



Date :- 25/04/2025

## **NOTIFICATION**

Sub :- CBCS Syllabi of B. A. /B.Com. / B.Sc. in English (Sem. V & VI)

Ref. :- Decision of the Academic Council at its meeting held on 22/04/2025.

The Syllabi of B. A. /B.Com. / B.Sc. in English (Fifth and Sixth Semesters) as per **NATIONAL EDUCATION POLICY – 2020 (2023 Pattern)** and approved by the Academic Council as referred above are hereby notified for implementation with effect from the academic year 2025-26.

Copy of the Syllabi Shall be downloaded from the College Website  
([www.kcesmjcollege.in](http://www.kcesmjcollege.in))

**Sd/-**  
**Chairman,**  
**Board of Studies**

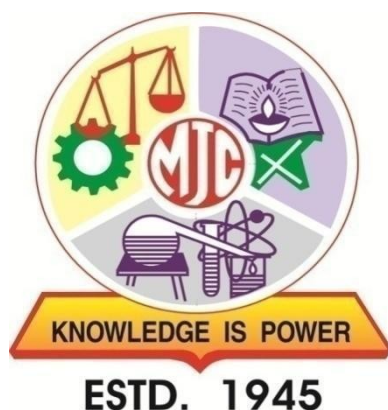
**To :**

- 1) The Head of the Dept., M. J. College, Jalgaon.
- 2) The office of the COE, M. J. College, Jalgaon.
- 3) The office of the Registrar, M. J. College, Jalgaon.

**Knowledge is Power**

**Khandesh College Education Society's**  
**Moolji Jaitha College, Jalgaon**  
An "Autonomous College"

Affiliated to  
**Kavayitri Bahinabai Chaudhari**  
**North Maharashtra University, Jalgaon-425001**



**STRUCTURE AND SYLLABUS**  
**BA Honours / Honours with Research**  
**T. Y. B. A.**  
**ENGLISH**  
**(Major(DSC), DSE, VSC, INT/OJT)**

**As per NEP-2020 Guidelines**  
**Under Choice Based Credit System (CBCS)**

**[w. e .f. Academic Year: 2025-26 ]**

## Preface:

Welcome to the Undergraduate Program in English Language and Literature with an extended canvas encompassing Translation and Creative Writing as integral part of it. Guided by the New Education Policy 2020, the program aims to equip the students with a diverse skill set enhancing their employability and fostering an interdisciplinary learning experience.

At the core of our program lies the profound significance of Language; the bedrock of human understanding and expression. Through the study of language, you will unravel its structures, sounds, and meanings. You will gain insight into how language evolves the nuances of its usage, and its power to shape perceptions and communicate ideas. This understanding will sharpen your ability to interpret texts, engage in effective communication, and appreciate the intricate beauty of linguistic expression. Literature is a gateway to different worlds, cultures, and perspectives. Through the study of literary masterpieces, both classic and contemporary, you will embark on a journey that unravels the complexities of the human experience, challenges your thinking, and expands your horizons. You will explore diverse genres, dive into the minds of celebrated authors, and analyze the social, historical, and cultural contexts that shaped their works.

Translation and Creative writing; the two potentially rich subjects are the interesting components of the syllabus. Translation helps connecting people across linguistic boundaries in view of this the department ensures to equip the graduates with an introductory set of know-how to transfer the meaning from one linguistic structure into another. Creative writing has its own beauty and contribution to the field of language and literature and by extension entire humanity. Creative writing offers a space for self- expression, imagination, and the exploration of diverse narratives. Both the subjects intend to give a rich graduation experience to the students.

Beyond the classroom, our program offers a vibrant and supportive community of fellow writers, language enthusiasts, and literary scholars. Through workshops, readings, and literary events, you will have the opportunity to share your work, engage in constructive discussions, and immerse yourself in the rich literary landscape. You will collaborate with peers, learn from established authors and scholars, and develop connections that will accompany you on your literary journey. The Undergraduate Program in English Language and Literature is not just a stepping stone in your academic path; it is an invitation to unlock your creativity, ignite your passion for language, and also find a path in career and profession.

| PSO No. | Programme Specific Outcomes                                                                                                                                                                                                                                                                                                                                                                      |
|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.      | Literary Knowledge: Students will develop a comprehensive understanding of the major literary movements, genres, and works across different time periods. They will demonstrate familiarity with key literary theories, critical approaches, and the ability to analyze and interpret texts from diverse cultural and historical contexts.                                                       |
| 2.      | Language Proficiency: Students will acquire a high level of proficiency in the English language, both spoken and written. They will demonstrate competence in grammar, vocabulary, syntax, and effective communication skills. Students will also develop an awareness of the nuances and variations within the English language, enabling them to navigate and appreciate linguistic diversity. |

|    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3. | Translation Competence: Students will gain proficiency in the theory and practice of translation, including the ability to transfer meaning accurately and sensitively between different languages and cultures. They will demonstrate an understanding of translation strategies, cultural adaptation, and ethical considerations in the translation process.                                                                                                                                                                                                       |
| 4. | Creative Writing Skills: Students will develop and refine their creative writing abilities across various genres, including fiction, poetry, drama, and non-fiction. They will demonstrate mastery of narrative techniques, character development, descriptive writing, and poetic language. Students will exhibit creativity, originality, and the ability to effectively communicate their ideas through their written work.                                                                                                                                       |
| 5. | Critical Thinking and Analytical Skills: Students will cultivate advanced critical thinking skills, enabling them to analyze literary texts, language structures, and translation challenges.                                                                                                                                                                                                                                                                                                                                                                        |
| 6. | Cultural and Intercultural Competence: Students will gain a deep understanding of the cultural, social, and historical contexts that shape literature, language, and translation. They will exhibit cultural sensitivity, appreciating and respecting diverse perspectives, identities, and experiences.                                                                                                                                                                                                                                                             |
| 7. | Effective Communication: Students will demonstrate effective communication skills, both orally and in writing. They will be able to articulate their ideas and interpretations clearly and persuasively, adapting their communication style to different audiences and purposes. Students will exhibit proficiency in academic writing, creative expression, and oral presentations, demonstrating clarity, coherence, and effective use of language.                                                                                                                |
| 8. | Collaboration and Professionalism: Students will develop effective collaboration skills, working collaboratively with peers, faculty, and professionals in the field of literature, language, translation, and creative writing. They will exhibit professionalism, ethical conduct, and respect for intellectual property rights in their academic and creative pursuits. Students will also demonstrate the ability to give and receive constructive feedback, engage in constructive dialogue, and contribute positively to a collaborative learning environment. |

Examination Pattern will be notified separately.

**Multiple Entry and Multiple Exit options:**

The multiple entry and exit options with the award of UG certificate/ UG diploma/ or three-year degree depending upon the number of credits secured;

| Levels | Qualification Title                                                          | Credit Requirements |         | Semester | Year |
|--------|------------------------------------------------------------------------------|---------------------|---------|----------|------|
|        |                                                                              | Minimum             | Maximum |          |      |
| 4.5    | UG Certificate                                                               | 40                  | 44      | 2        | 1    |
| 5.0    | UG Diploma                                                                   | 80                  | 88      | 4        | 2    |
| 5.5    | Three Year Bachelor's Degree                                                 | 120                 | 132     | 6        | 3    |
| 6.0    | Bachelor's Degree- Honours<br>Or<br>Bachelor's Degree- Honours with Research | 160                 | 176     | 8        | 4    |

**DEPARTMENT OF ENGLISH**  
**TYBA (English) STRUCTURE AS PER NEP-2020**  
**WEF 2025-26**

| <b>TYBA (English) SEM-V</b>  |                |                        |                   |                 |                                                                       |
|------------------------------|----------------|------------------------|-------------------|-----------------|-----------------------------------------------------------------------|
| <b>Course</b>                | <b>Credits</b> | <b>Hours/<br/>week</b> | <b>TH/<br/>PR</b> | <b>Code</b>     | <b>Title of the Paper</b>                                             |
| DSC                          | 2              | 2                      | TH                | ENG-DSC-351     | Indian Aesthetics                                                     |
| DSC                          | 4              | 4                      | TH                | ENG-DSC-352     | Modern Literature                                                     |
| DSC                          | 4              | 4                      | TH                | ENG-DSC-353     | Study of English Language-I                                           |
| DSE                          | 4              | 4                      | TH                | ENG-DSE-351 (A) | Glimpses Of Indian Writing In English<br>(A Course from SWAYAM)       |
|                              |                |                        |                   | ENG-DSE-351 (B) | American Literature-I                                                 |
| VSC                          | 4              | 4                      | TH                | ENG-VSC-351     | English Language and Literature<br>Teaching                           |
| OJT/IN<br>T/APPT             | 4              | 8                      | PR                | ENG-INT-351     | Internship/OJT                                                        |
| <b>TYBA (English) SEM-VI</b> |                |                        |                   |                 |                                                                       |
| <b>Course</b>                | <b>Credits</b> | <b>Hours/<br/>week</b> | <b>TH/<br/>PR</b> | <b>Code</b>     | <b>Title of the Paper</b>                                             |
| DSC                          | 2              | 2                      | TH                | ENG-DSC-361     | Literary Theory and Criticism                                         |
| DSC                          | 4              | 4                      | TH                | ENG-DSC-362     | Postmodern Literature                                                 |
| DSC                          | 4              | 4                      | TH                | ENG-DSC-363     | Study of English Language-II                                          |
| DSC                          | 4              | 4                      | TH                | ENG-DSC-364     | Creative Writing                                                      |
| DSE                          | 4              | 4                      | TH                | ENG-DSE-361 (A) | A) Introduction to Indian Literature in<br>English (MOOC from Swayam) |
|                              |                |                        |                   | ENG-DSE-361 (B) | B) American Literature-II                                             |
| VSC                          | 4              | 4                      | TH                | ENG-VSC-361     | Vocational Skills in English                                          |

|              |                                              |
|--------------|----------------------------------------------|
| DSC          | Department Specific Course                   |
| DSE          | Department Specific Elective Course          |
| VSC          | Vocational Skills Course                     |
| OJT/INT/APPT | On Job Training/ Internship / Apprenticeship |

