

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)

[UG III Year]

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

w.e.f. June, 2025

(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 2025-26**. It was found that, the structure is as per the NEP-2020 guidelines of Govt. of Maharashtra.

Date: 11 April 2025

Place: Latur

NEP CELL

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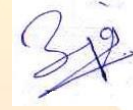
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CERTIFICATE

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 2025-26**.

Date: 26 March 25

Place: Latur



(Dr Anuja Jadhav)

Chairperson

Board of Studies in English

Rajarshi Shahu Mahavidyalaya, Latur
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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	Mr. Krishna Deshmukh	Member	Faculty Member
10	Ms Vaishali Mulje	Member	Faculty Member
11	Ms Archana Sawant	Member	Faculty Member
12	Mr Anant Panchal	Member	Faculty Member
11	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.



(Dr Anuja Jadhav)
Chairperson
Board of Studies in English



Shiv Chhatrapati Shikshan Sanstha's

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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	Credi t per Sem.	Cum./Cr. per exit
		DSC	DSE							
1	2	3		4	5	6	7	8	9	10
III 5.5	V	DSC IX: 04 Cr. DSC X: 04 Cr.	DSE- I :04 Cr	DSM III: 04 Cr. DSM IV: 02 Cr.	NA	VSC III: 02 Cr	VEC II: 02 Cr EVS	NA	22	132 Cr. UG Degree
	VI	DSC XI: 04 Cr. DSC XII: 04 Cr.	DSE- I :04 Cr	DSM V: 04 Cr.	NA	VSC IV : 02 Cr	NA	Academic Project: 04 Cr.	22	
	Cum . Cr.	16	08	10	-	06		04	44	

Exit Option: Award of UG Degree in Major with 132 Credits 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 Course
7. SEC : Skill Enhancement Course
8. AEC : Ability Enhancement Course
9. MIL : Modern Indian Languages
10. IKS : Indian Knowledge System
11. VEC : Value Education Course
12. OJT : On Job Training
13. FP : Field Project
14. CEP : Fostering Social Responsibility & Community Engagement (FSRCE)
15. CC : Co-Curricular Course
16. RP : Research Project/Dissertation
17. SES : Shahu Extension Services

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Faculty of Humanities and Social Sciences

Programme Outcomes (POs) for B.A. in English (Degree)	
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.



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Programme Specific Outcomes (PSOs) for B.A. in English (Degree)	
PSO No.	After completion of this programme the students will be able to -
PSO 1	Academic Competence Respond the ideas, views, thoughts and sentiments reflected in the different genres of literature in practical and subtle ways.
PSO 2	Interpersonal Skills Apply their emotional, aesthetic, reflective, intellectual, meditative, and spiritual faculties while dealing with the people and situations in life.
PSO 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.
PSO 4	Research Competence Analyze and evaluate the literary texts with the help of critical theories and practical criticism.
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Faculty of Humanities and Social Sciences

Department of English

B.A. (Honors/ Research) English

Year & Level	Semester	Course Code	Course Title	Credits	No. of Hrs.
I 5.5	V	(DSC-IX)	Indian Writing in English	04	60
		(DSC-X)	American Literature	04	60
		DSE-I(a)/ DSE-I(b)	Women’s Writing in English Or Science Fiction and Detective Literature	04	60
		(DSM-III)	Literary Essay, Life Writing, Elementary Phonetics and Morphology	04	60
		(DSM-IV)	Practical Translation	02	30
		(VSC-III)	Introduction to Phonetics	02	30
		(VEC-II)	EVS	02	30
		Total Credits			22
	VI	(DSC-XI)	Indian Literature in English Translation	04	60
		(DSC-XII) IKS	Classical Myths Epics: New Perspectives	04	60
		DSE-II(a)/ DSE-II(b)	New Literature in English / Popular Literature	04	60
		(DSM-V)	Indian English Writings	04	60
		(VSC-IV)	Functional Grammar	02	30
		AIPC/OJT-I	Academic Project	04	60
		Total Credits			22
	Total Credits (Semester I & II)				44



Curriculum

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Major and VSC Courses

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Semester - V

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Unit No.	Title of Unit & Contents	Hrs.
III	Indian Drama	13
	1. Girish Karnad: Hayavadana	
	Unit Outcomes: UO 1. Students will come to know Indian dramatists and their drama. UO 2. Students will understand the literary tradition of Indian drama.	
IV	Indian Fiction and Non-Fiction	20
	1. Khushwant Singh: Love Story in London 2. Arvind Adiga: The White Tiger	
	Unit Outcomes: UO 1 Students will understand the non-fiction writing from Indian literature. UO 2 Students will develop their interest in the contemporary fiction writers from Indian Literature.	

Learning Resources:

1. A History of Indian English Literature, M K Naik, Sahitya Akademi, New Delhi, 2011.
2. Anthology of Indian English Poetry, By Singh, S. K. (eds.) , Orient Blackswan, Hyderabad, 1989.
3. Aravind Adiga and His master's voice, Adrian Turpin, HarperCollins Publishers, New Delhi, 2009.
4. Five Indian English Poets, Shirish Chindhade, Atalntic, New Delhi, 1996.
5. Girish Karnad: A Contemporary Playwright, Shailaja B. Wadikar, Atlantic Publishers 2018
6. Hayavadana, Girish Karnad, Oxford, UK,1997
7. Indian Writing in English, K. R. Srinivasa Iyengar, Sterling Publications Private Limited, New York, 2009
8. Modern Indian Poetry in English, Sahitya Akademi, New Delhi, 1991.
9. The Collected Short Stories of Khushwant Singh, Ravi Dayal Publisher, New Delhi, 2005
10. The White Tiger, Aravind Adiga, Free Press, New Delhi, 2008.



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Faculty of Humanities and Social Sciences

Department of English

B A III Semester V

Course Type: DSC- X

Course Title: American Literature

Course Code: _____

Credits: 04

Max. Marks:100

Lectures: 60 Hrs.

Learning Objectives:

- LO 1. To make the students familiar with the basic concepts and background of American Literature.
- LO 2. To make the students analyze and describe Poetry, Drama, Novels and short stories.
- LO 3. To understand the social and cultural aspects from Poetry, Drama, Novels and short stories.
- LO 4. To create interest of the students towards American Literature.

