



Date :- 01/08/2024

NOTIFICATION

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

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 (First and Second Semesters) as per **NATIONAL EDUCATION POLICY – 2020 (2024 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)

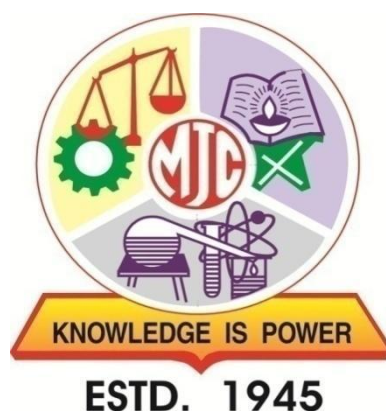
Sd/-
Chairman,
Board of Studies

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)

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

**FYBA / FYBCOM / FYBSC
ENGLISH
(DSC, OE, AEC)**

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

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

Preface:

Welcome to the Undergraduate Program in English Language and Literature with an extended canvas encompassing Translation and Creative Writing as integral part of it. Guided by the New Education Policy 2020, the program aims to equip the students with a diverse skill set enhancing their employability and fostering an interdisciplinary learning experience.

At the core of our program lies the profound significance of Language; the bedrock of human understanding and expression. Through the study of language, you will unravel its structures, sounds, and meanings. You will gain insight into how language evolves the nuances of its usage, and its power to shape perceptions and communicate ideas. This understanding will sharpen your ability to interpret texts, engage in effective communication, and appreciate the intricate beauty of linguistic expression. Literature is a gateway to different worlds, cultures, and perspectives. Through the study of literary masterpieces, both classic and contemporary, you will embark on a journey that unravels the complexities of the human experience, challenges your thinking, and expands your horizons. You will explore diverse genres, dive into the minds of celebrated authors, and analyze the social, historical, and cultural contexts that shaped their works.

Translation and Creative writing; the two potentially rich subjects are the interesting components of the syllabus. Translation helps connecting people across linguistic boundaries in view of this the department ensures to equip the graduates with an introductory set of know-how to transfer the meaning from one linguistic structure into another. Creative writing has its own beauty and contribution to the field of language and literature and by extension entire humanity. Creative writing offers a space for self-expression, imagination, and the exploration of diverse narratives. Both the subjects intend to give a rich graduation experience to the students.

Beyond the classroom, our program offers a vibrant and supportive community of fellow writers, language enthusiasts, and literary scholars. Through workshops, readings, and literary events, you will have the opportunity to share your work, engage in constructive discussions, and immerse yourself in the rich literary landscape. You will collaborate with peers, learn from established authors and scholars, and develop connections that will accompany you on your literary journey. The Undergraduate Program in English Language and Literature is not just a stepping stone in your academic path; it is an invitation to unlock your creativity, ignite your passion for language, and also find a path in career and profession.

PLO no.	Programme Specific Outcomes
1.	Literary Knowledge: Students will develop a comprehensive understanding of the major literary movements, genres, and works across different time periods. They will demonstrate familiarity with key literary theories, critical approaches, and the ability to analyze and interpret texts from diverse cultural and historical contexts.
2.	Language Proficiency: Students will acquire a high level of proficiency in the English language, both spoken and written. They will demonstrate competence in grammar, vocabulary, syntax, and effective communication skills. Students will also develop an awareness of the nuances and variations within the English language, enabling them to navigate and appreciate linguistic diversity.
3.	Translation Competence: Students will gain proficiency in the theory and practice of translation, including the ability to transfer meaning accurately and sensitively between different languages and cultures. They will demonstrate an understanding of translation strategies, cultural adaptation, and ethical considerations in the translation process.
4.	Creative Writing Skills: Students will develop and refine their creative writing abilities across various genres, including fiction, poetry, drama, and non-fiction. They will demonstrate mastery of narrative techniques, character development, descriptive writing, and poetic language. Students will exhibit creativity, originality, and the ability to effectively communicate their ideas through their written work.
5.	Critical Thinking and Analytical Skills: Students will cultivate advanced critical thinking skills, enabling them to analyze literary texts, language structures, and translation challenges.
6.	Cultural and Intercultural Competence: Students will gain a deep understanding of the cultural, social, and historical contexts that shape literature, language, and translation. They will exhibit cultural sensitivity, appreciating and respecting diverse perspectives, identities, and experiences.
7.	Effective Communication: Students will demonstrate effective communication skills, both orally and in writing. They will be able to articulate their ideas and interpretations clearly and persuasively, adapting their communication style to different audiences and purposes. Students will exhibit proficiency in academic writing, creative expression, and oral presentations, demonstrating clarity, coherence, and effective use of language.
8.	Collaboration and Professionalism: Students will develop effective collaboration skills, working collaboratively with peers, faculty, and professionals in the field of literature, language, translation, and creative writing. They will exhibit professionalism, ethical conduct, and respect for intellectual property rights in their academic and creative pursuits. Students will also demonstrate the ability to give and receive constructive feedback, engage in constructive dialogue, and contribute positively to a collaborative learning environment.

