



Kavayitri Bahinabai Chaudhari North Maharashtra
University, Jalgaon

School of Language Studies and Research Center

Dept. of English

M.A. English

(Part I and II)

Curriculum Specifics
(Program Specific Objectives and Outcomes, Course Objectives
and Course Outcomes)

(w.e.f. June 2019)

**Summary of Distribution of Credits under CBCS Scheme
for
M. A. English
at
School of Language Studies & Research Centre
[at University Campus under Academic Flexibility w.e.f. 2019-20]**

Sr. No.	Type of course	Sem. I	Sem. II	Sem. III	Sem. IV
01	Core	12	12	12	08
02	Skill based	04	04	04	04
03	School Elective	-	-	-	-
04	Project	-	-	-	04
05	Audit	02	02	02	02
06	Total Credits	18	18	18	18

Subject Type	Core	Skill based	School Elective	Project	Audit	Total
Credits	44	16	-	04	08	72

Total Credits = 72

School of Language Studies & Research Centre
Kavayitri Bahinabai Chaudhari North Maharashtra University, Jalgaon
M. A. English (w. e. f. A. Y. 2019 -2020)

Course credit scheme

Semester	(A) Core Courses			(B) Skill Based / Elective Course			(C) Audit Course (No weight age in CGPA)			Total Credits (A+B+C)
	No. of Courses	Credits (T/P)	Total Credits	No. of Courses	Credits (T/P)	Total Credits	No. of Courses	Credits (P)	Total Credits	
I	3	4	12	1	4	4	1	2	2	18
II	3	4	12	1	4	4	1	2	2	18
III	3	4	12	1	4	4	1	2	2	18
IV	3	4	12	2	4	4	1	2	2	18
Total Credits	48			16			8			72

(T: Theory, P: Practical)

Structure of Curriculum

		First Year				Second Year				Total Credit Value
		Semester I		Semester II		Semester III		Semester IV		
		Credit	Course	Credit	Course	Credit	Course	Credit	Course	
(A)	Prerequisite and Core Courses									
	Theory	4	3	4	3	4	3	4	2	44
	Practical	-	-	-	-	-	-	4	1	4
(B)	Skill Based / Subject Elective Courses									
1	Theory /Practical	4	1	4	1	4	1	4	1	16
(C)	Audit Course (No weight age in CGPA calculations)									
1	Practicing Cleanliness	2	1							2
2	Personality & and Cultural Development Related Course			2	1					2
3	Technology Related + Value Added Course					2	1			2
4	Professional and Social + Value Added Course							2	1	2
	Total Credit Value	18	5	18	5	18	5	18	5	72

List of Audit Courses (Select any ONE course of Choice from Semester II; Semester III and Semester IV)

Semester I (Compulsory)		Semester II (Choose One)		Semester III (Choose One)		Semester IV(Choose One)	
		Personality and Cultural Development		Technology + Value Added Course		Professional and Social + Value Added Course	
Course Code	Course Title	Course Code	Course Title	Course Code	Course Title	Course Code	Course Title
AC-101	Practicing Cleanliness	AC-201 (A)	Soft Skills	AC-301(A)	Computer Skills	AC-401(A)	Human Rights
		AC-201 (B)	Sport Activities	AC-301(B)	Cyber Security	AC-401 (B)	Current Affairs
		AC-201 (C)	Yoga	AC-301(C)	Learning English through Interactive Method	AC-401(C)	Vocabulary Learning and using Appropriate Word

		AC-201 (D)	Music	AC-301(D)	Writing Short Story	AC-401(D)	NET/SET Preparation
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Semester-wise Course Structure of M. A. English (w.e.f. A Y 2019-2020)

Semester I

Course	Course Type	Course Title	Teaching Hours/ Week			Marks (Total 100)				Credits
			T	P	Total	Internal		External		
						T	P	T	P	
ENG 101	Core	Special Poet Study- Yeats W.B.	4	--	4	40	--	60	--	4
ENG 102	Core	Short Stories in English	4	--	4	40	--	60	--	4
ENG 103	Core	Diaspora Literature in English	4	--	4	40	--	60	--	4
ENG 104	Skill based / Elective	A)Skills for Academic Purpose	4	--	4	40	--	60	--	4
		B)Value Education and English Literature	4	--	4	40	--	60	--	4
		C)Special Author Study- William Shakespeare	4	--	4	40	--	60	--	4
AC-101	Audit Course	Practicing Cleanliness		2	2	--	100	--	--	2
Total Credit for Semester I: 18 (T = Theory: 12; Skill Based: 4; Audit Course: 2)										

Semester II

Course	Course Type	Course Title	Teaching Hours/ Week			Marks (Total 100)				Credits
			T	P	Total	Internal		External		
						T	P	T	P	
ENG 201	Core	Drama in English	4	--	4	40	--	60	--	4
ENG 202	Core	Development of Criticism in English	4	--	4	40	--	60	--	4
ENG 203	Core	Popular Literature in English	4	--	4	40	--	60	--	4
ENG 204	Skill Based / Elective	A)Employability Skills and English Language	4	--	4	40	--	--	--	4
		B)Science Fiction in English	4	--	4	40	--	--	--	4
		C)Skills in Spoken and Written English	4	--	4	40	--	--	--	4
AC-	Audit	Choose one out of Four (AC-	--	2	2	--	100	--	--	2

201/2/3/4	Course	201/ AC-202/AC-203/AC-204) from Personality and Cultural Development								
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Total Credit for Semester II: 18 (T = Theory: 12; Skill Based: 4; Audit course: 2)

Semester III

Course	Course Type	Course Title	Teaching Hours/ Week			Marks (Total 100)				Credits
			T	P	Total	Internal		External		
						T	P	T	P	
ENG 301	Core	Critical Approaches and Literary Criticism	4	--	4	40	--	60	--	4
ENG 302	Core	Gender Sensitization and English Literature	4	--	4	40	--	60	--	4
ENG 303	Core	Post-colonialism and Post-colonial Novel	4	--	8	40	--	60	--	4
ENG 304	Skill based / Elective	A)Digital Writing Skills and English Language	4	--	4	40	--	60	--	4
		B)Indian Literature in Translation	4	--		40	--	60	--	4
		C)American Literature	4	--		40	--	60	--	4
AC-301/2/3/4	Audit Course	Choose one out of Four (AC-301/ AC-302/AC-303/AC-304) from Technology + Value Added Courses	--	2	2	--	100	--	--	2
Total Credit for Semester III: 18 (T = Theory: 12; Skill Based: 4; Audit Course: 2)										

Semester IV

Course	Course Type	Course Title	Teaching Hours/ Week			Marks (Total 100)				Credits
			T	P	Total	Internal		External		
						T	P	T	P	
ENG 401	Core	Reflective Literature in English	4	--	4	40	--	60	--	4
ENG 402	Core	Research Methodology and English Literature	4	--	4	--	40	--	60	4
ENG 403	Core	Film and Literature	4	--	4	40	--	60	--	4
ENG 404	Skill based / Elective	A)Translation Skills	4	--	4	40	--	60	--	4
		B)Project Writing	4	--	4	40	--	60	--	4
		C)Comparative Study of Literature	4	--	4	40	--	60	--	4
AC-401/2/3/4	Audit Course	Choose one out of Four (AC-401/ AC-402/AC-403/AC-404) from Professional and Social + Value Added Courses	--	2	2	--	100	--	--	2
Total Credit for Semester IV: 18 (T = Theory: 8; P = Practical: 4; Skill Based:4; Audit Course:2)										

Program at a Glance

Name of the program (Degree)	: M. A. (English)
Faculty	: Humanities
Duration of the Program	: Two years (four semesters)
Medium of Instruction and Examination	: English
Exam Pattern	: 60 : 40 (60 marks University exam and 40 marks continuous internal departmental exam/assessment)
Passing standards (separate head of passing)	: 40% in each exam separately
Evaluation mode	: CGPA
Total Credits of the program	: 72 (48 core credits including 4 credits of project, 16 skill enhancement / elective credits and 08 audit credits)

About Course:

The syllabus framed for M.A. part I and II from June 2019 is in accordance with the instruction given in CBCS pattern. The syllabus is in three tier structure, core courses, skill based/elective courses and audit courses. Core Courses fulfill the requirement of syllabus for specialization in literatures in English, criticism and various forms. Skill based or elective courses from the syllabus cater the need of skill development in the students. Audit courses contribute to the overall development of student personality.

