

Shiv Chhatrapati Shikshan Sanstha's

Rajarshi Shahu Mahavidyalaya, Latur

(Autonomous)



Structure and Curriculum of Two-Year Degree Programme

Postgraduate Programme of

M.A. in ENGLISH

Board of Studies

in

English

Rajarshi Shahu Mahavidyalaya, Latur

(Autonomous)

w.e.f. June, 2023

(In Accordance with NEP-2020)

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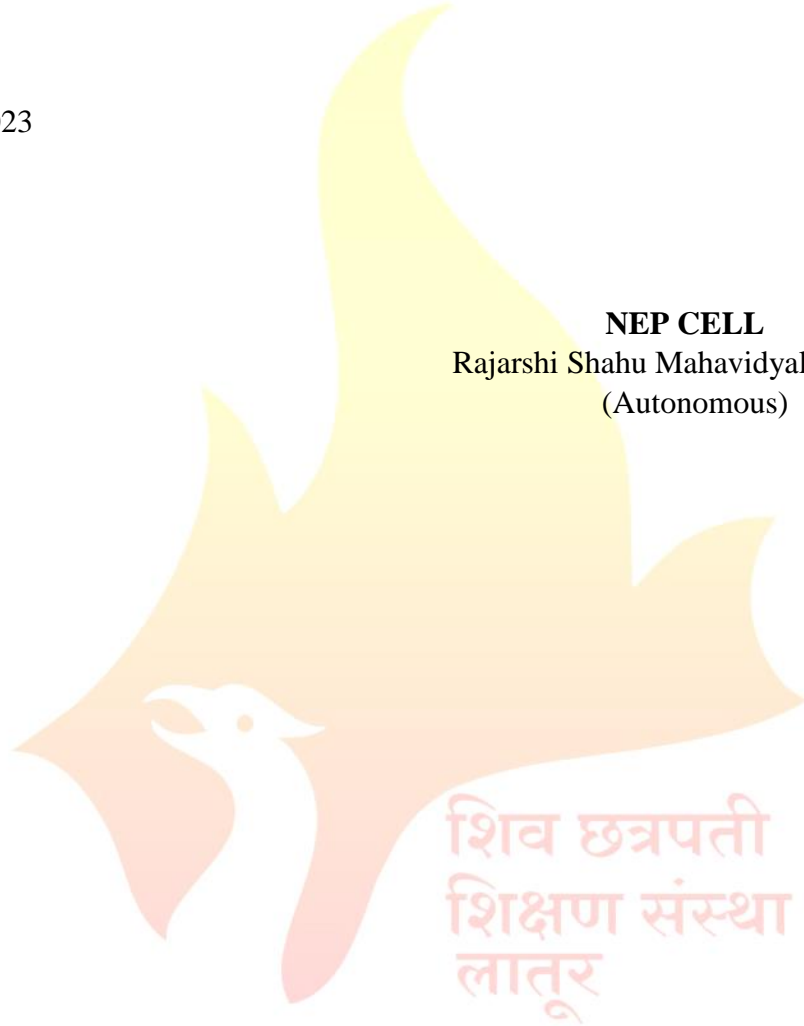
Review Statement

The NEP CELL reviewed the Curriculum of M.A. in English Programme to be effective from the **Academic Year 2024-25**. It was found that, the structure is as per the NEP-2020 guidelines of Govt. of Maharashtra.

Date: 09/08/2023

Place:Latur

NEP CELL
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CERTIFICATE

I hereby certify that the documents attached are the Bonafide copies of the Curriculum of **M.A. in English** Programme to be effective from the **Academic Year 2024-25**.

Date: 14/07/2023

Place: Latur



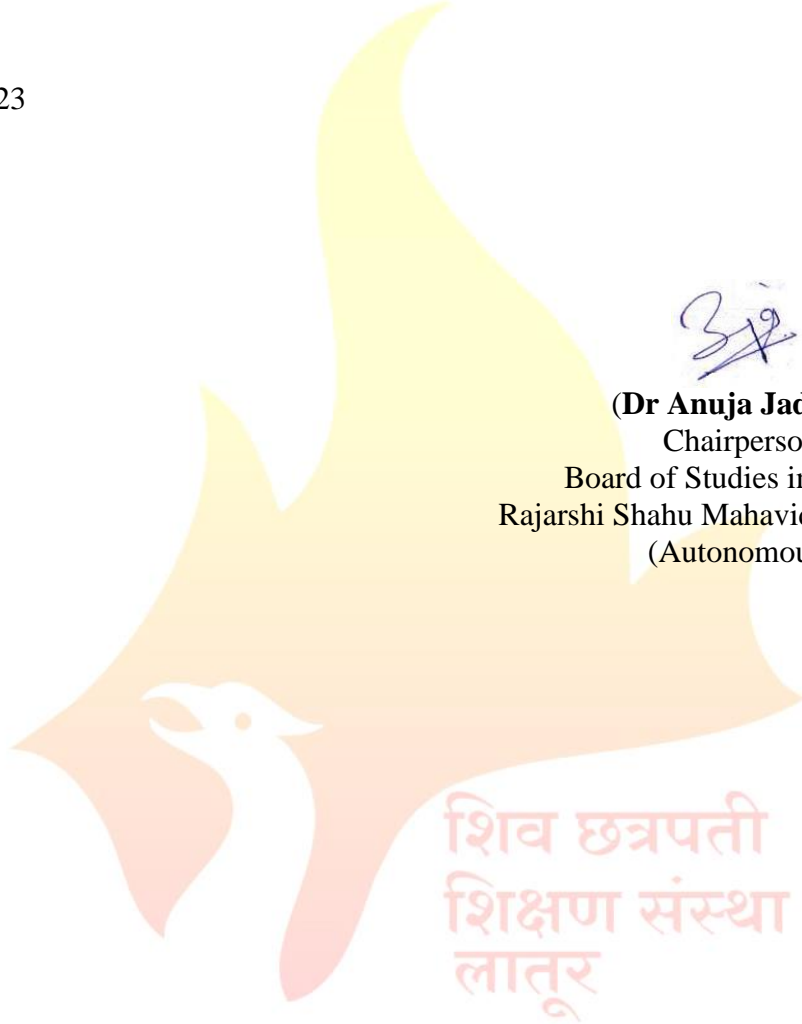
(Dr Anuja Jadhav)

Chairperson

Board of Studies in English

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1	Dr Anuja Jadhav HoD, English Rajarshi Shahu Mahavidyalaya, Latur	Chairperson	HoD
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3	Prof Sudhir Nikam Prof of English B N N College, Bhiwandi, Mumbai	Member	Academic Council Nominee
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12	Dr Sambhaji Patil	Member	Member from same Faculty


From the Desk of the Chairperson...

