

## **Programme: Master of Arts (English)**

### **Objectives**

The written word grounds the Master of Arts in English and Comparative Literature. Its students learn to analyze literature and to write on literary topics at an advanced level. Students complete a rigorous program of courses that introduce them to cutting-edge research while training them to understand a range of theoretical and literary-historical frameworks for understanding literature. Before students earn a Master of Arts in English, they pass a two-part comprehensive exam. They also may choose to write a thesis. Students have the option to engage in graduate study in rhetoric and to train as college-level writing teachers. The program also offers students pathways to prepare for doctoral work.

### **Program Learning Outcomes (PLOs):**

1. Students will demonstrate an appropriate level of expertise in literary history, literary theory, and rhetoric.
2. Students will demonstrate high-level proficiency in literary research and in the synthesis of research.
3. Students will demonstrate critical and analytical skills in the interpretation and evaluation of literary texts.
4. Students will demonstrate a command of written academic English, including the abilities to a) organize and present material in a cogent fashion, b) formulate and defend original arguments, c) employ effectively the language of their discipline and d) write under time constraints.
5. Students will demonstrate a reading knowledge of at least one foreign language.

### **COURSE: LITERATURE IN ENGLISH(1550-1660)**

Students will be exposed to the origin and development of English drama and its various themes and forms of different ages and stages. The learner would be able to understand the insights, genres, conventions and experimentations associated with English Drama, and the knowledge of historical, socio-political, and religious trends in the plays. It helps students explore how writers use the resources language as a creativity to explore the entire range of human experience through dramas as a literary form.

### **COURSE: LITERATURE IN ENGLISH (1660-1798)**

This course deals with the Origin and Development of the English Essay, it also introduces various topics like Utopia; Translation of the Bible; Allegory; Satire with appropriate writers and their contribution. Prose enables the students recognize and discuss selected literary texts from Renaissance to the present literary texts in terms of genre and the canon.

The learner will be able to understand a literary text in different contexts, and the learner will be aware of socio-political and economic conditions of the society from different periods. Student also would learn to write precisely with brevity.

### **COURSE: LITERATURE IN ENGLISH (1798-1914)**

The students will be able to understand the concepts like The Romantic Movement, The Victorian Compromise, The French Revolution and Pre-Raphaelite Brotherhood. Students will have an awareness of the social, historical, literary and cultural elements of the changes that took place during the Romantic Age and Victorian Age.

It makes the students know more about the first generation and the second generation of Romantic poets. It also shows how Charles Dickens' novels projected the social issues of the era. The role of George Eliot as a strong female novelist is also shown. This course offers complete information about how the social, political, historical events happening at that time affected the literature of that time.

### **COURSE: LITERATURE IN ENGLISH (1914-2000)**

Students will be exposed to the origin and development of English drama and its various themes and forms of different ages and stages. The learner would be able to understand the insights, genres, conventions and experimentations associated with English Drama, and the knowledge of historical, socio-political, and religious trends in the plays. It helps students explore how writers use the resources language as a creativity to explore the entire range of human experience through dramas as a literary form.

### **COURSE: STUDY OF A GENRE (Fiction)**

This Course depicts how fiction as a genre developed and it makes them a master of this very genre. It enables the students to read the works of various prominent English novelists. It shows how fiction writing has to follow a pattern and major aspects of novel writing are projected by Forster. Jane Austen shows the social hypocrisy. Charles Dickens presents the effects of industrial revolution. He show how any revolution brings a lot of changes for the society. All the novelists make the students aware of social, political, and cultural issues of their era. Student would appreciate the artistic and innovative use of language employed by the writers to instill the values and develop human concern in students through exposure to literary texts.

### **COURSE: CRITICAL THEORY**

This course deals with the critical theory. It makes the students aware of how theory in a strict sense is a systematic study of the nature of literature and of the methods of analysing literature. It throws light on the point of view of major classical writers. These writers depict how to write poetry or drama. They also talk about the certain rules which are laid down by themselves. This course somehow prepares the students to evaluate a work critically. They become aware of the key aspects of criticism. The learner will be able to understand a literary text in different contexts, and the learner will be aware of socio-political and economic conditions of the society from different periods. Students also would learn to write precisely with brevity.

