



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.

**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/<br>Course | Paper Code    | Title of the Paper                       | Semester |    |       | L  | P  | Total<br>Credits |
|------------------|---------------|--|----------|----|-------|----|----|------------------|
|                  |               |  | Theory   | IA | Total |    |    |                  |
| DSC III          | GO3-DSC1-0301 | British Literature-I                     | 60       | 40 | 100   | 60 | 00 | 04               |
| DSC IV           | GO3-DSC1-0302 | Indian Writing in English-I              | 60       | 40 | 100   | 60 | 00 | 04               |
| Minor III        | GO3-DSC2-0301 | Study of Genre: Short Story-I            | 60       | 40 | 100   | 60 | 00 | 04               |
| GE/OE            | GO3-GE-OE-301 | Language and Literature-I                | 30       | 20 | 50    | 30 | 00 | 02               |
| VSC              | GO3-VSC-301   | Leadership and Personality Development-I | 30       | 20 | 50    | 30 | 00 | 02               |
| AEC              | ENG-301       | Reading Texts in Indian English-I        | 30       | 20 | 50    | 30 | 00 | 02               |
| FP               | G03-FP-301    | 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/<br>Course | Paper Code    | Title of the Paper                        | Semester |    |       | L  | P  | Total<br>Credits |
|------------------|---------------|---|----------|----|-------|----|----|------------------|
|                  |               |   | Theory   | IA | Total |    |    |                  |
| DSC V            | GO3-DSC1-0401 | British Literature-II                     | 60       | 40 | 100   | 60 | 00 | 04               |
| DSC VI           | GO3-DSC1-0402 | Indian Writing in English-II              | 60       | 40 | 100   | 60 | 00 | 04               |
| Minor IV         | GO3-DSC2-0401 | Study of Genre: Short Story-II            | 60       | 40 | 100   | 60 | 00 | 04               |
| GE/OE            | GO3-GE-OE-401 | Language and Literature-II                | 30       | 20 | 50    | 30 | 00 | 02               |
| VSC              | GO3-VSC-401   | Leadership and Personality Development-II | 30       | 20 | 50    | 30 | 00 | 02               |
| AEC              | ENG-401       | Reading Texts in Indian English-II        | 30       | 20 | 50    | 30 | 00 | 02               |
| CEP              | GO3-CEP-401   | Community Engagement Programme            | 00       | 20 | 50    | 30 | 30 | 02               |
| SEC              | G03-SEC-401   | Literary Appreciation Skills              | 30       | 20 | 50    | 30 | 00 | 02               |

|   |   |
|---|---|
|  <p>पुण्यश्लोक अहिल्यादेवी होळकर<br/>सोलापूर विद्यापीठ<br/>॥ विद्यया संयन्त्रता ॥<br/>NAAC Accredited-2022<br/>'B++' Grade (CGPA-2.96)</p> | <p><b>Punyashlok Ahilyadevi Holkar Solapur University,<br/>Solapur</b></p> <p><b>B.A. English Part-II</b></p> <p><b>Vertical: DSC III, V</b></p> <p><b>Course Code: GO3</b></p> <p><b>Course Name: British Literature-I, II</b></p> |
| <p><b>*Teaching Scheme</b><br/><b>Lectures: 04 Hours/week</b><br/><b>Credits: 04</b></p>  | <p><b>*Examination Scheme</b><br/><b>UA:60 Marks</b><br/><b>CA: 40 Marks</b></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] GO3-DSC1-0301****Semester – III****Lectures: 60****Credits: 04****Weightage/Unit: 12 to 15 marks**