In comparison with the previous syllabus there is more than 50% change in this CBCS syllabus. This course includes new papers, which are interdisciplinary, like value education and English literature, Science fiction in English, Reflective Literature. Skill based papers are newly framed and added such as Skills for Academic Purpose, Employability Skills and English Language, Digital Writing Skills and English Language, Translation Skill, Project Writing, Comparative Study of Literature.

In this world of globalization, the nature of job has become hybrid. Therefore students required such education which will help them in getting hybrid jobs and they can even gain the advantage of having their own start ups.

Program Objectives (POs) for M. A. Program:

1. To facilitate students to demonstrate a degree of mastery over the area as per their program of specialization at a level higher than requirements in UG program.
2. To enable students to carry out research/investigation and development work independently to solve critical problems in their respective field
3. To apply a number of strategies for sorting through the applicability of and connections among a range of scholarly approaches to speculate and reconstruct their previous knowledge
4. To prepare students to produce original scholarship that contributes to knowledge in their respective fields
5. To persuade students to compare and validate previous and contemporary development in their respective field of knowledge to generate remedies for contemporary social situation.

Program Outcomes (POs) for M. A. Program:

After completing the program, the students will be able to-

PO No.	PO	Cognitive level
PO1	Use strategic connections among approaches to reconstruct their previous knowledge	3
PO2	Think and write research proposals/thesis/dissertations independently	6
PO3	Employ the strategies to achieve mastery over their program of specialization	3
PO4	Create study/reference material to contribute existing knowledge of their domain through research/books	6
PO5	Devise remedies for contemporary social issues by associating their knowledge with real situations.	4

Programme Specific Objectives (PSOs) for M. A. English Program:

1. To make students familiar with the areas of research in English Literature.
2. To further skills in students pertaining job opportunities.
3. To enhance students' perception of life through value education.
4. To develop analytical, interpretative and descriptive ability in students.

Programme Specific Outcomes (PSOs) for M. A. English Program:

Sr. No.	Outcomes	Cognitive level
1.	Skill based course will hone the skills in students, required for job.	3
2.	The skill based courses can also help the students in having their own start ups so that they can create employment.	6
3.	Papers of specialization will motivate students to gain depth in the area so that they can opt for it in their further research.	2
4.	The course flaunts more than twenty four areas of research, so that after completing their PG, the students can opt any one for their Ph.D/ M.Phil.	3
5.	The course caters the need of required qualification for hybrid jobs.	6
6.	Interdisciplinary papers like gender sensitization will provide opportunity to build career in social work.	6
7.	Papers like Film and Literature will open up job avenues like script writer for film, script writer for TV serials.	6
8.	Papers like Value Education and Literature will contribute to the constructive furtherance in the students' personality so that they can lead quality life and help others for the same as well.	5

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Sem. I

Core Papers

ENG 101: Special Poet Study-Yeats W.B.

ENG 102: Short Stories in English

ENG 103: Diaspora Literature in English

Skill Based Course/Elective Paper

ENG 104 A): Skills for Academic Purpose

ENG 104 B): Value Education and English Literature

ENG 104 C): Special Author Study- William Shakespeare

Audit Course

AC 101: Practicing Cleanliness

ENG 101: Special Poet Study: W B Yeats

Objectives:

1. To introduce students with contribution of W.B. Yeats as a Poet
2. To acquaint the students with the form, language and poetic devices used in the poems of Yeats
3. To orient the students with the skills of creative writing through the prescribed poems.

Content:

Following poems of W B Yeats (prescribed)

1. Second Coming
2. Among School Children
3. A Dialogue of self and soul
4. Sailing to Byzantium
5. A prayer for my Daughter
6. Leda and the Swan

Reference Books:

1. Yeats, W. B. *The Poems*, ed. Daniel Albright, London: J.M.Dent, 1994.
2. Yeats, W. B. *The Autobiography of W. B. Yeats*. New York: Collier, 1965.
3. Bhaskar, Vidya and Sabina Chawla. *W. B. Yeats Selected Poems: With an Introduction, Annotation and Critical commentaries*. Delhi: Spectrum Books Pvt. Ltd, 2018.
4. Sheils, Barry. *W. B. Yeats and World Literature: The Subject of Poetry*. UK: Routledge, 2015.
5. Varshney, R. L. *W. B. Yeats Selected Poems*.: Lakshmi Narain Agerawal, 2018.
6. Sen, S. *W. B. Yeats Selected Poems: Critical Evaluation*. Delhi: Unique Publishers (I) Pvt. Ltd. 2008.
7. Hamilton, Ian and Jeremy Noel- Tod. *The Oxford Companion to Modern Poetry*. London: Oxford University Press, 2014.

8. Sinha, M. P. *W. B. Yeats His Poetry and Politics*. New Delhi: Atlantic Publishers and Distributors Pvt. Ltd.
9. Patel, Rajeshwari. *W. B. Yeats and The Ideal of "Unity of Being"* Stosius Inc/ advert Books Division. 1990.
10. Sanders, Andrew. *The Short Oxford History of English Literature*. London: OUP.

Outcomes:

Sr. No.	Outcome	Cognitive Level
1.	Students will recognize rich heritage of English poetry	1
2	Students will be able to examine- associate poetic devices used in poetry	2
3.	Creativity will be inculcated in students to hone their urge for writing	6

ENG 102: Short Stories in English

Objectives:

1. To acquaint the students with the form and function of short story
2. To acquaint the students with contribution of major story writers in thought development
3. To motivate students to practice the skill of thought and creativity development through story form

Content:

1. Short story: Form, nature and types
2. The Babus of Nayanjore- Rabindranath Tagore
3. The Lost Child- Mulkraj Anand
4. An Astrologer's Day- R. K. Narayan
5. Miracle- Kartar Singh Duggal
6. Time Stops At Shamli- Ruskin Bond

Reference Books:

1. Cross, E A. The Short Story: A Technical and Literary Study. Chicago: A.C. McClurg & Co, 1914. Print.
2. Head, Dominic. The Modernist Short Story: A Study in Theory and Practice. Cambridge [England: Cambridge University Press, 1992. Print.
3. Notestein, Lucy L, and Waldo H. Dunn. The Modern Short Story: A Study of the Form: Its Plot, Structure, Development and Other Requirements. New York: A.S. Barnes Company, 1914. Print.
4. Sen, Nandini. Mahasweta Devi: Critical Perspectives. New Delhi: Pencraft International, 2011. Print.
5. Sen, Nivedita, and Nikhil Yadav. Mahasweta Devi: An Anthology of Recent Criticism. New Delhi: Pencraft International, 2008. Print.

6. Smith, A J. M, and W H. Mason. Short Story Study: A Critical Anthology. London: Edward Arnold, 1961. Print.

7. Short Story. Columbia, S.C: s.n., 1990. Internet resource.

Outcomes:

Sr. No.	Outcome	Cognitive Level
1.	Development of skill of writing	3
2.	Established thought furtherance and creativity	2
3.	Will bring creative job opportunities	6

ENG 103: Diaspora Literature in English

Objectives:

1. To acquaint the students with the term Diaspora
2. To introduce the students with the phase of Diaspora literature
3. To help students reading and perceiving Diaspora elements in select texts

Content:

- 1) Diaspora: concept and features
- 2) Hari Kunzru- *Gods Without Men*
- 3) Hanif Kureishi- *The Buddha of Suburbia*
- 4) V S Naipaul- *Miguel Street*

Reference Books:

1. Mullo, Anand. Voices of Indian Diaspora.: Motilal Banarasidas, 2016.
2. Kenny, Kevin. Diaspora: A very Short Introduction (very short introductions), London: Oxford, ISBN 13:978-0199858583.
3. The Rutledge Diaspora Studies Reader, Ed. Klau Stierstorfer and Jane Wilson. UK: Routledge, 2017.
4. Indian Diaspora in the Caribbean Ed. Rattan Lal Hangloo, Primus Books, 2015.
5. Rutledge Handbook of Diaspora Studies. Ed. Robin Cohen and Carolin Fisher. New York: Routledge, 2019.
6. New Roots for Diaspora Studies. Ed. Banerjee Sukanya, Amis McGuinness and Stven C. McKay, Indiana University Press, 2012.

