

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

(Autonomous)

Course Structure for M.A Paper – 1.3

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

**Paper – 1.3 (w.e. from June 2019)
Academic Year 2019-2020**

Semester	Paper Code	Title of Paper	No. of Credits
I	ENG 4103	Contemporary Studies in English Language	4

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

Course Objectives:

1. To enable students to explain key contemporary theories of language, including structuralism, generative grammar, and systemic grammar.
2. To develop the ability to identify and classify phonemes, analyze syllable structures, and describe stress and intonation patterns in English
3. To help Students to define and differentiate between morphemes and allomorphs, and identify various word-building processes and morphological changes.
4. To foster students to analyze sentence structures using IC analysis, and differentiate between kernel and non-kernel sentences.
5. To nurture for the application of theoretical Concepts: Students will apply linguistic theories to

analyze and describe real-world language use in various contexts.

6. To promote students to evaluate the strengths and limitations of different linguistic approaches, reflecting on their historical contexts critically.
7. Research and Presentation Skills: Students will conduct independent research on a selected linguistic topic and present their findings effectively to the class.

Course Outcomes:

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

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

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

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

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

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

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

TOPICS/CONTENTS:

Unit I	: Contemporary Theories/Views of Language	(15 lectures)
Unit II	: Phonology	(15 lectures)
Unit III	: Morphology	(15 lectures)
Unit IV	: Syntax: A Descriptive View	(15 lectures)

Course Content:

Unit 1: Cotemporary Theories/Views of Language

1. What is Linguistics?
2. Linguistics in a Historical Context
3. The traditional approach to linguistics
4. The structural approach to linguistics
5. The cognitive approach to linguistics
6. Saussure's Theory of Structuralism: Synchronic and Diachronic Studies
7. Langue and Parole
8. Syntagmatic and Paradigmatic Relations Chomsky's Theory of Generative Grammar:
9. Competence and Performance the Concept of Universal Grammar
10. Michael Halliday's Concept of Systemic Grammar

Unit 2: Phonology

1. Phonemes of English: Description and Classification
2. Syllable: Structure and Types, Syllabic Consonants
3. Word Stress, Degrees of Stress, Stress Shift, Grammatical Stress
4. 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

1. Structure of words, Concepts of Morpheme and Allomorph
2. Types of Morpheme (free, bound, prefixes, suffixes: class changing, class-maintaining, inflectional, derivational)
3. Morphophonemic changes, Phonological and Morphological Conditioning

4. Word-building processes

Unit 4: Syntax: A Descriptive View

1. Elements of Grammar
2. Verbs and Verb Phrase
3. Nouns, Pronouns and basic Noun
Phrase iv) IC Analysis
4. 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	1	3	3	2	1	3	3	2
CO 2	3	2	3	2	2	2	3	2	2
CO 3	2	2	2	1	1	2	2	1	1
CO 4	2	1	2	3	1	1	2	3	1
CO 5	2	1	3	2	2	1	3	2	2
CO 6	2	2	2	3	2	2	2	3	2
CO 7	2	2	1	3	2	2	1	3	2
CO 8	2	2	3	2	2	2	3	2	2

Justification for the mapping:

PO1 Research-Related Skills and Scientific temper:

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

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

PO2: Effective Citizenship and Ethics

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

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

PO3: Social competence and communication skills

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

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

PO4: Disciplinary Knowledge

Course Outcome 1: The students get familiar with the major movements and figures of English Literature of 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 – 1.2
SYLLABUS (CBCS) FOR M.A Paper – 1.2(w.e. from June 2019)**

Academic Year 2019-2020

Semester	Paper Code	Title of Paper	No. of Credits
I	ENG 4102	English Literature from 1798-2000	4

Class : M.A. (Semester- I)
Paper Code : ENG 4102
Paper : 1.2 Title of Paper: English Literature from 1798-2000
Credit : 4
No. of lectures : 60

Course Objectives:

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

Course Outcomes:

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

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

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

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

CO5: To enhance the literary and linguistic competence of students.

CO6: To apply critical theories to interpret literary texts.

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

TOPICS/CONTENTS:

- | | | |
|--------------------|--------------------------------|----------------------|
| 1) Unit I | : Coleridge, Wordsworth | : 18 lectures |
| 2) Unit II | : Shelley, Keats | : 18 lectures |
| 3) Unit III | : Emma | : 12 lectures |
| 4) Unit IV | : A Tale of Two Cities | : 12 lectures |

Course Content

Unit I:

S.T. Coleridge: The Rime of Ancient Mariner

William Wordsworth: i) Ode Intimations of Immortality ii) Lines composed a few lines above Tintern Abbey

Unit II:

P. B. Shelley: i) The World is too Profaned ii) Ozymandias

John Keats: i) On First Looking into Chapman's Homer ii) Ode to Nightingale

iii) Ode to Psyche

Unit III:

Jane Austen: Emma

Unit IV:

Charles Dickens: A Tale of Two Cities

References:

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

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. Vallins, David .*Coleridge and the Psychology of Romanticism: Feeling and Thought* (London: Macmillan, 2000).

