

P. D. E. A's.
Prof. Ramkrishna More
Arts, Commerce and Science College,
Akurdi, Pune-411044

Affiliated to
Savitribai Phule Pune university

Choice based Credit System,
Under Autonomy and NEP-2020
Implemented from Academic Year 2023-24

Rules and Regulations

- 1. National Credit Framework (NCrF):** For creditisation and integration of all higher education qualifications leading to a certificate/ diploma/ degree with multiple entry and exit options, college will refer to National Credit Framework (NCrF) which encompasses the qualification frameworks for higher education, vocational and skill education and school education, namely National Higher Education Qualification Framework (NHEQF), National Skills Qualification Framework (NSQF) and National School Education Qualification Framework (NSEQF) respectively.
- 2. Structure of Four years multidisciplinary UG Programme and Five Years Integrated Multidisciplinary Master's Degree Programmes with Multiple Entry and Exit Options at Different Levels:**
 - (i) Students will have the flexibility to enter a four years multidisciplinary UnderGraduate Programme in odd semesters and exit a programme after the successful completion of even semesters as per their future career needs.
 - (ii) Students will get a Certificate after a One year programme (minimum 40 Credits), a Diploma after two years (minimum 80 Credits), a Bachelor's degree after three years (minimum 120 Credits), and a Bachelor's degree with Research or Honours after Four years (minimum 160 Credits).
- 3. Qualification Type and Credit Requirements of Four Years Multidisciplinary Degree Programme with Multiple Entry and Exit Options**
 - (i) Details of qualifications, minimum credit requirements, exit credit courses, year and semester are as under:

Levels	Qualification Title	Credit Requirements		Semester	Year
		Minimum	Maximum		
4.5	UG Certificate	40	44	2	1
5.0	UG Diploma	80	88	4	2

5.5	Three Years Bachelor's degree	120	132	6	3
6.0	Bachelor's degree Honour's with Major	160	176	8	4
	Bachelor's degree Honour's with Major	160	176	8	4
7.0	Master's Degree	200	220	10	5
8.0	Ph. D.	----	-----	-----	----

- (ii) An exit 6-credit bridge course(s) lasting two months, including at least 6-credit job specific internship/apprenticeship that will help the graduates acquire job-ready competencies required to enter the workforce will be an additional requirement for the award of the undergraduate Certificate/ Diploma/ three year Bachelor's Degree.
- (iii) On exit, the students will have the option to re-enter the programme in the college, or in a different higher education institution. Re-entry at various levels for lateral entrants in academic programmes should be based on the earned and valid credits as deposited and accumulated in the Academic Bank of Credits (ABC) through Registered Higher Education Institutions (RHEI) and proficiency test records.
- (iv) Eligibility for admission to the fourth year of four-year **Honours with Research Degree Programmes** as per UGC guidelines: Minimum CGPA of 7.5 or minimum 75% at three-year degree.

- (v) PG curriculum, as illustrated below, have flexibility a) One-year Post-Graduate Diploma (PGD), b) Two year Post-graduate Programme and c) 5 Years Master's degree programmes with multiple Entry and Exit options at different levels.

(a) Post-Graduate Diploma (PGD): Programme duration- One year (2 semesters) after any bachelor's degree, min. 40 credits

- (i) UGC: 1-Year (2 semesters) Post-Graduate Diploma (PGD) after 3-years Bachelor's degree: Level 6.0
- (ii) UGC: 1-Year (2 semesters) PGD after 4 years Bachelor's degree (Honors/ Research): Level 6.5

(b) Master's Degree:

- (i) UGC: 2-Years (four semesters) Master's Degree after obtaining a 3-years Bachelor's degree, Minimum 40 credits/year, second year devoted entirely to research, PG – 2nd year: Level 6.5

OR

- (i) 1-Year (two semesters) Master's Degree after obtaining a 4-year Bachelor's degree (Honours/Research): Minimum 40 credits: Level 6.5
- (c) Level 8 represents Ph. D. Research Degree.

- (d) A 5-year Integrated Bachelor's and Master's programme shall have a minimum of 220 credits.

- (e) Master's and doctoral programmes, while providing rigorous research-based specialization, should also provide opportunities for multidisciplinary work, in academia, government, research institutions, and industry.

4. Lateral Entry/ Re-entry at higher Levels after exit from lower levels of four years multidisciplinary UG degree programme:

- (i) The credit points earned and accumulated shall be used to determine the eligibility for taking admission to various programs at multiple levels, subject to fulfilment of the broad

principles laid down under NCrF. Students who leave with a Certification, Diploma, or a Basic Bachelor's Degree will be eligible to re-enter the programme at the exit level to complete or progress to the next level through lateral entry mode. Depending upon the academic and physical facilities available, the State Universities/ Autonomous Colleges (Higher Education Institutions or HEI) may earmark specific seats/ intake for lateral entry into the second year/ third year/ fourth year of a four years multidisciplinary UG degree programme as approved by Professional Standard Setting Bodies (PSSB/Govt. of Maharashtra/ statutory council of affiliating University plus any consequential vacancies caused by exits to an ongoing programme (four-year Degree Programme and Integrated Master's or second year Master's). Lateral entry or Re-entry is open to those students if he/she has either –

- (a) successfully completed the first year/second year/third year of the particular four years multidisciplinary degree programme in any ABC registered HEI with valid credits in ABC and re-entering into the second year/third year/fourth year, respectively of the same four years degree programme of any ABC registered HEI, within stipulated/ permissible period of years as decided by Statutory Councils of that HEI

OR

- (b) Already successfully completed a multidisciplinary four-year first-degree programme and is desirous of and academically capable of pursuing another multidisciplinary four years first-degree programme in an allied subject.
- (ii) A student will be allowed to enter/re-enter only at the odd semester. Re-entry at various levels for lateral entrants in academic programmes should be based on the earned and valid credits as deposited and accumulated in Academic Bank of Credits (ABC) through Registered Higher Education Institutions (RHEI) and proficiency test records. However, in terms of the admission eligibility requirements, the student shall belong to the same faculty/ discipline in terms of Major Subject i.e., the Major subject of his earlier Programme and the Major subject of the new Programme for which he is seeking admission must be from the same faculty/discipline. Reservation for lateral entry will be executed as per the Government of Maharashtra norms.

5. Distribution of Credits across Multidisciplinary Four Years Degree Programme:

- (i) Four-year multidisciplinary degree programme with Honours/ Specialization Degree will have Internship and Core /Major Courses with a minimum of 22 credits per sem. in the Fourth Year.
- (ii) Four-year multidisciplinary degree programme with Research will have Research Projects, Seminars, Dissertations and Internships with a minimum of 22 credits per Sem. in the Fourth Year.
- (iii) Students shall select a 'Major or Core Subject/ Discipline' and a '**Minor Subject/Discipline**' from the lists of various **Subject Combinations and Options provided the Colleges**. In general, for the four years multidisciplinary bachelor's degree programme, the distribution of credits will be as follows:
 - (a) Disciplinary/interdisciplinary Major/ Core Subject (minimum of 68 credits)- Mandatory and Elective Courses
 - (b) Disciplinary/interdisciplinary Minor Subject (maximum of 22 credits)
 - (c) Skill based/Vocational studies corresponding to the Major/ Core Subject (8 credits)
 - (d) Field projects/internship/apprenticeship/community engagement and service corresponding to the Major/ Core Subject (14-22 credits) with a maximum of six credits per Semester
 - (e) Generic/ Open Electives through Baskets of Elective Courses (12 credits),

- (f) Ability Enhancement Courses including Languages, Literature and Environmental Studies (12 credits),
- (g) In-built modules on the Indian Knowledge System (IKS) in Major/ Core Subject at Level 4.5 – 2 credits
- (h) Value-based Education, Life Skills and Professional Ethics: Co-curricular Courses such as Sports and Culture, NSS/NCC and Fine/ Applied/Visual Arts (8 credits).

Student can earn some credits (SEC/VSC/GE/OE) in the form of online from-

- (i) The National Skills Qualifications Framework (NSQF) organizes qualifications for Vocational and Skill Courses in a series of 8 levels based on professional knowledge, professional skills, core skills and responsibilities, in the increasing order of complexity and competency.
- (ii) University Grants Commission (Credit Framework For Online Learning Courses through Study Webs of Active-Learning for Young Aspiring Minds) Regulations, 2021, **permits up to 40 per cent of the total courses being offered in a particular programme in a semester through the Online Learning Courses offered through the Study Webs of Active-Learning for Young Aspiring Minds (SWAYAM) platform.**

6. Examination and Assessment Process:

- (i) The basic principle of the credit framework is that credits are a function of the successful completion of a program of study/ vocational education/ training and assessment. No credit can be earned by the student unless the student is assessed for the achievement of the desired competencies and outcome of a program.
- (ii) Exit options are provided with certification, diploma and basic Bachelor's degrees to the students at the end of the second, fourth and sixth semesters of a four years multidisciplinary degree programme. Students will receive a Bachelor's degree with Honours/ Research on successfully completing of all eight semesters of the UG Program either at a stretch or with opted exits and re-entries.
- (iii) For the smooth success of four-year multidisciplinary degree programme with multiple entry and exit systems, the examination mode will be based on the combination of innovative trends in formative (informal and formal tests administered during the learning process) and summative (evaluation of students learning at the end of an instructional unit) examination modes. This is in line with the UGC Report on 'Evaluation Reforms in Higher Educational Institutions (2019)'.

(iv) Evaluation of each students in each course will be done as follows

- a. Each theory or practical course will be of 2 credits = 50 mark
- b. Internal evaluation 30% weightage (15 mark)
- c. External evaluation 70% weightage (35 marks)
- d. Students should secure 40% marks in each type of evaluation for successful completion of a course (student should secure at least 6 marks in internal and 14 marks in external evaluation).

(v) Evaluation Pattern.

- a. Internal evaluation** - Two written test, each of 20 marks will be conducted i. e. two tests on two modules. 1st assignment after completing 6 weeks of teaching and 2nd on completion of 13th week of teaching. Question paper should be designed so that evaluation of CO, PO, PSO can be performed. 10 marks out of 15 will be assigned from these written tests. Remaining 5 marks will be assigned from other types of evaluation such as seminars, orals, poster presentation, open book

challenging tests, surprise test, objective test on whole syllabus of the course (at least 40 questions of objective type must be designed), etc. for 5 marks at least two different types technique must be utilized.

- b. External Evaluation** - External evaluation will be done at the end of semester. For theory, 35 marks written examination will be conducted and time of examination will be 2-hours.

7. Declaration of Results:

- (i) Declaration of result is based on the Semester Grade Point Average (SGPA) earned towards the end of each semester or the Cumulative Grade Point Average (CGPA) earned at the completion of all eight semesters of the programme and the corresponding overall alpha-sign or letter grades as given in Table 2. If some candidates exit at the completion of the first, second or third year of the four years Undergraduate Programmes, with Certificate, Diploma or Basic Degree, respectively, then the results of successful candidates at the end of the second, fourth or sixth semesters shall also be classified on the basis of the CGPA obtained in the two, four, six or eight semesters, respectively. Successful candidates at the end of the tenth semester of the integrated Master's Degree Programmes shall also be classified on the basis of CGPA obtained in the ten semesters of the Programmes. Likewise, the successful candidates of one year or two semesters Master's Degree Programme are also classified on the basis of the CGPA of two semesters of the Master's Degree Programme.

Table-2: Grades on degree certificate/mark sheet will be assigned to the students as per the following table

Semester GPA/ Program CGPA Semester/Program	% of Marks	Alpha-Sign / Letter Grade Result
9.00-10.00	90-100	O (outstanding)
8.00 - <9.00	80.00 – <90.00	A+ (Excellent)
7.00 - <8.00	70.00-<80.00	A (Very Good)
6.00 - <7.00	60.00-<70.00	B+ (Good)
5.50 - <6.00	55.00-<60.00	B (Above Average)
5.00 - <5.50	50.00-<55.00	C (Average)
4.00 - <5.00	40.00-<50.00	P (Pass)
Below 4.00	< 40	F (Fail)
Ab	-----	Absent

- (ii) A student obtaining Grade F shall be considered failed and will be required to reappear in the examination. For non-credit courses 'Satisfactory' or 'Unsatisfactory' shall be indicated instead of the letter grade and this will not be counted for the computation of SGPA/CGPA.

8. Award of Major and Minor Degree:

- (i) A student pursuing four-year multidisciplinary UG programme will be awarded an appropriate Honours/ Research degree in Major/ Core Subject on completion of VIII Semester with the minimum of 176 credits if he secures in that Subject at least 50% of the total credits for that programme. He shall thus study the specific number of Mandatory Core Courses, Core Electives, Vocational and Skill Courses and Field projects/ Internships connected to Core Subjects in eight semesters so as to cover at least 50% of the total credits.
- (ii) In case of a Research Degree, a student shall pursue a research project and write a dissertation in that Major in the VII and VIII semesters.

On the basis of above rules and regulations under NEP-2020 following course frame work is adopted by the Prof. Ramkrishna More Arts, Commerce and Science College, Akurdi, Pune-411044 for the completion of four years honours degree in Major and Minor subjects.

9. Distribution of Credits across Four Years Degree Programmes:

In general, for the four years' bachelor's degree programme, the distribution of credits will be as follows:

(a) Major (Core) Subject comprising Mandatory and Elective Courses:

- i. Minimum 50% of total credits corresponding to Three/Four - year UG Degree- Mandatory Courses offered in all Four years;
- ii. 2 credit course on Major Specific IKS shall be included under Major;
- iii. Elective courses of Major will be offered in the third and/or final year.
- iv. Vocational Skill Courses, Internship/ Apprenticeship, Field Projects, Research Projects connected to Major first to fourth year.

(b) Minor Subject: 18-20 Credits

- i. The Minor subjects may be from the different disciplines of the same faculty of DSC Major (Core) or they can be from different faculties altogether.
- ii. The credits of Minor subjects shall be completed in the first three years of UG Programme.

(c) Generic/ Open Elective Courses (OE): 10-12 credits

- i. It is to be offered in I and/or II year
- ii. Faculty-wise baskets of OE shall be prepared by University/ Autonomous Colleges.
- iii. OE is to be chosen compulsorily from faculty other than that of the Major.

(d) Vocational and Skill Enhancement Courses (VSEC): 14-16 credits

Vocational Skill Courses (VSC): 8-10 credits, including Hands on Training corresponding to the Major and/or Minor Subject:

- i. To be offered in first to three years;
- ii. Wherever applicable vocational courses will include skills based on advanced laboratory practicals of Major

Skill Enhancement Courses (SEC): 06 credits

- i. To be offered in I and II year;
- ii. To be selected from the basket of Skill Courses approved by University/ Autonomous Colleges

(e) Ability Enhancement Courses (AEC), Indian Knowledge System (IKS) and Value Education Courses (VEC): 14 Credits

● AEC: 08 credits

- i. To be offered in I and II year
 - ii. English: 04 Credits
 - iii. Modern Indian Language: 04 credits
 - iv. To be offered from the Basket approved by the College;
- The focus for both languages should be on linguistic and communication skills.

o IKS: 2 Credits

- i. To be offered in Ist Year
- ii. Courses on IKS to be selected from the basket of IKS courses approved by the Colleges

o VEC: 04 Credits

- i. To be offered in I year
- ii. Value Education Courses (VEC) Environmental Science Education (Compulsory), Understanding India, and Digital and Technological Solutions.

(f) Field Projects/ Internship/ Apprenticeship/ Community Engagement and Service corresponding to the Major (Core) Subject, Co-curricular Courses (CC) and Research Project

o Internship/Apprenticeship corresponding to the Major (Core) Subject: 8 Credits

o Field Projects/Community Engagement and Service corresponding to the Major (Core) Subject: minimum 4-6 credits

To be offered in II, and III years of UG Degree Programmes.

o Co-curricular Courses (CC) such as Health and Wellness, Yoga education sports, and fitness, Cultural Activities, NSS/NCC and Fine/ Applied/ Visual/ Performing Arts: 8 credits. To be offered in I and/or II year

o Research Projects: 12 credits

To be offered in the final year for 4-year Honours with Research UG Degree

The UGC Regulations, 2021 permit up to 40% of the total courses being offered in a particular programme in a semester through the Online Learning Courses offered through the SWAYAM platform and/or other State Level Common Platforms which can be developed in due course with the participation of different Universities/ HEIs.

Abbreviations: Generic/ Open Electives: **GE/OE**; Vocational Skill and Skill Enhancement Courses: **VSEC**; Vocational Skill Courses: **VSC**; Skill Enhancement Courses: **SEC**; Ability Enhancement Courses: **AEC**; Indian Knowledge System: **IKS**; Value Education Courses: **VEC**; **OJT**: On Job Training; Internship/ Apprenticeship; Field projects: **FP**; Community engagement and service: **CEP**; Co-curricular Courses: **CC**; Research Methodology-**RM**; Research Project: **RP**
Note: The Credit Distribution Table given above is illustrative only. The Universities/ Autonomous Colleges may suitably modify within the broader framework of credit distribution across six verticals.

Graduate and Honors Degree Course Framework under Autonomy as per NEP-2020

If not mentioned, each proposed course (theory/practical) is of 2 credits

Sem	Major Course	Major Elective Courses	Minor Courses	VSC	IKS	P/OJT/CEP	GE/OE	SEC	AEC	VEC	CC	Total Credits
First Year Certificate Course												
I	2 theory + 1 Practical	0	0	1 Theory	1 Theory	0	1 theory + 1 Practical	1 theory/ practical	theory	theory	Credit	22
II	2 theory + 1 Practical	0	1 Theory	1 Practical	0	0	1 theory + 1 Practical	1 theory/ practical	theory	theory	Credit	22
Second Year Graduate Diploma												
III	3 theory + 1 Practical	0	1 Theory + 1 Practical	1 Theory	0	FP (2 Credit)	1 theory	0	theory		Credit	22
IV	3 theory + 1 Practical	0	1 Theory + 1 Practical	0	0	CEP (2 Credit)	1 Practical	1 theory/ practical	theory		Credit	22
Third Year Graduate Degree												
V	3 theory + 2 Practical	1 Theory + 1 Practical	1 Theory + 1 Practical	1 Practical	0	FP/CEP (2 Credit)	0	0	0	0	0	22
VI	3 theory + 2 Practical	1 Theory + 1 Practical	1 Theory + 1 Practical	0	0	OJT (4 Credit)	0	0	0	0	0	22
VII and VIII Semester honours degree with major												
VII	5 theory + 2 Practical	1 Theory + 1 Practical	RM 4 Credits	0	0	0		0	0	0	0	22
VIII	5 theory + 2 Practical	1 Theory + 1 Practical	0	0	0	OJT (4 Credit)	0	0	0	0	0	22
VII and VIII Semester honours degree with research												
VII	4 theory + 1 Practical	1 Theory + 1 Practical	RM 4 Credits	0	0	RP (4 Credit)	0	0	0	0	0	22
VIII	4 theory + 1 Practical	1 Theory + 1 Practical	0	0	0	RP (8 Credit)	0	0	0	0	0	22

Post Graduate Degree Course Framework under Autonomy as per NEP-2020
If not mentioned, each proposed course (theory/practical) is of 2 credits

Sem.	Major Course	Major Elective Courses	Minor Courses	VSC	IKS	FP/OJT/CEP	GE/OE	SEC	AEC	VEC	CC	Total Credits
PG-I												
VII	5 theory + 2 Practical	1 Theory + 1 Practical	RM 4 Credits	0	0	0		0	0	0	0	22
VIII	5 theory + 2 Practical	1 Theory + 1 Practical	0	0	0	OJT (4 Credit)	0	0	0	0	0	22
PG-II												
IX	5 theory + 2 Practical	1 Theory + 1 Practical	0	0	0	Research Project (4 credits)		0	0	0	0	22
X	5 theory + 2 Practical	1 Theory + 1 Practical	0	0	0	OJT (4 Credit)	0	0	0	0	0	22

Definitions:

1. **One semester** = 15 weeks
2. **1-credit theory** = 15 hours i.e. for 1 credit, 1 hour per week teaching is to be performed.
15 hours of 1-credit are splinted as 12 hours actual teaching + 3 hours Tutorial (practice problem solving sessions, repeated discussion on difficult topics, discussion on student's difficulties, questions discussion and internal evaluation)
3. **1-credit practical** = 30 hours. Thus, 1 credit practical = 2 contact hours in laboratory per week.
30 hours splinted as 24 hours actual table work and 6 hours for journal competition, oral on each practical and other internal evaluation.
4. **Each theory course of any type** (major, minor, VSC, VEC, OE/GE, VEC, SEC, CC, etc.) **is of 2 credits.**
 - a. **Theory per semester:** Contact hours = 24 teaching + 6 tutorials (problem solving sessions, repeated discussion on difficult topics, difficult solution, questions discussion and internal evaluation)
 - b. Each course will be of two modules, One module = 15 hours
 - c. Each module may consist of one or more than one chapter.
5. **Each practical course of any course is of 2 credits = 60 hours per semester**
 - a. Minimum 12 laboratory sessions will be conducted in one semester.
 - b. Each laboratory sessions will be of 4 hours.

Preamble

B.A.(Honours)and MA. in English is intended to provide a broad framework within which both the undergraduate and Postgraduate programs in English will help to create an academic base that responds to the need of the students to understand the basics of English language and Literature and its ever evolving nature of applications at global level. The curriculum framework is designed and formulated in order to acquire and maintain standards of achievement in terms of knowledge, understanding and skills in English language and Literature and their applications to rational reasoning, critical thinking and developing skills for problem solving and initiating research. The multicultural fabric of our nation requires that the institutions involved in implementing this curriculum framework also work hard towards providing an environment to create, develop and inculcate rational, ethical and moral attitudes and values to help the creation of knowledge society needs for the advancement of our nation.

Goals :

The Department has formulated three broad educational goals for the undergraduate degree programs:
Knowledge of English: To provide students with the basic foundation , curiosity and the joy of learning a global language.

Problem solving skills: To provide students with the tools needed to analyse problems, and synthesize ideas.

Employment and technical skills: To provide the students with skills necessary for successful careers, and communication skills (oral and written) as well as be well versed with the various genres of Literature.

Equivalence of New Syllabus prescribed by Savitribai Phule Pune University.**F. Y. B. A Compulsory English**

(w. e. f. 2019-2020)

(Choice Based Credit System)

70:30-Pattern

(70-Semester-End Exam & 30-Internal Evaluation)

Prescribed Text: Literary Gleam: An Anthology of Prose and Poetry (Board of Editors Orient BlackSwan)

F.Y.B.A. Optional English

(w. e. f. 2019-2020)

(Choice Based Credit System)

70:30-Pattern

Prescribed Text: Initiations: Minor Literary Forms & Basics of Phonology (Board of Editors- Orient BlackSwan)

Prof. Ramkrishna More College, Akurdi, Pune
Department of English
Proposed Course Structure BA Curriculum as per NEP

Department of English FYBA New NEP Structure (2023 pattern)

Level	Semester	Paper Code	Title of the Paper	Credits
4.5/100	I	ENMAT-111	Introduction to Literature 1	2
		ENMAT-112	Appreciating Short Stories	2
		ENMAP-113	Elementary Grammar (P)	2
		ENGET-111	English for Careers 1	2
		ENGET-112	English for Careers 11	2
		ENVST-111	Basics of Sounds of English Language I	2
		ENSEP-111	English Communication Skills Level 1	2
		ENIKT-111	Indian Value Systems through Literature	2
		ENAET-111	Basics of Soft Skills I	2
				18
(Note: 4 credits for VEC and CC will be separately added. in Semester I.) 18 +4 = 22				
	II	ENMAT-121	Introduction to Literature-2	2
		ENMAT-122	Appreciating One-Act Plays	2
		ENMAP-123	Enriching Vocabulary (P)	2

		ENGET-121	English for Competitive Examinations 1	2
		ENGET-122	Public Speaking	2
		ENVST-121	Basics of Sounds of English Language II	2
		ENMIT-121	Presentation Skills	2
		ENSEP-121	English Communication Skills Level II	2
		ENAET-121	Basics of Soft Skills II	2
				18
(Note: 4 credits for VEC and CC will be separately added. in Semester II.) 18 +4 = 22				
Exit Option : Award of UG Certificate in Major with 44 credits and an additional 4 credits score NSQF Course/Internship for continue with Major and Minor				

Department of English SYBA New NEP Structure (2023 pattern)

SYBA STRUCTURE AND SYLLABUS NEP 2020

III	ENMAT-231	Understanding & Appreciating Poetry	4
	ENMAT-232	Understanding Drama 1	2
	ENMAP 233	Appreciating Drama 1	2
	ENMIT-231	Careers in English 1	4
	ENVSP-231	Components of Language Study	2
	ENFPP-231	Field Project	2
			16

(Note: 6 credits for OE/GE, and CC will be separately added. in Semester III.) 16 +6 = 22			
IV	ENMAT-241	Appreciating Poetry 2	4
	ENMAT-242	Understanding Drama 2	2
	ENMAP-243	Appreciating Drama 2	2
	ENMIT-241	Careers in English 2	4
	ENCEP-241	Community Engagement Program	2
	ENSEP-241	Life Skills	2
			16
(Note: 6 credits for OE/GE, AEC and CC will be separately added. in Semester IV.) 16 +6 = 22			

Department of English TYBA New NEP Structure (2023 pattern)

V	ENMAT-351	Understanding and Appreciating Fiction	4
	ENMAT-352	Fundamentals of Literary Criticism	4
	ENMAP-353	Practical Criticism	4
	ENMET-351A OR ENMET-351B	Fundamentals of Journalism OR Stylistics 1	2
	ENMEP-352 A ENMEP-352B	Practical Journalism OR Stylistics 1I	2
	ENMIT-351	English for Competitive Examinations	2
	ENVSP-351	Enhancing Language Skills Through Literature	2
	ENFPP-351	Field Project	2
		Total	22

VI	ENMAT-361	Indian Poetry	4
	ENMAT-362	Advanced Study of English Language	4
	ENMAP-363	Introduction to Linguistics	4
	ENMET-361A OR ENMET- 361 B	Introduction to Social Media Platforms I OR Translation Studies I	2
	ENMEP-362A OR ENMEP-362B	Introduction to Social Media Platforms II OR Translation Studies II	2
	ENVSP-361	Public Speaking	2
	ENOJP-361	On Job Training	4
		Total	22

Pune District Education Association's

**Prof. Ramkrishna More Arts,
Commerce and Science College,
Akurdi, Pune, India
(AUTONOMOUS)**

SYLLABUS UNDER AUTONOMY (NEP)

F. Y. B. A. (English Major)

(B.A. Semester-I,II)

**From Academic Year
2023-24**

F. Y. B.A. Semester I		
Title of the Course	Introduction to Literature I	Number of Credits : 02
Course Code	ENMAT-111	
Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	Identify different genres of literature.	
CO2	Know different functions of literature.	
CO3	Understand and analyse essays.	
CO4	Interpret poems and discuss the literary devices used in them.	
CO5	Develop literary competence and will derive pleasure by reading the prescribed texts.	
CO6	Relate the texts to real life situations.	

Module No.	Title of Module and Contents	No. of Lectures
I	Introduction to Literature: Chapter 1. Definitions of literature Chapter 2. Functions of literature Chapter 3. Types of literature	10
II	Essays: Chapter 1. A Lesson My Father Taught Me: A.P.J. Abdul Kalam Chapter 2. Toasted English: R. K. Narayan Chapter 3. My Financial Career: Stephen Leacock	12

III	Poetry: Chapter 1. Sonnet 29: William Shakespeare Chapter 2. The World is too much with Us: William Wordsworth Chapter 3. The Listeners: Walter de la Mare	08
References: Books: Prasad, Birjadish (1995). <i>A Background to the Study of English Literature</i> . Madras:Macmillan India Limited. Chaskar, Ashok et al (2019) Edited <i>Initiations: Minor Literary Forms & Basics of Phonology</i> . Hyderabad: Orient Black Swan .Weblinks: https://americanliterature.com/author/stephen-leacock/short-story/my-financial-career		

Question Paper Format

Pattern for Internal Evaluation in both the semesters:

1.– Home Assignments/Tutorials/Oral/Lecture Notes/Project 05

2. /Written test - – 10

Total Marks:15

Q. 1) A. Attempt any Two from the following questions:

(Two questions on Unit -1) Marks 10

Q2. Attempt any Two from the following questions:

(Two questions on Unit -2) Marks 10

Q. 3. Attempt any Two from the following questions:

(Two questions on Unit -3) Marks 10

Q.4) Objective Questions

a. Fill in the blanks with the correct alternative given in the bracket.

(5 out of 8)

Total Marks: 35

F. Y. B.A. Semester I		
Title of the Course	Appreciating Short Stories	Number of Credits : 02
Course Code	ENMAT-112	
Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	Identify the elements of short stories as a genre of literature.	
CO2	Know the different types of short stories.	
CO3	Interpret and analyse the prescribed short stories.	
CO4	Relate short stories to real life.	
CO5	Understand the significance of human values.	
CO6	Interpret the ideas, themes and core values of the texts.	

