



**ANDHRA PRADESH STATE COUNCIL OF HIGHER
EDUCATION**

**Model Syllabus for Special English (Minor) in consonance with Curriculum
framework w.e.f. AY 2025-26**

COURSE STRUCTURE

Year	Semester	Course	Title of the Course	No. of Hrs /Week	No. of Credits
II	III	1	History of English Language	4	4
	IV	2	Glimpses of World Literature	4	4
III	V	3	Creative Writing and Literary Appreciation	4	4
		4	English Language Teaching Skills	4	4
	VI	5	Technical Writing	4	4
		6	Communicative English	4	4

SEMESTER-III

COURSE 1: HISTORY OF ENGLISH LANGUAGE

Theory

Credits: 4

4 hrs/week

Course Objectives

- To introduce students to the origin and evolution of the English language.
- To familiarise students with the socio-political and linguistic influences on the development of English.
- To help learners understand the structural changes across different periods of English.
- To enable appreciation of English language's adaptability and global spread.

Learning Outcomes

- Trace the history and evolution of English from Old English to Modern English.
- Understand the major phonological, morphological, and syntactic changes across time.
- Identify key events and figures that influenced the English language.
- Appreciate the impact of colonisation, printing, and globalisation on English.

Unit I

- Origin of English – Indo-European Family of Languages
- Characteristics of Old English
- Influence of Latin and Norse Invasions

Unit II

- Norman Conquest and its linguistic impact
- Features of Middle English
- Geoffrey Chaucer and standardisation beginnings

Unit III

- Renaissance and the Rebirth of Learning
- The Printing Press – William Caxton
- Influence of Shakespeare and the Bible

Unit IV

- Major sound changes – The Great Vowel Shift
- Vocabulary enrichment through exploration and borrowing
- Rise of dictionaries – Dr. Johnson's Dictionary

Unit V

- Colonial Expansion and English around the world
- Varieties of English – American, Indian and African.
- English as a global language – Pros and Cons

Suggested Classroom Activities

- Language family tree mapping
- Discussion on influence of Norse vocabulary
- Pronunciation comparison: Old vs. Middle English
- Chaucer reading – simplified versions
- Printing press timeline activity
- Shakespeare word coinage activity
- Charting the Great Vowel Shift
- Word origin tracing activity (etymology)
- Debate on English as a global language
- Presentation on varieties of English (with examples)

References

Offline Resources

- C.L. Wrenn – A History of the English Language
- Otto Jespersen – Growth and Structure of the English Language
- Albert C. Baugh & Thomas Cable – A History of the English Language

Online Resources

- NPTEL / SWAYAM courses on History of English Language
- YouTube: History of English series by OpenLearn, BBC Learning English
- The British Library – History of English Resources

SEMESTER-IV

COURSE 2: GLIMPSES OF WORLD LITERATURE

Theory

Credits: 4

4 hrs/week

Course Objectives:

- Learn the salient features of world literatures.
- Analyze the sense and sensibilities across the globe.
- Understand the influence of various –isms on literary texts.
- Interpret the meaning of a literary text by reading between the lines.
- Identify cultural influences on Modern English literature.

Learning Outcomes:

- Learn the salient features of world literatures.
- Analyze the sense and sensibilities across the globe.
- Understand the influence of various –isms on literary texts.
- Interpret the meaning of a literary text by reading between the lines.
- Identify cultural influences on Modern English literature.

Unit – I

Poetry — Gabriel Okara: Once Upon a Time; Maya Angelou: Caged Bird

Unit – II

Drama — Girish Karnad: Nagamandala

Unit – III

Fiction — Fyodor Dostoevsky: Crime and Punishment

Unit – IV

Short Story — O. Henry: The Last Leaf; Tillie Olsen: I Stand Here Ironing

Unit – V

Literary Criticism — I. A. Richards: Four Kinds of Meaning

Suggested Classroom Activities

- Making the students prepare mind maps based on the plot of the novel.
- Students are to prepare biographies of the prescribed authors.
- To prepare charts of authors with different literary genres.
- Group discussion on characteristics of the literary period.
- Seminar presentations on the literary texts prescribed.

References

- Daiches, David. 1979. A Critical History of English Literature. Bombay: Allied Publishers.
- Grierson, H.J.C. 2014. A History of English Poetry. CUP.
- Daiches, David. 2014 ed. History of English Literature. (4 Volumes). CUP.
- Eagleton, Terry. 2007. How to Read a Poem. Oxford: Blackwell.
- M.S. Naagarajan. 2006. English Literary Criticism & Theory.
- Barry, Peter. 2010. Beginning Theory: An Introduction to Literary Theory and Cultural Theory, Manchester University Press, Manchester.
- M. H. Abrams. 2015. Glossary of Literary Terms. Cengage Learning.

