

Punyshlok Ahilyadevi Holkar Solapur University, Solapur

Paper Details to be introduced for MA (English) in University Campus from June 2020

Semester I	Code	Title of Paper	Theory	I A	Total
		British Literature	80	20	100
		Indian Writing	80	20	100
		Linguistics	80	20	100
	DSE	DSE (any One) optional			
		Comparative Literature	80	20	100
		Literature in English	80	20	100
		American literature	80	20	100
		Gender Studies	80	20	100
	Soft Core	Soft Core			
		Soft Skill	80	20	100
		English for Competitive Exam	80	20	100
		Functional English	80	20	100
		Communicative English	80	20	100

Semester II	Code	Title of Paper	Theory	I A	Total
		British Literature	80	20	100
		Indian Writing	80	20	100
		Linguistics	80	20	100
	DSE	DSE (any One) optional			
		Comparative Literature	80	20	100
		Literature in English	80	20	100
		American literature	80	20	100
		Gender Studies	80	20	100
	Soft Core	Soft Core			
		Soft Skill	80	20	100
		English for Competitive Exam	80	20	100
		Functional English	80	20	100
		Communicative English	80	20	100

**PUNYASHLOK AHILYADEVJI HOLKAR SOLAPUR
UNIVERSITY, SOLAPUR**



Name of the Faculty: Humanities

Syllabus for University Campus

Name of the Course: M.A. English

With effect from June 2020-21, 21-22, 22-23

Punyashlok Ahilyadevi Holkar Solapur University, Solapur

Paper Details to be introduced for MA (English) in University Campus from June 2020

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		British Literature	80	20	100
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	DSE	DSE (any One) optional			
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		Literature in English	80	20	100
		American literature	80	20	100
		Gender Studies	80	20	100
	Soft Core	Soft Core			
		Enhancing Soft Skills and Personality Development	80	20	100
		English for Competitive Exam	80	20	100
		Functional English	80	20	100
		Communicative English	80	20	100

Semester II	Code	Title of Paper	Theory	I A	Total
		British Literature	80	20	100
		Indian Writing	80	20	100
		Linguistics	80	20	100
	DSE	DSE (any One) optional			
		Comparative Literature	80	20	100
		Literature in English	80	20	100
		American literature	80	20	100
		Gender Studies	80	20	100
	Soft Core	Soft Core			
		Enhancing Soft Skills and Personality Development	80	20	100
		English for Competitive Exam	80	20	100
		Functional English	80	20	100
		Communicative English	80	20	100

Punyashlok Ahilyadevi Holkar Solapur University, Solapur

M.A. (English) Part-I

British Literature (paper-I)

Semester-I

(2020-21, 2021-22, 2022-23)

CBCS Semester Pattern Syllabus w.e.f. June 2020

Preamble:

British literature is widely read and interpreted worldwide. It is necessary to introduce to the students the different British literary forms and literary traditions.

●Objectives of the Course:

- **To provide students with the opportunity to study Literature within its cultural context.**
- **To enable them to comprehend literary works in the historical context.**
- **To introduce and acquaint students with major trends and major writers in British literature.**
- **To make the students curious readers of Poetry, Drama and Novel.**

Outcome:At the end of the course students will be....

- Able to understand the western culture and traditions
- Able to understand the British literary pieces.

●General Topics:

Credits 01

- 1) Elizabethan Drama
- 2) Elizabethan Poetry
- 3) Victorian Novel

●Poems:

Credits 01

- 1) My Mistress Eyes Sonnet No:130 : William Shakespeare
- 2) A Valediction; Forbidding Mourning : John Donne
- 3) An Elegy Written in a Country ChurchYard : Thomas Grey
- 4) Bright Star : John Keats
- 5) To Virgil :A.L.Tennyson
- 6) Dover Beach : Mathew Arnold

●Drama:

Credits 01

Dr. Faustus : Christopher Marlowe

●Novel:

Credits 01

Vanity Fair : W.M. Thackeray

●Essays: A.G. Gardiner's Essays

Credits 01

- 1) All about a Dog
- 2) On a Painted Face
- 3) On Doing Nothing
- 4) On Habits

Punyashlok Ahilyadevi Holkar Solapur University, Solapur

M.A. (English) Part-I British Literature (paper-IV) Semester-II (2020-21, 2021-22, 2022-23)

CBCS Semester Pattern Syllabus w.e.f. June 2020

●General Topics:

Credits 01

- 1) War Poetry
- 2) Features of Absurd Drama
- 3) Stream of Conscious Technique in Modern Novel

●Poems: credit

Credits 01

- 1) Anthem for a Doomed Youth : Wilfred Owen
- 2) Menelaus and Helen : Rupert Brooke
- 3) Sailing to Byzantium : W.B. Yeats
- 4) The Death Bed : Siegfried Sassoon
- 5) Do Not Go Gentle Into That Goodnight : Dylan Thomas
- 6) If : Rudyard Kipling

●Drama:

Credit 01

The Birthday Party : Harold Pinter

●Novel:

Credit 01

A Portrait of an Artist as a Youngman : James Joyce

●Short Stories:

Credit 01

- 1) The Destructors : Graham Green
- 2) William the Conqueror : Rudyard Kipling
- 3) The Horse Dealer's Daughter : D. H. Lawrence
- 4) The Road from Colonus : E.M. Forster

References:

1. Sanders Andrew: The Short Oxford History of English Literature (3rd edition) New Delhi, OUP, 2005
2. Daiches David: A Critical History of English Literature Vol I to IV
3. Ford, Boris, The New Pelican Guide to English Literature Vol. I to VIII
4. Rassenthen M. L.: The Modern Poets: A Critical Introduction, London, Constable, 1965.
5. Drabble, Margaret. The Oxford companion to English literature. 5th ed. rev. and updated. Oxford; New York: Oxford University Press, 1995.
6. Harmon, William; Holman, C. Hugh. A handbook to literature. 7th ed. Upper Saddle River, NJ: Prentice-Hall, 1996. 8. A Dictionary of modern critical terms. Ed. Roger Fowler. Rev. ed. London: Routledge & Kegan Paul, 1987.
7. W. Goodman, History Of English Literature Vol 1&2, Doaba House, New Delhi,

8. The Cambridge history of English literature. Ed. A. W. Ward, A. R. Waller. New York; London: Putnam, 1907
9. Delightful Gardiner; Collection of Essays, London.

●Works by Alfred George Gardiner at [Project Gutenberg](#)

M. A.(English) Part – I British Literature (Paper I and IV)
Semester I &II
(2020-21, 2021-22, 2022-2023)
(CBCS Semester Pattern Syllabus w.e.f. June, 2020)

COURSE STRUCTURE

Semester	Paper No	Title of The Paper	No of Lectures (Theory)	College Assessment (Marks)	University Assessment (Marks)	Total Marks	Credits
I	I	British Literature	60	20	80	100	05
II	V	British Literature	60	20	80	100	05

Punyashlok Ahilyadevi Holkar Solapur University, Solapur

M. A.(English) Part – I British Literature (Paper I and IV)

Semester I and II

(2020-21, 2021-22, 2022-2023)

(CBCS Semester Pattern Syllabus w.e.f. June, 2020)

Nature of Question Paper

Total Marks – 80

Instructions:

1]All questions are compulsory.

2] Figures to the right indicate full marks.

- | | |
|--------------------------------------------------------------------------------------------------------------------------------------|-----------|
| 1: Rewrite the following by choosing the correct alternative from given below.
(Drama, Novel, Essays/Short Story, Poetry) | 16 |
| 2. Short Answers (Four out of Six)
(Poems, General Topics) | 16 |
| 3: Answer Briefly on Novel (Two out of Four) | 16 |
| 4 : Question on Drama with internal option
A
OR
B | 16 |
| 5: A Broad Question on Essays / Short story | 16 |

Punyashlok Ahilyadevi Holkar Solapur University, Solapur

M. A.(English) Part – I Indian English Literature (Paper- II)

Semester I

(2020-2021, 2021-2022, 2022-2023)

(CBCS Semester Pattern Syllabus w.e.f. June, 2020)

Preamble:

The course introduces students to a body of literature that has now assumed canonicity, and that perhaps most aptly exemplifies the hybrid nature of the operations of English in India today. Indian English is now acknowledged as a distinct language with a distinct tradition of literature. The course charts the growth, development and new directions of this vibrant body of literature. The study helps the aspirants to understand the Indian Creativity and the spirit of India expressed through different genres of literature.

Objectives:

1. To introduce students to later phases of development of Indian English Literature and to familiarize them with ethos of India
2. To offer students a wider vision of Indian writing in English by including larger range of authors and genres.
- 3) To introduce the students to different themes, styles, genres as reflected in poetry, drama, prose, novel prescribed.
- 4) To create literary sensibility and emotional response to the literary texts and implant sense of appreciation of literary text

Course outcome:

- 1) At the end of the course the students will get acquainted with later phases of development of Indian English Literature and familiar with Indian ethos as reflected in texts prescribed.
- 2) At post-graduation level, students will enjoy reading of a number of authors and important literary genres as practiced by select Indian English figures.
- 3) As planned while designing the syllabus of this paper, students will get acquainted with thematic plurality, genres handled and style reflected in seminal texts of poetry, fiction drama and nonfiction.

