



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

Affiliated to

the

UNIVERSITY OF MUMBAI

Syllabus for the T.Y.B.A

Program: B.A ENGLISH

Program Code: RJENG

Course Code

Sem V & Sem VI

National Education Policy (NEP 2020)

Level 5.0

(Revised in 2025-26 in alignment with the NEP 2020 facilitating the inter and multidisciplinary learning and multiple entry and exit of the student)

(CBCS 2025-26)

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 DSCor 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

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.

DISTRIBUTION OF TOPICS AND CREDITS

TYBA English- Syllabus Semester V

Course code	Credits	Nomenclature	Topics
RJDSCENG35 1	4	16th to 18th Century English Literature I	1. Important Concepts and Terms 2. Play 3. Selected Verse from the Elizabethan and Jacobean periods
RJDSCENG35 2	4	Literary Criticism I	1. Critical Terms 2. Nature and Function of Literature OR Critical Essays 3. Nature and function of Literary Criticism 4. Practical Criticism: Scansion
RJDSCENG35 3	4	19th Century English Literature I (The Romantic Revival (1798-1832))	1. Concepts 2 Poetry: Selected Verse from the Romantic Period 3. Novel or Essays
RJDSEENGE351	4	20th Century British Literature I	1. Background 2. Drama 3. Poetry
RJDSEENGE352	4	Postcolonial Literature I	1. Concepts 2. Essay 3. Play
RJVSCENG351	4	Grammar and Art of Writing I	. Phonetics and Morphology . Grammar: Words and Phrases . Art of Writing

TYBA English- Syllabus Semester VI

Course code	Nomenclature	Credits	Topics
RJDSCENG361	16th to 18th Century English Literature II	4	1. Important Concepts and Terms 2. Play 3. Selected Verse from the Puritan Era, the Restoration Period and the 18th Century
RJDSCENG362	Literary Criticism II	4	1. Literary Movements 2. Critical Theory 3. Critical Approaches 4. Practical Criticism
RJDSCENG363	19th Century English Literature II (The Victorian Age (1837-1901))	4	1. Background 2. Novel 3. Poetry
RJDSEENGINE361	20th Century British Literature II	4	1. Background 2. Novel 3. Short stories
RJDSEENGINE362	Postcolonial Literature II	4	1. Concepts 2. Novel 3. Poems
RJVSCENG361	Grammar and Art of Writing II	2	1. Grammar 2. Mechanics of Writing

T.Y.B.A.	Semester V & VI
Paper I 16th to 18th Century English Literature I & II Course Codes: RJDSCENG351 & RJDSCENG361	Course Outcomes: 1. To introduce students to English Literature of the 16th, 17th and 18th centuries. 2. To show them how background influences shaped the writer's thinking. 3. To present them to the literary masters who dominated the scene 4. To familiarize students with different writing styles that each age adopted Learning outcomes: ➤ Students are able to understand the distinctive features of English literature of the 16th, 17th and 18th centuries. ➤ Students are able to comprehend how background influences shaped the writer's thinking. ➤ Students are able to recognize and appreciate the literary masters who dominated the scene. ➤ Students are able to grasp the different writing styles that each age adopted.

	SEMESTER V Paper Code: RJDSCENG351	L	Cr
	UNIT I	20	
	IMPORTANT CONCEPTS AND TERMS		
1	A. The Elizabethan Age (1550-1603) i. Renaissance, Humanism and Reformation. ii. Elizabethan Poetry - Sonnets, Epic and Pastoral Elizabethan Drama		
	B. The Jacobean Period (1603-1650) i. Characteristics of the Jacobean Period (DSCor influences and its impact on literature) ii. Metaphysical Poetry iii. Jacobean Drama- (Revenge Tragedy and Comedy)		
	UNIT II	20	
	PLAY		
1	Christopher Marlowe: Doctor Faustus OR William Shakespeare: King Lear		
	UNIT III	20	

Commerce

	A. Elizabethan Period: 1. Sir Philip Sidney: "Astrophel and Stella" sonnet sequence. Sonnet 37: "My mouth doth water and my breast doth swell". Sonnet 39: "Come Sleep! O Sleep, the certain knot of peace". 2. William Shakespeare: Sonnet 138 : "When my love swears that she is made of truth" Sonnet 18: "Shall i compare thee to a Summer's day" B. Jacobean Period: 1. John Donne: "A Valediction Forbidding Mourning". Holy Sonnet10- "Death Be Not Proud". 2. Andrew Marvell: "The Coronet" "To His Coy Mistress"		
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SEMESTER VI		L	Cr
Paper-I: 16th to 18th Century English Literature II Paper Code: RJDSCENG361		60	4
UNIT I		20	
IMPORTANT CONCEPTS AND TERMS			
1	A. The Restoration Period (1660-1700) i. Characteristics of Restoration Period (DSCor events of the age andtheir impact on literature) ii. Restoration Poetry- (Epic, Mock epic, Satire) iii. Restoration Drama- Comedy of Manners, Heroic Tragedy iv. Diaries and Personal Prose		
	B. Neo-Classical Period (1700-1798) i. Characteristics of 18th Century (DSCor events of the age and their impact on literature) ii. Rise of Novel in 18th Century iii. Rise of the Periodical Essay and the Novel		
UNIT II		20	
PLAY			

