

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

**SYLLABUS (CBCS) FOR F. Y. B. A. Compulsory English**

(w.e. from June 2022)  
Academic Year 2022-2023

**Course Structure for F.Y.B.A. Compulsory English**

<b>Semester</b>	<b>Paper Code</b>	<b>Title of Paper</b>	<b>No. of Credits</b>
I	UAEN111	Compulsory English	3

## Course Structure for F.Y.B.A. Compulsory English

<b>Class:</b>	<b>F.Y. B.A (Semester- I)</b>
<b>Paper Code:</b>	<b>UAEN111</b>
<b>Title of Paper:</b>	<b>Compulsory English</b>
<b>Prescribed Text:</b>	<b>Horizons: A textbook for College Students (Macmillan Publishers India Private. Ltd.)</b>
<b>Credit:</b>	<b>03</b>
<b>No. of lectures:</b>	<b>48</b>

### Learning Objectives:

1. **Analyze Prose Texts:** Students will be able to analyze and interpret the themes, characters, and narrative techniques used in the selected prose works.
2. **Explore Poetic Devices:** Students will identify and analyze various poetic devices and their effects in the selected poems.
3. **Understand Context:** Students will gain an understanding of the historical and cultural contexts of the authors and their works.
4. **Enhance Grammar Skills:** Students will learn to accurately apply the degrees of comparison in sentences and transform sentences effectively.
5. **Develop Composition Skills:** Students will be able to write coherent and structured paragraphs on a given topic.
6. **Improve Comprehension:** Students will enhance their reading comprehension skills by analyzing and interpreting newspaper advertisements.
7. **Critical Thinking:** Students will develop critical thinking skills by comparing and contrasting themes and styles across different genres.

### Learning Outcomes:

**CO 1. Prose Analysis:** Students will demonstrate the ability to critically analyze and discuss the major themes and characters in "Sweets for Angels," "Karma," and "Growing Up."

**CO 2. Poetic Interpretation:** Students will effectively interpret and discuss the use of imagery, symbolism, and other poetic devices in "Sonnet 29," "The School Boy," and "The Education of Nature."

**CO 3. Contextual Understanding:** Students will articulate the historical and cultural significance of the selected prose and poetry, relating them to their own experiences and perspectives.

**CO 4. Grammar Proficiency:** Students will accurately use degrees of comparison and demonstrate skill in transforming sentences, applying these concepts in both written and oral communication.

**CO 5. Paragraph Structure:** Students will produce well-organized and coherent paragraphs that clearly convey their ideas, following the principles of good writing.

**CO 6. Comprehension Skills:** Students will analyze and summarize the content of newspaper advertisements, demonstrating an understanding of their persuasive techniques and target audience.

**CO 7. Comparative Analysis:** Students will compare and contrast the themes and styles of the prose and poetry studied, showcasing their ability to synthesize information and engage in informed discussions.

**TOPICS/CONTENTS:**

**Unit I: PROSE (12L)**

1. Sweets for Angels - R.K. Narayan
2. Karma - Khushwant Singh
3. Growing Up - Joyce Cary

**Unit II: POETRY (12L)**

1. Sonnet 29 - William Shakespeare
2. The School Boy - William Blake
3. The Education of nature – William Wordsworth

**Unit III: GRAMMAR (12L)**

1. Degrees of Comparison
2. Transformation of Sentences

**Unit IV: COMPOSITION AND COMPREHENSION (12L)**

1. Paragraph Writing
2. Comprehension of a Newspaper Advertisement

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## Mapping of Programme Outcomes with Course Outcomes

Class: FYBA (SEM I)

Subject: English

Course: Compulsory English

Course Code: UAEN111

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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**SYLLABUS (CBCS) FOR F. Y. B. A. Optional English (General Paper-I)**  
**(w.e. from June 2022)**

**Academic Year 2022-2023**

**Course Structure for Optional English (General Paper-I)**

<b>Semester</b>	<b>Paper Code</b>	<b>Title of Paper</b>	<b>No. of Credits</b>
I	UAOE111	Optional English (General Paper-I)	3

## Course Structure for Optional English (General Paper-I)

<b>Class:</b>	<b>F.Y. B.A (Semester- I)</b>
<b>Paper Code:</b>	<b>UAOE 111</b>
<b>Title of Paper:</b>	<b>Optional English (General Paper-I)</b>
<b>Prescribed Text:</b>	<b>Poetry and Minor Forms of Literature (Revised by B.S. Valke, Oxford University Press)</b>
<b>Credit:</b>	<b>03</b>
<b>No. of lectures:</b>	<b>48</b>

### Learning Objectives:

1. **Analyze Poetic Themes:** Students will analyze the themes and messages in the selected poems, focusing on the emotional and philosophical aspects of each work.
2. **Explore Poetic Techniques:** Students will identify and evaluate various poetic devices used by the authors, such as imagery, metaphor, and meter.
3. **Understand Character Development:** Students will examine character motivations and developments in the selected short stories, focusing on moral lessons.
4. **Interpret Narrative Structures:** Students will analyze the narrative structures and techniques used in the short stories and one-act play, discussing their impact on the overall message.
5. **Evaluate Literary Style:** Students will assess the distinctive styles of the essays and how the authors convey their ideas and arguments.
6. **Develop Critical Thinking:** Students will cultivate critical thinking skills by comparing themes across different genres, such as poetry, short stories, and essays.
7. **Enhance Writing Skills:** Students will improve their ability to write analytically and reflectively about literature, focusing on clarity, coherence, and organization.

### Learning Outcomes:

**CO 1. Poetic Analysis:** Students will demonstrate the ability to analyze and interpret the themes and emotions presented in "Let Me not to the Marriage of True Minds," "The Invocation," "Elegy Written in a Country Churchyard," "A Red, Red Rose," and "The Daffodils."

**CO 2. Poetic Devices Identification:** Students will effectively identify and discuss various poetic devices used in the selected poems and explain their significance to the overall meaning.

**CO 3. Character Insights:** Students will articulate the moral lessons and character motivations in "The Greedy Old Woman and the Lime Tree," "The Golden Touch," and "The Diamond Necklace."

**CO 4. Narrative Analysis:** Students will analyze the narrative techniques and structures in "The Professor" and the short stories, demonstrating an understanding of their impact on characterization and themes.

**CO 5. Essay Evaluation:** Students will critically evaluate the arguments and stylistic choices in "All About a Dog" and "On Forgetting," discussing how these elements contribute to the essays' effectiveness.

**CO 6. Comparative Analysis:** Students will compare and contrast themes and styles across poetry, short stories, and essays, showcasing their ability to synthesize ideas and draw connections between different works.

**CO 7. Analytical Writing:** Students will produce coherent and well-structured analytical essays that reflect their understanding of the texts, using appropriate evidence and literary terminology to support their arguments.

**TOPICS/CONTENTS:**

**Part I: POETRY**

**(12L)**

1. Let Me not to the Marriage of True Minds – William Shakespeare
2. The Invocation –John Milton
3. Elegy Written in Country Churchyard–Thomas Gray
4. A Red Red Rose – Robert Burns
5. The Daffodils – William Wordsworth

**Part II: SHORT STORIES**

**(12L)**

1. The Greedy Old Woman and the Lime Tree - Anonymous
2. The Golden Touch - Nathaniel Hawthorne
3. The Diamond Necklace – Guy de Maupassant

**Part III: ONE ACT PLAYS**

**(14L)**

1. The Professor – Donn Byrne

**Part IV: ESSAYS**

**(10L)**

1. All About a Dog – A.G. Gardiner
2. On Forgetting – Robert Lynd

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