Semester I

I General Topics

Credit 1

1. Features of Indian English Novel
2. Trends in Modern Indian English Poetry
3. Development of Indian English Short Story

II Poetry

Credit 1

1. ArunKolatkrao- Yashwantrao
2. Nissim Ezekiel- Poet, Lover, Birdwatcher
3. Kamla Das- A Hot Noon in Malabar
4. DilipChitre- The House of My Childhood
5. A. K. Ramanujan- Small-scale Reflections on a Great House
6. Shiv K Kumar- A Letter to a Friend

From- *Approved Voices*, (Contemporary Indian English Poetry: A Selection) Ed. by Dr. GirishChindhade, Dr. Ashok Thorat. And *Ten Twentieth Century Indian Poets* Ed. by R.Parathasarathy.OUP.

III Novel

Credit 01

- 1) Ruskin Bond- *The Room on the Roof* (1956)- Penguin Books India Ltd. New Delhi

IV Short Story

Credit 01

- 1) Mulk Raj Anand- *Old Bapu*
- 2) R. K. Narayan- *The Shelter*
- 3) Raja Rao- *Javni*
- 4) Jai Nimbkar- *The Childless One*
- 5) Arun Joshi- *The Only American from Our Village*

(From- Contemporary Indian English Stories- Ed. Madhusudan Prasad- Sterling Publishers.(1998)

IV Drama

Credit 01

GirishKarnad- *The Fire and the Rain*

From- Collected plays of GirishKarnad. Oxford University Press, Volume 2.New Delhi

References:

Dimensions of Indian English in Literature. By Naik, M. K. : New Delhi: Sterling, 1984.
Indian Novel in English. By Singh R. S. New Delhi: Arnold Heinemann, 1977.
Indian Women Novelists – Set-I, Vol.2 ed. by R. K. Dhawan

Indian English Literature 1980-2000 A Critical Survey by M.K. Naik and ShyamalaA
Narayan

Post Colonial Women Writers: New Perspectives by Sunita Sinha

Aspects Of Indian Writing In English by M. K. Naik

Indian English Poetry: From Beginning to 2000 by M. K. Naik

The Twice Born Fiction by Mukherjee, Meenakshi. (Pencraft, New Delhi, 2001)

Studies in Contemporary Indian English Short Story. Ed. by Dwivedi, A. N.B. R. Publishing
Corporation, Delhi 1991.

M. A.(English) Part – I Indian English Literature (Paper- V)

Semester II

I General Topics

Credits 01

- 1) Trends in Modern Indian English Drama
- 2) Development of Postcolonial Indian English Prose
- 3) Features of Indian Feminism

II—Poetry

Credits 01

- 1) AnjuMakhija – *A Farmer's Ghost*
- 2) TishaniDoshi- *That Woman*
- 3) GayatriMajumdar- *Tribute to Revolutionaries*
- 4) Laksmisree Banerjee- *Gandhi at the Crossroads*
- 5) MenkaShivdasani- *Why Rabbits Never Sleep*
- 6) ArundhatiSubramaniam- *5.46, Andheri Local*

From --*Anthology of Contemporary Indian Poetry (2004) ed. by MenkaShivdasani*

III –Drama

Credit 01

Mahesh Dattani- *Dance like a Man.*

From-- *Collected plays of Mahesh Dattani ,(2000) Penguin Books India Ltd. New Delhi,*

IV—Novel

Credit 01

Anita Nair- *Ladies Coupe (2003)Penguin Books India Ltd. New Delhi,*

V --Non-Fiction

Credit 01

- 1) Dr. A P J Abdul Kalam- *Ignited Mind- Penguin Books India Ltd. New*

References :

The Modern Indian Fiction Ed. by OPMathur.Abhinav Publications New Delhi

Indian English Poetry: critical Perspectives .Ed. by JaydipsinghDodiya. Swarup and Sons. New Delhi

Indian Writings in English ed. by ManmohanBhatnagar .1st to 7th editions Atlantic Publications. New Delhi

Indian English Literature by Baswaraj Naikar. Atlantic Publications. New Delhi

New readings in Indian English Literature Ed by B K Das. Prakash Book Depot Bareilly.

New directions in Indian Drama Ed. by Sudhakar Pandey. Prestige New Delhi

Perspectives on Indian Prose in English. By. M. K. Naik. Ed. New Delhi: Abhinav, 1982.

The Second Sex by Simone de Beauvoir, Trans. 1997. H.M. Parshley. London: Vintage

Feminism and the Post-modern Indian Women Novelists in English by Anita Myles. Sarup & Sons, 2006

M A Part I

Indian English Literature Paper No II. Semester I

Pattern of Question Paper and Distribution of Marks

- Q.1: Multiple choice questions on text prescribed – poetry, novel, drama, short story) (16 Marks)
- Q.2: Short answer types question (4 out of 6) (16 Marks)
(Questions on short stories and Poems)
- Q.3: Short answer type questions – (2 out of 4) (16 Marks)
(Questions on General / Survey Topics and poems)
- Q.4: Broad question with internal option (Novel) (16 marks)
- Q.5: Broad question (Drama) (16 Marks)
-

M A Part I

Indian English Literature. Paper No V Semester II

Pattern of Question Paper

- Q.1: Multiple choice questions on text prescribed – poetry, novel, drama, non-fiction) (16 Marks)
- Q.2: Short answer types question (4 out of 6) (16 Marks)
(Questions on non-fiction and Poems)
- Q.3: Short answer type questions – (2 out of 4) (16 Marks)
(Questions on General / Survey Topics and poems)
- Q.4: Broad question with internal option (Novel) (16 marks)
- Q.5: Broad question (Drama) (16 Marks)

Punyashlok Ahilyadevi Holkar Solapur University, Solapur

M. A. I English Syllabus

Paper No.III (HCT)

Title of the Paper: Introduction to Language and Linguistics

[Credits: Theory-4; Tutorial:1 Total=05]

Semester I

Preamble:The paper 'Introduction to Language and Linguistics' is introduced at M.A.I for Semester I. The components in the syllabus will cope with the present need of the students in the socio-educational scenario.

Introduction to Theoretical Linguistics

- Objectives:**
1. To develop an interest in language studies among students
 2. To acquaint the students with language as a mechanism and linguistic theories
 3. To introduce the basic concepts in linguistics to the students
 4. To introduce the various branches of linguistics.

Outcome: at the end of the course students will be

- Interested in the language
- Familiar with some of the mechanism and theories of linguistics

Teaching Components:

Unit No: 1 (Credit: 2)

1. Introductory Linguistics
 - 1.1. Definition, nature and scope of linguistics
 - 1.2. Branches/ dimensions of linguistics
 - 1.3. Basic concepts in linguistics

Unit No: 2 (Credit 2)

2. Schools of Linguistics
 - 2.1. Traditional Grammars (from Plato to Comparative Philology of the 19th Century)
 - 2.2. Structural Linguistics (phoneme, morpheme and sentence analysis)
 - 2.3. Cognitive linguistics (Introductory aspects of TG Grammar)

Unit No. 3 (Credit 1)

3. Semantics
 - 3.1. What is semantics?
 - 3.2. Seven Types of meaning
 - 3.3. Theories of meaning

List of Reference Books:

1. Frank Palmer, Semantics, Cambridge, 1981.
2. Frank Palmer, Grammar, Penguin, 1971.
3. Geoffrey Leech, Semantics, Pelican, 1974.
4. Crystal David, Linguistics, Pelican, 1971.
5. Crystal David, What Is Linguistics?, Pelican.
6. John Lyon's Language and Linguistics
7. Krishnaswamy, Verma and Nagrajan-Modern Linguistics, Macmillan, 1992.

Semester II (Paper No VI)
Introduction to Applied Linguistics

- Objectives:**
1. To introduce the concept of applied linguistics to the students
 2. To enable the students to apply linguistic theories to different types of text
 3. To acquaint the students with different types of registers of language

Teaching Components:

Unit No. 1 (Credit 2)

1. Introductory Pragmatics
 - 1.1. Definition, nature and scope of Pragmatics
 - 1.2. Speech Act Theory
 - 1.3. Cooperative Principle

Unit No. 2 (Credit 2)

2. Sociolinguistics
 - 2.1. Definition, nature and scope of sociolinguistics
 - 2.2. Varieties of language (Idiolect, dialect and registers)
 - 2.3. Concept of standard language

Unit No. 3 (Credit 1)

3. Stylistics
 - 3.1. Emergence of stylistics (literary criticism and stylistics)
 - 3.2. Types of stylistics
 - 3.3. Literary Language and the concept of foregrounding

List of Reference Books:

1. **George Yule, Pragmatics**
2. **Hudson R.A., Sociolinguistics, Cambridge, 1980.**
3. **Krishnaswamy, Verma and Nagrajan-Modern Applied Linguistics, Macmillan, 1992.**
4. **Leech Geoffrey, Principles of Pragmatics**
5. **Leech G. N., A Linguistic Guide to English Poetry, Longman 1965.**
6. **Levinson S.C., Pragmatics, Cambridge University Press 1997.**
7. **Peter Trudgill, Sociolinguistics**

Punyashlok Ahilyadevi Holkar Solapur University, Solapur

M. A. I English Syllabus

Paper No. III and VI (HCT)

Title of the Paper: Introduction to Language and Linguistics

Semester	Paper No.	Title of the Paper	No. of Lectures (Theory)	University Assessment Marks	College Assessment Marks	Total Marks	Total Credits
I	III	Introduction to Language and Linguistics	60	80	20	100	5
II	VIII	Introduction to Language and Linguistics	60	80	20	100	5

