



**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 I**

College	Major/Minor /VSC/OEC /SEC IKS	Department	Year	Semester	Paper No	Paper Code	Paper Name	Credits
RJ	MAJ	ENG	1	1	1	RJMAJENG111	Introduction to Literature: Short Story & Novel	3
RJ	MAJ	ENG	1	1	2	RJMAJENG112	Drama and Theatre I	3
RJ	MIN	ENG	1	1	1	RJMINENG111	Introduction to Literature: Short Story & Novel	3
RJ	MIN	ENG	1	1	2	RJMINENG112	Drama and Theatre I	3
RJ	VSC	ENG	1	1	1	RJVSCENG111	Corporate Writing	2
RJ	IKS	ENG	1	1	1	RJKSENG111	Ancient Indian Literature in Translation: Mythology, Legends and Folktales	2

## DSC Major-I & Minor-I

### Learning Objective and Course Outcome

FYBA	
<p style="text-align: center;"><b>SEMESTER I</b></p> <p><b>Title of the Course:</b> Introduction to Literature: Short Story &amp; Novel</p> <p><b>Course Code:</b> RJMAJENG111 &amp; RJMINENG111</p> <p><b>Credits:</b> 03</p> <p><b>Duration:</b> 45</p>	<p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"><li>• To acquaint students with the characteristics of various literary genres</li><li>• To develop analytical skills and critical thinking through close reading of literary texts</li><li>• To cultivate appreciation of language as an artistic medium</li><li>• To help students understand the importance of forms, elements and style that shape literary works</li><li>• To enable students to understand that literature is an expression of human values within a historical and social context</li></ul> <p><b>Course Outcome:</b></p> <p>By the end of the course, a student should develop the ability:</p> <ul style="list-style-type: none"><li>• To write clearly, coherently and effectively about various genres of literature</li><li>• To recognize the culture and context of the work of literature</li><li>• To develop sensitivity to nature and fellow human beings.</li></ul>

SEMESTER I			L	C R
<b>Major I &amp; Minor I Name:</b> Introduction to Literature: Short Story & Novel	<b>Paper Code :</b> RJMAJENG111 RJMINENG111	<b>Course Outcome</b>		<b>03</b>
<b>Unit 1: Terms</b> Elements of Novel and Short Story -Plot - Character - Setting -Narrative -Theme - Point of View		<ul style="list-style-type: none"> <li>• Exploration of different perspectives on the elements of novel and short story</li> <li>• Application of literary terms appropriately</li> <li>• Development of abilities to write clearly, coherently, and effectively about various genres of literatures</li> </ul>	<b>15</b>	
<b>Unit 2: Short Stories</b> Khuswant Singh : “Mark of Vishnu” Jamaica Kincaid : “Girl” Somerset Maugham : “Luncheon” Anton Chekov : “The Lottery Ticket” Ruskin Bond : “Suzanna’s Seven husbands”		<ul style="list-style-type: none"> <li>• Develop a comprehensive understanding of components of short story.</li> <li>• Critically evaluate the challenges faced by the modern State</li> <li>• Engage in comparative analysis of short stories from different parts of the world.</li> <li>• Situate the socio-cultural context of the works of literature</li> </ul>	<b>15</b>	
<b>Unit 3: Novel</b> <hr/> Sudha Murty : <i>Dollar Bahu</i>		<ul style="list-style-type: none"> <li>• Critically analyze different literary texts.</li> <li>• Display increased sensitivity towards nature and fellow human beings.</li> <li>• Analyze the sources of power, and understand how they function in the society.</li> <li>• Examine and explore the values, beliefs and norms that influence human behaviour and attitudes</li> </ul>	<b>15</b>	

<b>SEMESTER I</b>			
<b>Major I &amp; Minor I</b>			
<b>Paper Name: : Introduction to Literature: Short Story &amp; Novel</b>			
<b>Paper Code: RJMAJENG111, RJMINENG111</b>			
<b>Credits: 3</b>			
<b>Unit</b>	<b>Course Outcome</b>	<b>PSO Addressed</b>	<b>BLOOMS LEVEL</b>
<b>I</b>	<ul style="list-style-type: none"> <li>● Exploration of different perspectives on the elements of novel and short story</li> <li>● Application of literary terms appropriately</li> <li>● Development of abilities to write clearly, coherently, and effectively about various genres of literatures</li> </ul>	<b>1, 2, 3, 4</b>	<b>1, 2, 4, 5</b>
<b>II</b>	<ul style="list-style-type: none"> <li>● Develop a comprehensive understanding of components of short story.</li> <li>● Critically evaluate the challenges faced by the modern State</li> <li>● Engage in comparative analysis of short stories from different parts of the world.</li> <li>● Situate the socio-cultural context of the works of literature</li> </ul>	<b>1, 2, 3, 4, 5</b>	<b>2, 3, 4, 5</b>
<b>III</b>	<ul style="list-style-type: none"> <li>● Critically analyze different literary texts.</li> <li>● Display increased sensitivity towards nature and fellow human beings.</li> <li>● Analyze the sources of power, and understand how they function in the society.</li> <li>● Examine and explore the values, beliefs and norms that influence human behaviour and attitudes</li> </ul>	<b>3, 4, 5, 7, 8</b>	<b>2, 3, 4, 5</b>