Examination Pattern will be notified separately.

NHEQF level	Examples of higher education qualifications located within each level
Level 4.5	Undergraduate Certificate. Programme duration: First year (first two semesters) of the undergraduate programme, followed by an exit 4-credit skills-enhancement course(s).
Level 5	Undergraduate Diploma. Programme duration: First two years (first four semesters) of the undergraduate programme, followed by an exit 4-credit skills-enhancement course(s) lasting two months-
Level 5.5	Bachelor's Degree. Programme duration: First three years (Six semesters) of the four-year undergraduate programme.
Level 6	Bachelor's Degree (Honours/ Honours with Research). Programme duration: Four years (eight semesters).
Level 6	Post-Graduate Diploma. Programme duration: One year (two semesters) for those who exit after successful completion of the first year (two semesters) of the 2-year master's programme.

FYBA English Course Structure						
FYBA SEM-I						
Course	Credits	Hours/ week	TH/ PR	Code	Title of the Paper	
DSC	4	4	TH	ENG-DSC-111	Introduction to English Literature-I	
OE	2	2	TH	ENG-OE-111	English Literature-I	
ENG	2	2	TH	ENG-AEC-111	English Communication Skills-I	
EV/CI	2	2	TH	ES-VEC-111	Environmental Studies	
IKS	2	2	TH	IKS-111	Indian Knowledge System	
CC	2	2	TH/ PR	NCC-CC-111 NSS-CC-111 SPT-CC-111 CUL-CC-111	NCC NSS Sports Cultural	
FYBA SEM-II						
Course	Credits	Hours/ week	TH/ PR	Code	Title of the Paper	
DSC	4	4	TH	ENG-DSC-121	Introduction to English Literature-II	
OE	4	4	TH	ENG-OE-121	English Literature-II	
ENG	2	2	TH	ENG-AEC-121	English Communication Skills-II	
EV/CI	2	2	TH	CI-VEC-121	Constitution of India	
CC	2	2	TH/ PR	NCC-CC-121 NSS-CC-121 SPT-CC-121 CUL-CC-121	NCC NSS Sports Cultural	

*To be offered by Other than Humanities Faculty students.

SEMESTER-I

FYBA
DSC-I (Department Specific Course)
ENG-DSC-111: Introduction to English Literature-I
(w. e. f. 2024-25)

Semester-I

Credits- 4
Marks: 100

Internal Examination: 40
External Examination: 60

Course Objectives:	- To understand and appreciate different types of poetry by studying prescribed poems - To comprehend short stories and their various aspects by studying the prescribed short stories - To appreciate the text and its context and analyze different aspects of the prescribed novel - To explore the text and its context and examine relevant aspects of the prescribed drama / play	
Course Learning Outcomes:	Upon successful completion of the course, - Students will demonstrate a comprehensive understanding of the selected poems as evidenced by their analysis of thematic motifs, literary devices, and poetic techniques, fostering critical thinking skills and appreciation for the richness and diversity of poetic expression across different literary periods and styles. - Students will demonstrate a comprehensive understanding of the selected short stories as evidenced by their analysis of thematic motifs, literary devices, fostering critical thinking skills and appreciation for the richness of cultural contexts. - Students will demonstrate a comprehensive understanding of "Lord of the Flies" by William Golding, as evidenced by their analysis of its thematic elements, character dynamics, and narrative techniques, fostering critical thinking skills and appreciation for the complexities of human nature and society depicted in the novel. - Students will demonstrate a comprehensive understanding of "Pygmalion" by George Bernard Shaw, as evidenced by their analysis of its thematic elements, character dynamics, and socio-cultural commentary, fostering critical thinking skills and appreciation for the complexities of class, identity, and language portrayed in the play.	
Unit	Contents	Contact Hours
I	Poetry: 1. A red, red rose – Robert Burns 2. She Walks in Beauty - Lord Byron (George Gordon) 3. Sonnet 116 – William Shakespeare 4. La Belle Dame sans Merci: A Ballad - John Keats 5. Ulysses – Alfred, Lord Tennyson	15

