

(Applicable to the batch of students admitted in the academic year 2025-26 onwards)

English (CBCS)

FACULTY OF ARTS, SU

ENGLISH

Syllabus (CBCS)

(w.e.f. 2025-2026)



FACULTY OF ARTS
SATAVAHANA UNIVERSITY
KARIMNAGAR – 505002

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Syllabus Design for General English

General English for UG Students: Course Design and Methodology

General English is taught across four semesters to the undergraduate students during their First-year and Second-year study. Each semester has six Units. These Units comprise seven areas of English Language Skills: Listening, Speaking, Reading, Writing, Vocabulary, Grammar and Reading for Pleasure.

The syllabus is taught through an integrated methodology that combines different approaches to help the learners develop all the core language skills. The objective is enabling the students gain a strong command of English Communication Skills in both Oral and Written modes.

To achieve this objective, materials are specially prepared for the use of students. These materials include an audio component that matches texts mentioned in the curriculum. The audio helps and guides students in acquiring Standard Indian Pronunciation as the important rules of spoken English are explained with examples. This awareness about the English Sound System is important because spoken communication requires control over both what is uttered and how it is expressed. The pronunciation of English sounds and the changes that occur in connected speech are explained in detail. This helps students speak English more clearly and confidently.

‘Reading for pleasure’ is a vital skill that not only inculcates a lifelong reading habit in students but also helps build a repertoire of skills, such as vocabulary, semantic, and syntactic awareness. It encourages them to read enjoyable texts beyond academic demands. It fosters intrinsic motivation and a positive connection with books. This promotes independent exploration of diverse genres and authors, develops consistent reading habits beyond coursework, and enriches their intellectual activities. It thus ultimately facilitates the pursuit of higher education and career progress.

As the undergraduate students hail from diverse backgrounds, this course has been meticulously prepared to offer English Language skills needed at the basic, intermediate and advanced levels. It prepares students for social interaction, communication in both national and international contexts, and day-to-day activities. Through this course, students build the language ability required for their future life.

Semester I

English Algorithm: Basic Skills for Personal and Social Communication

The Semester I syllabus of the undergraduate English curriculum endeavours to develop basic conversational skills, instil the confidence to speak, and facilitate casual conversation. The learners would gain confidence in all the basic skills of personal and social interaction to express their ideas and life activities without difficulty. The exercises are simple, designed to help learners feel at ease with English and enable them to continue conversations with their peers and teachers without hesitation. The syllabus of this semester introduces the skills of speaking in English about oneself and seeking information from others. Narrating personal experiences and descriptive skills would be mastered by the students through this curriculum. From these basic skills they would acquire command of narrating others' experiences and explaining their own schedule and personal habits. They would also acquire skills of instructing others over processes and giving directions to places and activities. The Skills of Speaking, Reading and Writing in English would help them gain confidence to perform well in their optional subjects too.

Syllabus for Semester I

Unit I - Basic Conversational Skills

Unit II- The Art of Giving Clear Instructions and Directions

Unit III - Talking about Habitual Actions and Past Events

Unit IV - Crafting Descriptive Language

Unit V - Weaving Personal Narratives: Events and Biographies

Unit VI - From Sensation to Sentence: Descriptive Essays and Narratives

Semester I

UNIT I

Foundations of English Communication Skills

Objectives

Students will be able to

- Initiate and participate in basic social interactions
- Demonstrate proficiency in formulating questions, and articulating responses to inquiries

1. Learning Competencies

- 1.1 Applies social etiquette and integrates verbal/nonverbal cues
- 1.2 Acquires vocabulary to form various question types
- 1.3 Organizes grammatical order for clear questions
- 1.4 Uses appropriate vocabulary and intonation

2. Listening

- 2.1 Assimilates audio clippings, both formal and informal conversations
- 2.2 Interprets the ideas after listening to the audio clippings

- 2.3 Differentiates the purpose of Wh-words used in the audio
- 2.4 Distinguishes and reviews the details of a friend, gathered by filling the particulars given in the form

3. Speaking

- 3.1 Cultivates proper use of stress and intonation in conversations
- 3.2 Adopts nonverbal communication to bring out the impact of conversation
- 3.3 Introduces a friend whose details are filled in the form
- 3.4 Builds a dialogue (frames questions for the given answers and answers for the given questions through role plays)

4. Reading

- 4.1 Recites the poem, “Do You Love Me?” by Robert Louis Stevenson and exchanges responses and opinions about the poem read
- 4.2 Reads a story given and frames appropriate questions
- 4.3 Comprehends a given prose passage and answers questions given
- 4.4 Interprets a given poem and answers the questions given

5. Vocabulary

- 5.1 Uses interrogative and descriptive words
- 5.2 Substitutes selected words with their synonyms
- 5.3 Substitutes selected words with their antonyms
- 5.4 Deduces the meaning of a word from the context

6. Grammar

- 6.1 Applies suitable Main and Helping Verbs
- 6.2 Constructs different Types of Sentences - Statements, Interrogatives, Imperative, and Exclamatory
- 6.3 Formulates proper questioning strategies
- 6.4 Categorises vocabulary into different Parts of Speech

7. Writing

- 7.1 Synthesises ideas by connecting sentences
- 7.2 Constructs a paragraph about a healthy hobby
- 7.3 Composes a paragraph about a person whom he admires
- 7.4 Formulates a paragraph about a mode of travel the student prefers

