

**S. Y. B. A.**

**Compulsory English (Core Course-CC)**

**(Choice Based Credit System-70:30-Pattern)**

**(w. e. f- 2020-2021)**

**(03 Credit Course)**

**Rationale:**

The course aims at contributing to the overall personality development of the students. They have to be good human beings before anything else. This laudable aim involves instilling essential human values like tolerance, understanding, sympathy, respecting the differences, living in harmony with nature, protecting the environment etc. In our prose and poetry selections we have kept these considerations in mind. We offer an adequate mix of British, American, Indian and other writers and poets because we want our students to be responsive in an era of globalization but at the same time they have to be rooted in Indian culture and traditions.

Students have to develop into responsible citizens of the world. They have to become confident and face the challenges of life successfully. Effective use of language is necessary for success in all walks of life. Hence we have focused on enhancing the linguistic skills of students by concentrating on essential aspects of grammar and enrichment of vocabulary. Apart from the professional and technical qualifications of the employees, the present day employers generally look for certain soft skills which relate to some positive personality traits, attitudes and social skills. Hence the course includes units on some essential soft skills. The course is thus a value oriented and a skill-based course.

**Objectives:**

- a) To expose students to the best examples of literature in English and to contribute to their emotional quotient as well as independent thinking.
- b) To instill universal human values through best pieces of literature in English
- c) To develop effective communication skills by developing ability to use right words in the right context.
- d) To enhance employability of the students by developing their basic soft skills
- e) To revise and reinforce the learning of some important areas of grammar for better linguistic competence.

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

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

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

Assignment/group discussion/tutorial/seminar/oral/project for 10 marks

A Mid-semester Written Test for 20 marks

## **Semester-III**

**Prescribed Text: *Panorama: Values and Skills through Literature* (Board of Editors- Orient BlackSwan)**

### **Unit-I- Prose**

1. A Simple Philosophy- Seathl
2. The Homecoming- Rabindranath Tagore
3. The Verger- Somerset Maugham

### **Unit-II- Poetry**

1. The Palanquin Bearers- Sarojini Naidu
2. On the Grasshopper and the Cricket- John Keats
3. Pied Beauty- George Manley Hopkins

### **Unit-III- Grammar**

1. The Passive Voice
2. Direct and Indirect Speech
3. Negative Sentences

### **Unit-IV- Vocabulary**

1. One-word substitutes
2. Idioms
3. Suffixes and prefixes

### **Unit-V- Soft Skills**

1. Leadership skills
2. Teamwork skills

## **Semester-IV**

**Prescribed Text: *Panorama: Values and Skills through Literature* (Board of Editors- Orient BlackSwan)**

### **Unit-I- Prose**

1. The Chicago Speech- Swami Vivekananda
2. The Lottery Ticket- Anton Chekhov
3. The Open Window- Saki (H. H. Munro)

### **Unit-II- Poetry**

1. On Another's Sorrow- William Blake
2. Laugh and Be Merry- John Masefield
3. The Rock and the Bubble- Louisa May Alcott

### **Unit-III- Grammar**

1. Question tags
2. Simple, Compound and Complex sentences
3. Degrees of Comparison

### **Unit-IV- Vocabulary**

1. Collocations: Words that go together
2. Phrasal Verbs
3. Commonly Confused Words

### **Unit-V- Soft Skills**

1. Problem-solving skills
2. Time management



Skill Enhancement Course-SEC-1A

(Old General English-G-2)

(Choice Based Credit System-70:30-Pattern)  
(w. e. f- 2020-2021)  
(03 Credit Course)

Title of the Paper: Advanced Study of English Language

Prescribed Text: *Linguistics: An Introduction-* (Ed. Board of Editors, Orient BlackSwan)

**Preamble:**

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 linguistic 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.

