



Date :- 01/08/2024

NOTIFICATION

Sub :- CBCS Syllabi of M. A. in English (Sem. III & IV)

Ref. :- Decision of the Academic Council at its meeting held on 27/07/2024.

The Syllabi of M. A. in English (Third and Fourth Semesters) as per **NATIONAL EDUCATION POLICY – 2020 (2023 Pattern)** and approved by the Academic Council as referred above are hereby notified for implementation with effect from the academic year 2024-25.

Copy of the Syllabi Shall be downloaded from the College Website
(www.kcesmjcollege.in)

Sd/-
Chairman,
Board of Studies

To :

- 1) The Head of the Dept., M. J. College, Jalgaon.
- 2) The office of the COE, M. J. College, Jalgaon.
- 3) The office of the Registrar, M. J. College, Jalgaon.

Knowledge is Power

Khandesh College Education Society's

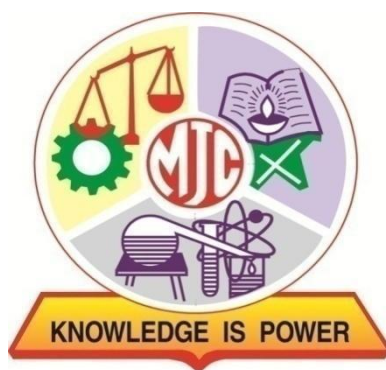
Moolji Jaitha College, Jalgaon

An "Autonomous College"

Affiliated to

Kavayitri Bahinabai Chaudhari

North Maharashtra University, Jalgaon-425001



ESTD. 1945

STRUCTURE AND SYLLABUS

S. Y. M. A. /MA-II ENGLISH (SEM-III & IV)

**As per NEP-2020 Guidelines
Under Choice Based Credit System (CBCS)**

[w. e .f. Academic Year: 2024-25]

Structure

SYMA / MA-II (ENGLISH)						
Semester – III						
Sr. No.	Course	Credits	Hours/ week	TH/ PR	Code	Title of the Paper
1	DSC-9	4	4	TH	ENG- DSC-611	Cultural Studies-I
2	DSC-10	4	4	TH	ENG- DSC-612	Post-Colonial Literature-I
3	DSC-11	4	4	TH	ENG- DSC-613	Creative Writing-I
4	DSC-12	2	2	TH	ENG- DSC-614	Literary Theory and Criticism-IV
5	DSE-3	4	4	TH	ENG- DSE-615 (A) ENG- DSE-615 (B)	Linguistics-I New Literatures in English-I
6	RP-1	4	8	PR	ENG-RP-616	Research Project-I
Semester –IV						
	Course	Credits	Hours/ week	TH/ PR	Code	Title of the Paper
1	DSC-13	4	4	TH	ENG- DSC-621	Cultural Studies-II
2	DSC-14	4	4	TH	ENG- DSC-622	Post-Colonial Literature-II
3	DSC-15	4	4	TH	ENG- DSC-623	Literary Theory and Criticism-V
4	DSE-4	4	4	TH	ENG- DSE-624 (A) ENG- DSE-624 (B)	Linguistics-II New Literatures in English-II
5	RP-2	6	12	PR	ENG-RP-625	Research Project-II

MA-II (ENGLISH)
DSC-9
ENG-DSC-611: CULTURAL STUDIES-I
(WEF 2024-25)

Semester - III

Course Objectives:

- To impart students the knowledge about the foundation of the discipline; Cultural Studies.
- To enhance students' understanding of the key concepts of Cultural Studies
- To develop students' ability to critically analyze and interpret how caste, gender, race, Ethnicity, and sexuality are represented in various cultural texts and media.
- To encourage students to critically assess the influence of the culture industry on public perception and cultural practices.
- To develop a comprehensive understanding of globalization and transculturalism by studying Arjun Appadurai's concept of 'Disjuncture and Difference in the Global Cultural Economy.'

Course Outcomes:

- The students will enhance their understanding about the foundation of the discipline; Cultural Studies.
- Students will obtain a comprehensive understanding of key concepts and theories in Cultural Studies.
- Students will be able to critically engage with the divisive discourses of caste, gender, race, ethnicity, and sexuality as represented in texts and media.
- Students will be able to identify and analyze various forms of cultural practices including art, media, literature, and everyday life.
- Students will be able to examine the implications of the global cultural flows for local cultures, identities, and power structures.

CREDITS: 4

MARKS: 100

INTERNAL EXAMINATION: 40

EXTERNAL EXAMINATION: 60

UNIT	TOPIC	CONTACT HOURS
I	Introduction to Cultural Studies 1.1. The notion of Cultural Studies, its Origin, nature, and Scope 1.2. British Cultural Studies.	15
II	Key Concepts 2.1. 'Culture' by Raymond Williams from Keywords:	15

