



## ACADEMIC (1-BOARD OF STUDIES) SECTION

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प्रस्तुत विद्यापीठीय संकुलातील  
 मानवविज्ञान विद्याशाखेतील पदव्युत्तर  
 स्तरावरील प्रथम वर्षाचे CBCS Pattern  
 नुसारचे अभ्यासक्रम शैक्षणिक वर्ष  
 २०१९-२० पासून लागू करण्याबाबत.

### प रि प त्र क

या परिपत्रकान्वये सर्व संबंधितांना कळविण्यात येते की, दिनांक ३० एप्रिल २०१९ रोजी संपन्न झालेल्या ४३व्या मा. विद्या परिषद बैठकीतील ऐनवेळचा विषय क्र.५/४३-२०१९ च्या ठरावानुसार प्रस्तुत विद्यापीठीय संकुलातील मानवविज्ञान विद्याशाखेतील पदव्युत्तर स्तरावरील प्रथम वर्षाचे खालील विषयांचे C.B.C.S. (Choice Based Credit System) Pattern नुसारचे अभ्यासक्रम शैक्षणिक वर्ष २०१९-२० पासून लागू करण्यात येत आहेत.

- १) एम.ए.—प्रथम वर्ष—इंग्रजी
- २) एम.ए.—प्रथम वर्ष—मराठी
- ३) एम.ए.—प्रथम वर्ष—समाजशास्त्र
- ४) एम.ए.—प्रथम वर्ष—उपयोजित अर्थशास्त्र
- ५) एम.ए.—प्रथम वर्ष—ह्युमन राईट्स

सदरील परिपत्रक व अभ्यासक्रम प्रस्तुत विद्यापीठाच्या [www.srtmun.ac.in](http://www.srtmun.ac.in) या संकेतस्थळावर उपलब्ध आहेत. तरी सदरील बाब ही सर्व संबंधितांच्या निदर्शनास आणून द्यावी.

‘ज्ञानतीर्थ’ परिसर,  
 विष्णुपुरी, नांदेड — ४३१ ६०६.  
 जा.क्र.: शैक्षणिक—०१ / परिपत्रक / पदव्युत्तर(संकुल)—सीबीसीएस  
 अभ्यासक्रम / २०१९-२० / ६८  
 दिनांक : १७.०६.२०१९.



स्वाक्षरित / —  
**उपकुलसचिव**  
 शैक्षणिक (१-अभ्यासमंडळ) विभाग

प्रत माहिती व पुढील कार्यवाहीस्तव :

- १) मा. कुलसचिव यांचे कार्यालय, प्रस्तुत विद्यापीठ.
- २) मा. संचालक, परीक्षा व मूल्यमापन मंडळ यांचे कार्यालय, प्रस्तुत विद्यापीठ.
- ३) मा. संचालक, सर्व संबंधित संकुले, प्रस्तुत विद्यापीठ.
- ४) उपकुलसचिव, पदव्युत्तर विभाग, प्रस्तुत विद्यापीठ.
- ५) साहाय्यक कुलसचिव, पात्रता विभाग, प्रस्तुत विद्यापीठ.
- ६) सिस्टम एक्सपर्ट, शैक्षणिक विभाग, प्रस्तुत विद्यापीठ.



**Swami Ramanand Teerth Marathwada University,  
Nanded**

**School of Language, Literature and Culture Studies**

**Department of English**

**Syllabus for M.A. (English) – Parts – I and II (CBCS)**

**To be introduced from the Academic Year 2019-20**

<b>Sr. No.</b>	<b>Course</b>	<b>Titles of the Course</b>	<b>Credits Allotted</b>
<b>Semester – I</b>			
1. 2. 3.	<b>Core Courses</b> EN-CC-1 EN-CC-2 EN-CC-3	<b>Core Courses</b> EN-CC-1 Phonetics and Phonology EN-CC-2 Forms of Literature – Poetry and Drama EN-CC-3 Academic Writing and Presentation	4 4 4
4. 5. 6. 7. 8.	<b>Subject Electives</b> EN-SE-4 (A) EN-SE-4 (B) EN-SE-4 (C) EN-SE-4 (D) EN-SE-4 (E)	<b>Subject Electives</b> EN-SE-4 (A) American Literature: Poetry and Drama EN-SE-4 (B) British Literature: Poetry and Drama EN-SE-4 (C) Theory of Translation EN-SE-4 (D) Indian English Literature: Poetry and Drama EN-SE-4 (E) Gender Studies – Poetry and Drama	4
EC-V-I		Viva –Voce – I	2
Two credits are to be earned by the students of Semester – II from the Departments of Marathi / Spanish / French or from other school.			2
Total Credits for Semester – I			20
<b>Semester – II</b>			

9.	<b>Core Courses</b> EN-CC-5	<b>Core Courses</b> EN-CC-5 The Structure of Modern English	4
10.	EN-CC-6	EN-CC-6 Forms of Literature – Prose and Fiction	4
11.	EN-CC-7	EN-CC-7 Linguistics and Sociolinguistics	4
12.	<b>Subject Electives</b> EN-SE-8 (A)	<b>Subject Electives</b> EN-SE-8 (A) American Literature: Prose and Fiction	4
13.	EN-SE -8 (B)	EN-SE-8 (B) British Literature: Prose and Fiction	
14.	EN-SE-8 (C)	EN-SE-8 (C) Practice of Translation	
15.	EN-SE -8 (D)	EN-SE-8 (D) Indian English Literature: Prose and Fiction	
16.	EN-SE-8 (E)	EN-SE-8 (E) Gender Studies – Prose and Fiction	
EC-V-II		Viva –Voce – II	2
Two credits are to be earned by the students of Semester – II from the Departments of Marathi / Spanish / French or from other school.			2
Total Credits for Semester – II			20

#### **Intra-School / Inter-School Open Elective Courses for Semester - I**

The following Intra-School Elective Courses can be opted for by the students of MA (Marathi) Semester – I of the SLLCS and the Inter-School Elective Courses can be opted for by the students of Semester – I of any other school.			
1.	<b>Open Elective (OE) Courses</b> <b>Intra-School Course</b> EN-OE-1	<b>Open Elective (OE) Courses</b> <b>Intra-School Course</b> EN-OE-1 World Literature in Marathi Translation (Poetry) (अनुवादित जागतिक साहित्य- कविता) (मराठी)	2
2.	<b>Inter-School Courses</b> EN-OE-2	<b>Inter-School Courses</b> EN-OE-2 The Constitution of India – I	2
3.	EN-OE-3	EN-OE-3 Communications Skills – I	
4.	EN-OE-4	EN-OE-4 Dalit Poetry in English Translation	

#### **Intra-School / Inter-School Open Elective Courses for Semester - II**

The following Intra-School Elective Courses can be opted for by the students of MA (Marathi) Semester – I of the SLLCS and the Inter-School Elective Courses can be opted for by the students of Semester – I of any other school.	
These courses have been designed in such a manner that students can opt for these courses without having done the corresponding earlier courses.	

5.	<b>Open Elective Courses Intra-School Course</b> EN- OE5	<b>Open Elective Courses Intra-School Course</b> EN-OE-5 World Literature in Marathi Translation (Drama) (अनुवादित जागतिक साहित्य- नाटक) (मराठी)	2
6. 7. 8.	<b>Inter-School Courses</b> EN-OE-6 EN-OE-7 EN-OE-8	<b>Inter-School Courses</b> EN-OE-6 The Constitution of India – II EN-OE-7 Communications Skills – II EN-OE-8 Dalit Drama in English Translation	2

Master of Arts in English of 4 semester duration (two years). This programme is meant for those who have completed their bachelor's degree like B.A English included as Core Course.

### **Programme Outcome**

PO – 1 This Programme is oriented towards developing literary values, perspectives, linguistic skills and aesthetic sensitivity essential for an academician / professional in the making. The programme introduces students to the various genres and periods in literature.

PO – 2 The Course is predominantly based on the canons of English literature; however, it also gives critical orientation of the idea of canon. Besides aiming at the linguistic skill and sensibility, the programme aims at providing them with a wide range of opportunities in the emerging areas such as translation studies, cultural studies, comparative literature, film studies, etc. Various courses such as Academic Writing, English Language Teaching, Sociolinguistics, Translation Studies will provide them with an opportunity of developing professional skills.

