



RayatShikshanSanstha's  
**KARMAVEER BHAURAO  
PATIL COLLEGE, VASHI  
NAVI MUMBAI**



**(AUTONOMOUS COLLEGE)**

Sector-15- A, Vashi, Navi Mumbai - 400 703

### Syllabus for MA in English

**Program: M.A. II**

#### Courses

Semester III: Courses	Semester IV: Courses
Modern English Literature	Contemporary English Literature
Indian Writing in English	Indian Literature in English Translation
Introduction to Modern Linguistics	Stylistics and Sociolinguistics
European Literature in English Translation I <b>OR</b>	Introduction to Comparative Literature <b>OR</b>
English Language and Literature Teaching I	English Language and Literature Teaching II
Professional and Projective Skills	Creative and Technical Writing

**(Choice Based Credit System with effect from the academic year 2022-23)**

**MA English Part II  
Syllabus  
(CBCS Pattern)**

Semester III					
Sr. No.	Paper No.	Paper Code	Name of the Paper	Credit	Lectures allotted
<b>Core Courses</b>					
1	<b>Paper - XI</b>	<b>PGENG301</b>	Modern English Literature	6	60
2	<b>Paper - XII</b>	<b>PGENG302</b>	Indian Writing in English	6	60
3	<b>Paper - XIII</b>	<b>PGENG303</b>	Introduction to Modern Linguistics	6	60
<b>Discipline Specific Electives</b>					
4	<b>Paper – XIV (A)</b>	<b>PGENG304 (A)</b>	European Literature in English Translation I	6	60
	<b>OR</b>				
	<b>Paper – XIV (B)</b>	<b>PGENG304 (B)</b>	English Language and Literature Teaching I	6	60
<b>Skill Enhancement Course</b>					
5	<b>Paper – XV</b>	<b>PGENG305</b>	Professional and Projective Skills	4	45

Semester IV					
Sr. No.	Paper No.	Paper Code	Name of the Paper	Credit	Lectures allotted
<b>Core Courses</b>					
1	<b>Paper - XVI</b>	<b>PGENG401</b>	Contemporary English Literature	6	60
2	<b>Paper - XVII</b>	<b>PGENG402</b>	Indian Literature in English Translation	6	60
3	<b>Paper – XVIII</b>	<b>PGENG403</b>	Stylistics and Sociolinguistics	6	60
<b>Discipline Specific Electives</b>					
4	<b>Paper – XIX (A)</b>	<b>PGENG404A</b>	Introduction to Comparative Literature	6	60
	<b>OR</b>				
	<b>Paper – XIX (B)</b>	<b>PGENG404B</b>	English Language and Literature Teaching II	6	60
<b>Skill Enhancement Course</b>					
5	<b>Paper - XX</b>	<b>PGENG405</b>	Creative and Technical Writing	4	45

## Programme Outcomes:

### **1. Critical Thinking:**

Apply theoretical knowledge to make a critical analysis, intervene using innovative frameworks and evaluate and follow up.

### **2. Effective Communication:**

Engage in inter and intra personal communications, behavioural change communication and proficiency in information Communication Technology.

### **3. Scientific Temper:**

To build essential skills of life including questioning, observing, testing, hypothesizing, analysing and communicating.

### **4. Effective Citizenship:**

Demonstrate empathetic social concern and engage in service learning and community engagement programmes for contributing towards achieving of local, regional and national goals.

### **5. Ethics:**

Recognize different value systems including your own, understand the moral dimensions of your decisions and accept responsibility for them.

### **6. Environment and Sustainability:**

Participate and promote sustainable development goals.

### **7. Gender Sensitization and Social Commitment:**

To imbibe Gender sensitivity and the sense of social responsibility for self and community for the benefit of the society at large

### **8. Self-directed and Life-long learning:**

Engage in continuous learning for professional growth and development.

## **Programme Specific Outcomes**

1. To familiarise with the writers of English literature across different ages and continents, their theories, perspectives, models and methods.
2. To be able to demonstrate competence in analysis and critically analyse scholarly work in the areas of English language teaching, literary research and translation.
3. To enhance literary and critical thinking.
4. To apply the knowledge of Literature, theories, research and skills in different fields of literary practice.
5. To develop the technical skills and ethical decisions appropriate for the holistic professional development in the field.

# Semester III

# RayatShikshanSantha's

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**KarmaveerBhauraoPatil College Vashi, Navi Mumbai**

**Autonomous College**

[University of Mumbai]

Syllabus for Approval

<b>Sr. No.</b>	<b>Heading</b>	<b>Particulars</b>
<b>1</b>	<b>Title of Course</b>	<b>Modern English Literature</b>
<b>2</b>	<b>Eligibility for Admission</b>	<b>MA I</b>
<b>3</b>	<b>Passing Marks</b>	<b>40</b>
<b>4</b>	<b>Ordinances/Regulations (if any)</b>	
<b>5</b>	<b>No. of Years/Semesters</b>	<b>Two semester per year</b>
<b>6</b>	<b>Level</b>	<b>P.G.</b>
<b>7</b>	<b>Pattern</b>	<b>CBCS</b>
<b>8</b>	<b>Status</b>	New
<b>9</b>	<b>To be implemented from Academic year</b>	<b>2022-23</b>

## **Course: Modern English Literature**

**Credits: 06**

**Semester: III**

**Total Lectures: 60**

**Course Code: PGENG301**

### **A) Objectives:**

1. To introduce students with salient features of the Modern English Literature.
2. To acquaint students with different modern literary trends and movements in English Literature.
3. To study representative modern English literary pieces.
4. To enable them to analyse and interpret modern literary pieces.

### **Course Learning Outcomes**

1. Students are familiar with salient features of the Modern English Literature.
2. Students know different modern literary trends and movements in English literature.
3. Students have studied the representative modern English literary pieces.
4. Students are able to analyse and interpret modern literary pieces.

### **(B) Prescribed terms and texts**

#### **Unit I: Trends and Movements in Modern Literature**

**15 Lectures**

1. Symbolism
2. Impressionism
3. Imagism
4. Expressionism
5. Avant Garde movement
6. Dadaism
7. Surrealism
8. Cubism
9. War Poetry
10. Characteristics of Modern Literature

#### **Unit II: Modern English Poetry**

**15 Lectures**

1. T. S. Eliot—The Waste Land

#### **Unit III: Modern English Novel**

Virginia Woolf— Mrs. Dalloway

#### **Unit IV: Modern English Drama**

G. B. Shaw—Candida

### **(C) Course materials:**

Standard and authentic editions of the texts published by the publishers like OUP, CUP, Longman, Macmillan, Penguin, Routledge, Signet Classic, Allen and Unwin etc.

### **(D) Teaching methodology:**

No study of Literature can begin without having read the literary text (s) to be studied. Teachers, therefore, should encourage students and help them go through the prescribed texts. To have the first hand experience of literature, teachers should make students interact with the texts so that students develop their own responses rather than depend on the borrowed critical views. It would be good to have at least some silent reading sessions carefully planned and monitored by the teacher.

Students should also be given practice in writing answers to the point and should be discouraged to write vague, roundabout and repetitive answers. Understanding of the literal meaning i.e. what the printed text means, is a prerequisite for a proper understanding of the intended message of the text.

### **(E) Evaluation:100 Marks**

#### **a) Internal Evaluation (40 Marks)**

1. Writing Research Paper on any current topic of Modern English Literature: **20 Marks**

**Note:** a. It should be original and genuine.

b. 10% references are allowed.

c. Length of paper should be around 5000 words.

d. The student should follow the proper format of research.

e. It should be written under the guidance of subject teacher.

2. Paper Presentation: **20 Marks**

**Note:** a. If the candidate presents it in any international Seminar/Conference, he/she will get out of marks.

b. If the candidate presents it in any national Seminar/Conference, he/she will get 16 marks.

c. If the candidate presents it in any State or University level Seminar/Conference, he/she will get 12 marks.



- d. If the candidate presents it to the subject teacher, he/she will get maximum 10 marks.
- e. If the candidate fails to present it anywhere, he/she will not get any marks.