7. Outcomes:

Sr. No.	Outcome	Cognitive Level
1.	Will develop awareness	3
2.	Will help students in developing ability to co-relate, criticize, evaluate relationship between literature and society	4
3.	Will help in integrating human experiences with reality	6

ENG 104 A): (Skill Based Course) Skills for Academic Purpose

Objectives:

1. To develop creative thinking among students
2. To inculcate in them the ability of developing ideas
3. To explain them the difference between creative writing and business writing

Content:

- 1) Paragraph Writing
- 2) Picture Description
- 3) Note Making- Note Taking
- 4) Business Letters

Reference Books:

1. Badi, R. V. and K. Aruna. Business Communication Delhi: Vrinda Publications (P) Ltd, 2008. Print
2. Chanda, P. R. and Sangeeta Magan. Elements of Business Communication. Delhi: International book House Pvt. Ltd. 2013. Print
3. Jain, Charul and Pradummansingh Raj. English Language Skills for Academic Purposes. Chennai: Macmillan Publishers India Pvt. Ltd.
4. Mohan, Krishna and Meera Banergi. *Developing Communication Skills*. New Delhi: Macmillan Publishers India Pvt. Ltd.
5. Raman, Meenakshi and Sangita Sharma. *Technical Communication*. New Delhi: Tata McGraw Hill education Pvt. Ltd. 2012. Print
6. Thorat and Lokhandwala. *Enriching Oral and Written Communication*. Hyderabad: Orient Blackswan, 2009. Print.
7. Chaturwedi, P. D. *Professional Communication*. Delhi: Pearson, 2011. Print.

Outcomes:

Sr. No.	Outcome	Cognitive Level
1.	Will develop skills for academic purpose	3
2.	Will facilitate students to implement their knowledge in actual job situation	6
3.	Will help students in identifying requirements for job opportunity	1

ENG 104 B) (Skill Based Course) Value Education and English Literature

Objectives:

1. To acquaint the students with the concept of value.
2. To introduce the importance of value.
3. To make the students familiar with the role of literature in disseminating value education.

Content:

1. Concept and features
2. Maxim Gorky- *The Mother of A Traitor*
3. Sane Guruji- *Poor Men's Wishful Dreams*
4. Bhupen Mahapatra- *M. K. Gandhi*
5. Gauri B. Nair- *Defining Love*

Reference Books:

1. Bahm, Archie. *Axiology: The Science of Value*, Amsterdam: Atlanta, 1993.
2. Hartman, Robert. *The Structure of Value: Foundation of Scientific Axiology*. Wipf and Stock Pub.2011.
3. Risieri, Frondizi. *What is Value? Introduction to Axiology* Open court Publish Co. 1971

4. Outcomes:

Sr. No.	Outcome	Cognitive Level
1.	Students will internalize values to lead quality life	2
2.	Will develop overall personality of students	3
3.	Will collaborate the knowledge of students with realistic experiences	6

ENG 104 C): (Elective Course) Special Author Study: William Shakespeare

Objectives:

1. To introduce the students with 16th Century Drama and Poetry
2. To acquaint the students with contribution of Shakespeare as a dramatist and a poet
3. To familiarize the students with various techniques and devices used in 16th Century drama

Content:

1. Shakespearean Tragedy and Comedy
2. William Shakespeare- *Julius Caesar*
3. William Shakespeare- *A Midsummer Night's Dream*
4. Select sonnets by Shakespeare- 1 Sonnet No. 18 and Sonnet No. 94

Reference Books:

1. Baker, William, and Brian Vickers. *The Merchant of Venice*. London: Thoemmes Continuum, 2005. Internet resource.
2. Bloom, Harold, and Brett Foster. *The Sonnets*. New York: Bloom's Literary Criticism, 2008. Print.
3. Dunning, Edwin J. *The Genesis of Shakespeare's Art: A Study of His Sonnets and Poems*. Boston: Lee and Shepard, 1897. Print.
4. Pequigney, Joseph. *Such Is My Love: A Study of Shakespeare's Sonnets*. Chicago: University of Chicago Press, 1985. Print.
5. Scott, Mark W. *Shakespeare for Students: Critical Interpretations of As You Like It, Hamlet, Julius Caesar, Macbeth, the Merchant of Venice, a Midsummer Night's Dream, Othello, and Romeo and Juliet*. Detroit: Gale Research, 1992. Print.
6. Shakespeare, William, William A. Wright, and Rockwell Kent. *The Complete Works of William Shakespeare: The Cambridge Edition Text*. Garden City, N.Y: Garden City Books, 1936. Print.
7. Shakespeare, William, and Rex Gibson. *The Sonnets*. Cambridge, U.K: Cambridge University Press, 1997. Print.

Outcomes:

Sr. No.	Outcome	Cognitive Level
1.	Students will identify the major issues in literature and life	1
2.	Students will be to relate their knowledge of dramatic devices to texts	2
3.	Students will be able analyze literary texts	4

AC 101 (Audit Course) Practicing Cleanliness

Objectives:

To make students aware of Clean India Mission and inculcate cleanliness practices among them.

Content:

Awareness program on

- Swachh Bharat Abhiyan (Clean India Mission)
- Clean Campus Mission
- Role of youth in Clean India Mission

Cleaning activities inside and surroundings of Department buildings.

Tree plantation and further care of planted trees

Waste(Liquid/Solid/e-waste) Management, Japanese 5-S practices

Planning and execution of collection of Garbage from different sections of University campus

Role of youth in power saving, pollution control, control of global warming, preservation of ground water and many more issues of national importance.

Cleanest School/Department and Cleanest Hostel contests

Painting and Essay writing competitions

Outcomes (COs):

On completion of this course, the student will be able to:

CO No.	CO	Cognitive level
AC101.1	Identify need at of cleanliness at home/office and other public places.	2
AC101.2	Plan and observe cleanliness programs at home and other places.	4
AC101.3	Practice Japanese 5-S practices in regular life.	3

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Sem. II

Core Papers

ENG 201: Drama in English

ENG 202: Development of Criticism in English

ENG 203: Popular Literature in English

Skill Based Course/ Elective Paper

ENG 204 A): Employability Skills and English Language

ENG 204 B): Science Fiction in English

ENG 204 C): Skills in Spoken and Written English

Audit Course

AC 201 A): Soft Skills

B): Practicing Sports Activities

C): Practicing Yoga

D): Introduction to Modern Music

ENG 201: Drama in English

Objectives:

1. To introduce the students with genre of drama through the writings of major novelists in English.
2. To acquaint the students with creative writing and its impact on the mind of readers.
3. To acquaint the students with major contemporary issues discussed in the drama.

Content:

1. Becket Samuel: *Waiting for Godot*
2. Williams Tennessee: *A Street Car Named Desire*
3. Alekar Satish: *Mahanirvan* (Translated by Gauri Deshpande)

Reference books:

1. Downer, Allan. Fifty Years of American Drama: 1900-1950. Chicago: Regnery Publishing, 1951.
2. Bigoby, C.W.E. A Critical Introduction to 20th Century American Drama. Cambridge: Cambridge University Press, 1982.
3. Hunter, Gorden. American Literature, American Culture. New York: OUP, 1999.
4. King, Kimball. Modern Dramatists: A Casebook of the Major British, Irish and American Playwrights. New York: Rutledge, 2001.
5. Rosefeldt, Paul. The Absent Father in Modern Drama. New York: P. Lang, 1995.

