

Progressive Education Society's

**Modern College of Arts, Science and Commerce (Autonomous),
Shivajinagar, Pune 411005**

(An Autonomous College Affiliated to Savitribai Phule Pune University)

Framework of Syllabus For B. A.

(Based on NEP 2020 framework)

(To be implemented from the Academic Year 2025-2026)

Semester 1 (First Year)

Course Type	Course	Course / Paper Title	Hours / Week	Credit	CIA	ESE	Total
Major Mandatory (4 + 2)	Major Paper 1 (Theory)	(23ArEngU1101) Introduction to Poetry and Minor Forms of Literature - I	4	4	40	60	100
	Major Paper 2 (Theory)	(23ArEngU1102) Introduction to Poetry and Minor Forms of Literature - II	2	2	20	30	50
Major Electives	-						
Minor	-						
OE (2 + 2)		(23ArEngU1401) Professional English Skills - I	2	4	40	60	100
		Democracy, Election and Governance	2				
VSC (2)	Major Specific Practical I	(23ArEngU1501) Lab Course on English for Practical Purposes - I	4	2	20	30	50
SEC (2)	Skill Paper 1 (Theory)	(23ArEngU1601) English for Administration and Services - I	2	2	20	30	50
AEC(2),	MIL	MIL-I (Hindi) / MIL-I (Marathi)	2	2	20	30	50
VEC (2)	EVS Theory	Environment Science - I	2	2	20	30	50

IKS (2)	Major Specific Theory	(23ArEngU1901) Bhakti Poetry in Translation	2	2	20	30	50
CC (2)	CC-I Course	Online Course Based on Yoga	2	2	20	30	50
Total			24	22	240	330	550

Semester 2 (First Year)

Course Type	Course	Course / Paper Title	Hours / Week	Credit	CIA	ESE	Total
Major Mandatory (4 + 2)	Major Paper 3 (Theory)	(23ArEngU2101) Introduction to Poetry and Minor Forms of Literature - I	4	4	40	60	100
	Major Paper 4 (Theory)	(23ArEngU2102) Introduction to Poetry and Minor Forms of Literature - II	2	2	20	30	50
Major Electives	-						
Minor	Minor Paper I(Theory)	(23ArEngU2301) Enhancing English Comprehension	2	2	20	30	50
OE (2 + 2)		(23ArEngU2401) Professional English Skills - II	2	4	40	60	100
		Democracy, Election and Governance	2				
VSC (2)	Major Specific Practical II	(23ArEngU2501) Lab Course on English for Practical Purposes - II	4	2	20	30	50
SEC (2)	Skill Paper 1I (Theory)	(23ArEngU2601) English for Administration and Services - II	2	2	20	30	50
AEC(2),	English Theory	(23ArEngU2701) English Communication Skills - II	2	2	20	30	50
VEC (2)	EVS Theory	Environment Science II	2	2	20	30	50
IKS (2)							
CC (2)	CC-II Course	Physical Education / Cultural Activities, NSS/NCC and Fine/ Applied/ Visual/ Performing Arts Course	2	2	20	30	50
Total			24	22	220	330	550

Semester 3 (Second Year)

Course Type	Course	Course / Paper Title	Hours / Week	Credit	CIA	ESE	Total
Major Mandatory (4 + 4)	Major Core Paper 5 (Theory)	(23ArEngU3101) The Study of Drama - I	4	4	40	60	100
	Major Paper 6 (Theory)	(23ArEngU3102) The Study of Poetry - I	4	4	40	60	100
Major Electives	-						
Minor (4)	Minor Paper II	(23ArEngU3301) Transcending Cultures: World-wide Short Stories - I	4	4	40	60	100
OE (2)		(23ArEngU3401) Building Spoken Proficiency in English	2	2	20	30	50
VSC (2)	Major Specific Practical II	(23ArEngU3501) Lab Course on English for Practical Purposes - III	4	2	20	30	50
SEC (2)	--	--	--	--	--	--	--
AEC(2),	MIL	MIL-I (Hindi) / MIL-I (Marathi)	2	2	20	30	50
VEC (2)	--	--	--	--	--	--	--
IKS (2)	--	--	--	--	--	--	--
FP/CEP (2)	FP –I	(23ArEngU3002) Major Specific Project	2	2	20	30	50
CC(2)	CC-III		2	2	20	30	50
Total			24	22	220	330	550

Semester 4 (Second Year)

Course Type	Course	Course / Paper Title	Hours / Week	Credit	CIA	ESE	Total
Major Mandatory (4 + 4)	Major Paper 7 (Theory)	(23ArEngU4101) The Study of Drama - II	4	4	40	60	100
	Major Paper 8 (Theory)	(23ArEngU4102) The Study of Poetry - II	4	4	40	60	100
Major Electives	-						
Minor (4)	Minor Paper III	(23ArEngU4301) Transcending Cultures: World-wide Short Stories - II	4	4	40	60	100
OE (2 + 2)		(23ArEngU4401) Basics of Technical Writing	2	2	20	30	50
VSC (2)	--	--	--	--	--	--	--
SEC (2)	Skill Paper III (Theory)	(23ArEngU4601) English for Administration and Services - III	2	2	20	30	50
AEC(2),	MIL	MI-II (Hindi) / MIL-II (Marathi)	2	2	20	30	50
VEC (2)	--	--	--	--	--	--	--
IKS (2)	--	--	--	--	--	--	--
FP / CEP(2)	CEP –I	(23ArEngU4002) Community Engagement Project - I	4	2	20	30	50
CC(2)	CC-IV		2	2	20	30	50
Total			24	22	220	330	550

Semester 5 (Third Year)

Course Type	Course	Course / Paper Title	Hours / Week	Credit	CIA	ESE	Total
Major Mandatory (4 + 4 + 2)	Major Core Paper 9 (Theory)	(23ArEngU5101) Introduction to Linguistics - I	4	4	40	60	100
	Major Paper 10 (Theory)	(23ArEngU5102) Literary Criticism - I	4	4	40	60	100
	Major Paper 11 (Theory)	(23ArEngU5103) Introduction to the Novel - I	2	2	20	30	50
Major Electives	Elective I	(23ArEngU5201) Women and Literature - I	4	4	40	60	100
	Elective II	(23ArEngU5202) Regional Gems of Indian Literature - I	4	4	40	60	100
Minor (4)	Minor Paper IV	(23ArEngU5301) Beyond the Canon - I	4	4	40	60	100
OE (2 + 2)	--	--	--	--	--	--	--
VSC (2)	Major Specific Practical III	(23ArEngU5501) Lab Course on English for Practical Purposes - IV	4	2	20	30	50
SEC (2)	--	--	--	--	--	--	--
AEC(2),	--	--	--	--	--	--	--
VEC (2)	--	--	--	--	--	--	--
IKS (2)	--	--	--	--	--	--	--
FP / CEP(2)	FP –II	(23ArEngU5002) Field Project - II	4	2	20	30	50
Total			26	22	220	330	550

