

SHIVAJI UNIVERSITY KOLHAPUR

CENTRE FOR DISTANCE AND ONLINE
EDUCATION



NAAC "A++" Grade with CGP 3.52

CHOICE BASED CREDIT SYSTEM WITH MULTIPLE ENTRY AND MULTIPLE EXIT OPTION IN
THE
POSTGRADUATE DEGREE PROGRAMME

PROGRAMME PROJECT REPORT (PPR) OF BACHOLAR OF ARTS (ENGLISH)

FACULTY OF HUMANITIES

In accordance with NEP 2020

(2022-23)

CENTRE FOR DISTANCE AND ONLINE EDUCATION

SHIVAJI UNIVERSITY, KOLHAPUR

Bachelor of Arts (English)

VISION:

Developing human resource required for the Knowledge Society.

MISSION:

Disseminate and facilitate Higher Education to marginalized
and
deprived masses.

PROGRAMME OBJECTIVE

1. To introduce core language concepts and to provide an introduction to the basic concepts of linguistic.
2. To introduce elective courses to acquaint the students with minor developments in translation and short story.
3. To introduce 'LSRW' skills of students' and competence in English, Soft Skills. etc.

PROGRAMME OUTCOMES

1. The students will develop acumen to appreciate literary works and arts.
2. The students will become sensitive and sensible human beings.
3. The students will develop human outlook.
4. The students will be responsible citizen in the global scenario in terms of English language.

C. NATURE OF TARGET GROUP OF LEARNERS:

- 1) The students who are perusing H S C; students from other streams, such as science and commerce or working in marketing as well as the students who prepare various competitive examination are the target group.
- 2) Employees such as primary teachers, home makers, active military persons, etc.
- 3) Students who wanted to learn through blended mode such as post graduate science students.

D. APPROPRIATENESS OF PROGRAMME TO BE CONDUCTED IN DISTANCE LEARNING TO ACQUIRE SPECIFIC SKILLS AND COMPETENCE:

- 1) Acquiring effective communication skills.
- 2) Understanding the principles and elements of creative/persuasive writing.
- 3) Getting to know literary production and its language.
- 4) Acquiring problem solving skills.
- 5) To realize and judge the various production produced by print and electronic media. Such as, advertisement, serials, films, etc.

INSTRUCTIONAL DESIGN:

1. Title of the programme : B. A.
2. Duration of the programme : 03/04 Years
3. Medium of Instruction : English
4. Credit System Implementation:

Choice Based Credit System with Multiple Entry And Multiple Exit option in the postgraduate degree programme is implemented.

PROGRAMME STRUCTURE

B.A. English Programme is 3 years Programme with total 6 semesters. B. A. Part I total 12 papers with 6 papers of each semester and total Credits shall be 48 with 24 Credits for each Semester. B. A. Part II there shall be total 13 papers with 6 papers for of each semester and one compulsory paper of Environmental Studies. Credits shall be 52 with 28 Credits for Sem III and 24 Credits for Sem

IV.B. A. Part III there shall be total 12 papers with 6 papers for each semester and Credits shall be 48 with 24 Credits for each Semester. For each paper there shall be 3.2 Credits for theory and 0.8 credits for internal assessment.

The pattern of CBCS for Semester examinations:

- B. A. Part – I, Sem I & II: - 50 marks University Semester examination for each theory paper in each Semester.

- B. A. Part – II, Sem III & IV: - 50 marks University Semester examination for each theory / practical paper in each Semester.
- B. A. Part – III, Sem V & VI: - 40:10 pattern shall be applicable for each theory paper in each semester wherein 40 marks shall be for University Semester examination and 10 marks for internal assessment.
- There shall be 1900 marks for 3 years having 6 Semesters B. A. CBCS Program with 148 Credits.

Eligibility:

Any candidate who passed Higher Secondary Certificate Examination of Maharashtra State Board of Secondary Education.

Or

Any candidate who passed any equivalent examination of any recognized state or central board.

Syllabus:

**B. A. I
Semester I**

B. A. I English for Communication

Course Objectives:

1. To acquaint students with communication skills.
2. To inculcate human values among the students through poems and prose.
3. To improve the language competence of the students

Module I

- A) Developing Vocabulary
- B) **On Saying Please**-A. G. Gardiner

Module II

- A) Narration
- B) **In Passion's Shadow**-Mohan Rakesh

Module III

- A. English for General Purposes
- B. **The Solitary Reaper**-William Wordsworth

Module IV

- A. **My School**, by Rabindranath Tagore
- B. **All the World is a Stage**-William Shakespeare
- C. **The Street**-Kusumagraj

B. A. I Optional English

Modern Indian Writing in English Translation

Course Objectives:

1. To acquaint the students with translated Modern Indian literature in English.
2. To introduce the students to short story as a form of literature with reference to the texts prescribed.
3. To develop literary competence among students.

Short Stories-

Unit 1. Short Story as a Minor Form of Literature: Characteristic Features

Unit 2. Short Story as a Minor Form of Literature: Types

Unit 3. A) Premchand's 'The Shroud'

B) Sarat Chandra Chatterjee's 'Laloo'

Unit 4. A) Gurdial Singh 'A Season of No Return'

B) Fakir Mohan Senapati 'Rebati'

Short Stories Prescribed from:

Premchand's Shroud 'in Penguin Book of Classic Urdu Stories, ed. M. Asaduddin (New Delhi: Penguin/Viking, 2006).

Sarat Chandra Chatterjee 'Laloo', in Indian Short Stories, ed. Manmohan Saxena (Oxford University Press, Amen House e, London E.C.4, 1951).

Gurdial Singh 'A Season of No Return', in Earthy Tones tr. Rana Nayar (Delhi Fiction House, 2002).

Fakir Mohan Senapati 'Rebati', in Oriya Stories, ed. Vidya Das, tr. Kishori Charan Das (Delhi: Shrishti Publishers, 2000). 3

References: Venugopal, C. V. The Indian Short Story in English: A Survey. Bareilly: Prakash Book Depot. 1976. Prasad, B. A. A Background to the Study of English Literature. Madras: MacMillanIndia, 1965.

Mehta, Kamal. The Twentieth Century Indian Short Story in English. New Delhi: Creative Books, 1997.

Hunter, Adrian. The Cambridge Introduction to the Short Story in English. New Delhi: Cambridge University Press, 2007.

Shaw, Valerie. The Short Story: A Critical Introduction, New York: Longman Group Limited. 1983.

Warren, Robert Penn, Erskine, Albert . (Ed.). Short Story Masterpieces, New York: Dell Publishing Co., 1954.

B. A. I Semester II

English for Communication

Module V

A. Making Inquiries

B. **The Lost Child**-Mulk Raj Anand

Module VI

A. Telephonic Communication

B. **To My Countrymen**- A P J Abdul Kalam

Module VII

A. Description

B. **A Village Girl**-Mohan Singh

Module VIII

A. **My Elder Brother**-Premchand

B. **The Tiger**-William Blake

C. **A Poet**-Chandrakant Patil

B. A. I Sem. II

Modern Indian Writing in English Translation

Course Objectives:

1. To acquaint the students with translated Modern Indian literature in English.
2. To introduce the students to poetry and play as forms of literature with reference to the texts prescribed.
3. To develop literary competence among students.

POEMS:

Unit1.

Rabindranath Tagore:

- i) Light, Oh Where is the Light?
- ii) When My Play Was With Thee

Amrita Pritam:

- i) I Say Unto Waris Shah

Unit2. G. M. Muktibodh:

- i) The Void
- ii) So Very Far

PLAY:

Unit 3. Satish Alekar– The Dread Departure (Mahanirvan).

Unit 4. Satish Alekar– The Dread Departure (Mahanirvan).