	A Vocabulary of Culture and Society 2.2. Ideology 2.3. Hegemony and cultural hegemony (Gramsci) 2.4. Narratives: Myths and legends, national narratives, personal narratives	
III	Representation and Discourse 3.1. Representation of Caste, Gender, Race, Ethnicity, and sexuality 3.2. Discourse (Foucault) 3.3. Culture Industry (Television, New Media, and cinema)	15
IV	Globalization and Transculturalism: I ‘Disjuncture and Difference in the Global Cultural Economy’ by Arjun Appadurai	15
Study Resources	• Anderson, Benedict. <i>Imagined Communities</i>. 1991. Verso. London. • Andrew Edgar and Peter Sedgewick. <i>Key Concepts in Cultural Theory</i>. Routledge, 1999. • Appadurai, Arjun. <i>Global Disjuncture and Cultural Difference in Simon During</i> (ed), <i>Cultural Studies Reader</i>, London, Routledge, p.220 – 230. • Barker, Chris. <i>The Sage Dictionary of Cultural Studies</i>. Sage, 2004. • Barker, Chris. <i>Cultural Studies: Theory and Practice</i>. London: Sage, 2003. • Brooker, Peter. <i>A Glossary of Cultural Theor.</i>, London. Arnold Pb. 2003. • Gramsci, Antonio. <i>Selections from the Prison Notebooks</i>. Ed and Tr.Q. Hoare and G. Nowell Smith. London: Lawrence and Wishart, 1971. • Halls, Stuart. ‘Cultural Studies: Two Paradigms’, <i>Media, Culture and Society</i> 2.1(1980):57-72. • Marx, Karl. <i>Capital</i> Volume I, London: Vintage, 1995. • Michel Foucault. <i>Space, Power, Knowledge, Simon During</i> (ed), <i>Cultural Studies Reader</i>, London: Routledge, 1993. p.134 – 141. • Nayar, Pramod K. <i>An Introduction to Cultural Studies</i>. New Delhi: Viva Books, 2009. • Sardar, Ziauddin. <i>Introducing Cultural Studies</i>. Icon Books. 2010. • Sen, Amartya (2004) ‘How Does Culture Matter’ in Vijayendra Rao and Michael Walton (eds.) <i>Culture and Public Action</i>, New Delhi: Permanent Black, p.37-58. • Toby Miller, ed. <i>A Companion to Cultural Studies</i>. Blackwell, 2001. • Tony Bennett and John Frow, eds. <i>The Sage Handbook of Cultural Analysis</i>. Sage, 2008. • Williams, Raymond. <i>Keywords</i>. Oxford University Press. New York: 1976. • Wilson, Rob, and Wimal Dissanayake. <i>Cultural Production and the Transnational Imaginary</i>. Duke University Press. London. 1996.	

MA-II (ENGLISH)
DSC-10
ENG- DSC-612: Post-Colonial Literature-I
(WEF 2024-25)

Semester-III

Course Objectives:

- To understand and analyze the terms colonialism, imperialism, neoclassicism, post-colonialism in the work of Loomba.
- To understand and analyse the primary concepts of colonial discourse and the relationship between colonialism and literature
- To investigate how racial, cultural, and class differences construct colonial identities and also understand the relationship between gender and colonial discourse
- To delve into pan-nationalism, feminism, post-modernism in the context of post-colonial studies.
- To foster the ability to critically engage with post-colonialism and the theoretical approach to literary analysis

Course Outcomes: After completing the course successfully,

- Students will demonstrate a thorough understanding of the terms colonialism, imperialism, neoclassicism, post-colonialism in the work of Loomba.
- Students will have a thorough understanding of the primary concepts of colonial discourse and the relationship between colonialism and literature
- Students will have understood how racial, cultural, and class differences construct colonial identities and also understand the relationship between gender and colonial discourse.
- Students will demonstrate a thorough understanding of pan-nationalism, feminism, post-modernism in context of post-colonial studies.
- Students will produce sophisticated, well-supported literary analysis that reflect a deep engagement with post-colonialism and the theoretical approach to literary analysis

Credits- 4

Internal Examination: 40

Marks: 100

External Examination: 60

UNIT	TOPIC	CONTACT HOURS
I	Situating Colonial and Postcolonial Studies	15
	Defining the Terms: Colonialism, Imperialism Neo-Colonialism, Post colonialism From Colonialism to Colonial Discourse Colonial Discourse	

II	Situating Colonial and Postcolonial Studies	15
	Colonialism and Knowledge Colonialism and Literature Textuality, Discursive and Material Processes	
III	Colonial and Postcolonial Identities	15
	Constructing Racial and Cultural Differences Race, Class and Colonialism Psychoanalysis and Colonial Subjects Gender, Sexuality and Colonial Discourse Hybridity	
IV	Challenging Colonialism	15
	Nationalism and Pan-Nationalism Feminism, Nationalism and Post colonialism Can the Subaltern Speak? Post-Modernism and Postcolonial Studies	
Study Resources:	Suggested Readings: • Abrams, M. H. <i>A Glossary of Literary Terms</i>. 7th edition. Thomson India. Rprt. 2006. Print. • Abrams, M. H. <i>The Mirror and the Lamp</i>. Oxford: OUP, 1953. Print. • Leitch, Vincet. Ed. <i>The Norton Anthology of Theory and Criticism</i>. 2nd Ed. 2001. Print. • Lodge, David. Ed. <i>Modern Criticism and Theory A Reader</i>. 2nd Edition Revised and expanded by Nigel Wood. Harlow: Pearson, 2000. Print. • Loomba, Ania. <i>Colonialism/Postcolonialism</i>. 2nd edition. Routledge. New York. 2005. Print.	

MA-II (ENGLISH)
DSC-11
ENG-DSC-613: Creative Writing
(WEF 2024-25)

Semester - III

Course Objectives:

- To introduce students to the basics of Creative Writing
- To introduce students with the steps in Creative Writing
- To encourage the students to express their thoughts in creative manner in writing

Course Outcomes: At the end of the course, the students will be able to

- know what basic elements go into the making of a creative piece of writing.
- understand the steps and methods of creative writing.
- practice writing creative literature.

