



Hindi Vidya Prachar Samiti's

## **Ramniranjan Jhunjhunwala College**

**of Arts, Science & Commerce**

**(Autonomous College)**

**Affiliated to**

**UNIVERSITY OF MUMBAI**

**Syllabus for M.A.**

**Program: M.A. ENGLISH**

**Program Code: RJAPGENG**

**(CBCS 2018-19)**

**Syllabus for M.A. Semester III and IV as per Choice Based Credit System with effect from the Academic Year 2017-18:**

**Course Structure:**

**1.1 Credits:** A course that is taught for 4 hours a week for a period of 15 weeks will carry six credits.

**1.2. Course credits:** To qualify in a given course, a student will have to acquire six credits in the course. Out of these, four credits are central teaching component and two credits are for the self-study component. The self study component will consist of academic tasks outside the classroom that will be assigned by the teacher from time to time. The self study component assigned in this manner will be related to or an extension of but not in lieu of the prescribed syllabus. The self-study component will be given a weightage of 33% in the evaluation of the student. In case of courses with practical component/ field-work components, four credits are for theory course and two credits shall be practical component/field-work component (regulation 5.1 to 5.9).

**3. M. A. Programme:** A student who acquires a minimum of 100 credits over four semesters will be declared eligible for the award of the M.A. degree. **1.4. Courses:** There shall be five types of courses: (i) Core Course; (ii) Elective Course; (iii) Interdisciplinary/Cross-disciplinary Courses; (iv) Audit Courses; (v) Project-based Courses; (vi) Ability Enhancement Courses

**(i) Core Course:** Core courses are courses that impart instruction in the basic non-specialized aspects of a discipline that constitute the minimum basic competency in that discipline, regardless of any specialization that the learner might choose in the future. Core-Courses shall be offered by the parent department. Core courses shall be for six credits. Minimum 50% courses of the MA programme over four semesters must be core courses.

**(ii) Elective Courses:** Elective courses shall be courses offered by the parent department that impart instructions in specialized/advanced/supportive aspects of the relevant discipline. Each department shall offer a pool of such courses from which a student can choose. Elective Courses shall be for six credits. The syllabus for each elective course will have a preamble clearly stating the course and the learner objectives for the elective, along with the pre-requisites if any and a detailed list of references.

**(iii) Interdisciplinary/Cross Disciplinary Courses (I/C courses):** I/C courses shall be offered by parent department and departments other than parent department. One 'course basket' shall be created for the same. Each MA program has to offer a minimum of two courses and maximum of four courses in the basket. Every I/C course shall be for six credits. A student may opt for an I/C course offered by his/her parent department.

**Audit Courses:** Students can audit a course from the parent department as well as from other departments in addition to the core, elective and I/C courses that are mandatory, with the prior permission of the head/s of the relevant department/s. Such a student will have to apply in writing at most a week after the relevant course has commenced. For the audit course, a student shall attend lectures of the audited course. The student cannot appear for the semester-end examination for the audited course. However, the student shall appear for the internal examination/assessment. The audit course appears on the mark-sheet only when the student passes the internal assessment with minimum 50% marks, failing to which, the student cannot claim the audit for that course. The internal marks shall not be displayed on final mark-sheet. The internal marks shall not be used for the credit computation. A student is permitted to audit maximum four courses in the MA program.

**(v) Ability Enhancement Course:** The ability enhancement courses are skills based course. The ability enhancement courses are to be offered at fourth semester.

**(vi) Project based courses:** Project based courses shall consist of a dissertation. Each dissertation course will carry 10 credits. Every learner shall choose one project based course.

## **2: Rules for programmes not having a practical component**

**2.1:** Four core courses shall be offered in semesters 1 and 2 each.

**2.2.** Five elective courses shall be offered in the third semester. No other courses will be offered in the third semester.

**2.3.** The fourth semester shall consist of one ability enhancement course, one interdisciplinary/cross disciplinary courses (I/C courses) and one project based course.

**2.4.** Each department will offer at least one I/C course during semester 4. The learner can choose any one course from this basket, including the course offered by his/her parent department. The preamble to this course will clearly specify the prerequisites for this course.

**2.5.** A learner will have to apply to the relevant department in writing no later than two weeks after the commencement of the fourth semester for taking the I/C course offered by that department.

**2.6.** A learner can relinquish an I/C course chosen by him/her no later than two weeks after the commencement of the fourth semester by applying to the Head of the Department whose I/C course the student wishes to opt for. The application will have to be endorsed by the head of the Department whose I/C course the student has relinquished and the Head of the parent department.

**1. 2.7.** The Head of the Department offering a specific I/C course will convey the marks of the internal examination obtained by students taking the course to the Head of the parent

department before the commencement of the end semester examination of the parent department.

**The Outline:** Each course in the category of Elective Course/Ability Enhancement Course/ Interdisciplinary/Cross-disciplinary Course shall be of 100 marks and out of that 40 marks shall be allocated for internal assessment and the remaining 60 marks shall be allocated for semester end examination. Each will have 6 Credits.

The Project based courses shall be of 100 marks consisting of a dissertation. Each dissertation course will carry 10 Credits. The criteria for evaluation will be as per the university guidelines.

