



Anekant Education Society's

**Tuljaram Chaturchand College,
Baramati**

(Autonomous)

Four Year Degree Program in English

(Faculty of Arts)

CBCS Syllabus

M. A. – I, Semester - II

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

Preamble

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., Semester – II under the Choice Based Credit System (CBCS) by following the guidelines of NEP 2020, NCER, 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.

English revolutionizes the world of language and communication by being widely spoken, written, and read. It has been acclaimed as one of the greatest links between people and nations. This global medium of communication cuts across all barriers of culture, race, region, and other differences. It is imperative therefore to tutor our students to acquire English language skills. The M. A. English program helps students acquire literary and professional skills; it also helps them learn moral and ethical values.

Program Specific Outcomes (PSO)

PSO 1: Critical Thinking: Apply theoretical knowledge to make a critical analysis, intervene using innovative frameworks and evaluate and follow up.

PSO 2: Effective Communication: Engage in inter and intrapersonal communications, behavioral change communication and proficiency in information Communication Technology.

PSO 3: Scientific Temper: To build essential skills of life including questioning, observing, testing, hypothesizing, analyzing and communicating.

PSO 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.

PSO 5: Ethics: Recognize different value systems including your own, understand the moral dimensions of your decisions and accept responsibility for them.

PSO 6: Environment and Sustainability: Participate and promote sustainable development goals.

PSO 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.

PSO 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	Prof. Sandesh V. Rathod	Member
8	Prof. Komal S. Deshmukh	Member
9	Dr. Anand Kulkarni	Vice-Chancellor Nominee
10	Dr. Pinaki Roy	Expert from other University
11	Dr. Sandip Joshi	Expert from other University
12	Mr. Anupam Siddhartha	Industry Expert
13	Dr. Sanjay Khilare	Meritorious Alumni
14	Ms. Pradnya Waghmode	Student Representative
15	Mr. Girish Pawar	Student Representative
16	Ms. Neha Lakhe	Student Representative
17	Ms. Payal Dhumal	Student Representative

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)						
	6.0	Se m-II	ENG-551-MJM English Literature from 1550-1798 – II (Credits 4)	ENG-561-MJE (B) Literary Criticism and Theory – II 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

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

Course Structure for (M. A. English) Part-I Semester - II

Class	Pattern	Semester	Course Code	Course Title	Course Type	Credits
M.A.- I	2023	II	ENG-551-MJM	English Literature from 1550-1798 – II	Theory	04
			ENG-552-MJM	English Literature from 1798-2000 – II	Theory	04
			ENG-553-MJM	English Language Today – II	Theory	04
			ENG-554-MJM	History of English Literature – II	Theory	04
			ENG-561-MJE (A) or ENG-561-MJE (B)	Literary Criticism and Theory – II or Cultural Studies – II	Theory	04
			ENG-581-OJT/FP	On Job Training / Field Work	Training	04

SYLLABUS (CBCS as per NEP 2020) for M. A. Part I, Semester-II

Name of the Programme	: M.A. English
Program Code	: ENG-551-MJM
Class	: M.A. I
Semester	: II
Course Type	: Major
Course Name	: English Literature from 1550-1798 – II
Course Code	: ENG-551-MJM
No. of Lectures	: 60
No. of Credits	: 04

Learning Objectives:

- 1) To introduce students to major movements of English literature through the study of selected literary texts.
- 2) To create literary sensibility and emotional response to the literary texts and implant sense of appreciation of literary texts
- 3) To expose students to the artistic and innovative use of language employed by the writers
- 4) To instill values and develop human concern in students through exposure to literary texts
- 5) To enhance literary and linguistic competence of students

Learning Outcomes:

1. The students get familiar 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 values and human concern are instilled in students through exposure to literary texts.
5. The students become competent in literary and linguistic skills.