# SEMESTER V

**T.Y.B. A. (English)**  
**Semester-V**  
**ENG-DSC-351: Indian Aesthetics**

**Credits-2**  
**Marks:50**

**Internal Examination: 20**  
**External Examination: 30**

|                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |              |
|---------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| <b>Course objectives:</b> | <ul style="list-style-type: none"><li>• To create aesthetic interest among students</li><li>• To introduce key schools of Indian aesthetics among students</li><li>• To facilitate the understanding between classical text and the sentiments</li><li>• To acquaint students to scholarly works and modern interpretations</li></ul>                                                                                                                                                                                                                                                                                                                                                     |              |
| <b>Course outcomes:</b>   | After successfully completing the course, the students will <ul style="list-style-type: none"><li>• have developed interest in aesthetics.</li><li>• have thorough understanding of the different schools of Indian aesthetics.</li><li>• have developed understanding between classical text and artistic sentiments.</li><li>• have acquainted to scholarly works and modern interpretations.</li></ul>                                                                                                                                                                                                                                                                                 |              |
| <b>UNIT</b>               | <b>CONTENTS</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>HOURS</b> |
| <b>I</b>                  | <b>Introduction:</b><br>History of Indian Aesthetics<br>Schools of Indian Aesthetics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 6            |
| <b>II</b>                 | <b>Rasa Theory:</b> <i>Natyasastra</i> : Bharata<br><b>Essay:</b> The Theory of Rasa- S. N. Das Gupta                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 8            |
| <b>III</b>                | <b>Theory:</b> <i>Dhvanyaloka</i> – Anandavardhana<br><b>Essay:</b> Theory of Dhvani- Kunjunni Raja                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 8            |
| <b>IV</b>                 | <b>Theory:</b> <i>Vakrokti Jivita</i> - Kuntaka<br><b>Essay:</b> Kuntaka’s Theory of Poetry: <i>Vakrokti</i> - S. K. De                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 8            |
| <b>Study Resources:</b>   | <ul style="list-style-type: none"><li>• Anandavardhana. <i>Dhvanyaloka of Anandavardhana with the Locana of Abhinavagupta</i>. Translated by Daniel H. H. Ingalls, Jeffrey Moussaieff Masson, and M. V. Patwardhan, Harvard University Press, 1990. Print.</li><li>• Bharata. <i>The Natyasastra: A Treatise on Hindu Dramaturgy and Histrionics</i>. Translated by Manomohan Ghosh, 2nd ed., Asiatic Society of Bengal, 1951. Print.</li><li>• Das Gupta, Surendranath. "The Theory of Rasa." <i>A History of Indian Philosophy</i>, vol. 1, Cambridge University Press, 1922, pp. 109–133. Print.</li><li>• De, Sushil Kumar. <i>Sanskrit Poetics as a Study of Aesthetic</i></li></ul> |              |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p><i>Criticism</i>. 2nd ed., University of California Press, 1963. Print.</p> <ul style="list-style-type: none"> <li>• Gupta, Neerja A. <i>A Student's Handbook of Indian Aesthetics</i>. Cambridge Scholars Pub. 2017. PDF.</li> <li>• Kuntaka. <i>Vakrokti Jivita (Kuntaka's Theory of Poetry)</i>. Edited and translated by S. K. De, New Indian Publishing House, 1954. Print.</li> <li>• Raja, Kunjunni. "The Theory of Dhvani." <i>Indian Theories of Meaning</i>, The Adyar Library and Research Centre, 1969, pp. 99–120. Print.</li> <li>• Seturaman, V. S., Ed. <i>Indian Aesthetics: An Introduction</i>. Macmillan India Limited, 1992. Print.</li> </ul> |
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**T.Y.B. A. (English)**  
**Semester-V**  
**ENG-DSC-352: Modern Literature**

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**CREDITS: 4**

**INTERNAL EXAMINATION: 40**

**MARKS: 100**

**EXTERNAL EXAMINATION: 60**

**Course Objectives:**

- To introduce students to the key features of modernist literature, including its historical, cultural, and philosophical underpinnings.
- To analyze James Joyce's *A Portrait of the Artist as a Young Man* in relation to modernist themes such as self-exploration, artistic development, and narrative experimentation.
- To explore the modernist poetic tradition by studying selected modern poems, focusing on themes, form, and stylistic innovations.
- To explore the modernist themes in the play; *Arms and the Man*.
- To develop critical and analytical skills through close reading and interpretation of modern literary texts.
- To foster discussions on the socio-political, psychological, and artistic dimensions of modern literature.

**Course Outcomes:**

- Demonstrate a comprehensive understanding of the principles of modernism and its impact on literature.
- Discuss *A Portrait of the Artist as a Young Man* in relation to Joyce's narrative techniques, modernist aesthetics, and the bildungsroman tradition.
- Evaluate modern poetry by identifying its formal innovations, thematic concerns, and cultural significance.
- Identify modernist themes in the play *Arms and the Man*.
- Articulate well-structured arguments in written and oral formats, demonstrating engagement with modernist literature and critical perspectives.
- Develop an appreciation for the complexity and richness of modernist literary texts and their relevance to contemporary literature and thought.

| UNIT | CONTENTS                                                                                                                                                 | HOURS |
|------|----------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| I    | Understanding Modernism: Pericles Lewis, 'Introduction,' The Cambridge Introduction to Modernism (Cambridge: Cambridge University Press, 2007), pp. 1-26 | 15    |
| II   | Novel<br><i>A Portrait of the Artist as a Young Man</i> - James Joyce                                                                                    | 15    |
| III  | Poems:<br>1. <i>The Love Song of J. Alfred Prufrock</i> - T.S. Eliot<br>(Alienation, modernity, and self- doubt)                                         | 15    |

|                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |
|------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
|                        | <p>2. <i>The Second Coming</i> - W.B. Yeats<br/>(Chaos, change, and the cyclical nature of history)</p> <p>3. <i>Lady Lazarus</i>- Sylvia Plath<br/>(Feminism, resilience, and identity)</p> <p>4. <i>I Like for you to be still</i>- Pablo Neruda<br/>(Silence, presence, and transcendence of love)</p> <p>5. <i>A Far Cry from Africa</i>- Derek Walcott<br/>(Colonial history, identity, and cultural conflict)</p> <p>6. <i>The Red Wheelbarrow</i>- William Carlos Williams<br/>(Imagism, sensory perception, significance of the ordinary)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |
| <b>IV</b>              | <b>Drama:</b><br><i>Arms and the Man</i> - George Bernard Shaw                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 15 |
| <b>Study Resources</b> | <ul style="list-style-type: none"> <li>● Butler, Christopher. <i>Modernism: A Very Short Introduction</i>. Oxford University Press, 2010.</li> <li>● Brown, Monica. <i>Pablo Neruda: Poet of the People / Poeta del pueblo</i> (Bilingual Edition). Henry Holt and Company (BYR), 2022.</li> <li>● Eliot, T. S. <i>Let Us Go Then, You and I: Selected Poems</i>. Faber &amp; Faber Ltd., 2009.</li> <li>● Fitzgerald, Mairiad. <i>Best-loved Yeats</i>. O'Brien Press.</li> <li>● Jones, Peter. <i>Imagist Poetry</i>. Penguin Books, 2001.</li> <li>● Joyce, James. <i>A Portrait of the Artist as a Young Man</i>. Oxford University Press, 2003.</li> <li>● Lewis, Pericles. <i>The Cambridge Introduction to Modernism</i>. Cambridge University Press, 2007.</li> <li>● Plath, Sylvia. <i>Collected Poems</i>. Faber and Faber.</li> <li>● Shaw, George Bernard. <i>Pygmalion Illustrated</i>. N.p., Independently Published, 2021.</li> <li>● Shaw, George Bernard. <i>Pygmalion &amp; Other Plays</i>. United Kingdom, Pan Macmillan, 2021.</li> <li>● The Cambridge Companion to Arthur Miller. N.p., Cambridge University Press, 2010.</li> <li>● Walcott, Derek. <i>Collected Poems, 1948-1984</i>. Farrar, Straus and Giroux, 1986.</li> <li>● Williams, Carlos. <i>Red Wheelbarrow and Other Poems</i>. New Directions Publishing, 2018.</li> <li>● Yeats, William. <i>Easter 1916 and Other Poems</i>. Dover Publications, 2016.</li> </ul> |    |