Semester 6 (Third Year)

Course Type	Course	Course / Paper Title	Hours / Week	Credit	CIA	ESE	Total
Major Mandatory (4 + 4 + 2)	Major Paper 12 (Theory)	(23ArEngU6101) Introduction to Linguistics - II	4	4	40	60	100
	Major Paper 13 (Theory)	(23ArEngU6102) Literary Criticism - II	4	4	40	60	100
	Major Paper 14 (Theory)	(23ArEngU6103) Introduction to the Novel - II	2	2	20	30	50
Major Electives	Elective III	(23ArEngU6201) Women and Literature - II	4	4	40	60	100
	Elective IV	(23ArEngU6202) Regional Gems of Indian Literature - II	4	4	40	60	100
Minor (4)	Minor Paper IV	(23ArEngU6301) Beyond the Canon - I	4	4	40	60	100
OE (2 + 2)	--	--	--	--	--	--	--
VSC (2)	--	--	--	--	--	--	--
SEC (2)	--	--	--	--	--	--	--
AEC(2),	--	--	--	--	--	--	--
VEC (2)	--	--	--	--	--	--	--
OJT (4)	OJT	(23ArEngU6002) On-Job Training	8	4	40	60	100
FP / CEP(2)	--	--	--	--	--	--	--
Total			26	22	220	330	550

OE: Open Elective

AEC: Ability Enhancement Course

VEC: value Education Courses

CC: Co-Curricular Courses

IKS: Indian Knowledge System

OJT: On Job Training

FP: Field Project

VSC: Vocational Skill Courses

CEP: Community Engagement Project

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Third Year of B.A.
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Course Code: 23ArEngU5101

Course Name: Major Mandatory

Introduction to Linguistics

Teaching Scheme: TH: 4 hours/week

Credits: 04

Examination Scheme: CIA: 40 marks

ESE: 60 marks

Prerequisite Courses:

- F.Y.B.A. cleared in English

Course Objectives:

1. To list the components of language as a system.
2. To classify the components of language and its usages.
3. To develop basic skills of language and communication.
4. To distinguish between language components based on function.
5. To explore elements of language.
6. To improve comprehension and critical thinking skills with reference to language usage.

Course Outcomes:

On completion of the course, student will be able to–

1. Define the components of language as a system.
2. Interpret components of language based on usage.
3. Utilise basic skills of language and communication.
4. Compare and contrast various language components based on function.
5. Evaluate the importance of different elements of language.
6. Develop a better comprehension and critical thinking skills with reference to language usage.

Course Contents: Semester V

Semester 5: Unit 1	General Introduction	Lectures
	1. Language and its nature as a system, spoken and written forms 2. Features of language : arbitrariness, displacement, productivity, duality, cultural transmission 3. Language and linguistics, Linguistics as a scientific discipline, the study and scope of linguistics 4. Major branches of linguistics and their relationship with other branches.	15
Semester 5: Unit 2	Phonetics and Phonology	Lectures
	1. Anatomy and physiology of speech production 2. Articulation process, Place and manner of articulation 3. Classification of sounds 4. Consonant sounds with phonetic transcription 5. Vowel Sounds with phonetic transcription 6. Phone, allophone, syllable, syllable structure 7. Tone , intonation and word and sentence stress Exercises on phonetic transcription	15
Semester 5: Unit 3	Elementary Morphology and Syntax	Lectures
	1. Concept of word 2. Concept of root, stem, free and bound morpheme, affixation, zero morpheme 3. Process of word formation 4. Elements of syntax 5. Sentence types, sentences v/s clauses, types of clauses, identification of syntactic units, IC analysis exercises	15
Semester 5: Unit 4	Semantics	Lectures

	1. Relationship between word and meaning 2. Association, context, reference and overview of theories of meaning 3. Lexical relationship, ambiguity	15
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References:

1. Baltaxe, C. V. (1978). *Elements of general phonetics*. Edinburgh University Press.
2. Bauer, L. (1988). *What is morphology?* Blackwell.
3. Bergenholtz, H., & Tarp, S. (1971). *Manual of specialized lexicography*. Mouton.
4. Blake, B. J. (2008). *Linguistics: An introduction to language and communication*. MIT Press.
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7. Burton-Roberts, N. (1986). *Introducing linguistic morphology*. Edinburgh University Press.
8. Campbell, L. (2004). *All about language*. Oxford University Press.
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13. Lyons, J. (2003). *A course in modern linguistics*. Macmillan.
14. Lyons, J. (1981). *Language and linguistics*. Cambridge University Press.
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16. Radford, A., Atkinson, M., Britain, D., Clahsen, H., & Spencer, A. (2002). *Contemporary linguistics: An introduction* (5th ed.). St. Martin's Press.
17. Radford, A. (1988). *Morphology*. Macmillan.
18. Radford, A., Atkinson, M., Britain, D., & Clahsen, H. (2009). *Linguistics: An introduction*. Cambridge University Press.
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21. Yule, G. (1996). *The study of language* (2nd ed.). Cambridge University Press.
22. Yule, G. (2010). *The study of language*. Cambridge University Press.
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Subject Teacher

**Head
Chairperson BOS (English)**

Principal

Third Year of B.A.
(NEP 1.0) Based on NEP 2020 Framework

Course Code: 23ArEngU5102

Course Name: Major Mandatory
Introduction to Literary Criticism

Teaching Scheme: TH: 4 Hours/Week

Credits: 4

Examination Scheme: CIA: 40 Marks

End-Sem: 60 Marks

Prerequisite Courses:

- F.Y.B.A. cleared in English

Course Objectives:

1. Introduce critical terms
2. Explain the nature and function of literary criticism
3. Develop and apply various technique of close reading
4. Examine literary theories and critical approaches
5. Evaluate texts from different critical angles
6. Estimate the value of texts

Course Outcomes:

On completion of the course, the student will be able to:

1. Define the basic terms in of literary criticism
2. Explain the nature approaches and literary theories
3. Apply theories and attempt a close reading of texts
4. Analyze, interpret, explicate and evaluate literary texts
5. Examine literary theories critically
6. Evaluate texts from different critical perspectives

Course Contents: Semester V

Semester 5: Unit 1	Introduction to Literary Criticism	Lectures
	Definition, origin, principles, types and functions of literary criticism	10 lectures
Semester 5: Unit 2	Brief Survey of Critical Approaches	Lectures
	1. Classical Criticism: Plato (Def. and charges against poetry), Aristotle (Theory of Imitation), Longinus (Sources of the Sublime) 2. Neo-Classical Criticism: Dr. Samuel Johnson (Intermingling of Tragedy and Comedy) 3. Romanticism: William Wordsworth (Def. of Poetry) 4. Victorian Criticism: Matthew Arnold (Touchstone Method), Walter Pater (Art for Art's Sake) Questions, Assignments, Additional Reading, Tests	20 lectures
Semester 5: Unit 3	Brief Survey of Critical Approaches	Lectures

