

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

**Course Structure for S. Y. B.A. Compulsory English**  
**(Semester III)**

<b>Semester</b>	<b>Paper Code</b>	<b>Title of Paper</b>	<b>No. of Credits</b>
III	UAEN231	Compulsory English	3

**SYLLABUS (CBCS) FOR S. Y. B. A. Compulsory English-III**  
(w. e. from June 2023)

**Academic Year 2023-2024**

<b>Class:</b>	<b>S.Y.B.A</b>
<b>Paper Code:</b>	<b>UAEN231</b>
<b>Title of Paper:</b>	<b>Compulsory English- III</b>
<b>Credit:</b>	<b>03</b>
<b>No. of lectures:</b>	<b>48</b>

**Learning Objectives:**

1. **Comprehension:** Develop the ability to analyze and interpret prose texts, understanding the author's purpose and themes.
2. **Poetic Analysis:** Enhance skills in analyzing poetic devices and themes in selected poems, fostering appreciation of literary form and content.
3. **Grammar Proficiency:** Gain a solid understanding of advanced grammar concepts, including the passive voice and direct/indirect speech.
4. **Vocabulary Expansion:** Improve vocabulary through the use of one-word substitutes, idioms, and the understanding of prefixes and suffixes.
5. **Soft Skills Development:** Cultivate essential soft skills, focusing on leadership and teamwork, and their applications in various contexts.
6. **Critical Thinking:** Encourage critical thinking through discussions and written reflections on literary works and grammar usage.
7. **Communication Skills:** Enhance both written and verbal communication skills through structured practice in prose, poetry, grammar, and soft skills contexts.

**Learning Outcomes:**

**CO 1. Analytical Skills:** Students will be able to critically analyze and discuss the themes and character development in selected prose texts.

**CO 2. Poetic Appreciation:** Students will demonstrate an understanding of poetic forms and devices by interpreting and analyzing selected poems effectively.

**CO 3. Grammar Application:** Students will correctly apply the rules of passive voice, direct/indirect speech, and construct negative sentences in written and spoken contexts.

**CO 4. Vocabulary Usage:** Students will effectively use one-word substitutes, idioms, and recognize prefixes and suffixes to enhance their vocabulary in both writing and conversation.

**CO 5. Soft Skills Demonstration:** Students will exhibit improved leadership and teamwork skills through group activities and presentations.

**CO 6. Critical Reflection:** Students will produce reflective essays that demonstrate their critical thinking on the texts and grammar concepts studied.

**CO 7. Effective Communication:** Students will communicate ideas clearly and persuasively in both written assignments and oral presentations, showcasing their understanding of the course materials.

**TOPICS/CONTENTS:**

**Unit-1: Prose** (12 L)

- 1) A Simple Philosophy- Seathl
- 2) The Homecoming- Rabindranath Tagore
- 3) The Verger-Somerset Maugham

**Unit-2: Poetry** (12 L)

- 1) The Palanquin Bearers-Sarojini Naidu
- 2) On the Grasshopper and the Cricket-John Keats
- 3) Pied Beauty-George Manley Hopkins

**Unit-3: Grammar** (12 L)

- 1) The Passive Voice
- 2) Direct and Indirect Speech
- 3) Negative Sentences

**Unit-4: Vocabulary** (08 L)

- 1) One-word substitutes
- 2) Idioms
- 3) Suffixes and prefixes

**Unit-5: Soft Skills** (04 L)

- 1) Leadership Skills
- 2) Teamwork Skills

Prescribed text: Panorama: *Values and Skills through Literature* (Board of Editors: Orient BlackSwan)

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## Mapping of Programme Outcomes with Course Outcomes:

Class: SYBA (SEM III)

Course: Compulsory English

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

Subject: English

Course Code: UAEN231

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

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**Course Structure for S. Y. B. A. General English Paper – II**

<b>Semester</b>	<b>Paper Code</b>	<b>Title of Course</b>	<b>No. of Credits</b>
III	UAEN232	Study of English Language and Literature	3

SYLLABUS (CBCS) FOR S. Y. B. A. GENERAL ENGLISH PAPER II  
(w. e. from June 2023)  
**Academic Year 2023-24**

