

Savitribai Phule Pune University



Under Graduate Programme in English (Faculty of Humanities)

Syllabus of T.Y.BA. English

(As Per National Education Policy (NEP 2020))

For Colleges Affiliated to Savitribai Phule Pune University

To Be Implemented from the Academic Year 2026-27

Board of Studies in English
Savitribai Phule Pune University

PROGRAMME STRUCTURE

SEMESTER V

Vertical	Credits	Course Code	Title	Total teaching/ learning hours	No. of lecture per week
Major Core	4	ENG-301-MJ	Appreciating Novel	60	4
	2	ENG-302-MJ	Linguistics: Theory and Practice	30	2
	2	ENG-303-MJP	Linguistics: Theory and Practice (Practical)	60	4
	2	ENG-304-MJ	Introduction to Literary Criticism	30	2
	2	ENG-305-MJP	Introduction to Literary Criticism (Practical)	60	4
Major Elective	2	ENG-310-MJE	Studying Autobiography	30	2
	2	ENG-311-MJEP	Studying Autobiography (Practical)	60	4
	2	ENG-312-MJE	Studying Short Story	30	2
	2	ENG-313-MJEP	Studying Short Story (Practical)	60	4
VSC	2	ENG-321-VSC	English for Employability Skills	30	2
FP	2	ENG-331-FP	Digital Humanities (Practical)	60	4
Minor	2	ENG-391-MN	Travel Literature	30	2

SEMESTER VI

Vertical	Credits	Course Code	Title	Total teaching/ learning hours	No. of lecture per week
Major Core	4	ENG-351-MJ	Appreciating Novel	60	4
	2	ENG-352-MJ	Linguistics: Theory and Practice	30	2
	2	ENG-353-MJP	Linguistics: Theory and Practice (Practical)	60	4
	2	ENG-354-MJ	Introduction to Literary Criticism	30	2
	2	ENG-355-MJP	Introduction to Literary Criticism (Practical)	60	4
Major Elective	2	ENG-360-MJE	Studying Memoir	30	2
	2	ENG-361-MJEP	Studying Memoir (Practical)	60	4
	2	ENG-362-MJE	Studying One Act Play	30	2
	2	ENG-363-MJEP	Studying One Act Play (Practical)	60	4
VSC	2	ENG-371-VSC	English for Employability Skills (Practical)	60	4
OJT	4	ENG-381-OJT	On Job Training (Practical)	120	8

MJ: Major Core, MJP: Major Practical, MJE: Major Elective, MJEP: Major Elective Practical, VSC: Vocational Skill Course, FP: Field Project, MN: Minor, OJT: On Job Training

Important Note: Except Major Core Paper Appreciating Novel & Minor Paper Travel Literature, all other papers have both theory and practical components.

In Major Elective Paper, students must choose any one of the two papers prescribed:

i) Studying Autobiography and Memoir, ii) Studying Short Story and One Act Play

PROGRAMME OUTCOMES (POs)

Following skills will be developed in students after the successful completion of this programme:

- **PO 1 Disciplinary Knowledge**

Students will understand the basics of English language and literature.

- **PO 2 Communication Skills**

Students will become aware of the basic language skills like listening, speaking, reading, writing

- **PO 3 Critical Thinking**

Critical thinking will be developed.

- **PO 4 Problem Solving**

Students will try to find out solutions of social, cultural, political, economic and linguistic problems.

- **PO 5 Analytical reasoning**

Students will learn to objectively appreciate and analyze the data.

- **PO 6 Research related Skills**

Qualities of good research will develop in students.

- **PO 7 Cooperation / Team work**

Students will learn to work as a team for success.

- **PO 8 Scientific reasoning**

Students will scientifically examine and present the data available to them.

- **PO 9 Reflective thinking**

Students will develop the ability to think deeply and seriously.

- **PO 10 Self-directed learning**

Students will be encouraged for self-study.

- **PO 11 Information / Digital literacy**

Students will learn using audio-visual aids.

- **PO 12 Multicultural Competence**

Students will be able to know cultural diversity.

- **PO 13 Moral / Ethical Values**

Students will be able to develop moral and ethical values.

- **PO 14 Leadership Readiness**

Students will develop leadership qualities.

- **PO 15 Life-long learning**

Students will develop life-long interest in learning.

PROGRAM SPECIFIC OUTCOMES (PSOs)

- **PSO 1 Domain Knowledge**
Students will know and apply various basic concepts of English language and literature.
- **PSO 2 Professional Skills**
Students will acquire language skills and apply them in the digital mode.
- **PSO 3 Research**
Students will be motivated to undertake research.
- **PSO 4 Social Responsibility**
Students will become aware of social responsibilities.
- **PSO 5 Personality Development**
This will help develop the personality of students.

- **Evaluation Pattern for 4 Credits:**
- **Internal Evaluation: 30 Marks**
- **External Semester End Evaluation: 70 Marks**

- **Evaluation Pattern for 2 Credits:**
- **Internal Evaluation: 15 Marks**
- **External Semester End Evaluation: 35 Marks**

SEMESTER - V

Paper: ENG-301-MJ Appreciating Novel

- 1. Name of the Programme: BA English**
- 2. Class: TYBA**
- 3. Name of the Course: Appreciating Novel**
- 4. Semester: V**
- 5. Course Type: Major Core Theory**
- 6. Course Code: ENG-301-MJ**
- 7. No. of Hours: 60**
- 8. No. of Credits: 4T**

Rationale:

The novel is one of the most important literary genres as it presents human experiences, social realities, and cultural changes in an imaginative and artistic manner. The study of novels helps students understand life, society, identity, and human relationships while developing critical thinking and interpretative skills. As a major form of literature, the novel also introduces learners to diverse cultures, historical contexts, and perspectives.

The course, *Appreciating Novel* is designed to familiarize students with the nature, development, elements, and types of novels through theoretical understanding and close textual study. It aims to develop students' analytical abilities by introducing them to narrative techniques, characterization, plot, theme, and point of view.

The prescribed texts represent diverse literary traditions and socio-cultural concerns. *Nineteen Eighty-Four* introduces students to dystopian fiction and explores themes of totalitarianism, surveillance, power, and individual freedom. *The White Tiger* examines class inequality, social mobility, corruption, and contemporary Indian society. *Beloved* deals with race, memory, trauma, and the legacy of slavery in America.

Overall, the course encourages literary appreciation, comparative understanding, critical analysis, and effective academic communication while helping students appreciate the diversity and richness of the novel as a literary form.

Course Outcome:

At the end of the course, students will:

1. Understand the nature and development of the novel.
2. Analyze the elements and types of novels.
3. Critically appreciate *Nineteen Eighty-Four*, *The White Tiger* and *Beloved*.
4. Compare literary texts from different cultural contexts.
5. Develop critical thinking and analytical writing skills.

Course Contents

Unit I: Theory of Novel

30 Clock Hours

1. Definition and evolution of the novel
2. Elements of the Novel:
 - o Plot, Character, Theme
 - o Narrative Techniques & Point of View
 - o Setting, Conflict, Structure
3. Types of Novels:
 - o Bildungsroman
 - o Realistic Novel
 - o Psychological Novel
 - o Historical Novel
 - o Postcolonial Novel
 - o Science Fiction
 - o Dystopian Fiction
4. Key Literary Terms related to fiction

Unit II: Text

30 Clock Hours

Nineteen Eighty-Four by George Orwell

Reference Books:

- 1) Abrams, M. H. and Geoffrey Galt Harpham. *A Glossary of Literary Terms*. Cengage Learning, 2015.
- 2) Adiga, Aravind. *The White Tiger*. HarperCollins India, 2008.
- 3) Afzal-Khan. Fawzia, *Cultural Imperialism and the Indo-English Novel: Genre and Ideology in R. K. Narayan, Anita Desai, Kamala Markandaya, and Salman Rushdie*. Pennsylvania State University Press, 1993.
- 4) Allen, Walter. *The English Novel*. London, 1954.
- 5) Bery, Ashok (Ed.) *Toni Morrison*. Viva Books, New Delhi, 2009.
- 6) Booker, M. Keith. *The Dystopian Impulse in Modern Literature: Fiction as Social Criticism*. Greenwood Press, 1994.
- 7) Bulson, Eric (Ed.) *The Cambridge Companion to the Novel*. Cambridge University Press, 2018.
- 8) Chase, Richard. *The American Novel and Its Tradition*. New York, 1957.
- 9) Childs, Peter and Patrick Williams. *An Introduction to Post-Colonial Theory*. Routledge, 2014.

