CBCS Syllabus for T.Y.B.A.
(2023 Pattern)

Name of the Programme	: English
Program Code	: UAENG
Class	: T.Y.B.A.
Semester	: V
Course Name	: Appreciating Novel-I
Course Code	: ENG-301-MJM
No. of Lectures	: 60
No. of Credits	: 04

Course Objectives:

1. To define the novel as a literary form and trace its history

2. To make the students see how novels expresses the varied cultures of the world.

3. To make them understand creative uses of language in novels.

4. To identify and analyse elements of the novel.

5. To classify and describe different types of novels.

6. To make students understand literary terms.

7. To interpret and evaluate themes.

Programme Outcomes:

1. The students will understand the history of novel writing

2. The students will be able to analyse and interpret literary texts

3. Students will understand the cultural contexts of literary texts.

4. Students learn English language through literature and vice versa.

5. Students will understand the role of literature in shaping cultural and social values.

6.Students will be able to communicate their ideas and analysis effectively

7.Students will develop skills to apply literary analysis to real-life situations

TOPICS/CONTENTS

A)Theory of Novel

i)What is Novel?A brief history of novel as a literary form   **(05 lectures)**

ii)Elements of Novel:
(15 lectures)
Theme, Characters, Plot, Structure, Narrative Techniques, Point of view, Conflict, Setting and atmosphere, Dialogue.

iii)Types of Novel:
(15 lectures)
Epistolary, Romantic, Picaresque, Buildungsroman, Absurd, Gothic, Historical Novel Regional Novel, Psychological Novel, S a t i r e ,Realistic Novel ,science fiction

iv)In addition to this Other literary terms related to novel study

B)Animal Farm - George Orwell
lectures)   (25

REFERENCES

) *What is a Novel? A Brief History of Novel as a Literary Form*

E.M. Forster – *Aspects of the Novel*

Ian Watt – *The Rise of the Novel*

Terry Eagleton – *The English Novel: An Introduction*

M.H. Abrams – *A Glossary of Literary Terms*

ii) Elements of Novel

Wayne C. Booth – *The Rhetoric of Fiction*

Mario Klarer – *An Introduction to Literary Studies*

J.A. Cuddon – *The Penguin Dictionary of Literary Terms and Literary Theory*

M.H. Abrams & Geoffrey Harpham – *A Glossary of Literary Terms*

iii) Types of Novel

Barbara Foley – *Literary History of the Novel*

Jeremy Hawthorn – *Studying the Novel*

David Lodge – *The Art of Fiction*

Patricia Waugh – *Metafiction: The Theory and Practice of Self-Conscious Fiction*

iv) Other Literary Terms Related to Novel Study

Chris Baldick – *The Oxford Dictionary of Literary Terms*

Peter Childs – *The Routledge Dictionary of Literary Terms*

Jonathan Culler – *Literary Theory: A Very Short Introduction*

B) Animal Farm – George Orwell

George Orwell – *Animal Farm (Any Critical Edition with Notes)* **(Penguin Classics, Norton Critical Edition, etc.)**

Harold Bloom – *George Orwell's Animal Farm (Bloom's Modern Critical Interpretations)*

Raymond Williams – *Orwell (Fontana Modern Masters)*

Christopher Hitchens – *Why Orwell Matters*

John Rodden – *The Cambridge Companion to George Orwell*

Richard Bradford – *The Novel Now: Contemporary Fiction and Its Readers*

Mapping of Program Outcomes with Course Outcomes

Class: TYBA (SemV)   **Subject:** English

Course: Appreciating Novel-1   **Course Code:** ENG-301-MJM

Weightage: 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	2	1	1	1	1	2	3
CO2	3	3	2	2	1	2	3	2
CO3	2	3	1	1	2	2	2	2
CO4	2	2	1	2	3	2	2	3
CO5	3	3	2	2	2	2	1	1
CO6	2	2	2	2	2	2	3	2
CO7	3	2	2	2	3	2	2	2

Justification for the Mapping

PO1: Critical Thinking and Problem Solving

CO2: The students develop critical thinking and problem-solving skills by analyzing themes, narrative techniques, and character development in novels. They learn to interpret and critique different perspectives, enhancing their ability to think deeply and critically.

CO7: The study of novels encourages students to engage with complex ideas, conflicts, and character motivations, fostering their problem-solving abilities through literary analysis.

