

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

Autonomous

Course Structure for F.Y.B.Com Compulsory English-II

Semester	Paper Code	Title of Paper	No. of Credits
II	COMCE1201	Compulsory English-II	3

SYLLABUS (CBCS) FOR F.Y.B.Com Compulsory English-II
(w. e. from June, 2019)

Academic Year 2019-2020

Class : F.Y.B.Com (Semester- II)

Paper Code: COMCE1201

Title of Paper: Compulsory English-II

Prescribed Text: A Pathway to Success (Board of Editors-Orient Blackswan)

Credit: 3 No. of lectures: 48

A) Learning Objectives:

1. To offer students good pieces of prose and poetry so that they realize the beauty and communicative power of English
2. To introduce them to native cultural 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 and written communicative skills among the students so that their employability enhances and becomes the medium of their livelihood and personality.

Learning Outcome:

1. The Students get familiar with the nature and function of literary and linguistic aspects
2. The Students get to know social and cultural aspects
3. The students become aware of soft-skills development
4. The Students become competent in practical use of language

TOPICS/CONTENTS:

Prose

(20L)

Unit 1: IndraNoyi: A Corporate Giant-IndraNooyi

Unit 2: The Need for Excellence-N.R. Narayana Murthy

Unit 3: Toasted English-R.K. Narayan

Unit 4: The Woodrose- AburiChaya Devi

Unit 5: Unhappiness-Franz Kafka (Translated by Willa and Edwin Muir)

Poetry

(08L)

Unit 6: Stopping by Woods on a Snowy Evening-Robert Frost

Unit 7: A Red Red Rose-Robert Burns

Language and Soft-Skills

(20L)

Unit 8: Letter Writing and Report Writing

Unit 9: Resume Writing and E-Mail Writing

References:

1. Fifty Greatest Short Stories (Rupa Publications India)
2. Norton Anthology of Modern and Contemporary Poetry (WW Norton and Company)
3. Stories of Today Edited by K. Ravi Varma and E.C. Antony (Macmillan)
4. The Mystic Drum-An anthology of poems in English (Board of Editors-Orient Blackswan)

Mapping of Programme Outcomes with Course Outcomes

Class: FYBCom (SEM II)

Subject: English

Course: Compulsory English-I

Course Code: COMCE1201

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