

DEPARTMENT OF ENGLISH

M. A. COURSE OUTCOME

SEMESTER – I & IV

SEMESTER-I

**Paper I: English Literature from Geoffrey Chaucer to John Milton (3 credits)**

**Course Outcome:** The course outcome for a study of English Literature from Geoffrey Chaucer to John Milton would likely encompass a range of knowledge, skills, and insights. Here are some potential course outcomes:

1. Students should be able to demonstrate an understanding of the historical, social, and cultural contexts in which the literature of this period was produced. This includes knowledge of the medieval and Renaissance periods, as well as the political and religious changes that influenced literary works.
2. Develop the ability to critically analyze and interpret literary texts from the selected period. This involves identifying literary devices, themes, and cultural influences in works by Chaucer, Shakespeare, and Milton.
3. Students should be able to compare and contrast the literary styles, themes, and techniques employed by different authors within the specified timeframe.
4. This may involve comparing Chaucer's Middle English poetry with the works of the Elizabethan and Jacobean playwrights or exploring the shift from Renaissance to metaphysical poetry.
5. Gain an understanding of the evolution of literary genres during this period. This includes the development of drama, poetry, and prose, with attention to how each form evolved over time.

**Paper II:Drama Excluding Shakespeare (3 credits)**

**Course Outcome:** A course focused on drama excluding Shakespeare could have specific outcomes tailored to understanding, analyzing, and appreciating dramatic works from various periods and playwrights. Here are potential course outcomes:

1. Develop an understanding of various dramatic traditions and movements, excluding Shakespearean drama. Explore works from different cultures, time periods, and theatrical styles to appreciate the diversity of dramatic expression.
2. Gain familiarity with major playwrights outside of Shakespeare, spanning different historical periods. This may include exploring the works of classic playwrights such as Sophocles, Euripides, Molière, Ibsen, Chekhov, Tennessee Williams, Arthur Miller, and others.
3. Understand the characteristics of different dramatic genres, such as tragedy, comedy, farce, and realism. Analyze how playwrights employ these genres to convey themes and engage audiences.
4. Situate dramatic works within their historical and cultural contexts.
5. Explore how societal changes, political events, and cultural movements influence the themes and forms of dramatic literature.

### **Paper III Early Humanists' Literature (3 credits)**

**Course Outcome:** A course on Early Humanists' Literature would likely focus on the literary works produced during the period of Humanism, which flourished in the Renaissance (14th to 17th centuries). Humanism emphasized the study of classical texts, a focus on human potential and achievement, and a renewed interest in the arts and humanities. Here are potential course outcomes for such a program:

1. Gain a thorough understanding of the principles and key concepts of Humanism, including the revival of classical learning, emphasis on human potential, and the impact of Humanism on literature.
2. Familiarity with the major literary figures associated with Humanism, such as Petrarch, Giovanni Boccaccio, and Erasmus. Explore their works and contributions to the literary and intellectual landscape of the Renaissance.
3. Understand the influence of classical literature on Humanist writers. Explore how Greek and Roman texts shaped the themes, styles, and forms of Renaissance literature.
4. Analyze a variety of literary genres produced by Humanist writers, including poetry, essays, letters, and dialogues. Understand how these genres were employed to convey Humanist ideals and messages.

5. Examine the philosophical and ethical themes prevalent in Humanist literature. Explore concepts such as the dignity of man, the pursuit of knowledge, and the relationship between the individual and society.

### **Paper IV Literary Criticism 1 (3 credits)**

**Course Outcome:** A course on Literary Criticism 1 would typically introduce students to the fundamental theories, approaches, and methods used in analyzing and interpreting literature. Here are potential course outcomes for Literary Criticism 1:

1. Develop a foundational understanding of literary criticism as a discipline. Explore its purpose, evolution, and its role in shaping interpretations of literary works.
2. Familiarity with major schools of literary criticism, such as Formalism, Structuralism, New Criticism, and Reader-Response Theory. Understand the key principles and methodologies associated with each school.
3. Acquire a vocabulary of critical terms and concepts used in literary analysis. Understand how terms like "theme," "motif," "symbolism," and others are applied in critical discussions.
4. Develop the ability to conduct close readings of literary texts. Analyze the nuances of language, structure, and style to uncover layers of meaning in a given work.
5. Explore the significance of historical, cultural, and biographical contexts in literary interpretation. Understand how external factors can influence the meaning of a text.
6. Enhance the ability to write clear and concise literary analyses.