Course Outcomes:

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

- CO 1. Develop basic concepts and background of American Literature.
- CO 2. Improve their analysis and description capacity for understanding Poetry, Drama, Novels and short stories.
- CO 3. Develop understanding of social and cultural aspects from Poetry, Drama, Novels and short stories.
- CO 4. Develop interest in American Literature

Unit No.	Title of Unit & Contents	Hrs.
I	Background of American Literature	14
	1. Introduction of American Literature 2. Native American Literature 3. Colonialism, Enlightenment & Revolution 4. American Gothic and Transcendentalist	
	Unit Outcomes: UO 1 Students will acquire basic knowledge American Literature. UO 2 Students will familiar with literary terms related to American Literature.	
II	American Poems	16
	1. Walt Whitman: 1. O Captain! My Captain!! 2. The Sleeper 2. Henry Longfellow: 1. A Psalm of Life 2. The Song of Hiawatha	
	Unit Outcomes: UO 1 Students will understand the poems and poets' views from the	

	contemporary time UO 2 Students will recite the poems and analysis in their own way.	
III	American Drama	15
	1. Tennessee Williams: The Glass Menagerie	
	Unit Outcomes: UO 1 Students will acquaint with the American dramatists UO 2 Students will understand the aspects, themes and plot etc of the drama	
IV	American Fiction and Non-Fiction	15
	1. Edgar Allen Poe: The Cask of Amontillado 2. Robert Frost: The Last Leaf 3. Earnest Hemingway: The Sun Also Rises	
	Unit Outcomes: UO 1 Students will acquaint with the American Short story writers. UO 2 Students will understand the aspects, themes and plot from Novels and short stories.	

Learning Resources:

1. A Brief History of American Literature, Gray, Richard. Delhi: Oxford Press 2016
2. Bohan, Ruth L. Looking into Walt Whitman: American Art, 1850–1920 (1st ed.). University Park: Penn State University Press 2006.
3. "Imagined America: Walt Whitman's Nationalism in the First Edition of Leaves of Grass". O'Reilly, Nathanael. Irish Journal of American Studies 2009.
4. The Oxford Encyclopedia of American Literature, Volume 3, Parini, Jay. OUP, 2004
5. The American Novel and its Tradition, Chase, Richard: Gordian Press Inc, 1957
6. The Last Leaf, Robert Frost, Atlantic Publication, 2009.
7. The Cask of Amontillado, Edgar Allen Poe, Newman Publication, Delhi. 2014
8. The Sun Also Rises, Earnest Hemingway, Vintage Publication, 2012
9. The Selected Poems of Henry Longfellow, Henry Longfellow, Orient Publication, Mumbai. 1989
10. Walt Whitman: A Life. Kaplan, Justin. New York: Harper Perennial Modern Classics 2003.



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Faculty of Humanities and Social Sciences

Department of English

B A III Semester V

Course Type: DSE- I (a)

Course Title: Women's Writing in English

Course Code:

Credits: 04

Max. Marks:100

Lectures: 60 Hrs.

Learning Objectives:

- LO 1. To sensitize students to various issues pertaining to women, their role and treatment in a patriarchal society cutting across race, class, culture and ethnicity.
- LO 2. To prepare the students to comprehend, assess and analyze the role of women in the relatively changing world.
- LO 3. To sensitize students to the exploitation and the predicament of women down the ages through women's writing
- LO 4. To acquaint the students with different themes and styles as reflected in women's writings

Course Outcomes:

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

- CO 1. Understand the impact of patriarchy on women and become sensitized to the need for gender equality
- CO 2. Distinguish women's writing as one shaped by their gender experiences
- CO 3. Gain an understanding from the themes of suppression, oppression and marginalization expressed by women writers across the world and gauge its effect in changing the social construct
- CO 4. Analyze literary texts through the perspective of gender.

Unit No.	Title of Unit & Contents	Hrs.
I	Introduction to Women's Writing	15
	<ul style="list-style-type: none">1. What is Patriarchy? Mary Wollstonecraft/ Reform Bills- Right to Vote for Women2. Concepts of Gender. Gender Stereotypes. Gender and Culture.3. What is the importance of gender sensitization and gender equality?4. Feminism, Revisionist Myth-making, Dalit Feminism, Black Feminism5. Woman's Language6. Literary background of women's writings	
	Unit Outcomes: UO 1. Students will understand literary background of women's writings UO 2. Students will familiar with Concepts of Gender. Gender Stereotypes. Gender and Culture	
II	Poetry	14
	<ul style="list-style-type: none">1. Imtiaz Dharker: Purdah2. Mamta Kalia: Tribute to Papa3. Emily Bronte: No Coward Soul is Mine	

	4. Emily Dickinson: I cannot live with you	
	Unit Outcomes: UO 1 Students will understand the poems and poets' views from the contemporary time UO 2 Students will recite the poems and analysis in their own way.	
III	Drama	16
	1. Maria Irene: Fornes Fefu and Her Friends. 2. M. Sajitha : Matsyagandhi	
	Unit Outcomes: UO 1 Students will acquaint with the dramatists UO 2 Students will understand the aspects, themes and plot etc of the drama	
IV	Fiction and Non-Fiction	15
	1. Alice Walker: The Color Purple 2. Alice Munro: Boys and Girls 3. Shashi Deshpande: I Want	
	Unit Outcomes: UO 1 Students will familiarize with the American novel. UO 2 Students will understand the aspects, themes and plot from Novels and short stories.	

Learning Resources:

1. A Room of One's Own, Woolf, Virginia, New York: Harcourt, Brace and Company, 1929.
2. A Study Guide for Alice Munro's "Boys and Girls, Alice Munro's, Gale Publication, Delhi. 2000
3. The Color Purple, Alice Walker, Atlantic Publication, Mumbai. 2002ssssssss
4. Feminism - Wikipedia <https://en.wikipedia.org/wiki/Feminism>
5. Feminism in English fiction: forms and variations, Nahal, Chaman. Feminism and Recent fiction in English New Delhi: Prestige Books. P: 77, 1990.
6. The Second Sex, Beauvoir, Simone de, New York: Vintage Books 1989, c1952.
7. Toward a Feminist Poetics," Women's Writing and Writing About Women, Showalter, Elaine, London: Croom Helm, 1979.
8. Fefu and Her Friends, Maria Irene Fornes, Performing Arts Journals publisher, 2001.
9. Matsyagandhi, Sajitha Madathil, Lit for India, 2012.
10. A Collection of Poetry, Mamta Kalia,



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Faculty of Humanities and Social Sciences

Department of English

B A III Semester V

Course Type: DSE- I (b)

Course Title: Science Fiction and Detective Literature

Course Code: _____

Credits: 04

Max. Marks:100

Lectures: 60 Hrs.

