

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

Name of the Programme	: S.Y.B.A. English
Program Code	: UAENG
Class	: S. Y. B.A.
Semester	: IV
Course Type	: Major
Course Name	: Appreciating Poetry-II
Course Code	: ENG- 251- MRM
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 in students the 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 it.

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 themes 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: Poems

(48 Lectures)

1. W. B. Yeats:
 - The Second Coming
 - A Prayer for my Daughter
2. D. H. Lawrence:
 - Piano
 - Last Lesson of the Afternoon
3. Edward Thomas:
 - After Rain
 - Beauty
4. Wilfred Owen:
 - Anthem for Doomed Youth
 - Strange Meeting
5. W. H. Auden:
 - As I Walked out one Evening
 - Dear, though the Night is Gone
6. Philip Larkin:
 - Church Going
 - The Whitsun Weddings
7. Seamus Heaney:
 - Digging
 - Follower

Unit II: Practical Criticism

(12 Lectures)

Critical Appreciation of the poems:

- Significance of the Title
- Theme/ Central Idea
- Mood and Tone- Atmosphere, Attitude
- Language and Style- Diction, Figures of Speech
- Form and Structure- Type of poem, rhyme scheme, stanza pattern, rhythm, metre, etc.
- Imagery and Symbolism
- Poet's Message/ Interpretation
- Personal Opinion/ Evaluation

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

Reference:

1. Thorat Ashok. Iyer Kumar. 2006. A Spectrum of Literary Criticism. Frank Bros.& Company Publishers Ltd.
2. Richards I. A. 1929. Practical Criticism. A Study of Literary Judgment. Rutledge Kegan. Paul Ltd.
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. Abrams M.H. 1957. A Glossary of Literary Terms. Madras: Macmillan India Press.

Mapping of Program Outcomes with Course Outcomes**Class:** S.Y.B.A. (Sem. IV)**Subject:** English**Course:** Appreciating Poetry**Course Code:** ENG-251-MRM**Weightage:** 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

Course Outcomes	Programme Outcomes						
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1	3	1	2	1	2	3	2
CO 2	1	3	2	2	3	2	2
CO 3	3	2	2	2	1	2	3
CO 4	2	3	1	3	2	2	1
CO 5	2	2	3	2	2	3	2
CO 6	1	3	2	1	2	2	2

CO 7	2	1	1	2	2	3	1
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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 themes 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 NEP 2020 for S.Y.B.A.
(2024 Pattern – NEP)**

Name of the Programme	: SYBA
Program Code	: UAENG
Class	: SYBA
Semester	: IV
Course Type	: Major
Course Name	: Appreciating Fiction -II
Course Code	: ENG-252-MRM
No .of Lectures	: 30
No. of Credits	: 02

Course Objectives:

1. To introduce learners to a wider range of world fiction including Indian writing.
2. To develop critical understanding of plot, narrative style, and symbolism in novels and short stories.
3. To encourage learners to interpret texts through multiple perspectives – social, cultural, and psychological.
4. To cultivate creative thinking and appreciation for diverse storytelling traditions.
5. To improve analytical and linguistic competence through critical reading and writing tasks.
6. To develop ethical, aesthetic, and humanistic awareness through selected fiction.
7. To prepare students for further literary studies and competitive examinations.

Course Outcomes:

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

- CO1: Recognize and analyze different fictional techniques and styles.
- CO2: Demonstrate improved interpretive and evaluative skills in literary texts.
- CO3: Connect literature with social, cultural, and historical contexts.
- CO4: Appreciate multicultural perspectives in world fiction.
- CO5: Apply critical concepts to short stories and novels independently.
- CO6: Enhance communication and writing skills through interpretation.
- CO7: Exhibit confidence in comparative reading and literary discussions.