[For further details see the Choice Based Credit System—Regulations of the University of Mumbai]

Sr. No	<b>Elective Courses: Semester III</b>		
<b>I</b>	<b>Elective I</b>	<b>Course Code</b>	<b>Paper No.</b>
1	Poetry from Chaucer to the Present	RJAPGENGSIII01	Paper I
<b>II</b>	<b>Elective II</b>		
1	Gendered Perspectives on Literature	RJAPGENGSIII02	Paper II
<b>III</b>	<b>Elective III</b>		
2	Twentieth Century American Literature	RJAPGENGSIII03	Paper III
<b>IV</b>	<b>Elective IV</b>		
1	Modern Indian Fiction in English	RJAPGENGSIII04	Paper IV
<b>V</b>	<b>Elective V</b>		
1	Indian Writing in Translation	RJAPGENGSIII05	Paper V-

<b>Ability Enhancement Courses: Semester IV</b>			
1	English for Academic and Commercial Purpose	RJAPGENGSIV01	Paper I
<b>Interdisciplinary/Cross-disciplinary Courses: Semester IV</b>			
4	Political Reading of Literature	RJAPGENGSIV02	Paper II
<b>Project Based Courses [Topics/Areas]</b>			
1	Comparative Literature	RJAPGENGSIV03A	Paper III-A
2	Re-reading Canonical Texts	RJAPGENGSIV03B	Paper III-B
3	Language in Literature	RJAPGENGSIV03C	Paper III-C
4	Film and Literature: Adaptation Studies	RJAPGENGSIV03D	Paper III- D
5	Representation of Art and Literature	RJAPGENGSIV03E	Paper III- E
6	Study of Popular Culture	RJAPGENGSIV03F	Paper III- F
7	Subaltern in Literature	RJAPGENGSIV03G	Paper III-G
8	Literature and Environment	RJAPGENGSIV03H	Paper III-H
9	Gendered Reading of Literature	RJAPGENGSIV03I	Paper III-I
10	Literature of Diaspora	RJAPGENGSIV03J	Paper III-J
11	Queer and LGBT Studies	RJAPGENGSIV03K	Paper III-K
12	Folk Literature	RJAPGENGSIV03L	Paper III-L
13	Mythology in Literature	RJAPGENGSIV03M	Paper III-M
14	Spirituality and Literature	RJAPGENGSIV03N	Paper III-N
15	South Asian Literature	RJAPGENGSIV03O	Paper III-O

16	Marginality and Protest in Literature	RJAPGENGSIV03P	Paper III-P
17	Literature and History	RJAPGENGSIV03Q	Paper III-Q
18	Spirituality in Literature (Geocriticism)	RJAPGENGSIV03R	Paper III-R
19	Contemporary Drama and Theatre	RJAPGENGSIV03S	Paper III-S
20	Travel Writing	RJAPGENGSIV03T	Paper III-T
21	Cosmopolitanism in Literature	RJAPGENGSIV03U	Paper III-U
22	Life Writing: Biographies, Autobiographies and Memoirs	RJAPGENGSIV03V	Paper III-V
23	Children's Literature and young adult Literature	RJAPGENGSIV03W	Paper III-W
24	Food Writing, Fashion Fiction and Mash-up Writing	RJAPGENGSIV03X	Paper III-X
25	New Literature	RJAPGENGSIV03Y	Paper III-Y

**Details of Course and Credit Structure:**

Semester	Nature of Course	No of Courses	Total Credit	
I	Core Course	04	4X6=24	
II	Core Course	04	4X6=24	
III	Elective Course	05	5X6=30	
IV	Ability Enhancement Course	01	06	22
	Interdisciplinary/Cross Disciplinary Course	01	06	
	Project Based Course	01	10	
Total No. of Credit: 100				

**DISTRIBUTION OF TOPICS AND CREDITS****M.A. ENGLISH SEMESTER III****Paper I**

<b>Course</b>	<b>Nomenclature</b>	<b>Credits</b>	<b>Topics</b>
RJAPGENG301	Poetry from Chaucer to the Present	06	1. Chaucer to the Metaphysical Poetry 2. Milton to the Age of Transition 3. Romantic Revival to Pre- Raphaelite Poets 4. Modernism and After



M.A.	Semester III Theory
RJAPGENG301	Course Outcomes 1.1 :
Paper I	1. Students appreciate the nuances of the different ages.
Poetry from	2. They differentiate between the characteristics of Chaucer's age and that of the other ages.
Chaucer to the	3. They understand the traits of metaphysical poetry
Present	Learning outcomes: <ul style="list-style-type: none"><li>➤ To familiarize the students with the major representative poets of every age and movements therein.</li><li>➤ To help them study different genres of poetry in the context of socio- cultural background of the age</li></ul>

<b>SEMESTER III (THEORY)</b>		L	Cr
<b>Paper-I: Poetry from Chaucer to the Present</b>	<b>Paper Code: RJAPGENG301</b>	60	6
<b>UNIT I</b>		16	
<b>CHAUCER TO THE METAPHYSICAL POETRY</b>			
1	Geoffrey Chaucer : “The Wife of Bath’s Tale” from The Canterbury Tales		
2	Edmund Spenser : “Prothalamion”		
3	John Donne: “The Flea”		
<b>UNIT II</b>		14	
<b>MILTON TO THE AGE OF TRANSITION</b>			
1	John Milton: “Lycidas”		
2	Alexander Pope :” Essay on Man “(Epistle I )		
3	Thomas Gray : “The Progress of poesy”		
<b>UNIT III</b>		16	
<b>ROMANTIC REVIVAL TO PRE- RAPHAELITE POETS</b>			
1	William Wordsworth : “Resolution and Independence”		
2	P.B. Shelley : “To The Skylark”		
3	Alfred Tennyson : “Lady of Shalott”		
4	Robert Browning : “Andrea Del Sarto”		
5	D.G.Rosetti : “The Blessed Damozel”		
6	Swinburne: “The forsaken Garden”		

<i>UNIT IV</i>		14	
<i>MODERNISM AND AFTER</i>			
1	T. S. Eliot : “Gerontiam”		
2	W. B. Yeats : “Circus Animal Desertion”		
3	Siegfried Sasoon: “The Child at the Window”		
4	W. H. Auden : “1st September 1939”		
5	Dylan Thomas: “ Fern Hill”		
6	Craig Raine : “A Martian Sends a Postcard Home”		

