

Ahmednagar Jilha Maratha Vidya Prasarak Samaj's
New Arts, Commerce, and Science College, Ahmednagar
(Autonomous)
(Affiliated to Savitribai Phule Pune University, Pune)



National Education Policy (NEP)
Choice Based Credit System (CBCS)

Programme Framework

M. A. ENGLISH

Implemented from

Academic Year 2023-24

Ahmednagar Jilha Maratha Vidya Prasarak Samaj's
New Arts, Commerce and Science College, Ahmednagar
(Autonomous)

Board of Studies in ENGLISH

Sr. No.	Name	Designation
1.	Dr. Balasaheb B. Sagade	Chairman
2.	Prof. Dr. Jayashri. B. Aher	Member
3.	Dr. Vivek B. Dode	Member
4.	Prof. Dr. Dilip Chavan	Academic Council Nominee
5.	Prof. Dr. Mustajeeb Khan	Academic Council Nominee
6.	Dr. Deepak Borgave	Vice-Chancellor Nominee
7.	Prof. Dr. VijayThanage	Alumni
8.	Mr. Devendra Jamgoankar	Industry Expert

Prologue/ Introduction of the programme: Prologue/ Introduction of the Programme

MA English, the programme is introduced with the intention to provide advanced skills and knowledge in varied fields of English Studies like Language, Literature, Communication, Literary Criticism, Aesthetic Theory, Language Policy and Pedagogical Implications. The students who acquire basic language skills get introduced to necessary jargon regarding the above aspects of English Studies, must inculcate research potential and problem-solving capacity with the application of the knowledge database that he acquires during his master's programme.

One of the basic motives of the programme is to develop versatile reading habits, reading for specific purposes, with the thorough understanding of the text in context with its several implications on life and society. Such a reading will further help students to develop rational thinking and reflective ability which is base of any kind of research. Reading of philosophical, historical, social, cultural texts along with literary and linguistic texts and policy documents and legal documents will necessarily develop the cognitive capacities of our students.

Both in selection of courses and broader areas of study, the said motif is the guiding principle. The same principle helps us to select variety of texts for the present syllabi. The master's programme in English intends to broaden the socio-cultural, politico-historical horizons of our students. It intends to prepare them to accept the challenges of the melting global scene. It intends to make them a global citizen with due apparatus of indigenous knowledge systems of every kind.

The above well-meaning intentions obviously take due cognizance of the competitive nature of the employment market. The syllabus, in every possible way equips with the needs of the employability and helps students to grab best possible opportunity.

2. Programme Outcomes (POs) Programme Outcomes (Pos) (M.A. English)

Students enrolled in the program complete a curriculum that exposes and trains students in a full range of essential skills and abilities. By the end of the programme he gathers potential ability to do following things:

- I. The student acquires and implements linguistic, critical and literary concepts and applies them to suitable context/s.
- II. The student understands the interrelation between various branches of knowledge, perceives their interdisciplinary nature and uses it to theorize the situations/ movements around him/her
- III. S/ He equips himself with paradigms of research methodology and undertakes individual/group research projects.
- IV. The student develops library and reference skills and uses them to enhance scope of his cognitive processes.
- V. The student understands the history of critical and aesthetic thought, its implications on art and literature and its relevance to his socio-cultural existence
- VI. The student equips himself with advanced linguistic, communicative and translation skills and thereby supports himself to improve employability.
- VII. The students acquire creative and critical skills and potential for due implementation.

5.2 Distribution of credits

Type of Courses	Total Credits	Credits/ Semester
Discipline-Specific Core Courses (DSC)	54	14 /12
Discipline Specific Elective Courses (DSE)	16	04
Research Methodology	04	Semester I only
On Job Training/ Internship	04	Semester II only
Project	10	Semesters III and IV only
Total	88	22

5.3 Master of Arts (M.A.) Course Distribution

Class	Semester	Subjects	Courses	DSC		DSE		RM/OJT/ Internship etc.		Project *	Total
				T	P*	T	P*	T	P*		
M. A. I	I	01	06	04	00	01	00	00	01	00	06
M. A. I	II	01	06	04	00	01	00	00	01	00	06
Exist Option: Award of PG Diploma with 44 credits											
M. A. II	III	01	06	04	00	01	00	00	00	01	05
M. A. II	IV	01	05	03	00	01	00	00	00	01	05

5.4 Master of Arts (M. A.) Credit Distribution

Class	Semester	Subjects	Courses	DSC		DSE		RM/OJT/ Internship etc.		Project *	Total Credits
				T	P*	T	P*	T	P*		
M. A. I	I	01	06	14	00	04	00	04	00	00	22
M. A. I	II	01	06	14	00	04	00	04	00	00	22
Exist Option: Award of PG Diploma with 44 credits											
M. A. II	III	01	05	14	00	04	00	00	00	04	22
M. A. II	IV	01	05	12	00	04	00	00	00	06	22
				54	00	16	00	08	00	10	88

* The Board of Studies as per requirement may add practical courses without changing credits distribution and the number of courses prescribed for the specific class

5.5 Master of Arts (M. A.) Distribution of Courses

Class	Semester	Course and their credits			
		DSC	DSE	RM/OJT/ Internship etc.	Project *
M. A. I	I	DSC -01 (04)	DSE -01 (04)	RM (04)	NA
M. A. I	I	DSC -02 (04)			
M. A. I	I	DSC -03 (04)			
M. A. I	I	DSC -04 (02)			
M. A. I	II	DSC -05 (04)	DSE -02 (04)	OJT (04)	NA
M. A. I	II	DSC -06 (04)			
M. A. I	II	DSC -07 (04)			
M. A. I	II	DSC -08 (02)			
M. A. II	III	DSC-09 (04)	DSE -03 (04)	NA	Project (04)
M. A. II	III	DSC-10 (04)			
M. A. II	III	DSC-11 (04)			
M. A. II	III	DSC-12 (02)			
M. A. II	IV	DSC-13 (04)	DSE -04 (04)	NA	Project (06)
M. A. II	IV	DSC-14 (04)			
M. A. II	IV	DSC-15 (04)			

Programme Framework (Courses and Credits): M. A. ENGLISH

Sr. No.	Year	Semester	Level	Course Type	Course Code	Title	Credits
1.	I	I	6.0	DSC-01	MA-ENG111T	Literature from 1550 to 1798	04
2.	I	I	6.0	DSC-02	MA-ENG112T	Literature from 1798 to present	04
3.	I	I	6.0	DSC-03	MA-ENG113T	Literary Theory and Criticism	04
4.	I	I	6.0	DSC-04	MA-ENG114T	Trends and Movements in Literature	02
5.	I	I	6.0	DSE-01	MA-ENG115T	Contemporary Studies in English Language	04
6.	I	I	6.0	RM-01	MA-ENG116T	Research Methodology in English	04
7.	I	II	6.0	DSC-05	MA-ENG121T	Literature from 1550 to 1798	04
8.	I	II	6.0	DSC-06	MA-ENG122T	Literature from 1798 to present	04
9.	I	II	6.0	DSC-07	MA-ENG123T	Literary Theory and Criticism	04

