



NAAC Accredited-2022

'B++'Grade (CGPA2.96)

FACULTY OF HUMANITIES

NEP 2020 Compliant Curriculum for

B.A., B.Com., B.Sc. English Part-II

with effect from 2025-26

॥ विद्यया संपन्नता ॥



**Punyashlok Ahilyadevi Holkar Solapur University,
Solapur**

Faculty of Humanities

NEP 2020 Compliant Curriculum

B.A. English Part-II

Program Outcomes

1. The students will acquire the knowledge and understanding of humanities and social sciences.
2. They will develop critical and analytical thinking skills for resolving different problems in the fields of languages, literatures and social sciences.
3. They will acquire insights into different areas in humanities and develop effective communication skills for proper exposition of knowledge.
4. They will develop into responsible citizens and work with self-esteem, sociability and creativity at workplace and in personal life.

सोलापूर विद्यापीठ

॥ विद्यया संपन्नता ॥



**Punyashlok Ahilyadevi Holkar Solapur University,
Solapur**

**Faculty of Humanities
NEP 2020 Compliant Curriculum**

B.A. English Part-II

Programme Specific Outcomes

1. The students will understand the basics of communication in English in day-to-day situations by means of whetting their linguistic abilities.
2. They will comprehend the literary texts and the warp & weft of literary creations in general.
3. They will get familiar with the critical and interpretative strategies involved in understanding different literary genres.
4. They will establish correlation between the contents of literature and the real life around them.

सोलापूर विद्यापीठ

॥ विद्यया संपन्नता ॥

Punyashlok Ahilyadevi Holkar Solapur University, Solapur
Structure under NEP-2020

B. A., B. Com., B.Sc. English Part- II Syllabus

With effect from June 2025-26

Semester III

Paper/ Course	Paper Code	Title of the Paper	Semester			L	P	Total Credits
			Theory	IA	Total			
DSC III		British Literature-I	60	40	100	60	00	04
DSC V		Indian Writing in English-I	60	40	100	60	00	04
Minor III		Study of Genre: Short Story-I	60	40	100	60	00	04
GE/OE		Language and Literature-I	30	20	50	30	00	02
VSC		Leadership and Personality Development-I	30	20	50	30	00	02
AEC		Reading Texts in Indian English-I	30	20	50	30	00	02
FP		Field Project	00	20	50	30	30	02


Punyashlok Ahilyadevi Holkar Solapur University, Solapur
Structure under NEP-2020

B. A., B. Com., B.Sc. English Part- II Syllabus

With effect from June 2025-26

Semester IV

Paper/ Course	Paper Code	Title of the Paper	Semester			L	P	Total Credits
			Theory	IA	Total			
DSC IV		British Literature-II	60	40	100	60	00	04
DSC VI		Indian Writing in English-II	60	40	100	60	00	04
Minor IV		Study of Genre: Short Story-II	60	40	100	60	00	04
GE/OE		Language and Literature-II	30	20	50	30	00	02
VSC		Leadership and Personality Development-II	30	20	50	30	00	02
AEC		Reading Texts in Indian English-II	30	20	50	30	00	02
CEP		Community Engagement Programme	00	20	50	30	30	02
SEC		Literary Appreciation Skills	30	20	50	30	00	02

 <p>पुण्यश्लोक अहिल्यादेवी होळकर सोलापूर विद्यापीठ ॥ विद्यया संयन्ता ॥ NAAC Accredited-2022 "B++" Grade (CGPA-2.96)</p>	<p align="center">Punyashlok Ahilyadevi Holkar Solapur University, Solapur</p> <p align="center">B.A. English Part-II</p> <p align="center">Vertical: DSC III, IV</p> <p align="center">Course Code:</p> <p align="center">Course Name: British Literature-I, II</p>
<p>*Teaching Scheme Lectures: 04 Hours/week Credits: 04</p>	<p>*Examination Scheme UA:60 Marks CA: 40 Marks</p>

Preamble: This paper titled British Literature is prepared under the vertical Discipline/Department Specific Core of the NEP-2020. The present paper consists of the select texts belonging to the representative British authors. The texts will enable the students to get abreast of the features of different periods of the British Literature. The paper incorporates literary works in Poetry, Drama and Prose, along with a set of topics creating a background to the study and allows the students to develop insights into these genres and the human life projected in them.

Course Objectives:

1. To familiarize students with the major literary movements and genres of British literature
2. To develop an understanding of Elizabethan and Metaphysical poetry and British drama
3. To foster critical reading and interpretation of Prose works in English
4. To encourage an appreciation of British literature's influence on global literary traditions

Course Outcomes: On successful completion of the course, the students will be able to:

1. Identify and describe key features of literary genres and movements of Britain.
2. Analyze and interpret different types of poetic and dramatic works in English.
3. Critically appreciate the prose works in English.
4. Apply critical thinking skills to evaluate themes, structures, and literary devices in British literature.

B.A. English Part-II**British Literature- I [DSC III]****Semester – III****Lectures: 60****Credits: 04****Weightage/Unit: 12 to 15 marks**

UNIT	Description	Lectures	Credits
I	Survey Topics:	15	01
	1. Characteristics of Elizabethan Poetry 2. Features of Elizabethan Drama		
II	Elizabethan Poems:	15	01
	1. I Find No Peace: Sir Thomas Wyatt 2. Leave me, O Love, which reachest but to dust: Sir Philip Sidney 3. One Day I Wrote Her Name: Edmund Spenser 4. Sonnet 18: Shall I compare thee to a summer's day?: William Shakespeare 5. To Celia [Drink to Me Only with Thine Eyes]: Ben Jonson		
III	Drama:	15	01
	1. As You Like It: William Shakespeare		
IV	Essays: Charles Lamb	15	01
	1. Dream Children 2. The Superannuated Man 3. A Dissertation on a Roast Pig		

References:

1. Abrams, M.H. A Glossary of Literary Terms. Wadsworth Publishing, 2011.
2. Spiller, Michael. The Development of the Sonnet: An Introduction. Routledge, 1992.
3. Nicoll, Allardyce. British Drama: An Historical Survey. Harrop, 1946.
4. Bradbrook, M.C. Themes and Conventions of Elizabethan Tragedy. Cambridge University Press, 1935.
5. Wyatt, Thomas. Sir Thomas Wyatt: Collected Poems. Edited by Kenneth Muir, Routledge, 2005.
6. Sidney, Philip. The Major Works. Edited by Katherine Duncan-Jones, Oxford World's Classics, 2008.
7. Spenser, Edmund. The Faerie Queene and Other Works. Edited by Richard McCabe, Penguin Classics, 2003.
8. Shakespeare, William. The Complete Sonnets and Poems. Edited by Colin Burrow, Oxford University Press, 2002.
9. Jonson, Ben. The Complete Poems. Edited by George Parfitt, Penguin Classics, 1988.
10. Shakespeare, William. As You Like It. Edited by Juliet Dusenberry, Arden Shakespeare, Bloomsbury Publishing, 2006.