In higher education nowadays, outcome-based learning is the primary goal due to the exponential advancements in science and technology as well as the predominately utilitarian outlook of the culture. Literary studies in English at the PG level must be viewed from this perspective because humanities is one of the most contested academic fields. In India, English literary curriculum has consequently evolved over time. From its Anglo-centric core, it moved to new literatures, including Third World Literature, Commonwealth Literature, American, Canadian, Australian, and New Literatures in English. Later, it turned to Indian Literature in English and Indian Literature in translation in the context of various theoretical and critical discourses, including Postmodernism, Post colonialism, Feminism, and Black Aesthetics/Dalit Aesthetics, among others.

The Rajarshi Shahu Mahavidyalaya has prepared curricula for in English on the contours and curricular structure provided by the UGC, and may be modified without sacrificing the spirit of CBCS, LOCF and NEP 2020 Guidelines by Government of India. MA in English are predominantly comprised of structured learning opportunities to fulfill the expectations underlined by the NEP 2020. The activities in various courses like MMC, MEC, Research Methodology etc. focus on group, individual, and classroom learning as well as outdoor research and library projects. The revised syllabus of the postgraduate programme in English Language and Literature is both traditional and modern in focus. It is traditional in that the thrust is primarily on the three literary genres: prose, poetry and fiction. Simultaneously, the programme is modern, as all the courses incorporate contemporary writing. Since only a synthesis of the two may produce a deeper understanding of the craft of writing, we have attempted to create a fusion of the past and present in this curriculum so that students can learn about the glory of old and the splendor of today. Furthermore, the Board of Studies has taken the institution's core values into account and include Learning for Life, Ethics, and Service to the Nation in order to ensure that students develop into responsible citizens with human values.

The knowledge that should be included in the curriculum should be fundamentally sound and relevant to the student's overall experience. The Departments has worked hard to establish curricula and curriculums that encourage analytical ability and critical thinking and give students the opportunity to develop the skills demanded by employers. The pedagogy used within the programme is intended to support accurate knowledge transmission and appropriate knowledge evaluation. The skills for teaching and learning of all the Major Mandatory Courses (MMC) and Major Elective Course (MEC), have been determined for the Postgraduate Level Courses.

With sincere gratitude I sincerely hope that this curriculum—which was created in accordance with NEP 2020—will offer up new horizons for students as well allow staff to pursue academic excellence.


(Dr Anuja Jadhav)
Chairperson
Board of Studies in English



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Illustrative Credit Distribution Structure for Two Year M.A. Degree

Year Level	Sem	Major		RM	OJT/FP	RP	Cum. Cr	Marks	Degree
		Mandatory	Elective						
I 6.0	I	Major I 4Cr	MEC-I(A) OR MEC-I(B) 4Cr	RMC 4Cr	NA	NA	20Cr	Theory: 1Cr=25M	PG Diploma (After 03 Year B.A. Degree)
		Major II 4Cr							
		Major III 4Cr							
	II	Major IV 4Cr	MEC- II(A) OR MEC- II(B) 4Cr	NA	OJT-I4Cr /FP-I 4Cr	NA	20Cr	OJT/FP: 1Cr=25M	
		Major V 4Cr							
		Major VI 4Cr							
Total	Major 24Cr	MEC 08Cr	RMC 04Cr	OJT/FP 04Cr	NA	40Cr			
II 6.5	III	Major VII 4Cr	MEC- III(A) OR MEC- III(B) 4Cr	NA	NA	RP-I 4Cr	20Cr	RPI & RPII: 1Cr=25M	PG Degree (After 03 Year UG Degree)
		Major VIII 4Cr							
		Major IX 4Cr							
	IV	Major X 4Cr	MEC- IV(A) OR MEC- IV(B) 4Cr	NA	NA	RP-II 6Cr	22Cr		
		Major XI 4Cr							
		Major XII 4Cr							
Total	Major 24 Cr	MEC 08 Cr	NA	NA	RP 10 Cr	42Cr			
Cum. Total of I & II Year	Major 48 Cr	MEC 16Cr	RMC 04Cr	OJT/FP 04Cr	RP 10Cr	40+42=82Cr		82 Credits	

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Abbreviations:

1. MMC : Major Mandatory Course
2. MEC : Major Elective Course
3. RMC : Research Methodology Course
4. OJT : On Job Training(Internship/Apprenticeship)
5. FP : Field Project
6. RP : Research Project
7. Cum. Cr : Cumulative Credit



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Faculty of Humanities and Social Sciences

Department of English

M.A. in English

Year & Level	Semester	Course Code	Course Title	Credits	No. of Hrs.	
I 6.0	I	601ENG3101	MMC-I: Literary and Critical Theory	04	60	
		601ENG3102	MMC-I : Women's Writings	04	60	
		601ENG3103	MMC-III: Indian Writing In English (A)	04	60	
		601ENG3201	MEC-III(A) Diasporic Literature OR MEC-III(B) Comparative Literature	04	60	
	Total Credits			20		
	II		601ENG4101	MMC-IV: Advanced Critical Theories	04	60
			601ENG4102	MMC-V: Special Author	04	60
			601ENG4103	MMC-VI: Indian Writing In English (B)	04	60
			601ENG4201	MEC-IV (A) Translation Studies OR MEC-IV (B) Dalit Studies	04	60
		Code	P-I : Project	04	60	
Total Credits			20			
Total Credits (Semester I & II)				40		

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Faculty of Humanities and Social Sciences

Programme Outcomes (POs) for M.A. Programme

PO1	Disciplinary Masters Knowledge All-inclusive in depth knowledge in the field of social sciences, literature and humanities which make them sensitive and sensible enough to solve the issues related with mankind.
PO2	Social Competence Social competence to develop interpersonal relationship in both personal and Professional life. Effective use of communication skills to demonstrate subject knowledge and multicultural sensitivity in large groups.
PO3	Self-Directed Life-long Learning Ability to prepare for NET, SET and other competitive examinations or choose other related programmes or research programme of their choice.
PO4	Ethical and Social Skills Ability to think and work with ethical values in social, economic, historical, geographical, political, ideological and philosophical tradition and thinking, framing the base to deal with people and various challenges in life with courage and humanity.
PO5	Problem Solving Ability Problem solving and Analytical skills to think and act over for the solution of various issues prevailed in the human life to make this world better than ever.
PO6	Research and Related Skills Technical know-how about research including enquiry, collection, classification and tabulation of data and analysis and interpretation of data using various statistical tools and techniques.

