



Date :- 01/08/2024

NOTIFICATION

Sub :- CBCS Syllabi of B. A./B. Com. / B.Sc. in English (Sem. III & IV)

Ref. :- Decision of the Academic Council at its meeting held on 27/07/2024.

The Syllabi of B. A./B. Com. / B.Sc. in English (Third and Fourth Semesters) as per **NATIONAL EDUCATION POLICY – 2020 (2023 Pattern)** and approved by the Academic Council as referred above are hereby notified for implementation with effect from the academic year 2024-25.

Copy of the Syllabi Shall be downloaded from the College Website
(www.kcesmjcollege.in)

Sd/-
Chairman,
Board of Studies

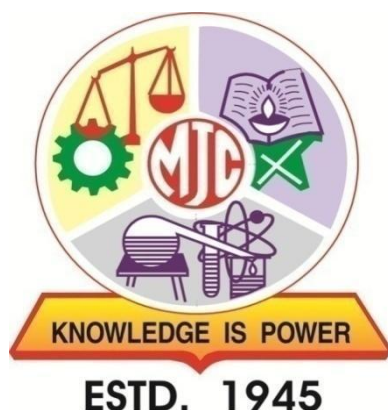
To :

- 1) The Head of the Dept., M. J. College, Jalgaon.
- 2) The office of the COE, M. J. College, Jalgaon.
- 3) The office of the Registrar, M. J. College, Jalgaon.
- 1)

Knowledge is Power

Khandesh College Education Society's
Moolji Jaitha College, Jalgaon
An "Autonomous College"

Affiliated to
Kavayitri Bahinabai Chaudhari
North Maharashtra University, Jalgaon-425001



STRUCTURE AND SYLLABUS

S. Y. B. A.

English Major, Minor, OE & CEP/FP

As per NEP-2020 Guidelines
Under Choice Based Credit System (CBCS)

[w. e .f. Academic Year: 2024-25]

SYBA Structure (Only for 2024-25 batch)					
SYBA SEM-III					
Course	Credits	Hours/ week	TH/ PR	Code	Title of the Paper
DSC	4	4	TH	ENG-DSC-231	Renaissance Literature
DSC	2	2	TH	ENG-DSC-232	Neoclassical Literature
DSC	2	2	TH	ENG-DSC-233	Science Fiction - I
MIN	4	4	TH	ENG-MIN-231	Renaissance Literature
MIN	2	2	TH	ENG-MIN-232	Neoclassical Literature
OE*	2	2	TH	ENG-OE-231	English for Employment-I
#CEP- I	2	4	PR	ENG-CEP-231	Community Engagement Programme
AEC-3 MIL	2	2	TH		Marathi/Hindi/ Sanskrit/English
CC-III	2	2	TH		Co-curricular Course
SYBA SEM-IV					
Course	Credits	Hours/ week	TH/ PR	Code	Title of the Paper
DSC	4	4	TH	ENG-DSC-241	Romantic Literature
DSC	2	2	TH	ENG-DSC-242	Victorian Literature
DSC	2	2	TH	ENG-DSC-243	Science Fiction - II
MIN	4	4	TH	ENG-MIN-241	Romantic Literature
OE*	4	4	TH	ENG-OE-241	English for Employment-II
#FP	2	4	PR	ENG-FP-241	Field Project
AEC-3 MIL	2	2	TH		Marathi/Hindi/ Sanskrit/English
CC	2	2	TH		Co-curricular Course

*For Commerce and Science faculty

CEP & FP guidelines will be issued separately.

DSC = Major

SEMESTER

III

SYBA
DSC (Department Specific Course)
ENG-DSC-231: Renaissance Literature
(w.e.f. 2024-25)

Semester- III

Course Objectives:

- To impart students a comprehensive understanding of the historical and cultural context
- of the English Renaissance Literature
- To introduce the students to the poetry of English Renaissance literature
- To foster an appreciation for the Drama of English Renaissance Literature
- To acquaint students with the Essays of English Renaissance Literature

Course Outcomes:

After successfully completing the course, the students will have:

- Gained a comprehensive understanding of the historical and cultural context of the
- English Renaissance
- An insight into the poetry of English Renaissance Literature
- A nuanced understanding of Drama of English Renaissance Literature
- An apprehension of the Essays of English Renaissance Literature

Credits- 4

Marks: 100

Internal Examination: 40

External Examination: 60

UNIT	TOPIC	CONTACT HOURS
I	Context and development of Renaissance Literature 1. Historical Context of English Renaissance Literature 2. Development of English Renaissance Poetry 3. Development of English Renaissance Drama 4. Development of English Renaissance Prose	15
II	Poetic Musings 1. Blame not my Lute – Sir Thomas Wyatt 2. The Means to attain Happy Life by – Earl of Surrey, Henry Howard 3. One Day I Wrote Her Name Upon The Strand – Edmund Spencer 4. Come Sleep, O Sleep- By Philip Sidney 5. Inviting a Friend to supper by Ben Johnson	15

	6. Sonnet 116: Let me not to the marriage of true minds - William Shakespeare	
III	Drama <i>Macbeth</i> - William Shakespeare	15
IV	Reflections: Essays by Francis Bacon 1. -Of Parents and Children 2. -Of Marriage and Single Life 3. -Of Travel 4. -Of Friendship	15
Study Resources:	• Bacon, Francis. Bacon's essays and wisdom of the ancients. The University Press, Cambridge, Mass., U. S. A. 2018. • Holderness, Graham. Nine Lives of William Shakespeare. Bloomsbury Publishing India Private Ltd., 2013. • Hudson, W.H. An Outline History of English Literature. Maple Press, 2012. • Long, William J. English Literature: It's History and it's Significance For the Life of the English- speaking World. Maple Press, 2012. • Shakespeare, William. Macbeth. Maple Press Ltd. 2014. • Williams, John. English Renaissance Poetry. New York Review Books. 2016.	

SYBA
DSC (Department Specific Course)
ENG-DSC-232: Neo-Classical Literature
(w.e.f. 2024-25)

Semester- III

Course Objectives:

- To impart students a comprehensive understanding of the historical and cultural context of the English Neo-Classical Literature
- To enable students to critical reading of novel and explore it's themes and techniques
- To enable students to understand the development of thought by close reading of the essays
- To familiarize students to the representative Neo-Classical poets and foster skills of poetry appreciation

Course Outcomes:

After successfully completing the course, the students will have:

- gained a comprehensive understanding of the historical and cultural context of the English Neo-Classical Literature
- developed the skill to read novel critically and explore it's themes and techniques
- developed the understanding of development of thought by close reading of the essays
- developed the understanding of the representative Neo-Classical poets and foster skills of poetry appreciation