TOPICS/CONTENTS:

Semester IV (30 lectures)

- Unit I: Background (8 Lectures)
1. Types of Novel (Realistic, Historical, Social, Regional, etc.)
 2. Types of Short Stories (Allegory, Fable, Satire, Modernist, Postmodernist)
- Unit II: Short Stories (12 Lectures)
1. *The Gateman's Gift*- R.K.Narayan
 2. *The Dying Detective*-Sir Author Canon Doyle
 3. *The Reaping Race*- Liam O' Flaherty
- Novel . (10 Lectures)
1. *The Strange Case of Dr. Jekyll and Mr. Hyde*- Robert Louis Stevenson

Reference:

1. Abrams, M.H. – A Glossary of Literary Terms
2. Cuddon, J.A. – The Penguin Dictionary of Literary Terms and Literary Theory
3. Ian Watt – The Rise of the Novel
4. Terry Eagleton– The English Novel: An Introduction
5. Frank O'Connor– The Lonely Voice: A Study of the Short Story
6. David Lodge – The Art of Fiction
7. Robert Scholes – The Nature of Narrative
8. E.M. Forster – Aspects of the Novel
9. Raymond Williams – Culture and Society
10. Salman Rushdie – Imaginary Homelands
11. Jeremy Hawthorn– Studying the Novel
12. R.K. Narayan – Malgudi Days
13. Sir Arthur Conan Doyle – The Adventures of Sherlock Holmes/ His Last Bow
14. Liam O'Flaherty– The Reaping Race and Other Stories /Collected Stories of Liam O'Flaherty
15. Recommended edition: Trans. William Butcher, Oxford World's Classics
16. Alternative: Annotated editions from Penguin Classics or Wordsworth Classics
17. Stevenson, Robert Louis. *The Strange Case of Dr. Jekyll and Mr. Hyde*. London: Longman, Green and Co., 1886

Choice Based Credit System Syllabus
(2024 Pattern NEP 1.0)

Mapping of Program Outcomes with Course Outcomes

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

Subject: English

Course: Appreciating Fiction-II

Course Code: ENG-252-MRM

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

Course Outcomes	Programme Outcomes (POs)								
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
CO 1	1	2	3	2	1	2	1	2	3
CO 2	1	3	2	2	2	2	2	2	2
CO 3	2	1	2	2	2	2	2	2	2
CO 4	2	2	2	3	2	2	2	2	2
CO 5	2	2	2	2	3	2	2	2	2
CO 6	2	2	2	3	2	2	2	2	2
CO 7	1	1	1	2	2	2	2	3	2

Justification for the Mapping

PO1: Research-Related Skills

Course Outcome 2:

The students learn to criticize the specimen novels and short stories using the appropriate critical and literary terminology.

Justification:

Critical analysis of fiction demands familiarity with literary terms, narrative techniques, and interpretative strategies. By learning to evaluate novels and short stories using proper critical vocabulary, students develop research-oriented thinking, analytical precision, and methodical approaches that form the foundation for further literary research and academic writing.

PO2: Effective Citizenship and Ethics

Course Outcome 1:

The students understand the nature, function, and relevance of fiction as a form of literature.

Justification:

Fiction mirrors human experiences, values, and social realities. By studying the moral, cultural, and ethical dimensions of novels and short stories, students gain a deeper awareness of social responsibilities, empathy, and ethical conduct. Thus, this course fosters responsible citizenship and sensitivity toward human concerns reflected in literary narratives.

PO3: Social Competence

Course Outcome 3:

The students interpret the characters, themes, and social issues reflected in the prescribed fiction.

Justification:

Engaging with diverse characters and social contexts in fiction enables students to understand different perspectives, cultures, and social structures. This enhances social awareness, emotional intelligence, and interpersonal understanding, contributing to the development of social competence and cooperative learning.

PO4: Disciplinary Knowledge

Course Outcome 1:

The students understand the nature, function, and relevance of fiction as a form of literature.

Justification:

The study of fiction helps students comprehend major types of novels, narrative techniques, and cultural contexts. This outcome directly relates to disciplinary knowledge, as it strengthens students' grasp of the core literary concepts and theoretical frameworks that define English literary studies.

PO5: Personal and Professional Competence

Course Outcome 2:

The students learn to criticize the specimen novels and short stories using appropriate terminology.

Justification:

The ability to analyze fiction critically and express ideas coherently enhances both personal intellectual growth and professional competence. This skill is vital for careers in teaching, writing, editing, and research, where accurate interpretation and clear communication are essential.