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Programme Specific Outcomes (PSOs) for M.A. in English	
PSO1	Academic Competence Students will gain knowledge of the major traditions of literatures written in English, and an appreciation for the diversity of literary and social voices within-and sometimes marginalized by-those traditions.
PSO2	Interpersonal and Social Skills Students will Value literature, language, and imagination; they will develop a passion for literature and language. They will develop an ability to read texts in relation to their historical and cultural contexts, in order to gain a richer understanding of both text and context and sensitise to the peers to the literary values, ideas and emotions.
PSO3	Analytical and Critical Skills They will appreciate literature's ability to elicit feeling, cultivate the imagination, and call us to account as humans.They will cultivate their capacity to judge the aesthetic and ethical value of literary texts-and be able to articulate the standards behind their judgments.
PSO4	Communication Skill and Work Skill Students will develop communicative skills to work in the field of education, research, media, journalism and corporate sectors.
PSO5	Research and Related Skills Students will be able to analyze and evaluate the literary texts with the help of literary and critical theories. They will also come to know the trends and practices of teaching English and accordingly do research to make teaching-learning of English more facilitating.

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Semester - III



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Department of English

Course Type : MMC-VII

Course Title : Literary and Critical Theory

Course Code : 601ENG3101

Credits: 04

Max. Marks: 100

Lectures: 60 Hrs.

Learning Objectives:

- LO1 To introduce the students to the various theories and schools of criticism from classical times to the present.
- LO2 To acquaint them with major critical concepts, theories, movements and approaches to literature
- LO3 To develop the critical sensibility of the students and provide insight for analysis and interpretation of literary works
- LO4 Enable them to comprehend the philosophical base behind the various literary and critical theories

Course Outcomes:

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

- CO1 Realize the significance of literary theories and principles of criticism to the literary texts from classical times to the present and evaluate it.
- CO2 Apply various approaches and principles from literary theories to understand the literary text from different perspectives.
- CO3 Analyze a literary text critically and interpret it.
- CO4 Compare the philosophical base behind various literary texts by reading the philosophical ideas reflected in literary texts.

Unit No.	Title of Unit & Contents	Hrs.
I	Classics	14
	1. Plato 2. Aristotle 3. Horace	
	Unit Outcomes: UO 1. The students will come to know about the theory of imitation by classic Greek masters. UO 2. The students will get knowledge of the views of Greek masters on the art of poetry.	
II	Early English Criticism	16
	Philip Sidney- An Apology for Poetry John Dryden - Essay on Dramatic Poesy	
	Unit Outcome: UO 1. The students will familiar with Philip Sidney's views on poetry	

Unit No.	Title of Unit & Contents	Hrs.
	UO2. The students will understand the significance of Classic, French and English literature and its criticism.	
III	English Criticism	14
	1. S T Coleridge - Biographia Literaria (Chapter XIII to XVII) 2. S Eliot -The Metaphysical Poets	
	Unit Outcome: UO 1. The students will be familiar with the concepts of fancy, imagination, primary and secondary imagination UO2. Understand the significance of the theory of impersonality.	
IV	Modern Criticism	16
	1. F. R. Leavis 2. I. A. Richards	
	Unit Outcome: UO 1. The students will comprehend the Leavis's views about the role of criticism. UO2. State and aware the students about importance of practical criticism developed by Richards..	

Learning Resources:

1. Prasad, B. Introduction to English Criticism. Madras: Macmillan, 1973.
2. Enright, D J and Chickera, Ernst (Eds) English Critical Texts. London: OUP, 1962.
3. Sethuraman, V S (Ed) Contemporary Criticism An Anthology. New Delhi: Macmillan India, 1989.
4. Barry, Peter Beginning Theory. Manchester: Manchester University Press, 2002.

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Course Type : MMC - VIII

Course Title : Women's Writings

Course Code : 601ENG3102

Credits: 04

Max. Marks: 100

Lectures: 60 Hrs.

Learning Objectives:

- LO1 To understand the scope, development and major trends in women's writings
- LO2 To acquaint the students with literary achievements of some of the significant women writers
- LO3 To create an awareness among the students of significant developments in writings
- LO4 To acquaint the students with different themes and styles as reflected in women's writings

Course Outcomes:

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

- CO1 Understand the scope, development and major trends in women's writings.
- CO2 Get acquainted with the literary achievements of some of the significant women writers.
- CO3 Evaluate development of women's writings.
- CO4 Analyze the different themes and styles as reflected in women's writings.

Unit No.	Title of Unit & Contents	Hrs.
I	Unit I	16
	Literary background of women's writings, Feminine, Feminist, Female, Womanism, Gynocentric Criticism, Eco- Feminism, Radical Feminism, Woman's Language Virginia Woolf – Mrs Dalloway	
	Unit Outcomes: UO 1. The students will get thorough knowledge of women's writings. UO 2. The students will be familiar with the writings of Virginia Woolf.	
II	Unit II	12
	Women's writings and George Eliot George Eliot – The Mill on The Floss	
	Unit Outcome: UO 1. The students will understand the significance of George Eliot's writings. UO 2 The students will realize the human endeavors discussed in The Mill on the Floss	
III	Unit III	14
	Womanism and Charlotte Bronte Charlotte Bronte - Jane Eyre	

Unit No.	Title of Unit & Contents	Hrs.
	Unit Outcome: UO 1. The students will know the womanism in the writings of Charlotte Bronte. UO 2. The students will come to know the style of Charlotte Bronte's writings	
IV	Unit IV	18
	Jean Rhys' contribution in women's writings Jean Rhys: Wide Sargasso Sea Unit Outcome: UO 1. The students will be familiar with the contribution of Jean Rhys UO 2. The students will compare the novels writing of Jean Rhys with other women writers	

Learning Resources:

1. George Eliot, The Mill on the Floss: Oxford Publication, Delhi. 2014
2. The Mill on the Floss: George Eliot (Annotated-the novel with Introduction, Characters and Summary) Kindle Edition George Eliot,
3. The Mill on the Floss [Norton Critical Edition] (Annotated) Kindle Edition by George Eliot
4. Virginia Woolf, Mrs. Dalloway Paperback – September 24, 1990
5. A. N. Dwivedi , Anita Desai's 'The Fire on the Mountain' (Roman Critical Context)



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Department of English

Course Type : MMC - IX

Course Title : Indian Writing in English (A)

Course Code : 601ENG3103

Credits: 04

Max. Marks: 100

Lectures: 60 Hrs.

