



Anekant Education Society's

**Tuljaram Chaturchand College of Arts, Science & Commerce,
Baramati**

(Autonomous)

Three/Four Year Honours/Honours with Research B.A. Degree

Program in English

(Faculty of Arts/Science/Commerce/Vocational)

CBCS Syllabus

FYBA (English) Semester I

For Department of English

NEP-2.0

Choice Based Credit System Syllabus

(2024 Pattern)

(As Per NEP-2020)

To be implemented from Academic Year 2024-2025

Title of the Programme: FYBA (English)**Preamble**

AES's Tuljaram Chaturchand College has decided to change the syllabus of various faculties from June 2023 by taking into consideration the guidelines and provisions given in the National Education Policy (NEP), 2020. The NEP envisions making education more holistic and effective and to lay emphasis on the integration of general (academic) education, vocational education, and experiential learning. The NEP introduces holistic and multidisciplinary education that would help to develop intellectual, scientific, social, physical, emotional, ethical, and moral capacities of the students. The NEP 2020 envisages flexible curricular structures and learning based outcomes for the development of the students. The credit structure and the courses framework provided in the NEP are nationally accepted and internationally comparable.

The rapid changes in science and technology and new approaches in different areas of Geography and related subjects, Board of Studies in Geography of Tuljaram Chaturchand College, Baramati - Pune has prepared the syllabus of FYBA Geography Semester - I under the Choice Based Credit System (CBCS) by following the guidelines of NEP 2020, NCeF, NHEQF, Prof. R.D. Kulkarni's Report, GR of Gov. of Maharashtra dated 20th April, 16th May 2023 and 13th March, 2024 and Circular of SPPU, Pune dated 31st May 2023 and 2nd May, 2024.

A Bachelor of Arts degree in English provides students with a deep understanding of literature, language, and critical thinking, preparing them for diverse career paths such as education, publishing, journalism, public relations, content writing, and advertising.

Throughout the three-year program, students study literary works from various periods and genres, analysing texts in different cultural and historical contexts. They explore language nuances, including structure and usage, while developing strong written and oral communication skills. The curriculum emphasizes critical thinking, encouraging students to engage with complex ideas and express their insights clearly. Students of English literature learn to interpret and critique a wide range of texts, from classic to contemporary writings, appreciating literature's aesthetic qualities and understanding its social and ethical implications. The program highlights marginalized voices, fostering an inclusive approach to literary studies. In language studies, students gain a solid foundation in linguistic theories and

applications, examining language dynamics in various contexts. This knowledge is crucial for careers in linguistics, translation, and language education.

Graduates of the BA in English are well-prepared for careers that contribute to a better understanding of human expression and communication, equipped to address the challenges of our evolving world. They apply their expertise in various professional and academic pursuits.

Programme Specific Outcomes (PSOs)

PSO1. Literary Analysis and Interpretation: Demonstrate the ability to critically analyse and interpret various forms of literature, understanding their themes, contexts, and stylistic elements.

PSO2. Cultural and Historical Contextualization: Assess and interpret literary texts within their cultural, historical, and socio-political contexts, enhancing comprehension and appreciation of diverse literary traditions.

PSO3. Research and Scholarship: Develop and apply research skills in literary studies, including the use of literary theories and methodologies to produce well-argued and original scholarly work.

PSO4. Effective Communication: Exhibit strong written and oral communication skills, presenting complex ideas clearly and persuasively to a range of audiences.

PSO5. Critical Thinking and Problem Solving: Employ critical thinking to analyze literary texts and cultural phenomena, identifying and addressing literary and linguistic problems with well-reasoned solutions.

PSO6. Appreciation of Marginalized Voices: Recognize and value the contributions of marginalized voices in literature, promoting inclusivity and diversity in literary studies.

PSO7. Digital Literacy in Literature: Utilize digital tools and resources for literary analysis, research, and presentation, staying abreast of technological advancements in the field.

PSO8. Comparative Literature: Conduct comparative analyses of literature from different cultures and periods, gaining insights into global literary traditions and cross-cultural influences.

PSO9. Ethical Awareness and Social Responsibility: Understand and engage with ethical issues in literature, including representations of race, gender, class, and the environment, fostering a sense of social responsibility.

PSO10. Collaboration and Leadership: Work effectively both independently and as part of a team in academic and professional settings, demonstrating leadership and collaborative skills.