Equivalent Paper for old syllabus

Sr. No.	Name of the old paper	Name of the new paper
1.	Introduction to Language and Linguistics	Introduction to Language and Linguistics

Punyashlok Ahilyadevi Holkar Solapur University, Solapur

M. A. I English Syllabus

Paper No. III and VI (HCT)

Title of the Paper: Introduction to Language and Linguistics

Nature of Question Paper

(With effect from June 2020)

Q.1. Multiple Choice question	16
Q. 2. Answer the following questions (Four Out of six)	16
Q. 3. Answer the following questions (Two Out of four)	16
Q. 4. Broad question with internal option.	16
Q. 5. Answer the following question.	16

M. A. English Part- I
Name of the Course: Comparative Literature
Discipline Specific Elective (1)
Semester: I & II
CBCS Pattern
With effect from June, 2020

Preamble:

Comparative Literature is an academic field dealing with the study of literature and cultural expression across linguistic, national and disciplinary boundaries. Most frequently, comparative literature is practiced with works of different languages, it may also be performed on the works of the same languages if the works originate from different nations or cultures among which that language is spoken. Comparative literature is of interdisciplinary nature in which literature is studied across national borders, periods, languages, genres, boundaries between literature and other arts like music, painting, dance, film etc., and disciplines like literature and psychology, philosophy, history, science, sociology, architecture and politics.

There are numerous explanations as to why comparison is done during comparative studies. To start with, comparison brings to light most of the things that may have been omitted or obscured in the national literature. The traditional literary studies do not consider the comparison of different groups according to their varying backgrounds. Instead, the study is used as a reflection of the state of the nation. Comparative literature brings another perspective and unmask various aspects that may not have been covered in the traditional national literature. Moreover, through comparative studies, literary works that are not related in any way may reveal significant similarities and differences.

Secondly, evolution and dissemination of literary varieties and editions can be easily traced across periods and space. This is revealed through the powerful tool of comparison while attempting literary comparative studies. The relationship between literature and the group of people, its history and politics and various philosophies are brought out through comparison and contrast. This type of contrast helps to explain how literature has developed over time and the different aspects that may have influenced its spread or hindered its growth across various languages. In addition, through comparison, the cultural factors that may influence the spread of literature in one language or group of people can be brought out clearly.

Comparative literature studies involve comparisons between literature and the cultural factors, politics, philosophy and cultural arts of the groups being studied. Through comparison, trends in literature across time and space and drifts in national cultures can be better understood and explained.

Objectives of the Course:

The course has the following objectives:

1. To introduce the students to the discipline of comparative literature
2. To familiarize them with the definition, nature, scope, concepts, issues, and methodologies of comparative literature
3. To promote the ideal of one world by appreciation of comparative literature beyond regional and national boundaries so as to rise above separate identities of single national literature
4. To spread the concept of VishwaSahitya, as visualized by Tagore and Goethe
5. To create an awareness among the students about more than one language/literature
6. To establish the rationale of comparative literature in a multilingual, multicultural and multinational studies

Comparative Literature
DSE (1)
Semester: I Paper- IV

Total Theory Lectures: 60

(A) General Topics:

Credit 1

1. The Concept of Comparative Literature
2. History of Comparative Literature
3. The Interdisciplinary Nature of Comparative Literature
4. The Importance of Comparative Literature in Indian Context

(B) Texts: Autobiographies

Credit 2

Minimum frame of comparison: Alienation, Discrimination, Social/Racial Injustice, Self Narration, etc in Autobiographies.

1. **Maya Angelou:** I Know Why the Caged Bird Sings

2. **Malika Amar Shaikh:** मला उध्वस्त व्हायचंय

(C) Texts: Poems

Credit 2

Minimum frame of comparison: Literary Form, Socio-religious Sensibilities, Alienation, Life and Adversities, etc in Poetry.

1. **Agha Shahid Ali:** English Gazals

1. The only language of loss left in the world is Arabic
2. Rumours of spring- they last from dawn till dusk
3. Swear by the olive in the God-kissed land
4. I'll do what I must if I'm bold in real time
5. In a mansion once of love I lit a chandelier of fire

2. **Suresh Bhat:** मराठी गझल

1. लाभले अम्हास भाग्य बोलतो मराठी
2. इतुकेच मला जाताना सरणावर कळले होते
3. आता जगायचे असे माझे
4. उषःकाल होता होता
5. रंगुनी रंगत साऱ्या

(D) Reference Books:

1. Damrosch, David. *What is Comparative Literature?*. Princeton UP, 2003.
2. Damrosch, David, Natalie Melas & M. Buthelezi. *The Princeton Sourcebook in Comparative Literature: From the European Enlightenment to the Global Present*. Princeton: Princeton UP, 2009.
3. Steven, Totossy Zepetnek & Tutun, Mukherjee (eds). *Companion to Comparative Literature, World Literature and Comparative Cultural Studies*.
4. Gifford, Henry. *Comparative Literature*. London: Rutledge and Kegan Paul, 1969.
5. Patil, Dr. Anand. *Taulanik Sahitya: Nave Sidhantani Upyojan*. Saket Prakashan, Aurangabad, 1998.
6. Agrawal, K.A. *Toru Dutt: The Pioneer Spirit of Indian English Poetry: A Critical Study*, Atlantic, 2009
7. Sharma, Ritu. *Toru Dutt: A Precursor Of Indo Anglian Poetry*, Unistar Publishers, Mohali
8. Tandon, Neeru. *Thematic Patterns of Emily Dickinson's Poetry*, Atlantic Publishers & Distributors Pvt Ltd, 2008
9. Bloom, Harold. *Emily Dickinson Bloom's Modern Critical Views*, Chelsea House Publications, 2008
10. Benvenuto, Richard. "The Return of the Native as a Tragedy in Six Books." *Nineteenth Century Fiction*, 1971
11. Deen, Leonard W. "Heroism and Pathos in Hardy's Return of the Native" *Nineteenth-Century Fiction*, 1960
12. Kolekar T.N. *Marginal Consciousness: Identity and Achievement*. Mumbai "Pencraft Publications, 2015.
13. Benvenuto, Christine (2002). "[Agha Shahid Ali](#)". *The Massachusetts Review*. **43** (2): 261–273
14. Parveen, Rasheda (2014). "[Agha Shahid Ali's English Ghazals and the Transnational Politics of Literary Subversion](#)" (PDF). *The Challenge*. **23** (1).
15. Gillespie, Marcia Ann, Rosa Johnson Butler, and Richard A. Long. (2008). *Maya Angelou: A Glorious Celebration*. New York: Random House.
16. Gillespie, Marcia Ann, Rosa Johnson Butler, and Richard A. Long. (2008). *Maya Angelou: A Glorious Celebration*. New York: Random House.
17. Bloom, Harold, ed. (2004). *Maya Angelou's I Know Why the Caged Bird Sings*. New York: Chelsea House Publishers.

Comparative Literature
DSE - I
Credits: Theory (04) Practicals (NA)
Semester – II

Total Theory Lectures: 60

(A) General Topics:

Credit 1

1. The Schools of Comparative Literature
2. The Theories of Comparative Literature
3. The Comparative Cultural Studies
4. The Future of Comparative Literature in the Indian Context

(B) Texts: Plays

Credit 2

Minimum frame of comparison: Family Play, Traditional Conflict, Emotional Conflict, Identity Crisis, etc in plays.

1. **Harold Pinter:** *Homecoming*
2. **Satish Alekar:** *महानिर्वाण*

(C) Texts: Short Stories

Credit 2

Minimum frame of comparison: Setting, Humour, Human Nature, Narrative Technique, Characterization, etc in Short Stories.

1. **Franz Kafka:** Metamorphosis and Other Stories
2. **Dilip Chitre:** ऑफिस

(D) Reference Books:

1. Jahagirdar, Chandrashekhar. (Ed.) Taulanik Sahityabhyas : Tatveani Disha.
Kolhapur: Saurabh Prakashan, 1992.
2. Dev, Amiya. Idea of Comparative Literature in India. Calcutta: Papiras, 1984.
3. Dev, Amiya & Das Sisir Kumar. (Eds) Comparative Literary Theory & Practice. Simla: Indian Institute of Advance Studies. Sterling Publication, 1989.
4. Majumdar, Swapan. Comparative Literature: Indian Dimensions, Calcutta: Papiras, 1987.
5. Batty, Mark. *About Pinter: The Playwright and the Work*. London: [Faber and Faber](#), 2005.
6. Esslin, Martin. *The Peopled Wound: The Work of Harold Pinter*. London: Methuen, 1970.
7. Corngold, Stanley (1972). *Introduction to The Metamorphosis*. New York: Bantam Classics.

8. Duttlinger, Carolin (2013). *The Cambridge Introduction to Franz Kafka*. Cambridge: Cambridge University Press.
9. Yarrow, Ralph (2001). *Indian theatre: theatre of origin, theatre of freedom*. Routledge.
10. *Collected Plays of Satish Alekar*. OUP, Delhi 2009.
11. "Mahanirvan: Sameekshaaani Sansmarne" (A volume of critique in Marathi on the play, Edited by Dr. Rekha Inmadar-Sane published by M/s Rajhans Prakashan, Pune, I Edition Dec 1999, II Edition March 2008)

**Nature of the Question Paper
Semester I & II**

Marks: 80

- Que.1. Rewrite the following sentences with the correct alternatives given below. **16**
(Sixteen questions to be set on texts from Group B and C)
- Que.2. Answer the following. (Four out of Six) **16**
(Questions to be set on texts from Group B and C)
- Que.3. Answer the following. (Two out of Four) **16**
(Questions to be set on General Topics)
- Que.4 A broad question will be set on the two texts from Group B for comparative assessment. 16

OR

A broad question will be set on the two texts from Group B for comparative assessment.