**A) Internal Assessment – 40 Marks**

Sr.No.	Particulars	Marks
1	Objective Type Multiple Choice Questions	20 Marks
2	2.1) One classroom presentation on the project	10 Marks
	2.2) A viva voce based on the project	10 Marks

**B)Semester End Examination Pattern 60 Marks**

Question 1: Essay on unit 1: (1 out of 3)	: 15 Marks
Question 2: Essay on unit 2 (1 out of 2)	: 15 Marks
Question 3: Essay on unit 3 (1 out of 2)	: 15 Marks
Question 4: Essay on unit 4 (1 out of 2)	: 15 Marks

## References

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**DISTRIBUTION OF TOPICS AND CREDITS**

**M.A. ENGLISH SEMESTER III**

**Paper II**

<b>Course</b>	<b>Nomenclature</b>	<b>Credits</b>	<b>Topics</b>
RJAPGENG302	Gendered Perspectives on Literature	06	1. Critical Theory 2. Poetry 3. Fiction 4. Drama

M.A.	Semester III Theory
RJAPGENG302	Course Outcomes 1.1 :
Paper II	
Gendered	
Perspectives on	
Literature	
	<ol style="list-style-type: none"> <li>1. Students learn to understand that race, class and nation are closely enmeshed and appreciate that gender roles are inscribed in social forces rather than in natural or innate differences.</li> <li>2. They learn to articulate contemporary concerns, both academic and socio-cultural, on gendered perspectives on literature.</li> <li>3. They comprehend literary texts as a microcosm of beliefs and values that engineer gender ideologies and generate stereotypes.</li> <li>4. They explore the contesting or subversion of such ideologies and stereotypes by examining contemporary debates in the study of gender and sexuality as reflected in literature.</li> <li>5. They learn to address the patterned gender representations and the politics of departure from these locations</li> </ol>
	<p>Learning outcomes:</p> <ul style="list-style-type: none"> <li>➤ To open up avenues in gender studies, including women's studies, by acquainting learners with their complexities and diversity, especially in the constructs of gender and sexuality</li> <li>➤ To encourage learners to interrogate rigid frameworks of gender construction while sensitizing them to the process of socialisation and naturalization of gender</li> </ul>



	<ul style="list-style-type: none"><li>➤ To enable learners to critically evaluate literary texts from a multivalent gender perspective</li><li>➤ To explore the thematic and aesthetic concerns in identifying subversive strategies employed by literary writers</li></ul>
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<b>SEMESTER III (THEORY)</b>		<b>L</b>	<b>Cr</b>
<b>Paper-II: Gendered Perspectives on Literature</b>	<b>Paper Code: RJAPGENG302</b>	60	6
<b>UNIT I</b>		16	
<b>CRITICAL THEORY</b>			
1	Critical Theory related to Gender, (Waves of Feminism, Postfeminism, Masculinity Studies, Queer/LGBT Studies); Critical Approaches (Re-reading, Re-visioning, Gynocriticism, Trans-Criticism etc.); Gender in theories of popular culture, Ecofeminism, Eco masculinity.		
<b>UNIT II</b>		14	
<b>POETRY</b>			
1	Catherine Acholonu: “The Market Goddess” “The Way from The Spring’s Last Drop (1985)”		
2	Arundhati Subramaniam: “Meenakshi” “5:46, Andheri Local”		
3	W.H.Auden: “The Common Life” “Lullaby		
4	Countee Cullen: “Tableau” “Heritage”		
<b>UNIT III</b>		16	
<b>FICTION</b>			
1	<i>The Handmaid's Tale</i> by Margaret Atwood OR <i>Unaccustomed Earth</i> by Jhumpa Lahiri		
<b>UNIT IV</b>		14	

<b>DRAMA</b>			
1	<i>Sakharam Binder</i> by Vijay Tendulkar OR <i>Dance like a man</i> by Mahesh Dattani		

**A) Internal Assessment – 40 Marks**

Sr.No.	Particulars	Marks
1	Objective Type Multiple Choice Questions	20 Marks
2	2.1) One classroom presentation on the project	10 Marks
	2.2) A viva voce based on the project	10 Marks

**B)Semester End Examination Pattern****60 Marks**

Question 1: Essay on unit 1: (1 out of 3) : 15 Marks

Question 2: Essay on unit 2 (1 out of 4) : 15 Marks

Question 3: Essay on unit 3 (1 out of 2) : 15 Marks

Question 4: Essay on unit 4 (1 out of 2) : 15 Marks

## References

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**DISTRIBUTION OF TOPICS AND CREDITS**

**M.A. ENGLISH SEMESTER III**

**Paper III**

<b>Course</b>	<b>Nomenclature</b>	<b>Credits</b>	<b>Topics</b>
RJAPGENG303	Twentieth Century American Literature	06	1. Terms/Concepts 2. Poetry 3. Novels 4. Drama

M.A.	Semester III Theory
RJAPGENG303	Course Outcomes 1.1 :
Paper III	1. Students understand the 20th century American Literature as a corpus of experimental and multicultural writings.
Twentieth	2. They understand the impact of movements such as Imagism, Modernism, Postmodernism and Feminism.
Century	3. They become familiar with a variety of literary expressions.
American	4. They comprehend themes such as identity, immigrant experiences, multiculturalism, marginality, protest and hyphenated identities
Literature	Learning outcomes:
	➤ To acquaint the learners of literature with the various genres and literary terms of twentieth century American Literature
	➤ To sensitize them to the themes and styles of modern and postmodern American Literary works
	➤ To introduce them to the socio-cultural milieu of twentieth century America through literary texts
	➤ To enhance their understanding of multicultural sensibilities by introducing them to the literary works representing them
	➤ To facilitate cross-cultural perspectives and discussions on American Literature of multiple ethnicities