PSO11. Lifelong Learning: Commit to continuous personal and professional development through lifelong learning and engagement with current trends and debates in literature and language studies.

PSO12. Creative and Analytical Writing: Develop and refine creative and analytical writing skills, producing original literary works as well as critical essays and analyses.

PSO13. Application of Linguistic Theories: Apply linguistic theories and principles to the analysis of language use in literary texts, enhancing understanding of language structures and functions.

Anekant Education Society's
Tuljaram Chaturchand College, Baramati
(Autonomous)

Board of Studies (BOS) in English

From 2022-23 To 2024-25

Sr. No.	Name	Designation
1	Dr. Ajay A. Dhavale Head & Professor, Department of English, T. C. College	Chairman
3	Dr. Sushil A. Deshmukh Associate Professor, Department of English, T. C. College	Member
4	Dr. Sachin N. Gadekar Professor, Department of English, T. C. College	Member
5	Dr. Sunanda S. Shelke Associate Professor, Department of English, T. C. College	Member
6	Prof. Smita H. Gore Assistant Professor, Department of English, T. C. College	Member
9	Dr. Anand Kulkarni Professor of English, ACS College, Narayangaon, Dist. Pune	External Member Vice-Chancellor Nominee
10	Dr. Pinaki Roy Professor & Head, Dept. of English, Rajgani University, Collegepara Dist. Uttar Dinajpur, West Bengal	External Member Expert from other University
11	Dr. Sandip Joshi Assistant Professor & Head, Department of English, SGBA University, Amarawati	External Member Expert from other University
12	Mr. Anupam Siddhartha Director, English Language Teaching Institute of Symbiosis, Pune	External Member Industry Expert
13	Dr. Sanjay Khilare Professor, Dept. of English, V.P. Arts, Science and Commerce college, Baramati	External Member Meritorious Alumni
14	Mr. Girish Pawar M.A. – II student Dept. of English, T. C. College	Student Representative

15	Ms. Sanskriti Shinde M.A. – II student Dept. of English, T. C. College	Student Representative
16	Ms. Sejal Sancheti SYBA student Dept. of English, T. C. College	Student Representative
17	Ms. Neha Lakhe TYBA student Dept. of English, T. C. College	Student Representative

Course and Credit Distribution Structure for BA (English)-2024-2025

Level/ Difficulty	Sem	Subject DSC-1	Subject DSC-2	Subject DSC-3	GE/OE	SEC	IKS	AEC	VEC	CC	Total			
4.5/100	I	4(T)	4(T)	4(T)	2(T)	2 (T/P)	2(T) (Generic)	2(T)	2(T)	--	22			
	II	4(T)	4(T)	4(T)	2(P)	2 (T/P)	--	2(T)	2(T)	2(T)	22			
Exit option: Award of UG Certificate in Major with 44 credits and an additional 4 credits core NSQF course/Internship OR Continue with Major and Minor Continue option: Student will select one subject among the (subject 1, subject 2 and subject 3) as major and other as minor and third subject will be dropped.														
Level/ Difficulty	Sem	Credits Related to Major				Minor	--	GE/ OE	SEC	IKS	AEC	VE C	C C	Total
5.0/200	III	6(T)	--	2 (T/P)	2(FP)	4(T)	--	2(T)	--	2(T)	--	2(T)	22	
	IV	6(T)	--	2 (T/P)	2(CEP)	4(T)	--	2(P)	2 (T/P)	--	2(T)	--	2(T)	22
Exit option: Award of UG Diploma in Major and Minor with 88 credits and an additional 4credits core NSQF course/Internship OR Continue with Major and Minor														
5.5/300	V	12(T)	4(T)	2 (T/P)	2(FP/CEP)	2(T)	--	--	--	--	--	--	22	
	VI	12(T)	4(T)	2 (T/P)	4 (OJT)	--	--	--	--	--	--	--	22	
Total 3Years		44	8	8	10	18	8	8	6	4	8	4	6	132
Exit option: Award of UG Degree in Major with 132 credits OR Continue with Major and Minor														
6.0/400	VII	10(T)	4(T)	--	4(RP)	4(RM)(T)	--	--	--	--	--	--	22	
	VIII	10(T)	4(T)	--	6(RP)	--	--	--	--	--	--	--	22	
Total 4Years		64	16	8	22	22	8	8	6	4	8	4	6	176
Four Year UG Honours with Research Degree in Major and Minor with 176 credits														
6.0/400	VII	14(T)	4(T)	--	--	4(RM) (T)	--	--	--	--	--	--	22	
	VIII	14(T)	4(T)	--	4 (OJT)	--	--	--	--	--	--	--	22	
Total 4Years		72	16	8	14	22	8	8	6	4	8	4	6	176
Four Year UG Honours Degree in Major and Minor with 176 credits														
T = Theory P = Practical DSC = Discipline Specific Course OE = Open Elective SEC = Skill Enhancement Course IKS = Indian Knowledge System AEC = Ability Enhancement Course VEC = Value Education Course CC = Co-curricular Course VSC= Vocational Skill Course OJT= On Job Training CEP= Community Engagement Project FP= Field Project RP= Research Project														

