

**ENGLISH LANGUAGE CURRICULUM  
(Part II & Soft Skills Courses)**

**SYLLABUS**

**To be Effective from July 2015**

**Approved by the  
Academic Council of  
Gandhigram Rural Institute – Deemed University  
On 04 June 2015**



**Faculty of English & Foreign Languages  
Gandhigram Rural Institute – Deemed University  
Gandhigram – 624 302**

### Part II English Language Courses

Sem.	Category	Course Code	Title of the Course	No. of Credits	No. of Hours	CFA %	ESE %	Total Marks
<b>I</b>	Level I	15ENGU01G2/ 15ENGP01G2	General English I	3	3	40	60	100
	Level II	15ENGU01F2/ 15ENGP01F2	Functional English I	3	3	40	60	100
<b>II</b>	Level I	15ENGU02G2/ 15ENGP02G2	General English II	3	3	40	60	100
	Level II	15ENGU02F2/ 15ENGP02F2	Functional English II	3	3	40	60	100
<b>III</b>	Level I	15ENGU03G2/ 15ENGP03G2	General English III	3	3	40	60	100
	Level II	15ENGU03F2/ 15ENGP03G2	Functional English III	3	3	40	60	100

### Communication and Soft Skills

Level	Sem.	Category	Course Code	Title of the Course	No. of Credits	No. of Hours	CFA %	ESE %	Total Marks
UG	II/III	Soft Skills	15CSKU0201/ 15CSKU0301	Soft Skills	3	3	40	60	100
PG	I/II	Soft Skills	15CSKP0101	Communication and Soft Skills	2	2	100	--	100

## ENGLISH LANGUAGE CURRICULUM

### (Part II Courses)

#### **Preamble:**

The English Language curriculum is being revised having the standards of students who are being admitted to Gandhigram in mind. Shifting the focus from what the teacher knows and prefers to teach in the class, the new system places the student at the centre of the language acquiring process.

#### **System:**

The system envisages a two-tier approach to language learning. Counting on the decades of experience the Faculty had with its many attempts to help the learners better their language abilities, it visualises the undergraduate student to fit in any one of the two categories:

- **General Group**

This learner would have missed the crux of English language learning in the school. This could be because of faulty pedagogy or misdirected teaching. Going by the current scenario, this could be the largest group of students. A student in this group would require the basics of English Grammar, basic speaking exercises starting from one sentence attempts, writing exercises right from sentence construction, and with the ability to read and comprehend basic sixth –eighth grade textbooks.

Normally, a student in this category would have scored 40 – 60% in his/her higher secondary English exams and would score less than 50% in an entry-level behaviour test.

- **Functional Group**

A learner in this category would have the enthusiasm to master the English language but would not have had the opportunities to do so. Thorough with the basics of English Grammar, this student would require focus on the application of grammar rules in real-life situations, continuous speaking, from writing paragraphs to essays, and to read and understand college level texts.

A student of this category would have scored above 60 % in the higher secondary and may score above 50% in an entry-level behaviour test.

#### **Methodology**

This system requires grading of students based on their higher secondary performance and also on the basis of an entry level behaviour test after an intense three day language class. This test can be repeated at the end of the three semesters to test and validate the progress of the student.

A student will be placed on the basis of his performance in a class along with students from other majors.

- **General**

This set of students would take the following courses:

- General English I                    3 credits
- General English II                    3 credits
- General English III                    3 credits

- **Functional**

This set of students would take the following courses:

- Functional English I                    3 credits
- Functional English II                    3 credits
- Functional English III                    3 credits

All students will be treated on par with the others in other categories (with equal number of credits per course) and the differences in the nomenclature are simply for the sake of proper management and to facilitate the conduct of classes and exams.

Due to the paucity of manpower, the English Faculty will not offer any other Part-II or allied language courses to other departments/programmes.

All undergraduate, integrated-postgraduate, diploma, professional course students would be pooled together into sets for the sake of this system. The number of students in a classroom ideally should not exceed 40.

It is required that the respective departments allot Part II language classes at the respective slots. Without this arrangement, this system cannot function.

### **Assessment**

All the students would be assessed as per the existing/prescribed system. However the pattern of testing would follow the suggested models given along with the syllabus.

The passing minimum in ESE & CFA would be as follows:

B.Sc. Agri.	60%
B.Tech., DTT, & M.A.(DA)	50%
All other programmes	40%

For the sake of uniformity within the classroom, the students of M.A. DA will also appear for the same exams as other students. The End-Semester question papers for all the English Language Part II courses will be set internally.