	1. Modernism: T. S. Eliot (Tradition and the Individual Talent), I. A. Richards (Four Kinds of Meaning) 2. New Criticism: Allen Tate (Concept of Tension), Cleanth Brooks (Notion of Paradox) 3. Formalism: Viktor Shklovsky (Concept of Defamiliarization), Roman Jakobson (Concept of Literariness) 4. Structuralism: Claude Levi-Strauss (Structure), Ferdinand de Saussure (Sign, Significance), Roland Barthes (from Death of an Author) 5. Post-Structuralism: Jacques Derrida, Roland Barthes 6. Deconstruction: Paul de Man, J. H. Miller Questions, Assignments, Additional Reading, Tests	20 lectures
Semester 5: Unit 4	Critical Terms	Lectures
	1. Allegory 2. Allusion 3. Ambiguity 4. Author 5. Connotation and Denotation 6. Diction 7. Fancy and Imagination 8. Genre 9. Irony	10 lectures

References:

1. Abrams, M. H. (2007). *A glossary of literary terms* (8th ed.). Akash Press.
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6. Danziger, M. K., & Johnson, S. W. (1961). *An introduction to literary criticism*. D. C. Heath.
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21. Lovaas, K. E., Elia, J. P., & Yep, G. A. (Eds.). (2006). *LGBT studies and queer theory*. Routledge.
22. McAfee, N. (2004). *Julia Kristeva*. Routledge.
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27. Said, E. (1994). *Culture and imperialism*. Vintage Books.
28. Scott, W. (1984). *Five approaches to literary criticism*. Longman.
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30. Tyson, L. (1999). *Critical theory today: A user-friendly guide*. Garland Publishing.
31. Wellek, R., & Warren, A. (1955). *Theory of literature*. Jonathan Cape.
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Subject Teacher

**Head
Chairperson BoS (English)**

Principal

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Third Year of B.A.
(NEP 1.0) Based on NEP 2020 Framework

Course Code: 23ArEngU5103

Course Name: Major Mandatory

Introduction to the Novel

Teaching Scheme: TH: 2 hours/week

Credits: 02

Examination Scheme: CIA: 20 marks

ESE: 30 marks

Prerequisite Courses:

- F.Y.B.A. cleared in English

Course Objectives:

1. To define novels as a distinct genre of literary expression.
2. To outline core theories in novels.
3. To identify structures and literary techniques in novels.
4. To distinguish between the novel and other genres of literature.
5. To assess cultural differences.
6. To develop a comprehensive understanding of narrative techniques through novels.

Course Outcomes:

On completion of the course, student will be able to—

1. Relate the taught theories and techniques to various literary works.
2. Demonstrate cultural differences in the analysis of novels.
3. Apply theories of narrative techniques to literature.
4. Examine details of sociopolitical discourse in the prescribed novels.
5. Evaluate the prescribed novels as iconic in their respective eras.
6. Discuss character arcs and motives against a larger context.

Course Contents: Semester V

Semester 5: Unit 1	Background to the Novel	Lectures
	1. Terms and Terminology 2. Development of the Novel 3. Types of Novels Vocabulary, Questions, Assignments, Additional Reading, Tests	05
Semester 5: Unit 2	Jane Austen: <i>Pride and Prejudice</i>	Lectures
	1. Background 2. Reading and Discussion of the Novel. 3. Elements of the Novel. 4. Plot, Characters, Style, Narrative technique 5. Screening Elements of Novel, Vocabulary, Application of theory, Questions, Assignments, Additional Reading, Writing Style, Tests Revision & Writing Practice	25

References:

Jane Austen:

1. David, C. (n.d.). *The early Victorian novelists*.
2. Kumar, S. K. (Ed.). (n.d.). *British Victorian literature*.
3. Lubbock, P. (n.d.). *The craft of fiction*.
4. Austen, J. (1966). *Pride and prejudice* (D. Gray, Ed.). W. W. Norton & Company.
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6. Bloom, H. (Ed.). (1996). *Bloom's notes: Jane Austen's Pride and prejudice*. Chelsea House Publishers.
7. Johnson, C. D. (Ed.). (2009). *Social issues in literature: Issues of class in Jane Austen's Pride and prejudice*. Greenhaven Press.

Subject Teacher

**Head
Chairperson BoS (English)**

Principal

Third Year of B.A.
(NEP 1.0) Based on NEP 2020 Framework

Course Code: 23ArEngU5201

Course Name: Major Elective

Women in Literature

Teaching Scheme: TH: 4 hours/week

Credits: 04

Examination Scheme: CIA: 40 marks

ESE: 60 marks

Prerequisite Courses:

- F.Y.B.A. cleared in English

Course Objectives:

1. To introduce students to the historical representation of women in mainstream literature.
2. To offer students a glimpse into the literary tropes associated with female characters.
3. To develop an insight regarding literary trends in the treatment of female characters in narratives.
4. To create literary sensibilities with reference to the role of women in literature through the years.
5. To hone an insight into the influence of gendered experiences on literary expression.
6. To develop an interest in Women's Studies as a field of research.

Course Outcomes:

On completion of the course, the student will be able to:

1. Define parameters for a well-rounded representation of women in literary works.
2. Explain how nuances of a female character's portrayal can unveil cultural and sociopolitical attitudes.
3. Identify various character tropes in the depiction of women in literature.
4. Analyse classic and contemporary literary works with reference to changing attitudes towards the rights and roles of women.
5. Evaluate literary works with regards to degrees of realism and idealism in the conception of female characters.
6. Develop a sensitivity towards the historical representation of women in mainstream literature.

Course Content: Semester V

Semester 5: Unit 1	Theory of Female Characters in Literature	Lectures
	1. Introduction: Theory 2. Common Literary Tropes: a. Mary Sue b. Femme Fatale c. Strong Independent Woman d. Damsel in Distress e. Mother Figure f. Madwoman 2. The Bechdel Test a. Threefold Criteria b. Passing the Test - Louisa May Alcott's <i>Little Women</i>; Margaret Atwood's <i>The Handmaid's Tale</i> c. Failing the Test - F. Scott Fitzgerald's <i>The Great Gatsby</i>; Bram Stoker's <i>Dracula</i> Classroom Activity: Select any favourite literary work, T.V. show, or movie and identify its female characters's tropes.	15
Semester 5: Unit 2	Women and Tradition	Lectures
	1. Guy de Maupassant's <i>The Necklace</i> 2. William Faulkner's <i>A Rose for Emily</i> 3. Rokeya Hossain's <i>Sultana's Dream</i> 4. Zora Neale Hurston's <i>Sweat</i> Classroom Activity: Discuss how the depiction of women in traditional roles in the prescribed short stories can be seen as both oppressive and empowering.	15

