

Theory Paper			
Part- A: Introduction			
Program: PG 2-Year Programme	Class : MA	Sem: III	Session: 2025-26
Subject: English Literature			
1	Course Level	500	
2	Course Code	CC- 31	
3	Course Title	Literary Criticism and Theory-I (Paper- I)	
4	Course Type (Core Course/ Discipline Specific Elective/)	Core Course	
5	Pre-requisite (if any)	To study this course, a student is mandated to have English Literature in UG Programme as a major/minor(s) or admitted in PG programme through an entrance test conducted by the HEI.	
6	Course Learning outcomes (CLO)	On successful completion of this course, the students will be able to: 1. understand about the principles of Indian as well as Western European philosophy and aesthetic theory. 2. trace the evolution of these principals of literary criticism from the Classical to the Romantic and Modern periods. 3. construct well-reasoned, theoretically informed arguments about literary texts in written and oral forms. 4. assess how literature reflects, reinforces, or challenges power structures, ideologies, and cultural norms. 5. connect literary theory to other disciplines such as philosophy, history, sociology, and cultural studies.	
7	Credit Value	Option- I = 5, Option- II & III = 4	
8	Total Marks	Max. Marks: 40 + 60	Min. Passing Marks: 40
Part- B: Content of the Course			
Total No. of Lectures-Tutorials-Practical (in hours per week): 75			
L-T-P: Option- I: 75-0-0, Option- II/III: 60-15-0			
Unit	Topics	No. of Lectures (1 Hour Each)	
Unit I Classical Criticism	Bharatmuni: Natyashastra Bhartrhari — On Syntax and Meaning (from Vakyapadiya) Aristotle — Poetics Activities: 1- Rasa Enactment Workshop: Students enact scenes evoking each of the nine rasas (Śṛṅgāra, Hāsya, Karuṇa, etc.). Reflective discussion on how emotions were communicated 2- Catharsis Reflection Journal: After viewing a tragedy, students write personal responses focused on the emotional purging (catharsis) they experienced.	15	
Unit II Renaissance and Neoclassical Criticism	Philip Sydney: An Apology for Poetry John Dryden: Of Dramatic Poesie Samuel Johnson: A Preface to Shakespear Activities: 1-Gallery Walk: Display key quotes from the text around the room; students move in groups, analyzing and responding on sticky notes. 2-Role-Play Symposium: Students take on the personas of Crites, Eugenius, Lisideius, and Neander and hold a mock panel on modern theatre.	15	

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3. D. J. Enright and Ernest de Chickera, eds. English Critical Texts. London: Oxford University Press, 1962, rpt. Delhi, 1875.
4. Malcolm Bradbury and David Palmer, ed. Contemporary Criticism. Stanford-Upon-Avon Studies 12, London : Arnold, 1970.
5. R.S. Crane, ed. Critics and Criticism : Ancient and Modern, University of Chicago Press, 1952.
6. David Daiches, Critical Approaches to Literature. 1956, rept. Bombay : Longman, 1967.
7. Terry Eagleton, Literary Theory: An introduction. Oxford Blackwell, 1983. Ronger Fowler, A Dictionary of Modern Critical Terms. London: Routledge, 1973.
8. On Syntax and Meaning (from Vakyapadiya). Indian Literary Criticism: Theory and Interpretation. Ed. G. N. Devy. Orient Longman, 2002. (Page 20-25).
9. The Poetics, Ed & trans. Anthony Kenny. Oxford University Press, 2013.

Suggested equivalent online courses:

1. <https://archive.nptel.ac.in/courses/109/106/109106084/>
2. <http://www.digimat.in/nptel/courses/video/109104135/L30.html>
3. <https://archive.nptel.ac.in/courses/109/104/109104135/>

Part- D: Assessment and Evaluation

Suggested Continuous Evaluation Methods:

Maximum Marks: 100

Continuous Comprehensive Evaluation (CCE): 40 Marks, University Exam (UE): 60 Marks

Internal Assessment: Continuous Comprehensive Evaluation (CCE)	a) Class Test b) Presentation/ Assignment/ Quiz/ Group Discussion etc. c) Appropriate weightage of attendance in the class. Note: Assessment modes for the Internal Evaluation will be based on the guidelines issued by UGC on (i) "Evaluation Reforms in Higher Education Institutions- November 2019" & (ii) "Innovative Pedagogical Approaches and Evaluation Reforms- 2021"	40
External Assessment: University Exam Section Time: 03.00 Hours	Section (A): Very Short Questions-5 5 x 1 = 5 Section (B): Short Questions-5 5 x 3 = 15 (With internal choice) Section (C): Long Questions-5 5 x 8 = 40 (With internal choice)	60

