

### CBCS Syllabus for T.Y.B.A. (2023 Pattern)

|                              |                         |
|------------------------------|-------------------------|
| <b>Name of the Programme</b> | : English               |
| <b>Program Code</b>          | : UAENG                 |
| <b>Class</b>                 | : T.Y.B.A.              |
| <b>Semester</b>              | : VI                    |
| <b>Course Name</b>           | : Appreciating Novel-II |
| <b>Course Code</b>           | : ENG-351-MJM           |
| <b>No. of Lectures</b>       | 60                      |
| <b>No. of Credits</b>        | 04                      |

#### Course Objectives:

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

#### Programme Outcomes:

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

#### TOPICS/CONTENTS

- 1) **Pride and Prejudice** - **Jane Austen**
- 2) **The Guide** - **R.K. Narayan**

#### REFERENCES

1. Iyengar, K.R.S. (1971), Indian Writing in English, Bombay, Asia Publishing House
2. Naik, M.K., ed. (1983) The Ironic Vision : A Study of the fiction of R.K. Narayan. New Delhi: sterling publishers Pvt.Ltd.

### Mapping of Program Outcomes with Course Outcomes

**Class:** TYBA (SemVI)

**Subject:** English

**Course:** Appreciating Novel-II

**Course Code:** ENG-351-MJM

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

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

#### Justification for the Mapping

##### CO2: Effective Citizenship and Ethics

CO4: The students are ingrained with effective citizenship and ethics through paragraph articles because the paragraph articles are based on current and past socio-cultural issues around the

##### PO3: Social Competence

CO4: The students understand social competence through prose articles because the prose articles are based on socio-cultural issues.

##### PO3: Social Competence

CO4: The students understand social competence through prose articles because the prose articles are based on socio-cultural issues.

##### PO3: Social Competence

CO4: The students understand social competence through prose articles because the prose articles are based on socio-cultural issues.

##### PO5: Personal and Professional Competence

CO5: The students acquire personal and professional competence because they acquire linguistic competence through practice exercises in Newspaper Advertisement.

**PO6: Self Directed and Lifelong Learning**

CO6: The students get self-direction and lifelong learning because the prose, poetry articles propel the students to the afore said goals as they acquire thirst for the language.

**PO7: Environment and Sustainability**

CO5: The students learn about environment and sustainability as the prose articles direct the attention of the learners to the afore mentioned goals and makes them to take positive actions.

**PO8: Critical Thinking and Problem Solving**

CO2: The students acquire critical thinking and problem-solving skills because they come to know language thoroughly and at a deep level.

CO7: The students acquire critical thinking and problem-solving skills because the language games make them competent for the same.

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**CBCS Syllabus for T.Y.B.A.  
(2023 Pattern)**

|                              |  |
|------------------------------|--|
| <b>Name of the Programme</b> | : English                                |
| <b>Program Code</b>          | : UAENG                                  |
| <b>Class</b>                 | : T.Y.B.A.                               |
| <b>Semester</b>              | : VI                                     |
| <b>Course Name</b>           | : Introduction to Literary Criticism- II |
| <b>Course Code</b>           | : ENG-352-MJM                            |
| <b>No. of Lectures</b>       | : 60                                     |
| <b>No. of Credits</b>        | : 04                                     |

**Course Objectives:****Course Objectives**

1. To make students aware of the nature and development of criticism.
2. To make students familiar with significant critical approaches and terms.
3. To encourage students to interpret literary works in the light of critical approaches.
4. To develop an aptitude for critical analysis.
5. To develop critical thinking to evaluate literary texts, theories, and criticism.
6. To improve close reading of the texts.
7. To communicate complex ideas effectively.

**Course Outcomes:**

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

**CO1:** The students understand the functionality of the English language through strong prose articles, as the prose articles are in good English.

**CO2:** The students acquire critical thinking and problem-solving skills because they come to know the language thoroughly and at a deep level.

**CO3:** The students comprehend the functionality of English grammar, which is part of the disciplinary knowledge of the language, through extensive grammar exercises.

**CO4:** The students understand social competence through prose articles because the prose articles are based on socio-cultural issues.

**CO5:** The students acquire personal and professional competence because they gain linguistic competence through practice exercises in newspaper advertisements.

**CO6:** The students get self-direction and lifelong learning because the prose and poetry articles propel the students toward the aforementioned goals as they acquire a thirst for the language.

**CO7:** The students acquire critical thinking and problem-solving skills because the language games make them competent in the same.

## TOPICS/CONTENTS:

### TOPICS/CONTENTS:

**Unit – I: Literary/Critical Terms** (15 L)

Allegory, allusion, ambiguity, satire, genre, symbolism, irony, metaphor, connotation and denotation, point of view, round and flat characters,

**Unit-II: Critical Essays** (15 L)

- 1) John Dryden: Essay on Dramatic Poesie
- 2) Matthew Arnold: perspective on the moral and social function of literature, including his concept of "high seriousness" and the "touchstone method".