| UNIT       | Description  | Lectures  | Credits   |
|------------|--|-----------|-----------|
| <b>I</b>   | <b>Survey Topics:</b>  | <b>15</b> | <b>01</b> |
|            | 1. Characteristics of Elizabethan Poetry<br>2. Features of Elizabethan Drama   |           |           |
| <b>II</b>  | <b>Elizabethan Poems:</b>  | <b>15</b> | <b>01</b> |
|            | 1. I Find No Peace: Sir Thomas Wyatt<br>2. Leave me, O Love, which reachest but to dust:<br>Sir Philip Sidney<br>3. One Day I Wrote Her Name: Edmund Spenser<br>4. Sonnet 18: Shall I compare thee to a summer's day?:<br>William Shakespeare<br>5. To Celia [Drink to Me Only with Thine Eyes]:<br>Ben Jonson |           |           |
| <b>III</b> | <b>Drama:</b>  | <b>15</b> | <b>01</b> |
|            | 1. As You Like It: William Shakespeare   |           |           |
| <b>IV</b>  | <b>Essays: Charles Lamb</b>  | <b>15</b> | <b>01</b> |
|            | 1. Dream Children<br>2. The Superannuated Man<br>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 V] GO3-DSC1-0401****Semester – IV****Lectures: 60****Credits: 04****Weightage/Unit: 12 to 15 marks**

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

**British Literature- I, II**

**Nature of the Question Paper (Semester III, V)**

[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.      | <b>College Assessment</b><br>[CA] | CA consists of 40% marks which shall be decided by virtue of conducting <b>any three</b> 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 IV, VI**

**Course Code: GO3**

**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 IV] GO3-DSC1-0302****Semester- III****Lectures: 60****Credits: 04****Weightage/Unit: 12 to 15 marks**

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

**B.A. English Part-II****Indian Writing in English – II [DSC VI] GO3-DSC1-0402****Semester- IV****Lectures: 60****Credits: 04****Weightage/Unit: 12 to 15 marks**

| UNIT       | Description   | Lectures  | Credits   |
|------------|---|-----------|-----------|
| <b>I</b>   | <b>Survey Topics:</b>   | <b>15</b> | <b>01</b> |
|            | 1. Salient Features of Indian Short Stories in English [with reference to the prescribed writers and period]<br>2. Qualities of Indian Novels in English [with reference to the prescribed writer and period] |           |           |
| <b>II</b>  | <b>Poems:</b>   | <b>15</b> | <b>01</b> |
|            | 1. Night of the Scorpion: Nissim Ezekiel<br>2. Introduction: Kamala Das<br>3. Looking for a Cousin on a Swing: A.K. Ramanujan<br>4. The Bus: Arun Kolatkar<br>5. Father Returning Home: Dilip Chitre          |           |           |
| <b>III</b> | <b>Short Stories:</b><br>[from Shiv K. Kumar's <i>Contemporary Indian Short Stories in English</i> , South Asia Books, 1992]  | <b>15</b> | <b>01</b> |
|            | 1. Cold Wave: K. A. Abbas<br>2. The Eyes: Jayant Mahapatra<br>3. The Boy with the Flute: Arun Joshi<br>4. The Jahangir Syndrome: Keki Daruwalla   |           |           |
| <b>IV</b>  | <b>Novel:</b>   | <b>15</b> | <b>01</b> |
|            | 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 IV, 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.      | <b>College Assessment [CA]</b> | CA consists of 40% marks which shall be decided by virtue of conducting <b>any three</b> 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:** GO3

**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: GO3-DSC2-0301****[Minor III]****Semester- III****Lectures: 60****Credits: 04****Weightage/Unit: 12 to 15 marks**

| UNIT       | Description  | Lectures  | Credits   |
|------------|--|-----------|-----------|
| <b>I</b>   | <b>Survey Topics:</b>  | <b>15</b> | <b>01</b> |
|            | 1. Short Story: Definitions and Elements<br>2. Origin and Development of the British Short Story |           |           |
| <b>II</b>  | <b>Short Stories: British Writers</b>  | <b>15</b> | <b>01</b> |
|            | 1. The Open Window: Saki<br>2. The Luncheon: Somerset Maugham                                    |           |           |
| <b>III</b> | <b>Short Stories: Russian Writers</b>  | <b>15</b> | <b>01</b> |
|            | 1. Twenty-Six Men and a Girl: Maxim Gorky<br>2. The Beggar: Anton Chekhov                        |           |           |
| <b>IV</b>  | <b>Short Stories: American Writers</b>   | <b>15</b> | <b>01</b> |
|            | 1. A Dark Brown Dog: Stephen Crane<br>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: GO3-DSC2-0401****[Minor IV]****Semester- IV****Lectures: 60****Credits: 04****Weightage/Unit: 12 to 15 marks**

