

Anekant Education Society's

**Tuljaram Chaturchand College of Arts, Science and Commerce,
Baramati**

Autonomous

Course Structure for M.A Paper – 2.2

Semester	Paper Code	Title of Paper	No. of Credits
II	ENG 4202	English Literature from 1798-2000	4

SYLLABUS (CBCS) FOR M.A Paper – 2.2 (w. e. from June, 2019)

Academic Year 2019-2020

Class : M.A. (Semester- II)

Paper Code: ENG 4202

Paper : 2.2

Title of Paper: English Literature from 1798-2000

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

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TOPICS/CONTENTS:

Unit I:Tennyson, Browning, Arnold- 15 clock hours (5 clock hours to poems by Tennyson, Browning and Arnold)

Unit II:Eliot, Yeats, Thomas, Heaney - 20 clock hours(05 clock hours to poems by Eliot, Yeats, Thomas, Heaney)

Unit III:Lord of the Flies:

(12 clock hours)

Unit IV:Waiting for Godot:

(13 clock hours)

Course Content

Unit I: Alfred Lord Tennyson: i) Ulysses ii) Tithonus

Robert Browning: i) My Last Duchess ii) My Last Ride Together

Mathew Arnold: Dover Beach

Unit II: T. S. Eliot: i) The Love Song of J. Alfred Prufrock ii) The Journey of Magi

W. B. Yeats i) The Second Coming ii) When You are Old

Dylan Thomas: Fern Hill

Seamus Heaney: i) Bogland ii) The Tollund Man

Unit III: William Golding: Lord of the Flies

Unit IV: Samuel Beckett: Waiting for Godot

References:

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

Alfred Lord Tennyson

1. Culler A. D. Wilight, *The Poetry of Tennyson*. (London: Yale Univ. Press, 1977).
2. Valerie, Pitt *Tennyson Laureate*. (London: Barrie & Rockliff., 1962).
3. Turner, Paul. *Tennyson*. (Boston & London: Routledge & Kegan Paul 1976).

Robert Browning

1. Drew, Philip. *The Poetry of Robert Browning: A Critical Introduction*. (Methuen, 1970)
2. Hudson, Gertrude., Reese. *Robert Browning's Literary Life from First Work to Masterpiece* (Texas, 1992).
3. Litzinger, Boyd and Smalley, Donald (eds.) *Robert Browning: the Critical Heritage*. (Routledge, 1995).

Mathew Arnold

1. Kenneth Allott (ed.) *The Poems of Matthew Arnold* (London and New York: Longman Norton, 1965)
2. Renzo D'Agnillo. *The Poetry of Matthew Arnold* (Aracne: Professors Chauncey Brewster 2005).
3. Tinker and Howard Foster Lowry. *The Poetry of Matthew Arnold: A Commentary* (New York: Oxford University Press, 1940)

T. S. Eliot

1. Madge V. M. *The Knight and the Saint: A Study of T. S. Eliot's Development*. (Jaipur: Book Enclave, 2004).
2. Kenner, Hugh. *The Invisible Poet: T. S. Eliot*. (1969).
3. Maxwell, D. E. S. *The Poetry of T. S. Eliot*, Routledge and Keagan Paul. (1960).
4. Raine, Craig. *T. S. Eliot*. (Oxford University Press 2006).

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 of Romantic Age, Victorian Age and Modern Age.

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.