

**R. P. GOGATE COLLEGE OF ARTS & SCIENCE AND  
R. V. JOGALEKAR COLLEGE OF COMMERCE (AUTONOMOUS), RATNAGIRI  
BOARD OF STUDIES IN ENGLISH  
ACADEMIC YEAR 2024-25**

**UG COURSES:**

S. N.	TYPE OF THE COURSE	NO. OF CR.	COURSE CODE	NOMENCLATURE	S.N.	TYPE OF THE COURSE	NO. OF CR.	COURSE CODE	NOMENCLATURE
<b>SEMESTER I</b>					<b>SEMESTER II</b>				
1.	AEC	02	UAAECENG 101	COMMUNICATION SKILLS IN ENGLISH - I	1.	AEC	02	UAAECENG 201	COMMUNICATION SKILLS IN ENGLISH - II
2.	AEC	02	UAAECENG 102	COMMUNICATION SKILLS IN ENGLISH - I	2.	AEC	02	UAAECENG202	COMMUNICATION SKILLS IN ENGLISH - II
3.	AEC	02	UAAECENG 103	ENGLISH FOR COMMERCIAL PURPOSE - I	3.	AEC	02	UAAECENG203	ENGLISH FOR COMMERCIAL PURPOSE - II
4.	MAJOR	02	UAENG 101	ENGLISH THROUGH MEDIA I	4.	MAJOR	02	UAENG201	ENGLISH THROUGH MEDIA II
5.	GE/ OE	02	UAGESF 101	SCIENCE FICTION I	5.	GE/ OE	02	UAGESF201	SCIENCE FICTION II
6.	GE/ OE	02	UAGEAP 102	ART OF PRESENTATION	6.	GE/ OE	02	AGEAP202	ART OF PRESENTATION
					7.	VSC	02	UAVSCENG	PERFORMANCE

									201	SKILLS
<b>SEMESTER III</b>					<b>SEMESTER IV</b>					
1	MAJOR	04	UAENG301	SHORT STORY	1	MAJOR	04	UAENG401	THE ONE ACT PLAY	
2	MAJOR	02	UAENG302	NON FICTIONAL PROSE	2	CORE	02	UAENG402	POETRY	
3	GE/ OE	02	UAGE MC301	MASS COMMUNICATION I	3	GE/ OE	03	AGEMC401	MASS COMMUNICATION II	
4	GE/ OE	02	UA GEJ301	INTRODUCTION TO PRINT JOURNALISM	4	GE/ OE	02	UAGEJ401	EDITING AND PROOFREADING IN PRINT JOURNALISM	
5	VSC	02	UAVSC ENG301	DIGITAL CONTENT CREATION	5	VSC	02	UAVSC ENG401	ENGLISH FOR TOUR ORGANIZERS	

**PG COURSES:**

S.N.	TYPE OF THE COURSE	NO. OF CR.	COURSE CODE	NOMENCLATURE	S.N.	TYPE OF THE COURSE	NO. OF CR.	COURSE CODE	NOMENCLATURE
<b>SEMESTER I</b>					<b>SEMESTER II</b>				
1	ELECTIVE	04	PAENG106	E-CONTENT AND INSTRUCTION DESIGNING IN ENGLISH	1	ELECTIVE	04	PAENG 206	FILM AND LITERATURE
					2	ELECTIVE	04	PAENG 207	CULTURAL STUDIES
<b>SEMESTER III</b>					<b>SEMESTER IV</b>				
1	MAJOR MANDATORY	04	PAENG301	INDIAN LITERATURE IN ENGLISH	1	MAJOR MANDATORY	04	PAENG 401	INDIAN LITERATURE IN ENGLISH TRANSLATION
2	MAJOR MANDATORY	04	PAENG302	WOMEN'S STUDIES	2	MAJOR MANDATORY	04	PAENG 402	ENVIRONMENTAL STUDIES
3	MAJOR MANDATORY	04	PAENG303	WORLD LITERATURE TODAY	3	ELECTIVE	04	PAENG 403	AMERICAN LITERATURE

4	MAJOR MAND ATORY	02	PAENG304	TRANSLAT ION	4	MAJOR MAND ATORY	04	PAENG 404	ENGLISH LANGUAGE TEACHING
5	ELEC TIVE	04	PAENG305	POLITICAL READING OF LITERATURE	5	ELEC TIVE	04	PAENG 405	MEDIA STUDIES
	ELEC TIVE	04	PAENG 306	CREATIVE WRITING	6	ELEC TIVE	04	PAENG 406	GENDERED PERSPECTIVES ON LITERATURE
7	ELECTIVE	04	PAENG 307	ADAPTATION STUDIES	7	RESEA RCH	06	PAENG 407	RESEARCH PROJECT
8	RESEACH	04	PAENG308	RESEARCH PROJECT					

## Syllabus for Bachelor of Arts for year 2024-25

<b>Nomenclature of the Course</b>	Communication Skills in English I	
<b>Class</b>	FYBA	
<b>Semester</b>	I	
<b>Course Code</b>	UAAECENG101	
<b>No. of Credits</b>	02	
<b>Nature</b>	Theory	
<b>Type</b>	AEC	
<b>Course Outcomes:</b>		
<p><b>At the end of the course the learners would :</b></p> <p>CO1 be able to make appropriate use of basic rules of English grammar.</p> <p>CO2 have developed vocabulary necessary for the functional use of English language.</p> <p>CO3 be able to apply various reading techniques for better listening and reading comprehension.</p>		
<b>Syllabus:</b>		
<b>Unit No.</b>	<b>Unit Title</b>	<b>Subtitles (Learning Points)</b>
I	Basic Grammar and Vocabulary Building	<p>A] Basic Grammar -</p> <ol style="list-style-type: none"> <li>1. Punctuation</li> <li>2. Articles, prepositions, conjunctions</li> <li>3. Verb and Tenses, S-V agreement</li> <li>4. Voice</li> <li>5. Direct - Indirect</li> </ol> <p>B] Vocabulary Building</p> <ol style="list-style-type: none"> <li>1. Homophones</li> <li>2. Collocations</li> <li>3. Antonyms and Synonyms</li> <li>4. Suffixes, prefixes and derivations</li> <li>5. Domain specific vocabulary</li> </ol>
II	Reading Skills	<p>A] Reading purpose and techniques - skimming, scanning , intensive and extensive reading</p> <p>B] Reading comprehension</p> <ol style="list-style-type: none"> <li>I] Informative and analytical</li> <li>II] Literary passages</li> </ol>
<b>Learning Resources recommended:</b>		
<ol style="list-style-type: none"> <li>1. Kumar, Sanjay and Pushp Lata. Communication Skills. Second Edition. New Delhi, 2011. Oxford University Press, 2015</li> <li>2. Ltd., 2011. Taylor, Grant. English Conversation Practice. 1967. Tata McGraw-Hill, 2013</li> </ol>		

3. Watson, T. Reading Comprehension Skills and Strategies: Level 6. Saddleback Educational
4. Sadanand, Kamlesh & S. Punitha. Spoken English: A Foundation Course. (Part 1 & 2).Orient Blackswan. 2009.
5. Sasikumar, V., et al. A Course in Listening & Speaking I. 2005. Cambridge University Press India Pvt. Ltd. (under the Foundation Books Imprint), 2010
6. Grussendorf, Marion. English for Presentations. Oxford University Press, 2007.Hamp-Lyons, Liz and Ben Heasley. Second edition. Study Writing: A Course in Writing Skills for Academic Purposes. CUP, 2006
7. Lewis, N. How to Read Better & Faster. New Delhi, Goyal Publishers & Distributors Pvt. Ltd, 2006
8. A rendezvous with Simi Garewal: Ratan Tata:  
<https://www.youtube.com/watch?v=ozetTgOHu78&t=510s>Here Ratan Tata discusses his personal life, his expectations, his experience as a CEO of Tata and sons.
9. Dr.A.P.J Abdul Kalam on Discovery, invention and innovation:<https://youtu.be/9CKCfiX3uO0>
10. Tips on communication (TED Talk): The Secrets of Learning a New Language  
[https://youtu.be/o\\_XVt5rdpFY](https://youtu.be/o_XVt5rdpFY)
11. Telling stories without words: Tree of Unity <https://youtu.be/sAo41Gyl6hY>

**Teaching Plan:**

Unit No.	Unit Title	Teaching Methods	No. of Lectures
I	Basic Grammar and Vocabulary Building	1. Lecture 2. Demonstration 3. Practice	15
II	Reading Skills	1. Lecture 2. Demonstration 3. Practice	15

**Evaluation Pattern**

**A) Continuous Internal Evaluation: Maximum Marks: 20**

Method	Marks
Class test, home assignment, seminar, etc.	15
Attendance and active participation throughout semester	05

**B) Semester End Examination: Maximum Marks: 30**


Question No. and Sub questions (If any) (E.g. Q. 1 a) ...	Unit and sub unit (with number and title)	Type of Question (Essay / short note / Objective / Diagram, etc.)	Marks
Q. 1	Unit I	Objective type questions	15
Q. 2	Unit II	Reading Comprehension questions on the given passage	15

Note :

1. The topic or unit for Internal Evaluation will be declared well in advance to the students.
2. The topics/ units for the Internal Evaluation and Semester End Examination may be interchanged with prior intimation to the students.

**Date:** 23/04/2024

**Place:** Ratnagiri

  
**(Mr. Athalye Vasudev Manohar)**  
Chairperson ,  
Board of Studies, English

**Syllabus for Bachelor of Arts for year 2024-25**

<b>Nomenclature of the Course</b>	Communication Skills in English II	
<b>Class</b>	FYBA	
<b>Semester</b>	II	
<b>Course Code</b>	UAAECENG201	
<b>No. of Credits</b>	02	
<b>Nature</b>	Theory	
<b>Type</b>	AEC	
<b>Course Outcomes:</b>		
<b>At the end of the course the learners would :</b>		
CO1 be able to speak in English proficiently in various situations.		
CO2 have developed writing skills for different occasions.		
<b>Syllabus:</b>		
<b>Unit No.</b>	<b>Unit Title</b>	<b>Subtitles (Learning Points)</b>

I	Speaking Skills	A) Self introduction B) Introducing others C) Vote of thanks D) Small speech
II	Writing Skills	A] Job application with bio-data B] Application for duplicate identity card (letter) C] Leave application letter D] Letter seeking permission of the authority E] Letter of representation

**Learning Resources Recommended:**

1. Das, Bikram K., et. al. An Introduction to Professional English and Soft Skills. Cambridge University Press India Pvt. Ltd., 2010
2. Das, Yadjnaseni & R. Saha (eds.) English for Careers. Pearson Education India, 2012.
3. Devlin, Joseph. How to Speak And Write Correctly. New York, The Christian Herald, 1910
4. Goodale, Malcolm. Professional Presentations Video Pack: A Video Based Course.
5. Mohan, RC Sharma Krishna. Business Correspondence and Report Writing. Third edition. Tata McGraw-Hill Education, 2002.
6. Richards, Jack C., and Chuck Sandy. Passages Level 2 Student's Book. Cambridge University Press, 2014.
7. Sadanand, Kamlesh & S. Punitha. Spoken English: A Foundation Course. (Part 1 & 2). Orient Blackswan. 2009.
8. K. Alex , Soft Skills, S. Chand and Co. Ltd. 2014
9. Meenakshi Raman , Sangeeta Sharma : Technical Communication : Principles and Practice, Oxford University Press. Third Edition. 2015

**Teaching Plan:**

Unit No.	Unit Title	Teaching Methods	No. of Lectures
I	Speaking Skills	1. Lecture 2. Demonstration 3. Reference to A-V material 4. Practice	15
II	Writing Skills	1. Lecture 2. Practice	15



## Evaluation Pattern

### A) Continuous Internal Evaluation: Maximum Marks: 20

Method	Marks
Class test, home assignment, seminar, etc.	15
Attendance and active participation throughout semester	05

### B) Semester End Examination: Maximum Marks: 30


Question No. and Sub questions (If any) (E.g. Q. 1 a) ...	Unit and sub unit (with number and title)	Type of Question (Essay / short note / Objective / Diagram, etc.)	Marks
Q. 1	Unit I	Write drafts . (any 3 out of 4)	15
Q. 2 A	Unit II	Write Job application with bio-data.	15
<b>OR</b>			
Q. 2 B	Unit II	Write letters.(3 out of 4)	15

Note :

1. The topic or unit for Internal Evaluation will be declared well in advance to the students.
2. The topics/ units for the Internal Evaluation and Semester End Examination may be interchanged with prior intimation to the students.

**Date:** 23/04/2024

**Place:** Ratnagiri

  
(Mr. Athalye Vasudev Manohar)  
Chairperson ,  
Board of Studies, English

## Syllabus for Bachelor of Science for year 2024-25

<b>Nomenclature of the Course</b>	Communication Skills in English - I	
<b>Class</b>	FYBSc	
<b>Semester</b>	I	
<b>Course Code</b>	UAAECENG102	
<b>No. of Credits</b>	02	
<b>Nature</b>	Theory	
<b>Type</b>	AEC	
<b>Course Outcomes:</b>		
<p><b>At the end of the course the learners would have</b></p> <p>CO1 understood the significance of communication skills for effective communication.</p> <p>CO2 understood the application of various listening and reading techniques for better listening and/or reading comprehension.</p> <p>CO3 acquired ability to speak in English proficiently in various situations.</p>		
<b>Syllabus:</b>		
<b>Unit No.</b>	<b>Unit Title</b>	<b>Subtitles (Learning Points)</b>
I	Listening and Pronunciation Skills	A] Listening for broad understanding of facts and figures B] Listening for deeper understanding of main ideas
II	Reading Skills	A] Reading with purpose : skimming, scanning, intensive and extensive reading B] Reading comprehension of variety of texts (informative, analytical, discursive and literary) C] Guessing meaning of word/phrase by context D] Building inference E] Understanding rhetorical structures
III	Public Speaking, Presentations and Group Discussions	A] i. Giving Presentations - Poster and/ or PowerPoint ii. Group Discussion B] i. Self introduction ii. Introducing others iii. Expressing vote of thanks iv. Small speeches
<b>Learning Resources Recommended:</b>		
<ol style="list-style-type: none"> <li>1. Kumar, Sanjay and Pushp Lata. Communication Skills. Second Edition. New Delhi, 2011.</li> <li>2. Lewis, N. How to Read Better &amp; Faster. New Delhi, Goyal Publishers &amp; Distributors Pvt. Ltd, 2006.</li> <li>3. McCarthy, Michael and Felicity O'Dell. English Vocabulary in Use. Cambridge: Cambridge University Press, 2001.</li> </ol>		

4. Murphy, Raymond, et al. Grammar in use: Intermediate. Cambridge University Press, 2000
5. Sasikumar, V., et al. A Course in Listening & Speaking I. 2005. Cambridge University Press India Pvt. Ltd. (under the Foundation Books Imprint), 2010
6. Tips on communication (TED Talk): The Secrets of Learning a New Language  
[https://youtu.be/o\\_XVt5rdpFY](https://youtu.be/o_XVt5rdpFY)
7. Kailash Satyarthi's speech on the occasion of Nobel Peace Prize (2014) on the innocence of children; he gives voice to voiceless in his speech:  
[https://youtu.be/wt0LSCEuc\\_M](https://youtu.be/wt0LSCEuc_M)
8. Speech by Mr. Ratan Tata: <https://youtu.be/m7-tKX7aZXM>

**Teaching Plan:**

Unit No.	Unit Title	Teaching Methods	No. of Lectures
I	Listening and Pronunciation Skills	1. Lecture 2. Reference to A-V material 3. Participatory method	06
II	Reading Skills	1. Lecture 2. Demonstration 3. Practice	12
III	Public Speaking, Presentations and Group Discussions	1) Lecture 2) Demonstration 3) Reference to A-V material 4) Practice	12

**Evaluation Pattern**

**A) Continuous Internal Evaluation: Maximum Marks: 20**

Method	Marks
Class test, home assignment, seminar, etc.	15
Attendance and active participation throughout semester	05

**B) Semester End Examination: Maximum Marks: 30**

Question No. and Sub questions (If any) (E.g. Q. 1 a) ...	Unit and sub unit (with number and title)	Type of Question (Essay / short note / Objective / Diagram, etc.)	Marks
Q. 1	Unit II	Reading Comprehension	15


		questions on the given passage.	
Q. 2 A	Unit III A	Draft of a GD or Presentation. (any one will be asked)	15
<b>OR</b>			
Q.2 B	Unit III B	Write the drafts according to the given situations. (3 out of 4)	15

Note :

1. The topic or unit for Internal Evaluation will be declared well in advance to the students.
2. The topics/ units for the Internal Evaluation and Semester End Examination may be interchanged with prior intimation to the students.

**Date:** 23/04/2024

**Place:** Ratnagiri

  
**(Mr. Athalye Vasudev Manohar)**  
**Chairperson ,**  
**Board of Studies, English**

## Syllabus for Bachelor of Science for year 2024-25

<b>Nomenclature of the Course</b>	Communication Skills in English- II	
<b>Class</b>	FYBSc	
<b>Semester</b>	II	
<b>Course Code</b>	UAAECENG202	
<b>No. of Credits</b>	02	
<b>Nature</b>	Theory	
<b>Type</b>	AEC	
<b>Course Outcomes:</b>		
<p><b>At the end of the course the learners would have</b></p> <p>CO 1 developed readiness to appear for interviews for academic progression / placement. CO2 developed writing skills for different purposes.</p>		
<b>Syllabus:</b>		
<b>Unit No.</b>	<b>Unit Title</b>	<b>Subtitles (Learning Points)</b>
I	Preparing for Progression or Placement	A] Statement of purpose B] Job application: Covering letter , Biodata / C.V. C] Request for reference / recommendation D] Preparing for an interview
II	Writing Skills	A] Writing essays/ articles B] Activity report of co-curricular events and field visits C] Email writing
<b>Learning Resources Recommended:</b>		
<ol style="list-style-type: none"> <li>1. Das, Bikram K., et. al. An Introduction to Professional English and Soft Skills. Cambridge University Press India Pvt. Ltd., 2010</li> <li>2. Das, Yadjnaseni &amp; R. Saha (eds.) English for Careers. Pearson Education India, 2012.</li> <li>3. Devlin, Joseph. How to Speak And Write Correctly. New York, The Christian Herald, 1910</li> <li>4. Goodale, Malcolm. Professional Presentations Video Pack: A Video Based Course.</li> <li>5. Mohan, RC Sharma Krishna. Business Correspondence and Report Writing. Third edition. Tata McGraw-Hill Education, 2002.</li> <li>6. Richards, Jack C., and Chuck Sandy. Passages Level 2 Student's Book. Cambridge University Press, 2014.</li> <li>7. Sadanand, Kamlesh &amp; S. Punitha. Spoken English: A Foundation Course. (Part 1 &amp; 2). Orient Blackswan. 2009.</li> <li>8. K. Alex , Soft Skills, S. Chand and Co. Ltd. 2014</li> </ol>		

9. Meenakshi Raman , Sangeeta Sharma : Technical Communication : Principles and Practice, Oxford University Press. Third Edition. 2015

**Teaching Plan:**

Unit No.	Unit Title	Teaching Methods	No. of Lectures
<b>I</b>	Preparing for Progression or Placement	1) Lecture 2) Demonstration 3) Reference to A-V material 4) Practice	<b>18</b>
<b>II</b>	Writing Skills	1. Lecture 2. Demonstration 3. Practice	<b>12</b>

**Evaluation Pattern**

**A) Continuous Internal Evaluation: Maximum Marks: 20**

Method	Marks
Class test, home assignment, seminar, etc.	<b>15</b>
Attendance and active participation throughout semester	<b>05</b>

**B) Semester End Examination: Maximum Marks: 30**

Question No. and Sub questions (If any) (E.g. Q. 1 a) ...	Unit and sub unit (with number and title)	Type of Question (Essay / short note / Objective / Diagram, etc.)	Marks
<b>Q. 1 A</b>	<b>Unit I B</b>	Q. 1 A] Job application with bio-data/ C.V.	<b>15</b>
<b>OR</b>			
<b>Q.1 B</b>	<b>Unit I A and C</b>	B] i. Statement of Purpose  ii. Request for reference/ recommendation	<b>10</b>  <b>05</b>
<b>Q. 2 A</b>	<b>Unit II A</b>	Write an essay on the given topic.	<b>15</b>
<b>OR</b>			


<b>Q. 2 B</b>	<b>Unit II B</b>	Write an activity report on the given topic.	<b>15</b>
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Note :

1. The topic or unit for Internal Evaluation will be declared well in advance to the students.
2. The topics/ units for the Internal Evaluation and Semester End Examination may be interchanged with prior intimation to the students.

**Date:** 23/04/2024

**Place:** Ratnagiri

  
**(Mr. Athalye Vasudev Manohar)**  
**Chairperson ,**  
**Board of Studies, English**

## Syllabus for Bachelor of Commerce for year 2024-25

<b>Nomenclature of the Course</b>	English for Commercial Purpose - I	
<b>Class</b>	FYBCom	
<b>Semester</b>	I	
<b>Course Code</b>	UAAECENG103	
<b>No. of Credits</b>	02	
<b>Nature</b>	Theory	
<b>Type</b>	AEC	
<b>Course Outcomes:</b>		
<b>At the end of the course the learners would have:</b>		
CO1 acquired adequate knowledge of theory of communication.		
CO2 acquired skills of business correspondence.		
<b>Syllabus:</b>		
<b>Unit No.</b>	<b>Unit Title</b>	<b>Subtitles (Learning Points)</b>
I	Theory of Communication	<ol style="list-style-type: none"> <li>1. Concept of Communication : Meaning, Process, Importance and Objectives</li> <li>2. Barriers to Communication: Physical, Linguistic, Psychological barriers and the ways to overcome them</li> <li>3. Listening</li> </ol>
II	Communication Skills and Business Letters	<ol style="list-style-type: none"> <li>1. Characteristics of Business Correspondence (Seven Cs of communication)</li> <li>2. Email Writing</li> <li>3. Job Application and Curriculum Vitae</li> </ol>



## **Learning Resources Recommended:**

### **Books**

1. Agarwal, Anju D. A Practical Handbook for Consumers. India Book House, 1989.
2. Ashley, A. A Handbook of Commercial Correspondence. Oxford UP, 1992.
3. Aswalthapa, K. Organizational Behavior. Himalaya Publication, 1992.
4. Atreya, N. and Guha. Effective Credit Management. MMC School of Management, 1994.
5. Bah, J.C. and Nagamia S.M. Modern Business Correspondence and Minute Writing. N.M. Tripathi Pvt., 1974.
6. Balan, K.R. and Rayudu, C.S. Effective Communication. Beacon Books, 1996.
7. Bangh, L. Sue, Fryar, Maridell and Thomas David A. How to Write First Class Business Correspondence. N.T.C. Publishing Group USA, 1998.
8. Banerjee, Bani P. Foundation of Ethics in Management. Excel Books, 2005.
9. Bakar, Alan. Making Meeting Work. Sterling Publication Pvt., 1993.
10. Basu, C.R. Business Organization and Management. Tata McGraw-Hill, 1998.
11. Benjamin, James. Business and Professional Communication Concept and Practices. Harper Collins College Publishers, 1993.
12. Bhargava and Bhargava. Company Notices, Meetings and Regulations. Taxman Publication, 1971.

### **Web Resources:**

1. <http://lifelifehacker.com/top-10-ways-to-improve-your-communication-skills-1590488550>
2. <https://www.thebalance.com/verbal-communication-skills-list-2059698>
3. <https://bemycareercoach.com/soft-skills/list-soft-skills.html>
4. <https://www.thebalance.com/verbal-communication-skills-list-2059698>
5. <https://bemycareercoach.com/soft-skills/list-soft-skills.html>

<b>Teaching Plan:</b>			
<b>Unit No.</b>	<b>Unit Title</b>	<b>Teaching Methods</b>	<b>No. of Lectures</b>
<b>I</b>	Theory of Communication	Lecture Discussion Practice	15
<b>II</b>	Communication Skills and Business Letters	Lecture Discussion Practice	15

### Evaluation Pattern

#### A) Continuous Internal Evaluation: Maximum Marks: 20

<b>Method</b>	<b>Marks</b>
Class test, home assignment, seminar, etc.	15
Attendance and active participation throughout semester	05

#### B) Semester End Examination: Maximum Marks: 30

<b>Question No. and Sub questions (If any) (E.g. Q. 1 a) ...</b>	<b>Unit and sub unit (with number and title)</b>	<b>Type of Question (Essay / short note / Objective / Diagram, etc.)</b>	<b>Marks</b>
Q. 1	Unit I and II	Objective type	10
Q. 2	Unit I and II	Write Short Notes (any 2 out of 4)	10
Q.3	Unit II	Draft the job application with CV	10

Note :

1. The topic or unit for Internal Evaluation will be declared well in advance to the students.
2. The topics/ units for the Internal Evaluation and Semester End Examination may be interchanged with prior intimation to the students.

**Date:** 23/04/2024

**Place:** Ratnagiri

  
(Mr. Athalye Vasudev Manohar)

Chairperson ,  
Board of Studies, English

## Syllabus for Bachelor of Commerce for year 2024-25

<b>Nomenclature of the Course</b>	English for Commercial Purpose- II	
<b>Class</b>	FYBCom	
<b>Semester</b>	II	
<b>Course Code</b>	UAAECENG203	
<b>No. of Credits</b>	02	
<b>Nature</b>	Theory	
<b>Type</b>	AEC	
<b>Course Outcomes:</b>		
<p><b>At the end of the course the learners would be</b></p> <p>CO1 able to write various business letters.</p> <p>CO2 able to draft various business reports.</p>		
<b>Syllabus:</b>		
<b>Unit No.</b>	<b>Unit Title</b>	<b>Subtitles (Learning Points)</b>
I	Business Correspondence I	<ol style="list-style-type: none"> <li>1. Statement of Purpose</li> <li>2. Letter of Job Acceptance and Resignation</li> <li>3. Letter of Inquiry</li> <li>4. Letter of Complaint</li> <li>5. Promotional Leaflets and Flyers</li> <li>6. RTI Letter</li> </ol>
III	Business Correspondence II	Reports: Feasibility Report, Activity Report and Investigative Report
<b>Learning Resources Recommended:</b>		
<b>Books</b>		
<ol style="list-style-type: none"> <li>1. Agarwal, Anju D. A Practical Handbook for Consumers. India Book House, 1989.</li> <li>2. Ashley, A. A Handbook of Commercial Correspondence. Oxford UP, 1992.</li> <li>3. Aswalthapa, K. Organizational Behavior. Himalaya Publication, 1992.</li> </ol>		

4. Atreya, N. and Guha. Effective Credit Management. MMC School of Management, 1994.
5. Bah, J.C. and Nagamia S.M. Modern Business Correspondence and Minute Writing. N.M. Tripathi Pvt., 1974.
6. Balan, K.R. and Rayudu, C.S. Effective Communication. Beacon Books, 1996.
7. Bangh, L. Sue, Fryar, Maridell and Thomas David A. How to Write First Class Business Correspondence. N.T.C. Publishing Group USA, 1998.
8. Banerjee, Bani P. Foundation of Ethics in Management. Excel Books, 2005.
9. Bakar, Alan. Making Meeting Work. Sterling Publication Pvt., 1993.
10. Basu, C.R. Business Organization and Management. Tata McGraw-Hill, 1998.
11. Benjamin, James. Business and Professional Communication Concept and Practices. Harper Collins College Publishers, 1993.
12. Bhargava and Bhargava. Company Notices, Meetings and Regulations. Taxman Publication, 1971.
13. Black, Sam. Practical Public Relations. E.L.B.S. London, 1972.
14. Britt, Deborah. Improving Business Communication Skills. Kendall Hunt Publishing, 1992.
15. Bovee Cortland, L. and John V. Thrill. Business Communication Today. Taxman Publication, 1989.

**Web Resources:**

1. <http://lifehacker.com/top-10-ways-to-improve-your-communication-skills-1590488550>
2. <https://www.thebalance.com/verbal-communication-skills-list-2059698>
3. <https://bemycareercoach.com/soft-skills/list-soft-skills.html>
4. <https://www.thebalance.com/verbal-communication-skills-list-2059698>
5. <https://bemycareercoach.com/soft-skills/list-soft-skills.html>

<b>Teaching Plan:</b>			
<b>Unit No.</b>	<b>Unit Title</b>	<b>Teaching Methods</b>	<b>No. of Lectures</b>
<b>I</b>	Business Correspondence I	1) Lecture 2) Demonstration 3) Actual practice	15
<b>II</b>	Business Correspondence I	1. Lecture 2. Demonstration 3. Actual Practice	15

### **Evaluation Pattern**

#### **A) Continuous Internal Evaluation: Maximum Marks: 20**

<b>Method</b>	<b>Marks</b>
(Class test, home assignment, seminar, etc.)	15
Attendance and active participation throughout semester	05


#### **B) Semester End Examination: Maximum Marks: 30**

<b>Question No. and Sub questions (If any) (E.g. Q. 1 a) ...</b>	<b>Unit and sub unit (with number and title)</b>	<b>Type of Question (Essay / short note / Objective / Diagram, etc.)</b>	<b>Marks</b>
Q. 1 A	Unit I	Objective type	10
Q.1 B	Unit I	Letter Writing (2 out of 3)	10
Q. 2 A	Unit II	Report Writing (1 out of 2)	10

Note :

1. The topic or unit for Internal Evaluation will be declared well in advance to the students.
2. The topics/ units for the Internal Evaluation and Semester End Examination may be interchanged with prior intimation to the students.

