

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

<b>Semester</b>	<b>Paper Code</b>	<b>Title of Paper</b>	<b>No. of Credits</b>
IV	ENGCO2401	Compulsory English	3

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

**Academic Year 2020-21**

<b>Class:</b>	<b>S. Y. B. A.</b>
<b>Semester:</b>	<b>IV</b>
<b>Paper Code:</b>	<b>ENGCO2401</b>
<b>Title of Paper:</b>	<b>Compulsory English</b>
<b>Prescribed Text:</b>	<b><i>Literary Landscapes: An Anthology of Prose and Poetry</i></b> <b>(Board of Editors Orient BlackSwan)</b>
<b>Credit:</b>	<b>03</b>
<b>No. of Lectures:</b>	<b>48</b>

**Course Objectives:**

1. To develop competence among students for self-learning, encouraging them to take initiative in their education.
2. To familiarize students with classic and contemporary pieces of prose and poetry, enhancing their appreciation for the English language.
3. To expose students to diverse cultural experiences and situations, fostering humane values and social awareness.
4. To improve overall linguistic competence, including reading, writing, listening, and speaking skills in English.
5. To enhance critical thinking and analytical skills through the interpretation of literary texts.
6. To develop effective communication skills, enabling students to articulate their thoughts clearly in both written and spoken forms.
7. To prepare students for the job market by equipping them with the necessary skills and confidence to excel in various professional roles.

**Course Outcomes:**

**CO1:** Students develop self-learning abilities, empowering them to pursue knowledge independently and proactively.

**CO2:** Students gain an understanding of the literary merit and creative use of language, becoming acquainted with various genres of prose and poetry.

**CO3:** Students recognize socio-cultural themes in prescribed texts and apply these insights to real-world situations.

**CO4:** Students achieve proficiency in English language skills, enhancing their ability to communicate effectively.

**CO5:** Students demonstrate improved critical thinking and analytical abilities through the interpretation and discussion of literary works.

**CO6:** Students refine their communication skills, enabling them to present ideas coherently in both written and oral formats.

**CO7:** Students build confidence to explore diverse career opportunities, equipped with the skills and knowledge gained throughout the course.

## **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 IV (48 lectures)

**Prose** (12 L)

**A Cup of Tea-** *Katherine Mansfield*

**The Last Leaf-** *O. Henry*

**Kalpana Chawla-**

**The Boy who Broke the Bank-** *Ruskin Bond*

**Poetry** (12 L)

**The Road Not Taken:** *Robert Frost*

**Still I Rise-** *Maya Angelou*

**Another Woman-** *Imtiaz Dharker*

**My Grandmother's House-** *Kamala Das*

**Grammar** (12 L)

Negative sentences

Question tags

Simple, compound and complex sentences

**Written Communication Skills** (12 L)

Paragraph

writing

Report

writing

Letter

writing

**References:**

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

**Collected Short Stories-** *Ruskin Bond*, Penguin Books Ltd.

**A Pathway to Success-** *Orient BlackSwan*

**Practical English: Prose and Poetry**, *G.B.E. Coe*, Orient Longman

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## Mapping of Programme Outcomes with Course Outcomes

Class: SYBA (SEM IV)

Subject: English

Course: Compulsory English-I

Course Code: ENGCO2401

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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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**

<b>Semester</b>	<b>Paper Code</b>	<b>Title of Paper</b>	<b>No. of Credits</b>
IV	ENGGE2402	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

<b>Class:</b>	<b>S. Y. B. A.</b>
<b>Semester:</b>	<b>IV</b>
<b>Paper Code:</b>	<b>ENGGE2402</b>
<b>Paper:</b>	<b>Study of English Language and Literature</b>
<b>Prescribed Text:</b>	<b>1) <i>Rainbow: A Collection of Short Stories</i> 2) <i>Linguistics: An Introduction</i> Ed. Board of Editors: Orient Blackswan</b>
<b>Credit:</b>	<b>03</b>
<b>No. of lectures:</b>	<b>48</b>

### 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 an appreciation 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 students' critical thinking skills through the analysis of literary texts and themes.
6. To cultivate effective reading strategies that enable students to engage deeply with various literary works.
7. To encourage 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:** Students 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:** Students 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:** Students 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:

