

**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	: Introducing the Novel-I
Course Code	: ENG-301-MRM
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 express 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) 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: **(10 lectures)**
 Epistolary, Romantic, Picaresque, Bildungsroman, Absurd, Gothic,Historical, Regional, Psychological, Realistic Novels, Satire, Science fiction, Magic Realism

iv) Other literary terms related to novel study **(05 lectures)**
 Allegory, Symbolism, Utopias and Dystopias, Irony, Character Archetypes,Stream of Consciousness,

2) Lord of the Flies: William Golding (25 lectures)

REFERENCES

i) 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*

iv) Other Literary Terms Related to Novel Study

Chris Baldick – *The Oxford Dictionary of Literary Terms*

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

Reference Books for *Lord of the Flies*

1. SparkNotes *Lord of the Flies* Study Guide

Chapter summaries, theme and symbol explanations, character analysis.

2. LitCharts *Lord of the Flies*

3. Novel guide / *Bartleby* *Lord of the Flies* Notes

Free online literature guides with structured analysis.

4. *Lord of the Flies* – Novel-Ties Study Guide

5. *Lord of the Flies* – Spark Notes Literature Guides

Mapping of Program Outcomes with Course Outcomes

Class: TYBA (Sem-V)

Subject: English

Course:Introducing Novel-I

Course Code:ENG-301-MRM

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.

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

2024 Pattern

(w. e. from June 2026)

Name of the Programme	: B. A. English
Programme Code	: UAENG
Class	: T.Y.B.A.
Semester	: V
Course Name	: Introduction to Literary Criticism-I
Course Code	: ENG 302 MRM
No. of Credits	: 4
No. of Teaching Hours	: 48

Course Objectives:

1. Foundational Understanding: Gain a comprehensive understanding of the definition, origin, principles, types, and functions of literary criticism.
2. Historical Context: Explore the historical development of literary criticism through key thinkers and movements, emphasizing their contributions to literary theory.
3. Analytical Skills: Develop analytical skills by engaging with the critical approaches of Plato, Aristotle, Longinus, Wordsworth, and Coleridge.
4. Modern Perspectives: Examine modern literary criticism through the works of T.S. Eliot, I.A. Richards, and Cleanth Brooks, understanding their impact on literary analysis.
5. Terminology Familiarity: Familiarize students with essential literary and critical terms that form the basis of literary analysis and criticism.
6. Comparative Analysis: Encourage comparative analysis of different critical theories and their application to literature.
7. Critical Thinking: Cultivate critical thinking skills through the examination and evaluation of various literary theories and their relevance to contemporary literature.

Course Outcomes:

CO 1. Conceptual Clarity: Students will clearly articulate the definition, origin, principles, types, and functions of literary criticism, demonstrating foundational knowledge in the field.

CO 2. Historical Awareness: Students will trace the evolution of literary criticism, identifying key figures and their contributions, and situating them within the broader historical context.

CO 3. Critical Analysis: Students will analyze and interpret the critical approaches of major literary theorists, discussing their significance and applicability to various texts.

CO 4. Modern Critique Application: Students will critically evaluate modern literary theories proposed by T.S. Eliot, I.A. Richards, and Cleanth Brooks, applying these theories to contemporary literary works.

CO 5. Terminology Proficiency: Students will define and explain essential literary and critical terms, demonstrating their understanding of how these concepts are applied in literary analysis.

CO 6. Comparative Critique: Students will compare and contrast different literary theories, evaluating their strengths and weaknesses in relation to specific texts or literary movements.

CO 7. Enhanced Critical Thinking: Students will engage in thoughtful discussion and writing that reflects critical thinking about literature and its criticism, showcasing their ability to synthesize information and form coherent arguments.

Topics/ Contents

Unit-I: Introduction to Literary Criticism (12 lectures)

1. What is criticism?
2. Definitions
3. Origin
4. Principles
5. Functions of Literary Criticism
6. Methods of Criticism

Unit-II: Critical Terms (12 lectures)

Plot, Three unities, Classic, Catharsis, Decorum and Nature, Diction, the Sublime, Canon, Style, Subjective and Objective, Intentional fallacy

Unit-III: Classical and Romantic Criticism (12 lectures)

- 1) Plato's function of poetry
- 2) Aristotle's theory of imitation
- 3) William Wordsworth's definition of poetry
- 4) Matthew Arnold's touchstone method

Unit-IV: Short Survey of Modern Criticism (12 lectures)