<b>Class:</b>	<b>S. Y. B. A. (Semester-III) Paper</b>
<b>Code:</b>	<b>UAEN232</b>
<b>Paper:</b>	<b>Study of English Language and Literature</b>
<b>Prescribed Text:</b>	<b>1) Bliss: An of Short Stories Ed. Board of Editors, Macmillan 2) Linguistics: An Introduction Ed. Board of Editors, Orient Blackswan</b>
<b>Credits:</b>	<b>03</b>
<b>No. of lectures:</b>	<b>48</b>

**Learning Objectives:**

1. **Literary Understanding:** Develop a foundational understanding of what literature is and the significance of literary devices and components of literary pieces.
2. **Genre Awareness:** Gain insight into the characteristics and historical context of the short story as a literary genre.
3. **Critical Analysis:** Enhance critical thinking and analytical skills by examining and interpreting various short stories, focusing on themes, characters, and narrative techniques.
4. **Linguistic Concepts:** Understand the fundamental concepts of phonology, including speech mechanisms, the classification of sounds, and the structure of syllables.
5. **Sound Patterns:** Explore the characteristics of word and sentence accents, tone groups, and the placement of nuclear accent in spoken language.
6. **Intonation Proficiency:** Develop an understanding of intonation patterns and their communicative functions in spoken discourse.
7. **Application of Knowledge:** Apply literary and linguistic concepts through discussions, presentations, and written assignments, demonstrating a comprehensive grasp of the subjects.

**Learning Outcomes:**

**CO 1. Literary Analysis Skills:** Students will be able to analyze and interpret selected short stories, discussing themes, character motivations, and narrative styles.

**CO 2. Genre Knowledge:** Students will demonstrate an understanding of the short story genre's evolution and its defining features.

**CO 3. Critical Thinking:** Students will produce critical essays that articulate their interpretations of the themes and techniques in the assigned stories.

**CO 4. Phonological Awareness:** Students will identify and classify consonants and vowels, demonstrating knowledge of the organs of speech and speech mechanisms.

**CO 5. Accent and Intonation:** Students will effectively demonstrate and explain concepts of word and sentence accent, including the identification of tone groups and nuclear accent in spoken language.

**CO 6. Practical Application:** Students will practice and apply intonation patterns in various communicative contexts, enhancing their oral communication skills.

**CO 7. Integrated Understanding:** Students will synthesize their knowledge of literature and linguistics in presentations and discussions, showcasing their ability to connect theoretical concepts to practical examples.

**TOPICS/ CONTENTS:**

I) From *Bliss*

(24 L)

1. **Introduction:**

- a. What is literature?
- b. Examining some literary devices Plato and mimesis Components of a literary piece and approaches to literature
- c. Elements of the short story
- d. Short story: A short history Short story: The genre

2. **Short Stories:**

- a. The Last Leaf –O Henry
- b. The Night Train at Deoli –Ruskin Bond
- c. A Snake in the Grass – R. K. Narayan
- d. The Fly –Katherine Mansfield
- e. The Happy Prince - Oscar Wilde

II) From *Linguistics: An Introduction*

(24 L)

1. Phonology:

- a. Organs of speech, speech mechanisms
- b. Description and classification of consonants and vowels,
- c. Concept of syllable, -Word accent, sentence accent,
- d. Tone groups, placement of nuclear/tonic accent,
- e. Concept of intonation, uses/types of tones

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## Mapping of Programme Outcomes with Course Outcomes:

Class: S.Y.B.A. (SEM III)

Subject: English

Course: Study of English Language and Literature

Course Code: UAEN232

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	1	1	1	3	1	2	1	1
CO2	2	1	1	1	1	2	2	2
CO3	1	1	2	3	2	1	1	1
CO4	1	2	2	1	1	1	1	1
CO5	1	1	1	1	2	1	1	1
CO6	2	2	1	1	1	2	2	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.