B.A. English Part-II**British Literature- II [DSC IV]****Semester – IV****Lectures: 60****Credits: 04****Weightage/Unit: 12 to 15 marks**

UNIT	Description	Lectures	Credits
I	Survey Topics:	15	01
	1. Characteristics of Metaphysical Poetry 2. Four Wheels of English Novels		
II	Metaphysical Poems:	15	01
	1. Death Be Not Proud: John Donne 2. The Retreat: Henry Vaughan 3. On a Drop of Dew: Andrew Marvell 4. The Pulley: George Herbert 5. Out of Catullus: Richard Crashaw		
III	Fiction:	15	01
	1. Joseph Andrews: Henry Fielding		
IV	Essays: William Hazlitt	15	01
	1. Why Distant Objects Please 2. On Corporate Bodies 3. On the Disadvantages of Intellectual Superiority		

References:

1. Gardner, Helen. The Metaphysical Poets. Penguin Classics, 1972.
2. Eliot, T.S. "The Metaphysical Poets." Selected Essays, Faber & Faber, 1936.
3. Watt, Ian. The Rise of the Novel: Studies in Defoe, Richardson, and Fielding. University of California Press, 1957.
4. McKeon, Michael. The Origins of the English Novel, 1600–1740. Johns Hopkins University Press, 2002.
5. Donne, John. The Complete English Poems. Edited by A.J. Smith, Penguin Books, 1971.
6. Shawcross, John T. John Donne: The Complete Poems. Oxford University Press, 1996.
7. Vaughan, Henry. Henry Vaughan: The Complete Poems. Edited by Alan Redrum, Penguin Classics, 1976.
8. Marvell, Andrew. The Poems of Andrew Marvell. Edited by Nigel Smith, Pearson Longman, 2007.
9. Herbert, George. The Complete English Poems. Edited by John Tobin, Penguin Classics, 1991.
10. Crashaw, Richard. The Poems of Richard Crashaw. Edited by L.C. Martin, Oxford University Press, 1957.
11. <https://www.gutenberg.org/files/3020/3020-h/3020-h.htm>

B.A. English Part – II

DSC III, IV

British Literature- I, II

Nature of the Question Paper (Semester III, IV)

[Humanities Qution Paper Pattern UG PG 19122023.pdf](#)

Total Marks: 60

Time: 2.30 hrs

Instructions:

1. All questions are compulsory.
2. Figures to the right indicate full marks.

- Q. 1. Choose the correct alternatives from the following. 12
(All Units)
- Q. 2. Answer any four out of six of the following. 12
(Unit 2)
- Q.3. Write short notes on any two of the four questions. 12
(Unit 4)
- Q. 4. A broad question with alternatives (A/B). 12
(Unit 1)
- Q. 5. A broad question without alternatives. 12
(Unit 3)

College Level Assessment Procedure:

Sr. No.	Particulars	Details
1.	College Assessment [CA]	CA consists of 40% marks which shall be decided by virtue of conducting any three of the following: Home assignment/Unit test/Oral test/Seminar/Field work/Study tour report/Case study, etc.



Punyashlok Ahilyadevi Holkar Solapur University, Solapur

B.A. English Part-II

Vertical: DSC V, VI

Course Code:

Course Name: Indian Writing in English-I, II

***Teaching Scheme**

Lectures:04 Hours/week

Credits: 04

***Examination Scheme**

UA:60 Marks

CA: 40 Marks

Preamble: Indian Writing in English paper is included under the Discipline/Department Specific Core Course at B.A. Second Year. The paper helps the students get familiar with Indian Writing in English. The paper includes some of the finest works by Indian authors in English and covers all the major genres of literature such as fiction, drama, and poetry. The students shall develop insights into another significant type of literature in English recognized the world over.

Course Objectives:

1. To acquaint the students with Indian Writing in English
2. To introduce students to the social, cultural and political conditions in India as reflected in the prescribed texts
3. To help them understand the pluralistic dimensions and different genres of Indian Writing in English
4. To acquaint them with a variety of themes and styles as reflected in the prescribed texts

Course Outcomes: On successful completion of the course, the students will be able to:

1. Understand the gradual development of Indian Writing in English.
2. Get familiar with Indian socio-cultural ethos as revealed through texts prescribed.
3. Realize the dimensions reflected in the writings of Indian writers in English.
4. Analyse the texts from the thematic and style points of view.

B.A. English Part-II**Indian Writing in English – I [DSC V]****Semester- III****Lectures: 60****Credits: 04****Weightage/Unit: 12 to 15 marks**

UNIT	Description	Lectures	Credits
I	Survey Topics:	15	01
	<ol style="list-style-type: none"> 1. Salient features of Indian Poetry in English [with reference to the prescribed poets and period] 2. Qualities of Indian Drama in English [with reference to the prescribed dramatist and period] 		
II	Poems:	15	01
	<ol style="list-style-type: none"> 1. Sir Aurobindo: The Fear of Life and Death 2. Henry Derozio: The Harp of India 3. Toru Dutt: Lakshman 4. Sarojini Naidu: Love and Death 5. Swami Vivekananda: The Song of the Free 		
III	Short Stories: [from Shiv K. Kumar's <i>Contemporary Indian Short Stories in English</i> , South Asia Books, 1992]	15	01
	<ol style="list-style-type: none"> 1. The Liar: Mulk Raj Anand 2. India- A Fable: Raja Rao 3. Green Sari: R. K. Narayan 4. A Pinch of Snuff: Manohar Malgonkar 		
IV	Drama:	15	01
	<ol style="list-style-type: none"> 1. The Post Office: Rabindranath Tagore 		

B.A. English Part-II**Indian Writing in English – II [DSC VI]****Semester- IV****Lectures: 60****Credits: 04****Weightage/Unit: 12 to 15 marks**

