

Shiv Chhatrapati Shikshan Sanstha's
Rajarshi Shahu Mahavidyalaya, Latur
(Autonomous)



Structure and Curriculum of Two-Year Degree Programme

**Postgraduate Programme of
M.A. in ENGLISH**

**Board of Studies
in
English**

**Rajarshi Shahu Mahavidyalaya, Latur
(Autonomous)**

w.e.f. June, 2023

(In Accordance with NEP-2020)

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Academic Year: 2023-24

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Review Statement

The **NEP CELL** reviewed the Curriculum of **M.A. in English Programme** to be effective from the **Academic Year 2023-24**. It was found that, the structure is as per the NEP-2020 guidelines of Govt. of Maharashtra.

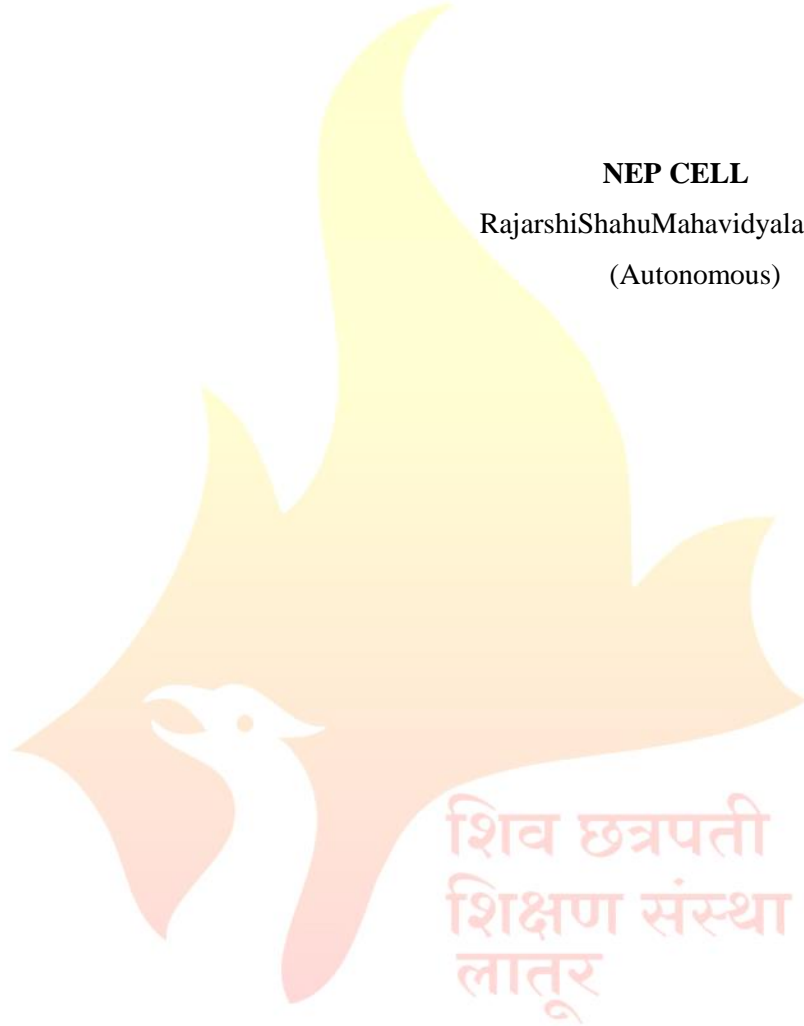
Date: 09/08/2023

Place:Latur

NEP CELL

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CERTIFICATE

I hereby certify that the documents attached are the Bonafide copies of the Curriculum of M.A. in English Programme to be effective from the Academic Year 2023-24.

Date: 14/07/2023

Place: Latur



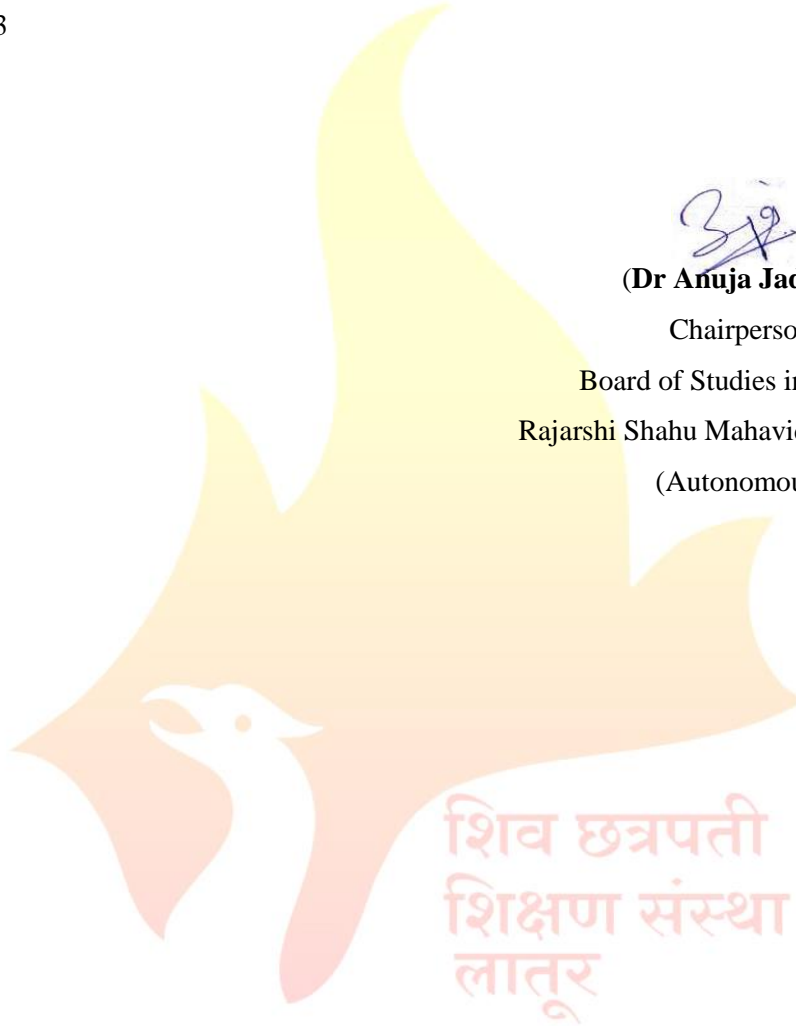
(Dr Anuja Jadhav)

Chairperson

Board of Studies in English

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Members of Board of Studies in the Subject English

Under the Faculty of Humanities and Social Sciences

Sr. No.	Name	Designation	In position
1	Dr Anuja Jadhav HoD, English Rajarshi Shahu Mahavidyalaya, Latur	Chairperson	HoD
2	Prof Atmaram Gangane Professor of English Dnyanupasak Mahavidyalaya, Parbhani	Member	V.C. Nominee
3	Prof Sudhir Nikam Prof of English B N N College, Bhiwandi, Mumbai	Member	Academic Council Nominee
4	Prof Shibani Basu Dubey Prof of English The Bhopal School of Social Sciences Bhopal	Member	Academic Council Nominee
5	Dr Sami Siddiqui Prof of English Maulana Abdul Kalam Urdu University, Hyderabad	Member	Expert from outside for Special Course
6	Dr Prashant Mothe Associate Professor of English Adarsh Mahavidyalaya, Omerga	Member	P.G. Alumni
7	Dr Sachin Bhandare	Member	Faculty Member
8	Dr Chandrashekhar Dawane	Member	Faculty Member
9	Dr. Sachin Kale	Member	Faculty Member
10	Mr. Krishna Deshmukh	Member	Faculty Member
11	Mr. Deepak Thorat	Member	Faculty Member
12	Dr Sambhaji Patil	Member	Member from same Faculty

From the Desk of the Chairperson...

In higher education nowadays, outcome-based learning is the primary goal due to the exponential advancements in science and technology as well as the predominately utilitarian outlook of the culture. Literary studies in English at the PG level must be viewed from this perspective because humanities is one of the most contested academic fields. In India, English literary curriculum has consequently evolved over time. From its Anglo-centric core, it moved to new literatures, including Third World Literature, Commonwealth Literature, American, Canadian, Australian, and New Literatures in English. Later, it turned to Indian Literature in English and Indian Literature in translation in the context of various theoretical and critical discourses, including Postmodernism, Post colonialism, Feminism, and Black Aesthetics/Dalit Aesthetics, among others.

