

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

Autonomous

Course Structure for M.A. Paper – 2.1

Semester	Paper Code	Title of Paper	No. of Credits
II	PAEN 112	English Literature from 1550-1798	4

SYLLABUS (CBCS) FOR M.A Paper – 2.1

(w. e. from June 2022)

Academic Year 2022-2023

Class:	M.A. (Semester- II)
Paper Code:	PAEN 112
Paper:	2.1
Title of Paper:	English Literature from 1550-1798
Credit:	04
No. of lectures:	60

Learning Objectives:

1. **Analyze Literary Texts:** Students will develop the ability to analyze and interpret literary texts, focusing on themes, characters, and narrative techniques.
2. **Understand Historical Context:** Students will gain an understanding of the historical and cultural contexts in which the selected works were written, enhancing their appreciation of the texts.
3. **Explore Literary Devices:** Students will explore various literary devices and techniques employed by the authors, including satire, allegory, and narrative structure.
4. **Cultivate Comparative Skills:** Students will cultivate skills in comparing and contrasting different literary works and their approaches to similar themes.
5. **Enhance Critical Thinking:** Students will enhance their critical thinking abilities by evaluating and discussing the effectiveness of various literary arguments and perspectives.
6. **Improve Written Analysis:** Students will improve their written communication skills by crafting coherent and persuasive analyses of the literary works studied.
7. **Foster Appreciation of Literature:** Students will foster a deeper appreciation for classic literature and its relevance to contemporary issues and themes.

Learning Outcomes:

CO 1. Thematic Analysis: Students will demonstrate the ability to identify and analyze the central themes in "Paradise Lost" (Book IX), such as temptation, free will, and redemption.

CO 2. Satirical Insight: Students will effectively discuss the satirical elements in "The Rape of the Lock" (Canto V), articulating how Pope critiques social conventions through wit and humor.

CO 3. Character Dynamics: Students will analyze the relationships and motivations of characters in "The Way of the World," demonstrating an understanding of the play's social commentary.

CO 4. Narrative Techniques: Students will explore and critique the narrative style of "Robinson Crusoe," focusing on Defoe's portrayal of individualism and colonialism.

CO 5. Comparative Evaluation: Students will conduct comparative evaluations of the themes and techniques across the four works, showcasing their analytical skills.

CO 6. Close Reading Skills: Students will demonstrate close reading skills by analyzing specific passages for language, imagery, and stylistic choices.

CO 7. Contextual Understanding: Students will articulate how the historical and cultural contexts of the 17th and 18th centuries inform the themes and styles of the works studied, linking literature to broader societal issues.

TOPICS/CONTENTS:

Unit I: John Milton: Paradise Lost (Book IX) (15 L)

Unit II: Alexander Pope: The Rape of the Lock (Canto V) (15 L)

Unit III: William Congreve: The Way of the World (15 L)

Unit IV: Daniel Defoe: Robinson Crusoe (15 L)

References:

Standard and recognized editions of textbooks and reference books may be used as bibliography for the course contents.

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, John Dryden, ed. by Isobel Armstrong, (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

Rene Weis, (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.

Defoe, Daniel. Robinson Crusoe (Fingerprint Publishing, 2017)

Austin Dobson, Henry (Editor) The Complete Poetical Works of Oliver Goldsmith

Rousseau, George (1974), Goldsmith: The Critical Heritage (London: Routledge and Kegan Paul, 1974)

Mapping of Program Outcomes with Course Outcomes

Class: M. A. II (Sem I)

Subject: English

Course: English Literature from 1550-1798

Course Code: PAEN 112

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
CO1	1	1	1	3	1	2	1	1
CO2	2	1	1	1	1	2	2	2
CO3	1	1	2	3	2	1	1	1
CO4	1	2	2	1	1	1	1	1
CO5	1	1	1	1	2	1	1	1
CO6	2	2	1	1	1	2	2	2
CO7	1	1	2	2	1	1	1	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 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.