UNIT	Description	Lectures	Credits
I	Survey Topics:	15	01
	1. Salient Features of Indian Short Stories in English [with reference to the prescribed writers and period] 2. Qualities of Indian Novels in English [with reference to the prescribed writer and period]		
II	Poems:	15	01
	1. Night of the Scorpion: Nissim Ezekiel 2. Introduction: Kamala Das 3. Looking for a Cousin on a Swing: A.K. Ramanujan 4. The Bus: Arun Kolatkar 5. Father Returning Home: Dilip Chitre		
III	Short Stories: [from Shiv K. Kumar's <i>Contemporary Indian Short Stories in English</i> , South Asia Books, 1992]	15	01
	1. Cold Wave: K. A. Abbas 2. The Eyes: Jayant Mahapatra 3. The Boy with the Flute: Arun Joshi 4. The Jahangir Syndrome: Keki Daruwalla		
IV	Novel:	15	01
	1. Fire on the Mountain: Anita Desai		

Collective References:

1. Gokak V.K. (edit.) The Golden Treasury of Indo- Anglican Poetry, Sahitya Akademi, Sixteenth Printing 2014.
2. Paranjape Makarand: (ed.) Indian Poetry in English, Macmillan India Ltd. 1993
3. R. Parthasarathy (ed): Ten Twentieth Century Indian Poets (Oxford University Press-2001)
4. Menka Shivdasani (ed): Anthology of Contemporary Indian Poetry (Vol. 1) Big Bridge Press. 2013.
5. A.K. Mehrotra (ed): Oxford Indian Anthology of Twelve Indian Modern Poets (Oxford Uni. Press 1993)
6. K. R. Srinivas Iyengar: Indian Writing in English, (Sterling publishers, 1962.)
7. M.K. Naik: A History of Indian English Literature. (Sahitya Akademi, New Delhi, 1982)
8. Natesan Sharada Iyer: Musings on Indian Writing: Drama (Sarup and Sons, 2007)
9. Kaustav Chakraborty: Indian Drama in English.
10. A.N. Dwivedi: Studies in Contemporary English Drama.
11. N. Bharucha and Vilas Sarang (edit): Indian English Fiction – 1980-90- An Assessment.
12. Kapur, Manju. Difficult Daughters. London: Faber and Faber, 1998.
13. Collected Poems- Sri Aurobindo SABCL& CWSA
14. A. K. Mehrotra: Collected Poems, Penguin India (1969)
15. R. K. NARAYAN. Malgudi Days. Penguin Books India, New Delhi, 1992
16. Chindhade, S.V. and Thorat Ashok (edit): Approved Voices, (Dastane Ramchandra & Co., Pune 2006.)
17. Raizada, Harish., R. K. Narayan: A Critical Study of His works, Young Asia Publications, New Delhi, 1969.
18. Narayan, R.K. “The World of The Story Teller”, Fiction and the Reading Public in India. (ed. C.D. Narasimhaiah), Mysore University, Mysore, 1967.
19. V.T, Girdhari. —Contemporary Indian English Novel: Feministic concerns, Male Anxieties, In Modern Indian English Fiction Ed. T.S. Anand. New Delhi: Nice printing press, 2002.
20. Rao, M. Rama, The Short story in Modern Indian Literature: Fiction and the Reading Public in India, ed. Mysore. 1967.
21. Selected Stories: Rabindranath Tagore General Press New Delhi, 2014
22. Alekar, Satish. The Dread Departure, Trans. Gauri Deshpande. Seagull Books, Calcutta, 2016
23. Styan J.L. Modern Drama in Theory and Practice: Expressionism, and Epic Theatre. Cambridge University Press, 1981.
24. Yarrow Ralph. Indian Theatre, Theatre of Origin, Theatre of Freedom, Curzon press, 2001.
25. Ramamurti K.S. (Editor). Twenty-Five Indian Poets in English (Edited with Introduction and notes), Macmillan Publishers Pvt. India Ltd. New Delhi. 2012.

B.A. English Part – II [DSC V, VI]

Indian Writing in English- I, II

Nature of the Question Paper (Semester III, IV)

[Humanities Qution Paper Pattern UG PG 19122023.pdf](#)

Total Marks: 60

Time: 2.30 hrs

Instructions:

1. All questions are compulsory.
2. Figures to the right indicate full marks.

- Q. 1. Choose the correct alternatives from the following. 12
(All Units)
- Q. 2. Answer any four out of six of the following. 12
(Unit 2)
- Q.3. Write short notes on any two of the four questions. 12
(Unit 3)
- Q. 4. A broad question with alternatives (A/B). 12
(Unit 4)
- Q. 5. A broad question without alternatives. 12
(Unit 1)

College Level Assessment Procedure:

Sr. No.	Particulars	Details
1.	College Assessment [CA]	CA consists of 40% marks which shall be decided by virtue of conducting any three of the following: Home assignment/Unit test/Oral test/Seminar/Field work/Study tour report/Case study, etc.

॥ विद्यया संपन्नता ॥



Punyashlok Ahilyadevi Holkar Solapur University, Solapur

B.A. English Part-II

Vertical: Minor III, IV

Course Code:

Course Name: Study of Genre: Short Story-I, II

*Teaching Scheme

Lectures:04 Hours/week

Credits: 04

*Examination Scheme

UA: 60 Marks

CA: 40 Marks

Preamble: This paper is in keeping with the NEP vertical, viz. Minor. This paper will be allotted to the students with Minor English at B.A. First Year. It consists of study of short story as a genre or literary type. The paper enables the students to get abreast of the concept of fiction in general and the fictional works, short stories, in particular. The selection of texts in fiction consists of representative writers coming from different national backgrounds. There are included short stories by the writers from Britain, America, Russia, and India.

Course Objectives:

1. To help the students get familiar with fiction as a literary genre
2. To enable the students develop insights into story as a type of fiction
3. To allow the students have insights into the fictional creations of different writers
4. To help the students adopt and apply the techniques of interpreting fictional works

Course Outcomes: On successful completion of the course, the students will be able to:

1. Know different dimensions of the genre called Fiction.
2. Differentiate the aspects involved in the short stories selected.
3. Execute the skills involved in understanding short stories of different writers.
4. Apply the techniques for the interpretation of short stories to other writers.

