

Anekant Education Society's
Tuljaram Chaturchand College of Arts, Science and Commerce, Baramati
Autonomous
Course Structure for S. Y. B. A. Compulsory English

Semester	Paper Code	Title of Paper	No. of Credits
III	ENG CO 2301	Compulsory English	3

SYLLABUS (CBCS) FOR S. Y. B. A. COMPULSORY ENGLISH
(w. e. f.- 2020-2021)

Academic Year 2020-21

Class:	S. Y. B. A.
Semester:	III
Paper Code:	ENG CO 2301
Title of Paper:	Compulsory English
Prescribed Text:	<i>Literary Landscapes: An Anthology of Prose and Poetry</i> (Board of Editors-Orient BlackSwan)
Credit:	3
No. of Lectures:	48

Course Objectives:

1. To develop competence among students for self-learning, fostering independence in their educational journey.
2. To familiarize students with exemplary prose and poetry in English, enabling them to appreciate the beauty and communicative power of the language.
3. To expose students to native cultural experiences and situations, promoting humane values and social awareness.
4. To enhance overall linguistic competence and communicative skills among students, including reading, writing, listening, and speaking.
5. To prepare students to enter the job market with confidence and the ability to work effectively in diverse environments.
6. To cultivate critical thinking and analytical skills through the exploration of various literary genres and themes.
7. To encourage collaborative learning experiences through group discussions, presentations, and peer feedback, fostering teamwork and interpersonal skills.

Course Outcomes:

CO1: Students develop self-learning abilities, empowering them to take initiative in their educational pursuits.

CO2: Students understand the literary merit, beauty, and creative use of language, gaining familiarity with various literary genres of prose and poetry.

CO3: Students become acquainted with socio-cultural ethos as revealed through prescribed texts and are able to correlate it with everyday situations.

CO4: Students effectively achieve language skills, improving their proficiency in reading, writing, and speaking English.

CO5: Students attain the confidence necessary to explore and enter various career opportunities successfully.

CO6: Students develop critical thinking and analytical skills, allowing them to engage thoughtfully with literary texts and their contexts.

CO7: Students enhance their teamwork and communication skills through collaborative learning experiences, preparing them for professional interactions.

Allotment of Credits

One credit is equal to 15 clock hours and every semester is allotted four credits (48 clock hours). The allotment is as below

Semester III (48 lectures)

Prose (12 L)

Playing the English Gentleman- *Mohandas Karamchand Gandhi*

The Home Coming- *Rabindranath Tagore*

A Letter by Hazlitt to His Son- *William Hazlitt*

The Power of Prayer – *A.P.J. Abdul Kalam*

Poetry (12 L)

The Quality of Mercy- *William Shakespeare*

The Village Schoolmaster- *Oliver Goldsmith*

La Belle Dame sans Merci: A Ballad- *John Keats*

O Captain! My Captain! - *Walt Whitman*

Vocabulary (12 L)

Introduction

Collocations: Words that go

together Phrasal verbs

Commonly confused

words One-word

substitutes Idioms

Grammar (12 L)

The passive voice

Direct and indirect speech

References: -

Selected College Poems, *Ambika Sen Gupta* (ed.) Orient Longman

A Pathway to Success- *Orient BlackSwan*

Literary Landscapes: An Anthology of Prose and Poetry (Board of Editors- *Orient BlackSwan*)

Mapping of Programme Outcomes with Course Outcomes

Class: SYBA SEM: III

Subject: English

Course: Compulsory English-I

Course Code: ENGCO2301

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	1	1	1
CO2	2	1	2	2	2	2	1	2
CO3	2	1	2	3	2	2	1	1
CO4	2	2	2	2	2	2	1	1
CO5	3	1	2	2	2	3	1	1
CO6	2	1	2	2	2	2	1	1
CO7	2	1	1	2	2	3	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.

