

**DR. BABASAHEB AMBEDKAR MARATHWADA UNIVERSITY,  
CHHATRAPATI SAMBHAJINAGAR.**



**Circular / Syll. Sec./HF/ UG IIIrd Yr./Curriculum/ 2026.**

It is hereby inform to all concerned that, on the recommendation of Board of Studies; **the Academic Council at it's Meeting held on 02<sup>ed</sup> June, 2026 has accepted the "Following Subject wise Curriculum of UG level under the faculty of Humanities as per Guidelines of NEP & University Norms"** to be implemented in the all affiliated colleges.

| Sr. No. | Name of the UG Curriculum                            | Semester                  |
|---------|------------------------------------------------------|---------------------------|
| 01.     | Marathi                                              | Vth & VIth                |
| 02.     | Hindi                                                | Vth & VIth                |
| 03.     | English                                              | Vth & VIth                |
| 04.     | Urdu                                                 | Vth & VIth                |
| 05.     | Pali & Buddhism with Second Year minor changes       | Vth & VIth & IIIrd & IVth |
| 06.     | Arabic                                               | Vth & VIth                |
| 07.     | Sanskrit                                             | Vth & VIth                |
| 08.     | Political Sciecne                                    | Vth & VIth                |
| 09.     | Public Administration with Second Year minor changes | Vth & VIth & IIIrd & IVth |
| 10.     | Economics                                            | Vth & VIth                |
| 11.     | History                                              | Vth & VIth                |
| 12.     | Sociology                                            | Vth & VIth                |
| 13.     | Geography                                            | Vth & VIth                |
| 14.     | Psychology                                           | Vth & VIth                |
| 15.     | Thoughts of Mahatma Phule & Dr. B. R. Ambedkar       | Vth & VIth                |
| 16.     | Islamic Studies                                      | Vth & VIth                |
| 17.     | Military Science                                     | Vth & VIth                |
| 18.     | Philosophy                                           | Vth & VIth                |

**This is effective from the Academic Year 2026-27 and onwards as per appended herewith.**

All concerned are requested to note the contents of this circular and bring notice to the students, teachers and staff for their information and necessary action.

University campus,  
Chhatrapati Sambhajinagar-431 004.  
Ref. No. SU/ HF/ UG IIIrd Yr./  
Curriculum/ 2026/4452-55

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Date: 05/ 06/ 2026.

**Deputy Registrar  
Syllabus Section**

:: 02 ::

**Copy forwarded with necessary action to:-**

- 1] **The Principal, all concerned affiliated colleges,**
- 2] **The Director, University Network & Information Centre, UNIC,**  
with **a request to upload this Circular on University Website.**
- 3] **The Director, Board of Examinations & Evaluation,**
- 4] **Public Relation Officer [PRO],**

Dr. Babasaheb Ambedkar Marathwada University,  
Chhatrapati Sambhajnagar.

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DrK\*050626/-

**DR. BABASAHEB AMBEDKAR MARATHWADA  
UNIVERSITY,  
CHHATRAPATI SAMBHAJINAGAR**



**Three Years B. A.  
Four Years B. A. Honours  
and  
Four Years B. A. Honours with Research  
Degree Programme**

**Course Structure**

AS PER NEP 2020

**SEMESTER  
V & VI**

**SUBJECT: ENGLISH**

**(Effective from 2026-27)**

## **PREFACE:**

Higher education in the National Education Policy (NEP) - 2020 plays important role in promoting human values as well as societal well-being and in developing India as envisioned in its Constitution – a democratic, just, socially conscious, cultured, and humane nation upholding liberty, equality, fraternity, and justice for all. NEP-2020 recommends holistic and multidisciplinary education in higher institutions. It also focuses on major and minor courses as per the likings of the students.

NEP-2020 allows every graduate to possess the attributes that include capabilities to broaden the current knowledge based on skills. The students can also apply new knowledge and skills, undertake future studies independently, perform well in a chosen career, and play a constructive role as a responsible citizen in society. In order to cope with challenges in the global markets, the students will be given skill based courses like vocational skill courses, skill enhancement courses, ability enhancement courses and value enhancement courses. Besides this, students are exposed to tradition of India through course on Indian knowledge system. The courses like field projects and research methodology will encourage students to undertake independent projects. The course like On job Training (OJT) will provide experience of chosen field to the students and sharpen the knowledge in the particular subject and job. Flexibility is one of the most important aspects of this policy as student can exit at any point during the course and avail certificate, diploma, degree, degree with honours or research degree with honours as may be the case.

To bring this into reality, national education policy 2020 further recommended co-curricular components to the undergraduate programme like Yoga, health awareness, NSS and NCC etc.

## **PROGRAM SPECIFIC OUTCOMES:**

The undergraduate program in English aims to:

- Sensitize students to the aesthetic, cultural and social aspects of literature
- Provide students with extensive view of social, political, cultural and other aspects of society as reflected in literature
- Acquire life and communication skills and focus on vocational skills
- Learn to appreciate creative art and literature
- Develop students' abilities like creative thinking and writing
- Engage students with major genres of literature and develop fundamental skills required for close reading and critical thinking of the text and context
- Acquire in-depth knowledge of the religious, socio-intellectual and cultural thoughts through literature
- Create holistic approach towards education
- Develop knowledge competence in select thrust areas that would provide directions to the students in terms of research as well as career options
- Develop a sense of inquiry and capability among students for asking relevant/appropriate questions, problem solving, synthesizing and articulating
- Create atmosphere of research and motivate students to undertake research in humanities
- Encourage multidisciplinary research
- Provide job opportunities through skill-based courses
- Understand and recognised value system, moral dimensions and self responsibility for nation and society.

## Bachelor of Arts: Third Year

### B.A. III Year - Semester-V

| Year          | Sem. | Course Type                                                      |       | Paper Title                               | Theory + Practical | T       | P  | Total Credits |
|---------------|------|------------------------------------------------------------------|-------|-------------------------------------------|--------------------|---------|----|---------------|
| B.A.<br>III   | V    | Major (Core) Mandatory DSC -11                                   |       | Literary Criticism and Theory - Part-I    | Theory + Practical | 2       | 2  | 4             |
|               |      | Major (Core) Mandatory DSC-12                                    |       | Narratives of Resistance                  | Theory + Practical | 2       | 2  | 4             |
|               |      | Major Electives<br>(Any one from the pool)                       |       | DSE-1: Introduction to Discourse Analysis | Theory + Practical | 2       | 2  | 4             |
|               |      |                                                                  |       | DSE-2: Indian Literature in Translation   | Theory + Practical | 2       | 2  |               |
|               |      | Minor<br>(It's from different faculties of the same course)      | M-5   | A Passage to Interview Techniques         | Theory             | 2       | -  | 2             |
|               |      |                                                                  | M-6   | English Language for Jobs                 | Theory             | 2       | -  | 2             |
|               |      | Vocational Skill Course<br>(Choose any one from pool of courses) | VSC-3 | Content Writing                           | Theory + Practical | 2       | 2  | 04            |
|               |      |                                                                  | VSC-4 | Professional Writing                      |                    | 2       | 2  |               |
|               |      | FP<br>(Field Project)                                            |       | FP-2                                      |                    | Project | 00 | 02            |
| Total Credits |      |                                                                  |       |                                           |                    | 12      | 10 | 22            |

## Bachelor of Arts: Third Year

### Semester-V

#### Major (Core) DSC – 11

**Course Title: Literary Criticism and Theory Part-I****Theory Credits: 02 Practical Credits: 02****Total Credits: 04****Course Objectives:**

The course is designed with an intention to introduce students to the rise and development of literary criticism and theory. It will also help students to understand and analyse the literary pieces with various theoretical framework. The course develops critical reading and interpretation among students. The course also empowers the prospective students for higher studies and employment, apart from helping them prepare for competitive exams.