B.A. English Part-II

Study of Genre: Short Story – I

[Minor III]

Semester- III

Lectures: 60

Credits: 04

Weightage/Unit: 12 to 15 marks

UNIT	Description	Lectures	Credits
I	Survey Topics:	15	01
	1. Short Story: Definitions and Elements 2. Origin and Development of the British Short Story		
II	Short Stories: British Writers	15	01
	1. The Open Window: Saki 2. The Luncheon: Somerset Maugham		
III	Short Stories: Russian Writers	15	01
	1. Twenty-Six Men and a Girl: Maxim Gorky 2. The Beggar: Anton Chekhov		
IV	Short Stories: American Writers	15	01
	1. A Dark Brown Dog: Stephen Crane 2. The Little Match Girl: Hans Andersen		

References:

1. Edward, Albert. History of English Literature, Oxford University Press, Kolkata, 2001
2. Ford, Boris. The Pelican Guide to English Literature, Penguin Books, 1966
3. Shaw, Valerie. The Short Story: A Critical Introduction, Longman Group
4. Adrian, Hunter. The Cambridge Introduction to Introduction to the Short Story in English, New Delhi, Cambridge University Press
5. Einhaus, Ann-Marrie. The Cambridge Companion to English Short Story. Cambridge, 2016.
6. Bendixen, A. A Companion to the American Short Story. Wily and Blackwell, 2010.
7. Edited. Greatest Russian Short Stories. Jaico Publishing House, 2016.

B.A. English Part-II

Study of Genre: Short Story – II

[Minor IV]

Semester- IV

Lectures: 60

Credits: 04

Weightage/Unit: 12 to 15 marks

UNIT	Description	Lectures	Credits
I	Survey Topics:	15	01
	1. Origin and Development of Indian Short Story in English 2. Features of Indian Short Story in English		
II	Short Stories: Rabindranath Tagore	15	01
	1. Emancipation 2. Exercise-book		
III	Short Stories: R. K. Narayan	15	01
	1. The Missing Mail 2. The Tiger's Claw		
IV	Short Stories: Ruskin Bond	15	01
	1. The Thief 2. A Guardian Angel		

References:

1. <https://www.rljdmcdavpselibrary.com/books/rabindranath.pdf>
2. <https://eruditesdps.wordpress.com/wp-content/uploads/2017/01/malgudi-days-narayan-r-k.pdf>
3. file:///C:/Users/manoh/Downloads/toaz.info-the-best-of-ruskin-bond-ruskin-bondpdf-pr_6e02b60259cf90a4ec533a6045304e10.pdf
4. Ray, Mohit K. Studies on Rabindranath Tagore. Atlantic Publishers, 2004
5. Narayan, R.K. Malgudi: Stories. Penguin India, 2011
6. Sinha, M.P. Ruskin Bond: A Critical Evaluation. Atlantic Publishers, 2012

B.A. English Part – II

Minor III, IV

Study of Genre: Short Story- I, II

Nature of the Question Paper (Semester III, IV)

[Humanities Qution Paper Pattern UG PG 19122023.pdf](#)

Total Marks: 60

Time: 2.30 hrs

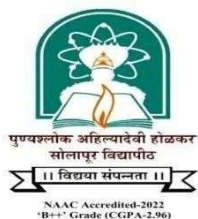
Instructions:

3. All questions are compulsory.
4. Figures to the right indicate full marks.

- | | |
|--|----|
| Q. 1. Choose the correct alternatives from the following.
(All Units) | 12 |
| Q. 2. Answer any four out of six of the following.
(Unit 2) | 12 |
| Q.4. Write short notes on any two of the four questions.
(Unit 3) | 12 |
| Q. 4. A broad question with alternatives (A/B).
(Unit 4) | 12 |
| Q. 5. A broad question without alternatives.
(Unit 1) | 12 |

College Level Assessment Procedure:

Sr. No.	Particulars	Details
1.	College Assessment [CA]	CA consists of 40% marks which shall be decided by virtue of conducting any three of the following: Home assignment/Unit test/Oral test/Seminar/Field work/Study tour report/Case study, etc.



**Punyashlok Ahilyadevi Holkar Solapur University,
Solapur**

B.A. English Part-II

Vertical: GE/OE

Course Code:

Course Name: Language and Literature-I, II

***Teaching Scheme**

Lectures: 02 Hours/week

Credits: 02

***Examination Scheme**

UA: 30 Marks

CA: 20 Marks

Preamble: This is Open Electives/Generic Electives paper. The paper is titled Language and Literature. This is aimed at helping the students of other faculties than Humanities get abreast of various dimensions of language and literature. The paper contains different language-oriented units helping the students further develop their writing abilities and there are texts taken from different literary sources to generate insights amongst the students. Writers from India, Britain and America have been chosen for this paper.

Course Objectives:

1. To help the students get familiar with various writing skills
2. To enable the students develop abilities of interpreting literary works
3. To allow the students apply the language and literary skills in day-to-day life

Course Outcomes: On successful completion of the course, the students will be able to:

1. Realize different writing skills for perfecting their writing in English.
2. Becomes potentially capable of appreciating literary texts independently.
3. Execute the skills involved in the application of language and literary in every day life.

B.A. English Part-II**Language and Literature – I [GE/OE]****Semester- III****Lectures: 30****Credits: 02****Weightage/Unit: 12 to 15 marks**

UNIT	Description	Lectures	Credits
I	Language: Writing Skills	15	01
	1. Note Making 2. Summary Writing		
II	Literature: Stories	15	01
	1. A Devoted Son: Anita Desai 2. The Nightingale and the Rose: Oscar Wilde		

B.A. English Part-II**Language and Literature – II [GE/OE]****Semester- IV****Lectures: 30****Credits: 02****Weightage/Unit: 12 to 15 marks**

UNIT	Description	Lectures	Credits
I	Language: Writing Skills	15	01
	1. Paraphrasing 2. Describing		
II	Literature: Poems	15	01
	1. Christmas: Toru Dutt 2. My Dead Dream: Sarojini Naidu 3. Trees: Joyce Kilmer 4. Break, Break, Break: Lord Tennyson		

Collective References:

1. Rajendra Pal et al. English Grammar and Composition. Sultan Chand and Sons, 2020.
2. Gupta, S C. English Grammar and Composition. Arihant Publications, 2014.
3. Wren and Martin. High School English Grammar and Composition. S. Chand, 1998.
4. Greenbaum, Sidney. Oxford English Grammar. OUP, 2016.
5. Short Stories for All Times. Macmillan. Revised Edition. Ed by Dr R N Shukla.
6. Collie, J. and Slater, S. Literature in the Language Classroom, CUP, 1987.
7. https://www.qub.ac.uk/sites/ageing-in-/filestore/2_Anita_Desai_A_Devoted_Son_TEXT.pdf
8. <https://pinkmonkey.com/dl/library1/rose.pdf>

B.A. English Part – II

GE/OE

Language and Literature- I, II

Nature of the Question Paper (Semester III, IV)

[Humanities Qution Paper Pattern UG PG 19122023.pdf](#)

Total Marks: 30

Time: 1.30 hrs

Instructions:

1. All questions are compulsory.
2. Figures to the right indicate full marks.

- Q. 1. Choose the correct alternatives from the following. 06
(Unit 1 & 2)
- Q. 2. Answer any two out of four of the following. 06
(Unit 1 & 2)
- Q.3. Write short notes on any one of the two questions. 06
(Unit 1)
- Q. 4. A broad question with alternatives (A/B). 12
(Unit 2)

College Level Assessment Procedure:

Sr. No.	Particulars	Details
1.	College Assessment [CA]	CA consists of 40% marks which shall be decided by virtue of conducting any three of the following: Home assignment/Unit test/Oral test/Seminar/Field work/Study tour report/Case study, etc.



