

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
V	ENGCO3501	Compulsory English	4

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

(w. e. from June 2021)

Academic Year 2021-2022

Class:	T. Y.B.A. (Semester-V)
Paper Code:	ENGCO3501
Paper:	Compulsory
Title of Paper :	Compulsory English
Credit:	4
No. of lectures:	48

Learning Objectives:

1. **Analytical Skills:** Students will be able to analyze and interpret themes, characters, and stylistic elements in selected literary texts.
2. **Critical Thinking:** Students will develop critical thinking skills to evaluate the societal and philosophical implications of the literary works studied.
3. **Writing Proficiency:** Students will demonstrate improved writing skills by effectively composing various types of sentences and paragraphs in both analytical and creative contexts.
4. **Effective Communication:** Students will be able to articulate their ideas clearly and confidently in both written and oral forms, utilizing proper grammar and structure.
5. **Literary Appreciation:** Students will gain an appreciation for diverse literary forms and historical contexts, enhancing their understanding of different cultures and perspectives.
6. **Sentence Transformation:** Students will effectively transform sentences between declarative, interrogative, imperative, and exclamatory forms, demonstrating flexibility in language use.
7. **Interpersonal Skills:** Students will apply principles of effective communication in group discussions, fostering collaborative and respectful dialogue.

Learning Outcomes:

CO1. Literary Analysis Competence: Students will complete the course with the ability to analyze and discuss major literary themes and techniques in the selected works, demonstrating an understanding of literary criticism.

CO2. Communication Mastery: Students will demonstrate mastery of fundamental communication skills, applying knowledge of effective communication strategies in both academic and everyday contexts.

CO3. Grammar Proficiency: Students will exhibit proficiency in grammar by accurately using different sentence types and structures in their writing and speaking.

CO4. Cultural Awareness: Students will explore and articulate the cultural and historical contexts of the literary works, enhancing their global awareness and sensitivity.

CO5. Creative Expression: Students will engage in creative writing exercises that allow them to apply literary techniques, fostering their personal voice and style.

CO6. Peer Review Skills: Students will participate in peer review sessions, providing constructive feedback on classmates' work and refining their editing and analytical skills.

CO7. Presentation Skills: Students will develop and deliver presentations that effectively convey their analyses of literary works, demonstrating confidence and clarity in public speaking.

TOPICS/CONTENTS:

Literature:

(32 L)

1. On Playing the English Gentleman-M. K. Gandhi
2. How Wealth Accumulates and Men Decay–G. B. Shaw
3. A Retrieved Reformation-O. Henry
4. How Much Land Does a Man Need?-Leo Tolstoy
5. Sonnet 130-My Mistress's Eyes are Not Like the Sun-William Shakespeare
6. La Belle Dame sans Merci-John Keats
7. The Charge of the Light Brigade-Alfred, Lord Tennyson
8. How Do I Love Thee?-*Elizabeth Barrett Browning*

B) Grammar and Communication Skills

(08 L)

1. Transformation of Sentences

- i) Declarative Sentences
- ii) Interrogative Sentences
- iii) Imperative Sentences
- iv) Exclamatory Sentences

2. An Introduction to Communication Skills

(08 L)

- i) Defining Communication
- ii) The Process of Communication
- iii) Types of Communication
- iv) Tips for Effective Communication

Mapping of Programme Outcomes with Course Outcomes

Class: T.Y.B.A. (SEM V)

Subject: English

Course: Compulsory English

Course Code: ENGCO3501

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.

