

"Dissemination of Education for Knowledge, Science and Culture"

- Shikshanmaharshi Dr. Bapuji Salunkhe

Shri Swami Vivekanand Shikshan Sanstha's

**Vivekanand College, Kolhapur**

(An Empowered Autonomous Institute)



**Syllabus**

**for**

**Bachelor of Arts**

***B.A. Part-III***

**English Literature**

***(Semester V, VI)***

***Under NEP 1.0***

**Syllabus with effect from June, 2025**

(Subject to modifications in the future)

To be implemented from 2025-2026

## Semester – V

### DSC VII : English Literature III (DSC01ENG51)

#### Course Outcomes:

After studying this course, the students will be able to:

CO1: Recognize the historical and political context of the Victorian and Modern Age.

CO2: Locate the writers within the age and identify the influences on their thinking.

CO3: Identify the characteristics of different trends and genres along with the salient features of the ages.

CO4: Critically analyse cross-cultural influences and universal values cutting across the barriers of time and geographical boundaries.

Module No	Units	Teaching Hour	Credits
Module I	<b>Ages of English Literature</b> <ul style="list-style-type: none"><li>- The Victorian Age</li><li>- The Modern Age</li></ul>	15	1
Module II	<b>Major Trends of the Age</b> <ul style="list-style-type: none"><li>- Victorian and Modern Poetry</li><li>- Problem plays /Drama of ideas</li></ul>	15	1
Module III	<b>Text: Drama</b> <ul style="list-style-type: none"><li>- <i>A Doll's House</i> – <b>Henrik Ibsen</b></li></ul>	15	1
Module IV	<b>Text: Poetry</b> <ul style="list-style-type: none"><li><i>The Lady of Shallot</i>- <b>Tennyson</b></li><li><i>The Darkling Thrush</i> - <b>Thomas Hardy</b></li><li><i>My Last Mistress</i> - <b>Robert Browning</b></li><li><i>Dover Beach</i>’ - <b>Matthew Arnold</b></li><li><i>Second Coming</i> - <b>W.B. Yeats</b></li><li><i>Strange Meeting</i> - <b>Wilfred Owen</b></li><li><i>Still Falls the Rain</i> - <b>Dame Edith Sitwell</b></li></ul>	15	1

	<i>Do not go gentle - Dylan Thomas</i>		
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Division of Teaching: 4 Modules X 15 Periods = 60 Periods

### Evaluation

Semester	Theory/ semester-end exam	Seminar and Home Assignment	Credits
V & VI	40 marks	10 marks	4

### Pattern of Question Paper for Theory Exam (Semester V)

Q. No.	Sub. Q.	Types of Question	Based on	Marks
Q.1		Multiple Choice	All Modules	05
Q.2	A	Broad answer questions (250-300 words)	Module II	10
	B	Board answer question (250-300 words)	Module III	10
Q.3		Short Notes	Module I & IV	15

### References:

- Armstrong, Isobel. *Victorian Poetry: Poetry, Poetics and Politics*. Routledge, 2016.
- Bradshaw, David, and Kevin J. H. Dettmar, editors. *A Companion to Modernist Literature and Culture*. Wiley-Blackwell, 2008.
- Chesterton, G. K. *The Victorian Age in Literature*. 1913. Echo, 2008.
- Daiches, David. *A Critical History of English Literature*. Vol. IV, *The Romantics to the Present Day*, Secker & Warburg, 1975.
- David, Deirdre, editor. *The Cambridge Companion to Victorian Literature*. Cambridge UP, 2012.
- Davis, Alex, and Lee M. Jenkins, editors. *The Cambridge Companion to Modernist Poetry*. Cambridge UP, 2007.
- Helsing, Elizabeth K. *Poetry and the Pre-Raphaelite Arts: Dante Gabriel Rossetti and William Morris*. Yale UP, 2008.
- Innes, Christopher. *Modern British Drama: The Twentieth Century*. Cambridge UP, 2002.

