

English: PG Course Structure

Sr. No.	Class	Semester	Course Code	Title of the Course	Total Teaching Hours	Credits
1	M. A. Part I	VII	Major-I	Poetry in English up to 19th Century	60	4
2	M. A. Part I	VII	Major-II	Fiction in English up to the end of 19th Century	60	4
3	M. A. Part I	VII	Major-III	Introduction to Modern Linguistics	60	4
4	M. A. Part I	VII	Major-IV	English Language Teaching-I	30	2
5	M. A. Part I	VII	Elective	Indian English Literature	60	4
			Elective	British Renaissance Literature	60	4
6	M. A. Part I	VII	RM	Research Methodology	60	4
7	M. A. Part I	VIII	Major-V	Poetry in English: Modern and Postmodern	60	4
8	M. A. Part I	VIII	Major-VI	Fiction in English: Modern and Postmodern	60	4
9	M. A. Part I	VIII	Major-VII	Sociolinguistics and Stylistics	60	4
10	M. A. Part I	VIII	Major-VIII	English Language Teaching-II	60	2
11	M. A. Part I	VIII	Elective	English Literatures of the SAARC Nations	60	4
			Elective	British Neo Classical and Romantic Literature	60	4
12	M. A. Part I	VIII	OJT	OJT	60	4



RayatShikshanSanstha's

ChhatrapatiShivaji College, Satara(AUTONOMOUS)

Accredited at 'A+' Grade (CGPA: 3.51) by NAAC, Bangalore
College with Potential for Excellence Status Awarded by UGC
Lead College Status Awarded by Shivaji University, Kolhapur

**NEP 2020 Syllabus
For
M.A. PART-I**

To be implemented from June, 2023

RayatShikshanSanstha's
ChhatrapatiShivaji College, Satara(Autonomous)
Department of English
M. A. Part I: SEMESTER - I
MAJOR PAPER-I
POETRY IN ENGLISH UP TO 19TH CENTURY
Subject Code: ENGC21
Teaching Hours: 4 x 15=60 Credits 04

Preamble

English literature is a global store house of knowledge in which the genre Poetry lighted and delighted society for ages. The course *Poetry in English Up To 19th Century* under NEP-2020 intends to offer poetic creations from ancient to modern from different part of the world. It also aims to introduce with the students various trends, tendencies and cultural ethos in the genre poetry. The course also intends to imbibe human values among the students with global outlook and critical appreciation.

Course Outcomes: After completing this course, the learners will be able to:

- CO1: Understand the origin and development of poetry from Greece, Russia, America, Australia, England and India
- CO2: Describe developmental phases in poetry from Greece, Russia, America, Australia, England and India
- CO3: Explain major themes in poetry from Greece, Russia, America, Australia, England and India
- CO4: Elaborate thematic concerns in poetry from Greece, Russia, America, Australia, England and India
- CO5: Compare major themes in poetry from Greece, Russia, America, Australia, England and India
- CO5: Explain the main trends and tenets in poetry from Greece, Russia, America, Australia, England and India
- CO6: Distinguish various poetic devices in poetry from Greece, Russia, America, Australia, England and India
- CO7: Analyze the cultural ethos in poetry from Greece, Russia, America, Australia, England and India
- CO8: Critically appreciate major themes in poetry from Greece, Russia, America, Australia, England and India

Module I: Greek Poetry

(15 Periods)

Pindar- Odes (Selected poems from *Pindar: The Complete Odes*. Translated by Anthony Verity. Oxford: OUP; 2007)

1.1Olympian: 1 to 3

1.2Pythians: 1 to 3

1.3Nemean: 1 to 3.

Module II: Russian Poetry(15 Periods)

Russian Romanticism

Alexander Pushkin

(Selected Poems from *Poems, Prose and Plays of Alexander Pushkin*. New York: Modern Library, 1936.)

2.2 The Bronze Horseman

2.3 Winter Evening,

2.4 The Coach of Life

2.5 With Freedom's Seed,

2.6 Beneath her Native Skies

2.7 Arion

2.8 To the Poet

2.9 Elegy

2.10 When in My Arms

2.11 Autumn

Module III: Indian Poetry (15 Periods)

Songs of Kabir by Rabindranath Tagore, (Hard Press, First published 1518, available online at <http://www.sacred-texts.com/hin/sok/>)

(Select poems- I to X)

Module IV: American Romanticism (15 Periods)

Walt Whitman's 'Song of Myself'

Practical: Translation of Marathi poems into English

References

Briggs, A. D. P. *Alexander Pushkin: A Critical Study*, Barnes & Noble Books, Totowa, New Jersey, 1983

<<http://www.sacred-texts.com/hin/sok/>>

online at <<http://www.sacred-texts.com/hin/sok/>>

Pindar, Ian Rutherford, Oxford University Press, 2001

Songs of Kabir .by Rabindranath Tagore, (Hard Press, First published 1518, available

The Collected Writings of Walt Whitman. Harold .W. Blodgett and Scully Bradley, University of London Press, 1965.

The Home book of verse, American and English, 1580-1920, ed. Burton Egbert Stevenson.

