

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

**Course Structure for M.A Part II Paper – 4.1**

<b>Semester</b>	<b>Paper Code</b>	<b>Title of Paper</b>	<b>No. of Credits</b>
IV	PAEN411	Indian Writing in English (Core Paper)	4

**SYLLABUS (CBCS) FOR M.A.II Paper – 4.1**  
**(w. e. from June 2023)**  
**Academic Year 2023-2024**

<b>Class:</b>	<b>M.A. II (Semester- IV)</b>
<b>Paper Code:</b>	<b>PAEN411</b>
<b>Paper:</b>	<b>4.1</b>
<b>Title of Paper:</b>	<b>Indian Writing in English (Core Paper)</b>
<b>Credit:</b>	<b>04</b>
<b>No. of lectures:</b>	<b>60</b>

**Learning Objectives:**

1. **Thematic Exploration:** Analyze the central themes of identity, social justice, and cultural conflict in Manjula Padmanabhan's *Lights Out* and Arundhati Roy's *The God of Small Things*.
2. **Poetic Analysis:** Examine the works of contemporary Indian poets, focusing on their use of language, style, and thematic concerns, especially in relation to Indian culture and identity.
3. **Cultural Context:** Understand the cultural, historical, and social contexts that shape the writings of Dom Moraes, Nissim Ezekiel, Kamala Das, A. K. Ramanujan, Shiv K. Kumar, Jayant Mahapatra, Imtiyaz Dharker, and Syed Ammanuddin.
4. **Narrative Techniques:** Explore the narrative techniques employed in *The God of Small Things* and other selected texts, including character development and plot structure.
5. **Social Commentary:** Investigate the social issues highlighted in *The Outcaste Akkarmashi* by Sharan Kumar Limbale, focusing on caste and identity in contemporary Indian society.
6. **Comparative Literature:** Compare and contrast the perspectives of different authors on themes such as love, loss, and the human condition across the units.
7. **Critical Writing Skills:** Develop analytical writing skills by composing essays and responses that critically engage with the texts, employing appropriate literary terminology.

**Learning Outcomes:**

**CO 1. Thematic Insight:** Students will articulate the key themes in *Lights Out* and *The God of Small Things*, providing textual evidence to support their analyses.

**CO 2. Poetic Understanding:** Students will analyze selected poems, identifying poetic devices and discussing how they reflect the authors' cultural and personal identities.

**CO 3. Cultural Awareness:** Students will demonstrate an understanding of the cultural and social contexts that influence the works of contemporary Indian writers, discussing their relevance.

**CO 4. Narrative Analysis:** Students will examine the narrative techniques in *The God of Small Things*, explaining how these techniques contribute to character development and thematic depth.

**CO 5. Social Reflection:** Students will critically engage with the issues presented in *The Outcaste Akkarmashi*, discussing the implications of caste and identity in modern India.

**CO 6. Comparative Evaluation:** Students will effectively compare different authors' perspectives on similar themes, synthesizing their insights to draw broader conclusions about Indian literature.

**CO 7. Writing Proficiency:** Students will produce well-structured essays and critical analyses that reflect their understanding of the texts, showcasing their ability to formulate coherent arguments and support them with evidence.

## TOPICS/CONTENTS:

**Unit-I:** Manjula Padmanabhan –Lights Out (15 L)

**Unit- II:** Arundhati Roy- The God of Small Things (15 clock hours) (15 L)

**Unit-III:** *Dom Moraes to Present Day* -15 clock hours (15 L)

**Dom Moraes:** 1) Letter to my Mother 2) Future Plans

**Nissim Ezekiel:** 1) Background, casually, 2) Enterprise 3) Poet, Lover, Birdwatcher 4) Goodbye Party for Miss Pushpa T.S.

