

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓	✓		✓
CO 3	✓	✓		✓
CO 4	✓	✓	✓	✓

MINOR COURSES

The learners from Functional English discipline can choose minor courses from the two groups of Minor courses offered in the syllabus and the title of the minor for Major with minor pathway will be Cultural Studies. For learners from Functional English in other pathways, the name of the respective groups from which they choose the minor courses will be the title of the minor. If the learners from disciplines other than Functional English, choose minor courses from Functional English, the title of their minor (Major with Minor Pathway) shall be Minor in Functional English. For other pathways the title of the groups from which the learner choose their minor courses will be the title of the minor.

GROUP 1: ENGLISH LANGUAGE PRAXIS & DIVERSE LITERATURE

Course Title **Grammar Foundation**

Type of Course Minor

Semester I

Academic Level 100-199

Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60

Pre-requisites

Course Summary

The Grammar Foundation course is designed to provide students a comprehensive understanding of the fundamental concepts of English grammar. Through a series of engaging modules, students will learn about the basic components of sentences, including parts of speech, sentence structure, verb tenses, punctuation, and capitalization. By the end of the course, students will have developed essential skills in grammar, enabling them to communicate effectively in both written and spoken English.

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Understand the basic structure of language	U	C	Task Completion Oral Presentation In-class discussion Written Test
CO2	Apply knowledge of grammar concepts to construct grammatically correct sentences	Ap	P	Listening and Reading Tasks Presentation Role-playing / Activity Assessment Written Test
CO3	Analyse the structure of sentences to understand their components	An	P	Writing Assignments Seminar Presentation In-class discussion Peer Assessment
CO4	Evaluate written work for grammar, punctuation, and capitalization errors	E	P	Interactive Tasks Debates and discussion Written Test
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)				
# - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

Detailed Syllabus

Module	Unit	Content	Hrs	Mark
I	Module 1: Parts of Speech		11	15
	1	Nouns and Pronouns	3	
	2	Verbs and Adjectives	3	

	3	Adverbs and Prepositions	2	
	4	Conjunctions and Interjections	2	
	5	Articles	1	
		<p>Suggested Activities</p> <ul style="list-style-type: none"> Identify and classify nouns and pronouns in sentences provided Group activity: Create sentences using different types of nouns and pronouns Pronoun Personas: Each student selects a fictional character or historical figure. They write a short paragraph describing their chosen character using pronouns instead of their name. Classmates guess the character based on the description: Preposition Hunt: Students are given a list of prepositions and must find objects in the classroom that match each preposition In groups, students take turns adding sentences to create a collaborative story. Each sentence must be connected using a conjunction Grammar Olympics: Students compete in teams to complete a series of grammar challenges, including identifying parts of speech, correcting sentences, and creating grammatically correct sentences under time constraints. Article identification ,sorting and Quiz- peer evaluation <p>Core TextRaymond Murphy English Grammar Essentials English Language and Communication Skills by Sanjay Kumar and Pushp Lata Oxford University Press 2013 Raymond Murphy English Grammar Essentials</p>		
II	Sentence Structure and Types		8	15
	5	Sentence Patterns	2	
	6	Sentence Varieties (Based on Sense)	2	
	7	Sentence Varieties (Based on Structure)	3	
	8	Sentence Mastery(Conversion)	2	
		<ul style="list-style-type: none"> Sentence Sort: Students are given a mix of sentences and must categorize them into the four types. They then discuss their categorizations as a class. Identify Sentence Types Sentence Construction Challenge: Students are given prompts and must construct sentences of different types and structures. They then share their sentences with the class and explain their choices <p>Core reading:English Language and Communication Skills by Sanjay Kumar and Pushp Lata Oxford University Press 2013Raymond Murphy English Grammar Essentials</p>		
III	Verb: Tenses and Agreement		16	20
	9	Irregular and regular forms of the Verbs	1	

	10	Present Tense (Simple &Continuous)	2	
	11	Present Tense(Perfect &Perfect Continuous)	2	
	12	Past Tense (Simple &Continuous)	2	
	13	Past Tense(Perfect &Perfect Continuous)	2	
	14	Future time Expressions	2	
	15	Subject verb Agreement	2	
	16	Tag Questions	1	
	17	Passive and active voice	2	
		<p>Suggested Activities:</p> <ul style="list-style-type: none"> • Tense Identification - Students are given sentences and must identify the tense of the verb in each sentence. They then discuss their answers in pairs or small groups • Verb Tense Timeline - Students create a timeline on the board or on paper representing different points in time (past, present, future). They then write example sentences for each tense on the timeline. • Sentence Completion Students complete sentences using tense forms based on given prompts or situations. • Story Writing - In pairs or small groups, students create short stories using past tense/Past Perfect Tense forms of verbs. They then share their stories with the class. • Future Tense Prediction Game - Students predict what will happen in the future based on given scenarios. They then write sentences using future tense verbs to describe their predictions • Verb Tense Challenge - Students work individually or in pairs to complete a set of challenging exercises that include sentences with mixed verb tenses. They then check their answers and discuss any discrepancies as a class. <p>Core reading:</p> <p>Raymond Murphy English Grammar Essentials</p> <p>English Language and Communication Skills by Sanjay Kumar and Pushp Lata Oxford University Press 2013</p>		
IV		Mastering Grammar in Practice	13	20
	17	Direct and Indirect Speech	3	
	18	Phrasal Verbs and Idioms	3	
	19	Common Grammatical Errors	2	
	20	Punctuation Mastery	2	