CREDITS: 4

MARKS: 100

INTERNAL EXAMINATION: 40

EXTERNAL EXAMINATION: 60

UNIT	TOPIC	CONTACT HOURS
I	Creative writing Introduction	
	1.1. Creative Writing definition and scope 1.2. Types of creative writing: journalistic, literary, media 1.3. Differences between creative writing and other types of writing 1.4. Features of Creative Writing	12
II	Steps and Methods in creative writing	
	2.1. Critical Reading and analysis 2.2. Imagination 2.3. Observation 2.4. Prewriting 2.5. Free writing 2.6. Focused writing 2.7. Interaction with others 2.8. Language 2.9. Expression Note: The said elements are supposed to be discussed in class while learning to write in different genres.	12
III	Select Genres: Short Story, Novella (Fiction)	
	3.1. What constitutes a short story? 3.2. Difference between short story from other forms of literature 3.3. Plot: Structure and development 3.4. Characters: Protagonist, antagonist, and other characters	12

	3.5. Character development 3.6. Point of View: First person narration, Third Person 3.7. narration 3.8. Theme 3.9. Conflict: role of conflict 3.10. Tone and Mood 3.11. Dialogue 3.12. Description	
IV	Select Genres: Feature Article (Non-fiction)	
	4.1. What is a Feature article? 4.2. Scope and nature 4.3. Structure 4.4. Narrative Style 4.5. Importance of thorough Research 4.6. Descriptive Language 4.7. Balanced Perspective	12
V	Finishing touches	
	5.1. Feedback 5.2. Revision 5.3. rectification 5.4. confirmation of doubts	12
Study Resources	• Bauer, Marion Dane. <i>On Writing Well</i>. Harper Collins Publishers Inc, 1988. Print. • --- <i>What is your story: A Young Person's Guide to Writing Fiction</i>. Clarion Books, 1992. Print. • Brooks, Larry. <i>Story Engineering. Writer's Digest Books, 2011. Print.</i> • Cameron, Julia. <i>The Artist's Way: A Spiritual Path to Higher Creativity</i>. Tarcher Perigee, 1992. Print. • Cowan, Andrew. <i>The Art of Writing Fiction</i>. New York: Rutledge, 2013. Print. • Doughty, Louise. <i>A Novel in a Year: A Novelist's Guide to Being a Novelist</i>. London: Simon & Schuster, 2007. Print. • Foer, Jonathan Safran. <i>Everything in Illuminated</i>. Harmondsworth: Penguin, 2003. Print. • Foster, E. M. <i>Aspects of the Novel</i>. Harmondsworth: Penguin, 1990 (1927). Print. • Gardner, John. <i>The Art of Fiction: Notes on Craft for Young Writers</i>. New York: Vintage, 1991. Print. • Lodge, David. <i>The Art of Fiction</i>. London: Penguin, 1992. Print. • Morley, David. <i>The Cambridge introduction to Creative Writing</i>. Cambridge University Press, 2007. Print. • Newland, Courtia and Tania Hershman. <i>Writing Short Stories: A Writer's and Artist's Companion</i>. London, Bloomsbury, 2015. Print. • Zinsser, William. <i>Writing to Learn</i>. Harper & Row, 1988. Print.	

MA-II (ENGLISH)
DSC-12
ENG-DSC-614: Literary Theory and Criticism-III
(WEF 2024-25)

Semester-III

Course Objectives:

- To understand and analyze key psychoanalytic concepts through the works of Jacques Lacan, Harold Bloom, and Geoffrey Hartman, focusing on the role of the unconscious, the origin of poetic inspiration, and the application of Freudian theory in literary interpretation.
- To investigate how psychoanalytic theories intersect with political, ideological, and cultural histories by studying the works of Edward Said, Terry Eagleton, and Stephen Greenblatt, emphasizing how these intersections influence literary and cultural critique.
- To cultivate advanced critical thinking and analytical skills by engaging with complex theoretical texts, fostering the ability to articulate and defend interpretations of literary and cultural phenomena influenced by psychoanalysis and related theories.

Course Outcomes: After completing the course successfully,

- Students will demonstrate a comprehensive understanding of key psychoanalytic concepts and their application in literary analysis, particularly through the frameworks provided by Lacan, Bloom, and Hartman.
- Students will be able to critically analyze and contextualize literary works within broader political and cultural frameworks, utilizing the insights of Said, Eagleton, and Greenblatt to explore the intersections of ideology, culture, and history.
- Students will effectively apply psychoanalytic and related theoretical approaches to literary and cultural texts, producing well-argued, original interpretations and critiques that reflect a deep engagement with the course materials and objectives.

Credits- 2
Marks: 50

Internal Examination: 20
External Examination: 30

UNIT	TOPIC	CONTACT HOURS
I	Psychoanalysis	15
	Jacques Lacan - The insistence of the letter in the unconscious	
	Harold Bloom - Poetic origins and final phases	
	Geoffrey Hartman - The interpreter's Freud	
II	Politics, ideology, cultural history	15
	Edward Said - Crisis [in orientalism]	
	Terry Eagleton - Capitalism, modernism and postmodernism	
	Stephen Greenblatt - The circulation of social energy	

Study Resources:	Prescribed from: Lodge, David. Ed. <i>Modern Criticism and Theory A Reader</i>. 2nd Edition Revised and expanded by Nigel Wood. Harlow: Pearson, 2000. Suggested Readings: • Abrams, M. H. <i>A Glossary of Literary Terms</i>. 7th edition. Thomson India. Rprt. 2006. Print. • Abrams, M. H. <i>The Mirror and the Lamp</i>. Oxford: OUP, 1953. Print. • Butcher, S. H. <i>The Poetics of Aristotle</i>. London: Macmillan, 1898. Print. • Gupta, Neerja. <i>A Student's Handbook of Indian Aesthetics</i>. Cambridge: CSP, 2017. Print. • Leitch, Vincet. Ed. <i>The Norton Anthology of Theory and Criticism</i>. 2nd Ed. 2001. Print. • S. Ramaswami and Sethuraman V. S. <i>The English Critical Tradition</i>. Delhi: Macmillan India Ltd. 1978. Print. • Sethuraman, V. S. Ed. <i>Indian Aesthetics: An Introduction</i>. Delhi: Macmillan India Ltd. 2005. Print. • Thorat Ashok, et al. <i>A Spectrum of Literary Criticism</i>. Noida: Frank Brothers, 2001. Print. • Wimsatt & Brooks. <i>Literary Criticism: A Short History</i>. New Delhi: Oxford & IBH, 1957. Print
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MA-II (ENGLISH)
DSE-3
ENG- DSE-615 (A): Linguistics-I
(WEF 2024-25)

Semester-III

Course Objectives:

- To familiarize students with the fundamental principles and theories of linguistics.
- To explore the sociolinguistic dimensions of language variation and language use in different social contexts.
- To investigate the cognitive processes involved in language production, comprehension, and language acquisition.

