

Savitribai Phule Pune University, Pune
Semester and Choice-Based Credit System Under NEP 2020
M. A. English Syllabus (Part I, Semester I & II)
(w.e.f. 2023-24)

1. The post-graduate degree of M. A. English Part I contains total 44 credits for both semesters which include theory and practical units:

Sr. No.	Name of the Faculty	Total Credits	Average Credits per Semester
1	Humanities	44	22

2. One credit will be equivalent to 15 clock hours of teacher-student contact per semester. There will be no mid-way change allowed from CSS to non-credit (external) system or vice versa.

3. The structure of two semesters of M. A. English Part I is framed as per the NEP guidelines.

4. The structure of the syllabus is: 3 Major Mandatory Courses of 4 Credits each and 1 Major Mandatory of 2 Credits.

5. 3 Elective Courses in the Elective basket are given from which students can select any one.

6. 50-50 evaluation pattern (internal and external) is framed.

7. Research Methodology is for Semester I and On Job Training (OJT) is for Semester II.

8. The course structure of **M. A. English Part I** per semester is as below:

M. A. English Part I**Semester I**

L e v e l	Sr. No.	Type of Paper	Title of Paper	Allotte d Credits	Theory	Prac tical	Total Credits
6. 0	1	Major Mandatory	ENG1.1: Background to English Literature	02	01	01	02
	2	Major Mandatory	ENG1.2: English Literature-1 (The Renaissance Period and the Neoclassical Period)	04	03	01	04
	3	Major Mandatory	ENG1.3: Advanced Studies in English Language	04	03	01	04
	4	Major Mandatory	ENG1.4: Literary Criticism and Theory	04	03	01	04
	5	Major Electives	Any one of these electives- 1) ENG1.5 A: Indian Writing in English Translation 2) ENG1.5 B: Applied Linguistics- I 3) ENG1.5 C: Critical Reading	04	03	01	04
	6		ENG1.6: Research Methodology	04	-	-	04
		Total Credits		22			22

M. A. English Part I**Semester II**

L e v el	Sr. No.	Type of Paper	Title of Paper	Allotte d Credits	Theor y	Pract ical	Total Credit s
6. 0	1	Major Mandatory	ENG2.1: Background to English Literature	02	01	01	02
	2	Major Mandatory	ENG2.2: English Literature-1 (The Renaissance Period and the Neoclassical Period)	04	03	01	04
	3	Major Mandatory	ENG2.3: Advanced Studies in English Language	04	03	01	04
	4	Major Mandatory	ENG2.4: Literary Criticism and Theory	04	03	01	04
	5	Major Electives	Any one of these electives- 1) ENG2.5 A: Cultural Studies 2) ENG2.5 B: Applied Linguistics II 3) ENG2.5 C: Academic Writing	04	03	01	04
	6		ENG2.6 On Job Training (OJT)	04	-	-	04
		Total Credits		22			22

Savitribai Phule Pune University, Pune
Semester and Choice-Based Credit System under NEP 2020
(w.e.f. 2023-24)

- 1) **Name of Faculty** : Humanities
- 2) **Name of B.O.S** : English
- 3) **Name of Subject** : English
- 4) **Name of Course Title** : **ENG1.1 & 2.1 Background to English Literature**
- 5) **Year & Semester** : **MA Part I Semester I & II**
- 6) **Type of Course** : **Major (Mandatory)**
- 7) **No. of Credits** : 02

Rationale

This course will introduce students to the history and background of various literatures in English. It aims at introducing students to American, Indian and World literatures in English. The study of these literatures will help students understand, study and compare these literatures and enhance their learning of social, cultural, political and historical development of the people belonging to these regions.

Course Outcomes

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

- CO1) Introduce major movements in literature of the world.
- CO2) Enhance & reinforce understanding of the texts.
- CO3) Integrate knowledge of the diversity of cultures and people.
- CO4) Connect the timeline of literary history.
- CO5) Know the impact that literature has on cultural, historical, social, psychological and political change.

Course Contents

Semester I

Unit - I: Study of Background to English Literature **15 Clock Hours**

Key Concepts & Terms in Literary Studies

Background to the study of American Literature

Unit - II: Practical Component **15 Clock Hours**

Journal/Lecture/Library notes

Seminar presentation

Short Quizzes / MCQ Test

Home Assignments

Tutorials/ Practical

Oral test

Mini Research Project

Group Discussion

An Open Book Test

Field visit/ Study Tour

Semester II

Unit - I: Study of Background to English Literature 15 Clock Hours

Background to the study of Indian Literature in English Translation

Background to the study of World Literature in English Translation

Unit - II: Practical Component 15 Clock Hours

Journal/Lecture/Library notes

Seminar presentation

Short Quizzes / MCQ Test

Home Assignments

Tutorials/ Practical

Oral test

Mini Research Project

Group Discussion

An Open Book Test

Field visit/ Study Tour

References:

Ganguly Debjani, The Cambridge History of World Literature, Cambridge University Press, 2021

Gray Richard, Gray Richard J., A History of American Literature, Wiley Publishers, 2011

Iyengar K. R. Srinivasa, Indian Writing in English, Sterling Publishers, 1987

Harris Wendell, Dictionary of Concepts in Literary Criticism and Theory, Bloomsbury Academic, 1992 (Ed.2010)

Web Reference

www.britannica.com

www.newberry.org

www.oxfordreference.com

www.cambridge.org

Note: There will be a compulsory Internal Mid-Semester written test of twenty marks (20 marks) for Semester I and Semester II.

Question Paper Pattern

ENG1.1: Background to English Literature

Semester I

Time: 2 Hours

Max. Marks 30

- | | |
|---|----------|
| Q.1 Answer any six out of eight in twenty words each . (All four units) | 6 |
| Q.2 Answer any one out of two on unit one . | 6 |
| Q.3 Answer any one out of two on unit two . | 6 |
| Q.4 Answer any one out of two on unit three . | 6 |
| Q.5 Answer any one out of two on unit four . (Practical / Application oriented questions) | 6 |

Question Paper Pattern

ENG2.1: Background to English Literature

Semester II

Time: 2 Hours

Max. Marks 30

- | | |
|---|----------|
| Q.1 Answer any six out of eight in twenty words each . (All four units) | 6 |
| Q.2 Answer any one out of two on unit one . | 6 |
| Q.3 Answer any one out of two on unit two . | 6 |
| Q.4 Answer any one out of two on unit three . | 6 |
| Q.5 Answer any one out of two on unit four . (Practical / Application oriented questions) | 6 |

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Semester and Choice-Based Credit System under NEP 2020
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- 1) Name of the Faculty:** Humanities
- 2) Name of the B.O.S:** English
- 3) Name of the Subject:** English
- 4) Name of the Course:** ENG1.2 & 2.2 English Literature-1 (The Renaissance Period and the Neoclassical Period)
- 5) Year & Semester:** MA Part I Semester I
- 6) Type of the Course:** Major (Mandatory)
- 7) No. of Credits:** 04 (03 Theory, 01 Practical)

Rationale:

This being a literature paper, offers a plethora of literary nuances pertaining to the Renaissance period and the Neoclassical period in English literature. The paper aims at acquainting the learners of PG-1 with the literary forms, trends and techniques prevalent in the then time. The sociocultural background to the literary works has been prescribed with a view to offer a better understanding of the life and literature linkages.

The Renaissance period and the Neoclassical period are the central concerns of this paper. The representative works from these periods find place in the paper. Alongside the major literary forms, the minor forms like diary writing and letter writing are also included in the syllabus. The project work could be instrumental in enabling the learners to express their overall perception of literature.

In a nutshell, the paper focuses on educating the PG learners for an in-depth comprehension of literature, critical analysis, philosophical nurturing and practical inculcation of the humane values in their personal, professional, social and different walks of life.

Course Outcomes:

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

- CO1) understand the major trends in the Renaissance period and the Neoclassical period.
- CO2) appreciate and analyze the literary nuances in the prescribed works.
- CO3) critically analyze the prescribed texts from different perspectives.
- CO4) apply the knowledge of values, culture and human relations in everyday life.
- CO5) explore the possibilities of research in English literature.

