

SYLLABUS (CBCS as per NEP 2020) for M. A. - I

(w. e. from June 2023)

Name of the Programme	: M.A. English
Program Code	: PAENG
Class	: M.A. - I
Semester	: I
Course Type	:Major
Course Name	: English Language Today - I
Course Code	: ENG-503-MJM
No. of Lectures	:60
No. of Credits	: 04

A) Course Objectives:

1. To familiarise students with the ideology of Communication, Communication Technology and English language as a means of communication
2. To familiarise students with the phonological, morphological, lexical, and syntactic systems of the English language.
3. To acquaint them with the main geographical, registral and social varieties of English.
4. To focus on situational contextual, social, and cultural appropriateness besides grammatical correctness.
5. To acquaint students with the basic concepts in pragmatic theory and give them practice in the application of these concepts.
6. To help students understand different branches of linguistics; esp., Phonology, Morphology, Syntax and Semantics and their interrelations.
7. To help students understand how these branches help in acquiring and learning languages.

B) Course Outcomes:

At the end of the course:

1. the students would understand different branches of linguistics and their interrelations.
2. they would comprehend phonological, morphological, lexical, and syntactic systems of the English language
3. the students will come to know varieties of a language; the concept that no language is used uniformly over a geographical area will be understood.
4. they would learn situational contextual, social, and cultural appropriateness besides grammatical correctness.
5. students would know the basic concepts in pragmatic theory and give them practice in the application of these concepts.
6. they would understand the importance of linguistics in language learning and language acquisition.
7. the students would learn rules of sentence formation in English and they would also understand how meaning is generated via language.

Topics / Contents:

UNIT I: Phonology (15 lectures)

- a) Phonemes / Sounds of English
- b) Syllable
- c) Word Stress
- d) Sentence Stress
- e) Intonation

UNIT II: Morphology (15 lectures)

- a) Structure of words
- b) Concept of Morpheme / Allomorph
- c) Types of Morphemes
- d) Processes of Word Formation

UNIT III: Syntax (15 lectures)

- a) Elements of Grammar
- b) Nouns, Pronouns, and the Basic NP
- c) Adjective and Adverb
- d) Preposition and Preposition Phrases
- e) The Simple Sentence

UNIT IV: Semantics (15 lectures)

- a) The Terms 'Semantics' and 'Meaning'
- b) Seven Types of Meaning
- c) Components and Contrasts of Meaning (Synonymy, Antonymy, Hyponymy, Prototypes)
- d) Lexical Relations (Homonymy, Homophony, Polysemy, Metonymy)

References:

1. Quirk, R, S. Greenbaum (1973), A University Grammar of English, London: Longman.
2. Quirk, R (1962), The Use of English, London: Longman.
3. Gimson, A. C. (1996), An Introduction to The Pronunciation of English, a revised edition.
4. Kachru, B. B. (1983), The Indianization of English, The English Language in India, Delhi: OUP.
5. Kachru, B. B. (1986), The Alchemy of English: The spread, functions and models of non- native Englishes, Delhi: OUP.
6. Thorat, Ashok (2008), Discourse Analysis, CUP.
7. Bansal, R. K. and J. B. Harrison (1972), Spoken English for India, New Delhi : Orient Longman
8. Akmajian, et al. (1995), Linguistics: An Introduction to Language and Communication, Prentice Hall of India: New Delhi.
9. Anderson, W. L. and Stageberg, N. C. (1975), Introductory Readings on Language, Holt, Rinehart & Wilson (4th edn.): New York

Choice Based Credit System Syllabus (2019 Pattern)

Mapping of Program Outcomes with Course Outcomes

Class: M. A.II (Sem IV)

Subject: English

Course: English Language Today –I **Course Code:** ENG-503-MJM

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

Course Outcomes	Programme Outcomes (POs)								
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
CO 1	1								
CO 2				2					
CO 3					3				
CO 4	2								
CO 5			2		3				
CO 6				3					
CO 7				2					
CO 8	1								

Justification for the mapping:

PO1 Research-Related Skills and Scientific temper:

Course Outcome 1: Students get acquainted with the terminology of English Language teaching
Justification: This outcome aligns with developing comprehensive knowledge in the area of English language and literature teaching.

PO2 Effective Citizenship and Ethics:

Course Outcome 4: Language theories instill and develop human concern in students.
Justification: Developing human concern aligns with being an empathetic and ethically aware citizen.

PO3 Social competence and communication skills:

Course Outcome 5: Literary and linguistic competence are enhanced among students.
Justification: Enhancing linguistic competence aligns with effective communication skills.

PO4 Disciplinary Knowledge:

Course Outcome 1: Students get acquainted with the major theories English language and literature teaching
Justification: This outcome aligns with developing comprehensive knowledge in the area of English language teaching and learning.

PO5 Personal and professional competence:

Course Outcome 3: The students get exposure to the major theorist of language teaching
Justification: Exposure to artistic and innovative language enhances linguistic competence, aligning with personal and professional competence.

PO6 Self-directed and Life-long learning:

Course Outcome 4: Literary texts instill and develop human concern in students.

Justification: Developing human concern aligns with being an empathetic and ethically aware citizen.

PO7 Environment and Sustainability:

Course Outcome 4: Literary texts instill and develop human concern in students.

Justification: Developing human concern aligns with being an empathetic and ethically aware citizen.

PO8 Critical Thinking and Problem solving:

Course Outcome 1: Students get acquainted with the major movements and figures of English language and literature teaching

Justification: This outcome aligns with developing comprehensive knowledge in the area of English language teaching.

SYLLABUS (CBCS as per NEP 2020) for M. A. - I

(w. e. from June 2023)

Name of the Programme	: M.A. English
Program Code	: PAENG
Class	: M.A. - I
Semester	: I
Course Type	: Major
Course Name	: History of English Literature - I
Course Code	: ENG-504-MJM
No. of Lectures	: 30
No. of Credits	: 02

A) Course Objectives:

1. To make students understand the History of English literature.
2. To make students understand how social, political, and historical events shaped the literature of the time.
3. To introduce to students different literary movements.
4. To help students perceive different ages of English literature.
5. To make students understand that literary texts, often, reflect their age.
6. To help students distinguish between literature as an art and as a cultural artefact.
7. To make students understand the contemporary age and the literature written in the present times.

B) Course Outcomes:

At the end of the course:

1. the student will understand the History of English literature in a chronological manner.
2. they will learn how social, political, and historical events shaped the literature of the time.
3. the students will comprehend different literary movements.
4. the learners will understand different ages of English literature.
5. they would also comprehend how literary texts, often, reflect their age positions.
6. students would be able to distinguish between literature as an art and as a cultural artefact.
7. students would understand the contemporary age and the literature written in the present times.

TOPICS/CONTENTS:

UNIT 1: Old English and Middle English Literature (6 lectures)

UNIT 2: The Renaissance and Reformation (1485-1660 CE)(12 lectures)

2.1 Elizabethan Period

- 2.2 Jacobean Period
- 2.3 Caroline Age
- 2.4 Commonwealth Period

UNIT 3: The Enlightenment (Neoclassical) Period (1660-1790 CE) (12lectures)

- 3.1 Restoration Period
- 3.2 The Augustan Age
- 3.3 The Age of Johnson

References:

1. An Outline of English Literature by G. C. Thornley
 2. A Background to the Study of English Literature by B. Prasad
 3. A Critical History of English Literature by David Daiches.
 4. History of English Literature by Edward Albert
 5. A Short History of English Literature by Sir Ifor Evans
- <https://mc.libguides.com/eng/literaryperiods>

Choice Based Credit System Syllabus (2019 Pattern)

Mapping of Program Outcomes with Course Outcomes

Class: M. A. I(SemII)

Subject: English

Course: History of English Literature –I

Course Code: ENG-504-MJM

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

Course Outcomes	Programme Outcomes (POs)								
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
CO 1	2								
CO 2		2							
CO 3			2						
CO 4				3					
CO 5					2				
CO 6				3					
CO 7				3					
CO 8			3						

Justification for the mapping:

PO1 Research-Related Skills and Scientific temper:

Course Outcome 2: The students develop literary sensibility and emotional response to the literary texts. And they learn to appreciate literary texts.

Justification: Developing literary sensibility and appreciating literary texts can contribute to an informed awareness of moral and ethical issues.

PO2: Effective Citizenship and Ethics

Course Outcome 2: The students develop literary sensibility and emotional response to the literary texts. And they learn to appreciate literary texts.

Justification: Developing literary sensibility and appreciating literary texts can contribute to an informed awareness of moral and ethical issues.

PO3: Social competence and communication skills

Course Outcome 2: The students develop literary sensibility and emotional response to the literary texts. And they learn to appreciate literary texts.

Justification: Appreciating literary texts involves effective communication of emotions and thoughts, aligning with the development of communication skills.

PO4: Disciplinary Knowledge

Course Outcome 1: The students get familiar with the major movements and figures of English Literature.

