

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>
V	UAEN351	Compulsory English	4

**SYLLABUS (CBCS) FOR T.Y.B.A. PAPER- COMPULSORY ENGLISH**  
**(w. e. from June 2024-25)**  
**Academic Year 2024-2025**

<b>Class:</b>	<b>T.Y.B.A. (Semester- V)</b>
<b>Paper Code:</b>	<b>UAEN351</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 Literary Themes:** Students will analyze and discuss the central themes and moral lessons in selected literary works, including those by Gandhi, Shaw, O. Henry, Tolstoy, Shakespeare, Keats, Tennyson, and Browning.
2. **Interpret Literary Techniques:** Students will identify and interpret various literary devices and techniques used in poetry and prose, enhancing their appreciation of the texts.
3. **Evaluate Character Development:** Students will evaluate character motivations and development within the narratives of the selected literary works.
4. **Enhance Grammar Proficiency:** Students will demonstrate the ability to transform sentences across different types (declarative, interrogative, imperative, and exclamatory) while maintaining grammatical accuracy.
5. **Understand Communication Theory:** Students will articulate the fundamental concepts of communication, including definitions, processes, and types.
6. **Develop Effective Communication Skills:** Students will apply strategies for effective communication in both written and verbal formats, utilizing tips and techniques discussed in class.
7. **Engage in Critical Discussions:** Students will participate in discussions that critically engage with the texts and concepts covered, fostering collaborative learning and diverse perspectives.

**Learning Outcomes:**

**CO 1. Thematic Understanding:** By the end of the course, students will demonstrate a nuanced understanding of the themes in selected literary works, articulating how these themes reflect societal values and human experiences.

**CO 2. Literary Analysis:** Students will successfully analyze the use of literary devices in poetry and prose, explaining how these devices contribute to overall meaning and impact.

**CO 3. Character Insights:** Students will be able to provide insightful evaluations of character arcs and motivations, supporting their analyses with textual evidence.

**CO 4. Sentence Transformation Skills:** Students will effectively transform sentences across all four types, showcasing a strong grasp of grammar and syntax.

**CO 5. Communication Framework:** Students will clearly explain the components of the communication process and classify various types of communication, demonstrating their understanding of how communication functions.

**CO 6. Practical Application of Skills:** Students will exhibit improved verbal and written communication skills, applying techniques learned in class to present ideas clearly and persuasively.

**CO 7. Collaborative Engagement:** Students will actively engage in group discussions, contributing thoughtful insights and critiques on the readings, and demonstrating the ability to listen and respond to peers constructively.

## **TOPICS/CONTENTS:**

### **A) Literature:**

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**

#### **1. Transformation of Sentences**

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

#### **2. An Introduction to Communication Skills**

- 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: TYBA (SEM V)

Subject: English

Course: Compulsory English

Course Code: UAEN351

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	1
CO2	2	1	1	1	1	2	2	2
CO3	1	1	2	3	2	1	1	1
CO4	1	2	2	1	1	1	1	1
CO5	1	1	1	1	2	1	1	1
CO6	2	2	1	1	1	2	2	2
CO7	1	1	2	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 lifelong learning because the prose, poetry articles propel the students to the afore said goals as they acquire thirst for the language.

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. General English (G-3)**

**Paper: Advanced Study of English Language and Literature (w.e.f-2024)**

<b>Semester</b>	<b>Paper Code</b>	<b>Title of Paper</b>	<b>No. of Credits</b>
V	UAEN352	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 2024)**  
**Academic Year 2024-2025**

**Class:** T.Y.B.A. (Semester- V)  
**Paper Code:** UAEN352  
**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 Literary Themes:** Students will analyze and discuss the central themes and moral lessons in selected literary works, including those by Gandhi, Shaw, O. Henry, Tolstoy, Shakespeare, Keats, Tennyson, and Browning.
2. **Interpret Literary Techniques:** Students will identify and interpret various literary devices and techniques used in poetry and prose, enhancing their appreciation of the texts.
3. **Evaluate Character Development:** Students will evaluate character motivations and development within the narratives of the selected literary works.
4. **Enhance Grammar Proficiency:** Students will demonstrate the ability to transform sentences across different types (declarative, interrogative, imperative, and exclamatory) while maintaining grammatical accuracy.
5. **Understand Communication Theory:** Students will articulate the fundamental concepts of communication, including definitions, processes, and types.
6. **Develop Effective Communication Skills:** Students will apply strategies for effective communication in both written and verbal formats, utilizing tips and techniques discussed in class.
7. **Engage in Critical Discussions:** Students will participate in discussions that critically engage with the texts and concepts covered, fostering collaborative learning and diverse perspectives.

