



**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**

<b>Course code</b>	<b>Credits</b>	<b>Nomenclature</b>	<b>Topics</b>
RJDSCENG351	4	16th to 18th Century English Literature I	1. Important Concepts and Terms 2. Play 3. Selected Verse from the Elizabethan and Jacobean periods
RJDSCENG352	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
RJDSCENG353	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**

<b>Course code</b>	<b>Nomenclature</b>	<b>Credits</b>	<b>Topics</b>
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
RJDSCENG351	20th Century British Literature II	4	1. Background 2. Novel 3. Short stories
RJDSEENG352	Postcolonial Literature II	4	1. Concepts 2. Novel 3. Poems
RJVSCENG351	Grammar and Art of Writing II	2	1. Grammar 2. Mechanics of Writing

T.Y.B.A.	Semester V
<p>Paper V</p> <p>20th Century British Literature I &amp; II</p> <p>RJDSEENGE351 &amp; RJDSEENGE361</p>	<p>Course Outcomes:</p> <ol style="list-style-type: none"><li>1. To expose students to literary genres, trends, and literary movements of Britain in the 20th Century.</li><li>2. To enable students to create linkages between social and historical contexts and literary texts .</li><li>3. To train students to develop skills for a critical and analytical understanding of the text.</li></ol> <p>Learning outcomes:</p> <p>After completion of the course, students are expected to be able to:</p> <ul style="list-style-type: none"><li>➤ Students will be equipped with comprehensive understanding of literary genres, trends and movements in 20th Century British Literature; thereby, enabling them to understand the valuable co –relation between the socio- cultural, economical and historical contexts; behind the literary production.</li><li>➤ Students will acquire the discipline to become reflective and imaginative thinkers through a close, critical and analytical reading of the prescribed texts.</li></ul>

SEMESTER V (THEORY)		L	C r
<b>Paper-IV: 20th Century British Literature I</b>	<b>Paper Code: RJDSEENGE351</b>	6 0	4
<b>UNIT I</b>		2 0	
<b>BACKGROUND</b>			
1	Modernism		
2	Imagism		
3	Symbolism		
4	War Poetry		
5	Angry Young Men Theatre		
6	Epic Theatre		
<b>UNIT II</b>		2 0	
<b>DRAMA</b>			
1	A. JOHN OSBORNE: <i>Look Back in Anger</i> (1956) OR B. Bertolt Brecht: <i>Mother Courage and her Children</i> (1939)		
<b>UNIT III</b>		2 0	
<b>POETRIES</b>			
1	T.S. ELIOT: i) 'The Lovesong of J Alfred Prufrock' ii) 'Portrait of a Lady'		
1	W. B. YEATS: i) 'The Second Coming' ii) 'Sailing to Byzantium'		
1	W.H. AUDEN: i) 'The Shield of Achilles' ii) 'In Memory of W.B. Yeats'		



I	WILFRED OWEN:	i) 'Insensibility' ii) 'Strange Meeting'		
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SEMESTER VI		L	Cr
<b>Paper-V: 20th Century British Literature II</b>		<b>Paper Code: RJDSEENGE361</b>	
		60	4
<b>UNIT I</b>		20	
<b>BACKGROUND</b>			
1	Feminism in Modern Literature		
2	Psychological Novel		
3	The rise of Science Fiction		
4	Post World War II Novel		
5	Imperialism and Post colonialism in Modern British Fiction		
6	Existentialism and Modern British Literature		
<b>UNIT II</b>		20	
<b>NOVEL</b>			
1	A. GEORGE ORWELL: <i>Animal Farm</i> (1945) O R B. IRIS MURDOCH: <i>The Black Prince</i> (1973)		
<b>UNIT III</b>		20	
<b>SHORT STORIES</b>			
1	JAMES JOYCE: Araby		
2	ROALD DAHL: Lamb to the Slaughter		
3	GRAHAM GREENE: The Invisible Japanese Gentleman		
4	ANGELA CARTER: The Courtship of Mr. Lyon		

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<b>SEMESTER V (THEORY)</b>		<b>L</b>	
<b>Paper-IV: Postcolonial Literature I</b>		<b>Paper Code: RJDSEENG35 2</b>	<b>60</b>
<b>UNIT I</b>		20	
<b>BACKGROUND</b>			
1	Colonialism		
2	Postcolonialism		
3	The historical and ideological moorings behind Commonwealth Literature		
4	Appropriation		
5	Binarism		
6	Subaltern		
<b>UNIT II</b>		20	
<b>ESSAY</b>			
1	Said, Edward W. "Orientalism"		
2	Appadurai, Arjun. "Disjuncture and Difference in the Global Cultural Economy"		
<b>UNIT III</b>		20	
<b>PLAY</b>			
1	Wole Soyinka: The Road		
2	Timberlake Wertenbaker: Our Country's Good		

**Commerce****SEMESTER V  
(THEORY)****Paper-IV: Postcolonial Literature II****Paper Code: RJDSEENGINE362*****UNIT I******BACKGROUND***

1 Postcolonial Allegory

2 Alterity

3 Ambivalence

4 Allochronic Discourse

5 Neo-colonization

6 Cultural Hybridity

***UNIT II******NOVEL***

1 Chinua Achebe: Things Fall Apart

2 V. S Naipaul: A House For Mr. Biswas

***UNIT III******POETRIES***

1	Kandasamy, Meena.:	i)	"Mascara" II
		ii)	"Touch"
		iii)	"Apologies for Living"
		iv)	"Inheritance"

2	Dharker, Imtiaz	i)	"Minority"
		ii)	"They'll Say: 'She Must Be From Another Country'"
		iii)	"Living Space"
		iv)	"Choice"

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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**

<b>Unit I</b>	<b>Concepts/Theory</b>	<b>Explanation</b>	<b>Analysis</b>	<b>60 marks</b>
<b>Unit II</b>	<b>Concepts/Theory</b>	<b>Explanation</b>	<b>Analysis</b>	
<b>Unit III</b>	<b>Concepts/Theory</b>	<b>Explanation</b>	<b>Analysis</b>	

**Pattern of Internal Assessment**

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

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



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.

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

20th Century British Literature	RJDSEENGINE361	Unit 1: Terms and Concepts Critical Thinking Skills
20th Century British Literature	RJDSEENGINE361	Unit 2- Drama Performing skills, Analytical skills, Critical thinking Skills Professions as Actors, Teachers and Theatre Personalities
20th Century British Literature	RJDSEENGINE361	Unit 3: Poetry Recitation skills, Analytical skills, Critical thinking Skills Jobs in teaching and taking up writing poetry as a profession in later life.
20th Century British Literature II	RJDSEENGINE361	Unit 1: Literary Terms Critical Thinking skills Unit 2: Novel Reading skills, Analytical skills, Critical thinking Skills Online reviewing of Novels and Content writers
20th Century British Literature II	RJDSEENGINE361	Unit 3: Stories Reading skills, Analytical skills, Critical thinking Skills Online reviewing of Short Stories, Content writers and Jobs in Creative Writing
20th Century British Literature II	RJDSEENGINE361	