

Anekant Education Society's  
**Tuljaram Chaturchand College of Arts, Science and Commerce, Baramati**  
**Autonomous**

**Course Structure for S. Y. B.A. Compulsory English**  
**(Semester IV)**

<b>Semester</b>	<b>Paper Code</b>	<b>Title of Paper</b>	<b>No. of Credits</b>
IV	UAEN241	Compulsory English	3

**SYLLABUS (CBCS) FOR S. Y. B. A. Compulsory English-IV**  
(w. e. from June 2023)

**Academic Year 2023-2024**

<b>Class:</b>	<b>S.Y.B.A</b>
<b>Paper Code:</b>	<b>UAEN241</b>
<b>Title of Paper:</b>	<b>Compulsory English- IV</b>
<b>Credit:</b>	<b>03</b>
<b>No. of lectures:</b>	<b>48</b>

**Learning Objectives:**

1. **Develop Analytical Skills:** Students will develop the ability to analyze and interpret prose and poetry, identifying themes, literary devices, and authorial intent.
2. **Enhance Understanding of Grammar:** Students will gain a solid understanding of essential grammar concepts, including sentence structures and degrees of comparison, to improve their writing clarity.
3. **Expand Vocabulary:** Students will expand their vocabulary through the study of collocations, phrasal verbs, and commonly confused words, enabling them to express themselves more effectively.
4. **Cultivate Critical Thinking:** Students will cultivate critical thinking and problem-solving skills applicable in various contexts, fostering a proactive approach to challenges.
5. **Improve Time Management:** Students will learn effective time management strategies to enhance their productivity in academic and personal settings.
6. **Enhance Communication Skills:** Students will develop soft skills related to communication, enabling them to articulate their thoughts clearly and effectively in both written and verbal formats.
7. **Engage with Texts Creatively:** Students will engage with literary texts creatively, exploring their connections to contemporary issues and personal experiences.

**Learning Outcomes:**

- CO 1. Interpret Literary Works:** Students will be able to interpret and discuss key themes and literary techniques in selected prose and poetry, demonstrating their analytical skills.
- CO 2. Apply Grammar Rules:** Students will accurately apply grammar rules in their writing, constructing simple, compound, and complex sentences effectively.
- CO 3. Utilize Expanded Vocabulary:** Students will effectively use an expanded vocabulary, including collocations and phrasal verbs, in both written and oral communication.
- CO 4. Demonstrate Problem-Solving Skills:** Students will demonstrate their ability to approach and solve problems using critical thinking and creativity in various scenarios.
- CO 5. Implement Time Management Strategies:** Students will implement effective time management strategies, resulting in improved organization and efficiency in their academic work.
- CO 6. Communicate Effectively:** Students will demonstrate improved communication skills, articulating their ideas clearly and confidently in discussions and written assignments.
- CO 7. Connect Literature to Life:** Students will connect the themes and messages of the studied texts to their own lives and current societal issues, fostering a deeper appreciation for literature.

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

**TOPICS/CONTENTS:**

**Unit-1: Prose (12 L)**

**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 L)**

**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 L)**

**Lecture)**

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

**Unit-5: Soft Skills (04 L)**

- 1) Problem Solving Skills
- 2) Time Management

**Reference Books:**

- 1) Panorama: Values and Skills, through Literature (Board of Editors- Orient BlackSwan)

**Evaluation Pattern:**

Both Semester III and IV will have a uniform evaluation pattern of 100 marks each. There will be an internal examination for 40 marks and Semester End examination for 60 Marks.

The internal examination will be conducted by the college.

- a) Unit Test for 20 marks
- b) Assignment/Tutorial/Seminar for 20 marks.