Anekant Education Society's
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)**

Semester	Paper Code	Title of Paper	No. of Credits
V	ENGFE3505	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:	ENGFE3505
Paper:	Functional English (P-5)
Title of Paper :	Introduction to Print Media and Writing for Mass Media & Key Competency Modules
Credit:	04
No. of lectures:	48

Learning Objectives:

1. **Understand News Structure:** Students will identify and analyze the key elements of news articles, including headlines, leads, and main bodies.
2. **Evaluate News Characteristics:** Students will evaluate news articles for clarity, precision, objectivity, and credibility, enhancing their critical reading skills.
3. **Explore Types of News:** Students will categorize and differentiate various types of news, including political, commercial, and cultural, understanding their unique characteristics.
4. **Analyze Language in Media:** Students will compare the language used in different newspapers and media formats, assessing style, tone, and audience engagement.
5. **Master Letter Writing:** Students will develop skills in writing letters to the editor, focusing on structure and persuasive language to express opinions effectively.
6. **Craft Effective Advertisements:** Students will learn to create engaging advertisements that utilize catchy and precise language, while understanding the differences in media formats.
7. **Conduct Book Reviews:** Students will analyze and review books, identifying their nature, characteristics, and the purpose of a critical review.

Learning Outcomes:

CO1. News Composition Skills: Students will demonstrate the ability to compose news articles that adhere to journalistic standards and effectively communicate key information.

CO2. Critical Evaluation: Students will critically evaluate news sources and their credibility, distinguishing between reliable and unreliable information.

CO3. Effective Communication: Students will articulate their views in letters to the editor, employing appropriate structure and language for clarity and impact.

CO4. Media Comparison: Students will analyze differences in language and presentation between print and electronic media, applying their insights to enhance their writing.

CO5. Creative Advertisement Development: Students will create innovative advertisements that effectively communicate their message while considering language nuances across formats.

CO6. Book Review Proficiency: Students will write comprehensive book reviews that reflect a critical understanding of the text and its context.

CO7. Key Competency Application: Students will apply skills in stress, time, and conflict management, alongside creative thinking, to enhance their personal and professional effectiveness.

TOPICS/CONTENTS:

(16 Lectures)

I Writing News:

- i) Elements of News-headline, intro, dateline, lead, main body etc
- ii) Characteristics of News- clarity, precision, simplicity, objectivity, credibility, authenticity etc.
- iii) Types of News- political, commercial, sports, social, cultural, local, regional, international etc.
- iv) Comparison of news appearing in different news papers with special reference to language
- v) Comparison of news items appearing in print and electronic media with special reference to language
- vi) Difference between writing for News paper and Radio & TV with reference to Language.

II Letters to Editors expressing views on given data:

(8 Lectures)

- i) Letters to editors and the irrelevance for the news paper, for the writer and for the society
- ii) Structure of letters to editors - salutation, reference and date of the news item, consistent and logical expression of opinion, appropriate and effective use of language, precision

III Changing Verbal Aspect of an Advertisement:

(8 Lectures)

- i) Use of effective, precise and catchy language
- ii) Innovativeness
- iii) Difference between Advertisement in Print Form and in Electronic Media from Language point of view

IV Writing Book Reviews:

(8 Lectures)

- i) Nature of book review
- ii) Characteristics and purpose of book review
- iii) Review and critical analysis

B) Key competency Modules:

(8 Lectures)

- i) Stress, Time and conflict Management
- ii) Introduction to Right to Information
- iii) Creative Thinking

Mapping of Programme Outcomes with Course Outcomes

Class: TYBA (SEM V)

Subject: English

Course: Introduction to Print Media and Writing Mass Media

Course Code: ENGFE3505

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	2	1	3	1	1	1	1
CO2	2	2	2	1	2	2	2	1
CO3	2	1	3	2	1	2	2	2
CO4	3	1	1	3	3	1	1	1
CO5	1	2	1	1	2	1	1	1
CO6	1	1	2	1	1	1	2	3
CO7	2	1	1	2	1	3	3	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 add the students into very formal writing, thus, imparting much required disciplinary knowledge that they need the most.

