

Lokbharati University for Rural Innovation, Sanosara

Academic Year 2025-2026

Sem 2

Department of English and Communication Skills

School of Humanities and Social Sciences

| Sr.No | Category | Course Code | Title | Credit |
|---------------------|---------------------|--------------------|-------------------------|---------------|
| 1 | Major | 01BAMJ202 | Meaning Making | 4 |
| 2 | Minor | 01BAMN202 | ગુજરાતી ભાષા | 4 |
| 3 | Ability Enhancement | 01BAAE202 | Functional English II | 3 |
| 4 | Multidisciplinary | 01BAMD202 | Indian Knowledge System | 3 |
| 5 | Value Added | 01BAVA202 | Writing Skills | 3 |
| 6 | Skill Enhancement | 01BASE202 | Basic English Grammar | 3 |
| Total Credit | | | | 20 |



Lokbharati University for Rural Innovation, Sanosara, Bhavnagar
School of Humanities and Social Science
Department of English and Communication Skills
Bachelor of Arts
Specialization: English Literature

Academic year
2025-26

A. Course Profile:

| | | | |
|----------------------|----------------|-----------------------|----|
| Course Type | Major 2 | Year | I |
| Course Code | 01BAMJ202 | Semester | II |
| Course Title | Meaning Making | Credit | 04 |
| Certification | BA English | Hours Per Week | 04 |

B. Outcomes:

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| Program Outcomes (PO) | <ol style="list-style-type: none">1. Develop basic understanding of social sciences, literature and humanities;2. Relate issues and challenges of rural societies through the study of literature and social sciences;3. Analyse local needs in the global context;4. Solve real-life problems of rural communities by disciplinary knowledge. |
| Program Specific Outcomes (PSO) | <ol style="list-style-type: none">1. Define the areas of literature;2. Interpret literary texts;3. Discover rural sensibilities of various national literatures;4. Compare various literatures. |

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| Course Level Outcomes (LO) | <ol style="list-style-type: none"> 1. Identify and analyze diverse methods of meaning-making across various types of writing and contexts; 2. Apply theoretical frameworks to interpret texts, symbols, and other cultural artifacts critically; 3. Understand original works that demonstrate personal or group meaning-making processes; 4. Evaluate the role of literary writings in shaping contemporary meaning-making practices. |
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C. LURI Pedagogy: Approx. 20% Lectures, 30% Multimedia and 50% Practical (Reference: https://www.ugc.ac.in/pdfnews/8126011_Draft--curriculum-framework-credit-struture-FYUGP.pdf)

D. Course Contents:

| Unit | Content | Study Resources | Methods | Specific Tasks/Activities | Evaluation |
|------|--|-------------------------------------|-----------------------------|---|--|
| 1. | Meaning: Reading and Misreading 1.1 Words, Synonyms, Antonyms 1.2 Punctuations 1.3 Syntax 1.4 Context | Semantics for Dummy by Allen Taylor | Teacher led discussion | Handouts Reading Aloud Games related to Reading and Misreading | Reading based Test |
| 2. | Types of Meaning 1.5 Denotations 1.6 Connotations 1.7 Stock Phrases, Idioms, Puns, 1.8 Fallacies and Biases | Semantics for Dummy by Allen Taylor | “Texts” based Brainstorming | Collection and Use of Idioms and Proverbs Group Tasks (Reading and Watching) Collage Making of News Items | Assignment Poster Presentation Worksheets |

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|----|---|---|--|---|---|
| 3. | Meaning and Beauty 1.9 Visual Arts 1.10 Music 1.11 Performance 1.12 Symbols | Tales from Shakespeare By Charles and Marry Lamb | Guided-video watching | Photography and Captioning Identifying Meanings of Mythological Symbols Logo Making Comparison of Music (Classical Vs Popular) | Film Reviews Description of Art Pieces |
| 4. | Literature and Meaning 1.13 Figures of Speech 1.14 Images 1.15 Narration 1.16 Allegory | An Anthology of an English Poetry-The Rainbow by Vishwanath Ghosh | Teacher led Discussion Inquiry Based Learning | Reading Short Stories and Poems Identifying Figures of Speech, Images and allegory | Journal Writing (Poetry/Story Appreciation) |