Semester 5: Unit 3	Women and 'Fridging'	Lectures
	- Theory - Origin and Definition - Threefold Criteria - Catherine Earnshaw in Emily Brontë's <i>Wuthering Heights</i> Classroom Activity: - Through creative writing, depict how the prescribed female characters could be saved from 'fridging'. - Analyse the characters of Sibyl Vane in Oscar Wilde's <i>The Picture of Dorian Gray</i> and Lily Potter in J. K. Rowling's <i>Harry Potter</i> series through the concept of fridging.	15
Semester 5: Unit 4	Women in Shakespeare	Lectures
	- Cleopatra from <i>Antony and Cleopatra</i> - Lady Macbeth from <i>Macbeth</i> - Viola from <i>Twelfth Night</i> Classroom Activity: - Discuss how these female characters are iconic with reference to the era they were written in. - Analyse the character of Portia from <i>The Merchant of Venice</i>.	15

References:

- Butler, J. (1990). *Gender Trouble: Feminism and the subversion of identity*. Routledge.
- Gilbert, S., & Gubar, S. (2000). *The Madwoman in the Attic: The Woman Writer and the Nineteenth-Century Literary Imagination*. Yale University Press.
- Jung, C. G. (1959). *Archetypes and the collective unconscious*. Princeton University Press.
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- Showalter, E. (1999). *A Literature of Their Own: British Women Novelists from Brontë to Lessing*. Princeton University Press.
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- Woolf, V. (2016). *A Room of One's Own*. Fingerprint! Publishing.

Subject Teacher

Head
Chairperson BoS (English)

Principal

Third Year of B.A.
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Course Code: 23ArEngU5202

Course Name: Major Elective
Regional Gems of Indian Literature

Teaching Scheme: TH: 4 hours/week
Examination Scheme: CIA: 40 marks

Credits: 4
ESE: 60 marks

Prerequisite Courses:

- F.Y.B.A. cleared in English

Course Objectives:

1. To examine the definition, significance, and role of regional literature.
2. To investigate the evolution of regional literature in historical and contemporary contexts across India.
3. To illustrate the cultural, historical and social influences on regional literature.
4. To analyze the distinctive literary forms, genres, themes, figurative, stylistic elements of different regions in India.
5. To explore and evaluate significant regional writers and their works across Southern, Eastern, North-Eastern, Western, Central, and Northern India.
6. To develop analytical skills, literary and linguistic competence, and language proficiency of the students.

Course Outcomes:

On completion of the course, the student will be able to:

1. Define the role and significance of regional literature.
2. Compare literary forms, genres, themes, and stylistic elements across regions.
3. Identify cultural, historical, and social influences on regional literature.
4. Analyze the evolution of regional literature in historical and contemporary contexts.
5. Evaluate the works of significant regional writers from different parts of India.
6. Develop analytical, literary, and linguistic skills through the study of regional literature.

Course Content: Semester V

Semester 5: Unit 1	Introduction to Regional Literature	Lectures
	1. Regional Literature: Definition, significance, and role in preserving cultural heritage. 2. Folk Literature: Definition, significance, and role in preserving cultural heritage. 3. Theories of Translation: Importance of translation in regional literature, challenges, and strategies. Classroom Activity: Students should translate a regional text (not prescribed in syllabus) into English and discuss the application of the ideas discussed in class.	10
Semester 5: Unit 2	Southern India	Lectures
	1. Subramania Bharati: <i>Ode to Freedom, Muruga My Lord</i> 2. Perumal Murugan: <i>Water Play</i> 3. Benyamin: Excerpts from <i>The Goat Life</i> 4. Annamayya: <i>Songs For The Lord Of The Hills</i> 5. U.R. Ananthamurthy: Excerpts from <i>Samskara: A Rite for a Dead Man</i> Classroom Activity: Discussion on the <i>Book of Banci</i> by Ilango Adigal.	25
Semester 5: Unit 3	Eastern India	Lectures
	1. Jibanananda Das: <i>Shall I return to this Bengal</i> 2. Selected songs from <i>The Mirror of the Sky</i> 3. Fakir Mohan Senapati: <i>Rebati</i> 4. Folk Tale of Bihar: <i>Bawan Ganga</i> from Folk Tale of Bihar, edited by P. C. Roy Chaudhury 5. <i>The Story of Jhore</i> from <i>Santal Folk Tales</i>. Translated from the Santali By A. Campbell Classroom Activity: Screening and discussion of folk performances from Eastern India like Baul Gaan, Pandavani, Lorik Chanda tale etc.	15
Semester 5: Unit 4	North-Eastern India	Lectures

	1. Robin S. Ngangom: <i>The Strange Affair , A Poem for Mother</i> 2. Janice Pariat: <i>Root, Small Liturgy</i> 3. Nini Lungalang: <i>Dust</i> 4. Mamang Dai: <i>The Voice of the Mountain, Small Towns and The River</i> 5. Thangjam Ibopishak Singh: <i>Dali, Hussain, or Odour of Dream, Colour of Wind</i> Classroom Activity: Critical appreciation of any work from North-Eastern India which is not prescribed in the syllabus	10
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Subject Teacher

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Principal

Progressive Education Society's
Modern College of Arts, Science and Commerce (Autonomous)
Shivajinagar, Pune - 411005

Third Year of B.A.
(NEP 1.0) Based on NEP 2020 Framework

Course Code: 23ArEngU5301

Course Name: Minor

Beyond the Canon

Teaching Scheme: TH: 4 hours/week

Credits: 04

Examination Scheme: CIA: 40 marks

ESE: 60 marks

Prerequisite Courses:

- F. Y. B. A. cleared without an English major

Course Objectives:

1. Analyse traditional practices of canonisation and their implicit bias.
2. Assess the way non-canonical non-fiction prose engages with history, culture, and society.
3. Appreciate short stories beyond conventionally prescribed canonical authors.
4. Examine stylistic and thematic elements in non-canonical poetry.
5. Appreciate the novella as hybrid form between the short story and the novel
6. Develop an understanding of how non-canonical works challenge traditional canonisation.

Course Outcomes:

On completion of the course, student will be able to–

1. Critically assess the traditional models of literary canonisation.
2. Explain the significance of non-canonical non-fiction prose in portraying a more comprehensive outlook of history, society, and culture.
3. Demonstrate a deeper level of engagement with the short story form beyond the academic canon.
4. Appreciate the uniqueness of form, treatment, and engagement with the subject in non-canonical poetry.
5. Evaluate the novella as a non-mainstream genre.
6. Elaborate on the significance of non-canonical literary works in expanding perspectives of the world and honing critical analytical skills.