Credits- 2
Marks: 50

Internal Examination: 20
External Examination: 30

UNIT	TOPIC	CONTACT HOURS
I	Daniel Defoe - <i>Robinson Crusoe</i> (novel)	08
II	Daniel Defoe - <i>Robinson Crusoe</i> (novel)(continued)	08
III	Joseph Addison - From <i>The Spectator</i> a) Essay no. 412 - <i>The sources of pleasures</i> b) Essay no. 10 - <i>Morality</i>	07
IV	Poems a) William Collins - i) Ode to Simplicity ii) Ode to Evening b) Oliver Goldsmith - <i>The Deserted Village</i>	07

Study Resources:	• Addison, Joseph. <i>From The Spectator</i>. J. Tonson. London. 1711-1712. Print. • Defoe, Daniel. <i>Robinson Crusoe</i>. W. Taylor. London. 1719. Print. • Long, William J. <i>English Literature: It's History and it's Significance For the Life of the English- speaking World</i>. Maple Press, 2012. Print. • https://www.poetryfoundation.org/
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SYBA
DSC
ENG-DSC-233: Science Fiction- I
(w.e.f. 2024-25)

Semester- III

Course Objectives:

- Enable students to formulate insightful and critical questions about science fiction texts.
- Encourage students to recognize and analyze key themes, concepts, and motifs in science fiction literature and media.
- Facilitate student engagement with academic discussions on science fiction, integrating diverse perspectives and interpretations.
- Guide students in establishing connections between science fiction and other humanities disciplines, including philosophy, history, and cultural studies.
- To make students able to explore Societal Reflections and Critiques as discussed in Science fiction.

Course Outcomes:

- Students will develop the ability to pose nuanced and thought-provoking questions about science fiction texts, showing a sound understanding of the material.
- Students will be able to identify and articulate key themes, concepts, and motifs in a variety of science fiction texts and media.
- Students will actively engage in academic discussions, both in written and verbal formats, incorporating diverse perspectives and scholarly interpretations of science fiction.
- Students will be able to draw clear and meaningful connections between science fiction and other humanities disciplines such as philosophy, history, and cultural studies.
- Students will explore and articulate how science fiction reflects and critiques societal issues, technological advancements, and future possibilities.

Credits: 2

Internal Examination: 20

Marks: 50

External Examination: 30

UNIT	TOPIC	CONTACT HOURS
I	Definition and Scope of Science Fiction Historical Roots and Development	4

II	Short Stories: 1. The Stolen Bacillus : H. G. Wells 2. The Insect: Shirsendu Mukhopadhyay 3. Unready to Wear: Kurt Vonnegut	08
III	Short Films: 1. I'm here-: Spike Jonze 2. Carbon: The Story of Tomorrow: Maitrey Bajpai and Ramiz Ilham Khan 3. Sight: Eran May-raz and Daniel Lazo	08
IV	Fiction: 1. The Ten Percent Thief: Lavanya Lakshminarayan 2. Analogue/Virtual	10
Study Resources:	• ... <i>Analog/Virtual</i> . Hachette India. 2020. • Currie, Gregory. <i>The Nature of Fiction</i>. Cambridge University Press. Cambridge:1990. • Faulkner, Roderick. <i>200 Best Online SC-FI Short Films</i>. • Lakshminarayan, Lavanya. <i>The Ten Percent Thief</i>. Solaris: 2024. • Quay, Symon. <i>Teaching Short Films</i>. United Kingdom, British Film Institute, 2007. Web sources • https://www.google.co.in/books/edition/The_Stolen_Bacillus_and_Other_Incidents/RIo5VQrLr5YC?hl=en&gbpv=1&dq=stolen+bacillus&printsec=frontcover • Wells, H. G. <i>Stolen Bacillus and Other Incidents</i>. The Floating Press. 2009. Short Films on YouTube 1. I'm Here: https://www.youtube.com/watch?v=6OY1EXZt4ok 2. Carbon : https://www.youtube.com/watch?v=zMVpwc1nO2k&t=270s	

**SYBA
MINOR
ENG-MIN-231: Renaissance Literature
(w.e.f. 2024-25)**

Semester- III

Course Objectives:

- To impart students a comprehensive understanding of the historical and cultural context
- of the English Renaissance Literature
- To introduce the students to the poetry of English Renaissance literature
- To foster an appreciation for the Drama of English Renaissance Literature
- To acquaint students with the Essays of English Renaissance Literature

Course Outcomes:

After successfully completing the course, the students will have:

- Gained a comprehensive understanding of the historical and cultural context of the
- English Renaissance
- An insight into the poetry of English Renaissance Literature
- A nuanced understanding of Drama of English Renaissance Literature
- An apprehension of the Essays of English Renaissance Literature

Credits- 4

Marks: 100

Internal Examination: 40

External Examination: 60

UNIT	TOPIC	CONTACT HOURS
I	Context and development of Renaissance Literature 1. Historical Context of English Renaissance Literature 2. Development of English Renaissance Poetry 3. Development of English Renaissance Drama 4. Development of English Renaissance Prose	15
II	Poetic Musings 1. Blame not my Lute – Sir Thomas Wyatt 2. The Means to attain Happy Life by – Earl of Surrey, Henry Howard 3. One Day I Wrote Her Name Upon The Strand – Edmund Spencer 4. Come Sleep, O Sleep- By Philip Sidney 5. Inviting a Friend to supper by Ben Johnson	15

	6. Sonnet 116: Let me not to the marriage of true minds - William Shakespeare	
III	Drama <i>Macbeth</i> - William Shakespeare	15
IV	Reflections: Essays by Francis Bacon 1. -Of Parents and Children 2. -Of Marriage and Single Life 3. -Of Travel 4. -Of Friendship	15
Study Resources:	• Bacon, Francis. Bacon's essays and wisdom of the ancients. The University Press, Cambridge, Mass., U. S. A. 2018. • Holderness, Graham. Nine Lives of William Shakespeare. Bloomsbury Publishing India Private Ltd., 2013. • Hudson, W.H. An Outline History of English Literature. Maple Press, 2012. • Long, William J. English Literature: It's History and it's Significance For the Life of the English- speaking World. Maple Press, 2012. • Shakespeare, William. Macbeth. Maple Press Ltd. 2014. • Williams, John. English Renaissance Poetry. New York Review Books. 2016.	