Punyashlok Ahilyadevi Holkar Solapur University, Solapur

B.A. English Part-II

Vertical: VSC

Course Code:

Course Name: Leadership and Personality Development-I, II

***Teaching Scheme**

Lectures: 02 Hours/week

Credits: 02

***Examination Scheme**

UA: 30 Marks

CA: 20 Marks

Preamble: Personality is the fundamental and foremost determinant of individual behaviour. It seeks to integrate the physiological and psychological facets of an individual to put them into action. Personality consists of an individual's characteristics and distinctive ways of behaviour. This course is designed to enrich and elevate leadership skills, focusing on enhancing the knowledge, behaviour, and mind-set to lead decisively in the workplace. This comprehensive programme aims to cultivate a dynamic leadership style. The study of personality is very essential and helpful in ensuring effective job performance. This means that the personality of an individual represents personal characteristics and traits which can lead to consistent patterns of behaviour. This course will help the students to develop their personality. The components of this paper will be helpful in developing the personality and leadership qualities in the students.

Course Objectives:

1. To make the students understand the significance of personality
2. To enable the students to get abreast of the value of leadership
3. To help students in enhancing their self-awareness, interpersonal skills and overall personal grooming
4. To foster personal growth and development by focusing on self-awareness, communication skills, emotional intelligence and goal setting

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

1. Understand the significance and dimensions of personality.
2. Realize the importance of leadership skills in the present context.
3. Differentiate different personality traits and qualities for an effective transaction.
4. Apply various abilities and skills for leading at various places in the social, professional and domestic conditions.

B.A. English Part-II**Personality and Leadership Development – I****[VSC]****Semester- III****Lectures: 30****Credits: 02****Weightage/Unit: 12 to 15 marks**

UNIT	Description	Lectures	Credits
I	Leadership:		
	1. Definition and meaning of leadership 2. Leadership and Management 3. Essential qualities of an effective leader 4. Importance of Leadership	15	01
II	Personality Development:		
	1. Concept and definition of personality 2. Significance of personality development 3. Determinants of personality 4. Personality traits	15	01
References: <ol style="list-style-type: none">1. D. P. Sabharwal – Personality Development Handbook2. Rajiv Mishra – Personality Development: Transform Yourself3. Dr. Shailesh Tondon & Dr. Asish Kaushal – Personality Development & Grooming4. Del Carnegie – The Leader in You Andrew Bryant – Self Leadership5. Peter G. Northouse – Leadership: Theory and Practice6. Radcliffe – Leadership: Plain and Simple			

B.A. English Part-II**Personality and Leadership Development – II****[VSC]****Semester- IV****Lectures: 30****Credits: 02****Weightage/Unit: 12 to 15 marks**

UNIT	Description	Lectures	Credits
I	Leadership Skills:	15	01
	1. Team Building Skills 2. Motivational Skills 3. Decision-making Skills 4. Problem-solving Skills		
II	Personality Development:		
	1. Introduction 2. Self Esteem 3. Pro-activeness 4. Self-Monitoring 5. Politeness and Courtesy	15	01

References:

1. D. P. Sabharwal – Personality Development Handbook
2. Greenberg, J., and Baron, R., Behaviour in Organizations, Pearson, Prentice Hall Dorling Kindersley (I) Pvt. Ltd., New Delhi, 2009.
3. Luthans, F., Organizational Behaviour, McGraw-Hill, New York, 1995.
4. Miner, J.B., Organizational Behaviour - Performance and Productivity, Random House Inc., New York, 1988.
5. Robbins, S.P., Organizational Behavior, Prentice Hall of India (P) Ltd., New Delhi, 2003.

B.A. English Part – II

VSC I, II

Leadership and Personality Development- I, II

Nature of the Question Paper (Semester III, IV)

[Humanities Qution Paper Pattern UG PG 19122023.pdf](#)

Total Marks: 30

Time: 1.30 hrs

Instructions:

3. All questions are compulsory.
4. Figures to the right indicate full marks.

- Q. 1. Choose the correct alternatives from the following. 06
(Unit 1 & 2)
- Q. 2. Answer any two out of four of the following. 06
(Unit 1 & 2)
- Q.3. Write short notes on any one of the two questions. 06
(Unit 1)
- Q. 4. A broad question with alternatives (A/B). 12
(Unit 2)

College Level Assessment Procedure:

Sr. No.	Particulars	Details
1.	College Assessment [CA]	CA consists of 40% marks which shall be decided by virtue of conducting any three of the following: Home assignment/Unit test/Oral test/Seminar/Field work/Study tour report/Case study, etc.



Punyashlok Ahilyadevi Holkar Solapur University, Solapur

B.A. English Part-I

Vertical: AEC [MIL]

Course Code:

Course Name: Reading Text in Indian English-I, II

*Teaching Scheme

Lectures: 02 Hours/week

Credits: 02

*Examination Scheme

UA: 30 Marks

CA: 20 Marks

Preamble: The Indian English literary scene owes much of its richness to the influence of Indian culture. The culture has been instrumental in shaping the narratives and stories that have emerged from the Indian literary world. The value of Indian culture in Indian English fiction, poetry and prose cannot be overstated, as it lends a distinct perspective and essence to the literary works. The fascinating history, diverse traditions, and unique customs of India have provided authors and writers with a treasure of inspiration. The infusion of Indian culture into Indian English fiction, poetry and prose has not only helped to preserve and promote this culture but has also given readers a glimpse into the vibrant and colourful world of India. The present paper is in keeping with the AEC vertical and it consists of texts in Indian English.

