

Shiv Chhatrapati Shikshan Sanstha's
Rajarshi Shahu Mahavidyalaya, Latur

(Autonomous)



**Structure and Curriculum of Four Year Multidisciplinary
Degree (Honors/Research) Programme with Multiple
Entry and Exit option**

**Undergraduate Programme of Humanities and Social
Sciences**

B.A. (Honors/Research) in English

Board of Studies

in

English

Rajarshi Shahu Mahavidyalaya, Latur

(Autonomous)

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Latur (Autonomous)

w.e.f. June, 2023

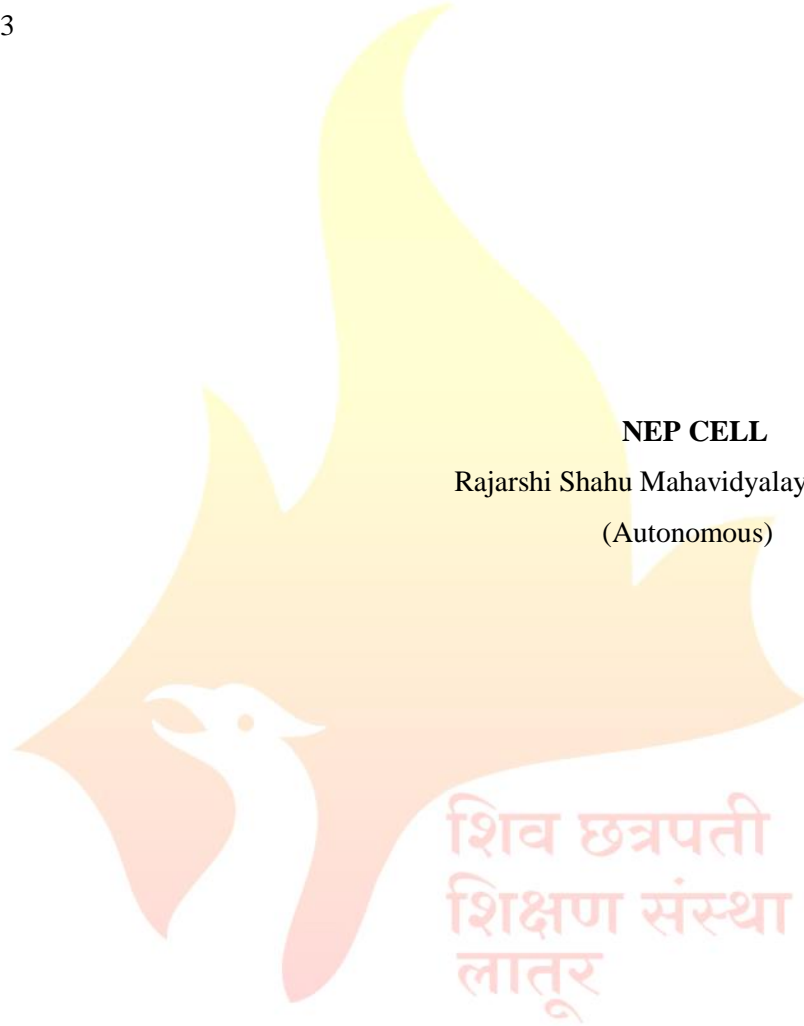
(In Accordance with NEP-2020)

Review Statement

The NEP CELL reviewed the Curriculum of **BA (Honors & Research) 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 **B.A. (Honors/Research) in English** Programme to be effective from the **Academic Year 2023-24.**

Date: 14/07/2023

Place: Latur



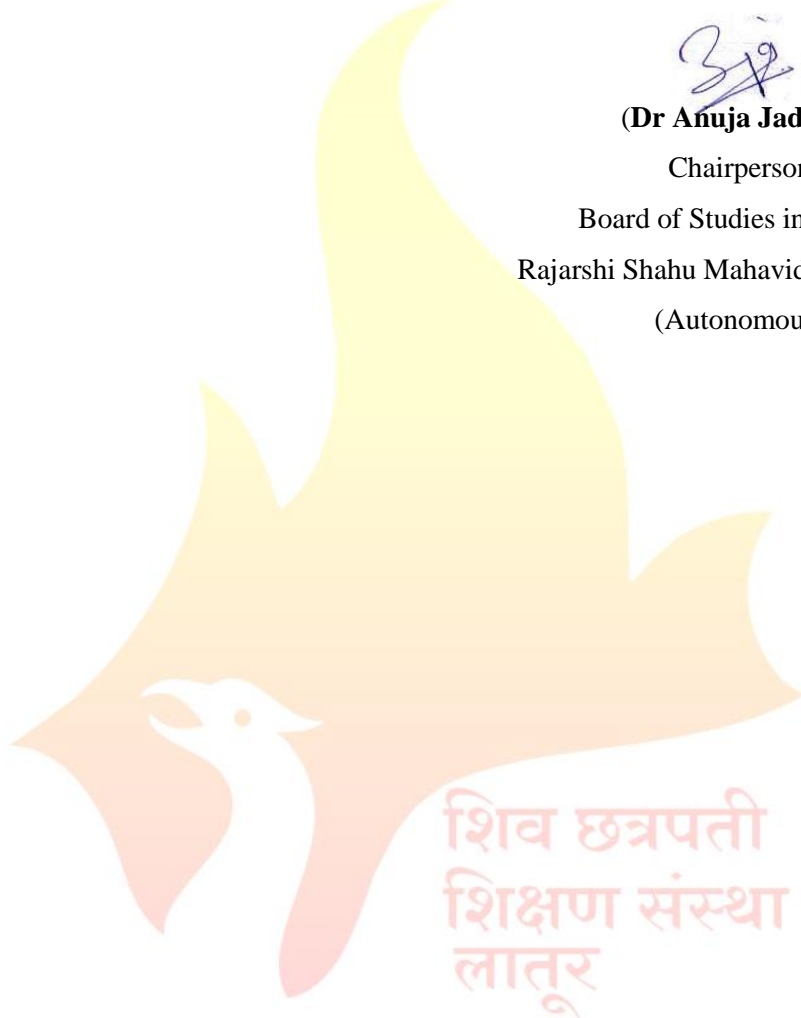
(Dr Anuja Jadhav)