Books for further Reading

Binyon, T. J. (2002) *Pushkin: A Biography*. London: HarperCollins US edition: New York: Knopf, 2003

Burnett, Anne Pippin, *Pinda*. London: Bristol Classical Press, (Ancients in action)2008.

Greenspan, Ezra, ed. Walt Whitman's "Song of Myself": *A Sourcebook and Critical Edition*. New York: Routledge, 2005

Revard, Stella P., *Politics, Poetics, and the Pindaric Ode 1450–1700*, Turnhout, Brepols Publishers, 2010.

The Oxford book of English of Verse, 1250-1900 by Arthur Thomas Quiller-couch.

The Oxford Encyclopedia of Ancient Greece and Rome Edited by Michael Gagarin , OUP, 2010
Yuri, Druzhnikov. *Prisoner of Russia: Alexander Pushkin and the Political Uses of Nationalism*,
Transaction Publishers, 2000

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ChhatrapatiShivaji College, Satara (Autonomous)
Department of English
M A – Part I: SEMESTER - II**

MAJOR PAPER-V
POETRY IN ENGLISH: MODERN AND POSTMODERN

Subject Code: ENGC24

Teaching Hours: 4 x 15=60 Credits 04

Module V: Modern Australian poetry (15 Periods)

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

- 5.1. Australia
- 5.2 The Wandering Islands
- 5.3 The Death of the Bird d. The Imperial Adam
- 5.4 Pasiphae
- 5.5 Letter from the Line
- 5.6 Ode on the Death of Pius the Twelfth
- 5.7 Crossing the Frontier

Module VI: Modern British Poetry (15 Periods)

T.S. Eliot-*The Waste Land*

Module VII: Harlem Renaissance (15 Periods)

Langston Hughes: (Poems selected from *The Norton Anthology of Poetry*. Edited by Margaret Ferguson, Mary Jo Salter, Jon Stallworthy. (5thed.)

- 7.1 The Weary Blues
- 7.2 The Negro Speaks of Rivers
- 7.3 Dream Variations
- 7.4 Cross
- 7.5 Bad Luck Card
- 7.6 Song for a Dark Girl
- 7.7 Harlem Sweeties
- 7.8 Harlem
- 7.9 Theme for English B
- 7.10 Dinner Guest: Me

Module VIII: Modern Indian Poetry (15 Periods)

Nissim Ezekiel

(*Indian Poetry in English* edited by MakarandParanjape, Trinity Press)

- 8.1 A Time to Change
- 8.2 Declaration
- 8.3 Encounter
- 8.4 Two Nights of Love
- 8.5 Enterprise
- 8.6 Poet, Lover, Birdwatcher
- 8.7 Background, Casually
- 8.8 Professor

Practical: Composing a short poem

References

Hooton Joy, A.D. *Hope* Oxford University Press, 1979

Press, John: *Rule and Energy: Trends in British Poetry since Second World War*, OUP, New York, Toronto, 1963.

Robert M Wren: J.P. Clark, Twayne Publishers, 1984

Robson, W.W.: *Modern English Literature*: OUP, 1970.

Sharma, Jitendra Kumar: *Time and T. S. Eliot*, Sterling Publishers Pvt. Ltd., 1985.

The Cambridge Companion to the Harlem Renaissance edited by George Hutchinson, CUP, New York, 2007

The Oxford Indian Anthology of Twelve Modern Indian Poets edited by Arvind Krishna Mehrotra. OUP 1992

Tracy Steven C., Langston Hughes and the Blues University of Illinois Press, Urbana and Chicago, 2001.

Williamson, G Reader's Guide to T.S.Eliot, Syracuse University Press, 1998.

Books for further Reading

Chindhade, Shrish: *Five Indian English Poets: Nissim Ezekiel, A.K. Ramanujan, Arun Kolatkar, Dilip Chitre, R. Parthasarathy*, Atlantic Publishers & Dist, 1996.

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

Naik, M. K.: *Perspectives on Indian Poetry in English*. Abhinav Publications, 1985.

Trotman James C. (Ed.) Langston Hughes: *The Man, His Art, and His Continuing Influence*
Garland Publishing, Inc. New York & London, 1995.

Wilde William H., Hooton Joy, Andrews B. G. (Ed), *The Oxford Companion to Australian Literature*, OUP, 1994.

Rayat Shikshan Sanstha's

Chhatrapati Shivaji College, Satara (Autonomous)

Department of English

M. A. Part I: SEMESTER - I

Major Paper: II
FICTION IN ENGLISH UP TO THE END OF 19TH CENTURY

Subject Code: ENGC22

Teaching Hours: 4 x 15=60 Credits 04

Preamble

The study of any literature is incomplete without fiction. English fiction has a very glorious tradition. There have been changes in narrative technique, characterization, subject matter, point of view etc. as far as the development of English is concerned. This course is designed for the study of English Fiction under NEP-2020. It highlights the origin and development of English Fiction as well as new trends in modern and postmodern fiction. This course will help the learners to get acquainted with 'novel' as a major form of literature. .

