

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

**Autonomous
SYLLABUS(CBCS)For M.A.–I Contemporary Studies in English Language
Paper – 2.3**

(w. e. from June 2019)

AcademicYear2019-2020

Course Structure for M.A Paper–2.3

Semester	Paper Code	Title of Paper	No. of Credits
II	ENG 4203	Contemporary Studies in English Language	4

Class : M. A-I (Semester-II)
Paper Code : ENG 4203
Paper : 2.3
Title of Paper : Contemporary Studies in English
Credit : 4 No. of lectures: 60

Course Objectives:

1. To enable students to explain key contemporary theories of language, including structuralism, generative grammar, and systemic grammar.
2. To develop the ability to identify and classify phonemes, analyze syllable structures, and describe stress and intonation patterns in English.
3. To help students define and differentiate between morphemes and allomorphs, and identify various word-building processes and morphological changes.

4. To foster students' ability to analyze sentence structures using IC analysis, and differentiate between kernel and non-kernel sentences.
 5. To nurture the application of theoretical concepts: Students will apply linguistic theories to analyze and describe real-world language use in various contexts.
 6. To promote students' evaluation of the strengths and limitations of different linguistic approaches, reflecting on their historical contexts critically.
 7. Research and Presentation Skills: Students will conduct independent research on a selected linguistic topic and present their findings effectively to the class.
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Course Outcomes:

CO1: Provide students with a foundational understanding of key concepts in contemporary linguistic theories, emphasizing their historical development and relevance.

CO2: Equip students with the skills to analyze English phonology, including phoneme classification, stress patterns, and intonation.

CO3: Develop a deep understanding of word structure, morphology, and the role of morphemes in language formation.

CO4: Introduce students to the elements of syntax and equip them with tools to analyze sentence structures descriptively.

CO5: Encourage students to apply linguistic theories to practical examples and linguistic data, enhancing their analytical skills.

CO6: Foster an environment for critical discussion of linguistic theories, enabling students to articulate their evaluations and perspectives.

CO7: Encourage students to develop a curiosity for ongoing learning and research in the field of linguistics, preparing them for further academic or professional pursuits.

TOPICS/CONTENTS:

Unit I	: Sociolinguistics	: (15 lectures)
Unit II	: Syntax Theoretical Perspectives	: (15 lectures)
Unit III	: Semantics	: (15 lectures)
Unit IV	: Speech Act Theory and Discourse Analysis	: (15 lectures)

Course Content

Unit 1: Sociolinguistics

- Language Variation: Regional Dialects, Social Dialects/Sociolects, Idiolects, Formal and Informal Styles, Registers, Standard and Non-Standard Varieties, Slang, Jargon
- Language Contact: Code Switching and Code Mixing
- a) Pidgins and Creoles b) Borrowing

Unit 2: Semantics

- Nature of Semantics
- Seven Types of Meaning
- Lexical Semantics: Synonym, Antonym, Homonymy, Polysemy, Hyponymy, Superordinate Terms, Metonymy, the Concept of Prototype

Unit 3: Pragmatics

- Elements of Meaning
- Meaning Relations
- Elements of Pragmatics
- Text and Discourse

Unit 4: Speech Act Theory and Discourse Analysis

- J. L. Austin's Speech Act Theory: Constative and Performative Utterances, Felicity Conditions
- J.R. Searle's Typology of Speech Acts:
 - Assertive
 - Directives
 - Expressive
 - Commissives
- Declarations
- Direct and Indirect Speech Acts
- The Concepts of Entailment, Presupposition, and Implicatures

References:

1. Akmajian, et al. (1995). *Linguistics: An Introduction to Language and Communication*. Prentice Hall of India: New Delhi.
2. Anderson, W.L. and Stageberg, N.C. (1975). *Introductory Readings on Language*. Holt, Rinehart & Wilson (4th edn.): New York.
3. Balasubramaniam, T. (1981). *A Textbook of English Phonetics for Indian Students*. Macmillan.
4. Bansal, R.K. and J.B. Harrison (1972). *Spoken English for India*. New Delhi: Orient Longman.
5. Brown, G. and Levinson, S. C. (1987). *Politeness: Some Universals in Language Usage*. Cambridge: CUP.
6. Chomsky, N. (1965). *Aspects of the Theory of Syntax*. Cambridge, Mass: MIT Press.
7. Cook, Guy (2003). *Applied Linguistics*. Oxford: OUP.
8. Crystal, David (1980 rpt. 2008). *A Dictionary of Linguistics and Phonetics*. Cambridge: Blackwell.
9. Hudson, R. A. (2003). *Sociolinguistics*. Cambridge: CUP.
10. Krishnaswamy, Verma, and Nagarajan (1992). *Modern Applied Linguistics*. Macmillan.
11. Palmer, Frank (1982). *Semantics*. Cambridge: CUP.
12. Sethi and Dhamija (1989). *A Course in Phonetics and Spoken English*. Prentice Hall of India.
13. Yule, George (1996). *Pragmatics*. Oxford: OUP.
14. Choice Based Credit System Syllabus(2019Pattern)