Learning Objectives:

- LO1 To acquaint the students with major trends in Indian Writing In English
- LO2 To enable students to read and appreciate poems written in English.
- LO3 To cultivate among students a sense of understanding in order to make them better human beings by the exposure to literature.
- LO4 To sensitize students for the thorough understanding of the implicit and explicit meaning of the poem.

Course Outcomes:

After completion of the course, students will be able to

- CO1 Understand the major trends in Indian Poetry, drama and through detailed study of prescribed works.
- CO2 Develop their interest in Indian Writing in English.
- CO3 Realize the significance of the values and issues in the literary texts.
- CO4 Have a better understanding of Indian society and its mindset.

Unit No.	Title of Unit & Contents	Hrs.
I	Literary Background	13
	Background Study of Indian, Writing in English Poetry, Drama, Novel and Prose	
	Unit Outcome: UO 1. The students will understand the Literary background of Indian writing in English. UO 2. The students will be acquainted with the development of Indian English Poetry, Drama, Novel and Prose	
II	Poetry	14
	1. A K Ramanujan: A River, Snake 2. Arun Kolatkar: The Priest, An Old Woman	
	Unit Outcome: UO 1. The students will come to know specific features of A K Ramanujan's poetry UO 2. The students will understand the significance of Arun Kolatkar's poetic writings	
III	Drama	17
	1. Rabindranath Tagore: The Post Office	

Unit No.	Title of Unit & Contents	Hrs.
	Unit Outcome: UO 1. The students will understand the literary significance of Tagore as a dramatist UO 2. The students will be able to know the significance Indian drama.	
IV	Novel	16
	1. MulkRaj Anand: Untouchable	
	Unit Outcome: UO 1. The students will understand the specific features of Indian novels UO 2. The students will be familiar with the novels of MulkRaj Anand	

Learning Resources:

1. Ramanujan A.K. Collected Poems of A.K.Ramanujan : Oxford University Press , 1999
Kolatar, Arun. Collected Poems in 2010 Bloodaxe Books Ltd Publisher, 2010
2. A Study Guide for Rabindranath Tagore's the Post Office: Gale, Study Guides publisher, 2004
3. Mulk Raj Anand - Untouchable - A Critical Evaluation: Unique publisher, Lahore 2000



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Department of English

Course Type : MEC-III-(A)

Course Title : Studies in Diasporic Literature

Course Code : 601ENG3201

Credits: 04

Max. Marks: 100

Lectures: 60 Hrs.

Learning Objectives:

- LO1 To introduce the students with the diasporic literature.
- LO2 To acquaint them with the historical perspectives and concepts and approaches to diasporic literature.
- LO3 To cultivate among students a sense of understanding and provide exposure to diasporic literature.
- LO4 To sensitize students for the proper understanding of the Scope and Parameters of Diaspora Writing

Course Outcomes:

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

- CO1 Understand the nature of diasporic literature.
- CO2 Acquaint themselves with the different writers of diasporic studies.
- CO3 Know the significance of the life of diasporic authors and their literary character
- CO4 Criticize the diasporic literature.

Unit No.	Title of Unit & Contents	Hrs.
I	Literary Background	15
	Defining Diaspora, Enforced and Shared Diaspora, Scope and Parameters of Diaspora Writing, Origin of Diaspora Writing, Historical Perspective Multiple Heritage, Victims and Beneficiaries of Transitional Displacement, Major themes in Diasporic Literature	
	Unit Outcomes: UO 1 Students will be acquainted with the Nature and Scope of Indian diaspora UO 2 Students will develop an understanding of Diasporic Literature	
II	Fiction	15
	1.Jhumpa Lahari - The Namesake 2.V.S.Naipaul -A House for Mr. Biswas	
	Unit Outcome: UO 1. Students will come to know the features of diaspora reflected in the novels of Jhumpa Lahiri UO 2 Students will understand V S Naipaul as a diasporic writer	

Unit No.	Title of Unit & Contents	Hrs.
III	Poetry	15
	1.K.N.Daruwala- Migration 2.Cyril Dabydeen- December in winter 3.Parthasarathy- Home Coming 4.Allen Currow- House and Land	
	Unit Outcome: UO 1 Students will be familiar with the poetry of select diasporic poets UO 2 Students will develop an interest in the diasporic poetry	
IV	Drama	15
	Uma Parameswara- Sitas Promise Rana Bose-Baba Jacques Doss	
	Unit Outcome: UO 1 Students will realize the significance of Uma Parameswara's dramatic art UO 2 Students will come to know the literary contribution of Rana Bose	

Learning Resources:

1. Mishra Vijay, The Literature of the Indian Diaspora, Theorizing the Diasporic Imaginary, 2007, Routledge, NewYork
2. Mukherjee Meenakshi, The Perishable Empire Essays on Indian Writing in English, 2002, OUP, Oxford
3. Agarwal Malti, English Literature Voices of Indian Diaspora, Atlantic Publishers & Distributors, 2009, Delhi
4. Hussain Yasmin, Writing Diaspora: South Asian Women, Culture and Ethnicity, 2016, Ashgate Publishing, NewYork
5. Chetty Rajendra, Indian Writers Transnationalisms and Diasporas, 2010, Peter Lang, NewYork
6. Chatterjee N & Chatterjee A, Re-theorising the Indian Subcontinental Diaspora Old and New Directions, 2020, CUP, UK
7. K.R. Srinivasa Iyengar, —Indian Writing in English 1995, Sterling Publishers Pvt. Ltd., New Delhi,
8. Salunkhe Sachin , Indian Diaspora Writers, Vol.4 Sage: 2021, New Delhi
9. Bhabha, Homi K. The Location of Culture. London: Routledge, 1994
10. Lahiri Jhumpa, The Namesake, 2003, Houghton Mifflin, India
11. Naipaul V S , A House for Mr Biswas, 2011 Pan Macmillan, India
12. Parameswaran Uma, Sita's Promise, 2002, Alexander Street Press, USA



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Department of English

Course Type : MEC-III (B)

Course Title : Comparative Literature

Course Code : 601ENG3201

Credits : 04

Max. Marks: 100

Lectures: 60 Hrs.