8. Reading for Pleasure

- 8.1 Analyses an act from a play
- 8.2 Analyses a news item
- 8.3 Evaluates a review
- 8.4 Summarises a report

UNIT II

Giving Instructions and Directions

Objectives

Students will be able to

- ☐ Formulate instructions and directions
- ☐ Build vocabulary for different utterances and sentence structures

1. Learning Competencies

- 1.1 Applies verbs suitable for instructions
- 1.2 Formulates directions based on a map
- 1.3 Employs appropriate tone, vocabulary, and grammar
- 1.4 Acquires vocabulary related to directions and descriptions

2. Listening

- 2.1 Comprehends instructions provided through an audio source
- 2.2 Analyses directions from an audio source
- 2.3 Determines the correct train based on a railway announcement and locates the designated platform
- 2.4 Understands and follows the instructions provided at the airport to exit and secure a cab

3. Speaking

- 3.1 Formulates clear instructions for preparing a recipe
- 3.2 Demonstrates the use of appropriate tone and pace to deliver directions effectively
- 3.3 Illustrates the functionality and operation of a gadget
- 3.4 Directs someone to navigate and reach a famous monument

4. Reading

- 4.1 Interprets the instructions received from the college circular
- 4.2 Analyses the directions given in the brochure to reach a new house
- 4.3 Explains the verbs given for directions in Meena Kandaswamy's poem "Walk Swiftly"
- 4.4 Summarises the instructions given to his team on the discipline to be maintained at the college Annual Day function

5. Vocabulary

- 5.1 Compiles the instructional and directional vocabulary
- 5.2 Assembles the words used to express sequence and order
- 5.3 Gathers the words used to express landmarks to reach a place
- 5.4 Accumulates the words used for emphasis and command

6. Grammar

- 6.1 Reviews imperative sentences and imperative verbs
- 6.2 Organizes the sequence of the given sentences
- 6.3 Illustrates the use of the Simple Present Tense in sentences
- 6.4 Illustrates the use of Simple Past Tense

7. Writing

- 7.1 Composes instructions for a recipe
- 7.2 Formulates instructions to use a gadget

- 7.3 Develops directions to reach a sightseeing place
- 7.4 Constructs clear, step-wise instructions to upload a file from one's computer

8. Reading for Pleasure

- 8.1 Reads and analyses a passage about a pleasant journey to a hill-top
- 8.2 Reads and examines a passage about a funny incident
- 8.3 Reads and interprets a passage about Harry Potter's first experience at platform 9¾
- 8.4 Reads and investigates R.K. Narayan's "Snake in the Grass" to determine how snakes are captured

UNIT III

Narrating Habitual Actions and Past Events

Objectives

Students will be able to

- Present daily routines and habitual actions in simple English
- Analyse the application of the Simple Present Tense and Simple Past Tense

1. Learning Competencies

- 1.2 Organizes habitual actions and incidents in a logical sequence
- 1.2 Constructs day-to-day actions, ensuring proper subject-verb agreement
- 1.3 Incorporates related sequential verbs and linkers
- 1.4 Distinguishes time sequences within a narration

2. Listening

- 2.1 Comprehends recordings that describe daily activities
- 2.2 Synthesises the daily activities from the recordings
- 2.3 Identifies and interprets habitual actions expressed in Simple Present Tense and Simple Past Tense
- 2.4 Evaluates routine activities shared in the audio and proposes changes for improvement

3. Speaking

- 3.1 Employs proper intonation to engage the listener
- 3.2 Shares information about each other's daily routines
- 3.3 Discusses an online news item on a social platform
- 3.4 Analyses a sports event through commentary

4. Reading

- 4.1 Identifies verbs in the Simple Present Tense from John A'Hern's poem "Daily Routine" and applies them to describe daily activities
- 4.2 Extracts verbs in the Simple Past Tense from John A'Hern's poem "Yesterday" and utilises them to describe past activities
- 4.3 Compiles words denoting happiness and suffering from Chinua Achebe's poem "A Mother in a Refugee Camp" and categorises synonyms that reflect happiness and sorrow
- 4.4 Comprehends the given passage for comprehension

5. Vocabulary

- 5.1 Identifies Action Verbs from the given passage
- 5.2 Compiles vocabulary used for habitual actions
- 5.3 Analyses the relationship between Tense and Time words to recognise habitual action expressions
- 5.4 Scans a passage and determines one-word substitutes for selected expressions

6. Grammar

- 6.1 Analyses content and structure words and their usage in oral and written communication
- 6.2 Applies ordinal and cardinal numbers and their pronunciation
- 6.3 Reviews questions and answers in the Simple Present Tense and Simple Past Tense
- 6.4 Comprehends the use of Simple Present Tense with sensory verbs

7. Writing

- 7.1 Composes a diary entry of habitual actions using the Simple Present Tense
- 7.2 Narrates a past incident using the Simple Past Tense
- 7.3 Constructs a paragraph about his study or work schedule
- 7.4 Formulates sentences in the Simple Present Tense using sensory verbs

8. Reading for Pleasure

- 8.1 Reads and evaluates the excerpt from Stephen Leacock's "The Financial Career" and justifies the sentences or expression he enjoyed the most
- 8.2 Reads and analyses the excerpt from Robert Lynd's "On Forgetting" and explains the sentences or expressions he enjoyed the most
- 8.3 Reads and criticises the excerpt from R.K. Narayan's "Father's Help" and defends the sentences or expressions he enjoyed the most
- 8.4 Reads and interprets the excerpt from A.G. Gardner's "On Saying Please" and elaborates the sentences or expressions he enjoyed the most