Course outcomes: After completing this course, the learners will be able to:

- CO1: Define novel as a form of literature
- CO2: Explain various types of novels
- CO3: Describe media adaptations of novels
- CO4: Elaborate novelists and their contribution to English literature
- CO5: Explain the main terms in the novel
- CO6: Distinguish types and features of fiction
- CO7: Analyze the cultural ethos in the genre of fiction
- CO8: Explain the historical elements in the text

Module I: General Topic, Novel(15 Periods)

1.1 Rise and development of British Novel

1.2 Henry Fielding – *Joseph Andrews*.

Module II: General Topic, Novel(15 Periods)

2.1 Realism (and Naturalism) in Fiction

2.2 Gustave Flaubert – *Madame Bovary*

Module III: General Topic, Novel(15 Periods)

3.1 Psychological Fiction

3.2 Fyodor Dostoyevsky – *Crime and Punishment*

Module IV: General Topic, Novel(15 Periods)

4.1 19th Century American Short Fiction

4.2 E. A. Poe: 'The Fall of the House of Usher'

O'Henry: 'The Gift of the Magi'

Practical: Narration of some important events from the prescribed novels

Reference Books

Church, Margaret (1983). "Dostoevsky's Crime and Punishment and Kafka's The Trial". Structure and Theme – Don Quixote to James Joyce. Ohio State University Press.

Meyers, Jeffrey (1992). Edgar Allan Poe: His Life and Legacy. New York: Cooper Square Press.

Waugh, Patricia, Metafiction: The Theory and Practice of Self-Conscious fiction, Routledge, 1984.

Books for further Reading

Frederic Tuten, Dostoevsky's *Crime and Punishment*, New York, 1963

Sava, Dawn B, Edgar A. *Poe A TO Z: The Essential Reference to his life and Work*. New York: Checkmark Books, 2001

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ChhatrapatiShivaji College, Satara (Autonomous)
Department of English
M. A. Part I: SEMESTER - II
MAJOR PAPER: VI

FICTION IN ENGLISH: MODERN AND POSTMODERN

Subject Code: ENGC25

Teaching Hours: 4 x 15=60 Credits 04

Module V: General topic, Novel (15 Periods)

5.1 Existentialism and Modern Fiction

5.2 Albert Camus – *The Outsider*

Module VI: General topic, Novel (15 Periods)

6.1 Tribe and Nationhood in Modern Fiction

6.2 Chinua Achebe– *Things Fall Apart*

Module VII: General topic, Novel (15 Periods)

7.1 Literary / Media Adaptation

7.2 Chetan Bhagat- *One Night at the Call Centre*

Module VIII: General topic, Novel (15 Periods)

8.1 Feminism in Postmodern Indian Fiction

8.2: Githa Hariharan– *The Thousand Faces of Night*

Practical: Review of Media Adaptation

References

Bloom, Harold, ed. *Modern Critical Interpretations: Albert Camus's The Stranger*. New York: Chelsea House, 2001.

Hughes, Edward J., Ed. *The Cambridge Companion to Albert Camus*. Cambridge: CUP, 2007.

Nicol, Bran. *The Cambridge Introduction to Postmodern Fiction*. C U P

Patil, Mallikarjun. *Trends and Techniques in Modern English Literature*. Author Press (2011).

Rayat Shikshan Sanstha's
Chhatrapati Shivaji College, Satara (Autonomous)
Department of English
M. A. Part I; SEMESTER - I
Major Paper: III

INTRODUCTION TO MODERN LINGUISTICS
Subject Code: ENGC23
Teaching Hours: 4 x 15=60 Credits 04

Preamble

English language being a lingua franca is playing an important role in cultural exchange in the process of globalization. The course, Introduction to Modern Linguistics under NEP-2020 intends to offer various basic concepts and schools in Modern Linguistics with special reference to English language. It also aims to introduce with the students various theories and approaches in perception and application of language for various domains.

Course outcomes: After completing this course, the learners will be able to:

- CO1: Understand origin, development and characteristics of language
- CO2: Define various branches of linguistics
- CO3: Describe Semantics, Pragmatics, Sociolinguistics and Stylistics
- CO4: Elaborate seven types of meaning
- CO5: Explain major concepts in Linguistics, Semantics, Pragmatics, Sociolinguistics and Stylistics
- CO6: Distinguish between language and dialect
- CO7: Analyze text in terms of field, mode and tenor
- CO8: Critically appreciate and analyze poetic forms in terms of stylistic devices

Module I; Introduction of Linguistics **(15 Periods)**

- 1.1 Nature of Linguistics
- 1.2 Scope of Linguistics
- 1.3 Branches of Linguistics

Module II: Major Concepts in Linguistics **(15 Periods)**

- 2.1 Langue/parole, signifier/ signified, synchronic/ diachronic, syntagmatic/ paradigmatic, competence/ performance,
- 2.2 Jakobson's six elements/ functions of Speech Event

Module III: Semantics **(15 Periods)**

- 3.1 Approaches to study of Meaning
- 3.2 Seven types of meaning

Module IV: Pragmatics **(15 Periods)**

- 4.1 Emergence of Pragmatics
- 4.2 Speech Act Theory
- 4.3 Cooperative and Politeness Principles

Practical: Identifying illocutionary force and semantic analysis

References

David, Crystal. *Linguistics*. London: Penguin, 1971.

