

**CBCS as per NEP 2020 for M.A. I
(2026 Pattern)**

Name of the Programme: M.A. English

Program Code : PAENG

Class : M.A. I

Semester : I

Course Type : Major

Course Name : Early Modern English Poetry and Drama

Course Code : ENG 501 MRM

No. of Lectures : 60

No. of Credits : 04

Course Objectives:**A) Course Objectives:**

1. Introduce students to major poetic forms and themes of the Renaissance, with special emphasis on lyric and sonnet traditions.
2. Enable students to analyse Renaissance poetry through close reading, focusing on imagery, rhetoric, tone, and form (sonnet structure, volta, argument).
3. Familiarise students with Metaphysical poetry and its distinctive features such as wit, conceits, paradox, and the blending of sacred and secular concerns.
4. Develop students' ability to interpret poetry as an intellectual and emotional argument, and to relate poems to the social and cultural contexts of early modern England.
5. Train students to read early modern drama critically by studying Shakespearean tragedy, with attention to character, conflict, language, and dramatic structure.
6. Introduce satire and city comedy through a major non-Shakespearean play, enabling students to understand comedy as social criticism and performance of identity.
7. Strengthen critical thinking, academic writing, and classroom discussion skills by developing well-supported interpretations based on textual evidence.

Course Outcomes:

At the end of the course:

B) Course Outcomes:

CO1. Students will demonstrate understanding of major poetic forms and concerns of the Renaissance, especially lyric and sonnet traditions.

CO2. Students will be able to identify and analyse literary devices and poetic strategies such as metaphor, irony, imagery, rhetoric, and structural turns (volta).

CO3. Students will recognise key features of Metaphysical poetry and critically evaluate how poets use wit, argument, and conceits to explore love, faith, time, and mortality.

CO4. Students will be able to write informed critical responses to poems using appropriate terminology and clear textual support.

CO5. Students will critically analyse a Shakespearean tragedy, showing understanding of theme, character development, dramatic technique, and language.

CO6. Students will analyse a major satirical comedy (non-Shakespeare) and explain how social institutions such as law, money, reputation, and power are represented and criticised.

CO7. Students will improve academic communication through structured discussion and written assignments that present coherent arguments grounded in close reading.

TOPICS/CONTENTS:**Unit I:****(15 Clock Hours)****1. Sir Thomas Wyatt:**

- i. *Whoso List to Hunt*
- ii. *They flee from me*

2. Sir Philip Sidney:

- i. *Astrophel and Stella* Sonnet 1 (“Loving in truth...”)

3. Edmund Spenser:

- i. *Amoretti* Sonnet 75 (“One day I wrote her name upon the strand”)

4. William Shakespeare:

- i. Sonnet 18 (“Shall I compare thee to a summer’s day?”)
- ii. Sonnet 130 (“My mistress’ eyes are nothing like the sun”)

Unit II:**(15 Clock Hours)**

1. John Donne:

- i. *Song: Go and catch a falling star*
- ii. *The Flea*
- iii. *The Canonization*

2. George Herbert:

- i. *The Collar*
- ii. *Love (III)*

3. Andrew Marvell:

- i. *To His Coy Mistress*
- ii. *The Garden*

Unit III:**(15 Clock Hours)****William Shakespeare: *Othello*****Unit IV:****(15 Clock Hours)****Ben Jonson: *Volpone*****References:**

1. The Norton Anthology of English Literature, Vol. B (Renaissance and Early Seventeenth Century), edited by Stephen Greenblatt et al.
2. The Penguin Book of Renaissance Verse: 1509–1659, edited by David Norbrook.
3. Sir Thomas Wyatt: The Complete Poems, edited by R. A. Rebholz (or any standard scholarly edition).
4. Sir Philip Sidney: *Astrophil and Stella*, any standard critical edition.
5. Edmund Spenser: *Amoretti* and Selected Poetry, any standard critical edition.
6. Shakespeare's Sonnets, edited by Katherine Duncan-Jones (or any standard scholarly edition).
7. John Donne: The Major Works, edited by John Carey.