**Date:** 23/04/2024  
**Place:** Ratnagiri



**(Mr. Athalye Vasudev Manohar)**  
**Chairperson ,**  
**Board of Studies, English**

## Syllabus for Bachelor of Arts in English for year 2024-25

<b>Nomenclature of the Course</b>	English through Media - I	
<b>Class</b>	FYBA	
<b>Semester</b>	I	
<b>Course Code</b>	UAENG101	
<b>No. of Credits</b>	02	
<b>Nature</b>	Theory	
<b>Type</b>	Core	
<b>Course Outcomes:</b>		
<p><b>On the successful completion of the course the learners :</b></p> <ol style="list-style-type: none"> <li>1. Would have gained adequate exposure to living English language in the context of mostly current topics presented on the Media in India</li> <li>2. Would have acquired general knowledge of current affairs in national and international contexts.</li> <li>3. Would be able to draft short news stories.</li> <li>4. Would be able to make comparative analysis of news stories from a linguistic point of view.</li> <li>5. Would be able to conduct basic level interviews for the media.</li> </ol>		
<b>Syllabus:</b>		
<b>Unit No.</b>	<b>Unit Title</b>	<b>Subtitles (Learning Points)</b>
I	Understanding the language, formats and rhetorical organization of print media contents	<p>News stories</p> <ol style="list-style-type: none"> <li>1. Similar news stories from different news papers ( comparative study)</li> <li>2. Articles from newspapers/magazines</li> <li>3. Editorials from newspapers</li> </ol>
II	Understanding the language, formats and rhetorical organization of a-v media contents	<ol style="list-style-type: none"> <li>1. AIR news bulletins</li> <li>2. Radio talks</li> <li>3. Interviews on Radio , TV and YouTube</li> </ol>
<b>Learning Resources Recommended:</b>		
<ul style="list-style-type: none"> <li>● Indian English dailies and magazines</li> <li>● AIR/newsonair.com</li> </ul>		

- Selected YouTube Videos (Talks and interviews)

**Teaching Plan:**

Unit No.	Unit Title	Teaching Methods	No. of Lectures
<b>I</b>	Understanding the language, formats and rhetorical organization of print media contents	1. Lecture 2. Demonstration 3. Practice	<b>15</b>
<b>II</b>	Understanding the language, formats and rhetorical organization of a-v media contents	1. Blended Learning 2. Practice	<b>15</b>

**Evaluation Pattern**

**A) Continuous Internal Evaluation: Maximum Marks: 20**

Method	Marks
Class Test/ Assignments /tasks :e.g. maintaining news diary/workbook ; taking interview ; contributing to inhouse publication	15
Attendance and active participation throughout semester	05

**B) Semester End Examination: Maximum Marks: 30**

Question No. and Sub questions (If any) (E.g. Q. 1 a) ...	Unit and sub unit (with number and title)	Type of Question (Essay / short note / Objective / Diagram, etc.)	Marks
Q. 1	Unit I	Objective questions testing the GK of current affairs and the lexis used to express them. ( any 5 out of 10)	05
Q. 2	Unit II	Objective questions on a given passage from a media text	10



		testing vocabulary and grammar ( 5 to 10 questions )	
Q. 3 A		Draft an interview between ----- and ----- to be broadcast on radio. (There must be at least 10 good questions and their answers in addition to the introductory and concluding talk.)	15
OR			
Q. 3 B		Draft news in 100 to 150 words using the facts provided. You may add other information as per your imagination.(any 2)	15

Note :

1. The topic or unit for Internal Evaluation will be declared well in advance to the students.
2. The topics/ units for the Internal Evaluation and Semester End Examination may be interchanged with prior intimation to the students.

**Date:** 23/04/2024

**Place:** Ratnagiri

  
(Mr. Athalye Vasudev Manohar)

Chairperson ,

Board of Studies, English

## Syllabus for Bachelor of Arts in English for year 2024-25

Nomenclature of the Course	English through Media - II		
Class	FYBA		
Semester	II		
Course Code	UAENG201		
No. of Credits	02		
Nature	Theory		
Type	Core		
<b>Course Outcomes:</b>			
<p><b>On successful completion of the course, the learners :</b></p> <ol style="list-style-type: none"> <li>1. Would be able to write book/film reviews .</li> <li>2. Would be able to write blog posts.</li> <li>3. Would be able to participate in group discussions.</li> <li>4. Would be able to write scripts as a compeer of programmes.</li> </ol>			
<b>Syllabus:</b>			
<b>Unit No.</b>	<b>Unit Title</b>	<b>Subtitles (Learning Points)</b>	
I	Writing for Media	<ol style="list-style-type: none"> <li>1. Book/Film reviews</li> <li>2. Blogs</li> </ol>	
II	Writing for Presentation	<ol style="list-style-type: none"> <li>1. Scripting for Compering / Anchoring</li> <li>2. Group /Panel Discussion</li> </ol>	
<b>Learning Resources Recommended:</b>			
<ul style="list-style-type: none"> <li>● Indian English dailies and magazines</li> <li>● newsonair.com</li> <li>● BBC radio</li> <li>● YouTube videos e.g. Ted Talks, Dhruv Rathi, Gaur Gopal Das</li> </ul>			
<b>Teaching Plan:</b>			
Unit No.	Unit Title	Teaching Methods	No. of Lectures
I	Writing for Media	<ol style="list-style-type: none"> <li>1) Lecture</li> <li>2) Blended Learning</li> <li>3) Practice</li> </ol>	15

II	Writing for Presentation	1. Lecture 2. Blended Learning 3. Practice	15
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### Evaluation Pattern

#### A) Continuous Internal Evaluation: Maximum Marks: 20

Method	Marks
Class Test/ Assignments /tasks (e.g. participation in debates, group discussions ,programme compering , inhouse publication	15
Attendance and active participation throughout semester	05

#### B) Semester End Examination: Maximum Marks: 30

Question No. and Sub questions (If any) (E.g. Q. 1 a) ...	Unit and sub unit (with number and title)	Type of Question (Essay / short note / Objective / Diagram, etc.)	Marks
Q. 1 A	Unit I	Write a review on any book or film recently read or watched by you.	15
OR			
Q. 1 B	Unit I	Write a blog post on any one of the following topics :( 3 topics to be given)	15
Q. 2 A	Unit II	Draft a group discussion on any one of the following :( 3 topics to be given)	15
OR			


Q. 2 B	Unit II	As a compeer of a programme write a script on any one of the following.( 3 programmes to be given)	15
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Note :

1. The topic or unit for Internal Evaluation will be declared well in advance to the students.
2. The topics/ units for the Internal Evaluation and Semester End Examination may be interchanged with prior intimation to the students.

**Date:** 23/04/2024

**Place:** Ratnagiri

  
**(Mr. Athalye Vasudev Manohar)**  
**Chairperson ,**  
**Board of Studies, English**

## Syllabus for Bachelor of Science for the year 2024-25

<b>Nomenclature of the Course</b>	<b>SCIENCE FICTION - I</b>	
<b>Class</b>	F.Y.B.Sc.	
<b>Semester</b>	I	
<b>Course Code</b>	UAGESF101	
<b>No. of Credits</b>	2	
<b>Nature</b>	Theory	
<b>Type</b>	Generic / Open Elective	
<b>Course Outcomes:</b>		
<b>After successful completion of the course ,the students:</b>		
CO1 will be able to define science fiction and explain its nature.		
CO2 will be able to analyse the elements of science fiction into factors such as scientific subject/theme, plot , characters, setting , narrative technique ,tone and point of view.		
CO3 will be able to analyse the above elements in context of prescribed short stories.		
CO4 may be able to alter the short stories by making changes in elements like narrator, setting and end of the story.		
<b>Syllabus:</b>		
<b>Unit No.</b>	<b>Unit Title</b>	<b>Subtitles (Learning Points)</b>
1	<b>Introduction to Fiction and Science Fiction</b>	<ol style="list-style-type: none"> <li>1. What is fiction ?- a literary genre - its broad nature and elements</li> <li>2. What is science fiction? – definition and characteristic features</li> <li>3. Major western authors and their works in science fiction( More specifically in Short Stories) : broad survey of areas of interest, themes ( ideas/concepts) like time travel, star wars , aliens , aftermaths of nuclear war, artificial intelligence ,a projected advance in technology etc.</li> </ol>
2	<b>Short Stories</b>	<ol style="list-style-type: none"> <li>1. <i>A journey into the Darkness</i> by Subodh Jawdekar</li> </ol>

		2. <i>The ones who Walk away from Omelas</i> by Ursula Guin 3. <i>Billenium</i> by J G Ballard 4. <i>The Men from T. E. A.</i> by Pratham 5. <i>All around the Moon</i> by Jules Verne 6. <i>The Lottery</i> by Shirley Jackson	
<b>Learning Resources Recommended:</b> <ul style="list-style-type: none"> <li>• Abrams, M.H. <i>Glossary of Literary Terms</i>. India, Macmillan Publishers, 2000.</li> <li>• Brooks, Cleanth and Warren, Robert Penn. <i>Understanding Fiction</i>, Printice Hall.</li> <li>• Forster , E M. <i>Aspects of the Novel</i>,(1954) London: Rosetta Books, 2002.</li> </ul>			
<b>Teaching Plan:</b>			
Unit No.	Unit Title	Teaching Methods	No. of Lectures
1	Introduction to fiction and science fiction	-Lecture - Seminar	05
2	Short Stories	-Lecture -Interactive -seminar	25

### Evaluation Pattern

#### A) Continuous Internal Evaluation: Maximum Marks: 20

Particulars	Marks
Class test, home assignment, seminar, viva voce, report submission, etc.	15
active class participation and attendance	05

#### B) Semester End Examination: Maximum Marks: 30

<b>Question No. and Sub questions</b>	<b>Unit and sub unit (with number and title)</b>	<b>Type of Question</b>	<b>Marks</b>
<b>Q. 1</b>	<b>Unit – 1</b>	Objective	10
<b>Q. 2</b>	<b>Unit – 2 (stories 1, 2, 3)</b>	A) Essay or B) Short notes (2 out of 3)	10 Or 10
<b>Q. 3</b>	<b>Unit – 2 (stories 4, 5, 6)</b>	A) Essay or B) Short notes (2 out of 3)	10 Or 10

Note :

1. The topic or unit for Internal Evaluation will be declared well in advance to the students.
2. The topics/ units for the Internal Evaluation and Semester End Examination may be interchanged with prior intimation to the students.

**Date:** 23/04/2024

**Place:** Ratnagiri



**(Mr. Athalye Vasudev Manohar)**

**Chairperson ,**

**Board of Studies, English**

## Syllabus for Bachelor of Science for the year 2024-25

<b>Nomenclature of the Course:</b>	Art of Presentation - I
<b>Class:</b>	F.Y.B.Sc.
<b>Semester:</b>	I
<b>Course Code:</b>	UAGEAP102
<b>No. of Credits:</b>	02
<b>Nature:</b>	Theory
<b>Type:</b>	Generic/Open Elective

**Course Outcomes:** On successful completion of the course, the learners will be able to :

- CO1 Introduce and present themselves with greater confidence, control and charisma in front of others.
- CO2 Effectively use their voice and body language in formal presentations.
- CO3 Demonstrate rhetorical skills during elocution and debate competitions.

### Syllabus:

Unit No.	Unit Title	Subtitles (Learning Points)
Unit 1	Introduction to the Art of Presentation	<ul style="list-style-type: none"><li>a. Meaning and importance of art of presentation</li><li>b. Essentials of Effective Presentation<ul style="list-style-type: none"><li>● Proper organization of ideas and contents</li><li>● Proper language , pronunciation and voice projection</li><li>● Proper Posture, Eye contact and Body Language</li><li>● Self-awareness</li><li>● Stage daring</li><li>● Understanding the audience</li><li>● Judicious use of tools and technology</li></ul></li></ul>



Unit 2	Art of introduction	Introducing the self and others
Unit 3	Art of Speaking	a. Elocution b. Debate

### Learning Resources recommended:

1. Cox, C. (2009). *Shakespeare kids: Speaking his words, performing his plays*. Denver, CO: Libraries Unlimited.
2. Rasinski, T. (2003). *The fluent reader: Oral reading strategies for building word recognition, fluency, and comprehension*. New York: Scholastic.
3. Patnayak Priyadarshini. (2011) : *Group Discussion and Interview Skills*. Foundation Books
4. Gadkari Shrinivas ( (2009): *Changale Sutrasanchalan Kase Karave ?* .Dilipraj Prakashan
5. Speeches by P.L.Deshpande ( YouTube )
6. Interviews by Sudhir Gadgil (YouTube )

### Teaching Plan:

Unit No.	Unit Title	Teaching Methods	No. of Lectures
Unit 1	Introduction to the Art of Presentation	Lecture Demonstration	05
Unit 2	Art of introduction	Lecture Demonstration Role play	10
Unit 3	Art of Speaking	Demonstration Experiential learning	15

### Evaluation Pattern:

#### A) Continuous Internal Evaluation: Maximum Marks: 20

Particulars	Marks
Class test, home assignment, seminar, viva voce, report submission, etc.	15
active class participation and attendance	05

**B) Semester End Examination: Maximum Marks: 30**

<b>Question No. and Sub questions</b>	<b>Unit and sub unit (with number and title)</b>	<b>Type of Question</b>	<b>Marks</b>
<b>Q. 1</b>	<b>Unit – 1 Introduction to the Art of Presentation</b>	Objective	08
<b>Q. 2</b>	<b>Unit – 2 Art of Introduction</b>	Do as directed. A) OR B)	10
<b>Q. 3</b>	<b>Unit – 3 Art of Speaking</b>	A) Drafting a speech on given topic (1 out of 2) OR B) Drafting a debate (1 out of 2)	12

Note :

1. The topic or unit for Internal Evaluation will be declared well in advance to the students.
2. The topics/ units for the Internal Evaluation and Semester End Examination may be interchanged with prior intimation to the students.

**Date:** 23/04/2024

**Place:** Ratnagiri



**(Mr. Athalye Vasudev Manohar)**

**Chairperson ,**

**Board of Studies, English**

## Syllabus for Bachelor of Science for the year 2024-25

<b>Nomenclature of the Course</b>	<b>SCIENCE FICTION - II</b>		
<b>Class</b>	F.Y.B.Sc.		
<b>Semester</b>	II		
<b>Course Code</b>	UAGESF201		
<b>No. of Credits</b>	2		
<b>Nature</b>	Theory		
<b>Type</b>	Generic / Open Elective		
<b>Course Outcomes:</b>			
After successful completion of the course ,the students:			
CO1 will be able to know Indian authors' contribution to science fiction.			
CO2 will be able to analyse the elements of science fiction into factors such as scientific subject/theme, plot , characters, setting , narrative technique ,tone and point of view in context of prescribed novel.			
<b>Syllabus:</b>			
<b>Unit No.</b>	<b>Unit Title</b>	<b>Subtitles (Learning Points)</b>	
1	<b>Indian author's contribution to Science Fiction</b>	Major Indian authors and their works in science fiction: broad survey of areas of interest, themes ( ideas/concepts) like time travel, star wars , aliens , aftermaths of nuclear war, artificial intelligence ,a projected advance in technology etc.	
2	<b>Novel</b>	<i>The Return of Vaman</i> by Dr. Jayant Naralekar	
<b>Learning Resources Recommended:</b>			
<ul style="list-style-type: none"> <li>● Abrams, M.H. <i>Glossary of Literary Terms</i>. India, Macmillan Publishers, 2000.</li> <li>● Brooks, Cleanth and Warren, Robert Penn. <i>Understanding Fiction</i>, Printice Hall.</li> <li>● Forster , E M. <i>Aspects of the Novel</i>,(1954) London: Rosetta books, 2002.</li> </ul>			
<b>Teaching Plan:</b>			
<b>Unit No.</b>	<b>Unit Title</b>	<b>Teaching Methods</b>	<b>No. of Lectures</b>

<b>1</b>	Indian author's contribution to Science Fiction	-Lecture - Seminar	<b>05</b>
<b>2</b>	Novel	-Lecture -Interactive	<b>25</b>

### Evaluation Pattern

#### A) Continuous Internal Evaluation: Maximum Marks: 20

Particulars	Marks
Class test, home assignment, seminar, viva voce, report submission, etc.	15
active class participation and attendance	05

#### B) Semester End Examination: Maximum Marks: 30

Question No. and Sub questions	Unit and sub unit (with number and title)	Type of Question	Marks
<b>Q. 1</b>	<b>Unit – 1</b>	A)Objective	05
		B)Answer in brief. (1 out of 2)	10
<b>Q. 2</b>	<b>Unit – 2</b>	A) Essay or B) Short notes (2 out of 3)	15

Note :

1. The topic or unit for Internal Evaluation will be declared well in advance to the students.
2. The topics/ units for the Internal Evaluation and Semester End Examination may be interchanged with prior intimation to the students.

**Date:** 23/04/2024

**Place:** Ratnagiri



**(Mr. Athalye Vasudev Manohar)**

**Chairperson ,**

**Board of Studies, English**

## Syllabus for Bachelor of Science for the year 2024-25

<b>Nomenclature of the Course:</b>	Art of Presentation- II
<b>Class:</b>	FYBSc
<b>Semester:</b>	II
<b>Course Code:</b>	UAGEAP202
<b>No. of Credits:</b>	02
<b>Nature:</b>	Theory
<b>Type:</b>	Generic Elective

**Course Outcomes:** On successful completion of the course, the learners will be able to :

- CO1 Present themselves with greater confidence, control and charisma in front of others.
- CO2 Effectively use their voice and body language in formal presentations.
- CO3 Demonstrate skills of making poster and powerpoint presentations
- CO4 Demonstrate skills of interviewing.
- CO5 Participate effectively in group discussions.

### Syllabus:

<b>Unit No.</b>	<b>Unit Title</b>	<b>Subtitles (Learning Points)</b>
<b>Unit 1</b>	<b>Skill of Interviewing</b>	1. Types of interviews 2. Preparation before interviewing a guest 3. Conduct of interview of a guest
<b>Unit 2</b>	<b>Poster and PPT Presentations</b>	1. Purpose of making posters and PPT 2. Preparation of posters and PPT 3. Presentation of posters and PPT

<b>Unit 3</b>	<b>Participating in Group Discussions</b>	1. Nature and purpose of Group Discussion 2. Preparing for and participating in Group Discussion
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### Learning Resources recommended:

1. Cox, C. (2009). *Shakespeare kids: Speaking his words, performing his plays*. Denver, CO: Libraries Unlimited.
2. Rasinski, T. (2003). *The fluent reader: Oral reading strategies for building word recognition, fluency, and comprehension*. New York: Scholastic.
3. Patnayak Priyadarshini. (2011) : *Group Discussion and Interview Skills*. Foundation Books
4. Gadkari Shrinivas ( (2009): *Changale Sutranchalan Kase Karave ?* .Dilipraj Prakashan
5. Speeches by P.L.Deshpande ( YouTube )
6. Interviews by Sudhir Gadgil (YouTube )

### Teaching Plan:

Unit No.	Unit Title	Teaching Methods	No. of Lectures
Unit 1	Skill of Interviewing	Lecture Demonstration Role play	10
Unit 2	Poster and PPT Presentations	Lecture Demonstration Practice	12
Unit 3	Participating in Group Discussions	Lecture Demonstration Role play	08

### Evaluation Pattern:

#### A) Continuous Internal Evaluation: Maximum Marks: 20

Particulars	Marks
Class test, home assignment, seminar, viva voce, report submission, presentation, etc.	15
active class participation and attendance	05

**B) Semester End Examination: Maximum Marks: 30**

<b>Question No. and Sub questions</b>	<b>Unit and sub unit (with number and title)</b>	<b>Type of Question</b>	<b>Marks</b>
<b>Q. 1</b>	<b>Unit – 1</b> Skill of Interviewing	Draft an interview of a guest as directed. (1 out of 2)	10
<b>Q. 2</b>	<b>Unit – 2</b> Poster and PPT Presentations	Prepare a poster or slides for PPT as directed. (1 out of 2)	10
<b>Q. 3</b>	<b>Unit – 3</b> Participating in Group Discussions	Draft a Group Discussions as directed. (1 out of 2)	10

Note :

1. The topic or unit for Internal Evaluation will be declared well in advance to the students.
2. The topics/ units for the Internal Evaluation and Semester End Examination may be interchanged with prior intimation to the students.

**Date:** 23/04/2024

**Place:** Ratnagiri



**(Mr. Athalye Vasudev Manohar)**

**Chairperson ,**

**Board of Studies, English**

## Syllabus for Bachelor of Arts in English for the year 2024-25

<b>Nomenclature of the Course:</b>	Performance Skills
<b>Class:</b>	FYBA
<b>Semester:</b>	II
<b>Course Code:</b>	UAVSCENG201
<b>No. of Credits:</b>	02
<b>Nature:</b>	Practical
<b>Type:</b>	VSC

**Course Outcomes:** On successful completion of the course, the learners will be able to :

- CO1 Present themselves with greater confidence , control and charisma in front of others.
- CO2 Effectively use their voice and body language in formal presentations.
- CO3 Demonstrate skills in performance reading for stage programmes.
- CO4 Demonstrate rhetorical skills during elocution and debate competitions.
- CO5 Demonstrate skills of making poster and powerpoint presentations

### Syllabus:

Unit No.	Unit Title	Subtitles (Learning Points)
Unit 1	Introduction to the Art of Presentation	<ul style="list-style-type: none"> <li>a. Meaning and importance of art of presentation</li> <li>b. Essentials of Effective Presentation                             <ul style="list-style-type: none"> <li>● Proper organization of ideas and contents</li> <li>● Proper language , pronunciation and voice projection</li> <li>● Proper Posture, Eye contact and Body Language</li> <li>● Self-awareness</li> <li>● Stage daring</li> <li>● Understanding the audience</li> <li>● Judicious use of tools and technology</li> </ul> </li> </ul>



Unit 2	Art of introduction and reporting	a. Introducing the self and others b. Oral Reporting
Unit 3	Performance Reading	a. Prose (news bulletin, letter, literary essay) b. Poetry
Unit 4	Poster and PPT Presentations	Poster and PPT Presentations

#### Learning Resources recommended:

1. Cox, C. (2009). *Shakespeare kids: Speaking his words, performing his plays*. Denver, CO: Libraries Unlimited.
2. Rasinski, T. (2003). *The fluent reader: Oral reading strategies for building word recognition, fluency, and comprehension*. New York: Scholastic.
3. Patnayak Priyadarshini. (2011) : *Group Discussion and Interview Skills*. Foundation Books
4. Gadkari Shrinivas ( (2009): *Changale Sutrasanchalan Kase Karave ?* .Dilipraj Prakashan
5. Speeches by P.L.Deshpande ( YouTube )
6. Interviews by Sudhir Gadgil (YouTube )

#### Teaching Plan:

Unit No.	Unit Title	Teaching Methods	No. of Lectures
Unit 1	Introduction to the Art of Presentation	Lecture	04
Unit 2	Art of introduction and reporting	Lecture Demonstration Role play	10
Unit 3	Performance Reading	Demonstration Experiential learning Practice	16
Unit 4	Poster and PPT Presentations	Demonstration Experiential learning	16

Unit 5	Elocution and Debate	Elocution and Debate Practice	14
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**Evaluation Pattern:**

**A) Internal Assessment: 100 % (50 Marks)**

The vocational skills will be tested after the completion of each unit .

Sr.No.	Particulars	Marks
01	Regular attendance, active participation in class	05
02	Overall conduct as a responsible learner, mannerism and exhibit of leadership qualities in organizing related academic activities such as field visits.	05
03	Performance tests on every unit from 2 to 5 after its completion (10 marks each)	40
		total 50

Note :

1. The topic or unit for Internal Evaluation will be declared well in advance to the students.
2. The topics/ units for the Internal Evaluation and Semester End Examination may be interchanged with prior intimation to the students.

**Date:** 23/04/2024

**Place:** Ratnagiri



**(Mr. Athalye Vasudev Manohar)**

**Chairperson ,**

**Board of Studies, English**

## Syllabus for Bachelor of Arts in English for the year 2024-25

<b>Nomenclature of the Course:</b>	<b>THE SHORT STORY</b>
<b>Class:</b>	S.Y.B.A.
<b>Semester:</b>	III
<b>Course Code:</b>	UAENG301
<b>No. of Credits:</b>	04
<b>Nature:</b>	Theory
<b>Type:</b>	MAJOR

### Course Outcomes:

After successful completion of the course ,the students will:

CO1 - be able to name and explain the elements of fiction viz. theme, character, setting, structure, narrative technique ,style ,tone and point of view.

CO2- be able to analyse the above elements in context of prescribed short stories.

CO3- be able to make oral presentation of short stories taking into account the mood , tone and style of their narration.

CO4- be able to rewrite /alter the short stories by making changes in elements like narrator, setting and end of the story.

### Syllabus:

Unit No.	Unit Title	Subtitles (Learning Points)
Unit 1	Stories of Human Relations and Values	<ol style="list-style-type: none"> <li>1. Rabindranath Tagore : <i>Kabuliwallah</i></li> <li>2. O. Henry: <i>The Gift of the Maggi</i></li> <li>3. Ken Liu : <i>Paper Menagerie</i></li> <li>4. Oscar Wilde: <i>The Happy Prince</i></li> <li>5. Kate Chopin: <i>Story of an Hour</i></li> <li>6. Guy de Maupassant: <i>The Necklace</i></li> </ol>
Unit 2	Stories with Humour	<ol style="list-style-type: none"> <li>1. O. Henry: <i>The Cop and the Anthem</i></li> <li>2. Somerset Maugham: <i>The Luncheon</i></li> <li>3. R.K.Narayan: <i>A Horse and two Goats</i></li> <li>4. Rabindranath Tagore : <i>A Wrong Man in Workers' Paradise</i></li> </ol>
Unit 3	Stories with Suspense and Horror	<ol style="list-style-type: none"> <li>1. H.H.Munro: <i>The Open Window</i></li> <li>2. Shirley Jackson: <i>The Lottery</i></li> <li>3. W.W.Jacobs: <i>The Monkey's Paw</i></li> <li>4. A.E.Poe : <i>A Tale Tell Heart</i></li> </ol>

**Learning Resources Recommended:**

- Abrams, M.H. *Glossary of Literary Terms*. India, Macmillan Publishers, 2000.
- Brooks, Cleanth and Warren, Robert Penn. *Understanding Fiction*, Printice Hall.
- Forster , E M. *Aspects of the Novel*,(1954) London:  
Rosetta Books, 2002.

**Teaching Plan:**

Unit No.	Unit Title	Teaching Methods	No. of Lectures
Unit 1	Stories of Human Relations and Values	-Lecture -Interactive	30
Unit 2	Stories with Humour	-Lecture -Interactive	15
Unit 3	Stories with Suspense and Horror	-Lecture -Interactive	15

**Evaluation Pattern****A) Continuous Internal Evaluation: Maximum Marks: 40**

Method	Marks
Class test, home assignment, seminar, viva voce, report submission, etc.	<b>30</b>
active class participation and attendance	<b>10</b>

**B) Semester End Examination: Maximum Marks: 60**

Question No. and Sub questions (If any) (E.g. Q. 1 a) ...	Unit and sub unit (with number and title)	Type of Question (Essay / short note / Objective / Diagram, etc.)	Marks
Q. 1	Unit - 1	A) Long essay or B) Short essays ( 2 out of 3)	15 Or 15

<b>Q. 2</b>	<b>Unit - 2</b>	A) Long essay or B) Short essays ( 2 out of 3)	15 Or 15
<b>Q. 3</b>	<b>Unit - 3</b>	A) Long essay or B) Short essays ( 2 out of 3)	15 Or 15
<b>Q. 4</b>	<b>All Units</b>	Objective (MCQs/Reference to the context / true-false/define etc)	15

Note :

1. The topic or unit for Internal Evaluation will be declared well in advance to the students.
2. The topics/ units for the Internal Evaluation and Semester End Examination may be interchanged with prior intimation to the students.

**Date:** 23/04/2024

**Place:** Ratnagiri



**(Mr. Athalye Vasudev Manohar)**

**Chairperson ,**

**Board of Studies, English**

## Syllabus for Bachelor of Arts in English for year 2024-25

<b>Nomenclature of the Course:</b>	<b>NON FICTIONAL PROSE</b>
<b>Class:</b>	S.Y.B.A.
<b>Semester:</b>	III
<b>Course Code:</b>	UAENG302
<b>No. of Credits:</b>	02
<b>Nature:</b>	Theory
<b>Type:</b>	MAJOR

**Course Outcomes:** After successful completion of the course, the learners

CO1-will be able to identify and explain the type and mode of non-fictional prose texts.

CO2-will be able to analyse the non fictional prose texts in terms of the thematic/ factual contents, tone and mode.

CO3- may be able to author their own non-fictional texts , especially in forms like diary, letter, blog and autobiographical story.