### **b) External Evaluation**

The End Semester Examination will be for 60 marks and questions are to be illustrated from the prescribed texts.

<b>Question No.</b>	<b>Nature</b>	<b>Unit</b>	<b>Marks</b>
<b>1.</b>	<b>Answers to be written in 200 words (3out of 5)</b>	<b>I</b>	<b>15</b>
<b>2.</b>	<b>Answers to be written in 200 words (3out of 5)</b>	<b>II</b>	<b>15</b>
<b>3.</b>	<b>Answers to be written in 200 words (3out of 5)</b>	<b>III</b>	<b>15</b>
<b>4.</b>	<b>Answers to be written in 200 words (3out of 5)</b>	<b>All Units</b>	<b>15</b>

### **Reference List:**

- Compton-Rickett, Arthur, A History of English Literature, New Delhi: UBSPD, 2013.
- Daiches, David, A Critical History of English Literature, Vol. IV, New Delhi: Supernova Publishers, 2010.
- Goodman, W. R. History of English Literature, Vol. 2, New Delhi: DOABA House, 2014. Print.
- Hamilton, Ian (Ed). Oxford Companion to 20th Century Poetry, Oxford: Oxford University Press, 2002. EBook.
- Martin, Alex & Robert Hill, Modern Poetry, New York: Prentice Hall, 1991.
- Mundra, J.N. & S. C. Mundra, A History of English Literature, Vol. III, Bareilly: Prakash Book Depot, 2015.
- Parrinder, Patrick, Nation and Novel, New York: Oxford University Press, 2006
- Sanders, Andrew, The Short Oxford History of English Literature, New Delhi: Oxford University Press, 2005.
- Stringer, J. & John Sutherland (Ed.), The Oxford Companion to Twentieth Century Literature in English, New York: Oxford University Press, 1996.
- Trotter, David, The English Novel in History 1895-1920, London: Routledge, 1993.

Howarth, Peter, *The Cambridge Companion to Modernist Poetry*, Cambridge: Cambridge University Press, 2012.

Luckhurst, Mary, *Modern British and Irish Drama*, Malden: Balckwell Publishing Ltd., 2006.

# **RayatShikshanSantha's**

RayatShikshanSanstha's

**KarmaveerBhauraoPatil College Vashi, Navi Mumbai**

**Autonomous College**

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Syllabus for Approval

<b>Sr. No.</b>	<b>Heading</b>	<b>Particulars</b>
<b>1</b>	<b>Title of Course</b>	<b>Indian Writing in English</b>
<b>2</b>	<b>Eligibility for Admission</b>	<b>MA I</b>
<b>3</b>	<b>Passing Marks</b>	<b>40</b>
<b>4</b>	<b>Ordinances/Regulations (if any)</b>	
<b>5</b>	<b>No. of Years/Semesters</b>	<b>Two semester per year</b>
<b>6</b>	<b>Level</b>	<b>P.G.</b>
<b>7</b>	<b>Pattern</b>	<b>CBCS</b>
<b>8</b>	<b>Status</b>	New
<b>9</b>	<b>To be implemented from Academic year</b>	<b>2022-23</b>

## **Course: Indian Writing in English**

**Credits: 06**

**Semester: III**

**Total Lectures: 60**

**Course Code: PGENG302**

### **A) Objectives:**

- 1) To introduce students to major movements and figures of Indian Literature in English through the study of selected literary texts
- 2) To create literary sensibility and emotional response to the literary texts and implant sense of appreciation of literary text
- 3) To expose students to the artistic and innovative use of language employed by the writers
- 4) To instill values and develop human concern in students through exposure to literary texts
- 5) To enhance literary and linguistic competence of students

### **(B) Prescribed Texts:**

#### **Unit 1: Novel**

The God of Small Things: Arundhati Roy

#### **Unit 2: Drama**

i) The Dumb Dancer: Asif Currimbhoy

ii) Bombay Black: Anosh Irani

#### **Unit 3: Poetry**

i) Poet, Lover, Birdwatcher: Nissim Ezekiel

ii) Summer in Calcutta: Kamala Das

iii) Obituary: A. K. Ramanujan

iv) Indian Women/ Pilgrimage: Shiv K Kumar

v) Dawn at Puri: Jayant Mahapatra

vi) Purdah I: Imtiyaz Dharker

### **(C) Course materials:**

Standard and authentic editions of the texts published by the publishers like OUP, CUP, Longman, Macmillan, Penguin, Routledge, Signet Classic, Allen and Unwin etc.

### **(D) Teaching methodology:**

No study of Literature can begin without having read the literary text (s) to be studied. Teachers, therefore, should encourage students and help them go through the prescribed texts. To have the first hand experience of literature, teachers should make students interact with the texts so that students develop their own responses rather than depend on the borrowed critical views. It would be good to have at least some silent reading sessions carefully planned and monitored by the teacher.

Students should also be given practice in writing answers to the point and should be discouraged to write vague, roundabout and repetitive answers. Understanding of the literal meaning i.e. what the printed text means, is a prerequisite for a proper understanding of the intended message of the text.

### **(E) Evaluation: 100 Marks**

#### **a) Internal Evaluation (40 Marks)**

##### **Writing Dissertation**

##### **Note:**

- a. The students have to select a topic with subject teacher's guidance.
- b. He has to write a dissertation of around 50-60 pages.
- c. It should be original and genuine.
- d. 10% references are allowed.
- e. The students should follow the proper format of dissertation.
- e. It should be written under the guidance of subject teacher.
- f. They have to submit it to the department with proper binding.

#### **b) External Evaluation**

The End Semester Examination will be for 60 marks and questions are to be illustrated from the prescribed texts.

Question No.	Nature	Unit	Marks
1.	Answers to be written in 200 words (3out of 5)	I	15
2.	Answers to be written in 200 words (3out of 5)	II	15
3.	Answers to be written in 200 words (3out of 5)	III	15
4.	Answers to be written in 200 words (3out of 5)	All Units	15

### References:

1. Agrawal, Anju Bala. 2010. *Post-Independence Indian Writing in English (Vols. I and II)*. Delhi: Authorspress.
2. Agarwal, Beena. 2012. *Contemporary Indian English Drama: Canons and Commitments*. Jaipur: Aadi Publications.
3. Agarwal, Smita,ed. 2014. *Marginalized: Indian Poetry in English*. New York: Rodopi.7
4. Ahmad, Aijaz. 1996. *In Theory: Classes, Nations, Literatures*. Delhi: Oxford University Press.
5. Basu, Tapan, ed. 2002. *Translating Caste*. New Delhi: Katha.
6. Bhattacharya, Gargi. “(De) Constructing an Aesthetics of Indian Writing in English”. *Muse India*, Issue 70 (Nov-Dec 2016)  
<http://www.museindia.com/regularcontent.asp?issid=32&id=2049>
7. Bose, Brinda, ed. 2002. *Translating Desire: The Politics of Gender and Culture in India*. New Delhi: Katha.
8. Daruwalla, Keki, ed. 1980. *Two Decades of Indian Poetry 1960-1980*. Delhi: Vikas Publishing.
9. Das, Bijay Kumar. “Remembering the Founding Fathers of Indian English Fiction”. *Journal of Literature, Culture and Media Studies* Winter Vol.-I. Number 2 (July-December 2009): 7-15.Web.
10. Dharwadker, Vinay and A.K. Ramanujan, eds. 1994. *The Oxford Anthology of Modern Indian Poetry*. Delhi: Oxford University Press.
11. Gandhi, Leela. 1998. *Postcolonial Theory: A Critical Introduction*. New Delhi : Oxford University Press.