SYBA
MINOR
ENG-MIN-232: Neo-Classical Literature
(w.e.f. 2024-25)

Semester- III

Course Objectives:

- To impart students a comprehensive understanding of the historical and cultural context of the English Neo-Classical Literature
- To enable students to critical reading of novel and explore it's themes and techniques
- To enable students to understand the development of thought by close reading of the essays
- To familiarize students to the representative Neo-Classical poets and foster skills of poetry appreciation

Course Outcomes:

After successfully completing the course, the students will have:

- gained a comprehensive understanding of the historical and cultural context of the English Neo-Classical Literature
- developed the skill to read novel critically and explore it's themes and techniques
- developed the understanding of development of thought by close reading of the essays
- developed the understanding of the representative Neo-Classical poets and foster skills of poetry appreciation

Credits- 2
Marks: 50

Internal Examination: 20
External Examination: 30

UNIT	TOPIC	CONTACT HOURS
I	Daniel Defoe - <i>Robinson Crusoe</i> (novel)	08
II	Daniel Defoe - <i>Robinson Crusoe</i> (novel)(continued)	08
III	Joseph Addison - From <i>The Spectator</i> a) Essay no. 412 - <i>The sources of pleasures</i> b) Essay no. 10 - <i>Morality</i>	07
IV	Poems a) William Collins - i) Ode to Simplicity ii) Ode to Evening b) Oliver Goldsmith - <i>The Deserted Village</i>	07

Study Resources:	• Addison, Joseph. <i>From The Spectator</i>. J. Tonson. London. 1711-1712. Print. • Defoe, Daniel. <i>Robinson Crusoe</i>. W. Taylor. London. 1719. Print. • Long, William J. <i>English Literature: It's History and it's Significance For the Life of the English- speaking World</i>. Maple Press, 2012. Print. • https://www.poetryfoundation.org/
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SYBCOM / SYBSC
(OE Course)
ENG-OE-231: English for Employment-I
(w. e. f. 2024-25)

Semester-III

Credits- 2
Marks: 50

Internal Examination: 20
External Examination: 30

Course Objectives:	- To provide students with a comprehensive understanding of the nature, process, and purposes of communication, along with the barriers and conditions for successful communication. - To explore the role and significance of communication within organizational settings, emphasizing managerial communication structures and functions. - To develop intercultural communication skills essential for effective interaction in a globalized environment, focusing on cultural sensitivity and intelligence. - To enhance oral communication skills, including conversing, listening, and body language, with a focus on intercultural contexts and the use of electronic media. - To improve conversation skills by understanding the dynamics of social and effective conversation, including conversation control techniques.	
Course Outcomes:	After successfully completing the course, - Students will be able to analyze and apply various models and elements of communication, identify major communication barriers, and implement strategies to overcome these barriers for effective communication. - Students will be able to evaluate and utilize different communication structures in organizations, address communication concerns from a managerial perspective, and develop effective communication strategies for workplace scenarios. - Students will be able to demonstrate cultural sensitivity, compare high-context and low-context cultures, and apply guidelines for effective intercultural communication in various professional contexts, including email communication. - Students will be able to implement principles and guidelines for effective oral communication, overcome barriers, and use various forms of electronic media for efficient communication. - Students will be able to manage and direct conversations effectively, employ techniques for handling conversational challenges, and apply these skills in professional settings such as meetings and negotiations.	
Unit	Contents	Hours
I	1. The Nature and Process of Communication - The Role of Communication - AN INSTANCE OF UNCLEAR COMMUNICATION - Defining Communication	6

	● Classification of Communication ● The Purpose of Communication ○ Communication to Inform ○ Communication to Persuade ● The Process of Communication ○ The Linear Concept of Communication ○ The Shannon–Weaver Model ○ The Two-way Communication Process ● The Elements of Communication ● The Major Difficulties in Communication ● Barriers to Communication ○ Incorrect Assumptions ○ Psychosocial Barriers ● Conditions for Successful Communication ● The Seven C's of Communication ● Universal Elements in Communication ● HOW SENTENCE STRUCTURE AFFECTS MEANING ● Communication and Electronic Media ● Communication and Social Media ● Summary	
II	2. Organizational Communication ● The Importance of Communication in Management ○ Some Important Functions of Management ○ How Communication Is Used by Managers ● Communication Concerns of the Manager ○ Human Needs ○ Theory X and Theory Y ● Communication Training for Managers ● Communication Structures in Organizations ○ Vertical Communication ○ Horizontal Communication ● Line and Staff Management ○ Formal Communication ○ Informal Communication ● Information to be Communicated at the Workplace ● Summary	6
III	3. Intercultural Communication Skills ● Globalization and Intercultural Communication ● The New Global Mantra: Go Local ● Cultural Sensitivity ○ Meetings and Social Visits ○ Group Behaviour ○ Paying a Visit ○ Addressing Others ● Developing Cultural Intelligence ○ High-context Cultures ○ Low-context Cultures ○ Time As a Cultural Factor ○ Space As a Cultural Factor ● Some Examples of Cultural Diversity	6

	○ Japan ○ France ○ Germany ○ Brazil ● Guidelines for Intercultural Communication ● E-Mail and Intercultural Communication ○ Language ○ Culture ● SAMPLE E-MAILS ● Summary	
IV	4. Oral Communication ● What Is Oral Communication? ○ Importance of Oral Communication ○ Choosing the Form of Communication ○ Principles of Successful Oral Communication ○ Guidelines for Effective Oral Communication ○ Barriers to Effective Oral Communication ● Three Aspects of Oral Communication—Conversing, Listening, and Body Language ● Intercultural Oral Communication ● INTERCULTURAL COMMUNICATION ● Oral Communication and Electronic Media ○ Phones ○ Voice Mail ○ Conference Calls ○ Cell Phones ○ Video Conferencing - Summary	6
V	5. Conversation Skills ● What Is Conversation? ● Social Conversation ● Effective Conversation ● EFFECTIVE CONVERSATION: AN EXAMPLE ● Conversation Control ○ Controlling the Direction of Conversation ○ Managing Negative Responses ○ Noticing and Recognizing Cues and Clues ○ Interpreting Signs and Signals ○ Avoiding Parallel Conversation ○ Practising Sequential Conversation ○ Using Reflection and Empathy ○ Cultivating a Sense of Timing ○ Summarizing ● Applications of Conversation Control ○ Meetings ○ Being Assertive Without Being Aggressive ○ Controlled Response to Conversational Attacks ○ Negotiating Through Conversation Control ● Summary	6
Study	● Prescribed from:	

Resources:	Chaturvedi P. D. and Mukesh Chaturvedi. <i>Business Communication</i>. Pearson: Chennai, 2012. PDF (1.9,10,11,14) https://www.ascdegreecollege.ac.in/wp-content/uploads/2020/12/Business-Communication-by-P.-D.-Chaturvedi-Mukesh-Chaturvedig.pdf • CGG. <i>Handbook on Communication Skills</i>. https://www.otcbahrain.com/wp-content/uploads/2017/12/Handbook-on-Communication-Skills.pdf
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ENG-CEP-231: Community Engagement Programme
[See Guidelines at the end of this document](#)

SYBA/SYBCOM/SYBSC
(AEC Course)

ENG-MIL-231: Advanced English Communication Skills-I
(w. e. f. 2024-25)

