



Hindi Vidya Prachar Samiti's

## **Ramniranjan Jhunjhunwala College**

**Of Arts, Science & Commerce**

**(Autonomous College)**

**Affiliated to**

**UNIVERSITY OF MUMBAI**

**Syllabus for the T.Y.B.A.**

**Program: B.A. , ENGLISH**

**Program Code: RJAUENG**

**(CBCS 2018-19)**

**DISTRIBUTION OF TOPICS AND CREDITS**

## TYBA English- Syllabus Semester V

<b>Course code</b>	<b>Nomenclature</b>	<b>Credits</b>	<b>Topics</b>
RJAUENG501	16th to 18th Century English Literature I	4	1. Important Concepts and Terms 2. Play 3. Selected Verse from the Elizabethan and Jacobean periods
RJAUENG502	Literary Criticism I	4	1. Critical Terms 2. Nature and Function of Literature OR Critical Essays 3. Nature and function of Literary Criticism 4. Practical Criticism: Scansion
RJAUENG503	Grammar and Art of Writing I	3.5	1. Phonetics and Morphology 2. Grammar: Words and Phrases 3. Art of Writing
RJAUENG504	19th Century English Literature I (The Romantic Revival (1798-1832)	4	1. Concepts 2 Poetry: Selected Verse from the Romantic Period 3. Novel or Essays
RJAUENG505	20th Century British Literature I	4	1. Background 2. Drama 3. Poetry
RJAUENG506	Drama and Theatre I	3.5	1. Literary Terms 2. Play 3. Play

## TYBA English- Syllabus Semester VI

<b>Course code</b>	<b>Nomenclature</b>	<b>Credits</b>	<b>Topics</b>
RJAUENG601	16th to 18th Century English Literature II	4	1. Important Concepts and Terms 2. Play

**T.Y.B.A. English Syllabus Semester V & VI**

			3. Selected Verse from the Puritan Era, the Restoration Period and the 18th Century
RJAUENG602	Literary Criticism II	4	1. Literary Movements 2. Critical Theory 3. Critical Approaches 4. Practical Criticism
RJAUENG603	Grammar and Art of Writing II	3.5	1. Grammar 2. Art of Writing 3. Types/ Domains of Writing
RJAUENG604	19th Century English Literature II (The Victorian Age (1837-1901)	4	1. Concepts 2 Poetry: Selected Verse from the Victorian Period 3. Novel or Essays
RJAUENG605	20th Century British Literature II	4	1. Background 2. Novel 3. Short stories
RJAUENG606	Drama and Theatre II	3.5	1. Literary Terms 2. Play 3. Play

SEMESTER V		L	Cr
<b>Paper-I: 16th to 18th Century English Literature I</b>	<b>Paper Code: RJAUENG501</b>	60	4

T.Y.B.A.	Semester V
RJAUENG501  Paper I  16th to 18th Century English Literature I	<p>Course Outcomes:</p> <ol style="list-style-type: none"> <li>1. To introduce students to English Literature of the 16th, 17th and 18th centuries.</li> <li>2. To show them how background influences shaped the writer's thinking.</li> <li>3. To present them to the literary masters who dominated the scene</li> <li>4. To familiarize students with different writing styles that each age adopted</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>➤ To understand the distinctive features of English literature of the 16th, 17th and 18th centuries.</li> <li>➤ To comprehend how background influences shaped the writer's thinking.</li> <li>➤ To recognize and appreciate the literary masters who dominated the scene.</li> <li>➤ To grasp the different writing styles that each age adopted.</li> </ul>

<b>UNIT I</b>	20	
<b>IMPORTANT CONCEPTS AND TERMS</b>		

1	A. The Elizabethan Age (1550-1603) i. Renaissance, Humanism and Reformation. ii. Elizabethan Poetry - Sonnets, Epic and Pastoral iii. Elizabethan Drama		
	B. The Jacobean Period (1603-1650) i. Characteristics of the Jacobean Period (Major influences and its impact on literature) ii. Metaphysical Poetry iii. Jacobean Drama- (Revenge Tragedy and Comedy)		
<b>UNIT II</b>		20	
<b>PLAY</b>			
1	Christopher Marlowe: Doctor Faustus OR William Shakespeare: The Tempest		
<b>UNIT III</b>		20	
<b>SELECTED VERSE FROM THE ELIZABETHAN AND JACOBEAN PERIODS</b>			
1	A. Elizabethan Period: a. I) Sir Thomas Wyatt- "Whoso List to Hunt". II) Henry Howard, Earl of Surrey- "My Lute, Awake". b. 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". c. William Shakespeare:		
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	Sonnet 116 "Let me not to the marriage of true minds"		
	Sonnet 138 "When my love swears that she is made of truth"		

## EXAMINATION

Internals: 40 Marks

Two Internals of 20 marks each based on Multiple choice questions test/  
Presentation/Project/ Field Visit Report.

**Semester End Examination Pattern: 60 Marks 02 Hours**

The Semester End Examination for 60 marks will have 4 questions (with internal choice) of 15 marks each.