### **I) From *Rainbow***

(24 L)

- a. After Twenty Years- O. Henry
- b. Lawley Road- R. K. Narayan
- c. The Open Window- Hector Hugh Munro
- d. Kabuliwallah- Rabindranath Tagore
- e. A dalit short story in English translation

### **II) From *Linguistics: An Introduction***

(24 L)

#### **1. Morphology:**

- a. What is morphology?
- b. Concept of morpheme, allomorph, zero allomorph, types of morphemes (free and – bound), Prefixes and Suffixes (class-changing and class-maintaining), - Inflectional and Derivational suffixes

#### **2. Sociolinguistics:**

- a. National varieties of English: British, American and Indian
  - b. Regional and social dialects, standard dialect, concept of register, formal and informal styles
- c. Pidgins and Creoles, code-switching and code mixing, borrowings

## **References books:**

### **I) Literature**

1. Allen, Walter. *The Short Story in English*. Oxford: Clarendon Press, 1981.Print.
2. Aycock, Wendell M. *The Teller and the Tale: Aspects of the Short Story*. Lubbock: Texas Tech Press, 1982.Print.
3. Baldwin, Dean R. *Art and Commerce in the British Short Story, 1880-1950*.London: Pickering &Chatto, 2013.Print.
5. Basseler, Michael, and Ansgar Nünning, eds. *A History of the American Short Story*. Genres– Developments–Model Interpretations. Trier: WVT, 2011.Print.
6. Bates, H.E. *The Modern Short Story*. London: Thomas Nelson and Sons, 1941. Print.
7. Bayley, John. *The Short Story: Henry James to Elizabeth Bowen*. Brighton: Harvester Press, 1988. Print.
8. Beachcroft, T.O. *The Modest Art*. Oxford: Oxord University Press, 1968.Print.

9. Bendixen, Alfred and James Nagel. *A Companion to the American Short Story*. Oxford: Wiley-Blackwell, 2010. Print.
10. Brosch, Renate. *Short Story: Textsorte und Leseerfahrung*. Trier: WVT, 2007. Print.

**II) Linguistics:**

- 1) A Description of English: Darbyshire, A.E.
- 2) Language and its Structure – Langacker R. W.
- 3) A Course in Modern Linguistics – Hockett Charles
- 4) English Grammar for Today – Leech G. et al.
- 5) Spoken English for India – Bansal & Harrison.
- 6) A Text Book of English Phonetics for Indian Students – T. Balasubramiam

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## Mapping of Programme Outcomes with Course Outcomes

Class: SYBA (SEM IV)

Subject: English

Course: Study of English Language and Literature

Course Code: ENGGE2402

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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Anekant Education Society's  
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**Autonomous**

**Course Structure for S. Y. B. A. Special Paper I**

<b>Semester</b>	<b>Paper Code</b>	<b>Title of Paper</b>	<b>No. of Credits</b>
IV	ENG SPL 2403	Appreciating Drama	3

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

**Academic Year 2020-21**

<b>Class:</b>	<b>S. Y. B. A.</b>
<b>Semester:</b>	<b>IV</b>
<b>Paper Code:</b>	<b>ENG SPL 2403</b>
<b>Title of Paper:</b>	<b>Appreciating Drama</b>
<b>Credit:</b>	<b>03</b>
<b>No. of Lectures:</b>	<b>48</b>

**Course Objectives:**

1. To acquaint and familiarize students with the terminology used in drama criticism, including terms essential for critical analysis and appreciation of drama.
2. To encourage students to engage in a detailed study of selected masterpieces of English drama from various cultural backgrounds.
3. To develop an independent interest among students to appreciate and analyze dramatic works critically.
4. To enhance students' awareness of the aesthetics of drama and empower them to evaluate and critique dramatic texts independently.
5. To introduce students to various critical approaches and methodologies in drama analysis.
6. To promote collaborative learning through discussions and group projects focused on selected dramatic texts.
7. To facilitate the exploration of thematic elements in drama, helping students draw connections between the texts and real-world issues.