- Que.5.A broad question will be set on the prescribed texts from Group C for comparative assessment. 16

Punyashlok Ahilyadevi Holkar Solapur University, Solapur

Programme: MA Languages and Literature, University Campus

Choice Based Credit System

2020-21

Name of the Course/paper: Literatures in English

Discipline Specific Elective (2)

Semester-I

Preamble:

Many outstanding personalities across the world have been contributing to literature. It is essential to introduce to the students these writers, their culture and the various issues and trends taken up. This will develop a clear understanding of the key concepts of various types of literature and expose students to world literature at large. It will also help to familiarize students to the rich and complex literary tradition from across the world.

Course Objectives: There is a wide and varied range of literary expressions in English written in different forms across the globe. The course/paper 'Literatures in English' aims to develop an understanding of the natures and functions of literatures in English and methods of literary study. It further seeks to inform about literary expressions and understand its thematic perspectives. Moreover, it aims to encourage critical reading, interpretation, evaluation, an appreciation of, and an informed personal response to literatures in English.

Course Outcomes:

1. The students are introduced to different literary expressions written in English language.
2. The students understand thematic perspectives of the literatures written in different countries.
3. The students develop sensitivity and balanced responses to the complexity of human nature as portrayed in literary works.
4. The students develop understanding of the natures and functions of literatures in English.
5. The students develop an awareness of the relationship between texts and their cultural contexts.

SYLLABUS

Unit-I: General Topics: --- Credit 01

1. Myth and Literature
2. Symbolism in Literature

Unit-II: Poetry Credit 01

1 Sick
Shelby Silverstein

2 Those Winter Sundays by Robert Hayden

3 Sympathy by Paul Laurence Dunbar

4 Shall I compare thee to a summer's day? (Sonnet 18) by William Shakespeare

5 If I can stop one heart from Breaking by Emily Dickinson

6 I taught myself to live simply by Anna Akhmatova

7 There Will Come Soft Rain by Sara Teasdale

8 Remember by Christina Rossetti

9 When I die I want your hand on my eyes by Pablo Neruda

Unit-III: Novel/fiction

Credit 01

A Sorrow Beyond Dreams Peter Handke

Unit-IV: Drama/play

Credit 01

For colored girls who have considered suicide / when the rainbow is enuf by Ntozake Shange (American black feminist)

Unit-V: Short stories:

Credit 01

Selected stories by Anton Chekov

1. The Bet
2. Difficult People
3. The Post
4. Dreams
5. The Lottery Ticket
6. Happiness
7. A Happy Man
8. The Album
9. Darkness

Reference Books:

- Peter Handke. *A Sorrow Beyond Dreams*. NYRB Classics (30 November 2002)
- Ntozake Shange. *For colored girls who have considered suicide / when the rainbow is enuf*. Scribner; Reprint edition (September 1, 1997)
- Anton Chekhov. *Selected Stories of Anton Chekhov*. Richard Pevear (Introduction) Larissa Volokhonsky (Translator) Published October 31st 2000 by Modern Library (first published 1903)

- Charles I. Glicksberg. *Literature and Society*. Springer; Softcover reprint of the original 1st ed. 1972 edition (December 14, 2011)

Punyashlok Ahilyadevi Holkar Solapur University, Solapur

Programme: MA Languages and Literature, University Campus

Choice Based Credit System

2020-21

Name of the Course/paper: Literatures in English

Discipline Specific Elective (2)

Semester-II

1.

SYLLABUS

Unit-I: General Topics:

Credit 01

1 Functions of literature

2 Women voices in Literature from third world

Unit-II : Poetry

Credit 01

1 When the great trees fall by Maya Angelou

2 Paper Boats by Rabindranath Tagore

3 Wait for me by Konstantin Simonov

4 Homeward by Bossy Ikpi

5 Kelvin by Bill Manhire

6 Home they brought her warrior Dead by Alfred lord Tennyson

7 On being brought from America to America by Phillis Wheatley

8 O Me! O Life! by Walt Whitman

9 Questions from a worker who reads by Bertolt Brecht

Unit-III: Novel/fiction:

Credit 01

Celestial Bodies

Jokha al-Harhi (Afganistan)

Unit-IV: Play/Drama:

Credit 01

Fences August Wilson

Unit-V: Essays

Credit 01

1 Evolution by John Galsworthy

2 On the Art of Living with Others by Sir Arthur Helps

3 On History by Thomas Carlye

4 Ramblings in Cheapside by Samuel Butler

5. Reflections on Exile (Essay number 17) from the essay collection entitled Reflections on Exile by Edward Said

6 On going home by Joan Didion

7 Self-Reliance Ralph by Waldo Emerson

8 The Death of a Moth by Virginia Woolf

9 Shooting an Elephant by George Orwell

Reference Books:

- Jokha al-Harhi *Celestial Bodies* Sandstone Press Ltd (21 June 2018)
- Wilson, August (1986). *Fences: A Play* (First ed.). New York: Plume. ISBN 0-452-26401-4.
- Said, Edward. *Reflections on Exile and other essays*. New York, 2000.

Pattern of Question Paper

Literature in English

Semester I and II

Q.1: Multiple choice questions on text prescribed – poetry, novel, drama, short stories/ essays)

(16 Marks)

Q.2: Short question (4 out of 6)

(16 Marks)

(Poems)

Q.3: Short answer type questions – (2 out of 4)

(Essays/ Short stories and General Topic)

(16 Marks)

Q.4: Broad question with internal option (Novel)

(16 marks)

Q.5: Broad question (Drama)

(16 Marks)

Punyashlok Ahilyadevi Holkar Solapur University, Solapur

M.A (English) Part-I

American Literature (Elective Paper)

Semester I (2020-21, 2021-22, 2022-2023)

(CBCS Semester Pattern Syllabus w.e.f. June, 2020)

Discipline Specific Elective (3)

Preamble:

A number of Americans have contributed to literature through prose, poetry, fiction, essays, etc. It is essential that the learner should get accustomed to the literary components of American Literature, so as to comprehend thoroughly the literary and critical aspects of these writings.

Objectives of the course:

1. To acquaint the students with 19th century historical, social-cultural background of the American literature
2. To introduce to the students to the Classics in American Literature
3. To enable the students to read and critically appreciate Novels, Essays, Prose and Poetry
4. To improve linguistic and literary competence of the students by means of literary studies

Course outcome:

By the end of the course the students will -

1. Understand the different genres, the social, political and historical background of American Literature.
2. Be competent to comprehend American Classics.
3. Be able to appreciate the prescribed texts critically.

Unit 1: General topics:

(Credit 01)

1. Puritanism
2. Transcendentalism
3. Westward Movement

Unit 2: Fiction: Novel

(Credit 02)

1. Mark Twain: *The Adventures of Tom Sawyer*

Unit 3: Poetry: Poems

(Credit 01)

1. Walt Whitman : *For you O Democracy, Song of Myself* (Poem 1 from Leaves of Grass)
2. Emily Dickinson: *Because I could not Stop for Death, Some Keep the Sabbath Going to Church*
3. Edgar Allan Poe: *Annabel Lee, Eldorado*
4. Ralph Waldo Emerson: *Brahma, Give All to Love*

Unit4:Prose: Essays

(Credit01)

Essay by H.D. Thoreau:

1. Civil Disobedience
2. Life without Principle
3. Walking
4. Night and Moonlight

Books for Reference:

1. A Short History of American Literature
2. Sacks Kenneth S. *Understanding Emerson; "The American Scholar" and His Struggle for Self Reliance*. Princeton, N. J.; Princeton University Press,2003.
3. Kennedy, J. Gerald. *A Historical Guide to Edger Allan Poe*. New York: OUP,2001.
4. Stephen Matterson. *American Literature* New York:OUP.2003
5. Jack, Salzman(ed). *The Cambridge's Handbook of American Literature*. New York ; Cambridge University Press,1986
6. Ford Boris, *The New Pelican Guide to American Literature Vol.* London: Penguin,1995
7. Messent, Peter (2007). *The Cambridge Introduction to Mark Twain*. Cambridge, England: Cambridge
8. Railton, Stephen. "[The Adventures of Tom Sawyer](#)". *Mark Twain in His Times*. University of Virginia. Retrieved 2 April 2018.
9. Emerson, Ralph Waldo (1994). *Collected Poems and Translations*. New York: Library of America. [ISBN 0-940450-28-3](#).
10. Porte, Joel; Morris, Sandra, eds. (1999). *The Cambridge Companion to Ralph Waldo Emerson*. Cambridge: Cambridge University Press. [ISBN 0-521-49946-1](#).
11. Bloom, Harold. *Introduction to Leaves of Grass*. Penguin Classics, 2005

Punyashlok Ahilyadevi Holkar Solapur University, Solapur +

MA PART I (English) Elective Paper

American Literature

(2020-21, 2021-2022, 2022-2023)

Semester I

- Q1. Rewrite the following sentences by choosing the correct alternative: **16**
(Fiction, Poetry, Prose)
- Q2. Answer the following questions in brief: (any four out of six) **16**
(Poetry)
- Q3. Answer the following questions (Two out of Four) **16**
(General topics)
- Q.4. Write broad answer to the following question. (With internal Option on Prose) **16**
- Q. 5. Write broad answer to the following question. **16**
(Fiction)

COURSE STRUCTURE

Semester	Paper No.	Title of the Paper	No. of Lectures (THEORY)	College Assessment (marks)	University Assessment (marks)	Total Marks	Credits
I	Elective	American Literature	60	20	80	100	05

Punyashlok Ahilyadevi Holkar Solapur University, Solapur

M.A (English) Part–I

American Literature (Elective Paper)

Semester II

(2020-21, 2021-22, 2022-2023)

(CBCS Semester Pattern Syllabus *w.e.f.* June, 2020)

DSE (3)

Preamble:

A number of Americans have contributed to literature through prose, poetry, fiction, essays, etc. It is essential that the learner should get accustomed to the literary components of American Literature, so as to comprehend thoroughly the literary and critical aspects of these writings.