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## Mapping of Programme Outcomes with Course Outcomes

Class: SYBA (SEM IV)

Subject: English

Course: Compulsory English

Course Code: UAEN241

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

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**Course Structure for S. Y. B. A. General English Paper – II**

<b>Semester</b>	<b>Paper Code</b>	<b>Title of Course</b>	<b>No. of Credits</b>
IV	UAEN242	Study of English Language and Literature	3

## SYLLABUS (CBCS) FOR S. Y. B. A. GENERAL ENGLISH PAPER II

(w. e. from June 2023)

**Academic Year 2023-24**

<b>Class:</b>	<b>S. Y. B. A. (Semester-IV)</b>
<b>Course Code:</b>	<b>UAEN242</b>
<b>Course title:</b>	<b>Study of English Language and Literature</b>
<b>Prescribed Texts:</b>	<b>1) Bliss: An of Short Stories Ed. Board of Editors, Macmillan Linguistics: An Introduction Ed. Board of Editors, Orient Blackswan</b>
<b>No. of Credits:</b>	<b>03</b>
<b>No. of lectures:</b>	<b>48</b>

### **Learning Objectives:**

1. **Develop Critical Reading Skills:** Students will enhance their ability to critically read and analyze short stories, identifying themes, character development, and narrative techniques.
2. **Understand Morphology:** Students will gain a foundational understanding of morphology, including key concepts such as morphemes, allomorphs, and the different types of morphemes.
3. **Explore Sociolinguistic Variations:** Students will explore the various national and regional varieties of English, recognizing their unique features and cultural contexts.
4. **Enhance Comparative Analysis:** Students will learn to compare and contrast different literary texts, evaluating how cultural and social factors influence storytelling.
5. **Apply Linguistic Concepts:** Students will apply linguistic concepts, such as prefixes, suffixes, and inflectional vs. derivational processes, to enhance their understanding of language structure.
6. **Cultivate Interpretive Skills:** Students will cultivate interpretive skills that allow them to connect literary works with broader social and cultural themes.
7. **Engage in Class Discussions:** Students will participate in informed class discussions, sharing insights on both literary texts and linguistic concepts, thereby improving their communication skills.

### **Learning Outcomes:**

- CO 1. Analyze Short Stories:** Students will be able to analyze and interpret the themes and techniques used in the assigned short stories, demonstrating comprehension of the texts.
- CO 2. Explain Morphological Concepts:** Students will accurately explain key morphological concepts and provide examples of different types of morphemes and their functions.
- CO 3. Identify Linguistic Variants:** Students will identify and describe the characteristics of various English dialects and sociolects, understanding their significance in sociolinguistics.
- CO 4. Conduct Comparative Analysis:** Students will be able to conduct a comparative analysis of the assigned short stories, discussing how cultural contexts shape the narratives.
- CO 5. Demonstrate Linguistic Application:** Students will apply their understanding of morphology to analyze unfamiliar words and their components in both academic and everyday contexts.
- CO 6. Articulate Insights Clearly:** Students will articulate their insights regarding literature and linguistics clearly and effectively in both written and oral forms.
- CO 7. Connect Literature to Linguistic Concepts:** Students will connect the themes and issues in the short stories to linguistic concepts, illustrating how language influences narrative and cultural representation.

**TOPICS/ CONTENTS:**

I) From *Bliss*

(24 L)

**1. Short Stories:**

- a. Living or Dead? – Rabindranath Tagore Little Girls Wiser than Men – Leo Tolstoy
- b. The Wolves of Cernogratz – Saki
- c. The Letter – Dhumaketu
- d. Lemon-Yellow and Fig – Manohar Malgaonkar

II) From *Linguistics: An Introduction*

(24 L)

**1. Morphology:**

- a. What is morphology?
- b. Concept of morpheme, allomorph, zero allomorph, types of morphemes (free and – bound), Prefixes and Suffixes (class-changing and class-maintaining), - Inflectional and Derivational suffixes

**2. Sociolinguistics 1**

- a. Varieties of English – British English, American English, Canadian English, African American English, Australian English, South African English, Indian English

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## Mapping of Programme Outcomes with Course Outcomes

