

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

Course Structure for M.A Part II Paper – 3.1

Semester	Paper Code	Title of Paper	No. of Credits
III	PAEN311	Indian Writing in English (Core Paper)	4

SYLLABUS (CBCS) FOR M.A.II Paper – 3.1
(w. e. from June 2023)
Academic Year 2023-2024

Class:	M.A. II (Semester- III)
Paper Code:	PAEN311
Paper:	3.1
Title of Paper:	Indian Writing in English (Core Paper)
Credit:	04
No. of lectures:	60

Learning Objectives:

1. **Literary Analysis:** Analyze the themes, character development, and narrative techniques in Raj Rao's *Kantapura* and Khushwant Singh's *Train to Pakistan*.
2. **Cultural and Historical Context:** Understand the cultural and historical contexts surrounding the works of Henry Derozio, Toru Dutt, Swami Vivekananda, Tagore, Joseph Furtado, and Sri Aurobindo.
3. **Poetic Devices and Form:** Examine the use of poetic devices and forms in the selected poems by Derozio, Dutt, and Aurobindo, and discuss their significance.
4. **Social Issues Exploration:** Explore social issues presented in Om Prakash Valmiki's *Joothan*, particularly relating to caste, identity, and marginalization.
5. **Comparative Analysis:** Compare and contrast the perspectives and literary styles of different authors in the syllabus, focusing on how they address similar themes.
6. **Critical Writing Skills:** Develop the ability to write critically about literary texts, employing appropriate terminology and analytical frameworks.
7. **Presentation Skills:** Enhance presentation skills by discussing literary works in class, fostering collaborative learning and critical thinking.

Learning Outcomes:

CO 1. Thematic Understanding: Students will demonstrate an understanding of the central themes in *Kantapura* and *Train to Pakistan*, articulating their insights through discussions and essays.

CO 2. Contextual Knowledge: Students will articulate the cultural and historical contexts of the works by Derozio, Dutt, Vivekananda, Tagore, Furtado, and Aurobindo, showing how these contexts influence the texts.

CO 3. Poetic Analysis: Students will analyze selected poems, identifying key poetic devices and discussing their impact on the overall meaning and tone.

CO 4. Social Awareness: Students will critically engage with the themes of caste and identity in *Joothan*, articulating their implications in contemporary society.

CO 5. Comparative Insights: Students will produce comparative analyses that highlight similarities and differences in the literary styles and thematic concerns of the authors studied.

CO 6. Effective Critical Writing: Students will demonstrate the ability to write coherent and well-structured critical essays, utilizing literary terminology and analytical approaches.

CO 7. Presentation and Discussion: Students will actively participate in class discussions and presentations, showcasing their understanding of the texts and enhancing their collaborative learning skills.

TOPICS/CONTENTS:

Unit-I: Raj Rao - Kantapura (15 L)

Unit-II: Khushwant Singh-Train to Pakistan (15 L)

Unit-III: Derozio to Aurobindo - (15 L)

Henry Derozio: 1) The Harp of India, 2) India-My Country
3)To the Pupils of the Hindu College

Toru Dutt: 1) Lakshman 2) The Lotus 3) Our Casuarina Tree

Swami Vivekananda: Kali the Mother (Complete Works of Swami
Vivekananda, vol.4, p.384 Advaita Ashram, 14th rpt.1992)

Tagore: Playthings

Joseph Furtado: The Fortune Teller (Available in *Gems of English Prose and Poetry*, Orient Blackswan, 2013)

Sri Aurobindo: 1) The Pilgrim of the Night 2) The Stone Goddess 3) Surreal
Science (*An Anthology of Commonwealth Poetry* edited by C D
Narasimhaiah, Macmillan, 1990)

Unit-IV: Om Prakash Valmiki–Joothan: A Dalit’s Life (15 L)

Mapping of Program Outcomes with Course Outcomes

Class: M. A. II (Sem III)

Subject: English

Course: Indian Writing in English (Core paper)

Course Code: PAEN311

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 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.II
English Language and Literature Teaching Paper– 3.2

Semester	Paper Code	Title of Paper	No. of Credits
III	PAEN312	English Language and Literature Teaching	4

SYLLABUS (CBCS) FOR M.A. II Paper –3.2
(w.e. from June 2023)
Academic Year 2023-2024

Class:	M.A. II (Semester- III)
Paper Code:	PAEN312
Paper:	3.2
Title of Paper:	English Language and Literature Teaching
Credit:	04
No. of lectures:	60

