

CBCS as per NEP 2020 for S.Y.B.A.
(2024 Pattern)

Name of the Programme	: S. Y. B.A.
English Program Code	: UAEN
Class	: S.Y.B.A.
Semester	III
Course Type	: Major
Course Name	: Appreciating Poetry-I
Course Code	: ENG-201-MJM
No. of Lectures	: 60
No. of Credits	: 04

Course Objectives:

1. To introduce students to the nature, function, and relevance of poetry as a form of literature.
2. To acquaint and familiarize students with the terminology in poetry criticism, including the terms used in critical analysis and appreciation of poems.
3. To encourage students to make a detailed study of a few sample masterpieces of English poetry.
4. To enhance students' awareness of the aesthetics of poetry and empower them to read, appreciate, and critically evaluate poetry independently.
5. To cultivate students' ability to recognize and analyze various poetic devices employed in different types of poems.
6. To develop students' skills in interpreting and expressing the themes and Emotions conveyed through poetry.
7. To foster a deeper understanding of the historical and cultural contexts influencing the creation and reception of poetry.

Course Outcomes:

By the end of the course, students will be able to:

CO1. Comprehend the nature, function, and relevance of poetry as a form of literature.

CO2. Proficiently utilize the terminology in poetry criticism to analyze and

Evaluate.

CO3 demonstrate a minute understanding of sample masterpieces of English

poetry.

CO4. exhibit the ability to read, appreciate, and critically evaluate poetry independently.

CO5. Effectively identify and analyze poetic devices, enhancing their interpretative skills.

CO6. Articulate interpretations of the message and emotions conveyed through Poetry with clarity and insight.

CO7. Recognize and contextualize the historical and cultural influences shaping various poetic works.

TOPICS/CONTENTS

Teaching Hours: 60

Unit I Theory of Poetry

(24 Lectures)

1. Definition and Significant Development of Poetry (6 Lectures)
2. Elements of Poetry: Rhyme and Rhythm, Metre, Stanza Form and Sound Devices. (6 Lectures)
3. Poetic Devices:
Figures of Speech, Symbolism, and Imagery (6 Lectures)
4. Types of Poetry: (6 Lectures)
Lyrical Poetry: Sonnet, Elegy, Ode, Song
Narrative Poetry: Ballad, Epic
Dramatic Monologue

Unit II Poems:

(36 Lectures)

1. William Blake:
 - The Lamb
 - The Chimney Sweeper
2. William Wordsworth:
 - Upon Westminster Bridge
 - I Wandered Lonely as a Cloud
3. John Keats:
 - La Belle Dame Sans Merci
 - Last Sonnet

4. Alfred Lord Tennyson:
 - The Lady of Shalott
5. Robert Browning:
 - My Last Duchess
6. Thomas Hardy:
 - Neutral Tones
 - The Darkling Thrush
7. Gerard Manley Hopkins:
 - God's Grandeur
 - Spring

Prescribed Text: Nineteenth and Twentieth Century Verse
Oxford University Press, New Delhi, 2008

Reference:

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 Program Outcomes with Course

Outcomes

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

Subject: English

Course: Appreciating Poetry

Course Code: ENG-201-MJM

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

Course Outcomes	Programme Outcomes						
	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	1	2	1	2	3	2
CO2	1	3	2	2	3	2	2
CO3	3	2	2	2	1	2	3
CO4	2	3	1	3	2	2	1
CO5	2	2	3	2	2	3	2
CO6	1	3	2	1	2	2	2
CO7	2	1	1	2	2	3	1

Justification for the mapping

PO1: The students will be able to comprehend the nature, function, and relevance of poetry as a form of literature.

Justification: comprehend the nature, function, and relevance of poetry as a form of literature.

PO2: The students will be able to proficiently utilize the terminology in poetry criticism to analyze and evaluate

Justification: proficiently utilize the terminology in poetry criticism to analyze and evaluate

PO3: The students will demonstrate a minute understanding of sample masterpieces of English poetry.

Justification: demonstrate a minute understanding of sample masterpieces of English poetry.

