

SMT. GOPIKABAI BHURE MAHILA MAHAVIDYALAYA, TUMSAR

DEPARTMENT OF ENGLISH

SUBJECT OUTCOMES

| Programme                            | Paper/ Topic  | Learning Outcome  | Course Outcomes(ENGLISH)  |
|--------------------------------------|---|---|---|
| <b>B.A.<br/>Sem I<br/>C. English</b> | <p>Compulsory English(Syllabus) Theory :80 marks Internal : 20 marks Unit I: Prose 20 Marks Prescribed Lessons 1. In Sahya dri Hills, A Lesson in Humility- Sudha Murty</p> <p>2. Uncle Podger Hang a Picture- Jerome K. Jerome</p> <p>Unit II: Poetry 20 Marks</p> <p>1. Where the Mind is Without Fear- Rabindranath Tagore</p> <p>2. The Toys- Coventry Patmore</p> <p>Unit III: Short Stories 20 Marks</p> <p>1. Why I Want a Wife- Judy Brady</p> <p>2. The Selfish Giant- Oscar Wilde</p> | <p>Students record the changes in the vision of the tribal folk ready to join computer revolution.</p> <p>Students understand the funny and fussy personality of Uncle Podger.</p> <p>Students come to know the poet's reflective spirit and contains a simple prayer for his country</p> <p>Students find that God has similar feeling towards his earthly children</p> <p>Students observe irony that the author too would like to have a wife.</p> <p>Students realize that the giant has a profoundly spiritual experience as he meets his end peacefully.</p> <p>Students learn the proper use of articles, proper use of prepositions, and know about Synonyms and Antonyms</p> | <p>On completion of the course, students are able to:</p> <ol style="list-style-type: none"> <li>1. To develop his/her language skills to a fair degree of proficiency</li> <li>2. To acquire communication skills in English useful in real life situations</li> <li>3. To enrich his/her vocabulary</li> <li>4. To use English with appropriate grammatical forms</li> <li>5. To develop reference skills and inculcate self-study habits</li> <li>6. To use English language not only as a library language but also as an important language of communication</li> <li>7. To be able to prepare for the competitive exams. So as to meet success</li> <li>8. To become able to have enough proficiency to survive in different fields</li> <li>9. To cope with the challenges of the modern world</li> <li>10. To cultivate a broad, human and cultural outlook.</li> <li>11. To have a broader and global human understanding</li> </ol> |

| Programme | Paper/ Topic  | LearningOutcome   | CourseOutcomes(ENGLISH) |
|-----------|---|---|-------------------------|
|           | <p>Unit IV:<br/>Grammar &amp; Vocabulary<br/>20Marks<br/>(i) Articles (5marks)<br/>(ii) Preposition (5marks)<br/>(iii) Synonyms and Antonyms (5+5=10marks)</p> <p>Unit V: Conversational Skills (Step Up I) (Internal assessment) 20Marks<br/>Internal assessment will be based on:<br/>i) Viva-10marks<br/>ii) Assignments-10marks<br/>1. Making Introduction<br/>2. Greeting People<br/>3. Talking about family<br/>4. Describing people, places, animals<br/>5. Expressing feelings<br/>6. Inviting, Suggesting,</p> | <p>Students learn skills of viva (oral practice)</p> <p>Students understand the ways/manners of introducing people, greeting<br/>People talking about family, describing people, places, animals, expressing feelings, proper ways<br/>of inviting, suggesting, accepting, refusing</p> |                         |

