

SEVA MANDAL EDUCATION SOCIETY'S
SMT.MANIBEN M.P SHAH WOMEN'S COLLEGE OF ARTS & COMMERCE
(AUTONOMOUS)

Programme Name: Arts (Eng Med), BAMB

Proposed Syllabus under NEP

Year of Implementation: 2023-24

Course Category	Ability Enhancement Course
Level	4.5
Course Title	Arts- English A: English Communication Skills-I
Semester	I
Course Credit	02
No. of Lecture per week	02
Marks of Comprehensive Continuous Evaluation	25
Marks of Semester End Examination	50

Course Title:

Course Outcomes	<p>After going through the course, learners will be able to</p> <ul style="list-style-type: none"> ● Communicate effectively through letters and short prose passages. ● Writing grammatically correct sentences
Module 1 (Credit 1)	Title of the Module: Writing Skills-Letter Writing and Descriptive Essays
Learning Outcomes <i>(Specific related to the module.. e.g. Define, Differentiate, Carry out, Design, etc. ...)</i>	<p>After learning the module, learners will be able to</p> <ul style="list-style-type: none"> ● write personal letters on various topics ● write descriptive prose

<p>Content Outline</p>	<p>A. 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> <p>1.1 To a friend about how the writer spent summer vacation.</p> <p>1.2 To a cousin to share an interesting experience/incident.</p> <p>1.3 To an invalid family member asking after his/her health</p> <p>1.4 To a dear one about how the writer misses him/her.</p> <p>1.5 To someone to congratulate about his/her achievement.</p> <p>(Note: 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> <p>B. Practice descriptive essay writing, develop a composition of about 750 words. The focus is on understanding the topic, consistency in subject matter, unity of ideas in a paragraph, coherence of ideas through the essay and correct language.</p>
<p>Module 2 (Credit 1)</p>	<p>Title of the Module: Grammar Skills</p>
<p>Learning Outcomes (Specific related to the module.. e.g. Define, Differentiate, Carry out, Design, etc. ...)</p>	<p>After learning the module, learners will be able to</p> <ul style="list-style-type: none"> ● Focus on grammar topics to improve writing skills
<p>Content Outline</p>	<p>2.1 Verbs of 'to be'</p> <p>2.2 Tenses</p> <p>2.3 Active and passive voice</p> <p>2.4 Possessive nouns/use of apostrophe</p> <p>2.5 conditional sentences</p>

Comprehensive Continuous Evaluation (CCE): Assignments/ Project/MCQ test/Written test

The continual internal assessment could be a written assessment, project related to course content, chart display on social issues/themes of the comprehension passage, PPT presentations, role play or class notebook assessment.

Each assessment technique would carry equal weightage, of 25 marks each.

Semester End Examination (SEE) Paper pattern:

The pattern of the written exam would be as follows: (50 Marks)

1. Personal letter writing. Give a choice of two questions, students will attempt one question. Expected Length: 350 words. (15 Marks)
2. A. Guided essay writing. Expected length: 750 words. No choice of topics. (15 Marks)
3. Grammar based questions. (20 Marks)

References:

Essential Reading:

1. Murphy, R. (1998). *Essential English Grammar*. New Dehli: Cambridge University Press.
2. Swan, M. (2017). *Practical English Usage*. New Delhi: Oxford University Press.
3. Swan, M., & Walter, C. (2012). *Oxford English Grammar Course*. New Delhi: Oxford University Press.
4. Hoge, AJ. (2014). *Effortless English*. Sparks, NV: LLC.

**SEVA MANDAL EDUCATION SOCIETY'S
SMT.MANIBEN M.P SHAH WOMEN'S COLLEGE OF ARTS & COMMERCE
(AUTONOMOUS)**

Programme Name: BA (Marathi Med.)

Proposed Syllabus under NEP

Year of Implementation: 2023-24

Course Category	Ability Enhancement Course
Level	4.5
Course Title	Arts- English B: Effective English Usage- I
Semester	I
Course Credit	02
No. of Lecture per week	02
Marks of Comprehensive Continuous Evaluation	25
Marks of Semester End Examination	50

Course Title:

Course Outcomes	<p>After going through the course, learners will be able to</p> <ul style="list-style-type: none"> ● Communicate effectively through letters and short prose passage ● Improve written language by writing leave letters. ● Writing grammatically correct sentences
Module 1 (Credit 1)	Title of the Module: Writing Skills-Letter Writing and Descriptive Essays
Learning Outcomes <i>(Specific related to the module.. e.g. Define, Differentiate, Carry out, Design, etc. ...)</i>	<p>After learning the module, learners will be able to</p> <ul style="list-style-type: none"> ● to write leave letters on various topics ● write descriptive prose

