

Programme Specific Outcome: M.A. English Language and Literature

1. The student, on the successful completion of the program, gains a thoroughgoing, meticulous and comprehensive understanding of literature produced in English in the U.K., India, U.S.A. and other countries as well as exemplary expertise in grammar, composition and mechanics of academic writing.
2. The program strives to instil a strong interdisciplinary ethos wherein one subject is intensively studied with the help of conceptual categories and analytical tools liberally borrowed and customized from a wide spectrum of related subjects.
3. The program offers the acquisition of approaches and methods to generate knowledge through research methodology, citation style and the basics of publication.
4. The program envisages inculcating heightened social sensitivity and sensibility, combined with tolerance and broadmindedness in the student.
5. The program is designed as a launch pad for the aspiring student to the ever expanding vistas of information and knowledge.

Course objectives

Course 01: PG1ENGC01 – Chaucer and the History of English Language and Literature

1. To provide the student with the knowledge of the growth of English language and literature up to the age of Geoffrey Chaucer.
2. To introduce milestone literary works of the period with their social, cultural and intellectual background.
3. To comprehensively discuss the trajectories of English language and literature.
4. To mark and theorise the evolution of Old English to its modern form.
5. To train the student to meaningfully decipher and interpret old language in terms of semantic and syntactical shifts.

Course 02: PG1ENGC02 – Shakespeare and His Contemporaries

1. To locate the spatial and temporal frameworks of the paradigm shift commonly referred to as the European/English Renaissance.

2. To identify and probe the ideational undercurrents and ideological moorings which brought about the change from theocentric to anthropocentric discourses.
3. To introduce the key English texts and treatises which paved the path for the modern zeitgeist.
4. To expose the student to the interpretative possibilities offered by conceptual tools and theoretical frameworks like New Historicism and Cultural Materialism which evince a keen interest in the literary and scientific discourses of the Renaissance.
5. To equip the student community to see literature as socially-embedded narratives, not as existing in an epistemological vacuum.

Course 03: PG1ENGC03 – Seventeenth and Eighteenth Century Literature

1. To familiarize the student with the nuances and subtleties of English literature of the seventeenth century.
2. To instil in them the required and suitable analytical/critical perspectives on the social, cultural and intellectual environs of the period.
3. To demonstrate how the Enlightenment impacted on and influenced by contemporary literary production and cultural imagination.
4. To trace the slow but unmistakable ascendancy of prose as the principal format for serious academic and intellectual discussions of the day.
5. To introduce the concept of perspective with which students can make better sense of the literary and critical corpus of the period.

Course 04: PG1ENGC04 – The Romantic Age

1. To describe and explain the contours Romanticism as a rupture from the preceding period of literary and aesthetic sensibilities.
2. To discuss and expand the thematic and structural features of the movement, taking into consideration the fact it was not a monolith but a confluence occasionally conflicting ideas and worldviews.
3. To explore the larger historical, political and economic planks on which Romantics thought and worked.

4. To unravel the mechanisms and modalities of social stratification that constituted the epoch and its outstanding cultural and ethnic obsessions.
5. To understand the polyphonic and multilayered nature of the novel which had become deeply entrenched as a popular genre by this time.

Course 05: PG1ENGC05 – The Victorian Age

1. To introduce the major literary trends during the Victorian Age and to familiarize students with the social and the literary movements such as Decadence, Imagism, Symbolism, Oxford Movement, Aestheticism and the Pre-Raphaelites.
2. To explore deeper the pre-eminence of the novel as a vehicle of social reform, contemporary sensibility and the conduit for the construction of peoples and cultures from overseas colonial territories.
3. To theoretically orient students to the problematiques and possibilities of how technology was central in redefining literary and historical preferences of the period.
4. To sensitize students to the dense, complex and dialectical relation between the colonial and the colonized populations.
5. To expose how literature, especially fiction, documented nuanced aspects of social groups and division of labour.