- John, Juliet, editor. *The Oxford Handbook of Victorian Literary Culture*. Oxford UP, 2016.
- Luebering, J. E., editor. *English Literature From the 19th Century Through Today*. Britannica Educational Pub, 2011.
- Magnus, Laurie. *English Literature in the Nineteenth Century: An Essay in Criticism*. BiblioBazaar, 2009.
- Puchner, Martin. *The Drama of Ideas: Platonic Provocations in Theater and Philosophy*. Oxford UP, 2010.
- Sherry, Vincent, editor. *The Cambridge History of Modernism*. Cambridge UP, 2016.

## Semester – VI

### DSC X: English Literature – IV (2DSC01ENG61)

#### Course Outcomes:

After studying this course, the students will be able to:

- CO1: Understand the historical and socio-political context of the post-modern age and World English.
- CO2: Comment on the characteristic features of literary trends prevalent in the respective ages.
- CO3: explore the creativity and the human experiences in novel and prose.
- CO4: Apply the moral values from literature to life.

Module No	Units	Teaching Hour	Credits
Module V	<b>The Ages of English Literature</b> <ul style="list-style-type: none"> <li>- The Post-modern Age</li> <li>- World Englishes</li> </ul>	15	1
Module VI	<b>Major Trends of the Age</b> <ul style="list-style-type: none"> <li>- Popular fiction</li> <li>- Contemporary Prose</li> </ul>	15	1
Module VII	<b>Text: Novel</b> <ul style="list-style-type: none"> <li>- <i>The Boy in Stripped Pajama</i> – John Boyne</li> </ul>	15	1
Module VIII	<b>Contemporary Prose:</b> <ul style="list-style-type: none"> <li><i>Globalization</i> – Joseph Stiglitz</li> <li><i>In Sahyadri Hills, A Lesson in Humility</i> – Sudha Murty</li> <li><i>Youth and Tasks Ahead</i> – Karan Singh</li> <li><i>A Lesson My Father Taught Me</i> – A.P.J. Abdul</li> </ul>	15	1

	Kalam <i>How to be a healthy user of Social Media –</i> Pegg Kern		
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Division of Teaching: 4 Modules X 15 Periods= 60 Periods

Semester VI	Theory/ semester-end exam	Project/ Field Visit/Group Activity	Credits
	40 Marks	10 Marks	2

Pattern of Question Paper for Theory Exam (Semester VI)

Q. No.	Sub. Q.	Types of Question	Based on	Marks
Q.1	A.	Multiple Choice	All Modules	05
Q.2	A	Broad answer questions (250-300 words)	Module VI	10
	B	Board answer question (250-300 words)	Module VII	10
Q.3	A	Short Notes	Module V & VIII	15

References:

- Alexander, Michael. *A History of English Literature*. 3rd ed., Palgrave Macmillan, 2013.
- Connor, Steven. *The Cambridge Companion to Postmodernism*. Cambridge UP, 2004.
- Drabble, Margaret. *The Oxford Companion to English Literature*. 6th ed., Oxford UP, 2006.
- Glover, David, and Scott McCracken. *The Cambridge Companion to Popular Fiction*. Cambridge UP, 2012.
- Jenkins, Jennifer. *World Englishes: A Resource Book for Students*. 3rd ed., Routledge, 2015.
- Kachru, Braj B., et al. *The Handbook of World Englishes*. 2nd ed., Wiley-Blackwell, 2020.
- Kremer, S. Lillian. *Holocaust Literature: An Encyclopedia of Writers and Their Work*. Routledge, 2003.
- McCracken, Scott. *Pulp: Reading Popular Fiction*. Manchester UP, 1998.
- McHale, Brian. *Postmodernist Fiction*. Routledge, 2004.
- Sanders, Andrew. *The Short Oxford History of English Literature*. 4th ed., Oxford UP, 2019.



