

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

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

Academic Year 2022-2023

Course Structure for Optional English (General Paper-I)

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

Class: F.Y. B.A (Semester- I)

Paper Code: UAOE 111

Title of Paper: Optional English (General Paper-I)

Prescribed Text: Poetry and Minor Forms of Literature (Revised by B.S. Valke, Oxford University Press)

Credit: 3 No. of lectures: 48

A) Learning Objectives:

1. To expose students to the minor literary forms in English literature
2. To familiarize them with figures of speech, the literary devices and terms so that they understand the literary merit, beauty and creative use of language
3. To introduce the basic units of language so that they become aware of the technical aspects and their practical usage
4. To prepare students to go for detailed study and understanding of literature and language
5. To develop integrated view about language and literature in them

Learning Outcome:

1. Students learn the basics of literature and language.
2. Students understand the literary merit, beauty and creative use of language. They get familiar with the literary devices and terms.
3. Students get acquainted with the technical and practical aspects of language.
4. Students are prepared for detailed study and understanding of literature and language.
5. Students are developed for an integrated view about language and literature.

TOPICS/CONTENTS:

Part I: POETRY

(12L)

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

Part II: SHORT STORIES

(12L)

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

Part III: ONE ACT PLAYS

(14L)

1. The Professor – Donn Byrne

Part IV: ESSAYS

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

Mapping of Programme Outcomes with Course Outcomes

Class: FYBA (SEM I)

Subject: English

Course: Optional English (General)

Course Code: UAOE111

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.