The Rajarshi Shahu Mahavidyalaya has prepared curricula for in English on the contours and curricular structure provided by the UGC, and may be modified without sacrificing the spirit of CBCS, LOCF and NEP 2020 Guidelines by Government of India. MA in English are predominantly comprised of structured learning opportunities to fulfill the expectations underlined by the NEP 2020. The activities in various courses like MMC, MEC, Research Methodology etc. focus on group, individual, and classroom learning as well as outdoor research and library projects. The revised syllabus of the postgraduate programme in English Language and Literature is both traditional and modern in focus. It is traditional in that the thrust is primarily on the three literary genres: prose, poetry and fiction. Simultaneously, the programme is modern, as all the courses incorporate contemporary writing. Since only a synthesis of the two may produce a deeper understanding of the craft of writing, we have attempted to create a fusion of the past and present in this curriculum so that students can learn about the glory of old and the splendor of today. Furthermore, the Board of Studies has taken the institution's core values into account and include Learning for Life, Ethics, and Service to the Nation in order to ensure that students develop into responsible citizens with human values.

The knowledge that should be included in the curriculum should be fundamentally sound and relevant to the student's overall experience. The Departments has worked hard to establish curricula and curriculums that encourage analytical ability and critical thinking and give students the opportunity to develop the skills demanded by employers. The pedagogy used within the programme is intended to support accurate knowledge transmission and appropriate knowledge evaluation. The skills for teaching and learning of all the MMC Mandatory Courses (MMC) and MMC Elective Course (MEC), have been determined for the Postgraduate Level Courses.

With sincere gratitude I sincerely hope that this curriculum—which was created in accordance with NEP 2020—will offer up new horizons for students as well allow staff to pursue academic excellence.

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(Dr Anuja Jadhav)

Chairperson
Board of Studies in English



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Department of English

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PG Skeleton in Accordance with NEP-2020

Illustrative Credit Distribution Structure for Two Year M.A. Degree

Year Level	Sem	Major		RM	OJT/FP	RP	Cum. Cr	Marks	Degree
		Mandatory	Elective	RMC	NA	NA	20Cr		
I 6.0	I	MMC I 4Cr	MEC-I(A) OR	4Cr	NA	NA	20Cr	Theory: 1Cr=25M	PG Diploma (After 03 Year B.A. Degree)
		MMC II 4Cr	MEC-I(B) 4Cr						
		MMC III 4Cr							
	II	MMC IV 4Cr	MEC-II(A) OR	NA	OJT- I4Cr	NA	20Cr	OJT/FP: 1Cr=25M	
		MMC V 4Cr	MEC-II(B) 4Cr		/FP-I 4Cr				
		MMC VI 4Cr							
Total	MMC 24Cr	MEC 08Cr	RMC 04Cr	OJT/FP 04Cr	NA	40Cr			
II 6.5	III	MMC VII 4Cr	MEC-III(A) OR	NA	NA	RP-I 4Cr	20Cr	RPI & RPII: 1Cr=25M	PG Degree (After 03 Year UG Degree)
		MMC VIII 4Cr	MEC-III(B) 4Cr						
		MMC IX 4Cr							
	IV	MMC X 4Cr	MEC-IV(A) OR	NA	NA	RP-II 6Cr	22Cr		
		MMC XI 4Cr	MEC-IV(B) 4Cr						
		MMC XII 4Cr							
Total	MMC 24 Cr	MEC 08 Cr	NA	NA	RP 10 Cr	42Cr			
Cum. Total of I & II Year	MMC 48 Cr	MEC 16Cr	RMC 04Cr	OJT/FP 04Cr	RP 10Cr	40+42=82Cr		82 Credits	

Abbreviations:

1. MMC : Major Mandatory Course
2. MEC : Major Elective Course
3. RMC : Research Methodology Course
4. OJT : On Job Training(Internship/Apprenticeship)
5. FP : Field Project
6. RP : Research Project
7. Cum. Cr : Cumulative Credit



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Faculty of Humanities and Social Sciences

Department of English

M.A. in English

Year & Level	Semester	Course Code	Course Title	Credits	No. of Hrs.	
I 6.0	I	601ENG1101	MMC-I : Middle English to Neo-classical Period (1066-1790)- I	04	60	
		601ENG1102	MMC-II : Romantic to Edwardian Period (1790-1914) -I	04	60	
		601ENG1103	MMC-III : Georgian to Post-Modern Period (1910-Present) -I	04	60	
		601ENG1201 OR 601ENG1202	MEC-I(A) The Linguistic Structure of Modern English OR MEC-I(B) Translation Studies	04	60	
		601ENG1301	Research Methodology	04	60	
	Total Credits				20	
	II	601ENG2101	MMC-IV: Middle English to Neo-classical Period (1066-1790)-II	04	60	
		601ENG2102	MMC-V :Romantic to Edwardian Period (1798-1914) -II	04	60	
		601ENG2103	MMC-VI : Georgian to Post-Modern Period (1910-Present) -II	04	60	
		601ENG2201 OR 601ENG2202	MEC-II(A) The Linguistic Structure of Modern English-II OR MEC-II(B) Creative Writing	04	60	
		601ENG2401	FP-I : Field Project	04	60	
	Total Credits				20	
	Total Credits (Semester I & II)				40	



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Faculty of Humanities and Social Sciences

Programme Outcomes (POs) for M.A. Programme	
PO1	Disciplinary Masters Knowledge All-inclusive in depth knowledge in the field of social sciences, literature and humanities which make them sensitive and sensible enough to solve the issues related with mankind.
PO2	Social Competence Social competence to develop interpersonal relationship in both personal and Professional life. Effective use of communication skills to demonstrate subject knowledge and multicultural sensitivity in large groups.
PO3	Self-Directed Life-long Learning Ability to prepare for NET, SET and other competitive examinations or choose other related programmes or research programme of their choice.
PO4	Ethical and Social Skills Ability to think and work with ethical values in social, economic, historical, geographical, political, ideological and philosophical tradition and thinking, framing the base to deal with people and various challenges in life with courage and humanity.
PO5	Problem Solving Ability Problem solving and Analytical skills to think and act over for the solution of various issues prevailed in the human life to make this world better than ever.
PO6	Research and Related Skills Technical know-how about research including enquiry, collection, classification and tabulation of data and analysis and interpretation of data using various statistical tools and techniques.

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Programme Specific Outcomes (PSOs) for M.A. in English	
PSO No.	
PSO1	Academic Competence Students will gain knowledge of the MMC traditions of literatures written in English, and an appreciation for the diversity of literary and social voices within-and sometimes marginalized by-those traditions.
PSO2	Interpersonal and Social Skills Students will Value literature, language, and imagination; they will develop a passion for literature and language. They will develop an ability to read texts in relation to their historical and cultural contexts, in order to gain a richer understanding of both text and context and sensitize to the peers to the literary values, ideas and emotions.
PSO3	Analytical and Critical Skills They will appreciate literature's ability to elicit feeling, cultivate the imagination, and call us to account as humans.They will cultivate their capacity to judge the aesthetic and ethical value of literary texts-and be able to articulate the standards behind their judgments.
PSO4	Communication Skill and Work Skill Students will develop communicative skills to work in the field of education, research, media, journalism and corporate sectors.
PSO5	Research and Related Skills Students will be able to analyze and evaluate the literary texts with the help of literary and critical theories. They will also come to know the trends and practices of teaching English and accordingly do research to make teaching-learning of English more facilitating.

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Semester - I

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Department of English

Course Type: MMC-I

Course Title: Middle English to Neo-classical Period (1066-1790) -I

Course Code: 601ENG1101

Credits: 04

Max. Marks: 100

Lectures: 60 Hrs.

