



**Fergusson College (Autonomous)  
Pune**

**Learning Outcomes-Based Curriculum  
for  
M. A. English**

**With effect from June 2019**

## Programme Outcomes

|          |   |
|----------|---|
| <b>1</b> | Explores literary history, works, genres and periods of literatures in English. He/She comprehends the salient features of different literary periods and movements.  |
| <b>2</b> | Is able to interpret a text independently as he is familiar with the tools to analyse a literary text. The course enables the learner to enrich aspects like critical thinking, the art of interpretation, research skills and comparative study. |
| <b>3</b> | Knows the tools that are essential for a systematic study of linguistics. He/She is able to apply various concepts in linguistics to different types of texts.  |
| <b>4</b> | Is acquainted with the various theoretical and practical aspects of language and literature teaching. He/She has a sound understanding of different approaches, methods and techniques that could be utilized in the process of teaching.         |
| <b>5</b> | Develops his awareness in the aesthetics of Translation studies, Postcolonial studies and Women's Writing.  |
| <b>6</b> | Exhibits a good linguistic, literary, critical and communicative competence and possesses the necessary skills to work in the field of education, corporate sector, media, journalism, etc.   |

## PROGRAMME STRUCTURE

| <b>YEAR</b> | <b>COURSE CODE</b> | <b>COURSE TITLE</b>                           | <b>CREDITS</b> |
|-------------|--------------------|---|----------------|
| FYMA        | ENG4101            | From Chaucer to the Metaphysical Poets        | 4              |
| FYMA        | ENG4102            | Romantic & Victorian Literature               | 4              |
| FYMA        | ENG4103            | Contemporary Studies in English Language I    | 4              |
| FYMA        | ENG4104:           | Literary Criticism and Theory I               | 4              |
|             |                    |   |                |
| FYMA        | ENG4201            | From Milton to the Neo-Classical age          | 4              |
| FYMA        | ENG4202            | Modern & Post-War Literature                  | 4              |
| FYMA        | ENG4203            | Contemporary Studies in English Language II   | 4              |
| FYMA        | END4204:           | Literary Criticism And Theory II              | 4              |
|             |                    |   |                |
| SYMA        | ENG5301            | Indian Writing in English-I                   | 4              |
| SYMA        | ENG5302            | English Language and Literature Teaching - I  | 4              |
| SYMA        | ENG5303            | American Literature - I                       | 4              |
| SYMA        | ENG5304            | Women's Writing in English -I                 | 4              |
| SYMA        | ENG5305            | Translation Studies- I                        | 4              |
| SYMA        | ENG5306            | Post Colonial English Literature -I           | 4              |
| SYMA        | ENG5401            | Indian Writing in English-II                  | 4              |
| SYMA        | ENG5402            | English Language and Literature Teaching - II | 4              |
| SYMA        | ENG5403            | American Literature - II                      | 4              |
| SYMA        | ENG5404            | Women's Writing in English -I                 | 4              |
| SYMA        | ENG5405            | Translation Studies- II                       | 4              |
| SYMA        | ENG5406            | Post Colonial English Literature -II          | 4              |

**Semester I: ENG 4101-**

**From Chaucer to the Metaphysical Poets**

**Credits: 4**

| Learning Outcomes   | Suggested Pedagogical Processes  |
|---|--|
| <p>The learner:</p> <ol style="list-style-type: none"> <li>1. Contextualises texts in terms of socio-historical milieu</li> <li>2. Understands the evolution of literature through different epochs</li> <li>3. Explores texts independently from a holistic perspective by analysing the literary as well as extra-literary dimensions within them</li> <li>4. Applies the knowledge acquired to other texts and real-life situations</li> <li>5. Researches other texts from the era and attempts to come up with innovative/original readings</li> </ol> | <ol style="list-style-type: none"> <li>1. Reading of texts, analysis through discussion</li> <li>2. Student Presentations</li> <li>3. Group Discussions</li> <li>4. Film screenings</li> <li>5. Research orientation by using different critical approaches</li> </ol> |

