

Department of English

Course outcomes

FYBA in Communication Skills in English

| Syllabus | Objectives | Outcomes |
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| Unit I- Language Skills: Grammar | <ol style="list-style-type: none">1. To orient the learners towards the functional aspects of language.2. To increase the range of lexical resource through a variety of exercises. | 1. The learner is expected to write effectively and precisely. |
| Unit II - Reading Skills : Comprehension | <ol style="list-style-type: none">1. To enhance language proficiency by providing adequate exposure to reading and writing skills. | 2. The learner is expected to acquire fluency and perfection in reading and writing. |
| Unit III - Writing Skills: Letters | <ol style="list-style-type: none">1. To improve drafting calibre with grammatical perfection. | 1. The learner is expected to achieve accuracy, fluency and perfection. |
| Sem II Unit I - Basic Language Skills : Vocabulary building | <ol style="list-style-type: none">1. To develop awareness about need of communication skills.2. To develop understanding of sentence structure and grammatical application. | 1. The learner is expected to acquire efficiency in content writing with grammatical perfection. |
| Unit II - Editing and Summarization | <ol style="list-style-type: none">1. To make students aware of punctuation and grammar application. | 1. The learner is expected to acquire proficiency in punctuation and grammar application. |
| Unit III -Writing Skills: e mails | <ol style="list-style-type: none">1. To enrich students' drafting capacity. | 1. Students are expected to polish their drafting skill. |
| Unit IV - Report Writing | <ol style="list-style-type: none">1. To enrich students' drafting capacity. | 1. Students are expected to acquire effective drafting skill. |
| Unit V - Creative Writing | <ol style="list-style-type: none">1. To provide students exposure of imagination and thought process. | 1. The learner is expected to dip into literary assumptions and come with creative writing. |

FY B.Com. Business Communication

| Syllabus | Objectives | Outcomes |
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| Sem I - Unit I Theory of Communication | To develop awareness of various components of communication process. | The learner is expected to learn and understand communication process. |
| Unit II Business Correspondence | To make the students learn various styles, layouts and content in writing letters. | The learner is expected to know about styles and layouts. |
| Unit III Language and Writing Skills | To develop effective writing skills to empower students to write clear and concise. | The learner is expected to draft effectively, clearly and concisely. |
| Sem II Unit I Group Communication | To aware students of complexity of communication process. | The learner is expected to understand communication process. |
| Unit II Business Correspondence | To develop effective writing skills. | The learner is expected to draft effectively. |
| Unit III Language and Writing Skills | To enable students to write specific content in concise manner. | The learner is expected to write in concise way. |

FYBA English Literature (Paper I)

| Syllabus | Objectives | Outcomes |
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| Unit-I: Literary Terms | To develop analytical skills and critical thinking through close reading of literary terms. | Students will be able to learn: To enhance analytical skills and critical thinking through close reading of literary terms. |
| Unit-II: Short Stories | 1. To cultivate understanding of language and culture 2. To read and understand the various genres of short stories. | The learner is expected to: 1. Recognise the cultural context of the works of literature. |
| Unit-III: Novel Pride and Prejudice by Jane Austen Or Dr. Jekyll and Mr. Hyde by Robert Louis Stevenson | 1. To understand that literature is an expression of human value within historical and social context. | Students will be able to: To be familiarised with the prominent novelists and their works. |
| Sem II – Unit 1 Terms | To develop analytical skills and critical thinking through close reading of literary terms. | To write clearly, coherently and effectively about various genres of literature. |
| Unit 2: Poetry | To cultivate the understanding of language and culture in poetry. | A learner is expected to: Appreciate poetry critically from literary perspective. |
| Unit: Play William Shakespeare : Twelfth Night Or Robert Bolt : A Man for All Seasons | To expose play writers, theatre and their works as a literary output. | A learner is expected to: 1. To appreciate the dominant playwrights and their intellectual output in the literary works. |

SY BA English Literature (Paper II)

| Syllabus | Objectives | Outcomes |
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| Unit-I: Essays (Indian Non Fiction in English) | Students will be able to learn: 1. To read and understand the various genres of short stories and novels. 2. To develop analytical skills and critical thinking through close reading of literary terms. | The learner is expected to: 1. Understand various genres of literature. 2. Recognise the culture context of the works of literature. 3. Develop sensitivity to nature and fellow human beings. |
| Unit-II: Novel Fasting Feasting by Anita Desai Or The Quills of The Porcupine by SaradinduBandyopadhyay | To introduce learners to the uniqueness of Indian Literature in English | The learner is expected to understand uniqueness of Indian Literature in English |
| Unit-III: Short Stories | To acquaint learner to understand the different genres of Indian literature in English. | The learner is expected to understand the different genres of Indian literature in English. |