Module No.	Title of Module and Contents	No. of Lectures
I	Introduction to Short Story: Chapter 1. Definitions of short story Chapter 2. Elements of short story Chapter 3. Types of short story	10

II	Short Stories: Chapter 1. The Romance of a Busy Broker: O. Henry Chapter 2. The Doll's House : Katherine Mansfield Chapter 3. The Thief: Ruskin Bond Chapter 4. The Necklace: Guy de Maupassant	20
References: Books: Prasad, Birjadish (1995). <i>A Background to the Study of English Literature</i> . Madras: Macmillan India Limited. Chaskar, Ashok et al (2019) Edited <i>Initiations: Minor Literary Forms & Basics of Phonology</i> . Hyderabad: Orient Black Swan. Weblinks: • https://www.eastoftheweb.com/short-stories/UBooks/Neck.shtml • https://americanenglish.state.gov/files/ae/resource_files/the_tell-tale_heart_0.pdf		

Question Paper Format

Pattern for Internal Evaluation in both the semesters:

1.– Home Assignments/Tutorials/Oral/Lecture Notes/Project 05

2. /Written test - – 10

Total Marks:15

Q. 1) A. Attempt any Two from the following questions:

(Two questions on Unit -1) Marks 10

Q2. Attempt any Two from the following questions:

(Two questions on Unit -2) Marks 10

Q. 3. Attempt any Two from the following questions:

(Two questions on Unit -3) Marks 10

Q.4) Objective Questions

a. Fill in the blanks with the correct alternative given in the bracket.

(5 out of 8)

Total Marks: 35

F. Y. B.A. Semester I		
Title of the Course and Course Code	Elementary Grammar: Parts of Speech ENMAP-113	Number of Credits : 2
Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	Know the basics of grammar.	
CO2	Identify parts of speech.	
CO3	Use the parts of speech in sentences.	
CO4	Construct correct grammatical sentences.	
CO5	Apply grammar in everyday usage.	
CO6	Apply the rules of grammar in spoken language.	

Module No.	Title of the Module and Contents	No. of Lectures
I	Nouns and their Types	06
II	Pronouns	05
III	Adjectives	05
IV	Verbs (Main Verbs, Auxiliary Verbs, Transitive and Intransitive Verbs)	06

V	Adverbs, Prepositions, Conjunctions and Interjections	08
References: ? Eastwood, John (2008). Oxford Practice Grammar. Oxford, OUP ? Raviya, Hitesh, D. (2013).Mosaic: A Textbook for College Students. Macmillan Publishers India Ltd. Surat. ? Walter and Swan (1997). How English Works. Oxford, OUP		

Question Paper Format

Pattern for Internal Evaluation: Practical

1. Journal Writing 05
2. Oral 10

Total Marks:15

External Evaluation:

Q. 1) A. Attempt any Two from the following questions:

(Two questions on Unit -1) Marks 10

Q2. Attempt any Two from the following questions:

(Two questions on Unit -2) Marks 10

Q. 3. Attempt any Two from the following questions:

(Two questions on Unit -3) Marks 10

Q.4) Objective Questions

a. Fill in the blanks with the correct alternative given in the bracket.

(5 out of 8)

Total Marks: 35

F. Y. B.A. Semester I		
Title of the Course	Basics of Sounds of English Language I	Number of Credits : 02
Course Code	ENVST-111	
Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	Distinguish between phonetics and phonology.	
CO2	Define phoneme.	
CO3	Identify phonemes and transcribe them with phonetic symbols.	
CO4	Recognise the discrepancy between English spelling and pronunciation.	
CO5	Discuss and identify minimal pairs.	
CO6	Identify the structure of words in terms of Consonant and Vowel.	

Module No.	Title of Module and Contents	No. of Lectures
I	Introduction: Chapter 1. Phonetics and Phonology Chapter 2. Discrepancy between English spelling and pronunciation Chapter 3. The concept of phoneme	10
II	Study of Phonemes Chapter 1. Sounds of English language and their phonemic symbols Chapter 2. Transcribing words Chapter 3. CV Structure of words Chapter 4. Minimal pairs	20

References:**Books:**

Chaskar, Ashok et al (2019) Edited *Initiations: Minor Literary Forms & Basics of Phonology*. Hyderabad: Orient Black Swan.

Weblinks:

- <https://scholar.harvard.edu/files/adam/files/phonetics.ppt.pdf>

Question Paper Format**Pattern for Internal Evaluation in both the semesters:**

1.– Journal 05 2. Oral Exam- – 10

Total Marks:15

Q. 1) A. Attempt any Two from the following questions:

(Two questions on Unit -1) Marks 10

Q2. Attempt any Two from the following questions:

(Two questions on Unit -2) Marks 10

Q. 3. Attempt any Two from the following questions:

(Two questions on Unit -3) Marks 10

Q.4) Objective Questions

a. Fill in the blanks with the correct alternative given in the bracket. (5 out of 8)

Total Marks: 35

F. Y. B.A. Semester I		
Title of the Course and Course Code	Indian Value Systems through Literature ENIKT-111	Number of Credits : 2
Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	Read to comprehend the selected texts.	
CO2	Define the value systems in Indian literature in English.	

CO3	Identify the Indian values in the literary texts.
CO4	Interpret the ideas, themes and core values of the texts.
CO5	Apply the critical approaches to the reading of the texts.
CO6	Write coherently about the understanding of the texts.

Module No.	Title of the Module and Contents	No. of Lectures
I	Short Stories 1. Playing the English Gentleman- M.K. Gandhi 2. The Assignment- Saadat Hassan Manto 3. Hassan's Attendance Problem -Sudha Murthy	15
II	Unit 2 –Poetry 1. Night of the Scorpion -Nissim Ezekiel 2. Bird Sanctuary - Sarojini Naidu 3. The Felling of the Banyan Tree Dilip Chitre	09
	Assignments/Assessment	06

References

Gandhi, M. K. *My Experiments with Truth*. New Delhi. First Cry India. 1998

<https://www.mkgandhi.org/autobio/chap15.htm>

<http://englischlehrer.de/texts/assignment.php>

<https://englishsummary.com/lesson/hassans-attendance-problem/>

<http://sittingbee.com/the-assignment-saadat-hasan-manto/>

Question Paper Format

Pattern for Internal Evaluation in both the semesters:

1.– Home Assignments/Tutorials/Oral/Lecture Notes/Project 05

2. /Written test - – 10

Total Marks:15

Q. 1) A. Attempt any Two from the following questions:

(Two questions on Unit -1) Marks 10

Q2. Attempt any Two from the following questions:

(Two questions on Unit -2) Marks 10

Q. 3. Attempt any Two from the following questions:

(Two questions on Unit -3) Marks 10

Q.4) Objective Questions

a. Fill in the blanks with the correct alternative given in the bracket.

(5 out of 8) **Total Marks: 35**

F. Y. B.A. Semester I		
Title of the Course and Course Code	English Communication Skills Level I ENSEP-111	Number of Credits : 2
Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	Describe the process of communication.	
CO2	Practise listening and speaking skills	
CO3	Compose paragraphs, letters, emails and resume.	
CO4	Practise writing coherent paragraphs without committing errors of spelling and grammar	
CO5	Use language for speaking with confidence in an intelligible and acceptable manner	

CO6	Identify deviant use of English both in written and spoken forms
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Module No.	Title of Module and Contents	No. of Lectures
I	Significance of Communication: Chapter 1. Definition of Communication Chapter 2. Process of Communication Chapter 3. Role of Creative and Critical Thinking in Communication	10
II	Developing Listening and Speaking: Chapter 1. What is good listening? Chapter 2. Testing listening competence Chapter 3. Public Speaking: Delivering different types of speeches Chapter 4. Interview Techniques. Chapter 5. Group Discussion.	25
III	Developing Written Communication: Chapter 1. Paragraph Writing Chapter 2. Letter Writing Chapter 3. E-mail communication Chapter 4. Writing Resume	25
Prescribed Text: Kumar Sanjay and Pushpa Lata. <i>Communication Skills</i> . New Delhi: Oxford University Press, 2018 Learning Resources: 1. Acevedo and Gower M (1999) Reading and Writing Skills. London, Longman 2. Deuter, M et.al. (2015). Oxford Advanced Learner's Dictionary of English (Ninth Edition). New Delhi, OUP 3. Eastwood, John (2008). Oxford Practice Grammar. Oxford, OUP 4. Hadeffield, Chris and J Hadeffield (2008). Reading Games. London, Longman 5. Hedge, T (2005). Writing. Oxford, OUP 6. Jolly, David (1984). Writing Tasks: Students' Book. Cambridge, CUP		

Question Paper Format

Pattern for Internal Evaluation in both the semesters:

1.– Home Assignments/Tutorials/Oral/Lecture Notes/Project 05

2. /Written test - – 10

Total Marks:15

Q. 1) A. Attempt any Two from the following questions:

(Two questions on Unit -1) Marks 10

Q2. Attempt any Two from the following questions:

(Two questions on Unit -2) Marks 10

Q. 3. Attempt any Two from the following questions:

(Two questions on Unit -3) Marks 10

Q.4) Objective Questions

a. Fill in the blanks with the correct alternative given in the bracket.

(5 out of 8)

Total Marks: 35

F. Y. B.A. Semester I		
Title of the Course and Course Code	English for Careers I ENGET-111	Number of Credits : 2
Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	Understand the importance of effective writing for communication.	
CO2	Explain the need for communication in professional domains.	
CO3	Demonstrate the skills of effective writing, speaking, reading and listening.	
CO4	Analyze professional/business communication and e-correspondence.	
CO5	Establish self-employment strategies and avail employment opportunities for better future prospects.	
CO6	Develop an overall communicative competence required in the job market.	

Module No.	Title of Module and Contents	No. of Lectures
I	Exploring Careers	08

II	Basic Preparation for Jobs	08
III	English for Employability Skills	07
IV	English for Corporate Field	07
References: [?] Chaskar, Ashok. et al. <i>Aspirations English for Careers</i> , Hyderabad: Orient Blackswan. [?] Bhatia, R.C., <i>Business Communication</i> , New Delhi: Ane Books Pvt Ltd [?] [?] Scot, O., <i>Contemporary Business Communication</i> , New Delhi: Biztnatra [?] [?] Parikh, J.P. et al, <i>Business Communication: Basic Concepts and Skills</i> , Hyderabad: Orient Blackswan. [?] Ashley, A(1992) <i>A Handbook Of Commercial Correspondence</i> , Oxford University Press. [?] Balan,K.R. and Rayudu C.S. (1996) <i>Effective Communication</i> , Beacon, New Delhi.		

Question Paper Format

Pattern for Internal Evaluation in both the semesters:

1.– Home Assignments/Tutorials/Oral/Lecture Notes/Project 05

2. /Written test - – 10

Total Marks:15

Q. 1) A. Attempt any Two from the following questions:

(Two questions on Unit -1) Marks 10

Q2. Attempt any Two from the following questions:

(Two questions on Unit -2) Marks 10

Q. 3. Attempt any Two from the following questions:

(Two questions on Unit -3) Marks 10

Q.4) Objective Questions

a. Fill in the blanks with correct alternative given in the bracket.

(5 out of 8)

Total Marks: 35

F. Y. B.A. Semester I

Title of the Course and Course Code	English for Careers II ENGET-112	Number of Credits: 2
Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	Understand the importance of English in preparation for jobs.	
CO2	Explain the need for the English language in careers.	
CO3	Demonstrate the skills of effective writing, speaking, reading and listening.	
CO4	Analyze the importance of English for employability.	
CO5	Establish self-employment strategies and avail employment opportunities for better future prospects.	
CO6	Develop an overall communicative competence required in the corporate field.	

Module No.	Title of Module and Contents	No. of Lectures
I	English for Competitive examinations	08
II	English for research Purposes	08
III	Content Writing	07
IV	English for Advertising	07

References:

- Chaskar, Ashok. et al. *Aspirations English for Careers*, Hyderabad: Orient Blackswan.
- Bhatia, R.C., *Business Communication*, New Delhi: Ane Books Pvt Ltd
- Scot, O., *Contemporary Business Communication*, New Delhi: Biztnatra
- Parikh, J.P. et al, *Business Communication: Basic Concepts and Skills*, Hyderabad: Orient Blackswan.
- Ashley, A(1992) *A Handbook Of Commercial Correspondence*, Oxford University Press.
- Balan, K.R. and Rayudu C.S. (1996) *Effective Communication*, Beacon, New Delhi.

Question Paper Format**Pattern for Internal Evaluation in both the semesters:**

1.– Home Assignments/Tutorials/Oral/Lecture Notes/Project 05

2. /Written test - – 10

Total Marks:15

Q. 1) A. Attempt any Two from the following questions:

(Two questions on Unit -1) Marks 10

Q2. Attempt any Two from the following questions:

(Two questions on Unit -2) Marks 10

Q. 3. Attempt any Two from the following questions:

(Two questions on Unit -3) Marks 10

Q.4) Objective Questions

a. Fill in the blanks with the correct alternative given in the bracket.

(5 out of 8)

Total Marks: 35

F. Y. B.A. Semester I		
Title of the Course	Basics of Soft Skills I	Number of Credits : 02
Course Code	ENAET-111	

Course Outcomes (COs) On completion of the course, the students will be able to:	
CO1	Define soft skills.
CO2	Distinguish between soft skills and hard skills.
CO3	Define motivation and understand the importance of goal setting.
CO4	Analyse the concept of self-esteem.
CO5	Examine the power of positive thinking.
CO6	Develop strategies for managing time.

Module No.	Title of Module and Contents	No. of Lectures
I	Defining Soft Skills: Chapter 1. Introduction to soft skills Chapter 2. Soft skills and hard skills Chapter 3. Enhancing soft skills Chapter 4. Significance of soft skills in today's globalized world	10
II	Motivation, Goal Setting and Self-Esteem: Chapter 1. What is motivation? Chapter 2. Importance of goal setting Chapter 3. What is self-esteem? Chapter 4. The power of positive thinking	10
III	Time Management: Chapter 1. Importance of time management Chapter 2. Avoiding procrastination Chapter 3. Developing priority-management skills Chapter 4. Strategies for managing time	10

References:**Books:**

- Sheffield Robert M. et al (2011). *Cornerstone Developing Soft Skills*. New Delhi: Pearson.
- Kumar Suresh et al (2010). *Communication Skills and Soft Skills: An Integrated Approach*. New Delhi: Pearson.
- Mitra, Barun (2012). *Personality Development and Soft Skills*. Oxford: Oxford University Press.

Weblinks:

- <https://aclasses.org/what-are-soft-skills-basics-of-soft-skills/>
- <https://www.coursera.org/articles/soft-skills>

Question Paper Format**Pattern for Internal Evaluation in both the semesters:**

1.– Home Assignments/Tutorials/Oral/Lecture Notes/Project 05

2. /Written test - – 10

Total Marks:15

Q. 1) A. Attempt any Two from the following questions:

(Two questions on Unit -1) Marks 10

Q2. Attempt any Two from the following questions:

(Two questions on Unit -2) Marks 10

Q. 3. Attempt any Two from the following questions:

(Two questions on Unit -3) Marks 10

Q.4) Objective Questions

a. Fill in the blanks with correct alternative given in the bracket.

(5 out of 8)

Total Marks: 35

F. Y. B.A. Semester II		
Title of the Course	Introduction to Literature II	Number of Credits : 02
Course Code	ENMAT-121	
Course Outcomes (COs) On completion of the course, the students will be able to:		

CO1	Know the salient features of essay as a genre of literature.
CO2	Recognise the salient features of poetry as a genre of literature.
CO3	Analyse essays.
CO4	Interpret poems and discuss the literary devices used in them.
CO5	Develop literary competence and will derive pleasure by reading the prescribed texts.
CO6	Relate the texts to real life.

Module No.	Title of Module and Contents	No. of Lectures
I	Introduction to Essay and Poetry: Chapter 1. Salient features of Essay as a genre of literature Chapter 2. Salient features of Poetry as a genre of literature	10
II	Essays: Chapter 1. Of Revenge: Francis Bacon Chapter 2. Salvation: Langston Hughes	10

III	Poetry: Chapter 1. Stopping by Woods on a Snowy Evening – Robert Frost Chapter 2. Where the Mind is without Fear - Rabindranath Tagore Chapter 3. The Mountain and the Squirrel - R. W. Emerson	10
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References:

Chaskar, Ashok et al (2019) Edited *Initiations: Minor Literary Forms & Basics of Phonology*. Hyderabad: Orient Black Swan.

Weblinks:

- https://mthoyibi.files.wordpress.com/2011/05/a-glossary-of-literary-terms-7th-ed_m h-abrams-1999.pdf
- <https://people.brandeis.edu/~teuber/bacon.html>
- <https://www.jackson.stark.k12.oh.us/site/handlers/filedownload.ashx?moduleinstanceid=2136&dataid=11946&FileName=salvation--langston%20hughes%20full%20text%209%207%2016.pdf>
- <https://fullreads.com/essay/on-running-after-ones-hat/>

Question Paper Format**Pattern for Internal Evaluation in both the semesters:**

1.– Home Assignments/Tutorials/Oral/Lecture Notes/Project 05

2. /Written test - – 10

Total Marks:15

Q. 1) A. Attempt any Two from the following questions:

(Two questions on Unit -1) Marks 10

Q2. Attempt any Two from the following questions:

(Two questions on Unit -2) Marks 10

Q. 3. Attempt any Two from the following questions:

(Two questions on Unit -3) Marks 10

Q.4) Objective Questions

a. Fill in the blanks with correct alternative given in the bracket.

(5 out of 8)

Total Marks: 35

F. Y. B.A. Semester II		
Title of the Course	Appreciating One Act Plays	Number of Credits : 02
Course Code	ENMAT-122	

Course Outcomes (COs) On completion of the course, the students will be able to:	
CO1	Identify the elements of one act play as a genre of literature.
CO2	Know the different types of one act play.
CO3	Interpret and analyse the prescribed one act plays.
CO4	Relate one act play to real life situations
CO5	Understand the significance of human values through the study of Drama
CO6	Identify various hues of characterisation.

Module No.	Title of Module and Contents	No. of Lectures
I	Introduction to One Act Play: Chapter 1. Definitions of one act play Chapter 2. Elements of one act play Chapter 3. History of one act play	10

II	One Act Plays: Chapter 1. The Monkey's Paw: W.W. Jacobs Chapter 2. A Marriage Proposal: Anton Chekhov	20
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References: Books: Prasad, Birjadish (1995). <i>A Background to the Study of English Literature</i>. Madras:Macmillan India Limited. Chaskar, Ashok et al (2019) Edited <i>Initiations: Minor Literary Forms & Basics of Phonology</i>. Hyderabad: Orient Black Swan. Weblinks: ● https://www.eastoftheweb.com/short-stories/UBooks/Neck.shtml ● https://americanenglish.state.gov/files/ae/resource_files/the_tell-tale_heart_0.pdf ● https://www.balallyplayers.com/productions/2015_The_Proposal/The%20Proposal%20by%20Anton%20Chekhov.pdf		
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Pattern for Internal Evaluation in both the semesters:

1.– Home Assignments/Tutorials/Oral/Lecture Notes/Project 05

2. /Written test - – 10

Total Marks:15

Q. 1) A. Attempt any Two from the following questions:

(Two questions on Unit -1) Marks 10

Q2. Attempt any Two from the following questions:

(Two questions on Unit -2) Marks 10

Q. 3. Attempt any Two from the following questions:

(Two questions on Unit -3) Marks 10

Q.4) Objective Questions

a. Fill in the blanks with correct alternative given in the bracket.

(5 out of 8)

Total Marks: 35

F. Y. B.A. Semester II		
Title of the Course and Course Code	Enriching Vocabulary ENMAP-123	Number of Credits : 2
Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	Read to comprehend the selected texts. Demonstrate an expanded vocabulary by effectively using a variety of words in oral and written communication.	
CO2	Identify and understand word relationships, such as synonyms, antonyms, homonyms, and analogies.	
CO3	Utilize context clues to determine the meaning of unfamiliar words.	
CO4	Apply different vocabulary-building strategies to continue expanding their word power beyond the course.	

CO5	Communicate ideas with precision and clarity by selecting appropriate words for different contexts.
CO6	Improve reading comprehension through better understanding of word meanings.

Module No.	Title of Module and Contents	No. of Lectures
I	Introduction to Word Power and Vocabulary Enrichment Chapter 1. The Importance of Vocabulary in Communication Chapter 2. Strategies for Expanding Vocabulary: Reading, Word Lists, and Word Games	06
II	Word Class Chapter 1. Lexical words	12

	Chapter 2. Homonyms and Homophones Chapter 3. Idioms, phrases, and collocations Chapter 4. Synonyms, antonyms, and word roots Chapter 5. Prefixes, suffixes, and word formation Chapter 6. One word substitutes Chapter 7. Co-Locations Chapter 8. Words often confused Chapter 9. Common Vocabulary Mistakes	
III	Enhancing Vocabulary Chapter 1. Word Games and Puzzles Chapter 2. Crosswords, Word Searches, and Word Jumbles Chapter 3. Vocabulary-Based Board Games and Online Resources	12
References: • "Word Power Made Easy" by Norman Lewis • "The Big Book of Word Games" by Parragon Books • "The Elements of Style" by William Strunk Jr. and E.B. White • "Building Vocabulary from Word Roots" by Timothy Rasinski • "Analogies for Beginners" by Carol Hegarty • "The Oxford Dictionary of Homonyms" by Leslie Presson • "Roget's Thesaurus" by Peter Mark Roget		

Question Paper Format

Pattern for Internal Evaluation: Practical

3. Journal Writing 05
4. Oral 10

Total Marks:15

External Evaluation:

Q. 1) A. Attempt any Two from the following questions:

(Two questions on Unit -1) Marks 10

Q2. Attempt any Two from the following questions:

(Two questions on Unit -2) Marks 10

Q. 3. Attempt any Two from the following questions:

(Two questions on Unit -3) Marks 10

Q.4) Objective Questions

a. Fill in the blanks with the correct alternative given in the bracket.

(5 out of 8)

Total Marks: 35

F. Y. B.A. Semester II		
Title of the Course and Course Code	English for Competitive Examination 1 ENMIT-121	Number of Credits : 2
Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	Demonstrate an improved understanding of English grammar rules.	
CO2	Apply the rules accurately in written and spoken communication.	
CO3	Analyse and comprehend complex passages, including technical and abstract content, and answer comprehension-based questions effectively.	
CO4	Build a robust vocabulary and employ advanced vocabulary in context while reading, writing, and speaking.	

CO5	Identify and rectify common errors in sentence formation, sentence correction, and error identification questions.
CO6	Develop confidence and competence in tackling the English section of competitive exams, leading to improved overall performance.

Module No.	Title of Module and Contents	No. of Lectures
I	I. Introduction to Competitive Exam English Section (2 hours) Chapter 1. Overview of the English section in competitive exams Chapter 2. Understanding the question types and exam format Chapter 3. Strategies for effective exam preparation	02
II	II. Vocabulary Enhancement (8 hours) Chapter 1. Idioms, phrases, and collocations Chapter 2. Synonyms, antonyms, and word roots Chapter 3. Prefixes, suffixes, and word formation Chapter 4. One word substitutes	08
III	III. Grammar (12 hours) Chapter 1. Parts of speech and their usage Chapter 2. Tenses, verb agreement, and subject-verb agreement Chapter 3. Sentence structure and types of sentences Chapter 4. Rearrangement of sentences and Paragraphs.	12
IV	IV. Reading Comprehension Skills (6 hours) Chapter 1. Techniques for effective reading and comprehension Chapter 2. Identifying main ideas and supporting details Chapter 3. Inference and deduction Chapter 4. Vocabulary in context Chapter 5. Analyzing tone, purpose, and style Practice Tests	06

References: 1."Objective General English" by S.P. Bakshi. 2. "English for Competitive Examinations" by A.P. Bhardwaj

Question Paper Format

Pattern for Internal Evaluation in both the semesters:

1.– Home Assignments/Tutorials/Oral/Lecture Notes/Project 05

2. /Written test - – 10

Total Marks:15

Q. 1) A. Attempt any Two from the following questions:

(Two questions on Unit -1) Marks 10

Q2. Attempt any Two from the following questions:

(Two questions on Unit -2) Marks 10

Q. 3. Attempt any Two from the following questions:

(Two questions on Unit -3) Marks 10

Q.4) Objective Questions

a. Fill in the blanks with the correct alternative given in the bracket.

(5 out of 8)

Total Marks: 35

F. Y. B.A. Semester II		
Title of the Course	Basics of Sounds of English Language II	Number of Credits : 02
Course Code	ENVSP-121	
Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	Define syllable.	
CO2	Distinguish between monosyllabic and polysyllabic words.	
CO3	Identify stress in words.	
CO4	Discuss different standards of pronunciation.	
CO5	Compare and contrast different standards of pronunciation.	

Module No.	Title of Module and Contents	No. of Lectures
I	Introduction: Chapter 1. The concept of syllable Chapter 2. Monosyllabic and polysyllabic words Chapter 3. The concept of stress	15
II	Different Standards of Pronunciation Chapter 1. British Received Pronunciation Chapter 2. General American English Chapter 3. General Indian English	15
References: Books: Chaskar, Ashok et al (2019) Edited <i>Initiations: Minor Literary Forms & Basics of Phonology</i>. Hyderabad: Orient Black Swan. Weblinks: • https://www.cambridge.org/elt/blog/2022/05/25/received-pronunciation-old-new/ • https://www.cambridge.org/core/services/aop-cambridge-core/content/view/D4AFF0A7118E7081ACF7C7586FF87590/S0025100304001768a.pdf/british_english_received_pronunciation.pdf • https://www.cs.mcgill.ca/~rwest/wikispeedia/wpcd/wp/a/American_English.htm • https://www.encyclopedia.com/humanities/encyclopedias-almanacs-transcripts-and-maps/indian-english		

Question Paper Format

Pattern for Internal Evaluation: Practical

- Journal Writing 05
- Oral 10

Total Marks:15

External Evaluation:

Q. 1) A. Attempt any Two from the following questions:

(Two questions on Unit -1) Marks 10

Q2. Attempt any Two from the following questions:

(Two questions on Unit -2) Marks 10

Q. 3. Attempt any Two from the following questions:

(Two questions on Unit -3) Marks 10

Q.4) Objective Questions

a. Fill in the blanks with correct alternative given in the bracket.

(5 out of 8)

Total Marks: 35

F. Y. B.A. Semester II		
Title of the Course and Course Code	English Communication Skills Level II ENSEP-121	Number of Credits: 2
Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	Read and understand longer pieces of discourse independently	
CO2	Read and compare two texts for evaluating them	
CO3	Understand the meanings of English words and use them in appropriate contexts	
CO4	Understand the purpose and process of communication and write various types of texts	
CO5	Identify and overcome barriers to communication	
CO6	Appreciate the principle of politeness in relation to the speaker/listener in the light of the social norms of communication	

Module No.	Title of Module and Contents	No. of Lectures
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I	Reading Skills: Chapter 1. Employing Different Reading Skills Chapter 2. Identifying the Central Idea Chapter 3. Inferring lexical web.	10
II	Building Advanced Vocabulary: Chapter 1. Word Formation Chapter 2. Synonyms and Antonyms Chapter 3. Homonyms and Homophones Chapter 4. Idiomatic Expressions	10
III	Advanced Writing Chapter 1. Essay Writing Chapter 2. Report Writing Chapter 3. Expansion of ideas into a story	10
Prescribed Text: Kumar Sanjay and Pushpa Lata. Communication Skills. New Delhi: Oxford University Press, 2018 Learning Resources: 1. Acevedo and Gower M (1999) Reading and Writing Skills. London, Longman 2. Deuter, M et.al. (2015). Oxford Advanced Learner's Dictionary of English (Ninth Edition). New Delhi, OUP 3. Eastwood, John (2008). Oxford Practice Grammar. Oxford, OUP 4. Hadeffield, Chris and J Hadeffield (2008). Reading Games. London, Longman 5. Hedge, T (2005). Writing. Oxford, OUP 6. Jolly, David (1984). Writing Tasks: Students' Book. Cambridge, CUP		

Question Paper Format

Pattern for Internal Evaluation in both the semesters:

1.– Home Assignments/Tutorials/Oral/Lecture Notes/Project 05

2. /Written test - – 10

Total Marks:15

Q. 1) A. Attempt any Two from the following questions:

(Two questions on Unit -1) Marks 10

Q2. Attempt any Two from the following questions:

(Two questions on Unit -2) Marks 10

Q. 3. Attempt any Two from the following questions:

(Two questions on Unit -3) Marks 10

Q.4) Objective Questions

a. Fill in the blanks with correct alternative given in the bracket.