Learning Objectives:

1. **Understanding Core Concepts:** Grasp the fundamental concepts of teaching and learning, including the distinctions between teaching language and teaching about language.
2. **Theoretical Frameworks:** Explore various theories of language learning, including behavioristic and cognitivist approaches, and their implications for teaching practices.
3. **Competence Development:** Develop an understanding of linguistic, communicative, and pragmatic competences, and their relevance in language instruction.
4. **Curriculum and Syllabus Design:** Analyze the differences between curriculum and syllabus, and explore various types of syllabi used in English language teaching.
5. **Methodological Approaches:** Investigate different teaching methods, such as grammar-translation, structural, and communicative methods, and evaluate their effectiveness.
6. **Language Skills Instruction:** Learn effective strategies for teaching the four language skills (listening, reading, writing, and speaking), along with pronunciation, vocabulary, and grammar.
7. **Assessment and Evaluation:** Understand the principles of testing and evaluation, including formative and summative assessments, and develop skills for lesson planning and micro-teaching.

Learning Outcomes:

CO 1. Conceptual Clarity: Students will articulate the key concepts of teaching and learning in ELT, demonstrating an understanding of teacher-centered and learner-centered approaches.

CO 2. Theoretical Application: Students will compare and contrast different theories of language learning, explaining how these theories can inform instructional strategies.

CO 3. Competence Identification: Students will identify and describe the components of linguistic, communicative, and pragmatic competence and their importance in language teaching.

CO 4. Syllabus Analysis: Students will differentiate between curriculum and syllabus, and analyze various types of syllabi, explaining their applications in different teaching contexts.

CO 5. Method Evaluation: Students will evaluate the strengths and weaknesses of various teaching methods, providing examples of how each can be applied in the classroom.

CO 6. Skill Instruction Techniques: Students will demonstrate effective techniques for teaching listening, reading, writing, speaking, pronunciation, vocabulary, and grammar.

CO 7. Assessment Proficiency: Students will create appropriate assessments and evaluate their effectiveness, understanding the differences between testing and evaluation, and developing lesson plans and micro-teaching sessions.

TOPICS/CONTENTS:

Unit I- Basic Concepts in ELT **(15 L)**

- A) Teaching
- B) Learning
- C) Teaching language and Teaching about language
- D) Teacher centered class and Learner centered class

Unit II- Theories of Language Learning **(15 L)**

- A) Language Acquisition and Language Learning
- B) The Behavioristic of Theory of Language Learning
- C) The Cognitivist Theory of Language Learning
- D) Blooms Taxonomy of Learning Domains

Unit III-Tools and Methods of Teaching **(15 L)**

A) Some basic concepts

- 1-Linguistic/grammatical competence
- 2-Communicative competence
- 3) Pragmatic competence

B) Curriculum and Syllabus

- 1-Difference between curriculum and syllabus
- 2-Different kinds of syllabus (structural, notional-functional/product and process syllabuses)
- 3) EGP and ESP syllabuses

C) Methods

- 1) Grammar-Translation method
- 2) Structural method
- 3) Communicative method

Unit IV-Teaching of Language Skills and Testing: **(15 L)**

- A) Teaching of 1) Listening 2) Reading 3) Writing 4) Speaking
- B) Teaching of 1) Pronunciation 2) Vocabulary 3) Grammar
- C) Testing and Evaluation
 - 1) Difference between testing and evaluation
 - 2) Formative and summative evaluation
 - 3) Types of tests and qualities of good test
 - 4) Different types of questions
 - 5) Lesson planning for language teaching
 - 6) Micro Teaching (topics related to English Language teaching will be considered)

Mapping of Program Outcomes with Course Outcomes

Class: M. A. II (Sem III)

Subject: English

Course: English Language and Literature Teaching

Course Code: PAEN312

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:

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

PO2: Effective Citizenship and Ethics:

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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.

