

B.L.D.E.A's  
S.B.ARTS & K.C.P SCIENCE COLLEGE, VIJAYAPUR

DEPARTMENT OF ENGLISH

STUDENTS SEMINAR

**CLASS**

B.A I/II

B.A III/IV

B.A V/VI

**SUBJECT**

**OPTIONAL ENGLISH**

**BASIC ENGLISH**

**2017-2018**

BLDEA's SB Arts and KCP Science College, Vijayapur.  
Department of English (UG)

Name of the Teacher: Prof. Amin Lala

Class: B.A I

Sub: Optional English  
Basic English

SL no.	Name of the student & Topic of the seminar	Roll no.	Time Allotted	Time Taken	Date	Signature
01	Preeti Kabadagi 'Lord Ullin's Daughters'		30 min	20 min	20-02-2018	
02	Preeti K 'The Essay on Jacobean Dramatist'		30 min	20 min	20-02-2018	
03	Priya K Kalashetti 'The Tiger'		25 min	20 min	21-02-2018	
04	Laxmi Mijagi 'The Essay on Drama Children'		25 min	15 min	21-02-2018	

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Principal,  
S.B.Arts & K.C.P. Science College,  
Vijayapur.

Prof. S. S. PATIL  
HOD of English  
S.B.Arts & K.C.P. Science College,  
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IQAC, Co-ordinator  
S.B.Arts & K.C.P. Science College,  
Vijayapur.

## Class Seminar

Class: BA 1<sup>st</sup> Sem Subject: Basic English Date: \_\_\_\_\_

Name of the Student: Preeti B. Kabadagi Roll no.: 116

Topic of the Seminar: Lord Ullin's Daughters.

Summary of the Seminar presentation:

The poem Lord Ullin's Daughters is written by Thomas Campbell in the form of a ballad. Like all ballads it tells a story but the story is two unfortunate lovers, whose story ends in a tragedy.

A Scottish chieftain of Ulva's Isle falls in love with Lord Ullin's daughter. Lord Ullin was simply disgusted with the alliance, so the lovers run away to escape the wrath of Lord Ullin. The lovers are chased on horse-backs by Lord Ullin and his men. The lovers reach the shore of a tempestuous sea. The chieftain asks the boatman to row them.

The boatman is reluctant at first because of the tempest in the sea. Later he agrees to undertake the deadly voyage because he is awed by the girl's beauty. He also rejects the chieftain's offer of a pound of silver. As the boat enters the tempestuous waters, the storm grows more fierce, the waves are very high, soon the storm grows fiercer

and the waves get menacing. Forceful wind  
and the raging waters sink the boat.  
Lord Ullin's Daughters raises one hand for  
help and puts the other arm around her  
lover. Meanwhile Lord Ullin reaches the  
shore and helplessly watches his daughters  
perish in the raging waters before his eyes  
his 'come back' call and  
a promise of forgiveness prove to be of no  
avail because the lovers perish in the sea.  
Lord Ullin is full of remorse and regret  
but that proves futile after the death of  
his dear daughters. The daughters and her lover  
the Scottish chieftain arriving at the banks  
of Lochgyle with the intention of eloping to a  
safer place. The lover offers the boatman  
a silver pound to cross them to safety. The  
weather is stormy and it is very dangerous  
cross the Lochgyle in such a state.

The lover introduces himself as  
the chief of Ulva and that he is running from  
Lord Ullin's men. He tells the boatman that  
if the Lord's men catch him eloping with her  
daughters they would immediately slay him.  
But it is too late and before  
the Lord could do anything, the little boat  
capsizes and the three of them are drowned  
in the turbulent waters of Lochgyle.

Class Seminar

Class: B.A ISubject: Basic English Date: \_\_\_\_\_

Name of the Student: \_\_\_\_\_ Roll no.: \_\_\_\_\_

Topic of the Seminar: The Tiger

Summary of the Seminar presentation:

The Tiger - William Blake

The poem 'The Tiger' is one of the poems in the 'Songs of Experience' collection of poems written by William Blake. The poem's main theme pays attention to the tiger's creator and centers on the creation aspects. The poet compares the fierce, ferocious and brutal tiger to the gentle, timid and adorable lamb and wonders whether they have the same creator.