PO2: Effective Citizenship and Ethics

CO4: The students gain an understanding of effective citizenship and ethics by exploring sociocultural and philosophical contexts in novels. The narratives often address moral dilemmas, justice, and human rights, helping students develop ethical awareness.

PO3: Social Competence

CO4: The students enhance their social competence by studying novels that depict various social structures, cultural interactions, and historical movements. This exposure enables them to understand and engage with diverse communities.

PO4: Disciplinary Knowledge

CO1: The students develop a strong foundation in literary studies by understanding the evolution of the novel as a genre, including its historical and cultural contexts.

CO3: By evaluating different literary perspectives and critical approaches, students deepen their knowledge of literary theories and analytical frameworks, which are essential components of disciplinary knowledge.

PO5: Personal and Professional Competence

CO5: The students acquire personal and professional competence through the study of novels, which enhances their ability to articulate complex ideas, engage in thoughtful discussions, and develop strong written and verbal communication skills.

PO6: Self-Directed and Lifelong Learning

CO6: The analytical and interpretative skills gained through novel appreciation encourage self-directed learning. Students develop a lifelong appreciation for literature, which continues to influence their intellectual growth beyond the classroom.

PO7: Environment and Sustainability

CO7: The students learn about environment and sustainability through novels that explore themes of ecological consciousness, human-nature relationships, and sustainability. Literature inspires awareness and responsibility toward environmental issues.

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CLO1: The students develop a strong foundation in literary studies by understanding the evolution of the novel as a genre, including its historical and cultural contexts.

CLO2: By evaluating different literary perspectives and critical approaches, students deepen their knowledge of literary theories and analytical frameworks – which are essential components of disciplinary knowledge.

PO5: Personal and Professional Competence

CLO3: The students acquire personal and professional competence through the study of novels, which enhances their ability to articulate complex ideas, engage in thoughtful discussion, and develop strong written and verbal communication skills.

PO6: Self-Directed and Lifelong Learning

CLO4: The analytical and interpretative skills gained through novel appreciation encourage self-directed learning. Students develop a lifelong appreciation for literature, which motivates to influence their intellectual growth beyond the classroom.

PO7: Environment and Sustainability

CLO5: The students learn about environment and sustainability through reading novels that explore themes of ecological consciousness, human-nature relationships, and cultural awareness and responsibility toward environmental issues.

CBCS Syllabus for T.Y.B.A.
(2023 Pattern)

Name of the Programme	: English
Program Code	: UAENG
Class	: T.Y.B.A.
Semester	: V
Course Name	: Introduction to Literary Criticism I
Course Code	: ENG-302-MJM
No. of Lectures	: 60
No. of Credits	: 04

Course Objectives:

Course Objectives

1. To make students aware of the nature and development of criticism.
2. To make students familiar with significant critical approaches and terms.
3. To encourage students to interpret literary works in the light of critical approaches.
4. To develop an aptitude for critical analysis.
5. To develop critical thinking to evaluate literary texts, theories, and criticism.
6. To improve close reading of the texts.
7. To communicate complex ideas effectively.

Course Outcomes:

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

CO1: The students understand the functionality of the English language through strong prose articles, as the prose articles are in good English.

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

Title of the Programme

Student Code

Class

Semester

Course Name — Introduction to Library Science I

Course Code — DLIS 101 3094

No. of Lectures

No. of ...

Course Objectives

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

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

CO5: The students acquire personal and professional competence because they gain linguistic competence through practice exercises in newspaper advertisements.

CO6: The students get self-direction and lifelong learning because the prose and poetry articles propel the students toward the aforementioned goals as they acquire a thirst for the language.

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

TOPICS/CONTENTS:

Unit-I: Introduction to Literary Criticism   (15 L)

   1. Definition
   2. Origin
   3. Principles
   4. Types
   5. Functions of Literary Criticism

Unit- II: Critical Terms   (15 L)

Catharsis,Plot,The Sublime, Three unities, Classic, Decorum and Nature,Diction,Fancy and Imagination,Author,Canon,Style,Subjective and Objective

Unit–III: Short Survey of Literary Criticism-Critical Approaches/Movements   (15 L)

1. T.S.Eliot's concept of Tradition

2. I.A.Richard's Four Kinds of Meanings

3. Cleanth Brooks' concept of Paradox as a Language of Poetry

4. Alienation according to Marxist Critics

Unit–IV: Short Survey of Literary Criticism-Critical Approaches/Movements   (15 L)

1. Plato's Function of Poetry

2. Aristotle's Theory of Imitation

3. Longinus's Sources of the Sublime

4. William Wordsworth's Definition of Poetry

5. S.T.Coleridge's concept of Fancy and Imagination

References:

1 . Kulkarni, Anand B., and Ashok G. Chaskar. *An Introduction to Literary Criticism and Theory*. Orient Blackswan, 2015.