**Course Outcomes:**

- To get acquainted with the meaning of literary criticism and its different types
- To facilitate critical and analytical abilities
- To build confidence among learners with language skills in English
- To master the theoretical knowledge of the English criticism and literature
- To appreciate literatures in English, take up critical analysis, understand the different movements, periods and concepts in the study of English language and literature

| <b>Theory Course</b> | <b>Credits: 02</b>                                                                                                 | <b>Marks: 50</b> |
|----------------------|--------------------------------------------------------------------------------------------------------------------|------------------|
| <b>Units No.</b>     | <b>Topic</b>                                                                                                       | <b>Hours</b>     |
| <b>I</b>             | <b>Terms and Concepts:</b><br>What is criticism, Nature and function of criticism, Meaning and qualities of critic | <b>10</b>        |
| <b>II</b>            | <b>Aristotle - Poetics</b><br>Aristotle's Theory of Drama                                                          | <b>10</b>        |
| <b>III</b>           | <b>William Wordsworth – Preface to Lyrical Ballads</b>                                                             | <b>10</b>        |

- ❖ **Theory Examination : 30 Marks**
- ❖ **Internal Evaluation : 20 Marks**
- ❖ **Total Marks : 50 Marks**

| <b>Practical Course Contents</b> | <b>Credits: 02</b> | <b>Marks: 50</b> |
|----------------------------------|--------------------|------------------|
| <b>Units No.</b>                 | <b>Topic</b>       | <b>Hours</b>     |

|            |                                                                              |           |
|------------|------------------------------------------------------------------------------|-----------|
| <b>I</b>   | Critical Appreciation of Poetry, Drama, Novel, Short Story etc.              | <b>10</b> |
| <b>II</b>  | Seminars, Power Point Presentation, Group Discussion, etc.                   | <b>10</b> |
| <b>III</b> | Writing a Piece of Poetry, One-Act-Play, Short Story, Quiz Competition, etc. | <b>10</b> |

❖ **External Evaluation : 30 Marks**

❖ **Internal Evaluation : 20 marks**

❖ **Total Marks : 50 Marks**

### **Suggested Reading:**

1. Abercrombie, Lancelot. *Principles of Literary Criticism*. Greenwood P, 1979.
2. Abrams, M.H. *Wordsworth: A Collection of Critical Essays*. Prentice Hall Inc, 1972.
3. Daiches, David. *Critical Approaches to Literature*. 2nd ed., Orient Longman, 1993.
4. Day, Gary. *Literary Criticism: A New History*. Edinburgh UP, 2008.
5. Gill, Stephen, editor. *The Cambridge Companion to Wordsworth*. Cambridge UP, 2003.
6. Habib, M. A. R. *A History of Literary Criticism*. Blackwell Press, 2005.
7. Kennedy, George, editor. *The Cambridge History of Literary Criticism Volume 1: Classical Criticism*. Cambridge UP, 1997.
8. Leitch, Vincent B., editor. *The Norton Anthology of Theory and Criticism*. W.W. Norton and Company, Inc., 2001.
9. Russell, D. A., and M. Winterbottom, editors. *Ancient Literary Criticism: The Principal Texts in New Translations*. Oxford UP, 1972
10. Williams, John. *William Wordsworth: A Literary Life*. St. Martin's P, 1996
11. Wimsatt, K. William, and Cleanth Brooks. *Literary Criticism- A Short History: Romantic and Modern Criticism*, vol. 2. U of Chicago P, 1978.

### **Bachelor of Arts: Third Year**

#### **Semester-V**

#### **Major (Core) DSC – 12**

**Course Title: Narratives of Resistance****Theory Credits: 02 Practical Credits: 02****Total Credits: 04****Course Objectives:**

The Course contents are structured to provide with comprehensive idea about narratives of resistance with special focus on literary and cultural texts including novel, poetry, films, and memoirs challenging dominant power structure. The course is also designed to help students develop an understanding of literature articulating resistance against oppression and the politics of voice for the marginalized.

**Course Outcomes:**

- The concept of narratives of resistance and its related forms of literature
- The socio-cultural and historical phenomena of narratives of resistance
- Social and political resistance movements
- Encourages the analysis of counter narratives
- Helps to create awareness about gender sensitivity

| <b>Theory Course</b> | <b>Credits: 02</b>                                                                                                                                           | <b>Marks: 50</b> |
|----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
| <b>Units No.</b>     | <b>Topic</b>                                                                                                                                                 | <b>Hours</b>     |
| <b>I</b>             | <b>Terms and Concepts:</b><br>Dominance, Resistance, Marginalization, Hegemony, Anti-colonial Struggle, Feminine Sensibility, Subaltern and Cultural Erasure | <b>10</b>        |
| <b>II</b>            | <b>Geeta Hariharan – <i>I have Become the Tide</i></b>                                                                                                       | <b>10</b>        |
| <b>III</b>           | <b>Sharankumar Limbale – <i>Outcaste (Akkarmasi)</i></b>                                                                                                     | <b>10</b>        |

❖ **Theory Examination : 30 Marks**

❖ **Internal Evaluation : 20 marks**

❖ **Total Marks : 50 Marks**

| <b>Practical Course Contents</b> | <b>Credits: 02</b>                                   | <b>Marks: 50</b> |
|----------------------------------|------------------------------------------------------|------------------|
| <b>Units No.</b>                 | <b>Topic</b>                                         | <b>Hours</b>     |
| <b>I</b>                         | Critical Appreciation of Poetry, Drama, Novel, Short | <b>10</b>        |

|            |                                                                              |           |
|------------|------------------------------------------------------------------------------|-----------|
|            | story with special focus on Diaspora experience at local level               |           |
| <b>II</b>  | Seminars, Power Point Presentation, Group Discussion, Quiz competition, etc. | <b>10</b> |
| <b>III</b> | Writing piece of literature on personal experience                           | <b>10</b> |

❖ **External Evaluation : 30 Marks**

❖ **Internal Evaluation : 20 marks**

❖ **Total Marks : 50 Marks**

### **Suggested Reading:**

1. Barbara Harlow, *Resistance Literature*, Routledge, 1987.  
file:///C:/Users/Admin/Downloads/9781003378013\_previewpdf.pdf
2. Gayatri Chakravorty Spivak, *Can the Subaltern Speak?* (1988),
3. Frantz Fanon, *The Wretched of the Earth* (1961) and *Black Skin, White Masks* (1952)
4. Ambedkar, B.R. *Annihilation of Caste*. Bombay: The Bharat Bhushan Press, 1945. Print
5. Kumar, R. (2019). *Dalit Literature and Criticism*. Orient Black Swan.
6. Chomsky, Noam. 2003. *Hegemony or Survival*. London: Hamish Hamilton.
7. Cott, Nancy. 1987. *The Grounding of Modern Feminism*. New Haven, CT: Yale University Press
8. Butler, Judith. *Gender Trouble: Feminism and the Subversion of Identity*. Routledge, 1990.
9. Foucault, Michel. 1980. *The History of Sexuality*, vol. 1: An Introduction, trans. Robert Hurley. New York: Vintage
10. Friedan, Betty. 2013 [1963]. *The Feminine Mystique*. New York: W. W. Norton.
11. Geeta Hariharan, *I have Become the Tide*, Noida, U.P. Simon & Schuster India. 2019.
12. Limbale, Sharankumar. *Akkarmashi*. Oxford University Press, 2006.
13. Limbale, Sharankumar. *Akkarmashi*. Translated by Santosh Bhoomkar, Oxford University Press, 2003.

## **Bachelor of Arts: Third Year**

### **Semester-V**

#### **Major Electives - DSE – 1**

**Course Title: Introduction to Discourse Analysis****Theory Credits: 02 Practical Credits: 02****Total Credits: 04****Course Objectives:**

The course is designed to explore the ways in which language varies according to subject area, social setting, communicative purpose and the social roles and identities of those involved. It examines the workings of various forms of speaking and writing - casual conversation, interviews and interrogations, public speaking, emailing and mobile phone texting and mass media articles, to cite just some examples. Students will study the nature of meaning, how we usually convey more than we actually say or write, the role of politeness in verbal communication, the necessarily cooperative nature of most forms of communication, and what makes texts cohesive and coherent.