Learning Objectives:

- LO1. To acquaint the students with MMC trends in Middle English to Elizabethan Age.
- LO2. To enable student store ad and appreciate poems, drama and prose in English.
- LO 3. To improve the literary and critical competence of the students.
- LO 4. To familiar with MMC Literary trend sand terms
- LO 5. Tocultivateasenseofunderstandingamongstudentsinordertomakethembetter Human beings bytheexposureto literature.

Course Outcomes:

After completion of the course, students will be able to-

- CO 1. Students will understand the MMC trends and terms in Middle English to Elizabethan Age.
- CO 2. Students will read and critically appreciated poems, drama and prose in Middle English to Elizabethan Age.
- CO 3. Students will improve the literary and critical competence after studying Middle English to Elizabethan Age.
- CO 4. By doing the study poems, drama and prose in English, the Students will acquaint with the society and become a good human being.
- CO 5. Students will improve the linguistic Competence.

Unit No.	Title of Unit & Contents	Hrs.
I	Background	14
	1.Characteristics of Middle English to Elizabethan Age 2. Literary Characteristics of Middle English to Elizabethan Age 3. Events of Middle English to Elizabethan Age, MMC & minor writers of Middle English to Elizabethan Age 4.MMC Literary Terms of Middle English to Elizabethan Age: Medieval Literature, University Wits, Elizabethan Sonnets, Romances, Lyrics, Kildare	

Unit No.	Title of Unit & Contents	Hrs.
	Poems, Morality Plays, Miracle Plays, Tragedy and comedy. Unit Outcomes: UO 1. The students will come to know about the literary terms and Socio-Cultural condition of the society. UO 2. The students will get knowledge of MMC Writers and genres in Middle English to Elizabethan Age.	
II	Poetry	16
	1. Geoffrey Chaucer – The Canterbury Tales 2. Sir Philip Sidney- Astrophel and Stella 1: Loving in truth, and fain in verse my love to show 3. Edmund Spenser- Epithalamion, marriage ode . Unit Outcome: UO 1. The students will familiar with the poetry of Chaucer, Sir Philip Sidney and Edmund Spenser. UO2. The students will understand the writing styles, themes and Development of Middle English to Elizabethan poetry.	
III	Drama	14
	1. Thomas Kyd – The Spanish Tragedy 2. William Shakespeare- Hamlet Unit Outcome: UO 1. The students will familiar with the tragedies of Shakespeare and Kyd. UO2. Understand the basic difference between Senecan tragedy and Elizabethan tragedy.	
IV	Prose and Fiction	16
	1. Francis Bacon – Of Studies - Of Revenge - Of Truth 2. John Lyly- The Anatomy of Wit 3. Thomas Dekker -The Seven Deadly Sins of London Unit Outcome: UO 1. The students will comprehend the prose style of Bacon, John Lyly and Thomas Dekker. UO2. State and aware the students about importance of English prose in the development of English Language.	

Learning Resources:

1. The Prologue to the Canterbury Tales, Chaucer Geoffrey, Forgotten Books, 2016.
2. Astrophel and Stella, Sir Philip Sidney, Createspace Independent Pub, 2014.
3. A Glossary of Literary Terms, M.H. Abrams, Cengage Learning, 2014.
4. History of English Literature, Albert Edward, Oxford University press, 2000.
5. The Spanish Tragedy, Kyd Thomas, Bloomsbury Publishing, 2014
6. Bacon's Essays, RamjiLall, Rama Bros publication, New Delhi, 2002.
7. Hamlet, William Shakespeare, Prakash Books India Pvt Ltd, New Delhi, 2018.
8. Literary Criticism: A Reading, Das P, Oxford University Press, New Delhi. 2022.
9. The Seven Deadly Sins of London, Thomas Dekker, Cambridge University Press, 2013.
10. The Yale Edition of the Shorter Poems of Edmund Spenser, Edmund Spenser, Yale University Press, 1989.
11. Eupheus: the Anatomy of Wit, John Lyly, Legare Street Press, 2022.



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Course Type: MMC II

Course Title: Romantic to Edwardian Period (1790-1914) -I

Course Code: 601ENG1102

Credits: 04

Max. Marks: 100

Lectures: 60 Hrs.

Learning Objectives:

- LO 1. To acquaint the students with the Romantic Period in English Literature.
- LO 2. To familiarize the students with Poetry, Prose and Novels from Romantic Period.
- LO 3. To help the students to acquire the Revolution, democracy, and republicanism, the power of the imagination, genius, and the source of inspiration from Romantic Period.
- LO 4. To acquaint the students with Proto-psychology & extreme mental states Nature of Romantic Period.

Course Outcomes:

After completion of the course, students will be able to-

- CO 1. Get acquainted with the Romantic Period in English Literature.
- CO 2. Understand the Poetry, Prose and Novels from Romantic Period.
- CO 3. Acquire the knowledge of revolution, democracy, and republicanism, the power of the imagination, genius, and the source of inspiration from Romantic Period.
- CO 4. Analyze Proto-psychology & extreme mental states and Nature of Romantic Period

Unit No.	Title of Unit & Contents	Hrs.
I	Background of Romantic Age	16
	1. Characteristics of Romantic Age 2. Literary Characteristics of Romantic Age Important 3. Events of Romantic Age, MMC & minor writers of Romantic Age 4. MMC Literary Terms of Romantic Age: Romanticism, Folklore, Folk Ballads and Poetry, Historical Novel, Gothic Literature, Supernaturalism, Subjectivity, Imagination, Solitude, Exoticism.	
	Unit Outcomes: UO 1. The students will get thorough knowledge of Romanticism. UO 2. The students will be familiar with Romantic age and events.	

Unit No.	Title of Unit & Contents	Hrs.
II	Poetry	12
	1. William Wordsworth: i) Ode on Intimation of Immortality, ii) The Solitary Reaper 2. John Keats: i) The Eve of St Agnes, ii) To Sleep 3. P.B. Shelley: i) Ode to the West Wind ii) Ozymandias	
	Unit Outcome: UO 1. The students will understand the romantic poetry with special reference to Wordsworth, Keats and Shelley UO 2. The students will compare the poetry of Wordsworth, Keats and Shelley.	
III	Prose	14
	1. William Hazlitt: i) On Familiar Style ii) On the Feeling of Immortality in Youth 2. Charles Lamb: i) Dream Children - A Reverie ii) The Two Races of Men	
	Unit Outcome: UO 1. The students will know the romantic prose and its style. UO 2. The students will understand the significance of the select prose.	
IV	Fiction	18
	1. Jane Austen: Mansfield Park 2. Mary Shelley: Frankenstein	
	Unit Outcome: UO 1. The students will be familiar with novels of Jane Austen and Mary Shelley and their style of writing novels. UO 2. The students will compare the novels writing of Jane Austen and Mary Shelley	

Learning Resources:

1. Mansfield Park, Jane Austen, New Jersey, 1994.
2. Romanticism and Transcendence, J. Robert Barth, Columbia: University of Missouri Press, 2003.
3. The Romantic Imagination. Oxford, C.M. Bowra, Oxford University Press, 1949. Encyclopedia of the Romantic Era, John Murray Christopher, A-K, Taylor and Francis Books, 2004.
4. The World of Her Novels, Deirdre LeFay, Jane Austen, London: Frances Lincoln Limited, 2002. Duncan Wu, A Companion to Romanticism, Blackwell Publishing, 1998.
5. History as Romantic Art: Bancroft, David Levin, Prescott and Parkman, 1967.
6. The Roundtable: a collection of essays on literature, men, and manners by William Hazlitt, 1778-1830; Clarke & Bedford. and CU-BANC; George Ramsay & Company.
7. The Collected Works of William Hazlitt: William Hazlitt's Literary Compilation of Essays and Criticism, William Hazlitt, Prabhat Prakashan, Mumbai 2021
8. The Complete Correspondence and Works of Charles Lamb, Vol. 2, Charles Lamb, Forgotten Books, 2018.
9. History Of English Literature (Revised Edition), Edward Alber, Oxford University Press; 8th edition Delhi. 2019
10. The Collected Poems of William Wordsworth Paperback, William Wordsworth, Wordsworth Editions Ltd; Reissue edition, 1994



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Department of English

Course Type: MMC III

Course Title: Georgian to Post-Modern Period (1910-Present)-I

Course Code: 601ENG1103

Credits: 04

Max. Marks: 100

Lectures: 60 Hrs.