Course Contents**Semester I****Unit I****15 Clock Hours****Poetry:****A) Orientation:**

Background to poetry in the Renaissance period and the Neoclassical period

B) Text/s:

1. Sonnet 19: "When I Consider How My Light Is Spent" (On His Blindness) by John Milton
2. Sonnet 130: "My mistress' eyes are nothing like the sun" by William Shakespeare
3. "The Canonization" by John Donne
4. "The Fair Singer" by Andrew Marvell
5. "His Return to London" by Robert Herrick
6. "The Spring" by Thomas Carew

C) Practical:

Practical should be based on the literary work/s prescribed in this unit. Please refer to the list of Practical suggested below.

Unit II**15 Clock Hours****DRAMA:****A) Orientation:**

Background to English tragedies in the Renaissance period and the Neoclassical period

B) Text/s:

Romeo and Juliet by William Shakespeare

C) Practical:

Practical should be based on the literary work/s prescribed in this unit. Please refer to the list of Practical suggested below.

Unit III**15 Clock Hours****NOVEL:****A) Orientation:**

Rise of the Novel in 18th Century

B) Text/s:

Robinson Crusoe by Daniel Defoe

C) Practical:

Practical should be based on the literary work/s prescribed in this unit. Please refer to the list of Practical suggested below.

Unit IV**15 Clock Hours****PROSE:****A) Orientation:**

Introduction to prose in the Renaissance period and the Neoclassical period

B) Text/s:

1. *The Diary of Samuel Pepys* by Samuel Pepys (Diary entries from the month of January 1660)
2. *The Journal to Stella* by Jonathan Swift

(‘Letter-I’, ‘Letter-II’ and ‘Letter-III’)

C) Practical:

Practical should be based on the literary work/s prescribed in this unit. Please refer to the list of Practical suggested below.

***Note:**

As per the Continuous Internal Assessment (CIA), every student has to successfully complete ANY FOUR of the below suggested Practical. Kindly note that there has to be an open choice of the Practical to be offered to students under the guidance of the concerned subject teacher/s.

Practical:

Poster Presentations / Charts / Wallpapers / Recitation of poetry / Recitation with musical accompaniment / Performance of excerpts from dramas / Skits / Creative writing workshops / Literary blogs / Literary reviews / Podcasting / Diary writing / Articles / Papers / Seminars / Small scale research projects / Written assignments / Tutorials / Oral examination / Group Discussion / Lecture notes / Library notes / Short quizzes / MCQ test / Open book test / Field visit / Study tour and / or any other activities that can offer some practical exposure complementary to the literature prescribed in this paper.

Semester II

Unit I

15 Clock Hours

POETRY:

A) Orientation:

Introduction to the epics in English literature

B) Text/s:

The Faerie Queene (Book-I) by Edmund Spenser

C) Practical:

Practical should be based on the literary work/s prescribed in this unit. Please refer to the list of Practical suggested below.

Unit II

15 Clock Hours

DRAMA:

A) Orientation:

Background to English comedies in the Renaissance period and the Neoclassical period

B) Text/s:

She Stoops to Conquer by Oliver Goldsmith

C) Practical:

Practical should be based on the literary work/s prescribed in this unit. Please refer to the list of Practical suggested below.

Unit III

15 Clock Hours

NOVEL:

A) Orientation:

Background to the 18th Century English Novel

B) Text/s:

The History of Tom Jones, a Foundling by Henry Fielding

C) Practical:

Practical should be based on the literary work/s prescribed in this unit. Please refer to the list of Practical suggested below.

Unit IV**15 Clock Hours****PROSE:****A) Orientation:**

Introduction to the history of periodical essays and other prose writing in the Neoclassical period

B) Text/s:

1. “*A Coffee-house and Its Frequenters*” by Richard Steele
2. “*The Londoner*” by Charles Lamb
3. “*War*” by Oliver Goldsmith

C) Practical:

Practical should be based on the literary work/s prescribed in this unit. Please refer to the list of Practical suggested below.

Practical:

Poster Presentations / Charts / Wallpapers / Recitation of poetry / Recitation with musical accompaniment / Performance of excerpts from dramas / Skits / Creative writing workshops / Literary blogs / Literary reviews / Podcasting / Diary writing / Articles / Papers / Seminars / Small scale research projects / Written assignments / Tutorials / Oral examination / Group Discussion / Lecture notes / Library notes / Short quizzes / MCQ test / Open book test / Field visit / Study tour and / or any other activities that can offer some practical exposure complementary to the literature prescribed in this paper.

References:

1. Albert Edward Revised by J. A. Stone *History of English Literature*, OUP, 1979.
2. Arthur Ponsonby, *A Review of English Diaries from the Sixteenth to the Twentieth Century with an Introduction on Diary Writing*, Forgotten Books, 2018.
3. Bates Catherine and Cheney Patrick (Ed.) *The Oxford History of Poetry in English*, Vol.4. Sixteenth-Century British Poetry, OUP, 2022.
4. Bevington David *English Renaissance Drama* in Oxford Bibliographies, 2010.
5. Braunmuller A.R. (Ed.) *The Cambridge Companion to English Renaissance Drama* (2nd Edition), Michael Hattaway, CUP, England, 2003.
6. Cairncross A.S. *Eight Essayists*, Macmillan and co., limited St. Martin's Street, London, 1938.
7. Campbell Gordon (Ed.) *The Oxford History of the Renaissance*, OUP, 2023.
8. Corns Thomas N. “*The Early Lives of John Milton*” in Kevin Sharpe (ed.), Steven N. Zwicker (ed.) *Writing Lives: Biography and Textuality, Identity and Representation in Early Modern England*, Oxford Academic, 2012.
9. Defoe Daniel *Robinson Crusoe*, Richetti John (Ed.), Penguin Classics, 2003.

10. Dunlap Rhodes (Ed.) *Poems of Thomas Carew*, OUP, 1949.
11. Dzelzainis Martin and Holberton Edward *The Oxford Handbook of Andrew Marvell*, OUP, 2019.
12. Edmondson Paul and Wells Stanley *Shakespeare's Sonnets*, OUP, 2004.
13. Hutton Ronald *The Restoration: A Political and Religious History of England and Wales, 1658-1667*, A Clarendon Press Publication, 1993.
14. Jill L. Levenson (Ed.) *Romeo and Juliet*, The Oxford Shakespeare, OUP, 2008.
15. Judy L. Oliva *New Theatre Vistas: Modern Movements in International Literature* (1st Edition), Routledge, England, 1995.
16. Jones Katherine Duncan (Ed.) *Shakespeare's Sonnets*, Arden Shakespeare, 2010.
17. Karin Kukkonen *Neoclassical Poetics and the Rise of the Novel*, Oxford Academic, 2017.
18. Kastan David Scott *The Oxford Encyclopedia of British Literature*, OUP, 2006.
19. Kenned Dennis y (Ed.) *The Companion to Theatre and Performance*, OUP, England, 2010.
20. Kennedy J. Gerald and Person Leland S. (Ed.) *Oxford History of the Novel in English*, OUP, 2014.
21. Keymer Thomas *The Oxford History of the Novel in English, Vol. 1: Prose Fiction in English from the Origins of Print to 1750*, OUP, 2018.
22. Miriam Nandi *Reading the Early Modern English Diary*, Palgrave Macmillan Cham, Switzerland, 2021.
23. Moorman F.W. *The Poetical Works of Robert Herrick*, OUP, 2015.
24. Mueller Janel (Ed.) *John Donne: Selected Writings*, OUP, 2015.
25. Siskin Clifford "The Rise of the 'Rise' of the Novel" Oxford Academic, 2015.
26. Slakey Roger L. *Milton's Sonnet "On His Blindness"* in Vol. 27, No. 2 (Jun., 1960), pp. 122-130, The Johns Hopkins University Press, 1960.
27. Slaney Helen *The Senecan Aesthetic: A Performance History*, OUP, 2016.
28. Walter Parker Bowman, Robert Hamilton Ball, *Theatre Language: A Dictionary of Terms in English of the Drama and Stage from Medieval to Modern Time*, Theatre Arts Books, 1976.
29. Watt Ian *The Rise of the Novel: Studies in Defoe, Richardson and Fielding*, Univ. of California Press 1957.
30. Wauchope G. A. (Ed.) *Spenser's The Faerie Queene (Book I)*, The MacMillan Company, New York, 1921.
31. Wiggins Martin and Catherine Richardson *British Drama 1533-1642: A Catalogue*, Volume IX: 1632-1636, OUP, England, 2012.
32. William Engel *Death and Drama in Renaissance England, Shades of Memory*, OUP, 2003.

