

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

**Autonomous**

**Course Structure for M.A Paper – 2.3**

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

**SYLLABUS (CBCS) For M. A. – I Contemporary Studies in English  
Language Paper – 2.3  
(w. e. from June, 2019)**

**Academic Year 2019-2020**

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

**A) Learning Objectives:**

1. To introduce students to the basic tools essential for systematic study of language
2. To acquaint students with the basic concepts and issues in linguistics
3. To introduce them to various sub-disciplines of linguistics
4. To initiate them into theoretical perspectives and enable them to apply the acquired linguistic skills in real life situations

**Learning Outcome:**

1. Students understand the basic tools essential for systematic study of language
2. They get acquainted with the basic concepts and issues in linguistics
3. They are introduced to various sub-disciplines of linguistics
4. They learn theoretical perspectives and also learn how to apply the acquired linguistic skills in real life situations

**TOPICS/CONTENTS:**

**Unit I:** Sociolinguistics (15 clock hours)

**Unit II:** Syntax Theoretical Perspectives (15 clock hours)

**Unit III:** Semantics (15 clock hours)

**Unit IV:** Speech Act Theory and Discourse Analysis (15 clock hours)

## 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

b) Pidgins and Creoles            c) Borrowing

### **Unit 2: Semantics**

Nature of Semantics

Seven Types of Meaning

Lexical Semantics:

Synonym, Antonym

Homonymy, Polysemy

Hyponymy, Super ordinate Terms

Metonymy, the Concept of Prototype

### **Unit 3: Pragmatics**

1. Elements of Meaning

2. Meaning Relations

3. Elements of Pragmatics

4. 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:

a) Assertives

b) Directives

c) Expressives

d) Commissives

Declarations

Direct and Indirect Speech Acts

The Concepts of Entailment, Presupposition and Implicatures

#### **(IV)References:**

- Akmajian, et al. (1995), *Linguistics: An Introduction to Language and Communication*, Prentice Hall of India: New Delhi.
- Anderson, W. L. and Stageberg, N. C. (1975), *Introductory Readings on Language*, Holt, Rinehart & Wilson (4th edn.): New York
- Balasubramaniam, T. (1981), *A Text book of English Phonetics for Indian Students*(Macmillan)
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- Chomsky (1965), *Aspects of the Theory of Syntax*, Cambridge, Mass: MIT Press.
- Cook, Guy (2003), *Applied Linguistics*, Oxford : OUP.
- Cook, Guy (1989), *Discourse*, Oxford : OUP.
- Crystal, David (1980 rpt. 2008), *A Dictionary of Linguistics and Phonetics*, Cambridge: Blackwell.
- Crystal, David (1987), *The Cambridge Encyclopaedia of Language*, Cambridge: CUP.
- Crystal, David (1969), *The Cambridge Encyclopaedia of English Language*, Cambridge: CUP
- Gimson, A. C. (1996), *An Introduction to The Pronunciation of English*, Revised edition.
- Hudson, R. A. (2003), *Sociolinguistics*, Cambridge: CUP.
- Koach, P. (1983), *English Phonetics and Phonology* (CUP)
- Krishnaswamy, Verma and Nagarajan (1992), *Modern Applied Linguistics* (Macmillan)
- Leech, G. N. (1983), *Principles of Pragmatics*, London: Longman.
- Levinson, S. C. (1983), *Pragmatics*, Cambridge: CUP.
- Kennedy, Graeme (2011), *Structure and Meaning in English* (New Delhi: Pearson).
- Lyons, J. (1981), *Language, Meaning and Context*, Cambridge: CUP.
- Lyons, J. (1981), *Language and Linguistics*, Cambridge: CUP.
- Lyons, J. (1977), *Semantics*, Vols. 1 & 2, Cambridge: CUP.
- Mohan Krishna and Banerjee Meera, *Developing Communication Skills*, Madras: Macmillan, 1990.
- O'Connor, J. D. (1980, rpt. 1992), *Better English Pronunciation (New Edition)*, New Delhi :Universal Book Stall,
- Palmer, Frank (1982), *Semantics*, Cambridge : CUP
- Prasad, Tarni (2008), *A Course in Linguistics*, New Delhi : Prentice Hall of India
- Quirk, R, S. Greenbaum (1973), *A University Grammar of English*, London: Longman.
- Radford, Atkinson and Others (1999), *Linguistics: An Introduction* (CUP)
- Saeed, John (1997), *Semantics*, Oxford: Blackwell.