| UNIT       | Description  | Lectures  | Credits   |
|------------|--|-----------|-----------|
| <b>I</b>   | <b>Survey Topics:</b>  | <b>15</b> | <b>01</b> |
|            | 1. Origin and Development of Indian Short Story in English<br>2. Features of Indian Short Story in English |           |           |
| <b>II</b>  | <b>Short Stories: Rabindranath Tagore</b>  | <b>15</b> | <b>01</b> |
|            | 1. Emancipation<br>2. Exercise-book  |           |           |
| <b>III</b> | <b>Short Stories: R. K. Narayan</b>  | <b>15</b> | <b>01</b> |
|            | 1. The Missing Mail<br>2. The Tiger's Claw   |           |           |
| <b>IV</b>  | <b>Short Stories: Ruskin Bond</b>  | <b>15</b> | <b>01</b> |
|            | 1. The Thief<br>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](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](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. 12  
(All Units)
- Q. 2. Answer any four out of six of the following. 12  
(Unit 2)
- Q.4. 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.      | <b>College Assessment</b><br><b>[CA]</b> | CA consists of 40% marks which shall be decided by virtue of conducting <b>any three</b> 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:** GO3

**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] GO3-GE-OE-301****Semester- III****Lectures: 30****Credits: 02****Weightage/Unit: 12 to 15 marks**

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

**B.A. English Part-II****Language and Literature – II [GE/OE] GO3-GE-OE-401****Semester- IV****Lectures: 30****Credits: 02****Weightage/Unit: 12 to 15 marks**

| UNIT      | Description  | Lectures  | Credits   |
|-----------|--|-----------|-----------|
| <b>I</b>  | <b>Language: Writing Skills</b>  | <b>15</b> | <b>01</b> |
|           | 1. Paraphrasing<br>2. Describing   |           |           |
| <b>II</b> | <b>Literature: Poems</b>   | <b>15</b> | <b>01</b> |
|           | 1. Christmas: Toru Dutt<br>2. My Dead Dream: Sarojini Naidu<br>3. Trees: Joyce Kilmer<br>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](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.      | <b>College Assessment [CA]</b> | CA consists of 40% marks which shall be decided by virtue of conducting <b>any three</b> 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:** GO3

**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: GO3-VSC-301****[VSC]****Semester- III****Lectures: 30****Credits: 02****Weightage/Unit: 12 to 15 marks**

| UNIT      | Description   | Lectures  | Credits   |
|-----------|---|-----------|-----------|
| <b>I</b>  | <b>Leadership:</b>  |           |           |
|           | 1. Definition and meaning of leadership<br>2. Leadership and Management<br>3. Essential qualities of an effective leader<br>4. Importance of Leadership | <b>15</b> | <b>01</b> |
| <b>II</b> | <b>Personality Development:</b>   |           |           |
|           | 1. Concept and definition of personality<br>2. Significance of personality development<br>3. Determinants of personality<br>4. Personality traits       | <b>15</b> | <b>01</b> |

**References:**

1. D. P. Sabharwal – Personality Development Handbook
2. Rajiv Mishra – Personality Development: Transform Yourself
3. Dr. Shailesh Tondon & Dr. Asish Kaushal – Personality Development & Grooming
4. Del Carnegie – The Leader in You Andrew Bryant – Self Leadership
5. Peter G. Northouse – Leadership: Theory and Practice
6. Radcliffe – Leadership: Plain and Simple



**B.A. English Part-II****Personality and Leadership Development – II: GO3-VSC-401****[VSC]****Semester- IV****Lectures: 30****Credits: 02****Weightage/Unit: 12 to 15 marks**

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

**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.      | <b>College Assessment</b><br><br>[CA] | CA consists of 40% marks which shall be decided by virtue of conducting <b>any three</b> 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: GO3**