8. George Herbert: *The Complete English Poems*, edited by John Tobin (or any standard scholarly edition).
9. Andrew Marvell: *The Complete Poems*, edited by Elizabeth Story Donno.
10. *Othello*, edited in *The Norton Shakespeare*, edited by Stephen Greenblatt et al. (or any standard critical edition).
11. Ben Jonson: *Volpone*, edited by Ian Donaldson (or any standard critical edition).
12. Ben Jonson: *Selected Works*, edited by Ian Donaldson.
13. *Shakespeare After All*, by Marjorie Garber.
14. M. H. Abrams: *A Glossary of Literary Terms* (for key literary concepts and terminology).

**Choice Based Credit System Syllabus
(2024 Pattern NEP)**

Mapping of Program Outcomes with Course Outcomes

Class: M.A. (Sem I)

Subject: English

Course: English Literature from the Early Modern to
Eighteenth Century

Course Code: ENG 501MRM

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

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	2	1	2	1	1	1	1	1	2	2	1
CO2	3	3	2	2	1	1	2	1	1	2	2	2
CO3	3	3	2	2	2	1	2	2	1	2	3	2
CO4	2	3	2	3	1	2	2	1	1	2	2	3
CO5	3	3	2	2	2	1	2	2	1	2	2	2
CO6	3	3	2	2	3	1	3	2	1	2	2	2
CO7	2	3	2	3	2	2	2	2	2	3	2	3

Justification for the Mapping

PO1: Disciplinary Knowledge

Strongly mapped with: CO1, CO2, CO3, CO5, CO6

Justification: The course builds solid knowledge of early modern to eighteenth-century literature, genres, and major authors, especially poetry and drama, including Shakespeare.

PO2: Critical Thinking and Analysis

Strongly mapped with: CO2, CO3, CO4, CO5, CO6, CO7

Justification: Most course outcomes focus on close reading, interpretation, and evaluation of texts, features, and dramatic structures, which directly develops critical and analytical ability.

PO3: Research and Inquiry Skills

Moderately mapped with: CO2–CO7

Justification: Students frame arguments, use textual evidence, and develop structured critical responses. Research is present through inquiry and interpretation, though not the central aim unless supported by projects/assignments.

PO4: Effective Communication

Strongly mapped with: CO4, CO7

Justification: The course requires academic writing, critical explanation, and discussion of texts. CO7 especially emphasises communication and expression in academic formats.

PO5: Interdisciplinary Approach

Strongly mapped with: CO6

Moderately mapped with: CO3, CO5, CO7

Justification: Satire and drama naturally connect literature with society, politics, institutions, and cultural history. Metaphysical poetry and Shakespearean drama also invite philosophical and socio-cultural links.

PO6: Digital and Information Literacy

Moderately mapped with: CO4, CO7

Justification: This is mainly achieved when students use online scholarly resources, databases, and digital reading/writing tools for drafting and referencing. It supports learning but is not core to content outcomes.

PO7: Problem Solving and Application

Strongly mapped with: CO6

Moderately mapped with: CO2–CO5, CO7

Justification: Interpreting satire, tragedy, and complex poetic techniques requires reasoning, resolving interpretive problems, and applying concepts to understand meaning and context.

PO8: Ethics, Values, and Social Responsibility

Moderately mapped with: CO3, CO5, CO6, CO7

Justification: Shakespearean tragedy and satire often raise questions about power, morality, social hypocrisy, justice, and human behaviour, encouraging ethical reflection.

PO9: Leadership and Teamwork

Moderately mapped with: CO7

Justification: Teamwork links mainly through seminars, presentations, peer discussion, and collaborative classroom tasks. It is supportive rather than central to the paper.

PO10: Lifelong Learning

Strongly mapped with: CO7

Moderately mapped with: CO1–CO6

Justification: The course encourages independent reading, continued engagement with canonical texts, and ongoing improvement of interpretive and communication skills beyond the syllabus.

PO11: Creativity and Innovation

Strongly mapped with: CO3

Moderately mapped with: CO1, CO2, CO4–CO7

Justification: Metaphysical poetry (conceits, paradox, wit) directly stimulates creative and original thinking, and critical writing also demands originality in interpretation and argument.