**Unit-III: Critical Essays** (15 L)

- 1) Helen Gardener's *The Sceptre and the Torch*
- 2) Northrop Fry's *Criticism Visible and Invisible*

**Unit-IV: Practical Criticism of poems, passages from novels and plays, etc.** (15 L)

Poems, Prose passages from the prescribed poems and novels

**References:**

- 1 . Kulkarni, Anand B., and Ashok G. Chaskar. *An Introduction to Literary Criticism and Theory*. Orient Blackswan, 2015.
2. Tilak, Dr. Ragukul. *History and Principles of Literary Criticism*. Rama Brothers, 2008.
3. Dorsch, T. S. *Classical Literary Criticism*. Penguin, 1981. (Reprinted version)
4. Ross, Andrew. *The Origins of Criticism*. Princeton University Press, 2002.
5. Habib, M. A. R. *A History of Literary Criticism: From Plato to the Present*. Blackwell Publishers, 2005.
6. Thorat, Ashok, et al. *A Spectrum of Literary Criticism*. Frank Bros., 2001.

### Mapping of Program Outcomes with Course Outcomes

**Class:** T.Y.B.A. (Sem: VI)

**Subject:** English

**Course:** Introduction to Literary Criticism-II

**Course Code:** ENG-352-MJM

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

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

#### Justification for the mapping:

##### PO1: Critical Thinking and Problem Solving

CO2: The students acquire critical thinking and problem-solving skills because they come to know the language thoroughly and at a deep level.

CO7: The students acquire critical thinking and problem-solving skills because the language games make them competent in the same.

##### PO2: Effective Citizenship and Ethics

CO4: The students are ingrained with effective citizenship and ethics through paragraph articles, which are based on current and past socio-cultural issues around the world.

**PO3: Social Competence**

CO4: The students understand social competence through prose articles because the prose articles are based on socio-cultural issues.

**PO4: Disciplinary Knowledge**

CO1: The students understand the functionality of the English language through strong prose articles, as the prose articles are in good English.

CO3: The students comprehend the functionality of English grammar, which is part of the disciplinary knowledge of the language, through extensive grammar exercises.

**PO5: Personal and Professional Competence**

CO5: The students acquire personal and professional competence because they gain linguistic competence through practice exercises in newspaper advertisements.

**PO6: Self-Directed and Lifelong Learning**

CO6: The students get self-direction and lifelong learning because the prose and poetry articles propel the students toward the goals mentioned earlier, as they acquire a thirst for the language.

**PO7: Environment and Sustainability**

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

**CBCS as per NEP 2020 for T.Y. B.A.  
(2023 Pattern)**

|                              |                                     |
|------------------------------|-------------------------------------|
| <b>Name of the Programme</b> | : T.Y.B.A.                          |
| <b>Program Code</b>          | : UAENG                             |
| <b>Class</b>                 | : TYBA                              |
| <b>Semester</b>              | : VI                                |
| <b>Course Type</b>           | : Major                             |
| <b>Course Name</b>           | : English for Literary Discourse-II |
| <b>Course Code</b>           | : ENG-353-MJM                       |
| <b>No. of Lectures</b>       | : 30                                |
| <b>No. of Credit</b>         | : 02                                |

**Course Objectives:**

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

**Course Outcomes:**

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

- CO1.** The students learn the best uses of language in literature.
- CO2.** The students learn the communicative power of English.
- CO3.** The Students become the competent users of English in the real life situations.
- CO4.** The students acknowledge varied cultural experiences through literature.
- CO5.** The students improve their communication and soft skills.

CO6. Students learn language skills.

CO7.They get know about human values in English literature.

### TOPICS/CONTENTS:

Semester VI (30 lectures)

A) Prose: (10 lectures)

1. *On the Rule of the Road*- A.G.Gardiner
2. *The Pleasure of Ignorance*-Robert Lynd
3. *The Selfish Giant*-Oscar Wilde

B) Poetry: (10 lectures)

1. *The Ballad of Father Gilligan*- W.B.Yeats
2. *If*-Rudyard Kipling
3. *A Psalm of Life*- Henry Wordsworth Longfellow

C) Communication Skills (10 lectures)

**1. An Introduction to Soft Skills**

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

### Reference:

Prescribed text: Literary Pinnacles. Orient Blackswan Privet Limited. New Delhi. 2015

### Mapping of Programme Outcomes with Course Outcomes

Class: TYBA (Sem. VI)

Subject: English

Course: English for Literary Discourse - II

Course Code: ENG-353-MJM

Weightage 1=weak or low relation,

2=moderate or partial relation,

3=strong or direct relation.

| Course Outcomes | Programme Outcomes (Pos) |     |     |     |     |     |     |     |
|-----------------|--------------------------|-----|-----|-----|-----|-----|-----|-----|
|                 | PO1                      | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 |
| CO1             | 1                        | 1   | 1   | 3   | 2   | 2   | 2   | 2   |
| CO2             | 2                        | 2   | 2   | 2   | 2   | 2   | 2   | 2   |
| CO3             | 1                        | 1   | 1   | 3   | 1   | 1   | 1   | 1   |
| CO4             | 2                        | 2   | 2   | 2   | 2   | 2   | 2   | 2   |
| CO5             | 2                        | 2   | 2   | 2   | 2   | 1   | 1   | 1   |
| CO6             | 1                        | 1   | 1   | 3   | 1   | 2   | 1   | 1   |
| CO7             | 2                        | 2   | 1   | 1   | 1   | 1   | 1   | 2   |

Justification for the mapping

PO2: Effective Citizenship and Ethics

CO4: The students are ingrained with effective citizenship and ethics through paragraph articles because the paragraph articles are based on current and past socio-cultural issues around the world.

