



Hindi Vidya Prachar Samiti's
Ramniranjan Jhunjhunwala College
of Arts, Science & Commerce
(Empowered Autonomous College)

Affiliated to
the
UNIVERSITY OF MUMBAI

Syllabus for MA Part II
Program: M.A ENGLISH
Program Code: RJENG
National Education Policy (NEP 2020)
Level 4.5
(CBCS 2023-24 Onwards)

Preamble

Literature, the timeless vessel of human expression, serves as a bridge transcending the boundaries of time, weaving a tapestry that connects our past, present, and the yet-to-be. It's the echo of voices long silenced, resonating through the corridors of history, offering us a profound communion with the minds that shaped our world.

In the intricate dance between ink and parchment, storytelling emerges as a powerful instrument of human connection. It transcends mere narration; it is therapy for the soul, a confessional booth where our deepest thoughts find solace, an enchanting realm of entertainment, and a reservoir of knowledge that stands as a testament to the collective wisdom of civilizations.

The question arises: Why do we immerse ourselves in this boundless sea of narratives? The answer lies in the multifaceted nature of literature. Through it, we unravel the threads of histories we didn't live, customs that paved the way for our existence, and the diverse voices of characters that stretch beyond the limits of reality—men, women, children, mythical creatures, and extraterrestrial beings. It is a symphony of perspectives that ignites the flames of imagination, casting a spotlight on the limitless possibilities of the human mind.

The act of reading is a journey beyond the confines of the literal, a mental expedition that compels us to envision faraway places and immersive experiences. In this process, our minds engage in gestalt thinking, piecing together fragments of description to construct vibrant landscapes and vivid scenarios. It is an exercise in intellectual agility, a dance with creativity that goes beyond the passive consumption of information.

Moreover, literature enables us to forge connections with characters, both real and fictional, who navigate the tumultuous waters of experiences akin to our own. In these narratives, we find reflections of our struggles, joys, and aspirations. We stand beside characters who weather storms we are currently enduring, or we march alongside those undertaking journeys we aspire to embark upon. Conversely, literature also serves as a cautionary beacon, allowing us to witness the consequences of choices we might wish to avoid.

In essence, literature is the compass that guides us through the labyrinth of time, a mirror reflecting the kaleidoscope of the human experience. It invites us to think beyond the conventional, fostering a space where the realms of reality and imagination converge. As we delve into the pages of stories, we not only learn about the world but also about ourselves, discovering the universality of human emotion and the enduring power of the written word.

This paper introduces literature to the learners through exposure to all major genres of literature viz. Novel, Drama, Poetry and Short Story. The paper also equips the student to better understand the distinct subgenres that exists under each genre. This paper exposes students to writings from countries like England, America other than India, thus unveiling the cultural contexts of these nations.

PROGRAMME OUTCOMES (POs) FOR M.A ENGLISH

The following are the Program- Outcomes

- Developing profound knowledge and coherent understanding of their chosen disciplinary and interdisciplinary areas of study within a broad multidisciplinary context.
- Demonstrating the ability to extrapolate learned concepts to real-life situations, applying acquired competencies in new and unfamiliar contexts.
- Applying analytical thought to assess policies, practices, evidence, arguments, claims, and beliefs critically.
- Expressing thoughts and ideas effectively in both written and oral forms and communicating with others using appropriate media.
- Developing a keen sense of observation, inquiry, and the ability to ask relevant and appropriate questions.
- Developing leadership qualities in terms of organizational thinking and setting strategic directions.
- Acquiring multicultural knowledge and fostering a global perspective
- Honing new technological and digital skills

PROGRAMME SPECIFIC OUTCOMES (PSOs) FOR M.A ENGLISH

The program-specific outcomes of English are as follows:

PSO1 To develop core competency in the discipline of English Literature.

PSO2 To Investigate a range of reading strategies aimed at fostering comprehension and establishing pertinent, meaningful connections with the text.

PSO3. To cultivate critical engagement by deciphering information and recognizing underlying patterns through the analysis of literary texts.

PSO4. To articulate critical ideas effectively, both in spoken discourse and in writing.

PSO5. To foster a comprehensive understanding of British history and culture to enhance proficiency in the English language.

PSO6. To assist students in interpreting texts, paying adequate attention to ambiguity, complexity, and aesthetic value.

PSO7. To equip students with the ability to identify the defining characteristics of poetry, fiction, and drama, enabling the development of diverse strategies for creating original prose and poetic works.

PSO8. To encourage students to evaluate genres of writing within historical and cultural contexts, enabling them to write proficiently in appropriate modes and genres for diverse purposes.

PSO9. To guide students in identifying research topics, employing suitable methods, and selecting ethical sources for research endeavors.

PSO10. To facilitate students in effectively expressing and exchanging ideas through diverse modes of communication.

Semester III								
College	Mandatory/ Electives / Research Methodology	Department	Year	Semester	Paper No	Paper Code	Paper Name	Credits
RJ	Mandatory	ENG	2	3	1	RJAPGENG301	Poetry from Chaucer to the Present	4
RJ	Mandatory	ENG	2	3	2	RJAPGENG302	Gendered Perspectives on Literature	4
RJ	Mandatory	ENG	2	3	3	RJAPGENG303	Modern Indian Fiction in English	4
RJ	Mandatory	ENG	2	3	4	RJAPGENG304	Presentation Skills in Performing Arts	2
RJ	Elective	ENG	2	3	5	RJAPGENGE305	Shakespeare	4
RJ	Mandatory	ENG	2	3	5	RJAPGENGRP305	Research Project	4
Semester IV								
College	Mandatory/ Electives / Research Methodology	Department	Year	Semester	Paper No	Paper Code	Paper Name	Credits
RJ	Mandatory	ENG	2	4	1	RJAPGENG401	English for Academic and Commercial Purposes	4
RJ	Mandatory	ENG	2	4	2	RJAPGENG402	Political Reading of Literature	4
RJ	Mandatory	ENG	2	4	3	RJAPGENG403	Twentieth Century American Literature	4
RJ	Elective	ENG	2	4	4	RJAPGENGE404	Indian Writing in Translation	4
RJ	Mandatory	ENG	2	4	1	RJAPGENGE401	Research Project	6

Details of Course and Credit Structure:

Semester	Level	Nature of Course	No. of Courses	Total Credit	
I	6.0	Core Course	04	3X4 = 12 2X1 = 2	22
		Elective Course	01	4X1 = 4	
		Research Methodology	01	4X1 = 4	
II		Core Course	04	3X4 = 12 2X1 = 2	22
		Elective Course	01	4X1 = 4	
		OJT/FP	01	4X1 = 4	
III	6.5	Core Course	04	3X4 = 12 2X1 = 2	22
Elective Course		01	4X1 = 4		
Research Project		01	4X1 = 4		
IV		Core Course	03	3X4 = 12	22
		Elective Course	01	4X1 = 4	
	Research Project	01	6X1 = 6		
Total No. of Credit: 88					

SEMESTER III

Distribution of Topics and Credits:

Course Code	Nomenclature	Credits	Topics
RJAPGENG301	Poetry from Chaucer to the Present	4	1. Chaucer to the Metaphysical Poetry 2. Milton to the Age of Transition 3. Romantic Revival to Pre-Raphaelite Poets 4. Modernism and after

Learning Objective and Course Outcome

MA-II	
SEMESTER III Title of the Course: Poetry from Chaucer to the Present Course Code: RJAPGENG301 Credits: 04 Duration: 60 lectures	Course Outcome • To help learners appreciate the nuances of the different ages. • To enable learners, differentiate between the characteristics of Chaucer's age and that of the other ages. Learning Objective • Learners will be familiarized with the major representative poets of every age and movements therein. • Learners will understand the different genres of poetry in the context of socio-cultural background of the age. • Learners will be able to understand the historical context of the text, identify poetic movements and trends with their forms and techniques.