Division of Teaching: 4X15 Periods=60 Periods

*Note: Semester II: 10 Marks for Internal Evaluation: Unit Test

Poems/ Play Prescribed from:

Rabindranath Tagore i) ‘Light, Oh Where is the Light?’ and ii) ‘When My Play Was With Thee’ in *Gitanjali: A New Translation with an Introduction by William Radice*, (New Delhi: Penguin India, 2011).

G. M. Muktibodhi ‘The Void’, (tr. Vinay Dharwadker) and ii) ‘So Very Far’, (tr. Vishnu Khare and Adil Jussawala), in *The Oxford Anthology of Modern Indian Poetry*, ed. Vinay Dharwadker and A. K. Ramanujan (New Delhi: OUP, 2000).

Amrita Pritam ‘I Say Unto Waris Shah’, (tr. N. S. Tasneem) in *Modern Indian Literature: An Anthology, Plays and Prose Surveys and Poems*, ed. K. M. George, Vol. 3 (Delhi: Sahitya Academy, 1992).

References:

Prasad, B.A. A Background to the Study of English Literature. Madras: Mac Millan India, 1965.

Ramamurti K.S. (Editor). Twenty Five Indian Poets in English (Edited with Introduction and notes), Macmillan Publishers Pvt. India Ltd. New Delhi. 2012.

Mehrotra, Arvind

Krishna (Editor). The Oxford India Anthology of Twelve Modern Indian Poets, Oxford University Press New Delhi. 2004.

Alekar, Satish. The Dread Departure (Mahanirvan). Kolkata: Seagull Books. 2007.

F. PROCEDURE FOR ADMISSIONS, CURRICULUM TRANSACTION AND EVALUATION

1. Eligibility:

A H S C holder from any Recognized Board will be eligible to get admission to B. A. English Programme.

2. Intake:

Open (No intake restriction)

3. Required Document while taking Admission to Programme along with Payments of Fees. (Payment acknowledgement)

- Xerox copy of S S C, H S C Mark sheets.
- identity card size photographs along with its scan copy of 09KB and Scan signature of the student 09KB.

L. C. In case of L C is not available at the time of admission student will get provisional

admission. Grace period of 30 days will be given to submit the original L C otherwise

provisional admission gets cancelled no fee will be refunded.

4. Programme form and Fees.:

Students should fill the form through online mode and pay for the same making online

payment through credit card/debit card/internet banking/UPI etc.

4. Fee Structure:

Fresh Students Fee Structure for the Year 2022-23					
S.N.	Particulars	B.A. / B. Com			
		Sem I & II	Sem III & IV	Sem V & VI	
1	Registration Fee	1410	1410	1410	
2	S.I.M. Fee	1065	1240	1065	
3	Exam Fee (Oct/Nov 2022Exam)	385	385	385	
4	Exam Fee (Mar/ Apr 2023 Exam)	385	385	385	
5	Cost of Application Form	20	20	20	
6	Study Centre Fee	595	595	595	
7	Prospectus Charges	20	20	20	
8	E-Facility Fee	50	50	50	
9	Environment Studies Exam Fee(Mar/Apr 2023)	0	50	0	
10	Dhwaj Nidhi	10	10	10	
11	Tution / Course Fee	0	0	0	
12	Student Welfare fund	100	100	100	
13	Youth Hostel fee	50	50	50	
14	Student Accident/Medical Help fund	20	20	20	
	Total of 1 to 14	4110	4335	4110	
	*Eligib				
	a	Maharashtra State Board / Student of Shivaji University	75	0	0

12	b	B.Ed / D.Ed	100	0	0
	c	Other than Maharashtra State Board / Student of Other University	300	0	0
	d	NRI / Foreign	500	0	0
13	Late Fee		50	50	50
14	Super Late Fee		350	350	350
* Eligibility fee - Applicable at the first-time admission to the course.					

Evaluation Pattern:

40 Marks semester end examination + 10 Marks Assignments [Assignment Assessment pattern for all papers: Sem. I to VI]

7. Standard of Passing:

Each Course have total 50 marks of which 40 marks for theory exam and 10 marks for assignment. Student should need 18 marks out of 50 marks for passing. In which, he/she need minimum 14 marks from theory exam and minimum 04 marks from assignments.

8. Pattern of Question Paper

Pattern of Question Paper

SEMESTER I

(AECC1)

(Paper–A) Total Marks:40

Q. No	Sub. Q.	Type of Question	Based On Unit	Marks
Q.1	A	Four multiple choice questions with four alternatives to be set.	Prose and poetry units.	04

	B	Answer in one word/ phrase/ sentence each.	Prose and poetry units.	03
Q.2	A	Answer the following questions in three to four sentences each (3out of 5)	Prose and poetry units	06
	B	Write short notes on the following in about seven to eight sentences each (2 outof 3)	Prose and poetry units	06
Q.3	---	Do as directed: (Based on Module I A Developing Vocabulary) Four different exercises to be set for 2 marks each.	Module I A	08
Q.4	A	Question to be set on English for General Purposes	Module III A	06
	B	Question to be set on Narration	Module II A	07

SEMESTER II

(AECC2)

(Paper-B)

Total Marks:40

Q. No	Sub. Q.	Type of Question	Based On Unit	Marks
Q.1	A	Four multiple choice questions with four alternatives to be set.	Prose and poetry units.	04
	B	Answer in one word/phrase/sentence each.	Prose and poetry units.	03
Q.2	A	Answer the following questions in three to four sentences each (3out of 5)	Prose and poetry units	06
	B	Write short notes on the following in about seven to eight sentences each (2out of 3)	Prose and poetry units	06

Q.3	A	Question to be set on Making Inquiries	Module VA	06
	B	Question to be set on Telephonic Communication	Module VI A	05
Q.4	A	Question to be set on Description Describing objects or persons	Module VII A	05
	B	Question to be set on Description Describing places or Daily Routine	Module VII A	05

Pattern of Question Paper
Semester I
(DSC-A3)
(English Paper-I) Total
Marks-40

Q. 1. Multiple choice questions with four alternatives.

(To be set on Unit 3&4)

(08)

Q.2 A) Answer the following questions in about 250-300 words.

A or B on Unit 1&2)

(08)

Q.3 Answer the following questions in about 250-300 words.

(A or B on Unit 3 or 4)

(08)

Q.4. Write short notes in about 100-150 words each. (4 out of 6)

(3 short notes on Unit 1, 2 and 3 on Unit 3, 4 to be set)

(16)

(DSC–A15)
(English Paper–II) (Semester–II)

TotalMarks–40

- Que 1. Multiple choice questions with four alternatives.
(4 on Poems & 4on *Mahanirvan* to be set) (08)
- Que. 2 Answer the following questions in about 250-300 words.
(A or B on Unit1&2) (08)
- Que 3. Answer the following questions in about 250-300 words.
(A or B on *Mahanirvan*) (08)
- Que 4. Write short notes in about100-150 words each.(4out of 6)
(3on Poems & 3on *Mahanirvan* to be set) (16)

QUALITY ASSURANCE MECHANISM:

- 1) The CDOEs Internal Quality Mechanism will attempt to improve and maintain its quality in the proposed curriculum and syllabus.
- 2) The Quality Mechanism will improve the quality of E-Content and E-Resources through editing learning materials for different purposes (content, format, and language); Co-ordinating with the producer of audio-visual materials, and orientating the course write, etc.
- 3) The mechanism will also enhance its coordination between students and study centers and other stake holders.
4. The mechanism will monitor on Assistant Professor and Associate Professor for contact sessions and orientation for various purposes.