Question 1: A. Essay or Question

1: B. Essay or Question

1.C. Short Notes (two out of four) - Unit I

Q.2 Essay Type Question (1 out of 2) - Unit 2

Q.3 Essay Type Question (1 out of 2) - Unit 3

Q.4 Short Notes-A: (1 out of 2)- Unit 2

B: (1 out of 2)- Unit 3

T.Y.B.A.	Semester VI
RJAUENG601	Course Outcomes:

<p>Paper I</p> <p>16th to 18th Century English Literature- II</p>	<ol style="list-style-type: none"> <li>1. To introduce students to English Literature of the 16th, 17th and 18th centuries.</li> <li>2. To show them how background influences shaped the writer's thinking.</li> <li>3. To present them to the literary masters who dominated the scene</li> <li>4. To familiarize students with different writing styles that each age adopted</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>➤ To understand the distinctive features of English literature of the 16th, 17th and 18th centuries.</li> <li>➤ To comprehend how background influences shaped the writer's thinking.</li> <li>➤ To recognize and appreciate the literary masters who dominated the scene.</li> <li>➤ To grasp the different writing styles that each age adopted.</li> </ul>
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<b>SEMESTER VI</b>		<b>L</b>	<b>Cr</b>
<b>Paper-I: 16th to 18th Century English Literature II</b>	<b>Paper Code: RJAUENG601</b>	60	4

<b>UNIT I</b>		20	
<b>IMPORTANT CONCEPTS AND TERMS</b>			
1	A. The Restoration Period (1660-1700) i. Characteristics of Restoration Period (Major events of the age and their 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 (Major 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		
<b>UNIT II</b>		20	
<b>PLAY</b>			
1	John Dryden: <i>All for Love</i> OR Oliver Goldsmith: <i>She Stoops to Conquer</i>		
<b>UNIT III</b>		20	
<b>SELECTED VERSE FROM THE PURITAN ERA, THE RESTORATION PERIOD AND THE 18TH CENTURY</b>			
1	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.		



	b. Alexander Pope: The Rape of the Lock		
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**EXAMINATION**

**Internals: 40 Marks**

Two Internals of 20 marks each based on Multiple choice questions test/  
Presentation/Project/ Field Visit Report.

**Semester End Examination Pattern: 60 Marks 02 Hours**

The Semester End Examination for 60 marks will have 4 questions (with internal choice) of 15 marks each.

Question 1: A. Essay or

Question 1: B. Essay or

Question 1.C. Short Notes (two out of four) - Unit I

Q2. Essay Type Question (1 out of 2) - Unit 2

Q3. Essay Type Question (1 out of 2) - Unit 3

Q4. Short Notes-A: (1 out of 2)- Unit 2

B: (1 out of 2)- Unit 3

**References**

1. Alpers, Paul E. Elizabethan Poetry: Modern Essays in Criticism (OUP: 1967)
2. Daiches, David. A Critical History of English Literature (Secker and Warburg: London, 1960)
3. Ford, Boris Ed. The New Pelican Guide to English Literature:  
The Age of Shakespeare Vol. 2 (Penguin, 1993)

- From Donne to Marvell Vol. 3 (Penguin, 1990)
4. Keast, William B. *Seventeenth Century English Poetry: Modern Essays in Criticism* (OUP: 1971)
  5. King, Bruce. *Seventeenth Century English Literature* (Macmillan: 1983).
  6. Leggatt, Alexander. *English Drama: Shakespeare to The Restoration 1590-1660* (Longman: Literature in English Series, 1988)
  7. Perfitt, George. *English Poetry of the Seventeenth Century* (Longman: Literature in English Series, 1992)
  8. Parry, Graham. *The Seventeenth Century: The Intellectual and Cultural Context of English Literature. 1603-1700* (Longman: Literature in English Series, 1989)
  9. Pooley, Roger. *English Prose of the Seventeenth Century* (Longman: Literature in English Series, 1992)
  10. Ricks, Christopher. *The Penguin History of English Literature Vol.3.* (Penguin, 1993)
  11. Roston, Murray. *Sixteenth Century English Literature* (Macmillan, 1983)  
*Eighteenth Century (1660-1789), 2nd Edition, (London, Routledge and Kegan Paul, 1967)*
  13. Clifford, James L. Ed. *Eighteenth Century English Literature: Modern Essays in Criticism* (OUP, 1959)
  14. Craig, Hardin. Ed. *A History of English Literature Series. Literature of the*
  15. Ford, Boris. Ed. *The Pelican Guide To English Literature: From Dryden to Johnson, Vol.4,* (Penguin, 1982) & *From Blake to Byron, Vol.5,* (Penguin, 1982)
  16. Jack, Ian. *Augustan Satire: Intention and Idiom in English Poetry 1660-1750* (OUP, 1978)
  17. Roger. *The Penguin History of English Literature: Dryden to*
  18. Probyn, Clive T. *English Fiction of The Eighteenth Century 1700-1789* (Longman Literature in English Series, 1987)
  19. Novak, Maximillian E. *Eighteenth Century English Literature,* (Macmillan, 1983)
  20. Sambrook, James. *The Eighteenth Century: The Intellectual and Cultural Context of English Literature 1700-1789.* (Longman Literature in English Series, 1986)
  21. Sutherland, James. *A Preface to Eighteenth Century Poetry,* (OUP, 1975)