PO12: Employability and Career Readiness

Strongly mapped with: CO4, CO7

Moderately mapped with: CO2, CO3, CO5, CO6

Justification: Academic writing, presentation, critical reading, and structured argumentation are transferable skills useful in teaching, research, content writing, media, and related careers.

**CBCSasper NEP2020forM.A. I
(2026 Pattern)**

Name of the Programme: M.A. English

Program Code : PAENG

Class : M.A. I

Semester : I

Course Type : Major

Course Name : English Literature from Romantic to Victorian Age

Course Code : ENG 502 MRM

No. of Lectures : 60

No. of Credits : 04

Course Objectives:**A) Course Objectives:**

1. Introduce students to major poetic forms and themes of the Romantic and Victorian period, with special emphasis on Odes, narrative ballads, lyrics, and dramatic monologues.
2. Enable students to analyze Romantic poetry through close reading, focusing on imagery, exalted subjects, tone, and form (types of Ode, sonnets and lyrics).
3. Familiarize students with ballads, and its distinctive features such as supernatural elements, structure and meter, rhythmic language and themes.
4. Develop students' ability to interpret poetry as an intellectual and emotional argument, and to relate poems to the social and cultural contexts of contemporary England.
5. To introduce students to the master pieces of romantic and Victorian fiction such as sentimental novels, gothic novels and satirical novels.
6. To foster an appreciation for the enduring impact of Romanticism and Victorianism on English literature and culture.
7. Strengthen critical thinking, academic writing, and classroom discussion skills by developing well-supported interpretations based on textual evidence.

Course Outcomes:

At the end of the course:

B) Course Outcomes:

CO1. Students will demonstrate understanding of major literary forms and thematic concerns of the

Romantic and Victorian period especially ode tradition, ballad and dramatic monologue.

CO2. Students will be able to identify and analyse literary devices and poetic strategies such as metaphor, simile, apostrophe, imagery, refrains, and dialogues.

CO3. Students will recognise key features of dramatic monologue poetry and critically evaluate how poets use dramatic irony, argument, and psychological reflection to explore speaker's inner psyche, motivation and complex emotional truth.

CO4. Students will situate poems within the specific social, historical, and cultural landscape of contemporary England, understanding how contemporary issues, voices, and settings shape the meaning of the work.

CO5. Students will critically analyse and interpret the evolution of narrative techniques, thematic concerns (e.g., individualism, social reform, morality), and the impact of historical context on literature.

CO6. Students will identify how authors like Jane Austen used satire to critique social class, marriage, and gender roles.

CO7. Students will improve academic communication through structured discussion and written assignments that present coherent arguments grounded in close reading.

TOPICS/CONTENTS:

Unit I: Romantic Poetry (ode, ballad and lyric)

(15 Clock Hours)

1. John Keats:

- i. *Ode to Autumn*
- ii. *Ode on Melancholy*

2. S.T. Coleridge:

- i. *Kubla Khan*
- ii. *Frost at Midnight*

3. William Wordsworth:

- i. *Tintern Abbey*
- ii. *The World is too Much with us*

4. P.B. Shelley:

- i. *Ode to the West Wind*
- ii. *Ozymandias*

Unit II: Victorian Poetry (Dramatic Monologue) (15 Clock Hours)**1. Lord Alfred Tennyson**

- i. *Ulysses*
- ii. *The Lotus-eaters*

2. Robert Browning:

- i. Porphyria's Lover
- ii. My Last Ride Together

3. Matthew Arnold:

- i. *Dover Beach*

Unit III: Romantic Fiction (15 Clock Hours)

Jane Austen : *Emma*

Unit IV: Victorian Fiction (15 Clock Hours)

William Thackeray: *Vanity Fair*

References:**1. John Keats**

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

S. T. Coleridge

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

(London: Macmillan, 2000).