Lass, Roger *English Phonology and Phonological Theory*-Synchronic and diachronic studies. Cambridge: Cambridge University Press, 1976.

Lyons, John. *Language and Linguistics: An Introduction*. Master Trinity Hall, Cambridge: Cambridge University Press, 1981.

Mccabe, Anne *Introduction to Linguistics and Language Studies*. London: Equinox Publication. 2011.

Potter, Simeon. *Modern Linguistics*. London: Andre Deutsch, 1957.

Raford, Andrew *Linguistics: An Introduction*. et. al. New York: Cambridge University Press, 2002.

Verma, S.k. *Modern Linguistics: An Introduction*, 1989.

Books for further Reading

Andrew, Carnie. *Syntax: A Generative Introduction*. Third edition. Wiley Blackwell: A John Wiley & Sons Ltd. Publication, 2013.

Aronoff, Mark. Fudeman Kirsten. *What is Morphology* (Fundamentals of Linguistics). Wiley-Blackwell: A John Wiley & Sons Ltd. Publication, 2011

Balsubramanian, T. *A Textbook of English Phonetics for Indian Students*. Macmillan India Limited. 1981, 2008.

Catell, Ray. *Syntax and Semantics: Composite Predicates in English*. Sydney Academic, 1984.

O' Connor, J.D. *Better English Pronunciation*. Cambridge: Cambridge University Press. 1967, 2009.

Scott, F.C. *English Grammar: A Linguistic Study of its classes and structures*. London: Heinemann Educational books, 1968.

Wilkins, Wendy (ed.) *Syntax and Semantics*. San Diego Press, Academic Press. 1988

MAJOR PAPER: VII
SOCIOLINGUISTICS AND STYLISTICS

Subject Code: ENGC26

Teaching Hours: 4 x 15=60 Credits 04

Module V: Sociolinguistics (15 Periods)

5.1 Language and society, Speech community, Varieties- languages, dialect, register, style

5.2 Language contact- pidgin, creole, diglossia, code mixing, code switching and borrowing

Module VI: Register Analysis (15 Periods)

Module VII: Stylistics (15 Periods)

7.1 Ordinary language and language of literature

7.2 Foregrounding- deviations and parallelism; analyzing metaphor

Module VIII: Stylistic analysis of poetry (15 Periods)

Practical: Stylistic analysis of a poem

References

Jeffries , Lesley & Macintyre, Dan. *Stylistics*. C U P.(S U)

Leech, G. N. *A Linguistic Guide to English Poetry*. Longman.(S U)

Mohsen, Ghadessy. *Register Analysis: Theory and Practice*. Amazon .com (Net)

Peter, Trngil. *Sociolinguistics: An introduction to Language*. Penguin Books (S U Lib)

Books for further Reading

Biber, Duglas. *Register, Genre and Style*. C U P (Net)

Hudson, R. A. *Sociolinguistics*. C. U. P.

Verdonk, Peter & Widdowson. *Stylistics*. O U P.

Widdowson, H. G. *Stylistics and the Teaching of Literature* .Longman.(SU)

RayatShikshanSanstha's
ChhatrapatiShivaji College, Satara(Autonomous)
Department of English
M. A. Part I; SEMESTER - I
Major Paper: III
ENGLISH LANGUAGE TEACHING-I
Teaching Hours: 2 x 15=30 Credits- 02

Preamble

This is a comprehensive programme which is designed to equip the students with the knowledge, skills and techniques needed to become an effective English Language teacher. This course will provide with a solid foundation in ELT principles, methodologies, and practical classroom techniques. In this course, the students will delve into the diverse and fascinating field of English language teaching. They will explore the fundamental principles of second language acquisition, acquaint and acquire different approaches and methodologies used in ELT, and learn how to design engaging lesson plans and manage classroom effectively.

Course outcomes: After completing this course, the learners will be able to:

- CO1: Demonstrate an understanding of the key principles, approaches, and methodologies used in English Language Teaching (ELT)
- CO2: Apply effective strategies and techniques to enhance the development of listening, speaking, reading, and writing skills in the English language
- CO3: Design and deliver well-structured and engaging language lessons that promote effective communication and language learning
- CO4: Understand and apply essential grammar rules and structures in teaching English, fostering language accuracy and fluency in learners
- CO5: Utilize various assessment and evaluation methods to monitor language learning progress and provide constructive feedback to learners

Module I: Introduction to English Language Teaching

(15 Periods)

- A) Modern English as a Lingua-franca,
- B) English : A Window to World and Way Higher Education

Module II: Approaches and Methods in ELT

- A) Language acquisition Pedagogy and Approaches
- B) English Language Teaching Methods and Preparation of Lesson Plan **(15 Periods)**

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ChhatrapatiShivaji College, Satara(Autonomous)
Department of English
M. A. Part I; SEMESTER-II
Major Paper: VIII
ENGLISH LANGUAGE TEACHING-II
Subject Code: ENGC23
Teaching Hours: 2 x 15=30 Credits- 02