	6. Do Not Go Gentle into That Good Night - Dylan Thomas	
II	Short Stories: (From <i>Popular Short Stories</i>) 1. The Apple - H. G. Wells 2. The Gift of the Magi - O. Henry 3. The World Renowned Nose - V. M. Basheer 4. Gateman's Gift - R. K. Narayan	15
III	Novel: <i>Lord of the Flies</i> - William Golding 1. Text and context 2. Story, plot and narrative structure 3. Characters and characterization 4. Setting and atmosphere 5. Themes and motifs 6. Point of view and narrative techniques 7. Style and tone 8. Conflict and resolution 9. Symbolism and imagery	15
IV	Drama : <i>Pygmalion</i> – G. B. Shaw 1. Story and plot 2. Characters and characterization 3. Dialogues 4. Setting and atmosphere 5. Themes and motifs 6. Conflict and resolution (freitag's pyramid) 7. Symbolism and imagery 8. Stage directions 9. Performance	15
Study Resources:	• Albert, Edward. <i>History of English Literature</i>. Oxford University Press. 2000. Print. • Appelbaum, Stanely. <i>English Romantic Poetry: An Anthology</i>. New York: Dover Publications Ink, 1996. Print. • Batra, Shakti. <i>William Hazlitt: Selected Essays</i>. New Delhi: Surjeet Publications, 2009. Print. • Board of Editors. <i>Popular Short Stories</i>. Calcutta: OUP, 1988. PDF. • Golding, William. <i>Lord of the Flies</i>. https://lexiconic.net/english/LordoftheFlies.pdf • https://www.poetryfoundation.org/ • Hudson, William. <i>An Outline History of English Literature</i>. Karnataka: True Sign Publishing House, 2002. • Sanders, Andrew. <i>The Short Oxford History of English Literature</i>. Oxford University Press. 2000. Print. • Shaw, G. B. <i>Pygmalion</i>. https://www.gutenberg.org/files/3825/3825-h/3825-h.htm	

F.Y. B. Com/F.Y.BSc
ENG-OE-111: English Literature-I
(w. e. f. 2024-25)

Semester-I

Credits- 2
Marks: 50

Internal Examination: 20
External Examination: 30

Course objectives:	- To create literary interest among students - To inculcate entrepreneurial values among students - To facilitate the understanding between science and literature - To acquaint students to role models and success stories	
Course outcomes:	After successfully completing the course, the students will - have developed interest in literature. - have inculcated entrepreneurial values among students. - have developed understanding between science and literature. - have acquainted to role models and success stories.	
Unit	Contents	Hours
I	Poems: a. <i>Science</i> - Robinson Jeffers b. <i>Where the Mind is Without Fear</i> – Rabindranath Tagore c. <i>Ode to Autumn</i> - John Keats	8
II	Stories: a. <i>EPICAC</i> – Kurt Vonnegut b. <i>Joothan</i> - Om Prakash Valmik	7
III	Essays: Dump Called India (From- <i>Reflections-III</i>)	8
IV	Essays: <i>Khara Namak</i> - (From-Take me Home- Rashmi Bansal)	7

Study Resources:	• Bansal, Rashmi. <i>Take me Home</i>, Bushfire Publishers, 2014. Print. • Chaskar, Ashok et.al. <i>Visionary Gleam</i>. Orient Blackswan, 2017. Print. • Chakraborty, Madhumita and et.al. <i>English Communication</i>. Delhi: Macmillan, 2017. Print. • Durant, Will. <i>The Story Of Civilization: Our Oriental Heritage</i>. New York : Simon And Schuster, 1942. Print. • Freeman, S. <i>Written Communication in English</i>. Chennai: Orient Longman, 1988. Print. • George, P. J. Ed. <i>Musings on Vital Issues</i>. Orient Blackswan and Mahatma Gandhi University. Print. • Patterson, Jude. <i>Musings on Science: From Pythagoras to Stephen Hawking</i>. 2003. Print. • Prakash, CLN. <i>Reflections III</i>. New Delhi: CUP, 2013. Print. • Ramazani, Jahan, Richard Ellman, and Robert O Claire. <i>More Norton Anthology of Modern and Contemporary Poetry</i>. 2003. Print. • Sagan, Carl and Ann Druyan. <i>Shadows of Forgotten Ancestors</i>. New York: Ballantine Books, 1992. Print. • Schmidt, Michael. <i>The Great Modern Poets: An Anthology of the Best Poets and Poetry Since 1900</i>. Quercus: 2006. Print. • Zama, Margaret et.al. <i>Poetry Down the Ages</i>. Orient Longman, Hyderabad: 2007 , Print.
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FYBA/ FYBSC/ FYBCOM
AEC (Ability Enhancement Course)
ENG-AEC-111: ENGLISH COMMUNICATION SKILLS-I
(w. e. f. 2024-25)

