

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

Autonomous

Course Structure for M.A Paper – 1.1

Semester	Paper Code	Title of Paper	No. of Credits
I	PAEN 111	English Literature from 1550-1798	4

SYLLABUS (CBCS) FOR M.A Paper – 1.1
(w. e. from June 2022)

Academic Year 2022-2023

Class:	M.A. (Semester- I)
Paper Code:	PAEN 111
Paper:	1.1
Title of Paper:	English Literature from 1550-1798
Credit:	04
No. of lectures:	60

Learning Objectives:

1. **Poetic Analysis:** Analyze and interpret the themes, forms, and stylistic elements of selected poems by Ben Jonson, Sir Thomas Wyatt, Walter Raleigh, and Christopher Marlowe.
2. **Essay Writing:** Develop the ability to write coherent essays that articulate a critical understanding of the literary works studied, with a focus on argumentation and textual evidence.
3. **Philosophical Insight:** Examine the philosophical themes presented in Francis Bacon's essays, specifically regarding truth, death, revenge, and love.
4. **Metaphysical Poetry:** Understand and analyze the characteristics of metaphysical poetry through the works of John Donne and Andrew Marvell, exploring their themes and stylistic innovations.
5. **Drama Analysis:** Explore the themes, characters, and dramatic structure of Christopher Marlowe's "Doctor Faustus" and Shakespeare's "Macbeth," focusing on their moral and philosophical implications.
6. **Comparative Analysis:** Compare and contrast the treatment of similar themes in different literary forms, such as poetry and drama, across the syllabus.
7. **Critical Discussion:** Enhance critical thinking and discussion skills by engaging in class discussions and debates regarding the moral and ethical questions raised in the texts.

Learning Outcomes:

CO 1. Poetic Interpretation: Students will be able to analyze and discuss the themes and poetic techniques used in the works of Ben Jonson, Sir Thomas Wyatt, Walter Raleigh, and Christopher Marlowe, demonstrating understanding through presentations and written assignments.

CO 2. Essay Proficiency: Students will produce well-structured essays that reflect a deep understanding of the texts, incorporating textual analysis and critical perspectives.

CO 3. Philosophical Understanding: Students will articulate key philosophical concepts from Francis Bacon's essays, demonstrating their relevance to contemporary issues in class discussions and written reflections.

CO 4. Metaphysical Analysis: Students will analyze John Donne's and Andrew Marvell's poetry, identifying and explaining metaphysical themes and devices in their writing.

CO 5. Drama Comprehension: Students will demonstrate comprehension of "Doctor Faustus" and "Macbeth," discussing their themes, characters, and dramatic techniques through group discussions and written analyses.

CO 6. Thematic Comparison: Students will effectively compare and contrast themes from poetry and drama, showcasing their analytical skills in written assignments or presentations.

CO 7. Engagement and Debate: Students will actively participate in discussions and debates, expressing their insights on the moral and ethical dilemmas presented in the texts, demonstrating critical engagement with the material.

TOPICS/CONTENTS:

Unit I:

(15 Clock Hours)

Ben Jonson: 1) On My First Sonne 2) To Celia I (Drink to Me only With Thine Eyes)

Sir Thomas Wyatt: 1) Whoso List to Hunt 2) My Lute Awake

Walter Raleigh: 1) Now What is Love 2) Her Reply

Christopher Marlowe: 1) The Face that Launch'd a Thousand Ships

Unit II:

Francis Bacon: 1) Of Truth 2) Of Death 3) Of Revenge 4) Of Love **(15 Clock Hours)**

John Donne: 1) The Flea 2) A Valediction Forbidding Mourning
3) Death Be Not Proud

Andrew Marvell: 1) The Garden 2) To His Coy Mistress

Unit III

(15 Clock Hours)

Christopher Marlowe: Doctor Faustus

Unit IV:

(15 Clock Hours)

William Shakespeare: Macbeth

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)

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)