6. Collected Plays of Satish Alekar. New Delhi: Oxford India Paperback. 2010.

Outcomes:

Sr. No.	Outcome	Cognitive Level
1.	Students will connect identify with their previous knowledge of literature	1
2.	Students will develop in themselves critical and analytical ability	4
3.	On the basis of above students will be able to create job opportunities for themselves	6

ENG 202: Development of Criticism in English

Objectives:

1. To acquaint the students with criticism as a form of literature.
2. To introduce the students with the techniques and elements of criticism through the prescribed texts.
3. To acquaint the students with the skill of critical analysis.

Content:

1. Aristotle's - Poetics (Chapter 1 to 6)
2. Sidney Phillips- An Apology for Poetry
3. Arnold Matthew- The Function of Criticism at The Present Time
4. Wordsworth William- Preface to Lyrical Ballad
5. Eliot T S- Tradition and the Individual Talent

Reference book:

1. Lodge, David (Ed) *Twentieth Century Literary Criticism*. London: Longman, 1972.
2. Habib, M.A.R.A. *History of Literary Criticism: From Plato to the Present*. London: Blackwell, 2005.
3. Adams, Hazard. *Critical Theory Since Plato*. New York: Harcourt Brace Jovanovich, 1971.

4. Das, Bijaykumar. *Twentieth Century Criticism*. New Delhi: Atlantic Publishers.
5. Nagranjan, M.S. *English Literary Criticism and Theory: An Introduction History*. Hyderabad: Orient Black Swan, 2006.
6. Aristotle. *The Art of Rhetoric*. Trans. H. C. Lawson- Tancred. Harmondsworth- Penguin, 1991.

Outcomes:

Sr. No.	Outcome	Cognitive Level
1.	Students will develop in themselves the critical insights and perception	4
2.	Students will be to appraise, evaluate texts	5
3.	Students will be to productive reviews, texts, theory	6

ENG 203: Popular Literature in English

Objectives:

1. To acquaint the students with the term popular Literature.
2. To help students understand the role and impact of popular literature on readers.
3. To motivate students to practice the creative writing skill and thought development.

Contents:

1. Popular Literature: Notion and features
2. Neelakantan Anand: *Rise of Shivagami*
3. Puzo Mario: *The Godfather*
4. Pattanaik Devdatt: *Sita: an illustrated retelling of Ramayana*

Reference books:

1. Ashley, B. (Ed). *The Study of Popular Fiction*. London: Pinter, 1989.
2. Bennett, T. (Ed). *Popular Fiction: Technology, Ideology, Production, Reading*. New York: Rutledge, 1990.
3. Palmer, J. Potboilers. *Methods, Concepts and Case Studies in Popular Fiction*. London: Rutledge, 1991.
4. Pawling, C. (Ed.) *Popular Fiction and Social Change*. London: Macmillan, 1984.

5. Gelder, Ken. *Popular Fiction: The Logics and Practices of Literary Field*. London: Rutledge, 1991.

Outcomes:

Sr. No.	Outcome	Cognitive Level
1.	The students will be to distinguish between popular and serious literature	2
2.	Students will be able to apply the notion to various forms	3
3.	Students will be able create popular literature	6

ENG 204 A): (Skill Based Course) Employability Skills and English Language

Objectives:

1. To introduce the students with the skills required for employment.
2. To hone the skills required for employment.
3. To give practice in the skills needed for employment.

Content:

1. Proposal writing
2. Applications and Resume Writing
3. Interview techniques
4. Group Discussion

Reference books:

1. Bovee and Thill. *Bussiness Communication Today*, New Delhi: Tata McGraw Hill,
2. Kaul, Asha. *Bussiness Communication*, Delhi: Prentice- Hall of India.
3. Monnippally, Matthukutty M. *Bussiness Communication Startegies*. New Delhi: Tata McGraw Hill Publishing Company Ltd.
4. Randall, E Magors. *Business Communication*, New York: Harper and Row.
5. Balasubrananyam. *Business Communications*, Delhi: Vikas Publishing House.

6. Robinson, Netrakanti and Shintre. *Communicative Competence in Business English*, Hyderabad: Orient Longman.

Outcomes:

Sr. No.	Outcome	Cognitive Level
1.	The students will be able to practice the skill	3
2.	The students will be able to connect the skills to the employment requirements	4
3.	The students will facilitate themselves with the skills in actual situation	6

ENG 204 B): (Skill Based Course) Science Fiction in English

Objectives:

1. To introduce students with the concept of Science Fiction
2. To differentiate between creative writing and scientific writing
3. To understand the role of literature in simplifying the scientific ideas

Content:

1. Brief History of Science Fiction
2. Naralika Jayant- *The Return of Vaman*
3. Goswami Dinesh Chandra- *The Hair Timer*
4. Alderman Naom- *The Powers*

Reference Books:

1. Adam, Roberts. *The History of Science Fiction*. Palgrave Macmillan Publisher.
2. Lathom, Rob. *The Oxford Handbook of Science Fiction*. London: Oxford University Press.
3. Brian, W. *Trillion Year Spree: The History of Science Fiction*. Avaon Books
4. Edward, James and Farah Mendlesohn (ed). *The Cambridge Companion to Science Fiction*. London: Cambridge University Press

Outcomes:

Sr. No.	Outcome	Cognitive Level
1.	The students will be able to associate their previous knowledge of literature with the notion of science fiction	2
2.	The students will be to analyze the notion of science fiction in contemporary situation	4
3.	The students will be able to write science fiction	6

ENG 204 C): (Elective Course) Skills in Spoken and Written English

Objectives:

1. To acquaint the students with a comprehensive understanding of the important aspects of Written and Spoken English.
2. To facilitate the students to improve their written and spoken skills in English.
3. To facilitate the students to interact effectively and cope with the needs of presentation.

Content:

1. Phonology of English: Introduction
2. Public Speaking, Telephonic Communication, Self-Introduction
3. Writing Instructions, Writing for Web, Report Writing

Reference Books:

1. Acland, Richard. *Public Speaking*. London: V. Gollancz Ltd, 1946. Print.
2. Daniel, Iyabode O. *Introductory Phonetics and Phonology of English*. Newcastle upon Tyne, UK: Cambridge Scholars, 2011. Internet resource.
3. English, J. *Professional Communication: How to Deliver Effective Written and Spoken Messages*. Lansdowne, South Africa: Juta, 2002. Print.
4. Foster, John, and John Foster. *Writing Skills for Public Relations: Style and Technique for Mainstream and Social Media*. London: Kogan Page, 2012. Internet resource.
5. Gopal, Namita. *Business Communication*. New Delhi: New Age International, 2009. Internet resource.

6. Gopala, Krishna C, and Lalitha Ramakrishnan. *Business Communication*. Mumbai: Himalaya Pub. House, 2009. Internet resource.
7. Jones, Charles. *A History of English Phonology*. London: Longman, 1989. Print.
8. King, Sporty. *Public Speaking*. Great Britain: Aspatore, 2002. Internet resource.
9. Lehman, Carol M, and Deborah D. DuFrene. *Business Communication*. Cincinnati, Ohio: South-Western College Pub, 1999. Print.
10. Minkova, Donka. *A Historical Phonology of English*. , 2014. Internet resource.
11. Osborn, Michael, and Suzanne Osborn. *Public Speaking*. Boston, Mass: Houghton Mifflin Co, 1991. Print.
12. Rai, Ajay. *Speaking and Writing in English*. New Delhi: Sterling, 1999. Print.
13. Rai, Urmila, and S M. Rai. *Business Communication*. Mumbai [India: Himalaya Pub. House, 2008. Internet resource.
14. Roach, Peter. *English Phonetics and Phonology: A Practical Course*. Cambridge, U.K: Cambridge University Press, 2000. Print.

