



**Darrang College
(Autonomous),
Tezpur-784001**

**Syllabus for
FYUGP
English
(AEC)**

Approved by :

Board of Studies meeting held on 30th July, 2025

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Academic Council vide Resolution no. 04, dated- 12/08/2025

FYUGP ENGLISH

Aims of FYUGP in English:

- To understand human life and society as literature is the reflection of the society particularly the nuances which are not represented in other subjects.
- Acquire knowledge about the origin of literatures of the western world and make a comparative analysis with Indian Classical literature.
- To gain knowledge about various cultures and societies by studying European, African, American, Australian and other texts in the syllabus.
- Acquire moral and ethical values by decoding literary texts, characters, themes etc.
- Acquire comprehensive knowledge of the subject matter contained in the texts that are based on different socio-cultural milieu, political events and movements.
- Become sensitive to various issues such as environment, gender and structural hierarchies.
- Develop confidence and life skills by studying about life itself via literature. It helps in grooming their personality. They also acquire competence in the English language.
- opt for diverse career avenues in mass communication, fashion, teaching, law, corporate, intelligent services and environment agencies.
- Transports themselves out of their immediate contexts into imaginary landscapes. Literature helps readers to interact with characters across time and space, thereby generating empathy and sympathetic insight.

Program Outcome:

This paper on English Literary and Social History aims to enable students to acquaint themselves with literary and cultural institutions understand the contexts of literature engage with social and political realities that have impacted English literature learn the different trajectories of social and cultural movement analyse the inter-connections between texts, contexts and influences situate modes of reading through an examination of social and cultural embeddedness in the context of English literature.

Teaching Learning Process:

Curriculum delivery

Distribution of syllabi among the teachers in the beginning of the semester.

Distribution is put up on the notice board for the students.

Each teacher prepares individual teaching plan and lesson plan accordingly.

Each new semester begins with an orientation class on the subject matter.

Students are encouraged to feel free to ask questions and to debate on given topics. These discussions are held in the class.

Students are encouraged to take a class in the teacher's presence while others comment on the teaching.

Teaching Learning Tools:

Smart Board for film screenings of adapted movies of the prescribed texts.

White/Green Chalk Boards.

Projectors.

Newspaper clippings on relevant topics are brought to the class and discussed.

ICT enabled tools.

Evaluation/Assessment:

- Regular evaluation through CIE- Sessional and Class Tests as well as MCQ, Quiz, Group Discussions and Surprise Tests.
- After each Class Test and Sessional Examination, the student's Answer Scripts are returned after evaluation.
- Thus, the students are made aware of their weak points and accordingly corrective measures are taken.
- Slow learners are taken out from Quartile deviation methods. They are motivated to work harder. Mentoring plays a crucial part in this practice.
- Remedial classes are held. Records of are duly maintained.
- Absentee students in Sessional Examinations on producing valid reasons are allowed to appear in Special Examination for the Absentee Students held at a later date with new set of Question Papers.

FYUGP SEMESTER I
Ability Enhancement Course

Title of the course	Alternative English (AEC)
Course Code	AEC-01042
Total Credit (Theory+Practical)	4 Credits
Contact hours	60
Distribution of Marks	(External Evaluation: 60 + Internal Assessment 40): Total Marks 100
Course Outcomes	The course has been designed to familiarise students with different forms of literature, texts and their contexts. The select texts would enable them to understand literary representations and a writer's engagement with the social, cultural and political milieu.

Unit	Content	Lecture(L)	Tutorial(T)	Total Hours
Unit 1: Poetry (2 credits)	• Sarojini Naidu: <i>The Palanquin Bearers</i> • Robert Frost: <i>Stopping by Woods on a Snowy Evening</i> • W. B. Yeats: <i>No Second Troy</i> • Eunice de Souza: <i>Catholic Mother</i>	30 L	-	30 hrs
Unit 2: Fiction (2 credits)	• Mahim Bora: <i>Audition</i> • Bryan MacMahon: <i>The Ring</i> • Ruskin Bond: <i>Coming Home to Dehra</i> • Muhammad Yunus: <i>Towards Creating a Poverty Free World</i>	30 L	-	30 hrs