Saussure, Ferdinand De (1974), Course in General Linguistics (with introduction by Jonathan Culler), Fontana: Collins.

Sethi and Dhamija (1989), A Course in Phonetics and Spoken English (Prentice Hall of India)

Syal, Pushpinder and D.V. Jindal (2001), An Introduction to Linguistics :

Language Grammar and Semantics, (Prentice Hall of India)

Thakur, Damodar, (1998), Linguistics Simplified : Syntax. BharatiBhawan : Patna

Trask, R. L. (2003), Language : The Basics. (Routledge)

Verma and Krishnaswamy (1989), Modern Linguistics: An Introduction (OUP)

Verschueren, Jeff (1999), Understanding Pragmatics (London: Edward Arnold)

Yule, George (1996), Pragmatics, Oxford : OUP.

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Choice Based Credit System Syllabus (2019 Pattern)

### Mapping of Program Outcomes with Course Outcomes

**Class:** M. A. I (Sem II)

**Subject:** English

**Course:** Contemporary Studies in English

**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)								
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
CO 1	2								
CO 2		2							
CO 3			2						
CO 4				3					
CO 5					2				
CO 6				3					
CO 7				3					
CO 8			3						

#### Justification for the mapping:

##### PO1 Research-Related Skills and Scientific temper:

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

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

##### PO2: Effective Citizenship and Ethics

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

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

**PO3: Social competence and communication skills**

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

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

**PO4: Disciplinary Knowledge**

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

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

**PO5: Personal and professional competence**

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

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

**PO6 Self-directed and Life-long learning:**

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

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

**PO7 Environment and Sustainability:**

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

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

**PO8: Critical Thinking and Problem-solving**

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

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



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**Course Structure for M.A Paper – 2.2**

<b>Semester</b>	<b>Paper Code</b>	<b>Title of Paper</b>	<b>No. of Credits</b>
II	ENG 4202	English Literature from 1798-2000	4



## **SYLLABUS (CBCS) FOR M.A Paper – 2.2 (w. e. from June, 2019)**

### **Academic Year 2019-2020**

Class : M.A. (Semester- II)

Paper Code: ENG 4202

Paper : 2.2

Title of Paper: English Literature from 1798-2000

Credit: 4 No. of lectures: 60

#### **A) Learning 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 sense of appreciation of literary texts
- 3) To expose students to the artistic and innovative use of language employed by the writers
- 4) To instill values and develop human concern in students through exposure to literary texts
- 5) To enhance literary and linguistic competence of students

#### **Learning Outcome:**

- 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 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

#### **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**(05 clock hours to poems by Eliot, Yeats, Thomas, Heaney)

**Unit III:Lord of the Flies:**

**(12 clock hours)**

**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

**Mathew Arnold:** Dover Beach

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

**W. B. Yeats** i) The Second Coming ii) When You are Old

**Dylan Thomas:** 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:

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

#### Alfred Lord Tennyson

1. Culler A. D. Wilgitt, *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).



CO 1	2								
CO 2		2							
CO 3			2						
CO 4				3					
CO 5					2				
CO 6				3					
CO 7				3					
CO 8			3						

**Justification for the mapping:**

**PO1 Research-Related Skills and Scientific temper:**

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

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

**PO2: Effective Citizenship and Ethics**

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

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

**PO3: Social competence and communication skills**

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

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

**PO4: Disciplinary Knowledge**

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

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

**PO5: Personal and professional competence**

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

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

**PO6 Self-directed and Life-long learning:**

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

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

**PO7 Environment and Sustainability:**

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

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

**PO8: Critical Thinking and Problem-solving**

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

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

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**Course Structure for M.A Paper – 2.1**

<b>Semester</b>	<b>Paper Code</b>	<b>Title of Paper</b>	<b>No. of Credits</b>
II	ENG 4201	English Literature from 1550-1798	4