Module III: Teaching Grammar and Usage in ESL/EFL (15 Periods)

Module IV: Teaching Language Skills (15 Periods)

REFERENCES BOOKS:

1. Ramamoorthy, P. *A Course in English Language Teaching.*
2. Menon, Murli. *Teaching English as a Second Language: Theory and Practice.*
3. RatnaSagar. *English Language Teaching in the Indian Context.*
4. Bala, Anju, and Vijay Kumar. *Teaching English Language and Literature.*
5. Nelms, Jodi, and Katherine A. Brown. *Teaching English to Speakers of Other Languages: An Introduction.*
6. Richards, Jack C., and Theodore S. Rodgers. *Approaches and Methods in Language Teaching.*
7. Harmer, Jeremy. *The Practice of English Language Teaching*
8. Scrivener, Jim. *Learning Teaching.*
9. Riddell, David. *Teaching English as a Foreign Language.*
10. Lightbown, Patsy M., and Nina Spada. *How Languages are Learned.*

RayatShikshanSanstha's
ChhatrapatiShivaji College, Satara (Autonomous)
Department of English
M. A. Part I: SEMESTER - I
ELECTIVE PAPER: I
INDIAN ENGLISH LITERATURE
Subject Code: ENGO21
Teaching Hours: 4 x 15=60 Credits 04

Preamble

English literature is a global store house of knowledge in which the literature from SAARC Nations is exploring varied socio cultural ethos. The course Indian English Literature and SAARC Literature under NEP-2020 intends to offer literary works having various trends, tendencies and national identities. The course also intends to imbibe human values among the students with global outlook and critical appreciation.

Course Outcomes:After completing this course, the learners will be able to:

- CO1: Describe developmental phases in Indian English literature
- CO2: Explain various genres in Indian English Literature
- CO3:Elaborate thematic concerns in different genres in Indian English literature
- CO4: Compare major themes in Indian English literature and SAARC
- CO5: Explain the main terms in Indian English literature and SAARC
- CO6: Distinguish various features in Indian English literature and SAARC
- CO7: Analyze the cultural ethos in the in Indian English literature and SAARC
- CO8: Critically appreciate major themes in Indian English literature and SAARC

Module I:General Topic, Novel (15 Periods)

1.1Narrative experiments in Postmodern Indian English Novel

1.2Salman Rushdie- *Midnight's Children*

Module II:General Topic, Drama (15 Periods)

2.1Trends in Modern Indian English Drama

2.2GirishKarnard– *Tughluq*

Module III :General Topic, short Stories (15 Periods)

3.1Trends in Modern Indian English Short Stories

3.2Mahashweta Devi- *After Kurukshetra*; Three Stories

Module IV :General Topic, Poetry (15 Periods)

4.1 Trends in Indian English Poetry

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

Sri Aurobindo: 'From Savitri'

Jayant Mahapatra: 'Indian Summer Poem', 'Hunger'

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

Kamala Das: 'Ghanashyam', 'My Grandmother's House'

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

Meena Alexander: 'Dream Poem', 'House of a Thousand Doors'

Practical: Poetry recitation and narration of a story

References

Ashcroft, Bill, Griffiths, *The Empire Writes Back: Theory & Practice in Postcolonial Literatures*, London: Routledge, Delhi; Sahitya Akademi, 2000.

Deshpande, G.P. (ed.) *Modern Indian Drama: An Anthology*, 2004.

Iyengar, K.R. Srinivasa *Indian Writing In English*, New Delhi: Sterling Pubs. 1985.

King, Bruce *Modern Indian English Poetry*, Delhi: OUP. 1990

Naik, M., K. *A History Of Indian English Literature*, New Delhi: Sahitya Akademi, 2004.

Seiwoong, Oh. *Encyclopedia of Asian - American Literature*, An Imprint of Infobase Publishing, New York, 2007.

Sinha, Sunita *Post-Colonial Women Writers: New Perspectives*. New Delhi: Atlantic Pubs. 2008.

RayatShikshanSanstha's
ChhatrapatiShivaji College, Satara (Autonomous)
Department of English
M. A. Part I:Semester II
ELECTIVE PAPER:III
ENGLISH LITERATURES OF SAARC NATIONS

Subject Code: ENGO22

Teaching Hours: 4 x 15=60 Credits 04

Module V: General topic, Novel (15 Periods)

- 1.1. Gender and Politics in Postcolonial SAARC Fiction
- 1.2. Taslima Nasreen: *Lajja*

Module VI : General topic, Short story (15 Periods)

- 2.1. Trends in short stories of SAARC countries
- 2.2. Sushma Joshi: *The Prediction*

Module VII: General topic, Drama (15 Periods)

- 3.1. Trends in Drama of SAARC countries
- 3.2. Mohan Rakesh: *Halfway House* (Tr. of *AadheAdhure*)

Module VIII: General topic, Select poets (15 Periods)

- 4.1. Trends in Poetry of SAARC Countries
- 4.2. Selected Poets from Anthology of Commonwealth Poetry Ed. C. D. Narasimhaiah

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

R. Parthasarathy: 'Exile from Home Coming'

Patrick Fernando: 'Elegy for my son'

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

Practical: Role Play based on the prescribed drama

References

Aspects of Commonwealth Literature, Volume 1. University of London, Institute of Commonwealth Studies, 1990.