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 UG 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 English (Honors/Research) 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. BA (Honors/Research) in English are predominantly comprised of structured learning opportunities to fulfill the expectations underlined by the NEP 2020. The activities in various courses like DSC, Minor, SEC etc. focus on group, individual, and classroom learning as well as outdoor research and library projects. The revised syllabus of the undergraduate 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 course modules both Core (compulsory) and Designate (elective), have been determined for the Graduate 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.

Rajarshi Shahu Mahavidyalaya,
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(Dr Anuja Jadhav)

Chairperson
Board of Studies in English



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Faculty of Humanities and Social Sciences

Structure for Four Year Multidisciplinary Undergraduate Degree Programme in English

Multiple Entry and Exit (In accordance with NEP-2020)

| Year & Level | Sem | Major | | Minor | GE/OE | VSC/ SEC (VSEC) | AEC/ VEC | OJT,FP,CEP, RP | Credit per Sem. | Cum./Cr. per exit |
|--|-------------|---|-----|-------|------------------|--|---|---|-----------------|-----------------------------|
| | | DSC | DSE | | | | | | | |
| 1 | 2 | 3 | | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| I 4.5 | I | DSC I: 04 Cr. DSC II: 04 Cr. | NA | NA | GE-I: 04 Cr. | VSC-I: 02 Cr. SEC-I: 02 Cr. | AEC-I MIL: 02 Cr. VEC-I: 02 Cr. | CC-I: 02 Cr. (NSS, NCC, Sports, Cultural)/ CEP-I: 02 Cr. (SES-I)/ OJT: 02 Cr. / Mini Project: 02 Cr. | 22 | 44 Cr. UG Certificate |
| | II | DSCIII: 04 Cr. DSC IV: 04 Cr. | NA | NA | GE-II: 04 Cr. | VSC-II: 02 Cr. SEC-II: 02 Cr. | AEC- II MIL: 02 Cr. VEC- II: 02 Cr. | Generic IKS: 02 Cr. | 22 | |
| | Cum. Cr. | 16 | - | - | 08 | 04+04= 08 | 04+02 +02=0 8 | 04 | 44 | |
| Exit Option: Award of UG Certificate in Major with 44 Credits and Additional 04 Credits Core NSQF Course/Internship or continue with Major and Minor | | | | | | | | | | |

Abbreviations:

1. DSC : Discipline Specific Core (Major)
2. DSE : Discipline Specific Elective (Major)
3. DSM : Discipline Specific Minor
4. GE/OE : Generic/Open Elective
5. VSEC : Vocational Skill and Skill Enhancement Course
6. VSC : Vocational Skill Courses
7. SEC : Skill Enhancement Course
8. AEC : Ability Enhancement Course
9. MIL : Modern Indian Languages
10. IKS : Indian Knowledge System
11. FSRCE : Fostering Social Responsibility & Community Engagement
12. VEC : Value Education Courses
13. OJT : On Job Training
14. FP : Field Projects
15. CEP : Community Engagement and Service
16. CC : Co-Curricular Courses
17. RP : Research Project/Dissertation
18. SES : Shahu Extension Services



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Department of English

B.A. (Honors/ Research) English

| Year & Level | Semester | Course Code | Course Title | Credits | No. of Hrs. | |
|--|----------------------|---|---|-----------|-------------|--|
| I 4.5 | I | 101ENG1101 (DSC-I) | History of English Literature | 04 | 60 | |
| | | 101ENG1102 (DSC-II) | British Literature: Medieval to Renaissance Age | 04 | 60 | |
| | | GE-I | From Basket | 04 | 60 | |
| | | 101ENG1501 (VSC-I) | Introduction to English Language | 02 | 30 | |
| | | (SEC-I) | From Basket | 02 | 30 | |
| | | (AEC-I) | From Basket | 02 | 30 | |
| | | (VEC-I) | Constitution of India | 02 | 30 | |
| | | AIPC/OJT-I | Case Study/Mini Project | 02 | 60 | |
| | Total Credits | | | | 22 | |
| | II | 101ENG2101 (DSC-III) | British Literature: The Enlightenment (Neoclassical) Period (1660-1790) | 04 | 60 | |
| | | 101ENG2102 (DSC-IV) | British Literature: Romantic Age(1790-1830) | 04 | 60 | |
| | | GE-II | From Basket | 04 | 60 | |
| | | 101ENG2501 (VSC-II) | Academic Writing and Composition | 02 | 30 | |
| | | (SEC-II) | From Basket | 02 | 30 | |
| | | (AEC-II) | From Basket | 02 | 30 | |
| (VEC-II) | | FSRCE (CBPR) | 02 | 30 | | |
| Generic IKS | | Introduction to Indian Knowledge System | 02 | 30 | | |
| Total Credits | | | | 22 | | |
| Total Credits (Semester I & II) | | | | 44 | | |