Course Objectives:

1. To get the students abreast of the use of English in India for creative purposes
2. To enable the students to interpret the representative texts in Indian English
3. To help the students develop insights into Indian ethos in general

Course Outcomes: On successful completion of the course, the students will be able to:

1. Read and understand any texts in Indian English.
2. Develop the skills of literary interpretation and its numerous possibilities.
3. Apply the knowledge and understanding to other such texts in English.

B.A. English Part-II**Reading Texts in Indian English – I****[AEC] [MIL]****Semester- III****Lectures: 30****Credits: 02****Weightage/Unit: 12 to 15 marks**

UNIT	Description	Lectures	Credits
I	Poetry:		
	1. Goodbye Party for Miss Pushpa T.S.: Nissim Ezekiel 2. Pilgrimage: Shiv K. Kumar 3. The Ghaghra in Spate: Keki N. Daruwalla 4. On Killing a Tree: Gieve Patel	15	01
II	Short Stories:		
	1. The Doctor's Word: R. K. Narayan 2. The Lost Child: Munshi Premchand 3. The Old Banyan Tree: Ruskin Bond	15	01

References:

1. Mehrotra, Arvind Krishna (Ed.) A Concise History of Indian Literature in English, Ranikhet: Permanent Black, 2010.
2. Mehrotra, A. K. (Ed.) Twelve Modern Indian Poets. Calcutta: OUP, 1992.
3. Naik, M. K. A History of Indian English Literature. Delhi: Sahitya Akademi, 1992.
4. Narasimhaiah C D. (Ed.) An Anthology of Commonwealth Poetry. Macmillan, 1990.
5. Narayan, R K. Malgudi Days. New Delhi. Penguin Classics. 1982
6. Parthasarathy, R. (Ed.) Ten Twentieth – Century Indian Poets, Delhi: Oxford University Press, 1976.
7. Paranjape, Makarand. (Ed.) Indian English Poetry. Macmillan, 1993.
8. The complete Works of Rabindranath Tagore. General Press 4228/1, Ansari Road, Darya Ganj. New Delhi 2017

B.A. English Part-II**Reading Texts in Indian English – II****[AEC] [MIL]****Semester- IV****Lectures: 30****Credits: 02****Weightage/Unit: 12 to 15 marks**

UNIT	Description	Lectures	Credits
I	Poetry:		
	1. Hunger: Jayant Mahapatra 2. The Right Image: Agha Shahid Ali 3. Sunrise: Padma Sachdev 4. The House of My Childhood: Dilip Chitre	15	01
II	Prose:		
	1. The Nation: Rabindranath Tagore 2. Unity of Mind: A.P.J. Abdul Kalam 3. Sudha Murty: The Woman who Inspires Many: by Reena Shah	15	01

References:

1. Mehrotra, Arvind Krishna (Ed.) A Concise History of Indian Literature in English, Ranikhet: Permanent Black, 2010.
2. Mehrotra, A. K. (Ed.) Twelve Modern Indian Poets. Calcutta: OUP, 1992.
3. Naik, M. K. A History of Indian English Literature. Delhi: Sahitya Akademi, 1992.
4. Narasimhaiah C D. (Ed.) An Anthology of Commonwealth Poetry. Macmillan, 1990.
5. Narayan, R K. Malgudi Days. New Delhi. Penguin Classics. 1982
6. Parthasarathy, R. (Ed.) Ten Twentieth – Century Indian Poets, Delhi: Oxford University Press, 1976.
7. Paranjape, Makarand. (Ed.) Indian English Poetry. Macmillan, 1993.
8. The complete Works of Rabindranath Tagore. General Press 4228/1, Ansari Road, Darya Ganj. New Delhi 2017

B.A. English Part – II

AEC [MIL]

Reading Texts in Indian English- I, II

Nature of the Question Paper (Semester III, IV)

[Humanities Qution Paper Pattern UG PG 19122023.pdf](#)

Total Marks: 30

Time: 1.30 hrs

Instructions:

5. All questions are compulsory.

6. Figures to the right indicate full marks.

Q. 1. Choose the correct alternatives from the following. 06

(Unit 1 & 2)

Q. 2. Answer any two out of four of the following. 06

(Unit 1 & 2)

Q.3. Write short notes on any one of the two questions. 06

(Unit 1)

R. 4. A broad question with alternatives (A/B). 12

(Unit 2)

College Level Assessment Procedure:

Sr. No.	Particulars	Details
1.	College Assessment [CA]	CA consists of 40% marks which shall be decided by virtue of conducting any three of the following: Home assignment/Unit test/Oral test/Seminar/Field work/Study tour report/Case study, etc.



Punyashlok Ahilyadevi Holkar Solapur University, Solapur

B.A. English Part-II

Vertical: SEC

Course Code:

Course Name: Literary Appreciation Skills [SEM-IV]

*Teaching Scheme

Lectures: 02 Hours/week

Credits: 02

*Examination Scheme

UA: 30 Marks

CA: 20 Marks

Preamble: Literature is a profound mirror of human experience, capturing the intricate nuances of emotion, thought, and social dynamics through carefully crafted linguistic expressions. This is a Skill Enhancement Course vertical which involves equipping students with skills for application in day-to-day academic transaction. This course, Literary Appreciation Skills, is designed to empower students with the critical tools and perceptive insights necessary to deeply engage with two fundamental literary forms: poetry and short stories.

Course Objectives:

1. To help the students get abreast of different literary types
2. To enable them to appreciate poetry effectively
3. To allow them the techniques of appreciation of short stories

Course Outcomes: On successful completion of the course, the students will be able to:

1. Understand the warp and weft of different literary types like poetry and short story.
2. Analyse poetry of different types with a comprehensive literary appreciation skills.
3. Apply the skills of interpreting short stories to other such texts.