Objectives of the course:

1. To acquaint the students with 19th century historical, social-cultural background of the American literature
2. To introduce to the students the Classics in American Literature
3. To enable the students to read and critically appreciate Novels, Essays, Prose and Poetry
4. To improve linguistic and literary competence of the students by means of literary studies

Course outcome:

By the end of the course the students will –

1. Understand the different genres, the social, political and historical background of American Literature.
2. Be competent to comprehend American Classics.
3. Be able to appreciate the prescribed texts critically.

Unit 1: General topics:

(Credit 01)

1. Spiritualism in 19th Century
American Literature
2. Romanticism in 19th American
Literature
3. Gothic Elements in 19th Century
American Literature

Unit2:Fiction: Novel

(Credit02)

1. Nathaniel Hawthorne: *The Scarlet Letter*

Unit3:Poetry: Poems

(Credit01)

1. **Margaret Fuller:** *The One in All, Meditations*
2. **William Dean Howells:** *The Bewildered Guest, If*
3. **H.D. Thoreau:***I am Thankful that My Life doth not Deceive, Tall Ambrosia*

Unit4: Prose: Essays

(Credit01)

1. **Ralph Waldo Emerson:**
 - i. The American Scholar
 - ii. Self-Reliance
 - iii. The Over-Soul
 - iv. Friendship
 - v. Art

Books for Reference:

1. Sacks Kenneth S. *Understanding Emerson; "The American Scholar" and His Struggle for Self Reliance.* Princeton, N. J.; Princeton University Press,2003.
2. Stephen Matterson. *American Literature* New York:OUP.2003
3. Jack, Salzman(ed). *The Cambridge's Handbook of American Literature.* New York ; Cambridge University Press,1986
4. Ford Boris, *The New Pelican Guide to American Literature* Vol. London: Penguin,1995
5. J. Donald Crowlay, (ed). *Howthorne: The Critical Heritage*, London, 1985
6. Fugle, R.H. *Hawthorne's Fiction*, Norman: University of Oklahoma Press, 1964
7. Emerson, Ralph Waldo. *The American Scholar. 1837.* In the *The Complete Works of Ralph Waldo Emerson, Centenary Edition, 12 Vols.* Ed. E.W. Emerson, Boston and New York: Houghton Mifflin, 1903
8. Richard, Chace Emily Dickinson, New York, 1951
9. *Cambridge Companion to Henry David Thoreau*, CUP, 1995

Punyashlok Ahilyadevi Holkar Solapur University, Solapur

MA PART I (English) Elective Paper

American Literature

(2020-21, 2021-2022, 2022-2023)

Semester II

- Q1. Rewrite the following sentences by choosing the correct alternative:
(Fiction, Poetry, Prose) **16**
- Q2. Answer the following questions in brief: (any four out of six)
(Poetry) **16**
- Q3. Answers the following questions (Two out of Four)
(General topics) **16**
- Q4. Write broad answer to the following question. (With internal Option on Prose)
16
- Q. 5. Write broad answer to the following question. **16**
(Fiction)

COURSE STRUCTURE

Semester	Paper No.	Title of the Paper	No. of Lectures (THEORY)	College Assessment (marks)	University Assessment (marks)	Total Marks	Credits
II	Elective	American Literature	60	20	80	100	05

PUNYASHLOK AHILYADEVJI HOLKAR SOLAPUR UNIVERSITY, SOLAPUR

M.A. (English) Part – I Gender Studies
Discipline Specific Elective (4)
(Semester I &II)(CBCS Semester Pattern Syllabus)
w.e.f. June, 2020

1) Title of the course:- M. A. (English) Part – I Gender Studies

2) Preamble Gender Studies is introduced as one of the special courses at M. A. The present paper introduces the basic concepts relating to gender. It provides logical understanding of gender roles. It also deals with various perspectives of body and discourse on power relationship. The objective of the course is to help the students comprehend various issues related to Cultural Studies.

3) Objectives of the Course:

- 1) To familiarize the students with gender issues..
 - 2) To sensitize the students on invisibility of women's work and gender
 - 3) To introduce the feministic perspectives of health.
 - 4) To enable the students to analyse and understand the need for gender sensitive health and health care.
 - 5) To understand the issues related to the livelihood of women
 - 6) Linkages between environment and women.
 - 7) To enable the students to understand the hidden realities of the society
 - 8) To sensitize students on inhuman practice in the name of culture
- 4) Outcomes:At the end of the course student will be....
- Familiar with gender issues
 - Able to comprehend gender studies in a better light

M. A.Part - I

Semester I

(20 CA+ 80 UA= 100 Marks)

Credit – 4

60 contact Hrs

Sr. No	Units	Credit
1	Introduction to Gender Studies	2
2	Gender and Society	1
3	Gender Environment and Livelihood	1
4	Gender and Other Issues	1
	Total	5

M. APart - I

Semester II

(20 CA+ 80 UA= 100 Marks)

Credit – 4

60 contact Hrs

Sr. No	Units	Credit
1	Gender Roles	2
2	Feminist Studies	1
3	Masculinity Studies	1
4	LGBT (Lesbian Gay Bisexual Transgender)	1
	Total	5

Unit: 1- Introduction to Gender Studies

- a) Importance of Gender Studies
- b) Sex and Gender
- c) Types of Gender
- d) Gender Roles, Gender Stereotyping and Gender Discrimination
- e) The others and Objections
- f) Gender Study as an Academic Discipline

Unit: 2- Feminist Studies

- a) History of Feminist Study
- b) Biological perspective of Gender
- c) Social perspective of Gender
- d) Gender as an Attribution Fact
- e) Essentialism in the construct of Feminity
- f) Women in a Changing World

Unit: 3- Gender Environment

- a) Contribution to Gender Environment
- b) Environmental Change
- c) Changes in Resources and Livelihood
- d) Livelihood Security
- e) Women's Experiences with Reforestation and Protection
- f) Crisis Management

Unit: 4- Gender and Other Issues

- a. Gender and Education
- b. Gender and Politics
- c. Gender and Legal System
- d. Gender and Family
- e. Gender and Economy

PUNYASHLOK AHILYADEVI HOLKAR SOLAPUR UNIVERSITY, SOLAPUR
M. A.(English) Part – I Semester II
a) (CBCS Semester Pattern Syllabus w.e.f. June, 2020)

Unit : 1- Gender Roles

- a) Gender Roles and Gender Division of Labour
- b) Gender Stereotyping and Gender Discrimination
- c) Gender Roles: Biological Vs Cultural Determinism
- d) Private Vs Public Dichotomy
- e) Gender Power Relations
- f) Human Development and Gender Disparity

Unit: 2 –Feminist Studies

- a) History of Feminist Studies
- b) Biological perspective of Genders
- c) Social perspective of Gender
- d) Gender as an attribution fact
- e) Essentialism in the construct of Feminity
- f) Women in a changing World

Unit: 3 –Masculinity Studies

- a) Definition
- b) Understanding of Masculinities
- c) Power and Politics of Masculinity
- d) Masculine Privileges
- e) Social Perspectives of Masculinity
- f) Hegemonic Masculinity
- g) Toxic Masculinity

Unit: 4–LGBT (Lesbian Gay Bisexual Transgender)

- a. Understanding Third Gender
- b. What is LGBT?
- c. Queer Studies
- d. Identity, History and Lives of the third Gender People
- e. Sexual Diversity and Sexual Orientation
- f. Third Gender and Discrimination