PO4: The students will exhibit the ability to read, appreciate, and critically evaluate poetry independently.

Justification: exhibit the ability to read, appreciate, and critically evaluate poetry independently.

PO5: The students will effectively identify and analyze poetic devices, enhancing their interpretative skills.

Justification: effectively identify and analyze poetic devices, enhancing their interpretative skills.

PO6: The students will articulate interpretations of the message and emotions conveyed through poetry with clarity and insight.

Justification: articulate interpretations of themes and emotions conveyed through poetry with clarity and insight.

PO7: The students will recognize and contextualize the historical and cultural influences shaping various poetic works.

Justification: recognize and contextualize the historical and cultural influences shaping various poetic works.

**CBCS as per NEP2020 for SYBA
(2024 Pattern – NEP)**

Name of the Programme	: B. A. English
Program Code	: UAENG
Class	: S.Y.B.A.
Semester	: III
Course Type	: Major
Course Name	: Appreciating Fiction - I
Course Code	: ENG-202-MJM
No. of Lectures	30
No. of Credits	02

Course Objectives:

1. To expose students to the best examples of short stories and novel in English and to contribute to their emotional quotient as well as independent thinking.
2. To instill universal human values through best pieces of short stories in English
3. To develop effective language skills by developing ability to use right words in the right context.
4. To enhance employability of the students by developing their basic language skills.
5. To revise and reinforce the learning of some short stories and novel for better linguistic competence.
6. To analyze and interpret literary texts using critical thinking.
7. To develop a global perspective on literature, recognizing the diversity of cultures and experiences.

Course Outcomes:

By the end of the course, students will be able to:

CO1. Students become acquainted with the Literature in English through the short stories and novel.

CO2. The syllabus cultivates literary sensibility among students through novel and short stories.

CO3. Students develop their emotional quotient as well as independent thinking.

CO4. Students understand and learn universal human values.

CO5. Students become capable in using right words in the right context through short stories.

CO6. Students develop creativity and originality in literary analysis and interpretation.

CO7. Students acquire the linguistic competence through short stories and novel.

TOPICS/CONTENTS:**Units****Teaching Hours
(8 Lectures)****Unit I: Background**

1. Definition and characteristics of Short Stories
2. Key elements of Short Story:
Plot, Characters, Setting, Theme, Conflict, Point of View
3. Definition and characteristics of Novel
4. Key elements of a Novel:
Plot, Characters, Setting, Theme, Conflict, Point of View

(12 Lectures)**Unit II: Short Stories**

1. The Ant and the Grasshopper – W. Somerset Maugham
2. Living or Dead? – Rabindranath Tagore
3. The Necklace – Guy De Maupassant

Unit III: Novel**(10 Lectures)**

1. The Old Man and The Sea – Earnest Hemingway

Prescribed Texts:**Popular Short Stories:** (Board of Editors: Oxford University Press)Earnest, Hemingway. *The Old Man and The Sea*. Penguin Random House, 1994.

Reference:

Popular Short Stories: (Board of Editors: Oxford University Press)

Earnest, Hemingway. *The Old Man and The Sea*. Penguin Random House, 1994.

Abrams M.H. 1957. *A Glossary of Literary Terms*. Madras: Macmillan Indian Press.

Choice Based Credit System Syllabus
(2024 Pattern NEP)

Mapping of Program Outcomes with
Course Outcomes

Class: B.A. Part II (Sem III)

Subject: English

Course: Appreciating Literature

Course Code: ENG-205-MN

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

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

Justification for the mapping:

PO1: Critical and Creative Thinking

Course Outcome 1: Students become acquainted with the Literature in English through the short stories and novel.

Justification: Analysis and evaluation of literary texts and styles, arguments, and beliefs.

PO2: Effective Citizenship and Ethics

Course Outcome 4: Students are ingrained with effective citizenship and ethics through stories.

Justification: The short stories and novel are based on current and past socio-cultural issues around the world.

PO3: Social Competence

Course Outcome 4: Students understand social competence through short stories and novel because the prose articles are based on socio-cultural issues.

Justification: Understanding diverse socio-cultural perspectives through literature.