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Theory Paper			
Part- A: Introduction			
Program: PG 2-Year Programme	Class : MA	Sem: III	Session: 2025-26
Subject: English Literature			
1	Course Level	500	
2	Course Code	CC- 32	
3	Course Title	English Language and Linguistics (Paper II)	
4	Course Type (Core Course/ Discipline Specific Elective/)	Core Course	
5	Pre-requisite (if any)	To study this course, a student is mandated to have English Literature in UG Programme as a major/minor(s) or admitted in PG programme through an entrance test conducted by the HEI.	
6	Course Learning outcomes (CLO)	On successful completion of this course, the students will be able to: 1. To understand the fundamental nature of language and its vital role in the evolution and development of human civilization. 2. To develop a neutral accent and communicate in globally intelligible English by mastering word stress, inflection, intonation, and voice modulation. 3. To Analyze the influence of social groups on language, and explore how language evolves and adapts over time and in different contexts. 4. To gain familiarity with sentence structure, with a focused study on the components and functions of various sentence segments. 5. To comprehend the function and application of key literary devices in the interpretation and appreciation of literature 6. To understand syntactic and semantic changes in grammar	
7	Credit Value	Option- I = 5, Option- II & III = 4	
8	Total Marks	Max. Marks: 40 + 60	Min. Passing Marks: 40
Part- B: Content of the Course			
Total No. of Lectures-Tutorials-Practical (in hours per week): 75			
L-T-P: Option- I: 75-0-0, Option- II/III: 60-15-0			
Unit	Topics	No. of Lectures (1 Hour Each)	
Unit I	Properties of Language: Its Origin and Evolution, Structure of English language: Form and Substance Communicative Functions of Language: Referential, Emotive, Conative, Poetic, Metalinguistics, Phatic, Animal vs Human Communication Language Varieties: Register, Style and Dialect, Idiolect, Pidgin, Creol, Slang Activities: 1-"Deconstruct a Sentence" Workshop: Provide complex sentences. Ask students to break them down into form (syntax, morphology) and substance (meaning, semantics). Visualize using tree diagrams or flowcharts. 2-Morphological Puzzle	15	

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	Give root words and affixes; students build new words and explain how form changes substance (e.g., "happy" → "unhappiness"). 3- Slang Dictionary Project: Students collect modern slang from peer groups or social media. Compile definitions, usage, and origin in a mini "Slang Dictionary."	
Unit II	Definition of Phonetics & Phonology, Difference between Phonetics and Phonology. Types of Phonetics, International Phonetic Alphabets, Phoneme Speech Mechanism, Active and Passive Articulators. Classification and description of speech sounds: consonants and vowels, Phonetic Transcription Activities: 1-Phonetics Scavenger Hunt: . Divide the class into 3 groups: Articulatory, Acoustic, Auditory. . Each group prepares a mini-presentation or diagram illustrating how their type of phonetics works using: . Real-life examples . Props (e.g., straws for airflow, recordings for acoustics) . Present to the class. 2-Minimal Pairs Challenge: . Prepare a list of minimal pairs (e.g., pat/bat, sip/zip, cap/cab). . Students identify the contrastive sound (phoneme) and explain how it changes meaning.	15
Unit III	The Transformational Generative Grammar, Syntax :Categories and Constituents, Predicates and Argument Structure, Lexical Meaning Relations, Maxims of Conversation, Competence and Performance, Theories of Language Acquisition Semantics Synonymy, Antonymy, Hyponymy, Ambiguity Pragmatics Speech Act, The Co-operative Principle, Discourse analysis, Philosophy of Language Activities: 1-Sentence Tree Challenge: . Provide a complex sentence (e.g., The boy who wore a red cap ran quickly.). . Students draw syntax trees showing transformations (like NP movement, WH-movement, etc.). . Use different colours for deep structure and surface structure 2- Syntax Sorting Cards: . Prepare cards labeled with words and phrases (e.g., NP, VP, PP, AdjP). . Students sort cards to form grammatical trees or diagrams showing constituent structure.	15
Unit IV	Linguistic Fallacies, Applied Linguistics, IC Analysis, Foregrounding, Repetition, Collocation, Collocational Clash, Inversion, Parallelism, Coupling, Embedding, Felicity,	15