Course 06: PG1ENGC06 – Twentieth Century Literature (Part I)

1. To historically situate the unprecedented social tremors that ended myths of religion and science, ushering in a sense of desolation and abandonment in the process.
2. To investigate how modernism bodied forth issues of alienation and the absurd sensibility through its seminal works.
3. To underscore the centrality of prose fiction as a vibrant genre in articulating inequalities in terms of class and gender.
4. To showcase how the emergent writers struggled to shake off the lingering influences spilled over from the preceding ages.
5. To inventory the multicultural and anthropological streams of thought that went into the works of modernism.

Course 07: PG1ENGC07 – Twentieth Century Literature (Part II)

1. To identify and analyse the metaphysical/philosophical schools of thought which entailed experiments such as automatic writing and stream of consciousness.
2. To examine how narrative techniques like self-reflexivity and meta-fiction have become the hallmarks of postmodern literature.
3. To discuss how overarching narratives of modernism gave way to the pervasive sense of scepticism and critique that characterise various layers of postmodern thought.
4. To exemplify how traditional demarcations of literature, history and politics are largely done away with in favour of a holistic and interdisciplinary approach to the study of criticism.
5. To illustrate the unsettling structural changes and cognitive crisis that give postmodernism the potential to generate revivalist and regressive narratives.

Course 08: PG1ENGC08 – Language and Linguistics

1. To lay a strong foundation in the theoretical and pragmatic aspects of phonetics and phonology, especially in academic spaces.
2. To elaborate on the structure of words in English, including patterns of inflections and derivation.
3. To grasp schools and tools such as syntax, Saussurian linguistics, Structuralism, IC Analysis, TG Grammar, GB Theory, X bar theory and EPP.
4. To conceptually and practically conceive of technical categories such as lexical semantics, homophony, polysemy, ambiguity, componential analysis and prototypes.
5. To carry out a detailed survey of branches and methods of linguistics such as psycholinguistics, sociolinguistics, multilingualism, diglossia, contrastive analysis, computational linguistics and language varieties.

Course 09: PG1ENGC09 – Literary Criticism

1. To systematically introduce the student to the facets of criticism from known times and documented sources.
2. To teach the prevailing trends in the opening decades of the twentieth century with special focus on New Criticism.
3. To train students in the techniques of critical appreciation, linguistic analysis and textual study.
4. To expose students to those schools of thought which would later transmute themselves into the broad spectrum of literary/critical theory.
5. To frame the foundational concepts of high modernism by extensively and intensively studying coeval criticism.

Course 10: PG1ENGC10 – Indian Writing in English

1. To properly understand the socio-political scenario which spawned writings in English from India and difficulties in making sense of such works.
2. To chart the qualitative evolution of various genres of Indian writing in English through a critical study of poems, plays and short fiction.
3. To approach literary expression as a verbalization of immediate experiences and relatable institutions.
4. To examine how old and new writers have sought to invent the idea of a free and fair democratic India through their output.
5. To discuss those salient features of English writing in India that set it apart from other postcolonial literary practices and conventions.

Course 11: PG1ENGC11 – Literary Theory

1. To reconceptualise language as a structure which is relational and arbitrary, not as a divinely ordained given with stable and unproblematic abilities to produce meaning.
2. To emphasise the coming together of hitherto disparate subjects to make literary theory comprehensive and complex.

3. To accentuate the role of the reader in the chain of unlimited interpretative possibilities that any work of literature offers.
4. To bridge the gap between textual and social approaches through the study of Marxism, power and ideology.
5. To offer a political dimension to cultural artefacts, civilizational grids and literary words by aligning them with the ethos of colonial and postcolonial societies.

Course 13: PG1ENGC13 – American Literature

1. To provide an introduction to, and overview of America, both as a postcolonial state and as space of people whose mother-tongue is English.
2. To understand the political, economic and cultural break from the British, and how the quest for overall autonomy informed and animated the vigour and inventiveness of American literature.
3. To stress the ways in which movements such as Transcendentalism and Frontier experiences put a refreshingly new complexion on American literature.
4. To document how the ethnic diversity and unique social experiences like prolonged slavery produced genres of their own.
5. To introduce prominent American philosophical schools and practices which in the long run would heavily impact on the literature and criticism of Europe and Anglican cultural realms.