### **Paper V English Prose (3 credits)**

**Course Outcome:** A course on English Prose would focus on the study and analysis of prose literature in the English language, covering a range of historical periods and styles. Here are potential course outcomes for English Prose:

1. Develop an understanding of the evolution of English prose from its earliest forms to contemporary works. Explore the development of prose in different historical periods.
2. Familiarity with various genres of English prose, including essays, biographies, autobiographies, travel narratives, letters, and speeches. Understand the distinctive characteristics and conventions of each genre.
3. Gain knowledge of major prose writers in the English literary tradition. This may include authors such as Francis Bacon, John Locke, Virginia Woolf, George Orwell, Joan Didion, and others, depending on the scope of the course.
4. Analyze the stylistic elements and rhetorical devices employed in different prose works. Explore how authors use language to convey meaning, create tone, and engage readers.
5. Develop the ability to critically analyze and interpret prose texts. This includes understanding themes, character development, narrative structure, and the use of literary devices.

## **Course VI American Literature (3 credits)**

**Course Outcome:** A course on English Prose would focus on the study and analysis of prose literature in the English language, covering a range of historical periods and styles. Here are potential course outcomes for English Prose:

1. Develop an understanding of the evolution of English prose from its earliest forms to contemporary works. Explore the development of prose in different historical periods.
2. Familiarity with various genres of English prose, including essays, biographies, autobiographies, travel narratives, letters, and speeches. Understand the distinctive characteristics and conventions of each genre.
3. Gain knowledge of major prose writers in the English literary tradition. This may include authors such as Francis Bacon, John Locke, Virginia Woolf, George Orwell, Joan Didion, and others, depending on the scope of the course.
4. Situate prose works within their cultural and social contexts. Explore how historical events, cultural movements, and societal changes influence the themes and content of prose literature.

## **SEMESTER -II**

### **Paper VII William Shakespeare (3 credits)**

A course on English Prose would focus on the study and analysis of prose literature in the English language, covering a range of historical periods and styles. Here are potential course outcomes for English Prose:

1. To develop an understanding of the evolution of English prose from its earliest forms to contemporary works. Explore the development of prose in different historical periods.
2. Familiarity with various genres of English prose, including essays, biographies, autobiographies, travel narratives, letters, and speeches. Understand the distinctive characteristics and conventions of each genre.
3. Gain knowledge of major prose writers in the English literary tradition. This may include authors such as Francis Bacon, John Locke, Virginia Woolf, George Orwell, Joan Didion, and others, depending on the scope of the course.
4. Analyze the stylistic elements and rhetorical devices employed in different prose works. Explore how authors use language to convey meaning, create tone, and engage readers.

5. Enhance effective communication skills through written assignments, presentations, and class discussions. Develop the ability to articulate insights, analyses, and interpretations of prose texts.

### **Paper VIII Eighteenth Century Literature (3 credits)**

The course outcomes for a study of Eighteenth Century Literature may vary depending on the specific focus and goals of the course, as well as the institution offering it. However, here are some general course outcomes that might be expected in a study of Eighteenth Century Literature:

1. Understand the historical and cultural context of the Eighteenth Century, including major political, social, and intellectual developments.
2. Identify and analyze major literary movements and styles of the Eighteenth Century, such as the Enlightenment, Neoclassicism, and Romanticism.
3. Examine the characteristics of literary genres like the novel, drama, and poetry during this period.
4. Understand the contributions of significant authors from the period, such as Daniel Defoe, Jonathan Swift, Alexander Pope, and Samuel Johnson.

### **Course IX Literary Criticism 2 (3 credits)**

Develop critical thinking skills to analyze literary texts, including the ability to interpret and evaluate different literary theories.

1. An understanding of the relationship between literature and its socio-cultural, historical, and political contexts.
2. Acquire research skills in literary criticism, including the ability to use relevant databases, scholarly sources, and primary texts.
3. Conduct independent research projects that contribute to the understanding of literary works and their critical reception.
4. Enhance written and oral communication skills to articulate well-founded literary analyses.