Bradbrook, M.C. Themes and Conventions of Elizabethan Tragedy (Cambridge, 1935)

Heilman, Robert, Tragedy and Melodrama: Versions of Experience (London and Seattle, 1968)

Shakespeare, William. Macbeth (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)

Mapping of Program Outcomes with Course Outcomes

Class: M. A. I (Sem I)

Subject: English

Course: English Literature from 1550-1798

Course Code: PAEN 111

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

Course Outcomes	Programme Outcomes (Pos)							
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	1	1	1	3	1	2	1	1
CO2	2	1	1	1	1	2	2	2
CO3	1	1	2	3	2	1	1	1
CO4	1	2	2	1	1	1	1	1
CO5	1	1	1	1	2	1	1	1
CO6	2	2	1	1	1	2	2	2
CO7	1	1	2	2	1	1	1	2

Justification for the mapping:

PO1 Research-Related Skills and Scientific temper:

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

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

PO2: Effective Citizenship and Ethics:

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

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

PO3: Social competence and communication skills:

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

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

PO4: Disciplinary Knowledge:

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

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

PO5: Personal and professional competence:

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

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

PO6 Self-directed and Life-long learning:

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

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

PO7 Environment and Sustainability:

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

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

PO8: Critical Thinking and Problem-solving:

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

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

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

Autonomous

Course Structure for M.A Paper – 1.2

Semester	Paper Code	Title of Paper	No. of Credits
I	PAEN112	English Literature from 1798-2000	4

SYLLABUS (CBCS) FOR M.A Paper – 1.2
(w. e. from June 2022)

Academic Year 2022-2023

Class:	M.A. (Semester- I)
Paper Code:	PAEN112
Paper:	English Literature from 1798-2000
Credit:	04
No. of lectures:	60

Learning Objectives:

1. **Poetic Analysis:** Analyze the themes, structures, and stylistic elements of selected poems by S.T. Coleridge and William Wordsworth, focusing on their contributions to Romantic poetry.
2. **Comparative Study:** Compare and contrast the poetic techniques and thematic concerns of P.B. Shelley and John Keats, highlighting their distinct voices and perspectives within the Romantic movement.
3. **Literary Context:** Understand the historical and cultural contexts of the works studied, including the impact of the French Revolution on Romantic poetry.
4. **Character and Theme Exploration:** Examine the characters, themes, and narrative techniques in Jane Austen's "Northanger Abbey," emphasizing its social commentary.
5. **Gothic Elements:** Explore the themes and motifs in Mary Shelley's "Frankenstein," focusing on its Gothic elements and the ethical implications of scientific exploration.
6. **Critical Thinking:** Develop critical thinking skills by engaging in discussions and debates about the moral and philosophical questions raised in the texts.
7. **Writing Skills:** Enhance writing skills through the composition of analytical essays that demonstrate a clear understanding of the texts, supported by textual evidence.

Learning Outcomes:

CO 1. Poetic Interpretation: Students will be able to analyze and discuss key themes and poetic devices in Coleridge's and Wordsworth's works, demonstrating understanding through written responses and class discussions.

CO 2. Comparative Analysis: Students will successfully compare the works of Shelley and Keats, articulating their similarities and differences in terms of themes, style, and philosophical outlook in written assignments.

CO 3. Contextual Understanding: Students will demonstrate an understanding of the historical context of the Romantic era, particularly the influence of the French Revolution on the poetry of Wordsworth and Coleridge.

CO 4. Austen's Analysis: Students will analyze the characters and themes of "Northanger Abbey," showcasing their understanding through essays or presentations that discuss the novel's social commentary.

CO 5. Gothic Exploration: Students will critically engage with the themes and ethical questions in "Frankenstein," discussing its relevance in contemporary debates about science and morality.

CO 6. Engagement in Discussion: Students will actively participate in class discussions, expressing their insights on the moral and philosophical dilemmas presented in the texts, demonstrating critical engagement with the material.