	➤ To enable them to write projects and research papers on American literature
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<b>SEMESTER III (THEORY)</b>		<b>L</b>	<b>Cr</b>
<b>Paper-III: Pre 20th Century Fiction</b>	<b>Paper Code: RJAPGENG303</b>	60	6
<b><i>UNIT I</i></b>		16	
<b><i>TERMS/CONCEPTS</i></b>			
1	The Lost Generation, Southern Renaissance, Beat Generation, The Harlem Renaissance, The Civil Rights Movement, Expressionism in American Drama, Impact of the World Wars on American Literature, Confessional Poetry, Postmodernism in American Fiction, Jewish American Literature, African American women writer		
<b><i>UNIT II</i></b>		14	
<b><i>POETRY</i></b>			
1	Robert Frost: "The Road Not Taken " "Home Burial" "After Apple Picking"		
2	Wallace Stevens: "Anecdote of the Jar" "Another Weeping Woman" "Domination of Black"		

	"A Rabbit as the King of the Ghosts"		
3	Nikki Giovanni: "A Journey" "Crutches" "Life Cycles" "I Wrote a Good Omelet"		
<b>UNIT III</b>		16	
<b>NOVELS</b>			
1	William Faulkner: The Sound and the Fury OR Alice Walker: Color Purple		
<b>UNIT IV</b>		14	
<b>DRAMA</b>			
1	Eugene O'Neill: Emperor Jones OR Marsha Norman: Night, Mother		



**A) Internal Assessment – 40 Marks**

Sr.No.	Particulars	Marks
1	Objective Type Multiple Choice Questions	20 Marks
2	2.1) One classroom presentation on the project	10 Marks
	2.2) A viva voce based on the project	10 Marks

**B)Semester End Examination Pattern 60 Marks**

Question 1: Essay on unit 1: (1 out of 3)	: 15 Marks
Question 2: Essay on unit 2 (1 out of 4)	: 15 Marks
Question 3: Essay on unit 3 (1 out of 2)	: 15 Marks
Question 4: Essay on unit 4 (1 out of 2)	: 15 Marks

**References:**

1. Abrams, M. H. A Glossary of Literary Terms. (8th Edition) New Delhi: Akash Press, 2007.
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**DISTRIBUTION OF TOPICS AND CREDITS**

**M.A. ENGLISH SEMESTER III**

**Paper IV**

<b>Course</b>	<b>Nomenclature</b>	<b>Credits</b>	<b>Topics</b>
RJAPGENG304	Modern Indian Fiction in English	06	1. Terms 2. Novel 3. Novel 4. Short Story

M.A.	Semester III Theory
RJAPGENG304	Course Outcomes 1.1 :
Paper IV	1. Pupils appreciate the rich variety in styles, themes, techniques and genres of Modern Indian Fiction,
Modern Indian	2. The students are able to read and analyse the prescribed texts from different perspectives.
Fiction in	3. They are able to understand the nuances of different styles of writing in the prescribed texts
English	Learning outcomes:
	➤ To introduce students to Indian Fiction in English from 1980 onwards
	➤ To enable students to read texts in line with modern critical approaches
	➤ To familiarize students with different concepts and movements associated with Modern Indian Fiction

<b>SEMESTER III (THEORY)</b>		<b>L</b>	<b>Cr</b>
<b>Paper-IV: Modern Indian Fiction in English</b>	<b>Paper Code: RJAPGENG304</b>	60	6
<b><i>UNIT I</i></b>		16	
<b><i>TERMS</i></b>			
1	Indianness		
2	Postmodernism in Indian Writing		
3	Postcolonialism Indian Fiction		
4	Fiction of Indian Diaspora		
5	Dalit Writing		
6	Indian English Women Novelists		
<b><i>UNIT II</i></b>		14	
<b><i>NOVEL</i></b>			
1	Kiran Nagarkar: Ravan and Eddie OR Rupa Bajwa: The Sari Shop		
<b><i>UNIT III</i></b>		16	
<b><i>NOVEL</i></b>			
1	Arundhati Roy: God of Small Things OR Salman Rushdie: Haroun and the Sea of Stories		

<i>UNIT IV</i>		14	
<i>SHORT STORIES</i>			
1	i. Bandhumadhav: 'The Poisoned Bread' ii. Keshav Meshram: 'The Barriers' (From Collection of stories The Poisoned Bread edited by Arjun Dongle)		
2	i. Githa Hariharan: 'The Art of Dying' ii. Githa Hariharan: 'Gajar Halwa' (From The Art of Dying and other stories by Githa Hariharan)		

**A) Internal Assessment – 40 Marks**

Sr.No.	Particulars	Marks
1	Objective Type Multiple Choice Questions	20 Marks
2	2.1) One classroom presentation on the project	10 Marks
	2.2) A viva voce based on the project	10 Marks

**B)Semester End Examination Pattern 60 Marks**

Question 1: Essay on unit 1: (1 out of 3)	: 15 Marks
Question 2: Essay on unit 2 (1 out of 4)	: 15 Marks
Question 3: Essay on unit 3 (1 out of 4)	: 15 Marks
Question 4: Essay on unit 4 (1 out of 4)	: 15 Marks

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**DISTRIBUTION OF TOPICS AND CREDITS**

**M.A. ENGLISH SEMESTER III**

**Paper V**

<b>Course</b>	<b>Nomenclature</b>	<b>Credits</b>	<b>Topics</b>
RJAPGENG305	Indian Writing in Translation	06	1. Background Study 2. Poetry 3. Drama 4. Fiction