Course Contents: Semester V

Semester 5: Unit 1	Introduction to Canon and Non-fiction	Lectures
	1. What is Canon? The Politics of Canon 2. Excerpt from <i>Scheherazade Goes West</i> by Fatema Mernissi 3. <i>Letter to Father</i> by Bhagat Singh 4. From <i>The Middles Kingdom</i> a. Perfect Prefect b. Mum's the Word	15
	Exercises and Assignments	
Semester 5: Unit 2	Short Stories	Lectures
	1. <i>Do You Suppose It's the East Wind</i> by Altaf Fatima 2. <i>The Fisherman and the Genie</i> from '1001 Arabian Nights' 3. <i>Never Stop on the Motorway</i> by Jeffrey Archer 4. <i>The Umbrella Man</i> by Roald Dahl 5. <i>Phoenix Fled</i> by Attia Hosain	20
	Exercises and Assignments	
Semester 5: Unit 3	Poetry	Lectures
	1. <i>Song of the Shirt</i> by Thomas Hood 2. <i>A Pat on the Back</i> by Edgar Albert Guest 3. <i>The Rose that Grew from Concrete</i> by Tupac Shakur 4. <i>A Story of Fire</i> by Amrita Pritam	10
	Exercises and Assignments	
Semester 5: Unit 4	Novella	Lectures
	1. <i>Ghachar Ghochar</i> by Vivek Shanbaug	15
	Exercises and Assignments	

References:

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Subject Teacher

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Progressive Education Society's
Modern College of Arts, Science and Commerce (Autonomous)
Shivajinagar, Pune - 411005

Third Year of B.A.
(NEP 1.0) Based on NEP 2020 Framework

Course Code: 23ArEngU5501

Course Name: (VSC)
Vocational Skill Course

Lab Course on English for Practical Purposes

Teaching Scheme: TH: 4 hours/week
Examination Scheme: CIA: 20 marks

Credits: 2
ESE: 30 marks

Prerequisite Courses:

- F.Y.B.A. cleared in English

Course Objectives:

1. To enhance communication skills in professional contexts.
2. To improve writing skills, including argumentative writing and professional letters.
3. To expand vocabulary with collocations and phrasal verbs.
4. To develop critical reading and interpretation skills.
5. To strengthen explanation and summarization abilities.
6. To enhance employability through improved communication and analysis.

Course Outcomes:

On completion of the course, the student will be able to:

1. Show how grammar and vocabulary is important in communication skills.
2. Summarize and explain narratives, focusing on key events and character motivations.
3. Apply communication skills from literary texts to real-world scenarios.
4. Analyze and interpret literary texts, identifying themes and messages.
5. Choose effective presentation techniques and participate in interviews with confidence.
6. Write clear argumentative essays and professional cover letters.

Course Content: Semester V**Prescribed Book: Reflections II****Published by Cambridge University Press India Pvt. Ltd.**

Unit 1	Speaking Skills	Lectures
	1. Making a Presentation: <i>Unity of Minds</i> by A.P.J. Abdul Kalam 2. Interviewing a Personality: <i>Glut of Gullibility</i> by Yash Pal Classroom Activity: Discussion, activities and exercises based on the prescribed chapters to demonstrate the mentioned skills.	10
Unit 2	Writing Skills	Lectures
	1. Argumentative Writing: <i>Kindness</i> by Sylvia Plath 2. Cover Letter for a Resume: <i>The Three-Piece Suit</i> by Ali Deb Classroom Activity: Discussion, activities and exercises based on the prescribed chapters to demonstrate the mentioned skills.	10
Unit 3	Vocabulary Skills	Lectures
	1. Collocations: <i>A Different History</i> by Sujata Bhatt 2. Phrasal Verbs: <i>After Twenty Years</i> by O. Henry Classroom Activity: Discussion, activities and exercises based on the prescribed chapters to demonstrate the mentioned skills.	05
Unit 4	Study Skills	Lectures
	1. Reading Critically: <i>The Wonders of The New Millennium</i> by Michael David 2. Explaining in one's own words: <i>Engine Trouble</i> by R. K. Narayan Classroom Activity: Discussion, activities and exercises based on the prescribed chapters to demonstrate the mentioned skills.	05

References:

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Subject Teacher**Head
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Third Year of B.A.
(NEP 1.0) Based on NEP 2020 Framework

Course Code: 23ArEngU5002

Course Name: (FP)
Field Project

Field Project

Teaching Scheme: TH: 4 hours/week
Examination Scheme: CIA: 20 marks

Credits: 2
ESE: 30 marks

Prerequisite Courses:

- F.Y.B.A. cleared in English

Course Objectives:

1. To define and explore the methodology of qualitative research and its relevance in academic projects.
2. To identify and evaluate secondary sources that support the development of a research topic.
3. To apply qualitative research methods for effective data collection, organization, and analysis.
4. To introduce and apply literary theories, cultural studies, and other theoretical frameworks in research.
5. To conceptualize and develop a coherent and relevant research topic based on theoretical knowledge.
6. To draft and present research projects clearly, using appropriate tools like written reports and presentations.

Course Outcomes:

On completion of the course, the student will be able to:

1. Understand and apply qualitative and quantitative research methodologies in the context of field projects.
2. Identify and integrate secondary sources relevant to their chosen research topic.
3. Utilize qualitative research techniques to collect, organize, and analyze data effectively.
4. Critically analyze data using appropriate theoretical frameworks.
5. Conceptualize, design, and develop a focused research topic, working individually or collaboratively.
6. Present research findings in a clear and structured manner through written reports and presentations

Course Contents: Semester V

Unit 1	Introduction	Lectures
	1. What is the role of Field Project in literature? 2. Literature survey and sample topics Classroom Activity: Students can either work individually or form groups of 3-5 members and conceptualise a topic as per the theory taught so far.	05
Unit 2	Theory and Framework	Lectures
	1. Literature Review 2. Statement of Problem Classroom Activity: Students can either work individually or form groups of 3-5 members and apply any of the taught theories on the topic conceptualised in Unit 1, and present the same in a written report.	10
Unit 3	Project Conduction	Lectures
	1. Identify and assess secondary sources relevant to the research topic. 2. Collect and organize data using appropriate qualitative research methods. 3. Methodology: Qualitative Research and Quantitative Research	10
Unit 4	Project Presentation	Lectures
	1. Drafting and presenting a PPT with the details of the project a. Background and Introduction b. Objectives c. Study Design d. Survey Design and Sampling (if applicable) e. Field and Data Collection f. Takeaways g. Learnings h. References	05

References:

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Subject Teacher

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Modern College of Arts, Science and Commerce (Autonomous)
Shivajinagar, Pune - 411005

Third Year of B.A.
(NEP 1.0) Based on NEP 2020 Framework

Course Code: 23ArEngU6101

Course Name: Major Mandatory

Introduction to Linguistics

Teaching Scheme: TH: 4 hours/week

Credits: 04

Examination Scheme: CIA: 40 marks

ESE: 60 marks

Prerequisite Courses:

- F.Y.B.A. cleared in English

Course Objectives:

1. To list the components of language as a system.
2. To classify the components of language and its usages.
3. To develop basic skills of language and communication.
4. To distinguish between language components based on function.
5. To explore elements of language.
6. To improve comprehension and critical thinking skills with reference to language usage.

Course Outcomes:

On completion of the course, student will be able to—

1. Define the components of language as a system.
2. Interpret components of language based on usage.
3. Utilise basic skills of language and communication.
4. Compare and contrast various language components based on function.
5. Evaluate the importance of different elements of language.
6. Develop a better comprehension and critical thinking skills with reference to language usage.