12. Gopal, Priyamvada. 2009. *The Indian English Novel: Nation, History, and Narration*. Oxford University Press.
13. Iyengar, Srinivasa. 1985. *Indian Writing in English*, 5th ed. New Delhi: Sterling Publishers.
14. Jain, Jasbir. 2002. *Gender and Narrative*. New Delhi: Rawat Publications.
15. Jain, Jasbir. 2004. *Dislocations and Multiculturalism*. Jaipur: Rawat Publications.
16. Jain, Jasbir and Singh, Veena. 2004. *Contesting Postcolonialisms*. 2nd edition. Jaipur: Rawat Publications.
17. Jain, Jasbir. 2006. *beyond postcolonialism: dreams and realities of a nation*. Jaipur: Rawat Publications.
18. Jain, Jasbir. 2007. *Reading Partition/Living Partition*. Jaipur: Rawat Publications.
19. Joshi, Priya. 2003. *In Another Country: Colonialism, Culture and the English Novel in India*. New Delhi: Oxford University Press.
20. Kambar, Chandrasekhar. 2000. *Modern Indian Plays. Vols. 1 & 2*. New Delhi: National School of Drama.
21. Karnad, Girish. 1995. "Author's Introduction" in *Three Plays*. Delhi: OUP.
22. King, Bruce. 2001. *Modern Indian Poetry in English*. Revised Edition. Oxford University Press.
23. Kushwaha, M.S. 1984. *Dimensions of Indian English Literature*. New Delhi: Sterling Publishers Pvt. Ltd.
24. Mc Cutchion, David. 1973. *Indian Writing in English*. Calcutta: Writers Workshop.
25. Mehrotra, Arvind, ed. 2010. *A Concise History of Indian Literature in English*. New Delhi : Permanent Black.

#### **Useful Links and YouTube videos**

<https://www.youtube.com/watch?v=cvBNzvVIZlc>  
<https://www.youtube.com/watch?v=tpibUVAbCDU>  
<https://www.youtube.com/watch?v=w8LLmZ09HRg>  
<https://www.youtube.com/watch?v=hAxfmbthIxw>  
<https://www.youtube.com/watch?v=3LC6BEqgCoc>  
<https://www.youtube.com/watch?v=jCFVA4uqVcs>  
<https://www.youtube.com/watch?v=u1-ekBseASw>  
<https://www.youtube.com/watch?v=7kYwnqGB48E>  
<https://www.youtube.com/watch?v=UHC1Clrlglw>  
[https://www.youtube.com/watch?v=NKjvBv\\_ndL8](https://www.youtube.com/watch?v=NKjvBv_ndL8)

# Rayat Shikshan Santha's

RayatShikshanSanstha's

**KarmaveerBhauraoPatil College Vashi, Navi Mumbai**

**Autonomous College**

[University of Mumbai]

Syllabus for Approval

<b>Sr. No.</b>	<b>Heading</b>	<b>Particulars</b>
<b>1</b>	<b>Title of Course</b>	<b>Introduction to Modern Linguistics</b>
<b>2</b>	<b>Eligibility for Admission</b>	<b>MA I</b>
<b>3</b>	<b>Passing Marks</b>	<b>40</b>
<b>4</b>	<b>Ordinances/Regulations (if any)</b>	
<b>5</b>	<b>No. of Years/Semesters</b>	<b>Two semester per year</b>
<b>6</b>	<b>Level</b>	<b>P.G.</b>
<b>7</b>	<b>Pattern</b>	<b>CBCS</b>
<b>8</b>	<b>Status</b>	New
<b>9</b>	<b>To be implemented from Academic year</b>	<b>2022-23</b>



## **Course: Introduction to Modern Linguistics**

**Credits: 06**

**Semester: III**

**Total Lectures: 60**

**Course Code: PGENG303**

### **A) Course Objectives:**

1. To familiarize students with different schools of linguistics.
2. To acquaint them with the basic issues and concepts in linguistics.
3. To introduce them to the various subdisciplines of linguistics.

### **B) Prescribed Material:**

#### **Unit I: Brief Introduction to Linguistics**

- Human Language
- Linguistics—Concept and Definition
- Nature, Scope of Linguistics
- Nature of Linguistic Enquiry
- Branches of Linguistics
  - Historical Linguistics
  - Comparative Linguistics
  - Descriptive Linguistics
  - Sociolinguistics
  - Stylistics
  - Psycholinguistics
  - Neurolinguistics
  - Anthropological Linguistics
  - Computational Linguistics

#### **Unit II: Major Concepts in Linguistics**

- Phonology and Morphology
- Open and Closed Word Classes
- Langue and Parole
- Signifier and Signified
- Synchronic and Diachronic
- Syntagmatic and Paradigmatic
- Surface Structure and Deep Structure

### **Unit III: Semantics**

- Seven Types of Meaning- Geoffrey Leech
- Approaches to the Study of Meaning
- The Lexicographical Approach
- The Referential Approach
- The Structuralist Approach
- The Behaviourist Theory
- The Functional-Pragmatic Approach
- Field Theory Meaning
- Componential Analysis
- The Linguistic Approach
- The Naming Theory
- The Concept Theory
- The Contextual Theory

### **Unit IV: Pragmatics**

- Meaning and Historical Development
- Speech Act Theory
- Conversational Implicatures
- Conversational Principles
- Grice's Cooperative Principles
- Politeness Principles
- Presupposition
- Entailment
- Deixis
- Discourse

### **(C) Course materials:**

Standard and authentic editions of the texts published by the publishers like OUP, CUP, Longman, Macmillan, Penguin, Routledge, Signet Classic, Allen and Unwin etc.

### **(D) Teaching methodology:**

No study of Literature can begin without having read the literary text (s) to be studied. Teachers, therefore, should encourage students and help them go through the prescribed texts. To have the first hand experience of literature, teachers should make students interact with the texts so that students develop their own responses rather than depend on the borrowed critical views. It would

be good to have at least some silent reading sessions carefully planned and monitored by the teacher.

Students should also be given practice in writing answers to the point and should be discouraged to write vague, roundabout and repetitive answers. Understanding of the literal meaning i.e. what the printed text means, is a prerequisite for a proper understanding of the intended message of the text.

**(E) Evaluation:100 Marks**

**a) Internal Evaluation (40 Marks)**

1. Assignment: **20 Marks**
2. Internal Examination: **20 Marks**

**b) External Evaluation**

The End Semester Examination will be for 60 marks and questions are to be illustrated from the prescribed texts.

Question No.	Nature	Unit	Marks
1.	Answers to be written in 200 words (3out of 5)	I	15
2.	Answers to be written in 200 words (3out of 5)	II	15
3.	Answers to be written in 200 words (3out of 5)	III	15
4.	Answers to be written in 200 words (3out of 5)	All Units	15

**Reference List**

1. Compton-Rickett, Arthur, *A History of English Literature*, New Delhi: UBSPD, 2013.
2. Daiches, David, *A Critical History of English Literature, Vol. IV*, New Delhi: Supernova Publishers, 2010.
3. Krishnaswamy, N. *An Introduction to Linguistics for Language Teachers*, Bombay, Somaiya Publication.
2. Krishnaswamy, N., Verma, S. K. and Nagarajan, M. 1992. *Modern Applied Linguistics*, Madras, Macmillan.
3. Leech, G. N. *Principles of Pragmatics*, London, Longman, 1983.
4. Lyons, J. *Introduction to Theoretical Linguistics*, Combridge, CUP, 1969.

5. Nowmeyer, F. J. (ed.), *Linguistics, the Cambridge Survey Vols I to IV*. Cambridge, CUP, 1988.
6. Palmer, F. R. *Semantics : A New Outline*, Cambridge, CUP, 1976.
7. Prakasam, V. and Abbi, A. *Semantic Theories and Language Teaching*, New Delhi, Allied Publishers, 1985.
8. Prakasam, V., *The Linguistic Spectrum*, Patiala : Punjabi University, 1986.
9. Robins, R. H. : *General Linguistics : An Introductory Survey*, London, Longman, 1964.
10. Samson, G. : *Schools of Linguistics : Competition and Evolution*, 1980.
11. Smith, N. and Wilson, D. *Modern Linguistics : Results of Chomskyan Revolution*.
12. Verma, G. K. and Krishnaswamy, N. *Modern Linguistics : An Introduction*, Delhi, OUP, 1989.