Justification: This course outcome aligns with the program outcome related to disciplinary knowledge as it focuses on developing comprehensive knowledge in the field of English Literature.

PO5: Personal and professional competence

Course Outcome 2: The students develop literary sensibility and emotional response to the literary texts. And they learn to appreciate literary texts.

Justification: Writing creative language involves personal and professional competence, including adaptability skills.

PO6 Self-directed and Life-long learning:

Course Outcome 4: The values and human concern are instilled in students through exposure to literary texts.

Justification: Instilling values and human concern aligns with the development of effective citizenship and ethical awareness.

PO7 Environment and Sustainability:

Course Outcome 4: The values and human concern are instilled in students through exposure to literary texts.

Justification: Instilling values and human concern align with the development of effective citizenship and ethical awareness.

PO8: Critical Thinking and Problem-solving

Course Outcome 3: The students are exposed to the artistic and innovative use of language and they try to write creative language.

Justification: Creative language use and exposure to artistic innovation require critical thinking and problem-solving skills.

SYLLABUS(CBCSasper NEP2020)forM.A. Part I

(w. e. from June

2023)Nameof theProgramme

	:M.A.EnglishProgram
Code	:PAENG
Class	:M.A. I
Semester	: I
CourseType	:Major
CourseName	:English Literature from 1550-1798– I
CourseCode	:ENG-501-MJM
No.ofLectures	: 60
No.ofCredits	: 04

A) Course Objectives:

1. Analyze and interpret the selected poems by Ben Jonson, Sir Thomas Wyatt, and Walter Raleigh, identifying their themes, literary devices, and cultural significance.
2. Evaluate the poetic techniques employed by John Donne, Andrew Marvell, and George Herbert in their works, examining their use of metaphysical conceits, imagery, and structure.
3. Examine the themes of love, mortality, and religious devotion in the poetry of the Renaissance period, comparing and contrasting the approaches taken by different poets.
4. Analyze Christopher Marlowe's play Doctor Faustus, exploring its themes of ambition, morality, and the consequences of human desire, and its influence on Renaissance drama.
5. Analyze William Shakespeare's play Macbeth, examining its themes of ambition, power, and the nature of evil, and analyzing the techniques used by Shakespeare to convey these themes.
6. Compare and contrast the works of different Renaissance poets, identifying common themes, stylistic features, and literary movements of the period.
7. Develop critical thinking and writing skills through close reading and analysis of Renaissance poetry and drama, constructing well-supported arguments and interpretations in written assignments and class discussions.

B) Course Outcomes:

1. Students will demonstrate an understanding of the selected Renaissance poems by Ben Jonson, Sir Thomas Wyatt, and Walter Raleigh, and their cultural and historical context.

2. Students will be able to identify and analyze the poetic techniques and literary devices used by John Donne, Andrew Marvell, and George Herbert in their works.
3. Students will gain insight into the themes of love, mortality, and religious devotion in Renaissance poetry, and will be able to discuss and compare different approaches to these themes.
4. Students will analyze and critically evaluate Christopher Marlowe's play Doctor Faustus, demonstrating an understanding of its key themes and its significance in Renaissance drama.
5. Students will analyze and interpret William Shakespeare's play Macbeth, identifying its central themes, character development, and dramatic techniques.
6. Students will develop the ability to compare and contrast the works of different Renaissance poets, identifying similarities and differences in themes, style, and literary movements.
7. Students will improve their critical thinking and writing skills through close reading and analysis of Renaissance poetry and drama and will be able to construct well-supported arguments and interpretations in their written assignments and class discussions.

TOPICS/CONTENTS:

Unit I: (15 Clock Hours)

Ben Jonson: 1) On My First Sonnet 2) To Celia I (Drink to Me only With Thine Eyes)

Sir Thomas Wyatt: 1) Whoso List to Hunt 2) My Lute Awake

Walter Raleigh: 1) Now What is Love 2) Her Reply

Unit II: (15 Clock Hours)

John Donne: 1) The Flea 2) A Valediction Forbidding Mourning

3) Death Be Not Proud

Andrew Marvell: 1) The Garden 2) To His Coy Mistress

George Herbert: 1) Death 2) The Collar

Unit III (15 Clock Hours)

Christopher Marlowe: Doctor Faustus

Unit IV:

(15 Clock Hours)

William Shakespeare: Macbeth

References:

1. Ben Jonson: Selected Works edited by Ian Donaldson
2. The Oxford Book of English Verse edited by Christopher Ricks
3. The Complete Poems by Sir Thomas Wyatt
4. The Penguin Book of Renaissance Verse: 1509-1659 edited by David Norbrook
5. Sir Walter Raleigh: Selected Works edited by Nicholas Selwyn
6. The Norton Anthology of English Literature: Volume B edited by Stephen Greenblatt et al.
7. John Donne: The Major Works edited by John Carey
8. Andrew Marvell: The Complete Poems edited by Elizabeth Story Donno
9. George Herbert: The Complete English Poems edited by John Tobin
10. Doctor Faustus by Christopher Marlowe
11. Christopher Marlowe: The Complete Plays edited by Frank Romany and Robert Lindsey
12. Macbeth by William Shakespeare
13. The Norton Shakespeare: Based on the Oxford Edition edited by Stephen Greenblatt et al.
14. Shakespeare After All by Marjorie Garber

Choice Based Credit System Syllabus (2023 Pattern)

(As Per NEP 2020)

Mapping of Program Outcomes with Course Outcomes

Class: M.A. Part I (SemII)

Subject: English

Course: English Literature from 1550 to 1798-II

Course Code: PAENMT 121

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

	Programme Outcomes (POs)								
Course Outcomes	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9

CO 1	2								
CO 2		2							
CO 3			3				3		
CO 4				3					
CO 5				3	3				
CO 6							3		
CO 7			3					2	

Justification for the mapping:

PO1 Research-Related Skills and Scientific temper:

Course Outcome 1: Students will demonstrate an understanding of the selected Renaissance poems by Ben Jonson, Sir Thomas Wyatt, and Walter Raleigh, and their cultural and historical context.

Justification: This course outcome aligns with PO1 as it requires students to understand the historical and cultural context of Renaissance poetry, which involves research and analysis.

PO2 Effective Citizenship and Ethics:

Course Outcome 2: Students will be able to identify and analyze the poetic techniques and literary devices used by John Donne, Andrew Marvell, and George Herbert in their works.

Justification: Developing writing and analytical skills aligns with ethical responsibility in academia.

PO3 Social competence and communication skills:

Course Outcome 3: Students will gain insight into the themes of love, mortality, and religious devotion in Renaissance poetry, and will be able to discuss and compare different approaches to these themes.

Justification: This course outcome aligns with PO3 as it involves discussing and comparing themes in written and oral forms, demonstrating social competence and communication skills.

PO4 Disciplinary Knowledge:

Course Outcome 4: Students will analyze and critically evaluate Christopher Marlowe's play Doctor Faustus, demonstrating an understanding of its key themes and its significance in Renaissance drama.

Justification: This course outcome aligns with PO4 as it involves comprehensive knowledge of Renaissance drama and the ability to critically evaluate a play.

PO5 Personal and professional competence:

Course Outcome 5: Students will analyze and interpret William Shakespeare's play Macbeth, identifying its central themes, character development, and dramatic techniques.

Justification: Analyzing and interpreting Shakespeare's play requires the ability to meet objectives and perform independently. It also enhances interpersonal relationships and self-motivation skills.

PO6 Self-directed and Life-long learning:

Course Outcome 7: Students will improve their critical thinking and writing skills through close reading and analysis of Renaissance poetry and drama and will be able to construct well-supported arguments and interpretations in their written assignments and class discussions.

Justification: Enhancing critical thinking and writing skills contributes to being a lifelong learner who pursues self-determined goals in the context of socio-technological changes.

PO7: Environment and Sustainability:

Course Outcome 3: Students will gain insight into the themes of love, mortality, and religious devotion in Renaissance poetry, and will be able to discuss and compare different approaches to these themes.

Justification: As themes of love and mortality may relate to societal and environmental contexts.

PO8 Critical Thinking and Problem solving:

Course Outcome 7: Students will improve their critical thinking and writing skills through close reading and analysis of Renaissance poetry and drama and will be able to construct well-supported arguments and interpretations in their written assignments and class discussions.

Justification: This course outcome aligns with PO8, as it involves critical thinking and the ability to compare and contrast literary works.