SHIVAJI UNIVERSITY KOLHAPUR

CENTRE FOR DISTANCE AND ONLINE EDUCATION



NAAC "A++" Grade with CGP 3.52

CHOICE BASED CREDIT SYSTEM WITH MULTIPLE ENTRY AND MULTIPLE EXIT OPTION IN THE
POSTGRADUATE DEGREE PROGRAMME

PROGRAMME PROJECT REPORT (PPR) OF MASTER OF ARTS (ENGLISH)

FACULTY OF HUMANITIES

In accordance with NEP 2020

(2022-23)

SHIVAJI UNIVERSITY, KOLHAPUR
CENTRE FOR DISTANCE AND ONLINE EDUCATION
Master of Arts (English)

A. PROGRAMME'S MISSION AND OBJECTIVES:

VISION:

Developing human resource required for the Knowledge Society.

MISSION:

Disseminate and facilitate Higher Education to marginalized and deprived masses.

PROGRAMME'S OBJECTIVES:

The objectives of this programme are:

1. To provide a wide range of options at post-graduate level under Choice Based Credit System comprising core and elective papers in Literary Studies and Linguistics and to evaluate the performance of students through four semester exams having 80 marks each for written papers and 20 marks for internal evaluation except Research Methodology courses.
2. To introduce core literature courses to provide comprehensive knowledge of major literary works of various periods with the help of representative texts and to acquaint the students with literary movements, genres and critical theories.
3. To introduce core language courses to provide an introduction to the basic concepts of linguistic theory.
4. To introduce practical components to enhance students' competence in English, Soft Skills, Computer and Research Skills. This will help students prepare for language proficiency tests like GRE-TOEFL and IELTS.
5. To introduce interdisciplinary papers to make students aware of the developments in other branches of knowledge like Sociology, Political Science, Philosophy, Psychology, Theatre and Film Studies, Culture Studies, Subaltern Studies and Gender Studies.
6. To develop research perspective among the students and to enable them to write a short dissertation with the help of the Research Methodology courses.
7. Students will develop speaking and listening skills in English with the help of language practical.

B. PROGRAMME OUTCOMES (POs):

1. The students will be able to remember and recall various aspects of major literary works and linguistic concepts.
2. The students will understand various theoretical approaches to literature and language.
3. The students will be able to analyze literary works and linguistic issues by

applying various theoretical approaches.

4. The students will be able to evaluate and compare literary works.
5. With the help of research projects, students will develop creative competence.

PROGRAMME SPECIFIC OUTCOMES (PSOs)

1. Students will be able to understand and criticize the major trends, movements, schools of literature in English across the globe like Indian, British, American, European, Australian, Canadian, African, and Caribbean Literatures.
2. Students will be able to distinguish among various schools of linguistics and applied linguistics.
3. Students will understand research practices in language and literature.
4. Students will be able to apply, analyse and evaluate society and culture with the help of various critical and cultural theories.
5. Students will be able to distinguish between RP and other forms of pronunciation.
6. They will understand how to neutralize their accents.

C. NATURE OF TARGET GROUP OF LEARNERS:

- 1) The students who are perusing B. A. with special English; students from other streams, such as science and commerce or working in marketing as well as the students who prepare various competitive examination are the target group.
- 2) Employees such as primary teachers, banking personnel, home makers, etc.
- 3) Students who wanted to learn through blended mode such as post graduate science students.
- 4) Professionals seeking recertification, workers updating employment skills, individuals with disabilities, and active military personnel, etc.

D. APPROPRIATENESS OF PROGRAMME TO BE CONDUCTED IN DISTANCE LEARNING TO ACQUIRE SPECIFIC SKILLS AND COMPETENCE:

- 1) Acquiring effective communication skills.
- 2) Understanding the principles and elements of creative/persuasive writing.
- 3) Getting to know literary production and its language.
- 4) Acquiring problem solving skills.
- 5) To realize and judge the various production produced by print and electronic media. Such as, advertisement, serials, films, etc.

INSTRUCTIONAL DESIGN:

1. Title of the programme : M. A.
2. Duration of the programme : 02 Years
3. Medium of Instruction : English

4. Credit System Implementation:

Choice Based Credit System with Multiple Entry And Multiple Exit option in the postgraduate degree programme is implemented.

5. PROGRAMME STRUCTURE:

M.A. English Programme is two years Programme with having 4 semesters. M. A. CBCS Program with total 64 Credits of which each semester has total 16 credits. Each course has 4 credits.

Each semester has 2 Core Courses and 2 Elective/Optional Courses. Students need to select 2 Elective/Optional Courses from 3 Elective/Optional Courses.

Examination will conduct on end of each semester. Each Course have total 100 marks of which 80 marks for theory exam and 20 marks for assignments/term work. Student should need 40 marks out of 100 marks for passing. In which, he/she need minimum 32 marks from theory exam and minimum 8 marks from assignments/term work.

Table 1: Programme/Course Structure in Short

SEM	CC	DSE / OEC / GEC / IDS/ IKSC	AECC/ Languages	Skill Enhancement Courses (SEC)	Total
I	2 x 4 =8	2 x 4 = 8	Internship/ Apprenticeship (1x 4) *	Course/s of 2 credits to be selected every semester from the SEC courses approved by the University	22
II	2 x 4 =8	2 x 4 = 8	(Research Project) 1 x 4 =4		22
III	2 x 4 =8	2 x 4 =8	—		18
IV	2 x 4 =8	2 x 4 = 8	—		18

CC = Core Course

DSE = Discipline Specific Elective (Elective courses offered under the main discipline/subject of study)

OEC= Open Elective Course (an elective course which is available for students of all programmes)

GEC= Generic Elective Course (An elective course chosen generally from an unrelated discipline/subject, with an intention to seek exposure to other discipline/subject is called a Generic)

AECC= Ability Enhancement Compulsory Courses

SEC = Skill Enhancement Compulsory Courses SEC courses are value-based and / or skill-based and are aimed at providing hands-on- training, competencies, skills, etc.; These courses may be chosen from a pool of courses designed to provide value- based and/or skill-based knowledge.

IKSC = Indian Knowledge System Courses (an elective course which is available for students of all programmes including English Department students)

* Internship: Students have to complete internship of 60 hours in semester 1 of 4 credits

Table 2: Programme/Course Structure in Detail

SEM	CC*	DSE /OEC GEC / IDS/ IKSC*	AECC	Skill Enhancement Courses (SEC)	Total
I	2 x 4 =8	2 x 4 = 8	1x4=4	Any Course/s of 2 credits to be selected from courses approved by the University	22
	CC1-Poetry in English CC2 - Introduction to Modern Linguistics	Any two courses from: DSE: from Sem 1	Internship/ Apprenticeship		
II	2 x 4 =8	2 x 4 = 8	1 x 4 =4	Any Course/s of 2 credits to be selected from courses approved by the University	22
	CC3 – Novel in English CC4 - Sociolinguistics and Stylistics	Any two courses from: DSE: from Sem 2	Research Project:		
III	2 x 4 =8	2 x 4 = 8	_____	Any Course/s of 2 credits to be selected from courses approved by the University	18
	CC5- Drama in English CC6 – Critical Theories- I	Any two courses from: DSE: from Sem. 3			
IV	2 x 4 =8	2 x 4 = 8	_____	Any Course/s of 2 credits to be selected from courses approved by the University	18
	CC7- Non-Fiction in English CC8- Critical Theories- II	Any two courses from: DSE: from Sem. 4			

Table 3: Semester wise DSE Courses

Group/DSE	Sem 1 DSE1	Sem 1 DSE2	Sem 2 DSE3	Sem 2 DSE4	Sem 3 DSE5	Sem 3 DSE6	Sem 4 DSE7	Sem 4 DSE8
G1 British Literature	British Renaissance Literature	British Neoclassical and Romantic Literature	British Literature and Interdisciplinary Studies	Research Methodology: British Literature	Victorian and early Modern period	Modern and Postmodern British Literature	Special Author: Kingsley Amis	British Women Writers
G2 American Literature	American Literature up to Civil War	American Literature from the Civil War to the Turn of the Century	American Literature and Interdisciplinary Studies	Research Methodology: American Literature	Modern American Literature	Postmodern American Literature	Special Author: Ernest Hemingway	American Women Writers

G3 New Literature s	Indian English Literature	English Literatures of SAARC Nations	New Literature s and Interdisci plinary Studies	Research Methodol ogy: New Literature s	African and Caribbean Literature	Australian and Canadian Literature	Special Author: Amitav Ghosh	Postcol onial Women Writers

Table 4: Semester wise OEC Courses

SEM	OEC
I	OEC1: Poetry in English OEC2: Introduction to Modern Linguistics
II	OEC3: Novel in English OEC4: Sociolinguistics and Stylistics
III	OEC6: Drama in English OEC4: Critical Theories- I
IV	OEC7: Non-Fiction in English OEC8: Critical Theories- II

6. SYLLABUS:

M.A. Part I SEMESTER I

CC1/OEC1: Poetry in English

Course Outcomes (COs):

1. Students will understand major trends and writers in Modern and Postmodern English Poetry through detailed study of prescribed poetical works of British, Indian, American and Australian poets.
2. They will be able to interpret and appreciate poems.
3. Students will be able to understand the difference between implicit and explicit meaning of poems.