PO-3 At the end of the programme, a post-graduate student is expected to have developed literary sensibility as well as certain professional skills. S/he is also expected to have enhanced her/his employability.

### **Programme-Specific Outcome:**

At the end of the programme, the students are expected to have earned the following skills:

- PSO-1 The students should be able to have fairly good knowledge of various genres of literature;
- PSO-2 They should also be able to have grounding in the domain of language studies;
- PSO-3 They should also be able to teach English literature and language at a UG level
- PSO-4 They should also be able to qualify SET and NET in English *and*
- PSO- They should be able think critically.

### **Semester— I**

## **EN-CC-1: Phonetics and Phonology**

### **Rationale:**

With the increased focus on the learner in learner-centered approaches and with the continuing emphasis on the communicative aspect of language teaching, it becomes necessary to incorporate pronunciation with other language skills. This has resulted in pronunciation being linked mainly to speaking and listening. Hence, phonetics and phonology play a major role in the teaching and learning of language. Phonology is the study or description of the distinctive sound units (phonemes) of a language and their relationship to one another. This branch of linguistics is concerned with how phonemes and their allophones operate in different phonological systems.

### **Objectives:**

- To acquaint the students with the basic principles of the study of language.
- To familiarize them with the phonological aspect of language.
- To enable them to use English language correctly, appropriately, and accurately.

### **Course Outcomes:**

C O 1. The learners knew how a language emerges as one of the branches of knowledge.

C O 2. The students are get familiarized with the British Received pronunciation.

C O 3. The ability to use with correct pronunciation, stress and intonation is the major gain.

### **Course Contents:**

#### **Part-I**

##### **(A) Concepts in Language:**

- (i) What is language? The nature of language: definition of Language:  
Language as a system of communication: Animal and human communication.
- (ii) Varieties of English language.e: Regional: British, American, Indian, Australian, African, etc.  
Registral: Journalism, Business, Law, Science, Agriculture, Religion, Education, Criticism, Politics, etc.  
Formal and Informal English
- (iii) Various Approaches to Language
  - (a) Traditional Approach
  - (b) Structural Approach
  - (c) Cognitive Approach
- (iv) Dimensions of Linguistics

- (v) Levels of Linguistic analysis: Phonological, Morphological, Lexical  
Syntactic and Semantic

## **Part-II**

### **(B) Basic Concepts in English Phonology:**

Phonetics and Phonology: Phonemes and Allophones

Spoken English in India.

The Organs of Speech.

The English Consonants

The Syllable and its Structure:

Phonetic transcription,

Word Accent

Features of connected Speech: Accent, Rhythm and Intonation:

Elision and Assimilation

### **Essential Reading:**

- Bansal, R.K. and J. B. Harrison. *Spoken English*. Orient Longman, 1984.
- Sethi, J., and P. V. Dhemeja. *A Course in Phonetics and Spoken English*. Prentice Hall, 1989.
- O'Conner, J.D. *Better English Pronunciation of English*. CUP, 2000.

### **Recommended Reading:**

- Balasubramayam, T. *A Textbook of Phonetics for Indian Students*. Macmillan, 1984.
- Jones, Daniel. *English Pronouncing Dictionary*. EUP, 2000.

## **EN-CC – 2- Forms of Literature – Poetry and Drama**

### **Rationale:**

Through the works selected, the course, aims to expose the learners to the correlation of the time-spirit and its reflection in the different literary manifestations. The selection of the works, in the genre specific, is done on the basis of its importance in the field of world literature.

### **Objectives:**

- To appraise the learner with the relevance and impact of the work on the epoch particular;
- To familiarize the learner with the social evils and its impact on the human psyche;
- To demonstrate the importance of egalitarian ideology.

### **Course Outcomes:**

C O 1. The students get familiarized with the temper of time with all its hues and its consequences / impact on the then society and its relevance/application with the present one.

C O 2. The accommodative culture can be had only through patient listening to the varied voices is the lesson the learners receive.

C O 3. The learners understand the evils of the discrimination in the name of gender.

### **Course Contents:**

#### **Poetry**

- i ) Geoffrey Chaucer – *The General Prologue*
- ii) Alice Walker- *First, They Said, Each One, Pull One, Remember?*

#### **Drama**

- i) Henrik Ibsen – *A Doll's House*
- ii) Wole Soyinka – *A Dance of the Forests*

### **Essential Reading:**

- Koff, Leonard Michael. *Chaucer and the Art of Story Telling*. University of California.
- Williams, R. *Drama from Ibsen to Brecht*. Penguin, 1981.
- Sundquist, Eric J. *To Wake the Nation: Race in the Making of American Literature*. Harvard University Press, 1993.
- Bamber, Gascoigne (1962). *Twentieth Century Drama*. London: Hutchinson,

### **Recommended Reading:**

- Abrams, M.H. *The Mirror and the Lamp*. OUP, 1972.
- Kaul, A.N. *The American Vision*. Yale University Press, 1970.
- Judt, Tony. *Language, Nation and State: Identity Politics in a Multilingual Age*. Palgrave Macmillan, 2004.

## **EN – CC- 3 Academic Writing and Presentation**

### **Rationale:**

Academic writing has its own importance and use for the students of language and literature. It provides an access to Basics of writing skills along with analytical writing and other components of Academic writing. Learning Academic writing is practically useful for the students to meet the challenges of studies and research. It helps the student to make their writing technically perfect. Learning presentation skills is practically beneficial for the students to achieve their all round development. It will prepare students for the job market in the new global order. Development of presentation skills and personality is becoming increasingly important, as there is intense competition for the posts available. Hence, the inclusion of Presentation skills along with Academic writing, in the postgraduate course can enhance their performance.

### **Objectives:**

- To introduce students to Academic writing.
- To make the learners aware about Basics of Writing skill.
- To enable the students to prepare their Resume and CV.
- To acquaint the students with Analytical writing.
- To help students to use the Reference skills effectively.
- To develop clarity of presentation, both through speech and writing.
- To get better insight into one's responsibility and personal style.

### **Course Outcomes:**

At the end of the successful completion of the course, the student will be able to ..

C O 1. Understand the basics of writing skills and reference skills.

C O 2. Master the analytical writing and Research paper writing.

C O 3. Write C.V. and Resume with perfection.

C O 4. Know the presentation skill and Integration of skills.

### **Course contents:**

#### **Unit-I Basics of Writing Skill**

1. Sentence Construction
2. Unity
3. Coherence
4. Paragraph Design

#### **Unit-II Analytical Writing**

1. Note Making
2. Note Taking
3. Summarizing

#### **Unit- III Writing Resume and CV**

#### **Unit- IV Reference Skills**

1. Dictionary
2. Periodicals
3. Encyclopaedia



4. E Recourses, E-books E- Journals

#### **Unit: V Presentation Skills**

1. Presentation skills- concept and practice
2. Pair Discussion
3. Group Discussion
4. Interview Techniques

#### **Unit: VI Integration of Skills**

1. Use of Technology in communication
2. PPT presentation
3. Time management

#### **Unit-VII Writing of a Research Paper**

1. Requirements of a Research Paper
2. Abstract
3. Selection of Topic
4. Format and Components of a Research Paper  
Bibliography

#### **Essential Reading:**

- Baily, Stephen. *Academic Writing, A Handbook for International Students*. Routledge.2011.
- Eastwood, John. *Oxford Guide to English Grammar*. NewDelhi: OUP,2004.
- Swales, John and Christine Feak. *Abstracts and the Writing of Abstracts*. University of Michigan Press ELT.2009.

#### **Recommended Reading:**

- Caplan, Nigel. *Grammar Choices for Graduate and Professional Writers*.University of Michigan Press.ELT.2012.
- Greenbaum, S. *The Oxford English Grammar*. New Delhi: OUP.,1994.
- Gupta, Renu. *Course in Academic Writing*. New Delhi: Orient Blackswan,2010.
- Hewings, Martin. *Advanced English Grammar*. New York: Cambridge University Press.1999.