### Syllabus:

Unit No.	Unit Title	Subtitles (Learning Points)
Unit 1	Introduction	General Introduction to 'non fictional prose' in comparison with fictional prose : Its nature, types and modes
Unit 2	Essay, Talk, Biographical Story	1)Essay : <i>On Saying 'Please'</i> by A.G.Gardiner  2)Motivational Talk: <i>A Virtuous Vision</i> by Gaur Gopal Das ( from <i>Life's amazing Secrets</i> )  3)Biographical Story: <i>A Handful of Almonds</i> by Nani Palkhiwala ( from <i>Children who Made it Big . Ed: Thangamani, NBT , India , 1999.</i>
Unit 3	Letters	Letters : 1) <i>It will be sunny one day</i> ( a letter by Stephen Fry to Ms.Crystal Nunn , from <i>Letters of Note</i> ) 2) <i>Steinbeck on Love</i> ( a letter by John Steinbeck to his son Thom, from <i>Letters of Note</i> )
Unit 4	Diaries	1) Excerpts from <i>Orwell Diaries 1938-1942</i>

		2) Excerpts from <i>The Diary of a Young Girl</i> by Anne Frank
Unit 5	Blogs	(The teacher and the students will together choose two blog posts available on the internet)

### Learning Resources recommended:

Abrams, M.H. *Glossary of Literary Terms*. India, Macmillan Publishers, 2000.

Gaur Gopal Das *Life's Amazing Secrets* Penguin, Random House ,India 2018

### Weblinks:

1. [It will be sunny one day - by Shaun Usher - Letters of Note](#)
2. [On-Saying-Please-converted.pdf \(bahirjicollege.org\)](#)
3. [Orwell's Diaries | The Orwell Foundation](#)
4. [Anne Frank - The Diary Of A Young Girl.hwp \(archive.org\)](#)
5. [www.britannica.com/topic/nonfictional-prose](#)
6. <https://smartenglishnotes.com/2022/01/20/non-fictional-prose-definition-bature-elements-style/>
7. [Nonfiction Definition, Types & Examples - Lesson | Study.com](#)
8. [What Is a Blog Post? Definition, Types & How To Write One \(bloggingtips.com\)](#)
9. [How to Write a Great Blog Post \(Structure + Examples\) \(wpbeginner.com\)](#)

### Teaching Plan:

Unit No.	Unit Title	Teaching Methods	No. of Lectures
Unit 1	Introduction	-Lecture	02
Unit 2	Essay, Talk, Biographical Story	-Lecture -Interactive	08
Unit 3	Letters	-Lecture -Interactive	04
Unit 4	Diaries	-Lecture	08
Unit 5	Blogs	Blended /Interactive/ Assignment	08

## Evaluation Pattern

### A) Continuous Internal Evaluation: Maximum Marks: 20

Method	Marks
Class test, home assignment/s : e.g. Keeping diary , writing one's biographical story , analysing or writing blog posts , writing letters, etc.	15
active class participation and attendance	05

### B) Semester End Examination: Maximum Marks: 30

Question No. and Sub questions (If any) (E.g. Q. 1 a) ...	Unit and sub unit (with number and title)	Type of Question (Essay / short note / Objective / Diagram, etc.)	Marks
Q. 1	Unit 1 & 2	A) Essay type or B) Short notes ( 2 out of 3)	10
Q. 2	Unit 3 & 4	A)Essay type or B) Short notes ( 2 out of 3)	10
Q. 3	All Units	Objective type (MCQs/Reference to the context/true-false/define, etc)	10

Note :

1. The topic or unit for Internal Evaluation will be declared well in advance to the students.
2. The topics/ units for the Internal Evaluation and Semester End Examination may be interchanged with prior intimation to the students.

**Date:** 23/04/2024

**Place:** Ratnagiri



(Mr. Athalye Vasudev Manohar)  
Chairperson ,  
Board of Studies, English





## Syllabus for Bachelor of Arts for the year 2024-25

<b>Nomenclature of the Course:</b>	<b>MASS COMMUNICATION I</b>
<b>Class:</b>	S.Y.B.A.
<b>Semester:</b>	III
<b>Course Code:</b>	UAGEMC301
<b>No. of Credits:</b>	02
<b>Nature:</b>	Theory
<b>Type:</b>	Generic/Open Elective

### Course Outcomes:

At the end of the course, the learner would :

- CO1 have acquired a conceptual understanding of the processes of communication in general and mass communication in particular.
- CO2 The students will form an awareness of some special functions and predominant roles of individual mass media in India.
- CO3 be able to identify and differentiate various types /formats of content presentation in the mass media

### Syllabus:

Unit No.	Unit Title	Subtitles (Learning Points)
Unit 1	Nature of Communication and Mass Communication	A] Elements and process of communication B] Types, functions and modes of communication and barriers to communication C] Mass Communication: Meaning, definitions and features D] Functions of Mass Communication: entertainment, surveillance, education, interpretation, persuasion, socialization, opinion building
Unit 2	Special Role /Impact of Mass Media in India	A] Print Media as an interpreter and watchdog B] AIR as a patron of music and advertiser of government schemes and policies C] Television and Surveillance D] Films voicing social problems E] Social media and mass campaigns F] Vlogs for promoting industry/business
Unit 3	Content Presentation Formats / Types of Mass Media	A] Major types of newspaper and magazines B] Formats of newspaper items C] Broadcast Media (Radio and TV) - Formats of Radio and TV programmes D] Major types of Films

### **Learning Resources Recommended:**

1. Acharya A.N. Television in India: A Sociological Study of Policy and Perspectives. New Delhi: Manas Publications, 1987.
2. Ahuja B.K. Mass Media Communication: Theory and Practices. New Delhi: Saurabh Publishing House, 2010.
3. Ahuja B. N. History of Press., Press Laws and Communications. New Delhi: Surjeet Publications, 1988.
4. Chatterji, P.C. Broadcasting in India. (Second Ed.). New Delhi: Sage, 2000.
5. Folkerts Jean and Stephen Lacey. The Media in Your Life: An Introduction to Mass Communication (Third Ed.). Pearson Education, 2004.
6. Hasan, Seema. Mass Communication: Principles and Concepts. CBS Publishers, 2010.
7. Joshi Uma. Textbook of Mass Communication and Media. New Delhi: Anmol Publications, 2002.
8. Kumar, Keval. Mass Communication: A Critical Analysis. Mumbai: Vipul Prakashan, 2002.
9. Menon, P. K. Practical Journalism. Jaipur: Aavishkar Publishers, 2005.
10. Narula, Uma. Mass Communication: Theory and Practice. New Delhi: Har Anand, 2001.
11. Parthasarathy, Rangaswamy. Journalism in India. (Fourth Ed.). New Delhi: Sterling Publication, 2011.
12. Puri, Manohar. Art of Editing. New Delhi: Pragun Publication, 2006.
13. Ranganathan, Maya, and Usha Rodrigues. Indian Media in a Globalised World. New Delhi: Sage, 2010.
14. Rodrigues, Usha and Maya Ranganathan. Indian News Media: From Observer to Participant. New Delhi: Sage, 2015.
15. Rantanen, Terhi. The Media and Globalisation. London: Sage, 2005.
16. Rodman, George. R. Making Sense of Media: An Introduction to Mass Communication. Pearson, 2000.
17. Roy Barun. Beginner's Guide to Journalism and Mass Communication. New Delhi: V& S Publishers. 2013.
18. Singhal, Arvind, and Everett M. Rogers. India's Communication Revolution: From Bullock Carts to Cyber Marts. New Delhi: Sage, 2000.
19. Keelery, Sandhya. "Social media usage in India: Statistics and Facts." 7 July 2020. <https://www.statista.com/topics/5113/social-media-usage-in-india/>
20. Kumar, Keval. "Media Use: India." 8 July 2016. <https://onlinelibrary.wiley.com/doi/full/10.1002/9781118783764.wbieme0005>.
21. McLuhan, Marshall. Understanding Media: The Extensions of Man. <https://designopendata.files.wordpress.com/2014/05/understanding-media-mcluhan.pdf>

**Teaching Plan:**

<b>Unit No.</b>	<b>Unit Title</b>	<b>Teaching Methods</b>	<b>No. of Lectures</b>
Unit 1	Nature of Communication and Mass Communication	Interactive Lecture Game based learning Case Study	10
Unit 2	Special Role /Impact of Mass Media in India	Interactive Lecture Seminars Group Discussion	10
Unit 3	Content Presentation Formats / Types of Mass Media	Interactive Lecture Assignments Case Study	10

**Evaluation Pattern****A) Continuous Internal Evaluation: Maximum Marks: 20**

<b>Method</b>	<b>Marks</b>
Class Test / Assignments: Contribution to in-house newsletter / magazine/ wallpaper / survey/ research project(Writing, editing, recording etc. / Group Discussion/ Seminars/ Presentations)	<b>15</b>
Attendance and participation in class	<b>05</b>

**B) Semester End Examination: Maximum Marks: 30**

<b>Question No. and Sub questions (If any) (E.g. Q. 1 a) ...</b>	<b>Unit and sub unit (with number and title)</b>	<b>Type of Question (Essay / short note / Objective / Diagram, etc.)</b>	<b>Marks</b>
<b>Q. 1</b>	<b>All units</b>	Objective	<b>10</b>
<b>Q. 2</b>	<b>All units</b>	Short note (any 2 out of three)	<b>10</b>
<b>Q. 3</b>	<b>All units</b>	Essay type question (1 out of two)	<b>10</b>

Note :

1. The topic or unit for Internal Evaluation will be declared well in advance to the students.
2. The topics/ units for the Internal Evaluation and Semester End Examination may be interchanged with prior intimation to the students.

**Date:** 23/04/2024

**Place:** Ratnagiri



**(Mr. Athalye Vasudev Manohar)**

**Chairperson ,**

**Board of Studies, English**

## Syllabus for Bachelor of Arts for the year 2024-25

<b>Nomenclature of the Course:</b>	<b>MASS COMMUNICATION II</b>
<b>Class:</b>	S.Y.B.A.
<b>Semester:</b>	IV
<b>Course Code:</b>	UAGEMC401
<b>No. of Credits:</b>	02
<b>Nature:</b>	Theory
<b>Type:</b>	Generic/Open Elective

### Course Outcomes:

At the end of the course, the learner would :

- CO1 have basic knowledge of major issues and laws related to Media in India.
- CO2 have developed an awareness of the job/career opportunities in the Media along with the knowledge of the skill sets necessary for various media personnel .

### Syllabus:

Unit No.	Unit Title	Subtitles (Learning Points)
Unit 1	Media Related Issues and Laws in India	A] Freedom of expression and Censorship B] The Relationship between the media and the government C] Media objectivity , media bias and political leanings D] Objectionable advertising E] Negative aspects of social Media F] Major laws in India related to media ( 4 to 5 laws)
Unit 2	Roles , Functions, Jobs and Career Opportunities in Mass Media	A] Reporting and editing for newspapers , TV, radio and online platforms B] News reading, Newschannel anchoring C] Blogging/ Vlogging D] Radio Jockeying E] Content Writing F] Copy-writing G] Public Relations H] Voice-over I] Script writing

### Learning Resources recommended:

1. Guha Thakurta, Paranjoy. Media Ethics: Truth, Fairness, and Objectivity. (Second Ed.). New Delhi: Oxford University Press, 2011.
2. Joseph M.K. Freedom of the Press. New Delhi: Anmol Publication, 1997.
3. Ahuja B. N. History of Press., Press Laws and Communications. New Delhi: Surjeet Publications, 1988.
4. Kamath. M V. Professional Journalism. New Delhi: Vikas Publishing House, 1980.
5. Seneviratne, Kalinga. Myth of 'Free Media' and Fake News in the Post-truth Era. Sage, 2019.
6. Singh, Anand Shanker (Ed.). Role of Media in Nation Building. Cambridge Scholars Publishing, 2016.
7. Ranganathan, Maya, and Usha Rodrigues. Indian Media in a Globalised World. New Delhi: Sage, 2010.
8. Rodrigues, Usha and Maya Ranganathan. Indian News Media: From Observer to Participant. New Delhi: Sage, 2015.
9. Ram, N. "The Changing Role of the New Media in Contemporary India." December, 2011. [https://www.thehindu.com/multimedia/archive/00863/Contemporary\\_India\\_863821a.pdf](https://www.thehindu.com/multimedia/archive/00863/Contemporary_India_863821a.pdf)
10. Ray, G.N. "Media Ethics." Press Council of India. <http://presscouncil.nic.in/OldWebsite/speechpdf/Media%20Ethics%20at%20IIMC,%20Dhe%20nkanal.pdf>
11. Ministry of Information and Broadcasting. "Community Radio Stations." <https://www.mib.gov.in/broadcasting/community-radio-stations-0>
12. Nagamallika, Gudipaty. "Representation of 'Family' in Indian Television Serials." Anthropological Researches and Studies. <http://www.journalstudiesanthropology.ro/en/representation-of-family-in-indian-television-series/a109/>
13. Noronha, Frederick. "Community Radio in India." June 1998. <https://www.culturalsurvival.org/publications/cultural-survival-quarterly/community-radio-india>

### Teaching Plan:

Unit No.	Unit Title	Teaching Methods	No. of Lectures
Unit 1	Media Related Issues and Laws in India	Interactive Lecture Group discussion Seminars	15

Unit 2	Roles , Functions, Jobs and Career Opportunities in Mass Media	Interactive Lecture Interviews	15
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**.Evaluation Pattern**

**B) Continuous Internal Evaluation: Maximum Marks: 20**

Method	Marks
Class Test / Assignments: Contribution to in-house newsletter / magazine/ wallpaper / survey/ research project(Writing, editing, recording etc. / Group Discussion/ Seminars/ Presentations)	15
Attendance and participation in class	05

**B) Semester End Examination: Maximum Marks: 30**

Question No. and Sub questions (If any) (E.g. Q. 1 a) ...	Unit and sub unit (with number and title)	Type of Question (Essay / short note / Objective / Diagram, etc.)	Marks
Q. 1	All units	Objective	10
Q. 2	All units	Short note (any two out of three)	10
Q. 3	All units	Essay type question (one out of two)	10

Note :

1. The topic or unit for Internal Evaluation will be declared well in advance to the students.
2. The topics/ units for the Internal Evaluation and Semester End Examination may be interchanged with prior intimation to the students.

**Date:** 23/04/2024

**Place:** Ratnagiri



**(Mr. Athalye Vasudev Manohar)**

**Chairperson ,**

**Board of Studies, English**





## Syllabus for Bachelor of Arts for the year 2024-25

<b>Nomenclature of the Course:</b>	<b>INTRODUCTION TO PRINT JOURNALISM</b>
<b>Class:</b>	S.Y.B.A.
<b>Semester:</b>	III
<b>Course Code:</b>	UAGEJ301
<b>No. of Credits:</b>	02
<b>Nature:</b>	Theory
<b>Type:</b>	Generic/Open Elective

### Course Outcomes:

At the end of the course the learners will be able to:

- CO 1. Understand the concept of journalism, including its definition, types.
- CO 2. Have knowledge about the organizational structure of a newspaper house, the concept of news, its value and sources; and the ethical principles in journalism.
- CO 3. Understand the essential qualities and aptitude required for effective reporting.
- CO 4. Understand and apply the basic principles of news report writing.
- CO 5. Identify the types of features and develop proficiency in writing features of different types.

### Syllabus:

Unit No.	Unit Title	Subtitles (Learning Points)
Unit 1	Fundamentals of Journalism	<ul style="list-style-type: none"> <li>A. Journalism – definition and types</li> <li>B. Organizational structure of a newspaper house</li> <li>C. What is News? – definition, value, sources</li> <li>D. Ethics of journalism</li> <li>E. Qualities and aptitude necessary for a reporter</li> </ul>
Unit 2	News Report and Feature Writing	<ul style="list-style-type: none"> <li>A. News Report Writing :                             <ul style="list-style-type: none"> <li>I] Basic principles of a news report: objectivity, accuracy, speed, clarity and integrity, Parts of a news report, 5Ws and 1 H, Inverted Pyramid Structure,</li> <li>II] Writing a news report: Writing Headlines, Writing Leads, Writing whole news report</li> </ul> </li> <li>B. Feature Writing :                             <ul style="list-style-type: none"> <li>I] Types of features – Obits, Reviews, Columns, Trend stories</li> <li>II] Writing a feature</li> </ul> </li> </ul>

### Learning Resources recommended:

1. Kamath. M V. Professional Journalism. New Delhi: Vikas Publishing House, 1980.
2. Mencher, Melvin. Basic News Writing. New Delhi: Universal Book Stall, 1992.
3. Menon, P. K. Practical Journalism. Jaipur: Avishkar Publishers, 2005.
4. Natrajan. J. History of Indian Journalism. New Delhi: Ministry of Information and Broadcasting, 1995.
5. Parthasarathy, Rangaswami. Basic Journalism. New Delhi: MacMillan India Ltd. 1989.
6. Parthasarathy, Rangaswami. Here is the News! Reporting for the Media. New Delhi: Sterling Publishers,
7. 1994.
8. Prasad, Sharada, Rukun Advani (et al) Editors on Editing. New Delhi: National Book Trust, 2004.
9. Selvaraj, Madhur. News Editing and Reporting. New Delhi: Dominant Publishers, 2005.

### Teaching Plan:

Unit No.	Unit Title	Teaching Methods	No. of Lectures
Unit 1	Fundamentals of Journalism	Interactive Lecture Seminar Group Discussion	15
Unit 2	News Report and Feature Writing	Interactive Lecture Demonstration Practice	15

### Evaluation Pattern

#### A) Continuous Internal Evaluation: Maximum Marks: 20

Method	Marks
Class test, home assignment/s : e.g., News analysis, News Report and Feature writing, etc.	15
active class participation and attendance	05

**B) Semester End Examination: Maximum Marks: 30**

<b>Question No. and Sub questions (If any) (E.g. Q. 1 a) ...</b>	<b>Unit and sub unit (with number and title)</b>	<b>Type of Question (Essay / short note / Objective / Diagram, etc.)</b>	<b>Marks</b>
Q. 1	Unit - 1	Short notes (3 out of 5)	15
Q. 2	Unit -2	Write news reports with headline and lead/intro using the given facts, in about 100 to 150 words each. (2 out 3)	15

Note :

1. The topic or unit for Internal Evaluation will be declared well in advance to the students.
2. The topics/ units for the Internal Evaluation and Semester End Examination may be interchanged with prior intimation to the students.

**Date:** 23/04/2024

**Place:** Ratnagiri



**(Mr. Athalye Vasudev Manohar)**

**Chairperson ,**

**Board of Studies, English**

## Syllabus for Bachelor of Arts for the year 2024-25

<b>Nomenclature of the Course:</b>	<b>EDITING AND PROOFREADING IN PRINT JOURNALISM</b>
<b>Class:</b>	S.Y.B.A.
<b>Semester:</b>	IV
<b>Course Code:</b>	UAGEJ401
<b>No. of Credits:</b>	02
<b>Nature:</b>	Theory
<b>Type:</b>	Generic/Open Elective

### Course Outcomes:

At the end of the course the learners will be able to:

CO1 - Understand the nature and scope of editing and proofreading.

CO2 - Understand and apply the principles , purposes and process of editing.

### Syllabus:

<b>Unit No.</b>	<b>Unit Title</b>	<b>Subtitles (Learning Points)</b>
Unit 1	Basics of Editing	A. What is editing and proofreading; its scope ; employment opportunities for editors and proofreaders, Understanding the target reader and form of the text B. Editorial policy, Role of the Editor, Role of the News Editor, Role of Chief Sub-editor, Role of Sub-editors
Unit 2	Process of Editing	A. Principles of editing B. Editing for Grammar and punctuation C. Editing for choice of words D. Editing for space E. Editing for cohesion and rhetorical organisation: logical sequence, paragraphing, use of rhetorical devices

### Learning Resources Recommended:

1. Kamath. M V. Professional Journalism. New Delhi: Vikas Publishing House, 1980.
2. Mencher, Melvin. Basic News Writing. New Delhi: Universal Book Stall, 1992.
3. Menon, P. K. Practical Journalism. Jaipur: Avishkar Publishers, 2005.
4. Natrajan. J. History of Indian Journalism. New Delhi: Ministry of Information and Broadcasting, 1995.

5. Parthasarathy, Rangaswami. Basic Journalism. New Delhi: MacMillan India Ltd. 1989.
6. Parthasarathy, Rangaswami. Here is the News! Reporting for the Media. New Delhi: Sterling Publishers,
7. 1994.
8. Prasad, Sharada, Rukun Advani (et al) Editors on Editing. New Delhi: National Book Trust, 2004.
9. Selvaraj, Madhur. News Editing and Reporting. New Delhi: Dominant Publishers, 2005.

### Teaching Plan:

Unit No.	Unit Title	Teaching Methods	No. of Lectures
Unit 1	Basics of Editing	Interactive Lecture	15
Unit 2	Process of Editing	Interactive Lecture Demonstration Practice	15

### Evaluation Pattern

#### A) Continuous Internal Evaluation: Maximum Marks: 20

Method	Marks
Class test, home assignment/s: e.g., editing news and/or features written by self and others ; Editing news and/or features, etc.	15
active class participation and attendance	05

#### B) Semester End Examination: Maximum Marks: 30

Question No. and Sub questions (If any) (E.g. Q. 1 a) ...	Unit and sub unit (with number and title)	Type of Question (Essay / short note / Objective / Diagram, etc.)	Marks
Q. 1	Unit - 1	Short notes (3 out of 5)	15
Q. 2	Unit -2	Rewrite following media text by editing for Grammar and punctuation and	15


		choice of words. (Also underline the edited/corrected parts.)	
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Note :

1. The topic or unit for Internal Evaluation will be declared well in advance to the students.
2. The topics/ units for the Internal Evaluation and Semester End Examination may be interchanged with prior intimation to the students.

**Date:** 23/04/2024

**Place:** Ratnagiri

  
**(Mr. Athalye Vasudev Manohar)**  
**Chairperson ,**  
**Board of Studies, English**

## Syllabus for Bachelor of Arts in English for the year 2024-25

<b>Nomenclature of the Course:</b>	<b>DIGITAL CONTENT CREATION</b>
<b>Class:</b>	SYBA
<b>Semester:</b>	III
<b>Course Code:</b>	UAVSCENG301
<b>No. of Credits:</b>	02
<b>Nature:</b>	Practical
<b>Type:</b>	VSC

**Course Outcomes:** After successful completion of the course, the learner shall be able to:

CO1- Understand the basics of digital content creation.

CO2- Identify the areas/ topics for content creation as per their interests, inclinations and technical skills.

CO3- Understand and apply the knowledge of the pre-production stages of digital content creation.

CO4- Edit, create and publish digital content in various forms and formats.

### Syllabus:

Unit No.	Unit Title	Subtitles (Learning Points)
Unit 1	Digital Content Writing	A. Nature and scope of Digital Content creation B. Identifying content for digital creation C. Identifying Audience D. Objective/Purpose of the creation E. Deciding Mode, Forms and Formats - Modes: narrative, descriptive, informative - Forms: audio, visual, audio-visual - Formats: news bulletins, interviews, talks, travel vlogs etc. F. Deciding duration and language G. Stages of Digital Content Creation – generating content, editing and publishing H. Apps and software for Digital Content Creation I. Platforms for publication of Digital Content
Unit 2	Creating Audio Content	Audios of Poetry recitations, storytelling, interviews, talks, news bulletins
Unit 3	Creating Visual Content	Info-graphics, Mind maps, Images, Quote cards, silent videos and PowerPoint Presentations



Unit 4	Creating Audio-visual Content	Audio- Visual poetry, talks, lectures, storytelling, interviewing, enactment, short films, travel vlogs, news bulletins etc.
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### Learning Resources recommended:

1. Digital Content Strategy Tips: How to Make Digital Content <https://www.bornrgroup.com/views/9-tips-for-creating-engaging-digital-content/>
2. How to make an infographic [https://youtu.be/36SIUe\\_mOZU?si=hnHltjqQfE-R4ysI](https://youtu.be/36SIUe_mOZU?si=hnHltjqQfE-R4ysI)
3. How to Create an Infographic <https://youtu.be/nLxQAa5Sras?si=XXKpNblbp44dz7IHJ>
4. What is a Podcast & Podcasting <https://youtu.be/GdYD1HHfI5A?si=yF35qe23RsE9Q6j5>
5. Create Videos using a mobile phone <https://www.youtube.com/live/rvJ1ImpV9S4?si=Y0dOhTEa3rmh0FaP>
6. How to use Audacity to Record & Edit Audio | Beginners Tutorial <https://youtu.be/yzJ2VyYkmaA?si=OfojMcwz6fxpTBOq>
7. OpenShot Video Editor Tutorial <https://youtu.be/rLWXlc1BW-I?si=2LZTcXpF4jX5Sr9w>

### Teaching Plan:

Unit No.	Unit Title	Teaching Methods	No. of Lectures
Unit 1	Digital Content Writing	Interactive Lecture Demonstratio	15
Unit 2	Creating Audio Content	Interactive Lecture Demonstratio Practical	15
Unit 3	Creating Visual Content	Interactive Lecture Demonstratio Practical	15
Unit 4	Creating Audio-visual Content	Interactive Lecture Demonstratio Practical	15

### Evaluation Pattern

#### Internal Assessment: 100 % (50 Marks)

The vocational skills will be tested after the completion of each unit .

Sr.No.	Particulars	Marks
01	Active class participation and attendance	05

02	Class Test on Unit 1	15
03	Assignments on Unit 2, 3, 4 ( e.g. creating podcast / audio news bulletin/ mind maps/ infographics/ travel vlogs/ A-V news bulletins etc. )	30
		Total : 50

Note :

1. The topic or unit for Internal Evaluation will be declared well in advance to the students.
2. The topics/ units for the Internal Evaluation and Semester End Examination may be interchanged with prior intimation to the students.

**Date:** 23/04/2024

**Place:** Ratnagiri



**(Mr. Athalye Vasudev Manohar)**

**Chairperson ,**

**Board of Studies, English**

## Syllabus for Bachelor of Arts in English for the year 2024-25

<b>Nomenclature of the Course:</b>	<b>The One Act Play</b>
<b>Class:</b>	S.Y.B.A.
<b>Semester:</b>	IV
<b>Course Code:</b>	UAENG401
<b>No. of Credits:</b>	4
<b>Nature:</b>	Theory
<b>Type:</b>	MAJOR

**Course Outcomes:** After successful completion of the course, the students:

CO1- will have basic knowledge of one act play as a form of drama.

CO2- will be able to critically comment upon the elements of the prescribed plays like plot, theme, conflict, character, setting and structure.

CO3- will be able to analyse the structure of prescribed one act plays.

CO4- may be able to play the roles of characters in the prescribed one act plays.

CO5- may be able to author one act play/s.

### Syllabus:

Unit No.	Unit Title	Subtitles (Learning Points)
Unit 1	Texts	1. Anton Chekhov : <i>The Proposal</i> 2. Percival Wilde : <i>The Sequel</i>
Unit 2	Texts	1. Rupert Brook - <i>Lithuania</i> 2. Mary Burrill : <i>They That Sit in Darkness</i>
Unit 3	Texts	1. H. H. Munro : <i>The Miracle Merchant</i> 2. J. B. Priestley : <i>Mother's Day</i>
Unit 4	Texts	1. Anton Chekhov : <i>The Swan Song</i> 2. Lady Gregory : <i>The Rising of the Moon</i>

### Learning Resources recommended:

1. Abrams, M. H. and Harpham, Geoffrey Galt. A Glossary of Literary Terms. Cengage Learning, 2015.
2. Ackerman, Alan Louis, editor. Reading Modern Drama. University of Toronto Press, 2012.

3. Auger, Peter. The Anthem Glossary of Literary Terms and Theory. India, Anthem Press, 2011.
4. Boulton, Marjorie. The Anatomy of Drama. Routledge, 2015.
5. Brooks, Cleanth and Heilman, Robert B. - Understanding Drama. Creative Media Partners, 2018.
6. Esslin, Martin. An Anatomy of Drama. Hill and Wang, 1981.
7. Nicoll, Allardyce. The Theory of Drama. Doaba Publications, 1998.
8. Pritner, Cal, and Scott E. Walters. Introduction to Play Analysis. Waveland Press, 2017.
9. Shepherd-Barr, Kirsten. Modern Drama: A Very Short Introduction. Oxford UP, 2016.
10. Styan, J. L. Elements of Drama. Cambridge UP, 2001.

**Weblinks :**

<https://nirajkumarswami.files.wordpress.com/2019/11/ch-11-the-proposal.pdf>  
<https://continuumjournal.org/index.php/33-volumes/issues/vol-1-no-2-content/ysc-1-2/93-intersectionality-in-the-dramas-of-mary-burrill-alice-childress-and-pearl-cleage>  
<https://www.selfstudys.com/sitepdfs/WhIODGucQ11SLTd6SJG8>  
<https://egyankosh.ac.in/bitstream/123456789/26911/1/Unit-2.pdf>  
<https://app1.unipune.ac.in/external/course-material/FY-BA-Additional-English.pdf>  
<https://www.sbcc.ac.in/images/department/english/EBEBB81815879674580.pdf>  
[https://www.academia.edu/35846970/Duty\\_and\\_Patriotism\\_in\\_Lady\\_Gregory\\_s\\_play\\_the\\_Rising\\_of\\_the\\_Moon](https://www.academia.edu/35846970/Duty_and_Patriotism_in_Lady_Gregory_s_play_the_Rising_of_the_Moon)

**Teaching Plan:**

Unit No.	Unit Title	Teaching Methods	No. of Lectures
Unit 1	Texts	-Lecture -Interactive -Group work	15
Unit 2	Texts	-Lecture -Interactive -Group work	15
Unit 3	Texts	-Lecture -Interactive -Group work	15
Unit 4	Texts	-Lecture -Interactive -Group work	15

## Evaluation Pattern

### A) Continuous Internal Evaluation: Maximum Marks: 40

Method	Marks
Class test, home assignment, seminar, viva voce, report submission, etc.	30
active class participation and attendance	10

### B) Semester End Examination: Maximum Marks: 60

Question No. and Sub questions	Unit and sub unit (with number and title)	Type of Question	Marks
Q. 1	Unit – 1	A) Long essay or B) Short essays ( 2 out of 3)	15 0r 15
Q. 2	Unit – 2	A)Long essay or B) Short essays ( 2 out of 3)	15 0r 15
Q. 3	Unit – 3	A)Long essay or B) Short essays ( 2 out of 3)	15 0r 15
Q. 4	Unit – 4	A)Long essay or B) Short essays ( 2 out of 3)	15 0r 15

Note :

1. The topic or unit for Internal Evaluation will be declared well in advance to the students.
2. The topics/ units for the Internal Evaluation and Semester End Examination may be interchanged with prior intimation to the students.

