

Shiv Chhatrapati Shikshan Sanstha's

Rajarshi Shahu Mahavidyalaya, Latur

Empowered Autonomous Institution



Structure and Curriculum of Two Year

Postgraduate Programme of

M.A. in English

Board of Studies

in

Department of English

Rajarshi Shahu Mahavidyalaya, Latur

Empowered Autonomous Institution

[PG I Year]

॥ आर्यो ह्यसौ श्रेष्ठः ॥
w.e.f. June, 2026

(In Accordance with NEP-2020)

Rajarshi Shahu Mahavidyalaya,
Latur (Autonomous)

Academic Year: 2026 - 27

Review Statement

The NEP Cell reviewed the Curriculum of **M.A.in English Programme** to be effective from the **Academic Year 2026-27**. It was found that, the structure is as per the NEP-2020 guidelines of Govt. of Maharashtra.

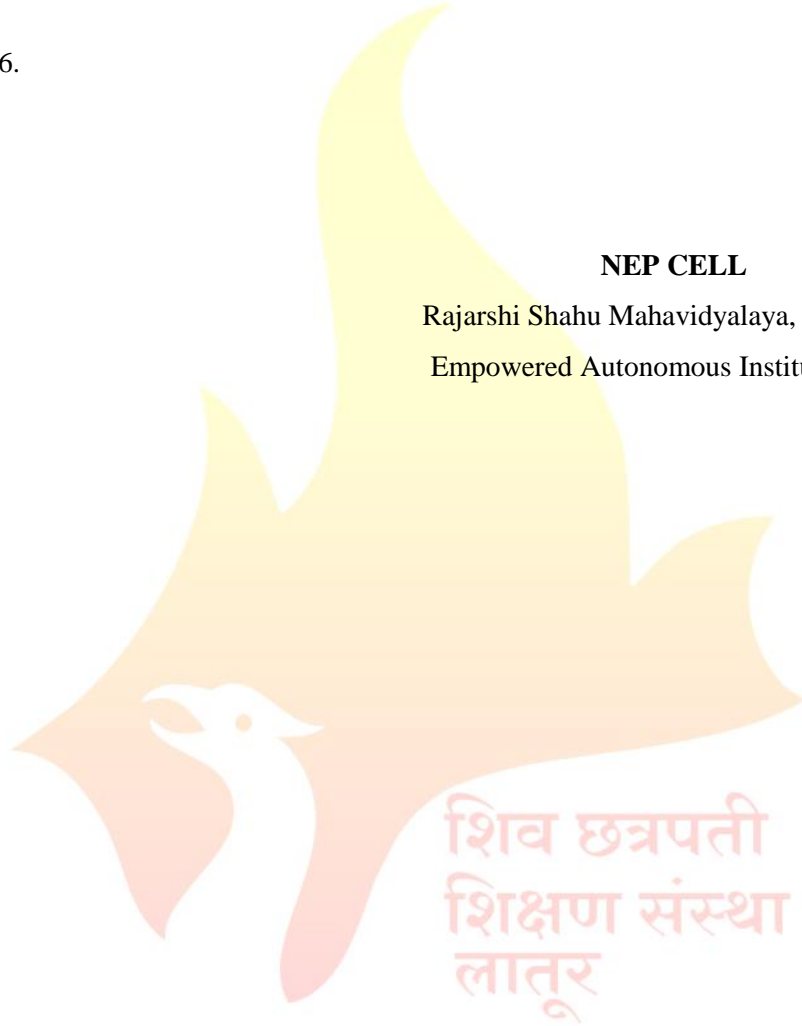
Date: 13/04/2026.

Place: Latur

NEP CELL

Rajarshi Shahu Mahavidyalaya, Latur

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CERTIFICATE

I hereby certify that the documents attached are the Bonafide copies of the Curriculum of **M.A. in English** to be effective from the **Academic Year 2026-27**.

Date: 10 /04/2026

Place: Latur

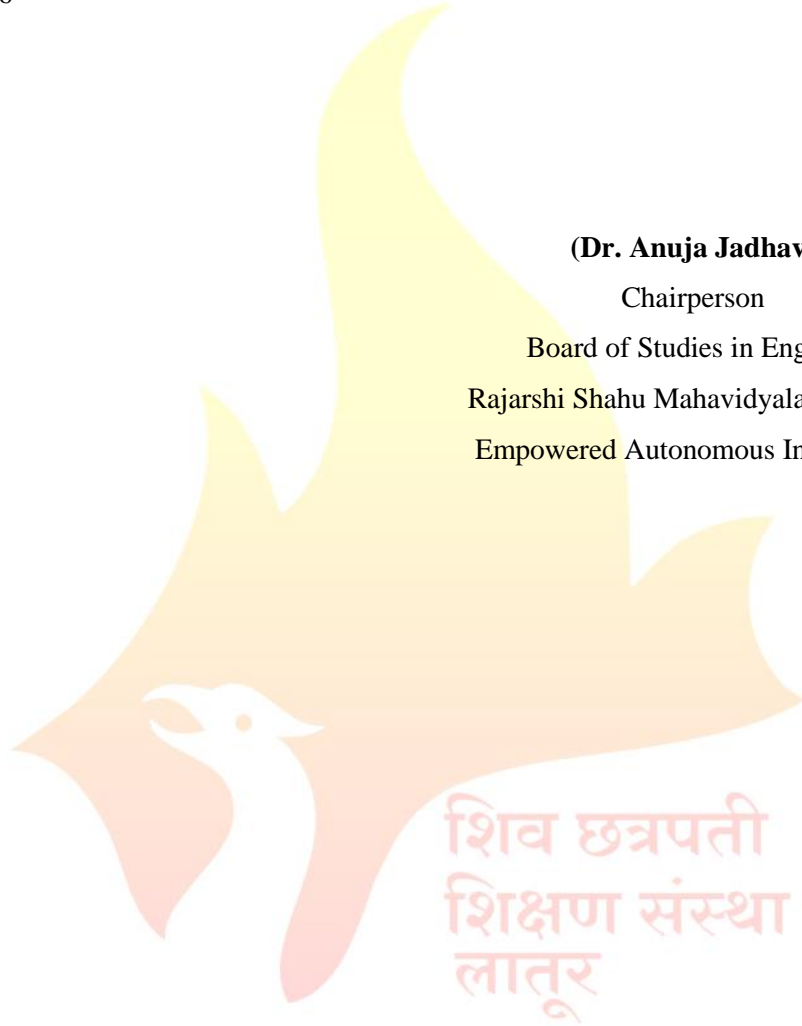
(Dr. Anuja Jadhav)

Chairperson

Board of Studies in English

Rajarshi Shahu Mahavidyalaya, Latur

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Members of Board of Studies in the Subject English

Under the Faculty of Humanities and Social Sciences

Sr. No.	Name	Designation	In position
1	Dr. Anuja Jadhav HoD, English Rajarshi Shahu Mahavidyalaya, Latur	Chairperson	HoD
2	Dr. Shailaja Wadikar School of Languages SRTMU Nanded	Member	V.C. Nominee
3	Dr. Anil Katte Professor, Shri Shivaji Mahavidyalaya, Barshi Dist Solapur	Member	Academic Council Nominee
4	Dr. Sharad Gadekar BOS Member Savitribai Phule Pune University, E.S. Divekar College, Varvand, Ta. Daund, Pune	Member	Expert from outside for Special Course
5	Dr. Amol Padwad, Former Professor & Director, Centre for English Language Education Dr. B.R. Ambedkar University, Delhi	Member	Expert from outside for Special Course
6	Dr. Vaibhav Sabnis Professor, Dept. of English at Dr. Babasaheb Ambedkar Memorial College of Law, Dhule	Member	Expert from Industry
7	Mr. Kirtikumar Deshmukh (Principal) Potdar School Ambajogai, Dist Beed	Member	P.G. Alumni
8	Dr. Sachin Bhandare	Member	Faculty Member
9	Dr. Chandrashekhar Dawane	Member	Faculty Member
10	Mr. Krishna Deshmukh	Member	Faculty Member
11	Mrs. Vaishali Mulje	Member	Faculty Member
12	Mrs. Archana Sawant	Member	Faculty Member
13	Mr. Anant Panchal	Member	Faculty Member

From the Desk of the Chairperson...

In higher education nowadays, outcome-based learning is the primary goal due to the exponential advancements in science and technology as well as the predominately utilitarian outlook of the culture. Literary studies in English at the PG level must be viewed from this perspective because humanities is one of the most contested academic fields. In India, English literary curriculum has consequently evolved over time. From its Anglo-centric core, it moved to new literatures, including Third World Literature, Commonwealth Literature, American, Canadian, Australian, and New Literatures in English. Later, it turned to Indian Literature in English and Indian Literature in translation in the context of various theoretical and critical discourses, including Postmodernism, Post colonialism, Feminism, and Black Aesthetics/Dalit Aesthetics, among others. The Rajarshi Shahu Mahavidyalaya has prepared curricula for in English on the contours and curricular structure provided by the UGC, and may be modified without sacrificing the spirit of CBCS, LOCF and NEP 2020 Guidelines by Government of India. MA in English are predominantly comprised of structured learning opportunities to fulfill the expectations underlined by the NEP 2020. The activities in various courses like MMC, MEC, Research Methodology etc. focus on group, individual, and classroom learning as well as outdoor research and library projects. The revised syllabus of the postgraduate programme in English Language and Literature is both traditional and modern in focus. It is traditional in that the thrust is primarily on the three literary genres: prose, poetry and fiction. Simultaneously, the programme is modern, as all the courses incorporate contemporary writing. Since only a synthesis of the two may produce a deeper understanding of the craft of writing, we have attempted to create a fusion of the past and present in this curriculum so that students can learn about the glory of old and the splendor of today. Furthermore, the Board of Studies has taken the institution's core values into account and include Learning for Life, Ethics, and Service to the Nation in order to ensure that students develop into responsible citizens with human values. The knowledge that should be included in the curriculum should be fundamentally sound and relevant to the student's overall experience. The Departments has worked hard to establish curricula and curriculums that encourage analytical ability and critical thinking and give students the opportunity to develop the skills demanded by employers. The pedagogy used within the programme is intended to support accurate knowledge transmission and appropriate knowledge evaluation. The skills for teaching and learning of all the MMC Mandatory Courses (MMC) and MMC Elective Course (MEC), have been determined for the Postgraduate Level Courses. With sincere gratitude I sincerely hope that this curriculum—which was created in accordance with NEP 2020—will offer up new horizons for students as well allow staff to pursue academic excellence. (DrAnuja Jadhav) Chairperson Board of Studies in English

