

MES Abasaheb Garware College

(Autonomous)

SYLLABUS BASED ON NEP-2020 (2.0)

For

T.Y.B.A. English

(FOUR-YEAR HONOURS COURSE)

Faculty of Humanities

DEPARTMENT OF ENGLISH

(w.e.f. ACADEMIC SESSION 2026-27)

Details TYBA English subjects and codes with their credits and number of lectures

Year	Sem.	Course Code	Course Title	Credit	No. of Lectures
TYBA	5	ENG-301-MJ	Appreciating Novel-I	4	60
		ENG-302-MJ	Introduction to Literary Criticism-I	4	60
		ENG-304-MJ	Introduction to Indian Writing in English-I	4	60
		ENG-316-MJE	Advanced Study of English Language-I	4	60
		ENG-321-VSC	Enhancing Employability Skills-III	2	30
		ENG-342-MN	Anthology of Prose and Poetry-III	2	60
		ENG-331-FP	Field Project	2	30
	6	ENG-351-MJ	Appreciating Novel-II	4	60
		ENG-352-MJ	Introduction to Literary Criticism-II	4	60
		ENG-354-MJ	Introduction to Indian Writing in English-II	4	60
		ENG-366-MJE	Advanced Study of English Language-II	4	60
		ENG-371-VSC	Enhancing Employability Skills-IV	2	30
		ENG-381-OJT	On Job Training	4	60

English Major Paper-III
ENG-301-MJ Appreciating Novel-I (Sem.-V) — 4 Credits
ENG-351-MJ Appreciating Novel-II (Sem.-VI) — 4 Credits

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

Objectives:

a) To introduce students to the basics of novel as a literary form

b) To expose students to the historical development and nature of novel

c) To make students aware of different types and aspects of novel

d) To develop literary sensibility and sense of cultural diversity in students

To expose students to some of the best examples of novel

Nature of Evaluation- Internal 50 Marks and Semester Examination- 50 Marks

ENG-301-MJ (Semester-V)

Course content:

Unit-I Theory of Novel:

(a) What is Novel? A brief history of novel as a literary form

(b) Elements of Novel: Theme, Characters, Plot, Structure Narrative Techniques, Point of view, Conflict, Setting and atmosphere, Dialogue

(c) Types of Novels: epistolary, picaresque, bildungsroman, historical, regional, Psychological, satire, realistic, experimental novel, science fiction

(d) In addition to this, other literary terms related to novel/fiction be considered for background study

Unit-II *Animal Farm*- George Orwell

ENG-351-MJ (Semester-VI)

Unit-I *Frankenstein* – Mary Shelley
Unit-II *The Painter of Signs* - R K Narayan

Reference Books:

1) E. M. Forster, Aspects of the Novel, Harcourt, Inc. 1955

2) Terry Eagleton, The English Novel: An Introduction. Blackwell, 2005

3) Walter Allen, The English Novel (London, 1954)

4) Arnold Kettle, Introduction to the English Novel, (2 vols, London, 1951)

5) Ian Watt, The Rise of the Novel, London,1957

6) J. Davis, Factual Fictions: The Origins of the English Novel, (New York, 1983)

7) Geoffrey Day, From Fiction to the Novel, (London, 1987)

8) Dominic Head, The Cambridge Introduction to Modern British Fiction, 1950– 2000. Cambridge, 2002

9) Walter L. Reed, An Exemplary History of the Novel: The Quixotic versus the Picaresque, (Chicago, 1981)

10) Richard Chase, The American Novel and its Tradition, New York, 1957

13) Nadel, Ira Bruce, Biography: Fiction, Fact and Form. London: Macmillan, 1984.

14) Jonathan Greenberg, Modernism, Satire and the Novel, Cambridge University Press, 2011.