Mapping of Program Outcomes with Course Outcomes

Class: M.A.I (Sem II)
Contemporary Studies in English

Subject: English Course:
Course Code: ENG 4203

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

Course Outcomes	Programme Outcomes (POs)								
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	2	1	3	3	2	1	3	3	2
CO2	3	2	3	2	2	2	3	2	2
CO3	2	2	2	1	1	2	2	1	1
CO4	2	1	2	3	1	1	2	3	1
CO5	2	1	3	2	2	1	3	2	2
CO6	2	2	2	3	2	2	2	3	2
CO7	2	2	1	3	2	2	1	3	2
CO8	2	2	3	2	2	2	3	2	2

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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 the 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 Lifelong Learning:

Course Outcome 4: The values and human concerns 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 concerns 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.

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.

Anekant Education Society's

Tuljaram Chaturchand College of Arts, Science and Commerce, Baramati

Autonomous

SYLLABUS (CBCS) FORM. A Paper-2.2 (w.e. from June, 2019)

Course Structure for M.A Paper-2.2

Semester	Paper Code	Title of Paper	No. of Credits
II	ENG4202	English Literature from 1798-2000	4

Class : M.A.(Semester-II)

Paper Code : ENG 4202

Title of Paper : English Literature from 1798-2000

Credit : 4

No. of lectures : 60

Course Objectives:

1. To introduce students to major movements and figures of English Literature through the study of selected literary texts.
2. To create literary sensibility and emotional response to the literary texts and implant a 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.
6. To conduct close reading of literary texts, identifying literary devices and techniques.
7. To evaluate the significance of major authors and literary works in the context of literary history.

Course Outcomes:

CO1: To introduce students to major movements and figures of English Literature through the study of selected literary texts.

CO2: To create literary sensibility and emotional response to the literary texts and implant a sense of appreciation of literary texts.

CO3: To expose students to the artistic and innovative use of language employed by the writers.

CO4: To instill values and develop human concern in students through exposure to literary texts.

CO5: To enhance literary and linguistic competence of students.

CO6: To apply critical theories to interpret literary texts.

CO7: To analyse the representation of diverse voices and perspectives.

TOPICS/CONTENTS:

Unit I: Tennyson, Browning, Arnold - 15 clock hours (5 clock hours to poems by Tennyson, Browning, and Arnold)

Unit II: Eliot, Yeats, Thomas, Heaney - 20 clock hours (5 clock hours to poems by Eliot, Yeats, Thomas, Heaney)

Unit III: Lord of the Flies :12 lectures

Unit IV: Waiting for Godot :13 lectures

Course Content :

Unit I:

Alfred Lord Tennyson:

i) Ulysses ii) Tithonus

Robert Browning:

i) My Last Duchess

ii) My Last Ride Together

Mathew

i) Dover Beach

Unit II:

i) T.S. Eliot:

ii) The Love Song of J. Alfred Prufrock

iii) The Journey of the Magi

W.B. Yeats:

i) The Second Coming

ii) When You are Old

Dylan Thomas:

i) Fern Hill

Seamus Heaney:

i) Bogland

ii) The Tollund Man

Unit III:

William Golding: Lord of the Flies

• **Unit IV:**

Samuel Beckett: Waiting for Godot

References:

Alfred Lord Tennyson

1. Culler, A. *Dwight, 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).
3. Tinker and Howard Foster Lowry. *The Poetry of Matthew Arnold: A Commentary* (New York: Oxford University Press, 1940).

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. *Poets Thinking: Pope, Whitman, Dickinson, Yeats*. (Harvard University Press, 2004).