E. List of Practical:

| No | Name | Outcomes | From Unit No. |
|----|--------------------------|---|---------------|
| 1. | Poetry Recitation | Apply theoretical frameworks to interpret texts, symbols, and other cultural artifacts critically | 4 |
| 2. | Story Telling | Apply theoretical frameworks to interpret texts, symbols, and other cultural artifacts critically | 3 |
| 3. | Video Making | Understand original works that demonstrate personal or group meaning-making processes | 3 and 4 |

F. Minimum Requirements:

| No | Type | Yes/No |
|----|-----------------------|------------|
| 1. | Video Shooting | Yes |
| 2. | Assignment | Yes |
| 3. | Presentation | Yes |
| 4. | Written Test | Yes |
| 5. | Viva Voce | Yes |
| 6. | Poster Making | Yes |

G. Suggested Knowledge Resources:

| | |
|----------------|---|
| Print | <ol style="list-style-type: none"> 1. <i>Understanding Media: The Extensions of Man</i> by Marshall McLuhan: Explores the role of media in shaping human perception, communication, and meaning-making processes. 2. <i>Narrative Discourse: An Essay in Method</i> by Gerard Genette: Offers a comprehensive analysis of narrative structures and techniques, providing insights into how stories convey meaning. 3. <i>The Cultural Studies Reader</i> edited by Simon During: A collection of key texts in cultural studies, including essays on meaning-making, representation, and cultural identity. 4. <i>Semiotics: The Basics</i> by Daniel Chandler: Introduces the fundamentals of semiotics, the study of signs and symbols, and their role in communication and meaning-making. 5. <i>The Power of Myth</i> by Joseph Campbell: Explores the universality of mythic narratives and their significance in human culture and meaning-making. 6. <i>The Interpretation of Cultures</i> by Clifford Geertz: Presents a collection of essays on the interpretation of symbols, rituals, and social practices in different cultural contexts, offering insights into meaning-making processes. |
| Digital | <ol style="list-style-type: none"> 1. Google Scholar: Provides access to scholarly articles, theses, books, and conference papers covering various aspects of meaning-making across disciplines such as linguistics, psychology, sociology, and cultural studies. |

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| | <ol style="list-style-type: none"> 2. JSTOR: Offers a vast collection of academic journals, books, and primary sources exploring topics related to meaning-making, including semiotics, narrative theory, and cultural analysis. 3. Academia.edu: Platform where researchers share papers, monitor their impact, and follow research in their field, offering access to a wide range of articles and papers on meaning-making processes. 4. YouTube: Features lectures, documentaries, and TED Talks on topics such as semiotics, symbolism, narrative construction, and cultural interpretation, providing accessible introductions to key concepts in meaning-making. 5. Coursera and edX: Platforms offering online courses on semiotics, narrative analysis, cultural studies, and related subjects, allowing students to explore meaning-making theories and practices in depth. 6. Project MUSE: Provides access to scholarly journals and books in the humanities and social sciences, including publications on language, literature, media studies, and cultural theory relevant to meaning-making studies. |
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|  | <p>Lokbharati University for Rural Innovation, Sanosara, Bhavnagar School of Humanities and Social Science Department of English and Communication Skills Bachelor of Arts Specialization: English Literature</p> | <p>Academic year 2025-26</p> |
|--|--|---|

H. Course Profile:

| | | | |
|----------------------|--------------|-----------------------|----|
| Course Type | Minor 2 | Year | 1 |
| Course Code | 01BAMN202 | Semester | 2 |
| Course Title | ગુજરાતી નાટક | Credit | 04 |
| Certification | BA English | Hours Per Week | 04 |