Semester-III

Credits- 2
Marks: 50

Internal Examination: 20
External Examination: 30

Course Objectives:	- Understand and apply fundamental communication principles by identifying the communication process, essential components, and the importance of effective communication in professional settings. - Enhance verbal and nonverbal communication skills by implementing strategies to overcome language barriers and effectively utilize nonverbal cues in business interactions. - Develop audience-centric communication techniques by analyzing audience perceptions, tailoring messages, and practicing active listening and reading comprehension. - Design and deliver structured presentations by applying organizational models, using rhetorical strategies, and employing effective delivery methods with confidence and clarity.	
Course Outcomes:	After successfully completing the course, the students will be able to - Demonstrate proficiency in professional communication by effectively encoding and decoding messages and adapting communication strategies to various business contexts. - Utilize verbal and nonverbal communication techniques to enhance clarity, engagement, and persuasiveness in professional interactions. - Analyze audience needs and perceptions to tailor messages, improve comprehension, and foster meaningful communication in business settings. - Create and deliver well-structured business presentations by incorporating appropriate rhetorical strategies, smooth transitions, and effective delivery practices.	
Unit	Contents	Hours
I	Professional Business Communication - Introduction - What is Communication? - Communications Process: Encoding and Decoding - Eight Essential Components of Communication - Why Is It Important To Communicate Well? - Communication in Context - Your Responsibilities as a Communicator - Conclusion	5
II	Delivering Your Message - Introduction - What is Language? - Messages - Principles of Verbal Communication	5

	• Language Can be an Obstacle to Communication • Improving Verbal Communication • Conclusion	
III	You and Your Audience • Introduction • Perception • Self-Understanding Is Fundamental to Communication • Getting to Know Your Audience • Listening and Reading for Understanding • Conclusion	5
IV	Nonverbal Communication • Introduction • Principles of Nonverbal Communication • Types of Nonverbal Communication • Movement in Your Speech • Nonverbal Strategies • Conclusion	5
V	Presentation Organization • Introduction • Rhetorical Situation • Strategies for Success • The 9 Cognate Strategies • Purpose and Central Idea Statements • Research • Organizational Models for Presentations • Outlining Your Presentation • Transitions • Conclusion	5
VI	Developing Presentations • Introduction • Methods of Presentation Delivery • Preparing For Your Delivery • Practising Your Delivery • What to Do When Delivering Your Speech • Conclusion	5
Study Resources:	Prescribed book: • Simon, David, Michelle Grimes, and Shauna Roch. <i>Communication for Business Professionals</i>. eCampusOntario. Other resources: • Bailey, S. (2015). <i>Academic Writing: A Handbook for International Students</i>. Routledge. • Guffey, M. E., & Loewy, D. (2019). <i>Essentials of Business Communication</i>. Cengage Learning. • Lucas, S. E. (2019). <i>The Art of Public Speaking</i>. McGraw-Hill.	

SEMESTER

IV

SYBA
DSC (Department Specific Course)
ENG-DSC-241: Romantic Literature
(w.e.f. 2024-25)

Semester - IV

Course Objectives:

- To impart students a comprehensive understanding of the historical and cultural context of the English Romantic Literature
- To make the students appreciate poetic beauty and understand sublimity in Nature
- To sharpen the poetic skills of interpretation and appreciation of poetry
- To encourage students for analytical reading of novel and understand the socio-cultural context and thematic preoccupations of the text
- To prepare the students for close and textual analysis of the prescribed essays and understand the development of thought.

Course Outcomes:

After successfully completing the course, the students will have:

- comprehensive understanding of the historical and cultural context of the English Romantic Literature
- developed the skill to appreciate poetic beauty and understood sublimity in Nature sharpened the poetic skills of interpretation and appreciation of poetry
- developed analytical reading of novel and understand the socio-cultural context and thematic preoccupations of the text
- developed the ability of close and textual analysis of the prescribed essays and understand the development of thought.

Credits- 4

Marks: 100

Internal Examination: 40

External Examination: 60

UNIT	TOPIC	CONTACT HOURS
I	Poems : a) William Wordsworth : i) Tintern Abbey ii) The Stars are Mansions Built by Nature's Hand b) P. B. Shelly : i) Cloud ii) One Word is Too Often Profaned c) John Keats : i) On Grecian Urn ii) La Belle Dame Sans Merci	15
II	Poems : a) S. T. Coleridge : i) Frost at Midnight ii) The Rime of	15

	the Ancient Mariner (part I and II) b) William Blake : i) The Echoing Green ii) Auguries of Innocence c) Lord Byron : i) She Walks in Beauty ii) Stanzas for Music	
III	Novel : Jane Austen - <i>Sense and Sensibility</i>	15
IV	Essays: a) Thomas Carlyle - <i>Signs of Time</i> b) Charles Lamb - <i>Dream Children</i>	15
Study Resources:	• Abrams, M.H. <i>Structure and Style in the Greater Romantic Lyric</i>. In Bloom, ed. <i>Romanticism and Consciousness</i>. NY: Norton, 1970. Print. • Austen, Jane. <i>Sense and Sensibility</i>. Thomas Egerton. London. 1811. Print. • Burwick, Frederick. <i>A History of Romantic Literature</i>. Wiley-Blackwell. New Jersey. 2022. Print • Carlyle, Thomas. <i>Signs of the Times</i>. Edinburgh Review. Edinburgh. 1829. Print. • Curran, Stuart. <i>Poetic Form and British Romanticism</i>. NY: Oxford UP, 1986. Print. • https://www.poetryfoundation.org/ • Lamb, Charles. <i>Dream Children</i>. John Scott. London. 1822. Print. • Long, William J. <i>English Literature: It's History and it's Significance For the Life of the English- speaking World</i>. Maple Press, 2012. • McGann, Jerome. <i>Rethinking Romanticism</i>. In <i>Byron and Romanticism</i>. NY: Cambridge UP, 2002. Print. • Wolfson, Susan. <i>Formal Charges: The Shaping of Poetry in British Romanticism</i>. Stanford: Stanford UP, 1997. Print.	

SYBA
DSC (Department Specific Course)
ENG-DSC-242 Victorian Literature
(w.e.f. 2024-25)

Semester - IV

Course Objectives:

1. To impart students with a comprehensive understanding of Victorian Era, it's historical context and development in major genres of literature
2. To introduce students to Victorian Poetry.
3. To foster a critical appreciation for Victorian Novels.

Course Outcomes:

At the end of the course students will have obtained:

1. a comprehensive understanding of Victorian Era, its historical context, social issues etc.
2. An insight into Victorian Poetry
3. A nuanced understanding of Victorian Novels

Credits- 2
Marks: 50

Internal Examination: 20
External Examination: 30

UNIT	TOPIC	CONTACT HOURS
I	Context and Development of Victorian Literature: 1. Historical Context of Victorian Literature 2. Development of Victorian Poetry 3. Development of Victorian Novels 4. Development of Victorian Drama	7
II	Poetic Musings: 1. When I am dead, my dearest – Christina Rossetti 2. The Darkling Thrush – Thomas Hardy 3. Porphyria's Lover – Robert Browning	8
III	Aspects of the Narrative: <i>Oliver Twist</i> - Charles Dickens 1. Plot 2. Characterization 3. Themes and motifs 4. Narrative technique / point of view	7
IV	Approaches to Study the Narrative:	8

	<i>Oliver Twist</i> – Charles Dickens 1. Sociological Approach 2. Moral Approach 3. Psychological Approach	
Study Resources:	• Bristow, Joseph. <i>The Cambridge Companion to Victorian Poetry</i>. Cambridge: Cambridge University Press, 2000. • Chesterton, D.K. <i>Charles Dickens: A Critical Study</i>. Leagre Street Press, 2022. • Dickens, Charles. <i>Oliver Twist</i>. Puffin, 2007. • Negri, Paul. Ed. <i>English Victorian Poetry: An Anthology</i>. New York: Dover Publications Inc.,1999. • Hudson, W.H. <i>An Outline History of English Literature</i>. Maple Press, 2012. • Long, William J. <i>English Literature: It's History and it's Significance For the Life of the English-speaking World</i>. Maple Press, 2012.	