PO3: Social Competence

CO4: The students understand social competence through prose articles because the prose articles are based on socio-cultural issues.

PO4: Disciplinary Knowledge

CO1: The students understand functionality of English language through strong prose articles as the prose articles are in good English language.

CO3: The students comprehend functionality of English grammar, which is part of the disciplinary knowledge of the language through extensive grammar.

PO5: Personal and Professional Competence

CO5: The students acquire personal and professional competence because they acquire linguistic competence through practice exercises in Newspaper Advertisement.

PO6: Self Directed and Lifelong Learning

CO6: The students get self-direction and lifelong learning because the prose, poetry articles propel the students to the aforesaid goals as they acquire thirst for the language.

PO7: Environmental Sustainability

CO5: The students learn about environment and sustainability as the prose an article direct the attention of the learners to the aforementioned goals and makes them to take positive actions.

PO8: Critical Thinking and Problem Solving

CO2: The students acquire critical thinking and problem-solving skills because they come to know language thoroughly and at a deep level.

CO7: The students acquire critical thinking and problem-solving skills because the language games make them competent for the same.

**CBCS as per NEP 2020 for T.Y.B.A.  
(2023 Pattern – NEP)**

|                              |   |
|------------------------------|---|
| <b>Name of the Programme</b> | <b>: T.Y.B.A</b>                          |
| <b>Program Code</b>          | <b>: UAENG</b>                            |
| <b>Class</b>                 | <b>: TYBA</b>                             |
| <b>Semester</b>              | <b>: VI</b>                               |
| <b>Course Type</b>           | <b>: Major Elective</b>                   |
| <b>Course Name</b>           | <b>: History of English Literature-II</b> |
| <b>Course Code</b>           | <b>: ENG-354-MJE (A)</b>                  |
| <b>No .of Lectures</b>       | <b>: 60</b>                               |
| <b>No. of Credits</b>        | <b>: 04</b>                               |

**Course Objectives:**

1. To acquaint students with the major periods, movements, and characteristics of English literature.
2. To study the social, political, and cultural background of different literary periods.
3. To trace the evolution of literary genres such as poetry, drama, novel, and prose.
4. To introduce students to the major authors, their styles, and contributions in each age.
5. To understand how literature is connected with history, religion, philosophy, science, and society.
6. To develop critical thinking and a comparative approach in the study of literature.
7. To prepare students for further roles as learners, researchers, and teachers of English literature.

**Course Outcomes:**

After completing this course, students will be able to:

- CO1. Demonstrate knowledge of the chronological development of English literature.
- CO2. Identify the distinctive features of Old English, Middle English, Renaissance, Neoclassical, Romantic, Victorian, Modern, and Postmodern literature.
- CO3. Analyze the relationship between literature and society, politics, philosophy, and culture.

CO4. Recognize the major writers, their works, and literary forms in each period.

CO5. Critically evaluate the shifts and transformations in literary trends across ages.

CO6. Apply a comparative and interdisciplinary perspective to the study of texts.

CO 7. Build a strong foundation for research, teaching, and advanced literary studies.

### TOPICS/CONTENTS:

#### **Unit 1: 1785–1832 The Romantic Period**

**(20 Lectures)**

Literary Concepts:

1. Imagination and Emotion
2. Nature Poetry
3. The Sublime
4. Ballad Revival

Literary and Social Movements:

1. The French Revolution and its Impact
2. Individualism and Subjectivity
3. Rise of Lyrical Ballads (1798)

#### **Unit 2: 1832–1901 The Victorian Period**

**(20 Lectures)**

Literary Concepts:

1. Dramatic Monologue
2. Realism
3. Bildungsroman

Literary and Social Movements:

1. Industrial Revolution and Social Change
2. Science vs. Religion (Darwinism)
3. The Rise of the Woman Question

#### **Unit 3: 1901–1990 The Modern and The Postmodern Period**

**(20 Lectures)**

Literary Concepts:

1. Stream of Consciousness
2. Absurd Drama
3. Postmodernism

**Literary and Social Movements:**

1. Impact of World War I and II
2. Feminist Literary Movement
3. Rise of Modernist Poetry and Novel

**Reference:**

1. Abrams, M. H. & Geoffrey Harpham.  
A Glossary of Literary Terms. 11th Edition. Cengage, 2015.
2. Compton-Rickett, Arthur.  
A History of English Literature. UBS Publishers.
3. Carter, Ronald, and John McRae.  
The Routledge History of Literature in English. Routledge, 2001.
4. Daiches, David.  
A Critical History of English Literature. 2 Vols. Secker & Warburg, 1960.
5. Sanders, Andrew.  
The Short Oxford History of English Literature. Oxford University Press, 2004.
6. Alexander, Michael.  
A History of English Literature. Palgrave Macmillan, 2000.
7. Ward, A. C.  
Longman Companion to Twentieth Century Literature. Longman.
8. Hudson, W. H.  
An Outline History of English Literature. B. Jain Publishers.
9. Legouis, Emile, and Louis Cazamian.  
A History of English Literature. Macmillan.
10. Kermode, Frank (Ed.).  
The Oxford Anthology of English Literature. Oxford University Press.