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| Programme Outcomes (POs) for B.A. in English (Degree) | |
|---|---|
| PO No. | Upon completion of this programme the students will be able to |
| PO 1. | Academic Competence Respond the ideas, views, thoughts and sentiments reflected in the different genres of literature in practical and subtle ways . |
| PO 2. | Interpersonal Skills Apply their emotional, aesthetic, reflective, intellectual, meditative, and spiritual faculties while dealing with the people and situations in life. |
| PO 3. | Problem Solving Skills Deal with reality sensitively and sensibly and accordingly respond and solve to the issues associated with sentiments and situations in real life experiences. |
| PO 4. | Research Competence Analyze and evaluate the literary texts with the help of critical theories and practical criticism. |
| PO 5. | Communicative Competence Make use of English language for effective communication following the phonology, morphology and syntax of English. |
| PO 6 | Creative Thinking Develop their faculty of creative thinking with the help of their studies of imaginative, artistic and ingenious literary writings. |
| PO 7 | Critical Thinking Skills Expand decisive Skills like analyzing, evaluating, interpreting, questioning and making a judgment about what you hear, say, read or write. |
| PO 8 | Professional Skills Develop self-regulating and inventive interpretations of creative, critical, linguistic, or literary material. |

Rajarshi Shahu Mahavidyalaya,
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Semester - I

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Department of English

Course Type: DSC-I

Course Title: History of English Literature

Course Code: 101ENG1101

Credits: 04

Max. Marks: 100

Lectures: 60 Hrs.

Learning Objectives:

- LO 1. To make the students know the history, origin and development of English literature.
- LO 2. To understand English poetry and its types.
- LO 3. To acquaint the students with English drama and its types
- LO 4. To familiarize the students with the literary genres of English literature.

Course Outcomes:

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

- CO 1. Develop their knowledge in the history, origin and development of English literature.
- CO 2. Comprehend and analyze English poetry.
- CO 3. Understand and develop interest in English literature and its genres.
- CO 4. Do systematic study of English literature through the literary eras.

| Unit No. | Title of Unit & Contents | Hrs. |
|----------|--|------|
| I | Introduction to English Literature | 16 |
| | A. What is Literature? B. Origin of English Literature C. Concept of Literary Periods in English Literature D. Chronological Development of English Literature E. Literary Genres : Poetry, Prose & Drama | |
| | Unit Outcomes: UO 1 Students will be acquainted with the origin, development and features of English Literature. UO 2 Students will develop a thorough understanding of historical stages of English Literature. UO 3 Students will get knowledge of Literary Genres and their development stages. | |

| Unit No. | Title of Unit & Contents | Hrs. |
|------------|--|-----------|
| II | Old English to The Renaissance | 14 |
| | <p>A. The Medieval Period (455 CE-1485 CE)</p> <p>a. The Anglo-Saxon or Old English Period 450-1066</p> <p>b. The Anglo-Norman or Middle English 1066-1500</p> <p>B. The Renaissance and Reformation (1485-1660 CE)</p> <p>a. Early Tudor Period 1485-1558</p> <p>b. The Elizabethan Age 1558-1603</p> <p>c. The Jacobean Age 1603-1625</p> <p>d. Caroline Age 1625-1649</p> <p>e. Commonwealth Period/Puritan Interregnum 1649-1660</p> <p>Unit Outcome:</p> <p>UO1. Students will come to know the literary features and development during Medieval, Renaissance and Reformation age.</p> <p>UO2. Students will compare the literature of various ages.</p> | |
| III | Neoclassical Period to Postmodern Period (1660-1945 onward) | 14 |
| | <p>C. The Enlightenment (Neoclassical) Period (1660-1790)</p> <p>a. Restoration Period (1660-1700)</p> <p>b. The Augustan Age (or Age of Pope) (1700-1750)</p> <p>c. The Age of Sensibility (or Age of Johnson) (1750-1790)</p> <p>D. The Romantic Period (1790-1830)</p> <p>E. The Victorian Period and the 19th Century (1832-1901)</p> <p>F. The Edwardian Period 1901-1914</p> <p>G. The Georgian Period 1910-1936</p> <p>H. The Modern Period (1914-1945)</p> <p>I. The Postmodern Period (1945 – onward)</p> <p>Unit Outcome:</p> <p>UO 1. Students will analyze the literary features and development during Neoclassical Period to Postmodern Period.</p> <p>UO 2. Students will understand the growth and development of the British literature.</p> | |
| IV | Timeline & Movements of English Literary Periods: | 16 |
| | <p>A. Major Literary Trends</p> <p>B. Movements</p> <p>C. Highlights</p> | |

| Unit No. | Title of Unit & Contents | Hrs. |
|----------|--|------|
| | Unit Outcome: UO 1 Students will be able to know the Timeline & Movements of English Literary Periods. UO 2. Students will evaluate the literary pieces in accordance with literary Trends. | |