Unit 1: Modern Australian poetry

Alec Derwent Hope (Poems selected from *The Penguin Book of Australian Verse* edited by Harry Haseltine)

- | | |
|---------------------------|--------------------------|
| a. Australia, | b. The Wandering Islands |
| c. The Death of the Bird, | d. The Imperial Adam |
| e. Pasiphae, | f. Letter from the Line |

- g. Ode on the Death of Pius the Twelfth, h. Crossing the Frontier

Unit2: Modern British Poetry

T. S. Eliot- *The Waste Land*

Unit 3: Poetry of Harlem Renaissance

Langston Hughes: (Poems Selected from *The Norton Anthology of Poetry*. edited by Margaret Ferguson, Mary Jo Salter, Jon Stallworthy. (5th ed.)

- | | |
|-------------------------|-------------------------------|
| a. The Weary Blues, | b. The Negro Speaks of Rivers |
| c. Dream Variations, | d. Cross |
| e. Bad Luck Card, | f. Song for a Dark Girl |
| g. Harlem Sweeties, | h. Harlem |
| i. Theme for English B, | j. Dinner Guest: Me |

Unit 4: Modern Indian Poetry

Jayant Mahapatra: (*The Oxford Indian Anthology of Twelve Modern Indian Poets* edited by Arvind Krishna Mehrotra. OUP)

- | | |
|---|--|
| a. A Rain of Rites, | b. I Hear My Fingers Sadly Touching an Ivory Key |
| c. Hunger, | d. Hands |
| e. The Moon Moments, | f. A Kind of Happiness |
| g. The Door, | h. The Abandoned British Cemetery at Balasore |
| i. The Captive Air of Chandipur-on-Sea, | j. Of that Love |
| k. Days, | l. Waiting |

Reference Books:

- Hooton Joy, A. D. *Hope* Oxford University Press, 1979
- The Cambridge Companion to the Harlem Renaissance* edited by George Hutchinson, CUP, New York, 2007
- Tracy Steven C., *Langston Hughes and the Blues* University of Illinois Press, Urbana and Chicago, 2001.
- The Oxford Indian Anthology of Twelve Modern Indian Poets* edited by Arvind Krishna Mehrotra. OUP1992
- Robson, W.W.: *Modern English Literature*: OUP, 1970.
- Press, John: *Rule and Energy: Trends in British Poetry since Second World War*, OUP, New York, Toronto, 1963.
- Williamson, G *Reader's Guide to T.S.Eliot*, Syracuse University Press, 1998.
- Sharma, Jitendra Kumar: *Time and T. S. Eliot*, Sterling Publishers Pvt. Ltd., 1985.
- Robert M Wren: *J.P. Clark*, Twayne Publishers, 1984
- Wilde William H., Hooton Joy, Andrews B. G. (Ed), *The Oxford Companion to Australian Literature*, OUP, 1994.
- Trotman James C. (Ed.) *Langston Hughes: The Man, His Art, and His Continuing Influence* Garland Publishing, Inc. New York & London, 1995.
- Edwin Thumboo: *An Ibadan Dawn: The Poetry of J. P. Clark Books Abroad* Vol. 44, No. 3 1970 Published by: Board of Regents of the University of Oklahoma
- Chindhade, Shrish: *Five Indian English Poets: Nissim Ezekiel, A.K. Ramanujan, Arun Kolatkar, Dilip Chitre, R. Parthasarathy*, Atlantic Publishers & Dist, 1996.
- Naik, M. K.: *Perspectives on Indian Poetry in English*. Abhinav Publications, 1985.

CC2/ OEC2 : Introduction to Modern Linguistics

Course Outcomes (COs):

1. Students will learn the nature, scope, and different branches of linguistics and

pragmatics.

2. Students will understand the major concepts related to Modern Linguistics.
3. They will acquire the knowledge of various branches of Linguistics.
4. They will understand varieties of languages based on person, place, society, subject, etc.

Unit 1: Nature, scope and branches of Linguistics

Unit2: Major Concepts in Linguistics: Langue/parole, signifier/ signified, synchronic/ diachronic, syntagmatic/ paradigmatic, competence/ performance, Jakobson's six elements/ functions of Speech Event

Unit 3: Semantics - Approaches to study of Meaning, Seven types of meaning

Unit 4: Pragmatics – Emergence of pragmatics, speech act theory, cooperative and politeness principles

Reference Books:

- Verma, S.k . (1989).*Modern Linguistics: An Introduction*.
- Mccabe, Anne .(2011). *Introduction to Linguistics and Language Studies*. London: Equinox publication.
- David, Crystal. (1971). *Linguistics*. London: Penguin
- Lyons, John. (1981). *Language and Linguistics: An Introduction*. Master Trinity Hall, Cambridge: Cambridge University Press.
- Radford, Andrew. (2002). *Linguistics: An Introduction*.et.al. New York: Cambridge University Press.
- Potter, Simeon. (1957). *Modern Linguistics*. London: Andre Deutsch.
- Lass, Roger. (1976). *English phonology and Phonological Theory-Synchronic and diachronic studies*. Cambridge: Cambridge University Press.
- Balsubramanian T. (1981). (2008). *A Textbook of English Phonetics for Indian Students*. Macmillan India Limited.
- O'Connor J.D. (1967). (2009). *Better English Pronunciation*. Cambridge: Cambridge University Press.
- Aronoff, Mark, Fudeman Kirsten. (2011). *What is Morphology (Fundamentals of Linguistics)*.Wiley- Blackwell: A John Wiley & Sons, Ltd. Publication.
- Andrew, Carnie. (2013). *Syntax: A Generative Introduction*. Third edition. Wiley- Blackwell: A John Wiley & Sons, Ltd. Publication.
- Scott, F. C. (1968). *English Grammar: A Linguistic Study of its classes and structures*. London: Heinemann Educational books.
- Wilkins, Wendy (ed.) (1988). *Syntax and Semantics*. San Diego Press, Academic Press.
- Catell, Ray. (1984). *Syntax and Semantics: Composite Predicates in English* .Sydney Academic.

G1 DSE-1: British Renaissance Literature

Course Outcomes (COs):

1. Students will understand various periods, trends and movements in British literature.
2. They will comprehend Renaissance poetry, drama, theatre and prose.

Unit 1. British Renaissance: Intellectual Background Francis

Bacon – *Selected Essays* (Essays I to XX)

(Of Truth, Of Death, Of Unity in Religion, Of Revenge, Of Adversity, Of Simulation and Dissimulation, Of Parents and Children, Of Marriage and Single Life, Of Envy, Of Love, Of Great Place, Of Boldness, Of Goodness and Goodness of Nature, Of Nobility, Of Seditious and Trouble, Of Atheism, Of Superstition, Of Travel, Of Empire, Of Counsel.)