## EN-SE- 4 (A) American Literature: Poetry and Drama

### Rationale:

Besides the British Literature, it is essential in the contemporary literary scenario to learn different literatures in English. American literature is one significant branch of English literature. Learning American literature offers the learner insight into the literature produced in America with its socio-cultural and political contexts. Access to American Poetry and Drama allows a student to see the linkages, contacts and conflicts between different literatures and cultures. Hence, the inclusion of American literature in the postgraduate course of English can only enhance the understanding and research capacity of students of literature and culture studies.

### Objectives:

- To introduce students to the socio-cultural scene of America through literary texts.
- To sensitize students about racial and gender politics.
- To make the learners aware of the social, cultural, and psychological implications of fiction in the American context.

### Course Outcomes:

At the end of the successful completion of the course, the student will be able to

- C O 1. Know about racial and gender politics.
- C O 2. Be aware of the social, cultural, and psychological implications of fiction in the American context.
- C O 3. Analyse the basic issues in the study of drama regarding stagecraft, performance and dramatic devices.

### Course Contents:

#### Unit -I Poetry

- |                        |  |
|------------------------|--|
| (i) Robert Frost :     | 1. The Death of the Hired Man<br>2. After Apple Picking<br>3. Stopping by Woods on a Snowy Evening |
| (ii) Emily Dickinson:  | 1. Success is Counted Sweetest<br>2. I Died for Beauty<br>3. Because I Could Not Stopped for Death |
| (iii) Langston Hughes: | 1. The Negro Speaks of a River<br>2. I Too<br>3. Democracy   |

#### Unit- I Drama

- |                          |                            |
|--------------------------|----------------------------|
| (i) Eugene O'Neill:      | <i>The Emperor Jones</i>   |
| (ii) Tennessee Williams: | <i>The Glass Menagerie</i> |
| (iii) Edward Albee:      | <i>The American Dream</i>  |

### Essential Reading:

- Baym, Nina, Ed. *The Norton Anthology of American Literature*. New York: W.W. Norton & Company, 2007.
- Lawrence Levine. *Black Culture and Black Consciousness*. Oxford: OUP, 1977.

- Matterson Stephen. *The Essential Glossary American Literature*. New York: Arnold Oxford University Press:2003.
- Richardson , Mark. Ed. *The Cambridge Companion for American Poets*. Cambridge University Press, 2015.

**Recommended Reading:**

- Bendixen, Alfred and Stephen Burt.Ed. *Cambridge History of American Poetry*. Cambridge University Press, 2014.
- Bratton, J.S. *New Readings in Theatre History; Theatre and Performance Theory* Cambridge: Cambridge University Press, 2003.
- Gray, Richard. *A History of American Literature*. Blackwell,2004.
- Spiller, Robert E, et.al. *Literary History of the United States*.3<sup>rd</sup> ed. NewYork: Macmillan,1963.
- Van Doren, Carl, et. al., Eds. *The Cambridge History of American Literature*. New York: Macmillan Pub., 1971.

## EN-SE-4 (B) British Literature: Poetry and Drama

### Rationale:

This course attempts to expose the learners to the time- spirit the works were composed in. The study of the various genres of British literature allows students to develop new ideas and ethical standpoints about the English society, the then existing ideology, and can help them to develop their stand-point. The universality of the temper of the works is another important gain, the learners receive.

### Objectives:

- To facilitate learners to gain insight into the development of British Poetry and Drama
- To enable them to comprehend literary works in the historical context
- Provide students with the opportunity to study literature within its cultural contexts.
- To gain insight and enrich experience of learners while reading British literature.

### Course Outcomes:

C O 1. The learners would be able to critically evaluate and appreciate texts under study through literary criticism

C O 2. They will be able to analyse the texts in the light of contemporary theories

C O 3. They will learn to examine the subtle nuances of the works under study

C O 4. The learners will be able to comment upon the contemporary relevance of these works

### Course Contents:

#### I Poetry:

1. John Milton: *On My Blindness*
2. John Donne: *The Cannonization*
3. Alexander Pope: *Rape of the Lock*
4. John Keats: *Ode to the Nightingale*
5. T. S. Eliot: *Love Song of J. Alfred Prufrock*

#### II Drama:

1. Christopher Marlowe: *Dr Faustus*
2. William Congreve: *The Way of the World*
3. John Osborne: *Look Back in Anger*

### Essential Reading:

- Nicholas Potter (2000). *Metaphysical Poetry*. Cambridge: CUP.
- Prasad, Amae Nath. *British and Indian English Literature: A Critical Study*. New Delhi: Sarup and Sons, 2007.
- Bamber, Gascoigne (1962). *Twentieth Century Drama*. London: Hutchinson.

### Recommended Reading:

- James Thorpe (1983) *John Milton: The Inner Life*. San Marino, CA: Huntington Library
- Michael Bryson (2004) *The Tyranny of Heaven: Milton's Rejection of God as King*. Newark: University of Delaware Press
- Harold Bloom (2009) *John Donne BMP Series*. Infobase Publishing.

## **EN-SE-4 (C) Theory of Translation**

### **Rationale:**

This course aims at fulfilling the need for a systematic approach to the theory of translation. Focusing on the various dimensions of translation, it addresses the theory of equivalence. The course will help the students hone their skill of translation at the basic level.

### **Objectives:**

- Introduce major stages in the development of translation studies.
- Familiarize the students with the theory and practice of translation.
- Enable the students to understand the some critical issues such as gender.

### **Course Outcomes:**

C O 1. The students are enabled to comprehend the idea and history of translation.

C O 2. The students are enabled to understand the basic issues in translation studies.

C O 3. The students get aware the gains and limitations of translation.

### **Course Contents:**

#### **I] What is Translation Studies?**

- i) The Concept of translation
- ii) A Brief History of Translation
- iii) The Scope of Translation Studies
- iv) Development since the 1970s

#### **II] Basic Issues in Translation**

- i) Culture and Translation
- ii) Philosophy and Translation
- iii) Linguistics and Translation
- iv) History and Translation
- v) Politics and Translation
- vi) Ideology and Translation

#### **III] History of Translation Theory**

##### **A) Translation Theory before the Twentieth Century**

- i) 'Word-for-word' or 'sense-for-sense'?
- ii) The Romans
- iii) Bible Translation
- iv) Early Theorists
- v) The Renaissance
- vi) Faithfulness, spirit and truth
- vii) Early attempts at systematic translation theory: Dryden, Dolet and Tytler
- viii) Schleiermacher and the valorization of the foreign
- ix) Translation theory of the nineteenth and early twentieth centuries in Britain
- ix) Towards contemporary translation theory

##### **B) History of Translation in India**

- i) Translation in Pre-colonial India
- ii) Translation in Colonial India
- iii) Translation in Post-colonial India

**Essential Reading:**

- Baker, Mona. *In Other Words: A Course book in Translation*. New York: Routledge, 1992.
- Bell, Roger T. *Translation and Translating Practice*. London: Longman, 1991.
- Hatim, Basil and Jeremy Munday. *Translation: An Advanced Resource Book*. London: Routledge, 2004.
- Munday, Jeremy. *Introducing Translation Studies*. London: Routledge, 2001.
- Niranjana, Tejaswini. *Siting Translation: History, Post-Structuralism, and the Colonial Context*. Hyderabad: Orient Longman, 1995.

**Recommended Reading:**

- Bassnett, Susan and Harish Trivedi. *Post-Colonial Translation: Theory and Practice*. London and NY: Routledge, 1999.
- Piotr Kuhiwczak and Karin Littau. *A Companion to Translation Studies*. Clavedon: Multilingual Matters Ltd, 2007.
- Simon, Sherry. *Gender in Translation: Cultural Identity and the Politics of Translation*.
- Talgeri, P and Verma. SB. *Literature in Translation from Cultural Transference to Metonymic Displacement*. Mumbai: Popular Prakashan, 1988.
- Venuti, Lawrence. *The Translator's Invisibility*. London: Routledge, 1995.

## EN-SE-4 (D) Indian English Literature: Poetry and Drama

### Rationale:

Indian Writing in English refers to literature written in English by Indian authors. The origin of Indian literature is traced back to the end of 18<sup>th</sup> century and the beginning of 19<sup>th</sup> century. The literary works reflect the socio-political ethos of the era. Indian writers used novel as a form of social document from its beginning till date. The various genres in the course have the foundation of socio-political, cultural reality of India. The course will introduce the students the growth and development of English in the pre- and post-independent Indian society.