SYLLABUS (CBCS as per NEP 2020) for M. A. I

(w. e. from June, 2023)

Name of the Programme	: M.A.English
Program Code	: PAENG
Class	: M.A.
Semester	: I
Course Type	:Mandatoy
Course Name	: English Literature from 1798-2000 – I
Course Cod	: PAENMT-122
No. of Lectures	:60
No. of Credits	: 04

A) Learning Objectives:

1. To introduce students to major movements, genres and figures of English Literature through the study of selected literary texts/pieces published during the period prescribed for study.
2. To enhance student's literary sensibility and their emotional response to literary texts and to help them understand the thematic and stylistic preoccupations of the writers prescribed for study.
3. To enable them to critically examine the writers' thematic concerns and to point out the (in)significance of such concerns in the postcolonial context.
4. To provide learners some basic information about England's political, social and cultural developments during the period prescribed for study.
5. To instill values and develop human concern in students through exposure to literary texts
6. To help them identify potential areas of research on which they can work independently for securing a degree or merely for the sake of obtaining knowledge.
7. To enhance the student's proficiency in English

Learning Outcomes:

1. The students become acquainted with the major movements and figures of English Literature.
2. The students develop the literary sensibility and emotional response to the literary texts. And they learn to appreciate the literary texts.
3. The students are exposed to the artistic and innovative use of language and they try to write the creative language.
4. The students are well informed with the political, social and cultural history of the period of England and its impact on the writers prescribed for study.
5. The values and human concern is instilled in students through exposure to literary texts.
6. The students develop research aptitude and acquired aesthetic sense of literature.

7. The students become proficient in using the English language in theoretical and practical manner.

Topics:

- | | |
|-----------------------------------------|-------------------------|
| 1) Unit I:Coleridge, Wordsworth- | (16 clock hours) |
| 2) Unit II:Shelley, Keats- | (16 clock hours) |
| 3) Unit III:Jane Austen | (14 clock hours) |
| 4) Unit IV:Mary Shelly | (14 clock hours) |

Topics:

Unit I:

- 1) **S.T. Coleridge:** Christabel
- 2) **William Wordsworth:** i) French Revolution
ii) To the Skylark
iii) The World is Too Much with Us
iv) Ode on Intimation of Immortality

Unit II:

- 1) **P. B. Shelley:**i) Ode to the West Wind ii) Ozymandias
- 2) **John Keats:**i)La Belle Dame Sans Merci
ii) Ode to Nightingale
iii) Ode on a Grecian Urn
iv) Bright Star ! Would I were as steadfast as thou Art

Unit III:

Jane Austen:Northanger Abbey

Unit IV:

Mary Shelly: Frankenstein

COURSE CONTENTS:Most of the texts/excerpts listed above are available online. Some of the online resources/sites are given under the section titled 'References.' Teachers and students must also consult the print versions of the texts for authenticity and accuracy.

References:

S. T. Coleridge

1. Barth, J. Robert. *The Symbolic Imagination* (New York: Fordham, 2001).
2. Beer, John B. *Coleridge the Visionary* (London: Chatto and Windus, 1970).
3. Engell, James. *The Creative Imagination* (Cambridge: Harvard, 1981).

4. Holmes, Richard *Coleridge*. (Oxford University Press, 1982).
5. House, Humphry. *Coleridge. The Clark Lectures 1951-52*. (Lyall Book Depot, Ludhiana, 1968).
6. Modiano, Raimonda. *Coleridge and the Concept of Nature*. Tallahassee: Florida State UP, 1985.
7. Vallins, David. *Coleridge and the Psychology of Romanticism: Feeling and Thought* (London: Macmillan, 2000).
8. Watson, George. *Coleridge the Poet*. London: Routledge and Kegan Paul, 1966.

William Wordsworth

1. Abrams, M. H. *Naturalism Supernaturalism*. (New York: W. W. Norton & Company, 1973).
2. Bernard Groom, *The Unity of Wordsworth's Poetry*. New York: St, Martin's Press, 1966.
3. Bradley, Andrew. *Oxford Lectures on Poetry*. (London: Macmillan, 1909).
4. Davies, Hunter. *William Wordsworth: A Biography*. (New York: Atheneum, 1980).

P.B. Shelley

1. Altick, Richard D., *The English Common Reader*. (Ohio: Ohio State University Press, 1998).
2. Angela, L. *Shelley and the Sublime: An Interpretation of the Major Poems*. London: Cambridge University Press, 1987.
3. Dowden, Edward. *The Life of Percy Bysshe Shelley*. London: Kegan, Paul, Trench, Trubner and Company, 1932.

John Keats

1. Bate, Walter Jackson. *John Keats*. New York: Oxford University Press, 1966
2. Colvin, Sidney. *John Keats :His Life and Poetry, His Friends Critics and After-Fame*. (London: Macmillan, 1917).
3. Coote, Stephen. *John Keats: A Life*. London: Hodder and Stoughton, 1995.
4. D'Avanzo, Mario. L. *Keats's Metaphors for the Poetic Imagination*. Durham, NC: Duke University Press, 1967.

Jane Austen

1. Babb, Howard S. *Jane Austen's Novels: The Fabric of Dialogue*. Columbus: Ohio State University Press, 1962.
2. Galperin, William. *The Historical Austen*. (Philadelphia: University of Pennsylvania Press, 2003).
3. Kirkham, Margaret. *Jane Austen ,Feminism and Fiction*. Brighton: Harvester, 1983).
4. Lascelles, Mary. *Jane Austen and Her Art*. (Original publication 1939, Oxford University Press, 1966).

Mary Shelley

1. Baldick, Chris. In *Frankenstein's Shadow. Myth, Monstrosity, and Nineteenth-century Writing*. Oxford: Clarendon Press, 1987.
2. Behrendt, Stephen C. *Approaches to Shelley's Frankenstein*. New York: The Modern Language Association of America, 1992.
3. Florescu, R. In *Search of Frankenstein*. London: Robson Books Ltd., 1996.
4. Hindle, Maurice. *Mary Shelley. Frankenstein*. London: Penguin Books Ltd., 1994.

(As Per NEP 2020)

Mapping of Program Outcomes with Course Outcomes

Class: M.A.I (Sem II)

Subject: English

Course: English Literature from 1798 to 2000

Course Code: PAENMT-122

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

Programme Outcomes (POs)								
Course Outcomes	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1				3				
CO 2	2					2		
CO 3								
CO 4								
CO 5		3						
CO 6	3			3	2			
CO 7			7					

Justification for the mapping

PO1: Research Related Skills and Scientific Temper

CO2: The students develop the literary sensibility and emotional response to the literary texts and learn to appreciate the literary texts.

Justification: The course outcome is moderately in accordance with the program outcomes as students make use of the close reading methods whereby literary components such as rhyme, tone, mood, vocabulary, setting, characterization, and plot are used for analyzing the theme of a particular text.

CO6: The students develop research aptitude and acquire aesthetic sense of literature.

Justification: Here, the course outcome directly contributes to the program outcome because through seminars and project works the students will assess his/her scientific knowledge of the subject. The students are also encouraged to get actively involved in finding out the answers to his/her curiosity in the interested topic in an empirical way.

PO2: Effective Citizenship and ethics

CO5: The values and human concern is instilled in students through exposure to literary texts.

Justification: The course outcome is strongly connected with the program outcome as students will make use of literary text as a case study to foster social consciousness which ultimately enable them to become a global citizen.

PO3: Social Competence and Communication Skills

CO5: Students become proficient in using English language in theoretical and practical manner

Justification: Language proficiency is multidimensional and entails linguistic, cognitive, and socio-cultural

factors. Students with good English language proficiency show better communication skills. There is a strong association between language ability and social competency.

PO4: Disciplinary Knowledge

CO6: The students become acquainted with the major movements and figures of English Literature.

Justification: Students exhibit well-rounded understanding of English language as well as a strong theoretical grounding in the literary landscape of English literature.

PO5: Personal and Professional Competence

CO6: The students develop research aptitude and acquired aesthetic sense of literature.

Justification: This course outcome is partially linked to the Programme outcome number 6 as students can explore research avenues to become successful as a researcher.

PO6: Self-directed and Lifelong Learning

CO2: The students develop the literary sensibility and emotional response to the literary texts. And they learn to appreciate the literary texts.

Justification: Students are confident enough to appreciate the aesthetic qualities of a literary text which ultimately leads them on the path of lifelong learning.

PO8: Critical thinking and Problem solving

CO7: The students become proficient in using the English language in theoretical and practical manner.

Justification: This course outcome is distinctively related to the PO8. The course is designed to provide impetus to the critical thinking and problem solving ability of the students.



Anekant Education Society's

Tuljaram Chaturchand College, Baramati

(Autonomous)

Two Year Degree Program in English

(Faculty of Arts)

CBCS Syllabus

M.A. Part-I Semester -I

For Department of English

Tuljaram Chaturchand College, Baramati

Choice Based Credit System Syllabus (2023 Pattern)

(As Per NEP 2020)

To be implemented from Academic Year 2023-2024

Title of the Program: M.A. (English)**Preamble****Introduction:**

AES's Tuljaram Chaturchand College has decided to change the syllabus of various faculties from June 2023 by taking into consideration the guidelines and provisions given in the National Education Policy (NEP), 2020. The NEP envisions making education more holistic and effective and to lay emphasis on the integration of general (academic) education, vocational education, and experiential learning. The NEP introduces holistic and multidisciplinary education that would help to develop intellectual, scientific, social, physical, emotional, ethical, and moral capacities of the students. The NEP 2020 envisages flexible curricular structures and learning based outcomes for the development of the students. The credit structure and the courses framework provided in the NEP are nationally accepted and internationally comparable.