| UNIT No. | Title and Contents  |
|----------|---|
| Unit I   | <b>Geoffrey Chaucer:</b> Selections from <i>Canterbury Tales</i>  |
| Unit II  | <p><b>Thomas Wyatt:</b> a) They flee from me...<br/>b) Farewell Love, and all thy Laws forever...</p> <p><b>Henry Howard, Earl of Surrey:</b><br/>a) Description of Spring<br/>b) Alas, so all things now do hold their peace</p> <p><b>Philip Sidney:</b> a) My true love hath my heart..<br/>b) Thou blind man's mark<br/>c) Ye goat-herd Gods</p> <p><b>Edmund Spenser:</b> Epithalamion</p> |
| Unit III | <p><b>John Donne:</b> a) The Flea<br/>b) The Good Morrow</p> <p><b>George Herbert:</b> a) The Collar</p> <p><b>Andrew Marvell:</b> a) The Garden<br/>b) To His Coy Mistress</p> <p><b>Henry Vaughan:</b> a) The Retreat</p>   |
| Unit IV  | <b>Christopher Marlowe:</b> <i>Doctor Faustus</i>   |
| Unit V   | <b>William Shakespeare:</b> <i>Measure for Measure</i>  |
| Unit VI  | <p><b>Francis Bacon:</b> a) Of Truth<br/>b) Of Friendship<br/>c) Of Wisdom for a Man's Self</p>   |

**PAPER CODE: ENG4102**  
**PAPER TITLE: ROMANTIC AND VICTORIAN LITERATURE**  
**Credits-4**

| LEARNING OUTCOMES   | Suggested Pedagogical Processes  |
|---|--|
| <p>The learner:</p> <ol style="list-style-type: none"> <li>1. Explores English literary history, works, genres, and periods of British literature from the Romanticism to the end of 20<sup>th</sup> century.</li> <li>2. Identifies the salient features of different literary periods and movements within the prescribed span.</li> <li>3. Demonstrates an understanding of texts within their specific socio-cultural and historical contexts.</li> <li>4. Critically analyses various literary elements in the selected texts of literary genres like poetry, drama and novel by exhibiting judicious use of secondary material.</li> <li>5. Compares the prescribed texts with the texts of her/his own interest and cultivates linguistic, literary and critical competence.</li> <li>6. Articulates her/his views on given literary texts by demonstrating an independent ability to read and examine texts.</li> </ol> | <ol style="list-style-type: none"> <li>1. Lecture method is used for the effective implementation</li> <li>2. The students are encouraged to explore the background of the prescribed texts through library visits.</li> <li>3. Active group discussions are conducted in order to examine a given literary work from different critical perspectives.</li> <li>4. The students are made to display their understanding through oral presentations.</li> <li>5. Film screening is organized based on the prescribed literary texts.</li> <li>6. ICT is used in the classroom in order to demonstrate a topic in a better way.</li> </ol> |

**Course Contents:**

| UNIT No. | Title and Contents   |
|----------|--|
| UNIT I   | <p>ROMANTIC POETRY:</p> <ol style="list-style-type: none"> <li>A) William Wordsworth: Tintern Abbey</li> <li>B) S.T. Coleridge: Dejection : An Ode</li> <li>C) William Blake: Auguries of Innocence</li> <li>D) John Keats: Ode to Psyche</li> <li>E) P.B. Shelley: To Night</li> </ol>  |
| UNIT II  | <p>ROMANTIC Fiction:</p> <p>Jane Austen – Northanger Abbey</p>   |
| UNIT III | <p>VICTORIAN POETRY:</p> <ol style="list-style-type: none"> <li>A) Lord Tennyson: The Lady of Shallot</li> <li>B) Robert Browning: Fra Lippo Lippi</li> <li>C) Elizabeth Barrett Browning: How do I Love thee</li> <li>D) Dante Rossetti: Autumn Idleness</li> <li>E) Mathew Arnold- Memorial Verses</li> </ol>  |
| UNIT IV  | <p>VICTORIAN PROSE:</p> <ol style="list-style-type: none"> <li>A) Thomas Carlyle- The Signs of Our Times</li> <li>B) John Henry, cardinal Newman- The Idea of a University</li> <li>C) John Ruskin- The Roots of Honour from <i>Unto this Last</i></li> <li>D) Walter Pater- Romanticism and Classicism</li> <li>E) Frederic Harrison- A Few Words about the Nineteenth Century</li> </ol> |