Outcomes:

Sr. No.	Outcome	Cognitive Level
1.	The students will be able to co relate their previous knowledge of skills with the prescribed ones	4
2.	The students will be able to identify the use of skill for social and commercial purpose	1
3.	The students will be able integrate their knowledge of prescribed skills in day today life	6

AC-201(A): Soft Skills		
	Course Objectives (CObs): <ul style="list-style-type: none"> To inculcate different soft skills among students. 	
Unit 1	Introduction to soft skills Formal definition, Elements of soft skills, Soft vs. Hard skills, Emotional quotient, Goal setting, life skills, Need for soft skills, Communication skills, Etiquettes & Mannerism.	2 hrs.
Unit 2	Self-Assessment Goal setting, SWOT analysis, attitude, moral values, self-confidence, etiquettes, non-verbal skills, achievements, positive attitude, positive thinking and self-esteem. Activity: The teacher should prepare a questionnaire which evaluate students in all the above areas and make them aware about these aspects.	4 hrs.
Unit 3	Communication Skills Types of communication: Verbal, Non-verbal, body language, gestures, postures, gait, dressing sense, facial expressions, peculiarity of speaker (habits). Rhetoric speech: Prepared speech (topics are given in advance, students get 10 minutes to prepare the speech and 5 minutes to deliver, Extempore speech (students deliver speeches spontaneously for 5 minutes each on a given topic), Storytelling (Each student narrates a fictional or real-life story for 5 minutes each), Oral review (Each student orally presents a review on a story or a book read by them) Drafting skills: Letter, Report & Resume writing, business letters, reading & listening skills Activity: The teacher should teach the students how to write the letter, report and build resume. The teacher should give proper format and layouts. Each student will write one formal letter, one report and a resume.	8 hrs.
Unit 4	Formal Group Discussion, Personal Interview & Presentation skills Topic comprehension, Content organization, Group speaking etiquettes, driving the discussion & skills. Preparation for personal interview: dress code, greeting the panel, crisp self-introduction, neatness, etiquettes, language tone, handling embarrassing & tricky questions, graceful closing. Activity: Each batch is divided into two groups of 12 to 14 students each. Two rounds of a GD for each group should be conducted and teacher should give them feedback. Mock interview are to be conducted.	4 hrs.
Unit 5	Aptitude and analytical skills Quantitative aptitude, Numerical reasoning, verbal reasoning, diagrammatic test, situational tests, logical thinking. Analytical skills: Definition, Types, problem solving	8 hrs.
Unit 6	Life skills Time management, critical thinking, sound and practical decision making by dealing with conflicts, stress management, leadership qualities Activity: The teacher can conduct a case study activity to train students for decision making skills. The teacher should conduct a session on stress management and guide students on how to manage stress. The teacher may conduct a stress relieving activity in the class. He/she may counsel students individually to know their problems and guide them on dealing with them effectively.	4 hrs.
Suggested readings: <ol style="list-style-type: none"> Basics of Communication In English: Francis Sounderaj, MacMillan India Ltd. English for Business Communication: Simon Sweeney, Cambridge University Press An Introduction to Professional English and Soft Skills: Das, Cambridge University Press Quantitative Aptitude: R.S. Agrawal 		

Course Outcomes (COs):

On completion of this course, the student will be able to:

CO No.	CO	Cognitive level
AC201A.1	Identify their lacunas about some soft skills and try to overcome the same.	2
AC201A.2	Practice learned soft skills in real life and do their jobs more effectively.	3

AC-201(B): Practicing Sports Activities				
Course Objectives (COs): <ul style="list-style-type: none"> To motivate students towards sports and provide them required training. 				
SR NO.	NAME OF THE SPORT/GAME (Select ONE of the Following)	SYLLABUS OF THE COURSE	TIMING (02 Hours in a Week)	SEMESTER
1	Volleyball	<ul style="list-style-type: none"> General Fitness Basic Fitness Specific Fitness History of the Game Basic Skill of the Game Major Skill of the Game Technique & Tactics of the Game Game Practice 	Morning : 07 to 09 AM OR Evening : 05 to 07 PM	Total 30 Hours in Each Semester
2	Athletics			
3	Badminton			
4	Cricket			
5	Basketball			
6	Handball			
7	Kabaddi			
8	Kho-Kho			
9	Table-Tennis			
10	Swimming			

Course Outcomes (COs):

On completion of this course, the student will be able to:

CO No.	CO	Cognitive level
AC201B.1	Identify one or more sports of their choice and develop more interest to participate at University/National level sport events.	2
AC201B.2	Practice the learned sports activities regularly in real life.	3

AC-201(C): Practicing Yoga	
	Course Objectives: <ul style="list-style-type: none"> To motivate students towards yoga and provide them required training.

	<ul style="list-style-type: none"> • Yog: Meaning, Definition & Introduction, Objectives • Primary Introduction of Ashtanga Yoga • Preparation of Yogabhyas • Omkar Sadhana, Prayer, Guru Vandana • Sukshma Vyayamas • Suryanamaskar (12 Postures) • Asanas : <ul style="list-style-type: none"> ▪ Sitting (Baithaksthiti) - Vajrasana, Padmasana, Vakrasana, Ardha-Pashchimotanasana ▪ Supine (Shayansthiti) - Uttan Padaasan(Ekpad/Dwipad), Pavanmuktasana, Viparitakarani Aasan, Khandarasan, Shavasana ▪ Prone (Viparitshayansthiti) - Vakrahasta, Bhujangasana, Saralhasta Bhujangasana, Shalabhasana(Ekpad/Dwipad), Makarasana ▪ Standing (Dhandsthiti) - Tadasana , TiryakTadasana, Virasana, Ardh Chakrasana • Primary Study of Swasana: Dirghaswasana, Santhaswasana, JaladSwasana - 6 Types • Pranayama : Anuloma-viloma, Bhramari
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Course Outcomes (COts):

On completion of this course, the student will be able to:

CO No.	CO	Cognitive level
AC201C.1	Identify and practice some Yoga asanas regularly in their life to remain healthy.	2
AC201C.2	Provide guidance and practice about Yoga to their friends, parents and relatives.	3

AC-201(D): Introduction to Indian Music

	Course Objectives: <ul style="list-style-type: none"> • To motivate students towards Indian music and provide them minimum required training.
	<ul style="list-style-type: none"> • Definition and brief about generation of Swar, Saptak, Thaata, Raaga, Aavartan, Meend, Khatka, Murkee, Taal, Aalaap etc. • Taal and its uses - Treetaal, Daadraa, Zaptaal, Kervaa. • Information of Badaakhyaal, Chhotaakhyaal (one), Sargam, Lakshangeet (information) • Detailed information of Tambora • Detailed information of Harmonium and Tablaa. • Five filmy songs based on Indian Classical Music (Theory and Presentation) • Sound Management - Basic information of Sound Recording (including Practicals) • Composition of Music as per the Story • Preparing news write-ups of the Seminars, Library Musical Programmes held at the nearest Akashwani, by personal visits.