SYBA
DSC
DSC-243: SCIENCE FICTION-II
(w.e.f. 2024-25)

Semester - IV

Course Objectives:

- To introduce students to major themes and subgenres of Science Fiction.
- Enable students to formulate insightful and critical questions about science fiction texts.
- To enhance students' understanding of the concept of Science Fiction texts by introducing them with Short Films.
- To engage students with Science Fiction novella.
- Guide students in establishing connections between science fiction and other humanities disciplines, including philosophy, history, and cultural studies.
- Encourage students to recognize and analyze key themes, concepts, and motifs in science fiction literature and media.

Course Outcomes:

- Students will have a sound familiarity with the major themes and subgenres of Science Fiction.
- Students will develop the ability to pose nuanced and thought-provoking questions about science fiction texts, showing a sound understanding of the material.
- The understanding of students will be wider about the textual area of Science Fiction. Short films will have added into their knowledge about the concept of Science Fiction.
- Students will be able to appreciate Science Fiction novellas.
- Students will be able to draw clear and meaningful connections between science fiction and other humanities disciplines such as philosophy, history, and cultural studies.
- Students will be able to identify and articulate key themes, concepts, and motifs in a variety of science fiction texts and media.

Credits: 2

Marks: 50

Internal Examination: 20

External Examination: 30

UNIT	TOPIC	CONTACT HOURS
I	Major Themes: 1. Space Exploration 2. Time Travel 3. Artificial Intelligence and Robotics 4. Dystopian and Utopian Societies 5. Technological Advancements Subgenres: 1. Cyberpunk 2. Steampunk 3. Hard Science Fiction 4. Soft Science Fiction	08
II	Short Story 1. <i>The Last Question</i> - Isaac Asimov 2. <i>The Star</i> - Arthur C. Clarke 3. <i>There Will Come Soft Rains</i> - Ray Bradbury	06
III	Short Film 1. <i>P.L.U.G.</i> - David Levy (2014) 2. <i>Many Moons</i> - Ross Sneddon 3. <i>Outpost</i> - Jamie Costa	08
IV	Fiction 1. <i>Think like a Dinosaur</i>: James Patrick Kelly	08
Study Resources	• Asimov Isaac. Isaac Asimov: <i>Complete Short Stories (Vol. I)</i>. Haper Collins. 1997. • https://classicsofsciencefiction.com/2020/12/09/the-cold-equations-of-thinking-like-a-dinosaur/ • Kelly, James Patrick. <i>Think like a Dinosaur</i> • Schneider, Susan. <i>Science fiction and Philosophy</i>. Wiley Blackwell. 2016.	

**SYBA
MINOR
ENG-MIN-241: Romantic Literature
(w.e.f. 2024-25)**

Semester - IV

Course Objectives:

- To impart students a comprehensive understanding of the historical and cultural context of the English Romantic Literature
- To make the students appreciate poetic beauty and understand sublimity in Nature
- To sharpen the poetic skills of interpretation and appreciation of poetry
- To encourage students for analytical reading of novel and understand the socio-cultural context and thematic preoccupations of the text
- To prepare the students for close and textual analysis of the prescribed essays and understand the development of thought.

Course Outcomes:

After successfully completing the course, the students will have:

- comprehensive understanding of the historical and cultural context of the English Romantic Literature
- developed the skill to appreciate poetic beauty and understood sublimity in Nature sharpened the poetic skills of interpretation and appreciation of poetry
- developed analytical reading of novel and understand the socio-cultural context and thematic preoccupations of the text
- developed the ability of close and textual analysis of the prescribed essays and understand the development of thought.

Credits- 4

Marks: 100

Internal Examination: 40

External Examination: 60

UNIT	TOPIC	CONTACT HOURS
I	Poems : d) William Wordsworth : i) Tintern Abbey ii) The Stars are Mansions Built by Nature's Hand e) P. B. Shelly : i) Cloud ii) One Word is Too Often Profaned f) John Keats : i) On Grecian Urn ii) La Belle Dame Sans Merci	15
II	Poems : d) S. T. Coleridge : i) Frost at Midnight ii) The Rime of	15

	the Ancient Mariner (part I and II) e) William Blake : i) The Echoing Green ii) Auguries of Innocence f) Lord Byron : i) She Walks in Beauty ii) Stanzas for Music	
III	Novel : Jane Austen - <i>Sense and Sensibility</i>	15
IV	Essays: c) Thomas Carlyle - <i>Signs of Time</i> d) Charles Lamb - <i>Dream Children</i>	15
Study Resources:	• Abrams, M.H. <i>Structure and Style in the Greater Romantic Lyric</i>. In Bloom, ed. <i>Romanticism and Consciousness</i>. NY: Norton, 1970. Print. • Austen, Jane. <i>Sense and Sensibility</i>. Thomas Egerton. London. 1811. Print. • Burwick, Frederick. <i>A History of Romantic Literature</i>. Wiley-Blackwell. New Jersey. 2022. Print • Carlyle, Thomas. <i>Signs of the Times</i>. Edinburgh Review. Edinburgh. 1829. Print. • Curran, Stuart. <i>Poetic Form and British Romanticism</i>. NY: Oxford UP, 1986. Print. • https://www.poetryfoundation.org/ • Lamb, Charles. <i>Dream Children</i>. John Scott. London. 1822. Print. • Long, William J. <i>English Literature: It's History and it's Significance For the Life of the English- speaking World</i>. Maple Press, 2012. • McGann, Jerome. <i>Rethinking Romanticism</i>. In <i>Byron and Romanticism</i>. NY: Cambridge UP, 2002. Print. • Wolfson, Susan. <i>Formal Charges: The Shaping of Poetry in British Romanticism</i>. Stanford: Stanford UP, 1997. Print.	