M.A.	Semester III Theory
RJAPGENG305	Course Outcomes 1.1 :
Paper V	
Indian Writing in Translation	<ol style="list-style-type: none"> <li>1. Pupils understand the multidisciplinary and multilingual nature of contemporary society and nation.</li> <li>2. They are equipped with a capability of knowing the works in translation and an expertise in Indian Literature in English translation.</li> <li>3. Students create possible interactions and develop expertise in understanding the nuances of translated works.</li> <li>4. They realize that regional languages in India have been affluent in literary tradition by rich historical collections over two centuries.</li> <li>5. They can engage with literature of various languages through the translated version</li> </ol> <p>Learning outcomes:</p> <ul style="list-style-type: none"> <li>➤ To offer an exhaustive study of Indian literatures in the various Indian languages through English translation.</li> <li>➤ To acquaint the students with major movements, trends and tendencies beside major authors and literary texts in multiple languages in India through English translation.</li> <li>➤ To equip the students with enough knowledge about literary translations in English from Indian languages and help them understand and overcome the problems and issues of literary</li> </ul>

	<p>translation.</p> <p>➤ To familiarize the students with the history of translation in India from the Post-Independence to contemporary times and enable them to write research papers in the same with new views and perspectives</p>
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<b>SEMESTER III (THEORY)</b>		<b>L</b>	<b>Cr</b>
<b>Paper-V: Indian Writing in Translation</b>	<b>Paper Code: RJAPGENG305</b>	60	6
<b><i>UNIT I</i></b>		16	
<b><i>BACKGROUND STUDY</i></b>			
1	Evolution of Indian Writing in translation		
2	Partition literature in translation		
3	East west encounter in Indian Writing in translation		
4	Literature of the marginalized in translation		
5	Dalit Writing in translation		
6	Protest literature in translation		
<b><i>UNIT II</i></b>		14	
<b><i>POETRY</i></b>			
1	<p>Selected Poems by Rabindranath Tagore:</p> <p>“Where the Mind is without fear”</p> <p>“Leave this Chanting”</p> <p>“Walk Alone”</p> <p>“Freedom”</p> <p>“Upagupta”</p> <p>“Breezy April”</p>		

2	Arun Kolatkar: Jejuri (RHUS, 2005)		
3	Selected poems from Poisoned Bread edited by Arjun Dangle (Orient Blackswan, 2009) “Hunger” “An Ultimatum” “I will Belong to it” “In Our Colony” “To Be or Not To be Born”		

<b>UNIT III</b>		16	
<b>DRAMA</b>			
1	Mohan Rakesh: One Day in the Season of Rain (translated by Aparna Dharwadkar Penguin, 2015) OR Satish Alekar: Mahanirvan		
<b>UNIT IV</b>		14	
<b>FICTION</b>			
1	Ismat Chughtai: Masooma (Women Unlimited, 2011) OR Premchand: Godan		

**A) Internal Assessment – 40 Marks**

Sr.No.	Particulars	Marks
1	Objective Type Multiple Choice Questions	20 Marks
2	2.1) One classroom presentation on the project	10 Marks
	2.2) A viva voce based on the project	10 Marks

**B)Semester End Examination Pattern 60 Marks**

Question 1: Essay on unit 1: (1 out of 3)	: 15 Marks
Question 2: Essay on unit 2 (1 out of 3)	: 15 Marks
Question 3: Essay on unit 3 (1 out of 4)	: 15 Marks
Question 4: Essay on unit 4 (1 out of 4)	: 15 Marks

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### **Scheme of Examinations**

1. Two Internals of 20 marks each. Duration 30min for each.
2. One External (Semester End Examination) of 60 marks. Duration 2 hours.
3. Minimum marks for passing Semester End Theory and Internal Exam is 40 %.
4. Student must appear for at least one of the two Internal Tests to be eligible for the Semester End Examination.
5. For any KT examinations, there shall be ODD-ODD/EVEN-EVEN pattern followed.
6. HOD's decision, in consultation with the Principal, shall remain final and abiding to all.



## **Semester IV**

### **Ability Enhancement Course**

26.

#### **DISTRIBUTION OF TOPICS AND CREDITS**

#### **M.A. ENGLISH SEMESTER IV**

##### **Paper I**

<b>Course</b>	<b>Nomenclature</b>	<b>Credits</b>	<b>Topics</b>
RJAPGENG401	English for Academic and Commercial Purpose	06	1. Reading Ability and Introduction to Research and Referencing skills 2. Academic Writing 3. Writing for Business and Commercial Purpose 4. Presentation and Interaction skills

M.A.	Semester IV Theory
RJAPGENG401	Course Outcomes 1.1 :
Paper I	1. Pupils develop ability to critically read academic and commercial texts.
English for	2. They are able to collate information from several sources into their own writing avoiding plagiarism
Academic and	3. They demonstrate coherence and cohesion in their writings.
Commercial	4. They develop editing skills.
Purpose	5. They are able to present their ideas using PPT, poster, charts and graphs
	Learning outcomes:
	To help students develop:
	➤ Critical reading ability in academic and commercial discourse
	➤ Ability to collate information from several sources into their own writing avoiding plagiarism
	➤ Writing skills in academic and commercial discourse demonstrating coherence and cohesion
	➤ Editing skills
	➤ Presentation Skills (Oral, using PPT, poster, charts, graphs) and participate in GD, webinars etc. for academic and commercial purpose.