T.Y.B.A.	Semester V
RJAUENG502	Course Outcomes:
Paper II: Literature Criticism- I	<ol style="list-style-type: none"><li>1) To introduce the learners to important critical terms</li><li>2) To make them aware of the nature and function of literature and criticism</li><li>3) To impart the technique of close reading of literary texts</li><li>4) To enable them to understand various literary theories and critical approaches</li><li>5) To familiarize the learners with the tenets of practical criticism</li></ol>
	Learning outcomes:
	After completion of the course, students are expected to be able to: <ul style="list-style-type: none"><li>➤ use some important critical terms</li><li>➤ become aware the nature and function of literature and criticism</li><li>➤ impart the technique of close reading of literary texts</li><li>➤ understand the various literary theories and critical approaches</li><li>➤ be familiar with the tenets of practical criticism</li></ul>

<b>SEMESTER V</b>		<b>L</b>	<b>Cr</b>
<b>Paper-II: Literature Criticism I</b>	<b>Paper Code: RJAUENG502</b>	60	4
<b>UNIT I</b>		15	
<b>CRITICAL TERMS</b>			
1	(i) Simile, (ii) Imagery, (iii) Symbol, (iv) Paradox, (v) Ambiguity, (vi) Myth		
<b>UNIT II</b>		15	
<b>NATURE AND FUNCTION OF LITERATURE/ CRITICAL ESSAYS</b>			
1	<p>Nature and Function of Literature</p> <p>i. Literature as Imitation (Plato-Aristotle debate)</p> <p>ii. Literature and Imagination (the Romantic Idea of the Imagination)</p> <p>iii. Literature as an expression of the writer's personality</p> <p>iv. Function of Literature (aesthetic, moral and cognitive functions)</p> <p style="text-align: center;">OR</p> <p>Critical Essays:</p> <p>A. Sigmund Freud's "Creative Writing and Daydreaming"</p> <p>B. Matthew Arnold's "The Study of Poetry"</p>		
<b>UNIT III</b>		15	
<b>NATURE AND FUNCTION OF LITERARY CRITICISM</b>			
1	<p>i. Nature of Literary Criticism</p> <p>ii. Functions of Literary Criticism (Explication, Analysis, Interpretation, Evaluation, Theorizing)</p> <p>iii. A survey of the Role of a Critic</p>		
<b>UNIT IV</b>		15	
<b>PRACTICAL CRITICISM: SCANSION</b>			

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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**EXAMINATION****Internals: 40 Marks**

Two Internals of 20 marks each based on Multiple choice questions test/  
Presentation/Project/ Field Visit Report.

**Semester End Examination Pattern: 60 Marks 02 Hours**

The Semester End Examination for 60 marks will have 4 questions (with internal choice) of 15 marks each.

Q1: Short Notes (two out of four) - Unit I

Q2. Essay Type Question (1 out of 2) - Unit 2

Q3. Essay Type Question (1 out of 2) - Unit 3

Q4. Scansion of two extracts from poetry of about 6-10 lines each

T.Y.B.A.	Semester VI
RJAUENG602 Paper II: Literature Criticism II	<p>Course Outcomes:</p> <ol style="list-style-type: none"><li>1.To introduce the learners to important critical terms</li><li>2.To make them aware of the nature and function of literature and criticism</li><li>3.To impart the technique of close reading of literary texts</li><li>4.To enable them to understand various literary theories and critical approaches</li><li>5.To familiarize the learners with the tenets of practical criticism</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>➤ use some important critical terms</li><li>➤ become aware the nature and function of literature and criticism</li><li>➤ impart the technique of close reading of literary texts</li><li>➤ understand the various literary theories and critical approaches</li><li>➤ be familiar with the tenets of practical criticism</li></ul>

SEMESTER VI		L	Cr
Paper-II: Literature Criticism II		Paper Code: RJAUENG602	
		60	4
<b>UNIT I</b>		15	
<b>LITERARY MOVEMENTS</b>			
1	i. Classicism, ii. Romanticism, iii. Realism, iv. Naturalism, v. Symbolism, vi. Aestheticism		
<b>UNIT II</b>		15	
<b>CRITICAL THEORY</b>			
1	A. William Wordsworth's The Preface to Lyrical Ballads B. I. A. Richards' Four Kinds of Meaning		
<b>UNIT III</b>		15	
<b>CRITICAL APPROACHES</b>			
1	i. Marxist Criticism ii. Feminist Criticism iii. Postcolonial Criticism iv. Eco Criticism v. New Criticism vi. Psychoanalytic Criticism		
<b>UNIT IV</b>		15	
<b>PRACTICAL CRITICISM</b>			
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.		

EXAMINATION

**Internals: 40 Marks**

Two Internals of 20 marks each based on Multiple choice questions test/  
Presentation/Project/ Field Visit Report.

**Semester End Examination Pattern: 60 Marks 02 Hours**

The Semester End Examination for 60 marks will have 4 questions (with internal choice) of 15 marks each.