**Kamala Das:** An Introduction

**A. K. Ramanujan:** Obituary (*An Anthology of Commonwealth Poetry*)

**Shiv K Kumar:** Indian Women/ Pilgrimage

**Jayant Mahapatra:** Dawn at Puri

**Imtiyaz Dharker:** PurdahI

**Syed Ammanuddin:** Don't Call me Indo-Anglian (*An Anthology of Commonwealth Poetry*)

**Note:** Unless otherwise stated the poems are all available in *Indian English Poetry* edited by Makarand Paranjape, (Macmillan, 1993)

**Unit- IV:** Sharan Kumar Limbale- **The Outcaste Akkarmashi** (15 L)

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### Select Bibliography

1. Standard and recognized editions of textbooks and reference books may be used as bibliography for the course contents.
2. Standard and recognized editions of textbooks and reference books may be used as
3. bibliography for the course contents.
4. Abbas, K.A. Sarojini Naidu. Bombay: Bharatiya Vidya Bhavan, 1980.
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7. Sons, 1995.
8. Bhatnagar, M.K., and M. Rajeshwar, eds. Indian Writings in English Vol. 8. New
9. Budholia, Om Prakash. Girish Karnad: Poetics and Aesthetics. Delhi: B. R. Publishing
10. Corporation, 2011.
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12. Chindhade, Shirish. Five Indian Poets: Nissim Ezekiel, A K Ramanujan, Arun Kolatkar, Dilip
13. Chitre, Parthasarathy. Atlantic Publishers, New Delhi, 2001.
14. Dadich, Anil. Naravan's Style: A Linguistic Perspective. Jaipur: Bohra Prakashan, 1996.
15. Das, B.K. The Poetry of Jayanta Mahapatra. New Delhi, Atlantic Publishers and Distributors
16. (p) Ltd., 1992.
17. Dasgupta, Mary Ann (ed.). Henry Louis Vivian Derozio: Anglo-Indian Patriot and Poet. A
18. Devy, G.N. An Another Tongue: Essays on Indian English Literature, Madras: Macmillan

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20. Dey, Esha. The Novels of Raia Rao : The Theme of Quest. New Delhi: Pr
21. Dharwadkar, Vinay. ed. The Collected Poems of A.K. Ramanujan. New Delhi: Oxford
22. University Press, 1995.
23. Dhawan, R.K. Aravind Adiga's The White Tiger- A Symposium of Critical Response. New
24. Delhi. Prestige Books. 2011.
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26. Dnyate, Ramesh. The Novels of R.K.Naravan: A Typological Study of Characters. New
27. Delhi: Prestige, 1996.
28. DodiyaJaydipsinh. Plays of Girish Karnard. New Delhi, Prestige 1999.
29. DodiyaJaydipsinha. The Plays of Girish Karnad: Critical Perspectives, New Delhi: Prestige
30. Books, 1991.
31. Dodiya, Jaydipsinh, Joya Chakravarty. The Critical Studies of Arundhati Roy's The God of
32. Small Things. New Delhi: Atlantic Publishers, 1999.
33. Dwivedi A. N. Toru Dutt. New Delhi: Arnold-Heinemann, 1977.
34. Dwivedi S.C. Ed. Perspectives on Nissim Ezekiel. Allahabad: K.M.Agencies 1989.
35. Dwivedi, A.N. (Ed.) Indian Poetry in English. New Delhi: Arnold Heinemann, 1980.
36. Dwivedi, A.N. Indo-Anglian Poetry. Allahabad: Kitab Mahal 1979.
37. Dwivedi, A.N. The Poetic Art of A.K. Ramanujan. New Delhi: B.R. Publishing Corporation,
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39. Dwivedi, A.N. Indo Anglian Poetry. Allahbad: Kitab Mahal, 1987.
40. Dwivedl A.N. Sarojini Naidu and Her Poetry. Allahabad: Kitab Mahal, 1981.
41. Gajrani Shiv, Ram, S. (Ed.) Rabindranath Tagore. Common Wealth Publishers, New Delhi,
42. 2006
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44. Gill, L.S. Girish Karnad's Hayavadana: A Critical Study. New Delhi: Asia Book Club, 2005.
45. Girla, Shiv K. R.K.Naravan: His World and His Art. Meerut: Saru Publishing House, 1984.
46. Gokak, V.K. Studies in Indo-Anglican Poetry Bangalore, Sairatan Agency, 1972.
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49. Gupta, Balram G S. (Ed.) Studies in Indian Fiction in English Gulbarga: JIWE Publications,
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59. Khan, Izzat Yar.Sarojini Naidu: The Poet. New Delhi: S.Chand& Company Ltd., 1983.
60. Kharat, S. Cheating & Deception Motif in the Plays of Girish Karnad. Kanpur: Sahitya
61. Manthan, 2012.
62. King, Bruce. Modern Indian Poetry in English. Delhi: Oxford University Press, 1987.
63. Kosta, Abhishek. The Plays of Girish Karnad: A Study in Myths and Gender. Delhi: Atlantic
64. Publishers, 2012.
65. Lal, P. Modern Indian Poetry in English: An Anthology & a Credo. Calcutta: Writers
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## Mapping of Program Outcomes with Course Outcomes