Course Outcomes (COts):

On completion of this course, the student will be able to:

CO No.	CO	Cognitive level
AC201D.1	Identify different types of Indian music.	3
AC201D.2	Develop more interest to learn and practice Indian music.	4

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Sem. III

Core Papers

ENG 301:	Critical Approaches and Literary Criticism
ENG 302:	Gender Sensitization and English Literature
ENG 303:	Post-colonialism and Post colonial Novel

Skill Based Course/Elective Paper

ENG 304 A):	Digital Writing Skills and English Language
ENG 304 B):	Indian Literature in Translation
ENG 304 C):	American Literature

Audit Course

AC 301 A): Computer Skills
B): Cyber Security
C): Learning English through interactive method
D): Writing Short Story

ENG 301: Critical Approaches and Literary Criticism

Objectives:

1. To acquaint the students with the term literary criticism.

2. To introduce them the development of criticism.
3. To help the student inculcate in themselves critical perception.

Content:

- 1) Feminist Approach
- 2) Marxist Approach
- 3) Psycho analytical Approach
- 4) Structuralist Approach
- 5) Post Structuralist Approach
- 6) Eco-Critical Approach

Reference books:

1. Adams, Hazard. *Critical Theory Since Plato*. New York: Harcourt Brace Jovanovich, 1971.
2. Habib, M.A.R.A. *History of Literary Criticism: From Plato to the Present*. London: Blackwell, 2005.
3. Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory*. New Delhi: Viva Books
4. Eagleton, Terry. *Marxism and Literary Criticism*. London: Routledge, 2002.
5. Freud, Sigmund. *An Outline of Psycho: Analysis*. London: Hogarth Press, 1940.
6. Nagranjan, M.S. *English Literary Criticism and Theory: An Introduction History*. Hyderabad: Orient Black Swan, 2006.
7. Waugh, Patricia. *Literary Theory and Criticism*. Oxford: Oxford University Press, 2011.
8. Rutheven, K.K. *Feminist Literary Studies: An Introduction*, 1984.
9. Lodge, David and Nigel Wood (Ed.) *Modern Criticism and Theory: A Reader*. New Delhi: Pearson, 2003.

Outcomes:

Sr. No.	Outcome	Cognitive Level
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1.	The students will be able to apply various approaches to literary texts	3
2.	The students will develop interpretative ability	2
3.	The students will be stimulated to take job/work as reviewer/critic/writer	6

ENG 302: Gender Sensitization and English Literature

Objectives:

1. To acquaint the students with the notion of gender sensitization
2. To introduce the students with the role of literature in disseminating the notion of gender sensitization.
3. To help students practice the notion of gender sensitization through various activities- literary and co-curricular

Content:

1. Gender Sensitization: Concept and features
2. Kapur Manju- (2009) *Difficult Daughters*, Faber and Faber
3. Woolf Virginia- (1929) *A Room of One's Own*. (Select extracts) England, Hogarth Press
4. Tendulkar Vijay- *Silence! The Court is in Session* (English Tr.)

Reference books:

1. Sinha Sunita – (2016) *Rethinking Gender*, New Delhi, Atlantic
2. Kuman, Neelam, (ed.)- (2012) – *Gender and Science*, New Delhi, Foundation Books
3. Golver, David and Cora Kalpan (ed) (2009)- *Genders*, Routledge
4. Colebrook, Claire (2017) *Gender*, Palgrave Macmillan
5. Jain, Jasbir (ed.) (2014) *Women's Writing: Text and Context*, Rawat Publishers
6. Sinha, Sunita (ed.) (2017) *Feminism in Literature*, New Delhi , Atlantic Publishers
7. Swami, Indu (2009) *The Woman Question in the Selected Novels*

Outcomes:

Sr. No.	Outcome	Cognitive Level
1.	The students associate their previous knowledge with the concept of gender sensitization	2
2.	The students will be able to interpret their learning in contemporary context	3
3.	The students will be able to facilitate themselves and others to practice the concept in reality	6

Objectives:

4. To acquaint the students with the notion of post colonialism
5. To introduce the students with the role of literature in disseminating the notion of colonialism and post colonialism.
6. To help students practice the notion of post colonialism through various activities- literary and co-curricular

Content:

1. Post colonialism: Concept and features
2. Coetzee J.M.: *Disgrace*
3. Rhys Jean: *Wide Sargasso Sea*
4. Achebe Chinua: *Things Fall Apart*

References:

1. Abraham, Taisha. *Introducing Postcolonial Theories*. Macmillan, 2009.
2. Gilbert, Frederick. *Encyclopedia of Literary Criticism*. New Delhi: Amol Publications, 2006.
3. Nayer, Promod K. *Postcolonial Literature*. Pearson Longman, 2008.
4. Selden, Raman and Peter Widdowson. *A reader Guide to Contemporary Theory* IIIrd Edition. Lexington: U of Kuntucky, 1993.
5. Ashcroft, Bill, Gareth Griffiths and Helen Tiffin. *Key concepts in Post-colonial Studies*. London: Rutledge, 1998.
6. Hiddleston, Jane. *Understanding Post-colonialism*. Stockfield: Acumen, 2009. Internet Resource.
7. McLeod, John. *Beginning Post-colonialism*. Manchester, UK: Manchester University Press, 2000.
8. Manhart, Niklas Mauhart. J.M.Coetzee's *Disgrace- A Realistic criticism of New South Africa*, Grin Verlag, 2013.
9. Vijaykumar, G. Novels of Chinua Achebe: *A Study of Narrative Voices*, Prestige Books, 2011.

10. Shah, Syed Umrah. *Rewriting the Canon- A Study of Wide Sergasso Sea and portrait of Dora*. Notion Press, 2016.

Outcomes:

Sr. No.	Outcome	Cognitive Level
1.	The students will be able to compare the prescribed concept with their previous knowledge	2
2.	The students will be able to analyze prescribed concept in the context of contemporary and traditional writing	4
3.	The students will be to reframe their understanding of literature in the context of prescribed concept	5

Objectives:

1. To acquaint the students with the concept of digital writing.
2. To make the students aware of the changed role and form of English language in digital media.
3. To acquaint the students with digital mode and skill of writing.

Content:

1. Digital literacy, digital terms
2. Internet slang
3. SMS, e mail, twitter, blog writing
4. Impact of digital media on English language

Reference books:

1. Alrubali, Rusnl – (2017) *Digital Writing for English language Learners*, Rowman and Little field Publishers
2. Carroll, Brain- (2014) *Writing and editing for Digital Media* (2nd Ed.) Rutledge
3. Hicks, Troy – (2013) *Crafting Digital Writing*, Heinemann

(1. The students will write a test on the prescribed points by their teachers – 20 marks)

(2. Students will open their twitter/blog/mail account and will write to their respective teachers pertaining the prescribed papers of their syllabus. They will maintain records and show it to their teachers for internal evaluation- 20 marks)

Outcomes:

Sr. No.	Outcome	Cognitive Level
1.	The students will be able to extend their skills in the context of prescribed concepts.	2
2.	The students will be able to experiment with language skills in the context of prescribed concepts.	4
3.	The students will be able to devise job opportunities for themselves in the	6

	digital world.	
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Objectives:

1. To familiarize the Students with the term 'Translation'.
2. To introduce the students with the development of Indian literature in Translation.
3. To acquaint the students with the role of translation in universalizing regional literature.

Content:

1. Mahesh Elkunchwar- *Old Stone Mansion*
2. Amruta Pritam- *The Skeleton (Pinjar)*
3. Select Poems by Namdeo Dhasal : New Delhi 1985, Man, You Should Explode

Reference Books:

1. An Anthology of Dalit Literature (poems). Gyan Publications, 1992. Internet resource.
2. Arora, Sudhir K. "Voicing Dalits: the Poetry of NamdeoDhasal." *Indian Literature*. 53 (2009): 220-230. Print.
3. Bhagavan, Manu B, Anne Feldhaus, and Eleanor Zelliot. *Claiming Power from Below: Dalits and the Subaltern Question in India*. New Delhi: Oxford University Press, 2008. Print.
4. Biddle, Arthur W, Gloria Bien, and Vinay Dharwadker. *Contemporary Literature of Asia*. Upper Saddle River, NJ: Prentice Hall, 1996. Print.
5. D hasāḷa, Nāmadeva S, and DilipChitre. *NamdeoDhasal: Poet of the Underworld : Poems 1972-2006*. Pondicherry: Navayana Pub, 2007. Print.
6. Dhawan, R K. *Indian Women Novelists*. New Delhi: Prestige, 1991. Print.