### Objectives:

- To enable the students to approach the various literary forms, the characteristic features of the pre- and post-independence period and the literary works of the Indian Literature in English.
- To introduce the students to the socio-cultural aspects of Indian Literature in English.
- To familiarize the students with the major representative works of various genres of Indian literature in English.
- To enable the students to know the main currents of development in English writing in India.

### Course Outcomes:

- C O 1. The students get acquainted with the various literary forms and the characteristic features of the pre- and post-independence period.
- C O 2. The students comprehend the socio-cultural temper in the pre and post-independence literary manifestations.
- C O 3. The development in the above spheres is the major exposure the learners are acquainted with.

### Course Contents:

#### Poetry:

- Rabindranath Tagore: *Gitanjali*: First Five Sonnets, "Where the Mind is Without Fear"
- Nissim Ezekiel: "Enterprise", "Background Casually", "Poet, Lover, and Bird-watcher", "Goodbye Party for Miss. Pushpa T. S."

#### Drama:

1. Girish Karnad: *Flowers*
2. Asif Currimbhoy: *An Experiment with Truth*

### Essential Reading:

- Tagore, Rabindranath. *Gitanjali*. Macmillan, 2004.
- Agrawal, Krishna Avtar. *The Best Plays of Asif Currimbhoy : A Critical Study*. Book Enclave Publishers, 2007.
- Mukherjee, Tutun. *Girish Karnad's Plays: Performance and Critical Perspective*. Pencraft International, 2006.
- Wadikar Shailaja B. *Girish Karnad: A Contemporary Playwright*. Atlantic, 2016.

### Recommended Reading:

- Naik, M. K. *Aspects of Indian Writing in English*. Orient Longman, 1998.
- Iyengar. K.R.S. *Indian Writing in English*. Asia Publishing House, 1962.
- Mc Cutchion, David. *Indian Writing in English, Critical Essays*. Writers' Workshop, 1969.

## **EN-SE-4 (E) Gender Studies- Poetry and Drama**

### **Rationale:**

The Course aims at sensitizing the young minds about the effect of discrimination in the name of gender. How does language and location affect or otherwise the issue is the concern. To arrive at a clear understanding of the hues of gender discrimination in different language and locale the texts have been chosen.

### **Objectives:**

- To show how gendered upbringing shape personality and character;
- To expose the students to the valour the victim showed against the oppression;
- To stress the relevance of gender equality .

### **Course Outcomes:**

C O 1. The students become aware of the evils of discrimination in the name of gender.

C O 2. The learners get conscious of the value of woman's assertion as a person.

C O 3. Simultaneously, they understand the importance of gender equality as an essential need for strengthening social equality.

### **Course Contents:**

#### **Poetry**

- i) Imtiaz Dharker – *Purdah-1, Honor Killing, Prayer*
- ii) Meena Kandasamy- *Shame, Touch, We Will Rebuild Worlds*

#### **Drama**

- i) G.B. Shaw – *Saint Joan*
- ii) Dina Mehta – *Getting away with Murder*

### **Essential Reading:**

- Loomba, Ania. *Race, Gender and Renaissance Drama*. New Delhi: Oxford India, 1992.
- Bamber, Gascoigne (1962). *Twentieth Century Drama*. London: Hutchinson.
- Forbes, Geraldine. *Women in Modern India*. New Delhi: Foundation Books, 1996.
- King, Bruce. *Modern Indian Poetry in English*. OUP, 2005.

### **Recommended Reading:**

- Gaskell, Ronald. *Drama and Reality*. Routledge and Kegan Paul, 1972.
- Jasbir Jain and Sudha Rai. *Films and Feminism: Essays in Indian Cinema*. Jaipur: Rawat Publications, 2002.
- Millett, Kate. *Sexual Politics*. New York Doubleday. 1970.



## **Semester— II**

### **EN-CC-5 The Structure of Modern English**

#### **Rationale:**

Teaching and learning of grammar is essential to give the learner the sense of correctness, style and effectiveness in language use. Grammar is the key to all learning. The course deals with various units of grammar such as morpheme, word, phrase, clause, sentence and discourse. It also covers concepts like grammaticality, acceptability, appropriateness and ambiguity.

#### **Objectives:**

- To acquaint the students with the basic principles of the study of language.
- To familiarize them with the morphological, lexical, syntactic and semantic aspects of language.
- To help them acquire the language skills: listening, speaking, talking, and writing effectively and efficiently.
- To enable them to use English language correctly, appropriately, and accurately.

#### **Course Outcomes:**

- C O 1. The learners develop command over the language through knowing its basic structures.
- C O 2. The students are introduced to the morphological, lexical, syntactic and semantic aspects of language and they get familiarized with them.
- C O 3. At the same time the students become able to handle the language grammatically correct.

#### **Part-I**

##### **(A) Concepts in English Syntax**

The Structure of Noun Phrase and Verb Phrase, Prep. Phrase, Adjective Phrase, and Adverb Phrase

Clause and Sentences: Simple, Complex Sentences (Simple Sentences: Grammatical Functions/ Elements of Clause)

Structures S, V, O, Oi, Cs, Co, A.

Basic clause Types/Sentence Pattern

Concord/ s-v Agreement

Subordination and Co-ordination

Main clause, Subordinate clause: Noun clause, Adverb clause, Relative Clause

Analysis of Multiple Sentence

#### **Part-II**

##### **(B) Concepts in Semantic and Other Topics:**

- (i) The Notion of Grammaticality and Acceptability
- (ii) Ambiguity

#### **Part- III**

##### **Basic Concepts in English Morphology**

Affixes, Stems and Roots.

Inflectional Morphology: of the English Nouns, Pronouns, Adjectives, Adverbs and Verbs

Derivational Morphology: Classification of Derivational affixes: Word Formation Processes: Prefixes, Suffixation, Conversion, Compounding, Back Formation, Reduplication, clipping, Blending and Acronymy.

**Essential Reading:**

- Cheshire, J., editor. *English Around the World*. CUP, 1999.
- Verma, S.K., editor *Modern Linguistics*. OUP, 1989.
- Quirk, Randolph, editor. *A Comprehensive Grammar of English*. Longman, 1985.
- ---. *A University Grammar of English*. Longman, 1973.

**Recommended Reading:**

- Yule, G. *The Study of Language: An Introduction*. CUP, 1985.
- Geist, Robert. *An Introduction to Modern Grammar*. Macmillan, 1970.
- Crystal, David. *Linguistics*. Penguin, 1971.
- Selkirk, E. O. *The Syntax to Words*. MIT Press, 1982.

## EN-CC-6 Forms of Literature – Prose and Fiction

### Rationale:

The course aims at to expose the students to representative works in the genre belonging to different lands, times and tempers. The texts included acquire relevance not only in its era but to the present also.

### Objectives:

- To appraise the students with the societal transformation;
- To the nature and influence of colonization and caste;
- To familiarize the learners with the response/reaction of the sujugged to the oppressive structures.

### Course Outcomes:

- CO1. The learners comprehend the disadvantages of colonization, race and caste.  
CO2. At the same time, through the struggle against these structures by the oppressed, make the learners aware of the importance of such move.  
CO3. Bring to notice the need of just, humane society.

### Course Contents:

#### Prose

- i) Adrienne Rich – *When We Dead Awaken: Writing as Re-Vision*
- ii) J S Mill – *The Subjection of Women*

#### Fiction

- i) Chinua Achebe – *Things Fall Apart*
- ii) Omprakash Valmiki – *Salaam, The Killing of a Cow, Amma*

### Essential Reading:

- Mukherjee, Meenakshi. *The Twice Born Fiction*. Pencraft International, 2007.
- Bell, Scott Patricia, et. al. *Double Stitch: Black Women Write about Mothers and Daughters*. Beacon Press, 1991.
- Thiong'o, Ngugi wa. *Decolonizing the Mind*. James Currey, 1986.

