



Yogoda Satsanga Mahavidyalaya

JAGANNATHPUR, DHURWA, RANCHI – 834004

Email address: ysmranchi4@gmail.com

(NAAC Accredited, Grade: B++, CGPA: 2.89)

COURSE PLAN

Name of the Department: English

Name of the Faculty: Humanities

Academic Session: 2022-23

Year: 2022

Programme: B.A.

Semester: I

Course Type: Core

Course: Understanding English Poetry

Course Code: MJ 1

Total Credit: 06

Programme Outcomes (POs):

After successful completion of the programme, the student should be able to:

1. Demonstrate an in-depth understanding of key literary works, genres, periods, and movements in English literature, including poetry, drama, fiction, and literary criticism.



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2. Develop critical and analytical thinking skills to interpret and evaluate literary texts, employing various theoretical frameworks and methodologies.
 3. Cultivate an awareness of and sensitivity to diverse cultural, historical, and social contexts, particularly through the study of Indian writing in English and translated works.
 4. Attain a strong command of the English language, including its linguistic structures and functions, to effectively analyze and appreciate literary texts.
 5. Demonstrate the ability to conduct independent research, utilizing appropriate methodologies to explore literary topics and contribute original insights to the field.
 6. Enhance written and oral communication skills, enabling clear and persuasive articulation of ideas and arguments in academic and professional contexts.
 7. Integrate knowledge from various disciplines, including history, philosophy, and political science, to enrich the understanding of literature and its global contexts.
 8. Understand and apply principles of ethical and sustainable practices in academic and professional settings, fostering global citizenship and environmental responsibility.
 9. Develop vocational skills and practical knowledge through elective and vocational courses, preparing for careers in teaching, writing, publishing, and related fields.
 10. Promote personal health and well-being through engagement in yoga, sports, and fitness activities, understanding their importance in maintaining a balanced lifestyle.
 11. Acquire digital literacy skills, including the use of elementary computer applications and digital tools, to effectively navigate and contribute to the digital world.
 12. Engage with community service initiatives (NSS/NCC/Adult Education) to develop leadership skills, social responsibility, and a commitment to community development.



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PROGRAMME SPECIFIC OUTCOME

After completion of the program the student will be able to:

1. Demonstrate a deep understanding of various literary genres, periods, and movements in English literature, including poetry, drama, fiction, and critical theory.
2. Apply critical thinking skills to analyze and interpret literary texts, incorporating diverse theoretical perspectives and engaging with complex literary themes and motifs.
3. Appreciate and contextualize English literature within diverse cultural, historical, and social frameworks, particularly in relation to Indian writing in English and translated works.

COURSE OUTCOMES (COs):

After successful completion of the Course the students should be able to:

1. Recall and list various types of poetry, such as epic, ballad, lyric, and sonnet, and common poetic devices like simile and metaphor.
2. Explain the historical progression and main characteristics of different poetic movements, from the Age of Chaucer to Post-Modern Poetry.
3. Apply knowledge of poetic forms and devices to analyze the structural and thematic elements of selected poems.
4. Analyze selected poems to identify and explain the use of specific poetic devices and techniques used by the poets.
5. Evaluate the effectiveness of poetic devices in conveying meaning and enhancing the reader's understanding of the poems.
6. Synthesize knowledge of poetic forms and devices to compose original poetry or critical analyses inspired by the course content.
7. Compare and contrast the themes, styles, and techniques used by different poets across various literary periods.



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Correlation Matrix between POs, PSOs AND COs

POs Cos ↓	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	3	1	1	2	-	1	1	-	-	-	-	-	3	1	1
CO2	3	2	3	2	-	1	2	1	-	-	-	-	3	2	3
CO3	2	3	2	2	-	2	2	1	-	-	-	-	2	3	2
CO4	2	3	2	2	1	3	2	1	-	-	-	-	2	3	2
CO5	2	3	3	2	2	3	2	1	1	-	-	-	2	3	2
CO 6	2	3	2	2	3	3	2	1	2	-	-	-	2	3	2
CO 7	3	3	2	2	1	3	2	1	-	-	-	-	3	3	2

1. Weak

2. Moderate

3. Strong

COURSE TEACHING AND LEARNING ACTIVITIES

A. PEDAGOGY

- i. Whiteboard
- ii. PPT
- iii. Flipped classes



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B. COURSE COMPLETION PLAN

UNIT	NO. OF LECTURES		TEST	QUIZ	ASSIGNMENT
	Lectures	Tutorial Lectures			
1	15	3	1	1	
2	15	3	1	1	
3	15	3	1	1	
4	15	3	1		1
5	15	3	1		1

C. COURSE DELIVERY PLAN:

UNIT	TOPIC/SUBTOPIC	LECTURE REQUIRED	CO ADDRESSED	ASSIGNMENT/TEST/QUIZ
1	Unit 1	15	1	2
2	Unit 2	15	2	2
3	Unit 3	15	3 and 4	2
4	Unit 4	15	3 and 4	2
5	Unit 5	15	3, 4, 5, 6 and 7	3



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D. COURSE OUTCOME ASSESSMENT PLAN

a. DIRECT ASSESSMENT

(Please tick the appropriate column)