**Date:** 23/04/2024

**Place:** Ratnagiri



**(Mr. Athalye Vasudev Manohar)**  
**Chairperson ,**  
**Board of Studies, English**

## Syllabus for Bachelor of Arts in English for the year 2024-25

<b>Nomenclature of the Course:</b>	<b>POETRY</b>
<b>Class:</b>	S.Y.B.A.
<b>Semester:</b>	IV
<b>Course Code:</b>	UAENG402
<b>No. of Credits:</b>	02
<b>Nature:</b>	Theory
<b>Type:</b>	Core

### Course Outcomes:

At the end of the Course, the learners will be able to

CO1 know what poetry is and how it is different from prose.

CO2 understand different elements of poetry and identify how those elements are used in the prescribed poems.

CO3 differentiate types of poetry and identify the types of poetry in the given poems.

CO4 understand how to paraphrase a poem.

CO5 identify and describe different poetic devices used in the given poems.

CO6 learn how to find out themes in the given poems.

CO7 learn how to appreciate a poem applying the acquired knowledge.

### Syllabus:

Unit No.	Unit Title	Subtitles (Learning Points)
Unit 1	Theory of Poetry	a) What is a poem?, the difference between poetry and prose b) Elements of Poetry: Voice and Persona, Tone, Mood, Diction: Denotation and Connotation; Imagery; Symbol; Figurative Language; Rhyme, Free verse c) Types of Verse: Lyric, Sonnet, Elegy, Ballad, Dramatic Monologue
Unit 2	Texts	1. Robert Frost: 'Stopping by Woods on a Snowy Evening' 2. Robert Browning: 'My Last Duchess' 3. W.H.Auden: 'O What is that Sound' 4. Martha Medeiros: 'You Start Dying Slowly' 5. Nissim Ezekiel: 'Very Indian Poem in Indian English' 6. John Keats: 'La Belle Dame Sans Merci'

		7. William Wordsworth : ‘Upon the Westminster Bridge’ 8. Dilip Chitre : ‘The Felling of the Bunyan Tree’ 9. Rabindranath Tagore: ‘Gitanajali - Poem 62’ 10. Walt Whitman: ‘O Captain! My Captain!’
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### **Learning Resources recommended:**

1. Abrams, M.H. Glossary of Literary Terms. Macmillan Publishers, 2000.
2. Adams, Stephen J. Poetic Designs: An Introduction to Meters, Verse forms and Figures of Speech. Broadview Press Ltd., 2003.
3. Auger, Peter. The Anthem Glossary of Literary Terms and Theory, Anthem Press, 2011.
4. Barfield, Owen. Poetic Diction: A Study in Meaning. Wesleyan UP, 1973.
5. Birch, Dinah. ed. The Oxford Companion to English Literature. OUP, 2009.
6. Cavanagh, Dermot Alan Gillis et al. ed. The Edinburgh Introduction to Studying Literature. Edinburgh University Press, 2010.
7. Cuddon, J. A. The Penguin Dictionary of Literary Terms and Literary Theory, 4th ed., Penguin, 2000.
8. Drew, Elizabeth. Poetry: A Modern Guide to its Understanding and Enjoyment. Dell Publishing Co. Inc. 1959.
9. Fowler, Roger. ed., A Dictionary of Modern Critical Terms. Routledge & Kegan Paul, 1987. Friedlander, Benjamin. (ed.)
10. Gibson, Arthur. What is Literature, Peter Lang Pub Inc., 2007.
11. Gross, Harvey and Robert McDowell. Sound and Form in Modern Poetry. University of Michigan Press 1996.
12. Helbling, Mark, The Harlem Renaissance: The One and the Many, Greenwood Press, 1999.
13. Hobsbawm, Phillip. Metre, Rhythm and Verse Form. Routledge, 1996.
14. Hudson, W.H. An Outline History of English Literature, G K Publishers Pvt. Ltd. 2011.
15. Hudson, W.H., An Introduction to the Study of English Literature, G K Publishers Pvt. Ltd., 2011.
16. Kennedy X. J. and Dana Gioia. An Introduction to Fiction, Poetry, and Dram. HarperCollins College Publishers Inc., 1995.
17. Leech, Geoffrey, N. A Linguistic Guide to English Poetry. Longman, 1996.
18. Michael Hamburger. The Truth of Poetry, New Edition. Anvil Press Poetry, 2004.
19. Miller, Ruthand and Robert A. Greenberg. Poetry: An Introduction. Macmillan Press Ltd., 1981.
20. Nayar, Pramod K. Studying Literature: An Introduction to Fiction and Poetry. Orient BlackSwan Pvt.Ltd., 2013.
21. Paranjape, Makarand. Indian Poetry in English. Macmillan India Ltd., 1993.
22. Prasad, B. A Background to the Study of English Literature, Macmillan, 1999.

23. Preminger, Alex and Terry V. F. Brogan, New Princeton Encyclopedia of Poetry and Poetics. M J F Books,1996.
24. Rees, R.J. English Literature: An Introduction for Foreign Readers, Macmillan Education,1982.
25. Roberts, Neil (ed.), A Companion to Twentieth Century Poetry. Blackwell, 2003.
26. Turco, Lewis. The Book of Literary Terms. University Press of New England, 1999.

**MOOCs:**

Dhanwal, S. P. ‘Poetry’. IIT Madras. [https://onlinecourses.nptel.ac.in/noc20\\_hs64/preview](https://onlinecourses.nptel.ac.in/noc20_hs64/preview)

Chattopadhyay, Sayan. ‘Introduction to Literary Theory.’ IIT Kanpur.  
[https://onlinecourses.nptel.ac.in/noc20\\_hs82/preview](https://onlinecourses.nptel.ac.in/noc20_hs82/preview)

Parui, Avishek . ‘Gender and Literature’.IIT Madras.  
[https://onlinecourses.nptel.ac.in/noc20\\_hs59/preview](https://onlinecourses.nptel.ac.in/noc20_hs59/preview)

Raj, Merin Simi. ‘History of English Language and Literature’. IIT Madras.  
[https://onlinecourses.nptel.ac.in/noc20\\_hs52/preview](https://onlinecourses.nptel.ac.in/noc20_hs52/preview)

Parui. Avishek. ‘Feminists Writings’. IIT Madras.  
[https://onlinecourses.nptel.ac.in/noc20\\_hs58/preview](https://onlinecourses.nptel.ac.in/noc20_hs58/preview)

**Teaching Plan:**

Unit No.	Unit Title	Teaching Methods	No. of Lectures
Unit 1	Theory of Poetry	Lecture Discussion	10
Unit 2	Texts	Lecture Discussion	20

**Evaluation Pattern:**

**A) Continuous Internal Evaluation: Maximum Marks: 20**

Method	Marks
Class test, home assignment, seminar, viva voce, report submission, etc.	15
active class participation and attendance	05



**B) Semester End Examination: Maximum Marks: 30**

<b>Question No. and Sub questions (If any) (E.g. Q. 1 a) ...</b>	<b>Unit and sub unit (with number and title)</b>	<b>Type of Question (Essay / short note / Objective / Diagram, etc.)</b>	<b>Marks</b>
Q. 1	Unit I & II	Comprehension (seen poem using theory in Unit I)	10
Q. 2	Unit - II	A] Essay type question. B] i) Essay type question. OR B] ii) Write short notes (any 2 out of 4)	10 10 OR 10

Note :

1. The topic or unit for Internal Evaluation will be declared well in advance to the students.
2. The topics/ units for the Internal Evaluation and Semester End Examination may be interchanged with prior intimation to the students.

**Date:** 23/04/2024

**Place:** Ratnagiri



**(Mr. Athalye Vasudev Manohar)**

**Chairperson ,**

**Board of Studies, English**

## Syllabus for Bachelor of Arts in English for the year 2024-25

<b>Nomenclature of the Course:</b>	<b>ENGLISH FOR TOUR ORGANIZERS</b>
<b>Class:</b>	S.Y.B.A.
<b>Semester:</b>	IV
<b>Course Code:</b>	UAVSCENG401
<b>No. of Credits:</b>	02
<b>Nature:</b>	Practical
<b>Type:</b>	VSC

**Course Outcomes:** Having successfully completed this course, the learner:

CO1- will have the skills to collect and organize tourism related specific information necessary to plan and arrange tour programmes for his/her prospective guests.

CO2- will be able to exhibit the right attitude ,politeness and body language during interaction with the guests.

CO3- will have adequate knowledge of the tourism sector in the local region and the possibilities of entrepreneurship and linkages in this sector.

### Syllabus:

Unit No.	Unit Title	Subtitles (Learning Points)
Unit 1	Employment Opportunities in Travel and Tourism Sector	A. Tourism: Definition, Meaning , Nature B. Tourism: Components and Types C. Employment /career opportunities in tourism sector
Unit 2	Planning Tour Programmes for Prospective Guests	A. Understanding motivation of travel of the guests through questionnaire/interviews B. Planning tour programmes for the prospective guests on the basis of the information
Unit 3	Communication with accommodation providers and travel and transportation agencies	A. Collecting information on tourist places , different types of accommodation and different modes of transport available for the tourists B. Interacting with <ol style="list-style-type: none"> <li>a. accommodation providers to understand the availability, facilities, quality and rates of different types of accommodation available</li> </ol>

		<p>b. travel and tour agents for charting tour programme of a specific duration</p> <p>c. transportation agencies like road transport, railways and airlines to find out available routes, fares, days and timings of transportations</p>
Unit 4	<b>Interacting with the Guests</b>	<p>A. Interaction before the tour</p> <p>B. Interaction during the tour</p> <p>C. Right attitude, politeness and body language during interaction with the guests</p>

### Learning Resources recommended:

1. Abhoy Das Zang .Toursim in India .2019
2. Andrews, Sudhir. Introduction to Tourism and Hospitality Industry. New Delhi: McGraw Hill, 2007
3. Arora, Neha. Communication Skills for Hospitality Management and Tourism Industry, Book Enclave. 2019.
4. Chowdhari Nimit . Handbook for Tour Guides
5. Hudson, Simon. Hudson, Louise. Customer Service for Hospitality and Tourism. 2012.
6. David Riley. 100 things to do in Maharashtra. Discover India.2018
7. Jones, Leo. English for the Travel and Tourism Industry. Cambridge University Press. 1998..
8. Jones, Leo. Student's book: English for the Travel and Tourism Industry. Cambridge University Press, 1998.
9. Mol, Hans. Phillips,Terry. English for Tourism and Hospitality in Higher Education Studies Course Book with audio CDs. Garnet Education, 2008.
10. Zwier, Lawrence. Caplan, Nigel. Malarcher, Casey. Everyday English for Hospitality Professionals. Compass Publishing. 2006.

### Web Resources:

1. Argyle, Michael. Bodily Communication, Taylor & Francis Group, 2010. ProQuest Ebook Central,<https://ebookcentral.proquest.com/lib/inflibnet/books/detail.action?docID=1433936>.
2. Hill, Anne, et al. EBOOK: Key Themes in Interpersonal Communication, McGraw-Hill Education, 2007. ProQuest Ebook Central,  
<https://ebookcentral.proquest.com/lib/inflibnet-ebooks/detail.action?docID=332720>.
3. <https://rmit.libguides.com/c.php?g=721838&p=5145785>
4. <https://voxy.com/courses/career-aligned/english-tourism-hospitality/>
5. <https://www.amazon.in/English-Tourism-Hospitality-Course-Book/dp/1859649424>
6. <https://www.english4hotels.com/>
7. <https://www.fluentu.com/blog/english/english-for-tourism-books/>
8. <https://www.youtube.com/watch?v=ypXO0VE4RBM> English for Tourism and Hospitality
9. <https://youtu.be/fLaslONQAKM> The Power of Nonverbal Communication
10. <https://youtu.be/hDlaq6B0ITY> Global Trends in Luxury Hospitality
11. <https://youtu.be/saXfavo1OQo> The Power of Listening
12. <https://youtu.be/TVtgb153S6I> For more tolerance, we need more tourism

**Teaching Plan:**

Unit No.	Unit Title	Teaching Methods	No. of Lectures
Unit 1	Employment Opportunities in Travel and Tourism Sector	Lecture Blended Learning	10
Unit 2	Planning Tour Programmes for Prospective Guests	Qnr Survey Blended Learning	20
Unit 3	Communication with accommodation providers and travel and transportation agencies	Field visits Experiential Interactive	20
Unit 4	Interacting with the Guests	Role Play Experiential Blended Learning	10

**Evaluation Pattern****A. Internal Assessment: 100 % (50 Marks)**

The vocational skills will be tested after the completion of each unit .

Sr.No.	Particulars	Marks
01	Regular attendance , active participation in class	05
02	Overall conduct as a responsible learner, mannerism and exhibit of leadership qualities in organizing related academic activities such as field visits.	05
03	Assignments on Unit 1, 2 & 3 ( e.g. Qnr Survey / Making Itinerary/ Correspondence with agencies/ Field Visit report )	30
04	Role Play on Unit 4	10
		total 50

Note :

1. The topic or unit for Internal Evaluation will be declared well in advance to the students.
2. The topics/ units for the Internal Evaluation and Semester End Examination may be interchanged with prior intimation to the students.

**Date:** 23/04/2024

**Place:** Ratnagiri



**(Mr. Athalye Vasudev Manohar)**  
**Chairperson ,**  
**Board of Studies, English**

## Syllabus for Master of Arts in English for the year 2024-25

<b>Nomenclature of the Course:</b>	E-Content and Instruction Designing in English
<b>Class:</b>	M.A. I
<b>Semester:</b>	I
<b>Course Code:</b>	PAENG106
<b>No. of Credits:</b>	04
<b>Nature:</b>	Theory
<b>Type:</b>	Elective

**Course Outcomes:** After successful completion of the course, the learner shall be able to:

CO 1: Demonstrate familiarity with key digital skills, concepts, tools, and techniques necessary for developing E-content.

CO 2: Showcase their understanding of the key concepts in instructional designing through activities and classroom discussions.

CO 3: Review various digital tools and interfaces used in learning, teaching, and assessment

CO4: Create e-content in general and for the learning of English language and literature in particular.

### Syllabus:

Unit No.	Unit Title	Subtitles (Learning Points)
Unit 1	Introduction	<p>1. Technical Readiness:</p> <p>Key digital skills &amp; concepts, using the network to access and manage information, working with digital tools for such as recording, editing, creating presentations.</p> <p>2. Important Terms and Concepts:</p> <ul style="list-style-type: none"> <li>● E-Content</li> <li>● Instructional Design</li> <li>● Types of E-Content (OERs, RLOs, eBooks, online dictionaries, and</li> <li>● encyclopaedia</li> <li>● Learning Management System</li> <li>● Plagiarism Detection Mechanism</li> <li>● E-learning and Instructional Design</li> </ul>

		<ul style="list-style-type: none"> <li>● Approaches and components of E-learning</li> <li>● Types of E-learning: Synchronous and Asynchronous</li> </ul>
Unit 2	E-Content Development	<ul style="list-style-type: none"> <li>● Characteristics of E-Content Development</li> <li>● E-Content Authoring Tools (SCORM, AICC, PROMETHEUS, ARIADNE, ADL, AASL, LTSC, etc.) (such as CourseLab, Glo Maker, OBS, H5P, Open Author, Canvas, MOODLE)</li> <li>● Documentation &amp; Presentation Tools</li> <li>● Phases of E-Content Development (Analysis, Design, Development, Testing, implementation, and Evaluation)</li> </ul>
Unit 3	Models and Processes in Instructional Design	<p>Instructional Design Models:</p> <ul style="list-style-type: none"> <li>● Bloom's Taxonomy</li> <li>● Gagne's model</li> <li>● TPACK framework</li> <li>● Mayer's 12 Principles of Multimedia Learning</li> <li>● Universal Design Learning (UDL) Principles</li> </ul> <p>Process of Instructional Design:</p> <ul style="list-style-type: none"> <li>● Needs Assessment</li> <li>● Selection and customization of the LMS</li> <li>● Content development: Text, audio, video, etc</li> <li>● Formulating assessment strategies</li> <li>● Storyboarding and Scripting</li> </ul>
Unit 4	Production and Implementation	<p>Learner Specific Needs Assessment:</p> <ul style="list-style-type: none"> <li>● E-content for Language learning</li> <li>● Literature specific E-Content</li> <li>● E-content for developing 21st Century competencies (critical thinking/ problem solving, creativity, communication, and collaboration)</li> <li>● Assessment of learning (Quiz, discussion forum, assignment, etc)</li> </ul>

## Learning Resources recommended:

### Books:

1. Branch, R. M., & Dousay, T. A. *Survey of instructional design models* (5th ed.).
2. Bloomington, IN: Association for Educational Communications & Technology, 2015.
3. Burgstahler, S. E., & Cory, R. C. (Eds.). *Universal design in higher education: From principles to practice*. Harvard Education Press. 2010.
4. Clark, Ruth C., and Richard E. Mayer. *E-learning and the science of instruction: Proven guidelines for consumers and designers of multimedia learning*. John Wiley & Sons, 2016.
5. Dousay, T. A. Instructional design models. In R. West (Ed.), *Foundations of Learning and Instructional Design Technology* (1st ed.), Edtechbooks, 2018.
6. Elkins, Diane, and Desirée Pinder. *E-learning fundamentals: A practical guide*. American Society for Training and Development, 2015.
7. Ertmer, P. A., & Newby, T. J. Behaviorism, Cognitivism, Constructivism. In R. West (Ed.), *Foundations of Learning and Instructional Design Technology* (1st ed.), Edtechbooks, 2018.
8. Gagne, R. M., et al. "Principle of Instructional Design. Belmont, CA: Thomson Learning." *Educational Multimedia, Hypermedia & Telecommunications 2002* (2005): 1251-1257.
9. Ghirardini, B., and E-Learning Methodologies. "A guide for designing and developing e-learning courses." *Food and Agriculture Organization of the United Nations (FAO)*, 2011.
10. Kozma, Robert B., and Shafika Isaacs, eds. *Transforming education: The power of ICT*

### Web Resources:

Abbie H. Brown and Timothy D. Green, *The Essential of Instructional Design*  
[https://www.google.co.in/books/edition/The\\_Essentials\\_of\\_Instructional\\_Design/F8wBCgAAQBAJ?hl=en&gbpv=1&pg=PP1&printsec=frontcover](https://www.google.co.in/books/edition/The_Essentials_of_Instructional_Design/F8wBCgAAQBAJ?hl=en&gbpv=1&pg=PP1&printsec=frontcover)

George M. Piskurich, *Rapid Instructional Design*,  
[https://www.google.co.in/books/edition/Rapid\\_Instructional\\_Design/yitUBgAAQBAJ?hl=en&gbpv=1&pg=PR1&printsec=frontcover](https://www.google.co.in/books/edition/Rapid_Instructional_Design/yitUBgAAQBAJ?hl=en&gbpv=1&pg=PR1&printsec=frontcover)

William Rothwell et. al., *Mastering the Instructional Design Process: A Systematic Approach*  
[https://www.google.co.in/books/edition/Mastering\\_the\\_Instructional\\_Design\\_Proce/C4ggCwAAQBAJ?hl=en&gbpv=1&pg=PP1&printsec=frontcover](https://www.google.co.in/books/edition/Mastering_the_Instructional_Design_Proce/C4ggCwAAQBAJ?hl=en&gbpv=1&pg=PP1&printsec=frontcover)

John S. Hoffman, *Instructional Design: Step by Step*  
[https://www.google.co.in/books/edition/Instructional\\_Design\\_Step\\_by\\_Step/3SqOvnNpyOQC?hl=en&gbpv=1&pg=PP1&printsec=frontcover](https://www.google.co.in/books/edition/Instructional_Design_Step_by_Step/3SqOvnNpyOQC?hl=en&gbpv=1&pg=PP1&printsec=frontcover)

Yefim Kats, *Learning Management Systems and Instructional Design*,  
[https://www.google.co.in/books/edition/Learning\\_Management\\_Systems\\_and\\_Instruct/0xrvAmrRA8sC?hl=en&gbpv=1&pg=PP1&printsec=frontcover](https://www.google.co.in/books/edition/Learning_Management_Systems_and_Instruct/0xrvAmrRA8sC?hl=en&gbpv=1&pg=PP1&printsec=frontcover)

<https://youtu.be/aLqUmEmzOtY>  
<https://youtu.be/viAdUNRiYqk>  
<https://youtu.be/XCpVlggr7Mc>  
<https://youtu.be/y6uEn4Ee90M> 5. <https://youtu.be/TzHBfRkxEec>  
<https://www.education.gov.in/en/e-content>  
[https://www.researchgate.net/publication/258206638\\_Need\\_of\\_e-content\\_development\\_in\\_Education](https://www.researchgate.net/publication/258206638_Need_of_e-content_development_in_Education)

### Teaching Plan:

Unit No.	Unit Title	Teaching Methods	No. of Lectures
Unit 1	Introduction	Lecture Discussion	15
Unit 2	E-Content Development	Lecture Discussion	15
Unit 3	Models and Processes in Instructional Design	Lecture Discussion	15
Unit 4	Production and Implementation	Lecture Discussion Practice	15

### Evaluation Pattern

#### A) Continuous Internal Evaluation: Maximum Marks: 40

Method	Marks
Class test, home assignment, project, presentation, viva-voce etc.	30
active class participation and attendance	10

#### B) Semester End Examination: Maximum Marks: 60

Question No. and Sub questions (If any) (E.g. Q. 1 a) ...	Unit and sub unit (with number and title)	Type of Question (Essay / short note / Objective / Diagram, etc.)	Marks
Q. 1	All Units	Objectives (All units)	15
Q. 2	Unit 2	Short Notes (All units) (three out of five)	15



<b>Q. 3</b>	Unit 3	Long Answer Questions (Unit I & II) (one out of two)	15
<b>Q. 4</b>	Unit 4	Long Answer Questions (Unit III & IV) (one out of two)	15

Note :

1. The topic or unit for Internal Evaluation will be declared well in advance to the students.
2. The topics/ units for the Internal Evaluation and Semester End Examination may be interchanged with prior intimation to the students.

**Date:** 23/04/2024

**Place:** Ratnagiri



**(Mr. Athalye Vasudev Manohar)**

**Chairperson ,**

**Board of Studies, English**

## Syllabus for Master of Arts in English for the year 2024-25

<b>Nomenclature of the Course:</b>	Film and Literature
<b>Class:</b>	M.A. I
<b>Semester:</b>	II
<b>Course Code:</b>	PAENG206
<b>No. of Credits:</b>	04
<b>Nature:</b>	Theory
<b>Type:</b>	Elective

**Course Outcomes:** After successful completion of the course, the learner shall be able to:

CO1- gain a comprehensive understanding of the elements of cinema, including editing, cinematography, mise-en-scène, and the impact of sound.

CO2- identify narrative patterns and strategies employed in both classical and contemporary cinema.

CO3- analyze how different adaptations interpret and reinterpret source materials, considering issues of cultural context, audience reception, and artistic innovation.

CO4- identify and analyse themes of authorship, fidelity, and the nature of storytelling itself as explored in meta-films

CO5- examine how digital technologies have reshaped the relationship between film and literature, considering issues of interactivity, convergence, and multimodal storytelling.

CO6- develop critical thinking skills through close analysis of films, literary texts, and scholarly readings.

### Syllabus:

Unit No.	Unit Title	Subtitles (Learning Points)
Unit 1	Film as an Art Form	a) The Grammar of Cinema: <ul style="list-style-type: none"> <li>• Editing</li> <li>• Cinematography</li> <li>• Mise-en-scène</li> <li>• Impact of Sound</li> </ul> (Readings –The Language of Film: Signs and Syntax. Chapter 3. Monaco. Pg. 152-227, 2009) b) Film and Narrative: (Readings – Bordwell, 2015; Lothe, 2000) Suggested Films: <ul style="list-style-type: none"> <li>• Arrival of a Train at La Ciotat (The Lumière Brothers, 1895),</li> <li>• A Trip to the Moon (Georges Méliès 1902),</li> </ul>

		<ul style="list-style-type: none"> <li>• Life of an American Fireman (Edwin S. Porter, George S. Fleming 1903),</li> <li>• The Great Train Robbery (Edwin S. Porter 1903),</li> <li>• The Birth of a Nation (D.W. Griffith 1915),</li> <li>• <i>Citizen Kane</i> (Orson Welles 1941)</li> </ul> <p>(These films could be seen as examples of early cinematic innovations. More contemporary films may be used to understand the issues in Unit 1)</p>
Unit 2	Challenges of Adapting Canonical Literary Texts to Film	<p>a) The question of ‘fidelity’ in adaptations Othello: BBC Adaptation Othello (1981). Dir. Jonathan Miller</p> <p>b) Trans-Creations and creative adaptations with special reference to Othello. Any or all of the following films can be used for discussion:</p> <ul style="list-style-type: none"> <li>• Kaliyattam (1997). Dir. Jayaraj (Malayalam)</li> <li>• Omkara (2006). Dir. Vishal Bhardwaj (Hindi)</li> <li>• O(2001). Dir. Tim Blake Nelson (English)</li> </ul> <p>(Readings – Cartmell, 2014; Jackson, 2007; Raengo and Stam, 2010)</p>
Unit 3	Meta-Adaptation	<p>This unit will engage with meta-films which reflect on their status as adaptations.</p> <p>a) The Orchid Thief: A True Story of Beauty and Obsession by Susan Orlean (1998) Film Adaptation – Adaptation (2002). Dir. Spike Jonze</p> <p>(Readings – Semerca and Weimer, 2005; Boozer (2008), Chapter 6 -Tomasula, F., “Adaptation as Adaptation: From Susan Orleans’ The Orchid Thief to Charlie (and ‘Donald’) Kaufman’s Screenplay to Spike Jonze’s Film” (pp. 161-178); Frus and Williams (2010), “Introduction” (1-18), and Chapter 2 - Harner, D. “”Adaptation, The Orchid Thief and the Subversion of Hollywood Conventions” (pp. 31-41))</p>
Unit 4	Film Adaptation, Multi-Modality, The New Media	<p>New viewing platforms and practices Confluence of film and literature as a digital phenomenon</p> <p>a) Film – The Matrix (1999). Dir. The Wachowski Brothers Book Adaptations:</p> <p>a) The Matrix by Joshua Clover (2004) b) The Matrix Trilogy: Cyberpunk Reloaded by Stacy Gillis (2005).</p> <p>(Readings – Monaco, 2009; Pietrzak- Franger, Monika, and Eckart Voigts-Virchow, 2009)</p>

## Learning Resources :

### Unit I:

1. Bordwell, David. *Narration in The Fiction Film*. Place of publication not identified: Routledge, 2015. Print.
2. Lothe, Jakob (2000), *Narrative in Fiction and Film*. Oxford: Oxford UP.
3. Monaco, James. *How to Read a Film: Movies, Media, And Beyond*. New York: Oxford U.P., 2009. Print.

### Unit II:

1. Cartmell, Deborah. *A Companion to Literature, Film and Adaptation*. Malden, Mass.: Wiley-Blackwell, 2014. Print.
2. Jackson, Russell. *The Cambridge Companion to Shakespeare On Film*. Cambridge: Cambridge U Press, 2007. Print.
3. Raengo, Alessandra, and Robert Stam. *Literature and Film: A Guide to Theory and Practice of Film Adaptation*. Malden, Mass.: Blackwell, 2010. Print.

### Unit III:

1. Frus, Phyllis, and Christy Williams. "Introduction." *Beyond Adaptation: Essays on Radical Transformations of Original Works*. Jefferson, NC: McFarland & Co, 2010.1-18. Print.
2. Harner, D. "Adaptation, The Orchid Thief and the Subversion of Hollywood Conventions." *Beyond Adaptation: Essays on Radical Transformations of Original Works*. By Phyllis Frus and Christy Williams. Jefferson, NC: McFarland & Co, 2010. 31-41. Print.
3. Simerka, Barbara, and Christopher B. Weimer. "Duplicitous Diegesis: "Don Quijote" and Charlie Kaufman's "Adaptation"." *Hispania* 88.1 (2005): 91-100. Web.
4. Tomasula, F. "Adaptation as Adaptation: From Susan Orlean's The Orchid Thief to Charlie (and 'Donald') Kaufman's Screenplay to Spike Jonze's Film." *Authorship in Film Adaptation*. By Jack Boozer. Austin: U of Texas Press, 2008. 161-78. Print.