I. Outcomes:

| | |
|--|--|
| Program Outcomes (PO) | <ol style="list-style-type: none"> 1. Develop basic understanding of social sciences, literature and humanities; 2. Relate issues and challenges of rural societies through the study of literature and social sciences; 3. Analyse local needs in the global context; 4. Solve real-life problems of rural communities by disciplinary knowledge. |
| Program Specific Outcomes (PSO) | <ol style="list-style-type: none"> 1. Define the areas of literature; 2. Interpret literary texts; 3. Discover rural sensibilities of various national literatures; 4. Compare various literatures. |
| Course Level Outcomes (LO) | <ol style="list-style-type: none"> 1. Students will be able to identify and explain the historical development, major playwrights, and significant trends in Gujarati drama. 2. Students will be able to apply dramatic concepts and theatrical conventions to analyze selected Gujarati plays. 3. Students will be able to examine themes, characters, and socio-cultural contexts in Gujarati drama through critical analysis. 4. Students will be able to evaluate the literary and performative significance of Gujarati plays and formulate independent critical interpretations. |

5. **LURI Pedagogy:** Approx. 20% Lectures, 30% Multimedia and 50% Practical (Reference: https://www.ugc.ac.in/pdfnews/8126011_Draft--curriculum-framework-credit-struture-FYUGP.pdf)

6. **Course Contents:**

| Unit | Content | Study Resources | Methods | Specific Tasks/Activities | Evaluation |
|------|---|-----------------|---------|---------------------------|------------|
| ૧ | નાટક: પરિચય સંકલ્પના અને ઇતિહાસ નાટકના પ્રકારો નાટક: પાશ્ચાત્ય અને ભારતીય પરંપરાઓ ગુજરાતી નાટકનો ઉદ્ભવ અને વિકાસ | | | | |
| ૨ | મિથ્યાભિમાન - દલપતરામ | | | | |
| ૩ | પરિત્રાણ - મનુભાઈ પંચોળી દર્શક | | | | |
| ૪ | વેલકમ ઝીંદગી-સૌમ્ય જોશી | | | | |

7. **List of Practical:**

| No | Name | Outcomes | From Unit No. |
|----|------|----------|---------------|
| | | | |
| | | | |
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8. **Minimum Requirements:**

| No | Type | Yes/No |
|-----|----------------|--------|
| 7. | Video Shooting | Yes |
| 8. | Assignment | Yes |
| 9. | Presentation | Yes |
| 10. | Written Test | Yes |
| 11. | Viva Voce | Yes |
| 12. | Poster Making | Yes |

9. Suggested Knowledge Resources:

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|--------------|---|
| Print | <p>❑ <i>History of Gujarati Theatre</i> by Hasmukh Baradi (translated by Vinod Meghani) A standard academic history of Gujarati theatre — covering evolution, influential plays, playwrights, and dramatic movements from early to modern times. harishtrivedi.blogspot.com+1</p> <p>❑ <i>Old Gujarati Theatre (જૂની ગુજરાતી રંગભૂમિ)</i> by Dinkar Bhojak A focused study on early Gujarati theatre traditions and texts, useful for historical context and understanding foundations of modern Gujarati drama. Exotic India Art</p> <p>❑ <i>Lok Naty Sangrah (લોક નાટ્ય સંગ્રહ)</i> — Folk Drama Collection in Gujarati An anthology of folk drama plays/forms (including Bhavai-related pieces) which are essential for understanding traditional influences on Gujarati drama. Exotic India Art</p> <p>❑ <i>Drama (Gujarati)</i> edited volumes / subject collections Several themed anthologies on Gujarati one-act plays and drama collections are available — good for teaching and dramaturgical analysis.</p> <p>❑ <i>Mithyabhimān</i> by Dalpatram — Milestone comic play blending folk forms and drama. Wikipedia</p> <p>❑ <i>Raino Parvat</i> by Ramanbhai Neelkanth — Classic socially-oriented Gujarati play. Wikipedia</p> <p>❑ <i>Uncho Parvat, Undi Khin</i> by Dhirubhai Thaker — Biographical play of Manilal Dwivedi. Wikipedia</p> <p>❑ <i>Jal Jal Mare Patang</i> by Mihir Bhuta — Modern biographical drama directed by Manoj Shah.</p> |
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Lokbharati University for Rural Innovation, Sanosara, Bhavnagar

