

Anekant Education Society's

**Tuljaram Chaturchand College of Arts, Science and Commerce, Baramati  
(Autonomous)**

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

<b>Semester</b>	<b>Paper Code</b>	<b>Title of Paper</b>	<b>No. of Credits</b>
VI	ENGCO3601	Compulsory English	4

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

(w. e. from June 2021)

**Academic Year 2021-2022**

<b>Class:</b>	<b>T. Y.B.A. (Semester-VI)</b>
<b>Paper Code:</b>	<b>ENGCO3601</b>
<b>Paper:</b>	<b>Compulsory</b>
<b>Title of Paper :</b>	<b>Compulsory English</b>
<b>Credit:</b>	<b>04</b>
<b>No. of lectures:</b>	<b>48</b>

**Learning Objectives:**

1. **Analyze Themes:** Examine the central themes in each literary piece and understand their significance.
2. **Identify Literary Techniques:** Recognize and describe various literary techniques used by authors to convey meaning.
3. **Explore Character Development:** Discuss how characters evolve throughout the stories and their roles in the narrative.
4. **Contextual Understanding:** Contextualize each work within its historical and cultural background.
5. **Critical Thinking:** Develop critical thinking skills through the analysis and interpretation of texts.
6. **Comparative Analysis:** Compare and contrast the messages or themes of different works.
7. **Personal Reflection:** Encourage personal reflection on the texts and their relevance to contemporary issues.

## **Learning Outcomes:**

**CO1. Thematic Insight:** Students will articulate the main themes of the selected literary works.

**CO2. Literary Technique Identification:** Students will identify and explain at least three literary techniques used by each author.

**CO3. Character Analysis:** Students will analyze the development of key characters and their impact on the story.

**CO4. Historical Context:** Students will provide context for each work, discussing how the era influenced its themes.

**CO5. Critical Discussions:** Students will engage in discussions that demonstrate critical thinking about the texts.

**CO6. Comparative Understanding:** Students will write comparative essays that highlight similarities and differences between texts.

**CO7. Personal Insights:** Students will express personal insights and reflections on the relevance of the literature to their lives.

## TOPICS/CONTENTS:

(24 L)

### 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

(12 L)

#### 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

(12 L)

- 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, OrientBlack Swan)

## Mapping of Programme Outcomes with Course Outcomes

Class: T.Y.B.A. (SEM VI)  
Course: Compulsory English

Subject: English  
Course Code: ENGCO3601

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	1	2	1	3	1	1	2	2
CO2	2	3	2	1	2	2	2	2
CO3	1	1	2	3	1	1	1	1
CO4	2	2	2	1	2	1	1	2
CO5	3	1	3	2	2	1	1	1
CO6	1	1	1	2	1	2	3	2
CO7	1	2	1	1	1	2	3	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 aforementioned goals and make 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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**Tuljaram Chaturchand College of Arts, Science and Commerce, Baramati**  
**(Autonomous)**

**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)**

<b>Semester</b>	<b>Paper Code</b>	<b>Title of Paper</b>	<b>No. of Credits</b>
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**

<b>Class:</b>	<b>T.Y.B.A. (Sem VI)</b>
<b>Paper Code:</b>	<b>ENGFE3605</b>
<b>Paper:</b>	<b>Functional English (P-5)</b>
<b>Title of paper:</b>	<b>Introduction to Print Media and Writing for Mass Media &amp; Key Competency Modules</b>
<b>Credit:</b>	<b>04</b>
<b>No. of lectures:</b>	<b>48</b>

**Course Objectives:**

1. Analyze the differences between articles and to understand their unique characteristics.
2. Select relevant topics for articles and features that engage target audiences.
3. Enhance the readability and interest of written content.
4. Develop skills in writing radio talks and simple conversations for radio plays.
5. Understand the nature and key characteristics of technical writing.
6. Assess the relevance of technical writing across various professional fields.
7. Explore technical writing as a potential career path.



**Course Outcomes:**

**CO1:** Students will be able to identify and articulate the distinguishing features of articles.

**CO2:** Students will successfully propose and justify topic selections for articles and features

based on current trends and audience interest.

**CO3:** Students will produce articles and features that exhibit improved clarity and engagement, resulting in higher reader interest.