| Programme                               | Paper/ Topic   | LearningOutcome  | CourseOutcomes(ENGLISH)   |
|---|--|--|---|
|   | Accepting,<br>Refusing   |  |   |
| <b>. B.A.<br/>Sem II<br/>C. English</b> | <p>Compulsory English(Syllabus)<br/>Theory :80 marks<br/>Internal : 20 marks<br/>Unit I: Prose 20 Marks<br/>Prescribed Lessons<br/>1. How much Land does a Man Need- Leo Tolstoy<br/>2. The Power of Prayer- APJ Abdul Kalam<br/>Unit II: Poetry 20 Marks<br/>1. The Felling of the Banyan Tree- Dilip Chitre<br/>2. Laugh and be Merry- John Masfield<br/>Unit III One Act Play 20 Marks<br/>3. Refund: Fritz Karinthy<br/>Unit IV: Grammar &amp; Vocabulary 20 Marks<br/>Transformation of Sentences</p> | <p>Students come to know about peasant and his greed for land.<br/>Students realize that Dr. Kalam is a spiritual leader.</p> <p>Students understand that the cutting down of the banyan tree signifies the cutting down of one's roots.<br/>Students realize that one should keep cheerful as long as the music and the dance of life go on.</p> <p>Students learn that Refund brings out Karinth's wit, wordplay and parody.</p> <p>Students come to know skills of<br/>(a) Change of Degree (4 marks)<br/>(b) Affirmative-Negative (4 marks)<br/>(c) Interrogative-Assertive (4 marks)<br/>(d) Exclamatory-Assertive marks (4 marks)</p> <p>Students inculcate oral and interviewing skills, and adopt assignment writing. Skill They come to know about the skills and manners of<br/>1. Asking for and Giving Information</p> | <p>On completion of the course, students are able to:</p> <ol style="list-style-type: none"> <li>1. To develop his/her language skills to a fair degree of proficiency</li> <li>2. To acquire communication skills in English useful in real life situations</li> <li>3. To enrich his/her vocabulary</li> <li>4. To use English with appropriate grammatical forms</li> <li>5. To develop reference skills and inculcate self-study habits</li> <li>6. To use English language not only as a library language but also as an important language of communication</li> <li>7. To be able to prepare for the competitive exams. So as to meet success</li> <li>8. To become able to have enough proficiency to survive in different fields</li> <li>9. To cope with the challenges of the modern world</li> <li>10. To cultivate a broad, human and cultural outlook.</li> <li>11. To have a broader and global human understanding</li> </ol> |

| <b>Programme</b> | <b>Paper/ Topic</b> | <b>LearningOutcome</b> | <b>CourseOutcomes(ENGLISH)</b> |
|------------------|---------------------|------------------------|--------------------------------|
|------------------|---------------------|------------------------|--------------------------------|

|   |  |   |   |
|---|--|---|---|
| <p><b>B.A.<br/>Sem<br/>III Compulsory English</b></p> | <p>Compulsory English(Syllabus)<br/>Theory :80 marks<br/>Internal : 20 marks<br/>Unit I: Prose 20 Marks<br/>Prescribed Lessons<br/>1. My Lost Dollar – Stephen Leacock<br/>2. All About a Dog – A.G. Gardiner</p> <p>Unit II: Poetry 20 Marks<br/>1. Solitary Reaper – William Wordsworth<br/>2. A Psalm of Life – H.W. Longfellow</p> <p>Unit III: Short Stories<br/>1. The Barbers’ Trade Union – Mulk Raj Anand 20 Marks<br/>2. Moti – Sunikumar Navin</p> <p>Unit IV: Grammar &amp; Comprehension 20 Marks<br/>A) Grammar<br/>(i) Punctuation (5</p> | <p>Students understand the motif behind starting a general movement, Back to Honesty<br/>Students come to know how Gardiner has portrayed a bus conductor who uses the rules to scourge his passengers</p> <p>Students are able to appreciate the poem.</p> <p>Students understand that it is action that lends worth to life and so a man should ceaselessly pursue his goal. Students understand how a young barber boy succeeds in teaching a lesson to the upper caste village elders.<br/>. Students understand how finally all medicines were of no use and Moti succumbed to the injuries.<br/>Students attain knowledge of grammar, especially Punctuation marks, Narration, passage Comprehension and Letter Writing.</p> <p>Students get practice at conversational skill through viva and through writing assignments, they drill at Note Taking- Exercises for Summarizing, Writing Tasks, Listening to the audio CD, Spoken English Foundation</p> | <p>On completion of the course, students are able to:</p> <ol style="list-style-type: none"> <li>1. To develop his/her language skills to a fair degree of proficiency</li> <li>2. To acquire communication skills in English useful in real life situations</li> <li>3. To enrich his/her vocabulary</li> <li>4. To use English with appropriate grammatical forms</li> <li>5. To develop reference skills and inculcate self-study habits</li> <li>6. To use English language not only as a library language but also as an important language of communication</li> <li>7. To be able to prepare for the competitive exams. So as to meet success</li> <li>8. To become able to have enough proficiency to survive in different fields</li> <li>9. To cope with the challenges of the modern world</li> <li>10. To cultivate a broad, human and cultural outlook.</li> <li>11. To have a broader and global human understanding</li> </ol> |
|---|--|---|---|