CO3: The course will sharpen the basic 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
V	ENGGE3502	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)

AcademicYear2021-2022

Class:	T.Y.B.A. (Semester-V)
Paper Code:	ENGGE3502
Paper:	General English Paper III (G-3)
Title of Paper:	Advanced Study of English Language and Literature
Credit:	04
No. of lectures:	48

Learning Objectives:

1. **Analyze Poetry:** Students will analyze and interpret the themes, styles, and cultural contexts of selected Indian English poems.
2. **Understand Syntax:** Students will comprehend the concept of syntax, including phrases, clauses, and their roles in sentence structure.
3. **Identify Sentence Types:** Students will identify and classify different types of sentences, both structurally and functionally, enhancing their grammatical knowledge.
4. **Explore Phrase Structures:** Students will explore various types of phrases (noun, verb, adjective, adverb, prepositional) and their functions within sentences.
5. **Examine Clause Components:** Students will examine the parts of clauses, including subjects, objects, complements, and adverbials, understanding their significance in sentence construction.
6. **Practice Sentence Transformation:** Students will practice transforming sentences between different classifications (affirmative, interrogative, imperative) to enhance flexibility in language use.
7. **Develop Critical Thinking:** Students will develop critical thinking skills by comparing and contrasting the linguistic features of poetry and everyday language.

Learning Outcomes:

CO1. Poetic Interpretation: Students will demonstrate the ability to interpret and discuss the themes and stylistic elements of selected Indian English poetry.

CO2. Syntax Mastery: Students will exhibit mastery of syntactic concepts, accurately identifying and constructing various types of phrases and clauses.

CO3. Sentence Classification: Students will classify sentences correctly into simple, compound, and complex structures, as well as functional categories.

CO4. Phrase Application: Students will effectively use various types of phrases in their writing, enhancing clarity and precision.

CO5. Clause Identification: Students will identify and analyze the roles of different components within clauses, improving their understanding of sentence mechanics.

CO6. Effective Communication: Students will demonstrate proficiency in transforming sentences across different types, enhancing their overall communication skills.

CO7. Critical Comparative Analysis: Students will engage in critical comparative analysis of poetic and linguistic features, deepening their appreciation for language's artistic and structural dimensions.

TOPICS/CONTENTS:

A. A Collection of Indian English Poetry Ed. Radha Mohan Singh (OBS). Following poems only: **(24 L)**

1. Henry Derozio–Song of the Hindustanee Minstrel
2. Rabindranath Tagore–Where the Mind is Without Fear
3. Swami Vivekananda–Peace
4. Sarojini Naidu–Song of Radha, the Milkmaid
5. Nissim Ezekiel–Poet, Lover, Birdwatcher
6. Kamala Das–The Old Playhouse

B. Linguistics: An Introduction- Ed. Board of Editors, Orient Black Swan. Following topics from (**Chapter–5 of the book**)

7. Syntax **(24 L)**

- i. Concept of Phrase, Phrase structure rules/types of Phrases: Noun phrase, Adjective phrase, Adverb phrase, Prepositional phrase and Verb phrase.
- ii. Concept of Clause, Subjects and objects, complements and Adverbials, Concept of Subject–verb Concord, Clause patterns.
- iii. Types of Sentences: Structural Classification-Simple Sentence, Compound Sentence and Complex sentence
- iv. Types of Sentences: Functional Classification- (affirmatives/interrogatives/imperatives) Wh– Questions, Yes -No Questions, Tag Questions, Negative Sentences

Mapping of Programme Outcomes with Course Outcomes

Class: TYBA (SEM V)

Subject: English

Course: Advanced Study of English Language and Literature

Course Code: ENGGE3502

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	1	2	1	1	1
CO2	2	2	2	2	2	2	1	2
CO3	1	3	3	3	1	1	2	1
CO4	1	2	2	2	1	1	2	1
CO5	2	2	1	2	2	1	1	2
CO6	3	1	1	1	3	2	1	3
CO7	2	1	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 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. Functional English (Functional-VI)
Paper: Entrepreneurship Development, Project Report and Oral
Communication in English
(W.e.f-2021)

Semester	Paper Code	Title of Paper	No. of Credits
V	ENGFE3506	Entrepreneurship Development, Project Report and Oral Communication in English.	4

SYLLABUS (CBCS) FOR T.Y.B.A.