UNIT 1V

Crafting Descriptive Language

Objectives

The students will be able to

- Apply a variety of adjectives appropriately in diverse contexts
- Create coherent sentences to illustrate people and places with detail and vividness

1. Learning Competencies

- 1.1 Categorises and describes individuals by appearance and personality using adjectives
- 1.2 Compares and contrasts individuals' qualities and attitudes
- 1.3 Illustrates individuals using pronouns and descriptive phrases
- 1.4 Analyses environments using spatial language and evokes sensory details of appealing places

2. Listening

- 2.1 Identifies characteristics of individuals as described by writers
- 2.2 Compares and contrasts the attributes of two individuals based on an oral presentation
- 2.3 Interprets the descriptions of a famous monument presented orally
- 2.4 Visualises beautiful places based on oral descriptions

3. Speaking

- 3.1 Illustrates the cooperation among neighbours
- 3.2 Portrays a favourite artist or historical character
- 3.3 Justifies the key features of a particular place with a personal impact.
- 3.4 Depicts a natural element such as the ocean or a mountain

4. Reading

- 4.1 Analyses Wordsworth's poem for devices and themes
- 4.2 Interprets Singh's story, focusing on character and perspective
- 4.3 Reads and evaluates a given text
- 4.4 Comprehends Whitman's poem and synthesise answers to related questions

5. Vocabulary

- 5.1 Constructs sentences using adjectives from the poems
- 5.2 Identifies adverbial forms of adjectives using a dictionary
- 5.3 Lists synonyms of the selected adjectives using a thesaurus
- 5.4 Connects colour adjectives to corresponding human moods

6. Grammar

- 6.1 Identifies types of adjectives and their affixation
- 6.2 Categorises adjectives derived from nouns
- 6.3 Explains degrees of comparison
- 6.4 Applies of the present continuous tense to describe on-going actions
 - 6.4.1 Analyses the use of the past continuous tense to describe actions in progress at a specific time in the past
 - 6.4.2 Differentiates between simple present tense and other present tenses.

7. Writing

- 7.1 Describes a person using adjectives
- 7.2 Constructs sentences using sensory adjectives
- 7.3 Composes a descriptive paragraph about a beautiful place
- 7.4 Compares and contrasts childhood and old age using adjectives

8. Reading for Pleasure

- 8.1 Reads and analyses characters in the story given
- 8.2 Reads and formulates a response to the news item given
- 8.3 Reads and evaluates the given report
- 8.4 Reads a cinema review given and creates a similar review of a cinema he enjoyed

UNIT V

Crafting Personal Stories, Events, and Life Histories

Objectives

The students will be able to

- Construct simple narratives with a clear beginning, middle, and end
- Apply appropriate descriptive language and tone to engage the reader

1. Learning Competencies

- 1.1 Recognises the elements of a well-structured narrative
- 1.2 Comprehends story themes and essay structure
- 1.3 Analyses characters and presents objective opinions
- 1.4 Organizes thoughts logically and contextualises individuals

2. Listening

- 2.1 Identifies the main idea and key events of a biography presented in an audio
- 2.2 Differentiates facts from opinions in a biography
- 2.3 Determines circumstantial influences on an individual
- 2.4 Analyses the plot, characteristics, and emotions of a person

3. Speaking

- 3.1 Modulates tone to convey the meaning of a presentation
- 3.2 Distinguishes between narrating and presenting dialogues
- 3.3 Narrates short, related personal experiences
- 3.4 Expresses emotional empathy with characters and their experiences

4. Reading

- 4.1 Comprehends a given reading passage
- 4.2 Analyses Pushkin's "I Loved You"
- 4.3 Interprets Gogol's "The Nose"
- 4.4 Examines the excerpt from Gorky's "My Childhood"

5. Vocabulary

- 5.1 Employs precise words and suitable vocabulary in essays and stories
- 5.2 Integrates sensory adjectives and verbs
- 5.3 Uses words to describe human qualities
- 5.4 Applies knowledge of antonyms, synonyms, and one-word substitutes

6. Grammar

- 6.1 Constructs and creates sentences in present perfect to show completed actions with present relevance
- 6.2 Analyses the function of the past perfect continuous tense to describe on-going actions before another past action
- 6.3 Develops examples illustrating the use of the present perfect continuous tense to show actions that started in the past, continued until recently, and have present results
- 6.4 Describes and explains how the past perfect continuous tense indicates the duration of an action completed before another point in the past

7. Writing

- 7.1 Composes a brief story
- 7.2 Describes the positive qualities of a person
- 7.3 Summarises the success of a celebrity
- 7.4 Develops a general essay on a selected topic

8. Reading for Pleasure

- 8.1 Reads and analyses Mahaswetha Devi's "Bayen"
- 8.2 Reads and interprets Oscar Wilde's "The Happy Prince"
- 8.3 Reads and evaluates Guy de Maupassant's "The Necklace"
- 8.4 Reads and examines John Milton's "On His Blindness"

UNIT VI

Descriptive Writing and Event Narration

Objectives

The students will be able to

- Compose vivid descriptions using sensory details and figurative language
- Construct chronological accounts of events, incorporating relevant details and sequence of actions