**CO4:** Students will create and present compelling radio talks that effectively communicate selected themes, employing techniques suitable for auditory media.

**CO5:** Students will define technical writing and describe its essential elements, including clarity, precision, and audience awareness.

**CO6:** Students will evaluate the importance of technical writing in specific industries, demonstrating its role in effective communication.

**CO7:** Students will outline the skills and qualifications necessary for a career in technical writing, along with potential job opportunities.

## **TOPICS/CONTENTS:**

### **I) 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-a - 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
- News paper Feature Writing
- Newspaper an Introduction
- The Cinema as Art Ralph Stephenson, Jeandebrix
- How Films are Made Khwaja 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: ENGFE3605

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	1	1	3	1	2	1	1
CO2	1	2	1	1	1	1	2	2
CO3	1	1	2	2	2	2	3	3
CO4	3	2	2	3	3	1	1	2
CO5	2	1	3	1	2	2	1	1
CO6	2	2	1	1	1	3	2	2
CO7	1	1	1	2	1	1	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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**Tuljaram Chaturchand College**  
**Arts, Science and Commerce, Baramati**  
**Autonomous**

**Course Structure for T.Y.B.A. Functional English (VI)**  
**Paper: Entrepreneurship Development, Project Report and Oral**  
**Communication in English(w.e.f-2021)**

<b>Semester</b>	<b>Paper Code</b>	<b>Title of Paper</b>	<b>No. of Credits</b>
VI	ENGFE360 6	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 English  
(w.e.f. - from June 2021)**

**Academic Year 2021-2022**

<b>Class:</b>	<b>T.Y.B.A. (Semester VI)</b>
<b>Paper Code:</b>	<b>ENGFE3606</b>
<b>Paper:</b>	<b>Functional English</b>
<b>Title of Paper:</b>	<b>Entrepreneurship Development, Project Report and Oral Communication</b>
<b>Credit:</b>	<b>04</b>
<b>No. of lectures:</b>	<b>48</b>

**Learning Objectives:**

1. Develop techniques for breath control and voice management.
2. Enhance voice sharpness, volume, and pitch variation.
3. Master pronunciation and intonation for clear communication.
4. Learn to gather and curate news content for radio and TV bulletins.
5. Develop skills for preparing and delivering speeches on various topics.
6. Enhance spontaneous speaking and discussion skills in group settings.
7. Foster cooperation and consistency in group communication.

**Learning Outcomes:**

**CO1:** Students will demonstrate effective breath control during vocal exercises, resulting in improved voice clarity and stamina.

**CO2:** Students will produce a clear and resonant voice, effectively varying volume and pitch to enhance expressiveness in speech.

**CO3:** Students will accurately pronounce words and use proper intonation, contributing to improved overall vocal delivery.

**CO4:** Students will create a comprehensive news bulletin that includes international, national, regional, local, and sports news, demonstrating research and editorial skills.

**CO5:** Students will deliver a 5 to 7-minute speech on a given topic, showcasing effective organization, clarity, and engagement with the audience.

**CO6:** Students will actively participate in group discussions, demonstrating spontaneity, naturalness, and effective vocabulary usage while expressing opinions.

**CO7:** Students will collaborate effectively in group discussions, showing consistency in opinion expression and contributing to a constructive dialogue.

## **TOPICS/CONTENTS:**

### **Unit I - Voice Culture, Voice Modulation: (12 L)**

Breath-control, sharpness and volume of voice, pitch variation, pronunciation and intonation. (For external examination and practical exam- Marks 5)

### **Unit II - Preparing News Bulletin for Radio/ TV (12 L)**

Containing international, national, regional, local and sport news

### **Unit III - Speech: (about 5 to 7 minutes on a given topic). (12 L)**

### **Unit IV - Talking in a Group: (12 L)**

‘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 FESyllabi.**

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: ENGFE3606

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

Course Outcomes	Programme Outcomes (Pos)							
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<b>CO1</b>	2	1	1	3	1	1	1	1
<b>CO2</b>	1	2	2	1	2	2	2	2
<b>CO3</b>	2	3	2	3	1	2	1	1
<b>CO4</b>	3	1	3	3	3	1	1	2
<b>CO5</b>	2	2	1	2	2	2	2	1
<b>CO6</b>	2	1	2	1	1	1	3	2
<b>CO7</b>	1	2	1	2	2	1	1	2