### Unit IV:

1. Monaco, James. *How to Read a Film: Movies, Media, And Beyond*. New York: Oxford U.P., 2009. Print.
2. Pietrzak-Franger, Monika, and Eckart Voigts-Virchow. *Adaptations: Performing Across Media and Genres: Papers Given on The Occasion of The Seventeenth Annual Conference of The German Society for Contemporary Theatre and Drama in English*. Trier: WVT, Wissenschaftlicher Verlag Trier, 2009. Print.

## Teaching Plan:

Unit No.	Unit Title	Teaching Methods	No. of Lectures
Unit 1	Film as an Art Form	Lecture Discussion Screening	15
Unit 2	Challenges of Adapting Canonical Literary Texts to Film	Lecture Discussion Screening	15
Unit 3	Meta-Adaptation	Lecture Discussion Screening	15
Unit 4	Film Adaptation, Multi-Modality, The New Media	Lecture Discussion	15

		Screening	
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### Evaluation Pattern

#### A) Continuous Internal Evaluation: Maximum Marks: 40

Method	Marks
Class test, home assignment, seminar, viva voce, report submission, etc.	30
active class participation and attendance	10

#### B) Semester End Examination: Maximum Marks: 60

Question No. and Sub questions (If any) (E.g. Q. 1 a) ...	Unit and sub unit (with number and title)	Type of Question (Essay / short note / Objective / Diagram, etc.)	Marks
Q. 1	Unit 1	Essay (one out of two)	15
Q. 2	Unit 2	Essay (one out of two)	15
Q. 3	Unit 3	Essay (one out of two)	15
Q. 4	Unit 4	Essay (one out of two)	15

Note :

1. The topic or unit for Internal Evaluation will be declared well in advance to the students.
2. The topics/ units for the Internal Evaluation and Semester End Examination may be interchanged with prior intimation to the students.

**Date:** 23/04/2024

**Place:** Ratnagiri



**(Mr. Athalye Vasudev Manohar)**  
**Chairperson ,**  
**Board of Studies, English**

## Syllabus for Master of Arts in English for the year 2024-25

<b>Nomenclature of the Course:</b>	<b>CULTURAL STUDIES</b>
<b>Class:</b>	M.A. I
<b>Semester:</b>	II
<b>Course Code:</b>	PAENG207
<b>No. of Credits:</b>	04
<b>Nature:</b>	Theory
<b>Type:</b>	Elective

**Course Outcomes:** After successful completion of the course, the learner shall be able to:

CO1- understand historical trajectory of Cultural Studies

CO2- demonstrate a thorough understanding of key concepts in cultural studies

CO3- analyze seminal texts in relation to broader theoretical frameworks and historical contexts

CO4- identify key arguments in these texts and their implications for understanding culture and society.

CO5- enhance their critical thinking skills by evaluating different perspectives on culture and cultural phenomena

CO6- develop an interdisciplinary perspective by exploring the intersections of cultural studies with other fields such as sociology, anthropology, literature, and media studies.

**Syllabus:**

<b>Unit No.</b>	<b>Unit Title</b>	<b>Subtitles (Learning Points)</b>
Unit 1	<b>Historical Trajectory of Cultural Studies</b>	1. The Idea of Culture 2. Matthew Arnold: Culture as the Standard of Aesthetic Excellence 3. F R Leavis: Rhetoric of Minority Culture & Mass Civilization 4. Richard Hoggart: Celebrating Working-Class Culture 5. Raymond Williams: Materiality and Historicity of Culture 6. E P Thompson: Culture as Agency 7. Stuart Hall: Politicizing Culture [Questions will be set on the concepts outlined and not on any specific texts.]
Unit 2	<b>Key Concepts in Cultural Studies</b>	1. Ideology 2. Hegemony 3. Representation 4. Agency and Structure 5. Identity, Race, Class, and Gender
Unit 3	<b>Understanding Cultural Studies through a few Critical Texts:</b>	1. Raymond Williams. "Culture" 2. Stuart Hall. "Cultural Studies and its Theoretical Legacies"

		3. Adorno, Theodor and Max Horkheimer. "The Culture Industry: Enlightenment as Mass Deception"
Unit 4	<b>Theory and Praxis</b>	Text 1: "Culture is Ordinary" by Raymond Williams <b>OR</b> Text 2: "Reification and Utopia in Mass Culture" by Fredric Jameson

### **Learning Resources recommended:**

1. Adorno, Theodor and Max Horkheimer. 2007. "The Culture Industry: Enlightenment as Mass Deception," Pp. 31-41 in Simon During (ed.), *The Cultural Studies Reader*, 3rd Edition. London: Routledge.
2. Hall, Stuart. 1996. "Cultural Studies and its Theoretical Legacies," pp. 262-275 in David Morley and Kuan-Hsing Chen, eds., Stuart Hall: *Critical Dialogues in Cultural Studies*. London: Routledge.
3. Jameson, Fredric Jameson. "Reification and Utopia in Mass Culture" *Social Text*, No. 1 (Winter, 1979), pp. 130-148, Duke University.
4. Williams, Raymond. "Culture is Ordinary" *Resources of Hope, Culture Democracy, Socialism*, London, Verso, p.3-14.
5. Williams, Raymond.1985. "Culture" pp.87-93 in *Keywords: A Vocabulary of Culture and Society*. New York: Oxford University Press.

### **References:**

1. Barker, Chris. *Cultural Studies: Theory and Practice*. New Delhi: Sage Publishers, 2012.
2. Brooker, Peter. *A Glossary of Cultural Theory*. London: Arnold Publishers, 2003.
3. During, Simon. *Cultural Studies: A Critical Introduction*. London: Routledge, 2005.
4. During, Simon ed. *The Cultural Studies Reader*, London: Routledge, 1993.
5. Easthope, Antony. *Literary into Cultural Studies*. London: Routledge, 1991.
6. Edgar, Andrew and Sedgwick, Peter ed. *Key Concepts in Cultural Theory*. London: Routledge, 1999.
7. Hall, Gary and Birchall, Clare ed. *New Cultural Studies: Adventures in Theory*, Hyderabad: Orient BlackSwan, 2009.
8. Inglis, Fred. *Cultural Studies*. Oxford: Blackwell, 1993.
9. Lewis, Jeff . *Cultural Studies: The Basics*. New Delhi: Sage Publishers, 2008.

10. Louis Althusser. "Ideology and Ideological State Apparatuses (Notes Towards and Investigation)" Pp. 79-87 in Meenakshi Gigi Durham and Douglas Kellner (eds), *Media and Cultural Studies: Key Works*. Malden: Blackwell Publishing.
11. Mulhern, Francis *Culture/Metaculture* London: Routledge, 2000.
12. Marx, Karl. "The Ruling Class and Ruling Ideas" Pp. 58-59 in John Storey (ed) *Cultural Theory and Popular Culture: A Reader*. Harlow: Pearson.
13. Payne, Michael ed. *A Dictionary of Cultural and Critical Theory Oxford*: Blackwell, 1996.
14. Proctor, James. *Stuart Hall*. London; Routledge, 2007.
15. Raymond Williams, "Base and Superstructure in Marxist Cultural Theory" *New Left Review* 82:3-16.
16. Pieterse, Jan Nederveen. 1996. "Globalisation and Culture: Three Paradigms," *Economic and Political Weekly* 31 (23): 1389-1393.
17. Sardar, Ziauddin & Van Loon, Borin *Cultural Studies: A Graphic Guide*, London: Icon Books Ltd, 2010.
18. Stuart Hall. "The Work of Representation," p. 15-74 in Stuart Hall (ed). *Representation: Cultural Representation and Signifying Practices*. London: Sage Publications, 1997.

### Teaching Plan:

Unit No.	Unit Title	Teaching Methods	No. of Lectures
Unit 1	Historical Trajectory of Cultural Studies	Lecture Discussion	15
Unit 2	Key Concepts in Cultural Studies	Lecture Discussion	15
Unit 3	Understanding Cultural Studies through a few Critical Texts:	Lecture Discussion	15
Unit 4	Theory and Praxis	Lecture Discussion	15

### Evaluation Pattern

#### A) Continuous Internal Evaluation: Maximum Marks: 40

Method	Marks
(Class test, home assignment, seminar, viva voce, etc.)	30



active class participation and attendance	<b>10</b>
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**B) Semester End Examination: Maximum Marks: 60**

<b>Question No. and Sub questions (If any) (E.g. Q. 1 a) ...</b>	<b>Unit and sub unit (with number and title)</b>	<b>Type of Question (Essay / short note / Objective / Diagram, etc.)</b>	<b>Marks</b>
<b>Q. 1</b>	Unit 1	Essay (one out of two)	15
<b>Q. 2</b>	Unit 2	Essay (one out of two)	15
<b>Q. 3</b>	Unit 3	Essay (one out of two)	15
<b>Q. 4</b>	Unit 4	Essay (one out of two)	15

Note :

1. The topic or unit for Internal Evaluation will be declared well in advance to the students.
2. The topics/ units for the Internal Evaluation and Semester End Examination may be interchanged with prior intimation to the students.

**Date:** 23/04/2024

**Place:** Ratnagiri



**(Mr. Athalye Vasudev Manohar)**

**Chairperson ,**

**Board of Studies, English**

## Syllabus for Master of Arts in English for the year 2024-25

<b>Nomenclature of the Course:</b>	Indian Literature in English
<b>Class:</b>	M.A. II
<b>Semester:</b>	III
<b>Course Code:</b>	PAENG301
<b>No. of Credits:</b>	04
<b>Nature:</b>	Theory
<b>Type:</b>	Major ( Mandatory)

**Course Outcomes:** After successful completion of the course, the learner shall be able to:

CO1. understand the thematic concerns of Indian Literature in English.

CO2. analyse Indian Literature in English in various ways.

CO3. understand Indian society and issues contemporary to the texts.

### Syllabus:

Unit No.	Unit Title	Subtitles (Learning Points)
Unit 1	Background Topics	<p><b>A) Miscellaneous issues and terms:</b>                      Beginning of English Studies in India, Orientalist Anglicist Debate, Macaulay's Minutes, Indian Renaissance, Indianness, Writing of Diaspora, Postmodern Indian English novel, Postcolonial Indian English Novel</p> <p><b>B) Survey of literature:</b></p> <p>i) A survey of Pre Independence Indian English Novel , Partition Novel, New trends in Post-Independence Novel</p> <p>ii) A survey of Pre Independence Indian English Poetry, Post –Independence Indian English Poetry , Indian English Poetry till 2000 including new trends, experiments, and women's voices</p> <p>iii) A survey of Indian English Drama, upto 1947, Post-independence Indian English Drama till 2000,</p>
Unit 2	Fiction	Bankim Chandra Chatterjee: Rajmohan's Wife Shashi Deshpande: The Binding Vine
Unit 3	Drama	Mahesh Dattani: Final Solutions Partap Sharma: A Touch of Brightness
Unit 4	Poetry/ Short Stories	<p>(i) Pre-Independence Poetry:                      Henry Derozio : The Poet's Grave, The Harp of India, To the Pupils of the Hindu College                      Toru Dutt : Our Casuarina Tree                      Sri. Aurobindo : A Tree, Life and Death, God, The Golden Light.</p> <p>(ii) Post-Independence Poetry:                      Nissim Ezekiel: Background Casually, Case Study, Enterprise                      Kamala Das: An Introduction, The Looking Glass, The Sunshine Cat</p>

		A. K. Ramanujan: Obituary, A River OR Short Stories: R.K. Narayan : Missing Mail, The Axe, The Doctor's Word, Anita Desai : Descent from the Rooftop Ruskin Bond : The Night Train at Deoli Zumpa Lahiri : Hell Heaven
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### Learning Resources recommended:

- 1) Bharucha, Nilufer and Vrinda Nabar (eds). Mapping Cultural Spaces: Postcolonial Indian Literature in English, Essays in Honour of Nissim Ezekiel. Delhi: Vision Books, 1998.
- 2) Gandhi, Leela. Postcolonial Theory. New Delhi: Oxford University Press, 1988. Print.
- 3) Iyengar Srinivasa K. R. Indian Writing in English. Sterling Pub., 2019
- 4) King, Bruce Alvin. Three Indian Poets: Nissim Ezekiel, A K Ramanujan, Dom Moraes. Madras: Oxford University Press, 1991.
- 5) King, Bruce. Modern Indian Poetry in English. Delhi: Oxford University Press, 1987.
- 6) Kirpal, Viney. The New Indian Novel in English: A study of the 1980s. New Delhi: Allied Publishers Ltd., 1990. Print.
- 7) Kirpal Viney (ed.). The Postmodern Indian English Novel. Allied Publishers, 1996. Print.
- 8) Mehrotra, Arvind Krishna (ed.) A History of Indian Literature in English. New York: Columbia University Press, Distributed in India by Doaba Books Shanti Mohan House 16, Ansari Road, New Delhi, 2003.
- 9) Naik M. K. A History of Indian English Literature. Sahitya Akademy, Delhi, 1982.
- 10) Naik M. K., Shyamala A. Narayan. Indian English Literature 1980-2000: A Critical Survey. Pencraft International, Delhi, 2001.
- 11) Naik M. K. Aspects of Indian Writing in English. Macmillan, Delhi 1979.
- 12) Vishwanathan, Gauri. Masks of Conquest: Literary History of British Rule in India Faber, 1990

### Teaching Plan:

Unit No.	Unit Title	Teaching Methods	No. of Lectures
Unit 1	Background Topics	Lectures, discussions, presentations	15
Unit 2	Fiction	Lectures, discussions, presentations	15
Unit 3	Drama	Lectures, Screening film, discussions	15
Unit 4	Poetry/ Short Story	Lectures, discussions, presentations	15

**Evaluation Pattern:**

**A) Continuous Internal Evaluation: Maximum Marks: 40**

<b>Method</b>	<b>Marks</b>
(Class test, home assignment, seminar, viva voce, report submission, etc.) Unit – 1B	<b>30</b>
active class participation and attendance	<b>10</b>

**B) Semester End Examination: Maximum Marks: 60**

<b>Question No. and Sub questions (If any) (E.g. Q. 1 a) ...</b>	<b>Unit and sub unit (with number and title)</b>	<b>Type of Question (Essay / short note / Objective / Diagram, etc.)</b>	<b>Marks</b>
Q.1	Unit 1 (A)	Short notes TWO out of THREE	15
Q.2 (A or B)	Unit 2	Essay Type ONE out of TWO (one question on each text)	15
Q.3 (A or B)	Unit 3	Essay Type ONE out of TWO (one question on each text)	15
Q.4 (A or B)	Unit 4	Essay Type ONE out of TWO	15

**Note :**

1. The topic or unit for Internal Evaluation will be declared well in advance to the students.
2. The topics/ units for the Internal Evaluation and Semester End Examination may be interchanged with prior intimation to the students.

**Date:** 23/04/2024

**Place:** Ratnagiri



**(Mr. Athalye Vasudev Manohar)**  
**Chairperson ,**  
**Board of Studies, English**

## Syllabus for Master of Arts in English for the year 2024-25

<b>Nomenclature of the Course:</b>	<b>WOMEN'S STUDIES</b>
<b>Class:</b>	M.A. II
<b>Semester:</b>	III
<b>Course Code:</b>	PAENG302
<b>No. of Credits:</b>	04
<b>Nature:</b>	Theory
<b>Type:</b>	Major Mandatory

**Course Outcomes:** After successful completion of the course, the learner shall be able to:

- CO1- have the proper understanding of patriarchy as the system partial to one gender
- CO2- have an awareness of crimes against women, and the constitutional and legal safeguards protecting and empowering women
- CO3- gain knowledge and understanding of feminist theory, history and perspectives
- CO4- be gender-sensitive, have a feminist outlook, and battle with the stereotypes and gender favouritism widespread in society
- CO5- analyse and critically evaluate literary and media texts dealing with women's issues

### Syllabus:

Unit No.	Unit Title	Subtitles (Learning Points)
Unit 1	Introduction: Concepts and the Scope of Women's Studies	Women's Studies: Relevance, Prospects and the Indian Context, Sex, Gender and Biological Determinism, The Three Waves or Phases of Feminism, theorisation of feminine psyche, motherhood, womanhood and sisterhood, Changing phases of New woman's quest for survival from housewives, to working women and self-dependent single women, widows and wedded women, survival and existence of women in regions without awareness, concerns of men oriented in Patriarchy and conflicting definitions of Masculinities
Unit 2	Combating Crimes and Discrimination:	(i) Constitutional and Legal Safeguards for Women-Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) (ii) National Policy on Empowerment of Women and Constitutional Safeguards for Women (Articles 14, 15, 15 – Clause 3, 16 – Clauses 1 and 2, 19, 21 and 23 of Indian Constitution) (iii) Vishakha Guidelines on the 'Sexual Harassment of Women at the Workplace' (iv) The Domestic Violence Act, 2005 (v) The Right to Education and The Right to Health

		(vii) The Madras Devadasis (Prevention of Dedication) Act, 1947 (vii) Equal Remuneration Act, 1976 (Equal Pay for Equal Work) (viii) Divorce Laws in India (ix) Inheritance Laws in India
Unit 3	Feminist Critics on Women's Issues	Views of Western Feminist Critics – Simone De Beauvoir, Elaine Showalter, Betty Friedon, Judith Butler and Bell Hooks Views of Indian Feminist Critics – Savitribai Phule, Gayatri Spivak, Sharmila Rege and Meghana Pant
Unit 4	Exposition of Feminine Sensibility in Literary Studies	<b>Poetry</b> - (i) Amrita Pritam: I will meet you yet again , A Letter (ii) Meena Kandasamy: Apologies For Living On, Mascara (iii) Kamala Das: Forest Fire, The Freaks (iv) Jyoti Lanjewar: Mother, The Nameless Ones  <b>Short Stories:</b> Mahasweta Devi: <i>Breast Stories</i> (Translated and with an Introduction by Gayatri Chakravorty Spivak

#### Learning Resources recommended:

1. Adams, C. (1993). Eco-feminism and the Sacred. New York: Continuum.
2. Bouson, Brooks J. ed.al. Critical Insights: Emily Dickinson, Loyola University Chicago. 201
3. Gill, Jo & Martin Halliwell, et al. Women's Poetry (Edinburgh Critical Guides to Literature) Edinburgh University Press, 2007
4. Jane Dowson, Jane. ed.al. Women's Poetry of the 1930s: A Critical Anthology, Routledge.1995
5. Bhasin, Kamala (1993). What is Patriarchy? New Delhi: Kali for Women. Print
6. Jacques Coulardeau, Salome, an Obsessive-Compulsive Myth, from Oscar Wilde to Richard Strauss
7. Kishwar, Madhu (1999). Off the beaten track: Rethinking gender justice for Indian women. New Delhi: Oxford University Press. Print.
8. Mohanty, Chandra Talpade (2003). Feminism Without Borders: Decolonizing Theory, Practicing Solidarity. New Delhi: Zubaan. Print.
9. Oakley, Anne (1981). From Here to Maternity: Becoming a Mother. Harmondsworth, England: Penguin. Print.
10. Rich, Adrienne (1976). Of Woman Born: Motherhood as Experience and Institution. New

York: Norton. Print.

11. Shiva, Vandana. (2002). *Staying Alive: Women, Ecology and Development*. London: Zed Books. Print.
12. Showalter, Elaine (1979). "Towards a Feminist Poetics." *Women's Writing and Writing about Women*. London: Croom Helm.
13. Spivak, Gayatri Chakravarty (1987). *In Other Worlds: Essays in Cultural Politics*. New York and London: Methuen. Print.
14. Thornham, Sue. (2009). *Feminist Film Theory: A Reader*. New York: New York University Press. Print
15. Ferguson, Ann (1981). "Patriarchy, Sexual Identity and the Sexual Revolution." *Signs*. 7(1): 158-172. Print.
16. Humphries, Drew (Ed.) (2009). *Women, Violence and the Media: Readings in Feminist Criminology*. Boston: Northeastern University Press. Print.
17. Jain, Jasbir and Sudha Rai (eds.) (2002). *Films and Feminism: Essays in Indian Cinema*. Jaipur: Rawat Publications. Print.

### **E-resources:**

- <https://www.poemhunter.com/poem/i-will-meet-you-yet-again/>
- <https://www.poemhunter.com/amrita-pritam/>
- <https://www.poemhunter.com/poem/mascara-4/>
- <https://press.uchicago.edu/ucp/books/book/distributed/B/bo19124560.html>
- <https://roundtableindia.co.in/lit-blogs/?tag=jyoti-lanjewar>

### **Teaching Plan:**

<b>Unit No.</b>	<b>Unit Title</b>	<b>Teaching Methods</b>	<b>No. of Lectures</b>
Unit 1	Introduction: Concepts and the Scope of Women's Studies	Lecture	15
Unit 2	Combating Crimes and Discrimination:	Lecture	15
Unit 3	Feminist Critics on Women's Issues	Lecture	15
Unit 4	Exposition of Feminine Sensibility in Literary Studies	Lecture	15

## Evaluation Pattern

### A) Continuous Internal Evaluation: Maximum Marks: 40

Method	Marks
(Class test, home assignment, seminar, viva voce, report submission, etc.)	30
active class participation and attendance	10

### B) Semester End Examination: Maximum Marks: 60

Question No. and Sub questions (If any) (E.g. Q. 1 a) ...	Unit and sub unit (with number and title)	Type of Question (Essay / short note / Objective / Diagram, etc.)	Marks
Q. 1	Unit 1	Short Notes (two out of four)	15
Q. 2	Unit 2	Short Notes (two out of four)	15
Q. 3	Unit 3	Essay (one out of two)	15
Q. 4	Unit 4	Essay (one out of two) (one question on each text)	15

#### Note :

1. The topic or unit for Internal Evaluation will be declared well in advance to the students.
2. The topics/ units for the Internal Evaluation and Semester End Examination may be interchanged with prior intimation to the students.

**Date:** 23/04/2024

**Place:** Ratnagiri

(Mr. Athalye Vasudev Manohar)  
Chairperson ,  
Board of Studies, English



## Syllabus for Master of Arts in English for the year 2024-25

<b>Nomenclature of the Course:</b>	<b>WORLD LITERATURE TODAY</b>
<b>Class:</b>	M.A. II
<b>Semester:</b>	III
<b>Course Code:</b>	PAENG303
<b>No. of Credits:</b>	04
<b>Nature:</b>	Theory
<b>Type:</b>	Major Mandatory

**Course Outcomes:** At the end of the course, the learners will be:

CO1- familiar with the contemporary literatures produced around the world.

CO2- able to understand and appreciate the sub-genres of literature produced in the digital space.

CO3- able to identify the varied themes and concerns of writers in addition to the hybridity of genres and forms adopted.

CO4- able to contextualize a text from the contemporary era in its social, political, cultural and historical context.

CO5- equipped with the necessary tools for carrying out independent research in world literature.

### Syllabus:

Unit No.	Unit Title	Subtitles (Learning Points)
Unit 1	European Literatures	A) Drama: A Couple of Poor, Polish-Speaking Romanians - Dorota Maslowska B) Travel Blogs <a href="http://www.youngadventuress.com">www.youngadventuress.com</a> by Liz Carlson a. The Solo Female Traveler's Manifesto b. Making Do in Peru c. Is Turkey Safe for Women Traveling Alone? d. Ger Life in Mongolia and Redefining the Home e. My Big Issue with Fear and Travel f. Solo and Single in the Most Romantic Place in the World g. 12 Surprising Things I Learned while in Botswana h. How Switzerland is Leading the Way for the Women in the Outdoors
Unit 2	South and North American Literatures	A) Novel: Claudia Pinerio: Thursday Night Widows B) Digital Poetry: a. Instagram Poetry i. R.M. Broderick: "The leaves have turned to rust."; "The first time I watched a man die"; "and Still"

		<p>ii. Christopher Poindexter: “my mother and father”; “five shades of purple for grandmother June”; “last night I wrote a letter to my brother”</p> <p>b. Slam/Spoken Word Poetry:  i. Sarah Kaye and Phil Kaye: “An origin story”  ii. Dylan Garity – “Rigged Game”  iii. Tonya Ingram – “Unsolicited Advice”</p>
Unit 3	African and Middle Eastern Literatures	<p>A) Novel: Chimamanda Ngozi Adichie: Half of a Yellow Sun  B) Short Stories:  a. The Abandoned Village by Hassan Blasim - Iraq  b. Statement of Absolute Hatred by Rasha Abbas - Syria  c. A Few Moments After Midnight by Hisham Bustani - Jordan  d. Just Different by Malika Moustadraf – Morocco  e. Rhythmic Exercise by Mohamed Makhzangi – Egypt  f. The Green Leaves by Grace Ogot - Kenya  g. I Am Not My Skin by Neema Komba – Nigeria  h. Missing Out by Leila Aboulela – Sudan  i. A Company of Laughing Faces by Nadine Gordimer – South Africa</p>
Unit 4	Asian Literatures	<p>A) Autobiography: Malala Yousafzai with Christina Lamb – I am Malala  B) Asian Poetry  a. Chinese  i. Married Life by Li Zhiyong  ii. Wugong in the Winter by Aming Dongbai  b. Vietnamese  i. Blandishment by Nguyen Quoc Chanh -  ii. Bomb Crater Sky by Lam Thi My Da -  c. Filipino  i. A Kind of Burning by Ophelia Dimalanta -  ii. How I want Picasso to Sketch Me by Simeon Dum Dum Jr. -  d. Indonesia  i. Laksmi’s poem “35” by Laksmi Pamuntjak -  ii. Celan by Agus R. Sarjono -  e. Japanese  i. Struggles with Meaningless Things by Yosuke Tanaka -  ii. The Maltreatment of Meaning by Hiromi Ito</p>

**Learning Resources recommended:**

1. Adiseshiah, Siân, LePage, Louise (Eds.) Twenty-First Century Drama: What Happens Now. Palgrave, 2016.
2. Alkan, Burcu, and Cimen Gunay-Erkol, editors. Turkish Literature as World Literature. Bloomsbury Academic, 2021.
3. Almond, Ian. The New Orientalists: Postmodern Representations of Islam from Foucault to Baudrillard. Tauris, 2007.
4. Bassnett, Susan, editor. Translation and World Literature. Routledge, 2018.

5. Becker, Carol. "Orhan Pamuk with Carol Becker." *The Brooklyn Rail*, 6 Feb. 2008, [brooklynrail.org/2008/02/express/orhan-pamuk-with-carol-becker](http://brooklynrail.org/2008/02/express/orhan-pamuk-with-carol-becker).
6. Button, Peter. *Configurations of the Real in Chinese Literary and Aesthetic Modernity*. BRILL, 2009.
8. Castro-Klaren, Sara. *A Companion to Latin American Literature and Culture*. Blackwell Publishing Ltd, 2008.
9. Cohen-Mor, Dalya, editor. *Culture Journeys into the Arab World: A literary Anthology*. State U of New York P, 2018.
10. Cooper, Breda. *A New Generation of African Writers: Migration, Material Culture & Language*. James Curry, 2013.
11. Dobrenko, Evgeny & Mark Lipovetsky (Eds.). *Russian Literature Since 1991*. Cambridge University Press, 2017.
12. Hammod, Adam. *Literature in the Digital Age: An Introduction*. Cambridge University Press, 2016.
13. Harper P. Mihaela and Dimitar Kambourov, editors. *Bulgarian Literature as World Literature*. Bloomsbury Academic, 2020.
14. Hildebeitel, Alf. *Is the Goddess a Feminist? The Politics of South Asian Goddesses*. New York UP, 2000.
15. Krystal, Efrain (Ed). *The Cambridge Companion to Latin American Novels*. Cambridge University Press, 2006.
16. Miller, Wayne & Kevin Prufer (Eds). *New European Poets*. Barnes and Noble, 2008.
17. Nguyen, Viet Thanh. *Nothing Ever Dies: Vietnam and the Memory of War*. Harvard University Press; Illustrated edition, 2016.
18. Rechten, Renate & Karoline Oppen. *Local/Global Narratives*. Brill, 2007.
19. Schoene, Berthold. *The Cosmopolitan Novel*. Edinburgh University Press, 2010.
20. Smith, Charles and Chinenye Ce. *Oral Tradition in African Literature*. Handel Books, 2015.
21. Sato, Hiroaki translator. *Japanese Women Poets: An Anthology*. Routledge 2007.
22. Tibi, Bassam. *Political Islam, World Politics and Europe*. Routledge, 2008.
23. Wampole, Christy. *Degenerative Realism: Novel and Nation in Twenty-First-Century France*. Columbia University Press, 2020.

