

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
I	ENG 4103	Contemporary Studies in English Language	4

**SYLLABUS(CBCS)For M. A. – I Contemporary Studies in English Language
Paper – 1.3
(w.e. from June, 2019)**

Academic Year 2019-2020

Class	: M.A- I (Semester- I)	
Paper Code	: ENG 4103	
Paper	: 1.3	
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:

Contemporary Theories/Views of Language

(15 clock hours)

Unit II: Phonology	(15 clock hours)
Unit III: Morphology	(15 clock hours)
Unit IV: Syntax: A Descriptive View	(15 clock hours)

Course Content:

Unit 1: Cotemporary Theories/Views of Language

i) What is Linguistics?

Linguistics in a Historical Context

1. The traditional approach to linguistics
2. The structural approach to linguistics
3. The cognitive approach to linguistics

ii) Saussure's Theory of Structuralism:

a) Synchronic and Diachronic Studies

Langue and Parole

Syntagmatic and Paradigmatic Relations

iii) Chomsky's Theory of Generative Grammar:

Competence and Performance

The Concept of Universal Grammar

iv) Michael Halliday's Concept of Systemic Grammar

Unit 2: Phonology

Phonemes of English: Description and Classification

Syllable : Structure and Types, Syllabic Consonants

Word Stress, Degrees of Stress, Stress Shift, Grammatical Stress

Sentence Stress: Use of Weak and Strong Forms, Tone Groups, The Concept of Nucleus (types-end-placed and contrastive), Tonic Accents, Pre-tonic Accent, Post-tonic Accent

Intonation Patterns/Uses of Tones, Grammatical and Attitudinal Function of Intonation

Unit 3: Morphology

Structure of words, Concepts of Morpheme and Allomorph

Types of Morpheme (free, bound, prefixes, suffixes: class changing, class-maintaining, inflectional, derivational)

Morphophonemic changes, Phonological and Morphological Conditioning

Word-building processes

Unit 4: Syntax: A Descriptive View

Elements of Grammar

Verbs and Verb Phrase

Nouns, Pronouns and basic Noun Phrase

iv) IC Analysis

v) The Concepts of Kernel and Non- Kernel Sentences (i.e. Deep and Surface Structure)

Choice Based Credit System Syllabus (2019 Pattern)

Mapping of Program Outcomes with Course Outcomes

Class: M. A. I (Sem I)

Subject: English

Course: Contemporary Studies in English

Course Code: ENG 4103

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.

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

Autonomous

Course Structure for Paper – 1.4: Literary Criticism and Theory

Semester	Paper Code	Title of Paper	No. of Credits
I	4104	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- I)
Paper Code: ENG4104
Paper : Paper – 1.4 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-I

Background survey and tenets of critical approaches	4 clock hours
Unit I: Classical Criticism (7 clock hours to each essay)	14 clock hours
Unit II: Neoclassical Criticism- (7 clock hours to each essay)	14 clock hours
Unit III: Romanticism and Victorian Criticism-	14 clock hours

(7 clock hours to each essay)

Unit IV: Modernism and New Criticism

14 clock hours

(7 clock hours to each essay)

(III) Course Content

Semester- I

Unit I: Classical Criticism

- i) Aristotle: Poetics (Chapter 1 to 10)
- ii) Longinus: On the Sublime (Chapter 2 to 8)

Unit II: Neoclassical Criticism

- i) Pierre Corneille: Of the Three Unities of Action, Time and Place
- ii) Samuel Johnson: The Rambler, No.4 [On Fiction]

Unit III: Romanticism

- i) William Wordsworth: Preface to Lyrical Ballads
- ii) P. B. Shelley: Defence of Poetry

Unit IV: Modernism and New Criticism

- i) T. S. Eliot: Tradition and the Individual Talent
- ii) John Crowe Ransom: Criticism, Inc.

Choice Based Credit System Syllabus (2019 Pattern)

Mapping of Program Outcomes with Course Outcomes

Class: M. A. I (Sem I)

Subject: English

Course: Literary Criticism and Theory

Course Code: ENG 4104

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

	Programme Outcomes (POs)								
Course Outcomes	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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Autonomous

Course Structure for M.A. Paper – 2.1

Semester	Paper Code	Title of Paper	No. of Credits
I	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- I)

Paper Code : PAEN 112

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

Learning Outcomes:

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

TOPICS/CONTENTS:

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

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

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

Unit IV: Daniel Defoe: Robinson Crusoe (15Clock Hours)

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)

Choice Based Credit System Syllabus (2022 Pattern)

(As Per NEP 2020)

Mapping of Program Outcomes with Course Outcomes

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

Subject: English

Course: English Literature from 1550 to 1798-II

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

Justification for the mapping:

1. PO1 Research-Related Skills and Scientific Temper:

Course Outcome 6: The students develop research aptitude and acquire aesthetic sense of literature.

Justification- CO6 states that students develop research aptitude and acquire an aesthetic sense of literature. This aligns with PO1's emphasis on inferencing scientific literature, formulating hypotheses, and demonstrating research skills.

2. PO2 Effective Citizenship and Ethics:

Course Outcome 5: The values and human concern are instilled in students through exposure to literary texts.

