

**Anekant Education Society's Tuljaram Chaturchand College of Arts, Science and
Commerce, Baramati**

Autonomous

Course Structure for T.Y.B.A. Paper - Compulsory English

Semester	Paper Code	Title of Paper	No. of Credits
VI	ENGCO3601	Compulsory English	4

SYLLABUS (CBCS) FOR T.Y.B.A. PAPER - COMPULSORY ENGLISH

2019 pattern

Class: T.Y.B.A. (Semester-VI)

Paper Code: ENGCO3601

Paper: Compulsory

Title of Paper: Compulsory English

Credit: 4 | **No. of lectures:** 48

(1) Learning Objectives

1. To introduce students to the best uses of language in literature.
2. To familiarize students with the communicative power of English.
3. To enable students to become competent users of English in real-life situations.
4. To expose students to varied cultural experiences through literature.
5. To contribute to their overall personality development by improving their communicative and soft skills.

(2) Learning Outcomes

1. The students learn the best uses of language in literature.
2. The students learn the communicative power of English.
3. The students become competent users of English in real-life situations.
4. The students acknowledge varied cultural experiences through literature.
5. The students improve in their communicative and soft skills.

TOPICS/CONTENTS:

A) Literature:

1. On the Rule of the Road- *A. G. Gardiner*
2. The Pleasures of Ignorance- *Robert Lynd*
3. The Model Millionaire- *Oscar Wilde*

4. The Diamond Necklace- *Guy de Maupassant*
5. Afterwards-*Thomas Hardy*
6. An Introduction- *Kamala Das*
7. If- *Rudyard Kipling*
8. A Psalm of Life- *Henry Wadsworth Longfellow*

B) Introduction to Soft Skills

1. Presentation Skills

- i) Kinds of Presentation
- ii) Structuring Content
- iii) Visual Aids
- iv) The Language of Presentations
- v) Making a Presentation

2. Soft Skills

- i) Goal Setting
- ii) Positive Attitude
- iii) Team work Skills
- iv) Leadership Skills
- v) Time Management
- vi) Stress Management

Prescribed Text: *Literary Pinnacles* (Edited by Board of Editors, Orient BalckSwan)

Anekant Education Society's
Tuljaram Chaturchand College of Arts, Science and Commerce, Baramati
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Course Structure for T.Y.B.A. Functional English (P-5)

Paper: Introduction to Print Media and Writing for Mass Media & Key Competency
Modules (w.e.f-2021)

Semester	Paper Code	Title of Paper	No. of Credits
VI	ENGFE3605	Introduction to Print Media and Writing for Mass Media & Key Competency Modules	4

SYLLABUS (CBCS) FOR T.Y.B.A. Functional English (P-5)

Paper: Introduction to Print Media and Writing for Mass Media & Key Competency Modules (w. e. from June 2021)

Academic Year 2021-2022

Class : T.Y.B.A. (Semester- V)

Paper Code : ENGFE3605

Paper : Functional English (P-5)

Title of Paper :
Introduction to Print Media and Writing for Mass Media & Key Competency
Modules

Credit: 4 No. of lectures: 48

(1) Learning Objectives

1. Acquainting students to new career options and equipping them to be prepared for the same
2. Preparing students for various careers in language like translation, technical writing, writing for mass media, advertising, freelancing.
3. Creating awareness about language change from one media to the other.
4. Encouraging students to observe, compare and analyse the language activities of media through exposure.
5. Providing them with basic data required for skills like translation especially related to media.

(2) Learning Outcomes

1. The students acknowledge different career options.
2. The students are prepared for various careers in language.
3. The students understand about language change from one media to the other.
4. The students learn language activities of media through exposure.

