

**SYLLABUS (CBCS as per NEP 2020) for S.Y.B.A. Special English Paper II**  
**(w. e. from June 2024)**

<b>Name of the Programme</b>	: S.Y.B.A. English
<b>Program Code</b>	: UAEN
<b>Class</b>	: S.Y.B.A.
<b>Semester</b>	: IV
<b>Course Type</b>	: Major
<b>Course Name</b>	: Appreciating Poetry
<b>Course Code</b>	: ENG-251-MJM
<b>No. of Lectures</b>	: 60
<b>No. of Credits</b>	: 04

**Learning Objectives:**

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

**Learning Outcomes:**

1. Students comprehend the nature, function, and relevance of poetry as a form of literature.
2. Students proficiently utilize the terminology in poetry criticism to analyze and evaluate poems.

3. Students demonstrate a nuanced understanding of sample masterpieces of English poetry.
4. Students exhibit the ability to read, appreciate, and critically evaluate poetry independently.
5. Students effectively identify and analyze poetic devices, enhancing their interpretative skills.
6. Students articulate interpretations of themes and emotions conveyed through poetry with clarity and insight.
7. Students recognize and contextualize the historical and cultural influences shaping various poetic works.

**Contents:**

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

**(I) Poems:  
Lectures**

**48**

1. ***John Keats***  
Ode on a Grecian Urn
2. ***Alfred, Lord Tennyson***  
Tears, Idle Tears
3. ***Robert Browning***  
My Last Duchess
4. ***Thomas Hardy***  
The Darkling Thrush
5. ***G.M Hopkins***  
Felix Randal
6. ***W. B. Yeats***  
Sailing to Byzantium
7. ***T.S. Eliot***  
From The Waste Land  
I The Burial of the Dead
8. ***W.H. Auden***  
The Unknown Citizen

9. *Dylan Thomas*  
And Death Shall have no Dominion
10. *Philip Larkin*  
Church Going
11. *Jayanta Mahapatra*  
The Abandoned British Cemetery at Balsaore
12. *A. K. Ramanujan*  
A River
13. *Nissim Ezekiel*  
Night of the Scorpion
14. *Walt Whitman*  
Gods
15. *R.W. Emerson*  
Give All to Love

**(III) Practical Criticism**

**12 Lectures**

Critical Appreciation of the poems

**Select Bibliography:**

1. Abrams M.H. 1957. A Glossary of Literary Terms. Madras: Macmillan India Press.

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

## **SYLLABUS (CBCS as per NEP-2020) for S. Y. B. A.**

<b>Name of the Programme</b>	: B. A. English
<b>Programme Code</b>	: UAEN
<b>Class</b>	: S.Y.B.A
<b>Semester</b>	: IV
<b>Course Type</b>	: Minor
<b>Course Name</b>	: Minor English
<b>Course Code</b>	: ENG-212-MN
<b>Number of Lectures</b>	: 60
<b>No. of Credits</b>	: 04

### **A) Course Objectives:**

1. To expose students to the best examples of literature in English and to contribute to their emotional quotient as well as independent thinking.
2. To instill universal human values through best pieces of literature in English.
3. To develop effective communication skills by developing ability to use right words in the right context.
4. To enhance employability of the students by developing their basic soft skills.
5. To revise and reinforce the learning of some important areas of dramas for better linguistic competence.

### **B) Course Outcomes:**

1. The students develop their emotional quotient as well as independent thinking through the examples of literature.
2. The students understand and learn universal human values.
3. The students become capable in using right words in the right context through effective communication.
4. The students become employable through the soft skills.
5. The students acquire the linguistic competence through grammar unit.

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



## **TOPICS/CONTENTS:**

### **Unit-1: Prose (12**

#### **Lectures)**

- 1) The Chicago Speech- Swami Vivekananda
- 2) The Lottery Ticket- Anton Chekhov
- 3) The Open Window- Saki H.H. Munro

### **Unit-2: Poetry (12**

#### **Lectures)**

- 1) On Another Sorrow-William Blake
- 2) Laugh and Be Merry- John Masefield
- 3) The Rock and the Bubble- Louisa May Alcott

### **Unit-3: Grammar**

#### **(12Lectures)**

- 1) Question tags
- 2) Simple, Compound and Complex Sentences
- 3) Degrees of Comparison

### **Unit-4: Vocabulary (08**

#### **Lecture)**

- 1) Collocations: Words that go together
- 2) Phrasal Verbs
- 3) Commonly Confused Words

### **Unit-5: Soft Skills (04**

#### **Lectures)**

- 1) Problem Solving Skills
- 2) Time Management





## **Justification for the mapping**

### **PO2: Effective Citizenship and Ethics**

CO4: The students are ingrained with effective citizenship and ethics through paragraph articles because the paragraph articles are based on current and past socio-cultural issues around the world.

### **PO3: Social Competence**

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

### **PO4: Disciplinary Knowledge**

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

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

### **PO5: Personal and Professional Competence**

CO5: The students acquire personal and professional competence because they acquire linguistic competence through practice exercises in Newspaper Advertisement.

### **PO6: Self Directed and Lifelong Learning**

CO6: The students get self-direction and lifelong learning because the prose, poetry articles propel the students to the afore said goals as they acquire thirst for the language.