<b>SEMESTER IV (THEORY)</b>		<b>L</b>	<b>Cr</b>
<b>Paper-I: English for Academic and Commercial Purpose</b>	<b>Paper Code: RJAPGENG401</b>	60	6
<b>UNIT I</b>		16	
<b>READING ABILITY AND INTRODUCTION TO RESEARCH AND REFERENCING SKILLS</b>			
1	<p>Reading Ability</p> <p>i. Reading of Academic texts: Note cultural and global overtones, draw inferences and implications, recognize irrelevance etc. Suggested reading material: General texts, Reference material, Book Reviews, Articles from various Academic Journals etc.</p> <p>ii. Reading of Commercial texts: Effectively use reading strategies to grasp the content, decode embedded non-verbal data, interpret and evaluate discourse.</p> <p>Suggested reading material: Business texts/ reports, Project reports, Articles from newspapers, business magazines</p>		
2	<p>Introduction to Research and Referencing skills:</p> <p>i. Terms associated with Research: Types of Research, Research Problem, Abstract, Research Methods- Qualitative and Quantitative, Types of data, Sampling, Literature Review- Primary, secondary and tertiary sources, Hypothesis, Assumption, Bibliography, Annotated bibliography, Citation and Citation Styles: MLA (Humanities) and Chicago / Turabian (Business).</p> <p>ii. Culling information from catalogues, books, periodicals, journals, bibliographies, indexes, surveys, interviews etc.</p> <p>iii. Taking notes and summarizing, quoting, citing, referencing, writing bibliographies, recognizing and avoiding plagiarism</p>		
<b>UNIT II</b>		14	
<b>ACADEMIC WRITING</b>			
1	Writing essays developing a strong thesis by using rhetorical		

	strategies – deduction and induction: classification, comparison - contrast, cause - effect, chronology, analysis, argumentation – exemplification etc. using smooth transitions, integrating technical data if required, and drawing out a convincing conclusion		
2	Writing brief research articles reflecting preliminary acquaintance with research practice		
<b>UNIT III</b>		16	
<b>WRITING FOR BUSINESS AND COMMERCIAL PURPOSE</b>			
1	Drafting of business emails: neutral, positive and negative in tone and content (making inquiries, seeking clarification, recommending, appreciating / disapproving, conflict resolution, persuasive mails)		
2	Report writing protocol (Drafting of Feasibility, Progress, Investigative reports)		
3	Short business proposals: protocol (Drafting of solicited, unsolicited proposals)		
4	Drafting of Minutes of Meetings (MOM), Memorandum of Understanding (MOU), Memo, Content for Flyers, Banners, Posters, etc.		
5	Making an advertisement (copywriting)		
<b>UNIT IV</b>		14	
<b>PRESENTATION AND INTERACTION SKILLS</b>			
1	Presentations: Conventional presentation, and by using power point, explaining and clarifying points during presentations, answering questions, interrupting a discussion, agreeing, disagreeing and summing up		
2	Group Discussion and Interview techniques		
3	Interaction Etiquettes: face to face; tele and videoconferencing, intercultural interactions		

**A) Internal Assessment – 40 Marks**

Sr.No.	Particulars	Marks
1	One small Research Paper on a topic selected by the student in consultation with the teacher, incorporating research writing conventions.	10 Marks
2	2.1) One classroom presentation on the project	05 Marks
	2.2) A viva voce based on the project	05 Marks

**B)Semester End Examination Pattern 60 Marks**

**Question 1:Unit 1**

- (a) Reading comprehension (an academic or commercial text of 300-400 words will be given). Students will be asked four short questions to identify and comment on good/ bad features present in the text **(4\*2=8 marks)**  
(b) Write one brief essay or two out of three short notes on concepts of research **(7 marks)**

**Question 2: Unit 2**

Formulate a thesis statement on any one of the following topics and expand it into an essay of about 300 words demonstrating clarity of thought, coherence and cohesion. ( 3 topics to be given) **(15 marks)**

**Question 3: Unit 3**

- (a) Write a feasibility/ progress/ investigative report in about 250 words  
**OR**  
(b) Draft a business proposal for..... **(15 marks)**

**Question 4: Unit 3**

Attempt any two of the following (four options to be given ) Email, MOM, Memo, MOU, Brochure, Flyer, Advertisement, Copywriting. **(15 marks)**

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## **Semester IV**

### **Interdisciplinary/Cross-disciplinary Courses**

#### **DISTRIBUTION OF TOPICS AND CREDITS**

#### **M.A. ENGLISH SEMESTER IV**

##### **Paper II**

<b>Course</b>	<b>Nomenclature</b>	<b>Credits</b>	<b>Topics</b>
RJAPGENG402	Political Reading of Literature	06	1. Elizabethan Age --- The Rise and Consolidation of Monarchic Ideology 2. Emergence and spread of Colonialism and Imperialism 3. Questioning Legacies of colonialism with explicit use of manipulation and trickery 4. Representing the Oriental Other and the legitimization of colonial ideology



M.A.	Semester IV Theory
RJAPGENG402	Course Outcomes 1.1 :
Paper II	1. Pupils perceive literature as a domain of truth and knowledge.
Political	2. They read and revered the canonical texts for their ability to come to grips with as well as reflect the timeless essence of universal human experience.
Reading of	3. Pupils see a great writer as a genius who has transcended history thus showcasing his ability to grapple with and unravel the eternal riddles of human Life.
Literature	4. Pupils realize that new radical theories like Marxism, Feminism, Postcolonialism, Cultural Studies etc. transfixes literature as an institution in the matrix of politics.
	5. They appreciate that the writer's world view is conditioned and structured by the dominant politico-ideological framework of his/her times
	Learning outcomes:
	➤ To historicize literature as an institution embedded in cultural politics
	➤ To highlight how literary texts, mediate dominant ideologies of their times
	➤ To examine how literary texts indirectly function as an instrument of power

SEMESTER IV (THEORY)		L	Cr
<b>Paper-II: Political Reading of Literature</b>	<b>Paper Code: RJAPGENG402</b>	60	6