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Rajarshi Shahu Mahavidyalaya
(Dr. Anuja Jadhav)
Chairperson

Board of Studies in English
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Empowered Autonomous Institution

Faculty of Humanities and Social Sciences

Structure for Four Year Multidisciplinary Undergraduate Degree Programme in English Multiple Entry and Exit (In accordance with NEP-2020)

Year Level	Sem	Major		RM	OJT/FP	RP	Cum.Cr	Marks	Degree
		Mandatory	Elective	RMC	NA	NA	20Cr		
I 6.0	I	MMCI 4Cr	MEC-I(A) OR	4Cr	NA	NA	20Cr	Theory: 1Cr=25M	PG Diploma (After 03 Year B.A. Degree)
		MMCII 4Cr	MEC-I(B) 4Cr						
		MMCIII 4Cr							
	II	MMCIV 4Cr	MEC-II(A) OR	NA	OJT- I 4Cr	NA	20Cr	OJT/FP: 1Cr=25M	
		MMCV 4Cr	MEC-II(B) 4Cr		/FP-I 4Cr				
		MMCVI 4Cr							
Total	MMC 24Cr	MEC 08Cr	RMC 04Cr	OJT/FP 04Cr	NA	40Cr			
II 6.5	III	MMCVII 4Cr	MEC-III(A) OR	NA	NA	RP-I 4Cr	20Cr	RPI &RPII: 1Cr=25M	PG Degree (After 03 Year UG Degree)
		MMC VIII 4Cr	MEC-III(B) 4Cr						
		MMCIIX 4Cr							
	IV	MMCX 4Cr	MEC-IV(A) OR	NA	NA	RP-II 6Cr	22Cr		
		MMCXI 4Cr	MEC-IV(B) 4Cr						
		MMCXII 4Cr							
Total	MMC 24 Cr	MEC 08 Cr	NA	NA	RP 10 Cr	42Cr			
Cum.Total of I & II Year	MMC 48 Cr	MEC 16Cr	RMC 04Cr	OJT/FP 04Cr	RP 10Cr	40+42=82Cr		82 Credits	



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Empowered Autonomous Institution

Faculty of Humanities and Social Sciences

B.A. (Honors/Research) English

Year & Level	Semester	Course Code	Course Title	Credits	No. of Hrs.	
I 6.0		MMC I 601ENG1101	English Poetry- 14 th to 18 th Century	04	60	
		MMC II 601ENG1102	English Drama- 14 th to 18 th Century	04	60	
		MMC III 601ENG1103	English Fiction and Non-Fiction: 14 th to 18 th Century	04	60	
		MEC-I (A) 601ENG1201 OR MEC-I (B) 601ENG1201	The Linguistic Structure of Modern English -I OR Elective Communication and Mass Media	04	60	
		601ENG1301	Research Methodology	04	60	
	Total Credits				20	
	II		MMC-IV 601ENG2101	English Poetry- 19 th to 21 st Century	04	60
			MMC-V 601ENG2102	English Drama- 19 th to 21 st Century	04	60
			MMC-VI 601ENG2103	English Fiction and Non-Fiction: 19 th to 21 st Century	04	60
			MEC-II (A) 601ENG2201	The Linguistic Structure of Modern English-II OR	04	60
			MEC-II (B) 601ENG2202	Creative Writing		
			601ENG2401	FP-I: Field Project	04	60
	Total Credits				20	
	Total Credits (Semester I & II)				40	

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Name of the Programme: Faculty of Humanities and Social Sciences

Programme Outcomes (POs) for M.A. IN English	
PO 1	Disciplinary Knowledge of English Literature and Literary Studies Disciplinary Knowledge of English Literature and Literary Studies Graduates will demonstrate comprehensive knowledge of English literature, ranging from canonical British texts to diverse postcolonial and world literatures. This includes a deep familiarity with major literary movements, periods, genres (poetry, drama, fiction), and critical theories, enabling them to understand the evolution of language and culture, as well as the historical context of literary production.
PO 2	Communication Skills Graduates will possess advanced communicative competence, utilizing English proficiently in both oral and written forms. They will be able to articulate complex ideas coherently, write academic essays and analytical reports with clarity, and engage confidently in public speaking, presentations, and debates.
PO 3	Critical Thinking Graduates will develop a questioning mindset, moving beyond surface-level reading to critically engage with texts, analyzing underlying themes, ideologies, and aesthetic values. They will be able to challenge conventional interpretations, assess the relevance of literature to contemporary society, and apply diverse theoretical frameworks to literary and cultural scenarios.
PO 4	Analytical Reasoning Graduates will evaluate literary and cultural texts by breaking them down into component parts to identify patterns, motifs, and narrative techniques. They will use logical reasoning to construct sound arguments, evaluating evidence from secondary sources to support their interpretations, thereby showing the ability to examine issues from multiple perspectives.
PO 5	Problem Solving Graduates will apply the empathetic and conceptual insights gained from literature to real-world challenges, using narrative understanding to address ethical dilemmas, social conflicts, and communication barriers. They will demonstrate the ability to think innovatively, proposing solutions to complex problems by understanding the nuanced human experiences presented in literature.
PO 6	Research-Related Skills Graduates will master the methods of literary research, including finding, evaluating, and synthesizing information from diverse academic sources, both traditional and electronic. They will be trained to formulate research questions, cite sources accurately, and construct original academic arguments, positioning them to contribute to existing literary knowledge.
PO 7	Self-Directing Learning Graduates will demonstrate an ability to work independently, pursuing knowledge beyond the classroom through extensive reading, research, and self-reflection. They will develop the initiative to update their understanding of new critical trends, fostering

	a commitment to lifelong learning and intellectual growth.
PO 8	Multicultural Competence Graduates will develop a deep appreciation for the diverse voices within literature, fostering an understanding of varied cultural, historical, and social perspectives. This involves examining literature from Indian, American, African, and other regional traditions to cultivate a tolerant and inclusive worldview, capable of navigating a globalized environment.
PO 9	Values: Moral and Ethical, Literary and Human Graduates will develop a keen sense of humanism by engaging with texts that explore moral dilemmas, human rights, social justice, and ethics. They will reflect on the aesthetic and human values inherent in literature, fostering empathy and recognizing the role of literature in nurturing a compassionate and socially responsible citizen.
PO 10	Digital Literacy Graduates will leverage digital tools and technology for academic research, digital storytelling, and content creation, adapting to the evolving landscape of digital humanities. They will be able to navigate online archives, use ICT tools for presentation, and critically assess digital media, effectively communicating in a technologically mediated world.



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Programme Specific Outcomes (PSOs) for M.A. IN English	
PSO No.	After completion of this programme the students will be able to -
PSO 1	Historical and Aesthetic Mapping Analyze the evolution of English literature from the 14th-century Medieval period through the Renaissance and Neoclassical eras (18th century) till the 21 st century. Students will demonstrate a deep understanding of how socio-political shifts influenced the formal development of poetry, drama, and prose.
PSO 2	Advanced Literary Criticism Apply rigorous theoretical frameworks to evaluate canonical and non-canonical texts. Students will be equipped to critique the nuances of fiction and non-fiction, identifying themes of humanism, colonialism, and Enlightenment.
PSO 3	Linguistic and Structural Proficiency Master the mechanics of the English language through the study of Modern English's linguistic structure. Students will be able to dissect phonological, morphological, and syntactical patterns, or alternatively, evaluate the role of language in Mass Media and global communication.
PSO 4	Research Rigor and Ethics Design and execute independent scholarly projects using advanced Research Methodology. This includes the ability to identify research gaps, handle primary/secondary sources, and adhere to global academic formatting and ethical standards.
PSO 5	Creative and Professional Articulation Synthesize literary influences into original creative output. Through the Creative Writing Course, students will develop a unique "writerly" voice, demonstrating the ability to craft narratives, poems, or scripts that resonate with professional industry standards.
PSO 6	Interdisciplinary Application Connect classical literary traditions with modern media landscapes. Whether through mass communication or creative writing, students will bridge the gap between historical scholarship and the demands of modern publishing, journalism, and digital content creation.

Semester - I



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Faculty of Humanities and Social Science

Department of English

MA. I Sem I

Course Type: MMC I

Course Title: English Poetry- 14th to 18th Century

Course Code: 601ENG1101

Credits:04

Max. Marks:100

Lectures: 60 Hrs.

Learning Objectives:

- LO 1. To acquaint the students with the genre poetry in English Literature.
- LO 2. To familiarize the students with Background of English poetry and its types
- LO 3. To help the students to acquire different aspects of regarding poetry and its emergence.
- LO 4. To acquaint the students with the literary terms

Course Outcomes:

After completion of the course the students will be able to-

- CO 1. Differentiate between various poetic schools and styles
- CO 2. Comprehend the 14th to 18th centuries poetry of English literature.
- CO 3. Acquire the knowledge of different aspects of poetry
- CO 4. Analyze the literary terms related to Poetry.