- **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).

- **Seamus Heaney**

1. Corcoran, Neil. *The Poetry of Seamus Heaney: A Critical Study*, 1998.
2. Elmer Andrews (ed.) *The Poetry of Seamus Heaney*, 1993.
3. Garratt, Robert F. (ed.) *Critical Essays on Seamus Heaney*, 1995.
4. Parker, Michael. *Seamus Heaney: The Making of the Poet*, 1993.

- **William Golding**

1. Carey, John. *William Golding: The Man Who Wrote Lord of the Flies*. (New York: Simon & Schuster, 2009).
2. L.L. Dickson. *The Modern Allegories of William Golding* (University of South Florida Press, 1990).

- **Samuel Beckett**

1. Ackerley, C.J. and S.E. Gontarski, ed. *The Grove Companion to Samuel Beckett*. (New York: Grove Press, 2004).
2. Casanova, Pascale. *Beckett: Anatomy of a Literary Revolution*. Introduction by Terry Eagleton. (New York: Verso Books, 2007).
3. Cronin, Anthony. *Samuel Beckett: The Last Modernist*. (New York: Da Capo Press, 1997).
4. Esslin, Martin. *The Theatre of the Absurd*. (Garden City, NY: Anchor Books, 1969).
5. Fletcher, John. *About Beckett*. (Faber and Faber, London, 2006).

Choice Based Credit System Syllabus(2019Pattern)

Mapping of Program Outcomes with Course Outcomes

Class: M.A.I (Sem II)

Subject: English

Course: English Literature from 1798-2000

Course Code: ENG 4202

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

Course Outcomes	Programme Outcomes (POs)								
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	2	1	3	3	2	1	3	3	2
CO2	3	2	3	2	2	2	3	2	2
CO3	2	2	2	1	1	2	2	1	1
CO4	2	1	2	3	1	1	2	3	1
CO5	2	1	3	2	2	1	3	2	2
CO6	2	2	2	3	2	2	2	3	2
CO7	2	2	1	3	2	2	1	3	2
CO8	2	2	3	2	2	2	3	2	2

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 the 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 aligns 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.

Anekant Education Society's
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Autonomous
SYLLABUS (CBCS) FORM. A Paper-2.1
(w. e. from June, 2019)
Academic Year 2019-2020

Course Structure for M.A Paper-2.1

Semester	Paper Code	Title of Paper	No. of Credits
II	ENG4201	English Literature from 1550-1798	4

Class : M.A.(Semester-II)

Paper Code : ENG 4201

Paper : 2.1

Title of Paper : English Literature from 1550-1798

Credit : 4

No. of lectures: 60

Course Objectives:

1. To introduce students to major movements and figures of English Literature through the study of selected literary texts.
2. To create literary sensibility and emotional response to the literary texts and implant a sense of appreciation for literary texts.
3. To expose students to the artistic and innovative use of language employed by writers.
4. To instill values and develop human concern in students through exposure to literary texts.
5. To enhance the literary and linguistic competence of students.
6. To identify and analyze key literary movements and genres that emerged during the period.

Course Outcomes:

CO1: Students will become familiar with the major movements and figures of English Literature.

CO2: Students will develop literary sensibility and emotional responses to literary texts, learning to appreciate them.

CO3: Students will be exposed to the artistic and innovative use of language, striving to write creatively.

CO4: Values and human concerns will be instilled in students through exposure to literary texts.

CO5: Students will become competent in literary and linguistic skills.

CO6: Students will demonstrate the ability to critically analyze and interpret texts from the period, articulating the significance of literary techniques and themes in relation to their historical context.

CO7: Students will effectively compare and contrast different authors and works, showcasing an understanding of how individual writers responded to the cultural and intellectual currents of their time.

Topics/Contents:

Unit I: *Paradise Lost (Book IX)* — 10 clock hours

Unit II:

- John Dryden: *Mac Flecknoe* — 10 clock hours
- Oliver Goldsmith: *The Deserted Village* — 10 clock hours

Unit III: *The Duchess of Malfi* — 15 clock hours

Unit IV: *Robinson Crusoe* by Daniel Defoe

Course Content:

Unit I: John Milton: *Paradise Lost (Book IX)*

Unit II:

John Dryden: *Mac Flecknoe*

Oliver Goldsmith: *The Deserted Village*

Unit III: John Webster: *The Duchess of Malfi*

Unit IV: Daniel Defoe: *Robinson Crusoe*

References:

John Milton:

- Campbell, Gordon, and Corns, Thomas. *John Milton: Life, Work, and Thought*. Oxford: Oxford University Press, 2008.
- Hunter, William Bridges. *A Milton Encyclopedia*. Lewisburg: Bucknell University Press, 1980.
- Johnson, Samuel. *Lives of the Most Eminent English Poets*. London: Dove, 1826.
- Wilson, A. N. *The Life of John Milton*. Oxford: Oxford University Press, 1983.