2. Tilak, Dr. Ragukul. *History and Principles of Literary Criticism*. Rama Brothers, 2008.

3. Dorsch, T. S. *Classical Literary Criticism*. Penguin, 1981. (Reprinted version)

4. Ross, Andrew. *The Origins of Criticism*. Princeton University Press, 2002.

5. Habib, M. A. R. *A History of Literary Criticism: From Plato to the Present*. Blackwell Publishers, 2005.

6. Thorat, Ashok, et al. *A Spectrum of Literary Criticism*. Frank Bros., 2001.

Mapping of Program Outcomes with Course Outcomes

Class: T.Y.B.A. (Sem: V)   **Subject:** English

Course: Introduction to Literary Criticism   **Course Code:** ENG-302-MJM

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

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

PO2: Effective Citizenship and Ethics

CO4: The students are ingrained with effective citizenship and ethics through paragraph articles, which 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 the functionality of the English language through strong prose articles, as the prose articles are in good English.

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

PO5: Personal and Professional Competence

CO5: The students acquire personal and professional competence because they gain linguistic competence through practice exercises in newspaper advertisements.

PO6: Self-Directed and Lifelong Learning

CO6: The students get self-direction and lifelong learning because the prose and poetry articles propel the students toward the aforementioned goals as they acquire a thirst for the language.

PO7: Environment and Sustainability

CO5: The students learn about the environment and sustainability as the prose articles direct the learners' attention to the aforementioned goals and motivate them to take positive action.

B.A. Part III
(NEP 2023 Pattern)

Name of the Programme: English

Program Code	: UAENG
Class	: TYBA
Semester	: V
Course Type	: Major
Course Name	: **English for Literary Discourse**
Course Code	: ENG-303-MJM
No. of Lectures	: 30
No. of Credit	: 02

Course Objectives:

1. To introduce students to the best uses of language in literature.

2. To familiarize students with the communicative power of English.

3. To enable students to become competent users of English in real life situations.

4. To expose students to varied cultural experiences through literature.

5. To contribute to their overall personality development by improving their communicative and soft skills.

6. To develop integrated view about language and literature in them.

7. To expose them to native cultural experiences and situations in order to develop human values and social awareness.

Course Outcomes:

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

CO1. The students learn the best uses of language in literature.

CO2. The students learn the communicative power of English.

CO3. The Students become the competent users of English in the real life situations.

CO4. The students acknowledge varied cultural experiences through literature.

CO5. The students improve their communication and soft skills.

CO6. Students learn language skills.

CO7. They get know about human values in English literature.

TOPICS/CONTENTS:

Semester V   (60 lectures)

Unit I: Literature: (12 Lectures)

1. On Playing the English Gentleman- *M.K.Gandhi*

2. A retrieve Reformation- *O.Henry*

3. How Much Land Does a Man Need?- *Leo Tolstoy*

Unit II: Poetry   (8 Lectures)

1. Sonnet 130:My mistress' Eyes are nothing like the sun- *William Shakespear*

2. The Charge of the Light Brigade- *Alfred,Lord Tennyson*

3. How Do I Love Thee?- *Elizabeth Barrett Browning*

Unit III: Communication Skills and Soft Skills

                                                                                      (10 Lectures)

1. Presentation Skills

i) Kinds of Presentations

ii) Structuring Content

iii) Visual Aids

iv) The Language of Presentation

v) Making a Presentation

Mapping of Programme Outcomes with Course Outcomes

Class: TYBA (SEMV)   **Subject:** English

Course: English in Use   **Course Code:** ENG-303-MJM

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	2	3	2	2	1	1
CO2	1	2	2	2	2	1	1	2
CO3	1	1	1	3	2	2	2	2
CO4	2	2	2	2	2	1	1	1
CO5	1	1	1	2	2	2	1	1
CO6	1	2	2	2	2	2	1	1
CO7	2	2	1	1	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 aforesaid goals as they acquire thirst for the language.