The post-graduate department of English is one of the oldest government-granted PG departments in the college. Prof. V. V. Upadhye and Prof. K. S. Iyer, the late professors of English, established excellent academic standards in the department. The department of English, thus, has been striving for academic excellence since its inception.

The Board of Studies in English of Tuljaram Chaturchand College, Baramati - Pune has prepared the syllabus of M. A. – I, Semester - I under the Choice Based Credit System (CBCS) by following the guidelines of NEP 2020, NCeF, NHEQF, Prof. R.D. Kulkarni's Report, GR of Gov. of Maharashtra dated 20th April and 16th May 2023 and Circular of SPPU, Pune dated 31st May 2023.

The master's course on English engages with literatures in English and the cultures with historical connections with English or translated into English and interprets and formulates cultural theories. It also seeks to impart essential knowledge of literary forms, movements and trends in contemporary theory and interdisciplinary extensions. The program aims to train the students to use their expertise for careers in journalism, translation, translation for newspaper syndics, performative art and film criticism, publishing, scriptwriting and for academic careers in English, Comparative Literature and Cultural Studies.

Programme Specific Outcomes (PSOs)

- 1 **Critical Thinking:** Apply theoretical knowledge to make a critical analysis, intervene using innovative frameworks and evaluate and follow up.
- 2 **Effective Communication:** Engage in inter and intrapersonal communications, behavioral change communication and proficiency in information Communication Technology.
- 3 **Scientific Temper:** To build essential skills of life including questioning, observing, testing, hypothesizing, analyzing and communicating.
- 4 **Effective Citizenship:** Demonstrate empathetic social concern and engage in service learning and community engagement programs for contributing towards achieving of local, regional and national goals.
- 5 **Ethics:** Recognize different value systems including your own, understand the moral dimensions of your decisions and accept responsibility for them.
- 6 **Environment and Sustainability:** Participate and promote sustainable development goals.
- 7 **Gender Sensitization and Social Commitment:** To imbibe Gender sensitivity and the sense of social responsibility for self and community for the benefit of the society at large.
- 8 **Self-directed and Life-long learning:** Engage in continuous learning for professional growth and development.

Anekant Education Society's
Tuljaram Chaturchand College, Baramati
(Autonomous)

Board of Studies (BOS) in English

From 2022-23 to 2024-25

Sr. No.	Name	Designation
1	Dr. Shashank B. Mane	Chairman
2	Prof. M. B. Kavthekar	Member
3	Dr. Sachin N. Gadekar	Member
4	Dr. Ajay A. Dhavale	Member
5	Dr. Sushil A. Deshmukh	Member
6	Prof. Smita H. Gore	Member
7	Dr. Suhas M. Raut	Member
8	Prof. Sandesh V. Rathod	Member
9	Prof. Rahul M. Pawar	Member
10	Dr. Anand Kulkarni	Vice-Chancellor Nominee
11	Dr. Pinaki Roy	Expert from other University
12	Dr. Sandip Joshi	Expert from other University
13	Mr. Anupam Siddhartha	Industry Expert
14	Dr. Sanjay Khilare	Meritorious Alumni
15	Ms. Snehal Dongare	Student Representative
16	Mr. Rohit Bankar	Student Representative

Anekant Education Society's
Tuljaram Chaturchand College, Baramati
 (Autonomous)
 Structure and Credit Distribution of PG Degree Programme (M. A.)
 Department of English

Year (2 Year PG)	Le vel	Se m. (2 Yr)	Major		Research Methodology (RM)	OJT/ FP	R P	Cu m. Cr.	Degr ee
			Mandatory	Electives					
I	6.0	Se m-I	ENG-501-MJM English Literature from 1550-1798 – I (Credits 4)	ENG-511-MJE (A) Literary Criticism and Theory - I OR ENG-511-MJE (B) Cultural Studies – I (Credits 4)	ENG-521-RM Research Methodology in English (Credits 4)	--	--	22	PG Diplo ma (after 3 Year Degre e)
			ENG-502-MJM English Literature from 1798-2000 – I (Credits 4)						
			ENG-503-MJM English Language Today – I (Credits 4)						
			ENG-504-MJM History of English Literature – I (Credits 2)						
		Se m-II	ENG-551-MJM English Literature from 1550-1798 – II (Credits 4)	ENG-561-MJE (B) Literary Criticism and Theory – I OR ENG-561-MJE (B) Cultural Studies – II (Credits 4)	--	Credit 04	--	22	
			ENG-552-MJM English Literature from 1798-2000 – II (Credits 4)						
			ENG-553-MJM English Language Today – II (Credits 4)						
			ENG-554-MJM History of English Literature – II (Credits 2)						
Cum. Cr. For PG Diploma			28	8	4	4	--	44	

Illustrative Credit Distribution structure for Two Years/One Year P.G. (M. A.)

Abbreviations: (1) **OJT:** On Job Training: Internship/Apprenticeship; (2) **FP:** Field Projects; (3) **RM:** Research Methodology (4) **RP:** Research Projects
 (5) **Cum.:** Cumulative Credits

Course Code: PAENMT111: **P-PG, A:** Arts, **EN:** English, **MT:** Mandatory Theory: 1: First Year, 1: First Semester, 1: First Paper **ET:** Elective Theory

Anekant Education Society's
Tuljaram Chaturchand College of Arts, Science and Commerce, Baramati
(Autonomous)

Course Structure for (M. A. English) Part-I (2023 Pattern)

Sem.	Course Type	Course Code	Title of Course	No. of Credits
I	Major (Mandatory)	ENG-501-MJM	English Literature from 1550-1798 – I	04
	Major (Mandatory)	ENG-502-MJM	English Literature from 1798-2000 – I	04
	Major (Mandatory)	ENG-503-MJM	English Language Today – I	04
	Major (Mandatory)	ENG-504-MJM	History of English Literature – I	02
	Major (Elective)	ENG-511-MJE (A) Or ENG-511-MJE (B)	Literary Criticism and Theory – I or Cultural Studies – I	04
	Research methodology (RM)	ENG-521-RM	Research Methodology in English	04
Total Credits for Sem. – I				22
II	Major (Mandatory)	ENG-551-MJM	English Literature from 1550-1798 – II	04
	Major (Mandatory)	ENG-552-MJM	English Literature from 1798-2000 – II	04
	Major (Mandatory)	ENG-553-MJM	Contemporary Studies in English Language – II	04
	Major (Mandatory)	ENG-554-MJM	History of English Literature – II	02
	Major (Elective)	ENG-561-MJE (A) or ENG-561-MJE (B)	Literary Criticism and Theory – I or Cultural Studies – II	04

	On Job Training	OJT	OJT	04
	Total credits for Sem. - II			22
M.A. – I Total number of credits				44

SYLLABUS (CBCS as per NEP 2020) for M. A. Part I
(w. e. from June 2023)

Name of the Programme	: M.A. English Program
Code	: PAENG
Class	: M.A. I
Semester	: I
Course Type	: Major
Course Name	: English Literature from 1550-1798 – I
Course Code	: ENG-501-MJM
No. of Lectures	: 60
No. of Credits	: 04

A) Course Objectives:

1. Analyze and interpret the selected poems by Ben Jonson, Sir Thomas Wyatt, and Walter Raleigh, identifying their themes, literary devices, and cultural significance.
2. Evaluate the poetic techniques employed by John Donne, Andrew Marvell, and George Herbert in their works, examining their use of metaphysical conceits, imagery, and structure.
3. Examine the themes of love, mortality, and religious devotion in the poetry of the Renaissance period, comparing and contrasting the approaches taken by different poets.
4. Analyze Christopher Marlowe's play Doctor Faustus, exploring its themes of ambition, morality, and the consequences of human desire, and its influence on Renaissance drama.
5. Analyze William Shakespeare's play Macbeth, examining its themes of ambition, power, and the nature of evil, and analyzing the techniques used by Shakespeare to convey these themes.
6. Compare and contrast the works of different Renaissance poets, identifying common themes, stylistic features, and literary movements of the period.
7. Develop critical thinking and writing skills through close reading and analysis of Renaissance poetry and drama, constructing well-supported arguments and interpretations in written assignments and class discussions.

B) Course Outcomes:

1. Students will demonstrate an understanding of the selected Renaissance poems by Ben Jonson, Sir Thomas Wyatt, and Walter Raleigh, and their cultural and historical context.

