

Anekant Education Society's

Tuljaram Chaturchand College of Arts, Science and Commerce, Baramati

Autonomous

Course Structure for T.Y. B. A. Special Paper IV

Semester	Paper Code	Title of Paper	No. of Credits
V	ENGSP3504	Introduction to Literary Criticism	4

**SYLLABUS (CBCS) FOR T.Y.B.A. Special Paper IV
(w. e. from June 2021)**

Academic Year 2021-2022

Class : T. Y.B.A. Sem V
Paper Code : ENGSP3504
Paper : English Special Paper IV (S-4) Title
of Paper : Introduction to Literary Criticism
Credit: 4

No. of lectures: 48

A) Learning Objectives:

1. To make them aware of the nature and development of criticism
2. To make them familiar with the significant critical approaches and terms
3. To encourage students to interpret literary works in the light of the critical approaches.
4. To develop aptitude for critical analysis

2. Learning Outcomes

1. The students learn the basics of literary criticism
2. The students understand the nature and historical development of criticism
3. The students become familiar with the significant critical approaches and terms
4. The students learn to interpret literary works in the light of the critical approaches
5. The critical aptitude is developed in students

TOPICS/CONTENTS:

Unit-I:

Introduction to literary criticism

- Definition
- Origin
- Principles
- Types
- Functions of literary criticism

Unit-II Short survey of literary criticism-critical approaches/movements

- 1) Plato's function of poetry
- 2) Aristotle's theory of imitation
- 3) Longinus's sources of the sublime
- 4) William Wordsworth's definition of poetry
- 5) S T Coleridge's concept of fancy and imagination

Unit – III Short survey of literary criticism-critical approach

- 1) T S Eliot's concept of tradition
- 2) I A Richards's four kinds of meaning
- 3) F R Leavis's concept of completeness of response
- 4) J C Ransom's concept of texture

Unit-IV: Literary/Critical Terms:

Catharsis, Plot, the sublime, three unities, classic, decorum and nature, diction, fancy and imagination, author, canon, style, subjective and objective

Mapping of Programme Outcomes with Course Outcomes

Class: TYBA (SEM V)

Subject: English

Course: Introduction to Literary Criticism

Course Code: ENGSPL3603

Weightage: 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

	Programme Outcomes (Pos)							
Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1				3				
CO2								2
CO3				3				
CO4		2	2					
CO5					2		1	
CO6						2		
CO7								2

Justification for the mapping

PO2: Effective Citizenship and Ethics

CO4: The students are ingrained with effective citizenship and ethics through paragraph articles because the paragraph articles are based on current and past socio-cultural issues around the world.

PO3: Social Competence

CO4: The students understand social competence through prose articles because the prose articles are based on socio-cultural issues.

PO4: Disciplinary Knowledge

CO1: The students understand functionality of English language through strong prose articles as the prose articles are in good English language.

CO3: The students comprehend functionality of English grammar, which is part of the disciplinary knowledge of the language through extensive grammar.

PO5: Personal and Professional Competence

CO5: The students acquire personal and professional competence because they acquire linguistic competence through practice exercises in Newspaper Advertisement.

PO6: Self Directed and Lifelong Learning

CO6: The students get self-direction and lifelong learning because the prose, poetry articles propel the students to the afore said goals as they acquire thirst for the language.

PO7: Environment and Sustainability

CO5: The students learn about environment and sustainability as the prose articles direct the attention of the learners to the afore mentioned goals and makes them to take positive actions.

PO8: Critical Thinking and Problem Solving

CO2: The students acquire critical thinking and problem-solving skills because they come to know language thoroughly and at a deep level.

CO7: The students acquire critical thinking and problem-solving skills because the language games make them competent for the same.