TOPICS/CONTENTS:

I) Writing Articles and Features:

- i) Difference between articles and features
- ii) Selection of topic of relevance
- iii) Readability and interest
- iv) Writing Radio talks/simple conversations based on certain themes to be developed in a radio play

II) Technical Writing:

- i) Nature of technical writing
- ii) Relevance of technical writing
- iii) Technical writing as a career

III) Translation with reference to mass media:

- i) Study of the translated words given in the provided list for their effective use while writing for Media
- ii) Study of the translated phrases of drafting and noting given in the provided list for their effective use while writing for Media
- iii) Translating given text from Hindi/Marathi into English and vice-versa

IV) Film Review:

- i) Major types of films - Documentaries and Feature films
- ii) Essentials of a film:
 - a) Story and plot
 - b) Script and dialogue
 - c) Direction
 - d) Acting
 - e) Cinematography
 - f) Music
- iii) Writing film reviews with reference to the above points

Reference Books:

- | | |
|--|------------------------------|
| • The Structure of Technical English | A.J. Herbert |
| • News Writing and Reporting for Today's Media | Itule Bruce |
| • An Introduction to Journalism | Carole Fleming |
| • Mass Communication in India | Keval Kumar |
| • Television news Writing and Reading | H.H. Mustafa Jaidi |
| • Newspaper Feature Writing | |
| • Newspaper an Introduction | |
| • The Cinema as Art | Ralph Stephenson, Jeandebrix |
| • How Films are Made | Khawaja Ahemad Abbas |
| • Vyavaharik Marathi | Univ. of Pune Publication |
| • Vyavaharik Marathi | Phadke Prakashan, Kolhapur |

Mapping of Programme Outcomes with Course Outcomes

Class: TYBA (SEM VI)

Subject: English

Course: Introduction to Print Media and Writing Mass Media

Course Code: ENGF3605

Weightage: 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

	Programme Outcomes (Pos)							
Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	2			3				
CO2					2			2
CO3				3		2		
CO4				3	3			
CO5	2				2			
CO6	2							2
CO7				2				2

Justification for the mapping

PO1: Research-Related Skills

CO1: This course will take students into the most formal of all writing, thus, enabling them to acquire the basic skills to go through any research writing in the future.

CO5: The syllabus will introduce students with the professional writing practices, thus, transmitting them with research-related skills.

CO6: The course will help students to organize their ideas coherently while they learn to write coherently and with precision, thus, girding them with research-related skills.

PO4: Disciplinary Knowledge

CO1: This course will lead the students into very formal writing, thus, imparting much required disciplinary knowledge that they need the most.

CO3: The course will sharpen the basics principles of writing of students, thus, definitely increasing the knowledge of the discipline.

CO4. The syllabus will equip students with writing job applications, and basics of letter writing, thus, imparting disciplinary knowledge.

CO7: The course will develop descriptive and analytical skills of students based on verbal inputs, which is a huge part of the disciplinary knowledge.

PO5: Personal and Professional Competence

CO2: Learning writing skills will enable the students to spot mistakes in writing and do editing by themselves, thus, transforming them for better in their personal and professional life.

CO4. The syllabus will equip students with writing job applications, and basics of letter writing, which will give the personal and professional competence.

CO5: The syllabus will introduce students with the professional writing practices, thus, transmitting them with personal and professional competence.

PO6: Self Directed and Lifelong Learning

CO3: The course will sharpen the basics principles of writing of students, which in its course will reshape the students into self-directed and thirsty lifelong learners.

PO8: Critical Thinking and Problem Solving

CO2: The syllabus will enable students to spot mistakes in writing and do editing by themselves, thus, enabling them acquire critical thinking and problem-solving skills.

CO6: The course will help students to organize their ideas coherently while they learn to write coherently, thus, acquiring critical thinking and problem-solving skills.

CO7: The syllabus will develop descriptive and analytical skills of students based on verbal inputs, which in turn, will further develop critical thinking and problem solving skills.

Tuljaram Chaturchand College
Arts, Science and Commerce, Baramati
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Course Structure for T.Y.B.A. Functional English (VI)

Paper: Entrepreneurship Development, Project Report and Oral Communication in English

(w.e.f-2021)

Semester	Paper Code	Title of Paper	No. of Credits
VI	ENGFE3606	Entrepreneurship Development, Project Report and Oral Communication in	4

SYLLABUS (CBCS) FOR T.Y.B.A. General English (G-3)

**Paper: Entrepreneurship Development, Project Report and Oral Communication in(w.
e. from June 2021)**

Academic Year 2021-2022

Class : T.Y.B.A. (Semester- VI)

Paper Code : ENGFE3606

Paper Functional VI

Title of Paper : Entrepreneurship Development, Project Report and Oral Communication in

Credit: 4 No. of lectures: 48

Learning Objectives:

- 1) To master oral skills and establish foundation of confidence in the skills necessary to speak.
- 2) To develop a skill and vision of the researcher.
- 3) To make the students mobilize with people according to the market needs.
- 4) To develop and cultivate endurance.