- 10) Crick, Bernard. *George Orwell: A Life*. Penguin Books, 1992.
- 11) Davis, Lennard J., *Factual Fictions: The Origins of the English Novel*. Columbia University Press, New York, 1983.
- 12) Day, Geoffrey, *From Fiction to the Novel*. Routledge, London, 1987.
- 13) Eagleton, Terry, *The English Novel: An Introduction*. Blackwell, 2005.
- 14) Forster, E. M., *Aspects of the Novel*. Harcourt Brace, 1955.
- 15) Greenberg, Jonathan, *Modernism, Satire and the Novel*. Cambridge University Press, 2011.
- 16) Head, Dominic, *The Cambridge Introduction to Modern British Fiction, 1950–2000*. Cambridge University Press, 2002.
- 17) Innes, C. L., *The Cambridge Introduction to Postcolonial Literatures in English*. Cambridge University Press, 2007.
- 18) Kermode, Frank, *The Sense of an Ending: Studies in the Theory of Fiction*. Oxford University Press, 2000.
- 19) Kettle, Arnold, *An Introduction to the English Novel (2 Vols.)*. Hutchinson, London, 1951.
- 20) Matz, Jesse, *The Modern Novel: A Short Introduction*. Blackwell, 2004.
- 21) McKay, Nellie Y. (Ed.), *Critical Essays on Toni Morrison*. G. K. Hall & Co., 1988.
- 22) McLeod, John, *Beginning Postcolonialism*. Manchester University Press, 2010.
- 23) Mukherjee, Meenakshi, *Realism and Reality: The Novel and Society in India*. Oxford University Press, Delhi, 1985.
- 24) Mukherji, Meenakshi, *The Twice Born Fiction*. Heinemann Educational Books, New Delhi, 1971.
- 25) Mullan, John, *How the Novel Works*. Oxford University Press, 2006.
- 26) Nadel, Ira Bruce, *Biography: Fiction, Fact and Form*. Macmillan, London, 1984.
- 27) Rigney, Barbara Hill, *The Voices of Toni Morrison*. Ohio State University Press, 1991.
- 28) Rimmon-Kenan, Shlomith, *Narrative Fiction: Contemporary Poetics*. Routledge, 2002.
- 29) Rodden, John (Ed.), *The Cambridge Companion to George Orwell*. Cambridge University Press, 2007.
- 30) Sebastian, A. J. and N. D. R. Chandra, *Literary Terms in Fiction and Prose*. Authors Press, 2004.
- 31) Shaffer, Brian W., *Reading the Novel in English, 1950–2000*. Blackwell Publishing, 2006.
- 32) Watt, Ian, *The Rise of the Novel*. Chatto & Windus, London, 1957.
- 33) Wiemann, Dirk, *Genres of Modernity: Contemporary Indian Novels in English*. Rodopi, Amsterdam–New York, 2008.

Question paper Pattern
(2024 Pattern as per NEP 2020)

(70-Semester-End Exam & 30-Internal Evaluation)

Major Core

Semester V

Title of the Paper: ENG-301-MJ Appreciating Novel (Theory)

Examination	Total Marks	Minimum Marks for Passing Total Credits	Total Credits
Internal Assessment	30	12	4
Semester End Exam	70	28	
Total Marks	100	40	

a) Internal Evaluation Total Marks: 30

- Journal/ Project/ Home assignments Marks – 10
- Written Test Marks – 20

b) Semester-end External Exam Pattern Hours: 3 hrs. Marks: 70

- Q.1) Attempt the following questions (Any 3 out of 5) 15 Marks
(Short-answer questions based on the history/background/elements of Novel)
- Q.2) Attempt the following questions (Any 3 out of 5) 15 Marks
(Short-answer questions based on the types of Novel)
- Q.3) Attempt the following questions (Any 3 out of 5) 15 Marks
(Questions based on the Novel, *Nineteen Eighty-Four*)
- Q.4) Attempt the following questions (Any 3 out of 5) 15 Marks
(Questions based on the Novel, *Nineteen Eighty-Four*)
- Q.5) Attempt the following question (Any 1 out of 2) 10 Marks
(Questions based on the Novel, *Nineteen Eighty-Four*)

Paper: ENG-302-MJ Linguistics: Theory and Practice
Textbook: *Illumination: Theory and Practice of Language*
Orient Black Swan, 2026

- 1. Name of the Programme: BA English**
- 2. Class: TYBA**
- 3. Name of the Course: Linguistics: Theory and Practice**
- 4. Semester: V**
- 5. Course Type: Major Core**
- 6. Course Code: ENG-302-MJ**
- 7. No. of Hours: 30**
- 8. No. of Credits: 2T**

Rationale:

Linguistics has an immense relevance in the contemporary world. In an era marked by globalization, digital communication, and cultural multiplicity, understanding how language works has become more important than ever. Various branches of linguistics develop analytical and critical thinking skills. The students will learn different structural patterns and the use of language in multiple contexts, besides drawing logical conclusions that are valuable across different walks of life.

In conclusion, the relevance of linguistics today extends beyond the study of language itself. It is inclusive of education, technology, culture, and society, making it an essential area of English studies in the modern world.

Course Outcome:

At the end of the course, the students will:

CO 1: gain a deep understanding of the different branches of linguistics.

CO 2: be able to analyze the structure of the English language.

CO 3: study the semantic aspects of the language in use.

CO 4: interpret the English language in its contexts.

CO 5: acquire linguistic skills that will support further academic research.

Course Contents

Unit I: Branches of Linguistics: A Review

15 Clock Hours

1. Phonetics	7. Historical Linguistics
2. Phonology	8. Sociolinguistics
3. Morphology	9. Psycholinguistics
4. Syntax	10. Computational Linguistics
5. Semantics	11. Applied Linguistics
6. Pragmatics	

Unit II: Syntax

15 Clock Hours

1. Phrase Structure Rules
2. Types of Phrases
3. Clauses
4. Parts of Clauses
5. Types of Sentences

Practical

Paper: ENG-303-MJP Linguistics: Theory and Practice

Credits: 2

Hours: 60

Course Contents

Unit I: Practical-I

30 Clock Hours

(Expressing Likes, Dislikes, Hopes, Wishes, Regrets, Concerns, Sympathy, Condolences etc.)

Unit II: Practical-II

30 Clock Hours

(Expressing Quantity, Manner, Frequency, Assuming, Inferring, Comparisons, Words and Actions etc.)

Reference Books:

1. Andrew Radford et al. *Linguistics: An Introduction* CUP (2009)
2. Betty J. Birner, *Introduction to Pragmatics*, Wiley-Blackwell (2013)
3. David Crystal, *How Language Works* Penguin Books (2005)
4. George Yule, *The Study of Language* CUP (2006)
5. James R. Hurford, Brendan Heasley, & Michael B. Smith, *Semantics: A Coursebook* CUP (1983)
6. Mark Aronoff & Janie Rees-Miller (Editors), *The Handbook of Linguistics* Blackwell Publishers, (2001)
7. Noam Chomsky, *Syntactic Structures*, Mouton & Co. (1957)
8. Paul de Lacy *The Cambridge Handbook of Phonology* CUP (2007)
9. P.H. Matthews. *The Concise Oxford Dictionary of Linguistics* OUP (1997)
10. Sadanand Kamlesh, Punitha Susheela, *Spoken English*, Orient BlackSwan (2008)
11. Steven Pinker, *The Language Instinct*, William Morrow & Co. (1994)
12. Victoria Fromkin, Robert Rodman, & Nina Hyams, *An Introduction to Language* (1992)

Question paper Pattern (2024 Pattern as per NEP 2020)
(70-Semester-End Exam & 30-Internal Evaluation) Major Core
Semester V

Title of the Paper: ENG-303-MJP Linguistics: Theory and Practice (Practical)

Examination	Total Marks	Minimum Marks for Passing	Total Credits
Internal Assessment	15	06	2
Semester End Exam	35	14	
Total Marks	50	20	

Paper Pattern

a) Internal Evaluation Marks 15

- Practical Journal/ Project/ Home assignments/Written test Marks – 10
- Oral test/ Presentation on the given project/ topic Marks – 05

b) Semester End Evaluation Pattern

35 Marks

1. Tasks based on Practical Components from the Unit III **10 Marks**
2. Tasks based on Practical Components from the Unit IV **10 Marks**
3. Application based Pair/Group Activity on Unit III & IV **15 Marks**

Paper: ENG-304-MJ Introduction to Literary Criticism

- 1. Name of the Programme: BA English**
- 2. Class: TYBA**
- 3. Name of the Course: Introduction to Literary Criticism**
- 4. Semester: V**
- 5. Course Type: Major Core**
- 6. Course Code: ENG-304-MJ**
- 7. No. of Hours: 30**
- 8. No. of Credits: 2T**

Rationale:

Literary criticism is as ancient as literature. It has provided different views, perspectives, approaches and terms to understand literature in its diverse forms. It consists of interpretation, judgment, analysis and evaluation of literature. It makes readers aware of form and content of literature, structure and substance of literature. It deals with text and context in its analysis and provides many different views on literature. Literary criticism has undergone many changes in its long journey from the classical antiquity to the modern period. It has branched off from its earlier preoccupations like author's superiority, historical and moral function of literature and to new enquiries into literature as a formal construction and expression of an ideology. The present course is designed to introduce students to the basics of literary criticism and the age wise important critical approaches.