Learning Resources:

1. Background to the Study of English Literature: B.A. Prasad, Macmillan Publisher, Chennai. 2019
2. English Literature: An Introduction for Foreign Readers: Rees, R.J. Macmillan Publisher, Chennai. 2020
3. A Glossary of Literary Terms, Abrams, M.H., Cenage USA 2018
4. Contemporary Literary Theory: A Students Companion. Krishnaswamy, Macmillan Education India Private Ltd. Kolkata 2022
5. A Spectrum of Literary Criticism: Thorat, Ashok, Frank Bros & Co Delhi. 2001
6. A History of English Language: Bough, AC Rutledge Publication, New Delhi 2019
7. An Outline History of English Language: Wood, F T, Trinity Publication, Mumbai
8. The Study of Language: Yule George, Cambridge Publication, Chennai 2021
9. English Language for Beginners: Lowe Michelle, Graham Ben, Orient Blackswan Publishing Co, Madras 2021
10. The Bloomsbury Dictionary of English Literature: Marion Wynne Davies, Bloomsbury Publication, 1997
11. A Glossary of Literary Terms (11th edition): M.H. Abrams, Geoffrey Galt Harpham, Cenage India Private Limited; 2015

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Department of English

Course Type: DSC-II

Course Title: British Literature: Medieval to Renaissance Age (1066-1660)

Course Code: 101ENG1102

Credits: 04

Max. Marks: 100

Lectures: 60 Hrs.

Learning Objectives

- LO 1. To make the students aware of the tradition of English literature from Medieval to Renaissance Literature
- LO 2. To formulate the students, understand salient features of Renaissance Humanism in literature.
- LO 3. To acquaint the students with major genres and forms of English literature.
- LO 4. To familiarize the students with the poetry drama and essays of Medieval to Renaissance age.

Course Outcomes:

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

- CO 1. Understand the tradition of English literature from Medieval to Renaissance Era
- CO 2. Develop a clear understanding of Renaissance Humanism that provides the basis for the texts suggested.
- CO 3. Engage with the major genres and forms of English literature and develop fundamental skills required for close reading and critical thinking of the texts and concepts
- CO 4. Appreciate and analyze the poetry drama and essays in the larger socio-political and religious contexts of the time.

| Unit No. | Title of Unit & Contents | Hrs. |
|----------|---|------|
| I | Introduction and Background | 12 |
| | A. Literary Features of Medieval Age a. Use of allegories in writing b. Religious and educational teaching c. Anonymity of writers d. The idea of courtly love and chivalry | |
| | B. Literary Features of Renaissance Age a. What is renaissance? b. Adoption of humanist philosophy | |

| Unit No. | Title of Unit & Contents | Hrs. |
|------------|--|-----------|
| | c. A journey of renaissance literature d. Famous writers and genres Unit Outcome: UO 1 Students will be acquainted with the salient features of Medieval to Renaissance Era. UO 2. Students will be familiar with humanism in renaissance period. | |
| II | British Poetry | 15 |
| | A. Geoffrey Chaucer: The Complaint of Mars B. John Donne :‘Valediction: Forbidding Mourning’ Unit Outcome: UO 1. Students will come to know the views of English poets and their poetry of Medieval and Renaissance age. UO 2. Students will develop habits of reading poems and appreciate them. | |
| III | British Drama | 17 |
| | A. William Shakespeare: Macbeth Unit Outcomes: UO 1. Students will be familiarized with the style and tradition of drama. UO 2. Student will be studied more about types of drama. | |
| IV | British Prose | 16 |
| | A. Thomas More: Utopia B. Francis Bacon: Of Studies Unit Outcome: UO 1. Students will comprehend the significance of prose writing. UO 2. Students will develop their interest in prose reading. | |

Learning Resources:

1. History of English Literature (Revised Edition), Edward Albert, Oxford University Press; 8th edition, 2017.
2. History Of English Literature Andrew Sanders, Oxford; Third edition 2005
3. Amoretti, a Sonnet Cycle: Also Includes Epithalamion & Prothalamion: Or, a Spousall Verse: Lightning Source: Edmund Spenser, Atlantic Publishers and Distributors, New Delhi 2019.
4. Chaucer and the Country of the Stars: Poetic Uses of Astrological Imagery, Chauncey