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| SEM-IV Unit-I: Essays (Indian Non Fiction in English) | Students will be able to learn: 1. To understand the historical and social developments. 2. To acquaint learners to the pluralistic dimensions of Indian Literature in English. | 1. To recognise the culture and historical context of the works of literature. 2. To develop sensitivity to nature and fellow human beings. |
| Unit-II: Poetry | To familiarise the learners with different perspectives of Indian poetry. | The learner is expected to understand the genre of Indian poetry. |
| Unit-III: Drama- Harvest by Manjula Padmanabhan Or Halfway House by Mohan Rakesh | To make learners aware of prominent Indian playwrights in English. | The learner is expected to understand Indian theatre and the playwrights. |

SY BA English Literature (Paper III)

| Syllabus | Objectives | Outcomes |
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| Unit-I: Terms | Students will be able to understand the various literary terms in American context. | The learner is expected to understand literary terms in specific social context. |
| Unit-II: Novel Sula by Toni Morrison Or Old Man and the Sea | To sensitize students to the themes and styles of American Literature | The learner is expected to develop sensitivity to nature and fellow human beings. |
| Unit-III: Short Stories | To introduce them to the socio-cultural milieu of twentieth century America through short stories. | The learner is expected to recognise the cultural context of the American literature. |

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| Sem IV Unit-I: Terms | To develop analytical skills and critical thinking through close reading of literary terms. | The learner is expected to understand literary terms in specific social context. |
| Unit-II: Play Death of a Salesman by Arthur Miller Or Blues for Mister Charlie by James Balwin | To enhance their understanding of American, African American and Multicultural sensibilities by introducing them to the literary works representing them. | The learner is expected to co relate cultural context. |
| Unit-III: Poems | To facilitate cross- cultural perspectives and discussions on American Literature. | The learner is expected to understand multi dimensions of cultural perspective through poetry. |

TY BA English Literature (Paper IV)
16th to 18th Century English Literature

| Syllabus | Objectives | Outcomes |
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| Unit-I: Important Concepts and Terms: The Elizabethan Age and Jacobean Period | To introduce students to English Literature of 16 th , 17 th and 18 th Century. | Learners are expected to be able: To understand distinctive features of English literature of 16 th , 17 th and 18 th Century. |
| Unit-II: Play: Hamlet and Comedy of Errors by William Shakespeare | To present them to the literary masters who dominated the scene. | To recognize and appreciate the literary masters who dominated the scene. |

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| Unit-III: Selected verses from Elizabethan and Jacobean Period | To familiarize the students with different writing styles that each age adopted. | To grasp the different styles that each adopted. |
| Sem VI Unit-I: Background and Important Concepts: The Restoration and Neo Classical Period | To show them how background influences the writers' thinking. | To comprehend how background influences the writers' thinking. |
| Unit-II: Play All for Love by John Dryden Or She Stoops to Conquer by Oliver Goldsmith | To present them to the literary masters who dominated the scene. | To recognize and appreciate the literary masters who dominated the scene. |
| Unit-III: Selected Verses from Puritan Era, The Restoration Period and the 18 th Century | To familiarize the students with different writing styles that each age adopted. | To grasp the different styles that each adopted. |

TYBA English Literature (Paper V)

Literary Criticism

| Syllabus | Objectives | Outcomes |
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| Unit-I: Critical Terms | To introduce the learners to important critical terms. | The learners are expected to be able to: Use some important critical terms. |
| Unit-II: Nature and Function of Literature | To make them aware of the nature and function of literature. | Become aware the nature and function of literature. |

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| Unit-III: Nature and Function of Literary Criticism | To make them aware of the nature and function of criticism. | Become aware the nature and function of criticism. |
| Unit IV: Practical Criticism: Scansion | To imply the intonation and metrical feet to the verse line and stanza. | Learners should understand the critical analysis of the stanza. |
| Sem VI Unit-I: Literary Movements | To impart awareness on various school of thoughts. | Must be able to understand the relation between movements and practices. |
| Unit-II: Critical Approaches | To enable them to understand various literary theories and critical approaches. | Understand the various literary theories and critical approaches. |

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| Unit-III: Critical Approaches | To enable them to understand various literary theories and critical approaches. | Understand the various literary theories and critical approaches. |
| Unit IV: Practical Criticism | To impart the technique of close reading of unseen poems. | Be familiar with the critical appreciation of the unseen poems. |

TY BA English Literature (Paper VI)

Grammar and Art of Writing

| Syllabus | Objectives | Outcomes |
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| Unit-I: Phonetics and Morphology | To develop amongst them an insight into the sounds, stress patterns and intonations in the English language to improve their speaking skills. | <p>After completion of course the learners are expected to be able to:</p> <ol style="list-style-type: none"> 1. Gain a basic understanding of the phonetics, morphology and word transformation. 2. Improve speaking skills |

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| Unit-II: Grammar: Words and Phrases | To develop amongst learners an insight into the process of word formation and transformation. | Develop adequate knowledge of the rules of grammar and grammatical analysis. |
| Unit-III: Art of Writing | To develop ability to draft the content effectively and precisely. | Learner is expected to imply various techniques of effective writing. |
| Sem VI Unit-I: 1.Clauses 2. Sentences | To develop among them an insight into the structure of the English language and to provide knowledge of the rules of grammar. To help them learn grammatical analysis and description and the skills of sentence transformation. | Develop adequate knowledge of the sentence transformation. |
| Unit-II: Art of Writing – Mechanics of Writing Rhetorical Structures | To introduce the mechanics of writing for effective writing for various domains. | Learner is expected to apply various domains effectively. |