Question Paper Pattern

Semester-End Examination

SEMESTER-V

Time: 150 minutes **Marks: 50**

Q.1) Attempt the following questions (Any 2 out of 3) 10 Marks

(Short-answer questions based on the history/background/elements of Novel)

Q.2) Attempt the following questions (Any 2 out of 3) 10 Marks

(Short-answer questions based on the types of Novel)

Q.3) Attempt the following questions (Any 2 out of 3) 10 Marks

(Questions based on the Novel ***Animal Farm***)

Q.4) Attempt the following questions (Any 2 out of 3) 10 Marks

(Questions based on the Novel ***Animal Farm***)

Q.5) Attempt the following question (Any 1 out of 2) 10 Marks

(Questions based on the Novel ***Animal Farm***)

SEMESTER-VI

Time: 150 minutes **Marks: 50**

Q.1) Attempt the following questions (Any 2 out of 3) 10 Marks

(Short-answer questions based on the novel ***Frankenstein***)

Q.2) Attempt the following questions (Any 2 out of 3) 10 Marks

(Short-answer questions based on the novel ***Frankenstein***)

Q.3) Attempt the following questions (Any 2 out of 3) 10 Marks

(Questions based on the Novel ***The Painter of Signs***)

Q.4) Attempt the following questions (Any 2 out of 3) 10 Marks

(Questions based on the Novel ***The Painter of Signs***)

Q.5) Attempt the following questions (Any 1 out of 2) 10 Marks

(Questions based on two novels)

English Major Paper-IV

ENG-302-MJ Introduction to Literary Criticism-I (Sem.-V) — 4 Credits

ENG-352-MJ Introduction to Literary Criticism-II (Sem.-VI) — 4 Credits

Rationale:

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

Objectives:

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

Nature of Evaluation- **Internal 50 Marks and Semester Examination- 50 Marks**

ENG-302-MJ (SEMESTER-V)

Unit-I- Orientation

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

Unit-II- Traditional Criticism

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

Unit-III- Romantic/Victorian Criticism

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

ENG-352-MJ (SEMESTER-VI)

Unit-I- Modern Criticism

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

Unit-II- New Criticism

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

Unit-III- Critical Terms and Practical Criticism

Critical Terms:

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

Practical Criticism:

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

Reference Books:

1) Kulkarni Anand et al. (2021). *Explaining Literary Theory*. Namya Press, New Delhi.
2) Kulkarni Anand B. & Chaskar Ashok G. *An Introduction to Literary Criticism and Theory.* Orient Blackswan, Hyderabad, 2015
3) Atherton Carol. *Defining Literary Criticism.* Palgrave, 2005
4) Dorsch T. S. *Classical Literary Criticism.* Penguin, 1981 (reprinted version)
5) Kennedy George A. *A New History of Classical Rhetoric*. Princeton: Princeton University Press, 1994.
6) Ross Andrew. *The Origins of Criticism*. Princeton Univ. Press, 2002
7) Habib M. A. R. *A History of Literary Criticism: from Plato to the Presen*t. Blackwell Publishers Ltd, 2005
8) Hardison Jr., O. B. (ed.). *Medieval Literary Criticism: Translations and Interpretations*. New York: Frederick Ungar, 1974.
9) Brown Marshall (ed.). *Cambridge History of Romanticism*. Vol. 5, Cambridge Univ. Press, 2000
10) Thorat Ashok et al (2001). *A Spectrum of Literary Criticism.* Frank Bros.
11) Hickman Miranda B. and McIntyre John D. *Rereading the New Criticism*. The Ohio State University Press, 2012
12) Levenson Michael .*The Cambridge Companion to Modernism*. Cambridge, 1997
13) Litz A. Waltom and others. *The Cambridge History of Literary Criticism (Modernism and the New Criticism), Vol. 7*. Cambridge Univ. Press, 2008
14) Ross Stephen. *Modernism and Theory*. Routledge, 2009
15) Whitworth Michael (ed.). *Modernism.* Blackwell, 2007
16) Dobie Ann B. *Theory into Practice: An Introduction to Literary Criticism*. Third Edition, Wadsworth, Boston, 2012.
17) Ellis John M. *The Theory of Literary Criticism: A Logical Analysis.* University of California Press, 1974.
18) Seaton James. *Literary Criticism from Plato to Postmodernism: The Humanistic Alternative*. Cambridge University Press, 2014.

Peck John and Coyle Martin. *Literary Terms and Criticism*. Macmillan, 1984.