F.Y.B.A. English

NEP-2.0

Course Structure for F.Y.B.A. English (2024 Pattern)

Sem	Course Type	Course Code	Course Title	Theory / Practical	Credits
I	DSC-I (General)	-101-GEN	-----	Theory	04
	DSC-II (General)	-101-GEN	-----	Theory	04
	DSC-III (General)	ENG-101-GEN	Poetry and Minor Forms of Literature-I	Theory	04
	Open Elective (OE)	ENG -103-OE	English for Practical Purposes-I	Theory	02
	Skill Enhancement Course (SEC)	ENG -104-SEC	Writing Skills in English-I	Theory	02
	Ability Enhancement Course (AEC)	ENG-104-AEC	Functional English I	Theory	02
	Value Education Course (VEC)	GEO-105-VEC/ SOC-104-VEC	----	Theory	02
	Generic Indian Knowledge System (GIKS)	GEN-106-IKS	----	Theory	02
	Total Credits				
II	DSC-I (General)	-151-GEN	----	Theory	04
	DSC-II (General)	-151-GEN	----	Theory	04
	DSC-III (General)	ENG -151-GEN	Poetry and Minor Forms of Literature-II	Theory	04
	Open Elective (OE)	ENG -153-OE	English for Practical Purposes-II	Theory	02
	Skill Enhancement Course (SEC)	ENG -154-SEC	Writing Skills in English-II	Theory	02
	Ability Enhancement Course (AEC)	ENG-154-AEC	Functional English II	Theory	02
	Value Education Course (VEC)	GEO-155-VEC SOC-154-VEC	----	Theory	02
	CC	YOG/PES/CUL/N SS/NCC-156-CC	To be selected from the CC Basket	Theory	02
	Total Credits				
Grand Total Sem I + Sem II					44

**CBCS Syllabus as per NEP 2020 for F.Y.B.A English
(2024 Pattern)**

Name of the Programme	: B.A. English
Programme Code	: UAENG
Class	: F.Y.B.A.
Semester	: I
Course Type	: DSC-I (General) (Theory)
Course Code	: ENG-101-GEN
Course Title	: Poetry and Minor Forms of Literature - I
No. of Credits	: 04
No. of Teaching Hours	: 60

Course Objectives:

1. To develop students' linguistic competence
2. To create an awareness among students about the formal features of literary texts
3. To develop literary competence of students
4. To inculcate the habit of regular reading and writing
- 5: To develop the habit of literary spontaneity
6. To develop the sense of literary appreciation
7. To develop the habit of literary rhyme, rhythm and sound in literature

Course Outcomes:

By the end of the course, students will be able to:

- CO1.** It will help to develop knowledge, skills, and judgment around human communication.
- CO2.** It will enable to inculcate communication competencies
- CO3.** Students will be able to understand and evaluate key literary forms
- CO4.** Students will be able to communicate effectively orally and in writing
- CO5.** Students will be able to evaluate the literary development accordingly
- CO6.** It will help to evaluate self and society through literature
- CO7.** Students will be able to critically examine several meanings

Topics and Learning Points

UNIT 1: Forms of Literature: An Introduction

(15 Lectures)

A: Poetry

1. An Epic
2. Sonnet
3. Ballad
4. Lyric
5. Elegy
6. Ode
7. Free Verse

B. Short Story**C. One Act Play****D. Essay****UNIT 2: POETRY****(15 Lectures)**

- | | |
|--|---------------------|
| 1. Let Me Not to the Marriage of true Minds: | William Shakespeare |
| 2. The Invocation: | John Milton |
| 3. Elegy Written in a Country Churchyard: | Thomas Gray |
| 4. A Red, Red Rose: | Robert Burns |
| 5. The Daffodils: | William Wordsworth |