- Q1: Short Notes (two out of four) - Unit I
- Q2. Essay Type Question (1 out of 2) - Unit 2
- Q3. Essay Type Question (1 out of 2) - Unit 3
- Q4. Critical Appreciation of an unseen poem

**References**

1. Abrams, M. H. A Glossary of Literary Terms. (8th Edition) New Delhi: Akash Press, 2007.
2. Abrams, M. H. The Mirror and the Lamp: Romantic Theory and Critical Tradition. Oxford: OUP, 1971
3. Ashcroft, Bill et al. (ed.) The Post-Colonial Studies Reader. London: Routledge, 1995.
4. Baldick, Chris. The Oxford Dictionary of Literary Terms. Oxford: OUP, 2001.
5. Blackstone, Bernard. Practical English Prosody. Mumbai: Orient Longman, 1984.
6. Bodkin, Maud. Archetypal Patterns in Poetry. London: Oxford University Press, 1934.
7. Buell, Lawrence. The Environmental Imagination: Thoreau, Nature Writing, and the Formation of American Culture. MA: Harvard University Press, 1995.
8. Daiches, David. Critical Approaches to Literature. London: Longman, 1984.
9. Drew, Elizabeth. Understanding Poetry. New York: Norton, 1959.
10. Dutton, Richard. Introduction to Literary Criticism. London: Longman, 1984.
11. Eagleton, Terry. Literary Theory. London: Basil Blackwell, 1983. Enid, Hamer. The Metres of English Poetry. Booksway, 2014 Garrard, Greg. Ecocriticism. New York: Routledge, 2012.
12. Garrard, Greg, ed. The Oxford Handbook of Ecocriticism. New York: OUP, 2014.
13. Guerin, Wilfred et al. A Handbook of Critical Approaches to Literature. Oxford: OUP, 1999.
14. Ernst De Chickera D J Enright, English Critical Texts: Sixteenth to Twentieth Century, Oxford University Press; 1st Edition edition (December 1, 1962), Oxford (1997)
15. Enright, D.J. and Chickera, E. English Critical Texts. Delhi: Oxford University Press, 1962.



16. Fowler, Roger (ed.) (rev.) A Dictionary of Modern Critical Terms. London: Routledge & Kegan Paul, 1987.
17. Frye, Northrop. "The Archetypes of Literature." The Norton Anthology: Theory and Criticism. Ed. Vincent B. Leitch. New York: Norton, 2001.
18. Habib, M.A.R. A History of Literary Criticism: From Plato to the Present. London: Blackwell, 2005.
19. Hudson, William Henry. An Introduction to the Study of Literature. New Delhi: Atlantic, 2007.
20. Jump, John (ed.) Critical Idiom Series. Methuen.
21. Lentriccia, Frank. After the New Criticism. Chicago: Chicago UP, 1980.
22. Lodge, David (Ed.) Twentieth Century Literary Criticism. London: Longman, 1972.
23. Lodge, David, with Nigel Wood. Modern Criticism and Theory: A Reader. 2nd Ed. London: Longman, 1988.
24. Nagarajan M. S. English Literary Criticism and Theory: An Introductory History Hyderabad, Orient Black Swan, 2006.
25. Ramamurthi, Lalitha. An Introduction to Literary Theory. Chennai: University of Madras, 2006.
26. Richards, I. A. Practical Criticism. London: Kegan Paul, 1930.
27. Said, Edward. Orientalism. New York: Pantheon, 1978.
28. Schreiber, S. M. Introduction to Literary Criticism. Oxford: Pergamon Press, 1965. Selden, Raman and Widdowson, Peter. A Reader's Guide to Contemporary Literary Theory. 3rd ed. Lexington: University of Kentucky Press, 1993.
29. Selden, Raman. A Reader's Guide to Contemporary Literary Theory. London: Harvester Press, 1985.
30. Scott, Wilbur. Five Approaches to Literary Criticism. London: Longman, 1984.
31. Wellek, Rene and Austin, Warren. Theory of Literature. London: Jonathan Cape, 1955.
32. Wolfreys, Julian. (ed.) Introducing Literary Theories: A Guide and Glossary. Edinburgh: Edinburgh University Press, 2003.

T.Y.B.A.	Semester V
<p>RJAUENG503</p> <p>Paper III: Grammar and the Art of Writing I</p>	<p>Course Outcomes 1.1 :</p> <ol style="list-style-type: none"> <li>1.To develop amongst learners an insight into the process of word formation and transformation</li> <li>2. To develop amongst them an insight into the sounds, stress patterns and intonations in the English language to improve their speaking skills</li> <li>3. To develop among them an insight into the structure of the English language and to provide knowledge of the rules of grammar</li> <li>4. To help them learn grammatical analysis and description and the skills of sentence transformation</li> <li>5. To introduce the mechanics of writing for effective writing for various domains</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>➤ Gain a basic understanding of phonetics, morphology and word transformation</li> <li>➤ Have improved speaking skills.</li> <li>➤ Have developed adequate knowledge of the rules of grammar, grammatical analysis and sentence transformation.</li> <li>➤ Write effectively in various domains.</li> </ul>