References

- Cornell R W (1995) *Gender*. Cambridge, Polity Press.
- Gatens M (1991) *A Critique of the Sex/Gender Distinction in S. Gunew (ed.) A Reader in Feminist Knowledge*. London: Routledge.
- Holmes M (2007) *What is Gender*. New Delhi, Sage Publications.
- Jackson S and Scott S (2002) *Gender: A Sociological Reader*. New York: Routledge.
- Kessler S J And McKenna W (1978) *Gender: An Ethnomethodological Approach*. Chicago: University of Chicago Press.
- Kimmel S Michael (2004) *The Gendered Society; Reader*. Oxford: Oxford University Press.
- Lipman-Blumen J (1984) *Gender Roles and Power*. New Jersey: Prentice Hall.
- Oakley A (1985) *Sex, Gender and Society*. London: Temple Smith.
- Stanley L and Wise S. (1983) *Breaking out Again: Feminist Methodology and Epistemology*. London: Routledge.
- Andrea N (1989) *Feminist Theory and Philosophies of Men*. New York: Routledge.
- Arora P (2011) *Gender and Power*. Delhi: Pacific Publication.
- Christine L., Williams, S. A. (Ed.) (2002) *Sexuality and Gender*. Massachusetts: Blakwell.
- Fausto-Sterling, A. (2000) *Sexing The Body: Gender Politics and the Construction of Sexuality*. New York: Basic Books
- Glover D., Kaplan C (2007) *Genders*. Oxon: Routledge.
- Holmes, M. (2007) *What is Gender*: London: Sage Publications.
- Howson, A. (2005) *Embodying Gender*. London: Sage.
- Mathews, G. & De Hart J (1992) *Sex Gender and the Politics Of Era*. New York: Oxford University Press.
- Messner, M. A. (1997) *The Politics of Masculinities: Men in Movements*. Thousand Oaks: Sage.
- Millet K. (1972) *Sexual Politics*. London: Abacus.
- Mitchell Juliet (1974) *Psychoanalysis and Feminism: Freud, Reich, Laing And Women*. London: Allen Lane
- Rayle, R. (2011) *Questioning Gender: A Sociological Exploration*. New York: Sage.
- Sonderregger, T. B. (Ed.) (1985) *Psychology and Gender*. Nebraska: University of Nebraska Press.
- Whelehan, I., & Pilicher, J (2004) *50 Key Concepts In Gender Studies*. New Delhi: Sage Publications.

**Nature of the Question Paper
Semester I & II**

Marks: 80

Que.1. Rewrite the following sentences with the correct alternatives given below. **16**

(Sixteen questions to be set on all units)

Que.2. Answer of the following. (Four out of Six) **16**

(Questions to be set on Unit 1)

Que.3. Answer the following. (Two out of Four) **16**

(Questions to be set on Unit 2)

Que.4 Broad Question with internal option (Unit 3) **16**

Que.5. Answer the following question (Unit 4)

16

PUNYASHLOK AHILYADEVJI HOLKAR SOLAPUR UNIVERSITY, SOLAPUR

Soft Core (1)

**M.A. (English) Part – I Enhancing Soft Skills and Personality Development
(Semester I &II)(CBCS Semester Pattern Syllabus)**

w.e.f. June, 2020

1) Title of the Course:- M. A. (English) Part – I Enhancing Soft Skills and Personality Development

2) Preamble English is the language introduced as the special subject at M. A. It introduces the language skills and soft skills. Soft skills are personal attributes that influence how well you can work or interact with others. These skills make it easier to form relationships with people, create trust and dependability, and lead teams. This course introduces some of the soft skills for effective communication. The soft skills aim to strengthen students skills such as reading, comprehension, listening, Communication, Organization, Teamwork, Critical thinking, Social, Creativity, Interpersonal communication, Adaptability, Mindset and so on. Through the careful study of various Soft Skills students can develop their personality for better life.

3) Objectives of the Course:

- 9) To enable students to adopt different soft skills.
- 10) Soft Skills are highly demanded at work place
- 11) To develop a sense of comprehensibility by exposure through soft skills.
- 12) To improve the linguistic competence along with the literary competence of students.
- 13) To enable to students to develop critical thinking, teamwork and creativity.

4) Structure of the Course: -

M. A. Part - I

Semester I

(20 CA+ 80 UA= 100 Marks)

Credit – 4

60 contact Hrs

Sr. No	Units	Credit
1	What are Soft Skills?	1
2	Know Yourself/ Self Discovery	1
3	Personality Development	0.5
4	Developing Positive Attitude	0.5
5	Forming Values	0.5
6	Etiquettes of Manners	0.5
7	Intrapersonal Skills	0.5
8	Interpersonal Skills	0.5
	Total	5

M. A Part - I

Semester II

(20 CA+ 80 UA= 100 Marks)

Credit – 4

60 contact Hrs

Sr. No	Units	Credit
1	What is Communication?	1
2	The Art of Effective Communication	1
3	The Art of Listening	0.5
4	The Art of Reading	0.5
5	The Art of Speaking	0.5
6	The Art of Writing	0.5
7	Improving Perception	0.5
8	Body Language	0.5
	Total	5

Unit: 1- What are Soft Skills?

- g) Introduction
- h) Importance of soft skills
- i) Attributes regarded as soft skills
- j) Identifying your soft skills
- k) Improving your soft skills
- l) Train yourself
- m) Top soft skills

Unit: 2- Know Yourself/ Self Discovery

- g) Introduction
- h) Importance of knowing yourself
- i) Process of knowing yourself
- j) SWOT analysis
- k) Benefits of SWOT analysis
- l) Using SWOT analysis

Unit: 3- Personality Development

- g) Definition
- h) Description
- i) Temperament of Environment
- j) Social Etiquettes
- k) Personal grooming
- l) P. W. Traits
- m) Significance of pleasing personality

Unit: 4- Developing Positive Attitude

- f. Introduction
- g. Features of attitude
- h. Attitude of behaviour
- i. Formation of attitude
- j. Ways of changing attitude
- k. The power of positive attitude
- l. Developing Positive attitude
 - m. Obstacles in developing positive attitude
 - n. Examples of positive attitude

Unit: 5 - Forming Values

- a. Introduction
- b. What is Value?
- c. What are the core values?
- d. Values relating self and others
- e. Values of attributes
- f. Importance of Values
- g. Formation of Values
- h. Types of Values
- i. Power of values

Unit: 6 - Etiquettes of Manners

- a. Introduction
- b. Benefits of etiquettes

- c. Classification of etiquettes
- d. Modern etiquettes
- e. Why practice etiquettes?

Unit: 7- Intrapersonal Skills

- a. What are intrapersonal skills?
- b. Intrapersonal techniques
- c. Awareness of your intrapersonal skills
- d. Some of the intrapersonal skills [visualization, recognizing negativity, compassion, positive affirmation, positive decision making etc]
- e. Developing intrapersonal skills

Unit: 8- Interpersonal Skills

- a. What are interpersonal skills?
- b. Types of interpersonal skills
- c. Awareness your interpersonal skills
- d. Some examples of interpersonal skills. [Coordination, mentoring, negotiation, persuasion, service orientation, social perceptiveness]

PUNYASHLOK AHILYADEVJI HOLKAR SOLAPUR UNIVERSITY, SOLAPUR
M. A.(English) Part – I
b) Semester II
(CBCS Semester Pattern Syllabus w.e.f. June, 2020)

Unit : 1-What is Communication?

- a. Define Communication
- b. Communication Process
- c. Channels of Communication
- d. Formal Communication Network
- e. Informal Communication Network
- f. Importance of Communication
- g. Barriers to Communication
- h. Tips for Effective Communication

Unit: 2 –The Art of Effective Communication

- g) Introduction
- h) Theory of Communication
- i) Types and Modes of Communication
- j) Tips for Effective Communication
- k) Become a Skilled Communicator

Unit: 3 –The Art of Listening

- h) Introduction
- i) What is listening?
- j) Active Listening v/s Passive Listening
- k) Kinds of Listening
- l) Benefits of Active Listening
- m) Factors that hamper Listening
- n) Listening Tips

Unit: 4 – The Art of Reading

- a. Introduction
- b. Reading is a cognitive Process
- c. Different types of reading
- d. The SQ3R Technique
- e. Different stages of reading
- f. Problems of Reading
- g. Becoming an effective reader

Unit : 5 The Art of Speaking

- a) Introduction
- b) Why is Communication Important?
- c) Conversation Tips
- d) Art of good communication
- e) Benefits of good communication.

Unit: 6 – The art of Writing

- a) Introduction
- b) Importance of writing
- c) Creative Writing
- d) Tips for effective writing.
- e) Drawbacks of written communication.
- f) Benefits of effective writing

Unit: 7–Improving Perception

- a. Introduction
- b. Meaning.
- c. Factors influencing perception.
- d. Perceptual process
- e. Improving perception
- f. Perception and its application

Unit: 8–Body Language

- a. Introduction
- b. Forms of Body Language
- c. Origin of Body Language
- d. Parts of Body Language
- e. Use of Body Language
- f. Body Language In building interpersonal relations
- g. Improving your body language
- h. Developing confidence with correct body language.

References

- 1) “Personality Development and **Soft Skills** (Old Edition)” by Barun K Mitra.
- 2) “Soft **Skills** – Enhancing Employability: Connecting Campus with Corporate” by M S Rao.
- 3) “Communication and **soft** skill development (first edition)” by career publications and AshwiniDeshpande.
- 4) [*"Identifying your Skills & Attributes"*](#). Retrieved 5 December 2016.
- 5) [Workforce connections: Key soft skills that foster youth workforce success](#), [Child Trends](#), June 2015
- 6) [*"the definition of soft skills"*](#). Retrieved 5 December 2016.