CO 7. Essay Composition: Students will produce well-structured analytical essays that reflect a deep understanding of the texts, incorporating textual analysis and critical perspectives, meeting academic writing standards.

COURSE CONTENTS: Most of the texts/excerpts listed below are available online. Some of the online resources/sites are given under the section titled ‘References.’ Teachers and students must also consult the print versions of the texts for authenticity and accuracy.

Topics:

1) Unit I: Coleridge, Wordsworth- 16 clock hours (8 clock hours to poems by Coleridge and 8 clock hours to poems by Wordsworth)

2) Unit II: Shelley, Keats- 16 clock hours (8 clock hours to poems by Shelley and 8 clock hours to poems by Keats)

3) Unit III: Jane Austen (14 L)

4) Unit IV: Charles Lamb (14 L)

Topics:

Unit I:

S.T. Coleridge: Christabel

William Wordsworth: i) French Revolution
ii) To the Skylark
iii) The World is Too Much with Us
iv) Ode on Intimation of Immortality

Unit II:

P. B. Shelley: i) Ode to the West Wind ii) Ozymandias

John Keats: i) La Belle Dame Sans Merci
ii) Ode to Nightingale
iii) Ode on a Grecian Urn
iv) Bright Star! Would I were as steadfast as thou Art

Unit III:

Jane Austen: Northanger Abbey

Unit IV:

Mary Shelly: Frankenstein

References:

ONLINE RESOURCES

[Teachers and students are also advised to consult standard editions of the texts for authenticity and accuracy of content]

S. T. Coleridge "Christabel"

[<https://www.poetryfoundation.org/poems/43971/christabel>]

William Wordsworth "French Revolution" , "To the Skylark" , "The World is Too Much with Us" , "Ode on Intimation of Immortality"

[<https://www.poetryfoundation.org/poems/45518/the-french-revolution>]

[<https://www.poetryfoundation.org/poems/45561/to-a-skylark>]

[<https://www.poetryfoundation.org/poems/45564/the-world-is-too-much-with-us>]

[<https://www.poetryfoundation.org/poems/45536/ode-intimations-of-immortality>]

P.B. Shelley " Ode to the West Wind", " Ozymandias"

[<https://www.poetryfoundation.org/poems/45134/ode-to-the-west-wind>]

[<https://www.poetryfoundation.org/poems/46565/ozymandias>]

John Keats "La Belle Dame Sans Merci" "Ode to Nightingale" "Ode on a Grecian Urn"; "Bright Star ! Would I were as steadfast as thou Art"

[<https://www.poetryfoundation.org/poems/44475/la-belle-dame-sans-merci-a-ballad>]

[<https://www.poetryfoundation.org/poems/44479/ode-to-a-nightingale>]

[<https://www.poetryfoundation.org/poems/44477/ode-on-a-grecian-urn>]

[<https://www.poetryfoundation.org/poems/44468/bright-star-would-i-were-stedfast-as-thou-art>]

Jane Austen "Northanger Abbey"

[<https://www.janeausten.org/northanger-abbey/northanger-abbey-online.php>]

Mary Shelley "Frankenstein"

[https://www.pagebypagebooks.com/Mary_Wollstonecraft_Shelley/Frankenstein/]

SECONDARY SOURCES

S. T. Coleridge

1. Barth, J. Robert. *The Symbolic Imagination* (New York: Fordham, 2001).
2. Beer, John B. *Coleridge the Visionary* (London: Chatto and Windus, 1970).
3. Engell, James. *The Creative Imagination* (Cambridge: Harvard, 1981).
4. Holmes, Richard *Coleridge*. (Oxford University Press, 1982).
5. House, Humphry. *Coleridge. The Clark Lectures 1951-52*. (Lyall Book Depot, Ludhiana, 1968).
6. Modiano, Raimonda. *Coleridge and the Concept of Nature*. Tallahassee: Florida State UP, 1985.
7. Vallins, David. *Coleridge and the Psychology of Romanticism: Feeling and Thought* (London: Macmillan, 2000).
8. Watson, George. *Coleridge the Poet*. London: Routledge and Kegan Paul, 1966.