Learning Objectives:

- LO 1. To know the meaning of science fiction and detective novels and their different characteristics.
- LO 2. To read and comprehend the representative literary works of science fiction and detective literature included in the course.
- LO 3. To understand how formulaic components, build the perfect universe without restrictions or doubts in readers' imagination.
- LO 4. To probe into the literary and artistic virtues of science fiction and detective literature.

Course outcomes:

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

- CO 1. Comprehend the scope and nature of science fiction and detective novels
- CO 2. Elaborate the different aspects of science fiction and detective novels
- CO 3. Appreciate the techniques of science fiction and detective novels
- CO 4. Explain the mysterious and scientific imagination from science fiction and detective novels

Unit No.	Title of Unit & Contents	Hrs.
I	Background to Shakespeare and his Era	15
	1. Science Fiction and Fantasy, Cyberpunk (From M.H. Abrams) 2. Alien Invasion, Apocalyptic and Post-Apocalyptic Fiction 3. Gothic Science Fiction, 4. Crime Fiction, Mystery Novels, Thriller (From M.H. Abrams)	
	Unit Outcomes: UO 1. Students will acquire basic knowledge of Science fiction. UO 2. Students will familiar with literary terms related to Science fiction.	
II	Detective Fiction	15
	1. Arthur Conan Doyle – The Hound of Baskervilles 2. Willkie Collins: The Woman in White	
	Unit Outcomes: UO 1. Students will understand the detective fiction UO 2. Students will know about Doyle and Collins fiction and the impact on the society.	

III	Science Fiction	14
	1. Gabriel García Márquez: One Hundred Years of Solitude 2. Isaac Asimov: Nightfall	
	Unit Outcomes: UO 1. Students will acquaint with Gabriel García Márquez and Isaac Asimov's Science Fiction. UO 2. Students will understand the aspects, themes and plot etc of the fictions.	
IV	Short Stories	16
	1. Śaradindu Bandyopādhyāya – The Mystery of the Fortress 2. E.M. Forster – The Machine Stops	
	Unit Outcomes: UO 1. Students will acquaint with Short Stories of Śaradindu Bandyopādhyāya and Foster's short stories. UO 2. Students will understand the themes plots and aspects of the short stories.	

Learning Resources:

1. Consciousness and Science Fiction, Damien Broderick, Springer International Publishing, 2018
2. Detective Fiction and the Problem of Knowledge, Perspectives on the Metacognitive Mystery Tale, Antoine Dechéne, Springer International Publishing, 2018.
3. Indian Science Fiction: Patterns, History and Hybridity, Suparno Banerjee, University of Wales Press, 2020.
4. Nightfall and Other Stories, Isaac Asimov, Random House Worlds, 2021
5. One Hundred Years of Solitude, By Gabriel Garcia Marquez, Penguin, India, 2014
6. The Art of Detective Fiction, W. Chernaik, M. Swales, R. Vilain, Palgrave Macmillan UK, 2000
7. The Hound of the Baskervilles Illustrated, Sir Arthur Conan Doyle, Independently Published, 2021
8. The Machine Stops and Other Stories, E. M. Forster, Pan Macmillan, 2012
9. The Mystery of the Fortress and Other Stories A Byomkesh Quintet, Śaradindu Bandyopādhyāya, New Age Publications, 2009
10. The Woman in White (Volume 2), By Wilkie Collins, Lyon Public Library, 2014

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Faculty of Humanities and Social Sciences

Department of English

B A III Semester V

Course Type: VSC-III

Course Title: Introduction to Phonetics

Course Code: _____

Credits: 02

Max. Marks:50

Lectures: 30 Hrs.

Learning Objectives:

- LO 1. To make the students familiar with the basic concepts and principles in Phonetics.
- LO 2. To make the students analyze and describe the articulation of speech Sounds in English.
- LO 3. To make the students understand the social and cultural aspects of speech sounds.
- LO 4. To boost the confidence and develop positive attitude through continuous practice.

Course Outcomes:

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

- CO 1. Develop their knowledge of Phonetics and its practical use in English language.
- CO 2. Improve their word pronunciations, accent and intonation pattern.
- CO 3. Develop their English Communication Skill.
- CO 4. Build up proactive attitude.

Unit No.	Title of Unit & Contents	Hrs.
I	Background of Phonetics	08
	<ul style="list-style-type: none">1. Introduction to Phonetics2. Basic Concepts in Phonetics3. Branches of Phonetics4. Applications of Phonetics and Phonology.	
	Unit Outcomes: UO 1. Students will acquire basic knowledge of phonetics and its importance. UO 2. Students will familiar with basic concepts in phonetics.	
II	Basics of Phonetics	12
	<ul style="list-style-type: none">1. Sounds and Letters2. The Organs of Speech3. The IPA Symbols and Sounds of English4. Description and Classifications of Sounds.	
	Unit Outcomes: UO 1. Students will understand the difference between Sounds and Letters. UO 2. Students will practice oral system and writing system of English separately.	
III	Practical Phonetics	06
	<ul style="list-style-type: none">1. Syllable Structure	

	2. Word Stress or Accent 3. Transcription 4. D. Intonation Patterns	
	Unit Outcomes: UO 1. Students will identify monosyllabic, disyllabic and polysyllabic words. UO 2. Students will write correct transcriptions of English words.	
IV	Assignments	04
	1. Marks the position of stress in words 2. Reading and Converting of written Passages in IPA into English 3. Write the passage in phonetic transcription 4. Reading and marking the intonation in the given conversations	
	Unit Outcomes: UO 1. Students will read words carefully, divide words according to the stress types- monosyllabic, disyllabic and polysyllabic words and marks the position of stress through continuous practice. UO 2. Students will develop their pronunciations of words and confidence through the practice of passage transcriptions of English.	