Learning Objectives:

- LO 1. To realize the social, historic, economic, religious, cultural and political background for Centuries.
- LO 2. To sensitize the learners to the periodization, and literary movements through the prescribed texts.
- LO 3. To gain Knowledge of salient moments in Georgian & Modern Literature from its origins.
- LO 4. To recognize and analyze the most important Georgian & Modern genres in literature.
- LO 5. Through the course, the student should be able to -imbibe ethical, moral, national and cultural values through various forms of literature.

Course Outcomes:

After completion of the course, students will be able to

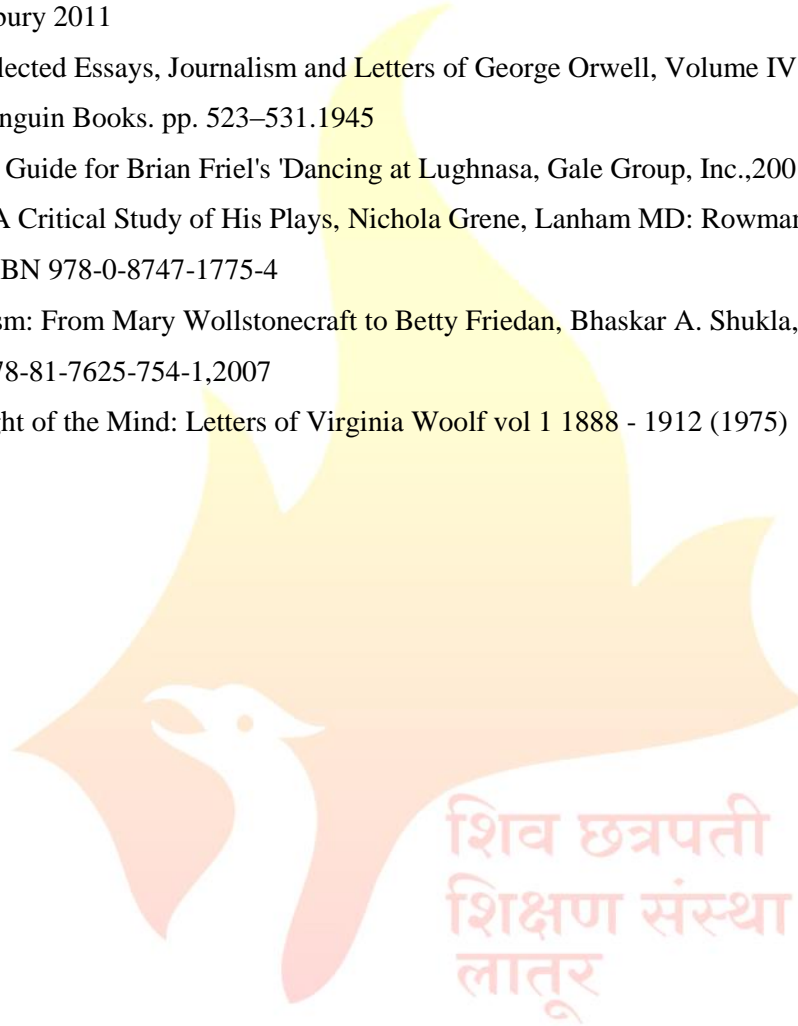
- CO 1. Acknowledges several genres in Literature which record the impact of the historical, social, religious, cultural and economic background of the ages from Georgian to Post Modern Age.
- CO 2. Classify various concepts in Georgian to Post Modern Age English Poetry.
- CO 3. Comprehend the specific features of prose in Georgian to Post Modern Age.
- CO 4. Explain Georgian to Post Modern Age the dramatic movements.
- CO 5. Do critical enquiry and imbibes competence in research and writing articles in journals.

Unit No.	Title of Unit & Contents	Hrs.
I	Introduction and Background	13
	<ul style="list-style-type: none">1 Characteristics of Georgian Period and Modern Period2 Literary Characteristics of Georgian Period and Modern Period3 MMC Events of Georgian Period, MMC & minor writers of Georgian Period and Modern Period.4 MMC Literary Terms of Georgian Period and Modern Period: Georgian Poetry, Impressionism, Expressionism, Stream of Consciousness, Poetic Drama, Aestheticism, Modernism, War Poetry, Sentimentality, Individualism	
II	Poetry	14

Unit No.	Title of Unit & Contents	Hrs.
	1. G. K. Chesterton: i)A Ballad of Suicide ii)A Prayer in Darkness 2. John Masefield: i) On Growing Old ii) Biography Unit Outcome: UO 1.The students will understand the specific features of poetry in Georgian to Post Modern period	
III	Drama	17
	1. Brian Friel: Dancing at Lughnasa 2. J.M. Synge: Riders to the Sea Unit Outcome: UO 1.The students will understand the specific features of drama in Georgian to Modern Age. UO 2. The students will explain the importance of Dancing at Lughnasa in the literature of English. UO 3. The students will identify the difference between British Literature and Irish Literature.	
IV	Prose and Fiction	16
	1. George Orwell: i) Reflections on Gandhi ii) Politics and the English Language 2. Virginia Woolf i) Jane Austen ii) Professions for Women 3.D.H. Lawrence: The Rainbow Unit Outcome: UO 1. The students will understand the specific features of prose in Georgian to Modern Age UO 2. New themes of the Georgian to Modern Age literature will be understood by the students. UO 3. The students will familiar with novels of D H Lawrence and his style themes and aspects from novels.	

Learning Resources:

1. A Critical History of English Literature By Dr, B.R. Mullick(KM Literary Series)
2. An Outline History of English Literature, by William Henry Hudson
3. The Routledge History of Literature in English
4. A History of English Literature by Edward Albert
5. A Short History of English Literature by PramodK.Nayar
6. George Orwell the Essayist: Literature, Peter Marks, Politics and the Periodical Culture. Bloomsbury 2011
7. The Collected Essays, Journalism and Letters of George Orwell, Volume IV: In Front of Your Nose, Penguin Books. pp. 523–531.1945
8. A Study Guide for Brian Friel's 'Dancing at Lughnasa, Gale Group, Inc.,2001
9. Synge: A Critical Study of His Plays, Nichola Grene, Lanham MD: Rowman and Littlefield, 1975. ISBN 978-0-8747-1775-4
10. Feminism: From Mary Wollstonecraft to Betty Friedan, Bhaskar A. Shukla, Sarup& Sons. ISBN 978-81-7625-754-1,2007
11. The Flight of the Mind: Letters of Virginia Woolf vol 1 1888 - 1912 (1975)



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Department of English

Course Type: MEC-I(A)

Course Title: The Linguistic Structure of Modern English -I

Course Code: 601ENG1201

Credits: 04

Max. Marks: 100

Lectures: 60 Hrs.

Learning Objectives:

- LO 1. To acquaint the students with the basic principles of the study of language.
 - LO2. To familiarize them with the RP sounds and phonological aspects of language.
 - LO 3. To help them acquire the word formation process in English.
 - LO 4. To acquaint the students with the phrasal structures of English.
- enable them to use English language phonologically & grammatically correct and appropriate.

