

## SYLLABUS(CBCSasper NEP2020)forF.Y.B.A.

(w. e. from June,

2023)Nameof theProgramme

|                 |  |
|-----------------|--|
|                 | :B.A.EnglishProgr                        |
| amCode          | :UAENG                                   |
| Class           | :F.Y.B.A.                                |
| Semester        | :I                                       |
| Course Type     | :Indian Knowledge System                 |
| Course Name     | :Beginning of English Studies in India-I |
| Course Code     | :ENG-137-IKS                             |
| No. of Lectures | : 30                                     |
| No.ofCredits    | : 02                                     |

### A) CourseObjectives:

1. Tointroduce students to beginning of English studies in Indiathrough theory of the same.
2. To introduce students to English language through early Indian English poetry.
3. To introduce students to English language through early Indian English prose.
4. Tointroduce students to beginning of English language in India through theory of the same.
5. Tohelpstudentsunderstand functionality of English comprehension through practice exercises in poetry.
6. To help students understand functionality of English comprehension through practice exercises in prose.
7. Tohelp students enrich their vocabulary through Indian English literature.

### B) CourseOutcomes:

At theendofthecourse:

1. Thestudents understand the beginning of English studies in India through theory of the same.
2. Thestudents understand English language through early Indian English poetry.
3. ThestudentscomprehendEnglish language through early Indian English prose.
4. Thelearnersunderstand beginning of English language in India through theory of the same.
5. The learners understand functionality of English comprehension through practice exercises in poetry.
6. The students understand functionality of English comprehension through practice exercises in prose.
7. The students enrich their vocabulary through Indian English literature.

### TOPICS/CONTENTS:

#### UNIT 1: Tracing the history of English in India(06lectures)

1. Introduction
2. East India Company and Education

## UNIT 2: IWE and English Studies Now(08lectures)

1. Introduction
2. The Domain of English in India
3. Colonialism

## UNIT3: Poems(08lectures)

1. To the Pupils of the Hindu College (Henry Derozio)
1. To a Young Hindu Widow (Kasiprasad Ghose)
2. Our Casuarina Tree (Toru Dutt)
3. Song of Radha the Milkmaid (Sarojini Naidu)

## UNIT4: Prose(08lectures)

1. The Cow and the Barricades (Raja Rao)
2. The Homecoming (Tagore)

## References:

1. *History of Education in India* by Major Basu
2. *India's Greatest Short Stories*, an Anthology

\*\*\*\*\*

## Mapping of Programme Outcomes with Course Outcomes

Class: FYBA (SEM I)

Subject: English

Course: Beginning of English Studies in India

Course Code: ENG-137-IKS

Weightage: 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

| Course Outcomes | Programme Outcomes (Pos) |     |     |     |     |     |     |     |
|-----------------|--------------------------|-----|-----|-----|-----|-----|-----|-----|
|                 | PO1                      | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 |
| CO1             |                          | 2   |     | 2   |     |     |     |     |
| CO2             |                          |     |     |     |     |     |     |     |
| CO3             |                          |     |     |     | 2   |     |     |     |
| CO4             |                          |     |     |     |     |     |     | 2   |
| CO5             |                          |     |     |     |     | 2   |     |     |
| CO6             |                          |     | 3   |     |     |     |     |     |
| CO7             |                          |     |     |     |     |     |     |     |

## Justification for the mapping

### PO2: Effective Citizenship and Ethics

CO1: Students understand effective citizenship and ethics through changing socio-linguistic milieu.

### PO3: Social Competence

CO6: Students acquire deep social competence through the contact of English studies in India.

**PO4: Disciplinary Knowledge**

CO1: Students acquire disciplinary knowledge of the history of English in India.

**PO5: Personal and Professional Competence**

CO3: Students gain personal and professional competence through the variety of English in India.

**PO6: Self Directed and Lifelong Learning**

CO5: Students acquire self-direction and lifelong learning through the fluctuating nature of English.

**PO8: Critical Thinking and Problem Solving**

CO4: The students develop critical thinking and problem solving through the sustainability of English in India.

## SYLLABUS(CBCSasper NEP2020)forF.Y.B.A.

(w. e. from June,

2023)Name of theProgramme :B.A.English

ProgramCode :UAENG

Class :F.Y.B.A.

Semester :I

CourseType :Ability Enhancement Course

CourseName :Functional English-I

CourseCode :ENG-181-AEC

No.ofLectures : 30

No.ofCredits : 02

### A) Course Objectives:

1. To introduce students to functionality of English language through strong prose articles.
2. To introduce students to functionality of English language through good poetry.
3. To help students to functionality of English grammar through extensive grammar.
4. To help students understand functionality of English composition through practice exercises in paragraph writing.
5. To help students understand functionality of English comprehension through practice exercises in Newspaper Advertisement.
6. To help students enrich their vocabulary through world class English literature.
7. To make students think creatively and critically.

### B) Course Outcomes:

At the end of the course:

1. The students understand functionality of English language through strong prose articles.
2. The students understand functionality of English language through good poetry.
3. The students comprehend functionality of English grammar through extensive grammar.
4. The learners understand functionality of English composition through practice exercises in paragraph writing.
5. The learners understand functionality of English comprehension through practice exercises in Newspaper Advertisement.
6. The students are enriched in their vocabulary through world class English literature.
7. The students think creatively and critically.

### TOPICS/CONTENTS:

#### UNIT 1: Prose(10lectures)

1. Sweets for Angels (R K Narayan)
2. Karma (Khushwant Singh)

**UNIT 2: Poetry****(06lectures)**

1. Sonnet 29 (Shakespeare)
2. The Education of Nature (William Blake)

**UNIT3: Grammar(08lectures)**

1. Degrees of Comparison
2. Transformation of Sentences

**UNIT4: Composition and Comprehension(06lectures)**

1. Paragraph Writing
2. Comprehension of Newspaper Advertisement

**References:**

1. *Horizons, A Textbook for College Students* (MacMillan Publishers India Private Ltd)
2. *English Grammar in Use* (Cambridge)

\*\*\*\*\*

**Mapping of Programme Outcomes with Course Outcomes**

Class: FYBA (SEM I)

Subject: English

Course: Functional English-II

Course Code: ENG-181-AEC

Weightage: 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

| Course Outcomes | Programme Outcomes (Pos) |     |     |     |     |     |     |     |
|-----------------|--------------------------|-----|-----|-----|-----|-----|-----|-----|
|                 | PO1                      | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 |
| CO1             |                          |     |     | 3   |     |     |     |     |
| CO2             |                          |     |     |     |     |     |     | 2   |
| CO3             |                          |     |     | 3   |     |     |     |     |
| CO4             |                          | 2   | 2   |     |     |     |     |     |
| CO5             |                          |     |     |     | 2   |     | 1   |     |
| CO6             |                          |     |     |     |     | 2   |     |     |
| CO7             |                          |     |     |     |     |     |     | 2   |

**Justification for the mapping****PO2: Effective Citizenship and Ethics**

CO4: The students are ingrained with effective citizenship and ethics through paragraph articles because the paragraph articles are based on current and past socio-cultural issues around the world.

**PO3: Social Competence**

CO4: The students understand social competence through prose articles because the prose articles are based on socio-cultural issues.

**PO4: Disciplinary Knowledge**

CO1: The students understand functionality of English language through strong prose articles as

the prose articles are in good English language.

CO3: The students comprehend functionality of English grammar, which is part of the disciplinary knowledge of the language through extensive grammar.

**PO5: Personal and Professional Competence**

CO5: The students acquire personal and professional competence because they acquire linguistic competence through practice exercises in Newspaper Advertisement.

**PO6: Self Directed and Lifelong Learning**

CO6: The students get self-direction and lifelong learning because the prose, poetry articles propel the students to the afore said goals as they acquire thirst for the language.

**PO7: Environment and Sustainability**

CO5: The students learn about environment and sustainability as the prose articles direct the attention of the learners to the afore mentioned goals and makes them to take positive actions.

**PO8: Critical Thinking and Problem Solving**

CO2: The students acquire critical thinking and problem-solving skills because they come to know language thoroughly and at a deep level.

CO7: The students acquire critical thinking and problem-solving skills because the language games make them competent for the same.

## SYLLABUS (CBCS as per NEP 2020) for F. Y. B. A.

(w. e. from June, 2023)

|                              |                                      |
|------------------------------|--------------------------------------|
| <b>Name of the Programme</b> | : B.A.English                        |
| <b>Program Code</b>          | :UAENG                               |
| <b>Class</b>                 | : F.Y.B.A.                           |
| <b>Semester</b>              | : I                                  |
| <b>Course Type</b>           | :Open Elective                       |
| <b>Course Name</b>           | : English for Practical Purposes - I |
| <b>Course Code</b>           | : ENG-116-OE                         |
| <b>No. of Lectures</b>       | :30                                  |
| <b>No. of Credits</b>        | : 02                                 |

### A) Course Objectives:

1. To make students acquire the skills of listening, speaking, reading, and writing
2. To make students acquire the ability to communicate in English according to the situation, purpose and roles of the participants.
3. To help students to improve communicative competence in English.
4. To help students to develop a wide variety of listening skills and inferring meaning from context.
5. To develop student's speaking skills through formal and informal conversation.
6. To develop students' basic reading skills including reading fast, skimming for information, and identifying main ideas in informative reading passages.
7. To help students to develop composition skills.

### B) Course Outcomes:

At the end of the course:

1. the student masters the four basic skills of listening, speaking, reading and writing.
2. the student can converse in English in different real-life situations.
3. the student can communicate in English effectively.
4. the student developed listening skills and can use it to guess the meaning from context.
5. the student can speak impromptu.
6. the student can read text with fluency, understanding and competence, decoding groups of words/phrases and not just single words.
7. the students know how to use writing skill to express their thoughts, ideas and understanding of a particular topic.