### Recommended Reading:

- Dangle, Arjun ed. *Poisoned Bread: Translations from Modern Marathi Dalit Literature*. Orient Longman, 1992.
- Pawling, Christopher ed. *Popular Fiction and Social Change*. Macmillan, 1984.
- Kuiper, Kathleen. *Prose: Literary Terms and Concepts*. Britannica Educational Publishing, 2012.
- Dass, Veena. *Feminism and Literature*. Prestige, 1995.

## **EN-CC-7 Linguistics and Sociolinguistics**

### **Rationale:**

Sociolinguistics is now a recognised part of linguistics and language modules in most of the courses at university level. It enables the learners to examine the way in which people use language in different social contexts as well as to explain how language affects the day-to-day workings of social relationships in a community. Linguistics is a tool to attempt an in-depth, scientific study of literature. Therefore, a study of linguistics and sociolinguistics is most desirable to sharpen our understanding of life and literature.

### **Objectives:**

- To help the students understand the importance of the systematic study of language in order to enrich their understanding of language and literature.
- To provide them with an opportunity to learn some of the basic issues in linguistics.
- To enable them to enrich their understanding of language and literature.

### **Course Outcomes:**

At the end of the course the students grasp—

C O 1. Some of the basic issues in language.

C O 2. Various elements of linguistics and sociolinguistics.

C O 3. The nature of Indian linguistics and sociolinguistics.

C O 4. The interpretation of literature on the basis of phono-lexico-grammatical constituents of language.

### **Course Contents:**

#### **I – Origins of Language, Writing Systems, Languages of the World, History of Linguistics**

II – Elements of Phonology, Morphology, Syntax, Linguistics, Historical Linguistics, Comparative Linguistics, Computational Linguistics, Clinical Linguistics, Corpus Linguistics and Psychoanalysis and Field Linguistics

#### **III Definitions and Scope of Sociolinguistics**

ii) Contributions of Valentin N Volosinov, Ferdinand de Saussure, Joshua Fishman, Basil Bernatein, William Labov and Peter Tnudgill

#### **IV) Sociology of Language**

- a) Linguistic Variables
- b) Language Contact and Language Change
- c) Language Planning
- d) Bilingualism and Multilingualism
- e) Language Maintenance
- f) Language and Education
- g) Language and Ethnic Groups
- h) Speech Community

- i) Dialect, Idiolect and Diaglossia
- j) Language and Religion
- k) Language and standardisation
- l) Language Planning
- m) Language, Power and Politics

#### **V) Mixtures of Varieties**

- a) Code Switching
- b) Code mixing
- c) Borrowing
- d) Pidgins
- e) Creoles

#### **VII) Issues in Indian Sociolinguistics**

- a) History of Linguistics in India
- b) Language and Caste
- c) Language and Gender
- d) Sanskrit and Indian Languages
- e) Tribal and Minority Languages
- f) Standardisation of Indian Languages
- g) Bilingualism and Multilingualism in India

#### **Essential Reading:**

- Mark Aronoff and Janie Rees-Miller, *The Handbook of Linguistics* Blackwell Publishing Company, Oxford, 2003.
- Sandra Lee McKay, *Linguistics and Language Teaching* Cambridge University Press, Cambridge, 1996.
- Hudson, R. A. *Sociolinguistics*. Cambridge: Cambridge University Press, 1980.

#### **Recommended Reading:**

- Miriam Meyerhoff, *Introducing Sociolinguistics*, Oxon: Routledge, 2006.
- Wardhaugh, Ronald, and Janet M. Fuller. *Introduction to Sociolinguistics*. VII Edition. Blackwell, 2015.
- Trudgill, Peter. *Sociolinguistics*. IV Edition. London: Penguin, 2000.

## EN-SE- 8 (A) American Literature: Prose and Fiction

### Rationale:

American literature is a very significant branch of English literature. Learning American literature provides an opportunity to analyse the social, political and cultural contexts of American literature. Access to American Drama and Prose writing allows a student to see the contact and linkage between different literatures and cultures. It provides an opportunity to know American society in particular and human society in general. Inclusion of American literature at the postgraduate level can only enhance the understanding and research capacity of students.

### Objectives:

- To make students familiar with the works of prose and fiction writers in American literature.
- To familiarize them with the African - American voice in prose and fiction.
- To introduce basic issues in the study of fiction in terms of discourse, narrator, narrative techniques and climax.

### Course Outcomes:

At the end of the successful completion of the course, the student will be able to

C O 1. Familiar with the works of prose and fiction writers in American literature.

C O 2. Analyse the African - American voice in prose and fiction.

C O 3. Understand basic issues in the study of fiction in terms of discourse, narrator, narrative techniques and climax.

### Course Contents:

#### Unit -I Prose

- i) R.W. Emerson: *Self Reliance*
- ii) Martin Luther king: *I Have a Dream*
- iii) Thoreau : *Civil Disobedience*

#### Unit – II Fiction

- i) Ernest Hemingway : *The Old Man and the Sea*
- ii) Nathaniel Hawthorne: *The Scarlet Letter*
- iii) Edger Allen Poe : *The Fall of the House of the Usher*

### Essential Reading:

- Elliot, Emory and Cathy N. Davison. Eds. *The Columbia History of the American Novel* .New York: Columbia University Press,1991.
- Matterson Stephen. *The Essential Glossary American Literature*. New York: Arnold Oxford University Press.,2003
- Patte, Fred Lewis. *The Development of the American Short Story*. [1960] New York: Harper,1923.

### Recommended Reading:

- Lawrence Levine. *Black Culture and Black Consciousness*. Oxford: OUP,1977.
- Baym, Nina, Ed. *The Norton Anthology of American Literature*. New York: W.W. Norton & Company, 2007
- Chase,Richard. *The American Novel and Its Tradition*.GardenCity,N.Y: Doubleday Anchor,1957.

- Gerstenberger Donna and Hendrick, George. *The American Novel*, 2 Vols. Chicago: The Swallow Press, 1961-70.
- Matterson, Stephen. *American Literature*. London: Arnold, A member of the Headline, 2003.
- Van Doren, Carl, et. al., eds. *The Cambridge History of American Literature*. New York: McMillan, 1971.

## EN-SE-8 (B) British Literature: Prose and Fiction

### Rationale:

This course attempts to expose the learners to the time- spirit the works were composed. The study of the various genres of British literature allows students to develop new ideas and ethical standpoints about the English society, the then existing ideology, and can help them to develop their stand-point. English Studying literature can be an enriching, enlightening experience.

### Course Objectives:

- To facilitate learners to gain insight into the development of British Prose and Fiction
- To enable them to comprehend literary works in the historical context
- Provide students with the opportunity to study literature within its cultural contexts

### Course Outcomes:

- C O 1. The learners would be able to critically evaluate and appreciate texts under study through literary criticism.
- C O 2. They will be able to analyse the texts in the light of contemporary theories.
- C O 3. They will learn to examine the subtle nuances of the works under study.
- C O 4. The learners will be able to comment upon the contemporary relevance of these works.

### Course Contents:

#### I Prose:

1. Francis Bacon:  
Of Travel  
Of Friendship  
Of Marriage and Single Life  
Of Revenge
2. John Ruskin: *Unto this Last*

#### II Fiction:

1. Jane Austen: *Sense and Sensibility*
2. E M Forster: *A Passage to India*
3. D H Lawrence: *Women in Love*

### Essential Reading:

- Kiernan, Michael (Ed.) (2012). *The Oxford Francis Bacon VIII*. Oxford. OUP.
- William Baker (2007) *Critical Companion to Jane Austen: A Literary Reference to Her Life and Work*. Infobase Publishing.
- Clive Wilmer (Ed)(1986) *Unto This Last and Other Writings*. London: Penguin.

### Recommended Reading:

- Armstrong, Nancy. *Desire and Domestic Fiction: A Political History of the British Novel*.
- Bradbrook, Frank W. *Jane Austen and her Predecessors*. Cambridge: Cambridge University Press. Paperback Printing. 2010.
- Kermode, F. *Modern British literature*. New York: Oxford University Press. 1973.



## EN-SE-8-C Practice of Translation

### Rationale:

This course aims at fulfilling the need for a systematic approach to the training of translators. Focusing on the practical aspects of translation, the course addresses the theory of equivalence. The course will help the students hone their skill of translation at a higher level.