Learning Objectives:

- LO1 To familiarise the students with concepts of comparative literature.
- LO2 To orient students with the critical approaches of the discipline.
- LO3 To study literary texts from comparative approach.
- LO4 To introduce the students to the various schools of thoughts in Comparative Literature.
- LO5 To acquaint the students with the new directions and contemporary perspectives of the discipline.

Course Outcomes:

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

- CO1 Demonstrate comprehensive knowledge of literary relational aspects of influences and similarities.
- CO2 Compare different literatures in different genres.
- CO3 Explain 'comparison' as a method of study and literatures as content in their cultural and linguistic diversity.
- CO4 Demonstrate the knowledge that comparative literature is a distinct study of multiple literatures with mutual influences crossing all types of boundaries.
- CO5 Apply required literary tools to understand and appreciate texts for comparative study.

Unit No.	Title of Unit & Contents	Hrs.
I	History of the Discipline	14
	1. Bassnett, Susan. "Introduction: What is Comparative Literature Today?" 2. Charles Mills Gayley (1903), "From What is Comparative Literature?" 3. Hutcheson Macaulay Posnett (1886), "The Comparative Method and Literature" 4. Enani, M. M. Theories of Comparative Literature	
	Unit Outcomes: UO 1 Students will understand the nature of Comparative Literature. UO 2 Students will come to know the theories of Comparative Literature	
II	Interliterariness	16
	1. Durisin, Dionyz Selections from Theory of Interliterary Process 2. Galik, Marian 'Interliterariness as a Concept in Comparative Literature' 3. Wellek, Rene 'Crisis of Comparative Literature' from Concepts of Criticism	

Unit No.	Title of Unit & Contents	Hrs.
	4. Das and Dev 'Muses in Isolation', 'French School of Criticism' from Comparative Literature; Theory and Practice Unit Outcomes: UO 1. Students will gain the knowledge of Concept Interliterariness UO 2. Students will understand the theory of Interliterary Process	
III	Reception Theory	12
	1. Jaus, Hans Robert, selections from Toward an Aesthetic Theory of Reception 2. Carolyn Miller 'Genre as Social Action' 3. Jane Tompkins (ed.), Introduction of Reader-Response Criticism Unit Outcomes: UO 1 Students will come across the knowledge of aesthetic theory. UO 2 Students will understand the reader's approach.	
IV	Comparative Literature: New Directions	18
	Narrative Traditions: 1. Indian, Asian, African Selections from Jatakas/Somadeva's Kathasaritsagar/Vishnu Sharma's Panchatantra/Arabian Nights/ Kalila wa Dimnah/ 2. African Selections from Chinua Achebe Things fall apart Unit Outcomes: UO 1 Students will come to know the significance of the cultural aspects in different literature. UO 2. Students will compare different literary traditions.	

Learning Resources:

- Bassnett, S. (1993). Comparative Literature: A Critical Introduction. Oxford: Blackwell.
- Claudio Guillen. (1993). The Challenge of Comparative Literature. (Cola Franzen, Trans.). London: Harvard University Press.
- Dev, A. (1984). The Idea of Comparative Literature in India. Kolkata: Papyrus.
- Bernheimer, C. (1995). Ed. Comparative Literature in the Age of Multiculturalism. Baltimore: The Johns Hopkins University Press.
- Praver, S. S. (1973). Comparative Literary Studies: An Introduction. London: Duckworth.
- Totosy de Zepetnek, S. (2003). Ed. Comparative Literature and Comparative Cultural Studies. Indiana: Purdue University Press.
- Weisstein, U. (1969). Comparative Literature and Literary Theory. London: Indiana University Press.

Behdad, A., & Dominic, T. (2011). Eds. A Companion to Comparative Literature. UK: Wiley-Blackwell.

Dominguez, C, Saussy, H., & Villanueva, D. (2015). Eds. Introducing Comparative Literature: New Trends and Applications. London and New York: Routledge.

Totosy de Zepetnek, S. (1998). Comparative Literature: Theory, Method, Application. Amsterdam-Atlanta, GA: Rodopi. Wellek, R., & Warren, A. (1956). Theory of Literature. New York: Harcourt, Brace and Company.



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Rajarshi Shahu Mahavidyalaya,
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Semester - IV



शिव छत्रपती
शिक्षण संस्था
लातूर

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Department of English

Course Type : MMC- X

Course Title : Advanced Critical Theories

Course Code : 601ENG4101

Credits: 04

Max. Marks: 100

Lectures: 60 Hrs.

Learning Objectives:

- LO1 To introduce the students to the various theories and schools of criticism from classical times to the present.
- LO2 To acquaint them with major critical concepts, theories, movements and approaches to literature.
- LO3 To develop the critical sensibility of the students and provide insight for analysis and interpretation of literary works.
- LO4 To enable them to comprehend the philosophical base behind the various literary and critical theories

Course Outcomes:

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

- CO1 Understand the philosophical base behind various literary texts by reading the philosophical ideas reflected in literary texts.
- CO2 Apply literary theories and principles of criticism to the literary texts from classical times to the present and evaluate it.
- CO3 Apply various approaches and principles from literary theories to understand the literary text from different perspectives.
- CO4 Analyze a literary text critically and interpret it.

Unit No.	Title of Unit & Contents	Hrs.
I	Unit I	16
	1.New Criticism, moral formalism and F R Leavis 2.Russian Formalism and the Bakhtin School	
	Unit Outcomes: UO 1. The students will come to know about the aspects of New criticism UO 2. The students will get knowledge of approaches of formalism	
II	Unit II	14
	1.Reader oriented theories 2.New Historicism and Cultural Materialism	
	Unit Outcome: UO 1. The students will be familiar with the reader oriented theory. UO2. The students will understand the conceptual underpinnings of New Historicism.	

