

B. A. Functional English (Syllabus for Affiliated Colleges)

Second Year B.A. (as per NEP 2020)



Savitribai Phule Pune University, Pune

(Formerly University of Pune)

B.A. Vocationalisation of Undergraduate Courses in

Functional English

(Faculty of Arts & Humanities)

Syllabi for

S.Y.B.A. (Functional English)

(For Colleges Affiliated to Savitribai Phule Pune University, Pune)

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Syllabus as per the guidelines of National Education Policy 2020, to be implemented from Academic Year 2025-2026

S.Y.B.A. (Functional English) CREDIT PATTERN

SEM	Course Code	Course Name	Credits		Total Credits
			T	P	
Third	FE 201 T	Enriching Writing Skills for Academic Purposes	2	-	2
	FE 202 P	Enriching Reading Skills Through Task-based Activities	-	2	2
Fourth	FE 251 T	Enriching Academic Writing Skills for Digital Purposes	2	-	2
	FE 252 P	Mastering Oral Communication Through Task-Based Activities	-	2	2
Total Credits			4	4	8

S.Y. B.A. (Functional English) EVALUATION PATTERN

SEM	Course Code	Course Title	Credits	Theory/ Practical	Int. Exam Marks	Ext. Exam Marks	Total Marks
Third	FE 201	Enriching Writing Skills for Academic Purposes	2T	Theory	15	35	50
	FE 202	Enriching Reading Skills Through Task-Based Activities	2P	Practical	15	35	50
Fourth	FE 251	Enriching Academic Writing Skills for Digital Purposes	2T	Theory	15	35	50
	FE 252	Mastering Oral Communication Through Task-Based Activities	2P	Practical	15	35	50

Passing Criteria

Minimum Passing Marks Required for Each Course	Internal Marks	External Marks	Total Marks
	06	14	20

VOCATIONALIZATION OF UNDERGRADUATE COURSES

S.Y.B.A. FUNCTIONAL ENGLISH

Paper Title: FE 201 (T) Enriching Writing Skills for Academic Purposes

Semester and Choice-Based Credit System

Under NEP 2020

(w.e.f. 2025-2026)

Name of the Faculty: **Humanities**

Name of the B.O.S.: **Vocational**

Name of the Course: **Functional English**

Name of the Subject: **Enriching Writing Skills for Academic Purposes (Theory)**

Year and Semester: **SYBA Semester- III**

Type of the Course: **Minor**

Number of Credits: **02 (2 Clock Hours)**

Rationale

This course aims to enrich students' academic writing skills by exposing them to the nuances of paragraph development, appropriate grammar usage, and critical thinking skills development through step-by-step essential thinking tasks. It equips learners with the tools to write as disciplinary scholars in academic contexts, preparing them for research, higher studies, and professional communication.

Course Objectives

1. To understand the steps involved in paragraph development.
2. To introduce the nature, scope, and significance of academic writing.
3. To train students to use grammar appropriately.
4. To develop critical thinking skills through analytical, discursive, and argumentative writing.

5. To develop practical writing skills.

Course Outcomes

1. Students learn the steps involved in paragraph development.
2. Students understand the nature, scope, and significance of academic writing.
3. Students use grammar appropriately.
4. Students develop critical thinking skills through analytical, discursive and argumentative writing.
5. Students demonstrate practical writing skills.

Unit 1: Elements of Effective Writing

- i) Paragraph Development: Structure, Modes, Methods, Patterns of Organisation
- ii) Grammar: Concord, Time, Tense, Voice, and Basic Sentence Patterns
- iii) Critical Thinking Tasks for Writing: Analysis, Synthesis, and Evaluation
- iv) Style: Diction, Literary Devices, Cohesion and Coherence

Unit 2: Writing for Academic Purposes

- i) Academic Writing: Nature, Scope and Significance
- ii) Types /Methods of Academic Writing: Descriptive, Analytical, Persuasive, Critical, Empirical, Expository, Narrative
- iii) Review Writing: Books, Films, and Articles
- iv) Research Paper Writing: Title, Abstract, Data Analysis, References, Citations, and Avoiding Plagiarism