Anekant Education Society's  
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**Autonomous**  
**Course Structure for S. Y. B. A. Special Paper I**

<b>Semester</b>	<b>Paper Code</b>	<b>Title of Paper</b>	<b>No. of Credits</b>
III	UAEN233	Appreciating Drama	3

## Tuljaram Chaturchand College (Autonomous College)

**Class:** S. Y. B. A. (Semester-III)  
**Paper Code:** UAEN233  
**Paper:** Appreciating Drama  
**Credits:** 03  
**No. of lectures:** 48

### Learning Objectives:

1. **Understanding Drama:** Develop a comprehensive understanding of the definition and significance of drama as a literary genre.
2. **Element Analysis:** Analyze the key elements of drama, including theme, characters, plot, dialogue, and stage properties.
3. **Genre Exploration:** Explore and differentiate between various types of drama, such as tragedy, comedy, and absurd drama, and understand their characteristics.
4. **Historical Context:** Examine the developments in 20th-century drama and their impact on contemporary theatrical practices.
5. **Terminology Proficiency:** Familiarize students with essential terminology and concepts related to drama for deeper analysis and discussion.
6. **Textual Analysis:** Engage in a close reading of "The Merchant of Venice" to identify and analyze its dramatic elements and themes.
7. **Critical Thinking:** Foster critical thinking and interpretation skills through discussions and written assignments on both theoretical concepts and the primary text.

### Learning Outcomes:

**CO 1. Definition and Significance:** Students will be able to articulate what drama is and discuss its importance in literature and culture.

**CO 2. Element Identification:** Students will identify and explain the various elements of drama within a specific text, including the roles of theme, character, and plot.

**CO 3. Genre Differentiation:** Students will demonstrate an understanding of different types of drama and their characteristics, providing examples from literary works.

**CO 4. Historical Awareness:** Students will describe key developments in 20th-century drama and their implications for modern theatrical forms.

**CO 5. Terminology Usage:** Students will accurately use drama-related terminology in discussions and analyses, showing a grasp of foundational concepts.

**CO 6. Textual Interpretation:** Students will analyze "The Merchant of Venice," discussing its themes, character dynamics, and dramatic structure with evidence from the text.

**CO 7. Critical Analysis Skills:** Students will produce essays and participate in discussions that reflect their ability to critically engage with dramatic texts and theory, demonstrating their analytical skills and understanding of the material.

## **Allotment of Credits:**

One credit is equal to 16 clock hours and every semester is allotted three credits (48 clock hours). The allotment is as below:

### **Semester III**

**(24 L)**

#### **A) Theory of Drama (24 Lectures)**

- (a) What is Drama?
- (b) Elements of Drama: Theme, Characters, Plot, Dialogue, Stage Properties, The Three Unities, Conflict, Elements of Structure
- (c) Different types of Drama: Tragedy, Comedy, Tragi-Comedy, Problem Plays, Absurd Drama
- (d) Developments in the 20<sup>th</sup> Century Drama
- (e) In addition, other terms related to Drama be considered for background study

#### **B) Texts: 1) *The Merchant of Venice* - William Shakespeare**

**(24 L)**

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#### **References:**

1. Shakespeare, William., *The Merchant of Venice* Macmillan Publishers India Pvt. Ltd. 2017
2. Zimbardo, Rose A., *A Mirror to Nature: Transformations in Drama and Aesthetics* 1660–1732 (1986). Dramatic Literature, Criticism, and Theory. Book 5.
3. Boulton, Marjorie., *The Anatomy of Drama* Routledge & Kegan Paul Ltd 1960
4. Nicoll, Allardyce., *The Theory of Drama* George G. Harrap & Company Ltd 1935
5. Evans, Ifor., *A Short History of English Drama* Penguin Books 1948

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## Mapping of Programme Outcomes with Course Outcomes:

Class: S.Y.B.A. (SEM III)

Subject: English

Course: Appreciating Drama

Course Code: UAEN233

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	1	1	1	3	1	2	1	1
CO2	2	1	1	1	1	2	2	2
CO3	1	1	2	3	2	1	1	1
CO4	1	2	2	1	1	1	1	1
CO5	1	1	1	1	2	1	1	1
CO6	2	2	1	1	1	2	2	2
CO7	1	1	2	2	1	1	1	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.