(5 out of 8)

Total Marks: 35

F. Y. B.A. Semester II		
Title of the Course and Course Code	Public Speaking ENGET-121	Number of Credits : 2
Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	Understand the presentation aids to enhance their speeches.	
CO2	Demonstrate the skills in typical public speaking situations.	
CO3	Analyse the basic principles for an effective speaker.	
CO4	Develop practical skills for public speaking with techniques to lessen anxiety.	
CO5	Use the presentation aids to enhance their speeches.	
CO6	Conduct meaningful research on a variety of topics.	

Module No.	Title of Module and Contents	No. of Lectures
I	Introduction to Public Speaking Chapter 1. Understanding public speaking Chapter 2. Types of public speaking Chapter 3. Purpose of public speaking Chapter 4. Becoming a public speaker	10
II	Speech and Public Speaking Chapter 1. Difference between speech and public speaking Chapter 2. Presentation skills and public speaking Chapter 3. Preparing speech for public speaking Chapter 4. Managing public speaking anxiety	10

III	Practice Sessions Chapter1. Topic distribution and discussion Chapter 2. Demo sessions of well-known public speakers	10
References: ? O'Connor, J. Regis. <i>Speech: Exploring Communication</i> . Chicago. NTC Publishing Group: 1996.		

Question Paper Format

Pattern for Internal Evaluation in both the semesters:

1.– Home Assignments/Tutorials/Oral/Lecture Notes/Project 05

2. /Written test - – 10

Total Marks:15

Q. 1) A. Attempt any Two from the following questions:

(Two questions on Unit -1) Marks 10

Q2. Attempt any Two from the following questions:

(Two questions on Unit -2) Marks 10

Q. 3. Attempt any Two from the following questions:

(Two questions on Unit -3) Marks 10

Q.4) Objective Questions

a. Fill in the blanks with correct alternative given in the bracket.

(5 out of 8)

Total Marks: 35

F. Y. B.A. Semester II		
Title of the Course and Course Code	Presentation Skills ENGET-122	Number of Credits: 2
Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	Understand the use of presentation aids to enhance presentation skills.	
CO2	Demonstrate the presentation skills in specific situations.	
CO3	Analyse the basic principles for making presentations.	

CO4	Develop practical skills for presentations with techniques to lessen anxiety.
CO5	Conduct meaningful research on a variety of topics.

Unit No.	Title of Unit and Contents	No. of Lectures
I	Meaning of Presentation	03
II	Types of Presentation	05
III	Preparation of Presentation	06
IV	Handling Stress and Anxiety during Presentation	06
V	Delivering a Presentation	10
References: Hindle, Tim. <i>Making Presentations</i>. London. Dorling Kindersley. 1998.		

Question Paper Format

Pattern for Internal Evaluation in both the semesters:

1.– Home Assignments/Tutorials/Oral/Lecture Notes/Project 05

2. /Written test - – 10

Total Marks:15

Q. 1) A. Attempt any Two from the following questions:

(Two questions on Unit -1, 2) Marks 10

Q2. Attempt any Two from the following questions:

(Two questions on Unit 3,4) Marks 10

Q. 3. Attempt any Two from the following questions:

(Two questions on Unit -5) Marks 10

Q.4) Objective Questions

a. Fill in the blanks with correct alternative given in the bracket.

(5 out of 8)

Total Marks: 35

F. Y. B.A. Semester II		
Title of the Course	Basics of Soft Skills II	Number of Credits : 02
Course Code	ENAET-121	
Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	Distinguish between critical and creative thinking.	

CO2	Explore strategies for developing creative thinking for solving problems..
CO3	Analyse the concept of self-esteem and apply it to real life.
CO4	Examine the power of positive thinking.
CO5	Develop interpersonal negotiation skills for resolving interpersonal conflicts.
CO6	Identify different types of leadership and choose strategies for developing leadership.

Module No.	Title of Module and Contents	No. of Lectures
I	Creative Thinking and Problem Solving: Chapter 1. What is creative thinking? Chapter 2. Difference between critical and creative thinking Chapter 3. Importance of creative thinking in problem solving Chapter 4. Strategies for developing creative thinking for solving problems	10
II	Team Building: Chapter 1. What is a team? Chapter 2. Strategies for resolving the interpersonal conflicts Chapter 3. Developing the interpersonal negotiation skills Chapter 4. Importance and significance of effective team building	10

III	Leadership: Chapter 1. What are leadership skills? Chapter 2. Types of leadership Chapter 3. Developing leadership skills Chapter 4. Strategies for developing leadership ¹ .	10
References: Books: ● Sheffield Robert M. et al (2011). <i>Cornerstone Developing Soft Skills</i>. New Delhi: Pearson. ● Kumar Suresh et al (2010). <i>Communication Skills and Soft Skills: An Integrated Approach</i>. New Delhi: Pearson. ● Mitra, Barun (2012). <i>Personality Development and Soft Skills</i>. Oxford: Oxford University Press. Weblinks: ● https://aclasses.org/what-are-soft-skills-basics-of-soft-skills/ ● https://www.coursera.org/articles/soft-skills		

Question Paper Format

Pattern for Internal Evaluation

Pattern for Internal Evaluation in both the semesters:

1.– Home Assignments/Tutorials/Oral/Lecture Notes/Project 05

2. /Written test - – 10

Total Marks:15

Q. 1) A. Attempt any Two from the following questions:

(Two questions on Unit -1) Marks 10

Q2. Attempt any Two from the following questions:

(Two questions on Unit -2) Marks 10

Q. 3. Attempt any Two from the following questions:

(Two questions on Unit -3) Marks 10

Q.4) Objective Questions

a. Fill in the blanks with correct alternative given in the bracket.

(5 out of 8)

Total Marks: 35

Pune District Education Association's

**Prof. Ramkrishna More Arts,
Commerce and Science College,
Akurdi, Pune, India
(AUTONOMOUS)**

SYLLABUS UNDER AUTONOMY (NEP)

S. Y. B. A. (English Major)

(S.Y.B.A. Semester-III,IV)

**From Academic Year
2023-24**

S. Y. B.A. Semester III		
Title of the Course	Understanding and Appreciating Poetry	No of Credits : 04
Course Code	ENMAT-231	
Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	Comprehend the basics of poetry as one of the literary genres.	
CO2	Characterise Major Ages in the history of Poetry	
CO3	Identify various elements of poetry	
CO4	Describe the various types of poetry in English.	
CO5	Discuss various literary devices in a poem.	
CO6	Critically appreciate and analyse a poem.	
Unit No.	Course Content	No. of Lectures
I	Major Ages in the history of Poetry Elements of poetry: Rhythm, Meter, Sound Structure, Stanza Forms	10
II	Types of Poetry: Elegy, Sonnet, Epic ,Dramatic Monologue, Lyric, Ode, Ballad	10
III	Figures of Speech : Simile, Metaphor, Personification, Repetition ,Oxymoron, Onomatopoeia, Alliteration, Imagery	10
IV	1.Death Be Not Proud 2.London 3.Ode on a Grecian Urn 4.To the Sky lark 5.My Last Duchess 6.Ulysses	30

References:

1. Mirage: An Anthology of English Poetry Ed. Board of Editors, Orient Blackswan
2. Abrams M.H. 1957. A Glossary of Literary Terms. Madras: Macmillan India Press.
3. Drew Elizabeth. 1959. Poetry- A Modern Guide to Its Understanding and Enjoyment. Dell Publishing Co.
4. Lennard John. 2005. The Poetry Handbook: A Guide to Reading Poetry for Pleasure and Practical Criticism. OUP.
5. Moon Brian. 2001. Studying Poetry: Activities, Resources and Texts. NCTE.
6. Oliver Mary. 1994. A Poetry Handbook. Harcourt Brace & Company.
7. Williams Rhian. 2009. The Poetry Tool Kit: The Essential Guide to Studying Poetry. Bloomsbury
8. Wolosky Shira. 2001. The Art of Poetry: How to Read Poem. OUP.

Question Paper Format

Pattern for Internal Evaluation in both semesters:

1.– Home Assignments/Tutorials/Oral/Lecture Notes/Project 10

2. /Written test - – 20

Total Marks:30

Q. 1) A. Attempt any Two of the following questions:

(Two questions on Unit -1) Marks 20

Q2. Attempt any Two of the following questions:

(Two questions on Unit -2) Marks 20

Q. 3. Attempt any Two of the following questions:

(Two questions on Unit -3) Marks 20

Q.4) Objective Questions Marks 10

a. Fill in the blanks with the correct alternative given in the bracket.

(5 out of 8)

Total Marks: 70

S. Y. B.A. Semester III		
Title of the Course	Understanding Drama 1	Number of Credits : 02
Course Code	ENMAT232	
Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	Identify the elements of drama as a genre of literature.	

CO2	Understand drama as a literary form	
CO3	Know drama as a performing form	
CO4	Analyse the diverse types of drama	
Module No.	Title of Module and Contents	No. of Lectures
I	Introduction to Drama: 1. Definitions of drama 2. History of drama	10
II	Drama as a Literary Form and as a Performing Art Form: 1. Literary Elements: Theme, Plot, Characters, Diction, Conflict, Setting 2. Theatrical Elements: Stage directions, Light effects, Music, Costumes, Stage property, Makeup etc.	10
III	Types of Drama: 1. Tragedy, Comedy, Tragicomedy, Problem play, Absurd drama 2. Minor Forms of Drama: One-act-play, Skit, Street play, a short Radio play, Pantomime	10
References: Prasad, Birjadish (1995). A Background to the Study of English Literature. Madras: Macmillan India Limited. Chaskar, Ashok et al (2019) Edited Initiations: Minor Literary Forms & Basics of Phonology. Hyderabad: Orient Black Swan. Shakespeare, Williams (). A Midsummer Night's Dream Weblinks: • https://www.eastoftheweb.com/short-stories/UBooks/Neck.shtml • https://americanenglish.state.gov/files/ae/resource_files/the_tell-tale_heart_0.pdf • https://www.balallyplayers.com/productions/2015_The_Proposal/The%20Proposal%20by%20Anton%20Chekhov.pdf • https://www.ucm.es/data/cont/docs/119-2014-02-19-3.%20MidsummerNightDream.pdf		

Question Paper Format

Pattern for Internal Evaluation:

1.– Home Assignments/Tutorials/Oral/Lecture Notes/Project 05

2. Mid Semester Exam/Written test - 10

Total Marks: 15

Pattern for External Evaluation/End Semester Exam:

Q. 1) A. Attempt any Two of the following questions:

(Two questions on Unit -1) Marks 10

Q2. Attempt any Two of the following questions:

(Two questions on Unit -2) Marks 10

Q. 3. Attempt any Two of the following questions:

(Two questions on Unit -3) Marks 10

Q.4) Objective Questions Marks 5

a. Fill in the blanks with the correct alternative given in the bracket.

(5 out of 8)

S. Y. B.A. Semester III		
Title of the Course	Appreciating Drama 1	Number of Credits : 02
Course Code	ENMAP 233	
Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	English playwright	
CO2	ly elements of the play.	
CO3	Analyse the prescribed play	
Module No.	Title of Module and Contents	No. of Lectures
I	Introduction to William Shakespeare	10
II	<i>A Midsummer Night's Dream</i> by William Shakespeare (Adaptations)	20

References:

Prasad, Birjadish (1995). A Background to the Study of English Literature. Madras: Macmillan India Limited.

Chaskar, Ashok et al (2019) Edited Initiations: Minor Literary Forms & Basics of Phonology. Hyderabad: Orient Black Swan.

Shakespeare, Williams (). A Midsummer Night's Dream

Weblinks:

- <https://www.eastoftheweb.com/short-stories/UBooks/Neck.shtml>
- https://americanenglish.state.gov/files/ae/resource_files/the_tell-tale_heart_0.pdf
- https://www.balallyplayers.com/productions/2015_The_Proposal/The%20Proposal%20by%20Anton%20Chekhov.pdf
- <https://www.ucm.es/data/cont/docs/119-2014-02-19-3.%20MidsummerNightDream.pdf>

Question Paper Format

Pattern for Internal Evaluation:15 marks:

Journal Writing

External Evaluation: 35 marks

Oral exam 15 marks

Role Play 20 marks

Theatre workshop,

S. Y. B.A. Semester III		
Title of the Course and Course Code	Careers in English ENMIT-231	Number of Credits : 4
Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	Understand the importance of effective writing for communication.	
CO2	Explain the need for communication in professional domains.	
CO3	Demonstrate the skills of effective writing, speaking, reading and listening.	
CO4	Analyze professional/business communication and e-correspondence.	

CO5	Establish self-employment strategies and avail employment opportunities for better future prospects.	
CO6	Develop an overall communicative competence required in the job market.	
Unit No.	Title of Unit and Contents	No. of Lectures
I	Exploring Careers	15
II	Basic Preparation for Jobs	15
III	English for Employability Skills	10
IV	English for Corporate Field	10
V	Presentation Skills	05
VI	Writing Project Proposals and Reports	05

References:

Chaskar, Ashok. et al. *Aspirations English for Careers*, Hyderabad: Orient Blackswan.

□ Bhatia, R.C., *Business Communication*, New Delhi: Ane Books Pvt Ltd

□ Scot, O., *Contemporary Business Communication*, New Delhi: Biztnatra

Parikh, J.P. et al, *Business Communication: Basic Concepts and Skills*, Hyderabad: Orient Blackswan.

□ Ashley, A(1992) *A Handbook Of Commercial Correspondence*, Oxford University Press.

□ Balan,K.R. and Rayudu C.S. (1996) *Effective Communication*, Beacon, New Delhi.

S. Y. B. A. Semester III

Title of the Course and Course Code	Components of Language Study ENVSP-231	Number of Credits : 02
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Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	Distinguish between morphemes and allomorphs.	
CO2	Identify various word-building processes.	
CO3	Recognise and illustrate the varieties of English	
CO4	Categorize the various concepts of sociolinguistics.	
Unit No.	Title of Unit and Contents	No. of Lectures
I	Morphology 1. Morphemes and Allomorphs 2. Types of Morphemes 3. Free and Bound Morphemes 4. Lexical and Functional Morphemes 5. Derivational and Inflectional Morphemes 6. Word-building Processes	10
II	Sociolinguistics I 1. Varieties of English	10
III	Sociolinguistics II 1. Nativization of English 2. Bilingualism and multilingualism 3. Code-Switching and Code-Mixing 4. Pidgins and Creoles 5. Dialects	10
References: Chaskar, Ashok et al (2019) <i>Linguistics: An Introduction</i> . Hyderabad: Orient Black Swan. ----- (2019) Edited <i>Initiations: Minor Literary Forms & Basics of Phonology</i> . Hyderabad: Orient Black Swan.		

Journal Writing 15 marks

Assignment 10

Power point presentation 10

Oral Presentation 15

S. Y. B.A. Semester IV

Title of the Course	Appreciating Poetry 2	Number of Credits : 04
Course Code	ENMAT-241	
Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	Summarize a poem	
CO2	Co-relate the poet to the poem.	
CO3	Categorize the type of Poem.	
CO4	Illustrate different figures of speech used in the poem	
CO5	Analyse the various elements of the poem	
CO6	Critically appreciate a poem.	
Unit No.	Course Content	No. of Lectures
I	1.Futility- Wilfred Owen 2.A Bird came down the walk- Emily Dickinson 3. What is Life- John Clare 4.The Awakening-James Weldon Johnson	20
II	5.Sympathy- Paul Laurence Dunbar 6. Telephone Conversation – Wole Soyinka 7. O Captain! My Captain- Walt Whitman 8.TheRock and the Bubble –Louisa May Alcott.	20
III	9. Freedom – Rabindranath Tagore 10. The Harp of India – Henry Vivian Derozio 11.Hunger-Jayant Mahapatra 12. The Bird Sanctuary- Sarojini Naidu	20

References:

1. Mirage: An Anthology of English Poetry Ed. Board of Editors, Orient Blackswan
2. Abrams M.H. 1957. A Glossary of Literary Terms. Madras: Macmillan India Press.
3. Drew Elizabeth. 1959. Poetry- A Modern Guide to Its Understanding and Enjoyment. Dell Publishing Co.
4. Lennard John. 2005. The Poetry Handbook: A Guide to Reading Poetry for Pleasure and Practical Criticism. OUP.
5. Moon Brian. 2001. Studying Poetry: Activities, Resources and Texts. NCTE.
6. Oliver Mary. 1994. A Poetry Handbook. Harcourt Brace & Company.
7. Williams Rhian. 2009. The Poetry Tool Kit: The Essential Guide to Studying Poetry. Bloomsbury
8. Wolosky Shira. 2001. The Art of Poetry: How to Read Poem. OUP.

<https://allpoetry.com/The-Harp-Of-India>

http://www.gwcollegenagbhid.ac.in/uploaded_files/B.A.%20Sem%20IV%20English%20Hunger.pdf

<https://mayanganchalikcollege.org.in/wp-content/uploads/2020/07/study-material.-second-semester.pdf>

S. Y. B.A. Semester IV

Title of the Course	Understanding Drama 2	Number of Credits : 02
Course Code	ENMAP-243	
Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	Know Oscar Wilde as a playwright	
CO2	Analyse the prescribed play The Importance of Being Earnest	
CO3	Identify and independently different elements of <i>The Importance of Being Earnest</i>	

Module No.	Title of Module and Contents	No. of Lectures
I	Introduction to Oscar Wilde	05

II	<i>The Importance of Being Earnest</i> by Oscar Wilde	25
References: Prasad, Birjadish (1995). A Background to the Study of English Literature. Madras: Macmillan India Limited. Weblinks: • https://www.gutenberg.org/files/844/844-h/844-h.htm • https://literopedia.com/the-importance-of-being-earnest-by-oscar-wilde • https://www.britannica.com/topic/The-Importance-of-Being-Earnest https://egyankosh.ac.in/bitstream/123456789/66611/1/Block-3.pdf		

Question Paper Format

Pattern for Internal Evaluation in both semesters:

1.– Home Assignments/Tutorials/Oral/Lecture Notes/Project 10

2. /Written test - – 20 **Total Marks:15**

Q. 1) A. Attempt any Two of the following questions:

(Two questions on Unit -1) Marks 10

Q2. Attempt any Two of the following questions:

(Two questions on Unit -2) Marks 10

Q. 3. Attempt any Two of the following questions:

(Two questions on Unit -3) Marks 10

Q.4) Objective Questions Marks 5

a. Fill in the blanks with the correct alternative given in the bracket. (5 out of 8)

Total Marks: 35

S. Y. B.A. Semester IV		
Title of the Course	Appreciating Drama 2	Number of Credits : 02
Course Code	ENMAP 243	
Course Outcomes (COs) On completion of the course, the students will be able to:		

S. Y. B.A. Semester IV

CO1	Know George Bernard Shaw as a playwright	
CO2	Analyse the prescribed play <i>Arms and the Man</i>	
CO3	independently different of the play <i>Arms and the Man</i>	
Module No.	Title of Module and Contents	No. of Lectures
I	Introduction to George Bernard Shaw	05
II	<i>Arms and the Man</i> by George Bernard Shaw	20
III	Performance Text(Execution of Drama)	35

References: Prasad, Birjadish (1995). A Background to the Study of English Literature. Madras: Macmillan India Limited.

Weblinks:

- <https://www.gutenberg.org/files/844/844-h/844-h.htm>
 - <https://literopedia.com/the-importance-of-being-earnest-by-oscar-wilde>
 - <https://www.britannica.com/topic/The-Importance-of-Being-Earnest>
- <https://egyankosh.ac.in/bitstream/123456789/66611/1/Block-3.pdf>

Question Paper Format

Pattern for Internal Evaluation

Pattern for Internal Evaluation: 15 marks:

Journal Writing

External Evaluation: 35 marks

Dramatization, Performance, Role Play

S. Y. B.A. Semester IV

Title of the Course and Course Code	Careers in English 2 ENMIT- 241	Number of Credits: 4
Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	Understand the use of the presentation aids to enhance the speeches.	
CO2	Demonstrate the skills in typical public speaking situations.	
CO3	Analyse the basic principles for an effective speaker.	
CO4	Develop practical skills for public speaking with techniques to lessen anxiety.	
CO5	Demonstrate the presentation skills in specific situations.	
CO6	Conduct meaningful research on a variety of topics.	
Unit No.	Title of Unit and Contents	No. of Lectures
I	English for Competitive Examinations Vocabulary Tenses Precise Writing	15
II	English for Research Purposes Research Writing Writing a Research Proposal Writing a Research Paper	15
III	Content Writing Types of Content Writing Writing Blog Posts and Online Articles Writing for Websites Writing for Social Media Platforms	12
IV	English for Advertising Writing Newspaper Advertisements Writing Television and Radio Ads	18

	Writing Internet Advertisements	
References: Chaskar, Ashok. et al. Aspirations English for Careers, Hyderabad: Orient Blackswan. Bhatia, R.C., Business Communication, New Delhi: Ane Books Pvt Ltd Scot, O., Contemporary Business Communication, New Delhi: Biztnat Parikh, J.P. et al, Business Communication: Basic Concepts and Skills, Hyderabad: Orient Blackswan. Ashley, A(1992) A Handbook Of Commercial Correspondence, Oxford University Press. Balan,K.R. and Rayudu C.S. (1996) Effective Communication, Beacon, New Delhi. Hindle, Tim. Making Presentations. London. Dorling Kindersley. 1998.		

S. Y. B.A. Semester IV		
Title of the Course	Life Skills	Number of Credits: 02
Course Code	ENSEP-241	
Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	Identify the life values	
CO2	Understand professional values, aesthetic values	
CO3	Know the importance of psychological values	
CO4	Apply the values to real life situations	
Module No.	Title of Module and Contents	No. of Lectures
I	Life values: Human values, moral values, ethical values	10
II	Professional values, aesthetic values, psychological values	10

III	Self-Awareness and Self-Management	10
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Question Paper Format

Pattern for Internal Evaluation

1. Home Assignments/Tutorials/Oral/Lecture Notes/ 05
2. Project -10

Total Marks:15

Pattern for Internal Evaluation

Power point presentation-15 marks

Group Discussion-10 marks

Journal writing 10 marks

Total Marks: 35

Pune District Education Association's

**Prof. Ramkrishna More Arts,
Commerce and Science College,
Akurdi, Pune, India
(AUTONOMOUS)**

SYLLABUS UNDER AUTONOMY (NEP)

T. Y. B. A. (English Major)

(T.Y.B.A. Semester-V,VI)

**From Academic Year
2023-24**

T. Y. B.A. Semester V

Title of the Course	Understanding and Appreciating Fiction	Number of Credits : 04
Course Code	ENMAT351	
Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	Recall the history of novel as a literary form	
CO2	Comprehend Fiction as a literary form	
CO3	Identify the elements of Fiction as a genre of literature.	
CO4	Analyse the diverse types of Fiction	
Module No.	Title of Module and Contents	No. of Lectures
I	Introduction to Novel: 1. Definitions of Novel 2. History of novel as a literary form	10
II	Elements of Novel: Theme, Characters, Plot, Structure Narrative Techniques, Point of view, Conflict, Setting and atmosphere, Dialogue	10
III	Types of Novels: epistolary, picaresque, bildungsroman, historical, regional, Psychological, satire, realistic, experimental novel, science fiction	15
IV	Animal Farm- George Orwell	25
References: 1) E. M. Forster, Aspects of the Novel, Harcourt, Inc. 1955 2) Terry Eagleton, The English Novel: An Introduction. Blackwell, 2005 3) Walter Allen, The English Novel (London, 1954) 4) Arnold Kettle, Introduction to the English Novel, (2 vols, London, 1951)		

- 5) Ian Watt, The Rise of the Novel, London, 1957
- 6) J. Davis, Factual Fictions: The Origins of the English Novel, (New York, 1983)
- 7) Geoffrey Day, From Fiction to the Novel, (London, 1987)
- 8) Dominic Head, The Cambridge Introduction to Modern British Fiction, 1950–2000. Cambridge, 2002
- 9) Walter L. Reed, An Exemplary History of the Novel: The Quixotic versus the Picaresque, (Chicago, 1981)
- 10) Richard Chase, The American Novel and its Tradition, New York, 1957
- 11) Nadel, Ira Bruce, Biography: Fiction, Fact and Form. London: Macmillan, 1984.
- 12) Jonathan Greenberg, Modernism, Satire and the Novel, Cambridge University Press, 2011
- 13) Animal Farm- George Orwell

Question Paper Format

Pattern for Internal Evaluation in both semesters:

1.– Home Assignments/Tutorials/Oral/Lecture Notes/Project 10

2. /Written test - – 20

Total Marks:30

Q. 1) A. Attempt any Two of the following questions:

(Two questions on Unit -1) Marks 20

Q2. Attempt any Two of the following questions:

(Two questions on Unit -2) Marks 20

Q. 3. Attempt any Two of the following questions:

(Two questions on Unit -3) Marks 20

Q.4) Objective Questions Marks 10

a. Fill in the blanks with the correct alternative given in the bracket.

(5 out of 8)

T. Y. B.A. Semester V		
Title of the Course	Fundamentals of Literary Criticism	Number of Credits: 04
Course Code	ENMAT352	
Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	Identify the basics of literary criticism	

CO2	Understand the nature and historical development of criticism
CO3	Know the different critics
CO4	Analyse the critical approaches

Module No.	Title of Module and Contents	No. of Lectures
I	Introduction to Literary Criticism 1. Literary Criticism: definitions and functions 2. Types of Criticism: historical, biographical, sociological and psychological 3. Qualities of a good critic	15
II	Traditional Criticism 1. Classical Criticism: Aristotle's Concept of Imitation, Longinus's five sources of Sublimity 2. Neo-Classical Criticism: Dryden's definition of play, Samuel Johnson's defence of Shakespeare	15
III	Romantic/Victorian Criticism Wordsworth's definition of poetry, Coleridge's distinction between fancy and imagination, Matthew Arnold's three estimates of poetry Modern Criticism Eliot's theory of impersonality, Sigmund Freud's structure of the human mind- id, ego, and superego	20
IV	New Criticism Allen Tate's concept of tension, Cleanth Brooks' notion of paradox as the structure of poetry, Wimsatt and Beardsley's concept of intentional fallacy	10

References:

Books:

- Atherton Carol. Defining Literary Criticism. Palgrave, 2005
- Habib M. A. R. A History of Literary Criticism: from Plato to the Present. Blackwell Publishers Ltd, 2005
- Ross Andrew. The Origins of Criticism. Princeton Univ. Press, 2002
- Thorat Ashok et al. (2001). A Spectrum of Literary Criticism. Frank Bros.

Question Paper Format

Pattern for Internal Evaluation in both semesters:

1.– Home Assignments/Tutorials/Oral/Lecture Notes/Project 10

2. /Written test - – 20

Total Marks: 30

Q. 1) A. Attempt any Two of the following questions:

(Two questions on Unit -1) Marks 20

Q2. Attempt any Two of the following questions:

(Two questions on Unit -2) Marks 20

Q. 3. Attempt any Two of the following questions:

(Two questions on Unit -3) Marks 20

Q.4) Objective Questions

a. Fill in the blanks with the correct alternative given in brackets.

(5 out of 8) Marks 10

Total Marks: 70

T. Y. B.A. Semester V TO BE CHANGED TO 2 CREDITS		
Title of the Course	Practical Criticism	Number of Credits: 02
Course Code	ENMAP-353	
Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	Identify the basics of practical criticism	
CO2	Understand the technique of close reading of literary texts	
CO3	Identify literary and stylistic features of literary texts	
CO4	Analyse the literary texts by applying critical theories and approaches	

Module No.	Title of Module and Contents	No. of Lectures
I	Introduction to Practical Criticism 1. Practical Criticism: History and scope 2. Literary and stylistic features of literary texts	15
II	Critical Appreciation of an Unseen Poem	15

	Literary and stylistic features of a poem Poetic devices	
III	Critical Appreciation of an Unseen Essay Literary and stylistic features of an essay	15
IV	Critical Appreciation of an Unseen Text (Short Story/One Act Play) Literary and stylistic features of a short story/one act play	15

References:

Books:

- Dobie Ann B. Theory into Practice: An Introduction to Literary Criticism. Third Edition, Wadsworth, Boston, 2012.
- Richards, I.A. A Study of Literary Judgement. Rutledge, 2017.