## **SYLLABUS (CBCS) FOR M.A Paper – 2.1**

**(w. e. from June, 2019)**

**Academic Year 2019-2020**

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

### **A) Learning 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 sense of appreciation of literary texts
- 3) To expose students to the artistic and innovative use of language employed by the writers
- 4) To instill values and develop human concern in students through exposure to literary texts
- 5) To enhance literary and linguistic competence of students

### **Learning Outcomes:**

1. The students get familiar with the major movements and figures of English Literature.
2. The students develop the literary sensibility and emotional response to the literary texts. And they learn to appreciate the literary texts.
3. The students are exposed to the artistic and innovative use of language and they try to write the creative language.
4. The values and human concern is instilled in students through exposure to literary texts.
5. The students become competent in literary and linguistic skills.

### **TOPICS/CONTENTS:**

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

(10 clock hours)

**Unit II:**Dryden, Goldsmith- 20 clock hours (10 clock hours to Dryden's poem and 10 clock hours to Goldsmith's poem)



**Unit IV:**Daniel Defoe: Robinson Crusoe

## Course Content

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

**Unit II:** John Dryden: MacFlecknoe

Oliver Goldsmith: Deserted Village

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

**Unit IV:** Daniel Defoe : Robinson Crusoe

## 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)

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Choice Based Credit System Syllabus (2019 Pattern)

**Mapping of Program Outcomes with Course Outcomes**

**Class:** M. A. I(SemII)

**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 or direct relation

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

**Justification for the mapping:**

**PO1 Research-Related Skills and Scientific temper:**

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

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

**PO2: Effective Citizenship and Ethics**

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

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

**PO3: Social competence and communication skills**

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

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

**PO4: Disciplinary Knowledge**

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

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

**PO5: Personal and professional competence**

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

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

**PO6 Self-directed and Life-long learning:**

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

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

**PO7 Environment and Sustainability:**

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

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

**PO8: Critical Thinking and Problem-solving**

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

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

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**Course Structure for Paper – 2.4: Literary Criticism and Theory**

<b>Semester</b>	<b>Paper Code</b>	<b>Title of Paper</b>	<b>No. of Credits</b>
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

### A) Learning 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 approach to literary texts

### Learning Outcome:

1. The Students get familiar with the nature and of literary criticism. They also get theoretical knowledge.
2. The students understand various important critical approaches and their applications.
3. The students learn to deal with highly intellectual and radical content and they develop their logical thinking and analytical ability.
4. They become sensitive and competent in practical criticism and they learn to apply the critical approaches to literary texts.

### TOPICS/CONTENTS:

#### SEMESTER-II

Background survey and tenets of critical approaches	6 clock hours
<b>Unit I:</b> Structuralism and Poststructuralism (6 clock hours to each essay)	12 clock hours
<b>Unit II:</b> Psychoanalysis and Reader Response Criticism (6 clock hours to each essay)	12 clock hours

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

**Unit IV: Feminist Criticism and Postcolonialism** 12 clock hours  
(6 clock hours to each essay)

#### Course Content

**Unit I: Structuralism and Poststructuralism**

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

**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 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

#### **(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. 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, 2004 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. 3rd 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, Edwln R, ed. *The New Criticism*. New York: Prentice Hall, 1930.

Davll, 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.

Viswanathan, Gauri (1989) *Masks of Conquest: Literary Study and British Rule in India*. New York: Columbia University Press.

Plain Gill and Sellers Susan. (ed.) *History of Feminist Literary Criticism*. Cambridge University Press: 2007.

Belsey, 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.

Lentricchia, 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*.

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### Choice Based Credit System Syllabus (2019 Pattern)

#### Mapping of Program Outcomes with Course Outcomes

**Class:** M. A. I(Sem II)

**Subject:** English

**Course:** Literary Criticism and Theory

**Course Code:** ENG 4204

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

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

#### Justification for the mapping:

##### PO1 Research-Related Skills and Scientific temper:

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

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

##### PO2: Effective Citizenship and Ethics

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

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

**PO3: Social competence and communication skills**

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

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

**PO4: Disciplinary Knowledge**

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

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

**PO5: Personal and professional competence**

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

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

**PO6 Self-directed and Life-long learning:**

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

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

**PO7 Environment and Sustainability:**

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

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

**PO8: Critical Thinking and Problem-solving**

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

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