PAPER PATTERN

A) Internal Assessment Pattern

Total Marks 15

- Theory question on unit 1 (2 out of 4) (10)
- Review or Essay Writing (Any one) (05)

B) Semester-End Exam Question Paper Pattern

(Time: 2 Hours, Marks: 35)

Q.1 Answer the following questions in 100 words (any two out of 4). (10)

(On Unit-1: Theory Based)

Q.2 Answer the following questions in 100 words (any two out of 4). (10)

(On Unit-2: Theory Based)

Q.3 Answer the following questions in 100 words (three out of 5). (15)

(On Unit 2: Application-Based)

References

1. Bhatia, H. S. *Paragraph Writing*. Ramesh Publishing House, 2024.
2. Corrigan, Timothy. *A Short Guide to Writing about Film*. 4th edition, Pearson, 2000.
3. McMillan, Kathleen, and Jonathan Weyers. *Critical Thinking and Writing for Academic Success*. Pearson Education, 2012.
4. Oshima, Alice, and Ann Hogue. *Writing Academic English*. 4th ed., Pearson Longman, 2006.
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6. Gupta, Renu. *A Course in Academic Writing*. Orient BlackSwan, 2013.
7. Kent-Paxton, Laura. *Writing Power: Elements of Effective Writing*. Western International University, Prentice Hall, New Jersey, 1999.
8. “What is Writing Style? – Types & Examples.” *Study.com*, <https://study.com/learn/lesson/what-is-writing-style-types-examples.html>. Accessed 9 June 2025.
9. “Types of Writing Styles.” *About Writing: A Guide*, Open Oregon Educational Resources, <https://openoregon.pressbooks.pub/aboutwriting/chapter/types-of-writing-styles/>. Accessed 9 June 2025.
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VOCATIONALIZATION OF UNDERGRADUATE COURSES

S.Y.B.A. FUNCTIONAL ENGLISH

FE 202 (P) Enriching Reading Skills Through Task-based Activities

Semester and Choice-Based Credit System

Under NEP 2020

(w.e.f. 2025-2026)

Name of the Faculty: **Humanities**

Name of the B.O.S.: **Vocational**

Name of the Course: **Functional English**

Name of the Subject: **Enriching Reading Skills Through Task-based Activities (P)**

Year and Semester: **SYBA Semester- III**

Type of the Course: **Minor**

Number of Credits: **02 (4 Clock Hours)**

Rationale

This course aims to enrich students' interpretive abilities and critical thinking skills through task-based activities. It highlights the nuances of reading as the most important academic skill for developing cognitive, sociocultural, and strategic aspects. It introduces students to different reader roles and reading models. It offers students opportunities to read both verbal and visual texts.

Course Objectives

1. To understand the reading process and comprehension skills.
2. To introduce the students to the strategies involved in reading.
3. To interpret literary genres and visuals using task-based activities.
4. To develop metacognitive skills through active reading of texts.

Course Outcomes

1. Students understand the reading process and acquire comprehension skills.
2. Students use effective reading strategies.
3. Students interpret literary genres and visuals using task-based activities.
4. Students acquire metacognitive skills through active reading of texts.

Unit 1: Reading Skills: Key Concepts

- i) Reading Process: Cognitive, Sociocultural, Interactive and Strategic
- ii) Effective Reading Skills and Variables Affecting the Reading Process
- iii) Reader's Role: Code Breaker, Text Participant, Text User, Text Analyst
- iv) Key Strategies Involved in Reading: Top-down, Bottom-up and Interactive Model

Unit 2: Task–Based Reading Strategies

- i) Metacognitive Skills/Tasks: Pre-reading state, Prediction, Finding Synonyms, Guessing omitted word, While-reading, Deleted text, Post-reading
- ii) Reading Non-Verbal Information: Bottom-up Approach
- iii) Reading the Newspaper: Content, Tone and Style of the Writer.
- iv) Reading Comprehension: Jigsaw Reading of Short stories, Poems and One-act Plays
- v) Interpreting a Visual in an Advertisement as a Text Analyst

PAPER PATTERN

A) Internal Assessment Pattern

Total Marks: 15

- Prepare and perform a short news reading or podcast script where you demonstrate appropriate voice modulation and tone. (10)
- Infographic presentation or Presenting Non-verbal Information (05)