SEMESTER III			L	CR
Mandatory Paper I Name: Poetry from Chaucer to the Present	Paper Code: RJAPGENG301	Course Outcome	60	04
Unit I: Chaucer to the Metaphysical Poetry 1. Geoffrey Chaucer: “The Wife of Bath’s Tale” from The Canterbury Tales 2. Edmund Spenser: “Prothalamion” 3. John Donne: “The Flea”		- Analyze the theoretical foundations of Poetry across the world. - Evaluate the concepts and critically assess their appropriateness, the processes, and challenges posed within their contexts. - Explore the distinctive features of Metaphysical poetry.	16	
Unit II: Milton to the Age of Transition 1. John Milton: “Lycidas” 2. Alexander Pope: “Essay on Man” (Epistle I) 3. Thomas Gray: “The Progress of poesy”		- Analyse the literary frameworks of Poetry to comprehend its evolution and significance. - Evaluate literary poems on the basis of their constituents. - Develop an understanding of the historical and cultural context of the time.	14	
Unit III: Romantic Revival to Pre-Raphaelite Poets 1. William Wordsworth: “Resolution and Independence” 2. P.B. Shelley: “To a 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”		- To grasp the distinctive features of Poetry writing across the ages. - To analyse and appreciate the literary and artistic shifts. - Assess the multifaceted issues afflicting poetry across the ages.	16	
Unit IV: Modernism and after 1. T. S. Eliot: “Gerontion” 2. W. B. Yeats: “Circus Animal Desertion” 3. Siegfried Sassoon: “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”		- To understand the nuances of Modernism and Postmodernism as applied to poetry. - To distinguish the features of Modernist poems to Postmodern poems. - To examine the transition from Modernism to Postmodernism.	14	

M.A Semester III English Syllabus

SEMESTER III			
Title of the Course: Poetry from Chaucer to the Present			
Course Code: RJAPGENG301			
Credits: 04			
Unit	Course Outcome	PSO Addressed	Blooms Level
I	- Analyse the theoretical foundations of Poetry across the world. - Evaluate the concepts and critically assess their appropriateness, the processes, and challenges posed within their contexts. - Explore the distinctive features of Metaphysical poetry.	1,2,3,4	1,2,3,4
II	- Analyse the literary frameworks of Poetry to comprehend its evolution and significance. - Evaluate literary poems on the basis of their constituents. - Develop an understanding of the historical and cultural context of the time.	2,3,4,5	1,2,3,4
III	- To grasp the distinctive features of Poetry writing across the ages. - To analyse and appreciate the literary and artistic shifts. - Assess the multifaceted issues afflicting poetry across the ages.	2,3,4,6	1,2,3,4
IV	- To understand the nuances of Modernism and Postmodernism as applied to poetry. - To distinguish the features of Modernist poems to Postmodern poems. - To examine the transition from Modernism to Postmodernism.	2,3,4,5	1,2,3,4

Examination Pattern:

1. The Paper is divided into 4 units and each unit is compulsory.
2. Candidates shall answer 4 essay type questions from Unit I to IV, carrying 15 marks each.

A) Internal Assessment: 40 Marks

1. Objective Type Multiple Choice Questions (20 Questions): 20 Marks
2. Presentation and Viva-voce: 20 Marks

B) Semester End Examination Pattern: 60 Marks

Paper Pattern:

- Question 1: Essay type question from unit 1 (1 out of 2) : 15 Marks
Question 2: Essay type question from unit 2 (1 out of 2) : 15 Marks
Question 3: Essay type question from unit 3 (1 out of 2) : 15 Marks
Question 4: Essay type question from unit 4 (1 out of 2) : 15 Marks

References

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2. Abrams, M.H. The Mirror and the Lamp: Romantic Theory and the Critical Tradition. OUP, 1971
3. Allott, Kenneth. The Penguin Book of Contemporary Verse. Penguin books, England
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60. Willey, Basil, Nineteenth Century Studies, Chatto and Windus, 1964
61. Willey, Basil. The Seventeenth Century Background. Penguin Books, England

Scheme of Examination:

- The semester examination shall be of a 60:40 pattern.
- Semester End-60% and Internal Assessment-40%.
- Semester end exam will be of 100 (Semester End 60 marks & CIA 40).
- Semester end exam shall cover the entire syllabus.
- Internal Assessment (CIA) shall be of 40 marks.
- Internal Assessment modes: Multiple-choice questions/projects/presentations/report writing/surveys/case studies/ open-book tests/book reviews/ field/exhibitions/poster presentations visits/internships etc.

Semester-End Assessment Pattern

Unit I	Concepts/Theory	Explanation	Analysis	50 marks
Unit II	Concepts/Theory	Explanation	Analysis	
Unit III	Concepts/Theory	Explanation	Analysis	

**Assessment Pattern of
Project/ presentation//field visits/exhibitions/Survey/Case Studies/Open Book Test**

Type of Assessment	Content	Presentation	Overall Conduct	Total Marks
Project	70%	15%	15%	15/10
Presentation	70%	15%	15%	15/10
Field Visit/Work	70%	15%	15%	15/10
Exhibition	70%	15%	15%	15/10
Survey	70%	15%	15%	15/10
Case Studies	70%	15%	15%	15/10
Open Book Test	85%	-----	15%	15/10

Format of Project/Presentation/Survey



HINDI VIDYA PRACHAR SAMITI'S
RAMNIRANJAN JHUNJHUNWALA COLLEGE
OF ARTS, SCIENCE AND COMMERCE
(AUTONOMOUS)
GHATKOPAR (WEST), MUMBAI- 400 086

TITLE OF THE PROJECT:

PROJECT REPORT SUBMITTED
BY

NAME:

CLASS:

DIV:

ROLL NO:

SUBJECT:

PAPER :

ACADEMIC YEAR:

MARKS OBTAINED

Signature of the Student

Signature of Teacher in Charge/HOD

Date

Mapping of the courses based on employability/entrepreneurship/skill development

Course name	Course Code	Unit No. And topics focusing on Employability / Entrepreneurship / Skill development
Poetry from Chaucer to the Present	RJAPGENG301	Unit I: Chaucer to the Metaphysical Poetry Critical Thinking Skills
Poetry from Chaucer to the Present	RJAPGENG301	Unit II: Milton to the Age of Transition Critical Thinking Skills, Researching Skills
Poetry from Chaucer to the Present	RJAPGENG301	Unit III: Romantic Revival to Pre-Raphaelite Poets Critical Thinking Skills, Analytical Skills, Researching Skills
Poetry from Chaucer to the Present	RJAPGENG301	Unit IV: Modernism and after Critical Thinking Skills, Analytical Skills, Researching Skills

Mapping of the curriculum with relevance to local, regional, national, and global developmental needs

Course name	Course Code	Unit No. And topics	Relevance
Poetry from Chaucer to the Present	RJAPGENG301	Unit I: Chaucer to the Metaphysical Poetry	National, and Global
Poetry from Chaucer to the Present	RJAPGENG301	Unit II: Milton to the Age of Transition	National, and Global
Poetry from Chaucer to the Present	RJAPGENG301	Unit III: Romantic Revival to Pre-Raphaelite Poets	National, and Global
Poetry from Chaucer to the Present	RJAPGENG301	Unit IV: Modernism and after	National, and Global

Mapping of the curriculum with Crosscutting issues viz. Professional Ethics, Gender, Human Values, Environment, Sustainable Development Goals and NEP 2020

Course name	Course Code	Unit No. And topics	Cross Cutting Values
Poetry from Chaucer to the Present	RJAPGENG301	Unit I: Chaucer to the Metaphysical Poetry	Professional Ethics, Gender, Human Values SDG-5, 10 &16 NEP-Conceptual understanding Critical thinking
Poetry from Chaucer to the Present	RJAPGENG301	Unit II: Milton to the Age of Transition	Professional Ethics, Gender, Human Values SDG-5, 10 &16 NEP-Conceptual understanding Critical thinking
Poetry from Chaucer to the Present	RJAPGENG301	Unit III: Romantic Revival to Pre-Raphaelite Poets	Gender, Human Values SDG-1,5, 10 &16 NEP-Conceptual understanding Critical thinking
Poetry from Chaucer to the Present	RJAPGENG301	Unit IV: Modernism and after	Gender, Human Values SDG-1,5, 10 &16 NEP-Conceptual understanding Critical thinking

Distribution of Topics and Credits:

Course Code	Nomenclature	Credits	Topics
RJAPGENG302	Gendered Perspectives on Literature	4	1. Critical Theory 2. Poetry 3. Fiction 4. Drama

Learning Objective and Course Outcome

MA-II	
SEMESTER III Title of the Course: Gendered Perspectives on Literature Course Code: RJAPGENG302 Credits: 04 Duration: 60 lectures	Course Outcomes • To help learners 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. • To enable learners articulate contemporary concerns, both academic and socio-cultural, on gendered perspectives on literature. Learning Outcomes • Learners will be introduced to avenues in gender studies, including women's studies, by acquainting learners with their complexities and diversity, especially in the constructs of gender and sexuality. • Learners will be encouraged to interrogate rigid frameworks of gender construction while sensitizing them to the process of socialization and naturalization of gender the concept of style in literature. • Learners will be able to critically evaluate literary texts from a multivalent gender perspective.