TOPICS/CONTENTS

Teaching Hours

Unit I: John Milton: Paradise Lost (Book IX)	15
Unit II: Alexander Pope: The Rape of the Lock (Canto V)	15
Unit III: William Congreve: The Way of the World	15

References

1. "Paradise Lost" by John Milton (The primary text)
2. "Milton's Paradise Lost: A Reading Guide" by Alasdair Gray
3. "Milton's Epic Characters: Image and Idol" by Dianne Purkiss
4. "Paradise Lost: A Norton Critical Edition" edited by Gordon Teskey
5. "The Rape of the Lock" by Alexander Pope (The primary text)
6. "The Rape of the Lock and Other Major Writings" by Alexander Pope, edited by Leo Damrosch
7. "Alexander Pope: The Rape of the Lock" by Malcolm Kelsall
8. "The Rape of the Lock: A Norton Critical Edition" edited by Cynthia Wall
9. "The Way of the World" by William Congreve (The primary text)
10. "The Way of the World and Other Plays" by William Congreve, edited by David W. Lindsay
11. "William Congreve's The Way of the World" by Nigel Wood
12. "The Way of the World: A Norton Critical Edition" edited by Miriam K. Starkman
13. "Robinson Crusoe" by Daniel Defoe (The primary text)
14. "Robinson Crusoe: A Norton Critical Edition" edited by Michael Shinagel
15. "Daniel Defoe's Robinson Crusoe: A Casebook" edited by Heather Moore
16. "Robinson Crusoe: My True Story" by Robin Waterfield

SYLLABUS (CBCS as per NEP 2020) for M. A. Part I, Semester-II

Name of the Programme	: M.A. English
Program Code	: ENG-552-MJM
Class	: M.A.
Semester	: II
Course Type	: Mandatory
Course Name	: English Literature from 1798-2000 – II
Course Code	: ENG-552-MJM
No. of Lectures	: 60
No. of Credits	: 04

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 periods 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:

CO1. The students become acquainted with the major movements and figures of English Literature.

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

CO3. The students are exposed to the artistic and innovative use of language and they try to write the creative language.

CO4. 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.

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

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

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

Topics

	Teaching Hours
1) Unit I: Tennyson, Browning, Arnold	16
2) Unit II: Eliot, Yeats, Thomas, Hughes	16
3) Unit III: James Joyce	14
4) Unit IV: Samuel Beckett	14

Topics (Details)

Unit I:

- 1) **Alfred Lord Tennyson:** i) The Lady of Shalott ii) Break, Break, Break
- 2) **Robert Browning:** i) Andrea del Sarto
- 3) **Matthew Arnold:** Memorial Verses April 1850

Unit II:

- 1) **T.S. Eliot:** i) The Love Song of J. Alfred Prufrock ii) Journey of the Magi
- 2) **W.B. Yeats:** i) A Prayer for my Daughter ii) The Second Coming
- 3) **Dylan Thomas:** Do not go Gentle into that Good Night
- 4) **Ted Hughes:** i) The Jaguar ii) Hawk Roosting

Unit III:

James Joyce: A Portrait of the Artist as a Young Man

Unit IV:

Samuel Beckett: Waiting for Godot

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

ONLINE RESOURCES

Alfred Lord Tennyson "The Lady of Shalott", "Break, Break, Break"

[<https://www.poetryfoundation.org/poems/45359/the-lady-of-shalott-1832>]

[<https://www.poetryfoundation.org/poems/45318/break-break-break>]

Robert Browning: "Andrea del Sarto"

[<https://www.poetryfoundation.org/poems/43745/andrea-del-sarto>]

Mathew Arnold: "Memorial Verses April 1850"

[<https://www.poetryfoundation.org/poems/43594/memorial-verses-april-1850>]

T.S. Eliot: "The Love Song of J. Alfred Prufrock", "The Journey of Magi"

[<https://www.poetryfoundation.org/poetrymagazine/poems/44212/the-love-song-of-j-alfred-prufrock>]

[<https://www.poetryinvoice.com/poems/journey-magi>]

W.B. Yeats: "The Second Coming", "A Prayer for My Daughter"

[<https://www.poetryfoundation.org/poems/43290/the-second-coming>]

[<https://www.poetryfoundation.org/poetrymagazine/poems/14635/a-prayer-for-my-daughter>]