**Course Outcomes:**

- Introduce students to the different interpretations of discourse across the social sciences. Introduce students to the different interpretations of discourse across the social sciences.
- Students will develop skills in analysing the properties of different texts
- Learn interpersonal stances adopted by speakers and writers
- Identify and classify the various genres or texts types which operate in particular social settings.
- Develop student ability to critically evaluate written materials in the field of discourse and discourse analysis.

| <b>Theory Course</b> | <b>Credits: 02</b>                                                                                                                                                | <b>Marks 50</b> |
|----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| <b>Units No.</b>     | <b>Topic</b>                                                                                                                                                      | <b>Hours</b>    |
| <b>I</b>             | What is Discourse Analysis? Key Concepts of Discourse Analysis                                                                                                    | <b>10</b>       |
| <b>II</b>            | Basic Tools of Discourse Analysis – Thematic Coding, Rhetorical Analysis, Power dynamics, Text structures, Cohesion and Coherence, Speech Act Theory, Turn Taking | <b>10</b>       |
| <b>III</b>           | Digital Discourse – Language in online world, Discourse in social media, Computer mediated Discourse analysis, and Digital Ethnography                            | <b>10</b>       |

❖ **Theory Examination : 30 Marks**❖ **Internal Evaluation : 20 Marks**❖ **Total Marks : 50 Marks**

| <b>Practical Course Contents</b> | <b>Credits: 02</b>                                 | <b>Marks 50</b> |
|----------------------------------|----------------------------------------------------|-----------------|
| <b>Units No.</b>                 | <b>Topic</b>                                       | <b>Hours</b>    |
| <b>I</b>                         | Media analysis: Analyse short video clips focusing | <b>10</b>       |

|            |                                                                                                                           |           |
|------------|---------------------------------------------------------------------------------------------------------------------------|-----------|
|            | spoken language, Analysis of paragraphs from Newspaper and study of various activities,                                   |           |
| <b>II</b>  | Analysis of political advertisements and slogans for their hidden presuppositions, etc.                                   | <b>10</b> |
| <b>III</b> | Multimodal Analysis: Analysis of memes, hashtags, emojis, and language used in online world, Doctor-Patients interaction, | <b>10</b> |

❖ **External Evaluation : 30 Marks**

❖ **Internal Evaluation : 20 Marks**

❖ **Total Marks : 50 Marks**

### **Suggested Reading:**

1. Kress, G. & van Leeuwen, T. (2001). *Multimodal discourse*. Oxford: Hodder Arnold.
2. Brazil, D., Coulthard, M., & Johns, C. (1980). *Discourse intonation and language teaching*. London: Longman
3. T. Givon, Ed. *Syntax and semantics: Discourse and syntax*. New York: Academic Press
4. Chafe, W. L. (1994). *Discourse, consciousness, and time: The flow and displacement of conscious experience in speaking and writing*. Chicago: University of Chicago Press
5. Finegan, E. (2007). *Language: Its structure and use*. Fifth Edition. Boston: Thomson Wadsworth.
6. Gee, J. P. (2007). *Social linguistics and literacies: Ideology in Discourses*. Third Edition. London: Falmer.
7. Halliday, M. A. K. (1989). *Spoken and written language*. Oxford: Oxford University Press
8. Hymes, D. (1996). *Ethnography, linguistics, narrative inequality: Toward an understanding of voice*. London: Taylor & Francis
9. Quirk, R., Greenbaum, S., Leech, G., & Svartvik, J. (1985). *A comprehensive grammar of the English language*. London: Longman.
10. Canning & Walker. *Doing Discourse Analysis: A Practical Introduction*.
11. Hartley, J. (1982) *Understanding News*, London and New York, Methuen



## **Bachelor of Arts: Third Year**

### **Semester-V**

#### **Major Electives - DSE – 2**

#### **Course Title: Indian Literature in Translation**

**Theory Credits: 02 Practical Credits: 02**

**Total Credits: 04**

#### **Course Objectives:**

The syllabus is designed to introduce students to the translation studies and concept of Indian literature and its interrelationship with the act of translation. It also offers an exhaustive study of Indian literatures in the various Indian languages through English translation. It concentrates on major authors and literary texts. Since the paper concentrates on Indian literature in English translation, the focus will be on the literary texts and authors.

#### **Course Outcomes:**

- Familiar with the concept of Indian literature and Indian literature in English translation.
- Enables students to analyze diverse regional Indian texts, and appreciate socio-cultural, gender, and post-colonial dimensions in literary works.
- It fosters critical thinking, cultural awareness, and familiarity with Indian aesthetics.
- Understand the linguistic and cultural plurality of India by engaging with regional texts translated into English.

| <b>Theory Course</b> | <b>Credits: 02</b>                                    | <b>Marks 50</b> |
|----------------------|-------------------------------------------------------|-----------------|
| <b>Units No.</b>     | <b>Topic</b>                                          | <b>Hours</b>    |
| <b>I</b>             | <b>Novel</b> – Bhisham Sahani - <i>Tamas</i>          | <b>10</b>       |
| <b>II</b>            | <b>Drama</b> – Premanand Gajvi - <i>Kirwant</i>       | <b>10</b>       |
| <b>III</b>           | <b>Short story</b> – Mahasweta Devi - <i>Draupadi</i> | <b>10</b>       |

❖ **Theory Examination** : 30 Marks

❖ **Internal Evaluation** : 20 Marks

❖ **Total Marks** : 50 Marks

| <b>Practical Course Contents</b> | <b>Credits: 02</b>                                       | <b>Marks 50</b> |
|----------------------------------|----------------------------------------------------------|-----------------|
| <b>Units No.</b>                 | <b>Topic</b>                                             | <b>Hours</b>    |
| <b>I</b>                         | Review of the movie/novel – <i>Tamas</i> and other texts | <b>10</b>       |

|            |                                                                                      |           |
|------------|--------------------------------------------------------------------------------------|-----------|
|            | translated in English                                                                |           |
| <b>II</b>  | Seminar, Power Point Presentation, Group Discussion, Quiz, Any other such activities | <b>10</b> |
| <b>III</b> | Interview of Kirwant in your village/area                                            | <b>10</b> |

❖ **External Evaluation : 30 Marks**

❖ **Internal Evaluation : 20 Marks**

❖ **Total Marks : 50 Marks**

### **Suggested Reading:**

1. Bassnett, Susan. *Translation Studies*. Routledge, 1991.
2. Sujit Mukherjee. *Translation as Discovery*. Orient Longman, 1994.
3. C.D. Narsimhaiah (ed.). *Indian Literature of the Past Fifty Years (1917-1967)*.
4. Bhisham Sahani, *Tamas*, Penguin Books: New Delhi, 2001.
5. Premanand Gajvi, *Kirwant*, Seagull Books, 2005.
6. Devi, Mahasweta. "Draupadi". *Breasts Stories*. Transl. by Gayatri Chakravorty Spivak. Seagull Books, 2002.
7. Devi, Mahasweta. *Draupadi in Other World: Essays in the Cultural Politics*. Ed and Trans. Gayatri Spivak. New York/London, Routledge, 1988.
8. <https://polity.lk/wp-content/uploads/2024/07/Draupadi.pdf>
9. Guha, Ranajit. *Elementary Aspects of Peasant Insurgency in Colonial India*. Duke University Press, 1988.

### **Bachelor of Arts: Third Year**

**Semester-V**

**Minor - M – 5**

**Course Title: A Passage to Interview Techniques****Theory Credits: 02 Practical Credits: 00****Total Credits: 02****Course Objectives:**

The course is designed to develop a good command on different dimensions of English language and communication skills. It helps students to prepare for interviews for various jobs. It also helps students to express their feelings and thoughts in correct and accurate English language at workplaces. The primary objectives of a mock interview are to simulate real-life interview scenarios to build confidence, reduce anxiety, and improve communication skills.