Web References:

1. <https://www.poetryfoundation.org/poems/44750/sonnet-19-when-i-consider-how-my-light-is-spent>
2. <https://www.poetryfoundation.org/poems/45108/sonnet-130-my-mistress-eyes-are-nothing-like-the-sun>

3. <https://www.poetryfoundation.org/poems/44097/the-canonization>
4. <https://www.poetryfoundation.org/poems/44681/the-fair-singer>
5. <https://www.poetryfoundation.org/poems/47289/his-return-to-london>
6. <https://www.poetryfoundation.org/poems/43881/the-spring-56d222c1918e0>
7. <https://www.poetryfoundation.org/poems/45192/the-faerie-queene-book-i-canto-i>
8. <https://www.jstor.org/stable/2871914>
9. <https://www.shakespeare.org.uk/explore-shakespeare/blogs/guide-shakespeares-sonnets/>
10. <https://global.oup.com/academic/product/the-oxford-history-of-poetry-in-english-9780198830696>
11. [https://global.oup.com/academic/product/the-oxford-handbook-of-andrew-marvell-9780198736400#:~:text=The%20Oxford%20Handbook%20of%20Andrew%20Marvell%20is%20the%20most%20comprehensive,Marvell%20\(1621%2D78\).](https://global.oup.com/academic/product/the-oxford-handbook-of-andrew-marvell-9780198736400#:~:text=The%20Oxford%20Handbook%20of%20Andrew%20Marvell%20is%20the%20most%20comprehensive,Marvell%20(1621%2D78).)
12. <https://global.oup.com/academic/product/the-poetical-works-of-robert-herrick-9780199679744?cc=us&lang=en&>
13. <https://global.oup.com/academic/product/poems-of-thomas-carew-9780198118046>
14. <https://global.oup.com/academic/product/romeo-and-juliet-9780199535897?cc=us&lang=en&>
15. <https://www.unife.it/lettere/filosofia/lm.lingue/insegnamenti/letteratura-inglese-ii/materialeDidattico20192020/Edward%20Albert%20History%20of%20English%20Literature-%20OUP-%202000.pdf>
16. https://www.goodreads.com/list/show/3914.Best_British_and_Irish_Plays
17. <https://libguides.trinity.edu/Theatre/referencebooks>
18. <https://www.cambridge.org/core/series/cambridge-companions-to-theatre-and-performance/34A849FC7D5E1870ABF1BE09143267C7>
19. <https://www.bibliovault.org/BV.book.epl?ISBN=9780472084081>
20. <https://sites.udel.edu/britlitwiki/drama-in-the-twentieth-century/>
21. <https://www.bibliovault.org/BV.book.epl?ISBN=9781558495333>
22. <https://www.bibliovault.org/BV.book.epl?ISBN=9780879721251>
23. <https://www.oxfordbibliographies.com/display/document/obo-9780195399301/obo-97801953993010051.xml#:~:text=The%20drama%20of%20Renaissance%20England,wrote%20plays%20of%20lasting%20greatness.>
24. <https://www.britannica.com/art/diary-literature>
25. <https://www.britannica.com/topic/Robinson-Crusoe-novel>
26. <https://global.oup.com/academic/content/series/o/oxford-history-of-the-novel-in-english-ohne/>
27. <https://academic.oup.com/book/1913/chapter-abstract/141685945?redirectedFrom=fulltext>
28. https://archive.org/stream/in.ernet.dli.2015.204670/2015.204670.Eight-Essayists_djvu.txt
29. <https://www.amazon.in/Rise-Novel-I-Watt/dp/0520230698>
30. <https://www.britannica.com/art/diary-literature>
31. http://www.ricorso.net/tx/Courses/LEM2014/Critics/Watt_Ian/Rise_Novel.pdf
32. <https://archive.org/details/eightessayists0000asca/page/n5/mode/2up>

Evaluation Procedure:

The assessment will be of two types: Continuous Internal Assessment (CIA) and Semester End Assessment (SEE). The Continuous Internal Assessment (CIA) will have 50% weightage and the Semester End Assessment (SEE) will carry 50% weightage.

Pattern for the Continuous Internal Assessment (CIA) for both semesters:

As per the Continuous Internal Assessment (CIA), there will be a compulsory Internal Mid-semester Written Test. In addition to this, the students have to complete four practical under the guidance of their subject teacher/s.

Continuous Internal Assessment (CIA):

Compulsory Written Test- Total Marks 10 Marks

Any Four Practical 10x4=40

Total- 50 Marks

Question Paper Pattern

Paper ENG1.2: English Literature-1 (The Renaissance Period and the Neoclassical Period)

Semester I

Time: 3 Hours

Max. Marks 50

Q.1 Answer **any five** out of seven in twenty words each on all four units. 10

Q.2 Answer **any one** out of two on unit one. 10 Marks

Q.3 Answer **any one** out of two on unit two. 10 Marks

Q.4 Answer **any one** out of two on unit three. 10 Marks

Q.5 Answer **any one** out of two on unit four. 10 Marks

Paper ENG2.2: English Literature-1 (The Renaissance Period and the Neoclassical Period)

Semester II

Time: 3 Hours

Max. Marks 50

Q.1 Answer **any five** out of seven in twenty words each on all four units. 10

Q.2 Answer **any one** out of two on unit one. 10 Marks

Q.3 Answer **any one** out of two on unit two. 10 Marks

Q.4 Answer **any one** out of two on unit three. 10 Marks

Q.5 Answer **any one** out of two on unit four. 10 Marks

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1. **Name of the Faculty** : Humanities
2. **Name of the B. O. S.** : English
3. **Name of the Subject** : English
4. **Name of the Course**: ENG1.3 &2.3 Advanced Studies in English Language
5. **Year & Semester**: M. A. Part I Semester I & II
6. **Type of the Course**: Major (Mandatory)
7. **No. of Credits**: 04 (03 Theory, 01 Practical)

Rationale:

The central aim of this course is to acquaint students with both basic and advanced aspects of English language. The course is designed to introduce students to important theoretical concepts in linguistics and the various levels at which language is analysed such as Phonology, Phonetics, Morphology, Syntax, Semantics, Pragmatics and Stylistics.

Course Outcomes:

At the end of the course, students will-

- CO 1 acquire the basic tools essential for a systematic study of language,
- CO 2 learn advanced theories or concepts in linguistics,
- CO 3 understand the phonological, morphological, lexical, and syntactic systems of the English language,
- CO 4 know various varieties of English,
- CO 5 understand the aspects of language planning, maintenance and language shift,
- CO 6 acquire advanced concepts in Pragmatics,
- CO 7 know the nature of Stylistics and its relation to/with literary criticism, and
- CO8 conduct discourse and stylistic analysis of a text.

Course Contents:

Semester I

Unit - I Introduction to Linguistics and Advanced Theories/ Concepts of Language:
15 Clock Hours

- A) Linguistics: Nature and Scope, Major branches of linguistics, linguistics in 21st century: An overview
- B) Ferdinand de Saussure's Structuralist View of Grammar:
 - i. Synchronic and Diachronic Studies
 - ii. Langue and Parole
 - iii. Syntagmatic and Paradigmatic Relations
- C) Leonard Bloomfield : IC Analysis
- D) Chomsky's Theory of Transformational Generative Grammar:
 - i. Language acquisition: The Cognitivist approach
 - ii. Competence and Performance
 - iii. The Concepts of Kernel and Non- Kernel Sentences (i.e. Deep and Surface Structure]

- E) Dell Hymes' Concept of Communicative Competence
- F) Roman Jakobson: The six function of language

Unit - II Phonology 10 Clock Hours (Theory) 5 Clock Hours (Practical)

- i) Introduction to Phonetics and Phonology
- ii) Concept of Phone, Phoneme and Allophone
- iii) The Phoneme: Description and classification
- iv) The Syllable: Structure and Types, Syllabic consonants
- v) Types of Stress: Word stress, Sentence stress and Grammatical stress
- vi) Rhythm and Intonation: Intonation patterns, Grammatical, Attitudinal and Accentual functions of Intonation

Unit - III Morphology 10 Clock Hours (Theory) 5 Clock Hours (Practical)

- i) The concepts of Morpheme and Allomorph
- ii) Types of Morpheme: Inflectional and Derivational morphemes
- iii) General Principles of Lexicography.
- iv) Some word formation processes: Affixation, Compounding, Reduplication, Clipping, Blending, Acronym and Back-formation
- v) Morphophonemic Changes, Phonological and Morphological Conditioning
- vi) Problems of Morphological Analysis