1. Learning Competencies

- 1.1 Employs descriptive language for engaging events
- 1.2 Differentiates objective descriptions from personal reflections
- 1.3 Describes a significant sight-seeing place in an essay form
- 1.4 Illustrates behavioural patterns triggered by emotions

2. Listening

- 2.1 Comprehends a paragraph describing an event
- 2.2 Analyses the sequence of events in a paragraph
- 2.3 Identifies descriptive adjectives and phrases used for an event
- 2.4 Differentiates emotions in the audio's tone

3. Speaking

- 3.1 Depicts a wedding scene to friends
- 3.2 Illustrates a gym in an apartment
- 3.3 Describes a garden
- 3.4 Portrays a stormy scene

4. Reading

- 4.1 Interprets W.H. Davies' "Leisure"
- 4.2 Analyses Tagore's "Where the Mind is Without Fear"
- 4.3 Examines excerpts from Bertrand Russell's "Happy Man"
- 4.4 Explores excerpts from Swami Vivekananda's "Success in Work"

5. Vocabulary

- 5.1 Integrates descriptive words for a marriage scene
- 5.2 Uses descriptive words for parties
- 5.3 Incorporates descriptive words for national festivals
- 5.4 Applies descriptive words for special college events

6. Grammar

- 6.1 Applies simple future tense
- 6.2 Constructs sentences using the future continuous tense
- 6.3 Formulates sentences using the future perfect tense
- 6.4 Explains special usage of tense forms

7. Writing

- 7.1 Composes a descriptive account of an event
- 7.2 Illustrates a scene through descriptive writing
- 7.3 Conveys reactions to sensory experiences descriptively
- 7.4 Depicts the aftermath of an earthquake through descriptive writing

8. Reading for Pleasure

- 8.1 Reads and describes Agasthya Maharshi's battery cell
- 8.2 Reads and illustrates sage Bharadwaja's three types of aeroplanes
- 8.3 Reads and explains the planetary circle in Astronomy
- 8.4 Reads and details surgeon Sushruta's surgical instruments

Semester II

English Algorithm: Advanced Skills for Oral and Written Communication

Building on Semester I, students will confidently engage in English conversations and refine advanced communication skills. They will be able to explain, elucidate and argue on various topics using the right expressions and appropriate syntax. They would acquire critical thinking and critical writing skills that would enable them to understand their optional subjects better.

By the end of Semester II, students will be able to read, write, and speak confidently about their subjects, as well as discuss general topics of interest. Semester II helps them acquire most of the advanced skills in English by facilitating their study of other subjects. The Reading for Pleasure part will specially help them become efficient readers of English that will vastly improve their confidence and performance in examinations.

Syllabus for Semester II

Unit I - Expository and Elucidatory Skills

Unit II - Analytical Skills and Plausible Conclusions

Unit III - Critical Thinking and Critical Writing

Unit IV - Effective Communication through Argumentative Skills

Unit V - Letter-Writing Skills: Types and Formats

Unit VI - Job Application and Résumé Writing

II Semester

Unit I

Expository and Elucidatory Skills

Objectives

The students will be able to

- Explain expository structures by illustrating them with examples
- Analyse a topic and clarify its components in an expository essay

1.1 Learning Competencies

1.1 Composes effective expository essays

2.2 Comprehends and interprets spoken discourse

2.3 Designs and explains processes in writing

2.4 Applies vocabulary to explain and elucidate

2. Listening

- 2.1 Generates explanatory ideas from audio
- 2.2 Identifies process steps in audio
- 2.3 Infers conclusions from listening
- 2.4 Evaluates topic significance in audio

3. Speaking

- 3.1 Defines the concept
- 3.2 Illustrates the process
- 3.3 Relates causes and effects using linkers
- 3.4 Reports the problem as a complaint

4. Reading

- 4.1 Identifies the steps in flood victim rescue from a given passage
- 4.2 Comprehends how to use Alexa from a given explanation
- 4.3 Interprets the causes and effects of AI systems from a reading excerpt
- 4.4 Distinguishes between internet technology use and misuse from a given reading material

5. Vocabulary

- 5.1 Analyses technical vocabulary through roots and derivations
- 5.2 Acquires expository vocabulary
- 5.3 Learns vocabulary for process explanation
- 5.4 Identifies vocabulary for conditions, causes, and effects

6. Grammar

- 6.1 Recognises modal verbs
- 6.2 Applies the uses of modal verbs
- 6.3 Identifies linkers
- 6.4 Demonstrates the uses of linkers

7. Writing

- 7.1 Constructs an expository paragraph
- 7.2 Composes an expository essay, ensuring neutrality
- 7.3 Develops an expository essay elucidating a concept and its causes and effects
- 7.4 Formulates an expository essay explaining a process

8. Reading for Pleasure

- 8.1 Reads and explains the need for learning art in school and college
- 8.2 Reads and analyses the perspective that excess wealth spoils thoughts
- 8.3 Reads and appraises the proposal of banning violent fight videos for children below 12
- 8.4 Reads and comprehends the impact of the Digital Revolution

Unit II

Analytical Skills and Plausible Conclusions

Objectives

The students will be able to

- Identify key arguments and deconstruct complex texts for key arguments
- Evaluate evidence, reasoning and emphasise critical judgement

1. Learning Competencies

- 1.1 Deconstructs complex sentences to enhance comprehension
- 1.2 Acquires command of analytical expressions
- 1.3 Learns vocabulary to strengthen analytical skills
- 1.4 Synthesises conclusions based on analysis