William Wordsworth

1. Abrams, M. H. *Naturalism Supernaturalism*. (New York: W. W. Norton & Company, 1973).
2. Bernard Groom, *The Unity of Wordsworth's Poetry*. New York: St, Martin's Press, 1966.
3. Bradley, Andrew. *Oxford Lectures on Poetry*. (London: Macmillan, 1909).
4. Davies, Hunter. *William Wordsworth: A Biography*. (New York: Atheneum, 1980).
5. Durrant, Geoffrey. *William Wordsworth*. New Delhi: Vikas Publishing House, 1979; first published by Cambridge University Press, 1969.

6. Emma Mason, *The Cambridge Introduction to William Wordsworth* (Cambridge University Press, 2010)
7. Gill, Stephen William *Wordsworth: A Life*. Oxford University Press, 1989
8. Sheats, Paul D. *The Making of Wordsworth's Poetry. 1785-1798*. Cambridge: Harvard University Press, 1973.
9. Williams, J. (Ed.). *New Casebooks: Wordsworth*. London: Macmillan Press Ltd. 1993.

P.B. Shelley

1. Altick, Richard D., *The English Common Reader*.(Ohio: Ohio State University Press,1998).
2. Angela, L. *Shelley and the Sublime: An Interpretation of the Major Poems*. London: Cambridge University Press, 1987.
3. Dowden, Edward. *The Life of Percy Bysshe Shelley*. London: Kegan, Paul, Trench, Trubner and Company, 1932.
5. Glover. A. S. ed. *Shelley: Selected Poetry, Prose, and Letters*. London: Nonesuch Press, 1951.
6. Holmes, Richard. *Shelley: The Pursuit*.(New York:E.P.Dutton,1975).
7. Hay, Daisy. *Young Romantics :the Shelleys ,Byron, and Other Tangled Lives*, (Bloomsbury,2010).
8. Rogers, N. *Shelley at Work: A Critical Inquiry*. Oxford: Clarendon Press, 1956
9. William, K. *Shelley's Style*. New York: Methuen Publishing House, (1984).

John Keats

1. Bate, Walter Jackson. *John Keats*. New York: Oxford University Press, 1966
2. Colvin,Sidney. *John Keats :His Life and Poetry, His Friends Critics and After-Fame*. (London: Macmillan, 1917).
3. Coote, Stephen. *John Keats: A Life*. London: Hodder and Stoughton, 1995.
4. D'Avanzo, Mario. L. *Keats's Metaphors for the Poetic Imagination*. Durham, NC: Duke University Press, 1967.
5. Gittings, Robert *John Keats*.(London: Heinemann, 1968).
6. Hirsch, Edward(Ed.)*Complete Poems and Selected Letters of John Keats*. (Random House Publishing, 2001).
7. Kerner, David. "The Problem of Evil in the 'Ode on a Grecian Urn'". *Texas Studies in Literature and Language*, 28. 3, *Literature of the Nineteenth Century* (FALL 1986), pp. 227- 249
8. Vendler, Helen *The Odes of John Keats*. (Belknap Press, 1983).

Jane Austen

1. Babb, Howard S. *Jane Austen's Novels: The Fabric of Dialogue*. Columbus: Ohio State University Press, 1962.
2. Galperin,William. *The Historical Austen*.(Philadelphia: University of Pennsylvania Press,2003).
3. Kirkham, Margaret. *Jane Austen ,Feminism and Fiction*.Brighton:Harvester,1983).
4. Lascelles, Mary. *Jane Austen and Her Art*.(Original publication1939, Oxford UniversityPress,1966).
5. Page, Norman. *The Language of Jane Austen*.(Oxford:Blackwell,1972).
6. Todd, Janet. *The Cambridge Introduction to Jane Austen*.(Cambridge: Cambridge University Press, 2006).