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

Autonomous

Course Structure for S. Y. B. A. General English Paper - II

Semester	Paper Code	Title of Paper	No. of Credits
III	ENGGE2302	Study of English Language and Literature	3

SYLLABUS (CBCS) FOR S. Y. B. A. GENERAL ENGLISH PAPER II

(w. e. from June 2020)

Academic Year 2020-21

Class:	S. Y. B. A.
Semester:	III
Paper Code:	ENGGE2302
Paper:	Study of English Language and Literature
Prescribed Text:	1) <i>Rainbow: A Collection of Short Stories</i> Ed. Board of Editors, Orient Blackswan 2) <i>Linguistics: An Introduction</i> Ed. Board of Editors, Orient Blackswan
Credit:	3
No. of lectures:	48

Course Objectives:

1. To familiarize students with excellent pieces of short stories in English to understand literary merit, beauty, and creative use of language, fostering a love for literature.
2. To expose students to native cultural experiences and situations to develop humane values and social awareness.
3. To prepare students for a detailed study and understanding of literature and language.
4. To develop an integrated view of language and literature, introducing students to fundamental concepts in linguistics.
5. To enhance critical thinking skills by encouraging analysis and interpretation of literary texts.
6. To cultivate effective reading strategies that enable students to engage deeply with various literary works.
7. To promote collaborative learning through group discussions and presentations, allowing students to articulate their insights about literature.

Course Outcomes:

- CO1:** Students learn to appreciate short stories in English and recognize their literary significance.
- CO2:** They become acquainted with different branches of linguistics and their applications.
- CO3:** Students develop essential language skills for effective communication in both written and spoken forms.
- CO4:** They demonstrate critical thinking by analyzing and interpreting themes and techniques in literary texts.
- CO5:** Students engage with diverse cultural contexts presented in literature, enhancing their social awareness.
- CO6:** They exhibit improved reading comprehension through strategic reading practices.
- CO7:** Students participate in discussions and presentations, showcasing their understanding of literary concepts and fostering teamwork skills.

TOPICS/ CONTENTS:

From *Rainbow*

(24 L)

1. Introduction:
 - a. What is literature?
 - b. Examining some literary devices Plato and mimesis Components of a literary piece and approaches to literature
 - c. Elements of the short story
 - d. Short story: A short history Short story: The genre

2. Short Stories:
 - e. The Three Questions- Lev Nikolayevich Tolstoy
 - f. Mother of a Traitor- Maxim Gorky
 - g. The Bet- Anton Chekhov
 - h. The Necklace- Guy de Maupassant
 - i. The Nightingale and the Rose- Oscar Wilde

II) From Linguistics: An Introduction

(24 L)

1. Phonology:
 - a. Organs of speech, speech mechanisms
 - b. Description and classification of consonants and vowels,
 - c. Concept of syllable, -Word accent, sentence accent,
 - d. Tone groups, placement of nuclear/tonic accent,
 - e. Concept of intonation, uses/types of tones

Mapping of Programme Outcomes with Course Outcomes

Class: SYBA (SEM III)

Subject: English

Course: Study of English Language and Literature

Course Code: ENGGE2302

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	1	1	1
CO2	2	1	2	2	2	2	1	2
CO3	2	1	2	3	2	2	1	1
CO4	2	2	2	2	2	2	1	1
CO5	3	1	2	2	2	3	1	1
CO6	2	1	2	2	2	2	1	1
CO7	2	1	1	2	2	3	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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Course Structure for S. Y. B. A. Special Paper I

Semester	Paper Code	Title of Paper	No. of Credits
III	ENG SPL 2303	Appreciating Drama	3

SYLLABUS (CBCS) FOR S. Y. B. A. SPECIAL ENGLISH PAPER I
(w. e. from June 2020)

Academic Year 2020-21

Class:	S. Y. B. A.
Semester:	III
Paper Code:	ENG SPL 2303
Title of Paper:	Appreciating Drama
Credit:	03
No. of Lectures:	48

Course Objectives:

1. To acquaint and familiarize students with the terminology in Drama Criticism, including terms used in the critical analysis and appreciation of drama.
2. To encourage students to engage in a detailed study of selected masterpieces of English drama from various regions of the world.
3. To foster an independent interest among students in appreciating and analyzing dramatic works.
4. To enhance students' awareness of the aesthetics of drama and empower them to evaluate dramatic texts independently.
5. To develop critical thinking skills that enable students to engage with dramatic texts on a deeper level.
6. To promote the exploration of thematic elements in drama, helping students connect these themes to contemporary issues.
7. To facilitate collaborative discussions and presentations, encouraging students to articulate their insights and critiques of dramatic works.