The word 'tiger' is emphasized through repetition on the opening of the poem to create rhythm in the poem. The repetition is also meant to draw the interest of the readers. The poet's description of the tiger shows the poet's great use of imagery, alliteration and metaphors. The tiger is described as being brightly colored and fierce. It has been symbolically used to represent horror, fury, superiority and force.

The poet says that the tiger is merciless and cold-blooded that even its creator must be immortal or else it might turn against its creator. Only an immortal would be attacked by such a ferocious creature and get to die. Therefore, the creator must be immortal!

The poet wonders where all the tiger's brutality, fierceness, anger, violence is supplied from. Is it from heaven or hell? The source of the tiger's personality seems to be a matter

- of concern for the poet. He has used a dichotomy to show the difficulty he has in unravelling the tiger's personality.

The poet has likened the tiger to fire and it is so relentless that nobody would even dare to get hold of the tiger. The muscle that the creator gives the tiger is so immense that it leaves the poet only with great admiration for the tiger. The imagination and technique that has gone into creating the tiger's twisted heart is quite artistic. This mercilessness of the tiger may be a result of the twisted nature of tiger heart muscles. Human beings and other creatures dread the tiger for its feet and hands that makes it super-fast and majestic.

The tiger's brain must have been so cleverly shaped because the tiger is very sneaky. The poet wonders what tool might have been used to shape it. The tiger has a good memory that the poet wonders how it never forgives or forgets and what chains hold the brain in its position. If the poem was created in a furnace then it must have been so hot. This represents the rage of the tiger.

2017-18  
B A II sem

BUDFA's SB Arts and KCP Science College, Vijayapur.  
Department of English (UG)

Name of the Teacher: Dr. R.M. Michhe <sup>Class Sem/yr</sup>

Class: B.A II

Sub: Optional English  
Basic English

Sl no.	Name of the student & Topic of the seminar	Roll no.	Time Allotted	Time Taken	Date	Signature
1	Laxmi majji "The quality of mercy"		30 min	20 min	21-02-2017	
2	Renukaman pujari "The quality of mercy"		30 min	20 min	21-02-2017	
3	prati kachadgi "rape of the Lochisa local station"		30 min	15 min	22-02-2017	
4	Laxmi majji "The essay on Dream children"		30 min	20 min	22-02-2017	

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**HOD of English**  
S.B. Arts and KCP Science College  
VIJAYAPUR

## Class Seminar

Class: BA II<sup>nd</sup> sem Subject: Basic English Date: 22/2/17

Name of the Student: Laxmi Mijagi Roll no.:

Topic of the Seminar: The Essay On Dream Children

Summary of the Seminar presentation:

Dream children is essay written by Charles Lamb. One of the greatest essayist in English literature his essays under the title essays Elia are personal essays and delightful piece of prose his essays have humour, self-revelation and a good many examples in them.

Dream children is one of the essays from essays of Elia. In this essay Lamb expresses his sorrow for unfulfilled love Charles Lamb parted with Elia seven long years but he failed to win over her love the essay also expresses his loss of the greatest happiness.

Charles Lamb falls asleep reading a book. He is a child who would have been present in his life if he had married Elia or just a friend of a bachelor. In a dream world we meet Misses Field Charles Lamb's grand mother who lives in a great house in Norfolk.

He also learned that great grandmother was very much loved and wept for everybody in the country side. The time of our death is marked were attended by all the poor people



and some of the rich people of the country  
side the grandmother was good and religious  
women. She knew the bible by heart. She  
was tall and a dignified lady she was also  
a good dancer and a very spirited person  
she always trying to be happy  
and never was afraid of the disease of cancer  
she is trying to be good and happy with disease  
The grandmother dread of two children allie  
and john she belived that these children would  
bring happiness in their life. she loved all the  
grand children very much and loved there  
who was very special for her this uncle john  
was handsome young man who looked like a king  
she loved him because he helped her very when  
she was in pain. He died early and she became  
sad. she missed him and his kindness and wish  
that he should be alive once again.