Anekant Education Society's
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Autonomous
Course Structure for M.A. -Part II (English) Paper – 3. 3

Semester	Paper Code	Title of Paper	No. of Credits
III	PAEN 313	Drama in English (Optional Paper)	4

SYLLABUS (CBCS) FOR M.A.-II, (English) Paper – 3.3
(w. e. from June 2023)
Academic Year 2023-2024

Class:	M.A.-II, English (Semester- III)
Paper Code:	PAEN313
Paper:	3.3
Title of Paper:	Drama in English (Optional Paper)
Credit:	04
No. of lectures:	60

Learning Objectives:

1. **Literary Analysis:** Analyze and interpret the themes, characters, and plot structures in Sophocles' *Antigone*, Kalidasa's *Abhijana Shakuntala*, Shakespeare's *The Tempest*, and Goldsmith's *She Stoops to Conquer*.
2. **Cultural Context:** Understand the cultural, historical, and social contexts in which each of the works was created, and how these contexts influence the texts.
3. **Character Study:** Explore the complexities of key characters in each play, discussing their motivations, conflicts, and development throughout the narrative.
4. **Theatrical Elements:** Examine the theatrical elements, including stagecraft, dialogue, and genre conventions, that contribute to the overall impact of each play.
5. **Comparative Analysis:** Compare and contrast the themes and stylistic approaches of the different playwrights, identifying commonalities and divergences in their treatment of similar subjects.
6. **Critical Thinking:** Develop critical thinking skills through class discussions, written analyses, and presentations on the selected texts.
7. **Writing Skills:** Improve writing skills by producing well-organized and insightful essays that analyze the plays and articulate personal interpretations.

Learning Outcomes:

CO 1. Thematic Interpretation: Students will be able to identify and discuss the central themes in *Antigone*, *Abhijana Shakuntala*, *The Tempest*, and *She Stoops to Conquer*, providing examples to support their analysis.

CO 2. Cultural Insight: Students will demonstrate an understanding of the cultural and historical contexts of each play, explaining how these factors shape the narratives and characters.

CO 3. Character Analysis: Students will analyze key characters, articulating their motivations, conflicts, and transformations, and how these elements contribute to the overall meaning of the plays.

CO 4. Understanding Theatrical Elements: Students will recognize and discuss the significance of theatrical elements such as dialogue, stage directions, and genre conventions in enhancing the narrative experience.

CO 5. Comparative Evaluation: Students will effectively compare and contrast the thematic and stylistic elements of the works, articulating insights about playwrights' approaches to similar themes.

CO 6. Engagement in Critical Discussion: Students will participate in class discussions and presentations, demonstrating their ability to think critically and engage with the texts and their peers.

CO 7. Essay Writing Competence: Students will produce analytical essays that reflect a deep understanding of the texts, showcasing their ability to construct coherent arguments and support them with textual evidence.

Topics/Contents:

Unit-I : Sophocles- *Antigone* (15 clock hours)

Unit-II : Kalidasa- *Abhijana Shakuntala* (15 clock hours)

Unit-III: William Shakespeare- *The Tempest*(15 clock hours)

Unit-IV: William Goldsmith- *She Stoops to Conquer* (15 clock hours)

Reference books:

Standard and recognized editions of textbooks and reference books may be used.

Bowers, Fredson, *Elizabethan Revenge Tragedy*. Princeton, N.J: Princeton University Press, 1940.

Bloom, Harold. *Elizabethan Drama*. New York: Infobase Publishing, 2004.

Boulton, Marjorie. *Anatomy of Drama*. New Delhi: Kalyani Publisher

Styan, J. L. *Modern Drama in Theory and Practice*. London: Cambridge University Press, 1981.

Sophocles- *Oedipus Rex*

Sophocles, *The Three Theban Plays*. By Robert Fagles, Harmondsworth, Penguin Classics, 1984.

Else Gerald, *The Origin and Early Form of Greek Tragedy*. Martin Lectures, vol.20. Cambridge: Harvard University Press, 1965.

Kalidasa- *Abhijana Shakuntala*

Evison, Gillian. "The Sanskrit Manuscripts of Sir William Jones in the Bodleian Library". In Murray, Alexander (ed.). *Sir William Jones, 1746-1794: A Commemoration*. Oxford University Press, 1998.

William Shakespeare- *The Tempest*

The New Cambridge Shakespeare Series. *Hamlet and The Tempest*. London: Cambridge University Press.

McEvoy, Sean. *Shakespeare: The Basics*. London: Cambridge University Press.

William Goldsmith- *She Stoops to Conquer*

She Stoops to Conquer, New Mermaids edition.

Goldsmith, William, *She Stoops to Conquer*. London: Dover Publications Inc., 1991.

Mapping of Program Outcomes with Course Outcomes

Class: M. A. II (Sem III)

Subject: English

Course: Drama in English (Optional Paper)

Course Code: PAEN313

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

Course Outcomes	Programme Outcomes (Pos)							
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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:

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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:

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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 skill.