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

Autonomous

Course Structure for M.A Paper – 2.2

Semester	Paper Code	Title of Paper	No. of Credits
II	PAEN122	English Literature from 1798-2000	4

SYLLABUS (CBCS) FOR M.A Paper – 2.2 (w. e. from June 2022)

Academic Year 2022-23

Class:	M.A. (Semester- II)
Paper Code:	PAEN122
Paper:	2.2
Title of Paper:	English Literature from 1798-2000
Credit:	04
No. of lectures:	60

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 Outcome:

- CO 1.** The students become acquainted with the major movements and figures of English Literature.
- CO 2.** The students develop the literary sensibility and emotional response to the literary texts. And they learn to appreciate the literary texts.
- CO 3.** The students are exposed to the artistic and innovative use of language, and they try to write the creative language.
- CO 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.
- CO 5.** The values and human concern are instilled in students through exposure to literary texts.
- CO 6.** The students develop research aptitude and acquire aesthetic sense of literature.
- CO 7.** The students become proficient in using the English language in theoretical and practical manner.

TOPICS/CONTENTS:

Unit I: Tennyson, Browning, Arnold- 12 clock hours (4 clock hours to poems by Tennyson, Browning and Arnold)

Unit II: Eliot, Yeats, Thomas, Hughes - 20 clock hours (05 clock hours to poems by Eliot, Yeats, Thomas, Hughes)

Unit III: James Joyce (14 L)

Unit IV: Samuel Beckett (14 L)

Course Content

Unit I: Alfred Lord Tennyson: i) The Lady of Shalott ii) Break, Break, Break

Robert Browning: Andrea del Sarto

Mathew Arnold: Memorial Verses April 1850

Unit II: T. S. Eliot: i) The Love Song of J. Alfred Prufrock ii) Journey of the Magi

W. B. Yeats i) The Second Coming ii) A Prayer for my Daughter

Dylan Thomas: Do not go Gentle into that Good Night

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

References:

Standard and recognized editions of textbooks and reference books may be used as bibliography for the course contents.

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 Press1976).
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 Unaccomodated 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: Firna K. L. Mukhopadhyay, 1970.

Mapping of Program Outcomes with Course Outcomes

Class: M. A. I (Sem II)

Subject: English

Course: English Literature from 1798-2000

Course Code: PAEN 122

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
CO1	1	1	1	3	1	2	1	1
CO2	2	1	1	1	1	2	2	2
CO3	1	1	2	3	2	1	1	1
CO4	1	2	2	1	1	1	1	1
CO5	1	1	1	1	2	1	1	1
CO6	2	2	1	1	1	2	2	2
CO7	1	1	2	2	1	1	1	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 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.

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

Autonomous

Course Structure for M.A Paper – 1.3

Semester	Paper Code	Title of Paper	No. of Credits
II	PAEN 113	Contemporary Studies in English Language	4

SYLLABUS (CBCS) FOR M.A Paper – 1.3
(w. e. from June 2022)
Academic Year 2022-2023

Class:	M.A. (Semester- II)
Paper Code:	PAEN 113
Paper:	1.3
Title of Paper:	Contemporary Studies in English Language
Credit:	04
No. of lectures:	60

Learning Objectives:

1. **Understand Sociolinguistic Concepts:** Students will understand key concepts in sociolinguistics, including language variation, dialects, and the social functions of language.
2. **Explore Semantics:** Students will explore the nature of semantics and the different types of meaning, developing a deeper understanding of how meaning is constructed in language.
3. **Analyze Speech Acts:** Students will analyze the principles of speech act theory and discourse analysis, focusing on the function of language in communication.
4. **Examine Syntax:** Students will examine the structure of phrases and clauses, gaining insights into syntactic organization and grammar.
5. **Develop Analytical Skills:** Students will develop analytical skills necessary for interpreting and evaluating linguistic phenomena across sociolinguistics, semantics, speech acts, and syntax.
6. **Foster Critical Thinking:** Students will foster critical thinking by engaging with theoretical frameworks and applying them to real-world language use.
7. **Enhance Communication Skills:** Students will enhance their ability to communicate effectively by understanding the role of language structure and meaning in various contexts.