SEMESTER III			L	CR
Mandatory Paper II Name: Gendered Perspectives on Literature	Paper Code: RJAPGENG302	Course Outcome	60	04
Unit I: Critical Theory 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, and Ecomasculinity.		- Analyse the various social issues shaping English Writing in India. - Evaluate the issues of identity, representation, and power distribution as seen in English Literary history. - Analyse gender roles, representation, stereotypes, and power dynamics in English Literature.	16	
Unit II: Poetry 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"		- Assess common themes in poetry across the world. - Analyse the role of Indian poets in shaping Indian English Literature. - Understand the perspectives of marginalised genders.	14	
Unit III: Fiction The Handmaid's Tale by Margaret Atwood OR Unaccustomed Earth by Jhumpa Lahiri		- Examine the impact of depletion in Indian values through literary texts. - Assess Indian works of Fiction critically in order to appreciate its nuances. - Critically evaluate traditional gender roles and their depiction in literature.	16	
Unit IV: Drama Sakharam Binder by Vijay Tendulkar OR Dance Like a Man by Mahesh Dattani		- Appreciate Indian Drama. - Locate the Indian elements in plays. - Understand cultural and social history of India through Indian Drama.	14	

M.A Semester III English Syllabus

SEMESTER III			
Title of the Course: Gendered Perspectives on Literature Course Code: RJAPGENG302 Credits: 04			
Unit	Course Outcome	PSO Addressed	Blooms Level
I	- Analyse the various social issues shaping English Writing in India. - Evaluate the issues of identity, representation, and power distribution as seen in English Literary history. - Analyse gender roles, representation, stereotypes, and power dynamics in English Literature.	1,2,3,4	1,2,3,4
II	- Assess common themes in poetry across the world. - Analyse the role of Indian poets in shaping Indian English Literature. - Understand the perspectives of marginalised genders.	2,3,4,5	1,2,3,4
III	- Examine the impact of depletion in Indian values through literary texts. - Assess Indian works of Fiction critically in order to appreciate its nuances. - Critically evaluate traditional gender roles and their depiction in literature.	2,3,4,6	1,2,3,4
IV	- Appreciate Indian Drama. - Locate the Indian elements in plays. - Understand cultural and social history of India through Indian Drama.	2,3,4,5	1,2,3,4

Examination Pattern:

1. The Paper is divided into 4 units and each unit is compulsory.
2. Candidates shall answer 4 essay type questions from Unit I to IV, carrying 15 marks each.

A) Internal Assessment: 40 Marks

1. Objective Type Multiple Choice Questions (20 Questions): 20 Marks
2. Presentation and Viva-voce: 20 Marks

B) Semester End Examination Pattern: 60 Marks

Paper Pattern:

- Question 1: Essay type question from unit 1 (1 out of 2) : 15 Marks
Question 2: Essay type question from unit 2 (1 out of 2) : 15 Marks
Question 3: Essay type question from unit 3 (1 out of 2) : 15 Marks
Question 4: Essay type question from unit 4 (1 out of 2) : 15 Marks

References:

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Scheme of Examination:

- The semester examination shall be of a 60:40 pattern.
- Semester End-60% and Internal Assessment-40%.
- Semester end exam will be of 100 (Semester End 60 marks & CIA 40).
- Semester end exam shall cover the entire syllabus.
- Internal Assessment (CIA) shall be of 40 marks.
- Internal Assessment modes: Multiple-choice questions/projects/presentations/report writing/surveys/case studies/ open-book tests/book reviews/ field/exhibitions/poster presentations visits/internships etc.

Semester-End Assessment Pattern

Unit I	Concepts/Theory	Explanation	Analysis	50 marks
Unit II	Concepts/Theory	Explanation	Analysis	
Unit III	Concepts/Theory	Explanation	Analysis	

Assessment Pattern of

Project/ presentation//field visits/exhibitions/Survey/Case Studies/Open Book Test

Type of Assessment	Content	Presentation	Overall Conduct	Total Marks
Project	70%	15%	15%	15/10
Presentation	70%	15%	15%	15/10
Field Visit/Work	70%	15%	15%	15/10
Exhibition	70%	15%	15%	15/10
Survey	70%	15%	15%	15/10
Case Studies	70%	15%	15%	15/10
Open Book Test	85%	-----	15%	15/10

Format of Project/Presentation/Survey



HINDI VIDYA PRACHAR SAMITI'S
RAMNIRANJAN JHUNJHUNWALA COLLEGE
OF ARTS, SCIENCE AND COMMERCE
(AUTONOMOUS)
GHATKOPAR (WEST), MUMBAI- 400 086

TITLE OF THE PROJECT:

PROJECT REPORT SUBMITTED
BY

NAME:

CLASS:

DIV:

ROLL NO:

SUBJECT:

PAPER :

ACADEMIC YEAR:

MARKS OBTAINED

Signature of the Student

Signature of Teacher in Charge/HOD

Date

Mapping of the courses based on employability/entrepreneurship/skill development

Course name	Course Code	Unit No. And topics focusing on Employability / Entrepreneurship / Skill development
Gendered Perspectives on Literature	RJAPGENG302	Unit I: Critical Theory Critical Thinking Skills
Gendered Perspectives on Literature	RJAPGENG302	Unit II: Poetry Critical Thinking Skills, Researching Skills
Gendered Perspectives on Literature	RJAPGENG302	Unit III: Fiction Critical Thinking Skills, Analytical Skills, Researching Skills
Gendered Perspectives on Literature	RJAPGENG302	Unit IV: Drama Critical Thinking Skills, Analytical Skills, Researching Skills

Mapping of the curriculum with relevance to local, regional, national, and global developmental needs

Course name	Course Code	Unit No. And topics	Relevance
Gendered Perspectives on Literature	RJAPGENG302	Unit I: Critical Theory	National, and Global
Gendered Perspectives on Literature	RJAPGENG302	Unit II: Poetry	National, and Global
Gendered Perspectives on Literature	RJAPGENG302	Unit III: Fiction	National, and Global
Gendered Perspectives on Literature	RJAPGENG302	Unit IV: Drama	National, and Global

Mapping of the curriculum with Crosscutting issues viz. Professional Ethics, Gender, Human Values, Environment, Sustainable Development Goals and NEP 2020

Course name	Course Code	Unit No. And topics	Cross Cutting Values
Gendered Perspectives on Literature	RJAPGENG302	Unit I: Critical Theory	Professional Ethics, Gender, Human Values SDG-5, 10 &16 NEP-Conceptual understanding Critical thinking
Gendered Perspectives on Literature	RJAPGENG302	Unit II: Poetry	Professional Ethics, Gender, Human Values SDG-5, 10 &16 NEP-Conceptual understanding Critical thinking
Gendered Perspectives on Literature	RJAPGENG302	Unit III: Fiction	Gender, Human Values SDG-1,5, 10 &16 NEP-Conceptual understanding Critical thinking
Gendered Perspectives on Literature	RJAPGENG302	Unit IV: Drama	Gender, Human Values SDG-1,5, 10 &16 NEP-Conceptual understanding Critical thinking

Distribution of Topics and Credits:

Course Code	Nomenclature	Credits	Topics
RJAPGENG303	Modern Indian Fiction in English	4	1. Terms 2. Fiction 3. Fiction 4. Short Stories

Learning Objective and Course Outcome

MA-II	
SEMESTER III Title of the Course: Modern Indian Fiction in English Course Code: RJAPGENG303 Credits: 04 Duration: 60 lectures	Course Outcomes - To help learners appreciate the rich variety in styles, themes, techniques, and genres of Modern Indian Fiction. - To help learners to understand the nuances of different styles of writing in the prescribed texts. Learning Outcomes - Learners will be introduced to Indian Fiction in English from 1980 onwards. - Learners will be able to read texts in line with modern critical approaches. - Learners will be familiar with different concepts and movements associated with Modern Indian Fiction.