P07: Environmental Sustainability

CO5: The students learn about environment and sustainability as the prose an article direct the attention of the learners to the aforementioned 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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B.A. Part III
(NEP 2023 Pattern)

Name of the Programme: English

Program Code   : UAENG

Class   : TYBA

Semester   : V

Course Type   : Major

Course Name   : **English in Literary Discourse**

Course Code   : ENG-303-MJM

No. of Lectures   : 30

No. of Credit   : 02

Course Objectives:

1. To introduce students to the best uses of language in literature.

2. To familiarize students with the communicative power of English.

3. To enable students to become competent users of English in real life situations.

4. To expose students to varied cultural experiences through literature.

5. To contribute to their overall personality development by improving their communicative and soft skills.

6. To develop integrated view about language and literature in them.

7. To expose them to native cultural experiences and situations in order to develop human values and social awareness.

Course Outcomes:

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

CO1. The students learn the best uses of language in literature.

CO2. The students learn the communicative power of English.

CO3. The Students become the competent users of English in the real life situations.

CO4. The students acknowledge varied cultural experiences through literature.

CO5. The students improve their communication and soft skills.

CO6. Students learn language skills.

CO7. They get know about human values in English literature.

TOPICS/CONTENTS:

Semester V (60 lectures)

Unit I: Literature:

(12 Lectures)

1. On Playing the English Gentleman- *M.K.Gandhi*

2. A retrieve Reformation- *O.Henry*

3. How Much Land Does a Man Need?- *Leo Tolstoy*

Unit II: Poetry

(8 Lectures)

1. Sonnet 130:My mistress' Eyes are nothing like the sun- *William Shakespear*

2. The Charge of the Light Brigade- *Alfred,Lord Tennyson*

3. How Do I Love Thee?- *Elizabeth Barrett Browning*

Unit III: Grammar

1. **Transformation of Sentences**

(10 Lectures)

    i) Declarative Sentences

ii) Interrogative Sentences

iii) Imperative Sentences

iv) Exclamatory Sentences

Mapping of Programme Outcomes with Course Outcomes

Class: TYBA (SEMV)   **Subject:** English

Course: English in Use   **Course Code:** ENG-303-MJM

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	2	3	2	2	1	1
CO2	1	2	2	2	2	1	1	2
CO3	1	1	1	3	2	2	2	2
CO4	2	2	2	2	2	1	1	1
CO5	1	1	1	2	2	2	1	1
CO6	1	2	2	2	2	2	1	1
CO7	2	2	1	1	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 aforesaid goals as they acquire thirst for the language.

P07: Environmental Sustainability

CO5: The students learn about environment and sustainability as the prose an article direct the attention of the learners to the aforementioned 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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PB5: Environmental Sustainability

CO30: The students learn about environment and their inability to the game in article short for aspects of the science in the environmental goals and explain them to early goals to explain.

LO5: Critical Thinking and Problem Solving

LO7: The students acquire critical thinking and problem-solving skills because they come to know language thoroughly and at a very level.

LO11: The students acquire critical thinking and problem solving skills to have the to answer appropriate to companion for the same.

Name of the Programme	: English
Program Code	: UAENG
Class	: T.Y.B.A.
Semester	: V
Course Type	: Major Elective (MJE)
Course Name	: History of English Literature
Course Code	: ENG-304-MJE (A)
No. of Lectures	: 60
No. of Credits	: 04

Course Objectives:

1. To introduce students to key literary concepts and movements from the Early Literary Period through the Metaphysical Poets.
2. To help students understand and identify important literary devices such as allegory, metaphor, conceit, and alliteration in different periods of literature.
3. To explore the growth and changes in literary genres such as epic poetry, sonnet, tragedy, and comedy throughout different historical periods.
4. To encourage students to understand how historical and social events influenced the development of literary movements, especially the Renaissance, Medieval Period, and the Metaphysical movement.
5. To provide students with a foundational understanding of key literary movements like Anglo-Saxon Literature, Medieval Literature, Renaissance, and Metaphysical Poetry.
6. To engage students in discussions that foster critical thinking about how different movements address themes like love, morality, nature, and humanism.
7. To improve students' ability to analyze and interpret literary texts, focusing on how literary devices and movements shape the meaning of the work.

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

CO 1: Students will be able to define and identify key literary devices such as alliteration, metaphor, allegory, conceit, and satire in both poetry and prose.

CO 2: Students will be able to describe the key characteristics and historical contexts of literary movements such as Medieval, Renaissance, and Metaphysical poetry.