Question Paper Format

Pattern for Internal Evaluation:

1.Home Assignments/Tutorials/Oral/Lecture Notes/Project 10

2. Practical – 20

Total Marks: 30

Pattern for External Evaluation:

1. Practical: Critical Appreciation of an Unseen Poem, Essay and Short Story/One Act Play

Total Marks: 70

T. Y. B.A. Semester V		
Title of the Course	Fundamentals of Journalism	Number of Credits : 02
Course Code	ENMET-351 A	
Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	Comprehend the meaning, scope and significance of Journalism	
CO2	Recall the history of Journalism.	
CO3	Identify the types of Journalism.	
Module No.	Title of Module and Contents	No. of Lectures

I	Journalism: Meaning, Definition, Nature, Scope, Principles and Significance. History of Journalism	10
II	Responsibilities of a Journalist. Functions of Journalism	10
III	Types of Journalism	10
References:		

Question Paper Format

Pattern for Internal Evaluation in both semesters:

1.– Home Assignments/Tutorials/Oral/Lecture Notes/Project 10

2. /Written test - – 20

Total Marks:30

Q. 1) A. Attempt any Two of the following questions:

(Two questions on Unit -1) Marks 20

Q2. Attempt any Two of the following questions:

(Two questions on Unit -1) Marks 20

Q. 3. Attempt any Two of the following questions:

(Two questions on Unit -2) Marks 20

Q.4) Attempt any Two of the following questions:

(Two questions on Unit -2) Marks 20

T. Y. B.A. Semester V		
Title of the Course	Stylistics I	Number of Credits: 02
Course Code	ENMET-351B	
Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	Develop an understanding of the relationship between language, style, and meaning	

CO2	Understand the key concepts in stylistics and their application in literary texts.
CO3	Know how to conduct stylistic analysis of different literary genres

Module No.	Title of Module and Contents	No. of Lectures
I	Introduction to Stylistics and Key Concepts ● What is Stylistics?: Definition, scope, and interdisciplinary nature of stylistics. Distinction between stylistics and traditional literary criticism. ● Language and Literature: The relationship between language and literature. How language shapes meaning, tone, and style in texts. ● Theoretical Approaches to Stylistics: Overview of major stylistic approaches (formal, linguistic, and cognitive stylistics). ● Key Concepts in Stylistics: ○ Lexical Choices: Understanding diction, connotations, collocations, and word choices. ○ Grammatical Structures: Syntax, sentence structures, and their impact on meaning. ○ Rhetorical Devices: Figures of speech such as metaphor, simile, hyperbole, personification, and irony. ○ Phonological Features: Sound patterns (alliteration, assonance) and their stylistic effects. ○ Discourse Features: Cohesion, coherence, and the role of discourse markers in creating meaning.	15

II	Stylistic Analysis ● Narrative Style: Analysis of narrative techniques in literature—point of view, narrative voice, and their influence on style. ● Speech Acts and Pragmatics in Stylistics: The role of speech acts (requests, assertions, commands, etc.) in creating meaning in texts. ● Stylistic Analysis of Literary Genres: ● Poetry: How poetic forms, rhyme, meter, and diction contribute to style. ● Prose: Stylistic features of novels, short stories, and essays. ● Drama: Dialogue, character speech, and its impact on the audience.	15
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References:

Books:

- **Simpson, P. (2004).** *Stylistics: A Resource Book for Students*. Routledge.
- **Leech, G., & Short, M. (2007).** *Style in Fiction*. Pearson Education.
- **Carter, R., & Simpson, P. (2004).** *Language, Discourse, and Literature: An Introductory Reader in Discourse Stylistics*. Routledge.
- **Widdowson, H. G. (1992).** *Practical Stylistics*. Oxford University Press.
- **Jeffries, L. (2010).** *Theories of Linguistic Pragmatics*. Oxford University Press.

Question Paper Format

Pattern for Internal Evaluation:

1. Home Assignments/Tutorials/Oral/Lecture Notes/Project:05

2. Written Examination: 10

Total Marks: 15

Pattern for External Evaluation:

Q. 1) A. Attempt any Two of the following questions:

(Two questions on Unit -1) Marks 10

Q2. Attempt any Two of the following questions:

(Two questions on Unit -2) Marks 10

Q. 3. Attempt any Two of the following questions:

(Two questions on Unit -4) Marks 10

Q.4) Objective Questions (Unit - 1, 2)

a. Fill in the blanks with the correct alternative given in brackets.

(5 out of 8) Marks 10

Total Marks: 35

T. Y. B.A. Semester V		
Title of the Course	Practical Journalism	Number of Credits: 02
Course Code	ENMEP-352A	
Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	Comprehend the Fundamentals of News Writing	
CO2	Apply Interview Skills and techniques.	
CO3	Review newspaper articles.	
Module No.	Title of Module and Contents	No. of Lectures
I	News Writing	10
II	Interviewing a Reputed Person	10
III	Report Writing (Project)	10
References:		

Question Paper Format

Pattern for Internal Evaluation in both semesters:

1.– Home Assignments/Tutorials/Oral/Lecture Notes/Project 15

Total Marks:15

Project Writing and Presentation 35 marks

T. Y. B.A. Semester V

Title of the Course	Stylistics II	Number of Credits: 02
Course Code	ENMEP-352B	
Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	Identify stylistic features in literary texts	
CO2	Develop critical thinking to know how stylistic features contribute to text interpretation	
CO3	Analyse stylistic features in literary texts	

Module No.	Title of Module and Contents	No. of Lectures
I	Analysing Texts for Stylistic Features ● Text Selection: Choosing appropriate texts for stylistic analysis (poetry, prose, speeches, advertisements, etc.). ● Identifying Lexical Features: Analyzing word choice, vocabulary, and diction. Identifying connotations and implications in the text. ● Grammatical and Syntactic Features: Identifying sentence structures, use of active/passive voice, complex sentences, and their effect on the meaning of the text. ● Phonological Features: Analyzing sound patterns in poetry and prose, including alliteration, assonance, and rhyme. ● Rhetorical and Stylistic Devices: Identifying metaphors, similes, personification, irony, and their stylistic impact. ● Discourse Analysis: Analyzing cohesion, coherence, and the organisation of texts. Practical Activities: ● Conducting a stylistic analysis of a poem or short story, identifying key stylistic features. ● Analysing a speech or advertisement for rhetorical devices and their persuasive effects	15

II	Presentation and Critical Evaluation of Stylistic Analysis (1 Credit) Topics Covered: ● Presenting Stylistic Analysis: How to organise and present a stylistic analysis in a coherent and structured manner. ● Peer Review and Feedback: Conducting peer reviews and providing constructive feedback on stylistic analyses. ● Critical Evaluation: Critically evaluating the effectiveness of the stylistic choices in the text and their role in meaning-making. ● Using Stylistics in Different Contexts: Applying stylistics to real-world texts like advertisements, media, political speeches, and commercials. Practical Activities: ● Presenting the findings of the stylistic analysis to the class. ● Participating in group discussions to evaluate the stylistic features of different texts. ● Preparing a final written report on the stylistic analysis of a selected literary or non-literary text.	15
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References:

Books:

- Simpson, P. (2004). *Stylistics: A Resource Book for Students*. Routledge.
- Leech, G., & Short, M. (2007). *Style in Fiction*. Pearson Education.
- Carter, R., & Simpson, P. (2004). *Language, Discourse, and Literature: An Introductory Reader in Discourse Stylistics*. Routledge.
- Widdowson, H. G. (1992). *Practical Stylistics*. Oxford University Press.
- Jeffries, L. (2010). *Theories of Linguistic Pragmatics*. Oxford University Press.

Question Paper Format

Pattern for Internal Evaluation:

1. Home Assignments/Tutorials/Oral/Lecture Notes/Project:05

2. Written Examination: 10

Total Marks: 15

Pattern for External Evaluation:

Practical Examination: Conducting a stylistic analysis of a poem or short story, identifying key stylistic features. Analysing a speech or advertisement for rhetorical devices and their persuasive effects Preparing a report on the stylistic analysis of a selected literary or non-literary text

Total Marks: 35

T. Y. B.A. Semester V		
Title of the Course and Course Code	English for Competitive Examination 1 ENMIT- 351	Number of Credits: 4
Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	Demonstrate an improved understanding of English grammar rules	
CO2	Apply the rules accurately in written and spoken communication.	
CO3	Analyze and comprehend complex passages, including technical and abstract content, and answer comprehension-based questions effectively.	
CO4	Build a robust vocabulary and employ advanced vocabulary in context while reading, writing, and speaking.	
CO5	Identify and rectify common errors in sentence formation, sentence correction, and error identification questions.	
CO6	Develop confidence and competence in tackling the English section of competitive exams, leading to improved overall performance.	
Unit	Title of Unit and Contents	No. of Lectures

No.		
I	Introduction to Competitive Exam English Section • Overview of the English section in competitive exams • Understanding the question types and exam format • Strategies for effective exam preparation	15
II	Vocabulary Enhancement (8 hours) • Idioms, phrases, and collocations • Synonyms, antonyms, and word roots • Prefixes, suffixes, and word formation • One word substitutes	15
III	III. Grammar (12 hours) • Parts of speech and their usage • Tenses, verb agreement, and subject-verb agreement • Sentence structure and types of sentences • Rearrangement of sentences and Paragraphs.	15

IV	IV. Reading Comprehension Skills (6 hours) • Techniques for effective reading and comprehension • Identifying main ideas and supporting details • Inference and deduction • Vocabulary in context • Analyzing tone, purpose, and style	15
References: 1."Objective General English" by S.P. Bakshi. 2. "English for Competitive Examinations" by A.P. Bhardwaj		

T. Y. B.A. Semester V		
Title of the Course	Enhancing Language Skills through Literature	Number of Credits: 02
Course Code	ENVSP-351	
Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	Enrich lexical jargon	
CO2	Develop communication skills.	
CO3	Interact with peers and express opinion	

Module No.	Title of Module and Contents	No. of Lectures
I	1. An Astrologer's Day. - R.K Narayan 2.The Bet- Anton Chekov	15
II	3..Forgetting- Robert Lynd 4.All About a Dog- A G Gardiner	15
References: • Elements of Literature: Essay, Fiction, Poetry, Drama, Film. Robert Scholes, Nancy R. Comley, Carl H. Klaus, Michael Silverman Delhi, OUP, 2007. • Write from the Heart: Unleashing the power of Your Creativity. Hal Zina Bennet California, New World Library,2001. • A Guide to Writing about Literature, Sylvan Bamet, William E.Cain, New Delhi, Pearson, 2006.		

Question Paper Format

Pattern for Internal Evaluation

1. Home Assignments/Tutorials/Oral/Lecture Notes/Project: 05 marks
2. Journal Writing: 10 marks

Pattern for External Evaluation

Project Writing and Presentation

Total Marks:35

T. Y. B.A. Semester VI		
Title of the Course	Indian Poetry	Number of Credits: 04
Course Code	ENMAT-361	
Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	Identify the poetic devices	
CO2	Understand the meaning of the poems	
CO3	Know the different poets	
CO4	Analyse the poems independently	

Module No.	Title of Module and Contents	No. of Lectures
I	Rabindranath Tagore • Friend • Lamp of love • Fool • Freedom Sarojini Naidu • An Indian Love Song • To India • To Youth • Past and Future	20
II	Nissim Ezekiel • Goodbye Party for Miss Pushpa T.S. • Urban • Philosophy • The Patriot Kamala Das • My Grandmother's House • A Hot Noon in Malabar • An Introduction • The Convicts	20
III	Arun Kolatkar • Station Dog • The Butterfly • Scratch • Heart of Ruin Dilip Chitre • The River Indrayani at Dehu • Ode to Bombay • Prophets • Fresh Tint	20

References:

Books:

- <https://simplykalaa.com/sarojini-naidu-poems/>
- <https://simplykalaa.com/rabindranath-tagore-poems-in-english/>
- <https://allpoetry.com/Nissim-Ezekiel>
- <https://poemanalysis.com/kamala-das/poems/>
- <https://www.poemhunter.com/dilip-chitre/>
- <https://allpoetry.com/Arun-Kolatkar>

Pattern for Internal Evaluation:

1. Home Assignments/Tutorials/Oral/Lecture Notes/Project 10

2. Written test: 20

Total Marks: 30

Pattern for External Evaluation:

Q. 1) A. Attempt any Two of the following questions:

(Two questions on Unit -1) Marks 20

Q2. Attempt any Two of the following questions:

(Two questions on Unit -2) Marks 20

Q. 3. Attempt any Two of the following questions:

(Two questions on Unit -3) Marks 20

Q.4) Objective Questions

a. Fill in the blanks with the correct alternative given in brackets.

(5 out of 8) Marks 10

Total Marks: 70

T. Y. B.A. Semester VI		
Title of the Course	Advanced Study of English Language	Number of Credits: 04
Course Code	ENMAT-362	
Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	Understand how sentences are constructed and the rules that govern their formation	
CO2	Analyse complex sentence structures	
CO3	Know how cohesion and coherence create meaningful texts	
CO4	Recognise how language is used in communication beyond the sentence level.	
CO5	Analyse the structure and flow of discourse	

Module No.	Title of Module and Contents	No. of Lectures

I	Syntax and Sentence Structure ● Introduction to Syntax: Sentence structure, constituents, and their role in English. ● Basic Sentence Types: Declarative, Interrogative, Imperative, Exclamatory sentences. ● Phrase Structure Grammar: Understanding constituents and the structure of phrases (Noun Phrases, Verb Phrases, etc.). ● Transformational Grammar: Basic transformations, movement rules, and sentence reordering. ● Complex Sentences: Coordination, subordination, relative clauses, and the relationship between different parts of a sentence ● Case Theory: Nominative, accusative, and genitive cases and their syntactic positions.	30
II	Discourse Analysis and Textual Structure ● Discourse and Textuality: What makes a text coherent? The relationship between sentences and larger structures. ● Cohesion in Discourse: Grammatical cohesion (reference, substitution, ellipsis) and lexical cohesion (repetition, synonyms). ● Coherence: Thematic progression and logical connections in discourse. ● Speech Acts: Analyzing utterances as actions (e.g., promises, requests, assertions). ● Discourse Markers: Their role in guiding conversations and structuring discourse. ● Genre Analysis: Understanding different types of texts and their structures (narrative, argumentative, expository, descriptive)	30

References:

Books:

- **Radford, A. (2009).** *An Introduction to English Syntax*.
- **Halliday, M.A.K., & Hasan, R. (1976).** *Cohesion in English*. Longman.
- **Grice, H.P. (1975).** *Logic and Conversation*. In P. Cole & J. Morgan (Eds.), *Syntax and Semantics: Vol. 3. Speech Acts*.

Question Paper Format

Pattern for Internal Evaluation:

1. Home Assignments/Tutorials/Oral/Lecture Notes/Project: 10

2. Written test: 20

Total Marks: 30

Pattern for External Evaluation:

Q. 1) A. Attempt any Two of the following questions:

(Two questions on Unit -1) Marks 20

Q2. Attempt any Two of the following questions:

(Two questions on Unit -3) Marks 20

Q. 3. Attempt any Two of the following questions:

(Two questions on Unit -4) Marks 20

Q.4) Objective Questions (Unit - 2)

a. Fill in the blanks with the correct alternative given in brackets.

(5 out of 8) Marks 10

Total Marks: 70

T. Y. B.A. Semester VI		
Title of the Course	Introduction to Linguistics	Number of Credits : 02
Course Code	ENMAT363	
Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	Know phonemes and syllable structure	
CO2	Understand the word and sentence accent and intonation	
CO3	Recognise the different lexical relations	
Module No.	Title of Module and Contents	No. of Lectures
I	Phonology: 1. Organs of speech, speech mechanisms 2. Classification of consonants and vowels, 3. Concept of syllable, 4. Word accent, sentence accent, 5. Tone groups, placement of nuclear/tonic accent, 6. Concept of intonation, uses/types of tones	15
II	Semantics What is Semantics? Difference between Denotative and Connotative meaning. 2. Lexical relations: Synonymy, Antonymy, Homonymy, Homography and Homophony, Polysemy, Difference between	15

	Homonymy and Polysemy, Superordinate terms and Hyponymy, Metonymy.	
References: 1. Study of Language: An Introduction – George Yule, (CUP, 1985) 2. English Grammar for Today: A New Introduction – Margaret Deuchar, Geoffrey Leech, Robert Hoogenraad (Palgrave Macmillan, 1982) 3. Semantics – F.R. Palmer (CUP, 1981) 4. Pragmatics - George Yule, (OUP, 2000) 5. Modern Linguistics: An Introduction - Verma and Krishnaswamy (OUP, 1989) 6. Pragmatics and Discourse: A Resource Book for Students - Joan Cutting, (Routledge, 2002) 7. Structure and Meaning in English – Graeme Kennedy (Pearson, 2011) 8. Making Sense of English: A Textbook of Sounds, Words and Grammar – M.A. Yadugiri (New Delhi: Viva Books Pvt. Ltd., 2006)		

T. Y. B.A. Semester VI		
Title of the Course	Introduction to Social Media Platforms I	Number of Credits: 02
Course Code	ENMET-361A	
Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	Know the concept of social media	
CO2	Understand the influence of social media on society	
CO3	Identify the types of social media platforms	
CO4	Explain the different uses of social media	

Module No.	Title of Module and Contents	No. of Lectures
I	Social Media 1. Concept of social media 2. History of social media 3. Early and modern social media 4. Influence of social media on society	15

II	Social Media Platforms 1. Types: Facebook, YouTube, Instagram, Twitter, LinkedIn, Google+, Pinterest 2. Uses of social media	15
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References:

Books:

- Boyd, D., and Ellison, N., 2007, Social network sites: Definition, history, and scholarship. Journal of computer-mediated communication, 13(1), 210-230
- Burton, G. (2010). Media and Society: Critical Perspectives. New York; McGraw-Hill Publication.
- Lipschultz, J.H. (2020). Social Media Communication Concepts, Practices, Data, Law and Ethics. Routledge.
- Kaplan, A.M. and Haenlein, M. (2010) Users of the World, Unite! The Challenges and Opportunities of Social Media. Business Horizons, 53, 59-68.
- Williams, R, and Gulati, G. J, 2017, Social Media Communication: Concepts, Practices Data, Law and Ethics.
- <https://slejournal.springeropen.com/articles/10.1186/s40561-020-00118-7>

Question Paper Format

Pattern for Internal Evaluation:

1.– Home Assignments/Tutorials/Oral/Lecture Notes/Project:05

2. /Written test: 10

Total Marks: 15

Pattern for Internal Evaluation:

Q. 1) A. Attempt any Two of the following questions:

(Two questions on Unit -1) Marks 10

Q2. Attempt any Two of the following questions:

(Two questions on Unit -2) Marks 10

Q. 3. Attempt any one of the following questions:

(Two questions on Units 1 and 2) Marks 10

Q.4) Objective Questions (Units 1 and 2)

a. Fill in the blanks with the correct alternative given in brackets.

(5 out of 8)

Total Marks: 35

T. Y. B.A. Semester VI

Title of the Course	Introduction to Social Media Platforms II	Number of Credits: 02
Course Code	ENMEP-362A	
Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	Identify and apply each network's appropriate use guidelines and security features	
CO2	Identify strategies for achieving academic and professional goals using each platform	
CO3	Create and use each platform independently	

Module No.	Title of Module and Contents	No. of Lectures
I	Security Features of Social Media Platforms	10
II	Achieving Academic and Professional Goals	10
III	Creating Accounts on Social Media Platforms	10

References:

Books:

- Boyd, D., and Ellison, N., 2007, Social network sites: Definition, history, and scholarship. Journal of computer-mediated communication, 13(1), 210-230
- Burton, G. (2010). Media and Society: Critical Perspectives. New York; McGraw-Hill Publication.
- Lipschultz, J.H. (2020). Social Media Communication Concepts, Practices, Data, Law and Ethics. Routledge.
- Kaplan, A.M. and Haenlein, M. (2010) Users of the World, Unite! The Challenges and Opportunities of Social Media. Business Horizons, 53, 59-68.
- Williams, R, and Gulati, G. J, 2017, Social Media Communication: Concepts, Practices Data, Law and Ethics.
- <https://slejournal.springeropen.com/articles/10.1186/s40561-020-00118-7>

Question Paper Format

Pattern for Internal Evaluation:

1. Home Assignments/Tutorials/Oral/Lecture Notes/Project:05

2. Practical: 10

Total Marks: 15

Pattern for Internal Evaluation:

Practical Examination: Creating posts and uploading them on social media platforms

Total Marks: 35

T. Y. B.A. Semester VI		
Title of the Course	Public Speaking	Number of Credits: 02
Course Code	ENVSP-351	
Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	Understand the importance of public speaking in personal and professional settings.	
CO2	Develop the ability to analyse audiences and tailor speeches to their needs.	
CO3	Improve delivery skills by mastering vocal modulation and body language.	

Module No.	Title of Module and Contents	No. of Lectures
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I	● Introduction to Public Speaking: ○ Definition and significance of public speaking in various contexts. ○ The role of a public speaker: influencing, informing, entertaining. ● Audience Analysis: ○ Identifying the audience's needs, expectations, and cultural background. ○ Adapting speech content and delivery to the audience. ● Speech Structure: ○ The components of a speech: Introduction, Body, and Conclusion. ○ Crafting a clear and logical structure for different types of speeches. ● Research and Content Development: ○ Gathering relevant information and presenting it concisely. ○ Organising content effectively for a persuasive or informative speech. ● Overcoming Public Speaking Anxiety: ○ Techniques to manage stage fright and nervousness. ○ Building confidence through practice and visualisation. Practical Activities: ● Preparing and delivering a short informative or persuasive speech. ● Conducting an audience analysis and adjusting speech content accordingly	15
II	● Persuasive Speaking: ○ Understanding the psychology of persuasion (ethos, pathos, logos). ○ Techniques for influencing opinions and encouraging action. ● Effective Delivery Techniques: ○ Voice modulation: tone, pitch, pace, and volume. ○ The role of non-verbal communication: body language, eye contact, gestures, posture. ○ Use of pauses and emphasis to enhance message delivery. ● Rhetorical Devices: ○ Using metaphors, analogies, repetition, and rhetorical questions for more significant impact.	15

	○ Crafting memorable phrases and slogans. ● Handling Q&A Sessions: ○ Techniques for responding to questions confidently and effectively. ○ Strategies for managing challenging questions. ● Speech Practice and Feedback: ○ Recording and reviewing speeches for improvement. ○ Peer and instructor feedback for continuous improvement. Practical Activities: ● Preparing and delivering a persuasive speech on a relevant topic. ● Participating in a Q&A session following a speech to practice handling audience queries. ● Regular practice sessions with peer review and instructor feedback.	
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References:

Books:

- Lucas, S. E. (2019). *The Art of Public Speaking*. McGraw-Hill Education.
- Bryant, J., & Zillmann, D. (2002). *Persuasion and Social Influence*. Lawrence Erlbaum Associates.
- Anderson, C. (2016). *TED Talks: The Official TED Guide to Public Speaking*. Houghton Mifflin Harcourt.
- Gallo, C. (2014). *Talk Like TED: The 9 Public-Speaking Secrets of the World's Top Minds*. St. Martin's Press.

Question Paper Format

Pattern for Internal Evaluation:

1. Home Assignments/Tutorials/Oral/Lecture Notes/Project:05

2. Practical: 10

Total Marks: 15

Pattern for Internal Evaluation:

Practical Examination: Preparing and delivering a short informative or persuasive speech. Conducting an audience analysis, adjusting speech content accordingly, and giving a persuasive speech on a relevant topic.

Total Marks: 35

Pune District Education Association's

**Prof. Ramkrishna More Arts,
Commerce and Science College,
Akurdi, Pune, India
(AUTONOMOUS)**

SYLLABUS UNDER AUTONOMY (NEP)

M. A. (English Major)

(M.A. Part I and II)

(Semester I, II and III,IV)

From Academic Year **2023-24**

			M.A. Part I 2023-24 Pattern Sem I and II	
6.0/400	I	ENMAT-471	Shakespearean Drama	2
		ENMAT-472	Renaissance Literature	2
		ENMAT-473	Romantic Era	2
		ENMAT-474	Victorian Era	2
		ENMAP-475	ELLT (P)	2
		ENMET-471	Literature and Media Adaptations1	2
		ENMEP-472	Literature and Media Adaptations 2	2
		ENRPP-471	Research Project	4
		ENMIT-471	Research Methodology	4
				22
	II	ENMAT-481	Indian Literature in English Translation	2
		ENMAT-482	Commonwealth Literature	2
		ENMAT-483	American Literature	2
		ENMAT-484	Culture Studies	2
		ENMAP-485	English Language and Literature Teaching2	2
		ENMET-481	Social Media Platforms	2
		ENMEP-482	Translation Studies	2
		ENRPP-481	Research Project Dissertation	8
				22

			M.A. PART-II 2023-24 Pattern Sem III	
	III	ENMAT-631	World Literature	4

		ENMAT-632	Women's Writing	4
		ENMAT-633	Post-Colonial Studies	4
		ENMAT-634	British Literature	2
		ENMET-631A ENMET-631B	Creative Writing OR Film Studies	4
		ENRPP-631	Research Project	4
				22

			M.A. PART-II 2023-24 Pattern Sem IV	
	IV	ENMAT-641	Indian Fiction	4
		ENMAT-642	An Introduction to Critical Theories	4
		ENMAT-643	Twentieth Century Poetry	4
		ENMET-641A ENMET-641B	Restoration to Twentieth Century Drama OR Modern European Literature	4
		ENRPP-641	Research Project	6
				22

M.A. Part I Semester I NEP Pattern 2023-24

Title of the Course	Shakespearean Drama	Number of Credits: 02
Course Code	ENMAT-511	
Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	Explore Shakespeare as an Elizabethan dramatist.	
CO2	Analyse Shakespearean comedy.	
CO3	Examine Shakespearean tragicomedy.	
CO4	Interpret Shakespearean tragedy.	
CO5	Evaluate Shakespeare as a playwright	
CO6	Relate the texts to real life situations.	

Module No.	Title of Module and Contents	No. of Lectures
I	Introduction to Shakespearean Drama: 1. Elizabethan drama 2. Shakespeare as a playwright 3. Critical estimate of Shakespearean drama	6
II	Comedy: 1. A Midsummer's Night Dream	8
III	Tragicomedy: 1. The Merchant of Venice	8
IV.	Tragedy: King Lear	8

References:

Books: Shakespeare William, *A Midsummer's Night Dream*
Shakespeare, William, Ganpule Shilpagauri, Edited. *The Merchant of Venice*
Shakespeare William, *King Lear*

M.A. Semester I NEP Pattern 2023-24

Title of the Course	Renaissance Literature	Number of Credits : 02
Course Code	ENMAT-513	
Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	Describe significant ideas and concepts of the Renaissance period	
CO2	Illustrate socio-cultural and socio-religious context in the Renaissance period	
CO3	Express an understanding of the literary styles and literary genres of the Renaissance period	
CO4	Analyze the prominent literary works of the authors of the time and evaluate their literary contribution	
CO5	Evaluate the literary contribution of the authors of the time.	
CO6	Critically appreciate the literary works of the time by placing them in their appropriate contexts	
Module No.	Title of Module and Contents	No. of Lectures
I	· Introduction and the background of the Renaissance period	02
II	· John Milton- Paradise Lost (excerpt) · Sir Philip Sidney Astrophil and Stella (excerpt) · Edmund Spenser – Faerie Queene	10

	· John Donne – Flea, The Sun Rising · Andrew Marvell – To his Coy Mistress	
III	Play · John Webster- Duchess of Malfi	10
IV	Prose · Sir Thomas Moor- Utopia · Francis Bacon- The Essays of Francis Bacon (excerpt)	10

References:

- Bradbrook, M. C. Themes and Conventions in Elizabethan Tragedy. Cambridge: CUP, 1980.
- Bradley, A.C. Shakespearean Tragedy: Hamlet, Othello, King Lear, Macbeth. New Delhi: Atlantic Publishers, 2000.
- Braunmuller, A.R. and Michael Hattawayeds (ed.). The Cambridge Companion to English · Burton, Richard. Anatomy of Melancholy. Jackson, Holbrook. (ed.). New York: Vintage Books, 1977.
- Empson, William. Some Versions of Pastoral. New York: New Directions, 1974.
- F.G. Selbyed.Bacon’s Essays.London: Macmillan: 1889
- Fenton, James. An Introduction to English Poetry. Harmondsworth: Penguin, 2003.
- Greenblatt, Stephen and Ramie Targof. (eds.). New York: NYRB Classics, 2012.

- Greenblatt, Stephen. Renaissance Self-Fashioning From More to Shakespeare. Chicago: U of Chicago P, 1980.
- Jonathan Dollimore, Radical Tragedy. Chicago: U of Chicago P, 1964.
- Mousley, Andy. Renaissance Drama and Contemporary Literary Theory. Hampshire: Palgrave Macmillan, 2000.
- Renaissance Drama. Cambridge: CUP, 2003.
- S. Viswanathan, Exploring Shakespeare. Hyderabad: Orient Longman, 2005.
- Simkin, Stevie. Marlowe: The Plays. Hampshire: Palgrave, Macmillan 2001.
- Spiller, Michael R.G. The Development of the Sonnet: An Introduction. London: Routledge, 1992.
- The Sonnet Sequence: A Study of the Strategies. New York: Twayne, 1997.