Course Outcomes:

After completion of the course, students will be able to-

- CO 1. Develop command over the language by knowing its basic structures.
- CO 2. Acquire their skills to use phonologically correct language.
- CO 3. Widen their competence to use grammatically correct language will be developed.
- CO 4. Apply the knowledge of phrasal structures of English

Unit No.	Title of Unit & Contents	Hrs.
I	The Study of Language	15
	1. The Nature of Language and Linguistics 2. Fundamental Beliefs about Language and Theories of Language 3. Language Universals, and Creativity Animal Communication Codes 4. Linguistics and the Components of Language	
	Unit Outcomes: UO 1 Students will be acquainted with the Nature and Scope of human language UO 2 Students will develop an understanding of Components of Language and Linguistics	
II	The Speech Sounds of English	15
	1. The Spoken versus the Written Form of Language 2. Phonemes, Phones, Allophones and Minimal pairs 3. English Consonants and Vowels and their Phonetic Notation	

Unit No.	Title of Unit & Contents	Hrs.
	4. Consonant Cluster 5. Syllabic structure and rules of accentual patterns 6. Stress, Rhythm and Intonation Unit Outcome: UO 1 Students will come to know the speech sounds, word stress and sentence intonation and its usage	
III	The Structure and Meaning of English Words	15
	1. The Internal Structure of Words and Word Formation process in English 2. Morphology, Morphemes and Morphological analysis 3. Word Formation: Derivation, Reduplication, Conversion, Compounds Blends, Back Formations Shortening, Root 4. Creation of Idioms and Phrases Unit Outcome: UO 1 Students will be familiar with the word formation process and the principles of morphology	
IV	The Structure of English Sentences	15
	1. Phrase Structure Grammar : a. Noun Phrase b. Verb phrase, c. Adjective Phrase d. Adverb Phrase, e. Prepositional Phrase 2. Grammar of English Subject and Predicate 3. Deep Structure and Surface Structure 4. Structural Ambiguity Unit Outcome: UO 1 Students will realize the phrase structure grammar and its significance.	

Learning Resources:

1. English Phonetics for Indian Students, T. Balasubramanian, Trinity Press New Delhi, 2019
2. The Structure of Modern English A linguistic introduction, Laurel J. Brinton, John Benjamins Publishing Company Amsterdam/Philadelphia, 2000.
3. A Rediscover Grammar with David Crystal London, David Crystal, Longman.
4. A Communicative Grammar of English, Leech, Geoffrey and Jan Svartvik, 2nd ed. London:
5. A University Grammar of English Language, Longman, 1994. Quirk, R. and S. Greenbaum, Harlow: Pearson Education Limited, 1973.
6. A Student's Grammar of the English Language, Randolph Quirk, Harlow: Pearson

education Limited.

7. A Course In Phonetics And Spoken English, Sethi J.P.V. Dhamija ,
2nd Edition, PHL Learning Pvt Ltd, New Delhi, 2011.

8. The Study of Language: An Introduction, George Yule, 2nd ed. Cambridge: Cambridge
University Press, 1996.

Web Resources

1. www.bbc.co.uk/worldservice/learningenglish/learnenglish.britishcouncil.org

2. www.englishclub.com/english-language-

hsoyhmwww.usingenglish.com 3. www.elearnenglishlanguage.com www.lcl.ed.ac.uk

4. www.scientificpsychic.com/linguistics.htm 5. <http://www.vtstutorials.co.uk/tutorial/english/>



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Department of English

Course Type: MEC-I(B)

Course Title: Translation Studies

Course Code: 601ENG1202

Credits: 04

Max. Marks: 100

Lectures: 60 Hrs.

Learning Objectives:

- LO 1. To impart theoretical concepts currently discussed in translation studies
- LO 2. To acquaint translation in text and context
- LO 3. To study translated literary texts from cultural approach.
- LO 4. To explicate the process of transfer across languages and cultures.

Course Outcomes:

After completion of the course, students will be able to-

- CO 1. Realize the reflection of theoretical concepts in translation studies & practice.
- CO 2. Understand translation in context and the ways in which texts are manipulated in the process of translation
- CO 3. Study the translated literary texts from cultural approach at their own
- CO 4. Practice the process of transfer across languages and cultures.

Unit No.	Title of Unit & Contents	Hrs.
I	Theories of Translation	15
	1. History of translation 2. Traditional vs Modern Theories of Translation 3. Literary and Non-literary Translation 4. Nature and limitations of Translation	
	Unit Outcomes: UO 1 Students will be acquainted with the field of translation UO 2 Students will develop an understanding of translation and its scope.	
II	Novel in Translation	15
	1. Literary Background 2. Bhalchandra Nemade : <i>Kosala</i> (Translated by Sudhakar Marathe <i>Cocoon</i>) 3. Problems in translating novels	

Unit No.	Title of Unit & Contents	Hrs.
	Unit Outcome: UO 1 Students will come to know the art and problems of novel translation	
III	Drama in Translation	15
	1. Literary Background 2. Mahesh Elkunchwar : <i>Wada Chirebandi</i> (Translated as <i>An Old Stone Mansion</i>) 3. Problems in translating drama	
	Unit Outcome: UO 1 Students will come to know the techniques of translating drama	
IV	Poetry in Translation	15
	1. Literary Background 2. Selected Abhangas of Sant Tukaram (Translated by Dilip Chitre <i>Says Tuka</i>) 3. Problems in translating poetry	
	Unit Outcome: UO 1 Students will be able to know the creativity of translating poetry	

Learning Resources:

1. The Routledge Encyclopaedia of Translation Studies, M. (ed.) Baker, London, Routledge, 1998.
2. Postcolonial Translation Theory and Practice, S. Bassnett & H. Trivedi, London: Routledge, 1999.
3. Translation Studies, S. Bassnett, London: Routledge, 2002.
4. Collected Plays of Mahesh Elkunchwar, Mahesh Elkunchwar, Vol II, Oxford, New Delhi, 2009.
5. Contemporary Translation Theories (Rev, 2nd edn) Clevedon, E. Gertzler, Multilingual Matters, 2001.
6. The Translation Studies Reader London, Routledge, Venuti Lawrence (ed.), 2000. Das Bijay Kumar: A Handbook of Translation Studies (Rev, 3rd edn) Atlantic, 2012.
7. Translation and Interpreting Reader and Workbook, Gargesh R, Goswami K, New Delhi, Orient Longman, 2007.
8. Says Tuka: Selected Poetry of Tukaram (Penguin Classics), 2010.
9. Bhalchandra Nemade : *Kosala* (Translated by Sudhakar Marathe *Cocoon*), Popular Prakashan Pvt Ltd, 2012



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Department of English

Course Type: RMC

Course Title: Research Methodology

Course Code: 601ENG1301

Credits: 04

Max. Marks: 100

Lectures: 60 Hrs.

Learning Objectives:

- LO 1. To introduce the students to the concept of research.
LO 2. To enable to understand the stages of research.
LO 3. To familiarize the learners to the procedures involved in research.
LO 4. To sensitize them to the requirements of cohesion and coherence in continuous composition.

Course Outcomes:

After completion of the course, student will be able to-

- CO 1. Identify appropriate research topics.
CO 2. Demonstrate the ability to choose methods appropriate to research aims and objectives.
CO 3. Organize and conduct research in a more appropriate manner.
CO 4. Understand the limitations of particular research methods.

Unit No.	Title of Unit & Contents	Hrs.
I	Meaning and Nature of Research	12
	1 What is research? 2 Objectives of Research 3 Characteristics of Research 4 Purpose of Research 5 Types of research 6 What Makes People do Research? 7 Qualities of a Good Researcher 8 Research Methods and Research Methodology	
	Unit Outcomes: UO 1. The students will know how to do research. UO 2. The students will be familiar with research methodologies.	
II	Research Tools and Process	18
	A) Materials and Tools of Research	

Unit No.	Title of Unit & Contents	Hrs.
	<p>Primary and Secondary sources Books, Anthologies, Biographies, Thesauruses, Encyclopedia, Conference proceedings, Unpublished theses, Newspaper articles, Journals, e-journals, Monographs, Translations, Web references, Library catalogues, Literature Resource Center, Govt. publications, Special libraries, Advanced study centers, Virtual libraries, Web search engines, CDs, DVDs etc.</p> <p>B) Research Process Entering into Research, Various stages of Research Selection of Research Topic and Problem, Identification of a Research Topic and Problems Definition and Formulation of a Problem How do you Assess Whether the Defined Problem as a Good Problem?</p> <p>Unit Outcome: UO 1. The students will be understood research process, materials and tools.</p>	
III	Research in Literature and Language	16
	<ol style="list-style-type: none"> 1 Literary research and research in other Disciplines 2 Literary research-Interpretative, Theoretical, Biographical etc 3 Research methods in Linguistics 4 Research methods in Literature How research in language is different from research in literature 5 Emerging areas of research in language and literature 6 Use of literary and linguistic theories in research 	
	<p>Unit Outcome: UO 1. The students will know research in literature and language and its Style.</p>	
IV	Research Writing	14
	<ol style="list-style-type: none"> 1. Research Report 2. Research Paper 3. M. Phil. Thesis 4. Doctoral Dissertation 	
	<p>Unit Outcome: UO 1. The students will familiar with Research Report, Paper, Thesis and Dissertation writings .</p>	

Learning Resources:

1. The Art of Literary Research, Richard D. Itick, New York: Norton, 1963. Print.
2. A Handbook to Literary Research. London, Eliot, Simon, and W R. Owens, Routledgein Association with the Open University, 1998. Print.
3. A Short Guide to Independent Study and Research in Literature, Gillespie, Bryan, De Land, Fla: Everett/Edwards, 1975. Print.
4. Literary Research: Lr. College Park, MD: Literary Research Association, 1986. Print.
5. Literary Research Guide, Patterson, C. Margaret, Detroit: Gale Research Co, 1976. Print.
6. An Introduction to Research in English Literary History, Sanders, Chauncey, With a Chapter on Research in Folklore. New York: Macmillan, 1952. Print.