| Programme                             | Paper/ Topic  | Learning Outcome  | Course Outcomes(ENGLISH)  |
|---------------------------------------|---|---|---|
| <b>B.A. Sem IV Compulsory English</b> | <p>Compulsory English(Syllabus)<br/>Theory :80 marks<br/>Internal : 20 marks<br/>Unit I: Prose 20 Marks<br/>Prescribed Lessons<br/>1. The Doctor's Word- R.K.Narayan<br/>2. Monday Morning- Mark Twain<br/>Unit II: Poetry 20 Marks<br/>1. A Village schoolmaster- Oliver Goldsmith<br/>2. Say Not the Struggle Naught Available - Arthur Hugh Clough<br/>Unit III One Act Play<br/>1. Abu Hasan Pays His Debts- Ronald Hadlington<br/>20 Mark<br/>Unit IV: Grammar &amp; Comprehension</p> | <p>Students understand that faith is a great healer.</p> <p>Students understand the author's childish tricks for bunking school.</p> <p>Students understand the village school master's memorable character.<br/>Students find that there will be always little light.</p> <p>Students come to know about Abu Hassan's ready wit and good presence of mind.</p> <p>Students understand Grammar &amp; Comprehension, especially, Tenses, Voice, and Comprehension of an Unseen Passage</p> | <p>On completion of the course, students are able to:</p> <ol style="list-style-type: none"> <li>1. To develop his/her language skills to a fair degree of proficiency</li> <li>2. To acquire communication skills in English useful in real life situations</li> <li>3. To enrich his/her vocabulary</li> <li>4. To use English with appropriate grammatical forms</li> <li>5. To develop reference skills and inculcate self-study habits</li> <li>6. To use English language not only as a library language but also as an important language of communication</li> <li>7. To be able to prepare for the competitive exams. So as to meet success</li> <li>8. To become able to have enough proficiency to survive in different fields</li> <li>9. To cope with the challenges of the modern world</li> <li>10. To cultivate a broad, human and cultural outlook.</li> <li>11. To have a broader and global human understanding</li> </ol> |

| Programme                           | Paper/ Topic   | Learning Outcome   | Course Outcomes(ENGLISH) |
|-------------------------------------|--|--|--------------------------|
| B.A.<br>III Year Compulsory English | Syllabus<br>The paper will be of written 100 marks   | Students understand the struggle of G.B. Shaw for becoming a public speaker.<br>Students come to know three categories of writing. Students understand the happenings after the coolie fetched tonga for Latif.  |                          |
|                                     | Unit I<br>A. (Prose)<br>1. the GOLDENTouch<br>2. Tight Corner<br>3. How I became a Public Speaker<br>4. A Labour of Love<br>5. A Confession<br>6. Mr. Know-all<br>B. Poetry<br>1. The Village School Master<br>2. Invitation<br>3. If<br>4. The Darkling<br>5. To Daffodils<br>C. ( One Act Play) The Dear | Students understand characters of Mr. and Mrs. Ramsay. Students understand the substance of the poem The Village School Master . Students understand the theme of the poem Invitation. Students understand the advice given by Kipling to his son.<br>Students understand the scene where the poet heard a thrush singing.<br>Students understand two levels of meanings in To Daffodils<br>Students understand how grandfather comes to know about the greed and hard-heartedness of his daughters. Students understand proper uses of grammatical items Tense and Punctuation.<br><br>Students understand how to write an Advertisement Copy, Compose an e-mail message, write Job Application and Curriculum Vitae<br><br>Students understand skill of writing essay. |                          |