### Objectives:

- This course aims at fulfilling the need for a systematic approach to the training of translators.
- Focusing on the practical aspects of translation, the course addresses the theory of equivalence.
- The course will help the students hone their skill of translation at a higher level.

### Course Outcomes:

C O 1. The students should be able to carry out successfully the task of translation;

C O 2. They should be able to understand the theory of equivalence *and*

C O 3. They should be able to understand the way literary translation is carried out.

### Course Contents:

#### I] Theory of Equivalence

- i) Equivalence at Word Level
- ii) Equivalence above Word Level
- iii) Textual Equivalence
- iv) Pragmatic Equivalence

#### II] Literary Translation

- i) Poetic Translation
- ii) Translation of Prose
- iii) Translation of Dramatic Text

#### III] Studies in Practical Translation

- i) *A Comparison Between Women and Men: Tarabai Shinde and the Critique of Gender Relations in Colonial India* – Rosalind O’Hanlon
- ii) *Poet of the Underworld* – Dilip Chitre

#### IV] Practical Translation

- i) Translation of a News Item
- ii) Translation of a Newspaper Article / Editorial
- iii) Translation of a Poem
- iv) Translation of a Short Story
- v) Translation of a Film Script
- vi) Translation of a Scientific Text
- vii) Translation of an Advertisement

### Essential Reading:

- Baker, Mona. *In Other Words: A Course Book in Translation*. New York: Routledge, 1992.
- Bell, Roger T. *Translation and Translating Practice*. London: Longman, 1991.
- Chitre, Dilip. *Namdeo Dhasal: Poet of the Underworld*. New Delhi: Navayana, 2007.
- Hatim, Basil and Jeremy Munday. *Translation: An Advanced Resource Book*. London: Routledge, 2004.
- Munday, Jeremy. *Introducing Translation Studies*. London: Routledge, 2001.

**Recommended Reading:**

- Bassnett, Susan and Harish Trivedi. *Post-Colonial Translation: Theory and Practice*. London and NY: Routledge, 1999.
- Piotr Kuhiwczak and Karin Littau. *A Companion to Translation Studies*. Clavedon: Multilingual Matters Ltd, 2007.
- Simon, Sherry. *Gender in Translation: Cultural Identity and the Politics of Translation*.
- Talgeri, P and Verma. SB. *Literature in Translation from Cultural Transference to Metonymic Displacement*. Mumbai: Popular Prakashan, 1988.

## EN-SE-8 (D) Indian English Literature: Prose and Fiction

### Rationale:

Indian Writing in English refers to literature written in English by Indian authors. The origin of Indian literature is traced back to the end of 18<sup>th</sup> century and the beginning of 19<sup>th</sup> century. The literary works reflect the socio-political ethos of the era. Indian writers used novel as a form of social document from its beginning till date. The various genres in the course have the foundation of socio-political, cultural reality of India. The course will introduce the students the growth and development of English in the pre- and post-independent Indian society.

### Objectives:

- To enable the students to approach the various literary forms, the characteristic features of the pre- and post-independence period and the literary works of the Indian Literature in English.
- To introduce the students to the socio-cultural aspects of Indian Literature in English.
- To familiarize the students with the major representative works of various genres of Indian literature in English.
- To enable the students to know the main currents of development in English writing in India.

### Course Outcomes:

C O 1. The students get acquainted with the various literary forms and the characteristic features of the pre- and post-independence period.

C O 2. The students comprehend the socio-cultural temper in the pre and post-independence literary manifestations.

C O 3. The development in the above spheres is the major exposure the learners are acquainted with.

### Course Contents:

- Is Dalit Literature but Human Literature?*
- Our Culture*

Baburao Bagul  
C. Rajgopalachari

### Novel

- Fire on the Mountain*
- Kanthapura*

Anita Desai  
Raja Rao

### Short Stories by Rabindranath Tagore

- “Kabuliwala”
- ‘The Post Master’

### Essential Reading:

- Dangle, Arjun. *Poisoned Bread: Translation from Modern Marathi Literature*. Mumbai: Orient Longman, 1992.
- Roy, Arundhati. *The God of Small Things*. India Ink India, 1997.
- Mukherjee, Meenakshi. *The Twice Born Fiction*. OUP, 1998.
- Tagore, Rabindranath. *Selected Short Stories*. Penguin Books. 1994.

### Recommended Reading:

- Naik, M. K. *Aspects of Indian Writing in English*. Orient Longman, 1998.
- Iyengar. K.R.S. *Indian Writing in English*. Asia Publishing House, 1962.
- Mc Cutchion, David. *Indian Writing in English, Critical Essays*. Writers’ Workshop, 1969.

## EN-SE-8 (E) Gender Studies- Prose and Fiction

### Rationale:

The course aims at sensitizing the students about the effects of discrimination in the name of gender. How does language and location affect or otherwise the issue is the concern. To arrive at a clear understanding of the hues of gender discrimination in different language and locale the texts have been chosen.

### Objectives:

- To show how gendered upbringing shape personality and character;
- To expose the students to the valour the victim showed against the oppression;
- To stress the relevance of gender equality.

### Course Outcomes:

CO 1. The students become aware of the evils of discrimination in the name of gender.

CO 2. The learners get conscious of the value of woman's assertion as a person.

CO3. Simultaneously, they understand the importance of gender equality as an essential need for strengthening social equality.

### Course Contents:

#### Prose

- i) Alice Walker – *In Search of Our Mothers' Gardens*
- ii) Simone de Beauvoir– (Selection from *The Second Sex*)

#### Fiction

- i) Ismat Chughtai – *The Quilt, The Wife, The Rock*
- ii) Bapsi Sidhwa– *Ice- Candy Man*

### Essential Reading:

- Beauvoir, Simone de. *The Second Sex*. Vintage, 1989.
- Fanon, Frantz. *The Wretched of the Earth*. New Delhi: Penguin Books, 1965.
- Bhattacharya, Rinki (ed.) *Behind Closed Doors: Domestic Violence in India*. Sage, 2013.

### Recommended Reading:

- Rich, Adrienne. *On Lies, Secrets and Silence: Selected Prose 1966-1979*. Norton, 1979.
- Tharu, Susie and K. Lalitha. (Ed.). *Women Writing in India Vols. I & II*. New Delhi: OUP, 1995.
- Carby, Hazel. *Reconstructing Womanhood: The Emergence of the Afro-American Woman Novelist*. Oxford University Press, 1987.

## Semester— I

### Open Electives

#### EN-OE-1 World Literature in Marathi Translation

## अनुवादित जागतिक साहित्य – कविता (मराठी)

### Rationale:

Literature in the genre of poetry, on the world scale, is abundant. Its manifestation in the vernacular restricts it to the geography particular. Its translation into English enables the students in grasping its temper.

### तार्किकता:

जागतिक स्तरावर कविता मोठ्या प्रमाणात लिहिली जाते. अनुवादित जागतिक मराठी साहित्य – कविता या अभ्यासपत्रीकेचा उद्देश हा विद्यार्थ्यांना इतर देशात, इतर भाषेत लिहिली जाणारी कविता ज्ञात करून देणे हा आहे.

### Objectives

- To introduce world-wide poetry translated into Marathi.
- To expose the students to its content, form, and its stylistic features.
- To help the learners in developing the universal vision as well as a comparative perception.

### उद्देश:

- विद्यार्थी जागतिक अनुवादित कवितांचा अभ्यास करतील.
- त्या अनुषंगाने कवितेत हाताळले जाणारे विषय, कवितेचा आशय, रूपबंध , प्रतिमा आणि प्रतीके यांची चिकित्सा करतील.
- एकूणच कविता या वाङ्मय प्रकाराबद्दलची जागतिक स्तरावरील एक अनुमान देणारी दृष्टी यामुळे विकसित होण्यास मदत होईल तसेच कवितेचा तौलनिक अभ्यास होण्यास चालना मिळेल.

### Outcomes:

- C O 1. The nature of world-wide poetry is comprehended.
- C O 2 Importance of translated literature is understood.
- C O 3 Comparative perspective is encouraged.