CO 3: Students will develop skills to analyze the thematic concerns and structures of texts, such as sonnets, epics, and plays, across different periods.

CO 4: Students will understand how the political, religious, and social contexts of each period influenced the literature produced, particularly in the Medieval and Renaissance periods.

CO 5: Students will be able to compare and contrast different genres (e.g., tragedy, comedy, allegory) and understand their development from the Medieval period to the Metaphysical poets.

CO 6: Students will be able to interpret and discuss more complex poetic forms and themes, such as metaphysical poetry, using appropriate critical approaches.

CO 7: Students will appreciate the cultural and intellectual contributions made by literary movements like Humanism and the Metaphysical Poets and how they reflect the values of their time.

Unit 1: 450–1066 Old English (Anglo-Saxon) Period (15 Lectures)

Literary Concepts:
1. *Heroic Poetry*
2. *Alliteration*
3. *Epic Poetry*
4. *Kenning*

Literary and Social Movements:
1. *Anglo-Saxon Literature*
2. *Christianization of England*
3. *Warrior Culture and Feudalism*

Unit 2: 1066–1500 Middle English Period (15 Lectures)

Literary Concepts:
1. *Allegory*
2. *Chivalric Romance*
3. *Courtly Love*
4. *Fabliau*

Literary and Social Movements:
1. *Medieval Literature*
2. *Feudalism and Social Hierarchy*
3. *The Black Death and its Social Impact*

Unit 3: 1500–1660 The Renaissance (Early Modern) (15 Lectures)

Literary Concepts:
1. *Humanism*
2. *Sonnet*
3. *Pastoral Poetry*
4. *Metaphor and Symbolism*

Literary and Social Movements:
1. *The Rise of the Printing Press*
2. *Elizabethan Drama*
3. *Religious Reformation*

Unit 4: 1660–1785 The Neoclassical Period   **(15 Lectures)**

Literary Concepts:
  1. Satire
  2. Decorum
  3. Heroic Couplet
  4. Elegy

Literary and Social Movements:
  1. The Enlightenment
  2. The Rise of Public Opinion and Journalism
  3. Birth of Novel

Reference:

Unit 1: 450–1066 Old English (Anglo-Saxon) Period

Lord, Albert B. *The Singer of Tales*. Harvard University Press, 1960.
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Unit 2: 1066–1500 Middle English Period

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Unit 3: 1500–1660 The Renaissance (Early Modern)

Greenblatt, Stephen. *The Swerve: How the World Became Modern*. W.W. Norton & Company, 2011.

McGrath, Alister E. *The Intellectual Origins of the European Reformation*. Wiley-Blackwell, 2012.

Shakespeare, William. *The Sonnets*. Edited by John Kerrigan, Penguin Classics, 2004.

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Unit 4: 1660–1785 The Neoclassical Period

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Classics, 1999.

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Behn, Aphra. *The Rover*. Edited by Janet Todd, Norton Critical Editions, 1995.

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Mapping of Program Outcomes with Course Outcomes

Class: TYBA (SEM V)   **Subject**: English

Course: Major Elective (MJE)   **Course Code**: ENG-304-MJE (A)

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

CO 2: Students will be able to describe the key characteristics and historical contexts of literary movements such as Medieval, Renaissance, and Metaphysical poetry.

CO 7: Students will appreciate the cultural and intellectual contributions made by literary movements like Humanism and the Metaphysical Poets and how they reflect the values of their time.

PO2: Effective Citizenship and Ethics

CO 4: Students will understand how the political, religious, and social contexts of each period influenced the literature produced, particularly in the Medieval and Renaissance periods.

PO3: Social Competence

CO 4: Students will understand how the political, religious, and social contexts of each period influenced the literature produced, particularly in the Medieval and Renaissance periods.

PO4: Disciplinary Knowledge

CO 1: Students will be able to define and identify key literary devices such as alliteration, metaphor, allegory, conceit, and satire in both poetry and prose.

CO 3: Students will develop skills to analyze the thematic concerns and structures of texts, such as sonnets, epics, and plays, across different periods.

PO5: Personal and Professional Competence

CO 5: Students will be able to compare and contrast different genres (e.g., tragedy, comedy, allegory) and understand their development from the Medieval period to the Metaphysical poets.

PO6: Self Directed and Lifelong Learning

CO 6: Students will be able to interpret and discuss more complex poetic forms and themes, such as metaphysical poetry, using appropriate critical approaches.