10	I	II	6.0	DSC-08	MA-ENG124T	Trends and Movements in Literature	02
11	I	II	6.0	DSE-02	MA-ENG125T	Contemporary Studies in English Language	04
12	I	II	6.0	OJT-01	MA-ENG126T	On Job Training	04
13	II	III	6.5	DSC-09	MA-ENG211T	Indian Writing in English	04
14	II	III	6.5	DSC-10	MA-ENG212T	Applied Linguistics	04
15	II	III	6.5	DSC-11	MA-ENG213T	Cultural Studies	04
16	II	III	6.5	DSC-12	MA-ENG214T	Translation Studies	02
17	II	III	6.5	DSE-02	MA-ENG215T	Academic Writing	04
18	II	III	6.5	RP-01	MA-ENG216T	Research Project	04
19	II	IV	6.5	DSC-13	MA-ENG221T	Indian Writing in English	04
20	II	IV	6.5	DSC-14	MA-ENG222T	Applied Linguistics	04
21	II	IV	6.5	DSC-15	MA-ENG223T	Cultural Studies	04
22	II	IV	6.5	DSE-03	MA-ENG224T	Academic Writing	04
23	II	IV	6.5	RP-02	MA-ENG225T	Research Project	06

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Syllabus
M. A. ENGLISH

Title of the Course: English Literature from 1550 to 1750								
Year: I				Semester: I				
Course Type	Course Code	Credit Distribution		Credits	Allotted Hours	Allotted Marks		
		Theory	Practical			CIE	ESE	Total
DSC-1	MA-ENG111T	04	00	04	60	30	70	100

Learning Objectives:

1. Introduce students with different genre developed during prescribed time of English literature
2. Provide knowledge about the linguistic and thematical concerns appeared in the literature of the time.
3. Orient about the stages of cultural and social development in Europe as appeared in literature of the time.

Course Outcomes-

- 1)A student gets introduced to the major movements and figures of English Literature through a study of selected literary texts/pieces published during the period prescribed for study.
- 2)A student enhances his/her literary sensibility and emotional response to literary texts. S/he understand the thematic and stylistic preoccupations of the writers prescribed for study.
- 3)A student develops ability to critically examine the writers' thematic concerns and to point out the (in)significance of such concerns in the postcolonial context.
- 4)A student recognizes the distinctive ways in which the writers differed, in their ideological positions, from their counterparts belonging to different ages.
- 5)A student receives basic information about England's political, social and cultural developments during the period prescribed for study.
- 6)A student develops potential to critically assess the 'universal' values that writers tend to project in their writings.
- 7)A student is able to apply the literary-critical principles they study in the paper 'Literary Criticism and Theory' to the texts prescribed or to any other text they read.
- 8)A student understands the learners the canonical relevance of the texts prescribed.
- 9)A student identifies potential areas of research on which they can work independently for securing a degree or merely for the sake of obtaining knowledge.

10) A student enhances proficiency in English.

COURSE CONTENT -

1) Unit I:

Philip Sidney, Edmund Spenser, Walter Raleigh, Robert Herrick- 15 clock hours

2) Unit II:

John Donne, Andrew Marvell, George Herbert, Edmund Waller- 15 clock hours

3) Unit III:

Christopher Marlowe: Edward II- 15 clock hours

4) Unit IV:

William Shakespeare: The Tempest- 15 clock hour

(4 Credit course- Each credit has 15 clock hours, 1 unit=1 credit)

Unit-I:

15 clock hours

Sir Philip Sidney: I. 'Come Sleep! O Sleep ii. The Certain Knot of Peace'

Edmund Spenser: Sonnet No 75 (One Day I Wrote her Name..)

Sir Walter Raleigh: The Lie

Robert Herrick: Delight in Disorder

Unit-II

15 clock hours

John Donne: i) Sweetest Love I Do Not Goe ii) Batter my heart, three-person'd God

Andrew Marvell: The Garden

George Herbert: i) Death ii) The Collar

Edmund Waller: Go, lovely Rose

Unit-III

15 clock hours

Christopher Marlowe: Dr. Faustus

Unit-IV

15 clock hours

William Shakespeare: The Tempest

REFERENCES

ONLINE RESOURCES

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

Sir Philip Sidney “Come Sleep! O Sleep, the certain knot of peace”

[<https://www.poetryfoundation.org/poems/45160/astrophil-and-stella-39-come-sleep-o-sleep-the-certain-knot-of-peace>]

Edmund Spenser

Sonnet 75 (One Day I Wrote her Name..)

[<https://www.poetryfoundation.org/poems/50048/amoretti-xv-ye-tradefull-merchants-that-with-weary-toyle>]

Sir Walter Raleigh “The Lie” [<https://www.poetryfoundation.org/poems/50019/the-lie-56d22cb6afd43>]

Robert Herrick “Delight in Disorder”

[<https://www.poetryfoundation.org/poems/47285/delight-in-disorder>]

John Donne i) Sweetest Love I Do Not Goe ii) “Batter my heart, three-person'd God”

[<https://www.poetryfoundation.org/poems/44106/holy-sonnets-batter-my-heart-three-persond-god>]

Andrew Marvell The Garden [[https://poetry.princeton.edu/2008/12/09/The Garden/](https://poetry.princeton.edu/2008/12/09/The%20Garden/)]

George Herbert i) “Death” ii) “The Collar”

[<https://www.poetryfoundation.org/poems/50703/death-56d22dfa49664>]

[<https://www.poetryfoundation.org/poems/44360/the-collar>]

Edmund Waller “Go, lovely Rose” [<https://www.poetryfoundation.org/poems/50341/go-lovely-rose-56d22d5b33186>] **Christopher Marlowe** Dr. Faustus

Marlowe, Christopher. Edward II. London: Nick Hern Books, 1997 (or any other standard edition).

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Ahmednagar Jilha Maratha Vidya Prasarak Samaj's
New Arts, Commerce and Science College, Ahmednagar
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Syllabus
M. A. ENGLISH

Title of the Course: English Literature from 1798 to the Present								
Year: I				Semester: I				
Course Type	Course Code	Credit Distribution		Credits	Allotted Hours	Allotted Marks		
		Theory	Practical			CIE	ESE	Total
DSC-2	MA-ENG112T	04	00	04	60	30	70	100

Learning Objectives:**Course Outcomes (Cos)**

- 1.To enhance their proficiency in English Critically appreciate a work of literature along with the background of the age and writer.
- 2.Understand the influence of the ideologies of the time on literature.
- 3.Critically appreciate the canon of literature
- 4.Enhance their written and spoken language through their regular seminars, assignments and group discussions.