SEMESTER III			L	CR
Mandatory Paper III Name: Modern Indian Fiction in English	Paper Code: RJAPGENG303	Course Outcome	60	04
Unit I: Terms 1. Indianness 2. Postmodernism in Indian Writing 3. Postcolonialism in Indian Fiction 4. Fiction of Indian Diaspora 5. Dalit Writing 6. Indian English Women Novelists		• Analyse the various social issues shaping English Writing in India. • Evaluate the issues of identity, representation, and power distribution as seen in Indian English Literary history. • Appreciate the diversity of Indian English Literature.	16	
Unit II: Fiction Kiran Nagarkar: Ravan and Eddie OR Rupa Bajwa: The Sari Shop		• Understand historical and socio-political context of India, and the diversity of India through the different voices and style of writing in Indian literature. • Explore themes of identity, class, nationhood, colonialism, and social change. • Appreciate the complexities of Indian society.	14	
Unit III: Fiction Arundhati Roy: God of Small Things OR Salman Rushdie: Haroun and the Sea of Stories		• Examine the historical and socio-political background of India. • Assess Indian works of Fiction critically in order to appreciate its nuances. • Understand Indian society through the themes and literary techniques used in fiction.	16	
Unit IV: Short Stories 1. i. Bandhumadhav: 'The Poisoned Bread' ii. Keshav Meshram: 'The Barriers' (From Collection of stories The Poisoned Bread edited by Arjun Dangle) 2. i. Githa Hariharan: 'The Art of Dying' ii. Githa Hariharan: 'Gajar Halwa' (From The Art of Dying and other stories by Githa Hariharan)		• Appreciate narrative techniques, representative works, and different writing styles. • Understand historical and political background through the short stories. • Examine the varied perspectives of Indian Short Stories.	14	

M.A Semester III English Syllabus

SEMESTER III			
Title of the Course: Modern Indian Fiction in English Course Code: RJAPGENG303 Credits: 04			
Unit	Course Outcome	PSO Addressed	BLOOMS LEVEL
I	- Analyse the various social issues shaping English Writing in India. - Evaluate the issues of identity, representation, and power distribution as seen in Indian English Literary history. - Appreciate the diversity of Indian English Literature.	1,2,3,4	1,2,3,4
II	- Understand historical and socio-political context of India, and the diversity of India through the different voices and style of writing in Indian literature. - Explore themes of identity, class, nationhood, colonialism, and social change. - Appreciate the complexities of Indian society.	2,3,4,5	1,2,3,4
III	- Examine the historical and socio-political background of India. - Assess Indian works of Fiction critically in order to appreciate its nuances. - Understand Indian society through the themes and literary techniques used in fiction.	2,3,4,6	1,2,3,4
IV	- Appreciate narrative techniques, representative works, and different writing styles. - Understand historical and political background through the short stories. - Examine the varied perspectives of Indian Short Stories.	2,3,4,5	1,2,3,4

Examination Pattern:

1. The Paper is divided into 4 units and each unit is compulsory.
2. Candidates shall answer 4 essay type questions from Unit I to IV, carrying 15 marks each.

A) Internal Assessment: 40 Marks

1. Objective Type Multiple Choice Questions (20 Questions): 20 Marks
2. Presentation and Viva-voce: 20 Marks

B) Semester End Examination Pattern: 60 Marks

Paper Pattern:

- Question 1: Essay type question from unit 1 (1 out of 2) : 15 Marks
Question 2: Essay type question from unit 2 (1 out of 2) : 15 Marks
Question 3: Essay type question from unit 3 (1 out of 2) : 15 Marks
Question 4: Essay type question from unit 4 (1 out of 2) : 15 Marks

References:

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- 26) Ravi, P.S. Modern Indian Fiction: History, Politics and Individual in the Novels of Salman Rushdie, Amitav Ghosh, Upamanyu Chatterjee. New Delhi: Prestige Books, 2003. Print.
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Scheme of Examination:

- The semester examination shall be of a 60:40 pattern.
- Semester End-60% and Internal Assessment-40%.
- Semester end exam will be of 100 (Semester End 60 marks & CIA 40).
- Semester end exam shall cover the entire syllabus.
- Internal Assessment (CIA) shall be of 40 marks.
- Internal Assessment modes: Multiple-choice questions/projects/presentations/report writing/surveys/case studies/ open-book tests/book reviews/ field/exhibitions/poster presentations visits/internships etc.

Semester-End Assessment Pattern

Unit I	Concepts/Theory	Explanation	Analysis	50 marks
Unit II	Concepts/Theory	Explanation	Analysis	
Unit III	Concepts/Theory	Explanation	Analysis	

Assessment Pattern of

Project/ presentation//field visits/exhibitions/Survey/Case Studies/Open Book Test

Type of Assessment	Content	Presentation	Overall Conduct	Total Marks
Project	70%	15%	15%	15/10
Presentation	70%	15%	15%	15/10
Field Visit/Work	70%	15%	15%	15/10
Exhibition	70%	15%	15%	15/10
Survey	70%	15%	15%	15/10
Case Studies	70%	15%	15%	15/10
Open Book Test	85%	-----	15%	15/10

Format of Project/Presentation/Survey



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BY

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SUBJECT:

PAPER :

ACADEMIC YEAR:

MARKS OBTAINED

Signature of the Student

Signature of Teacher in Charge/HOD

Date

Mapping of the courses based on employability/entrepreneurship/skill development

Course name	Course Code	Unit No. And topics focusing on Employability / Entrepreneurship / Skill development
Modern Indian Fiction in English	RJAPGENG303	Unit I: Terms Critical Thinking Skills
Modern Indian Fiction in English	RJAPGENG303	Unit II: Fiction Critical Thinking Skills, Researching Skills
Modern Indian Fiction in English	RJAPGENG303	Unit III: Fiction Critical Thinking Skills, Analytical Skills, Researching Skills
Modern Indian Fiction in English	RJAPGENG303	Unit IV: Short Stories Critical Thinking Skills, Analytical Skills, Researching Skills

Mapping of the curriculum with relevance to local, regional, national, and global developmental needs

Course name	Course Code	Unit No. And topics	Relevance
Modern Indian Fiction in English	RJAPGENG303	Unit I: Terms	National, and Global
Modern Indian Fiction in English	RJAPGENG303	Unit II: Fiction	National, and Global
Modern Indian Fiction in English	RJAPGENG303	Unit III: Fiction	National, and Global
Modern Indian Fiction in English	RJAPGENG303	Unit IV: Short Stories	National, and Global

Mapping of the curriculum with Crosscutting issues viz. Professional Ethics, Gender, Human Values, Environment, Sustainable Development Goals and NEP 2020

Course name	Course Code	Unit No. And topics	Cross Cutting Values
Modern Indian Fiction in English	RJAPGENG303	Unit I: Terms	Professional Ethics, Gender, Human Values SDG-5, 10 &16 NEP-Conceptual understanding Critical thinking
Modern Indian Fiction in English	RJAPGENG303	Unit II: Fiction	Professional Ethics, Gender, Human Values SDG-5, 10 &16 NEP-Conceptual understanding Critical thinking
Modern Indian Fiction in English	RJAPGENG303	Unit III: Fiction	Gender, Human Values SDG-1,5, 10 &16 NEP-Conceptual understanding Critical thinking
Modern Indian Fiction in English	RJAPGENG303	Unit IV: Short Stories	Gender, Human Values SDG-1,5, 10 &16 NEP-Conceptual understanding Critical thinking

Distribution of Topics and Credits:

Course Code	Nomenclature	Credits	Topics
RJAPGENG304	Presentation Skills in Performing Arts	2	1. Theory Component 2. Practical Component

Learning Objective and Course Outcome

MA-II	
SEMESTER III Title of the Course: Presentation Skills in Performing Arts Course Code: RJAPGENG304 Credits: 02 Duration: 30 lectures	Course Outcomes • To enable learners to improve their abilities of judgement and co-ordination and to develop organizational skills. • Students will figure out the complexity of thought, ideas and situation while summarizing a passage. Learning Outcomes • Students will learn to present and analyze specific information and report the occurrence of events in a sequential manner. • Learners will identify the main idea or important parts of the passage and rewrite a paragraph based on the main points in their own words.