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Syllabus for Approval

<b>Sr. No.</b>	<b>Heading</b>	<b>Particulars</b>
<b>1</b>	<b>Title of Course</b>	<b>European Literature</b>
<b>2</b>	<b>Eligibility for Admission</b>	<b>MA I</b>
<b>3</b>	<b>Passing Marks</b>	<b>40</b>
<b>4</b>	<b>Ordinances/Regulations (if any)</b>	
<b>5</b>	<b>No. of Years/Semesters</b>	<b>Two semester per year</b>
<b>6</b>	<b>Level</b>	<b>P.G.</b>
<b>7</b>	<b>Pattern</b>	<b>CBCS</b>
<b>8</b>	<b>Status</b>	New
<b>9</b>	<b>To be implemented from Academic year</b>	<b>2022-23</b>

**Course: European Literature**

**Credits: 06**

**Semester: III**

**Total Lectures: 60**

**Course Code: PGENG304 (A)**

**A) Objectives:**

By the time of completion of this course, the students should be able to:

1. Demonstrate critical thinking skills in understanding the breadth and depth of European literature.
2. Recognize the development of the literary genres of the Europe.
3. See how earlier literary works influence other later literary pieces.
4. Trace the development of forms and ideas over time.
5. Understand how reason and emotion interacts in the various situations presented in each of the literary masterpieces of each European country.
6. Appreciate contributions and cultural insights of Europe to our modern times.

**(B) Prescribed Texts:**

**Unit 1: Novel**

Crime and Punishment: Fyodor Dostoevsky

**Unit 2: Drama**

i) Oedipus Rex: Sophocles

ii) Mother Courage and Her Children: Bertolt Brecht

**Unit 3: Poetry**

The Inferno: Dante (Book I)

**(C) Course materials:**

Standard and authentic editions of the texts published by the publishers like OUP, CUP, Longman, Macmillan, Penguin, Routledge, Signet Classic, Allen and Unwin etc.

**(D) Teaching methodology:**

No study of Literature can begin without having read the literary text (s) to be studied. Teachers, therefore, should encourage students and help them go through the prescribed texts. To have the first hand experience of literature, teachers should make students interact with the texts so that students develop their own responses rather than depend on the borrowed critical views. It would be good to have at least some silent reading sessions carefully planned and monitored by the teacher.

Students should also be given practice in writing answers to the point and should be discouraged to write vague, roundabout and repetitive answers. Understanding of the literal meaning i.e. what the printed text means, is a prerequisite for a proper understanding of the intended message of the text.

### **(E) Evaluation:100 Marks**

#### **a) Internal Evaluation (40 Marks)**

1. Writing Research Paper on any current topic of Contemporary European Literature:

**20 Marks**

**Note:** a. It should be original and genuine.

b. 10% references are allowed.

c. Length of paper should be around 5000 words.

d. The student should follow the proper format of the research.

e. It should be written under the guidance of subject teacher.

2. Paper Publication: **20 Marks**

**Note:** a. If the candidate publishes research paper in UGC Care-List or Peer Reviewed journal he/she will get out of marks.

b.If the candidate publishes research paper in the journal of ISSN/ISBN, he/she will get 16 marks.

c. If the candidate publishes research paper in Editorial/Periodical, he/she will get 12 marks.

d. If the candidate fails to publish research paper anywhere, he/she will not get the marks.

#### **b) External Evaluation**

The End Semester Examination will be for 60 marks and questions are to be illustrated from the prescribed texts.

Question No.	Nature	Unit	Marks
1.	Answers to be written in 200 words (3out of 5)	I	15
2.	Answers to be written in 200 words (3out of 5)	II	15
3.	Answers to be written in 200 words (3out of 5)	III	15
4.	Answers to be written in 200 words (3out of 5)	All Units	15

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RayatShikshanSanstha's

**KarmaveerBhauraoPatil College Vashi, Navi Mumbai**

**Autonomous College**

[University of Mumbai]

Syllabus for Approval

<b>Sr. No.</b>	<b>Heading</b>	<b>Particulars</b>
<b>1</b>	<b>Title of Course</b>	<b>English Language and Literature Teaching</b>
<b>2</b>	<b>Eligibility for Admission</b>	<b>MA I</b>
<b>3</b>	<b>Passing Marks</b>	<b>40</b>
<b>4</b>	<b>Ordinances/Regulations (if any)</b>	
<b>5</b>	<b>No. of Years/Semesters</b>	<b>Two semester per year</b>
<b>6</b>	<b>Level</b>	<b>P.G.</b>
<b>7</b>	<b>Pattern</b>	<b>CBCS</b>
<b>8</b>	<b>Status</b>	<b>New</b>
<b>9</b>	<b>To be implemented from Academic year</b>	<b>2022-23</b>

## **Course: English Language and Literature Teaching**

**Credits: 06**

**Total Lectures: 60**

**Semester: III**

**Course Code: PGENG304 (B)**

### **A) Objectives:**

By the time of completion of this course, the students should be able to:

1. To acquaint students with some basic issues and concepts in English language teaching.
2. To sensitize them to approaches, methods and techniques of teaching English language and literature.
3. To enable them to use various procedures and aids to make teaching effective.
4. To enable them to frame a variety of questions on elements and skills of English.

### **(B) Prescribed elements:**

#### **Unit 1: Nature of ELLT**

- 1) Introduction to English Language: General Characteristics
- 2) The teaching of English in India: beginnings and later developments
- 3) The nature of language learning: informal language acquisition and formal language learning
- 4) Theories of language learning (behaviourist and cognitivist) with focus on implications for the teacher and the learner; error correction

#### **Unit 2: Methods, Approaches and Techniques of Teaching English Language**

- 1) Grammar-Translation Method
- 2) The Direct Method
- 3) Bilingual Method
- 4) Audio-Lingual Method
- 5) Structural Approach
- 6) Communicative Approach
- 7) Situational Approach
- 8) Total Physical Response
- 9) The Natural Approach

- 10) The Silent Way
- 11) Suggestopedia
- 12) Eclectic Approach
- 13) No Grammar Approach
- 14) Remedial teaching, peer-teaching and micro-teaching

### **Unit 3: Syllabus and Curriculum**

- 1) Curriculum: Structure and scope, goals, aims and objectives
- 2) Types of syllabus:
  - a. predesigned and process
  - b. top-down and bottom-up
  - c. spiral, cyclic, linear
  - d. textual, topical, lexical, structural
  - e. notional, task based
  - f. communicative
  - g. procedural
- 3) Model Syllabus for English as a Second Language

#### **(C) Course materials:**

Standard and authentic editions of the texts published by the publishers like OUP, CUP, Longman, Macmillan, Penguin, Routledge, Signet Classic, Allen and Unwin etc.

#### **(D) Teaching methodology:**

No study of Literature can begin without having read the literary text (s) to be studied. Teachers, therefore, should encourage students and help them go through the prescribed texts. To have the first hand experience of literature, teachers should make students interact with the texts so that students develop their own responses rather than depend on the borrowed critical views. It would be good to have at least some silent reading sessions carefully planned and monitored by the teacher.

Students should also be given practice in writing answers to the point and should be discouraged to write vague, roundabout and repetitive answers. Understanding of the literal meaning i.e. what

the printed text means, is a prerequisite for a proper understanding of the intended message of the text.

**(E) Evaluation:100 Marks**

**a) Internal Evaluation (40 Marks)**

1. Writing Research Paper on any current topic of ELLT: **20 Marks**

**Note:** a. It should be original and genuine.

b. 10% references are allowed.

c. Length of paper should be around 5000 words.

d. The student should follow the proper format of the research.

e. It should be written under the guidance of subject teacher.

2. Paper Publication: **20 Marks**

**Note:** a. If the candidate publishes research paper in UGC Care-List or Peer Reviewed journal he/she will get out of marks.

b.If the candidate publishes research paper in the journal of ISSN/ISBN, he/she will get 16 marks.

c. If the candidate publishes research paper in Editorial/Periodical, he/she will get 12 marks.

d. If the candidate fails to publish research paper anywhere, he/she will not get the marks.

**b) External Evaluation**

The End Semester Examination will be for 60 marks and questions are to be illustrated from the prescribed texts.