Course Outcomes:

CO1: Students understand the salient features of drama and the principles of drama criticism.

CO2: Students become acquainted with notable masterpieces of English drama from different parts of the world.

CO3: Students acquire the ability to appreciate and analyze drama independently and critically.

CO4: Students develop the capacity to cultivate aesthetic and ethical values in life through the plays they study.

CO5: Students demonstrate critical thinking skills by evaluating thematic and stylistic elements in dramatic texts.

CO6: Students connect the themes and issues in drama to contemporary social and cultural contexts.

CO7: Students effectively participate in discussions and presentations, sharing their insights and analyses of dramatic works.

Allotment of Credits:

One credit is equal to 15 clock hours and every semester is allotted four credits (48 clock hours). The allotment is as below

Semester III (48 lectures)

A) Theory of Drama (24 L)

- (a) What is Drama?
- (b) Elements of Drama: Theme, Characters, Plot, Dialogue, Stage Properties, The Three Unities, Conflict, Elements of Structure
- (c) Types of Drama: Tragedy, Comedy, Tragi-Comedy, Problem Plays, Absurd Drama
- (d) In addition, other terms related to Drama be considered for background study

B) Texts: 1) *A Midsummer Night's Dream* William Shakespeare (24 L)

Mapping of Program Outcomes with Course Outcomes

Class: S.Y.B.A. (Sem III)

Subject: English

Course: Appreciating Drama

Course Code: ENG SPL 2303

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
CO 1	1	1	1	3	1	1	1	1	1
CO 2	2	1	2	2	2	2	1	2	2
CO 3	2	1	2	3	2	2	1	1	2
CO 4	2	2	2	2	2	2	1	1	2
CO 5	3	1	2	2	2	3	1	1	3
CO 6	2	1	2	2	2	2	1	1	2
CO 7	2	1	1	2	2	3	1	2	2
CO 8	1	1	1	3	1	1	1	1	1

Justification for the mapping:

PO1 Research-Related Skills:

CO2: The students learn to criticize the specimen dramas with the terminology in drama.

Justification: Critically evaluating with the appropriate terminology requires personal and professional competence in literary analysis and communication skills.

PO2 Effective Citizenship and Ethics:

CO1: The students understand the nature, function, and relevance of poetry as a form of literature.

Justification: This course outcome aligns with the program outcome related to disciplinary knowledge, as it involves understanding the nature and function of poetry within the context of literature.

PO3 Social competence:

CO2: The students learn to criticize the specimen dramas with the terminology in plays.

Justification: Critically evaluating dramas with the appropriate terminology requires personal and professional competence in literary analysis and communication skills.

PO4 Disciplinary Knowledge:

CO1: The students understand the nature, function, and relevance of plays as a form of literature.

Justification: This course outcome aligns with the program outcome related to disciplinary knowledge, as it involves understanding the nature and function of plays within the context of literature.

PO5 Personal and Professional Competence:

CO2: The students learn to criticize the specimen dramas with the terminology in plays.

Justification: Critically evaluating dramas with the appropriate terminology requires personal and professional competence in literary analysis and communication skills.

PO6 Self-directed and Life-long Learning:

CO4: The students learn to read, appreciate, and critically evaluate the plays independently.

Justification: The ability to engage in independent learning is crucial for reading, appreciating, and critically evaluating plays throughout one's life.

PO8 Critical Thinking and Problem Solving:

CO4: The students learn to read, appreciate, and critically evaluate the plays independently.