**Course Outcomes:**

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

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

**CO3:** Students acquire the ability to appreciate and analyze drama independently, applying critical thinking skills.

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

**CO5:** Students demonstrate an understanding of various critical approaches and methodologies in analyzing dramatic works.

**CO6:** Students effectively collaborate in discussions and projects, articulating their insights and critiques of dramatic texts.

**CO7:** Students draw connections between the themes in drama and contemporary social and cultural issues, enriching their understanding of both.

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 IV (48 lectures)

**Texts:**

1) *A Doll's House*- Henrik Ibsen (24 L)

2) *Tughlaq*- Girish Karnad (24 L)

**3) References:**

1. Shakespeare, William., *A Midsummer Night's Dream.*, Prestwick House 2003

2. Ibsen, Henry. *A Doll's House*. New Delhi: Maple Press 1990. 3. Karnad, Girish. *Tughlaq*. Bombay : Oxford University Press. 1995.

3. Watson, G., J. *Drama an Introduction.*, MacMillan Press. London 1983.

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## Mapping of Program Outcomes with Course Outcomes

**Class:** S.Y.B.A. (Sem IV)

**Subject:** English

**Course:** Appreciating Drama

**Course Code:** ENG SPL 2403

**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:**

Course Outcome 2: 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:**

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 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**

Course Outcome 1: 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**

Course Outcome 2: 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**

Course Outcome 4: 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**

Course Outcome 4: 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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Anekant Education Society's  
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**Autonomous**

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

<b>Semester</b>	<b>Paper Code</b>	<b>Title of Paper</b>	<b>No. of Credits</b>
IV	ENG SPL 2404	Special English Paper II	3

## **SYLLABUS (CBCS) FOR S. Y. B. A. SPECIAL ENGLISH PAPER II**

**(w. e. from June 2020)**

**Academic Year 2020-21**

<b>Class:</b>	<b>S. Y. B. A.</b>
<b>Semester:</b>	<b>IV</b>
<b>Paper Code:</b>	<b>ENG SPL 2404</b>
<b>Title of Paper:</b>	<b>Appreciating poetry</b>
<b>Credit:</b>	<b>03</b>
<b>No. of Lectures:</b>	<b>48</b>

### **Course Objectives:**

1. To introduce students to the nature, function, and relevance of poetry as a form of literature.
2. To familiarize students with the terminology used in poetry criticism, enabling effective 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 and empower them to read, appreciate, and critically evaluate poetry independently.
5. To develop students' analytical skills in identifying various poetic forms, structures, and devices.
6. To cultivate an understanding of the historical and cultural contexts that influence poetic expression and interpretation.
7. To promote personal expression and critique of poetry through discussions, presentations, and written assignments.

### **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 and their thematic elements.

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

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

**CO6:** Students demonstrate an understanding of the historical and cultural contexts that shape poetic works.

**CO7:** Students express their interpretations and critiques of poetry effectively through written and oral communication.

**Topics/Contents:**

1. ***William Wordsworth*** (6 L)  
Expostulation and Reply  
The Tables Turned  
A Slumber did my Spirit Seal
2. ***Samuel Taylor Coleridge*** (4 L)  
The Nightingale  
Kubla Khan: A Vision in Fragments
3. ***P. B. Shelley*** (3 L)  
Ode to the West Wind
14. ***John Keats*** (4 L)  
La Belle Dame Sans Merci  
Ode to Autumn
15. ***Alfred, Lord Tennyson*** (3 L)  
Ulysses
16. ***Robert Browning*** (3 L)  
My Last Duchess
17. ***Matthew Arnold*** (3 L)  
Dover Beach
18. ***Dante Gabriel Rossetti*** (3 L)  
The Moon Star
19. ***Thomas Hardy*** (4 L)  
The Oxen  
To an Unborn Pauper Child
20. ***G.M Hopkins*** (4 L)  
Pied Beauty  
God's Grandeur
21. ***W. B. Yeats*** (3 L)  
The Wild Swans at Coole
22. ***Ralph Waldo Emerson*** (3 L)  
Brahma