School of Humanities and Social Science

Department of English and Communication Skills

Bachelor of Arts

Specialization: English Literature

Academic year

2025-26

A. Course Profile:

| | | | |
|----------------------|----------------------------|-----------------------|---|
| Course Type | Ability Enhancement Course | Year | 1 |
| Course Code | 01BAAE202 | Semester | 2 |
| Course Title | Functional English 2 | Credit | 3 |
| Certification | BA English | Hours Per Week | 3 |

B. Outcomes:

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| Program Outcomes (PO) Bachelor of Arts | <ol style="list-style-type: none">1. Identify foundational concepts and terminology in Indian knowledge systems and self-awareness.;2. Explain the key principles of Indian philosophical schools and their perspectives on self-awareness and ethics.;3. Practice mindfulness, meditation, and self-inquiry exercises derived from Indian traditions to enhance personal awareness and self-regulation; |
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| | 4. Distinguish between different Indian philosophical views on self and knowledge, and evaluate their implications for personal and social responsibility. |
| Program Specific Outcomes (PSO) Bachelor of Arts in English | 1. Define the areas of literature; 2. Interpret literary texts; 3. Discover rural sensibilities of various national literatures; 4. Compare various literatures. |
| Course Level Outcomes (LO) | Students will be able to ... 1. Demonstrate comprehension of complex written texts by accurately identifying main ideas, supporting details, and implied meanings in various genres of writing. 2. Construct coherent narratives using appropriate storytelling techniques, incorporating proper sequence, character development, and descriptive language in both written and oral forms. 3. Analyze different viewpoints in discussions and debates, distinguishing between facts and opinions while effectively articulating personal perspectives with supporting evidence. 4. Generate well-structured written and oral content that effectively communicates ideas, opinions, and arguments in various academic and professional contexts. |

C. LURI Pedagogy: Approx. 20% Lectures, 30% Multimedia and 50% Practical (Reference: https://www.ugc.ac.in/pdfnews/8126011_Draft--curriculum-framework-credit-struture-FYUGP.pdf)

D. Course Contents:

| Unit | Content | Study Resources | Methods | Specific Tasks/Activities | Evaluation |
|------|---------|-----------------|---------|---------------------------|------------|
|------|---------|-----------------|---------|---------------------------|------------|

E. List of Practical:

| No | Name | Outcomes | From Unit No. |
|----|------|----------|---------------|
|----|------|----------|---------------|

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|----|--|--|--|--|--|
| 1 | Reading Comprehension 1.1. Reading a Short Story and Forming Questions | 'The Last Leaf' by O. Henry 'How Much Land Does a Man Need' by Leo Tolstoy | | | |
| 2 | Reading and Paraphrasing 2.1. Summary Writing 2.3. Scanning and Skimming | 'Where Mind is Without Fear' by Tagore 'Travel' by Gio Evan 'The War Will End' by Mahmoud Darwish | | | |
| 3 | Sharing an Opinion | Excerpts from <i>India of My Dreams</i> by M K Gandhi <i>To Students</i> by M K Gandhi (Instructor may also select Interviews appropriate for | | | |
| 1. | | | | | |

| | | | | | |
|---|---------------|--|--|--|--|
| | | the language function) | | | |
| 4 | Story Telling | Selected stories from <i>The Mahabharata</i> and <i>The Ramayana</i> | | | |