**Learning Outcomes:**

**CO 1. Thematic Understanding:** By the end of the course, students will demonstrate a nuanced understanding of the themes in selected literary works, articulating how these themes reflect societal values and human experiences.

**CO 2. Literary Analysis:** Students will successfully analyze the use of literary devices in poetry and prose, explaining how these devices contribute to overall meaning and impact.

**CO 3. Character Insights:** Students will be able to provide insightful evaluations of character arcs and motivations, supporting their analyses with textual evidence.

**CO 4. Sentence Transformation Skills:** Students will effectively transform sentences across all four types, showcasing a strong grasp of grammar and syntax.

**CO 5. Communication Framework:** Students will clearly explain the components of the communication process and classify various types of communication, demonstrating their understanding of how communication functions.

**CO 6. Practical Application of Skills:** Students will exhibit improved verbal and written communication skills, applying techniques learned in class to present ideas clearly and persuasively.

**CO 7. Collaborative Engagement:** Students will actively engage in group discussions, contributing thoughtful insights and critiques on the readings, and demonstrating the ability to listen and respond to peers constructively.

## **TOPICS/CONTENTS:**

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

Following poems only:

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

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

### **1. Syntax**

- 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, Parts of Clauses: 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

Types of Sentences: Functional Classification-(affirmatives/interrogatives/imperatives) Wh– questions, Yes- No Questions, Tag Questions, Negative Sentences, Do-sup



## Mapping of Programme Outcomes with Course Outcomes

Class: TYBA (SEM V)

Subject: English

Course: Advanced Study of English Language and Literature

Course Code: UAEN352

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

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.

\*\*\*

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 2024)**

<b>Semester</b>	<b>Paper Code</b>	<b>Title of Paper</b>	<b>No. of Credits</b>
V	UAEN353	Appreciating Novel	4

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

### Appreciating Novel (w.e. from June 2021) Academic Year 2024-2025

<b>Class:</b>	<b>T.Y.B.A. (Semester- V)</b>
<b>Paper Code:</b>	<b>ENGSP3503</b>
<b>Paper:</b>	<b>English Special Paper III(S-3)</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. **Understand the Novel as a Form:** Students will gain an understanding of the novel as a literary form, including its historical development and key characteristics.
2. **Analyze Novel Elements:** Students will analyze the fundamental elements of a novel, such as theme, characters, plot, and narrative techniques, and how these elements contribute to the overall meaning of a work.
3. **Explore Types of Novels:** Students will identify and differentiate between various types of novels, such as epistolary, bildungsroman, and satire, understanding their unique features and purposes.
4. **Examine Literary Terms:** Students will familiarize themselves with literary terms related to novels and fiction, enhancing their analytical vocabulary.
5. **Interpret "Animal Farm":** Students will critically read and interpret "Animal Farm," examining its themes, characters, and narrative structure in the context of the novel's historical and political implications.
6. **Evaluate Character Development and Conflict:** Students will evaluate how character development and conflict shape the narrative and themes in "Animal Farm."
7. **Engage in Critical Discussions:** Students will participate in discussions about the elements of the novel and the specific insights gained from "Animal Farm," fostering collaborative analysis and diverse perspectives.

#### Learning Outcomes:

**CO 1. Comprehension of Novel History:** By the end of the course, students will demonstrate a comprehensive understanding of the evolution of the novel as a literary form and its significance in literature.

**CO 2. Analytical Skills in Novel Elements:** Students will effectively analyze and articulate how various elements of novels interact to create meaning, using examples from "Animal Farm" and other texts.

**CO 3. Identification of Novel Types:** Students will successfully categorize different types of novels, demonstrating their understanding of each type's characteristics and significance.