PO6: Self-directed and Life-long Learning

Course Outcome 4:

The students learn to read, appreciate, and critically evaluate fiction independently.

Justification:

Reading and interpreting novels and short stories independently cultivate autonomous learning habits and a sustained interest in literature. This aligns with the principle of life-long learning, encouraging students to continue exploring literary works beyond the classroom.

PO7: Critical Thinking and Problem Solving

Course Outcome 5:

The students develop the ability to interpret, compare, and evaluate various themes and techniques in fiction.

Justification:

Analyzing narrative structures, authorial techniques, and thematic complexities demands critical thinking, logical reasoning, and problem-solving skills. Students learn to form independent judgments and support them with textual evidence, which are hallmarks of higher-order thinking.

**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 : IV

Course Type : Major

Course Name : Foundation of English Language II

Course Code : ENG-253-VSC

No. of Lectures : 30

No. of Credits : 02

Course Objectives:

1. Demonstrate a clear understanding of the sound system of English, including vowels, consonants, and suprasegmental features.
2. Analyze and compare different varieties of English, such as British RP and General Indian English.
3. Apply phonetic and phonological knowledge to improve both perception and production of spoken English.
4. Utilize IPA symbols for accurate phonemic transcription and pronunciation analysis.
5. Identify and explain the role of stress, intonation, and rhythm in natural English speech.
6. Develop effective oral communication skills by applying theoretical knowledge to real-life speaking situations.
7. Demonstrate critical awareness of how historical, functional, and regional factors influence pronunciation and speech patterns.

Course Outcomes:

- CO1.** Identify and describe English vowel and consonant sounds in RP and Indian English.
- CO2.** Differentiate between the sound systems of British RP and General Indian English.
- CO3.** Analyze stress patterns and word accent rules in English, including stress shifts.
- CO4.** Recognize and apply features of connected speech such as rhythm, intonation, etc.
- CO5.** Transcribe English words phonetically using IPA and minimal pairs.
- CO6.** Compare and contrast prosodic features across English dialects and their functional implications.
- CO7.** Apply knowledge of English phonetics to improve spoken communication and pronunciation accuracy

TOPICS/CONTENTS**UNIT 1: The Sounds of English -Vowels (08 Lectures)**

- 1.Vowels in British Received Pronunciation
- 2.Vowels in General Indian English
- 3.Differences between the vowels systems of British RP and General Indian English

UNIT 2 : Word Accent (12 Lectures)

- 1. Word Accent

2. Stress Shift

3. Historical Reasons

4. Compound Words

5. Stress Change According to Function

UNIT 3 : Features of Connected Speech

(10 Lectures)

1. Accents in Connected Speech: Rhythm

2. Intonation

3. Weak forms

4. Sounds in Contrast

References

1. Spoken English by R. K. Bansal and J. B. Harrison

2. A Textbook of English Phonetics for Indian Students by Balasubramanian

3. Linguistics: An Introduction by Ashok Chaskar

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)

Choice-Based Credit System Syllabus

(2024 Pattern NEP)

Mapping of Program Outcomes with Course Outcomes

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

Subject: English

Course: Foundation of English Language II

Course Code: ENG-253-VSC

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

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: Demonstrate a clear understanding of the sound system of English, including vowels, consonants, and suprasegmental features

CO1: Students gain foundational knowledge by identifying and describing English vowels and consonants in both RP and Indian English.

CO2: Differentiating sound systems of RP and General Indian English helps students understand structural variations in English phonology.

CO3: Analyzing stress patterns contributes to understanding suprasegmental elements like word stress and accentuation.

CO4: Recognition of rhythm, intonation, and linking features supports understanding of suprasegmental aspects of English.

CO5: Phonetic transcription with IPA symbols develops accuracy in identifying English

phonemes.

CO7: Applying phonetic knowledge for pronunciation improvement depends on a solid understanding of the sound system.

PO2: Analyze and compare different varieties of English, such as British RP and General Indian English

CO2 (Strong - 3): Focuses on direct comparison of sound systems between RP and Indian English, addressing this PO completely.

CO1: Provides comparative insight by identifying segmental differences between varieties.

CO6: Involves comparing prosodic features of dialects, supporting dialectal analysis.