Question Paper Pattern
Semester-End Examination
SEMESTER-V

Time: 150 minutes **Marks: 50**

Q. 1) Questions on definitions and functions of literary criticism and types of criticism [10]
(Any 2 out of 3)
Q. 2) Questions on literature of knowledge and power and qualities of a good critic [10]
(Any 2 out of 3)
Q. 3) Questions on Classical criticism and Neo-Classical criticism [10]
(Any 2 out of 3)
Q. 4) Questions on Romantic/Victorian Literary Criticism [10]
(Any 2 out of 3)
Q. 5) Short notes [10]
(Any 2 out of 3)

SEMESTER-VI

Time: 150 minutes **Marks: 50**

Q. 1) Questions on Eliot's theory of impersonality and William Empson's seven types of ambiguity [10]
(Any 2 out of 3)
Q. 2) Questions on George Lukacs's concept of realism and Sigmund Freud's structure of human mind [10]
(Any 2 out of 3)
Q. 3) Questions on New Criticism [10]
(Any 2 out of 3)
Q. 4) Questions on Critical Terms [10]
(Any 5 out of 7)
Q. 5) Questions on Practical Criticism [10]
(Any 1 out of 2)

ENG-304-MJ Introduction to Indian Writing in English-I (Sem.-V)**—4 Credits**
ENG-354-MJ Introduction to Indian Writing in English -II (Sem.-VI)**—4 Credits**

Rationale:
This paper aims to introduce students to a wide range of Indian Writing in English through various literary genres such as Fiction, Poetry, Non-Fictional Prose. The paper is designed to acquaint students with the highly pluralistic and ideological dimensions of this literature. It is expected that students, through this course, will obtain an overall view of the remarkable contribution made by Indian authors to the body of English Literature.

Objectives:

a) To introduce students to the various phases of the evolution in Indian Writing in English. (i. e. the major movements and figures of Indian English Literature)
b) To make them aware of Indian cultural ethos and indigenous belief systems throughthe study of major literary works in the domain of Indian English literature.
c) To acquaint them with the writings of different Indian writers and help them to appreciate the variety and diversity of Indian Writing in English.
d) To expose students to the corpus of Indian Writing in English, and explain the socio-political and cultural contexts in which the works were written and received.
e) To develop the ability of students to critically examine and restate their understandingof literary texts.
f) To expose students to the uniqueness of artistic and innovative use of the English language in IWE and to enhance the literary and linguistic competence of students.
g) To instill human values and develop literary sensibility among students throughexposure to Indian English Literary texts.

Nature of Evaluation- Internal 50 Marks and Semester-end Examination- 50 Marks

ENG-304-MJ (SEMESTER-V)

Course Content:

Unit-I

History and Scope of Indian Writing in English

Unit-II

Train to Pakistan- Khushwant Singh

ENG-354-MJ (SEMESTER-VI)

Unit-I

Travel Writing with reference to selected chapters from
Travelling In, Travelling Out –Ed. Namita Gokhale
Selected Chapters:

1. *Travelling to the Hill in Search of Myself*- Bulbul Sharma
2. *Trailing the Tongue*- Wendell Rodricks
3. *Armchair Travels*- Namita Gokhale

Unit-II

Poetry:

1. *My Grandmother's House*- Kamala Das
2. *Small Scale Reflection on Great House*- A K Ramanujan
3. *An Old Woman*- Arun Kolhatkar
4. *When You Do Not Return*- Robin Ngangom
5. *Night of the Scorpion*- Nissim Ezekeil
6. *Advice to Woman & Western Ghats*- Eunice D'Souza

Select Bibliography

Chindhade, Shirish.*Five Indian Poets: Nissim Ezekiel, A K Ramanujan, Arun Kolatkar, Dilip*

Dharwadkar, Vinay.ed. *The Collected Poems of A.K. Ramanujan*. New Delhi: Oxford University Press, 1995.

Dwivedi S.C. Ed. *Perspectives on Nissim Ezekiel*. Allahabad: K.M.Agencies 1989.

Gupta, Balram G S. (Ed.) *Studies in Indian Fiction in English* Gulbarga: JIWE Publications, 1987.

Iyengar, K.R. Srinivasa. *Indian Writing in English*. New Delhi: Sterling Publishers Pvt. Ltd., 1985.