Question No.	Nature	Unit	Marks
1.	Answers to be written in 200 words (3out of 5)	I	15
2.	Answers to be written in 200 words (3out of 5)	II	15
3.	Answers to be written in 200 words (3out of 5)	III	15
4.	Answers to be written in 200 words (3out of 5)	All Units	15

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## **RayatShikshanSantha's**

RayatShikshanSanstha's

**KarmaveerBhauraoPatil College Vashi, Navi Mumbai**

**Autonomous College**

[University of Mumbai]

Syllabus for Approval

<b>Sr. No.</b>	<b>Heading</b>	<b>Particulars</b>
<b>1</b>	<b>Title of Course</b>	<b>Professional Skills and Projective Texts</b>
<b>2</b>	<b>Eligibility for Admission</b>	<b>MA I</b>
<b>3</b>	<b>Passing Marks</b>	<b>40</b>
<b>4</b>	<b>Ordinances/Regulations (if any)</b>	
<b>5</b>	<b>No. of Years/Semesters</b>	<b>Two semester per year</b>
<b>6</b>	<b>Level</b>	<b>P.G.</b>
<b>7</b>	<b>Pattern</b>	<b>CBCS</b>
<b>8</b>	<b>Status</b>	New

<b>9</b>	<b>To be implemented from Academic year</b>	<b>2022-23</b>
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## **Course: Professional Skills and Projective Tests**

**Credits: 06**

**Semester: III**

**Total Lectures: 60**

**Course Code: PGENG305**

### **A) Course Learning Outcomes**

1. To understand the meaning of professional skills
2. To acquire the professional skills
3. To be familiar with the projective tests
4. To apply the projective tests
5. To find out the be similarities and difference between the professional skills and projective tests
6. To find out the relationship between the professional skills and projective tests

### **(B) Prescribed Elements**

#### **Unit I: Professional Skills**

**20 Lectures**

1. Leadership and Teamwork
2. Emotional intelligence
3. Organization
4. Flexibility
5. Communication skills
6. Self-motivated
7. Problem-solving
8. Openness to learning
9. Integrity
10. Self Confidence
11. Public Speaking
12. Open Mindedness
13. Positive attitude
14. Professionalism

#### **Unit II: Projective Tests**

**15 Lectures**

1. Types of projective tests

- Structural
  - Thematic
  - Expressive
  - Constructive
2. Word association test
  3. Sentence completion test
  4. Thematic Apperception Test (TAT)
  5. Third-person techniques
  6. How do Projective tests work?
  7. Advantages and disadvantages of Projective Tests

### **Unit III: Application of Professional and Projective skills**

**10 Lectures**

1. Relationship between Professional and Projective tests
2. Difference between Professional and Projective skills
3. Key role of Professional skills and Projective tests in success

#### **(C) Teaching methodology:**

In this subject, the teacher is essential to go through the various inspirational and encouraging books where the business and the development of business are at the centre. He should follow a lot of methods of teaching so that the students may get overall idea of professional skills and projective tests. While teaching professional skills, the teachers should be familiar with some major terms like leadership and teamwork, emotional intelligence, organization, problem solving, integrity, and so on. At the same time, he needs to go through the projective tests and while studying projective tests; he needs to go through some psychological analysis of the types of projective tests. While teaching word association test or sentence completion test, the teacher should be familiar with all these tests. After completing two units, the teacher should have the ability to find out the relationship between professional skills and projective tests; at the same time he should find out the difference between the two and at last he should try to find out the key role of the professional skills and projective tests in success.

#### **(D) Evaluation: 100 Marks**

##### **a) Internal Evaluation (40 Marks)**

1. Assignment: **20 Marks**

2. Internal Examination: **20 Marks**

**b) External Evaluation**

The End Semester Examination will be for 60 marks and questions are to be illustrated from the prescribed texts.

<b>Question No.</b>	<b>Nature</b>	<b>Unit</b>	<b>Marks</b>
<b>1.</b>	<b>Answers to be written in 200 words (3out of 5)</b>	<b>I</b>	<b>15</b>
<b>2.</b>	<b>Answers to be written in 200 words (3out of 5)</b>	<b>II</b>	<b>15</b>
<b>3.</b>	<b>Answers to be written in 200 words (3out of 5)</b>	<b>III</b>	<b>15</b>
<b>4.</b>	<b>Answers to be written in 200 words (3out of 5)</b>	<b>All Units</b>	<b>15</b>

**Reference List:**

1. Berryman-Fink, C., and C. B. Fink. The Manager's Desk Reference. New York: AMACOM, 1991.
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# Semester IV

RayatShikshanSanstha's

**KarmaveerBhauraoPatil College Vashi, Navi Mumbai**

**Autonomous College**

[University of Mumbai]

Syllabus for Approval

<b>Sr. No.</b>	<b>Heading</b>	<b>Particulars</b>
<b>1</b>	<b>Title of Course</b>	<b>Contemporary English Literature</b>
<b>2</b>	<b>Eligibility for Admission</b>	<b>MA I</b>
<b>3</b>	<b>Passing Marks</b>	<b>40</b>
<b>4</b>	<b>Ordinances/Regulations (if any)</b>	
<b>5</b>	<b>No. of Years/Semesters</b>	<b>Two semester per year</b>
<b>6</b>	<b>Level</b>	<b>P.G.</b>
<b>7</b>	<b>Pattern</b>	<b>CBCS</b>
<b>8</b>	<b>Status</b>	New
<b>9</b>	<b>To be implemented from Academic year</b>	<b>2022-23</b>

## **Course: Contemporary English Literature**

**Credits: 06**

**Semester: IV**

**Total Lectures: 60**

**Course Code: PGENG401**

### **A) Objectives:**

- 1) To introduce students to major movements and figures of Indian Literature in English through the study of selected literary texts
- 2) To create literary sensibility and emotional response to the literary texts and implant sense of appreciation of literary text
- 3) To expose students to the artistic and innovative use of language employed by the writers
- 4) To instill values and develop human concern in students through exposure to literary texts
- 5) To enhance literary and linguistic competence of students

### **(B) Prescribed Texts:**

#### **Unit 1: Novel**

Khaled Hosseini: The Kite Runner

#### **Unit 2: Drama**

- i) Alan Ayckbourn: Woman in Mind
- ii) Tom Hooper: The Damned United

#### **Unit 3: Poetry**

- i) Allen Ginsberg:
  - Howl
  - September on Jessore Road
- ii) Gregory Corso
  - Birthplace Revisited.
  - Elegiac Feelings American
- iii) Seamus Heaney

- Death Of A Naturalist
- Bogland

iv) MeenaKandasamy

- Apologies For Living On
- The Seven Stages

### (C) Course materials:

Standard and authentic editions of the texts published by the publishers like OUP, CUP, Longman, Macmillan, Penguin, Routledge, Signet Classic, Allen and Unwin etc.

### (D) Teaching methodology:

No study of Literature can begin without having read the literary text (s) to be studied. Teachers, therefore, should encourage students and help them go through the prescribed texts. To have the first hand experience of literature, teachers should make students interact with the texts so that students develop their own responses rather than depend on the borrowed critical views. It would be good to have at least some silent reading sessions carefully planned and monitored by the teacher.

Students should also be given practice in writing answers to the point and should be discouraged to write vague, roundabout and repetitive answers. Understanding of the literal meaning i.e. what the printed text means, is a prerequisite for a proper understanding of the intended message of the text.

### (E) Evaluation:100 Marks

#### a) Internal Evaluation (40 Marks)

1. **Writing Research Paper** on any current topic of Contemporary English Literature:

**20 Marks**

**Note:** a. It should be original and genuine.

b. 10% references are allowed.

c. Length of paper should be around 5000 words.

d. The student should follow the proper format of research.

e. It should be written under the guidance of subject teacher.

**2. Paper Presentation:**

**20 Marks**

**Note:** a. If the candidate presents it in any international Seminar/Conference, he/she will get out of marks.

b. If the candidate presents it in any national Seminar/Conference, he/she will get 16 marks.

c. If the candidate presents it in any State or University level Seminar/Conference, he/she will get 12 marks.

d. If the candidate presents it to the subject teacher, he/she will get maximum 10 marks.

e. If the candidate fails to present it anywhere, he/she will not get any marks.