Unit No.	Title of Unit & Contents	Hrs.
I	Background Study of Poetry	12
	<ol style="list-style-type: none">1. Definition & Characteristics of Poetry2. Development of Poetry –Renaissance Period, Elizabethan Period, Jacobean Period, Augustan Period,3. Major Poets and Works<ul style="list-style-type: none">• Middle English- Geoffrey Chaucer, John Gower, William Langland, John Skelton• Metaphysical Poets-John Donne, George Herbert, Andrew Marvell, Henry Vaughan, Richard Crashaw• Cavalier Poets- Robert Herrick, Richard Lovelace, Sir John Suckling, Thomas Carew, John Cleveland4. Major types of Poetry: Sonnet, Ode, Elegy, Ballad.	
	Unit Outcomes:	

Unit No.	Title of Unit & Contents	Hrs.
	UO 1. Recall major poets from Middle English, Metaphysical, and Cavalier traditions UO2. Describe the development of poetry across Renaissance, Elizabethan, Jacobean, and Augustan periods/ Appreciate historical and cultural influences on poetry	
II	14th to 16th Century Poetry	16
	1. Geoffrey Chaucer: 1. The Nun's Tale 2. The Tale of Melibee (The Canterbury Tales) 2. Edmund Spenser: Amorti- 1. <u>Happy ye leaves.</u> 2. <u>My Love is like to ice, and I to fire</u> 3. Sir Philip Sidney: 1. Astrophile and Stell 2. Not at First Sight 4. William Shakespeare: 1. Sonnet 116 2. Sonnet 117 Unit Outcomes: UO 1. Analyze the poems of various Poets. UO 2. Relate themes of love and morality to real-life contexts.	
III	17th Century Poetry	17
	1. John Donne: 1. The Flea 2. The Sun Rising 2. Andrew Marvell: 1. To His Coy Mistress 2. On a Drop of Dew 3. Robert Herrick: 1. To Daffodils 2. The Argument of his Book 4. Richard Lovelace: 1. To Althea, From Prison 2. To Lucasta, Going to the Wars Unit Outcomes: UO 1. Differentiate between Metaphysical and Cavalier Poets. UO 2. Recall major themes like love, religion, mortality, time, and spirituality	
IV	Poems in 18th Century	15
	1. Alexander Pope: 1. The Rape of Lock 2. Dunciad 2. Thomas Gray: 1. Ode on a Distant Prospect of Eton College 2. Ode on the Spring 3. Christopher Smart: 1. A Song to David 2. On My Wife's Birth-Day 4. Robert Burns: 1. To a Mouse 2. A Red, Red Rose Unit Outcomes: UO 1. Familiarize with poets in 18th century. UO 2. Analyze rural life and emotional expression in Various Poets and their poetry	

Learning Resources:

1. A Glossary of Literary Terms, Author: M. H. Abrams, Publication: Cengage Learning Year: 2015.
2. A History of English Literature, Author: Edward Albert, Publication: Oxford University Press, Year: 2017.
3. An Outline History of English Literature, Author: William Henry Hudson, Publication: Atlantic Publishers, Year: 2008.
4. English Literature: Its History and Its Significance, Author: William J. Long Publication: Kalyani Publishers, Year: 2014.

5. English Poetry: A Critical Introduction, Author: David Barber, Publication: Cambridge University Press, Year: 2004.
6. Metaphysical Poetry, Author: Helen Gardner, Publication: Penguin Books, Year: 1985.
7. The Cambridge Companion to English Poetry, Donne to Marvell, Author: Thomas N. Corns (Ed.), Publication: Cambridge University Press, Year: 1993.
8. The Norton Anthology of English Literature, Author: Stephen Greenblatt (Ed.) Publication: W. W. Norton & Company, Year: 2018.
9. The Oxford Book of English Verse, Author: Arthur Quiller-Couch, Publication: Oxford University Press, Year: 2008.
10. The Short Oxford History of English Literature, Author: Andrew Sanders, Publication: Oxford University Press, Year: 2004.
11. <https://www.poetryfoundation.org/poems/45174/a-song-to-david>

Internal Examination Pattern :

CAT – I: Open Book Test/ Paper Reading/ Poetry Recitation

CAT – II: Seminar PPT Presentation on Given Topic

Mapping of POs, PSOs and COs:

COs/POs & PSOs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	2	3	3	1	2	2	2	1	1
CO2	3	2	2	2	1	2	2	3	2	1
CO3	3	2	2	2	1	2	2	2	2	1
CO4	3	2	3	3	1	2	2	1	1	1

COs/POs & PSOs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	3	1	2	1	2
CO2	3	2	1	2	1	2
CO3	3	2	2	2	1	2
CO4	2	3	2	2	1	1

Scale : 3 = High, 2 = Moderate, 1 = Low, 0 = No correlation



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Empowered Autonomous Institution

Faculty of Humanities and Social Science

Department of English

MA. I Sem I

Course Type: MMC II

Course Title: English Drama- 14th to 18th Century

Course Code: 601ENG1102

Credits: 04

Max. Marks: 100

Lectures: 60 Hrs.

Learning Objectives:

- LO 1. To acquaint the students with the genre drama in English Literature.
- LO 2. To familiarize the students with Background of English drama and its types
- LO 3. To help the students to acquire different aspects regarding drama and its emergence.
- LO 4. To acquaint the students with the literary terms related to English Terms

Course Outcomes:

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

- CO 1. Analyze critically the genres of literature specially drama in English Literature.
- CO 2. Comprehend the background of English drama and its types.
- CO 3. Acquire the knowledge of different aspects regarding drama and its emergence.
- CO 4. Analyze the literary terms related to English drama

Unit No.	Title of Unit & Contents	Hrs.
I	Social and Intellectual Background of Drama	16
	<ol style="list-style-type: none">1. Definition & Characteristics of Drama:<ul style="list-style-type: none">• Middle English Dramatic Representations Miracle Plays, Morality Plays & The Interlude• Influence of the Renaissance• The Theatre in Elizabethan England• Theatre and Contemporary Society• The University Wits: Christopher Marlowe, Robert Greene, John Lyly, Thomas Nashe, George Peele, Thomas Lodge & Thomas Kyd2. Important Dramatists: William Shakespeare, Thomas Kyd, John Dryden William Wycherley, William Congreve3. Major types of Drama: Tragedy Comedy, Tragicomedy, Dark Comedy	
	Unit Outcomes: UO 1. Define and analyze the fundamental characteristics of drama. UO 2. Explain the mechanics of drama and the types of drama	
II	16th Century English Drama	12
	<ol style="list-style-type: none">1. Christopher Marlowe: Doctor Faustus2. William Shakespeare: Othello	
	Unit Outcome:	

Unit No.	Title of Unit & Contents	Hrs.
	UO 1. Analyze the character of Faustus as an embodiment of the Renaissance spirit. UO 2. Examine the themes of race, gender, and social status in Venetian society, specifically regarding Desdemona's agency and Othello's position as an outsider.	
III	17th Century Jacobean Drama	14
	1. Ben Jonson: The Alchemist 2. John Webster: The Duchess of Malfi,	
	Unit Outcomes: UO 1. Examine how the play critiques the gullibility of various social classes in 17th-century London UO 2. Analyze the Duchess as a "hero of the spirit" who asserts her personal autonomy and sexual agency	
IV	18th Century Restoration & Sentimental Drama	18
	1. Oliver Goldsmith: She Stoops to Conquer 2. Richard Sheridan: The School for Scandal	
	Unit Outcomes: UO 1. Explain how Goldsmith uses in his drama to challenge the moralistic, tear-jerking "Sentimental Comedy" of the 18th century. UO 2. Identify Sheridan's use of satire to critique the hypocrisy, malicious gossip, and "scandal-mongering" of high-society London.	

Learning Resources:

1. A Glossary of Literary Terms. Abrams, M. H 7th ed., Heinle & Heinle, 1999.
2. Alchemist-Jonson, Ben Macmillan Publication, Delhi 2021
3. Defining/Confining the Duchess: Negotiating the Female Body in John Webster's The Duchess of Malfi" Studies in Philology Academic Serach Premier. Jankowski, Theodora A. Web. 18 Nov 2012.
4. Emma. The Power that Women Hold in The Duchess of Malfi. Pacheco, Final AE Project, 2012
5. Encyclopedia of Shakespeare: A-Z of his Life and Works. Boyce, C. New York: Facts on File. 1990.
6. History of English Literature. Albert, E. Oxford University Press, 2017.
7. Preface to Shakespeare. Johnson, S. London: Oxford University Press 1959
8. Roohi. Knowledge over Wisdom a tragic path to Damnation – Marlowe's Dr. Faustus. London: Routledge; 2016.
9. Seven deadly sins in Doctor Faustus India: Hezal T. Bhavnagar University; 2015.
10. Shakespearean Tragedy. Bradley, A. C. London: The Macmillan Press Ltd. 1905
11. Shakespearean Tragedy. Bradley, A. C. London: Macmillan & Co., 1904,
12. The Art of Courtly Love. Ed. Frederick W. Locke. Capellanus, A. New York: Frederick Ungar, 1957.

Internal Examination Pattern :

CAT – I: Seminar with PPT Presentation

CAT – II: Poster Presentation on prescribe authors

Mapping of POs, PSOs and COs:

Cos/PSOs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	2	3	3	1	2	2	2	1	1
CO2	3	2	2	2	1	2	2	2	1	1
CO3	3	2	2	2	1	2	2	2	2	1
CO4	3	2	3	3	1	2	2	1	1	1

COs \ PSOs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	3	1	2	1	2
CO2	3	2	1	2	1	2
CO3	3	2	2	2	1	2
CO4	2	3	2	2	1	1



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Rajarshi Shahu Mahavidyalaya, Latur

Empowered Autonomous Institution

Faculty of Humanities and Social Science

Department of English

MA. I Sem I

Course Type: MMC-III

Course Title: English Fiction and Non-Fiction: 14th to 18th Century

Course Code: 601ENG1103

Credits: 04

Max. Marks: 100

Lectures: 60 Hrs.

