# Anekant Education Society's

# Tuljaram Chaturchand College of Arts, Science and Commerce, Baramati

## **Autonomous**

## Course Structure for T.Y.B.A. Paper- Compulsory English

Semester	Paper Code	Title of Paper	No. of Credits
V	ENGCO3501	Compulsory English	4

## SYLLABUS (CBCS) FOR T.Y.B.A. PAPER- COMPULSORY ENGLISH

(w. e. from June 2021)

#### Academic Year 2021-2022

Class : T.Y.B.A. (Semester- V)

Paper Code : ENGCO3501

Paper : Compulsory

Title of Paper : Compulsory English Credit: 4 No. of lectures: 48

#### (1) Learning Objectives

- 1. To introduce students to the best uses of language in literature.
- 2. To familiarize students with the communicative power of English.
- 3. To enable students to become competent users of English in real life situations.
- 4. To expose students to varied cultural experiences through literature.
- 5. To contribute to their overall personality development by improving their communicative and soft skills

#### (2) Learning Outcomes

- 1. The students learn the best uses of language in literature.
- 2. The students learn the communicative power of English.
- 3. The students become the competent users of English in the real life situations.
- 4. The students acknowledge varied cultural experiences through literature.
- 5. The students improve in their communicative and soft skills.

#### **TOPICS/CONTENTS:**

## A) Literature:

- 1. On Playing the English Gentleman- M. K. Gandhi
- 2. HowWealthAccumulatesandMenDecay-G. B. Shaw

- 3. A Retrieved Reformation- O. Henry
- 4. How Much Land Does a Man Need? Leo Tolstoy
- 5. Sonnet 130- My Mistress's Eyes are not Like the Sun- William Shakespeare
- 6. La Belle Dame sans Merci- John Keats
- 7. The Charge of the Light Brigade- Alfred, Lord Tennyson
- 8. How Do I Love Thee? Elizabeth Barrett Browning

## **B)** Grammar and Communication Skills

#### 1. Transformation of Sentences

- i) Declarative Sentences
- ii) Interrogative Sentences
- iii) Imperative Sentences
- iv) Exclamatory Sentences

#### 2. An Introduction to Communication Skills

- i) Defining Communication
- ii) The Process of Communication
- iii) Types of Communication
- iv) Tips for Effective Communication

## **Mapping of Programme Outcomes with Course Outcomes**

Class: TYBA (SEM V) Subject: English

Course: Compulsory English Course Code: ENGCO3501

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

	Programme Outcomes (Pos)									
Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8		
Outcomes										
CO1				3						
CO2								2		
CO3				3						
CO4		2	2							
CO5					2		1			
CO6				4		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.

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.