B.A. English Part-II**Literary Appreciation Skills****[SEC]****Semester- IV****Lectures: 30****Credits: 02****Weightage/Unit: 12 to 15 marks**

UNIT	Description	Lectures	Credits
II	Foundations of Poetic Language:		
	1. Definition and essence of poetry 2. Basic poetic terminology 3. Elements of poetic expression 4. Distinguishing poetry from other literary forms	15	01
I.II	Poetic Devices and Techniques:		
	1. Figurative language: Metaphor, Simile, Personification, Symbolism 2. Sound devices: Rhyme, Rhythm, Alliteration, Assonance 3. Structural elements: Stanza, Line breaks, Meter, Verse forms		
II.I	Fundamentals of Short Stories:		
	1. Definition and characteristics of short stories 2. Differences between short stories and other narrative forms 3. Historical evolution of the short story genre 4. Basic narrative structures	15	01
II.II	Elements of Short Story:		
	1. Characters: Protagonist, Antagonist, Supporting characters 2. Plot: Exposition, Rising action, Climax, Falling action, Resolution 3. Point of view: First-person, Third-person		

References:

1. Naik, M. K. A History of Indian English Literature. Sahitya Akademi, 2009.
2. Prasad, G. J. V. Writing Bollywood: Dialogues on Contemporary Indian Cinema. Sage Publications, 2012.
3. Ramanujan, A. K. The Collected Essays of A. K. Ramanujan. Oxford University Press, 2004.
4. Mehrotra, Arvind Krishna. An Illustrated History of Indian Literature in English. Permanent Black, 2003.
5. Rushdie, Salman, and Elizabeth West, editors. Mirrorwork: 50 Years of Indian Writing. Vintage, 1997.
6. Narayan, R. K. Malgudi Days. Penguin India, 2006.
7. Shashi Deshpande. Writing from the Margin and Other Essays. Penguin India, 2009.
8. Amitav Ghosh. The Imam and the Indian. Ravi Dayal Publisher, 2002.
9. Prasad, Anil. Comparative Indian Literature. Atlantic Publishers, 2008.
10. Dharwadker, Vinay. Cosmopolitan Vernacular. Permanent Black, 2001.

B. A. English II

Literary Appreciation Skills

SEC

Semester IV

Nature of the Question Paper (Semester IV)

[Humanities Qution Paper Pattern UG PG 19122023.pdf](#)

Total Marks: 30

Time: 1.30 hrs

Instructions:

7. All questions are compulsory.

8. Figures to the right indicate full marks.

Q. 1. Choose the correct alternatives from the following. 06

(Unit 1 & 2)

Q. 2. Answer any two out of four of the following. 06

(Unit 1 & 2)

Q.3. Write short notes on any one of the two questions. 06

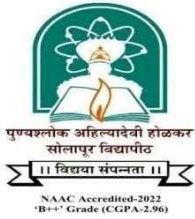
(Unit 2)

S. 4. A broad question with alternatives (A/B) [**B. Appreciation of a small poem.**].12

(Unit 1)

College Level Assessment Procedure:

Sr. No.	Particulars	Details
1.	College Assessment [CA]	CA consists of 40% marks which shall be decided by virtue of conducting any three of the following: Home assignment/Unit test/Oral test/Seminar/Field work/Study tour report/Case study, etc.

 <p>पुण्यश्लोक अहिल्यादेवी होळकर सोलापूर विद्यापीठ ॥ विद्यया संपन्नता ॥ NAAC Accredited-2022 "B++" Grade (CGPA-2.96)</p>	<p>Punyashlok Ahilyadevi Holkar Solapur University, Solapur</p> <p>B.A. English Part-II</p> <p>Vertical: FP [Sem- III]</p> <p>Course Code:</p> <p>Course Name: Field Project</p>
<p>*Teaching Scheme Lectures: 02 Hours/week Credits: 02</p>	<p>*Examination Scheme UA: 30 Marks [P] CA: 20 Marks [P]</p>
<p>Preamble: This paper is aimed at giving the students the real experience working on the different field projects. As far as, field projects in English are concerned, the students will be given topics related to English language and literature making them collaborate with schools, institutions, libraries, etc. This will help the students develop the skills of working individually on the topics concerned with their domain subject and carry out their projects in collaboration with social constituents.</p> <p>Objectives of the Course:</p> <ol style="list-style-type: none"> 1. To help the students understand the aspects of carrying on field project 2. To incapacitate the students to work on topics related to English language 3. To enable the students carry on projects on various aspects of English literature 4. To enable the students write a report on the project carried out successfully <p>Course Outcomes: At the end of the course students will</p> <ol style="list-style-type: none"> 1. get familiar with various aspects of field project. 2. comprehend the process of carrying out field project. 3. develop insights into projects with topics from English language and literature. 4. apply the methodology of field project. 	

B.A. English Part II

Field Project

Syllabus

1. Orientation of the students in the concept of Field Project
2. Allotting topics related to Language and Literature to the students for Field Project
3. Making the students carry out the Field Project under Teacher Guide
4. Getting the Field Project Report completed by the students

Field Project

Evaluation Pattern: Total Marks: 50

CA- Internal Evaluation:20 Marks [P] Conducted by Internal Examiner	
Participation in Field Project Initiation	10 Marks
Proposal for Field Project with all the Elements	10 Marks
UA- End Semester Practical Examination: 30 Marks [P] Conducted by Internal Examiner and External Examiner	
Overall Participatory Performance	10 Marks
Preparation and Presentation of Field Project Report	20 Marks



Punyashlok Ahilyadevi Holkar Solapur University, Solapur

B.A. English Part-II

Vertical: CEP [Sem- IV]

Course Code:

Course Name: Community Engagement Programme

***Teaching Scheme**

Lectures: 02 Hours/week

Credits: 02

***Examination Scheme**

UA: 30 Marks [P]

CA: 20 Marks [P]

Preamble: The National Education Policy (NEP) 2020 recognizes the importance of community engagement for the holistic development of students and the betterment of society. Community engagement programs help students and teachers connect their theoretical knowledge with practical situations, making learning more relevant and engaging. Engaging in community projects can help students develop valuable skills such as problem-solving, communication, collaboration, and leadership. HEIs can contribute to the socio-economic development of the community through their research, outreach programs, and expertise. The NEP emphasizes a holistic approach to education, encouraging universities to adopt multidisciplinary learning frameworks, promoting a well-rounded education that nurtures their interests and skills; hence this course is developed in order to establish a rapport between the students and the community around them. This is a field-oriented practical paper.