Objectives:

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

Outcome:

At the end of the course, the students will:

- 1) know the role and function of literary criticism
- 2) understand the wide spectrum of literary criticism
- 3) become familiar with the important critical approaches
- 4) be able to interpret literary texts
- 5) develop critical approach in order to read literary texts

Course Contents

Unit-I- Orientation

15 Clock Hours

1. Definitions and functions of Literary Criticism
2. Types of Criticism- historical, biographical, sociological and psychological
3. Literature of knowledge and literature of power
4. Qualities of a good critic

Unit-II- Traditional Criticism

15 Clock Hours

1. Classical Criticism - Aristotle's concept of Catharsis (Ref. *Poetics*), Longinus's Five Sources of Sublimity (Ref. *On the Sublime*)
2. Neo-Classical Criticism- John Dryden's approach to three unities
(Ref. *An Essay of Dramatic Poesy*)
Samuel Johnson's criticism of John Milton's *Lycidas* (Ref. 'Life of Milton')

Practical

Paper: ENG-305-MJP Introduction to Literary Criticism Credits: 2 Hours: 60

Course

Contents

Unit I:

Project-Based Experiential Learning

20 Clock Hours

1. Project on: Definition and illustration of Literary Criticism
2. Project on: Types of Criticism
3. Project on: Qualities of a Good Critic
4. Project on: Neoclassical versus Romantic Criticism

Unit II: Critical Appreciation of Literary Text

20 Clock Hours

1. Critical appreciation based on the theme of a literary text.
2. Character analysis of any literary text.

Unit III: Group Discussion and Peer Reviews on literary criticism. 20 Clock Hours

Reference Books:

- 1) Bressler Charles E. *Literary Criticism: An Introduction to Theory and Practice*. Prentice Hall, 1994
- 2) Kulkarni Anand B. & Chaskar Ashok G. *An Introduction to Literary Criticism and Theory*. Orient Black Swan, Hyderabad, 2015
- 3) Atherton Carol. *Defining Literary Criticism*. Palgrave, 2005
- 4) Dorsch T. S. *Classical Literary Criticism*. Penguin, 1981 (reprinted version)
- 5) Kennedy George A. *A New History of Classical Rhetoric*. Princeton: Princeton University Press, 1994.
- 6) Ross Andrew. *The Origins of Criticism*. Princeton Univ. Press, 2002
- 7) Habib M. A. R. *A History of Literary Criticism: from Plato to the Present*. Blackwell Publishers Ltd, 2005
- 8) Hardison Jr., O. B. (ed.). *Medieval Literary Criticism: Translations and Interpretations*. New York: Frederick Ungar, 1974.
- 9) Brown Marshall (ed.). *Cambridge History of Romanticism*. Vol. 5, Cambridge Univ. Press, 2000
- 10) Thorat Ashok et al (2001). *A Spectrum of Literary Criticism*. Frank Bros.
- 11) Hickman Miranda B. and McIntyre John D. *Rereading the New Criticism*. The Ohio State University Press, 2012
- 12) Levenson Michael. *The Cambridge Companion to Modernism*. Cambridge, 1997
- 13) Litz A. Walton and others. *The Cambridge History of Literary Criticism* (Modernism and the New Criticism), Vol. 7. Cambridge Univ. Press, 2008
- 14) Ross Stephen. *Modernism and Theory*. Routledge, 2009
- 15) Whitworth Michael (ed.). *Modernism*. Blackwell, 2007
- 16) Dobie Ann B. *Theory into Practice: An Introduction to Literary Criticism*. Third Edition, Wadsworth, Boston, 2012.
- 17) Ellis John M. *The Theory of Literary Criticism: A Logical Analysis*. University of California Press, 1974.
- 18) Seaton James. *Literary Criticism from Plato to Postmodernism: The Humanistic Alternative*. Cambridge University Press, 2014.
- 19) Peck John and Coyle Martin. *Literary Terms and Criticism*. Macmillan, 1984.

Question paper Pattern (2024 Pattern as per NEP 2020)

(70-Semester-End Exam & 30-Internal Evaluation)

Major Core

Semester V

Title of the Paper: ENG-304-MJ Introduction to Literary Criticism (Theory)

Examination	Total Marks	Minimum Marks for Passing	Total Credits
Internal Assessment	15	06	2
Semester End Exam	35	14	
Total Marks	50	20	

Paper Pattern

a) Internal Evaluation Marks 15

- Practical Journal/ Project/ Home assignments/Written test Marks – 10
- Oral test/ Presentation on the given project/ topic Marks – 05

b) Semester-End External Exam Pattern Hours: 2 hrs. Marks: 35

Q. 1) Attempt the following: (Any Two) 10 Marks

(Questions on Unit I)

Q. 2) Attempt the following: (Any Two) 10 Marks

(Questions on Unit II- Aristotle's concept of Catharsis & Longinus's Five Sources of Sublimity)

Q.3) Attempt the following: (Any Three) 15 Marks

(Questions on Unit II- John Dryden's approach to three unities & Samuel Johnson's criticism of John Milton's *Lycidas*)

Question paper Pattern (2024 Pattern as per NEP 2020)

(Choice Based Credit System)

(70-Semester-End Exam & 30-Internal Evaluation)

Major Core

Semester V

Title of the Paper: ENG-305-MJP Introduction to Literary Criticism (Practical)

Examination	Total Marks	Minimum Marks for Passing	Total Credits
Internal Assessment	15	06	2
Semester End Exam	35	14	
Total Marks	50	20	

Paper Pattern

a) Internal Evaluation Pattern Marks: 15

- Practical Journal/ Project/ Home assignments/Written test Marks – 10
- Oral test/ Presentation on the given project/ topic Marks – 05

b) Semester-End Evaluation Pattern Marks: 35

1. Tasks based on Practical Components from the Unit I **10 Marks**
2. Tasks based on Practical Components from the Unit II **10 Marks**
3. Application based Pair/Group Activity on Unit III **15 Marks**

Paper: ENG-310-MJE Studying Autobiography

- 1. Name of the Programme: BA English**
- 2. Class: TYBA**
- 3. Name of the Course: Studying Autobiography**
- 4. Semester: V**
- 5. Course Type: Major Elective**
- 6. Course Code: ENG-310-MJE**
- 7. No. of Hours: 30**
- 8. No. of Credits: 2T**

Rationale:

Autobiography and Memoir are non-fictional forms of literature. An autobiography deals with the life of an individual. Authenticity is the hallmark of an autobiography. It is a form of self-expression in which a writer reveals his/her life experiences. Autobiography is valued for its art of narration as it is an engaging experience and establishes an intimate relationship with the writer. Autobiographies are also significant for their moral values, as they teach us through the author's real-life experiences. In comparison, a Memoir deals with a particular period or experience of an individual. It focuses on the detailed description of the experience /event and its impact on the shaping of the individual being. The Course Studying Autobiography and Memoir aims to acquaint students with these two distinct forms of literature. Both courses will make students look at the real-life experiences rationally and use them for non-fictional writings. The Practical component of the course aims to develop the writing skills of students in creative writing. It will also make them eloquent in narrating their experiences on social media platforms, such as Blog writings or working as an associate to write an autobiography or a memoir.

Course Outcome:

At the end of the course, students will:

- CO.1: Know Autobiography and Memoir as minor forms of English literature
- CO.2: Understand typical features of the prescribed forms of literature.
- CO.3: Analyze the real-life experiences rationally.
- CO.4: Evaluate the literary works critically.
- CO.5: Acquire writing skills to be able to write eloquently on social media platforms.
- CO.6: Demonstrate broader understanding of human society.

Course Contents

Unit I: Autobiography (Background Study) 10 Clock Hours

Definition of Autobiography.

Characteristics of Autobiography

Elements of Autobiography

Types of Autobiography

Difference between Autobiography and Biography

Unit II: Autobiography (Literary Study) 20 Clock Hours

Sachin Tendulkar: *Playing It My Way*

Practical

ENG-311-MJEP Studying Autobiography Credits: 2 Hours: 60 hrs.

Course Contents

Unit I: Project-Based Experiential Learning 20 Clock Hours

1. Project on: Definition and illustration of Autobiography
2. Project on: Characteristic features of Autobiography
3. Project on: Elements of Autobiography
4. Project on: Types of Autobiography
5. Recount and write a memorable event/ episode of your life.

Unit II: Critical Appreciation of the Autobiography 20 Clock Hours

1. Critical appreciation based on the theme of the prescribed autobiography.
2. Critical appreciation based on the Characters in the prescribed autobiography.
2. Critical appreciation based on the narrative technique of the prescribed autobiography.
3. Critical appreciation based on the special elements in the prescribed autobiography.
4. Critical Appreciation of the moral values/ lessons of the prescribed autobiography.