Charles Lamb in this essay  
also remembers his love for allie who did not  
except the love of Charles Lamb, Lamb also  
expresses his sorrow of unfulfilled love. It is to  
rejected by the person you love. Lamb finds  
that the two children sitting before him and  
listening to the story begin to faded away and  
disappear before his eyes. All of a sudden he wake  
up from his sleep she has fallen a sleep reading  
a book. Thus the children he needs are not real  
childrens but dream children he sees the children  
in the dream and when he opens the eyes the  
dream children are gone for over.

2017-18

BI DEEA's SB Arts and KCP Science College, Vijayapur.  
Department of English (UG)

3rd & 4th sem

Name of the Teacher: Prof. S.S. Patil

Class: B A III

Sub: Optional English

Sl. no.	Name of the student & Topic of the seminar	Roll no.	Time Allotted	Time Taken	Date	Signature
01	Somangouda Kodikal "Last Ride Together"		30 min	28 min	03-08-17	S. Kodikal
02	Prinyanka Naghan "Victorian Poetry"		30 min	20 min	04-08-17	P.N.
03	Ashwini Bagali "Romantic Poetry"		30 min	25 min	10-8-17	A. Bagali
04	Sachin Manoor "The English Teacher"	B A IV sem	30 min	25 min	02-02-18	S. Manoor
02	Vilas Indi "The Conjuror's Revenge"		30 min	25 min	03-02-18	Vilas

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HOD of English

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Class Seminar

Class: BA III Subject: Optional English Date: 03/8/17

Name of the Student: Somangouda Kodikal Roll no.: \_\_\_\_\_

Topic of the Seminar: "Last Ride Together"

Summary of the Seminar presentation:

### Introduction:-

Robert Browning (1812-1889) one of the famous English poets of the Victorian age. was born in Camberwell to Protestant parents. Largely educated at home. Browning read widely among the books of his fathers extensive library. at 16 he began to study at the newly established London University. He began to write verse from a early age. The influence of Byron and Shelley were considerably felt in his early works like Pauline and Sordello.

"Last Ride Together" by Robert Browning is a monologue of deserted lover exploring the end of a love affair. The title suggests the last ride that the lover has spent with his love. However the poet wants to convey through the narrator than rather than feelings and about the end he should be happy for the love that he underwent and which remains in his memory.

In the first stanza the narrator blames the end of his romance on fate. He bemoans that everything he has tried has failed and it seems the end of his love affair is set. Despite this he expresses his love and appreciation for the woman he has spent years with and blesses her name. He asks only for her the memory of the time they shared together and one last ride with her before she goes. The second stanza focuses on the woman's reaction as she surveys him with pride tempered with pity. The narrator compares waiting for her answer with life or death.

"The third stanza focuses on the blissful feeling of that last ride, with the narrator waxing poetic about how wonderful the time together feels. He focuses on the beauty of the surroundings, the passion he feels, and the esthetic feelings that he feels when she touches him. She has provided him with more than he asked for, and he is filled with gratitude for this. Fourth stanza, focuses on Browning's philosophy of the passing nature of life.

"The fifth stanza continues the theme in the fourth with the narrator contrasting himself with men who strove for other things and those who have failed. He does this to hide his personal anguish over the end of his affair. He accepts his defeat and expresses his hope for a better future in heaven at the end of his life. The sixth stanza presents the philosophical idea that a life of contemplation in love is far better than any pleasures that the material world can provide. This stanza contains many allusion and analogies such as comparing the greatest joys of life to crown that one can reach.

Conclusion:-

"Browning is an optimist. He is a very consistent thinker of optimistic philosophy of life, and as an optimist he is moralist. Browning was a religious teacher. His optimism is based on his researches. Life is full of imponderation and hope according to Browning's philosophical views. The poem comprises of ten stanzas each consisting of eleven lines each. The poem follows the rhyming pattern aabbccdeec.