### Justification of 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.

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**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:**

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**Tuljaram Chaturchand College of Arts, Science and Commerce, Baramati**

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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)**

<b>Semester</b>	<b>Paper Code</b>	<b>Title of Paper</b>	<b>No. of Credits</b>
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

<b>Class:</b>	<b>T.Y.B.A. (Semester- VI)</b>
<b>Paper Code:</b>	<b>ENGGE3602</b>
<b>Paper:</b>	<b>General English Paper III (G-3)</b>
<b>Title of Paper :</b>	<b>Advanced Study of English Language and Literature</b>
<b>Credit:</b>	<b>04</b>
<b>No. of lectures:</b>	<b>48</b>

**Learning Objectives:**

1. **Explore Indian English Poetry:** Analyze and interpret selected poems by prominent Indian poets, understanding themes, imagery, and cultural contexts.
2. **Understand Semantics:** Define semantics and distinguish between denotative and connotative meanings, applying these concepts to analyze the meaning of words in various contexts.
3. **Examine Lexical Relations:** Identify and explain various lexical relations, including synonymy, antonymy, homonymy, homography, homophony, and polysemy, and differentiate between homonymy and polysemy.
4. **Investigate Pragmatics:** Define pragmatics and explore its role in understanding meaning beyond words, emphasizing the importance of context in communication.
5. **Analyze Speech Acts:** Understand and classify speech acts using Austin's and Searle's typologies, recognizing the distinction between locutionary, illocutionary, and perlocutionary acts.
6. **Apply the Co-operative Principle:** Explore Grice's Co-operative Principle and its maxims, analyzing how they guide effective communication and conversational implications.
7. **Assess the Politeness Principle:** Examine the Politeness Principle and its maxims, discussing their impact on social interaction and communication strategies in various contexts.

## **Learning Outcomes:**

**CO1: Critical Analysis of Poetry:** Students will demonstrate the ability to critically analyze and interpret selected Indian English poems, identifying key themes, literary devices, and cultural significance.

**CO2: Semantic Awareness:** Students will articulate the difference between denotative and connotative meanings, applying these concepts to various linguistic examples in their analyses.

**CO3: Lexical Relations Proficiency:** Students will be able to identify and categorize different lexical relations such as synonymy, antonymy, and polysemy, and apply this understanding in linguistic discussions and analyses.

**CO4: Pragmatic Understanding:** Students will explain the principles of pragmatics, illustrating how context influences meaning in communication and recognizing the implications of speech acts.

**CO5: Speech Act Classification:** Students will classify and analyze examples of speech acts using both Austin's and Searle's typologies, demonstrating an understanding of locutionary, illocutionary, and perlocutionary acts.

**CO6: Effective Communication Strategies:** Students will evaluate the Co-operative Principle and its maxims, using these insights to enhance their own communication skills and interpret conversational implicature.

**CO7: Politeness in Communication:** Students will assess the role of the Politeness Principle and its maxims in social interactions, applying this knowledge to analyze real-world communication scenarios.

## TOPICS/CONTENTS:

### 1) **A Collection of Indian English Poetry** Ed. Radha Mohan Singh (OBS).

Following poems only: (12 L)

1. A. K. Ramanujan –The Striders
2. Adil Jussawala – Sea Breeze Bombay
3. Jayant Mahapatra –Hunger
4. Arun Kolatkar– An Old Woman
5. Agha Shahid Ali–The Season of the Plains
6. Mamta Kalia –Tribute to Papa

### 2) **Linguistics: An Introduction** - (Ed. Board of Editors, Orient Black Swan.

Following topics from **Chapters- 6 and 7 of the book** (12 L)

#### D) **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, Super ordinate terms and Hyponymy, Metonymy.

### 3) **Pragmatics** (12 L)

- 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. Radha Mohan Singh, Orient Black Swan)
- 2) *Linguistics: An Introduction-* (Ed. Board of Editors, Orient Black Swan)