### **b) External Evaluation**

The End Semester Examination will be for 60 marks and questions are to be illustrated from the prescribed texts.

<b>Question No.</b>	<b>Nature</b>	<b>Unit</b>	<b>Marks</b>
<b>1.</b>	<b>Answers to be written in 200 words (3out of 5)</b>	<b>I</b>	<b>15</b>
<b>2.</b>	<b>Answers to be written in 200 words (3out of 5)</b>	<b>II</b>	<b>15</b>
<b>3.</b>	<b>Answers to be written in 200 words (3out of 5)</b>	<b>III</b>	<b>15</b>
<b>4.</b>	<b>Answers to be written in 200 words (3out of 5)</b>	<b>All Units</b>	<b>15</b>

### **References:**

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## **Course: Indian Literature in English Translation**

**Credits: 06**

**Semester IV**

**Total Lectures: 60**

**Course Code: PGENG402**

### **A) Objectives:**

- 1) To introduce students to major movements and figures of Indian Literature in English through the study of selected literary texts
- 2) To create literary sensibility and emotional response to the literary texts and implant sense of appreciation of literary text
- 3) To expose students to the artistic and innovative use of language employed by the writers
- 4) To instill values and develop human concern in students through exposure to literary texts
- 5) To enhance literary and linguistic competence of students

### **(B) Prescribed Texts:**

#### **Unit 1: Autobiographies**

The Prisons We Broke: Baby Kamble

#### **Unit 2: Novel**

Cocoon: Bhalchandra Nemade

#### **Unit 3: Drama**

i) Ghashiram Kotwal: Vijay Tendulkar

ii) Tughlaq: Girish Karnard ?

#### **Unit 3: Poetry**

Haribans Rai Bachchan : The House of Wine, tr.M. Boulton and R. Vyas of Madhushala, Penguin,1950.

**(C) Course materials:**

Standard and authentic editions of the texts published by the publishers like OUP, CUP, Longman, Macmillan, Penguin, Routledge, Signet Classic, Allen and Unwin etc.

**(D) Teaching methodology:**

No study of Literature can begin without having read the literary text (s) to be studied. Teachers, therefore, should encourage students and help them go through the prescribed texts. To have the first hand experience of literature, teachers should make students interact with the texts so that students develop their own responses rather than depend on the borrowed critical views. It would be good to have at least some silent reading sessions carefully planned and monitored by the teacher.

Students should also be given practice in writing answers to the point and should be discouraged to write vague, roundabout and repetitive answers. Understanding of the literal meaning i.e. what the printed text means, is a prerequisite for a proper understanding of the intended message of the text.

**(E) Evaluation:100 Marks**

**a) Internal Evaluation (40 Marks)**

**Writing Dissertation**

**Note:**

- a. The students have to select a topic with subject teacher's guidance.
- b. He has to write a dissertation of around 50-60 pages.
- c. It should be original and genuine.
- d. 10% references are allowed.
- e. The students should follow the proper format of dissertation.
- e. It should be written under the guidance of subject teacher.
- f. They have to submit it to the department with proper binding.

**b) External Evaluation**

The End Semester Examination will be for 60 marks and questions are to be illustrated from the prescribed texts.

Question No.	Nature	Unit	Marks
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1.	Answers to be written in 200 words (3out of 5)	I	15
2.	Answers to be written in 200 words (3out of 5)	II	15
3.	Answers to be written in 200 words (3out of 5)	III	15
4.	Answers to be written in 200 words (3out of 5)	All Units	15

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1. Deshmane, Chetan, ed. Muses India: Essays on English-Language Writers from Mahomet to Rushdie. Jefferson, NC, and London: McFarland & Co., 2013.
2. Naik, M. K. A History of Indian English Literature. Delhi: SahityaAkademi, 1992.
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4. Mukherji, Minakshi . The Twice Born Fiction. New Delhi: Heinemann, 1971.
5. Nandy, A. The Intimate Enemy: Loss and Recovery of Self Under Colonialism. Delhi, OUP, 1983.
6. Radhakrishnan, N. Indo Anglian Fiction: Major Trends and Themes. Madras: Emerald. 1984.
7. Rao, Krishna. The Indo-Anglian Novels and the Changing Tradition. Mysore: Rao and Raghavan, 1973.
8. Vishwanathan,G. Masks of Conquest: Literary Study and British Role in India. New York: Colombia University Press, 1989.
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12. Pradeep Trikha, Ajmar. Multiple Celebration, Celebrating Multiplicity: GirishKarnad. Madras:ARAW LII publication,2009.
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# **RayatShikshanSantha's**

RayatShikshanSantha's

**KarmaveerBhauraoPatil College Vashi, Navi Mumbai**

**Autonomous College**

[University of Mumbai]

Syllabus for Approval

<b>Sr. No.</b>	<b>Heading</b>	<b>Particulars</b>
<b>1</b>	<b>Title of Course</b>	<b>Stylistics and Socio-Linguistics</b>
<b>2</b>	<b>Eligibility for Admission</b>	<b>MA I</b>
<b>3</b>	<b>Passing Marks</b>	<b>40</b>
<b>4</b>	<b>Ordinances/Regulations (if any)</b>	
<b>5</b>	<b>No. of Years/Semesters</b>	<b>Two semester per year</b>
<b>6</b>	<b>Level</b>	<b>P.G.</b>
<b>7</b>	<b>Pattern</b>	<b>CBCS</b>
<b>8</b>	<b>Status</b>	New
<b>9</b>	<b>To be implemented from Academic year</b>	<b>2022-23</b>

**Course: Stylistics and Socio-Linguistics**

**Credits: 06**

**Semester: IV**

**Total Lectures: 60**

**Course Code: PGENG403**

**A) Course Objectives:**

1. To familiarize students with different schools of linguistics.
2. To acquaint them with the basic issues and concepts in linguistics.
3. To introduce them to the various subdisciplines of linguistics.

**B) Prescribed Material:**

**Unit I: Morphosyntax**

- Surface structure
- deep structure and the concept of transformation
- case marking
- trace theory
- scrambling

**Unit II: 2. Semantics and pragmatics**

- Lexical, syntactic and phonological semantics
- Presupposition
- entailment and implicature
- code-based and codes-based signification
- core meaning and socio-cultural information

**Unit III: Sociology of language and sociolinguistics**

- language variation
- sociolect
- register
- style
- pidginization and creolization



- language planning
- code-switching and code-mixing

**Unit IV: Applied linguistics**

- comparative pedagogical linguistics
- error analysis
- semiotics of translation

**(C) Course materials:**

Standard and authentic editions of the texts published by the publishers like OUP, CUP, Longman, Macmillan, Penguin, Routledge, Signet Classic, Allen and Unwin etc.

**(D) Teaching methodology:**

No study of Literature can begin without having read the literary text (s) to be studied. Teachers, therefore, should encourage students and help them go through the prescribed texts. To have the first hand experience of literature, teachers should make students interact with the texts so that students develop their own responses rather than depend on the borrowed critical views. It would be good to have at least some silent reading sessions carefully planned and monitored by the teacher.

Students should also be given practice in writing answers to the point and should be discouraged to write vague, roundabout and repetitive answers. Understanding of the literal meaning i.e. what the printed text means, is a prerequisite for a proper understanding of the intended message of the text.

**(E) Evaluation:100 Marks**

**a) Internal Evaluation (40 Marks)**

1. Assignment: **20 Marks**
2. Internal Examination: **20 Marks**

**b) External Evaluation**

The End Semester Examination will be for 60 marks and questions are to be illustrated from the prescribed texts.