B) Semester-End Exam Question Paper Pattern

(Time: 2 Hours, Marks: 35)

- Q.1 Reading Comprehension using metacognitive skills (10)
- Q.2 Reading a newspaper OR making a report on a television act (10)
- Q.3 A) Interpreting an advertisement or a visual shown by a teacher (10)
- Q.3 B) Telling a short story in a podcast style using a friendly and engaging tone. (05)

References

1. Alderson, J. Charles. *Assessing Reading*. Cambridge University Press, 2000.
2. Burns, Anne, and Joseph Siegel, editors. *International Perspectives on Teaching the Four Skills in ELT: Listening, Speaking, Reading, Writing*. Palgrave Macmillan, 2018.
3. Littlewood, William. *Communicative Language Teaching: An Introduction*. Cambridge University Press, 1981.
4. Goodman, Kenneth S. *What's Whole in Whole Language?* Heinemann, 1986.
5. Goodman, Kenneth S. *On Reading*. Heinemann, 1996.

VOCATIONALIZATION OF UNDERGRADUATE COURSES

S.Y.B.A. FUNCTIONAL ENGLISH

Paper Title: FE 251 (T) Enriching Academic Writing for Digital Purposes

Semester and Choice-Based Credit System

Under NEP 2020

(w.e.f. 2025-2026)

Name of the Faculty: **Humanities**

Name of the B.O.S.: **Vocational**

Name of the Course: **Functional English**

Name of the Subject: **Enriching Academic Writing for Digital Purposes (Theory)**

Year and Semester: **SYBA Semester- IV**

Type of the Course: **Minor**

Number of Credits: **02 (2 Clock Hours)**

Rationale

This course introduces students to digital writing platforms and practices. It aims to build digital literacy through hands-on content creation, digital storytelling, and social media writing. The course aims to inculcate the skills to develop meaningful academic and professional digital content by engaging students in competency-based tasks.

Course Objectives

1. To expose students to digital and traditional writing formats.
2. To enable students to explore various forms of digital writing.
3. To equip students with strategies to create compelling content for educational online modules and media platforms.
4. To enable students to create and present digital content in formats like blogs, infographics, posters, and podcasts.
5. To enable students to design E-learning materials like mini-lesson plans and digital scrapbooks for academic or professional use.

Course Outcomes

1. Students understand the nuances of digital and traditional writing formats.
2. Students understand various forms of digital writing.
3. Students acquire strategies to create compelling content for educational online modules and media platforms.
4. Students create and present digital content in formats like blogs, infographics, posters, and podcasts.
5. Students design E-learning materials like mini-lesson plans and digital scrapbooks for academic or professional use.

Unit 1: Digital Platforms and Content Creation

- i) Digital and Traditional Writing: Difference
- ii) Forms of Digital Writing: Content Writing, Technical Writing, Blogs, Digital Storytelling etc.
- iii) E-Content Development: Steps, Issues and Challenges
- iv) Online Education Modules: Objectives, Content and Structure

Unit 2: Digital Content Creation: Task-Based Activities

- i) Writing a Digital Blog and Creating Posters with Academic Messages
- ii) Infographic Explanation (Canva/PPT/ Paper Drawing)
- iii) Digital Script Writing for Podcasts and Creating Content for Social Media Campaign
- iv) Creating a Mini E-Lesson Plan for OJT Purpose
- v) Digital or Textual Scrapbook Creation

PAPER PATTERN

A) Internal Assessment Pattern

Total Marks 15

- Theory questions based on unit 1 (2 out of 4) (10)
- On-Job-Training/ Mini Research Project Writing (05)

B) Semester-End Exam Question Paper Pattern

(Time: 2 Hours, Marks: 35)

Q.1 Answer the following questions in 100 words (any two out of 4). (10)

(On Unit-1: Theory Based)

Q.2 Answer the following questions in 100 words (any two out of 4). (10)

(On Unit-2: Theory Based)

Q.3 Answer the following questions in 100 words (three out of 5). (15)

(On Units 1 and 2: Application-Based)

