



Hindi Vidya Prachar Samiti's

Ramniranjan Jhunjhunwala College

of Arts, Science & Commerce

(Empowered Autonomous College)

Affiliated to

the

UNIVERSITY OF MUMBAI

Syllabus for the S.Y.B.A

Program: B.A ENGLISH

Program Code: RJENG

Sem-III-RJSECENG231

Sem-IV-RJSECENG241

National Education Policy (NEP 2020)

Level 5.0

(Revised in 2024-25 in alignment with the NEP 2020 facilitating the inter and multidisciplinary learning and multiple entry and exit of the student)

(CBCS 2024-25)

Preamble

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

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

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

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

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

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

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

PROGRAMME OUTCOMES (POs) FOR B.A ENGLISH

The following are the Program- Outcomes

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

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PROGRAMME SPECIFIC OUTCOMES (PSOs) FOR B.A ENGLISH

The program-specific outcomes of English are as follows:

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

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

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

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

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

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

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

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

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

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

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| Semester III & IV | | | | | | | | |
|-------------------|--------------------|------------|------|----------|----------|-------------|-------------------------------------|---------|
| College | Major/Minor SEC | Department | Year | Semester | Paper No | Paper Code | Paper Name | Credits |
| RJ | SEC | ENG | 2 | 3 | 1 | RJSECENG231 | Fundamentals of Creative Writing | 2 |
| RJ | SEC | ENG | 2 | 4 | 1 | RJSECENG241 | Script Writing | 2 |

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Skill Enhancement Course

Learning Objective and Course Outcome

| SYBA | |
|--|--|
| <p>SEMESTER III</p> <p>Title of the Course: Fundamentals of Creative Writing</p> <p>Course Code: RJSECENG231</p> <p>Credits: 02</p> <p>Duration: 30</p> | <p>Learning Objective</p> <ol style="list-style-type: none">1. Engage in interpretation and analysis of texts and gain an understanding of the literary devices used in Creative writing .2. Write effectively using coherent language, content and form. <p>Course Outcome</p> <ol style="list-style-type: none">1. Students will appreciate the nuances of craft of creative writing.2. Learners will execute well-structured and style. |

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| SEMESTER III | | | L | CR |
|--|-----------------------------------|--|----|----|
| Skill Enhancement Course Name: Fundamentals of Creative Writing | Paper Code: RJSECENG231 | Course Outcome | | 2 |
| Unit I: Figures of Speech <ul style="list-style-type: none"> • Simile • Metaphor • Alliteration • Personification • Onomatopoeia • Synecdoche | | <ul style="list-style-type: none"> • Students will be able to demonstrate a comprehensive understanding of the historical context and usage of figures of Speech. | 15 | |
| Unit II: Creative Tasks <ul style="list-style-type: none"> • Blog Writing • Story Writing (Using the given outline) • Paragraph Writing | | <ul style="list-style-type: none"> • Students will develop analytical skills and the ability to express themselves creatively. | 15 | |

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| SEMESTER III | | | |
|--|--|------------------------|---------------------|
| Skill Enhancement Course Paper Name: Fundamentals of Creative Writing Paper Code: RJSECENG231 Credits:2 | | | |
| Unit | Course Outcome | PSO Addressed | BLOOMS LEVEL |
| I | <ul style="list-style-type: none">Students will be able to demonstrate a comprehensive understanding of the historical context and usage of figures of Speech. | 2,3,4,5,6,7,8,9 | 1,2,3,4,5 |
| II | <ul style="list-style-type: none">Students will develop analytical skills and the ability to express themselves creatively. | 2,3,4,5,6,7,8,9 | 1,2,3,4,5 |

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Skill Enhancement Course

Learning Objective and Course Outcome

| SYBA | |
|---|---|
| <p>SEMESTER IV</p> <p>Title of the Course: Script Writing</p> <p>Course Code: RJSECENG241</p> <p>Credits: 02</p> <p>Duration: 30</p> | <p>Learning Objective</p> <ul style="list-style-type: none">Engage in interpretation and analysis of texts and gain an understanding of the literary devices to be used in Script writing .Write Script effectively using coherent language, content and form. <p>Course Outcome</p> <ul style="list-style-type: none">Students will gain understanding of the craft of script writing.Learners will execute well-structured scripts without any loss of meaning. |

| | | | |
|--------------------|--|----------|-----------|
| SEMESTER IV | | L | CR |
|--------------------|--|----------|-----------|

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|--|-----------------------------------|--|-----------|----------|
| Skill Enhancement Course Name: Script Writing | Paper Code: RJSECENG241 | Course Outcome | | 2 |
| Unit I Script Writing: Language & Characterization. | | <ul style="list-style-type: none"> Students will gain understanding of the craft of script writing. Learners will execute well-structured scripts without any loss of meaning. | 15 | |
| Unit II Narrative Structure | | | 15 | |

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| SEMESTER IV | | | |
|--|--|-----------------|--------------|
| Skill Enhancement Course Paper Name: Script Writing Paper Code: RJSECENG241 Credits:2 | | | |
| Unit | Course Outcome | PSO Addressed | BLOOMS LEVEL |
| Unit I Script Writing: Language & Characterization. | <ul style="list-style-type: none">Students will gain understanding of the craft of script writing. | 2,3,4,5,6,7,8,9 | 1,2,3,4,5 |
| Unit II Narrative Structure | <ul style="list-style-type: none">Learners will execute well-structured scripts without any loss of meaning. | 2,3,4,5,6,7,8,9 | 1,2,3,4,5 |

References

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Pillai, K. N. Chandrasekharan, R. V. Kelkar's *Criminal Procedure*, Seventh Edition, Eastern Book Company, Lucknow, 2021

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Teaching Learning Process

Teaching and learning in English graduate program is a dynamic and multifaceted process. It aims to facilitate the acquisition of knowledge, critical thinking skills, and practical expertise. The teaching-learning process involves in-depth exploration of advanced theoretical concepts, rigorous empirical research, and engaging discussions on contemporary political issues.