### TOPICS/CONTENTS:

#### Section I: Reading Skills

(10 Lectures)

---

| Unit | Title                   |
|------|-------------------------|
| 1.   | Introduction            |
| 2.   | Reading and Composition |

---

3. Increasing your Eye-span
4. Surveying the matter and Identifying the Text Type.
5. Skimming the Text for Identifying the General Theme.
6. Scanning the Text to Locate Specific Information
7. Understanding Meanings of Words, Phrases and Sentences.

**Section II: Conversational Skills (10 Lectures)**

| Unit | Title  |
|------|--|
|      | <ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. Greeting and Responses to Greetings</li> <li>3. Introducing yourself</li> <li>4. Introducing others</li> <li>5. Joining a conversation</li> <li>6. Leaving a conversation</li> <li>7. Taking leave</li> <li>8. Requesting</li> <li>9. Inviting, Accepting and Declining Invitations.</li> </ol> |

**Section III: Writing Skills (10 Lectures)**

| Unit | Title   |
|------|---|
|      | <ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. Notice</li> <li>3. Agenda</li> <li>4. Minutes</li> <li>5. Summarizing.</li> <li>6. Note making</li> <li>7. Reports.</li> </ol> |

**References:**

1. English for Practical Purposes—Published by Mac Millan.

**Mapping of Programme Outcomes with Course Outcomes**

Class: FYBA (SEM I)

Subject: English

Course: English for Practical Purposes - I

Course Code: ENG-116-OE

Weightage: 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

|                 | Programme Outcomes (Pos) |     |     |     |     |     |     |     |
|-----------------|--------------------------|-----|-----|-----|-----|-----|-----|-----|
| Course Outcomes | PO1                      | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 |
|                 |                          |     |     |     |     |     |     |     |



|     |  |  |  |   |   |   |  |   |
|-----|--|--|--|---|---|---|--|---|
| CO1 |  |  |  | 3 |   |   |  |   |
| CO2 |  |  |  | 3 |   |   |  |   |
| CO3 |  |  |  |   | 2 |   |  |   |
| CO4 |  |  |  |   |   |   |  |   |
| CO5 |  |  |  |   |   |   |  |   |
| CO6 |  |  |  |   |   | 3 |  |   |
| CO7 |  |  |  |   |   |   |  | 2 |

**Justification for the mapping**

**PO4: Disciplinary Knowledge**

CO1: Students acquire disciplined use of English Grammar.

CO2: Students learn to use variety of English through Grammar practice.

**PO5: Personal and Professional Competence**

CO3: Students gain personal and professional competence through functional grammar.

**PO6: Self Directed and Lifelong Learning**

CO6: Students enrich their vocabulary through self-direction and lifelong usage.

**PO8: Critical Thinking and Problem Solving**

CO7: The students acquire critical thinking and problem solving through grammar.

## SYLLABUS (CBCS as per NEP 2020) for F. Y. B. A.

(w. e. from June 2023)

|                              |                            |
|------------------------------|----------------------------|
| <b>Name of the Programme</b> | : B.A.English              |
| <b>Program Code</b>          | :UAENG                     |
| <b>Class</b>                 | : F.Y.B.A.                 |
| <b>Semester</b>              | : I                        |
| <b>Course Type</b>           | : Major                    |
| <b>Course Name</b>           | : Phonology of English - I |
| <b>Course Code</b>           | : ENG-102-MJM              |
| <b>No. of Lectures</b>       | :30                        |
| <b>No. of Credits</b>        | : 02                       |

### A) Course Objectives:

1. To make students understand the system of sound and sound combinations in English.
2. To make students understand how sounds are produced, how they are transmitted, and how they are perceived.
3. To help students differentiate between consonants and vowels.
4. To help students to Pronounce English sounds in isolation and in connected speech.
5. To make students understand difference between consonants and vowels in all word-positions.
6. To help students distinguish between phonemes and allophones.
7. To make students understand the structure of the English syllable.

### B) Course Outcomes:

At the end of the course:

1. the student will understand the sound system of English.
2. they will also get to know the speech mechanism.
3. the students will comprehend the difference between consonants and vowels.
4. the learners will practice pronouncing English sounds in isolation and in connected speech.
5. they would also recognize the difference between consonants and vowels in word positions.
6. students would be able to distinguish between phonemes and allophones.
7. students would understand the structure of English syllable.

### TOPICS/CONTENTS:

#### UNIT1: Introduction

(2 lectures)

- 1.1 What is Language
- 1.2 The English Language
- 1.3 Spoken English in India
- 1.4 Learning a Foreign Language

**UNIT2: The Speech Mechanism (4 lectures)**

- 2.1 A speech event
- 2.2 The production of speech
- 2.3 Description of sounds

**UNIT3: The Description of Speech Sounds (8 lectures)**

- 3.1 Vowels and Consonants
- 3.2 Description of Consonants
  - 3.2.1 Place of Articulation
  - 3.2.2 Manner of Articulation
- 3.3 Description of Vowels
- 3.4 Use of Phonetic Symbols
- 3.5 Phonetic transcriptions

**UNIT 4: The Phoneme; the Syllable; Prosodic Features (6 lectures)**

- 4.1 The Phoneme
- 4.2 The Syllable
- 4.3 Prosodic Features

**UNIT 5: The Sounds of English-Vowels (10 lectures)**

- 5.1 Vowels in British Received Pronunciation
- 5.2 Vowels in General Indian English.
- 5.3 Differences between the Vowels Systems of British R.P. and General Indian English
- 5.4 Description of the Vowels

**References:**

1. Spoken English by R. K. Bansal and J. B. Harrison
2. A Textbook of English Phonetics for Indian Students by Balasubramanian
3. Linguistics: An Introduction by Ashok Chaskar et. al.
4. English Phonetics and Phonology: An Introduction by Philip Carr
5. English Phonetics and Phonology: A Practical Course by Peter Roach

\*\*\*\*\*

**Mapping of Programme Outcomes with Course Outcomes**

Class: FYBA (SEM I)

Subject: English

Course: Phonology of English

Course Code: ENG-102-MJM

Weightage: 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

|                 | Programme Outcomes (Pos) |     |     |     |     |     |     |     |
|-----------------|--------------------------|-----|-----|-----|-----|-----|-----|-----|
| Course Outcomes | PO1                      | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 |
| CO1             | 2                        |     |     | 3   |     |     |     |     |

|     |   |  |  |   |   |   |  |   |
|-----|---|--|--|---|---|---|--|---|
| CO2 |   |  |  |   | 2 |   |  | 2 |
| CO3 |   |  |  | 3 |   | 2 |  |   |
| CO4 |   |  |  | 3 | 3 |   |  |   |
| CO5 | 2 |  |  |   | 2 |   |  |   |
| CO6 | 2 |  |  |   |   |   |  | 2 |
| CO7 |   |  |  | 2 |   |   |  | 2 |

### **Justification for the mapping**

#### **PO1: Research-Related Skills**

CO1: This course will take students into the most formal of all writing, thus, enabling them to acquire the basic skills to go through any research writing in the future.

CO5: The syllabus will introduce students with the professional writing practices, thus, transmitting them with research-related skills.

CO6: The course will help students to organize their ideas coherently while they learn to write coherently and with precision, thus, girding them with research-related skills.

#### **PO4: Disciplinary Knowledge**

CO1: This course will lead the students into very formal writing, thus, imparting much required disciplinary knowledge that they need the most.

CO3: The course will sharpen the basics principles of writing of students, thus, definitely increasing the knowledge of the discipline.

CO4: The syllabus will equip students with writing job applications, and basics of letter writing, thus, imparting disciplinary knowledge.

CO7: The course will develop descriptive and analytical skills of students based on verbal inputs, which is a huge part of the disciplinary knowledge.

#### **PO5: Personal and Professional Competence**

CO2: Learning writing skills will enable the students to spot mistakes in writing and do editing by themselves, thus, transforming them for better in their personal and professional life.

CO4: The syllabus will equip students with writing job applications, and basics of letter writing, which will give the personal and professional competence.

CO5: The syllabus will introduce students with the professional writing practices, thus, transmitting them with personal and professional competence.

#### **PO6: Self Directed and Lifelong Learning**

CO3: The course will sharpen the basics principles of writing of students, which in its course will reshape the students into self-directed and thirsty lifelong learners.

#### **PO8: Critical Thinking and Problem Solving**

CO2: The syllabus will enable students to spot mistakes in writing and do editing by themselves, thus, enabling them acquire critical thinking and problem-solving skills.

CO6: The course will help students to organize their ideas coherently while they learn to write coherently, thus, acquiring critical thinking and problem-solving skills.

CO7: The syllabus will develop descriptive and analytical skills of students based on verbal inputs, which in turn, will further develop critical thinking and problem solving skills.



## **SYLLABUS(CBCSasper NEP2020)forF.Y.B.A.**

**(w. e. from June**

|                                   |                          |
|-----------------------------------|--------------------------|
| <b>2023)Name of the Programme</b> | <b>:B.A.English</b>      |
| <b>ProgramCode</b>                | <b>:UAENG</b>            |
| <b>Class</b>                      | <b>:F.Y.B.A.</b>         |
| <b>Semester</b>                   | <b>I</b>                 |
| <b>CourseType</b>                 | <b>:VEC</b>              |
| <b>CourseName</b>                 | <b>:Gender Studies-I</b> |
| <b>CourseCode</b>                 | <b>:ENG-135-VEC</b>      |
| <b>No.ofLectures</b>              | <b>: 30</b>              |
| <b>No.ofCredits</b>               | <b>: 02</b>              |

### **A) CourseObjectives:**

1. To familiarize students with key concepts related to gender studies, including sex, gender, and sexuality.
2. To provide a historical overview of gender as a social construct, highlighting its evolution over time.
3. To explore the concept of intersectionality and its significance in understanding the intersections of gender with race, class, and other social categories.
4. To analyze and interpret selected poems as literary texts that explore themes of gender, identity, and empowerment.
5. To critically examine and discuss the societal messages and expectations surrounding femininity and beauty through the analysis of selected poems.
6. To engage students in the analysis and interpretation of short stories that challenge traditional gender roles and norms.
7. To analyze the representation of gender in film through the screening and discussion of the movie "Pink."

