

Rani Durgavati Vishwavidyalaya, Jabalpur, M.P.



Postgraduate Programme

Learning Outcomes Based Curriculum Framework  
(LOCF)  
for  
M.A. (English Literature)

Department of PG Studies and Research in English,  
University Teaching Department

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literary texts							
Understanding of literary and other values	√	√	√	√	√	√	
Development of student's creative and analytical faculties	√	√	√	√	√	√	√
Use and application of Digital Knowledge Systems	√	√	√	√	√	√	√
Awareness of the linguistic and cultural richness of India	√	√	√		√		
Research-related skills	√	√	√	√		√	√
Life-long learning abilities							√
Career options on completion of post-graduate programme	√	√	√	√	√	√	

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Table III : Ability Enhancement Courses (4)

Programme Outcomes	Skill Development: Phonetics and Spoken English	Skill Development: Minor Project	Skill Development: Communicative and Conversational English	Skill Development: Management Studies
Basic skills in literary communication	√	√	√	√
Systematic knowledge of the field	√	√	√	√
Knowledge of literary genres and stylistic variation	√	√	√	√
Ability to think and write critically	√	√	√	√
Evaluation of literary texts	√	√	√	√
Understanding of literary and other values	√	√	√	√
Development of student's creative and analytical faculties	√	√	√	√
Use and application of Digital Knowledge Systems	√	√	√	√

Awareness of the linguistic and cultural richness of India	√	√	√	√
Research-related skills	√	√	√	√
Life-long learning abilities	√	√	√	√
Career options on completion of post-graduate programme	√	√	√	√

### VIII. Teaching Learning Process:

Learning is a challenge which has to be accepted. It is the most important activity one needs to accomplish throughout his life and career. One has to encourage the student to learn. A student needs to be engaged in a rigorous process of learning and self-discovery by adopting a highly focused and yet flexible approach to education as opposed to rote learning. Each day the student will be encouraged to focus on key areas of the course and learn its fundamentals and its application in life and society. Teaching and learning pedagogy now envisages a shift from domain or conclusions-based approach to the experiential or process/es-based approach. The present programme will promote learning on a proportionate scale of 60:40 principle. Lectures will constitute 60 percent of the delivery. This will include traditional chalkboard method teaching, online teaching and learning, teaching through audio-visual aids, video lectures and webinars, etc. 40 percent learning will be practical based. This will include seminars and workshops, project work, writing term papers, writing research papers, field visits and other like activities. This ratio is subject to change as per the needs of the programme from time to time. In order to achieve its objective of focused process based learning for the holistic development of students, the University uses a variety of knowledge delivery methods given as under:

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(a) Lectures:

Lectures will be designed to provide the learners with interesting and fresh perspectives on the subject matter. The teachers' lectures will be interactive in such a way that it will promote the students to work with their teachers and to get new insights in the subject area.

(b) Discussions:

Discussions are critical components of learning and can be used as a platform for students to be both creative and critical with old and new ideas. Besides developing critiquing skills and arriving at consensus on various real-life issues discussions also help the students solve difficult problems with ease and success.

(c) Simulations:

Simulations will provide students opportunities to understand real life situations in the correct perspective and scenario and will help them solve life challenges in a controlled environment.

(d) Case Studies:

Case studies, wherever possible, will be encouraged in order to train students to find creative solutions to complex problems of individual, community, society and various aspects of knowledge domain concerned.

(e) Role Playing:

Assuming various roles, as in real life, is the key to understanding and learning. Students will be trained to make strategic decisions through role-plays, and to analyze the impact of these decisions. For this purpose, incidents from literary texts may also be used.

(f) Team Work:

Positive collaboration in the form of team work is critical in the classroom environment for which it is necessary to transcend one's prejudices and predilections so as to achieve the desired outcomes. In the process of team work, learners will be made to acquire the skills of managing knowledge acquired with other collaborative learners, thereby understanding how to incorporate and balance personalities.