Unit - IV Syntax

Sentences and their parts

- i) Words
- ii) Phrases
- iii) Clauses
- iv) Subordination and Coordination

[For the topics under Syntax, please refer to: Geoffrey Leech, Margaret Deuchar & Robert Hoogenraad's *English Grammar for Today: A New Introduction* 2nd edn. Palgrave, 2006]

Semester II

Unit – I Sociolinguistics 15 hours

- i. Language variation: Dialects, Register, Style, Slang, and Jargon
- ii. Language contact: Pidgins and Creoles, Code-switching and Code mixing, Borrowing, Bilingualism and Multilingualism,
- iii. Language planning, language maintenance, language shift and death of language

Unit - II Semantics: (Introductory) 10 Clock Hours (Theory) 5 Clock Hours (Practical)

- i) Nature of Semantics
- ii) Sense and Reference
- iii) Sentence, Utterance and Proposition
- iv) Seven Types of Meaning
- iv) Semantic analysis

Unit - III Pragmatics and Discourse Analysis 10 Clock Hours (Theory) 5 Clock Hours (Practical)

- i) Semantics and Pragmatics: Differences
- ii) J. L. Austin's Speech Act theory:

- a) Constative and Performative Utterances
- b) Felicity Conditions
- c) Locutionary, Illocutionary and Perlocutionary Acts
- iii) J. R. Searle's Typology of Speech Acts
- iv) Direct and Indirect Speech Acts
- v) The Concepts of Entailment, Presupposition and Implicatures
- vi) Turn Taking and Adjacency Pairs
- vii) Deixis
- viii) Cohesion and Coherence
- ix) The Concept of Discourse: Conversational Analysis and Discourse analysis

Unit - IV Stylistics **10 Clock Hours (Theory) 5 Clock Hours (Practical)**

- i) Stylistics: Nature and Scope
- ii) Style and Content
- iii) Literature, Literary Criticism and Stylistics
- iv) Stylistic analysis of a literary text

References

Primary Sources (for both Semesters)

- Aitchison, Jean. *Teach Yourself Linguistics*. London: Teach Yourself Books, 1992.
- Akmajian, et al. *Linguistics: An Introduction to Language and Communication*. Prentice Hall of India: New Delhi. 1995.
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Evaluation Procedure:

The assessment will be of two types: Continuous Internal Assessment (CIA) and Semester End Assessment (SEE). The Continuous Internal Assessment (CIA) will have 50% weightage and the Semester End Assessment (SEE) will carry 50% weightage.

Pattern for the Continuous Internal Assessment (CIA) for both semesters:

As per the Continuous Internal Assessment (CIA), there will be a compulsory Internal Mid-semester Written Test. In addition to this, the students have to complete four practical under the guidance of their subject teacher/s.

Continuous Internal Assessment (CIA):

Compulsory Written Test- Total Marks 10 Marks
 Any Four Practical 10x4=40
 Total- 50 Marks

Question Paper Pattern

Paper ENG1.3: Advanced Studies in English Language

Semester I

Time: 3 hours

Max. Marks: 50

- Qn. 1** Short Answer questions on Introduction to Linguistics (2 out of 4) **Marks – 10**
Qn. 2 Short Answer questions on Phonology (2 out of 4) **Marks – 10**
Qn. 3 Short Answer questions on Morphology (2 out of 4) **Marks – 10.**
Qn. 4 Short Answer questions on Syntax (2 out of 4) **Marks –10**
Qn. 5 Practical questions on all the four components above. (10 out of 15) **Marks –10**

Semester- II

Paper ENG2.3: Advanced Studies in English Language

Time: 3 Hours

Max. Marks: 50

- Qn. 1** Short Answer questions on Sociolinguistics (2 out of 4) **Marks – 10**
Qn. 2 Short Answer questions on Semantics (2 out of 4) **Marks – 10**
Qn. 3 Short Answer questions on Speech Act Theory and Discourse Analysis
 (2 out of 4) **Marks – 10**
Qn. 4 Short Answer questions on Stylistics (2 out of 4) **Marks – 10**
Qn. 5 Practical questions on all the four components above. (10 out of 15) **Marks 10**

Savitribai Phule Pune University, Pune
Semester and Choice-Based Credit System Under NEP 2020
(w.e.f. 2023-24)

- 1) **Name of the Faculty:** Humanities
- 2) **Name of the BoS:** English
- 3) **Name of the Subject:** English
- 4) **Name of the Course:** ENG1.4 & 2.4 Literary Criticism and Theory
- 5) **Year & Semester:** MA Part I Semester I & II
- 6) **Type of the Course:** Major (Mandatory)
- 7) **No. of Credits:** 04 (03 Theory, 01 Practical)

Rationale

This course will introduce the basic concepts of Western and Indian literary theory and criticism to students. It aims at identifying representative schools of thought in literary theory and criticism from Aristotle to contemporary times and from Bharata's rasa theory to contemporary times. It will offer a comparative view of the Western and Indian literary theories and the ways in which they differ and address to differing worldviews. Seminal theoretical texts will be read closely and their central arguments identified. This course will enable students to understand how theory can be used as a methodology for literary study and how it can enhance the critical thinking of students to reason in a fair-minded way. Some of the key movements in literary theory and criticism will be studied under the following headings:

Course Outcomes

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

CO1) remember the critical thinkers or philosophers and their seminal works

CO2) understand the significance of major critical theories

CO3) analyze the themes and structure of literary works

CO4) examine dominant ideologies in a literary work

CO5) evaluate a literary work using a theoretical framework

Course Contents

Semester I

Background survey and basics of critical approaches:

5 Clock Hours

Unit-I: Classical Criticism and Neoclassical Criticism-

10 Clock Hours

- i) Poetics (Chapter 6 to 10)- Aristotle

- ii) Preface to *The Lucky Chance*- Aphra Behn (From *The Norton's Anthology of Theory & Criticism*)

Unit II: Romanticism and Modernism

10 Clock Hours

- i) Biographia Literaria (Chapter 13 & 14)- S. T. Coleridge
- ii) The Function of Criticism- T. S. Eliot

Unit III: Structuralism, Poststructuralism and Psychoanalysis

10 Clock Hours

- i) What is an Author?- Michel Foucault
- ii) Freud and Literature- Lionel Trilling

Unit IV: Marxist Criticism and Feminist Criticism

10 Clock Hours

- i) Marxism and Literary Criticism (Chapters 1&2)- Terry Eagleton
- ii) Woman's Situation and Character, Chapter 6 (from *The Second Sex*)- Simone de Beauvoir

Practical Components-

15 Clock Hours

Students can be given the assignments after the end of every unit. The assignments may include interpretation of prescribed texts, critical reading, practical criticism, historical, sociological, linguistic analysis of literary texts, reading and notes of history of literary criticism, comparative write-up on classical/romantic/realistic/modernistic approach, review of a critical essay, book, note on a critic, critical approach, features of critical approach, or any assignment relevant to the understanding of literary/critical texts.

Semester II

Background survey and basics of critical approaches:

5 Clock Hours

Unit V:

10 Clock Hours

- i) Interaction between Text and Reader- Wolfgang Iser
- ii) Against Interpretation (the title essay)- Susan Sontag

Unit VI:

10 Clock Hours

- i) The Theory of Rasa- S. N. Dasgupta (From *Indian Aesthetics: An Introduction*)
- ii) What Is Art?- Rabindranath Tagore (From *Indian Literary Criticism: Theory and Interpretation*)

Unit VII:

10 Clock Hours

- i) Literary Theory and Third World Literature: Some Contexts- Aijaz Ahmad
- ii) 'Under Western Eyes: Feminist Scholarship and Colonial Discourses'- Chandra Talpade Mohanty (From *Contemporary Postcolonial Theory*)

Unit VIII:

10 Clock Hours

- i) Panchdhatu: Teaching English Literature in the Indian Literary Context- Harish Trivedi (From *Colonial Transactions*)
- ii) The Literary Landscape: Meenakshi Mukherjee (From *The Twice Born Fiction*)

Practical Components-**15 Clock Hours**

Students can be given the assignments after the end of every unit. The assignments may include interpretation of prescribed texts, critical reading, practical criticism, historical, sociological, linguistic analysis of literary texts, reading and notes of history of literary criticism, comparative write-up on classical/romantic/realistic/modernistic approach, review of a critical essay, book, note on a critic, critical approach, features of critical approach, or any assignment relevant to the understanding of literary/critical texts.