2. Students will be able to identify and analyze the poetic techniques and literary devices used by John Donne, Andrew Marvell, and George Herbert in their works.
3. Students will gain insight into the themes of love, mortality, and religious devotion in Renaissance poetry, and will be able to discuss and compare different approaches to these themes.
4. Students will analyze and critically evaluate Christopher Marlowe's play Doctor Faustus, demonstrating an understanding of its key themes and its significance in Renaissance drama.
5. Students will analyze and interpret William Shakespeare's play Macbeth, identifying its central themes, character development, and dramatic techniques.
6. Students will develop the ability to compare and contrast the works of different Renaissance poets, identifying similarities and differences in themes, style, and literary movements.
7. Students will improve their critical thinking and writing skills through close reading and analysis of Renaissance poetry and drama and will be able to construct well-supported arguments and interpretations in their written assignments and class discussions.

TOPICS/CONTENTS:**Unit I:****(15 Clock Hours)****Ben Jonson:** 1) On My First Sonnet 2) To Celia I (Drink to Me only With Thine Eyes)**Sir Thomas Wyatt:** 1) Whoso List to Hunt 2) My Lute Awake**Walter Raleigh:** 1) Now What is Love 2) Her Reply**Unit II:****(15 Clock Hours)****John Donne:** 1) The Flea 2) A Valediction Forbidding Mourning

3) Death Be Not Proud

Andrew Marvell: 1) The Garden 2) To His Coy Mistress**George Herbert:** 1) Death 2) The Collar

Unit III

(15 Clock Hours)

Christopher Marlowe: Doctor Faustus

Unit IV:

(15 Clock Hours)

William Shakespeare: Macbeth

References:

1. Ben Jonson: Selected Works edited by Ian Donaldson
2. The Oxford Book of English Verse edited by Christopher Ricks
3. The Complete Poems by Sir Thomas Wyatt
4. The Penguin Book of Renaissance Verse: 1509-1659 edited by David Norbrook
5. Sir Walter Raleigh: Selected Works edited by Nicholas Selwyn
6. The Norton Anthology of English Literature: Volume B edited by Stephen Greenblatt et al.
7. John Donne: The Major Works edited by John Carey
8. Andrew Marvell: The Complete Poems edited by Elizabeth Story Donno
9. George Herbert: The Complete English Poems edited by John Tobin
10. Doctor Faustus by Christopher Marlowe
11. Christopher Marlowe: The Complete Plays edited by Frank Romany and Robert Lindsey
12. Macbeth by William Shakespeare
13. The Norton Shakespeare: Based on the Oxford Edition edited by Stephen Greenblatt et al.
14. Shakespeare After All by Marjorie Garber

SYLLABUS (CBCS as per NEP 2020) for M. A. I**(w. e. from June, 2023)**

Name of the Programme	: M.A. English
Program Code	: PAENG
Class	: M.A.
Semester	: I
Course Type	: Mandatoy
Course Name	: English Literature from 1798-2000 – I
Course Code	: ENG-502-MJM
No. of Lectures	:60
No. of Credits	: 04

A) Learning Objectives:

1. To introduce students to major movements, genres and figures of English Literature through the study of selected literary texts/pieces published during the period prescribed for study.
2. To enhance student's literary sensibility and their emotional response to literary texts and to help them understand the thematic and stylistic preoccupations of the writers prescribed for study.
3. To enable them to critically examine the writers' thematic concerns and to point out the (in)significance of such concerns in the postcolonial context.
4. To provide learners some basic information about England's political, social and cultural developments during the period prescribed for study.
5. To instill values and develop human concern in students through exposure to literary texts
6. To help them identify potential areas of research on which they can work independently for securing a degree or merely for the sake of obtaining knowledge.
7. To enhance the student's proficiency in English

Learning Outcomes:

1. The students become acquainted with the major movements and figures of English Literature.
2. The students develop the literary sensibility and emotional response to the literary texts. And they learn to appreciate the literary texts.
3. The students are exposed to the artistic and innovative use of language and they try to write the creative language.
4. The students are well informed with the political, social and cultural history of the period of England and its impact on the writers prescribed for study.
5. The values and human concern is instilled in students through exposure to literary texts.
6. The students develop research aptitude and acquired aesthetic sense of literature.

7. The students become proficient in using the English language in theoretical and practical manner.

Topics:

- | | |
|------------------------------------------|-------------------------|
| 1) Unit I: Coleridge, Wordsworth- | (16 clock hours) |
| 2) Unit II: Shelley, Keats- | (16 clock hours) |
| 3) Unit III: Jane Austen | (14 clock hours) |
| 4) Unit IV: Mary Shelly | (14 clock hours) |

Topics:

Unit I:

- 1) S.T. Coleridge:** Christabel
- 2) William Wordsworth:** i) French Revolution
 ii) To the Skylark
 iii) The World is Too Much with Us
 iv) Ode on Intimation of Immortality

Unit II:

- 1) P. B. Shelley:** i) Ode to the West Wind ii) Ozymandias
- 2) John Keats:** i) La Belle Dame Sans Merci
 ii) Ode to Nightingale
 iii) Ode on a Grecian Urn
 iv) Bright Star ! Would I were as steadfast as thou Art

Unit III:

Jane Austen: Northanger Abbey

Unit IV:

Mary Shelly: Frankenstein

COURSE CONTENTS: Most of the texts/excerpts listed above are available online. Some of the online resources/sites are given under the section titled 'References.' Teachers and students must also consult the print versions of the texts for authenticity and accuracy.

References:**S. T. Coleridge**

1. Barth, J. Robert. *The Symbolic Imagination* (New York: Fordham, 2001).
2. Beer, John B. *Coleridge the Visionary* (London: Chatto and Windus, 1970).
3. Engell, James. *The Creative Imagination* (Cambridge: Harvard, 1981).
4. Holmes, Richard *Coleridge*. (Oxford University Press, 1982).
5. House, Humphry. *Coleridge. The Clark Lectures 1951-52*. (Lyall Book Depot, Ludhiana, 1968).
6. Modiano, Raimonda. *Coleridge and the Concept of Nature*. Tallahassee: Florida State UP, 1985.
7. Vallins, David. *Coleridge and the Psychology of Romanticism: Feeling and Thought* (London: Macmillan, 2000).
8. Watson, George. *Coleridge the Poet*. London: Routledge and Kegan Paul, 1966.

William Wordsworth

1. Abrams, M. H. *Naturalism Supernaturalism*. (New York: W. W. Norton & Company, 1973).
2. Bernard Groom, *The Unity of Wordsworth's Poetry*. New York: St, Martin's Press, 1966.
3. Bradley, Andrew. *Oxford Lectures on Poetry*. (London: Macmillan, 1909).
4. Davies, Hunter. *William Wordsworth: A Biography*. (New York: Atheneum, 1980).

P.B. Shelley

1. Altick, Richard D., *The English Common Reader*.(Ohio: Ohio State University Press,1998).
2. Angela, L. *Shelley and the Sublime: An Interpretation of the Major Poems*. London: Cambridge University Press, 1987.
3. Dowden, Edward. *The Life of Percy Bysshe Shelley*. London: Kegan, Paul, Trench, Trubner and Company, 1932.

John Keats

1. Bate, Walter Jackson. *John Keats*. New York: Oxford University Press, 1966
2. Colvin,Sidney. *John Keats :His Life and Poetry, His Friends Critics and After-Fame*. (London: Macmillan, 1917).
3. Coote, Stephen. *John Keats: A Life*. London: Hodder and Stoughton, 1995.
4. D'Avanzo, Mario. *L. Keats's Metaphors for the Poetic Imagination*. Durham, NC: Duke University Press, 1967.

Jane Austen

1. Babb, Howard S. *Jane Austen's Novels: The Fabric of Dialogue*. Columbus: Ohio State University Press, 1962.
2. Galperin,William. *The Historical Austen*.(Philadelphia: University of Pennsylvania Press,2003).
3. Kirkham, Margaret. *Jane Austen ,Feminism and Fiction*.Brighton:Harvester,1983).

4. Lascelles, Mary. *Jane Austen and Her Art.* (Original publication 1939, Oxford University Press, 1966).

Mary Shelley

1. Baldick, Chris. In *Frankenstein's Shadow. Myth, Monstrosity, and Nineteenth-century Writing.* Oxford: Clarendon Press, 1987.
2. Behrendt, Stephen C. *Approaches to Shelley's Frankenstein.* New York: The Modern Language Association of America, 1992.
3. Florescu, R. *In Search of Frankenstein.* London: Robson Books Ltd., 1996.
4. Hindle, Maurice. *Mary Shelley. Frankenstein.* London: Penguin Books Ltd., 1994.

SYLLABUS (CBCS as per NEP 2020) for M. A. - I
(w. e. from June 2023)

Name of the Programme	: M.A. English
Program Code	: PAENG
Class	: M.A. - I
Semester	: I
Course Type	: Major
Course Name	: English Language Today - I
Course Code	: ENG-503-MJM
No. of Lectures	: 60
No. of Credits	: 04

A) Course Objectives:

1. To familiarise students with the ideology of Communication, Communication Technology and English language as a means of communication
2. To familiarise students with the phonological, morphological, lexical, and syntactic systems of the English language.
3. To acquaint them with the main geographical, registral and social varieties of English.
4. To focus on situational contextual, social, and cultural appropriateness besides grammatical correctness.
5. To acquaint students with the basic concepts in pragmatic theory and give them practice in the application of these concepts.
6. To help students understand different branches of linguistics; esp., Phonology, Morphology, Syntax and Semantics and their interrelations.
7. To help students understand how these branches help in acquiring and learning languages.