UNIT 3: SHORT STORIES**(12 Lectures)**

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

UNIT 4: ESSAY**(10 Lectures)**

- | | |
|---------------------|---------------|
| 1. All about a Dog: | A.G. Gardiner |
| 2. On Forgetting: | Robert Lynd |

UNIT 5: ONE-ACT-PLAY**(8 Lectures)**

- | | |
|-----------------------|------------------|
| 1. The Dear Departed: | Stanley Houghton |
|-----------------------|------------------|

References:

1. *Poetry and Minor Forms of English Literature*: Ashok Thorat, Zeenat Merchant
2. *A Spectrum of Literary Criticism*: Kumar Iyer, Ashok Thorat
3. *One Act Plays for Acting Students*: Norman E. Bert
4. *The One-Act-Play Companion*: Rex Walford and Colin Dolley
5. *The World's Greatest Short Stories*: James Daley
6. *An Anthology of English Poetry*

CBCS Syllabus as per NEP 2020 for F.Y.B.A. English (2024 Pattern)

Mapping of Program Outcomes with Course Outcomes

Class: F.Y.B.A. (Sem I)

Subject: English

Course: Poetry and Minor Forms of Literature

Course Code: ENG 101 GEN

Weightage: 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

Course Outcomes	Programme Outcomes (POs)									
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	2	2	3	1	2	3	2	1	2	2
CO 2	1	1	1	1	1	1	1	1	1	1
CO 3	3		2	2	3	3	1	3	2	3
CO 4	2	2	2	2	2	2	2	2	2	2
CO 5	3	3	2	3	2	1	3	2	3	3
CO 6	3	3	3	1	3	3	3	3	3	3
CO 7	1	1	1	1	1	1	1	1	1	1

Justification for the mapping:

CO1: It will help to develop knowledge, skills, and judgment around human communication

- **PO1:** Critical and Creative Thinking
 - **Justification:** Developing judgment around human communication requires critical thinking to analyse and evaluate different communication methods and their effectiveness.
- **PO2:** Communication Skill
 - **Justification:** This CO directly contributes to improving communication skills, as it focuses on understanding and enhancing human communication.

CO2: It will enable to inculcate communication competencies

- **PO2:** Communication Skill
 - **Justification:** This CO is explicitly about developing communication competencies, aligning directly with this PO.
- **PO7:** Collaboration and Teamwork
 - **Justification:** Effective communication is crucial for collaboration and teamwork, making this CO relevant to PO7.

CO3: Students will be able to understand and evaluate key literary forms

- **PO1:** Critical and Creative Thinking
 - **Justification:** Evaluating literary forms requires critical analysis and creative interpretation, aligning with the skills outlined in PO1.
- **PO4:** Research Skills
 - **Justification:** Understanding and evaluating literary forms often involve research skills, including the ability to synthesize and articulate literary criticism.

CO4: Students will be able to communicate effectively orally and in writing

- **PO2:** Communication Skill
 - **Justification:** This CO directly enhances students' oral and written communication abilities, fulfilling PO2.
- **PO7:** Collaboration and Teamwork
 - **Justification:** Effective communication is key to successful teamwork and collaboration, aligning with PO7.

CO5: Students will be able to evaluate the literary development accordingly

- **PO1:** Critical and Creative Thinking
 - **Justification:** Evaluating literary development involves critical thinking and the ability to assess the progression of literary trends and styles.
- **PO4:** Research Skills
 - **Justification:** This CO requires research skills to understand and evaluate historical and contemporary literary developments.

CO6: It will help to evaluate self and society through literature

- **PO1:** Critical and Creative Thinking
 - **Justification:** Evaluating self and society through literature necessitates critical and creative thinking to interpret and connect literary themes with societal issues.
- **PO3:** Multicultural Competence
 - **Justification:** This CO encourages understanding different cultural perspectives through literature, promoting multicultural competence.
- **PO6:** Problem-solving Abilities
 - **Justification:** By evaluating societal issues through literature, students develop problem-solving abilities to address complex cultural and social challenges.