Mary Shelley

1. Baldick, Chris. In *Frankenstein's Shadow. Myth, Monstrosity, and Nineteenth-century Writing*. Oxford: Clarendon Press, 1987.
2. Behrendt, Stephen C. *Approaches to Shelley's Frankenstein*. New York: The Modern Language Association of America, 1992.
3. Florescu, R. *In Search of Frankenstein*. London: Robson Books Ltd., 1996.

4. Hindle, Maurice. *Mary Shelley. Frankenstein*. London: Penguin Books Ltd., 1994.
5. Makinen, Merja. *Feminist Popular Fiction*. Palgrave, 2001.
6. Mellor, K. A. *Mary Shelley, her Life, her Fiction, her Monsters*. Routledge, 1989.
7. Shelley, M. *Frankenstein*. London: Penguin group, 2012.
8. Shelley, Mary. *Frankenstein, or The Modern Prometheus*. New York: Oxford UP, [rpt.]1994.
9. Veeder, William. *Mary Shelley and "Frankenstein": The Fate of Androgyny*. Chicago: University of Chicago Press, 1986.

Mapping of Program Outcomes with Course Outcomes

Class: M. A. I(Sem I)

Subject: English

Course: English Literature from 1798-2000

Course Code: PAEN112

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

Course Outcomes	Programme Outcomes (Pos)							
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	1	1	3	1	2	1	2
CO2	2	1	1	1	1	2	2	2
CO3	1	1	2	3	2	1	1	1
CO4	1	2	2	1	1	1	1	1
CO5	1	1	1	1	2	1	1	1
CO6	2	2	1	1	1	2	2	2
CO7	1	1	2	2	1	1	1	2

Justification for the mapping:

PO1 Research-Related Skills and Scientific temper:

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

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

PO2: Effective Citizenship and Ethics:

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

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

PO3: Social competence and communication skills:

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

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

PO4: Disciplinary Knowledge:

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

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
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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:	04
No. of lectures:	60

Learning Objectives:

1. **Develop Analytical Skills:** Students will develop the ability to analyze complex literary texts, focusing on themes, character dynamics, and narrative techniques.
2. **Enhance Critical Thinking:** Students will enhance their critical thinking skills by evaluating and interpreting various literary forms and styles.
3. **Cultivate Comparative Analysis:** Students will cultivate the ability to compare and contrast different works of literature, recognizing similarities and differences in themes and techniques.
4. **Improve Close Reading Skills:** Students will improve their close reading skills to better understand the nuances of language, structure, and style in the selected texts.
5. **Contextualize Literature:** Students will learn to contextualize literary works within their historical and cultural settings, understanding how context influences meaning.
6. **Articulate Literary Theories:** Students will articulate various literary theories and critical approaches that can be applied to the texts studied.
7. **Enhance Written Communication:** Students will enhance their written communication skills by constructing coherent and persuasive analyses of the literary works.

Learning Outcomes:

CO 1. Thematic Understanding: Students will demonstrate a comprehensive understanding of the central themes in "Paradise Lost" (Book IX), including temptation, free will, and moral conflict.

CO 2. Satirical Interpretation: Students will effectively interpret the satirical elements in "The Rape of the Lock" (Canto V), explaining how Pope critiques societal norms through humor and literary devices.

CO 3. Character Insight: Students will provide insightful analysis of character relationships and motivations in "The Way of the World," discussing how these elements reflect social commentary.

CO 4. Narrative Analysis: Students will analyze the narrative style of "Robinson Crusoe," exploring Defoe's techniques and their impact on the reader's understanding of colonialism and individualism.

CO 5. Comparative Analysis: Students will conduct comparative analyses of the four works, synthesizing insights about literary techniques and thematic connections.

CO 6. Close Reading Proficiency: Students will demonstrate proficiency in close reading by analyzing specific passages, identifying key language and stylistic choices.