PO4: Disciplinary Knowledge

Course Outcome 1: The syllabus cultivates literary sensibility among students.

Justification: Ability to synthesize and articulate issues in literature and the disciplinary knowledge of the language through literature.

PO5: Personal and Professional Competence

Course Outcome 7: Students acquire personal and professional competence because they acquire linguistic competence through practice exercises.

Justification: Understanding and applying personal and professional skills through text.

PO6: Self Directed and Lifelong Learning

Course Outcome 6: Students get self-direction and lifelong learning.

Justification: The prose propel students to the aforesaid goals as they acquire thirst for the language.

PO7: Environment and Sustainability

Course Outcome 5: Students learn about environment and sustainability.

Justification: As the short stories and novel direct the attention of the aforementioned goals and makes them to take positive actions.

PO8: Value Inculcation

Course Outcome 2: Literary texts instill and develop human concern in students.

Justification: Developing empathy and moral values through literature.

**CBCS Syllabus for S.Y.B.A.
(2024 Pattern)**

Name of the Programme : B.A. English

Program Code : UAENG

Class : S.Y.B.A.

Semester : III

Course Type : Major

Course Name : Foundation of English - I

Course Code : ENG-203-VSC

No. of Lectures : 30

No. of Credits : 02

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.

Programme Outcomes

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**(04 lectures)**

- 1.1 What is Language
- 1.2 The English Language
- 1.3 Spoken English in India
- 1.4 English as a First Language

UNIT 2: The Speech Mechanism (6 Lectures)**(06 lectures)**

- 2.1 A Speech Event: Definition and Components
- 2.2 The Production of Speech: The Role of Speech Organs
- 2.3 The Description of Speech Sounds: Basics of Phonetics

UNIT 3: The Description of Speech Sounds**(10 Lectures)**

- 3.1 Vowels and Consonants: Basic Differences
- 3.2 Description of Vowels(Monophthongs, Diphthongs, Cardinal vowels
- 3.3 Description of Consonants
 - 3.2.1 Place of Articulation (Bilabial, Labiodental, etc.)
 - 3.2.2 Manner of Articulation (Plosive, Nasal, Fricative, etc.)
 - 3.2.3 Phonetic Transcription Practice

UNIT 4: The Phoneme, the Syllable, and Prosodic Features (10 Lectures)

- 4.1 The Phoneme: Concept, Minimal Pairs, Allophones
- 4.2 The Syllable: Structure and Types
- 4.3 Prosodic Features: Stress, Intonation, Rhythm

References

1. Spoken English by R. K. Bansal and J. B. Harrison
2. A Textbook of English Phonetics for Indian Students 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 Program Outcomes (POs) with Course Outcomes (COs)

Weightage Scale:

1 = Weak or Low Relation

2 = Moderate or Partial Relation

3 = Strong or Direct Relation

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	2	1	2	2	2	3	3
CO2	2	3	2	2	2	3	2	2
CO3	2	2	3	1	3	2	1	2
CO4	2	1	2	3	2	2	2	3
CO5	2	2	3	2	3	2	2	1
CO6	2	3	2	2	2	3	2	2
CO7	2	1	1	2	2	2	3	2

Justification for the Mapping

PO1: Understanding the Sound System of English

CO1: Students gain a complete understanding of how English sounds are structured.

CO2: Learning about the production and perception of sounds contributes to understanding the overall system.

CO6: Differentiating phonemes and allophones aids in understanding how sounds interact in a system.

PO2: Knowledge of the Speech Mechanism

CO2 (Strong - 3): Directly involves learning about articulation, transmission, and perception of sounds.

CO6 (Strong - 3): Phoneme-allophone distinction helps in understanding speech production.

CO1, CO3, CO5: All involve some level of articulatory and acoustic phonetics, contributing to knowledge of the speech mechanism.

PO3: Differentiation Between Consonants and Vowels

CO3: Focuses entirely on helping students differentiate between consonants and vowels.

CO5: Understanding vowel and consonant positioning in words supports this outcome.

CO1, CO2, CO6: Learning about sound systems and phoneme distinctions contributes to differentiation.