SYBCOM/SYBSC
(OE Course)
ENG-OE-241: English for Employment-II
(w. e. f. 2024-25)

Semester-IV

Credits- 4
Marks: 100

Internal Examination: 40
External Examination: 60

Course Objectives:	• To cultivate proficiency in both verbal and non-verbal communication, including effective listening, interpretation, and use of non-verbal cues, and strategies to improve overall communication effectiveness. • To develop advanced skills in written business communication, including the creation of clear and effective business letters, memos, emails, and various types of business reports with appropriate structures and visual aids. • To enhance the ability to prepare, organize, and deliver engaging presentations, and to improve analytical and writing skills through the structured analysis of business cases. • To equip students with essential negotiation skills and an understanding of business etiquette for professional interactions, including introductions, telephone etiquette, and business dining. • To prepare students for job applications, interviews, and group discussions by developing comprehensive skills in CV writing, interview strategies, and effective group communication dynamics.
Course Outcomes:	After successfully completing the course, • Students will be able to analyze factors hindering effective listening and non-verbal communication, implement strategies to overcome these barriers, and demonstrate improved listening and non-verbal communication skills in professional contexts. • Students will be able to create clear, concise, and effective written business communications, including letters, memos, emails, and reports, utilizing proper formatting, tone, and visual aids to enhance clarity and professionalism. • Students will be able to design and deliver professional presentations with appropriate visual aids, manage body language and audience interaction, and conduct thorough case analyses, developing feasible solutions and presenting their findings effectively. • Students will be able to apply negotiation strategies to reach mutually beneficial agreements, demonstrate proper business etiquette in various professional settings, and respond appropriately to cultural norms in international business interactions.

	Students will be able to create effective CVs, perform well in job interviews, actively participate in group discussions, and demonstrate leadership and listening skills, preparing them for successful careers and professional collaborations.	
Unit	Contents	Hours
I	6. Listening - What Is Listening? - How Do We Listen? - Listening As a Management Tool - The Process of Listening - Factors that Adversely Affect Listening - Lack of Concentration - Unequal Statuses - The Halo Effect - Complexes - A Closed Mind - Poor Retention - Premature Evaluation and Hurried Conclusions - Abstracting - Slant - Cognitive Dissonance - Language Barrier - Characteristics of Effective and Ineffective Listeners - Guidelines for Improving Listening Skills - Responsive Listening - Basic Reflective Response - Basic Clarification Response - Summary 7. Non-verbal Communication - What Is Non-verbal Communication? - Meta-communication - Kinesic Communication - Characteristics of Non-verbal Communication - Classification of Non-verbal Communication - Ekman's Classification of Communicative Movements - Face Facts - Positive Gestures - Negative Gestures - Lateral Gestures - Responding to Power Posturing - Guidelines for Developing Non-verbal Communication Skills - Communication Breakdown - Summary	12
II	8. Written Business Communication - The Art of Writing - The Skills Required in Written Communication - INFORMATORY WRITING - The Purpose of Writing	12

	○ Writing to Inform ○ Writing to Persuade ● PERSUASIVE WRITING ● Clarity in Writing ● EXAMPLES OF CLEAR AND UNCLEAR WRITING ● Principles of Effective Writing ○ Accuracy ○ Brevity ○ Language, Tone, and Level of Formality ● REWRITING A LETTER ● Summary 9. Business Letters, Memos, and E-mails Introduction Writing Routine and Good-News Letters ● Routine Claim Letters and “Yes” Replies ● Routine Request Letters and “Yes” Replies ● Routine Orders and Their “Yes” Replies ● Guidelines for a “Yes” Reply ● Guidelines for a “No” Reply Writing Persuasive Letters WRITING A PERSUASIVE LETTER Writing Memos ● How to Write a Memo ● Uses of a Memo Essentials of Good Business Letters and Memos ● Simplicity ● Clarity ● Conciseness ● Standard and Neutral Language ● You-Attitude ● Sincerity and Tone ● Emphasis ● Planning, Writing, and Revising: The Three Steps of Successful Writing REDRAFTING A MEMO Form and Layout of Business Letters ● Business-letter Styles ● Layout and Formatting Guidelines Writing E-mails ● Receiver’s E-mail Account ● Subject Line ● Sending Copies A SERIES OF E-MAILS Summary	
III	10. Report Writing What Is a Report? The Purpose of a Report Kinds of Reports The Terms of Reference The Objectives of a Report	12

	Planning and Organizing Information ● Sequencing Information ● Outline As a Structuring Device Writing Reports ● Structure of a Report ● Basic and Subsidiary Parts of a Report Short Management Reports ● Memos ● Letters Long Formal Reports ● The Title Page ● Acknowledgements ● Cover Letter ● Letter of Transmittal ● Table of Contents ● Abstract and Executive Summary ● Discussion and Analysis of Findings ● Glossary ● Appendix ● Bibliography and References ● Index Using Diagrams and Visual Aids in Reports ● Use of Tables ● Use of Graphics in Reports ● How to Use Figures and Diagrams in Reports Summary 11. Presentation Skills Introduction What Is a Presentation? ● Essential Characteristics of a Good Presentation ● The Difference Between a Presentation and a Lecture ● The Difference Between a Presentation and a Written Report Preparing a Presentation ● Identify the Purpose of the Presentation ● Analyse the Audience and Identify Their Needs ● Design and Organize the Information ● Decide on the Medium of Presentation and Visual Aids ● Time the Presentation ● Become Familiar with the Location of the Presentation Delivering the Presentation ● Rehearsal ● Body Language ● Handling Questions and Debate ● Tips to Fight Stage Fright Summary	
IV	12. Negotiation Skills What is Negotiation? The Nature of Negotiation The Need for Negotiation	12

	• Situations Requiring Negotiation • Situations Not Requiring Negotiation Factors Affecting Negotiation • Location • Timing • Subjective Factors • Persuasive Skills and the Use of You-attitude Stages in the Negotiation Process • The Preparation Phase • The Negotiation Phase • The Implementation Phase Negotiation Strategies • Initial Strategies • During the Discussion • Reaching an Agreement • Summarizing • Deadlocks Summary 13. Business Etiquette What is Business Etiquette? Introductions • Self-introductions • Introducing Others • Handshakes and Non-verbal Gestures Telephone/Cell Phone Etiquette • Making a Call • Common Telephone Courtesies • Telephone Etiquette Observed by Administrative Assistants • Telephone Precautions Business Dining • The Host • The Guest • Table Manners Interaction with Foreign Visitors Business Manners in Different Countries • Americans • Europeans • The Japanese • Arabs • Indians Inter-organizational Etiquette Summary	
V	14. CVs, Personal Interviews, and Group Discussions Applying for Jobs Writing a CV The Relationship Between a Résumé and an Application Letter The Résumé of a Recent Graduate • Heading • Objective	12