CO 7. Contextual Awareness: Students will articulate how the historical and cultural contexts of the 17th and 18th centuries influence the themes and styles of the works studied, showcasing their ability to connect literature with broader societal issues.

TOPICS/CONTENTS:

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

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

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

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

References:

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

John Milton

Campbell, Gordon and Corns, Thomas. John Milton: Life, Work, and Thought.

Oxford: Oxford University Press, 2008.

Hunter, William Bridges. A Milton Encyclopedia. Lewisburg: Bucknell University Press, 1980.

Johnson, Samuel. Lives of the Most Eminent English Poets. London: Dove, 1826.

Wilson, A. N. The Life of John Milton. Oxford: Oxford University Press, 1983.

John Dryden

Hopkins, David, John Dryden, ed. by Isobel Armstrong, (Tavistock: Northcote House Publishers, 2004)

Hopkins David (ed.) John Dryden Selected Poems. (London: Everyman Paperbacks, 1998)

Marriott, David (ed.) The Works of John Dryden. (Hertfordshire: Wordsworth Editions, 1995)

Winn, James Anderson. John Dryden and His World New Haven: Yale UP, 1987

John Webster

Rene Weis, (ed) John Webster: The Duchess of Malfi and Other Plays. (Oxford World's Classics, 1996)

Forker Charles R. Skull beneath the Skin: The Achievement of John Webster.

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

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

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

Mapping of Program Outcomes with Course Outcomes

Class: M.A. 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)							
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	1	1	1	3	1	2	1	1
CO2	2	1	1	1	1	2	2	2
CO3	1	1	2	3	2	1	1	1
CO4	1	2	2	1	1	1	1	1
CO5	1	1	1	1	2	1	1	1
CO6	2	2	1	1	1	2	2	2
CO7	1	1	2	2	1	1	1	2

Justification for the mapping:

PO 1 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.

PO 2 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.

PO 3 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.

PO 4 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.

PO 5 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.

PO 6 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.

PO 7 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.

PO 8 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
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	PAEN 113	Contemporary Studies in English Language	4

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

Academic Year 2022-2023

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

Learning Objectives:

1. **Understanding Linguistics:** Develop a comprehensive understanding of the field of linguistics, including its major branches and historical development, particularly in the 20th century.
2. **Analyzing Theories:** Critically analyze key linguistic theories, including Ferdinand de Saussure's structuralism and Noam Chomsky's transformational generative grammar, and their implications for language study.
3. **Exploring Communicative Competence:** Examine Dell Hymes' concept of communicative competence and its significance in understanding language use in social contexts.
4. **Phonological Awareness:** Gain knowledge of the phonological structure of English, including phoneme classification, syllable structure, and the functions of stress and intonation in communication.
5. **Morphological Structures:** Understand the structure of words and the different types of morphemes, along with common word formation processes and their implications for vocabulary development.
6. **Syntactic Analysis:** Develop skills to analyze sentence structure and identify the parts of sentences, focusing on the organization and function of words within sentences.
7. **Application of Concepts:** Apply linguistic theories and concepts to real-world language data, enhancing analytical skills through practical exercises and examples.

Learning Outcomes:

CO 1. Foundational Knowledge: Students will demonstrate a foundational understanding of linguistics, including its branches and key historical milestones, through class discussions and assessments.

CO 2. Theoretical Application: Students will be able to compare and contrast different linguistic theories, such as structuralism and transformational grammar, and apply these theories to analyze language phenomena in written assignments.

CO 3. Communicative Competence: Students will articulate the importance of communicative competence in language use, providing examples of how social context influences communication in oral and written formats.

CO 4. Phonological Proficiency: Students will analyze and describe the phonological features of English, including phonemes, syllables, stress patterns, and intonation, demonstrating this knowledge in phonetic transcriptions and practical applications.

CO 5. Morphological Analysis: Students will identify and classify morphemes in various words, showcasing their understanding of word formation processes and morphological changes in assessments and exercises.