## TYBA (English)

### Semester-V

#### ENG-DSC-353: The Study of English Language-I

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**Credits: 4**  
**Marks: 100**

**Internal Assessment: 40**  
**External Examination: 60**

#### Course Objectives:

- To introduce the students to the properties, functions and varieties of English language
- To inculcate phonological competence among students
- To acquaint the students with morphological concepts and word formation processes

**Course Outcomes:** After successfully completing the course, the students will be able to

- classify the properties, functions and varieties of English language.
- get phonological competence.
- identify the formation process and do the morphological analysis of a word.

| UNIT | CONTENTS                                                                                                                                                                                                                                                                                 | HOURS |
|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| I    | <b>Language Orientation</b>                                                                                                                                                                                                                                                              | 15    |
|      | <ul style="list-style-type: none"><li>• Definitions and properties of language</li><li>• Functions of language</li><li>• Standard and Non-standard English (Register, dialect, idiolect, sociolect, slang, pidgin &amp; creole)</li><li>• British, American and Indian English</li></ul> |       |
| II   | <b>Phonetics and Phonology I</b>                                                                                                                                                                                                                                                         | 15    |
|      | <ul style="list-style-type: none"><li>• Speech Mechanism</li><li>• Organs of speech</li><li>• Classification and description of speech sounds in R P English (Consonants and vowels)</li></ul>                                                                                           |       |

|            |                                                                                                                                                                                               |    |
|------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| <b>III</b> | <b>Phonetics and Phonology II</b>                                                                                                                                                             | 15 |
|            | <ul style="list-style-type: none"> <li>● Phoneme, allophone</li> <li>● Syllable</li> <li>● Stress and Intonation</li> </ul>                                                                   |    |
| <b>IV</b>  | <b>Morphology</b>                                                                                                                                                                             | 15 |
|            | <ul style="list-style-type: none"> <li>● Introduction to Morphology</li> <li>● Types of Morpheme</li> <li>● Processes of word formation</li> <li>● Morphological analysis of words</li> </ul> |    |

**Suggested Reading:**

- Bansal, R. K. and J. B. Harrison. *Spoken English For India*. Mumbai: Orient Longman, 1972. Print.
- T. Balasubramaniam. *A Textbook of English Phonetics for Indian Students*. Mumbai: Macmillan India Ltd., 1996. Print.
- Yule, G. *The Study of Language*. Cambridge: Cambridge University Press, 1995. Print.

## TYBA (English)

### Semester – V

#### ENG-DSE-351(A): Glimpses of Indian Writing in English

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#### A Course SWAYAM

By Dr. Bindu Ann Philip | St.Mary's College Thrissur

**Credits: 4**  
**Marks: 100**

**Internal Assessment: 40**  
**External Examination: 60**

#### Summary

|                               |               |
|-------------------------------|---------------|
| Course Status :               | Ongoing       |
| Course Type :                 | Core          |
| Language for course content : | English       |
| Duration :                    | 12 weeks      |
| Category :                    | Language      |
| Credit Points :               | 4             |
| Level :                       | Undergraduate |
| Start Date :                  | 01 Jul        |
| End Date :                    | 30 Sep        |
| Enrollment Ends :             | 31 Aug        |
| Exam Date :                   |               |
| Exam Shift :                  | Shift 2       |

The initial part of the course focuses on Indian poetry, beginning with a poem by Nightingale of India who “infused artistry and poetry into the national struggle”, the course then flows to unveil the beauty of Indian prose and short stories originating with the writings of architect of modern India who said “We live in a wonderful world that is full of beauty, charm and adventure. There is no end to the adventures we can have if only we seek them with our eyes open.” Indian prose writings were fabricated with creativity and inquisitiveness. The female voices in Indian English Writing echoed the lyric of women

rights and their protest against patriarchy. The course terminates by the prominent characters of Indian theatre. The magnificent writings of Indian authors like Kalidasa, Girish Karnad are brought in to frame scrutinizing the cultural and traditional nuances.

## **Course layout**

### **Weeks Module**

#### **Week 1**

Day 1 Introduction to Indian Writing in English  
Day 2 Introduction to poetry in Indian English Writing  
Day 3 Explanation on the theme of the poem, Songs of Radha: The Quest  
Assignment-1  
MCQ -Quiz

#### **Week 2**

Day 1 Introduction to Rabindranath Tagore  
Day 2 A Detailed Study of the poem Breezy April  
Day 3 Theme and Major Ideas Presented in the poem Breezy April  
Assignment-2  
MCQ -Quiz

#### **Week 3**

Day 1 Introduction to Kamala Das  
Day 2 A Detail Study of Kamala Das's poem In Love  
Day 3 Theme and the major ideas presented in the poem In Love  
Assignment-3  
MCQ -Quiz

#### **Week 4**

Day 1 Introduction to Nissim Ezekiel  
Day 2 Detailed Study of Goodbye Party for Miss Pushpa T. S.  
Day 3 Themes and Ideas in Goodbye Party for Miss Pushpa T. S.  
Assignment-4  
MCQ-Quiz

#### **Week 5**

Day 1 Introduction to A. K. Ramanujan  
Day 2 A Detailed Study of Looking for a Cousin on a Swing  
Day 3 Themes and Major Ideas Presented in Looking for a Cousin on a Swing  
Assignment-5  
MCQ-Quiz

#### **Week 6**

Day 1 Introduction to Agha Shahid Ali  
Day 2 A detailed study of the poem Postcard from Kashmir  
Day 3 Theme and the major ideas presented in the poem Postcard from Kashmir  
Assignment-6

## MCQ-Quiz

### Week 7

Day 1 General Introduction on Fiction in Indian Writing in English

Day 2 An Introduction to Jawaharlal Nehru

Day 3 Detailed Study of Tryst with Destiny

Assignment-7

MCQ-Quiz

### Week 8

Day 1 Introduction to R.K. Narayan

Day 2 A Detailed Study of his work, *Mars in the Seventh House*

Day 3 Introduction to Amrita Pritam

Day 4 The detailed study of the short story *The Weed* by Amrita Pritam

Assignment-8

MCQ-Quiz

### Week 9

Day 1 Themes in short story *The Weed* and its relevance

Day 2 Themes in short story *The Weed* and its relevance

Day 3 Introduction to Indian English Drama

Day 4 *Naga Mandala*: An Introduction

Assignment-9

MCQ -Quiz

### Week 10

Day 1 *Naga Mandala*: Act I

Day 2 *Naga-Mandala*- Act 2

Day 3 *Nagamandala* - Multiple Climax

Day 4 Introduction to Shashi Deshpande and her major works

Assignment-10

MCQ- Quiz

### Week 11

Day 1 *Parts of a Whole*: An Analytic Note on Shashi Deshpande's *Roots and Shadows*