William Wordsworth

1. Stephen Gill, *William Wordsworth: A Life*,(OxfordUniversityPress,1989).
2. Emma Mason, *The Cambridge Introduction to William Wordsworth*(Cambridge University Press, 2010)
3. Abrams, M. H. *Naturalism Supernaturalism*. (New York: W. W. Norton & Company, 1973).
4. Bradley, Andrew. *Oxford Lectures on Poetry*.(London: Macmillan, 1909).
5. 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. Holmes, Richard. *Shelley: The Pursuit*.(NewYork:E.P.Dutton,1975).
3. Hay, Daisy. *Young Romantics: the Shelleys, Byron, and Other Tangled Lives*, (Bloomsbury,2010).

John Keats

1. Colvin,Sidney. *John Keats :His Life and Poetry, His Friends Critics and After-Fame*. (London: Macmillan, 1917).
2. Gittings, Robert *John Keats*. (London: Heinemann, 1968).
3. Hirsch, Edward(Ed.) *Complete Poems and Selected Letters of John Keats*. (Random House Publishing, 2001).
4. Vendler, Helen *The Odes of John Keats*.(Belknap Press, 1983).

Jane Austen

1. Galperin, William. *The Historical Austen*. (Philadelphia: UniversityofPennsylvaniaPress,2003).
2. Kirkham, Margaret. *Jane Austen ,Feminism and Fiction*.Brighton:Harvester,1983).
3. Lascelles, Mary. *Jane Austen and Her Art*.(Originalpublication1939. OxfordUniversityPress,1966).
4. Page, Norman. *The Language of Jane Austen*.(Oxford:Blackwell,1972).
5. Todd, Janet.*The Cambridge Introduction to Jane Austen*.(Cambridge: Cambridge University Press, 2006).

Charles Dickens

1. Ackroyd, Peter *Dickens*.(London: Sinclair-Stevenson. 1990).
2. Davis ,Paul*Charles Dickens A to Z*. (Ckeckmark Books, 1999).
3. Johnson, E.D.H. *Charles Dickens: An Introduction to His Novels*. (Random House,1 969).

Choice Based Credit System Syllabus (2019 Pattern) Mapping of Program Outcomes with Course Outcomes

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

Subject: English

Course: English Literature from 1798-2000

Course Code: ENG 4102

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

Justification for the mapping:

PO1 Research-Related Skills and Scientific temper:

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

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

PO2: Effective Citizenship and Ethics

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

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

PO3: Social competence and communication skills

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

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

PO4: Disciplinary Knowledge

Course Outcome 1: The students get familiar with the major movements and figures of English Literature of 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 – 1.1
SYLLABUS (CBCS) FOR M.A Paper – 1.1 (w.e. from June 2019)**

Academic Year 2019-2020

Semester	Paper Code	Title of Paper	No. of Credits
I	ENG 4101	English Literature from 1550-1798	4

Class : M.A. (Semester- I)
Paper Code : ENG 4101
Paper : 1.2
Title of Paper : English Literature from 1550-1798
Credit : 4
No. of lectures : 60

Course Objectives:

1. To introduce students to major movements and figures of English Literature through the study of selected literary texts.
2. To create literary sensibility and emotional response to the literary texts and implant a sense of appreciation for literary texts.
3. To expose students to the artistic and innovative use of language employed by the writers.

4. To instill values and develop human concern in students through exposure to literary texts.
5. To enhance the literary and linguistic competence of students.
6. To identify and analyze key literary movements and genres that emerged during the period.
7. To develop an understanding of how historical, political, and social contexts influenced the themes and styles of major literary works from this era.

Course Outcomes:

CO1: The students get familiar with the major movements and figures of English Literature.

CO2: The students develop the literary sensibility and emotional response to the literary texts. And they learn to appreciate the literary texts.

CO3: The students are exposed to the artistic and innovative use of language, and they try to write creative language.

CO4: The values and human concern are instilled in students through exposure to literary texts.

CO5: The students become competent in literary and linguistic skills.

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

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

TOPICS/CONTENTS:

Unit I	: Sidney, Spenser	15 lectures
Unit II	: Herrick, Donne, Marvell	18 lectures
Unit III	: The Spanish Tragedy	12 lectures
Unit IV	: Othello	15 lectures

Course Content

Unit I:

Sir Philip Sidney: Following lyrics from Astrophel and Stella

i) 'Loving in Truth...' ii) 'The Curious Wits...' iii) 'Stella since thou...'

Edmund Spenser: Following lyrics from Amoretti – i) 'In that proud port...'

ii) 'What guile is this...' iii) 'The merry Cuckow...'