Choice Based Credit System Syllabus  
(2024 Pattern NEP)

**Mapping of Program Outcomes with Course Outcomes**

**Class:** T.Y.B.A. (Sem VI)

**Subject:** English

**Course:** History of English Literature-II

**Course Code:** ENG-354-MJE(A)

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

| Course Outcomes | Programme Outcomes (POs) |      |      |      |      |      |      |      |      |
|-----------------|--------------------------|------|------|------|------|------|------|------|------|
|                 | PO 1                     | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 | PO 9 |
| CO 1            | 1                        | 2    | 3    | 2    | 1    | 2    | 1    | 2    | 3    |
| CO 2            | 1                        | 3    | 2    | 1    | 3    | 3    | 1    | 2    | 2    |
| CO 3            | 2                        | 1    | 2    | 2    | 2    | 2    | 2    | 3    | 3    |
| CO 4            | 2                        | 2    | 2    | 3    | 2    | 2    | 2    | 2    | 2    |
| CO 5            | 3                        | 2    | 1    | 2    | 3    | 2    | 2    | 2    | 2    |
| CO 6            | 2                        | 2    | 2    | 3    | 2    | 2    | 2    | 2    | 2    |
| CO 7            | 2                        | 2    | 2    | 2    | 2    | 2    | 2    | 3    | 2    |

### Justification for the Mapping

#### PO1: Research-Related Skills

CO7: Students develop a research-oriented approach while exploring literary periods, authors, and genres.

Justification: Understanding literary history requires analytical and investigative skills to interpret sources and historical backgrounds.

#### PO2: Effective Citizenship and Ethics

CO2: Students identify how literature reflects moral, ethical, and social values of its time.

Justification: Awareness of socio-political and ethical issues in literature promotes civic consciousness and ethical reflection.

**PO3: Social Competence**

CO5: Students learn to link literature with society and culture across different ages.

Justification: Literature acts as a mirror to society, fostering empathy, social understanding, and cultural competence.

**PO4: Disciplinary Knowledge**

CO1, CO3: Students gain systematic knowledge of literary periods, writers, and genres.

Justification: This outcome is central to disciplinary knowledge as it builds foundational understanding of English literary tradition.

**PO5: Personal and Professional Competence**

CO6: Students develop communication, interpretation, and analytical skills useful in academic and professional settings.

Justification: Analytical reading and critical writing enhance professional competence in teaching, writing, and communication.

**PO6: Self-directed and Life-long Learning**

CO7: Students cultivate independent learning habits by exploring literature beyond the syllabus.

Justification: Encourages continuous engagement with literature as a lifelong learning process.

**PO7: Critical Thinking and Problem Solving**

CO4, CO6: Students interpret complex literary movements and analyze cause-effect relationships in history and culture.

Justification: The analytical study of literary evolution enhances higher-order thinking and problem-solving abilities.

**PO8: Communication Skills**

CO6: Students express literary understanding through academic discussion and writing.

Justification: Improves clarity, articulation, and precision in academic and literary communication.

**PO9: Global and Cultural Awareness**

CO1, CO5: Students recognize the universality and diversity of human experience in English literature.

Justification: Promotes intercultural sensitivity and global perspective through the study of world literary heritage.

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## **CBCS as per NEP 2020 for T.Y.B.A (2023 Pattern)**

|                             |  |
|-----------------------------|--|
| <b>Name of the Program:</b> | T.Y.B.A.:  |
| <b>Program Code:</b>        | UAENG  |
| <b>Class:</b>               | B.A III  |
| <b>Semester:</b>            | VI   |
| <b>Course Code:</b>         | Minor  |
| <b>Course Name:</b>         | Advanced Study of English Literature and Language II |
| <b>Course Code:</b>         | ENG-361-MN   |
| <b>No. of Lectures:</b>     | 60   |
| <b>No of Credits:</b>       | 04   |

### **Course Objectives:**

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

### **Course Outcomes:**

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

- CO1. The students acknowledge different cultural experiences through literature.
- CO2. The students learn the creative power of English language and appreciate its beauty.
- CO3. The students learn the critical appreciation of a poem.
- CO4. The students learn English language through literature and vice versa.
- CO5. The students acquaint with the advanced study of language through different levels
- CO6. The students will be able to understand English language with its multitasking meaning
- CO7 The students will be able to accomplish language according to its functions