2. Listening

- 2.1 Analyses the listened text into smaller segments for comprehension
- 2.2 Develops inferential reasoning to deduce logical conclusions
- 2.3 Enhances logical reasoning to infer missing information
- 2.4 Refines critical thinking to make sound judgments

3. Speaking

- 3.1 Analyses information for key components
- 3.2 Evaluates evidence for validity
- 3.3 Explains complex ideas effectively
- 3.4 Formulates powerful conclusions

4. Reading

- 4.1 Reads and accelerates reading proficiency from a given text
- 4.2 Reads and deepens comprehension from a given text
- 4.3 Reads and identifies author's purpose and rhetorical devices from a given text
- 4.4 Reads and critiques the text's effectiveness from a given text

5. Vocabulary

- 5.1 Comprehends key expressions within the content
- 5.2 Interprets connotations and nuances effectively
- 5.3 Acquires apt vocabulary
- 5.4 Analyses and evaluates complex expressions

6. Grammar

- 6.1 Judges the appropriate use of prepositions for clarity
- 6.2 Applies conjunctions and sentence linkers to establish relationships between words and sentences
- 6.3 Categorises sentence structures: simple, compound, complex
- 6.4 Analyses and synthesises sentence structures and construct complex sentences

7. Writing

- 7.1 Analyses causal links and differentiates similarities and differences in writing

- 7.2 Substantiates ideas with logical reasoning in writing
- 7.3 Critiques diverse perspectives to synthesise well-organized texts
- 7.4 Generates effective short and extended written compositions

8. Reading for Pleasure

- 8.1 Reads and traces the history of the Internet
- 8.2 Reads and analyses the evils of war
- 8.3 Reads and evaluates the importance of ecological awareness
- 8.4 Reads and justifies the importance of planning in life

Unit III

Critical Thinking and Critical Writing

Objectives

The students will be able to

- Analyse arguments and formulate judgments to enhance critical thinking skills
- Construct coherent arguments by synthesising information

1. Learning Competencies

- 1.1 Interprets concepts and comprehends ideas
- 1.2 Analyses the given content
- 1.3 Applies cognition for complete understanding
- 1.4 Solves problems on the basis of conceptualisation

2. Listening

- 2.1 Deconstructs information into manageable components
- 2.2 Analyses the components and their interrelationships
- 2.3 Cultivates curiosity and inquisitiveness
- 2.4 Organizes ideas systematically

3. Speaking

- 3.1 Negotiates solutions to conflicts
- 3.2 Generates innovative thoughts
- 3.3 Evaluates with accuracy
- 3.4 Articulates effectively for clear communication

4. Reading

- 4.1 Evaluates the logical consistency of the given text
- 4.2 Analyses the logical flow and coherence of information from the given text
- 4.3 Synthesises ideas through mind-mapping and brainstorming based on reading
- 4.4 Creates possibilities and imagines scenarios inspired by the text

5. Vocabulary

- 5.1 Appreciates the subtle connotations of words and phrases
- 5.2 Articulates creative interpretations and connections inspired by the text

- 5.3 Differentiates the nuanced meanings of critical vocabulary
- 5.4 Interprets the author's tone and mood through careful analysis of word choice

6. Grammar

- 6.1 Identifies evaluative vocabulary and takes note of words used for appraisal
- 6.2 Analyses and examines grammatical expressions and grammatical structures
- 6.3 Assesses words meaning in context and their semantic appropriacy
- 6.4 Arrange words in sentences correctly in right word order

7. Writing

- 7.1 Formulates critically reasoned written arguments
- 7.2 Analyses and evaluates information in written form
- 7.3 Constructs well-supported argumentative essays
- 7.4 Articulates perspectives and persuades effectively through writing

8. Reading for Pleasure

- 8.1 "On Forgetting" by Robert Lynd: Reflects on the significance of memory and forgetting
- 8.2 "On Technology" by Bertrand Russell: Analyses Russell's insights into the impact of technology on society
- 8.3 "Religion and Superstitions" by Samuel Johnson: Distinguishes Johnson's perspectives on faith and unfounded beliefs
- 8.4 "If" by Rudyard Kipling: Interprets the core principles of character and conduct presented in the poem

Unit IV

Argumentative and Persuasive Skills

Objectives

The students will be able to

- Build clear arguments with supporting evidence for effective communication
- Communicate persuasively, addressing counterarguments respectfully

1. Learning Competencies

- 1.1 Persuades effectively through reasoned arguments
- 1.2 Articulates formal discourse with clarity and precision
- 1.3 Presents viewpoints with dignity and poise
- 1.4 Conducts thorough research to support arguments

2. Listening

- 2.1 Analyses information to enhance thinking ability
- 2.2 Organizes semantic presentations with mental clarity
- 2.3 Constructs arguments both for and against the audio text
- 2.4 Structures thoughts logically and coherently

3. Speaking

- 3.1 Structures presentations effectively using appropriate introductions and conclusions
- 3.2 Articulates formal arguments with clarity and precision
- 3.3 Delivers speeches effectively in public settings
- 3.4 Evaluates information to form sound judgments

4. Reading

- 4.1 Analyses the structure and components of a text
- 4.2 Infers logical connections and reasons within the text
- 4.3 Evaluates the credibility and relevance of information in the text
- 4.4 Synthesises information from the text to draw logical conclusions