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

**Subject:** English

**Course:** Indian Writing in English (Core paper)

**Course Code:** PAEN411

**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.

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**Course Structure for M.A.II**  
**English Language and Literature Teaching Paper– 4.2**

<b>Semester</b>	<b>Paper Code</b>	<b>Title of Paper</b>	<b>No. of Credits</b>
IV	PAEN412	English Language and Literature Teaching	4

**SYLLABUS (CBCS) FOR M.A. II Paper –4.2**  
**(w.e. from June 2023)**  
**Academic Year 2023-2024**

<b>Class:</b>	<b>M.A. II (Semester- IV)</b>
<b>Paper Code:</b>	<b>PAEN412</b>
<b>Paper:</b>	<b>4.2</b>
<b>Title of Paper:</b>	<b>English Language and Literature Teaching</b>
<b>Credit:</b>	<b>04</b>
<b>No. of lectures:</b>	<b>60</b>

**Learning Objectives:**

1. **Study Skills Development:** Equip learners with effective note-taking and note-making strategies, and the proper use of dictionaries for academic success.
2. **Error Analysis:** Understand the concepts of contrastive analysis and error analysis, and their applications in identifying and addressing learners' language errors.
3. **Remedial Teaching Techniques:** Explore various strategies for remedial teaching to support learners in overcoming language difficulties.
4. **Literature Teaching Approaches:** Investigate different approaches to teaching literature, including stylistic, information-based, personal-response, and moral-philosophical approaches.
5. **Genre-Specific Teaching Strategies:** Develop specific strategies for teaching various literary genres, including poetry, drama, fiction, and biography/autobiography.
6. **Instructional Material Creation:** Learn to develop and utilize print and non-print instructional materials, as well as audiovisual aids and ICT tools in language teaching.
7. **Classroom Management:** Address major classroom issues such as teaching English in large classes, mixed-ability groups, and the role of the mother tongue in English language teaching.

**Learning Outcomes:**

- CO 1. Effective Study Skills:** Students will demonstrate effective note-taking and note-making skills, and will utilize dictionaries proficiently to enhance their learning.
- CO 2. Error Identification and Analysis:** Students will identify common language errors using contrastive and error analysis, proposing appropriate remedial strategies.
- CO 3. Remedial Teaching Application:** Students will design and implement remedial teaching strategies to support learners facing language difficulties.
- CO 4. Literature Teaching Proficiency:** Students will apply various teaching approaches to literature, demonstrating the ability to engage students with different texts and encourage critical thinking.
- CO 5. Genre-Specific Teaching Techniques:** Students will effectively teach poetry, drama, fiction, and biography/autobiography, using genre-appropriate methods and techniques.
- CO 6. Material Development Skills:** Students will create and evaluate instructional materials, incorporating audiovisual aids and ICT tools to enhance language teaching effectiveness.
- CO 7. Classroom Management Strategies:** Students will articulate strategies for managing large classes and mixed-ability groups, and will understand the implications of using the mother tongue in English language teaching.