Unit No.	Title of Unit & Contents	Hrs.
III	Unit III	14
	1.Feminist Theories 2. Ecocriticism	
	Unit Outcome: UO 1. The students will be acquainted with the theories of feminism. UO2. The students will understand the significance of Ecocriticism	
IV	Unit IV	16
	1. Postmodernist Theories 2. Post colonialist Theories	
	Unit Outcome: UO 1. The students will come to know the importance of the postmodern theories UO2 The students will understand the development of the post-colonial theories.	

Learning Resources:

1. A Glossary of Literary Terms, M.H. Abrams, Cengage Learning, 2014.
2. A Reader's Guide to Contemporary Literary Theory (fifth edition) by Raman Seldon, Peter Widowson, Peter Brooker. Harlow: Pearson Education Ltd, 2005.
3. Beginning Theory An Introduction to Literary and Cultural Theory (third edition) by Peter Barry, Viva, New Delhi, 2010.
4. Adorno, T. W., with Max Horkheimer. Dialectic of Enlightenment. Trans. Edmund Jephcott. Stanford: Stanford UP, 2002.
5. Arac, Jonathan. Critical Genealogies: historical Situations for Postmodern Literary Studies, New York: Columbia University press, 1987.
6. Barthes, Roland, S/Z (Translated by Miller) London: Jonathan Cape, 1975.
7. Bloom, Harold. The Anxiety of Influence, New York: O.U.P. Brandam, R.. Making It Explicit. Cambridge: Harvard University Press, 1994.
8. Brooks, Cleanth. The well-wrought urn, New York: Harcourt Brace, 1947
9. Coyle, Martin et al (eds) Encyclopedia of Literature and Criticism, London; Routledge, 1991
10. Culler, Jonathan. Structuralism Poetics: structuralism, Linguistics, and the study of Literature, London: Routledge & Kegan Paul, 1975

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Department of English

Course Type : MMC - XI

Course Title : Special Author

Course Code : 601ENG4102

Credits: 04

Max. Marks: 100

Lectures: 60 Hrs.

Learning Objectives:

- LO1 To acquaint the students with the special author Toni Morrison
- LO2 To enable students to read and appreciate the novels by Toni Morrison.
- LO3 To cultivate among students a sense of understanding in order to make them better human beings by the exposure to literature by Toni Morrison.
- LO4 To sensitize students for the thorough understanding of the implicit and explicit meaning of the novels by Toni Morrison.

Course Outcomes:

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

- CO1 Understand the major themes in the writings of Toni Morrison
- CO2 Read and critically appreciate the novels by Toni Morrison.
- CO3 Do their own study of novels, the students will be acquainted with the black society and become human beings by the exposure to literature in black writings.
- CO Apply their literary knowledge to understand other women writers

Unit No.	Title of Unit & Contents	Hrs.
I		18
	Literary Background of the Novel Toni Morrison -Sula	
	Unit Outcomes: UO 1. The students will get thorough knowledge of the literary writing of Toni Morrison. UO 2. The students will be familiar with the themes of Sula.	
II	Poetry	12
	Literary Background of the Novel Toni Morrison -Beloved	
	Unit Outcome: UO 1. The students will understand the literary significance of the author Toni Morrison UO 2. The students will be acquainted to the style of Toni Morrison's writings.	
III	Drama	20
	Literary Background of the Novel Toni Morrison -The Bluest Eye	

Unit No.	Title of Unit & Contents	Hrs.
	Unit Outcome: UO 1. The students will understand the tradition of black literature. UO 2. The students will be familiar with the thematic aspects of The Bluest Eye.	
IV	Prose/Fiction	10
	Literary Background of the Novel Toni Morrison -Tar Baby	
	Unit Outcome: UO 1. The students will understand Toni Morrison's specialty as an author. UO 2. The students will know the art of novel writing.	

Learning Resources:

1. *Sula* by Toni Morrison, Vintage Publication, London, 2004
2. *Sula Toni Morrison's Novel Sula. Identity and Subalternity: Grin Publishing house, San Francisco, 2007*
3. *Beloved* by Toni Morrison, Vintage Publication, London, 2010
4. *The Bluest Eye* by Toni Morrison, Vintage Publication, London, 2016
5. *Tar Baby* by Toni Morrison, Vintage Publication, London, 2016



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Department of English

Course Type : MMC - XII

Course Title : Indian Writing in English

Course Code : 601ENG4102

Credits: 04

Max. Marks: 100

Lectures: 60 Hrs.

Learning Objectives:

LO1 To acquaint the students with major trends in Indian Writing In English

LO2 To enable students to read and appreciate poems.

LO3 To cultivate among students a sense of understanding in order to make them better human beings by the exposure to literature.

LO4 To sensitize students for the thorough understanding of the implicit and explicit meaning of the poem.

Course Outcomes:

After completion of the course, students will be able to

CO1 Understand the major trends in Indian Poetry, drama and through detailed study of prescribed works

CO2 Develop their interest in Indian Writing in English.

CO3 Apply their sensitivity and sensibility to the values and issues in the literary texts.

CO4 Evaluate Indian society and its mindset with the help of literary texts they studied.

Unit No.	Title of Unit & Contents	Hrs.
I	Indian Prose	12
	1. Khushwant Singh: The Portrait of a Lady 2. Pandit Nehru: The Book of Nature	
	Unit Outcomes: UO 1: The students will recognize the features of Indian Prose in English. UO 2: The students will know the significance of Indian Prose in English.	
II	Indian Poetry	12
	1. Nissim Ezekiel: The Professor, Night of the Scorpion 2. Jayanta Mahapatra: Indian Summer, Hunger	
	Unit Outcomes: UO 1. The students will understand the style of Indian poetry writing. UO 2: The students will make comparison of the poetry of the select poets.	
III	Indian Drama	20
	1. Literary Background of Indian Drama 2. Girish Karnad: Hayavadana	
	Unit Outcomes: UO 1. The students will be familiar with the art of Indian drama	

Unit No.	Title of Unit & Contents	Hrs.
	UO 2. The students will come to know Girish Karnad's contribution as a dramatist	
IV	Indian Novel	16
	1.Literary Background of Indian Novels 2.Arvind Adiga: The White Tiger	
	Unit Outcomes: UO 1. The students will understand the specific features of Indian Novels UO 2. The students will develop interest in the writings of Arvind Adiga	

