



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
RJAPGENGE305	Shakespeare	4	1. Terms 2. Play: Tragedy 3. Play: Comedy 4. Play: History Play

Learning Objective and Course Outcome

MA-II	
SEMESTER III Title of the Course: Shakespeare Course Code: RJAPGENGE305 Credits: 04 Duration: 60 lectures	Course Outcomes: • To help learners appreciate the rich variety in styles, themes, techniques and varieties of Shakespearean plays. • To help learners to understand the nuances of different styles of writing in different genres. Learning Outcomes: • Learners will be introduced to different thematic approaches in Shakespeare's plays. • Learners will be able to read Shakespearean classic texts in line with modern critical approaches. • Learners will be familiar with different concepts and movements associated with Shakespearean plays.

SEMESTER III			L	CR
Elective Paper Name: Shakespeare	Paper Code: RJAPGENGE305	Course Outcome	60	04
Unit I: Terms 1. Shakespearean Stagecraft 2. Shakespeare's History Plays 3. Female Characters in Shakespeare's Plays 4. Salient features of Shakespeare's Tragedies 5. Characteristics of Shakespeare's Comedies 6. Shakespeare's Soliloquies		• Learn the themes, setting, and narrative style in Shakespeare's plays and understand them. • Analyse Shakespeare's Tragedies, Comedies, and Historical plays. • Understand the female characters portrayed and the elaborate soliloquies in Shakespearean plays.	16	
Unit II: Tragedy Shakespeare: Macbeth		• Learn the themes, setting, and narrative style of the play and literary appreciate it. • Understand the historical, social, and political context.	14	
Unit III: Comedy Shakespeare: The Tempest		• Learn the themes, setting, and narrative style of the play and literary appreciate it. • Understand the historical, social, and political context.	16	
Unit IV: History Play Shakespeare: Antony And Cleopatra		• Learn the themes, setting, and narrative style of the play and literary appreciate it. • Understand the historical, social, and political context.	14	

M.A Semester III English Syllabus

SEMESTER III			
Title of the Course: Shakespeare Course Code: RJAPGENGE305 Credits: 04			
Unit	Course Outcome	PSO Addressed	BLOOMS LEVEL
I	• Learn the themes, setting, and narrative style in Shakespeare's plays and understand them. • Analyse Shakespeare's Tragedies, Comedies, and Historical plays. • Understand the female characters portrayed and the elaborate soliloquies in Shakespearean plays.	1,2,3,4	1,2,3,4
II	• Learn the themes, setting, and narrative style of the play and literary appreciate it. • Understand the historical, social, and political context.	2,3,4,5	1,2,3,4
III	• Learn the themes, setting, and narrative style of the play and literary appreciate it. • Understand the historical, social, and political context.	2,3,4,6	1,2,3,4
IV	• Learn the themes, setting, and narrative style of the play and literary appreciate it. • Understand the historical, social, and political context.	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

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:

1. Schoenbaum, Samuel (1975). *William Shakespeare: A Compact Documentary Life*. Oxford University Press. pp. 24–26, 296. ISBN 0-19-505161-0.
2. * Bloom, Harold, *Shakespeare: The Invention of the Human*. New York, 1998.
3. F. E. Halliday, *Shakespeare Companion*, pp. 159, 260, 524, 533.
4. Richard Edes's Latin play *Caesar Interfectus* (1582?) would not qualify. The Admiral's Men had an anonymous *Caesar and Pompey* in their repertory in 1594–95, and another play, *Caesar's Fall, or the Two Shapes*, written by Thomas Dekker, Michael Drayton, Thomas Middleton, Anthony Munday, and John Webster, in 1601–02, too late for Platter's reference. Neither play has survived. The anonymous *Caesar's Revenge* dates to 1606, while George Chapman's *Caesar and Pompey* dates from c. 1613. E. K. Chambers, *Elizabethan Stage*, Vol. 2, p. 179; Vol. 3, pp. 259, 309; Vol. 4, p. 4.
5. Frank Kermode, 'King Lear', *The Riverside Shakespeare* (Boston: Houghton Mifflin, 1974), 1249.
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7. "*King Lear*".
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27. F. E. Halliday, *A Shakespeare Companion 1564–1964*, Baltimore, Penguin, 1964; p. 188
28. DeVecchio, Dorothy and Anthony Hammond, editors. *Pericles*. Cambridge: Cambridge University Press, 1998: 9
29. Gossett, Suzanne, editor, *Pericles*. London: Methuen. Arden Shakespeare, 3rd series, 2004: 47–54
30. Warren, Roger; editor, *Pericles*, Oxford: Oxford University Press, 2004: 4–6
31. Werstine, Paul; editor, *Pericles*, New York: Pelican, 2005: lii
32. Brian Vickers, *Shakespeare, Co-Author: A Historical Study of Five Collaborative Plays* (OUP 2004), pp. 291–332
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36. Hallet Smith, in *The Riverside Shakespeare*, p. 1640.
37. F. E. Halliday, *A Shakespeare Companion 1564–1964*, Baltimore, Penguin, 1964; p. 532.
38. F. E. Halliday, *A Shakespeare Companion 1564–1964*, Baltimore, Penguin, 1964; pp. 216–17, 369.
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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
Shakespeare	RJAPGENGE305	Unit I: Terms Critical Thinking Skills
Shakespeare	RJAPGENGE305	Unit II: Tragedy Critical Thinking Skills, Researching Skills
Shakespeare	RJAPGENGE305	Unit III: Comedy Critical Thinking Skills, Analytical Skills, Researching Skills
Shakespeare	RJAPGENGE305	Unit IV: History Play 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
Shakespeare	RJAPGENGE305	Unit I: Terms	National, and Global
Shakespeare	RJAPGENGE305	Unit II: Tragedy	National, and Global
Shakespeare	RJAPGENGE305	Unit III: Comedy	National, and Global

Shakespeare	RJAPGENGE305	Unit IV: History Play	National, and Global
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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
Shakespeare	RJAPGENGE305	Unit I: Terms	Professional Ethics, Gender, Human Values SDG-5, 10 &16 NEP-Conceptual understanding Critical thinking
Shakespeare	RJAPGENGE305	Unit II: Tragedy	Professional Ethics, Gender, Human Values SDG-5, 10 &16 NEP-Conceptual understanding Critical thinking
Shakespeare	RJAPGENGE305	Unit III: Comedy	Gender, Human Values SDG-1,5, 10 &16 NEP-Conceptual understanding Critical thinking
Shakespeare	RJAPGENGE305	Unit IV: History Play	Gender, Human Values SDG-1,5, 10 &16 NEP-Conceptual understanding Critical thinking

SEMESTER 4

Distribution of Topics and Credits:

Course Code	Nomenclature	Credits	Topics
RJAPGENGE404	Indian Writing in Translation	6	1. Background Study 2. Poetry 3. Drama 4. Fiction

Learning Objective and Course Outcome

MA-II	
SEMESTER IV Title of the Course: Indian Writing in Translation Course Code: RJAPGENG404 Credits: 06 Duration: 60 lectures	Course Outcomes: - To help learners understand the multidisciplinary and multilingual nature of contemporary society and nation. - To equip learners with a capability of knowing the works in translation and an expertise in Indian Literature in English translation. Learning Outcomes: - Learners will be acquainted with major movements, trends and tendencies beside major authors and literary texts in multiple languages in India through English translation. - Learners will be familiar 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.

		Learners will be equipped with enough knowledge about literary translations in English from Indian languages and help them understand and overcome the problems and issues of literary translation.		
SEMESTER IV			L	CR
Elective Paper IV Name: Indian Writing in Translation	Paper Code: RJAPGENGE404	Course Outcome	60	06
Unit I: Background Study - Evolution of Indian Writing in translation - Partition literature in translation - East West encounter in Indian Writing in translation - Literature of the marginalized in translation - Dalit Writing in translation - Protest literature in translation		- Gain knowledge of major genres in Indian Writing in Translation. - Learn the historical, political, and social background of the time. - Learn how literature represented Indian culture.	16	
Unit II: Poetry - Selected Poems by Rabindranath Tagore: “Where the Mind is without fear” “Leave this Chanting” “Walk Alone” “Freedom” “Upagupta” “Breezy April” - Arun Kolatkar: Jejuri (RHUS, 2005) - 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”		- Learn the themes, setting, poetic techniques, and style of writing. - Acknowledge the themes and connect them to the historical background of the time. - Learn how literature shaped and paved a way in India’s freedom struggle.	14	
Unit III: Drama			16	