**Course Name: Reading Texts 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 understated, 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: ENG-301****[AEC] [MIL]****Semester- III****Lectures: 30****Credits: 02****Weightage/Unit: 12 to 15 marks**

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

**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: ENG-401****[AEC] [MIL]****Semester- IV****Lectures: 30****Credits: 02****Weightage/Unit: 12 to 15 marks**

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

**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.      | <b>College<br/>Assessment<br/>[CA]</b> | CA consists of 40% marks which shall be decided by virtue of conducting <b>any three</b> 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: GO3**

**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: GO3-SEC-401****[SEC]****Semester- IV****Lectures: 30****Credits: 02****Weightage/Unit: 12 to 15 marks**

| UNIT         | Description   | Lectures  | Credits   |
|--------------|---|-----------|-----------|
| <b>I.I</b>   | <b>Foundations of Poetic Language:</b>  |           |           |
|              | 1. Definition and essence of poetry<br>2. Basic poetic terminology<br>3. Elements of poetic expression<br>4. Distinguishing poetry from other literary forms  | <b>15</b> | <b>01</b> |
| <b>I.II</b>  | <b>Poetic Devices and Techniques:</b>   |           |           |
|              | 1. Figurative language: Metaphor, Simile, Personification, Symbolism<br>2. Sound devices: Rhyme, Rhythm, Alliteration, Assonance<br>3. Structural elements: Stanza, Line breaks, Meter, Verse forms       |           |           |
| <b>II.I</b>  | <b>Fundamentals of Short Stories:</b>   |           |           |
|              | 1. Definition and characteristics of short stories<br>2. Differences between short stories and other narrative forms<br>3. Historical evolution of the short story genre<br>4. Basic narrative structures | <b>15</b> | <b>01</b> |
| <b>II.II</b> | <b>Elements of Short Story:</b>   |           |           |
|              | 1. Characters: Protagonist, Antagonist, Supporting characters<br>2. Plot: Exposition, Rising action, Climax, Falling action, Resolution<br>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.      | <b>College Assessment</b><br><b>[CA]</b> | CA consists of 40% marks which shall be decided by virtue of conducting <b>any three</b> 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: FP [Sem- III]**

**Course Code: GO3**

**Course Name: Field Project**

### **\*Teaching Scheme**

**Lectures: 02 Hours/week**

**Credits: 02**

### **\*Examination Scheme**

**UA: 30 Marks [P]**

**CA: 20 Marks [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.

### **Objectives of the Course:**

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

### **Course Outcomes:** At the end of the course students will

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: GO3-FP-301**

**Credits: 02**

**Practical Hours: 60**

#### **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 the Teacher Guide
4. Getting the Field Project Report, with all the necessary components, completed by the students

#### **Field Project**

**Evaluation Pattern: Total Marks: 50**

| <b>CA- Internal Evaluation:20 Marks [P] Conducted by Internal Examiner</b>                                       |          |
|--|----------|
| Participation in Field Project Initiation  | 10 Marks |
| Proposal for Field Project with all the Elements   | 10 Marks |
| <b>UA- End Semester Practical Examination: 30 Marks [P] Conducted by Internal Examiner and External Examiner</b> |          |
| Oral Presentation  | 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:** GO3

**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

## **Community Engagement Programme (CEP)**

**Paper Codes [B.A., B.COM., B.SC. S.Y.]: GO3-CEP-401, GO4-CEP-401, GO8-CEP-401**

**Credits: 02; Semester- IV; Practical Hours: 60; Evaluation: 20 + 30=50 Marks**

### **1. INTRODUCTION:**

New generation of students are increasingly unaware of local rural and peri-urban realities surrounding their HEIs, as rapid urbanization has been occurring in India. A large percentage of Indian population continues to live and work in rural and peri-urban areas of the country. While various schemes and programs of community service have been undertaken by HEIs, there is no singular provision of a well-designed community engagement course that provides opportunities for immersion in rural realities. Such a course will enable students to learn about challenges faced by vulnerable households and develop an understanding of local wisdom and lifestyle in a respectful manner