Dylan Thomas: "Do not go Gentle into that Good Night"

[<https://poets.org/poem/do-not-go-gentle-good-night>]

Ted Hughes "The Jaguar", "Hawk Roosting"

[<https://www.poeticous.com/ted-hughes/the-jaguar>]

[<https://allpoetry.com/Hawk-Roosting>]

SECONDARY SOURCES

Alfred Lord Tennyson

1. Culler A. Dwilight, *The Poetry of Tennyson*. (London: Yale Univ. Press, 1977).
2. Valerie, Pitt *Tennyson Laureate*. (London: Barrie & Rockliff., 1962).
3. Turner, Paul. *Tennyson*. (Boston & London: Routledge & Kegan Paul 1976).

Robert Browning

1. Drew, Philip. *The poetry of Robert Browning: A critical introduction*. (Methuen,1970)
2. Hudson, Gertrude., Reese. *Robert Browning's Literary Life from First Work to Masterpiece* (Texas, 1992).
3. Litzinger, Boyd and Smalley, Donald (eds.) *Robert Browning: the Critical Heritage*. (Routledge, 1995).

Mathew Arnold

1. Kenneth Allott (ed.) *The Poems of Matthew Arnold* (London and New York: Longman Norton, 1965)
2. Renzo D'Agnillo. *The Poetry of Matthew Arnold* (Aracne: Professors Chauncey Brewster 2005).

T. S. Eliot

1. Madge V. M. *The Knight and the Saint: A Study of T. S. Eliot's Development*. (Jaipur: Book Enclave, 2004).
2. Kenner, Hugh. *The Invisible Poet: T. S. Eliot*. (1969).
3. Maxwell, D. E. S. *The Poetry of T. S. Eliot*, Routledge and Keagan Paul. (1960).
4. Raine, Craig. *T. S. Eliot*. (Oxford University Press 2006).
5. Drew, Elizabeth. *T. S. Eliot: The Design of His Poetry* (New York: Charles Scribner's Sons, 1949).

W. B. Yeats

1. Jeffares, A Norman. *A Commentary on the Collected Poems of W. B. Yeats*. (Stanford University Press 1968).
2. Pritchard, William H. *W. B. Yeats: A Critical Anthology*. (Penguin.1972).
3. Vendler, Helen (2004). *Poets Thinking: Pope, Whitman, Dickinson, Yeats*. Harvard University Press.

Dylan Thomas

1. Bold, Norman. *Cambridge Book of English Verse, 1939–1975* (Cambridge University Press 1976).
2. Ferris, Paul *Dylan Thomas, A Biography*. (New York: Paragon House 1985).
3. Charles B. Cox (editor), *Dylan Thomas: a Collection of Critical Essays*, (1966).

Ted Hughes

1. Paul.Ed. Ted Hughes Collected Poems. London: Faber and Faber, 2003.
2. Bedient, Calvin. *Eight Contemporary Poets*. London: Oxford University Press, 1974
3. Faas, Ekbert. *Ted Hughes: The Unaccommodated Universe*. Santa Barbara: Black Sparrow Press, 1980
4. Gifford, Terry and Neil Roberts. *Ted Hughes: A Critical Study*. London: Faber and Faber, 1981.
5. Sagar, Keith. *The Art of Ted Hughes*. Cambridge: Cambridge University Press, 1975

Samuel Beckett

1. Esslin, Martin. *The Theatre of the Absurd*. New York: Vintage Books.
2. Flynn Thomas. *Existentialism: A Very Short Introduction*. Oxford: Oxford University Press, 2006.
3. Counsell, Colin. *Signs of Performance: An Introduction to Twentieth Century Theatre*. London: Routledge, 1996.
4. Fletcher, Beryl, S. *A Students Guide to the Plays of Samuel Beckett*. London: Faber and Faber, 1978.
5. Hayman, Ronald. *Samuel Beckett*. London: Heinemann, 1974.
6. Kenner, Hugh. *Samuel Beckett, A Critical Study*. London: John Calder, I 1962.
7. Kenner, Hugh. *A Reader's Guide to Samuel Beckett*. London: Thames & Hudson, 1976.
8. Suptisen. *Samuel Beckett: His Mind and Art*, Calcutta: Firrna K. L. Mukhopadhyay, 1970.