Question Paper Format

Pattern for Internal Evaluation in both the semesters:

1.– Home Assignments/Tutorials/Oral/Lecture Notes/Project 05

2. /Written test - – 10

Total Marks:15

Q. 1) A. Attempt any One from the following questions:

(Two questions on Unit -2) Marks 10

Q2. Attempt any One from the following questions:

(Two questions on Unit -3) Marks 10

Q. 3. Attempt any One from the following questions:

(Two questions on Unit -4) Marks 10

Q.4) Write a short note on any one. (Unit 1) Marks 5

(2 out of 4)

Total Marks: 35

M.A. Semester I NEP Pattern 2023-24		
Title of the Course	Romantic Literature	Number of Credits : 02
Course Code	ENMAT-514	

Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	Describe significant ideas and concepts of Romanticism	
CO2	Illustrate socio-cultural and socio-religious context in the Romantic Era.	
CO3	Express an understanding of the literary styles and literary genres of the Romantic Era	
CO4	Analyze the prominent literary works of the authors of the time and	
CO5	Evaluate the literary contribution of the contemporary writers	
CO6	Write critically about the literary works of the time by placing them in their appropriate contexts	
Module No.	Title of Module and Contents	No. of Lectures
I	Introduction and the background of the Romantic Era	02
	Poetry · William Blake – The Black Boy, London · William Wordsworth – Tintern Abbey S.T. Coleridge –Kubla Khan Keats – Eve of Saint Agnes Shelley – Ode to the Skylark Lord Byron - An Ode to the Framers of the Frame Bill	08
II	Novel: Jane Austen- Pride and Prejudice	10

III	Play: Oscar Wilde- The Importance of being Earnest	10
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References:

- Auerbach, Nina. *Woman and the Demon: The Life of a Victorian Myth*. Cambridge MA: Harvard University Press, 1982.
- Byron, Glennis. *Dramatic Monologue*. New York: Routledge, 2003.
- Cunningham, Valentine (ed.). *Victorian Poets: A Critical Reader*. Manchester: Miley Blackwell, 2014.
- D. King-Hele, Shelley, His Thought and Work (London, 1960)
- Ernest Dressel North. *The Wit and Wisdom of Charles Lamb*. New York, London: Putnam, 1892.
- M. Butler, *Romantics, Rebels and Reactionaries: English Literature and its Background*. · M. Kirkham, *Jane Austen, Feminism and Fiction*. Brighton, 1983.
- M.H. Abrams, *The Mirror and the Lamp: Romantic theory and the Critical Tradition*. New York, 1953. Oxford, 1981.
- S. Prickett, *Coleridge and Wordsworth and the Poetry of Growth* (Cambridge, 1970) · S.M. Sperry, *Keats, the Poet* (Princeton, 1973)
- Wolfson, Susan. *Borderlines: The Shiftings of Gender in British Romanticism*. Stanford: Stanford UP, 2006.
- Manjusha Dhumal, *Eco-critical Voices in William Wordsworth's Poetry*, Snehavardhan Publications, 2019.

Question Paper Format

Pattern for Internal Evaluation in both the semesters:

1.– Home Assignments/Tutorials/Oral/Lecture Notes/Project 05

2. /Written test - – 10

Total Marks:15

Q. 1) A. Attempt any One from the following questions:

(Two questions on Unit -1) Marks 10

Q2. Attempt any One from the following questions:

(Two questions on Unit -2) Marks 10

Q. 3. Attempt any One from the following questions:

(Two questions on Unit -3) Marks 10

Q.4) Write a short note on any one. (Unit 1) Marks 5

(2 out of 4)

Total Marks: 35

M.A. Semester I		
Title of the Course	Victorian Literature	Number of Credits : 02
Course Code	ENMAT-515	
Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	Describe significant ideas and concepts of Victorian Era	
CO2	Illustrate socio-cultural and socio-religious context in the Victorian Era	
CO3	Express an understanding of the literary styles and literary genres of the Victorian Era	
CO4	Analyze the prominent literary works of the authors of the time and	
CO5	Evaluate the literary contribution of the authors of the time.	
CO6	Critically appreciate the literary works of the time by placing them in their appropriate contexts	
Module No.	Title of Module and Contents	No. of Lectures
I	Robert Browning – My Last Duchess · Christina Rossetti – Goblin Market Lord Alfred Tennyson – Ulysses Mathew Arnold - Dover Beach	10
II	Novel Charles Dickens- Great Expectations	10

III	Play George Bernard Shaw- Saint Joan	10
References · Bloom, Harold (ed.). <i>Bloom's Modern Critical Interpretations: Charles Dickens' Great Expectations</i>. New York: Bloom's Literary Criticism, 2010. · Byron, Glennis. <i>Dramatic Monologue</i>. New York: Routledge, 2003. · Cunningham, Valentine (ed.). <i>Victorian Poets: A Critical Reader</i>. Manchester: Miley Blackwell, 2014. · Gilbert Sandra and Susan Gubar. <i>The Madwoman in the Attic: The Woman Writer and the Nineteenth-Century Literary Imagination, 2nd ed.</i> Yale University Press: New Haven and London, USA and U.K., 2000. · Johns Hopkins UP, 1985. · Jusova, Iveta. <i>New Woman and the Empire</i>. Columbus: Ohio State University Press, 2005. · Kranidis, Rita S. <i>Subversive Discourse: The Cultural Production of Late Victorian Feminist Novels</i>. London: Macmillan, 1995. · M.H. Abrams, <i>The Mirror and the Lamp: Romantic theory and the Critical Tradition</i>. New York, 1953. · Martin, Loy D. <i>Browning's Dramatic Monologues and the Post Romantic Subject</i>. Baltimore: · Poovey, Mary. <i>Uneven Developments: the Ideological Work of Gender in mid-Victorian England</i>. Chicago: University of Chicago Press, 1988. · Showalter, Elaine. <i>A Literature of Their Own: British Women Novelists from Bronte to Lessing</i>. London: Virago, 1978.		

Question Paper Format

Pattern for Internal Evaluation in both the semesters:

1.– Home Assignments/Tutorials/Oral/Lecture Notes/Project 05

2. /Written test - – 10

Total Marks:15

Q. 1) A. Attempt any One from the following questions:

(Two questions on Unit -2) Marks 10

Q2. Attempt any One from the following questions:

(Two questions on Unit -3) Marks 10

Q. 3. Attempt any One from the following questions:

(Two questions on Unit -4) Marks 10

Q.4) Write a short note on any one. (Unit 1) Marks 5

(2 out of 4)

Total Marks: 35

M.A. Part I Semester I		
Title of the Course	English Language and Literature Teaching-I	Number of Credits: 02
Course Code	ENMAT-516	
Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	Comprehend the issues and concepts in English language teaching.	
CO2	Examine the nature of language learning and theories of language learning.	
CO3	Explain the concept of curriculum and compare different types of syllabi.	
CO4	Design the curriculum and Syllabi for scholastic purposes.	
CO5	Describe the teaching of skills, namely, listening, speaking, reading and writing	
CO6	Apply and train students with study skills.	

Module No.	Title of Module and Contents	No. of Lectures
I	The Nature of Language Learning: informal language acquisition and formal language learning. Theories of Language Learning: Behaviourism, Cognitivism	5

II	Curriculum: Structure and scope, goals, aims and objectives. Types of Syllabus : 1. Predesigned and Process, 2. Top-down and Bottom-up 3. Spiral, Cyclic, Linear, 4. Textual, Topical, Lexical, Structural, Notional, Task based, Communicative, and Procedural	10
III	The Teaching of Skills: Listening, Speaking, Reading and Writing Skills Integration of Skills	10
IV	The teaching of Study Skills: Using a dictionary and other books, Note-making, Note-taking, Summarizing	05
References: ● Byrne, D. Teaching Oral English, Essex, Longman, 1990. ● Byrne, D. Teaching Writing Skills, London and New York, Longman, 1990. ● Hedge, T. Writing, Oxford, OUP, 1988. ● Nunan, D. Syllabus Design, Oxford, OUP, 1988. ● Nuttal, C. Teaching Reading Skills in a Foreign Language, Oxford, Heinemann, 1989. ● Prabhu, N. S. Second Language Pedagogy, Oxford, OUP, 1987. ● Pillai, G. R., Rajeevan, K. and Nair, T. B. Written English for you, Madras, Emerald, 1990. ● Rixon, S. Developing Listening Skills, London and Basingstoke, Macmillan, 1986. ● Rixon, S. How to Use Games in Language Teaching, London, 1988.		

Question Paper Format

Pattern for Internal Evaluation in both the semesters:

1.– Home Assignments/Tutorials/Oral/Lecture Notes/Project 05

2. /Written test - – 10

Total Marks:15

Q. 1) A. Attempt any One from the following questions:

(Two questions on Unit -1) Marks 10

Q2. Attempt any One from the following questions:

(Two questions on Unit -2) Marks 10

Q. 3. Attempt any One from the following questions:

(Two questions on Unit -3) Marks 10

Q.4) Write a short note on any one. (Unit 4) Marks 5

(2 out of 4)

Total Marks: 35

M.A. Semester I		
Title of the Course	Feminist Studies	Number of Credits : 02
Course Code	ENMET-511A	
Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	Comprehend discourses around feminism studies.	
CO2	Define the function of patriarchal power structures in the oppression of the sexes.	
CO3	Describe the range of categories related to gender and feminism.	
CO4	Analyze the literary and theoretical texts with the view to understanding the role gender plays in our individual and collective lives	
CO5	Critically appreciate the literary works by placing them in their appropriate contexts	
CO6	Apply the Feminist Theories to the prescribed texts.	
Module No.	Title of Module and Contents	No. of Lectures
I	· Introduction to Feminism · Phases of Feminism · Types of Feminism	06

II	<u>Feminist Theories</u> · Virginia Woolf – Excerpts from “A Room of One’s Own” · Mary Wollstonecraft- extracts from A Vindication for the Rights of Women · Simone De Bouvoir (Introduction -The Second Sex)	10
III	<u>Exploring Femininity</u> Poetry · Sylvia Plath –Daddy · Kamala Das- Introduction · Maya Angelou – Still I Rise Prose · Anand Neelkantan- Valmiki’s Women (excerpt) · Judy Brady- I Want a Wife	14
References: · Bell Hooks: Understanding Patriarchy (essay) · Jeanette Winterson: Art Objects · Judith Butler: Gender Trouble · Mary Wollstonecraft – A Vindication of the Rights Of Women · Showalter, Elaine: A literature of their own: British women novelists from Brontë to Lessing. · Simone de Beauvoir – The Second Sex · Virginia Woolf – A Room of one’s Own		

Question Paper Format

Pattern for Internal Evaluation in both the semesters:

1.– Home Assignments/Tutorials/Oral/Lecture Notes/Project 05

2. /Written test - – 10

Total Marks:15

Q. 1) A. Attempt any One from the following questions:

(Two questions on Unit -1) Marks 10

Q2. Attempt any One from the following questions:

(Two questions on Unit -2) Marks 10

Q. 3. Attempt any One from the following questions:

(Two questions on Unit -3) Marks 10

Q.4) Write a short note on any one. (Unit 1) Marks 5

(2 out of 4)

Total Marks: 35

M.A. Semester I		
Title of the Course	Gender Studies	Number of Credits : 02
Course Code	ENMET-512A	
Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	Comprehend discourses around gender and feminism studies.	
CO2	Define the function of patriarchal power structures in the oppression of the sexes.	
CO3	Describe the range of categories related to gender and feminism.	
CO4	Analyze and critique literary and theoretical texts with the view to understanding the role gender plays in our individual and collective lives	
CO5	Critically appreciate the literary works by placing them in their appropriate contexts	
CO6	Apply the Gender Theory to the prescribed texts.	
Module No.	Title of Module and Contents	No. of Lectures
I	· Introduction to Gender and Sexuality · Gender Spectrum · Queer Theory	06

II	<u>Gender Theories</u> · Judith Butler- Gender Trouble · Sandra Gilbert and Susan Gubar- Madwoman in the Attic · Elaine Showalter- Feminist Criticism in the Wilderness	10
III	<u>Exploring Gender Play</u> · Henrik Ibsen- The Doll's House Prose · Louis Gould- X, A Fabulous Child's Story · - Rabindranath Tagore- The Exercise Book · - Charlotte Perkins Gilman- The Yellow Wallpaper	14
Reference List		
· Bell Hooks: Understanding Patriarchy (essay) · Jeanette Winterson: Art Objects · Judith Butler: Gender Trouble · Mary Wollstonecraft – A Vindication of the Rights Of Women · Showalter, Elaine: A literature of their own: British women novelists from Brontë to Lessing. · Simone de Beauvoir – The Second Sex · Virginia Woolf – A Room of one's Own · Sandra Gilbert and Susan Gubar- Madwoman in the Attic		

Question Paper Format

Pattern for Internal Evaluation in both the semesters:

1.– Home Assignments/Tutorials/Oral/Lecture Notes/Project 05

2. /Written test - – 10

Total Marks:15

Q. 1) A. Attempt any One from the following questions:

(Two questions on Unit -1) Marks 10

Q2. Attempt any One from the following questions:

(Two questions on Unit -2) Marks 10

Q. 3. Attempt any One from the following questions:

(Two questions on Unit -3) Marks 10

Q.4) Write a short note on any one. (Unit 1) Marks 5

(2 out of 4)

Total Marks: 35

M.A. Part - I Semester I

Title of the Course	Research Methodology	Number of Credits: 02
Course Code	ENMIT - 471	
	Course Outcomes (COs) On Completion of the course, the students will be able to:	
CO1	Comprehend the concept of research.	
CO2	Analyse and understand the fundamentals of research.	
CO3	Familiarize the procedures involved in research	
CO4	Use various tools and techniques of research.	
CO5	Systematically plan and execute research activity.	
CO6	Explore various avenues of Research.	

<u>Module No.</u>	<u>Title of the Module and Contents</u>	<u>No. Of Lectures</u>
I	Meaning and Nature Of Research: 1. What is Research? 2. Objectives of Research. 3. The Fundamentals of Research. 4. Characteristics of Research. 5. Types of Research. 6. Qualities of a Good Researcher.	15
II	Materials and Tools of Research: Primary and Secondary sources Books, Anthologies, Biographics, Thesauruses, Encyclopedia, Conference proceedings, Unpublished theses, Newspaper Journals, e-journals, Monographs, Translations, Web references, Library catalogue, Literature Resource Center, Govt. Publications, Special libraries, Advanced study centers, Virtual libraries, Web search engines, CDs, DVDs etc	15

References:

Hunt, Andy (2005), Your Research Project, New Delhi: Foundation Books

Abdul Rahim, F. (2005), Thesis Writing: A Manual for Researchers (New Delhi: New Age International)

Gibaldi, Joseph (6edn. 2003), MLA Handbook for Writers of Research Papers, New York: MLA Association

Eliot, Simon and W. R. Owens (4edn. 1998), A Handbook to Literary Research, London: Routledge & Open University

Miller, R. H. (1995), Handbook of Literary Research, Methuen

Lenburg, Jeff (2007), Guide to Research, Viva Books

Oakman, Robert L. (1984), Computer Methods for Literary Research, Athens: University of Georgia Press

Altick, R. D. (1963), The Art of Literary Research, New York: Norton

Harner, James L. (2002), Literary Research Guide: An Annotated Listing of Reference

Sources in English Literary Studies, New York

AmericBarker, Nancy and Nancy Huling (2000), A Research Guide for Under Graduate Students: English and American Literature, New York: MLA of America

Gupta, R. K. (1971), American Literature Fundamentals of Research, ASRC Hyderabad

Mishra, D. S. (1989), A Grammar of Literary Research, New Delhi: Harman Publishing House

Chaskar, A (2009), Doing Research in Literature and Language, V.P Pune

Chindhade, S. and Thorat, A. (2009), Doing Research, Mumbai: CUP

Rajannan, B. (1968), Fundamentals of Research, ASRC Hyderabad

Bateson, F. W. (1972), The Scholar Critic: An Introduction to Literary Research, London: Routledge

Adam Sirjohn (2004), Research Methodology: Methods & Techniques, Delhi: New Age International Ltd

Caivary, R. & Nayak V. K. (2005), Research Methodology, S. Chand

Kothari, C.R. (1985), Research Methodology: Methods & Techniques, Delhi : New Age International Ltd

Litosseliti, Lia (2000), Using Focus Groups in Research, British Library Cataloguing

Rahim, F. Abdul (1996), Thesis Writing-A Manual for Researchers, New Delhi: New Age International Ltd

Rengachari, S. & Rengachari, Sulochna - Research methodology for English Literature, Bareilly : Prakash Book Depot

Seliger (2001), Second Language Research Methods, Oxford University

Question Paper Format

Pattern for Internal Evaluation in both the semesters:

1.– Home Assignments/Tutorials/Oral/Lecture Notes/Project 05

2. /Written test - – 10

Total Marks:15

Q. 1) A. Attempt any One from the following questions:

(Two questions on Unit -1) Marks 10

Q2. Attempt any One from the following questions:

(Two questions on Unit -1) Marks 10

Q. 3. Attempt any One from the following questions:

(Two questions on Unit -2) Marks 10

Q.4) Write a short note on any one. (Unit 2) Marks 5

(2 out of 4)

Total Marks: 35

Pune District Education Association's
Prof. Ramkrishna More Arts,
Commerce and Science College,
Akurdi, Pune, India
(AUTONOMOUS)

SYLLABUS UNDER AUTONOMY (NEP)

M. A. (English Major)

(M.A. Semester-I, II)

From Academic Year
2023-24

M.A. Part I Semester I

Title of the Course	Shakespearean Drama	Number of Credits: 02
Course Code	ENMAT-511	
Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	Explore Shakespeare as an Elizabethan dramatist.	
CO2	Analyse Shakespearean comedy.	
CO3	Examine Shakespearean tragicomedy.	
CO4	Interpret Shakespearean tragedy.	
CO5	Evaluate Shakespeare as a playwright	
CO6	Relate the texts to real life situations.	

Module No.	Title of Module and Contents	No. of Lectures
I	Introduction to Shakespearean Drama: 1. Elizabethan drama 2. Shakespeare as a playwright 3. Critical estimate of Shakespearean drama	6

II	Comedy: 1. A Midsummer's Night Dream	8
III	Tragicomedy: 1. The Merchant of Venice	8
IV.	Tragedy: King Lear	8
References: Books: Shakespeare William, <i>A Midsummer's Night Dream</i> Shakespeare, William, Ganpule Shilpagauri, Edited. <i>The Merchant of Venice</i> Shakespeare William, <i>King Lear</i>		

Title of the Course	Shakespearean Adaptation	Number of Credits: 02
Course Code	ENMAP-512	
Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	Explore Shakespeare as an Elizabethan dramatist.	
CO2	Analyse Shakespearean Tragedies	
CO3	Examine Shakespearean Adaptations	
CO4	Interpret Shakespearean Adaptations	
CO5	Evaluate Shakespearean tragedies and Adaptations	
CO6	Relate the texts and adoptions to real life situations.	

Module No.	Title of Module and Contents	No. of
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		Lectures
I	Introduction to Shakespearean Adaptations	
II	Analysis and Interpretations of Shakespearean plays with their respective adaptations. 1. Macbeth-Miya Maqbool 2. Othello -Omkara 3. Hamlet- Haider	

Question Paper Format

Pattern for Internal Evaluation in both the semesters:

1.– Home Assignments/Tutorials/Oral/Lecture Notes/Project 15

Total Marks:15

External Practical Exam will comprise of 35 marks.

Students will have to Review, Analyse and Interpret any One Shakespearean play and its adaptation and submit it in the form of a project.

Total Marks: 35

M.A. Semester I		
Title of the Course	Renaissance Literature	Number of Credits : 02
Course Code	ENMAT-513	
Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	Describe significant ideas and concepts of the Renaissance period	
CO2	Illustrate socio-cultural and socio-religious context in the Renaissance period	
CO3	Express an understanding of the literary styles and literary genres of the Renaissance period	
CO4	Analyse the prominent literary works of the authors of the time and evaluate their literary contribution	
CO5	Evaluate the literary contribution of the authors of the time.	

CO6	Critically appreciate the literary works of the time by placing them in their appropriate contexts	
Module No.	Title of Module and Contents	No. of Lectures
I	Introduction and the background of the Renaissance period	02
II	• John Milton- Paradise Lost (excerpt) • Sir Philip Sidney Astrophil and Stella (excerpt) • Edmund Spenser – Faerie Queene • John Donne – Flea, The Sun Rising • Andrew Marvell – To his Coy Mistress	10
III	Play • John Webster- Duchess of Malfi	10
IV	Prose • Sir Thomas Moor- Utopia • Francis Bacon- The Essays of Francis Bacon (excerpt)	10

References:

Bradbrook, M. C. Themes and Conventions in Elizabethan Tragedy. Cambridge: CUP, 1980. · Bradley, A.C. Shakespearean Tragedy: Hamlet, Othello, King Lear, Macbeth. New Delhi: Atlantic Publishers, 2000.

· Braunmuller, A.R. and Michael Hattawayeds (ed.). The Cambridge Companion to English · Burton, Richard. Anatomy of Melancholy. Jackson, Holbrook. (ed.). New York: Vintage Books, 1977.

· Empson, William. Some Versions of Pastoral. New York: New Directions, 1974. · F.G. Selbyed.Bacon's Essays.London: Macmillan: 1889

· Fenton, James. An Introduction to English Poetry. Harmondsworth: Penguin, 2003. · Greenblatt, Stephen and Ramie Targof. (eds.). New York: NYRB Classics, 2012.

Greenblatt, Stephen. Renaissance Self-Fashioning From More to Shakespeare. Chicago: U of Chicago P, 1980.

· Jonathan Dollimore, Radical Tragedy. Chicago: U of Chicago P, 1964.

Mousley, Andy. Renaissance Drama and Contemporary Literary Theory. Hampshire: Palgrave Macmillan, 2000.

· Renaissance Drama. Cambridge: CUP, 2003.

· S. Viswanathan, Exploring Shakespeare. Hyderabad: Orient Longman, 2005.

· Simkin, Stevie. Marlowe: The Plays. Hampshire: Palgrave, Macmillan 2001.

· Spiller, Michael R.G. The Development of the Sonnet: An Introduction. London: Routledge, 1992.

· The Sonnet Sequence: A Study of the Strategies. New York: Twayne, 1997.

Question Paper Format

Pattern for Internal Evaluation in both the semesters:

1.– Home Assignments/Tutorials/Oral/Lecture Notes/Project 05

2. /Written test - – 10

Total Marks:15

Q. 1) A. Attempt any One from the following questions:

(Two questions on Unit -2) Marks 10

Q2. Attempt any One from the following questions:

(Two questions on Unit -3) Marks 10

Q. 3. Attempt any One from the following questions:

(Two questions on Unit -4) Marks 10

Q.4) Write a short note on any one. (Unit 1) Marks 5

(2 out of 4)

Total Marks: 35

M.A. Semester I		
Title of the Course	Romantic Literature	Number of Credits : 02
Course Code	ENMAT-514	
Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	Describe significant ideas and concepts of Romanticism	

CO2	Illustrate socio-cultural and socio-religious context in the Romantic Era.	
CO3	Express an understanding of the literary styles and literary genres of the Romantic Era	
CO4	Analyse the prominent literary works of the authors of the time and	
CO5	the literary contribution of the contemporary writers	
CO6	Write critically about the literary works of the time by placing them in their appropriate contexts	
Module No.	Title of Module and Contents	No. of Lectures
I	Introduction and the background of the Romantic Era	02
	Poetry • William Blake – The Black Boy, London • William Wordsworth – Tintern Abbey S.T. Coleridge –Kubla Khan Keats – Eve of Saint Agnes Shelley – Ode to the Skylark Lord Byron - An Ode to the Framers of the Frame Bill	08
II	Novel: Jane Austen- Pride and Prejudice	10
III	Play: Oscar Wilde- The Importance of being Earnest	10

References:

Auerbach, Nina. *Woman and the Demon: The Life of a Victorian Myth*. Cambridge MA: Harvard University Press, 1982.

- Byron, Glennis. *Dramatic Monologue*. New York: Routledge, 2003.

Cunningham, Valentine (ed.). *Victorian Poets: A Critical Reader*. Manchester: Miley Blackwell, 2014.

- D. King-Hele, Shelley, His Thought and Work (London, 1960)

Ernest Dressel North. *The Wit and Wisdom of Charles Lamb*. New York, London: Putnam, 1892.

- M. Butler, Romantics, Rebels and Reactionaries: English Literature and its Background.
- M. Kirkham, Jane Austen, Feminism and Fiction. Brighton, 1983.

M.H. Abrams, *The Mirror and the Lamp: Romantic theory and the Critical Tradition*. New York, 1953.

Oxford, 1981.

- S. Prickett, Coleridge and Wordsworth and the Poetry of Growth (Cambridge, 1970)
- S.M. Sperry, Keats, the Poet (Princeton, 1973)

Wolfson, Susan. *Borderlines: The Shiftings of Gender in British Romanticism*. Stanford: Stanford UP, 2006.

Sanjusha Dhumal, *Eco-critical Voices in William Wordsworth's Poetry*, Snehavardhan Publications, 2019.

Question Paper Format

Pattern for Internal Evaluation in both the semesters:

- 1.– Home Assignments/Tutorials/Oral/Lecture Notes/Project 05
2. /Written test - – 10

Total Marks:15

Q. 1) A. Attempt any One from the following questions:

(Two questions on Unit -1) Marks 10

Q2. Attempt any One from the following questions:

(Two questions on Unit -2) Marks 10

Q. 3. Attempt any One from the following questions:

(Two questions on Unit -3) Marks 10

Q.4) Write a short note on any one. (Unit 1) Marks 5

(2 out of 4)

Total Marks: 35

M.A. Semester I		
Title of the Course	Victorian Literature	Number of Credits : 02
Course Code	ENMAT-515	

Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	Describe significant ideas and concepts of Victorian Era	
CO2	Illustrate socio-cultural and socio-religious context in the Victorian Era	
CO3	Understanding of the literary styles and literary genres of the Victorian Era	
CO4	Analyse the prominent literary works of the authors of the time and	
CO5	Evaluate the literary contribution of the authors of the time.	
CO6	Critically appreciate the literary works of the time by placing them in their appropriate contexts	
Module No.	Title of Module and Contents	No. of Lectures
I	• Robert Browning – My Last Duchess • Christina Rossetti – Goblin Market • Lord Alfred Tennyson – Ulysses • Mathew Arnold - Dover Beach	10

II	Novel Charles Dickens- Great Expectations	10
III	Play George Bernard Shaw- Saint Joan	10

References:

- Bloom, Harold (ed.). *Bloom's Modern Critical Interpretations: Charles Dickens' Great Expectations*. New York: Bloom's Literary Criticism, 2010.
- Byron, Glennis. *Dramatic Monologue*. New York: Routledge, 2003.
- Cunningham, Valentine (ed.). *Victorian Poets: A Critical Reader*. Manchester: Miley Blackwell, 2014.
- Gilbert Sandra and Susan Gubar. *The Madwoman in the Attic: The Woman Writer and the Nineteenth-Century Literary Imagination*, 2nd ed. Yale University Press: New Haven and London, USA and U.K., 2000.
- Johns Hopkins UP, 1985.
- Jusova, Iveta. *New Woman and the Empire*. Columbus: Ohio State University Press, 2005.
- Kranidis, Rita S. *Subversive Discourse: The Cultural Production of Late Victorian Feminist Novels*. London: Macmillan, 1995.
- M.H. Abrams, *The Mirror and the Lamp: Romantic theory and the Critical Tradition*. New York, 1953.
- Martin, Loy D. *Browning's Dramatic Monologues and the Post Romantic Subject*. Baltimore:
- Poovey, Mary. *Uneven Developments: the Ideological Work of Gender in mid-Victorian England*. Chicago: University of Chicago Press, 1988.
- Showalter, Elaine. *A Literature of Their Own: British Women Novelists from Bronte to Lessing*. London: Virago, 1978.

Question Paper Format**Pattern for Internal Evaluation in both the semesters:**

1.– Home Assignments/Tutorials/Oral/Lecture Notes/Project 05

2. /Written test - – 10

Total Marks:15

Q. 1) A. Attempt any One from the following questions:

(Two questions on Unit -2) Marks 10

Q2. Attempt any One from the following questions:

(Two questions on Unit -3) Marks 10

Q. 3. Attempt any One from the following questions:

(Two questions on Unit -4) Marks 10

Q.4) Write a short note on any one. (Unit 1) Marks 5

(2 out of 4)

Total Marks: 35

M.A. Part I Semester I		
Title of the Course	English Language and Literature Teaching-I	Number of Credits: 02
Course Code	ENMAT-516	
Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	Comprehend the issues and concepts in English language teaching.	
CO2	Examine the nature of language learning and theories of language learning.	
CO3	Explain the concept of curriculum and compare different types of syllabi.	
CO4	Design the curriculum and Syllabi for scholastic purposes.	
CO5	Describe the teaching of skills, namely, listening, speaking, reading and writing	
CO6	Apply and train students with study skills.	