<p>Content Outline</p>	<p>A. Some of the specimen topics are as follows. The letters should be properly paragraphed and of about 150 words:</p> <p>1.1 Short leave from college as you are not feeling well</p> <p>1.2 Leave from workplace as a family member has met with an accident</p> <p>1.3 Leave from college as you are attending a wedding/social function in the village</p> <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 email and with the interface of popular email services.</p> <p>B. Practice descriptive essay writing, develop a composition of about 500 words. The focus is on understanding the topic, consistency of subject matter, unity of ideas in a paragraph, coherence of ideas through the essay and correct language.</p>
<p>Module 2 (Credit 1) Title of the Module: Grammar Skills</p>	
<p>Learning Outcomes (Specific related to the module.. e.g. Define, Differentiate, Carry out, Design, etc. ...)</p>	<p>After learning the module, learners will be able to</p> <ul style="list-style-type: none"> ● Focus on grammar topics to improve writing skills
<p>Content Outline</p>	<p>2.1 Verbs of 'to be'</p> <p>2.2 Tenses</p> <p>2.3 Active and passive voice</p> <p>2.4 Possessive nouns/use of apostrophe</p> <p>2.5 conditional sentences</p>

Comprehensive Continuous Evaluation (CCE): Assignments/ Project/MCQ test/Written test (25 Marks)

The continual internal assessment could be a written assessment, project related to course content, chart display on social issues/themes of the comprehension passage, PPT presentations, role play or class notebook assessment.

Each assessment technique would carry equal weightage, of 25 marks each.

Semester End Examination (SEE) Paper pattern:

The pattern of the written exam would be as follows: (50 Marks)

1. A. Leave letter writing. Give a choice of two questions, students will attempt one question. Expected Length: 350 words. (15 Marks)
2. Guided essay writing. Expected length: 500 words. No choice of topics. (15 Marks)
3. Grammar based questions. (20 Marks)

References:

Essential Reading:

1. Murphy, R. (1998). *Essential English Grammar*. New Delhi: Cambridge University Press.
2. Swan, M. (2017). *Practical English Usage*. New Delhi: Oxford University Press.
3. Swan, M., & Walter, C. (2012). *Oxford English Grammar Course*. New Delhi: Oxford University Press.
4. Hoge, AJ. (2014). *Effortless English*. Sparks, NV: LLC.

**SEVA MANDAL EDUCATION SOCIETY'S
SMT.MANIBEN M.P SHAH WOMEN'S COLLEGE OF ARTS & COMMERCE
(AUTONOMOUS)**

Programme Name: BCom, BCom AFI, BMS

Proposed Syllabus under NEP

Year of Implementation: 2023-24

Course Category	Ability Enhancement Course
Level	4.5
Course Title	Commerce- English A: Business Communication Skills-I
Semester	I
Course Credit	02
No. of Lecture per week	02
Marks of Comprehensive Continuous Evaluation	25
Marks of Semester End Examination	50

Course Title:

Course Outcomes	<p>After going through the course, learners will be able to</p> <ul style="list-style-type: none"> ● Understand the importance of effective communication in business by learning about the theory of business communication. ● Apply business communication strategies and principles to prepare effective communication for business situations. ● Writing grammatically correct sentences
Module 1 (Credit 1)	Title of the Module: Business Communication Theory and Letter Layouts
Learning Outcomes	<p>After learning the module, learners will be able to</p> <ul style="list-style-type: none"> ● Understand the importance of effective communication in business. ● Understand the theory of Business Communication.
<i>(Specific related to the module.. e.g. Define,</i>	

<i>Differentiate, Carry out, Design, etc. ...)</i>	
Content Outline	1.1 Objectives and process of business communication 1.2 Barriers to Communication 1.3 Parts of formal/business letters 1.4 Layouts of a business letters
Module 2 (Credit 1)	Title of the Module: Grammar Skills
Learning Outcomes <i>(Specific related to the module.. e.g. Define, Differentiate, Carry out, Design, etc. ...)</i>	After learning the module, learners will be able to <ul style="list-style-type: none"> ● Focus on grammar topics to improve writing skills
Content Outline	2.1 Verbs of 'to be' 2.2 Tenses 2.3 Active and passive voice 2.4 Possessive nouns/use of apostrophe 2.5 conditional sentences

Comprehensive Continuous Evaluation (CCE): Assignments/ Project/MCQ test/Written test

The continual internal assessment could be a written assessment, project related to course content, chart display on social issues/themes of the comprehension passage, PPT presentations, role play or class notebook assessment.

