

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

Autonomous

Course Structure for M.A Paper – 2.1

Semester	Paper Code	Title of Paper	No. of Credits
II	ENG 4201	English Literature from 1550-1798	4

SYLLABUS (CBCS) FOR M.A Paper – 2.1

(w. e. from June, 2019)

Academic Year 2019-2020

Class : M.A. (Semester- II)

Paper Code : ENG 4201

Paper : 2.1

Title of Paper: English Literature from 1550-1798

Credit: 4 No. of lectures: 60

A) Learning Objectives:

- 1) To introduce students to major movements and figures of English Literature through the study of selected literary texts
- 2) To create literary sensibility and emotional response to the literary texts and implant sense of appreciation of literary texts
- 3) To expose students to the artistic and innovative use of language employed by the writers
- 4) To instill values and develop human concern in students through exposure to literary texts
- 5) To enhance literary and linguistic competence of students

Learning Outcomes:

1. The students get familiar with the major movements and figures of English Literature.
2. The students develop the literary sensibility and emotional response to the literary texts. And they learn to appreciate the literary texts.
3. The students are exposed to the artistic and innovative use of language and they try to write the creative language.
4. The values and human concern is instilled in students through exposure to literary texts.
5. The students become competent in literary and linguistic skills.

TOPICS/CONTENTS:

Unit I:Paradise Lost (Book IX)

(10 clock hours)

Unit II:Dryden, Goldsmith- 20 clock hours (10 clock hours to Dryden's poem and 10 clock hours to Goldsmith's poem)

Unit IV:Daniel Defoe: Robinson Crusoe

Course Content

Unit I: John Milton: Paradise Lost (Book IX)

Unit II: John Dryden: MacFlecknoe

Oliver Goldsmith: Deserted Village

Unit III: John Webster: The Duchess of Malfi

Unit IV: Daniel Defoe : Robinson Crusoe

References:

Standard and recognized editions of textbooks and reference books may be used as bibliography for the course contents.

John Milton

Campbell, Gordon and Corns, Thomas. John Milton: Life, Work, and Thought. Oxford: Oxford University Press, 2008.

Hunter, William Bridges. A Milton Encyclopedia. Lewisburg: Bucknell University Press, 1980.

Johnson, Samuel. Lives of the Most Eminent English Poets. London: Dove, 1826.

Wilson, A. N. The Life of John Milton. Oxford: Oxford University Press, 1983.

John Dryden

Hopkins, David, John Dryden, ed. by Isobel Armstrong, (Tavistock: Northcote House Publishers, 2004)

Hopkins David (ed.) John Dryden Selected Poems. (London: Everyman Paperbacks, 1998)

Marriott, David (ed.) The Works of John Dryden. (Hertfordshire: Wordsworth Editions, 1995)

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

John Webster

Rene Weis, (ed) John Webster: The Duchess of Malfi and Other Plays. (Oxford World's Classics, 1996)

Forker Charles R. Skull beneath the Skin: The Achievement of John Webster.

Defoe, Daniel. Robinson Crusoe (Fingerprint Publishing, 2017)

Austin Dobson, Henry (Editor) The Complete Poetical Works of Oliver Goldsmith
 Rousseau, George (1974), Goldsmith: The Critical Heritage (London:Routledge and Kegan Paul, 1974)

Choice Based Credit System Syllabus (2019 Pattern)

Mapping of Program Outcomes with Course Outcomes

Class: M. A. I(SemII)

Subject: English

Course: English Literature from 1550 -1798

Course Code: ENG 4201

Weightage: 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

Course Outcomes	Programme Outcomes (POs)								
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
CO 1	2								
CO 2		2							
CO 3			2						
CO 4				3					
CO 5					2				
CO 6				3					
CO 7				3					
CO 8			3						

Justification for the mapping:

PO1 Research-Related Skills and Scientific temper:

Course Outcome 2: The students develop literary sensibility and emotional response to the literary texts. And they learn to appreciate literary texts.

Justification: Developing literary sensibility and appreciating literary texts can contribute to an informed awareness of moral and ethical issues.

PO2: Effective Citizenship and Ethics

Course Outcome 2: The students develop literary sensibility and emotional response to the literary texts. And they learn to appreciate literary texts.

Justification: Developing literary sensibility and appreciating literary texts can contribute to an informed awareness of moral and ethical issues.

PO3: Social competence and communication skills

Course Outcome 2: The students develop literary sensibility and emotional response to the literary texts. And they learn to appreciate literary texts.

Justification: Appreciating literary texts involves effective communication of emotions and thoughts, aligning with the development of communication skills.

PO4: Disciplinary Knowledge

Course Outcome 1: The students get familiar with the major movements and figures of English Literature.

Justification: This course outcome aligns with the program outcome related to disciplinary knowledge as it focuses on developing comprehensive knowledge in the field of English Literature.

PO5: Personal and professional competence

Course Outcome 2: The students develop literary sensibility and emotional response to the literary texts. And they learn to appreciate literary texts.

Justification: Writing creative language involves personal and professional competence, including adaptability skills.

PO6 Self-directed and Life-long learning:

Course Outcome 4: The values and human concern are instilled in students through exposure to literary texts.

Justification: Instilling values and human concern aligns with the development of effective citizenship and ethical awareness.

PO7 Environment and Sustainability:

Course Outcome 4: The values and human concern are instilled in students through exposure to literary texts.

Justification: Instilling values and human concern align with the development of effective citizenship and ethical awareness.

PO8: Critical Thinking and Problem-solving

Course Outcome 3: The students are exposed to the artistic and innovative use of language and they try to write creative language.

Justification: Creative language use and exposure to artistic innovation require critical thinking and problem-solving skills.