8. Watson, George. *Coleridge the Poet*. London: Routledge and Kegan Paul, 1966.

William Wordsworth

1. Abrams, M. H. *Naturalism Supernaturalism*. (New York: W. W. Norton & Company, 1973).

2. Bernard Groom, *The Unity of Wordsworth's Poetry*. New York: St, Martin's Press, 1966.

3. Bradley, Andrew. *Oxford Lectures on Poetry*. (London: Macmillan, 1909).

4. Davies, Hunter. *William Wordsworth: A Biography*. (New York: Atheneum, 1980).

P.B. Shelley

1. Altick, Richard D., *The English Common Reader*.(Ohio:OhioStateUniversityPress,1998).

2. Angela, L. *Shelley and the Sublime: An Interpretation of the Major Poems*. London:

3. Cambridge University Press, 1987.

4. Dowden, Edward. *The Life of Percy Bysshe Shelley*. London: Kegan, Paul, Trench, Trubner and Company, 1932.

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).

Jane Austen

1. Austen, Jane. *Emma* Oxford University Press, 2022.

2. Babb, Howard S. *Jane Austen's Novels: The Fabric of Dialogue*. Columbus: Ohio State University Press, 1962.

3. Galperin,William. *The Historical Austen*.(Philadelphia:UniversityofPennsylvaniaPress,2003).

4. Kirkham, Margaret. *Jane Austen ,Feminism and Fiction*.Brighton:Harvester,1983).

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

William Thackeray

1. Thackeray, William. *Vanity Fair* Penguin Publishing Group, New Delhi, 2003
2. Ray, Gordon N. *Thackeray: The Uses of Adversity, 1811-1846 (1955) and Thackeray: The Age of Wisdom, 1847-1863 (1958)*. The definitive, multi-volume biography of Thackeray.
3. Tilak, Raghukul. *William Makepeace Thackeray* Vanity Fair. Rama Brothers, Agra 2018

Choice Based Credit System Syllabus (2024 Pattern NEP)

Mapping of Program Outcomes with Course Outcomes

Class: M.A. (Sem I)

Subject: English

Course: English Literature from Romantic to Victorian Age **Course Code:** ENG 502 MRM

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

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	2	1	2	1	1	1	1	1	2	2	1
CO2	3	3	2	2	1	1	2	1	1	2	2	2
CO3	3	3	2	2	2	1	2	2	1	2	3	2
CO4	2	3	2	3	1	2	2	1	1	2	2	3
CO5	3	3	2	2	2	1	2	2	1	2	2	2
CO6	3	3	2	2	3	1	3	2	1	2	2	2
CO7	2	3	2	3	2	2	2	2	2	3	2	3

Justification for the Mapping

PO1: Disciplinary Knowledge

Strongly mapped with: CO1, CO2, CO3, CO5, CO6

Justification: The course builds solid knowledge in the area of Romantic and Victorian literature.

PO2: Critical Thinking and Analysis

Strongly mapped with: CO2, CO3, CO4, CO5, CO6, CO7

Justification: Most course outcomes focus on close reading, interpretation, and evaluation of texts, features, and dramatic structures, which directly develops critical and analytical ability.

PO3: Research and Inquiry Skills

Moderately mapped with: CO2–CO7

Justification: Students frame arguments, use textual evidence, and develop structured critical responses. Research is present through inquiry and interpretation, though not the central aim unless supported by projects/assignments.

PO4: Effective Communication

Strongly mapped with: CO4, CO7

Justification: The course requires academic writing, critical explanation, and discussion of texts. CO7 especially emphasises communication and expression in academic formats.

PO5: Interdisciplinary Approach

Strongly mapped with: CO6

Moderately mapped with: CO3, CO5, CO7

Justification: Ode, ballad naturally connect literature with society, politics, institutions, and cultural history. Romantic and Victorian fiction also invite philosophical and socio-cultural links.

PO6: Digital and Information Literacy

Moderately mapped with: CO4, CO7

Justification: This is mainly achieved when students use online scholarly resources, databases, and digital reading/writing tools for drafting and referencing. It supports learning but is not core to content outcomes.

PO7: Problem Solving and Application

Strongly mapped with: CO6

Moderately mapped with: CO2–CO5, CO7

Justification: Interpreting dramatic monologues, social satire fiction requires reasoning, resolving interpretive problems, and applying concepts to understand meaning and context.