**Head**  
DEPARTMENT OF ENGLISH  
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KOLHAPUR (EMPOWERED AUTONOMOUS)

**SEMESTER V**  
**DSCVIII: Linguistics I**  
**Paper Code: 2DSC01ENG52**

**Course Outcomes (COs):**

After studying this course, students will be able to

CO1: identify various clause types and Analyse sentence structures using IC Analysis

CO2: understand fundamental linguistic concepts

CO3: comprehend the fundamental principles of semantics.

CO4: analyse and differentiate various types of ambiguity in language

Module	Module Title and Units	Teaching Hours
Module I	<b>Syntax III</b> i) Clauses ii) Immediate Constituent Analysis (IC Analysis)	15
Module II	<b>Introduction to Linguistics</b> i) Sign, Signifier and Signified ii) Langue & parole, Diachronic & Synchronic, Syntagmatic & Paradigmatic	15
Module III	<b>Semantics</b> i) Introduction to Semantics ii) Lexical Relations: Synonymy, Antonymy, Polysemy, Homonymy, Hyponymy and Collocation	15
Module IV	<b>Ambiguity</b> i) Lexical ii) Syntactical	15

**References:**

Matthews, P. H. (1981). Syntax. Cambridge: Cambridge University

Saussure, F (1916). Course in General Linguistics, Classic Edition, Forgotten Books

Cruse, D. (2004). Meaning in Language: An Introduction to Semantics and Pragmatics, 2nd ed. Oxford: Oxford University Press.

Frawley, W. (1992). Linguistic Semantics. Hillsdale, NJ: Lawrence Erlbaum Associates.

McArthur, T. (ed.) (1992). The Oxford Companion to the English Language. Oxford and New York: Oxford University Press.

**SEMESTER V**  
**DSCXI: Linguistics II**  
**Paper Code: 2DSC01ENG62**

**Course Outcomes (COs):**

After studying this course, students will be able to

CO1: develop a comprehensive understanding of Pragmatics.

CO2: identify and discuss the relationship between language and society.

CO3: understand the concepts of Mode, Tenor, and Domain in Discourse Analysis and to analyse texts for cohesion, coherence, and unity.

CO4: apply discourse analysis techniques to practical examples.

Module	Module Title and Units	Teaching Hours
Module V	<b>Pragmatics</b> i) Introduction to Pragmatics ii) Cooperative Principle (CP) iii) Difference between Semantics and Pragmatics	15
Module VI	<b>Sociolinguistics</b> i) Introduction to Sociolinguistics ii) Language Varieties – Dialects, Registers	15
Module VII	<b>Discourse Analysis</b> i) Mode, Tenor, Domain ii) Cohesion, Coherence and Unity	15
Module VIII	<b>Practical</b> Discourse Analysis	15

**References:**

Cruse, D. (2004). Meaning in Language: An Introduction to Semantics and Pragmatics, 2nd ed. Oxford: Oxford University Press.

Mesthrie R. (2011). Cambridge Handbook of Sociolinguistics, Cambridge University Press

Halliday, M. A. K. and Hasan, R. (1976). Cohesion in English. London: Longman

Gee JP. (1999). An Introduction to Discourse Analysis: Theory and Method. Routledge

### Question Paper Pattern:

**SEMESTER Pattern:** 50 Marks (10 Internal Exam + 40 Theory Exam)

**Internal Exam:** 10 Marks: Project/Field Visit/Group Activity

**Theory Exam:** 40 Marks

Que No.	Sub Que	Types of Questions	Based on	Marks
Que 1	A	Multiple Choice Questions	All Modules	05
Que 2	A	Practical Questions	All Modules	05
	B	Practical Questions	All Modules	05
Que 3	A	Broad Questions (2 out of 4)	Module I, II, III	10
Que 4	A	Short Notes (3 out of 5)	Module I, II, III	15



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**Syllabus**

**for**

**Bachelor of Arts**

***B.A. Part-III***

***(Major English )***

**Introduction to Translation Studies**

***(Semester V, VI)***

***Under NEP 1.0***

**Syllabus with effect from June, 2025**

(Subject to modifications in the future)

To be implemented from 2025-2026

## Semester – V

### DSC Paper IX: Introduction to Translation Studies (DSC01ENG53)

#### Course Outcomes:

After completion of the course, students will be able to:

CO1: Understand the significance of translation in multicultural and multilingual scenario.