Unit II:

Robert Herrick: i) Upon Julia's Clothes, ii) Delight in Disorder, iii) To Daffodils

John Donne: i) The Sunne Rising, ii) A Valediction Forbidding Mourning, iii)

Canonization

Andrew Marvell: i) Definition of Love, ii) To His Coy Mistress

Unit III

Thomas Kyd: The Spanish Tragedy **Unit**

IV:

William Shakespeare: Othello

References:

- Standard and recognized editions of textbooks and reference books may be used as bibliography for the course contents. Elizabethan and Metaphysical Poetry
- Bennett, Joan, *Five Metaphysical Poets*, (Cambridge: 1934)
- Berger, Harry, Jr.(ed.) *Spenser: a collection of critical essays* (Englewood Cliffs, N.J. Princeton-Hall Inc. 1968)
- Bullet, Gerald (ed.), *Silver Poets of the Sixteenth Century* (London: J.M. Dent and Sons Ltd; 1947)
- Gardner, Helen (ed.), *Metaphysical Poetry* (Harmondsworth: Penguin, 1957)
- Inglis, Fred, *The Elizabethan Poets* (London: Evans Brothers, 1969)
- Thomas Kyd
- Bowers, Fredson, *Elizabethan Revenge Tragedy* (Princeton, N.J. Princeton University Press, 1940)
- Brad brook, M.C. *Themes and Conventions of Elizabethan Tragedy* (Cambridge, 1935)
- Heilman, Robert, *Tragedy and Melodrama: Versions of Experience* (London and Seattle, 1968)
- Shakespeare, William. *Othello* (Pan Macmillan India, 2017)
- Maus, Katherine, (ed.), *Four Revenge Tragedies* (Oxford, 1995)
- William Shakespeare
- Bradley, A.C. *Shakespearean Tragedy* (London: Macmillan and Company,1904, reprinted several times)
- Granville-Barker, Harley, *Prefaces to Shakespeare, first series*, (London: Sidgwick and Jackson, 1927)
- Muir, Kenneth (ed.) *King Lear* (London: Methuen &Co. 1972).
- Nagarajan, S. and Vishwanathan, (ed.) *Shakespeare in India* (OUP,1987)
- Webster, Margaret, *Shakespeare Without Tears* (Cleaveland and New York: The World Publishing Company, 1955)

Choice Based Credit System Syllabus (2019 Pattern)

Mapping of Program Outcomes with Course Outcomes

Class: M. A. I (Sem I)

Subject: English

Course: English Literature from 1550 -1798

Course Code: ENG 4101

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

Justification for the mapping:

PO1 Research-Related Skills and Scientific temper:

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

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

PO2: Effective Citizenship and Ethics

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

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

PO3: Social competence and communication skills

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

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

PO4: Disciplinary Knowledge

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

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

PO5: Personal and professional competence

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

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

PO6 Self-directed and Life-long learning:

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

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

PO7 Environment and Sustainability:

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

Justification: Instilling values and human concern 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 – 1.4: Literary Criticism and Theory

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

(w.e. from June, 2019)

Academic Year 2019-2020

Semester	Paper Code	Title of Paper	No. of Credits
I	4104	Literary Criticism and Theory	4

Class : M. A- I (Semester- I)
Paper Code : ENG 4104
Paper : Paper – 1.4
Title of Paper : Literary Criticism and Theory
Credit : 4
No. of lectures : 60

Course Objectives:

1. To introduce students to the nature, function, and relevance of literary criticism and theory.
2. To introduce them to various important critical approaches and their tenets.
3. To encourage them to deal with highly intellectual and radical content, thereby developing their logical thinking and analytical ability.
4. To develop sensibility and competence in practical application of critical approaches to literary texts.
5. To compare and contrast texts and authors.

6. To challenge assumptions and explore multiple perspectives.
7. To enhance readers' understanding and enjoyment of a text.

Course Outcomes:

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

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

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

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

CO5: The students acquire personal and professional competence as they develop linguistic skills through practice exercises in newspaper advertisements.

CO6: The students gain self-direction and lifelong learning as prose, poetry, and articles propel them towards the aforesaid goals, fostering a thirst for language.

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

TOPICS/CONTENTS:

SEMESTER-I

Background survey and tenets of critical approaches

Unit I: Classical Criticism	15 lectures
Unit II: Neoclassical Criticism-	15 lectures
Unit III: Romanticism and Victorian Criticism-	15 lectures
Unit IV: Modernism and New Criticism	15 lectures

(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

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

Justification for the mapping:

PO1 Research-Related Skills and Scientific temper:

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

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

PO2: Effective Citizenship and Ethics

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

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

PO3: Social competence and communication skills

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

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

PO4: Disciplinary Knowledge

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

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

PO5: Personal and professional competence

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

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

PO6 Self-directed and Life-long learning:

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

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

PO7 Environment and Sustainability:

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

Justification: Instilling values and human concern 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.