#### **Web Resources:**

##### **European Literatures**

<https://www.slideshare.net/CedricDelaRojo/european-literature-by-group-1-gr12-modeller-in-21st-century>

<https://www.dclibrary.org/node/67234>

<https://www.alibris.com/search/books/subject/Authors-European-21st-century>

<https://www.palgrave.com/gp/book/9781137484024>

##### **North and South American Literatures**

<https://www.slideshare.net/JoyceAngielynBasco/latin-american-literature-76813431>

[https://www.google.co.in/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&ved=2ahUKEwjdq4O25LryAhU9zjgGHSgxAi0QFnoECAIQAQ&url=https%3A%2F%2Ffilms.com%2Fid%2F13966%2F21st-Century\\_Trends\\_in\\_Latin\\_American\\_Literature-Spanish\\_with\\_Optional\\_English\\_Subtitles.htm&usg=AOvVaw1W8p4Q8Hbxj9apQYqkwjh5](https://www.google.co.in/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&ved=2ahUKEwjdq4O25LryAhU9zjgGHSgxAi0QFnoECAIQAQ&url=https%3A%2F%2Ffilms.com%2Fid%2F13966%2F21st-Century_Trends_in_Latin_American_Literature-Spanish_with_Optional_English_Subtitles.htm&usg=AOvVaw1W8p4Q8Hbxj9apQYqkwjh5)  
<https://www.britannica.com/art/Latin-American-literature/The-modern-essay>  
<https://aclairblog.wordpress.com/2014/03/07/21st-century-fiction-from-latin-america-the-report/>  
<https://europeancollections.wordpress.com/2014/04/10/where-is-21st-century-latin-american-fiction-heading/>  
<https://www.palgrave.com/gp/series/14765>  
<https://northamericanreview.org/open-space/21-poets-21st-century>

### **African and Middle Eastern Literatures**

<https://www.cambridge.org/core/books/new-novels-in-african-literature-today/editorial-article-the-african-novel-in-the-21st-century-sustaining-the-gains-of-the-20th-century/E36D2A473984124EE14D89A5E2E6348D>  
<https://muse.jhu.edu/article/236886>  
<https://newint.org/blog/2013/06/25/africa-writes>  
<https://nyuiaaa.org/event-items/21st-century-new-african-and-african-diaspora-writings-and-arts/>  
<https://theculturetrip.com/africa/articles/the-top-10-contemporary-african-writers-you-should-know/>  
<https://scenearabia.com/Culture/21-Books-21st-Century-Explore-Arab-Women-s-Experiences-Female-Authors?M=True>  
<https://cmes.fas.harvard.edu/event/middle-eastern-literatures-21st-century-0>  
<https://www.encyclopedia.com/history/encyclopedias-almanacs-transcripts-and-maps/literature-middle-eastern>  
<https://www.jstor.org/stable/10.3366/j.ctt1r26x5>

### **Asian Literatures**

<https://www.danishculture.com/blog/2017/08/29/chinese-literature-writer-21st-century/>  
<https://theculturetrip.com/asia/articles/10-award-winning-books-by-asian-authors-you-should-read/>  
<https://asiasociety.org/word-asia-contemporary-writing-japan-korea-and-pakistan>  
<https://muse.jhu.edu/article/712476/pdf>  
<https://www.slideshare.net/kazumaki/asian-literature>

### **MOOC resources:**

<https://www.coursera.org/learn/classics-chinese-humanities>  
<https://online-learning.harvard.edu/subject/asia>  
<https://www.coursera.org/learn/contemporary-russian-literature>  
<https://www.coursera.org/learn/modpo>  
<https://www.edx.org/course/modern-masterpieces-of-world-literature>

**Teaching Plan:**

Unit No.	Unit Title	Teaching Methods	No. of Lectures
Unit 1	European Literatures	Lecture	15
Unit 2	South and North American Literatures	Lecture	15
Unit 3	African and Middle Eastern Literatures	Lecture	15
Unit 4	Asian Literatures	Lecture	15

**Evaluation Pattern**

**A) Continuous Internal Evaluation: Maximum Marks: 40**

Method	Marks
(Class test, home assignment, seminar, viva voce, report submission, etc.)	30
active class participation and attendance	10

**B) Semester End Examination: Maximum Marks: 60**

Question No. and Sub questions (If any) (E.g. Q. 1 a) ...	Unit and sub unit (with number and title)	Type of Question (Essay / short note / Objective / Diagram, etc.)	Marks
Q. 1	Unit 1	Essay (Drama or Travel Blogs)	15
Q. 2	Unit 2	Essay (Novel or Digital Poetry)	15
Q. 3	Unit 3	Essay (Novel or Short Stories)	15
Q. 4	Unit 4	Essay (Autobiography or Asian Poetry)	15

**Note :**

1. The topic or unit for Internal Evaluation will be declared well in advance to the students.
2. The topics/ units for the Internal Evaluation and Semester End Examination may be interchanged with prior intimation to the students.

**Date:** 23/04/2024

**Place:** Ratnagiri



**(Mr. Athalye Vasudev Manohar)**  
**Chairperson ,**  
**Board of Studies, English**

## Syllabus for Master of Arts in English for the year 2024-25

<b>Nomenclature of the Course:</b>	<b>TRANSLATION</b>
<b>Class:</b>	M.A. II
<b>Semester:</b>	III
<b>Course Code:</b>	PAENG304
<b>No. of Credits:</b>	02
<b>Nature:</b>	Theory
<b>Type:</b>	Major Mandatory

**Course Outcomes:** After successful completion of the course, the learner shall be able to:

CO1-Explain the importance and scope for translation

CO2-Identify the basic types of translation

CO3- Find and use different means and tools of translation.

CO4-Translate various small texts such as news reports, articles, letters, brochures, flyers, jingles, subtitles and short literary pieces from English to Marathi and vice-versa.

### Syllabus:

Unit No.	Unit Title	Subtitles (Learning Points)
Unit 1	<b>Basics of Translation</b>	<p><b>A  Translation: Need, importance and scope</b></p> <p><b>B  Types of translation</b> Word for word ,sense for sense , literary and free translation</p> <p><b>C  Process of Translation</b> Analysis, Transfer and Restructuring</p> <p><b>D  Aids and Tools for Translation</b> Dictionaries, Apps, Encyclopedia ,Online translation tools</p>
Unit 2	<b>Translation in Practice</b>	<ul style="list-style-type: none"> <li>● English to Marathi Translation of news reports, articles, letters, brochures, flyers, jingles, subtitles and short literary pieces</li> <li>● Marathi to English Translation of news reports, articles, letters, brochures, flyers, jingles, subtitles and short literary pieces</li> </ul>

### Learning Resources recommended:

1. Baker, M. 1998. *Encyclopedia of Translation Studies*. Routledge. London and New York
2. Bell, Roger. 1991. *Translation and Translating: Theory and Practice*. Longman.London
3. Bassnett, S. 1980. *Translation Studies*. Routledge. London and New York
4. Catford, J.C. 1965. *A Linguistic Theory of Translation*. London. OUP
5. Gaddis Rose, Marilyn (ed.). 1984. *Translation Perspectives*. Suny Binghamton.Binghamton
6. Gill, Paul.2009 *Translation In Practice A Symposium*. Dalkey Archive Press. London

7. Munday, Jeremy. 2001. *Introducing Translation Studies: Theories and Applications*, London and New York: Routledge
8. Munday, Jeremy (ed). 2009 *The Routledge Companion to Translation Studies*. Routledge. London And New York
9. Vinoda T. and Reddy V. Gopal. 2000. *Studies in Translation: Theory and Practice*. Prestige Books. New Delhi
10. Ulrych, Margherita.1992. *Translating Texts: From Theory to Practice*. Litoprint. Genoa

**Web resources:**

1. <http://promethee.philo.ulg.ac.be/engdep1/download/bacIII/Arnold%20et%20al%20Machine%20Translation.pdf>
2. <http://ark.cdlib.org/ark:/130130/ft3j49n8h7/>
3. [http://www.trans.uma.es/Trans\\_18/Trans18\\_215-225\\_art5.pdf](http://www.trans.uma.es/Trans_18/Trans18_215-225_art5.pdf)
4. <http://cw.routledge.com/textbooks/translationstudies/data/samples/9780415396417.pdf>
5. [https://www.llvs.lt/img/File/Translation\\_in\\_Practice\\_book.pdf](https://www.llvs.lt/img/File/Translation_in_Practice_book.pdf)
6. <https://youtu.be/MzdAAXiT9cE>

**Teaching Plan:**

Unit No.	Unit Title	Teaching Methods	No. of Lectures
Unit 1	<b>Basics of Translation</b>	Lecture	05
Unit 2	<b>Translation in Practice</b>	Lecture And Practical	25

**Evaluation Pattern :**

**A) Continuous Internal Evaluation: Maximum Marks: 20**

Method	Marks
(Class test, home assignment etc.)	<b>15</b>
active class participation and attendance	<b>05</b>

**B) Semester End Examination: Maximum Marks: 30**

<b>Question No. and Sub questions (If any) (E.g. Q. 1 a) ...</b>	<b>Unit and sub unit (with number and title)</b>	<b>Type of Question (Essay / short note / Objective / Diagram, etc.)</b>	<b>Marks</b>
Q-1	<b>Unit - 2</b>	Translate the following texts into Marathi. ( 1 out of 2)	<b>15</b>
Q-2	<b>Unit - 2</b>	Translate the following texts into English. ( 1 out of 2)	<b>15</b>

**Note :**

1. The topic or unit for Internal Evaluation will be declared well in advance to the students.
2. The topics/ units for the Internal Evaluation and Semester End Examination may be interchanged with prior intimation to the students.

**Date:** 23/04/2024

**Place:** Ratnagiri



**(Mr. Athalye Vasudev Manohar)**

**Chairperson ,**

**Board of Studies, English**



## Syllabus for Master of Arts in English for the year 2024-25

<b>Nomenclature of the Course:</b>	<b>POLITICAL READING OF LITERATURE</b>
<b>Class:</b>	M.A. II
<b>Semester:</b>	III
<b>Course Code:</b>	PAENG305
<b>No. of Credits:</b>	04
<b>Nature:</b>	Theory
<b>Type:</b>	Elective

**Course Outcomes:** After successful completion of the course, the learner shall be able to:

- CO1. historicize literature as an institution embedded in cultural politics
- CO2. scrutinize how literary texts, mediate dominant ideologies of their times
- CO3. examine how literary texts indirectly function as an instrument of power

### Syllabus:

Unit No.	Unit Title	Subtitles (Learning Points)
Unit 1	Ideology and text	Elizabethan Age ---The Rise and Consolidation of Monarchic Ideology ---How Shakespeare's texts uphold and authenticate absolutist monarchic ideology William Shakespeare: Macbeth
Unit 2	Ideology and text	Emergence and spread of Colonialism and Imperialism ---How colonial ideology is embedded in and transmitted by the canonical texts Gendering the Subject and Social Construction of Woman Jane Austen: <i>Mansfield Park</i>
Unit 3	Ideology and text	Ideology of Race & Otherness William Shakespeare : Othello
Unit 4	Ideology and text	Representing the Oriental Other and the legitimation of colonial ideology E M Forster: A Passage to India

### Learning Resources recommended:

1. Dollimore, Jonathan and Sinfield, Alan *Political Shakespeare: Essays in Cultural Materialism* Manchester: Manchester University Press, 1994.
2. Gilbert, Sandra M and Gubar, Susan *Madwoman in the Attic: The Woman Writer and the Nineteenth Century Imagination* New Haven: Yale University Press, 1979.
3. Lidan Lin Ms (1997). "The Irony of Colonial Humanism: *A Passage to India* and the Politics of Posthumanism." *ARIEL: A Review of International English Literature*.28(4), 133-153. University of Calgary.

4. Olsson, Ulf "The Exemplary Becomes Problematic, or Gendered Silence: Austen's Mansfield Park" in *Silence and Subject in Modern Literature*. Houndmills: Palgrave Macmillan, 2013. pp 35-57.
5. Parry, Benita "The Politics of Representation in *A Passage to India*." In *A Passage to India: Essays in Interpretation* ed. John Beer, Houndmills: Macmillan Press, 1985. P.27-43.
6. Said, Edward *Culture and Imperialism*. New York: Vintage Books, 1993.
7. Said, Edward *Orientalism*. London: Penguin Books, 1978.
8. Sinfield, Alan "Macbeth: History, Ideology and Intellectuals." *Critical Quarterly*, March 1986.
9. Suleri, Sara. "The Geography of *A Passage to India*." E. M. Forster: Modern Critical Views. Ed. Harold Bloom. New York: Chelsea, 1987.169-75.
10. Gikandi, Simon *Maps of Englishness: Writing Identity in the Culture of Colonialism* Columbia University Press, 1996.
11. Hodgkins, Christopher *Reforming Empire: Protestant Colonialism and Conscience in British Literature*. University of Missouri Press, 2002.
12. Low, Gail Ching-Liang. *White Skins/Black Masks: Representation and Colonialism* Routledge, 1996.
13. Parry, Benita *Postcolonial Studies: A Materialist Critique*. Routledge, 2004.
15. Rajan, Gita *Postcolonial Discourse and Changing Cultural Contexts: Theory and Criticism* Radhika Mohanram Greenwood Press, 1995.

### Teaching Plan:

Unit No.	Unit Title	Teaching Methods	No. of Lectures
Unit 1	Ideology and text	Lectures, discussions, Screening	15
Unit 2	Ideology and text	Lectures, discussions, Screening	15
Unit 3	Ideology and text	Lectures, Screening film, discussions	15
Unit 4	Ideology and text	Lectures, discussions, presentations	15

### Evaluation Pattern

#### A) Continuous Internal Evaluation: Maximum Marks: 40

Method	Marks
(Class test, home assignment, seminar, viva voce, report submission, etc.)	30
active class participation and attendance	10

**B) Semester End Examination: Maximum Marks: 60**

<b>Question No. and Sub questions (If any) (E.g. Q. 1 a) ...</b>	<b>Unit and sub unit (with number and title)</b>	<b>Type of Question (Essay / short note / Objective / Diagram, etc.)</b>	<b>Marks</b>
Q.1 (A or B)	1	Essay type Question (A or B)	15
Q.2 (A or B)	2	Essay type Question (A or B)	15
Q.3 (A or B)	3	Essay type Question (A or B)	15
Q.4 (A or B)	4	Essay type Question (A or B)	15

**Note :**

1. The topic or unit for Internal Evaluation will be declared well in advance to the students.
2. The topics/ units for the Internal Evaluation and Semester End Examination may be interchanged with prior intimation to the students.

**Date:** 23/04/2024

**Place:** Ratnagiri



**(Mr. Athalye Vasudev Manohar)**  
**Chairperson ,**  
**Board of Studies, English**

## Syllabus for Master of Arts in English for the year 2024-25

<b>Nomenclature of the Course:</b>	<b>CREATIVE WRITING</b>
<b>Class:</b>	M.A. II
<b>Semester:</b>	III
<b>Course Code:</b>	PAENG 306
<b>No. of Credits:</b>	04
<b>Nature:</b>	Theory
<b>Type:</b>	Major Elective

**Course Outcomes:** After successful completion of the course, the learner shall be able to:

CO1-Distinguish between perceptions and perspectives related to the literary genres

CO2-Write for several fields like advertisements, children's storybooks, publishing companies or corporate correspondents, fictional and public media and so on

CO3-Critically appreciate various methods of shaping and producing literature

CO4-Make innovative use of their artistic and critical talents

CO5-Trace and find employment in many inventive fields professionally settling themselves as creative writers, editors, co-editors and so on

### Syllabus:

Unit No.	Unit Title	Subtitles (Learning Points)
Unit 1	Introduction to Creative Writing	<ul style="list-style-type: none"> <li>• Meaning and Significance of Creative Writing, forms of Creative Writing - poetry, fiction, non-fiction, drama, one-act play, novella, short story, tiny tales and so on; the changing fashions in creative writing from past to now, observing the Pre-Pandemic period as well as post-Pandemic writings.</li> <li>• Reading and Research for Creative Writing, using history, geography, mythology, philosophy, psychology, science or such disciplines in creative writing, genres of literature as creative Texts, brainstorming to coin new diction and kindling the imagination; thinking by guided phrases, prompts, maps or pictures and so on .</li> </ul>
Unit 2	Poetry, Drama and Theatrical Writing	<ul style="list-style-type: none"> <li>• Concepts, Forms and Metrics of Poetry - Concepts like voice, persona, tone, mood, ambience, rhyme, meter; poetic forms like ballad, lyric, ode, elegy, sonnet, haiku; metrics like imagery, alliteration, irony, simile,</li> </ul>

		<p>metaphor, personification, conceit, paradox, oxymoron, synecdoche etc.</p> <p>(Texts to discuss the form: The Norton Anthology of Poetry, edited by Margaret Ferguson, Mary Jo Salter, Tim Kendall, 6th Edition or The Oxford Indian Anthology of Twelve Modern Indian Poets edited by Arvind Krishna Mehrotra, OUP. 1992)</p> <ul style="list-style-type: none"> <li>• Drama and Theatrical Writing - Elements in the making of drama as plot, setting, characterization, dialogues, syntax, action, chorus, spectacle; Theatrical writing in pieces like scene-performance, soliloquy, monologue, squid, aside, etc.; full-fledged plays with the classical designs like comedy, tragedy, tragi-comedy, melodrama, farce, musical drama, etc.</li> </ul> <p>(Texts to observe: Arthur Miller - Death of a Salesman, Henrik Ibsen - Hedda Gabler, Wole Soyinka - Kongi's Harvest, John Osborne - Look back in Anger, Mahesh Elkunchwar - The Old Stone Mansion, Mohan Rakesh – Halfway House, Manjula Padmanabhan - Lights Out)</p>
Unit 3	Short Fiction and Media	<ul style="list-style-type: none"> <li>• Short Fiction - Narrative, Lyrical Short Story, Flash Fiction, Anecdote, Drabble, Fable, Mini-Saga, Vignette, Texts to observe: Stories by Chekov, Oscar Wilde, O. Henry, Ruskin Bond, Edgar Allen Poe, American Women Writers, Edgar Allen Poe, Rudyard Kipling and so on</li> <li>• Writing for Media - Screenplay Writing, writing for media series: Constraint of Time, Dramatization of Ideas, Column writing, Journalistic Reporting, Editing, Feature Writing, Reports and Interviews, Use of Supportive Visuals, Extracts, Book Reviews, Memoir: Narrative Mode, Travelogues and so on</li> </ul>
Unit 4	Functional Skills and Practice of Writing	<ul style="list-style-type: none"> <li>• Steps and phases in the process of writing: Prompts, Story Ideas and Hints. How to write Prompts for developing stories? How to write Hints for developing stories? Essay and academic writing, Developing scenes from newspaper stories, media, interviews, etc.</li> <li>• Ethics of writing - literary and non-literary: Developing scenes from real life experiences. Ethics of writing on real life people and</li> </ul>

### Learning Resources recommended:

- Arco, Peterson, S. How to Write Short Stories. Peterson's. 2002.
- Bell, Julia. Editor. The Creative Writing Coursebook: 40 Authors Share Advice and Exercises for Fiction and Poetry. Pan, Macmillan. 2007.
- Butrym, Alexander J. (ed.) Essays on the Essay: Redefining the Genre. Athens. Georgia: University of Georgia Press. 1993.
- Dev Anjana, Anuradha Marwah and Swati Patel (eds.) Creative Writing: A Manual for Beginners. Delhi. Pearson. 2008.
- Gardener, John. The Art of Fiction: Notes on Craft for Young Writers. Vintage Books. 1991.
- Ken Dancyger. Alternative Scriptwriting: Writing Beyond the Rules.
- Kness, Nancy. Beginnings, Middles and Ends (The Elements of Fiction Writing).
- <https://poestories.com/stories.php>
- Behn, Robin and Twichell, Chase (eds.) The Practice of Poetry: Writing Exercises from Poets who Teach. New York: Harper Resource, 2001.
- Brooks, Cleanth and Robert Penn Warren. Understanding Poetry. Holt, Rinehart and Winston Inc. 1960.
- Earnshaw, Steven (eds.) The Handbook of Creative Writing. University of Edinburgh Press,
- Elam, K. The Semiotics of Theatre and Drama. London: Methuen, 1980.
- Kooser, Ted. The Poetry Home Repair Manual: Practical Advice for Beginning Poets. University of Nebraska Press, 2007.
- Morley, David and Neilsen, Philip. (Eds.) The Cambridge Companion to Creative Writing. New Delhi: Cambridge University Press, 2012.
- Berg, Carly. Writing Flash Fiction: How to Write Very Short Stories and Get Them Published. \*Then Re-Publish Them All Together as a Book. Houston: Magic Lantern Press, 2015.
- Blackstone, Bernard. Practical English Prosody. Mumbai: Orient Longman, 1984.
- Clark, Roy Peter. Writing Tools. US: Brown and Company, 2008.
- Earnshaw, Steven (Ed). The Handbook of Creative Writing. Edinburgh: EUP, 2007.
- Egri, Lajos. The Art of Dramatic Writing. NY: Simon and Schuster, 1960.
- Goldberg, Natalie. Writing Down the Bones. Boston and London: Shambhala, 1986.
- Hamer, Enid. The Metres of English Poetry. Booksway, 2014.
- King, Stephen. On Writing: A Memoir of the Craft. London: Hodder and Stoughton, 2000.
- Morley, David and Philip Neilsen. The Cambridge Companion to Creative Writing. New York: Cambridge University Press, 2012
- Hatcher, Jeffery. The Art and Craft of Play Writing. Penguin Publishing Group, 2000
- Burke, Jim. Writing Reminders: Tools, Tips, and Techniques. Heinemann, 2003.
- La Plante, Alice. The Making of a Story: A Norton Guide to Creative Writing. New York: W.W. Norton, 2010.
- Rao, Cheryl et. al. Anyone Can Write. New Delhi: Cambridge University Press India Pvt. Ltd, 2009.
- Johnson, Jeannie. Why Write Poetry? US: F. D. Univ. Press, 2007. 78
- Mezo, Richard E. Fire i' the Blood: A Handbook of Figurative Language. USA: Universal Publishers/uPUBLISH.com, 1999.

- Strunk, William and White, E. B. The Elements of Style. London: Longman, 1999.
- Turabian, Kate L. A Manual for Writers. Chicago: Univ. of Chicago Press, 2007.
- Ueland, Brenda. If You Want to Write. India: General Press, 2019.
- Zinsser, William. On Writing Well. New York: Harper Collins, 2006.

### Teaching Plan:

Unit No.	Unit Title	Teaching Methods	No. of Lectures
Unit 1	Introduction to Creative Writing	Lecture	15
Unit 2	Poetry, Drama and Theatrical Writing	Lecture Discussion	15
Unit 3	Short Fiction and Media	Lecture Discussion	15
Unit 4	Functional Skills and Practice of Writing	Lecture Discussion Practice	15

### Evaluation Pattern

#### A) Continuous Internal Evaluation: Maximum Marks: 40

Method	Marks
(Class test, home assignment, seminar, viva voce, report submission, etc.)	<b>30</b>
active class participation and attendance	<b>10</b>

#### B) Semester End Examination: Maximum Marks: 60

Question No. and Sub questions (If any) (E.g. Q. 1 a) ...	Unit and sub unit (with number and title)	Type of Question (Essay / short note / Objective / Diagram, etc.)	Marks
Q. 1	Unit 1	Short Notes (three out of five)	15
Q. 2	Unit 2	Short Notes on (three out of five)	15

<b>Q. 3</b>	Unit 3	Essay (one out of two)	15
<b>Q. 4</b>	Unit 4	Essay (one out of two)	15

Note :

1. The topic or unit for Internal Evaluation will be declared well in advance to the students.
2. The topics/ units for the Internal Evaluation and Semester End Examination may be interchanged with prior intimation to the students.

**Date:** 23/04/2024

**Place:** Ratnagiri



**(Mr. Athalye Vasudev Manohar)**

**Chairperson ,**

**Board of Studies, English**



## Syllabus for Master of Arts in English for the year 2024-25

<b>Nomenclature of the Course:</b>	<b>ADAPTATION STUDIES</b>
<b>Class:</b>	M.A. II
<b>Semester:</b>	III
<b>Course Code:</b>	PAENG307
<b>No. of Credits:</b>	04
<b>Nature:</b>	Theory
<b>Type:</b>	Elective

**Course Outcomes:** After successful completion of the course, the learner shall be able to:

CO1- identify themes, motifs, structures, and narrative viewpoints in literature and adaptations

CO2- be well-versed in the fundamentals of literary and adaptation theories

CO3- be able to actively apply these principles in practical work

CO4- have a better ability to decipher texts concerning multi-modal convergences

### Syllabus:

Unit No.	Unit Title	Subtitles (Learning Points)
Unit 1	A] Introduction and Concepts - Adaptation Studies  B] Theories and Approaches - Adaptation Studies	A] Introduction and Concepts 1. What is Adaptation - Adaptation as process/ adaptation as product/ adaptation as reception 2. Adaptation and Intertextuality 3. Indian Aesthetics, Abhinay, Mudra, Aesthetic Value, Aesthetic Attitude, Intention, Expression, Representation  B] Theories and Approaches 1. Cross-cultural Adaptations by Stam, Robert 2. Adaptation and Fidelity by Johnson, David.T 3. Metadaptation: Adaptation and Intermediality by Voigst-Virchow, Eckart
Unit 2	A] Novels in Adaptation B] Short Stories in Adaptation	A] Novel in Adaptation 1. Shyamchi Aai ( 1953)- directed by P Atre – Autobiography - Sane Guruji. 2. <i>Man, Woman and Child</i> by Erich Segal -1980 1.Fyodor Dostoevsky – “White Nights”- <i>Saawariya</i> – Hindi Movie (Sanjay Leela Bhansali - ) 2.Amrita Pritam’s Pinjar translated by Khushwant Singh into English – 3. <i>Susanna’s Seven Husbands</i> by Ruskin Bond Hindi film <i>Saat Khoon Maaf</i> in 2011

Unit 3	<p>B] Drama in Adaptation</p> <p>C] Poetry (Epics) in Adaption</p>	<p>B] Drama in Adaptation</p> <p>1. Vijay Tendulkar – <i>Silence, the Court is in Session-Shantata, Court Chalu Ahe (1971 –Satyadev Dubey)</i></p> <p>2. George Bernard Shaw , <i>Pygmalion</i> -1913- Film: <i>My Fair Lady</i> (1964) Adaptations of the play across cultures ,regional languages . For example, <i>Ti Phulrani</i> by P L Deshpande in Marathi and ‘<i>Santu Rangili</i> in Gujarati</p> <p>C] Poetry (Epics) in Adaption</p> <p>1. <i>The Mahabharata</i> [Episode: Vastraharan]- Mitra, Saoli. “Five Lords, Yet None a Protector.” Trans. Rita Datta.</p> <p>2. <i>The Ballad of Mulan – MULAN (1998)</i></p>
Unit 4	<p>A] Popular Literature in Adaptation</p> <p>B] New Media and Literature in adaptation</p>	<p>A] Popular Literature in Adaptation</p> <p>1. Christie, Agatha. <i>Murder on the Orient Express</i>. Collins, 1934. [book]- <i>Murder on the Orient Express</i>. Dir. Kenneth Branagh. 20th Century Fox, 2017. Film.- Christie Agatha. <i>Murder on the Orient Express</i>. Adapted by François Rivière and illustrated by Solidor, Harper Collins, 2003. [graphic narrative]</p> <p>2. Novel : Chetan Bhagat : <i>2 States : The Story of My Marriage</i> : Rupa Pub : 2009- Hindi Film : <i>2 States</i> : Dir. By Abhishek Varman : 2014.</p> <p>B] New Media and Literature in adaptation</p> <p>1. Harry Potter series by J K Rowling: (<i>Harry Potter and the Sorcerer's Stone</i>)</p> <p>2. Video Game : <i>Alice Madness Returns</i> : Spicy Horse : 2011 inspired from Lewis Carroll’s <i>Alice in Wonderland</i>.</p>

### Learning Resources Recommended:

1. Andrew, Dudley. “Adaptation.” *Concepts in Film Theory*. New York: Oxford UP, 1984. 96– 106.
2. Austen, Jane. *Pride and Prejudice*. 1813. Oxford: Oxford World’s Classics, 2008. Print.
3. Bickley Pamela and Jenny Stevens. *Studying Shakespeare Adaptation: From Restoration Theatre to YouTube*. The Arden Shakespeare, 2021.
4. *Bride and Prejudice*. Dir. Gurinder Chadha. Perf. Aishwarya Rai, Martin Henderson.
5. Bruhn, Jørgen, Anne Gjelsvik, and Eirik Frissvold Hanssen, eds. *Adaptation Studies: New Challenges, New Directions*. London: Bloomsbury, 2013. Print.
6. Carroll, Rachel, ed. *Adaptation in Contemporary Culture: Textual Infidelities*. London: Continuum, 2009.
7. Cartmell, Deborah, ed. *A Companion to Literature, Film, and Adaptation*. Chichester: Wiley Blackwell, 2012.
8. Dr. Seuss. *How the Grinch Stole Christmas*. Random House, 1957. [children’s rhymed verse story book]

9. Five Lords, Yet None a Protector and Timeless Tales: Two Plays. 2002. Kolkata: Stree, 2006. 3-71.
10. Haider. Dir. Vishal Bhardwaj. UTV Motion Pictures, 2014. Film.
11. Hutcheon, Linda, with Siobhan O'Flynn. *A Theory of Adaptation*. 2nd ed. New York: Routledge, 2013. Print.
12. Hutcheon, Linda. "Chapter 1." *A Theory of Adaptation*. Routledge, 2006. pp. 1-32.
13. Hutcheon, Linda. "Chapter 6." *A Theory of Adaptation*. Routledge, 2006. pp. 169-178. Kamala by Vijay Tendulkar, first pub. 1982, tr. By Priya Adarkar (1995)
14. Lahiri, Jhumpa. *The Namesake*. Houghton Mifflin, 2003.
15. Lee Harper, 'To Kill a Mocking Bird' 1962- A film in 1962 by the same name
16. Leitch, Thomas (ed.). *The Oxford Handbook of Adaptation Studies*. Oxford University Press, 2017.
17. Leitch, Thomas. "Adaptation studies at a crossroads." *Adaptation* 1.1 (2008): 63-77.
18. *Maqbool*. Dir. Vishal Bhardwaj. Kaleidoscope Entertainment, 2003. Film.
19. McFarlane, Brian. *Novel to Film: An Introduction to the Theory of Adaptation*. Oxford: Clarendon Press, 1996.
20. Murray, Simone. *The Adaptation Industry: The Cultural Economy of Contemporary Literary Adaptation*. New York: Routledge, 2012.
21. Naremore, James, ed. *Film Adaptation*. New Brunswick: Rutgers UP, 2000.
22. Mukerjee, Radhakamal. "'Rasas" as Springs of Art in Indian Aesthetics." *The Journal of Aesthetics and Art Criticism* 24.1 (1965): 91-96.
23. Pather Panchali (A song of the Road) by Bibhutibhushan Bandopadhyay, 1929- A film by the same name in 1955 by Satyajit Ray
24. Sense and Sensibility by Jane Austen, 1811 - A film with the same title in 1995
25. The Colour Purple by Alice Walker, 1983 novel-n A film with the same title by Whoopi Goldberg in 1985
26. The Mahabharata by Peter Brook, a retelling of the epic Mahabharat, 1990
27. *The Namesake*. Dir. Mira Nair. Perf. Tabu, Irrfan Khan. Mirabai Films, 2006. Film.
28. The Skeleton and Other Stories; India Research Press; 2009. Film – Pinjar dir. By Chandraprakash Dwivedi, 2015.
29. Voigts-Virchow, Eckart. "Metadaptation: Adaptation and Intermediality Cock and Bull." *Journal of Adaptation in Film & Performance* 2.2 (2009): 137-152.
30. Welsh, James M., and Peter Lev, eds. *The Literature/Film Reader: Issues of Adaptation*. Lanham: Scarecrow, 2007.