SYLLABUS (CBCS as per NEP 2020) for M. A. Part I, Semester-II

Name of the Programme	: M.A. English
Program Code	: PAENG
Class	: M.A. - I
Semester	: II
Course Type	: Major
Course Name	: English Language Today - II
Course Code	: ENG-553-MJM
No. of Lectures	: 60
No. of Credits	: 04

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.

Course Outcomes:

At the end of the course:

- CO1. the students would understand different branches of linguistics and their interrelations.
- CO2. they would comprehend phonological, morphological, lexical, and syntactic systems of the English language
- CO 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.
- CO 4. they would learn situational contextual, social, and cultural appropriateness besides grammatical correctness.
- CO 5. students would know the basic concepts in pragmatic theory and give them practice in the application of these concepts.
- CO 6. they would understand the importance of linguistics in language learning and language acquisition.

CO 7. the students would learn rules of sentence formation in English and they would also understand how meaning is generated via language.

Topic /Contents

Unit I: Introduction to Linguistics and Theories	Teaching Hours
	15
a) Linguistics: Nature and Scope, Major branches of linguistics, linguistics in 21st century: An overview	
b) Ferdinand de Saussure’s Structuralist View of Grammar:	
i. Synchronic and Diachronic Studies	
ii. Langue and Parole	
iii. Syntagmatic and Paradigmatic Relations	
c) Leonard Bloomfield: IC Analysis	
d) Chomsky’s Theory of Transformational Generative Grammar:	
i. Language acquisition: The Cognitivist approach	
ii. Competence and Performance	
iii. The Concepts of Kernel and Non- Kernel Sentences (i.e. Deep and Surface Structure]	
 UNIT II: Sociolinguistics	 15
a) Language variation: Dialects, Register, Style, Slang and Jargon	
b) Language contact: Pidgins and Creoles, Code-switching, and Code mixing, Borrowing, Bilingualism and Multilingualism,	
c) Language planning, language maintenance, language shift and death of language	
 UNIT III: Semantics	 15
a) Nature of Semantics	
b) Sense and Reference	
c) Sentence, Utterance and Proposition	
d) Seven Types of Meaning	
e) Semantic analysis	
 UNIT IV: Pragmatics and Discourse Analysis	 15
a) Semantics and Pragmatics: Differences	
i) J. L. Austin’s Speech Act theory: Constative and Performative Utterances	
ii) Felicity Conditions	
iii) Locutionary, Illocutionary and Perlocutionary Acts	
b) J. R. Searle’s Typology of Speech Acts	
c) Direct and Indirect Speech Acts	
d) The Concepts of Entailment, Presupposition and Implicatures	
e) Turn Taking and Adjacency Pairs	
f) Deixis	
g) Cohesion and Coherence	
h) The Concept of Discourse: Conversational Analysis and Discourse analysis	

UNIT V: Stylistics**15**

- a) Stylistics: Nature and Scope
- b) Style and Content
- c) Literature, Literary Criticism and Stylistics
- d) Stylistic analysis of a literary text

References

- Aitchison, Jean. *Teach Yourself Linguistics*. London: Teach Yourself Books, 1992.
- Akmajian, et al. *Linguistics: An Introduction to Language and Communication*. Prentice Hall of India: New Delhi. 1995.
- Balasubramaniam, T. *A Text book of English Phonetics for Indian Students*. Macmillan, 1981.
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- Bradford, Richard. *Stylistics (The New Critical Idiom)*. Routledge. London. 1997.
- Cutting, Joan. *Pragmatics: A Resource Book for Students (3rd Edition)* Routledge, 2015.
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- Leech, G. N. *Principles of Pragmatics*, London: Longman, 1983.
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- Levinson, S. C. *Pragmatics*, Cambridge: CUP, 1983.
- Norgaard, Nina, Busse, Beatrix & Montoro, Rocio. *Key Terms in Stylistics*. London: Continuum International Publishing Group. 2010.
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- Sethi J and PV Dhamija. *A Course in Phonetics and Spoken English*. New Delhi: Prentice Hall of India, 1989. 18
- Syal, Pushpinder and D Jindal. V. *An Introduction to Linguistics: Language Grammar and Semantics*. Prentice Hall of India, 2001.
- Thakur, Damodar. *Linguistics Simplified: Syntax*. Bharati Bhawan: Patna, 1998.