### **Reference Books:**

1. Aspects of Indian Writing in English –ed. M. K. Naik, (Delhi: Macmillan,1979)
2. Problems of Indian Creative Writing
3. Contemporary Indian Poetry in English: An Assessment and Selection–ed. Saleem Peeradina (Bombay: Macmillan, 1972)
4. Indian poetry in English: A Critical Assessment– eds. V. A. Shahane and M. Sivramkrishna (Delhi: Macmillan,1980)
5. A History of Indian Literature in English –ed. Arvind Krishna Mehrotra, (New York: ColumbiaUniversityPress,2003)
6. Study of Language: An Introduction–George Yule, (CUP,1985)
7. English Grammar for Today: A New Introduction– Margaret Deuchar, Geoffrey Leech, Robert Hoogenraad (Palgrave Macmillan,1982)
8. Semantics–F. R. Palmer (CUP,1981)
9. Pragmatics–George Yule, (OUP,2000)
10. Modern Linguistics: An Introduction- Verma and Krishna swamy (OUP,1989)
11. Pragmatics and Discourse: A Resource Book for Students–Joan Cutting, (Routledge,2002)
12. Structure and Meaning in English–Graeme Kennedy (Pearson,2011) Making Sense of English: A Textbook of Sounds, Words and Grammar– 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)							
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<b>CO2</b>	2	2	2	1	2	1	2	2
<b>CO3</b>	1	1	1	2	2	1	1	1
<b>CO4</b>	2	2	2	1	3	2	2	1
<b>CO5</b>	1	1	1	2	2	1	1	3
<b>CO6</b>	1	1	1	2	1	2	1	1
<b>CO7</b>	3	3	2	1	1	1	1	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 III(S-3)**

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

<b>Semester</b>	<b>Paper Code</b>	<b>Title of Paper</b>	<b>No. of Credits</b>
VI	ENGSP3603	Appreciating Novel	4

## SYLLABUS (CBCS) FOR T.Y.B.A. Special Paper VI

(w. e. from June 2021)

Academic Year 2021-2022

<b>Class:</b>	<b>T.Y.B.A. (Semester- VI)</b>
<b>Paper Code:</b>	<b>ENGSP3603</b>
<b>Paper:</b>	<b>English Special Paper (S3)</b>
<b>Title of Paper:</b>	<b>Appreciating Novel</b>
<b>Credit:</b>	<b>04</b>
<b>No. of lectures:</b>	<b>48</b>

### Learning Objectives:

1. **Character Analysis:** Analyze the development of key characters in *Pride and Prejudice* and *The Guide*, understanding their motivations, relationships, and growth throughout the narratives.
2. **Themes Exploration:** Identify and discuss major themes in both novels, such as social class, marriage, identity, and moral development, and how these themes reflect the authors' perspectives on their respective societies.
3. **Literary Techniques:** Examine the literary techniques employed by Jane Austen and R. K. Narayan, including narrative style, irony, humor, and symbolism, and evaluate their effectiveness in conveying the authors' messages.
4. **Cultural Context:** Explore the cultural and historical contexts of the 19th-century British society in *Pride and Prejudice* and post-colonial Indian society in *The Guide*, analyzing how these contexts influence the characters and themes.
5. **Comparative Analysis:** Conduct comparative analyses between the two novels, focusing on similarities and differences in character construction, thematic elements, and social commentary.
6. **Critical Perspectives:** Engage with various critical perspectives and interpretations of both texts, fostering an ability to analyze literature through different theoretical lenses, such as feminism, post-colonialism, and class studies.

7. **Reflective Writing:** Develop reflective writing skills by responding to the texts through essays and discussions, encouraging personal engagement with the literature and its relevance to contemporary issues.

### **Learning Outcomes:**

**CO1: Character Insight:** Students will be able to analyze and articulate the complexities of key characters in both novels, demonstrating an understanding of their motivations and transformations.

**CO2: Thematic Understanding:** Students will identify and explain major themes in *Pride and Prejudice* and *The Guide*, discussing how these themes reflect societal norms and values of their respective contexts.

**CO3: Literary Analysis Skills:** Students will critically evaluate the literary techniques used by both authors, demonstrating the ability to analyze narrative style, irony, and symbolism in their works.