SEMESTER III			L	CR
Mandatory Paper IV Name: Presentation Skills in Performing Arts	Paper Code: RJAPGENG304	Course Outcome	30	02
Unit I: Theory Component (To be tested in Internals) 1. Performing Arts: Types, Importance, Functions. 2. Basics of Theatre Skills: Body Language, Acting, Dialogues.		• Appreciate theatre and performing arts in today's digital world. • Understand the basics of theatre along with the types, functions, and importance of performing arts. • Analyse the actor's body language, acting, and dialogues.	15	
Unit II: Practical Component 1) Presentation of prose speech with dramatization (individual) 2) Presentation of poetry with dramatization (individual) 3) Presentation of Monologue with dramatization from any play		• Strengthen the ability to structure a presentation and engage the audience. • To be able to utilize supporting materials. • Develop verbal and visual communication skills.	15	

M.A Semester III English Syllabus

SEMESTER III			
Title of the Course: Presentation Skills in Performing Arts Course Code: RJAPGENG304 Credits: 02			
Unit	Course Outcome	PSO Addressed	BLOOMS LEVEL
I	• Appreciate theatre and performing arts in today's digital world. • Understand the basics of theatre along with the types, functions, and importance of performing arts. • Analyse the actor's body language, acting, and dialogues.	1,2,3,4	1,2,3,4
II	• Strengthen the ability to structure a presentation and engage the audience. • To be able to utilize supporting materials. • Develop verbal and visual communication skills.	2,3,4,5	1,2,3,4

Examination Pattern:

A) Internal Assessment: Marks

B) Semester End Examination Pattern: Marks
Paper Pattern:

Scheme of Examination:

- The semester examination shall be of a 60:40 pattern.
- Semester End-60% and Internal Assessment-40%.
- Semester end exam will be of 100 (Semester End 60 marks & CIA 40).
- Semester end exam shall cover the entire syllabus.
- Internal Assessment (CIA) shall be of 40 marks.
- Internal Assessment modes: Multiple-choice questions/projects/presentations/report writing/surveys/case studies/ open-book tests/book reviews/ field/exhibitions/poster presentations visits/internships etc.

Semester-End Assessment Pattern

Unit I	Concepts/Theory	Explanation	Analysis	50 marks
Unit II	Concepts/Theory	Explanation	Analysis	
Unit III	Concepts/Theory	Explanation	Analysis	

Assessment Pattern of

Project/ presentation//field visits/exhibitions/Survey/Case Studies/Open Book Test

Type of Assessment	Content	Presentation	Overall Conduct	Total Marks
Project	70%	15%	15%	15/10
Presentation	70%	15%	15%	15/10
Field Visit/Work	70%	15%	15%	15/10
Exhibition	70%	15%	15%	15/10
Survey	70%	15%	15%	15/10
Case Studies	70%	15%	15%	15/10
Open Book Test	85%	-----	15%	15/10

Format of Project/Presentation/Survey



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Signature of the Student

Signature of Teacher in Charge/HOD

Date

Mapping of the courses based on employability/entrepreneurship/skill development

Course name	Course Code	Unit No. And topics focusing on Employability / Entrepreneurship / Skill development
Presentation Skills in Performing Arts	RJAPGENG304	Unit I: Theory Component Critical Thinking Skills
Presentation Skills in Performing Arts	RJAPGENG304	Unit II: Practical Component Critical Thinking Skills, Researching Skills

Mapping of the curriculum with relevance to local, regional, national, and global developmental needs

Course name	Course Code	Unit No. And topics	Relevance
Presentation Skills in Performing Arts	RJAPGENG304	Unit I: Theory Component	National, and Global
Presentation Skills in Performing Arts	RJAPGENG304	Unit II: Practical Component	National, and Global

Mapping of the curriculum with Crosscutting issues viz. Professional Ethics, Gender, Human Values, Environment, Sustainable Development Goals and NEP 2020

Course name	Course Code	Unit No. And topics	Cross Cutting Values
Presentation Skills in Performing Arts	RJAPGENG304	Unit I: Theory Component	Professional Ethics, Gender, Human Values SDG-5, 10 &16 NEP-Conceptual understanding Critical thinking
Presentation Skills in Performing Arts	RJAPGENG304	Unit II: Practical Component	Professional Ethics, Gender, Human Values SDG-5, 10 &16 NEP-Conceptual understanding Critical thinking

SEMESTER IV

Distribution of Topics and Credits:

Course Code	Nomenclature	Credits	Topics
RJAPGENG401	English for Academic and Commercial Purposes	4	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

Learning Objective and Course Outcome

MA-II	
SEMESTER IV Title of the Course: English for Academic and Commercial Purposes Course Code: RJAPGENG401 Credits: 04 Duration: 60 lectures	Course Outcomes • To help learners develop ability to critically read academic and commercial texts. • To enable learners to collate information from several sources into their own writing avoiding plagiarism. Learning Outcomes • Learners will demonstrate coherence and cohesion in their writings. • Learners will develop editing skills. • Learners will be able to present their ideas using PPT, poster, charts and graphs.

SEMESTER IV			L	CR
Mandatory Paper I Name: English for Academic and Commercial Purposes	Paper Code: RJAPGENG401	Course Outcome	60	04
Unit I: Reading Ability and Introduction to Research and Referencing Skills A. Introduction to Research: i. Terms associated with Research: Types of Research, Research Problem, Research Methods - Qualitative and Quantitative, Types of data Sampling, Hypothesis, Assumption. ii. Writing an Abstract. iii. Writing a Literature Review using primary, secondary and tertiary sources. B. Referencing skills: i. Culling information from catalogues, books, periodicals, journals, bibliographies, indexes, surveys, interviews etc. ii. Taking notes and summarizing, quoting, citing, referencing, writing bibliographies, recognizing and avoiding plagiarism. iii. Bibliography, Annotated bibliography, Citation and Citation Styles: MLA (Humanities) and Chicago / Turabian (Business).		• Learn the terms associated with research and make use of them effectively. • Learn to write an abstract. • Learn to write a review of a literary work and utilise primary, secondary, and tertiary sources efficiently. • Learn to use catalogues, books, periodicals, journals, interviews etc. to collect information. • Learn to cite, summarize, recognize and avoid plagiarism. • Learn about bibliography, annotated bibliography, and citation styles and their application.	16	
Unit II: Academic Writing i. 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. ii. Writing brief research articles reflecting preliminary acquaintance with research practice.		• Learn to write an essay and thesis by applying rhetorical strategies of deduction and induction. • Learn to integrate technical data and develop a potent conclusion. • Learn about research and research articles.	14	

Unit III: Writing for Business and Commercial Purpose i. Drafting of business emails: neutral, positive and negative in tone and content (making inquiries, seeking clarification, recommending, appreciating/disapproving, conflict resolution, persuasive mails). ii. Report Writing (Drafting of Feasibility, Progress, Investigative reports). iii. Short Business Proposals: Drafting of solicited, unsolicited proposals. iv. Drafting a Memo, Content for Flyers, Banners, Posters, etc. v. Making an advertisement (copywriting).	• Learn to draft a business email and write a report while understanding the three types of reports. • Learn the purpose of business proposals and its types by creating a short business proposal. • Learn about advertisements and copywrite a topic.	16	
Unit IV: Presentation and Interaction Skills i. Presentations: Conventional presentation, and by using power point, explaining and clarifying points during presentations, answering questions. ii. Group Discussion and Interview Techniques. iii. Interaction Etiquettes: face to face; tele and videoconferencing, intercultural interactions.	• To be able to present in a conventional manner. • Practice their power point skills and public speaking skills. • Learn about group discussions and different types of interview techniques. • Sharpen their communication skills.	14	