The salient features of the teaching-learning process include

- Classroom lectures
- Presentations
- Peer-to-peer learning
- Case Studies
- Guest Lectures
- Group Projects
- Surveys
- Workshops and Conference
- Online learning resources
- Field visits

The teaching-learning process is modeled on student-centric learning pedagogies enabling graduates to acquire a profound knowledge of political science and develop the necessary skills and perspectives to navigate the intricacies of the political landscape.

Scheme of Examination

- The semester examination will be of a 60:40 pattern.

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- Semester End-60% and Internal Assessment-40%
- Semester end exam will be 50 (Semester End 30 marks & CIA 20)
- Semester end exam will cover the entire syllabus
- Internal Assessment modes: Multiple-choice questions/projects/presentations/report writing/surveys/case studies//book reviews/ field visits/internships/exhibitions/poster presentations etc.

Semester-End Assessment Pattern

| | | | | |
|----------------|------------------------|--------------------|-----------------|-----------------|
| Unit I | Concepts/Theory | Explanation | Analysis | 30 marks |
| Unit II | Concepts/Theory | Explanation | Analysis | |


Pattern of Internal Assessment

Project/ presentation//field visits/exhibitions/Survey/Case Studies

| Type of Assessment | Content | Presentation | Overall Conduct | Marks |
|--|----------------|---------------------|------------------------|--------------|
| Project | 70% | 15% | 15% | 10/20 |
| Presentation | 70% | 15% | 15% | 10/20 |
| Field Visit/Work | 70% | 15% | 15% | 10/20 |
| Exhibition | 70% | 15% | 15% | 10/20 |
| Survey | 70% | 15% | 15% | 10/20 |
| Case Studies | 70% | 15% | 15% | 10/20 |
| Total Internal Assessment will be of 20 marks | | | | |

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Format of Project /Presentation/Survey

| | | |
|---|--|------------------------------------|
|  | <p>HINDI VIDYA PRACHAR SAMITI'S RAMNIRANJAN JHUNJHUNWALA COLLEGE OF ARTS, SCIENCE AND COMMERCE (AUTONOMOUS) GHATKOPAR (WEST), MUMBAI- 400 086</p> | |
| TITLE OF THE PROJECT: | | |
| PROJECT REPORT SUBMITTED BY | | |
| NAME: | | |
| CLASS: | DIV: | ROLL NO: |
| SUBJECT: | PAPER : | |
| ACADEMIC YEAR: | | |
| <div style="border: 1px solid black; padding: 10px; text-align: center;"><hr/>MARKS OBTAINED</div> | | |
| Signature of the Student | | Signature of Teacher in Charge/HOD |
| Date | | |

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

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| Course name | Course Code | Unit No. And topics focusing on Employability / Entrepreneurship / Skill development |
|---|--------------------|--|
| Skill Enhancement Course Fundamentals of Creative Writing | RJSECENG231 | Unit I: Figures of Speech Employability in the field of Journalism, Creative Writing, Columnist, Magazine Editor Critical Thinking Writing Skills Analytical Skills |
| Skill Enhancement Course Fundamentals of Creative Writing | RJSECENG231 | Unit II: Creative Tasks Employability in the field of Journalism, Creative Writing, Columnist, Magazine Editor Critical Thinking Writing Skills Analytical Skills |
| Skill Enhancement Course Script Writing | RJSECENG241 | Unit I Script Writing: Language & Characterization. Employability in the field of Creative Writing, Dramatist, Script Writer Critical Thinking Writing Skills Analytical Skills |
| Skill Enhancement Course Script Writing | RJSECENG241 | Unit II Narrative Structure Employability in the field of Creative Writing, Dramatist, Script Writer Critical Thinking Writing Skills |

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

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| Course name | Course Code | Unit No. | Relevance |
|--|--------------------|---|------------------------------|
| Skill Enhancement Course Fundamentals of Creative Writing | RJSECENG231 | Unit I: Figures of Speech | Local, Regional, National |
| Skill Enhancement Course Fundamentals of Creative Writing | RJSECENG231 | Unit II: Creative Tasks | Local, Regional, National |
| Skill Enhancement Course Script Writing | RJSECENG241 | Unit I Script Writing: Language & Characterization. | Local, Regional, National |
| Skill Enhancement Course Script Writing | RJSECENG241 | Unit II Narrative Structure | Local, Regional, National |

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

| Course name | Course Code | Unit No. And topics | Cross-Cutting Values |
|---|--------------------|--|--|
| Skill Enhancement Course Fundamentals of Creative Writing | RJSECENG231 | Unit I: Figures of Speech | Professional Ethics, Gender, Human Values, SDG-4,5, 10&16 NEP-Conceptual understanding, life skills |
| Skill Enhancement Course Fundamentals of Creative Writing | RJSECENG231 | Unit II: Creative Tasks | Professional Ethics, Gender, Human Values, SDG-4,5, 10&16 NEP-Conceptual understanding, life skills |
| Skill Enhancement Course Script Writing | RJSECENG241 | Unit I Script Writing: Language & Characterization. | Professional Ethics, Gender, Human Values, SDG-4,5, 10&16 NEP-Conceptual understanding, life skills |
| Skill Enhancement Course Script Writing | RJSECENG241 | Unit II. Narrative Structure | Professional Ethics, Gender, Human Values, SDG-4,5, 10&16 NEP-Conceptual understanding, life skills |