Learning Outcomes:

CO 1. Sociolinguistic Awareness: Students will demonstrate an awareness of language variation and its implications for communication, including understanding dialects, registers, and the impacts of bilingualism and multilingualism.

CO 2. Meaning Analysis: Students will effectively analyze and categorize different types of meaning in language, including lexical semantics and relationships between words.

CO 3. Speech Act Proficiency: Students will articulate the differences between constative and performative utterances and identify various speech acts using Searle's typology.

CO 4. Discourse Analysis Skills: Students will analyze discourse for cohesion and coherence, demonstrating an understanding of how language functions in conversation through turn-taking and adjacency pairs.

CO 5. Syntactic Understanding: Students will accurately identify and describe the structure and function of phrases and clauses, enhancing their understanding of grammatical construction.

CO 6. Interdisciplinary Application: Students will apply concepts from sociolinguistics, semantics, speech act theory, and syntax to analyze real-world language use in diverse contexts.

CO 7. Effective Communication: Students will demonstrate effective communication skills in both spoken and written forms, utilizing their understanding of linguistic structures and meanings to convey ideas clearly.

COURSE CONTENT:

Unit-I: Sociolinguistics: 15 clock hours

Unit-II: Semantics: 15 clock hours

Unit-III: Speech Act Theory and Discourse Analysis: 15 clock hours

Unit IV: Syntax: Phrases and Clauses: 15 clock hours

Unit-I: Sociolinguistics

- A) Language Variation: Regional Dialects, Social Dialects/ Sociolects, Diglossia, Idiolects, Formal and Informal Styles, Registers, Standard and Non-standard Varieties, Arguments against the Standardisation of English, Slang, Jargon
- B) Language Contact
 - a) Bilingualism, Multilingualism, Language Planning
 - b) Code Switching and Code Mixing
 - c) Pidgins and Creoles,
 - d) Borrowing,
 - e) Esperanto
 - f) Language maintenance, Language shift and Death of Language

Unit-II: Semantics

- i) Nature of Semantics
- ii) Seven Types of Meaning
- iii) Lexical Semantics:
 - a) Synonymy, Antonymy
 - b) Homonymy, Polysemy
 - c) Hyponymy, Super ordinate Terms
 - d) Metonymy, the Concept of Prototype

Unit-III: Speech Act Theory and Discourse Analysis

- i) Semantics and Pragmatics: Differences
- ii) J. L. Austin's Speech Act theory:
 - a) Constative and Performative Utterances
 - b) Felicity Conditions
 - c) Locutionary, Illocutionary and Perlocutionary Acts
- iii) J. R. Searle's Typology of Speech Acts:

- a) Assertives (b) Declaratives (c) Expressives (d) Directives (e) Commissives
- iv) Direct and Indirect Speech Acts
- v) The Concepts of Entailment, Presupposition and Implicatures
- vi) The Concept of Discourse:
 - a) Cohesion and Coherence
 - b) Turn Taking and Adjacency Pairs

Unit-IV: Syntax

- a) Phrases
- b) Clauses

[For the topics under Syntax, please refer to: Geoffrey Leech, Margaret Deuchar & Robert Hoogenraad's *English Grammar for Today: A New Introduction* 2nd edn. Palgrave, 2006.]

REFERENCES:

PRIMARY SOURCES (FOR BOTH SEMESTERS)

Aitchison, Jean. *Teach Yourself Linguistics*. London: Teach Yourself Books, 1992.

Akmajian, et al. (1995), *Linguistics: An Introduction to Language and Communication*.
Prentice Hall of India: New Delhi.

Balasubramaniam, T. *A Text book of English Phonetics for Indian Students*. Macmillan,
1981. Bansal, R. K. and J. B. Harrison. *Spoken English for India: A Manual of Speech and
Phonetics*. New

Delhi : Orient Longman, 1972. 4th edition 2000.

Cutting, Joan. *Pragmatics: A Resource Book for Students* (3rd Edition) Routledge, 2015. Leech, G.
N. *Principles of Pragmatics*, London: Longman, 1983.