Question No.	Nature	Unit	Marks
1.	Answers to be written in 200 words (3out of 5)	I	15
2.	Answers to be written	II	15

	<b>in 200 words (3out of 5)</b>		
<b>3.</b>	<b>Answers to be written in 200 words (3out of 5)</b>	<b>III</b>	<b>15</b>
<b>4.</b>	<b>Answers to be written in 200 words (3out of 5)</b>	<b>All Units</b>	<b>15</b>

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1. Krishnaswamy, N. An Introduction to Linguistics for Language Teachers, Bombay, Somaiya Publication.
2. Krishnaswamy, N., Verma, S. K. and Nagarajan, M. 1992. Modern Applied Linguistics, Madras, Macmillan.
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4. Lyons, J. Introduction to Theoretical Linguistics, Combridge, CUP, 1969.
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RayatShikshanSanstha's

**KarmaveerBhauraoPatil College Vashi, Navi Mumbai**

**Autonomous College**

[University of Mumbai]

Syllabus for Approval

<b>Sr. No.</b>	<b>Heading</b>	<b>Particulars</b>
<b>1</b>	<b>Title of Course</b>	<b>Introduction to comparative Literature</b>
<b>2</b>	<b>Eligibility for Admission</b>	<b>MA I</b>
<b>3</b>	<b>Passing Marks</b>	<b>40</b>
<b>4</b>	<b>Ordinances/Regulations (if any)</b>	
<b>5</b>	<b>No. of Years/Semesters</b>	<b>Two semester per year</b>
<b>6</b>	<b>Level</b>	<b>P.G.</b>
<b>7</b>	<b>Pattern</b>	<b>CBCS</b>
<b>8</b>	<b>Status</b>	New
<b>9</b>	<b>To be implemented from Academic year</b>	<b>2022-23</b>

## **Course: Introduction to comparative Literature**

**Credits: 06**

**Total Lectures: 60**

**Semester: IV**

**Course Code: PGENG404 (A)**

### **A) Objectives:**

By the time of completion of this course, the students should be able to:

1. To acquaint the students with some of the significant developments in Comparative Literature.
2. To introduce the students to the new trends in Comparative Literature.
3. To introduce the students to the methodology of Comparative Literature.
4. To encourage the students to compare the treatment of different themes and styles in the genres of fiction, drama, autobiography and poetry.

### **Learning Outcomes:**

1. The students acquaint themselves with some of the significant developments in Comparative Literature.
2. The students know the new trends in Comparative Literature.
3. The students know the methodology of Comparative Literature
4. The students compare the treatment of different themes and styles in the genres of fiction, drama, autobiography and poetry.

### **(B) Prescribed Texts:**

#### **Unit 1: The Concept and Nature of Comparative Literature**

- What is Comparative Literature?
- The Development of Comparative Literature as a new academic discipline

#### **Unit 2: New trends in comparative literature studies**

- Cultural studies
- film studies
- media studies

- gender studies
- subaltern studies
- literature of the marginalized

**Unit 3:** Comparative Study of the Literary Movement of ‘Women’s Literature’ with special reference to TehminaDurrani’s *My Feudal Lord* andMallika Amar Shaikh’s ‘*Mala UddhvastVhayachay*’.

**Unit 4:** Comparative Study of Tennessee Williams’ *A Streetcar Named Desire* and Vijay Tendulkar’s *Sakharam Binder*

### (C) Course materials:

Standard and authentic editions of the texts published by the publishers like OUP, CUP, Longman, Macmillan, Penguin, Routledge, Signet Classic, Allen and Unwin etc.

### (D) Teaching methodology:

No study of Literature can begin without having read the literary text (s) to be studied. Teachers, therefore, should encourage students and help them go through the prescribed texts. To have the first hand experience of literature, teachers should make students interact with the texts so that students develop their own responses rather than depend on the borrowed critical views. It would be good to have at least some silent reading sessions carefully planned and monitored by the teacher.

Students should also be given practice in writing answers to the point and should be discouraged to write vague, roundabout and repetitive answers. Understanding of the literal meaning i.e. what the printed text means, is a prerequisite for a proper understanding of the intended message of the text.

### (E) Evaluation:100 Marks

#### a) Internal Evaluation (40 Marks)

1. **Writing Research Paper** on any current topic of Comparative Literature:

**20 Marks**

**Note:** a. It should be original and genuine.

- b. 10% references are allowed.
- c. Length of paper should be around 5000 words.
- d. The student should follow the proper format of the research.
- e. It should be written under the guidance of subject teacher.

## 2. Paper Publication:20 Marks

**Note:** a. If the candidate publishes research paper in UGC Care-List or Peer Reviewed journal he/she will get out of marks.

b.If the candidate publishes research paper in the journal of ISSN/ISBN, he/she will get 16 marks.

c. If the candidate publishes research paper in Editorial/Periodical, he/she will get 12 marks.

d. If the candidate fails to publish research paper anywhere, he/she will not get the marks.

### b) External Evaluation

The End Semester Examination will be for 60 marks and questions are to be illustrated from the prescribed texts.

Question No.	Nature	Unit	Marks
1.	Answers to be written in 200 words (3out of 5)	I	15
2.	Answers to be written in 200 words (3out of 5)	II	15
3.	Answers to be written in 200 words (3out of 5)	III	15
4.	Answers to be written in 200 words (3out of 5)	All Units	15

### References:

1. Susan Bassnett, Comparative Literature: A Critical Introduction, OUP, Oxford, 1992.
2. Amiya Dev. & S.K Das, Comparative Literature: Theory and Practice, Allied, New Delhi, 1989.
3. K. AyyappaPanicker, Spotlight in Comparative Indian Literature.
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RayatShikshanSanstha's

**KarmaveerBhauraoPatil College Vashi, Navi Mumbai**

**Autonomous College**

[University of Mumbai]

Syllabus for Approval

<b>Sr. No.</b>	<b>Heading</b>	<b>Particulars</b>
<b>1</b>	<b>Title of Course</b>	<b>English Language and Literature Teaching - II</b>
<b>2</b>	<b>Eligibility for Admission</b>	<b>MA I</b>
<b>3</b>	<b>Passing Marks</b>	<b>40</b>
<b>4</b>	<b>Ordinances/Regulations (if any)</b>	
<b>5</b>	<b>No. of Years/Semesters</b>	<b>Two semester per year</b>
<b>6</b>	<b>Level</b>	<b>P.G.</b>
<b>7</b>	<b>Pattern</b>	<b>CBCS</b>
<b>8</b>	<b>Status</b>	<b>New</b>
<b>9</b>	<b>To be implemented from Academic year</b>	<b>2022-23</b>



## **Course: English Language and Literature Teaching**

**Credits: 06**

**Total Lectures: 60**

**Semester: IV**

**Course Code: PGENG404 (B)**

### **A) Objectives:**

By the time of completion of this course, the students would be able to:

1. To acquaint students with some basic issues and concepts in English language teaching.
2. To sensitize them to approaches, methods and techniques of teaching English language and literature.
3. To enable them to use various procedures and aids to make teaching effective.
4. To enable them to frame a variety of questions on elements and skills of English.

### **(B) Prescribed elements:**

#### **Unit 1: Teaching Language Skills**

- 1) Listening
- 2) Speaking
- 3) Reading
- 4) Writing
- 5) Teaching Grammar
- 6) Teaching Vocabulary

#### **Unit 2: Teaching English Literature**

- 1) Aims and objectives of Teaching English Literature in India
- 2) The teaching of poetry
- 3) The teaching of short story and novel
- 4) The teaching of one-act-play and drama
- 5) The teaching of essay
- 6) Using role-play and dramatization to teach literature

### **Unit 3: Material Production, Assessment and Testing, and Lesson Plan**

- 1) Material production and development
- 2) Textbook—Essentials of a textbook content
- 3) Supporting Material—Essentials and process for development
- 4) Use of ICT
- 5) Assessment
  - a. Formative and Summative
  - b. Continuous Comprehensive Assessment
  - c. Tests—Qualities and Types
- 6) Preparing Lesson Plan—Elements and preparation of a lesson plan

#### **(C) Course materials:**

Standard and authentic editions of the texts published by the publishers like OUP, CUP, Longman, Macmillan, Penguin, Routledge, Signet Classic, Allen and Unwin etc.

#### **(D) Teaching methodology:**

No study of Literature can begin without having read the literary text (s) to be studied. Teachers, therefore, should encourage students and help them go through the prescribed texts. To have the first hand experience of literature, teachers should make students interact with the texts so that students develop their own responses rather than depend on the borrowed critical views. It would be good to have at least some silent reading sessions carefully planned and monitored by the teacher.