(Selby, F. G. Ed. *Bacon's Essays*. Basingstoke: Macmillan, 1971)

Unit 2. Shakespearean Tragedy

William Shakespeare – *King Lear*

Unit 3. Epic Tradition

John Milton – *Paradise Lost* (Book I)

Unit 4. Elizabethan and Metaphysical poetry (Selected Poems)

(Source: *The Norton Anthology of Poetry* (5th ED.) Margaret Ferguson Jo Salter, Jon Stallworthy (ed.): W. W. Norton & Company, New York and London) Edmund Spenser: Sonnets from *Amoretti*.

Sonnet 75: 'One day I wrote her name upon the strand'

Sonnet 79: 'Men call you fayre, and you doe credit it'

Sir Philip Sidney (1554-1586): 'Ye Goatherd God', 'The Nightingale', 'Ring Out Your Bells'

Michael Drayton (1563-1631): Sonnets from IDEA

Sonnet No. 1: Into these loves who but for passion looks Sonnet

No. 61: Since there's no help, come let us kiss and part John Donne: 'A

Valediction: Forbidding Mourning', 'The Sun Rising'; Andrew

Marvell: 'To His Coy Mistress', 'The Definition of Love'; George

Herbert: 'Easter Wings', 'The Collar'.

Reference Books:

Blamiers, Harry. *A Short History of English Literature*. London: Routledge, 2003.

Daiches, David. *A Critical History of English Literature* Vol.1-4.

Carter, Ronald and John McRay. *The Routledge History of Literature in English*. London: Routledge, 2001.

Saintsbury, George. *A History of Elizabethan Literature*. London: Macmillan, 1920.

Bradley, A. C. *Shakespearean Tragedy*. London: Macmillan, 2003.

McEachern, Claire, Ed. *The Cambridge Companion to Shakespearean Tragedy*. Cambridge: CUP, 2004.

Danielson, Dennis, Ed. *The Cambridge Companion to Milton*. Cambridge: CUP, 1997.

Kinney, Arthur F., Ed. *The Cambridge Companion to English Literature: 1500-1600*. Cambridge: CUP, 2004.

Corns, Thomas N., Ed. *The Cambridge Companion to English Poetry: Donne to Marvell*. Cambridge: CUP, 2004.

G1 DSE-2: British Neoclassical and Romantic Literature

Course Outcomes (COs):

1. Students will understand various periods, trends and movements in British literature.
2. They will recognize the literatures of the Neoclassical and Romantic period.

Unit 1. Restoration Drama (Comedy) –

William Congreve – *The Way of the World*

Unit 2. 18th Century British Fiction

Jonathan Swift – *Gulliver’s Travels* (Book I & II)

Unit 3. Romanticism in British Fiction Jane

Austen – *Pride and Prejudice*

Unit 4. Neoclassical & Romantic poetry (Selected Poems) Alexander

Pope: ‘Epistle to Dr. Arbuthnot’, ‘The Dunciad’;

Dr. Samuel Johnson: ‘Vanity of Human Wishes’,

Thomas Gray: ‘The Elegy Written in Country Churchyard’

William Wordsworth: ‘Tintern Abbey’;

S.T. Coleridge: ‘Kubla Khan’, P.B.

Shelley: ‘Ode to the West Wind’,

John Keats: ‘Ode on a Grecian Urn’.

Reference Books:

Blamiers, Harry. *A Short History of English Literature*. London: Routledge, 2003.

Daiches, David. *A Critical History of English Literature* Vol.1-4.

Carter, Ronald and John McRay. *The Routledge History of Literature in English*. London: Routledge, 2001.

Zwicker, Steven N., Ed. *The Cambridge Companion to English Literature: 1650-1740*. Cambridge: CUP, 2004.

Fisk, Deborah Payne, Ed. *The Cambridge Companion to English Restoration Theatre*. Cambridge: CUP, 2000.

Fox, Christopher, Ed. *The Cambridge Companion to Jonathan Swift*. Cambridge: CUP, 2003.

Keymer, Thomas, Ed. *The Cambridge Companion to English Literature: 1740-1830*. Cambridge: CUP, 2004.

Copeland, Edward and Juliet McMaster, Ed. *The Cambridge Companion to Jane Austen*. Cambridge: CUP, 2003.

Curran, Stuart, Ed. *The Cambridge Companion to British Romanticism*. Cambridge: CUP, 2003.

G2 DSE-1: American Literature up to the Civil War (1865)

Course Outcomes (COs):

1. Students will understand various schools, trends and movements in American literature.
2. They will comprehend poetry and novels in American literature up to the Civil War.

Unit 1. Historical Romance

James Fenimore Cooper (1789-1851) – *The Last of the Mohicans* (1826)

Unit 2. Sentimental novel

Harriet Beecher Stowe (1811-96) – *Uncle Tom’s Cabin* (1852)

Unit 3. Puritanism

Nathaniel Hawthorne (1804-64) – *The Scarlet Letter* (1850)

Unit 4. Early American Poetry (including the Fireside Poets)

Anne Bradstreet: “The Prologue”, “The Author to her Book”,

“Upon the Burning of Our House July 10th, 1666”;

Henry Wadsworth Longfellow: “Paul Revere’s Ride”;

John Greenleaf Whittier: “A Day”;

R. W. Emerson: “Brahma”, “Each and All”, “Concord Hymn”; E. A. Poe: ‘Raven’, ‘Annabel Lee’.

Reference Books:

- Ford, Boris (ed.). *The New Pelican Guide to English Literature, Vol.9: American Literature*. London: Penguin, 1995.
- Gray, Richard. *A History of American Literature*. 2nded. Chichester, West Sussex: Blackwell, 2012.
- Crane, Gregg. *The Cambridge Introduction to the 19th Century American Novel*. Cambridge: CUP, 2007.
- Lauter, Paul (ed.). *A Companion to American Literature and Culture*. Oxford: Blackwell, 2010.
- Millington, Richard H., Ed. *The Cambridge Companion to Nathaniel Hawthorne*. Cambridge: CUP, 2004.
- Weinstein, Cindy, Ed. *The Cambridge Companion to Harriet Beecher Stowe*. Cambridge: CUP, 2004.

G2 DSE-2: American Literature from the Civil War to turn of the Century**Course Outcomes (COs):**

1. Students will understand various schools, trends and movements in American literature.
2. They will survey the prominent works of American literature up to the turn of the century.

Unit 1. Bildungsroman

Mark Twain (1835-1910) – *The Adventures of Huckleberry Finn* (1885)

Unit 2. Narrative Techniques

Henry James (1843-1916) – *Turn of the Screw* (1898)

Unit 3. American novel at the turn of the century

Edith Wharton (1862-1937) – *The House of Mirth* (1905)

Unit 4. Late 19th Century American Poetry

Paul Laurence Dunbar: ‘Sympathy’

Emily Dickinson, “Because I could not stop for death”,

“Hope is the thing with feathers”,

“The Soul selects her own society”,

“My Life Closed twice before its close”,

“I felt a funeral in my brain”

“A Narrow fellow in the grass”

Herman Melville: “The Portent”, “Shiloh”, “The Maldive Shark”

Walt Whitman: “When Lilacs Last in the Dooryard Bloom'd”

Hart Crane: “At Melville's Tomb”, “Voyages”, “My Grandmother's Love Letters”

E. A. Robinson: “Richard Cory”, “The Mill”, “The Flood's Party”

Reference Books:

- Ford, Boris (ed.). *The New Pelican Guide to English Literature, Vol.9: American Literature*. London: Penguin, 1995.

- Gray, Richard. *A History of American Literature*. 2nd ed. Chichester, West Sussex: Blackwell, 2012.
- Lauter, Paul (ed.). *A Companion to American Literature and Culture*. Oxford: Blackwell, 2010.
- Robinson, Forrest G., Ed. *The Cambridge Companion to Mark Twain*. Cambridge: CUP, 1995.
- Bell, Millicent, Ed. *The Cambridge Companion to Edith Wharton*. Cambridge: CUP, 1995.
- Singley, Carol J., Ed. *Edith Wharton's The House of Mirth: A Casebook*. Oxford: OUP, 2003.