Mohan Rakesh: One Day in the Season of Rain (translated by Aparna Dharwadkar Penguin, 2015) OR Satish Alekar: Mahanirvan	- Learn about the narrative techniques, writing style, themes, and setting. - Acknowledge the historical, cultural, and social structure.		
Unit IV: Fiction Ismat Chughtai: Masooma (Women Unlimited, 2011) OR Premchand: Godan	- Learn about the historical, social, cultural, and political context of the time. - Analyze the themes, setting, and narrative style of the fiction.	14	

M.A Semester IV English Syllabus

SEMESTER IV			
Title of the Course: Indian Writing in Translation Course Code: RJAPGENGE404 Credits: 06			
Unit	Course Outcome	PSO Addressed	BLOOMS LEVEL
I	- Gain knowledge of major genres in Indian Writing in Translation. - Learn the historical, political, and social background of the time. - Learn how literature represented Indian culture.	1,2,3,4	1,2,3,4
II	- Learn the themes, setting, poetic techniques, and style of writing. - Acknowledge the themes and connect them to the historical background of the time. - Learn how literature shaped and paved a way in India's freedom struggle.	2,3,4,5	1,2,3,4
III	- Learn about the narrative techniques, writing style, themes, and setting. - Acknowledge the historical, cultural, and social structure.	2,3,4,6	1,2,3,4
IV	Learn about the historical, social, cultural, and political context of the time.	2,3,4,5	1,2,3,4

	Analyze the themes, setting, and narrative style of the fiction.		
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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)

References:

1. Bassnett, Susan, Political Discourse, Media and Translation, CambridgeScholars,2010.
2. Bassnett Susan and Trivedi Harish, "Post-Colonial Writing and Literary Translation" in Post Colonial Translation: Theory and Practice. Ed. London:Routledge, 1999.
3. Bassnett, Susan, Translation Routledge, 2014.
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24. Zelliot, Eleanor. From Untouchable to Dalit: Essays on the Ambedkar Movement:Manohar, 1998.

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 Internals:**

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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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
Indian Writing in Translation	RJAPGENGE404	Unit I: Background Study Critical Thinking Skills
Indian Writing in Translation	RJAPGENGE404	Unit II: Poetry Critical Thinking Skills, Researching Skills
Indian Writing in Translation	RJAPGENGE404	Unit III: Drama Critical Thinking Skills, Analytical Skills, Researching Skills
Indian Writing in Translation	RJAPGENGE404	Unit IV: Fiction 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
Indian Writing in Translation	RJAPGENGE404	Unit I: Background Study	National, and Global
Indian Writing in Translation	RJAPGENGE404	Unit II: Poetry	National, and Global
Indian Writing in Translation	RJAPGENGE404	Unit III: Drama	National, and Global

Indian Writing in Translation	RJAPGENGE404	Unit IV: Fiction	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
Indian Writing in Translation	RJAPGENGE404	Unit I: Background Study	Professional Ethics, Gender, Human Values SDG-5, 10 &16 NEP-Conceptual understanding Critical thinking
Indian Writing in Translation	RJAPGENGE404	Unit II: Poetry	Professional Ethics, Gender, Human Values SDG-5, 10 &16 NEP-Conceptual understanding Critical thinking
Indian Writing in Translation	RJAPGENGE404	Unit III: Drama	Gender, Human Values SDG-1,5, 10 &16 NEP-Conceptual understanding Critical thinking
Indian Writing in Translation	RJAPGENGE404	Unit IV: Fiction	Gender, Human Values SDG-1,5, 10 &16 NEP-Conceptual understanding Critical thinking