B) Course Outcomes:

At the end of the course:

1. the students would understand different branches of linguistics and their interrelations.
2. they would comprehend phonological, morphological, lexical, and syntactic systems of the English language
3. the students will come to know varieties of a language; the concept that no language is used uniformly over a geographical area will be understood.
4. they would learn situational contextual, social, and cultural appropriateness besides grammatical correctness.
5. students would know the basic concepts in pragmatic theory and give them practice in the application of these concepts.
6. they would understand the importance of linguistics in language learning and language acquisition.
7. the students would learn rules of sentence formation in English and they would also

understand how meaning is generated via language.

Topics / Contents:

UNIT I: Phonology

(15 lectures)

- a) Phonemes / Sounds of English
- b) Syllable
- c) Word Stress
- d) Sentence Stress
- e) Intonation

UNIT II: Morphology

(15 lectures)

- a) Structure of words
- b) Concept of Morpheme / Allomorph
- c) Types of Morphemes
- d) Processes of Word Formation

UNIT III: Syntax

(15 lectures)

- a) Elements of Grammar
- b) Nouns, Pronouns, and the Basic NP
- c) Adjective and Adverb
- d) Preposition and Preposition Phrases
- e) The Simple Sentence

UNIT IV: Semantics

(15 lectures)

- a) The Terms 'Semantics' and 'Meaning'
- b) Seven Types of Meaning
- c) Components and Contrasts of Meaning (Synonymy, Antonymy, Hyponymy, Prototypes)
- d) Lexical Relations (Homonymy, Homophony, Polysemy, Metonymy)

References:

1. Quirk, R, S. Greenbaum (1973), A University Grammar of English, London: Longman.
2. Quirk, R (1962), The Use of English, London: Longman.
3. Gimson, A. C. (1996), An Introduction to The Pronunciation of English, a revised edition.
4. Kachru, B. B. (1983), The Indianization of English, The English Language in India, Delhi: OUP.
5. Kachru, B. B. (1986), The Alchemy of English: The spread, functions and models of non- native Englishes, Delhi: OUP.
6. Thorat, Ashok (2008), Discourse Analysis, CUP.

7. Bansal, R. K. and J. B. Harrison (1972), Spoken English for India, New Delhi : Orient Longman
8. Akmajian, et al. (1995), Linguistics: An Introduction to Language and Communication, Prentice Hall of India: New Delhi.
9. Anderson, W. L. and Stageberg, N. C. (1975), Introductory Readings on Language, Holt, Rinehart & Wilson (4th edn.): New York

SYLLABUS (CBCS as per NEP 2020) for M. A. - I**(w. e. from June 2023)**

Name of the Programme	: M.A. English
Program Code	: PAENG
Class	: M.A. - I
Semester	: I
Course Type	: Major
Course Name	: History of English Literature - I
Course Code	: ENG-504-MJM
No. of Lectures	: 30
No. of Credits	: 02

A) Course Objectives:

1. To make students understand the History of English literature.
2. To make students understand how social, political, and historical events shaped the literature of the time.
3. To introduce to students different literary movements.
4. To help students perceive different ages of English literature.
5. To make students understand that literary texts, often, reflect their age.
6. To help students distinguish between literature as an art and as a cultural artefact.
7. To make students understand the contemporary age and the literature written in the present times.

B) Course Outcomes:

At the end of the course:

1. the student will understand the History of English literature in a chronological manner.
2. they will learn how social, political, and historical events shaped the literature of the time.
3. the students will comprehend different literary movements.
4. the learners will understand different ages of English literature.
5. they would also comprehend how literary texts, often, reflect their age positions.
6. students would be able to distinguish between literature as an art and as a cultural artefact.
7. students would understand the contemporary age and the literature written in the present times.

TOPICS/CONTENTS:**UNIT 1: Old English and Middle English Literature****(6 lectures)**

UNIT 2: The Renaissance and Reformation (1485-1660 CE) (12 lectures)

2.1 Elizabethan Period

2.2 Jacobean Period

2.3 Caroline Age

2.4 Commonwealth Period

UNIT 3: The Enlightenment (Neoclassical) Period (1660-1790 CE) (12 lectures)

3.1 Restoration Period

3.2 The Augustan Age

3.3 The Age of Johnson

References:

1. An Outline of English Literature by G. C. Thornley
2. A Background to the Study of English Literature by B. Prasad
3. A Critical History of English Literature by David Daiches.
4. History of English Literature by Edward Albert
5. A Short History of English Literature by Sir Ifor Evans

<https://mc.libguides.com/eng/literaryperiods>

SYLLABUS (CBCS as per NEP-2020) for Master in Arts (M.A.)**(w. e. from June 2023)**

Academic Year 2023-2024

Name of the Programme	:M. A.English
Programme Code	:PAENG
Class	:M.A.-I
Semester	:I
Course Type	: Major-Elective
Course Code	: ENG-511-MJE (A)
Course Title	: Literary Criticism and Theory – I
No. of Credits	:04
No. of Teaching Hours	:60

A) Course Objectives:

1. To introduce students to the nature, function and relevance of literary criticism and theory.
2. To introduce them to various important critical approaches and their tenets.
3. To encourage them to deal with highly intellectual and radical content and thereby develop their logical thinking and analytical ability.
4. To develop sensibility and competence in them for practical application of critical approaches to literary texts.
5. To focus on the differences between the traditional and the modern criticism.
6. To introduce critical terms and explain the differences between criticism and theory.
7. The course will explain the relevance of these approaches to the present literature and language study, and this can be done by applying the approaches to texts.

B) Course Outcomes:

1. Students will be acquainted with the background of critical approaches.
2. It will introduce students to the important theorists and critics across the world.

3. The course will try to cover major critical approaches from the ancient to the modern period.
4. It will introduce students to the characteristics and tenets of all major approaches along with the necessity and relevance to their emergence.
5. It will explain the broad differences between the traditional and the modern criticism.
6. The understanding of critical terms will develop analytical ability of students.
7. Students will understand the approaches and apply them to texts of their choice.

Topics/ Contents:

Unit-1: Classical Criticism (15 lectures)

- 1.1. Aristotle: Poetics (Chapter 1 to 10)
- 1.2. Horace: Ars Poetica (from Norton Anthology of Criticism)
- 1.3. S. N. Dasgupta: The Theory of Rasa- (from Indian Aesthetics: An Introduction, ed. By V. S. Seturaman, Macmillan, 1992)

Unit-2: Neoclassical Criticism (15 lectures)

- 2.1. Giambattista Giraldi- (from Discourse on the Composition of Romances)
- 2.2. Samuel Johnson: The Rambler, No.4 (on Fiction)

Unit-3: Romanticism (15 lectures)

- 3.1. William Wordsworth: Preface to Lyrical Ballads
- 3.2. Aphra Behn- Preface to The Lucky Chance

Unit-IV: Modernism and New Criticism (15 lectures)

- 4.1. T. S. Eliot: Tradition and the Individual Talent
- 4.2. John Crowe Ransom: Criticism, Incorporated

References:

1. Kulkarni, Anand and Ashok Chaskar. Introduction to Literary Theory and Criticism. Orient Blackswan, 2013.
2. Leitch Vincent. B. (ed.). The Norton Anthology of Theory and Criticism. W. W. Norton and Company, Inc., 2001.
3. Blamires, Harry. A History of Literary Criticism. Macmillan. 2000.
4. Murray, Penelope and T. S. Dorsch (trans.) Classical Literary Criticism. Penguin Books, 2004.
5. Mure, William. Critical History: Language and Literature of the Ancient Greece. London: Longman, 1850.