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

ChhoteLalKhatri. Mohan Rakesh's *Halfway House: A Critique: AadheAdhure* ,Prakash Book Depot, 2003

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

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

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

R.K. Dhawan and NovyKapadia (ed). *Novels of BapsiSidhwa, Reader's Comparison*. New Delhi: Prestige Books, 1996.

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

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

Young Robert, (1995), *Colonial Desire: Hybridity in Culture, Theory and Race*, Routledge , London ,2000.

RayatShikshanSanstha's
ChhatrapatiShivaji College, Satara(Autonomous)
Department of English
M.A- Part I
SEMESTER – I
ELECTIVE PAPER: II
BRITISH RENAISSANCE LITERATURE
Subject Code: ENGO21A
Teaching Hours: 4 x 15=60 Credits 04

Course Outcomes

- Study of British renaissance literature
- Acquaintance with the intellectual background of British renaissance
- Understanding of the epic tradition of British renaissance literature
- Development of literary competence

Module I: British Renaissance: Intellectual Background (15 Periods)

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.)

Module II Shakespearean Tragedy (15 Periods)

William Shakespeare – *King Lear*

Module III: .Epic Tradition (15 Periods)

John Milton – *Paradise Lost* (Book I)

Module IV Elizabethan and Metaphysical poetry (Selected Poems) (15 Periods)

4.1 Margaret Ferguson Jo Salter, Jon

4.2 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

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

4.4 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

4.5 John Donne: 'A Valediction: Forbidding Mourning', 'The Sun Rising';

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

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

Practical: Role Play

References

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

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

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

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

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

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

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RayatShikshanSanstha's
ChhatrapatiShivaji College, Satara (Autonomous)
(A Constituent College of KarmaveerBhauraoPatil University, Satara)

Department of English
M. A. Part I: SEMESTER – I
Research Methodology
Subject Code: RMENG04101
Syllabus as per NEP, 2020

Teaching Hours: 4 x 15=60 Credits 04

Preamble:

NEP-2020 provides promotion of quality research in Higher Education in India. The course *Research Methodology* under NEP-2020 intends to make the students acquainted with research as an academic activity. It also aims at making the students familiar with academic research process. The course also intends to enrich research attitude and culture among the students.

Course Outcomes: After completing this course, the learners will be able to:

- CO1: Understand the meaning of research.
- CO2: Describe types of research and research process.
- CO3: Design research proposal with initial objectives and hypothesis.
- CO4: Use the primary and secondary sources effectively for the collection of data.
- CO5: Adhere to the research ethics while conducting the research.
- CO6: Initiate the plagiarism-free research.
- CO7: Find different topics for research in literature and language.

M. A. Part I: SEMESTER - I

Research Methodology

Module-I Research Methodology: An Introduction

- 1.1 Meaning of Research
- 1.2 Objectives of Research
- 1.3 Types of Research
- 1.4 Qualities of a Good Researcher
- 1.5 Research Process

Module-II Research Methodology

- 2.1 Selection of a Topic
- 2.2 Significance and Objectives of the Study
- 2.3 Hypothesis and Method of the Study
- 2.4 Initial Synopsis (with Chapter Scheme)
- 2.5 Collection of Data: Primary and Secondary Sources

Module-III Documentation

- 3.1 Taking and Making Notes: The Card System
- 3.2 Documentation: Citations of References
- 3.3 Research Ethics and Plagiarism
- 3.4 Preparation of the First Draft
- 3.5 Final Draft, Conclusion and Final Synopsis

Module-IV Areas of Research in Literature and Language

- 4.1 Forms of Literature
- 4.2 Literary Theories and Critical Concepts
- 4.3 Interpretation of Literary Works
- 4.4 Literatures in English
- 4.5 Socio-linguistics and Stylistics
- 4.6 Cultural Studies
- 4.7 Comparative Literature
- 4.8 Translation Studies

References

- Ahuja, Ram. (2005). *Research Methods*. Rawat Publications.
- Altick, R.D. (1963). *The Art of Literary Research*. New York: Norton.
- Booth, Wayne C. (2003). *The Craft of Research*. University of Chicago Press.
- Deshpande, H.V. (2007). *Research in Literature and Language: Philosophy, Areas and Methodology*. Pathan: Sukhada Kaurabh Prakashan.
- Eliot, Simon. (1998). *A Handbook of Literary Research*. Psychology Press.
- Kothari, C.R. *Research Methodology. Methods and Techniques*. New Delhi: New Age International (P) limited, Publishers. 2004, 1990, 1985.
- Kumar, R., 2011, *Research Methodology: A Step-by-Step Guide for Beginners*, Third edition, Sage Publication, New Delhi.
- MLA Handbook*. 2021. New York: The Modern Language Association of America.