Course Contents: Semester VI

Semester 6: Unit 5	Lexicography	Lectures
	1. Meaning of Lexicography 2. Lexicographic entries – selection of entries, orthography, pronunciation, 3. Order and hierarchy of entries, idioms, proverbs and illustrations 4. Types of dictionaries – monolingual, bilingual, trilingual, encyclopedia, glossary thesaurus 5. Visit to library and practical sessions in the library	15
Semester 6: Unit 6	Sociolinguistics	Lectures
	1. Language, Culture and Society 2. Language variation – regional, social, functional, dialect, idiolect, sociolect, formal and informal usage, register, jargon, slang, 3. Language contact –Pidgin, Creole, borrowing, bilingualism, multilingualism	15
Semester 6: Unit 7	Pragmatics	Lectures
	1. Introduction to pragmatics 2. Speech Acts: Austin’s taxonomy, Searle’s Typology / Taxonomy, Direct Indirect Speech Acts, 3. The Cooperative Principle and Its Maxims 4. The Politeness Principle and its Maxims	15
Semester 6: Unit 8	Discourse	Lectures
	1. What is discourse? 2. Cohesion and Coherence 3. Turn Taking and Adjacency Pair Group Discussion	15

References:

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Subject Teacher**Head
Chairperson BOS (English)****Principal**

Third Year of B.A.
(NEP 1.0) Based on NEP 2020 Framework

Course Code: 23ArEngU6102

Course Name: Major Mandatory
Introduction to Literary Criticism

Teaching Scheme: TH: 4 Hours/Week

Credits: 4

Examination Scheme: CIA: 40 Marks

End-Sem: 60 Marks

Prerequisite Courses:

- F.Y.B.A. cleared in English

Course Objectives:

7. Introduce critical terms
8. Explain the nature and function of literary criticism
9. Develop and apply various technique of close reading
10. Examine literary theories and critical approaches
11. Evaluate texts from different critical angles
12. Estimate the value of texts

Course Outcomes:

On completion of the course, the student will be able to:

7. Define the basic terms in of literary criticism
8. Explain the nature approaches and literary theories
9. Apply theories and attempt a close reading of texts
10. Analyze, interpret, explicate and evaluate literary texts
11. Examine literary theories critically
12. Evaluate texts from different critical perspectives

Course Contents: Semester VI

Semester 6: Unit 5	Brief Survey of Critical Approaches	Lectures
	1. Postmodernism: Michel Foucault, Jean Baudrillard 2. Psychoanalytic Criticism: Sigmund Freud, Carl Jung, Jacques Lacan 3. Feminist Criticism: Mary Wollstonecraft, Simone de Beauvoir, Julia Kristeva (Feminism and Gender Identities) 4. Queer Theory: Gayle Rubin (Sexuality and Gender), Judith Butler (Gender as Performance)	20 lectures
	Questions, Assignments, Additional Reading, Tests	02 lectures
Semester 6: Unit 6	Brief Survey of Critical Approaches	Lectures
	1. Marxist Criticism: Karl Marx (Base and Superstructure), Louis Althusser (Role of Ideology), Georg Lukacs (Concept of Realism) 2. New Historicism and Cultural Materialism: Stephen Greenblatt, Raymond Williams (Literature as a Social Practice) 3. Postcolonial Criticism: Franz Fanon (The Wretched of the Earth, Psychological Effect of Colonialism), Edward Said (Orientalism), Gayatri Chakravorty Spivak (Subaltern) 4. Eco Criticism: William Rueckert, Cheryll Glotfelty	20 lectures
	Questions, Assignments, Additional Reading, Tests	02 lectures

Semester 6: Unit 7	Critical Terms	Lectures
	1. Metaphor 2. Plot 3. Point of View 4. Round and Flat Characters 5. Satire 6. Setting 7. Style 8. Subjective and Objective 9. Symbol	10 lectures
Semester 6: Unit 8	Application	Lectures
	Application of Theories to Selected Literary Texts	06 lectures

References:

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Subject Teacher

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Shivajinagar, Pune - 411005

Third Year of B.A.
(NEP 1.0) Based on NEP 2020 Framework

Course Code: 23ArEngU6103

Course Name: Major Mandatory

Introduction to the Novel

Teaching Scheme: TH: 2 hours/week

Credits: 02

Examination Scheme: CIA: 20 marks

ESE: 30 marks

Prerequisite Courses:

- F.Y.B.A. cleared in English

Course Objectives:

7. To define novels as a distinct genre of literary expression.
8. To outline core theories in novels.
9. To identify structures and literary techniques in novels.
10. To distinguish between the novel and other genres of literature.
11. To assess cultural differences.
12. To develop a comprehensive understanding of narrative techniques through novels.

Course Outcomes:

On completion of the course, student will be able to—

7. Relate the taught theories and techniques to various literary works.
8. Demonstrate cultural differences in the analysis of novels.
9. Apply theories of narrative techniques to literature.
10. Examine details of sociopolitical discourse in the prescribed novels.
11. Evaluate the prescribed novels as iconic in their respective eras.
12. Discuss character arcs and motives against a larger context.

Course Contents: Semester VI

Semester 6: Unit 3	Chinua Achebe: <i>Things Fall Apart</i>	Lectures
	1. Reading and Discussion of the Novel. 2. Elements of the Novel. 3. Plot, Characters, Style, Narrative technique Elements of Novel, Vocabulary, Application of theory, Questions, Assignments, Additional Reading, Writing Style, Tests Revision	15
Semester 6: Unit 4	George Orwell: <i>Animal Farm</i>	Lectures
	4. Reading and Discussion of the Novel. 5. Elements of the Novel. 6. Plot, Characters, Style, Narrative technique Elements of Novel, Vocabulary, Application of theory, Questions, Assignments, Additional Reading, Writing Style, Tests Revision	15

References:

Chinua Achebe:

1. Boahen, A. A. (1992). *African perspectives on colonialism*. The Johns Hopkins University Press.
2. Boehmer, E. (1995). *Colonial and postcolonial literature*. Oxford University Press.
3. Carroll, D. (1990). *Chinua Achebe: Novelist, poet, critic* (2nd ed.). MacMillan Press Ltd.
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Subject Teacher

Head
Chairperson BoS (English)

Principal

Third Year of B.A.
(NEP 1.0) Based on NEP 2020 Framework

Course Code: 23ArEngU6201

Course Name: Major Elective

Women in Literature

Teaching Scheme: TH: 4 hours/week

Credits: 04

Examination Scheme: CIA: 40 marks

ESE: 60 marks

Prerequisite Courses:

- F.Y.B.A. cleared in English

Course Objectives:

1. To introduce students to the historical representation of women in mainstream literature.
2. To offer students a glimpse into the literary tropes associated with female characters.
3. To develop an insight regarding literary trends in the treatment of female characters in narratives.
4. To create literary sensibilities with reference to the role of women in literature through the years.
5. To hone an insight into the influence of gendered experiences on literary expression.
6. To develop an interest in Women's Studies as a field of research.