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Semester - II

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Department of English

Course Type: MMC- IV

Course Title: Middle English to Neo-classical Period (1066-1790) -II

Course Code: 601ENG2101

Credits: 04

Max. Marks: 100

Lectures: 60 Hrs.

Learning Objectives:

- LO1. To acquaint the students with MM Ctrends in Jacobean to Neo-Classical Period.
- LO2. To enable student store ad and appreciate poems, drama and prose in Jacobean to Neo-Classical Period.
- LO 3. To improve the literary and critical competence of the students.
- LO 4. To familiar with MMC Literary trends and terms in Jacobean to Neo-Classical Period.
- LO 5. Tocultivateasenseofunderstandingamongstudentsinordertomakethembetter Human beings bytheexposuretoliterature.

Course Outcomes:

After completion of the course, students will be able to-

- CO 1. Students will understand the MMC trends and terms in Jacobean to Neo-Classical Period.
- CO 2. Students will read and critically appreciated poems, drama and prose in Jacobean to Neo-Classical Period.
- CO 3. Students will improve the literary and critical competence after studying Jacobean to Neo-Classical Period.
- CO 4. By doing the study poems, drama and prose in English, the Students will acquaint with the society and become a good human being.
- CO 5. Students will improve their thinking power.

Unit No.	Title of Unit & Contents	Hrs.
I	Background	16
	1. Characteristics of Jacobean to Neo-Classical Period. 2. Literary Characteristics of Jacobean to Neo-Classical Period. 3. Events of Jacobean to Neo-Classical Period, MMC & minor writers of Jacobean to Neo-Classical Period. 4. MMC Literary Terms of Jacobean to Neo-Classical Period: Metaphysical poetry, Conceits, Dark Comedy, Cavalier Poetry, Jacobean Poetry,	

Unit No.	Title of Unit & Contents	Hrs.
	Restoration Drama, Satire, Rhyming couplets, Iambic pentameter, pastoral Poetry.etc. Unit Outcomes: UO 1. The students will come to know about the literary terms and Socio-Cultural condition of the society in Jacobean to Neo-Classical Period UO 2.The students will get knowledge of MMC Writers and genres in Jacobean to Neo-Classical Period.	
II	Poetry	14
	1.John Donne- The Canonization 2. John Milton – Paradise Lost –Book no.10 3. Alexander Pope- An Essay on Man: Epistle I. Unit Outcome: UO 1.The students will familiar with the poetry of John Donne, John Milton and Alexander Pope. UO2. The students will understand the writing styles, themes and Development of Jacobean to Neo-Classical Poetry.	
III	Drama	14
	1.John Webster -The Duchess of Malfi 2. William Congreve – The Way of the World Unit Outcome: UO 1. The students will familiar with the restoration drama. UO2. Understand the basic difference between Senecan tragedy and Elizabethan tragedy.	
IV	Prose and Fiction	16
	1. John Bunyan-The Pilgrim's Progress 2. Jonathan Swift -A Tale of a Tub 3. Henry Fielding– Joseph Andrews Unit Outcome: UO 1. The students will understand the importance of the prose style of John Bunyan, Jonathan Swift and Henry Fielding. UO2 The students will understand the development of English prose in Jacobean to Neo-Classical Poetry.	

Learning Resources:

1. A Glossary of Literary Terms, M.H. Abrams, Cengage Learning, 2014.
2. History of English Literature, Albert Edward, Oxford University press, 2000.
3. A Background to the Study of English Literature, B .Prasad, Laxmi Publications, 2008.
4. The History of the Adventures of Joseph Andrews and of his Friend Mr. Abraham Adams, Henry Fielding, Century Company, 2006.
5. The Way of the World, William Congreve, Dover Publications, 2012.
6. A Tale of a Tub, Jonathan Swift, Serenity Publishers LLC, 2011.
7. The Duchess of Malfi, John Webster, Dover Publications Inc.; New edition, 2000.
8. The Pilgrim's Progress, John Bunyan, Brown Chair Books, 2020.
9. An Essay on Man: Epistle I, Alexander Pope, Gale Ecco, Print Editions, 2010.
10. Paradise Lost –Book no.9&10, John Milton, George G. Harrap & Co Ltd, 1960.
11. Collected Poems of John Donne, John Donne, e-artnow Editions, 2013.



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Department of English

Course Type: MMC V

Course Title: Romantic to Edwardian Period (1798-1914) - II

Course Code: 601ENG2102

Credits: 04

Max. Marks: 100

Lectures: 60 Hrs.

Learning Objectives:

1. To acquaint the students with the Edwardian Period in English Literature.
2. To familiarize the students with Poetry, Short Stories, Drama and Novels from Edwardian Period.
3. To help them to acquire the knowledge of literary terms prevalent in the English Literature.
4. To acquaint the students with Science Fiction Short Story in Edwardian Period.
5. To improve Students Literary Competence.

Course Outcomes:

After completion of the course, students will be able to-

- CO 1. Get acquainted with the Edwardian Period in English Literature.
CO 2. Distinguish the Poetry, Prose and Novels from Edwardian Period.
CO 3. Understand the literary concepts practiced in the Edwardian Period.
CO 4. Apprehend the Science Fiction and Short Story in Edwardian Period.

Unit No.	Title of Unit & Contents	Hrs.
I	Background of Romantic Age:	18
	1.Characteristics of Edwardian Age 2.Literary Characteristics of Edwardian Age 3.Importance Events, MMC & minor writers 4.MMC Literary Terms of Edwardian Age Prosody, Rhapsody, Narration and Narrative Mode, Paganism, Imagery, Spirituality, Realism, Industrial Revolution, Aestheticism, Anti-Aestheticism	
	Unit Outcomes: UO 1. The students will get thorough knowledge of Edwardian age. UO 2.The students will be familiar with Edwardian age and events.	
II	Poetry	12

Unit No.	Title of Unit & Contents	Hrs.
	Rudyard Kipling: i. If ii. The White Man's Burden Rupert Brook :i. The Soldier ii. The Great Lover Unit Outcome: UO 1. The students will be understanding the themes of the select poems of Rudyard Kipling and Rupert Brooke UO 2. The students will be acquainted to the style of Edwardian poetry.	
III	Drama	20
	Oscar Wilde: The Importance of Being Earnest Stanley Houghton: Hindle Wakes Unit Outcome: UO 1. The students will understand the tradition of drama and novel in Edwardian period. UO 2. The students will be familiar with the plays of Oscar Wilde and novel of Conrad and their style of writing plays.	
IV	Prose/Fiction	10
	A. H G Wells: The Beautiful Suit B. G K Chesterton: The Secret Garden C. Joseph Conrad Heart of Darkness Unit Outcome: UO 1. The students will understand the writing style of H G Wells and G K Chesterton UO 2. The students will know the art of short story writing.	