Anekant Education Society's
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Course Structure for M.A.II
American Literature – 3.4

Semester	Paper Code	Title of Paper	No. of Credits
III	PAEN314	American Literature	4

SYLLABUS (CBCS) FOR M.A.-II, (English) Paper – 3.4
(w. e. from June 2023)
Academic Year 2023-2024

Class:	M.A.-II, English (Semester- III)
Paper Code:	PAEN314
Paper:	3.4
Title of Paper:	American Literature
Credit:	04
No. of lectures:	60

Learning Objectives:

1. **Historical Contextualization:** Understand the historical and cultural contexts of early writings, including the perspectives of European explorers and Native American accounts.
2. **Literary Analysis:** Analyze the themes, styles, and rhetorical strategies used in early American writings and poetry, considering how these elements reflect the authors' views and societal norms.
3. **Poetic Interpretation:** Explore the emotional and cultural significance of the poems studied, including themes of identity, heritage, and social commentary.
4. **Character and Theme Exploration:** Examine character development and thematic elements in James Fenimore Cooper's *The Last of the Mohicans*, focusing on the portrayal of Native American cultures and colonial encounters.
5. **Autobiographical Insight:** Analyze Benjamin Franklin's *Autobiography*, considering how his life experiences and philosophies shaped American identity and values.
6. **Comparative Analysis:** Compare and contrast the perspectives of different authors on themes such as colonization, identity, and the human condition across the units.
7. **Critical Writing Skills:** Develop critical writing skills by composing essays and analyses that engage with the texts, employing appropriate literary terminology and argumentative structures.

Learning Outcomes:

CO 1. Contextual Understanding: Students will articulate the historical and cultural contexts of Columbus's letters, Heckewelder's observations, and Crèvecoeur's thoughts, demonstrating an understanding of early American perspectives.

CO 2. Thematic Analysis: Students will identify and discuss key themes in early writings and poetry, providing textual evidence to support their interpretations.

CO 3. Emotional and Cultural Reflection: Students will analyze the emotional and cultural significance of the poems, discussing how they reflect the authors' experiences and societal issues.

CO 4. Character and Theme Insight: Students will explore the character dynamics and major themes in *The Last of the Mohicans*, articulating the complexities of colonial encounters.

CO 5. Philosophical Reflection: Students will critically engage with the themes in Franklin's *Autobiography*, discussing how his experiences contribute to broader American ideals and values.

CO 6. Comparative Discussion: Students will effectively compare the viewpoints of different authors, synthesizing their analyses to draw broader conclusions about early American literature.

CO 7. Writing Proficiency: Students will produce well-organized essays and critical analyses that demonstrate their understanding of the texts, employing clear arguments and supporting evidence.

Topics:

UNIT-I: Early writings (15 L)

- a) **Columbus**, From *Letter to Ferdinand and Isabella Regarding the Fourth Voyage* [Jamaica, July7, 1503].
- b) **John Heckewelder**, From *History, Manners, and Customs of the Indian Nations* (Chapter II &III) [Delaware Legend of Hudson’s Arrival **OR** Indian account of the first arrival of the Dutch at New York Island (Ch. II).] [Indian relations of the conduct of the Europeans towards them (Ch.III).]
- c) **J Hector St. John De Crevecoeur**, From *Letter IX. Description of Charles-Town; Thoughts on Slavery; on Physical Evil; A Melancholy Scene*

UNIT-II: Poetry (15 L)

- a) **Anonymous**-“Lenape War Song”
- b) **Philip Freneau**-i)“On Mr. Paine's Rights of Man” ii)“On the Religion of Nature”
- c) **Anne Bradstreet**-i) “The Author to Her Book” ii) “In Memory of My Dear Grandchild Anne Bradstreet, Who Deceased June20,1669, Being Three Years and Seven Months Old”
- d) **Paul Laurence Dunbar**- i)“We Wear the Mask”, ii)“Harriet Beecher Stowe”

UNIT-III: Novel (15 L)

James Fennimore Cooper-*The Last of the Mohicans*

UNIT-IV: Autobiography (15 L)

Benjamin Franklin-*Autobiography*.

Mapping of Program Outcomes with Course Outcomes

Class: M. A. II (Sem III)

Subject: English

Course: American Literature

Course Code: PAEN314

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

Course Outcomes	Programme Outcomes (Pos)							
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