Learning Outcomes:

- 1) To demonstrate an understanding of the concepts of voiceculture.
- 2) To demonstrate an understanding of the role of media (electronic and print).
- 3) To demonstrate basic knowledge of expressing to the self.

TOPICS/CONTENTS:

A

1- Voice Culture, Voice Modulation:

Breath-control, sharpness and volume of voice, pitch variation, pronunciation and intonation.

(For external examination and practical exam- Marks 5)

II- Preparing News Bulletin for Radio/ TV

Containing international, national, regional, local and sport news.

III- Speech: (about 5 to 7 minutes on a given topic).

IV- Talking in a Group:

‘A free-talk’ activity to test spontaneity, naturalness, vocabulary, initiation, cooperation, consistency in expressing opinion etc.

B) Project Report or exercise in creative performance in any one of language use studied in FE Syllabi.

Suggestions for Teaching:

- 1) Extensive use of newspapers, radio and TV in the classroom is necessary.
- 2) Teacher, with the help of the head and coordinator will plan the field and other activities beforehand and will prepare academic calendar.
- 3) Students will be encouraged to spend more time with the department for fruitful activity.
- 4) Guest lectures may be arranged from time to time.
- 5) Insistence on students attending public speeches/ internet may be used for the same in absence of public functions.
- 6) Using four language skills.

Prescribed Texts:

- An Introduction to Academic Writing- Davis, Lloyd and Mackry, Susan.
- Entrepreneurship Development: - G.R. Bosotia/ K. K. Sharma
- Strengthen Your English- Bhaskaran M
- One Step Ahead Writing Reports- Selly John

Mapping of Programme Outcomes with Course Outcomes

Class: TYBA (SEM VI)

Subject: English

Course: Entrepreneurship Development

Course Code: ENGF3606

Weightage: 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

Course Outcomes	Programme Outcomes (Pos)							
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	2			3				
CO2					2			2
CO3				3		2		
CO4				3	3			
CO5	2				2			
CO6	2							2
CO7				2				2

Justification for the mapping

PO1: Research-Related Skills

CO1: This course will take students into the most formal of all writing, thus, enabling them to acquire the basic skills to go through any research writing in the future.

CO5: The syllabus will introduce students with the professional writing practices, thus, transmitting them with research-related skills.

CO6: The course will help students to organize their ideas coherently while they learn to write coherently and with precision, thus, girding them with research-related skills.

PO4: Disciplinary Knowledge

CO1: This course will lead the students into very formal writing, thus, imparting much required disciplinary knowledge that they need the most.

CO3: The course will sharpen the basics principles of writing of students, thus, definitely increasing the knowledge of the discipline.

CO4. The syllabus will equip students with writing job applications, and basics of letter writing, thus, imparting disciplinary knowledge.

CO7: The course will develop descriptive and analytical skills of students based on verbal inputs, which is a huge part of the disciplinary knowledge.

PO5: Personal and Professional Competence

CO2: Learning writing skills will enable the students to spot mistakes in writing and do editing by themselves, thus, transforming them for better in their personal and professional life.

CO4. The syllabus will equip students with writing job applications, and basics of letter writing, which will give the personal and professional competence.

CO5: The syllabus will introduce students with the professional writing practices, thus, transmitting them with personal and professional competence.

PO6: Self Directed and Lifelong Learning

CO3: The course will sharpen the basics principles of writing of students, which in its course will reshape the students into self-directed and thirsty lifelong learners.

PO8: Critical Thinking and Problem Solving

CO2: The syllabus will enable students to spot mistakes in writing and do editing by themselves, thus, enabling them acquire critical thinking and problem-solving skills.

CO6: The course will help students to organize their ideas coherently while they learn to write coherently, thus, acquiring critical thinking and problem-solving skills.