Leech, Geoffrey, Margaret Deuchar, Robert Hoogenraad. *English Grammar for Today:
A New Introduction* 2nd ed. Palgrave, 2005.

Levinson, S. C. *Pragmatics*, Cambridge: CUP, 1983.

Quirk, R, & S. Greenbaum. *A University Grammar of English*. London: Longman, 1973.

Sethi J and P. V. Dhamija. *A Course in Phonetics and Spoken English*. Prentice Hall of India,
1989. 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. Yule, George *Pragmatics*, Oxford: OUP, 1996.

Yule, George. *The Study of Language* (4th edition). Cambridge University Press, 2010.

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.

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. Hudson, R. A. *Sociolinguistics*. Cambridge: CUP, 2003.

Kennedy, Graeme. *Structure and Meaning in English*. New Delhi: Pearson, 2011. 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.
- Prasad, Tarni. *A Course in Linguistics*. New Delhi: Prentice Hall of India, 2008.
- Radford, Andrew. *Syntax: A Minimalist Introduction*. CUP, 1997.
- Radford, Atkinson, et al. *Linguistics: An Introduction*. CUP, 1999.
- Richards, Jack C. and Richard W. Schmidt, ed. *Language and Communication*. Longman, 1993. Saeed, John. *Semantics*. Oxford: Blackwell, 1997.
- Saussure, Ferdinand De. *A Course in General Linguistics* (with introduction by Jonathan Culler), Fontana: Collins, 1974.
- Trask, R. L. *Language: The Basics*. Routledge, 2003.
- Trudgill, Peter. *Sociolinguistics: An Introduction to Language and Society*. Rev. edn. Penguin, 1983. Valin, Robert. *An Introduction to Syntax*. CUP, 2001.
- Verschueren, Jeff. *Understanding Pragmatics*. London: Edward Arnold, 1999.

Mapping of Program Outcomes with Course Outcomes

Class: M. A. I (Sem II)

Subject: English

Course: Contemporary Studies in English Language

Course Code: PAEN 113

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
CO1	1	1	1	3	1	2	1	1
CO2	2	1	1	1	1	2	2	2
CO3	1	1	2	3	2	1	1	1
CO4	1	2	2	1	1	1	1	1
CO5	1	1	1	1	2	1	1	1
CO6	2	2	1	1	1	2	2	2
CO7	1	1	2	2	1	1	1	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 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.

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

Autonomous

Course Structure for M.A Paper – 1.4

Semester	Paper Code	Title of Paper	No. of Credits
II	PAEN 114	Literary Criticism and Theory	4

SYLLABUS (CBCS) FOR M.A Paper – 1.4
(w. e. from June 2022)

Academic Year 2022-2023

Class:	M.A. (Semester- II)
Paper Code:	PAEN114
Paper:	Literary Criticism and Theory
Credit:	4
No. of lectures:	60

Learning Objectives:

1. **Understand Critical Approaches:** Students will gain a foundational understanding of various critical approaches in literary theory, including structuralism, poststructuralism, psychoanalysis, and reader-response criticism.
2. **Analyze Theoretical Texts:** Students will develop the ability to analyze key theoretical texts, identifying and articulating the main arguments and concepts presented by influential critics.
3. **Explore Interdisciplinary Connections:** Students will explore the interdisciplinary connections between literature, culture, and social theory, particularly in Marxist criticism, cultural studies, and digital humanities.
4. **Evaluate Feminist and Postcolonial Perspectives:** Students will evaluate feminist and postcolonial critiques of literature, understanding how these perspectives challenge traditional narratives and power structures.
5. **Develop Critical Thinking Skills:** Students will enhance their critical thinking skills by applying various theoretical frameworks to analyze literary texts and cultural artifacts.
6. **Engage with Reader Response:** Students will engage with reader-response theory, examining how individual interpretation and context influence the reading of texts.
7. **Apply Theoretical Knowledge:** Students will apply their knowledge of critical approaches to conduct their own literary analyses, demonstrating the relevance of theory to contemporary issues in literature and culture.

