

## COURSE- M.A. (English)

<b>Program Outcome (PO)</b>	
PO	After completion of M.A. English the post- graduates will be able to attain the research skills and the critical thinking in the field of practical working; they will become liberal in thinking and will respect all the religions, cultures and people with all political affiliations; they will develop the subject specific skills that can be shared with others; they will attain communicative and literary skills along with ethical values; they will begin to understand the critical issues like gender equality and environmental sustainability due to interpretation of literature in those contexts; they will get the life- long learning within the same discipline and they will be able to gain the multidisciplinary knowledge.
<b>Program Specific Outcome (PSO)</b>	
PSO	After completing the Post- Graduation degree in English, the students will be able to interpret literary texts with their critical and analytical skills; they will instruct the learners to read the variety of texts from multiple perspectives including social and historical contexts; they will develop optimistic outlook and utilitarian approach; they will create a unique learning environment where the knowledge of language and literature may be imparted critically and proficiently.
<b>Course Outcomes (CO)</b>	
<b>1<sup>st</sup> Year- Semester-I: Paper I- Literature in English (1550- 1660) Part - I</b>	
CO-1	Learning about the major literary trends of the age and the prominent authors of that time; Philip Sidney as a Love poet; Philip Sidney as a sonneteer; <i>Doctor Faustus</i> by Christopher Marlowe as a tragedy; <i>Doctor Faustus</i> as a moral allegory, Doctor Faustus as a tragic hero; Christopher Marlowe as a true child of Renaissance; John Milton's <i>Paradise Lost</i> as an epic; Grand style of <i>Paradise Lost</i> ; Milton's use of Epic Similes in <i>Paradise Lost</i> ; Description of Hell in <i>Paradise Lost</i> ; William Shakespeare's <i>Twelfth Night</i> as a Romantic Comedy; Treatment of love in <i>Twelfth Night</i> ; The role of music in <i>Twelfth Night</i> ; The element of mistaken identity in <i>Twelfth Night</i> .

**1<sup>st</sup> Year- Semester-I: Paper II- Literature in English (1660- 1798) Part- I**

CO-2	Knowledge regarding major literary trends of the age; major literary works of the age; John Dryden's <i>Absalom and Achitophel</i> as a Political Satire; Portrait gallery in the poem <i>Absalom and Achitophel</i> ; <i>Absalom and Achitophel</i> as a Biblical Allegory; Historical elements in the poem <i>Absalom and Achitophel</i> ; Alexander Pope's <i>The Rape of the Lock</i> as a satire; <i>The Rape of the Lock</i> as a mock- heroic epic; Rosicrucian machinery in <i>The Rape of the Lock</i> ; William Congreve's play <i>The Way of the World</i> as a Restoration comedy of Manners; <i>The Way of the World</i> as a mirror of contemporary society; The elements of Wit and Humour in the play <i>The Way of the World</i> , R.B. Sheridan's <i>The School for Scandal</i> as a Comedy of Manners; <i>The School for Scandal</i> as a Sentimental Comedy; the elements of Wit in the play <i>The School for Scandal</i> .
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**1<sup>st</sup> Year- Semester-I: Paper III- Literature in English (1798- 1914) Part- I**

CO-3	Learning about the major literary trends of the Romantic and Victorian age; major literary works of the Romantic and Victorian age; William Wordsworth as a Nature poet; The elements of mysticism in the poems of Wordsworth; William Wordsworth's theory of poetry; <i>Lyrical Ballads</i> as a manifesto of Romantic revival; Hellenism in the poetry of John Keats; Keats as a writer of odes; The elements of sensuality and mysticism in the poetry of John Keats; Charles Dickens as a novelist; <i>Oliver Twist</i> by Charles Dickens as a social satire; The elements of humour and pathos in the novel <i>Oliver Twist</i> ; The goodness and evilness in the novel <i>Oliver Twist</i> ; George Eliot as a social novelist; The depiction of child psychology in the novel <i>The Mill on the Floss</i> ; Autobiographical elements in the novel <i>The Mill on the Floss</i> ; The portrayal of true English social life in the novel <i>The Mill on the Floss</i> .
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**1<sup>st</sup> Year- Semester-I: Paper IV- Literature in English (1914- 2000) Part- I**

