

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 Code	Course / Paper Title	Credit		Teaching Scheme Hr / Week		Evaluation Scheme and Max. Marks		
			TH	PR	TH	PR	CE	ESE	Total
Subject 1 T (2) + (T/P) (2) or T (4)	24ArEngU1101	Introduction to Poetry and Minor Forms of Literature - I	4		4		40	60	100
Subject 2 T (2) + (T/P) (2) or T (4)	24Ar***U1201	<<Subject 2 Theory>>	2		2		20	30	50
	24Ar***U1202	<<Subject 2 Practical>>		2		4	20	30	50
Subject 3 T (2) + (T/P) (2) or T (4)	24Ar***U1305	<<Subject 3 Theory>>	2		2		20	30	50
	24Ar***U1306	<<Subject 3 Practical>>		2		4	20	30	50
IKS T (2)	24CpCopU1901	Generic IKS	2		2		20	30	50
GE/OE (T/P) (2)	24ArEngU1401	Professional English Skills - I	2		2		20	30	50
SEC (T) (2)	24ArEngU1601	English for Administration and Services - I	2		2		20	30	50
AEC (T) (2)	24CpCopU1701/ 1702	MIL-I (Hindi)/ MIL-I (Marathi)	2		2		20	30	50
VEC (T) (2)	24CpCopU1801	Environment Science	2		2		20	30	50
Total			18	04	18	08			550

Semester 2 (First Year)

Course Type	Course Code	Course / Paper Title	Credit		Teaching Scheme Hr / Week		Evaluation Scheme and Max. Marks		
			TH	PR	TH	PR	CE	ESE	Total
Subject 1 T (2) + (T/P) (2) or T (4)	24ArEngU2101	Introduction to Poetry and Minor Forms of Literature - II	4		4		40	60	100
Subject 2 T (2) + (T/P) (2) or T (4)	24Ar***U2201	<<Subject 2 Theory>>	2		2		20	30	50
	24Ar***U2202	<<Subject 2 Practical>>		2		4	20	30	50
Subject 3 T (2) + (T/P) (2) or T (4)	24Ar***U2305	<<Subject 3 Theory>>	2		2		20	30	50
	24Ar***U2306	<<Subject 3 Practical>>		2		4	20	30	50
GE/OE (T/P) (2)	24ArEngU2401	Professional English Skills - II	2		2		20	30	50
SEC (T) (2)	24ArEngU2601	English for Administration and Services - II	2		2		20	30	50
AEC (T) (2)	24CpCopU2703	English Communication Skills - I	2		2		20	30	50
VEC (T) (2)	24CpCopU2801	Democracy, Election and Governance	2		2		20	30	50
CC (2)	24CpCop U2001 / 24CpCop U2011 / 24CpCop U2021 / 24CpCop U2031 / 24CpCop U2041 / 24CpCop U2051 / 24CpCop U2061 / 24CpCop U2071	Physical Education / Cultural Activities / NSS / NCC / Fine Arts / Applied Arts / Visual Arts / Performing Arts	2		2		20	30	50
Total			18	04	18	08			550

Semester 3 (Second Year)

Course Type	Course Code	Course / Paper Title	Credit		Teaching Scheme Hr / Week		Evaluation Scheme and Max. Marks		
			TH	PR	TH	PR	CE	ESE	Total
Major Core (T) (2+2 or 4), (T.P) (2)	24ArEngU3101	The Study of Drama - I	4		4		40	60	100
	24ArEngU3102	Alternative Genre Study - I	2		2		20	30	50
VSC (P) (2)	24ArEngU3501	Lab Course on English for Practical Purposes - I		2		4	20	30	50
IKS (T/P) (2)	24ArEngU3901	Bhakti Poetry in Translation	2		2		20	30	50
FP (P) (2)	24ArEngU3002	Field Project - I		2		4	20	30	50
Minor (T/P) (2+2 or 4)	24ArEngU3301	Transcending Cultures: World-wide Short Stories - I	4		4		40	60	100
GE/OE (T/P) (2)	24ArEngU3401	Building Spoken Proficiency in English	2		2		20	30	50
AEC (T) (2)	24CpCopU3703	English Communication Skills - II	2		2		20	30	50
CC (T) (2)	24CpCopU3001	Online Course on Yoga	2		2		20	30	50
Total			18	04	18	08			550

Semester 4 (Second Year)

Course Type	Course Code	Course / Paper Title	Credit		Teaching Scheme Hr / Week		Evaluation Scheme and Max. Marks		
			TH	PR	TH	PR	CE	ESE	Total
Major Core (T) (2+2 or 4), (T.P) (2)	24ArEngU4101	The Study of Drama - II	4		4		40	60	100
	24ArEngU4102	Alternative Genre Study - II	2		2		20	30	50
VSC (P) (2)	24ArEngU4501	Lab Course on English for Practical Purposes - II		2		4	20	30	50
CEP (P) (2)	24ArEngU4003	Community Engagement Project		2		4	20	30	50
Minor (T/P) (4+2)	24ArEngU4301	Transcending Cultures: World-wide Short Stories - I	4		4		40	60	100
	24ArEngU4302	Word-wide One-Act Plays	2		2		20	30	50
GE/OE (T/P) (2)	24ArEngU4401	Basics of Technical Writing	2		2		20	30	50
SEC (T) (2)	24ArEngU4601	English for Administration and Services - III	2		2		20	30	50
AEC (T) (2)	24CpCopU4701/4702	MIL-II (Hindi)/ MIL-II (Marathi)	2		2		20	30	50
Total			18	04	18	08			550

Semester 5 (Third Year)

Course Type	Course Code	Course / Paper Title	Credit		Teaching Scheme Hr / Week		Evaluation Scheme and Max. Marks		
			TH	PR	TH	PR	CE	ESE	Total
Major Core (T) (2+2+2+2 or 4+2+2 or 4+4) (P) (2+2 or 4)	24ArEngU5101	Introduction to Linguistics - I	4		4		40	60	100
	24ArEngU5102	Literary Criticism - I	4		4		40	60	100
	24ArEngU5103	The Study of Poetry - I	4		4		40	60	100
Major Elective (T/P) (2+2 or 4)	24ArEngU5201	Women and Literature - I	4		4		40	60	100
	24ArEngU5202	Regional Gems of Indian Literature - I							
VSC (P) (2)	24ArEngU5501	Lab Course on English for Practical Purposes - III		2		4	20	30	50
FP (2)	24ArEngU5001	Field Project - II		2		4	20	30	50
CC (T) (2)	24CpCopU4001	Health and Wellness	2		2		20	30	50
Total			18	04	18	08			550

Semester 6 (Third Year)

Course Type	Course Code	Course / Paper Title	Credit		Teaching Scheme Hr / Week		Evaluation Scheme and Max. Marks		
			TH	PR	TH	PR	CE	ESE	Total
Major Core (T) (2+2+2+2 or 4+2+2 or 4+4) (P) (2+2 or 4)	24ArEngU6101	Introduction to Linguistics - II	4		4		40	60	100
	24ArEngU6102	Literary Criticism - II	4		4		40	60	100
	24ArEngU6103	The Study of Poetry - II	4		4		40	60	100
Major Elective (T/P) (2+2 or 4)	24ArEngU6201	Women and Literature - II	4		4		40	60	100
	24ArEngU6202	Regional Gems of Indian Literature - II							
VSC (P) (2)	24ArEngU5501	Lab Course on English for Practical Purposes - IV		2		4	20	30	50
OJT (2)	24ArEngU6004	On Job Training		4		8	40	60	100
Total			16	06	16	12			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

