

Anekant Education Society's

Tuljaram Chaturchand College of Arts, Science and Commerce, Baramati

Autonomous

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

Semester	Paper Code	Title of Paper	No. of Credits
VI	UAEN361	Compulsory English	4

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

(w. e. from June 2024-25)

Academic Year 2024-2025

Name of the Programme:	English
Program Code:	UAEN
Class:	TYBA
Semester:	VI
Course Name:	Compulsory English
Course Code:	UAEN 361
No. of Lectures:	48
No. of Credit:	03

Learning Objectives:

1. To introduce students to the best uses of language in literature.
2. To familiarize students with the communicative power of English.
3. To enable students to become competent users of English in real life situations.
4. To expose students to varied cultural experiences through literature.
5. To contribute to their overall personality development by improving their communicative and soft skills.
6. To develop integrated view about language and literature in them.
7. To expose them to native cultural experiences and situations in order to develop human values and social awareness.

Learning Outcomes:

- CO 1.** The students learn the best uses of language in literature.
- CO 2.** The students learn the communicative power of English.
- CO 3.** The Students become the competent users of English in the real-life situations.
- CO 4.** The students acknowledge varied cultural experiences through literature.
- CO 5.** The students improve their communication and soft skills.
- CO 6.** Students learn language skills.
- CO 7.** They get know about human values in English literature.

Topics:

A) Literature:

(16 L)

1. On the Rule of the Road- A. G. Gardiner
2. The Pleasure of Ignorance-Robert Lynd
3. The Selfish Giant-Oscar Wilde
4. The Diamond Necklace-Guy de Maupassant
5. Afterwards-Thomas Hardy
6. The Ballad of Father Gilligan- W. B. Yeats
7. If-Rudyard Kipling
8. A Psalm of Life- Henry Wordsworth Longfellow

B) Grammar and Communication Skills

(16 L)

1. Presentation Skills

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

2. An Introduction to Soft Skills

(16 L)

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

Mapping of Programme Outcomes with Course Outcomes

Class: TYBA (Sem VI)

Course: Compulsory English

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

Subject: English

Course Code: UAEN361

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	1	2	3	2	2	2	3
CO2	2	3	2	2	3	2	2	1
CO3	2	2	2	2	2	3	3	2
CO4	2	1	2	2	2	2	2	3
CO5	2	2	2	2	1	3	2	1
CO6	1	1	2	2	2	2	2	2
CO7	1	1	3	2	2	3	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 aforesaid goals as they acquire thirst for the language.

PO7: Environmental Sustainability:

CO5: The students learn about environment and sustainability as the prose an article direct the attention of the learners to the aforementioned 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. General English (G-3)

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

Semester	Paper Code	Title of Paper	No. of Credits
VI	UAEN362	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

Name of the Program:	English
Program Code:	UAEN
Class:	T.Y.B.A
Semester:	VI
Course Name:	Advanced Study of English Language and Literature
Course Code:	UAEN362
No. of Lectures:	48
No of Credits:	03

Learning Objectives:

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

Learning Outcomes:

- CO 1.** The students acknowledge different cultural experiences through literature.
- CO 2.** The students learn the creative power of English language and appreciate its beauty.
- CO 3.** The students learn the critical appreciation of a poem.
- CO 4.** The students learn English language through literature and vice versa.
- CO 5.** The students acquaint with the advanced study of language through different levels
- CO 6.** The students will be able to understand English language with its multitasking meaning
- CO 7.** The students will be able to accomplish language according to its functions

TOPICS/CONTENTS:

Literature

Poetry

(16 L)

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

Language

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

I) Semantics

(16 L)

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

II) Pragmatics

(16 L)

1. What is Pragmatics?
 - a. Speech Acts: Types
 - b.Austin’s typology-Locutionary , Illocutionary, Perlocutionary.
 - c.Searle’s typology–the six types
 - d.Direct and Indirect Speech Acts
2. The Co-operative Principle and Its Maxims
3. The Politeness Principle and Its Maxim

Reference:

1. Aspects of Indian Writing in English—ed.M.K.Naik,(Delhi:Macmillan,1979)
2. Problems of Indian Creative Writer in English– C.Paul Verghese,(SomaiyaPublications:1971)
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.Shahaneand M.Sivramkrishna
(Delhi: Macmillan, 1980)
5. A History of Indian Literature in English—ed.Arvind Krishna Mehrotra,(NewYork: Columbia
University Press,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 Krishnaswamy (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)
13. Making Sense of English:A Textbook of Sounds, Words and Grammar—M.A.Yadugiri (New
Delhi: Viva BooksPvt.Ltd.,2006)

Mapping of Program Outcomes with Course Outcomes

Class: TYBA (SEM VI)

Subject: English

Course: Advanced Study of English Language and Literature **Course Code:** UAEN362

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

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	1	2	3	2	2	2	3
CO2	1	3	2	2	1	2	2	1
CO3	2	2	1	2	2	3	3	2
CO4	3	2	2	2	2	2	2	3
CO5	2	2	2	2	1	1	1	1
CO6	3	3	2	2	2	2	2	2
CO7	1	1	3	2	2	3	1	2

Justification for the mapping

PO1: Goal towards Nationality:

CO1: The students understand nationality through the development of social awareness because the selected poetry explains the social awareness

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.