PO8: Ethics, Values, and Social Responsibility

Moderately mapped with: CO3, CO5, CO6, CO7

Justification: Dramatic monologue often raise questions about power, morality, social hypocrisy, justice, and human behaviour, encouraging ethical reflection.

PO9: Leadership and Teamwork

Moderately mapped with: CO7

Justification: Teamwork links mainly through seminars, presentations, peer discussion, and collaborative classroom tasks. It is supportive rather than central to the paper.

PO10: Lifelong Learning

Strongly mapped with: CO7

Moderately mapped with: CO1–CO6

Justification: The course encourages independent reading, continued engagement with

canonical texts, and ongoing improvement of interpretive and communication skills beyond the syllabus.

PO11: Creativity and Innovation

Strongly mapped with: CO3

Moderately mapped with: CO1, CO2, CO4–CO7

Justification: Romantic poetry (imagery, refrains, dialogues) directly stimulates creative and original thinking, and critical writing also demands originality in interpretation and argument.

PO12: Employability and Career Readiness

Strongly mapped with: CO4, CO7

Moderately mapped with: CO2, CO3, CO5, CO6

Justification: Academic writing, presentation, critical reading, and structured argumentation are transferable skills useful in teaching, research, content writing, media, and related careers.

**CBCS as per NEP 2020 for M.A. I
(2026 Pattern)**

Name of the Programme	: M.A.English
Program Code	: PAENG
Class	: M.A.
Semester	: I
Course Type	: Major
Course Name	: English Language Today: Structure and Use
Course Code	: ENG-503-MRM
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

CO3. the students will come to know verities of a language; the concept that no language is used uniformly over a geographical area will be understood.

CO4. they would learn situational contextual, social, and cultural appropriateness besides grammatical correctness.

CO5. students would know the basic concepts in pragmatic theory and give them practice in the application of these concepts.

CO6. they would understand the importance of linguistics in language learning and language acquisition.

CO7. the students would learn rules of sentence formation in English and they would also understand how meaning is generated via language.

TOPICS/CONTENTS:**UNIT I: Introduction to Linguistics in the 21st Century (04 lectures)**

- 1) Nature
- 2) Scope
- 3) Interdisciplinary Relevance
- 4) Emerging Trends and Technological Impact

UNIT II: Sound System of Contemporary English (Phonology in Use) (14 lectures)

- 1) Phonemes and Sound Patterns in Present-day English
- 2) Syllable Structure
- 3) Word Stress in Connected Speech
- 4) Sentence Stress and Rhythm
- 5) Intonation and Meaning in Communication

UNIT III: Word Structure and Word Formation (Morphology in Practice) (14 lectures)

- 1) Structure of Words in Modern English
- 2) Morpheme and Allomorph
- 3) Types of Morphemes (Free/Bound, Lexical/Grammatical, Derivational/Inflectional)
- 4) Processes of Word Formation in Contemporary English

UNIT IV: Grammar and Sentence Structure (Syntax in Context) (14 lectures)

- 1) Elements of Grammar in Modern Usage
- 2) Nouns, Pronouns, and the Basic Noun Phrase
- 3) Adjectives and Adverbs in Use
- 4) Prepositions and Prepositional Phrases
- 5) The Simple Sentence and Its Functional Patterns

UNIT V: Meaning in English (Semantics and Use) (14 lectures)

- 1) The Concepts of Semantics and Meaning
- 2) Seven Types of Meaning
- 3) Components and Contrasts of Meaning (Synonymy, Antonymy, Hyponymy, Prototypes)
- 4) Lexical Relations (Homonymy, Homophony, Polysemy, Metonymy)

References:

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

**Choice Based Credit System Syllabus
(2026 Pattern NEP)**

Mapping of Program Outcomes with Course Outcomes

Class: M.A. (Sem I)

Subject: English

Course: English Language Today: Structure and Use

Course Code: ENG-503-MRM

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

Justification for the mapping:

PO1 Research-Related Skills and Scientific temper:

Course Outcome 1: Students get acquainted with the terminology of English Language teaching

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

PO2 Effective Citizenship and Ethics:

Course Outcome 4: Language theories instill and develop human concern in students. Justification:

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

PO3 Social competence and communication skills:

Course Outcome 5: Literary and linguistic competence are enhanced among students. Justification:

Enhancing linguistic competence aligns with effective communication skills.