Progressive Education Society's
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Second Year of B.A.
(NEP 1.0) Based on NEP 2020 Framework

Course Code: 24ArEngU3101

The Study of Drama

Course Name: Major Core

Teaching Scheme: TH: 4 Hours/Week

Credits: 4

Examination Scheme: CIA: 40 Marks

End-Sem: 60 Marks

Prerequisite Courses:

- First Year with English major

Course Objectives:

1. To define the terminology used in drama criticism and background of drama.
2. To compare different styles of drama
3. To develop an understanding of English Drama from different parts of the world.
4. To analyse drama as an art form
5. To evaluate drama from different perspectives
6. To create an understanding of the genre

Course Outcomes:

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

1. Define different types of drama
2. Compare and contrast different styles of drama from different countries
3. Develop an understanding of the aesthetics of drama
4. Analyse and appreciate drama independently.
5. Criticise different forms of drama
6. Enhance the students' theoretical and practical awareness of drama.

Course Contents: Semester III

Semester 3: Unit 1	Background to Drama	Lectures
	1. Terms and Terminology. 2. Development of Drama 3. Types of Drama.	18 lectures
Semester 3: Unit 2	William Shakespeare: <i>Twelfth Night</i>	Lectures
	1. Reading and Discussion of the Play. 2. Elements of Drama. 3. Plot, Characters, Style, Narrative Technique 4. Screening	28 lectures
	Elements of Drama, Vocabulary, Application of theory, Questions, Assignments, Additional Reading, Writing Style, Tests	10 lectures
	Revision & Writing Practice	04 lectures

References:

William Shakespeare:

- Greenblatt Stephen. (Ed.) *The Norton Shakespeare*. W. W. Norton and Company, 1997
- Anderson, Linda. *A Kind of Wild Justice: Revenge in Shakespeare's Comedies*. Newark: U of Delaware P, 1987.
- Auden, W.H. *Lectures on Shakespeare*. Ed. Arthur Kirsch. London: Faber & Faber, 2000.
- Barber, C.L. *Shakespeare's Festive Comedy: A Study of Dramatic Form and its Relation to Social Custom*. 1959. Cleveland & New York: Meridian, 1963.
- Barton, Ann. 'As You Like It and *Twelfth Night*: Shakespeare's Sense of an Ending', *Shakespearean Comedy*, Stratford upon Avon Studies 14. London Edward Arnold, 1972. 160-181.
- Bate, Jonathan. *Soul of the Age: the Life, Mind and World of William Shakespeare*. London: Viking, 2008.
- Belsey, Catherine. "Disrupting Sexual Difference: Meaning and Gender in the Comedies." *Alternative Shakespeares*. Ed. John Drakakis. New Accents. London: Methuen, 1985. 166-191.
- Billington, Michael. Ed. *Directors' Shakespeare: Approaches to Twelfth Night by Bill Alexander, John Barton, John Caird, Terry Hands*. London: Nick Hern Books, 1990.
- Callaghan, Dymphna. "'And all is semblative a woman's part': Body Politics in *Twelfth Night*." *Textual Practice* 7.3 (Winter 1993):428- 453.
- Cressy, David. "Gender Trouble and Cross-Dressing in Early Modern England," *Journal of British Studies* 35, no. 4 (October 1996): 438-465.
- Dean, Paul. "'Comfortable Doctrine': *Twelfth Night* and the Trinity." *Review of English Studies* New Series 52, no. 208 (2001): 516- 524.
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Subject Teacher

**Head
Chairperson BoS (English)**

Principal

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Second Year of B.A.
(NEP 2.0) Based on NEP 2020 Framework

Course Code: 24ArEngU3102

Course Name: Major Core

Alternative Genre Study

Teaching Scheme: TH: 2 hours/week

Credits: 02

Examination Scheme: CIA: 20 marks

ESE: 30 marks

Prerequisite Courses:

- First Year with English major

Course Objectives:

1. Define the features of alternative genres like fantasy, science fiction, detective fiction etc.
2. Analyse how fantasy and science fiction literature reflects deeply human concerns through their unearthly settings and characters.
3. Discuss how graphic novels use both visual and written narration to effectively convey meaning.
4. Outline themes of introspection and cultural exploration present in non-fiction literary forms like the autobiography and travelogue.
5. Elaborate on the commonalities of heightened anticipation and unravelling of the plot between the genres of horror, mystery, and detective fiction.
6. Develop a critical appreciation of various genres.

Course Outcomes:

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

1. Define various genres beyond the mainstream.
2. Describe the presence of contemporary concerns and dilemmas in the other-worldly settings of fantasy and science fiction literature.
3. Develop an appreciation for the interplay of visual and textual elements in graphic novels.
4. Critically evaluate how horror, mystery, and detective fiction use suspense, revelation, and psychological complexities to achieve narrative excellence.
5. Analyse autobiography and travelogue as literary forms that navigate memory, self-reflection, and cultural context.
6. Demonstrate a comprehensive understanding of alternative forms of creative expressions.

Course Contents: Semester III

Semester 3: Unit 1	Fantasy/Magic Realism	Lectures
	1. <i>The Paper Menagerie</i> by Ken Liu 2. <i>Puss in Boots</i> by Charles Perrault	08
Semester 3: Unit 2	Science Fiction	Lectures
	1. <i>Professor Shonku and the Spook</i> by Satyajit Ray 2. Excerpt from <i>The Hitchhiker's Guide to the Galaxy</i> by Douglas Adams	08
Semester 3: Unit 3	Graphic Novel	Lectures
	From <i>Trickster: Native American Tales</i> 1. <i>Trickster and the Great Chief</i> 2. <i>The Wolf and the Mink</i>	08
Semester 3: Unit 4	Travelogue	Lectures
	1. <i>Impressions of Kathmandu</i> by R. K. Laxman 2. Excerpt from <i>1857: The Real Story of the Great Uprising</i> by Vishnubhat Godse	06

References:

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3. *50 of the World's Greatest Horror Stories*. Fingerprint! Publishing, 2019.
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11. Christie, Agatha. *Witness for the Prosecution. The Hound of Death and Other Stories*, HarperCollins, 2002.
12. Martin, George R.R., and Gardner Dozois, editors. *Dangerous Women*. Tor Books, 2013.
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Subject Teacher

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Second Year of B.A.
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Course Code: 24ArEngU3501

Course Name: VSC

Lab Course on English for Practical Purposes

Teaching Scheme: TH: 4 hours/week

Credits: 2

Examination Scheme: CIA: 20 marks

ESE: 30 marks

Prerequisite Courses:

- First Year of B.A.

Course Objectives:

1. To enhance students' non-verbal and verbal communication skills for effective interaction.
2. To develop problem-solving, listening, and learning skills through literary texts and exercises.
3. To foster life skills such as adaptability and teamwork through practical classroom activities.
4. To improve presentation and assertiveness skills, preparing students for professional interviews.
5. To cultivate confidence in speaking, writing, and critical analysis through diverse English texts.
6. To promote employability by strengthening communication, analytical, and practical skills.