F. Minimum Requirements:

| No | Type | Yes/No |
|-----|----------------|--------|
| 5. | Video Shooting | |
| 6. | Assignment | |
| 7. | Presentation | |
| 8. | Written Test | |
| 9. | Viva Voce | |
| 10. | Poster Making | |

Evaluation Scheme

| | | |
|-------------------------------------|--------------------|--|
| Teaching Scheme (Hours per week) | Evaluation Pattern | |
|-------------------------------------|--------------------|--|

| Theory | ESE | IA (In-Class Participation & Assignments) | CSE | Term-End Presentation | Viva | Total Marks |
|---------------|------------|--|------------|------------------------------|-------------|--------------------|
| 4 | 20 | 30 | 20 | 30 | 00 | 100 |

G. Suggested Knowledge Resources:

| | |
|----------------|--|
| Print | |
| Digital | |

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|---|--|---|
|  | <p>Lokbharati University for Rural Innovation, Sanosara, Bhavnagar</p> <p>School of Humanities and Social Science</p> <p>Department of English and Communication Skills</p> <p>Bachelor of Arts</p> <p>Specialization: English Literature</p> | <p>Academic year</p> <p>2025-26</p> |
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H. Course Profile:

| | | | |
|--------------------|--------------------|-------------|---|
| Course Type | Value Added Course | Year | 1 |
|--------------------|--------------------|-------------|---|

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|----------------------|----------------|-----------------------|---|
| Course Code | 01BAVA202 | Semester | 2 |
| Course Title | Writing Skills | Credit | 3 |
| Certification | BA English | Hours Per Week | 3 |

I. Outcomes:

| | |
|--|--|
| <p>Program Outcomes (PO) Bachelor of Arts</p> | <ol style="list-style-type: none"> 1. Identify foundational concepts and terminology in Indian knowledge systems and self-awareness.; 2. Explain the key principles of Indian philosophical schools and their perspectives on self-awareness and ethics.; 3. Practice mindfulness, meditation, and self-inquiry exercises derived from Indian traditions to enhance personal awareness and self-regulation; 4. Distinguish between different Indian philosophical views on self and knowledge, and evaluate their implications for personal and social responsibility. |
| <p>Program Specific Outcomes (PSO) Bachelor of Arts in English</p> | <ol style="list-style-type: none"> 1. Define the areas of literature; 2. Interpret literary texts; 3. Discover rural sensibilities of various national literatures; 4. Compare various literatures. |
| <p>Course Level Outcomes (LO)</p> | <p>Students will be able to ...</p> <ol style="list-style-type: none"> 1. Demonstrate proficiency in grammar, punctuation, and sentence structure. 2. Organize and structure ideas coherently in written form for a variety of purposes and audiences. 3. Analyze and apply effective writing techniques, such as clarity, conciseness, and cohesiveness. 4. Develop and revise drafts based on feedback and self-assessment. |

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J. LURI Pedagogy: Approx. 20% Lectures, 30% Multimedia and 50% Practical (Reference: https://www.ugc.ac.in/pdfnews/8126011_Draft--curriculum-framework-credit-struture-FYUGP.pdf)

K. Course Contents:

| Unit | Content | Study Resources | Methods | Specific Tasks/Activities | Evaluation |
|------|--|--|---------|---------------------------|------------|
| 1 | <p>1.1. Introduction to Writing Process</p> <ul style="list-style-type: none"> • Overview of writing as a process; • pre-writing, drafting, • revising; understanding audience and purpose <p>1.2. Grammar and Sentence Structure</p> <ul style="list-style-type: none"> • Parts of speech, sentence types, and sentence structure; • avoiding fragments and run-ons; • exercises for clarity and precision <p>1.3. Punctuation and Mechanics</p> <ul style="list-style-type: none"> • Proper use of commas, semicolons, colons, and other punctuation; • common grammar pitfalls; • capitalization and spelling | <p><i>The Story of My Experiments with Truth</i> by M K Gandhi</p> | | | |