Functional English (Fun-VI)

Paper: Entrepreneurship Development, Project Report and Oral

Communication in English

(w. e. from June 2021)

Academic Year 2021-2022

Class:	T.Y.B.A.
Semester:	V
Paper code:	ENGFE3506
Paper:	Functional English Paper VI
Title of Paper:	Entrepreneurship Development, Project Report and Oral Communication English
Credit:	04
No. of lectures:	48

Learning Objectives:

1. Understand Entrepreneurship Concepts

To comprehend the meaning and concept of entrepreneurship development and its importance in the economy.

2. Analyze Growth Factors

To identify and analyze the key factors that affect the growth of entrepreneurship in various contexts.

3. Evaluate Entrepreneurial Benefits

To evaluate the benefits and challenges of being an entrepreneur, fostering a deeper appreciation for entrepreneurial ventures.

4. Conduct SWOT Analysis

To develop the ability to perform a SWOT analysis, assessing strengths, weaknesses, opportunities, and threats in business contexts

5. Learn about Small Scale Industries (SSI)

To gain knowledge of the meaning, definitions, and types of small scale industries, as well as the governmental role in promoting them.

6. Assess Project Feasibility

To understand the components of techno-economic feasibility assessments, including the preparation of project reports.

7. Understand Legal Frameworks

To gain a foundational knowledge of the legal aspects of entrepreneurship, including agreements, taxation, and relevant labor laws.

Learning Outcomes:

CO1. Comprehensive Knowledge

Students will demonstrate a clear understanding of the concepts and importance of entrepreneurship development.

CO2. Critical Analysis Skills

Students will be able to critically analyze factors influencing entrepreneurship growth and apply this knowledge to real-world scenarios.

CO3. Informed Decision-Making

Students will be equipped to make informed decisions regarding the advantages and challenges associated with entrepreneurship.

CO4. SWOT Analysis Proficiency

Students will proficiently conduct SWOT analyses, identifying key strategic factors relevant to business planning.

CO5. SSIs Awareness

Students will be able to identify the various types of small scale industries and articulate the government's role in their promotion and support.

CO6. Feasibility Report Preparation

Students will be able to prepare detailed techno-economic feasibility reports and primary project reports for new ventures.

CO7. Legal Compliance Understanding

Students will demonstrate an understanding of legal requirements and compliance issues affecting entrepreneurship, including taxation and labor laws.

TOPICS/CONTENTS:

Unit I: Entrepreneurship Development (8 L)

1. Meaning and Concept of Entrepreneurship Development
2. Factors affecting the growth of Entrepreneurship
3. Benefits of being an Entrepreneur
4. SWOT Analyses
5. Functions of an Entrepreneur

Unit II: (8 L)

1. Promotional steps for starting a small scale industry (SSI)
2. Meaning, definition and types of SSI
3. Role of the government in promoting SSI
4. Sources of information: Practical
5. District Industry Centre, MIDC SSI Development Corporation, National Institute of E and Small Business Development (IESBUD), National E Development Board (NEBD), E D Institute of India (EDII), State Industrial Development Bank (SIDB), MESB, Officer of the Charity Commissioner

Unit III: Service Industry (8 L)

1. Meaning, definition and scope
2. Process of registration: small scale and service industries
3. Similarities and difference between small scale and service industries

Unit IV: Techno Economic Feasibility Assessment (8 L)

1. Primary Project Report
2. Detailed Project Report
3. Techno Economic Feasibility Report

Unit V: Personnel Management (8 L)

1. Meaning and definition
2. Recruitment and selection
3. Training

Unit VI: (8 L)