PUNYASHLOK AHILYADEVI HOLKAR SOLAPUR UNIVERSITY, SOLAPUR
M. A.(English) Part – I
Semester - I
(2020-2021, 2021-2022, 2022—2023)
(CBCS Semester Pattern Syllabus w.e.f. June, 2020)
Nature of Question Paper
Total Marks - 80

Instructions:

- 1] All questions are compulsory
- 2] Figures to the right indicate full marks

- 1. Rewrite the following by choosing the correct alternative from given below. 16**
(All the Topics)
- 2. Attempt any four questions out of six 16**
(Unit: 1- What are Soft Skills? Unit: 2- Know Yourself/ Self Discovery)
- 3. Answer the following questions. (Two out of Four) 16**
(Unit: 3- Personality Development, Unit: 4- Developing Positive Attitude)
- 4. Essay type question. 16**
(Unit: 5 - Forming Values, Unit: 6 - Etiquettes of Manners)
A
Or
B
- 5. Broad Question 16**
(Unit: 7- Intrapersonal Skills, Unit: 8- Interpersonal Skills)

PUNYASHLOK AHILYADEVI HOLKAR SOLAPUR UNIVERSITY, SOLAPUR

M. A. (English) Part – I

Semester - II

(2020-2021, 2021-2022, 2022—2023)

(CBCS Semester Pattern Syllabus w.e.f. June, 2020)

Nature of Question Paper

Total Marks - 80

Instructions:

1] All questions are compulsory

2] Figures to the right indicate full marks

1. Rewrite the following by choosing the correct alternative from given below. 16

(All the Topics)

2. Attempt any four questions out of six 16

(Unit : 1- What is Communication? , Unit: 2 – The Art of Effective Communication)

3. Answer the following questions. (Two out of Four)

16

(Unit: 3 – The Art of Listening, Unit: 4 – The Art of Reading)

4. Essay type question.

16

(Unit : 5 The Art of Speaking, Unit: 6 – The art of Writing)

A

Or

B

5. Broad Question

16

(Unit: 7 – Improving Perception, Unit: 8 – Body Language)

Punyashlok Ahilyadevi Holkar Solapur University, Solapur
Programme: MA Languages and Literature, University Campus
Choice Based Credit System
2020-21
Name of the Course/paper: English for Competitive Examinations

Semester I

Course Objectives: English Language and literature forms an important area in all competitive examinations. The questions are designed to judge the language and literature skills of the candidates. The paper/course '*English for Competitive Examinations*' aims to introduce the topics on English language and literature skills based on syllabus prescribed for different competitive examinations, provide awareness about the topics on Language and literature, equip them with techniques to develop vocabulary, sentence construction, analyzing skills, reading comprehension, literary appreciation, etc. so that they create their mindset for mental alertness, quick thinking power, presence of mind, as well as the judgment related to topics on English language and literature.

Course Outcomes:

1. The students are introduced to the topics on English language and literature skills based on syllabus prescribed for competitive examinations.
 2. The students are provided awareness about scope and areas in English Language and literature important for competitive examinations.
 3. The students are provided techniques to develop vocabulary, sentence construction, analyzing skills, reading comprehension, literary appreciation, etc.
 4. The students get sufficient practice of solving questions on English language and literature asked in competitive examinations.
 5. The students develop confidence to face questions on English language and literature.
-

SYLLABUS

Unit-I

(Credit: 1 :5)

Idioms, Phrases, vocabulary development strategies, correct formation of words and sentences, Synonyms/antonyms, One word substitution, -logy/ –graphy, etc.

Unit-II

(Credit: 1 :5)

Translation: Understanding fundamentals of translation, ethics of translation, translation practice from English to Marathi language and Marathi to English language.

Unit-III

(Credit: 1)

- Summarizing paragraphs/poems
- Note making
- Sentence rearrangement and paragraph jumbles

Unit-IV

(Credit: 1)

Essay writing:

(Development of an essay on local, national and international environmental, social, gender related, economic, historic, developmental and cultural issues)

Reference books:

- Norman Lewis. Word power made easy. Goyal, New Delhi.
- Michael McCarthy, Felicity O'Dell. English vocabulary in use. Cambridge.
- Merriam-Webster's Vocabulary Builder
- Mona BakerGabriela Saldanha. Routledge Encyclopedia of Translation Studies. Published October 7, 2019 by Routledge
- Wren and Martin. High schools English Grammar and Composition. Ed. Rao N. D., V. Prasada Rao.
- PulkitKhare. ESSAYS for Civil Services and Other Competitive Examinations. January 2014.
- Gupta, S. C. 151 Essays Paperback – 1 January 2016

Punyashlok Ahilyadevi Holkar Solapur University, Solapur
Programme: MA Languages and Literature, University Campus
Choice Based Credit System

2020-21

Name of the Course/paper: English for Competitive Examinations

(Soft Core 2)

Semester: I

Pattern of Question paper

- Q. 1 Multiple choice questions on Idioms, Phrases, vocabulary development strategies, correct formation of words and sentences, Synonyms/antonyms, One word substitution, -logy/ -graphy, etc. (16 questions)
(16 marks)
- Q. 2 Questions on Translation.
Translate following paragraphs. (Any 4 out of 6) (16 marks)
- Q. 3 Questions on Sentence rearrangement and paragraph jumbles. (Two out of Four)
(16 marks)
- Q. 4 Solve any one of the following.
a) Summarizing paragraphs/poems (16 marks)
OR
b) Note making
- Q.5
Essay writing (No choice) (16 marks)
-

Punyashlok Ahilyadevi Holkar Solapur University, Solapur
Programme: MA Languages and Literature, University Campus
Choice Based Credit System

2020-21

Name of the Course/paper: English for Competitive Examinations

Soft Core (2)

Semester-II

SYLLABUS

Unit-I

Basic rules of grammar, rules for use of noun, pronoun, adjective, verb, adverb, preposition, conjunction, interjection, articles, etc. (Credit: 1 :5)

Unit-II

(Credit: 1 :5)

- Paraphrasing
- Rules of Punctuation
- Critical appreciation of prose/poetry

Unit-III Precis writing:

(Credit: 1)

Fundamentals of précis writing, dos and don'ts in précis writing.

Unit-IV

(Credit: 1)

Reading, understanding, and comprehension of paragraph for locating facts and inferences from the paragraph. Comprehending development, types and themes of paragraph.

Reference books:

- Norman Lewis. Word power made easy. Goyal, New Delhi.
 - Michael McCarthy, Felicity O'Dell. English vocabulary in use. Cambridge.
 - Merriam-Webster's Vocabulary Builder
 - Mona BakerGabriela Saldanha. Routledge Encyclopedia of Translation Studies. Published October 7, 2019 by Routledge
 - Wren and Martin. High schools English Grammar and Composition. Ed. Rao N. D., V. Prasada Rao.
 - PulkitKhare. ESSAYS for Civil Services and Other Competitive Examinations. January 2014.
 - Gupta, S. C. 151 Essays Paperback – 1 January 2016
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Punyashlok Ahilyadevi Holkar Solapur University, Solapur
Programme: MA Languages and Literature, University Campus
Choice Based Credit System

2019-20

Name of the Course/paper: English for Competitive Examinations

Semester: II

Pattern of Question paper

- Q. 1 Basic rules of grammar, rules for use of noun, pronoun, adjective, verb, adverb, preposition, conjunction, interjection, articles, etc. (16 marks)
- Q. 2 Questions on Translation.
Critical appreciation of prose/poetry. (Any 4 out of 6) (16 marks)
- Q. 3 Questions on Rules of Punctuation. (Two out of Four) (16 marks)
- Q. 4 Solve any one of the following.
a) Paraphrasing (16 marks)
OR
b) Precise writing
- Q.5
Reading comprehension: questions based on vocabulary, facts, understanding and inferences based on paragraph. (Compulsory question) (16 marks)
-

M.A. I (Semester I & II)

Soft Core (3)

Functional English

(With effect from 2020-2021)

Preamble: The paper entitled as 'Functional English' is introduced for the PG students at semester I & II, in order to make them able to use English with ease in various fields. The focus of this paper is on the functional aspects of the language, so that the knowledge of the students can be streamlined as per requirements. It also emphasizes the fact that there are a number of career options before the students if they are equipped with entrepreneurial skills.

Course Objectives:

- Inculcating entrepreneurial skills among the students
- Apprising them to new career options and training them to be prepared
- Preparing them for numerous careers in language like translation, technical writing, writing for mass media, advertising, free lancing
- Generating awareness about language change from one media to the other
- Motivating students to observe, compare and analyse the language activities of media through exposure
- Providing them with basic data required for skills like translation especially related to media.

Course Outcomes:

At the end of the course, students will be able to -

- Understand entrepreneurial skills
- Write research proposals and various reports
- Apply for various career options
- Have a number of career opportunities in various fields
- Use proper language required for media
- Start with their career as freelancer

Course Contents

Semester I

Unit I - Functional Grammar

(Credits 1)

Common errors, Transformation of Sentences, Phrases, Idioms & Proverbs.

Unit II - Technical & Scientific Writing:

(Credits 2)

Features of Technical Writing, Writing Scientific Projects, Technical Report writing, Writing Manuals, Writing Project Proposals, Writing Research papers.