CO2: Know and practice different types of translation.

CO3: Employ the required skills to translate non-literary documents while retaining the author's intentions and register.

CO4: Undertake a translation activity through proper stages.

Module No	Units	Teaching Hour	Credits
Module I	<b>What is translation?</b> <ul style="list-style-type: none"><li>- Definition and Meaning of Translation</li><li>- Significance of translation in a multi-linguistic and multicultural society like India.</li><li>- Process of Translation</li></ul>	15	1
Module II	<b>Types of Translation I</b> <ul style="list-style-type: none"><li>- Literary and Non-literary , Word to Word, Literal, Free, Abridged and Elaborate</li></ul>	15	1
Module III	<b>Tools of Translation</b> <ul style="list-style-type: none"><li>- Dictionary</li><li>- Thesaurus</li><li>- Encyclopedia</li><li>- CAT Tools</li></ul>	15	1
Module IV	<b>Translation of Prose</b> <ul style="list-style-type: none"><li>- Translation of Non-literary texts</li></ul>	15	1

**Division of Teaching: 4 Modules X 15 Periods = 60 Periods**

## **Evaluation**

<b>Semester</b>	<b>Theory/ semester-end exam</b>	<b>Practical/Internal Evaluation</b>	<b>Credits</b>
V & VI	40 marks	10 marks	4

### **Pattern of Question Paper for Theory Exam (Semester V)**

<b>Q. No</b>	<b>Type of Question</b>	<b>Based on</b>	<b>Marks</b>
Q. 1	Choose the correct option. (MCQs)	All Modules	05
Q. 2	Broad answer type question (1 out of 2)	Module I, II and III	10
Q. 3	Write short notes (Any 1 out of 2)	Module I, II and III	05
Q. 4	Translate the text from English into Marathi	Module IV	10
Q.5	Translate the text from Marathi into English	Module IV	10

## **Semester – VI**

### **DSC Paper XII: Introduction to Translation Studies (DSC01ENG63)**

#### **Course Outcomes:**

**After completion of the course, students will be able to:**

CO1: Understand the different types of translation.

CO2: Identify different problems of translation and try to solve them.

CO3: Translate literary texts with the help of tools of translation.

CO4: Acquire the skills required as a professional translator.

<b>Module No</b>	<b>Units</b>	<b>Teaching Hour</b>	<b>Credits</b>
<b>Module V</b>	<b>Types / modes of translation</b> <ul style="list-style-type: none"><li>- Types of Translation (detailed)</li><li>- Conceptual</li><li>- Communicative</li><li>- Semantic</li><li>- Trans-creation</li></ul>	15	1

<b>Module VI</b>	<b>Problems of Translation</b> <ul style="list-style-type: none"> <li>- Differences</li> <li>- Loss and Gain</li> <li>- Untranslatability</li> </ul>	15	1
<b>Module VII</b>	<b>Qualities of an Efficient Translator</b> <ul style="list-style-type: none"> <li>- Language Proficiency</li> <li>- Technical Skills</li> <li>- Essential Human Qualities: Patience, motivation etc.</li> </ul>	15	1
<b>Module VIII</b>	<b>Translation of Prose and poems</b> <ul style="list-style-type: none"> <li>- Translation of Prose &amp; Poetry</li> </ul>	15	1

**Division of Teaching: 4 Modules X 15 Periods= 60 Periods**

<b>Semester VI</b>	<b>Theory/ semester-end exam</b>	<b>Practical/Internal Evaluation/Lesson at school</b>	<b>Credits</b>
	40 Marks	10 Marks	2