Learning Resources:

1. Das, Sisir Kumar. A History of Indian Literature 1800-1910;
2. Western Impact: Indian Response. New Delhi: Sahitya Academy. 1991
3. Winternitz, Moriz. A History of Indian Literature. Delhi: Motilal Banarsidas, 1996.
4. Ezekiel, Nissim. Collected Poems, 1952-88(Oxford India Paperbacks) Paperback – 19 Nov 1992
5. Mahapatra, Mahapatra. Selected poems: Oxford University Press, 1987
6. Karnad, Girish. Hayavadana; Oxford University Press, 1987
7. Singh Kushwant: Train to Pakistan: Roli Books Pvt Ltd, Noida, 2009
8. Adiga, Aravind. The White Tiger: HarperCollins Publisher, 2015



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Department of English

Course Type : MEC-IV (A)

Course Title : Translation Studies

Course Code : 601ENG4201

Credits : 04

Max. Marks: 100

Lectures: 60 Hrs.

Learning Objectives:

- LO1 To impart theoretical concepts currently discussed in translation studies, and demonstrates how they influence translation practice.
- LO2 To acquaint translation in context and to look at ways in which texts are manipulated in the process of transfer across languages and cultures.
- LO3 To study translated literary texts from cultural approach.
- LO4 To explicate the process of transfer across languages and cultures.
- LO5 To explain the impact of translation as a force for change and to trace the ways in which texts are received by readers in different cultural contexts.

Course Outcomes:

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

- CO1 Realize the reflection of theoretical concepts in translation studies & practice.
- CO2 Understand translation in context and the ways in which texts are manipulated in the process of transfer across languages and cultures.
- CO3 Know the translated literary texts from cultural approach.
- CO4 Put into practice the process of transfer across languages and cultures.
- CO5 Use translation as a force for change and the ways in which texts are received by readers in different cultural contexts.

Unit No.	Title of Unit & Contents	Hrs.
I	Translation Nature and Theories	14
	1. What is Translation? 2. Translation Theories 3. The Qualities of a Translator Unit Outcomes: UO 1 Students will understand the nature of translation. UO 2 Students will come to know the theories of translation	
II	Novel and the Art of Translation	16
	1. Kinds of Translation 2. Bhalchandra Nemade : Kosala (Translated by Sudhakar Marathe Cocoon) Unit Outcome: UO1 Students will gain the knowledge of kinds of translation. UO2 Students will understand the art of translation with the help of prescribed novel.	
III	Poetry and the Art of Translation	12

Unit No.	Title of Unit & Contents	Hrs.
	1. Translation of Poetry 2. The Significance and Relevance of Translation 3. Selected Poems of Dilip Chitre: Says Tuka Unit Outcome: UO 1 Students will come across the practical skills in poetry translation. UO 2 Students will get the skills to make translation of poetry.	
IV	Drama and the Art of Translation	18
	1. Transliteration 2. On Equivalence Text and Culture 3. Mahesh Elkunchwar : An Old Stone Mansion Unit Outcome: UO1 Students will come to know the significance of the culture in the process of translation. UO2 Students will make use of the art of translation in practice.	

Learning Resources:

- Baker, M. (ed.): The Routledge Encyclopaedia of Translation Studies. London, Routledge, 1998.
- Bassnett, S. & H.Trivedi. Postcolonial Translation. Theory and Practice, London: Routledge, 1999.
- Bassnett, S: Translation Studies, London: Routledge, 2002.
- Elkunchwar Mahesh: Collected Plays of Mahesh Elkunchwar, Vol II, Oxford, New Delhi, 2009.
- Gentzler, E: Contemporary Translation Theories (Rev, 2nd edn) Clevedon: Multilingual Matters, 2001.
- Gulzar : Selected Poems, Penguin, New Delhi, 2012.
- Nemade Bhalchandra. Cocoon, Macmillan, 1997.
- Venuti, Lawrence (ed.): The Translation Studies Reader London, Routledge, 2000.
- Das Bijay Kumar: A Handbook of Translation Studies (Rev, 3rd edn) Atlantic, 2012.
- Gargesh R, Goswami K : Translation and Interpreting Reader and Workbook, New Delhi, Orient Longman, 2007.

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Department of English

Course Type : MEC-IV (B)

Course Title : Dalit Studies

Course Code : 601ENG4201

Credits : 04

Max. Marks: 100

Lectures: 60 Hrs.

Learning Objectives:

- LO1 To familiarise the students with the nature of Dalit literature.
- LO2 To orient the students with the dominant ideology and cultural hegemony.
- LO3 To study literary texts of Dalit literature.
- LO4 To acquaint the students with different language, style, techniques, images, similes, symbols of Dalit literature
- LO5 To enable and empower them to understand the Literature of the Oppressed.

Course Outcomes:

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

- CO1 Validate the domain of Dalit literary writing
- CO2 Compare movements that influenced Dalit Writers significantly.
- CO3 Explain the protest/rebellious voice of the Dalit writers against the inhuman treatment.
- CO4 Demonstrate the knowledge of features and genres of Dalit Literature.
- CO5 Strive towards the eradication of untouchability, discrimination, atrocities and oppression

Unit No.	Title of Unit & Contents	Hrs.
I	Background Study	14
	1. Introduction: Dalit Literature Past, Present and Future 2. Dalit Movements and Literature in Post-Ambedkar Era 3. Hegemony and consciousness-building processes in Dalit literature” by Mauro Pala	
	Unit Outcomes: UO 1 Students will understand the historical perspective of Dalit literature. UO 2 Students will come to know the Dalit movements	
II	Autobiography	16
	1. Limbale, Sharan Kumar. The Outcaste (Akkarmashi) 2. Bama. Karukku.	
	Unit Outcomes: UO1 Students will gain the knowledge of Dalit Autobiography UO2 Students will understand the saga of sorrow through autobiographies.	
III	Poetry and Drama	12

Unit No.	Title of Unit & Contents	Hrs.
	1. Dhasal, Namdeo. 'Hunger,' 2. Sikhamani. 'Steel Nibs are Sprouting...' 3. Hanumanthaiah, N.K. 'Untouchable! Yes, I Am.' 4. Gunasekaran, K.A. Touch. Unit Outcomes: UO1 Students will come across the oppression through Dalit poetry. UO2 Students will understand the troubles of Dalit community.	
IV	Fiction	18
	1. Sivakami. The Grip of Change 2. Kamble Baby Jina Amucha Unit Outcomes: UO 1 Students will come to know the cultural aspects in Dalit literature. UO 2. Students will understand angst and subjugation of Dalit community.	