SEMESTER-I

Total Hours: 30

Total Credits: 2

Course objectives:	- To make the students understand and able to use B1 level words from The Oxford 3000™ Word list by CEFR - To enhance sentence construction abilities of the students - To enhance listening comprehension abilities of the students - To impart advanced reading skills to students - To improve essential English writing skills of the students	
Course outcomes:	After successfully completing the course, the students will have - understood and will also be able to use B1 level words from The Oxford 3000™ Word list by CEFR - enhanced sentence construction abilities. - enhanced listening comprehension abilities. - learnt advanced reading skills. - improved essential English writing skills.	
Unit	Contents	Hours
I	A. Vocabulary Words Level B1 from- The Oxford 3000™ Word list by CEFR level (739 frequently used words)* Vocabulary Level Test, Click to learn words (To view only B1 level words Click on filters choose list ‘Oxford 3000’ and select level B1 and click on ‘Done’. Click on the word to learn more about the given word.) The teachers can explain selected words from the list with examples of their usage according to the time available and rest of the words can be given as a home assignment to the students. B. Grammar Chapter 1. The Sentence (From- Longman English Grammar Practice- L. G. Alexander) Grammar Level Test	7

II	Listening Skills Essentials of listening 1. Objectives of listening 2. Types of listening 3. Techniques and strategies of Effective Listening 4. Do's and don'ts of listening 5. Overcoming barriers to listening Listening Level Test Listening comprehension exercises are expected to be conducted in classroom. (The teacher is expected to write questions on the board and instruct students to write answers to them as the teacher reads aloud the passage/extract on which the questions are based once/twice as required in the classroom. The teacher can use ICT tool if available) Listen to audioclips and write Suggested Listening: Audio Texts- The Alchemist- Paulo Coelho	8
III	Reading Skills Types of Reading 1. Scanning 2. Skimming 3. Intensive Reading 4. Extensive Reading 5. Analytical reading Working on the text 1. Note taking 2. Determining the meaning of a word from its context 3. Recognizing/ Inferring topic sentences, main ideas, and central point 4. Identifying supporting details 5. Identifying patterns of organization 6. Identifying purpose and tone Reading Level Test Reading comprehension exercises are expected to be conducted in classroom. Suggested Reading: Ignited Minds – Dr. A. P. J. Kalam	7
IV	Writing Skills 1. Essential of Writing : a. Idea/thought-brainstorming b. Preparing outline c. Causation d. Coherence e. Selection and organization of words 2. Paragraph writing on various topics 3. Information Transfer	8

	4. Summarizing 5. Expansion of Ideas	
Study Resources:	• Alexander, L. G. <i>Longman English Grammar Practice for Intermediate Student</i>. London: Longman, 1990. Print. <https://erada.kenanaonline.com/files/0063/63138/Longman English Grammar Practice intermediate Self Study Edition_fr10.pdf> • Alred, Gerald J. et al. <i>A Handbook of Technical Writing</i>. 9th ed. 2009. PDF. • Bailey, Stephen. <i>Academic Writing A Handbook for International Students</i>. 3rd ed. London: Routledge, 2011. PDF. • Chaudhari, Vijay & Bhupendra Kesur. <i>Language Pearls</i>. Jalgaon: Atharva, 2018. Print. • Chaudhari, Vijay et al. <i>Skills for Professional Development</i>. Jalgaon: Atharva, 2017. Print. • Coelho, Paulo. <i>The Alchemist</i> - https://youtu.be/eSnbifEJtz0 • The_Oxford_3000_by_CEFR_level https://www.oxfordlearnersdictionaries.com/external/pdf/wordlists/oxford-3000-5000/The Oxford 3000 by CEFR level.pdf • Kalam, A. P. J. <i>Ignited Minds</i> https://crpf.gov.in/writereaddata/images/pdf/Ignited Minds.pdf • Mohan, Krishna and Meera Banerji. <i>Developing Communication Skills</i>. Macmillan, 2007. Print. • Seely, John. <i>Oxford Guide to Effective Writing and Speaking</i>. 2005. Print.	