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|---|---|---|--|--|--|
| 2 | <p>2.1. Paragraph Development</p> <ul style="list-style-type: none"> • Topic sentences and supporting details; • creating unity and coherence within paragraphs; • using transitions to improve flow <p>2.2. Writing for Different Purposes</p> <ul style="list-style-type: none"> • Exploring different writing types (narrative, descriptive, expository, persuasive); • identifying purpose and adjusting tone accordingly <p>2.3. Style and Clarity</p> <ul style="list-style-type: none"> • Techniques for concise writing; • avoiding redundancy and jargon; • exercises on tone and word choice | <p>Excerpts from <i>Sarvodaya Shikshan Bhag 1</i> and <i>2</i> by Manubhai Pancholi</p> | | | |
| 3 | <p>3.1. Organization and Structure</p> <ul style="list-style-type: none"> • Outlining and structuring essays; • thesis statements and introductions; • paragraph order and progression | <p><i>Kelavanini Pagadandi</i> by Nanabhai Bhatt</p> | | | |

L. List of Practical:

| No | Name | Outcomes | From Unit No. |
|----|------|----------|---------------|
|----|------|----------|---------------|

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|----|---|---|--|--|--|
| 4 | <p>a. Argumentative Writing</p> <ul style="list-style-type: none"> • Developing claims, evidence, and reasoning; • recognizing and avoiding logical fallacies; • crafting persuasive arguments <p>b. Revision and Editing</p> <ul style="list-style-type: none"> • Strategies for effective revision; • peer review techniques; • identifying strengths and weaknesses in writing | Excerpts from <i>Argumentative Indian</i> Amartya Sen | | | |
| 2. | | | | | |

M. Minimum Requirements:

| No | Type | Yes/No |
|-----|-----------------------|--------|
| 5. | Video Shooting | |
| 6. | Assignment | |
| 7. | Presentation | |
| 8. | Written Test | |
| 9. | Viva Voce | |
| 10. | Poster Making | |

Evaluation Scheme

| Teaching Scheme (Hours per week) | Evaluation Pattern | | | | | Total Marks |
|-------------------------------------|--------------------|---|-----|-----------------------|------|----------------|
| | ESE | IA (In-Class Participation & Assignments) | CSE | Term-End Presentation | Viva | |
| 4 | 20 | 30 | 20 | 30 | 00 | 100 |

N. Suggested Knowledge Resources:

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|----------------|--|
| Print | |
| Digital | |

| | | |
|---|--|--|
|  | <p>Lokbharati University for Rural Innovation, Sanosara, Bhavnagar School of Humanities and Social Science Department of English and Communication Skills Bachelor of Arts Specialization: English Literature</p> | <p>Academic year 2025-26</p> |
|---|--|--|

O. Course Profile:

| | | | |
|----------------------|--------------------------|-----------------------|---|
| Course Type | Skill Enhancement Course | Year | 1 |
| Course Code | 01BASE202 | Semester | 2 |
| Course Title | Basic English Grammar | Credit | 3 |
| Certification | BA English | Hours Per Week | 3 |

P. Outcomes:

| | |
|--|--|
| <p>Program Outcomes (PO) Bachelor of Arts</p> | <ol style="list-style-type: none"> 1. Identify foundational concepts and terminology in Indian knowledge systems and self-awareness.; 2. Explain the key principles of Indian philosophical schools and their perspectives on self-awareness and ethics.; 3. Practice mindfulness, meditation, and self-inquiry exercises derived from Indian traditions to enhance personal awareness and self-regulation; 4. Distinguish between different Indian philosophical views on self and knowledge, and evaluate their implications for personal and social responsibility. |
| <p>Program Specific Outcomes (PSO) Bachelor of Arts in English</p> | <ol style="list-style-type: none"> 1. Define the areas of literature; 2. Interpret literary texts; 3. Discover rural sensibilities of various national literatures; 4. Compare various literatures. |
| <p>Course Level Outcomes (LO)</p> | <p>Students will be able to ...</p> <ol style="list-style-type: none"> 1. Identify fundamental parts of speech and sentence structures to analyze basic grammatical elements. |