### **COURSE: AMERICAN LITERATURE—I**

The students will be introduced to various concepts like Antebellum and Postbellum America; Puritanism; Transcendentalism; The American Romantics and American Frontier. It gives the glimpse of American Literature, Culture, Theory and the Renaissance

Students will have an awareness of the social, historical, literary and cultural elements of the changes in American literature by identifying and describing distinct literary characteristics of American literature and analyze literary works of eminent American writers.

### **COURSE: INDIAN WRITING IN ENGLISH--I**

This Course introduces nineteenth Century Reform Movements in India; the Indian National Movement; Rise of the Indian Novel; Caste-Class; The New Indian Woman. It also offers a detail study of History of Indian English Literature, and the Themes and Techniques of the Indian Novel in English, and the reflections of Realism and Reality: The Novel and Society in India.

It make the students aware of social, political, and cultural issues reflected in Indian writing in English, with reference to Indian social reformations, freedom struggle, women education and empowerment in nineteenth century. Student would appreciate the artistic and innovative use of language employed by the writers to instill the values and develop human concern in students through exposure to literary texts.

### **COURSE: (A) LINGUISTIC, STYLISTIC AND ELT:**

Student will be given basic information about English sounds and phonemic transcriptions in British English (Received Pronunciation) and American English, the learner would be sensitized regarding the nuances of English speech sounds, word accent, intonation and rhythm. The core components of linguistics like phonology, morphology, syntax, semantics, discourse and pragmatics will also be introduced through this course.

Student will be able to identify the symbols of all the 44 English sounds, and try to produce Received Pronunciation and transcription of the sounds. The student would improve the fluency in spoken English and neutralize mother tongue influence.

### **COURSE: LITERATURE AND GENDER**

This course offers basic understanding of concepts like, Sex and Gender; Women's Liberation Movement; Feminisms; Women and the Canon; Gynocriticism with reference to the appropriate texts. Students will study a selection of novels and/or short stories that focus on women's lives and reflect on what it means to be a woman and feminist from various sexual, racial, class, and national perspectives.

After completing the course the students come to know some of the developments, themes, and narrative strategies of women writing. Student can analyse literary texts through the perspectives of gender, knowing the central points of a selection of feminist theory, and can use it as a context for reading literary texts.

#### **Specific outcomes for M.A. English courses include the following:**

1. Reading: Students will become accomplished, active readers who appreciate ambiguity and complexity, and who can articulate their own interpretations with an awareness and curiosity for other perspectives.
2. Writing skills and process: Students will be able to write effectively for a variety of professional and social settings. They will practice writing as a process of motivated inquiry, engaging other writers' ideas as they explore and develop their own. They will demonstrate an ability to revise for content and edit for grammatical and stylistic clarity. And they will develop an awareness of and confidence in their own voice as a writer.
3. Sense of Genre: Students will develop an appreciation of how the formal elements of language and genre shape meaning. They will recognize how writers can transgress or subvert generic expectations, as well as fulfil them. And they will develop a facility at writing in appropriate genres for a variety of purposes and audiences.
4. Culture and History: Students will gain knowledge of the major traditions of literatures written in English, and an appreciation for the diversity of literary and social voices within—and sometimes marginalized by—those traditions. They will develop an ability to read texts in relation to their historical and cultural contexts, in order to gain a richer understanding of both text and context, and to become more aware of themselves as situated historically and culturally.
5. Critical Approaches: Students will develop the ability to read works of literary, rhetorical, and cultural criticism, and deploy ideas from these texts in their own reading and writing. They will express their

own ideas as informed opinions that are in dialogue with a larger community of interpreters, and understand how their own approach compares to the variety of critical and theoretical approaches.

7. **Research Skills:** Students will be able to identify topics and formulate questions for productive inquiry; they will identify appropriate methods and sources for research and evaluate critically the sources they find; and they will use their chosen sources effectively in their own writing, citing all sources appropriately.
8. **Oral communication skills:** Students will demonstrate the skills needed to participate in a conversation that builds knowledge collaboratively: listening carefully and respectfully to others' viewpoints; articulating their own ideas and questions clearly; and situating their own ideas in relation to other voices and ideas.
8. **Valuing literature, language, and imagination:** Students will develop a passion for literature and language. They will appreciate literature's ability to elicit feeling, cultivate the imagination, and call us to account as humans. They will cultivate their capacity to judge the aesthetic and ethical value of literary texts—and be able to articulate the standards behind their judgments.