**Course Outcomes:**

- Understand the role of interview method in survey research
- Know the types of interviews used for data collection
- Identify the steps and guidelines to be followed in interview method
- Learn the procedure to conduct interviews
- Visualise the advantages and limitations of interview method as a tool of data collection.

| <b>Theory Course</b> |                                                                                                                                                              | <b>Credits: 02</b> | <b>Marks 50</b> |
|----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|-----------------|
| <b>Units No.</b>     | <b>Topic</b>                                                                                                                                                 | <b>Hours</b>       |                 |
| <b>I</b>             | The Art of Interview: Intellectual and Physical Aspects, Basic Presentation, Etiquettes, Body Languages, Appearance etc.                                     | <b>10</b>          |                 |
| <b>II</b>            | Mock Interviews – Online and offline interviews<br>Guidelines for conducting interviews                                                                      | <b>10</b>          |                 |
| <b>III</b>           | Self-Introduction – Speaking about Yourself, Family, Friends<br>Expressing Feelings – Role Play, Dress Code, Resume Format, Pronunciation, Use of Tone, etc. | <b>10</b>          |                 |

❖ **Theory Examination** : 30 Marks

❖ **Internal Evaluation** : 20 Marks

❖ **Total Marks** : 50 Marks

**Suggested Reading:**

1. Adams, Gerald R. and Schvaneveldt, Jay D. (1985). Understanding Research Methods. New York: Longman.

2. Kumar, Krishan (1992). *Research Methods in Library and Information Science*. New Delhi: Har – Ananad Publications.
3. Claude Ducloux, *The Art of the Interview: How to Interview Clients in a Way that Results in Reasonable Expectation*
4. Bandura, A. J. (1995). *Self-efficacy in Changing Societies*. Cambridge University Press.
5. Dobbs, K. (2016). Face-to-face: Still the best way to hire. *Veterinary Team Brief*, 4(7), 44–48.
6. Gatewood, R., Feild, H., & Barrick, M. (2015). *Human resource selection*. Nelson Education.
7. Asana. (2023). *Effective active listening: Examples, techniques & exercises*. Asana. <https://asana.com/resources/active-listening>
8. Makachoska, M. (2023, May 20). 27 Astonishing interview statistics. *What to Become*. <https://whattobecome.com/blog/interview-statistics/>
9. Blacksmith, N., Willford, J. C., & Behrend, T. S. (2016). Technology in the employment interview: A meta-analysis. *Personnel Assessment and Decisions*, 2, 2. <https://doi.org/10.25035/pad.2016.002>
10. Kfour, C. A. G., & Malek, A. S. (2017). Helping students master interview skills. *Arab World English Journal*, 8(4). <https://doi.org/10.24093/awej/vol8no4.13>

**Bachelor of Arts: Third Year**

**Semester-V**

**Minor M – 6**

**Course Title: English Language for Jobs****Theory Credits: 02 Practical Credits: 00****Total Credits: 02****Course Objectives:**

The course is designed to develop a good command on English language and communication skills among students. It also helps students to prepare bio-data, to write application for jobs and prepare for interviews. It also helps students to express their feelings and thoughts in correct and accurate English language at workplaces. This course also aims to impart all basic skills to students.

**Course Outcomes:**

- ❖ To prepare C.V., Bio-data and short resume
- ❖ To write application for jobs and draft mails
- ❖ Be able to prepare for and be successful in competitive examinations.
- ❖ Acquire the necessary language skills required in the competitive job market.

| <b>Theory Course</b> |                                                                                                                                                                | <b>Credits: 02</b> | <b>Marks 50</b> |
|----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|-----------------|
| <b>Units No.</b>     | <b>Topic</b>                                                                                                                                                   | <b>Hours</b>       |                 |
| <b>I</b>             | How to write applications?, Difference between CV, Resume and Bio-data, Writing email for job, application for various jobs, Art of filling and Documentation. | <b>10</b>          |                 |
| <b>II</b>            | Interview Skills: Before the Interview; During the Interview; After the Interview                                                                              | <b>10</b>          |                 |
| <b>III</b>           | Writing & Speaking Skills: Pronunciation, Use of Grammar, Presentation, Vocabulary, Phrases, Proverbs, Making Small Talks, Making/Preparing Questions          | <b>10</b>          |                 |

- ❖ **Theory Examination : 30 Marks**
- ❖ **Internal Evaluation : 20 Marks**
- ❖ **Total Marks : 50 Marks**

**Suggested Reading:**

1. Durga, S., Rao, C.(2018). Developing Students' Writing Skills in English - A Process Approach, JRSP-ELT - ISSN: 2456-8104, Issue 6, Vol. 2, 2018, [www.jrspelt.com](http://www.jrspelt.com)
2. Graddol, D. (2010). English Next India, The future of English in India. British Council 2010
3. Julie Moore. Common Mistakes at Proficiency and How to Avoid Them. Cambridge UP, 2005.
4. Meenakshi Raman and Sangeeta Sharma: A textbook on Technical Communication Principles and Practice, (2nd Edition),Oxford University Press, 2012
5. Dr Mathew Joseph. Fine-tune your English. Orient Blackswan, 2010.
6. E. Suresh Kumar, B Yadava Raju and C Muralikrishna. Skills in English. Orient Blackswan, 2013.
7. Bill Bryson. The Mother Tongue: English and How it Got it that Way. Harper Collins, 1990.
8. Arkoudis, S. (2014). Integrating English language communication skills into disciplinary curricula: Options and strategies. Sydney: Office of Learning and Teaching.
9. Richa Dwivedi, The Ultimate Guide to 21st Century Careers. Hachette India, 2017.

## Semester-V

### Vocational Skill Course (VSC-3)

#### Course Title: Content Writing

Theory Credits: 02

Practical Credits: 02

Total Credits: 04

#### Course Objectives:

The course is designed to develop an understanding of the principles and best practices of digital content writing, including audience analysis, tone, style, etc. It also helps students to create effective content for websites, social media platforms, email marketing campaigns, and other digital channels. The course develops the skills to write clear, concise, and persuasive copy for various digital marketing initiatives, such as lead generation, conversion optimization, and customer retention.

#### Course Outcomes:

- The basic concepts of creative writing and content development
- The knowledge of various styles and techniques of writing and editing
- The polished creative and critical faculties
- Better opportunities of employability

| Theory Course |                                                                                                                                                                                                                   | Credit: 02 | Marks: 50 |
|---------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|-----------|
| Units No.     | Topic                                                                                                                                                                                                             |            | Hours     |
| I             | What is content writing? Tips for content writing, Types of Content Writing, Problems Faced in Content Writing, Major skills for Writing Quality Content.                                                         |            | 10        |
| II            | Digital content writing: Crucial Tips for Web Writing, Blogging, Email Writing, Podcast Scripts, Editing, and Freelancing Skills                                                                                  |            | 10        |
| III           | Content writing as career options, Employment Opportunities - Editor, Blogger, Social media manager, Advertisement writer, Writer for fashion content, Technology-related blogging, Household & Lifestyle Affairs |            | 10        |

❖ Theory Examination : 30 Marks

❖ Internal Evaluation : 20 marks

❖ Total Marks : 50 Marks

| <b>Practical Course</b> |                                                                                                                                            | <b>Credit: 02</b> | <b>Marks: 50</b> |
|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|-------------------|------------------|
| <b>Units No.</b>        | <b>Topic</b>                                                                                                                               | <b>Hours</b>      |                  |
| <b>I</b>                | <b>Website Content:</b> Text for homepages, “About Us,” and Service Pages.                                                                 | <b>10</b>         |                  |
| <b>II</b>               | <b>Social Media Writing:</b> Short, engaging text for platforms like LinkedIn, Instagram, and Twitter, etc.                                | <b>10</b>         |                  |
| <b>III</b>              | Crafting blog posts, website content, landing pages, and articles; Creating content for different platforms (Twitter, LinkedIn, Facebook). | <b>10</b>         |                  |

❖ **Internal Evaluation** : 30 Marks

❖ **External Evaluation** : 20 Marks

❖ **Total Marks** : 50 Marks

### **Suggested Reading:**

1. Bell, Julia and Magrs, Paul. *The Creative Writing Course-Book*. London: Macmillan, 2001.
2. Bailey, Tom. *On Writing Short Stories*. USA: OUP, 2010. Print. Morley, David. The Cambridge
3. *Companion to Creative Writing*. Pune: Cambridge University Press India Ltd., 2012. Print.
4. Clark, Peter Roy. *Writing Tools*. USA: Hachette Book Group, 2008. Print.
5. Davidson, Chad. *Writing Poetry: Creative and Critical Approaches*. USA: Palgrave Macmillan, 2009. Print.
6. Earnshaw, Steven (Ed). *The Handbook of Creative Writing*. Edinburgh: EUP, 2007
7. Field, Syd. *The Screen Writer's Problem Solver*. New York: Random House Publishing, 1998. Print.
8. Lajos, Egri. *The Art of Dramatic Writing*. USA: Merricat Publications, 2009. Print.
9. Spiro, Jane. *Creative Writing Poetry*. USA: Oxford University Press, 2004. Print.