5. Present and defend literary interpretations in a clear and coherent manner.
6. Explore interdisciplinary connections by integrating literary criticism with other fields such as philosophy, history, psychology, or cultural studies.

### **Course X English Romantic Poetry (3 credits)**

The outcomes for a course focused on English Romantic Poetry can vary based on the specific goals and curriculum of the course. However, here are some general outcomes that might be expected:

1. To develop a comprehensive understanding of the Romantic literary movement, including its historical context, key themes, and philosophical underpinnings.
2. Gain familiarity with major English Romantic poets, such as William Wordsworth, Samuel Taylor Coleridge, William Blake, Lord Byron, Percy Bysshe Shelley, and John Keats.
3. Develop skills in close reading and analysis of Romantic poems, exploring elements such as imagery, symbolism, meter, and rhyme.
4. Understand the significance of individual poems within the broader context of each poet's body of work.
5. Analyze how Romantic poets engage with and respond to the cultural, political, and social issues of their time, such as the French Revolution, industrialization, and changing notions of nature.

### **Course XI Nineteenth Century Literature (3 credits)**

The outcomes for a course in Nineteenth Century Literature can vary depending on the specific focus and goals of the course, as well as the institution offering it.

1. Understand the historical and cultural context of the Nineteenth Century, including major political, social, and intellectual developments.
2. Analyze how literature reflects and responds to the societal changes and movements of the time.
3. Identify and analyze major literary movements and styles of the Nineteenth Century, such as Romanticism, Realism, and Victorian literature.
4. Examine how these works reflect the concerns, values, and ideologies of the time.

## **Course XII Indian Writing in English (3 credits)**

The outcomes for a course focused on Indian Writing in English can vary depending on the specific goals and curriculum of the course. However, here are some general outcomes that might be expected::

1. Develop a comprehensive understanding of the literary traditions in India, including the historical and cultural context of the country's diverse languages and regions.
2. Gain knowledge of major authors in Indian Writing in English, spanning different genres such as fiction, poetry, drama, and non-fiction.
3. Study the works of prominent writers like Rabindranath Tagore, R.K. Narayan, Salman Rushdie, Arundhati Roy, Jhumpa Lahiri, and others.
4. Analyze how Indian Writing in English reflects and responds to the cultural, social, political, and historical contexts of India.
5. Explore the representation of issues such as identity, colonialism, post-colonialism, globalization, and cultural hybridity.

SEMESTER - III

## **Course XIII Twentieth Century Poetry (3 credits)**

The outcomes for a course focused on Twentieth Century Poetry can vary depending on the specific goals and curriculum of the course. However, here are some general outcomes that might be expected:

1. Develop a comprehensive understanding of the historical and cultural context of the twentieth century and how it influenced poetic movements and styles.
2. Gain familiarity with major poets of the twentieth century, exploring their biographies, works, and contributions to the literary canon. Poets may include T.S. Eliot, W.B. Yeats, Langston Hughes, Sylvia Plath, Seamus Heaney, and others.
3. Identify and analyze major poetic movements and styles of the twentieth century, such as Modernism, Imagism, Beat poetry, Confessional poetry, and Postmodernism.

## **Course XIV Indian Texts and Poetics (3 credits)**

The outcomes for a course focused on Indian Texts and Poetics can vary based on the specific goals and curriculum of the course. However, here are some general outcomes.

1. Explore the rich tapestry of Indian literature, including ancient texts, classical poetry, and modern literary works.
2. Gain familiarity with classical Indian texts, such as the Vedas, Upanishads, Mahabharata, Ramayana, and other foundational texts.
3. Explore how these elements contribute to the aesthetic and communicative aspects of the poetry.
4. Conduct comparative analyses of poetic traditions across different regions and languages in India.

## **Course XV Literary Criticism 3 (3 credits) 3**

Emphasize multicultural perspectives in literary criticism, considering the voices of marginalized and underrepresented groups.

1. Analyze how cultural diversity impacts literary interpretation and critical approaches.
2. Investigate the role of digital humanities and technology in literary criticism, exploring how new media and digital tools shape the study of literature.
3. Consider the impact of digital platforms on literary production, distribution, and reception.
4. Engage actively in seminars, fostering collaborative discussions on advanced topics in literary criticism.
5. Explore ethical considerations in literary criticism, including issues related to literary Criticism.