CO7: Students will be able to critically examine several meanings

- **PO1:** Critical and Creative Thinking

- **Justification:** Critical examination of multiple meanings in texts is a fundamental aspect of critical thinking and creative interpretation.
- **PO4:** Research Skills
 - **Justification:** This CO involves research skills to delve into and interpret various meanings and implications in literary works.

**CBCS Syllabus as per NEP 2020 for F.Y.B.A. English
(2024 Pattern)**

Name of the Programme	: B.A. English
Programme Code	: UAENG
Class	: F.Y.B.A.
Semester	: I
Course Type	: DSC-I (General) (Theory)
Course Code	: ENG-103-OE
Course Title	: English for Practical Purposes - I
No. of Credits	: 02
No. of Teaching Hours	: 30

Course Objectives:

1. To Demonstrate an understanding of different types of topographical maps and their classifications.
2. To Identify and correctly interpret conventional signs and symbols used in topographical maps.
3. To Accurately read and analyse topographical maps to extract relevant geographical information.
4. To Explain and apply various methods for representing relief on maps, including hachures, contour lines, and other techniques.
5. To Create detailed and accurate relief representations using appropriate methods.
6. To Analyse the advantages and limitations of different relief representation techniques.
7. To Identify key relief features such as hills, valleys, ridges, and plateaus on toposheets using contour lines.

Course Outcomes:

By the end of the course, students will be able to:

CO1. The student masters the four basic skills of listening, speaking, reading and writing.

CO2. The student can converse in English in different real-life situations.

CO3. The student can be communicative in English effectively.

CO4. The student developed listening skills and can use it to guess the meaning from

context.

CO5. The student can speak fluently.

CO6. The student can read text with fluency, understanding and competence, decoding groups of words/phrases and not just single words.

CO7. The students know how to use writing skill to express their thoughts, ideas and understanding of a particular topic.

Topics and Learning Points

Unit I: Reading Skills

(10 Lectures)

Title

1. Introduction
2. Reading and Composition
3. Increasing your Eye-span
4. Surveying the matter and Identifying the Text Type.
5. Skimming the Text for Identifying the General Theme.
6. Scanning the Text to Locate Specific Information
7. Understanding Meanings of Words, Phrases and Sentences.

Unit II: Conversational Skills

(10 Lectures)

Title

Introduction

1. Greeting and Responses to Greetings
2. Introducing yourself
3. Introducing others
4. Joining a conversation
5. Leaving a conversation
6. Taking leave
7. Requesting
8. Inviting, Accepting and Declining Invitations.

Section III: Writing Skills

(10 Lectures)

Unit Title

1. Introduction
2. Notice
3. Agenda
4. Minutes
5. Summarizing.
6. Note making
7. Reports.

References:

1. English for Practical Purposes—Published by Mac Millan.

CBCS Syllabus as per NEP 2020 for F.Y.B.A English (2024 Pattern)

Mapping of Program Outcomes with Course Outcomes

Class: F.Y.B.A. (Sem I)

Subject: English

Course: English for Practical Purposes – I

Course Code: ENG 103 OE

Weightage: 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

Course Outcomes	Programme Outcomes (POs)									
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	2	2	3	1	2	3	2	1	2	2
CO 2	1	1	1	1	1	1	1	1	1	1
CO 3	3		2	2	3	3	1	3	2	3
CO 4	2	2	2	2	2	2	2	2	2	2
CO 5	3	3	2	3	2	1	3	2	3	3
CO 6	3	3	3	1	3	3	3	3	3	3
CO 7	1	1	1	1	1	1	1	1	1	1

Justification for the mapping:

CO1: The student masters the four basic skills of listening, speaking, reading, and writing.

- **PO1:** Critical and Creative Thinking
Justification: Mastering these skills involves the application of analytic thought and creative problem-solving in various contexts.
- **PO6:** Problem-solving Abilities
Justification: Proficiency in these basic skills equips students with the foundational tools to address complex challenges.

CO2: The student can converse in English in different real-life situations.

- **PO2:** Communication Skills
Justification: Effective conversation in various situations demonstrates the ability to communicate complex information clearly and concisely.

- **PO3: Multicultural Competence**
Justification: Conversing in different real-life situations often involves interacting with diverse cultural groups, requiring multicultural competence.

CO3: The student can communicate in English effectively.

- **PO2: Communication Skills**
Justification: This directly relates to the ability to present information clearly and concisely.
- **PO9: Digital and Technological Skills**
Justification: Effective communication today often requires proficiency with ICT tools.