CO-4	Know about the major literary trends of the age; major literary works of the age; The themes of life and death in <i>The Waste Land</i> ; T.S. Eliot's <i>The Waste Land</i> as a modern poem; The allusions in the poem <i>The Waste Land</i> ; Cultural conflict in <i>A Passage to India</i> by E.M. Forster; <i>A Passage to India</i> as a Postcolonial novel; <i>A Passage to India</i> as a modern novel; Philip Larkin as a Movement poet; The themes of pessimism and death in poetry of Philip Larkin; Sensitivity in the poetry of Philip Larkin; <i>Lucky Jim</i> by Kingsley Amis as a campus novel; Satirical elements in the novel <i>Lucky Jim</i> .
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**1st Year- Semester-I: Paper V- Study of a Genre (Fiction) Part- I**

CO-5	Learning about the major literary trends of the age; major literary works of the age; E. M. Forster's idea of
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	<p>development of characters in <i>Aspects of the Novel</i>; The concepts of story and plot in <i>Aspects of the Novel</i>; The idea of Round and Flat characters in <i>Aspects of the Novel</i>; The significance of title of the novel <i>Pride and Prejudice</i> by Jane Austen; <i>Pride and Prejudice</i> as a domestic novel; Ironical elements in the novel <i>Pride and Prejudice</i>; Significance of the title of the novel <i>The Scarlett Letter</i> by Nathaniel Hawthorne; The conflicts in the novel <i>The Scarlett Letter</i>; Symbolism in the novel <i>The Scarlett Letter</i>; Themes of sin and regeneration in the novel <i>The Scarlett Letter</i>; James Joyce's <i>A Portrait of the Artist as a Young Man</i> as an autobiographical novel; Use of epiphanies in the novel <i>A Portrait of the Artist as a Young Man</i>; Mythical elements in the novel <i>A Portrait of the Artist as a Young Man</i>; The technique of stream of consciousness in the novel <i>A Portrait of the Artist as a Young Man</i>.</p>
<p><b>1<sup>st</sup> Year- Semester-II: Paper VI- Literature in English (1550- 1660) Part - II</b></p>	
CO-6	<p>Learning about the major literary trends of the age; major literary works of the age; The internal conflict in William Shakespeare's play <i>Hamlet</i>; The play <i>Hamlet</i> as a revenge tragedy; Soliloquies in the play <i>Hamlet</i>; John Donne as a metaphysical poet; love poems of John Donne; metaphysical conceits in the poetry of John Donne; John Webster's <i>The Duchess Of Malfi</i> as a Revenge Tragedy; The supernatural elements in <i>The Duchess Of Malfi</i>; Melodramatic elements in <i>The Duchess Of Malfi</i>; Prose style of Francis Bacon in his essays; The aphoristic style of writing in the essays of Francis Bacon; Francis Bacon as the father of English essayists.</p>
<p><b>1<sup>st</sup> Year- Semester-II: Paper VII- Literature in English (1660- 1798) Part- II</b></p>	
CO-7	<p>Reading of Daniel Defoe's <i>Robinson Crusoe</i> as an allegory; Spiritual development of Robinson Crusoe in the novel; <i>Robinson Crusoe</i> as a picaresque novel; Themes of Henry Fielding's novel <i>Joseph Andrews</i>; Fielding's novel <i>Joseph Andrews</i> as social document; <i>Joseph Andrews</i> as a picaresque novel; The emergence of Periodical Essays as a new genre; Contribution of Addison and Steele in creating new genre of Periodical Essays, Compare and contrast the literary styles of Addison and Steele; <i>The Spectator</i> as a mirror of contemporary society; Joseph Addison as social reformer; Prose Style of Joseph Addison; The futility of human striving in Samuel Johnson's poem <i>The Vanity of Human Wishes</i>; Johnson's poem <i>London</i> as a Juvenal's satire.</p>
<p><b>1<sup>st</sup> Year- Semester-II: Paper VIII- Literature in English (1798- 1914) Part- II</b></p>	
CO-8	<p>Learning about the major literary trends of the age; major literary works of the age; Robert Browning as the master of Dramatic Monologue; Optimism in the poems of Robert Browning; Thomas Hardy as a pessimistic</p>