## **Elective Courses: Course XVI Group (A)**

(A) (One of the following)

(a) Commonwealth Literature (3 credits)(b) Translation Studies (3 credits)

Identify and analyze common themes and motifs in Commonwealth Literature, such as diaspora, migration, cultural hybridity, resistance, and the legacies of imperialism.

1. Explore the cultural and linguistic diversity within Commonwealth Literature, considering how writers from different backgrounds use language and narrative techniques to express their unique experiences.



2. Conduct comparative analyses of literary works from different Commonwealth regions, examining both shared concerns and distinct cultural expressions.
3. Examine literary movements and styles within Commonwealth Literature, considering how writers adapt or challenge Western literary traditions and experiment with form and language.
4. Explore how Commonwealth Literature addresses social issues, including race, gender, class, postcolonial politics, and economic disparities.
5. Consider the global dimensions of Commonwealth Literature, understanding its role in shaping international literary conversations and fostering cross-cultural understanding

#### Paper XVII Group B

(One of the following) **(a)World Classics in Translation** (3 credits) **(b)European Literature in Translation** (3 credits)

The outcome of a course on "World Classics in Translation" can encompass a range of objectives that aim to provide students with a well-rounded understanding of global literature. Here are some potential outcomes for such a course:

1. Students will gain an appreciation for diverse cultures through the exploration of classic literary works from different regions and time periods. Exposure to various world classics in translation fosters cross-cultural understanding and sensitivity.
2. The course should enhance students' abilities to analyze and interpret literary texts. They will learn to identify themes, literary devices, cultural contexts, and the stylistic nuances of classic works.
3. Students will develop critical thinking skills by engaging with challenging and thought-provoking texts. They should be able to question assumptions, evaluate different perspectives, and form their own critical opinions about the literature studied.
4. As the course involves reading translations of classic texts, students may improve their language proficiency, even if they are not studying the original languages.
5. They will become adept at understanding and appreciating the nuances of translated literature.

## **Paper XVIII**

Group (C) (One of the following) (a) Modern Indian Writing (3 credits) **(b) Indian Literature in Translation (3 credits)**

A course on "Indian Literature in Translation" is designed to offer students insights into the rich and diverse literary traditions of India through translated works. Here are potential outcomes for such a course:

1. Students will develop a deep appreciation for the cultural diversity of India by exploring literature from various regions, languages, and communities. Exposure to translated works allows for a broader understanding of India's multilingual and multicultural literary landscape.
2. The course aims to enhance students' skills in analyzing and interpreting literary texts. They should be able to identify literary devices, themes, and cultural contexts present in the translated works.
3. Students will engage in critical thinking by examining the societal, political, and historical dimensions embedded in the literature.
4. They should be able to critically assess the perspectives presented in the texts and understand the complexities of Indian society as reflected in literature.

## **SEMESTER - IV**

### **Paper XIX Twentieth Century Drama (3 credits)**

In a course on Twentieth Century Drama, students can expect to learn a variety of concepts, skills, and insights related to dramatic literature, theatrical movements, and cultural shifts. Here are some key areas of learning:

1. Gain an understanding of the historical and cultural backdrop of the twentieth century, exploring how global events, wars, social changes, and technological advancements influenced the development of dramatic literature.
2. Explore the works of major playwrights from the twentieth century, such as Samuel Beckett, Arthur Miller, Tennessee Williams, Harold Pinter, Anton Chekhov, Bertolt Brecht, and others.
3. Analyze their distinctive styles, themes, and contributions to the evolution of drama.

4. Explore how twentieth-century plays often served as a platform for social and political commentary, addressing issues such as war, gender roles, race relations, and societal norms.