PO7: Environment and Sustainability

CO 5: Students will be able to compare and contrast different genres (e.g., tragedy, comedy, allegory) and understand their development from the Medieval period to the Metaphysical poets.

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Risk Regulatory Knowledge

CO 1: Students will be able to discuss and identify key safety devices used in electronics, numerical, slavery control, and tetter in both power and water.

CP 1: Students will develop skills to analyze the chemicals structures and technologies using such as various speed, and place levels different periods.

PO1: Research and Professional Competence

CO 2: Students will be able to compare and contrast different aspects (e.g., through thematic analysis) and understand their development from the Medieval period to the Neoclassical point.

PO2: Skill-Oriented and Industry Literacy

CO 4: Students will be able to interpret and discuss main concepts such as theme and motion, and ... of music using appropriate analytical approaches.

PO3: Environment and Sustainability

CO 5: Students will be able to compare and contrast different genres (e.g., comedy, tragedy, allegory) and distinguish how appropriate from the historical period to the Neoclassical point.

CBCS Syllabus for T.Y.B.A.
(2024Pattern)

Name of the Programme	: English
Program Code	: UAENG
Class	: T.Y.B.A.
Semester	: V
Course Name	: Enriching English
Course Code	: ENG-321-VSC
No. of Lectures	: 30
No. of Credits	: 02

Course Objectives:

1. To understand the Fundamentals of Communication
2. To develop Effective Vocabulary
3. To apply Communication Skills Practically
4. To master Oral Communication.
5. To enhance Written Communication.
6. To analyze Barriers to Communication
7. To utilize Communication for Career Growth

Programme Outcomes:

The students will

1. Develop proficiency in language and communication
2. Enhance critical thinking and interpretation skills
3. Gain confidence in public speaking
4. Practice professional and ethical communication
5. Improve interpersonal and teamwork skills
6. Utilize technology for effective communication
7. Adopt lifelong learning and adaptability

TOPICS/CONTENTS:

Chapter-1: An Introduction to Communication   (05 lectures)

Chapter-2: Building Vocabulary   (10 lectures)

Chapter-3: Oral Communication   (05 lectures)

Chapter-4 Written Communication   (10 lectures)

References:

1.Ashok Thorat and Munira Lokhandwala. Enriching Oral and Written
Communication in English:Orient BlackSwan Private Limited.
2 Ashok Chaskar and Chetan Deshmane and amp;Bharti Khairnar. Literary Vistas:An
Anthology of Prose and Poetry.

Mapping of Program Outcomes with Course Outcomes

Class: TYBA (SemV)   **Subject**: English

Course:Enriching English   **Course Code**: ENG-321-VSC

Weightage: Weightage:1=weak or low relation,

2=moderate or partial relation or partial relation,

3=strong or direct relation

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

Justification for the Mapping:

PO1: Proficiency in Language and Communication

CO1: The students develop proficiency in communication as they understand the fundamentals of communication, including verbal and non-verbal aspects.

CO3: The students enhance their oral communication skills, allowing them to express ideas effectively in discussions, presentations, and real-world conversations.

PO2: Critical Thinking and Interpretation

CO2: The students acquire critical thinking skills by building and applying vocabulary in different contexts, improving their ability to analyze and interpret meanings.

CO6: The students learn to evaluate and refine their communication strategies through self-assessment and continuous improvement in written and spoken communication.

PO3: Confidence in Public Speaking

CO3: The students gain confidence in public speaking byparticipating in oral communication activities, including group discussions, interviews, and speeches

CO7: The students strengthen their ability to articulate thoughts clearly and persuasively in professional and social settings.

PO4: Professional and Ethical Communication

CO1: The students understand the principles of ethical communication, including clarity, correctness, and appropriateness in different situations.

CO4: The students apply structured and coherent writing techniques to maintain professionalism in academic and workplace communication.

PO5: Effective Interpersonal Skills

CO5: The students develop interpersonal skills by engaging in structured written communication activities, such as email writing, report writing, and professional correspondence.

CO7: The students refine their ability to collaborate and engage in meaningful conversations, improving teamwork and relationship-building skills.

PO6: Application of Technology in Communication

CO5: The students utilize digital tools for writing, presentations, and virtual communication, making them proficient in modern communication technologies.

CO6: The students enhance their ability to adapt to technological advancements in language learning, such as using online resources and speech recognition tools.