23. **Walt Whitman** (3 L)  
A Noiseless Patient Spider
24. **Emily Dickinson** (2 L)  
Because I Could Not Stop for Death

**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

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## Mapping of Program Outcomes with Course Outcomes

**Class:** S.Y.B.A. (Sem IV)

**Subject:** English

**Course:** Appreciating Poetry

**Course Code:** ENG SPL 2404

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

**Autonomous**

**Course Structure for Functional English Paper- III**

<b>Semester</b>	<b>Paper Code</b>	<b>Title of Paper</b>	<b>No. of Credits</b>
IV	ENGFE2405	Advanced Writing Skills and Introduction to Electronic Media	3

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

**Academic Year 2020-2021**

<b>Class:</b>	<b>S.Y.B.A</b>
<b>Semester:</b>	<b>IV</b>
<b>Paper Code:</b>	<b>ENGFE2405</b>
<b>Paper:</b>	<b>III</b>
<b>Title of Paper:</b>	<b>Advanced Writing Skills and Introduction to Electronic Media</b>
<b>Credit:</b>	<b>03</b>
<b>No. of lectures:</b>	<b>48</b>

**Learning Objectives:**

1. Enhancing students' ability to communicate in written mode
2. Training students in extended writing in different formats
3. Developing awareness about the need to change language according to situation
4. Helping students to recognize the need for reference work
5. Acquainting students to career options in electronic media and equipping them to be prepared for the same.
6. Making students aware about change in language use as per the nature of Media
7. Initiating students into research through scrape book, bibliography

**Learning Outcomes:**

- CO1:** Students communicate effectively in written mode across various contexts and formats.
- CO2:** Students demonstrate the ability to adapt their language according to the situation and audience.
- CO3:** Students utilize electronic media tools and platforms effectively for communication purposes.
- CO4:** Students organize and manage events, applying their communication skills in practical scenarios.
- CO5:** Students conduct research and effectively integrate reference materials to support their writing.
- CO6:** Students exhibit an understanding of various career options in electronic media and prepare for potential roles.
- CO7:** Students create well-structured scrapbooks and bibliographies, showcasing their ability to gather and present research information effectively.



**TOPIC:**

**UNIT1**

**(24 L)**

**I Writing Reports:**

Nature and structure of reports; types of reports: visit reports, survey reports, and reports on events

**II Preparing and Writing Bibliography:**

Structure of Bibliography, Need of bibliography, Introduction to various style sheets

**III Writing scripts for comparing a programme:**

**(3 contacts for teaching and 6 for classroom practicals)**

Various functions of the college, festivals and other public functions

**UNIT 2**

**(24 L)**

**(I)Introduction to Social Media** (Face book, Twitter and Blogs)

**(II)Communication:**

- A. Meaning, Definition
- B. Characteristics of Communication
- C. Types of Communication

**(III)Review Writing (Film Review, Book Review, Restaurant Review)**

**(IV) Introduction to Electronic Media: B) TV:**

- i) Personnel and Functions of Studio
- ii) TV as Mass Media
  - i) TV as Audio visual Media
  - ii) Types of TV programmes
    - a) Educational
    - b) Informative
    - c) Entertainment
    - d) For select Audience

Students' visit to local/nearby TV channel and radio station may be arranged, on which they will write a report

**(V)Similarities and differences between Social media and Mass media with special reference to the use of language**

## References:

### **Books recommended**

- N.Krishnaswamy Modern English (Macmillan,India)
- BhaskaranandHorsburgh Strengthen Your English(OUP)
- KaneThomas The New Oxford Guide to writing(OUP)
- TikooandSasikumar Writing With a Purpose (OUP)
- WorkingWithWords Gairns, R &redman S(CUP)
- InstantwordPower Norman Lewis
- Word PowerMadeEasy NormanLewis
- WordsinAction MartinSteinman
- StrengthenYourWriting Narayanswami, V.R.
- English fortheOffice PeterLittle
- English LanguageinAdvertising PandyaIndubala
- The artofBroadcasting S.P.jain
- Radionews writingandEditing carlwarren
- The techniques ofTVProduction G.Millerson
- Massmedia Forces in our Community francis, V,&Ludila,ED
- AdvertisingMadeSimple Jefkinsfrank
- Television andradioNews siller,Bob, White,Ted
- ShipraKundra Basic Audio Visual Media(Anmol)
- News writing & reporting for Today'sMedia Itule etel
- Cliff'sTOEFL
- Barron'sTOEFL
- TelevisionanIntroduction Jonathan Bicknell
- ScripttoScreen Sharda Koushik(Macmillan)
- Understanding Social Media by V. Taprial and Priya Kanwar