John Dryden:

- Hopkins, David, ed. *John Dryden*. Tavistock: Northcote House Publishers, 2004.
- Hopkins, David, ed. *John Dryden: Selected Poems*. London: Everyman Paperbacks, 1998.
- Marriott, David, ed. *The Works of John Dryden*. Hertfordshire: Wordsworth Editions, 1995.
- Winn, James Anderson. *John Dryden and His World*. New Haven: Yale UP, 1987.

John Webster:

- Weis, Rene, ed. *John Webster: The Duchess of Malfi and Other Plays*. Oxford World's Classics, 1996.
- Forker, Charles R. *Skull Beneath the Skin: The Achievement of John Webster*.

Daniel Defoe:

- Defoe, Daniel. *Robinson Crusoe*. Fingerprint Publishing, 2017.

Oliver Goldsmith:

- Dobson, Henry, ed. *The Complete Poetical Works of Oliver Goldsmith*.
- Rousseau, George. *Goldsmith: The Critical Heritage*. London: Routledge and Kegan Paul, 1974.

Choice Based Credit System Syllabus (2019Pattern)

Mapping of Program Outcomes with Course Outcomes

Class: M.A. I (Sem II)

Subject: English

Course: English Literature from 1550-1798

Course Code: ENG 4201

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

Course Outcomes	Programme Outcomes (POs)								
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	2	1	3	3	2	1	3	3	2
CO2	3	2	3	2	2	2	3	2	2
CO3	2	2	2	1	1	2	2	1	1
CO4	2	1	2	3	1	1	2	3	1
CO5	2	1	3	2	2	1	3	2	2
CO6	2	2	2	3	2	2	2	3	2
CO7	2	2	1	3	2	2	1	3	2
CO8	2	2	3	2	2	2	3	2	2

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 aligns 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.

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

Autonomous

SYLLABUS(CBCS) From A Paper–2.2 (w.e. from June, 2019)

Academic Year 2019-2020

Course Structure for M.A Paper–2.2

Semester	Paper Code	Title of Paper	No. of Credits
II	ENG4202	EnglishLiteraturefrom1798-2000	4

Class : M.A.(Semester-II)
Paper Code : ENG 4202
Title of Paper : EnglishLiteraturefrom1798-2000
Credit : 4
Ss No. of lectures:60

Course Objectives:

1. To introduce students to major movements and figures of English Literature through the study of selected literary texts.
2. To create literary sensibility and emotional response to the literary texts and implant a 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.
6. To conduct close reading of literary texts, identifying literary devices and techniques.
7. To evaluate the significance of major authors and literary works in the context of literary history.

Course Outcomes:

- CO1: To introduce students to major movements and figures of English Literature through the study of selected literary texts.
- CO2: To create literary sensibility and emotional response to the literary texts and implant a sense of appreciation of literary texts.
- CO3: To expose students to the artistic and innovative use of language employed by the writers.
- CO4: To instill values and develop human concern in students through exposure to literary texts.
- CO5: To enhance literary and linguistic competence of students.
- CO6: To apply critical theories to interpret literary texts.
- CO7: To analyze the representation of diverse voices and perspectives.

TOPICS/CONTENTS:

Unit I: Tennyson, Browning, Arnold - 15 clock hours (5 lectures)

Unit II: Eliot, Yeats, Thomas, Heaney - 20 clock hours (5 lectures)

Unit III: *Lord of the Flies* - 12 (lectures)

Unit IV: *Waiting for Godot* - 13 clock hours

Course Content:**Unit I:**

- Alfred Lord Tennyson: i) *Ulysses* ii) *Tithonus*
- Robert Browning: i) *My Last Duchess* ii) *My Last Ride Together*
- Matthew Arnold: i) *Dover Beach*

Unit II:

- T.S. Eliot: i) *The Love Song of J. Alfred Prufrock* ii) *The Journey of the Magi*
- W.B. Yeats: i) *The Second Coming* ii) *When You Are Old*
- Dylan Thomas: i) *Fern Hill*
- Seamus Heaney: i) *Bogland* ii) *The Tollund Man*

Unit III: William Golding: i) *Lord of the Flies*

Unit IV: Samuel Beckett: i) *Waiting for Godot*

References:

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).