Module No.	Title of Module and Contents	No. of Lectures
I	The Nature of Language Learning: informal language acquisition and formal language learning. Theories of Language Learning: Behaviourism, Cognitivism	5

II	Curriculum: Structure and scope, goals, aims and objectives. Types of Syllabus: 1. Predesigned and Process, 2. Top-down and Bottom-up 3. Spiral, Cyclic, Linear, 4. Textual, Topical, Lexical, Structural, Notional, Task based, Communicative, and Procedural	10
III	The Teaching of Skills: Listening, Speaking, Reading and Writing Skills Integration of Skills	10
IV	The teaching of Study Skills: Using a dictionary and other books, Note-making, Note-taking, Summarizing	05
References: ● Byrne, D. Teaching Oral English, Essex, Longman, 1990. ● Byrne, D. Teaching Writing Skills, London and New York, Longman, 1990. ● Hedge, T. Writing, Oxford, OUP, 1988. ● Nunan, D. Syllabus Design, Oxford, OUP, 1988. ● Nuttal, C. Teaching Reading Skills in a Foreign Language, Oxford, Heinemann, 1989. ● Prabhu, N. S. Second Language Pedagogy, Oxford, OUP, 1987. Pillai, G. R., Rajeevan, K. and Nair, T. B. Written English for you, Madras, Emerald, 1990. ● Rixon, S. Developing Listening Skills, London and Basingstoke, Macmillan, 1986. ● Rixon, S. How to Use Games in Language Teaching, London, 1988.		

Question Paper Format

Pattern for Internal Evaluation in both the semesters:

1.– Home Assignments/Tutorials/Oral/Lecture Notes/Project 05

2. /Written test - – 10

Total Marks:15

Q. 1) A. Attempt any One from the following questions:

(Two questions on Unit -1) Marks 10

Q2. Attempt any One from the following questions:

(Two questions on Unit -2) Marks 10

Q. 3. Attempt any One from the following questions:

(Two questions on Unit -3) Marks 10

Q.4) Write a short note on any one. (Unit 4) Marks 5

(2 out of 4)

Total Marks: 35

M.A. Part I Semester I

Title of the Course	English Language and Literature Teaching-II	Number of Credits: 02
Course Code	ENMAP-517	
Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	Discuss issues and concepts in the teaching of grammar	
CO2	Examine the nature of the teaching of vocabulary	
CO3	Explain the different techniques and methods of teaching poetry, drama and fiction	
CO4	Describe the advantages of teaching without lecturing.	
CO5	Design games and role play in teaching language and literature	
CO6	Develop lesson plans for teaching grammar or a literary text	

Unit No.	Title of Unit and Contents	No. of Lectures
I	Teaching of Language 1. Teaching of Grammar 2. Teaching of Vocabulary	5
II	Teaching of Literature 1. Teaching of Poetry 2. Teaching of Drama 3. Teaching of Fiction	10

III	Teaching without Lecturing Use of Audio-Visual Aid in Teaching Use of Role Play/Games in Teaching	05
IV	Lesson Planning 1. Teaching Grammar 2. Teaching a Literary Text	10
References: ● Byrne, D. Teaching Oral English, Essex, Longman, 1990. ● Byrne, D. Teaching Writing Skills, London and New York, Longman, 1990. ● Hedge, T. Writing, Oxford, OUP, 1988. ● Hill, J. Using Literature in Language Teaching, London, Macmillan, 1986. Hubbard, P., Jones, H., Thornton, B. and Wheeler, R. A Training Course for TEFL, Oxford, OUP, 1988. ● Morgan, J. and Rinvoluceri, M. Vocabulary, Oxford, OUP, 1986. ● Nagaraj, G. English Language Teaching, ● Nunan, D. Syllabus Design, Oxford, OUP, 1988. ● Nuttal, C. Teaching Reading Skills in a Foreign Language, Oxford, Heinemann, 1989. ● Prabhu, N. S. Second Language Pedagogy, Oxford, OUP, 1987. ● Pillai, G. R., Rajeevan, K. and Nair, T. B. Written English for you, Madras, Emerald, 1990. ● Rixon, S. Developing Listening Skills, London and Basingstoke, Macmillan, 1986. ● Rixon, S. How to Use Games in Language Teaching, London, 1988.		

Question Paper Format

Pattern for Internal Evaluation

1.– Home Assignments/Tutorials/Oral/Lecture Notes/Project 15

Total Marks:15

External Practical Exam will comprise of 35 marks.

Students will have to make a Lesson Plan and a PPT and make an Oral presentation in the form of Seminar.

Total Marks: 35

M.A. Semester I		
Title of the Course	Feminist Studies	Number of Credits : 02
Course Code	ENMET-511A	

Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	Comprehend discourses around feminism studies.	
CO2	Define the function of patriarchal power structures in the oppression of the sexes.	
CO3	Describe the range of categories related to gender and feminism.	
CO4	Analyse the literary and theoretical texts with the view to understanding the role gender plays in our individual and collective lives	
CO5	Critically appreciate the literary works by placing them in their appropriate contexts	
CO6	Apply the Feminist Theories to the prescribed texts.	
Module No.	Title of Module and Contents	No. of Lectures
I	• Introduction to Feminism • Phases of Feminism • Types of Feminism	06
II	<u>Feminist Theories</u> Virginia Woolf – Excerpts from “A Room of One’s Own” Mary Wollstonecraft- extracts from A Vindication for the Rights of Women • Simone De Bouvoir (Introduction -The Second Sex)	10
III	<u>Exploring Femininity</u> Poetry • Sylvia Plath –Daddy • Kamala Das- Introduction • Maya Angelou – Still I Rise Prose • Anand Neelkantan- Valmiki’s Women (excerpt) • Judy Brady- I Want a Wife	14
References: • Bell Hooks: Understanding Patriarchy (essay) • Jeanette Winterson: Art Objects • Judith Butler: Gender Trouble • Mary Wollstonecraft – A Vindication of the Rights Of Women • Showalter, Elaine: A literature of their own: British women novelists from Brontë to Lessing.		

- Simone de Beauvoir – The Second Sex
- Virginia Woolf – A Room of one's Own

Question Paper Format

Pattern for Internal Evaluation in both the semesters:

1.– Home Assignments/Tutorials/Oral/Lecture Notes/Project 05

2. /Written test - – 10

Total Marks:15

Q. 1) A. Attempt any One from the following questions:

(Two questions on Unit -1) Marks 10

Q2. Attempt any One from the following questions:

(Two questions on Unit -2) Marks 10

Q. 3. Attempt any One from the following questions:

(Two questions on Unit -3) Marks 10

Q.4) Write a short note on any one. (Unit 1) Marks 5

(2 out of 4)

Total Marks: 35

M.A. Semester I		
Title of the Course	Gender Studies	Number of Credits : 02
Course Code	ENMET-512A	
Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	Comprehend discourses around gender and feminism studies.	
CO2	Define the function of patriarchal power structures in the oppression of the sexes.	

CO3	Describe the range of categories related to gender and feminism.	
CO4	Analyse and critique literary and theoretical texts with the view to understanding the role gender plays in our individual and collective lives	
CO5	Critically appreciate the literary works by placing them in their appropriate contexts	
CO6	Apply the Gender Theory to the prescribed texts.	
Module No.	Title of Module and Contents	No. of Lectures
I	• Introduction to Gender and Sexuality • Gender Spectrum • Queer Theory	06
II	<u>Gender Theories</u> • Judith Butler- Gender Trouble Sandra Gilbert and Susan Gubar- Madwoman in the Attic Elaine Showalter- Feminist Criticism in the Wilderness	10
III	<u>Exploring Gender Play</u> • Henrik Ibsen- The Doll's House Prose • Louis Gould- X, A Fabulous Child's Story • Rabindranath Tagore- The Exercise Book • Charlotte Perkins Gilman- The Yellow Wallpaper	14
Reference List		
• Bell Hooks: Understanding Patriarchy (essay) • Jeanette Winterson: Art Objects • Judith Butler: Gender Trouble • Mary Wollstonecraft – A Vindication of the Rights Of Women • Showalter, Elaine: A literature of their own: British women novelists from Brontë to Lessing. • Simone de Beauvoir – The Second Sex • Virginia Woolf – A Room of one's Own • Sandra Gilbert and Susan Gubar- Madwoman in the Attic		

Question Paper Format

Pattern for Internal Evaluation in both the semesters:

1.– Home Assignments/Tutorials/Oral/Lecture Notes/Project 05

2. /Written test - – 10

Total Marks:15

Q. 1) A. Attempt any One from the following questions:

(Two questions on Unit -1) Marks 10

Q2. Attempt any One from the following questions:

(Two questions on Unit -2) Marks 10

Q. 3. Attempt any One from the following questions:

(Two questions on Unit -3) Marks 10

Q.4) Write a short note on any one. (Unit 1) Marks 5

(2 out of 4)

Total Marks: 35

Title of the Course	Literature and Media Adaptations -I	Number of Credits : 02
Course Code	ENMET-511B	
Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	Comprehend discourses around film and media studies.	
CO2	Define the function literature and the role it plays on media platforms.	
CO3	Describe the themes linking literary studies and film studies.	
CO4	Analyze literary and theoretical texts with the view to understanding the role media plays in our individual and collective lives	

CO5	Critically appreciate the films by placing them in their appropriate contexts	
CO6	Differentiate between the role of Literature and Media Adaptations	
Module No.	Title of Module and Contents	No. of Lectures
I	• Introduction to Film and Media Studies • Definition and scope of media adaptations • Theoretical approaches to literature and media • Adaptation techniques and strategies	06
II	Themes • Aesthetic elements in literature and media • Adaptation and intertextuality • Cultural context and representation of literature in media • Gender and Identity in adaptation • Contemporary trends in adaptation practices	10

Reference List

Literature and Film: A Guide to the Theory and Practice of Film Adaptation by Robert Stam and Alessandra Raengo

- Adaptation: Studying Film and Literature by John Orr and Colin Nicholson
- Film Adaptation and Its Discontents: From Gone with the Wind to The Passion of the Christ by Thomas Leitch
- A Companion to Literature and Film edited by Robert Stam and Alessandra Raengo
- Bollywood and Globalization: Indian Popular Cinema, Nation, and Diaspora edited by Rini Bhattacharya Mehta and Rajeshwari V. Pandharipande

Question Paper Format

Pattern for Internal Evaluation in both the semesters:

1.– Home Assignments/Tutorials/Oral/Lecture Notes/Project 05

2. /Written test - – 10

Total Marks:15

Q. 1) A. Attempt any One from the following questions:

(Two questions on Unit -1) Marks 10

Q2. Attempt any One from the following questions:

(Two questions on Unit -2) Marks 10

Q. 3. Attempt any One from the following questions:

(Two questions on Unit -3) Marks 10

Q.4) Write a short note on any one. (Unit 3) Marks 5

(2 out of 4)

Total Marks: 35

Title of the Course	Literature and Media Adaptations -II	Number of Credits : 02
Course Code	ENMEP-512B	
Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	Comprehend discourses around film and media studies.	
CO2	Define the function literature and the role it plays on media platforms.	
CO3	Describe the themes linking literary studies and film studies.	
CO4	Analyze literary and theoretical texts with the view to understanding the role media plays in our individual and collective lives	
CO5	Critically appreciate the films by placing them in their appropriate contexts	
CO6	Differentiate between the role of Literature and Media Adaptations	
Module No.	Title of Module and Contents	No. of Lectures
I	Case Studies • Omkara (Othello) • Pride and Prejudice (2 versions) • Harry Potter and the Philosopher's Stone • The Cobalt Blue	30

Title of the Course	Research Methodology	Number Of Credits: 04
Course Code	ENRMT - 511	

	Course Outcomes (COs) On Completion of the course, the students will be able to:	
CO1	Comprehend the concept of research.	
CO2	Analyse and understand the fundamentals of research.	
CO3	Familiarize the procedures involved in research	
CO4	Use various tools and techniques of research.	
CO5	Systematically plan and execute research activity.	
CO6	Explore various avenues of Research.	

Module No.	Title of the Module and Contents	No. Of Lectures
I	Meaning and Nature of Research: 1. What is Research? 2. Objectives of Research. 3. The Fundamentals of Research. 4. Characteristics of Research. 5. Types of Research. 6. Qualities of a Good Researcher.	15

II	Materials and Tools of Research: Primary and Secondary sources Books, Anthologies, Biographics, Thesauruses, Encyclopedia, Conference proceedings, Unpublished theses, Newspaper Journals, e-journals, Monographs, Translations, Web references, Library catalogue, Literature Resource Center, Govt. Publications, Special libraries, Advanced study centers, Virtual libraries, Web search engines, CDs, DVDs etc	15
III	Research in Literature and Language: *Literary research and research in other Disciplines. *Literary research-Interpretative, Theoretical, Biographical etc. *Research methods in Linguistics. *Research methods in Literature. *How research in language is different from research in literature. *Emerging areas of research in language and literature. *Use of literary and linguistic theories in research.	15
IV	Methods and Techniques of Research: 1. Research Methods vs. Research Methodology. 2. Variants in Methodology. 3. Types of Methods: Statistical, Sampling, Applied, Case study, Survey, Interpretative, Experimentation, Interviews, Questionnaire etc. 4. Evaluation of different methods: Historic, Comparative, Descriptive , Scientific.	15

REFERENCES:

Hunt, Andy (2005), Your Research Project, New Delhi: Foundation Books

Abdul Rahim, F. (2005), Thesis Writing: A Manual for Researchers (New Delhi: New Age International)

Gibaldi, Joseph (6th edn. 2003), MLA Handbook for Writers of Research Papers, New York: MLA Association

Eliot, Simon and W. R. Owens (4th edn. 1998), A Handbook to Literary Research, London: Routledge & Open University

Miller, R. H. (1995), Handbook of Literary Research, Methuen

Lenburg, Jeff (2007), Guide to Research, Viva Books

Oakman, Robert L. (1984), Computer Methods for Literary Research, Athens: University of Georgia Press

Altick, R. D. (1963), The Art of Literary Research, New York: Norton

Harner, James L. (2002), Literary Research Guide: An Annotated Listing of Reference Sources in English Literary Studies, New York: MLA of America

Barker, Nancy and Nancy Huldig (2000), A Research Guide for Under Graduate Students: English and American Literature, New York: MLA of America

Gupta, R. K. (1971), American Literature Fundamentals of Research, ASRC Hyderabad

Mishra, D. S. (1989), A Grammar of Literary Research, New Delhi: Harman Publishing House

Chaskar, A (2009), Doing Research in Literature and Language, V.P Pune

Chindhade, S. and Thorat, A. (2009), Doing Research, Mumbai: CUP
 Rajannan, B. (1968), Fundamentals of Research, ASRCHyderabad
 Bateson, F. W. (1972), The Scholar Critic: An Introduction to Literary Research, London: Routledge
 Adam Sirjohn (2004), Research Methodology: Methods & Techniques, Delhi: New Age International Ltd
 Caivary, R. & Nayak V. K. (2005), Research Methodology, S. Chand
 Kothari, C.R. (1985), Research Methodology: Methods & Techniques, Delhi : New Age International Ltd
 42
 Litosseliti, Lia (2000), Using Focus Groups in Research, British Library Cataloguing
 Rahim, F. Abdul (1996), Thesis Writing-A Manual for Researchers, New Delhi: New Age International Ltd
 Rengachari, S. & Rengachari, Sulochna - Research methodology for English Literature, Bareilly : Prakash Book Depot
 Seliger (2001), Second Language Research Methods, Oxford University

Question Paper Format

Pattern for Internal Evaluation in both the semesters:

1.– Home Assignments/Tutorials/Oral/Lecture Notes/Project 05

2. /Written test - – 10

Total Marks:15

Q. 1) A. Attempt any One from the following questions:

(Two questions on Unit -1) Marks 10

Q2. Attempt any One from the following questions:

(Two questions on Unit -1) Marks 10

Q. 3. Attempt any One from the following questions:

(Two questions on Unit -2) Marks 10

Q.4) Write a short note on any one. (Unit 2) Marks 5

(2 out of 4)

Total Marks: 35

M.A. Part I Semester II		
Title of the Course	Indian Literature in English Translations	Number of Credits: 02

Course Code	ENMAT-481	
Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	Explore Tukaram as an Indian poet	
CO2	Analyse Tendulkar's <i>Silence, The Court is in Session</i>	
CO3	Examine subcultural variations in the translated works	
CO4	Compare the treatment of different themes and styles in the genres of poetry and drama as reflected in the prescribed translations	
CO5	Evaluate the prescribed texts as translations	
CO6	Explain major ancient, medieval and modern movements in Indian thought as reflected in the translated works	

Module No.	Title of Module and Contents	No. of Lectures
I	Tukaram: <i>Says Tuka</i> , tr. Dilip Chitre (Penguin).	15
II	Vijay Tendulkar: <i>Silence, The Court is in Session</i> , tr. Priya Adarkar, O.U.P., 1978	15
References: Books: 1. Tukaram: <i>Says Tuka</i> , tr. Dilip Chitre (Penguin). 2. Vijay Tendulkar: <i>Silence, The Court is in Session</i> , tr. Priya Adarkar, O.U.P., 1978		

Question Paper Format

Pattern for Internal Evaluation in both the semesters:

1.– Home Assignments/Tutorials/Oral/Lecture Notes/Project 05

2. /Written test - – 10

Total Marks:15

Q. 1) A. Attempt any One from the following questions:

(Two questions on Unit -1) Marks 10

Q2. Attempt any One from the following questions:

(Two questions on Unit -1) Marks 10

Q. 3. Attempt any One from the following questions:

(Two questions on Unit -2) Marks 10

Q.4) Write a short note on any one. (Unit 2) Marks 5

(2 out of 4)

Total Marks: 35

M.A. Semester II		
Title of the Course	Applied Linguistics	Number of Credits : 02
Course Code	ENMAT-482	
Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	Comprehend the field of Applied Linguistics	
CO2	Understand how descriptive linguistics can be used practically to explain the behavioural and social use of language,	
CO3	Recognize the correlation between the evolution of linguistic theory and the corresponding developments in the field of language learning and teaching	
CO4	Know the meaning of language acquisition, second language acquisition/learning, ,	
CO5	Apply language learning theories, teaching methods to the production of course materials and language testing.	
CO6	Apply language teaching methodologies in the classroom teaching.	
Module No.	Course Content	No. of Lectures

I	a) What is Applied Linguistics (AL)? b) A brief history and scope of AL c) Theoretical linguistics and AL: Their complementarities d) The interdisciplinary nature of AL	10
II	Theories of language acquisition and language learning: Behaviouristic and Cognitivist/Mentalistic approaches b) Relation between language and culture c) Factors affecting language learning d) Language disorders (aphasia, anomia, agrammatism, dyslexia)	10
III	a) Curriculum and syllabus: Difference b) Essential components of a language curriculum (needs analysis, goal setting, syllabus, methodology and evaluation) c) Kinds of syllabus (Structural situational, Notional-functional, Communicative, etc.) d) Criteria for evaluating instructional materials	10

References:

Davies, Alan & Elder, Catherine (Eds.) The Handbook of Applied Linguistics. MA: Blackwell, 2004.

- Davies, Alan. An Introduction to Applied Linguistics: From Practice to Theory Second Edition Edinburgh University Press Ltd 22 George Square, Edinburgh, 1999, 2007. (Available online):
[<https://pasca.uns.ac.id/s3linguistik/wpcontent/uploads/sites/44/2016/10/an-introduction-to-applied-linguistics.pdf>]
- Downes, A. Language and Society. New York: CUP, 1998.
- Fraser, Hugh and Donnel. (eds.). Applied Linguistics and the Teaching of English, London: Longman, 1973.
- Hymes, D. (Ed.). Language in Culture and Society: A Reader in Linguistics and Anthropology. New York: Harper & Row, 1964
- Krishnaswamy N, Verma SK & Nagarajan M. Modern Applied Linguistics: An Introduction. Madras: Macmillan India Ltd. 1992.
- Kudchedkar, S. Readings in English Language Teaching in India. Hyderabad: Orient Longman, 2002.
- Misra, Partha Sarathi. An Introduction to Stylistics: Theory and Practice. Hyderabad: Orient BlackSwan, 2009.
- Saraswathi, V. English Language Teaching: Principles & Practice. Hyderabad: Orient Longman, 2004.

- Tickoo, ML. Teaching and Learning English: A Sourcebook for Teachers and TeacherTrainers. Hyderabad: Orient BlackSwan, 2009.
- Verma SK & Krishnaswamy N. Modern Linguistics: An Introduction. New Delhi: OUP, 1997.
- Yule, George. Pragmatics. Oxford: OUP, 1996.
- Nagraj, Geetha. English Language Teaching: Approaches, Methods, Techniques. Hyderabad:

Question Paper Format

Pattern for Internal Evaluation in both the semesters:

1.– Home Assignments/Tutorials/Oral/Lecture Notes/Project 05

2. /Written test - – 10

Total Marks:15

Q. 1) A. Attempt any One from the following questions:

(Two questions on Unit -1) Marks 10

Q2. Attempt any One from the following questions:

(Two questions on Unit -2) Marks 10

Q. 3. Attempt any One from the following questions:

(Two questions on Unit -3) Marks 10

Q.4) Write a short note on any one. (Unit 3) Marks 5

(2 out of 4)

Total Marks: 35

M.A. Part I Semester II		
Title of the Course	American Literature	Number of Credits: 02
Course Code	ENMAT-483	
Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	Explore Frost as an American poet	
CO2	Analyse Hemingway's <i>The Old Man and the Sea</i>	
CO3	Examine Miller's <i>Death of a Salesman</i>	
CO4	Interpret Sylvia Plath's poetry	

CO5	Evaluate the prescribed texts
CO6	Relate the texts to real life situations.

Module No.	Title of Module and Contents	No. of Lectures
I	Selected Poems of Robert Frost 1. Mending Wall 2. Birches 3. The Gift Outright 4. The Road Not Taken	5
II	Ernest Hemingway: <i>The Old Man and the Sea</i>	10
III	Arthur Miller: <i>Death of a Salesman</i>	10
IV.	Selected Poems of Sylvia Plath 1. Daddy 2. Lady Lazarus 3. Tulips 4. The Colossus 5. Love Letter	5

References:**Books:**

1. Baker, Carlos, Hemingway, Princeton : Princeton University Press, 1963.
2. Baker, Carlos, Ernest Hemingway, New York : Scribner, 1969.
3. Carson, Neill, Arthur Miller.
4. Cook, Reginald, Robert Frost : A Living Voice, Amherst, The Univ. of Mass Press, 1974.
5. Corrigan, Robert, ed. Arthur Miller : A Collection of Critical Essays.
6. Martin, Robert, ed. Arthur Miller : New Perspectives.
7. Murray, Edward, Arthur Miller, Dramatist.
8. Kernan, Alvin, The Modern American Theatre: A Collection of Critical Essays
9. Koon Helen W. Twentieth Century, Interpretations of Death of Salesman.
10. Lewis, Allan, American Plays and Playwrights of the Contemporary Theatre
11. Plath, Sylvia, Letters Home, ed. Aurelia S. Plath. London Faber and Faber, 1975
12. Potter, James L., The Robert Frost Handbook, University Park and London : The Pennsylvania State University Press, 1980.

Question Paper Format**Pattern for Internal Evaluation in both the semesters:**

1.– Home Assignments/Tutorials/Oral/Lecture Notes/Project 05

2. /Written test - – 10

Total Marks:15

Q. 1) A. Attempt any One from the following questions:

(Two questions on Unit -1) Marks 10

Q2. Attempt any One from the following questions:

(Two questions on Unit -2) Marks 10

Q. 3. Attempt any One from the following questions:

(Two questions on Unit -3) Marks 10

Q.4) Write a short note on any one. (Unit 4) Marks 5

(2 out of 4)

Total Marks: 35

M.A. Semester II		
Title of the Course	Culture Studies	Number of Credits : 02

Course Code	ENMAT-484	
Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	Comprehend discourses around culture studies.	
CO2	Define the function of culture and the role it plays in literature.	
CO3	Describe the themes linking literature and culture studies.	
CO4	Analyze and critique literary and theoretical texts with the view to understanding the role culture plays in our individual and collective lives	

CO5	Apply various texts in relation to Culture studies	
CO6	Critically appreciate the selected texts by placing them in their appropriate cultural contexts.	
Module No.	Title of Module and Contents	No. of Lectures
I	· Introduction to Culture and Culture studies · Definition of Cultural Identity in literature · Theoretical approaches to culture studies	04
II	Themes in Literature · Cultural identity and representation · Popular Culture and Mass Media · Globalization and Culture · Cultural Landscapes · Language and Discourse · Gender, Race and Identity Politics in Culture · Culture Studies and Social Change	12

III	Case Studies · Arun Kolatkar- Jejuri (excerpts)- poem · Imtiaz Dharker- At the Lahore Karhai-poem · Ernest Hemingway -The Short Happy Life of · Khaled Hosseini- The Kite Runner- novel	14
	Reference List · Cultural Studies: Theory and Practice by Chris Barker · Cultural Theory and Popular Culture: An Introduction by John Storey · Culture and Everyday Life by Andy Bennett · Globalization and Culture by John Tomlinson · The Cultural Studies Reader edited by Simon During · Culture: A Critical Review of Concepts and Definitions by Raymond Williams · Decoding Culture: Theory and Method in Cultural Studies by Andrew Edgar and Peter Sedgwick · The Cultural Studies Reader edited by Simon During · Culture and Society: An Introduction to Cultural Studies by Anneke Smelik and Nathalie Bragadir · Cultural Studies and Discourse Analysis: A Dialogue on Language and Identity by Chris Barker and Dariusz Galasinski	

Question Paper Format

Pattern for Internal Evaluation in both the semesters:

1.– Home Assignments/Tutorials/Oral/Lecture Notes/Project 05

2. /Written test - – 10

Total Marks:15

Q. 1) A. Attempt any One from the following questions:

(Two questions on Unit -1) Marks 10

Q2. Attempt any One from the following questions:

(Two questions on Unit -2) Marks 10

Q. 3. Attempt any One from the following questions:

(Two questions on Unit -3) Marks 10

Q.4) Write a short note on any one. (Unit 3) Marks 5

(2 out of 4)

Total Marks: 35

M.A. Part I Semester II		
Title of the Course	English Language and Literature Teaching2	Number of Credits: 02
Course Code	ENMAP-485	
Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	Discuss issues and concepts in the teaching of grammar	
CO2	Examine the nature of the teaching of vocabulary	
CO3	Explain the different techniques and methods of teaching poetry, drama and fiction	
CO4	Describe the advantages of teaching without lecturing.	
CO5	Design games and role play in teaching language and literature	
CO6	Develop lesson plans for teaching grammar or a literary text	

Unit No.	Title of Unit and Contents	No. of Lectures
I	Teaching of Language 1. Teaching of Grammar 2. Teaching of Vocabulary	5
II	Teaching of Literature 1. Teaching of Poetry 2. Teaching of Drama 3. Teaching of Fiction	10
III	Teaching without Lecturing Use of Audio-Visual Aid in Teaching Use of Role Play/Games in Teaching	05
IV	Lesson Planning 1. Teaching Grammar 2. Teaching a Literary Text	10

References:

- Byrne, D. Teaching Oral English, Essex, Longman, 1990.
- Byrne, D. Teaching Writing Skills, London and New York, Longman, 1990.
- Hedge, T. Writing, Oxford, OUP, 1988.
- Hill, J. Using Literature in Language Teaching, London, Macmillan, 1986.
- Hubbard, P., Jones, H., Thornton, B. and Wheeler, R. A Training Course for TEFL, Oxford, OUP, 1988.
- Morgan, J. and Rinvolucri, M. Vocabulary, Oxford, OUP, 1986.
- Nagaraj, G. English Language Teaching,
- Nunan, D. Syllabus Design, Oxford, OUP, 1988.
- Nuttal, C. Teaching Reading Skills in a Foreign Language, Oxford, Heinemann, 1989.
- Prabhu, N. S. Second Language Pedagogy, Oxford, OUP, 1987.
- Pillai, G. R., Rajeevan, K. and Nair, T. B. Written English for you, Madras, Emerald, 1990.
- Rixon, S. Developing Listening Skills, London and Basingstoke, Macmillan, 1986.
- Rixon, S. How to Use Games in Language Teaching, London, 1988.