|  |  |  |  |
|--|--|--|--|
|  | DepartedUNITII<br>1. Grammar<br>andUsages: |  |  |
|--|--|--|--|



| Programme | Paper/ Topic  | LearningOutcome   | CourseOutcomes(ENGLISH) |
|-----------|---|---|-------------------------|
|           | <p>1. Tense<br/>2. Punctuation<br/>IIAdvanced Applied LanguageSkills<br/>1. Writing an Advertisment Copy<br/>2. Composing an email message,<br/>3. Job Application and Curriculum Vitae<br/>UNIT III<br/>Essay Writing<br/>UNIT IV<br/>Improve Your English (Step III)<br/>Prescribed Items<br/>1. Enquiries<br/>2. Group Discussion<br/>3. Situational Role Play<br/>4. Adaptation of your favourite regional language television episode in English<br/>5. Narrating an embarrassing/awkward situations that you faced in your life<br/>6. Narrating Jokes/</p> | <p>Students understand skills of Enquiries, Group Discussion, Situational Role Play, Adaptation of favourite regional language television episode in English, narrating an embarrassing/awkward situations that they faced in the life, narrating jokes/humorous situations, sharing experiences of visiting a hospital/ discussing a health problem with a doctor, facing interviews, making complaint about stale food products or eatables, complaint about a high electricity bill, going to the village head and enquiring about the widening of the roads, asking the people of the village to write to the local MLA to build a bridge, use of phrasal verbs</p> |                         |

| Programme                            | Paper/ Topic   | Learning Outcome  | Course Outcomes(ENGLISH)  |
|--------------------------------------|--|---|---|
| <b>B.A. English Literature SEM I</b> | Theory: 80 marks<br>Internal: 20 marks<br>Poetic Questioned<br>by Shubha Mishra & Vandana Bhagdikar  | Students understand that the lover is uncertain of the outcome<br>Students understand Poe's dislike for science, technological advances and rationality.<br>Students understand the poet's promises of undying love for his beloved.  | On completion of the course, students are able to:<br>1. To develop his/her language skills to a fair degree of proficiency<br>2. To acquire communication skills in English useful in real   |
|                                      | The following poems are prescribed<br>1. Sonnet 144 : William Shakespeare<br>2. To Science : Edgar Allan Poe<br>3. A Red Red Rose : Robert Burns<br>4. Ode to a Nightingale : John Keats<br>5. The Ballad of Father Gilligan : W.B. Yeats<br>6. A Lament : P. B. Shelley | Students understand that although the poet will die, he believes that the nightingale will live on through its song.<br>Students understand that the poet finds that God had sent an angel in the guise of Father Gilligan to keep watch.<br>Students understand that the relationship between life and the world is conditioned and controlled by the passage of life.<br><br>Students understand literary Terms. Image, Symbol, Allusion, Conceit, Blank Verse, Metaphor, Irony, Paradox:<br><br>Students get the practice of writing assignments | life situations<br>3. To enrich his/her vocabulary<br>4. To use English with appropriate grammatical forms<br>5. To develop reference skills and inculcate self-study habits<br>6. To use English language not only as a library language but also as an important language of communication<br>7. To be able to prepare for the competitive exams. So as to meet success<br>8. To become able to have enough proficiency to survive in different fields<br>9. To cope with the challenges of the modern world<br>10. To cultivate a broad, human and cultural outlook.<br>11. To have a broader and global human understanding<br>12. To have introduction and access to a variety of literary texts of different genre<br>13. To inculcate foundation for studying literature, particularly |