PO4: Pronunciation in Isolation and Connected Speech

CO4: Directly trains students in pronunciation.

CO1, CO2, CO5, CO6, CO7: Understanding sound systems and phonetics supports pronunciation training.

PO5: Recognizing Differences in Word Positions

CO5: Directly involves identifying consonants and vowels in different word positions.

CO1, CO3, CO4: Learning about phonemes and pronunciation aids in recognizing position-based differences.

PO6: Distinguishing Phonemes and Allophones

CO6: The primary objective of this CO is to distinguish phonemes from allophones.

CO2, CO5: Understanding speech production and word-position differences supports phonemic distinction.

PO7: Understanding Syllable Structure

CO7: Directly teaches syllable structure.

CO1, CO2, CO5, CO6: Learning about phonetics, phonemes, and pronunciation contributes to understanding syllables.

**CBCS as per NEP 2020 for S.Y.B.A.
(2024 Pattern – NEP 2020)**

Name of the Programme	: S.Y.B.A.English
Program Code	: UAENG
Class	: SYBA
Semester	: III
Course Type	: Minor
Course Name	: Appreciating Drama I
Course Code	: ENG-205-MN
No .of Lectures	: 60
No. of Credits	: 04

Course Objectives:

1. To introduce Drama as a major form of literature
2. To introduce minor forms of Drama
3. To acquaint and familiarize the students with the terminology in Drama
Criticism (i.e. the terms used in Critical Analysis and Appreciation of Drama)
4. To encourage students to make a detailed study of a few sample masterpieces of
English Drama from different parts of the world
5. To develop interest among the students to appreciate and analyze drama independently
6. To enhance students awareness in the aesthetics of Drama and to empower them to evaluate
drama independently
7. To develop the ability to appreciate ideas and think critically.

Course Outcomes:

By the end of the course, students will be able to:

- CO1. Describe the key terms and concepts in the theory of drama
- CO2. Understand the salient features of drama and its criticism.
- CO3. Understand the evolution of drama from Greek to modern drama
- CO4. Become familiar with some of the masterpieces of English dramas from different parts of the world.
- CO5. Evaluate the dramatic works in the light of the theory of drama that they have studied
- CO6. Develop the ability to cultivate aesthetic and ethical values in life through the studied plays.
- CO7. Develop the ability of critical thinking free of outside opinion.

TOPICS/CONTENTS:

Semester: III : 60 Lectures

Theory of Drama**(25 Lectures)**

1. What is Drama?
2. Elements of Drama: Theme, Characters, Plot, Dialogue, Stage Properties, The Three Unities, Conflict, Elements of Structure,
3. Different Types of Drama: Tragedy, Comedy, Tragi-Comedy, Problem Play, Absurd Play
4. Developments in the 20th century Drama
5. In addition, other terms related to Drama to be considered for background study

B) Text: 1. Much Ado About Nothing – William Shakespeare

(35 Lectures)

Reference:

1. Boulton, Majorie. *The Anatomy of Drama*: Routledge and Kegan Paul Ltd, 1960.
2. Nicoll, Allardyce. *The Theory of Drama*: George G. Harrap & Company Ltd, 1935.
3. Evans, B. Ifor. *A Short History of English Drama*, Penguin Books, 1948.
4. Shakespeare, William. *Much Ado About Nothing*, Simon & Schuster, 2000.

Choice Based Credit System Syllabus
(2024 Pattern NEP 1.0)

Mapping of Program Outcomes with Course Outcomes

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

Subject: English

Course: Appreciating Drama-I

Course Code: ENG-205-MN

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

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	1	2	1	2	2	2	3
CO2	1	3	2	2	3	2	2	2
CO3	2	2	2	2	2	3	3	2
CO4	2	1	2	1	2	2	2	3
CO5	2	2	2	2	1	1	1	1
CO6	1	3	2	2	2	2	2	2
CO7	2	1	1	2	2	3	1	2

Justification for the mapping:

PO1: Research-Related Skills:

Course Outcome 2: The students learn to criticize the specimen dramas with the terminology in drama.