### **PO7: Environment and Sustainability**

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

## **PO8: Critical Thinking and Problem Solving**

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

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

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## **SYLLABUS (CBCS as per NEP 2020) for S. Y.B. A.**

**(w. e. from June, 2024)**

Name of the Programme	: B.A.English
Program Code	:UAENG
Class	: S.Y.B.A.
Semester	: IV
Course Type	: Open Elective
Course Name	: Developing of English
Course Code	: ENG-266-OE
No. of Lectures	:30
No. of Credits	: 02

### **A) Course Objectives:**

1. To make student acquire the skills of listening, speaking, reading, and writing
2. To make students acquire the ability to communicate in English according to the situation, purpose and roles of the participants.
3. To help students to improve communicative competence in English.
  4. To help students to develop a wide variety of listening skills and inferring meaning from context.
5. To develop student's speaking skills through formal and informal conversation.
6. To develop students' basic reading skills including reading fast, skimming for information, and identifying main ideas in informative reading passages.
7. To help students to develop composition skills.

### **B) Course Outcomes:**

At the end of the course:

1. the student masters the four basic skills of listening, speaking, reading and writing.
2. the student can converse in English in different real-life situations.
3. the student can communicate in English effectively.
4. the student developed listening skills and can use it to guess the meaning from context.
5. the student can understand errors in English

6. the student can read text with fluency, understanding and competence, decoding groups of words/phrases and not just single words.
7. the students know how to use writing skill for practical purposes

TOPICS/CONTENTS:

**Unit- I: PROSE**

**(10 Lectures)**

- 1) The Ghost in the Garden – Ruskin Bond**
- 2) Knowledge and Wisdom – Bertrand Russel**
- 3) Job Hunting – E R Braithwaite**

**Unit - II: Poetry**

**(10 Lectures)**

1. On Fame –John Keats
2. Break, Break, Break- Alfred Lord Tennyson
3. The Last of the Princes-A K Ramanujan

**Unit- 3: Functional Writing**

**(10 Lectures)**

1. English in Situations
2. Message Writings
3. Some Common Errors
4. Job Application and CV

## References:

1. Many Coloured Glass  
Published by; Macmillan Publishers India Ltd

## Mapping of Programme Outcomes with Course Outcomes

Class: SYBA (SEM IV)

Subject: English

Course Name: Developing English Course Code: ENG-266-OE Weightage:  
1= weak or low relation, 2=moderate or partial relation, 3=strong or direct  
relation

	<b>Programme Outcomes(Pos)</b>							
<b>Course Outcomes</b>	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO2								2
CO3				3				
CO4		2	2					
CO5					2		1	
CO6						2		
CO7								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.

**PO7: Environment and Sustainability**

CO5: The students learn about environment and sustainability as the prose articles 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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## **SYLLABUS (CBCS as per NEP-2020) for S. Y. B. A.**

<b>Name of the Programme</b>	: B. A. English
<b>Programme Code</b>	:
<b>Class</b>	: S.Y.B.A
<b>Semester</b>	: IV
<b>Course Type</b>	: SEC
<b>Course Name</b>	: <b>Conversational English</b>
<b>Course Code</b>	:
<b>Number of Lectures</b>	: 30
<b>No. of Credits</b>	: 02

### **B) Course Objectives:**

6. To expose students to the examples of situational dialogues in English and to contribute to their speaking quotient as well as independent thinking.
7. To instill universal human values communication through English.
8. To develop effective communication skills by developing ability to use right words in the right context.
9. To enhance employability of the students by developing their basic soft skills.
10. To revise and reinforce the learning of some important areas of dramas for better linguistic competence.

### **B) Course Outcomes:**

1. The students develop their communication through the examples of situational dialogues in English and develop their speaking quotient as well as independent thinking.
2. The students understand and learn universal human values communication.
3. The students become capable in using right words in the right context through effective communication.
4. The students become employable through the soft skills.
5. The students acquire the linguistic competence through grammar unit.



## **TOPICS/CONTENTS:**

### **Unit-1: *Vocabulary***

**(06 lectures)**

- 1) Everyday vocabulary
- 2) Idioms describing people
- 3) Idioms connected with using language
- 4) Proverbs
- 5) The weather
- 6) Describing people – characters
- 7) Health: illness, disease
- 8) Global problems

### **Unit-2: *Grammar***

**(06 lectures)**

- 1) Tense
- 2) Parts of Speech
- 3) Active Voice and Passive Voice
- 4) Collocations and Idioms
- 5) Gerunds
- 6) Sentence and its types

### **Unit-3: *Situational Dialogues***

**(18 lectures)**

- 1) Talking about a Vacation
- 2) Seeking Admission in College
- 3) Asking about a Course
- 4) An Interview
- 5) Meeting People, Exchanging Greetings
- 6) Introducing Yourself & Introducing People to Others
- 7) Making Requests and Responding
- 8) Thanking Someone and Responding to Thanks
- 9) Inviting/Accepting/Refusing
- 10) Apologizing and Responding to an Apology
- 11) Paying Compliments, Showing Appreciation
- 12) Describing Daily Routines
- 13) Agreeing and Disagreeing
- 14) Giving Advice / Making Suggestions
- 15) Expressing Likes and Dislikes
- 16) Expressing Sympathy/Condolences
- 17) Expressing Emotions
- 18) Talking about Past Events

- 19) Talking about Future Events
- 20) Expressing Ability and Inability
- 21) Conversation with Strangers

**References:**

1. Volume 1 of A Conversation Book: English in Everyday Life by Sandra Douglas Fotinos-Riggs
2. English Conversation Practice by Grant Taylor

## Mapping of Programme Outcomes with Course Outcomes

Class: SYBA (SEM IV)  
English

Subject:

Course Name: Conversational English

Course Code:

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

### Justification for the mapping

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