5. Vocabulary

- 5.1 Utilises persuasive vocabulary effectively in communication
- 5.2 Incorporates words and phrases to present evidence clearly
- 5.3 Applies vocabulary related to logic and reasoning accurately
- 5.4 Identifies and differentiates synonyms and antonyms to expand word power

6. Grammar

- 6.1 Formulate argumentative phrases
- 6.2 Applies basic punctuation basic
- 6.3 Analyses the function of advanced punctuation
- 6.4 Identifies and uses one-word substitutes to enhance vocabulary

7. Writing

- 7.1 Formulates well-structured argumentative essays
- 7.2 Constructs a variety of sentence types effectively
- 7.3 Uses diverse sentence structures with precision
- 7.4 Applies sentence construction for semantic clarity and syntactic correctness

8. Reading for Pleasure

- 8.1 Analyses Twain's satirical critique of humanity and religious dogma presented in the letters, "Letters from the Earth" by Mark Twain
- 8.2 Evaluates the societal impact of mobile technology by reading the given text
- 8.3 Debates on "Should there be a control on social media?"
- 8.4 Synthesises findings from the study, "Gender Equality: A Study"

Unit V

Skills of Correspondence: Types of Letters

Objectives

The students will be able to

- Distinguish letter types by purpose and style
- Write effective letters for different situations

1. Learning Competencies

- 1.1 Articulates effective communication strategies for personal and professional interactions

- 1.2 Composes formal official letters adhering to established conventions
- 1.3 Analyses the structural elements of various letter formats
- 1.4 Drafts socially responsible letters to the editor on relevant issues

2. Listening

- 2.1 Identifies the key information within a letter's content
- 2.2 Infers the writer's tone and mood conveyed in the letter
- 2.3 Evaluates the appropriateness of the language used in the letter
- 2.4 Determines the formality level indicated by the writer and the receiver

3. Types of letters

- 3.1 Categorises the characteristics of personal letters
- 3.2 Differentiates between the formats of official and professional letters
- 3.3 Develops effective strategies for writing letters to the editor
- 3.4 Formulates correspondence to fulfil various social responsibilities

4. Reading

- 4.1 Utilises social platforms for interpersonal connection
- 4.2 Formulates appropriate responses to messages on social platforms
- 4.3 Assesses the formality level of communication on social media
- 4.4 Applies principles of decency in online interactions

5. Vocabulary

- 5.1 Generates inspiration for letter writing and using formal vocabulary and
- 5.2 Differentiates various nuances of words used in the letters
- 5.3 Acquires phrases and idioms for letter writing
- 5.4 Distinguishes between formal and informal language used in the letters

6. Grammar

- 6.1 Identifies frequently used abbreviations
- 6.2 Analyses word derivations of grammatical forms
- 6.3 Categorises concrete and abstract nouns in usage
- 6.4 Differentiates use of active and passive verbs

7. Writing

- 7.1 Composes personal letters
- 7.2 Constructs official and professional letters
- 7.3 Formulates letters to the editor
- 7.4 Develops letters to fulfil social responsibility

8. Reading for Pleasure

- 8.1 Interprets letters to a daughter by Jawaharlal Nehru.
- 8.2 Analyses the Letter from Birmingham Jail by Martin Luther King Junior.
- 8.3 Evaluates Albert Einstein's Letter to Franklin D. Roosevelt on nuclear weapons.
- 8.4 Interprets, A Letter from Abraham Lincoln to his Son's Teacher.

Unit VI

Job Application and Resume Writing

Objectives

Students will be able to

- Create effective Resume showcasing their qualifications
- Writepersuasive Job Application Letters

1. Learning Competencies

- 1.1 Acquires the ability to write professional letters effectively
- 1.2Develops a job application
- 1.3 Structures job applications and cover letters
- 1.4 Expands formal vocabulary for professional correspondence

2. Listening

- 2.1 Summarises points in group discussions
- 2.2 Observesother participants attentively
- 2.3 Organisesdiscussed ideas mentally
- 2.4 Interpretsthe formal language used in the discussions

3. Speaking

- 3.1 Articulates ideas in group discussions
- 3.2 Formulates responses thoughtfully
- 3.3 Justifiesandchallenges arguments politely
- 3.4 Synthesises effective conclusions in speech

4. Reading

- 4.1 Investigates online resources for effective job applications
- 4.2 Identifies job vacancies in newspapers
- 4.3 Researchesthe background of potential employers
- 4.4 Explores journals for interdisciplinary knowledge

5. Vocabulary

- 5.1 Internalisescommon vocabulary through speaking and writing
- 5.2 Consults a Thesaurus for word synonyms
- 5.3 Selects vocabulary to enhance rapporteur
- 5.4 Acquires vocabulary relevant to industry and employment

6. Grammar

- 6.1 Creates tag lines
- 6.2 Constructs slogans and directional phrases
- 6.3 Differentiates between conversational and academic styles
- 6.4 Learns short expressions for interview etiquette

7. Writing

- 7.1 Applies the format of job applications
- 7.2 Adaptsbio-data presentation in different formats

- 7.3 Drafts a concise Resume
- 7.4 Develops comprehensive Curriculum Vitae

8. Reading for Pleasure

- 8.1 Recounts the history of KFC
- 8.2 Describes Napoleon's childhood
- 8.3 Summarises a short biography of Thomas Edison
- 8.4 Interprets "Polonius' Advice to His Son" from Hamlet by William Shakespeare

Semester III

English Algorithm: Skills for Effective Performance in English

This semester, students will develop their speaking, reading, and writing abilities to enhance their capacity for effective self-expression. Building on the advanced skills acquired in the previous semester, students will further enhance their abilities by exploring the supplementary aspects of speaking, reading, and writing. This will strengthen their expressive capabilities and mastery of English. While speaking English is often associated with fluency, it does not automatically guarantee that one's speech is engaging or effective. In this semester, students will learn about the additional elements that complement spoken language, such as body language and vocal expression.