Day 2 "*Into the Depths*" : Dissecting Shashi Deshpande's *Roots and Shadows*

Day 3 *Towards Closure*: Exploring Shashi Deshpande's *Roots and Shadows*

Day 4 Introduction to Translated Works in Indian Writing in English

Assignment- 11

MCQ -Quiz

### Week 12

Day 1 *Abhijnana Shakuntalam*: An Introduction

Day 2 *Abhinjnana Shakuntalam*: Act I

Day 3 *Abhijnana Shakuntalam*: Act II

Day 4 Kalidasa's *Abhijnana Shakuntalam*: Summarizing Act III – Act VII

Assignment-12

MCQ-Quiz

**TYBA (English)**  
**Semester – V**  
**ENG-DSE-351(B): American Literature - I**

**Credits: 4**  
**Marks: 100**

**Internal Examination: 40**  
**External Examination: 60**

|                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |              |
|---------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| <b>Course Objectives:</b> | <ul style="list-style-type: none"> <li>To acquaint the students with the American Literature by studying the literary forms- poetry, fiction, short stories and drama</li> <li>To develop a deeper understanding of poetic forms, metaphors, symbolism, and philosophical ideas in American poetry.</li> <li>To analyze the moral, social and psychological dimensions and techniques in American fiction by studying the prescribed text, <i>The Adventures of Tom Sawyer</i> by Mark Twain and the prescribed short stories.</li> <li>To analyze major themes such as family dynamics, human conflict, post-war American society, American Dream and other themes in Arthur Miller's <i>All My Sons</i>.</li> </ul>                                                               |              |
| <b>Course Outcomes:</b>   | <p>After successfully completing the course,</p> <ul style="list-style-type: none"> <li>the students will be familiar with American Literature by studying the literary forms- poetry, fiction and drama.</li> <li>will develop a deeper understanding of poetic forms, metaphors, symbolism, and philosophical ideas in American poetry.</li> <li>will be able to analyze the moral, social, and psychological dimensions and techniques in American fiction by studying the prescribed text <i>The Adventures of Tom Sawyer</i> by Mark Twain and the prescribed short stories</li> <li>will be able to analyze major themes such as family dynamics, human conflict, post-war American society, American Dream and other themes in Arthur Miller's <i>All My Sons</i></li> </ul> |              |
| <b>UNIT</b>               | <b>CONTENTS</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>HOURS</b> |
| <b>I</b>                  | <b>Poetry:</b> Form, Poetic Devices, Techniques, Diction, Themes <ol style="list-style-type: none"> <li>Sylvia Plath- <i>Purdah</i></li> <li>Robert Frost- <i>Waste Running Brook</i></li> <li>Wallace Stevens- <i>A Postcard from Volcano</i></li> <li>Ralph Waldo Emerson- <i>Brahma</i></li> <li>Henry David Thoreau- <i>The Inward Morning</i></li> <li>William Howells- <i>The Bewildered Guest</i></li> <li>Henry Cuyler – <i>Shriven</i></li> </ol>                                                                                                                                                                                                                                                                                                                          | 15           |

|                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |
|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| II                      | <b>Novels:</b> Plot, Themes, Narrative Techniques, Character development, Symbolism, American Socio-Cultural Background <ul style="list-style-type: none"> <li>● Mark Twain- <i>The Adventures of Tom Sawyer</i></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 15 |
| III                     | <b>Short Stories:</b> Plot, themes, narrative techniques, character development, symbolism, American Socio-cultural background.<br><b>Texts:</b> <ul style="list-style-type: none"> <li>● Isabel Allende - <i>And Of Clay are We Created</i>.</li> <li>● Kate Chaplin- <i>Regret</i></li> <li>● Jack London- <i>To Build a Fire</i>.</li> <li>● Willa Cather- <i>A Wagner Matinee</i></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 15 |
| IV                      | <ul style="list-style-type: none"> <li>● <b>Drama:</b> Plot, themes, dramatic techniques, character development, symbolism, American Socio-cultural background.</li> <li>● Arthur Miller- <i>All My Sons</i></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 15 |
| <b>Study Resources:</b> | <b>Prescribed Texts:</b> <ul style="list-style-type: none"> <li>● Aurthur Miller; <i>All My Sons</i>, Penguin: 2009.Print.</li> <li>● Christopher Macgowan ;<i>Twentieth-Century American Poetry</i>, Blackwell Publishing :2005.Print.</li> <li>● Isabel Alende; <i>Of Clay We are Created</i> in the Stories of Eva Luna, Penguin: 1991.Print.</li> <li>● Juliana Chang; <i>Quiet Fire: A Historical Anthology of Asian American Poetry, 1892-1970</i> (NeyYork,1996)</li> <li>● Mark, Twain; <i>The Adventures of Tom Sawyer</i>, American Publishing Company, US:1876 .Print.</li> <li>● Short Story Masterpieces , <i>Five American Masters</i>, Jaico Pub.House,Mumbai:2003</li> </ul> <b>Recommended Reading:</b> <ul style="list-style-type: none"> <li>● Adler, Thomas; <i>American Drama, 1940-1960: A Critical History. Connecticut:</i> Twayne Publishers: 1994. Print.</li> <li>● Berkowitz, Gerald. <i>American Drama in the Twentieth Century</i>. Boston: Addison-Wesley Longman, Limited, 1992.Print.</li> <li>● Bradbury, Malcolm; <i>The Modern American Novel</i>. Oxford, OUP, 1995.Print.</li> <li>● Christopher Bigsby; <i>Arthur Miller: A Critical Study</i>, Cambridge University Press.2004.Print.</li> <li>● Donald Pizer; <i>The Cambridge Companion to American Realism and Naturalism: From Howells to London</i>, Cambridge Univ Press:1995.Print.</li> <li>● Gray, Richard; <i>A History of American Literature</i>. NJ: Wiley, 2004. Print.</li> </ul> |    |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|  | <ul style="list-style-type: none"> <li>● Gelpi, Albert. <i>A Coherent Splendor: The American Poetic Renaissance 1910-1950</i>. Cambridge, CUP: 1988.</li> <li>● Gray, Richard. <i>American Poetry of the Twentieth Century</i>. Cambridge, CUP, 1990. Print.</li> <li>● Gary Scharnhorst, <i>Critical Essays on the Adventures of Tom Sawyer</i> in Critical essays on American literature G.k. Hall &amp; Company; Large type / Large print edition 1 April 1999</li> </ul> |  |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

**TYBA (English)**  
**Semester-V**  
**ENG-VSC-351: English Language and Literature Teaching**

**Credits: 4**  
**Marks: 100**

**Internal Examination: 40**  
**External Examination: 60**

**Course Objectives:**

- Understanding the importance of English as a global language
- Introducing various methods of teaching language and literature
- Leveraging technology to enhance language learning
- Developing methods for teaching literature critically and creatively
- Understanding approaches to student evaluation

**Course Outcomes:** After successfully completing the course, the students will be able to

- Comprehend the importance of English as a global language.
- Understand various methods of teaching language and literature
- Use technology to enhance language learning
- Understand approaches to student evaluation

| UNIT | CONTENTS                                                                                                                                                                                                                                                                                                                                                                                                               | HOURS |
|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| I    | <b>Introduction to English Language and Literature Teaching</b>                                                                                                                                                                                                                                                                                                                                                        | 15    |
|      | <ul style="list-style-type: none"><li>● History and evolution of English language teaching (ELT)</li><li>● Importance of literature in language learning.</li><li>● Goals of teaching English: communicative competence, critical thinking, and creativity.</li><li>● Challenges and opportunities in English language and literature teaching.</li><li>● LMS: Concept and Usage</li></ul>                             |       |
| II   | <b>Pedagogy: Thematic Approaches and Methods</b>                                                                                                                                                                                                                                                                                                                                                                       | 15    |
|      | <ul style="list-style-type: none"><li>● Traditional vs. modern methods of language teaching (Grammar-Translation Method, Direct Method, Communicative Approach).</li><li>● Thematic teaching: integrating cultural, historical, and social contexts in literature.</li><li>● Task-based, project-based, and experiential learning approaches.</li><li>● Using storytelling and drama in teaching literature.</li></ul> |       |

|     |                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |
|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| III | <b>5 Language Teaching with Integration of Technology</b>                                                                                                                                                                                                                                                                                                                                                                             | 15 |
|     | <ul style="list-style-type: none"> <li>• Tools for language learning: language apps, interactive platforms, and gamified learning.</li> <li>• Online resources for literature: e-books, audiobooks, and virtual libraries.</li> <li>• Incorporating multimedia (videos, podcasts, and blogs) into the classroom.</li> <li>• Challenges of technology integration and ways to address them</li> <li>• Use of AI in teaching</li> </ul> |    |
| IV  | <b>6 Literature Teaching and Evaluation</b>                                                                                                                                                                                                                                                                                                                                                                                           | 15 |
|     | <ul style="list-style-type: none"> <li>• Approaches to literature teaching: close reading, comparative analysis, and thematic study.</li> <li>• Promoting critical thinking through literary analysis.</li> <li>• Assessment techniques: formative vs. summative evaluation.</li> <li>• Designing assignments and projects for literature evaluation</li> </ul>                                                                       |    |

#### Study Resources:

- Harmer, Jeremy. *How to Teach English*. Longman, 1998.
- Harmer, Jeremy. *The Practice of English Language Teaching*. Pearson Longman, 2015.
- Richards, Jack and Theodore Rodgers. *Approaches and Methods in Language Teaching*. Cambridge University Press, 2014.
- Satya, R.K. *Modern Methods of Teaching*. APH Publishing Corporation, 2018.
- Smith, David Gordon and Eric Baber. *Teaching English with Information Technology*. Modern English Publications, 2005.

**TYBA (English)**  
**Semester-V**  
**ENG-INT-351: Internship/ OJT**

**Credits: 4**

**Internal Assessment: 40**

**Marks: 100**

**External Examination: 60**

**Course objectives:**

- To provide the students with actual work experience
- To make aware prescribe standards and guidelines at work
- To develop the employability of participating student
- To avail an opportunities to eventually acquire job experiences

**Course outcomes:**

- After successful completion of this course, students are expected to:
- Get actual work experience with office and virtual exposure to various management styles, technical, industrial, and procedural systems
- Acquaint the knowledge related to working hours, work protocols and guidelines
- Understand the roles and responsibilities of employee as well as team work Justify job experiences that match their potentials, skills, and competencies

**Internship:**

An internship is a professional learning experience that offers meaningful, practical work related to a student's field of study or career interest. An internship gives a student the opportunity for career exploration and development, and to learn new skills.