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	Pragmatics, Implicature. Pun, Syllopsi, The Grind and tenor of Metaphor, Analyzing Metaphor, Connotation. Activities: 1- Fallacy Hunt: - Provide students with excerpts from advertisements, political speeches, or social media. - Ask them to identify and label linguistic fallacies, such as ambiguity, equivocation, false analogy, or loaded language. - Discuss the impact of each fallacy on meaning and persuasion. 2- Sentence Slicing: - Give students complex sentences. - Have them break down the sentences into IC levels using bracketing or tree diagrams. - Use color coding to highlight NPs, VPs, PPs, etc.	
Unit V	Historical Trajectory of English in India, Status and Developmental Trends of the English, Language in the Post-Colonial Era, The Politics of the English Language in India, The Role of English within Indian Multilingualism, Contemporary Status of English in India, English in Indian Literary and Media Discourses, Processes of Indian English Nativity, Linguistic Features and Structures of Indian English, Activities: 1-Timeline Creation: - Students research key milestones: East India Company arrival, Macaulay's Minute (1835), English in education, post-1947 changes. - In groups, they design a visual timeline or digital poster showcasing the evolution of English in India. 2- Comparative Text Reading: - Provide excerpts from Indian authors writing in English (e.g., Salman Rushdie, Arundhati Roy, Chetan Bhagat). - Students compare their use of Indian English features and cultural idioms in literary vs media discourse (TV, YouTube, newspapers).	15
Keywords/Tags: Phonology, Phonetics, Semantics, Pragmatics, Foregrounding, Parallelism		
Part- C: Learning Resources		
Text Books, Reference Books, Other resources		
Suggested Readings: - Verma and Krishnaswami: Modern Linguistics: An Introduction (OUP 1989) - R K Bansal and J B Harrison: Spoken English for India - R K Bansal: An Outline of General English Phonetics - Geoffrey Leach and Jan Svartvic: A Communicative Grammar of English.		
Suggested equivalent online courses: http://www.digimat.in/nptel/courses/video/109105205/L32.html https://archive.nptel.ac.in/courses/109/106/109106114/ https://dde.manuu.edu.in/sites/default/files/DDE/DDE-SelfLearnmaterial/12jan2023/History-of-English-language-and-literature.pdf		
Part- D: Assessment and Evaluation		
Suggested Continuous Evaluation Methods: Maximum Marks: 100		

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Theory Paper			
Part- A: Introduction			
Program: PG 2-Year Programme	Class: MA	Sem.: III	Session: 2025-26
Subject: English Literature			
1	Course Level	500	
2	Course Code	CC-33	
3	Course Title	British Literature-I: Chaucer to Restoration (Paper III (a))	
4	Course Type (Core Course/ Discipline Specific Elective/)	DSE	
5	Pre-requisite (if any)	To study this course, a student is mandated to have English Literature in UG Programme as a major/minor(s) or admitted in PG programme through an entrance test conducted by the HEI.	
6	Course Learning outcomes (CLO)	On successful completion of this course, the students will be able to: 1. understand the key features, themes, and styles of British literature from the Middle English Period (14th century) through the Restoration Period (late 17th century). 2. equip them with advanced knowledge and critical skills in understanding and analyzing British literary works 3. develop a deep understanding of various literary genres, historical contexts, and critical theories. 4. fostering their ability to interpret texts, engage in rigorous analysis, and apply their knowledge in diverse fields 5. develop skills in scholarly research, annotation, and academic writing specific to literary studies of early British literature.	
7	Credit Value	Option- I = 5, Option- II & III = 4	
8	Total Marks	Max. Marks: 40 +60	Min. Passing Marks:40
Part- B: Content of the Course			
Total No. of Lectures-Tutorials-Practical (in hours per week): 75			
L-T-P: Option- I: 75-0-0, Option- II/III: 60-15-0			
Unit	Topics	No. of Lectures (1 Hour Each)	
Unit-I Historical and Socio-Political background, Trends and Movements:	• Age of Chaucer • English Renaissance • Elizabethan Period • Restoration Age Literary Features of the Age/s and Period/s mentioned above Development of Literary Genres during the Age/s and Period/s mentioned above Activities: 1-Pilgrimage Roleplay: Organize a classroom "pilgrimage" where students take on the roles of The Canterbury Tales characters. Each student narrates a brief original tale in the style of their character. 2- Renaissance Timeline Gallery Walk: Create a chronological wall display of key literary, artistic, and historical developments in Europe and England (1450-1600). 3- Dramatic Irony Game: Quiz-style game where students identify and explain examples of dramatic irony and soliloquy from Shakespearean plays.	15	