Justification: Critically evaluating with the appropriate terminology requires personal and professional competence in literary analysis and communication skills.

PO2: Effective Citizenship and Ethics:

Course Outcome 1: The students understand the nature, function, and relevance of poetry as a form of literature.

Justification: This course outcome aligns with the program outcome related to disciplinary knowledge, as it involves understanding the nature and function of poetry within the context of literature.

PO3: Social Competence:

Course Outcome 2: The students learn to criticize the specimen dramas with the terminology in plays.

Justification: Critically evaluating dramas with the appropriate terminology requires personal and professional competence in literary analysis and communication skills.

PO4: Disciplinary Knowledge

Course Outcome 1: The students understand the nature, function, and relevance of plays as a form of literature.

Justification: This course outcome aligns with the program outcome related to disciplinary knowledge, as it involves understanding the nature and function of plays within the context of literature.

PO5: Personal and Professional Competence

Course Outcome 2: The students learn to criticize the specimen dramas with the terminology in plays.

Justification: Critically evaluating dramas with the appropriate terminology requires personal and professional competence in literary analysis and communication skills.

PO6: Self-directed and Life-long Learning

Course Outcome 4: The students learn to read, appreciate, and critically evaluate the plays independently.

Justification: The ability to engage in independent learning is crucial for reading, appreciating, and critically evaluating plays throughout one's life.

PO7: Critical Thinking and Problem Solving

Course Outcome 7: The students learn to read, appreciate, and critically evaluate the plays independently.

Justification: Reading, appreciating, and critically evaluating plays independently involve critical thinking and higher-order cognitive skills.



CBCS as per NEP 2020 for S.Y.O.E.
(2024 Pattern)

Name of the Programme	: S.Y.O.E.
English Program Code	: UAEN
Class	: S.Y.O.E
Semester	III
Course Type	: Open Elective
Course Name	: Developing English Language Skills through Stories-I
Course Code	: ENG-206- OE
No. of Lectures	: 30
No. of Credits	: 02

Course Objectives:

1. To encourage diverse perspectives of students, like variety of cultures, genres, and voices and explore socio-cultural issues.
2. To foster critical thinking, by allowing students to analyze and interpret.
3. To foster creative writing skills by using short stories as examples, introducing students with narrative techniques that they can apply to their own writing.
4. To encourage concise writing and expression by demonstrating how short stories effectively convey complex ideas and emotions within a limited space.
5. To make students acquire the skills of listening, speaking, reading, and writing.
6. To make students acquire the ability to communicate in English according to the situation, purpose and roles of the participants.
7. To help students to develop proficiency in developing English skills.

Course Outcomes:

By the end of the course, students will be able to:

- CO1. Demonstrate an understanding of diverse perspectives by analyzing short stories that explore socio-cultural issues.
- CO2. Develop critical thinking skills by analyzing and interpreting literary elements, fostering deeper reflection on texts and themes.
- CO3. Enhance their creative writing abilities by studying narrative techniques in short stories and applying these techniques in their own writing projects.

CO4. Improve their ability to write concisely and effectively by understanding how short stories convey complex ideas and emotions in a limited space.

CO5. Acquire proficiency in the four key language skills - listening, speaking, reading, and writing through the analysis and discussion of short stories.

CO6. Communicate in English appropriately according to different situations, purposes, and roles of the participants.

CO7. Develop advanced English proficiency by refining their skills in reading, writing, and literary analysis, with a focus on both comprehension and expression.

TOPICS/CONTENTS

Teaching Hours: 30

Unit I: SHORT STORIES**(20 Lectures)**

1. A Cup of Tea
Katherine Mansfield
2. The Open Window
H. H. Munro ('Saki')
3. A Work of Art
Anton Chekhov
4. The Gift of Magi
O. Henry
5. The Gateman's Gift
R. K. Narayan

Unit II: COMMUNICATION SKILLS**(10 Lectures)**

1. Greeting and Taking Leave
2. Introducing Yourself
3. Introducing People to One Another
4. Making Requests and Asking for Directions
5. Making and Accepting Apology

Prescribed Texts:

1. Popular Short Stories
Oxford University Press, Oxford, 1997
2. Literary Gleam
An Anthology of Prose and Poetry, Orient Blackswan, Hyderabad, 2019

References:

1. *English Grammar in Use*, Raymond Murphy, Cambridge University Press, 2019(4th Edition)
2. *Word Power Made Easy*, Norman Lewis, Goyal Publishers & Distributors Pvt.Ltd., 2016 (Revised Edition)
3. *Oxford Advanced Learner's Dictionary*, Oxford University Press, 2020(10th Edition)
4. *Fluent English: Perfect Natural Speech, Sharpen Your Grammar, Master Idioms, Speak*
5. *Practical English Usage*, Michael Swan, Oxford University Press, 2016 (4th Edition)
6. *Collins Easy Learning English Grammar & Punctuation*, Collins Dictionaries, 2014
7. *English Collocations in Use*, Michael Mc Carthy and Felicity O'Dell, Cambridge University Press, 2005 (1st Edition)

Mapping of Program Outcomes with Course Outcomes:**Class:** S.Y.O. E. (Sem. III)**Subject:** English**Course:** Developing English Skills through Stories-I **Course Code:** ENG-206- OE**Weightage:** 1=weak or low relation, 2=moderate or partial relation, 3=strong or direct relation

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	1	2	1	2	2	2
CO2	1	3	2	2	3	2	2
CO3	3	3	2	2	2	2	2
CO4	2	3	2	1	2	2	2
CO5	2	2	2	2	3	1	2
CO6	1	3	2	2	1	3	2
CO7	2	1	1	2	2	2	3

Justification for the mapping

PO1: Demonstrate an understanding of diverse perspectives by analyzing and interpreting short stories that demonstrate socio-cultural issues.

Justification: Analyze and interpret short stories representing diverse cultures, and perspectives, socio-cultural issues presented in short stories, deepening awareness of how literature reflects societal values and challenges.

PO2: The students will develop critical thinking skills by analyzing and interpreting literary elements.

Justification: develop critical thinking skills by analyzing and interpreting literary elements in the short stories.

PO3: The students will enhance creative writing abilities.

Justification: understand and apply narrative techniques such as plot structure, character development, and point of view in their own creative writing.

PO4: The students will improve the ability to write concisely and effectively and convey complex ideas and emotions in a limited space, refining writing skills.

Justification: Write concisely and effectively, focusing on clarity and precision and understand the art of conveying complex ideas and emotions in a limited format, inspired by short stories.

PO5: The students will acquire proficiency in the four key language skills—listening, speaking, reading, and writing—through the analysis and discussion of short stories.

Justification: Engage in discussions, improve listening comprehension, and apply reading and writing skills by analyzing short stories.

PO6: The students will communicate in English appropriately, adjusting language use according to different situations, purposes, and roles of participants.

Justification: Adapt their communication style to suit different contexts and audiences. Demonstrate appropriate language use in both spoken and written formats.

PO7: The students will develop advanced English proficiency by refining skills in reading, writing, and literary analysis.

Justification: Analyze and interpret complex literary works, demonstrating advanced reading and writing proficiency.

**CBCS Syllabus for S.Y.B.A.
(2024 Pattern)**

Name of the Programme	: English
Program Code	: UAENG
Class	: S.Y.B.A.
Semester	: III
Course Type	: Subject Specific Indian Knowledge System (IKS)
Course Name	: Ancient Indian Folktales
Course Code	: ENG-207-IKS
No. of Lectures	: 30
No. of Credits	: 02

Course Objectives:

1. Understand and explain the cultural significance of ancient folk tales in India and their role in preserving traditions.
2. Analyze and compare folk tales from various regions of India, recognizing unique regional elements and their universal themes.
3. Define and differentiate key concepts such as folklore, folktale, fable, parable, exemplum, and proverbs, and their significance in literature.
4. Critically examine the narrative techniques and structure of Indian folk tales as represented in the selected stories.
5. Interpret and relate the moral lessons embedded in the folk tales and their relevance to contemporary society.
6. Demonstrate the ability to relate specific folk tales to their respective geographical and cultural contexts, recognizing regional diversity.
7. Develop an appreciation for the artistry of folk literature, its evolution, and its continuing relevance in modern storytelling.