- Verma and Krishnaswamy. *Modern Linguistics: An Introduction*. Oxford: OUP, 1989.
- Wooffitt, Robin. *Conversational Analysis and Discourse Analysis*. London: SAGE Publications Ltd. 2005.
- Yule, George *Pragmatics*, Oxford: OUP, 1996.
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Secondary Sources
- Anderson, W. L. and Stageberg, N. C. *Introductory Readings on Language*. Holt, Rinehart & Wilson (4th edn.): New York, 1975.
- Brown, G. and Levinson, S. C. *Politeness: Some Universals in Usage*. Cambridge: CUP, 1987.
- Brown, Gillian & George Yule. *Discourse Analysis*. CUP, 1983. Chomsky, Noam. *Aspects of the Theory of Syntax*, Cambridge, Mass: MIT, 1965. 46
- Chomsky, Noam. *New Horizons in the Study of Language and Mind*. CUP, 2000.
- Cook, Guy. *Discourse*, Oxford : OUP, 1989.
- Crystal, David. *The Cambridge Encyclopaedia of the English Language*, CUP, 1969.
- Crystal, David. *A Dictionary of Linguistics and Phonetics*. Cambridge: Blackwell, 1980 rpt. 2008.
- Crystal, David. *Linguistics*. Second edition. Penguin, 1985.
- Crystal, David. *Language Death*. Cambridge: Cambridge University Press, 2000.
- Crystal, David. *English as a Global Language*. CUP, 2009.
- Giegerich, Heinz. *English Phonology: An Introduction*. CUP, 1992.
- Gimson, A. C. *An Introduction to The Pronunciation of English*. Hodder Arnold; 4 edition 1996.
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- Laver, John. *Principles of Phonetics*. CUP, 1994.
- Lyons, J. *Language and Linguistics*. Cambridge: CUP, 1981.
- Lyons, J. *Language, Meaning and Context*. Cambridge: CUP, 1981.
- Lyons, J. *Semantics*. Vols. 1 & 2. Cambridge: CUP, 1977.

Meyer, Charles. *Introducing English Linguistics*. CUP, 2009.

Mohan, Krishna and Banerjee Meera. *Developing Communication Skills*. Madras: Macmillan, 1990.

Neill, Smith. *Chomsky: Ideas and Ideals*. CUP, 1999.

O'Connor, J. D. *Better English Pronunciation (New Edition)*, New Delhi: Universal Book Stall, 1980, rpt. 1992.

Palmer, Frank. *Semantics*, Cambridge: CUP, 1982.

Plag, Ingo. *Word-formation in English*. CUP, 2003.

Web References:

<https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=0d/1X9CWmyPf9Hgtlh1uyw> == •

https://ocw.mit.edu/courses/24-900-introduction-to-linguistics-fall2012/7b42ddf1f637ef5e082e215cb1b763c3_MIT24_900F12_Morphology.pdf •

https://web.uvic.ca/~werle/nuk/181/files/LEONARD_WERLE_2017_181-nuknotes.pdf •

<https://www.studocu.com/en-gb/document/university-of-westminster/linguistics/intorduction-to-linguistics-lecture-notes-lectures-1-8/516891> •

<https://www.tmv.edu.in/pdf/MA%20syllabus/E104%20Structure%20of%20Modern%20English.pdf>

SYLLABUS (CBCS as per NEP 2020) for M. A. Part I, Semester-II

Name of the Programme	: M.A. English Program Code: PAENG
Class	: M.A. - I
Semester	: II
Course Type	: Major
Course Name	: History of English Literature - I
Course Code	: ENG-554-MJM
No. of Lectures	: 30
No. of Credits	: 02

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 the students to 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.