G3 DSE-1: Indian English Literature

Course Outcomes (COs):

1. Students will understand various schools, trends and movements in Indian English Literature.
2. They will comprehend poetry, drama, novels and short stories in Indian English literature.

Unit 1: Narrative experiments in Postmodern Indian English Novel

Salman Rushdie- *Midnight's Children*

Unit 2: Trends in Modern Indian English Drama: Girish Karnad– *Tughlaq*

Unit 3: Trends in Modern Indian English Short Stories

Mahasweta Devi- *After Kurukshetra; Three Stories*

Unit 4: Trends in Indian English Poetry

Selected Poets from *Indian Poetry in English* Edited by Makarand Paranjape

Sri Aurobindo: 'From *Savitri*'

Nissim Ezekiel: 'Poet Lover Birdwatcher', 'Enterprise' 'A Time to Change'

Dom Moraes: 'Letter to My Mother', 'Song', 'Future Plans'

Kamala Das: 'Ghanashyam', 'My Grandmother's House', 'The Sunshine Cat'

A. K. Ramanujan: 'Breaded Fish', 'A River', 'Love Poem for a Wife I'

Meena Alexander: 'Dream Poem', 'House of a Thousand Doors', 'From *The Travelers*'

Books for Reference

- Naik M.K., *A History of Indian English Literature*, New Delhi: Sahitya Akademi, 2004
- Iyengar K.R. Srinivasa, *Indian Writing In English*, New Delhi, Sterling Pubs., 1985
- Deshpande G.P. (ed.) *Modern Indian Drama: An Anthology*, Delhi: Sahitya Akademi, 2004
- King Bruce, *Modern Indian English Poetry*, Delhi OUP, 1990.
- Ashcroft, Bill, Griffiths, *The Empire Writes Back: Theory & Practice in Post-Colonial Literatures*, London Routledge 2000.
- Sinha Sunita, *Post Colonial Women Writers: New Perspectives*, New Delhi Atlantic pubs., 2008.
- Seiwoong Oh, *Encyclopedia of Asian-American Literature*, An imprint of Infobase Publishing, New York. 2002

G3 DSE-2: English Literatures of SAARC Nations

Course Outcomes (COs):

1. Students will understand various schools, trends and movements in English Literatures of SAARC nations.
2. They will be able to describe the prominent features of well-known writers and works of SAARC Countries.

Unit 1: Gender and Politics in Postcolonial SAARC Fiction

Taslima Nasrin: *Lajja*

Unit 2: Trends in short stories of SAARC countries

Sushma Joshi: *The Prediction*

Unit 3: Trends in Drama of SAARC countries

Mohan Rakesh: *Halfway House* (Tr. of *Aadhe Adhure*)

Unit 4: Trends in Poetry of SAARC Countries

Selected Poets from Anthology of Commonwealth Poetry Ed. C. D. Narasimhaiah

Sarojini Naidu: 'Indian Weavers', 'Songs of Radha, the Milkmaid'

R. Parthasarthy: 'Exile from Home Coming'

Patrick Fernando: 'Elegy for my son'

Yasmine Gooneratne: 'On an Asian Poet Fallen Among American Translators' 'There was a country'

Ahmed Ali: 'On the Tenth Night of the Tenth Moon'

Razia Khan: 'My Daughter's Boy Friend' 'The Monstrous Biped'

Books for Reference

Europa Publications, *International Who's Who of Authors and Writers 2004*, Routledge.

Trevor, James, *English Literature From The Third World*, Beirul, Longman York Press, 1986

Walsh William (ed.), *Readings in commonwealth Literature*, Delhi OUP, 1973.

Bharucha, Nilufer, *World Literature- Contemporary Postcolonial and Post-Imperial Literatures*, New Delhi Prestige Pubs, 2007.

Young Robert, *Colonial Desire: Hybridity in Culture, Theory and Race*, Routledge, London, 2000.

Pullock Sheldon, *Literary Cultures in History: Reconstruction from South Asia*, University of California, 2003

Dodiya, Jaydipsinh, *Parsi English Novel*, Delhi, Sarup and Sons, 2006.

R.K. Dhawan and Novy Kapadia (ed). *Novels of Bapsi Sidhwa, Reader's Comparison*. New Delhi: Prestige Books, 1996.

Chhote Lal Khatri. *Mohan Rakesh's Halfway House: A Critique: Aadhe Adhure* Prakash Book Depot, 2003

SEMESTER II

CC-3/ OEC3: Novel in English

Course Outcomes (COs):

1. Students will understand major trends and writers in Modern and Postmodern period through detailed study of specific novels.
2. They will be able to interpret and critically appreciate the novels of the major authors.
3. Students will be able to judge the texts and justify their readings.

Unit 1: Existentialism and Modern Novel

Albert Camus – *The Outsider*

Unit2: Tribe and Nationhood in Modern Novel

Chinua Achebe – *Things Fall Apart*

Unit 3: Postmodernism in Novel

Orhan Pamuk – *My Name is Red*

Unit 4: Feminism in Postmodern Indian English Novel

Githa Hariharan – *The Thousand Faces of Night*

Reference Books:

- Hughes, Edward J., Ed. *The Cambridge Companion to Albert Camus*. Cambridge: CUP, 2007.
- Bloom, Harold, ed. *Modern Critical Interpretations: Albert Camus's The Stranger*. New York: Chelsea House, 2001.
- Patil, Mallikarjun. *Trends and Techniques in Modern English Literature*. Author Press (2011).
- Nicol, Bran. *The Cambridge Introduction to Postmodern Fiction*. C U P

CC-4/OEC4: Sociolinguistics and Stylistics

Course Outcomes (COs):

1. Students will learn the nature, scope, and different branches of sociolinguistics and stylistics.
2. Students will understand different concepts in Sociolinguistics and Stylistics.
3. Students will be able to relate the literary and ordinary language.
4. Students will be able to analyse the prose and poetry discourses stylistically.

Unit 1: Sociolinguistics:

Language and society, Speech community, Varieties- languages, dialect, register, style; Language contact- pidgin, creole, diglossia, code mixing, code switching and borrowing

Unit 2: Register Analysis

Unit 3: Stylistics:

Ordinary language and language of literature; foregrounding- deviations and parallelism; analysing metaphor.

Unit 4: Stylistic analysis of poetry

Reference Books:

Peter, Trudgil. *Sociolinguistics: An introduction to Language*. Penguin Books (S U Lib)
 Mohsen, Ghadessy. *Register Analysis: Theory and Practice*. Amazon .com (Net)
 Jeffries, Lesley & Macintyre, Dan. *Stylistics*. C U P. (S U)
 Leech, G. N. *A Linguistic Guide to English Poetry*. Longman. (S U) Hudson,
 R. A. *Sociolinguistics*. C U P.
 Biber, Douglas. *Register, Genre and Style*. C U P (Net)
 Verdonk, Peter & Widdowson. *Stylistics*. O U P.
 Widdowson, H. G. *Stylistics and the Teaching of Literature*. Longman. (S U)

G1 DSE-3: British Literature and Interdisciplinary Studies

Course Outcomes (COs):

1. With the help of the prescribed text, students will be able to relate literature and interdisciplinary approaches: gender studies, psychoanalysis, cultural studies and film studies.

Text: William Shakespeare- *Hamlet* (1603)

Unit 1: William Shakespeare's *Hamlet* and Gender studies

Unit 2: William Shakespeare's *Hamlet* and Psychology

Unit 3: William Shakespeare's *Hamlet* and Culture

Unit 4: William Shakespeare's *Hamlet* and Film adaptations

Reference Books:

Grazia, Margreta De, and Stanley Wells, Ed. *The Cambridge Companion to Shakespeare*.
 Cambridge: CUP, 2001.