SYLLABUS (CBCS as per NEP 2020) for M. A. - I**(w. e. from June, 2023)**

Name of the Programme	: M.A.English
Program Code	: PAENG
Class	: M.A.
Semester	: I
Course Type	: Elective
Course Name	: Cultural Studies – I
Course Code	: ENG-511-MJE (B)
No. of Lectures	:60
No. of Credits	: 04

A) Course Objectives:

1. To introduce students to the newly established field of cultural studies, its concerns and approaches
2. To introduced students to significant debates theorists within cultural studies
3. To enable students to engage with these debates from their own immediate vantage points.
4. To orient students towards interdisciplinary approach and analysis of cultural issues including literature and language
5. To steer students towards new possibilities of analysis that can relate them to their surroundings
6. To create awareness about the recent developments in humanities and social sciences that cover several issues from philosophical to everyday matter
7. To instill tolerance, sense of equality and love for humanity in students

B) Course Outcomes:

At the end of the course:

1. the students use cultural studies approach to reflect upon our own immediate contexts
2. the students display adequate understanding of and familiarity with the core debates within the discipline through written submissions and class presentations
3. the students develop interdisciplinary approach to analysis cultural issues within literary studies
4. the students relate aspects of cultural studies to their surroundings
5. the students become aware with the current developments in humanities and social sciences in accordance with the cultural studies
6. the students develop principles of tolerance, sense of equality and compassion for humanity
7. the students develop habits of independent learning through research projects and critical analysis

Course Content:

Surveying the Field of Cultural Studies

Unit-I

15 Clock hours

Investigating Problems in Cultural Studies:

Introduction
The cultural studies family
Family therapy: approaching problems in cultural studies
Underlying themes

Unit-II

15 Clock hours

Identity, Equality and Difference: The Politics of Gender

Introduction
Identity and difference
Gender and difference

Unit-III

15 Clock hours

Global Culture/Media Culture

Introduction
Globalization and cultural imperialism
Globalizing the television market
Globalization and power

Unit-IV

15 Clock Hours

Transforming Capitalism

Introduction
The transformation of capitalism
The recomposition of class and culture
Class: the return of the repressed
The problem of consumer culture

Note: All these units are prescribed from Dr. Chris Barker's book, Making Sense of Cultural Studies: Central Problems and Critical Debates, Sage Publications, 2002. (This book is easily available on internet)

**SYLLABUS (CBCS as per NEP-2020) for Master in Arts (M.A.)
(w. e. from June 2023)**

Name of the Programme	: M. A. English
Programme Code	: PAENG
Class	: M.A.-I
Semester	: I
Course Type	: Research Methodology (RM)
Course Code	: ENG-521-RM
Course Title	: Research Methodology in English
No. of Credits	: 04
No. of Teaching Hours	: 60

A) Course Objectives:

1. To equip the students with the tools and techniques of research
2. To acquaint them with the research process
3. To prepare them for undertaking research
4. To train them in presenting their research
5. To give an idea of how to start research and write paper/dissertation
6. To help students with the very important matter of acknowledging the material they have read/used for research.
7. To acquaint students with different Style Manuals.

B) Course Outcomes:

1. It will give a foundation in conducting research.
2. It will show the different kinds of outlines and the standard practices used in the formatting of the outline.
3. It will create research culture among students
4. It will enable students to write research paper/dissertation.
5. It will acquaint students with interdisciplinary research
6. It will promote to using technological tools for research
7. This course will motivate students to use fair means and practices in research.

Topics/ Contents:

Unit-1: The Basics of Research (15 lectures)

- 1.1. Meaning and objectives of research
- 1.2. Research in language and literature
- 1.3. Key terms in research (Investigation, exploration, hypothesis, methods and techniques, results and findings, research area and research topic, etc.)
- 1.4. The process of research (selecting a project, the survey of relevant literature, defining aims and objectives, designing hypothesis; scope and limitations; preparing a research proposal, planning, etc.)

Unit-2: An Outline of the Research (15 lectures)

- 2.1. The Need of an Outline and its Different Types
- 2.2. Standard Practices in Outlining
- 2.3. Presentation of Research (title, aims and objectives, format of the thesis, introductions and conclusions, footnotes, and endnotes, quoting and creating in-text citations, presenting research findings, using standard style sheets)
- 2.4. Interdisciplinary Research-principles and methods

Unit-3: Writing a Research Paper/Dissertation (15 lectures)

- 3.1. How and Where to Start
- 3.2. The Use of Language
- 3.3. Note-taking
- 3.4. Format of a Paper/Dissertation

Unit-4: Acknowledging References (15 lectures)

- 4.1. Avoiding Plagiarism
- 4.2. Different Kinds of Style Manuals
- 4.3. The MLA Style Manual

Reference Books

1. Abdul Rahim, F. (2005), Thesis Writing: A Manual for Researchers (New Delhi: New Age International)
2. Adam Sirjohn (2004), Research Methodology: Methods & Techniques, Delhi: New Age International Ltd
3. Altick, R. D. (1963), The Art of Literary Research, New York: Norton
4. Arora, V.N., and Lakshmi Chandra. (2001) Improve Your Writing. New Delhi: Oxford UP.
5. Barker, Nancy and Nancy Huldig (2000), A Research Guide for Under Graduate Students: English and American Literature, New York: MLA of America
6. Bateson, F. W. (1972), The Scholar Critic: An Introduction to Literary Research, London: Routledge

SYLLABUS (CBCS as per NEP-2020) for Master in Arts (M.A.)

(w. e. from June 2023)

Academic Year 2023-2024

Name of the Programme	:M. A.English
Programme Code	:PAENG
Class	:M.A.-I
Semester	:I
Course Type	: Major-Elective
Course Code	:ENG-511-MJE (A)
Course Title	:Literary Criticism and Theory – I
No. of Credits	:04
No. of Teaching Hours	:60

A) Course Objectives:

1. To introduce students to the nature, function and relevance of literary criticism and theory.
2. To introduce them to various important critical approaches and their tenets.
3. To encourage them to deal with highly intellectual and radical content and thereby develop their logical thinking and analytical ability.
4. To develop sensibility and competence in them for practical application of critical approaches to literary texts.
5. To focus on the differences between the traditional and the modern criticism.
6. To introduce critical terms and explain the differences between criticism and theory.
7. The course will explain the relevance of these approaches to the present literature and language study, and this can be done by applying the approaches to texts.

B) Course Outcomes:

1. Students will be acquainted with the background of critical approaches.
2. It will introduce students to the important theorists and critics across the world.

3. The course will try to cover major critical approaches from the ancient to the modern period.
4. It will introduce students to the characteristics and tenets of all major approaches along with the necessity and relevance to their emergence.
5. It will explain the broad differences between the traditional and the modern criticism.
6. The understanding of critical terms will develop analytical ability of students.
7. Students will understand the approaches and apply them to texts of their choice.

Topics/ Contents:

Unit-1: Classical Criticism (15 lectures)

- 1.1. Aristotle: Poetics (Chapter 1 to 10)
- 1.2. Horace: Ars Poetica (from Norton Anthology of Criticism)
- 1.3. S. N. Dasgupta: The Theory of Rasa- (from Indian Aesthetics: An Introduction, ed. By V. S. Seturaman, Macmillan, 1992)

Unit-2: Neoclassical Criticism (15 lectures)

- 2.1. GiambattistaGiralddi- (from Discourse on the Composition of Romances)
- 2.2. Samuel Johnson: The Rambler, No.4 (on Fiction)

Unit-3: Romanticism (15 lectures)

- 3.1. William Wordsworth: Preface to Lyrical Ballads
- 3.2. Aphra Behn- Preface to The Lucky Chance

Unit-IV: Modernism and New Criticism (15 lectures)

- 4.1. T. S. Eliot: Tradition and the Individual Talent
- 4.2. John Crowe Ransom: Criticism, Incorporated

References:

1. Kulkarni, Anand and Ashok Chaskar. Introduction to Literary Theory and Criticism. Orient Blackswan, 2013.
2. Leitch Vincent. B. (ed.). The Norton Anthology of Theory and Criticism. W. W. Norton and Company, Inc., 2001.
3. Blamires, Harry. A History of Literary Criticism. Macmillan. 2000.
4. Murray, Penelope and T. S. Dorsch (trans.) Classical Literary Criticism. Penguin Books, 2004.
5. Mure, William. Critical History: Language and Literature of the Ancient Greece. London: Longman, 1850.

Choice Based Credit System Syllabus (2019 Pattern)

Mapping of Program Outcomes with Course Outcomes

Class: M. A. I(Sem II)

Subject: English

Course: Literary Criticism and Theory-I **Course Code:** ENG-511-MJE (A)

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

Course Outcomes	Programme Outcomes (POs)								
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
CO 1	2								
CO 2		2							
CO 3			2						
CO 4				3					
CO 5					2				
CO 6				3					
CO 7				3					
CO 8			3						

Justification for the mapping:

PO1 Research-Related Skills and Scientific temper:

Course Outcome 2: The students develop literary sensibility and emotional response to the literary texts. And they learn to appreciate literary texts.

Justification: Developing literary sensibility and appreciating literary texts can contribute to an informed awareness of moral and ethical issues.

PO2: Effective Citizenship and Ethics

Course Outcome 2: The students develop literary sensibility and emotional response to the literary texts. And they learn to appreciate literary texts.

Justification: Developing literary sensibility and appreciating literary texts can contribute to an informed awareness of moral and ethical issues.

PO3: Social competence and communication skills

Course Outcome 2: The students develop literary sensibility and emotional response to the literary texts. And they learn to appreciate literary texts.

Justification: Appreciating literary texts involves effective communication of emotions and thoughts, aligning with the development of communication skills.

PO4: Disciplinary Knowledge

Course Outcome 1: The students get familiar with the major movements and figures of English Literature.

Justification: This course outcome aligns with the program outcome related to disciplinary knowledge as it focuses on developing comprehensive knowledge in the field of English Literature.