## References

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- 2 Albert, E. *History of English Literature*, India, Oxford University Press, 2009.
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- 7 Cavanagh, Dermot Alan Gillis, Michelle Keown, James Loxley and Randall Stevenson (Ed).
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- 9 Chakrabarti, Piyas. *Anthem Dictionary of Literary Terms and Theory*. Delhi: Anthem Press, 2006.
- 10 Ford, Boris. *The Pelican Guide to English Literature*, Volume I to X
- 11 Forster, E. M. *Aspects of the Novel*, (1954) London: Rosetta Books, 2002.
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- 13 Gibson Arthur. *What is Literature*, Peter Lang Pub Inc, 2007.
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- McKeon, Michael. *Theory of the Novel: A Historical Approach*. Baltimore: John Hopkins University Press, 2000.
- 15 Prasad, B. *Background of the Study of English Literature*, Chennai, Macmillan, 1999.
- 16 Rees, R.J. *English Literature : An Introduction to Foreign Readers*, New Delhi: Macmillan, 1982.
- 17 Turco , Lewis. *The Book of Literary Terms*, UK, University Press of New England, 1999.
- 18 Widdowson, Peter. *The Palgrave Guide to English Literature and its Contexts 1500-2000*, Hampshire: Palgrave, Macmillan, 2004.

## **Scheme of Examination**

- The semester examination shall be of a 60:40 pattern.
- Semester End-60% and Internal Assessment-40%
- Semester end exam will be of 75 marks (Semester End 50 marks & CIA 25)
- Semester end exam shall cover the entire syllabus
- Internal Assessment (CIA) shall be of 25 marks
- 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>50 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>	

## F.Y.B.A Semester I English Syllabus

### Assessment Pattern of

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

Type of Assessment	Content	Presentation	Overall Conduct	Total Marks
Project	70%	15%	15%	<b>25/15/10</b>
Presentation	70%	15%	15%	<b>25/15/10</b>
Field Visit/Work	70%	15%	15%	<b>25/15/10</b>
Exhibition	70%	15%	15%	<b>25/15/10</b>
Survey	70%	15%	15%	<b>25/15/10</b>
Case Studies	70%	15%	15%	<b>25/15/10</b>
Open Book Test	85%	-----	15%	<b>25/15/10</b>

**Format of Project  
/Presentation/Survey**



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GHATKOPAR (WEST), MUMBAI- 400 086

TITLE OF THE PROJECT:

PROJECT REPORT SUBMITTED  
BY

NAME:

CLASS:

DIV:

ROLL NO:

SUBJECT:

PAPER :

ACADEMIC YEAR:

<hr/> <b>MARKS OBTAINED</b>
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Signature of the Student

Signature of Teacher in Charge/HOD

Date

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

Course name	Course Code	Unit No. And topics focusing on Employability / Entrepreneurship / Skill development
<b>Course name</b>	<b>Course Code</b>	<b>Unit 1: Terms and Concepts</b> Critical Thinking skills
Major/Minor I Introduction to Literature: Short Story & Novel Units 1, 2 & 3	RJMAJ/MINENG111	<b>Unit 2: Short Stories</b>  Reading skills, Analytical skills and Critical Thinking skills Employability as memers, e story writers on Facebook and Instagram
Major/Minor I Introduction to Literature: Short Story & Novel	RJMAJ/MINENG111	<b>Unit 3: Dollar Bahu by Sudha Murthy</b>  Writing skills and Analytical skills Literary Writing (Writing novels and non-fictional works ) as profession in later life.

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

<b>Course name</b>	<b>Course Code</b>	<b>Unit No. And topics</b>	<b>Relevance</b>
Major/Minor I Introduction to Literature: Short Story & Novel Units 1, 2 & 3	RJMAJ/MINENG111	<b>Unit 1: Terms and Concepts</b>	local, regional, national and global developmental needs
Major/Minor I Introduction to Literature: Short Story & Novel	RJMAJ/MINENG111	<b>Unit 2: Short Story</b>	local, regional, national and global developmental needs
Major/Minor I Introduction to Literature: Short Story & Novel	RJMAJ/MINENG111	<b>Unit 3: Novel</b>	local, regional, national and global developmental needs

## Mapping of the curriculum with Crosscutting 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
Major/Minor I Introduction to Literature: Short Story & Novel Units 1, 2 & 3	RJMAJ/MINENG111	<b>Unit 1: Terms and Concepts</b>	Gender, Human Values, SDG-5 &16 NEP-Conceptual understanding, critical thinking &Constitutional values
Major/Minor I Introduction to Literature: Short Story & Novel	RJMAJ/MINENG111	<b>Unit 2: Short Story</b>	Human Values, SDG-5 &16 NEP-Conceptual understanding, critical thinking &Constitutional values
Major/Minor I Introduction to Literature: Short Story & Novel	RJMAJ/MINENG111	<b>Unit 3: Novel</b>	Human Values SDG-5 &16 NEP-Conceptual understanding, critical thinking &Constitutional values