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Unit-II Narrative and Epic Poetry:	Edmund Spenser: The Fairie Queene (Book- 1, canto- I) John Milton: Paradise Lost (Book I&II) Activities: 1-Virtue Debate: Topic: "Holiness as the Supreme Christian Virtue—Spenserian Perspective vs Modern Ethics." Engage students in connecting 16th-century moral allegory with contemporary issues of virtue and vice. 2- Milton's Cosmos Diagram: Students draw the cosmological structure: Heaven, Chaos, Hell, and Earth, with reference to lines from the text. Add quotes and character positions (e.g., Pandemonium, Bridge from Hell).	15
Unit-III Renaissance Poetry	William Shakespeare: Sonnets Nos. 18, 73, 129, 130 and 138 John Donne: A Valediction: Forbidding Mourning The Flea The Cononization Activities: : 1-Poetic Devices Scavenger Hunt: Teams compete to find examples of literary devices in the sonnets (e.g., metaphor, alliteration, hyperbole, paradox, pun). 2- Mini Seminar Presentation: Divide the class into three groups. Each group presents one of the poems with: .Historical/religious context Central metaphors Argument or speaker's logic Modern interpretation	15
Unit-IV Drama	William Shakespeare: Macbeth John Webster: The White Devil Activities: 1-Character Trial – Macbeth in the Dock: Host a mock courtroom trial where Macbeth is tried for treason and murder. Assign students roles (defense lawyer, prosecutor, Lady Macbeth, Banquo's ghost, etc.). 2- Wit and Wordplay Detective: Identify moments of verbal irony, dark humor, or philosophical reflection in Flamineo's speeches. Discuss how language reflects cynicism.	15
Unit-V Fiction and Prose	John Bunyan: Pilgrim's Progress Francis Bacon: Of Friendship, Of Revenge, Of Love	15

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	1- Character Diary Project Students write first-person diary entries as Christian or another character (e.g., Faithful, Hopeful) after major events in the story, reflecting on the emotional and spiritual impact. 2- Symbol Sorting Game: Provide symbols and scenes on cards (e.g., Burden, Wicket Gate, Apollyon, Interpreter's House) and have students explain or match them with their allegorical meanings. 3- Moral Aphorism Poster: Have students select key aphoristic statements from Bacon's essays (e.g., "Revenge is a kind of wild justice") and illustrate them with real-life examples or metaphors.	
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Keywords/Tags: Sonnet, Epic, metaphysical poets, University Wits, Comedy, Tragedy

Part- C: Learning Resources

Text Books, Reference Books, Other resources

Suggested Readings:

1. "The Norton Anthology of English Literature" edited by Stephen Greenblatt and M. H. Abrams, 8th ed., Norton, 2006
2. "The Oxford Handbook of British Literature and Theology", OUP UK, 2009
3. Albert, Edward, "History of English Literature" Oxford, 2017
4. Abrams, M.H. "A Glossary of Literary Terms", Cengage India Private Limited, 11th edition, 2015

Suggested equivalent online courses:

- 1-<https://archive.nptel.ac.in/courses/109/106/109106124/>
- 2-nptel.ac.in/noc19_hs46/preview
- 3-<https://www.britannica.com/art/Elizabethan-literature>

Part- D: Assessment and Evaluation

Suggested Continuous Evaluation Methods:

Maximum Marks: 100

Continuous Comprehensive Evaluation (CCE): 40 Marks, University Exam (UE): 60 Marks

Internal Assessment: Continuous Comprehensive Evaluation (CCE)	a) Class Test b) Presentation/ Assignment/ Quiz/ Group Discussion etc. c) Appropriate weightage of attendance in the class. Note: Assessment modes for the Internal Evaluation will be based on the guidelines issued by UGC on (i) "Evaluation Reforms in Higher Education Institutions- November 2019" & (ii) "Innovative Pedagogical Approaches and Evaluation Reforms- 2021"	40
External Assessment: University Exam Section Time: 03.00 Hours	Section(A): Very Short Questions-5 5 x 1 = 5 Section (B): Short Questions-5 5 x 3 = 15 (With internal choice) Section (C): Long Questions-5 5 x 8 = 40 (With internal choice)	60