Course Outcomes: At the end of the course, the students will be able to:

- Demonstrate a comprehensive understanding of the key concepts and theories in linguistics, analyze and interpret linguistic structures and systems, and apply linguistic principles to analyze and describe language phenomena.
- Recognize and evaluate the social factors influencing language variation and language use, understand the concepts of language variation, dialects, and multilingualism in diverse sociolinguistic contexts, and analyze language policy, language planning, and language attitudes within various social communities.
- Understand the cognitive processes involved in language production, comprehension, and language acquisition, analyze and interpret psycholinguistic research findings and methodologies, and apply psycholinguistic theories to explain language processing and disorders.

Credits: 4

Internal Examination: 40

Total Marks: 100

External Examination: 60

UNIT	TOPIC	CONTACT HOURS
I	Linguistics and Language Orientation:	
	1.1 Definitions and Properties of Language 1.2 Levels of language analysis: Phonology, Morphology, Syntax, Semantics 1.3 Mediums of Language: Spoken (oral) and Written (writing): Features and Examples	15
II	Linguistics and Language Orientation:	
	2.1. Functions of Language: General: Communicative, Emotive, Directive and Phatic functions 2.2. Advanced Functions: Macro-functions and Micro-functions of Language (M. A. K. Halliday)	15
III	Sociolinguistics:	
	1.1. Sociolinguistics: Definition and Nature 1.2. Linguistic variation factors: geographical region, social class,	15

	age, time, sex, profession, mother tongue interference 1.3. Language (speech) and social identity	
IV	Sociolinguistics:	
	4.1. The Sapir-Whorf Hypothesis 4.2. Language varieties: dialect, regional dialect, social dialect, idiolect, Register (theme, medium and style of register) and diglossia 4.3. Speech communities and language contact: Pidgin, creole, code-switching and code-mixing	15
Study Resources:	Suggested Reading: Unit- I & II - Linguistics and Language Orientation: - Syal, P. and D. V. Jindal. <i>An Introduction to Linguistics: Language, Grammar and Semantics</i>. New Delhi: Prentice Hall of India Ltd., 1999. - Varshney, R. L. <i>An Introductory Textbook of Linguistics and Phonetics</i>. Bareilly: Student Store, 1988. - Verma, S. K. and N. Krishnaswamy. <i>Modern Linguistics: An Introduction</i>. New Delhi: Oxford University Press, 1989. - Wrenn, C. L. <i>The English Language</i>. Delhi: Vikas Publishing House, 1992. - Yule, G. <i>The Study of Language</i>. Cambridge: Cambridge University Press, 1995. Unit- III & IV - Sociolinguistics: - Fishman, J. <i>Sociolinguistics: A Brief Introduction</i>. Rowley: Newsbury House, 1971. - Hudson, R. A. <i>Sociolinguistics</i>. Cambridge: Cambridge University Press, 1996. - Holmes, J. <i>An Introduction to Sociolinguistics</i>. London: Longman, 1992. - Trudgill, P. <i>Sociolinguistics</i>. Harmondsworth: Penguin, 1974/1983. - Wardhaugh, R. <i>An Introduction to Sociolinguistics</i>. Oxford: Blackwell, 1986.	

MA-II (ENGLISH)
DSE-3
ENG- DSE-615 (B): New Literatures in English-I
(WEF 2024-25)

Semester-III

Course Objectives (COs):

1. To introduce students to the concept and scope of 'New Literatures' in English, emphasizing their historical, political, and cultural contexts.
2. To explore themes of identity, otherness, diaspora, migration, and marginality in contemporary literary texts from postcolonial and global perspectives.
3. To analyze the role of language, representation, and power in literatures emerging from the Commonwealth, Third World, and minority communities.
4. To examine the intersection of new technologies, global movements, and literary production, focusing on how they shape new English literatures.

Course Outcomes (COs):

1. Students will be able to critically analyze texts from various postcolonial and diasporic backgrounds, understanding the socio-political forces shaping their narratives.
2. Students will demonstrate an understanding of the relationship between literature, migration, and identity formation in a globalized world.
3. Students will be able to engage with literary works from South Asia, South East Asia, West Asia, and the Indian diaspora, recognizing their contributions to world literature.
4. Students will develop interdisciplinary insights by connecting literary texts with concepts of technology, displacement, minority discourse, and global-local dynamics.

Credits: 4

Total Marks: 100

Internal Examination: 40

External Examination: 60

M-01. 'New', 'Literatures' and 'English'

M-02. 'Otherness' and Literature

M-03. 'New' Technologies and 'New' Literatures

M-04. Commonwealth Countries and 'New' Literatures in English M-05. 'New' Literatures in English and the World Literature

M-06. New English Literatures in the Third World

- M-07. Minority Discourses and New Literatures in English
- M-08. Poetry in the Age of Migration
- M-09. Diaspora, Home and New English Literatures
- M-10. Indian Diasporic Literature and Politics of Representation
- M-11. Tracing Movements and Claiming Spaces: Articulation of Diaspora
- M-12. Displaced Voices: Literature of the Refugees and Undocumented Migrants
- M-13. Issues of Local and Global in the 'New' Literatures in English
- M-14. South Asian Writings in English: View from 21st Century
- M-15. Indian English Writings in the World
- M-16. New Writings in English from South East Asia
- M-17. Writings from the West Asia in English

*This is an online course from e-PG pathshala. Those students who opt for this course are expected to study this course online. Click the Course Title to study the course.