SEMESTER V		L	Cr
Paper-III: Grammar and the Art of Writing I		Paper Code: RJAUENG503	
		45	3.5
<b>UNIT I</b>		15	
<b>PHONETICS AND MORPHOLOGY</b>			
1	Phonology i. English Vowels and Consonants ii. Diphthongs iii. Transcription and stress marking		
2	Morphology i. Morph, Allomorph and Vowel Mutation ii. Free and Bound Morphemes iii. Root and stem iv. Inflection and Derivation v. Morphological Analysis		
<b>UNIT II</b>		15	
<b>GRAMMAR: WORDS AND PHRASES</b>			
1	Open word classes: nouns, adjectives, verbs, adverbs		
2	Closed word classes: pronouns, determiners, operator verbs, prepositions, conjunctions, enumerators, interjections		
3	Noun Phrase, Genitive Phrase, Prepositional Phrase, Adjective Phrase and Adverb Phrase		
4	Verb Phrase		
<b>UNIT III</b>		15	
<b>ART OF WRITING</b>			
1	Discourse Analysis:		

	i. Tenor ii. Mode iii. Domain Domain and language change – journalism, advertising and literature, scientific and technical writing		
2	<b>Mechanics of Writing</b> i. Understanding paragraph divisions and topic sentences of paragraphs		
3	<b>Writing for Print Media</b> i. Print – News Report		

**EXAMINATION****Internals: 40 Marks**

Two Internals of 20 marks each based on Multiple choice questions test/  
Presentation/Project/ Field Visit Report.

**Semester End Examination Pattern: 60 Marks 02 Hours**

The Semester End Examination for 60 marks will have 4 questions (with internal choice) of 15 marks each.

Q1: Phrase Analysis– 15 marks

Q2. Morphological analysis– 15 marks

Q3. A. Identification of Consonants – 07 marks

B. Identification of vowels/diphthongs – 08 marks

Q4. Writing a news report on the basis of the facts given – 15 marks

T.Y.B.A.	Semester VI
<p>RJAUENG603</p> <p>Paper III</p> <p>Grammar and the Art of Writing II</p>	<p>Course Outcomes:</p> <ol style="list-style-type: none"> <li>1. To develop amongst learners an insight into the process of word formation and transformation</li> <li>2. To develop amongst them an insight into the sounds, stress patterns and intonations in the English language to improve their speaking skills</li> <li>3. To develop among them an insight into the structure of the English language and to provide knowledge of the rules of grammar</li> <li>4. To help them learn grammatical analysis and description and the skills of sentence transformation</li> <li>5. To introduce the mechanics of writing for effective writing for various domains</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>➤ Gain a basic understanding of phonetics, morphology and word transformation</li> <li>➤ Have improved speaking skills.</li> <li>➤ Have developed adequate knowledge of the rules of grammar, grammatical analysis and sentence transformation.</li> <li>➤ Write effectively in various domains.</li> </ul>

SEMESTER VI (THEORY)		L	Cr
Paper-III: Grammar and the Art of Writing II		Paper Code: RJAUENG603	
		45	3.5
<b>UNIT I</b>		15	
<b>GRAMMAR</b>			
1	<p><b>Clauses:</b></p> <ul style="list-style-type: none"> <li>i. Clause elements and subject –verb concord</li> <li>ii. Basic clause patterns</li> <li>iii. Types of clauses : finite – non-finite (tensed – tenseless), independent – dependent (Main – Subordinated)</li> <li>iv. Kinds of subordinate clause : Noun clause, Prepositional Clause , Relative clause , Adverb Clause, Comparative Clause</li> <li>v. Co-ordinated Clauses</li> </ul>		
2	<p><b>Sentences:</b></p> <ul style="list-style-type: none"> <li>i. Basic and Derived structures</li> </ul> <p>Following rules to be studied – Fronting, Inversion, Passive reconsideration, Subject Raising, Substitution of PP for Indirect Object, Tag Questions, Postponement of the post-modifier, Cleft Sentence, Existential Sentence and Extraposition.</p>		

<b>UNIT II</b>		15	
<b>ART OF WRITING</b>			
1	<b>Mechanics of Writing</b> <ul style="list-style-type: none"> <li>i. Characteristics of typical writing and typical speech</li> <li>ii. Cohesion and Coherence</li> <li>iii. Correct use of Articles, Prepositions, Adverbs, Adjectives</li> <li>iv. Common Errors – Grammatical, Syntactical, Lexical, Punctuation, Logical</li> <li>v. Writing a Thesis Statement</li> </ul>		
2	<b>Rhetorical Structures</b> <ul style="list-style-type: none"> <li>i. Classification, Comparison – Contrast, Cause – Effect, Chronological and Spatial Ordering, Order of Importance, Statement and Elaboration, Restatement, Exemplification, Listing</li> <li>ii. Understanding connotations, Using bias-free language, Avoiding jargon and archaic/ outdated language, Eliminating repetition and redundancy, Content Analysis, and Rhetorical Devices</li> </ul>		
<b>UNIT III</b>		15	
<b>TYPES/ DOMAINS OF WRITING</b>			
1	Argumentative/ reflective writing		
2	Analytical writing		
3	Creative / Figurative writing		
4	Advertisement /Body Copy writing		

**EXAMINATION**

**Internals: 40 Marks**

Two Internals of 20 marks each based on Multiple choice questions test/  
Presentation/Project/ Field Visit Report.

**Semester End Examination Pattern: 60 Marks 02 Hours**

The Semester End Examination for 60 marks will have 4 questions (with internal choice) of 15 marks each.