### **B) Course Outcomes:**

1. Students will have a clear understanding of the key concepts of sex, gender, and sexuality, and be able to differentiate between them.
2. Students will gain knowledge of the historical development of gender as a social construct and recognize its impact on society.
3. Students will develop an understanding of intersectionality and its application in examining the interconnectedness of gender with other social categories.

4. Students will be able to analyze and interpret poems, recognizing the themes related to gender, identity, and empowerment.
5. Students will critically evaluate societal expectations of femininity and beauty through the exploration of selected poems.
6. Students will demonstrate the ability to analyze and interpret short stories that challenge traditional gender roles and norms, and engage in thoughtful discussions about them.
7. Students will analyze and critique the representation of gender in film through the screening and discussion of the movie "Pink," demonstrating an understanding of the complexities of gender portrayal in media.

## **TOPICS/CONTENTS:**

### **Unit 1: Introduction to Gender Studies(8 lectures)**

- Understanding key concepts: sex, gender, and sexuality
- Historical overview of gender as a social construct
- Intersectionality: exploring the intersections of gender with race, class, and other social categories

### **Unit 2: Poems**

**(8 lectures)**

1. Still I Rise by Maya Angelou
2. Poppies in July by Sylvia Plath
3. Barbie Doll by Marge Piercy

### **Unit 3: Short Stories(8lectures)**

1. The Woman on Platform No. 8 by Ruskin Bond
2. Sultana's Dream by RokeyaSakhawat Hossain

### **Unit 4: Gender and Film(6 lectures)**

- Screening of the movie 'Lipstick under My Burkha'
- Discussion and analysis of the film

**References:**

1. Butler, Judith. Gender Trouble: Feminism and the Subversion of Identity. Routledge, 1999.
2. Fausto-Sterling, Anne. Sexing the Body: Gender Politics and the Construction of Sexuality. Basic Books, 2000.
3. Crenshaw, Kimberlé. "Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics." University of Chicago Legal Forum, vol. 1989, no. 1, 1989, pp. 139-167.
4. Angelou, Maya. "Still I Rise." And Still I Rise. Random House, 1978.
5. Plath, Sylvia. "Poppies in July." Ariel. Harper & Row, 1965.
6. Piercy, Marge. "Barbie Doll." To Be of Use. Anchor Press, 1973
7. Bond, Ruskin. "The Woman on Platform No. 8." The Woman on Platform No. 8 and Other Stories. Penguin India, 2012.
8. Sakhawat Hossain, Rokeya. "Sultana's Dream." Sultana's Dream and Padmarag. Oxford University Press, 2005.
9. Movie: Pink. Directed by Aniruddha Roy Chowdhury, performances by Amitabh Bachchan, TaapseePannu, Kirti Kulhari, and Andrea Tariang, Rashmi Sharma Films, 2016.

\*\*\*\*\*

**Mapping of Programme Outcomes with Course Outcomes**

Class: FYBA (SEM II)

Subject: English

Course: Gender Studies -I

Course Code: ENG-135-VEC

Weightage: 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

|                        | <b>Programme Outcomes (Pos)</b> |     |     |     |     |     |     |     |
|------------------------|---------------------------------|-----|-----|-----|-----|-----|-----|-----|
| <b>Course Outcomes</b> | PO1                             | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 |
| CO1                    | 2                               |     |     | 3   |     |     |     |     |



|     |   |  |  |   |   |   |  |   |
|-----|---|--|--|---|---|---|--|---|
| CO2 |   |  |  |   | 2 |   |  | 2 |
| CO3 |   |  |  | 3 |   | 2 |  |   |
| CO4 |   |  |  | 3 | 3 |   |  |   |
| CO5 | 2 |  |  |   | 2 |   |  |   |
| CO6 | 2 |  |  |   |   |   |  | 2 |
| CO7 |   |  |  | 2 |   |   |  | 2 |

### **Justification for the mapping**

#### **PO1: Research-Related Skills**

CO1: This course will take students into the most formal of all writing, thus, enabling them to acquire the basic skills to go through any research writing in the future.

CO5: The syllabus will introduce students with the professional writing practices, thus, transmitting them with research-related skills.

CO6: The course will help students to organize their ideas coherently while they learn to write coherently and with precision, thus, girding them with research-related skills.

#### **PO4: Disciplinary Knowledge**

CO1: This course will lead the students into very formal writing, thus, imparting much required disciplinary knowledge that they need the most.

CO3: The course will sharpen the basics principles of writing of students, thus, definitely increasing the knowledge of the discipline.

CO4: The syllabus will equip students with writing job applications, and basics of letter writing, thus, imparting disciplinary knowledge.

CO7: The course will develop descriptive and analytical skills of students based on verbal inputs, which is a huge part of the disciplinary knowledge.

#### **PO5: Personal and Professional Competence**

CO2: Learning writing skills will enable the students to spot mistakes in writing and do editing by themselves, thus, transforming them for better in their personal and professional life.

CO4: The syllabus will equip students with writing job applications, and basics of letter writing, which will give the personal and professional competence.

CO5: The syllabus will introduce students with the professional writing practices, thus, transmitting them with personal and professional competence.

#### **PO6: Self Directed and Lifelong Learning**

CO3: The course will sharpen the basics principles of writing of students, which in its course will reshape the students into self-directed and thirsty lifelong learners.

#### **PO8: Critical Thinking and Problem Solving**

CO2: The syllabus will enable students to spot mistakes in writing and do editing by themselves, thus, enabling them acquire critical thinking and problem-solving skills.

CO6: The course will help students to organize their ideas coherently while they learn to write coherently, thus, acquiring critical thinking and problem-solving skills.

CO7: The syllabus will develop descriptive and analytical skills of students based on verbal inputs, which in turn, will further develop critical thinking and problem solving skills.



## SYLLABUS(CBCSasper NEP2020)forF.Y.B.A.

(w. e. from June,

2023)Nameof theProgramme

|               |                          |
|---------------|--------------------------|
|               | :B.A.EnglishProgr        |
| amCode        | :UAENG                   |
| Class         | :F.Y.B.A.                |
| Semester      | :I                       |
| CourseType    | :Open Elective           |
| CourseName    | :Basic English Grammar-I |
| CourseCode    | :ENG-117-OE              |
| No.ofLectures | : 30                     |
| No.ofCredits  | : 02                     |

### A) CourseObjectives:

1. Tointroduce students to basic English grammar.
2. To sensitize the students to major issues in English grammar.
3. To help students to functionality of English grammar through extensive grammar.
4. Todevelop language competency among students.
5. Tomake students grammar friendly.
6. To help students enrich their vocabulary.
7. Tomakestudentsthink creatively and critically.

### B) CourseOutcomes:

At theendofthecourse:

1. Thestudentsare introduced to basic English grammar.
2. Thestudents are sensitized to major issues in English grammar.
3. Thestudentscomprehendfunctionality of English grammar through extensive grammar.
4. Thelearnersdevelop language competency among students.
5. The learners become grammar friendly.
6. The students are enriched in their vocabulary.
7. The students think creatively and critically.

### TOPICS/CONTENTS:

#### UNIT 1: Articles(08lectures)

1. Countable and Uncountable Nouns
2. Countable Nouns with **a/an** and **some**
3. **A/an** and **the**
4. **The**
5. The to (school/the school etc.)

## UNIT 2: Parts of Speech(08lectures)

1. Noun
2. Pronoun
3. Verb
4. Adverb

## UNIT3: Tenses(14lectures)

1. Present Continuous
2. Present Simple
3. Present Continuous and Simple 1
4. Present Continuous and Simple 2
5. Past Simple
6. Past Continuous
7. Present Perfect 1
8. Present Perfect 2
9. Present Perfect Continuous
10. Present Perfect Continuous and Simple
11. How long how you been...?
12. For and Since when...? And how long...?

## References:

1. *English Grammar in Use* by Raymond Murphy
2. *Oxford Practice Grammar* by John Eastwood
3. *English Grammar for Beginners* by S N Sing
4. *Fundamentals of English Grammar* by N C Sinha

\*\*\*\*\*

## Mapping of Programme Outcomes with Course Outcomes

Class: FYBA (SEM I)

Subject: English

Course: Basic Grammar in English-II

Course Code: UAENOE113

Weightage: 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

| Course Outcomes | Programme Outcomes (Pos) |     |     |     |     |     |     |     |
|-----------------|--------------------------|-----|-----|-----|-----|-----|-----|-----|
|                 | PO1                      | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 |
| CO1             |                          |     |     | 3   |     |     |     |     |
| CO2             |                          |     |     | 3   |     |     |     |     |
| CO3             |                          |     |     |     | 2   |     |     |     |
| CO4             |                          |     |     |     |     |     |     |     |
| CO5             |                          |     |     |     |     |     |     |     |
| CO6             |                          |     |     |     |     | 3   |     |     |
| CO7             |                          |     |     |     |     |     |     | 2   |

## Justification for the mapping

**PO4: Disciplinary Knowledge**

CO1: Students acquire disciplined use of English Grammar.

CO2: Students learn to use variety of English through Grammar practice.

**PO5: Personal and Professional Competence**

CO3: Students gain personal and professional competence through functional grammar.

**PO6: Self Directed and Lifelong Learning**

CO6: Students enrich their vocabulary through self-direction and lifelong usage.