Semester-I

Unit-I: ST Coleridge, William Wordsworth:	15 clock hours
Unit-II: PB Shelley, John Keats, Felicia Hemans:	15 clock hours
Unit-III: Mary Shelley:	15 clock hours
Unit-IV: Jane Austen:	15 clock hours

Unit-I **15 clock hours**

S. T. Coleridge:

- i) Frost at Midnight
- ii) Dejection: An Ode

William Wordsworth:

Lines Composed a few Lines Above Tintern Abbey

Unit-II**15 clock hours****P. B Shelley:**

1. The World is Too Profaned

ii.) Ozymandias

John Keats:

i) Ode on a Grecian Urn

ii) On First Looking into Chapman's Homer

Felicia Hemans:

1. The Bird's Release

Unit-III**15 clock hours**

William Golding: Lord of Flies

Unit-IV**15 clock hours**

Jane Austen: Emma

ONLINE RESOURCES

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

S. T. Coleridge "Frost at Midnight" , "Dejection: An Ode

[<https://www.poetryfoundation.org/poems/43986/frost-at-midnight>]

[<https://www.poetryfoundation.org/poems/43973/dejection-an-ode>] William Wordsworth
"Resolution and Independence"

[<https://www.poetryfoundation.org/poems/45545/resolution-and-independence>]

P. B Shelley "England in 1819" [<https://www.poetryfoundation.org/poems/45118/england-in-1819>]

John Keats "Ode on a Grecian Urn"; "On First Looking into Chapman's Homer"

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

[<https://www.poetryfoundation.org/poems/44481/on-first-looking-into-chapmans-homer>]

Felicia Hemans "The Bird's Release"

/ **Mary Shelley** Frankenstein [Any standard edition] Jane Austen Persuasion [Any standard edition]

SECONDARY SOURCES**ST Coleridge**

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William Wordsworth

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PB Shelley

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John Keats

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D'Avanzo, Mario. L. Keats's Metaphors for the Poetic Imagination. Durham, NC: Duke University Press, 1967.

De Almeida, Hermione. Critical Essays on John Keats. Boston: G. K. Hall, 1990.

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Ende, Stuart A. Keats and the Sublime (New Haven: Yale University Press, 1976).

Evert, Walter. Aesthetic and Myth in the Poetry of Keats. Princeton. Princeton University Press, 1965.

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Wolfson, Susan J. ed. Felicia Hemans: Selected Poems, Letters, Reception Materials. Princeton University Press, 2005.

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O'Neill, Michael & Mahoney Charles, eds. *Romantic Poetry: An Annotated Anthology*. Blackwell, 2007.

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William Golding

1. Carey, John William Golding: *The Man Who Wrote Lord of Flies*. (New York: Simon and Schuster 2009)

2. L. L. Dickson *The Modern Allegories of William Golding* (University of South Florida Press, 1990).

Jane Austen

Babb, Howard S. *Jane Austen's Novels: The Fabric of Dialogue*. Columbus: Ohio State University Press, 1962.

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Brown, Julia Prewitt. *Jane Austen's Novels: Social Change and Literary Form*. Cambridge, MA: Harvard University Press, 1979.

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Copeland, Edward and Juliet McMaster, eds. *The Cambridge Companion to Jane Austen*. Cambridge: Cambridge University Press, 1997.

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Ahmednagar Jilha Maratha Vidya Prasarak Samaj's
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Syllabus
M. A. ENGLISH

Title of the Course: Literary Theory and Criticism								
Year: I				Semester: I				
Course Type	Course Code	Credit Distribution		Credits	Allotted Hours	Allotted Marks		
		Theory	Practical			CIE	ESE	Total
DSC-3	MA-ENG113T	04	00	04	60	30	70	100

Learning Objectives:

1. Orientation about the structural and thematic development in the area of literary theory and criticism over the period of time.
2. Orientation about the growing interdisciplinary nature of the subject.
3. Orientation about changing perceptions and views about the reading of literature over the period of time.
4. Orientation about the changing norms of the structure and function of criticism.

Course Outcomes (Cos)

- 1) A student knows the nature, function and relevance of literary criticism and theory.
- 2) A student understands various important critical approaches and their basic tenets.
- 3) A student deals with highly intellectual and radical content and thereby develop their logical thinking and analytical ability.
- 4) A student develops sensibility and competence for practical application of critical approach to literary texts.
- 5) A student equips with the critical jargon necessary to theorize literary and cultural issues.

ALLOTMENT OF CREDITS

One credit is equal to 16 clock hours per unit for both semesters. This also includes the completion of the background survey and basics of critical approaches. The allotment is as below:

Semester-I

Background survey and basics of critical approaches: **06 clock hours**

Unit I: Classical Criticism- **14 clock hours**

(7 clock hours to each essay)

Unit II: Neoclassical Criticism- (7 clock hours to each essay)	14 clock hours
Unit III: Romanticism and Victorian Criticism- (7 clock hours to each essay)	14 clock hours
Unit IV: Modernism and New Criticism- (7 clock hours to each essay)	14 clock hours

COURSE CONTENT

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

Semester-I

Background survey and basics of critical approaches: 06 clock hours

Unit-I: Classical Criticism 14 clock hours

1. **Aristotle-** Poetics (Chapter 6 to 10)

2. **From Bharata's Natyashastra-**The Theory of Rasa

S. N. Dasgupta (from Indian Aesthetics: An Introduction, ed. by V. S. Seturaman, Macmillan, 1992)

Unit-II: Neoclassical Criticism 14 clock hours

1. **Aphra Behn-** Preface to The Lucky Chance

2. **Samuel Johnson-** Preface to Shakespeare

(both texts from The Norton's Anthology of Theory & Criticism) **

Unit-III: Romanticism and Victorian Criticism 14 clock hours

1. **William Wordsworth -**Preface to Lyrical Ballads

2. **Mary Wollstonecraft-**Vindication of the Rights of Women (**Chapter II**)

(both texts from The Norton's Anthology of Theory & Criticism)

Unit-IV: Modernism and New Criticism 14 clock hours

1. **T. S. Eliot-** Tradition and Individual Talent

2. **Cleanth Brooks-** The Language of Paradox

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- Bloom, Harold. ed. *The Art of The Critic: Literary Theory and Criticism from the Greek to the Present*. Vol. II, Early Renaissance. New York: Chelsea House, 1986
- Bloom, Harold. ed. *The Art of The Critic: Literary Theory and Criticism from the Greek to the Present*. Vol. 5, Early Romantics. New York: Chelsea House, 1988
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- Coyle, Martin, Peter Garside, Malcolm Kelsall and John Peck, eds. *Encyclopedia of Literature and Criticism*. London and New York: Routledge, 1990.
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Ahmednagar Jilha Maratha Vidya Prasarak Samaj's
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(Autonomous)
Syllabus
M. A. ENGLISH

Title of the Course: Trends and Movements in English Literature								
Year: I				Semester: I				
Course Type	Course Code	Credit Distribution		Credits	Allotted Hours	Allotted Marks		
		Theory	Practical			CIE	ESE	Total
DSC-4	MA-ENG114T	02	00	02	30	15	35	50

Learning Objectives:

1. Get information about different trends and movements that proved influential in shaping literatures and arts across the globe.
2. To understand different concepts related to these trends and movements
3. Get introduced to the salient features of these trends and movement which will bring qualitative improvement in reading of literature.
4. To know the social, cultural, political, historical aspects that were helpful for the emergence of these trends and movements.
5. To study the impact of these trends and movements on the contemporary literatures across the globe.