Unit III: Group Discussion and Peer Reviews on autobiography as a minor form of literature. 20 Clock Hours

Question paper Pattern (2024 Pattern as per NEP 2020)
(70-Semester-End Exam & 30-Internal Evaluation) Major Core

Semester V

Title of the Paper: ENG-310-MJE Studying Autobiography (Theory)

Examination	Total Marks	Minimum Marks for Passing	Total Credits
Internal Assessment	15	06	2
Semester End Exam	35	14	
Total Marks	50	20	

Paper Pattern

a) Internal Evaluation Pattern Marks: 15

1. Home Assignment: 10 Marks
2. Oral Test / Presentation: 05 Marks

b) Semester End External Exam Pattern	2hrs.	35 Marks
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|--|----------|
| Q 1. Answer the following (any 1 out of 2) | 10Marks |
| (Based on Unit I) | |
| Q 2. Answer the following (any 1 out of 2) | 10 Marks |
| (Based on Unit II) | |
| Q.3 Answer the following (any 3 out of 5) | 15 Marks |
| (Based on Units I and II) | |

Question paper Pattern (2024 Pattern as per NEP 2020)
(70-Semester-End Exam & 30-Internal Evaluation) Major Core
Semester V

Title of the Paper: ENG-311-MJEP Studying Autobiography (Practical)

Examination	Total Marks	Minimum Marks for Passing	Total Credits
Internal Assessment	15	06	2
Semester End Exam	35	14	
Total Marks	50	20	

Paper Pattern

a) Internal Evaluation Pattern Marks: 15

1. Project-Based Learning: 10 Marks
2. Group Discussion: 05 Marks

b) Semester End Evaluation Pattern 35 Marks

1. Project-Based Learning. 10 marks
2. Critical Appreciation of Autobiography. 10 Marks
3. Seminar/ Presentation / Group Discussion on Autobiography 15 Marks

Paper: ENG-312-MJE Studying Short Story

- 1. Name of the Programme: BA English**
- 2. Class: TYBA**
- 3. Name of the Course: Studying Short Story**
- 4. Semester: V**
- 5. Course Type: Major Elective**
- 6. Course Code: ENG-312-MJE**
- 7. No. of Hours: 30**
- 8. No. of Credits: 2T**

Rationale:

The course Studying Short Story and One-Act Play aims to introduce students to the Short Story and One-Act Play, two minor forms of English literature. It will begin with the basics of the short story and one-act play to equip students to appreciate these minor forms of English Literature critically. As the course prescribes short stories and one-act plays from three leading national varieties of the English language, it will obviously acquaint them with different cultural contexts and ethos. It will also help them to understand the typical features of particular cultural contexts. As the Course accompanies a practical component, it will develop the writing skills of the students. As the practical component covers critical appreciation of the prescribed units, the course will develop analytical and critical thinking skills, enhancing students' apprehension of literature. The focus on skill enhancement equips students with several job opportunities in social media platforms, such as journalism or content development.

Course Outcome:

At the end of the course, students will:

- CO.1: Know Short Story and One-Act Play as minor forms of English literature
- CO.2: Understand typical features of the prescribed forms of literature.
- CO.3: Understand different cultural contexts.
- CO.4: Evaluate the literary works critically.
- CO.5: Acquire writing skills such as writing critically and analytically.
- CO.6: Demonstrate broader understanding of human society.

Course Contents

Unit I: Short Story (Background Study)

06 Clock Hours

1. Definition of Short Story
2. Characteristic Features of Short Story
3. Elements of Short Story
4. Types of short story

Unit II: Short Story (Literary Study)

12 Clock Hours

1. R.K. Narayan: Under the Banyan Tree
2. Hansda Shekhar: The Adivasi will not Dance
3. Katherine Mansfield: Miss Brill

Unit III: Short Story (Literary Study)

12 Clock Hours

1. Somerset Maugham: The Verger
2. Shirley Jackson: The Lottery
3. Stephen Crane: A Dark Brown Dog

Practical

ENG-313-MJEP Studying Short Story

Credits: 2

Hours: 60

Course content

Unit I: Project-Based Experiential Learning

20 Clock Hours

1. Project on: Definition and illustration of Short Stories
2. Project on: Characteristic features of Short Stories
3. Project on: Elements of Short Stories
4. Project on: Types of Short Stories
5. Rewrite the Short Story already known/ studied or your favorite one

Unit II: Critical Appreciation of the Short Stories

20 Clock Hours

1. Critical appreciation based on the theme of the prescribed short stories.
2. Critical appreciation based on the Characters in the prescribed short stories.
3. Critical appreciation based on the structural aspects of the prescribed short stories.
4. Critical appreciation based on the regional elements in the prescribed short stories
5. Enactment of Select Scenes from the prescribed one-act plays

(Solo Performance / Performance in Pairs / Group Performance)

Unit III: Group Discussion and Peer Reviews on Short Story as a minor form of literature.

20 Clock Hours

References Books:

1. Abrams M.H. (2014), A Glossary of Literary Terms. Boston.
2. Baker George Pierce, (1919), Dramatic Technique, Boston, USA.
3. Brockett Oscar G.,(1964), The Theatre: An Introduction, New York, USA.
4. Burroway Janet, (1982). Writing Fiction, Chicago, USA.
5. Charters Ann,(1983), The Story and Its Writer, Boston, USA.
6. Cleanth Brooks & Robert Penn Warren, (1943), Understanding Fiction, New York, USA.
7. Forster E. M. (1927), Aspects of the Novel, London, UK.
8. Gassner John, (1954), Producing the Play, New York, USA.
9. Hanson Clare, (1985), Short Stories and Short Fictions, London, UK.
10. Heffner Hubert, (1959), Modern Theatre Practice, New York, USA.
11. Hudson W.H, (1913), An Introduction to the Study of Literature, London.
12. Hudson W.H., (2006). An Introduction to the Study of Literature, New Delhi.
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14. Ian Reid, (1977), The Short Story, London.
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17. Matthew Brander, (1901), The Philosophy of the Story Story, New York, USA.
18. May Charles E.,(1994), The New Short Story Theories. Athens, USA.
19. Minot Stephen, (1977), Three Genres, New Jersey, USA.
20. Nicoll Allardyce, (1931), British Drama, Cambridge, UK.
21. O'Connor Frank,(1963), The Lonely Voice, Cleveland, USA.
22. Poe Edgar Allan, (1842), Review of Hawthorne's Twice-Told Stories, Philadelphia, USA.
23. Rees, R.J. (1973). English Literature: An Introduction for Foreign Readers, London.
- 24 Siks Geraldine Brain, (1950), Creative Dramatics, Seattle, USA.
- 25 Styan J. L.(1960), The Elements of Drama, Cambridge, UK.
- 26 Sylvan Barnet (1963), Types of Drama, Boston, USA.
27. Valerie Shaw,(1983), The Short Story: A Critical Introduction, London.

Online Resources:

1. https://uomustansiriyah.edu.iq/media/lectures/8/8_2020_03_04!09_52_49_PM.pdf
2. http://www.eluprogram.com/elementa_of_a_good_short_story_handout.pdf
3. [https://eguru.rrbdavc.org/module/data/954-One-Act%20Plays_%20A%20Concise%20Theatrical%20Experience%20_%20Gamma_compress ed.pdf](https://eguru.rrbdavc.org/module/data/954-One-Act%20Plays_%20A%20Concise%20Theatrical%20Experience%20_%20Gamma_compress%20ed.pdf)

Question paper Pattern (2024 Pattern as per NEP 2020)
(70-Semester-End Exam & 30-Internal Evaluation) Major Core
Semester V

Title of the Paper: ENG-312-MJE Studying Short Story (Theory)

Examination	Total Marks	Minimum Marks for Passing	Total Credits
Internal Assessment	15	06	2
Semester End Exam	35	14	
Total Marks	50	20	

Paper Pattern

a) Internal Evaluation Pattern Marks: 15

1. Home Assignment: 10 Marks
2. Oral Test / Presentation: 05 Marks

b) Semester End External Exam Pattern: 2hrs.

35 Marks

- Q 1. Answer the following (any 1 out of 2) 10Marks
 (Based on Unit 1)
- Q 2. Answer the following (any 1 out of 2) 10 Marks
 (Based on Units 2 and 3)
- Q.3 Answer the following (any 3 out of 5) 15 Marks
 (Based on Units 1, 2, and 3)

Question paper Pattern (2024 Pattern as per NEP 2020)
(70-Semester-End Exam & 30-Internal Evaluation) Major Core
Semester V

Title of the Paper: ENG-313-MJEP Studying Short Story (Practical)

Examination	Total Marks	Minimum Marks for Passing	Total Credits
Internal Assessment	15	06	2
Semester End Exam	35	14	
Total Marks	50	20	

Paper Pattern

a) Internal Evaluation Pattern Marks: 15

1. Project-Based Learning: 10 Marks
2. Group Discussion: 05 Marks

b) Semester End Evaluation Pattern 35 Marks

1. Project-Based Learning. 10 marks
2. Critical Appreciation of Short Story. 10 Marks
3. Seminar/ Presentation / Group Discussion Short Story. 15 Marks

Paper: ENG-321-VSC English for Employability Skills

Textbook: *Aspirations: English for Careers*

Orient BlackSwan, 2021

- 1. Name of the Programme: BA English**
- 2. Class: TYBA**
- 3. Name of the Course: English for Employability Skills**
- 4. Semester: V**
- 5. Course Type: Vocational Skill Course (VSC)**
- 6. Course Code: ENG-321-VSC**
- 7. No. of Hours: 30**
- 8. No. of Credits: 2T**

Rationale:

English is one of the most pivotal tools that leads to employability. It has become a necessity. It is a password to get dream job, become an entrepreneur, or go abroad for higher studies. It helps aspirants in communicating with others with fluency and confidence. Along with this, it gives students an edge over others and helps in growing in career. The corporate world expects students to be confident and fluent in English. Marketing, finance, Information technology, business management and administration, education and training, hospitality and tourism and many other service sectors require fluency in communication. This course is designed to improve the communication skills of students so that they stand a better chance of getting employment.