PO4 Disciplinary Knowledge:

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

PO5 Personal and professional competence:

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

PO6 Self-directed and Life-long learning:

Course Outcome 4: Literary texts instil and develop human concern in students. Justification: Developing human concern aligns with being an empathetic and ethically aware citizen.

PO7 Environment and Sustainability:

Course Outcome 4: Literary texts instil and develop human concern in students. Justification: Developing human concern aligns with being an empathetic and ethically aware citizen.

PO8 Critical Thinking and Problem solving:

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

**CBCS as per NEP 2020 for M.A. I
(2026 Pattern)**

Name of the Programme	: M.A.English
Program Code	: PAENG
Class	: M.A.
Semester	: I
Course Type	: Major
Course Name	: History of English Literature: Old English to the Age of Johnson
Course Code	: ENG-504-MRM
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 to students different literary movements.
4. To help students perceive different ages of English literature.
5. To make students understand that literary texts, often, reflect their age.
6. To help students distinguish between literature as an art and as a cultural artefact.
7. To make students understand the contemporary age and the literature written in the present times.

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: (06 lectures)**

Old English and Middle English Literature

UNIT 2: (12 lectures)

The Renaissance and Reformation (1485-1660 CE)

2.1 Elizabethan Period

2.2 Jacobean Period

2.3 Caroline Age

2.4 Commonwealth Period

UNIT 3: (12 lectures)

The Enlightenment (Neoclassical) Period (1660-1790 CE)

3.1 Restoration Period

3.2 The Augustan Age

3.3 The Age of Johnson

References:

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

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

**Choice Based Credit System Syllabus
(2026 Pattern)**

Mapping of Program Outcomes with Course Outcomes

Class: M.A. (Sem I)

Subject: English

Course: History of English Literature: Old English to the Age of Johnson

Course Code: ENG-504-MRM

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

Justification for the mapping:

PO4 – Disciplinary Knowledge:

Strongly mapped with CO1, CO3, CO4 because students gain structured knowledge of literary periods such as: Old and Middle English Literature, Renaissance and Reformation, Enlightenment / Neoclassical Period

PO8 – Critical Thinking and Problem Solving:

Mapped across most COs since historical and literary analysis requires interpretation, comparison, and evaluation of literary movements and contexts.

PO2 – Effective Citizenship and Ethics:

CO2 and CO5 align with understanding how literature responds to political, religious, and social change (e.g., Renaissance humanism, Restoration politics).

PO3 – Social Competence and Communication Skills:

CO3 and CO6 enhance interpretative and analytical communication skills.

PO5 – Personal and Professional Competence:

CO6 and CO7 contribute to intellectual maturity and professional literary awareness.

PO6 – Lifelong Learning:

CO7 encourages engagement with contemporary literature and evolving literary trends.

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

(w. e. from June 2026)

Academic Year 2026-2027

Name of the Programme	: M. A. English
Programme Code	: PAENG
Class	: M.A.-I
Semester	: I
Course Type	: Major-Elective
Course Code	: ENG 505-MJE (A)
Course Title	: Literary Criticism and Theory- Foundation
No. of Credits	: 4
No. of Teaching Hours	: 60

A) Course Objectives:

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

B) Course Outcomes:

- CO1. Students will be acquainted with the background of critical approaches.
- CO2. It will introduce students to the important theorists and critics across the world.
- CO3. The course will try to cover major critical approaches from the ancient to the modern period.
- CO4. It will introduce students to the characteristics and tenets of all major approaches along with the necessity and relevance to their emergence.

CO5. It will explain the broad differences between the traditional and the modern criticism.

CO6. The understanding of critical terms will develop analytical ability of students.

CO7. Students will understand the approaches and apply them to texts of their choice.