(g) **Study Tours/Field Visits:**

Study Tours/ Field trips provide opportunities to the learners to test their in-class learning in real life situations as well as to understand functional diversity in the learning spaces. Students will be taken for study tours/field visits to sites of knowledge creation, preservation, dissemination and application.

### **IX. Assessment Methods:**

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(a) **Alignment of Programme Specific Learning Outcomes and Course Learning**

**Outcomes:** The assessment of learners' achievement in M.A. English Literature will be aligned with the following:

- (i) Programme learning outcomes (Postgraduate Descriptors)
- (ii) Course learning outcomes (Qualification Descriptors)
- (iii) Academic and professional skills suggested in the postgraduate learning descriptors in the LOCF recommendations (indicated and illustrated in the Learning Outcomes in respect of select courses).

(b) **Assessment priorities:**

The programme will prioritize formative assessments (in-semester activities including tests done at the department or instructor level) rather than giving heavy and final weightage to summative assessments (end-semester and/or mid-semester tests traditionally done centrally). Progress of learners towards achieving learning outcomes will be assessed making creative use of the following, either independently or in combination: time-constrained examinations (say 1-hour or 2-hour tests); closed-book and open-book tests (if applicable, rather than doing as a rule); problem based assignments; real life simulations; observation of practical skills (speaking, listening, problem solving within a peer group or a class); individual project reports (case-study or term papers within a given word limit); team project reports; oral presentations, including seminar presentation; viva-voce, interviews; computerised adaptive testing for MCQ; peer and self-assessment etc. and any other pedagogic approaches as may be relevant keeping in view the learners' level, credit load and class size.

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(c) **Diversity in Assessment Methods:**

Allowing for diversity in learning and pedagogical methods, the objectives of the courses are clearly aligned to learning outcomes. The curricula maintain a transparent roadmap of (a) pedagogical methods and priorities and (b) course learning outcomes that reflect the weightage points given to different aspects of skills and achievements identified in the programme outcomes.

(d) **Learning Outcomes Index:**

While devising assessment modes, the university gridlocks course learning outcomes and programme learning outcomes as indicated in the tables (a), (b) and (c) in criteria VI above and works out ways to assign credit loads and distribute weightage points for each.

(e) **Weightage Distribution:**

In-semester activities will be accorded different weightage points (say for instance, 10: 10: 05: 10: 5 out of 40 percentage points), in terms of activities such as single or group level oral components (10), individual project (10), group project (05), library and research work (10), and punctuality and regularity or any other responsibility indicator (5). Similarly, end-semester or summative assessment methods will include written tests, either written or in combination with oral components, as may be necessary, keeping in view the class size and the credit load in a given semester. Questions set in the end semester examinations may be a combination of essay type questions, short notes and objective MCQ (multiple choice questions).

(f) **Freedom and Accountability:**

Freedom and accountability of the stakeholder are key attributes that determine the success of the Learning Outcomes framework. Learners will be instructed to concentrate on library work, survey of literature, originality of ideas, formulation of arguments, and creativity. The excellence of learner will be determined by Learning Outcomes rather than programme or course objectives. Hence the university will undertake necessary steps from time to time to make innovations continually in learning and assessment in order to ensure meaningful and socially relevant learning (with transparent Learning Outcomes indices) rather than rote learning.

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(g) **Clustering of Activities:**

Each cluster of activity will be assigned weightage points in accordance with the priorities of the programme outcomes, like; open viva voce, group or individual quiz, classroom simulations and problem solving activities, library or field visits, term papers, individual and group reports, poster presentations.

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## X. Structure of the Programme:

### M.A. (English Literature)

M.A English (4 Semester Programme) shall have 4 theory papers and one paper of Skill Development. It is necessary to secure minimum of 35% marks with grade point 4 separately in each theory paper in each semester. It is also mandatory to secure minimum 35% marks with grade point 4 in the Continuous and Comprehensive Evaluation (CCE) in each semester to qualify for appearing in subsequent full examination of the respective semester.