|  |  |  |   |
|--|--|--|---|
|  | <p>II. Prescribed portion from<br/>A Background to the Study of English Literature<br/>–<br/>Section I (Poetry)<br/>Section I - Chapter I and Chapter II<br/>III. The following sections are prescribed from</p> |  | <p>poems<br/>14. To understand theoretical knowledge of literary schools and movements, literary types and prose and poetic devices<br/>14. To develop critical acumen for studying literature<br/>15. To sharpen his/her literary sensibility, by offering him/her opportunities to read and discuss a variety of literary</p> |
|--|--|--|---|

| Programme | Paper/ Topic   | Learning Outcome | Course Outcomes (ENGLISH) |
|-----------|--|------------------|---------------------------|
|           | <p>‘Practical Criticism’<br/>Section I – Introduction<br/>IV. The following Literary Terms from A Handbook of Literary Terms.<br/>Image,<br/>Symbol, Allusion, Conceit, Blank Verse, Metaphor, Irony, Paradox<br/>Internal<br/>assessment will be based on:<br/>i) Two Assignments based on prescribed syllabus carrying 10 marks each<br/>(10x2=20)</p> |                  | <p>texts</p>              |

|  |   |   |  |
|--|---|---|--|
| <b>B.A.<br/>II English<br/>Literature<br/>SEM II</b> | Theory:80marks<br>Internal: 20<br>marksPoeticQuest<br>I. Poetic<br>QuestEdited by<br>ShubhaMishra<br>&VandanaBhagdi<br>kar<br>The<br>followingpo<br>ems<br>areprescribe<br>d:<br>1.Do Not Go<br>GentleintoThatNig<br>ht | Students understand that 'Old age should burn and<br>raveas closeofday'.<br><br>Students understand that the poem is the monologue of<br>arejected lover, who is saddened that he will no longer<br>bewithhis beloved.<br>Students understand that Donne ascribes a<br>mythicalqualitytoa good andfaithfulwoman.<br>Students understand that the poem meditates on<br>thetransienceofloveliness ofnature.<br>Students understand that the poet romantacises<br>thecommonman'spursuits andaspirations. | Oncompletionofthecourse,students areable to:<br>1. Todevelophis/herlanguageskillstoafairdegreeofproficienc<br>y<br>2. ToacquirecommunicationskillsinEnglishusefulinreallifesit<br>uations<br>3. Toenrichhis/her vocabulary<br>4. TouseEnglishwithappropriategrammaticalforms<br>5. Todevelopreference skillsandinculcateself-studyhabits |
|--|---|---|--|

| Programme | Paper/ Topic   | LearningOutcome  | CourseOutcomes(ENGLISH)   |
|-----------|--|--|---|
|           | :DylanThomas<br>2. The Last<br>RideTogether :<br>RobertBrowning<br><br>3. Song:John Donne<br><br>4. Virtue :<br>GeorgeHerbert<br><br>5.In The Bazaars<br>ofHyderabad<br>:Sarojini Naidu<br>6.An Introduction<br>:KamalaDas | Students understand that the poet feels that her<br>painfulexperiencesareher<br>ownasshefavoursindividuality.<br><br><br><br><br><br><br>Studentsunderstandpoeticforms<br><br><br><br><br><br><br>Studentsunderstand howtoanalyse a poem.<br><br>Studentsareabletosolveexercisesonpoems. | 6. TouseEnglishlanguagenotonlyasalibrarylanguagebut<br>alsoasan importantlanguageofcommunication<br>7. Tobeabletoprepareforthecompetitiveexams.Soastomeet<br>success<br>8. Tobecomeabletohaveenoughproficiencytosurviveindiffere<br>ntfields<br>9. Tocopewiththechallengesofthemodernworld<br>10. Tocultivateabroad,humanandcultural outlook.<br>11. Tohaveabroaderandglobal humanunderstanding<br>12. To have introduction and access to a variety |