	<p>writer; Role of chance and fate in the novel <i>Tess of the d'Urbervilles</i> by Thomas Hardy; The theme of morality in the novel <i>Tess of the d'Urbervilles</i>; G.B. Shaw's <i>Arms and the Man</i> as an anti-romantic comedy; The elements of wit and humour in the play <i>Arms and the Man</i>; Themes of love and war in the play <i>Arms and the Man</i>; Significance of the title of the play <i>Arms and the Man</i>; Gustav Flaubert as a father of the modern novel; Flaubert's indictment of bourgeois values in <i>Madame Bovary</i>; The themes of protests and revolution in the novel <i>Madame Bovary</i>.</p>
<p><b>1<sup>st</sup> Year- Semester-II: Paper IX- Literature in English (1914- 2000) Part- II</b></p>	
CO-9	<p>Learning about the major literary trends of the age; major literary works of the age; Nissim Ezekiel as a Modern poet; Indianness and anti- Indianness in the poetry of Nissim Ezekiel; Theme of alienation in the poems of Nissim Ezekiel; Poetic style of Nissim Ezekiel; Raju as a guide in R.K. Narayan's novel <i>The Guide</i>; Rosie as an unconventional character in the novel <i>The Guide</i>; The narrative technique of the novel <i>The Guide</i>; The Indian theme and atmosphere in the novel <i>The Guide</i>; Blend of realism and expressionism in the play <i>Death of a Salesman</i> by Arthur Miller; Symbolism in the play <i>Death of a Salesman</i>; Modern tragic vision of Miller in the play <i>Death of a Salesman</i>; Willy Loman as a tragic hero in the play <i>Death of a Salesman</i>; Meursault as an unemotional protagonist in the novel <i>The Outsider</i> by Albert Camus; Meursault as the outsider or the stranger in the novel <i>The Outsider</i>.</p>
<p><b>1<sup>st</sup> Year- Semester-II: Paper X- Study of a Genre (Fiction) Part- II</b></p>	
CO-10	<p>Study of autobiographical elements in the novel <i>Heart of Darkness</i> by Joseph Conrad; The significance of title of the novel <i>Heart of Darkness</i>; Symbolism in the novel <i>Heart of Darkness</i>; Economic exploitation of the natives of Congo in <i>Heart of Darkness</i>; <i>Sons and Lovers</i> by D.H. Lawrence as an autobiographical novel; The theme of Oedipus Complex in the novel <i>Sons and Lovers</i>; Relationships of Paul, Miriam and Clara in the novel <i>Sons and Lovers</i>; The narrative technique in the novel <i>Kanthapura</i> by Raja Rao; The depiction of Indian freedom movement in the novel <i>Kanthapura</i>; Gandhi's philosophy of freedom as described in the novel <i>Kanthapura</i>; Role of female characters in the novel <i>Kanthapura</i>; The theme of quest for identity in the novel <i>A House for Mr. Biswas</i> by V.S. Naipaul; The structure of the novel <i>A House for Mr. Biswas</i>; Clash of culture in the novel <i>A House for Mr. Biswas</i>; Themes of rebellion and independence in the novel <i>A House for Mr. Biswas</i>.</p>
<p><b>2<sup>nd</sup> Year- Semester-III: Paper XI- Critical Theory- I</b></p>	
CO-11	<p>Introduction to Aristotle's <i>Poetics</i>; Formative elements of a Tragedy; Concept of Tragic hero; Theory of Imitation; Importance of Plot; Theory of Catharsis; Origin of drama in Bharatmuni's <i>Natyashastra</i>; Theory of</p>