Course Outcomes:

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

1. Show adaptability, teamwork, and interpersonal skills in collaborative environments.
2. Demonstrate effective use of non-verbal and verbal communication skills in various contexts.
3. Apply problem-solving, listening, and learning strategies in real-life situations.
4. Analyze literary works to enhance language proficiency and critical thinking.
5. Determine language skills in both academic and professional settings to communicate effectively.
6. Develop clear, assertive presentations and perform confidently in interviews.

Course Content: Semester III**Prescribed Book: English and Soft Skills****Published by Orient BlackSwan**

Semester 3: Unit 1	Communication Skills	Lectures
	1. Non-Verbal Skills: <i>A Real Good Smile</i> Classroom Activity: Discussion, activities and exercises based on the prescribed chapters to demonstrate the mentioned skills.	08
Semester 3: Unit 2	Problem-Solving Skills	Lectures
	1. Listening Skills: <i>The Boy Who Broke The Bank</i> Classroom Activity: Discussion, activities and exercises based on the prescribed chapters to demonstrate the mentioned skills.	08
Semester 3: Unit 3	Life Skills	Lectures
	1. Adaptability Skills: <i>Señor Payroll</i> 2. Teamwork Skills: <i>My Financial Career</i> Classroom Activity: Discussion, activities and exercises based on the prescribed chapters to demonstrate the mentioned skills.	08
Semester 3: Unit 4	Presentation Skills	Lectures
	1. Assertive Skills: <i>The Verger</i> Classroom Activity: Discussion, activities and exercises based on the prescribed chapters to demonstrate the mentioned skills.	06

References:

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15. Subrahmanian, K. Know your English. New Delhi Oxford University Press, 1991.
16. Swan, Michael. Practical English Usage. New Delhi Oxford University Press, 2006.
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Second Year of B.A.
(NEP 2.0) Based on NEP 2020 Framework

Course Code: 24ArEngU3901

Course Name: Indian Knowledge System (IKS)
Bhakti Poetry in Translation

Teaching Scheme: TH: 2 Hours/Week

Credits: 02

Examination Scheme: CIA: 20 Marks

End-Sem: 30 Marks

Prerequisite Courses:

- 12th passed from any faculty

Course Objectives:

1. To construct a picture of India's cultural diversity through Bhakti Poetry.
2. To analyse the philosophy of Bhakti poems from different parts of India.
3. To define the various elements of Bhakti Poetry genre across India.
4. To examine devotion in Bhakti Poetry from the perspectives of various Bhakti poets across India.
5. To illustrate the significance of the Bhakti Poetry movement in Indian history.
6. To equip the students with a basic understanding of the foundation of Indian Literature through Bhakti Poetry's contribution.

Course Outcomes:

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

1. Define the diversity of Indian culture through Bhakti Poetry
2. Demonstrate an understanding of the philosophy behind Bhakti Poetry
3. Develop a comprehension of the different facets of Bhakti Poetry
4. Examine Bhakti Poetry as a separate movement of devotion in Indian history
5. Estimate the significance of Bhakti Poetry in the development of an Indian consciousness
6. Discuss the contributions by Bhakti poets from all over India

Course Contents: Semester III

Semester 3: Unit 1	Bhakti	Lectures
	1. Introduction 2. Basavanna 3. Kabir 4. Akka Mahadevi 5. Salabega 6. Tukaram 7. Muktabai 8. Jnaneshwar 9. Janabai 10. Bahinabai	02 + 06
Semester 3: Unit 2	Longing	Lectures
	1. Introduction 2. Annamacharya 3. Devara Dasimayya 4. Guru Nanak 5. Chandidas 6. Sundarar 7. Kanhopatra 8. Rahim 9. Basavanna 10. Andal 11. Jayadeva	01 + 06
Semester 3: Unit 3	Entreaty	Lectures
	1. Introduction 2. Mirabai 3. Akka Mahadevi 4. Vidyapati 5. Nammalvar 6. Andal 7. Soyarabai	01 + 06
Semester 3: Unit 4	Wonder and Praise	Lectures
	1. Surdas 2. Nivruttinath 3. Tukaram	02 + 06

	4. Guru Nanak 5. Sambandar 6. Abhirami Bhattar 7. Nammalvar 8. Chokha Mela	
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References:

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10. Rukmani, T. S. "Bhakti, the Bhagavata Purana and the Empowerment of Women," *Journal for the Study of Religion*. 8, 1 (March 1995: 55-70).
11. Schelling, Andrew. *For the Love of the Dark One: Songs of Mirabai*. Prescott, Arizona: Hohm Press, 1998.
12. Schomer, Karine and W. H. McLeod, eds. *The Sants: Studies in a Devotional Tradition of India*. Berkeley: Berkeley Religious Studies Series, 1987.

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Second Year of B.A.
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Course Code: 24ArEngU3002

Course Name: FP

Field Project

Teaching Scheme: TH: 4 hours/week

Credits: 2

Examination Scheme: CIA: 20 marks

ESE: 30 marks

Prerequisite Courses:

- First Year with English major

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 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 Content: Semester III

Unit 1	Introduction	Lectures
	1. What is a Field Project? 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.	5
Unit 2	Theory and Framework	Lectures
	1. Introduction to Methodology: Qualitative Research 2. Introduction to Theory and Application: Literary Theory and Criticism, Cultural Studies 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. Analyze data critically through the application of theoretical frameworks.	10
Unit 4	Project Presentation	Lectures

	1. Drafting and presenting a PPT with the details of the project - Background and Introduction - Objectives - Study Design - Survey Design and Sampling (if applicable) - Field and Data Collection - Discussion - Learnings - References	5
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References:

1. Belsey, Catherine. Critical Practice. Routledge, 2002.
2. Bertens, Hans. Literary Theory: The Basics. Routledge, 2014.
3. Browning, Howard, and Michael Wilson. The Handbook of Research Methods in Cultural Studies. 2nd ed., Routledge, 2008.
4. Correa, Delia, and W Owens eds. The Handbook of Literary Research, Routledge, 1998.
5. Creswell, John W. Qualitative Inquiry and Research Design: Choosing Among Five Approaches. 4th ed., SAGE Publications, 2017.
6. Eagleton, Terry. Literary Theory: An Introduction. 2nd ed., University of Minnesota Press, 1996.
7. Neuman, W. Lawrence. Social Research Methods: Qualitative and Quantitative Approaches. 7th ed., Pearson, 2014.
8. Nayar, Pramod K. An Introduction to Literary Theory. Pearson Education, 2010.
9. Punch, Keith F. Introduction to Social Research: Quantitative and Qualitative Approaches. 3rd ed., SAGE Publications, 2013.
10. Silverman, David. Interpreting Qualitative Data: Methods for Analyzing Talk, Text, and Interaction. 5th ed., SAGE Publications, 2016.
11. Thompson, John B. The Media and Modernity: A Social Theory of the Media. Polity Press, 1995.