Wood, Princeton University Press, 2016

5. Utopia 1516-2016: More's Eccentric Essay and its Activist Aftermath, Ed Han van, , Ruler Giulia Sissa, Amsterdam University Press, 2017
6. The Complete Poems of John Donne VI: John Donne Kessinger Publishing USA 2008.
7. The Complete Poetry and Selected Prose of John Donne (Modern Library Classics): John Donne, Modern Library Inc; Modern Library Pbk. Ed edition, 2001.
8. Macbeth: William Shakespeare, B E S Pub Co New York 1985.
9. Macbeth: William Shakespeare, Ramji Lall, Masood Books UP, 2016.
10. The Essays: Francis Bacon, Penguin Classics, 2005.
11. The Essays of Francis Bacon: The Fifty-Nine Essays Complete: Francis Bacon, Rama Brothers India Pvt. Ltd. 2012.
12. The Bloomsbury Dictionary of English Literature: Marion Wynne Davies, Bloomsbury Publication, 1997.
13. A Glossary of Literary Terms 11th edition: M.H. Abrams, Geoffrey Galt Harpham, Cengage India Private Limited. 2015.



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Department of English

Course Type: VSC-I

Course Title: Introduction to English Language

Course Code: 101ENG1501

Credits: 02

Max. Marks: 50

Lectures:30 Hrs

Learning Objectives:

- LO 1. To make the students know the history, origin and development of English language.
- LO 2. To aware the students understand English Vocabulary and its origin.
- LO 3. To familiar students with the basic of linguistics.

Course Outcomes:

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

- CO 1. Develop their knowledge in the history, origin and development of English language.
- CO 2. Comprehend English Vocabulary, its origin and present status.
- CO 3. Make correct pronunciations of English words

| Unit No. | Title of Unit & Contents | Hrs. |
|----------|--|------|
| I | History of English Language | 12 |
| | A. The Origin of Language, B. Development of English Language C. Old, Middle and Modern English D. The differences between British English and American English Vocabulary, Spelling, Pronunciation and other areas. | |
| | Unit Outcome: UO 1 Students will acquire the knowledge of history, origin and development of English language. UO 2 students will understand the durance between British and American English. | |
| II | English Vocabulary | 10 |
| | A. Synonym & Antonym B. Homonym & Homophones C. Metonymy & Polysemy D. Idioms & Phrases | |

| | | |
|------------|---|-----------|
| | <p>Unit Outcome:</p> <p>UO 1 Students will comprehend English Vocabulary, its origin and present status.</p> <p>UO 2 Students will develop English vocabulary by reading English news papers and short story books.</p> | |
| III | Introduction to Linguistics | 08 |
| | <p>A. Definition and Nature of Linguistics</p> <p>B. Areas of Linguistics</p> <p>i. Phonetics</p> <p>ii. Morphology</p> <p>iii. Phonology</p> <p>iv. Pragmatics</p> <p>v. Semantics</p> <p>vi. Syntax</p> | |
| | <p>Unit Outcome:</p> <p>UO 1 Students will make correct pronunciations of English words and understand the role of linguistics as a scientific study of language.</p> <p>UO 2 Students will understand and make correct grammatical use of sentence structures while speaking and writing.</p> | |

Learning Resources:

1. The Origins and Development of the English Language: John Algeo, Michael Rosenberg Publisher, 2018.
2. English Grammar & Composition Very Useful for All Competitive Examinations: S.C. Gupta, Arihant Publications; Second edition, 2014.
3. Practical English Grammar & Composition: S.C. Gupta, Arihant Publications; 2012.
4. The Study of Language: George Yule, Cambridge University Publication, New Delhi. 2010.
5. An Outline History of English Language: F T Wood, Trinity Publication, 2017.
6. A History of the English Language: Albert C. Baugh and Thomas Cable, published by Pearson Education. 2002.
7. English Language for Beginners Unknown Binding: Ben Graham Michelle Lowe, Orient Black Swan, New Delhi. 2000.
8. British English and American English: Augustino Emmanue, Tumaini University Makumira, 2000.
9. Guide To The Differences Between British And American English: Glenn Darragh, Editorial Stanley, Spain. 2000.

Semester - II

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Department of English

Course Type: DSC III

Course Title: British Literature: Neo-Classical Period (1660-1790)

Course Code: 101ENG2101

Credits: 04

Max. Marks: 100

Lectures: 60 Hrs.

Learning Objectives:

- LO 1. To make the students know the history and development of Neoclassical English Literature.
- LO 2. To make the students understand Neoclassic English poetry and its tradition.
- LO 3. To acquaint the students with Neoclassic English drama and its significance.
- LO 4. To familiarize the students with the literary style of prose writing in the Neoclassical period.

Course Outcomes:

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

- CO 1. Develop a thorough understanding of the various eras in the history of English Literature including the Restoration and Neoclassical periods through the perusal of Representative works of the time.
- CO 2. Investigate the way the volatile socio-political scenario influenced the literary production of the era.
- CO 3. Gain insights into the genre of Comedy of Manners and Heroic Plays
- CO 4. Decode the stylistic aspects of restoration poetry which is quintessential

| Unit No. | Title of Unit & Contents | Hrs. |
|----------|--|-----------|
| I | Introduction and Background | 15 |
| | 1. Definitions of Enlightenment, Neoclassical & Restoration 2. Religion and Politics During the Neo-Classical Period 3. Literary Trends in the Neo-Classical Period <ul style="list-style-type: none">a. Heroic Playsb. Restoration Comedy of Mannersc. Beginning of Neoclassicism | |