Outcome:

At the end of the course, the students will:

- 1) get their basics clear
- 2) improve upon the skills that they are weak at
- 3) become confident in the use of language
- 4) develop communication skills
- 5) get better job opportunities

Course Contents

Unit-I- Exploring Careers

15 Clock Hours

1. Creative Writing
2. Translation
3. Journalism
4. English for Academia and Other Careers

Unit-II- English for the Corporate Field

15 Clock Hours

1. English for Sales Services
2. English for Customer Services
3. Presentation Skills
4. Writing Project Proposals and Reports

Question paper Pattern (2024 Pattern as per NEP 2020)

(70-Semester-End Exam & 30-Internal Evaluation)

Vocational Skill Course (VSC)

Semester V

Title of the Paper: ENG-321-VSC English for Employability Skills (Theory)

Examination	Total Marks	Minimum Marks for Passing	Total Credits
Internal Assessment	15	06	2
Semester End Exam	35	14	
Total Marks	50	20	

Paper Pattern

a) Internal Evaluation Pattern Marks: 15

- Practical Journal/ Project/ Home assignments/Written test Marks – 10
- Oral test/ Presentation on the given project/ topic Marks – 05

b) Semester End External Exam Pattern

Hours: 2 hrs.

Marks: 35

- Q. 1) Attempt the following: (Any Two) 10 Marks
(Questions on Unit I)
- Q. 2) Attempt the following: (Any Two) 10 Marks
(Questions on Unit II)
- Q.3) Attempt the following: (Any Three) 15 Marks
(Questions on Unit I & II)

Paper: ENG-331-Field Project (FP)

Textbook: *An Introduction to Digital Humanities*

Orient BlackSwan 2026

- 1. Name of the Programme: BA English**
- 2. Class: TYBA**
- 3. Name of the Course: ENG-331-Field Project (FP)**
- 4. Semester: V**
- 5. Course Type: Field Project**
- 6. Course Code: ENG-331-FP**
- 7. No. of Hours: 60**
- 8. No. of Credits: 2P**

Rationale:

Vocational education is the need of the time. The development of Employability skills has become an inevitable part of any course. The course in FP/CEP and OJT has a wide scope for job opportunities, start-ups, and entrepreneurship. Digital Humanities is an emerging and interdisciplinary field that has become increasingly significant in the era of digitalization. Digital Humanities is useful for data collection, preservation and retrieval by using a number of digital tools. FP/CEP in Digital Humanities aims to acquaint students with some basic digital tools to complete the task of making Field Projects or Community Engagement Programs. With digital tools, students can present the data they have collected effectively, utilizing multimedia and audio-visual effects. While the course OJT (On Job Training) aims to bridge the gap between classroom teaching and the Skill sets required in job fields. The Course aims to identify the skills required on the job front and to align the syllabi with the different skills and thereby make teaching -learning job-oriented. The course identifies certain areas/sectors and skill sets required in those sectors. The course proposes to develop these specific skill sets of students by giving them adequate training to develop those skills so that they will be equipped to work in different sectors. The course also aims to give students first-hand experience of the job fronts by providing them with opportunities for internships in different job fields. It is a preparatory course to equip students for future job opportunities.

Course Outcome

At the end of the course, students will:

CO1. Know the concept of Digital Humanities.

CO2. Apply digital tools for data collection, preservation and retrieval through FP/CEP.

CO3. Acquire the skill sets required in the particular job sectors.

CO4. Apply the skill sets through on-the-job training and internships.

CO5. Equip for future job opportunities.

CO6: Comprehend opportunities for research, start-up, and entrepreneurship.

Digital Humanities Note:

1. Since Digital Humanities is a new concept, students should be acquainted with the theoretical framework of DH. However, since the Course is about FP/CEP, no credits are given to the theoretical framework.
2. Some of the areas, locations, and fields are recommended (but not limited to) for the Field Visits. Students can also participate in Community Engagement Programs conducted by the college.
3. After the Field Visit/Community Engagement Programs, students should prepare a Digital Project based on the Field Visit/ Community Engagement Programs. The Digital Project can be in the form of a PPT presentation based on live pictures of the Field Visit/ Community Engagement Programs. Use of multimedia with audio-visual effects will be appreciated. Students can also prepare videos or a digital documentary based on the Field Visit.

Course Content

Unit I: Theoretical Framework of the Digital Humanities

30 Clock Hours

1. Origin and Definition of Digital Humanities
2. Nature of Digital Humanities
3. Scope and Limitations of Digital Humanities
4. Significance of Digital Humanities

Unit II: Digital Projects based on Field Visit/ Community Engagement Program

30 Clock Hours

1. Recording / Presentation of Digital History

A field visit can be arranged to Local Schools, Temples, Forts, Museum and Historical Places to present the history of the locations digitally.

Students can also explore the socio-cultural history of a particular location/ community/ tribe in the form of traditions (oral traditions, if any), customs, norms, taboos, patterns of behavior, dress-codes, and present/ record it digitally.

2. Digital Archival

A library visit can be arranged to find rare/antique books for their digital archiving. Archiving of data from the old newspapers, journals and magazines.

3. Digital Story Telling

Collection and retrieval of oral/ regional short stories through digital story -telling. Collection and retrieval of certain socio-cultural practices (for example tradition of Kirtana, the celebration of certain festivals, the tradition of Pandharpur pilgrimage, etc.) through digital story- telling.

Work Process:

The course can be conducted in the following manner:

- a. Batch of 12 students
- b. Students will collect the specified data under the guidance of the subject teacher and prepare a short report in project form.

Evaluation Pattern:

Internal Evaluation: 15 Marks

Mid Semester Progress Report Presentation: 15 Marks

External Evaluation Pattern 35 Marks

1. Project Report 25 Marks
2. Viva Voce 10 Marks

Paper: ENG-391-MN Travel Literature

- 1. Name of the Programme: BA English**
- 2. Class: TYBA**
- 3. Name of the Course: ENG-391-MN Travel Literature**
- 4. Semester: V**
- 5. Course Type: Minor**
- 6. Course Code: ENG-391-MN**
- 7. No. of Hours: 30**
- 8. No. of Credits: 2T**

Rationale:

Travel Literature has gained importance and is an expanding field of studies for humanities. It encompasses a broad genre of writing focused on the experiences of travel and includes various forms, such as essays, travelogues, guidebooks, and even poetry or graphic novels. It is a primary historical source that provides insights into the past civilizations. Reading travel literature will enable students to enrich their experience and understanding of different cultures, histories and landscapes. It provides a lens to study societies, customs and languages across the globe. Travelogues offer avenues to explore unreachable corners of the world. The course will enable students to reflect on how travel narratives shape perception of the self and the world. Travel literature, today functions as a window into diverse experiences, inculcating understanding and appreciation of different cultures and places.

Objectives:

- 1) To introduce students to the field of travel writing
- 2) To make them aware of the nature and historical development of travel writing
- 3) To make them familiar with the significance and forms of travel writing
- 4) To encourage students to develop and awareness of how ideas and experience shape travel writing
- 5) To enrich their experience of different cultures, histories and landscapes

Outcome:

At the end of the course, the students will:

- 1) become familiar to the genre of travel writing
- 2) understand the concept and approach to travel writing
- 3) gain insights into the forms of travel writing
- 4) be able to reflect on travel writing
- 5) will develop a broader understanding and appreciation of diverse cultures, histories, and landscapes, leading to increased cultural awareness global perspective

Course Contents

Unit I: Orientation

15 Clock Hours

1. Meaning, nature and scope of Travel Literature.
2. History of Travel Literature: Classical Travel Narratives, Medieval Travel Narratives, Colonial Travel Writing, Indian Travel Writing, Contemporary Travel Writing.
3. Forms of Travel Literature: travelogues, journals and diaries, travel memoirs, digital travel narratives (Blogs and social media)

Unit II Texts

15 Clock Hours

1. Pico Iyer: *Why we Travel?*
2. Amitav Ghosh: *In an Antique Land*

Reference Books:

- Adam, Thomas, and Nils H. Roemer, eds. *Crossing the Atlantic, Travel and Travel Writing in Modern Times*. University of Texas: Arlington, 2011.
- Behdad, Ali. *Belated Travellers: Orientalism in the Age of Colonial Dissolution*. Duke UP, 1999
- Bendixen, Alfred and Hamera, Judith (eds.) *The Cambridge Companion to American Travel Writing*. Cambridge: Cambridge UP, 2009
- Blanton, Casey. *Travel Writing*. New York and London: Routledge, 2002
- Farley, David G. *Modernist Travel Writing: Intellectuals Abroad*. University of Missouri Press, 2010.
- Groom, Eileen, ed. *Methods for Teaching Travel Literature and Writing*. Lang, 2005.
- Iyer, Pico. "Why We Travel." World Hum, 2000.
- Korte, Barbara. *English Travel Writing*. London: Macmillan Press, 2000
- Leed, J. Eric. *The Mind of the Traveller: From Gilgamesh to Global Tourism*. USA: Basic Books, 1991
- Roberson, L. Susan. *Defining Travels: Diverse Versions*. Mississippi: UP, 2007
- Seth, Vikram. *From Heaven Lake: Travels Through Sinkiang and Tibet*. 1983. Reprint, London: Penguin Books, 1987. [[1](#)]
- Speake, Jennifer, ed. *Literature of Travel and Exploration*. 3 vols. Fitzroy, 2003.
- Tivers, Jacqueline, and Tijana Rakić, eds. *Narratives of Travel and Tourism*. Ashgate, 2012.
- Young, Tims and Hulme, Peter (eds.) *The Cambridge Companion to Travel Writing*. Cambridge: Cambridge UP, 2002

Question paper Pattern (2024 Pattern as per NEP 2020)

(35-Semester-End Exam & 15-Internal Evaluation)

Minor

Semester V

Title of the Paper: ENG-391-MN Travel Literature (Theory)

Examination	Total Marks	Minimum Marks for Passing	Total Credit
Internal Assessment	15	06	2
Semester End Exam	35	14	
Total Marks	50	20	

Paper Pattern

a) Internal Evaluation Pattern Marks: 15

- Practical Journal/ Project/ Home Assignments/Written Test Marks – 10
- Oral test/ Presentation on the given project/ topic Marks – 05

b) Semester End External Exam Pattern Hours: 2 hrs. Marks: 35

- Q. 1) Attempt the following: (Any 5) 10 Marks
(Short Answer Questions on Unit I)
- Q. 2) Attempt the following: (Any Two) 10 Marks
(Questions on Unit II)
- Q.3) Attempt the following: (Any Three) 15 Marks
(Questions on Unit II)

SEMESTER - VI

Paper: ENG-351-MJ Appreciating Novel

- 1. Name of the Programme: BA English**
- 2. Class: TYBA**
- 3. Name of the Course: Appreciating Novel**
- 4. Semester: VI**
- 5. Course Type: Major Core Theory**
- 6. Course Code: ENG-351-MJ**
- 7. No. of Hours: 60**
- 8. No. of Credits: 4T**

Course Outcome:

At the end of the course, students will:

1. understand the basics of novel as a major form of literature
2. come to know the overall structure of novel
3. realize the working of the plot
4. recognize the progression of characters

Course Contents

Unit I: Text: *The White Tiger* by Arvind Adiga

30 Clock Hours

Unit II: Text: *The Beloved* by Tony Morrison

30 Clock Hours

Question paper Pattern (2024 Pattern as per NEP 2020)

(70-Semester-End Exam & 30-Internal Evaluation)

Major Core

Semester VI

Title of the Paper: ENG-351-MJ Appreciating Novel (Theory)

Examination	Total Marks	Minimum Marks for Passing Total Credits	Total Credits
Internal Assessment	30	12	4
Semester End Exam	70	28	
Total Marks	100	40	

a) Internal Evaluation Pattern Marks: 30

- Journal/ Project/ Home assignments Marks – 10
- Written Test Marks – 20

b) Semester End External Exam Pattern Hours: 3 hrs. Marks: 70

- Q.1) Attempt the following questions (Any 3 out of 5) 15 Marks
(Short-answer questions based on the novel, *The White Tiger*)
- Q.2) Attempt the following questions (Any 3 out of 5) 15 Marks
(Short-answer questions based on the novel, *The White Tiger*)
- Q.3) Attempt the following questions (Any 3 out of 5) 15 Marks
(Questions based on the Novel, *Beloved*)
- Q.4) Attempt the following questions (Any 3 out of 5) 15 Marks
(Questions based on the Novel, *Beloved*)
- Q.5) Attempt the following questions (Any 1 out of 2) 10 Marks
(Comparative Questions based on two novels)

Paper: ENG-352-MJ Linguistics: Theory and Practice
Textbook: *Illumination: Theory and Practice of Language Orient*
Black Swan, 2026

- 1. Name of the Programme: BA English**
- 2. Class: TYBA**
- 3. Name of the Course: Linguistics: Theory and Practice**
- 4. Semester: VI**
- 5. Course Type: Major Core**
- 6. Course Code: ENG-352-MJ**
- 7. No. of Hours: 30**
- 8. No. of Credits: 2T**

Course Contents

Unit I: Semantics 15 Clock Hours

1. Key Terms in Semantics
2. Seven Types of Meaning

Unit II: Pragmatics 15 Clock Hours

1. Speech Acts
2. Principles of Pragmatics

Practical

ENG-353-MJP Linguistics: Theory and Practice

Credits: 2

Hours: 60

Course contents

Unit I: Practical-I 30 Clock Hours

(Expressing Future events, Intentions and Plans, Purpose and Consequences, Arrangements, Reports etc.)

Unit II: Practical-II 30 Clock Hours

(Expressing Certainty, Uncertainty, Possibility, Probability, Obligation, Ability etc.)

Question paper Pattern (2024 Pattern as per NEP 2020)
(70-Semester-End Exam & 30-Internal Evaluation) Major Core

Semester VI

Title of the Paper: ENG-352-MJ Linguistics: Theory and Practice (Theory)

Examination	Total Marks	Minimum Marks for Passing	Total Credits
Internal Assessment	15	06	2
Semester End Exam	35	14	
Total Marks	50	20	

Paper Pattern

a) Internal Evaluation Pattern Marks: 15

- Practical Journal/ Project/ Home assignments/Written test Marks – 05
- Oral test/ Presentation on the given project/ topic Marks – 10

b) Semester End External Exam Pattern Hours: 2 hrs. Marks: 35

Q. 1) Attempt the following: (Any Two) 10 Marks

(Questions on Unit I Semantics)

Q. 2) Attempt the following: (Any Two) 10 Marks

(Questions on Unit II Pragmatics)

Q.3) Attempt the following: (Any Three) 15 Marks

(Questions on Unit I Semantics & Unit II Pragmatics)

Question paper Pattern (2024 Pattern as per NEP 2020)
(70-Semester-End Exam & 30-Internal Evaluation) Major Core
Semester VI
Title of the Paper: ENG-353-MJP Linguistics: Theory and Practice (Practical)

Examination	Total Marks	Minimum Marks for Passing	Total Credits
Internal Assessment	15	06	2
Semester End Exam	35	14	
Total Marks	50	20	

Paper Pattern

a) Internal Evaluation Pattern Marks: 15

- Practical Journal/ Project/ Home assignments/Written test 10 Marks
- Oral test/ Presentation on the given project/ topic Marks 05 Marks

b) Semester-End Evaluation Pattern 35 Marks

1. Tasks based on Practical Components from the Unit III **10 Marks**
2. Tasks based on Practical Components from the Unit IV **10 Marks**
3. Application based Pair/Group Activity on Unit III & IV **15 Marks**

Paper: ENG-354-MJ Introduction to Literary Criticism

- 1. Name of the Programme: BA English**
- 2. Class: TYBA**
- 3. Name of the Course: Introduction to Literary Criticism**
- 4. Semester: VI**
- 5. Course Type: Major Core**
- 6. Course Code: ENG-354-MJ**
- 7. No. of Hours: 30**
- 8. No. of Credits: 2T**

Course Contents

Unit I: Romantic/Victorian Criticism 15 Clock Hours

Wordsworth's rejection of neo-classical concept of poetry (Ref. *Preface to Lyrical Ballads*)
P. B. Shelley's views on poetry (Ref. 'A Defense of Poetry')

Walter Pater's views on style in poetry (Ref. 'On Style')

Unit II: Modern Criticism 15 Clock Hours

T. S. Eliot's criticism of William Wordsworth's definition of poetry
(Ref. 'Tradition and the Individual Talent')

I. A. Richards' Concept of Four Kinds of Meaning
(Ref. *Practical Criticism: A Study of Literary Judgement*)

Impact of psychoanalysis on literature according to Lionel Trilling
(Ref. 'Freud and Literature')

Practical

ENG-355-MJP Introduction to Literary Criticism Credits: 2 Hours: 60

Course Contents

Unit I:

Project-Based Experiential Learning 20 Clock Hours

1. Project on: Neoclassical versus Romantic Criticism
2. Project on: Features of Romantic Poetry
3. Project on: Style in Poetry
4. Project on: Features of Modern Poetry

Unit II: Critical Appreciation of Literary Text 20 Clock Hours

1. Critical appreciation of a romantic poem
2. Critical appreciation of a modern literary prose

Unit III: Explaining literary and critical terms (any ten) 20 Clock Hours

Question paper Pattern (2024 Pattern as per NEP 2020)
(70-Semester-End Exam & 30-Internal Evaluation)

Major Core

Semester VI

Title of the Paper: ENG-354-MJ Introduction to Literary Criticism (Theory)

Examination	Total Marks	Minimum Marks for Passing	Total Credits
Internal Assessment	15	06	2
Semester End Exam	35	14	
Total Marks	50	20	