MA-II (ENGLISH)
RP-I
ENG-RP-616: Research Project-I

Semester – III

Hours: 60

Credits: 4

Course Objectives

1. To give exposure to the students to research culture and technology
2. To introduce students to how to select a research topic, plan, perform experiments, collect and analyze the data
3. To foster self-confidence and self-reliance in the students as they learn to work and think independently

Course outcomes

After successful completion of this course, students are expected to:

- Conceive a problem based on published research and conduct a comprehensive literature survey.
- Plan and carry out the tasks in the given framework of the dissertation and present the work in writing and viva.
- Learn handling of instruments, use of chemicals and how to conduct the experiments
- Learn how to present the project in PowerPoint and answer the queries to examiners and the science of writing.

Credit distribution (1 credit for each unit)

- Identification of a research topic, formulation of research problem, objectives, sample size and hypothesis, etc
- Preparation of Outline
- Review of literature
- Bibliography

**The systematic approach towards the execution of the project should be as follows:
(Wherever applicable)**

1. The complete tenure of the research project should be one year. It should be allotted during the third semester and completed in the fourth semester.
2. Weekly 8 hours should be allotted to the research project in a regular timetable.
3. In the third semester, students will be evaluated based on a credit distribution mentioned above. In the fourth semester, students should perform further research work, collect and analyze the data, compile the results and prepare and submit the final dissertation.
4. Students may be given an opportunity to participate in ongoing research activities in the respective Departments/Schools/Supervisors' laboratories. This will familiarize them with the literature survey and give them a fundamental understanding of designing and executing a research project.
5. Students may work individually or in groups (not more than 3 students) to be decided by the concerned department/supervisor.

6. Each research group should have a different research topic with some possible level of novelty.
7. The student should select the topic relevant to priority areas of concern or allied subjects with the guidance of supervisor/ head of the department.
8. Students are encouraged to work on multidisciplinary and applied projects, but it is not mandatory criteria.
9. At the beginning, students should submit the outline of the research work to be carried out in the project. (Writing in order: Title, Aim and objectives, Literature to be collected, Experimental plan or method design, expected outcome etc.)
10. Write and submit a Literature Review Report and Research outline
Tentative order for review: Title of the Project, Certificates, Acknowledgment, Abstract and Keywords, Contents, Introduction, Literature Review, Aim of the Project, Materials and Methods, Bibliography/reference etc.
Tentative order for research outline: Title page, introduction, background and significance of study, problems to be investigated, objective, hypothesis, chapter scheme, bibliography.
11. At the end of the third semester, each student should submit a detailed Literature Review Report and research outline.
12. An appropriate and essential conclusive statement must be drawn at the end of the study.
13. Students should maintain lab notebooks, and the Supervisor may ask them to submit the mid-semester progress report.
14. For documents related to project submission: Font- Times New Roman, Heading Font Size- 14, Normal Text Size-12, spacing-1.5, both sides justified and 1 inch margin on all side, both side printing on A-4 size.
15. Three copies of the Literature Review Report, research outline should be prepared (one copy for each department, guide, and student).
16. At the end of the semester, the candidate should prepare and present research work using a PowerPoint presentation with modern ICT tools and present the same in front of his/ her respective department during the Internal Examination.
17. For external examination the candidate will have to present the research work and face viva voce.
18. Students may present their research work in Avishkar/Webinars/Conferences.
19. Students should note that plagiarism is strictly prohibited.

Internal examination (40 marks): Components of continuous internal assessment:

- Draft Research Outline (10 marks)
- Draft Review of literature (10 marks)
- Working Bibliography (10 marks)
- PowerPoint presentation, and oral examination (10 marks)

External examination (60 marks) and Components of external assessment:

- Final submitted review report, research outline in bound form at the time of examination (40 marks)
- Overall presentation reflecting the contribution of work, response to questions (20 marks)

SEMSESTER IV

MA-II (ENGLISH)
DSC-13
ENG- DSC-621: CULTURAL STUDIES-II
(WEF 2024-25)

Semester – VI

COURSE OBJECTIVES:

- To introduce students to new cultures such as cyber culture and popular culture, and their impact on society and individual identities.
- To equip students with the theoretical and methodological tools needed to study and interpret cultural phenomena.
- To encourage students to critically evaluate the portrayal of women in government-sponsored, sports, and commercial advertisements.
- To teach students to apply a structural approach to analyse media texts.

LEARNING OUTCOMES:

- Students will gain a comprehensive understanding of new and popular cultures, and understand their impact on society and individual identities.
- Students will be familiar with the contemporary approaches to study and interpret culture
- Students will be able to critically analyze media advertisements, and will enhance their gender sensitivity.
- With the help of the movie; PK, Students will be able to identify structuralism lying at the base of cultural institutions with the help of the. It will impart them a way to look at various institutions in critical manner.

CREDITS: 4

MARKS: 100

INTERNAL EXAMINATION: 40

EXTERNAL EXAMINATION: 60

UNIT	TOPIC	CONTACT HOURS
I	New Cultures 1.1.Cyber culture 1.2.Popular Culture	15
II	Critical approaches to study Culture 2.1. Ethnography 2.2. Semiotics and Structuralism 2.3. Textual: ‘Encoding / Decoding’ by Stuart Hall	15

III	Practices I: Media Portrayal of women in Government sponsored Advertisements, Sports Advertisements, and the rest of commercial advertisements (Study the contemporary advertisements in print, and digital media in this regard)	15
IV	Practices II: Movie PK: Structural approach to culture	15
Study Resources:	• Andrew Milner. <i>Contemporary Cultural Theory: An Introduction</i>. Routledge, 2002. • Barker, Chris. <i>Cultural Studies: Theory and Practice</i>. London: Sage, 2003. • Bell, David. <i>An Introduction to cyber cultures</i>. London: Routledge, 2001. • De Certeau, Michel. <i>The Practice of Every Day Life</i>. Tr.R. Johnson: London. U.C.P. 1988. • Geertz, Clifford. <i>The Interpretation of Cultures</i>. New York, Basic Books .1973. 24 • Hebdige, Dick. <i>Subculture: The Meaning of Style</i>. New York: Methuen, 1979. • Nayar, Pramod K. <i>An Introduction to Cultural Studies</i>. New Delhi: Viva Books, 2009. • Nayar, Pramod K., <i>An Introduction to Cultural Studies</i>. New Delhi: Viva Books, 2009. • Sen, Amartya (2004) 'How Does Culture Matter' in Vijayendra Rao and Michael Walton (eds.) <i>Culture and Public Action</i>. New Delhi: Permanent Black, p.37-58. • Tony Bennett and John Frow, eds. <i>The Sage Handbook of Cultural Analysis</i>. Sage, 2008.	