Course Objectives:

1. To develop an appreciation of rural culture, life-style and wisdom amongst students
2. To learn about the status of various agricultural and development programmes
3. To understand causes for distress and poverty faced by vulnerable households and explore solutions for the same
4. To apply classroom knowledge of courses to field realities and thereby improve quality of learning

Course Outcomes:

1. Contributing to socio-economic development of India through active community engagement.
2. Enabling students to become socially productive.
3. Make students understand India's rural society, rural development schemes and contribute to the betterment of the same.
4. Provide community engagement to all Undergraduate & Post Graduate students

Template of CEP Course as Per UGCs Fostering Social Responsibility & Community Engagement in Higher Educational Institutions in India

Module Title	Module Content	Assignments	Teaching/Learning Methodology	No. of Classes
Appreciation of Rural Society	Rural lifestyle, rural society, caste and gender relations, rural values with respect to community, nature and resources, elaboration of “soul of India lies in villages” (Gandhi), rural infrastructure	Prepare a map (physical, visual or digital) of the village you visited Write an essay about inter-family relations in that village.	Classroom Discussion	2
			Field Visit	4
			Assignment Map	2
Understanding rural and local economy & livelihood	Agriculture, farming, landownership, water management, animal husbandry, non-farm livelihoods and artisans, rural entrepreneurs, rural markets, migrant labour	Describe your analysis of rural household economy, its challenges and possible pathways to address them Circular economy and migration patterns focus	Field visit	3
			Group discussion (in Class)	4
			Assignment	1
Rural and local Institutions	Traditional rural & community organizations, Self-help Groups, Panchayati-raj institutions (Gram Sabha, Gram Panchayat, Standing Committees), Nagarpalikas & municipalities, local civil society, local administration	How effectively are Panchayati Raj & Urban Local Bodies (ULBs) institutions functioning in the village? What would you suggest to improve their effectiveness? Present a case study (written or audio-visual)	Classroom	2
			Field Visit	4
			Group Presentation of Assignments	3
Rural & National Development Programmes	History of various /development in India, current national programmes: Sarva Shiksha Abhiyan, Beti Bachao, Beti Padhao, Ayushman Bharat, Swachh Bharat, PM Awaas Yojana, Skill India, Gram Panchayat De-centralized Planning, NRLM, MNREGA, SHRAM, Jal Jeevan Mission, SFURTI, Atma Nirbhar Bharat, etc	Describe the benefits received and challenges faced in the delivery of one of these programmes in the local community; give suggestions about improving implementation of the programme for the poor. Special focus to urban informal sector and migrant households	Classroom	2
			Each student selects one program for field visit	4
			Written Assignment	2

Other Recommended Field Based Activities

Sr. No.	Activity
1	Interaction with SHG women members, and study of their functions and challenges; planning for their skill building and livelihood activities
2	Visit MGNREGS project sites, interact with beneficiaries and interview functionaries at the work site
3	Field visit to Swachh Bharat project sites, conduct analysis and initiate problem-solving measures
4	Conduct Mission Antyodaya surveys to support under Gram Panchayat Development Plan (GPDP)
5	Interactive community exercise with local leaders, panchayat functionaries, grassroot officials and local institutions regarding village development plan
6	Visit Rural Schools / mid-day meal centres, study academic and infrastructural resources and gaps
7	Participate in Gram Sabha meetings, and study community participation
8	Associate with Social audit exercises at the Gram Panchayat level, and interact with programme beneficiaries
9	Visit to local Nagarpalika office and review schemes for urban informal workers and migrants
10	Attend Parent Teacher Association meetings, and interview school drop outs
11	Visit local Anganwadi Centre and observe the services being provided
12	Visit local NGOs, civil society organizations and interact with their staff and beneficiaries
13	Organize awareness programmes, health camps, Disability camps and cleanliness camps
14	Conduct soil health test, drinking water analysis, energy use and fuel efficiency surveys
15	Raise understanding of people’s impacts of climate change, building up community’s disaster preparedness
16	Organize orientation programmes for farmers regarding organic cultivation, rational use of irrigation and fertilizers and promotion of traditional species of crops and plants
17	Formation of committees for common property resource management, village pond maintenance and fishing

Teaching Learning Methods	
1	Available on-line modules for self-paced learning on UGCs platform
2	Classroom Discussions
3	Reading
4	Participatory Research Methods & Tools
5	Community Dialogues
6	Oral History
7	Social & institutional Mapping
8	Interactions with elected Panchayat Leaders & Govt. officers
9	Observation of Gram Sabha
10	Field visits to various village institutions
Adapting Existing Courses for Community Engagement	
11	Management Curriculum: Aspects of micro-financing in rural context
12	Chemistry: Conducting water and soil analysis in surrounding field areas; simple modes for purification & enhancing potability of water
13	Political science: Mapping of local rural governance institutions and their functioning.
14	Zoology: Environment awareness camp; Conservation of biodiversity; Significance of green spaces; Awareness on health & hygiene; applied component of agriculture such as apiculture, sericulture, pisciculture & dairy; Awareness camps in sustainability and development; Promote practices for sustainable development through management of ecosystem services of local forest & wildlife; Awareness of locals on pollution and its impact; organization of camps on role of biological control agents on pest control & aspects of organic farming/IPM; collaborating with government and Forest Department for Survey of animals and other species etc.; Awareness drive on ecotourism potential of villages for green economy; Implementation of SDGs at the local level; Solutions to human-wildlife conflict etc...
An Indicative List of Courses Developed in Other Institutions for Reference To Prepare our Own Syllabus	
1	Understanding Panchayats and constitutional mandate of local governance
2	Panchayat administration, Gram Sabha, Mahila Sabha, GPDP, local planning of basic services
3	Micro-finance, SHGs, system of savings and credit for local business, linkages to banks, financial inclusion
4	Rural – entrepreneurship, opportunities for small business in local communities, access to financial and technical inputs to new entrepreneurs
5	Renewable energy, access to household and community level solar and biomass systems for sustainable energy
6	Participatory Monitoring & evaluation of socio-economic development programmes, cost-benefit analysis of project proposals
7	Participatory decentralized planning, GPDP, micro-level data analysis for new investments
8	Urban informal settlements and basic services
9	Migrant workers' livelihood security and social services
10	Hygiene and sanitation, improving health and personal behaviors, locally manageable decentralized systems
11	Water conservation, traditional practices of storage and harvesting, new systems of distribution and maintenance
12	Women's empowerment, gender inequality at home, community and public spaces, safety of girls and women, access to skills, credit and work opportunities
13	Child security, safety and good parenting, nutrition and health, learning and training for child care
14	Rural Marketing, market research, designing opportunities for rural artisans and crafts, new products based on demand assessment
15	Community Based Research in Rural Settings, undertaking research that values local knowledge, systematizes local practices and tools for replication & scale-up
16	Peri-urban development of informal settlements, mapping and enumeration, design of local solutions

Community Engagement Programme Evaluation Pattern: Total Marks: 50

CA- Internal Evaluation:20 Marks [P] Conducted by Internal Examiner	
Participation in Community Engagement Programme Initiation	10 Marks
Proposal for Community Engagement Programme with all the Elements	10 Marks
UA- End Semester Examination: 30 Marks [P] Conducted by Internal Examiner and External Examiner	
Overall Participatory Performance	10 Marks
Preparation and Presentation of Field Project Report	20 Marks