Question Paper Format**Pattern for Internal Evaluation in both the semesters:**

1.– Home Assignments/Tutorials/Oral/Lecture Notes/Project 05

2. /Written test - – 10

Total Marks:15

Q. 1) A. Attempt any One from the following questions:

(Two questions on Unit -1) Marks 10

Q2. Attempt any One from the following questions:

(Two questions on Unit -2) Marks 10

Q. 3. Attempt any One from the following questions:

(Two questions on Unit -3) Marks 10

Q.4) Write a short note on any one. (Unit 4) Marks 5

(2 out of 4)

Total Marks: 35

M.A. Semester II		
Title of the Course	Literature and Media Adaptations	Number of Credits : 02
Course Code	ENMET-481	

Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	Comprehend discourses around film and media studies.	
CO2	Define the function literature and the role it plays on media platforms.	
CO3	Describe the themes linking literary studies and film studies.	
CO4	Analyze literary and theoretical texts with the view to understanding the role media plays in our individual and collective lives	
CO5	Critically appreciate the films by placing them in their appropriate contexts	
CO6	Differentiate between the role of Literature and Media Adaptations	
Module No.	Title of Module and Contents	No. of Lectures
I	Introduction · Introduction to Film and Media Studies · - Definition and scope of media adaptations · - Theoretical approaches to literature and media · Adaptation techniques and strategies	06
II	Themes · Aesthetic elements in literature and media · - Adaptation and intertextuality · Cultural context and representation of literature in media · Gender and Identity in adaptation · Contemporary trends in adaptation practices	10
III	Case Studies · Omkara (Othello) · Pride and Prejudice (2 versions) · Harry Potter and the Philosopher's	14

	Stone · The Cobalt Blue	
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• **References:**

- Literature and Film: A Guide to the Theory and Practice of Film Adaptation by Robert Stam and Alessandra Raengo
- Adaptation: Studying Film and Literature by John Orr and Colin Nicholson · Film Adaptation and Its Discontents: From Gone with the Wind to The Passion of the Christ by Thomas Leitch
- A Companion to Literature and Film edited by Robert Stam and Alessandra Raengo · Bollywood and Globalization: Indian Popular Cinema, Nation, and Diaspora edited by Rini Bhattacharya Mehta and Rajeshwari V. Pandharipande

Question Paper Format

Pattern for Internal Evaluation in both the semesters:

1.– Home Assignments/Tutorials/Oral/Lecture Notes/Project 05

2. /Written test - – 10

Total Marks:15

Q. 1) A. Attempt any One from the following questions:

(Two questions on Unit -1) Marks 10

Q2. Attempt any One from the following questions:

(Two questions on Unit -2) Marks 10

Q. 3. Attempt any One from the following questions:

(Two questions on Unit -3) Marks 10

Q.4) Write a short note on any one. (Unit 3) Marks 5

(2 out of 4)

Total Marks: 35

M.A. Part I Semester II

Title of the Course	Translation Studies	Number of Credits: 02
Course Code	ENMEP-482	
Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	Discuss basic issues and concepts in translation	
CO2	Examine the nature and types of translation	
CO3	Explain the different theories of translation	
CO4	Describe the problems in translation	
CO5	Apply theory of translation and translate a poem/an essay/ a short story	
CO6	Enable students to translate a text from English to Marathi/Hindi or vice versa	

Unit No.	Title of Unit and Contents	No. of Lectures
I	Basic Issues and Concepts: 1. Language and Culture : Language as product of culture, Form, Content/Form, Context. 2. Language Functions. 3. Levels of Linguistic Organization of Text: Phonemics, Morphology, Syntactic, Semantic, Stylistic	5

II	Nature and Types of Translation: 1. Definitions, transliteration, translation, adaptation. 2. Types based on Content: Literary, Scientific (Technical) Expository. Types based on Translation strategies: Semantic (Faithful Close, Decoding, SLOriented). Communicative (Free Encoding, Target Language Oriented). 3. Unit of Translation. 4. Problems of Equivalence: Formal, Functional. 5. Translation Shifts. 6. Limits of Translatability. 7. Loss and gain.	10
III	Theories of Translation: 1. Descriptive: J. C. Catford. 2. Procedural : Eugene Nida. Problems in Translation: a. Linguistic: Differences in Language, Structures, Synonym, Homonyms, Antonyms,	10

	Acronyms, Eponyms, Neologisms and Proper Names, Titles, Images, Symbols, Metaphors, Puns, Figures of Speech (Assonance, Consonance, Alliteration) Questions, Proverbs, Dialects, Allusions. b. Cultural. The Translator's Tools Dictionaries: unilingual and bilingual glossaries, terminologies, thesaurus, encyclopaedias.	
IV	Translating Individual Texts 1. Poem 2. Essay/Short Story	05

References:**Books:**

- Bassnett McGuire Susan: Translation Studies, London, Methuen, 1980. ● Bassnett-McGuire and Lefevre A. ed.: Translation, History and Culture, London, Pinter, 1990.
- Catford, J. C.: A Linguistic Theory of Translation, London, O.U.P., 1965. ● Jakobson Roman: "On Linguistic Aspects of Translation", in On Translation, ed Reuben Brower, Cambridge, Mass, Harvard University Press, 1959.
- Newmark Peter: Approaches to Translation, Oxford Pergamon, 1982. ● Picken Cartiona: The Translator's Handbook, London, Aslib, 1983.
- Nida Eugene A: Towards A Science of Translation Leiden, E. J. Brill, 1964. ● Nida E. A. and Taber C.: The Theory and Practice of Translating, Leiden, E. J. Brill, 1974.
- Raffel Burton: The Forked Tongue: A Study of the Translation Process, The Hague, Mouton, 1971.

Question Paper Format**Pattern for Internal Evaluation in both the semesters:**

- 1.– Home Assignments/Tutorials/Oral/Lecture Notes/Project 05
2. /Written test - – 10

Total Marks:15

Q. 1) A. Attempt any One from the following questions:

(Two questions on Unit -1) Marks 10

Q2. Attempt any One from the following questions:

(Two questions on Unit -2) Marks 10

Q. 3. Attempt any One from the following questions:

(Two questions on Unit -3) Marks 10

Q.4) Write a short note on any one. (Unit 4) Marks 5

(2 out of 4)

Total Marks: 35**M.A. Part - I Semester II**

Title of the Course	Research Methodology	Number of Credits:02
Course Code	ENMIT - 471	

	Course Outcomes (COs) On Completion of the course, the students will be able to:	
CO1	Illustrate Literary research and research in other Disciplines.	
CO2	Analyze areas of research in language and literature.	
CO3	Explain Research Methods of Linguistics and Literature.	
CO4	Explain the use of various types of methods.	
CO5	Differentiate between Research Methods and Research Methodology.	
CO6	Evaluate variants in Methodology.	

<u>Module No.</u>	<u>Title of Module and Contents</u>	<u>No. Of Lectures</u>
<u>I</u>	Research in Literature and Language: *Literary research and research in other Disciplines. *Literary research-Interpretative, Theoretical, Biographical etc. *Research methods in Linguistics. *Research methods in Literature. *How research in language is different from research in literature. *Emerging areas of research in language and literature. *Use of literary and linguistic theories in research.	<u>15</u>
<u>II</u>	Methods and Techniques of Research: 1. Research Methods vs. Research Methodology. 2. Variants in Methodology. 3. Types of Methods: Statistical, Sampling, Applied, Case study, Survey, Interpretative, Experimentation, Interviews, Questionnaire etc. 4. Evaluation of different methods: Historic, Comparative, Descriptive, Scientific.	<u>15</u>

REFERENCES:

Hunt, Andy (2005), Your Research Project, New Delhi: Foundation Books
 Abdul Rahim, F. (2005), Thesis Writing: A Manual for Researchers (New Delhi: New

Age International)

Gibaldi, Joseph (6th edn. 2003), *MLA Handbook for Writers of Research Papers*, New York: MLA Association

Eliot, Simon and W. R. Owens (4th edn. 1998), *A Handbook to Literary Research*, London: Routledge & Open University

Miller, R. H. (1995), *Handbook of Literary Research*, Methuen

Lenburg, Jeff (2007), *Guide to Research*, Viva Books

Oakman, Robert L. (1984), *Computer Methods for Literary Research*, Athens: University of Georgia Press

Altick, R. D. (1963), *The Art of Literary Research*, New York: Norton

Harner, James L. (2002), *Literary Research Guide: An Annotated Listing of Reference Sources in English Literary Studies*, New York: MLA of America

Barker, Nancy and Nancy Huldig (2000), *A Research Guide for Under Graduate Students: English and American Literature*, New York: MLA of America

Gupta, R. K. (1971), *American Literature Fundamentals of Research*, ASRC Hyderabad

Mishra, D. S. (1989), *A Grammar of Literary Research*, New Delhi: Harman Publishing House

Chaskar, A (2009), *Doing Research in Literature and Language*, V.P Pune

Chindhade, S. and Thorat, A. (2009), *Doing Research*, Mumbai: CUP

Rajannan, B. (1968), *Fundamentals of Research*, ASRC Hyderabad

Bateson, F. W. (1972), *The Scholar Critic: An Introduction to Literary Research*, London: Routledge

Adam Sirjohn (2004), *Research Methodology: Methods & Techniques*, Delhi: New Age International Ltd

Caivary, R. & Nayak V. K. (2005), *Research Methodology*, S. Chand

Kothari, C.R. (1985), *Research Methodology: Methods & Techniques*, Delhi : New Age International Ltd

42

Litosseliti, Lia (2000), *Using Focus Groups in Research*, British Library Cataloguing

Rahim, F. Abdul (1996), *Thesis Writing-A Manual for Researchers*, New Delhi: New Age International Ltd

Rengachari, S. & Rengachari, Sulochna - *Research methodology for English Literature*, Bareilly : Prakash Book Depot

Seliger (2001), *Second Language Research Methods*, Oxford University

Sinha, M.P. - *Research Methods in English*

Question Paper Format

Pattern for Internal Evaluation in both the semesters:

1.– Home Assignments/Tutorials/Oral/Lecture Notes/Project 05

2. /Written test - – 10

Total Marks:15

Q. 1) A. Attempt any One from the following questions:

(Two questions on Unit -1) Marks 10

Q2. Attempt any One from the following questions:

(Two questions on Unit -1) Marks 10

Q. 3. Attempt any One from the following questions:

(Two questions on Unit -2) Marks 10

Q.4) Write a short note on any one. (Unit 2) Marks 5

(2 out of 4)

Total Marks: 35

M.A. Part II Semester III and IV NEP Pattern 2023-24

Title of the Course	World Literature	Number of Credits: 04
Course Code	ENMAT-631	

Course Outcomes (COs) On completion of the course, the students will be able to:	
CO1	Identify the world literature.
CO2	Understand and appreciate the world literature.
CO3	Discuss various themes and styles as reflected in various genres.
CO4	Analyze plot structure reflected in the various genres of the prescribed texts.
CO5	Explore connection between literature and other art forms.
CO6	Evaluate cultural, historical and social contexts of the literary works.

Unit No.	Title of Unit and Contents	No. of Lectures
I	Poetry: 1-Ode To The Thread-.Pablo Neruda 2. My Beautiful life- Mitsuo Aida - 3. The Gates of Midnight Cecilia Meireles - 4. 2 mothers in a h d b playground -Arthur Yap 5. Can Someone Bring Me My Entire Being?-Noshi Gillani - 6. It's Raining -Guillaume Apollinaire - 7. Summer Sadness- Stephen Mallarme - 8. Images -Richard Aldington - 9. Petals -Amy Lowell - 10. In a Station of the Metro- Ezra Pound -	15
II	Fiction: - The Transposed Heads- Thomas Mann - - Growth of Soil- Knut Humsun	15
III	Drama: - Trojan – Women Euripides - The Cherry Orchard - Anton Chekhov -	15
IV	Short Story: 1. Twenty-six Men and a Girl- Gorky - 2. How Much Land Does a Man Need? -Leo Tolstoy - 3. - Lasting Love- Guy de Maupassant 4. -The Lotus Eater- Somerset Maugham 5. - The Garden Party -Katherine Mansfield	15

References: Books: •Barnabas Cristobal (Ed.) (2011). Cec Lia Meireles Cede Publishing. •Edwin Muir. The Structure of the Novel •Guy De Maupassant, (2000). The Complete Short Stories (Paperback). Rupa & Co. (2000) •Harold Bloom, (2002). Thomas Mann. Chelsea House Publications. •Henry James. The Future of the Novel •Kitto, H. D. F. (2011). Greek Tragedy: A Literary Study. Routledge. •Marjorie Boulton. The Anatomy of the Novel •McRae, John; Malcolm Bradbury, Ronald Carter (2001). The Routledge History of Literature in English Routledge (2001) •Noshi Gillani, (2008). Poems Non Basic Stock Line. •Pablo Neruda (2012). Selected Poems of Pablo Neruda, Edited By: Nathaniel Tarn. Vintage Classics •Theo D' Haen, (2011). The Routledge Concise History of World Literature. Routledge. •Tovah Yedlin, (1999). Maxim Gorky: A Political Biography. Praeger. •Adler, Jacob (1999). A Life on the Stage: A Memoir, translated and with commentary by Lulla Rosenfeld. New York: Knopf. •Daudet, Leon (2008). Memoirs of Alphonse Daudet. Husain Press. •Hill, Archibald A. Constituent and Pattern in Poetry. University Of Texas Press •Kolloen, Ingar Sletten (2009). Knut Hamsun: Dreamer & Dissenter Yale University Press. •Lee, Se-Soon. "A Study on Imagistic Poetics: With Focus on Ezra Pound", in •Manto, Saadat Hasan (2008) Naked Voices: Stories & Sketches, Translated By: Rakhshanda Jalil, Roli Books. •McRae, John; Malcolm Bradbury, Ronald Carter (2001). The Routledge History of Literature in English. Routledge (2001) •Peter Jones: Imagist Poetry (Penguin Modern Classics)		

Title of the Course	Women's Writing	Number of Credits: 04
Course Code	ENMAT-632	
Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	Understand the impact of patriarchy on women and become sensitized to the need for gender equality.	
CO2	Distinguish women's writing as one shaped by their gender experiences.	
CO3	Identify genre and narrative strategies employed by different women writers.	
CO4	Analyze the theme of suppression, oppression and marginalization expressed by women writers across the world.	

CO5	Interpret literary works by women at an advanced level.
CO6	Participate in critical and theoretical debate surrounding women's writing.

Unit No.	Title of Unit and Contents	No. of Lectures
I	Poetry: 1. A Fairy Tale - Amy Lowell 2. Eve to her daughter – Judith wright 3. Snapshots of her daughter in law – Andrienne rich 4. Tribute to papa – Mamta Kalia 5. Womens work – Julia Alvarez 6. Phenomenal woman – Maya Angelou 7. Purdah – Imtiaz Dharker 8. Kongu isn't rag that stands guard over my head - Jhoopaka Subadra	15
II	Prose : 1. Professions for Women" – Virginia Woolf 2. Links in our Chain- 1931" – Mahadevi Varma [Pages 3 to 22] 3. The Spectacle is Vulnerable : Miss World, 1970" - Laura Mulvey [Chapter 1 from Visual and Other Pleasures] 4. Excerpts from We Should All Be Feminists - Chimamanda Ngozi Adichie --- Pages 26-34 5. Problematic bringing up of boys and girls -Pages 38-46 :Unlearning of preconceived notions, why problem of gender is always overlooked	15
III	Short Story: 1. The Yellow Wallpaper" - Charlotte Perkins Gilman 2. Boys and Girls" – Alice Munro 3. Admission of Guilt" – Lalithambika Antharjanam 4. Yellow Woman" – Leslie Marmon Silko	15
IV	Fiction: 1. Fasting, Feasting - Anita Desai	15

References:

1. <https://www.poemhunter.com/poem/a-fairy-tale/>
- 1.2,3,6 <https://genius.com/> , <https://www.poemhunter.com/>
- 1.4 Living and Feeling: An Anthology of Indian Women's Writing in English . Edited by P Rajani, V. Rajagopalan and Nirmal Selvamony (1999)
- 1.5 <https://www.teenink.com/nonfiction/academic/article/401916/Womans-Work-by-Julia-Alvarez/>
- 1.7 <https://www.poetryinternational.org/pi/poem/2823/auto/0/0/Imtiaz-Dharker/PURDAH-1/en/tile>
- 1.8 <http://www.dalitweb.org/wp-content/uploads/wp-post-to-pdf-enhanced-cache/1/kongu-by-jupakasubhadra.pdf>

2. “Professions for Women.” Feminist Literary Theory: A Reader - Mary Eagleton (1996)
<http://gutenberg.net.au/ebooks12/1203811h.html#ch-28> &
<http://www.wheelersburg.net/Downloads/Woolf.pdf>
 2.2 “Links in the Chain” – Mahadevi Varma. Translated by Neera Kukreja Sohoni . Katha Publishers (2004)
 2.3 Visual and Other Pleasures by Laura Mulvey Palgrave Macmillan, 2009

Title of the Course	Post-Colonial Studies	Number of Credits: 04
Course Code	ENMAT-633	
Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	Identify key authors, and literary forms in postcolonial literature.	
CO2	Define the problems and consequences of colonization as projected in literature	
CO3	Understand the impact of colonial forces and comprehend the extent to which they interrogate Eurocentric conceptions of culture and language.	
CO4	Relate how ancestry, race, class, gender, history, and identity presented in the literary texts.	
CO5	Categorize a cross-section of writings in English from the colonized nations to illustrate their similarities and differences.	
CO6	Interpret the use of English language by the colonized to express their experiences and the emergence of ‘English’	

Unit No.	Title of Unit and Contents	No. of Lectures
I	Africa <u>1.Prose:</u> Decolonizing the Mind: The Politics of Language in African Literature - NgugiwaThiong'o <u>2. Poetry:</u> i) “An African Elegy” - Ben Okri ii) “An Africa Thunderstorm” - David Rubadiri <u>3.Fiction:</u> Things Fall Apart - Chinua Achebe	25
II	Canada: <u>1.Prose:</u> Godzilla vs. Post-colonial Thomas King <u>2.Poetry:</u> 1. First Neighbours” P K Page 2. Indian Reservation: Caughnawaga” A M Klein <u>3 Short Story:</u> 1.Face” Alice Munro	20

	2.The Hostelry of Mr. Smith” Stephen Leacock (Sunshine Sketches of a Little Town)	
III	New Zealand, and South Pacific <u>1 Poetry:</u> House and Land” Allen Curnow Stepping Stones” Albert Wendt <u>2 Short Story:</u> The Garden Party” Katherine Mansfield From South Pacific” Bill Manhire	15

References:

Ashcroft, Bill Ashcroft et al, eds. The Empire Writes Back, London and New York: Routledge, 2006. Print.
 Ashcroft, Bill, Gareth Griffiths and Helen Tiffin. Key Concepts in Post-Colonial Studies, London and New York: Routledge, 1998. Print.
 King, Bruce, ed. The New National and Postcolonial Literatures: An Introduction, Oxford: Clarendon, 1996.
 Killam, G. D. The Novels of Chinua Achebe. Studies in African Literature Series, London: Heinemann, 1978.
 Sarkar Parama ,Postcolonial Literatures, Orient Black Swan,2016.
 What is Post colonialism, What is Post Colonial Theory And Postcolonial Terms?
https://www.youtube.com/watch?v=_AWWbFM9jNM

Title of the Course	British Literature	No. of Credits
Course Code	ENMAT-634	02
Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	Describe major trends and major writers in British Literature.	
CO2	Interpret the works of major British authors.	
CO3	Articulate a sense of comprehensibility by exposure through literature.	
CO4	Develop the linguistic competence along with the literary competence.	

Unit No.	Title of Unit and Contents	No. of Lectures
I	● Poems: 1.Sonnet No 1. From fairest creatures we desire increase. William Shakespeare 2.Rape of the Lock (Canto 1)- Alexander Pope 3.Tintern Abbey- William Wordsworth. 4.Night -William Blake	08

II	• Novel: 1. Agatha Christie – And Then There Were None. (Mystery)	07
III	• Drama: 1. Thomas Dekker – The Shoemaker’s Holiday	07
IV	• Essays: 1. Oliver Goldsmith a. The Citizen of the World -. b. English Pride Liberty An Instance 2. Bertrand Russell – - a.. The Problem of Philosophy b. Appearance and Reality	08
References: 1. Barnard, Robert. A Talent to Deceive- An Appreciation of Agatha Christie, London: Collins, 1980. 2. Osborne, Charles. The Life and Crimes of Agatha Christie, London Collins, 1982. 3. Martin Seymour-Smith. Shakespeare’s Sonnets, Oxford, Heinemann Educational, 1963. 4. G P Putnam’s Sons, Literary Reviews and Criticism, New York & London. 5. Chambers, E K. The Elizabethan Stage 4 Vols, Oxford, Clarendon Press, 1923. 6. Chougule R.B. & Mathpati S, Postmodern Narration: Literatures in English, Latur, Pratiksh Prakashan, 2011.		

M.A. Part II Semester III		
Title of the Course	Creative Writing	Number of Credits: 04
Course Code	ENMET 631A	
Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	Develop and structure ideas for creative writing	
CO2	Apply strategies for planning and writing various genres	

CO3	Understand the process of creative writing for more than one purpose	
CO4	Apply strategies for writing cohesive academic essays – including the introduction, body paragraph structure, and a conclusion	
CO5	Write for the media and varied Social Platforms.	
CO6	Synthesize and integrate source material for Publication.	
Unit No.	Title of Unit and Contents	No. of Lectures
I	Course Introduction and Overview: 1. Writing as a language skill 2. Mastering writing skill 3. Creativity inspiration art propaganda imagination Creative writing/teaching of importance of reading	15
II	Creative Writing: 1.Introduction to Creative Writing 2 Different Types of Creative Writing Biographies Fiction: novels, novellas, short stories, etc. Poetry and Spoken word Playwriting/Scriptwriting Narratives.	20
III	1. Writing for the Media. 2. Print Media – Broadcast Media- Internet-Advertising.	15
IV	PUBLICATION TIPS 1.Revising and rewriting-proof reading-editing-submitting manuscript for publication summary.	10

References:

- Elements of Literature: Essay, Fiction, Poetry, Drama, Film. Robert Scholes, Nancy R. Comley, Carl H. Klaus, Michael Silverman Delhi, OUP, 2007.
- Write from the Heart: Unleashing the power of Your Creativity. Hal Zina Bennet California, New World Library, 2001.
- A Guide to Writing about Literature, Sylvan Barnet, William E. Cain, New Delhi, Pearson, 2006.

Web Resources:

- http://www.chillibreeze.com/articles_various/creativewriter.asp
- <http://www.contentwriter.in/articles/writing/>
- <http://www.cbse.nic.in/cw-xii/creative-writing-xii-unit-1.pdf>

Pattern for Internal Evaluation in both the semesters:

1.– Home Assignments/Tutorials/Oral/Lecture Notes/Project 10

2. /Written test - – 20

Total Marks:30

Q. 1) A. Attempt any One from the following questions:

(Two questions on Unit -1) Marks 14

Q2. Attempt any One from the following questions:

(Two questions on Unit -1) Marks 14

Q. 3. Attempt any One from the following questions:

(Two questions on Unit -2) Marks 14

Q. 4. Attempt any One from the following questions:

(Two questions on Unit -2) Marks 14

Q.5) Write a short note on any one. (Unit 2) Marks 14 **Total Marks: 70**

M.A. Part II Semester III		
Title of the Course	Film Studies	Number of Credits: 04
Course Code	ENMET-631B	
Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	Identify the films from various genres.	
CO2	Understand technical aspect of film making editing, sound design and	

	visual aspect.
CO3	Recognize the role of film as an art form and its influence on other media.
CO4	Explore the intersection of film with other media such as literature, psychology, sociology and history.
CO5	Appraise the historical development of cinema from silent film to contemporary blockbusters.
CO6	Develop communication skills through written and oral analysis of films.

Unit No.	Title of Unit and Contents	No. of Lectures
I	History of Cinema in India; Major landmarks in India Cinema	12
II	Kinds of Films- Historical, Patriotic, Documentary, Thrillers etc.	12
III	Art of Film Making: Some Important Techniques Acting/ Photography/ Direction/ Scriptwriting etc	12
IV.	Films and Entertainment, Films and Social Responsibility	12
V	Review of Films	12

1.Recommended Texts:

1. Ed. Bill Nichols, 1993 ,Movies and Methods Vol. I, Edition Seagull Books, Calcutta.
2. Ed. Bill Nichols, 1993, Movies and Methods Vol. II, Edition Seagull Books, Calcutta.
3. Susan Hayward, 2004, Key Concepts in Cinema Studies, Routledge, London.

Reference Books :

1. Louis Giannetti, 1972, Understanding Movies, Prentice Hall, New Jersey.
 2. Ed. S. Vasudevan, 2000, Making Meaning in Indian Cinema, OUP, New Delhi.
- Website: www.academicinfo.net/film.html.

M.A. Part II Semester IV		
Title of the Course	Indian Fiction	Number of Credits: 04

Course Code	ENMAT-641	
Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	Identify the role of Indian Fiction in English Literature	
CO2	Understand the Indian ethos and values through Indian Fiction.	
CO3	Analyse novels critically in social, political, and cultural contexts.	
CO4	Interpret the fiction written in English comprehensively.	
CO5	Discuss the potential of fiction in bringing out social and cultural change.	
CO6	Develop creative thinking through reading of Fiction.	

Unit No.	Title of Unit and Contents	No. of Lectures
I	Bankim Chandra Chattarjee – Anandamath (English Translation by Sri Aurobindo and Barindra K. Ghosh)	15
II	Chaman Nahal – Azadi	15
III	Kanthapura – Raja Rao	15
IV	Rohinton Mistry – A Fine Balance.	15

References:

- 1..Srinivasa Iyengar, K.R. Indian Writing in English. India Sterling Publishers 1987.
- 2.Naik, M.K. A history of Indian English Literature. India SahityaAkademi, 1982.
- 3.Nayar, Pramod K. The Indian graphic novel: Nation, History, and India, Taylor & Francis, 2016.
- 4..Gopal, Priyamvada. The Indian English Novel: Nation, History, and Narration. United Kingdom, Oxford University Press, 2009.

Title of the Course	An Introduction to Critical Theories	Number of Credits: 04
Course Code	ENMAT-642	
Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	Explain the modern trends in literary theory.	
CO2	Analyse critically the various perspectives of thinking and arguments presented in literary theory and criticism.	

CO3	Categorize the key primary texts in Western literary criticism and also Indian aesthetics.
CO4	Recognize and critique the major arguments underlying critical writings and expansion of philosophical perspectives.
CO5	Examine the critical perspectives to the history of eastern and western ideas.
CO6	Apply various critical theories to different texts.

Unit No.	Title of Unit and Contents	No. of Lectures
I	1. Ferdinand de Saussure : Course in General Linguistics 2. Jacques Derrida : Structure, Sign and Play in the Discourse of the Human Sciences	15
II	1. Jean-François Lyotard : The Postmodern Condition : A Report on Knowledge 2. Jean Baudillard : Simulacra and Simulation	15
III	1. Edward Said : Selections from Orientalism 2. Homi Bhaba : Of Mimicry and Man: The Ambivalence of Colonial Discourse 3. Gayatri Spivak : Can the Subaltern Speak?	15
IV	1. Raymond Williams : The Country and The City 2. Cheryll Glotfelty : The Ecocriticism Reader 3. Vandana Shiva : Staying Alive	15

References:

Recommended Texts:

- 1."Course in General Linguistics"(Course the Linguistique Generale),1916.
- 2."Jacque Derrida – Of Grammatology(De La Grammatologie),1967
- 3."The Post Modern Condition:A Report On Knowledge,1969.
- 4."The Defferend:Phrases in Dispute,1983.
- 5."The Transparecy Of Evil:Essays On Extreme Phenomena,1990.
- 6.Edward Said – Orientalism,1978.
- 7.Raymond William – Culture and Society:1780-1950,1973.
- 8."Staying Alive:Women,Ecology and Devolopment,1988
- 9."Earth Democracy:Justice,Sustainability and Peace",2005.

M.A. Part II Semester IV		
Title of the Course	Twentieth Century Poetry	Number of Credits: 04
Course Code	ENMAT-643	
Course Outcomes (COs) On completion of the course, the students will be able to:		

CO1	Understand the evolution of poetic movement such as Modernism, Postmodernism and Contemporary poetry.
CO2	Comprehend the poet's response to cultural shift and technological advancement.
CO3	Examine the intersection of poetry with other art forms like music, visual art and film.
CO4	Explore the diverse voices and perspective in poetry.
CO5	Develop critical thinking about the ethical, political and social implication through war poetry.
CO6	Develop critical thinking and analytical skill through close reading of poems.

