



Savitribai Phule Pune University
(Choice Based Credit System-70:30-Pattern)

(w. e. f- 2021-2022)

T. Y. B. A- English

Semesters	New Nomenclature of Courses/Papers	Old Nomenclature of Courses/Papers	Credits
V	CC-Compulsory English	Compulsory English	03
VI	CC-Compulsory English	Compulsory English	03
V	SEC-1-C	G-3	03
VI	SEC-1-D	G-3	03
V	DSE-1-C	S-3	3+1=04
VI	DSE-1-D	S-3	3+1=04
V	DSE-2-C	S-4	3+1=04
VI	DSE-2-D	S-4	3+1=04
V	SEC-2-C	----	02
VI	SEC-2-D	----	02

T. Y. B. A.
Compulsory English

(CC-Core Course- 03 Credit)

Rationale:

The present course is a core course and it basically consists of two components: the literature component and the skills component. The literature component includes some of the best samples of English short stories, essays and poems written by writers of different nationalities (British, American, Indian etc.) This cultural mix is deliberate. We are living in a globalized world and our students need to have at least a cursory acquaintance with different cultures in the outside world. This is particularly important in a pluralistic society like ours. The core course is a part of the humanities. It aims at contributing to the linguistic and communicative abilities of the students. At the same time it also aims at fostering humanitarian attitude in our students and make them better human beings. Our prose and poetry selections in the literature part of the syllabus take care of these humanistic and aesthetic considerations.

The skills component of the syllabus includes language skills (i.e. grammar part and writing skills), soft skills and employability skills. All these are necessary in the contemporary world to make our students confident and enable them to face the real life challenges successfully. The

core course is essentially a language course. Linguistic competence is absolutely necessary for achieving success in almost all the fields of life. Hence we have concentrated on some important aspects of grammar. There are certain writing skills and communicative skills required in all work environments today. These have also been included in the syllabus. Some soft skills and employability skills are necessary from the viewpoint of the employer as well as the employee for his own career advancement. In fact no employee can survive without these skills in the modern day work place. We have kept all these practical considerations in mind while preparing the present syllabus. It is thus a composite course focusing on human values and useful, practical skills.

Objectives:

- a) To familiarize students with some excellent pieces of prose and poetry in English so that they realize the beauty and communicative power of English.
- b) To enable students to become competent and effective users of English in real life situations.
- c) To contribute to the overall personality development of the students.
- d) To instill humanitarian values and foster sympathetic attitude in the students.
- e) To train the students in practical writing skills required in work environment.
- f) To impart knowledge of some essential soft skills to enhance their employability.

***Each** semester shall have 3 credits for teaching. Each credit is equal to 15 hours, so this course shall have 45 teaching hours. In addition to that there shall be 03 hours allotted to internal evaluation. **(3x15=45+3=48).**

***Considering** the choice-based credit system (CBCS) and the semester pattern, both Semesters-V & VI will have a uniform evaluation pattern of 100 marks each. There will be an 'Internal Examination' for 30 marks and 'Semester-end Examination' for 70 marks.

***The Internal** Examination for 30 marks will be conducted at college level.

- a) Assignment/group discussion/tutorial/seminar/oral/project for 10 marks
- b) A Mid-semester Written Test for 20 marks

SEMESTER-V

Prescribed Text: *Exploring New Horizons* (Ed-Board of Editors- Orient BlackSwan)

Unit-I- Prose (12 Clock Hours)

1. The Phantom Luncheon – Saki
2. Function of Education –J. Krishnamurti
3. God sees the Truth but Waits – Leo Tolstoy

Unit-II- Poetry (12 Clock Hours)

1. The Neutral Tones – Thomas Hardy
2. Strange Meeting – Wilfred Owen
3. Have you got a brook in your little heart – Emily Dickinson

Unit-III- Grammar (08 Clock Hours)

1. Adverbs and their types (manner, place, time, frequency etc.)
2. Synthesis of sentences by using participles, infinitives, adverbials etc.)
3. Types of Sentences according to function: Declaratives, Interrogatives, Imperatives

Unit-IV- Writing (08 Clock Hours)

1. Paragraph Writing
2. Note-making and Note-taking
3. Reference Skills (Using dictionaries/thesaurus/encyclopedias/year books/table of contents/indices etc)