Justification: Reading, appreciating, and critically evaluating plays independently involve critical thinking and higher-order cognitive skills.

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Course Structure for S. Y. B. A. Special English Paper II

Semester	Paper Code	Title of Paper	No. of Credits
III	ENG SPL 2304	Appreciating Poetry (S-II)	3

SYLLABUS (CBCS) FOR S. Y. B. A. SPECIAL ENGLISH PAPER II
(w. e. from June 2020)
Academic Year 2020-21

Class:	S. Y. B. A. (Semester- III)
Paper Code:	ENG SPL 2304
Title of Paper:	Appreciating poetry
Credit:	03
No. of Lectures:	48

Course Objectives:

1. To introduce students to the nature, function, and relevance of poetry as a significant form of literature.
2. To familiarize students with the terminology used in poetry criticism, enabling them to engage in critical analysis and appreciation of poems.
3. To encourage students to conduct a detailed study of selected masterpieces of English poetry across various periods and styles.
4. To enhance students' awareness of the aesthetics of poetry, empowering them to read, appreciate, and critically evaluate poems independently.
5. To develop students' skills in identifying and analyzing various poetic forms, structures, and devices.
6. To promote engagement with contemporary and classic poets, fostering discussions that connect poetry to broader cultural and social themes.
7. To encourage students to express their insights and critiques through written assignments and presentations, enhancing their communication skills.

Course Outcomes:

CO1: Students understand the nature, function, and relevance of poetry as a form of literature.

CO2: Students learn to apply the terminology of poetry criticism in their analyses of specimen poems.

CO3: Students gain familiarity with significant masterpieces of English poetry, enhancing their literary knowledge.

CO4: Students develop the ability to read, appreciate, and critically evaluate poetry independently.

CO5: Students demonstrate skills in identifying and analyzing various poetic forms, structures, and literary devices.

CO6: Students engage in discussions that connect poetry to contemporary cultural and social themes, enriching their understanding.

CO7: Students effectively express their insights and critiques through written assignments and presentations, showcasing their analytical skills.

Topics/Contents:

Theory of Poetry

- (a) What is poetry? Significant development in the art of poetry during major periods
-6 Lectures
- (b) Elements of poetry: Rhythm, Metre, Sound structure, Stanza Forms
-6 Lectures
- (c) Figures of Speech, Symbols, Imagery, and other Poetic Devices like Repetition, Contrast.
-6 Lectures
- (d) Types of poetry: Elegy, Sonnet, Dramatic Monologue, Lyric, Ode, Ballad
-6 Lectures

Poems

(24 L)

Introduction

1. The Ballad of Sir Patrick Spens

Edmund Spenser

Men Call You Fair

Sir Philip Sidney

The Nightingale

William Shakespeare

Sonnet 29

John Donne

Broken Heart

Batter My Heart

Andrew Marvell

The Coronet

The Definition of Love

John Milton

The Invocation' (an excerpt from *Paradise Lost*) On His Blindness

John Dryden

Alexander's Feast: or the Power of Music An Ode in Honor of St Cecilia's Day

Alexander Pope

Ode on Solitude

Thomas Gray

Ode on the Death of a Favourite Cat Drowned in a Tub of Gold Fishes

References:

1. **Prescribed Text:** *Auroral Musings: An Anthology of English Poetry*
Ed. Board of Editors, Orient Blackswan
2. English Poetry: A Kaleidoscope: Universities Press
3. The Winged Word: An Anthology of Poems for Degree Course
4. English Poetry from Spenser to Heaney

Mapping of Program Outcomes with Course Outcomes

Class: S.Y.B.A. (Sem III)

Subject: English

Course: Appreciating Poetry

Course Code: ENG SPL 2304

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
CO 1	1	2	2	2	2	2	1	1	1
CO 2	1	3	3	3	3	2	2	2	2
CO 3	2	1	2	2	2	2	2	1	1
CO 4	1	1	1	3	1	2	3	2	1
CO 5	2	2	1	1	3	3	3	2	1
CO 6	2	2	1	3	1	1	2	2	1
CO 7	2	2	1	1	1	1	2	2	3
CO 8	2	1	1	1	1	1	2	3	3

Justification for the mapping:

PO1 Research-Related Skills:

Course Outcome 2: The students learn to criticize the specimen poems with the terminology in poetry.
Justification: Critically evaluating poems with the appropriate terminology requires personal and professional competence in literary analysis and communication skills.