CO7: Encourages practical application of dialectal awareness in speech, promoting adaptability in different English varieties.

PO3: Apply phonetic and phonological knowledge to improve both perception and production of spoken English

CO1: Identifying and describing English sounds enhances both listening and speaking abilities.

CO2: Understanding variation across dialects improves speech perception and adaptability.

CO3: Analyzing stress and accent patterns enhances natural and intelligible speech production.

CO4: Practicing connected speech features improves fluency and pronunciation accuracy.

CO5: Phonetic transcription strengthens auditory discrimination and precise articulation.

CO7: Application of phonetic concepts to real-world communication is the essence of this PO.

PO4: Utilize IPA symbols for accurate phonemic transcription and pronunciation analysis

CO5 (Strong - 3): Directly involves transcribing English words using IPA and minimal pairs, fully addressing this PO.

CO1: Identification of English phonemes support accurate IPA use.

CO2: Comparing different phonemic representations across dialects requires use of IPA.

CO7: Pronunciation improvement through IPA-based analysis aligns with this PO.

PO5: Identify and explain the role of stress, intonation, and rhythm in natural English speech

CO3 (Strong - 3): Entirely focused on stress patterns, word accents, and shifts, directly supporting this PO.

CO4 (Strong - 3): Teaches features of connected speech such as rhythm and intonation, fulfilling the goal of this PO.

CO6: Comparison of prosodic features across dialects enhances understanding of how stress and intonation vary.

CO7: Application of these features in communication shows understanding of their role in natural speech.

PO6: Develop effective oral communication skills by applying theoretical knowledge to real-life speaking situations

CO4 (Strong - 3): Practical training in connected speech enhances real-life oral communication.

CO7 (Strong - 3): Entirely focused on improving spoken communication using phonetic knowledge.

CO5: Accurate transcription supports clear pronunciation, a key to effective speaking.

CO3: Applying stress and accent patterns increases speech clarity and fluency.

PO7: Demonstrate critical awareness of how historical, functional, and regional factors influence pronunciation and speech patterns

CO2 (Strong - 3): Directly promotes understanding of regional differences between RP and Indian English.

CO6 (Strong - 3): Comparison of prosodic features and their functional roles enhances awareness of regional and functional variation.

CO3: Knowledge of stress shifts and their historical basis supports this PO.

CO4: Features of connected speech often vary regionally, contributing to critical understanding.

CO7: Applying pronunciation choices with awareness of context supports functional and regional sensitivity in speech.



Anekant Education Society's
Tuljaram Chaturchand College of Arts, Science and Commerce
Baramati, Dist-Pune .
(Empowered Autonomous)

DEPARTMENT OF ENGLISH

Standard Operating Procedure (SOP) for Community Engagement
Programme

As per NEP-2020

To be implemented from Academic Year: 2025-2026

As per the NEP-2020 credit and course structure, students in UG programs are required to complete a two-credit Field Project in SYBA Semester IV to be eligible for the award of a B.A. degree. To meet this requirement, our Board of Studies has prepared a Standard Operating Procedure (SOP) and format for conducting the Field Project. The detailed SOPs are provided below.

1. Preparation of SOP and Course Material:

The Board of Studies (BOS) will prepare the SOP, project format, and curriculum for the Community Engagement Programme.

2. Notification to Students:

The department will issue a notice instructing students to attend the coursework for the Community Engagement Programme.

3. Conducting Coursework:

The department will conduct the necessary coursework to prepare students for undertaking the Community Engagement Programme.

4. Application for Guide Allocation:

Groups of three students will submit an application in the prescribed format to the HOD for the allocation of a guide for the Community Engagement Programme

5. Guide Allocation:

A departmental committee will allocate guides to students in accordance with the department's rules and policies.

6. Publication of list of students and guide:

The list of student groups and their allotted guides will be published.

7. Topic Finalization:

Students will meet with their assigned guide to finalize the topic of their Community Engagement Programme.

8. Questionnaire Development:

Students will prepare a questionnaire under the guidance of their guide of Community Engagement Programme.

9. Fieldwork and Data Collection:

Students will conduct fieldwork/field surveys to collect relevant data and information.