**Course Code and Title of the Course/ Paper: ENG4103  
CONTEMPORARY STUDIES IN ENGLISH LANGUAGE I**

**Credits: 4**

| Learning Outcomes   | Suggested Pedagogical Processes   |
|---|---|
| <p>The learner</p> <ol style="list-style-type: none"> <li>1. Studies different concepts in linguistics.</li> <li>2. Understands the scope and career opportunities in different branches of linguistics.</li> <li>3. Thinks critically of various issues related to linguistics</li> <li>4. Develops his linguistic competence by studying various levels of linguistic analysis</li> <li>5. Recognizes the differences between native and non-native varieties of English and develops a positive attitude towards Indian English</li> <li>6. Identifies how Grammar has been looked upon with varied perspectives in different periods</li> <li>7. Applies various concepts in linguistics to understand and interpret different kinds of texts.</li> </ol> | <ol style="list-style-type: none"> <li>1. The learner centric approach is adopted.</li> <li>2. Students are encouraged to make presentations.</li> <li>3. Experts in the field of linguistics are invited for interaction.</li> <li>4. Different types of reference material is provided to the students.</li> <li>5. Use of ICT is made for effective understanding of the topic.</li> </ol> |

| Unit No. | Title of Unit and Contents   |
|----------|--|
| I        | <p><b>Understanding Linguistics</b></p> <p>A) i) What is Linguistics?<br/>ii) Branches of Linguistics<br/>iii) Basic concepts in Linguistics- Langue and Parole, Synchronic and Diachronic Linguistics, Syntagmatic and Paradigmatic Relations</p> <p>B) i) What is Language?<br/>ii) Characteristics of Language<br/>iii) Functions of Language</p> |
| II       | <p><b>Phonology</b></p> <p>A) Phonemes of English- Description and Classification<br/>B) The concept of Syllable and its structure<br/>C) Word Accent, Sentence Accent and Strong and Weak Forms<br/>D) Intonation- Tone groups, Nucleus and Uses of Tones<br/>E) The Rhythm of English</p>  |
| III      | <p><b>Morphology</b></p> <p>F) Structure of words, Morphemes and Allomorphs<br/>G) Types of Morphemes (Free, Bound, Inflectional and Derivational)<br/>H) Processes of Word-formation (Affixation, Compounding, Conversion, Clipping, Blending and Acronymy)<br/>I) Problems of Morphological Analysis</p>   |
| IV       | <p><b>Syntax: A Descriptive View</b></p> <p>a) Elements of Grammar<br/>b) Verbs and Verb Phrase<br/>c) Nouns, Pronouns and the Basic Noun Phrase<br/>d) Simple, Compound and Complex sentences</p>   |