SEMESTER-II

FYBA
DSC-I (Department Specific Course)
ENG-DSC-121: Introduction to English Literature-II
(w. e. f. 2024-25)

Credits- 4
Marks: 100

Semester-II

Internal Examination: 40
External Examination: 60

Course Objectives:	• To analyze and interpret various forms of poetry, including odes, elegies, and lyrical poems, through close reading and critical analysis and to explore the historical, cultural, and philosophical contexts of the selected poems, examining how these elements contribute to the meaning and significance of the works. • To analyze and critically evaluate speeches and essays as forms of persuasive communication, focusing on rhetorical strategies, argumentation, and the intended audience. • Through close reading and critical analysis, students will analyze the thematic elements of "Things Fall Apart," exploring colonization, cultural clash, masculinity, and tradition, while also examining how narrative techniques and stylistic elements contribute to the novel's overall impact and meaning within the context of traditional Igbo society. • To analyze the thematic elements, character development, and dramatic techniques employed in "The Rivals" by R. B. Sheridan, through close reading and critical examination of the play.
Course Learning Outcomes:	After successfully completing the course, • Students will demonstrate the ability to analyze and interpret the selected poems by identifying key themes, analyzing poetic devices, and evaluating the effectiveness of the author's craft. Students will gain insight into the socio-political, cultural, and historical contexts of the poems, enabling them to appreciate the interplay between literature and its broader context. • Students will demonstrate proficiency in analyzing and evaluating the rhetorical strategies employed in the selected speeches and essays, including the use of evidence, logic, and emotional appeals. Students will also gain insight into the socio-political and cultural issues addressed in the texts, enabling them to appreciate the complexity of contemporary issues and the role of persuasive discourse in shaping public opinion. • Students will demonstrate a comprehensive understanding of "Things Fall Apart" by critically analyzing its thematic elements and socio-historical context, fostering critical thinking skills to evaluate complex issues such as identity and cultural change. • Students will demonstrate a comprehensive understanding of "The Rivals" by R. B. Sheridan, as evidenced by their analysis of its thematic elements,

	character dynamics, and dramatic techniques, fostering critical thinking skills and appreciation for the complexities of 18th-century comic drama.	
Unit	Contents	Contact Hours
Unit I	Poetry: 1. Ode to the West Wind – P. B. Shelley 2. Captain! My Captain! by Walt Whitman 3. Invocation (Lines 1-26 from Paradise Lost Book I) – John Milton 4. A Satirical Elegy on the Death of a Late Famous General - Jonathan Swift 5. The Definition of Love - Andrew Marvell 6. Where the mind is without fear – Rabindranath Tagore	15
Unit II	Prose: Speeches, Essays 1. Failure of Parliamentary Democracy ... (Speech)– Dr. B. R. Ambedkar 2. The Knowledge Society (from <i>Ignited Minds</i>)- A. P. J. Abdul Kalam 3. I have a dream (Speech) - Martin Luther Jr. 4. Of Studies (Essay) – Francis Bacon	15
Unit III	Novel: <i>Things Fall Apart</i> – Chinua Achebe 1. Text and context 2. Story, plot and narrative structure 3. Characters and characterization 4. Setting and atmosphere 5. Themes and motifs 6. Point of view and narrative techniques 7. Style and tone 8. Conflict and resolution 9. Symbolism and imagery	15
Unit IV	Drama: <i>The Rivals</i> – R. B. Sheridan 1. Story and plot 2. Characters and characterization 3. Dialogues 4. Setting and atmosphere 5. Themes and motifs 6. Conflict and resolution (Freytag's pyramid) 7. Symbolism and imagery 8. Stage directions 9. Performance	15
Study Resources:	• Alexander, Christine and Smith Margaret. The Oxford Companion to the Brontes. Oxford: University Press, 2006. Print. • Ambedkar, Dr. B. R. "Failure of Parliamentary Democracy ..." (Speech). Dr. Babasaheb Ambedkar: Writings and Speeches Vol.- 17 Part-III Pages: 422-428 https://www.mea.gov.in/Images/CPV/Volume17_Part_III.pdf	