Unit-V- Soft Skills and Employability Skills (05 Clock Hours)

1. Body Language/Non-verbal Communication
2. Tips for Effective Communication
3. Telephone Skills
4. Teleconferences

SEMESTER-VI

Prescribed Text: *Exploring New Horizons* (Ed-Board of Editors-Orient BlackSwan)

Unit-I- Prose (12 Clock Hours)

1. Shakespeare's Sister – Virginia Woolf
2. After Twenty Years – O. Henry
3. The Conjuror's Revenge – Stephen Leacock

Unit-II- Poetry (12 Clock Hours)

1. The Man of Life Upright – Thomas Campion
2. Money Madness – D.H. Lawrence
3. The Toys – Coventry Patmore

Unit-III- Grammar (08 Clock Hours)

1. Transforming Declarative sentences into Yes-No questions
2. Transforming Declarative sentences into Wh- questions
3. Transforming Positive Imperative sentences into Negative imperatives

Unit-IV- Writing (08 Clock Hours)

1. Email Writing
2. Using Graphs and Charts

3. Dialogue Writing

Unit-V- Soft Skills and Employability Skills (05 Clock Hours)

1. Stress Management
2. Motivation and Positive Approach
3. Goal Setting
4. Adaptability Skills

Skill Enhancement Course (SEC 1-C & SEC 1-D)

(Old G-3)

(w. e. f. 2021- 2022)

Title of the Paper: Enhancing Employability Skills

(Credit-3)

**Prescribed Text- *Aspirations: English for Careers* (Board of Editors-
Orient Black Swan)**

Rationale:

TYBA students are on the threshold of their career. Hence, it is necessary to orient and prepare them for different careers they can join after graduation. Considering the various career opportunities available to Arts graduates, the syllabus aims at awareness raising, competence building and skill enhancement of the learners. All the units in the book, besides offering exposure to the use of English for different careers, are radically designed to keep pace with the age of technology and to empower the learners for the present as well as the upcoming career avenues.

Course Outcomes:

After studying the paper successfully, the learners will be able:

1. To get the awareness of career opportunities available to them.
2. To identify the career opportunities suitable to them.
3. To understand the use of English in different careers.
4. To develop competence in using English for the career of their choice.
5. To enhance skills required for their placement.
6. To use English effectively in the career of their choice.
7. To exercise verbal as well as nonverbal communication effectively for their career.

***Each** semester shall have 3 credits for teaching. Each credit is equal to 15 hours, so this course shall have 45 teaching hours. In addition to that there shall be 03 hours allotted to internal evaluation. ($3 \times 15 = 45 + 3 = 48$).

***Considering** the choice-based credit system (CBCS) and the semester pattern, both Semesters-V & VI will have a uniform evaluation pattern of 100 marks each. There will be an 'Internal Examination' for 30 marks and 'Semester-end Examination' for 70 marks.

***The Internal** Examination for 30 marks will be conducted at college level.

- a) Assignment/group discussion/tutorial/seminar/oral/project for 10 marks
- b) A Mid-semester Written Test for 20 marks

SEMESTER-V(SEC 1-C)

Course contents:

Unit-I- Exploring Careers (12 Clock Hours)

1. Creative Writing
2. Translation
3. Mass Communication and Journalism
4. Academia and Other Careers

Unit-II- Basic Preparation for Jobs (08 Clock Hours)

1. Application Letter and Résumé Writing
2. GDPI
3. Writing Notices and Agendas
4. Writing Minutes

Unit-III- English for Employability Skills (13 Clock Hours)

1. Style and Techniques for Effective Communication
2. Description, Narration and Demonstration in English
3. Soft Skills for Employers
4. Soft Skills for Employees

Unit-IV- English for Corporate Field (12 Clock Hours)

1. English for Sales Services
2. English for Customer Services
3. Presentation Skills
4. Writing a Project Report

SEMESTER-VI (SEC 1-D)

Prescribed Text- Aspirations: English for Careers (Board of Editors-
Orient Black Swan)

Unit-I- English for Competitive Examinations (09 Clock Hours)