CO7: The syllabus will develop descriptive and analytical skills of students based on verbal inputs, which in turn, will further develop critical thinking and problem solving skills.

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Course Structure for T.Y.B.A. General English (G-3)

Paper: Advanced Study of English Language and Literature (w.e.f-2021)

Semester	Paper Code	Title of Paper	No. of Credits
VI	ENGGE3602	Advanced Study of English Language and Literature	4

SYLLABUS (CBCS) FOR T.Y.B.A. General English (G-3)

Paper: Advanced Study of English Language and Literature

(w. e. from June 2021)

Academic Year 2021-2022

Class : T.Y.B.A. (Semester- VI)

Paper Code : ENGGE3602

Paper : General English Paper III (G-3)

Title of Paper : Advanced Study of English Language and Literature

Credit: 4 No. of lectures: 48

(3) Learning Objectives

1. To expose students to some of the best samples of Indian English Poetry.
2. To make the students see how Indian English poetry expresses the varied cultures of India.
3. To make them understand creative uses of language in Indian English Poetry
4. To introduce students to some advanced areas of language study
5. To prepare students to go for detailed study and understanding of literature and language.
6. To develop integrated view about language and literature among the students.

(4) Learning Outcomes

6. The students acknowledge different cultural experiences through literature.
7. The students learn the creative power of English language and appreciate its beauty.
8. The students learn the critical appreciation of a poem.
9. The students learn English language through literature and vice versa.
10. The students acquaint with the advanced study of language through different levels.

TOPICS/CONTENTS:

1) A Collection of Indian English Poetry Ed. Radha Mohan Singh (OBS). Following poems only:

1. A.K.Ramanujan–*The Striders*
2. AdilJussawala–*SeaBreezeBombay*
3. JayantMahapatra–*Hunger*
4. ArunKolatkara–*An Old Woman*
5. AghaShahidAli–*TheSeasonofthePlains*
6. MamtaKalia –*TributetoPapa*

2) Linguistics: An Introduction - (Ed. Board of Editors, Orient BlackSwan. Following topics from **Chapters- 6 and 7 of the book**)

I) Semantics

- i. What is Semantics? Difference between Denotative and Connotative meaning.
- ii. Lexical relations: Synonymy, Antonymy, Homonymy, Homography and Homophony, Polysemy, Difference between Homonymy and Polysemy, Superordinate terms and Hyponymy, Metonymy.

II) Pragmatics

- i. What is Pragmatics?
- ii. Speech Acts: Types
 - a. Austin’s typology- locutionary, illocutionary, perlocutionary.
 - b. Searle’s typology –the six types
 - c. Direct and Indirect Speech Acts
- iii. The Co-operative Principle and Its Maxims
- iv. The Politeness Principle and Its Maxims

Prescribed Texts:

- 1) *A Collection of Indian English Poetry*– (Ed.RadhaMohanSingh,OrientBlackSwan)
- 2) *Linguistics:AnIntroduction*-(Ed.BoardofEditors,OrientBlackSwan)

Reference Books:

1. AspectsofIndianWritinginEnglish –ed.M.K.Naik,(Delhi:Macmillan,1979)
 2. ProblemsofIndianCreativeWriterinEnglish–
C.PaulVerghese,(SomaiyaPublications:1971)
 3. ContemporaryIndianPoetryin English:AnAssessmentandSelection–
ed.SaleemPeeradina(Bombay:Macmillan, 1972)
 4. Indian poetryinEnglish:ACriticalAssessment–
eds.V.A.ShahaneandM.Sivramkrishna (Delhi: Macmillan,1980)
 5. AHistoryofIndianLiteraturein English –ed.ArvindKrishnaMehrotra,(NewYork:
ColumbiaUniversityPress,2003)
 6. Studyof Language:AnIntroduction–GeorgeYule,(CUP,1985)
 7. EnglishGrammarforToday:ANewIntroduction–
MargaretDeuchar,GeoffreyLeech,RobertHoogenraad(Palgrave Macmillan,1982)
 8. Semantics–F.R.Palmer(CUP,1981)
 9. Pragmatics-GeorgeYule,(OUP,2000)
 10. ModernLinguistics:AnIntroduction-VermaandKrishnaswamy(OUP,1989)
 11. PragmaticsandDiscourse:AResourceBookforStudents-
JoanCutting,(Routledge,2002)
 12. StructureandMeaninginEnglish–GraemeKennedy(Pearson,2011)
- MakingSenseofEnglish:ATextbookofSounds,WordsandGrammar–M.A.Yadugiri
(NewDelhi:VivaBooksPvt.Ltd.,2006)