Unit III Writing News:

(Credits 1)

- i) Elements of News- head line, intro, date line, lead, main body
- ii) Characteristics of News- clarity, precision, simplicity, objectivity, credibility, authenticity
- iii) Types of News- political, commercial, sports, social, cultural, local, regional, international
- iv) Comparison of news appearing in different newspapers with special reference to language
- v) Comparison of news items appearing in print and electronic media with special reference to language
- vi) Difference between writing for Newspaper and Radio & TV with reference to Language

Unit IV - Writing Book Reviews:

(Credits 1)

- i) Nature of book review
- ii) Characteristics and purpose of book review
- iii) Review and critical analysis

Semester II

Unit V - Elements of Phonetics (Credits 2)
Phonetics, Speech Mechanism, Air-Stream Mechanism, Organs of Speech,
Classification and Description of Speech Sounds

Unit VI - Introduction to Mass Media (Credits 1)
News, Interview, Compering, Announcing, Commentary

Unit VII - Translation with reference to mass media: (Credits 1)
i) Study of the translated words given in the provided list for their effective use while writing for Media
ii) Study of the translated phrases of drafting and noting given in the provided list for their effective use while writing for Media
iii) Translating given text from Hindi/Marathi into English and vice-versa

Unit VIII - Film Review: (Credits 1)
i) Major types of films- Documentaries and Feature films
ii) Essentials of a film:
a) Story and plot
b) Script and dialogue
c) Direction
d) Acting
e) Cinematography
f) Music
iii) Writing film reviews with reference to the above points

Books recommended

The Cinema as Art Ralph Stephenson, Jean debrix

How Films are Made KhwajaAhemad Abbas

The Structure of Technical English A.J. Herbert

How to Prepare a Research Proposal: Guidelines for Funding and Dissertations in the Social and Behavioral Sciences by Krathwohl& R David

Technical Writing- Process and Product by Sharon J. Gerson& Steven M. Gerson, 3rd edition, Pearson Education Asia, 2000

Effective technical Communication by Barun K. Mitra, Oxford University Press,

Technical Communication-Principles and Practice by Meenakshi Raman & Sharma, Oxford University Press, 2011, ISBN-13-978-0-19-806529-

The Structure of Technical English A.J. Herbert

News Writing and Reporting for Today's Media Itule Bruce

An Introduction to Journalism Carole Fleming

Mass Communication in India Keval Kumar

Television news Writing and Reading H.H.MustafaJaidi

PUNYASHLOK AHILYADEVI HOLKAR SOLAPUR UNIVERSITY, SOLAPUR

M. A.(English) Part – I

Semester - I

(2020-2021, 2021-2022, 2022—2023)

(CBCS Semester Pattern Syllabus w.e.f. June, 2020) Nature of

Question Paper Total Marks - 80

Instructions:

- 1] All questions are compulsory
- 2] Figures to the right indicate full marks

- 1. Rewrite the following by choosing the correct alternative from given below. 16**
(All the Topics)
- 2. Attempt any four questions out of six 16**
(Unit: 1– Functional Grammar)
- 3. Answer in Brief. (Two out of Four) 16**
(Unit: 2- Technical and Scientific Grammar)
- 4. Essay type question. 16**
(Unit: 3Writing News)
A
Or
B
- 5. Broad Question 16**
(Unit:4- Writing Book reviews)

PUNYASHLOK AHILYADEVI HOLKAR SOLAPUR UNIVERSITY, SOLAPUR

M. A. (English) Part – I

Semester - II

(2020-2021, 2021-2022, 2022—2023)

(CBCS Semester Pattern Syllabus w.e.f. June, 2020)

Nature of Question Paper

Total Marks - 80

Instructions:

1] All questions are compulsory

2] Figures to the right indicate full marks

1. Rewrite the following by choosing the correct alternative from given below. 16

(All the Topics)

2. Attempt any four questions out of six 16

(Unit : 5- Elements of Phonetics)

3. Answer in Brief. (Two out of Four) 16

(Unit: 6 – Introduction to mass media)

4. Essay type question. 16

(Unit : 7 Translation with reference to mass media)

A

Or

B

5. Broad Question 16

(Unit: 8 – Film Review)

Syllabus for MA Course Under Choice Based Credit System (CBCS)

Subject: Communicative English

Soft Core (4)

Introduction:

The Communicative English Course prescribed for MA Part I & II aims at training the PG students in developing their communication skills and self-confidence and through practical application of the gained knowledge.

Course Objectives:

- To familiarize students with the concept of Communication
- To help students use English language as tool of communication.
- To develop communicative competence in students.
- To learn the Essentials of Presentation Skills, Elocution, Debate, Anchoring, Interviews, Group Discussions, Corporate/business communication:
- To acquaint students with the evolution and varieties of English language
- To enhance the employability skills of the students, train and prepare them to seek and find employment in the media, teaching, content writing ,corporate and other related sectors.

Course Learning Outcomes:

By the end of the course,

- Student will be able to write effectively for a variety of professional, literary, business and social settings. The student would improve fluency in spoken English
- Student will demonstrate the skills needed to participate in a conversation that builds knowledge collaboratively: listening carefully. Student will be able to prepare, organize, and deliver an engaging oral presentation and improve the fluency in spoken English

Topics for Internal Assessment :

Extempore Speech, Power Point Presentations, Mock Meeting, Mock Interviews

Research Project/Report, Job Applications, CV Writing,

Syllabus for MA I Under Choice Based Credit System (CBCS)

Communicative English

Semester I

Unit I –Language as a tool of Communication (Credit: 2)

a)Communication:

Nature of Communication—Definition, Purpose, Importance

Elements of Communication –Sender, Medium, Message, Channel, Receiver, Feedback.

Process of Communication –Encoding & Decoding-

b)Language:

Origin of Language as a tool of Communication

Evolution of the English Language: Old English, Middle English, Modern English

Unit II -Verbal Communication (Credit: 1)

a) Principles of Effective Communication-7 Cs

Essentials of Effective Oral Communication,

b) Channels of Communication—

Formal Channels-Written and Oral –, Types, Advantages, Limitations

Informal Channel of Communication--Grapevine

Unit III- Written Communication I (Credit: 1)

a)Letters: Form and Structure of Formal Letter;

Business Letters -Writing Quotations, orders, Complaint letters, Applications and Covering letter

b)Report& Project Writing—Meaning and Purpose of Report Structure of Formal Report,Types of Reports-

Writing Report—Fact Finding/Problem Solving Report, Research Project

Unit IV Oral Communication: (Credit: 1)

a)Importance of Body language in Oral Communication

b)Preparation of speech - Speakers appearance and personality,

Practicing delivery of the speech - Welcome /Greeting, Introduction speech(Self/Guest), Vote of thanks, Extempore

Semester II

Unit I-International varieties of English

(Credit: 2)

a)Foreign influence on the English language-- Greek, Latin, French, Scandinavian Language, Indian Languages.

Foreign Words often used in English

b)Practice of British Received Pronunciation-(BRF) Sounds

Unit II—Listening and Reading skills

(Credit: 1)

a)Listening: Purpose of listening, Active Listening Skills

b)Effective Reading: Skimming, Scanning, Inferring

Reading and Writing.—Writing Book review

Unit III Written Communication II

(Credit: 1)

a)Curriculum Vitae Vs Resume, Writing CV/Resume

b) Writing Notice, Agenda, Minutes

Unit-IV Oral Communication

(Credit: 1)

a)Meetings –Introduction,

Essentials of a meeting-notice, agenda, quorum, Minutes of meeting

Role of Chairperson

Conduct of Mock Meeting in class

b) Interviews:

a)Job Interview, Preparing for an interview, Dos and donts

Anticipating Frequently asked Questions for the job interview

b) **Projecting a positive image**--The Halo Effect –Creating a good First Impression

Conduct of Mock Interview in Class

Reference Books:

- Bhatia, R.C., *Business Communication*, New Delhi: Ane Books Pvt Ltd
- Scot, O., *Contemporary Business Communication*, New Delhi: Biztnatra
- Parikh, J.P. et al, *Business Communication: Basic Concepts and Skills*, Hyderabad: Orient Blackswan
- Herekar P, *Business Communication*, New Delhi: Modern Publication
- Bradley ,H.. *The Making of English*, Macmillan & Co
- Baugh ,A.C.. *A History of English Language*, Allied Publishers
- Jespersen ,Otto. *Growth and Structure of the English Language* ,B. G. Teubner
- Pyles ,Thomas. *The Origins and Development of English Language* ,Harcourt Brace Jovanovich College Williams,Joseph M : Origins of the English Language, Free Press,
- Bauer, Laurie. *English Word-Formation*. Cambridge Textbooks in Linguistics.

Punyashlok Ahilyadevi Holkar Solapur University, Solapur

**M A programme (For University Campus)
MA I Under Choice Based Credit System (CBCS)**

Communicative English

Semester I

Pattern of Question Paper--Total Marks 80

-
- Q1) Multiple Choice Questions on units 1 to 4 prescribed in the syllabus
(16 Marks)**
- Q2) Answer any 4 out of 6
Theory based Questions on Unit 1, 2, 3
(16 marks)**
- Q3) Answer any Two out of 4
Short answer questions on Unit 1, 2, 4
(16 Marks)**
- Q4) Answer any one
Practical based question on Unit 3—Letters/Reports
(16 Marks)**
- Q5) One Broad Question on Unit 1(a) and 4
(16 Marks)**
-

Communicative English

Semester II

Pattern of Question Paper

Total Marks 80

- Q1) Multiple Choice Questions on units 1 to 4 prescribed in the syllabus
(16 Marks)**
- Q2) Answer any 4 out of 6
Theory based Questions on Unit 2, 3,4
(16 Marks)**
- Q3) Answer any Two out of Four
Short answer questions on Unit 1, 2, 3
(16 Marks)**
- Q4) Answer any one
Practical based question on Unit 3
(16 Marks)**
- Q5) One Broad Question on Unit 4
(16 Marks)**