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1. "Research Methodology: Methods and Techniques" by C.R. Kothari
2. "Research Methodology: A Step-by-Step Guide for Beginners" by Ranjit Kumar
3. "Research Methodology: Methods and Techniques" by B.S. Pandey
4. "Research Methodology: Methods and Techniques" by Dr. K.V. Vidyasagar
5. "Research Methodology: Concepts and Cases" by Deepak Chawla
6. "Research Methodology: Methods and Techniques" by Dr. R. Panneerselvam
7. "Research Methodology: Methods and Techniques" by M. S. Jayaraman
8. "Research Methodology: Methods and Techniques" by N.K. Chhabra
9. "Research Methodology: A Handbook" by Dr. R.K. Singh
10. "Research Methodology: Methods and Techniques" by Dr. Santosh Gupta

11. "Research Methods in Applied Linguistics: Quantitative, Qualitative, and Mixed Methodologies" by Zoltán Dörnyei
12. "Research Methods in Linguistics" by Lia Litosseliti
13. "Research Methods in Second Language Acquisition: A Practical Guide" by Alison Mackey and Susan M. Gass
14. "Qualitative Inquiry and Research Design: Choosing Among Five Approaches" by John W. Creswell and Cheryl N. Poth
15. "Doing English Language: A Guide for Students" by Angela Goddard and Becky Kwan
16. "Research Design: Qualitative, Quantitative, and Mixed Methods Approaches" by John W. Creswell
17. "The Literature Review: A Step-by-Step Guide for Students" by Diana Ridley
18. "Research Methods for English Studies" by Gabriele Griffin
19. "Academic Writing for Graduate Students: Essential Tasks and Skills" by John M. Swales and Christine B. Feak
20. "The Craft of Research" by Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams

Course Outcomes

- Disciplinary knowledge of British neoclassical literature
- Disciplinary knowledge of British romantic literature
- Development of interest in the genres of literature
- Understanding of the contribution of important writers

Module V: .Restoration Drama (Comedy)

(15 Periods)

William Congreve – *The Way of the World*

Module VI: 18th Century British Fiction

(15 Periods)

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

Module VII: .Romanticism in British Fiction

(15 Periods)

Jane Austen – *Pride and Prejudice*

Module VIII: Neoclassical & Romantic poetry (Selected Poems)

(15 Periods)

8.1 Alexander Pope: 'Epistle to Dr. Arbuthnot', 'TheDunciad';

8.2 Dr. Samuel Johnson: 'Vanity of Human Wishes',

8.3 Thomas Gray: 'The Elegy Written in Country Churchyard'

8.4 William Wordsworth: 'Tintern Abbey';

8.5S.T. Coleridge: 'Kubla Khan',

8.6 P.B. Shelley: 'Ode to the West Wind',

8.7 John Keats: 'Ode on a Grecian Urn'.

Practical: Role play and recitation

References

- Blamiers, Harry. *A Short History of English Literature*. London: Routledge, 2003.
- Carter, Ronald and John McRay. *The Routledge History of Literature in English*. London: Routledge, 2001.
- 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.
- Daiches, David. *A Critical History of English Literature Vol.1-4*.
- 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.
- Zwicker, Steven N., Ed. *The Cambridge Companion to English Literature: 1650-1740*. Cambridge: CUP, 2004.



Rayat Shikshan Sanstha's
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Choice Based Credit System

DEPARTMENT OF ENGLISH

M.A. Part -I Semester -II

ON JOB TRAINING :OJT (Internship)

(Introduced from June, 2023 onwards)

Course Type: On Job Training/Internship/Field Project

Course Name: On Job Training(Internship)

Course Number: XII

Course Code: OJTENG10201

Course Credits: 4

Examination Pattern: End Semester Examination : 60

Comprehensive Continuous Evaluation : 40

Total Marks: 100

Preamble:

The Internship Program is designed to provide students with practical experience in the field of English language. This course aims to bridge the gap between theoretical knowledge and real-world situation by engaging students in supervised internships. Through this program, students will gain hands-on experience, develop professional skills, and enhance their understanding of the field.

Objectives:

- To acquaint the students with theoretical knowledge and skills in real life situations.
- To familiarize the students with professional skills necessary for a career in English language teaching-learning and usages.
- To foster professional networking and collaboration opportunities.
- To apply the professional skills for personal and professional enhancement

Course Outcomes: *After studying the course the student will be able to ...*

CO-1: Apply theoretical knowledge in a real life situation.

CO-2: Develop professional skills necessary for a career in English language application.

CO-3: Foster professional networking and collaborative opportunities.

CO-4: Explore the personal and professional development.

CO-5: Improve professional skills essential for employability

CO-6: Manage on job practical difficulties.

Expected Skills impartation (Through theory and practicals)

1. Understanding skills
2. Comprehension skill
3. Analytical skill
4. Comparison skills
5. Professional Skills

Module	No. of Hours	No. of credits
ON JOB TRAINING :OJT (Internship)	120	04
Course Description	Periods	Cos
<p>Course Description: The Internship Program is designed to provide students with practical experience in the field of English language. The course aims to bridge the gap between theoretical knowledge and real-life situation by engaging students in supervised internships. The students will be offered hands-on experience,</p>	120	CO1-5

develop professional skills to enhance their understanding of the functioning of the industry.