Course 14: PG1ENGC14 – European Literature

1. To learn the literature and philosophy of the Western World through an intensive reading of representative authors of diverse cultures like German, French, Italian, Spanish, and Russian speaking countries.
2. To compare and contrast the literary traditions of various European countries with a view to demonstrating the extent to which literature is rooted and culturally constructed.
3. To delve into the narrative techniques of influential literary movements like Realism and Naturalism, and to examine the worldviews behind such conceptions.

4. To attend to the formal modalities, stylistic tools and rhetorical devices which go into the making of European literature.
5. To attempt a chronological leaning to literature in Europe with the intention of marking the conspicuous stops and starts in its course.

Course 15: PG1ENGC15-Gender Studies

1. To make students aware of how the social construct of gender has surreptitiously seeped into every aspect of human life and culture, especially literature.
2. To historicise the probable origins, evolution and development of gender as a key conceptual category in the study of literature, criticism, psychoanalysis and allied disciplines.
3. To study literary works by women hailing from disparate backgrounds in such a way that the student can identify common denominators relating to marginalization, repression and discrimination in them.
4. To discuss historic works which redefined and revolutionised popular notions of women and their attributes.
5. To ensure students assimilate insights from gender studies which ultimately lead to equality and as a tool to identify how inequality is justified and naturalized.

Course 16: PG1ENGC16–Literature and Ecology

1. To impress upon the student how growing environmental hazards can jeopardize the entire human race.
2. To reveal to the student the fact that great minds of all times have been aware of the need to respect and protect Nature, even before ecological concerns were vociferously reiterated by concerned organizations.
3. To demonstrate how perceptive literary geniuses from far-flung nations and cultures have sought to understand the pattern and behaviour of ecological systems through their reflections and meditations.
4. To introduce those non-literary works which approach the question of ecological equilibrium and interconnectedness of living beings using other cognitive frameworks.

5. To highlight the political undercurrents which have a bearing on women's studies and issues of the marginalized.

Course 17: PG1ENGC17 – Visual Culture

1. To enable students to understand and study visual culture as pivotal in popular art forms and to trace its evolution from the need for cultural communication in the age of mechanical reproduction.
2. To make them realize its value as a powerful cultural practice in contemporary society, with an emphasis on the divergent socio-cultural contexts such as fashion and modelling.
3. To attempt a historical understanding of the ways in which visual media evolved over time and became the most influential, capable of generating subtexts and subliminal messages.
4. To specifically discuss how patriarchal tools like gaze operates in visual arts like cinema and to figure out ways of resistance.
5. To demonstrate how possibilities of visual communication are used in the expression of political power like surveillance.

Course 18: PG1ENGE01-An Introduction to Dalit Writing

1. To cultivate a solid conceptual apparatus with which the student can understand the veiled ways in which caste operates in quotidian encounters and experiences.
2. To introduce the generic avenues through which the problematic of dalit identity are negotiated and reconfigured.
3. To subject literary works by or empathetic towards dalits to close cultural-readings in such a fashion that the student can come to terms with the delicate and deceptive interstices of identity politics.
4. To analyse the historical and theological matrices that sustained and legitimized instances of ascriptive inequality for long.
5. To equip students to critique conventional wisdom and ossified power structures.

Course 19: PG1ENGE02 – Translation Studies

1. To familiarize the student to the contextual, cultural and conceptual diversity of translations.

2. To introduce the theoretical and political dimensions of translation.
3. To help the student a reasonable competence in the art of translation.
4. To undertake individual reviews and analysis of indigenous translations of literature with a view to understanding how cultural barriers come into play in the process.
5. To interrogate the basic tenets of oral communication by exploring the aspects of translation.

Course 20: PG1ENGE03 – Popular Culture

1. To investigate how different forms of popular culture communicate ideas about the world.
2. To learn to assess the value of different critiques of popular culture and to explore various methods that investigate both what popular culture does to people and what people do with popular culture.
3. To develop critical reading skills that can be applied to both scholarly and popular texts.
4. To gain a strong theoretical scaffolding to the ways in which popular culture perpetuates hegemonic discourses.
5. To enable the student to analyse a popular cultural form as a politically loaded code which needs to be cracked cautiously and creatively.