CO4: The student developed listening skills and can use them to guess the meaning from context.

- **PO4: Research Skills**
Justification: Effective listening is a key part of observation and inquiry, essential for research skills.
- **PO10: Community Engagement and Service**
Justification: Good listening skills are critical for engaging with the community and understanding their needs.

CO5: The student can speak impromptu.

- **PO7: Collaboration and Teamwork**
Justification: Impromptu speaking often occurs in team settings, requiring quick thinking and collaboration.

CO6: The student can read text with fluency, understanding, and competence, decoding groups of words/phrases and not just single words.

- **PO1: Critical and Creative Thinking**
Justification: Reading fluently and understanding complex texts involve critical analysis and creative interpretation.
- **PO5: Environmental Awareness**
Justification: Reading comprehension can include texts on environmental topics, promoting awareness and understanding.

CO7: The students know how to use writing skills to express their thoughts, ideas, and understanding of a particular topic.

- **PO2: Communication Skills**
Justification: Effective written communication is crucial for expressing complex thoughts and ideas.
- **PO8: Value Inculcation**
Justification: Writing can be a medium to express and reflect on ethical and moral values.

**CBCS Syllabus as per NEP 2020 for F.Y.B.A English
(2024 Pattern)**

Name of the Programme	: B.A. English
Programme Code	: UAENG
Class	: F.Y.B.A.
Semester	: I
Course Type	: Skill Enhancement Course (SEC-Theory)
Course Code	: ENG-104 -SEC
Course Title	: Writing Skills in English – I
No. of Credits	: 02
No. of Teaching Hours	: 30

Course Objectives:

1. Focus on writing skills.
2. To develop writing skills for practical purposes.
3. To give insights into the writing of letters and reports, among other things.
4. To provide basic principles of good writing.
5. To equip students with skills of looking for writing errors and help them correct errors.
6. To acquaint students with the importance of written communication.
7. To acquaint students with planning, outlining, editing, spelling, grammar, and organization.

Course Outcomes:

By the end of the course, students will be able to:

- CO1.** This course will take students into the most formal of all writing.
- CO2.** It will enable students to spot mistakes and do their own editing.
- CO3.** It will sharpen students' basic principles of writing.
- CO4.** It will equip students with writing job applications and the basics of letter writing.
- CO5.** It will introduce students to professional writing practices.
- CO6.** It will help students to organize their ideas coherently.
- CO7.** It will develop the descriptive and analytical skills of students based on verbal inputs.

Topics and Learning Points

Unit-1: Basic Principles of Writing (10 lectures)

- 1.1.Importance of Writing Skill
- 1.2.Organization of Writing
- 1.3.Cohesion, Transition and Conclusion
- 1.4.Accuracy and Clarity

Unit-2: Writing for Practical Purposes (10 lectures)

- 2.1. Writing Job Applications
- 2.2. The CV
- 2.3. Letter Writing
- 2.4. Report Writing

Unit-3: Professional Writing (10 lectures)

- 3.1. Digital Writing
- 3.2. Email writing
- 3.3. Advertisement Writing
- 3.4. Poster Making

References:

1. Arora, V.N. and Lakshmi Chandra. Improve Your Writing. 1981. New Delhi: Oxford UP, 2001.
2. Baker, Sheridan. The Practical Stylist. New York: Longman-Addison, 1998.
3. Millward, Celia M. Handbook for Writers. New York: Holt, 1979.
4. Sutcliffe, Andrea J. The New York Public Library Writers' Guide to Style and Usage. New Delhi: Macmillan, 1999.

**CBCS Syllabus as per NEP 2020 for F.Y.B.A English
(2024 Pattern)****Mapping of Program Outcomes with Course Outcomes****Class:** F.Y.B.A. (Sem I)**Subject:** English**Course:** Skill Enhancement Course**Course Code:** ENG 104 SEC**Weightage:** 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

Course Outcomes	Programme Outcomes (POs)									
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	2	2	3	1	2	3	2	1	2	2
CO 2	1	1	1	1	1	1	1	1	1	1
CO 3	3	2	2	2	3	3	1	3	2	3
CO 4	2	2	2	2	2	2	2	2	2	2
CO 5	3	3	2	3	2	1	3	2	3	3
CO 6	3	3	3	1	3	3	3	3	3	3
CO 7	1	1	1	1	1	1	1	1	1	1

Justification for the mapping:

Course Outcomes (CO) and their Justification with Program Outcomes (PO)

1. This course will take students into the most formal of all writing.

- **PO1** Critical and Creative Thinking: Formal writing requires critical thinking to organize thoughts logically and present arguments effectively.
- **PO2** Communication Skill: Mastery in formal writing enhances students' ability to communicate complex information clearly and concisely.
- **PO6** Problem-solving Abilities: Formal writing involves addressing complex issues, thus enhancing problem-solving skills.
- **PO9** Digital and technological skills: Using ICT tools to create formal documents.