Course outcomes:

1. The students understand the impact of renaissance on European culture and how it paved way for neoclassical literature.
2. The students know the cultural aspects involved in the emergence of pre-raphelite movement. They learn about the subtle relation between painting and poetry.
3. The students understand the connection between democratic movements in Europe, increasing industrialization and emergence of realistic –naturalistic art and literature
4. The students enable themselves to recognize symbols and images in prescribed poetry and prose. emergence of Dadaism. They recognize the surrealist element in given poetry and prose.
5. The students become capable of knowing the revolt against the establishment found in Beat Poetry. They connect it to the socio-cultural situation of contemporary West.

Credit Distribution:

- Unit I - 15 clock hours - 1 credit**
Unit I - 15 clock hours - 1 credit.

Detailed Syllabus:**Unit I:****15 clock hours**

1. The Renaissance
2. The Enlightenment
3. Pre- Raphaelite Movement
4. Realism and Naturalism

Unit II:**15 clock hours**

1. The symbolist Movement
2. The Imagist Movement
3. Gothic Literature
4. Russian Formalism

Evaluation- 15 marks internal Test

35 marks semester end examination

Suggested Readings/Material:

1. Abrahms M. H. Glossoty of Literaty Terms, Mackmillan, Mumbai 2002.
2. Selden, Raman, Peter Widdowson and Peter Brooker. A Reader's Guide to Contemporary Literary Theory. 4th edn. Hemel Hempstead: Prentice Hall 1997.
3. Seturaman V. S. (ed.) Contemporary Criticism: An Anthology. Macmillan, 2011 edition.
4. Bloom, Harold. ed. The Art of The Critic: Literary Theory and Criticism from the Greek to the Present. Vol. II, Early Renaissance. New York: Chelsea House, 1986.
5. Thorat et.al edited, Spectrum of literaty Criticism, Mackmillan India, Mumbai,2003

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M. A. ENGLISH

Title of the Course: Contemporary Studies in English Language								
Year: I				Semester: I				
Course Type	Course Code	Credit Distribution		Credits	Allotted Hours	Allotted Marks		
		Theory	Practical			CIE	ESE	Total
DSE-1	MA-ENG115T	04	00	04	60	30	70	100

Learning Objectives:

- Examine contemporary theories and approaches in the study of English language.
- Develop an advanced understanding of the English Language's structure, history, and variation
- Enhance linguistic analysis skills through the examination of grammar, phonetics and semantics.
- Explore the sociolinguistic aspects of English, including its regional, social and global variation.

Course Outcomes:

- Learner understands the contemporary theoretical advancement in the study of English Language
- Learners understand the intersection of language, literature, and culture.

Course Outline:**Unit 1:**

- **Theoretical perspectives in contemporary English language studies**
15 Clock Hours
 - Ferdinand de Saussure's Structuralist View of Grammar:
 - I) Synchronic and Diachronic Studies
 - II) Langue and Parole
 - III) Syntagmatic and Paradigmatic Relations
 - IV) Signifier and Signified
 - Chomsky's Theory of Transformational Generative Grammar
 - Concept of Generative Grammar
 - Language Acquisition Cognitive Approach
 - Concept of Kernel and Non-Kernel Sentences
 - Competence

- Dell Hyme's Concept of Communicative Competence

Unit 2: Linguistic Analysis

15 Clock Hours

- Phonology:
 - sounds and sound patterns in English
 - Syllable Structures
 - Stress and Intonation
- Morphology:
 - Morph, morpheme and allomorph
 - Types of Morphemes
 - Word formation
- Syntax: Sentence structure and grammatical relationships
 - Compound-Complex Sentence Analysis

Unit 3: Semantics

15 Clock Hours

- a) Nature of Semantics
- b) Meaning of Semantics
- c) Seven Types of Meaning
- d) Lexical Semantics

Unit 4: Sociolinguistics:

15 Clock Hour

- a) Language change and language variation
- b) Language contact
 - I) Borrowing
 - II) Code-mixing and Code-switching
 - III) Bilingualism/multilingualism
 - IV) Pidgin
 - V) Creole
- c) English as a lingua franca and its implications
- d) Language policy and planning in multilingual societies
 - I) Language Maintenance
 - II) Language Death
 - III) Language Planning
 - IV) Standardization of Language

Suggested Reading:

- Aarts, Bas. The Oxford Handbook of English Grammar. Oxford UP, 2013.
- Pinker, Steven. The Language Instinct: How the Mind Creates Language. Harper Perennial Modern Classics, 2007.

- Crystal, David. The Cambridge Encyclopedia of English Language. 3rd Ed., Cambridge UP, 2018.
- McWhorter, John. The Power of Babel: A Natural History of Language. Times Books, 2002.
- Dowens, William. Language and Society 2nd ed., Cambridge UP, 2019.
- McGregor, William. Linguistics: An Introduction. Bloomsbury, 2015.
- Finegan, Edward. Language: Its Structures and Use. 7th ed., Wadsworth Cengage Learning, 2017.
- Hockett, C.F. A Course in Modern Linguistics. California: MacMillan Books. 1960.
- Lyons, John. Language and Linguistics. Cambridge UP, 1981.
- Yule, George. The Study of Language, Cambridge, Cambridge UP, 1985.
- Gimson, A.C. Introduction to English Pronunciation. London: ELBS. 1960.
- Syal, Pushpinder and D.Jindal. V. An Introduction to Linguistics: Language Grammar and Semantics. New Delhi: Prentice Hall of India, 2001.
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- Labow, W. Sociolinguistics Patterns. Philadelphia: University of Pennsylvania, 1991.
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- Leech, Geoffrey. Semantics: The Study of Meaning. 2nd ed., Harmondsworth, Penguin Books, 1981.
- Crystal, David. Language and the Internet. Cambridge UP, 2006.