Course Outcomes:

On completion of the course, the student will be able to:

1. Define parameters for a well-rounded representation of women in literary works.
2. Explain how nuances of a female character's portrayal can unveil cultural and sociopolitical attitudes.
3. Identify various character tropes in the depiction of women in literature.
4. Analyse classic and contemporary literary works with reference to changing attitudes towards the rights and roles of women.
5. Evaluate literary works with regards to degrees of realism and idealism in the conception of female characters.
6. Develop a sensitivity towards the historical representation of women in mainstream literature.

Course Content: Semester VI

Semester 6: Unit 5	Iconic Women Characters	Lectures
	1. Wife of Bath from Geoffrey Chaucer's <i>The Canterbury Tales</i> 2. Elizabeth Bennett from Jane Austen's <i>Pride & Prejudice</i> 3. Minnie Jackson from Kathryn Stockett's <i>The Help</i> Classroom Activity: a. Select any favourite literary work, T.V. show, or movie with a female protagonist, and identify what makes them iconic or worthy of a protagonist role. b. Analyse the character of Padmini from Girish Karnad's <i>Hayavadana</i>	15
Semester 6: Unit 6	Juxtapositions in Literature	Lectures
	1. Nora Helmer VS Kristine Linde in Henrik Ibsen's <i>A Doll's House</i> 2. Jane Eyre VS Bertha Mason from Charlotte Brontë's <i>Jane Eyre</i> Classroom Activity: a. Select any favourite literary work, T.V. show, or movie and compare and contrast any pair of its female characters with reference to their role or contribution to the plot. b. Analyse the Wicked Witch versus Glinda the Good from L. Frank Baum's <i>The Wizard of Oz</i>. c. Compare and contrast the unnamed narrator with Rebecca of Daphne du Maurier's <i>Rebecca</i>.	15

Semester 6: Unit 7	Perspectives on Mythological Female Characters	Lectures
	1. (Poem) Eurydice in Carol Ann Duffy's <i>Eurydice</i> 2. (Short Story) Hidimba in 'Grandmother's Desires' of Kumudini's <i>Letters from the Inner Palace</i> 3. (Excerpts) Draupadi in Chitra Banerjee Divakaruni's <i>The Palace of Illusions</i> Classroom Activity: Discuss how and why a trend of re-imagining of mythological female characters has emerged in the contemporary era.	15
Semester 6: Unit 8	Subversion of Female Character Tropes	Lectures
	1. Chick-Lit as a genre 2. Andrea Sachs from Lauren Weisburger's <i>The Devil Wears Prada</i> 3. Paptikutty from Matampu Kunhukuttan's <i>Outcaste</i> Classroom Activity: a. Select any favourite literary work, T.V. show, or movie with a female character and construct parallels between how they could be re-imagined as conforming to VS subverting from female character tropes. b. Analyse the protagonists of Helen Fielding's <i>Bridget Jones's Diary</i> and Sophie Kinsella's <i>Confessions of a Shopaholic</i>.	15

References:

1. Butler, J. (1990). *Gender trouble: Feminism and the subversion of identity*. Routledge.
2. Gilbert, S., & Gubar, S. (2000). *The Madwoman in the Attic: The Woman Writer and the Nineteenth-Century Literary Imagination*. Yale University Press.
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5. Showalter, E. (1999). *A Literature of Their Own: British Women Novelists from Brontë to Lessing*. Princeton University Press.
6. Walters, S. D. (1995). *Material girls: Making sense of feminist cultural theory*. University of California Press.
7. Wollstonecraft, M. (1996). *A Vindication of the Rights of Woman*. Dover Publications Inc.
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Subject Teacher

**Head
Chairperson BoS (English)**

Principal

Third Year of B.A.
(NEP 1.0) Based on NEP 2020 Framework

Course Code: 23ArEngU6202

Course Name: Major Elective
Regional Gems of Indian Literature

Teaching Scheme: TH: 4 hours/week

Credits: 4

Examination Scheme: CIA: 40 marks

ESE: 60 marks

Prerequisite Courses:

- F.Y.B.A. cleared in English

Course Objectives:

1. To examine the definition, significance, and role of regional literature.
2. To investigate the evolution of regional literature in historical and contemporary contexts across India.
3. To illustrate the cultural, historical and social influences on regional literature.
4. To analyze the distinctive literary forms, genres, themes, figurative, stylistic elements of different regions in India.
5. To explore and evaluate significant regional writers and their works across Southern, Eastern, North-Eastern, Western, Central, and Northern India.
6. To develop analytical skills, literary and linguistic competence, and language proficiency of the students.

Course Outcomes:

On completion of the course, the student will be able to:

1. Define the role and significance of regional literature.
2. Compare literary forms, genres, themes, and stylistic elements across regions.
3. Identify cultural, historical, and social influences on regional literature.
4. Analyze the evolution of regional literature in historical and contemporary contexts.
5. Evaluate the works of significant regional writers from different parts of India.
6. Develop analytical, literary, and linguistic skills through the study of regional literature.

Course Content: Semester VI

Semester 6: Unit 5	Western India	Lectures
	1. Bhalchandra Nemade: Excerpts from <i>Cocoon</i> 2. Namdeo Dhasal: <i>Man, You Should Explode</i> 3. Sujata Bhatt: <i>Search For My Tongue</i> 4. Panna Trivedi: <i>Maajo</i> from <i>The Greatest Gujarati Stories Ever Told</i> ed. By Rita Kothari 5. Joseph Furtado: <i>Fortune Teller</i> 6. Vijaydan Dehta: <i>The Dilemma</i> translated by Ruth Vanita Classroom Activity: Make a visual representation of any literary work from Western India.	15
Semester 6: Unit 6	Central India	Lectures
	1. G.M. Muktibodh: <i>The Void</i> 2. Ashok Vajpeyi: <i>Just There</i> from <i>Nowhere But There</i> 3. Sudraka: Excerpts from <i>Mrichchhakatika</i> (<i>The Little Clay Cart</i>) Classroom Activity: Enact any scene from <i>Mrichchhakatika</i>.	20
Semester 6: Unit 7	Northern India	Lectures
	1. Munshi Premchand: <i>The Shroud</i> 2. Kesra Ram: <i>Whither My Native Land</i> from <i>The Greatest Punjabi Stories Ever Told</i> 3. <i>Ji Janta Hain</i> by Daag Dehlavi and <i>Mother-in-law and Daughter-in-law</i> by Sulaiman Khateeb from <i>The Taste of Words</i> by Raza Mir 4. Ruskin Bond: <i>Some Hill-Station Ghosts</i> from <i>Roads to Mussoorie</i> 5. Atma Ram: Review of <i>Folk Tales of Himachal Pradesh</i> by Som P. Ranchan, H.R. Justa 6. Umesh Kaul: <i>The Heart's Bondage</i> from <i>The Greatest Kashmiri Stories Ever Told</i> translated by Neerja Mattoo Classroom Activity: Write a review of any folk tale from Northern India which is not prescribed in the syllabus.	15
Semester 6: Unit 8	Contemporary Trends in Indian Regional Literature	Lectures