2. It will enable students to spot mistakes and do their own editing.

- **PO1** Critical and Creative Thinking: Spotting mistakes and editing requires analytical skills and critical evaluation.
- **PO2** Communication Skill: Editing improves clarity and effectiveness in communication.
- **PO4** Research Skills: Editing skills are crucial in research to present data accurately.
- **PO9** Digital and technological skills: Utilizing digital tools for editing documents.

3. It will sharpen the basic principles of writing for students.

- **PO1** Critical and Creative Thinking: Understanding and applying writing principles enhances analytical and creative thinking.
- **PO2** Communication Skill: A clear understanding of writing principles improves overall communication.
- **PO6** Problem-solving Abilities: Applying writing principles helps structure and solve written communication problems.

4. **It will equip students with writing job applications and the basics of letter writing.**
 - **PO2** Communication Skill: Effective job applications and letters require strong communication skills.
 - **PO7** Collaboration and Teamwork: Collaboration in reviewing and improving application materials.
 - **PO10** Community Engagement and Service: Writing skills are essential for participating in and promoting community services.
5. **It will introduce students to professional writing practices.**
 - **PO2** Communication Skill: Professional writing requires precise and effective communication.
 - **PO3** Multicultural Competence: Professional writing often involves understanding and respecting cultural differences.
 - **PO8** Value inculcation: Ethical considerations in professional writing.
 - **PO9** Digital and technological skills: Using professional writing software and tools.
6. **It will help students to organize their ideas coherently.**
 - **PO1** Critical and Creative Thinking: Organizing ideas coherently requires critical analysis and creative structuring.
 - **PO2** Communication Skill: Coherent organization of ideas enhances communication.
 - **PO6** Problem-solving Abilities: Coherent organization aids in problem-solving by presenting clear and structured arguments.
7. **It will develop descriptive and analytical skills of students based on verbal inputs.**
 - **PO1** Critical and Creative Thinking: Developing descriptive and analytical skills enhances critical and creative thinking.
 - **PO2** Communication Skill: Descriptive and analytical skills improve verbal and written communication.
 - **PO4** Research Skills: Analytical skills are essential for research and data interpretation.
 - **PO6** Problem-solving Abilities: Analytical skills aid in identifying and solving problems.

**CBCS Syllabus as per NEP 2020 for F.Y.B.A English
(2024 Pattern)**

Name of the Programme	: FYBA English
Programme Code	: UAENG
Class	: FYBA
Semester	: I
Course Type	: Ability Enhancement Course (AEC) (Theory)
Course Code	: ENG-104-AEC
Course Title	: Functional English - I
No. of Credits	: 02
No. of Teaching Hours	: 30

Course Objectives:

1. To introduce students to the functionality of the English language through strong prose articles.
2. To introduce students to the functionality of the English language through good poetry.
3. To help students to the functionality of English grammar through extensive grammar.
4. To help students understand the functionality of English composition through practice exercises in paragraph writing.
5. To help students understand the functionality of English comprehension through practice exercises in a Newspaper Advertisement.
6. To help students enrich their vocabulary through world-class English literature.
7. To make students think creatively and critically.

Course Outcomes:

By the end of the course, students will be able to:

CO1. The students understand the functionality of the English language through strong prose articles.

CO2. The students understand the functionality of the English language through good poetry.

CO3. The students comprehend the functionality of English grammar through extensive grammar.

CO4. The learners understand the functionality of English composition through practice exercises in paragraph writing.

CO5. The learners understand the functionality of English comprehension through practice exercises

in Newspaper Advertisement.

CO6. The students are enriched in their vocabulary through world-class English literature.

CO7. The students think creatively and critically.