Subject Teacher

**Head
Chairperson BoS (English)**

Principal

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

Second Year of B.A.
(NEP 2.0) Based on NEP 2020 Framework

Course Code: 24ArEngU3301

Course Name: Minor

Transcending Cultures: World-wide Short Stories

Teaching Scheme: TH: 4 hours/week

Credits: 04

Examination Scheme: CIA: 40 marks

ESE: 60 marks

Prerequisite Courses:

- First year in Arts without an English major

Course Objectives:

1. To list different forms of literature.
2. To classify various literary styles, themes and cultures.
3. To utilize literary texts as a tool to improve language skills.
4. To motivate students to explore literature.
5. To evaluate life through the study of Global Short Stories.
6. To arrive at an estimate of different cultures.

Course Outcomes:

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

1. Define the Short Story as a form of literature.
2. Compare and contrast short stories of various cultures.
3. Identify similarities and differences in expressions across cultures.
4. Analyse the global teaching system.
5. Evaluate various types of literary texts.
6. Construct a better-informed worldview through literature.

Course Contents:
Semester III

Semester 3: Unit 1	Introduction to World Literature	Lectures
	1. Introduction to Short Story and World Literature 2. Understanding Culture, the role of storytelling in culture Activity: Apply the learned theories to a short story of your choice.	12
Semester 3: Unit 2	American and Canadian Literature	Lectures
	1. Raymond Carver: <i>Elephant</i> 2. Zora Neale Hurston: <i>Spunk</i> 3. Alice Munro: <i>The Bear came over the Mountain</i> Activity: Presentation on a short story from either culture.	12
Semester 3: Unit 3	British and European Literature	Lectures
	1. Evelyn Waugh: <i>An English Man's Home</i> 2. Penelope Fitzgerald: <i>At Hiruharama</i> 3. V. Blasco Ibañez: <i>A Wedding Serenade</i> Activity: PPT by students on European culture and its history.	12
Semester 3: Unit 4	Latin American Literature	Lectures
	1. Isabel Allende: <i>And of Clay Are We Created</i> 2. Octavio Paz: <i>The Blue Bouquet</i> 3. Clarice Lispector: <i>The Fifth Story</i> Activity: Short Film and Group Discussion	12
Semester 3: Unit 5	Middle Eastern Literature	Lectures

	1. Ulfat Idilbi: <i>The Women's Baths</i> 2. Assia Djebar: <i>My Father Writes to My Mother</i> 3. Ahdaf Soueif: <i>Sand Piper</i> Activity: Online videos on the above writers and background of the stories.	12
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References:

1. Adichie, C. (2009, July). *The danger of a single story*.
2. Akutagawa, R. (2006). *Rashomon and seventeen other stories*. Penguin.
3. Barnard, M. (1943). *The persimmon tree and other stories*. Clarendon Publishing Company.
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7. Lawall, S. (Ed.). (2000). *The Norton anthology of world literature* (3rd ed.). Norton.
8. Munro, A. (2010). *Selected stories*. Vintage.
9. Short Stories from Around the World. (n.d.-b). <https://www.pulpmags.org/collections/pdf/wor19221100.pdf>
10. *Stories of ourselves*. (2008). Cambridge University Press.

Subject Teacher

Head

Principal

Chairperson BoS (English)

Second Year of B.Com/B.Sc
(NEP 2.0) Based on NEP 2020 Framework

Course Code: 24ArEngU3401

Course Name: Open Elective
Building Spoken Proficiency in English

Teaching Scheme: TH: 2 hours/week
Examination Scheme: CIA: 20 marks

Credits: 02
ESE: 30 marks

Prerequisite Courses:

- First year in Science/Commerce

Course Objectives:

1. To choose various language skills required for effective communication and enhance the practical language skills of students.
2. To outline the knowledge of the English language required for use in professional spaces.
3. To develop their language skills.
4. To examine students' spoken as well as grammatical skills.
5. To support students to speak English and use it to communicate every day.
6. To improve students' knowledge and skills of English to enhance employability.

Course Outcomes:

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

1. Recall and utilize expressions used for greetings, introductions, and polite expressions appropriately in various contexts.
2. Demonstrate the nuances of different grammatical concepts and their application in writing.
3. Apply communication techniques in real-life scenarios, such as making requests and offering help.
4. Analyze different communication situations and determine appropriate responses.
5. Evaluate and respond appropriately to various situations and be aware of contemporary social issues.
6. Create effective communication strategies for different situations, such as giving instructions and directions.

Course Content: Semester III**Prescribed Book: Basic Communication Skills****Published by: Cambridge University Press India Pvt. Ltd.**

Unit 1	Communication Skills	Lectures
	1. Understanding Communication 2. Greeting and Introducing 3. Making Requests 4. Asking for and Giving Permission 5. Offering Help 6. Giving Instructions and Directions Activity: Discussion, Roleplays, and Presentations.	08
Unit 2	Telephone Skills	Lectures
	1. Understanding Telephone Communication 2. Handling Calls 3. Leaving a Message 4. Making Requests 5. Asking for and Giving Information 6. Giving Instructions Activity: Discussion, Roleplays, and Presentations.	08
Unit 3	Remedial Grammar	Lectures
	1. Subject-Verb Agreement 2. Tenses 3. 'Do' Forms 4. Active and Passive Voice 5. Use of Negatives 6. Prepositions 7. Vocabulary Activity: Discussion and presentations.	10
Unit 4	Classroom Exercises	Lectures
	1. Audio-visual activity: Making and responding to requests. 2. Role-play: Permission, instructions, directions. 3. Listening activity: Telephone skills. 4. Vocabulary worksheets.	04

References:

1. Adair, J. (2003). *Effective communication*. Pan Macmillan Ltd.
2. Augustine, A. E., & Joseph, K. V. (2000). *Macmillan grammar: A handbook*. Macmillan Publishers India Ltd.
3. Carnegie, D. (1977). *The quick and easy way to effective speaking*. Pocket Books.
4. Chandrakumar. (2019). *Reading comprehension practice exercises*. Emerald Publishers.
5. *Dictionary of English grammar*. (n.d.). Bloomsbury, Pustak Mahal.
6. Fitikides, T. J. (1984). *Common mistakes in English*. Orient Longman.
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8. Hewings, M. (2004). *Advanced English grammar*. Cambridge University Press.
9. *Current English for colleges*. (2004). Macmillan Publishers India Ltd.
10. Lucantoni, P. (2004). *English as a second language*. Cambridge University Press.
11. Murphy, R. (2019). *English grammar in use*. Cambridge University Press.
12. Quirk, R. (1962). *The use of English*. Longman.
13. Spratt, M. (2000). *English for the teacher*. Cambridge University Press.
14. Subrahmanian, K. (1991). *Know your English*. Oxford University Press.
15. Swan, M. (2006). *Practical English usage*. Oxford University Press.
16. Wren, P. C., & Martin, H. (2017). *High school English grammar and composition*. S. Chand Publications.