MA-II (ENGLISH)
DSC-14
ENG- DSC-622: Post-Colonial Literature-II
(WEF 2024-25)

Semester-IV

Course Objectives:

- To acquaint the students with the British Novel *Wild Sargasso Sea* and make them understand how the socio-political forces exploit womanhood in the society as a post-colonial theme
- To enable the students to analyze Amitav Ghosh as a post colonial writer and reflection of post colonial in *The Glass Palace*
- To familiarize the students to the social exploitation of the Africans by the colonists by studying the prescribed drama
- To sharpen the skills of interpretation of poetry and understand the common threads of post colonialism in Australian and African poetry
- To foster the ability to critically engage with post-colonialism and the theoretical approach to literary analysis

Course Outcomes: After completing the course successfully,

- The students will be acquainted with the British Novel *Wild Sargasso Sea* and make them understand how the socio-political forces exploit womanhood in the society as a post-colonial theme
- The students will be able to analyze Amitav Ghosh as a post colonial writer and reflection of post colonial in *The Glass Palace*
- The students will be familiar to the social exploitation of the Africans by the colonists by studying the prescribed drama
- The students will have sharpened skills of interpretation of poetry and understand the common threads of post colonialism in Australian and African poetry
- The students will develop the understanding of post colonial situations in the prescribed text by applying a theoretical approach.

Credits- 4

Internal Examination: 40

Marks: 100

External Examination: 60

UNIT	TOPIC	CONTACT HOURS
I	British Novel	15
	Jean Rhys - <i>Wide Sargasso Sea</i>	
II	Indian Novel	15
	Amitav Ghosh - <i>The Glass Palace</i>	

III	African Drama	15
	Wole Soyinka - <i>Dance of Forest</i>	
IV	Poems (African and Australian)	15
	Henry Lawson : a) <i>Freedom on the Wallaby</i> b) <i>Song of Republic</i> Dennis Brutus : a) <i>At a Funeral</i> David Diop : a) <i>Africa my Africa</i> Langston Hughes : a) <i>I, Too, Sing America</i> Leopold Sehghar : a) <i>Black Woman</i>	
Study Resources:	Suggested Readings: Abrams, M. H. <i>A Glossary of Literary Terms</i> . 7 th edition. Thomson India. Rprt. 2006. Print. Loomba, Ania. <i>Colonialism/Postcolonialism</i> . 2nd edition. Routledge. New York. 2005. Print. Rhys, Jean. <i>Wide Sargasso Sea</i> . Norton and Company. New York. 1966. Print. Ghosh, Amitav. <i>The Glass Palace</i> . Random House. New York. 2000. Print. Soyinka, Wole. <i>Dance of the Forests</i> . Oxford University Press. London. 1963. Print. https://www.poetryfoundation.org/	

MA-II (ENGLISH)
DSC-15
ENG-DSC-624: Literary Theory and Criticism-IV
(WEF 2024-25)

Semester-IV

Course Objectives:

- To understand and analyze the primary concepts of formalist, structuralist, and post-structuralist poetics, linguistics, and narratology through seminal works by Roman Jakobson, Tzvetan Todorov, and Roland Barthes.
- To examine the principles of deconstruction and postmodern criticism by engaging with texts from M. H. Abrams, Paul de Man, and Jean Baudrillard, focusing on how these theories challenge traditional notions of meaning and representation.
- To study the contributions of feminist critics Elaine Showalter, Juliet Mitchell, and Gayatri Chakravorty Spivak, exploring the intersections of feminism, narrative, and psychoanalysis, and their impact on literary theory.
- To delve into hermeneutics and reader-response theory by engaging with the works of Wolfgang Iser, E. D. Hirsch Jr., and Stanley Fish, focusing on the role of the reader in interpreting texts.
- To foster the ability to critically engage with complex theoretical texts and apply diverse theoretical approaches to literary analysis, enhancing interpretive skills and theoretical articulation.

Course Outcomes: After completing the course successfully,

- Students will demonstrate a thorough understanding of the foundational concepts in formalist, structuralist, and post-structuralist poetics, linguistics, and narratology, as articulated by Jakobson, Todorov, and Barthes.
- Students will critically engage with and apply deconstructive and postmodern theories, particularly those of Abrams, de Man, and Baudrillard, to analyze and deconstruct literary texts.
- Students will exhibit a nuanced understanding of feminist literary criticism, effectively incorporating the perspectives of Showalter, Mitchell, and Spivak into their analyses of literature and culture.
- Students will apply hermeneutic and reader-response theories to literary texts, demonstrating an ability to analyze the dynamic interaction between reader and text as explored by Iser, Hirsch, and Fish.
- Students will produce sophisticated, well-supported literary analyses that reflect a deep engagement with and application of the theoretical frameworks covered in the course, showcasing their critical thinking and interpretive abilities.