PO5: Personal and professional competence

Course Outcome 2: The students develop literary sensibility and emotional response to the literary texts. And they learn to appreciate literary texts.

Justification: Writing creative language involves personal and professional competence, including adaptability skills.

PO6 Self-directed and Life-long learning:

Course Outcome 4: The values and human concern are instilled in students through exposure to literary texts.

Justification: Instilling values and human concern aligns with the development of effective citizenship and ethical awareness.

PO7 Environment and Sustainability:

Course Outcome 4: The values and human concern are instilled in students through exposure to literary texts.

Justification: Instilling values and human concern align with the development of effective citizenship and ethical awareness.

PO8: Critical Thinking and Problem-solving

Course Outcome 3: The students are exposed to the artistic and innovative use of language and they try to write creative language.

Justification: Creative language use and exposure to artistic innovation require critical thinking and problem-solving skills.

**SYLLABUS (CBCS as per NEP-2020) for Master in Arts (M.A.)
(w. e. from June 2023)**

Name of the Programme	: M. A. English
Programme Code	: PAENG
Class	: M.A.-I
Semester	: I
Course Type	: Research Methodology (RM)
Course Code	: ENG-521-RM
Course Title	: Research Methodology in English
No. of Credits	: 04
No. of Teaching Hours	: 60

A) Course Objectives:

1. To equip the students with the tools and techniques of research
2. To acquaint them with the research process
3. To prepare them for undertaking research
4. To train them in presenting their research
5. To give an idea of how to start research and write paper/dissertation
6. To help students with the very important matter of acknowledging the material they have read/used for research.
7. To acquaint students with different Style Manuals.

B) Course Outcomes:

1. It will give a foundation in conducting research.
2. It will show the different kinds of outlines and the standard practices used in the formatting of the outline.
3. It will create research culture among students
4. It will enable students to write research paper/dissertation.
5. It will acquaint students with interdisciplinary research
6. It will promote to using technological tools for research
7. This course will motivate students to use fair means and practices in research.

Topics/ Contents:

Unit-1: The Basics of Research (15 lectures)

- 1.1. Meaning and objectives of research
- 1.2. Research in language and literature
- 1.3. Key terms in research (Investigation, exploration, hypothesis, methods and techniques, results and findings, research area and research topic, etc.)
- 1.4. The process of research (selecting a project, the survey of relevant literature, defining aims and objectives, designing hypothesis; scope and limitations; preparing a research proposal, planning, etc.)

Unit-2: An Outline of the Research (15 lectures)

- 2.1. The Need of an Outline and its Different Types
- 2.2 Standard Practices in Outlining
- 2.3. Presentation of Research (title, aims and objectives, format of the thesis, introductions and conclusions, footnotes, and endnotes, quoting and creating in-text citations, presenting research findings, using standard style sheets)
- 2.4. Interdisciplinary Research-principles and methods

Unit-3: Writing a Research Paper/Dissertation (15 lectures)

- 3.1. How and Where to Start
- 3.2. The Use of Language
- 3.3. Note-taking
- 3.4. Format of a Paper/Dissertation

Unit-4: Acknowledging References (15 lectures)

- 4.1. Avoiding Plagiarism
- 4.2. Different Kinds of Style Manuals
- 4.3. The MLA Style Manual

Reference Books

1. Abdul Rahim, F. (2005), Thesis Writing: A Manual for Researchers (New Delhi: New Age International)
2. Adam Sirjohn (2004), Research Methodology: Methods & Techniques, Delhi: New Age International Ltd

3. Altick, R. D. (1963), The Art of Literary Research, New York: Norton
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6. Bateson, F. W. (1972), The Scholar Critic: An Introduction to Literary Research, London: Routledge

Choice Based Credit System Syllabus (2019 Pattern)

Mapping of Program Outcomes with Course Outcomes

Class: M. A. I (Sem II)

Subject: English

Course: Research Methodology -I

Course Code: ENG-521-RM

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

Course Outcomes	Programme Outcomes (POs)								
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
CO 1	2								
CO 2		2							
CO 3			2						
CO 4				3					
CO 5					2				
CO 6				3					
CO 7				3					
CO 8			3						

Justification for the mapping:

PO1 Research-Related Skills and Scientific temper:

Course Outcome 2: The students develop literary sensibility and emotional response to the literary texts. And they learn to appreciate literary texts.

Justification: Developing literary sensibility and appreciating literary texts can contribute to an informed awareness of moral and ethical issues.

PO2: Effective Citizenship and Ethics

Course Outcome 2: The students develop literary sensibility and emotional response to the literary texts. And they learn to appreciate literary texts.

Justification: Developing literary sensibility and appreciating literary texts can contribute to an informed awareness of moral and ethical issues.

PO3: Social competence and communication skills

Course Outcome 2: The students develop literary sensibility and emotional response to the literary texts. And they learn to appreciate literary texts.

Justification: Appreciating literary texts involves effective communication of emotions and thoughts, aligning with the development of communication skills.

PO4: Disciplinary Knowledge

Course Outcome 1: The students get familiar with the major movements and figures of English Literature of Romantic Age, Victorian Age and Modern Age.

Justification: This course outcome aligns with the program outcome related to disciplinary knowledge as it focuses on developing comprehensive knowledge in the field of English Literature.

PO5: Personal and professional competence

Course Outcome 2: The students develop literary sensibility and emotional response to the literary texts. And they learn to appreciate literary texts.

Justification: Writing creative language involves personal and professional competence, including adaptability skills.

PO6 Self-directed and Life-long learning:

Course Outcome 4: The values and human concern are instilled in students through exposure to literary texts.

Justification: Instilling values and human concern aligns with the development of effective citizenship and ethical awareness.

PO7 Environment and Sustainability:

Course Outcome 4: The values and human concern are instilled in students through exposure to literary texts.

Justification: Instilling values and human concern align with the development of effective citizenship and ethical awareness.

PO8: Critical Thinking and Problem-solving

Course Outcome 3: The students are exposed to the artistic and innovative use of language and they try to write creative language.

Justification: Creative language use and exposure to artistic innovation require critical thinking and problem-solving skills.

SYLLABUS (CBCS as per NEP 2020) for M. A. - I

(w. e. from June, 2023)

Name of the Programme	: M.A.English
Program Code	:PAENG
Class	: M.A.
Semester	: I
Course Type	:Elective
Course Name	: Cultural Studies – I
Course Code	: ENG-511-MJE (B)
No. of Lectures	:60
No. of Credits	: 04

A) Course Objectives:

1. To introduce students to the newly established field of cultural studies, its concerns and approaches
2. To introduce students to significant debates theorists within cultural studies
3. To enable students to engage with these debates from their own immediate vantage points.
4. To orient students towards interdisciplinary approach and analysis of cultural issues including literature and language
5. To steer students towards new possibilities of analysis that can relate them to their surroundings
6. To create awareness about the recent developments in humanities and social sciences that cover several issues from philosophical to everyday matter
7. To instill tolerance, sense of equality and love for humanity in students

B) Course Outcomes:

At the end of the course:

1. the students use cultural studies approach to reflect upon our own immediate contexts
2. the students display adequate understanding of and familiarity with the core debates within the discipline through written submissions and class presentations
3. the students develop interdisciplinary approach to analysis cultural issues within literary studies
4. the students relate aspects of cultural studies to their surroundings
5. the students become aware with the current developments in humanities and social sciences in accordance with the cultural studies
6. the students develop principles of tolerance, sense of equality and compassion for humanity
7. the students develop habits of independent learning through research projects and critical analysis

Course Content:

Surveying the Field of Cultural Studies

Unit-I

15 Clock hours

Investigating Problems in Cultural Studies:

Introduction

The cultural studies family

Family therapy: approaching problems in cultural studies

Underlying themes

Unit-II

15 Clock hours

Identity, Equality and Difference: The Politics of Gender

Introduction

Identity and difference

Gender and difference

Unit-III

15 Clock hours

Global Culture/Media Culture

Introduction

Globalization and cultural imperialism

Globalizing the television market

Globalization and power

Unit-IV

15 Clock Hours

Transforming Capitalism

Introduction

The transformation of capitalism

The recomposition of class and culture

Class: the return of the repressed

The problem of consumer culture

Note: All these units are prescribed from Dr. Chris Barker's book, Making Sense of Cultural Studies: Central Problems and Critical Debates, Sage Publications, 2002. (This book is easily available on internet)

Choice Based Credit System Syllabus (2019 Pattern)

Mapping of Program Outcomes with Course Outcomes

Class: M. A. I (Sem II)
Course: Cultural Studies I

Subject: English
Course Code: ENG-511-MJE (B)

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

Course Outcomes	Programme Outcomes (POs)								
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Justification for the mapping:

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Course Outcome 4: The values and human concern are instilled in students through exposure

to literary texts.

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PO7 Environment and Sustainability:

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PO8: Critical Thinking and Problem-solving

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Justification: Creative language use and exposure to artistic innovation require critical thinking and problem-solving skills.