Similarly, the advanced skills of effective Reading and effective Writing are explained in detail so that students develop English Language Skills further. Since English is learned as a second language in India, it is essential for teachers—who receive appropriate training—to explicitly teach the nuanced aspects of the language, such as positive and negative expressions, as well as formal and informal language. This comprehensive approach is crucial for achieving mastery of English in all its dimensions. Therefore, this specialized training becomes vital in ensuring learners acquire English in its full and desirable form.

Unit I

Pronunciation and Conversational English Skills

The students will be able to

- Produce English sounds intelligibly and accurately
- Discriminate between strong and weak forms in speech
- Apply accurate word stress for lexical comprehension
- Utilise pauses and tone groups for clear expression

- Interpret intonation to understand meaning and intent
- Employ appropriate social strategies for interpersonal interaction
- Sustain dialogue through active listening and turn-taking
- Express agreement, disagreement, and empathy politely

1.1 Acquiring appropriate English Sounds (2 hour)

1.2 Strong and weak forms (1 hour)

1.3 Word Stress (2 hours)

1.4 Pauses and tone Groups (1 hour)

1.5 Intonation (3hours)

1.6 Conversational Skills (3 hrs)

1.6.1 Entering Conversation

1.6.2 Continuing the Conversation

1.6.4 Agreeing and Disagreeing

1.6.5 Responding and Sympathising

1.6.6 Conversations: Blunt and Polite

Unit II

The Art of Effective Speaking

The students will be able to

- Apply verbal and non-verbal features effectively in communication
- Utilise positive and negative language appropriately
- Differentiate and **employ** formal and informal language
- Compose and **present** engaging introductions for various events
- Demonstrate effective telephone etiquette
- Participate actively and diplomatically in group discussions
- Formulate logical and persuasive arguments
- Integrate well-structured content for impactful public speeches

2.1 Verbal and non-verbal Features (1hr)

2.2 Positive and Negative Language (1hr)

2.3 Formal and Informal Language (1hr)

2.4 Anchoring for shows and meetings (2hrs)

2.5 Telephone Etiquette (1hr)

2.6 Participating in a discussion (2hrs)

2.7 Presenting an argument (2hrs)

2.8 Public Speaking (2hrs)

Unit III

Building Essential Reading Skills

The students will be able to

- Identify the main idea of a text
- Locate specific details within a text
- Organize key information from reading or listening
- Infer the purpose in a text
- Determine the meaning of words using prefixes and suffixes
- Apply synonyms, antonyms, and one-word substitutes
- Distinguish between homonyms, homophones, and homographs
- Interpret the meaning of idioms and phrases in context

3.1 Skimming for gist (1hr)

3.2 Scanning for specific information (1hr)

3.3 Note Making (2hrs)

3.4 Inference of the purpose of text (1hr)

3.3 Expansion of vocabulary

3.3.1 Prefixes and suffixes (1hr)

3.3.2 simple and compound words (1hr)

3.3.4. One-word substitutes (1hr)

3.3.5. Synonyms and Antonyms (1hr)

3.3.6 Homonyms, homophones, hemograms (1hr)

3.3.7 Idioms and Phrases (2hrs)

Unit IV

Critical Reading and Text Analysis

The students will be able to

- Identify the main idea of a text
- Interpret the tone of a text
- Connect background knowledge to text for comprehension
- Analyse text for detailed understanding
- Infer word meanings from context
- Analyse word derivations for meaning
- Summarise key points from a text
- Evaluate the quality and relevance of a text

4.1 Locating subject of the Text (1hr)

4.2 Understanding the tone of the Text (1hr)

4.3 Using the background knowledge to understand the Text (1hr)

4.4 Close Reading (2hrs)

- 4.5 Guessing the meanings of unknown words from the context (2 hrs)
- 4.6 Working on the unknown words and their derivations (2hrs)
- 4.7 Noting down interesting points of the Text
- 4.8 Mental Assessment of the Text and awarding a grade (1hr)

Unit V

Advanced Writing Skills

The students will be able to

- Transform phrases into clauses to enhance sentence variety.
- Classify and **construct** simple, compound, and complex sentences.
- Incorporate adjuncts to sentences for additional meaning and clarity.
- Apply appropriate linkers to join sentences cohesively.
- Summarise a passage effectively.
- Construct a news report using appropriate techniques.
- Evaluate and **refine** a written piece for improved style and accuracy.
- Synthesise advanced writing techniques to produce contextually appropriate texts.

- 5.1 Expanding phrases to Clauses (2hrs)
- 5.2 Categorises sentence structures (simple, compound, complex) (2hrs)
- 5.3 Adding Adjuncts in a sentence (1hr)
- 5.4 Using Appropriate Linkers to join Sentences (1hr)
- 5.5 Summarising a Passage (2hrs)
- 5.6 Techniques of writing A News Report (2hrs)
- 5.7 Editing and Style Polishing a Write-up (2hrs)

Unit VI

Digital Writing and Communication Skills

The students will be able to

- Compose clear and professional emails for various purposes.
- Apply email conventions and etiquette effectively.
- Design and publish engaging blog posts.
- Express personal voice and purpose in blogs.
- Create visually appealing digital invitations.
- Adapt tone and style for different audiences in digital communication.
- Integrate digital tools and multimedia in written communication.
- Proofread and edit digital content for accuracy and quality.