**Semester-III**

**Course Content-**

1. Phonetics and Phonology part from- *Linguistics: An Introduction*
2. Morphology part from- *Linguistics: An Introduction*

### 3. Sociolinguistics part from- **Linguistics: An Introduction**

(Following topics from chapter – 1, 2, 3 and 4 of the prescribed book)

#### 1. Phonology:

**15 Clock Hours**

1. Organs of speech, speech mechanisms,
2. Description and classification of consonants and vowels,
3. Concept of syllable,
4. Word accent, sentence accent,
5. Tone groups, placement of nuclear/tonic accent,
6. Concept of intonation, uses/types of tones

#### 2. Morphology:

**15 Clock Hours**

1. What is morphology?
2. Concept of morpheme, allomorph, zero allomorph, types of morphemes (free and - bound), Prefixes and Suffixes (class-changing and class-maintaining),
3. Inflectional and Derivational suffixes, borrowings

#### 3. Sociolinguistics:

**15 Clock Hours**

1. National varieties of English: British, American and Indian
2. Regional and social dialects, standard dialect, concept of register, formal and informal styles
3. Pidgins and Creoles, code-switching and code mixing

## **Semester-IV**

**Prescribed Text:** *Linguistics: An Introduction-* (Ed. Board of Editors, Orient BlackSwan

#### **Course Content-**

1. Syntax part from- **Linguistics: An Introduction**
2. Semantics part from- **Linguistics: An Introduction**
3. Pragmatics part from- **Linguistics: An Introduction**

(Following topics from chapter – 5, 6 and 7 of the prescribed book)

#### **1. Syntax:**

**15 Clock Hours**

1. Concept of Phrase, Phrase structure rules/ types of Phrases: Noun phrase, Adjective phrase, Adverb phrase, Prepositional phrase and Verb phrase.
2. Concept of Clause, Parts of Clauses: Subjects and objects, complements and Adverbials, Concept of Subject –verb Concord, Clause patterns.
3. Types of Sentences: Structural Classification - Simple Sentence, Compound Sentence and Complex sentence
4. Types of Sentences: Functional Classification - (affirmatives/interrogatives/imperatives) Wh –questions, Yes-No Questions, Tag



Questions, Negative Sentences, Do-support, Imperatives

## **2. Semantics:** (Introductory)

**15 Clock Hours**

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.

## **3. Pragmatics:** (Introductory)

**15 Clock Hours**

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

- As indicated in the CBCS (Choice Based Credit System) Restructured Programme of Savitribai Phule Pune University at undergraduate level to be introduced from the academic year 2019-20, this subject SEC (old-G-2-General English), like other subjects under B.A. Degree Course, shall have 70 +30 pattern. There will be written examination of 70 marks of 3 hrs duration for this subject at the end of each semester. The class work (internal evaluation) shall carry 30 marks. Each semester shall have 3 credits for teaching. Each credit is equal to 15 hours so this course shall have 45 teaching hours. In addition to that there shall be 03 hours allotted to internal evaluation.

### **Reference Books:**

1. Study of Language: An Introduction – George Yule, (CUP, 1985)
2. English Grammar for Today: A New Introduction – Margaret Deuchar, Geoffrey Leech, 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)

## S. Y. B. A.

### Discipline Specific Course (DSC-1A)

(Old Special Paper-I)

(Choice Based Credit System-70:30-Pattern)

(w. e. f- 2020-2021)

(03 Credit Course)

#### Title of the Paper: Appreciating Drama

##### **Preamble:**

Drama is an age-old form of literature. Moreover, it is a performing art form. It has been undergoing several transformations in its form and performance till date. In this sense, the world of drama has been exploring and exposing very many distinguishing theoretical, literary and theatrical dimensions. At the backdrop of the very dynamics of drama, the syllabus prescribed under this paper attempts to give justice to the multi-dimensional aspects of drama. The course contents and the evaluation patterns are radically designed to keep pace with the age of technology and to empower the learners for futuristic academic avenues.