| Unit No. | Title of Unit & Contents | Hrs. |
|------------|---|-----------|
| | <p>d. Imitating the Ancient work e. Influence from the French f. Age of Reasons and Prose g. End of Lyrics and the Emergence of Satire h. Female Dramatists came into Existence</p> <p>4. Brief acknowledgement of Literary Genres of the Era</p> <p>Unit Outcomes: UO 1: Students will discuss the religious and political condition during the Restoration Period UO 2: Students will explain the social conditions existing in the Restoration society UO 3: Students will examine the salient features of the literature produced during the Restoration Period</p> | |
| II | British Poetry | 15 |
| | <p>A. Thomas Grey: Elegy Written in a Country Churchyard B. William Collins: Ode to Evening C. Alexander Pope: Ode on Solitude</p> <p>Unit Outcome: UO 1: Students will analyze the poems Elegy Written in a Country Churchyard and Ode to Evening UO 2: Students will identify the salient features of Thomas Grey and William Collins' poetic style UO 3: Students will recognize the concept of Ode with reference to Ode on Solitude by Alexander Pope</p> | |
| III | British Drama | 17 |
| | <p>A. John Dryden: All for Love; or, The World Well Lost</p> <p>Unit Outcome: UO 1: Students will identify the significant events in the life of John Dryden UO 2: Students will analyze the significance of the play in the literary history of English.</p> | |
| IV | British Prose and Fiction | 13 |
| | <p>A. Samuel Richardson : Pamela</p> <p>Unit Outcome: UO 1: Students will recognize the significant contribution of Aphra Behn as a</p> | |

| Unit No. | Title of Unit & Contents | Hrs. |
|----------|---|------|
| | woman writer UO 2: Students will examine the significance of the novel in the literary history of English. | |

Learning Resources:

1. The Cambridge Guide to Literature in English : Ian Ousby, Cambridge: Revised Edition Cambridge University Press,1993.
- 2.. Restoration Literature: An Anthology: Hammond, Paul. 2002 Oxford, U.K. :Oxford University Press.
3. Restoration Literature , Moore, Cecil. 2007. Vancouver: Read Books.
- 4.Restoration and Eighteenth-Century Poetry 1660-1780: Eric Rothstein, London: Routledge.
5. Restoration Comedy in Performance: J.L. Styan, Cambridge, U.K. Cambridge University Press, 1986..
- 6.Restoration Plays and Players: An Introduction, David Roberts, Cambridge, U.K.: Cambridge University Press,2014.
- 7.. The Oxford Companion to English Literature, Margaret Drabble, 5th ed. rev. and updated. Oxford: Oxford University Press, 1995.
- 8.Adrian Goldsworthy, Antony and Cleopatra. New Haven: Yale University Press, 2010.
9. "All for Love; or, The World Well Lost.": W. Davenport Adams, Theatre Database. originally 1904, reprinted online at a date unknown. January 17, 2020.
- 10.Blanchard, Jane (2011). "Composing Purpose in Richardson's "Pamela"".South Atlantic Review.76 (2): 93–107. JSTOR 43050924

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Rajarshi Shahu Mahavidyalaya,
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Department of English

Course Type: DSC IV

Course Title: British Literature: Romantic Age(1790-1830)

Course Code: 101ENG2102

Credits: 04

Max. Marks: 100

Lectures: 60 Hrs.

Learning Objectives:

- LO 1. To make the students aware of the concept and tradition of romantic age.
- LO 2. To make the students understand salient features of romantic literature.
- LO 3. To acquaint the students with select genres and forms practiced in romantic age.
- LO 4. To familiarize the students with the poetry, prose and fiction writings with the help of select literary texts from romantic age.

Course Outcomes:

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

- CO 1. Understand the concept and significance romantic literature.
- CO 2. Develop a clear understanding of romantic literature that provides the basis for the texts suggested.
- CO 3. Connect themselves with the major genres and forms of romantic literature and develop fundamental skills required for close reading and critical thinking of the texts and concepts.
- CO 4. Appreciate and analyze the poetry, prose and fiction of the romantic tradition in the larger socio-political and religious contexts of the time.

| Unit No. | Title of Unit & Contents | Hrs. |
|----------|--|------|
| I | Introduction and Background | 15 |
| | A. The Romantic Movement in England-Romantic Revival- The Concept of Nature, Reason and Imagination B. The Return to Nature- Realism-Concept of Introversion-English drama during the Romantic Age-The decline of drama-The Lyric-The Ode C. The Theory of Poetic Diction-Women's writing - The spread of education - The historical Novel | |
| | Unit Outcome: UO 1 Students will be aware of the concept in romantic literature | |

| Unit No. | Title of Unit & Contents | Hrs. |
|------------|---|-----------|
| | UO 2 Students will come to know the significance of romantic literature in the development of British literature. | |
| II | British Poetry | 18 |
| | A. Robert Burns: Highland Mary B. William Wordsworth: Ode on Intimations of Immortality C. P. B. Shelley : Ode to Skylark Unit Outcome: UO 1 Students will be acquainted with the romantic views with the help of studied poetry. UO 2 Students will be familiar with the philosophy reflected in the poetry. | |
| III | British Prose | 13 |
| | A. John Keats: Negative Capability B. S. T Coleridge: Biographia Literaria (Chapter 13, 14) Unit Outcome: UO 1 Students will come to know the style of writing the literary prose and art of expressing literary views. UO 2 Students will be able to observe the concepts of aestheticism reflected in the select prose pieces. | |
| IV | British Fiction | 14 |
| | A. Sir Walter Scott : The Talisman Unit Outcome: UO 1 Students will comprehend the significance of historical fiction. UO 2 Students will discuss moral and philosophical ideas reflected in The Talisman. | |