Topics and Learning Points

UNIT 1: Prose	(10 lectures)
1. Sweets for Angels (R K Narayan)	
2. Karma (Khushwant Singh)	
UNIT 2: Poetry	(06 lectures)
1. Sonnet 29 (Shakespeare)	
2. The Education of Nature (William Blake)	
UNIT 3: Grammar	(08 lectures)
1. Degrees of Comparison	
2. Transformation of Sentences	
UNIT 4: Composition and Comprehension	(06 lectures)
1. Paragraph Writing	
2. Comprehension of Newspaper Advertisement	

References:

1. *Horizons, A Textbook for College Students* (MacMillan Publishers India Private Ltd)
2. *English Grammar in Use* (Cambridge)

CBCS Syllabus as per NEP 2020 for F.Y.B.A English (2024 Pattern)

Mapping of Program Outcomes with Course Outcomes

Class: F.Y.B.A. (Sem I)

Subject: English

Course: Ability Enhancement Course

Course Code: ENG 104 AEC

Weightage: 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

Course Outcomes	Programme Outcomes (POs)									
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	2	2	3	1	2	3	2	1	2	2
CO 2	1	1	1	1	1	1	1	1	1	1
CO 3	3	2	2	2	3	3	1	3	2	3
CO 4	2	2	2	2	2	2	2	2	2	2
CO 5	3	3	2	3	2	1	3	2	3	3
CO 6	3	3	3	1	3	3	3	3	3	3
CO 7	1	1	1	1	1	1	1	1	1	1

Justification for the mapping:

CO1: The students understand the functionality of the English language through strong prose articles.

- **PO1:** Critical and Creative Thinking
 - **Justification:** Analyzing and evaluating prose articles requires critical thinking to understand themes, arguments, and stylistic elements.
- **PO2:** Communication Skill
 - **Justification:** Understanding and interpreting prose enhances the ability to present complex information clearly and concisely.
- **PO6:** Problem-solving Abilities
 - **Justification:** Interpreting prose articles often involves addressing complex societal and cultural issues presented in the texts.

CO2: The students understand the functionality of the English language through good poetry.

- **PO1:** Critical and Creative Thinking
 - **Justification:** Analyzing poetry involves creative interpretation and critical evaluation of language, form, and meaning.
- **PO3:** Multicultural Competence
 - **Justification:** Poetry often reflects diverse cultural perspectives, enhancing students' understanding of multiple cultures.
- **PO6:** Problem-solving Abilities
 - **Justification:** Interpreting poetic texts helps in addressing complex artistic challenges through creative approaches.

CO3: The students comprehend the functionality of English grammar through extensive grammar.

- **PO1:** Critical and Creative Thinking
 - **Justification:** Understanding grammar rules and their applications require analytical thinking.
- **PO2:** Communication Skill
 - **Justification:** Mastery of grammar is essential for effective written and oral communication.
- **PO9:** Digital and technological skills
 - **Justification:** Applying grammar knowledge in digital communication platforms.

CO4: The learners understand the functionality of English composition through practice exercises in paragraph writing.

- **PO1:** Critical and Creative Thinking
 - **Justification:** Writing exercises enhance creative and critical thinking by structuring ideas cohesively.
- **PO2:** Communication Skill
 - **Justification:** Practicing paragraph writing improves the ability to express thoughts clearly in writing.

CO5: The learners understand the functionality of English comprehension through practice exercises in Newspaper Advertisement.

- **PO2:** Communication Skill
 - **Justification:** Analyzing and creating newspaper advertisements require clear and concise communication skills.
- **PO4:** Research Skills
 - **Justification:** Understanding the target audience and crafting messages for advertisements involves research and inquiry.

CO6: The students are enriched in their vocabulary through world-class English literature.

- **PO2:** Communication Skill
 - **Justification:** Enhanced vocabulary improves overall communication abilities.
- **PO3:** Multicultural Competence
 - **Justification:** Exposure to diverse literature enriches understanding of different cultures and perspectives.
- **PO6:** Problem-solving Abilities

- **Justification:** Interpreting and analyzing world-class literature helps in addressing complex cultural and societal issues.

CO7: The students think creatively and critically.

- **PO1: Critical and Creative Thinking**
 - **Justification:** Encouraging students to think creatively and critically aligns directly with developing their analytical and imaginative skills.
- **PO6: Problem-solving Abilities**
 - **Justification:** Creative and critical thinking skills are essential for solving complex problems in various contexts.