##### **Objectives:**

1. To introduce Drama as a major form of literature
2. To introduce minor forms of Drama
3. To acquaint and enlighten students regarding the literary and the performing dimensions of drama
4. To acquaint and familiarize the students with the elements and the types of Drama
5. To encourage students to make a detailed study of a few sample masterpieces of English Drama from different parts of the world
6. To develop interest among the students to appreciate and analyze drama independently
7. To enhance students' awareness regarding aesthetics of Drama and to empower them to evaluate drama independently

### Semester-III

#### **Course contents-**

##### UNIT-I

##### Theory of Drama:

1. Drama, the Literary Form
2. Drama, the Performing Art Form
3. Elements of Drama:
  - i) Literary Elements: (Theme, Plot, Characters, Diction, Conflict, Setting etc.)
  - ii) Theatrical Elements: (Stage directions, Light effects, Music, Costumes, Stage



- property, Makeup etc.)
4. Types of Drama: (Tragedy, Comedy, Tragicomedy, Problem play, Absurd drama)
  5. An Introduction to Minor Forms of Drama: (e.g. One-act-play, Skit, Street play, a short Radio play, Pantomime etc.)

## UNIT-II

A Midsummer Night's Dream by William Shakespeare

## Semester-IV

### Title of the Paper: Appreciating Drama

## UNIT-I

Arms and the Man by George Bernard Shaw

## UNIT-II

The Fire and the Rain by Girish Karnad

### Select Bibliography:

1. Abrams M.H. 1957. A Glossary of Literary Terms. Madras: Macmillan India Press.
2. Anandlal. 2004. Ed. The Oxford Companion to Indian Theatre. New Delhi: Oxford University Press.
3. Berthold M. 1999. The History of World Theatre. New York: Continuum.
4. Briggs J. & Jefferson N.C. 2003. Encyclopedia of Stage Lighting. : McFarland
5. Brown J.R. 1972. Theatre Language. London: The Penguin Press.
6. Craig E.G. 1911. On the Art of the Theatre. London: William Heinemann Ltd.
7. Crook T. 1999. Radio Drama. Routledge; 1st Edition
8. Dharwadkar A. 2005. Theatres of Independence. New Delhi: Oxford University Press
9. Hughes M. 2013. A History of Pantomime. Remember When
10. Jagdale U.S. 2014. Communication in Drama: A Pragmatic Approach. PartridgeIndia.
11. Mamet D. 1994. Goldberg Street: Short Plays and Monologues. Grove Press



S. Y. B. A.

Discipline Specific Course (DSC-2A)

(Old Special Paper-II)

(Choice Based Credit System-70:30-Pattern)

(w. e. f- 2020-2021)

(03 Credit Course)

Title of the Paper: Appreciating Poetry

**Rationale:**

Poetry has been the oldest form of literature and continues to be an important part of art and culture. It conveys a thought, describes a scene, or narrates a story in a concentrated, lyrical arrangement of words. It can be structured with rhyming lines and meter or can also be freeform that follows no formal structure. Poetry on the level of content offers a huge variety of aesthetic and worldly experiences. It offers new perspectives to look at the usual matters. The present course is designed in line with such liberating and enriching nature of poetry. This is an introductory course and it is intended that students learn the basics of poetry through its theory and the practical application of some of the terms related to poetry. Given its elementary nature this course cannot afford to be ambitious in its scope and selection of poems. Poems are not necessarily selected from different nationalities and cultures and no specific theme is maintained in the selection of poems. However it is seen in the selection that students get exposed to a variety of experiences through poems of different mold and that their aesthetic and human sensibilities get enriched.