## **Bachelor of Arts: Third Year**

### **Semester-V**

#### **Vocational Skill Course (VSC-4)**

#### **Course Title: Professional Writing**

**Theory Credits: 02**

**Practical Credits: 02**

**Total Credits: 04**

#### **Course Objectives:**

The course is designed with the objective to identify the Common Errors in Writing and Speaking of English. It also helps students to achieve better Technical writing and Presentation skills for employment. It is useful to read Technical proposals properly and make them to write good technical reports. It helps students to acquire Employment and Workplace communication skills.

#### **Course Outcomes:**

- Strengthen students' writing proficiency through conducting reading-writing integrated approach
- Analyze and write about business issues
- Encourage the development of good professional ethos and ethics in all communication situations
- Encourage critical and reflective reading, writing, and thinking practices.

| <b>Theory Course</b> | <b>Credits: 02</b>                                                                                                                                                                                                                                                                                                                           | <b>Marks: 50</b> |
|----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
| <b>Units No.</b>     | <b>Topic</b>                                                                                                                                                                                                                                                                                                                                 | <b>Hours</b>     |
| <b>I</b>             | What is professional Writing?<br>Writing Notice, Agenda, minutes and Reports,<br>Emails and Memos                                                                                                                                                                                                                                            | <b>10</b>        |
| <b>II</b>            | Newspaper Column, Writing Brochure, Flyers                                                                                                                                                                                                                                                                                                   | <b>10</b>        |
| <b>III</b>           | Identifying Common Errors in Writing and Speaking English: Common errors identification in parts of speech, Use of verbs and phrasal verbs, Auxiliary verbs and their forms, Subject Verb Agreement (Concord Rules), Common errors in Subject-verb agreement, Sequence of Tenses and errors identification in Tenses. Words Confused/Misused | <b>10</b>        |

❖ **Theory Examination : 30 Marks**

❖ **Internal Evaluation : 20 Marks**

❖ **Total Marks : 50 Marks**

| <b>Practical Course</b> | <b>Credits: 02</b>                                                                                                                                                                             | <b>Marks: 50</b> |
|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
| <b>Units No.</b>        | <b>Topic</b>                                                                                                                                                                                   | <b>Hours</b>     |
| <b>I</b>                | Group Discussion and Professional Interviews, Intra and Interpersonal Communication Skills at workplace, Non-Verbal Communication Skills and its importance in Group Discussion and Interview. | <b>10</b>        |
| <b>II</b>               | Presentation skills and Formal Presentations by Students, Strategies of Presentation Skills.                                                                                                   | <b>10</b>        |
| <b>III</b>              | Draft Resume and Cover letter, Job Applications, Types of official/employment/business Letters, Resume vs. Bio Data, Profile, CV. , Emails, Blog Writing and Memos.                            |                  |

❖ **Internal Evaluation : 30 Marks**

❖ **External Evaluation : 20 Marks**

❖ **Total Marks : 50 Marks**

### **Suggested Readings:**

1. Fillip Learning. Professional Writing Skills in English. published Education (ILS), Bangalore – 2022.
2. Chauhan, G.S. and Sangeeta Sharma. *Soft Skills*. New Delhi: Wiley. 2016.
3. Goleman, Daniel. *Working with Emotional Intelligence*. London: Banton Books. 1998.
4. Holtz, Shel. *Corporate Conversations*. New Delhi: PHI. 2007.
5. Kumar, Sanajy and Pushp Lata. *Communication Skills*. New Delhi: OUP. 2011.
6. Lucas, Stephen E. *The Art of Public Speaking*. McGraw-Hill Book Co. International Edition, 11th Ed. 2014.
7. Penrose, John M., et al. *Business Communication for Managers*. New Delhi: Thomson South Western. 2007.
8. Sharma, R.C. and Krishna Mohan. *Business Correspondence and Report Writing*. New Delhi: TMH. 2016.

## **Bachelor of Arts: Third Year**

### **Semester-V**

#### **Field Project (FP-2)**

#### **Course Title: Field Project**

**Theory Credits: 00**

**Practical Credits: 02**

**Total Credits: 02**

#### **Course Objectives:**

The course is designed with the objective to align classroom learning with awareness about socio-economic conditions. The course provides students with exposure to socio-economic conditions and aligns their experiences with contemporary problems. It also enhances research skills including knowledge discovery, analytical tools, methodologies, and ethical conduct. It too fosters ability to work in team, develop social awareness and nurture human values among students.

#### **Course Outcomes:**

- Apply concepts learned in classrooms to real-world socioeconomic conditions enhancing their understanding and skills.
- Show insights into the challenges, opportunities and culture of socioeconomic diversity, preparing them for future role as responsible citizens.
- Demonstrate evidence of research aptitude and skills of critical thinking, analytical skills, and ethical research conduct in field work.

| <b>Theory Course</b> | <b>Credits: 02</b>                                                                                                            | <b>Marks: 50</b> |
|----------------------|-------------------------------------------------------------------------------------------------------------------------------|------------------|
| <b>Units No.</b>     | <b>Topic</b>                                                                                                                  | <b>Hours</b>     |
| <b>I</b>             | What is Field Project? Objectives, Literature Review, Methodology, Data Analysis, Conclusion and Recommendations, References. | <b>10</b>        |
| <b>II</b>            | Field Engagement: Overall Project Report Structure and Style; Presentation Skills & Communication.                            | <b>20</b>        |

❖ **Internal Evaluation : 30 Marks**

❖ **External Evaluation : 20 Marks**

❖ **Total Marks : 50 Marks**

#### **Important Note:**

For more details, please follow Dr. BAMU circular No. SU/UG/Scheme.

Exam./NEP/AC/AOB.I. 04/2024/26092-105 dated 26/4/2024

**Note:**

- Head of the Department will allot supervisors to the students in departmental committee meeting.
- The students shall submit project report of their Field Project at the end of the course individually or in group to the allotted supervisor.
- Students shall be assessed by both Internal and external examiners.
- Field Project consists of 30 to 40 pages.

**Some topics for Field Project but not limited to the topics given here:**

- Interpretation of Indian English Drama/Author.
- Aesthetic sense of the Indian English Poetry: Select poems.
- Socio-ideological value based study of television programs
- Human Relationships in Chetan Bhagat's Novels.
- Role of internet in Our Life
- Communication English.
- Talking Cultures (speaking etiquettes).
- Teaching based Language Lab.
- Importance of soft skills.
- Strategies to improve writing skills.
- Interview skills.
- Social Realism in Indian English literature, drama of ideas, and any other genre
- Contemporary socio-political issues in any author/genre of literature
- Myth, legend and history in any genre of literature
- Pragmatic analysis of any text/ author
- Images of women in society and literature: A Comparative analysis
- Ethics and aesthetics: A study of any author/genre of literature
- Investigating themes like feminism, racism, or post-colonial identity in novels Poetry and drama
- Digital Humanities and Literary Archiving
- Translation Studies
- Graphic Novels and Visual Narratives in India
- Cyber-Pragmatics and Emoji Communication

**Suggested Reading:**

1. Bryman, A. (2016). *Social Research Methods* (5th ed.). Oxford University Press.
2. Kothari, C.R. (2019). *Research Methodology: Methods and Techniques*. New Age International Publishers.
3. Kumar, R. (2011). *Research Methodology: A Step-by-Step Guide for Beginners*. Sage Publications.
4. MLA Handbook, Latest edition.
5. Delia da Sousa Correa and W.R. Owens, *The Handbook to Literary Research*, Routledge, 1998.
6. John Forest. *Doing Field Projects: Methods and Practice for Social and Anthropological Research*, 2022

**Bachelor of Arts: Third Year**  
**B.A. III Year - Semester-VI**  
**Bachelor of Arts: Third Year**

| Year                 | Sem | Course Type                                                                                        | Paper Title                                    | Theory / Practical         | T      | P | Credits |    |
|----------------------|-----|----------------------------------------------------------------------------------------------------|------------------------------------------------|----------------------------|--------|---|---------|----|
| B.A. III<br><br>Year | VI  | Major (Core)<br><br>Mandatory<br><br>DSC -13                                                       | Literary Criticism and<br><br>Theory - Part II | Theory +<br><br>Practical  | 2      | 2 | 04      |    |
|                      |     | Major (Core)<br><br>Mandatory<br><br>DSC-14                                                        | Classical Indian Literature                    | Theory +<br><br>Practical  | 2      | 2 | 04      |    |
|                      |     | DSC-15 IKS-2<br><br>(Indian knowledge<br>system related to<br>Major)                               | Indian Aesthetics                              | Theory                     | 2      | - | 02      |    |
|                      |     | Major Electives<br><br>DSE-3<br><br>Major Electives<br><br>DSE-4<br><br>(Any one from the<br>pool) | Comparative Literature                         | Theory +<br><br>Practical  | 2      | 2 | 04      |    |
|                      |     | Major Author – William<br><br>Shakespeare                                                          | Theory +<br><br>Practical                      | 2                          | 2      |   |         |    |
|                      |     | Minor                                                                                              | M-7                                            | Language for Media Studies | Theory | 2 | -       | 02 |
|                      |     |                                                                                                    | M-8                                            | Creative Writing           | Theory | 2 | -       | 02 |
|                      |     | OJT                                                                                                | OJT                                            | On Job Training            |        | - | 4       | 04 |
|                      |     | Total Credits                                                                                      |                                                |                            |        |   | 12      | 10 |