	● Education ● Work Experience ● Awards and Honours ● Activities ● References ● Summary Guidelines for Preparing a Good CV ● Suitable Organization ● Appropriate Length Drafting an Application Letter ● The First Paragraph ● The Second Paragraph ● The Third Paragraph ● General Tips Interviews ● Types of Interviews ● What Does a Job Interview Assess? ● Focus of Job Interviews ● Strategies for Success at Interviews ● Answers to Some Common Interview Questions Participating in a Group discussion ● Leadership ● GD Protocol ● Discussion Techniques ● Listening Summary 15. Written Analysis of Cases What is a Case? Characteristics of a Case and its Analysis The Process of Case Analysis - Step 1: Study the Case - Step 2: Identify the Problem - Step 3: Define the Problem - Step 4: Identify the Causes of the Problem - Step 5: Develop Alternative Solutions - Step 6: Evaluate the Alternatives - Step 7: Develop a Plan of Action Requirements for a Case Analysis ● Analysis of Communication Breakdown at City Hospital The Structure of a Written Case Analysis Summary	
Study Resources:	● Prescribed from: Chaturvedi P. D. and Mukesh Chaturvedi. <i>Business Communication</i>. Pearson: Chennai, 2012. PDF (1.9,10,11,14) https://www.ascdegreecollege.ac.in/wp-content/uploads/2020/12/Business-Communication-by-P.-D.-Chaturvedi-Mukesh-Chaturvedig.pdf ● CGG. <i>Handbook on Communication Skills</i>. https://www.otcbahrain.com/wp-content/uploads/2017/12/Handbook-on-Communication-Skills.pdf	

ENG-CEP-231: Community Engagement Programme & ENG-FP-241: Field Project

Credit: 02

Marks: 50

Guidelines for CEP and FP

In alignment with the National Education Policy (NEP) 2020, Moolji Jaitha College (Autonomous), Jalgaon is introducing the Community Engagement Program and Field Project at the undergraduate level. The NEP 2020 emphasizes holistic development, inclusivity, and integrating vocational education with academic learning, aiming to nurture socially responsible individuals. This course fosters a strong connection between education and real-world applications. We believe that experiential learning, community involvement, and fieldwork are essential components of a well-rounded education. These initiatives aim to bridge the gap between theoretical knowledge and practical experience, helping students develop critical thinking, problem-solving skills, and a sense of civic responsibility. Additionally, students will learn about the challenges faced by vulnerable households and appreciate local wisdom and lifestyles.

Inspired by NEP 2020, the Community Engagement Program and Field Project aim to produce knowledgeable, compassionate, and proactive graduates, contributing to a more just, equitable, and sustainable society.

Objectives

- Engage students in activities that foster emotional, social, and intellectual growth, encouraging a well-rounded approach to personal and academic development.
- Provide hands-on experiences that complement classroom learning, enabling students to apply their knowledge in real-world settings and improve the quality of their education through practical applications.
- Develop a sense of responsibility towards the community by encouraging students to actively participate in social and environmental initiatives, and appreciate rural culture, lifestyle, and wisdom.
- Promote teamwork and collaboration among students, educators, and community members to address local issues and challenges, enhancing collaborative problem-solving skills.
- Ensure the program is accessible to all students, regardless of their socio-economic background, while educating them about the status of various agricultural and development programs and the challenges faced by vulnerable households.

Learning Outcomes

After completing this course, students will be able to

- Gain an understanding of rural life, Indian culture and ethos and social realities
- Develop a sense of empathy and bonds of mutuality with the local community

- Appreciate significant contributions of local communities to Indian society and economy
- Learn to value the local knowledge and wisdom of the community
- Identify opportunities for contributing to community's socio-economic improvements

Course Structure: 2 Credits Course (60 hours)

S. No.	Module Title	Module Content	Assignment	Teaching/ Learning Methodology
1	Appreciation of Rural Society	Rural lifestyle, rural society, caste and gender relations, rural values with respect to community, nature and resources, elaboration of "soul of India lies in villages", rural infrastructure.	Prepare a map (physical, visual or digital) of the village you visited and write an essay about inter-family relations in that village.	– Classroom discussions – Field visit – Assignment Map
2	Understanding rural and local economy and livelihood	Agriculture, farming, land ownership, water management, animal husbandry, non-farm livelihoods and artisans, rural entrepreneurs, rural markets, migrant labour.	Describe your analysis of the rural house hold economy, its challenges and possible pathways to address. Circular economy and migration patterns.	– Field visit – Group discussions in class – Assignment
3	Rural and local Institutions	Traditional rural and community organisations, Self-help Groups, Panchayati raj institutions (Gram Sabha, Gram Panchayat, Standing Committees), Nagarpalikas and municipalities, local civil society, local administration.	How effectively are Panchayati Raj and Urban Local Bodies (ULBs) institutions functioning in the village? What would you suggest to improve their effectiveness? Present a case study (written or audio-visual).	– Classroom – Field visit – Group presentation of assignment
4	Rural and National Development Programmes	History of rural development and current national programmes in India: Sarva Shiksha Abhiyan, Beti Bachao, Beti Padhao, Ayushman Bharat, Swachh Bharat, PM Awaas Yojana, Skill India, Gram Panchayat Decentralised Planning,	Describe the benefits received and challenges faced in the delivery of one of these programmes in the local community; give suggestions about improving the implementation of	– Classroom – Each student selects one program for field visit – Written assignment

		National Rural Livelihood Mission (NRLM), Mahatma Gandhi National Rural Employment Guarantee Act 2005 (MGNREGA), SHRAM, Jal Jeevan Mission, Scheme of Fund for Regeneration of Traditional Industries (SFURTI), Atma Nirbhar Bharat, etc.	the programme for the poor. Special focus on the urban informal sector and migrant households.	
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Note: The modules are suggestive in nature and students can opt any one activities for community engagement program and field project based on topic appropriate to their regional community context.

Suggestive Themes for field-based / community engagement activities are listed below:

- Interaction with Self Help Groups (SHGs) women members, and study their functions and challenges; planning for their skill-building and livelihood activities;
- Visit Mahatma Gandhi National. Rural Employment Guarantee Act 2005 (MGNREGS) project sites, interact with beneficiaries and interview functionaries at the work site;
- Field visit to Swachh Bharat project sites, conduct analysis and initiate problem solving measures;
- Conduct Mission Antyodaya surveys to support under Gram Panchayat Development Plan (GPDP);
- Interactive community exercise with local leaders, panchayat functionaries, grass-root officials and local institutions regarding village development plan preparation and resource mobilization;
- Visit Rural Schools/mid-day meal centres, study academic and infrastructural resources, digital divide and gaps;
- Participate in Gram Sabha meetings, and study community participation;
- Associate with Social audit exercises at the Gram Panchayat level, and interact with programme beneficiaries;
- Visit to local Nagarpalika office and review schemes for urban informal workers and migrants;
- Attend Parent Teacher Association meetings, and interview school drop outs;
- Visit local Anganwadi Centre and observe the services being provided;
- Visit local NGOs, civil society organisations and interact with their staff and beneficiaries;
- Organize awareness programmes, health camps, Disability camps and cleanliness camps;
- Conduct soil health test, drinking water analysis, energy use and fuel efficiency surveys and building solar powered village;
- Raise understanding of people's impacts of climate change, building up community's disaster preparedness;