Justification: CO 5 mentions instilling values and human concern in students through exposure to literary texts, which corresponds to PO2's focus on moral and ethical awareness and commitment to professional ethics.

3. PO3 Social Competence and Communication Skills:

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

Course Outcome 7: The students become proficient in using the English language in theoretical and practical manner.

Justification: highlights the development of literary sensibility and emotional response, while CO7 emphasizes proficiency in using the English language in theoretical and practical manners. These align with PO3's objectives related to effective communication skills and accommodating views in group settings.

4. PO4 Disciplinary Knowledge:

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

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

Course Outcome 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.

Justification: CO1, CO3, and CO4 collectively cover the major movements, figures of English literature, artistic and innovative use of language, and understanding the political,

social, and cultural history of England and its impact on writers. These align with PO4's objective of demonstrating comprehensive knowledge in their area of work.

5. PO5 Personal and Professional Competence:

Course Outcome 5: The values and human concern are instilled in students through exposure to literary texts.

Justification: CO5, which mentions instilling values and human concern in students, aligns with PO5's focus on personal and professional competence, interpersonal relationships, self-motivation, and commitment to professional ethics.

6. PO6 Self-directed and Life-long Learning:

Course Outcome 6: The students develop research aptitude and acquire aesthetic sense of literature.

Justification: CO6, which emphasizes developing research aptitude and acquiring an aesthetic sense of literature, aligns with PO6's objective of being a lifelong learner who passionately pursues self-determined goals.

7. PO7 Environment and Sustainability:

Course Outcome 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.

Justification: CO4, which covers the understanding of the impact of historical periods on writers, aligns with PO7's objective of understanding the impact of scientific solutions in societal and environmental contexts.

8. PO8 Critical Thinking and Problem Solving:

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

Justification: CO2, which mentions the development of literary sensibility and emotional response, aligns with PO8's objective of critical thinking and understanding scientific texts.

Anekant Education Society's
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Autonomous

Course Structure for M.A Paper – 2.2

Semester	Paper Code	Title of Paper	No. of Credits
I	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- I)

Paper Code : PAEN122

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, 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:

1. The students become acquainted 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 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.
5. The values and human concern are instilled in students through exposure to literary texts.
6. The students develop research aptitude and acquire aesthetic sense of literature.
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 clock hours)

Unit IV: Samuel Beckett (14 clock hours)

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 Unaccommodated Universe. Santa Barbara: Black Sparrow Press, 1980
4. Gifford, Terry and Neil Roberts. Ted Hughes: A Critical Study. London: Faber and Faber, 1981.
5. Sagar, Keith. The Art of Ted Hughes. Cambridge: Cambridge University Press, 1975

Samuel Beckett

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

Choice Based Credit System Syllabus (2022 Pattern)

(As Per NEP 2020)

Mapping of Program Outcomes with Course Outcomes

Class: M.A. Part I (SemII)

Subject: English

Course: English Literature from 1798-2000 II

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

Justification for the mapping:

1. PO1 Research-Related Skills and Scientific Temper:

Course Outcome 6: The students develop research aptitude and acquire aesthetic sense of literature.

Justification- CO 6 states that students develop research aptitude and acquire an aesthetic sense of literature. This aligns with PO1's emphasis on inferencing scientific literature, formulating hypotheses, and demonstrating research skills.

2. PO2 Effective Citizenship and Ethics:

Course Outcome 5: The values and human concern are instilled in students through exposure to literary texts.

Justification: CO 5 mentions instilling values and human concern in students through exposure to literary texts, which corresponds to PO2's focus on moral and ethical awareness and commitment to professional ethics.

3. PO3 Social Competence and Communication Skills:

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

Course Outcome 7: The students become proficient in using the English language in theoretical and practical manner.

Justification: highlights the development of literary sensibility and emotional response, while CO7 emphasizes proficiency in using the English language in theoretical and practical manners. These align with PO3's objectives related to effective communication skills and accommodating views in group settings.

4. PO4 Disciplinary Knowledge:

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

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

Course Outcome 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.

Justification: CO1, CO3, and CO4 collectively cover the major movements, figures of English literature, artistic and innovative use of language, and understanding the political, social, and cultural history of England and its impact on writers. These align with PO4's objective of demonstrating comprehensive knowledge in their area of work.

5. PO5 Personal and Professional Competence:

Course Outcome 5: The values and human concern are instilled in students through exposure to literary texts.

Justification: CO5, which mentions instilling values and human concern in students, aligns with PO5's focus on personal and professional competence, interpersonal relationships, self-motivation, and commitment to professional ethics.

6. PO6 Self-directed and Life-long Learning:

Course Outcome 6: The students develop research aptitude and acquire aesthetic sense of literature.

Justification: CO6, which emphasizes developing research aptitude and acquiring an aesthetic sense of literature, aligns with PO6's objective of being a lifelong learner who passionately pursues self-determined goals.

7. PO7 Environment and Sustainability:

Course Outcome 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.

Justification: CO4, which covers the understanding of the impact of historical periods on writers, aligns with PO7's objective of understanding the impact of scientific solutions in societal and environmental contexts.

8. PO8 Critical Thinking and Problem Solving:

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

Justification: CO2, which mentions the development of literary sensibility and emotional response, aligns with PO8's objective of critical thinking and understanding scientific texts.