- 1) T S Eliot's concept of tradition
- 2) I A Richards's four kinds of meaning
- 3) Cleanth Brooks concept of paradox as language of poetry
- 4) Base and superstructure according to Marxist critics

Mapping of Programme Outcomes with Course Outcomes

Class: TYBA (SEM V)

Subject: English Course: Introduction to Literary Criticism

Course Code: UAEN354

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

PO7: Environment and Sustainability:

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

PO8: Critical Thinking and Problem Solving:

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

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

References/Suggested Reading:

1. Kulkarni, Anand and Ashok Chaskar. An Introduction to Literary Criticism and Theory. Orient Blackswan, 2015.
2. Thorat, Ashok, Kumar Iyer. et al. A Spectrum of Literary Criticism. Frank Bros., 2001.
3. Habib, M.A. R. A History of Literary Criticism: From Plato to the Present. Blackwell Publishers, 2005.
4. Dorsch, T.S. Classical Literary Criticism. Princeton University Press, 2002.
5. Dorsch, T.S. Classical Literary Criticism. Penguin, 1981. (Reprint)
6. Adams, Hazard. Critical Theory since Plato. New York, Harcourt Brace Jovanovich, 1971.
7. Abrams, M. H. A Glossary of Literary Terms. (8 th Edition) New Delhi: Akash Press, 2007.
8. Baldick, Chris. The Oxford Dictionary of Literary Terms. Oxford: Oxford University Press, 2001.
9. Barry, Peter. Beginning Theory: An Introduction to Literary and Cultural Theory. New Delhi: VivaBooks, 2008.
10. Drabble, Margaret and Stringer, Jenny. The Concise Oxford Companion to English Literature. Oxford: Oxford University Press, 2007.
11. Fowler, Roger. Ed. A Dictionary of Modern Critical Terms. Rev. ed. London: Routledge & Kegan Paul, 1987.
12. Habib, M. A. R. A History of Literary Criticism: From Plato to the Present. London: Blackwell, 2005.
13. Hall, Donald E. Literary and Cultural Theory: From Basic Principles to Advanced Application. Boston: Houghton, 2001.
14. Hudson, William Henry. An Introduction to the Study of Literature. New Delhi: Atlantic, 2007.

**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	: Advanced Study of English Language and Literature-I
Course Code	: ENG 303 MRM
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. Sri Aurobindo Ghosh-Bride of the Fire
3. Rabindranath Tagore- Where the Mind is Without Fear
4. Swami Vivekanand-Peace
5. Sarojini Naidu- Song of Radha, the Milkmaid
6. Toru Dutt- The Tree of Life
7. Maithili Sharan Gupt- Yashodhara

Unit-II- Linguistics: an Introduction

30 Lectures

A. Syntax

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

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

03. Types of Sentences:

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

II- Functional Classification-Affirmatives/ Interrogatives/ Imperatives.

III- 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

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.

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

Name of the Programme	: T.Y.B.A
Program Code	: UAENG
Class	: TYBA
Semester	: V
Course Type	: Major Elective
Course Name	: History of English Literature-I
Course Code	: ENG-305-MJE (A)
No .of Lectures	: 60
No. of Credits	: 04

Course Objectives:

1. To acquaint students with the major periods, movements, and characteristics of English literature.
2. To study the social, political, and cultural background of different literary periods.
3. To trace the evolution of literary genres such as poetry, drama, novel, and prose.
4. To introduce students to the major authors, their styles, and contributions in each age.
5. To understand how literature is connected with history, religion, philosophy, science, and society.
6. To develop critical thinking and a comparative approach in the study of literature.
7. To prepare students for further roles as learners, researchers, and teachers of English literature.

Course Outcomes:

After completing this course, students will be able to:

- CO1. Demonstrate knowledge of the chronological development of English literature.
- CO2. Identify the distinctive features of Old English, Middle English, Renaissance, Neoclassical, Romantic, Victorian, Modern, and Postmodern literature.
- CO3. Analyze the relationship between literature and society, politics, philosophy, and culture.

- CO4. Recognize the major writers, their works, and literary forms in each period.
- CO5. Critically evaluate the shifts and transformations in literary trends across ages.
- CO6. Apply a comparative and interdisciplinary perspective to the study of texts.
- CO 7. Build a strong foundation for research, teaching, and advanced literary studies.