Any remarks/ suggestions:

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Theory Paper			
Part- A: Introduction			
Program: PG 2-Year Programme	Class : MA	Sem.: III	Session: 2025-26
Subject: English Literature			
1	Course Level	500	
2	Course Code	CC-34	
3	Course Title	British Literature-II: Augustan to Romanticism (Paper IV(a))	
4	Course Type (Core Course/ Discipline Specific Elective/)	DSE	
5	Pre-requisite (if any)	To study this course, a student is mandated to have English Literature in UG Programme as a major/minor(s) or admitted in PG programme through an entrance test conducted by the HEI.	
6	Course Learning outcomes (CLO)	On successful completion of this course, the students will be able to: 1. equip them with advanced knowledge and critical skills in understanding and analyzing British literary works 2. develop a deep understanding of various literary genres, historical contexts, and critical theories. 3. fostering their ability to interpret texts, engage in rigorous analysis, and apply their knowledge in diverse fields 4. conduct informed literary research and present coherent arguments in oral and written forms, demonstrating engagement with critical perspectives. 5. apply insights from the texts to modern-day concerns such as ecological awareness, political unrest, and individual freedom, reflecting the ongoing relevance of Romanticism and Enlightenment thought.	
7	Credit Value	Option- I = 5, Option- II & III = 4	
8	Total Marks	Max. Marks: 40 +60	Min. Passing Marks:40
Part- B: Content of the Course			
Total No. of Lectures-Tutorials-Practical (in hours per week): 75			
L-T-P: Option- I: 75-0-0, Option- II/III: 60-15-0			
Unit	Topics	No. of Lectures (1 Hour Each)	
Unit-I Historical and Socio-Political background of the Augustan Age	• Pre-Romantic Age/The Age of Transcendentalism • Romantic Age Trends & Movements, Literary Features of the Age/s and Period/s mentioned above Development of Literary Genres during the Age/s and Period/s mentioned above Activities: 1- Movement Match-Up Cards: .Prepare cards with movement names (e.g., Graveyard School, Lake Poets, Gothic Revival, Transcendentalism). .Another set of cards will have features (e.g., focus on nature, supernatural, introspection, melancholy). .Students match features to movements and justify their reasoning. 2- Genre Performance Lab: .Assign groups a genre (e.g., Gothic, lyric, essay, ballad).	15	

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	Each group dramatizes a short piece in that form or writes a modern version with Romantic themes.	
Unit-II Poetry	William Wordsworth: Tintern Abbey, Ode on Intimations of Immortality from Recollections of Early Childhood Mathew Arnold: To Marguerite DG Rossetti: The Blessed Damozel Activities: 1- Nature and the Self: Comparative Reflection: .Students write a reflective paragraph on how nature is treated in Tintern Abbey vs To Marguerite. Guiding questions: .How is the human-nature relationship portrayed? .Is nature a source of comfort or disconnection? 2-Stylistic Devices Hunt: .Assign students stanzas to find: .Similes, metaphors .Alliteration .Enjambment .Personification .Imagery Ask them to connect devices to meaning: .How does Rossetti's use of religious imagery amplify longing? .How does Wordsworth's enjambment evoke the flow of memory?	15
Unit-III Drama	Hugh Kelly: Falls Delicacy Richard Cumberland: The West Indian Activities: 1- Sentimental vs Satirical Comedy Debate: .Students are divided into two teams: .Team A defends Restoration/Comedy of Manners (e.g., Congreve) .Team B defends Sentimental Comedy (Kelly, Cumberland) .Each team argues which type of comedy is more effective socially and emotionally. 2- Modern Rewrite Challenge: .In groups, students rewrite a scene from False Delicacy or The West Indian in modern English. .Set it in today's world (e.g., business, social media, dating culture). .Discuss what changes and what remains relevant.	15
Unit-IV Fiction	Jonathan Swift: Gullivers Travels Jane Austen: Pride and Prejudice Activities: 1- Satire and Society Mapping (Gulliver): .Create a satirical map showing the four lands (Lilliput, Brobdingnag, Laputa, Houyhnhnms). For each, students annotate: .Literal events .Targets of Swift's satire (e.g., petty politics, scientific arrogance, human cruelty) 2- Irony Hunt (Pride and Prejudice):	15

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