

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

**Autonomous**

**Course Structure for M.A Paper – 2.2**

<b>Semester</b>	<b>Paper Code</b>	<b>Title of Paper</b>	<b>No. of Credits</b>
I	PAEN122	English Literature from 1798-2000	4

## **SYLLABUS (CBCS) FOR M.A Paper – 2.2 (w. e. from June 2022)**

### **Academic Year 2022-23**

Class : M.A. (Semester- I)

Paper Code : PAEN122

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, genres, and figures of English Literature through the study of selected literary texts/pieces published during the period prescribed for study.
2. To enhance student's literary sensibility and their emotional response to literary texts and to help them understand the thematic and stylistic preoccupations of the writers prescribed for study.
3. To enable them to critically examine the writers' thematic concerns and to point out the (in)significance of such concerns in the postcolonial context.
4. To provide learners some basic information about England's political, social and cultural developments during the period prescribed for study.
5. To instill values and develop human concern in students through exposure to literary texts
6. To help them identify potential areas of research on which they can work independently for securing a degree or merely for the sake of obtaining knowledge.
7. To enhance the student's proficiency in English

#### **Learning Outcome:**

1. The students become acquainted 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 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.
5. The values and human concern are instilled in students through exposure to literary texts.
6. The students develop research aptitude and acquire aesthetic sense of literature.
7. The students become proficient in using the English language in theoretical and practical manner.

#### **TOPICS/CONTENTS:**

**Unit I: Tennyson, Browning, Arnold- 12 clock hours** (4 clock hours to poems by Tennyson, Browning and Arnold)

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

**Unit III: James Joyce** (14 clock hours)

**Unit IV: Samuel Beckett** (14 clock hours)

### Course Content

**Unit I: Alfred Lord Tennyson:** i) The Lady of Shalott ii) Break, Break, Break

**Robert Browning:** Andrea del Sarto

**Mathew Arnold:** Memorial Verses April 1850

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

**W. B. Yeats** i) The Second Coming ii) A Prayer for my Daughter

**Dylan Thomas:** Do not go Gentle into that Good Night

**Ted Hughes** i) The Jaguar ii) Hawk Roosting

**Unit III: James Joyce:** A Portrait of the Artist as a Young Man

**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.

### ONLINE RESOURCES

**Alfred Lord Tennyson** "The Lady of Shalott", "Break, Break, Break"

[<https://www.poetryfoundation.org/poems/45359/the-lady-of-shalott-1832>]

[<https://www.poetryfoundation.org/poems/45318/break-break-break>]

**Robert Browning:** "Andrea del Sarto"

[<https://www.poetryfoundation.org/poems/43745/andrea-del-sarto>]

**Mathew Arnold:** "Memorial Verses April 1850"

[<https://www.poetryfoundation.org/poems/43594/memorial-verses-april-1850>]

**T.S. Eliot:** "The Love Song of J. Alfred Prufrock", "The Journey of Magi"

[<https://www.poetryfoundation.org/poetrymagazine/poems/44212/the-love-song-of-j-alfred-prufrock>]

[<https://www.poetryinvoice.com/poems/journey-magi>]

**W.B. Yeats:** "The Second Coming", "A Prayer for My Daughter"

[<https://www.poetryfoundation.org/poems/43290/the-second-coming>]

[<https://www.poetryfoundation.org/poetrymagazine/poems/14635/a-prayer-for-my-daughter>]

**Dylan Thomas:** "Do not go Gentle into that Good Night"

[<https://poets.org/poem/do-not-go-gentle-good-night>]

**Ted Hughes** "The Jaguar", "Hawk Roosting"

[<https://www.poeticous.com/ted-hughes/the-jaguar>]

[<https://allpoetry.com/Hawk-Roosting>]

## SECONDARY SOURCES

### Alfred Lord Tennyson

1. Culler A. Dwilight, *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).

### 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).
5. Drew, Elizabeth. *T. S. Eliot: The Design of His Poetry* (New York: Charles Scribner's Sons, 1949).

### W. B. Yeats

1. Jeffares, A Norman. *A Commentary on the Collected Poems of W. B. Yeats*. (Stanford University Press 1968).
2. Pritchard, William H. *W. B. Yeats: A Critical Anthology*. ( Penguin.1972).
3. Vendler, Helen (2004). *Poets Thinking: Pope, Whitman, Dickinson, Yeats*. Harvard University Press.

### Dylan Thomas

1. Bold, Norman. *Cambridge Book of English Verse, 1939–1975* (Cambridge University Press1976).
2. Ferris, Paul *Dylan Thomas, A Biography*. (New York: Paragon House 1985).
3. Charles B. Cox (editor), *Dylan Thomas: a Collection of Critical Essays*, (1966).

## **Ted Hughes**

1. Paul, Ed. Ted Hughes Collected Poems. London: Faber and Faber, 2003.
2. Bedient, Calvin. Eight Contemporary Poets. London: Oxford University Press, 1974
3. Faas, Ekbert. Ted Hughes: The Unaccommodated Universe. Santa Barbara: Black Sparrow Press, 1980
4. Gifford, Terry and Neil Roberts. Ted Hughes: A Critical Study. London: Faber and Faber, 1981.
5. Sagar, Keith. The Art of Ted Hughes. Cambridge: Cambridge University Press, 1975

## **Samuel Beckett**

1. Esslin, Martin. The Theatre of the Absurd. New York: Vintage Books.
2. Flynn Thomas. Existentialism: A Very Short Introduction. Oxford: Oxford University Press, 2006.
3. Counsell, Colin. Signs of Performance: An Introduction to Twentieth Century Theatre. London: Routledge, 1996.
4. Fletcher, Beryl, S. A Students Guide to the Plays of Samuel Beckett. London: Faber and Faber, 1978.
5. Hayman, Ronald. Samuel Beckett. London: Heinemann, 1974.
6. Kenner, Hugh. Samuel Beckett, A Critical Study. London: John Calder, I 1962.
7. Kenner, Hugh. A Reader's Guide to Samuel Beckett. London: Thames & Hudson, 1976.
8. Suptisen. Samuel Beckett: His Mind and Art, Calcutta: Firna K. L. Mukhopadhyay, 1970.

## Choice Based Credit System Syllabus (2022 Pattern)

(As Per NEP 2020)

### Mapping of Program Outcomes with Course Outcomes

**Class:** M.A. Part I (SemII)

**Subject:** English

**Course:** English Literature from 1798-2000 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- CO 6 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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