Learning Resources:

1. A Course In Phonetics And Spoken English: J. Sethi, P. V. Dhamija, PHI Learning Pvt. Ltd., 1 Jan 1999.
2. Cambridge English Pronouncing Dictionary: D. Jones Cambridge University Press, 2011.
3. Communicative English I Jadhav, A.A. S.D. Bhandare & C.A. Dawane Macmillan education India Pvt. Ltd, 2023.
4. Communicative English I: G.S. Somdev, K.Y. Patil & K.D. Deshmukh Aruna Publication, Latur.2018.
5. Communicative English II: Jadhav, A.A. S.D. Bhandare & C.A. Dawane Macmillan education India Pvt. Ltd, 2023.
6. English Phonetics, Balasubramanian, Trinity Laxmi Pub.; Third edition, 2022
7. Phonetics: A Coursebook Illustrated Edition, Rachael-Anne Knight, CUP, 2012
8. The Cambridge Handbook of Phonetics, Rachael-Anne Knight, CUP, 2022

Rajarshi Shahu Mahavidyalaya,
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Semester - VI

लातूर

॥ आरोह तमसो ज्योतिः॥

Rajarshi Shahu Mahavidyalaya,
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Shiv Chhatrapati Shikshan Sanstha's

Rajarshi Shahu Mahavidyalaya, Latur

(Autonomous)

Faculty of Humanities and Social Sciences

Department of English

B A III Semester VI

Course Type: DSC XI

Course Title: Indian Literature in English Translation

Course Code: _____

Credits: 04

Max. Marks:100

Lectures: 60 Hrs.

Learning Objectives:

- LO 1. To acquaint the students with the Indian Literatures in English Translation.
- LO 2. To familiarize the students with the original and translated text.
- LO 3. To make the students aware of social and cultural aspects of Translation.
- LO 4. To develop students' interest in translation studies.

Course Outcomes:

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

- CO 1. Develop their interest in translation of Indian Literatures in English.
- CO 2. Understand the basic tenets of Indian Literatures in English Translation.
- CO 3. Compare the translated work with the original literary text.
- CO 4. Critically estimate Indian Literatures in English Translation.

Unit No.	Title of Unit & Contents	Hrs.
I	Background Studies	10
	1. English Translation of Indian Literature 2. Comparative Studies in Indian Literature Unit Outcomes: UO 1 Students will acquire basic knowledge English Translation of Indian Literature UO 2 Students will familiar with Comparative Studies in Indian Literature	
II	Poetry	15
	1. Ramakanta Rath : Sri Radha 2. Kondepudi Nirmala: Mother Serious 3. Dina Nath Nadim: The Moon 4. Haribhajan Singh: Tree and the Sage Unit Outcomes: UO 1. Students will understand the Indian poetry in translation literature. UO 2. Students will understand poetic technique and style of Indian Poetry in English translation.	
III	Drama	18
	1. Mahasweta Devi: Salt 2. Girish Karnad: Hayavadana Unit Outcomes: UO 1. Students will know the Indian Drama in Indian translation study UO 2. Students will understand dramatic techniques of Indian drama and English literature.	

IV	Fiction and Non- Fiction:	17
	1. Gopinath Mohanty: Tadpa 2. Nirmal Verma: Birds 3. Bama (Faustina Mary Fatima Rani): Karukku	
	Unit Outcomes: UO 1. Students will read Dalit autobiography and other writers from dalit literature. UO 2. Students will develop their understanding regarding tribal literature and community	

Learning Resources:

1. Anthology of Hindi Short Stories: Bhisham Sahni/Nirmal Verma, Sahitya Akademi, 1993
2. Girish Karnad's Hayavadana A Critical Study: Girish Karnad, Asia Book Club, 2005
3. Glimpses of Indian Literature in English Translation: Basavaraj S. Naikar, Authorspress, 2008
4. Karukku: Bama Faustina, Oxford University Press, 2014
5. Legacies of the Homeland: Haribhajan Singh, Notion Press, 2018
6. Mother Serious : Kondepudi Nirmala, Sahitya Akademi, 2008
7. Salt: Mahasweta Devi, Seagull Books, 1998
8. Sriradha, Rath Ramakanta, Author Press, India, 2019
9. The Bed of Arrows and Other Stories: Gopinath Mohanty, Sahitya Akademi, 1995
10. The Moon: Dina Nath Nadim, Sahitya Akademi, 1996

शिव छत्रपती
शिक्षण संस्था
लातूर

॥ आरोह तमसो ज्योतिः ॥

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Faculty of Humanities and Social Sciences

Department of English

B A III Semester VI

Course Type: DSC XII (IKS)

Course Title: Classical Myths, Epics: New Perspectives

Course Code: _____

Credits: 04

Max. Marks:100

Lectures: 60 Hrs.

Learning Objectives:

- LO 1. To familiarize the students with the Classic Indian literature.
- LO 2. To acquaint them with the notable texts and their literary contexts with classical texts.
- LO 3. To develop the students' interest in Classic Indian literature and myths in it.
- LO 4. To sensitize the students towards ethos in myths in Indian literature.

Course Outcomes:

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

- CO 1. Students will understand the trends in Classic Indian literature in English.
- CO 2. Students will comprehend the literary contexts of modern authors in Classic Indian writing
- CO 3. Students will develop their interest Classic Indian literature and myths.
- CO 4. Students will analyze the connection between present and classic tradition.

Unit No.	Title of Unit & Contents	Hrs.
I	Background Studies	15
	1. A historical and cultural overview on the ancient Indian Literature, myths and epics and their retellings and adaptations 2. A K Ramanujan: Three Hundred Ramayanas 3. Maurice Winternitz: Introduction in The History of Indian Literature, Volume-I by (Motilal Banarasidass Publishers, New Delhi) 4. Walt Whitman: A Passage to India Unit Outcomes: UO 1. Students will acquire basic knowledge historical and ancient Indian literature UO 2. Students will familiar with Walt Whitman and AK Ramanujan's works	
II	Study of Poetry	14
	1. Toru Dutta: Ancient Ballads of Hindustan-I (Savitri) From <i>Mirabai</i> translated by Robert Bly i) The Dark one won't speak to me ii) You pressed Mira's seal of love 2. From of Sons and Fathers by Asim Ranjan Parhi, i) Another February ii) Fathers are but Sons under Stress Unit Outcomes: UO 1. Students will understand the Indian poetry and used myths in it.	