#### Web Resources:

1. Archie Comics and Riverdale drama series (5 seasons) on Netflix
2. Boyd, Brian. "Making Adaptation Studies Adaptive." Leitch, Thomas (Ed.). *The Oxford Handbook of Adaptation Studies*. OUP, 2017. DOI: 10.1093/oxfordhb/9780199331000.013.34
3. Chakraborty, Madhurima. "Adaptation and the Shifting Allegiances of the Indian Diaspora: Jhumpa Lahiri's and Mira Nair's the Namesake(s)." *Literature-Film Quarterly*, 2014. <https://www.semanticscholar.org/paper/Adaptation-and-the-Shifting-Allegiances-of-the-and-Chakraborty/1d023d5088e0323ed15624516b4275cf449496b8>
4. Corrigan, Timothy. "Defining Adaptation." Leitch, Thomas (Ed.). *The Oxford Handbook of Adaptation Studies*. OUP, 2017. DOI: 10.1093/oxfordhb/9780199331000.013.1]

5. Cutchins, Dennis. "Bakhtin, Intertextuality, and Adaptation." Leitch, Thomas (Ed.). The Oxford Handbook of Adaptation Studies. 0.1093/oxfordhb/9780199331000.013.4
6. Elliott, Kamilla. "Adaptation Theory and Adaptation Scholarship." Leitch, Thomas (Ed.). The Oxford Handbook of Adaptation Studies. OUP, 2017.  
DOI:0.1093/oxfordhb/9780199331000.013.39

**MOOCS:**

1. <https://www.edx.org/course/shakespeares-merchant-of-venice-shylock?index=product&queryID=a879467883212c18b93c23420f45be93&position=5> (EDEX)
2. [https://onlinecourses.swayam2.ac.in/cec21\\_hs21/preview](https://onlinecourses.swayam2.ac.in/cec21_hs21/preview) (SWAYAM)
3. <https://nptel.ac.in/courses/109/106/109106170/> (NPTEL)

**Teaching Plan:**

Unit No.	Unit Title	Teaching Methods	No. of Lectures
Unit 1	Introduction and Concepts - Adaptation Studies Theories and Approaches - Adaptation Studies	Lecture Discussion	15
Unit 2	a. Novel in Adaptation b. Short Stories in Adaptation	Lecture Discussion	15
Unit 3	Drama in Adaptation Poetry (Epics) in Adaption	Lecture Discussion Screening	15
Unit 4	a. Popular Literature in Adaptation b. New Media and Literature in adaptation	Lecture Discussion Screening	15

**Evaluation Pattern**

**A) Continuous Internal Evaluation: Maximum Marks: 40**

Method	Marks
Class test, home assignment, seminar, viva voce, report submission, etc.	30
active class participation and attendance	10

**B) Semester End Examination: Maximum Marks: 60**

<b>Question No. and Sub questions (If any) (E.g. Q. 1 a) ...</b>	<b>Unit and sub unit (with number and title)</b>	<b>Type of Question (Essay / short note / Objective / Diagram, etc.)</b>	<b>Marks</b>
Q-1	Unit 1	Essay Type A) OR B)	15
Q-2	Unit 2	Essay Type A) OR B)	15
Q-3	Unit 3	Essay Type A) OR B)	15
Q-4	Unit 4	Essay Type A) OR B)	15

**Note :**

1. The topic or unit for Internal Evaluation will be declared well in advance to the students.
2. The topics/ units for the Internal Evaluation and Semester End Examination may be interchanged with prior intimation to the students.

**Date:** 23/04/2024

**Place:** Ratnagiri



**(Mr. Athalye Vasudev Manohar)**

**Chairperson ,**

**Board of Studies, English**

## Syllabus for Master of Arts in English for the year 2024-25

<b>Nomenclature of the Course:</b>	Research Project
<b>Class:</b>	MA II
<b>Semester:</b>	III
<b>Course Code:</b>	PAENG308
<b>No. of Credits:</b>	04
<b>Nature:</b>	Practical
<b>Type:</b>	Research

**Course Outcomes:** After successful completion of the course, the learner shall be able to:

CO1- apply the skills of identifying an area of investigation, reviewing literature, finalizing research problem, stating hypothesis, analyzing concepts, comparing alternative theories and perspectives.

CO2- understand the difference between primary and secondary sources in the area of their research

CO3- draft research proposals

CO4- collect and analyze data using appropriate means and methods

CO5- write research papers and reports.

### Syllabus:

#### Research areas like:

Sr. No.	Research areas
1	Mass Media
2	Survey of Literature
3	Comparative Literature
4	Film and Literature
5	English Teaching and Learning
6	Environmental Criticism
7	Gendered Perspectives in Literature
8	Science Fiction; Themes/ Areas and Extent of Writing
9	Bio-pics

### Learning Resources recommended:

- 1) Allison, B. The Students' Guide to Preparing Dissertations and Theses. London: Kogan Page, 1997.
- 2) Altick, Richard D. and John J. Fenstermaker. The Art of Literary Research. New York: Norton, 1993.
- 3) Bachman, L. Statistical Analysis for Language Assessment. Cambridge: CUP, 2004.
- 4) Clark, Roy Peter. Writing Tools: 50 Essential Strategies for Every Writer. Little, Brown Spark, 2008.
- 5) Deshpande, H.V. Research in Literature and Language: Philosophy, Areas and Methodology. Notion Press, 2018.
- 6) Griffin, G. Research Methods for English Studies. Edinburgh: Edinburgh University Press, 2013.
- 7) Guerin, Wilfred L. (et al). (Eds.) A Handbook of Critical Approaches to Literature. Delhi: OUP, 2010.
- 8) Harris R. Steven and Kathleen A. Johnson. Eds. Teaching Literary Research: Challenges in a Changing Environment. Chicago: Association of College and Research Libraries, 2009.
- 9) Klarer, Mario. An Introduction to Literary Studies. New York: Routledge, 2004.
- 10) Kothari, C.R. Research Methodology: Methods and Techniques. New Delhi: NewAge, 2009.
- 11) Kumar, Ranjit. Research Methodology: A Step by Step Guide for Beginners. New Delhi: Sage Publications, 2014.

### Teaching Plan:

Stages	Title	Teaching Methods
Unit 1	Research project and its process	Lecture , PPT
Unit 2	Selection of Research Topic and Formulation of Research Problem Statement	Discussion
Unit 3	Research Proposal and its finalization	Discussion
Unit 4	Data analysis and project report writing	Discussion

### Evaluation Pattern

#### A) Continuous Internal Evaluation: Maximum Marks:40

Method	Marks
1. Research proposal	20
2. Presentation of the proposal and viva-voce	05
3. Evaluation of the first draft of the dissertation	15

**B) Semester End Examination: Maximum Marks: 60**

Method	Marks
1. Evaluation of dissertation by the Guide	40
2. Presentation of the dissertation and viva-voce by Guide and external Expert	20

**Note :**

1. The topic or unit for Internal Evaluation will be declared well in advance to the students.
2. The topics/ units for the Internal Evaluation and Semester End Examination may be interchanged with prior intimation to the students.

**Date:** 23/04/2024

**Place:** Ratnagiri



**(Mr. Athalye Vasudev Manohar)**  
**Chairperson ,**  
**Board of Studies, English**



## Syllabus for Master of Arts in English for the year 2024-25

<b>Nomenclature of the Course:</b>	<b>INDIAN LITERATURE IN ENGLISH TRANSLATION</b>
<b>Class:</b>	M.A. II
<b>Semester:</b>	IV
<b>Course Code:</b>	PAENG401
<b>No. of Credits:</b>	4
<b>Nature:</b>	Theory
<b>Type:</b>	Major Mandatory

**Course Outcomes:** After successful completion of the course, the learner shall be able to:

CO1 understand the thematic concerns of Indian Literature in English translations.

CO2 analyse Indian Literature in English translations in different ways.

CO3 understand the beauty of translation.

CO4 develop interest in translating literary texts.

### Syllabus:

Unit No.	Unit Title	Subtitles (Learning Points)
Unit 1	Essays	<p>1. Vinay Dharwadker's "Translating the Millennium: Indian Literature in the Global Market", (Focus on Ten Principles of Translation, from the journal "Indian Literature". July/August 2008, pp. 133 – 146)</p> <p>2. M. Asaduddin's "Translation and Indian Literature" (<a href="https://www.ntm.org.in/download/ttvol/volume3/ARTICLES/01%20-%20Translation%20and%20Indian%20Literature%20-%20%20Some%20Reflections%20-%20M.%20Asaduddin.pdf">https://www.ntm.org.in/download/ttvol/volume3/ARTICLES/01%20-%20Translation%20and%20Indian%20Literature%20-%20%20Some%20Reflections%20-%20M.%20Asaduddin.pdf</a>)</p> <p>3. Arjun Dangle: Dalit Literature Past, Present and Future (From Poisoned Bread edited by Arjun Dangle, Orient Black Swan, 2009)</p>
Unit 2	Drama	<p>Mohan Rakesh: Halfway House</p> <p>Vijay Tendulkar: Silence! The Court is in Session!! (Trans. By Priya Adarkar, pub. by Oxford University Press, 2002)</p>
Unit 3	Novel	<p>T. S. Pillai: Chemmeen (Trans. By Anita Nair from Malayalam, pub. by Harper Perennial)</p> <p>Bhairappa S.L. : Orphaned, Trans.by Sandeep Balkrishna, Rupa Publications India (1 December 2019)</p>
Unit 4	Poetry and Short Stories	<p><b>Section A: Poetry:</b></p> <p>"Liberation Lost Its Meaning", "Shadows", "Let the holy Ganges" by Vinda Karandikar translated by himself from Poems of Vinda, Popular Prakashan, Mumbai, Second Edition ,2007</p> <p>"To Waris Shah" and "A Letter" by Amrita Pritam (Amrita Pritam – Ode to Waris Shah   Punjab Research Group (theprg.co.uk)) (<a href="https://www.poetryfoundation.org/poetrymagazine/poems/54735/a-letter-56d2356ca0306">https://www.poetryfoundation.org/poetrymagazine/poems/54735/a-letter-56d2356ca0306</a>)</p>

	<p>115 . O, Beloved Grant me thy sight, 141Now my faith is strong ( from the Devotional Poems of Mirabai, A.J. Alston, Motilal Banarasilal Publishers, Pvt Ltd. Delhi)</p> <p><b>Section B: Short Stories</b>  The Storeyed House by Waman Howal (from Poisoned Bread edited by Arjun Dangle, Orient Black Swan, 2009)  The Post Office by Dhumketu (G. G. Joshi)  (<a href="https://harpercollinsindia.scrollstack.com/post/1903/The-Post-Office-from-Dhumketu-sRatno-Dholi">https://harpercollinsindia.scrollstack.com/post/1903/The-Post-Office-from-Dhumketu-sRatno-Dholi</a>)  Atithi by Rabindranath Tagore (Atithi: short story by Rabindranath Tagore (<a href="http://englishliterature.info">englishliterature.info</a>))</p>
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### Learning Resources recommended:

1. Bassnett Susan. Political Discourse, Media and Translation, Cambridge Scholars, 2010.
2. Bassnett, Susan and Trivedi Harish (eds). Post-Colonial Translation: Theory and Practice. London: Routledge, 1999.
3. Bhatt Jenny. Ratno Dholi: The Best Stories of Dhumketu, HarperCollins, 2020.
4. Dangle, Arjun (Ed). Poisoned Bread. Orient Black Swan, 2009.
5. Didier, Coste. The Poetics and Politics of Literary Translation, New Delhi, 2011.
6. Iyengar, Srinivasa. Indian Writing in English. Bombay, 1962.
7. Kothari, Rita. Translating India, Taylor & Francis Group 2003
8. Mukherjee, Meenakshi . The Twice Born Fiction: Themes and Techniques of the Indian Novel in English New Delhi: Heinemann Educational, 1971
9. Mukherjee Sujit. Translation as Discovery and Other Essays on Indian English Translation Orient Blackswan, Hyderabad, 2006
10. Naikar Basavaraj, Glimpses of Indian Literature in English Translation, Authors press, 2008.
11. Naik M. K. History of Indian English Literature, Sahitya Akademy, 1982.
12. Narasimhaiah C.D. and Shrinath C.N.(Ed.) Problems of Translation, Dhvanyalok Publication, Mysore.
13. Pandey, A.P. A Revolutionary Fervor in Kabir's Poetry, Bhaskar Publications, Kanpur, 2008. 14.
14. Pandey A.P.(Ed). New Horizons in Indian English Drama, Bhasker, Publishers, Kanpur, 2011.
15. Samel, Swapna H. Dalit Movement in South India: 1857-1950: New Delhi, Serials, 2004.
16. Sharma, Pradeep K. Dalit Politics and Literature: Delhi, Shipra, 2006.
17. Yadav, Balasaheb. Devotional Elements in the Poetry of Tukaram and Ralph Waldo Emerson- A Comparative Study. Arizona: Smart Moves Publication, 2021
18. Zelliott, Eleanor From Untouchable to Dalit: Essays on the Ambedkar Movement: Manohar, 1998.

**Web Resources:**

1. <https://www.ukessays.com/essays/english-literature/the-introduction-to-indian-writing-in-english-english-literature-essay.php> (for survey of Indian English literature)
2. [https://www.researchgate.net/publication/306359465\\_Indian\\_Postmodern\\_English\\_Novels\\_Diachronic\\_Survey](https://www.researchgate.net/publication/306359465_Indian_Postmodern_English_Novels_Diachronic_Survey)
3. <https://www.sahapedia.org/the-practice-of-translation-india>
4. [https://www.researchgate.net/publication/341214999\\_On\\_Linguistic\\_Aspects\\_of\\_Translation\\_by\\_Roman\\_Jakobson](https://www.researchgate.net/publication/341214999_On_Linguistic_Aspects_of_Translation_by_Roman_Jakobson) MOOCS:  
<https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=13>

**Teaching Plan:**

Unit No.	Unit Title	Teaching Methods	No. of Lectures
Unit 1	Essays	Lectures, discussions, presentations	15
Unit 2	Drama	Lectures, discussions, Screening	15
Unit 3	Novel	Lectures, Screening film, discussions	15
Unit 4	Poetry and Short Stories	Lectures, discussions, presentations	15

**Evaluation Pattern****A) Continuous Internal Evaluation: Maximum Marks: 40**

Method	Marks
(Class test, home assignment, seminar, viva voce, report submission, etc.)	<b>30</b>
active class participation and attendance	<b>10</b>

**B) Semester End Examination: Maximum Marks: 60**


<b>Question No. and Sub questions (If any) (E.g. Q. 1 a) ...</b>	<b>Unit and sub unit (with number and title)</b>	<b>Type of Question (Essay / short note / Objective / Diagram, etc.)</b>	<b>Marks</b>
Q.1	1	MCQs / Objective Type Questions	15
Q.2 (A or B)	2	Essay type Question (A or B) one question on each text)	15
Q.3 (A or B)	3	Essay type Question (A or B) one question on each text)	15
Q.4 (A or B)	4	Essay type Question (A or B) A on section A or B on section B	15

**Note :**

1. The topic or unit for Internal Evaluation will be declared well in advance to the students.
2. The topics/ units for the Internal Evaluation and Semester End Examination may be interchanged with prior intimation to the students.

**Date:** 23/04/2024

**Place:** Ratnagiri

  
(Mr. Athalye Vasudev Manohar)

**Chairperson ,**

**Board of Studies, English**

## Syllabus for Master of Arts in English for the year 2024-25

<b>Nomenclature of the Course:</b>	<b>ENVIRONMENTAL STUDIES</b>
<b>Class:</b>	M.A. II
<b>Semester:</b>	IV
<b>Course Code:</b>	PAENG402
<b>No. of Credits:</b>	04
<b>Nature:</b>	Theory
<b>Type:</b>	Major: Mandatory

### Course Outcomes:

After completing the course, the learner will be able to:

CO1-Think rationally and critically, having gained an interdisciplinary perspective on environmental sustainability and how it can be achieved and maintained

CO2-Understand the theoretical trends, concepts and environmental movements that have impacted the world

CO3- Apply the ideas and lessons learnt by developed countries to the situation in India.

CO4- Analyse literary works that advocate environmental sustainability using globally recognized theoretical tools and paradigms

### Syllabus:

Unit No.	Unit Title	Subtitles (Learning Points)
Unit 1	<b>Environmental Issues</b>	<p>1. Humanity and the Environment: An introduction to sustainability; What is sustainability? Humanity and the Environment; Human Consumption Patterns and the Rebound Effect; The IPAT Equation; Challenges for Sustainability</p> <p>2. Climate and Global Change: Introduction to Climate Change; Climate Processes (External and Internal Controls); Modern Climate Change; Milankovitch Cycles and the Climate of the Quaternary;</p> <p>3. Management of natural resources –</p> <ul style="list-style-type: none"> <li>· Water resources: Use and over-utilization of surface and ground water, floods, drought, conflicts over water, dams (benefits and problems).</li> <li>· Mineral resources: Use and exploitation, environmental effects of extracting and using mineral resources, case studies.</li> </ul> <p>4. Sustainable Development-</p> <ul style="list-style-type: none"> <li>· Sustainable Energy Systems</li> <li>· Sustainable Infrastructure</li> </ul>

		· Need and Measures for Public awareness – Environmental Ecocide and Human Rights Laws – Wildlife Protection Act – Forest Conservation Act
Unit 2	<b>Theoretical Concepts in Ecocritical Studies</b>	The following concepts to be taught: 1. Deep Ecology 2. Anthropocene 3. Ecosophy and Biodiversity 4. Ecofeminism 5. Ecocide 6. Green Literature 7. Geocriticism 8. Ecolinguistics 9. Cultural Ecology 10. Environmental Humanities
Unit 3	<b>Critical Essays on Environmental Studies that highlight cross-cutting environmental</b>	1. “Is Nature ‘Natural’ Anymore?” Ackerman, Diane. <i>The Human Age: The World Shaped by Us</i> . W.W.Norton and Co., 2014. 2. “Some Principles of Ecocriticism”. Howarth, William. <i>The Ecocriticism Reader: Landmarks in Literary Ecology</i> . Glotfelty, Cheryll and Harold Fromm (eds.). The University of Georgia Press, 1996. pp.69-91. 3. “Women's Indigenous Knowledge and Biodiversity Conservation”. Shiva, Vandana. <i>India International Centre Quarterly</i> . Vol 19. No 1/2, Indigenous Vision: Peoples of India Attitudes to the Environment (Spring-Summer 1992), pp.205-214. 4. “The Price of a Forest” Gupta, Megha. <i>Unearthed: An Environmental History of Independent India</i> . Penguin Random House, 2020.
Unit 4	<b>Environmental Literature</b>	<b>Novel:</b> Ghosh, Amitav. <i>The Hungry Tide</i> . London: Harper Collins, 2004. Print. OR D’SouzaNa. Dweepa /Island (Translated from Kannada by Susheela Punitha) OR Devi, Mahasweta: Byadhkhanda / The Book of the Hunter (Translated from Bengali by <u>Saragee Sengupta</u> and <u>Mandira Sengupta</u> ) <b>Short Stories:</b> Ruskin Bond: “Death of the Trees” Doris Lessing: “A Mild Attack of Locusts” Uzma Aslam Khan: “My Mother is a Lunar Crater” Giono Jean: “The Man Who Planted Trees”

### Learning Resources recommended:

1. Ackerman, Diane. *The Human Age: The World Shaped by Us*. W.W.Norton and Co., 2014.
2. Bond, Ruskin. "Death of the Trees." *Our Trees Still Grow in Dehra: Stories*. Penguin, 1991. 114-115.
3. Brosimmer, Frank. *Ecocide: A Short History of the Mass Extinction of Species*. Pluto Press, 2002.
4. Carson, Rachel. *The Silent Spring*. Houghton Mifflin, 2002.
5. Clark, Timothy. *Ecocriticism on the Edge: The Anthropocene as a Threshold Concept*. Bloomsbury Academic, 2015.
6. Devall, Bill and George Sessions. *Deep Ecology*. Peregrine Smith Books, 1985.
7. Ghosh, Amitav. *The Great Derangement: Climate Change and the Unthinkable*. Penguin, 2016.
8. Glotfelty, Cheryll and Harold Fromm (eds.). *The Ecocriticism Reader: Landmarks in Literary Ecology*. The University of Georgia Press, 1996.
9. Gupta, Megha. *Unearthed: An Environmental History of Independent India*. Penguin Random House, 2020.
10. Huggan, Graham and Helen Tiffin. *Postcolonial Criticism: Literature, Animals, Environment*. Routledge, 2010.
11. Lewis, Simon. L. and Mark A. Maslin. *The Human Planet: How We Created the Anthropocene*. Pelican, 2018.
12. Reynolds, Martin et al.eds. *The Environmental Responsibility Reader*. London: Zed Books, 2009.
13. Shiva, Vandana. *Monocultures of the Mind: Perspectives on Biodiversity and Biotechnology*. London. Zed Books. 1993.
14. Zalasiewicz, Jan, Mark Williams, Alan Haywood and Michael Ellis. "Introduction: The Anthropocene--A New Epoch of Geological Time?" *The Royal Society Publishing*. 13 March 2011. <https://doi.org/10.1098/rsta.2010.0339>

### Teaching Plan:

Unit No.	Unit Title	Teaching Methods	No. of Lectures
Unit 1	Environmental Issues	Lecture and discussion	15
Unit 2	Theoretical Concepts in Ecocritical Studies	Lecture and discussion	15
Unit 3	Critical Essays on Environmental Studies that highlight cross-cutting environmental	Lecture and discussion	15
Unit 4	Environmental Literature	Lecture and discussion	15

## Evaluation Pattern

### A) Continuous Internal Evaluation: Maximum Marks: 40

Method	Marks
(Class test, home assignment, seminar, viva voce, report submission, etc.)	30
active class participation and attendance	10

### B) Semester End Examination: Maximum Marks: 60

Question No. and Sub questions (If any) (E.g. Q. 1 a) ...	Unit and sub unit (with number and title)	Type of Question (Essay / short note / Objective / Diagram, etc.)	Marks
Q. 1	Unit I	Short Notes (three out of five)	15
Q. 2	Unit II	Short Notes (three out of five)	15
Q. 3	Unit III	Essay type Question (one out of two)	15
Q. 4	Unit IV	Essay type Question (one out of two)	15

#### Note :

1. The topic or unit for Internal Evaluation will be declared well in advance to the students.
2. The topics/ units for the Internal Evaluation and Semester End Examination may be interchanged with prior intimation to the students.

**Date:** 23/04/2024

**Place:** Ratnagiri



**(Mr. Athalye Vasudev Manohar)**

**Chairperson ,**

**Board of Studies, English**



## Syllabus for Master of Arts in English for the year 2024-25

<b>Nomenclature of the Course:</b>	<b>AMERICAN LITERATURE</b>
<b>Class:</b>	M.A. II
<b>Semester:</b>	IV
<b>Course Code:</b>	PAENG403
<b>No. of Credits:</b>	04
<b>Nature:</b>	Theory
<b>Type:</b>	Major Mandatory

**Course Outcomes:** After successful completion of the course, the learner shall be able to:

CO1- Understand key concepts represented in American Literature

CO2- Critically examine the impact of Movements on literature

CO3- Appreciate contemporary themes and styles reflected in the works of representative American Writers.

CO4- Identify universal co-relation between Humanity and Nature found in the realm of American Literature

CO5- Evaluate the distinguishing tenets of American literature.

### Syllabus:

Unit No.	Unit Title	Subtitles (Learning Points)
Unit 1	<b>Terms</b>	Expressionism in American Drama, Puritanism, African American Women Writers, Racism, Imagism, American Dream, Nihilism, Naturalism, Civil Rights Movements
Unit 2	<b>Poetry</b>	A) <b>Robert Frost:</b> Mending Wall, The Road Not Taken, Stopping by Woods on a Snowy Evening, The Runaway B) <b>Maya Angelou:</b> Phenomenal Woman, Still I Rise, Caged Bird, My Life has Turned to Blue
Unit 3	<b>Fiction</b>	A) <b>Nathaniel Hawthorne:</b> The Scarlet Letter B) <b>Toni Morrison:</b> Beloved
Unit 4	<b>Drama</b>	A) <b>Tennessee Williams:</b> The Glass Menagerie B) <b>Lorraine Hansberry:</b> A Raisin in the Sun

### Learning Resources recommended:

1. Abrams, M.H. A Glossary of Literary Terms. (8<sup>th</sup> Edition) New Delhi; Akash Press, 2007.
2. Elliot, Emory and Cathy N. Davidson, eds. The Columbia History of the American Novel. New York: Columbia University Press 1991.

3. Baldick, Chris. *The Oxford Dictionary of Literary Terms*, Oxford: Oxford University Press .2001.
4. Gould Jean. *Modern American Playwrights*. New York Dodd, Mead. 1996
5. Faggen, Robert. *The Cambridge Introduction to Robert Frost*. Cambridge, Cambridge University Press 2008.
6. Frattali, Steven. *Person, place and World: A Late Modern Reading of Robert Frost*. Victoria, BC: English Literary Studies, University of Victoria, 2002.
7. Lawrence, Shaffer, *History of American Literature and Drama*. New Delhi: Sarup 2000
8. Ludwig, Richard M. and Nault, Clifford A. *Annals of American Literature, 1602-1983*, New York; Oxford University Press 1986.
9. Rush, Theresa Gunnel, *Black American Writers Past and Present* .2 vols. Metuchen, NJ Scarecrow Press, 1975.
10. Vendler, Helen. *Part of Nature, Part of US: Modern American Poets*. Cambridge, Mass.: Harvard University Press ,1980.
11. Woodress, James, *American Fiction, 1900-1950: A Guide to Information Sources*, Detroit: Gale Research Co., 1974.
12. Chase, Richard, *The American Novel and Its Tradition*, The John Hopkins University Press, 1980.
13. Fiedelson Charles, Jr. and Brodtkorb, Paul Jr, eds. *Interpretations of American Literature*, Oxford University Press. 1959.
14. Gerber, John G., ed. *The Scarlet Letter; Twentieth Century Interpretations*, Eaglewood Cliffs, N.J. Prentice –Hall .1968.
15. Kaul, A.N. ed. *Hawthorne: Twentieth Century Views*, Prentice Hall District ,1966
16. Frost, Robert. *Collected Poems of Robert Frost*. New York: Holt, 1930
17. Lathem, Edward Connery, ed. *The Poetry of Robert Frost*. New York: Holl, 1969.
18. Barron, Jonathan. N and Earl. J. Wilcox, *Roads not Taken: Rereading Robert Frost*, University of Missouri Press, Columbia and London, 2000.
19. Baym, Nina, *An Approach to Robert Frost's Nature Poetry*, *American Quarterly*, Vol. 17, No. 4, Winter, 1965, The John Hopkins University Press, 1965.
20. Beach, Christopher, *The Cambridge Introduction to 20th century American Poetry*, Cambridge University Press, 2003.
21. Maya, Angelou. *The Complete Collected Poems of Maya Angelou*, Deckle Edge, 13 September 1994
22. Maya, Angelou. *The Complete Poetry*, 31 March 2015
23. Maya, Angelou. *Poems Maya Angelou*, 1 January 1996
24. Hawthorne, Nathaniel. *The Scarlet Letter: A Romance story* (2 ed.). Boston: Ticknor, Reed and Fields. Retrieved July 22, 2017
25. Hawthorne, N. *The Scarlet Letter*. Oxford: Oxford University Press, 1993.
26. Bloom, H. Toni Morrison's *Beloved*. New Delhi: Viva Books
27. Morrison, T. "The Site of Memory." *Inventing the Truth; The Art and Craft of Memoir*. William Zeissman (ed). Boston: Houghton Mifflin Company.
28. Morrison, T. (1987). *Beloved*. London: Random House, UK Ltd
29. Morgan, E.S. "The Paradox of Slavery and Freedom". *Major Problems in African American History; Vol. 1: From Slavery to Freedom, 1619-1877*. Boston: Houghton Mifflin Company.
30. Tennessee Williams', *The Glass Menagerie*, (London: Cox & Wyman Ltd, 1945)

31. Teresa Pijoan & Arun Prabhune. *Water Stories of Native American and Asian Indians*. New Mexico: Sunstone Press, 2020
32. Roger B. Stain, "The Glass Menagerie, Revisited: Catastrophe without Violence," in Stephen S. Stanton, ed., *Tennessee Williams: A Collection of Critical essays* (Englewood Cliffs, N.J.: Prentice-Hall, Inc., Twentieth Century Views Series, 1977)
33. Hansberry, Lorraine. *A Raisin in the Sun*. New York: Vintage Books, 1988.
34. Cummings, Michael. *Lorraine Hansberry's – A Raisin in the Sun (The Ghetto Trap)*. 2010. Review of *Arising in The Sun*.
35. Green Review: "A Raisin in The Sun", 2000. Web.