## **Bachelor of Arts: Third Year**

### **Semester VI**

#### **Major Core Course DSC-13**

#### **Course Title: Literary Criticism and Theory - Part -II**

**Theory Credits: 02 Practical Credits: 02**

**Total Credits: 04**

#### **Course Objectives:**

The Course is structured to provide with comprehensive idea about Literary Criticism and theory. Its focus is to introduce students to modern literary criticism and theory. The course is also designed to help students develop an understanding of the literary criticism and its application to literary texts. It also helps students to develop a critical outlook in literature.

#### **Course Outcomes:**

- The growth of modern literary theory and criticism
- Various critical texts of the twentieth century
- The feminism and various facets of feminism, its contribution towards development of society
- Application of various theories on the text

| <b>Theory Course</b> | <b>Credits: 02</b>                                      | <b>Marks: 50</b> |
|----------------------|---------------------------------------------------------|------------------|
| <b>Units No.</b>     | <b>Topic</b>                                            | <b>Hours</b>     |
| <b>I</b>             | T. S. Eliot – Tradition and Individual Talent           | <b>10</b>        |
| <b>II</b>            | Elaine Showalter – Feminist Criticism in the Wilderness | <b>10</b>        |
| <b>III</b>           | Dr. B. R. Ambedkar – Annihilation of Caste              | <b>10</b>        |

❖ **Theory Examination : 30 Marks**

❖ **Internal Evaluation : 20 Marks**

❖ **Total Marks : 50 Marks**

| <b>Practical Course Contents</b> |                                                                                | <b>Credits: 02</b> | <b>Marks : 50</b> |
|----------------------------------|--------------------------------------------------------------------------------|--------------------|-------------------|
| <b>Units No.</b>                 | <b>Topic</b>                                                                   | <b>Hours</b>       |                   |
| <b>I</b>                         | Application of New Criticism to Literary texts                                 | <b>10</b>          |                   |
| <b>II</b>                        | Application of Feminist to literary texts, Ambedkarism in literature           | <b>10</b>          |                   |
| <b>III</b>                       | Seminar, Power point presentation, Quiz, Group Discussion and other activities | <b>10</b>          |                   |

❖ **External Evaluation : 30 Marks**

❖ **Internal Evaluation : 20 marks**

❖ **Total Marks : 50 Marks**

### **Suggested Reading:**

1. David Lodge. *Twentieth Century Literary Criticism A Reader*. London: Longman, 1972. Print.
2. Eliot, T. S. *The Sacred Wood: Essays on Poetry and Criticism*. London: Methuen, 1960. Print.
3. Eagleton, Mary (Ed). *A Concise Companion to Feminist Theory*, Oxford, Blackwell Publishing: 2003. Print
4. Sage, Lorna. *The Cambridge guide to women's writing in English*. eds. Germaine Greer and Elaine Showalter. Cambridge: Cambridge University Press, 1999. Print.
5. Habib, Rafey. *A History of Literary Criticism: From Plato to the Present*. Malden, Mass.: Blackwell Pub., 2008. Print.
6. JC Ransom. *The New Criticism*. New Directions. Print.
7. Wellek, Rene. *A History of Modern Criticism: 1750-1950*. New Haven: Yale UP, 1955. Print.
8. Dr. B.R. Ambedkar's *Annihilation of Caste* (1936), Fingerprint Publication.

**Bachelor of Arts: Third Year****Semester-VI****Major Core Course DSC-14****Course Title: Classical Indian Literature****Theory Credits: 02 Practical Credits: 02****Total Credits: 04****Course Objectives:**

The course is designed to enable the student to get an overview of the general narrative of the Mahabharata and an idea of how to go about interpreting all the complex themes, imagery, incidents, philosophical concepts of destiny, the Vedic point of view, dharma etc. in the prescribed text. It also introduces students to modern interpretations of major pivotal characters of the Mahabharata as representing human traits as well as gender-oriented roles, in other words, to link the epic with modern life.

**Course Outcomes:**

- Eco-socio-political-cultural context of the age that produced Indian classical literature from its early beginning
- Pluralistic and inclusive nature of Indian classical literature and its attributes
- Understand, analyze and appreciate various texts with comparative perspective

| <b>Theory Course</b> | <b>Credits: 02</b>                           | <b>Marks: 50</b> |
|----------------------|----------------------------------------------|------------------|
| <b>Units No.</b>     | <b>Topic</b>                                 | <b>Hours</b>     |
| <b>I</b>             | Kalidasa – <i>Abhijnana Shakuntalam</i>      | <b>10</b>        |
| <b>II</b>            | Ilango Adigal – <i>The Tale of an Anklet</i> | <b>10</b>        |
| <b>III</b>           | Padmini Rajappa – <i>Kadambari</i>           | <b>10</b>        |

❖ **Theory Examination** : **30 Marks**

❖ **Internal Evaluation** : **20 Marks**

❖ **Total Marks** : **50 Marks**

| <b>Practical Course Contents</b> |                                                                                                              | <b>Credits: 02</b> | <b>Marks: 50</b> |
|----------------------------------|--------------------------------------------------------------------------------------------------------------|--------------------|------------------|
| <b>Units No.</b>                 | <b>Topic</b>                                                                                                 | <b>Hours</b>       |                  |
| <b>I</b>                         | Critical Appreciation of Poetry, Drama, Novel, Short story with special focus on Classical Indian Literature | <b>10</b>          |                  |
| <b>II</b>                        | Seminars, Power Point Presentation, Group Discussion, Quiz competition                                       | <b>10</b>          |                  |
| <b>III</b>                       | Compare classical literature with other pieces of literature                                                 | <b>10</b>          |                  |

❖ **External Evaluation : 30 Marks**

❖ **Internal Evaluation : 20 marks**

❖ **Total Marks : 50 Marks**

### **Suggested Reading:**

1. Richard Rutherford, Classical Literature: A Concise History. Oxford: Blackwell Publishing, 2005.
2. Padmini Rajappa. Kadambari, Penguin Classicsl
3. Srimad Valmiki Ramayana (with Sanskrit Text and English Translation): Part I, Gita Press, Gorakhpur (2 vols Set).
4. Bharata, Natyashastra, tr. Manmohan Ghosh, vol. I, 2nd edn. Calcutta: Granthalaya, 1967.
5. Berriedale Keith's A History of Sanskrit Literature, Motilal Banarasidas, 2019.
6. J.A.B. Van Buitenen, \_Dharma and Moksa\_, in Roy W. Perrett, ed., Indian Philosophy, vol V.
7. Parthasarathy, R. The Cilappatikaram or The Tale of an Anklet. Delhi, Penguin Books India, 2004.
8. Kalidasa. Abhijanan-Sakuntalam. Ed. Belvalkar, Sahitya Akademi, Delhi, 1963.
9. Kosambi, D.D. The Culture and Civilization of Ancient India in Historical Outline. Vikas Publishing House, 1970.
10. Thapar, Romila. Sakuntala: Texts, Readings and Histories. Kali for Women: New Delhi, 1999.

**Bachelor of Arts: Third Year****Semester-VI****Major Core Course DSC-15****IKS-2 Indian Knowledge System related to Major****Course Title: Indian Aesthetics****Theory Credits: 02 Practical Credits: 00****Total Credits: 02****Course Objectives:**

The said course aims to introduce ancient Indian aesthetics and Indian knowledge system in a systematic manner. The course will help students to understand Indian literature and Indian literary criticism during ancient period. The students are exposed to roots of language, the formation of words, rules of grammar and components of language with special reference to Panini and others.