M.A Semester IV English Syllabus

SEMESTER IV			
Title of the Course: English for Academic and Commercial Purposes Course Code: RJAPGENG401 Credits: 04			
Unit	Course Outcome	PSO Addressed	BLOOMS LEVEL
I	- Learn the terms associated with research and make use of them effectively. - Learn to write an abstract. - Learn to write a review of a literary work and utilise primary, secondary, and tertiary sources efficiently. - Learn to use catalogues, books, periodicals, journals, interviews etc. to collect information. - Learn to cite, summarize, recognize and avoid plagiarism. - Learn about bibliography, annotated bibliography, and citation styles and their application.	1,2,3,4	1,2,3,4
II	- Learn to write an essay and thesis by applying rhetorical strategies of deduction and induction. - Learn to integrate technical data and develop a potent conclusion. - Learn about research and research articles.	2,3,4,5	1,2,3,4
III	- Learn to draft a business email and write a report while understanding the three types of reports. - Learn the purpose of business proposals and its types by creating a short business proposal. - Learn about advertisements and copywrite a topic.	2,3,4,6	1,2,3,4
IV	- To be able to present in a conventional manner. - Practice their power point skills and public speaking skills. - Learn about group discussions and different types of interview techniques. - Sharpen their communication skills.	2,3,4,5	1,2,3,4

Internal Assessment (40 Marks):

Sr. No.	Particulars	Marks
1.	Assignment - Drafting a Business Proposal	10 Marks
2.	Presentation of the Business Proposal Viva voce based on the assignment	10 Marks Total = 20 Marks
2.	One Internal Test based on the syllabus (one out of three questions)	20 Marks

Semester End Examination (60 Marks):

Semester End Examination	Duration: 2 Hours	60 Marks
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Question 1: Unit 1 (15 marks)

Write Short Notes on **any three** of the following: (3/5)

Question 2: Unit 2 (15 marks)

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)

Question 3: Unit 3 (15 marks)

(a) Write a feasibility/ progress/ investigative report in about 250 words

OR

(b) Draft an Advertisement Copy on the given product/service:

Question 4: Unit 4 (15 marks)

Attempt **any two** of the following: (four options to be given)

Email, Memo, Brochure, Flyer, Poster

Scheme of Examination:

- The semester examination shall be of a 60:40 pattern.
- Semester End-60% and Internal Assessment-40%.
- Semester end exam will be of 100 (Semester End 60 marks & CIA 40).
- Semester end exam shall cover the entire syllabus.
- Internal Assessment (CIA) shall be of 40 marks.
- Internal Assessment modes: Multiple-choice questions/projects/presentations/report writing/surveys/case studies/ open-book tests/book reviews/ field/exhibitions/poster presentations visits/internships etc.

Semester-End Assessment Pattern

Unit I	Concepts/Theory	Explanation	Analysis	50 marks
Unit II	Concepts/Theory	Explanation	Analysis	
Unit III	Concepts/Theory	Explanation	Analysis	

Assessment Pattern of

Project/ presentation//field visits/exhibitions/Survey/Case Studies/Open Book Test

Type of Assessment	Content	Presentation	Overall Conduct	Total Marks
Project	70%	15%	15%	15/10
Presentation	70%	15%	15%	15/10
Field Visit/Work	70%	15%	15%	15/10
Exhibition	70%	15%	15%	15/10
Survey	70%	15%	15%	15/10
Case Studies	70%	15%	15%	15/10
Open Book Test	85%	-----	15%	15/10

Format of Project/Presentation/Survey



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Signature of Teacher in Charge/HOD

Date

Mapping of the courses based on employability/entrepreneurship/skill development

Course name	Course Code	Unit No. And topics focusing on Employability / Entrepreneurship / Skill development
English for Academic and Commercial Purposes	RJAPGENG401	Unit I: Reading Ability and Introduction to Research and Referencing Skills Critical Thinking Skills
English for Academic and Commercial Purposes	RJAPGENG401	Unit II: Academic Writing Critical Thinking Skills, Researching Skills
English for Academic and Commercial Purposes	RJAPGENG401	Unit III: Writing for Business and Commercial Purpose Critical Thinking Skills, Analytical Skills, Researching Skills
English for Academic and Commercial Purposes	RJAPGENG401	Unit IV: Presentation and Interaction Skills Critical Thinking Skills, Analytical Skills, Researching Skills

Mapping of the curriculum with relevance to local, regional, national, and global developmental needs

Course name	Course Code	Unit No. And topics	Relevance
English for Academic and Commercial Purposes	RJAPGENG401	Unit I: Reading Ability and Introduction to Research and Referencing Skills	National, and Global
English for Academic and Commercial Purposes	RJAPGENG401	Unit II: Academic Writing	National, and Global
English for Academic and Commercial Purposes	RJAPGENG401	Unit III: Writing for Business and Commercial Purpose	National, and Global
English for Academic and Commercial Purposes	RJAPGENG401	Unit IV: Presentation and Interaction Skills	National, and Global

Mapping of the curriculum with Crosscutting issues viz. Professional Ethics, Gender, Human Values, Environment, Sustainable Development Goals and NEP 2020

Course name	Course Code	Unit No. And topics	Cross Cutting Values
English for Academic and Commercial Purposes	RJAPGENG401	Unit I: Reading Ability and Introduction to Research and Referencing Skills	Professional Ethics, Gender, Human Values SDG-5, 10 &16 NEP-Conceptual understanding Critical thinking
English for Academic and Commercial Purposes	RJAPGENG401	Unit II: Academic Writing	Professional Ethics, Gender, Human Values SDG-5, 10 &16 NEP-Conceptual understanding Critical thinking
English for Academic and Commercial Purposes	RJAPGENG401	Unit III: Writing for Business and Commercial Purpose	Gender, Human Values SDG-1,5, 10 &16 NEP-Conceptual understanding Critical thinking
English for Academic and Commercial Purposes	RJAPGENG401	Unit IV: Presentation and Interaction Skills	Gender, Human Values SDG-1,5, 10 &16 NEP-Conceptual understanding Critical thinking

Distribution of Topics and Credits:

Course Code	Nomenclature	Credits	Topics
RJAPGENG402	Political Reading of Literature		1. Emergence and spread of Colonialism and Imperialism. 2. Questioning Legacies of colonialism with explicit use of manipulation and trickery. 3. Representing the Oriental Other and the legitimization of colonial ideology. 4. Examining the role of technology in monitoring individuals and thereby analyzing the party's control mechanisms and propaganda.

Learning Objective and Course Outcome

MA-II	
SEMESTER IV Title of the Course: Political Reading of Literature Course Code: RJAPGENG402 Credits: Duration: 60 lectures	Course Outcomes: • To enable learners to come to grips with, as well as reflect the timeless essence of universal human experience. • To help students appreciate that the writer's world view is conditioned and structured by the dominant politico-ideological framework of his/her times. Learning Outcomes: • Learners will be able to understand literature as an institution embedded in cultural politics. • Learners will understand how literary texts mediate dominant ideologies of their times. • Learners will be able to examine how literary texts indirectly function as an instrument of power.

SEMESTER IV			L	CR
Mandatory Paper II Name: Political Reading of Literature	Paper Code: RJAPGENG402	Course Outcome	60	
Unit I: Emergence and spread of Colonialism and Imperialism 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 Women in Jane Austen: Emma.		- Understand and analyse how literary texts create and promote colonial and imperial ideologies. - Learn about the historical and political context of the time that structured colonialism and imperialism. - Learn about the social changes brought by colonialism during that time.	16	
Unit II: Questioning Legacies of Colonialism with explicit use of Manipulation and Trickery Questioning Legacies of colonialism with explicit use of manipulation and trickery. Wole Soyinka: The Lion and the Jewel		- Learn to identify themes of manipulation and trickery in literature. - Learn about the other themes associated with colonialism.	14	
Unit III: Representing the Oriental Other and the Legitimation of colonial ideology Representing the Oriental Other and the legitimation of colonial ideology. E M Forster: A Passage to India		Understand the term oriental other and colonial ideology through literature.	16	
Unit IV: Exploring Newspeak and its impact on shaping thoughts and beliefs Examining the role of technology in monitoring individuals and thereby analyzing the party's control mechanisms and propaganda. George Orwell: 1984		Understand the role of technology and how it controls individuals through literature.	14	

M.A Semester IV English Syllabus

SEMESTER IV			
Title of the Course: Political Reading of Literature Course Code: RJAPGENG402 Credits:			
Unit	Course Outcome	PSO Addressed	BLOOMS LEVEL
I	• Understand and analyse how literary texts create and promote colonial and imperial ideologies. • Learn about the historical and political context of the time that structured colonialism and imperialism. • Learn about the social changes brought by colonialism during that time.	1,2,3,4	1,2,3,4
II	• Learn to identify themes of manipulation and trickery in literature. • Learn about the other themes associated with colonialism.	2,3,4,5	1,2,3,4
III	• Understand the term oriental other and colonial ideology through literature.	2,3,4,6	1,2,3,4
IV	• Understand the role of technology and how it controls individuals through literature.	2,3,4,5	1,2,3,4

Internal Assessment (40 Marks)

Semester End Examination (60 Marks):

Semester End Examination	Duration: 2 Hours	60 Marks
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Question 1: Unit 1 (15 marks)

Write Short Notes on **any three** of the following: (3/5)

Question 2: Unit 2 (15 marks)

Question 3: Unit 3 (15 marks)

Question 4: Unit 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 Examination:

- The semester examination shall be of a 60:40 pattern.
- Semester End-60% and Internal Assessment-40%.
- Semester end exam will be of 100 (Semester End 60 marks & CIA 40).
- Semester end exam shall cover the entire syllabus.
- Internal Assessment (CIA) shall be of 40 marks.
- Internal Assessment modes: Multiple-choice questions/projects/presentations/report writing/surveys/case studies/ open-book tests/book reviews/ field/exhibitions/poster presentations visits/internships etc.