### **2. OBJECTIVES:**

- To promote a respect for rural culture, lifestyle, and wisdom among students
- To learn about the present status of agricultural and development initiatives
- Identify and address the root causes of distress and poverty among vulnerable households
- Improve learning outcomes by applying classroom knowledge to real-world situations

To achieve the objectives of the socio-economic development of New India, HEIs can play an important role through active community engagement. This approach will also contribute to improve the quality of both teaching and research in HEIs in India. India is a signatory to the global commitment for achieving Sustainable Development Goals (SDGs) by 2030. Achieving these 17 SDG goals requires generating locally appropriate solutions. Community engagement should not be limited to a few social science disciplines alone. It should be practiced across all disciplines and faculties of HEIs. These can take the forms of enumerations, surveys, awareness camps and campaigns, training, learning manuals/films, maps, study reports, public hearings, policy briefs, cleanliness and hygiene teachings, legal aid clinics, etc. For example, students of chemistry can conduct water and soil testing in local areas and share the results with the local community. Students of science and engineering can undertake research in partnership with the community on solid and liquid waste disposal. Therefore, students are being encouraged to foster social responsibility and community engagement in their teaching and research.

### **3. LEARNING OUTCOMES:**

After completing this course, students will be able to

- Gain an understanding of rural life, Indian culture, and social realities.
- Develop empathy and bonds of mutuality with the local community.
- Appreciate the significant contributions of local communities to Indian society and economy.
- Learn to Value local knowledge and wisdom.
- Identify opportunities to contribute to the community's socioeconomic improvement.

4. **Credits:** Two Credit Course; Students are expected to complete **60 hours** of participation

## 5. COURSE STRUCTURE:

| Sr. | Module Title   | Module Content   | Teaching/Learning/Methodology  |
|-----|--|--|--|
| 1.  | Appreciation of Rural Society                        | Rural lifestyle, rural society, joint family, caste and gender relations, rural values with respect to community, rural culture nature and public resources, ponds and fisheries, elaboration of soul of India lies in villages' rural infrastructure,   | Classroom discussions Field visit Individual /Group conference Report/journal submission & VIVA  |
| 2.  | Understanding rural and local economy and livelihood | Agriculture, farming, land ownership, water management, animal husbandry, non-farm livelihood and artisan's rural entrepreneurs, rural markets, migrant labour, social innovation projects   | Classroom discussions/Field visit Individual /Group conference Report/journal submission & VIVA  |
| 3.  | Rural and local Institutions                         | Traditional rural and community organization, self-help groups, decentralized planning, panchayat raj institutions Gram panchayat, Nagarpalika and Municipalities, local Civil Society, Local administration, National rural, Livelihood Mission [NRLM], Mahatma Gandhi National Rural Employment. Guarantee [MGNREGA].  | Classroom discussions /Field visit Individual /Group conference Report/journal submission & VIVA |
| 4.  | Rural and National development programmers           | History of rural development and current National Programms in India: Sarva Shiksha Abhiyan, Beti Bachao- Beti Padhao, Ayushman Bharat, e-Shram Swachh Bharat, PM Awas yojana, Skill India, Digital India, Start-Up India, Stand-Up India, Scheme of Fund for Regeneration of Traditional Industries (SFURTI), Jal Jeevan Mission, Mission Antyodaya, ATMANIRBHAR Bharat, etc. | Classroom discussions/Field visit Individual /Group conference Report/journal submission & VIVA  |