- Organise orientation programmes for farmers regarding organic cultivation, rational use of irrigation and fertilizers, promotion of traditional species of crops and plants and awareness against stubble burning;
- Formation of committees for common property resource management, village pond maintenance and fishing;
- Identifying the small business ideas (handloom, handicraft, khadi, food products, etc.) for rural areas to make the people self-reliant.
- Management curriculum may include aspects of micro-financing in a rural context;
- Chemistry syllabus can have a component of conducting water and soil analysis in surrounding field areas;
- Political science syllabus could include a mapping of local rural governance institutions and their functioning.
- Environment education will include areas such as climate change, pollution, waste management, sanitation, conservation of biological diversity, management of biological resources and biodiversity, forest and wildlife conservation, and sustainable development and living
- Understanding panchayats and constitutional mandate of local governance
- Panchayat administration, Gram Sabha, Mahila Sabha, Gram Panchayat Development Plan (GPDP), local planning of basic services.
- Micro-finance, SHGs, system of savings and credit for local business, linkages to banks, financial inclusion.
- Rural – entrepreneurship, opportunities for small business in local communities, access to financial and technical inputs to new entrepreneurs.
- Renewable energy, access to household and community level solar and bio-mass systems for sustainable energy use.
- Participatory Monitoring and evaluation of socio-economic development programmes, and cost-benefit analysis of project proposals.
- Participatory decentralised planning, Gram Panchayat Development Plan (GPDP), and micro-level data analysis for new investments.
- Urban informal settlements and basic services.
- Migrant workers' livelihood security and social services.
- Hygiene and sanitation, improving health and personal behaviours, locally manageable decentralised systems and awareness against stubble burning.
- Water conservation, traditional practices of storage and harvesting, new systems of distribution and maintenance.
- Women's empowerment, gender inequality at home, community and public spaces, safety of girls and women, access to skills, credit and work opportunities.
- Child security, safety and good parenting, nutrition and health, learning and training for child care.
- Rural Marketing, market research, designing opportunities for rural artisans and crafts, and new products based on demand assessment.
- Community Based Research in Rural Settings, undertaking research that values local knowledge, systematises local practices and tools for replication and scale-up.

- Peri-urban development of informal settlements, mapping and enumeration, design of local solutions.

The field based activities should be conducted using community-based participatory research methodology in partnership with local community institutions and relevant public agencies so that the findings of research are shared with them and they develop ownership of the same.

Teaching and Learning Methods

- An ICT based online/offline module needs to be prepared for self-paced learning by students for one credit which can be supplemented through discussions in the classroom.
- Reading and classroom discussions, Participatory Research Methods and Tools, Community dialogues, Oral history, social and institutional mapping, interactions with elected panchayat leaders and government functionaries, Observation of Gram Sabha, Field visits to various village institutions
- Classroom theory must be linked to the realities of the local field areas.

Implementation Strategy

- **Field Projects:** Students will undertake field projects that address local community needs, such as environmental conservation, public health initiatives, or educational outreach programs. These projects will be guided by faculty and community mentors, ensuring that students receive support and feedback throughout the process.
- **Community Partnerships:** Collaborations with local organizations, NGOs, and government bodies will be established to provide students with diverse opportunities for engagement and learning. These partnerships will also help in identifying areas where students can make a significant impact.
- **Workshops and Training:** Regular workshops and training sessions will be conducted to equip students with the necessary skills and knowledge for effective community engagement. Topics will include project management, communication skills, and leadership development.
- **Assessment and Reflection:** Students will be encouraged to reflect on their experiences through presentations, reports, and discussions. This reflective practice will help them to critically analyze their work and its impact on the community.

Assessment:

- Readings from related literature including e-content and reflections from field visits should be maintained by each student in a Field Diary.
- Participation in Field Visits should be allocated 30% marks; group field project should have 40% of total marks; presentation of field project findings to the community institution should have 30% of total marks.

SYBA/SYBCOM/SYBSC

(AEC Course)

ENG-MIL-241: Advanced English Communication Skills-II

(w. e. f. 2024-25)

Semester-IV

Credits- 2

Marks: 50

Internal Examination: 20

External Examination: 30

Course Objectives:	• Understand and apply the principles of informative and persuasive presentations by creating structured and audience-focused speeches that effectively communicate ideas. • Develop intrapersonal and interpersonal communication skills by analyzing self-concept, managing workplace conflicts, and enhancing interview performance. • Demonstrate intercultural competence by recognizing cultural differences, adapting communication styles, and applying strategies for effective international communication. • Enhance teamwork, leadership, and digital communication skills by participating in group problem-solving, utilizing social media effectively, and managing a professional digital presence.	
Course Outcomes:	After successfully completing the course, the students will be able to • Deliver effective informative and persuasive presentations by structuring content, using appropriate rhetorical techniques, and practicing ethical speaking strategies. • Apply interpersonal communication skills to build stronger workplace relationships, resolve conflicts, and conduct successful employment interviews. • Demonstrate intercultural communication competence by effectively communicating in diverse cultural and international business contexts. • Leverage digital communication tools by creating engaging online content, managing their digital footprint, and applying best practices for professional online interaction.	
Unit	Contents	Hours
I	Presentations to Inform • Introduction • Functions of the Presentation to Inform • Types of Presentations to Inform • Adapting Your Presentation to Teach • Preparing Your Speech to Inform • Creating an Informative Presentation • Conclusion	5
II	Presentations to Persuade • Introduction • Principles of Persuasion	5

	• Presentations that Persuade • Making An Argument • Speaking Ethically and Avoiding Fallacies • Conclusion	
III	Intrapersonal and Interpersonal Communication • Introduction • What is Intrapersonal Communication? • Self-Concept • Interpersonal Needs • Rituals of Conversation • Employment Interviewing • Conflict in the Work Environment • Conclusion	5
IV	Intercultural and International Communication • Introduction • Intercultural Communication • Common Cultural Characteristics • Divergent Cultural Characteristics • International Communication and the Global Marketplace • Styles of Management • Conclusion	5
V	Group Communication, Teamwork, and Leadership • Introduction • What is a Group? • Group Life Cycles and Member Roles • Group Problem Solving • Teamwork and Leadership • Conclusion	5
VI	Digital Media and Communications • Introduction • Digital and Social Media • Online Engagement • Your Digital Footprint • Conclusion	5
Study Resources:	Prescribed book: • <u>Simon, David, Michelle Grimes, and Shauna Roch. <i>Communication for Business Professionals</i>. eCampusOntario.</u> Other resources: • Bovee, C. L., & Thill, J. V. <i>Business Communication Today</i>. Pearson, 2021. • Locker, K. O., & Kaczmarek, S. K. <i>Business and Administrative Communication</i>. McGraw-Hill, 2019. • Cameron, D. <i>Verbal Hygiene: The Politics of Language</i>. Routledge, 2015.	

**K. C. E. Society's
M. J. College (Autonomous), Jalgaon
Department of English
Board of Studies in English**

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