Semester-End Assessment Pattern

Unit I	Concepts/Theory	Explanation	Analysis	50 marks
Unit II	Concepts/Theory	Explanation	Analysis	
Unit III	Concepts/Theory	Explanation	Analysis	

Assessment Pattern of

Project/ presentation//field visits/exhibitions/Survey/Case Studies/Open Book Test

Type of Assessment	Content	Presentation	Overall Conduct	Total Marks
Project	70%	15%	15%	15/10
Presentation	70%	15%	15%	15/10
Field Visit/Work	70%	15%	15%	15/10
Exhibition	70%	15%	15%	15/10
Survey	70%	15%	15%	15/10
Case Studies	70%	15%	15%	15/10
Open Book Test	85%	-----	15%	15/10

Format of Project/Presentation/Survey



HINDI VIDYA PRACHAR SAMITI'S
RAMNIRANJAN JHUNJHUNWALA COLLEGE
OF ARTS, SCIENCE AND COMMERCE
(AUTONOMOUS)
GHATKOPAR (WEST), MUMBAI- 400 086

TITLE OF THE PROJECT:

PROJECT REPORT SUBMITTED
BY

NAME:

CLASS:

DIV:

ROLL NO:

SUBJECT:

PAPER :

ACADEMIC YEAR:

MARKS OBTAINED

Signature of the Student

Signature of Teacher in Charge/HOD

Date

Mapping of the courses based on employability/entrepreneurship/skill development

Course name	Course Code	Unit No. And topics focusing on Employability / Entrepreneurship / Skill development
Political Reading of Literature	RJAPGENG402	Unit I: Emergence and spread of Colonialism and Imperialism Critical Thinking Skills
Political Reading of Literature	RJAPGENG402	Unit II: Questioning Legacies of Colonialism with explicit use of Manipulation and Trickery Critical Thinking Skills, Researching Skills
Political Reading of Literature	RJAPGENG402	Unit III: Representing the Oriental Other and the Legitimation of colonial ideology Critical Thinking Skills, Analytical Skills, Researching Skills
Political Reading of Literature	RJAPGENG402	Unit IV: Exploring Newspeak and its impact on shaping thoughts and beliefs Critical Thinking Skills, Analytical Skills, Researching Skills

Mapping of the curriculum with relevance to local, regional, national, and global developmental needs

Course name	Course Code	Unit No. And topics	Relevance
Political Reading of Literature	RJAPGENG402	Unit I: Emergence and spread of Colonialism and Imperialism	National, and Global
Political Reading of Literature	RJAPGENG402	Unit II: Questioning Legacies of Colonialism with explicit use of Manipulation and Trickery	National, and Global
Political Reading of Literature	RJAPGENG402	Unit III: Representing the Oriental Other and the Legitimation of colonial ideology	National, and Global
Political Reading of Literature	RJAPGENG402	Unit IV: Exploring Newspeak and its impact on shaping thoughts and beliefs	National, and Global

Mapping of the curriculum with Crosscutting issues viz. Professional Ethics, Gender, Human Values, Environment, Sustainable Development Goals and NEP 2020

Course name	Course Code	Unit No. And topics	Cross Cutting Values
Political Reading of Literature	RJAPGENG402	Unit I: Emergence and spread of Colonialism and Imperialism	Professional Ethics, Gender, Human Values SDG-5, 10 &16 NEP-Conceptual understanding Critical thinking
Political Reading of Literature	RJAPGENG402	Unit II: Questioning Legacies of Colonialism with explicit use of Manipulation and Trickery	Professional Ethics, Gender, Human Values SDG-5, 10 &16 NEP-Conceptual understanding Critical thinking
Political Reading of Literature	RJAPGENG402	Unit III: Representing the Oriental Other and the Legitimation of colonial ideology	Gender, Human Values SDG-1,5, 10 &16 NEP-Conceptual understanding Critical thinking
Political Reading of Literature	RJAPGENG402	Unit IV: Exploring Newspeak and its impact on shaping thoughts and beliefs	Gender, Human Values SDG-1,5, 10 &16 NEP-Conceptual understanding Critical thinking

Distribution of Topics and Credits:

Course Code	Nomenclature	Credits	Topics
RJAPGENG403	Twentieth Century American Literature		1. Terms/Concepts 2. Poetry 3. Novels 4. Drama

Learning Objective and Course Outcome

MA-II	
SEMESTER IV Title of the Course: Twentieth Century American Literature Course Code: RJAPGENG403 Credits: Duration: 60 lectures	Course Outcomes: • To enable learners, understand the 20th century American Literature as a corpus of experimental and multicultural writings. • To help learners understand the impact of movements such as Imagism, Modernism, Postmodernism and Feminism. Learning Outcomes: • Learners will be acquainted with the various genres and literary terms of twentieth century American Literature. • Learners will be sensitized to the themes and styles of modern and postmodern American Literary works. • Learners will be introduced to the socio-cultural milieu of twentieth century America through literary texts.

SEMESTER IV			L	CR
Mandatory Paper III Name: Twentieth Century American Literature	Paper Code: RJAPGENG403	Course Outcome	60	
Unit I: Terms/Concepts 1. The Lost Generation 2. Beat Generation 3. The Harlem Renaissance 4. Expressionism in American Drama 5. Confessional Poetry 6. Postmodernism in American Fiction		- Gain knowledge of significant movements. - Know the important authors of the movements. - Analyse the historical, cultural and social aspects of the time.	16	
Unit II: Poetry 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" 3. Nikki Giovanni: "A Journey" "Crutches" "Life Cycles" "I Wrote a Good Omelet"		- Develop an understanding of the era's themes and style of poetry writing. - Identify the key movement and relate it with the history, cultural, and social structure of the time. - Learn to analyse the texts.	14	
Unit III: Novels William Faulkner: The Sound and the Fury OR Alice Walker: Color Purple		- Learn to connect the novel's structure and content to the historical background of the time. - Analyze the themes, narrative technique, and style. - Understand the social and cultural context through the novel.	16	
Unit IV: Plays Eugene O'Neill: Emperor Jones OR Marsha Norman: Night, Mother		- Analyze the themes, setting, and narrative technique. - Understand the historical context. - Acknowledge the social and cultural reality of the time.	14	

M.A Semester IV English Syllabus

SEMESTER IV			
Title of the Course: Twentieth Century American Literature Course Code: RJAPGENG403 Credits:			
Unit	Course Outcome	PSO Addressed	BLOOMS LEVEL
I	- Gain knowledge of significant movements. - Know the important authors of the movements. - Analyse the historical, cultural and social aspects of the time.	1,2,3,4	1,2,3,4
II	- Develop an understanding of the era's themes and style of poetry writing. - Identify the key movement and relate it with the history, cultural, and social structure of the time. - Learn to analyse the texts.	2,3,4,5	1,2,3,4
III	- Learn to connect the novel's structure and content to the historical background of the time. - Analyze the themes, narrative technique, and style. - Understand the social and cultural context through the novel.	2,3,4,6	1,2,3,4
IV	- Analyze the themes, setting, and narrative technique. - Understand the historical context. - Acknowledge the social and cultural reality of the time.	2,3,4,5	1,2,3,4

Internal Assessment (40 Marks):

Semester End Examination (60 Marks):