Q1: Identifying elements of the clause(SPOCA Analysis)– 15 marks

Q2. Identifying MCI and SCI– 15 marks

Q3. A. Identification of errors in the given passage – 06 marks

B. Rewriting the passage to make it more fluent and coherent – 09 marks

Q4. Forming a thesis statement on the given topic(1 out of 3) and developing it in about 150 words and specifying its rhetorical structures OR Writing an advertisement copy on the basis of facts provided– 15 marks

**References**

**Prescribed Text:**

1. Leech, Geoffrey, Deuchar, Margaret and Hoogenraad, Robert, English Grammar for Today: A New Introduction. London: Macmillan, 1973

**Additional Reading:**

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T.Y.B.A.	Semester V
<p>RJAUENG504</p> <p>Paper IV: 19th Century English Literature I (The Romantic Revival (1798- 1832)</p>	<p>Course Outcomes:</p> <ol style="list-style-type: none"> <li>1. To introduce to students the major trends and ideas in the literature and culture of the Romantic and Victorian Eras</li> <li>2. To help students understand the texts in the context of prevailing socio-cultural conditions &amp; their historical, political location</li> <li>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</li> <li>4. To familiarize and highlight major representative texts, genres, thematic concerns and select key concepts/terms pertaining to the respective periods</li> <li>5. To help students apply a variety of critical, historical, and theoretical approaches to prescribed literary texts</li> <li>6. To sensitize students to diverse sensibilities and humanitarian concerns through literature of the nineteenth century</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>➤ To view literary works in their dynamic interface with the background</li> <li>➤ To understand the literature of the 19th century as a complex outcome of artistic, intellectual and socio-political cross-currents</li> <li>➤ To appreciate poetry as mirroring private personality, protest and subsequently, public concerns</li> <li>➤ To view the development of the Victorian Novel as informed by Victorian morality as well as by larger democratic processes</li> <li>➤ To contextualize the impulses behind the significant emergence of women writing in the 19th century</li> </ul>

<b>SEMESTER V (THEORY)</b>		<b>L</b>	<b>Cr</b>
<b>Paper-IV: 19th Century English Literature I (The Romantic Revival (1798-1832))</b>	<b>Paper Code: RJAUENG504</b>	60	4
<b>UNIT I</b>		20	
<b>CONCEPTS</b>			
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		
<b>UNIT II</b>		20	
<b>POETRY: SELECTED VERSE FROM THE ROMANTIC PERIOD</b>			
1	William Blake: 'The Divine Image' from Songs of Innocence 'The Human Abstract' from Songs of Experience		
2	William Wordsworth: 'Lines Written in Early Spring' 'Lucy Gray'		
3	Samuel Taylor Coleridge : 'Kubla Khan'		
4	John Keats: 'La Belle Dame sans Merci' 'Ode to Autumn'		
<b>UNIT III</b>		20	
<b>NOVEL OR ESSAYS</b>			
1	A. Novel: Mary Shelley: 'Frankenstein'		

OR		
<p>B. Essays:</p> <p>I. Charles Lamb: From Essays of Elia          'Christ's Hospital Five and Thirty Years Ago'          'The Dream Children: A Reverie'          'Detached Thoughts on Books and Reading'</p> <p>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'</p>		

**EXAMINATION****Internals: 40 Marks**

Two Internals of 20 marks each based on Multiple choice questions test/  
 Presentation/Project/ Field Visit Report.

**Semester End Examination Pattern: 60 Marks 02 Hours**

The Semester End Examination for 60 marks will have 4 questions (with internal choice) of 15 marks each.

Question 1: A. Essay or Question

1: B. Essay or Question

1.C. Short Notes (two out of four) - Unit I

Q.2. Essay Type Question (1 out of 2) - Unit 2

Q.3. Essay Type Question (1 out of 2) - Unit 3

Q.4. Short Notes-A: (1 out of 2)- Unit 2

B: (1 out of 2)- Unit 3

T.Y.B.A.	Semester VI
RJAUENG604  Paper IV  19th Century  English  Literature II  (The Victorian Age (1837-1901))	<p>Course Outcomes:</p> <ol style="list-style-type: none"> <li>1. To introduce to students the major trends and ideas in the literature and culture of the Romantic and Victorian Eras</li> <li>2. To help students understand the texts in the context of prevailing socio-cultural conditions &amp; their historical, political location</li> <li>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</li> <li>4. To familiarize and highlight major representative texts, genres, thematic concerns and select key concepts/terms pertaining to the respective periods</li> <li>5. To help students apply a variety of critical, historical, and theoretical approaches to prescribed literary texts</li> <li>6. To sensitize students to diverse sensibilities and humanitarian concerns through literature of the nineteenth century</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>➤ To view literary works in their dynamic interface with the background</li> <li>➤ To understand the literature of the 19th century as a complex outcome of artistic, intellectual and socio-political cross-currents</li> <li>➤ To appreciate poetry as mirroring private personality, protest and subsequently, public concerns</li> <li>➤ To view the development of the Victorian Novel as informed by Victorian morality as well as by larger democratic processes</li> <li>➤ To contextualize the impulses behind the significant emergence of women writing in the 19th century</li> </ul>