**PO8: Critical Thinking and Problem Solving**

CO7: The students acquire critical thinking and problem solving through grammar.

**SYLLABUS (CBCS as per NEP-2020) for F.Y.B.A**  
**(w. e. from June 2023)**

|                              |   |
|------------------------------|---|
| <b>Name of the Programme</b> | : B.A.English                           |
| <b>Programme Code</b>        | : UAENG                                 |
| <b>Class</b>                 | : F.Y.B.A.                              |
| <b>Semester</b>              | : I                                     |
| <b>Course Type</b>           | : Skill Enhancement Course (SEC-Theory) |
| <b>Course Code</b>           | : ENG-126-SEC                           |
| <b>Course Title</b>          | : Writing Skills in English – II        |
| <b>No. of Credits</b>        | : 02                                    |
| <b>No. of Teaching Hours</b> | : 30                                    |

**A) Course Objectives:**

1. To focus on the writing skill.
2. To develop writing skill for practical purposes.
3. To give insights into writing of letter and reports among other things.
4. To provide basic principles of good writing.
5. To equip students with skills of looking for errors in writing and help them to correct errors.
6. To acquaint students with the importance of written communication.
7. To acquaint students with planning and outlining, editing, spelling and grammar and organization.

**B) Course Outcomes:**

1. This course will take students into the most formal of all writing.
2. It will enable students to spot mistakes and do their own editing.
3. It will sharpen the basics principles of writing of students.
4. It will equip students with writing job applications, and basics of letter writing.
5. It will introduce students with the professional writing practices.
6. It will help students to organize their ideas coherently.
7. It will develop descriptive and analytical skills of students based on verbal inputs.

## Topics/ Contents

### Unit-1: Basic Principles of Writing (10 lectures)

- 1.1.Importance of Writing Skill
- 1.2.Organization of Writing
- 1.3.Cohesion, Transition and Conclusion
- 1.4.Accuracy and Clarity

### Unit-2: Writing for Practical Purposes (10 lectures)

- 2.1. Writing Job Applications
- 2.2. The CV
- 2.3. Letter Writing
- 2.4. Report Writing

### Unit-3: Professional Writing (10 lectures)

- 3.1. Digital Writing
- 3.2. Email writing
- 3.3. Advertisement Writing
- 3.4. Poster Making

### References:

1. Arora, V.N. and Lakshmi Chandra. Improve Your Writing. 1981. New Delhi: Oxford UP, 2001.
2. Baker, Sheridan. The Practical Stylist. New York: Longman-Addison, 1998.
3. Millward, Celia M. Handbook for Writers. New York: Holt, 1979.
4. Sutcliffe, Andrea J. The New York Public Library Writers' Guide to Style and Usage. New Delhi: Macmillan, 1999.
5. Seely, John. The Oxford Guide to Writing and Speaking. New Delhi: Oxford UP, 2002.

\*\*\*\*

### Mapping of Programme Outcomes with Course Outcomes

Class: FYBA (SEM II)

Subject: English

Course: Writing Skills in English – II

Course Code: ENG-126-SEC

Weightage: 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

|                 | Programme Outcomes (Pos) |     |     |     |     |     |     |     |
|-----------------|--------------------------|-----|-----|-----|-----|-----|-----|-----|
| Course Outcomes | PO1                      | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 |

|     |   |  |  |   |   |   |  |   |
|-----|---|--|--|---|---|---|--|---|
| CO1 | 2 |  |  | 3 |   |   |  |   |
| CO2 |   |  |  |   | 2 |   |  | 2 |
| CO3 |   |  |  | 3 |   | 2 |  |   |
| CO4 |   |  |  | 3 | 3 |   |  |   |
| CO5 | 2 |  |  |   | 2 |   |  |   |
| CO6 | 2 |  |  |   |   |   |  | 2 |
| CO7 |   |  |  | 2 |   |   |  | 2 |

### **Justification for the mapping**

#### **PO1: Research-Related Skills**

CO1: This course will take students into the most formal of all writing, thus, enabling them to acquire the basic skills to go through any research writing in the future.

CO5: The syllabus will introduce students with the professional writing practices, thus, transmitting them with research-related skills.

CO6: The course will help students to organize their ideas coherently while they learn to write coherently and with precision, thus, girding them with research-related skills.

#### **PO4: Disciplinary Knowledge**

CO1: This course will lead the students into very formal writing, thus, imparting much required disciplinary knowledge that they need the most.

CO3: The course will sharpen the basic principles of writing of students, thus, definitely increasing the knowledge of the discipline.

CO4: The syllabus will equip students with writing job applications, and basics of letter writing, thus, imparting disciplinary knowledge.

CO7: The course will develop descriptive and analytical skills of students based on verbal inputs, which is a huge part of the disciplinary knowledge.

#### **PO5: Personal and Professional Competence**

CO2: Learning writing skills will enable the students to spot mistakes in writing and do editing by themselves, thus, transforming them for better in their personal and professional life.

CO4: The syllabus will equip students with writing job applications, and basics of letter writing, which will give the personal and professional competence.



CO5: The syllabus will introduce students with the professional writing practices, thus, transmitting them with personal and professional competence.

**PO6: Self Directed and Lifelong Learning**

CO3: The course will sharpen the basics principles of writing of students, which in its course will reshape the students into self-directed and thirsty lifelong learners.

**PO8: Critical Thinking and Problem Solving**

CO2: The syllabus will enable students to spot mistakes in writing and do editing by themselves, thus, enabling them acquire critical thinking and problem-solving skills.

CO6: The course will help students to organize their ideas coherently while they learn to write coherently, thus, acquiring critical thinking and problem-solving skills.

CO7: The syllabus will develop descriptive and analytical skills of students based on verbal inputs, which in turn, will further develop critical thinking and problem solving skills.

## **SYLLABUS (CBCS as per NEP-2020) for F.Y.B.A**

**Name of the Programme:** B. A. English

**Programme Code:** UAENG

**Class :**F.Y.B.A

**Semester:**I

**Course Type :** VSC

**Course Name:**Effective Communication and Personality Development- I

**Course Code:** ENG-121-VSC

**Number of Lectures:**30

**No. of Credits:**02

### **A) Course Objectives:**

- 1: To polish students towards professional circles
2. To enable students analyse and create technical documents and communications
3. To develop positive personality traits
4. To inculcate the habit of regular reading and writing
5. To create a basic awareness about the professional and inter professional communications
- 6: To inculcate the habit creative and professional listening
- 7: To develop the linguistic competence

### **B) Course Outcomes:**

1. It will help to develop knowledge, skills, and judgment around human communication
2. It will enable to inculcate communication competencies such as self exposure, conflict management, group communication etc
3. Students will be able to understand and evaluate key communication approaches used in interdisciplinary
- 4) Students will be able to communicate effectively orally and in writing
- 5) Students will be able to develop entrepreneur skills
- 6: Students will be able to write expository texts using the conventions of Standard English
- 7: It will help students to speak clearly, effectively and appropriately in a public forum for a variety of audiences and purposes

### **TOPICS/ CONTENTS:**

#### **UNIT 1: Introduction: Aspects of Communication**

(4 Lectures)

1. Understanding the Communication Cycle
2. The Objectives of Communication and Attitude Analysis
3. Channels
4. Barriers

**UNIT 2: Writing Letters (Formal and Informal)** (6 Lectures)

1. Acknowledgment
2. Adjustment
3. Complaint
4. Correspondence
5. Covering/ A Job Application Letter

**UNIT 3: E-mail Writing** (3 Lectures)

**UNIT 4: Preparing a Resume** (3 Lectures)

**UNIT 5: Preparing Agendas and Writing Minutes for Meeting** (3 Lectures)

**UNIT 6: Attitude** (11 Lectures)

1. Pride, Passion and Process
2. Vision
3. Personal Accountability
4. Teamwork and You
5. Leadership Skills
6. The Art of Time Management

References:

1. *English Language skills for Academic Purposes*: Charul Jain, Yunus Karbhari
2. *The Art of Effective Communication*: Surekha Dangwal
3. *Failing Forward: Turning Mistakes into Stepping Stones for Success*: John C Maxwell
4. *The Magic of Thinking Big*: David Schwartz
5. *Atomic Habits*: James Clear

\*\*\*\*\*

**Mapping of Programme Outcomes with Course Outcomes**

Class: FYBA (SEM II)

Subject: English

Course: Effective Communication and Personality Development- I Course Code: ENG-121-VSC

Weightage: 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

|                        | <b>Programme Outcomes (Pos)</b> |     |     |     |     |     |     |     |
|------------------------|---------------------------------|-----|-----|-----|-----|-----|-----|-----|
| <b>Course Outcomes</b> | PO1                             | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 |

|     |   |  |  |   |   |   |  |   |
|-----|---|--|--|---|---|---|--|---|
| CO1 | 2 |  |  | 3 |   |   |  |   |
| CO2 |   |  |  |   | 2 |   |  | 2 |
| CO3 |   |  |  | 3 |   | 2 |  |   |
| CO4 |   |  |  | 3 | 3 |   |  |   |
| CO5 | 2 |  |  |   | 2 |   |  |   |
| CO6 | 2 |  |  |   |   |   |  | 2 |
| CO7 |   |  |  | 2 |   |   |  | 2 |

### **Justification for the mapping**

#### **PO1: Research-Related Skills**

CO1: This course will take students into the most formal of all writing, thus, enabling them to acquire the basic skills to go through any research writing in the future.

CO5: The syllabus will introduce students with the professional writing practices, thus, transmitting them with research-related skills.

CO6: The course will help students to organize their ideas coherently while they learn to write coherently and with precision, thus, girding them with research-related skills.

#### **PO4: Disciplinary Knowledge**

CO1: This course will lead the students into very formal writing, thus, imparting much required disciplinary knowledge that they need the most.