## **Paper XX**

### **Colonial/Postcolonial Literatures and Theory (3 credits)**

In a course on Colonial and Postcolonial Literatures and Theory, students can expect to gain a deep understanding of the literary productions of regions affected by colonialism, the ways in which these texts engage with colonial and postcolonial experiences, and the theoretical frameworks used to interpret them. Here are some key outcomes:

1. Develop a historical understanding of colonialism and its impact on colonized regions, including the social, political, economic, and cultural ramifications.
2. Acquire skills in analyzing literary texts from colonial and postcolonial contexts, with a focus on novels, poetry, drama, and other literary forms.
3. Explore how these texts reflect the complexities of colonial and postcolonial experiences.
4. Investigate how colonial and postcolonial literatures represent identity, including issues of race, ethnicity, gender, and cultural hybridity.
5. Develop advanced research and writing skills in the field of colonial and postcolonial studies, including the ability to critically engage with theoretical frameworks and scholarly debates.

## **Paper XXI**

### **Modern Critical Thought (3 credits) Elective Courses:**

The course in Modern Critical Thought aims to equip students with a comprehensive understanding of contemporary critical theories and methodologies. Throughout the semester, students will engage with foundational texts and prominent thinkers, developing the skills necessary to critically analyze and deconstruct complex ideas.

1. By exploring diverse perspectives, including but not limited to post colonialism, feminism, poststructuralist, and cultural studies, and students will cultivate a nuanced and informed approach to interpreting and evaluating contemporary issues.
2. 2 Emphasis will be placed on fostering intellectual curiosity, honing analytical thinking, and encouraging students to articulate their own critical perspectives.

3. By the end of the course, students should be able to apply these critical frameworks to a variety of contexts, demonstrating a heightened awareness of the complexities inherent in modern thought and an ability to engage in thoughtful, informed discourse.

## **Paper XXII**

Group (A) (One of the following) (a) Literature of the Indian Diaspora (3 credit

(b) Special Study of Authors (3 credits) 4

The course in Literature of the Indian Diaspora seeks to provide students with a profound understanding of the literary expressions emanating from the Indian diaspora. Throughout the semester, students will delve into a rich array of texts that explore the complexities of identity, belonging, and cultural hybridity.

1. By engaging with works from various genres such as novels, short stories, poetry, and essays, students will gain insights into the diverse experiences of the Indian diasporic community across the globe.
2. The course aims to develop critical reading and analytical skills, enabling students to interpret and evaluate the cultural, social, and historical contexts embedded in these literary works.
3. Additionally, students will be encouraged to examine the intersectionality of identity, considering factors such as gender, ethnicity, and socioeconomic background.
4. By the end of the course, students should be adept at synthesizing their understanding of the literature of the Indian diaspora, articulating nuanced perspectives, and appreciating the significance of these narratives in the broader context of global literature.

**Paper XXIII** Group (B) (One of the following) (a) African and Afro-American Literature (3 credits) (b) Literature and Gender (3 credits)

The course in Literature and Gender aims to provide students with a comprehensive exploration of how gender is represented, constructed, and challenged in literary works. Throughout the

semester, students will engage with a diverse selection of texts that span various genres and historical periods.

1. The primary goal is to develop a nuanced understanding of how literature reflects, shapes, and challenges societal perceptions of gender roles, identities, and power dynamics. Students will analyze the ways in which authors use narrative strategies, language, and characterization to explore issues related to gender, sexuality, and intersectionality.
2. By the end of the course, students are expected to critically evaluate and discuss the complexities of gender representation in literature, recognizing the historical and cultural contexts that influence these depictions.
3. Furthermore, students should be able to articulate their own interpretations of gender-related themes, demonstrating an awareness of the fluid and socially constructed nature of gender identities

#### **Paper XXIV**

Dissertation & Viva Voce (3 credits) Self Study Courses: 1. Language and Linguistics. (3 credits)

A dissertation is a significant component of many Master of Arts (M.A.) programs and offers various benefits for students in this academic context:

1. **In-Depth Knowledge:** Writing a dissertation allows M.A. students to delve deeply into a specific topic of interest within their field of study. This in-depth exploration helps them gain a comprehensive understanding of a particular subject or issue.
2. learn to formulate research questions, conduct literature reviews, design research methodologies, gather and analyze data, and draw meaningful conclusions.
3. The dissertation writing process enhances communication skills. M.A. students must articulate complex ideas, present arguments clearly, and effectively communicate their research findings in written form.
4. For those considering pursuing a Ph.D. or other advanced degrees, the dissertation serves as a valuable preparation.

5. It introduces students to the demands of original research and contributes to the development of the skills necessary for success in doctoral programs.