Learning Objectives:

- LO 1. To acquaint students with major literary movements and characteristics in fiction from the Middle English period to the Neoclassical age.
- LO 2. To enable students to appreciate and analyze fiction in English.
- LO 3. To improve the literary and critical competence of students.
- LO 4. To familiarize students with literary trends and key literary terms.

Course Outcomes:

After completion of the course the students will be able to-

- CO 1. Explain the major literary movements, characteristics and key terms from the Middle English period to the Neo-classical age.
- CO 2. Analyze and critically appreciate fictional works from the Middle English period to the Neo-classical age.
- CO 3. Evaluate literary texts to enhance their literary and critical competence.
- CO 4. Apply insights gained from fiction to understand society and develop ethical and human values.

Unit No.	Title of Unit & Contents	Hrs.
I	Background of Fiction and Non-Fiction: 14th Century to 18th Century	14
	1. Historical Periods & Context 1.14th–15th (Medieval Age): Dominated by religion and feudal system; literature was moral and allegorical (e.g., Geoffrey Chaucer). ii.16th (Renaissance): Rise of Humanism, revival of classical learning, growth of drama (e.g., William Shakespeare). iii.17th (Puritan & Restoration): Political conflict (Civil War), religious influence, later shifts to satire and realism.	

Unit No.	Title of Unit & Contents	Hrs.
	<p>iv.18th (Neoclassical Age): Age of reason, rise of middle class, print culture, and development of the novel.</p> <p>2. Characteristics of Fiction</p> <p>i. Medieval: Allegory, romance, religious themes</p> <p>ii. Renaissance: Dramatic storytelling, strong characters</p> <p>iii.17th Century: Realism begins, satire and social themes</p> <p>iv.18th Century:Rise of the novel—real life, middle-class focus, moral lessons (e.g., Daniel Defoe)</p> <p>3. Genres: i. Romance, ii. Drama, iii. Satire, iv. Novel (fiction) v. essays, vi. Journalism, vii. autobiography (non-fiction)</p> <p>4.Key Ideas</p> <p>i. Humanism (focus on humans)</p> <p>ii. Religious morality</p> <p>iii. Rationalism (reason and logic)</p> <p>iv. Realism (everyday life)</p> <p>v. Satire (criticism of society)</p> <p>Unit Outcomes:</p> <p>UO 1. Describe the historical background of English fiction and non-fiction.</p> <p>UO 2. Explain the concepts and functions of Allegory, Romances, Humor And Satire with relevant examples.</p>	
II	English Fiction and Non-fiction: 14th to 15th Century	15
	<p>1. Geoffrey Chaucer -Tale of Melibeus</p> <p>2. Thomas Malory - Le Morte d' Arthur</p> <p>3. John Lyly- Euphues: The Anatomy of Wit</p> <p>Unit Outcomes:</p> <p>UO 1. Explain the writing styles of Geoffrey Chaucer, John Lylyand Thomas More</p> <p>UO 2. Analyze and appreciate the themes and development of Middle English Fictional Works.</p>	
III	English Fiction and Non-fiction: 16th to 17th Century	15
	<p>1. Sir Philip Sidney- The Defence of Poesy</p> <p>2. Francis Bacon- Of Revenge</p> <p>3. John Bunyan – Pilgrim’s Progress</p>	

Unit No.	Title of Unit & Contents	Hrs.
	UnitOutcomes: UO 1. Examine the difference between essays and novels. UO 2. Compare and appreciate the writing style of Francis Bacon and John Bunyan through their Works	
IV	English Fiction and Non-fiction: 18th Century	16
	1. Emily Brontë - Wuthering Heights 2. Henry Fielding – Joseph Andrews 3. Horace Walpole-The Castle of Otranto UnitOutcomes: UO 1. Analyze the writing style of Emily Brontë and Henry Fielding. UO 2. Summarize plots and describe characters from novels.	

Learning Resources:

1. A Glossary of Literary Terms, M.H. Abrams, Cengage Learning, 2014.
2. British Literature, Bonnie J. Robinson, University of North Georgia, 2018.
3. The Castle of Otranto, Horace Walpole, Double 9 Books llp, 2022.
4. History of English Literature, Albert Edward, Oxford University Press, 2000.
5. Joseph Andrews, Henry Fielding, Wesleyan UnivPr, 1984.
6. Le Morte D'Arthur, Sir Thomas Malory: Two Volumes Complete, Halcyon Press Ltd., 2009.
7. Masterpiece of English Literature, Balchandra Jha, ABD Publishers, 2018.
8. The Essays of Francis Bacon, Francis Bacon, Left of Brain Books, 2025.
9. The Pilgrim's Progress, John Bunyan, Fingerprint! Publishing, 2024.
10. Wuthering Heights, Emily Brontë, Rupa Publication, 2000.

Internal Examination Pattern:

CAT – I : Seminars / Concept Based Quiz (MCQs 100 & Short Answer Questions 50)

CAT – II : Comparative Analysis of any Four works from the syllabus.

Mapping of POs, PSOs and COs:

COs/POs & PSOs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	2	2	2	1	2	2	2	1	1
CO2	3	2	3	3	1	2	2	2	2	1
CO3	3	2	3	3	2	2	2	2	2	1
CO4	3	2	2	2	3	2	2	3	3	1

COs/POs & PSOs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	2	1	2	1	2
CO2	3	3	2	2	1	2
CO3	3	3	2	2	1	2
CO4	3	3	2	2	1	3

Scale : 3 = High, 2 = Moderate, 1 = Low, 0 = No correlation.



Shiv Chhatrapati Shikshan Sanstha's

Rajarshi Shahu Mahavidyalaya, Latur

Empowered Autonomous Institution

Faculty of Humanities and Social Science

Department of English

MA. I Sem I

Course Type: MEC-I(A)

Course Title: The Linguistic Structure of Modern English -I

Course Code: 601ENG1201

Credits: 04

Max. Marks: 100

Lectures: Hrs. 60

Learning Objectives:

- LO 1. To acquaint the students with the basic principles of the study of language.
- LO 2. To familiarize them with the RP sounds and phonological aspects of language.
- LO 3. To help them acquire the word formation process in English.
- LO 4. To acquaint the students with the phrasal structures of English.

Course Outcomes:

After completion of the course the students will be able to-

- CO 1. Develop command over the language by knowing its basic structures.
- CO 2. Acquaint skills to use phonologically correct language.
- CO 3. Evaluate competence to use grammatically correct language will be developed.
- CO 4. Apply the knowledge of phrasal structures of English

.Unit No.	Title of Unit & Contents	Hrs.
I	The Study of Language	15
	1. The Nature of Language and Linguistics 2. Fundamental Beliefs about Language and Theories of Language 3. Language Universals, and Creativity Animal Communication Codes 4. Linguistics and the Components of Language	
	Unit Outcomes: UO 1. Acquaint with the Nature and Scope of human language UO 2 Identify and explain the major branches of linguistics and the tools used in linguistic analysis	
II	The Speech Sounds of English	15
	1. The Spoken versus the Written Form of Language 2. Phonemes, Phones, Allophones and Minimal pairs 3. English Consonants and Vowel sand their Phonetic Notation	

.Unit No.	Title of Unit & Contents	Hrs.
	4. Consonant Cluster 5. Syllabic structure and rules of accentual patterns 6. Stress, Rhythm and Intonation Unit Outcome: UO 1. Illustrate the differences between phonemes and allophones with examples. UO 2. Demonstrate correct stress, rhythm, and intonation in speech	
III	The Structure and Meaning of English Words	15
	1. Structure, Formation, and Meaning of English Words 2. Morphology: Types of Morphemes and Principles of Morphological Analysis” 3. Word Formation Processes: Derivation, Compounding, Conversion, Reduplication, Blending, Back Formation, Clipping (Shortening), and Borrowing; Roots and Bases” 4. Formation and Semantic Interpretation of Idioms and Phrases Unit Outcomes: UO 1. Critically analyze the internal structure of English words by identifying roots, stems, affixes, and their functional roles in meaning-making. UO 2. Critically engage with morphological theories and apply them to real language data.	
IV	The Structure of English Sentences	15
	1. Phrase Structure : a. Noun Phrase b. Verb phrase, c. Adjective Phrase d. Adverb Phrase, e. Prepositional Phrase 3. Deep Structure and Surface Structure 4. Structural Ambiguity Unit Outcomes: UO 1. Examine and classify different phrase types. UO2. Critically evaluate the concepts of Deep Structure and Surface Structure within transformational-generative grammar.	

Learning Resources:

1. English Phonetics for Indian Students, T. Balsubramanian, Trinity Press New Delhi, 2019
2. The Structure of Modern English A Linguistic Introduction, J. John, Benjamins Publishing Company Amsterdam / Philadelphia, 2000

3. A Rediscover Grammar with David Crystal, David Crystal, London :Longman.
4. A Communicative Grammar of English. Leech, Geoffrey and Jan Svartvik, 2nd ed. London: Longman, 1994.
5. A University Grammar of English Language, R. Quirk and S. Greenall, Harlow: Pearson Education Limited, 1973.
6. A Student's Grammar of the English Language Harlow, Randolph Quirk, Pearson Education Limited, 2002.
7. A Course In Phonetics And Spoken English, J.P.V. Dhamija Sethi, 2nd Edition PHL Learning Pvt Ltd, New Delhi, 2011
8. The Study of Language: An Introduction, George Yule, 2nd ed. Cambridge: Cambridge University Press, 1996.
9. A Linguistic Guide to the Study of English Poetry ,G. N. Leech, USA, Routledge, 2013.
10. A University Grammar of English Quirk, Randolph & Greenbaum, Sidney, Pearson Education Limited, Harlow, 1973

Internal Examination Pattern :

CAT – I : Seminar with PPT

CAT – II Seminar with PPT OR Open Book Test

Mapping of POs, PSOs and COs:

COs/POs & PSOs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	2	2	1	2	2	1	1	1
CO2	3	3	2	2	1	1	2	1	1	1
CO3	3	3	2	3	1	2	2	1	1	1
CO4	3	2	3	3	1	2	2	1	1	1

COs/POs & PSOs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	1	1	3	2	1	2
CO2	1	1	3	1	1	2
CO3	1	2	3	2	1	2
CO4	1	2	3	2	1	2

Scale : 3 = High, 2 = Moderate, 1 = Low, 0 = No correlation.