**Objectives:**

1. To acquaint students with the terminology in poetry criticism (i.e. the terms used in appreciation and critical analysis of poems)
2. To encourage students to make a detailed study of a few sample masterpieces of English poetry
3. To enhance students awareness in the aesthetics of poetry and to empower them to read, appreciate and critically evaluate poetry independently

**Semester-III**

**Course Content-**

**Prescribed Text:** *Mirage: An Anthology of English Poetry* Ed. Board of Editors, Orient Blackswan

**A) Theory of Poetry**

- (a) What is poetry? Significant development in the art of poetry during major periods
- (b) Elements of poetry: Rhythm, Meter, Sound Structure, Stanza Forms,
- (c) Figures of Speech, Symbols, Imagery, Simile, Metaphor, Personification and other Poetic Devices like Repetition and Contrast.
- (d) Types of Poetry: Elegy, Sonnet, Dramatic Monologue, Lyric, Ode, Ballad

#### B) Poems:

1. The Nightingale- Philip Sidney
2. Sonnet 3- William Shakespeare
3. The Sun Rising- John Donne
4. London- William Blake
5. Ode on a Grecian Urn- John Keats
6. To a Skylark- P. B. Shelley

### Semester-IV

**Prescribed Text:** *Mirage: An Anthology of English Poetry* Ed. Board of Editors, Orient Blackswan

#### Poems:

1. My Last Duchess- Robert Browning
2. Sailing to Byzantium- W. B. Yeats
3. Futility- Wilfred Owen
4. A Bird Came Down the Walk- Emily Dickinson
5. Talking in Their Sleep- Edith M. Thomas
6. What Is Life- John Clare
7. Sympathy- Paul Laurence Dunbar
8. The Awakening- James Weldon Johnson
9. The Wind- Amy Lowell
10. Freedom- Rabindranath Tagore
11. Caged Bird- Maya Angelou
12. Failure of Communication- Judith Wright

#### Select Bibliography:

1. Abrams M.H. 1957. *A Glossary of Literary Terms*. Madras: Macmillan India Press.
2. Drew Elizabeth. 1959. *Poetry- A Modern Guide to Its Understanding and Enjoyment*. Dell Publishing Co.
3. Lennard John. 2005. *The Poetry Handbook: A Guide to Reading Poetry for Pleasure and Practical Criticism*. OUP.
4. Moon Brian. 2001. *Studying Poetry: Activities, Resources and Texts*. NCTE..
5. Oliver Mary. 1994. *A Poetry Handbook*. Harcourt Brace & Company.
6. Williams Rhian. 2009. *The Poetry Tool Kit: The Essential Guide to Studying Poetry*. Bloomsbury
7. Wolosky Shira. 2001. *The Art of Poetry: How to Read Poem*. OUP.



(S.Y.B.A)

**Skill Enhancement Course-(SEC-2A)**  
**(w.e.f-2020- 2021)**

**“A Certificate Course in Skill Development”**

**[Two Credit Course (2x15=30 Hours)]**

**Objectives:**

1. Enhancing the skill of using English for everyday communication
2. To acquaint the students with the verbal and nonverbal communication
3. To create opportunities to access exposure of speaking in various contexts
4. To acquaint and familiarize the students with soft skills
5. To develop interest among the students to interact in English

**Suggestions to Teachers:**

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

**SEMESTER-III**

**Course content:**

- A) Introducing Yourself and Others
- B) Joining and Leaving Conversation
- C) Accepting/Declining Invitations
- D) Asking/Giving/Refusing Permission
- E) Digital Literacy
- F) Project Management

**SEMESTER-IV**

**Course content:**

- A) Asking/Giving/Refusing Information

- B) Agreeing/Partial Agreeing/Disagreeing
  - C) Complaining
  - D) Apologizing
  - E) Vocabulary Building
  - F) Delivering a Speech
- .....

### EVALUATION PATTERN

At the end of both the semesters, an activity-based evaluation of the skill development is to be conducted using ANY ONE of the following evaluation modes.

1. Submission of a Project
2. Seminar
3. Group Discussion
4. Mock Interviews
5. Presentations
6. Any other mode of evaluation relevant to the course contents

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- B) Agreeing/Partial Agreeing/Disagreeing
  - C) Complaining
  - D) Apologizing
  - E) Vocabulary Building
  - F) Delivering a Speech
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