	Rasa in Bharatmuni's <i>Natyashastra</i> ; Function of the Poet in Horace's <i>Ars Poetica</i> ; Concept of Drama and poetry in Horace's <i>Ars Poetica</i> ; Nature, function and aim of poetry in Horace's <i>Ars Poetica</i> ; discussion of merits and demerits of Shakespeare in Dr. Johnson's <i>Preface to Shakespeare</i> ; Preference for comedies over tragedies in <i>Preface to Shakespeare</i> ; Theory of three unities in <i>Preface to Shakespeare</i> .
<b>2<sup>nd</sup> Year- Semester-III: Paper XII- American Literature- I</b>	
CO-12	Discussion of Walt Whitman as a poet of Democracy; The mythical elements in the poetry of Walt Whitman; The elements of Elegy in the poem <i>When Lilacs Last in the Dooryard Bloom'd</i> ; Emily Dickinson as a Metaphysical poet; Emily Dickinson as a Nature Poet; The tension between ideas and nature in the poetry of Emily Dickinson; Conflict between civilization and Natural life in Mark Twain's <i>The Adventures of Huckleberry Finn</i> ; The theme of the novel <i>The Adventures of Huckleberry Finn</i> ; Racism and Slavery in the novel <i>The Adventures of Huckleberry Finn</i> ; The aspect of feminism in <i>The Portrait of a Lady</i> by Henry James; Role of Marriage and Death in the novel <i>The Portrait of a Lady</i> ; Significance of the title of the novel <i>The Portrait of a Lady</i> .
<b>2<sup>nd</sup> Year- Semester- III: Paper XIII- Indian Writing in English- I</b>	
CO-13	Exploration of the element of mysticism in the poem <i>Savitri, Book IV</i> by Sri Aurobindo; <i>Savitri</i> as an epic poem; Studying Kamala Das as a feminist poet; Kamala Das as a confessional poet; The theme of love in the poems of Kamala Das; Nostalgic elements in the poem <i>My Grandmother's House</i> by Kamala Das; The contribution of Jayant Mahapatra in the field of Indo-Anglian poetry; The human relationships in the poetry of Jayant Mahapatra; The spectrum of themes in the poetry of Jayant Mahapatra; The theme of class struggle and class exploitation in the novel <i>Coolie</i> by Mulk Raj Anand; The depiction of industrialization and its impact on the society in the novel <i>Coolie</i> .
<b>2<sup>nd</sup> Year- Semester- III: Paper XIV- English Language- I</b>	
CO-14	Enhance the English language skills with Phonetics: Speech Mechanism, Role of different organs of speech, Sounds of English, Description of Sounds, Syllable and Stress, Intonation and its functions; Transcribing words phonemically with primary stress; Marking stress and falling/rising/falling-rising tones; Learning History of English Language: Old English, Middle English, Latin, Celtic and Scandinavian, Influence on Old English, Renaissance and the English Language, Change from Old to Modern English; Word formation process : Coinage, Borrowing, Compounding, Blending Clipping, Back formation, Conversion, Acronyms, Derivation, Prefixes, Suffixes, Affixes; Enhancing the writing skills with the translation exercises from Hindi to English.
<b>2<sup>nd</sup> Year- Semester- III: Paper XV- Literature and Gender- I</b>	

CO-15	Studying <i>Jane Eyre</i> by Charlotte Bronte as a feminist text; <i>Jane Eyre</i> as a novel of passion; The technique of stream of consciousness in Virginia Woolf's novel <i>To The Light House</i> ; Symbolism in the novel <i>To The Light House</i> ; Gender relations in the novel <i>To The Light House</i> ; Virginia Woolf's essay <i>A Room of One's Own</i> as a feminist discourse; 'Room' as a metaphor in the essay <i>A Room of One's Own</i> ; Virginia Woolf's assertion of economic autonomy of women in the essay <i>A Room of One's Own</i> ; Feminist concerns and gender bias in Doris Lessing's novel <i>The Golden Notebook</i> ; Man- Woman relationship in the novel <i>The Golden Notebook</i> .
<b>2<sup>nd</sup> Year- Semester-IV: Paper XVI- Critical Theory- II</b>	
CO-16	Learning the views of William Wordsworth regarding meter in <i>Preface to Lyrical Ballads</i> ; Wordsworth's theory of poetic diction; Wordsworth's theory regarding poet and the poetry; Matthew Arnold's definition of criticism in <i>The Function of Criticism at the Present Time</i> ; Arnold's view regarding high destiny of poetry in the essay <i>The Study of Poetry</i> ; The opinion of Arnold regarding John Keats that his poetry interprets life in the essay <i>John Keats</i> ; Virginia Woolf's opinion how the writers should write in the essay <i>Modern Fiction</i> ; T.S. Eliot's view on historical sense in the essay <i>Tradition and Individual Talent</i> ; I.A. Richards' views on distinction of art in his essay <i>Levels of Response and the Width of Appeal</i> ; Characteristics of modern poetry in the essay <i>The Allusiveness of Modern Poetry</i> ; Ferdinand de Saussure's argument regarding language as a part of social institution in his essay <i>The Object of Study</i> ; The aims and problems in the field of feminist criticism in the essay <i>Feminist Criticism in Wilderness</i> by Elaine Showalter; M.H. Abrams' view regarding limitations of deconstruction in literary criticism in the essay <i>The Deconstructive Angel</i> .
<b>2<sup>nd</sup> Year- Semester-IV: Paper XVII- American Literature- II</b>	
CO-17	Studying the themes of universalism and regionalism in the poetry of Robert Frost; Delight and wisdom in the poems of Frost; Polarity in Frost's poetry; Robert Frost as a modern poet; Nature poems of Robert Frost; Themes of aimlessness and sex in Ernest Hemingway's novel <i>The Sun Also Rises</i> ; The significance of bullfighting scene in the novel <i>The Sun Also Rises</i> ; Jake Barnes as typical representative of the lost generation in the novel <i>The Sun Also Rises</i> ; Brett as an independent lady in the novel <i>The Sun Also Rises</i> ; Eugene O' Neill's <i>The Hairy Ape</i> as a modern tragedy; Characterization in the play <i>The Hairy Ape</i> ; The elements of expressionism in the play <i>The Hairy Ape</i> ; Symbolism in the play <i>The Hairy Ape</i> ; Significance of title of the play <i>The Hairy Ape</i> ; Feminist critique of the play