## TOPICS/CONTENTS:

### Literature

Teaching Hours- 30

#### Poetry

1. A.K. Ramanujan–*The Striders*
2. Adil Jussawala–*Sea Breeze Bombay*
3. Jayant Mahapatra–*Hunger*
4. Arun Kolatkar–*An Old Woman*
5. Keki Daruwalla–*Migrations*
6. Mamta Kalia–*Tribute to Papa*
7. Aga Shahid Ali–*A Country without a Post Office*

### Language

Teaching Hours-30

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

#### i) Semantics

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

#### ii) Pragmatics

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



**Reference:**

1. Aspects of Indian Writing in English—ed.M.K.Naik,(Delhi:Macmillan,1979)
2. Problems of Indian Creative Writer in English– C.Paul Verghese,(SomaiyaPublications:1971)
3. Contemporary Indian Poetry in English: An Assessment and Selection—ed. Saleem Peeradina (Bombay:Macmillan,1972)
4. Indian Poetry in English: A critical Assessment– eds.V.A.Shahaneand M.Sivramkrishna (Delhi: Macmillan, 1980)
5. A History of Indian Literature in English—ed.Arvind Krishna Mehrotra,(NewYork: Columbia University Press,2003)
6. Study of Language: An Introduction—George Yule,(CUP,1985)
7. English Grammar for Today:A New Introduction—Margaret Deuchar, Geoffrey Leech, Robert Hoogenraad (Palgrave Macmillan,1982)
8. Semantics—F.R.Palmer (CUP,1981)
9. Pragmatics—George Yule,(OUP,2000)
10. Modern Linguistics: An Introduction—Verma and Krishnaswamy (OUP,1989)
11. Pragmatics and Discourse: A Resource Book for Students- Joan Cutting,(Routledge,2002)
12. Structure and Meaning in English—Graeme Kennedy (Pearson, 2011)
13. Making Sense of English:A Textbook of Sounds, Words and Grammar—M.A.Yadugiri (New Delhi: Viva BooksPvt.Ltd.,2006)

### Mapping of Program Outcomes with Course Outcomes

**Class:** TYBA (SEM VI)

**Subject:** English

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

**Course Code:** ENGGE3602

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

| Course Outcomes | Program Outcomes (Pos) |     |     |     |     |     |     |     |
|-----------------|------------------------|-----|-----|-----|-----|-----|-----|-----|
|                 | PO1                    | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 |
| CO1             | 2                      | 2   |     | 2   |     |     |     | 2   |
| CO2             |                        | 2   |     |     | 2   |     | 2   |     |
| CO3             | 2                      |     |     |     | 2   | 2   |     | 2   |
| CO4             |                        |     | 2   | 2   |     |     |     |     |
| CO5             | 2                      |     |     |     | 2   | 2   | 2   |     |
| CO6             |                        |     | 3   |     |     |     |     |     |
| CO7             | 2                      | 2   |     | 2   |     |     |     | 2   |

#### Justification for the mapping

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

##### **PO1: Goal towards Nationality**

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

##### **PO2: Effective Citizenship and Ethics**

CO4: The students are ingrained with effective citizenship and ethics through paragraph articles because the paragraph articles are based on current and past socio-cultural issues around the world.

##### **PO3: Social Competence**

CO4: The students understand social competence through prose articles because the prose articles are based on socio-cultural issues.

##### **PO4: Disciplinary Knowledge**

CO1: The students understand functionality of English language through strong prose articles as the prose articles are in good English language.

CO3: The students comprehend functionality of English grammar, which is part of the disciplinary knowledge of the language through extensive grammar.

**PO5: Personal and Professional Competence**

CO5: The students acquire personal and professional competence because they acquire linguistic competence through practice exercises in Newspaper Advertisement.

**PO6: Self Directed and Lifelong Learning**

CO6: The students get self-direction and lifelong learning because the prose, poetry articles propel the students to the afore said goals as they acquire thirst for the language.

**PO7: Environment and Sustainability**

CO5: The students learn about environment and sustainability as the prose articles direct the attention of the learners to the afore mentioned goals and makes them to take positive actions.

**PO8: Critical Thinking and Problem Solving**

CO2: The students acquire critical thinking and problem-solving skills because they come to know language thoroughly and at a deep level.

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**Anekant Education Society's  
TULJARAM CHATURCHAND COLLEGE  
BARAMATI, Dist Pune**

**Manual For On-Job Training Program**

**PG First Year Students (Semester II)**

**Under**

**NEP 2020 (2023 Pattern)**

**2023-24**

The National Education Policy 2020 emphasize Practical Assignments and Skill Development to the students across institutes of higher learning in various streams.

In view of this, Tuljaram Chaturchand College, Baramati has come up with a concept to provide Field Project/On-Job Training Program to all students studying in all PG programs in semester II.

The On-Job Training Program will provide valuable work experience to the students, help them explore a career path and develop and refine skills that will eventually give themselves an edge in the job market

### **Eligibility for On-Job Training Program :**

The students who have sought admission to the Post Graduation of any faculty, (First Year-Semester -II) under NEP 2020 (2023 Pattern) need to undergo compulsory 'Field Project or On-Job Training Program'.