### **Web Resources:**

#### **Robert Frost:**

##### **Mending Wall:**

<https://youtu.be/IDIFSX2UR3U>

<https://youtu.be/gOT4NUKBNIU>

<https://youtu.be/tScdU97BKIQ>

##### **The Road Not Taken**

<https://youtu.be/vrBHd41YqTc>

<https://youtu.be/0AxRMLoBMPc>

##### **Stopping by Woods on a Snowy Evening**

<https://youtu.be/1sWcq2-ZA5o>

<https://youtu.be/lomZZYyf79A>

##### **The Runaway**

[https://youtu.be/-RA4l\\_Iau14](https://youtu.be/-RA4l_Iau14)

<https://youtu.be/PXltnbmfMA>

#### **MAYA ANGELOU**

##### **Phenomenal Women**

<https://youtu.be/IEz6BsYP5vc>

<https://youtu.be/gOLEoSr93JA>

##### **Still I Rise**

[https://youtu.be/qviM\\_GnJbOM](https://youtu.be/qviM_GnJbOM)

<https://youtu.be/UNMtFvTc0kA>

##### **Caged Bird**

<https://youtu.be/Ark5443sB60>

<https://youtu.be/iOmAUR08Eqo>

My Life has turned to Blue

[https://youtu.be/\\_72ns0-yLBo](https://youtu.be/_72ns0-yLBo)

### **Novels**

#### **The Scarlet Letter**

<https://youtu.be/9LvOkPl-71g>

<https://youtu.be/uen92KjCSsg>

<https://youtu.be/aktGDEZTYyk>

**Beloved**

<https://youtu.be/-U5TM8dZ7Eg>

<https://youtu.be/1KtQESiQuHU>

Tennessee Williams: The Glass Menagerie

<https://youtu.be/nDPMBDiwL0M>

<https://youtu.be/oo0WpeMqE-E>

<https://youtu.be/fLrLbTugWEQ>

**Teaching Plan:**

Unit No.	Unit Title	Teaching Methods	No. of Lectures
Unit 1	<b>Terms</b>	Lecture	15
Unit 2	<b>Poetry</b>	Lecture	15
Unit 3	<b>Fiction</b>	Lecture	15
Unit 4	<b>Drama</b>	Lecture	15

**Evaluation Pattern****A) Continuous Internal Evaluation: Maximum Marks: 40**

Method	Marks
(Class test, home assignment, seminar, viva voce, report submission, etc.)	<b>30</b>
active class participation and attendance	<b>10</b>

**B) Semester End Examination: Maximum Marks: 60**

Question No. and Sub questions (If any) (E.g. Q. 1 a) ...	Unit and sub unit (with number and title)	Type of Question (Essay / short note / Objective / Diagram, etc.)	Marks
<b>Q. 1</b>	Unit 1	Essay (one out of two)	<b>15</b>
<b>Q. 2</b>	Unit 2	Essay (one out of two)	<b>15</b>
<b>Q. 3</b>	Unit 3	Essay (one out of two) (one question on each text)	<b>15</b>
<b>Q. 4</b>	Unit 4	Essay (one out of two) (one question on each text)	<b>15</b>

**Note :**

1. The topic or unit for Internal Evaluation will be declared well in advance to the students.
2. The topics/ units for the Internal Evaluation and Semester End Examination may be interchanged with prior intimation to the students.

**Date:** 23/04/2024

**Place:** Ratnagiri



**(Mr. Athalye Vasudev Manohar)**

**Chairperson ,**

**Board of Studies, English**

## Syllabus for Master of Arts in English for the year 2024-25

<b>Nomenclature of the Course:</b>	<b>ENGLISH LANGUAGE TEACHING</b>
<b>Class:</b>	M.A. II
<b>Semester:</b>	IV
<b>Course Code:</b>	PAENG405
<b>No. of Credits:</b>	04
<b>Nature:</b>	Theory
<b>Type:</b>	Elective

**Course Outcomes:** Having successfully completed this course, the learner:

CO1- would have understood the basic concepts with regard to language learning.

CO2- would have understood the difference between three basic theories of language learning.

CO3- would have understood the similarities and differences between major approaches and methods of ELT.

CO4- would be able to choose judiciously the right approach and method/s of ELT to suit the learning contexts.

CO5- would have got acquainted with major types of courses in English.

CO6- would have become aware of various roles as a teacher of English.

CO7- would be able to generate instructional materials for ELT.

CO8- would be able to generate /use effective assessment tools for ELT courses for beginners.

### Syllabus:

Unit No.	Unit Title	Subtitles (Learning Points)
Unit 1	Language Learning: Basic Concepts and Theories	<p>Concepts:</p> <ol style="list-style-type: none"> <li>-First Language(L1) Acquisition and Second Language (L2) Learning</li> <li>-Competency versus Proficiency ( Dell Hymes)</li> </ol> <p>Theories:</p> <ol style="list-style-type: none"> <li>-Behaviourism ( Skinner)</li> <li>-Cognitivism ( Piaget)</li> <li>-Innateness ( Chomsky)</li> </ol>
Unit 2	Major Methods, Approaches and Objectives in ELT	<ol style="list-style-type: none"> <li>The Classical/Grammar Translation Method</li> <li>Audiolingual Method</li> <li>Communicative Language Teaching</li> <li>Content-Based Instruction</li> <li>Task Based Language Teaching</li> </ol>
Unit 3	Course Types in ELT	<ol style="list-style-type: none"> <li>Product Oriented and Process Oriented</li> <li>English for General Purpose ( EGP)</li> <li>English for General Purpose (EAP)</li> </ol>

		4. English for Specific Purpose (ESP)
Unit 4	Syllabi, Teaching Roles, Learning Activities and Instructional Materials in ELT	Syllabi, Teaching Roles, Learning Activities and Instructional Materials in context of following Methods in ELT 1. The Classical/Grammar Translation Method 2. Audiolingual Method 3. Communicative Language Teaching 4. Content-Based Instruction 5. Task Based Language Teaching
Unit 5	Testing and Evaluation of Learners of English	1. Evaluation, Assessment and Test 2. Types of tests: Proficiency, Achievement & Diagnostic 3. Test Formats: Open Ended, Cloze, Multiple Choice 4. Criteria for good test: validity, reliability & practicality

**Prescribed text:**

Richards, Jack C., and Rodgers, Theodore S. Approaches and Methods in Language Teaching. 2nd ed., Cambridge University Press, 2001.

**Other Learning Resources recommended:**

1. Agnihotri Rama Kant and Khanna, A.L. (Eds.). English Language Teaching In India: Issues and Innovations. Sage. 1995.
2. Agnihotri, R. K. & A. L. Khanna. Second Language Acquisition: Socio-cultural and Linguistic Aspects of English in India. New Delhi: Sage, 1994.
3. Allen, H. B. & R. N. Campbell. Readings in Teaching English as a Second Language. McCaw, 1994.
4. Aslam, Mohammad. Trends in English Language Teaching in India. New Delhi: Prakash Book
5. Brown, H. Douglas. Principles of Language Learning and Teaching. Pearson Longman, 2007.
6. Carter, R. & D. Nunan. The Cambridge Guide to Teaching English to Speakers of Other Languages. CUP, 2001
7. Cheng, Liying, and Yoshinori Watanabe, eds. Washback in Language Testing: Research Contexts and Methods. Routledge, 2004.
8. Goh, C. C. M. & Burns, A. Teaching Speaking: A Holistic Approach. New York: Cambridge University Press, 2012
9. Huchingson, Tom & Alan Waters. English for Specific Purpose: A Learner Centred Approach. CUP, 1987.
10. Ingram, D. First Language Acquisition. Cambridge UP, 1989.
11. Jayendran, Nishevita, Ramanathan, Anusha, and Nagpal, Surbhi. Language Education: Teaching of English in India. Routledge, 2021.
12. Kudchedkar, S. Readings in English Language Teaching in India. Orient Blackswan, 2002.
13. McGrath, I. Teaching Materials and the Roles of EFL/ESL Teachers: Practice and Theory. London: Bloomsbury. 2013 (Introduction)

14. Nation, Paul. Teaching ESL/EFL Reading and Writing. New York: Routledge, 2009.
15. Nunan, D. Syllabus Design. Oxford, New York : Oxford University Press, 1988.
16. Prabhu, N.S. Second Language Pedagogy. OUP, 1897.
18. Stern, H. H. Fundamental Concepts of Language Teaching. OUP,2002.
19. Tickoo, M. L. Teaching and learning English. New Delhi, Orient Longman Pvt. Limited, 2003
20. Widdowson, H.G. Teaching Language as Communication. OUP,1978.
21. Yalden, Janice. Principles of Course Design for Language Teaching. CUP, 1987

### MOOCS:

1. Teach English Now! Theories of Second Language Acquisition  
<https://www.coursera.org/learn/language-theories>
2. Teach English Now! Second Language Listening, Speaking and Pronunciation  
<https://www.coursera.org/learn/tesol-speaking?specialization=tesol-certificate-2>
3. Teach English Now! Second Language Reading, Writing, and Grammar  
<https://www.coursera.org/learn/tesol-writing?specialization=tesol-certificate-2>
4. Teach English Now! Technology Enriched Teaching  
<https://www.coursera.org/learn/tesol-technology?specialization=tesol-certificate-2>
5. Language Assessment in the Classroom  
<https://www.britishcouncil.org.tr/en/english/mooc/language-assessment-classroom>
6. Teach English Now! Foundational Principles (Coursera)  
<https://www.mooc-list.com/course/teach-english-now-foundational-principles-coursera>
7. Teach English Now! Lesson Design and Assessment (Coursera)  
<https://www.mooc-list.com/course/english-teaching-purposes-coursera>
8. English for Teaching Purposes (Coursera)  
<https://www.mooc-list.com/course/english-teaching-purposes-coursera>

### Teaching Plan:

Unit No.	Unit Title	Teaching Methods	No. of Lectures
Unit 1	Language Learning :Basic Concepts and Theories	Lecture	10
Unit 2	Major Methods, Approaches and Objectives in ELT	Lecture	15
Unit 3	Course Types in ELT	Lecture Discussion	05
Unit 4	Syllabi, Teaching Roles, Learning Activities and Instructional Materials in ELT	Lecture Discussion Project	20
Unit 5	Testing and Evaluation of Learners of English	Experiential	10



## Evaluation Pattern

### A) Continuous Internal Evaluation: Maximum Marks: 40

Method	Marks
Class test, home assignment, seminar, viva voce, report submission, etc.	30
active class participation and attendance	10

### B) Semester End Examination: Maximum Marks: 60


Question No. and Sub questions (If any) (E.g. Q. 1 a) ...	Unit and sub unit (with number and title)	Type of Question (Essay / short note / Objective / Diagram, etc.)	Marks
Q-1	Unit 1 and 3	Essay type A ) or B)	15
Q-2	Unit 2	Essay type A ) or B)	15
Q-3	Unit 4	Essay type A ) or B)	15
Q-4	Unit 5	Essay type A ) or B)	15

#### Note :

1. The topic or unit for Internal Evaluation will be declared well in advance to the students.
2. The topics/ units for the Internal Evaluation and Semester End Examination may be interchanged with prior intimation to the students.

**Date:** 23/04/2024

**Place:** Ratnagiri

  
(Mr. Athalye Vasudev Manohar)  
Chairperson ,  
Board of Studies, English

## Syllabus for Master of Arts in English for the year 2024-25

<b>Nomenclature of the Course:</b>	<b>MEDIA STUDIES</b>
<b>Class:</b>	M.A. II
<b>Semester:</b>	IV
<b>Course Code:</b>	PAENG406
<b>No. of Credits:</b>	4
<b>Nature:</b>	Theory
<b>Type:</b>	Elective

**Course Outcomes:** After successful completion of the course, the learner shall be able to:

CO1- have knowledge about media models and theories.

CO2- build awareness about the role of the media and its influence on the individual, the society, and the culture in India.

CO3- develop awareness of ethical issues concerning the media.

### Syllabus:

Unit No.	Unit Title	Subtitles (Learning Points)
Unit 1	Introduction to Media Studies	<p><b>Introduction to media models</b> – Concepts and models of mass communication, types of media from its inception: print media, film, broadcasting – TV, radio, and new media</p> <p>• <b>Understanding the Media:</b>            Classification of media: Definition of media and its varied aspects            Politics of the media: Class, caste, gender, etc.: neutrality of the media; propagation of the dominant agendas            Contextual Meaning/Secondary Level Meanings: Denotation, Connotation, Myth-Making – Roland Barthes</p> <p>• <b>Types of Media:</b>            Conventional media – TV (Cable/DTH), Radio, Print, Hoardings.            Internet – Representation of Self, Being a Part of Groups and Online Communities            Mobile phones –The proximity created since its inception: closer or farther than ever imagined?            Digital media and Social Networking – Blogging, Vlogging, etc.</p>

Unit 2	Media Theory	<p>• <b>Concepts and Models for Mass Communication</b>  Models of Communication – Transmission Model, Ritual or Expressive Model, Publicity Model, Reception Model</p> <p>• <b>Theory of Media and Theory of Society:</b> Mediation of Social Relations and Experience, Power and Inequality, Social Integration and Identity, Social Change and Development, Space and Time</p> <p>• <b>Media and Culture:</b> Frankfurt School and Critical Cultural Theory, Redeeming the Popular, Gender and Mass Media, Commercialisation, Communication Technology and Culture, Cultivation and the Mediation of Identity, Globalisation and Culture, Mass Media and Postmodern Culture</p> <p>• <b>Theory of New Media:</b> New Media and Mass Communication, The main themes of New Media Theory, Applying Medium Theory to the New Media, New Patterns of Information Traffic, Computer-Mediated Community Formation (Social Networking)</p> <p>(Topics under units I and II should be elaborated upon by presenting the essence of concepts and the theories of the media in order to set the students on the path of thinking and noticing the relationship between media and every day)</p>
Unit 3	Media Effects Model: The Influence of the Media on the Individual, Society and Culture	<p>(From the perspective of the Audience Response Theory)</p> <p>• <b>Politics and the Role of the Media:</b> Political Participation, New Media and Democracy, Technologies of Freedom, New Equaliser or Divider?</p> <p>o <b>Audience Response Media Theories</b>  Frankfurt School – Culture Industry  Noam Chomsky – Manufacturing Consent, Chomsky and the media  Jürgen Habermas – Communicative Action and Discourse Ethics  Roland Barthes – Elements of Semiology  Stuart Hall – Reception Theory  Arjun Appadurai – Globalisation and Mediascapes</p> <p>o <b>Representation in Media</b>  Gender and Identity: (Gender Fluidity: Masculinities, Femininity, Gender Roles): Liesbet Van Zoonen, Judith Butler, Pam Cook  Youth – Pop Music: Music as Protest  Lifestyle – Capitalism, Consumerism, Commodification</p>

		<p><b>o Role of the Media in the Society</b> – Advertising, News Reporting, etc.          Propaganda vs Public Opinion          Image Creation, Reputation, and Defamation</p>
Unit 4	Active Audience Model	<p>(From the perspective of the Audience Response Theory)</p> <ul style="list-style-type: none"> <li>• <b>Case Studies:</b> Democracy, Freedom of Speech, Freedom of Information, Section 66A of the ITA, Sedition Law Sec 124A IPC</li> <li>• <b>Digital Media</b> – Privacy, Ethics, and Security in Media and Communication ;Social Networking: Facebook, Twitter, Instagram, SnapChat ,YouTube Videos, Blogs and Vlogs</li> <li>• <b>Internet and Its Users:</b> Controlling Internet Expression Internet and Responsible Freedom of Expression Marshall McLuhan – Double Edge of Technology Liesbet Van Zoonen – Cyber Feminism</li> </ul> <p>(Units III and IV are application based. Theories should be applied to the topics outlined)</p>

### Learning Resources recommended:

1. Adorno, Theodor W., and Max Horkheimer. "How to look at television." *The Culture Industry*. London: Routledge, 1991. N. pag. Print.
2. \_\_\_\_\_. "On popular music." *Cultural Theory and Popular Culture: A Reader*. Ed. John Storey. 4th ed. Harlow: Pearson Education, 2009. N. pag. Print.
3. Aggarwal, Virbala., and V. S. Gupta. *Media and Society Challenges and Opportunities*. New Delhi: Concept Pub. Co., 2002. Print.
4. Appadurai, Arjun. *Modernity at Large: Cultural Dimensions of Globalization*. Minneapolis, MN: U of Minnesota, 1996. Print.
5. Baran, Stanley J. *Introduction to Mass Communication: Media Literacy and Culture*. New York, NY: McGraw-Hill, 2017. Print.
6. Bennett, Tony. "Media theory and social theory." *Mass Communications and Society*. Milton Keynes: Open U Press, 1977. N. pag. Print.
7. Berger, Arthur Asa. *Essentials of Mass Communication Theory*. New Delhi: Sage Publications, 1995. Print.
8. Bhargava, Gopal. *Mass Media and Information Revolution*. Delhi: Isha , 2004. Print.
9. Butler, Judith. *Gender Trouble: Feminism and The Subversion of Identity*. 10th anniversary ed. New York: Routledge, 1999. Print.
10. Christians, Clifford G. *Media Ethics: Cases and Moral Reasoning*. New York, NY: Routledge, 2017. Print.
11. Derné, Steve. *Globalization on the Ground: New Media and the Transformation of Culture, Class and Gender in India*. London: SAGE, 2008. Print.
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12. Dominick, Joseph R. *Dynamics of Mass Communication: Media in The Digital Age*. New Delhi: Tata Mcgraw-Hill, 2010. Print.
13. Fiske, John. *Television Culture*. London: Routledge, 1987. Print.
14. \_\_\_\_\_. *Reading the Popular*. London: Unwin Hyman, 1989. Print.

15. \_\_\_\_\_. *Media matters: Everyday Culture and Media Change*. Minnesota: U of Minnesota Press, 1994. Print.
  16. Folkerts, Jean, Stephen Lacy, and Ann Larabee. *The Media in Your Life: An Introduction to Mass Communication*. Boston, MA: Pearson/Allyn and Bacon, 2009. Print.
  17. Goel, S. K. *Communication Media and Information Technology*. New Delhi: Commonwealth Pub., 1999. Print.
  18. Gramsci, Antonio. "Hegemony, intellectuals, and the state." *Cultural Theory and Popular Culture: A Reader*. Ed. John Storey. 4th ed. Harlow: Pearson Education, 2009. N. pag. Print.
  19. Habermas, Jürgen. *Discourse Ethics: Notes on a Program of Philosophical Justification*. N.p.: n.p., 1983. Print.
  20. Hall, Stuart. "Encoding/Decoding." *Culture, Media, Language*. Ed. Stuart Hall, Dorothy Hobson, Andrew Lowe, and Paul Willis. London: Hutchinson, 1980. Print.
  21. \_\_\_\_\_. "Cultural studies and the Centre; some problematics and problems." *Culture, Media, Language*. Ed. Stuart Hall, Dorothy Hobson, Andrew Lowe, and Paul Willis. London: Hutchinson, 1980. Print.
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  26. Krishnamoorthy, Nadig. *Indian Journalism*. Mysore: U of Mysore, 1978. Print.
  27. Kumar, Keval J. *Mass Communication in India*. New Delhi: Vikas Publications , 1994. Print.
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28. McLuhan, Marshall. *Understanding Media*. London: Sphere , 1973. Print.
  29. McQuail, Denis, and Sven Windahl. *Communication Models*. London: Longman, 1981. Print.
  30. \_\_\_\_\_. *An Introduction to Communication Theories*. New Delhi: Sage Publication, 1994. Print.
  31. \_\_\_\_\_. *Mass Communication Theory*. London: SAGE, 2005. Print.
  32. \_\_\_\_\_. *Mcquail's Reader in Mass Communication Theory*. London: SAGE, 2006. Print.
  33. Pavlik, John V. *Media in The Digital Age*. New York: Columbia U Press, 2008. Print.
  34. The Noam Chomsky Website. <<https://chomsky.info/>>.
  35. Williams, Raymond. *Television: Technology and Cultural Form*. N.p.: Routledge, 2015. Print.
  36. Zoonen, Liesbet Van. "Feminist Perspectives on the Media." *Mass Media and Society*. Ed. James Curran and Michael Gurevitch. London: Edward Arnold, 1996. 31-52. Print.
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**Teaching Plan:**

Unit No.	Unit Title	Teaching Methods	No. of Lectures
Unit 1	Introduction to Media Studies	Lecture	15
Unit 2	Media Theory	Lecture	15
Unit 3	Media Effects Model: The Influence of the Media on the Individual, Society and Culture	Lecture	15
Unit 4	Active Audience Model	Lecture	15

**Evaluation Pattern****A) Continuous Internal Evaluation: Maximum Marks: 40**

Method	Marks
(Class test, home assignment, seminar, viva voce, report submission, etc.)	<b>30</b>
active class participation and attendance	<b>10</b>

**B) Semester End Examination: Maximum Marks: 60**

Question No. and Sub questions (If any) (E.g. Q. 1 a) ...	Unit and sub unit (with number and title)	Type of Question (Essay / short note / Objective / Diagram, etc.)	Marks
Q. 1	Unit 1	Essay (one out of two)	15
Q. 2	Unit 2	Essay (one out of two)	15
Q. 3	Unit 3	Essay (one out of two)	15
Q. 4	Unit 4	Essay (one out of two)	15

**Note :**

1. The topic or unit for Internal Evaluation will be declared well in advance to the students.
2. The topics/ units for the Internal Evaluation and Semester End Examination may be interchanged with prior intimation to the students.

**Date:** 23/04/2024**Place:** Ratnagiri


(Mr. Athalye Vasudev Manohar)  
Chairperson ,  
Board of Studies, English

## Syllabus for Master of Arts in English for the year 2024-25

<b>Nomenclature of the Course:</b>	<b>GENDERED PERSPECTIVES ON LITERATURE</b>
<b>Class:</b>	M.A. II
<b>Semester:</b>	IV
<b>Course Code:</b>	PAENG406
<b>No. of Credits:</b>	04
<b>Nature:</b>	Theory
<b>Type:</b>	Elective

**Course Outcomes:** After successful completion of the course, the learner shall be able to:

CO1- demonstrate understanding of Critical Theory related to gender, including feminist thought, masculinity studies, and queer/LGBT theory.

CO2- critically analyze the portrayal of gender in popular culture, including literature, media, and entertainment.

CO3- assess how these representations of gender reflect or challenge societal norms and values.

CO4- interpret and analyze poems, novels and plays by different authors applying the critical theories

CO5- critically evaluate the intersections of gender with other social categories such as race, class, and sexuality, as depicted in the prescribed literary texts

CO6- carry out independent research on topics related to gender, critical theory, and literary analysis

### Syllabus:

Unit No.	Unit Title	Subtitles (Learning Points)
Unit 1	<b>Critical Theory</b>	Critical theory related to Gender, (Feminist Thought, Masculinity Studies, Queer/LGBT Theory); Critical Approaches (Re-reading, Re-visioning, Gynocriticism, Trans-Criticism etc.); Gender in theories of popular culture <i>N.B. The topics mentioned above will be introduced in the classroom. Students will then be expected to carry out a more detailed study of them independently.</i>
Unit 2	<b>Poetry</b>	Catherine Acholonu :“The Market Goddess” “The Way from The Spring’s Last Drop (1985)” Arundhathi Subramaniam :“Meenakshi” “5:46, Andheri Local” Sylvia Plath :“Daddy” “Lady Lazarus” W.H.Auden: “The Common Life” “Lullaby” Countee Cullen: “Tableau” “Heritage”

Unit 3	<b>Fiction</b>	1. Reading Lolita in Teheran by Azar Nafisi OR The Awakening by Kate Chopin 2. Persepolis by Marjane Satrapi OR Writing Caste, Writing Gender, Narrating Dalit Women's Testimonies (ed) Sharmila Rege
Unit 4	<b>Drama</b>	1. Sakharam Binder by Vijay Tendulkar OR Tara by Mahesh Dattani 2. Angels in America: A Gay Fantasia on America by Tony Kushner OR A Streetcar named Desire by Tennessee Williams

### Learning Resources recommended:

1. Auerbach, Nina. Communities of Women: An Idea in Fiction. Cambridge, Mass.: Harvard University Press, 1978.
2. Barrett, Michele. Women and Writing. London: Women's Press, 1979.
3. Berger, John. Ways of Seeing. London: BBC, 1972
4. de Beauvoir, Simone. The Second Sex. New York: Vintage, 1974.
5. Fetterley, Judith. The Resisting Reader: A Feminist Approach to American Fiction. Bloomington: Indiana University Press, 1978.
6. Forbes, Geraldine. Women in Modern India. (The New Cambridge History of India). New Delhi: Foundation Books, 1996
7. Gilbert, Sandra and Susan Gubar. The Madwoman in the Gothic: The Woman Writer and the Nineteenth Century Literary Imagination. New Haven: Yale University Press.1979.
8. Jacobus, Mary. Reading Women: Essays in Feminist Criticism. London: Methuen,1986.
9. Jasbir Jain and Sudha Rai. Films and Feminism: Essays in Indian Cinema. Jaipur: Rawat Publications, 2002
10. Loomba, Ania. Race, Gender and Renaissance Drama. New Delhi: Oxford India Paperbacks. 1992.
11. Millett, Kate. Sexual Politics. New York: Doubleday. 1970.
12. Moers, Ellen. Literary Women: The Great Writers. New York: Doubleday. 1976.
13. Neuberger, Julia. Whatever's Happening to Women? Promises, Practices and Payoffs. London: Kyle Cathie Limited, 1991.
14. Rich, Adrienne. On Lies, Secrets and Silence: Selected Prose 1966-1979. New York and London: Norton, 1979.
15. Sangari, Kumkum and Sudesh Vaid. Recasting Women: Essays in Colonial History. Delhi: Kali for Women, 1989.
16. Sangari, Kumkum. The Politics of the Possible: Essays on Gender, History, Narratives, Colonial India. New Delhi: Tulika, 1999.
17. Schor, Naomi. Reading in Detail: Aesthetics and the Feminine. NY: Routledge, 1989



18. Sedgwick, Eve. *Between Men: English Literature and Male Homosocial Desire*. Columbia: Columbia University Press, 1992.
19. Tharu, Susie and K. Lalitha. Ed. *Women Writing in India Vols. I & II*. New Delhi: Oxford University Press, 1995.
20. Walker, Alice. *In Search of our Mother's Gardens: Womanist Prose*. San Diego: Harcourt Brace Jovanovich, 1984.

### Teaching Plan:

Unit No.	Unit Title	Teaching Methods	No. of Lectures
Unit 1	<b>Critical Theory</b>	Lecture Discussion	15
Unit 2	<b>Poetry</b>	Lecture Discussion	15
Unit 3	<b>Fiction</b>	Lecture Discussion	15
Unit 4	<b>Drama</b>	Lecture Discussion Screening	15

### Evaluation Pattern

#### A) Continuous Internal Evaluation: Maximum Marks: 40

Method	Marks
(Class test, home assignment, seminar, viva voce, report submission, etc.)	30
active class participation and attendance	10

#### B) Semester End Examination: Maximum Marks: 60

Question No. and Sub questions (If any) (E.g. Q. 1 a) ...	Unit and sub unit (with number and title)	Type of Question (Essay / short note / Objective / Diagram, etc.)	Marks
Q-1	Unit 1	Essay Type A) OR B)	15
Q-2	Unit 2	Essay Type A) OR B)	15

Q-3	Unit 3	Essay Type A) OR B)	15
Q-4	Unit 4	Essay Type A) OR B)	15

**Note :**

1. The topic or unit for Internal Evaluation will be declared well in advance to the students.
2. The topics/ units for the Internal Evaluation and Semester End Examination may be interchanged with prior intimation to the students.

**Date:** 23/04/2024

**Place:** Ratnagiri



**(Mr. Athalye Vasudev Manohar)**

**Chairperson ,**

**Board of Studies, English**