Learning Resources:

1. The Importance of Being Earnest, Oscar Wilde, Fingerprint Publications, 2015.
2. Romanticism and Transcendence J. Robert Barth, Columbia University of Missouri Press, 2003.
3. The Romantic Imagination Oxford, Christopher John Murray, Oxford University Press, 1949.
Encyclopedia of the Romantic Era, A-K Taylor and Francis Books, 2004.
4. The Roundtable: a collection of essays on literature, men, and manners by Hazlitt, William, 1778-1830; Clarke & Bedford. and CU-BANC; George Ramsay & Company.
5. History Of English Literature (Revised Edition), Albert Edward, Oxford University Press; 8th edition Delhi. 2019
6. Edwardian Poetry, Kenneth Millard, Clarendon Press Oxford, 1991

7. Collected Poems of Rudyard Kipling, Wordsworth Editions Ltd, UK, 1994
8. The Complete Short Stories, H. G. Wells, Projapati Publications, Kolkata, 2015
9. The Secret Garden, G. K. Chesterton, 2018
10. The Complete Poems of Rupert Brooke, Read Books , UK, 2006
11. Heart of Darkness, Joseph Conrad, Oxford: Oxford University Press
12. Hindle Wakes, Stanley Houghton, Columbia: University of Missouri Press



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Department of English

Course Type: MMC VI

Course Title: Georgian to Post-Modern Period (1910-Present)- II

Course Code: 601ENG2103

Credits: 04

Max. Marks: 100

Lectures: 60 Hrs.

Learning Objectives:

- LO 1. To realize the social, historic, economic, religious, cultural and political background for centuries.
- LO 2. To sensitize the learners to the periodisation, and literary movements through the prescribed texts.
- LO 3. To gain Knowledge of salient moments in Modern and Post Modern Literature from its origins.
- LO 4. To recognize and analyze the most important Modern and Post Modern genres in literature.
- LO 5. Through the course, the student should be able to -imbibe ethical, moral, national and cultural values through various forms of literature.

Course Outcomes:

After completion of the course, students will be able to

- CO 1. Acknowledges several genres in Literature which record the impact of the historical, social, religious, cultural and economic background of the ages from Georgian to Post Modern Age.
- CO 2. Classify various concepts in Modern and Post Modern Age English Poetry.
- CO 3. Comprehend the specific features of prose in Modern and Post Modern.
- CO 4. Explain Modern and Post Modern Age the dramatic movements.
- CO 5. Do critical enquiry and imbibes competence in research and writing articles in journals.

Unit No.	Title of Unit & Contents	Hrs.
I	Introduction and Background	12
	<ol style="list-style-type: none">1. Characteristics of Modern and Post Modern Period2. Literary Characteristics of Modern and Post Modern Period3. MMC events & writers of Modern and Post Modern Period4. MMC Literary Terms of Modern and Post Modern Period: Imagism, Surrealism, Angry Theatre, Post Modernism, The Theatre of the Absurd, Movement Poets, Subjectivism, Magic Realism, Intertextuality, Metafiction	
	Unit Outcomes: UO 1: The students will recognize the characteristics of Modern and Post Modern	

Unit No.	Title of Unit & Contents	Hrs.
	<p>Period.</p> <p>UO 2: The students will evaluate the MMC events of Modern and Post Modern Period.</p> <p>UO 3: The students will get a thorough knowledge of MMC Literary Terms of Modern and Post Modern Period.</p>	
II	Poetry	12
	<p>1. W.B. Yeats:</p> <p>i) The Second Coming</p> <p>ii) A Prayer for My Daughter</p> <p>2. Ted Hughes:</p> <p>i) Light</p> <p>ii) The Owl</p>	
	<p>Unit Outcomes:</p> <p>UO 1. The students will make clear distinction of the specific features of poetry in Modern and Post Modern Period.</p> <p>UO 2: The students will study two most influential poets W.B. Yeats and Ted Hughes to understand the Modern and Post Modern Period poetry.</p>	
III	Drama	20
	<p>3. G. B. Shaw: Man and Superman</p> <p>Samuel Beckett: Waiting for Godot</p>	
	<p>Unit Outcomes:</p> <p>UO 1. The students will familiar with drama of Modern and Post Modern Period.</p> <p>UO 2. The students will study critically about the plays of G. B. Shaw & Samuel Beckett to find the specific characteristics of the Modern and Post Modern Period drama.</p>	
IV	Prose and Fiction	16
	<p>1. Kingsley Amis: Lucky Jim</p> <p>2. James Joyce:</p> <p>i) Araby</p> <p>ii) Eveline</p> <p>3. E.M. Forster: Passage to India</p>	

Unit No.	Title of Unit & Contents	Hrs.
	<p>Unit Outcomes:</p> <p>UO 1. The students will understand the specific features of prose in Modern and Post Modern Period</p> <p>UO 2. New themes of the Modern and Post Modern Period prose will be analyzed by the students.</p>	

Learning Resources:

1. A Glossary of Literary Terms, M.H. Abrams, Madras: Macmillan, 1988. Print.
2. State of the Nation: British Theatre Since 1945, Michael Billington, London: Faber and Faber, 2007. Print.
3. The Modern British Novel, Malcolm Bradbury, London: Secker and Warburg, 1993. Print.
4. The English Novel in History: 1950 – 1995, Steven Connor, London and New York: Routledge, 1996. Print.
5. Shaw the Dramatist: A Study of the Intellectual Background of the MMC Plays, Louis Crompton, London: George Allen & Unwin Ltd, 1971. Print.
6. The Routledge Concise History of Twentieth Century British Literature, Ashley Dawson, London and New York: Routledge (Taylor and Francis Group), 2013. Print.
7. An Introduction to twentieth-century poetry in English, R.P. Draper, New York: Macmillan Press Ltd, 1999. Print.
8. John Osborne: A Patriot for Us, John Heilpern, London: Chatto & Windus, 2006. Print.
9. Look Back in Anger (3rd ed.). John Osborne, London: Faber and Faber, 1983. Print
10. Teaching the Postmodern Fiction and Theory, B. Marshall, London: Routledge 1992

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Department of English

Course Type: MEC-II (A)

Course Title: The Linguistic Structure of Modern English -II

Course Code: 601ENG2201

Credits: 04

Max. Marks: 100

Lectures: 60 Hrs.

Learning Objectives:

- LO 1. To acquaint the students with the Stylistics
- LO2. To familiarize them with the theories of meaning.
- LO 3. To help them acquire the theories in Pragmatics.
- LO 4. To acquaint the students with the Indian theories of meaning.

Course Outcomes:

After completion of the course, students will be able to-

- CO 1. Develop skills to make stylistics analysis of literary texts.
- CO 2. Use theories of meaning in deciphering meaning from literary and non-literary texts.
- CO 3. Apply principles of Pragmatics to the study of literary texts.
- CO4. Compare theories from Indian Linguistics with the western theories of linguistics.

Unit No.	Title of Unit & Contents	Hrs.
I	Stylistics	14
	A. Linguistics and Stylistics: i. Basic Concepts in Linguistics and Stylistics ii. Brief history of stylistics iii. Types of stylistics iv. Stylistics and Linguistics B. Stylistics in Literature i. Deviation ii. Foregrounding iii. Parallelism	
	Unit Outcomes: UO 1 Students will be acquainted with the basic tenets of Stylistics	

Unit No.	Title of Unit & Contents	Hrs.
	UO 2 Students will develop an understanding of the use of stylistics in literature	
II	Semantics Theories of Meaning	16
	<p>A. Basic concepts in semantics: types of meaning; sentence, utterance and proposition; reference, sense and denotation; ambiguity and; theories of meaning—referential vs. no referential approaches; generative approach;</p> <p>B. Semantics of words: relationship between form and meaning; Componential analysis of meaning; Collocation and Set: lexical gap and semantic field; Linguistic relativity; Colour terms.</p> <p>C. Theories of Meaning I. Ckogan's Theory of Meaning, ii. G N Leech Theory of Meaning iii. Bloomfield's Theory of Meaning</p>	
	<p>Unit Outcome: UO 1 Students will know how to the Study of Meaning. UO 2 Students will come to know the theories of various linguists.</p>	
III	Pragmatics	12
	<p>A. Introduction to Pragmatics: Relationship between semantics and pragmatics; Deixis: types of deixis, deixis and anaphora; resupposition: Presupposition and Entailment, Presupposition Triggers and defeasibility;</p> <p>B. Speech Acts</p> <p>C. Cooperative Principle</p> <p>D. Politeness Principle</p>	
	<p>Unit Outcome: UO 1 Students will the concept of Pragmatics UO 2 Students will be familiar with the theories of Pragmatics</p>	
IV	Indo-Aryan Linguistics	18
	<p>A. Origin of Indo-Aryan; different stages and documents of Indo-Aryan; Indo-Aryan characteristics; Dialectal divisions of OIA—Vedic vs. Cl. Sanskrit; MIA dialects and their linguistic features; General characteristics of NIA.</p> <p>B. Indian Theories of Meaning A. The Grammarians B. The Logicians C. The Vedic Exegesis D. The Literary Critics</p>	

Unit No.	Title of Unit & Contents	Hrs.
	Unit Outcome: UO 1 Students will understand the aspect of meaning in Indian theories. UO 2 Students will realize the significance of Indian theories of meaning. UO 3 Students will identify the basic concepts of Indo-Aryan Linguistics.	