PO7: Lifelong Learning and Adaptability

CO6: The students develop a habit of continuous learning by refining their communication skills over time, adapting to new language trends and professional demands.

CO7: The students recognize the importance of lifelong learning by applying communication strategies in diverse real-life and career-oriented scenarios.

CBCS Syllabus for T.Y.B.A.
(2024 Pattern)

Name of the Programme	: English
Program Code	: UAENG
Class	: T.Y.B.A.
Semester	: V
Course Name	: Enriching English
Course Code	: ENG-321-VSC
No. of Lectures	: 30
No. of Credits	: 02

Course Objectives:

1. To understand the Fundamentals of Communication
2. To develop Effective Vocabulary
3. To apply Communication Skills Practically
4. To master Oral Communication.
5. To enhance Written Communication.
6. To analyze Barriers to Communication
7. To utilize Communication for Career Growth

Programme Outcomes:

The students will

1. Develop proficiency in language and communication
2. Enhance critical thinking and interpretation skills
3. Gain confidence in public speaking
4. Practice professional and ethical communication
5. Improve interpersonal and teamwork skills
6. Utilize technology for effective communication
7. Adopt lifelong learning and adaptability

TOPICS/CONTENTS:

Chapter-1: An Introduction to Communication
(05 lectures)

- What is Communication
- Pathways to Communication
- Types of Communication

Chapter-2:Building Vocabulary
(10 lectures)

- Synonyms
- Often Confused Words
- Collocations
- Lexical Web
- Word games

Chapter-3:Oral Communication
(05 lectures)

- Sounds of English
- Intonation

Chapter-4 Written Communication
(10 Lectures)

- Paragraph Writing
- Editing
- Summarising
- Review Writing

References:

1.Ashok Thorat and Munira Lokhandwala. Enriching Oral and Written   Communication in English:Orient BlackSwan Private Limited.

2 Ashok Chaskar and Chetan Deshmane and amp;Bharti Khairnar. Literary Vistas:An Anthology of Prose and Poetry.

Mapping of Program Outcomes with Course Outcomes

Class: TYBA (SemV)

Course: EnrichingEnglish

Subject: English

Course Code: ENG-321-VSC

Weightage: 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	2	3	2	2	2	2	3
CO2	2	3	2	3	3	2	2	2
CO3	3	2	2	2	2	3	3	3
CO4	2	1	2	2	2	2	3	3
CO5	2	2	3	2	1	1	1	2
CO6	1	3	2	2	2	2	2	3
CO7	2	2	1	3	2	3	1	2

Justification for the Mapping:

PO1: Proficiency in Language and Communication

CO1: The students develop proficiency in communication as they understand the fundamentals of communication, including verbal and non-verbal aspects.

CO3: The students enhance their oral communication skills, allowing them to express ideas effectively in discussions, presentations, and real-world conversations.

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CO2: The students acquire critical thinking skills by building and applying vocabulary in different contexts, improving their ability to analyze and interpret meanings.

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PO6: Application of Technology in Communication

CO5: The students utilize digital tools for writing, presentations, and virtual communication, making them proficient in modern communication technologies.

CO6: The students enhance their ability to adapt to technological advancements in language learning, such as using online resources and speech recognition tools.

PO7: Lifelong Learning and Adaptability

CO6: The students develop a habit of continuous learning by refining their communication skills over time, adapting to new language trends and professional demands.

CO7: The students recognize the importance of lifelong learning by applying communication strategies in diverse real-life and career-oriented scenarios.

CBCS Syllabus for T.Y.B.A.
(2025 Pattern)

Name of the Programme	: English
Program Code	: UAENG
Class	: T.Y.B.A.
Semester	: V
Course Name	: Advanced Study of English Literature and Language
Course Code	: ENG 311MN
No. of Lectures	: 60
No. Of Credits	: 04

Course Objectives:

1. To make them aware of the nature and development of poetics
2. To make them familiar with the significant critical approaches and terms of Indian Poetry
3. To encourage students to interpret literary works in the light of the Indian Poetry.
4. To develop aptitude for social and cultural issues.
5. To compare and contrast texts and authors.
6. To challenge assumptions and exploring multiple perspectives.
7. To enhance readers' understanding and enjoyment of a text.

Course Outcomes:

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

CO1: The students understand functionality of English language through poems as the poems are in good English language.

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

CO3: The students comprehend functionality of society which is part of the disciplinary knowledge of the language through extensive cultures.