References

1. Carroll, Brian. *Writing for Digital Media*. Routledge, 2021.
2. Dirksen, Julie. *Design for How People Learn*. 2nd ed., New Riders, 2015.
3. Bates, A. W. *Teaching in a Digital Age: Guidelines for Designing Teaching and Learning*. 2nd ed., Campus, 2019.
4. Richards, Jack C., and Theodore S. Rodgers. *Approaches and Methods in Language Teaching*. 2nd ed., Cambridge University Press, 2001.
5. Walsh, Michael. *Multimodal Literacy: Researching Classroom Practice*. Routledge, 2010.
6. Richardson, Will. *Blogs, Wikis, Podcasts, and Other Powerful Web Tools for Classrooms*. Corwin Press, 2010.
7. Alexander, Bryan, *The New Digital Storytelling: Creating Narratives with New Media*, 2nd ed., Praeger, 2017.
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VOCATIONALIZATION OF UNDERGRADUATE COURSES

S.Y.B.A. FUNCTIONAL ENGLISH

FE 252 (P) Mastering Oral Communication Through Task-Based Activities

Semester and Choice-Based Credit System

Under NEP 2020

(w.e.f. 2025-2026)

Name of the Faculty: **Humanities**

Name of the B.O.S.: **Vocational**

Name of the Course: **Functional English**

Name of the Subject: **Mastering Oral Communication Through Task-Based Activities**

Year and Semester: **SYBA Semester- IV**

Type of the Course: **Minor**

Number of Credits: **02 (4 Clock Hours)**

Rationale

This paper aims to help students enrich their oral communication skills by understanding how people communicate in different contexts and what affects communication. It focuses on improving speaking skills through creative and real-life tasks like interviews, debates, and group activities.

Course Objectives

1. To understand the fundamentals of context-based oral communication.
2. To equip students with practical oral communication skills.
3. To train students in different types and forms of oral communication.
4. To develop collaborative, creative, critical, and participative oral communication.
5. To acquaint the students with presentation skills and techniques.

Course Outcomes

1. Students understand the fundamentals of context-based oral communication.
2. Students learn the techniques to improve practical oral communication skills.
3. Students use different types and forms of oral communication meaningfully.
4. Students exhibit collaborative, creative, and critical communication abilities.
5. Students get acquainted with presentation skills and techniques.

Unit 1: Fundamentals of Oral Communication

- i) Oral Communication: Meaning, Definition, and Principles
- ii) Types of Oral Communication: Intrapersonal, Interpersonal, Public, etc
- iii) Major Forms of Oral Communication: Interviews, Discussion, Debate, etc
- iv) Styles of Oral Communication: Passive, Aggressive, and Assertive

Unit 2: Practising Oral Communication Through Task-Based Activities

- i) Collaborative and Creative Tasks: Podcast Recording, Dialogue Presentation, Story Building, and Dramatisation
- ii) Communicative-Task Activities: Information-gap, Reasoning-gap activities, Problem-solving Activities
- iii) Picture-based Discussion or Story Completion Tasks
- iv) Mock Interviews, Debate (Debates based on Opinion-gap activities)
- v) Presentation of Proposals and Reports

PAPER PATTERN

A) Internal Assessment Pattern

Total Marks: 15

- Based on A and B in Unit 2 (10)
- Based on C and D in unit 2. (05)

B) Semester-End Exam Question Paper Pattern

(Time: 2 Hours, Marks: 35)

Q.1 Debate or discussion. (Group Activity) (10)

Q.2 A) Picture-based story or story completion

OR

B) Presentation of proposals or report (10)

Q.3 A) Any one from the collaborative-communicative task (10)

Q.3 B) Mock Interview (Pair Activity) (05)

References

1. Elango, K. *English for Communication*. Orient BlackSwan, 2007.
2. Balasubramanian, S. *Soft Skills*. Vikas Publishing House, 2012.
3. Mohan, Krishna, and Meera Banerji. *Effective English Communication*. Tata McGraw-Hill, 2000.
4. Verma, Shalini, Nandini Sharma, and B. B. Sinha. *English for Professional Communication*. Macmillan India, 2010.
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