Each assessment technique would carry equal weightage, of 25 marks each.

Semester End Examination (SEE) Paper pattern:

The pattern of the written exam would be as follows: (50 Marks)

1. A. Business Communication Theory (20 Marks)

- B. Letter Layouts (10 Marks)
2. Grammar based questions. (20 Marks)

References:

A. Essential Reading

1. Doctor and Doctor. (2003). *Principles and Practice of Business Communication*. Mumbai: Sheth Publishers Pvt. Ltd.
2. Murphy, R. (1998). *Essential English Grammar*. New Delhi: Cambridge University Press.
3. Swan, M. (2017). *Practical English Usage*. New Delhi: Oxford University Press.
4. Swan, M. & Walter, C. (2012). New Delhi: *Oxford English Grammar Course*.
5. Hoge, AJ. (2014). *Effortless English*. Sparks, NV: LLC.

SEVA MANDAL EDUCATION SOCIETY'S
SMT.MANIBEN M.P SHAH WOMEN'S COLLEGE OF ARTS & COMMERCE
(AUTONOMOUS)

Programme Name: BA (English Med)

Proposed Syllabus under NEP

Year of Implementation: 2023-24

Course Category	General/Open Elective
Level	4.5
Course Title	Literature Masterclass – Short Stories
Semester	I
Course Credit	04
No. of Lecture per week	04
Marks of Comprehensive Continuous Evaluation	50
Marks of Semester End Examination	50

Course Title:

Course Outcomes	<p>After going through the course, learners will be able to</p> <ul style="list-style-type: none"> ● Read short imaginative texts to learn new words and acquire information about themes. ● Read thematically related literary texts and develop an understanding of the issues. ● Understand the different elements of short fiction. ● Understand the different elements of writing. ● Understand how to weave different elements into a completed story.
Module 1 (Credit 1)	<p>Title of the Module: Introduction to short stories- History and Analysis of short stories</p>
Learning Outcomes	<p>After learning the module, learners will be able to</p>

<p>(Specific related to the module.. e.g. Define, Differentiate, Carry out, Design, etc. ...)</p>	<ul style="list-style-type: none"> ● Understand elements that make up a short story: Understand narration, characterization, and character roles. ● Understand setting, climax, and conflict.
<p>Content Outline</p>	<p>1.1 Definition 1.2 Characteristics 1.3 Short stories through the ages 1.4 Themes 1.5 Narration 1.6 Characterization 1.7 Setting</p>
<p>Module 2 (Credit 1) Title of the Module: Select Short Stories -I- Narrations of Social Evils</p>	
<p>Learning Outcomes (Specific related to the module.. e.g. Define, Differentiate, Carry out, Design, etc. ...)</p>	<p>After learning the module, learners will be able to</p> <ul style="list-style-type: none"> ● Infer from select texts social/cultural issues like casteism, racism, gender inequality. ● Utilize the literary texts to improve vocabulary; and also their ability to skim and scan written material
<p>Content Outline</p>	<p>2.1 'The Shroud' by Premchand from <i>Indian Short stories(1900-2000)</i>- Ed. E.V. Sahitya Akademi, New Delhi, 2000.</p> <p>2.2 'One Christmas Eve' by Langston Hughes from <i>A Treasury of African American Christmas Stories</i>, Ed. Bettye Collier-Thomas, H. Holt and Company, 1997.</p> <p>2.3 'A Day with Charulata' by Anupama Niranjana from <i>Separate Journeys</i>, Ed. Geeta Dharmarajan, Katha Publication, 2002.</p> <p>2.4 'Arjun' by Mahashweta Devi from <i>Indian Short stories(1900-2000)</i>- Ed. E.V. Sahitya Akademi, New Delhi, 2000.</p>
<p>Module 3 (Credit 1) Title of the Module: Select Short Stories -II-Narrations of Social Evils</p>	