SEMESTER-V

COURSE 3: CREATIVE WRITING AND LITERARY APPRECIATION

Theory

Credits: 4

4 hrs/week

Course Objectives:

- To introduce students to the concept and scope of creative writing.
- To enhance the students' ability to write creatively in various genres.
- To familiarise students with literary appreciation techniques.
- To enable students to write poems, short stories, dialogues and essays.
- To appreciate the use of language and style in literature.

Learning Outcomes:

- Understand the fundamental concepts of creative writing.
- Write short stories, poems, essays and dialogues with clarity and imagination.
- Identify and use various literary devices in writing and analysis.
- Demonstrate the ability to appreciate literature critically.
- Express thoughts effectively in different literary forms.

Unit – I

- What is Creative Writing?
- Imagination and Observation
- Writing Prompt Exercises

Unit – II

- Writing Stories
- Character and Plot
- Setting and Dialogue

Unit – III

- Writing Drama
- Script and Screenplay Basics
- Dialogues and Stage Directions

Unit – IV

- Writing Essays
- Types of Essays – Narrative, Descriptive, Reflective
- Structuring Essays

Unit – V

- Writing Poems
- Figures of Speech – Simile, Metaphor, Personification
- Appreciating Themes, Tone and Style in Poetry

Suggested Classroom Activities

- Group writing tasks and peer reviews.
- Story building games and role plays.
- Essay and poetry competitions.
- Theme-based creative writing sessions.
- Literary device identification exercises.
- Critical appreciation presentations.

References

- David Morley. *The Cambridge Introduction to Creative Writing*. Cambridge University Press.
- Richard Gill. *Mastering English Literature*. Palgrave.
- M.H. Abrams. *A Glossary of Literary Terms*. Cengage Learning.
- R.V. Dhawan. *Creative Writing in English*. Bahri Publications.
- T. Murthy. *Creative Writing*. Oxford University Press.
- Peter Barry. *Beginning Theory*. Manchester University Press.

SEMESTER-V

COURSE 4: ENGLISH LANGUAGE TEACHING SKILLS

Theory

Credits: 4

4 hrs/week

Objectives:

- Understand the central principles of Teaching English
- Acquire the skills of Teaching English
- Demonstrate different classroom management techniques
- Teach English in a systematic way
- Make use of Technology for Teaching English

Learning Outcomes:

- Students will be able to understand and explain the key principles of teaching English as a second language.
- Students will demonstrate various methods and techniques used in the English language classroom.
- Students will effectively manage classrooms using appropriate strategies.
- Students will develop and execute lesson plans for teaching different components of English.
- Students will integrate ICT tools in teaching and assessing English language skills.

Unit-I

- Concepts in Teaching English as a Second Language

Unit-II

- Different Methods and Levels of Teaching English
- Contextualization of Grammar Teaching

Unit-III

- Teaching Writing Skills
- Teaching English Literature (Prose, Poetry, Fiction and Drama)
- Lesson Planning & Materials

Unit-IV

- Classroom Management Techniques

Unit-V

- Assessment & Evaluation
- Teaching English for Employment
- ICT-Based English Language Teaching

Resources for Further Reading:

- Raymond Murphy. Essential English Grammar. Cambridge University Press, 2015.
- Penny Ur. A Course in English Language Teaching. Cambridge University Press, 1999.
- M.L.Tickoo. Teaching and Learning English: A Sourcebook for Teachers and Teacher-Trainers. Orient Blackswan Private Limited, 2013.
- N.Krishna Swamy & Lalitha Krishna Swamy. Teaching English: Approaches, Methods and Techniques. Macmillan India Limited, 2005.
- Oxford English Language Teaching: <https://elt.oup.com/?cc=global&selLanguage=en>
- British Council's Teaching Resources: <https://www.teachingenglish.org.uk/resources/primary>
- English Teaching Forum: <https://americanenglish.state.gov/forum>

Suggested Classroom Activities:

- Students will practice and demonstrate teaching skills through peer teaching and micro-teaching sessions.
- Prepare sample lesson plans for different levels of English language learners.
- Analyze and present reviews of popular English Language Teaching textbooks or online platforms.
- Participate in group discussions on classroom challenges and management techniques.
- Hands-on training in the use of ICT tools such as Google Classroom, YouTube educational channels, grammar checkers, etc.
- Prepare and present teaching materials for a mock classroom environment.
- Fieldwork or practicum in school or community settings to test and reflect on teaching techniques.

SEMESTER-VI

COURSE 5: TECHNICAL WRITING

Theory

Credits: 4

4 hrs/week

Course Objectives

- Introduce the fundamentals and real-world relevance of technical writing.
- Develop students' ability to write clear, concise, and structured technical documents.
- Enable students to use appropriate style and format for professional communication.
- Familiarize students with the common tools and practices used in workplace documentation.
- Prepare students for entry-level technical writing or documentation roles in industries, service sectors, and government offices.

Learning Outcomes

- Remember key terms and formats in technical writing.
- Understand the differences between literary and technical writing.
- Apply correct structure and format to basic workplace documents.
- Analyze samples and identify areas of improvement in writing.
- Evaluate professional writing based on clarity, tone, and appropriateness.
- Create simple technical documents such as reports, emails, and manuals.