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Evaluation Procedure:

The assessment will be of two types: Continuous Internal Assessment (CIA) and Semester End Assessment (SEE). The Continuous Internal Assessment (CIA) will have 50% weightage and the Semester End Assessment (SEE) will carry 50% weightage.

Pattern for the Continuous Internal Assessment (CIA) for both semesters:

As per the Continuous Internal Assessment (CIA), there will be a compulsory Internal Mid-semester Written Test. In addition to this, the students have to complete four practical under the guidance of their subject teacher/s.

Continuous Internal Assessment (CIA):

Compulsory Written Test- Total Marks 10 Marks
Any Four Practical 10x4=40
Total- 50 Marks

Question Paper Pattern

Paper ENG1.4: Literary Criticism and Theory

Semester I

Time: 3 Hours

Max. Marks: 50

Q. 1) Long answer questions on the background and tenets of critical approaches and/or on comparative study of relevant approaches, isms and critics (Any one out of three in 150 words)-
Marks 10

Q. 2) Long answer questions on Aristotle & Aphra Behn (Any one out of three in 150 words)-
Marks 10

Q.3) Long answer questions on the prescribed texts of Coleridge & Eliot (Any one out of three in 150 words)- **Marks 10**

Q.4) A) Short note on the prescribed text of Eliot & Foucault (Any one out of two in 100 words)-
Marks 05

B) Short note on the prescribed text of Foucault & Trilling (Any one out of two in 100 words)-
Marks 05

Q.5) A) Short note on the prescribed text of Trilling & Eagleton (Any one out of two in 100 words): **Marks 05**

B) Short note on the prescribed text of Eagleton & Simon de Beauvoir (Any one out of two in 100 words): **Marks 05**

Paper ENG2.4: Literary Criticism and Theory Question Paper Format

Semester II

Time: 3 Hours

Max. Marks: 50

Q. 1) Long answer questions on the background and tenets of critical approaches and/or on comparative study of relevant approaches, isms and critics (Any one out of three in 150 words)-
Marks 10

Q. 2) Long answer questions on the prescribed texts of Iser & Sontag (Any one out of three in 150 words each) **Marks 10**

Q.3) Questions on the prescribed texts of Dasgupta & Tagore (Any one out of three in 150 words each) **Marks 10**

Q.4) A) Short notes on the prescribed text of Tagore & Ahmad (Any one out of two in 100 words)
Marks 05

B) Short notes on the prescribed text of Ahmad & Chakravorty Spivak (Any one out of two in 100 words each) **Marks 05**

Q.5) A) Short notes on the prescribed text of Chakravorty Spivak & Trivedi (Any one out of two in 100 words) **Marks 05**

B) Short notes on the prescribed text of Trivedi & Mukherjee (Any one out of two in 100 words) **Marks 05**

Savitribai Phule Pune University, Pune
Semester and Choice-Based Credit System under NEP 2020
(w.e.f. 2023-24)

1. **Name of the Faculty** : Humanities
2. **Name of the B. O. S.** : English
3. **Name of the Subject** : English
4. **Name of the Course**: **ENG1.5A Indian Writing in English Translation**
5. **Year & Semester** : **M. A. Part I Semester I**
6. **Type of the Course** : **Major (Elective)**
7. **No. of Credits** : 04 (03 Theory, 01 Practical)

Rationale:

The course takes a critical look at modern Indian literature in some of India's prominent regional languages with rich literary traditions. This body of work will be studied in the light of theories of Indian origin to investigate, among other things, the extent to which these writing foregrounds the authenticity that Indian writing in English is said to lack. The course also purports to examine how modern Indian languages were themselves reshaped by the experience of colonialism. This course offers a selection of significant modern Indian literary works, produced in regional languages. These works illustrate the complexities of Indian identities, issues of caste and gender, the aspirations of Indian people, complex Indian history and politics, and the impact of colonialism.

Course Outcomes:

At the end of the course, students will-

- CO1 get acquainted with literary achievements of some of the significant Indian writers whose works are available in English Translation
- CO2 become aware of sub-cultural variations in the translated works
- CO3 understand the major ancient, medieval and modern movements in Indian thought as reflected in the translated works
- CO4 compare the treatment of different themes and styles in the genres of fiction, poetry and drama as reflected in the prescribed translations
- CO5 know different literary techniques employed by various Indian regional language writers

Course Contents:

Semester I

Unit I

Poetry:

15 Clock Hours

Kabirdas, i) "I Talk to My Inner Lover"

Sant Tukaram, From Dilip Chitre's *Says Tuka*, "Born a Shudra, I am a Trader"

Kaifi Azami, "Humiliation"

Ali Sardar Jafri, "Morsel"

G. M. Muktibodh, "The Void"

M. Gopalkrishna Adiga, "Do Something, Brother"

Amrit Pritam, "The Creative Process"

Nara (VN Rao) "White Paper"

Sunil Gangopadhyay, "Calcutta and I"

Vinda Karandikar, "The Knot"

Namedeo Dhasal, "Stone-mason, My Father, and Me"

Unit II: Novel

15 Clock Hours

U.R. Ananthamurthy, "Sanskara"

Unit III: Drama

15 Clock Hours

Dharmavir Bharati, "Andha Yug"

Unit IV: Practical Component (Based on the prescribed texts) 15 Clock Hours

Book Review

Blog Writing

Term Paper Writing

Seminars

Comparison between the original text and its translation

References:

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<https://guidingliterature.com/2205-2/>

<https://www.evidyarthi.in/a/wp-content/uploads/2023/04/class-11-chapter-24-english-read-think-enjoy-book-bihar-board.pdf>

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<https://www.jstor.org/stable/23346579>

<https://www.jstor.org/stable/23337934>

Evaluation Procedure:

The assessment will be of two types: Continuous Internal Assessment (CIA) and Semester End Assessment (SEE). The Continuous Internal Assessment (CIA) will have 50% weightage and the Semester End Assessment (SEE) will carry 50% weightage.

Pattern for the Continuous Internal Assessment (CIA) for both semesters:

As per the Continuous Internal Assessment (CIA), there will be a compulsory Internal Mid-semester Written Test. In addition to this, the students have to complete four practical under the guidance of their subject teacher/s.

Continuous Internal Assessment (CIA):

Compulsory Written Test- Total Marks 10 Marks

Any Four Practical 10x4=40

Total- 50 Marks

Question paper pattern

Paper: ENG1.5A: Indian Writing in English Translation

Semester I

Time: 3 Hours

Max. Marks: 50

Qn.1) Long answer question on the background of Indian literatures (1 out of 3)

10 Marks

[The question should be based on the religious, socio-political, historical and literary background of Indian literature].

Qn.2) Short notes on Unit 1 (2 out of 4)

10 Marks

[At least 1 question must be comparative in nature. The comparative question on any two/three poets in the unit can be based on their thematic concerns, style of writing, use of imagery, use of symbols, poems' structural features, techniques of presentation, etc.]

Qn.3) Long answer question on the novel *Sanskara* (1 out of 3)

10 Marks

Qn.4) Long answer question on *Andha Yug* (1 out of 3)

10 Marks

Qn. 5) Practical Questions based on the prescribed texts (1 out of 3)

10 Marks

Savitribai Phule Pune University, Pune
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- 1) Name of the Faculty:** Humanities
- 2) Name of the B.O.S:** English
- 3) Name of the Subject:** English
- 4) Name of the Course:** ENG1.5B & 2.5B Applied Linguistics- I & II
- 5) Year & Semester:** MA Part I Semester I & II
- 6) Type of the Course:** Major (Elective)
- 7) No. of Credits:** 04 (03 Theory, 01 Practical)

Rationale:

The present course aims to focus on such practical aspects of language in order to enable students to understand the social dimensions of not only English but also their own languages. It is also hoped that a fair knowledge of applied linguistics will enable them to undertake useful/meaningful research in the field of linguistics. Further, having a knowledge of the practical aspects of language learning and teaching can enhance students' capability as teachers of (the English) language.

Course Outcomes:

After the successful completion of this course, students will-

- CO1. Be acquainted with the nature and scope of Applied Linguistics,
- CO2. Understand how descriptive linguistics can be used practically to explain the behavioral and social use of language, especially with regard to language acquisition, second language acquisition/learning, language teaching methodology, etc.,
- CO3. Correlate the evolution of linguistic theory to the corresponding developments in the field of language learning and teaching,
- CO4. Understand the relationship between language learning theories, teaching methods, production of course materials and language testing,
- CO5. Know the relation between language and culture and
- CO6. Acquire tools of language that may be used in translation, textual analysis, etc.