**Course Outcomes:**

- To get an idea about the Ancient Indian literary tradition
- Gain comprehensive understanding of structure of language
- Acquire the ability to interpret and apply Paninian sutras and rules
- Develop an appreciation for the logical, structured, and algorithmic approach to Sanskrit linguistics

| <b>Theory Course</b> | <b>Credits: 02</b>                                                                                                                                  | <b>Marks: 50</b> |
|----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
| <b>Units No.</b>     | <b>Topic</b>                                                                                                                                        | <b>Hours</b>     |
| <b>I</b>             | Panini – Ashtadhyayi, Vol. I - Components of language, Languages of different regions                                                               | <b>10</b>        |
| <b>II</b>            | Kavya Literature – An Introduction                                                                                                                  | <b>10</b>        |
| <b>III</b>           | Variety of Kavya Literature: Buddhist concept of Kavya literature; Hindu concept of Kavya literature and Laghukavya, Mahakavya and the Champu Kavya | <b>10</b>        |

❖ **Theory Examination** : 30 Marks

❖ **Internal Evaluation** : 20 Marks

❖ **Total Marks** : 50 Marks

### Suggested Reading:

1. Pāṇini. (n.d.). Aṣṭādhyāyī translated by Sumitra M Khatre
2. Kātyāyana. (n.d.). Vārttika on Pāṇini's Aṣṭādhyāyī.
3. Patañjali. (n.d.). Mahābhāṣya.
4. Kautilya. (n.d.). Arthashastra
5. Agrawala, V. S. (1953). India as known to Pāṇini. Prithvi Prakashan Varanasi.
6. Vāmana, & Jayāditya. (1965). The Kāśikāvṛtti (S. D. D. Shastri & P. K. P. Shukla, Eds.). Prachya Bharati Prakashan.
7. Sastri, P. S. S. (1944). Lectures on Patañjali's Mahābhāṣya. De Nobili Press.
8. Rao, R. V. (2004). The concept of time in ancient India. Bharatiya Kala Prakashan.
9. TK Ramachandra Aiyar (2011), A Short History of Sanskrit Literature, R.S. Vadhyar and sons, Kalpathi, Palakkad.
10. Siddharupa, published by RS. Vadhyar and Sons, Palakkad,
11. Nitisataka, Chaukamba Sanskrit series, Krishnadasa Academy, Varanasi
12. Raghuvamsamahakavyam (1983), Krishnaclas Academy, Varanasi.
13. Sharma T. R. S., (2000). Eds. Ancient Indian Literature: An Anthology (3 vols.). New Delhi: Sahitya Akademi.
14. Ayyappa Panikkar. (1997-2000). Ed. Medieval Indian Literature: An Anthology (4 vols). New Delhi: Sahitya Akademi.

**Bachelor of Arts: Third Year****Semester -VI****Major Electives Course DSE-3****Course Title: Comparative Literature****Theory Credits: 02 Practical Credits: 02****Total Credits: 04****Course Objectives:**

The course is designed to introduce students to Comparative Literature as a discipline and a general history of its development. It takes a closer look at the various schools of thoughts in Comparative Literature and their positions along with the new directions and contemporary perspectives of the discipline.

**Course Outcomes:**

- Apply literary theories to compare works across cultures, languages, and eras
- Analyze relationships between literature and other fields like history, philosophy, and film
- Develop skills to interpret literary text through various methodologies

| <b>Theory Course</b> | <b>Credits: 02</b>                                                                                                        | <b>Marks: 50</b> |
|----------------------|---------------------------------------------------------------------------------------------------------------------------|------------------|
| <b>Units No.</b>     | <b>Topic</b>                                                                                                              | <b>Hours</b>     |
| <b>I</b>             | Comparative Literature: Introduction; Schools of Comparative Literature: French, German, American and Asian               | <b>10</b>        |
| <b>II</b>            | Comparative framework: thematology, genology, Historiography, intertextuality; interliterariness, and interdisciplinarity | <b>10</b>        |
| <b>III</b>           | A Comparative Study of <i>Nagamandala</i> by Girish Karnad and <i>Silence the Court is in Session</i> by Vijay Tendulkar  | <b>10</b>        |

❖ **Theory Examination : 30 Marks**

❖ **Internal Evaluation : 20 Marks**

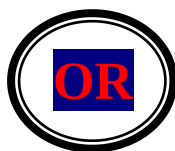
❖ **Total Marks : 50 Marks**

| <b>Practical Course</b> |                                                                                      | <b>Credits: 02</b> | <b>Marks: 50</b> |
|-------------------------|--------------------------------------------------------------------------------------|--------------------|------------------|
| <b>Units No.</b>        | <b>Topic</b>                                                                         | <b>Hours</b>       |                  |
| <b>I</b>                | Group discussion on World literature, national literature and comparative literature | <b>10</b>          |                  |
| <b>II</b>               | Power point presentation, Seminar presentation, Quiz                                 | <b>10</b>          |                  |
| <b>III</b>              | Analyse works across national borders, language and periods,                         | <b>10</b>          |                  |

- ❖ **External Evaluation** : 20 Marks
- ❖ **Internal Evaluation** : 30 marks
- ❖ **Total Marks** : 50 Marks

### **Suggested Reading:**

1. Bassnett, S. (1993). *Comparative Literature: A Critical Introduction*. Oxford: Blackwell.
2. Behdad, A., & Dominic, T. (2011). Eds. *A Companion to Comparative Literature*. UK: Wiley-Blackwell.
3. Claudio Guillen. (1993). *The Challenge of Comparative Literature*. (Cola Franzen, Trans.). London: Harvard University Press.
4. Dev, A. (1984). *The Idea of Comparative Literature in India*. Kolkata: Papyrus.
5. Bernheimer, C. (1995). Ed. *Comparative Literature in the Age of Multiculturalism*. Baltimore: The Johns Hopkins University Press.
6. Wiley-Blackwell. Cao, S. (2013). *The Variation Theory of Comparative Literature*. Heidelberg: Springer
7. Dev, A., & Das, S.K. (1989). Eds. *The Idea of Comparative Literature: Theory and Practice*. New Delhi: Allied Publishers.
8. George, K. M. (1984). Ed. *Comparative Indian Literature (Vol. I and II)*. Trivandrum: Kerala Sahitya Akkadami.
9. Praver, S. S. (1973). *Comparative Literary Studies: An Introduction*. London: Duckworth.
10. Weisstein, U. (1969). *Comparative Literature and Literary Theory*. London: Indiana University Press.
11. Totosy de Zepetnek, S. (1998). *Comparative Literature: Theory, Method, Application*. Amsterdam-Atlanta, GA: Rodopi.



## **Bachelor of Arts: Third Year**

**Semester -VI**

**Major Electives Course DSE-4**

**Course Title: Study of Major Author – William Shakespeare**

**Theory Credits: 02 Practical Credits: 02**

**Total Credits: 04**

### **Course Objectives:**

The course is designed to introduce students to comprehensive study of William Shakespeare as Major influential writer. It also helps students to understand William Shakespeare as a master craftsman in writing poetry and drama. The course also designed to explain the different approaches to studying Shakespeare. It also illustrates the various aspects of Elizabethan theatre and audience.