Unit I

- What is Technical Writing? – Definition and Scope
- Difference between Literary and Technical Writing
- Importance of Technical Communication in Jobs
- Qualities of a Good Technical Document

Unit II

- Writing Clearly – Short and Direct Sentences
- Use of Active Voice and Neutral Tone
- Common Errors – Redundancy and Ambiguity
- Formal vs Informal Writing

Unit III

- Memos, Notices, and Circulars
- Email Writing – Professional Tone and Structure
- Instructions and User Guidelines
- Meeting Agenda and Minutes

Unit IV

- Writing a Simple Project or Visit Report
- Proposal Writing – Need and Format
- Using Bullets, Headings, and Tables

Unit V

- Document Formatting using MS Word / Google Docs

- Proofreading using Tools like Grammarly / Hemingway
- Use of Templates, Charts, and Visual Aids
- Plagiarism, Referencing, and Ethics in Writing

Suggested Classroom Activities

- Identify and list technical documents used in your college or hometown.
- Rewrite an informal WhatsApp message or spoken instruction into a formal email.
- Draft a memo, notice, or a user guide (e.g., 'How to apply for a scholarship').
- Write a one-page visit report or proposal to start a college club.
- Format a sample document with heading styles, bullets, numbering, and a chart using MS Word or Google Docs.
- Use Grammarly or Hemingway to correct and improve your writing.
- Prepare a short user manual (e.g., 'How to Use a Library Catalogue' or 'How to Use a Fire Extinguisher').

References

- Meenakshi Raman & Sangeeta Sharma – Technical Communication: Principles and Practice
- Sharon Gerson & Steven Gerson – Technical Writing: Process and Product
- Purdue OWL – <https://owl.purdue.edu>
- Grammarly – <https://www.grammarly.com>
- Hemingway App – <https://hemingwayapp.com>
- Sample Templates: Memos, Reports, Circulars – Provided by Instructor

SEMESTER-VI

COURSE 6: COMMUNICATIVE ENGLISH

Theory

Credits: 4

4 hrs/week

Course Objectives

- To equip students with effective oral and written communication skills for academic and professional contexts.
- To enable learners from rural and regional backgrounds to speak and write confidently in English.
- To introduce strategies for public speaking, group discussion, and professional correspondence.
- To develop fluency, clarity, and coherence in communication with practical exposure.

Learning Outcomes

- Recognize the key features of spoken and written English communication.
- Describe various forms of interpersonal and professional communication.
- Demonstrate the ability to participate in conversations, discussions, and interviews.
- Apply correct grammar, vocabulary, and tone in writing and speaking.
- Develop and present oral and written communication suited to real-world needs.

Unit I:

- Definition and Elements of Communication
- Types: Verbal, Non-verbal, Written, Visual
- Barriers to Communication and Strategies to Overcome barriers

Unit II

- Telephone Etiquette and Informal Dialogues
- Public Speaking: JAM, Speeches, Descriptions

Unit III

- Listening to Announcements, Lectures, and Interviews
- Note-taking and Summary Writing from Audio Clips

Unit IV

- Paragraph Writing, Descriptive and Narrative Tasks
- Letter Writing: Formal, Informal and E-mail Etiquette
- Report Writing and Notice/Agenda for Meetings

Unit V

- Mock Interviews and Resume Preparation
- Role Plays for Real-life Situations (Shop, Bank, Interview, Travel)
- Debates

Unit-wise Suggested Classroom Activities

Unit I

- Activity: Role-play scenarios demonstrating different types of communication.
- Activity: Identify and correct communication barriers in sample dialogues.
- Activity: Match non-verbal cues to corresponding emotions/messages.

Unit II

- Activity: JAM (Just A Minute) practice on everyday topics.
- Activity: Simulate telephonic conversations using real-life contexts.
- Activity: Practice impromptu speeches and classroom interviews.

Unit III

- Activity: Listen to short audios and answer comprehension questions.
- Activity: Audio-to-text summary writing exercises.
- Activity: Fill in the blanks based on listening to a short announcement.

Unit IV

- Activity: Draft a personal letter and an email for given situations.
- Activity: Write a paragraph describing an event from memory.
- Activity: Prepare a notice and agenda for a college meeting.

Unit V

- Activity: Conduct mock group discussions with feedback sessions.
- Activity: Participate in peer interviews and resume reviews.
- Activity: Perform role-plays (e.g., buying tickets, job interview, complaint at a store).
- Debates on current topics.

References

Offline Resources

- Krishna Mohan & Meera Banerji – Developing Communication Skills
- J. K. Gangal – A Practical Course in Spoken English
- Geetha Nagaraj – English Language Teaching: Approaches and Methods

Online / Digital Resources

- YouTube Channels: BBC Learning English, EnglishClass101, FluentU
- MOOCs: SWAYAM/NPTEL Courses on Communication and Soft Skills