|  |   |  |  |
|--|---|--|--|
|  | <p>II. Prescribed portion from<br/>A Background to the Study of English Literature –<br/>Section I<br/>(Poetry) Chapter III and<br/>Chapter IV: 1, 2, 3, 4, 7 and 8<br/>III. The following sections are prescribed from 'Practical Criticism'<br/>Section II – Analysis :<br/>Poetry Section III –<br/>Exercise: Poetry</p> | <p>Students understand literary terms- Paradox, Personification, Simile, Metonymy, Apostrophe, Synecdoche, Antithesis, Alliteration</p> <p>Students are able to write answer of the questions.</p> | <p>of literary texts of different genre</p> <p>13. To inculcate foundation for studying literature, particularly poems</p> <p>14. To understand theoretical knowledge of literary schools and movements, literary types and prose and poetic devices</p> <p>14. To develop critical acumen for studying literature</p> <p>15. To sharpen his/her literary sensibility, by offering him/her opportunities to read and discuss a variety</p> |
|--|---|--|--|

| Programme | Paper/ Topic | Learning Outcome | Course Outcomes (ENGLISH) |
|-----------|--------------|------------------|---------------------------|
|-----------|--------------|------------------|---------------------------|

|   |  |   |   |
|---|--|---|---|
|   | <p>IV. The following Literary terms from A Handbook of Literary Terms. Paradox, Personification, Simile, Metonymy, Apostrophe, Synecdoche, Antithesis, Alliteration</p> <p>Internal assessment will be based on:</p> <p>i) Two Assignments based on prescribed syllabus carrying 10 marks each (10x2=20)</p> |   |   |
| <p><b>B.A. II year English Literature SEM III</b></p> | <p>Theory: 80 marks<br/>Internal: 20 marks</p> <p>I. Essays of Wisdom Edited by Madhavi Moharil &amp; Adhesh Bhowate</p> <p>The following essays are prescribed:</p> <p>i. The Trumpet Club - Richard Steele</p> <p>ii. Dream Children - Charles Lamb</p>  | <p>Students understand humour and irony from the essay The Trumpet Club</p> <p>Students understand pathos in Dream Children</p> | <p>On completion of the course, students are able to:</p> <ol style="list-style-type: none"> <li>1. To develop his/her language skills to a fair degree of proficiency</li> <li>2. To acquire communication skills in English useful in real life situations</li> <li>3. To enrich his/her vocabulary</li> <li>4. To use English with appropriate grammatical forms</li> <li>5. To develop reference skills and inculcate self-study habits</li> <li>6. To use English language not only as a library language</li> </ol> |

| Programme | Paper/ Topic  | LearningOutcome  | CourseOutcomes(ENGLISH)  |
|-----------|---|--|--|
|           | <p>iii. Third Thoughts- E.V. Lucas</p> <p>iv. The Rule of the Road- A.G. Gardiner</p> <p>v. On Good Resolutions- Robert Lynd</p> <p>vi. My Forchern- J.B. Priestly</p> <p>II. The Guide by R.K. Narayan</p> <p>III. Prescribed Portion from A Background to the Study of English Literature – Section III (Prose)- Chapter I, II &amp; III</p> <p>IV. A Handbook of Literary Terms- Edited by Savita Parkey, R. M. Patil, Meghnad Bhave &amp; Karthik Panicker (S. Chand)</p> <p>The following Literary terms are prescribed<br/>Ambiguity,</p> | <p>Students understand the significance of the title Third Thought</p> <p>Students understand that liberty is not a personal affair. Students understand why some good resolutions are founded on the belief in the possibility of performing miracles.</p> <p>Students understand how My Forchern reflects writer's wit and intelligence.</p> <p>Students understand the complex character of Raju in The Guide</p> <p>Students understand the origin and development of the English essay, short story, biography, autobiography, the function of criticism and the importance of style. Students understand Literary terms Ambiguity, Archaism, Euphuism, Gothic Novel, New Criticism, Narrative, Point of View, Stock Characters</p> | <p>but also as an important language of communication</p> <p>7. To be able to prepare for the competitive exams. So as to meet success</p> <p>8. To become able to have enough proficiency to survive in different fields</p> <p>9. To cope with the challenges of the modern world</p> <p>10. To cultivate a broad, human and cultural outlook.</p> <p>11. To have a broader and global human understanding</p> <p>12. To have introduction and access to a variety of literary texts of different genre</p> <p>13. To inculcate foundation for studying literature, particularly poems</p> <p>14. To understand theoretical knowledge of literary schools and movements, literary types and prose and poetic devices</p> <p>14. To develop critical acumen for studying literature</p> <p>15. To sharpen his/her literary sensibility, by offering him/her opportunities to read and discuss a variety</p> |