**Pattern of Question Paper for Theory Exam (Semester VI)**

<b>Q. No</b>	<b>Type of Question</b>	<b>Based on</b>	<b>Marks</b>
Q. 1	Choose the correct option. (MCQs)	All Modules	05
Q. 2	Broad answer type question (1 out of 2)	Module V, VI and VII	10
Q. 3	Write short notes (Any 1 out of 2)	Module V, VI and VII	05
Q. 4	Translate the text from English into Marathi	Module VIII	10
Q.5	Translate the text from Marathi into English	Module VIII	10

## References:

- Altarbin, Mahmoud. *Basics of Translation*, Cambridge Scholar Publishing 2019
- Bell, Roger T. *Translation and Translating: Theory and Practice*, Longman, 1991
- Bassnett, Susan. *Translation Studies*. Routledge, 2002
- Boker, Mona. *Routledge Encyclopaedia of Translation Studies*, Routledge, 1998
- Levy, Liri. *Art of Translation*, John Benjamins Publishing Company, 2011
- Malmkjaer, Kirsten. *The Oxford Handbook of Translation Studies*, Oxford, 2011
- Munday, Jeremy. *Introducing Translation Studies: Theories and Applications*. Routledge, 2001
- Newmark, Peter. *A Textbook of Translation (Skills)*. Prentice Hall, 1987
- Newmark, Peter. *A Textbook of Translation*, Longman, 2001



  
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**Syllabus**

**for**

**Bachelor of Arts**

***B.A. Part-III***

***Major (Elective I and II)***

**English Language and Literature Teaching**

***(Semester V, VI)***

***Under NEP 1.0***

**Syllabus with effect from June, 2025**

(Subject to modifications in the future)

**To be implemented from 2025-2026**

## Semester – V

### Paper DSE-I (DSE01ENG51): English Language and Literature Teaching I

#### Course Outcomes:

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

CO1: Understand the skills of English Language and Literature

CO2: Learn methods of teaching English Grammar.

CO3: Learn how to teach English literary forms.

CO4: Acquire classroom experience in teaching language and literature.

Module No	Units	Teaching Hour	Credits
Module I	<b>Skills of English Language</b> <ul style="list-style-type: none"><li>- Classification of Skills</li><li>- Listening: Objectives of Teaching Listening, Types of Listening</li><li>- Speaking: Objectives of Teaching Speaking, Activities for developing Speaking Skill</li><li>- Reading: Objectives of Reading, Types of Reading</li><li>- Writing: Objectives of Teaching Writing, Activities for developing Writing Skill</li></ul>	15	1
Module II	<b>Teaching of English Grammar</b> <ul style="list-style-type: none"><li>- Teaching English Grammar</li><li>- Objectives of Teaching Grammar</li><li>- Methods of Teaching Grammar: Deductive Method and Inductive Method</li></ul>	15	1
Module III	<b>Teaching of English Prose and Poetry</b> <ul style="list-style-type: none"><li>- Objectives of Teaching Prose and Poetry</li><li>- Steps of Teaching Prose and Poetry</li><li>- Difference between Prose and Poetry Lessons</li></ul>	15	1

<b>Module IV</b>	<b>Teaching of English Drama</b>	15	1
	- Objectives of Teaching Drama		
	- Importance of Teaching Drama		
	- Role Play Method		
	- Role of the Teacher in Teaching Drama		

**Division of Teaching: 4 Modules X 15 Periods= 60 Periods**

### **Evaluation**

<b>Semester V</b>	<b>Theory/ semester-end exam</b>	<b>Practical/Internal Evaluation</b>	<b>Credits</b>
	40 Marks	10 Marks	4

**Pattern of Question Paper for Theory Exam (Semester V)**

**Total Marks: 40**

<b>Q. No</b>	<b>Type of Question</b>	<b>Based on</b>	<b>Marks</b>
Q.1	Multiple Choice questions	All Modules	05
Q.2	Broad answer questions (250-300 words)	Module I & II	10
Q.3	Broad answer questions (250-300 words)	Module III & IV	10
Q.4	Short notes	All Modules	15



**Paper DSE-II (DSE01ENG61): English Language and Literature Teaching II**

**Course Outcomes:**

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

CO1: Understand the qualities, challenges, and role of the English teacher.