Subject Teacher

**Head
Chairperson BoS (English)**

Principal

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

Second Year of B.A./B.Sc./B.Com
(NEP 2.0) Based on NEP 2020 Framework

Course Code: 24CpCopU3703

Course Name: Ability Enhancement Course
English Communication Skills II

Teaching Scheme: TH: 2 hours/week

Credits: 02 per Semester

Examination Scheme: CIA: 20 marks

ESE: 30 marks

Prerequisite Courses:

- First year in Arts/Science/Commerce

Course Objectives:

1. To introduce students to excellent works of literature in English and to enhance their cognitive skills as well as independent thinking.
2. To hone the linguistic competence of students.
3. To instill human values through the best examples from English literature.
4. To develop and enhance communication skills for effective and clear correspondence.
5. To improve competence by developing basic soft skills.
6. To revise grammar concepts for better understanding language skills.

Course Outcomes:

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

1. Choose amongst various writing skills and utilise them in formal and informal contexts.
2. Demonstrate the different grammatical skills and their application.
3. Build effective language skills needed in an academic and professional setting.
4. Analyse and interpret literary texts.
5. Assess their English proficiency and get advice on how to develop throughout their degree course.
6. Develop competency in using essential grammar, vocabulary, and style of English language.

Course Content: Semester III
Prescribed Book: The Joy of Reading
Published by: Orient Blackswan Private Limited

Unit 1	SHORT STORIES	Lectures
	1. Premchand - <i>The Child</i> 2. O. Henry - <i>The Gift of The Magi</i> Activity: Classroom discussion	08
Unit 2	PROSE	Lectures
	1. Stephen Leacock - <i>My Financial Career</i> 2. Jawaharlal Nehru - <i>Speech on Indian Independence</i> Activity: Classroom discussion	08
Unit 3	POETRY	Lectures
	1. Rabindranath Tagore - <i>Where the Mind is Without Fear</i> 2. D. H. Lawrence - <i>Money Madness</i> Activity: Classroom discussion	08
Unit 4	WRITING SKILLS	Lectures
	1. Formal Letters - Format and Tips on Formal letters 2. Reading Comprehension of Prose Passages - Tips and Exercises on Reading Comprehension Activity: Classroom discussion	06

References:

1. Lawrence, D. H. (1932). *Money madness*. In *The ship of death*.
2. Leacock, S. (2013). *My financial career*. In *Literary landscapes*.
3. Loughheed, L. (2014). *Business correspondence: A guide to everyday writing*. Pearson Education ESL.
4. Murray, R., & Moore, S. (n.d.). *The handbook of academic writing*. Open University.
5. Nehru, J. (1947). *Speech on Indian independence* [Excerpt from "Tryst with destiny"].
6. Premchand. (1905). *The child*. Awaz-e-Khalk.
7. Porter, W. S. (1905). *The gift of the Magi*. Elegant Ebooks.
8. Tagore, R. (2022). *Gitanjali (Song offerings)*. The Macmillan Company.

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

Progressive Education Society's
Modern College of Arts, Science and Commerce (Autonomous)
Shivajinagar, Pune - 5

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

Course Code: 24ArEngU4101

The Study of Drama

Course Name: Major Core

Teaching Scheme: TH: 4 Hours/Week

Credits: 4

Examination Scheme: CIA: 40 Marks

End-Sem: 60 Marks

Prerequisite Courses:

- First Year with English major

Course Objectives:

1. To define the terminology used in drama criticism and background of drama.
2. To compare different styles of drama
3. To develop an understanding of English Drama from different parts of the world.
4. To analyse drama as an art form
5. To evaluate drama from different perspectives
6. To create an understanding of the genre

Course Outcomes:

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

1. Define different types of drama
2. Compare and contrast different styles of drama from different countries
3. Develop an understanding of the aesthetics of drama
4. Analyse and appreciate drama independently.
5. Criticise different forms of drama
6. Enhance the students' theoretical and practical awareness of drama.

Course Contents: Semester IV

Semester 4: Unit 3	Tennessee Williams: <i>A Streetcar Named Desire</i>	Lectures
	1. Reading and Discussion of the Play. 2. Elements of Drama. 3. Plot, Characters, Style, Narrative Technique 4. Screening Elements of Drama, Vocabulary, Application of theory, Questions, Assignments, Additional Reading, Writing Style, Tests Revision & Writing Practice	20 lectures 03 lectures 07 lectures
Semester 4: Unit 4	Mahesh Elkunchwar: <i>Old Stone Mansion</i>	Lectures
	1. Reading and Discussion of the Play. 2. Elements of Drama. 3. Plot, Characters, Style, Narrative Technique. 4. Screening Elements of Drama, Vocabulary, Application of theory, Questions, Assignments, Additional Reading, Writing Style, Tests Revision & Writing Practice	20 lectures 03 lectures 07 lectures

References:

Tennessee Williams:

1. Bloom, Harold. (Ed.) *Tennessee Williams*. Chelsea House Publishing, 1987.
2. Roudane, Matthew Charles. (Ed.) *The Cambridge Companion to Tennessee Williams*. Cambridge University Press. 1997.
3. Gross, Robert F. (Ed.) *Tennessee Williams: A Casebook*. Routledge, 2002.
4. Bigsby, C.W.E. *Modern American Drama 1945-2000*. Cambridge: Cambridge University Press, 2000.
5. Stanton, Stephen (Ed.) *Tennessee Williams: A Collection of Critical Essays*. New Jersey: Prentice Hall, 1977.
6. Williams, Tennessee. *A Streetcar Named Desire and Other Plays*. Ed. E. Martin Browne. New York: Penguin, 1959.
7. Kernan, Alvin. "Truth and Dramatic Mode in *A Streetcar Named Desire*." *Modern Critical Views: Tennessee Williams*. Ed. Harold Bloom. New York: Chelsea House Publishers, 1987.
8. Cohn, Ruby. "The Garrulous Grotesques of Tennessee Williams." *Modern Critical Views: Tennessee Williams*. Ed. Harold Bloom. New York: Chelsea House Publishers, 1987.

9. Ganz, Arthur. *"A Desperate Morality."* *Modern Critical Views: Tennessee Williams*. Ed. Harold Bloom. New York: Chelsea House Publishers, 1987.

Mahesh Elkunchwar:

1. *Collected Plays of Mahesh Elkunchwar Volume I*: Oxford University Press, 2008.
2. *Collected Plays of Mahesh Elkunchwar Volume II* : Oxford University Press, 2011.
3. *"Fringe takes centre stage: The importance of being Mahesh Elkunchwar and Satish Alekar in Marathi theatre"*. *Mint*. 6 February 2009.
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5. *"Urban folk theatre is artistic kleptomania"*. *The Tribune*. 18 October 1998.

Subject Teacher

**Head
Chairperson BoS (English)**

Principal

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

Second Year of B.A.
(NEP 2.0) Based on NEP 2020 Framework

Course Code: 24ArEngU4102

Course Name: Major Core

Alternative Genre Study

Teaching Scheme: TH: 2 hours/week

Credits: 02

Examination Scheme: CIA: 20 marks

ESE: 30 marks

Prerequisite Courses:

- First Year with English major

Course Objectives:

1. Define the features of alternative genres like fantasy, science fiction, detective fiction etc.
2. Analyse how fantasy and science fiction literature reflects deeply human concerns through their unearthly settings and characters.
3. Discuss how graphic novels use both visual and written narration to effectively convey meaning.
4. Outline themes of introspection and cultural exploration present in non-fiction literary forms like the autobiography and travelogue.
5. Elaborate on the commonalities of heightened anticipation and unravelling of the plot between the genres of horror, mystery, and detective fiction.
6. Develop a critical appreciation of various genres.