### **Course Outcomes:**

- Develop sufficient ability to comprehend Shakespeare's sonnets and plays
- Develop an understanding of Elizabethan and Jacobean context for a proper appreciation of Shakespeare's works
- Study and appreciate select plays of Shakespeare
- Become familiar with the structure, characterization, dramatic and poetic techniques in Shakespeare's tragedy and comedy

| <b>Theory Course</b> | <b>Credits: 02</b>                                                                                                                                                | <b>Marks:50</b> |
|----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| <b>Units No.</b>     | <b>Topic</b>                                                                                                                                                      | <b>Hours</b>    |
| <b>I</b>             | William Shakespeare's Theatre and Audience, Elizabethan Drama - Shakespearean Tragedy and Comedy                                                                  | <b>10</b>       |
| <b>II</b>            | William Shakespeare - Othello                                                                                                                                     | <b>10</b>       |
| <b>III</b>           | William Shakespeare's Sonnets<br>1. A Marriage of True Minds;<br>2. Shall I compare thee to a Summer's Day;<br>3. No, Time, thou shalt not boast that I do change | <b>10</b>       |

❖ **Theory Examination : 30 Marks**

❖ **Internal Evaluation : 20 Marks**

❖ **Total Marks : 50 Marks**

| <b>Theory Course</b> |                                                                        | <b>Credits: 02</b> | <b>Marks:50</b> |
|----------------------|------------------------------------------------------------------------|--------------------|-----------------|
| <b>Units No.</b>     | <b>Topic</b>                                                           | <b>Hours</b>       |                 |
| <b>I</b>             | Role playing and performance of plays on stage                         | <b>10</b>          |                 |
| <b>II</b>            | Exploring metres in Shakespeare's sonnets                              | <b>10</b>          |                 |
| <b>III</b>           | Power point presentation, Seminar presentation, Quiz, Group Discussion | <b>10</b>          |                 |

❖ **External Evaluation : 20 Marks**

❖ **Internal Evaluation : 30 marks**

❖ **Total Marks : 50 Marks**

### **Suggested Reading:**

1. A. C. Bradley. Shakespearean Tragedy.  
<https://www.gutenberg.org/files/16966/16966-h/16966-h.htm>
2. Greenlaw, Edwin. *Recent Trends in Shakespeare Criticism*. Oxford University Press.
3. Shakespeare, William. *The Sonnets*. India: Pan Macmillan, 2016.
4. Shakespeare, William. *The Complete Works of William Shakespeare*. Wilco Publishing House, 2011.
5. Peter Hyland, *An Introduction to Shakespeare*, London, MacMillan, 1996.
6. Lisa Hopkins, *Beginning Shakespeare*, NewDelhi, Viva Books, 2010
7. W T Andrews (Ed), *Critics on Shakespeare*, New Delhi, Universal Book, 1994.

## **Bachelor of Arts: Third Year**

### **Semester -VI**

#### **Minor M-7 (It is different discipline from pool of course)**

#### **Course Title: Language for Media Studies**

**Theory Credits: 02 Practical Credits: 00**

**Total Credits: 02**

#### **Course Objectives:**

The course is designed to introduce students the art of formal writing in good English. The course helps students to express his or her thoughts in clear and fitting English language in neat and well turned sentences. It too aims at introducing students to the relevance of Media in the present times. Students will be able to study and analyze any given Media text, discuss and debate on Media and our society at large.

#### **Course Outcomes:**

- Introduces students to some of the key concepts for the study of different forms of media and analysis of different kinds of media texts.
- Deals with the study of media, language and society in the Indian context.
- The course enhances approach to the study of Media from different perspectives as Historical, Sociological, Political, Scientific and Mass Communication

| <b>Theory Course</b> | <b>Credits: 02</b>                                                                                                               | <b>Marks: 50</b> |
|----------------------|----------------------------------------------------------------------------------------------------------------------------------|------------------|
| <b>Units No.</b>     | <b>Topic</b>                                                                                                                     | <b>Hours</b>     |
| <b>I</b>             | Introduction to Media; Media Institution with definitions and characteristics of Media Institutions; Principles of media writing | <b>10</b>        |
| <b>III</b>           | New media studies; Media and society                                                                                             | <b>10</b>        |
| <b>II</b>            | Punctuation and Editing, Writing for media                                                                                       | <b>10</b>        |

❖ **Theory Examination : 30 Marks**

❖ **Internal Evaluation : 20 Marks**

❖ **Total Marks : 50 Marks**

#### **Suggested Reading:**

1. Graeme Burton, Media and Society: Critical Perspectives. Rawat Publications, 2005.
2. Paul Merries and Sue Thornham, Media Studies: A reader (Eds). Edinburgh University, 2005.
3. Gajendra Singh Chauhan, Language, Media and Society, 2010.
4. Jacob Goldenberg, Amnon Levav(eds). Cracking the Ad Code, Cambridge publications, 2009.

## **Bachelor of Arts: Third Year**

### **Semester -VI**

**Minor M-8 (It is different discipline from pool of course)**

**Course Title: Language for Creative Writing**

**Theory Credits: 02 Practical Credits: 00**

**Total Credits: 02**

### **Course Objectives:**

The Course is designed to introduce students the art of creative writing. A comprehensive creative writing syllabus typically covers fundamental skills in poetry, fiction, and non-fiction, focusing on elements like character, plot, imagery, and narrative structure. It often emphasizes the writing process—drafting, revising, and workshop feedback—to improve style and voice

### **Course Outcomes:**

- The art of creative writing and its importance
- Enhance self-expression and empathy through character development and storytelling.
- To pursue careers in editing, marketing, copywriting, journalism and creative industry
- Improve ability to analyze complex information and structure ideas, enhancing performance across academic disciplines.

| <b>Theory Course</b> | <b>Credits: 02</b>                                                                                                                                                                                                             | <b>Marks: 50</b> |
|----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
| <b>Units No.</b>     | <b>Topic</b>                                                                                                                                                                                                                   | <b>Hours</b>     |
| <b>I</b>             | Fundamental of creative writing; definition and ways to be creative.                                                                                                                                                           | <b>10</b>        |
| <b>II</b>            | Elements of Creative Writing; Plot, Setting, Point of View, Character, Dialogue; Literary Devices and Figurative Language; Elements of Style; Grammar and the Structure of Language; Versification; Proof Reading and Editing. | <b>10</b>        |
| <b>III</b>           | Modes of creative writing<br>(Poem, Prose, Stories, Dramas, Novels, Magazines, Columns)                                                                                                                                        | <b>10</b>        |

❖ **Theory Examination : 30 Marks**

❖ **Internal Evaluation : 20 Marks**

❖ **Total Marks : 50 Marks**

### Suggested Reading:

1. Anjana Neira Dev and Others. *Creative writing: A Beginner's Manual*, Pearson, Delhi, 2009.
2. Atwood, Margaret. *Negotiating with the Dead: A Writer on Writing*. Cambridge: CUP, 2002.
3. Bell, James Scott. *How to Write Dazzling Dialogue*. CA: Compendium Press, 2014.
4. Bell, Julia and Magrs, Paul. *The Creative Writing Course-Book*. London: Macmillan, 2001.
5. Earnshaw, Steven (Ed). *The Handbook of Creative Writing*. Edinburgh: EUP, 2007.
6. Egri, Lajos. *The Art of Dramatic Writing*. NY: Simon and Schuster, 1960.
7. Johnson, Jeannie. *Why Write Poetry?* US:F. D. Univ. Press, 2007.
8. Strunk, William and White, E. B. *The Elements of Style*. London: Longman, 1999
9. Urabian, Kate L. *A Manual for Writers*. Chicago: Univ. of Chicago Press, 2007.
10. Ueland, Brenda. *If You Want to Write*. India: General Press, 2019.
11. Zinsser, William. *On Writing Well*. New York: Harper Collins, 2006.

## **Bachelor of Arts: Third Year**

### **Semester -VI**

### **OJT (On Job Training)**

### **Course Title: On Job Training**

**Theory Credits: 00**

**Practical Credits: 04**

**Total Credits: 04**

### **Course Objectives:**

By placing undergraduate students in a real-world professional setting, the On-the-Job Training (OJT) program aims to close the gap between academic theory and actual industrial application. Students seek to acquire practical expertise with modern tools and workflows while developing specialized technical skills and soft competencies like communication and teamwork. In addition to giving participants a firsthand understanding of the organizational structure and workplace culture, the course focuses on promoting professional ethics and responsibility. Additionally, by developing a portfolio of real-world accomplishments and broadening their professional networks for potential future employment, the program is intended to improve the students' employability. Additionally, by developing a portfolio of real-world accomplishments and broadening their professional networks for potential future employment, the program is intended to improve the students' employability. In the end, the OJT is a crucial transitional stage that converts academic knowledge into practical expertise, guaranteeing graduates are prepared for the workforce and self-assured in their chosen sectors.

### **Course Outcomes:**

- Bridge Theory and Practice
- Develop the Technical Proficiency
- Soft Skill Development
- Organizational Awareness
- Ethical Responsibility
- Career Portfolio
- Professional Networking
- Workforce Readiness

### **Note:**

For more details on **On Job Training Course (OJT)**, please follow Dr. BAMU circular No. SU/UG/Scheme. Exam./NEP/AC/AOB.I. 04/2024/26092-105 dated 26/4/2024