CO4: The students understand social competence through subjective and objective issues because the poems are based on socio-cultural issues.

CO5: The students acquire personal and professional competence because they acquire linguistic competence through the discussions on social and cultural issues.

CO6: The students get self-direction and life-long learning because the, poetry and their background articles propel the students to the aforesaid go as they acquire thirst for the language.

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

TOPICS/CONTENTS:

Unit-I: A Collection of Indian English Poetry   30 Lectures

1. Henry Derozio-Song of the Hindustanee Minstrel
2. Aurobindo-Bride of the Fire
3. Rabindranath Tagore- Where the Mind is Without Fear
4. Swami Vivekanand-Peace
5. Saojini Naidu- Song of Radha, the Milkmaid
6. Toru Dutt- The Tree of Life
7. A.K. Ramanujan- Chicago Zen

Unit-II- Linguistics: an Introduction   30 Lectures

A. Syntax

1. Concept of Phrase, Phrase Structure Rules, Types of Phrases: Noun Phrase, Adjective Phrase, Adverb Phrase, Prepositional Phrase and Verb Phrase.

11. Concept of Clause, Parts of Clauses: Subjects and Objects, Complements and Adverbials, Concept of Subject-Verb Concord, Clause Pattern.

111. Types of Sentences:

A-Structural Classification- Simple Sentence, Compound Sentence and Complex Sentence

B- Functional Classification-Affirmatives/ Interrogatives/ Imperatives.

C- Wh-Questions, Yes-No Questions, Tag Questions, Negative Sentences

Reference:

1. *The Bloomsbury Anthology of Great Indian Poems:* Abhay K.

2. *The Oxford Anthology of Modern Indian Poetry*

3. *The Penguin Book of Indian Poets*

4. *Early Indian English Poetry Anthologies:*

5. *The Bengali Book of English Verse* (1918) ed.

6. Modern Indian Poetry (1958) ed. By. A.V. Rajeswara rau- Kavita, New Delhi

7. *Semantics; A course Book-* James R. Hurford.

8. *An Advanced Introduction to Semantics: A Meaning-Text Approach-* Igor Melcuk and Jasmina Milicevic

9. *Semantics: An Introduction to Meaning in Language*: Ronni Cann, Ruth Kempson

Reference:

1. *The Bloomsbury Anthology of Great Indian Poems:* Abhay K.

2. *The Oxford Anthology of Modern Indian Poetry*

3. *The Penguin Book of Indian Poets*

4. *Early Indian English Poetry Anthologies:*

5. *The Bengali Book of English Verse* (1918) ed.

6. *Modern Indian Poetry* (1958) ed. By. A.V. Rajeswara Rau- Kavita, New Delhi

7. *An Introduction to Syntax:* Robert D-Van Vasin Jr.

8. *Minimalist Syntax: Explaining the Structure o English:* Andrew Redford

9. *Core Syntax: A Minimalist Approach:* David Adger

C- Wh-Questions, Yes-No Questions, Tag Questions, Negative Sentences

Mapping of Program Outcomes with Course Outcomes

Class: TYBA (Sem V) **Subject**: English (G-3) **Course**: Advanced Study of English Literature and Language   **Course Code**: ENG311MN

Weightage: 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	3	2	3
CO2	1	3	2	2	3	2	3	3
CO3	2	2	2	2	2	3	3	2
CO4	3	1	3	1	2	2	2	3
CO5	3	3	2	2	1	1	1	1
CO6	1	3	2	3	3	2	3	2
CO7	2	1	1	3	3	3	1	2

Justification for the mapping

PO1: Critical Thinking and Problem Solving

CO2: The students acquire critical thinking and problem-solving skills because they come to know the 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

PO2: Effective Citizenship and Ethics

CO4: The students are ingrained with effective citizenship and ethics through paragraph articles, which 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 poems as the prose articles are in good English language.

CO3: The students comprehend functionality of National issues and cultures, which are part of the disciplinary knowledge of the language through extensive issues.

PO5: Personal and Professional Competence

CO5: The students acquire personal and professional competence because they acquire linguistic competence through practice exercises in group-discussion

PO6: Self Directed and Lifelong Learning

CO6: The students get self-direction and life-long learning because the poetry articles propel the students to the aforesaid go as they acquire thirst for the language.

PO7: Environment and Sustainability

CO5: The students learn about the environment of cultures and humanity as the poems direct the learners' attention to the aforementioned goals and motivate them to take positive action.