Matthew Arnold:

1. Allott, Kenneth (ed.). *The Poems of Matthew Arnold*. (London and New York: Longman Norton, 1965).
2. D'Agnillo, Renzo. *The Poetry of Matthew Arnold*. (Aracne: Professors Chauncey Brewster, 2005).
3. Tinker and Howard Foster Lowry. *The Poetry of Matthew Arnold: A Commentary*. (New York: Oxford University Press, 1940).

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 Kegan 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. *Poets Thinking: Pope, Whitman, Dickinson, Yeats*. (Harvard University Press, 2004).

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. Cox, Charles B. (editor). *Dylan Thomas: A Collection of Critical Essays*. (1966).

Seamus Heaney:

1. Corcoran, Neil. *The Poetry of Seamus Heaney: A Critical Study*. (1998).
2. Andrews, Elmer (ed.). *The Poetry of Seamus Heaney*. (1993).
3. Garratt, Robert F. (ed.). *Critical Essays on Seamus Heaney*. (1995).
4. Parker, Michael. *Seamus Heaney: The Making of the Poet*. (1993).

William Golding:

1. Carey, John. *William Golding: The Man Who Wrote Lord of the Flies*. (New York: Simon & Schuster, 2009).
2. L.L. Dickson. *The Modern Allegories of William Golding*. (University of South Florida Press, 1990).

Samuel Beckett:

1. Ackerley, C.J. and S.E. Gontarski, eds. *The Grove Companion to Samuel Beckett*. (New York: Grove Press, 2004).
2. Casanova, Pascale. *Beckett: Anatomy of a Literary Revolution*. Introduction by Terry Eagleton. (New York: Verso Books, 2007).
3. Cronin, Anthony. *Samuel Beckett: The Last Modernist*. (New York: Da Capo Press, 1997).
4. Esslin, Martin. *The Theatre of the Absurd*. (Garden City, NY: Anchor Books, 1969).
5. Fletcher, John. *About Beckett*. (Faber and Faber, London, 2006).

Choice Based Credit System Syllabus(2019Pattern)

Mapping of Program Outcomes with Course Outcomes

Class: M.A.I (Sem II)

Subject: English

Course: English Literaturefrom1798-2000

Course Code: ENG 4202

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

Course Outcomes	Programme Outcomes (POs)								
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	2	1	3	3	2	1	3	3	2
CO2	3	2	3	2	2	2	3	2	2
CO3	2	2	2	1	1	2	2	1	1
CO4	2	1	2	3	1	1	2	3	1
CO5	2	1	3	2	2	1	3	2	2
CO6	2	2	2	3	2	2	2	3	2
CO7	2	2	1	3	2	2	1	3	2
CO8	2	2	3	2	2	2	3	2	2

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 the 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 aligns 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.

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

Autonomous

Course Structure for Paper– 2.4: Literary Criticism and Theory

Semester	Paper Code	Title of Paper	No. of Credits
II	4204	Literary Criticism and Theory	4

SYLLABUS (CBCS) FOR M.A-I Literary Criticism and Theory

(w. e. from June 2019) Academic Year 2019-2020

Class	: M. A-I (Semester-II)
Paper Code	: ENG 4204
Paper	: Paper –2.4
Title of Paper	: Literary Criticism and Theory
Credit	: 4
No. of lectures	: 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 compare and contrast texts and authors.
6. To challenge assumptions and explore multiple perspectives.
7. To enhance readers' understanding and enjoyment of a text.

Course Outcomes:

CO1: The students get familiar with the nature of literary criticism. They also gain theoretical knowledge.

CO2: The students understand various important critical approaches and their applications.

CO3: The students learn to deal with highly intellectual and radical content, and they develop their logical thinking and analytical ability.

CO4: They become sensitive and competent in practical criticism, and they learn to apply the critical approaches to literary texts.

