



St. Mira's College for Girls, Pune  
(SYBA 2021-2024)

**Compulsory English**  
**English for Enrichment**  
**[Core Course]**

<b>Semester: III</b>	<b>Credits: 3</b>	<b>Subject Code: A32102</b>	<b>Lectures: 48</b>
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**Course Outcomes:**

At the end of this course, the learner will be able to:

- Recall various forms of expression in the modern age
- Apply rules of grammar in order to communicate effectively both through verbal and written modes
- Analyse and explore the interconnectedness of responsibility and freedom through the study of diverse literary texts
- Evaluate the need for tolerance and develop empathy through exposure to literary texts from across the globe
- Create written forms of expression like letters and articles and enhance writing skills

<b>Unit 1: Ways of Looking</b>	<b>12</b>
<ul style="list-style-type: none"><li>● “Little Red Riding Hood” from <i>Politically Correct Bedtime Stories</i> -James Finn Garner</li><li>● “Refugees” and “At the Intersection”- Brian Bilston</li><li>● Grammar: Common Errors in the Use of Prepositions</li></ul>	
<b>Unit 2: Nature and Mankind</b>	<b>12</b>
<ul style="list-style-type: none"><li>● “The Peace of Wild Things”- Wendell Berry</li><li>● “Owls in the Family”- Ruskin Bond</li><li>● ‘Drawing attention to wildlife threats with humour and art’-Bijal Vachharajani &amp; Radha Rangarajan</li><li>● Grammar: Kinds of Sentences</li></ul>	
<b>Unit 3: Gender and Stereotypes</b>	<b>12</b>
<ul style="list-style-type: none"><li>● The Story of an Hour”- Kate Chopin</li><li>● “X, A Fabulous Child’s Story”- Lois Gould</li><li>● “Marriages are Made”- Eunice de Souza</li><li>● Grammar: Transformations-Assertive/Negative; Exclamatory/Assertive; Active/Passive</li></ul>	

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Chairperson (HoD)	Dr. Snober Sataravala	



<b>Unit 4: Applications and Skills</b>	<b>12</b>
<ul style="list-style-type: none"> <li>• Group Discussions (Evaluative skills) <ul style="list-style-type: none"> <li>○ interpret and justify main themes, ideas and issues in the text through group discussions</li> </ul> </li> <li>• Creative and critical essays (Writing skills) <ul style="list-style-type: none"> <li>○ construct creative and critical responses to prompts through poem composition, article and letter writing</li> </ul> </li> <li>• Presentations (Communication Skills) <ul style="list-style-type: none"> <li>○ recognize and express meaningful ideas through presentations, group discussions and readings of select texts</li> </ul> </li> <li>• Group Activities (Collaborative skills) <ul style="list-style-type: none"> <li>○ plan and prepare activities, working in pairs or groups through a range of spoken and written activities e.g., think-pair-share, building stories</li> </ul> </li> <li>• Assignments (Research skills) <ul style="list-style-type: none"> <li>○ collect, organize and prepare assignments on historical, social, political, and economic and linguistic contexts</li> </ul> </li> </ul>	

# 12 hours for Library work, practical or field work or research purposes

**Recommended Text Books:**

- Bond, Ruskin. *Memories of Hills and Dales*. Rupa Publications: New Delhi; 2018.
- Garner, James Finn. *Politically Correct Bedtime Stories: Modern Tales for our Life and Times*. Souvenir Press, 2011.
- Vachharajani, Bijal and Rangarajan, Radha. *10 Indian Champions who are Fighting to Save the Planet*. Penguin Random House: New Delhi; 2020.
- Varkey, Elizabeth. *English for Enrichment*, 2021.

**Reference Books:**

- Abrams, M.H. *A Glossary of Literary Terms*. Prism: Bangalore; 2004.
- Green, David. *Contemporary English, Grammar and Composition*. Trinity: New Delhi; 2012.