7. Dhawan, R K. 50 Years of Indian Writing: A Commemorative Volume Highlighting the Achievement of Post-Independence Indian Writing in English and Literature in Translation. New Delhi: Indian Association for English Studies, 1999. Print.
8. Elakuñ cavāra, Maheśa, and ShantaGokhale. The Wada Trilogy. Calcutta: Seagull Books, 2004. Print.
9. Elakuñ cavāra, Maheśa, and Kamal Sanyal. Old Stone Mansion =: Wada Chirebandi. Calcutta: Seagull Books, 1989. Print.
10. Across Literary and Linguistic Diversities: Essays on Comparative Literature. , 2014. Internet resource.
11. Hovell, Laurie. "NamdeoDhasal: Poet and Panther." Journal of South Asian Literature. 24.2 (1989): 65-82. Print.

Outcomes:

Sr. No.	Outcome	Cognitive Level
1.	The students will be able to convert their previous knowledge of language for practical purposes	2 & 3
2.	The students will be able to experiment with language skills	4
3.	The students will be able to create- devise job opportunities in the field of translation.	6

ENG 304 (C): (Elective Course) American Literature

Objectives:

1. To acquaint the students with various genres in American writings like novel, Poetry and Drama.
2. To familiarize the students with various trends in American Literature.
3. To help the students to understand the content in American Literature.

Content:

1. Development of American Literature- Introduction
2. Herman Melville- *Billy Budd, Sailor*
3. Arthur Miller- *Death of A Salesman*
4. Emily Dickinson's Poems: 1) The Soul Selects Her Own Society,
2) After Great Pain a Formal Feeling Comes

Reference Books:

1. Bercovitch, Sacvan, and Cyrus R. K. Patell. The Cambridge History of American Literature. Cambridge [England: Cambridge University Press, 1994. Print.
2. Brown, William, Claudia Harris, Herman Melville, and Marilyn Norris. Herman Melville's Billy Budd, Sailor. Oneonta, NY: Hartwick Humanities in Management Institute, 1994. Print.
3. Farr, Judith, and Louise Carter. The Gardens of Emily Dickinson. Cambridge, Mass: Harvard University Press, 2004. Print.
4. Gray, Richard. A History of American Literature. Malden, MA: Blackwell Pub, 2004. Print.
5. Martin, Robert A. Arthur Miller: New Perspectives. Englewood Cliffs, N.J: PrenticeHall, 1982. Print.

6. Minkowitz, Miriam. Herman Melville's Billy Budd. Piscataway, N.J: Research & Education Association, 1996. Print.
7. Mitchell, Domhnall, and Maria Stuart. The International Reception of Emily Dickinson. London: Continuum, 2009. Internet resource.
8. Roudané, Matthew C. Approaches to Teaching Miller's "death of a Salesman". New York: Modern Language Association of America, 1995. Print.
9. Springer, Haskell S. The Merrill Studies in Billy Budd. Columbus, Ohio: Charles E. Merrill Pub. Co, 1970. Print.
10. Stafford, William T. Melville's Billy Budd and the Critics. San Francisco: Wadsworth Pub. Co, 1961. Print.

Outcomes:

Sr. No.	Outcome	Cognitive Level
1.	The students will be able to associate the prescribed units with their previous knowledge	2
2.	The students will be able to evaluate texts in the context of prescribed stream of literature.	4
3.	The students will be able to develop critical- analytical ability in themselves	5

AC 301 (C): (Audit Course) Learning English through Interactive Method

Objectives:

1. To acquaint the students with the notion of Grammar.
2. To help the students practice the notion of learning English and grammar through various activities.
3. To make the students aware about the effective use of grammar in interactive English.

Content:

1. Grammar as backbone of Language (Credits: 01 15 Clock Hours)
2. Interactive Method of Grammar of Teaching (with practical)
(Credits: 01 15 Clock Hours)

Reference Books:

1. Sarswati, V. English Language Teaching. Delhi: Orient Longman Pub. Pvt. Ltd
2. Wren and Martin, English Grammar and Composition.
3. Shastri, Pratima D. Communicative Approach to the Teaching of English As a Second Language. Mumbai: Himalaya Pub. House, 2010. Internet resource.
4. Brumfit, Christopher, and Keith Johnson. The Communicative Approach to Language Teaching. Oxford: Oxford University Press, 1979. Print.
5. Hewings, Martin. Advanced Grammar in Use: A Self-Study Reference and Practice Book for Advanced Learners of English; with Answers. Cambridge, UK: Cambridge University Press, 2005. Print.

Outcomes:

Sr. No.	Outcome	Cognitive Level
1.	The students will be able to practice various methods to hone their learning skills.	3
2.	The students will be able to get jobs	6

AC 301 D): (Audit Course) Writing Short Story

Objectives:

1. To develop idea among students
2. To motivate them to think in creative manner
3. To write small stories based on their own experiences

Content:

1. Brief introduction to short story
2. Developing Idea
3. Using Creative Expressions
4. Writing Small Stories on their own experience

Reference Books:

1. Cross, E A. The Short Story: A Technical and Literary Study. Chicago: A.C. McClurg & Co, 1914. Print.
2. Head, Dominic. The Modernist Short Story: A Study in Theory and Practice. Cambridge [England: Cambridge University Press, 1992. Print.
3. Notestein, Lucy L, and Waldo H. Dunn. The Modern Short Story: A Study of the Form: Its Plot, Structure, Development and Other Requirements. New York: A.S. Barnes Company, 1914. Print.
4. Sen, Nandini. Mahasweta Devi: Critical Perspectives. New Delhi: Pencraft International, 2011.

Outcomes:

Sr. No.	Outcome	Cognitive Level
1.	The students will be able to write short stories	6
2.	The students will be able to develop critical/ evaluative skills in themselves	5

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Sem. IV

Core Papers

ENG 401: Reflective Literature in English

ENG 402: Research Methodology and English Literature

ENG 403: Film and Literature

Skill Based Course/ Elective Paper

ENG 404 A): Translation Skills

ENG 404 B): Project Writing

ENG 404 C): Comparative Study of Literature

Audit Course

AC 401 A): Human Rights

B): Current Affairs

C): Vocabulary Learning and using Appropriate Word

D): NET/ SET Preparation

ENG 401: Reflective Literature in English

Objectives:

1. To acquaint the students with the notion of reflective Literature
2. To introduce the students with the role of literature in disseminating the notion of reflective Ideas.
3. To help students practice the notion of reflective thought through various activities- literary and co-curricular

Content:

1. Dr. Babasaheb Ambedkar- *Annihilation of Caste*
2. M. K. Gandhi- *Hind Swaraj*
3. Mahatma Phule- *Slavery* (English Translation)

Reference Books:

1. Ambedkar, Bhimrao Ramji and Vasant Moon. Dr. Babasaheb Ambedkar: Writings and Speeches Vol. 1 & 2. Education Department, Govt. of Maharashtra, 1981, 1995.
2. Arnold, David. Gandhi. Harlow, England: Longman, 2001. Print.
3. Gandhi, , and Dennis Dalton. Mahatma Gandhi: Selected Political Writings. Indianapolis: Hackett Pub. Co, 1996. Print.
4. Gandhi, , and Pushpa Joshi. Gandhi on Women: Collection of Mahatma Gandhi's Writings and Speeches on Women. Ahmedabad: Navajivan Pub. House, 1988. Print.
5. Gandhi, , and Rudrangshu Mukherjee. The Penguin Gandhi Reader. New Delhi: Penguin Books, 1993. Print.
6. Collected Works of Mahatma Jyotirao Phule Vol.I. Slavery
7. Jyotirao Phule- Slavery (In the Civilized British Government under the cloak of Brahmanism) Vol. 1 Education Department. 1991.
8. Prof. P. G. Patil. Collected works of Mahatma Jyotirao Phule. Vol. II Published by Education Department, Government of Maharashtra.