Course Contents

Semester I

Unit-I: Introduction

15 Clock Hours

- a) What is Applied Linguistics (AL)?, a brief history and scope of AL, Theoretical Linguistics and AL: Their Complementary & The Interdisciplinary Nature of AL
- b) Language and Mind : Theories of Language Acquisition and Language Learning: Behaviorist and Cognitive/Mentalist Approaches
- c) Relation between Language and Culture & Factors affecting Language Learning

Unit-II: Language Teaching Methods

15 Clock Hours

- a) Approaches, Methods and Techniques: Differences

- b) A brief survey of teaching methods (Grammar-Translation Method, Direct Method, Structural Method, Communicative Method, Task-based Language Teaching and English for Specific Purposes)
- d) Technology and Language Teaching/ICT Computer Assisted Language Learning, Mobile Assisted Language Learning, Artificial Intelligence Tools and ChatGPT

Unit-III: Curriculum Designing and Production of Instructional Materials- 15 Clock Hours

- a) Distinction between Curriculum and Syllabus
- b) Essential Components of a Language Curriculum (Needs Analysis, Goal Setting, Syllabus, Methodology and Evaluation)
- c) Kinds of Syllabus (Structural-situational, Notional-functional, Communicative, etc.)
- d) Criteria for evaluating Instructional Materials

Unit-IV: Practical Components 15 Clock Hours

Practical tasks like Literary Blogs / Literary Reviews / Articles/ Papers / Seminars / Presentations based on the prescribed topics will be assigned to students as per the guidelines of SPPU, Pune.

Semester II

Unit-I: Teaching of Language and Literature 15 Clock Hours

- a) Teaching of Four Skills -LSRW
- b) Teaching of Vocabulary and Grammar
- c) Teaching of Literature (only Poem and Short Fiction)
- d) Designing Lesson Plans for Teaching Language and Literature

Unit-II: Testing and Evaluation 15 Clock Hours

- a) Difference between Testing and Evaluation
- b) Qualities of a good test: Validity, Reliability, Practicability and Discrimination.
- c) Types of Test: Aptitude Test, Diagnostic Test, Placement Test, Progress/Achievement Test, and Proficiency Test
- d) Assessment Types: Formative and Summative

Unit-III: Stylistics and Literary Appreciation 15 Clock Hours

- a) Stylistics: Definition(s) and scope
- b) Tools of Stylistics: Sounds, Lexis, Semantics, Syntax, discourse.
- c) Cohesion and its types: Reference, Ellipsis; Conjunction, Lexical Cohesion etc.
- d) Stylistics Analysis of a Literary Text

Unit-IV: Practical Components 15 Clock Hours

Practical tasks like Literary Blogs / Literary Reviews / Articles/ Papers / Seminars / Presentations based on the prescribed topics will be assigned to students as per the guidelines of SPPU, Pune.

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- Bickerton, D. *Language and Human Behavior*. Seattle: University of Washington Press, 1995.
- Brown, Gilian and Yule, George. *Discourse Analysis*. Cambridge: CUP, 1983.
- Cazden, C. B. *Child Language and Education*. New York: Holt, Rinehart, and Winston, 1972.
- Christison, Mary & Murray, Denise. *What English Language Teachers Need to Know*. Vol.III. *Designing Curriculum*. New York and London: Routledge, 2014.
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- Agathocleous, Tanya and Ann C. Dean. *Teaching Literature: A Companion*. Palgrave-Macmillan: New York, 2003.
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- Bachman, L. F. & Palmer, A. S. *Language Testing in Practice*. Oxford: Oxford University Press, 1996.
- Bain, K. *What the Best College Teachers Do*. Cambridge, MA: Harvard University Press, 2004.

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- Cazden, C.B., John, V.P., & Hymes, D.H. (Eds.). *Functions of Language in the Classroom*. New York: Teachers College Press, 1972.
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- Ur, Penny. *A Course in English Language Teaching*. New Delhi: CUP, 2012a.
- Ur, Penny. *Vocabulary Activities*. New Delhi: CUP, 2012b.

Evaluation Procedure:

The assessment will be of two types: Continuous Internal Assessment (CIA) and Semester End Assessment (SEE). The Continuous Internal Assessment (CIA) will have 50% weightage and the Semester End Assessment (SEE) will carry 50% weightage.

Pattern for the Continuous Internal Assessment (CIA) for both semesters:

As per the Continuous Internal Assessment (CIA), there will be a compulsory Internal Mid-semester Written Test. In addition to this, the students have to complete four practical under the guidance of their subject teacher/s.

Continuous Internal Assessment (CIA):

Compulsory Written Test- Total Marks 10 Marks
Any Four Practical 10x4=40
Total- 50 Marks

Question Paper Pattern

Paper ENG1.5 B: Applied Linguistics Semester I

Time: 3 Hours

Max. Marks: 50

- Q. 1) Long answer questions on Unit-I: Introduction (Any 2 out of 5 in 150 words)- **Marks 10**
- Q. 2) Long answer questions on Unit-II: Language Teaching Methods (Any 2 out of 5 in 150 words) - **Marks 10**
- Q. 3) Long answer questions on Unit-III: Curriculum Designing and Production of Instructional Materials (Any 2 out of 5 in 150 words)- **Marks 10**
- Q. 4) Write short notes on the prescribed topics (Any 2 out of 4) **Marks 10**

Q.5) Write a literary review of a book or write a detailed note on a literary text. **Marks 10**

Paper ENG2.5B: Applied Linguistics

Semester II

Time: 3 Hours

Max. Marks: 50

Q. 1) Long answer questions on Unit-I: Teaching of Language and Literature (Any 2 out of 5 in 150 words)- **Marks 10**

Q. 2) Long answer questions on Unit-II: Testing and Evaluation (Any 2 out of 5 in 150 words) **Marks 10**

Q. 3) Long answer questions on Unit-III: Stylistics and Literary Appreciation (Any 2 out of 5 in 150 words)- **Marks 10**

Q. 4) Write short notes on the prescribed topics (Any 2 out of 4) **Marks 10**

Q.5) Write a literary review of a book or write a detailed note on a literary text. **Marks 10**

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(w.e.f. 2023-24)

- 8) **Name of the Faculty:** Humanities
 9) **Name of the BoS:** English
 10) **Name of the Subject:** English
 11) **Name of the Course:** ENG1.5C Critical Reading
 12) **Year & Semester:** M A Part I Semester I
 13) **Type of the Course:** Major (Elective)
 14) **No. of Credits:** 04 (03 Theory, 01 Practical)

Rationale:

The course will enable students to cultivate appropriate reading habits and practices. Reading is one of the aspects of learning language. Reading also plays a crucial role in the teaching-learning process. Appropriate reading habits make reading meaningful. A meaningful reading not only sustains the interest of the students but also leads to thought stimulation making the process of reading intrinsic. Critical reading of any text expose students to the multiplicity of meaning and interpretation. With the advent of digital technology, there occurred a shift in reading. The course intends to develop reading habits of the students in such a way as to make digital reading meaningful. Thus, the course in Critical Reading is going to impart to students the knowledge and skills required for reading and equip them for future research.

Course Outcomes

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

- CO1. know the concept of Reading and different types of reading
- CO 2: understand different theories of reading.
- CO3. comprehend how to read the text in meaningful way
- CO4. acquire different reading skills
- CO5. understand shifts in reading with the advent of digital technology

Course Contents

Semester I

Unit -I Reading: A Conceptual Framework

15 Clock Hours

- 1.1 **Reading:** Definition and nature, Reading and readers
- 1.2 **Different Types of Reading:** Silent reading, reading aloud, skimming, scanning, intrinsic reading, and extrinsic reading.