Mapping of Programme Outcomes with Course Outcomes

Class: TYBA (SEM VI)

Subject: English

Course: Advanced Study of English Language and Literature

Course Code: ENGGE3602

Weightage: 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

Course Outcomes	Programme Outcomes (Pos)							
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1				3				
CO2								2
CO3				3				
CO4		2	2					
CO5					2		1	
CO6						2		

CO7								2
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Justification for the mapping

PO2: Effective Citizenship and Ethics

CO4: The students are ingrained with effective citizenship and ethics through paragraph articles because the paragraph articles are based on current and past socio-cultural issues around the world.

PO3: Social Competence

CO4: The students understand social competence through prose articles because the prose articles are based on socio-cultural issues.

PO4: Disciplinary Knowledge

CO1: The students understand functionality of English language through strong prose articles as the prose articles are in good English language.

CO3: The students comprehend functionality of English grammar, which is part of the disciplinary knowledge of the language through extensive grammar.

PO5: Personal and Professional Competence

CO5: The students acquire personal and professional competence because they acquire linguistic competence through practice exercises in Newspaper Advertisement.

PO6: Self Directed and Lifelong Learning

CO6: The students get self-direction and lifelong learning because the prose, poetry articles propel the students to the afore said goals as they acquire thirst for the language.

PO7: Environment and Sustainability

CO5: The students learn about environment and sustainability as the prose articles direct the attention of the learners to the afore mentioned goals and makes them to take positive actions.

PO8: Critical Thinking and Problem Solving

CO2: The students acquire critical thinking and problem-solving skills because they come to know language thoroughly and at a deep level.

CO7: The students acquire critical thinking and problem-solving skills because the language games make them competent for the same.

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Course Structure for T.Y.B.A. Special Paper III(S-3)

Paper: Appreciating Novel (w. e. from June 2021)

Semester	Paper Code	Title of Paper	No. of Credits
VI	ENGSP3603	Appreciating Novel	4

Class : T.Y.B.A. (Semester- VI)

Paper Code : ENGSP3603

Paper : English Special Paper III(S-3)

Title of Paper : Appreciating Novel

Credit: 4 No. of lectures: 48

1) Learning Objectives

1. To expose students to some of the best samples of novels in English.
2. To make the students see how novels express the varied cultures of the world.
3. To make them understand creative uses of language in novels.
4. To introduce students to some advanced areas of cultural study.
5. To prepare students to go for detailed study and understanding of literature and language.
6. To develop integrated view about language and literature among the students.

2) Learning Outcomes

1. The students acknowledge different cultural experiences through literature.
2. The students learn the creative power of English language and appreciate its beauty.
3. The students learn the critical appreciation of novels.
4. The students learn English language through literature and vice versa.

TOPICS/ CONTENTS:

A) **Pride and Prejudice – Jane Austen**

B) **The Guide–R. K. Narayanan**

Reference Books:

- 1) E.M.Forster.*AspectsoftheNovel*.Harcourt,Inc.1955
- 2) TerryEagleton.*TheEnglishNovel:AnIntroduction*.Blackwell,20053)WalterAllen.*TheEnglishNovel*(London,1954)
- 4)ArnoldKettle.*IntroductiontotheEnglishNovel*.(2vols.London,1951)5)IanWatt.*TheRiseoftheNovel*.London,1957
- 6)J.Davis.*FactualFictions:TheOriginsoftheEnglishNovel*.(NewYork,1983)7)GeoffreyDay.*From Fiction totheNovel*.(London,1987)
- 8) DominicHead.*TheCambridgeIntroductiontoModernBritishFiction,1950–2000*.Cambridge,2002
- 9) Walter L.Reed.*AnExemplaryHistoryoftheNovel:TheQuixoticversusthePicaresque*.(Chicago,1981)
- 10) RichardChase.*TheAmericanNovelanditsTradition*.NewYork,195711)Gross,Miriam.*TheWorldofGeorgeOrwell*.London.Weidenfeld&Nicholson,1971.
- 12)Bowker,Gordon,*InsideGeorgeOrwell*.NewYork:PalgravePress,2003.
- 13) Nadel,IraBruce,*Biography:Fiction,FactandForm*.London:Macmillan,1984.UP)1993.
- 14) Kermode, Frank[1966].*TheSenseofanEnding:StudiesintheTheoryofFiction*.Oxford(OUP)2000.
- 15) Mukherjee,Meenakshi.*RealismandReality:TheNovelandSocietyinIndia*.Delhi(OUP)1985.
- 16) BrianW.Shaffer.*ReadingtheNovelinEnglish1950–2000*.BlackwellPublishing,2006
- 17) DirkWiemann.*GenresofModernityContemporaryIndianNovelsinEnglish*.Amsterdam-New York,NY2008
- 18) JesseMatz.*TheModernNovel:AShortIntroduction*.Blackwell,2004
- 19) JohnMullan.*HowtheNovelWorks*.OUP,2006
- 20) MeenakshiMukherji.*TheTwiceBornFiction*.HeinemannEducationalBooks,NewDelhi,1971
- 21) A.J.Sebastian&N.D.R.Chandra.*LiteraryTermsinFictionandProse*.AuthorsPress,2004

Mapping of Programme Outcomes with Course Outcomes

Class: TYBA (SEM VI)

Subject: English

Course: Appreciating Novel

Course Code: ENGSPL3603

Weightage: 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

Course Outcomes	Programme Outcomes (Pos)							
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1				3				
CO2								2
CO3				3				
CO4		2	2					
CO5					2		1	
CO6						2		
CO7								2

Justification for the mapping

PO2: Effective Citizenship and Ethics

CO4: The students are ingrained with effective citizenship and ethics through paragraph articles because the paragraph articles are based on current and past socio-cultural issues around the world.

PO3: Social Competence

CO4: The students understand social competence through prose articles because the prose articles are based on socio-cultural issues.

PO4: Disciplinary Knowledge

CO1: The students understand functionality of English language through strong prose articles as the prose articles are in good English language.

CO3: The students comprehend functionality of English grammar, which is part of the disciplinary knowledge of the language through extensive grammar.

PO5: Personal and Professional Competence

CO5: The students acquire personal and professional competence because they acquire linguistic competence through practice exercises in Newspaper Advertisement.

PO6: Self Directed and Lifelong Learning

CO6: The students get self-direction and lifelong learning because the prose, poetry articles propel the students to the afore said goals as they acquire thirst for the language.

PO7: Environment and Sustainability

CO5: The students learn about environment and sustainability as the prose articles direct the attention of the learners to the afore mentioned goals and makes them to take positive actions.

PO8: Critical Thinking and Problem Solving

CO2: The students acquire critical thinking and problem-solving skills because they come to know language thoroughly and at a deep level.

CO7: The students acquire critical thinking and problem-solving skills because the language games make them competent for the same.

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Course Structure for T.Y. B. A. Special Paper IV

Semester	Paper Code	Title of Paper	No. of Credits
VI	ENG SPL3604	Introduction to Literary Criticism	4

**SYLLABUS (CBCS) FOR T.Y.B.A. Special Paper IV
(w. e. from June 2021)**

Academic Year 2021-2022

Class : T. Y.B.A. Sem VI
Paper Code : ENG SPL3604
Paper : English Special Paper IV (S-4) Title
of Paper : Introduction to Literary Criticism
Credit: 4

No. of lectures: 48

A) Learning Objectives:

1. To make them aware of the nature and development of criticism
2. To make them familiar with the significant critical approaches and terms
3. To encourage students to interpret literary works in the light of the critical approaches.
4. To develop aptitude for critical analysis