Learning Outcomes	After learning the module, learners will be able to <ul style="list-style-type: none"> • Infer from select texts the social/cultural impact of colonization, partition and migration. • Utilize the literary texts to improve vocabulary; and also their ability to skim and scan written material.
Content Outline	3.1 'Toba Tek Singh' by Sadat Hasan Manto from <i>Bitter Fruit: The Very Best of Saadat Hasan Manto</i> , Edited and Translated by Khalid Hassan, Penguin Books, 2008. 3.2 'When Mr Pirzada Came to Dine' from <i>Interpreter of Maladies</i> , Jhumpa Lahiri, Houghton Mifflin, 1999. 3.3 'Dead Men's Path' by Chinua Achebe, 1953. 3.4 'A Horse and 3 Goats' From <i>A Horse and Two Goats and Other Stories</i> , R. K. Narayan, The Bodley Head, 1970.
Module 4 (Credit 1)	Title of the Module: Creative Writing- Writing short stories
Learning Outcomes	After learning the module, learners will be able to <ul style="list-style-type: none"> • Write short stories/ brief narrations of their own.
Content Outline	1. Writing a brief fictional narrative

Comprehensive Continuous Evaluation (CCE): Assignments/ Project/MCQ test/Written test

Internal Examination: Weightage: 50 Marks

Speaking Skills: (dialogues/speech/role play) 25 Marks

A project related to course content, chart display on social issues/themes of the short stories, PPT presentations, role play, class notebook assessment, written test: 25 Marks.

Semester End Examination (SEE) Paper pattern : 50 Marks

The pattern of the written exam would be as follows:

Q.1 (Questions based on Unit 1-Definition, Characteristics, Themes, Narration, Characterization, Setting of short stories) [Marks- 12]

A. Attempt any one long answer out of two. (08)

B. Attempt any one short note out of two. (04)

Q.2 (Questions based on Unit 2) [Marks- 14]

- A. Attempt any one long answer out of two. (Questions on Theme, Justification of Title) (08)
- B. Attempt any two short notes out of two. (Questions on Characters, Situation/Setting) (06)

Q.3 (Questions based on Unit 3) [Marks- 14]

- A. Attempt any one long answer out of two. (Questions on Theme, Justification of Title) (08)
- B. Attempt any two short notes out of two. (Questions on Characters, Situation/Setting) (06)

Q.4 Complete the story in 1000 words with the help of the given cues. Suggest a suitable title for the story. [Marks- 10]

References:

A. Essential Reading

1. Gordon, BJ, & Kuehner, K 1999. *Fiction: An Introduction to the Short Story*. Chicago, IL: NTC/Contemporary Publishing Group.
2. DeMarinis, R. 2016. *The Art & Craft of the Short Story*. Open Road Distribution.
3. Dickson, JM, & Fredette, SS. 1970. *Writer's Digest Handbook of Short Story Writing*. Cincinnati, Ohio: Writer's Digest Books.
4. James, M, Hartigan C. 2015. *The Short Story Writer's Workbook: Your Definitive Guide to Writing Every Kind of Short Story*. CreateSpace CA, USA: Independent Publishing Platform.
5. Hemley, R. 1997. *Turning Life into Fiction: Finding Character, Plot, Setting and Other Elements of Novel and Short Story Writing in the Everyday World*. Minneapolis: Graywolf Press.

SEVA MANDAL EDUCATION SOCIETY'S
SMT.MANIBEN M.P SHAH WOMEN'S COLLEGE OF ARTS & COMMERCE
(AUTONOMOUS)

Programme Name: BA (Mar Med)

Proposed Syllabus under NEP

Year of Implementation: 2023-24

Course Category	General/Open Elective
Level	4.5
Course Title	Reading Comprehension and Vocabulary Enhancement
Semester	I
Course Credit	04
No. of Lecture per week	04
Marks of Comprehensive Continuous Evaluation	50
Marks of Semester End Examination	50

Course Title:

Course Outcomes	<p>After going through the course, learners will be able to</p> <ul style="list-style-type: none"> ● Improve reading comprehension abilities and make reading easier and more enjoyable. ● Read literary texts and prose narratives to improve their ability to skim and scan written material. ● Read literary texts and prose narratives to improve vocabulary.
Module 1 (Credit 1)	Title of the Module: Reading Skills - Strategies of Reading
Learning Outcomes	<p>After learning the module, learners will be able to</p> <ul style="list-style-type: none"> ● Explore reading comprehension and apply strategies to advance reading skills ● Improve the ability to understand and comprehend material.
<i>(Specific related to the module.. e.g. Define,</i>	