Learning Resources:

1. Romantics, Rebels and Reactionaries: English Literature and Its Background 1760-1830: Marilyn Butler, Oxford: Oxford University Press, 1985.
2. Romantic Poetry: A Bibliography, 1770- 1835: J.R.de J. Jackson (James Robert de Jager). ,Oxford: Clarendon Press, 1993.
3. English Romantic Poets: Modern Essays in Criticism: M. H Abrams,(ed.) USA: Oxford University Press, 1975.
4. Robert Burns: The Patriot Bard. London: Patrick Scott Hogg, Random House,2011.
5. Wordsworth and the Poetry of Human Suffering. Ithaca: James H. Averill, Cornell

University Press, 1980.

6. The Life of Samuel Taylor Coleridge: A Critical Biography: Rosemary Ashton, Oxford: Blackwell Publishers, 1996.

7. Percy Shelley: Harold. Bloom, New York: Infobase Publishing, 2009.

8. Reading Romantics: Texts and Context. J Peter Manning, New York: Oxford University Press, 1990.

9. John Keats: John. Barnard, U.K.: Cambridge University Press, 1987.

10. Walter Scott: The Making of the Novelist. Toronto: , Jane Millagte. University of Toronto Press, 1987.



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Department of English

Course Type: VSC-II

Course Title: Academic Writing and Composition

Course Code: 101ENG2501

Credits: 02

Max. Marks: 50

Lectures: 30 Hrs.

Learning Objectives:

- LO 1. To aware the students about writing skill and its techniques.
LO 2. To familiarize the students with the techniques of academic writing in English language.
LO 3. To make the students understand the process of English Composition.

Course Outcomes:

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

- CO 1. Write paragraphs on various topics.
CO 2. Develop their knowledge in the academic writing in English language.
CO 3. Correlate between academic writing and composition.

| Unit No. | Title of Unit & Contents | Hrs. |
|------------|--|-----------|
| I | Writing Skill | 08 |
| | A) Features of Writing B) Paragraph Writing C) Writing Techniques: Note Making and Note Taking. D) Writing Comprehension. | |
| | Unit Outcome: UO 1 Students will acquire writing skill in English language UO 2 Develop writing skill through paragraph writing | |
| II | Academic Writing | 12 |
| | A) Introduction to Academic Writing B) Types of Academic Writing C) Process of Academic Writing D) Elements of Academic Writing E) Samples of Academic Writing | |
| | Unit Outcome: UO 1 Students will able to describe the things and write articles.etc. UO 2 Students will be understand the importance of academic writing | |
| III | Composition | 10 |

| | | |
|--|---|--|
| | A) Introduction to Composition Writing B) Characteristics of Good Composition C)Steps of Composition Writing D)Modes of Composition E)Samples of Composition Writing | |
| | Unit Outcome: UO 1 Students will compose paragraphs and express their ideas through different types of Compositions. UO 2 Students will be able to comprehend the meaning of the passage | |

Learning Resources:

1. English Grammar & Composition Very Useful for All Competitive Examinations: S.C. Gupta, Arihant Publications; Second edition, 2014.
2. Practical English Grammar & Composition: S.C. Gupta, Arihant Publications; 2012.
3. The Oxford Essential Guide to Writing: S.K.Thomas, Essential Resource Library; 2003.
4. The Classic Guide to Better Writing: Step-by-Step Techniques and Exercises to Write Simply, Clearly and Correctly: Rudolf Flesh, Collins Reference; New edition, 1996.
5. Perspectives and Perceptions on Academic Writing and Citations: V.K. Kanvaria, V L Media Solutions; First Edition, 2016.
6. Academic Writing and Composition A Handbook: D.D.Halder, Binding: Paperback, 2016.
7. Academic Writing: The Complete Guide: Pamela Den Oden and Steven Roe, Canadian Scholars 3rd edition, 2018.