1. Legal Aspects-Agreement, Franchisee, Lease
2. Basic knowledge of Income Tax, Sales Tax, VAT
3. Factory Act and Payment of Wages Act, Shop Act

Mapping of Programme Outcomes with Course Outcomes

Class: TYBA (SEMV)

Subject: English

Course: Entrepreneurship Development

Course Code: ENGFE3506

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	2	3	1	1	1	2
CO2	1	2	2	2	2	2	2	2
CO3	1	1	1	3	2	2	1	1
CO4	3	2	1	3	3	1	1	1
CO5	2	2	3	1	2	1	2	1
CO6	2	1	1	1	2	3	1	2
CO7	1	1	1	2	1	2	1	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 basic 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 basic 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. Special Paper IV

Semester	Paper Code	Title of Paper	No. of Credits
V	ENGSP3504	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 V
Paper Code:	ENGSP3504
Paper:	English Special Paper IV (S-4)
Title of Paper :	Introduction to Literary Criticism
Credit:	04
No. of lectures:	48

Learning Objectives:

1. Define Literary Criticism:

To articulate a clear definition of literary criticism and its significance in the study of literature.

2. Explore the Origins and Principles

To explore the origins and foundational principles of literary criticism, understanding how they have evolved over time.

3. Identify Critical Types

To identify and describe various types of literary criticism and their respective functions in analyzing texts.

4. Examine Major Critical Approaches

To examine major critical approaches and movements in literary criticism, including key theorists and their contributions.

5. Understand Key Concepts

To comprehend and explain key literary and critical terms, recognizing their relevance in the analysis of literature.

6. Analyze Critical Texts

To analyze selected texts from influential critics and theorists, assessing their impact on literary criticism and theory.

7. Develop Critical Thinking Skills

To develop critical thinking and analytical skills by engaging with and critiquing different literary theories and concepts.

Learning Outcomes:

1. Clear Understanding of Literary Criticism

Students will demonstrate a clear understanding of the definition and significance of literary criticism.

2. Knowledge of Historical Context

Students will be able to articulate the origins and principles of literary criticism and how they have shaped contemporary practices.

3. Categorization of Critical Types

Students will categorize and describe various types of literary criticism and explain their respective functions in literary analysis.

4. Familiarity with Key Theorists

Students will be familiar with major critical approaches, such as those of Plato, Aristotle, Wordsworth, and Eliot, and can discuss their contributions.

5. Comprehension of Literary Terms

Students will demonstrate an understanding of key literary and critical terms and their applications in literary discourse.

6. Critical Analysis Skills

Students will effectively analyze and critique selected works of literary criticism, demonstrating an ability to engage with different theoretical perspectives.

7. Enhanced Analytical Capabilities

Students will exhibit improved critical thinking and analytical skills, enabling them to approach literature and criticism with depth and insight.

TOPICS/CONTENTS:

**Unit I: Introduction to literary criticism
Lectures)**

(12 L)

1. Definition
2. Origin
3. Principles
4. Types
5. Functions of literary criticism

**Unit II: Short survey of literary criticism-critical
approaches/movements**

(12 L)

1. Plato's function of poetry
2. Aristotle's theory of imitation
3. Longinus's sources of the sublime
4. William Wordsworth's definition of poetry
5. S T Coleridge's concept of fancy and imagination

**Unit III: Short survey of literary criticism-critical
approach**

(12 L)

1. T S Eliot's concept of tradition
2. I A Richards's four kinds of meaning
3. F R Leavis's concept of completeness of
4. J C Ransom's concept of texture

Unit IV: Literary/Critical Terms

(12 L)

Catharsis, Plot, the sublime, three unities, classic, decorum and nature,
diction, fancy and imagination, author, canon, style, subjective and objective

Mapping of Programme Outcomes with Course Outcomes

Class: T.Y.B.A. (SEM V)

Subject: English

Course: Introduction to Literary Criticism

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	2	3	3	1	1	1	1
CO2	2	1	2	1	2	2	1	2
CO3	3	1	3	3	2	2	2	2
CO4	2	2	2	2	3	2	2	1
CO5	1	1	1	2	2	3	1	1
CO6	1	2	1	1	1	2	3	2
CO7	1	3	1	2	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 life-long 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.