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Syllabus
M. A. ENGLISH

Title of the Course: Research Methodology								
Year: I				Semester: I				
Course Type	Course Code	Credit Distribution		Credits	Allotted Hours	Allotted Marks		
		Theory	Practical			CIE	ESE	Total
RM-1	MA-ENG116T	04	00	04	60	30	70	100

Learning Objectives:

In specific practical aims, the present course aims to:

- To provide students with a basic understanding of research.
- To raise awareness of crucial aspect of the nature of knowledge and the value of research methods.
- To introduce the concept at the heart of every research project –the research problem- and to discuss what a researchable problem is.
- To evaluate literature, form a variety of sources, pertinent to the research objectives.
- To identify and justify the basic components of the research framework, relevant to the tackled research problem.
- To explain and justify how researchers will collect research data and discuss how to cite sources, using the styles and justify this choice.
- To consider the kind of language to use in an academic written work
 - To put forward a credible research proposal
 - To equip the students with the tools and techniques of research
 - To acquaint them with the research process
 - To prepare them for undertaking research
 - To train them in presenting their research

Course Outcomes (Cos)

After learning this course students will able to:

- Understand of ethical issues related to Research and Publication
- Write research papers/thesis following publication ethics
- Understand fundamentals of research methodology
- Learn decision making on research topics
- Identify sources of research problems
- Collect and analyze data

- Apply various methods for collecting primary and secondary data
- Understand research trends in interdisciplinary area
- Understand research approaches
- Understand various research methodologies
- Define a research problem
- Perform data analysis
- Write research papers and reports
- Explain key research concepts and issues
- Read, comprehend, and explain research articles their academic discipline

Detailed Syllabus:

Unit: I RESEARCH

15 Lectures

1. Concept of Research and The Mechanics of Writing

A review of the Fundamentals, Nature and Scope of Research, Objectives of Research, General Characteristics of Research, Criteria of Good Research, Types of Research

2. The Mechanics of Writing

Critical Thinking, selecting a Research Problem, Delimiting the Problem, Defining the Problem Statement of a Problem

Unit: II REVIEW

15 Lectures

1. The Review of Literature

Need of Review of Literature, Primary and secondary sources, How to Conduct the Review of Literature, Some Hints for the Review of Literature, Reporting the Review of Literature

2. Format and documentation of research paper

Spelling, Punctuation, Italics, Numbers, Title of work, Quotations, Format and documentation of research paper, Works cited – Citing works, Essays, Articles, Newspapers, Journals, Internet – sources, Analysis of specimen research writings, Motivate students for critical thinking

Unit: III HYPOTHESIS and APROACH

15 Lectures

1. The Research Hypotheses

Meaning and Nature of Hypothesis, Importance of Hypothesis, Difference between hypothesis and problem, Formulation of a Hypothesis

2. The Research Approach

The Philosophical Background, The Qualitative Approach, The Quantitative Approach, The Mixed-Methods Approach, Criteria for Selecting a Research Approach

Unit: IV DATA COLLECTION

15 Lectures

1. Data Collection Methods

Questionnaires, Interviews, Focus Groups, Observation, Interdisciplinary Research principles and methods

2. Presentation of Research

Title, aims and objectives, format of the thesis, introductions and conclusions, footnotes and endnotes, avoiding plagiarism, quoting and creating in-text citations, presenting research findings, using standard style sheets
Interdisciplinary Research-principles and methods

3. Practical Work

1. Write a research proposal on a topic of your interest.
2. Write a project on a topic assigned by the teacher.
3. Write a Research paper on a topic of your interest.
4. Write a book Review of any book of your choice.
5. Write a review of literature on any assigned topic.

Suggested Readings:

1. Bhattacharyya, D. K. Research Methodology. Excel Books India, 2009.
2. Dawson, Catherine. Practical Research Methods: A User-friendly Guide to Mastering Research Techniques and Projects. How to Books, 2002.
3. Garg, Bhanwar L., and Renu Kavdia. Introduction To Research Methodology. 2002.
4. Hazelkorn, Ellen, et al. Research Handbook on Quality, Performance and Accountability in Higher Education. 2018.
5. Kothari, C. R. Research Methodology: Methods and Techniques. New Age International, 2004.
6. Leedy, Paul D., and Jeanne E. Ormrod. Practical Research: Planning and Design. 2013.
7. The Modern Language Association of America. MLA Handbook. Modern Language Assn. of America, 2021.

8. Sinha, M.P. *Research Methods in English*. Atlantic Publishers & Distributers, 2004.
9. Wadehra, B. L. *Law Relating to Patents, Trade Marks, Copyright, Designs and Geographical Indications*. 2004.
10. Chaskar A. *Doing Research in Literature and Language*. Vaibhav Publications, 2009.
11. Seth K. *Research Methodology in English*. 2010.
12. Kothari, C. R. *Research Methodology*. New Age International (P) Limited, Publishers, 2004.
13. Dr. Pandya, Shefali. *Research Methodology*. APH Publishing Corporation, 2012.
14. Dr, Trivedi, Chetan, Dr. Pandya, Nishant. *Research Methods in English Literature*. Paradise Publishers, 2015.
15. Das, Ajay. *Modern Methods in English Research*. Bhasker Publications, 2010.
16. Kumar, Ranjit. *Research Methodology: A Step-by-Step Guide for Beginners*. SAGE Publications, 2014.
17. Thanulingom, N. *Research Methodology*. Himalaya Publishing House, 2000.
18. Singh, R.P. *Research Methods in English*. Jaipur: Book Enclave, 2013.
19. Abdul Rahim, F. (2005), *Thesis Writing: A Manual for Researchers* (New Delhi: New Age International)
20. Adam Sirjohn (2004), *Research Methodology: Methods & Techniques*, Delhi: New Age International Ltd
21. Altick, R. D. (1963), *The Art of Literary Research*, New York: Norton
22. Barker, Nancy and Nancy Hulgig (2000), *A Research Guide for Under Graduate Students*
23. Bateson, F. W. (1972), *The Scholar Critic: An Introduction to Literary Research*, London: Routledge
24. Brown, James Dean (2006), *Understanding Research in Second Language Learning*, New York: Cambridge University Press
25. Caivary R & Nayak V K (2005), *Research Methodology*, S Chand
26. Chindhade, S, and A. Thorat (2009), *An Introduction to Research*, Mumbai: CUP
27. Eliot, Simon and W. R. Owens (4th edn. 1998), *A Handbook to Literary Research*, New York: MLA Association
28. Gupta, R. K. *American Literature Fundamentals of Research*, ASRC Hyderabad, 1971.
29. Hunt, A. *Your Research Project*, New Delhi: Foundation Books, 2005.
30. Litosseliti, L. *Using Focus Groups in Research*, British Library Cataloguing
31. Miller, R. H. *Handbook of Literary Research*, Methuen, 2000.
32. Mishra, D. S. *A Grammar of Literary Research*, New Delhi: Harman Publishing House, 1989
33. Oakman, Robert L. *Computer Methods for Literary Research*, Athens: University of Georgia Press, 1984.

34. Rahim, F. Abdul. Thesis Writing-A Manual for Researchers, New Delhi: New Age International Ltd., 1996
35. Rajannan, B. Fundamentals of Research, ASRC Hyderabad, 1968.
36. Rengachari, S. & Rengachari, S. Research methodology for English Literature, Bareilly: Prakash Book Depot
37. Seliger. Second Language Research Methods, Oxford University Press, 2001.
38. Winkler, Anthony C. & Accuen, Jo Roy. Writing the Research Paper, Thomson Heinle, 2003.