	UO 2. Students will understand poetic technique and style of Indian Poetry in English literature.	
III	Drama	16
	1. Vishakhadatta: Mudrarakshasa Unit Outcomes: UO 1. Students will know the tradition of Classic Indian Drama UO 2. Students will understand dramatic techniques of Classic Indian Drama.	
IV	Fiction and Non- Fiction:	15
	Shakuntala : Namita Gokhale Sita: An Illustrated Retelling of Ramayana : Devdutt Pattanaik Unit Outcomes: UO 1. Students will read Namita Gokhale's fictions. UO 2. Students will develop their understanding about the literary significance of Shakuntala.	

Learning Resources:

1. A History of Indian English Literature, Naik, M.K. Sahitya Akademi, New Delhi, 2011
2. A History of Indian Literature (Vol. 1): Introduction, Veda, Epics, Puranas and Tantras Maurice Winternitz, V. Srinivasa Sarma, , India, Motilal Banarsidass Publishing House, India, 2015
3. Ancient Ballads and Legends of Hindustan, Dutta Toru, Notion Press, India, 2020
4. Indian Writing in English, K. R. Srinivasa Iyengar, Sterling Publications Private Limited, New York, 2009
5. Introduction to Indian Knowledge System Concepts and Applications, Mahadevan, B., Bhat, Vinayak Rajat, Nagendra Pavana R.N., Phi Learning Pvt. Ltd., New Delhi, 2022
6. Introduction to Indian Knowledge System: A Textbook for UG Students as per NEP 2020, Nitonde, Rohidas ,Notion Press, Chennai, 2024
7. Leaves of Grass, Whitman Walt, Penguin, India, 2006
8. Mirabai, Bly Robert, Hirshfield Jane, Ecstatic Poems, Beacon Press, Boston, 2004
9. Mudrarakshasa, Vishakhadatta, ,Mr Kale, Motilal Banarsidass, Delhi, 2017
10. Parhi Asim Ranjan, Of Sons and Fathers, Pakshighar Prakashanee, Bhubaneswar, 2022,
11. Shakuntala: The Play of Memory, Gokhale Namita, Penguin India; Reissue edition, 2006, India
12. Sriradha, Rath Ramakanta, Author Press, India, 2019



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Rajarshi Shahu Mahavidyalaya, Latur

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Faculty of Humanities and Social Sciences

Department of English

B A III Semester VI

Course Type: DSE II (a)

Course Title: New Literature in English

Course Code: _____

Credits: 04

Max. Marks:100

Lectures: 60 Hrs.

Learning Objectives:

- LO 1. To know a wide range of writing across continents.
- LO 2. To form a background to further study in English literature
- LO 3. To identify different theoretical assumptions and practices in literature.
- LO 4. To familiarize them to the colonial as well as postcolonial experience in those writings and to accustom with the non-European, especially Asian, African, Australian and Latin American writings across genres.

Course Outcomes:

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

- CO 1. Understand the scope of New literature in English.
- CO 2. Study at their own the literary texts from colonial countries about their experiences.
- CO 3. Develop their interest in New literature in English.
- CO 4. Appreciate the literary writing across continents.

Unit No.	Title of Unit & Contents	Hrs.
I	Background Study of New Literature	15
	1. Introduction 2. Defining New Literature 3. Themes in New Literatures Unit Outcomes: UO 1. Students will acquire basic knowledge definitions and themes from new literature in literature. UO 2. Students will familiar with the works written in new literature.	
II	Poetry	14
	1. Derek Walcott: Ruined House 2. Dom Moraes: Sinbad 3. Jorge Luis Borges: A Compass 4. Margaret Atwood: Journey to the Interior Unit Outcomes: UO 1. Students will understand the poetry and others aspects of poetry. UO 2. Students will understand poetic technique and style of world Poetry in English literature.	
III	Drama	16
	1. Jack Davis: No Sugar	

	Unit Outcomes: UO 1 Students will know the Australian Drama UO 2 Students will understand post-colonial theory from literature.	
IV	Fiction and Non- Fiction:	15
	1. Jose Saramago: Blindness 2. Gao Xingjian: The Temple 3. Katherine Mansfield: A Suburban Fairytale	
	Unit Outcomes: UO 1. Students will read Jose Saramago's fictions. UO 2. Students will develop their understanding short stories of Gao and Mansfield	

Learning Resources:

1. An Anthology of Canadian Literature in English. 2 vols, Brown, Russell M. and Donna Bennett, ed. . Toronto: Oxford UP, 1982.
2. Cambridge History of Canadian Literature, Howells, Coral Ann and Eva Marie Kroeller, eds. London: Cambridge UP, 2009.
3. Contemporary African Literature: New Approaches, Ojaide, Tanure., African World Series. Series Ed. Toyin Falola. Durham: Carolina Academic P., 2012. Cap-press.com. Web.
4. Modern Japanese Literature: From 1868 to the Present Day, Keene, Ronald. Grove Press, 2007.
5. The Arnold Anthology of Postcolonial Literatures in English, Thieme, John. London: Arnold, 1996.
6. The Cambridge Companion to Postcolonial Literary Studies, Lazarus, Neil, CUP, 2004.
7. The Cambridge History of African and Caribbean Literature. 2 vols. Irele, Abiola, Simon Gikandi, ed. Cambridge UP, 2004.
8. The Columbia Anthology of Modern Chinese Literature, Lau, Joseph S M. Columbia: Columbia University Press, 1996.
9. The Penguin Anthology of Australian Poetry, Kinsella, John. Melbourne: Penguin, 2008.
10. The Wretched of the Earth, Fanon, Franz, New York: Grove P, 1968.

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Rajarshi Shahu Mahavidyalaya, Latur

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Faculty of Humanities and Social Sciences

Department of English

B A III Semester VI

Course Type: DSE II (b)

Course Title: Popular Literature

Course Code: _____

Credits: 04

Max. Marks:100

Lectures: 60 Hrs.

Learning Objectives:

- LO 1. To familiarize the students with the popular literature.
- LO 2. To trace the early history and emergence of genre fiction and best sellers
- LO 3. To engage with debates on high and low culture, canonical and non-canonical literature
- LO 4. To articulate the characteristics of various genres of non-literary fiction

Course Outcomes:

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

- CO 1. Develop their interest in popular literature.
- CO 2. Investigate the role of popular fiction in the literary poly system of various linguistic cultures.
- CO 3. Demonstrate how popular literature belongs to its time.
- CO 4. Use various methods of literary analysis to interpret popular literature.

