

B.A. Semester I

English Language (Minor)

Paper I: Understanding Drama-I

Course Objectives

- To enhance language skills (reading, listening, speaking, and writing) through the study of dramatic texts.
- To understand basic dramatic elements, such as, plot, character, dialogue, setting and Verbal and Non-verbal Communication.
- To explore cultural and social contexts embedded in dramatic works.
- To develop critical thinking and communication skills through discussions and analyses.

Course Contents:

[The following contents are meant for 45 hours (15 weeks x 3 hrs = 45 hrs)]

Unit	Contents	Teaching Hours
1	Tragedy, Comedy, Plot, Character, Setting, Dramatic Tension/Conflict, Mood, Dramatic Personae, Theme, etc.	20
2	<i>Riders to the Sea</i> – J.M. Synge <i>The Prince who was a Piper</i> – Harold Brighouse	25

Course Level Learning Outcomes

The projected course learning outcomes that students need to demonstrate include the ability to:

- attain improved reading, listening, speaking, and writing skills in the target language,
- demonstrate understanding of essential elements, such as, plot, character, dialogue, and setting and dialogue delivery,
- develop awareness of cultural nuances and societal contexts embedded in dramatic works,
- apply language skills in discussions, analyses, and creative projects to communicate effectively in a dramatic context.

Suggested Readings:

1. Elam, Keir. *The Semiotics of Theatre and Drama*. Routledge, 1980.
2. Wilson, Edwin, and Alvin Goldfarb. *Theatre: The Lively Art*. McGraw-Hill, 2002.

3. Harrison, Martin. *The Language of Theatre*. Routledge, 1998.
4. Collins, Jane, and Andrew Nisbet, editors. *Theatre and Performance Design: A Reader in Scenography*. Routledge, 2010.
5. Carlson, Marvin. *Theatre Semiotics: Text and Staging in Modern Theatre*. Indiana University Press, 1990.
6. Esper, William, and Damon DiMarco. *The Actor's Art and Craft: William Esper Teaches the Meisner Technique*. Anchor, 2008.
7. Jones, Robert Edmond. *The Dramatic Imagination: Reflections and Speculations on the Art of the Theatre*. Routledge, 1941.

PATTERN OF QUESTION PAPER:

The question paper will be as per the university norms.

Designed by:

Dr. Satish Kumar Prajapati

B.A. Semester I English Language (Minor)

Paper II: Remedial English Grammar – I

Course Objectives:

- To increase the learners' grammatical proficiency in English.
- To familiarise the learners with the terminology of English grammar.
- To help students strengthen their knowledge of grammatical structures in English language.
- To enable students to write correct sentences with the appropriate application of grammatical rules.
- To help students in preparing for various competitive exams.

Course Contents:

[The following contents are meant for 45 hours (15 weeks x 3 hrs = 45 hrs)]

Unit	Contents	Teaching Hours
1	The Articles Agreement of verb and subject Nouns: Kinds and function Verbs: Auxiliaries Adjectives: Kinds and Degrees of Adjective Adverbs: Types, Position and Order of adverbs	25
2	Tenses Sequence of tenses, Conditional sentences Gerund, Infinitive, and Participles	20

Exercises based on:

- (i) *A Remedial English Grammar for Foreign Students*: FT Wood (Macmillan)
- (ii) *A Practical English Grammar*: A.J. Thomson and A.V. Martinet (O.U.P.) (Exercise Book I and II)

Course Level Learning Outcomes

The projected course learning outcomes that students need to demonstrate include the ability to:

- understand the importance of English grammar in written and oral communication,
- construct sentences in English correctly,
- analyse and interpret texts written in English by understanding grammar and correct

- sentence structures,
- comprehend the function of different parts of speech and their relationships in a sentence,
 - upskill themselves with the adequate knowledge of English grammar for various competitive exams.

Suggested readings:

- Allen, W.S. *Living English Structure*. Pearson, 2009.
- Hornby, A.S., et al. *The Oxford Advanced Learner's Dictionary of Current English*. O.U.P, 1974.
- Quirk, R., et al. *Comprehensive Grammar of the English Language*. Pearson, 2010.
- Rani, D Sudha, et al. *A Workbook on English Grammar and Composition*. McGraw, 2016.
- Thomson, A.J., and A.V. Martinet: *A Practical English Grammar*. O.U.P, 1997.
- Wood, F.T. *A Remedial English Grammar for Foreign Students*. Macmillan, 2016.