Ahmednagar Jilha Maratha Vidya Prasarak Samaj's
New Arts, Commerce and Science College, Ahmednagar
(Autonomous)
Syllabus
M. A. ENGLISH

Title of the Course: English Literature from 1550 to 1798								
Year: I				Semester: II				
Course Type	Course Code	Credit Distribution		Credits	Allotted Hours	Allotted Marks		
		Theory	Practical			CIE	ESE	Total
DSC-5	MA-ENG121T	04	00	04	60	30	70	100

Learning Objectives:

1. To introduce students to the major movements and figures of English Literature through a study of selected literary texts/pieces published during the period prescribed for study.
2. To enhance learners' literary sensibility and their emotional response to literary texts and to help them understand the thematic and stylistic preoccupations of the writers prescribed for study.
3. To enable them to critically examine the writers' thematic concerns and to point out the significance of such concerns in the historical context.
4. To provide learners some basic information about England's political, social and cultural developments during the period prescribed for study.

Course Outcomes

01) A student gets introduced to the major movements and figures of English Literature through a study of selected literary texts/pieces published during the period prescribed for study.

02) A student enhances his/her literary sensibility and emotional response to literary texts. S/he understand the thematic and stylistic preoccupations of the writers prescribed for study.

- 03) A student develops ability to critically examine the writers' thematic concerns and to point out the (in)significance of such concerns in the postcolonial context.
- 04) A student recognizes the distinctive ways in which the writers differed, in their ideological positions, from their counterparts belonging to different ages.
- 05) A student receives basic information about England's political, social and cultural developments during the period prescribed for study.
- 06) A student develops potential to critically assess the 'universal' values that writers tend to project in their writings.
- 07) A student is able to apply the literary-critical principles they study in the paper 'Literary Criticism and Theory' to the texts prescribed or to any other text they read.
- 08) A student understands the learners the canonical relevance of the texts prescribed.
- 09) A student identifies potential areas of research on which they can work independently for securing a degree or merely for the sake of obtaining knowledge.
- 10) A student enhances proficiency in English.

Allotment of Credits:

Unit-I: John Milton:	12 clock hours
Unit-II: John Dryden, Alexander Pope and William Blake	18 clock hours
Unit-III: Richard Steele, Joseph Addison, Ben Jonson:	16 clock hours
Unit-IV: Jonathan Swift:	14 clock hours

COURSE CONTENT

Unit-1 **12 clock hours**

John Milton: Paradise Lost (Book I)

Unit-II **18 clock hours**

John Dryden: Mac Flecknoe

Alexander Pope: The Rape of the Lock (Book I)

William Blake: i) "The Little Black Boy" (from Songs of Innocence)

ii) "London" (fromSongs of Experience)

Unit-III **16 clock hours**

Richard Steele: Fashionable Affectations Joseph Addison: The Dream—An Allegory Ben Jonson: Volpone

Unit-IV : **14 clock hours**

Jonathan Swift: Gulliver's Travel

ONLINE SOURCES

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

John Milton *Paradise Lost* (Book IX)

<https://www.poetryfoundation.org/poems/45718/paradise-lost-book-1> John Dryden
MacFlecknoe [<https://www.poetryfoundation.org/poems/44181/mac-flecknoe>] Alexander
Pope *The Rape of the Lock* (Book I) <https://www.poetryfoundation.org/poems/44906/the-rape-of-the-lock>]

William Blake i) "The Little Black Boy" (from *Songs of Innocence*) ii) *London* (from *Songs of Experience*)

[<https://www.poetryfoundation.org/poems/43671/the-little-black-boy>]
[<https://www.poetryfoundation.org/poems/43673/london-56d222777e969>]

Richard Steele *Fashionable Affectations* [from AS Cairncross. *Eight Essayists*. Chennai: Macmillan, 2002(rpt.)]. This book is available on Internet.

Joseph Addison *The Dream—An Allegory* (from AS Cairncross' *Eight Essayists*)

Ben Jonson *The Alchemist* Peacock Pub 2001

Jonathan Swift *Gulliver's Travels* [Any standard edition]

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John Milton

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Benet, Diana Treviño, and Michael Lieb, ed. *Literary Milton: Text, Pretext, Context*. Pittsburgh, Pa.: Duquesne University Press, 1994.

Bloom, Harold. ed. *John Milton*. New York: Chelsea House Pub, 1986.

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- Miller, David M. *John Milton: Poetry*. Boston, 1978. Rptd. [CD] London, 1992.
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- Stein, Arnold S, ed. *On Milton's Poetry: A Selection of Modern Studies*. Greenwich, 1970.
- Wolfe, Don M. *Milton and His England*. Princeton, 1971.

John Dryden

- Anderson, Winn James. *John Dryden and His World*. Yale Univ Press, 1988.
- Bywaters, David A. *Dryden in Revolutionary England*. University of California Press, 1991.
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Hammond, Paul & David Hopkins. *John Dryden: Tercentenary Essays*. Oxford Univ. Press, 2000.

Hopkins David. ed. *John Dryden Selected Poems*. London: Routledge, 2007.

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Parfitt, G. A. & James Kinsley. *John Dryden: Selected Criticism*. Oxford University Press, 1999.

Ward, C.E. *Life of John Dryden*. Univ of North Carolina Press, 1961.

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

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Wykes, David. *A Preface to Dryden*. (Longman Group, 1977).

Zwicker, Steven N. ed. *The Cambridge Companion to John Dryden*. (Cambridge University Press, 2004).

Alexander Pope

Dobrée, B. *Alexander Pope*. London: Sylvan Press, 1951.

Frost, W.. "The Rape of the Lock and Pope's Homer". *Modern Language Quarterly*, 8(3), (1947) pp.342-354.

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Thomas, C.. *Alexander Pope and his Eighteenth-century Women Readers*. Southern Illinois University Press, 1994.

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William Blake

Adams, Hazard. *William Blake: A Reading of the Shorter Poems*. Seattle: University of Washington Press, 1963.

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- Wicksteed, Joseph H. *Blake's Innocence and Experience: A Study of the Songs and Manuscripts*. London: Dent, 1928.

Richard Steele

Bertrand, A. Goldgar. *The Curse of Party: Swift's Relations with Addison and Steele*. University of Nebraska Press, 1961.

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Walker, Hugh. *The English Essay and Essayists* J. M. Dent & Sons Ltd., 1915

Joseph Addison

Beljame, Alexandre. *Men of Letters and the English Public in the Eighteenth Century, 1660-1744: Dryden, Addison, Pope*. K. Paul, Trench, Trübner, 1948

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Ben Jonson

Bruce David, Ben Jonson's *The Alchemist: A Retelling*, 2000

Bamborough, J. B. *Ben Jonson*. New York: Humanities Press, 1970.

Barish, Jonas A. *Ben Jonson and the Language of Prose Comedy*. Cambridge (MA): Harvard UP, 1960.