Unit No.	Title of Unit & Contents	Hrs.
I	Background of Popular Literature	14
	1. Characteristics of Popular Literature 2. History of Popular Literature 3. Best Sellers Unit Outcomes: UO 1. Students will acquire basic knowledge and characteristics of Popular Literature UO 2.. Students will familiar History of Popular Literature.	
II	Popular Poetry	16
	Pablo Neruda: i) If You Forget Me ii) Bird Sukumar Ray: i) The Sons of Ramgaroo ii) Khichudi Unit Outcomes: UO 1. Students will understand the poetry and others aspects of poetry. UO 2. Students will understand poetic technique and style of popular literature.	
III	Popular Drama	14
	1. Henrik Ibsen: A Doll's House Unit Outcomes: UO 1. Students will know the Norwegian playwright. UO 2. Students will understand literature of Henry Ibsen.	

IV	Popular Fiction and Non- Fiction	16
	1. Paulo Coelho: The Alchemist 2. J.K. Rowling: Harry Potter and the Philosopher's Stone 3. Anuja Chauhan: The Zoya Factor	
	Unit Outcomes: UO 1. Students will read Paulo Coelho's fictions. UO 2. Students will develop their understanding of short stories written by Rowling and Chauhan	

Learning Resources:

1. A Doll's House, Henrik Ibsen, Maple Press Pvt Ltd, 2011.
2. Comics as Literature? Reading Graphic Narrative, Hillary Chute, PMLA 123(2)
3. Harry Potter and the Philosopher's Stone, J.K. Rowling, Bloomsbury Children's Books, 2014.
4. Popular Fiction: Ideology or Utopia? in Popular Fiction and Social, Change, Christopher Pawling, ed. Christopher Pawling
5. The Alchemist Paperback, Paulo Coelho, Harper, 2005.
6. The Institutional Matrix, Publishing Romantic Fiction', in Reading the Romance: Women, Patriarchy, and Popular Literature, Janice Radway
7. The Typology of Detective Fiction, Tzevetan Todorov, The Poetics of Prose Darco Suvin, 'On Teaching SF Critically', in Positions and Presuppositions in Science Fiction
8. The Zoya Factor, Anuja Chauhan, Westland, 2016
9. Towards a Definition of Popular Literature, Leslie Fiedler, in Super Culture: American Popular Culture and Europe, ed. C.W.E. Bigsby Felicity Hughes, 'Children's Literature: Theory and Practice', English Literary History, vol. 45, 1978,
10. Who Cares Who Killed Roger Ackroyd?, Edmund Wilson, The New Yorker, 20 June 1945.

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Faculty of Humanities and Social Sciences

Department of English

B A III Semester VI

Course Type: VSC -IV

Course Title: Functional Grammar

Course Code: _____

Credits: 02

Max. Marks:50

Lectures: 30 Hrs.

Learning Objectives:

- LO 1. To make the students understand with the basic concepts and rules of English Grammar.
- LO 2. To analyze and Practice of basic English Grammar.
- LO 3. To use grammar correctly in speaking and Writing.
- LO 4. To develop language skills.

Course Outcomes:

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

- CO 1. Develop their knowledge of basic Grammar and its practical use in daily conversation.
- CO 2. Improve their correct use of sentence structures, tenses and other grammatical patterns.
- CO 3. Develop their English Language Skills.
- CO 4. Grammar improvement in spoken and written forms of English Language.

Unit No.	Title of Unit & Contents	Hrs.
I	Basic Grammar	08
	1. Parts of Speech 2. SVC Structures 3. Phrase 4. Clause Unit Outcomes: UO 1 Students will acquire basic knowledge of grammar and its importance. UO 2 Students will understand and use it to write competitive exams.	
II	Functional Grammar-I	10
	1. Types of Sentences 2. Articles 3. Use of Tense 4. Question Tag Unit Outcomes: UO 1. Students will easily identify the difference types of sentences. UO 2. Students will use question tags for short responses in daily life.	
III	Functional Grammar-II	07
	1. Active and Passive Voice 2 Direct and Indirect Speech	

	Unit Outcomes: UO 1. Students will make correct use of Active and Passive constructions. UO 2. Students will use Direct and Indirect Speech in their daily conversation properly.	
IV	Functional Grammar-III	05
	1. Degree of Comparison 2 Types of Degree of Comparison 3 Transformation of Sentences	
	Unit Outcomes: UO 1. Students will learn correct use of Degree of Comparison. UO 2. Students will practice and do correct transformation of sentences.	

Learning Resources:

1. Communicative English I: A.A. Jadhav, S.D. Bhandare & C.A. Dawane, Macmillan
2. Communicative English I: G.S. Somdev, K.Y. Patil & K.D. Deshmukh, Aruna Publication, Latur, 2018.
3. Communicative English II: A.A. Jadhav, S.D. Bhandare & C.A. Dawane, Macmillan education India Pvt. Ltd, 2023.
4. Communicative English II: G.S. Somdev, A. A. Jadhav & S.D. Bhandare, Macmillan education India Pvt. Ltd, 2017.
 - a. education India Pvt. Ltd, 2023.
5. English Grammar and Composition - New 2023-24, Pal and Suri, S Chand, 2024
6. Modern English Grammar & Composition Wren and Martin: Wren & Martin, S. Chand & Company Pvt. Ltd. New Delhi, 2025.
7. Modern English Grammar & Composition Wren and Martin: Wren & Martin, S. Chand & Company Pvt. Ltd. New Delhi, 2025.
8. The King's Grammar: S.K. Sinha, S. Chand & Company Pvt. Ltd. New Delhi, 2011.
9. The Structure of Modern English, L.S. Deshpande, Creative Publications, Nanded, 2018

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Rajarshi Shahu Mahavidyalaya,
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Minor Course Offered by the Department

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Shiv Chhatrapati Shikshan Sanstha's

Rajarshi Shahu Mahavidyalaya, Latur

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Faculty of Humanities and Social Sciences

Department of English

B A III Semester V

Course Type: DSM-III

Course Title: Literary Essay, Life Writing, Elementary Phonetics and Morphology

Course Code: _____

Credits: 04

Max. Marks:100

Lectures: 60 Hrs.