**TOPICS/CONTENTS:**

**Unit I- Study Skills and Dealing with Learners' Errors (15 L)**

- A) Teaching of 1) Note taking and note making 2) Using dictionaries
- B) Contrastive analysis
- C) Error analysis
- D) Remedial teaching

**Unit II- Literature Teaching-I (15 L)**

- A) Stylistic approach to the teaching of literature
- B) Information-based Approach
- C) Personal-Response Approach and Moral-Philosophical Approach

**Unit III-Literature Teaching –II (15 L)**

- A) Teaching of Poetry
- B) Teaching of Drama/One Act Play
- C) Teaching of Fiction (Short/Long)
- D) Teaching Biography/Autobiography

**Unit IV- Instructional Materials and Classroom Issues (15 L)**

- A) 1-Materials development: print and non-print materials
- 2) Audiovisual Aids in language teaching
- 3) ICT-based language teaching
- B) Major Issues:
  - 1) Teaching English in Large Classes
  - 2) Teaching English to mixed ability students
  - 3) Using mother-tongue in ELT
- C) Lesson Planning for Literature Teaching

**References:**

- 1) *Approaches and Methods in Language Teaching*-Jack C. Richards- Cambridge English Press
- 2) *Teaching of English*-Dr. Manju Sood- Bookman Publication
- 3) *Teaching and Learning English*-M.L. Tickoo
- 4) *Resisting Linguistic Imperialism in English Teaching* - Canagarajah S Oxford University Press
- 5) *New Horizons in the Study of Language and Mind*- Chomsky N- Cambridge University Press
- 6) *How to teach a Foreign Language*- Jespersen O-London Press
- 7) *Language through Literature* (Book 1 and 2) - Landau S. Oxford University Press

### Mapping of Program Outcomes with Course Outcomes

Class: M. A. II (Sem IV)

Subject: English

Course: English Language and Literature Teaching

Course Code: PAEN412

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.

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**Course Structure for M.A. -Part II (English) Paper – 4. 3**

<b>Semester</b>	<b>Paper Code</b>	<b>Title of Paper</b>	<b>No. of Credits</b>
IV	PAEN 413	Drama in English (Optional Paper)	4

## SYLLABUS (CBCS) FOR M.A.-II, (English) Paper – 4.3

(w. e. from June 2023)

Academic Year 2023-2024

<b>Class:</b>	<b>M.A.-II, English (Semester- IV)</b>
<b>Paper Code:</b>	<b>PAEN413</b>
<b>Paper:</b>	<b>4.3</b>
<b>Title of Paper:</b>	<b>Drama in English (Optional Paper)</b>
<b>Credit:</b>	<b>04</b>
<b>No. of lectures:</b>	<b>60</b>

### Learning Objectives:

1. **Thematic Analysis:** Analyze the central themes of gender roles, identity, and societal expectations in Henrik Ibsen's *A Doll's House*.
2. **Historical Context:** Understand the historical and social context of Bertolt Brecht's *Life of Galileo*, focusing on its commentary on science, religion, and politics.
3. **Character Exploration:** Explore the characters and their relationships in Harold Pinter's *The Birthday Party*, examining the use of absurdism and the concept of power dynamics.
4. **Cultural Reflection:** Investigate Ngũgĩ wa Thiong'o's *The Black Hermit* in relation to colonialism and post-colonial identity, discussing its relevance to African literature.
5. **Dramatic Techniques:** Identify and analyze the dramatic techniques used by each playwright, including structure, dialogue, and staging.
6. **Comparative Analysis:** Compare and contrast the thematic and stylistic elements of the four plays, discussing how each playwright addresses similar issues in different ways.
7. **Critical Writing Skills:** Develop skills in critical writing by composing essays that engage with the texts, utilizing appropriate literary terminology and analytical frameworks.

### Learning Outcomes:

**CO 1. Thematic Understanding:** Students will articulate the key themes in *A Doll's House*, demonstrating an understanding of its critique of societal norms and gender roles.

**CO 2. Contextual Insight:** Students will analyze *Life of Galileo*, explaining how its historical and political context influences its themes and characters.