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Jonathan Swift

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- Gravil, Richard. ed. *"Gulliver's Travels": A Casebook*. London: Macmillan 1974. Lock, F. P. *The Politics of Gulliver's Travels*. Clarendon: Oxford, 1980.
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- Rosenheim, Edward. *Swift and the Satirist's Art*. Chicago: Univ. of Chicago Press, 1963.
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Ahmednagar Jilha Maratha Vidya Prasarak Samaj's
New Arts, Commerce and Science College, Ahmednagar
(Autonomous)
Syllabus
M. A.ENGLISH

Title of the Course: Literature from 1798 to present								
Year: I				Semester: II				
Course Type	Course Code	Credit Distribution		Credits	Allotted Hours	Allotted Marks		
		Theory	Practical			CIE	ESE	Total
DSC-6	MA-ENG122T	04	00	04	60	30	70	100

Learning Objectives: Course Outcomes:

- 1.To enhance their proficiency in English Critically appreciate a work of literature along with the background of the age and writer.
- 2.Understand the influence of the ideologies of the time on literature.
- 3.Critically appreciate the cannon of literature
- 4.Enhance their written and spoken language through their regular seminars, assignments and group discussions.

Unit I: Elizabeth Barrett Browning, Alfred Tennyson, Robert Browning: 12 clock hours

Unit II: TS Eliot, WB Yeats, Siegfried Sassoon: 16 clock hours

Unit III: Seamus Heaney, Anthony Thwaite, Kathryn Simmonds, Jean Rhys: 20 clock hours

Unit IV: Tom Stoppard: 12 clock hours

Unit-I 12 clock hours

Elizabeth Barrett Browning: “The Cry of the Children”

Alfred Lord Tennyson: The Eagle

Robert Browning: “Among the Rocks”

Unit-II 16 clock hours

T. S. Eliot: “Preludes”

W. B. Yeats: i) “Easter 1916”

Siegfried Sassoon: “Counter-Attack”

Unit-III 20 clock hours

Seamus Heaney: “Blackberry-Picking”

Jean Rhys: Wide Sargasso Sea

Unit-IV: 12 clock hours

Tom Stoppard: Rosencrantz and Guildenstern Are Dead

ONLINE RESOURCES

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

Elizabeth Barrett Browning “The Cry of the Children”

[<https://www.poetryfoundation.org/poems/43725/the-cry-of-the-children>]

Alfred Lord Tennyson from In Memoriam “I envy not in any moods” [Section 27]

[<https://www.poetryfoundation.org/poems/45336/in-memoriam-a-h-h-obiit-mdcccxxxiii-27>]

Robert Browning “Among the Rocks”

[<https://www.poetryfoundation.org/poems/43744/among-the-rocks>]

T. S. Eliot “Preludes” [<https://www.poetryfoundation.org/poems/44214/preludes-56d22338dc954>]

W. B. Yeats “Easter 1916” [<https://www.poetryfoundation.org/poems/43289/easter-1916>]

Siegfried Sassoon “Counter-Attack”

[<https://www.poetryfoundation.org/poems/57220/counter-attack>]

Seamus Heaney i) “Blackberry-Picking” ii) “Mid-Term Break”

[<https://www.poemhunter.com/poem/blackberry-picking-3/>]

[<http://www.ashcombe.surrey.sch.uk/legacy/Curriculum/english/GCSE/Y11/English>]

Jean Rhys Wide Sargasso Sea [Any standard edition]

Tom Stoppard Rosencrantz and Guildenstern Are Dead [Any standard edition]

SECONDARY SOURCES**Elizabeth Barrett Browning**

- Bidney, Martin. *Patterns of epiphany: from Wordsworth to Tolstoy, Pater, and Barrett Browning*. Edwardsville: Southern Illinois University Press, 1997.
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- Alfred Lord Tennyson**
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Robert Browning

Clyde de L. Ryals. *The Life of Robert Browning*. Cambridge, MA: Blackwell Publishers, 1993.

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T. S. Eliot

Ackroyd, Peter. *T.S. Eliot: A Life*. New York. Simon & Schuster, 1984. Asher, Kenneth. *T. S. Eliot and Ideology*. Cambridge University Press, 1995.

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Madge V. M. *The Knight and the Saint: A Study of T. S. Eliot's Development*. Jaipur: Book Enclave, 2004.

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W. B. Yeats

Ellmann, Richard. Yeats: The Man And The Masks. Norton, 1978.

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Jeffares, A Norman. A Commentary on the Collected Poems of W. B. Yeats. Stanford University Press, 1968.

Jeffares, A. Norman. The Poetry of W. B. Yeats. New York: Barron's Educational Series, 1961

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Seamus Heaney

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Jean Rhys

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Tom Stoppard

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Kelly, Katherine E., ed. *The Cambridge Companion to Tom Stoppard*. Cambridge: Cambridge University Press, 2001.

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Ahmednagar Jilha Maratha Vidya Prasarak Samaj's
New Arts, Commerce and Science College, Ahmednagar
(Autonomous)
Syllabus
M. A. ENGLISH

Title of the Course: Literary Theory and Criticism								
Year: I				Semester: II				
Course Type	Course Code	Credit Distribution		Credits	Allotted Hours	Allotted Marks		
		Theory	Practical			CIE	ESE	Total
DSC-7	MA-ENG123T	04	00	04	60	30	70	100

Learning Objectives:

1. Orientation about the structural and thematic development in the area of literary theory and criticism over the period of time.
2. Orientation about the growing interdisciplinary nature of the subject.
3. Orientation about changing perceptions and views about the reading of literature over the period of time.
4. Orientation about the changing norms of the structure and function of criticism.

Course Outcomes:

1. The student understands different theoretical paradigms and their interdisciplinary nature
2. The student understands the elusive nature of literary studies and acquaints himself with the vast range of theoretical possibilities in the process of interpretation.
3. The students understand the nature of co-creative and cognitive processes during the reading activity.
4. The student understands the interrelations between different arts with possible areas of difference and their socio-cultural implications.
5. The student equips himself with critical apparatus, essential for rational thinking and reflective ability.
6. The student understands the rich complexity of the western critical tradition and interrogates the situation in indigenous languages and literatures.

Unit-I: Structuralism and Poststructuralism **15 clock hours**

- i) Tzvetan Todorov- Structural Analysis of Narrative
- ii) Michel Foucault- What is an Author?

Unit-II: Psychoanalysis and Reader Response Criticism **15 clock hours**

- i) Lionel Trilling- Freud and Literature
- ii) Stanley Fish- Is There a Text In This Class?

Unit-III: Marxist Criticism and Cultural Studies **15 clock hours**

- i) Terry Eagleton- Marxism and Literary Criticism (Chapters 1&2)
- ii) Susan Sontag: Against Interpretation (the title essay)

Unit-IV: Feminist Criticism and Postcolonialism **15 clock hours**

- i. Simone de Beauvoir: Woman's Situation and Character, Chapter 6 (from The Second Sex)
- ii. Postcolonialism: From Orientalism: Chapter 1
 - 1.1 Knowing the Oriental

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- Plain, Gill and Sellers Susan, ed. *History of Feminist Literary Criticism*. Cambridge University Press: 2007.
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- Wright, Elizabeth, ed. *Feminism and Psychoanalysis: A Critical Dictionary*. Oxford and Cambridge, Mass.: Basil Blackwell, 1992.