Learning Objectives:

- LO 1. To help the student understand the evolution of Literary Essays & Life Writing.
- LO 2. To recognize various types of prose writing; analyses, understand and appreciate prose writing.
- LO 3. To inculcate Language and Linguistics competence in students.
- LO 4. To help students obtain an ability to communicate fluently in English.

Course Outcomes:

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

- CO 1. Analyze the different Literary Essays & Life Writing styles.
- CO 2. Summarize the features of major prose writings and writers.
- CO 3. Recall fundamental concepts of the Language and Linguistics.
- CO 4. Demonstrate competence in different planned & extempore communicative activities.

Unit No.	Title of Unit & Contents	Hrs.
I	Introduction to Literary Essays & Essays for detailed study	14
	1.. Introduction to Literary Essays i) Brief History of English Essays ii) Types of Essays: Narrative Essay, Descriptive Essay, Expository Essay, Argumentative Essay 2.Essays for Detailed Study i) Francis Bacon: Of Superstition ii) A.G. Gardiner: On the Rule of the Road	
	Unit Outcomes: UO 1. Students will acquire basic knowledge of English Essays. UO 2. Students will familiar with literary terms related to Essays.	
II	Introduction to Life Writing & Life Writings for Detailed Study	16
	1.Introduction to Life Writing i) Brief History of Life Writing ii) Forms of Life Writing: Autobiography, Biography, Memoir, Letters, Journals, Travel Writing 2.Life Writing for detailed study: i) Dalai Lama: Extracts from Freedom in Exile ii) Malala Yousafzai: Extracts from I'm Malala	
	Unit Outcomes: UO 1. Students will understand the life writing.	

	UO 2. Students will know the importance of renowned personalities and their contribution to society.	
III	Elementary Phonetics	15
	1. Letters and Sounds 2. Classification of Sounds: Consonants and Vowels 3. Word accent; stress and rhythm in connected speech 4. Intonation: form of intonation; function of intonation; uses of tone	
	Unit Outcomes: UO 1. Students will notify with letters and sounds in English UO 2. Students will understand the word accent, tone and function of intonation.	
IV	Elementary Morphology	15
	1. Open and closed classes; content words and function words 2. Phrases & Clauses 3. Sentences: declarative, interrogative, simple, compound, and complex sentences.	
	Unit Outcomes: UO 1. Students will familiarize with Word classes UO 2. Students will understand the phrases, clauses and sentences	

Learning Resources:

1. A Background to The Study of English Literature, B. Prasad, Generic, 2011
2. A Course In Phonetics And Spoken English: J. Sethi, P. V. Dhamija PHI Learning Pvt. Ltd., 1 Jan 1999.
3. Cambridge English Pronouncing Dictionary: D. Jones Cambridge University Press, 2011.
4. Communicative English I Jadhav, A.A. S.D. Bhandare & C.A. Dawane Macmillan education India Pvt. Ltd, 2023.
5. Communicative English I: G.S. Somdev, K.Y. Patil & K.D. Deshmukh Aruna Publication, Latur.2018.
6. Complete Essays, By Francis Bacon, Dover Publications, 2012
7. Freedom in Exile the Autobiography of The Dalai Lama, Dalai Lama, Harper Collins, 1991
8. I Am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban, Malala Yousafzai, Little, Brown, 2013
9. Leaves in the Wind, A. G. Gardiner, DigiCat, 2022
10. Modern English Grammar & Composition Wren and Martin: Wren & Martin, S. Chand & Company Pvt. Ltd. New Delhi, 2025.
11. The Structure of Modern English, L.S. Deshpande, Creative Publications, Nanded, 2018



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Faculty of Humanities and Social Sciences

Department of English

B A III Semester V

Course Type: DSM-IV

Course Title: Practical Translation

Course Code: _____

Credits: 02

Max. Marks:50

Lectures: 30 Hrs.

Learning Objectives:

- LO 1. To enable students to understand fundamental theories and concepts through application and practice, and to develop their generic skills in authentic contexts
- LO 2. To sharpen the skills of practicing translators and enhance their competence
- LO 3. To provide students with the skills necessary to conduct both translation and interpretation processes from English into Marathi and from Marathi into English.
- LO 4. To acquaint the students with the required competence in minimum two languages, one of which has to be English, to become a translator.

Course Outcomes:

- CO 1. Able to undertake translation in official contexts and mass media
- CO 2. Apply the skills of translation in everyday communication in the fields of law, business, journalism and mass communication, politics and tourism etc.
- CO 3. Translate simple literary passages in English into Marathi for academic and non-academic purposes.
- CO 4. Translate the legal and official communication/documents in English into Marathi and vice- versa.

Unit No.	Title of Unit & Contents	Hrs.
I	Nature and Scope of Translation	06
	1 Definition and scope of Translation 3 Types of Translation 3. What is Good Translation? 4 Relevance of Translation in the age of Globalization 5 Difficulties of Translating from English into Marathi and vice-versa 6 Duties and Responsibilities of a Translator, Limitations of Translation 7 Machine Translation: Advantages and Disadvantages	
	Unit Outcomes: UO 1. Students will understand the art and scope of translation UO 2. Students will be familiar with difficulties in translation.	
II	Functional Translation	08
	1. Understanding phrase structure in English and Marathi 2. Understanding sentence structure in English and Marathi	

	Unit Outcomes: UO 1. Students will understand the phrase structure in English and Marathi. UO 2. Students will comprehend the knowledge of sentence structure in English and Marathi.	
III	Translation of Official documents	09
	1. Importance of translating official documents 2. Translation of administrative terminology 3. Translation of official communications, various types of official forms and formats Unit Outcomes: UO 1. Students will understand the translation process of official documents. UO 2. Students will practice the skills of translating documents.	
IV	Translation of Literary & non-literary Text	07
	1. Translation of sample non-literary and technical passages and texts like scientific, sociological, political speeches and philosophical texts 2. Translation of idioms, proverbs and culture-specific terms 3. Translation of simple literary text like short stories, travelogues Unit Outcomes: UO 1. Students will understand the nature of translating literary and nonliterary texts. UO 2. Students will be familiar with the culture-specific terms in translation.	

