



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

Affiliated to
the
UNIVERSITY OF MUMBAI

Syllabus for the F.Y.B.A
Program: B.A ENGLISH
Program Code: RJENG
National Education Policy (NEP 2020)
Level 4.5
(CBCS 2023-24)

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

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.

Semester II

College	Major/Minor /VSC/OEC /SEC IKS	Department	Year	Semester	Paper No	Paper Code	Paper Name	Credits
RJ	MAJ	ENG	1	2	1	RJMAJENG121	Introduction to Literature: Short Story & Novel	3
RJ	MAJ	ENG	1	2	2	RJMAJENG122	Drama and Theatre I	3
RJ	MIN	ENG	1	2	1	RJMINENG121	Introduction to Literature: Short Story & Novel	3
RJ	MIN	ENG	1	2	2	RJMINENG122	Drama and Theatre I	3
RJ	OEC	ENG	1	2	1	RJOECENG121	Interview Skills	2
RJ	AEC	ENG	1	2	1	RJAECENG121	Communication Skills	2

ABILITY ENHANCEMENT COURSE

Learning Objective and Course Outcome

FYBA	SEMESTER II
<p>Title of the Course: Communication Skills Course Code: RJAECENG121 Credits: 02 Duration: 30</p>	<p>Learning Objective</p> <ul style="list-style-type: none">● Gain an understanding of the literature ancient India, including its structures, functions and processes● Analyze the principles and values underlying the various stories and values and their influence on social life <p>Course Outcome</p> <ul style="list-style-type: none">● Explore the roles, functions and powers of folklore and mythology, and their roots in everyday experiences.● Engage in comparative analysis between the value system in ancient India and other contemporary systems.

SEMESTER II			L	C R
Ability Enhancement Course Name: Communication Skills	Paper Code: RJAECENG121	Course Outcome		2
Unit I: Introduction to Communication Skills <ol style="list-style-type: none"> 1. Concept of Communication 2. Types of Communication: Verbal and Non Verbal 3. Barriers to Communication 4. Listening 		<ul style="list-style-type: none"> ● Explore the concept & process of communication with emphasis on language skills. ● Understand the types and barriers experienced during communications. 		
Unit II: Practical Component <ol style="list-style-type: none"> 1. Application Letter and Bio data 2. Reading Comprehension 3. Speeches 4. Dialogue Writing 		<ul style="list-style-type: none"> ● Explore the differences between Application letters & other formal correspondence ● Understand the articulation of thoughts through speeches and dialogue writing and identifying appropriate points from given content 		

SEMESTER II			
Ability Enhancement Course Paper Name: Communication Skills Paper Code: RJAECENG121 Credits: 2			
Unit	Course Outcome	PSO Addressed	BLOOMS LEVEL
I	<ul style="list-style-type: none"> ● Explore the concept & process of communication with emphasis on language skills. ● Understand the types and barriers experienced during communications. 	2, 3, 4, 5	2, 3, 4, 5
II	<ul style="list-style-type: none"> ● Explore the differences between Application letters & other formal correspondence ● Understand the articulation of thoughts through speeches and dialogue writing and identifying appropriate points from given content. 	3, 4, 5, 8	2, 3, 4, 5

References

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2. Bhasker, W. W. S & Prabhu, N. S.: English through Reading, Vols. 1 and 2. Macmillan, 1975.
3. Blass, Laurie, Kathy Block and Hannah Friesan. Creating Meaning. Oxford: OUP, 2007.
4. Brown, Ralph: Making Business Writing Happen: A Simple and Effective Guide to Writing Well. Sydney: Allen and Unwin, 2004.
5. Buscemi, Santi and Charlotte Smith, 75 Readings Plus. Second Edition New York: McGraw-Hill, 1994.
6. Doff, Adrian and Christopher Jones .Language in Use (Intermediate and UpperIntermediate). Cambridge: CUP, 2004.
7. Doughty, P. P., Thornton, J. G, Language in Use. London: Edward Arrol, 1973.
8. Freeman, Sarah: Written Communication. New Delhi: Orient Longman, 1977.
9. Glendinning, Eric H. and Beverley Holmstrom. Second edition. Study Reading: A Course in Reading Skills for Academic Purposes. Cambridge: CUP, 2004
10. Grellet, F. Developing Reading Skills, Cambridge: Cambridge University Press, 1981.
11. Sasikumar, V., KiranmaiDutt and GeethaRajeevan. A Course in Listening and Speaking I& II. New Delhi: Foundation Books, Cambridge House, 2006.
12. Savage, Alice, et al. Effective Academic Writing. Oxford: OUP, 2005.

Scheme of Examination

- The scheme of examination will be MCQ-based questions for 50 marks

Teaching Learning Process

Engaging in an English graduate program involves a dynamic and intricate process. Its primary goal is to enable the assimilation of knowledge, foster critical thinking abilities, and cultivate practical expertise. The instructional journey entails delving deeply into sophisticated theoretical concepts, conducting meticulous empirical research, and participating in lively discussions regarding current literary matters. The salient features of the teaching-learning process include

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

The instructional process adopts pedagogies centered around student learning, allowing graduates to gain an in-depth understanding of English literature. This approach helps them cultivate essential skills and perspectives, equipping them to navigate the complexities of the English literary landscape.

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

Course name	Course Code	Unit No. And topics focusing on Employability / Entrepreneurship / Skill development
AEC Communication Skills	RJAECENG121	<p>Unit I: Introduction to Communication Skills</p> <ol style="list-style-type: none"> 1. Concept of Communication 2. Types of Communication: Verbal and Non Verbal 3. Barriers to Communication 4. Listening <p>Employability in all types of jobs Critical Thinking Communication skills, Listening skills</p>
AEC Communication Skills	RJAECENG121	<p>Unit II: Practical Component</p> <ol style="list-style-type: none"> 1. Application Letter and Bio data 2. Reading Comprehension 3. Speeches 4. Dialogue Writing <p>Employability in creative writing jobs, Script writing, Speech writing, Secretarial & Admin jobs</p>

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

Course name	Course Code	Unit No. And topics	Relevance
AEC Communication Skills	RJAECENG121	Unit I: Introduction to Communication Skills <ol style="list-style-type: none"> 1. Concept of Communication 2. Types of Communication: Verbal and Non Verbal 3. Barriers to Communication 4. Listening 	Local, Regional, National, and Global
AEC Communication Skills	RJAECENG121	Unit II: Practical Component <ol style="list-style-type: none"> 1. Application Letter and Bio data 2. Reading Comprehension 3. Speeches 4. Dialogue Writing 	Local, Regional, National, and Global

**Ethics, Gender, Human Values, Environment, Sustainable Development
Goals and NEP 2020**

Course name	Course Code	Unit No. And topics	Cross Cutting Values
AEC Communication Skills	RJAECENG121	Unit I: Introduction to Communication Skills <ol style="list-style-type: none"> 1. Concept of Communication 2. Types of Communication: Verbal and Non Verbal 3. Barriers to Communication 4. Listening 	NEP- Interdisciplinary Conceptual understanding Critical thinking
AEC Communication Skills	RJAECENG121	Unit II: Practical Component <ol style="list-style-type: none"> 1. Application Letter and Bio data 2. Reading Comprehension 3. Speeches 4. Dialogue Writing 	NEP- Interdisciplinary Conceptual understanding Critical thinking