	<b><i>A Streetcar Named Desire</i> by Tennessee Williams; Symbolic elements in the play <i>A Streetcar Named Desire</i>; Internal conflict in the play <i>A Streetcar Named Desire</i>; Representation of modern society in the play <i>A Streetcar Named Desire</i>.</b>
<b>2<sup>nd</sup> Year- Semester- IV: Paper XVIII- Indian Writing in English- II</b>	
CO-18	<b>Analyzing the significance of title of the novel <i>Train to Pakistan</i> by Khushwant Singh; Theme of partition in the novel <i>Train to Pakistan</i>; The themes of postcolonial anxiety and national identity in the novel <i>Train to Pakistan</i>; Images and symbols in the novel <i>Voices in the City</i> by Anita Desai; <i>Voices in the City</i> as psychological novel; Significance of the title of the novel <i>Voices in the City</i>; Social concerns in Vijay Tendulkar's play <i>Silence! The Court is in Session</i>; The dramatic technique in the play <i>Silence! The Court is in Session</i>; Sarvepalli Radhakrishnan as a prose writer; Use of the term Hinduism in static and dynamic forms in <i>The Hindu View of Life</i>.</b>
<b>2<sup>nd</sup> Year- Semester- IV: Paper XIX- English Language- II</b>	
CO-19	<b>Enhance the English language skills with Study of Clauses: Nature and composition of Clauses- Phrases and compound sentences, subordinate and coordinate clauses and their formation by subordinate and coordinating conjunctions, composition, uses and function of Relative clauses, Noun clauses and Adverbial clauses; Figures of Speech : Simile, Metaphor, Symbolism, Foregrounding, Style as Deviance, Personification, Alliteration, Meter, Imagery, Parallelism; Critical analysis of short poem and prose text; ELT in India: A brief history, Role of English, Nature and approaches of Methods, Problems and Perspectives; Methods and Materials: Grammar-Translation Method, Direct Method, Audio-Lingual Method, Communicative Language Teaching, Devising Pedagogic exercises according to the principles of a method.</b>
<b>2<sup>nd</sup> Year- Semester- IV: Paper XX- Literature and Gender- II</b>	
CO-20	<b>Simone de Beauvoir's analysis of myth of woman in <i>The Second Sex</i>; The argument of woman as 'other' in Simone de Beauvoir's <i>The Second Sex</i>; Predicament of woman in <i>The Second Sex</i>; Treatment of slaves in the novel <i>Beloved</i> by Toni Morrison; Plight of woman in the novel <i>Beloved</i>; Significance of the title of the novel <i>The Color Purple</i> by Alice Walker; Theme of rebellion in the novel <i>The Color Purple</i>; Treatment of slaves in the novel <i>The Color Purple</i>; Man- woman relationship in the novel <i>That Long Silence</i> by Shashi Deshpande; Significance of the title of the novel <i>That Long Silence</i>; Searching for self- identity in the novel <i>That Long Silence</i>.</b>