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**Course Structure for S. Y. B. A. Special English Paper 2**

<b>Semester</b>	<b>Paper Code</b>	<b>Title of Paper</b>	<b>No. of Credits</b>
III	UAEN234	Appreciating Poetry (S-2)	3

## SYLLABUS (CBCS) FOR S. Y. B. A. SPECIAL ENGLISH PAPER 2

(w. e. from June 2023)

Academic Year 2023-24

<b>Class:</b>	<b>S. Y. B. A. (Semester- III)</b>
<b>Paper Code:</b>	<b>UAEN234</b>
<b>Title of Paper:</b>	<b>Appreciating Poetry (S2)</b>
<b>Credit:</b>	<b>03</b>
<b>No. of Lectures:</b>	<b>48</b>

### Learning Objectives:

1. **Understanding Poetry:** Develop a clear understanding of what poetry is and its significance throughout different historical periods.
2. **Element Familiarity:** Familiarize students with the essential elements of poetry, including rhythm, meter, sound structure, and stanza forms.
3. **Poetic Devices:** Learn to identify and analyze various figures of speech, symbols, imagery, and other poetic devices, such as repetition and contrast.
4. **Genre Exploration:** Explore different types of poetry, including elegy, sonnet, dramatic monologue, lyric, ode, and ballad, and their unique characteristics.
5. **Textual Analysis:** Engage in a close reading and analysis of selected poems, examining themes, techniques, and the historical context of each work.
6. **Critical Thinking:** Foster critical thinking skills through discussions and written reflections on the poems and their poetic forms.
7. **Comparative Analysis:** Encourage students to compare and contrast different poems, highlighting their use of poetic devices and thematic concerns.

### Learning Outcomes:

**CO 1. Definition and Context:** Students will articulate a clear definition of poetry and discuss its evolution and significance across major literary periods.

**CO 2. Element Identification:** Students will identify and explain the essential elements of poetry in their analyses of selected works.

**CO 3. Poetic Device Recognition:** Students will recognize and analyze figures of speech, symbols, and imagery in the poems studied, demonstrating their impact on meaning and tone.

**CO 4. Genre Awareness:** Students will describe and differentiate among various types of poetry, providing examples and discussing their unique features.

**CO 5. Poetic Analysis:** Students will conduct in-depth analyses of the assigned poems, discussing themes, stylistic choices, and historical contexts with textual evidence.

**CO 6. Critical Engagement:** Students will produce essays and participate in discussions that demonstrate their critical engagement with the texts, using appropriate terminology and concepts.

**CO 7. Comparative Insights:** Students will effectively compare and contrast different poems in terms of themes, poetic devices, and emotional impact, showcasing their analytical skills and understanding of poetry.

**Topics/Contents:**

**Prescribed Text:** *Poetry Down the Ages* Ed. Board of Editors, Orient Blackswan.

**Theory of Poetry**

- (a) What is poetry? Significant development in the art of poetry during major periods  
**-6 Lectures**
- (b) Elements of poetry: Rhythm, Metre, Sound structure, Stanza Forms  
**-6 Lectures**
- (c) Figures of Speech, Symbols, Imagery, and other Poetic Devices like Repetition, Contrast.  
**-6 Lectures**
- (d) Types of poetry: Elegy, Sonnet, Dramatic Monologue, Lyric, Ode, Ballad  
**-6 Lectures**

**Poems****(24 L)****1. *William Shakespeare***

Sonnet 29

**2. *John Donne***

The Sun Rising

**3. *Andrew Marvell***

To His Coy Mistress

**4. *William Blake***

The Chimney Sweeper

**5. *William Wordsworth***

Lucy Gray

**6. *S.T. Coleridge***

Kubla Khan

**Select Bibliography:**

1. Abrams M.H. 1957. A Glossary of Literary Terms. Madras: Macmillan India Press.
2. Drew Elizabeth. 1959. Poetry- A Modern Guide to Its Understanding and Enjoyment. Dell Publishing Co.
3. Lennard John. 2005. The Poetry Handbook: A Guide to Reading Poetry for Pleasure and Practical Criticism. OUP.
4. Moon Brian. 2001. Studying Poetry: Activities, Resources and Texts. NCTE.
5. Oliver Mary. 1994. A Poetry Handbook. Harcourt Brace & Company.
6. Williams Rhian. 2009. The Poetry Tool Kit: The Essential Guide to Studying Poetry. Bloomsbury
7. Wolosky Shira. 2001. The Art of Poetry: How to Read Poem. OUP.

## Mapping of Programme Outcomes with Course Outcomes:

Class: S.Y.B.A. (SEM III)

Subject: English

Course: Appreciating Poetry

Course Code: UAEN234

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	1	1	1	3	1	2	1	1
CO2	2	1	1	1	1	2	2	2
CO3	1	1	2	3	2	1	1	1
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CO7	1	1	2	2	1	1	1	2

### Justification for the mapping

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#### **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.