CO5: The students acquire personal and professional competence because they gain linguistic competence through practice exercises in newspaper advertisements.

CO6: The students achieve self-direction and lifelong learning because prose and poetry articles propel them toward these goals, instilling a thirst for language.

CO7: The students acquire critical thinking and problem-solving skills because language games make them competent in these areas.

TOPICS/CONTENTS:

SEMESTER II

Background survey and tenets of critical approaches: 6 clock hours

Unit I: Structuralism and Post structuralism (12 clock hours; 6 clock hours for each essay)

Unit II: Psychoanalysis and Reader Response Criticism (12 clock hours; 6 clock hours for each essay)

Unit III: Marxist Criticism, Cultural Studies, and Digital Humanities (18 clock hours; 6 clock hours for each essay)

Unit IV: Feminist Criticism and Post colonialism (12 clock hours; 6 clock hours for each essay)

Course Content:

Unit I: Structuralism and Post structuralism

- i) Tzvetan Todorov: Structural Analysis of Narrative
- ii) J. Hillis Miller: Derrida and Literature

Unit II: Psychoanalysis and Reader Response Criticism

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

Unit III: Marxist Criticism and Modernism

- i) Terry Eagleton: Marxism and Literary Criticism (Chapters 1 & 2)
- ii) T.S. Eliot: Tradition and Individual Talent

Unit IV: Feminist Criticism and Postcolonialism

- i) Simone de Beauvoir: Woman's Situation and Character, Chapter 6 (from The Second Sex)
- ii) Gauri Viswanathan: The Beginnings of English Literary Study in British India

References:

1. Kulkarni, Anand and Chaskar, Ashok (2013). *Introduction to Literary Theory and Criticism*. Orient Blackswan.
2. Leitch, Vincent B. (ed.). *The Norton Anthology of Theory and Criticism*. W.W. Norton & Company, Inc., 2001.
3. Blamires, Harry. *A History of Literary Criticism*. Macmillan, 2000 (reprinted).
4. Murray, Penelope & Dorsch, T.S. (trans.) *Classical Literary Criticism*. Penguin Books, 2004 edition.
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16. Bloom, Harold (ed.). *The Art of The Critic: Literary Theory and Criticism from the Greek to the Present*. Vol. II, Early Renaissance. New York: Chelsea House, 1986.
17. Bloom, Harold (ed.). *The Art of The Critic: Literary Theory and Criticism from the Greek to the Present*. Vol. 5, Early Romantics. New York: Chelsea House, 1988.

18. Bloom, Harold (ed.). *The Art of The Critic: Literary Theory and Criticism from the Greek to the Present*. Vol. 6, Later Romantics. New York: Chelsea House, 1988.
19. Burgum, Edwin R. (ed.). *The New Criticism*. New York: Prentice Hall, 1930.
20. Davis, Robert Con and Ronald Schleifer (eds.). *Contemporary Literary Criticism: Literary and Cultural Studies*. 4th ed. New York: Longman, 1998.
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24. Ashcroft, B., Griffiths, G., and Tiffin, H. (2002). *The Empire Writes Back: Theory and Practice in Post-colonial Literatures*. London: Routledge, 2nd Edition.
25. Viswanathan, Gauri (1989). *Masks of Conquest: Literary Study and British Rule in India*. New York: Columbia University Press.
26. Plain, Gill and Sellers, Susan (eds.). *History of Feminist Literary Criticism*. Cambridge University Press, 2007.
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39. Makaryk, Irena R. (ed.). (1993). *Encyclopaedia of Contemporary Literary Theory: Approaches, Scholars, Terms*. Toronto: University of Toronto Press.
40. Sim, Stuart. (1995). *The A–Z Guide to Modern Literary and Cultural Theorists*. Hemel Hempstead: Prentice Hall/Harvester Wheatsheaf.
41. Wolfreys, Julian (ed.). (2002). *The Edinburgh Encyclopedia of Modern Criticism and Theory*. Edinburgh:

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Mapping of Program Outcomes with Course Outcomes**

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Subject: English

Course: Literary Criticism and Theory

Course Code: ENG 4204

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CO8	2	2	3	2	2	2	3	2	2

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

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

PO4: Disciplinary Knowledge:

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PO5: Personal and Professional Competence:

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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 concerns are instilled in students through exposure to literary texts.

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

PO7: Environment and Sustainability:

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

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

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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.