CO2: Demonstrate the effective use of learning resources.

CO3: Apply innovative teaching methodologies in teaching of English.

CO4: Able to prepare lesson plans.

Module No	Units	Teaching Hour	Credits
<b>Module V</b>	<b>The Teacher of English</b> <ul style="list-style-type: none"> <li>- Qualities and Qualification of an English Teacher</li> <li>- Professional Growth of the Teacher</li> <li>- Problem Faced by the Teacher and Suggestions for Improvement</li> <li>- Changing Role of the Teacher</li> </ul>	15	1
<b>Module VI</b>	<b>Learning Resources</b> <ul style="list-style-type: none"> <li>- Traditional Resources</li> <li>- Audio and Visual Resources</li> <li>- ICT for the Teaching of English</li> <li>- Language Lab</li> <li>- LSRW Tools</li> </ul>	15	1
<b>Module VII</b>	<b>Innovative Teaching Methodologies in English</b> <ul style="list-style-type: none"> <li>- Blended Learning</li> <li>- Flipped Classroom</li> <li>- Teaching-Learning through MOOCs</li> <li>- Gamification</li> <li>- AI in Education</li> </ul>	15	1

<b>Module VIII</b>	<b>Planning for Learning and Teaching</b> <ul style="list-style-type: none"> <li>- Importance of Planning</li> <li>- Year Planning</li> <li>- Unit Planning: Aspects of Unit Planning, Advantages of Unit Plan, Framework</li> <li>- Lesson Planning: Need and Importance of Lesson Planning, Steps of Lesson Plan</li> </ul>	15	1
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**Division of Teaching: 4 Modules X 15    Periods= 60 Periods**

### **Evaluation**

<b>Semester VI</b>	<b>Theory/ semester-end exam</b>	<b>Practical/Internal Evaluation/Lesson at school</b>	<b>Credits</b>
	40 Marks	10 Marks	4

**Pattern of Question Paper for Theory Exam (Semester VI)**

**Total Marks: 40**

<b>Q. No</b>	<b>Type of Question</b>	<b>Based on</b>	<b>Marks</b>
Q.1	Multiple Choice questions	All Modules	05
Q.2	Broad answer questions (250-300 words)	Module V & VI	10
Q.3	Broad answer questions (250-300 words)	Module VII & VIII	10
Q.4	Short notes	All Modules	15

## References:

Brumfit, Christopher J., editor. *Teaching Literature Overseas: Language-Based Approaches*. ELT Documents, 1985.

Brumfit, Christopher J., and Keith Johnson, editors. *The Communicative Approach to Language Teaching*. Oxford UP, 1979.

Brumfit, Christopher J., and Ronald A. Carter. *Literature and Language Teaching*. Cambridge UP, 1985.

Gokak, Vinayak Krishna. *English in India: Its Present and Future*. Macmillan, 1966.

Harmer, Jeremy. *The Practice of English Language Teaching*. 4th ed., Pearson, 2008.

Howatt, A. P. R. *A History of English Language Teaching*. Oxford UP, 1984.

Lazar, Gillian. *Literature and Language Teaching: A Guide for Teachers and Trainers*. Cambridge UP, 2013.

Maraje, B. P. *Teaching of English: Classroom Practices*. Prashant Publications, 2018.

Nunan, David. *Practical English Language Teaching*. McGraw Hill, 2003.

Tomlinson, Brian, and Hitomi Masuhara. *Material Development in Language Teaching*. John Wiley & Sons, 2017.

Warschauer, Mark, et al. *Internet for English Teaching*. United States Dept. of State, 2003.