Semester End Examination	Duration: 2 Hours	60 Marks
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Question 1: Unit 1 (15 marks)

Write Short Notes on **any three** of the following: (3/5)

Question 2: Unit 2 (15 marks)

Question 3: Unit 3 (15 marks)

Question 4: Unit 4 (15 marks)

Reference:

1. Abrams, M. H. A Glossary of Literary Terms. (8th Edition) New Delhi: Akash Press, 2007.
2. Bates, Gerri. Alice Walker: A Critical Companion. Greenwood, 2005
3. Baldick, Chris. The Oxford Dictionary of Literary Terms. Oxford: Oxford University Press, 2001.
4. Bloom, Harold, ed. Short Story Writers and Short Stories. New York: Chelsea House, 2005.
5. Bruels, Marcia F. "Frost's 'Out, Out—,'" *Explicator* 55, no. 2 (Winter 1997): 85–88.
6. Christian, Barbara. Black Women Novelists: The Development of a Tradition, 1892–1976. Westport, CT: Greenwood, 1980.
7. Cook, Bruce. The Beat Generation. New York: Scribners, 1971.
8. Duvall, John N. Faulkner and Postmodernism. University Press of Mississippi, 2002.
9. Gillespie, Carmen. Critical Companion to Alice Walker: A Literary Reference to Her Life and Work. 2011
10. Gould, Jean. Modern American Playwrights. New York: Dodd, Mead, 1966.
11. Drabble, Margaret and Stringer, Jenny. The Concise Oxford Companion to English Literature. Oxford: Oxford University Press, 2007.
12. Fagan, Deirdre. Critical Companion to Robert Frost: A Literary Reference to His Life and Work. New York: Facts On File, Inc. An imprint of Infobase Publishing 2007
13. Faggen, Robert. Robert Frost and the Challenge of Darwin. Ann Arbor: University of Michigan Press, 1997, 152–153.
14. Faggen, Robert. The Cambridge Introduction to Robert Frost. Cambridge University Press 2008.
15. Fowler, Roger. Ed. A Dictionary of Modern Critical Terms. Rev. ed. London: Routledge & Kegan Paul, 1987.
16. Frattali, Steven. Person, Place, and World: A Late-Modern Reading of Robert Frost. Victoria, BC: English Literary Studies, University of Victoria, 2002.
17. Hansen, Tom. "Frost's Fire and Ice," *Explicator* 59, no. 1 (Fall 2000): 27–30.
18. Harmon, William; Holman, C. Hugh. A Handbook to Literature. 7th ed. Upper Saddle River, NJ: Prentice-Hall, 1996.
19. Hoffman, Tyler B. Robert Frost and the Politics of Poetry. Hanover, N.H.: University Press of New England, 2001.
20. Howe, Irving. William Faulkner: A Critical Study. New York: Random House, 1952.
21. Hudson, William Henry. An Introduction to the Study of Literature. New Delhi: Atlantic, 2007.
22. Lawrence, Shaffer. History of American Literature and Drama. New Delhi: Sarup, 2000.
23. Little, Michael R. Bloom's How to Write about Robert Frost. New York: Infobase Publishing, 2010.
24. Locklear, Gloriana. "Frost's 'Out, Out—,'" *Explicator* 49, no. 3 (Spring 1991): 167–169.
25. Ludwig, Richard M. and Nault, Clifford A. *Annals of American Literature*, 1602–1983. New York: Oxford Univ. Press, 1986.
26. MacNicholas, John, ed. Twentieth-Century American Dramatists, 2 vols. Detroit: Gale Research Co., 1981.
27. Myerson, Joel, ed. The American Renaissance in New England. Detroit: Gale

Scheme of Examination:

- The semester examination shall be of a 60:40 pattern.
- Semester End-60% and Internal Assessment-40%.
- Semester end exam will be of 100 (Semester End 60 marks & CIA 40).
- Semester end exam shall cover the entire syllabus.
- Internal Assessment (CIA) shall be of 40 marks.
- Internal Assessment modes: Multiple-choice questions/projects/presentations/report writing/surveys/case studies/ open-book tests/book reviews/ field/exhibitions/poster presentations visits/internships etc.

Semester-End Assessment Pattern

Unit I	Concepts/Theory	Explanation	Analysis	50 marks
Unit II	Concepts/Theory	Explanation	Analysis	
Unit III	Concepts/Theory	Explanation	Analysis	

Assessment Pattern of

Project/ presentation//field visits/exhibitions/Survey/Case Studies/Open Book Test

Type of Assessment	Content	Presentation	Overall Conduct	Total Marks
Project	70%	15%	15%	15/10
Presentation	70%	15%	15%	15/10
Field Visit/Work	70%	15%	15%	15/10
Exhibition	70%	15%	15%	15/10
Survey	70%	15%	15%	15/10
Case Studies	70%	15%	15%	15/10
Open Book Test	85%	-----	15%	15/10

Format of Project/Presentation/Survey



HINDI VIDYA PRACHAR SAMITI'S
RAMNIRANJAN JHUNJHUNWALA COLLEGE
OF ARTS, SCIENCE AND COMMERCE
(AUTONOMOUS)
GHATKOPAR (WEST), MUMBAI- 400 086

TITLE OF THE PROJECT:

PROJECT REPORT SUBMITTED
BY

NAME:

CLASS:

DIV:

ROLL NO:

SUBJECT:

PAPER :

ACADEMIC YEAR:

MARKS OBTAINED

Signature of the Student

Signature of Teacher in Charge/HOD

Date

Mapping of the courses based on employability/entrepreneurship/skill development

Course name	Course Code	Unit No. And topics focusing on Employability / Entrepreneurship / Skill development
Twentieth Century American Literature	RJAPGENG403	Unit I: Terms/Concepts Critical Thinking Skills
Twentieth Century American Literature	RJAPGENG403	Unit II: Poetry Critical Thinking Skills, Researching Skills
Twentieth Century American Literature	RJAPGENG403	Unit III: Novels Critical Thinking Skills, Analytical Skills, Researching Skills
Twentieth Century American Literature	RJAPGENG403	Unit IV: Plays Critical Thinking Skills, Analytical Skills, Researching Skills

Mapping of the curriculum with relevance to local, regional, national, and global developmental needs

Course name	Course Code	Unit No. And topics	Relevance
Twentieth Century American Literature	RJAPGENG403	Unit I Terms/Concepts	National, and Global
Twentieth Century American Literature	RJAPGENG403	Unit II: Poetry	National, and Global
Twentieth Century American Literature	RJAPGENG403	Unit III: Novels	National, and Global
Twentieth Century American Literature	RJAPGENG403	Unit IV: Plays	National, and Global

Mapping of the curriculum with Crosscutting issues viz. Professional Ethics, Gender, Human Values, Environment, Sustainable Development Goals and NEP 2020

Course name	Course Code	Unit No. And topics	Cross Cutting Values
Twentieth Century American Literature	RJAPGENG403	Unit I: Terms/Concepts	Professional Ethics, Gender, Human Values SDG-5, 10 &16 NEP-Conceptual understanding Critical thinking
Twentieth Century American Literature	RJAPGENG403	Unit II: Poetry	Professional Ethics, Gender, Human Values SDG-5, 10 &16 NEP-Conceptual understanding Critical thinking
Twentieth Century American Literature	RJAPGENG403	Unit III: Novels	Gender, Human Values SDG-1,5, 10 &16 NEP-Conceptual understanding Critical thinking
Twentieth Century American Literature	RJAPGENG403	Unit IV: Plays	Gender, Human Values SDG-1,5, 10 &16 NEP-Conceptual understanding Critical thinking

M.A. ENGLISH II**SEMESTER IV****Paper Name: Project Based Courses**

Sr. No.	Project Based Courses [Topics/Areas]		
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

MA II	
SEMESTER IV Title of the Course: Project Based Courses Course Code: RJAPGENGE401 Credits: Duration: lectures	Course Outcomes: • To help students to gain theoretical knowledge so that they can apply it to a particular area of study. • To enhance learners' critical competence, logical reasoning and scholarly composition. Learning Outcomes: • Learners will be able to develop the skills of identifying an area of investigation, reviewing literature, analyzing concepts, comparing alternative theories and perspectives. • Learners will be able to understand the difference between primary and secondary sources in the area of their research. • Learners will be able to collect and organize data and articulate their arguments coherently and clearly.