PO2 Effective Citizenship and Ethics:

Course Outcome 1: The students understand the nature, function, and relevance of poetry as a form of literature.
Justification: This course outcome aligns with the program outcome related to disciplinary knowledge, as it involves understanding the nature and function of poetry within the context of literature.

PO3 Social competence:

Course Outcome 2: The students learn to criticize the specimen poems with the terminology in poetry.
Justification: Critically evaluating poems with the appropriate terminology requires personal and professional competence in literary analysis and communication skills.

PO4 Disciplinary Knowledge:

Course Outcome 1: The students understand the nature, function, and relevance of poetry as a form of literature.
Justification: This course outcome aligns with the program outcome related to disciplinary knowledge, as it involves understanding the nature and function of poetry within the context of literature.

PO5 Personal and Professional Competence:

Course Outcome 2: The students learn to criticize the specimen poems with the terminology in poetry.
Justification: Critically evaluating poems with the appropriate terminology requires personal and professional competence in literary analysis and communication skills.

PO6 Self-directed and Life-long Learning:

Course Outcome 4: The students learn to read, appreciate, and critically evaluate the poetry independently.
Justification: The ability to engage in independent learning is crucial for reading, appreciating, and critically evaluating poetry throughout one's life.

PO8 Critical Thinking and Problem Solving:

Course Outcome 4: The students learn to read, appreciate, and critically evaluate the poetry independently.
Justification: Reading, appreciating, and critically evaluating poetry independently involve critical thinking and higher-order cognitive skills.

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Autonomous

Course Structure for Functional English Paper- III

Semester	Paper Code	Title of Paper	No. of Credits
III	ENGFE 2305	Advanced Writing Skills and Introduction to Electronic Media	3

**SYLLABUS (CBCS)FOR S. Y. B. A.FUNTIONAL ENGLISH
PAPER III
(w.e. from June 2020)**

Academic Year 2020-2021

Class:	S.Y.B.A
Semester:	III
Paper Code:	ENGFE 2305
Paper:	III
Title of Paper:	Advanced Writing Skills and Introduction to Electronic Media
Credit:	03
No. of lectures:	48

Course Objectives:

1. To enhance students' ability to communicate effectively in written mode across various contexts.
2. To train students in extended writing formats, including reports, essays, and articles, to improve their writing versatility.
3. To develop students' awareness of the need to adapt language according to different situations and audiences.
4. To help students recognize the importance of reference work in enhancing the credibility of their writing.
5. To familiarize students with potential career options in electronic media, equipping them with the necessary skills for these roles.
6. To educate students about the evolving nature of language use in different media contexts, promoting adaptability in communication.
7. To initiate students into the research process through practical activities such as creating scrapbooks and bibliographies.

Course Outcomes:

CO1: Students demonstrate effective written communication skills across various formats and contexts.

CO2: Students adapt their language appropriately based on situational demands and audience needs.

CO3: Students utilize electronic media platforms effectively for communication purposes.

CO4: Students successfully organize and manage events, applying their communication skills in practical scenarios.

CO5: Students show proficiency in conducting research and utilizing references to support their writing.

CO6: Students develop an understanding of career pathways in electronic media, preparing them for professional opportunities.

CO7: Students create well-organized scrapbooks and bibliographies, showcasing their ability to gather and present research information effectively.

