Syllabus for F.Y.B.A.

Course : English / Effective Communication Skills in English

Semester : I

Credit Based Semester & Grading System

With effect from Academic Year 2018-19
# List of Courses

**Course: English / Effective Communication**  
**Semester: I**  
**Skills in English**

<table>
<thead>
<tr>
<th>SR. NO.</th>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>NO. OF LECTURES / WEEK</th>
<th>NO. OF CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AECS101</td>
<td>Effective Communication Skills I</td>
<td>3 + 1</td>
<td>2.5</td>
</tr>
<tr>
<td>2</td>
<td>AENG101</td>
<td>Victorian English Literature</td>
<td>04</td>
<td>04</td>
</tr>
</tbody>
</table>
Semester I – Theory

<table>
<thead>
<tr>
<th>Course: AECS101</th>
<th>Effective Communication Skills in English - I (Credits: 2.5 Lectures/Week: 3 Lectures + 1 Tutorial)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objectives:</strong></td>
<td>To enhance language proficiency by providing adequate exposure to reading and writing skills</td>
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<td></td>
<td>To orient the learners towards the functional aspects of language</td>
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<td></td>
<td>To increase the range of lexical resource through a variety of exercises</td>
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</table>

**Outcomes:**
This course will build up the learners’ confidence in written, oral and interpersonal communication by reinforcing the basics of the language and by giving adequate exposure in reading, writing, listening and speaking skills and the related sub-skills.

### Basic Language Skills

#### 1. Grammar
- Articles, prepositions, conjunctions
- Transformation of Sentences (Simple, Compound, Complex)
- Tenses
- Subject-Verb agreement
- Question Tags
- Direct and Indirect Speech
- Voice

#### 2. Phonology and Stress Marking

### Reading Skills

#### 1. Comprehension (unseen passage)
The following skills to be acquired:
- Reading with fluency and speed
- Skimming and scanning
- Identifying relevant information
- Isolating fact from opinion
- Understanding concepts and arguments
- Identifying distinctive features of language

(The passage may be taken from literary/scientific/technical writing as well as from the fields of journalism, management and commerce.)

#### 2. Interpretation of Technical Data
Students should be taught to read and interpret maps, pie charts, tables, line and bar graphs and flow charts and express the same in paragraph format.

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### Writing Skills (Formal Correspondence)

1. **Letters**
   - a. Job Application Letter (without Resume)
   - b. Statement of Purpose
   - c. Request for Recommendation Letter
   - d. Request for information under Right to Information Act (RTI)

2. **Writing e-mails**
   - a. Enquiry
   - b. Invitation
   - c. Thank you
   - d. Request for Permission
   - e. Request for Sponsorship

3. **Report Writing**
   - a. Eye-witness Report
   - b. Activity Report
   - c. Newspaper Report

### Oral Communication

- Group Discussions, Mock interviews, Speeches, Self-introductions

### References:


**Websites:**
1) http://www.onestopenglish.com
2) www.britishcouncil.org/learning-learn-english.htm
3) http://www.teachingenglish.org.uk
4) http://www.usingenglish.com?
5) Technical writing, online textbook (David McMurrey): http://www. io.comi—hcexres/textbook/
6) http://www.pearsoned.co.uk/AboutUs/ELT/
7) http:Hwww.howisay.coml
8) http://www.thefreedictionary.com/

Some other useful websites for informative text and audio resources:
1) www.nationalgeographic.com
2) http://nobelprize.org/
3) http:llwww.bbc.co.ukl
Evaluation Scheme

[A] Evaluation scheme for Theory courses

I. Continuous Assessment (C.A.) - 40 Marks, of which 20 marks would cover Unit I and 20 marks would cover Unit IV
   (i) C.A.-I : Test – 20 Marks of 40 minutes duration
   (ii) C.A.-II : Group Discussion on a given topic

II. Semester End Examination (SEE)- 60 Marks
# Semester I – Theory

**Course:** AENG101  
**Victorian English Literature (Credits : 04  Lectures/Week: 04)**

## Objectives:
- To provide students a comprehensive understanding of a wide range of texts in Victorian England
- To develop analytical skills and critical thinking through close reading of literary texts
- To enable students to understand that literature is an expression of human values within a historical and social context

## Outcomes:
Students would have an understanding of literary texts in Victorian English Literature, as well as develop critical and analytical skills

### Unit I
**Background**
1. Literary Structures
   - i. Dramatic Monologue
   - ii. Realist Novel
   - iii. Comedy of Manners
   - iv. Victorian Prose
2. Trends and Movements
   - i. Utilitarianism
   - ii. Pre-Raphaelite Movement
   - iii. Chartism
   - iv. Oxford Movement
   - v. Faith and Doubt Debate

### Unit II
**Novel**
- *The Strange Case of Dr. Jekyll and Mr. Hyde* by R.L. Stevenson  
  OR  
- *A Tale of Two Cities* by Charles Dickens  
  OR  
- *Jane Eyre* Charlotte Bronte

### Unit III
**Poetry**
1. Robert Browning: “Porphyria’s Lover” and “Soliloquy of a Spanish Cloister”
2. Elizabeth Barrett Browning: (Sonnet 11, 22, 35, 43 from *Sonnets From The Portuguese*)
3. Alfred Tennyson: “Ulysses”, Selections from “In Memoriam” (OBIIT MDCCCXXXIII, lines 1-468)
5. Matthew Arnold: “Dover Beach” and “The Forsaken Merman”

### Unit IV
**Play**
1. *The Importance of Being Earnest* by Oscar Wilde
OR
2. *Lady Windermere’s Fan* by Oscar Wilde

References:


**Evaluation Scheme**

[A] Evaluation scheme for Theory courses

Continuous Assessment (C.A.) - 40 Marks

(i) C.A.-I : Test – 20 Marks of 40 minutes duration
(ii) C.A.-II : Group Assignment

III. Semester End Examination (SEE)- 60 Marks