### **Nature of On-Job Training Program:**

A student has to undergo 120 hours of practical training in suitable establishments in consultation with the concerned teacher.

### **Salient features of On-Job Training Program:**

1. The fundamental framework of On-Job Training Program is as below:
2. The on-job training is of four credits and hundred (100) marks.
3. On-Job Training will be of one hundred and twenty clock hours.
4. A student has to complete on-job training in the related subject that he / she has opted in PG.
5. The On-Job Training Program has to be completed in the vacation between semester II and III.
6. In case of backlog, he/ she can complete the On-Job Training Program prior to appearing for the semester IV examination.
7. Successful completion of the On-Job Training Program is mandatory, in case a student could not complete the Field Project/ On-Job Training as per prescribed standards, he/ she has to undergo the Program again in different establishment.
8. A student is entitled to a 'Completion Certificate' after successful completion of the On-Job Training Program.
9. The On-Job Training provider establishment may select the student for regular employment depending on the skill set and nature of performance exhibited by the student.
10. A student is solely responsible for his behaviour in the business establishment during the on-job training program

**Framework of the On-Job Training:**

1. The area in which a student has to undergo On-Job Training Program will be finalized by the concerned teacher in consultation with the On-Job Training Program providing organization.
2. This will help a student to have hands - on experience of the important aspects of the Discipline Specific Special Subject chosen by him / her.
3. The contents of the On-Job Training Program should be adequate and a students should be able to understand various concepts and put it into practice within a time frame of 120 hours.
4. On-Job Training Program is of 120 hours net.

### **Guidelines for Teachers:**

Teachers' contribution in planning and implementation of **On-Job Training Program** is very crucial and pivotal. Teachers need to play the crucial role of a guide to make the **On-Job Training Program** a success.

Meaningful execution of the **On-Job Training Program** will add a significant value not only to the skillset of students but will enhance institutional image to a significant extent.

The National Assessment and Accreditation Council also emphasizes **On-Job Training Program** as a part of effective curriculum delivery. The number of students undergoing **On-Job Training Program** will certainly aid colleges to secure better grades during evaluation.

:

**Evaluation and credits:**

**The process of evaluation of On-Job Training Program is structured as below.**

**The student will prepare a plan for proposed On-Job Training Program. The plan may contain following aspects: -**

| <b>Sr. No.</b> | <b>Particulars</b>  |
|----------------|---|
| <b>1</b>       | Name of the organization where the On-Job Training is proposed to be carried out.   |
| <b>2</b>       | Details of the organization   |
| <b>3</b>       | The areas in which he/ she is planning to undergo On-Job Training.  |
| <b>4</b>       | Details of the various subject specific concepts learnt by the student before joining the On-Job Training.  |
| <b>5</b>       | Allocation of <b>120 hours</b> of On-Job Training Program.  |
| <b>6</b>       | List of the skills that he/she is planning to acquire during On-Job Training Program.   |
| <b>7</b>       | A brief note on how the On-Job Training Program may benefit him/her to develop better skills in his / her subject.  |
| <b>8</b>       | Details of the primary discussion that the student had with any officer/ authority of the On-Job Training Program providing organization about the proposed work. |
| <b>9</b>       | Proposed outcome of the On-Job Training Program   |

**Teachers may provide suggestions to make the proposed On-Job Training Program more meaningful for the student.**

### **During – On-Job Training Functions**

Teachers need to contact the On-Job Training providing organizations at regular intervals during the On-Job Training Program to review following matters: -

- a.** Regularity / punctuality of student
- b.** Behaviour / soft skills
- c.** Inclination to learn new things
- d.** Ability to put theory into practice
- e.** Ability to take initiative for problem solving
- f.** Commitment to the assigned task
- g.** Overall progress and performance (Whether satisfactory or not)

## **Process of Evaluation- Semester VI**

### **Methodology for Evaluation:**

1. This evaluation is to be done after the student has successfully completed the On-Job Training.
2. The student will prepare a presentation based on the work performed by him/ her during the On-Job Training.
3. The parameters for evaluation are as below:-
  - Hard Skills learnt by the student
  - Soft skills / communication skills developed by the student
  - Outcome of the On-Job Training
  - Feedback received from the On-Job Training Providing organization
  - Value addition in the overall knowledge of the student
  - Quality and contents of the presentation
  - Contribution of the student towards the organization