CO3: The course will sharpen the basic principles of writing of students, thus, definitely increasing the knowledge of the discipline.

CO4: The syllabus will equip students with writing job applications, and basics of letter writing, thus, imparting disciplinary knowledge.

CO7: The course will develop descriptive and analytical skills of students based on verbal inputs, which is a huge part of the disciplinary knowledge.

#### **PO5: Personal and Professional Competence**

CO2: Learning writing skills will enable the students to spot mistakes in writing and do editing by themselves, thus, transforming them for better in their personal and professional life.

CO4. The syllabus will equip students with writing job applications, and basics of letter writing, which will give the personal and professional competence.

CO5: The syllabus will introduce students with the professional writing practices, thus, transmitting them with personal and professional competence.

### **PO6: Self Directed and Lifelong Learning**

CO3: The course will sharpen the basics principles of writing of students, which in its course will reshape the students into self-directed and thirsty lifelong learners.

### **PO8: Critical Thinking and Problem Solving**

CO2: The syllabus will enable students to spot mistakes in writing and do editing by themselves, thus, enabling them acquire critical thinking and problem-solving skills.

CO6: The course will help students to organize their ideas coherently while they learn to write coherently, thus, acquiring critical thinking and problem-solving skills.

CO7: The syllabus will develop descriptive and analytical skills of students based on verbal inputs, which in turn, will further develop critical thinking and problem solving skills.





**Anekant Education Society's**

**Tuljaram Chaturchand College, Baramati**

*(Autonomous)*

**Four Year Degree Program in English**

**(Faculty of Arts)**

**CBCS Syllabus**

**F. Y. B. A. Semester -I**

**For Department of English**

**Tuljaram Chaturchand College, Baramati**

**Choice Based Credit System Syllabus (2023 Pattern)**

**(As Per NEP 2020)**

**To be implemented from Academic Year 2023-2024**

**Title of the Program: B. A. (English)****Preamble****Introduction:**

AES's Tuljaram Chaturchand College has decided to change the syllabus of various faculties from June 2023 by taking into consideration the guidelines and provisions given in the National Education Policy (NEP), 2020. The NEP envisions making education more holistic and effective and to lay emphasis on the integration of general (academic) education, vocational education, and experiential learning. The NEP introduces holistic and multidisciplinary education that would help to develop intellectual, scientific, social, physical, emotional, ethical, and moral capacities of the students. The NEP 2020 envisages flexible curricular structures and learning based outcomes for the development of the students. The credit structure and the courses framework provided in the NEP are nationally accepted and internationally comparable.

The post-graduate department of English is one of the oldest government-granted PG departments in the college. Prof. V. V. Upadhye and Prof. K. S. Iyer, the late professors of English, established excellent academic standards in the department. The department of English, thus, has been striving for academic excellence since its inception.

The Board of Studies in English of Tuljaram Chaturchand College, Baramati - Pune has prepared the syllabus of F.Y.B.A., Semester – I under the Choice Based Credit System (CBCS) by following the guidelines of NEP 2020, NCrF, NHEQF, Prof. R.D. Kulkarni's Report, GR of Gov. of Maharashtra dated 20<sup>th</sup> April and 16<sup>th</sup> May 2023 and Circular of SPPU, Pune dated 31<sup>st</sup> May 2023.

English revolutionizes the world of language and communication by being widely spoken, written, and read. It has been acclaimed as one of the greatest links between people and nations. This global medium of communication cuts across all barriers of culture, race, region, and other differences. It is imperative therefore to tutor our students to acquire English language skills. The B. A. English program helps students acquire literary and professional skills; it also helps them learn moral and ethical values.



**Programme Specific Outcomes (PSOs)**

- 1 **Critical Thinking:** Apply theoretical knowledge to make a critical analysis, intervene using innovative frameworks and evaluate and follow up.
- 2 **Effective Communication:** Engage in inter and intrapersonal communications, behavioral change communication and proficiency in information Communication Technology.
- 3 **Scientific Temper:** To build essential skills of life including questioning, observing, testing, hypothesizing, analyzing and communicating.
- 4 **Effective Citizenship:** Demonstrate empathetic social concern and engage in service learning and community engagement programs for contributing towards achieving of local, regional and national goals.
- 5 **Ethics:** Recognize different value systems including your own, understand the moral dimensions of your decisions and accept responsibility for them.
- 6 **Environment and Sustainability:** Participate and promote sustainable development goals.
- 7 **Gender Sensitization and Social Commitment:** To imbibe Gender sensitivity and the sense of social responsibility for self and community for the benefit of the society at large.
- 8 **Self-directed and Life-long learning:** Engage in continuous learning for professional growth and development.

**Anekant Education Society's**  
**Tuljaram Chaturchand College, Baramati**  
*(Autonomous)*

**Board of Studies (BOS) in English**

From 2022-23 to 2024-25

| Sr. No. | Name                           | Designation                  |
|---------|--------------------------------|------------------------------|
| 1       | <b>Dr. Shashank B. Mane</b>    | Chairman                     |
| 2       | <b>Prof. M. B. Kavthekar</b>   | Member                       |
| 3       | <b>Dr. Sachin N. Gadekar</b>   | Member                       |
| 4       | <b>Dr. Ajay A. Dhavale</b>     | Member                       |
| 5       | <b>Dr. Sushil A. Deshmukh</b>  | Member                       |
| 6       | <b>Prof. Smita H. Gore</b>     | Member                       |
| 7       | <b>Dr. Suhas M. Raut</b>       | Member                       |
| 8       | <b>Prof. Sandesh V. Rathod</b> | Member                       |
| 9       | <b>Prof. Rahul M. Pawar</b>    | Member                       |
| 10      | <b>Dr. Anand Kulkarni</b>      | Vice-Chancellor Nominee      |
| 11      | <b>Dr. Pinaki Roy</b>          | Expert from other University |
| 12      | <b>Dr. Sandip Joshi</b>        | Expert from other University |
| 13      | <b>Mr. Anupam Siddhartha</b>   | Industry Expert              |
| 14      | <b>Dr. Sanjay Khilare</b>      | Meritorious Alumni           |
| 15      | <b>Ms. Neha Lakhe</b>          | Student Representative       |
| 16      | <b>Mr. Bhakti Wagh</b>         | Student Representative       |

## Structure and Credit Distribution of UG Degree Programme

### Sample Illustrative Credit Distribution Structure for FYBA-2023-2024

| Level | Semester | Major  |           | Minor  | OE   | VSC, SEC, (VSEC)   | AEC, VEC, IKS  | OJT, FP, CEP, CC, RP             | Cum. Cr/Sem | Degree/Cum. Cr.           |
|-------|----------|--|-----------|--|--|--|--|----------------------------------|-------------|---------------------------|
|       |          | Mandatory  | Electives |  |  |  |  |                                  |             |                           |
| 4.5   | I        | <b>ENG-101-MJM:</b><br>Poetry and Minor Forms of English Literature – I (4 credits)  | --        | --   | <b>ENG-116-OE:</b><br>English for Practical Purposes – I (2 credits)     | <b>ENG-121-VSC:</b><br>Effective Communication in English and Personality Development – I (2 credits)  | <b>ENG-131-AEC:</b><br>Functional English – I (2 credits)  | <b>UACC1:</b><br>CC1 (2 credits) | 22          | UG Certificate 44 credits |
|       |          | <b>ENG-102-MJM:</b><br>Phonology of English – I (2 credits)                          |           |  | <b>ENG-117-OE:</b><br>Basic English Grammar – I                          | <b>ENG-126-SEC:</b><br>Writing Skill – I (2 credits)   | <b>ENG-135-VEC:</b><br>Gender Studies – I (2 credits)      |                                  |             |                           |
|       |          |  |           |  | <b>ENG-137-IKS:</b><br>Beginning of English Studies in India (2 credits) |  |  |                                  |             |                           |
|       | II       | <b>ENG-151-MJM:</b><br>Poetry and Minor Forms of English Literature – II (4 credits) | --        | <b>ENG-161-MN:</b><br>Literary Forms and Terms (2 credits) | <b>ENG-166-OE:</b><br>English for Practical Purposes – II (2 credits)    | <b>ENG-171-VSC:</b><br>Effective Communication in English and Personality Development – II (2 credits) | <b>ENG-181-AEC:</b><br>Functional English – II (2 credits) | <b>UACC2:</b><br>CC2 (2 credits) | 22          |                           |
|       |          | <b>ENG-152-MJM:</b><br>Phonology of English – II (2 credits)                         |           |  | <b>ENG-167-OE:</b><br>Basic English Grammar – II                         | <b>ENG-176-SEC:</b><br>Writing Skill – II (2 credits)  | <b>ENG-185-VEC:</b><br>Gender Studies – II (2 credits)     |                                  |             |                           |
|       | Cum Cr.  |  | <b>12</b> | --   | 2  | 8  | 8  | 10                               | 4           |                           |

**Abbreviations:** 1) **OE**-Open Elective 2) **VSC**-Vocational Skill Course 3) **SEC**- Skill Enhancement Course 4) **AEC**-Ability Enhancement Course 5) **IKS**-Indian Knowledge System 6) **OJT**- On Job Training 7) **FP**- Field Project 8) **CEP**- Community Engagement Project 9) **CC**- Co-curricular Course 10) **RP**-Research Project **Please Note:** For SEC, VEC and CC separate Basket of courses will be prepared.