**On the job training:**

On the job training is a form of training provided at the workplace. During the training, employees are familiarized with the working environment they will become part of. Employees also get hands-on experience using machinery, equipment, tools, materials, etc.

**Internship / OJT Mechanism:**

1. Pre-Approval: Students should seek approval from the college before starting the Internship /OJT. This ensures that the Internship / OJT aligns with the curriculum and meets the necessary criteria.
2. Mentor and Supervisor: Each student should have an assigned mentor at the organization/industry where they are interning. Additionally, an Internship / OJT supervisor from the college will be appointed to guide and monitor the progress.
3. Regular Reporting: Students should maintain regular communication with their supervisor and mentor, providing progress reports and seeking feedback.

4. Professional Conduct: Students must adhere to professional conduct throughout the Internship /OJT, including punctuality, respect for colleagues, and adherence to the organization's/industry's policies and guidelines.

5. Student Diary: Students should maintain a diary to document their experiences, challenges faced, and lessons learned during the Internship / OJT.

6. Final Report: At the end of the Internship / OJT, students should submit a comprehensive final report, summarizing their accomplishments, contributions, and key takeaways.

7. Evaluation: The Internship / OJT is worth 4 credits (equivalent to 100 marks), and the evaluation will be divided into two categories: one by the mentor and the other by the Internship / OJT supervisor. The mentor's evaluation (internal examination) will carry 40 marks, and it will be based on the student's performance during the Internship / OJT. External examination will be conducted by mentor and supervisor which will be based on the student's diary, the final report prepared by the student, and their performance in the final viva voce, and will carry 60 marks. The total marks obtained by the students in both evaluations will be added together for the purpose of final evaluation. The evaluation of the students will be conducted by the mentor using the valuation sheet provided by the college.

#### **Internal Evaluation Criteria for Students by the Mentor:**

1. Quality of Work (10 marks): How well did the student perform their assigned tasks during the Internship / OJT? Evaluate the accuracy, thoroughness, and attention to detail in their work.

2. Initiative and Proactiveness (10 marks): Did the student show initiative in taking on additional responsibilities or tasks beyond their assigned role? Did they demonstrate a proactive attitude towards problem-solving?

3. Communication Skills (10 marks): Assess the student's ability to communicate effectively with colleagues, superiors, and clients (if applicable). Consider both written and verbal communication.

4. Problem-Solving Skills and Time Management (10 marks): Evaluate the student's ability to analyze problems, propose solutions, and implement effective strategies to overcome challenges. How well did the student manage their time during the Internship / OJT? Were they able to meet project deadlines and handle multiple tasks efficiently?

#### **External Evaluation Criteria for Students by the Supervisor and Mentor:**

1. Student Diary (15 marks): Review the student's diary to understand their reflections, insights gained, and self-assessment of their performance during the Internship / OJT.

2. Final Report (15 marks): Evaluate the quality and comprehensiveness of the student's final report, including the clarity of their achievements and contributions.

3. Presentation of Student in Viva Voce (30 marks): Evaluate the responses given by the student to the questions asked by the faculty in the Viva Voce.

**Evaluation Criteria for Final Viva Voce:**

1. Presentation Skills
2. Knowledge of the Internship / OJT Project
3. Practical Application and Work Experience
4. Problem-Solving and Critical Thinking
5. Communication and Professionalism

# SEMESTER VI

**TYBA (English)**  
**Semester-VI**  
**ENG-DSC-361: Literary Theory and Criticism**

**Credits-2**

**Internal Examination: 20**

**Marks:50**

**External Examination:30**

|                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |              |
|---------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| <b>Course objectives:</b> | <ul style="list-style-type: none"> <li>• To understand the fundamental concepts of Classical, Neo-Classical, Romantic, and Modern literary criticism.</li> <li>• To analyze the principles of Aristotle's <i>Poetics</i> and its impact on later literary theories.</li> <li>• To examine the evolution of literary criticism from Classical to Modern periods.</li> <li>• To develop critical thinking skills by applying theoretical perspectives to literary texts.</li> </ul>                                                                                                                                    |              |
| <b>Course outcomes:</b>   | <ul style="list-style-type: none"> <li>• After successfully completing the course, the students will</li> <li>• Explain the core ideas of Aristotle's <i>Poetics</i> including the theory of imitation and elements of tragedy.</li> <li>• Critically evaluate Samuel Johnson's <i>Preface to Shakespeare</i> and its contributions to Neo-Classical criticism.</li> <li>• Analyze Wordsworth's <i>Preface to Lyrical Ballads</i> in the context of Romantic literary principles.</li> <li>• Interpret T. S. Eliot's <i>Tradition and the Individual Talent</i> within the framework of Modern criticism.</li> </ul> |              |
| <b>Unit</b>               | <b>Contents</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Hours</b> |
| <b>I</b>                  | <b>Classical Criticism:</b><br>Aristotle: from <i>Poetics</i><br>Theory of Imitation, Definition and Elements of Tragedy, Catharsis, Idea of Tragic Hero, Plot and Character, Types of Tragedy, Tragedy-Comedy-Epic Comparison                                                                                                                                                                                                                                                                                                                                                                                       | 8            |
| <b>II</b>                 | <b>Neo-Classical Criticism:</b><br>Samuel Johnson: Preface to Shakespeare                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 8            |
| <b>III</b>                | <b>Romantic Criticism:</b><br>Wordsworth: Preface to Lyrical Ballads                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 8            |
| <b>IV</b>                 | <b>Modern Criticism:</b><br>T. S. Eliot: Tradition and Individual Talent                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 6            |

|                         |                                                                                                                                                                                                                                                                                                                                                                                                     |
|-------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Study Resources:</b> | <ul style="list-style-type: none"> <li>● Aristotle. <i>Poetics</i>. PDF.</li> <li>● Eliot, T. S. Tradition and Individual Talent. PDF.</li> <li>● Johnson, Samuel. Preface to Shakespeare. PDF.</li> <li>● Leitch, Vincent. B., General Editor. <i>The Norton Anthology of Theory and Criticism</i>. Norton, 2001. PDF.</li> <li>● Wordsworth, William. Preface to Lyrical Ballads. PDF.</li> </ul> |
|-------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**TYBA (English)**  
**Semester-VI**  
**ENG-DSC-362: Postmodern Literature**

**Credits: 4**  
**Marks: 100**

**Internal Assessment: 40**  
**External Examination: 60**

**Course Objectives:**

- To introduce students to the key concepts of Postmodern literature
- To introduce the students to the key characteristics and themes of postmodern literature.
- To familiarize students with major postmodern authors, and their texts
- To encourage critical engagement with postmodern texts through various theoretical perspectives,
- To examine the impact of postmodernism on different literary genres, including fiction, poetry, drama, and digital literature.

**Course Outcomes:** By the end of this course, students will be able to:

- To introduce students to the key concepts of postmodern literature.
- To introduce students to the key characteristics and themes of postmodern literature.
- To familiarize students with major postmodern authors and their texts.
- To encourage critical engagement with postmodern texts through various theoretical perspectives.
- To examine the impact of postmodernism on different literary genres, including fiction, poetry, drama, and digital literature.

| UNIT       | CONTENTS                                                                                                                                                                                            | HOURS     |
|------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| <b>I</b>   | Introduction to Postmodernism                                                                                                                                                                       | <b>15</b> |
|            | Jean-François Lyotard, <i>The Postmodern Condition</i> (selections)<br>Introduction<br>1. The Field : Knowledge in Computerized Societies (Chapter I)<br>2. The Problem : Legitimation (Chapter II) |           |
| <b>II</b>  | Key Concepts                                                                                                                                                                                        | <b>15</b> |
|            | Metanarratives, hyperreality, simulacra, pastiche, Bricolage, Rhizome (Deleuze and Guattari), Death of the Author (the concept by Roland Barthes)                                                   |           |
| <b>III</b> | Early Postmodern Influences                                                                                                                                                                         | <b>15</b> |
|            | 1. Jorge Luis Borges: a. The Zahir b. The Aleph ( <i>Volume of Story: Labyrinths</i> )<br>2. Samuel Beckett, <i>Waiting for Godot</i>                                                               |           |

|                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |
|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| IV              | Postmodernism and Indian Literature                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 15 |
|                 | Amitav Ghosh: The Shadow Lines                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |
| Study Resources | <ul style="list-style-type: none"> <li>● Brooker, Peter. <i>Modernism/Postmodernism</i>. Longman, 1992.</li> <li>● Burke, Séan, editor. <i>Authorship: From Plato to the Postmodern: A Reader</i>. Edinburgh University Press, 1995.</li> <li>● Eagleton, Terry. <i>The Illusions of Postmodernism</i>. Blackwell, 1997.</li> <li>● Hutcheon, Linda. <i>A Poetics of Postmodernism</i>. Routledge, 1988.</li> <li>● Lyotard, Jean-François. <i>The Postmodern Condition: A Report on Knowledge</i>. Manchester University Press, 1984.</li> <li>● Waugh, Patricia, editor. <i>Postmodernism: A Reader</i>. Arnold, 1992.</li> <li>● Baudrillard, Jean. <i>Simulacra and Simulation</i>. Translated by Sheila Faria Glaser, University of Michigan Press, 1994.</li> <li>● Barthes, Roland. <i>Image, Music, Text</i>. Translated by Stephen Heath, Hill and Wang, 1977.</li> <li>● Sim, Stuart. <i>The Routledge Companion to Postmodernism</i>. Rutledge, 2011.</li> </ul> |    |