### **Highlights:**

- **English Language classes of all departments are to be divided into two groups/ streams.**

- **The pooling of students is to be based on the slots as mentioned above. This has been done on the basis of existing class strengths.**
- **The Time Table has to be designed to accommodate this system. The departments are requested to cooperate with the English faculty to facilitate this.**
- **Evaluation for students from MA (DA), B.Sc. Agri., Dip. Textile Tech., and B.Tech. will be done as per the UG pattern only. The End-of-Semester question paper will be set internally and valuation will be done externally. Only the passing minimum will vary depending upon the programme.**
- **Due to paucity of manpower, it will not be possible for the Faculty of English to offer any other language course other than these.**

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## **15ENGU01G2/15ENGP01G2: GENERAL ENGLISH I**

### **(Language II Course – 3 Credits)**

#### **Objectives:**

- To improve the English language skills of students with very limited abilities to use the language;
- To focus on the language skills of the learners in a graded manner.

#### **Unit I Grammar**

- What is Grammar?
- The Capital Letter
- Nouns & Pronouns

#### **Unit II Listening**

- Teacher Narrations

#### **Unit III Speaking Skills**

- Self-Introduction
- Descriptions of persons, objects, places

#### **Unit IV Reading & Vocabulary**

- Graded reading comprehension passages

#### **Unit V Writing Skills**

- Sentence Construction
- Descriptive Paragraph writing

#### **Textbook:**

General English I Textbook/Course Material to be prepared by the Faculty

#### **Reference Book:**

Seaton, Anne & Y.H. Mew. *Basic English Grammar Book 1*. Irvine: Saddleback, 2007. Print.

## **15ENGU02G2/15ENGP02G2: GENERAL ENGLISH II**

### **(Language II Course - 3 Credits)**

#### **Objectives:**

- To build on the English language skills of students initiated in the previous semester;
- To focus on the language skills of the learners in a graded manner.

#### **Unit I Grammar**

- Adjectives
- Determiners
- Verbs & Tenses
- Subject-Verb Agreement

#### **Unit II Listening**

- Teacher/Peer Readings
- Story Narrations

#### **Unit III Speaking Skills**

- Basic conversation
- Narration of events

#### **Unit IV Reading & Vocabulary**

- Graded reading comprehension passages

#### **Unit V Writing Skills**

- Narrative paragraphs
- Note Making

#### **Textbook:**

General English II Textbook/Course Material to be prepared by the Faculty

#### **Reference Book:**

Seaton, Anne & Y.H. Mew. *Basic English Grammar Book 1*. Irvine: Saddleback, 2007. Print.

## **15ENGU03G2/15ENGP03G2: GENERAL ENGLISH III**

### **(Language II Course - 3 Credits)**

#### **Objectives:**

- To challenge the students with advanced modes of using the language;
- To focus on the language skills of the learners in a graded manner.

#### **Unit I Grammar**

- Adverbs & Prepositions
- Conjunctions & Interjections
- Sentences
- Punctuation

#### **Unit II Listening**

- Historical speeches
- Movie Clips

#### **Unit III Reading & Vocabulary**

- Graded reading comprehension passages

#### **Unit IV Speaking Skills**

- Telephone Conversation
- Story Telling

#### **Unit V Writing Skills**

- Precis Writing
- Short Essays

#### **Textbook:**

General English III Textbook/Course Material to be prepared by the Faculty

#### **Reference Book:**

Seaton, Anne & Y.H. Mew. *Basic English Grammar Book 1*. Irvine: Saddleback, 2007. Print.



## **15ENGU01F2/15ENGP01F2: FUNCTIONAL ENGLISH I**

### **(Language II Course - 3 Credits)**

#### **Objectives:**

- To improve the language abilities of average language users;
- To facilitate graded reading that progresses from easy to difficult;
- To help the student improve his speaking and writing skills in English

#### **Unit I Grammar**

- Nouns & Pronouns
- Adjectives & Determiners

#### **Unit II Listening**

- Descriptions
- Story Narrations

#### **Unit III Reading & Vocabulary**

- Graded reading comprehension passages

#### **Unit IV Speaking Skills**

- Face to Face Conversation
- Descriptions

#### **Unit V Writing Skills**

- Descriptive Paragraphs
- Note making

#### **Textbook:**

Functional English I Textbook/Course Material to be prepared by the Faculty

#### **Reference Book:**

Sargeant, Howard. *Basic English Grammar Book 2*. Irvine: Saddleback, 2007. Print.