<b>UNIT I</b>		16	
<b>ELIZABETHAN AGE - THE RISE AND CONSOLIDATION OF MONARCHIC IDEOLOGY</b>			
1	Elizabethan Age ---The Rise and Consolidation of Monarchic Ideology---How Shakespeare's texts uphold and authenticate absolutist monarchic ideology William Shakespeare: Macbeth		
<b>UNIT II</b>		14	
<b>EMERGENCE AND SPREAD OF COLONIALISM AND IMPERIALISM</b>			
1	Emergence and spread of Colonialism and Imperialism----How colonial ideology is embedded in and transmitted by the canonical texts Gendering the Subject and Social Construction of Woman Jane Austen: Emma		
<b>UNIT III</b>		16	
<b>QUESTIONING LEGACIES OF COLONIALISM WITH EXPLICIT USE OF MANIPULATION AND TRICKERY</b>			
1	Questioning Legacies of colonialism with explicit use of manipulation and trickery Wole Soyinka: The Lion and the Jewel		
<b>UNIT IV</b>		14	
<b>REPRESENTING THE ORIENTAL OTHER AND THE LEGITIMATION OF COLONIAL IDEOLOGY</b>			
1	Representing the Oriental Other and the legitimization of colonial ideology E M Forster: A Passage to India		

**A) Internal Assessment – 40 Marks**

Sr.No.	Particulars	Marks
1	Objective Type Multiple Choice Questions	20 Marks
2	2.1) One classroom presentation on the project	10 Marks
	2.2) A viva voce based on the project	10 Marks

**B)Semester End Examination Pattern 60 Marks**

Question 1: Essay on unit 1: (1 out of 3)	: 15 Marks
Question 2: Essay on unit 2 (1 out of 3)	: 15 Marks
Question 3: Essay on unit 3 (1 out of 4)	: 15 Marks
Question 4: Essay on unit 4 (1 out of 4)	: 15 Marks

**Prescribed Reading List:**

1. Dollimore, Jonathan and Sinfield, Alan Political Shakespeare: Essays in Cultural Materialism Manchester: Manchester University Press, 1994.
2. Gilbert, Sandra M and Gubar, Susan Madwoman in the Attic: The Woman Writer and the Nineteenth Century Imagination New Haven: Yale University Press, 1979.
3. Lidan Lin Ms (1997). "The Irony of Colonial Humanism: A Passage to India and the Politics of Posthumanism." ARIEL: A Review of International English Literature.28 (4), 133-153. University of Calgary.
4. Olsson, Ulf "The Exemplary Becomes Problematic, or Gendered Silence: Austen's Mansfield Park" in Silence and Subject in Modern Literature. Houndmills: Palgrave Macmillan, 2013. pp 35-57.
5. Parry, Benita "The Politics of Representation in A Passage to India." In A Passage to India: Essays in Interpretation ed. John Beer, Houndmills: Macmillan Press, 1985. P. 27-43.
6. Said, Edward Culture and Imperialism. New York: Vintage Books, 1993.
7. Said, Edward Orientalism. London: Penguin Books, 1978.
8. Sinfield, Alan "Macbeth: History, Ideology and Intellectuals." Critical Quarterly, March 1986.

9. Suleri, Sara. "The Geography of A Passage to India." E. M. Forster: Modern Critical Views. Ed. Harold Bloom. New York: Chelsea, 1987. 169-75

### **References**

1. Archibald, Diana C. Domesticity, Imperialism, and Emigration in the Victorian Novel. University of Missouri Press, 2002.
2. Cornell, Susan Meyer Imperialism at Home: Race and Victorian Women's Fiction. University Press, 1996.
3. Donaldson, Laura E. Decolonizing Feminisms: Race, Gender & Empire Building. University of North Carolina Press, 1992.
4. Gikandi, Simon Maps of Englishness: Writing Identity in the Culture of Colonialism Columbia University Press, 1996.
5. Hodgkins, Christopher Reforming Empire: Protestant Colonialism and Conscience in British Literature. University of Missouri Press, 2002.
6. Low, Gail Ching-Liang. White Skins/Black Masks: Representation and Colonialism Routledge, 1996.
7. Parry, Benita Postcolonial Studies: A Materialist Critique. Routledge, 2004.
8. Rajan, Gita Postcolonial Discourse and Changing Cultural Contexts: Theory and Criticism Radhika Mohanram Greenwood Press, 1995

### **Scheme of Examinations**

1. Two Internals of 20 marks each. Duration 30min for each.
2. One External (Semester End Examination) of 60 marks. Duration 2 hours.
3. Minimum marks for passing Semester End Theory and Internal Exam is 40 %.
4. Student must appear for at least one of the two Internal Tests to be eligible for the Semester End Examination.
5. For any KT examinations, there shall be ODD-ODD/EVEN-EVEN pattern followed.
6. HOD's decision, in consultation with the Principal, shall remain final and abiding to all.

Sr. No.	<b>Project Based Courses [Topics/Areas]</b>		
1	Comparative Literature	RJAPGENGSIV03A	Paper III-A
2	Re-reading Canonical Texts	RJAPGENGSIV03B	Paper III-B
3	Language in Literature	RJAPGENGSIV03C	Paper III-C
4	Film and Literature: Adaptation Studies	RJAPGENGSIV03D	Paper III- D
5	Representation Art and Literature	RJAPGENGSIV03E	Paper III- E
6	Study of Popular Culture	RJAPGENGSIV03F	Paper III- F
7	Subaltern in Literature	RJAPGENGSIV03G	Paper III-G
8	Literature and Environment	RJAPGENGSIV03H	Paper III-H
9	Gendered Reading of Literature	RJAPGENGSIV03I	Paper III-I
10	Literature of Diaspora	RJAPGENGSIV03J	Paper III-J
11	Queer and LGBT Studies	RJAPGENGSIV03K	Paper III-K
12	Folk Literature	RJAPGENGSIV03L	Paper III-L
13	Mythology in Literature	RJAPGENGSIV03M	Paper III-M
14	Spirituality and Literature	RJAPGENGSIV03N	Paper III-N
15	South Asian Literature	RJAPGENGSIV03O	Paper III-O
16	Marginality and Protest in Literature	RJAPGENGSIV03P	Paper III-P
17	Literature and History	RJAPGENGSIV03Q	Paper III-Q
18	Spirituality in Literature (Geocriticism)	RJAPGENGSIV03R	Paper III-R
19	Contemporary Drama and Theatre	RJAPGENGSIV03S	Paper III-S
20	Travel Writing	RJAPGENGSIV03T	Paper III-T