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

Paper: Appreciating Novel (w. e. from June 2024)

Semester	Paper Code	Title of Paper	No. of Credits
VI	UAEN363	Appreciating Novel	4

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

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

**CBCS Syllabus for TYBA
(2022 Pattern)**

Name of the Programme:	TYBA English
Program Code:	UAEN
Class:	T.Y.B.A.
Semester:	VI
Course Name:	Appreciating Novel-II
Course Code:	UAEN 363
No. of Lectures:	48
No. of Credits:	03

Course Objectives:

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

Course Outcomes:

- CO 1.** The students acknowledge different cultural experiences through literature.
CO 2. The students learn the creative power of English language and appreciate its beauty.
CO 3. The students learn the critical appreciation of novels.
CO 4. The students learn English language through literature and vice versa.
CO 5. Students' literary and linguistic competence is enhanced.
CO 6. Students will be able to cultivate literary sensibility.
CO 7. Literary texts instill and develop human concern in students.

TOPICS/CONTENTS:

1)Pride and Prejudice: Jane Austen (24 L)

2) The Guide: R K. Narayan (24 L)

Mapping of Programme Outcomes with Course Outcomes

Class: TYBA (SEM VI)

Subject: English

Course: Appreciating Novel

Course Code: UAEN 363

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

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	1	2	3	2	2	2	2
CO2	1	3	2	2	3	2	2	1
CO3	2	2	2	2	2	3	3	2
CO4	2	2	2	1	3	2	2	3
CO5	2	2	2	2	1	1	2	1
CO6	1	3	2	2	2	2	2	2
CO7	1	1	3	1	2	3	1	2

Justification for the mapping

PO2: Effective Citizenship and Ethics:

CO4: The students are ingrained with effective citizenship and ethics through paragraph articles, which 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 the functionality of the English language through strong prose articles which are written in good English.

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 gain self-direction and lifelong learning because the prose and poetry articles propel them to the aforesaid goals as they acquire a thirst for the language.

PO7: Environment and Sustainability:

CO5: The students learn about the environment and sustainability, as the prose articles direct the learners' attention to the afore-mentioned goals and motivate them to take positive action.

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 in these areas.

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

Semester	Paper Code	Title of Paper	No. of Credits
VI	UAEN364	Introduction to Literary Criticism	4

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

Academic Year 2024-2025

Name of the Programme:	English
Program Code:	UAEN
Class:	T.Y.B.A.
Semester:	VI
Course Name:	Introduction to Literary Criticism
Course Code:	UAEN 364
No. of Lectures:	48
No. of Credits:	03

Learning Objectives:

1. To make them aware of the nature and development of criticism
2. To make them familiar with the significant critical approaches and terms
3. To encourage students to interpret literary works in the light of the critical approaches.
4. To develop aptitude for critical analysis.
5. To compare and contrast texts and authors.
6. To challenge assumptions and exploring multiple perspectives.
7. To enhance readers' understanding and enjoyment of a text.

Learning Outcomes:

CO 1. The students understand functionality of English language through strong prose articles as the prose articles are in good English language.

CO 2. The students acquire critical thinking and problem-solving skills because they come to know language thoroughly and at a deep level.

CO 3. The students comprehend functionality of English grammar, which is part of the disciplinary knowledge of the language through extensive grammar.

CO 4. The students understand social competence through prose articles because the prose articles are based on socio-cultural issues.

CO 5. The students acquire personal and professional competence because they acquire linguistic competence through practice exercises in Newspaper Advertisement.

CO 6. The students get self-direction and lifelong learning because the prose, poetry articles propel the students to the aforesaid goals as they acquire thirst for the language.

CO 7. The students acquire critical thinking and problem-solving skills because the language games make them competent for the same.

TOPICS/CONTENTS:

Unit-I: Critical Essays (12 L)

- 1) John Dryden's essay on Dramatic Poesy
- 1) 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 of poems, passages from novels and plays, etc. (12 L)

Poems, Prose passages from the prescribed poems and novels

Reference:

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

Mapping of Program Outcomes with Course Outcomes

Class: TYBA (SemVI)

Subject: English

Course: Introduction to Literary Criticism

Course Code: UAEN364

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

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	1	2	1	2	2	2	3
CO2	1	3	2	2	3	2	2	2
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CO4	2	1	2	1	2	2	2	3
CO5	2	2	2	2	1	1	1	1
CO6	1	3	2	2	2	2	2	2
CO7	2	1	1	2	2	3	1	2

Justification for the Mapping

PO1: Critical Thinking and Problem Solving:

CO2: The students acquire critical thinking and problem-solving skills because they come to know the 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.

PO2: Effective Citizenship and Ethics:

CO4: The students are ingrained with effective citizenship and ethics through paragraph articles, which 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 aforesaid goals as they acquire thirst for the language.

PO7: Environment and Sustainability:

CO5: The students learn about the environment and sustainability as the prose articles direct the learners' attention to the aforementioned goals and motivate them to take positive action.