1. Vocabulary
2. Tenses
3. Prepositions
4. Précis Writing

Unit-II- English for Research Purposes (12 Clock Hours)

1. Impersonal and Objective Style
2. Writing a Research Proposal
3. Writing a Research Paper
4. Writing a Short Dissertation

Unit-III- Content Writing (12 Clock Hours)

1. Introduction to Content Writing
2. Writing Blog Posts and Articles
3. Writing for Websites
4. Writing for Social Media Platforms

Unit-IV- English for Digital Marketing (12 Clock Hours)

1. Introduction to Advertisements
2. Newspaper Advertisements
3. Advertisements on Television and Radio Channels
4. Advertisements on Internet

SELECT BIBLIOGRAPHY

1. Bakshi Rakesh Anand. 2019. Let's Talk On Air: Conversations with Radio Presenters. Puffin
2. Bill Mascull. 2010. Business Vocabulary in Use: Elementary to Pre-intermediate. Cambridge University Press
3. Chaskar, Jagadale, Bhabad, Raskar, Pawar. Ed. 2020. Horizons English in Multivalent Contexts. Orient BlackSwan
4. Donald Miller. 2017. Building a Story Brand. HarperCollins
5. Donna Papacosta. 2013. The Podcast Scripting Book. Trafalgar Communications
6. Dorothea Brande. 1981. Becoming a Writer. TarcherPerigee
7. Elizabeth Walter. 2010. Collins Easy Learning Writing. HarperCollins UK
8. Erica Williams. 2008. Presentations in English. Macmillan
9. Gupta Kounal. 2020. Content Writing Handbook. Henry Harvin

10. Haigh Rupert. 2004. Legal English. Cavendish Publishing Limited
11. Henry Emery, Andy Roberts. 2008. Aviation English. Macmillan.
12. Karen Englander, James N. Corcoran. 2019. English for Research Publication Purposes. Routledge
13. Kohli Simran. 2006. The Radio Jockey Hand Book. Fusion Books
14. Leila R. Smith, Roberta Moore. 2009. English for Careers: Business, Professional, and Technical. USA. Pearson College Div.
15. Marie Drennan, Yuri Baranovsky (Author), Vlad Baranovsky. 2018. Scriptwriting for Web Series: Writing for the Digital Age. Routledge
16. Michael McCarthy Felicity O'Dell. 2004. English Phrasal Verbs in Use. Cambridge University Press
17. Michael Swan. 2001. Practical English Usage. Cornelsen & Oxford University Press
18. Paul J. Hamel. 2016. English for Better Jobs. Amazon Digital Services
19. Pease A. 1998. Body Language. London: Sheldon Press
20. Ronald Carter, Michael McCarthy. 2006. Cambridge Grammar of English: A Comprehensive Guide. Cambridge University Press

Discipline Specific Elective (DSE-1C& DSE-1D)

(Old S-3)

(w. e. f. 2021- 2022)

Title of the Paper: Appreciating Novel

(Credit-3+1=4)

Rationale:

The impact of literature in human society is undeniable. Literature acts as a form of expression for each individual author. Some books mirror society and allow us to better understand the world we live in. Literature is important because it teaches the universal human experiences. It also provides different meanings to different people or teaches different lessons to the same person at different stages of his life. The novel is one of the major forms of literature which generally deals imaginatively with human experiences, usually through a connected sequence of events involving a group of persons in a specific setting. It is a genre of fiction and fiction may be defined as a form of art. It is not a short story in prose; instead, it is actually an extensive and illustrated account of series of events that happened right through the life of a character. By studying and appreciating novel, the students can develop their interpretative abilities and enhance their analytical skills.

Objectives:

- a) To introduce students to the basics of novel as a literary form
- b) To expose students to the historical development and nature of novel
- c) To make students aware of different types and aspects of novel
- d) To develop literary sensibility and sense of cultural diversity in students
- e) To expose students to some of the best examples of novel

* **Each** semester shall have 3 credits for teaching. Each credit is equal to 15 hours, so this course shall have 45 teaching hours. In addition to that there shall be 03 hours allotted to internal evaluation. **(3x15=45+3=48)**.