## TYBA (English)

### Semester-VI

#### ENG-DSC-363: The Study of English Language-II

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**Credits: 4**

**Internal Assessment: 40**

**Marks: 100**

**External Examination: 60**

#### Course Objectives:

- To acquaint the students with grammatical forms and functions in English language
- To introduce the students to the basic concepts in syntactic levels of English language
- To introduce the students to the basic concepts in semantic levels of English language
- To introduce the students to the basic concepts in pragmatic levels of English language

**Course Outcomes:** After successfully completing the course, the students will be able to

- analyze noun phrases and verb phrases.
- do the sentence analysis in a tree diagram.
- identify semantic features and relations.
- 4 identify pragmatic features and relations.

| UNIT | CONTENTS                                                                                                                                                                                                                                                                                          | HOURS |
|------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| I    | <b>Grammar</b>                                                                                                                                                                                                                                                                                    | 15    |
|      | <ul style="list-style-type: none"><li>● Open class and closed class items</li><li>● Number and Gender system, Concord</li><li>● Noun Phrase</li><li>● Verb Phrase</li></ul>                                                                                                                       |       |
| II   | <b>Syntax</b>                                                                                                                                                                                                                                                                                     | 15    |
|      | <ul style="list-style-type: none"><li>● Meaning and Nature of Syntax</li><li>● Parts of Sentence: Subject and Predicate</li><li>● Elements of Sentence: Subject, Verb, Object, Complement and Adverbial</li><li>● Sentence analysis: Immediate Constituent(IC) analysis in tree diagram</li></ul> |       |
| III  | <b>Semantics</b>                                                                                                                                                                                                                                                                                  | 15    |
|      | <ul style="list-style-type: none"><li>● Meaning and Nature of Semantics</li><li>● Conceptual and associative meaning</li><li>● Semantic Features: +human, -human, +animate, -animate, +male, male, +adult and -adult</li><li>● Semantic/Lexical relations: Synonymy, Antonymy,</li></ul>          |       |

|    |                                                                                                                                                                                                                                                                         |    |
|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
|    | Polysemy, Homonymy Homophony                                                                                                                                                                                                                                            |    |
| IV | Pragmatics                                                                                                                                                                                                                                                              |    |
|    | <ul style="list-style-type: none"> <li>● Invisible meaning; Context</li> <li>● Deixis; Reference; Inference;</li> <li>● Anaphora; Presupposition;</li> <li>● Speech acts; Direct and indirect speech acts;</li> <li>● Politeness; Negative and positive face</li> </ul> | 15 |

#### Study Resources:

- Leech, G. N and Svartvik. *A Communicative Grammar of English*. London: Pearson Education, 2000. Print.
- Quirk, R. and Greenbaum. *A University Grammar of English*. London: Longman, 2000. Print.
- Yule, G. *The Study of Language*. Cambridge: Cambridge University Press, 1995. Print.

**TYBA (English)**  
**Semester VI**  
**ENG-DSC-364: CREATIVE WRITING**

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**Credits: 4**  
**Marks: 100**

**Internal Assessment: 40**  
**External Examination: 60**

**Course Objectives:**

- To familiarize students with the fundamentals of Creative Writing.
- To introduce various methods and techniques used in Creative Writing.
- To explore key literary genres, specifically the Short Story and Feature Article.
- To encourage students to develop and express their creativity through writing.

**Course Outcomes:** By the end of the course, students will be able to:

- Recognize the essential elements that contribute to creative writing.
- Comprehend and apply the steps and methods of the creative writing process.
- Analyze and engage with the genres of Short Story and Feature Article.
- Develop their creative writing skills through consistent practice.

| UNIT | CONTENTS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | HOURS |
|------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| I    | <b>Creative writing Introduction</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 12    |
|      | 1. Creative Writing definition and scope<br>2. Types of creative writing: journalistic, literary, media<br>3. Modes of Creative Writing: Fiction, non-fiction, poetry, Drama                                                                                                                                                                                                                                                                                                                            |       |
| II   | <b>Methods</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 12    |
|      | 2.1. Character Creation: Write and tell about yourself, your friend, your neighbor, childhood friend, character from book, film<br>2.2. Description: Observation-walk / journey (Describe people and places)<br>2.3. Drafting an episode from past Memory / childhood / college days, some happening around you<br>2.4. Activities on Imagination: Role of imagination- partial, full<br>2.5. Writing: Prewriting, Writing, Post-writing, Final Draft<br>2.6. Regular Writing Practice (Personal Diary) |       |

|            |                                                                                                                                                                                                                                                                                                                                                                                                                         |           |
|------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| <b>III</b> | <b>Select Genre I: Short Story</b>                                                                                                                                                                                                                                                                                                                                                                                      | <b>12</b> |
|            | 3.1. Meaning and scope<br>3.2. Difference between short story from other forms of literature<br>3.3. Elements of a short story<br>3.4. Plot<br>3.5. Characters and their development: Protagonist, antagonist, and other characters<br>3.6. Point of View: First person narration, Third Person narration<br>3.7. Theme<br>3.8. Conflict: role of conflict<br>3.9. Tone and Mood<br>3.10. Dialogue<br>3.11. Description |           |
| <b>IV</b>  | <b>Select Genre II: Feature Article (Non-fiction)</b>                                                                                                                                                                                                                                                                                                                                                                   | <b>12</b> |
|            | 4.1. What is a Feature article?<br>4.2. Scope and nature<br>4.3. Structure<br>4.4. Narrative Style<br>4.5. Importance of thorough Research<br>4.6. Descriptive Language<br>4.7. Balanced Perspective                                                                                                                                                                                                                    |           |
| <b>V</b>   | <b>Finishing touches and self-editing</b>                                                                                                                                                                                                                                                                                                                                                                               | <b>12</b> |
|            | 5.1. Feedback: Peers, experts, internet, other sources<br>5.2. Revision<br>5.3. rectification<br>5.4. confirmation of doubts<br>5.5. Self-editing with the help of experts/books/internet/friends on the drafted happening                                                                                                                                                                                              |           |

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|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Study Resources</b> | <ul style="list-style-type: none"> <li>● Bauer, Marion Dane. <i>On Writing Well</i>. Harper Collins Publishers Inc, 1988. Print.</li> <li>● --- <i>What is your story: A Young Person's Guide to Writing Fiction</i>. Clarion Books, 1992. Print.</li> <li>● Brooks, Larry. <i>Story Engineering. Writer's Digest Books, 2011. Print.</i></li> <li>● Cameron, Julia. <i>The Artist's Way: A Spiritual Path to Higher Creativity</i>. Tarcher Perigee, 1992. Print.</li> <li>● Cowan, Andrew. <i>The Art of Writing Fiction</i>. New York: Routledge, 2013. Print.</li> <li>● Dougherty, Louise. <i>A Novel in a Year: A Novelist's Guide to Being a Novelist</i>. London: Simon &amp; Schuster, 2007. Print.</li> <li>● Foer, Jonathan Safran. <i>Everything in Illuminated</i>. <ul style="list-style-type: none"> <li>● Harmondsworth: Penguin, 2003. Print.</li> </ul> </li> <li>● Foster, E. M. <i>Aspects of the Novel</i>. Harmondsworth: Penguin, 1990 (1927). Print.</li> <li>● Gardner, John. <i>The Art of Fiction: Notes on Craft for Young Writers</i>. New York: Vintage, 1991. Print.</li> <li>● Lodge, David. <i>The Art of Fiction</i>. London: Penguin, 1992. <ul style="list-style-type: none"> <li>● Print.</li> </ul> </li> <li>● Morley, David. <i>The Cambridge introduction to Creative Writing</i>. Cambridge University Press, 2007. Print.</li> <li>● Newland, Courttia and Tania Hershman. <i>Writing Short Stories: A Writer's and Artist's Companion</i>. London, Bloomsbury, 2015. Print.</li> <li>● Phillips, Larry (ed). <i>Ernest Hemingway on Writing</i>. New York: Simon &amp; Schuster, 1984. Print.</li> <li>● Zinsser, William. <i>Writing to Learn</i>. Harper &amp; Row, 1988.</li> <li>● Print.</li> </ul> |  |
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## TYBA (English)