Ahmednagar Jilha Maratha Vidya Prasarak Samaj's
New Arts, Commerce and Science College, Ahmednagar
(Autonomous)
Syllabus
M. A. ENGLISH

Title of the Course: Major Trends and Movements in Literature								
Year: I				Semester: II				
Course Type	Course Code	Credit Distribution		Credits	Allotted Hours	Allotted Marks		
		Theory	Practical			CIE	ESE	Total
DSC-8	MA-ENG124T	02	00	02	30	15	35	50

Learning Objectives: Learning Objectives:

1. Get information about different trends and movements that proved influential in shaping literatures and arts across the globe.
2. To understand different concepts related to these trends and movements
3. Get introduced to the salient features of these trends and movement which will bring qualitative improvement in reading of literature.
4. To know the social, cultural, political, historical aspects that were helpful for the emergence of these trends and movements.
5. To study the impact of these trends and movements on the contemporary literatures across the globe.

Course outcomes:

1. The students understand the impact of renaissance on European culture and how it paved way for neoclassical literature.
2. The students know the cultural aspects involved in the emergence of pre-raphelite movement. They learn about the subtle relation between painting and poetry.
3. The students understand the connection between democratic movements in Europe, increasing industrialization and emergence of realistic –naturalistic art and literature
4. The students enable themselves to recognize symbols and images in prescribed poetry and prose. emergence of Dadaism. They recognize the surrealist element in given poetry and prose.
5. The students become capable of knowing the revolt against the establishment found in Beat Poetry. They connect it to the socio-cultural situation of contemporary West.

Credit Distribution:

Unit I - 15 clock hours - 1 credit

Unit I - 15 clock hours - 1 credit.

Detailed Syllabus:

Unit I: - **15 clock hours**

1. New Historicism
2. Dada and Surrealism
3. The Postmodern
4. Beats Generation

Unit II: - **15 clock hours**

1. Harlem Renaissance
2. Transcendentalism
3. Existentialism
4. Post-Humanism

Evaluation- 15 marks internal Test / Assignments

35 marks semester end examination

Suggested Readings/Material:**References**

1. Abrahms M. H. Glossoty of Literaty Terms, Mackmillan, Mumbai 2002.
2. Selden, Raman, Peter Widdowson and Peter Brooker. A Reader's Guide to Contemporary Literary Theory. 4th edn. Hemel Hempstead: Prentice Hall 1997.
3. Seturaman V. S. (ed.) Contemporary Criticism: An Anthology. Macmillan, 2011 edition.
4. Bloom, Harold. ed. The Art of The Critic: Literary Theory and Criticism from the Greek to the Present. Vol. II, Early Renaissance. New York: Chelsea House, 1986
5. Thorat et.al edited, Spectrum of literaty Criticism, Mackmillan India, Mumbai,2003

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M. A.

Title of the Course: Contemporary Studies in English Language	
Year: I	Semester: II

Course Type	Course Code	Credit Distribution		Credits	Allotted Hours	Allotted Marks		
		Theory	Practical			CIE	ESE	Total
DSE-2	MA-ENG125T	04	00	04	60	30	70	100

Semester: II**Semester: II****Learning Objectives:**

- Analyze and interpret literary texts in English, examining their linguistic features and stylistic devices.
- Engage with current research and theories in the field of English language studies
- Develop advanced academic writing skills and critical thinking abilities.

Course Outcomes:

- Learner learns to apply linguistic concepts into literature study.
- Learner understands the role of technology in language teaching and learning.
- Learners' research skills in language develop.

Unit 1: Stylistics and Literary Linguistic**15 Clock Hours**

- Stylistic devices and figures of speech
- Analysis of literary texts: Poetry, prose and drama
- Language and identity in literature

Unit 2: Language and Technology**15 Clock Hours**

- Digital communication and new media
- Computer Assisted Language Learning (CALL)
- Mobile Assisted Language Learning (MALL)
- The Different Functions of Media for Language Learning (SAMR Model)

Unit 3: Applied English Language Studies**15 Clock Hours**

- English for specific purposes: academic, business, or technical contexts
- Language assessment and testing
- Language policy and language education

Unit 4: Research Methods in English language studies**15 Clock Hours**

- Approaches to language research
- Qualitative and quantitative research methods
- Corpus linguistics and data-driven analysis
- Data collection and analysis techniques

e) Ethical considerations in language research

Assessment Methods:

Writing assignments: essays, research papers and literature reviews

Oral presentations on contemporary language topics on assigned topics

Class participation in discussions

Examinations or quizzes to assess understanding of linguistic concepts

Written assignments: essays, literature reviews, or reflective journal

• **Suggested Reading:**

- Aarts, Bas. *The Oxford Handbook of English Grammar*. Oxford UP, 2013.
- Pinker, Steven. *The Language Instinct: How the Mind Creates Language*. Harper Perennial Modern Classics, 2007.
- Crystal, David. *The Cambridge Encyclopedia of English Language*. 3rd Ed., Cambridge UP, 2018.
- McWhorter, John. *The Power of Babel: A Natural History of Language*. Times Books, 2002.
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- Hockett, C.F. *A Course in Modern Linguistics*. California: MacMillan Books. 1960.
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- Yule, George. *The Study of Language*, Cambridge, Cambridge UP, 1985.
- Gimson, A.C. *Introduction to English Pronunciation*. London: ELBS. 1960.
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- Thakur, Damodar. *Linguistics Simplified: Syntax*. Patna: Bharati Bhawan. 1998.
- Verma and Krishnaswamy. *Modern Linguistics: An Introduction*. Oxford, UP, 1989.
- Labov, W. *Sociolinguistics Patterns*. Philadelphia: University of Pennsylvania, 1991.
- Hudson, R.A. *Sociolinguistics*. 2nd ed., Cambridge UP, 1996.
- Leech, Geoffrey. *Semantics: The Study of Meaning*. 2nd ed., Harmondsworth, Penguin Books, 1981.

- Crystal, David. Language and the Internet. Cambridge UP, 2006.

**Ahmednagar Jilha Maratha Vidya Prasarak Samaj's
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Syllabus
M. A. ENGLISH**

Title of the Course: On Job Training

Year: I			Semester: II					
Course Type	Course Code	Credit Distribution		Credits	Allotted Hours	Allotted Marks		
		Theory	Practical			CIE	ESE	Total
OJT-1	MA-ENG126T	04	00	04	60	30	70	100

Learning Objectives:

Course Outcomes (Cos)

1. abc
2. def
3. ghi
4. jkl
5. mno

Guidelines for OJT

Unit I: XYZ	(Allotted Lectures)
Unit II: XYZ	(Allotted Lectures)
Unit III: XYZ	(Allotted Lectures)
Unit IV: XYZ	(Allotted Lectures)

Suggested Readings/Material:

- 1.
- 2.
- 3.