**Anekant Education Society's  
Tuljaram Chaturchand College of Arts, Science and Commerce, Baramati  
(Autonomous)**

**Course Structure for F. Y. B. A. (2023 Pattern)**

| Sem.                              | Course Type                      | Course Code | Title of Course  | Theory / Practical | No. of Credits |
|-----------------------------------|----------------------------------|-------------|--|--------------------|----------------|
| <b>I</b>                          | Major Mandatory                  | ENG-101-MJM | Poetry and Minor Forms of English Literature - I                   | Theory             | 04             |
|                                   | Major Mandatory                  | ENG-102-MJM | Phonology of English - I   | Theory             | 02             |
|                                   | Open Elective (OE)               | ENG-116-OE  | English for Practical Purposes – I                                 | Theory             | 02             |
|                                   | Open Elective (OE)               | ENG-117-OE  | Basic English Grammar – I  | Theory             | 02             |
|                                   | Vocational Skill Course (VSC)    | ENG-121-VSC | Effective Communication in English and Personality Development – I | Theory             | 02             |
|                                   | Skill Enhancement Course (SEC)   | ENG-126-SEC | Writing Skill – I  | Theory             | 02             |
|                                   | Ability Enhancement Course (AEC) | ENG-131-AEC | Functional English – I   | Theory             | 02             |
|                                   | Value Education Course (VEC)     | ENG-135-VEC | Gender Studies – I   | Theory             | 02             |
|                                   | Indian Knowledge System (IKS)    | ENG-137-IKS | Beginning of English Studies in India                              | Theory             | 02             |
|                                   | Cocurricular Course (CC)         | --          | To be selected from the basket of various courses                  | Theory             |                |
| <b>Total Credits Semester - I</b> |                                  |             |  |                    | <b>22</b>      |

|                             |                                  |             |   |        |    |
|-----------------------------|----------------------------------|-------------|---|--------|----|
| <b>II</b>                   | Major Mandatory                  | ENG-151-MJM | Poetry and Minor Forms of English Literature – II                   | Theory | 04 |
|                             | Major Mandatory                  | ENG-152-MJM | Phonology of English - II   | Theory | 02 |
|                             | Minor                            | ENG-161-MN  | Literary Forms and Terms  | Theory | 02 |
|                             | Open Elective (OE)               | ENG-166-OE  | English for Practical Purposes – II                                 | Theory | 02 |
|                             | Open Elective (OE)               | ENG-167-OE  | Basic English Grammar – II  | Theory | 02 |
|                             | Vocational Skill Course (VSC)    | ENG-171-VSC | Effective Communication in English and Personality Development – II | Theory | 02 |
|                             | Skill Enhancement Course (SEC)   | ENG-176-SEC | Writing Skill – II  | Theory | 02 |
|                             | Ability Enhancement Course (AEC) | ENG-181-AEC | Functional English – II   | Theory | 02 |
|                             | Value Education Course (VEC)     | ENG-185-VEC | Gender Studies – II   | Theory | 02 |
|                             | Cocurricular Course (CC)         | --          | To be selected from the basket of various courses                   | Theory | 02 |
| Total Credits Semester - II |                                  |             |   |        | 22 |

**SYLLABUS (CBCS as per NEP-2020) for F.Y.B.A**

|                               |   |
|-------------------------------|---|
| <b>Name of the Programme:</b> | B. A. English                                   |
| <b>Programme Code:</b>        | UAENG   |
| <b>Class:</b>                 | F.Y.B.A   |
| <b>Semester:</b>              | I   |
| <b>Course Type:</b>           | Major   |
| <b>Course Name:</b>           | Poetry and Minor Forms of English Literature- I |
| <b>Course Code:</b>           | ENG-101-MJM                                     |
| <b>Number of Lectures:</b>    | 60  |
| <b>No. of Credits:</b>        | 04  |

**A) Course Objectives:**

- 1: To develop students' linguistic competence
2. To create an awareness among students about the formal features of literary texts
3. To develop literary competence of students
4. To inculcate the habit of regular reading and writing
- 5: To develop the habit of literary spontaneity
- 6: To develop the sense of literary appreciation
- 7: To develop the habit of literary rhyme, rhythm and sound in literature

**B) Course Outcomes:**

1. It will help to develop knowledge, skills, and judgment around human communication
2. It will enable to inculcate communication competencies
3. Students will be able to understand and evaluate key literary forms
4. Students will be able to communicate effectively orally and in writing
5. Students will be able to evaluate the literary development accordingly
6. It will help to evaluate self and society through literature
7. Students will be able to critically examine several meanings

**TOPICS/ CONTENTS:****UNIT 1: Forms of Literature: An Introduction**

(12 Lectures)

**A: Poetry**

1. An Epic
2. Sonnet
3. Ballad
4. Lyric
5. Elegy
6. Ode
7. Free Verse

- B. Short Story**
- C. One Act Play**
- D. Essay**

### **UNIT 2: POETRY**

(20 Lectures)

- |  |                     |
|--|---------------------|
| 1. Let Me Not to the Marriage of true Minds: | William Shakespeare |
| 2. The Invocation:                           | John Milton         |
| 3. Elegy Written in a Country Churchyard:    | Thomas Gray         |
| 4. A Red, Red Rose:                          | Robert Burns        |
| 5. The Daffodils:                            | William Wordsworth  |

### **UNIT 3: SHORT STORIES**

(12 Lectures)

- |  |                     |
|--|---------------------|
| 1. The Greedy Old Woman and the Lime Tree: | Anonymous           |
| 2. The Golden Touch:                       | Nathaniel Hawthorne |
| 3. The Diamond Necklace:                   | Guy de Maupassant   |

### **UNIT 4: ESSAY**

(12 Lectures)

- |                     |               |
|---------------------|---------------|
| 1. All about a Dog: | A.G. Gardiner |
| 2. On Forgetting:   | Robert Lynd   |

### **UNIT 5: ONE-ACT-PLAY**

- |                       |                  |
|-----------------------|------------------|
| 1. The Dear Departed: | Stanley Houghton |
|-----------------------|------------------|
- (4 Lectures)

### **References:**

1. *Poetry and Minor Forms of English Literature*: Ashok Thorat, Zeenat Merchant
2. *A Spectrum of Literary Criticism*: Kumar Iyer, Ashok Thorat
3. *One Act Plays for Acting Students*: Norman E. Bert
4. *The One-Act-Play Companion*: Rex Walford and Colin Dolley
5. *The World's Greatest Short Stories*: James Daley
6. *An Anthology of English Poetry*:

\*\*\*\*\*

**SYLLABUS (CBCS as per NEP 2020) for F. Y. B. A.****(w. e. from June 2023)**

|                              |                            |
|------------------------------|----------------------------|
| <b>Name of the Programme</b> | : B.A. English             |
| <b>Program Code</b>          | : UAENG                    |
| <b>Class</b>                 | : F.Y.B.A.                 |
| <b>Semester</b>              | : I                        |
| <b>Course Type</b>           | : Major                    |
| <b>Course Name</b>           | : Phonology of English - I |
| <b>Course Code</b>           | : ENG-102-MJM              |
| <b>No. of Lectures</b>       | : 30                       |
| <b>No. of Credits</b>        | : 02                       |

**A) Course Objectives:**

1. To make students understand the system of sound and sound combinations in English.
2. To make students understand how sounds are produced, how they are transmitted, and how they are perceived.
3. To help students differentiate between consonants and vowels.
4. To help students to Pronounce English sounds in isolation and in connected speech.
5. To make students understand difference between consonants and vowels in all word-positions.
6. To help students distinguish between phonemes and allophones.
7. To make students understand the structure of the English syllable.

**B) Course Outcomes:**

At the end of the course:

1. the student will understand the sound system of English.
2. they will also get to know the speech mechanism.
3. the students will comprehend the difference between consonants and vowels.
4. the learners will practice pronouncing English sounds in isolation and in connected speech.
5. they would also recognize the difference between consonants and vowels in word positions.
6. students would be able to distinguish between phonemes and allophones.
7. students would understand the structure of English syllable.

**TOPICS/CONTENTS:****UNIT 1: Introduction****(2 lectures)**

- 1.1 What is Language
- 1.2 The English Language



- 1.3 Spoken English in India
- 1.4 Learning a Foreign Language

**UNIT 2: The Speech Mechanism (4 lectures)**

- 2.1 A speech event
- 2.2 The production of speech
- 2.3 Description of sounds

**UNIT 3: The Description of Speech Sounds (8 lectures)**

- 3.1 Vowels and Consonants
- 3.2 Description of Consonants
  - 3.2.1 Place of Articulation
  - 3.2.2 Manner of Articulation
- 3.3 Description of Vowels
- 3.4 Use of Phonetic Symbols
- 3.5 Phonetic transcriptions

**UNIT 4: The Phoneme; the Syllable; Prosodic Features (6 lectures)**

- 4.1 The Phoneme
- 4.2 The Syllable
- 4.3 Prosodic Features

**UNIT 5: The Sounds of English-Vowels (10 lectures)**

- 5.1 Vowels in British Received Pronunciation
- 5.2 Vowels in General Indian English.
- 5.3 Differences between the Vowels Systems of British R.P. and General Indian English
- 5.4 Description of the Vowels

**References:**

1. Spoken English by R. K. Bansal and J. B. Harrison
2. A Textbook of English Phonetics for Indian Students by Balasubramanian
3. Linguistics: An Introduction by Ashok Chaskar et. al.
4. English Phonetics and Phonology: An Introduction by Philip Carr
5. English Phonetics and Phonology: A Practical Course by Peter Roach

\*\*\*\*\*

**SYLLABUS (CBCS as per NEP 2020) for F. Y. B. A.****(w. e. from June, 2023)**

|                              |                                      |
|------------------------------|--------------------------------------|
| <b>Name of the Programme</b> | : B.A. English                       |
| <b>Program Code</b>          | :UAENG                               |
| <b>Class</b>                 | : F.Y.B.A.                           |
| <b>Semester</b>              | : I                                  |
| <b>Course Type</b>           | : Open Elective                      |
| <b>Course Name</b>           | : English for Practical Purposes - I |
| <b>Course Code</b>           | : ENG-116-OE                         |
| <b>No. of Lectures</b>       | :30                                  |
| <b>No. of Credits</b>        | : 02                                 |

**C) Course Objectives:**

1. To make students acquire the skills of listening, speaking, reading, and writing
2. To make students acquire the ability to communicate in English according to the situation, purpose and roles of the participants.
3. To help students to improve communicative competence in English.
4. To help students to develop a wide variety of listening skills and inferring meaning from context.
5. To develop student's speaking skills through formal and informal conversation.
6. To develop students' basic reading skills including reading fast, skimming for information, and identifying main ideas in informative reading passages.
7. To help students to develop composition skills.