- **Format of Slide wise presentation of work performed by the student during the On-Job Training program is given below.**

| Slide No. | Contents   |
|-----------|--|
| 1.        | Name of the organization where the On-Job Training was proposed to be carried out.   |
| 2.        | Contents proposed to be learnt during the On-Job Training Program.   |
| 3.        | Allocation of <b>120 hours</b> of On-Job Training Program.   |
| 4.        | List of the officers and the staff members of the On-Job Training Providing organization with designations.  |
| 5.        | Name and designation of the officer under whom the On-Job Training was completed.  |
| 6.        | Work profile assigned during the On-Job Training Program   |
| 7.        | Actual work performed during the On-Job Training Program   |
| 8.        | Skills learnt during the On-Job Training Program   |
| 9.        | Problems faced while performing the assigned task  |
| 10.       | How the problems were addressed to   |
| 11.       | Contribution made towards better functioning the organization, i.e. any techniques invented to save time, manpower or money, improvised documentation process, development of a model for better customer service etc. (Optional)  |
| 12.       | List of the skills required to perform the assigned task   |
| 13.       | Opinion of the student about the following - <ol style="list-style-type: none"> <li>1. Utility of the On-Job Training</li> <li>2. Adequacy of the time allotted for program</li> <li>3. Suggestions for improvement</li> <li>4. Will the program improve employability?</li> <li>5. Suggestions to make the On-Job Training program more meaningful and effective</li> <li>6. Overall feedback about the On-Job Training experience</li> <li>7. Any other information</li> </ol> |

➤ **Students need to submit following documents at the time of final evaluation of the work performed during the On-Job Training Program:-**

1. On-Job Training Completion Certificate (Format Enclosed)
2. Duly signed and completed Log Sheet stating hour wise work done. (Format Enclosed)
3. Feedback form duly signed and stamped by the On-Job Training provider organization. (Format Enclosed)
4. Student Feedback form (Format Enclosed) **Evaluation of the Proposal :**

a. The student is supposed to prepare a PowerPoint Presentation covering the above aspects.

b. The evaluation is to be done on the basis of the

- i. Regularity and punctuality
- ii. Actual work performed,
- iii. Feedback by the On-Job Training providing organisation
- iv. Nature of contribution made
- v. Skills learnt
- vi. Problem solving initiative taken
- vii. Learning attitude.

c. The evaluation panel will consist of two examiners. Industry experts may be invited to evaluate the proposal and make suggestion, if any.

d. Total evaluation of the proposal will be of 100 marks and it carries 4 credits.

e. Minimum marks required for passing are 40.

**Evaluation:**

| Particulars                                     | Marks      |
|---|------------|
| Duration of Training                            | 30         |
| Practical skills                                | 20         |
| Professional Conduct                            | 10         |
| Report based on Training                        | 20         |
| Knowledge assessments through oral presentation | 20         |
| <b>TOTAL</b>                                    | <b>100</b> |

**Formats required for On-Job Training program:**

- 1. Letter to On-Job Training Providing Organisation for inclusion of students**
- 2. Undertaking from student about his/ her behaviour to the college**
- 3. Undertaking from student about his/ her behaviour to the organisation**
- 4. Log Sheet of work performed during On-Job Training**
- 5. On-Job Training completion certificate**
- 6. Feedback from On-Job Training provider organisation**
- 7. Feedback from student**

## College Letter Head

To,  
The Manager(HR),  
----- Co Ltd.  
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Subject :- Request for inclusion of students of our college for On-Job Training Program...

Madam / Sir,

Tuljaram Chaturchand College, Baramati has introduced 'On-Job Training for, First Year Post Graduate Students in its revised syllabus.

The purpose of the On-Job Training program is to provide hands-on training and experience to the students about various aspects of activities related to their field of studies. The On-Job Training will also enhance employability of students.

In view of this, I request you to provide following students of our college (List enclosed) with an opportunity for On-Job Training in your esteemed organization.

We look forward to a mutually rewarding academic association with your organization.

Thank you.

Sincerely,

**Departmental Coordinator,  
On-Job Training Program**

**Principal**

## UNDERTAKING FROM STUDENT

- 1. Name of the Student** :
- 2. Class** :
- 3. Division and Roll Number** :
- 4. Present address** :
- 5. Permanent address** :
- 6. Contact Number** :
- 7. Contact Number (Parent)** :
- 8. Email ID** :

To,

The Principal,  
Tuljaram Chaturchand College, Baramati

Sub : Undertaking

Respected Sir,

I am studying in semester II of ..... I am going to join -----  
(Name of the organisation) for my 120 hours On-Job Training program during -----to-----.

I assure that I will follow all the rules and instruction issued by the On-Job Training providing organization. I will be responsible for my behavior and performance during the On-Job Training period.

Thank you.

Yours obediently,

(Name & Signature of parent)

(Name & signature of the student)

Date :

**UNDERTAKING FROM STUDENT**

**To,**  
**The Manager (HR),**  
-----  
----- **(Place)**

Subject : Undertaking .....

Respected Madam / Sir,

I am a student of ----- College. I am studying in semester II of ----- . I am going to join your esteemed organization for my 120 hours On-Job Training program during -----to -----.

I assure that I will follow all the rules and instruction issued by you. I will be solely responsible for my behavior and performance during the On-Job Training period.

I will not disclose any information that is made available to me to anyone during or after the On-Job Training period.

I assure you that I will do my best and the On-Job Training opportunity provided to me will be a mutually rewarding experience.

Thanking you.