Course Outcomes:

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

1. Define various genres beyond the mainstream.
2. Describe the presence of contemporary concerns and dilemmas in the other-worldly settings of fantasy and science fiction literature.
3. Develop an appreciation for the interplay of visual and textual elements in graphic novels.
4. Critically evaluate how horror, mystery, and detective fiction use suspense, revelation, and psychological complexities to achieve narrative excellence.
5. Analyse autobiography and travelogue as literary forms that navigate memory, self-reflection, and cultural context.
6. Demonstrate a comprehensive understanding of alternative forms of creative expressions.

Course Contents: Semester IV

Semester 4: Unit 5	Detective Fiction	Lectures
	1. <i>The Adventure of the Three Students</i> by Arthur Conan Doyle 2. <i>Witness for the Prosecution</i> by Agatha Christie	08
Semester 4: Unit 6	Mystery/Crime	Lectures
	1. <i>Never Stop on the Motorway</i> by Jeffrey Archer 2. <i>Like a Thief in the Night</i> by Lawrence Sanders	08
Semester 4: Unit 7	Horror	Lectures
	1. <i>Midnight Express</i> by Alfred Noyes 2. <i>The Metronome</i> by August Derleth	08
Semester 4: Unit 8	Autobiography	Lectures
	1. Excerpt from <i>My Place</i> by Sally Morgan 2. Excerpt from <i>Scheherazade Goes West</i> by Fatema Mernissi	06

References:

1. Truby, John. *The Anatomy of Genres: How Story Forms Explain the Way the World Works*. Farrar, Straus & Giroux, 2022.
2. Hitchcock, Alfred, editor. *Alfred Hitchcock Presents: Bar the Doors*. Mass Market Paperback, 1963.
3. *50 of the World's Greatest Horror Stories*. Fingerprint! Publishing, 2019.
4. Archer, Jeffrey. *And Thereby Hangs a Tale*. St. Martin's Press, 2010.
5. Mernissi, Fatima. *Scheherazade Goes West: Different Cultures, Different Harems*. Washington Square Press, 2001.
6. Morgan, Sally. *My Place*. Fremantle Press, 1987.
7. Laxman, R.K. *The Distorted Mirror: Stories, Travelogues, Sketches*. Viking, 2000.
8. Aiyar, Pallavi. *Around the World in 80 Trains*. Context, 2021.
9. Godse, Vishnubhat. *1857: The Real Story of the Great Uprising*. Translated by K. K. Aziz, Rupa & Co., 2012.
10. *Trickster: Native American Tales*. Edited by Matt Dembicki, Fulcrum Publishing, 2010.
11. Christie, Agatha. *Witness for the Prosecution. The Hound of Death and Other Stories*, HarperCollins, 2002.
12. Martin, George R.R., and Gardner Dozois, editors. *Dangerous Women*. Tor Books, 2013.
13. Tolkien, J.R.R. *Leaf by Niggle*. Houghton Mifflin Harcourt, 1964.
14. Asimov, Isaac. *I, Robot*. Doubleday, 1950.
15. Doyle, Arthur Conan. "The Adventure of the Three Students." *The Return of Sherlock Holmes*, George H. Doran Company, 1905.

Subject Teacher

**Head
Chairperson BOS (English)**

Principal

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

Second Year of B.A.
(NEP 2.0) Based on NEP 2020 Framework

Course Code: 24ArEngU4501

Course Name: VSC

Lab Course on English for Practical Purposes

Teaching Scheme: TH: 4 hours/week

Credits: 2

Examination Scheme: CIA: 20 marks

ESE: 30 marks

Prerequisite Courses:

- First Year of B.A.

Course Objectives:

1. To enhance students' non-verbal and verbal communication skills for effective interaction.
2. To develop problem-solving, listening, and learning skills through literary texts and exercises.
3. To foster life skills such as adaptability and teamwork through practical classroom activities.
4. To improve presentation and assertiveness skills, preparing students for professional interviews.
5. To cultivate confidence in speaking, writing, and critical analysis through diverse English texts.
6. To promote employability by strengthening communication, analytical, and practical skills.

Course Outcomes:

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

1. Show adaptability, teamwork, and interpersonal skills in collaborative environments.
2. Demonstrate effective use of non-verbal and verbal communication skills in various contexts.
3. Apply problem-solving, listening, and learning strategies in real-life situations.
4. Analyze literary works to enhance language proficiency and critical thinking.
5. Determine language skills in both academic and professional settings to communicate effectively.
6. Develop clear, assertive presentations and perform confidently in interviews.

Course Content: Semester IV**Prescribed Book: English and Soft Skills****Published by Orient BlackSwan**

Semester 4: Unit 5	Communication Skills	Lectures
	1. Written Skills: <i>Gateman's Gift</i> Classroom Activity: Discussion, activities and exercises based on the prescribed chapters to demonstrate the mentioned skills.	08
Semester 4: Unit 6	Problem-Solving Skills	Lectures
	1. Learning Skills: <i>Three Questions</i> Classroom Activity: Discussion, activities and exercises based on the prescribed chapters to demonstrate the mentioned skills.	08
Semester 4: Unit 7	Life Skills	Lectures
	1. Teamwork Skills: <i>Whitewashing the Fence</i> 2. Problem Solving Skills: <i>The Lookout Man</i> Classroom Activity: Discussion, activities and exercises based on the prescribed chapters to demonstrate the mentioned skills.	08
Semester 4: Unit 8	Presentation Skills	Lectures
	1. Interview Skills: <i>The Lighthouse Keeper of Aspinwall</i> Classroom Activity: Discussion, activities and exercises based on the prescribed chapters to demonstrate the mentioned skills.	06

References:

1. Adair, John. Effective Communication. London: Pan Macmillan Ltd., 2003.
2. Ajmani, J. C. Good English: Getting it Right. New Delhi: Rupa Publications, 2012.
3. Augustine, A.E. and K.V. Joseph. Macmillan Grammar: A Handbook. New Delhi: Macmillan Publishers India Ltd.2000.
4. Carnegie, Dale. The Quick and Easy Way to Effective Speaking. New York: Pocket Books, 1977.
5. Collins, Patrick. Speak with Power and Confidence. New York: Sterling, 2009.

6. Dictionary of English Grammar. Bloomsbury, Pustak Mahal.
7. Fitikides, T. J. Common Mistakes in English. London: Orient Longman, 1984.
8. Green, David. Contemporary English Grammar: Structure and Composition. Macmillan Publishers India Ltd. 2000.
9. Heaton, Brian John and J.P. Stocks, Overseas Students' Companion to English Studies. London: ELBS, 1980.
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13. Lucantoni, Peter. English as a Second Language. Cambridge: Cambridge University Press 2004.
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15. Subrahmanian, K. Know your English. New Delhi Oxford University Press, 1991.
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20. Wren and Martin, High School English Grammar and Composition, S. Chand Publications: 2017

Subject Teacher

**Head
Chairperson BoS (English)**

Principal

Second Year of B.A.
(NEP 2.0) Based on NEP 2020 Framework

Course Code: 24ArEngU4003

Community Engagement Project

Course Name: CEP

Teaching Scheme: TH: 4 hours/week

Examination Scheme: CIA: 20 marks

Credits: 2

ESE: 30 marks

Prerequisite Courses:

- First Year with English major

Course Objectives:

1. To introduce students to the practice of research.
2. To refine students' critical thinking abilities with reference to projects and activities.
3. To guide students on how to apply a broad topic to a specific situation.
4. To enable students to be more sensitive towards participants with reference to collecting and interpreting data.
5. To facilitate students' community engagement skills and social awareness.
6. To improve students' soft skills and presentation skills.