TOPICS/CONTENTS:

Unit 1

(24L)

- **Vocabulary Building:**

Students will learn antonyms, synonyms (as for TOEFL and GRE) and Word Formation- prefixes and suffixes

- **Register and Style: Introduction to the above concepts with emphasis on acquaintance to different styles and registers.**

- **Defining and describing:**

Difference between defining and describing from the language point of view
Students will define simple day-to-day things, places, persons, devices, tools etc. and also describe them (Students will be given home assignments in vocabulary/ definitions & descriptions. They will collect and paste in their journal minimum 2 sample passages of style/ register and analyze them)

Unit II

(24L)

- **Writing different types of paragraph:**

Structure of a Para: Topic sentence, elaboration, explanation, illustrations etc.

Para of comparison and contrast, argumentative Para, descriptive para

- **Letter writing:**

Lay out of a letter, preparing Bio-data, formal and informal letters

- **Scrap Book:**

Students may be acquainted with the concept, its usefulness and relevance

Students will prepare a scrap book on a topic of their interest with the help of the teacher.

Mapping of Programme Outcomes with Course Outcomes

Class: SYBA (SEM III)

Subject: English

Course: Advanced Writing Skills and Introduction to Electronic Media

Course Code: ENGFE2305

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	1	1	1
CO2	2	1	2	2	2	2	1	2
CO3	2	1	2	3	2	2	1	1
CO4	2	2	2	2	2	2	1	1
CO5	3	1	2	2	2	3	1	1
CO6	2	1	2	2	2	2	1	1
CO7	2	1	1	2	2	3	1	2

Justification for the mapping

PO1: Research-Related Skills:

CO1: This course will take students into the most formal of all writing, thus, enabling them to acquire the basic skills to go through any research writing in the future.

CO5: The syllabus will introduce students with the professional writing practices, thus, transmitting them with research-related skills.

CO6: The course will help students to organize their ideas coherently while they learn to write coherently and with precision, thus, girding them with research-related skills.

PO4: Disciplinary Knowledge:

CO1: This course will lead the students into very formal writing, thus, imparting much required disciplinary knowledge that they need the most.

CO3: The course will sharpen the basics principles of writing of students, thus, definitely increasing the knowledge of the discipline.

CO4: The syllabus will equip students with writing job applications, and basics of letter writing, thus, imparting disciplinary knowledge.

CO7: The course will develop descriptive and analytical skills of students based on verbal inputs, which is a huge part of the disciplinary knowledge.

PO5: Personal and Professional Competence:

CO2: Learning writing skills will enable the students to spot mistakes in writing and do editing by themselves, thus, transforming them for better in their personal and professional life.

CO4: The syllabus will equip students with writing job applications, and basics of letter writing, which will give the personal and professional competence.

CO5: The syllabus will introduce students with the professional writing practices, thus, transmitting them with personal and professional competence.

PO6: Self Directed and Lifelong Learning:

CO3: The course will sharpen the basics principles of writing of students, which in its course will reshape the students into self-directed and thirsty lifelong learners.

PO8: Critical Thinking and Problem Solving:

CO2: The syllabus will enable students to spot mistakes in writing and do editing by themselves, thus, enabling them acquire critical thinking and problem-solving skills.

CO6: The course will help students to organize their ideas coherently while they learn to write coherently, thus, acquiring critical thinking and problem-solving skills.

CO7: The syllabus will develop descriptive and analytical skills of students based on verbal inputs, which in turn, will further develop critical thinking and problem solving skills.

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Course Structure for S.Y.B.A Functional English Paper –IV

Semester	Paper Code	Title of Paper	No. of Credits
III	ENGFE2306	Oral Communication in English	3

**SYLLABUS (CBCS) FOR S.Y.B.A FUNCTIONAL ENGLISH PAPER IV
(w.e. from June 2020)**

Academic Year 2020-2021

Class:	S.Y.B.A.
Semester:	III
Paper Code:	ENG FE 2306
Paper:	Functional English
Paper:	IV
Title of Paper:	Oral Communication in English Intermediate and Key Competency
Credits:	03
No. of lectures:	48

Course Objectives:

1. To develop business etiquettes among the students.
2. To introduce them to the corporate experiences and situations so that they understand the importance and utility of English Language.
3. To develop linguistic competence and communicative skills among the students.
4. To develop oral skills among the students so that their employability enhances and becomes the medium of their livelihood and personality.
5. To enhance students' listening skills for effective comprehension and interaction in various Communication settings.
6. To equip students with strategies for effective public speaking and presentation skills.
7. To cultivate interpersonal communication skills to foster collaboration and teamwork among students.