21	Understanding Clauses	3	
	<ul style="list-style-type: none"> • Dialogue Rewrites: Provide learners with short dialogues in direct speech and ask them to rewrite them in indirect speech. Start with simple conversations and gradually increase the complexity. • Dialogue Rewrites: Provide learners with short dialogues in direct speech and ask them to rewrite them in indirect speech. Start with simple conversations and gradually increase the complexity. • Writing Exercises: Assign writing tasks where students create their own dialogues or narratives using both direct and indirect speech. Encourage creativity while emphasizing correct grammar and punctuation. • Punctuation Practice Worksheets: Provide worksheets with sentences missing appropriate punctuation marks. Ask students to identify and correctly punctuate the sentences. Start with basic punctuation marks such as periods, commas, question marks, and exclamation points, and gradually introduce more complex punctuation like semicolons, colons, and quotation marks. • Editing Practice: Give students passages or paragraphs containing punctuation errors and ask them to correct the mistakes. This activity encourages careful proofreading and attention to detail. • Punctuation Story: Provide students with a short passage or story without any punctuation • Group Activity: Identifying ,sorting, combining, creating and converting Clauses • Group Activity: Finding out the phrasal verbs /idioms from given piece of writing • Finding out the meaning using a dictionary • Phrasal Verb & Idiom Match-Up • Making short stories using phrasal verbs/idioms <p>Core reading:</p> <p>Raymond Murphy English Grammar Essentials English Language and Communication Skills by Sanjay Kumar and Pushp Lata Oxford University Press 2013</p>		
V	Open Ended Module:	12	
	Suggestions : More opportunities can be given to the students practice grammar and sentence Structures	12	

Mapping of COs with PSOs and POs:

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PO 1	PO 2	PO 3	PO 4	PO5	PO 6	PO7
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CO 1	3	2	-	2	-	-	3	2	1	-	-	-	-
CO 2	2	3	1	1	-	-	-	-		-2	3	-	
CO 3	2		2	-	3	3		-	3	-	-	-	-
CO 4	-	-	3		2	-	-	-	3	-	-	-	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar (10%)
- Midterm Exam (10%)
- Programming Assignments (10%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓	✓		✓
CO 3	✓	✓		✓

CO 4	✓	✓		✓
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Core Reading

Sanjay Kumar and Pushp Lata English Language and Communication Skills ,Oxford University Press 2013

Raymond Murphy English Grammar Essentials

Raymond Murphy. English Grammar in Use, Third Edition, Cambridge University Press,2004

_ Spoken and Written English Grammar and Usage-Cambridge University Press (2006)

Suggested Reading

Geoff Barton - Grammar in Context Students' Book-OUP Oxford (1999)

Robin Torres- Gouzerh *Intermediate English Grammar for ESL Learners* Second Edition

Leech, G. and Svartvick, Jan. *A Communicative Grammar of English*. Routledge,2013.

Accompanied by: (Woods, Edward and Copieters, R. *The Communicative Grammar of English Workbook*).

Rinvolucri, Mario. *Grammar Games*. Cambridge University Press, 1991

Ronald Carter_ Michael McCarthy - Cambridge Grammar of English_ A Comprehensive Guide.

Rinvolucri, Mario, and Paul Davis. *More Grammar Games Cognitive, Affective and Movement Activities for EFL Students*. Cambridge University Press, 2010.

Azar, Betty Schramper, and Stacey A. Hagen. *Understanding and Using English Grammar: With Answer Key*. Pearson/Longman, 2009.

Hewings, Martin. *Advanced Grammar in Use: A Self-Study Reference and Practice Book for Advanced Learners of English*. Cambridge University Press, 2015.

Jones, Rodney H., and Graham Lock. *Functional Grammar in the ESL Classroom: Noticing,*

Exploring and Practising. Palgrave Macmillan, 2011.

Zaorob, Maria Lucia, and Elizabeth Chin. *Games for Grammar Practice: A Resource Book of Grammar Games and Interactive Activities*. Cambridge Univ. Press, 2007.

Online Resources:

<https://learnenglish.britishcouncil.org/grammar>

<https://www.bbc.co.uk/learningenglish/>

[LearnEnglish Teens](#)

[Duolingo](#)

<https://learningenglish.voanews.com/>

[ESL Lab](#)

<https://breakingnewsenglish.com/>

[Speaking | Learn English](#)

<http://www.manythings.org/e/listening.html>

Course Title	Children's Literature				
Type of Course	Minor				
Semester	2				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	A genuine interest in children's literature and an openness to exploring diverse narratives and perspectives.				
Course Summary	This course offers an in-depth exploration of children's literature, examining oral narratives, film adaptations, and critical perspectives. Through a multi-disciplinary approach, students will delve into the rich world of children's stories, analyzing their cultural significance and literary merit.				

Course Outcomes (CO): •