Karup, P.K.J. *Contemporary Indian Poetry in English*. New Delhi: Atlantic, 1991.

King, Bruce. *Modern Indian Poetry in English*. Delhi: Oxford University Press, 1987.

Lal, P. *Modern Indian Poetry in English: An Anthology & a Credo*. Calcutta: Writers Workshop, 1969.

M. K., Naik. *A History of Indian English Literature*. New Delhi: Sahitya Akademi, 2009.

Mehrotra A.K. (ed.) *Oxford India Anthology of Twelve Modern Indian Poets.* New Delhi: OUP, 1997.

Mehrotra, Arvind Krishna (ed.) *A Concise History of Indian Literature in English.* Ranikhet:Permanent Black, 2010.

Mohan, Ramesb (ed.) *Indian Writing in English*. Bombay: Orient Longman, 1978.

Naik, M. K. *A History of Indian English Literature*. Delhi: Sahitya Akademi,

1982. Naik M.K. Dimensions of Indian English Literature**.** New Delhi: Sterling

Publishers Pvt.Ltd, 1984

Nair Ramchandra K. R.(ed) *The Poetry of Kamala Das*. New Delhi: Reliance Publishing House, 1993.

Nandy Pritish. *Indian Poetry in English Today*. Delhi: OUP, 1976.

King, Bruce. *Three Indian Poets: Nissim Ezekiel, A.K. Ramanujan and Dom Moraes*. Madras: Oxford University Press. 1991.

Paranjape Makarand *Indian Poetry in English*. Delhi: Macmillan, 1993.

Question paper pattern
Semester-End Examination

SEMESTER-V

Time: 150 minutes **Marks: 50**

Q.1. Attempt the following questions (Any 2 out of 3) 10 Mark
(Short-answer questions based on the history/background/elements of Indian English Literature)

Q.2. Attempt the following questions (Any 2 out of 3) 10 Marks
(Short-answer questions based on the history/background/elements of Indian English Literature)

Q.3. Attempt the following questions (Any 2 out of 3) 10 Marks
(Questions based on the Novel ***Train to Pakistan***)

Q.4. Attempt the following questions (Any 2 out of 3) 10 Mark
(Questions based on the Novel ***Train to Pakistan***)

Q.5. Attempt the following question (Any 1 out of 2) 10 Marks
(Questions based on the Novel ***Train to Pakistan***)

SEMESTER-VI

Time: 150 minutes **Marks: 50**

Q.1. Attempt the following questions (Any 2 out of 3) 10 Marks
(Short-answer questions based on *Travelling In, Travelling Out*)

Q.2. Attempt the following questions (Any 2 out of 3) 10 Marks
(Short-answer questions based on *Travelling In, Travelling Out*)

Q.3. Attempt the following questions (Any 2 out of 3) 10 Marks
(Questions based on Poetry)

Q.4. Attempt the following questions (Any 2 out of 3) 10 Marks
(Questions based on Poetry)

Q.5. Attempt the following questions (Any 2 out of 3) 10 Marks
(Questions based on Poetry)

English Major Elective Paper

ENG-316-MJE Advanced Study of English Language-I (Sem.-V) —4 Credits

ENG-366-MJE Advanced Study of English Language-II (Sem.-VI) —4 Credits

Rationale:

Language is basically a skill-based subject. The present course is a skill enhancement course. Effective use of language involves multiple skills, namely listening, speaking, reading and writing. In order to acquire these skills and become efficient users of language our students need to be conversant with different aspects of language. Thus the students need to know phonological aspects of language like correct pronunciation, stress, tone groups, intonation patterns etc. The basics of morphology acquaint students with the structure of words and word formation processes. Morphology combined with lexical semantics contributes to the enrichment of vocabulary and helps the students to use right words in a right place in their communication. English in India is a second language and in a second language learning situation, developing insight into the process of sentence formation is very important. Syntax part of the course takes care of this crucial aspect in the development of language skills.

Mere correctness of language is not enough. We have to use language appropriately in a given context. Grounding in pragmatics contributes to the language skills of students by helping them produce contextually appropriate utterances. The sociolinguistics part of the course focuses on language variation because language is not a monolithic phenomenon. Awareness of diversity in language use can make the learner a better user of language. The course thus enhances the linguistc and communicative skills of the students.