Topics/ Contents:

Unit-1: Classical Criticism (15 lectures)

1. Aristotle: *Poetics* (Chapter 1 to 10)
2. Horace: *Ars Poetica* (from Norton Anthology of Criticism)
3. Longinus 'On the Sublime'

Unit II: Criticism from Elizabethan to Romantic (15 lectures)

1. Philip Sidney *An Apology for Poetry*
2. Aphra Behn- Preface to *The Lucky Chance*
3. William Wordsworth 'Preface to the Lyrical Ballads'

Unit III: Victorian Prose (15 lectures)

1. Matthew Arnold "The Function of Criticism at the Present Time"
2. Walter Pater 'Introduction' and 'Conclusion' to *The Renaissance*

Unit IV: Early Twentieth Century Literary Criticism (15 lectures)

1. T.S. Eliot 'Tradition and the Individual Talent'
2. John Crowe Ransom: Criticism, Incorporated
3. I. A. Richards *Principles of Literary Criticism* (XXXIV, XXXV and Appendix A – "On Value")

References:

1. Kulkarni, Anand and Ashok Chaskar. Introduction to Literary Theory and Criticism. Orient Blackswan, 2013.
2. Leitch Vincent. B. (ed.). The Norton Anthology of Theory and Criticism. W. W. Norton and Company, Inc., 2001.
3. Blamires, Harry. A History of Literary Criticism. Macmillan. 2000.

4. Murray, Penelope and T. S. Dorsch (trans.) *Classical Literary Criticism*. Penguin Books, 2004.
5. Mure, William. *Critical History: Language and Literature of the Ancient Greece*. London: Longman, 1850.
6. Bennett Andrew and Royle Nicholas. *Introduction to Literature-Criticism and Theory*. Pearson-Longman. 3rd ed., 2004.
7. Castle, Gregory. *The Blackwell Guide to Literary Theory*. Blackwell, 2007.
8. Habib, M. A. R. *A History of Literary Criticism: from Plato to the Present*. Blackwell, 2005.
9. Seturaman, V.S. (ed.). *Contemporary Criticism: An Anthology*. Macmillan, 2011.
10. Wellek, Rene and Austin Warren. *Theory of Literature*. 3rd Ed. New York: Harcourt, 1962.
11. Hall, Vernon. *Literary Criticism: Plato through Johnson*. New York: Appleton Century-Crofts, 1970.
12. Adams, Hazard. Ed. *Critical Theory Since Plato*. 2nd Ed. Fort-Worth: Harcourt Brace Jovanovich, 1992.
13. Beckson, Karl. Ed. *Great Theories in Literary Criticism*. New York: Noonday, 1963.
14. Davis, Robert Con and Laurle Finke. Eds. *Literary Criticism and Theory: The Greeks to the Present*. New York: Longman, 1989.
15. 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.
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. Burgum, Edwln R. ed. *The New Criticism*. New York: Prentice Hall, 1930.
18. Davll, Robert Con. And Ronald Schleifer. Ed. *Contemporary Literary Criticism: Literary and Cultural Studies*. 4th ed. New York: Longman, 1998.
19. Brooker, Peter and Peter Widdowson. Eds. *A Practical Reader in Contemporary Literary Theory*. New York: Prentice Hall/Harvester Wheatsheaf, 1996.

Mapping of Programme Outcomes with Course Outcomes
(3 = High, 2 = Moderate, 1 = Low Contribution)

Class : M.A.-I
 Subject : English
 Course Code : ENG 505-MJE (A)
 Course Title : Literary Criticism and Theory- Foundation

COs \ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	2	1	1	2	1	1	1	1	2	1	1
CO2	3	2	2	2	2	1	1	2	1	2	1	1
CO3	3	3	2	1	2	1	1	1	1	2	1	1
CO4	3	3	3	2	2	1	2	2	1	2	1	1
CO5	3	3	2	2	1	1	2	1	1	2	1	1
CO6	3	3	3	2	1	2	3	1	1	2	2	2
CO7	3	3	3	3	2	2	3	2	2	3	3	2

Key Observations:

- PO1 (Disciplinary Knowledge) shows strong correlation (3) across all COs.
- PO2 (Critical Thinking) and PO3 (Research Skills) are strongly developed especially in CO4, CO6, and CO7.
- PO4 (Communication) is strongly addressed in CO7 through application and interpretation.
- PO7 (Problem Solving) shows high contribution in CO6 and CO7.
- PO10 (Lifelong Learning) is moderately to highly supported across the course.
- PO11 (Creativity) and PO12 (Employability) are particularly enhanced through application-based learning (CO6 & CO7).