| Programme | Paper/ Topic   | LearningOutcome                           | CourseOutcomes(ENGLISH) |
|-----------|--|---|-------------------------|
|           | Archaism,Euphuism, GothicNovel, NewCriticism,Narrative,Pointof View, StockCharacters<br>Internal assessmentwillbe basedon:<br>i) Two Assignmentsbased onprescribedsyllabus carrying10marks each<br>(10x2=20) | Studentsunderstandhowtowrite assignments. |                         |



|   |   |  |   |
|---|---|--|---|
| <b>B.A. II<br/>year English<br/>Literature<br/>SEM IV</b> | Theory:80marks<br>Internal:20marks<br>I. Popular Short Stories Ed.<br>Renu Dalela & Alka Zade (S.Chand)<br>The following short stories are prescribed:<br>i. The Child-Premchand<br><br>ii. The Golden Watch-Mulk Raj Anand<br>iii. The Tiger for Malgudi-R.K. Narayan<br>iv. A Cup of Tea- | Students understand reasons of Gangu marrying Gomti. Students understand summary of the story The Golden Watch.<br>Students understand the story of A Tiger for Malgudi. Students understand Why Rosemary sent away the beggar girl. Students understand the story The Last Leaf<br>Students understand how the lawyer spend his years of confinement.<br>Students understand Animal Farm as a political satire. | On completion of the course, students are able to:<br>1. To develop his/her language skills to a fair degree of proficiency<br>2. To acquire communication skills in English useful in real life situations<br>3. To enrich his/her vocabulary<br>4. To use English with appropriate grammatical forms<br>5. To develop reference skills and inculcate self-study habits<br>6. To use English language not only as a library language but also as an important language of communication<br>7. To be able to prepare for the competitive exams. So as to meet success<br>8. To become able to have enough proficiency to survive in |
|---|---|--|---|

| Programme | Paper/ Topic | Learning Outcome | Course Outcomes (ENGLISH) |
|-----------|--------------|------------------|---------------------------|
|-----------|--------------|------------------|---------------------------|

|  |  |  |   |
|--|--|--|---|
|  | <p>Katherine Mansfield<br/>v. The Last Leaf- OHenry<br/>vi. The Bet- Anton Chekov<br/>II. Animal Farm- George Orwell<br/>Edited by Vilas Dhone (Datt sons)<br/>III. Prescribed Portion from A Background to the Study of English Literature – Section III (Prose)- Chapter IV, V &amp; VI<br/>IV. A Handbook of Literary Terms<br/>Edited by Savita Parkey, R.M. Patil, Meghnad Bhave &amp; Karthik Panicker (S. Chand)<br/>The following Literary terms are prescribed:<br/>Stream of Consciousness, Plot, Parable, Picaresque Novel,</p> | <p>Students understand what are the difficulties of a biographer and autobiographer. They also understand the function of criticism and importance of style.<br/>Students understand literary terms Stream of Consciousness, Plot, Parable, Picaresque Novel, Utopia, Novella, Decorum, Sentimental Novel</p> <p>Students understand how to write assignments.</p> | <p>different fields</p> <ol style="list-style-type: none"> <li>9. To cope with the challenges of the modern world</li> <li>10. To cultivate abroad, human and cultural outlook.</li> <li>11. To have a broader and global human understanding</li> <li>12. To have introduction and access to a variety of literary texts of different genres</li> <li>13. To inculcate foundation for studying literature, particularly poems</li> <li>14. To understand theoretical knowledge of literary schools and movements,<br/>Literary types and prose and poetic devices</li> <li>14. To develop critical acumen for studying literature</li> <li>15. To sharpen his/her literary sensibility,<br/>By offering him/her opportunities to read and discuss</li> </ol> |
|--|--|--|---|