## **15ENGU02F2/15ENGP02F2: FUNCTIONAL ENGLISH II**

### **(Language II Course - 3 Credits)**

#### **Objectives:**

- To facilitate further progress from the previous semester;
- To improve reading speed of the learners;
- To make the student develop basic writing skills.

#### **Unit I Grammar**

- Verbs and Tenses
- Auxiliary Verbs

#### **Unit II Listening**

- Short Speeches
- Long Narratives

#### **Unit III Reading & Vocabulary**

- Graded reading comprehension passages

#### **Unit IV Speaking Skills**

- Telephone Conversation
- Narrations

#### **Unit V Writing Skills**

- Precis Writing
- Short Narrative Essays

#### **Textbook:**

Functional English II Textbook/Course Material to be prepared by the Faculty

#### **Reference Book:**

Sargeant, Howard. *Basic English Grammar Book 2*. Irvine: Saddleback, 2007. Print.

## **15ENGU03F2/15ENGP03F2: FUNCTIONAL ENGLISH III**

### **(Language II Course – 3 Credits)**

#### **Objectives:**

- To help the student realise his/her language potentials;
- To reach satisfactory levels of language skills in the learners;
- To facilitate student progression from a language learner to a language user.

#### **Unit I Grammar**

- Prepositions & Prepositional phrases
- Conjunctions
- Sentences
- Direct & Indirect Speech
- Punctuation

#### **Unit II Listening**

- Recorded speeches
- Movie clips

#### **Unit III Reading & Vocabulary**

- Graded reading comprehension passages

#### **Unit IV Speaking Skills**

- Public speaking
- Debate/Turn Coat

#### **Unit V Writing Skills**

- Letter Writing
- General Essay Writing

#### **Textbook:**

Functional English III Textbook/Course Material to be prepared by the Faculty

#### **Reference Book:**

Sargeant, Howard. *Basic English Grammar Book 2*. Irvine: Saddleback, 2007. Print.

**15CSKU0201: SOFT SKILLS (For Sciences)**  
**15CSKU0301: SOFT SKILLS (For Social Sciences)**  
**(Compulsory Soft Skills Course – 2 credits – 2 hours/wk.)**

**OBJECTIVES:**

To enhance holistic development of students and improve their employability skills.

**OBJECTIVES OF LEARNING:**

- To develop inter personal skills and be an effective goal oriented team player.
- To develop professionals with idealistic, practical and moral values.
- To develop communication and problem solving skills.
- To re-engineer attitude and understand its influence on behavior.

**Unit I Personality Traits**

- General and Individual Traits: An Introduction
- Growth Traits: An Introduction

**Unit 2 General and Individual Traits**

- Honesty
- Reliability

**Unit 3 General and Individual Traits**

- Good attitude
- Common Sense

**Unit 4 Growth Traits**

- Self-directed skills
- Self-monitoring and accepting correction

**Unit 5 Growth Traits**

- Critical thinking skills
- Commitment to continuous training and learning

**Textbook:**

Board of Editors. *Soft Skills for Positive Traits*. Chennai: OBS, 2014.

**15CSKP0101 – COMMUNICATION AND SOFT SKILLS**  
**(Soft Skills Course – Compulsory Non Credit course - 2 hours/wk.)**  
**(For all PG students except MA ECS)**

**UNIT I – Listening and Reading**

Ability to Listen and Document what you have heard

- Listening
- Barriers to Listening
- Documenting

Reading and Comprehension

- Reading skills
- Local comprehension
- Global comprehension

**UNIT II – Instructions and Transcoding**

Ability to Read and Follow Instructions

- Instructions
- Language of Instructions
- Writing instructions

Ability to interpret and transcode information

- Graphic communication
- Interpretation
- Transcoding

**UNIT III – Interpersonal Communication**

Asking for and responding to information

- Informational Communication
- Encoding and decoding strategies
- Principles of communication

Communication skill with public, fellow employees, supervisors and customers

- Relational communication
- Perception
- Emotional Intelligence

**UNIT IV – Employment Communication**

Spelling and Grammar

- Written communication
- Spelling
- Grammar

Ability to fill out a job application

- Employment communication
- Covering Letter
- Résumé

## **UNIT V – Courtesy and Eye Communication**

### Expressing Courtesy

- Politeness strategies
- Five Magic words in English
- Courteous expressions

### Communication through eye contact

- Non-verbal communication
- Body language
- Eye Contact

### **Textbook:**

Dhanavel, S.P. *Soft Skills for Linguistic Communication*, 2015.