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| Unit-III: Types/ Domains of Writing | To introduce students the various domains of the language for the effective writing. | Write effectively in various domains. |
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TY BA English Literature (Paper VII)

19th Century English Literature

| Syllabus | Objectives | Outcomes |
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| Unit-I: The Romantic Revival (1798-1832) Background and concepts | To introduce to students the major trends and ideas in the literature and culture of the Romantic and Victorian Eras. | After completion of course the learner is expected to understand: To view literary works in their dynamic interface with the background. |
| Unit-II: Poetry: Selected verse from the Romantic Period | To familiarize and highlight major representative poems, genres, thematic concerns and select key concepts/terms pertaining to the respective periods. | To appreciate poetry as mirroring private personality, protest and subsequently, public concerns. |

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| Unit-III: Novel Jane Austen's Emma Or Charles Lamb's From Essays of Elia | To help students understand the texts in contexts of prevailing socio-cultural conditions and their historical and political location. | To understand the literature of the nineteenth century as a complex outcome of artistic, intellectual, and socio-political cross currents |
| Sem VI Unit-I: The Victorian Age Background and concepts | To help students apply a variety of critical, historical and theoretical approaches to prescribed literary texts. | To view the development of the Victorian Novel as informed by Victorian morality as well as by larger democratic process. |
| Unit-II: Poetry Selected verse from Victorian Period | To sensitize students to diverse sensibilities and humanitarian concerns through poetry of the nineteenth century. | To contextualize the impulses behind the significant emergences of poetry writing in the 19 th century. |
| Unit-III: A: Novel Charles Dickens: David Copperfield Or John Newman: from Seaside and Lillies | To impress upon students the characteristically rebellious/ radical nature of British Romanticism and the stupendous range of changes in the socio-political conditions of the Early (1837-1851), Middle (1851-1870) and late (1870- 1901) Victorian Era. | To understand the socio-political conditions of the 19 th century as represented in the fiction. |

TY BA English Literature (Paper VIII)

20th Century British Literature

| Syllabus | Objectives | Outcomes |
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| Unit-I: Background Topics | To expose students to literary genres, trends and literary movements of Britain in the 20 th Century. | After completion of course the learner is expected to understand: Comprehensive understanding of literary genres, trends and movements in 20 th Century British Literature; thereby enabling them to understand the valuable correlation between the socio-cultural, economical and historical contexts; behind the literary production. |
| Unit-II: Drama John Osborne Look Back in Anger (1956) Or Bernard Shaw Saint John (1923) | To enable students to create linkages between social and historical contexts and literary texts. | Students will acquire the discipline to become reflective and imaginative thinkers through a close, and analytical reading of the prescribed texts. |

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| Unit-III: Poetry | To train students to develop skills for a critical and analytical understanding of the poetry. | Must be able to appreciate the poem critically. |
| Sem VI Unit-I: Background | To expose students to literary genres, trends and literary movements of Britain in the 20 th Century. | After completion of course the learner is expected to understand: Comprehensive understanding of literary genres, trends and movements in 20 th Century British Literature; thereby enabling them to understand the valuable co-relation between the socio-cultural, economical and historical contexts; behind the literary production. |
| Unit-II: Novel George Orwell 1984 (1949) Or Iris Murdoch The Black Prince (1973) | To enable students to create linkages between social and historical contexts and literary texts. | Students will acquire the discipline to become reflective and imaginative thinkers through a close, and analytical reading of the prescribed texts. |
| Unit-III: Short Stories | To aware students to create linkages between social and historical contexts of short stories. | Students will acquire the discipline to become reflective and imaginative thinkers through a close, and analytical reading of the prescribed short stories. |

TYBA English Literature (Paper IX)

Literature of Protest

| Syllabus | Objectives | Outcomes |
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| Unit-I: Background topics | To explore voices of discard, rhetoric and cultural contexts. | After completion of course the learner is expected: To read and interpret cross cultural terms. |
| Unit-II: Autobiography I Want to Destroy Myself : A Memoir by Mallika Amar Shaikh or Dreams from My Father by Barack Obama | To compare and contrast the artistic manoeuvres. | To understand protest literature. |

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| Unit-III: Short Stories | To examine the protest spectrum in literature. | To get sensitized towards global issues. |
| Sem VI Unit-I: Protests in Contemporary Regional Writing | To bring in panoramic understanding of global protest literature and ideologies. | Learn to look into past, correlate it to present and future. |
| Unit-II: Novel Uncle Tom's Cabin by Harriet Beecher Stowe Or My Father Ballia by Y. B. Satyanarayana. | To learn the historical links between forms of protests and meaning of literature. | To understand the historicity of the Protest literature. |
| Unit-III: Poetry | To learn the historical links between forms of protests and meaning of poetry. | To understand the historicity of the Protest literature as reflected in the poetry of protest. |