- 6.1 Writing e Mails (2hrs)
- 6.2 Creating Blogs (2hrs)
- 6.3 Digital Invitations (2hrs)

Semester IV

English Algorithm: Mastering English Language Skills

This is the final semester for undergraduate students to develop their English language skills. Therefore, a high level of language proficiency is expected by the end of this semester. The academic level of a language reflects its highest proficiency, allowing learners to perform a wide range of scholarly activities. Students should engage in writing articles for reputable journals, seminar papers, monographs, and other academic works, with guidance and training provided by their English instructors.

This semester largely completes the study of English by helping students use advanced language skills effectively. It helps in acquiring academic vocabulary to prepare research papers, project reports, and carry out other such activities. Whether the graduates take up jobs or pursue higher studies, the skills they acquire with reference to the English language help them to progress well in all their endeavours.

IV Semester

Unit I

Developing the Art of Report Writing

The students will be able to

- Organize relevant information into a cohesive report structure
- Formulate clear and concise report objectives
- Adapt vocabulary for diverse audiences and contexts
- Apply grammar and punctuation for professional writing
- Tailor writing style to the report's purpose and audience
- Interpret and present findings in an organized manner
- Assess and revise reports for clarity and coherence

- Apply citation standards to reference sources accurately

- 1.1 Title Page
- 1.2 Introduction
- 1.3 Objectives
- 1.4 Structure
- 1.5 Vocabulary Selection
- 1.6 Correction of Grammar and Punctuation
- 1.7 Style Polishing
- 1.8 Results & Findings
- 1.9 Final Editing
- 1.10 References

Unit II

Academic and Research Writing

The students will be able to

- Create a precise title page
- Select relevant keywords for discoverability
- Write a concise abstract summarising key elements.
- Use appropriate academic language
- Introduce and contextualise the research topic
- Analyse the topic objectively and in detail
- Interpret findings and draw conclusions
- Refine, edit, and reference the research accurately

- 2.1 Title Page
- 2.2 Key Words
- 2.3 Abstract
- 2.4 Language Style in Academic Writing
- 2.5 Introduction
- 2.6 Description of the Topic
- 2.7 Analyses of the Topic
- 2.8 Interpretation of the Subject
- 2.9 Research Findings
- 2.10 Conclusion
- 2.11 Style Polishing
- 2.12 Final editing
- 2.13 References

Unit III

Proposal Writing for Research Projects

The students will be able to

- Create a precise title page
- Define the problem statement
- Write a concise abstract
- Synthesise background studies
- Formulate a structured proposal
- Articulate expected outcomes
- Refine and edit the proposal
- Develop a detailed budget

3.1 Title Page

3.2 Problem

3.3 Abstract

3.4 Background Study

3.5 Design of the Proposal

3.6 Expected Outcome

3.7 Conclusion

3.8 Final Editing

3.9 Budget

3.10 References

Unit IV

Reviewing Books and Articles

The students will be able to

- Identify key bibliographic details for proper citation
- Classify the book/article by genre and purpose
- Summarise the content concisely and objectively
- Evaluate the work's strengths, weaknesses, and contribution
- Assess the effectiveness for the target audience
- Research and acknowledge recognition or awards
- Formulate an informed opinion with supporting evidence
- Structure a professional review with reviewer details

4.1 Title of the Book/Article

4.2 Name of the Author

4.3 Publication details

4.4 Approval from ISBN/

4.5 Category: Textbook/ General Book/ Scientific Text/ Academic Book/ Fiction/ Biography

4.7 Evaluating Summary

4.8 Catering to which section of the Society

4.9 Recognition/ Awards

4.10 Reviewed by: Name and Designation of the Reviewer, Date of Review

Unit V

Text Analysis and Editing Skills

The students will be able to

- Comprehend the text's core message, tone, and purpose
- Evaluate tone and purpose for alignment with goals and audience
- Correct grammatical errors in phrases, clauses, and sentences
- Adjust formality level to suit audience and context
- Analyse text coherence and logical flow
- Assess clarity, accuracy, precision, relevance, depth, and breadth
- Verify the credibility of cited resources
- Evaluate written work using objective criteria

5.1 Reading of Entire Text

5.2 Noting the tone and Purpose of the Writer

5.3 Checking the Basic Grammar Skills, Phrases and Clauses

5.4 Deciding the Formality Level of the Writing

5.5 Checking the Order of the Writing

5.6 Checking for Clarity, Accuracy, Precision, Relevance, Depth and Breadth

5.7 Checking the Resources Used

5.8 Grading the Write-up

Unit VI

Formal Writing for Workplace Communication

The students will be able to

- Compose clear and formal notices/circulars
- Record accurate and structured meeting minutes
- Summarise key information concisely
- Elaborate on ideas with coherent detail
- Apply appropriate formal office language
- Organize written content logically
- Adapt writing for specific professional purposes
- Proofread and edit office documents for errors

6.1 Writing Notices Circulars

6.2 Preparing Minutes of the Meeting

6.3 Summarising

6.4 Expansion of an Idea