Instructions for teachers and students while doing On-the-Job Training:

Joining Report of On Job Training: Students are expected to join for their on job training with prior intimation to the department. They are expected to carry out work under the guidance of job supervisor.

1. Selection of Institute/Organization/Schools/Professional/ Hospital/Offices etc. should be based on the areas in the mandatory or elective courses in the concerned subject.
2. The Institute/Organization/Schools/Professional/ Hospital/Offices etc., under whom the Training/Internship/ Apprenticeship is expected, should be **FORMALLY ASSIGNED** (In Written Form) by concerned teacher to every student.
3. Submission of On-the-Job-Training Report duly signed and certified by concerned teacher/guide is **A PRE-REQUISITE FOR APPEARING TO VIVA-VOCE EXAMINATION.**
4. **TWO COPIES** of On-the-Job-Training Report in **BOUND FORMAT** should be submitted before Viva-Voce. One copy will be kept by department and the remaining will be returned to student.
5. **Students need to submit report of their work in prescribed format.**
6. **Internal assessment while on job training will be done by the job supervisor and need to be forwarded to the Department/ College/University**

Important Notes for Teachers:

1. Prepare a Draft Letter for getting permission from the appropriate authority within the Institute/Organization or from Schools/Professional/ Hospital/Offices etc. for the On-the-Job-Training/Internship/Apprenticeship.
2. Prepare an Appropriate Format for Writing the On-the-Job Training Report. Kindly see that the First Page and Certificate Page are common for all students. In the remaining part, try to maintain uniformity.
3. Joining Report of On Job Training: Students are expected to join for their on job training with prior intimation to the department. They are expected to carry out work under the guidance of job supervisor.
4. On Job Training Placement: Students can join any institution/ corporation/ industry as per their choice but within the scope of the subject area.

FORMAT OF THE OJT-INTERNSHIP: PROJECT/ DISSERTATION

STUDENT FINAL WRITTEN REPORT

Student's Name: -----

Name of the College: -----

Class: -----Semester: -----

Paper Name: -----Seat Number: -----

Year -----

Internship Site/ Name of the Institution: -----

Supervisor's Name: -----

• **Introduction:**

This section should provide an overview of the internship experience, including the organization where the internship took place, the duties and responsibilities of the internship, and the student's goals and objectives.

• **Description of the organization:**

This section should provide a brief overview of the organization where the internship tookplace, including its mission, goals, and services.

• **Duties and responsibilities:**

This section should describe the specific tasks and responsibilities the student had during the internship, as well as any notable projects or activities they were involved in.

• **Learning and accomplishments:**

This section should highlight the key learning and accomplishments the student achieved during the internship, including any skills or knowledge they gained, and any notable achievements or contributions they made to the organization.

• **Challenges and areas for improvement:**

This section should address any challenges or areas for improvement the student encountered during the internship, and should reflect on how they overcame these challenges or developed strategies for improvement.

• **Reflection:**

This section should provide a more in-depth reflection on the student's overall learning and growth during the internship, and should consider how the experience has impacted their future goals and aspirations.

• **Conclusion:**

This section should summarize the key takeaways from the internship experience, and should discuss any future plans or goals that have been influenced by the internship.

• **Appendices:**

This section should include any supporting materials, such as reports, presentations, or Documents that were produced during the internship.

SCHEME OF MARKING FOR OJT EXAMINATION

END SEMESTER EXAMINATION: SEE (60 MARKS)

1. OJT Project/ Dissertation =60 Marks (Marks assessment by HOD/ Concerned teacher)

CONTINUOUS COMPREHENSIVE EVALUATION INTERNAL EVALUATION (40 MARKS)

1. OJT Project/ Dissertation Presentation= 20 Marks (Marks assessment by HOD/ Concerned teacher)
2. Voce Viva=10 Marks (Marks assessment by HOD/ Concerned teacher)
3. Attendance and Feedback=10 Marks (Marks assessment by HOD/ Concerned teacher)

Medium of Instruction – English

RayatShikshanSanstha's
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Pattern of Question Paper
M. A. Part I: Semester I, II (04 Credits Courses)
Semester End Examination Pattern

Total Marks: 60

- Instructions:** 1) All Questions are Compulsory.
- 2) All Questions carry equal marks.
 - 3) Figures to the right indicate full marks.

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- Q.1. Choose the correct alternatives from the following.** **15**
- Q.2. Write short Notes (Three out of Five)** **15**
- Q. 3. Write short answer (Three out of Five)** **15**
- Q. 4. Answer the following question in broad. (One out of Two)** **15**

Internal Evaluation : Total marks	40
1. Seminar Presentation with Written Draft	20
2. Subject specific activity:	20

M. A. Part I: Semester I, II (02 Credits Courses)
Semester End Examination Pattern

Total Marks: 30

- Instructions:** 1) All Questions are Compulsory.
- 2) All Questions carry equal marks.
- 3) Figures to the right indicate full marks.

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- Q.1. Choose the correct alternatives from the following.** **08**
- Q.2. Write short Notes (2 out of 3)** **10**
- Q. 3. Answer the following question in broad. (One out of Two)** **12**

Internal Evaluation : Total marks	20
Subject specific activity:	20