**CO 3. Character Analysis:** Students will examine the complexities of characters in *The Birthday Party*, discussing how Pinter uses absurdism to reflect on power and human relationships.

**CO 4. Cultural Commentary:** Students will critically engage with *The Black Hermit*, articulating its themes of colonialism and identity, and discussing its significance in African literature.

**CO 5. Dramatic Technique Recognition:** Students will identify the dramatic techniques used in the four plays, analyzing how these techniques enhance the storytelling and thematic depth.

**CO 6. Comparative Evaluation:** Students will effectively compare the different playwrights' approaches to similar themes, synthesizing their analyses to draw broader conclusions about drama and society.

**CO 7. Writing Proficiency:** Students will produce well-structured essays and critical analyses that reflect their understanding of the texts, showcasing their ability to formulate coherent arguments supported by textual evidence.

### Topics/Contents:

Unit-I	: Henrik Ibsen- <i>A Doll's House</i>	(15 L)
Unit-II	: Bertolt Brecht- <i>Life of Galileo</i>	(15 L)
Unit-III	: Harold Pinter- <i>The Birthday Party</i>	(15 L)
Unit-IV	: Ngũgĩ wa Thiong'o- <i>The Black Hermit</i>	(15 L)

### Reference books:

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

Alter, Jean. *A Sociosemiotic Theory of Theatre*. Philadelphia: University of Pennsylvania Press, 1990.

#### **Henrik Ibsen- *A Doll's House***

**Boyesen, Hjalmar.** *A Commentary on the Works of Henrik Ibsen*. New York: Russell & Russell, 1973.

**Egan, Michael, ed.** *Ibsen: The Critical Heritage*. Boston: Routledge and K. Paul, 1972.

**Marker, Frederick.** *Ibsen's Lively Art*. New York: Cambridge University Press, 1989.

#### **Bertolt Brecht- *Life of Galileo***

Brecht, Bertolt (1952). *Galileo*. Trans. Charles Laughton. Ed. Eric Bentley. Works of Bertolt Brecht Ser. New York: Grove Press, 1966.

Brecht, Bertolt (1955). *Life of Galileo*. In *Collected Plays: Five*. Trans. John Willett. Ed. John Willett and Ralph Manheim. Bertolt Brecht: Plays, Poetry and Prose Ser. London: Methuen, 1980.

#### **Harold Pinter- *The Birthday Party***

Billington, Michael. *Harold Pinter*. Rev. and exp. ed. of *The Life and Work of Harold Pinter*. 1996; London: Faber and Faber, 2007.

Gussow, Mel. *Conversations with Harold Pinter*. London: Nick Hern Books, 1994

#### **Ngũgĩ wa Thiong'o- *The Black Hermit***

Geoffrey Axworthy. "African Theatre". In Stanley Hochman (ed.). *McGraw-Hill Encyclopedia of World Drama: An International Reference Work in 5 Volumes*. VNR AG, 1984.

Ngũgĩ waThiong'o; Reinhard Sander; BernthLindfors; Lynette Cintrón (2006). *Ngugi wa Thiong'o Speaks: interviews with the Kenyan writer*. Africa World Press. p. 1.

### 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 IV)

**Subject:** English

**Course:** Drama in English (Optional Paper)

**Course Code:** PAEN413

**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.

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

**Course Structure for M.A.II**  
**American Literature – 4.4**

<b>Semester</b>	<b>Paper Code</b>	<b>Title of Paper</b>	<b>No. of Credits</b>
IV	PAEN414	American Literature	4

**SYLLABUS (CBCS) FOR M.A.-II, (English) Paper – 4.4**  
**(w. e. from June 2023)**  
**Academic Year 2023-2024**

<b>Class:</b>	<b>M.A.-II, English (Semester- IV)</b>
<b>Paper Code:</b>	<b>PAEN414</b>
<b>Paper:</b>	<b>4.4</b>
<b>Title of Paper:</b>	<b>American Literature</b>
<b>Credit:</b>	<b>04</b>
<b>No. of lectures:</b>	<b>60</b>