**Note: Faculty can make addition in the list of activities as per domain content**

### Recommended field-based activities (Tentative):

- ☐ Participate in Gram Sabha meetings, and study community participation;
- ☐ Visit to Swachh Bharat Mission project sites, conduct analysis and initiate problem-solving measures;
- ☐ Interaction with Self Help Groups (SHGs) women members, and study their functions and challenges; planning for their skill-building and livelihood activities;
- ☐ Visit Mahatma Gandhi National. Rural Employment Guarantee Act 2005 (MGNREGS) project sites, interact with beneficiaries and interview functionaries at the work site;
- ☐ surveys on Mission Antyodaya to support under Gram Panchayat Development Plan
- ☐ Visit Rural Schools/mid-day meal centres, study academic and infrastructural resources, digital divide and gaps;
- ☐ Associate with Social audit exercises at the Gram Panchayat level, and interact with programme beneficiaries;
- ☐ Visit to local Nagarpalika office and review schemes for urban informal workers and migrants;
- ☐ Attend Parent Teacher Association meetings, and interview school drop outs;
- ☐ Visit local Anganwadi and observe the services being provided;
- ☐ Visit local NGOs, civil society organizations and interact with their staff and beneficiaries;



- Organize awareness programmes, health camps, Disability camps and cleanliness camps;
- Conduct soil health test, drinking water analysis, energy use and fuel efficiency surveys and building solar powered village;
- Understanding of people's impacts of climate change, building up community's disaster preparedness;
  - Organize orientation programmes for farmers regarding organic cultivation, rational use of irrigation and fertilizers, promotion of traditional species of crops and plants and awareness against stubble burning;
  - Formation of committees for common property resource management, village pond maintenance and fishing;
  - Identifying the small business ideas (handloom, handicraft, khadi, food products, etc.) for rural areas to make the people self-reliant.
  - Interactive with local leaders, panchayat functionaries, grass-root officials and local institutions regarding village development plan preparation and resource mobilization;
  - Financial Literacy Awareness Programme
  - Digital Literacy Awareness Programme
  - Education Loan Awareness Programme
  - Entrepreneurship Awareness Programme
  - Awareness Programmes on Government Schemes
  - Products Market Awareness
  - Services Market Awareness
  - Consumer Awareness Programme
  - Accounting Awareness Programme for Farmers
  - Accounting Awareness Programme for Street Vendors etc.

## **6. IMPORTANT RULES AND REGULATIONS FOR CEP:**

Concurrent Fieldwork: Students must conduct comprehensive studies on various challenges that they face in their chosen field. Every work relevant to the subject matter should be compiled and documented.

Students should keep separate fieldwork diary or maintain journal in order to record their fieldwork experiences i.e. reading, e- contents, tasks, planning and work hours have to be recorded in the diary. Detailed work records report on students' fieldwork experiences and activities to be submitted and should be presented. The fieldwork conference is part of the timetable and is mandatory. Faculty should hold a fieldwork conference FOREIGHTNIGHTLY for all students.

In addition to the principal curriculum, the students engage in a variety of community development-related activities. They are encouraged to plan and carry out programs, processions, and events for social causes. These activities seek to enhance students' personal and professional skills as well as foster self- development. "Rural Camp" should be embedded in the curriculum for first-year students to be held in the backward and neglected areas of District's Concurrent Fieldwork is the core curriculum activity in the CEP course. Hence, 100% attendance of the students is mandatory in case of absence on any student, supplementary fieldwork must be arranged and accomplished with the approval of the faculty supervisor.

## 7. EVALUATION/ASSESSMENT SCHEME:

### Community Engagement Programme [CEP]

#### Evaluation Pattern: Total Marks: 50

Students should keep a field diary / journal to record contents, readings and field visit planning.

The assessment pattern is Internal and External i.e. **20+30=50**

| <b>CA- Internal Evaluation:20 Marks [P] Conducted by Internal Examiner</b>                                       |                 |
|--|-----------------|
| Participation in the Community Engagement Programme Initiation   | 10 Marks        |
| Proposal for Community Engagement Programme with all the necessary components                                    | 10 Marks        |
| <b>Total</b>   | <b>20 Marks</b> |
| <b>UA- End Semester Practical Examination: 30 Marks [P] Conducted by Internal Examiner and External Examiner</b> |                 |
| Oral Presentation of CEP Activity  | 10 Marks        |
| Preparation and Presentation of Community Engagement Programme Report with all the necessary components          | 20 Marks        |
| <b>Total</b>   | <b>30 Marks</b> |

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॥ विद्यया संपन्नता ॥