Credits- 4
Marks: 100

Internal Examination: 40
External Examination: 60

UNIT	TOPIC	CONTACT HOURS
I	Formalist, structuralist and post-structuralist poetics, linguistics and narratology	15
	Roman Jakobson - Linguistics and poetics Tzvetan Todorov - The typology of detective fiction Roland Barthes - The death of the author	
II	Deconstruction, Poststructural, Postmodern criticism	15
	M. H. Abrams - The deconstructive angel Paul de Man - The resistance to theory Jean Baudrillard - Simulacra and Simulations	
III	Feminism	15
	Elaine Showalter - Feminist criticism in the wilderness Juliet Mitchell - Femininity, narrative and psychoanalysis Gayatri Chakravorty Spivak - Feminism and Critical Theory	
IV	Hermeneutics, reception theory, reader-response	15
	Wolfgang Iser - The reading process: a phenomenological approach E. D. Hirsch Jr. - Faulty perspectives Stanley Fish - Interpreting the Variorum	
Study Resources:	Prescribed from: Lodge, David. Ed. <i>Modern Criticism and Theory A Reader</i>. 2nd Edition Revised and expanded by Nigel Wood. Harlow: Pearson, 2000. Suggested Readings: • Abrams, M. H. <i>A Glossary of Literary Terms</i>. 7th edition. Thomson India. Rprt. 2006. Print. • Abrams, M. H. <i>The Mirror and the Lamp</i>. Oxford: OUP, 1953. Print. • Butcher, S. H. <i>The Poetics of Aristotle</i>. London: Macmillan, 1898. Print. • Gupta, Neerja. <i>A Student's Handbook of Indian Aesthetics</i>. Cambridge: CSP, 2017. Print. • Leitch, Vincet. Ed. <i>The Norton Anthology of Theory and Criticism</i>. 2nd Ed. 2001. Print. • S. Ramaswami and Sethuraman V. S. <i>The English Critical Tradition</i>. Delhi: Macmillan India Ltd. 1978. Print. • Sethuraman, V. S. Ed. <i>Indian Aesthetics: An Introduction</i>. Delhi: Macmillan India Ltd. 2005. Print. • Thorat Ashok, et al. <i>A Spectrum of Literary Criticism</i>. Noida: Frank Brothers, 2001. Print. • Wimsatt & Brooks. <i>Literary Criticism: A Short History</i>. New Delhi: Oxford & IBH, 1957. Print	

MA-II (ENGLISH)
DSE-4
ENG- DSE-624 (A): Linguistics-II
(WEF 2024-25)

Semester-IV

Course Objectives:

- To introduce students to the principles and methodologies of corpus linguistics.
- To familiarize students with the fundamental concepts and techniques of computational linguistics.
- To enable students to critically analyze and interpret stylistic features in texts.

Course Outcomes: At the end of the course, the students will be able to:

- Understand the principles and applications of corpus linguistics, collect, annotate, and analyze linguistic data from corpora, apply statistical and computational techniques to extract linguistic patterns from corpora, and interpret and present corpus-based findings effectively.
- Understand the basics of computational linguistics and its practical applications, utilize computational tools and techniques to process and analyze linguistic data, apply computational methods for tasks such as parsing, machine translation, and sentiment analysis, and critically evaluate the strengths and limitations of computational approaches in linguistics.
- Identify and analyze stylistic features in texts, understand the role of style in discourse, literature, and media, analyze the impact of stylistic choices on meaning, tone, and audience perception, and critically evaluate stylistic approaches and theories in linguistic analysis.

Credits: 4

Internal Examination: 40

Total Marks: 100

External Examination: 60

UNIT	TOPIC	CONTACT HOURS
I	Psycholinguistics:	
	1.1. Psycholinguistics: Definition and Nature 1.2. Language and the brain; biological foundations of language, 1.3. Broca's area and Wernicke's area	15
II	Psycholinguistics:	
	2.1. Producing utterances: structure of message level and structure of sentence level, lexical access and serial vs. parallel interpretations 2.2. Understanding utterances: Serial models, parallel models and interpretative processes 2.3. Language impairments: Aphasia: syndromes, Broca's aphasia, Wernicke's aphasia, the case study of Genie.	15
III	Stylistics	

	3.1 Stylistics: Definition, nature and scope 3.2 Stylistic Principles: foregrounding, deviation (graphical, thematic, linguistic), 3.3 Parallelism, (phonological, morphological, grammatical) cohesion, coherence	15
IV	Stylistics	
	4.1. Methods in stylistic analysis (stylistic studies) 4.2. Textual stylistic analysis of literary texts	15
Study Resources:	Suggested Reading: Unit- I & II - Psycholinguistics: • Chomsky, N. <i>Language and Mind</i>. Cambridge: Cambridge University Press, 2006. • Garman, Michael. <i>Psycholinguistics</i>. Cambridge: Cambridge University Press, 1990/2000. • Field, John. <i>Psycholinguistics: A Resource Book for Students</i>. London: Routledge, 2003/2006. • Field, John. <i>Psycholinguistics: The Key Concepts</i>. London: Routledge, 2004. • Warren, Paul. <i>Introducing Psycholinguistics</i>. Cambridge: Cambridge University Press, 2012. Unit- III & IV - Stylistics: • Bradford, Richard. <i>Stylistics</i>. London: Routledge, 1997. • Jeffries, Lesley and Dan McIntyre. <i>Stylistics</i>. Cambridge: Cambridge University Press, 2010. • Leech, G. N. and M. Short. <i>Style in Fiction: A Linguistic Introduction to English Fictional Prose</i>. Essex: Longman Group Ltd., 1981. • Misra, Parthasarathi. <i>An Introduction to Stylistics: Theory and Practice</i>. London: Orient Blackswan 2009.	

MA-II (ENGLISH)
DSE-4
ENG- DSE-624 (B): New Literatures in English-II
(WEF 2024-25)

Course Objectives:

1. To explore the intersections of gender, sexuality, caste, class, and race in contemporary English literatures emerging from diverse socio-cultural contexts.
2. To analyze alternative forms of literary expression, such as life writings, science fiction, graphic novels, and digital literature, within the scope of 'New Literatures in English.'
3. To examine how marginal voices—Dalit, tribal, queer, indigenous—articulate identity, resistance, and transformation in English and English translations.
4. To understand the influence of media, technology, and digital platforms on literary production, dissemination, and readership in the 21st century.