Learning Resources:

1. English Phonetics for Indian Students, T. Balsubramanian, Trinity Press New Delhi, 2019
2. The Structure of Modern English A Linguistic Introduction, J. John, Benjamins Publishing Company Amsterdam / Philadelphia, 2000
3. A Rediscover Grammar with David Crystal, David Crystal, London : Longman.
4. A Communicative Grammar of English. Leech, Geoffrey and Jan Svartvik, 2nd ed. London: Longman, 1994.
5. A University Grammar of English Language, R. Quirk and S. Greenbaum, Harlow: Pearson Education Limited, 1973.
6. A Student's Grammar of the English Language Harlow, Randolph Quirk, Pearson Education Limited, 2002.
7. A Course In Phonetics And Spoken English, J.P.V. Dhamija Sethi, 2nd Edition PHL Learning Pvt Ltd, New Delhi, 2011
8. The Study of Language: An Introduction, George Yule, 2nd ed. Cambridge: Cambridge University Press, 1996.
9. A Linguistic Guide to the Study of English Poetry, G. N. Leech, USA, Routledge, 2013.

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Department of English

Course Type: MEC-II (B)

Course Title: Creative Writing

Course Code: 601ENG2202

Credits: 04

Max. Marks: 100

Lectures: 60 Hrs.

Learning Objectives:

- LO 1. To train students for taking up professional writing as a career.
- LO 2. To teach the various genres of literary writing.
- LO 3. To teach the various skills of literary editing.
- LO 4. To teach the various skills of market oriented writing and publishing.

Course Outcomes:

After completion of the course, students will be able to-

- CO 1. Classify the different genres of creative writing.
- CO 2. Capable of developing thoughts and ideas into writing.
- CO 3. Able to compose and edit literary pieces for publication.
- CO 4. Face the competitive market of publishing.

Unit No.	Title of Unit & Contents	Hrs.
I	Gathering	14
	A. Getting Started B. Training the Eye C. Abstract D. Autobiography	
	Unit Outcomes: UO 1 Students will understand how to gather ideas. UO 2 Students will know the stepping stones in gathering the ideas.	
II	Shaping	16
	A. Characterization B. Point of View C. Setting D. Plotting and Shaping	

Unit No.	Title of Unit & Contents	Hrs.
	Unit Outcome: UO 1 Students will gain the knowledge of basic tenets in the process of shaping the ideas	
III	Finishing	12
	A. Stepping Back B. Revising C. Formatting D. Proof reading	
	Unit Outcome: UO 1 Students will get the skills to give finishing touch to the writing.	
IV	Conclusion	18
	A. Off the Page B. Peer review C.Editing D. Publishing	
	Unit Outcome: UO 1 Students will come to know the significance of the things outside the content for the publishing.	

Learning Resources:

- 1.The Creative Writing Coursebook,J.Bell and Paul Magrs, Macmillan Publications,2001.
2. A Writer's Reference,D.Hacker, Bedford Publication, 2006.
3. How to Write Poetry,P. Janeczko, Scholastic Inc. Publications, 2001.
4. on Writing: A Memoir of the Craft,S.King, Hodder Publications,2012.
5. Bird by Bird,A.Lamott, Anchor Publications, 1995.
6. Save The Cat,B.Snyder, Michael Wiese Productions,2021.

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PG First Year

Extra Credit Activities

Sr. No.	Course Title	Credits	Hours T/P
1	MOOCs	Min. of 02 credits	Min. of 30 Hrs.
2	Certificate Courses	Min. of 02 credits	Min. of 30 Hrs.
3	IIT Spoken Tutorial Courses	Min. of 02 credits	Min. of 30 Hrs.

Guidelines:

Extra -academic activities

1. All extra credits claimed under this heading will require sufficient academic input/ contribution from the students concerned.
2. Maximum 04 extra credits in each academic year will be allotted.
3. These extra academic activity credits will not be considered for calculation of SGPA/CGPA but will be indicated on the grade card.

Additional Credits for Online Courses:

1. Courses only from SWAYAM and NPTEL platform are eligible for claiming credits.
2. Students should get the consent from the concerned subject Teacher/Mentor/Vice Principal and Principal prior to starting of the course.
3. Students who complete such online courses for additional credits will be examined/verified by the concerned mentor/internal faculty member before awarding credits.
4. Credit allotted to the course by SWAYAM and NPTEL platform will be considered as it is.

Additional Credits for Other Academic Activities:

1. One credit for presentation and publication of paper in International/National/State level seminars/workshops.
2. One credit for measurable research work undertaken and field trips amounting to 30 hours of recorded work.
3. One credit for creating models in sponsored exhibitions/other exhibits, which are approved by the concerned department.
4. One credit for any voluntary social service/Nation building exercise which is in collaboration with the outreach center, equivalent to 30 hours
5. All these credits must be approved by the College Committee.

Additional Credits for Certificate Courses:

1. Students can get additional credits (number of credits will depend on the course duration) from certificate courses offered by the college.
2. The student must successfully complete the course. These credits must be approved by the Course Coordinators.
3. Students who undertake summer projects/ internships/ training in institutions of repute through a national selection process, will get 2 credits for each such activity. This must be done under the supervision of the concerned faculty/mentor.

Note:

1. The respective documents should be submitted within 10 days after completion of Semester End Examination.
2. No credits can be granted for organizing or for serving as office bearers/ volunteers for Inter-Class / Associations / Sports / Social Service activities.
3. The office bearers and volunteers may be given a letter of appreciation by the respective staff coordinators. Besides, no credits can be claimed for any services/activities conducted or attended within the college.
4. All claims for the credits by the students should be made and approved by the mentor in the same academic year of completing the activity.
5. Any grievances of denial/rejection of credits should be addressed to Additional Credits Coordinator in the same academic year.
6. Students having a shortage of additional credits at the end of the third year can meet the Additional Credits Coordinator, who will provide the right advice on the activities that can help them earn credits required for graduation.

॥ आर्योह तमसो ज्योतिः ॥

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Examination Framework

Theory:

40% Continuous Assessment Tests (CATs) and 60% Semester End Examination (SEE)

Practical:

50% Continuous Assessment Tests (CATs) and 50% Semester End Examination (SEE)

Course	Marks	CAT & Mid Term Theory				CAT Practical		Best Scored CAT & Mid Term	SEE	Total
		Att.	CAT I	Mid Term	CAT II	Att.	CAT			
1	2	3				4		5	6	5 + 6
Research Methodology	100	10	10	20	10	-	-	40	60	100
DSC/DSE	75	05	10	15	10	-	-	30	45	75
Lab Course	50	-	-	-	-	05	20	-	25	50
Field Project	100	10	10	20	10	-	-	40	60	100

Note:

1. All Internal Exams are compulsory
2. Out of 02 CATs best score will be considered
3. Mid Term Exam will be conducted by the Exam Section
4. Mid Term Exam is of Objective nature (MCQ)
5. Semester End Exam is of descriptive in nature (Long & Short Answer)
6. CAT Practical (20 Marks): Lab Journal (Record Book) 10 Marks, Overall Performance 10 Marks.

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