### अभ्यासपत्रीकेचे साध्य:

विद्यार्थी पुढील बाबी साध्य करतील:

- C O 1. आंतरराष्ट्रीय कवितेचे स्वरूप उमजेल;
- C O 2. भाषांतरित साहित्याचे आकलन होईल.
- C O 3. तुलनात्मक अभ्यासाला चालना मिळेल.

### सूक्ष्म अध्ययन:

१. विजय, तापस. माया अँजेलोच्या कविता - भावानुवाद
२. विद्या सुर्वे – बोरसे . होय – अनुवाद : बर्तोल्त ब्रेख्तच्या कविता : ! तेव्हाही गाणं असेल ,
३. हेमंत दिवटे. झिंगोनिया झिंगोनेच्या कविता -अनुवाद

### संदर्भ :

- दिवटे .हेमंत ,अनु .झिंगोनिया झिंगोनेच्या कविता .मुंबई , पेपरवॉल मिडिया अँड पब्लीशिंग : .२०१४
- सुर्वे.विद्या ,बोरसे- अनु .होय ! असेल गाणं तेव्हाही ,धुळे . अथर्व पब्लिकेशन : २०१८.
- तापस.विजय ,माया अँजेलोच्या कविता .२०१४ , मौज प्रकाशन : मुंबई .

## **EN-OE-2 The Constitution of India – I**

### **Rationale:**

The Constitution of India is the world's lengthiest written constitution. It had 395 articles in 22 parts and 8 schedules at the time of commencement. Now, the Constitution of India has 448 articles in 25 parts and 12 schedules. There are 101 amendments have been made in the Indian constitution up to 2016.

The study of Constitution of India is most essential for the university students in order to instil in them democratic and egalitarian values. It is also essential to make them contribute to the making of Indian civil society more humane and civilised.

### **Objectives:**

- To enable the learners to understand the need to secure justice, liberty, equality to all citizens and promote fraternity to maintain unity and integrity of the nation.
- To create consciousness for establishing just, humane society.
- To make them aware of the need of constitutional values.

### **Course Outcomes:**

At the end of the course the students should be able to

C O 1. Understand the idea of constitution;

C O 2. Histories of various constitutions in a comparative mode *and*

C O 3. Philosophical content of the Indian Constitution.

### **Course Contents:**

The Idea of Constitution

The History of the Constitutions of the UK, the US, etc.

The History of the Constitution of India

The Philosophy Enshrined in the Constitution of India

### **Essential Reading:**

- Shukla, V.N. *Constitution of India*, 11th ed., pp. A 28-A 35 EBC, Lucknow.
- Jain M. P., *Indian Constitutional Law*, 5th edition, page no. 568 to 652, Wadhwa, Nagpur.
- Tope, T.K. *Constitutional Law of India*, 3rd edition Eastern Book Company, Lucknow.

### **Recommended Reading:**

- Basu, Durga Das, *Introduction to Constitution of India*, Nagpur: Wadhwa publication, 2010.
- Granville Austin, *The Indian Constitution: Cornerstone of a Nation*, OUP.
- Seervai, H.M., *Constitutional law of India*, New Delhi: Universal law Publishing House, 2007.

## **EN-OE-3 Communication Skills - I**

### **Rationale:**

The course is designed to develop the students' essential communication and language skills needed in the contemporary world. It aims to build competence, fluency and confidence in the learners in handling various situations of communication.

### **Objectives:**

- To develop cautious attitude towards communication skills.
- To develop clarity of presentation, both through speech and writing.
- To cultivate awareness about vocabulary development and grammar.

### **Course Outcomes:**

At the end of the course the students should be able to

C O 1. Recognise the importance of communication.

C O 2. Barriers in communication *and*

C O 3. Communication technology and soft skills.

### **Course Contents:**

#### **I] Nature of Communication**

- i) Process of Communication
- ii) Characteristics of Communication

#### **II] Barriers to Communication**

- i) Noise
- ii) Lack of Planning
- iii) Semantic Problems
- iv) Cultural Barriers
- v) Wrong Assumptions
- vi) Socio-psychological Barriers
- vii) Poor Retention
- viii) Offensive Style of Communication

#### **III] Communication Technology**

- i) Computer
- ii) Internet
- iii) E-mail
- iv) Power point Presentation

#### **IV] Vocabulary Development**

- A) Synonyms and Antonyms
- B) Word Formation
- C) Collocation
- D) Commonly Misused Words
- E) Abbreviations

#### **V] Soft Skills**

- A) Body Language
- B) Time Management
- C) Facial Expressions
- D) Stress Management
- E) Critical Reading
- F) Critical Thinking

### **Essential Reading:**

- Language Learning India. *English Language Communication Skills*. India:Cengage Learning India Pvt.Ltd.2013.
- Eastwood,John.*Oxford Guide to English Grammar*. NewDelhi: OUP, 2004.
- Lewis,Norman. *Speak Better Write Better English*. NewDelhi:Goyal Publishers., 2011.

**Recommended Reading:**

- Caplan,Nigel. *Grammar Choices for Graduate and Professional Writers*.University of Michigan Press.ELT.2012.
- Chauhan Gajendra Singh and SmitaKashiranka. *Technical Communication*. Cengage Learning India Pvt.Ltd.2018.
- Greenbaum,S. *The Oxford English Grammar*. New Delhi: OUP



## **EN-OE-4 Dalit Poetry in English Translation**

### **Rationale:**

The reconstruction of an egalitarian society can be had only through the vision of the relegated; since they know the causes of the ills and remedy thereof. The course aims at the projection of such voices in Indian dalit poetry in English translation for the sake of showing the universal applicability of the suppressed voices all over the globe under different disguises.

### **Objectives:**

- To familiarize the students with Dalit poetry.
- To expose the learners with the genesis and content of Dalit poetry.
- To acquaint the students with the treatment of class, caste, gender in Dalit poetry.

### **Course Outcomes:**

The students grasp the following:

C O 1. Background of Dalit poetry

C O 2. The issues such as caste, gender, identity in Dalit poetry.

C O 3. The principles of equality and justice.

### **Course Contents:**

- i) Bhujang Meshram - (selections)
- ii) Arun Kale – (selections)
- iii) Pradnya Pawar – (selections)

### **Essential Reading:**

- Dangle, Arjun ed. *Poisoned Bread*. Orient Blackswan, 1992.
- Dhasal, Namdev. *Golpitha*. Prabhat Prakashan, 1999.

### **Recommended Reading:**

- Shah, Niles. ed. *Modern Indian Poetry in English*. New Delhi: Creative. 2000.
- Bhoomkar, Santosh. *Marathi Poetry: 1975-2000*. Sahitya Akademi, 2013.
- De Souza, Eunice. *Nine Indian Women Poets: An Anthology*. New Delhi: OUP, 1997.
- Chitre, Dilip. *An Anthology of Marathi Poetry*. Bombay: Nirmala Sadanand Publication.1967.

## Semester— II

### EN-OE-5 World Literature in Marathi Translation (Drama)

(अनुवादित जागतिक साहित्य- नाटक) (मराठी)

#### Rationale:

Literature in the genre of drama, on the world scale, is abundant. Its manifestation in the vernacular restricts it to the geography particular. Its translation into English enables the students in grasping its temper.

#### तार्किकता:

जागतिक स्तरावर नाटकास महत्वपूर्ण स्थान आहे. अनुवादित जागतिक मराठी साहित्य – नाटक या अभ्यासपत्रीकेचा उद्देश हा विद्यार्थ्यांना इतर देशात, इतर भाषेत लिहिली जाणारी नाटके ज्ञात करून देणे हा आहे.

#### Objectives

- To introduce world-wide drama translated into Marathi.
- To expose the students to its content, form, and its stylistic features.
- To help the learners in developing the universal vision as well as a comparative perception.

#### उद्देश:

- विद्यार्थी जागतिक अनुवादित नाटकांचा अभ्यास करतील.
- त्या अनुषंगाने नाटकात हाताळले जाणारे विषय, नाटकाचा आशय, रूपबंध , प्रतिमा आणि प्रतीके यांची चिकित्सा करतील.
- एकूणच नाटक या वाङ्मय प्रकाराबद्दलची जागतिक स्तरावरील एक अनुमान देणारी दृष्टी यामुळे विकसित होण्यास मदत होईल तसेच नाटकाचा तौलनिक अभ्यास होण्यास चालना मिळेल.