- 1.3 **Shift in Reading Practices:** Historical overview, oral and aural traditions, script culture, reading in an age of information technology.
- 1.4 **Critical Reading:** Preparing mindset for critical reading. Pre-reading, Reading and Post- reading phases of critical reading

Unit -II Comprehension

15 Clock Hours

- 2.1 **Comprehension:** Definition, nature and scope
- 2.2 **Stages in Comprehension:** literal, inferential, appreciative, critique, evaluative, Essential
- 2.3 **Process of Meaning Making:** Perception, apprehension. Reflection, analysis, Interpretation, assimilation
- 2.4 **Reading vs Critical Reading: Description, interpretation and evaluation of the text, forming a judgment, reading between the lines and going beyond the text.**

Unit III: Critical Reading

15 Clock Hours

- 3.1 **Significance of Critical Reading:** To evaluate the literal, intellectual /cognitive, aesthetic, artistic, moral or practical value of the text.
- 3.2 **Phases of Critical Reading:** Posing different questions, to bring in different perspectives, Compare and contrast, Analysis, and Interpretation.
- 3.3 **Discourse Analysis:** Reading and Context, arguments and counterarguments, textual theory, Hermeneutics
- 3.4 **Digital Reading and Reflective Reading:** Traditional Reading vs Digital Reading, Print vs Screen, the materiality of reading, gadgets and reading Browsing vs reading
- 3.5 **Hypertext and Navigation:** Concept of Hypertext and its use in digital reading, Navigating the information on the world wide web information revolution, horizontal vs vertical reading.

Unit IV: Practical Components

15 Clock Hours

- 4.1 Reading of the text for Scanning and Skimming
- 4.2 Reading a text for summarization
- 4.3 Reading a text for comprehension
- 4.4 Reading a text critically for evaluation and interpretation,
- 4.5 Browsing the information, usage of Hypertext and vertical and horizontal

References:

1. Cunningham, Anne E., and Keith E. Stanovich. "What Reading Does for the Mind." *American Educator* 22.1&2 (Spring-Summer. 1998): 1-8.
2. Early, Margaret, and Bonnie O. Ericson. "The Act of Reading." *Literature in the Classroom: Readers, Texts, and Contexts* (1988): 31-44.
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8. Salvatori, Mariolina. "Reading and Writing a Text: Correlations between Reading and Writing Patterns." *College English* 45.7 (Nov. 1983): 657-666. JSTOR. 14 July 2008.

Evaluation Procedure:

The assessment will be of two types: Continuous Internal Assessment (CIA) and Semester End Assessment (SEE). The Continuous Internal Assessment (CIA) will have 50% weightage and the Semester End Assessment (SEE) will carry 50% weightage.

Pattern for the Continuous Internal Assessment (CIA) for both semesters:

As per the Continuous Internal Assessment (CIA), there will be a compulsory Internal Mid-semester Written Test. In addition to this, the students have to complete four practical under the guidance of their subject teacher/s.

Continuous Internal Assessment (CIA):

Compulsory Written Test- Total Marks 10 Marks

Any Four Practical 10x4=40

Total- 50 Marks

Question Paper Pattern**Paper ENG1.5 C: Critical Reading****Semester I****Time: 3 Hours****Max. Marks: 50**

- Q.1. Short answer question on Unit -I (any 02 out of 04)- 10 Marks
- Q.2. Short answer question on Unit -II (any 02 out of 04) 10 Marks
- Q.3. Short answer question on Unit -III (any 02 out of 04) 10 Marks
- Q.4. Short answer question -IV (any 02 out of 04) 10 Marks
- Q.5. Practical Question on Unit IV (any 02 out of 04) 10 Marks

Savitribai Phule Pune University, Pune
Semester and Choice-Based Credit System under NEP 2020
(w.e.f. 2023-24)

Name of the Faculty: Humanities

Name of the B.O.S.: English

Name of the Subject: English

Name of the Course: ENG2.5A Cultural Studies

Year and Semester: MA Part I Semester II

Type of the Course: Major (Elective)

No. of Credits: 04 (03 Theory, 01 Practical)

Rationale

Cultural Studies is a recent field of inquiry into various areas. It is characterized by its interdisciplinary approach, its non-academic concerns and its dependence on a host of approaches and methods. It does not necessarily set a particular framework of study and does not necessarily offer a strict methodology. But due to such multidisciplinary ambit and open-ended pursuit, Cultural Studies offers a vast canvas for analysis of culture, society, politics, media, science, environment and industry. The present course is designed to introduce students to this new field. Eventually the course in its first part offers information related to Cultural Studies and the ideas and concerns that help explain its nature. Some essays are given in the second part of the course that discusses issues from very different perspectives.

Course Outcomes

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

1. understand the newly established field of cultural studies, its concerns and approaches
2. know interdisciplinary approach and analysis of cultural issues including literature and language
3. learn new possibilities of analysis that can relate them to their surroundings
4. know the recent developments in humanities and social sciences that cover several issues from philosophical to everyday matter
5. realize the significance of tolerance, sense of equality and love for humanity in students

Course Contents

Semester II

Unit I

15 Clock Hours

Origins of Cultural Studies

- i) Birmingham Center for Contemporary Cultural Studies- Richard Hoggart
 E. P. Thompson
 Raymond Williams
 Stuart Hall
- ii) Survey of development of Cultural Studies across different continents

Unit II**15 Clock Hours**

- i) Cultural Studies: Methods and Methodology
- ii) Concepts: representation, power, gender, surveillance, media, identity

Unit III**15 Clock Hours**

- i) Cultural Studies: Two Paradigms - Stuart Hall
- ii) Translation, Colonialism and the Rise of English- Tejaswini Niranjana

Unit IV**15 Clock Hours****Practical Components**

Assignments like reading of introductory texts related Cultural Studies, writing notes on the multi-disciplinary nature of Cultural Studies, writing a short article on any noted Cultural Theorist, doing a short project on gender discrimination, class difference, impact of media, digital world may be given to students.

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Sebek Barbara and Stephen Deng. Global Traffic: Discourses and Practices of Trade in English Literature and Culture from 1550 to 1700. Palgrave Macmillan, 2008

Tracey Skelton and Tim Allen. Culture and Global Change. Routledge, 1999 William S. Haney II. Culture and Consciousness: Literature Regained. Rosemont Publishing & Printing Corp. 2002

Evaluation Procedure:

The assessment will be of two types: Continuous Internal Assessment (CIA) and Semester End Assessment (SEE). The Continuous Internal Assessment (CIA) will have 50% weightage and the Semester End Assessment (SEE) will carry 50% weightage.

Pattern for the Continuous Internal Assessment (CIA) for both semesters:

As per the Continuous Internal Assessment (CIA), there will be a compulsory Internal Mid-semester Written Test. In addition to this, the students have to complete four practical under the guidance of their subject teacher/s.

Continuous Internal Assessment (CIA):

Compulsory Written Test- Total Marks 10 Marks

Any Four Practical 10x4=40

Total- 50 Marks

Question Paper Pattern

Paper ENG2.5 A: Cultural Studies

Semester II

Time: 3 Hours

Max. Marks: 50

Q. 1) Questions on the historical background and nature of Cultural Studies 10 Marks (Any one out of three) **10 Marks**

Q. 2) Questions on Origins and Survey of Cultural Studies (Any two out of four) **10 Marks**

Q. 3) Questions on Methods and Methodology of Cultural Studies (Any two out of four) **10 Marks**

Q. 4) Questions on Concepts of Cultural Studies (Any two out of four) **10 Marks**

Q. 5) Questions on Unit-III- Stuart Hall's essay and Tejaswini Niranjana's essay (Any two out of four) **10 Marks**

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(w.e.f. 2023-24)

- 1) Name of the Faculty:** Humanities
- 2) Name of the B.O.S:** English
- 3) Name of the Subject:** English
- 4) Name of the Course:** ENG2.5C Academic Writing
- 5) Year & Semester:** MA Part I Semester II
- 6) Type of the Course:** Major (Elective)
- 7) No. of Credits:** 04 (03 Theory and 01 Practical)

Rationale:

The need for a course in academic writing emerges from the necessity of encouraging and initiating students to further research and honing their professional and everyday lives. This course is therefore meant to introduce academic writing skills and encourage students to inculcate these hoping that this would hone their professional and research skills. Being a skill based course, there will be practical components and exercises that would provide hands on experience to the students. The course will also take into account writing practices with the proliferation of digital technologies and the ways in which digital literacies have redefined our ways of understanding academic writing. The primary aim of this course is to disseminate theoretical and practical knowledge pertaining to academic writing that would help improve and effectuate students' skills in this domain.

Course Outcomes:

At the end of the course, the students will-

- CO1. get acquainted with the concepts of academic writing
- CO2 write formal and academic proposals ,
- CO3 acquire skills to present their research findings in a clear and structured manner and
- CO4 understand the shifts in writing practices with the advent of digital technology and the formation of digital literacy.

Course Contents

Semester II

Most of the texts/excerpts listed below are available online. Some of the online resources/sites are given under the section titled 'References.' Teachers and students must also consult the print versions of the texts for authenticity and accuracy.