Course Outcomes:

CO1: Students demonstrate effective written communication skills across various formats and contexts.

CO2: Students adapt their language appropriately based on situational demands and audience needs.

CO3: Students utilize electronic media platforms effectively for communication purposes.

CO4: Students successfully organize and manage events, applying their communication skills in practical scenarios.

CO5: Students show proficiency in conducting research and utilizing references to support their writing.

CO6: Students develop an understanding of career pathways in electronic media, preparing them for professional opportunities.

CO7: Students create well-organized scrapbooks and bibliographies, showcasing their ability to gather and present research information effectively.

Topics:

A) Oral Communication in English

(36 L)

I -Non-Verbal Communication

II - How to Present Unpleasant News

II- Learning to Say 'NO'

IV-Talking in different situations: Formal and Informal

V-Compeering/anchoring in a programme

VI-Role Playing

VII-Debating

B-Key Competency Modules:

(12 L)

I-Self Actualization

II-Public relations/Personality Development Theory and practice

III-Logical Thinking, Reasoning, Analytical Ability

Mapping of Programme Outcomes with Course Outcomes

Class: SYBA (SEM III)

Subject: English

Course: Oral Communication in English

Course Code: ENGFE2306

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	1	1	1
CO2	2	1	2	2	2	2	1	2
CO3	2	1	2	3	2	2	1	1
CO4	2	2	2	2	2	2	1	1
CO5	3	1	2	2	2	3	1	1
CO6	2	1	2	2	2	2	1	1
CO7	2	1	1	2	2	3	1	2

Justification for the mapping

PO1: Research-Related Skills

CO1: This course will take students into the most formal of all writing, thus, enabling them to acquire the basic skills to go through any research writing in the future.

CO5: The syllabus will introduce students with the professional writing practices, thus, transmitting them with research-related skills.

CO6: The course will help students to organize their ideas coherently while they learn to write coherently and with precision, thus, girding them with research-related skills.

PO4: Disciplinary Knowledge

CO1: This course will lead the students into very formal writing, thus, imparting much required disciplinary knowledge that they need the most.

CO3: The course will sharpen the basics principles of writing of students, thus, definitely increasing the knowledge of the discipline.

CO4: The syllabus will equip students with writing job applications, and basics of letter writing, thus, imparting disciplinary knowledge.

CO7: The course will develop descriptive and analytical skills of students based on verbal inputs, which is a huge part of the disciplinary knowledge.

PO5: Personal and Professional Competence

CO2: Learning writing skills will enable the students to spot mistakes in writing and do editing by themselves, thus, transforming them for better in their personal and professional life.

CO4: The syllabus will equip students with writing job applications, and basics of letter writing, which will give the personal and professional competence.

CO5: The syllabus will introduce students with the professional writing practices, thus, transmitting them with personal and professional competence.

PO6: Self Directed and Lifelong Learning

CO3: The course will sharpen the basics principles of writing of students, which in its course will reshape the students into self-directed and thirsty lifelong learners.

PO8: Critical Thinking and Problem Solving

CO2: The syllabus will enable students to spot mistakes in writing and do editing by themselves, thus, enabling them acquire critical thinking and problem-solving skills.

CO6: The course will help students to organize their ideas coherently while they learn to write coherently, thus, acquiring critical thinking and problem-solving skills.

CO7: The syllabus will develop descriptive and analytical skills of students based on verbal inputs, which in turn, will further develop critical thinking and problem solving skills.