#### Outcomes:

- C O 1. The nature of world-wide drama is comprehended.
- C O 2 Importance of translated literature is understood.
- C O 3 Comparative perspective gets encouraged.

#### अभ्यासपत्रीकेचे साध्य :

विद्यार्थी पुढील बाबी साध्य करतील:

- C O 1. आंतरराष्ट्रीय नाटकाचे स्वरूप उमजेल;
- C O 2. भाषांतरित साहित्याचे आकलन होईल.
- C O 3. तुलनात्मक अभ्यासाला चालना मिळेल.

#### Course Contents:

१. सोफोक्लीस- किंग इडिपस
२. विलियम शेक्सपियर- राजा लिअर

#### Recommended Reading:

- Ludowyk, E. F. C. *Understanding Shakespeare*. Cambridge: Cambridge University Press, 1962.
- Batra, Shakti. *Oedipus the King: A Critical Study*. Surjeet Publication, 2018.

## EN-OE-6 The Constitution of India – II

### Rationale:

The Constitution of India is the world's lengthiest written constitution. It had 395 articles in 22 parts and 8 schedules at the time of commencement. Now, the Constitution of India has 448 articles in 25 parts and 12 schedules. There are 101 amendments have been made in the Indian constitution up to 2016.

The study of Constitution of India is most essential for the university students in order to instil in them democratic and egalitarian values. It is also essential to make them contribute to the making of Indian civil society more humane and civilised.

### Objectives:

- To enable the learners to understand the need to secure justice, liberty, equality to all citizens and promote fraternity to maintain unity and integrity of the nation.
- Create consciousness for establishing just, humane, that is, egalitarian society.
- Make them aware of the need of constitutional values.

### Course Outcomes:

At the end of the course the students should be able to

C O 1. The idea of the Federal System in the Constitution;

C O 2. The idea of Union Government *and*

C O 3. The idea of State Government.

### Course Contents:

#### Unit 01: Union Government

- Union Government
- Union Legislature (Parliament)
- Lok Sabha and Rajya Sabha (with Powers and Functions)
- Union Executive
- President of India (with Powers and Functions)
- Prime Minister of India (with Powers and Functions)
- Union Judiciary (Supreme Court) and Jurisdiction of the Supreme Court

#### Unit 02: State Government

- State Government
- State Legislature (Legislative Assembly / Vidhan Sabha, Legislative Council / Vidhan Parishad)
- Powers and Functions of the State Legislature
- State Executive
- Governor of the State (with Powers and Functions)
- The Chief Minister of the State (with Powers and Functions)
- State Judiciary (High Courts)

### Essential Reading:

- Shukla, V.N. *Constitution of India*, 11th ed., pp. A 28-A 35 EBC, Lucknow.
- Jain M. P., *Indian Constitutional Law*, V edition, page no. 568 to 652, Wadhwa, Nagpur.
- Tope, T.K. *Constitutional Law of India*, III edition Eastern Book Company, Lucknow.

### Recommended Reading:

- Basu, Durga Das, *Introduction to Constitution of India*, Nagpur: Wadhwa publication, 2010.
- Granville Austin, *The Indian Constitution: Cornerstone of a Nation*, OUP.
- Seervai, H.M., *Constitutional Law of India*, New Delhi: Universal law Publishing House, 2007.

## EN-OE-7 Communication Skills - II

### Rationale:

The course is designed to develop the students' essential communication and language skills needed in the contemporary world. It aims to build competence, fluency and confidence in the learners in handling various situations of communication.

### Objectives:

- To develop the basic skills of the language - LSRW.
- To get better insight into one's responsibility and personal style.
- To develop cautious attitude towards communication skills.

### Course Outcomes:

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

C O 1. Communicate clearly and creatively on different simple situations on different topics and in different environments

C O 2. Read some paragraph and find out the topic sentence.

C O 3. Write well-structured sentences

Communication 2

#### 1- Types of Communication

- Oral Communication like, face to face communication, interview, presentation, seminar, debate, symposium, meeting and telephone calls.
- Role of politeness in communication
- Written Communication like, forms of social media, different forms of publication

#### 2- Basic Skills of Language Learning

- Listening
  - Types of listening
    - Informative Listening
    - Relationship Listening
    - Appreciative Listening
    - Critical Listening
    - Discriminative Listening
  - Bad habits of Listening
  - Barriers to Listening
- Speaking
  - Speeches
  - Presentation
  - Interview
- Reading
  - Types of Reading
    - Intensive Reading
    - Extensive Reading
    - Scanning
    - Skimming
  - Speed of Reading
  - Bad Habits of Reading
  - Proofreading
    - Why proofread?
    - The Proofreading Process
    - Common Proofreading Symbols

- iv) Writing
  - A) Basics of Writing
    - a) Clarity
    - b) Brevity
    - c) Accuracy
  - B) Summarising
  - C) Note-making
  - D) Note-taking
  - E) Letter and Report Writing
  - F) Unity and Coherence in Writing

### **3 Grammar 2**

- Word formation
- Synonyms and their uses
- Antonyms and their uses
- Conjunctions
- Conditional Sentences

#### **Essential Reading:**

- Language Learning India. *English Language Communication Skills*. India: Cengage Learning India Pvt.Ltd.2013.
- Eastwood, John. *Oxford Guide to English Grammar*. New Delhi: OUP, 2004.
- Lewis, Norman. *Speak Better Write Better English*. New Delhi: Goyal Publishers., 2011.

#### **Recommended Reading:**

- Caplan, Nigel. *Grammar Choices for Graduate and Professional Writers*. University of Michigan Press. ELT.2012.
- Chauhan Gajendra Singh and Smita Kashiranka. *Technical Communication*. Cengage Learning India Pvt.Ltd.2018.
- Greenbaum, S. *The Oxford English Grammar*. New Delhi: OUP

## **EN-OE-8 Dalit Drama in English Translation**

### **Rationale:**

The reconstruction of an egalitarian society can be had only through the vision of the relegated; since they know the causes of the ills and remedy thereof. The course aims at the projection of such voices in Indian dalit drama in English translation for the sake of showing the universal applicability of the suppressed voices all over the globe under different disguises.

### **Objectives:**

- To familiarize the students with Dalit drama in translation
- To expose the learners with the genesis and content of Dalit drama
- To acquaint the students with the treatment of gender in Dalit drama

### **Course Outcomes:**

The students are expected to

C O 1. Understand the rise and development of Dalit drama.

C O 2. Grasp various ideas dealt with by the dramatists in the representative plays.

C O 3. Understand the dramatic techniques adopted by the playwrights.

### **Course Contents:**

- i) Mahasweta Devi: *Bayen*
- ii) Premanand Gajvi: *A Sip of Water*

### **Essential Reading:**

- Zelliott, Eleanor. *From Untouchable to Dalit: Essays on the Ambedkar Movement*. Manohar Publishers, 2005.
- Mee, Erin B. ed. *Drama Contemporary*. OUP, New Delhi, 2002.

### **Recommended Reading:**

- Limbale, Sharankumar. *Towards an Aesthetic of Dalit Literature: Histories, Controversies and Considerations*. Trans. Alok Mukherjee. Orient Longman, 2004.
- Basu, Tapan (ed.) *Translating Caste*. Katha Publication, 2002.
- Michael, S. M. Ed. *Dalits in Modern India: Visions and Values*. Sage Publications, 2007.
- Omvedt, Gail. *Dalit Vision*. Orient Longman, 2006

## **Pattern of Question Paper**

**Total Marks – 50**

**Time- 3 Hours**

### **Note:**

- 1) Question one is compulsory.
- 2) Attempt any four from the remaining questions,.
- 3) Each question n carries 10 marks.

Q. 1. Short notes (Attempt any two out of the 4)

Q. 2 Descriptive answer question.

Q.3 Descriptive answer question .

**Q. 4** Descriptive answer question.

**Q. 5.** Descriptive answer question.

**Q. 6.** Descriptive answer question.

**Q. 7.** Descriptive answer question.