**Websites:**

- <https://www.thehindu.com/children/drawing-attention-to-wildlife-threats-with-humour-and-art/article32942531.ece>

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**Compulsory English**  
**English for Enrichment**  
**[Core Course]**

<b>Semester: IV</b>	<b>Credits: 3</b>	<b>Subject Code: A42102</b>	<b>Lectures: 48</b>
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**Course Outcomes**

At the end of this course, the learner will be able to:

- Recall various forms of expression in the modern age
- Apply rules of grammar in order to communicate effectively both through verbal and written modes
- Analyse and explore the interconnectedness of responsibility and freedom through the study of diverse literary texts
- Evaluate the need for tolerance and develop empathy through exposure to literary texts from across the globe
- Create written forms of expression and hone skills including paragraph writing and dialogue writing

<b>Unit 1: Breaking the Glass Ceiling</b>	<b>12</b>
<ul style="list-style-type: none"><li>● “Hers for the Taking”- Arshia Agarwal</li><li>● “Ladies Excuse Please” from <i>Drawing the Line</i>- Angela Ferrao</li><li>● ‘A failure, a fluke, and a cash crisis created this by Rs 100cr brand Indian women adore’- Binjal Shah</li><li>● Grammar: Use of ‘Auxiliaries’</li></ul>	
<b>Unit 2: Contemporary Crises</b>	<b>12</b>
<ul style="list-style-type: none"><li>● “Sea Prayer”- Khaled Hosseini</li><li>● “A Century Later”- Imtiaz Dharker</li><li>● “The Miracle of Morning”-Amanda Gorman</li><li>● Grammar: Transformation of Sentences – Degrees of Comparison, Remove ‘too’, Join with ‘not only...but also’.</li></ul>	
<b>Unit 3: Innocence and Loss</b>	<b>12</b>
<ul style="list-style-type: none"><li>● “All Summer in One Day”- Ray Bradbury</li><li>● “Father’s Help”- R. K. Narayan</li><li>● Grammar: Question Tags</li></ul>	

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<b>Unit 4: Applications and Skills</b>	<b>12</b>
<ul style="list-style-type: none"> <li>• Group Discussions (Evaluative skills) <ul style="list-style-type: none"> <li>○ interpret and justify main themes, ideas and issues in the text through group discussions</li> </ul> </li> <li>• Creative and critical essays (Writing skills) <ul style="list-style-type: none"> <li>○ construct creative and critical responses to prompts through building graphic narratives and paragraph writing</li> </ul> </li> <li>• Presentations (Communication Skills) <ul style="list-style-type: none"> <li>○ recognize and express meaningful ideas through presentations, group discussions and readings of select texts</li> </ul> </li> <li>• Group Activities (Collaborative skills) <ul style="list-style-type: none"> <li>○ plan and prepare activities, working in pairs or groups through a range of spoken and written activities e.g., think-pair-share, dialogue writing, building stories</li> </ul> </li> <li>• Assignments (Research skills) <ul style="list-style-type: none"> <li>○ collect, organize and prepare assignments on historical, social, political, and economic and linguistic contexts</li> </ul> </li> </ul>	

# 12 hours for Library work, practical or field work or research purposes

**Recommended Text Books:**

- Hosseini, Khaled. *Sea Prayer*. Bloomsbury: London; 2018.
- Kuriyan, Priya et. al. *Drawing the Line: Indian Women Fight Back*. Zubaan: New Delhi; 2015.
- Narayan, R. K. *Malgudi Days*. Penguin, 2006.
- Varkey, Elizabeth. *English for Enrichment*, 2021.

**Reference Books:**

- Abrams, M.H. *A Glossary of Literary Terms*. Prism: Bangalore; 2004.
- Green, David. *Contemporary English, Grammar and Composition*. Trinity: New Delhi; 2012.

**Websites:**

- <https://yourstory.com/2016/12/nina-lekhi-baggit/amp>

Board of Studies	Name	Signature
Chairperson (HoD)	Dr. Snober Sataravala	<i>J.J. Sataravala</i> 15-05-21

Board of Studies	Name	Signature
Chairperson (HoD)	Dr. Snober Sataravala	<i>J.J. Sataravala</i>