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## Mapping of Programme Outcomes with Course Outcomes

Class: SYBA (SEM IV)

Subject: English

Course: Advanced Writing Skills and Introduction to Electronic Media

Course Code: ENGFE2405

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

**Autonomous**

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

<b>Semester</b>	<b>Paper Code</b>	<b>Title of Paper</b>	<b>No. of Credits</b>
IV	ENGFE2406	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**

<b>Class:</b>	<b>S.Y.B.A.</b>
<b>Semester:</b>	<b>IV</b>
<b>Paper Code:</b>	<b>ENGFE2406</b>
<b>Paper:</b>	<b>Functional English Paper IV</b>
<b>Title of Paper:</b>	<b>Oral Communication in English: Intermediate and Key Competency</b>
<b>Credits:</b>	<b>03</b>
<b>No. of lectures:</b>	<b>48</b>

**Course Objectives:**

1. To develop business etiquettes among the students.
2. To introduce them to corporate experiences and situations, highlighting the importance and utility of the English language.
3. To enhance linguistic competence and communicative skills among students.
4. To improve oral skills among students to enhance employability and personal development.
5. To foster confidence in public speaking and presentation skills.
6. To encourage effective listening skills to facilitate better understanding and engagement in discussions.
7. To promote critical thinking and problem-solving skills through analysis and application of communication strategies.

**Course Outcomes:**

**CO1:** It educates students in both the artistry and utility of the English language through the study of basic language skills.

**CO2:** It assists students in developing intellectual flexibility and creativity through spoken language.

**CO3:** It enhances students' confidence in public speaking and their ability to communicate effectively in various contexts.

**CO4:** It improves students' listening skills, enabling them to understand and engage with complex information in discussions.

**CO5:** It cultivates interpersonal communication skills, allowing students to collaborate effectively in team settings.

**CO6:** It prepares students for real-world corporate scenarios by providing practical communication experiences.

**CO7:** It develops critical thinking abilities through the evaluation of different communication styles and their effectiveness in various situations.

## Topics

### **A: Oral Communication in English**

**(36 L)**

I-Group Discussion

II-Panel Interview

III-Interviewing

IV-Commencement Speeches given at a Graduation Ceremony

V-English Language Skills (Speaking and Reading)

VI-Talking in Large Gathering

VII-Seven C's of Effective Communication

### **B: Key Competency Modules:**

**(12 L)**

I-Creative Thinking (**Recommended unit**)

II-Health and Diet

III-Basic Human Values, Individual and Society

**Question paper pattern will be given in due course of time.**

### **References:**

*The ACE of Soft Skills-Gopalswamy Ramesh (Pearson)*

*Teaching and Learning English-M.L.Tickoo (Orient Blackswan)*

*Fundamental Considerations in Language Testing-Bachman L.F (Oxford University Press)*

*Attitudes and Motivation in Second Language Learning-Gardner R and Lambert W.E (Oxford University Press)*

*Radio Programme Production-M. Neelamalar (PHL Learning PVT LTD)*

*Master the Group Discussion and Personal Interview-Sheetal Desarda (Unicorn Publication LTD)*

*Professional Ethics and Human Values-Naagarazan R.S (New Age International Publishers)*

*Interview Skills that Win the Job- Michael Spiropoulos*

*Enhancing Soft Skills-Dipali Biswas (SPD Publications)*

*Communication and Soft –Skill Development-Ashwini Deshpande (BookgangaPubl)*

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## Mapping of Programme Outcomes with Course Outcomes

Class: SYBA (SEM IV)

Subject: English

Course: Oral Communication in English

Course Code: ENGFE2406

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

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