Paper Pattern

a) Internal Evaluation Pattern Marks: 15

- Practical Journal/ Project/ Home assignments/Written test Marks – 10
- Oral test/ Presentation on the given project/ topic Marks – 05

b) Semester End External Exam Pattern: Hours: 2 hrs Marks: 35

- Q. 1) Attempt the following: (Any Two) 10 Marks
(Questions on Wordsworth & Shelley)
- Q. 2) Attempt the following: (Any Two) 10 Marks
(Questions on Pater & Eliot)
- Q.3) Attempt the following: (Any Three) 15 Marks
(Questions on Richards & Trilling)

Question paper Pattern (2024 Pattern as per NEP 2020)

(Choice Based Credit System)

(70-Semester-End Exam & 30-Internal Evaluation)

Major Core

Semester VI

Title of the Paper: ENG-355-MJP Introduction to Literary Criticism (Practical)

Examination	Total Marks	Minimum Marks for Passing	Total Credits
Internal Assessment	15	06	2
Semester End Exam	35	14	
Total Marks	50	20	

Paper Pattern

a) Internal Evaluation Pattern Marks: 15

- Practical Journal/ Project/ Home assignments/Written test Marks – 10
- Oral test/ Presentation on the given project/ topic Marks – 05

b) Semester End Evaluation Pattern Marks: 35

1. Tasks based on Practical Components from the Unit I **10 Marks**
2. Tasks based on Practical Components from the Unit II **10 Marks**
3. Application based Pair/Group Activity ON Unit III **15 Marks**

Paper: ENG-360-MJE Studying Memoir

- 1. Name of the Programme: BA English**
- 2. Class: TYBA**
- 3. Name of the Course: Studying Memoir**
- 4. Semester: VI**
- 5. Course Type: Major Elective**
- 6. Course Code: ENG-360-MJE**
- 7. Total No. of Hours: 30**
- 8. No. of Credits: 2T**

Course Contents

Unit I: Memoir (Background Study) 10 Clock Hours

1. Definition of Memoir
2. Characteristics of Memoir
3. Elements Memoir
4. Types of Memoirs
5. Difference between Memoir and Autobiography

Unit II: Memoir (Literary Studies) 20 Clock Hours

Sudha Murty: *The Old Man and His God: Discovering the Spirit of India*

Course Contents

Unit I: Project-Based Experiential Learning **20 Clock Hours**

1. Project on: Definition and Illustration of Memoir.
2. Project on: Characteristic features of Memoir.
3. Project on: Elements of Memoir.
4. Project on: Types of Memoirs.
5. Recollect and write an event/episode that has impacted your life deeply.

Unit II: Critical Appreciation of the Memoir **20 Clock Hours**

1. Critical appreciation based on the theme of the prescribed Memoir.
2. Critical appreciation based on the Characters in the prescribed Memoir.
3. Critical appreciation based on the structural aspects of the prescribed Memoir.
4. Critical appreciation based on the regional elements in the prescribed Memoir
5. Critical Appreciation of the prescribed Memoir based on elements of IKS.

Unit III: Group Discussion and Peer Reviews on Memoir as a minor form of literature.
20 Clock Hours

Question paper Pattern (2024 Pattern as per NEP 2020)
(70-Semester-End Exam & 30-Internal Evaluation) Major Core

Semester VI

Title of the Paper: ENG-360-MJE Studying Memoir (Theory)

Examination	Total Marks	Minimum Marks for Passing	Total Credits
Internal Assessment	15	06	2
Semester End Exam	35	14	
Total Marks	50	20	

Paper Pattern

a) Internal Evaluation Pattern Marks: 15

1. Home Assignment: 10 Marks
2. Oral Test / Presentation: 05 Marks

b) Semester End External Exam Pattern: Hours: 2 hrs. 35 Marks

- Q 1. Answer the following (any 1 out of 2) 10Marks
(Based on Unit I)
- Q 2. Answer the following (any 1 out of 2) 10 Marks
(Based on Unit II)
- Q.3 Answer the following (any 3 out of 5) 15 Marks
(Based on Units I and II)

Question paper Pattern (2024 Pattern as per NEP 2020)
(70-Semester-End Exam & 30-Internal Evaluation) Major Core
Semester VI

Title of the Paper: ENG-361-MJEP Studying Memoir (Practical)

Examination	Total Marks	Minimum Marks for Passing	Total Credits
Internal Assessment	15	06	2
Semester End Exam	35	14	
Total Marks	50	20	

Paper Pattern

a) Internal Evaluation Pattern Marks: 15

1. Project-Based Learning: 10 Marks
2. Group Discussion: 05 Marks

b) External Evaluation Pattern 35 Marks

1. Project-Based Learning. 10 marks
2. Critical Appreciation of Memoir. 10 Marks
3. Seminar/ Presentation / Group Discussion on Memoir. 15 Marks

Paper: ENG-362-MJE Studying One Act Play

- 1. Name of the Programme: BA English**
- 2. Class: TYBA**
- 3. Name of the Course: Studying One Act Play**
- 4. Semester: VI**
- 5. Course Type: Major Elective**
- 6. Course Code: ENG-362-MJE**
- 7. Total No. of Hours: 30**
- 8. No. of Credits: 2T**

Course Contents

Unit I: One Act Play **06 Clock Hours**

Definition of One-Act Play

Characteristics of One-Act Play

Elements of One-Act Play

Types of One-Act Plays

Unit II: One Act Play (Literary Studies) **24 Clock Hours**

1. Ravindranath Tagore: Chitra
2. Floyd Dell: Sweet and Twenty
3. August Strindberg: Pariah

Practical

ENG-363-MJEP Studying One Act Play **Credits: 2** **Hours: 60**

Course Contents

Unit I: Project-Based Experiential Learning **20 Clock Hours**

1. Project on: Definition and Illustration of One-Act Play
2. Project on: Characteristic features of One-Act Play
3. Project on: Elements of One-Act Play
4. Project on: Types of One-Act Play
5. Rewrite the summary of the One-Act Play already known/ studied, or your favorite one

Unit II: Critical Appreciation of the One-Act Play **20 Clock Hours**

1. Critical appreciation based on the theme of the prescribed One-Act Play
2. Critical appreciation based on the Characters in the prescribed One-Act Play.
3. Critical appreciation based on the structural aspects of the prescribed One-Act Play.
4. Critical appreciation based on the regional elements in the prescribed One-Act Play
5. Enactment of Select Scenes from the prescribed one-act plays (Solo Performance / Performance in Pairs / Group Performance)

Unit III: Group Discussion and Peer Reviews on One-Act Play as a minor form of literature. **20 Clock Hours**

Question paper Pattern (2024 Pattern as per NEP 2020)
(70-Semester-End Exam & 30-Internal Evaluation) Major Core
Semester VI
Title of the Paper: ENG-362-MJE Studying One Act Play (Theory)

Examination	Total Marks	Minimum Marks for Passing	Total Credits
Internal Assessment	15	06	2
Semester End Exam	35	14	
Total Marks	50	20	

Paper Pattern

a) Internal Evaluation Pattern Marks: 15

1. Home Assignment: 10 Marks
2. Oral Test / Presentation: 05 Marks

b) Semester End External Exam Pattern: Hours: 2 hrs. Marks: 35

Q 1. Answer the following (any 1 out of 2) 10Marks
 (Based on Unit I)

Q 2. Answer the following (any 1 out of 2) 10 Marks
 (Based on Units II)

Q.3 Answer the following (any 3 out of 5) 15 Marks
 (Based on Units I, II)

Question paper Pattern (2024 Pattern as per NEP 2020)
(70-Semester-End Exam & 30-Internal Evaluation) Major Core
Semester VI
Title of the Paper: ENG-363-MJEP Studying One Act Play (Practical)

Examination	Total Marks	Minimum Marks for Passing	Total Credits
Internal Assessment	15	06	2
Semester End Exam	35	14	
Total Marks	50	20	

Paper Pattern

a) Internal Evaluation Pattern Marks 15

1. Project-Based Learning: 10 Marks
2. Group Discussion: 05 Marks

b) Semester End Evaluation Pattern 35 Marks

1. Project-Based Learning. 10 marks
2. Critical Appreciation of One Act Play. 10 Marks
3. Seminar/ Presentation / Group Discussion One Act Play. 15 Marks

Paper: ENG-371-VSC English for Employability Skills

Textbook: *Aspirations: English for Careers*

Orient Black Swan, 2021

- 1. Name of the Programme: BA English**
- 2. Class: TYBA**
- 3. Name of the Course: English for Employability**
- 4. Semester: VI**
- 5. Course Type: Vocational Skill Course (VSC)**
- 6. Course Code: ENG-371-VSC**
- 7. No. of Hours: 60**
- 8. No. of Credits: 2P**

Course Contents

Unit I: English for Research Purposes **30 Clock Hours**

1. Research Writing
2. Writing a Research Proposal
3. Writing a Research Paper
4. Strategies for Writing Effective Research Papers

Unit II: Content Writing **30 Clock Hours**

1. Applications and types of Content writing
2. Writing Blog posts and Online articles
3. Writing for Websites
4. Writing for Social Media Platforms