Students should also be given practice in writing answers to the point and should be discouraged to write vague, roundabout and repetitive answers. Understanding of the literal meaning i.e. what the printed text means, is a prerequisite for a proper understanding of the intended message of the text.

#### **(E) Evaluation: 100 Marks**

##### **a) Internal Evaluation (40 Marks)**

1. Writing Research Paper on any current topic of ELLT: **20 Marks**

**Note:** a. It should be original and genuine.

b. 10% references are allowed.

c. Length of paper should be around 5000 words.

d. The student should follow the proper format of the research.

e. It should be written under the guidance of subject teacher.

## 2. Paper Publication: **20 Marks**

**Note:** a. If the candidate publishes research paper in UGC Care-List or Peer Reviewed journal he/she will get out of marks.

b. If the candidate publishes research paper in the journal of ISSN/ISBN, he/she will get 16 marks.

c. If the candidate publishes research paper in Editorial/Periodical, he/she will get 12 marks.

d. If the candidate fails to publish research paper anywhere, he/she will not get the marks.

### **b) External Evaluation**

The End Semester Examination will be for 60 marks and questions are to be illustrated from the prescribed texts.

<b>Question No.</b>	<b>Nature</b>	<b>Unit</b>	<b>Marks</b>
<b>1.</b>	<b>Answers to be written in 200 words (3out of 5)</b>	<b>I</b>	<b>15</b>
<b>2.</b>	<b>Answers to be written in 200 words (3out of 5)</b>	<b>II</b>	<b>15</b>
<b>3.</b>	<b>Answers to be written in 200 words (3out of 5)</b>	<b>III</b>	<b>15</b>
<b>4.</b>	<b>Answers to be written in 200 words (3out of 5)</b>	<b>All Units</b>	<b>15</b>

### **Reference List:**

1. Brumfit, C. and Carter, R. Literature and Language Teaching, Oxford, OUP, 1986.
2. Brumfit, C. J. and Johnson, K. The Communicative Approach to Language Teaching, Oxford, OUP, 1979.
3. Byrne, D. Teaching Oral English, Essex, Longman, 1990.
4. Byrne, D. Teaching Writing Skills, London and New York, Longman, 1990.
5. Byrne, D. Techniques for Classroom Interaction, London and New York, Longman, 1987.
6. Carter, R. and Long, M. N. Teaching Literature, London, Longman, 1991.

7. Collie, J. and Slater, S. Literature in the Language classroom, Cambridge, CUP, 1987.
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9. Duff A. and Maley, A. Literature, Oxford, OUP, 1990.
10. Grant, N. Making the most of your Textbook, London and New York, Longman, 1987.
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12. Harris, D. P. Testing English as a Second Language, New York, McGraw Hill, 1958.
13. Havgar, J. The Practice of English Language Teaching, London, Longman, 1990.
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16. Hubbard, P., Jones, H., Thornton, B. and Wheeler, R. A Training Course for TEFL, Oxford, OUP, 1988.
17. Hughes, A. Testing for Language Teachers, Cambridge, CUP, 1989.
18. Hutchinson, T. and Waters, A. English for Specific Purposes: A Learning Centred Approach, Cambridge, CUP, 1989.
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20. Lado, R. Language Testing, London, Longman, 1961.
21. Ladousse, G. P. Role Play, Oxford, OUP, 1987.
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24. Maley A and Moulding S. Poem into Poem, Cambridge, CUP, 1999.
25. Marathe, S., Ramanan, M. and Bellarmine, R. Provocations: The Teaching or English Literature in India. Hyderabad, Orient Longman and British Council, Madras, 1993.

**Rayat Shikshan Santha's**

**Karmaveer Bhaurao Patil College Vashi, Navi Mumbai**

**Autonomous College**

[University of Mumbai]

Syllabus for Approval

<b>Sr. No.</b>	<b>Heading</b>	<b>Particulars</b>
<b>1</b>	<b>Title of Course</b>	<b>Creative and Technical Writing</b>
<b>2</b>	<b>Eligibility for Admission</b>	<b>MA I</b>
<b>3</b>	<b>Passing Marks</b>	<b>40</b>
<b>4</b>	<b>Ordinances/Regulations (if any)</b>	
<b>5</b>	<b>No. of Years/Semesters</b>	<b>Two semester per year</b>
<b>6</b>	<b>Level</b>	<b>P.G.</b>
<b>7</b>	<b>Pattern</b>	<b>CBCS</b>
<b>8</b>	<b>Status</b>	<b>New</b>
<b>9</b>	<b>To be implemented from Academic year</b>	<b>2022-23</b>

## **Course: Creative and Technical Writing**

**Credits: 06**

**Semester: IV**

**Total Lectures: 60**

**Course Code: PGENG405**

### **A) Course Learning Outcomes**

1. To understand the meaning of creative writing
2. To be familiar with technical writing
3. To differentiate the creative and technical writing
4. To focus on the kinds of creative writing
5. To acquire the ability of creative writing
6. To obtain the skill of technical writing

### **(B) Prescribed Elements**

#### **Unit I: Creative Writing**

**20 Lectures**

1. Creative Writing: Definition, nature and Scope
2. Kinds of Creative Writing
3. Features of Creative Writing
4. Techniques of Creative Writing
5. Creating fiction and non-fiction

#### **Unit II: Technical Writing**

**15 Lectures**

1. Proposals
2. Progress reports
3. Recommendation and feasibility reports
4. Resumes
5. Application letters
6. Researched reports
7. Sales materials

#### **Unit III: Application of Creative and Technical Writing**

**10 Lectures**

1. Similarities between Creative Writing and Technical Writing
2. Differences between Creative Writing and Technical Writing
3. Reciprocal relationship between Creative Writing and Technical Writing

### **(C) Teaching methodology:**

As the course is divided into three units, the teacher needs to be familiar with creative writing, technical writing and the application of the two. While teaching first unit, the teacher needs to explain the definition, nature and scope of creative writing; then he has to focus on the kinds of creative writing like drama, novel, poetry, one act play, short story etc. Then he needs to focus on the features of creative writing, along with it, he is essential to focus on the techniques of the creative writing i. e. plot, setting, characterization, and the writing of fiction and non-fiction writing. While teaching the second unit, he needs to be familiar with the kinds of technical writing, particularly proposals, progress reports, recommendations and visibility reports, resumes, application letters, research reports and sales material. While teaching this topic, he needs to share some examples of each of the kind of technical writing and at last, while teaching the third unit, he should apply the creative and technical writing to each other; he needs to find out the similarities and differences between the two and at last, the reciprocal relationship between the creative and technical writing.

**(D) Evaluation: 100 Marks**

**a) Internal Evaluation (40 Marks)**

- 1. Assignment: **20 Marks**
- 2. Internal Examination: **20 Marks**

**b) External Evaluation**

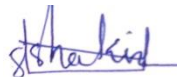
The End Semester Examination will be for 60 marks and questions are to be illustrated from the prescribed texts.

Question No.	Nature	Unit	Marks
1.	Answers to be written in 200 words (3out of 5)	I	15
2.	Answers to be written in 200 words (3out of 5)	II	15
3.	Answers to be written in 200 words (3out of 5)	III	15
4.	Answers to be written in 200 words (3out of 5)	All Units	15

**Reference List:**

- 1. Brewer, R. L., ed. (2013). 2014 Writer's Market. Cincinnati: Writer's Digest Books. ISBN 9781599638409.
- 2. Cox, M. (2010). A Dictionary of Writers and Their Works. Oxford: Oxford University Press.

3. Everett, Nick (2005). "Creative Writing and English". The Cambridge Quarterly. 34 (3): 231–242. doi:10.1093/camqtly/bfi026.
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5. McGurl, Mark (2009). The Program Era: Postwar Fiction and the Rise of Creative Writing. Harvard University Press. ISBN 978-0-67-403319-1.
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**Chairman**

**Dr. Shakil Shaikh**

**Principal**



**HEAD**

Department of English  
Karmaveer Bhaurao Patil College,  
Vashi, Navi Mumbai



**I/C PRINCIPAL**  
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