### Semester-VI

#### ENG-DSE-361(A): Introduction to Indian Literature in English

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**Credits: 4**  
**Marks: 100**

**Internal Assessment: 40**  
**External Examination: 60**

#### A Course from SWAYAM

**By Dr. Jai Singh | The English and Foreign Languages University, Hyderabad**

#### Summary

|                               |                 |
|-------------------------------|-----------------|
| Course Status :               | Ongoing         |
| Course Type :                 | Core            |
| Language for course content : | English         |
| Duration :                    | 12 weeks        |
| Category :                    | Language        |
| Credit Points :               | 5               |
| Level :                       | Undergraduate   |
| Start Date :                  | 01 Jul 2024     |
| End Date :                    | 31 Oct 2024     |
| Enrollment Ends :             | 31 Aug 2024     |
| Exam Date :                   | 15 Dec 2024 IST |
| Exam Shift :                  | Shift -1        |

**This course is** designed to give students a broad overview of Indian Literature In English: Colonialism To Postcolonialism, emphasizing on significant concepts, theory, and research.

#### **The main objectives of the course are:**

1. This Course Introduction to Indian Literature in English: Colonialism to Postcolonialism will discuss the history of Indian Literature in English.
2. This course will include all major writers, and literary movements in the field of

- Indian Literature in English.
3. This course will acquaint the students with literary movements in the field of Indian English Literature.
  4. This course will acquaint the students with major poems in the field of Indian English Literature.
  5. This course will also acquaint the students with the major novels of Indian English Literature.

### Course layout

| <u>Weeks</u> | <u>Weekly Lecture Topics</u> | <u>Assignment (No. &amp; Type)*</u> |
|--------------|------------------------------|-------------------------------------|
|--------------|------------------------------|-------------------------------------|

#### Week-01

1. Introduction to the Course
2. History of Indian Literature in English: A Brief Introduction
3. Defining the Category of Indian Literature
4. Introduction to Indian Poetry

#### Week-02

1. Indian Writing In English - Modern Poetry - A.K.Ramanjuam
2. Indian Writing In English - Modern Poetry - Nissim Ezekiel
3. Indian Writing In English - Modern Prose - Part 1
4. Indian Writing In English - Modern Prose - Part 2

#### Week-03

1. Indian Writing In English - Part 1
2. Indian Writing In English - Part 2 - R K Narayan
3. Indian Writing In English - Part 3 – Fiction
4. Indian Writing In English - Part 4 – Poetry

#### Week-04

1. Indian Writing In English -Mulkraj Anand
2. Indian Writing In English -Toru Dutt
3. Indian Writing English - Kamala Das
4. Night Of The Scorpion – Nissim Ezekiel

#### Week-05

1. Nectar In A Sieve - Part – 1
2. Nectar In A Sieve - Part – 2
3. Post Colonialism
4. Postmodernism

#### Week-06

1. Haroun And Sea Of Stories
2. Imperialism And Colonialism
3. Kanthapura By Raja Rao - Part – 1
4. Kanthapura By Raja Rao - Part – 2

#### Week-07

1. Indian Weavers By Sarojini Naidu
2. Untouchable By Mulk Raj Anand - Part – 1
3. Untouchable By Mulk Raj Anand - Part – 2
4. The Home And The World By Rabindranath Tagore - Part -1

#### Week-08

1. The Home And The World By Rabindranath Tagore - Part -2
2. Cry, The Peacock By Anita Desai Part -1
3. Cry, The Peacock By Anita Desai Part -2
4. Our Casuarina Tree By Toru Dutt

#### Week-09

1. The Indian Jugglers by William Hazlitt
2. Silence the court is in session part-1
3. Silence the court is in session part-2
4. The Indian Jugglers by William Hazlitt

#### Week-10

1. Anandamath by Bankim Chandra Chattopadhyay
2. Gora by Rabindranath Tagore Part-1
3. Gora by Rabindranath Tagore Part-2
4. The Autobiography of an Unknown Indian by Nirad C. Chaudhuri

#### Week-11

1. Hayavadana by Girish Karnad – Part 1
2. Hayavadana by Girish Karnad – Part 2
3. A Defence of Indian Culture by Sri Aurobindo
4. Samskara by U R Anantha Murthy – Part – 1

#### Week-12

1. Samskara by U R Anantha Murthy – Part – 2
2. The Final Solutions and other plays by Mahesh Dattani – part -1
3. The Final Solutions and other plays by Mahesh Dattani – part -2

**TYBA (English)**  
**Semester-VI**  
**ENG-DSE-361(B): American Literature - II**

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**Credits- 4**

**Marks: 100**

**Internal Examination: 40**

**External Examination: 60**

**Course Objectives:**

- To acquaint the students with American Literature by studying the literary forms-poetry, fiction, short stories and drama.
- To develop a deeper understanding of poetic forms, metaphors, symbolism, and philosophical ideas in American poetry.
- To analyze the moral, social and psychological dimensions and techniques in American fiction by studying the prescribed text, *The Red Badge of Courage* and the prescribed short stories.
- To analyze major themes such as human conflict, American Dream and other themes and dramatic techniques in *The Glass Menagerie*

**Course Outcomes:** After completing the course successfully,

- will be acquainted with the American Literature by studying the literary forms-poetry, fiction, short stories and drama.
- will develop a deeper understanding of poetic forms, metaphors, symbolism, and philosophical ideas in American poetry.
- will be able to analyze the moral, social and psychological dimensions and techniques in American fiction by studying the prescribed text, *The Red Badge of Courage* and the prescribed short stories
- will be able to analyze major themes such as human conflict, American Dream and other themes and dramatic techniques in *The Glass Menagerie*

| UNIT | CONTENTS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | HOURS |
|------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| I    | <ul style="list-style-type: none"><li>● <b>Poetry:</b> Form, Poetic Devices, Techniques, Diction, Themes<ol style="list-style-type: none"><li>1. Henry Longfellow- <i>The Broken Oar</i></li><li>2. Emily Dickinson- <i>Because I Could Not Stop for Death.</i></li><li>3. Charlotte Gilman-<i>The Anti-suffragists</i></li><li>4. Walt Whitman-<i>Vigil Strange I Kept on the Field One Night</i></li><li>5. Anne Sexton—<i>Just Once</i></li><li>6. Robert Frost-<i>The Oven Bird</i></li></ol></li></ul> | 15    |
| II   | <ul style="list-style-type: none"><li>● <b>Fiction:</b> Themes, Plot Structure, Narrative Techniques, Character development, Symbolism, American Socio-Cultural Background.</li><li>● <b>Text:</b> Stephen Crane- <i>The Red Badge of Courage</i></li></ul>                                                                                                                                                                                                                                                 | 15    |

|                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |
|------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| III              | <p>1. <b>Fiction:</b> Themes, Plot Structure, Narrative Techniques, Character development, Symbolism, American Socio-Cultural Background.</p> <p>2. <b>Short Stories:</b></p> <ol style="list-style-type: none"> <li>1. Edgar Allan Poe- <i>Some Words With a Mummy</i>.</li> <li>2. Earnest Hemingway- <i>Old Man at the Bridge</i></li> <li>3. Mark Twain- <i>Jim Baker's Blue Jay's Yarn</i></li> <li>4. Bret Harte – <i>The Luck of Roaring Camp</i>.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 15 |
| IV               | <ul style="list-style-type: none"> <li>● <b>Drama:</b> Themes, Plot Development, Action, Character Development, Symbolism, Dramatic Techniques and American Socio-Cultural Background.</li> <li>● <b>Text:</b> Tennessee Williams- <i>The Glass Menagerie</i></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 15 |
| Study Resources: | <p><b>Prescribed Text:</b></p> <ul style="list-style-type: none"> <li>● Crane, Stephen: <i>The Red Badge of Courage</i>, Norton &amp; Company; New York: 1894. Print.</li> <li>● Lehman, David and Brehm John; <i>The Oxford Book of American Poetry</i>, OUP.</li> <li>● Nina Baym; <i>The Norton Anthology of American Literature</i>, Fifth Avenue, USA: 2012. Print.</li> <li>● Short Story Masterpieces, <i>Five American Masters</i>, Jaico Pub. House; Mumbai: 2003. Print.</li> <li>● Williams, Tennessee; <i>The Glass Menagerie</i>, Penguin Classics: 2009. Print.</li> </ul> <p><b>Recommended Readings:</b></p> <ul style="list-style-type: none"> <li>● Adler, Thomas; <i>American Drama, 1940-1960: A Critical History. Connecticut</i>: Twayne Publishers: 1994. Print.</li> <li>● Berkowitz, Gerald. <i>American Drama in the Twentieth Century</i>. Boston: Addison-Wesley Longman, Limited, 1992. Print.</li> <li>● Bradbury, Malcolm; <i>The Modern American Novel</i>. Oxford, OUP, 1995. Print.</li> <li>● Christopher Bigsby; <i>Arthur Miller: A Critical Study</i>, Cambridge University Press. 2004. Print.</li> <li>● Donald Pizer; <i>The Cambridge Companion to American Realism and Naturalism: From Howells to London</i>, Cambridge Univ Press: 1995. Print.</li> <li>● Gray, Richard; <i>A History of American Literature</i>. NJ: Wiley, 2004. Print.</li> <li>● Gelpi, Albert. <i>A Coherent Splendor: The American Poetic Renaissance 1910-1950</i>. Cambridge, CUP: 1988.</li> </ul> |    |