21	Cosmopolitanism in Literature	RJAPGENGSIV03U	Paper III-U
22	Life Writing: Biographies, Autobiographies and Memoirs	RJAPGENGSIV03V	Paper III-V
23	Children's Literature and young adult Literature	RJAPGENGSIV03W	Paper III-W
24	Food Writing, Fashion Fiction and Mash-up Writing	RJAPGENGSIV03X	Paper III-X
25	New Literature	RJAPGENGSIV03Y	Paper III-Y

### **Project Based Courses:**

The objective of the **Project Based Courses** is to evaluate the critical competence, logical reasoning and scholarly composition of the students at the end of the M.A. Programme. At the end of the course students are expected to have sound theoretical knowledge so that they can apply it to a particular area of study selected from the Project Based Course. They should develop the skills of identifying an area of investigation, reviewing literature, analysing concepts, comparing alternative theories and perspectives, understanding the difference between primary and secondary sources in the area of their research, collecting and organising data and articulating their arguments coherently and clearly.

Final Dissertation must be written as per the current edition of the *Modern Language Association (MLA) Handbook*.

### **Detailed Regulations for Project Based Courses:**

**3.1** Project based courses will be offered in the fourth semester. Every learner will have to choose one project based course, which will be for ten credits. The project based course will be in the form of a dissertation based on a live project or a research assignment related to the specific discipline of the parent department.

**3.2:** Every Teacher from every department will announce four to five broad topics at the beginning of the second semester, reflecting degree of relevance and rigour suitable to a post graduate programme, along with an indicative reading list. These will be screened by the Board of Studies in the subject and a final list of approved topics along with a reading list will be displayed in the first week of the third semester.

**3.3:** The student will submit a list of his/her three most preferred topics in the order of preference by the fifth week of the third semester to the Head of the parent department.

**3.4:** Each Department will constitute a project committee consisting of the Head of the Department (Chairperson) and two other teachers from the department. The purpose of this committee is to oversee the functioning of the project component in the department.

**3.5:** All post graduate teachers in the Department will be guides for the project component.

**3.6:** The project committee will allocate students to guides within the department in order of the average of marks obtained in semesters 1 and 2.

**3.7:** If it is felt necessary, the project committee can assign a co-guide to a student, depending upon specific disciplinary needs.

**3.8:** The student will make a preliminary presentation in the seventh week of the fourth semester. The presentation will be attended by the guide and a committee consisting of two other teachers from the department. The committee will make necessary suggestions to improve the dissertation.

i) **3.9:** The student will make a final presentation in the 10th to the 12th week of semester four. The presentation will be evaluated by the same committee that evaluated the preliminary presentation. The criteria for evaluation will be as 10 marks for the quality of presentation

ii) 15 marks for answers to questions

The marks given by the three members of the evaluation committee will be averaged in each head and the total marks decided by totalling the averages under the three heads.

**3.10:** The student will submit a bound hard copy of the dissertation to the Department by the end of the fourth semester, along with a soft copy on a CD/DVD.



**3.11:** The final dissertation will have a word limit of 5000-8000 words and will be typed in one and a half spacing on one side of the paper.

**3.12:** The final dissertation will be evaluated out of 75 marks by the guide.

**3.13:** The project will be given a grade point as per the following scheme:

### **10 Point Grading System**

Marks	Grade Points	Grade	Performance
Less than 40	0	F	Fail
40 – 44.99	4	D	Pass
45 – 49.99	5	C	Average
50 – 54.99	6	B	Above Average
55 – 59.99	7	B +	Good
60 – 69.99	8	A	Very Good
70 – 79.99	9	A +	Excellent
80 & Above	10	O	Outstanding
Note: The Subject weight will remain as earlier.			

**3.14:** A student who gets a letter grade F in the course will be deemed to have failed in the course.

**3.15:** A student who feels aggrieved by the grading received will have the option of applying to the project committee for re-evaluation of the project within a period of one week after the declaration of the result. . If the project committee feels that the claim is justified, it shall appoint a fresh examiner who will submit his/her evaluation in a weeks time. If the marks by the re-evaluating examiner exceed the marks of the original examiner by a margin of 10% or more, the latter set of marks will be considered final.

**3.16:** The student who has got a letter grade F in the project course will have the option of resubmitting a revised version within 2 months from the date of declaration of the result. If a student fails this time too, he/she will not get any more chances and will be ineligible to be awarded the MA degree.

**3.17:** If a student is unable to submit his/her dissertation in the stipulated time or fails to make the presentations at the appointed time, he/she will be deemed to have failed the course and will have the option given in 3.16.

**3.18:** The schedule for preliminary presentation, final presentation and dissertation submission is displayed in the first week of the fourth semester.

**3.19: Ethical Standards regarding Dealing with Human Participants:**

Students should refrain from acts which he or she knows, or under the circumstances has reason to know, spoil the academic integrity of the academic program. Violations of academic integrity include, and not limited to: plagiarism; violation of the rights and welfare of human participants in research and practice; cheating, knowingly furnishing false information; misconduct as a member of department or college, and harm to self and others.

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