Jackson, Russell, Ed. *The Cambridge Companion to Shakespeare on Film*. Cambridge: CUP,
 2000.

The Approach to Shakespeare 1st edition London: Thomas Nelson 1925.

Saintsbury, George. *A History of Elizabethan Literature*. London: Macmillan, 1920.

Bradley, A. C. *Shakespearean Tragedy*. London: Macmillan, 2003.

McEachern, Claire, Ed. *The Cambridge Companion to Shakespearean Tragedy*. Cambridge:
 CUP, 2004.

Kinney, Arthur F., Ed. *The Cambridge Companion to English Literature: 1500-1600*.
 Cambridge: CUP, 2004.

Dobson, Michael, Ed. *The Oxford Companion to Shakespeare*. Oxford: OUP, 2001.

Mc Evoy Sean: *Shakespeare The Basics*, Routledge, London, 2000.

Gandhi, Leela. (ed.) *William Shakespeare, Canon and Critique*, Pencraft International, Delhi,
 1998.

G1 DSE-4: Research Methodology: British Literature

Course Outcomes (COs):

1. Students will develop basic skills of research
2. Students will design and develop their own project report.

Unit 1: Research in Literature: Key Issues

Research questions, hypothesis and its types, hypothesis testing, research design, ethics

Unit 2: The place of theory in literary disciplines (Chapters 7 to 12 from *A Handbook to Literary Research* edited by Simon Eliot and W.R. Owens, 1998 and chapter 7 from *The Handbook to Literary Research* Edited by Delia da Sousa Correa and W.R. Owens, New York, Routledge, 1998

Unit 3: Literary research and interdisciplinarity, Use of linguistics and stylistics in

literary research, Literary research and translation, Literary research and other media (Chapters 8,9,10 from *The Handbook to Literary Research* Edited by Delia da Sousa Correa and W.R. Owens, New York, Routledge, 1998)

Unit 4: Report Writing

Structure of Research Report, style manuals, avoiding plagiarism

Reference Books:

Correa, Delia da Sousa and W.R. Owens, (ed.) *The Handbook to Literary Research*. London: Routledge, 2010.

Deshpande, H. V. *Research in Language and Literature: Philosophy, Areas and Methodology*. Kolhapur: Sukhada Sourabh Prakashan.2007.

Eliot, Simon and W. R. Owens, (ed.) *A Handbook to Literary Research*. London: Routledge, 1998.

Griffin, Gabriele, ed. *Research Methods for English Studies*. Edinburgh: Edinburgh University Press, 2007.

Harner, James L., ed. *Literary Research Guide: An Annotated Listing of Reference Sources in English Literary Studies*. 2nd ed. Texas: MLA, 2008.

Sinha, M. P. *Research Methods in English*. New Delhi: Atlantic, 2007.

Schwartz B M, Landrum, R. E, Gurung, R. *An Easy Guide to APA Style*, Easy Guide Series Edition 3. SAGE Publications, 2016

MLA Handbook for Writers of Research Papers, 8th Edition, Modern Language Association of America, 2016

The Chicago Manual of Style, University of Chicago Press, 2017.

G2 DSE-3: American Literature and Interdisciplinary Studies

Course Outcomes (COs): With the help of the prescribed text, students will be able to relate literature and interdisciplinary approaches: gender studies, psychoanalysis, cultural studies and film studies.

John Steinbeck – *The Grapes of Wrath* (1939)

Unit 1. Steinbeck’s *The Grapes of Wrath* and the Great Depression.

Unit 2. Steinbeck’s *The Grapes of Wrath* and Film

Unit 3. Steinbeck’s *The Grapes of Wrath* and Gender

Unit 4. Steinbeck’s *The Grapes of Wrath* and psychology

Reference Books:

Beegel, Susan F., Susan Shillinglaw and Wesley N. Tiffney, Jr. *Steinbeck and the Environment: Interdisciplinary Approaches*. Tuscaloosa: University of Alabama Press, 1997

Bigsby, Christopher, (ed.) *The Cambridge Companion to Modern American Culture*. Cambridge: CUP, 2006.

Bloom, Harold, ed. *Bloom’s Modern Critical Views: John Steinbeck*. New York: Bloom’s Literary Criticism, 2008.

Davis, Robert Murray, ed. *Steinbeck: A Collection of Critical Essays*. Englewood Cliffs, NJ: Prentice-Hall, 1972.

Ditsky, John, ed. *Critical Essays on Steinbeck’s The Grapes of Wrath*. Boston: G.K. Hall & Co., 1989.

French, Warren, ed. *A Companion to The Grapes of Wrath*. New York: Penguin, 1989.

- Heavlin, Barbara, ed. *The Critical Response to John Steinbeck's The Grapes of Wrath*. Westport, CT: Greenwood Press, 2000.
- Lauter, Paul, ed. *A Companion to American Literature and Culture*. Oxford: Blackwell, 2010.
- Owens, Louis. *The Grapes of Wrath: Trouble in the Promised Land*. Boston: Twayne, 1989.
- Palmer, R. Barton, ed. *Twentieth Century American Fiction on Screen*. Cambridge: CUP, 2007.
- Wyatt, David, ed. *New Essays on The Grapes of Wrath*. Cambridge: CUP, 1990.

G2 DSE-4: Research Methodology: American Literature

Course Outcomes (COs):

1. Students will develop basic skills of research
2. Students will design and develop their own project report.

Unit 1: Research in Literature: Key Issues

Research questions, hypothesis and its types, hypothesis testing, research design, ethics

Unit 2: The place of theory in literary disciplines (Chapters 7 to 12 from *A Handbook to Literary Research* edited by Simon Eliot and W.R. Owens, 1998 and chapter 7 from *The Handbook to Literary Research* Edited by Delia da Sousa Correa and W.R. Owens, New York, Routledge, 1998)

Unit 3: Literary research and interdisciplinarity, Use of linguistics and stylistics in literary research, Literary research and translation, Literary research and other media (Chapters 8,9,10 from *The Handbook to Literary Research* Edited by Delia da Sousa Correa and W.R. Owens, New York, Routledge, 1998)

Unit 4: Report Writing

Structure of Research Report, style manuals, avoiding plagiarism.

Reference Books:

- Correa, Delia da Sousa and W.R. Owens, eds. *The Handbook to Literary Research*. London: Routledge, 2010.
- Deshpande, H. V. *Research in Language and Literature: Philosophy, Areas and Methodology*. Kolhapur: Sukhada Sourabh Prakashan.2007.
- Eliot, Simon and W. R. Owens, eds. *A Handbook to Literary Research*. London: Routledge, 1998.
- Griffin, Gabriele, ed. *Research Methods for English Studies*. Edinburgh: Edinburgh University Press, 2007.
- Harner, James L., ed. *Literary Research Guide: An Annotated Listing of Reference Sources in English Literary Studies*. 2nd ed. Texas: MLA, 2008.
- Sinha, M. P. *Research Methods in English*. New Delhi: Atlantic, 2007.
- Schwartz B M, Landrum, R. E, Gurung, R. *An Easy Guide to APA Style, Easy Guide Series Edition 3*. SAGE Publications, 2016
- MLA Handbook for Writers of Research Papers, 8th Edition, Modern Language Association of America, 2016
- The Chicago Manual of Style, University of Chicago Press, 2017.

G3 DSE-3: New Literatures and Interdisciplinary Studies

Course Outcomes (COs): With the help of the prescribed text, students will be able to relate literature and interdisciplinary approaches: gender studies, psychoanalysis, cultural studies and film studies.