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|--|--|
| | <ol style="list-style-type: none"> 2. Apply tense rules and sentence patterns to construct grammatically accurate sentences. 3. Differentiate between clause types and voice forms to enhance clarity in written communication. 4. Create coherent paragraphs and short essays using appropriate grammatical structures for academic contexts. |
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Q. LURI Pedagogy: Approx. 20% Lectures, 30% Multimedia and 50% Practical (Reference: https://www.ugc.ac.in/pdfnews/8126011_Draft--curriculum-framework-credit-struture-FYUGP.pdf)

R. Course Contents:

| Unit | Content | Study Resources | Methods | Specific Tasks/Activities | Evaluation |
|------|--|--|---------|---------------------------|------------|
| 1 | Introduction to Grammar <ul style="list-style-type: none"> • Parts of Speech (Nouns, Pronouns, Verbs, Adjectives, Adverbs, Prepositions, Conjunctions, Interjections) • Sentence Structure (Subject-Verb Agreement, Object, Complements) | <i>High School English Grammar and Composition</i> by Wren & Martin – Chapters 1-4 | | | |
| 2 | Tenses and Sentence Patterns <ul style="list-style-type: none"> • Present, Past, and Future Tenses (Simple, Continuous, Perfect, Perfect Continuous) | <i>Practical English Usage</i> by Michael Swan – Sections on Tenses | | | |

| | | | | | |
|---|--|---|--|--|--|
| | <ul style="list-style-type: none"> • Sentence Types (Simple, Compound, Complex) | | | | |
| 3 | <p>Modifiers and Phrasal Constructions</p> <ul style="list-style-type: none"> • Adjectives and Adverbs as Modifiers • Phrases (Noun, Verb, Adjective, Adverb, Prepositional) • Common phrasal verbs in Indian English contexts | <p><i>Oxford English Grammar Course: Intermediate</i> by Michael Swan and Catherine Walter – Chapters on Modifiers</p> | | | |
| 4 | <p>Clauses and Conjunctions</p> <ul style="list-style-type: none"> • Independent and Dependent Clauses • Types of Clauses (Noun, Adjective, Adverb) • Coordinating and Subordinating Conjunctions • Direct and Indirect Speech Rules • Active and Passive Voice | <p><i>Understanding and Using English Grammar</i> by Betty Schramper Azar – Chapters on Clauses</p> <p><i>English Grammar in Use</i> by Raymond Murphy – Chapters on Speech and Voice</p> | | | |

S. List of Practical:

| No | Name | Outcomes | From Unit No. |
|----|------|----------|---------------|
|----|------|----------|---------------|

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|----|--|--|--|
| 3. | | | |
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T. Minimum Requirements:

| No | Type | Yes/No |
|-----|----------------|--------|
| 5. | Video Shooting | |
| 6. | Assignment | |
| 7. | Presentation | |
| 8. | Written Test | |
| 9. | Viva Voce | |
| 10. | Poster Making | |

Evaluation Scheme

| Teaching Scheme (Hours per week) | Evaluation Pattern | | | | | Total Marks |
|-------------------------------------|--------------------|---|-----|-----------------------|------|----------------|
| | ESE | IA (In-Class Participation & Assignments) | CSE | Term-End Presentation | Viva | |
| 4 | 20 | 30 | 20 | 30 | 00 | 100 |

U. Suggested Knowledge Resources:

| | |
|----------------|--|
| Print | |
| Digital | |