Shiv Chhatrapati Shikshan Sanstha's

Rajarshi Shahu Mahavidyalaya, Latur

Empowered Autonomous Institution

Faculty of Humanities and Social Science

Department of English

MA. I Sem I

Course Type: MEC-I(B) Elective

Course Title: Communication and Mass Media

Course Code: 601ENG1201

Credits: 04

Max. Marks: 100

Lectures: 60 Hrs.

Learning Objectives:

- LO 1. Explain the concepts, objectives, and scope of communication.
- LO 2. Apply principles of audience analysis to design effective communication strategies. .
- LO 3. Develop skills required for academic and professional writing such as synopsis preparation.
- LO 4. Assess the role of leadership and interpersonal skills in team dynamics and decision-making processes

Course Outcomes:

After completion of the course the students will be able to-

- CO 1. Analyze different types of communication based on purpose and context.
- CO 2. Apply audience-centered communication strategies in writing and media contexts.
- CO 3. Demonstrate professional communication skills in interviews, GDs, and public speaking.
- CO 4. Exhibit effective elocution and interpersonal communication in practical situations

Unit No.	Title of Unit & Contents	Hrs.
I	Communication Skills	15
	A. Definition, Objectives, Scope of Communication	
	B. Types of Communication	
	C. Digital Communication & Netiquette	
	D. Emotional Intelligence in Communication	
	E. Communication Ethics & Professional Etiquette	
	F. Listening Skills (Active & Critical Listening)	
	G. Feedback Mechanisms and Communication Effectiveness	

Unit No.	Title of Unit & Contents	Hrs.
	<p>Unit Outcomes:</p> <p>UO 1 Recall and define key concepts of communication, including its definitions, objectives, and scope.</p> <p>UO 2 Analyze and differentiate various types of communication</p>	
II	Soft Skills	15
	<p>A.Communication & Interpersonal Skill.Professional & Career Skills:</p> <ul style="list-style-type: none"> • Workplace Etiquette & Professional Behavior • Resume and CV Building • Interview Skills & Mock Interviews • Group Discussion Skills • Networking Skills (Online & Offline) <p>B. Presentation & Public Speaking Skills:</p> <ul style="list-style-type: none"> • Elocution & Speech Delivery • Seminar Presentation Skills • Use of Visual Aids (PPT, Charts) • Body Language & Stage Confidence • Academic & Conference Presentation <p>Unit Outcomes:</p> <p>UO 1.Demonstrate elocution skills.</p> <p>UO 2. Evaluate and develop essential leadership qualities for effective teamwork and decision-making.</p>	
III	Professional Skills	15
	<p>A.Written Presentation-synopsis</p> <p>B.Academic Writing: Research Proposal Writing , Writing</p> <p>C.Case Studies in Communication:</p> <ul style="list-style-type: none"> • Miscommunication in a corporate meeting • Failures of a government awareness campaign • Social media controversy of a brand • Classroom communication breakdown • Gender or cultural misunderstanding in communication • Media coverage bias in a political issue <p>UnitOutcomes:</p> <p>UO 1. Analyze different case studies to identify causes of miscommunication, including linguistic, cultural, psychological, and contextual barriers.</p> <p>UO 2.Analyze and design written presentations</p>	
IV	Mass Communication	15
	A.Methodologies of Mass Communication	

Unit No.	Title of Unit & Contents	Hrs.
	B. Understanding the audience C. Writing skills for developmental stories: 1.Rural Issues 2.Health Issues 3.Environmental Issues D. Writing for Media: News Writing/Editorial Writing E. Script Writing (Radio/TV) F. Social Media Communication & Content Creation G. Fake News, Media Ethics & Responsibility H. Advertising & Public Relations Basics I. Communication for Social Change	
	Unit Outcomes: UO 1. Apply audience-based communication UO 2. Analyze rural, health, environmental issues	

Learning Resources:

1. Business Communication Today: Courtland L. Bovee & John V. Thill, Pearson Education, 2021
2. Communication for Development and Social Change, Jan Servais's Publications, 2008
3. Communication Skills for Engineers and Scientists, Sangeeta Sharma & Binod Mishra, PHI Learning, 2010
4. Corporate Communication: A Guide to Theory and Practice, Joep Cornelissen, Sage Publications, 2020
5. Effective Communication Skills, Kul Bhushan Kumar, Khanna Publishing House, 2018
6. Essentials of Business Communication, Rajendra Pal & J.S. Korlahalli, Sultan Chand & Sons, 2015
7. Mass Communication in India, Kaval J. Kumar, Aico Publishing House, 2020
8. Media Ethics: Issues and Cases, Philip Patterson & Lee Wilkins, McGraw-Hill Education, 2013
9. Professional Communication, Runa Koneru, McGraw Hill Education India, 2018
10. Research Methodology: Methods and Techniques. Kothari, New Age International Publishers, 2014

Internal Examination Pattern :

CAT – I : Seminar with PPT / Case Study

CAT – II: Open Book Test / Case Study/ Write a script for Radio or T.V.

Mapping of POs, PSOs and COs:

COs/POs & PSOs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	1	3	3	2	2	1	2	2	2	2
CO2	1	3	3	2	2	2	2	3	2	3
CO3	1	3	2	2	3	1	2	2	2	2
CO4	1	3	2	2	3	1	2	3	3	2

COs/POs & PSOs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	0	1	2	1	1	3
CO2	0	1	2	2	2	3
CO3	0	1	3	1	2	3
CO4	0	1	3	1	2	3

Scale : 3 = High, 2 = Moderate, 1 = Low, 0 = No correlation.



Shiv Chhatrapati Shikshan Sanstha's
Rajarshi Shahu Mahavidyalaya, Latur

Empowered Autonomous Institution
Faculty of Humanities and Social Science
Department of English
MA. I Sem I

Course Type: RMC

Course Title: Research Methodology

Course Code: 601ENG1301

Credits: 04

Max. Marks: 100

Lectures: 60 Hrs.

Learning Objectives:

- LO 1. To introduce the students to the concept of research.
- LO 2. To enable to understand the stages of research.
- LO 3. To familiarize the learners to the procedures involved in research.
- LO 4. To sensitize them to the requirements of cohesion and coherence in continuous composition.

Course Outcomes:

After completion of the course, student will be able to

- CO 1. Identify appropriate research topics.
- CO 2. Demonstrate the ability to choose methods appropriate to research aims and objectives.
- CO 3. Organize and conduct research in a more appropriate manner.
- CO 4. Understand the limitations of particular research methods.

Unit No.	Title of Unit & Contents	Hrs.
I	Meaning and Nature of Research	12
	1. What is research? 2. Objectives of Research 3. Characteristics of Research 4. Purpose of Research 5. Types of research 6. What Makes People do Research? 7. Qualities of a Good Researcher 8 Research Methods and Research	

Unit No.	Title of Unit & Contents	Hrs.
	Unit Outcomes: UO 1. The students will know how to do research. UO 2. The students will be familiar with research methodologies.	
II	Research Tools and Process	18
	<ul style="list-style-type: none"> • A) Materials and Tools of Research Primary and Secondary sources Books, Anthologies, Biographies, Thesauruses, Encyclopedia, Conference proceedings, Unpublished theses, Newspaper articles, Journals, ejournals, Monographs, Translations, Web references, Library catalogues, Literature Resource Center, Govt. publications, Special libraries, Advanced study centers, Virtual libraries, Web search engines, CDs, DVDs etc. • B) Research Process Entering into Research, Various stages of Research Selection of Research Topic and Problem, Identification of a Research Topic and Problems Definition and Formulation of a Problem How do you Assess Whether the Defined Problem as a Good Problem? 	
	Unit Outcomes: UO 1. The students will be understood research process, materials and tools.	
III	Research in Literature and Language	16
	1. Literary research and research in other Disciplines 2. Literary research-Interpretative, Theoretical, Biographical etc 3. Research methods in Linguistics 4. Research methods in Literature How research in language is different from research in literature 5. Emerging areas of research in language and literature 6. Use of literary and linguistic theories in research	
	Unit Outcomes: UO 1. The students will know research in literature and language and its Style.	
IV	Research Writing	14
	1. Research Report 2. Research Paper	

Unit No.	Title of Unit & Contents	Hrs.
	3. M. Phil. Thesis 4. Doctoral Dissertation	
	Unit Outcomes: UO 1. The students will familiar with Research Report, Paper, Thesis and Dissertation writings.	

Learning Resources:

1. The Art of Literary Research, Richard D. Itick, New York: Norton, 1963.
2. A Handbook to Literary Research. London, Eliot, Simon, and W R. Owens, Routledgein Association with the Open University, 1998.
3. A Short Guide to Independent Study and Research in Literature, Gillespie, Bryan, De Land, Fla: Everett/Edwards, 1975.
4. Literary Research: Lr. College Park, MD: Literary Research Association, 1986..
5. Literary Research Guide, Patterson, C. Margaret, Detroit: Gale Research Co, 1976..
6. An Introduction to Research in English Literary History, Sanders, Chauncey, With a Chapter on Research in Folklore. New York: Macmillan, 1952.
7. Methodology for Research Writing in English Literature – Dr. R.S. Renganathan – Namya Press 2023
8. Research in Literature and Language: Philosophy, Areas and Methodology – H.V. Deshpande – Notion Press 2020
9. Qualitative Inquiry and Research Design – John W. Creswell and Cheryl N. Poth – SAGE Publications, Inc. 2020
10. Research Methods in English – M.P. Sinha – Atlantic Publishers & Distributors 2004

Mapping of POs, PSOs and COs:

COs/POs & PSOs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	2	3	3	1	3	2	1	1	2
CO2	2	2	3	3	2	3	2	1	1	2
CO3	2	3	3	3	2	3	3	1	1	2
CO4	2	2	3	3	2	3	2	1	1	2

COs/POs & PSOs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	1	2	2	3	1	2
CO2	1	2	2	3	1	2
CO3	1	2	3	3	1	2
CO4	1	3	2	3	1	2

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Semester - II



Shiv Chhatrapati Shikshan Sanstha's

Rajarshi Shahu Mahavidyalaya, Latur

Empowered Autonomous Institution

Faculty of Humanities and Social Science

Department of English

MA. I Sem II

Course Type: MMC IV

Course Title: English Poetry- 19th to 21st Century

Course Code: 601ENG2104

Credits: 04

Max. Marks:100

Lectures: 60 Hrs.