TOPICS/CONTENTS:**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:

1. Abrams, M. H. & Geoffrey Harpham.
A Glossary of Literary Terms. 11th Edition. Cengage, 2015.
2. Compton-Rickett, Arthur.
A History of English Literature. UBS Publishers.
3. Carter, Ronald, and John McRae.
The Routledge History of Literature in English. Routledge, 2001.
4. Daiches, David.
A Critical History of English Literature. 2 Vols. Secker & Warburg, 1960.
5. Sanders, Andrew.
The Short Oxford History of English Literature. Oxford University Press, 2004.
6. Alexander, Michael.
A History of English Literature. Palgrave Macmillan, 2000.
7. Ward, A. C.
Longman Companion to Twentieth Century Literature. Longman.
8. Hudson, W. H.
An Outline History of English Literature. B. Jain Publishers.
9. Legouis, Emile, and Louis Cazamian.
A History of English Literature. Macmillan.
10. Kermode, Frank (Ed.).
The Oxford Anthology of English Literature. Oxford University Press.

Choice Based Credit System Syllabus
(2024 Pattern NEP)

Mapping of Program Outcomes with Course Outcomes

Class: T.Y.B.A. (Sem V)

Subject: English

Course: History of English Literature

Course Code: ENG-305-MJE(A)

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	1	3	3	1	2	2
CO 3	2	1	2	2	2	2	2	3	3
CO 4	2	2	2	3	2	2	2	2	2
CO 5	3	2	1	2	3	2	2	2	2
CO 6	2	2	2	3	2	2	2	2	2
CO 7	2	2	2	2	2	2	2	3	2

Justification for the Mapping

PO1: Research-Related Skills

CO7: Students develop a research-oriented approach while exploring literary periods, authors, and genres.

Justification: Understanding literary history requires analytical and investigative skills to interpret sources and historical backgrounds.

PO2: Effective Citizenship and Ethics

CO2: Students identify how literature reflects moral, ethical, and social values of its time.

Justification: Awareness of socio-political and ethical issues in literature promotes civic consciousness and ethical reflection.

PO3: Social Competence

CO5: Students learn to link literature with society and culture across different ages.

Justification: Literature acts as a mirror to society, fostering empathy, social understanding, and cultural competence.

PO4: Disciplinary Knowledge

CO1, CO3: Students gain systematic knowledge of literary periods, writers, and genres.

Justification: This outcome is central to disciplinary knowledge as it builds foundational understanding of English literary tradition.

PO5: Personal and Professional Competence

CO6: Students develop communication, interpretation, and analytical skills useful in academic and professional settings.

Justification: Analytical reading and critical writing enhance professional competence in teaching, writing, and communication.

PO6: Self-directed and Life-long Learning

CO7: Students cultivate independent learning habits by exploring literature beyond the syllabus.

Justification: Encourages continuous engagement with literature as a lifelong learning process.

PO7: Critical Thinking and Problem Solving

CO4, CO6: Students interpret complex literary movements and analyze cause-effect relationships in history and culture.

Justification: The analytical study of literary evolution enhances higher-order thinking and problem-solving abilities.

PO8: Communication Skills

CO6: Students express literary understanding through academic discussion and writing.

Justification: Improves clarity, articulation, and precision in academic and literary communication.

PO9: Global and Cultural Awareness

CO1, CO5: Students recognize the universality and diversity of human experience in English literature.

Justification: Promotes intercultural sensitivity and global perspective through the study of world literary heritage.

**CBCS as per NEP 2020 for TY.BA.
(2024 Pattern)**

Name of the Programme	: T.Y.B.A.
Program Code	: UAENG
Class	: TYBA
Semester	: V
Course Type	: Minor
Course Name	: English Language and literary Discourse
Course Code	: ENG-307-MN
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 communication skill.
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:

At 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 skill.

CO6. Students learn language skills.

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

TOPICS/CONTENTS:

Semester V (30 lectures)

A) Prose: (10 lectures)

1. *The Rocking Horse Winner*-D.H.Lawrence
2. *Father's Help*-R.K.Narayan
3. *The Town Week*-E.V.Lucas

B) Poetry: (10 lectures)

1. *The Seven Ages of Man* – William Shakespeare
2. *Virtue*- George Herbert
3. *The Education of Nature* - Henry Wordsworth Longfellow

C) Functional writing (10 lectures)

- i) Paragraph writing
- ii) Report writing
- iii) Letter writing

Reference:

Prescribed text: Many Coloured Glass.Macmillan Publishers India Limited. New Delhi,2013

Mapping of Programme Outcomes with Course Outcomes

Class: TYBA (SEMV)

Subject: English

Course: English For Language and Literary Discourse

Course Code: ENG-307-MN

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

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

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.