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UG First Year

Basket I: Generic/Open Elective (GE/OE)

(GEs offered to the Humanities and Social Sciences students in Sem.-I& II)

| Sr. No. | BoS Proposing GE/OE | Code | Course Title | Credits | Hrs. |
|---------|---------------------------|------------|---|---------|------|
| 1 | Biotechnology | 101BIO1401 | Nutrition, Health and Hygiene | 04 | 60 |
| 2 | Chemistry | 101CHE1401 | Medicines for Daily Life | 04 | 60 |
| 3 | Commerce | 101MAE1401 | Fundamentals of Statistics | 04 | 60 |
| 4 | Commerce | 101BAI1401 | Personal Financial Management | 04 | 60 |
| 5 | Information Technology | 101COM1401 | MS-Office | 04 | 60 |
| 6 | Microbiology | 101MIB1401 | Microbiology in Everyday life | 04 | 60 |
| 7 | Music | 101MUS1401 | Indian Vocal Classical & Light Music | 04 | 60 |
| 8 | NCC Studies | 101NCC1401 | Introduction to NCC | 04 | 60 |
| 9 | Physics | 101PHY1401 | Energy Sources | 04 | 60 |
| 10 | Sports | 101SPO1401 | Counselling and Psychotherapy | 04 | 60 |

Note: Student can choose any one GE from the basket.

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Basket II: Skill Enhancement Courses (SEC)

(SEC offered to the Humanities and Social Sciences students in Sem.-I& II)

| Sr. No. | BoS Proposing SEC | Code | Course Title | Credits | Hrs. |
|---------|------------------------|------------|--|---------|-------|
| 1 | Biotechnology | 101BIO1601 | Food Processing Technology | 02 | 30-45 |
| 2 | Commerce | 101AAF1601 | Financial Literacy | 02 | 30 |
| 3 | English | 101ENG1601 | Proof Reading and Editing | 02 | 30 |
| 4 | English | 101ENG1602 | Communication Skills | 02 | 30 |
| 5 | Geography | 101GEO1601 | Tourism & Travel Management | 02 | 30-45 |
| 6 | Information Technology | 101COA1601 | PC Assemble and Installation | 02 | 30-45 |
| 7 | Marathi | 101MAR1601 | कथा/पटकथालेखन | 02 | 30 |
| 8 | NCC Studies | 101NCC1601 | Leadership and Personality Development | 02 | 30 |
| 9 | Zoology | 101ZOO1601 | Bee Keeping | 02 | 30-45 |

Note: Student can choose any one SEC from the basket.



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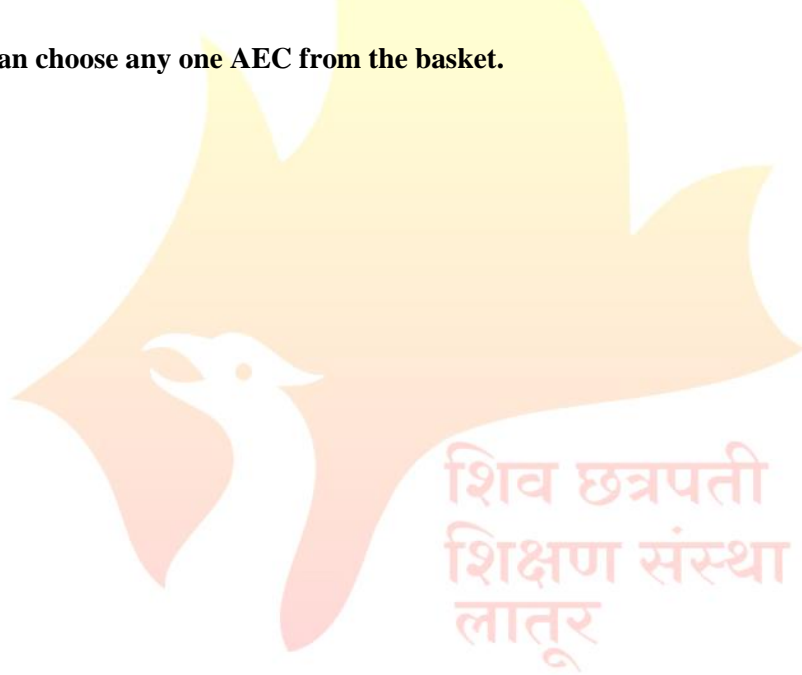
UG First Year

Basket III: Ability Enhancement Courses (AEC)

(AEC offered to the Humanities and Social Sciences students in Sem.-I)

| Sr. No. | BoS Proposing AEC | Code | Course Title | Credits | Hrs. |
|---------|-------------------|------------|-------------------------------|---------|------|
| 1 | Marathi | 101MAR1701 | भाषिककौशल्यभाग – १ | 02 | 30 |
| 2 | Hindi | 101HIN1701 | हिंदीभाषाशिक्षणभाग – १ | 02 | 30 |
| 3 | Sanskrit | 101SAN1701 | व्यावहारीकव्याकरणनितिसुभाषिते | 02 | 30 |
| 4 | Pali | 101PAL1701 | उपयोजितव्याकरण | 02 | 30 |
| 5 | English | 101ENG1701 | English for Professionals | 02 | 30 |

Note: Student can choose any one AEC from the basket.



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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.

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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 |
| DSC/DSE/GE/OE/Minor | 100 | 10 | 10 | 20 | 10 | - | - | 40 | 60 | 100 |
| DSC | 75 | 05 | 10 | 15 | 10 | - | - | 30 | 45 | 75 |
| Lab Course/AIPC/OJT/FP | 50 | - | - | - | - | 05 | 20 | - | 25 | 50 |
| VSC/SEC/AEC/VEC/CC | 50 | 05 | 05 | 10 | 05 | - | - | 20 | 30 | 50 |

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.