Learning Resources:

1. Fundamental Aspects of Transation, Shastri, Pratima Dave 2012, PH I Learning , New Delhi
2. Glossary of Administrative Terms (English-Hindi), Government of India, 2004
3. New Advances in Legal Translation and Interpreting: Editors Detengti , Junfeng Zhao.2023, Springer nature Singapore,
4. Rajpal Rajbhasha Prayog Kosh (English-Hindi), (An English-Hindi Dictionary of Official Terms & Usage) Gopinath Srivastava, 2010
5. The Name and Nature of Translation Studies. In Holmes, J.S., Translated! Papers on Literary Translation and Translation Studies. Amsterdam.
6. Translating Law by Deborah Cao, Multilingual Matters , 2007,
7. Translating official documents ,Roberto Mayoral Asenio, Taylor and Franis, 2014,
8. Translation and globalization, Cronin, Michael. (2003). London: Routledge.
9. Translation as a Profession, Gouadee, D. John Benjamins Publishing 2007.



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Faculty of Humanities and Social Sciences

Department of English

B A III Semester VI

Course Type: DSM-V

Course Title: Indian English Writings

Course Code: _____

Credits: 04

Max. Marks:100

Lectures: 60 Hrs.

Learning Objectives:

- LO 1. To introduce students to the uniqueness of Indian Literature in English
- LO 2. To acquaint students to the pluralistic dimensions of Indian Literature in English
- LO 3. To enable students to understand fundamental theories and concepts through application and practice, and to develop their generic skills in authentic contexts
- LO 4. To provide students with opportunities to explore their career aspirations and orientation for career development and lifelong learning in specific areas

Course Outcomes:

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

- CO 1. State the significant contribution of Indian English Writers in English Literature.
- CO 2. Critically evaluate the Indian English Literature.
- CO 3. Undertake translation in official contexts and mass media.
- CO 4. Analyze Indian English Writings.

Unit No.	Title of Unit & Contents	Hrs.
I	Introduction to Indian Literature:	10
	1. Brief History of Indian Literature: Pre-independence to Contemporary Writings, Postcolonial – Postmodernist – Diasporic – Indian Women Writings 2. Brief Account of Indian English Writers	
	Unit Outcomes: UO 1. Students will acquire basic knowledge Indian Literature UO 2. Students will familiar with brief account of Indian English Writers	
II	Poetry	15
	1. Jayanta Mahapatra: Hunger 2. Meena Alexander: Muse 3. Sarojini Naidu: Love and Death	
	Unit Outcomes: UO 1. Students will understand the art of poetry writing with the help of select poets and their poetry. UO 2. Students will comprehend the social realism reflected in the poetry.	
III	Drama	17
	Rabindranath Tagore: Chandalika/ The Post Office/ Mahesh Dattani- Dance like a Man	
	Unit Outcomes: UO 1. Students will understand tradition of Indian dramatic writing. UO 2. Students will develop interest in the Indian dramatic writing.	

IV	Prose	18
	<p>1. Short Story:</p> <ul style="list-style-type: none"> i. R. K. Narayan: The Gateman's Gift ii. Jhumpa Lahiri- Interpreter of Maladies <p>or</p> <p>Non-Fiction:</p> <ul style="list-style-type: none"> i. Mahtma Gandhi: Playing The English Gentleman/ ii. Binodini Dasi- The First Story: From Bud to Leaf (My Entry to the Stage Excerpts My Story and Life as an Actress)/ iii. Khushwant Singh : The Mark of Vishnu iv. Sir C.V. Raman: Water the Elixir of Life <p>2.Fiction:</p> <ul style="list-style-type: none"> i. Raja Rao: Kanthapura ii. Anita Desai: In Custody iii. Mulk Raj Anand: Untouchable 	
	<p>Unit Outcomes:</p> <p>UO 1. Students will understand the nature of prose writing with the help of select literary texts</p> <p>UO 2. Students will develop their understanding of prose writing.</p>	

Learning Resources:

1. A Concise History of Indian Literature in English, Mehrotra, Arvind Krishna (Ed.) Ranikhet: Permanent Black, 2010
2. A History of Indian English Literature, Naik, M. K. Delhi: Sahitya Akademi, 1992.
3. After Amnesia: Tradition and Changes in Indian Literary Criticism Devy, G. NOrient Longman and Sangam Books, ..Hydrabad: 1992.
4. Ansani, Shyam M. Delhi: Doaba House, 1987.
5. Autobiography Essays-Theoretical and Critical, Olney, James,(Ed.) New Jersey: Princeton U P.1980.
6. Current Perspectives in Indian English Literature, Jha, Gauri Shankar. New Delhi, Atlantic Publishers, 2006.
7. Indian and World Culture, Gokak, V K, Delhi: Sahitya Akademi, 1989.
8. Indian Writing in English, Iyenger,K R S. New Delhi. Sterling Publisher, 1984.
9. Indo Anglian Fiction: Major Trends and Themes, Radhakrishnan, N. Madras: Emerald.1984.
10. Masks of Conquest: Literary Study and British Role in India, Vishwanathan,G. New York: Colombia University Press, 1989.
11. Muses India: Essays on English-Language Writers from Mahomet to Rushdie, Deshmane, Chetan, ed. Jefferson, NC, and London: McFarland & Co., 2013.
12. New Dimensions of Indian English Novels, Gandhi, Leela. Post-Colonialism, New : Oxford University Press, 2002.
13. Studies in Indian Fiction in English, ,Gupta, Balram G S. (Ed.) Gulbarga: JIWE Publications, 1987.
14. The Post Modern Agony and Ecstasy of Indian English Literature,Kumar, Gajendra and Uday Shankar Ojha New Delhi: Sarup Book Publishers, 2009.
15. The Indo-Anglian Novels and the Changing Tradition, Rao, Krishna. Mysore: Rao and Raghavan, 1973.



Shiv Chhatrapati Shikshan Sanstha's
Rajarshi Shahu Mahavidyalaya, Latur

(Autonomous)

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 English 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.

॥ आरोह तमसो ज्योतिः ॥

Rajarshi Shahu Mahavidyalaya,
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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
1	2	3				4		5	6	5 + 6
		Att.	CAT I	Mid Term	CAT II	Att.	CAT			
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