Course Outcomes:

By the end of the course, students will be able to:

CO1: Develop critical thinking and analytical skills by engaging with a wide range of literary genres, particularly folk literature.

CO2: Understand and appreciate the cultural and historical contexts that shape literary works, with a focus on regional diversity in India.

CO3: Enhance communication skills by presenting interpretations of folk tales clearly and coherently.

CO4: Cultivate a deeper understanding of the moral and ethical dimensions embedded in folktales and other forms of folklore.

CO5: Foster creativity in connecting traditional folk narratives to modern-day issues and storytelling mediums.

CO6: Acquire the ability to identify and differentiate various literary forms (e.g., folktales, fables, proverbs) and analyze their unique characteristics.

CO7: Promote an interdisciplinary approach to literature, encouraging students to draw connections between folk narratives and other academic fields such as anthropology, sociology, and history.

TOPICS/CONTENTS:

Unit I: Background**Teaching Hours****(08)**

1. Background of ancient folktales in India (follow the "Instructions for teachers")
2. Concepts:
 1. *Plot*
 2. *Character*
 3. *Setting*
 4. *Theme*
 5. *Folklore*
 6. *Folktale*
 7. *Fable*
 8. *Parable*
 9. *Exemplum*
 10. *Proverbs*

Unit II: Folk tales (selected from *Once Upon a Time in India: An Anthology of Folk tales*)**Teaching Hours****(22)**

1. *The Needle Prince* (West Bengal)
2. *The Wily Jackal* (Gujarat)
3. *Magic in The Mango Grove* (Jharkhand)
4. *The Challenge* (Tamil Nadu)
5. *The Singing Spirit* (Punjab)
6. *The Honoured Guest* (Maharashtra)

Instructions for teachers:

The teacher should refer to the following references for Background of ancient folklores in India:

- a) Preface and foreword from *Once Upon a Time in India: An Anthology of Folk tales*
 - b) Pages 15, 16 from the chapter "The Folktale from Ireland To India" in *The Folktales*
- And
A Glossary of Literary Terms for concepts

Mapping of Program Outcomes with Course Outcomes

Class: SYBA (SEM III)

Subject: English

Course: Subject Specific Indian Knowledge System (IKS)

Course Code: ENG-207-IKS

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

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	1	2	1	2	2	2	3
CO2	1	3	2	2	3	2	2	2
CO3	2	2	2	2	2	3	3	2
CO4	2	1	2	1	2	2	2	3
CO5	2	2	2	2	1	1	1	1
CO6	1	3	2	2	2	2	2	2
CO7	2	1	1	2	2	3	1	2

Justification for the mapping

PO1: Critical Thinking and Problem Solving

CO2: The students understand and appreciate the cultural and historical contexts that shape literary works, with a focus on regional diversity in India.

CO7: The students draw connections between folk narratives and other academic fields such as anthropology, sociology, and history.

PO2: Effective Citizenship and Ethics

CO4: The students cultivate a deeper understanding of the moral and ethical dimensions embedded in folktales and other forms of folklore.

PO3: Social Competence

CO4: The students cultivate a deeper understanding of the moral and ethical dimensions embedded in folktales and other forms of folklore.

PO4: Disciplinary Knowledge

CO1: The students develop critical thinking and analytical skills by engaging with a wide range of literary genres, particularly folk literature.

CO3: The students communication skills are enhanced by presenting interpretations of folk tales clearly and coherently.

PO5: Personal and Professional Competence

CO5: The students' creativity is fostered in connecting traditional folk narratives to modern-day issues and storytelling mediums.

PO6: Self Directed and Lifelong Learning

CO6: The students acquire the ability to identify and differentiate various literary forms (e.g., folktales, fables, proverbs) and analyze their unique characteristics.

PO7: Environment and Sustainability

CO5: The students' creativity is fostered in connecting traditional folk narratives to modern-day issues and storytelling mediums.