**D) Course Outcomes:**

At the end of the course:

1. the student masters the four basic skills of listening, speaking, reading and writing.
2. the student can converse in English in different real-life situations.
3. the student can communicate in English effectively.
4. the student developed listening skills and can use it to guess the meaning from context.
5. the student can speak impromptu.
6. the student can read text with fluency, understanding and competence, decoding groups of words/phrases and not just single words.
7. the students know how to use writing skill to express their thoughts, ideas and understanding of a particular topic.

**TOPICS/CONTENTS:****Section I: Reading Skills****(10 Lectures)**

---

| Unit | Title |
|------|-------|
|------|-------|

---

1. Introduction
2. Reading and Composition
3. Increasing your Eye-span
4. Surveying the matter and Identifying the Text Type.
5. Skimming the Text for Identifying the General Theme.
6. Scanning the Text to Locate Specific Information
7. Understanding Meanings of Words, Phrases and Sentences.

**Section II: Conversational Skills (10 Lectures)**

---

| Unit | Title |
|------|-------|
|------|-------|

---

1. Introduction
2. Greeting and Responses to Greetings
3. Introducing yourself
4. Introducing others
5. Joining a conversation
6. Leaving a conversation
7. Taking leave
8. Requesting
9. Inviting, Accepting and Declining Invitations.

**Section III: Writing Skills (10 Lectures)**

---

| Unit | Title |
|------|-------|
|------|-------|

---

1. Introduction
2. Notice
3. Agenda
4. Minutes
5. Summarizing.
6. Note making
7. Reports.

**References:**

1. English for Practical Purposes—Published by Mac Millan.

**SYLLABUS (CBCS as per NEP 2020) for F. Y. B. A.****(w. e. from June, 2023)**

|                              |                             |
|------------------------------|-----------------------------|
| <b>Name of the Programme</b> | : B.A. English              |
| <b>Program Code</b>          | : UAENG                     |
| <b>Class</b>                 | : F.Y.B.A.                  |
| <b>Semester</b>              | : I                         |
| <b>Course Type</b>           | : Open Elective             |
| <b>Course Name</b>           | : Basic English Grammar - I |
| <b>Course Code</b>           | : ENG-117-OE                |
| <b>No. of Lectures</b>       | : 30                        |
| <b>No. of Credits</b>        | : 02                        |

**A) Course Objectives:**

1. To introduce students to basic English grammar.
2. To sensitize the students to major issues in English grammar.
3. To help students to functionality of English grammar through extensive grammar.
4. To develop language competency among students.
5. To make students grammar friendly.
6. To help students enrich their vocabulary.
7. To make students think creatively and critically.

**B) Course Outcomes:**

At the end of the course:

1. The students are introduced to basic English grammar.
2. The students are sensitized to major issues in English grammar.
3. The students comprehend functionality of English grammar through extensive grammar.
4. The learners develop language competency among students.
5. The learners become grammar friendly.
6. The students are enriched in their vocabulary.
7. The students think creatively and critically.

**TOPICS/CONTENTS:****UNIT 1: Articles****(08 lectures)**

1. Countable and Uncountable Nouns
2. Countable Nouns with **a/an** and **some**
3. **A/an** and **the**

4. **The**
5. The to (school/the school etc.)

**UNIT 2: Parts of Speech**

**(08 lectures)**

1. Noun
2. Pronoun
3. Verb
4. Adverb

**UNIT 3: Tenses**

**(14 lectures)**

1. Present Continuous
2. Present Simple
3. Present Continuous and Simple 1
4. Present Continuous and Simple 2
5. Past Simple
6. Past Continuous
7. Present Perfect 1
8. Present Perfect 2
9. Present Perfect Continuous
10. Present Perfect Continuous and Simple
11. How long how you been...?
12. For and Since when...? And how long...?

**References:**

1. *English Grammar in Use* by Raymond Murphy
2. *Oxford Practice Grammar* by John Eastwood
3. *English Grammar for Beginners* by S N Sing
4. *Fundamentals of English Grammar* by N C Sinha

\*\*\*\*\*

**SYLLABUS (CBCS as per NEP-2020) for F.Y.B.A**

|                               |  |
|-------------------------------|--|
| <b>Name of the Programme:</b> | B. A. English  |
| <b>Programme Code:</b>        | UAENG  |
| <b>Class :</b>                | F.Y.B.A  |
| <b>Semester:</b>              | I  |
| <b>Course Type :</b>          | VSC  |
| <b>Course Name:</b>           | Effective Communication and Personality Development- I |
| <b>Course Code:</b>           | ENG-121-VSC  |
| <b>Number of Lectures:</b>    | 30   |
| <b>No. of Credits:</b>        | 02   |

**B) Course Objectives:**

- 1: To polish students towards professional circles
2. To enable students analyse and create technical documents and communications
3. To develop positive personality traits
4. To inculcate the habit of regular reading and writing
5. To create a basic awareness about the professional and inter professional communications
- 6: To inculcate the habit creative and professional listening
- 7: To develop the linguistic competence

**B) Course Outcomes:**

1. It will help to develop knowledge, skills, and judgment around human communication
2. It will enable to inculcate communication competencies such as self exposure, conflict management, group communication etc
3. Students will be able to understand and evaluate key communication approaches used in interdisciplinary
- 4) Students will be able to communicate effectively orally and in writing
- 5) Students will be able to develop entrepreneur skills
- 6: Students will be able to write expository texts using the conventions of Standard English
- 7: It will help students to speak clearly, effectively and appropriately in a public forum for a variety of audiences and purposes

**TOPICS/ CONTENTS:****UNIT 1: Introduction: Aspects of Communication**

(4 Lectures)

1. Understanding the Communication Cycle
2. The Objectives of Communication and Attitude Analysis
3. Channels

4. Barriers

**UNIT 2: Writing Letters (Formal and Informal)** (6 Lectures)

1. Acknowledgment
2. Adjustment
3. Complaint
4. Correspondence
5. Covering/ A Job Application Letter

**UNIT 3: E-mail Writing** (3 Lectures)

**UNIT 4: Preparing a Resume** (3 Lectures)

**UNIT 5: Preparing Agendas and Writing Minutes for Meeting** (3 Lectures)

**UNIT 6: Attitude** (11 Lectures)

1. Pride, Passion and Process
2. Vision
3. Personal Accountability
4. Teamwork and You
5. Leadership Skills
6. The Art of Time Management

References:

1. *English Language skills for Academic Purposes*: Charul Jain, Yunus Karbhari
2. *The Art of Effective Communication*: Surekha Dangwal
3. *Failing Forward: Turning Mistakes into Stepping Stones for Success*: John C Maxwell
4. *The Magic of Thinking Big*: David Schwartz
5. *Atomic Habits*: James Clear

\*\*\*\*\*

**SYLLABUS (CBCS as per NEP-2020) for F.Y.B.A**  
**(w. e. from June 2023)**

|                              |   |
|------------------------------|---|
| <b>Name of the Programme</b> | : B.A. English                          |
| <b>Programme Code</b>        | : UAENG                                 |
| <b>Class</b>                 | : F.Y.B.A.                              |
| <b>Semester</b>              | : I                                     |
| <b>Course Type</b>           | : Skill Enhancement Course (SEC-Theory) |
| <b>Course Code</b>           | : ENG-126-SEC                           |
| <b>Course Title</b>          | : Writing Skills in English – I         |
| <b>No. of Credits</b>        | : 02                                    |
| <b>No. of Teaching Hours</b> | : 30                                    |

**A) Course Objectives:**

1. To focus on the writing skill.
2. To develop writing skill for practical purposes.
3. To give insights into writing of letter and reports among other things.
4. To provide basic principles of good writing.
5. To equip students with skills of looking for errors in writing and help them to correct errors.
6. To acquaint students with the importance of written communication.
7. To acquaint students with planning and outlining, editing, spelling and grammar and organization.

**B) Course Outcomes:**

1. This course will take students into the most formal of all writing.
2. It will enable students to spot mistakes and do their own editing.
3. It will sharpen the basics principles of writing of students.
4. It will equip students with writing job applications, and basics of letter writing.
5. It will introduce students with the professional writing practices.
6. It will help students to organize their ideas coherently.
7. It will develop descriptive and analytical skills of students based on verbal inputs.



## **Topics/ Contents**

### **Unit-1: Basic Principles of Writing (10 lectures)**

- 1.1.Importance of Writing Skill
- 1.2.Organization of Writing
- 1.3.Cohesion, Transition and Conclusion
- 1.4.Accuracy and Clarity

### **Unit-2: Writing for Practical Purposes (10 lectures)**

- 2.1. Writing Job Applications
- 2.2. The CV
- 2.3. Letter Writing
- 2.4. Report Writing

### **Unit-3: Professional Writing (10 lectures)**

- 3.1. Digital Writing
- 3.2. Email writing
- 3.3. Advertisement Writing
- 3.4. Poster Making

### **References:**

1. Arora, V.N. and Lakshmi Chandra. Improve Your Writing. 1981. New Delhi: Oxford UP, 2001.
2. Baker, Sheridan. The Practical Stylist. New York: Longman-Addison, 1998.
3. Millward, Celia M. Handbook for Writers. New York: Holt, 1979.
4. Sutcliffe, Andrea J. The New York Public Library Writers' Guide to Style and Usage. New Delhi: Macmillan, 1999.
5. Seely, John. The Oxford Guide to Writing and Speaking. New Delhi: Oxford UP, 2002.