Question paper Pattern (2024 Pattern as per NEP 2020)
(70-Semester-End Exam & 30-Internal Evaluation)
Vocational Skill Course (VSC)
Semester VI

Title of the Paper: ENG-371-VSC English for Employability Skills (Practical)

Examination	Total Marks	Minimum Marks for Passing	Total Credits
Internal Assessment	15	06	2
Semester End Exam	35	14	
Total Marks	50	20	

Paper Pattern

a) Internal Evaluation Pattern Marks: 15

- Practical Journal/ Project/ Home assignments/Written test Marks – 10
- Oral test/ Presentation on the given project/ topic Marks – 05

b) Semester End Evaluation Pattern 35 Marks

- 1) Project on Research Paper and/or proposal 10 Marks
- 2) Project on content writing 10 Marks
- 3) Seminar, presentation, group discussion 15 Marks

Paper: ENG-381-On Job Training (OJT)

- 1. Name of the Programme: BA English**
- 2. Class: TYBA**
- 3. Name of the Course: ENG-381-On Job Training (OJT)**
- 4. Semester: VI**
- 5. Course Type: On Job Training (OJT)**
- 6. Course Code: ENG-381-OJT**
- 7. No. of Hours: 120**
- 8. No. of Credits: 4P**

Note:

- 1 The Internship / OJT should be conducted through the Internship Cell of the college.
- 2 The concerned departments are suggested to have tie-ups, linkages, and an MoU with the prescribed sectors so that the students can be deputed for internships in those sectors.
- 3 The concerned departments should create a Digital Portal to provide information to the students regarding the availability of internships in industries and organizations.
- 4 Students should choose any one of the following areas/sectors and prepare activities, exercises, and tasks under the guidance of the guide-teachers before they begin their internship.
- 5 Students should prepare for and perform a minimum of 3 to 5 activities from the given list
- 6 The concerned departments should organize training sessions and expert talks to develop the required Skills in the prescribed areas/ sectors and inform students through emails.
- 7 The concerned departments should organize training sessions to develop the communication skills, presentation skills, and overall personality of the student. They should also provide a list of reference books, sample question papers and mock tests to the students.
- 8 During the internship, students should maintain a daily diary and note the tasks performed and skills acquired.
- 9 After the internship, the student should prepare a report on the activity undertaken and skills acquired.
- 10 At the end of the course, students should conduct a seminar in the presence of experts to share the experiences of the internship.

Format of OJT

1.Duration of OJT

Student must complete 120 hours of OJT at a relevant setting.

2.Setting of OJT

Students may select any one setting from the following list:

- Schools
- Mass Media
- Digital Media
- Office Jobs
- Public Sector
- Research Internship

3.Nature of Work

The training will resemble an internship, where students actively engage with the work of the host organization. Participation may include:

- Volunteering in ongoing activities
- Assisting with teaching learning, office work, other relevant work
- Supporting outreach and awareness activities

4.Documentation:

- Students are required to maintain a daily diary of the tasks completed and experiences gained and submitted to the course coordinator.
- The Agency Supervisor must sign the diary at the end of the internship as a verification of the student's participation.

5.Completion Certificate:

At the conclusion of the OJT, the organization must provide a certificate of completion, confirming that the student has fulfilled the 120-hour requirement.

6.Final Report Submission:

Each student must submit a comprehensive report of OJT for assessment, including:

- Brief profile of the organization
- Objectives of the internship
- Work done at the place of OJT
- Learning Outcome from the OJT
- Discussion and reflection
- Conclusion
- References (if applicable)

7. Work Process

The course will be operationalized in the following manner:

1. There will be a batch of maximum 12 students.
2. A separate batch will be formed if this number exceeds even by one.
3. Students will be required to maintain a diary for this course and obtain the completion certificate from the Agency Supervisor, Teacher in-charge and certified by H.O.D. Without this certificate, the students will not be allowed to appear for the Internal Examination and End Semester Examination (ESE) as per the rules of credit system and National Education Policy 2020.

Course Contents

Unit I: Internship / OJT: 2 Credits

Hours: 60

The following areas/ sectors are identified (but not restricted to) as potential ones for the development of students' various vocational skills.

1. Schools

- a. Types of Schools:** Marathi Medium, English Medium, Urban, Rural and Tribal
- b. Skills to be developed:** Teaching -Learning skills, analytical and illustrative skills.
- c. Activities to be conducted-**
 1. Developing LSRW Skills of the students by designing various activities.
 2. Vocabulary Development: applying /designing various vocabulary development exercises
 3. Teaching basic sentence structure in English
 4. Teaching Articles, Prepositions
 5. Teaching Primary Auxiliaries and Modal - Auxiliaries
 6. Teaching Parts of Speech
 7. Teaching Tenses
 8. Teaching Transformational Grammar (Reported Speech, Active /Passive Voice, Negative /Affirmative, Exclamatory, Degree-Analysis, Usage of the phrases no sooner than, as soon as, hardly, when, neither...nor, either...or)
 9. Teaching Scanning and Skimming of text
 10. Summarization and Expansion of the idea.

2. Mass Media

- a. Type of Media:** Local Newspaper Agencies
- b. Skills to be developed:** Drafting, Editing, Translating

c. Activities to be conducted -

1. Drafting a news
2. Editing a news
3. Preparing a Newspaper Report
4. Translating local language news into English
5. Writing Book Reviews
6. Writing Review of a popular movie
7. Writing Reviews of various events, exhibitions and monuments

3. Digital Media

a. Type of Media: Website, Blog, Podcast

b. Skills to be developed: Content -writing, creative -writing

c. Activities to be conducted –

1. Developing content for a website
2. Blog-writing
3. Writing script for Podcast

4. Offices -Jobs

a. Types of offices – Govt. offices, Non-Govt. Offices, Industries/firms, Banks

b. Skills to be developed- Business Communication

c. Activities to be conducted:

1. Drafting Notices
2. Drafting Agenda
3. Writing Meeting Minutes
4. Writing Applications
5. Drafting E-mails
6. Data -Entry and Record-Keeping

5. Public Sectors

a. Sectors – Health Care Centers, Hospitals, Hotels, Libraries, Malls, Banks, Travel Agencies.

b. Skills to be developed – Communication Skills and Soft Skills

c. Activities to be conducted-

1. Exchange of Greetings
2. Introduction: Self and others
3. Interacting with people
4. Sharing appropriate information
5. Organizing and coordinating events and groups of people

6. Research Internship

a. Sectors: University/ college departments, Govt and Non-Govt organizations, industries.

b. Skills to be developed: Survey, Data Collection, Data Analysis and Research Skills.

c. Activities to be Conducted:

1. Survey of libraries
2. Survey of geographical locations

3. Socio-cultural survey to find out traditions, oral traditions, customs, and cultural practices
4. Digital survey through Search Engine
5. Conducting interviews
6. Preparing reports
7. Preparing presentations

Unit II: Preparing Report on the Internship/ OJT Credit 1

Hours: 30

Report on the Internship

The following format can be used to prepare a report on the Internship/ OJT:

1. Name of the college and Department
2. Name of the student and the Training Program Officers/ Supervisor
3. Place of Internship/OJT and the Period of Internship
4. Activities performed during the Internship
5. Details of the Prior Preparations (books referred to, training, exercises, assignments, projects, charts prepared/ completed) before the execution of the activities.
6. Skill-sets acquired after Internship/ OJT
7. Identification of the future job opportunities.
8. Photographs/videos of the internship engagement activities.
9. Personal experience of the OJT/Internship
10. Signature of Internship Supervisor (appointed by the agency providing internship), Nodal Officer of the College and Training Program Officer / Supervisor appointed by the department.

Unit: III Seminar/ Presentation on the OJT/ Internship Credit 1 Hours: 30

Note: The seminar should be conducted in the presence of the Subject expert
Criteria for Evaluation:

1. Record in the daily diary.
2. Quality and effectiveness of the presentation.
3. Knowledge and Practical Skills acquired by the student during the Internship
4. Diversity and relevance of individual experiences during Internship/OJT
5. Practical application of the textual concepts in Internship
6. Internship Report

Evaluation Pattern

- Practical Paper of 4 Credits - 120 clock hours

• Continuous Internal Evaluation Pattern 30 Marks

1. Home Assignment: Preparation of the tasks/ activities to be conducted on the sector identified. 10 Marks
2. Peer Learning: Presentation of the tasks / activities to be conducted on job in the Peer Group. 20 Marks

The continuous internal assessment will be done by the teacher-in charge.

For Semester End Practical Examination:

1. The Examination Department of the college will display the Final Semester-End Examination upon the completion of the semester. It will be administered in accordance with the University examination rules and regulations.
2. Two examiners will be appointed by 48(3)(a)(iv) committee, one of whom will be internal examiner and one will be external.
3. If no teacher from the department is eligible as internal examiner, then both examiners will be out of the given department; one will work as internal examiner and one as external examiner.

External Evaluation Pattern 70 Marks

1. Evaluation of the execution of Internship Activity 25 Marks
2. Evaluation of the Project Report. 25 Marks
3. Evaluation of Seminar / Presentation of OJT/Internship. 20 Marks
