

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

**Autonomous**

**Course Structure for M.A. Paper – 2.1**

<b>Semester</b>	<b>Paper Code</b>	<b>Title of Paper</b>	<b>No. of Credits</b>
I	PAEN 112	English Literature from 1550-1798	4

# SYLLABUS (CBCS) FOR M.A Paper – 2.1

(w. e. from June 2022)

Academic Year 2022-2023

**Class** : M.A. (Semester- I)

**Paper Code** : PAEN 112

**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 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 are instilled in students through exposure to literary texts.
5. The students become competent in literary and linguistic skills.

## TOPICS/CONTENTS:

**Unit I:** John Milton: Paradise Lost (Book IX) (15Clock Hours)

**Unit II:** Alexander Pope: The Rape of the Lock (Canto V) (15Clock Hours)

**Unit III:** William Congreve: The Way of the World (15Clock Hours)

**Unit IV:** Daniel Defoe: Robinson Crusoe (15Clock Hours)

**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 (2022 Pattern)

(As Per NEP 2020)

### Mapping of Program Outcomes with Course Outcomes

**Class:** M.A. Part I (Sem II)

**Subject:** English

**Course:** English Literature from 1550 to 1798-II

**Course Code:** PAEN 122

**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						3			
CO 2					2				
CO 3		2					3		
CO 4	1		2	3					
CO 5					3				
CO 6						3			
CO 7				3				2	

#### Justification for the mapping:

##### 1. PO1 Research-Related Skills and Scientific Temper:

Course Outcome 6: The students develop research aptitude and acquire aesthetic sense of literature.

Justification- CO6 states that students develop research aptitude and acquire an aesthetic sense of literature. This aligns with PO1's emphasis on inferencing scientific literature, formulating hypotheses, and demonstrating research skills.

##### 2. PO2 Effective Citizenship and Ethics:

Course Outcome 5: The values and human concern are instilled in students through exposure to literary texts.

Justification: CO 5 mentions instilling values and human concern in students through exposure to literary texts, which corresponds to PO2's focus on moral and ethical awareness and commitment to professional ethics.

##### 3. PO3 Social Competence and Communication Skills:

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

Course Outcome 7: The students become proficient in using the English language in theoretical and practical manner.

Justification: highlights the development of literary sensibility and emotional response, while CO7 emphasizes proficiency in using the English language in theoretical and practical manners. These align with PO3's objectives related to effective communication skills and accommodating views in group settings.

##### 4. PO4 Disciplinary Knowledge:

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

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

Course Outcome 4: The students are well informed with the political, social, and cultural history of the period of England and its impact on the writers prescribed for study.

Justification: CO1, CO3, and CO4 collectively cover the major movements, figures of English literature, artistic and innovative use of language, and understanding the political,

social, and cultural history of England and its impact on writers. These align with PO4's objective of demonstrating comprehensive knowledge in their area of work.

#### **5. PO5 Personal and Professional Competence:**

Course Outcome 5: The values and human concern are instilled in students through exposure to literary texts.

Justification: CO5, which mentions instilling values and human concern in students, aligns with PO5's focus on personal and professional competence, interpersonal relationships, self-motivation, and commitment to professional ethics.

#### **6. PO6 Self-directed and Life-long Learning:**

Course Outcome 6: The students develop research aptitude and acquire aesthetic sense of literature.

Justification: CO6, which emphasizes developing research aptitude and acquiring an aesthetic sense of literature, aligns with PO6's objective of being a lifelong learner who passionately pursues self-determined goals.

#### **7. PO7 Environment and Sustainability:**

Course Outcome 4: The students are well informed with the political, social, and cultural history of the period of England and its impact on the writers prescribed for study.

Justification: CO4, which covers the understanding of the impact of historical periods on writers, aligns with PO7's objective of understanding the impact of scientific solutions in societal and environmental contexts.

#### **8. PO8 Critical Thinking and Problem Solving:**

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

Justification: CO2, which mentions the development of literary sensibility and emotional response, aligns with PO8's objective of critical thinking and understanding scientific texts.

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