Learning Outcomes:

CO 1. Conceptual Clarity: Students will demonstrate clarity in understanding and explaining the foundational concepts of structuralism, poststructuralism, psychoanalysis, and reader-response criticism.

CO 2. Theoretical Analysis: Students will effectively analyze and critique the main arguments presented in key theoretical texts by Todorov, Foucault, Iser, Eagleton, Sontag, de Beauvoir, and others.

CO 3. Interdisciplinary Insight: Students will articulate the relationships between literature, culture, and society as explored through Marxist criticism and cultural studies, including the implications of digital humanities.

CO 4. Feminist and Postcolonial Understanding: Students will analyze literary works through feminist and postcolonial lenses, identifying how these perspectives address issues of gender, race, and power.

CO 5. Critical Application: Students will apply different theoretical frameworks to specific literary texts, demonstrating their ability to conduct nuanced literary analyses.

CO 6. Reader Engagement: Students will illustrate the principles of reader-response criticism by discussing how personal and cultural contexts affect the interpretation of literary works.

CO 7. Scholarly Communication: Students will effectively communicate their analyses and critiques in written form, constructing well-organized arguments that incorporate theoretical insights and textual evidence.

Background survey and tenets of critical approaches: 6 L

Unit I: Structuralism and Poststructuralism-12 clock hours 6 L

Unit II: Psychoanalysis and Reader Response Criticism-12 clock hours 6 L

Unit III: Marxist Criticism, Cultural Studies and Digital Humanities- 18 clock hours (6 L

Unit IV: Feminist Criticism and Postcolonialism-12 clock hours 6 L

Unit I: Structuralism and Poststructuralism

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

Unit II: Psychoanalysis and Reader Response Criticism

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

Unit III: Marxist Criticism and Cultural Studies

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

Unit IV: Feminist Criticism and Postcolonialism

- 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 poststructural 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.

(V) References:

Kulkarni Anand and Chaskar Ashok (2013). *Introduction to Literary Theory and Criticism*. Orient Blackswan.

Leitch Vincent. B. (ed.): *The Norton Anthology of Theory and Criticism*. W.

W. Norton & Company, Inc. 2001.

Blamires Harry. *A History of Literary Criticism*. Macmillan. 2000 (reprinted) Murray Penelope & Dorsch T. S. (trans.) *Classical Literary Criticism*. Penguin Books, 20004 edition.

Mure William: *Critical History: Language and Literature of the Ancient Greece*. London: Longman.1850.

Bennett Andrew and Royle Nicholas. *Introduction to Literature, Criticism and Theory*. Pearson-Longman. IIIrd edition, 2004.

Castle Gregory. *The Blackwell Guide to Literary Theory*. Blackwell, 2007. Habib M.