**CO 4. Familiarity with Literary Terminology:** Students will accurately use and explain relevant literary terms associated with novels and fiction, enhancing their critical vocabulary.

**CO 5. Critical Interpretation of "Animal Farm":** Students will provide a nuanced interpretation of "Animal Farm," discussing its themes and their relevance to real-world political and social issues.

**CO 6. Analysis of Character and Conflict:** Students will demonstrate the ability to analyze character arcs and conflicts within "Animal Farm," supporting their arguments with textual evidence.

**CO 7. Collaborative Analytical Skills:** Students will engage in thoughtful discussions and debates about the elements of novels and "Animal Farm," contributing to a richer understanding of the texts and their implications.

**TOPICS/ CONTENTS:**

**A) Theory of Novel**

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

**B) Animal Farm-George Orwell**

\*\*\*

## Mapping of Programme Outcomes with Course Outcomes

Class: TYBA (SEM V)

Subject: English

Course: Appreciating Novel

Course Code: UAEN353

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

\*\*\*

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>
V	UAEN354	Introduction to Literary Criticism	4



**SYLLABUS (CBCS) FOR T.Y.B.A. Special Paper IV  
(w. e. from June 2024)**

**Academic Year 2024-2025**

<b>Class</b>	<b>: T. Y.B.A. Sem V</b>
<b>Paper Code</b>	<b>: UAEN354</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. **Foundational Understanding:** Gain a comprehensive understanding of the definition, origin, principles, types, and functions of literary criticism.
2. **Historical Context:** Explore the historical development of literary criticism through key thinkers and movements, emphasizing their contributions to literary theory.
3. **Analytical Skills:** Develop analytical skills by engaging with the critical approaches of Plato, Aristotle, Longinus, Wordsworth, and Coleridge.
4. **Modern Perspectives:** Examine modern literary criticism through the works of T.S. Eliot, I.A. Richards, Cleanth Brooks, and Marxist critics, understanding their impact on literary analysis.
5. **Terminology Familiarity:** Familiarize students with essential literary and critical terms that form the basis of literary analysis and criticism.
6. **Comparative Analysis:** Encourage comparative analysis of different critical theories and their application to literature.
7. **Critical Thinking:** Cultivate critical thinking skills through the examination and evaluation of various literary theories and their relevance to contemporary literature.

**Learning Outcomes:**

**CO 1. Conceptual Clarity:** Students will clearly articulate the definition, origin, principles, types, and functions of literary criticism, demonstrating foundational knowledge in the field.

**CO 2. Historical Awareness:** Students will trace the evolution of literary criticism, identifying key figures and their contributions, and situating them within the broader historical context.

**CO 3. Critical Analysis:** Students will analyze and interpret the critical approaches of major literary theorists, discussing their significance and applicability to various texts.

**CO 4. Modern Critique Application:** Students will critically evaluate modern literary theories proposed by T.S. Eliot, I.A. Richards, Cleanth Brooks, and Marxist critics, applying these theories to contemporary literary works.

**CO 5. Terminology Proficiency:** Students will define and explain essential literary and critical terms, demonstrating their understanding of how these concepts are applied in literary analysis.

**CO 6. Comparative Critique:** Students will compare and contrast different literary theories, evaluating their strengths and weaknesses in relation to specific texts or literary movements.

**CO 7. Enhanced Critical Thinking:** Students will engage in thoughtful discussion and writing that reflects critical thinking about literature and its criticism, showcasing their ability to synthesize information and form coherent arguments.

## **TOPICS/CONTENTS:**

### **Unit-I:**

Introduction to literary criticism

- Definition
- Origin
- Principles
- Types
- Functions of literary criticism

### **Unit-II:**

Short survey of literary criticism-critical approaches/movements

- 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

- 1) T S Eliot's concept of tradition
- 2) I A Richards's four kinds of meaning
- 3) Cleanth Brooks concept of paradox as language of poetry
- 4) Alienation according to Marxist critics

### **Unit-IV:** Literary/Critical Terms:

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: TYBA (SEM V)

Subject: English

Course: Introduction to Literary Criticism

Course Code: UAEN354

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

\*\*\*