Learning Resources:

1. Aloysius, G. Periyar on Islam. New Delhi: Critical Quest, 2004.
2. Bandyopadhyay, Sekhar. The Namasudra Movement. New Delhi: Critical Quest, 2005.
Rajah, M.C. The Oppressed Hindus. (2005). New Delhi: Critical Quest, 1925.
3. Garud S., Dalit Stree Atmakathane, Yashshree Prakashan, 2018
4. Kamble B., Jina Amucha, Sugava Prakashan, 1986
5. Manohar, D. Murali, ed. Dalits and Religion. New Delhi: Atlantic, 2009.
6. Nimbalkar, Waman: Dalit Literature: Nature and Role. Nagpur: Prabodhan Prakashan, 2006.
7. Pandit M., The Prisons We Broke, Orient Blackswan, 2018
8. Satyanarayana, K and Susie Tharu Ed. The Exercise of Freedom. New Delhi: Navayana, 2013.
9. Teltumbde, Anand et al. Eds. Hindutva and Dalits: Perspectives for Understanding Communal Praxis. Kolkatta: Samya, 2005.

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Rajarshi Shahu Mahavidyalaya,
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Shiv Chhatrapati Shikshan Sanstha's
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PG First Year

Extra Credit Activities

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

Guidelines:

Extra -academic activities

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

Additional Credits for Online Courses:

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

Additional Credits for Other Academic Activities:

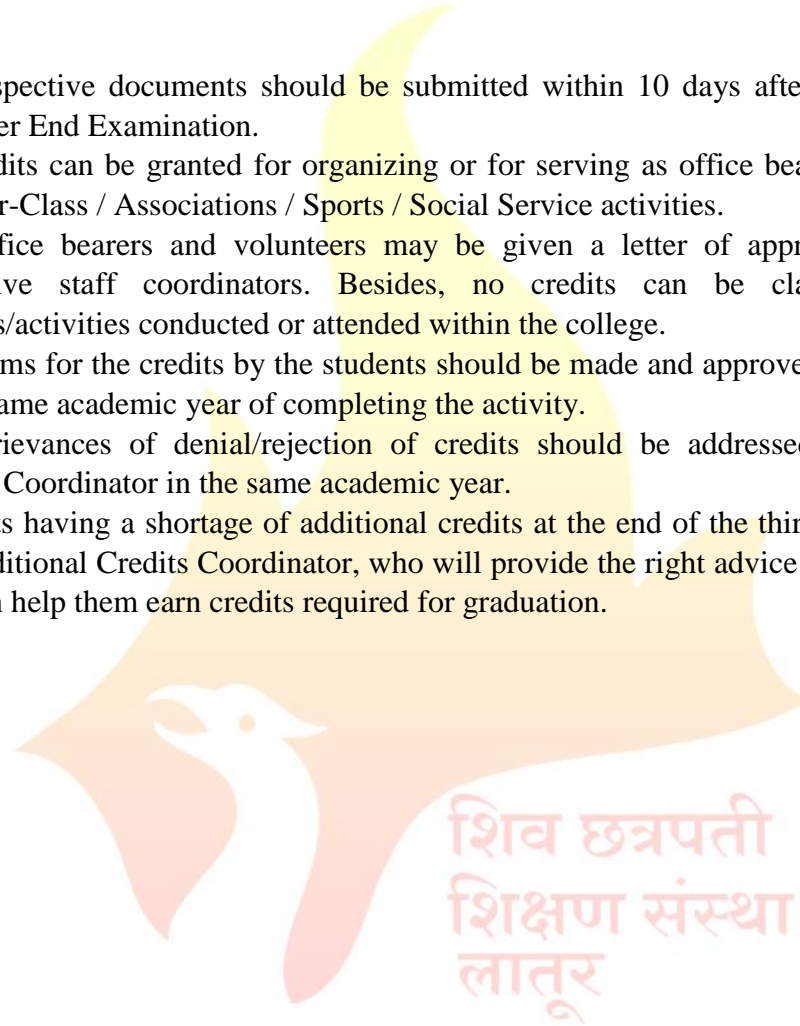
1. One credit for presentation and publication of paper in International/National/State level seminars/workshops.
2. One credit for measurable research work undertaken and field trips amounting to 30 hours of recorded work.
3. One credit for creating models in sponsored exhibitions/other exhibits, which are approved by the concerned department.
4. One credit for any voluntary social service/Nation building exercise which is in collaboration with the outreach center, equivalent to 30 hours
5. All these credits must be approved by the College Committee.

Additional Credits for Certificate Courses:

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

Note:

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



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Examination Framework

Theory:

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

Practical:

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

Course	Marks	CAT & Mid Term Theory				CAT Practical		Best Scored CAT & Mid Term	SEE	Total
		Att .	CAT I	Mid Term	CAT II	Att.	CAT			
1	2	3				4		5	6	5 + 6
Research Methodology	100	10	10	20	10	-	-	40	60	100
DSC/DSE	75	05	10	15	10	-	-	30	45	75
Lab Course	50	-	-	-	-	05	20	-	25	50
Field Project	100	10	10	20	10	-	-	40	60	100

Note:

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

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**Semester End Examination Paper Pattern
Pattern - I**

Course : Theory

Max. Marks : 60

Time: 2.30 Hrs

Q.1 Answer the following questions (4 Marks each)

16 Marks

- a) Based on Unit - I
- b) Based on Unit - II
- c) Based on Unit - III
- d) Based on Unit - IV

Q.2 Answer any THREE of the following (6 Marks each)

18 Marks

- a) Based on Unit - I
- b) Based on Unit - II
- c) Based on Unit - III
- d) Based on Unit - IV

Q.3 Answer any TWO of the following (8 Marks each)

16 Marks

(Based on any two Units)

- a)
- b)
- c)

Q.4 Answer any ONE of the following

10 Marks

(Based on remaining two Units)

- a)
- b)

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