* **Considering** the choice-based credit system (CBCS) and the semester pattern, both Semesters-V & VI will have a uniform evaluation pattern of 100 marks each. There will be an 'Internal Examination' for 30 marks and 'Semester-end Examination' for 70 marks.

* **The Internal** Examination for 30 marks will be conducted at college level.

- a) Assignment/group discussion/tutorial/seminar/oral/project for 10 marks
- b) A Mid-semester Written Test for 20 marks

* **Semester V and VI -DSE 3+1 =** One credit is for Research Project/field visit/ or any other Subject-centric activities to be undertaken by the students in consultation with the concerned teacher. The concerned teachers have to evaluate and maintain the record of research project/field visit/ or any other subject-centric activity.

SEMESTER-V (DSE-1C)

Course content:

A) Theory of Novel: (20 Clock Hours)

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

B) *Silas Marner*- George Eliot (25 Clock Hours)

SEMESTER-VI (DSE-1D)

A) *A Farewell to Arms*- Ernest Hemingway (20 Clock Hours)

B) *The Painter of Signs*- R. K Narayan (25 Clock Hours)

Reference Books:

- 1) E. M. Forster, *Aspects of the Novel*, Harcourt, Inc. 1955
- 2) Terry Eagleton, *The English Novel: An Introduction*. Blackwell, 2005
- 3) Walter Allen, *The English Novel* (London, 1954)
- 4) Arnold Kettle, *Introduction to the English Novel*, (2 vols, London, 1951)
- 5) Ian Watt, *The Rise of the Novel*, London, 1957
- 6) J. Davis, *Factual Fictions: The Origins of the English Novel*, (New York, 1983)
- 7) Geoffrey Day, *From Fiction to the Novel*, (London, 1987)
- 8) Dominic Head, *The Cambridge Introduction to Modern British Fiction, 1950–2000*. Cambridge, 2002
- 9) Walter L. Reed, *An Exemplary History of the Novel: The Quixotic versus the Picaresque*, (Chicago, 1981)
- 10) Richard Chase, *The American Novel and its Tradition*, New York, 1957
- 13) Nadel, Ira Bruce, *Biography: Fiction, Fact and Form*. London: Macmillan, 1984.
- 14) Jonathan Greenberg, *Modernism, Satire and the Novel*, Cambridge University Press, 2011
- 15) Afzal-Khan Fawzia, *Cultural Imperialism and the Indo-English Novel: Genre and Ideology in R.K. Narayan, Anita Desai, Kamala Markandaya, and Salman Rushdie*. University Park (Pennsylvania State UP) 1993.
- 16) Kermode Frank [1966], *The Sense of an Ending: Studies in the Theory of Fiction*, Oxford (OUP) 2000.
- 17) Mukherjee Meenakshi, *Realism and Reality: The Novel and Society in India*, Delhi (OUP) 1985.
- 18) Brian W Shaffer, *Reading the Novel in English 1950–2000*, Blackwell Publishing, 2006
- 19) Dirk Wiemann, *Genres of Modernity Contemporary Indian Novels in English*. Amsterdam – New York, NY 2008
- 20) Jesse Matz, *The Modern Novel: A Short Introduction*, Blackwell, 2004

- 21) John Mullan, How the Novel Works, OUP, 2006
- 22) Meenakshi Mukherji, The Twice Born Fiction. Heinemann Educational Books, New Delhi, 1971
- 23) A. J. Sebastian & N. D. R. Chandra. Literary Terms in Fiction and Prose. Authors Press, 2004

Discipline Specific Elective (DSE-2C & DSE-2D)
(Old S-4)
(w. e. f. 2021- 2022)

Title of the Paper: Introduction to Literary Criticism
(Credit-3+1=4)

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 and search for universal meaning and has taken on new pursuits. The present course is designed to introduce students to the basics of literary criticism and the age wise important critical concepts.

Objectives:

- a) To introduce students to the basics of literary criticism
- b) To make them aware of the nature and historical development of criticism
- c) To make them familiar with the significant critical approaches and terms
- d) To encourage students to interpret literary works in the light of the critical approaches
- e) To develop aptitude for critical analysis

* **Each** semester shall have 3 credits for teaching. Each credit is equal to 15 hours, so this course shall have 45 teaching hours. In addition to that there shall be 03 hours allotted to internal evaluation. **(3x15=45+3=48)**.