Course Outcomes:

1. Students will be able to critically engage with writings that reflect queer, Dalit, tribal, and gendered perspectives, and assess their cultural and political implications.
2. Students will develop an understanding of emerging genres and media, including science fiction, graphic novels, and digital literature, as part of the expanding literary canon.
3. Students will analyze the impact of historical events (e.g., Partition) on literary imagination and adaptation, particularly in cross-media forms like film.
4. Students will demonstrate the ability to evaluate the role of surveillance, social media, and digital archives in shaping contemporary literary expressions and reader interactions.

Credits: 4

Total Marks: 100

Internal Examination: 40

External Examination: 60

M-18. Queer Discourses and the 'New' Literatures in English

M-19. Studying Masculinity; Studying 'New' Literatures in English

M-20. Life Writings; Articulating Sexual Identities

M-21. Class, Caste, Gender: Intersections in New Writings in English

M-22. Dalit Writings and 'New' Literatures

M-23. Indigenous People's Writings and the 'New' Literatures in English

- M-24. Women's Life Writings: Caste and Race
- M-25. Dalit and Tribal Literature in English Translations
- M-26. Partition and New Literatures English
- M-27. Writings on Partition and Film Adaptations
- M-28. Borders, Regions, Nations: Imagined Geographies in New Writings in English
- M-29. Science Fiction as a 'New' Genre
- M-30. The Graphic Novel and 'Literature'
- M-31. Myth, History and New Popular Fictions
- M-32. Visual Cultures and New Literature
- M-33. Digital Humanities and New Literature: Archiving and Digitisation
- M-34. Social Media; Blogzines; New Literature and Readership
- M-35. Literature and Surveillance in Cyberspace

*This is an online course from e-PG pathshala. Those students who opt for this course are expected to study this course online. Click the Course Title to study the course.

MA-II (ENGLISH)
RP-2
ENG-RP-625: Research Project-II

Credits: 6
Total Marks: 150

Internal Examination: 60
External Examination: 90

Course Objectives

1. To give exposure to the students to research culture and technology
2. To introduce students to how to select a research topic, plan, perform experiments, collect data and analyze the data
3. To foster self-confidence and self-reliance in the students as they learn to work and think independently

Course outcomes

After successful completion of this course, students are expected to:

1. Conceive a problem based on published research and conduct a comprehensive literature survey.
2. Plan and carry out the tasks in the given framework of the dissertation and present the work in writing and viva.
3. Learn handling of instruments, use of chemicals and how to conduct the experiments
4. Learn how to present the project in PowerPoint and answer the queries to examiners and the science of writing.

**The systematic approach towards the execution of the project should be as follows:
(Wherever applicable)**

1. The complete tenure of the research project should be one academic year. It should be allotted during the third semester and completed in the fourth semester.
2. Weekly 12 hours should be allotted to the research project in a regular timetable.
3. In the fourth semester, students should perform further experimental work, analyze the data and compile the results.
4. Students may be given an opportunity to participate in ongoing research activities in the respective Departments/Schools/Supervisors' laboratories. This will familiarize them with the literature survey and give them a fundamental understanding of designing and executing a research project.
5. Students may work individually or in groups (not more than 3 students) to be decided by the concerned department/supervisor.
6. Each research group should have a different research topic with some possible level of novelty.
7. The student should select the topic relevant to priority areas of concern or allied subjects.
8. Students are encouraged to work on multidisciplinary and applied projects, but it is not mandatory criteria.
9. Students are expected to work in line with the research outline and literature review, which was submitted in the third semester.
10. Students are expected to learn how to execute the research work systematically and overcome the hurdles. Students will get the opportunity to learn about practical aspects of

many characterization techniques or models and further how to effectively employ them in the research work. Students should be able to critically evaluate the literature on the topic, identify the research gaps, plan and perform the experiments, interpret the results, understand the limitations of the work and draw conclusions.

11. At the end of the semester, each student should submit a detailed Research Report.
12. The format of the final research report shall be as per the guidelines of respective department. (**Example:** Title of the Project, Certificates, Acknowledgment, Abstract and Keywords, Contents, Introduction, Literature Review, Aim and objective, Materials and Methods, Result, Data analysis and Discussions, conclusion, limitations, suggestion, future scope, Bibliography, Appendix etc.)
13. An appropriate and essential conclusive statement must be drawn at the end of the study.
14. Students should maintain lab notebooks, and the supervisor may ask them to submit the mid-semester progress report.
15. For documents related to project submission: Font- Times New Roman, Heading Font Size- 14, Normal Text Size-12, spacing-1.5, both sides justified and 1 inch margin on all side, both side printing on A-4 size.
16. Three copies of the dissertation should be prepared (one copy for each department, guide, and student).
17. At the end of the semester, the candidate should prepare and present research using a PowerPoint presentation using modern ICT tools during the Internal and External Examination.
18. Besides writing a dissertation, students are encouraged to write a manuscript/patent if the results obtained are worthy of publication.
19. Students may present their research work in Avishkar/Webinars/Conferences.
20. Students should note that plagiarism is strictly prohibited.

Internal examination (60 marks): Components of continuous internal assessment:

- Literature collected, methodological planning, analysis of data, design and work, progress reports etc (30 marks)
- Presentation in Webinars/Conferences/publication and departmental presentation etc (20 marks)
- Oral examination (Viva Voce) (10 marks)

External examination (90 marks) and Components of external assessment:

- Evaluation of dissertation submitted in bound form at the time of examination **(60 marks)**
- Presentation (PPT format) **(15 marks)**
- Overall presentation reflecting the contribution of work, Response to questions **(15 marks)**

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