10. Data Analysis and Presentation:

Students will analyze and present the collected data.

11. Project Preparation:

Students will prepare the Community Engagement Programme report in the prescribed format provided by the department, under the guidance of their assigned guide.

12. Assessment and Evaluation:

The Community Engagement Programme will be assessed and evaluated according to the guidelines provided by the exam department.

13. Inclusion of Geo-tagged Photographs:

The Community Engagement Programme must include geo-tagged photographs of the fieldwork/survey.

14. Inclusion of Study Area Map:

The Community Engagement Programme should contain a map of the study area.

15. Project Length:

The Community Engagement Programme report should be between 20 to 25 pages.

Head of the Department

Principal

**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	: IV
Course Type	: Major
Course Name	: Appreciating Drama II
Course Code	: ENG-255-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 analyse 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: IV	(60 Lectures)
A) <i>Pygmalion</i> - George Bernard Shaw	(30 Lecture)
B) <i>Silence! The Court is in Session</i> – Vijay Tendulkar	(30 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.I. *A Short History of English Drama*, Penguin Books, 1948.
4. Shaw, George Bernard. *Pygmalion*. Dover Publications, 1994.
5. Tendulkar, Vijay. *Silence! The Court is in Session*: Oxford University Press ,1979.

Choice Based Credit System Syllabus
(2024 Pattern NEP 1.0)

Mapping of Program Outcomes with Course Outcomes

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

Subject: English

Course: Appreciating Drama-II

Course Code: ENG-255-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.B.A.
(2024 Pattern)**

Name of the Programme	: S.Y.B.A. English
Program Code	: UAENG
Class	: S.Y.B.A.
Semester	: IV
Course Type	: Open Elective
Course Name	: Developing English Language Skills through Stories-II
Course Code	: ENG-256- 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

• SHORT STORIES AND COMMUNICATION SKILLS

- | | |
|---|----------------------|
| Unit I: 1.The Ant and the Grasshopper - W.Somerset Maugham | (08 Lectures) |
| 2. Making Suggestions, Offering Advice and Persuading. | |
| Unit II: 1.The Apple - H. G. Wells | (08 Lectures) |
| 2. Inviting and Accepting / Declining Invitations | |
| Unit III: 1. Living or Dead? – Rabindranath Tagore | (08 Lectures) |
| 2. Making a Complaint | |
| Unit IV: 1. Monal Hunt – Manohar Malgonkar | (06 Lectures) |
| 2. Congratulating, Expressing Sympathy and Offering Condolences | |

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(10thEdition)
4. *Fluent English: Perfect Natural Speech, Sharpen Your Grammar, Master Idioms, Speak*
5. *Practical English Usage*, Michael Swan, Oxford University Press, 2016 (4thEdition)
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.B.A. (Sem. IV)**Subject: English****Course: Developing English Skills through Stories-II Course Code: ENG-256- 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 as per NEP 2020 for S.Y.B.A.
(2024 Pattern)**

Name of the Programme	: B.A.English
Program Code	: UAENG
Class	: S.Y.B.A.
Semester	: IV
Course Type	: SEC
Course Name	: Conversational English
Course Code	: ENG 257 SEC
No. of Lectures	: 30
No. of Credits	: 02

Course Objectives:

1. To understand the key features of spoken English for effective communication.
2. To develop polite and interactive conversational skills.
3. To use functional expressions in everyday social situations.
4. To form and answer questions naturally in conversation.
5. To improve fluency, pronunciation, and confidence in speech.
6. To apply conversational skills through storytelling and folktales.
7. To build cultural awareness and moral reflection through communication.

Course Outcomes:

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

CO1: Use features of spoken English effectively in daily conversation.

CO2: Interact politely and take turns appropriately in conversations.

CO3: Use functional expressions for requests, advice, thanks, and apologies.

CO4: Form and answer questions naturally in discussions.

CO5: Express opinions and agreements courteously and clearly.

CO6: Retell and discuss folktales to build fluency and cultural awareness.

CO7: Show empathy, moral understanding, and adaptability in communication.