**PAPER CODE- ENG4104**  
**PAPER TITLE- : Literary Criticism and Theory-I**  
**Credits -4**

| Learning Outcomes   | Suggested Pedagogical Processes   |
|---|---|
| <p>The learner</p> <ol style="list-style-type: none"> <li>1. Develops a comprehensive understanding of theoretical and practical aspects of criticism and literary theory</li> <li>2. Becomes aware of the relation between literature and criticism</li> <li>3. Practices application of the basic concepts of criticism to literary texts</li> <li>4. Demonstrates how the basic concepts in contemporary theory is applied to literary texts.</li> <li>5. Enhances awareness in the aesthetics of literary an cultural texts.</li> </ol>   | <ol style="list-style-type: none"> <li>1. The learner centric approach is adopted.</li> <li>2. Students are encouraged to make presentations.</li> <li>3. Experts in the field of linguistics are invited for interaction.</li> <li>4. Different types of reference material is provided to the students.</li> <li>5. Use of ICT is made for effective understanding of the topic.</li> <li>6. Students are encouraged to apply the critical approaches studied to literary texts.</li> </ol> |
| Unit No.  | Title of Unit and Contents  |
| <b>Unit I</b>   | i) Plato: Book X -Republic<br>2) Aristotle: Excerpts from Poetics   |
| <b>Unit II</b>  | 1) Philip Sidney: Excerpts from An Apologie for Poetry<br>2) Excerpts from Dryden’s Essay on Dramatic Poesie and Samuel Johnson’s Preface to Shakespeare  |
| <b>Unit III</b>   | i) Samuel Coleridge: Biographia Literaria: Chapter 14<br>ii) Matthew Arnold: Excerpts from The Function of Criticism at the Present Time  |
| <b>Unit IV</b>  | i) T. S. Eliot: Tradition and the Individual Talent<br>ii) Mikhail Bakhtin: Concepts of Dialogism, Heteroglossia and Diglossia  |
| <p><b>References:</b></p> <p>Blamires Harry. A History of Literary Criticism. Macmillan.<br/>           Murray Penelope &amp; Dorsch T. S. (trans.) Classical Literary Criticism. Penguin Books, 20004 edition.<br/>           Mure William: Critical History: Language and Literature of the Ancient Greece. London: Longman. 1850.<br/>           Bennett Andrew and Royle Nicholas. Introduction to Literature, Criticism and Theory. Pearson-Longman. IIIrd edition, 2004.<br/>           Castle Gregory. The Blackwell Guide to Literary Theory. Blackwell, 2007.<br/>           Habib M. A. R. A History of Literary Criticism: from Plato to the Present. Blackwell, 2005.<br/>           Seturaman V. S. (ed.) Contemporary Criticism: An Anthology. Macmillan, 2011 edition.<br/>           Wellek, Rene and Austin Warren. Theory of Literature. 3d ed. New York: Harcourt, 1962.</p> |   |

**ENG 4201**  
**From Milton to the Neo-Classical Age**  
**Credits: 4**

| Learning Outcomes   | Suggested Pedagogical Processes  |
|---|--|
| <p>The learner:</p> <ol style="list-style-type: none"> <li>1. Contextualises texts in terms of socio-historical milieu</li> <li>2. Understands the evolution of literature through different epochs</li> <li>3. Explores texts independently from a holistic perspective by analysing the literary as well as extra-literary dimensions within them</li> <li>4. Applies the knowledge acquired to other texts and real-life situations</li> <li>5. Researches other texts from the era and attempts to come up with innovative/original readings</li> </ol> | <ol style="list-style-type: none"> <li>1. Reading of texts, analysis through discussion</li> <li>2. Student Presentations</li> <li>3. Group Discussions</li> <li>4. Film screenings</li> <li>5. Research orientation by using different critical approaches</li> </ol> |

| UNIT No. | Title and Contents  |
|----------|---|
| Unit I   | <b>John Milton:</b> <i>Paradise Lost (Book IV)</i>  |
| Unit II  | <b>John Dryden:</b> Macflecknoe<br><b>Anne Finch:</b> The Introduction<br><b>Alexander Pope:</b> Essay on Man(Epistle II)   |
| Unit III | <b>Aphra Behn:</b> <i>The Rover</i>   |
| Unit IV  | <b>Richard Sheridan:</b> <i>The Rivals</i>  |
| Unit V   | <b>Henry Fielding:</b> <i>Tom Jones</i>   |
| Unit VI  | <b>William Collins:</b> Ode Written in 1746<br><b>William Cowper:</b> The Solitude of Alexander Selkirk<br><b>Thomas Gray:</b> Ode on the Death of a Favourite Cat Drowned in a Tub of Goldfishes |