**TYBA (English)**  
**Semester-VI**  
**ENG-VSC-361: Vocational Skills in English**

**Credits- 4**  
**Marks: 100**

**Internal Examination: 40**  
**External Examination: 60**

|                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|---------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Course Objectives:</b> | <ul style="list-style-type: none"> <li>To develop students' presentation skills, including preparation, delivery, and handling audience interactions effectively.</li> <li>To equip students with the ability to create professional CVs, draft impactful application letters, and excel in personal interviews and group discussions.</li> <li>To introduce the fundamentals of content writing, including strategies, formats, and overcoming common challenges.</li> <li>To familiarize students with advanced content writing techniques, including SEO strategies, e-commerce content creation, and AI tools for writing.</li> </ul>                  |
| <b>Course Outcomes:</b>   | <p>After completing the course successfully,</p> <ul style="list-style-type: none"> <li>Demonstrate proficiency in preparing and delivering structured presentations tailored to diverse audiences.</li> <li>Create professional job application materials, including CVs and cover letters, and confidently navigate interviews and group discussions.</li> <li>Apply essential content writing skills to produce high-quality, engaging, and plagiarism-free content in various formats.</li> <li>Utilize advanced content strategies, including SEO and AI tools, to enhance visibility and professional opportunities in the digital space.</li> </ul> |

| UNIT     | CONTENTS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | HOURS     |
|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| <b>I</b> | <b>Presentation Skills</b><br>Introduction<br>What Is a Presentation? <ul style="list-style-type: none"> <li>Essential Characteristics of a Good Presentation</li> <li>The Difference Between a Presentation and a Lecture</li> <li>The Difference Between a Presentation and a Written Report</li> </ul> Preparing a Presentation <ul style="list-style-type: none"> <li>Identify the Purpose of the Presentation</li> <li>Analyse the Audience and Identify Their Needs</li> <li>Design and Organize the Information</li> <li>Decide on the Medium of Presentation and Visual Aids</li> <li>Time the Presentation</li> <li>Become Familiar with the Location of the Presentation</li> </ul> Delivering the Presentation | <b>15</b> |

|            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |
|------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
|            | <ul style="list-style-type: none"> <li>● Rehearsal</li> <li>● Body Language</li> <li>● Handling Questions and Debate</li> <li>● Tips to Fight Stage Fright</li> </ul> <p>Summary</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |
| <b>II</b>  | <p><b>CVs, Personal Interviews, and Group Discussions</b></p> <p>Applying for Jobs</p> <p>Writing a CV</p> <p>The Relationship Between a Résumé and an Application Letter</p> <p>The Résumé of a Recent Graduate</p> <ul style="list-style-type: none"> <li>● Heading</li> <li>● Objective</li> <li>● Education</li> <li>● Work Experience</li> <li>● Awards and Honours</li> <li>● Activities</li> <li>● References</li> <li>● Summary</li> </ul> <p>Guidelines for Preparing a Good CV</p> <ul style="list-style-type: none"> <li>● Suitable Organization</li> <li>● Appropriate Length</li> </ul> <p>Drafting an Application Letter</p> <ul style="list-style-type: none"> <li>● The First Paragraph</li> <li>● The Second Paragraph</li> <li>● The Third Paragraph</li> <li>● General Tips</li> </ul> <p>Interviews</p> <ul style="list-style-type: none"> <li>● Types of Interviews</li> <li>● What Does a Job Interview Assess?</li> <li>● Focus of Job Interviews</li> <li>● Strategies for Success at Interviews</li> <li>● Answers to Some Common Interview Questions</li> </ul> <p>Participating in a Group discussion</p> <ul style="list-style-type: none"> <li>● Leadership</li> <li>● GD Protocol</li> <li>● Discussion Techniques</li> <li>● Listening</li> </ul> <p>Summary</p> | <b>15</b> |
| <b>III</b> | <p><b>Content Writing Basics</b></p> <ul style="list-style-type: none"> <li>● Introduction: Meaning, definition and Scope of Content Writing</li> <li>● Types of Content Writing</li> <li>● Content Writing Topics</li> <li>● Problems Faced in Content Writing <ul style="list-style-type: none"> <li>● Formats, Skills and Strategies</li> </ul> </li> <li>● Different Content Writing Formats</li> <li>● Major skills for Writing Quality Content</li> <li>● Strategies in producing High-quality Content</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>15</b> |

|                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |
|-------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
|                         | <ul style="list-style-type: none"> <li>• Different Stages of Writing a Good Content</li> <li>• Blogging and Its Types</li> <li>• Blogging and Advertising</li> <li>• E-book and its Different Formats</li> <li>• Plagiarism Detection</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |
| <b>IV</b>               | <b>Content Writing Advanced</b> <ul style="list-style-type: none"> <li>• Introduction to SEO</li> <li>• Types and Elements of SEO</li> <li>• SEO Developing Strategies</li> <li>• Steps to SEO the Web Content</li> <li>• E-Commerce Sites and Employment Opportunities</li> <li>• Content Writing for E-commerce Sites</li> <li>• Steps involved in Writing E-commerce Product Description</li> <li>• Types of Content Marketing for E-commerce</li> <li>• Effective ways to Share Content in Social Media</li> <li>• Employment Opportunities</li> <li>• Content Writing with AI (Artificial Intelligence) : ChatGPT, Gemini, Copilot</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>15</b> |
| <b>Study Resources:</b> | <b>Prescribed from:</b> <ul style="list-style-type: none"> <li>• Chaturvedi P. D. and Mukesh Chaturvedi. <i>Business Communication</i>. Pearson: Chennai, 2012. PDF (1.9,10,11,14)<br/> <a href="https://www.ascdegreecollege.ac.in/wp-content/uploads/2020/12/Business-Communication-by-P.-D.-Chaturvedi-Mukesh-Chaturvedig.pdf">https://www.ascdegreecollege.ac.in/wp-content/uploads/2020/12/Business-Communication-by-P.-D.-Chaturvedi-Mukesh-Chaturvedig.pdf</a></li> <li>• Prabbhu, A. Ratina. <i>Content Writing</i>.<br/> <a href="https://www.msuniv.ac.in/images/distance%20education/learning%20materials/ug%20pg%202023/ug%202021/BA%20english%202021/DE CW41 IV Sem Content Writing.pdf">https://www.msuniv.ac.in/images/distance%20education/learning%20materials/ug%20pg%202023/ug%202021/BA%20english%202021/DE CW41 IV Sem Content Writing.pdf</a></li> </ul> <b>Additional Study Resources:</b> <ul style="list-style-type: none"> <li>• CGG. <i>Handbook on Communication Skills</i>.<br/> <a href="https://www.otcbahrain.com/wp-content/uploads/2017/12/Handbook-on-Communication-Skills.pdf">https://www.otcbahrain.com/wp-content/uploads/2017/12/Handbook-on-Communication-Skills.pdf</a></li> <li>• <i>Introduction to Artificial Intelligence (AI) content creation tools and university study: Student Guide</i> <a href="https://lta.hw.ac.uk/wp-content/uploads/Student-Guide-Introduction-to-Artificial-Intelligence-content-creation-tools-university-study.pdf">https://lta.hw.ac.uk/wp-content/uploads/Student-Guide-Introduction-to-Artificial-Intelligence-content-creation-tools-university-study.pdf</a></li> <li>• Dudáš, Marek. <i>The Ultimate Content Writer's Toolbox</i>. <a href="https://irp.cdn-website.com/73a66fd2/files/uploaded/Successful%20Content%20Writer%27s%20Toolbox.pdf">https://irp.cdn-website.com/73a66fd2/files/uploaded/Successful%20Content%20Writer%27s%20Toolbox.pdf</a></li> </ul> |           |

**K. C. E. Society's  
M. J. College (Autonomous), Jalgaon  
Department of English  
Board of Studies in English**

|    |                                            |          |                                                                                                                                          |
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| 2. | Dr. P. M. Chavan                           | Member   | M. J. College (Autonomous), Jalgaon                                                                                                      |
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