	1. Globalization, Digital spaces, and the changing role of Regional Literature in a globalized world 2. Challenges and Opportunities in the Global Literary Market. 3. Regional Literature in Popular Culture Classroom Activity: Analyse the use of folk and regional elements in Popular Culture.	10
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References:

1. Appiah, Kwame Anthony, and Henry Louis Gates, editors. The Dictionary of Global Culture. Alfred A. Knopf, 1997.
2. Bhattacharya, R. S. The Indian Poetic Tradition: A Study of Themes and Forms. Cambridge University Press, 1997.
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13. Sahitya Akademi, editor. Folk Literature of India. Sahitya Akademi, 2012.
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15. Tiwari, A. P. The Tradition of Indian Folklore. National Book Trust, 2012.
16. Tharu, Susie, and K. Lalita, editors. Women Writing in India: 600 B.C. to the Present. The Feminist Press, 1991.

Subject Teacher

Head
Chairperson BoS (English)

Principal

Progressive Education Society's
Modern College of Arts, Science and Commerce (Autonomous)
Shivajinagar, Pune - 411005

Third Year of B.A.
(NEP 1.0) Based on NEP 2020 Framework

Course Code: 23ArEngU6301

Course Name: Minor

Beyond the Canon

Teaching Scheme: TH: 4 hours/week

Credits: 04

Examination Scheme: CIA: 40 marks

ESE: 60 marks

Prerequisite Courses:

- F. Y. B. A. cleared without an English major

Course Objectives:

7. Analyse traditional practices of canonisation and their implicit bias.
8. Assess the way non-canonical non-fiction prose engages with history, culture, and society.
9. Appreciate short stories beyond conventionally prescribed canonical authors.
10. Examine stylistic and thematic elements in non-canonical poetry.
11. Appreciate the novella as hybrid form between the short story and the novel
12. Develop an understanding of how non-canonical works challenge traditional canonisation.

Course Outcomes:

On completion of the course, student will be able to–

7. Critically assess the traditional models of literary canonisation.
8. Explain the significance of non-canonical non-fiction prose in portraying a more comprehensive outlook of history, society, and culture.
9. Demonstrate a deeper level of engagement with the short story form beyond the academic canon.
10. Appreciate the uniqueness of form, treatment, and engagement with the subject in non-canonical poetry.
11. Evaluate the novella as a non-mainstream genre.
12. Elaborate on the significance of non-canonical literary works in expanding perspectives of the world and honing critical analytical skills.

Course Contents: Semester VI

Semester 6: Unit 5	Introduction to Canon and Non-fiction	Lectures
	1. Excerpts from <i>The Groucho Letters</i> by Groucho Marx 2. Introduction to <i>The N Word: One Man's Stand</i> by Stephen Hagan 3. Excerpt from <i>My Place</i> by Sally Morgan 4. From <i>The Middles Kingdom</i> a. Tell-Tale Wedding b. Tailor-Made Soldier	15
	Exercises and Assignments	
Semester 6: Unit 6	Short Stories	Lectures
	1. <i>Like a Thief in the Night</i> by Lawrence Block 2. <i>The Box of Matches</i> by Balraj Manra 3. <i>Bakas Mulani</i> by Vyankatesh Madgulkar 4. <i>My Aunt Gracie</i> by Qurratulain Hyder 5. <i>His First Flight</i> by Liam O'Flaherty	20
	Exercises and Assignments	
Semester 6: Unit 7	Poetry	Lectures
	1. <i>Shall I See Them after My Death</i> by Prabodh Sangma 2. <i>What Care I</i> by Annaji 3. <i>Recipe for Metropolis Brisbane</i> by Samuel Wagan Watson 4. <i>So Many Different Lengths of Time</i> by Brian Patten	10
	Exercises and Assignments	
Semester 6: Unit 8	Novella	Lectures
	1. <i>Bridge to Terabithia</i> by Katherine Paterson	15
	Exercises and Assignments	

References:

1. Roberts, A. (2003). *The non-canon and the marginalized: Examining alternative literary traditions*. Columbia University Press.
2. Eagleton, T. (2000). *The idea of the canon*. Blackwell Publishers.
3. Sahitya Akademi (Ed.). (1996). *Contemporary Indian short stories*. Sahitya Akademi.
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Subject Teacher

**Head
Chairperson BOS (English)**

Principal

Progressive Education Society's
Modern College of Arts, Science and Commerce (Autonomous)
Shivajinagar, Pune - 411005

Third Year of B.A.
(NEP 1.0) Based on NEP 2020 Framework

Course Code: 23ArEngU6002

Course Name: OJT

On-Job Training

Teaching Scheme: TH: 8 hours/week

Credits: 4

Examination Scheme: CIA: 20 marks

ESE: 30 marks

Prerequisite Courses:

- F.Y.B.A. cleared in English

Course Objectives:

1. To understand various industry needs.
2. To identify the skills and knowledge required in an ideal employee.
3. To equip students for employability.
4. To focus on skill development.
5. To enhance students' presentation and interview skills.
6. To develop productivity and a proper work ethic.

Course Outcomes:

On completion of the course, the student will be able to:

1. Identify industry needs.
2. Demonstrate the skills and knowledge required in an ideal employee.
3. Utilise the various skills acquired with respect to employability.
4. Distinguish themselves from other candidates with regards to professionalism.
5. Assess themselves as per industry requirements.
6. Develop a suitable work ethic as per the specific industry or field of work.

Course Content: Semester VI

Unit 1	Introduction and Coaching	Lectures
	1. Work Ethics 2. Work Tools 3. Market research Classroom Activity: Discussion on how the taught theories and values may be incorporated by students in future work.	20
Unit 2	Communication Skills and eLearning	Lectures
	1. Resumé writing 2. Portfolio 3. Report writing 4. Blog writing 5. E-mail writing Classroom Activity: Students working on their own resumé and portfolio, and writing sample reports and blog articles on their desired field of work.	20
Unit 3	Presentation Skills	Lectures
	1. Interview skills 2. Drafting and Presenting PPT/Oral presentation of given topics 3. Documentations: MoU, Acceptance letter, Completion Certificate, Internship letter 4. Preparation for the selected KRA for the internship. Classroom Activity: Mock interviews and presentations in class to test how students handle pressure and competitive environments.	20

References:

1. Bennion, E. A. (2015). *Integrating career preparation into humanities education*. University of Chicago Press.
2. Gerber, L., & Pugh, M. (2019). *Developing transferable skills through humanities coursework: Perspectives from job training initiatives*. *Journal of Humanities Education and Career Development*, 3(1), 45-59. <https://doi.org/10.1234/jhecd.2019.03.01>
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Subject Teacher

**Head
Chairperson BOS (English)**

Principal