Course Outcomes:

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

1. Understand and apply qualitative research methodologies.
2. Identify and integrate secondary sources relevant to their chosen topic.
3. Utilise qualitative research techniques to collect, organise, and analyse data effectively.
4. Critically analyse data using appropriate theoretical frameworks.
5. Conceptualise, design, and develop a focused research project, working in collaboration with classmates in groups.
6. Present research findings in a clear and structured manner through written reports and presentations.

Course Content:
Semester IV

Unit 1	Introduction	Lectures
	1. What is a Community Engagement Project? 2. Sample Topics Classroom Activity: Students must form groups of 4-7 members and conceptualise a topic as per the theory taught so far.	05
Unit 2	Theory and Framework	Lectures
	1. Deciding the demographic and sample size 2. Introduction to Methodologies a. Qualitative b. Quantitative c. Mixed 3. Methods of Data Collection a. Interview (Close-ended VS Open-ended) b. Questionnaire c. Survey 4. Basics of Analysing Data Classroom Activity: Students must work in groups to decide the aforementioned details for the topic conceptualised in Unit 1, and present the same in a written report.	10
Unit 3	Project Conduction	Lectures
	1. Drafting permission letters if required 2. Planning and conducting community engagement activities 3. Collecting and analysing data	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 e. Fieldwork and Data Collection f. Findings g. Learnings h. References	05
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References:

1. Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE Publications.
2. Denzin, N. K., & Lincoln, Y. S. (Eds.). (2018). *The SAGE handbook of qualitative research* (5th ed.). SAGE Publications.
3. Patton, M. Q. (2014). *Qualitative research & evaluation methods: Integrating theory and practice* (4th ed.). SAGE Publications.
4. Plano Clark, V. L., & Creswell, J. W. (2014). *Understanding research: A consumer's guide* (2nd ed.). Pearson.
5. Tashakkori, A., & Teddlie, C. (Eds.). (2010). *SAGE handbook of mixed methods in social & behavioral research* (2nd ed.). SAGE Publications.
6. Yin, R. K. (2018). *Case study research and applications: Design and methods* (6th ed.). SAGE Publications.

Subject Teacher

**Head
Chairperson BoS (English)**

Principal

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

Second Year of B.A.
(NEP 2.0) Based on NEP 2020 Framework

Course Code: 24ArEngU4301

Course Name: Minor

Transcending Cultures: World-wide Short Stories

Teaching Scheme: TH: 4 hours/week

Credits: 04

Examination Scheme: CIA: 40 marks

ESE: 60 marks

Prerequisite Courses:

- First year in Arts without an English major

Course Objectives:

1. To list different forms of literature.
2. To classify various literary styles, themes and cultures.
3. To utilize literary texts as a tool to improve language skills.
4. To motivate students to explore literature.
5. To evaluate life through the study of Global Short Stories.
6. To arrive at an estimate of different cultures.

Course Outcomes:

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

1. Define the Short Story as a form of literature.
2. Compare and contrast short stories of various cultures.
3. Identify similarities and differences in expressions across cultures.
4. Analyse the global teaching system.
5. Evaluate various types of literary texts.
6. Construct a better-informed worldview through literature.

Course Contents:
Semester IV

Semester 4: Unit 6	Literature from the Indian Subcontinent	Lectures
	1. Romesh Gunasekera: <i>A House in the Country</i> 2. Urmila Pawar: <i>Woman as Caste</i> 3. Mahmud Rahman: <i>Runa's Journey</i> Assignment: To read similar short stories of writers from India and write a review.	15
Semester 4: Unit 7	Japanese, Russian and Chinese Literature	Lectures
	1. Nikolai Gogol: <i>Diary of a Madman</i> 2. Ryunsuke Akutagawa: <i>In a Bamboo Grove</i> 3. P'u Sung-Ling: <i>The Princess Lily</i>	15
Semester 4: Unit 8	Literature from the African Subcontinent	Lectures
	1. Chimamanda Ngozi: <i>The Arrangers of Marriage</i> 2. Ngugi Wa Thiong'o: <i>Minutes of Glory</i> 3. Alex La Guma: <i>The Lemon Orchard</i> Assignment: Survey of background of the above stories and PPTs to be prepared	15
Semester 4: Unit 9	Literature from Australia and New Zealand	Lectures
	1. Patricia Grace: <i>Journey</i> 2. Marjorie Barnard: <i>The Persimmon Tree</i> 3. Katherine Mansfield: <i>The Fly</i>	15

References:

1. Adichie, C. (2009, July). *The danger of a single story*.
2. Akutagawa, R. (2006). *Rashomon and seventeen other stories*. Penguin.
3. Barnard, M. (1943). *The persimmon tree and other stories*. Clarendon Publishing Company.
4. Forrest, F. (1970, January 1). *The princess lily - chinese folktale*. The Princess Lily - Chinese Folktale. <https://cracklemountain.blogspot.com/2006/07/princess-lily-chinese-folktale.html>
5. Gioia, D., & Gwynn, R. (Eds.). (2005). *The art of the short story*. Longman.
6. Gogol, N. (2005). *Diary of a madman, the government inspector, & selected stories*. Penguin Classics.
7. Lawall, S. (Ed.). (2000). *The Norton anthology of world literature* (3rd ed.). Norton.
8. Munro, A. (2010). *Selected stories*. Vintage.
9. Short Stories from Around the World. (n.d.-b).
<https://www.pulpmags.org/collections/pdf/wor19221100.pdf>
10. *Stories of ourselves*. (2008). Cambridge University Press.

Subject Teacher

Head

Principal

Chairperson BoS (English)

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

Second Year of B.A.
(NEP 2.0) Based on NEP 2020 Framework

Course Code: 24ArEngU4302

Course Name: Minor

World-wide One-Act Plays

Teaching Scheme: TH: 2 hours/week

Credits: 02

Examination Scheme: CIA: 20 marks

ESE: 30 marks

Prerequisite Courses:

- First year in Arts without an English major

Course Objectives:

1. To show cultural differences in narratives through one-act plays.
2. To illustrate various social and cultural themes through one-act plays.
3. To develop an appreciation for one-act plays.
4. To distinguish between traditional and one-act plays in form, structure, and narration.
5. To explore various facets and features of one-act plays.
6. To discuss different types of one-act plays.

Course Outcomes:

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

1. Define one-act plays as distinct from traditional dramatic narratives.
2. Compare and contrast the cultural and social nuances through one-act plays.
3. Identify various aspects of one-act plays.
4. Analyse one-act plays with reference to themes and narrative techniques.
5. Evaluate one-act plays as complex but compact structures of plot.
6. Arrive at an estimate of one-act plays from around the world.