**PAPER CODE: ENG4202**  
**PAPER TITLE: MODERN AND POST-WAR LITERATURE**  
**Credits-4**

| LEARNING OUTCOMES   | Suggested Pedagogical Processes  |
|---|--|
| <ol style="list-style-type: none"> <li>1. Explores English literary history, works, genres, and periods of British literature from the Romanticism to the end of 20<sup>th</sup> century.</li> <li>2. Identifies the salient features of different literary periods and movements within the prescribed span.</li> <li>3. Demonstrates an understanding of texts within their specific socio-cultural and historical contexts.</li> <li>4. Critically analyses various literary elements in the selected texts of literary genres like poetry, drama and novel by exhibiting judicious use of secondary material.</li> <li>5. Compares the prescribed texts with the texts of her/his own interest and cultivates linguistic, literary and critical competence.</li> <li>6. Articulates her/his views on given literary texts by demonstrating an independent ability to read and examine texts.</li> </ol> | <ol style="list-style-type: none"> <li>1. Lecture method is used for the effective implementation</li> <li>2. The students are encouraged to explore the background of the prescribed texts through library visits.</li> <li>3. Active group discussions are conducted in order to examine a given literary work from different critical perspectives.</li> <li>4. The students are made to display their understanding through oral presentations.</li> <li>5. Film screening is organized based on the prescribed literary texts.</li> <li>6. ICT is used in the classroom in order to demonstrate a topic in a better way.</li> </ol> |
| UNIT No.  | Title and Contents   |
| UNIT I  | MODERN POETRY:   |
|   | <p style="text-align: center;">A) Wilfred Owen: 1.Strange Meeting<br/>2. Futility</p> <p style="text-align: center;">B) T.S. Eliot:Love Song of J. Alfred Prufrock</p> <p style="text-align: center;">C) W.B. Yeats : A Prayer for My Daughter</p> <p style="text-align: center;">D) D.H. Lawrence: Autumn Rain</p> <p style="text-align: center;">E) John Masefield: Sea Fever</p>  |
| UNIT II   | MODERN FICTION:  |
|   | A) William Golding: <i>Lord of the Flies (1954)</i>  |
| UNIT III  | POST WAR POETRY  |
|   | <p style="text-align: center;">A) Philip Larkin- 1. Church-Going<br/>2. Faith Healing</p> <p style="text-align: center;">B) Ted Hughes- 1. The Jaguar<br/>2. Six Young Men</p> <p style="text-align: center;">C) Dylan Thomas- 1. The Force that through the Green Fuse<br/>Drives the Flower<br/>2. A Refusal to Mourn Death, by Fire, of a Child in<br/>London</p> <p style="text-align: center;">D) Seamus Heaney- 1. The Harvest Bow<br/>2. North</p> <p style="text-align: center;">E) Carol Ann Duffy- 1. Anne Hathaway<br/>2.Mrs. Tiresias</p>  |
| UNIT IV   | POST WAR DRAMA   |
|   | Tom Stoppard- <i>Rosencrantz and Guildenstern are Dead</i>   |



## References:

1. Kulkarni, Pralhad, (1994), William Golding: A Critical Study, Atlantic Publishers and Distributers: New Delhi.
2. Subbarao, V.V., (1987), William Golding: A Study, Sterling Publishers Pvt. Ltd.
3. Barth, J. Robert. The Symbolic Imagination (New York: Fordham, 2001).
4. Beer, John B. Coleridge the Visionary (London: Chatto and Windus, 1970).
5. Stephen Gill, William Wordsworth: A Life, Oxford University Press, 1989
6. Emma Mason, The Cambridge Introduction to William Wordsworth (Cambridge University Press, 2010)
7. Holmes, Richard. Shelley: The Pursuit. New York: E. P. Dutton, 1975.
8. Hay, Daisy. Young Romantics: the Shelleys, Byron, and Other Tangled Lives, Bloomsbury, 2010.
9. Colvin, Sidney (1917). John Keats: His Life and Poetry, His Friends Critics and After-Fame. London: Macmillan.
10. Galperin, William. The Historical Austen. Philadelphia: University of Gillie, Christopher. Austen. Pearson Education Limited, 1988 Pennsylvania Press, 2003.
11. Kirkham, Margaret. Jane Austen, Feminism and Fiction. Brighton: Harvester, 1983.
12. Odmarr, John. An Understanding of Jane Austen's Novels. Basil Blackwell: Oxford, 1981.
13. Reddy T Vasudeva. Jane Austen. The Dialectics of Self- Actualization in her Novels. Sterling Publishers Private Limited, New Delhi: 1987.
14. Beasley, Rebecca. Theorists of Modernist Poetry: T. S. Eliot, T. E. Hulme and Ezra Pound
15. Esslin, Martin. The Theatre of the Absurd. New York: Vintage Books.
16. Flynn Thomas. Existentialism: A Very Short Introduction. Oxford: Oxford University Press, 2006.
17. Jenkins, Anthony. The Theatre of Tom Stoppard. Cambridge University
18. Maxwell, Richard, Katie Trumpener. Cambridge Companion to Fiction in the Romantic Period. Cambridge, Cambridge University Press, 2008.
19. Misra, Shikha. Image Patterns in Tennyson's Major Poetry. New Delhi: Classical Publishing Company, 1998.
20. Biles, Jack and Robert Evans. William Golding: Some Critical Considerations. Kentucky: University of Kentucky Press.