SEMESTER V (THEORY)		L	Cr
<b>Paper-IV: 19th Century English Literature I (The Romantic Revival (1798-1832))</b>	<b>Paper Code: RJAUENG504</b>	60	4
<b>UNIT I</b>		20	
<b>CONCEPTS</b>			
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		
<b>UNIT II</b>		20	
<b>POETRY: SELECTED VERSE FROM THE ROMANTIC PERIOD</b>			
1	William Blake: 'The Divine Image' from Songs of Innocence 'The Human Abstract' from Songs of Experience		
2	William Wordsworth: 'Lines Written in Early Spring' 'Lucy Gray'		
3	Samuel Taylor Coleridge : 'Kubla Khan'		
4	John Keats: 'La Belle Dame sans Merci' 'Ode to Autumn'		

<b>UNIT III</b>		20	
<b>NOVEL OR ESSAYS</b>			
1	<p>A. Novel: Mary Shelley: 'Frankenstein'</p> <p style="text-align: center;">OR</p> <p>B. Essays:</p> <p>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'</p> <p>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'</p>		

**EXAMINATION****Internals: 40 Marks**

Two Internals of 20 marks each based on Multiple choice questions test/  
Presentation/Project/ Field Visit Report.

**Semester End Examination Pattern: 60 Marks 02 Hours**

The Semester End Examination for 60 marks will have 4 questions (with internal choice) of 15 marks each.

Question 1: A. Essay or Question

1: B. Essay or Question

1.C. Short Notes (two out of four) - Unit I

Q.2. Essay Type Question (1 out of 2) - Unit 2

Q.3. Essay Type Question (1 out of 2) - Unit 3

Q.4. Short Notes-A: (1 out of 2)- Unit 2

B: (1 out of 2)- Unit 3

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T.Y.B.A.	Semester V
RJAUENG505	Course Outcomes:
Paper V	1. To expose students to literary genres, trends, and literary movements of Britain in the 20th Century.
20th Century	2. To enable students to create linkages between social and historical contexts and literary texts .
British	3. To train students to develop skills for a critical and analytical understanding of the text.
Literature I	Learning outcomes:  After completion of the course, students are expected to be able to:
	➤ 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.
	➤ Students will acquire the discipline to become reflective and imaginative thinkers through a close, critical and analytical reading of the prescribed texts.

SEMESTER V (THEORY)		L	Cr
<b>Paper-V: 20th Century British Literature I</b>	<b>Paper Code: RJAUENG505</b>	60	4
<b>UNIT I</b>		20	
<b>BACKGROUND</b>			
1	Modernism		
2	Imagism		
3	Symbolism		
4	War Poetry		
5	Angry Young Men Theatre		
6	Social Realism and its impact on English Drama		
<b>UNIT II</b>		20	
<b>DRAMA</b>			
1	A. JOHN OSBORNE: <i>Look Back in Anger</i> (1956) OR B. BERNARD SHAW: <i>Pygmalion</i>		
<b>UNIT III</b>		20	
<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'		
1	WILFRED OWEN: i) 'Insensibility'		

	ii) 'Strange Meeting'		
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**EXAMINATION**

**Internals: 40 Marks**

Two Internals of 20 marks each based on Multiple choice questions test/  
Presentation/Project/ Field Visit Report.

**Semester End Examination Pattern: 60 Marks 02 Hours**

The Semester End Examination for 60 marks will have 4 questions (with internal choice) of 15 marks each.

Question 1: A. Essay or Question

1: B. Essay or Question

1.C. Short Notes (two out of four) - Unit I

Q.2. Essay Type Question (1 out of 2) - Unit 2

Q.3. Essay Type Question (1 out of 2) - Unit 3

Q.4. Short Notes-A: (1 out of 2)- Unit 2

B: (1 out of 2)- Unit 3

T.Y.B.A.	Semester VI
RJAUENG605  Paper V  20th Century  British  Literature II	<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 VI		L	Cr
<b>Paper-V: 20th Century British Literature II</b>		60	4
<b>Paper Code: RJAUENG605</b>			
<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) OR B. IRIS MURDOCH: <i>The Black Prince</i> (1973)		
<b>UNIT III</b>		20	
<b>SHORT STORIES</b>			
1	JAMES JOYCE: <i>Araby</i>		
2	ROALD DAHL: <i>Lamb to the Slaughter</i>		
3	GRAHAM GREENE: <i>The Invisible Japanese Gentleman</i>		
4	ANGELA CARTER: <i>The Courtship of Mr. Lyon</i>		

**EXAMINATION**

**Internals: 40 Marks**

Two Internals of 20 marks each based on Multiple choice questions test/  
Presentation/Project/ Field Visit Report.

**Semester End Examination Pattern: 60 Marks 02 Hours**

The Semester End Examination for 60 marks will have 4 questions (with internal choice) of 15 marks each.