COURSE OUTCOME	ASSESSMENT				REMARKS
	QUIZ	TEST	MID SEMESTER	Term Exam	
CO1	1	1	1	1	
CO2	1	1	1	1	
CO3	1	1	1	1	
CO4		1		1	
CO5		1		1	
CO6		1		1	
CO7		1		1	

b. INDIRECT ASSESSMENT (STUDENT SURVEY)

Name of the Student:
University Roll no/ Class roll no.:
Name of the Programme:
Semester and Session:
Course and Course Code:



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Rate the following aspects of course outcomes. Use the scale 1-3

S. No	Course Outcome	1	2	3
1.	CO1			
2.	CO2			
3.	CO3			
4.	CO4			
5.	CO5			
6.	CO6			
7.	CO7			

1. Average
2. Good
3. Very Good

E. REMEDIAL CLASSES

S.NO.	ROLL. NO. & SESSION	NAME OF THE STUDENT	MARKS OF MID SEM/CLASS TEST	REMEDIAL CLASSES HELD			TERM EXAM	IMPROVEMENT (Y/S)
				DATE	TIME	MODE		



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F. SUGGESTED READINGS

a. TEXT BOOKS:

- i. Edmund Spenser – “Like as a Huntsman”
- ii. William Shakespeare – “Sonnet 60”
- iii. John Donne – “The Sunne Rising”
- iv. Andrew Marvel – “To His Coy Mistress”
- v. George Herbert – “The Pulley”
- vi. Alexander Pope – “Ode on Solitude”
- vii. William Blake – “The Chimney Sweeper”
- viii. William Wordsworth – “The Solitary Reaper”
- ix. P. B. Shelley – “Ode to the West Wind”
- x. John Keats – “Ode on a Grecian Urn”
- xi. Robert Browning: “My Last Duchess”
- xii. Tennyson: “Ulysses”
- xiii. W. B. Yeats – “Sailing to Byzantium”
- xiv. T.S. Eliot – “Love Song of J. Alfred Prufrock”
- xv. Sujata Bhatt – “A Different History”

b. REFERENCE BOOKS:

- i. M. H. Abrams. Glossary of Literary Terms. Cengage Learning India Pvt. Ltd
- ii. Lord David Cecil “The Fine Art of Reading” from English Critical Essays. 20th Century 2nd ed. Derek Hudson, OUP, 1968
- iii. Pico Della Mirandola, excerpts from the Oration on the Dignity of Man, in The Portable Renaissance Reader, ed. James Bruce Ross and Mary Martin McLaughlin (New York: Penguin Books, 1953) pp. 476–9.
- iv. John Calvin, ‘Predestination and Free Will’, in The Portable Renaissance Reader, ed. James Bruce Ross and Mary Martin McLaughlin (New York: Penguin Books, 1953) pp. 704–11.
- v. Baldassare Castiglione, ‘Longing for Beauty’ and ‘Invocation of Love’, in Book 4 of The Courtier, ‘Love and Beauty’, tr. George Bull (Harmondsworth: Penguin, rpt. 1983) pp. 324–8, 330–5.
- vi. Philip Sidney, An Apology for Poetry, ed. Forrest G. Robinson (Indianapolis: BobbsMerrill, 1970) pp. 13–18.



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- vii. Emile Legouis— A Short History of the English Literature
 - viii. Edward Albert—History of English Literature
 - ix. Boris Ford (Ed.)--The Pelican Guide to English Literature, Vol. I- VII
 - x. William Wordsworth, 'Preface to Lyrical Ballads', in Romantic Prose and Poetry, ed. Harold Bloom and Lionel Trilling (New York: OUP, 1973) pp. 594–611.
 - xi. John Keats, 'Letter to George and Thomas Keats, 21 December 1817', and 'Letter to Richard Woodhouse, 27 October, 1818', in Romantic Prose and Poetry, ed. Harold Bloom and Lionel Trilling (New York: OUP, 1973) pp. 766–68, 777–8.
 - xii. Jean-Jacques Rousseau, 'Preface' to Emile or Education, tr. Allan Bloom (Harmondsworth: Penguin, 1991).
 - xiii. Samuel Taylor Coleridge, Biographia Literaria, ed. George Watson (London: Everyman, 1993) Chap. XIII, pp. 161–66.
- c. **VIDEO RESOURCE:**
- d. **WEB RESOURCES:**
- i. <https://www.poetryfoundation.org/>
 - ii. <https://www.bl.uk/romantics-and-victorians>
 - iii. <https://www.poetryarchive.org/>
 - iv. <https://www.modernamericanpoetry.org/>
 - v. <https://poets.org/>
 - vi. <https://owlcation.com/humanities/poetry-analysis>
- e. **E-RESOURCES:**
- i. <https://www.youtube.com/playlist?list=PL8dPuualjXtOeEc9ME62zTfqc0h6Pe8vb>
 - ii. <https://www.youtube.com/watch?v=EYYdQB0mKEU>
 - iii. https://www.youtube.com/playlist?list=PLcvEcrcF_9zCJlo4gMvshBFj9VAPd4WY6
 - iv. https://www.youtube.com/playlist?list=PL8qkGYMm5mKbx0xM2IVv_C69zGpKc_r30
 - v. <https://www.youtube.com/watch?v=UZpviz5sYpK>
 - vi. <https://www.youtube.com/watch?v=4NlnN3q4rm0>