**CO4: Contextual Awareness:** Students will contextualize the novels within their historical and cultural frameworks, explaining how these influences shape the characters and themes.

**CO5: Comparative Skills:** Students will conduct comparative analyses of *Pride and Prejudice* and *The Guide*, articulating both similarities and differences in character development, thematic elements, and social critiques.

**CO6: Critical Engagement:** Students will engage with various critical perspectives on the texts, demonstrating the ability to interpret literature through diverse theoretical lenses.

**CO7: Effective Communication:** Students will produce well-structured essays and participate in discussions that reflect their understanding of the texts, showcasing their ability to communicate insights clearly and thoughtfully.

**TOPICS/ CONTENTS:**

(24 L)

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

(24 L)

**B) The Guide–R. K.**

**Narayanan Reference**

**Books:**

- 1) E. M. Forster. *Aspects of the Novel*. Harcourt, Inc. 1955
- 2) Terry Eagleton. *The English Novel: An Introduction*. Blackwell, 2005
- 3) Walter Allen. *The English Novel* (London, 1954)
- 4) Arnold Kettle. *Introduction to the English Novel*. (2 vols. London, 1951)
- 5) Ian Watt. *The Rise of the Novel*. London, 1957
- 6) J. Davis. *Factual Fictions: The Origins of the English Novel*. (New York, 1983)
- 7) Geoffrey Day. *From Fiction to the Novel*. (London, 1987)
- 8) Dominic Head. *The Cambridge Introduction to Modern British Fiction, 1950–2000*. Cambridge, 2002
- 9) Walter L. Reed. *An Exemplary History of the Novel: The Quixotic versus the Picaresque*. (Chicago, 1981)
- 10) Richard Chase. *The American Novel and its Tradition*. New York, 1957
- 11) Gross, Miriam. *The World of George Orwell*. London. Weidenfeld & Nicholson, 1971.
- 12) Bowker, Gordon, *Inside George Orwell*. New York: Palgrave Press, 2003. Nadel, Ira Bruce, *Biography: Fiction, Fact and Form*. London: Macmillan, 1984. UP) 1993.
- 13) Kermode, Frank [1966]. *The Sense of an Ending: Studies in the Theory of Fiction*. Oxford (OUP) 2000.
- 14) Mukherjee, Meenakshi. *Realism and Reality: The Novel and Society in India*. Delhi (OUP) 1985.
- 15) Brian W. Shaffer. *Reading the Novel in English 1950–2000*. Blackwell Publishing, 2006
- 16) Dirk Wiemann. *Genres of Modernity Contemporary Indian Novels in English*. Amsterdam-New York, NY 2008
- 17) Jesse Matz. *The Modern Novel: A Short Introduction*. Blackwell, 2004
- 18) John Mullan. *How the Novel Works*. OUP, 2006
- 19) Meenakshi Mukherji. *The Twice Born Fiction*. Heinemann Educational Books, New Delhi, 1971
- 20) A.J. Sebastian & N. D. R. Chandra. *Literary Terms in Fiction and Prose*. Authors Press, 2004

## Mapping of Programme Outcomes with Course Outcomes

Class: TYBA (SEM VI)  
Course: Appreciating Novel

Subject: English  
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	1	1	1	3	1	2	1	2
CO2	2	2	2	1	2	2	2	2
CO3	2	1	3	3	2	3	2	1
CO4	3	2	2	2	2	1	3	1
CO5	1	2	2	2	2	1	1	2
CO6	1	2	1	1	1	2	1	3
CO7	2	2	1	1	1	1	1	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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Anekant Education Society's

**Tuljaram Chaturchand College of Arts, Science and Commerce, Baramati**

**(Autonomous)**

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

<b>Semester</b>	<b>Paper Code</b>	<b>Title of Paper</b>	<b>No. of Credits</b>
VI	ENGSP3604	Introduction to Literary Criticism	4

## SYLLABUS (CBCS) FOR T.Y.B.A. Special Paper IV

(w. e. from June 2021)

Academic Year 2021-2022

<b>Class:</b>	<b>T. Y.B.A. Sem VI</b>
<b>Paper Code:</b>	<b>ENGSP3604</b>
<b>Paper:</b>	<b>English Special Paper IV (S-4)</b>
<b>Title of Paper:</b>	<b>Introduction to Literary Criticism</b>
<b>Credit:</b>	<b>04</b>
<b>No. of lectures:</b>	<b>48</b>