Commerce

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|---|---|--|--|
| 1 | Richard Sheridan: <i>School for Scandal</i>
OR
Oliver Goldsmith: <i>She Stoops to Conquer</i> | | |
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UNIT III**20****SELECTED VERSE FROM THE PURITAN ERA, THE RESTORATION PERIOD & THE 18TH CENTURY**

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| 1 | <p>a. John Milton: From Paradise Lost Book I
(105-124) 105- And shook his throne. What though the field he lost?
124- Sole reigning holds the tyranny of
Heaven. (242-270) 242-Is this the region, this the soil, the
clime
270- Regained in Heaven, or what more lost in
Hell? (315-356) 315-Of Hell resounded: 'Princes,
Potentates.
356- Forthwith, from every squadron and each band.</p> <p>b. Alexander Pope: The Rape of the Lock.</p> | | |
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From Donne to Marvell Vol. 3 (Penguin, 1990)
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T.Y.B.A.	Semester V
Paper II Literary Criticism I & II Course Codes: RJDSCENG352 & RJDSCENG362	Course Outcomes: 1) To introduce the learners to important critical terms 2) To make them aware of the nature and function of literature and criticism 3) To impart the technique of close reading of literary texts 4) To enable them to understand various literary theories and critical approaches 5) To familiarize the learners with the tenets of practical criticism Learning outcomes: After completion of the course, students are expected to be able to: ☐ use some important critical terms ☐ become aware the nature and function of literature and criticism ☐ impart the technique of close reading of literary texts ☐ understand the various literary theories and critical approaches ☐ be familiar with the tenets of practical criticism

SEMESTER V		L	Cr
Paper-II: Literary Criticism I		Paper Code: RJDSCENG352	
		60	4
UNIT I		15	
CRITICAL TERMS			
1	(i) Simile, (ii) Imagery, (iii) Symbol, (iv) Paradox, (v) Ambiguity, (vi) Myth		
UNIT II		15	
NATURE AND FUNCTION OF LITERATURE/ CRITICAL ESSAYS			
1	Nature and Function of Literature i. Literature as Imitation (Plato-Aristotle debate) ii. Literature and Imagination (the Romantic Idea of the Imagination) iii. Literature as an expression of the writer's personality iv. Function of Literature (aesthetic, moral and cognitive functions) OR Critical Essays: A. Sigmund Freud's "Creative Writing and Daydreaming" B. Matthew Arnold's "The Study of Poetry"		
UNIT III		15	
NATURE AND FUNCTION OF LITERARY CRITICISM			
1	i. Nature of Literary Criticism ii. Functions of Literary Criticism (Explication, Analysis, Interpretation, Evaluation, Theorizing) iii. A survey of the Role of a Critic		
UNIT IV		15	
PRACTICAL CRITICISM: SCANSION			

1	Two short passages of poetry (6 to 10 lines each) will be set for scansion. Students should scan the poem, identify the base metre (iamb, trochee), variations (pyrrhic, spondee, anapaest, dactyl, cretic, amphibrach, etc.), rhyme scheme, stanza forms if any, and the metrical peculiarities such as end-stopped lines, run-on lines, elision, caesura and other basic concepts of versification.		
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SEMESTER VI		L	Cr	
Paper-II: Literary Criticism II		Paper Code: RJDSCENG362	60	4
UNIT I		15		
LITERARY MOVEMENTS				
1	i. Classicism, ii. Romanticism, iii. Realism, iv. Naturalism, v. Symbolism, vi. Aestheticism			
UNIT II		15		
CRITICAL THEORY				
1	A. William Wordsworth’s The Preface to Lyrical Ballads B. I. A. Richards’ Four Kinds of Meaning			
UNIT III		15		
CRITICAL APPROACHES				
1	i. Marxist Criticism ii. Feminist Criticism iii. Postcolonial Criticism iv. Eco Criticism v. New Criticism vi. Psychoanalytic Criticism			
UNIT IV		15		
PRACTICAL CRITICISM				
1	Critical Appreciation of an unseen poem: A short poem of about 20 lines will be set for appreciation. The title of the poem will be given. The unit will test the students' responsiveness to the poem and their linguistic ability in analysing the poem. Students are expected to mobilize the techniques of close reading and their understanding of literary devices like imagery, metaphor and other poetic devices while learning this unit.			