CO 6. Syntactic Structures: Students will construct and deconstruct sentences, identifying their components and analyzing syntactic structures, which will be evident in their ability to complete syntactic trees and other related tasks.

CO 7. Practical Application: Students will demonstrate the ability to apply linguistic concepts to analyze language data from real-life contexts, producing analytical reports that reflect their understanding of phonology, morphology, and syntax.

COURSE CONTENT:

Semester-I

- Unit-I:** Introduction to Linguistics and Contemporary Theories/Views of Language: 15 clock hours
Unit-II: Phonology: 15 clock hours
Unit-III: Morphology: 15 clock hours
Unit-IV: Syntax: 15 clock hours

Unit-I: Introduction to Linguistics and Contemporary Theories/Views of Language

- A) Introduction: What is Linguistics? Major branches of Linguistics (Psycholinguistics, Sociolinguistics, Computational linguistics, Historical linguistics), Linguistics in the 20th century: A short history
- B) Ferdinand de Saussure's Structuralist View of Grammar:
- i) Synchronic and Diachronic Studies
 - ii) Langue and Parole
 - iii) Syntagmatic and Paradigmatic Relations
 - iv) IC Analysis
- C) Chomsky's Theory of Transformational Generative Grammar:
- i) Language acquisition: The Cognitivist approach
 - ii) Competence and Performance
 - iii) The Concepts of Kernel and Non- Kernel Sentences (i.e. Deep and Surface Structure]
- D) Dell Hymes' Concept of Communicative Competence

Unit-II: Phonology

- i) The Phonemes of English: Description and Classification
- ii) The Syllable: Structure and Types, Syllabic Consonants
- iii) Word Stress: Degrees of Stress, Stress Shift, Grammatical Stress
- iv) Sentence Stress: Use of Weak and Strong Forms, Tone Groups, The Concept of Nucleus (types of nucleus: end-placed and contrastive), Tonic Accent, Pre-tonic Accent, Post-tonic Accent
- v) Intonation Patterns/Uses of Tones, Grammatical, Attitudinal and Accentual functions of Intonation

Unit-III: Morphology

- i) Structure of words: The concepts of Morpheme and Allomorph
- ii) Types of Morphemes (free, bound, prefixes, suffixes: class changing, class-maintaining, Inflectional, derivational), General Principles of Lexicography.
- iii) Some word formation processes: Reduplication, Clipping, Blending
- iv) Morphophonemic Changes, Phonological and Morphological Conditioning
- v) Problems of Morphological Analysis

Unit-IV: SYNTAX

- a) Sentences and their Parts
- b) Words

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

Mapping of Program Outcomes with Course Outcomes

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

Subject: English

Course: Contemporary Studies in English Language

Course Code: PAEN 113

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

Course Outcomes	Programme Outcomes (Pos)							
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	1	1	1	3	1	2	1	1
CO2	2	1	1	1	1	2	2	2
CO3	1	1	2	3	2	1	1	1
CO4	1	2	2	1	1	1	1	1
CO5	1	1	1	1	2	1	1	1
CO6	2	2	1	1	1	2	2	2
CO7	1	1	2	2	1	1	1	2

Justification for the mapping:

PO1 Research-Related Skills and Scientific Temper:

Course Outcome 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.

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.

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.

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.

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.

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.

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.

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.

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Course Structure for M.A Paper – 1.4

Semester	Paper Code	Title of Paper	No. of Credits
I	PAEN114	Literary Criticism and Theory	4

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

Academic Year 2022-2023

Class: M.A. (Semester- I)
Paper Code: PAEN114
Paper: Literary Criticism and Theory
Credit: 04
No. of lectures: 60

Learning Objectives:

1. **Understanding Classical Criticism:** Develop a foundational understanding of classical literary criticism through the study of key texts by Aristotle, Horace, and S. N. Dasgupta, focusing on their major concepts and theories.
2. **Analyzing Neoclassical Criticism:** Analyze the principles of neoclassical criticism as articulated by Giambattista Giraldi and Samuel Johnson, emphasizing their views on composition and fiction.
3. **Exploring Romanticism:** Examine the evolution of literary thought during the Romantic period, particularly through Wordsworth's and Behn's prefaces, and understand their contributions to the notion of poetic expression.
4. **Engaging with Modernist Criticism:** Investigate the key themes of modernism and new criticism as presented by T. S. Eliot and John Crowe Ransom, focusing on their perspectives on tradition, talent, and the role of the critic.
5. **Comparative Analysis:** Develop skills to compare and contrast different critical approaches across the units, recognizing how historical and cultural contexts influence literary theory.
6. **Critical Thinking:** Enhance critical thinking skills by evaluating and interpreting various literary criticisms, encouraging students to formulate their own responses to the texts studied.
7. **Application of Theory:** Apply critical theories to specific literary works, enabling students to articulate their insights in written and verbal forms.

Learning Outcomes:

CO 1. Classical Criticism Mastery: Students will demonstrate a comprehensive understanding of the key concepts in classical criticism by articulating the main ideas from Aristotle's *Poetics*, Horace's *Ars Poetica*, and Dasgupta's theory of rasa in class discussions and written assignments.

CO 2. Neoclassical Analysis: Students will analyze and summarize the key arguments presented by Giraldi and Johnson regarding composition and the nature of fiction, demonstrating this understanding through essays and presentations.

CO 3. Romantic Thought: Students will interpret and discuss the significance of Wordsworth's and Behn's contributions to Romanticism, showcasing their ability to connect theoretical concepts to specific literary examples.

CO 4. Modernism Understanding: Students will critically engage with Eliot's and Ransom's ideas on modernist criticism, explaining their relevance to contemporary literary analysis through class discussions and reflective essays.

CO 5. Comparative Insights: Students will compare and contrast the principles of classical, neoclassical, Romantic, and modernist criticism in a written assignment, demonstrating their ability to synthesize information across different literary eras.

CO 6. Critical Engagement: Students will participate in debates and discussions that encourage them to critique various literary theories, demonstrating the ability to formulate well-reasoned arguments and responses.

CO 7. Application of Critical Theory: Students will apply learned critical theories to analyze a selected literary work, producing an analytical essay that reflects their understanding and engagement with the course material.

(II) Allotment of Credits: One credit (which is equal to 15 clock hours) per unit for both the semesters. This also includes the completion of the background survey and tenets of critical approaches. The allotment s as below;

Background survey and tenets of critical approaches: 4 clock hours

Unit I: Classical Criticism- 14 clock hours (7 clock hours to each essay)

Unit II: Neoclassical Criticism-14 clock hours (7 clock hours to each essay)

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

Teachers are expected to discuss background to critical approaches, tenets, important theorists and critics in the beginning of their course teaching. There will be a separate question on this background.

Unit I: Classical Criticism

- i) Aristotle: *Poetics* (Chapter 1 to 10)
- ii) Horace: *Ars Poetica* (from *Norton Anthology of Criticism*)
- iii) S. N. Dasgupta: *The Theory of Rasa-* (from *Indian Aesthetics: An Introduction*, ed. by V. S. Seturaman, Macmillan, 1992)

Unit II: Neoclassical Criticism

- i) Giambattista Giraldis- from *Discourse on the composition of Romances*
- ii) Samuel Johnson: *The Rambler, No.4 [On Fiction]*

Unit III: Romanticism

- i) William Wordsworth: *Preface to Lyrical Ballads*
- ii) Aphra Behn- Preface to *The Lucky Chance*

Unit IV: Modernism and New Criticism

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

Mapping of Program Outcomes with Course Outcomes

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

Subject: English

Course: Literary Criticism and Theory

Course Code: PAEN 114

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Justification for the mapping:

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 inferring scientific literature, formulating hypotheses, and demonstrating research skills.

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.

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.

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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.

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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.

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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.

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.