Class: SYBA (SEM IV)  
Course: Study of English Language and Literature

Subject: English  
Course Code: UAEN242

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

Anekant Education Society's  
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**Autonomous**  
**Course Structure for S. Y. B. A. Special Paper I**

<b>Semester</b>	<b>Paper Code</b>	<b>Title of Paper</b>	<b>No. of Credits</b>
IV	UAEN243	Appreciating Drama	3

## Course Structure for S. Y. B. A. Special Paper I

<b>Class:</b>	<b>S. Y. B. A. (Semester-IV)</b>
<b>Paper Code:</b>	<b>UAEN243</b>
<b>Paper:</b>	<b>Appreciating Drama</b>
<b>Credits:</b>	<b>03</b>
<b>No. of lectures:</b>	<b>48</b>

### Learning Objectives:

1. **Critical Analysis:** Develop the ability to critically analyze themes, characters, and plots in both texts.
2. **Contextual Understanding:** Gain an understanding of the historical, social, and political contexts surrounding Ibsen's and Tendulkar's works.
3. **Comparative Study:** Explore and compare the differing narrative techniques and stylistic elements employed by Ibsen and Tendulkar.
4. **Thematic Exploration:** Identify and discuss key themes such as morality, truth, justice, and societal norms in both plays.
5. **Character Development:** Analyze the complexity of characters and their motivations within the context of their respective societies.
6. **Performance Analysis:** Examine the significance of staging and performance in interpreting the texts' meanings and messages.
7. **Articulate Arguments:** Develop skills to construct and articulate coherent arguments in written and oral formats regarding the texts' relevance and impact.

### Learning Outcomes:

**CO 1. Analytical Skills:** Students will demonstrate the ability to critically analyze and interpret the primary themes and motifs in both plays.

**CO 2. Contextual Insights:** Students will articulate the influence of historical and cultural contexts on the characters and narratives of Ibsen's and Tendulkar's works.

**CO 3. Comparative Analysis:** Students will effectively compare and contrast the narrative styles and techniques of the two playwrights.

**CO 4. Thematic Discussions:** Students will engage in informed discussions about major themes, demonstrating an understanding of their significance in both texts.

**CO 5. Character Insights:** Students will analyze character arcs and their societal implications, providing evidence from the texts.

**CO 6. Performance Reflection:** Students will evaluate how various interpretations and productions of the plays affect their understanding and appreciation of the texts.

**CO 7. Effective Communication:** Students will produce well-structured essays and presentations that clearly express their analyses and arguments regarding the texts' themes and characters.

### Allotment of Credits:

One credit is equal to 16 clock hours and every semester is allotted three credits (48 clock hours). The allotment is as below:

Semester III (48 lectures)

**Topics:**

**A) Texts:** 1) *An Enemy of the People* – Henrik Ibsen (**24 Lectures**)

**B) Texts:** 2) *Silence! The Court is in Session* – Vijay Tendulkar (**24 Lectures**)

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**References:**

- 1) Ibsen, Henrik., *An Enemy of the People* Prabhat Prakashan 2015
- 2) Durbach, Errol., *Ibsen and the Theatre: essays in celebration of the 150<sup>th</sup> anniversary of Henrik Ibsen's birth* The Macmillian Press Ltd. 1980
- 3) Tendulkar, Vijay et al., *Silence the Court is in Session* Oxford University Press 1979
- 4) Madge, V.M., *Vijay Tendulkar's Plays: An Anthology of Recent Criticism*
- 5) Wadikar Shailaja, *Vijay Tendulkar: A Pioneer Playwright* Atlantic Publishers & Distributors Ltd. 2008

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## Mapping of Programme Outcomes with Course Outcomes

Class: SYBA (SEM IV)  
Course: Appreciating Drama

Subject: English  
Course Code: UAEN243

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

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**Course Structure for S. Y. B. A. Special English Paper II**