	• Bristow, Joseph. <i>The Cambridge Companion to Victorian Poetry</i>. Cambridge: Cambridge University Press, 2000. Print. • Bronte, Charlotte. <i>Jane Eyre</i>. London: Harper Perennial, 2011. Print. • Cave, Richard Allen. <i>Oscar Wilde The Importance of Being Ernest and Other plays</i>. London: Penguin Books, 2000. Print. • Chinua Achebe. <i>Things Fall Apart</i>. New York: Anchor Books. 1994. PDF. https://marul.ffst.hr/~bwillems/fymob/things.pdf • Dickens, Charles. <i>Great Expectations</i>. Vancouver: Engage Books, 2020. Print. https://www.poetryfoundation.org/ • Negri, Paul. Ed. <i>English Victorian Poetry: An Anthology</i>. New York: Dover Publications Inc., 1999. Print. • Sheridan, R. B. <i>The Rivals</i>. NY: EPD &C. 1905. PDF. https://dn790005.ca.archive.org/0/items/therivals00sheriala/therivals00sheriala.pdf
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F.Y. B. Com/F.Y.BSc
ENG-OE-121: English Literature-II
(w. e. f. 2024-25)

Semester-II

Credits- 4
Marks: 100

Internal Examination: 40
External Examination: 60

Course objectives:	- To create literary interest among students - To inculcate entrepreneurial values among students - To facilitate the understanding between science and literature - To acquaint students to role models and success stories	
Course outcomes:	After successfully completing the course, the students will - have developed interest in literature. - have inculcated entrepreneurial values among students. - have developed understanding between science and literature. - have acquainted to role models and success stories.	
Unit	Contents	Contact Hours
I	Poems: a. <i>Prayer Before Birth</i> - Louis MacNeice b. <i>For the Dispossessed</i>-S. Joseph c. <i>Money Madness</i>-D. H. Lawrence d. <i>If You Call me</i>- Sarojini Naidu	15
II	Stories: a. <i>The Last Question</i> - Isaac Asimov b. <i>Bridesicle</i> - Will McIntosh c. <i>Astrologer's Day</i>- R.K. Narayan d. <i>Karma</i>- Khushwant Singh	15

III	Essays: a. <i>The Knowledge Society</i> – Dr. A. P. J. Abdul Kalam b. <i>What is Science?</i>- George Orwell	15
IV	Essays: a. <i>Hum Honge Kamayaab</i> (From-Take me Home- Rashmi Bansal) b. <i>Higher Love</i> (From-Take me Home- Rashmi Bansal)	15
Study Resources:	• Bansal, Rashmi. <i>Take me Home</i>, Bushfire Publishers, 2014. Print. • Chaskar, Ashok et.al. <i>Visionary Gleam</i>. Orient Blackswan, 2017. Print. • George, P. J. Ed. <i>Musings on Vital Issues</i>. Orient Blackswan and Mahatma Gandhi University. Print. • Patterson, Jude. <i>Musings on Science: From Pythagoras to Stephen Hawking</i>. 2003. Print. • Ramazani, Jahan, Richard Ellman, and Robert O Claire. <i>More Norton Anthology of Modern and Contemporary Poetry</i>. 2003. Print. • Schimel, Joshua. <i>Writing Science</i>. New York: Oxford, 2012. Print. • Schmidt, Michael. <i>The Great Modern Poets: An Anthology of the Best Poets and Poetry Since 1900</i>. Quercus: 2006. Print. • Steel, William. <i>Presentation Skills</i>. US: Outskirts Press Inc, 2009. Print. • Zama, Margaret et.al. <i>Poetry Down the Ages</i>. Orient Longman, Hyderabad:2007, Print.	