**CBCS as per NEP 2020 for Master of Arts (M.A)
(2026 Pattern – NEP 1.0)**

Name of the Program:	M.A. English
Program Code:	PAENG
Class:	M.A. I
Semester:	I
Course Code:	Research Methodology (RM)
Course Name:	Research Methodology in English Studies
Course Code:	ENG-506-RM
No. of Lectures:	60
No of Credits:	04

Course Objectives:

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

Course Outcomes:

By the end of the course, students will be able to:

- CO1.** It will give a foundation in conducting research
- CO2.** It will show the different kinds of outlines and the started practices used in the formatting of the outline
- CO3.** It will create research culture among students
- CO4.** It will enable students to write research paper/dissertation
- CO5.** It will acquaint students with interdisciplinary research
- CO6.** It will promote to using technological tools for research

CO7 This course will motivate students to use fair means and practices in research

TOPICS/CONTENTS:

Unit I: The Basics of Research

Teaching Hours- 15

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

Unit 2: An Outline of Research

Teaching Hours-15

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

Unit 3: Writing a Research Paper/ Dissertation

Teaching Hours-15

- 3.1. How and where to start
- 3.2: The use of language in research
- 3.3: Note-taking
- 3.4: Format of a paper/ dissertation
- 3.5: AI in research methodology

Unit 4: Acknowledging References:

Teaching Hours-15

4.1: Avoiding plagiarism

4.2: Different kinds of style manuals

4.3: The MLA style manual

4.4 The APA Style manual

Reference Books:

1. Abdul Rahim, F (2005) Thesis Writing: A Manual for Researchers (New Delhi: New Age International)
2. Adam Sirjohn (2004) Research Methodology: Methods and Techniques, Delhi: New Age International Ltd.
3. Altik, R. D. (1963) The Art of Literary Research, New York: Norton
4. Arora, V. N. and Lakshmi Chandra (2001) Improve Your Writing. New Delhi Oxford UP
5. Barker, nancy and Nancy Hulig (2002), A Research Guide for Under Graduate Students: English and American Literature, New York: MLA of America
6. Bateson, F. W. (1972), The Scholar Critic: An Introduction to Literary Research, London: Routledge.

Mapping of Program Outcomes with Course Outcomes

Class: M. A (SEM I)

Subject: English

Course: Research Methodology (RM)

Course Code: ENG-506-RM

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

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

Justification for the mapping

By the end of the course, students will be able to:

PO1: Goal towards in-depth Research

CO1: The students understand nationality through the development of social awareness because the selected research explains the social awareness

PO2: Effective Study Habits

CO2: The students are ingrained with effective study habits and ethics through detailed articles and books because the paragraph articles are based on current and past socio-cultural issues around the world.

PO3: Research Competence

CO3: The students understand research competence through original books because the books are based on social issues of language and literature

PO4: Disciplinary Knowledge

CO4: The students understand functionality of English language and cultural subjects through minute study as represented in original texts.

CO4.1: The students comprehend functionality of English styles, outlining, which is part of the disciplinary knowledge of the language through extensive study.

PO5: Personal and Professional Competence

CO5: The students acquire personal and professional competence of research because they acquire linguistic competence through practice exercises in different researched papers.

PO6: Self Directed and Lifelong Learning

CO6: The students get self-direction and lifelong learning because literature and language propel the students to the afore said goals as they acquire thirst for the detailed study.

PO7: Acknowledging References

CO5: The students learn about plagiarism, style manuals as the attention of the learners focus to understand variety of styles in different writings.

PO8: Critical Thinking and Problem Solving

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