**SYLLABUS (CBCS as per NEP 2020) for F. Y. B. A.****(w. e. from June, 2023)**

|                              |                              |
|------------------------------|------------------------------|
| <b>Name of the Programme</b> | : B.A. English               |
| <b>Program Code</b>          | : UAENG                      |
| <b>Class</b>                 | : F.Y.B.A.                   |
| <b>Semester</b>              | : I                          |
| <b>Course Type</b>           | : Ability Enhancement Course |
| <b>Course Name</b>           | : Functional English - I     |
| <b>Course Code</b>           | : ENG-131-AEC                |
| <b>No. of Lectures</b>       | : 30                         |
| <b>No. of Credits</b>        | : 02                         |

**C) Course Objectives:**

1. To introduce students to functionality of English language through strong prose articles.
2. To introduce students to functionality of English language through good poetry.
3. To help students to functionality of English grammar through extensive grammar.
4. To help students understand functionality of English composition through practice exercises in paragraph writing.
5. To help students understand functionality of English comprehension through practice exercises in Newspaper Advertisement.
6. To help students enrich their vocabulary through world class English literature.
7. To make students think creatively and critically.

**D) Course Outcomes:**

At the end of the course:

1. The students understand functionality of English language through strong prose articles.
2. The students understand functionality of English language through good poetry.
3. The students comprehend functionality of English grammar through extensive grammar.
4. The learners understand functionality of English composition through practice exercises in paragraph writing.
5. The learners understand functionality of English comprehension through practice exercises in Newspaper Advertisement.
6. The students are enriched in their vocabulary through world class English literature.
7. The students think creatively and critically.

**TOPICS/CONTENTS:**

|  |                      |
|--|----------------------|
| <b>UNIT 1: Prose</b>                         | <b>(10 lectures)</b> |
| 1. Sweets for Angels (R K Narayan)           |                      |
| 2. Karma (Khushwant Singh)                   |                      |
| <b>UNIT 2: Poetry</b>                        | <b>(06 lectures)</b> |
| 1. Sonnet 29 (Shakespeare)                   |                      |
| 2. The Education of Nature (William Blake)   |                      |
| <b>UNIT 3: Grammar</b>                       | <b>(08 lectures)</b> |
| 1. Degrees of Comparison                     |                      |
| 2. Transformation of Sentences               |                      |
| <b>UNIT 4: Composition and Comprehension</b> | <b>(06 lectures)</b> |
| 1. Paragraph Writing                         |                      |
| 2. Comprehension of Newspaper Advertisement  |                      |

**References:**

1. *Horizons, A Textbook for College Students* (MacMillan Publishers India Private Ltd)
2. *English Grammar in Use* (Cambridge)

\*\*\*\*\*

## **SYLLABUS (CBCS as per NEP 2020) for F. Y. B. A.**

**(w. e. from June 2023)**

|                              |                               |
|------------------------------|-------------------------------|
| <b>Name of the Programme</b> | <b>: B.A. English Program</b> |
| <b>Code</b>                  | <b>: UAENG</b>                |
| <b>Class</b>                 | <b>: F.Y.B.A.</b>             |
|                              | <b>Semester</b> I             |
| <b>Course Type</b>           | <b>: VEC</b>                  |
| <b>Course Name</b>           | <b>: Gender Studies - I</b>   |
| <b>Course Code</b>           | <b>: ENG-135-VEC</b>          |
| <b>No. of Lectures</b>       | <b>: 30</b>                   |
| <b>No. of Credits</b>        | <b>: 02</b>                   |

### **A) Course Objectives:**

1. To familiarize students with key concepts related to gender studies, including sex, gender, and sexuality.
2. To provide a historical overview of gender as a social construct, highlighting its evolution over time.
3. To explore the concept of intersectionality and its significance in understanding the intersections of gender with race, class, and other social categories.
4. To analyze and interpret selected poems as literary texts that explore themes of gender, identity, and empowerment.
5. To critically examine and discuss the societal messages and expectations surrounding femininity and beauty through the analysis of selected poems.
6. To engage students in the analysis and interpretation of short stories that challenge traditional gender roles and norms.
7. To analyze the representation of gender in film through the screening and discussion of the movie "Pink."

### **B) Course Outcomes:**

1. Students will have a clear understanding of the key concepts of sex, gender, and sexuality, and be able to differentiate between them.
2. Students will gain knowledge of the historical development of gender as a social construct

- and recognize its impact on society.
3. Students will develop an understanding of intersectionality and its application in examining the interconnectedness of gender with other social categories.
  4. Students will be able to analyze and interpret poems, recognizing the themes related to gender, identity, and empowerment.
  5. Students will critically evaluate societal expectations of femininity and beauty through the exploration of selected poems.
  6. Students will demonstrate the ability to analyze and interpret short stories that challenge traditional gender roles and norms, and engage in thoughtful discussions about them.
  7. Students will analyze and critique the representation of gender in film through the screening and discussion of the movie "Pink," demonstrating an understanding of the complexities of gender portrayal in media.

## **TOPICS/CONTENTS:**

### **Unit 1: Introduction to Gender Studies**

**(8 lectures)**

- Understanding key concepts: sex, gender, and sexuality
- Historical overview of gender as a social construct
- Intersectionality: exploring the intersections of gender with race, class, and other social categories

### **Unit 2: Poems**

**(8 lectures)**

1. Still I Rise by Maya Angelou
2. Poppies in July by Sylvia Plath
3. Barbie Doll by Marge Piercy

### **Unit 3: Short Stories**

**(8 lectures)**

1. The Woman on Platform No. 8 by Ruskin Bond
2. Sultana's Dream by Rokeya Sakhawat Hossain

### **Unit 4: Gender and Film**

**(6 lectures)**

- Screening of the movie 'Lipstick under My Burkha'

- Discussion and analysis of the film

**References:**

1. Butler, Judith. *Gender Trouble: Feminism and the Subversion of Identity*. Routledge, 1999.
2. Fausto-Sterling, Anne. *Sexing the Body: Gender Politics and the Construction of Sexuality*. Basic Books, 2000.
3. Crenshaw, Kimberlé. "Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics." *University of Chicago Legal Forum*, vol. 1989, no. 1, 1989, pp. 139-167.
4. Angelou, Maya. "Still I Rise." *And Still I Rise*. Random House, 1978.
5. Plath, Sylvia. "Poppies in July." *Ariel*. Harper & Row, 1965.
6. Piercy, Marge. "Barbie Doll." *To Be of Use*. Anchor Press, 1973
7. Bond, Ruskin. "The Woman on Platform No. 8." *The Woman on Platform No. 8 and Other Stories*. Penguin India, 2012.
8. Sakhawat Hossain, Rokeya. "Sultana's Dream." *Sultana's Dream and Padmarag*. Oxford University Press, 2005.
9. Movie: *Pink*. Directed by Aniruddha Roy Chowdhury, performances by Amitabh Bachchan, Taapsee Pannu, Kirti Kulhari, and Andrea Tariang, Rashmi Sharma Films, 2016.

\*\*\*\*\*

**SYLLABUS (CBCS as per NEP 2020) for F. Y. B. A.****(w. e. from June, 2023)**

|                              |  |
|------------------------------|--|
| <b>Name of the Programme</b> | : B.A. English                             |
| <b>Program Code</b>          | : UAENG                                    |
| <b>Class</b>                 | : F.Y.B.A.                                 |
| <b>Semester</b>              | : I  |
| <b>Course Type</b>           | : Indian Knowledge System                  |
| <b>Course Name</b>           | : Beginning of English Studies in India- I |
| <b>Course Code</b>           | : ENG-137-IKS                              |
| <b>No. of Lectures</b>       | : 30                                       |
| <b>No. of Credits</b>        | : 02                                       |

**E) Course Objectives:**

1. To introduce students to beginning of English studies in India through theory of the same.
2. To introduce students to English language through early Indian English poetry.
3. To introduce students to English language through early Indian English prose.
4. To introduce students to beginning of English language in India through theory of the same.
5. To help students understand functionality of English comprehension through practice exercises in poetry.
6. To help students understand functionality of English comprehension through practice exercises in prose.
7. To help students enrich their vocabulary through Indian English literature.

**F) Course Outcomes:**

At the end of the course:

1. The students understand the beginning of English studies in India through theory of the same.
2. The students understand English language through early Indian English poetry.
3. The students comprehend English language through early Indian English prose.
4. The learners understand beginning of English language in India through theory of the same.
5. The learners understand functionality of English comprehension through practice exercises in poetry.
6. The students understand functionality of English comprehension through practice exercises in prose.
7. The students enrich their vocabulary through Indian English literature.

**TOPICS/CONTENTS:**

**UNIT 1: Tracing the history of English in India (06 lectures)**

1. Introduction
2. East India Company and Education

**NIT 2: IWE and English Studies Now (08 lectures)**

1. Introduction
2. The Domain of English in India
3. Colonialism

**UNIT 3: Poems (08 lectures)**

1. To the Pupils of the Hindu College (Henry Derozio)
1. To a Young Hindu Widow (Kasiprasad Ghose)
2. Our Casuarina Tree (Toru Dutt)
3. Song of Radha the Milkmaid (Sarojini Naidu)

**UNIT 4: Prose (08 lectures)**

1. The Cow and the Barricades (Raja Rao)
2. The Homecoming (Tagore)

**References:**

1. *History of Education in India* by Major Basu
2. *India's Greatest Short Stories*, an Anthology

\*\*\*\*\*