Question 1: A. Essay or Question

1: B. Essay or Question

1.C. Short Notes (two out of four) - Unit I

Q.2. Essay Type Question (1 out of 2) - Unit 2

Q.3. Essay Type Question (1 out of 2) - Unit 3

Q.4. Short Notes-A: (1 out of 2)- Unit 2

B: (1 out of 2)- Unit 3

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T.Y.B.A.	Semester VI
RJAUENG606 Paper VI Drama and Theatre I	<p>Course Outcomes:</p> <ol style="list-style-type: none"> <li>1. To acquaint the learners of literature with various types of drama.</li> <li>2. To sensitize them to the techniques and types of theatre.</li> <li>3. To identify and discuss the theoretical and practical elements of drama.</li> <li>4. To introduce them to drama as a performing art.</li> <li>5. To enhance their understanding of the elements of theatre.</li> <li>6. To enable the learners to critically watch a play, write a review and to put up a play.</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>➤ Analyse the social and artistic movements that have shaped theatre and drama.</li> <li>➤ Apply discipline-specific skills to the creation of drama.</li> <li>➤ Analyze the difference between the concepts of drama and theatre.</li> <li>➤ Demonstrate knowledge of the history of drama and theatre as a literature and performing art.</li> </ul>

SEMESTER V		L	Cr	
Paper-VI: Drama and Theatre I		Paper Code: RJAUENG506	45	3.5
UNIT I		15		
LITERARY TERMS				
1	Script			
2	Types of stages			
3	Rehearsal			
4	Make-up and Costume			
5	Sanskrit Theatre			
6	Greek Tragedy			
7	Poetic Drama			
UNIT II		15		
PLAY				
1	A. Tendulkar Vijay: <i>The Vultures</i> OR B. Karnad Girish: <i>Nagamandala</i>			
UNIT III		15		
PLAY				
1	A. Aristophanes: <i>Lysistrata</i> OR B. Eliot T.S.: <i>The Cocktail Party</i>			

## EXAMINATION

Internals: 40 Marks

Two Internals of 20 marks each based on Multiple choice questions test/  
Presentation/Project/ Field Visit Report.

**Semester End Examination Pattern: 60 Marks 02 Hours**

The Semester End Examination for 60 marks will have 4 questions (with internal choice) of 15 marks each.

Question 1: A. Essay or Question

1: B. Essay or Question

1.C. Short Notes (two out of four) - Unit I

Q.2. Essay Type Question (1 out of 2) - Unit 2

Q.3. Essay Type Question (1 out of 2) - Unit 3

Q.4. Short Notes-A: (1 out of 2)- Unit 2

B: (1 out of 2)- Unit 3

T.Y.B.A.	Semester VI
RJAUENG606	Course Outcomes:
Paper VI	<ol style="list-style-type: none"> <li>1. To acquaint the learners of literature with various types of drama.</li> <li>2. To sensitize them to the techniques and types of theatre.</li> <li>3. To identify and discuss the theoretical and practical elements of drama.</li> <li>4. To introduce them to drama as a performing art.</li> <li>5. To enhance their understanding of the elements of theatre.</li> <li>6. To enable the learners to critically watch a play, write a review and to put up a play.</li> </ol>
Drama and Theatre II	<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>➤ Analyse the social and artistic movements that have shaped theatre and drama.</li> <li>➤ Apply discipline-specific skills to the creation of drama.</li> <li>➤ Analyze the difference between the concepts of drama and theatre.</li> <li>➤ Demonstrate knowledge of the history of drama and theatre as a literature and performing art.</li> </ul>

SEMESTER VI		L	Cr
<b>Paper-VI: Drama and Theatre II</b>		<b>Paper Code: RJAUENG606</b>	
		45	3.5
<b>UNIT I</b>		15	
<b>LITERARY TERMS</b>			
1	Problem Play		
2	Expressionism in Drama		
3	Black Comedy		
4	African American drama		
5	Kitchen Sink Drama		
6	Epic Theatre		
<b>UNIT II</b>		15	
<b>PLAY</b>			
1	A. O'Neill Eugene: <i>Ah, Wilderness!</i> OR B. Ibsen Henrik: <i>An Enemy of the People</i>		
<b>UNIT III</b>		20	
<b>PLAY</b>			
1	A. Albee Edward: <i>The Zoo Story</i> OR B. Chekhov Anton: <i>The Proposal</i>		



**EXAMINATION**

**Internals: 40 Marks**

Two Internals of 20 marks each based on Multiple choice questions test/  
Presentation/Project/ Field Visit Report.

**Semester End Examination Pattern: 60 Marks 02 Hours**

The Semester End Examination for 60 marks will have 4 questions (with internal choice) of 15 marks each.

Question 1: A. Essay or Question

1: B. Essay or Question

1. C. Short Notes (two out of four) - Unit I

Q.2. Essay Type Question (1 out of 2) - Unit 2

Q.3. Essay Type Question (1 out of 2) - Unit 3

Q.4. Short Notes-A: (1 out of 2)- Unit 2

B: (1 out of 2)- Unit 3

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### **Scheme of Examinations**

1. Two Internals of 20 marks each.
2. One External (Semester End Examination) of 60 marks. Duration 2 hours.
3. Minimum marks for passing Semester End Theory and Internal Exam is 40 %.
4. Student must appear for at least one of the two Internal Tests to be eligible for the Semester End Examination.
5. For any KT examinations, there shall be ODD-ODD/EVEN-EVEN pattern followed.
6. HOD's decision, in consultation with the Principal, shall remain final and abiding to all.