**Course Code and Title of the Course/ Paper: ENG4203**  
**Contemporary studies in english language- II**  
**Credits : 4**

| Learning Outcomes   | Suggested Pedagogical Processes  |
|---|--|
| <p>The learner</p> <ol style="list-style-type: none"> <li>1. Studies different concepts in linguistics.</li> <li>2. Understands the scope and career opportunities in different branches of linguistics.</li> <li>3. Thinks critically of various issues related to linguistics</li> <li>4. Develops his linguistic competence by studying various levels of linguistic analysis</li> <li>5. Recognizes the differences between native and non-native varieties of English and develops a positive attitude towards Indian English</li> <li>6. Identifies how Grammar has been looked upon with varied perspectives in different periods</li> <li>7. Applies various concepts in linguistics to understand and interpret different kinds of texts.</li> </ol> | <ol style="list-style-type: none"> <li>1. The learner centric approach is adopted.</li> <li>2. Students are encouraged to make presentations.</li> <li>3. Experts in the field of linguistics are invited for interaction.</li> <li>4. Different types of reference material is provided to the students.</li> <li>5. Use of ICT is made for effective understanding of the topic.</li> </ol>  |
| Unit No.  | Title of Unit and Contents   |
| <b>Unit I</b>   | <p><b>Sociolinguistics</b></p> <ol style="list-style-type: none"> <li>a) Language Variation: Regional Dialects, Social Dialects/Sociolects, Idiolects, Formal and Informal Styles, Registers, Varieties of English: British English, American English and Indian English, Slang, Jargon</li> <li>b) Language Contact: Code Switching and Code Mixing, Pidgins and Creoles</li> </ol>   |
| <b>Unit II</b>  | <p><b>Syntax: Theoretical Perspectives</b></p> <ol style="list-style-type: none"> <li>a) Traditional View of Grammar</li> <li>b) Structural view of Grammar: IC Analysis</li> <li>c) Transformational Generative Grammar: Linguistic Competence and Performance, Kernel and Non-Kernel sentences, The concept of Transformations and Universal Grammar</li> </ol>  |
| <b>Unit III</b>   | <p><b>Introduction to Semantics and Pragmatics</b></p> <ol style="list-style-type: none"> <li>a) Nature of Semantics</li> <li>b) Seven Types of Meaning</li> <li>c) Lexical Semantics: Synonymy and Antonymy, Homonymy and Hyponymy, Metonymy, Polysemy</li> <li>d) What is Pragmatics?</li> <li>e) Concepts in Pragmatics: Presuppositions, Adjacency Pairs, Turn-taking, Implicatures</li> <li>f) The notion of 'Relevance'</li> </ol> |