TOPICS/CONTENTS:**Unit 1 (Background for conversations) (12 lectures)**

- 1. Features of spoken English:** tone, pauses, contractions, fillers, short forms.
- 2. Turn-taking and Politeness:** Listening before replying, using polite forms (please, may I, could you).
- 3. Everyday Functional Expressions:** Making requests, giving advice, expressing gratitude, apologizing.
- 4. Asking and Answering Questions:** Forming wh-questions and short answers naturally.
- 5. Expressing Opinions and Agreement:** Phrases for agreeing/disagreeing, giving reasons.
- 6. Introducing and Closing a Conversation:** Openers and endings: “Well, you know...,” “That’s all about...”

Unit 2 (Application of Unit 1 in stories) (18 lectures)

- 1. *The Promised Boon* (Bihar)**
- 2. *Two Birds and a Cooking Pot* (Haryana)**
- 3. *The Talisman* (West Bengal)**
- 4. *The Snake Princess* (Arunachal Pradesh)**
- 5. *Gifts for the Worthy* (Uttar Pradesh)**
- 6. *A Matter of Honour* (Rajasthan)**

Reference:

- Once Upon a Time in India: An Anthology of Folk tales* by Berry Nita and Agarwal Deepa, Macmillan, 2005
- A Conversation Book 2: English in Everyday Life* by Sandra Douglas Fotinos-Riggs
- Developing Communication Skills* by Krishna Mohan & Meera Banerji
- How to Teach Speaking* by Scott Thornbury
- English Conversation Practice* by Grant Taylor (advanced sections)

Choice Based Credit System Syllabus
(2024 Pattern)

Mapping of Program Outcomes with Course Outcomes

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

Subject: English

Course: Conversational English

Course Code: ENG 257 SEC

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

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

Justification for the mapping:

PO1: Communication Skills

CO4: Students practice courteous, clear, and respectful speech while framing and responding to questions.

CO5: Oral narration and role play help them develop fluency, pronunciation, and articulation. These activities foster precision, confidence, and expressiveness in both formal and informal English.

PO2: Effective Citizenship and Ethics

CO4: Students interpret ethical dilemmas and develop a sense of fairness, honesty, and respect.

CO5: They internalize values like cooperation, humility, and truthfulness by expressing folktale morals.

CO7: Builds ethical reflection as students evaluate character behaviour and relate it to real-life situations.

This helps students grow as responsible, value-driven individuals and communicators.

PO3: Social Competence

CO3: Students collaborate in role plays and discussions, learning to listen, respond, and interact effectively.

CO4: Promotes social harmony by guiding students to express opinions respectfully.

CO5: Fosters collaboration and intercultural understanding through group storytelling.

Thus, students acquire social awareness and competence in both academic and cultural communication contexts.

PO4: Disciplinary Knowledge

CO1: Develops comprehension and application of spoken English features such as tone, rhythm, and fillers.

CO2: Enhances grammatical and lexical proficiency through vocabulary, idioms, and turn-taking practice.

CO5: Integrates disciplinary knowledge by applying language skills in storytelling and oral performance.

Together, these strengthen command over the English language in authentic, culturally rooted contexts.

PO5: Personal and Professional Competence

CO3: Equips students with confidence for interviews, presentations, and public speaking.

CO4: Teaches respectful, ethical communication—valuable in professional and workplace contexts.

CO5: Refines logical structuring, expression, and persuasive communication.

These outcomes collectively prepare students for effective professional and social interactions.

PO6: Self-directed and Lifelong Learning

CO2: Encourages individual practice of new vocabulary and politeness strategies.

CO6: Promotes autonomous exploration of new folktales, vocabulary, and role-play ideas.

CO7: Reinforces reflective learning by analyzing and comparing moral lessons independently. Thus, the course nurtures curiosity and self-motivation essential for lifelong learning.

PO8: Critical Thinking and Problem Solving

CO1 and CO3: Train students to reason and adapt ideas in real-life conversations and storytelling.

CO4 and CO5: Involve reasoning through moral or communicative dilemmas and expressing judgments logically.

CO6 and CO7: Foster creative problem solving when students imagine alternate endings, analyze motives, or resolve conflicts.

Through these, students strengthen analytical reasoning and reflective thinking using narrative-based learning.