**Learning Objectives:**

1. **Thematic Exploration:** Analyze the central themes in the prose selections from Emerson and Thoreau, focusing on nature, self-reliance, and individualism.
2. **Rhetorical Analysis:** Understand the rhetorical strategies employed in Abraham Lincoln's *Second Inaugural Address*, exploring its historical significance and emotional appeal.
3. **Poetic Interpretation:** Explore the themes, styles, and forms of poetry by Walt Whitman, Emily Dickinson, Robert Frost, Ezra Pound, Carl Sandburg, Sylvia Plath, Allen Ginsberg, and Billy Collins.
4. **Character and Theme Development:** Examine character development and thematic elements in Toni Morrison's *The Bluest Eye*, focusing on race, beauty, and identity.
5. **Dramatic Techniques:** Analyze the use of dialogue, characterization, and thematic depth in Edward Albee's *Who's Afraid of Virginia Woolf?*.
6. **Comparative Analysis:** Compare and contrast the literary techniques and themes across different genres, including prose, poetry, novels, and drama.
7. **Critical Writing Skills:** Develop analytical writing skills by composing essays and responses that critically engage with the texts, employing appropriate literary terminology.

**Learning Outcomes:**

**CO 1. Thematic Understanding:** Students will articulate key themes from Emerson's and Thoreau's writings, demonstrating an understanding of their perspectives on nature and self-reliance.

**CO 2. Rhetorical Insight:** Students will analyze Lincoln's *Second Inaugural Address*, identifying rhetorical devices and discussing their impact on the speech's effectiveness.

**CO 3. Poetic Analysis:** Students will interpret the poems studied, identifying major themes and poetic devices, and discussing how these elements contribute to each poet's message.

**CO 4. Character and Identity Reflection:** Students will critically engage with the themes of race and identity in *The Bluest Eye*, articulating how Morrison develops her characters and addresses societal issues.

**CO 5. Dramatic Understanding:** Students will analyze the character interactions and themes in *Who's Afraid of Virginia Woolf?*, discussing how Albee explores complex relationships and existential themes.

**CO 6. Cross-Genre Comparison:** Students will effectively compare and contrast themes and literary techniques across prose, poetry, novels, and drama, synthesizing insights to draw broader conclusions.

**CO 7. Writing Competence:** Students will produce well-organized essays and critical analyses that

reflect their understanding of the texts, showcasing their ability to formulate coherent arguments supported by textual evidence.

**Topics:**

**UNIT-I: Prose & speech** (15 L)

- a) **Ralph Waldo Emerson**-From *Nature*: i) “Introduction”, ii) Chapter 1 (“Nature”) & iii) Ch.3 (“Beauty”)
- b) **Henry David Thoreau**-From *Walden*, the chapters titled “Economy” & “Where I Lived, and What I Lived For”
- c) **Abraham Lincoln**-“Second Inaugural Address, March 4, 1865”

**UNIT-II: Poetry** (20 L)

- a) **Walt Whitman**- “Prayer of Columbus”
- b) **Emily Dickinson**- i) “There’s a Certain Slant of Light”, ii) “A Light Exists in Spring”,
- c) **Robert Frost**- “The Death of the Hired Man”
- d) **Ezra Pound**- i) “A Pact”, ii) *Cantos* Section XLV
- e) **Carl Sandburg**- “Chicago”
- f) **Sylvia Plath**- i) “Tulips”, ii) “The Surgeon at 2a.m.”
- g) **Allen Ginsberg**- “Sun flower Sutra”
- h) **Billy Collins**- “Forgetfulness”

**UNIT-III: Novel** (13 L)

**Toni Morrison**- *The Bluest Eye*

**UNIT-IV: Drama** (12 L)

**Edward Albee**- *Who’s Afraid of Virginia Woolf?*

**Bibliography:**

**Primary sources**

Dutta, Nandana. *American Literature*. Hyderabad: Orient Black Swan, 2016.

Fisher, William et al (ed.) *American Literature of the 19<sup>th</sup> Century: An Anthology*. New Delhi: Eurasia Publishing House, 1965.