FYBA/ FYBSC/ FYBCOM
AEC (Ability Enhancement Course)
ENG-AEC-121: ENGLISH COMMUNICATION SKILLS-I
(w. e. f. 2024-25)

SEMESTER-II

Total Hours: 30

Total Credits: 2

Course objectives:	- To make the students understand and able to use B2 level words from The Oxford 3000™ Word list by CEFR - To make students understand better the usage of verbs and tenses - To help students acquire essential speaking skills - To improve essential English writing composition skills of the students	
Course outcomes:	After successfully completing the course the students will, - have understood and will also be able to use B2 level words from The Oxford 3000™ Word list by CEFR - have enhanced abilities regarding verbs and tenses. - have acquired essential English speaking skills. - have improved essential English writing composition skills.	
Unit	Contents	Hours
I	A. Vocabulary Words Level B2 From- The Oxford 3000™ Word list by CEFR level (728 words)* Vocabulary Level Test Click to learn words (To view only B2 level words Click on filters choose list ‘Oxford 3000’ and select level B1 and click on ‘Done’. Click on the word to learn more about the given word.) The teachers can explain selected words from the list with examples of their usage according to the time available and rest of the words can be given as a home assignment to the students. B. Grammar Chapter 9. Verbs, Verb Tenses and Imperatives (From- Longman	7

	<u>English Grammar Practice- L. G. Alexander)</u> <u>Grammar Level Test</u>	
II	Speaking 1. Spoken Communication: Starting Conversation, Greetings, Enquiring and Making Offers, Requests and Orders 2. Describing Objects, People, Places and Processes 3. Group Discussion 4. Interview 5. Preparing and Making Presentations 6. Public Speech Suggested Study: 1. <u>Nobel Prize Speech – Y. Malala</u> 2. <u>I have a dream - Martin Luther King</u> 3. <u>Dr. B. R. Ambedkar's Constituent Assembly Speech on Dec. 17, 1946</u> 4. <u>Universal Toleration Chicago Speech - Swami Vivekananda</u> 5. <u>A Speech by Ratan Tata</u>	8
III	Writing Skills-I 1. Punctuations: comma, apostrophe, hyphen, ellipsis, full stop, exclamation mark, question mark, colon, semicolon, quotation marks 2. Notice, Agenda, Minutes of Meeting 3. Essays: a) Expository b) Persuasive c) Analytical d) Reflective/Descriptive	7
IV	Writing Skills-II 1. Letter writing: Application Letters and Personal Letters 2. CV/Resume writing: Types and Examples 3. Statement of Purpose 4. Report writing: Newspaper Reports, Project Reports, Investigative Reports	8
Study Resources:	• Alexander, L. G. <i>Longman English Grammar Practice for Intermediate Student</i>. London: Longman, 1990. Print. <https://erada.kenanaonline.com/files/0063/63138/Longman English Grammar Practice intermediate Self Study Edition_fr10.pdf> • Alred, Gerald J. et al. <i>A Handbook of Technical Writing</i>. 9th ed. 2009. PDF. • Bailey, Stephen. <i>Academic Writing A Handbook for International Students</i>. 3rd ed. London: Routledge, 2011. PDF. • Chaudhari, Vijay & Bhupendra Kesur. <i>Language Pearls</i>. Jalgaon: Atharva, 2018. Print. • Chaudhari, Vijay et al. <i>Skills for Professional Development</i>. Jalgaon: Atharva, 2017. Print.	

	• Coelho, Paulo. <i>The Alchemist</i> - https://youtu.be/eSnbifEJtz0 • The_Oxford_3000_by_CEFR_level https://www.oxfordlearnersdictionaries.com/external/pdf/wordlists/oxford-3000-5000/The_Oxford_3000_by_CEFR_level.pdf • Kalam, A. P. J. <i>Ignited Minds</i> https://crpf.gov.in/writereaddata/images/pdf/Ignited_Minds.pdf • Mohan, Krishna and Meera Banerji. <i>Developing Communication Skills</i>. Macmillan, 2007. Print. • Seely, John. <i>Oxford Guide to Effective Writing and Speaking</i>. 2005. Print.	
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**K. C. E. Society's
M. J. College (Autonomous), Jalgaon
Department of English
Board of Studies in English**

1.	Prof. B. N. Kesur	Chairman	M. J. College (Autonomous), Jalgaon
2.	Dr. P. M. Chavan	Member	M. J. College (Autonomous), Jalgaon
3.	Dr. Y. S. Rajput	Member	M. J. College (Autonomous), Jalgaon
4.	Dr. A. F. Kshirsagar	Member	M. J. College (Autonomous), Jalgaon
5.	Prof. Ravindra Tasildar	Member	Sangamner Nagarpalika Arts, D. J. Malpani Commerce and B. N. Sarda Science College, Sangamner, Maharashtra (Autonomous College)
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