

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

Autonomous

Course Structure for F. Y. B. Com. Functional English-I

Semester	Paper Code	Title of Paper	No. of Credits
I	UCFE111	Functional English-I	3

SYLLABUS(CBCS) FOR F. Y. B. Com. Functional English-I
(w.e. from June 2022)

Academic Year 2022-2023

Class: F. Y. B. Com.
Paper Code: UCFE111
Title of Paper: Functional English-I
Credit: 03
No. of lectures: 48

Learning Objectives:

1. **Comprehension:** Analyze and interpret key themes and messages in prose texts, including "The Secret of Work" and "Go Kiss the World."
2. **Critical Thinking:** Evaluate the effectiveness of literary techniques used in poetry, such as in "Sonnet 116" and "The Schoolboy."
3. **Connection:** Relate the ideas presented in prose and poetry to contemporary social and personal issues, fostering a deeper understanding of their relevance.
4. **Language Skills:** Develop vocabulary through the study of antonyms and synonyms, enhancing the ability to articulate thoughts clearly and effectively.
5. **Error Identification:** Recognize and correct common errors in writing, improving overall grammatical accuracy and clarity.
6. **Report Writing:** Acquire skills to write effective reports that summarize information clearly and concisely, tailored to specific audiences.
7. **Engagement:** Foster an appreciation for literature by exploring personal responses to the texts and sharing insights in discussions and written reflections.

Learning Outcomes:

CO 1. Prose Analysis: Students will be able to summarize and discuss the main ideas and themes of selected prose works, demonstrating understanding through written and verbal assessments.

CO 2. Poetic Evaluation: Students will critically evaluate at least two poems, discussing literary devices and their effects on the reader, as evidenced in class discussions and written critiques.

CO 3. Thematic Connections: Students will be able to connect the themes of the studied texts to modern life situations, providing examples in essays or presentations.

CO 4. Vocabulary Expansion: Students will demonstrate an improved vocabulary by accurately using at least ten new antonyms and synonyms in their writing.

CO 5. Error Correction: Students will identify and correct common grammatical errors in their writing, resulting in improved clarity and coherence in their assignments.

CO 6. Effective Reporting: Students will produce a well-structured report on a given topic, showcasing their ability to present information logically and engagingly.

CO 7. Literary Engagement: Students will articulate their personal responses to the literature through reflective essays or discussions, demonstrating an appreciation for diverse perspectives in literature.

TOPICS/CONTENTS:

Unit-1: - Prose

(18 L)

- 1) The Secret of Work- Swami Vivekananda
- 2) On Saying Please- A.G. Gardiner
- 3) Go Kiss the World- Subroto Bagchi
- 4) The Night Train at Deoli- Ruskin Bond

Unit-2: Poetry

(10 L)

- 1) Sonnet 116- William Shakespeare
- 2) The Schoolboy- William Blake
- 3) The Education of Nature- William Wordsworth
- 4) All Things Will Die- Alfred Tennyson

Unit-3: - Functional Writing

(20 L)

- 1) Antonyms and Synonyms
- 2) Common Errors
- 3) Writing Reports

Mapping of Programme Outcomes with Course Outcomes

Class: FYBA (SEM I)

Subject: English

Course: Functional English

Course Code: UCFE111

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

	Programme Outcomes (Pos)							
Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	1	1	1	3	1	2	1	1
CO2	2	1	1	1	1	2	2	2
CO3	1	1	2	3	2	1	1	1
CO4	1	2	2	1	1	1	1	1
CO5	1	1	1	1	2	1	1	1
CO6	2	2	1	1	1	2	2	2
CO7	1	1	2	2	1	1	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 F. Y. B. Com. Additional English-I

Semester	Paper Code	Title of Paper	No. of Credits
I	UCAE111A	Additional English-I	3

SYLLABUS (CBCS) For F. Y. B. Com. Additional English-I
(w.e. from June 2022)

Academic Year 2022-2023

Class: F. Y. B. Com.
Paper Code: UCAE111A
Title of Paper: Additional English-I
Credit: 03
No. of lectures: 48

Learning Objectives:

1. **Literary Analysis:** Analyze the themes, characters, and plot developments in the prose works "The Last Leaf," "A Day's Wait," "The Eyes are Not Here," and "Sweet for Angels."
2. **Poetic Interpretation:** Interpret the meanings and emotions conveyed in selected poems, including "On His Blindness," "The Solitary Reaper," and "Ozymandias," focusing on poetic devices.
3. **Critical Thinking:** Develop critical thinking skills by comparing and contrasting the perspectives presented in prose and poetry.
4. **Composition Skills:** Gain proficiency in writing job application letters and curriculum vitae, understanding their structure and key elements.
5. **Questionnaire Development:** Learn to create effective questionnaires for gathering information, focusing on clarity and relevance of questions.
6. **Grammar Proficiency:** Enhance grammatical skills through targeted exercises, focusing on common errors and proper sentence structure.
7. **Personal Reflection:** Encourage personal engagement with literature by reflecting on how the themes of the texts resonate with individual experiences and contemporary issues.

Learning Outcomes:

CO 1. Prose Understanding: Students will be able to summarize and discuss the main ideas and character motivations in the four prose texts, demonstrating comprehension through written and verbal assessments.

CO 2. Poetic Analysis: Students will analyze and explain the use of poetic devices in at least two poems, articulating their impact on the overall meaning in class discussions and essays.

CO 3. Comparative Evaluation: Students will produce a comparative analysis of themes or characters from at least one prose piece and one poem, showcasing critical thinking skills in their writing.

CO 4. Effective Writing: Students will successfully write a job application letter and a curriculum vitae, demonstrating clarity, professionalism, and adherence to formatting conventions.

CO 5. Questionnaire Creation: Students will design a well-structured questionnaire tailored to a specific topic, demonstrating their ability to formulate clear and relevant questions.

CO 6. Grammar Application: Students will accurately identify and correct common grammatical errors in writing exercises, reflecting improved language proficiency.

CO 7. Literary Reflection: Students will write reflective essays on how the themes of the studied texts connect to their own lives, demonstrating personal engagement and critical reflection on literature.

TOPICS/CONTENTS:

Prose:

(20 L)

1. The Last Leaf – O’ Henry
2. A Day’s Wait – Ernest Hemingway
3. The Eyes are Not Here – Ruskin Bond
4. Sweet for Angels – R K Narayan

Poetry:

(18 L)

1. On His Blindness – John Milton
2. The Solitary Reaper – William Wordsworth
3. Ozymandias – P B Shelley

Composition and Grammar:

(10 L)

1. Questionnaire
2. Writing Job Application Letters and Curriculum Vitae

Mapping of Programme Outcomes with Course Outcomes

Class: FYBCom (SEM I)

Subject: English

Course: Additional English I

Course Code: UCAE121A

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