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T.Y.B.A.	Semester V
Paper VII: 19th Century English Literature- I & II (The Romantic Revival-1798-1832 & The Victorian Age-1837-1901) Paper Codes: RJDSCENG353 & RJDSCENG363	Course Outcomes: 1. To introduce to students the DSCor trends and ideas in the literature and culture of the Romantic and Victorian Eras 2. To help students understand the texts in the context of prevailing socio-cultural conditions & their historical, political location 3. To impress upon students the characteristically rebellious/ radical nature of British Romanticism and the stupendous range of changes in the socio-political conditions of Early (1837-1851), Middle (1851-1870) and Late (1870-1901) Victorian Era 4. To familiarize and highlight DSCor representative texts, genres, thematic concerns and select key concepts/terms pertaining to the respective periods 5. To help students apply a variety of critical, historical, and theoretical approaches to prescribed literary texts 6. To sensitize students to diverse sensibilities and humanitarian concerns through literature of the nineteenth century Learning outcomes: After completion of the course, students are expected to be able: ➤ To view literary works in their dynamic interface with the background ➤ To understand the literature of the 19th century as a complex outcome of artistic, intellectual and socio-political cross- currents ➤ To appreciate poetry as mirroring private personality, protest and subsequently, public concerns ➤ To view the development of the Victorian Novel as informed by Victorian morality as well as by larger democratic processes ➤ To contextualize the impulses behind the significant emergence of women writing in the 19th century

SEMESTER V (THEORY)		L	Cr
Paper-III: 19th Century English Literature I (The Romantic Revival (1798-1832))	Paper Code: RJDSCENG353	60	4
UNIT I		20	
CONCEPTS			
1	Features of Romanticism		
2	Influence of Rousseau and French Revolution		
3	Romantic Novel		
4	Romantic Prose		
5	Romantic Poetry		
6	Rise of women writers in the period		
UNIT II		20	
POETRY: SELECTED VERSE FROM THE ROMANTIC PERIOD			
1	William Blake: 'The Chimney Sweeper' from <i>Songs of Innocence and Experience</i>		
2	William Wordsworth: 'The World is Too Much With Us' 'Lucy Gray'		
3	Samuel Taylor Coleridge : 'Kubla Khan'		
4	John Keats: 'Bright Star' 'Ode to Autumn'		
UNIT III		20	
NOVEL OR ESSAYS			
1	A. Novel: Mary Shelley: 'Frankenstein'		

	OR		
	B. Essays: I. Charles Lamb: From Essays of Elia 'Christs' Hospital Five and Thirty Years Ago' 'The Dream Children: A Reverie' 'Detached Thoughts on Books and Reading' II. William Hazlitt: From Table-Talk: Essays on Men and Manners 'On the Pleasure of Painting' - Essay 1 'Why Distant Objects Please' 'On Going on a Journey'		

SEMESTER VI (THEORY)		L	Cr
Paper-III: 19th Century English Literature I (The Victorian Age (1837 - 1901))	Paper Code: RJDSCENG363	60	4
UNIT I		20	
CONCEPTS			
1	Effects of Industrial Revolution on Victorian Society and Literature		
2	Victorian Novel		
3	Victorian Poetry		
4	Victorian Prose		
5	Utilitarianism		
6	Aestheticism		
7	Pre-Raphaelite Movement		
8	The Oxford Movement		
UNIT II		20	
POETRY: SELECTED VERSE FROM THE ROMANTIC PERIOD			
1	Alfred Tennyson: 'Ulysses' 'Home they Brought her Warrior Dead'		
2	Robert Browning: 'Porphyria's Lover' 'The Last Ride Together'		
3	Elizabeth Barrett Browning: <i>Sonnets from the Portuguese</i> : 'Sonnet 21': 'Say over again, and yet once over again' 'Sonnet 14': 'If thou Must Love Me, Let It Be for Nought'		
4	Thomas Hardy: 'Dead Man Walking'		

<i>UNIT III</i>		20	
<i>NOVEL OR ESSAYS</i>			
1	A. Novel: William Makepeace Thackeray: <i>Vanity Fair</i> OR B. Essays: John Newman: From <i>The Idea of a University</i> Discourse V 'Knowledge its Own End' John Ruskin: From <i>Sesame and Lilies</i> 'Of Kings' Treasuries' 'From the Queens' Gardens'		

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Scheme of Examination

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

Semester-End Assessment Pattern

Unit I	Concepts/Theory	Explanation	Analysis	60 marks
Unit II	Concepts/Theory	Explanation	Analysis	
Unit III	Concepts/Theory	Explanation	Analysis	

Pattern of Internal Assessment

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

Type of Assessment	Content	Presentation	Overall Conduct	Total Marks
Project	70%	15%	15%	25/15/10
Presentation	70%	15%	15%	25/15/10
Field Visit/Work	70%	15%	15%	25/15/10
Exhibition	70%	15%	15%	25/15/10
Survey	70%	15%	15%	25/15/10
Case Studies	70%	15%	15%	25/15/10
Open Book Test	85%	-----	15%	25/15/10
Total Internal Assessment will be of 20 marks				



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

TITLE OF THE PROJECT:

PROJECT REPORT SUBMITTED
BY

NAME:

CLASS:

DIV:

ROLL NO:

SUBJECT:

PAPER :

ACADEMIC YEAR:

MARKS OBTAINED

Signature of the Student

Signature of Teacher in Charge/HOD

Date

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.