Text: Jhumpa Lahiri – *The Namesake*

Unit 1: - *The Namesake* and Gender Issues

Unit 2: *The Namesake* and Film Adaptation

Unit 3: *The Namesake* and Psychological Interpretations

Unit 4: *The Namesake* and Cultural Issues

Books for Reference:

Munos Delphine, (2013)*After Melancholia A Reappraisal of Second-Generation Diasporic Subjectivity in the Work of Jhumpa Lahiri* ,Amsterdam, New York,Rodopi

Dingra Lavina & Cheung Floyd(ed)(2012) *Naming Jhumpa Lahiri Canons & Controversies*, Lanham New York, Lexington Books

Batra Jagdish, (2010)*Jhumpa Lahiri's The Namesake: A Critical Study*, Delhi Prestige Books,

Hutcheon Linda (2012) *A Theory Of Adaptation*, Routledge

Das Nagamananda (2008)*Jhumpa Lahiri :Critical Perspectives Delhi, Pencraft International*

G3 DSE-4: Research Methodology: New Literatures

Course Outcomes (COs):

1. Students will develop basic skills of research
2. Students will design and develop their own project report.

Unit 1: Research in Literature: Key Issues

Research questions, hypothesis and its types, hypothesis testing, research design, ethics

Unit 2: The place of theory in literary disciplines (Chapters 7 to 12 from A Handbook to Literary

Research edited by Simon Eliot and W. R.Owens, 1998 and chapter 7 from The Handbook to Literary Research Edited by Delia da Sousa Correa and W.R. Owens, New York, Routledge, 1998

Unit 3: Literary research and interdisciplinarity, Literary research and translation, Literary research and other media (Chapters 8,9,10 from The Handbook to Literary Research Edited by Delia da Sousa Correa and W.R. Owens, New York, Routledge, 1998)

Unit 4: Report Writing

Structure of Research Report, style manuals, avoiding plagiarism

Books for Reference

Correa, Delia da Sousa and W.R. Owens, eds. *The Handbook to Literary Research*. London: Routledge, 2010.

Deshpande, H. V. *Research in Language and Literature: Philosophy, Areas and Methodology*. Kolhapur: Sukhada Sourabh Prakashan.2007.

Eliot, Simon and W. R. Owens, eds. *A Handbook to Literary Research*. London: Routledge, 1998.

Griffin, Gabriele, ed. *Research Methods for English Studies*. Edinburgh: Edinburgh University Press, 2007.

Harner, James L., ed. *Literary Research Guide: An Annotated Listing of Reference Sources*

- in English Literary Studies*. 2nd ed. Texas: MLA, 2008.
- Sinha, M. P. *Research Methods in English*. New Delhi: Atlantic, 2007.
- Schwartz B M, Landrum, R. E, Gurung, R. *An Easy Guide to APA Style*, Easy Guide Series Edition 3. SAGE Publications, 2016
- MLA Handbook for Writers of Research Papers, 8th Edition, Modern Language Association of America, 2016
- The Chicago Manual of Style, University of Chicago Press, 2017.

F. PROCEDURE FOR ADMISSIONS, CURRICULUM TRANSACTION AND EVALUATION

1. Eligibility:

A graduate from any Recognized University will be eligible to get admission to M.A. English Programme.

2. Intake:

Open (No intake restriction)

3. Required Document while taking Admission to Programme along with Payments of Fees. (Payment acknowledgement)

- Xerox copy of SSC, HSC and Graduation Mark sheets.
- identity card size photographs along with its scan copy of 09KB and Scan signature of the student 09KB.
- TC/MC (Whichever applicable). In case of TC/MC is not available at the time of admission student will get provisional admission. Grace period of 30 days will be given to submit the original TC/MC otherwise provisional admission gets cancelled no fee will be refunded.

4. Programme form and Fees.:

Students should fill the form through online mode and pay for the same making online payment through credit card/debit card/internet banking/UPI etc.

5. Fee Structure

Fresh Students Fee Structure for the Year 2022-23			
S.N.	Particulars	M.A.	
		Sem I & II	Sem III& IV
1	Registration Fee	1770	1770
2	S.L.M. Fee	1475	1475
3	Exam Fee (Oct/Nov 2022 Exam)	630	630
4	Exam Fee (Mar/Apr 2023Exam)	630	630
5	Cost of Application Form	20	20
6	Study Centre Fee	885	885

7	Prospectus Charges		20		20	
8	E-Facility Fee		50		50	
9	Environment Studies Exam Fee(Mar/Apr 2020)		00		00	
10	DhwajNidhi		10		10	
11	Tution / Course Fee		00		00	
12	Student Welfare fund		100		100	
13	Youth Hostel fee		50		50	
14	Student Accident/Medical Help fund		20		20	
	Total of 1 to 10		5660		5660	
11	*Eligibility Fee	a	Maharashtra State Board / Student of Shivaji University	50	0	0
		b	B.Ed /D.Ed.	0	0	0
		c	Other than Maharashtra State Board / Student of Other University	100	0	0
		d	NRI / Foreign	500	0	0
		12	Late Fee		50	50
13	Super Late Fee		350	350	350	

6. Evaluation Pattern:

80 Marks semester end examination + 20 Marks Assignments [Assignment Assessment pattern for all papers: Sem. I to IV]

7. Standard of Passing:

Each Course have total 100 marks of which 80 marks for theory exam and 20 marks for assignment. Student should need 40 marks out of 100 marks for passing. In which, he/she need minimum 32 marks from theory exam and minimum 8 marks from assignments.

8. Nature of Question Paper:

Question Paper Pattern for M.A. Part I & II

(Common for all courses unless specified as below)

Total marks – 80

Note:

1. All Questions are compulsory.
2. Figures to the right indicate full marks

- | | |
|---|----|
| Q. 1. Answer in one word/phrase/sentence (Ten items to be set): | 10 |
| Q. 2. Answer any two (out of three) in about 600 words each
(Two questions will be set on General Topics and One on a text) | 30 |
| Q. 3. Answer any two (out of three) in about 600 words each.
(All the questions will be set on prescribed texts – not covered in Q. 2) | 30 |
| Q. 4. Write short notes on (any two – out of three: in about 200 words each) | 10 |

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Question Paper Pattern

(for Sociolinguistics and Stylistics)

Total marks – 80

Note:

1. All Questions are compulsory.
2. Figures to the right indicate full marks

- | | |
|--|----------|
| Q. 1. Answer in one word/phrase/sentence (Ten items to be set) | 10 |
| Q. 2. Answer any two (out of three) in about 600 words each | 30 |
| Q. 3. A. Stylistic Analysis of a poem.
B. Analysis of Register | 15
15 |
| Q. 4. Write short notes on (any two – out of three: in about 200 words each) | 10 |

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Question Paper Pattern for DSE4 (all Elective Groups) Research Methodology

(Written Exam 80 + Assignments 20 Marks)

Time: 3 hours

Total marks – 80

Note:

1. All Questions are compulsory.
2. Figures to the right indicate full marks

- | | |
|--|----|
| Q. 1. Broad Answer-type questions with internal option (in about 800 words) (any 2 out of 3) | 40 |
| Q. 2. Answer the following in short (in about 400 words each) (any four out of six) | 40 |

Research Project
Credits – 4 (Marks 100)
Research Project Dissertation of about 50 pages -80 Marks
(Plagiarism Check Mandatory)

Viva -20 Marks

I. QUALITY ASSURANCE MECHANISM AND EXPECTED PROGRAMME OUTCOMES:

- 1) The CDOEs Internal Quality Mechanism will attempt to improve and maintain its quality in the proposed curriculum and syllabus.
- 2) The Quality Mechanism will improve the quality of E-Content and E-Resources through editing learning materials for different purposes (content, format, and language); Co-ordinating with the producer of audio-visual materials, and orientating the course write, etc.
- 3) The mechanism will also enhance its coordination between students and study centers and other stake holders.
4. The mechanism will monitor on its working hands-Assistant Professor and Associate Professor for contact sessions and orientation for various purposes.