* **Considering** the choice-based credit system (CBCS) and the semester pattern, both Semesters-V & VI will have a uniform evaluation pattern of 100 marks each. There will be an 'Internal Examination' for 30 marks and 'Semester-end Examination' for 70 marks.

* **The Internal** Examination for 30 marks will be conducted at college level.

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* **Semester V and VI -DSE 3+1** = One credit is for Research Project/field visit/ or any other Subject-centric activities to be undertaken by the students in consultation with the concerned teacher. The concerned teachers have to evaluate and maintain the record of research project/field visit/ or any other subject-centric activity.

Course Content:

SEMESTER-V (DSE-2C)

Unit-I- Orientation (15 clock hours)

1. Literary Criticism- definitions and functions
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 Imitation (Ref- Poetics), Longinus's Five Sources of Sublimity (Ref- on the Sublime)
2. **Neo-Classical Criticism**–Dryden's definition of play (Ref-An Essay on Criticism), Samuel Johnson's defense of Shakespeare

Unit-III- Romantic/Victorian Criticism (15 clock hours)

Wordsworth's definition of poetry, Coleridge's distinction between fancy and imagination, Matthew Arnold's three estimates of poetry

SEMESTER-VI (DSE-2D)

Unit-I- Modern Criticism (15 clock hours)

Eliot's theory of impersonality, William Empson's seven types of ambiguity, Georg Lukacs' concept of realism, Sigmund Freud's structure of human mind- id, ego and superego

Unit-II- New Criticism (15 clock hours)

Allen Tate's concept of tension, Cleanth Brooks' notion of paradox as the structure of poetry, Wimsatt and Beardsley's concept of intentional fallacy

Unit-III- Critical Terms and Practical Criticism (15 clock hours)

Critical Terms:

1. Catharsis
2. Allegory
3. Diction
4. Irony
5. Motif and theme
6. Genre
7. Metaphor
8. Point of view

9. Subjective and objective
10. Satire

Practical Criticism:

Practical criticism of poems, passages from novels and plays, etc.

(Teachers are advised to deal with poems, prose passages from the poems and novels that students have studied during their graduation)

Reference Books:

- 1) Kulkarni Anand et al. (2021). *Explaining Literary Theory*. Namya Press, New Delhi.
- 2) Kulkarni Anand B. & Chaskar Ashok G. *An Introduction to Literary Criticism and Theory*. Orient Blackswan, 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. Waltom 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.

Skill Enhancement Course (SEC 2-C & SEC 2-D)
(w. e. f. 2021- 2022)

Title of the Paper: *Mastering Life Skills and Life Values*

[Two credit Course (2X15= 30 Clock Hours)]

Objectives:

1. To equip the students with the social skills
2. To train the students interpersonal skills
3. To build self-confidence and communicate effectively
4. To Encourage the students to think critically
5. To learn stress management and positive thinking
6. To enhance leadership qualities
7. To aware the students about universal human values
8. To develop overall personality of the students

Suggestions to Teachers:

1. It is a learner-centric course.
2. The course aims at developing skills among the students.
3. Learning can be facilitated through interactive and informal guiding sessions.
4. Participation and up-gradation of the students' performance needs to be encouraged.
5. Practical, Exercises, Activity monitoring, Projects, Seminars, Presentations, Group Discussions are some of the activities that the teachers are expected to encourage.
6. Relevant and innovative ideas of both the students and the teachers are always appreciable for a successful completion of this course
7. The concerned faculty/teachers have to maintain the record of the students as credits to the students need to be given on the basis of preserved records.

SEMESTER-V (SEC 2-C)

Course Content:

Life Skills

1. Meaning and Nature of Life Skills
2. Importance of Life Skills
3. Problem Solving and Decision-making skill
4. Critical and Creative Thinking Skill
5. Interpersonal skills: Understanding and Cooperating with Others
6. Management of Stress and Emotions

SEMESTER-VI (SEC 2-D)

Life Values

1. Meaning and Nature of Values
2. Importance of Human Values
3. Moral Values
4. Ethical Values
5. Professional Values
6. Aesthetic Values
7. Psychological Values
8. Self-Awareness and Self-Management