2. Learning Outcomes

1. The students learn the basics of literary criticism
2. The students understand the nature and historical development of criticism
3. The students become familiar with the significant critical approaches and terms
4. The students learn to interpret literary works in the light of the critical approaches
5. The critical aptitude is developed in students

TOPICS/CONTENTS:

Unit-I: Critical Essays

- 1) Alexander Pope: i) His classicism Definition
ii) On the functions of criticism Principles
iii) Remarks on literature Functions of literary criticism
- 2) S T Coleridge: Chapter 14 (from Part II- Biographia Literaria)

Unit-II Critical Essays

- 1) Helen Gardener's The Sceptre and the Torch
- 2) Northrop Fry's Visible and Invisible

Unit – III Literary/Critical Terms

Allegory, allusion, ambiguity, setting, satire, genre, irony, metaphor, connotation and denotation, point of view, round and flat characters, text

Unit-IV: Practical Criticism of poems, passages from novels and plays, etc. Poems, Prose passages from the prescribed poems and novels

1. Kulkarni Anand B. & Chaskar Ashok G. An Introduction to Literary Criticism and Theory. Orient Blackswan, Hyderabad, 2015
2. Atherton Carol. Defining Literary Criticism. Palgrave, 2005
3. Dorsch T. S. Classical Literary Criticism. Penguin, 1981 (reprinted version)
4. Kennedy George A. A New History of Classical Rhetoric. Princeton: Princeton University Press, 1994.
5. Ross Andrew. The Origins of Criticism. Princeton Univ. Press, 2002
6. Habib M. A. R. A History of Literary Criticism: from Plato to the Present. Blackwell Publishers Ltd, 2005
7. Hardison Jr., O. B. (ed.). Medieval Literary Criticism: Translations and Interpretations. New York: Frederick Ungar, 1974.
8. Brown Marshall (ed.). Cambridge History of Romanticism. Vol. 5, Cambridge Univ. Press, 2000
9. Thorat Ashok and others. A Spectrum of Literary Criticism. (Frank Bros.) 2001.
10. Hickman Miranda B. and McIntyre John D. Rereading the New Criticism. The Ohio State University Press, 2012
11. Levenson Michael. The Cambridge Companion to Modernism. Cambridge, 1997

12. Litz A. Waltom and others. The Cambridge History of Literary Criticism (Modernism and the New Criticism), Vol. 7. Cambridge Univ. Press, 2008

13. Ross Stephen. Modernism and Theory. Routledge, 2009
 14. Whitworth Michael (ed.). Modernism. Blackwell, 2007

Mapping of Programme Outcomes with Course Outcomes

Class: TYBA (SEM VI)

Subject: English

Course: Introduction to Literary Criticism

Course Code: ENGSPL3604

Weightage: 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

Course Outcomes	Programme Outcomes (Pos)							
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1				3				
CO2								2
CO3				3				
CO4		2	2					
CO5					2		1	
CO6						2		
CO7								2

Justification for the mapping

PO2: Effective Citizenship and Ethics

CO4: The students are ingrained with effective citizenship and ethics through paragraph articles because the paragraph articles are based on current and past socio-cultural issues around the world.

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CO4: The students understand social competence through prose articles because the prose articles are based on socio-cultural issues.

PO4: Disciplinary Knowledge

CO1: The students understand functionality of English language through strong prose articles as the prose articles are in good English language.

CO3: The students comprehend functionality of English grammar, which is part of the disciplinary knowledge of the language through extensive grammar.

PO5: Personal and Professional Competence

CO5: The students acquire personal and professional competence because they acquire linguistic competence through practice exercises in Newspaper Advertisement.

PO6: Self Directed and Lifelong Learning

CO6: The students get self-direction and lifelong learning because the prose, poetry articles propel the students to the afore said goals as they acquire thirst for the language.

PO7: Environment and Sustainability

CO5: The students learn about environment and sustainability as the prose articles direct the attention of the learners to the afore mentioned goals and makes them to take positive actions.

PO8: Critical Thinking and Problem Solving

CO2: The students acquire critical thinking and problem-solving skills because they come to know language thoroughly and at a deep level.

CO7: The students acquire critical thinking and problem-solving skills because the language games make them competent for the same.