2017-18  
B A V

BLDEA's SB Arts and KCP Science College, Vijayapur.  
Department of English (UG)

Name of the Teacher: Dr. R.M. Mirde <sup>Class Seminar</sup>

Class: B.A V

Sub: optional English

SL no.	Name of the student & Topic of the seminar	Roll no.	Time Allotted	Time Taken	Date	Signature
01	Roopa. Girade		30 min	25 min	17-08-2017	<u>R. Girade</u>
02	Shankar. Hundekar		30 min	20 min	17-08-2017	<u>Shankar</u>

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2017-18

BLDEA's SB Arts and KCP Science College, Vijayapur.  
Department of English (UG)

Class Seminar

Class:----- Subject: optional english Date: 17-08-2017

Name of the Student: Roopa Gurade Roll no.:-----

Topic of the Seminar: Landmarks In The History of English Language

Summary of the Seminar presentation:

## Landmarks In The History of English Language:-

Language is natural human growth, partly mental and partly physical, it follows, therefore, that it never ceases to change but is a continuing development in a constant state of flux.

It is not so divided. The history of any language into 'periods' historically must then be only a somewhat artificial rough and-ready expedient.

The history of English is divided into three main periods each of which may be further subdivided.

They are Old English

Middle English

Modern English (This last is sometimes called New English after the example of German scholars).

The Old English period extends from the earliest written documents about the close of the tenth century to about 1100 by which time the effect of the Norman conquest begins to be

Perceptible in the language

- \* It is characterized by a homogeneous Anglo-Saxon language with only a small amount of Latin language.
- \* It is also characterized by having its inflexion system ~~was~~ relatively full with three or four endings for its nouns and adjectives.

### Middle English :-

- \* Middle English extends from about A.D. 1100 to about 1500 and may be said to take in the mediæval period more narrowly so called.
- \* It is marked by the sweeping changes in vocabulary caused first by the Scandinavian invasions and then by the Norman conquest.
- \* Old English spelling and some Anglo-Saxon letters not used on the continent, there was in Middle English, especially in its earlier period, confusion in spelling and a loss of the phonetic habit with which Old English had begun.

### Modern English [New English]

- \* Modern English runs from about 1500 say about the end of the reign of Henry Present day.
- \* It is clearly necessary to subdivide it at about 1700 into early and later modern English.
- \* The language has changed so greatly between Henry VIII's time and now that without such subdivision the expression 'modern' for sixteenth century.

2017-18

BLDEA's SB Arts and KCP Science College, Vijayapur.  
Department of English (UG)

Class Seminar

Class:-----

Subject: Optional English

Date: 17-08-2017

Name of the Student: Shankar Hundekar

Roll no:-----

Topic of the Seminar: Classicism

Summary of the Seminar presentation:

Classicism:- The terms classicism, romanticism and Realism imply different principles characters or tendencies in literature and art

The word 'classicism' connotes a principle character tendency in literature. Such as is seen in Greek classical literature. marked by beauty from good taste.

They refer only to literary art but not to art. but not to other arts like music, painting, etc. The aim, to this analysis is only to furnish a way of understanding the main contexts of classicism within the development of poetics and of the theory of literature.

Classic or classical as implying something great "first class" this meaning emerges from the best application of the term to literary

"classical from a proletarian" writer, indicating the difference between literature written for educated society and that written for the masses.



## Romanticism:-

\* The antinomy, classicism vs. romanticism was first coined by Friedrich von Schlegel!

\* Schlegel envisaged a finite poetics coexisting with his own idea of Romanticism - a progressive universal poetry in the making of which the poet was law unto himself.

\* Allemagne engendered 19th century views of classicism vs. romanticism as meaning "conservative" vs "revolutionary" as well as "bound by sterile rules" vs "originally creative".

\* This idea has remained current in the 20th century. Generally however 20th century critics have come to see the contrast between classicism and romanticism as an emphasis on poetic form and conscious craftsmanship opposed to a poetics of personal emotion and logically incommensurable inspiration.

## Realism:-

\* Realism of the 19th century displays a bewildering variety and national diversity and can't be summed up in one formula.

\* Balzac and Flaubert in France, Turgenev, Goncharov, Tolstoy and Dostoyevsky in Russia, Thackeray, George Eliot and Arnold Bennett in England in the German language orbit are all exponents of a realism which reflects detachment.

\* These were the foundations on which many forms of 'poetic realism' developed, including the lyrics of Morike.

\* In western countries modern realism has become increasingly defeatist and tends to see only the disintegration of that modern society against which Socialist Realism has developed.