Learning Objectives:

- LO 1. To acquaint the students with the 19th to 21st centuries poetry in English Literature
- LO 2. To help them to acquire the knowledge of literary terms prevalent in the English poetry.
- LO 3. To acquaint the students with Romantic Poets, Victorian Poets Transitional Poets and Trench Poets.
- LO 4. To improve Students Literary Competence in the field of Poetry

Course Outcomes:

After completion of the course the students will be able to-

- CO 1. Develops literacy, language competences and emotional intelligence.
- CO 2. Recall and express basic ideas, themes and concepts of various Poets.
- CO 3. Identify modernist fragmentation and post-war disillusionment.
- CO 4. Connect memory and cultural heritage using different poetry.

Unit No.	Title of Unit & Contents	Hrs.
I	Background Study of Poetry	14
	<ol style="list-style-type: none">1.Characteristics of 19TH to 21st Century Poetry in English Literature<ul style="list-style-type: none">• Romantic Poets- William Wordsworth, S.T. Coleridge, John Keats, P. B. Shelly, Lord Byron,• Victorian Poetry- Alfred Lord Tennyson, Robert Browning, Mathew Arnold, Gerald Hopkins• War Poets: Rupert Brook, David Jones, Robert Graves, Wilfred Owen• Important Poets from 20th century Poetry-W.B. Yeats,T.S. Eliot, Rupert Brooke, Wilfred Owen, W.H. Auden , Dylan Thomas , Philip Larkin , Sylvia Plath2. Birth of Modern Poetry: Realists, Pessimists, Transitional and Trench Movements in English Literature.3. Literary movements: Modernism, Post modernism and Post- Colonial Literature.	

Unit No.	Title of Unit & Contents	Hrs.
	Unit Outcomes: UO 1. Define and describe major features of poetry across periods. UO 2. Familiar with Types of Poetry, important Poets and literary terms	
II	19th Century Poetry	16
	1. John Keats: 1. Ode to Nightingale 2. La Belle Dame sans Merci 2. William Wordsworth: 1. Ode: Intimations of Immortality 2. London, 1802 3. S.T. Coleridge: 1. Kubla Khan 2. Frost at Midnight 4. Lord Byron: 1. When We Two Parted 2. The Destruction of Sennacherib Unit Outcomes: UO 1. Compare Romantic poets' treatment of emotion, nature, and imagination UO 2. Connect beauty-mortality and conflict to modern existential life	
III	20th Century Poetry	15
	1. T.S. Eliot: 1. The Waste Land 2. The Hollow men 2. W.B. Yeats: 1. The Second Coming 2. Sailing to Byzantium 3. Isaac Rosenberg: 1. Break of a Day in Trenches 2. August 1917 Rupert Brooke: 1. The Soldier 2. Dining-Room Tea Unit Outcomes: UO 1. Identify features of Modern poetry: fragmentation, alienation, pessimism, symbolism, disillusionment UO 2. Relate Modern Poetry themes to real-world and historical contexts..	
IV	21st Century Poetry	15
	1. Carol Ann Duffy: 1. The Bees 2. Originally 2. Sarah Howe: 1. The Walled Garden 2. Night in Arizona 3. Ada Limon : 1. The Raincoat 2. A New National Anthem 4. Simon Armitage : 1. The Patent 2. The Unaccompanied Unit Outcomes: UO 1. Analyze the writing style of Post Modern poets. UO 2. Critically assess identity construction of different writers.	

Learning Resources:

1. A Glossary of Literary Terms, Author: M. H. Abrams, Publication: Cengage Learning Year: 2015 .

2. A History of English Literature, Author: Edward Albert, Publication: Oxford University Press, Year: 2017.
3. An Introduction to Postcolonial Theory, Author: Peter Childs, Publication: Edinburgh University Press, Year: 2006.
4. Beginning Postmodernism, Author: Richard Appignanesi, Publication: Icon Books Year: 2003.
5. English Literature: Its History and Its Significance, Author: William J. Long Publication: Kalyani Publishers, Year: 2014.
6. Modernism: A Guide to European Literature 1890–1930, Author: Malcolm Bradbury Publication: Penguin Books, Year: 1991.
7. The Empire Writes Back, Author: Bill Ashcroft, Gareth Griffiths, Helen Tiffin Publication: Routledge, Year: 2002.
8. The Norton Anthology of English Literature, Author: Stephen Greenblatt (Ed.), Publication: W. W. Norton & Company, Year: 2018.
9. The Oxford Book of English Verse, Author: Arthur Quiller-Couch, Publication: Oxford University Press, Year: 2008.
10. The Short Oxford History of English Literature, Author: Andrew Sanders, Publication: Oxford University Press, Year: 2004.
11. <https://www.poetryfoundation.org/poems/45174/a-song-to-david>

Internal Examination Pattern:

CAT – Open Book Test/ Paper Reading/ Poetry Recitation

CAT – II: Seminar PPT Presentation on Given Topic

Mapping of POs, PSOs and COs:

COs/POs & PSOs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	3	2	2	2	1	2	2	3	1
CO2	3	3	2	2	1	2	2	2	2	1
CO3	3	2	3	3	1	2	2	2	2	1
CO4	3	2	3	2	2	2	2	3	3	1

COs/POs & PSOs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	2	2	3	1	2	2
CO2	3	2	2	2	1	2
CO3	3	3	2	2	1	2
CO4	3	3	2	2	1	3

Scale: 3 = High, 2 = Moderate, 1 = Low, 0 = No correlation.



Shiv Chhatrapati Shikshan Sanstha's

Rajarshi Shahu Mahavidyalaya, Latur

Empowered Autonomous Institution

Faculty of Humanities and Social Science

Department of English

MA. I Sem II

Course Type: MMC V

Course Title: English Drama- 19th Century to 21st Century

Course Code: 601ENG2102

Credits: 04

Max. Marks: 100

Lectures: 60 Hrs.

Learning Objectives:

- LO 1. To acquaint the students with the 21st century dramas in English Literature.
- LO 2. To help them to acquire the knowledge of literary terms prevalent in the English Drama.
- LO 3. To acquaint the students with Problem plays, Expressionistic Plays and Absurd Dramas.
- LO 4. To improve Students Literary Competence in the field of Drama.

Course Outcomes:

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

- CO 1. Acquaint with the 19th to 21st century dramas in English Literature.
- CO 2. Distinguish the literary terms prevalent in the English Drama.
- CO 3. Analyze the different forms of dramas like Problem plays, Expressionistic Plays and Absurd Dramas.
- CO 4. Demonstrate knowledge of the characteristics of drama from the 19th to 21st century, including major developments such as realism, modernism, and postmodern trends.

Unit No.	Title of Unit & Contents	Hrs.
I	Background of 19th to 21st Century Drama:	18
	1. Characteristics of 19 th to 21 st century dramas in English Literature 2. Types of Drama in 19 th to 21 st century Drama 3. Important Dramatists from 19 th to 21 st century Drama: Henrik Ibsen, Anton Chekhov, Samuel Beckett, Harold Pinter, Tom Stoppard, Sarah Kane 4. Important literary terms regarding drama in the 19 th to 21 st century Drama 1. Realism 2. Naturalism 3. Expressionism 4. Symbolism 5. Absurd Drama / Theatre of the Absurd 6. Epic Theatre 7. Alienation Effect 8. Tragicomedy 9. Stream of Consciousness (in Drama) 10. Problem Play	
	Unit Outcomes: UO 1. Evaluate 19 th to 21 st century drama and how it used the stage to debate social issues like class, war, and gender. UO 2. Analyze how drama moved toward depicting everyday life, focusing on social problems and the psychological "inner life" of characters.	

Unit No.	Title of Unit & Contents	Hrs.
II	19th Century Drama	12
	1. George B Shaw: Arms and The Man 2. John Galsworthy: Justice Unit Outcomes: UO 1. Differentiate between themes of realism and social criticism as reflected in the works of Shaw and Galsworthy. UO 2. Evaluate the play's portrayal of the criminal justice system, specifically the failure of the law to account for human emotion and individual circumstances.	
III	20th Century Drama	20
	1. Eugene O'Neill': The Emperor Jones 2. Arthur Miller: Death of a Salesman Unit Outcomes: UO 1. Comprehend the plot, structure, and thematic concerns of The Emperor Jones and Death of a Salesman. UO 2. Interpret psychological dimensions of characters, especially in relation to fear, guilt, illusion, and identity mentioned The Emperor Jones and Death of a Salesman.	
IV	21st Century Drama	10
	1. David Hare- Stuff Happens 2. Annie Baker- The Flick Unit Outcomes: UO 1. Analyze themes such as meaninglessness, waiting, time, and existentialism Stuff Happens and The Flick. UO 2. Comprehend the structure, plot development, and thematic concerns of Stuff Happens and The Flick.	