Unit-I: Introduction to Academic Writing

15 Clock Hours

- a) **Academic Writing:** Nature, Scope and Significance
- b) **Forms of Academic Writing:** Essay, Report, Research Proposal, Dissertation, Book Review etc.

- c) Steps towards Academic Writing
- d) The Concept of Cohesion and Coherence in Academic Writing
- e) Academic and Formal Style of Writing

Unit-II : Writing for Research

15 Clock Hours

- a) **Writing a Paragraph:** Types of Paragraph, Parts of Paragraph
- b) **Types of Academic Writing :** Descriptive, Analytical, Persuasive, Reflective and Critical Writing
- c) **Writing Research Paper and Research Projects :** Title, Abstract, Data analysis, References
- d) **Formats of Research Proposal, Dissertation & Thesis**
- e) **Referencing and Citation :** MLA and APA Styles of Citation & Plagiarism

Unit-III: Writing for Digital Platforms

15 Clock Hours

- a) Forms of Digital Writing
- b) Developing E-Content
- c) Writing Academic Blogs
- d) Writing Modules for Online Course
- e) Use of AI for Academic Writing

Unit-IV: Practical Components

15 Clock Hours

Practical components would include exercises where the teacher would assign writing tasks to students and would evaluate those assisting students in how to improve their writing skills. These include but need not be limited to a) writing a paragraph to a research paper; b) writing blogs or posts on social media; c) writing emails seeking jobs, funding proposals and seeking research grants; d) writing a curriculum vitae. The practical sessions are meant to execute and take stock of what has been discussed in the earlier modules. The teacher can be innovative and experimental in these sessions, depending on the composition of the class and the specific requirements of the students if any.

References

Bailey, S. *Academic Writing : A Handbook for International Students*, London and New York: Routledge, Third Edition 2011.

[https://www.kau.edu.sa/Files/0013287/Subjects/academic-writing-handbook-internationalstudents-3rd-ed%20\(2\).pdf](https://www.kau.edu.sa/Files/0013287/Subjects/academic-writing-handbook-internationalstudents-3rd-ed%20(2).pdf)

Feak, Christine B and Swales, John. *Academic Writing for Graduate Students: Essential Tasks and Skills*. University of Michigan Press, 1994.

Goatly, Andrew and Hiradhar, Preet (ed.), *Critical Reading and Writing in the Digital Age: An Introductory Course Book*, Second Edition. London and New York: Routledge, 2016.

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Gupta, Renu. *A Course in Academic Writing*. Orient BlackSwan, 2013.

Hayot, Eric. *The Elements of Academic Style: Writing for the Humanities*. Columbia University Press, 2014.

Longo, Ann Marie, Ed.D. "Using Writing and Study Skills to Improve the Reading Comprehension of At-Risk Adolescents." *Perspectives* 27.2 (Spring 2001): 29-31.

Narayanaswamy, V. R., *Strengthen your Writing*. Orient BlackSwan, 2005.

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Evaluation Procedure:

The assessment will be of two types: Continuous Internal Assessment (CIA) and Semester End Assessment (SEE). The Continuous Internal Assessment (CIA) will have 50% weightage and the Semester End Assessment (SEE) will carry 50% weightage.

Pattern for the Continuous Internal Assessment (CIA) for both semesters:

As per the Continuous Internal Assessment (CIA), there will be a compulsory Internal Mid-semester Written Test. In addition to this, the students have to complete four practical under the guidance of their subject teacher/s.

Continuous Internal Assessment (CIA):

Compulsory Written Test- Total Marks 10 Marks

Any Four Practical 10x4=40

Total- 50 Marks

Question Paper Pattern**Semester II****Paper ENG2.5. C: Academic Writing****Time: 3 Hours****Max. Marks: 50**

- | | |
|---|-----------------|
| Q. 1) Long answer questions on Unit-I: Introduction to Academic Writing
(Any 2 out of 5 in 150 words)- | Marks 10 |
| Q. 2) Long answer questions on Unit-II : Writing for Research
(Any 2 out of 5 in 150 words)- | Marks 10 |
| Q. 3) Long answer questions on Unit-III: Writing for Digital Platforms
(Any 2 out of 5 in 150 words)- | Marks 10 |
| Q. 4) Write short notes on the prescribed topics (Any 2 out of 4) | Marks 10 |
| Q.5) Write a research proposal or research article. | Marks 10 |

Savitribai Phule Pune University, Pune
Semester and Choice-Based Credit System Under NEP 2020
(w.e.f. 2023-24)

- 15) **Name of the Faculty:** Humanities
 16) **Name of the BoS:** English
 17) **Name of the Subject:** English
 18) **Name of the Course:** ENG1.6 Research Methodology
 19) **Year & Semester:** M.A. Part I Semester I
 20) **Type of the Course:** Major (Mandatory)
 21) **No. of Credits:** 04

Rationale:

The course in Research Methodology intends to acquaint students with the concept and nature of Research. It will also introduce students to various methods, tools, and techniques to pursue research. Identifying the research problem is the core of research. Appropriate assumptions/hypotheses lead to successful research. The Research Design plays a pivotal role in any research. Data collection and analysis is one of the significant aspects of Research. The course in Research Methodology is going to make students aware of different aspects of research. The research has to be supported with a theoretical base. The course aims to introduce different Research Theories and suitable theoretical grounding for research. Along with technical aspects, the research has ethical aspects too. The course will also sensitize students to the concept of authenticity in research. Thus, the course is going to impart to students the knowledge and skills required for fruitful research and equip them for future research.

Course Outcomes

After the successful completion of this course students will be able to:

- CO1. know the concept of Research
- CO2. comprehend the significance of Research
- CO3. analyze and identify the Research problem
- CO4. understand different tools and techniques of Research
- CO5. frame a Design for the Research

Course Contents

Semester I

Unit 1: Basics of Research

15 Clock Hours

- 1.1 Definition and Nature of Research
- 1.2 Types of Research
- 1.3 Objectives of Research
- 1.4 Research Theories: Empirical Research, Inductive Research, Deductive Research
- 1.5 Research Methods: Statistical, Sampling, Applied, Case Study, Survey, Experimental Interviews, questionnaires etc.
- 1.6 Concept of Ethics in Research

Unit II: Research Design

15 Clock Hours

- 2.1 Identifying the Research Problem
- 2.2 Hypothesis, and its Types
- 2.3 Review of Literature
- 2.4 Rationale and Significance of the Research
- 2.5 Defining Aims and Objectives of the Research
- 2.6 Defining Scope and Limitations of Research
- 2.7 Bibliography and Citation

Unit: III– Resources for Research

15 Clock Hours

- 3.1 Primary and Secondary Recourses
- 3.2. Anthologies, Biographies, Anthropologies, Ethnographies, Encyclopedia, and Thesaurus as Resources for Research
- 3.3 Oral Traditions, Manuscripts, Monographs, Newspaper Articles, Magazines, Journals, Translations as Research tools
- 3.4 E-Resources – e-books, e-journals, Web- references, Web -Search Engines, Virtual Libraries, CDs, DVDs.
- 3.5. Library Catalogue, Museums, Monuments, and Govt. Publications/ documents as resources for research.
- 3.6 Role of Computer and Internet in Research

Unit IV: Research Domains

15 Clock Hours

- 4.1 Literary Research and Research in other disciplines
- 4. 2 Types of Literary Research: Interpretative, Comparative, Analytical, Theoretical, Biographical

4.3 Research Methods for Research in Literature

4.4 Research Methods for Research in Language

4.5 Use of Literary and Linguistic Theories in Research

4.6 Emerging Research Areas in Language and Literature

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2. https://www.researchgate.net/publication/319207471_HANDBOOK_OF_RESEARCH_METHODOLOGY

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Continuous Internal Assessment (CIA):

Compulsory Written Test- Total Marks 10 Marks

Any Four Practical 10x4=40

Total- 50 Marks

Question Paper Pattern

Paper ENG1.6: Research Methodology

Semester I

Time: 3 Hours

Max. Marks: 50

Q.1 A long answer question on Unit I (01 out of 03). **10 Marks**

- Q.2 Short Notes on Unit II (02 out of 04) **10 Marks**
- Q.3 Short Notes on Unit III (02 out of 04) **10 Marks**
- Q.4 A long answer question on unit IV (01 out of 03) **10 Marks**
- Q.5 Short Notes on Unit I and Unit IV (02 out of 04) **10 Marks**