Levine, Robert et al (ed.) *The Norton Anthology of American Literature*. Vol. 1. New York: W.W. Norton & Company, 2017.

Oliver, Egbert et al. (ed.) *American Literature 1890-1965: An Anthology*. New Delhi: Eurasia Publishing House, 1965.

Reidhead, Julia et al. *The Norton Anthology of American Literature*. Vol. 2. New York: W. W. Norton & Company, 2017.

## **Secondary sources**

### **A) BACKGROUND**

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Bell, Bernard W. *The Afro-American Novel and Its Tradition*. Amherst: University of Massachusetts Press, 1987.

Buell, Lawrence. *Literary Transcendentalism: Style and Vision in the American Renaissance*. Ithaca, NY: Cornell University Press, 1986.

Cunliffe, Marcus. *The Literature of the United States*. Baltimore: Ringwood: Penguin Books, 1967.

### **B) AUTHORS**

#### **1) Columbus**

Sale, Kirkpatrick. *The Conquest of Paradise: Christopher Columbus and the Columbian Legacy*, Plume, 1991.

#### **2) John Heckewelder**

Wilson, J. & Fiske, J., eds. "Heckewelder, John Gottlieb Ernestus". *Appletons' Cyclopædia of American Biography*. New York: D. Appleton, 1892.

#### **3) Philip Freneau**

Bowden, Mary W. *Philip Freneau*. Boston: Twayne, 1976).

#### **4) Anne Bradstreet**

Gordon, Charlotte. *Mistress Bradstreet: The Untold Life of America's First Poet*. New York: Little, Brown, 2005

#### **5) Paul Laurence Dunbar**

Brawley, Benjamin G. *Paul Laurence Dunbar: Poet of His People*. Chapel Hill, NC, **James Fenimore Cooper**

Bergmann, Frank. "The Meanings of Indians and Their Land in Cooper's *The Last of the Mohicans*". In: Frank Bergmann (ed.): *Upstate Literature: Essays in Memory of Thomas*

F.O'Donnell.SyracuseUniversityPress, 1985, 117–128

**6) Benjamin Franklin**

Aldridge, Alfred Owen. *Benjamin Franklin, Philosopher and Man*. Philadelphia: Lippincott, 1965.

**7) RW Emerson**

Barry M. Andrews. *Emerson As Spiritual Guide: A Companion to Emerson's Essays for Personal Reflection and Group Discussion*. Red Wheel, 2003.

**8) HD Thoreau**

Bloom, Harold, ed. *Modern Critical Views: Henry David Thoreau*. New York: Chelsea House Publishers, 1987.

**9) Walt Whitman**

Bloom, Harold, ed. *Walt Whitman*. Broomall, PA: Chelsea House Publishers, 1999.

**10) Emily Dickinson**

Agrawal, Abha. *Emily Dickinson, Search for Self*. New Delhi: Young Asia Publications, 1977.

**11) Ezra Pound**

Ackroyd, Peter. *Ezra Pound and His World*. London: Thames and Hudson, 1980.

**12) Carl Sandburg**

Durnell, Hazel. *The America of Carl Sandburg*. Washington D.C.: University Press of Washington D.C., 1965.

**13) Sylvia Plath**

Axelrod, Steven G. "Jealous Gods." *Sylvia Plath: The Wound and the Cure of Words*. Baltimore: John Hopkins UP, 1990.

**14) Allen Ginsburg**

Barry Miles. *Ginsberg: A Biography*. New York: Simon and Schuster, 1989.

**15) Toni Morrison**

Bjork, Patrick Bryce. *The Novels of Toni Morrison: The Search for Self and Place within the*

*Community*. New York: Peter Lang, 1996. Davis, Angela. *Women, Race and Class*: Toni Morrison. New York, Random House, 1981.

**16) Edward Albee**

Amacher, Richard E. *Edward Albee*. Rev. ed. Boston: Twayne: 1982.

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## Mapping of Program Outcomes with Course Outcomes

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

**Subject:** English

**Course:** American Literature

**Course Code:** PAEN414

**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 skill.

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