Learning Resources:

1. A History of English Drama Allardyce Nicoll. Cambridge: Cambridge University Press, 2009
2. Christopher Innes. Modern British Drama: The Twentieth Century. Bertolt Brecht. Cambridge University Press. 2002
3. The Emperor Jones. Eugene O'Neill Dover Publications. 1998
4. Arms and the Man. George Bernard Shaw Penguin Classics. 2003
5. Justice. John Galsworthy Oxford University Press. 2001

6. Martin Esslin. *The Theatre of the Absurd*. Vintage Books.2004
7. *Modern British Drama: The Twentieth Century*. Innes, Christopher. Cambridge University Press, 2002.
8. *Stuff Happens*.Hare, David. London: Faber and Faber, 2004.
9. *The Flick*. Baker, Annie. New York: Theatre Communications Group, 2014.
10. *The Theatre of the English Restoration and Early Eighteenth Century*. George Rowell. London: Routledge, 1992.*Brecht on Theatre*. Bertolt Brecht. Hill and Wang.1964

Mapping of POs, PSOs and COs:

COs/POs & PSOs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	2	2	2	1	2	2	2	1	1
CO2	3	2	3	3	1	2	2	1	1	1
CO3	3	2	3	3	2	2	2	2	2	1
CO4	3	2	3	3	2	2	2	3	2	1

COs/POs & PSOs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	2	1	2	1	2
CO2	2	3	2	2	1	1
CO3	3	3	2	2	1	2
CO4	3	3	2	2	1	3



Shiv Chhatrapati Shikshan Sanstha's

Rajarshi Shahu Mahavidyalaya, Latur

Empowered Autonomous Institution

Faculty of Humanities and Social Science

Department of English

MA. I Sem II

Course Type: MMC-VI

Course Title: English Fiction and Non-Fiction: 19th to 21st Century

Course Code: 601ENG2103

Credits: 04

Max. Marks: 100

Lectures: 60 Hrs.

Learning Objectives:

- LO 1. To introduce students to major fictional writing style from 19th to 21st Century.
- LO 2. To develop critical, analytical, and interpretative skills.
- LO 3. To enhance aesthetic appreciation of Fictional Writing.
- LO 4. To enable interdisciplinary and contextual understanding of literature.

Course Outcomes:

After completion of the course the students will be able to-

- CO 1. Demonstrate knowledge of the evolution of English Fiction from 19th to 21st Century.
- CO 2. Develop critical thinking and comparative literary analysis skills.
- CO 3. Apply research aptitude and academic writing skills in literary studies.
- CO 4. Evaluate fictional works in socio-cultural and philosophical contexts.

Unit No.	Title of Unit & Contents	Hrs.
I	Background of Fiction and Non-Fiction: 19th to 21st Century	13
	1. Characteristics of Fiction and Non-Fiction <ul style="list-style-type: none">i. Moral and didactic toneii. Linear narrative structureii. Stream of consciousness techniqueiv. Fragmentation and non-linear narrativesv. Psychological depth 2. Focus on: 1. Society and class, 2. Industrial life, 3. Family and morality	
	3. Genres and Types	
	A. Fiction	
	1, Realistic Novel 2. Short Story.	

Unit No.	Title of Unit & Contents	Hrs.
	<p>B. Non-fiction</p> <p>1. Essay, 2.Travel Writing,3.Literary Criticism.</p> <p>4. Key Terms (For Academic Understanding)</p> <p>i. Realism – Representation of everyday life accurately</p> <p>ii. Naturalism – Deterministic view of human life</p> <p>iii. Modernism – Break from tradition, experimental style</p> <p>iv. Postmodernism – Fragmentation, irony, playfulness</p> <p>v. Stream of Consciousness – Flow of thoughts in narration</p> <p>vi. Narrative Voice – Perspective of storytelling</p> <p>vii. Subjectivity – Focus on inner experience</p> <p>viii. Intersexuality – Relationship between texts</p> <p>Unit Outcomes:</p> <p>UO 1.Explain Background of 19th to 21st century Fiction and Non-fiction</p> <p>UO 2. Differentiate genres of fiction and types</p>	
II	English Fiction and Non-fiction: 19th Century	16
	<p>1. Jane Austen – Emma</p> <p>2. Mary Shelley- Frankenstein.</p> <p>3. Charles Dickens – Great Expectation</p> <p>Unit Outcomes:</p> <p>UO 1. Analyze the Fictional writing style of Mary Shelley, Jane Austen and Charles Dickens.</p> <p>UO 2. Examine and appreciate 19th Century Fiction.</p>	
III	English Fiction and Non-fiction: 20th Century	15
	<p>1.James Joyce- A Portrait of the Artist as a Young Man</p> <p>2.Virginia Woolf- To the Lighthouse</p> <p>3.George Orwell – 1984</p> <p>UnitOutcomes:</p> <p>UO 1.Examine the difference between essays and novels.</p> <p>UO 2.Compare and appreciate the writing style of James Joyce, Virginia Woolfand George Orwell through their Works</p>	
IV	English Fiction and Non-fiction: 21st Century	16
	<p>1.Zadie Smith- White Teeth</p> <p>2.Ian McEwan- Machines Like Me</p> <p>3. Kazuo Ishiguro- Klara and the Sun</p> <p>UnitOutcomes:</p> <p>UO 1. Comprehend the writing style of Zadie Smith,Ian McEwanand</p>	

Unit No.	Title of Unit & Contents	Hrs.
	Kazuo Ishiguro. UO 2. Examine how fiction and non-fiction reflect contemporary issues and its role as a tool for social reform.	

Learning Resources:

1. 1984, George Orwell, Fingerprint! Publishing, 2020.
2. A Glossary of Literary Terms, M.H. Abrams, Cengage Learning, 2014.
3. A Portrait of the Artist as A Young Man, James Joyce, Oxford University Press, 2009.
4. British Literature, Bonnie J. Robinson, University of North Georgia, 2018.
5. Great Expectations, Charles Dickens, Fingerprint! Publishing, 2016.
6. Greatest Works, Jane Austen, Fingerprint! Publishing, 2019.
7. History of English Literature, Albert Edward, Oxford University Press, 2000.
8. Klara and the Sun, Kazuo Ishiguro, Faber & Faber, 2022.
9. Machines Like Me, Ian McEwan, Vintage, 2020.
10. Middlemarch, George Eliot, Fingerprint! Publishing, 2023.
11. Virginia Woolf: Her Greatest Works (Deluxe Hardbound Edition), Virginia Woolf, Fingerprint! Publishing, 2023.
12. White Teeth, Zadie Smith, ISIS Large Print Books, 2004.

Internal Examination Pattern:

CAT – I : PPT Presentation / Seminars

CAT – II : Group Discussion / Literary Context Mapping Chart

Mapping of POs, PSOs and COs:

COs/POs & PSOs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	2	2	2	1	2	2	2	1	1
CO2	3	2	3	3	1	2	2	2	1	1
CO3	3	3	2	2	1	3	2	1	1	2
CO4	3	2	3	3	2	2	2	3	3	1

COs/POs & PSOs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	2	1	3	1	2
CO2	3	3	2	2	1	2
CO3	2	2	3	3	1	2
CO4	3	3	2	2	1	3

Scale : 3 = High, 2 = Moderate, 1 = Low, 0 = No correlation.



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Empowered Autonomous Institution
Faculty of Humanities and Social Science
Department of English
MA. I Sem II

Course Type: MEC-II (A)

Course Title: The Linguistic Structure of Modern English -II

Course Code: 601ENG2201

Credits: 04

Max. Marks: 100

Lectures: Hrs. 60

Learning Objectives:

- LO 1. To acquaint the students with the Stylistics
- LO 2. To familiarize them with the theories of meaning.
- LO 3. To help them acquire the theories in Pragmatics.
- LO 4. To acquaint the students with the Indian theories of meaning.

Course Outcomes:

After completion of the course the students will be able to-

- CO 1. Develop skills to make stylistics analysis of literary texts.
- CO 2. Use theories of meaning in deciphering meaning from literary and non-literary texts.
- CO 3. Apply principles of Pragmatics to the study of literary texts.
- CO 4. Compare theories from Indian Linguistics with the western theories of linguistics

Unit No.	Title of Unit & Contents	Hrs.
I	Stylistics	15
	A. Linguistics and Stylistics: i. Basic Concepts in Linguistics and Stylistics ii. Brief history of stylistics iii. Types of stylistics iv. Stylistics and Linguistics B. Stylistics in Literature i. Deviation ii. Foregrounding iii. Parallelism	
	Unit Outcomes: UO 1. Acquaint with the basic tenets of Stylistics UO 2. Develop an understanding of the use of stylistics in literature	
II	Semantics Theories of Meaning	15

Unit No.	Title of Unit & Contents	Hrs.
	<p>A. Basic concepts in semantics: types of meaning; sentence, utterance and proposition; reference, sense and denotation; ambiguity and; theories of meaning—referential vs. no referential approaches; generative approach;</p> <p>B. Semantics of words: relationship between form and meaning; Componential analysis of meaning; Collocation and Set: lexical gap and semantic field; Linguistic relativity; Colour terms.</p> <p>C. Theories of Meaning</p> <p>I . Kogan’s Theory of Meaning,</p> <p>ii. G N Leech Theory of Meaning</p> <p>iii. Bloomfield’s Theory of Meaning</p> <p>Unit Outcomes:</p> <p>UO 1 Examine the generative approach to meaning in linguistic analysis.</p> <p>UO 2. Analyze lexical gaps and linguistic relativity with reference to examples such as colour terms.</p>	
III	Pragmatics	15
	<p>A.Introduction to Pragmatics: Definition, nature, and scope of pragmatics, Relationship between semantics and pragmatics</p> <p>B. Deixis and Reference: Definition of deixis, Types of deixis:</p> <ul style="list-style-type: none"> • Person deixis • Spatial (place) deixis • Temporal (time) deixis • Discourse deixis • Social deixis • Deixis and anaphora <p>C. Presupposition: Definition and nature of presupposition, Presupposition and entailment, Presupposition triggers, Defeasibility of presupposition</p> <p>D. Speech Acts : Concept of speech acts, Types of speech acts:</p> <ul style="list-style-type: none"> • Locutionary • Illocutionary • Perlocutionary <p>Direct and indirect speech acts</p> <p>E. Cooperative Principle: Grice’s Cooperative Principle</p> <p>F.Maxims of conversation:</p> <ul style="list-style-type: none"> • Maxim of Quantity 	