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**Syllabus**  
**for**  
**Bachelor of Arts**  
***B.A. Part-III***  
**Minor**  
***(Semester V, VI)***  
***Under NEP 1.0***

**Syllabus with effect from June, 2025**

(Subject to modifications in the future)

**To be implemented from 2025-2026**

## Paper- Minor I: English for Academic and Professional Excellence

### Course Outcomes:

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

CO1: Present ideas confidently in academic and professional settings

CO 2: Improve structural accuracy in communication

CO3: Learn to take effective notes from lectures and reading materials.

CO4 :Explore humanistic and social themes in literature

	Units	Teaching Hour	Credits
<b>Module I</b>	Grammar for Competitive Exams -Error Spotting and Sentence Correction  - Transformation (Active and Passive Voice, Direct and Indirect) Communication Skills and	15	1
<b>Module II</b>	Presentation Skills and Group Discussion	15	1
<b>Module III</b>	Note Making and Note Taking	15	1
<b>Module IV</b>	<b>Short-Stories</b> 1)A Woman on a Roof- Doris Lessing 2)A Cup of Tea- Katherine Mansfield 3)The Serpent Lover- A . K. Ramanujan 4) Anton Chekhov- The Bet	15	1

**Division of Teaching: 4 Modules X 15 Periods = 60 Periods Evaluation**

Semester	Theory/ semester-end exam	Practical/Internal Evaluation	Credits
V & VI	40 marks	10 marks	4

### Pattern of Question Paper for Theory Exam (Semester V)

Q.No	Types of Question	Modules	Marks
Q.1	Questions to be set on	Module IV	10
Q.2	Questions to be set on	Module I	10
Q.3	Questions to be set on	Module II	10
Q.4	Questions to be set on	Module III	10

### Semester VI

#### Paper- Minor II: Understanding English Language and Literature

##### Course Outcomes:

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

CO1: Prepare for and participate in interviews effectively

CO2: Present structured summaries of lectures and texts

CO3: Develop digital literacy and creativity

CO4: Appreciate autobiographical and poetic reflections

Module No	Units	Teaching Hour	Credits
<b>Module V</b>	Social Media Content Writing Skills Blog Writing b. Writing on Instagram & Facebook c. Writing on Quora	15	1
<b>Module VI</b>	CV and Application Writing, LinkedIn Profile Creation Drafting covering Letters	15	1
<b>Module VII</b>	Interview Skills	15	1
<b>Module VIII</b>	Poetry 1) Hope is the thing with feathers - Emily Dickinson 2) Kamala Das – An Introduction 3) The Road Not Taken- Robert Frost	15	1

	4) She Walks in Beauty – Lord Byron 5) Telephonic Conversation- Wole Soyinka		
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Division of Teaching: 4 Modules X 15 Periods = 60 Periods Evaluation

**Pattern of Question Paper for Theory Exam (Semester VI)**

Q.No.	Types of Question	Modules	Marks
Q 1.	Questions to be set on	VIII	10
Q.2	Questions to be set on	V	10
Q.3	Questions to be set on	VI	10
Q .4	Questions to be set on	VII	10

**References:**

- 1.Wren, P. C., and H. Martin.High School English Grammar and Composition. Revised by N. D. V. Prasada Rao, S. Chand Publishing, Latest ed.
- 2.Mohan, Krishna, and Meera Banerji. Developing Communication Skills. Macmillan Publishers India, Latest ed.
- 3.Goleman, Daniel.Emotional Intelligence at Work. Bantam Books, 1998.
- 4.Keller, Helen.The Story of My Life. Dover Publications, 1996.
- 5.Das, Kamala.Summer in Calcutta: Poems. Everest Press, 1965.
- 6.Narayan, R. K.Makers of Indian Literature: R. K. Narayan. Sahitya Akademi, 2001.
- 7.Hamp-Lyons, Liz, and Ben Heasley. Study Writing: A Course in Written English for Academic Purposes. 2nd ed., Cambridge UP, 2006.
- 8.Bond, Ruskin.Collected Short Stories. Penguin Books, 1994.



*(Signature)*

**Head**

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