### Learning Objectives:

1. **Understanding Critical Theories:** Examine the principles of classicism as defined by Alexander Pope, and analyze its significance in the context of literary criticism.
2. **Exploring Functions of Criticism:** Investigate Pope's insights on the functions of criticism and Coleridge's views from *Biographia Literaria*, fostering a deeper understanding of the role of literary criticism in the evaluation of literature.
3. **Analyzing Critical Perspectives:** Analyze Helen Gardener's *The Sceptre and the Torch* and Northrop Frye's *Visible and Invisible*, focusing on their contributions to literary criticism and how they inform the understanding of literature.
4. **Mastering Literary Terms:** Define and exemplify key literary and critical terms, such as allegory, irony, and satire, and apply these concepts to the analysis of various texts.
5. **Applying Practical Criticism:** Develop skills in practical criticism by analyzing poems, prose passages, and excerpts from plays, fostering an ability to critically engage with texts.
6. **Enhancing Analytical Skills:** Cultivate critical thinking and analytical skills by interpreting literary works through various critical lenses, enhancing comprehension and appreciation of literature.
7. **Effective Communication in Criticism:** Encourage students to articulate their analyses and critiques clearly and effectively, both in written form and through class discussions, promoting a deeper engagement with literary texts.



## **Learning Outcomes:**

**CO1: Comprehensive Understanding of Criticism:** Students will demonstrate an understanding of Alexander Pope's definition of classicism and the principles of criticism, articulating their relevance to literary studies.

**CO2: Analysis of Critical Perspectives:** Students will analyze and evaluate the arguments presented by S.T. Coleridge in *Biographia Literaria* and the insights offered by Helen Gardener and Northrop Frye, applying these perspectives to contemporary literary analysis.

**CO3: Literary Terms Proficiency:** Students will define and apply key literary terms such as allegory, irony, and satire, effectively using these concepts in the analysis of various literary texts.

**CO4: Practical Criticism Skills:** Students will conduct practical criticism of selected poems, prose passages, and plays, demonstrating their ability to engage critically with literary works.

**CO5: Critical Thinking Development:** Students will exhibit enhanced critical thinking skills, interpreting texts through multiple critical lenses and recognizing the complexity of literary analysis.

**CO6: Effective Written and Verbal Communication:** Students will produce well-organized written critiques and participate actively in class discussions, clearly articulating their insights and analyses of literary texts.

**CO7: Interdisciplinary Connections:** Students will explore the connections between literary criticism and broader cultural, historical, and philosophical contexts, deepening their appreciation for literature as a reflection of human experience.

## **TOPICS/CONTENTS:**

### **Unit I: Critical Essays (12 L)**

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

### **Unit II: Critical Essays (12 L)**

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

### **Unit III: Literary/Critical Terms (12 L)**

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

### **Unit- IV: Practical Criticism (12L)**

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

#### **A) Reference Books:**

13. Kulkarni Anand B. & Chaskar Ashok G. An Introduction to Literary Criticism and Theory. OrientBlacks wan, Hyderabad, 2015
14. Atherton Carol. Defining Literary Criticism. Palgrave, 2005
15. Dorsch T. S. Classical Literary Criticism. Penguin, 1981 (reprinted version)
16. 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
17. Hardison Jr., O. B. (ed.). Medieval Literary Criticism: Translations and Interpretations. New York: Frederick Ungar, 1974.

18. Brown Marshall (ed.). Cambridge History of Romanticism. Vol. 5, Cambridge Univ. Press, 2000
19. Thorat Ashok and others. A Spectrum of Literary Criticism. (Frank Bros) 2001.
20. 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
21. Litz A. Waltom and others. The Cambridge History of Literary Criticism (Modernism and the New Criticism), Vol. 7. Cambridge Univ. Press, 2008
22. Ross Stephen. Modernism and Theory. Rutledge, 2009 14. Whitworth Michael (ed.). Modernism. Blackwell, 2007

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Course: Introduction to Literary Criticism

Course Code: ENGSPL3604

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