| Programme  | Paper/ Topic  | Learning Outcome   | Course Outcomes(ENGLISH)  |
|--|---|--|---|
|  | Utopia,<br>Novella, Decorum,<br>Sentimental<br>Novel<br>Internal<br>assessment will be<br>based on:<br>i) Two<br>Assignments based<br>on prescribed syllabus<br>carrying 10 marks<br>each<br>(10x2=20)  |  |   |
| <b>B.A.<br/>           III Year<br/>           English<br/>           Literature</b> | 1. Julius Caesar<br>by William Shakespeare<br>(Dennet & Co.)<br><br>2. She Stoops<br>to Conquer by<br>Oliver Goldsmith.<br>(Dennet & Co.)<br><br>3. Old<br>Stone Mansion<br>by Mahesh Elkunehwar<br>(Oxford University Press)<br>4. A Background<br>to the Study<br>of English<br>Literature by B.<br>Prasad. (Macmillan)<br>Section-II-<br>Drama<br>5. A Handbook of | Students can literary appreciate the drama Julius<br>Caesar. Students understand the drama She Stoops to<br>Conquer by Oliver Goldsmith.<br>Students understand the drama Old Stone Mansion<br>by Mahesh Elkunehwar<br>Students understand background for studying drama.<br><br><br>Students understand literary terms - Surprise,<br>Suspense, Sub-plot, Anti-hero, Intrigue, Catharsis<br>Three Unities, Hamartia, Comical relief, Closet<br>Drama, Existentialism, Folk Drama, Domestic<br>Tragedy, Comedy of Manners and Heroic Drama | On completion of the course, students are able to:<br>1. To develop his/her language skills to a fair degree of proficiency<br>2. To acquire communication skills in English useful in real life situations<br>3. To enrich his/her vocabulary<br>4. To use English with appropriate grammatical forms<br>5. To develop reference skills and inculcate self-study habits<br>6. To use English language not only as a library language but<br>also as an important language of communication<br>7. To be able to prepare for the competitive exams. So as to meet<br>success<br>8. To become able to have enough proficiency to survive in different<br>fields<br>9. To cope with the challenges of the modern world<br>10. To cultivate a broad, human and cultural outlook.<br>11. To have a broader and global human understanding<br>12. To have introduction and access to a variety of literary texts of<br>different genres<br>13. To inculcate foundation for studying<br>literature, particularly essays, short stories and novels<br>14. To understand the theoretical knowledge of literary schools and<br>movements, literary types and prose and poetic |

| Programme | Paper/ Topic  | Learning Outcome | Course Outcomes(ENGLISH)  |
|-----------|---|------------------|---|
|           | Literary Terms(S.Chand)<br>The following literary terms are prescribed:<br>Surprise, Suspense, Sub-plot, Anti-hero, Intrigue, Catharsis<br>Three Unities, Hamartia, Comic relief, Closet Drama, Existentialism, Folk Drama, Domestic Tragedy, Comedy of Manners, Heroic Drama |                  | devices<br>14. To develop critical acumen for studying literature<br>15. To sharpen his/her literary sensibility, by offering him/her opportunities to read and discuss |