PATTERN OF QUESTION PAPER:

The question paper will be as per the university norms.

Designed by:

Dr. Pramod Kumar Gond

B.A. Semester I

English Language (Minor)

Paper III Introductory Linguistics and History of English Language - I

Course Objectives

- To familiarise the student with the concept of language, theories about language, and basics of Linguistics.
- To gain knowledge about the relationship between language and its structure.
- To make students understand sentence structure and its meaning.
- To familiarise the learners about the history of English.

Course Contents:

[The following contents are meant for 30 hours (15 weeks x 2 hrs = 30 hrs)]

Unit	Contents	Teaching Hours
1	What is Linguistics? Properties of Human Language Scope of Linguistics	15
2	Language Variation and Language Change: Dialect, Pidgin, Creole, and Register and Jargon Different types of Grammar: Prescriptive and Descriptive Grammar, Native Speaker Judgements and Field Methods, Universal Grammar.	15

Course Level Learning Outcomes

The projected course learning outcomes that students need to demonstrate include the ability to:

- understand the concept of language, theories of language and basics of Linguistics.
- Comprehend the relationship between language and its structure.
- Understand the sentence structure and its meaning.
- Get acquainted with the history of English.

Suggested readings:

- Agnihotri, R. K. & A. L. Khanna. eds. *Second Language Acquisition: Socio-Cultural and Linguistic Aspects of English in India*. Sage Publications, 1994.
- Crystal, David. *English as a Global Language*. 2nd ed, Cambridge University Press, 2003.
- Fromkin, Victoria *et al.* *An Introduction to Language*. 9th ed. Wadsworth Cengage Learning, 2010.

- Lyons, John. *Language and Linguistics: An Introduction*. Cambridge: Cambridge University Press, 1999.
- Trask, R. Larry. *Language: The Basics*. 2nd ed, Routledge, 1999.
- Quirk, Randolph. et al. *Comprehensive Grammar of the English Language*. Dorling Kindersley, 2010.
- Yule, George. *The Study of Language*. CUP, 2017.

PATTERN OF QUESTION PAPER:

The question paper will be as per the university norms.

Designed by:

Dr. Pradeep Kumar

B.A. Semester II English Language (Minor)

Paper I: Understanding Drama-II

Course Objectives

- To enhance language skills (reading, listening, speaking, and writing) through the study of dramatic texts.
- To understand basic dramatic elements, such as, plot, character, dialogue, setting and Verbal and Non-verbal Communication.
- To explore cultural and social contexts embedded in dramatic works.
- To develop critical thinking and communication skills through discussions and analyses.

Course Contents:

[The following contents are meant for 45 hours (15 weeks x 3 hrs = 45 hrs)]

Unit	Contents	Teaching Hours
2	Dialogue, Soliloquy/ Aside Verbal and Non Verbal Communication, Dramatic Language and Action, Metalingual, Dialogue and Discourse, Pitch, Tone, Mood,etc.	20
4	<i>The Never-Never Nest</i> – Cedric Mount <i>The Monkey's Paw</i> – Harold Brighouse	25

Course Level Learning Outcomes

The projected course learning outcomes that students need to demonstrate include the ability to:

- attain improved reading, listening, speaking, and writing skills in the target language,
- demonstrate understanding of essential elements, such as, plot, character, dialogue, and setting and dialogue delivery,
- develop awareness of cultural nuances and societal contexts embedded in dramatic works,
- apply language skills in discussions, analyses, and creative projects to communicate effectively in a dramatic context.

Suggested Readings:

8. Elam, Keir. *The Semiotics of Theatre and Drama*. Routledge, 1980.
9. Wilson, Edwin, and Alvin Goldfarb. *Theatre: The Lively Art*. McGraw-Hill, 2002.
10. Harrison, Martin. *The Language of Theatre*. Routledge, 1998.
11. Collins, Jane, and Andrew Nisbet, editors. *Theatre and Performance Design: A Reader in Scenography*. Routledge, 2010.
12. Carlson, Marvin. *Theatre Semiotics: Text and Staging in Modern Theatre*. Indiana University Press, 1990.
13. Esper, William, and Damon DiMarco. *The Actor's Art and Craft: William Esper Teaches the Meisner Technique*. Anchor, 2008.
14. Jones, Robert Edmond. *The Dramatic Imagination: Reflections and Speculations on the Art of the Theatre*. Routledge, 1941.

