



ST. ALOYSIUS COLLEGE (AUTONOMOUS), JABALPUR

Reaccredited 'A+' Grade by NAAC (CGPA:3.68/4.00)

College with Potential for Excellence by UGC

DST-FIST Supported & STAR College Scheme by DBT

Faculty of Arts

Bachelor of Arts (B.A.)

SUBJECT: B.A.

B.A. VI Semester

Paper - Discipline Specific Elective (DSE) Paper II

Literary Criticism and Theories (Theory)

Course Outcomes

CO.No.	Course Outcomes	Cognitive Level
CO1	Use literary theoretical concepts to develop their own interpretations of literary texts.	U, A
CO2	Broaden their understanding of an author's work by summarizing, interpreting and exploring its value.	K
CO3	Analyse and apply specific literary theories and to identify the structure and logic of their arguments.	U
CO4	Think critically about a range of their arguments.	U, A
CO5	Write in an insightful and informed way about specific literary theoretical works.	U

Credit and Marking Scheme

	Credits	Marks		Total Marks
		Internal	External	
Theory	3	40	60	100
Total	3	100		

Evaluation Scheme

	Marks	
	Internal	External
Theory	3 Internal Exams of 20 Marks (During the Semester) (Best 2 will be taken)	1 External Exams (At the End of Semester)
Practical	3 Internal Exams (During the Semester) (Best 2 will be taken)	1 External Exams (At the End of Semester)

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Content of the Course

Theory

No. of Lectures (in hours per week): 2 Hrs. per week

Total No. of Lectures: 45Hrs.

Maximum Marks: 60

Units	Topics	No. of Lectures
I	<p>Introduction to Literary Criticism</p> <ul style="list-style-type: none"> • Elements, methods, characteristics, and purpose of literary criticism • Use of literary devices <p>Keywords: <i>Literary analysis, Themes, History, Context, Mimesis, Hamartia, Hubris, Peripeteia, Anagnorisis, Nemesis, Catharsis</i></p>	15
II	<p>Early Twentieth Century Literary Criticism</p> <ul style="list-style-type: none"> • Psychoanalytic Theory • Marxist Literary Criticism • Feminist Literary Theories <p>Keywords: <i>Old Criticism, New Criticism, Formalism, Class Consciousness, Gender bias</i></p>	15
III	<p>Later Twentieth Century Literary Criticism</p> <ul style="list-style-type: none"> • Structuralism and Deconstruction • Reader Response Theory • Eco-criticism <p>Keywords: <i>Reception theory, Affective stylistics, New Historicism, Sociological criticism, Archetypal criticism</i></p>	15

References

Reference Books:

- Barry, P., *Beginning Theory*, VIVA BOOKS, India, 2010
- Goulimari, P., *Literary Criticism and Theory: From Plato to Postcolonialism*, Routledge Publication, 2014
- Kapoor, K., *Literary Theory: Indian Conceptual Framework*, Affiliated East-West Press, India, 2012
- Nagarajan, MS., *English Literary Criticism and Theory*, Orient Black Swan, India, 2006



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- Pathak, RS., *Comparative Poetics*, Creative Books, India, 1998.
- Books published by Madhya Pradesh Hindi Granth Academy, Bhopal

Web Links:

1. www.eshiksha.mp.gov.in
2. <https://www.britannica.com/art/literary-criticism>
3. https://en.wikipedia.org/wiki/Literary_Criticism#:~:text=Literary%20criticism%20
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4. <https://iep.utm.edu/literary/>



Nalini

Shahin

Shahin

Shahin

Vinay

Aarush

Teasha

Shahin



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Paper-Discipline Specific Elective (DSE) Paper II

Practising and Evaluating Literary Criticism and Theories (Practical)

Course Outcomes

CO.No.	Course Outcomes	Cognitive Level
CO1	Critically evaluate different literary pieces.	U,A
CO2	Use literary theoretical concepts to develop their own interpretations of literary texts.	K
CO3	Broaden their understanding of an author's work by summarizing, interpreting, and exploring its value.	U
CO4	Analyze and apply specific literary theories in order to distinguish them from other theories in order to distinguish them from other theories and to identify the structure and logic of their arguments.	U, Analyze
CO5	Think critically about a range of literary theories.	U
CO6	Write in an insightful and informed way about specific literary theoretical works.	

Credit and Marking Scheme

	Credits	Marks		Total Marks
		Internal	External	
Practical	1	25	75	100
Total	1	100		

Evaluation Scheme

	Marks	
	Internal	External
Practical	<ul style="list-style-type: none">Class Interaction/ QuizAttendanceAssignments (Charts/ Model Seminar / Rural Service/ Technology Dissemination/ Report of Excursion/ Lab Visits/ Survey /Industrial Visit)	<ul style="list-style-type: none">Viva voce based on the syllabus and assignmentPractical Record File\Table Work / Experiments

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Suggested equivalent online courses:

1 Literary Theory and Literary Criticism Introduction – NPTEL

https://onlinecourses.nptel.ac.in/noc22_hs94/preview

2. Introduction to Theory of Literature - YALE OPEN COURSE

<https://oyc.vale.edu/english/engl-300>

Suggested Academic Activities for Practice by Students:

A. Linguistic Activities

1. Testing the learners' pronunciation abilities through reading out the prescribed texts.
2. To test the learners' knowledge about the meaning, synonyms, antonyms of difficult words used in the texts and their usage in new sentences.
3. To test the learners' knowledge about the different possible forms of root words from the texts and their usage in new sentences.
4. Identifying different tenses and prepositions used in the texts and recreating sentences from them.
5. Identifying types of sentences used in the texts and reusing them to form new sentences.
6. To conduct quiz activities for the learners based on different parts of speech (noun, pronoun, verb, adverb, adjective, preposition, conjunctions, exclamation)
7. Identifying connectors (for example: but, moreover, furthermore, hence, therefore, so, in the light of the above etc) from the texts and reusing them in situational English.
8. Identifying literary devices and figures of speech from the prescribed texts.

B. Learning Approaches and Strategies

1. Identifying verbal phrases, idioms, and proverbs found in the prescribed texts and using them in real-life/situational English. (Lexical Approach)
2. To apply task-based learning and goal-setting.
3. To conduct peer-learning activities among learners.
4. Exploring different English-speaking cultures through minute reading of the prescribed texts.
5. Developing a positive attitude in learners towards the English language.

Nalini *Shah* *Shah* *Vinay* *Arun* *Teerba* *Shah*



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6. Identifying different examples of Indian English in the prescribed text.

C. Performative Activities

1. Enacting the prose and fiction narratives.
2. Voice and language modulation activities.
3. Enactment through body language and expression.
4. Sorting out conflicts in prose through the staging of the situations present in the story.
5. Scene study based on situations present in the prescribed texts.

D. Communicative Activities

1. Testing the fluency of the learners through real-life/situational (informal) English.
2. Recreating sentences from Formal into Informal English.
3. Seeking opportunities to interact with native speakers/foreigners.
4. Using body language as a means of communication.
5. Activities testing the communication based on the needs of real-life situations.

E. Practicing Language Skills

1. Learners should be asked to continuously practice language skills (LRW) based on resources available in the classroom

For example: speech available on the mobile internet platforms like YouTube, EDX etc can be used for listening exercise; using newspapers and textbooks for reading and writing skills; based on these three activities (LRW), learners should be inspired to practice the speaking skill.



Handwritten signatures of faculty members:

Shahriya Khan, Shikhar, Vinay, Anusha, Teesha, and others.