FYUGP SEMESTER II

ABILITY ENHANCEMENT COURSE

Title of the course		AEC (ENGLISH COMMUNICATION)		
Course Code		AEC-02012		
Total Credit (Theory+Practical)		4 Credits		
Contact hours		60		
Distribution of Marks		(External Evaluation: 60 + Internal Assessment 40): Total Marks 100		
Course Outcomes		After completing the course, the students will be able to: CO1: Define and describe the process of communication apply it to speak with confidence and clarity in both formal and informal situations. CO2: Identify and explain the different purposes for listening in both academic and other contexts. CO3: Apply appropriate conventions of intonation, stress and rhythm to speak English with intelligibility and perform different language functions. CO4: Distinguish purpose, gist and intent of English when spoken and participate in formal and informal conversations adequately. CO5: Produce complex structures, idiomatic language and integrate them with nonverbal aspects of communication to clearly articulate facts, ideas and opinions in English.		
Unit	Content	Lecture(L)	Tutorial(T)	Total Hours
Unit I: Understanding Communication (Credit -1)	In this section the aim is to introduce the students to the basics of communication: - the process of communication - types of communication: verbal-non-verbal – oral-written	15 L	-	15 hrs

	communication – formal-informal communication – modern forms of communication • qualities of effective communication: reading - listening intelligently – thinking and planning – using appropriate language – using appropriate channel – using appropriate language – intercultural sensitivity – showing empathy – not prejudging– clarity – avoiding distractions – showing respect – barriers to effective Communication			
Unit 2: Listening And Speaking (Credit -1)	Students will be training to acquire the following skills: • Listening for detailed and specific information • Understanding the speaker’s intent and attitude • Introducing oneself and others • Asking for clarification, giving directions/instructions • Expressing gratitude, making requests, congratulating, apologizing etc. • Agreeing/disagreeing, sharing opinions etc.	15 L	-	15 hrs

	The above skills will be applied in a number of settings like: • Describing an idea, scenario, picture, etc. • Group Discussion: Students will learn to articulate their views in group situations and to also be group leader's adept at presenting the views of the group whenever necessary. • Interviews: Mock interviews will be conducted to equip students with the skills needed to face formal interview situations whether face-to-face, telephonic or • the visual mode. Oral presentations: Students will also learn to make formal oral presentations using information and communication technology besides the verbal mode of communication. • Public speaking: Students will be given practice in speaking on given topics before an audience with correct pronunciation, body language etc. • Interpersonal skills in speaking: Besides the above, various other contexts of			
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	interpersonal communication, situations requiring expression of opinions, feelings, and description will be simulated in the classroom so that students can speak with appropriate tone, politeness, gestures and postures.			
Unit 3: Reading (Credit -1)	Reading is an essential skill in making communication effective. Reading enables the acquisition of new words and expressions which enriches our vocabulary and tightens our grasp over sentence structure. The development of reading is foundational in building our comprehension skills. To this end, this section uses literary texts drawn from diverse contexts in order to familiarize and orient students with the dynamic use of English. Texts: • Shirley Jackson: “The Lottery” • A.G. Gardiner: “On Saying Please” In this section, the texts mentioned above will be studied in detail in the context of the following aspects: • Close-reading, i.e., a reading strategy that involves the careful and detailed	15 L	-	15 hrs

	examination of the language used (in terms of structure, choice of words, style, etc.) in a particular text as well as the finer details and deeper meanings within it. • Comprehension, i.e., the ability to understand and process what one reads or listens to • Analysis and interpretation of the texts • Anticipating, predicting and personalizing the ideas in the text • Paraphrasing, i.e., expressing the speech, ideas or thoughts or arguments of others in one's own words • Building vocabulary by identifying, learning and using new words and deriving or guessing meaning from context • Reading for the main idea or argument in a text in addition to the supporting details • Locating specific information in a text			
Unit 4: Writing (Credit -1)	Writing skills are as crucial in communication as reading, listening, and speaking.	15 L	-	15 hrs

	Students will be trained in developing the following skills in writing: • Generating ideas • Building sentences and paragraphs These skills should be taught using the following forms of writing so that these can be used by them in both their day to day and professional lives: • Memos and circulars • Agendas and minutes • PowerPoint Presentation			
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REFERENCE BOOKS & MATERIALS:

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