**Yours sincerely,**

**Date :**

**Place :**

**(Name & signature of the student)**





**Certified that ----- (Name of the student) has satisfactorily completed the On-Job Training assigned to him.**

**Name &  
signature of manager**

**Name &  
Signature of supervisor**

**Name &  
Signature of section in-charge**

**Date :**



**On-Job Training Completion Certificate**

**Letter Head of the On-Job Training Provider  
Organization**

To,  
The Principal,  
Tuljaram Chaturchand College,  
Baramati

**Subject: On-Job Training Completion Certificate .....**

Dear Madam/ Sir,

I am happy to inform you that following students of your college have successfully completed the '120 Hours **On-Job Training Program**' in this organization.

| Sr. No. | Name of the student | Roll No. | Aadhar No. | PG Class |
|---------|---------------------|----------|------------|----------|
| 1.      |                     |          |            |          |
| 2.      |                     |          |            |          |
| 3.      |                     |          |            |          |
| 4.      |                     |          |            |          |
| 5.      |                     |          |            |          |
| 6.      |                     |          |            |          |
| 7.      |                     |          |            |          |
| 8.      |                     |          |            |          |

These students have been provided with adequate exposure and necessary hands- on training pertaining to their special subject.

I am confident that these students will perform effectively in similar type of organisations.

I wish them every success in future endeavors.

Thank you.



Sincerely,

Name & Signature (Authorised Signatory)

## FEEDBACK FROM ON-JOB TRAINING PROVIDER ORGANIZATION

Dear Madam/ Sir,

Please provide your valuable feedback about the performance of the student on following parameters. Your feedback will enable us to make necessary changes in the On-Job Training process. Thank you.

Coordinator- On-Job Training Program

### On-Job Training Program feedback form

| Sr. No. | Particulars                     | Details |
|---------|---------------------------------|---------|
| 1)      | Name of the Supervisor/ Officer | :       |
| 2)      | Department                      | :       |
| 3)      | Designation                     | :       |
| 4)      | Name of the Student             | :       |
| 5)      | Name of the College             | :       |
| 6)      | Roll Number                     | :       |
| 7)      | Special Subject                 | :       |

#### Part – A – Individual Ranking (Please tick the suitable checkbox)

| No. | Parameter for feedback       | Excellent | Very Good | Good | Satisfactory | Needs improvement |
|-----|------------------------------|-----------|-----------|------|--------------|-------------------|
| 1)  | Domain Knowledge             |           |           |      |              |                   |
| 2)  | Communication Skills         |           |           |      |              |                   |
| 3)  | Punctuality & Dedication     |           |           |      |              |                   |
| 4)  | Ability to work in teams     |           |           |      |              |                   |
| 5)  | Problem solving skills       |           |           |      |              |                   |
| 6)  | Quality of work done         |           |           |      |              |                   |
| 7)  | Effectiveness                |           |           |      |              |                   |
| 8)  | Efficiency                   |           |           |      |              |                   |
| 9)  | Ability to take Initiative   |           |           |      |              |                   |
| 10) | Positive attitude            |           |           |      |              |                   |
| 11) | Appearance                   |           |           |      |              |                   |
| 12) | Using full potential at work |           |           |      |              |                   |
| 13) | Work habits                  |           |           |      |              |                   |
| 14) | Honesty & Integrity          |           |           |      |              |                   |
| 15) | Creativity                   |           |           |      |              |                   |

**Part B – SWOC analysis of the student (Please mention below the strengths and weaknesses of the student and the areas for improvement)**

-----  
-----  
-----  
-----  
-----

**Part C – Suggestions to make the On-Job Training program more productive and effective.**

1. -----
2. -----
3. -----
4. -----
5. -----

**Part D – Changes required in the curriculum to improve employability of students.**

1. -----
2. -----
3. -----

**Name, Designation and Signature of the Supervisor / Reviewing**

**Officer Place of Review :**

**Date of Review :**



## STUDENT FEEDBACK FORM

- 1. Name of the Student** :  
**2. Class** :  
**3. Division and Roll Number** :  
**4. Present address** :  
**5. Contact Number** :  
**6. Email ID** :

Please provide your rating about following aspects pertaining to your On-Job Training Experience on the scale of 10; where 10 means strongly agree and 0 means do not agree at all.

| Sr. No. | Parameter   | Response |
|---------|---|----------|
| 1.      | The pre- On-Job Training training provided by the college was very useful   |          |
| 2.      | I was properly introduced to the task assigned to me in the organization  |          |
| 3.      | I was given proper guidance to carry out my responsibility  |          |
| 4.      | My supervisor / officer was very cooperative and supportive   |          |
| 5.      | I found my task interesting and worth learning  |          |
| 6.      | My supervisor / officer addressed to my queries/ doubts quickly   |          |
| 7.      | I received due respect from my colleagues in the organization   |          |
| 8.      | The contents of the syllabus match with the practical work  |          |
| 9.      | The knowledge that I gained in the college was useful to carry out On-Job Training program in a satisfactory manner |          |
| 10.     | The On-Job Training Program is very useful to enrich my knowledge   |          |

Please give your suggestions to make the On-Job Training program more productive and effective.

1. -----  
2. -----  
3. -----

Please give your overall feedback about your experience during the On-Job Training (Not mentioned above).

-----

**Signature & Name of the student with date**