- A. R. *A History of Literary Criticism: from Plato to the Present*. Blackwell, 2005.
- Seturaman V. S. (ed.) *Contemporary Criticism: An Anthology*. Macmillan, 2011 edition.
- Wellek, Rene and Austin Warren. *Theory of Literature*. 3rd ed. New York: Harcourt, 1962.
- Hall, Vernon. *Literary Criticism: Plato through Johnson*. New York: Appleton-Century-Crofts, 1970.
- Adams Hazard, ed. *Critical Theory since Plato*. 2nd ed. Fort-Worth: Harcourt Brace Jovanovich, 1992.
- Beckson Karl. Ed. *Great Theories in Literary Criticism*. New York: Noonday, 1963.
- Davis, Robert Con, and Laurle Finke, eds. *Literary Criticism and Theory: The Greeks to the Present*. New York: Longman, 1989.
- Bloom, Harold. ed. *The Art of The Critic: Literary Theory and Criticism from the Greek to the Present. Vol. I, Classical and Medieval*. New York: Chelsea House, 1985.
- 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
- 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
- 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
- Burgum, Edwin R, ed. *The New Criticism*. New York: Prentice Hall, 1930.
- Dall, Robert Con, and Ronald Schleifer, ed. *Contemporary Literary Criticism: Literary and Cultural Studies*. 4th ed: New York: Longman, 1998.
- Brooker, Peter, and Peter Widdowson, eds. *A Practical Reader in Contemporary Literary Theory*. New York: Prentice Hall/Harvester Wheatsheaf, 1996.
- Newton, K. M., ed. *Twentieth-Century Literary Theory: A Reader*. New York: St. Martin's, 1997.
- Ashcroft, B., Griffiths, G. and Tiffin, H. (1995) *The Post-Colonial Studies Reader*, London: Routledge.
- Ashcroft, B., Griffiths, G. and Tiffin H. (2002) *The Empire Writes Back: Theory and Practice in Post-colonial Literatures*, London: Routledge. 2nd Edition.
- Plain Gill and Sellers Susan. (ed.) *History of Feminist Literary Criticism*. Cambridge University Press: 2007.
- Belsay, Catherine. 1980. *Critical Practice*. London: Methuen.
- Culler, Jonathan. 1983. *On Deconstruction: Theory and Criticism after Structuralism*. London: Methuen.
- Culler, Jonathan. 1997. *Literary Theory: A Very Short Introduction*. Oxford: Oxford University Press.
- Eagleton, Terry. 1996. *Literary Theory: An Introduction*. 2nd edn. Oxford: Basil Blackwell.
- Jefferson, Ann and David Robey. 1986. *Modern Literary Theory: A Comparative Introduction*. 2nd edn. London: Batsford.
- Laticia, Frank and Thomas McLaughlin, eds. 1995. *Critical Terms for Literary Study*. 2nd edn. London and Chicago: Chicago University Press.
- Selden, Raman, Peter Widdowson and Peter Brooker. 1997. *A Reader's Guide to Contemporary Literary Theory*. 4th edn. Hemel Hempstead: Prentice Hall.
- Coyle, Martin, Peter Garside, Malcolm Kelsall and John Peck, eds. 1990. *Encyclopedia of Literature and Criticism*. London and New York: Routledge.
- Cuddon, J.A., ed. 1992. *The Penguin Dictionary of Literary Terms and Literary Theory*. Harmondsworth: Penguin.
- Evans, Dylan. 1996. *An Introductory Dictionary of Lacanian Psychoanalysis*. London: Routledge.
- Gray, Martin. 1992. *A Dictionary of Literary Terms*. 2nd edn. Harlow, Essex and Beirut: Longman York Press.
- Groden, Michael and Martin Kreiswirth, eds. 1994. *The Johns Hopkins Guide to Literary Theory and Criticism*. Baltimore: Johns Hopkins University Press.
- Makaryk, Irena R., ed. 1993. *Encyclopaedia of Contemporary Literary Theory: Approaches, Scholars, Terms*. Toronto: University of Toronto Press.

Sim, Stuart. 1995. *The A–Z Guide to Modern Literary and Cultural Theorists*. Hemel Hempstead: Prentice Hall/Harvester Wheatsheaf.

Wolfreys, Julian, ed. 2002. *The Edinburgh Encyclopaedia of Modern Criticism and Theory*. Edinburgh: Edinburgh University Press.

Wright, Elizabeth, ed. 1992. *Feminism and Psychoanalysis: A Critical Dictionary*. Oxford and Cambridge, Mass.: Basil Blackwell.

During, Simon. *The Cultural Studies Reader*. Routledge, 1993. Talis

Raymond. *Theorrhoea and After*. London: Macmillan Press, 1999.

Patai Daphne and Corral (ed.). *Theory's Empire*. Columbia, 2005

Mapping of Program Outcomes with Course Outcomes

Class: M. A. I (Sem II)

Subject: English

Course: Literary Criticism and Theory

Course Code: PAEN114

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
CO1	1	1	1	3	1	2	1	1
CO2	2	1	1	1	1	2	2	2
CO3	1	1	2	3	2	1	1	1
CO4	1	2	2	1	1	1	1	1
CO5	1	1	1	1	2	1	1	1
CO6	2	2	1	1	1	2	2	2
CO7	1	1	2	2	1	1	1	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 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.