<b>Semester</b>	<b>Paper Code</b>	<b>Title of Paper</b>	<b>No. of Credits</b>
IV	UAEN 244	Appreciating Poetry	3

## SYLLABUS (CBCS) FOR S. Y. B. A. SPECIAL ENGLISH PAPER II

(w. e. from June 2020)

Academic Year 2020-21

<b>Class:</b>	<b>S. Y. B. A. (Semester- IV)</b>
<b>Paper Code:</b>	<b>UAEN 244</b>
<b>Title of Paper:</b>	<b>Appreciating Poetry</b>
<b>Credits:</b>	<b>03</b>
<b>No. of Lectures:</b>	<b>48</b>

### Learning Objectives:

1. **Enhance Analytical Skills:** Students will develop the ability to analyze and interpret various poetic forms, structures, and themes across different historical contexts.
2. **Explore Poetic Devices:** Students will learn to identify and examine poetic devices such as imagery, symbolism, meter, and sound patterns, and how these contribute to meaning in poetry.
3. **Understand Historical Contexts:** Students will gain insight into the historical and cultural contexts that influenced the poets and their works, enhancing their appreciation of the poems.
4. **Foster Critical Thinking:** Students will engage in critical thinking about the themes presented in the poems, such as love, mortality, nature, and identity, encouraging personal reflection and interpretation.
5. **Promote Comparative Analysis:** Students will compare and contrast different poets and their works, discussing similarities and differences in style, tone, and thematic focus.
6. **Encourage Creative Expression:** Students will be encouraged to express their understanding and interpretations through creative writing exercises inspired by the studied poems.
7. **Develop Discussion Skills:** Students will enhance their oral and written communication skills by participating in discussions and presenting their analyses of the poems.

### Learning Outcomes:

**CO 1. Interpret Poetic Texts:** Students will be able to interpret and analyze the meanings and themes of the assigned poems, demonstrating comprehension of the texts.

**CO 2. Identify Poetic Devices:** Students will accurately identify and explain the use of various poetic devices within the selected poems, articulating their impact on the overall meaning.

**CO 3. Contextualize Poems:** Students will contextualize each poem within its historical and cultural background, recognizing how these factors shape the work's significance.

**CO 4. Engage in Comparative Discussions:** Students will effectively engage in discussions that compare and contrast the works of different poets, highlighting key similarities and differences in themes and techniques.

**CO 5. Reflect on Themes:** Students will reflect critically on the universal themes presented in the poems, relating them to contemporary issues and personal experiences.

**CO 6. Express Interpretations Creatively:** Students will create original poetry or prose that reflects their understanding of the themes and styles of the studied works, demonstrating creativity and insight.

**CO 7. Communicate Analyses Clearly:** Students will present their analyses and interpretations clearly and coherently in both written assignments and oral presentations, demonstrating effective communication skills.

**Contents:**

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

**Poems:**

**(48 L)**

**Lectures**

1. ***Samuel Taylor Coleridge***  
Kubla Khan: A Vision in Fragments
2. ***John Keats***  
Ode on a Grecian Urn
3. ***Alfred, Lord Tennyson***  
Tears, Idle Tears
4. ***Robert Browning***  
My Last Duchess
5. ***Matthew Arnold***  
Dover Beach
6. ***Thomas Hardy***  
The Darkling Thrush
7. ***G.M Hopkins***  
Felix Randal
8. ***W. B. Yeats***  
Sailing to Byzantium
9. ***T.S. Eliot***  
From The Waste Land  
I The Burial of the Dead
10. ***W.H. Auden***  
The Unknown Citizen
11. ***Dylan Thomas***  
And Death Shall have no Dominion
12. ***Philip Larkin***  
Church Going



### **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.

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## Mapping of Programme Outcomes with Course Outcomes

Class: SYBA (SEM IV)  
Course: Appreciating Poetry

Subject: English  
Course Code: UAEN244

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	1	2	1	1
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### Justification for the mapping

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