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Designed by:

Dr. Satish Kumar Prajapati

B.A. Semester II English Language (Minor)

Paper II: Remedial English Grammar - II

Course Objectives:

- To increase the learners' grammatical proficiency in English.
- To familiarise the learners with the terminology of English grammar.
- To help students strengthen their knowledge of grammatical structures in English language.
- To enable students to write correct sentences with the appropriate application of grammatical rules.
- To help students in preparing for various competitive exams.

Course Contents:

[The following contents are meant for 45 hours (15 weeks x 3 hrs = 45 hrs)]

Unit	Contents	Teaching Hours
1	Prepositions Conjunctions Active and Passive Voice Direct and Indirect Speech	25
2	Use of 'fairly and rather', 'too and enough', 'some and any'. Purpose (so that, so as/in order) Question Tags Phrasal verbs	20

Exercises based on:

(iii) *A Remedial English Grammar for Foreign Students*: FT Wood (Macmillan)

(iv) *A Practical English Grammar*: A.J. Thomson and A.V. Martinet (O.U.P.) (Exercise Book I and II)

Course Level Learning Outcomes

The projected course learning outcomes that students need to demonstrate include the ability to:

- understand the importance of English grammar in written and oral communication,
- construct sentences in English correctly,

- analyse and interpret texts written in English by understanding grammar and correct sentence structures,
- comprehend the function of different parts of speech and their relationships in a sentence,
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- Allen, W.S. *Living English Structure*. Pearson, 2009.
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- Rani, D Sudha, et al. *A Workbook on English Grammar and Composition*. McGraw, 2016.
- Thomson, A.J., and A.V. Martinet: *A Practical English Grammar*. O.U.P, 1997.
- Wood, F.T. *A Remedial English Grammar for Foreign Students*. Macmillan, 2016.

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Designed by:

Dr. Pramod Kumar Gond

B.A. Semester II English Language (Minor)

Paper III: Introductory Linguistics and History of English Language - II

Course Objectives

- To familiarise the student with the concept of language, theories about language, and basics of Linguistics.
- To gain knowledge about the relationship between language and its structure.
- To make students understand sentence structure and its meaning.
- To familiarise the learners about the history of English.

Course Contents:

[The following contents are meant for 30 hours (15 weeks x 2 hrs = 30 hrs)]

Unit	Contents	Teaching Hours
1	Branches of Linguistics Language Acquisition: Language in the Brain, Where and how does the brain process language	10
4	History of English: The following three chapters from David Crystal's <i>English as a Global Language</i> , 2 nd ed, Cambridge: Cambridge University Press, 2003, (E.book available) Chapter 2 ("Why English?: The Historical Context", pp. 29-59), Chapter 4 ("Why English? The Cultural Legacy", pp. 86-120) and Chapter 5 ("The Future of Global English", pp. 123-189)	20

Course Level Learning Outcomes

The projected course learning outcomes that students need to demonstrate include the ability to:

- understand the concept of language, theories of language and basics of Linguistics.
- Comprehend the relationship between language and its structure.
- Understand the sentence structure and its meaning.
- Get acquainted with the history of English.

Suggested readings:

- Agnihotri, R. K. & A. L. Khanna. eds. *Second Language Acquisition: Socio-Cultural and Linguistic Aspects of English in India*. Sage Publications, 1994.
- Crystal, David. *English as a Global Language*. 2nd ed, Cambridge University Press, 2003.

- Fromkin, Victoria *et al.* *An Introduction to Language*. 9th ed. Wadsworth Cengage Learning, 2010.
- Lyons, John. *Language and Linguistics: An Introduction*. Cambridge: Cambridge University Press, 1999.
- Trask, R. Larry. *Language: The Basics*. 2nd ed, Routledge, 1999.
- Quirk, Randolph. *et al.* *Comprehensive Grammar of the English Language*. Dorling Kindersley, 2010.
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