Anekant Education Society's

Tuljaram Chaturchand College of Arts, Science and Commerce, Baramati

(Autonomous)

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
V	ENGSP3503	Appreciating Novel	4

SYLLABUS (CBCS) FOR T.Y.B.A. Special Paper III (S-3)

Appreciating Novel

(w.e. from June 2021)

Academic Year 2021-2022

Class:	T.Y.B.A. Semester-V
Paper Code:	ENGSPL3503
Paper:	English Special Paper III (S-3)
Title of Paper:	Appreciating Novel
Credit:	04
No. of lectures:	48

Learning Objectives:

1. Define the Novel

To define the novel as a literary form and trace its historical development.

2. Identify Elements of the Novel

To identify and analyze the key elements of a novel, including theme, characters, plot, structure, and narrative techniques.

3. Explore Types of Novels

To explore various types of novels, such as epistolary, picaresque, and buildings roman, and understand their characteristics and purposes.

4. Understand Literary Terms

To familiarize students with literary terms related to novels and fiction, enhancing their analytical vocabulary

5. Analyze "Animal Farm"

To critically analyze "Animal Farm," focusing on its themes, characters, and narrative techniques.

6. Connect Theory to Practice

To connect theoretical concepts of the novel to the specific case study of "Animal Farm," examining how Orwell employs various literary elements.

7. Develop Critical Thinking

To develop critical thinking and interpretive skills by evaluating the socio-political messages in "Animal Farm" and their relevance today.

Learning Outcomes:

CO1. Comprehensive Understanding of the Novel

Students will demonstrate a clear understanding of what constitutes a novel and its historical context.

CO2. Elemental Analysis Proficiency

Students will be able to identify and analyze the essential elements of novels, discussing how they contribute to the overall meaning and experience.

CO3. Knowledge of Novel Types

Students will classify and describe different types of novels, providing examples and discussing their significance in literary tradition.

CO4. Familiarity with Literary Terms

Students will exhibit familiarity with key literary terms related to novels and fiction, applying this knowledge in their analyses.

CO5. Critical Engagement with "Animal Farm"

Students will critically engage with "Animal Farm," articulating its themes and character dynamics in relation to Orwell's political commentary.

CO6. Application of Theory to Text

Students will apply theoretical concepts discussed in class to their analysis of "Animal Farm," demonstrating an understanding of how theory informs practice.

CO7. Enhanced Analytical Skills

Students will develop enhanced analytical skills, allowing them to evaluate and interpret literary works with depth and critical insight.

TOPICS/CONTENTS:

A) Theory of Novel

(20 L)

1. What is Novel? A brief history of novel as a literary form
2. Elements of Novel: Theme, Characters, Plot, Structure, Narrative Techniques, Point of view, Conflict, Setting and atmosphere, Dialogue.
3. Types of Novel: epistolary, picaresque, bildungsroman, historical, regional, Psychological, satire, realistic, experimental novel, science fiction
4. In addition to this, other literary terms related to novel/fiction are considered for background study.

B) Animal Farm – George Orwell

(24 L)

Mapping of Programme Outcomes with Course Outcomes

Class: T.Y.B.A. (SEM.V)

Subject: English

Course: Appreciating Novel

Course Code: ENGSPL3503

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	2	3	1	1	1	3
CO2	1	2	2	1	2	2	2	2
CO3	1	2	1	3	2	1	1	2
CO4	1	2	2	2	1	2	1	1
CO5	1	1	1	2	2	2	1	1
CO6	2	1	1	1	1	2	1	2
CO7	3	1	2	1	2	3	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.

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