<i>Differentiate, Carry out, Design, etc. ...)</i>	
Content Outline	<p>1.1 What is reading comprehension?</p> <p>1.2 Why is reading comprehension important?</p> <p>1.3 Strategies to improve reading comprehension.</p>
Module 2 (Credit 1)	Title of the Module: Reading and Vocabulary (Fiction Writings)
<p>Learning Outcomes</p> <p><i>(Specific related to the module..</i> <i>e.g. Define,</i> <i>Differentiate, Carry out, Design, etc. ...)</i></p>	<p>After learning the module, learners will be able to</p> <ul style="list-style-type: none"> ● Utilize the literary texts to improve vocabulary ● Improve the ability to skim and scan written material
Content Outline	<p>2.1 'May You Be the Mother of a Hundred Children' from <i>Here There and Everywhere: Best-Loved Stories of Sudha Murty</i>- Sudha Murty, Penguin Books, New Delhi, 2018.</p> <p>2.2 'In a Crystal Ball: A Mussoorie Mystery' from <i>The Ruskin Bond Omnibus</i>, Ed. Ruskin Bond, Rupa and Co., 2004</p> <p>2.3 'Marriage is a Private Affair' by Chinua Achebe, Ibadan's University Herald, 1950.</p> <p>2.4 'The Mirror' from <i>Blind Willow, Sleeping Woman</i>, Haruki Murakami , Harvill Secker Publications, 2006.</p>
Module 3 (Credit 1)	Title of the Module: Reading and Vocabulary (Non-fiction Writing)
Learning Outcomes	<p>After learning the module, learners will be able to</p> <ul style="list-style-type: none"> ● Read prose non-fiction passages and to analyse, synthesise and interpret ideas presented ● Improve vocabulary through reading the passages.

Content Outline	<p><i>New Directions: Reading, Writing and Critical Thinking</i>, Peter S Gardner, Cambridge University Press, New Delhi, 2009. (South Asian Edition)</p> <p>Note: The teacher should select any four non-fiction passages from the recommended volumes, depending on the students' responses. The teacher is expected to read out the non-fiction passages and prepare an exhaustive glossary of all the unfamiliar words; the teacher should also train students to question the writer's point of view/argument and understand why the writer says what he does.</p>
Module 4 (Credit 1)	Title of the Module: Applying Reading Skills (Prose Passages)
Learning Outcomes	<p>After learning the module, learners will be able to</p> <ul style="list-style-type: none"> • Apply reading skills to skim, scan, infer and discuss given prose passages
Content Outline	10 Worksheets prepared by the Department will be administered to the students to assess their ability to apply reading skills.

Comprehensive Continuous Evaluation (CCE): Assignments/ Project/MCQ test/Written test

Internal Examination: Weightage: 50 Marks

Speaking Skills: (dialogues/speech/role play) 25 Marks

A project related to course content, PPT presentations, role play, class notebook assessment, written test: 25 Marks

Semester End Examination (SEE) Paper pattern: 50 Marks

Q.1 Short notes (Based on unit I). (12 marks)

Q.2 Comprehension passage from the stories taught in class (Based on unit II). The questions about the passage should test skill to find out data, interpret information and write a personal response, find out synonyms/antonyms. (12 marks)

Q.3 Comprehension passage from the non-fiction texts taught in class (Based on unit III). The questions about the passage should test skill to find out data, interpret information and write a personal response, find out synonyms/antonyms. (12 marks)

Q.4 An unseen passage for comprehension. The questions about the passage should test skill to find out data, interpret information and write a personal response, find out synonyms/antonyms. (14 marks)

References:

A. Essential Reading

1. Clarke, PJ, Truelove E, Hulme C., & Snowling MJ. (2013) *Developing Reading Comprehension*. Wiley Publications.

2. Blachowicz, C., Ogle, D. (2008). *Reading Comprehension: Strategies for Independent Learners*. Guilford Publications.

3. (2005). *Vocabulary and Reading Comprehension Workbook*. Walch Publications.

B. Additional Reading

1. Murty, S. (2018). How I Taught My Grandmother To Read. *Here, There and Everywhere: Best-Loved Stories of Sudha Murty*. New Delhi: Penguin Books.
2. Ramkrishna EV. (2000). 'The Boss Came To Dinner'. *Indian Short stories(1900-2000)*- Ed. E.V. New Delhi: Sahitya Akademi.
3. Ramkrishna EV. (2000). 'In The Flood'. *Indian Short Stories(1900-2000)*. New Delhi: Sahitya Akademi.