

SEVA MANDAL EDUCATION SOCIETY'S SMT MMP SHAH WOMEN'S COLLEGE OF
ARTS AND COMMERCE (AUTONOMOUS)

Smt. Parmeshwari Devi Gordhandas Garodia Educational Complex 338,
RA Kidwai Road, Matunga, Mumbai 400019

***NAAC Reaccredited ***

UGC Status: College with Potential for Excellence

Adjudged The Best College (2017-18) by SNDT Women's University

Institutional Vision

Empowerment of Women through Quality Education to make them Competent, Self-reliant and Responsible
Homemakers, Professionals and Citizens

Institutional Mission

Education for a living and for making a better living

Institution Objectives

All round personality development of students

Training students to be responsible citizens with awareness-raising programs and activities

To make higher education more relevant, need based and skill based

To lay foundation for progressive and prosperous future of the students

Programme: Core Component (CC)
Medium: English Medium
Paper: C.C. English (H.L.)
Paper Title: Empowering English Paper I
Semester: I
Subject Code:
Year of Implementation: June 2019

Title of the Paper	L	Cr	P/T	D (EE)	EE	IE	TM
Empowering English	03	04	01	2.5 Hrs	75	25	100

#L=Lecture, Cr=Credits, P/T=Practical/Tutorials, D=External Exam Duration, EE=External Examination, IE=Internal Examination, TM=Total Marks

Course Objectives:

1. Focus on improving students' reading, writing, listening and speaking skills in English.
2. Make students read thematically related literary texts to make them informed about issues and utilize the literary texts to improve students' vocabulary; and, also their ability to skim and scan written material.
3. Improve written language by engaging students in writing personal letters on the topics they are likely to write in daily situations; and, also by training them write descriptive prose.
4. Prepare students to listen to spoken English with the help of information and communication technology (ICT) as well as direct reading aloud/speaking.
5. Teach students to speak English required for routine daily conversations, combining it with training in listening to similar talks.
6. Specifically focus on grammar topics to improve writing and speaking skills.

Learner Outcomes:

At the end of Semester I, students would be able to acquire the following competencies:

1. Reading of short imaginative texts to learn new words and acquire information about themes.
2. Writing grammatically correct sentences to communicate through letters or short prose passage.
3. Understanding of spoken English and ability to converse in English about routine matter.

Module	Module Specific Objectives	Content	Weightage	Instruction Time	Credits	Evaluation	
						IE Weightage	EE Weightage
I: Reading Comprehension and Vocabulary Enhancement	To inform about issues and utilize the literary texts to improve students' vocabulary; and, also their ability to skim and scan written material	<p>Selected two short fictions from <i>Separate Journeys</i>, Ed. Geeta Dharmarajan, Katha Publication, 2002.</p> <ol style="list-style-type: none"> 1. 'Bayen', Mahashweta Devi 2. 'The Decision', T Janki Rani <p style="text-align: center;">OR</p> <p>Selected two short fictions from <i>Bitter Fruit: The Very Best of Saadat Hasan Manto</i>, Edited and Translated by Khalid Hassan, Penguin Books, 2008.</p> <ol style="list-style-type: none"> 1. 'Toba Tek Singh', Saadat Hasan Manto 2. 'The Dog of Titwal', Saadat Hasan Manto <p style="text-align: center;">OR</p> <p>Selected two short fictions from <i>The Ruskin Bond Omnibus</i>, Ed. Ruskin Bond, Rupa and Co., 2004.</p> <ol style="list-style-type: none"> 1. 'The Khan's Treasure', Ruskin Bond 2. 'In a Crystal Ball: A Mussorie Mystery', Ruskin Bond <p>The teacher may select any one of the recommended selections for the semester. The teacher is expected to make a glossary of words with their meanings and identification of the forms from the story.</p>	25	20	1	5	20

II: Letter Writing Skill:	To prepare students to write personal letters on various topics	<p>Some of the specimen topics are as follows. The teacher is free to use any other topic in class for a personal letter; the letters should be properly paragraphed and of about 350 words:</p> <ol style="list-style-type: none"> 1.To a friend about how the writer spent summer vacation 2.To a cousin to share an interesting experience/incident 3.To an invalid family member asking after his/her health 4.To a dear one about how the writer misses him/her 5.To someone to congratulate about his/her achievement <p>(Instruction: The teacher must make the students send the above letters as an email, once they learn to write it in the structure of a conventional letter. This will make the students familiar with the process of sending emails and the interface of popular email services.)</p>	25	10	1	5	20
III: Guided Essay Writing	To prepare students to write descriptive prose	The teacher should select topics to write a descriptive essay and give enough hints to develop a composition of about 1000 words. The teacher should instruct students about understanding the topic, consistency subject	25	10	1	5	20

		matter, unity of ideas in a paragraph, coherence of ideas through the essay and correct language.					
IV: Listening and Speaking Skills; Understanding Grammar	To prepare students to listen to spoken English, to speak English required for routine daily conversations and also focus on grammar topics to improve writing and speaking skills	<ol style="list-style-type: none"> 1. The teacher can read out from news or feature articles in the class and then question students to test their comprehension. 2. The teacher is expected to use podcasts or any other online resource for improving listening skills. 3. For conversation practice the teacher should make students speak sentences in chorus, and then move on to longer dialogues and role plays. 4. Grammar Modules to be covered in the semester: verbs of 'to be'; tenses; active and passive voice; specific use of 'want-somebody-to', 'it-takes-(time) to do' and 'get' (as in get married, get dressed, get back, get home and so on.) 	25	20	1	5	20

Evaluation Scheme:

A. Internal Examination: 25 Marks

1. The internal testing should be continual and spread over the semester.
2. Students' acquisition of grammar should be evaluated for 10 marks through worksheets.
3. Speaking and listening skill should be evaluated for 15 marks.

B. External Examination: 75 Marks

The pattern of the written exam would be as follows:

1. A. Comprehension passage from the stories taught in class. The questions about the passage should test skills to find out data, interpret information and write a personal response. (Marks 15)
B. Objective questions about the short stories. The questions should aim to check the students' familiarity with the text. (Marks 05)
2. Personal letter writing. Give a choice of three questions, students will attempt two questions. Expected Length: 350 words. (Marks 20)
3. Guided essay writing. Expected length: 1000 words. No choice of topics. (Marks 15)
4. Grammar. (Marks 20)

References:

A. Essential Reading:

1. Murphy, Raymond, *Essential English Grammar*. Cambridge University Press. 1998.
2. Hassan, Khalid ed. and trans., *Bitter Fruit: The Very Best of Saadat Hasan Manto*. Penguin Books. 2008.
3. Dharmarajan, Geeta, ed. *Separate Journeys*. Ed. Geeta Dharmarajan. Katha Publication. 2002.
4. Bond, Ruskin ed., *The Ruskin Bond Omnibus*. Rupa and Co. 2004.
5. *Six Minute English*. Podcasts broadcast by British Broadcasting Corporation (BBC).

B. Additional Reading:

1. Swan, Michael, *Practical English Usage*. Oxford University Press. 2017
2. Swan, Michael, Walter, Catherine. *Oxford English Grammar Course*. Catherine Walter. Oxford. 2012
3. Taylor, Grant, *English Conversation Practice*. Macgraw Hill Education. 2001.
4. Navneet, *Navneet Speakwell English*. Navneet Publications. 2017.
5. Kumar, Sanjay, Lata, Pushp, *Communication Skills*. Oxford University Press.
6. Hoge, AJ, *Effortless English*. LLC. 2014