Objectives of the Course:

a) To familiarize students with the various components of language.
b) To develop overall linguistic competence of the students.
c) To introduce students to some advanced areas of language study.
d) To prepare students to go for detailed study and understanding of language.

Nature of Evaluation- Internal 50 Marks and Semester Examination- 50 Marks

ENG-316-MJE (Semester-V)

Course Content-

Unit- 1

Phonetics and Phonology

Unit- 2

Morphology part

Unit- 3

Sociolinguistics-I

Unit- 4

Sociolinguistics-II

ENG-366-MJE (Semester-VI)

Course Content-

Unit- 1

Syntax

Unit- 2

Semantics

Unit- 3

Pragmatics

Select Bibliography

1. Study of Language: An Introduction – George Yule, (CUP, 1985)
2. English Grammar for Today: A New Introduction – Margaret Deuchar, GeoffreyLeech, Robert Hoogenraad (Palgrave Macmillan, 1982)
3. Semantics – F.R. Palmer (CUP, 1981)
4. Pragmatics - George Yule, (OUP, 2000)
5. Modern Linguistics: An Introduction - Verma and Krishnaswamy (OUP, 1989)6.Pragmatics and Discourse: A Resource Book for Students - Joan Cutting,
   (Routledge, 2002)
7. Structure and Meaning in English – Graeme Kennedy (Pearson, 2011)
8. Making Sense of English: A Textbook of Sounds, Words and Grammar – M.A. Yadugiri (New Delhi: Viva Books Pvt. Ltd., 2006)

Question Paper Pattern
Semester-End Examination
SEMESTER-V

Time: 150 minutes **Marks: 50**

Q. 1) Attempt any two out of three questions- **10 Marks**
(Short notes on **Phonology part)**
Q. 2) Attempt any two out of three questions- **10 Marks**
(Short notes on **Morphology)**
Q. 3) Attempt any two out of three questions- **10 Marks**
(Short notes on **Sociolinguistics-I part)**
Q. 4) Attempt any two out of three questions- **10 Marks**
(Questions on **Sociolinguistics-II part)**
Q. 5) Attempt any five out of seven questions- **10 Marks**
(Practical/Objective questions, *Do as directed***)**

SEMESTER-VI

Time: 150 minutes **Marks: 50**

Q. 1) Attempt any two out of three questions- **10 Marks**
(Questions on **Syntax)**
Q. 2) Attempt any two out of three questions- **10 Marks**
(Questions on **Semantics)**
Q. 3) Attempt any two out of three questions- **10 Marks**
(Questions on **Syntax and Pragmatics)**
Q. 3) Attempt any two out of three questions- **10 Marks**
(Questions on **Pragmatics)**
Q. 4) Attempt any two out of three questions- **10 Marks**
(Questions on **Syntax, Semantics & Pragmatics)**

Vocational Skill Course

ENG-321-VSC Enhancing Employability Skills-III (Sem.-V)—2 Credits

ENG-371-VSC Enhancing Employability Skills-IV (Sem.-VI)—2 Credits

Rationale:

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

Course Outcomes:

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

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

Nature of Evaluation- Internal 25 Marks and Semester Examination- 25 Marks

ENG-321-VSC (SEMESTER-V)

Course content:

Unit-I Content Writing

1. Applications and Types of Content Writing
2. Writing Blog Posts and Online Articles
3. Writing for Social Media Platforms

Unit-II English for Research Purposes

1. Research Writing
2. Writing a Research Proposal
3. Writing a Research Paper

ENG-371-VSC (SEMESTER-VI)

Course content:

Unit-I English for the Corporate Field

1. English for Sales and Customer Services
2. Writing Project Proposals and Reports

Unit-II English for Competitive Exam

1. Common Errors in Tenses
2. Word Families, Collocations, Synonyms and Antonyms

SELECT BIBLIOGRAPHY

1. Chaskar, et al. Ed. 2020. Aspirations: English for Career. Orient BlackSwan

2. Bakshi Rakesh Anand. 2019. Let's Talk On Air: Conversations with Radio Presenters. Puffin

3. Bill Mascull. 2010. Business Vocabulary in Use: Elementary to Pre-intermediate. Cambridge University Press

4. Chaskar, et al. Ed. 2020. Horizons: English in MultivalentContexts. Orient BlackSwan

5. Donald Miller. 2017. Building a Story Brand. HarperCollins

6. Donna Papacosta. 2013. The Podcast Scripting Book. Trafalgar Communications

7. Dorothea Brande. 1981. Becoming a Writer. Tarcher Perigee

8. Elizabeth Walter. 2010. Collins Easy Learning Writing. Harper Collins UK

9. Erica Williams. 2008. Presentations in English. Macmillan

10. Gupta Kounal. 2020. Content Writing Handbook. Henry Harvin

11. Haigh Rupert. 2004. Legal English. Cavendish Publishing Limited

12. Henry Emery, Andy Roberts. 2008. Aviation English. Macmillan.

13. Karen Englander, James N. Corcoran. 2019. English for Research Publication Purposes. Routledge

14. Kohli Simran. 2006. The Radio Jockey Hand Book. Fusion Books

15. Leila R. Smith, Roberta Moore. 2009. English for Careers: Business, Professional, and Technical. USA. Pearson College Div.

Question paper pattern
Semester-End Examination
SEMESTER-V

Time: 90 minutes **Marks: 25**

Q 1- Attempt any two of the following. 10 Marks
(2 Out of 3- Unit-I)

Q 2- Attempt any two of the following. 10 Marks
(2 Out of 3- Unit-II)

Q 3- Attempt any one of the following. 05 Marks
(1 Out of 2- Unit- I & II)

SEMESTER-VI

Time: 90 minutes **Marks: 25**

Q 1- Attempt any two of the following. 10 Marks
(2 Out of 3- Unit-I)

Q 2- Attempt any two of the following. 10 Marks
(2 Out of 3- Unit-II)

Q 3- Attempt any one of the following. 05 Marks
(1 Out of 2- Unit- I & II)

English Minor Paper
ENG-342-MN Anthology of Prose and Poetry-III (Sem.-V)—2 Credits

Rationale:

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

The skills component of the syllabus includes language skills (i.e. grammar part and writing skills), soft skills and employability skills. All these are necessary in the contemporary world to make our students confident and enable them to face the real life challenges successfully. The core course is essentially a language course. Linguistic competence is absolutely necessary for achieving success in almost all the fields of life. Hence we have concentrated on some important aspects of grammar. There are certain writing skills and communicative skills required in all work environments today. These have also been included in the syllabus. Some soft skills and employability skills are necessary from the viewpoint of the employer as well as the employee for his own career advancement. In fact no employee can survive without these skills in the modern day work place. We have kept all these practical considerations in mind while preparing the present syllabus. It is thus a composite course focusing on human values and useful, practical skills.

Objectives:

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

Nature of Evaluation- Internal 50 Marks and Semester Examination- 50 Marks

ENG-342-MN (Semester-V)

Unit-I- Prose

1. The Singing Lesson- Katherine Mansfield
2. God sees the Truth but Waits – Leo Tolstoy
3. A Letter from a Father to his Son- William Hazlitt

Unit-II- Poetry

1. The Neutral Tones – Thomas Hardy
2. Strange Meeting – Wilfred Owen
3. All the World is a Stage- William Shakespeare

Unit-III- Grammar

1. Types of Sentences according to function: Declaratives, Interrogatives, Imperatives

Question paper pattern
Semester-End Examination
SEMESTER-V

Time: 90 Minutes **Marks: 25**

Q.1. Answer any two out of three. Marks 10

(Questions on prose section)

Q.2. Answer any two out of three. Marks 10

(Questions on poetry section)

Q.3. Answer any five out of seven. Marks 05

(Questions on grammar section)

ENG-331-FP Field Project (SEM-V) – 2 Credits
ENG-381-OJT On Job Training (SEM-VI) – 4 credits

ENG-331-FP (SEM-V)

1) Field Visit
2) Project Writing

ENG-381-OJT (SEM-VI)

1) On Job Training
2) Report Writing and Presentation