Unit No.	Title of Unit and Contents	No. of Lectures
I	Edwardian and Georgian Poetry - Modernism – Modernity – Religion – Imagism – Symbolism – Influence of representational arts in poetry - European influences – Influence of Marx on World Wars – Welfare State – Free Verse – Montage, Postmodern Poetry and Politics.	16
II	Classical Modernists W.B. Yeats- Sailing to Byzantium T.S. Eliot- The Wasteland	12
III	War and Modernist Poetry Wilfred Owen- Strange Meeting W.H. Auden- In Memory of W.B. Yeats	08
IV.	Anti-Modernism Movement Poets Philip Larkin- Whitsun Weddings Ted Hughes- Crow's Theology Thom Gunn- On the Move Welsh Poets Dylan Thomas- Do Not Go Gentle Into That Good Night R. S. Thomas- Here	16
V	Post-Modern Poetry Seamus Heaney- Digging Craig Raine- A Martian Sends a Post Card Home	08

References: Recommended Texts: 1. Michael Schmidt, ed., 1980, Eleven British Poets: An anthology, Methuen & Co. Ltd., Cambridge. 2. Richard Ellmann & Robert O'Clair, 1988, The Norton Anthology of Modern Poetry, Norton & Company, New York. 3. Cleanth Brooks, 1939, Modern Poetry and the Tradition, University of North Carolina, Press. 4. T.H. Jones, 1963, Dylan Thomas, Oliver & Boyd Ltd.		

M.A. Part II Semester IV		
Title of the Course	Restoration to Twentieth Century Drama	Number of Credits: 04
Course Code	ENMET-641	
Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	Understand the historical and cultural contexts of Restoration drama.	
CO2	Explore the emergence of sentimental and domestic drama in 18 th and 19 th centuries.	
CO3	Examine the rise of realism in 19 th century drama.	
CO4	Justify the theme of identity, power, class, gender and morality in dramatic works.	
CO5	Analyse dramatic structure, character development, and dialogue techniques employed by playwright from Restoration to 20 th century.	
CO6	Develop critical thinking and communication skills through the interpretation of drama.	

Unit No.	Title of Unit and Contents	No. of Lectures
I	The Revival of Theatre; Comedy of Manners; Decadence in Restoration Drama; Sentimental Comedy; Decline of Drama in the 19th Century; Realism and Naturalism; Irish Dramatic Movement; Epic Theatre; Comedy of Menace; Post-Absurd Theatre and Women's Theatre.	16

II	Restoration John Dryden- All for Love William Congreve- The Way of the World	16
III	Irish Dramatic Movement J.M Synge- The Playboy of the Western World	12
IV.	Epic Theatre Bertolt Brecht- Mother Courage and her Children Comedy of Menace Harold Pinter- Birthday Party	16

References:

Recommended Texts: Standard editions of texts

Reference Books:

1. Raymond Williams, 1968, Drama From Ibsen to Brecht, Chatto&Windus, Toronto.
2. Harold Love, ed., 1972, Restoration Literature; Critical Approaches, Methuen & Co . Ltd, London.
3. A.C.Ward, 1975, Longman Companion to Twentieth Century Literature, Second Edn., Longman, London.
4. Kennedy, Andrew, 1976, Six Dramatists In Search of A Language, Cambridge University Press, London.
5. Una Ellis – Fermor, 1977, The Irish Dramatic Movement, Methuen and Company Ltd.
6. G.J. Watson, 1983, Drama: An Introduction, Macmillan, Hong Kong.
7. Banham, Martin, 1995, The Cambridge Guide to Theatre, Cambridge University Press, Cambridge.
8. Arnold P. Hinchliffe, 1999, The Absurd (The Critical Idiom), Methuen and Co., London.
9. Innes, Christopher, 2002, Modern British Drama The Twentieth Century, Cambridge University Press, Cambridge.
10. Rabey, David Ian, 2003, English Drama Since 1940, Pearson Education Ltd., London.

M.A. Part II Semester IV		
Title of the Course	Modern European Literature	Number of Credits: 04
Course Code	ENMET-641B	
Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	Identify major works in Modern European Literature.	
CO2	Explain modern European writers and interpret two important and widely studied strands, fiction and drama.	
CO3	Understand the cultural, historical, social context that shape modern European literature.	

CO4	Appreciate diverse perspectives within European literature.
CO5	Analyze modern European literary works, examine theme , characters, and stylistic elements.
CO6	Evaluate the European literature with regard to both novel and poetry.

Unit No.	Title of Unit and Contents	No. of Lectures
I	Albert Camus The Outsider Franz Kafka The Trial	15
II	Gracia Lorca : Blood Wedding Jean Paul Sarte : The Flies	15
III	Leo Tolstoy : Anna Karennia	15
IV	Arthur Rimbaud 1. A Winter Dream 2. After The Blood 3. Anguish 4. Antique 5. Asleep In The Valley 6. At The Green Inn, Five in The Evening 7. Barbarian 8. Being Beauteous	15

References:

- Artaud, Antonin. The Theatre and its Double. Trans. Victor Corti. London: Colder and Boyers, 1970. Print
- Bogard, Travis and W. T. Oliver, Ed. Modern Drama. London: OUP, 1965. Print.
- Federico, Bonaddio. A Companion to Federico García Lorca. United Kingdom: Boydell & Brewer Ltd, 2007. Print. Curtius. European Literature and the Latin Middle Ages. New York: Princeton University Press,
- Coleman, Arthur. Epic and Romance Criticism. New York: Watermill, 1973. Print. Hamden, Archon. Plots and Characters in Major Russian Fiction. New York: Viking, 1977. Print
- Kunitz, Stanley J. and Vineta Colby. European Authors 1000-1900: A Biographical Dictionary of European Literature. New York: Wilson, 1967. Print.

	M.A. Part II Semester IV	
Title of the Course	World Literature	Number of Credits: 04
Course Code	ENMAT-631	
Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	Identify the world literature.	
CO2	Understand and appreciate the world literature.	
CO3	Discuss various themes and styles as reflected in various genres.	
CO4	Analyze plot structure reflected in the various genres of the prescribed texts.	
CO5	Explore connection between literature and other art forms.	
CO6	Evaluate cultural, historical and social contexts of the literary works.	

Unit No.	Title of Unit and Contents	No. of Lectures
I	Poetry: 1-Ode To The Thread-.Pablo Neruda 2. My Beautiful life- Mitsuo Aida - 3. The Gates of Midnight Cecilia Meireles - 4. 2 mothers in a h d b playground -Arthur Yap 5. Can Someone Bring Me My Entire Being?-Noshi Gillani - 6. It's Raining -Guillaume Apollinaire - 7. Summer Sadness- Stephen Mallarme - 8. Images -Richard Aldington - 9. Petals -Amy Lowell - 10. In a Station of the Metro- Ezra Pound -	15
II	Fiction: • The Transposed Heads- Thomas Mann - • Growth of Soil- Knut Humsun	15
III	Drama: • Trojan – Women Euripides • The Cherry Orchard - Anton Chekhov -	15

IV	Short Story: 1. Twenty-six Men and a Girl- Gorky - 2. How Much Land Does a Man Need? -Leo Tolstoy - 3. - Lasting Love- Guy de Maupassant 4. -The Lotus Eater- Somerset Maugham 5. - The Garden Party -Katherine Mansfield	15
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References:

Books:

- Barnabas Cristobal (Ed.) (2011). Cec Lia Meireles Cede Publishing.
- Edwin Muir. The Structure of the Novel
- Guy De Maupassant, (2000). The Complete Short Stories (Paperback). Rupa & Co. (2000)
- Harold Bloom, (2002). Thomas Mann. Chelsea House Publications.
- Henry James.The Future of the Novel
- Kitto, H. D. F. (2011). Greek Tragedy: A Literary Study.Routledge.
- Marjorie Boulton. The Anatomy of the Novel
- McRae, John; Malcolm Bradbury, Ronald Carter (2001). The Routledge History of Literature in English Routledge (2001)
- Noshi Gillani, (2008). Poems Non Basic Stock Line.
- Pablo Neruda (2012). Selected Poems of Pablo Neruda, Edited By: Nathaniel Tarn. Vintage Classics
- Theo D' Haen, (2011). The Routledge Concise History of World Literature. Routledge.
- Tovah Yedlin, (1999). Maxim Gorky: A Political Biography. Praeger.
- Adler, Jacob (1999). A Life on the Stage: A Memoir, translated and with commentary by Lulla Rosenfeld. New York: Knopf.
- Daudet, Leon (2008). Memoirs of Alphonse Daudet. Husain Press.
- Hill, Archibald A. Constituent and Pattern in Poetry. University Of Texas Press
- Kolloen, Ingar Sletten (2009). Knut Hamsun: Dreamer & Dissenter Yale University Press.
- Lee,Se-Soon. "A Study on Imagistic Poetics: With Focus on Ezra Pound", in
- Manto, Saadat Hasan (2008) Naked Voices: Stories & Sketches,Translated By: Rakhshanda Jalil, Roli Books.
- McRae, John; Malcolm Bradbury, Ronald Carter (2001). The Routledge History of Literature in English. Routledge (2001)
- Peter Jones: Imagist Poetry (Penguin Modern Classics)

	M.A. Part II Semester IV	
Title of the Course	Women's Writing	Number of Credits: 04
Course Code	ENMAT-632	
Course Outcomes (COs) On completion of the course, the students will be able to:		

CO1	Understand the impact of patriarchy on women and become sensitized to the need for gender equality.
CO2	Distinguish women's writing as one shaped by their gender experiences.
CO3	Identify genre and narrative strategies employed by different women writers.
CO4	Analyze the theme of suppression, oppression and marginalization expressed by women writers across the world.
CO5	Interpret literary works by women at an advanced level.
CO6	Participate in critical and theoretical debate surrounding women's writing.

Unit No.	Title of Unit and Contents	No. of Lectures
I	Poetry: 1. A Fairy Tale - Amy Lowell 2. Eve to her daughter – Judith wright 3. Snapshots of her daughter in law – Andrienne rich 4. Tribute to papa – Mamta Kalia 5. Womens work – Julia Alvarez 6. Phenomenal woman – Maya Angelou 7. Purdah – Imtiaz Dharker 8. Kongu isn't rag that stands guard over my head - Jhoopaka Subadra	15
II	Prose : 1. Professions for Women" – Virginia Woolf 2. Links in our Chain- 1931" – Mahadevi Varma [Pages 3 to 22] 3. The Spectacle is Vulnerable : Miss World, 1970" - Laura Mulvey [Chapter 1 from Visual and Other Pleasures] 4. Excerpts from We Should All Be Feminists - Chimamanda Ngozi Adichie --- Pages 26-34 5. Problematic bringing up of boys and girls -Pages 38-46 :Unlearning of preconceived notions, why problem of gender is always overlooked	15
III	Short Story: 1. The Yellow Wallpaper" - Charlotte Perkins Gilman 2. Boys and Girls" – Alice Munro 3. Admission of Guilt" – Lalithambika Antharjanam 4. Yellow Woman" – Leslie Marmon Silko	15
IV	Fiction: 1. Fasting, Feasting - Anita Desai	15

References:

1. <https://www.poemhunter.com/poem/a-fairy-tale/>
- 1,2,3,6 <https://genius.com/> , <https://www.poemhunter.com/>
- 1.4 Living and Feeling: An Anthology of Indian Women's Writing in English . Edited by P Rajani, V. Rajagopalan and Nirmal Selvamony (1999)

- 1.5 <https://www.teenink.com/nonfiction/academic/article/401916/Womans-Work-by-Julia-Alvarez/>
- 1.7 <https://www.poetryinternational.org/pi/poem/2823/auto/0/0/Imtiaz-Dharker/PURDAH-1/en/tile>
- 1.8 <http://www.dalitweb.org/wp-content/uploads/wp-post-to-pdf-enhanced-cache/1/kongu-by-jupakasubhadra.pdf>
2. “Professions for Women.” Feminist Literary Theory: A Reader - Mary Eagleton (1996)
<http://gutenberg.net.au/ebooks12/1203811h.html#ch-28> &
<http://www.wheelersburg.net/Downloads/Woolf.pdf>
- 2.2 “Links in the Chain” – Mahadevi Varma. Translated by Neera Kukreja Sohoni . Katha Publishers (2004)
- 2.3 Visual and Other Pleasures by Laura Mulvey Palgrave Macmillan, 2009

M.A. Part II Semester IV		
Title of the Course	Post-Colonial Studies	Number of Credits: 04
Course Code	ENMAT-633	
Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	Identify key authors, and literary forms in postcolonial literature.	
CO2	Define the problems and consequences of colonization as projected in literature	
CO3	Understand the impact of colonial forces and comprehend the extent to which they interrogate Eurocentric conceptions of culture and language.	
CO4	Relate how ancestry, race, class, gender, history, and identity presented in the literary texts.	
CO5	Categorize a cross-section of writings in English from the colonized nations to illustrate their similarities and differences.	
CO6	Interpret the use of English language by the colonized to express their experiences and the emergence of ‘English’	

Unit No.	Title of Unit and Contents	No. of Lectures
I	Africa 1.Prose: Decolonizing the Mind: The Politics of Language in African Literature - NgugiwaThiong'o 2. Poetry: i) “An African Elegy” - Ben Okri ii) “An Africa Thunderstorm” - David Rubadiri 3.Fiction:	25

	Things Fall Apart - Chinua Achebe	
II	Canada: 1.Prose: Godzilla vs. Post-colonial Thomas King 2.Poetry: 1. First Neighbours” P K Page 2. Indian Reservation: Caughnawaga” A M Klein 3 Short Story: 1.Face” Alice Munro 2.The Hostelry of Mr. Smith” Stephen Leacock (Sunshine Sketches of a Little Town)	20
III	New Zealand, and South Pacific 1 Poetry: House and Land” Allen Curnow Stepping Stones” Albert Wendt 2 Short Story: The Garden Party” Katherine Mansfield From South Pacific” Bill Manhire	15
References: Ashcroft, Bill Ashcroft et al, eds. The Empire Writes Back, London and New York: Routledge, 2006. Print. Ashcroft, Bill, Gareth Griffiths and Helen Tiffin. Key Concepts in Post-Colonial Studies, London and New York: Routledge, 1998. Print. King, Bruce, ed. The New National and Postcolonial Literatures: An Introduction, Oxford: Clarendon, 1996. Killam, G. D. The Novels of Chinua Achebe. Studies in African Literature Series, London: Heinemann, 1978. Sarkar Parama ,Postcolonial Literatures, Orient Black Swan,2016. What is Post colonialism, What is Post Colonial Theory And Postcolonial Terms? https://www.youtube.com/watch?v=_AWWbFM9jNM		

	M.A. Part II Semester IV	
Title of the Course	British Literature	No. of Credits
Course Code	ENMAT-634	02
Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	Describe major trends and major writers in British Literature.	
CO2	Interpret the works of major British authors.	

CO3	Articulate a sense of comprehensibility by exposure through literature.
CO4	Develop the linguistic competence along with the literary competence.

Unit No.	Title of Unit and Contents	No. of Lectures
I	Poems: - Sonnet No 1. From fairest creatures we desire increase. William Shakespeare - Rape of the Lock (Canto 1)- Alexander Pope - Tintern Abbey- William Wordsworth. - Night -William Blake	08
II	Novel: - Agatha Christie – And Then There Were None. (Mystery)	07
III	Drama: - Thomas Dekker – The Shoemaker’s Holiday	07
IV	Essays: - Oliver Goldsmith - The Citizen of the World -. - English Pride Liberty An Instance - Bertrand Russell – - The Problem of Philosophy - Appearance and Reality	08

References:

- Barnard, Robert. A Talent to Deceive- An Appreciation of Agatha Christie, London: Collins, 1980.
- Osborne, Charles. The Life and Crimes of Agatha Christie, London Collins,1982.
- Martin Seymour-Smith. Shakespeare’s Sonnets,Oxford, Heinemann Educational, 1963.
- G P Putnam’s Sons, Literary Reviews and Criticism, New York& London.
- Chambers, E K. The Elizabethan Stage 4 Vols,Oxford, Clarendon Press,1923.
- Chougule R.B.& Mathpati S, Postmodern Narration: Literatures in English, Latur, Pratiksh Prakashan,2011.

M.A. Part II Semester III

M.A. Part II Semester III		
Title of the Course	Creative Writing	Number of Credits: 04

Course Code	ENMET 631A	
Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	Develop and structure ideas for creative writing	
CO2	Apply strategies for planning and writing various genres	
CO3	Understand the process of creative writing for more than one purpose	
CO4	Apply strategies for writing cohesive academic essays – including the introduction, body paragraph structure, and a conclusion	
CO5	Write for the media and varied Social Platforms.	
CO6	Synthesize and integrate source material for Publication.	
Unit No.	Title of Unit and Contents	No. of Lectures
I	Course Introduction and Overview: 1. Writing as a language skill 2. Mastering writing skill 3. Creativity inspiration art propaganda imagination Creative writing/teaching of importance of reading	15
II	Creative Writing: 1.Introduction to Creative Writing 2 Different Types of Creative Writing Biographies Fiction: novels, novellas, short stories, etc. Poetry and Spoken word Playwriting/Scriptwriting Narratives.	20

III	1. Writing for the Media. 2. Print Media – Broadcast Media- Internet-Advertising.	15
IV	PUBLICATION TIPS 1.Revising and rewriting-proof reading- editing-submitting manuscript for publication summary.	10
References: • Elements of Literature: Essay, Fiction, Poetry, Drama, Film. Robert Scholes, Nancy R. Comley, Carl H. Klaus, Michael Silverman Delhi, OUP, 2007. • Write from the Heart: Unleashing the power of Your Creativity. Hal Zina Bennet California, New World Library, 2001. • A Guide to Writing about Literature, Sylvan Bamet, William E. Cain, New Delhi, Pearson, 2006. Web Resources: • http://www.chillibreeze.com/articles_various/creativewriter.asp • http://www.contentwriter.in/articles/writing/ • http://www.cbse.nic.in/cw-xii/creative-writing-xii-unit-1.pdf		

Pattern for Internal Evaluation in both the semesters:

1.– Home Assignments/Tutorials/Oral/Lecture Notes/Project 10

2. /Written test - – 20

Total Marks:30

Q. 1) A. Attempt any One from the following questions:

(Two questions on Unit -1) Marks 14

Q2. Attempt any One from the following questions:

(Two questions on Unit -1) Marks 14

Q. 3. Attempt any One from the following questions:

(Two questions on Unit -2) Marks 14

Q. 4. Attempt any One from the following questions:

(Two questions on Unit -2) Marks 14

Q.5) Write a short note on any one. (Unit 2) Marks 14 **Total Marks: 70**

Title of the Course	Film Studies	Number of Credits: 04
Course Code	ENMET-631B	
Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	Identify the films from various genres.	
CO2	Understand technical aspect of film making editing, sound design and visual aspect.	
CO3	Recognize the role of film as an art form and its influence on other media.	
CO4	Explore the intersection of film with other media such as literature, psychology, sociology and history.	
CO5	Appraise the historical development of cinema from silent film to contemporary blockbusters.	
CO6	Develop communication skills through written and oral analysis of films.	

Unit No.	Title of Unit and Contents	No. of Lectures
I	History of Cinema in India; Major landmarks in India Cinema	12
II	Kinds of Films- Historical, Patriotic, Documentary, Thrillers etc.	12
III	Art of Film Making: Some Important Techniques Acting/ Photography/ Direction/ Scriptwriting etc	12
IV.	Films and Entertainment, Films and Social Responsibility	12
V	Review of Films	12

1.Recommended Texts:

1. Ed. Bill Nichols, 1993 ,Movies and Methods Vol. I, Edition Seagull Books, Calcutta.
2. Ed. Bill Nichols, 1993, Movies and Methods Vol. II, Edition Seagull Books, Calcutta.
3. Susan Hayward, 2004, Key Concepts in Cinema Studies, Routledge, London.

Reference Books :

1. Louis Giannetti, 1972, Understanding Movies, Prentice Hall, New Jersey.
 2. Ed. S. Vasudevan, 2000, Making Meaning in Indian Cinema, OUP, New Delhi.
- Website: www.academicinfo.net/film.html.

M.A. Part II Semester IV		
Title of the Course	Indian Fiction	Number of Credits: 04
Course Code	ENMAT-641	
Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	Identify the role of Indian Fiction in English Literature	
CO2	Understand the Indian ethos and values through Indian Fiction.	
CO3	Analyse novels critically in social, political, and cultural contexts.	
CO4	Interpret the fiction written in English comprehensively.	
CO5	Discuss the potential of fiction in bringing out social and cultural change.	
CO6	Develop creative thinking through reading of Fiction.	

Unit No.	Title of Unit and Contents	No. of Lectures
I	Bankim Chandra Chattarjee – Anandamath (English Translation by Sri Aurobindo and Barindra K. Ghosh)	15
II	Chaman Nahal – Azadi	15
III	Kanthapura – Raja Rao	15
IV	Rohinton Mistry – A Fine Balance.	15

References:

- 1..Srinivasa Iyengar, K.R. Indian Writing in English. India Sterling Publishers 1987.
- 2.Naik, M.K. A history of Indian English Literature. India SahityaAkademi, 1982.
- 3.Nayar, Pramod K. The Indian graphic novel: Nation, History, and India, Taylor & Francis, 2016.
- 4..Gopal, Priyamvada. The Indian English Novel: Nation, History, and Narration. United Kingdom, Oxford University Press, 2009.

Title of the Course	An Introduction to Critical Theories	Number of Credits: 04
Course Code	ENMAT-642	
Course Outcomes (COs) On completion of the course, the students will be able to:		

CO1	Explain the modern trends in literary theory.
CO2	Analyse critically the various perspectives of thinking and arguments presented in literary theory and criticism.
CO3	Categorize the key primary texts in Western literary criticism and also Indian aesthetics.
CO4	Recognize and critique the major arguments underlying critical writings and expansion of philosophical perspectives.
CO5	Examine the critical perspectives to the history of eastern and western ideas.
CO6	Apply various critical theories to different texts.

Unit No.	Title of Unit and Contents	No. of Lectures
I	1. Ferdinand de Saussure : Course in General Linguistics 2. Jacques Derrida : Structure, Sign and Play in the Discourse of the Human Sciences	15
II	1. Jean-François Lyotard : The Postmodern Condition : A Report on Knowledge 2. Jean Baudillard : Simulacra and Simulation	15
III	1. Edward Said : Selections from Orientalism 2. Homi Bhaba : Of Mimicry and Man: The Ambivalence of Colonial Discourse 3. Gayatri Spivak : Can the Subaltern Speak?	15
IV	1. Raymond Williams : The Country and The City 2. Cheryll Glotfelty : The Ecocriticism Reader 3. Vandana Shiva : Staying Alive	15

References:

Recommended Texts:

- 1."Course in General Linguistics"(Course the Linguistique Generale),1916.
- 2."Jacque Derrida – Of Grammatology(De La Grammatologie),1967
- 3."The Post Modern Condition:A Report On Knowledge,1969.
- 4."The Defferend:Phrases in Dispute,1983.
- 5."The Transparency Of Evil:Essays On Extreme Phenomena,1990.
- 6.Edward Said – Orientalism,1978.
- 7.Raymond William – Culture and Society:1780-1950,1973.
- 8."Staying Alive:Women,Ecology and Devolopment,1988
- 9."Earth Democracy:Justice,Sustainability and Peace",2005.

M.A. Part II Semester IV		
Title of the Course	Twentieth Century Poetry	Number of Credits: 04

Course Code	ENMAT-643	
Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	Understand the evolution of poetic movement such as Modernism, Postmodernism and Contemporary poetry.	
CO2	Comprehend the poet's response to cultural shift and technological advancement.	
CO3	Examine the intersection of poetry with other art forms like music, visual art and film.	
CO4	Explore the diverse voices and perspective in poetry.	
CO5	Develop critical thinking about the ethical, political and social implication through war poetry.	
CO6	Develop critical thinking and analytical skill through close reading of poems.	

Unit No.	Title of Unit and Contents	No. of Lectures
I	Edwardian and Georgian Poetry - Modernism – Modernity – Religion – Imagism – Symbolism – Influence of representational arts in poetry - European influences – Influence of Marx on World Wars – Welfare State – Free Verse – Montage, Postmodern Poetry and Politics.	16
II	Classical Modernists W.B. Yeats- Sailing to Byzantium T.S. Eliot- The Wasteland	12
III	War and Modernist Poetry Wilfred Owen- Strange Meeting W.H. Auden- In Memory of W.B. Yeats	08
IV.	Anti-Modernism Movement Poets Philip Larkin- Whitsun Weddings Ted Hughes- Crow's Theology Thom Gunn- On the Move Welsh Poets Dylan Thomas- Do Not Go Gentle Into That Good Night R. S. Thomas- Here	16

V	Post-Modern Poetry Seamus Heaney- Digging Craig Raine- A Martian Sends a Post Card Home	08
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References:

Recommended Texts:

1. Michael Schmidt, ed., 1980, Eleven British Poets: An anthology, Methuen& Co. Ltd., Cambridge.
2. Richard Ellmann & Robert O'Clair, 1988, The Norton Anthology of Modern Poetry, Norton & Company, New York.
3. Cleanth Brooks, 1939, Modern Poetry and the Tradition, University of North Carolina , Press.
4. T.H. Jones, 1963, Dylan Thomas, Oliver & Boyd Ltd.

M.A. Part II Semester IV		
Title of the Course	Restoration to Twentieth Century Drama	Number of Credits: 04
Course Code	ENMET-641	
Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	Understand the historical and cultural contexts of Restoration drama.	
CO2	Explore the emergence of sentimental and domestic drama in 18 th and 19 th centuries.	
CO3	Examine the rise of realism in 19 th century drama.	
CO4	Justify the theme of identity, power, class, gender and morality in dramatic works.	
CO5	Analyse dramatic structure, character development, and dialogue techniques employed by playwright from Restoration to 20 th century.	
CO6	Develop critical thinking and communication skills through the interpretation of drama.	

Unit No.	Title of Unit and Contents	No. of Lectures
I	The Revival of Theatre; Comedy of Manners; Decadence in Restoration Drama; Sentimental Comedy; Decline of Drama in the 19th Century; Realism and Naturalism; Irish Dramatic Movement; Epic Theatre; Comedy of Menace; Post-Absurd Theatre and Women's Theatre.	16

II	Restoration John Dryden- All for Love William Congreve- The Way of the World	16
III	Irish Dramatic Movement J.M Synge- The Playboy of the Western World	12
IV.	Epic Theatre Bertolt Brecht- Mother Courage and her Children Comedy of Menace Harold Pinter- Birthday Party	16

References:

Recommended Texts: Standard editions of texts

Reference Books:

1. Raymond Williams, 1968, Drama From Ibsen to Brecht, Chatto&Windus, Toronto.
2. Harold Love, ed., 1972, Restoration Literature; Critical Approaches, Methuen & Co . Ltd, London.
3. A.C.Ward, 1975, Longman Companion to Twentieth Century Literature, Second Edn., Longman, London.
4. Kennedy, Andrew, 1976, Six Dramatists In Search of A Language, Cambridge University Press, London.
5. Una Ellis – Fermor, 1977, The Irish Dramatic Movement, Methuen and Company Ltd.
6. G.J. Watson, 1983, Drama: An Introduction, Macmillan, Hong Kong.
7. Banham, Martin, 1995, The Cambridge Guide to Theatre, Cambridge University Press, Cambridge.
8. Arnold P. Hinchliffe, 1999, The Absurd (The Critical Idiom), Methuen and Co., London.
9. Innes, Christopher, 2002, Modern British Drama The Twentieth Century, Cambridge University Press, Cambridge.
10. Rabey, David Ian, 2003, English Drama Since 1940, Pearson Education Ltd., London.

Title of the Course	Modern European Literature	Number of Credits: 04
Course Code	ENMET-641B	
Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	Identify major works in Modern European Literature.	
CO2	Explain modern European writers and interpret two important and widely	

	studied strands, fiction and drama.
CO3	Understand the cultural, historical, social context that shape modern European literature.
CO4	Appreciate diverse perspectives within European literature.
CO5	Analyze modern European literary works, examine theme , characters, and stylistic elements.
CO6	Evaluate the European literature with regard to both novel and poetry.

Unit No.	Title of Unit and Contents	No. of Lectures
I	Albert Camus The Outsider Franz Kafka The Trial	15
II	Gracia Lorca : Blood Wedding Jean Paul Sarte : The Flies	15
III	Leo Tolstoy : Anna Karennia	15
IV	Arthur Rimbaud 1. A Winter Dream 2. After The Blood 3. Anguish 4. Antique 5. Asleep In The Valley 6. At The Green Inn, Five in The Evening 7. Barbarian 8. Being Beauteous	15

References:

- Artaud, Antonin. The Theatre and its Double. Trans. Victor Corti. London: Colder and Boyers, 1970. Print
- Bogard, Travis and W. T. Oliver, Ed. Modern Drama. London: OUP, 1965. Print.
- Federico, Bonaddio. A Companion to Federico García Lorca. United Kingdom: Boydell & Brewer Ltd, 2007. Print. Curtius. European Literature and the Latin Middle Ages. New York: Princeton University Press,
- Coleman, Arthur. Epic and Romance Criticism. New York: Watermill, 1973. Print. Hamden, Archon. Plots and Characters in Major Russian Fiction. New York: Viking, 1977. Print
- Kunitz, Stanley J. and Vineta Colby. European Authors 1000-1900: A Biographical Dictionary of European Literature. New York: Wilson, 1967. Print.

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