Course Outcomes:

At the end of the course:

- CO1. The student will understand the History of English literature in a chronological manner.
- CO2. They will learn how social, political, and historical events shaped the literature of the time.
- CO3. The students will comprehend different literary movements.
- CO4. The learners will understand different ages of English literature.
- CO5. They would also comprehend how literary texts, often, reflect their age positions.
- CO6. Students would be able to distinguish between literature as an art and as a cultural artefact.
- CO7. Students would understand the contemporary age and the literature written in the present times.

TOPICS/CONTENTS

UNIT 1: The Romantic Period 1798-1837	Teaching Hours
	09
Romantic Poetry	
Romantic Prose: i) Essays ii) Fiction	
UNIT 2: The Victorian Literature (1837-1900)	09
Victorian Poetry:	
Victorian Fiction	
Pre-Raphaelite Poetry	
UNIT 3: The Modern Period (the 20th Century)	12
The Twentieth Century Drama	
The Twentieth Century Poetry	
The Twentieth Century Novel	

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 M. A. Part I, Semester-II

Name of the Programme	: M. A. English
Programme Code	: ENG553 MJM
Class	: M.A.-I
Semester	: II
Course Type	: Major Mandatory
Course Code	: ENG-561-MJE (A)
Course Title	: Literary Criticism and Theory-II
No. of Credits	:04
No. of Teaching Hours	:60

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.

Course Outcomes:

- CO1. Students will be acquainted with the background of critical approaches.
- CO 2. It will introduce students to the important theorists and critics across the world.
- CO 3. The course will try to cover major critical approaches from the ancient to the modern period.
- CO 4. It will introduce students to the characteristics and tenets of all major approaches along with the necessity and relevance to their emergence.
- CO 5. It will explain the broad differences between the traditional and the modern criticism.
- CO 6. The understanding of critical terms will develop analytical ability of students.
- CO 7. Students will understand the approaches and apply them to texts of their choice.

Topics/ Contents

Teaching Hours

Background survey and tenets of critical approaches:	06
Unit 1: Structuralism and Poststructuralism-12 clock hours (06 clock hours to each essay)	

Unit 2: Psychoanalysis and Reader Response Criticism-12 clock hours (06 clock hours to each essay)

Unit 3: Marxist Criticism, Cultural Studies and Digital Humanities- 18clock hours (06 clock hours to each essay)

Unit 4: Feminist Criticism and Postcolonialism-12 clock hours (06 clock hours to each essay)

Unit 1: Structuralism and Poststructuralism:

- i) Tzvetan Todorov: *Structural Analysis of Narrative*
- ii) Michel Foucault: *What is an Author?*

Unit 2: Psychoanalysis and Reader Response Criticism:

- i) Feirstein, Frederick: *Psychoanalysis and Poetry*
- ii) Wolfgang Iser: *Interaction between Text and Reader*

Unit 3: Marxist Criticism and Cultural Studies:

- i) Terry Eagleton: *Marxism and Literary Criticism* (Chapters 1&2)
- ii) Susan Sontag: *Against Interpretation* (the title essay)

Unit 4: Feminist Criticism and Post-colonialism:

- i) Simone de Beauvoir: Woman's Situation and Character, Chapter 6 (from *The Second Sex*)
- ii) Postcolonialism (chap.10 from *Beginning Theory: An Introduction to Literary and Cultural Theory, Second Edition, 2002*)

(IV) Suggestions for Teachers

The course content tries to cover major critical approaches from the ancient to the post-structural period. It is therefore advisable that teachers introduce the characteristics and tenets of all major approaches along with the necessity and relevance of their emergence. The broad differences between the traditional and the modern criticism and between criticism and theory should be explained to students. The critical terms generally used as the critical short hands need to be introduced in clear and simple words possible. It is important to explain the relevance of these approaches to the present literature and language study and this can be done by applying the approaches to texts. Teachers should encourage students to take efforts to understand the approaches and apply them to texts of their choice.

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