Outcomes:

Sr. No.	Outcome	Cognitive Level
1.	The students will be able to identify the role of literature in building society.	1
2.	The students will be able to develop understanding about literature and social changes.	3
3.	The students will be able to evaluate contribution of literature in actual social reformation movement.	4

ENG 402: Research Methodology and English Literature

Objectives:

1. To Familiarize the Students with the notion of research methodology
2. To introduce the students with research methodology in English
3. To acquaint the students with the various methods of research in English

Content:

1. Research in Literature- Introduction
2. Materials and stools of research
3. Methods of research
4. Research paper, M Phil and Doctoral Thesis Writing

References:

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

Outcomes:

Sr. No.	Outcome	Cognitive Level
1.	The students will be able to differentiate between writing in general and research writing.	2
2.	The students will be able to read and write as a trained researcher.	3
3.	The students will be able to develop their research plan.	6

Objectives:

1. To Familiarize the Students with the co relation between Film and Literature
2. To acquaint them with the process of Film Adaptation
3. To make them aware of the role of films in popularizing literature

Content:

1. Adaptation Process
2. Script Writing
3. Lahiri Juhmpa: *The Namesake* (its Film adaption)
4. Martel Yan: *Life of Pie* (Its Film adaption)

References:

1. Aragay, Mireia, ed. (2005). *Books in Motion: Adaptation, Intertextuality, Authorship*. Rodopi. ISBN 90-420-1885-2.
2. Bluestone, George (1957, 2003). *Novels into Film: The Metamorphosis of Fiction into Cinema*. The Johns Hopkins University Press. ISBN 0-8018-7386-X.
3. Buchanan, Judith (2005). *Shakespeare on Film*. Longman-Pearson. ISBN 0-582- 43716-4.
4. Cardwell, Sarah (2002). *Adaptation Revisited: Television and the Classic Novel*. Manchester University Press. ISBN 0-7190-6045-1.
5. Cartelli, Thomas and Katherine Rowe (2007). *New Wave Shakespeare on Screen*. Polity Press. ISBN 0745633935
6. Cartmell, Deborah and Whelehan, Imelda, eds. (2007). *The Cambridge Companion to Literature on Screen*. Cambridge University Press. ISBN 0-521-61486-4.
7. Corrigan, Timothy (1998). *Film and Literature*. Longman. ISBN 0-13-526542-8.
8. Elliott, Kamilla (2003). *Rethinking the Novel/Film Debate*. Cambridge University Press. ISBN 0-521-81844-3.
9. Geraghty, Christine (2008). *Now a Major Motion Picture: Film Adaptations of Literature and Drama*. Rowman& Littlefield. ISBN 0-7425-3820-6.

10. Glavin, John, ed. (2003). *Dickens on Screen*. Cambridge University Press. ISBN 0- 521-00124-2.
11. Hutcheon, Linda (2006). *A Theory of Adaptation*. Routledge. ISBN 0-415-96794-5

Outcomes:

Sr. No.	Outcome	Cognitive Level
1.	The students will be able to associate their previous knowledge with the prescribed concepts.	2
2.	The students will be able to evaluate texts and movies/ drama in association with each other.	5
3.	The students will be able to create job opportunities for themselves.	6

ENG 404 A): (Skill Based Course) Translation Skill

Objectives:

1. To acquaint the students with the notion of translation Skills
2. To introduce the students with the role of literature in disseminating the notion of Translation Skills.
3. To help students practice the notion of translation

Content:

1. Translation- Nature, Types and Problems
2. Literary Translation
3. Journalistic Translation
4. Technical Translation

Outcomes:

Sr. No.	Outcome	Cognitive Level
1.	The students will be able to relate their previous knowledge of language with the prescribed skills.	2
2.	The students will be able to practice the skill	3
3.	The students will be able to devise opportunities for creative/ commercial purpose.	6

ENG 404 B): (Skill Based Course) Project Writing

*The student will prepare the project of 30 to 50 pages and it's evaluation for 60 (External) marks and the concern teacher will conduct viva voce on the same project for 40 (Internal) marks

Outcomes:

Sr. No.	Outcome	Cognitive Level
1.	The students will be able to apply their previous knowledge in planning the project writing.	3 & 4
2.	The students will be able to criticize/ evaluate literature from the research view point.	5
3.	The students will be able to design research/ project outlines.	6

ENG 404 C): (Elective Course) Comparative Study of Literature

Objectives:

1. To acquaint the students with the concept of Comparative study of Literature
2. To introduce them various areas of comparative study of literature
3. To introduce them with the history of comparative study of literature

Content:

1. Comparative Study of literature- Nature, Scope
2. History of Comparative study of literature
3. Areas of Comparative study of literature
4. Comparative Literature in India

Reference Books:

1. Amiya Dev, The Idea of Comparative Literature in India, Calcutta: Papyrus, 1984.
2. Bassnett, Susan, Comparative Literature: A Critical Introduction, Oxford: Blackwell, 1993.
3. K. A. Koshi (ed.), Towards Comparative Literature, Aligarh: Aligarh Muslim University Publication, 1987.
4. Nabaneeta Dev Sen, Counterpoints: Essays in Comparative Literature, Calcutta: Prajna, 1984.
5. NareshGuha (ed), Contributions to Comparative Literature: Germany and India, Calcutta: Jadhavpur University Publication, 1973.
6. Rene Wellek, Comparative Literature: Proceedings of the Second Congress of the ICLA, Chapel Hill: North Carolina University Press, 1959.

7. Ulrich Weisstein, Comparative Literature and Literary Theory: Survey and Introduction, Bloomington and London: Indiana University Press, 1973.
8. Rambhau Badode, Arvind Mardikar & A.G. Khan, New Directions in Comparative Literature, Macmillan India Ltd. 2007.
9. Sureshchandra (ed.) Essays in Comparative Literature, New Delhi: Anmol Publication, 1998.

Outcomes:

Sr. No.	Outcome	Cognitive Level
1.	The students will be able to trace the prescribed concept in the context of their previous knowledge of literature.	2
2.	The students will be able to evaluate/ distinguish/ criticize literature in the context of prescribed concept.	5
3.	The students will be able to speculate literature-traditional and modern in the context of prescribed concept.	6

AC 401 C): (Audit Course) Vocabulary Learning and Using Appropriate Words

Objectives:

1. To acquaint the students with building vocabulary
2. To help the students practice the useful activities to build their vocabulary
3. To make the students aware about the effective use of acquired words in oral and written conversation at their workplaces.

Content:

1. How to learn vocabulary (Credits: 01 15 Clock Hours)
2. How to use vocabulary in practical (Credits: 01 15 Clock Hours)

Reference Books:

1. Jain, Charul and P. Raj, Unus Karbhari. English Language Skills for Academic Purposes. New Delhi: Macmillan Pub. Pvt. Ltd
2. Raj, P. Competitive English. New Delhi: Macmillan Pub. Pvt. Ltd
3. Oxford English Dictionary. Oxford University Press
4. Macmillan English English Dictionary. Macmillan Pub. Pvt. Ltd.

Outcomes:

Sr. No.	Outcome	Cognitive Level
1.	The students will be able to develop vocabulary	2
2.	The students will be able to develop the spoken skills for individual/commercial purpose.	6

AC 401 D): (Audit Course) NET/SET Preparation

Objectives:

1. To make the students aware about NET/SET Examinations
2. To motivate the students to study for NET/SET
3. To introduce the techniques of preparing for NET/ SET

Content:

1. Brief Introduction of NET/SET Exams
2. Acquiring comprehension skills for NET/SET paper I & II
3. Time management for the preparation of NET/SET Examinations
4. Acquiring smart techniques for studying prescribed syllabus of NET/SET Exams

Reference Books:

1. Long, William J. Short History of English Literature
2. Nayar, Promod K. History of English Literature
3. Meherotra, Arvind K. A Concise History of Indian English Literature.
4. Ruland, Richard and Malcom Bradbury. A history of American Literature from puritanism to post modernism.
5. Waugh, Patricia. Literary Theory and Criticism
6. Dayma, Brijmohan. NET/SET Paper I

Outcomes:

Sr. No.	Outcome	Cognitive Level
1.	The students will be able to recall their previous knowledge of literature.	1
2.	The students will be able to integrate their previous knowledge with the interaction with teachers	6