|  |   |
|--|---|
| <b>Unit IV</b>   | <b>Speech Act Theory and Discourse Analysis</b> <ul style="list-style-type: none"> <li>a) Constatives and Performatives</li> <li>b) J.L Austin's Speech Act Theory</li> <li>c) Searle's Typology of Speech Acts</li> <li>d) Felicity Conditions</li> <li>e) The Cooperative Principle and the Politeness Principle</li> <li>f) Conversational Analysis</li> <li>g) Analysis of Literary and Non-Literary Texts</li> </ul> |
| <b>References:</b> <p>Brown, G. and Levinson, S. C. (1987), Politeness: Some Universals in Language Usage, Cambridge: CUP.</p> <p>Chomsky (1965), Aspects of the Theory of Syntax, Cambridge, Mass: MIT Press.</p> <p>Cook, Guy (2003), Applied Linguistics, Oxford : OUP.</p> <p>Cook, Guy (1989), Discourse, Oxford : OUP.</p> <p>Hudson, R. A. (2003), Sociolinguistics, Cambridge: CUP.</p> <p>Levinson, S. C. (1983), Pragmatics, Cambridge: CUP.</p> <p>Kennedy, Graeme (2011), Structure and Meaning in English, New Delhi: Pearson.</p> <p>Lyons, J. (1981), Language, Meaning and Context, Cambridge: CUP.</p> <p>Lyons, J. (1981), Language and Linguistics, Cambridge: CUP.</p> <p>Lyons, J. (1977), Semantics, Vols. 1 &amp; 2, Cambridge: CUP.</p> <p>Palmer, F. (1982), Semantics, Cambridge: CUP.</p> <p>Saeed, John (1997), Semantics, Oxford: Blackwell.</p> <p>Verschueren, Jeff (1999), Understanding Pragmatics, Edward Arnold: London.</p> <p>Yule, George (1996), Pragmatics, Oxford: OUP.</p> |   |

**PAPER CODE- ENG4204**  
**PAPER TITLE- : Literary Criticism and Theory-II**  
**Credits -4**

| Learning Outcomes  | Suggested Pedagogical Processes   |
|--|---|
| <p>The learner</p> <ol style="list-style-type: none"> <li>1. Develops a comprehensive understanding of theoretical and practical aspects of criticism and literary theory</li> <li>2. Becomes aware of the relation between literature and criticism.</li> <li>3. Practices application of the basic concepts of criticism to literary texts</li> <li>4. Demonstrates how the basic concepts in contemporary theory is applied to literary texts.</li> <li>5. Enhances awareness in the aesthetics of literary an cultural texts.</li> </ol> | <ol style="list-style-type: none"> <li>1. The learner centric approach is adopted.</li> <li>2. Students are encouraged to make presentations.</li> <li>3. Experts in the field of linguistics are invited for interaction.</li> <li>4. Different types of reference material is provided to the students.</li> <li>5. Use of ICT is made for effective understanding of the topic.</li> <li>6. Students are encouraged to apply the critical approaches studied to literary texts.</li> </ol> |

| Unit No.        | Title of Unit and Contents   |
|-----------------|--|
| <b>Unit I</b>   | <ol style="list-style-type: none"> <li>i) TzvetanTodorov: The Typology of Detective Fiction</li> <li>ii) Rolland Barthes : Death of the Author</li> </ol>  |
| <b>Unit II</b>  | <ol style="list-style-type: none"> <li>i) Excerpts from Michel Foucault’s The Order of Discourse</li> <li>ii) Excerpts from Stanley Fish’s Is there a Text in the Class?</li> </ol>  |
| <b>Unit III</b> | <ol style="list-style-type: none"> <li>i) Georg Lukacs: Excerpts from Realism in Balance</li> <li>ii) Stuart Hall: Cultural Identity and Diaspora.</li> </ol>  |
| <b>Unit IV</b>  | <ol style="list-style-type: none"> <li>i) Tejaswini Niranjana: Feminism and Cultural Studies in South Asia</li> <li>ii) Frantz Fanon: Excerpts from The Wretched of the Earth<br/>(From the Pitfalls of National Consciousness)</li> </ol> |

**References:**

*The Cambridge History of Criticism*, relevant volumes  
D.A. Russell and M. Winterbottom, eds, *Ancient Literary Criticism*  
A.H. Gilbert, ed. *Literary Criticism: Plato to Dryden*  
David Simpson, ed., *The Origins of Modern Critical Thought*  
K. Wheeler, D. Simpson, H. Nisbet, eds, *German Aesthetic and Literary Criticism* 3 vols.  
Rene Wellek, *A History of Modern Criticism*  
Hazard Adams and Leroy Searle, eds, *Critical Theory Since 1965*  
David Lodge, ed., *Modern Criticism and Theory: A Reader*