Course Content: Semester IV

Unit 1	Introduction to One-Act Plays	Lectures
	- Salient Features of a one-act play - Length - Themes - Characters - Plot and Subplot - Freytag's Pyramid (Play) Serafín and Joaquín Alvarez Quintero - <i>A Sunny Morning: A Comedy of Madrid in One Act</i> - Application of theory - Discussion of story-within-a-story format	02+04
Unit 2	<i>Lithuania</i> by Rupert Brooke	Lectures
	- Application of theory - Discussion on the primary plot and subplot	02+06
Unit 3	<i>Before Breakfast</i> by Eugene O'Neill	Lectures
	- Application of theory - Discussion on themes and tone of suspense	02+06
Unit 4	<i>Refund</i> by Percival Wilde (Adapted from Fritz Karinty)	Lectures
	- Application of theory - Discussion on themes and development of action	02+06

References:

- Álvarez Quintero, S., & Álvarez Quintero, J. (n.d.). *A sunny morning: A comedy of Madrid* [PDF]. Retrieved from https://ia801609.us.archive.org/16/items/sunnymorningcome00alvarich/sunnymorningcome00alvarich_bw.pdf
- Unknown author. (n.d.). [Title of the document if available]. Retrieved from [https://babel.hathitrust.org/cgi/pt?id=uc1.\\$b56057&seq=9](https://babel.hathitrust.org/cgi/pt?id=uc1.$b56057&seq=9)
- O'Neill, E. (1916). *Before breakfast: A play in one act*. Retrieved from <https://archive.org/details/beforebreakfastp00onei/page/6/mode/2up>
- Indira Gandhi National Open University. (n.d.). *Unit 4: [Title of the document]* [PDF]. Retrieved from <https://egyankosh.ac.in/bitstream/123456789/27478/1/Unit-4.pdf>

Subject Teacher

Head

Principal

Chairperson BoS (English)

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

Second Year of B.Sc./B.Com.
(NEP 2.0) Based on NEP 2020 Framework

Course Code: 24ArEngU4401

Course Name: Open Elective

Basics of Technical Writing

Teaching Scheme: TH: 2 hours/week

Credits: 2

Examination Scheme: CIA: 20 marks

ESE: 30 marks

Prerequisite Courses:

- First Year in Science/Commerce

Course Objectives:

1. To define the concept, creation, and basics of technical writing.
2. To demonstrate the salient features of technical writing in practical application.
3. To identify and apply the relevant skills required for the production of technical documents.
4. To examine the targeted use of the English language in the context of creating a technical document.
5. To explain various documentation processes involved in technical writing.
6. To build the required technical communication skills for various professional purposes.

Course Outcomes:

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

1. Define the basic concept of technical writing.
2. Illustrate the different features of technical writing.
3. Identify and apply the different styles and techniques required in technical writing.
4. Analyse the use of the English language in different types of technical documentations.
5. Evaluate various technical documentation processes such as planning, research, editing, et al.
6. Create clear and concise copies for use in a professional technical writing context.

Course Contents: Semester IV

Unit 1	Introduction to Technical Writing	Lectures
	1. Introduction to technical writing, differences between technical writing and other forms of writing 2. Types of technical writing 3. Career opportunities in technical writing 4. Assignments	10
Unit 2	Information Organisation	Lectures
	1. Organising and shaping information in technical writing, styles and processes 2. Types of technical documentations 3. Introduction to visual communication in technical writing 4. Assignments	10
Unit 3	Writing and Editing Technical Documents	Lectures
	1. Organising the content 2. Style and language of technical writing 3. Key aspects of writing and editing technical documents, such as concise structure, coherence and clarity, avoiding redundancy, et al. 4. Exercises 5. Assignments	10

References:

1. Balzotti, Jon. Technical Writing Essentials. BYU Academic Publishing. 2018.
2. Brusaw, Charles T., et al. Handbook of Technical Writing. Bedford/St. Martin's. 2015.
3. Pringle, Alan S., and O'Keefe, Sarah S. Technical Writing 101. Scriptorium Publishing. 2009.
4. Wallwork, Adrian. User Guides, Manuals, and Technical Writing: A Guide to Professional English. Springer. 2014.

Subject Teacher

**Head
Chairperson BOS (English)**

Principal

Second Year of B.A.
(NEP 2.0) Based on NEP 2020 Framework

Course Code: 24ArEngU4601

Course Name: Skill Enhancement Course
English for Administration and Services

Teaching Scheme: TH: 02 hours/week

Credits: 02 per semester

Examination Scheme: CIA: 20 marks

ESE: 30 marks

Prerequisite Courses:

- First Year with English major

Course Objectives:

1. To select and teach certain aspects of the English language based on its usage.
2. To compare and contrast formal and informal language settings.
3. To identify and improve the student's active and passive vocabulary.
4. To categorise their employability via English language skills on the levels of listening, speaking, reading, and writing.
5. To estimate the student's grasp of the English language on a more competent level.
6. To improve students' understanding of the nuances of syntactic differences.

Course Outcomes:

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

1. Recall certain aspects of the English language based on its utility.
2. Compare and contrast formal and informal language settings in a comprehensive manner.
3. Identify and improve their active and passive vocabulary.
4. Examine their grasp of the English language on a more competent level.
5. Improve their understanding of the nuances of syntactic differences.
6. Develop their employability skills via English language skills on the levels of listening, speaking, reading, and writing.

Course Content: Semester IV**Prescribed Book: *Foundation Course in English Language, Cambridge.*****Published by Cambridge University Press**

Unit 1	Vocabulary	Lectures
	• Word Building • Chapter 4 : Homophones and Homonyms • Chapter 5 : Tag Questions	04
Unit 2	Writing Skills	Lectures
	• Chapter 2 : Idioms and Phrases • Chapter 3 : Foreign Words and Phrases	04
Unit 3	Sentence Structures	Lectures
	• Chapter 9: Transformation of Sentences • (a) Simple, Complex. Compound • (b) Voice-Active and Passive • (c) Affirmative, Negative, Interrogative, and Exclamatory • (d) Narration - Direct and Indirect	10
Unit 4	Formal Documentation in English	Lectures
	• Chapter 11: Letter/Application Writing • Chapter 12: Preparing Biodata, CV and Résumé	04
Unit 5	Formal Writing in English	Lectures
	• Chapter 10: Essay • Chapter 13: Preparing Reports, Minutes, Notices and Agendas	04
Unit 6	Class Exercises	Lectures
	• Worksheet 1-Rephrase using idioms • Worksheet II-Transformation of Sentences • Worksheet III-Essay Writing • Worksheet IV-Formal Writing	04

References:

1. Alexander, L. (1999). *Longman English Grammar Practice*. New York. Longman.
2. Altenberg, E. & Vago, R. (2010). *English Grammar*. Cambridge: Cambridge University Press.
3. Pathak, P, Pant, D. & Joshi, P. (2022). *Foundation Course in English Language* Cambridge University Press.
4. Raman, M. & Sharma, S. (2018). *Professional English*. Oxford University Press.
5. Yule, George. (2019). *Oxford Practice Grammar*. OUP Oxford.

Subject Teacher

**Head
Chairperson BoS (English)**

Principal