Unit No.	Title of Unit & Contents	Hrs.
	<ul style="list-style-type: none"> • Maxim of Quality • Maxim of Relation • Maxim of Manner • Flouting and violation of maxims <p>G. Politeness Principle: Concept of politeness in communication</p> <ul style="list-style-type: none"> • Face theory: • Positive face • Negative face • Politeness strategies 	
	<p>UnitOutcomes:</p> <p>UO 1. Analyze different types of deixis and distinguish between deixis and anaphora in language use.</p> <p>UO 2. Interpret and apply the theory of Speech Acts in real-life communication situations</p>	
IV	Indo-Aryan Linguistics	15
	<p>A. Origin of Indo-Aryan; different stages and documents of Indo-Aryan; Indo Aryan characteristics; Dialectal divisions of OIA—Vedic vs. Cl. Sanskrit; MIA dialects and their linguistic features; General characteristics of NIA.</p> <p>B. Indian Theories of Meaning</p> <ul style="list-style-type: none"> • The Grammarians • The Logicians • The Vedic Exegesis • D. The Literary Critics 	
	<p>UnitOutcomes:</p> <p>UO 1. Recall and describe the origin and historical development of Indo-Aryan languages</p> <p>UO 2. Evaluate the relevance of Indian semantic theories in understanding language, meaning, and interpretation.</p>	

Learning Resources:

1. English Phonetics for Indian Students, T. Balsubramanian, Trinity Press New Delhi, 2019
2. The Structure of Modern English A Linguistic Introduction, J. John, Benjamins Publishing Company Amsterdam /Philadelphia, 2000
3. A Rediscover Grammar with David Crystal, David Crystal, London :Longman.
4. A Communicative Grammar of English. Leech, Geoffrey and Jan Svartvik, 2nd ed. London: Longman, 1994.

5. A University Grammar of English Language, R.Quirand S. Greenall, Harlow: Pearsoneducationlimited,1973.
6. A Student's Grammar of the English Language Harlow, Randolph Quirk, PearsoneducationLimited,2002.
7. A Course In Phonetics And Spoken English, J.P.V. DhamijaSethi, 2nd Edition PHL Learning Pvt Ltd, New Delhi,2011
8. The Study of Language: An Introduction, George Yule, 2nd ed. Cambridge: Cambridge UniversityPress,1996.
9. A Linguistic Guide to the Study of English Poetry ,G. N. Leech, USA, Routledge, 2013.
10. A University Grammar of English Quirk, Randolph & Greenbaum, Sidney, Pearson Education Limited, Harlow,1973

Internal Examination Pattern :

CAT – I : Seminar with PPT

CAT – II :Seminar with PPT OR Open Book Test

Mapping of POs, PSOs and COs:

COs/POs & PSOs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	2	3	3	1	2	2	1	1	1
CO2	3	2	3	3	1	2	2	1	1	1
CO3	2	3	3	3	2	2	2	2	1	1
CO4	3	2	3	2	1	3	2	3	2	1

COs/POs & PSOs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	2	3	3	2	1	1
CO2	2	3	3	2	1	1
CO3	1	3	3	2	1	2
CO4	3	3	2	3	1	2

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Empowered Autonomous Institution

Faculty of Humanities and Social Science

Department of English

MA. I Sem II

Course Type: MEC-II (B)

Course Title: Creative Writing Course

Code: 601ENG2202

Credits: 04

Max. Marks: 100

Lectures: 60 Hrs.

Learning Objectives:

- LO 1. To train students for taking up professional writing as a career.
- LO 2. To teach the various genres of literary writing.
- LO 3. To teach the various skills of literary editing.
- LO 4. To teach the various skills of marketoriented writing and publishing.

Course Outcomes:

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

- CO 1. To classify the different genres of creative writing.
- CO 2. To capable of developing thoughts and ideas into writing.
- CO 3. To compose and edit literary pieces for publication.
- CO 4. To face the competitive market of publishing.

Unit No.	Title of Unit & Contents	Hrs.
I	Gathering	14
	A. Getting Started B. Training the Eye C. Abstract D. Autobiography Unit Outcomes: UO 1 Students will understand how to gather ideas. UO 2 Students will come to know the stepping stones in gathering the ideas.	
II	Shaping	16

	A. Characterization B. PointofView C. Setting D. Plottingand Shaping	
	UnitOutcome: UO 1. Students will gain the knowledge of basic tenetsin the process of shaping the ideas	
III	Finishing	12
	A. SteppingBack B. Revising C. Formatting D. Proof reading	
	UnitOutcome: UO 1. Students will get the skill to give finishing touch to the writing.	
IV	Conclusion	18
	A. OffthePage B. Peerreview C. Editing D. Publishing	
	UnitOutcome: UO 1. Students will come to know the significance of the things out side the content for the publishing.	

LearningResources:

1. TheCreativeWritingCoursebook,J.BellandPaulMagrs
,Macmillan Publications,2001.
2. AWriter’sReference,D.Hacker,BedfordPublication,2006.
3. HowtoWritePoetry,P.Janeczko,ScholasticInc.Publications,2001.
4. onWriting:AMemoiroftheCraft,S.King,HodderPublications,2012.
5. BirdbyBird,A.Lamott,AnchorPublications,1995.
6. SaveTheCat,B.Snyder,MichaelWieseProductions,2021.

Mapping of POs, PSOs and COs:

COs/POs & PSOs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	2	2	2	1	1	2	1	1	2
CO2	2	3	3	2	2	1	2	1	2	2
CO3	3	3	2	3	2	3	2	1	2	3
CO4	2	3	2	2	3	2	2	1	2	3

COs/POs & PSOs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	1	2	2	1	3	2
CO2	1	2	2	2	3	2
CO3	1	3	3	3	3	2
CO4	1	2	2	3	3	3

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Department of English

MA. I Sem II

Extra Credit Activities

Sr. No.	Course Title	Credits	Hours T/P
1	MOOCs	Min. of 02 credits	Min. of 30 Hrs.
2	Certificate Courses	Min. of 02 credits	Min. of 30 Hrs.
3	IIT Spoken English Courses	Min. of 02 credits	Min. of 30 Hrs.

Guidelines:

Extra -academic activities

1. All extra credits claimed under this heading will require sufficient academic input/contribution from the students concerned.
2. Maximum 04 extra credits in each academic year will be allotted.
3. These extra academic activity credits will not be considered for calculation of SGPA/CGPA but will be indicated on the grade card.

Additional Credits for Online Courses:

1. Courses only from SWAYAM and NPTEL platform are eligible for claiming credits.
2. Students should get the consent from the concerned subject Teacher/Mentor/Vice Principal and Principal prior to starting of the course.
3. Students who complete such online courses for additional credits will be examined/verified by the concerned mentor/internal faculty member before awarding credits.
4. Credit allotted to the course by SWAYAM and NPTEL platform will be considered as it is.

Additional Credits for Other Academic Activities:

1. One credit for presentation and publication of paper in International/National/State level seminars/workshops.
2. One credit for measurable research work undertaken and field trips amounting to 30 hours of recorded work.
3. One credit for creating models in sponsored exhibitions/other exhibits, which are approved by the concerned department.

4. One credit for any voluntary social service/Nation building exercise which is in collaboration with the outreach center, equivalent to 30 hours
5. All these credits must be approved by the College Committee.

Additional Credits for Certificate Courses:

1. Students can get additional credits (number of credits will depend on the course duration) from certificate courses offered by the college.
2. The student must successfully complete the course. These credits must be approved by the Course Coordinators.
3. Students who undertake summer projects/ internships/ training in institutions of repute through a national selection process, will get 2 credits for each such activity. This must be done under the supervision of the concerned faculty/mentor.

Note:

1. The respective documents should be submitted within 10 days after completion of Semester End Examination.
2. No credits can be granted for organizing or for serving as office bearers/ volunteers for Inter-Class / Associations / Sports / Social Service activities.
3. The office bearers and volunteers may be given a letter of appreciation by the respective staff coordinators. Besides, no credits can be claimed for any services/activities conducted or attended within the college.
4. All claims for the credits by the students should be made and approved by the mentor in the same academic year of completing the activity.
5. Any grievances of denial/rejection of credits should be addressed to Additional Credits Coordinator in the same academic year.
6. Students having a shortage of additional credits at the end of the third year can meet the Additional Credits Coordinator, who will provide the right advice on the activities that can help them earn credits required for graduation.



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Empowered Autonomous Institution

Examination Framework

Theory:

40% Continuous Assessment Tests (CATs) and 60% Semester End Examination (SEE)

Practical:

50% Continuous Assessment Tests (CATs) and 50% Semester End Examination (SEE)

Course	Marks	CAT & Mid Term Theory				CAT Practical		Best Scored CAT & Mid Term	SEE	Total
		Att.	CAT I	Mid Term	CAT II	Att.	CAT			
1	2	3				4		5	6	5 + 6
DSC/DSE/ GE/OE/Minor	100	10	10	20	10	-	-	40	60	100
DSC	75	05	10	15	10	-	-	30	45	75
Lab Course/AIPC/ OJT/FP/SEC(S cience & Technology)	50	-	-	-	-	05	20	-	25	50
VSC/SEC/ AEC/VEC/CC	50	05	05	10	05	-	-	20	30	50

Note:

1. All Internal Exams are compulsory
2. Out of 02 CATs best score will be considered
3. Mid Term Exam will be conducted by the Exam Section
4. Mid Term Exam is of Objective nature (MCQ)
5. Semester End Exam is of descriptive in nature (Long & Short Answer)
6. CAT Practical (20 Marks): Lab Journal (Record Book) 10 Marks, Overall Performance 10 Marks