#### M.A. English Semester I - Scheme

Course No./Theory						
Theory course	Paper No.	Title of Paper	Duration	Teaching Hrs. (4.5 hrs-18 wks)	Credit	Maximum Marks
ME.n. 101	Paper I	Poetry	45 Min	81	4.5	60+40(CCE)=100
ME.n. 102	Paper II	Drama	45 Min	81	4.5	60+40(CCE)=100
ME.n. 103	Paper III	Fiction: Elective Paper-A Elective Paper-B (The student is supposed to choose one of the two elective papers)	45 Min	81	4.5	60+40(CCE)=100
ME.n. 104	Paper IV	Prose	45 Min	81	4.5	60+40(CCE)=100
ME.n. 105	Paper V	Skill Development- Phonetics and Spoken English	45 Min	81	4.5	60+40(CCE)=100
					<b>Total</b> 22.5	500
<b>Seminar/Tutorial</b>						
ME.n. 106		Seminar/Tutorials	90 Min	162	4.5	
<b>Grand Total -27</b>						

Comprehensive Viva-Voce - 04 Virtual Credits

M.A. English  
Semester II - Scheme

Course No./Theory						
Theory course	Paper No.	Title of Paper	Duration	Teaching Hrs.(4.5 hrs-18 wks)	Credit	Maximum Marks
MEEn. 201	Paper I	Poetry	45 Min	81	4.5	60+40(CCE)=100
MEEn. 202	Paper II	Drama: Elective Paper-A Elective Paper-B (The student is supposed to choose one of the two elective papers)	45 Min	81	4.5	60+40(CCE)=100
MEEn. 203	Paper III	Fiction	45 Min	81	4.5	60+40(CCE)=100
MEEn. 204	Paper IV	Prose	45 Min	81	4.5	60+40(CCE)=100
MEEn. 205	Paper V	Minor Project	45 Min	81	4.5	60+40(Viva)=100
					Total- 22.5	500
Seminar/Tutorial						
MEEn. 206		Seminar/Tutorials	90Min	162	4.5	
<b>Grand Total -27</b>						

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M.A. English  
Semester III - Scheme

Course No./Theory						
Theory course	Paper No.	Title of Paper	Duration	Teaching Hrs.(4.5 hrs-18 wks)	Credit	Maximum Marks
MEEn. 301	Paper I	Critical Theory	45 Min	81	4.5	60+40=100
MEEn.302	Paper II	English Language	45 Min	81	4.5	60+40=100
MEEn.303	Paper III	Elective Paper-A Indian Writing in English Elective Paper-B Commonwealth Literature in English (The student is supposed to choose one of the two elective papers)	45 Min	81	4.5	60+40=100
MEEn. 304	Paper IV	Elective Paper-A Special Studies Elective Paper-B American Literature Elective Paper-C Linguistics and Stylistics (The student is supposed to choose one of the three elective papers)	45 Min	81	4.5	60+40=100
MEEn. 305	Paper V	Skill Development-Communicative and Conversational English	45 Min	81	4.5	60+40=100
						Total- 500
						22.5
Seminar/Tutorial						
MEEn. 306		Seminar/Tutorials	90 Min	162	4.5	
Grand Total -27						

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M.A. English  
Semester IV - Scheme

Course No./Theory						
Theory course	Paper No.	Title of Paper	Duration	Teaching Hrs.(4.5 hrs-18 wks)	Credit	Maximum Marks
ME.n.401	Paper I	Critical Theory	45 Min	81	4.5	60+40=100
ME.n.402	Paper II	English Language	45 Min	81	4.5	60+40=100
ME.n. 403	Paper III	Elective Paper-A Indian Writing in English Elective Paper-B Commonwealth Literature in English (The Student is suppose to choose one of the two elective papers)	45 Min	81	4.5	60+40=100
ME.n. 404	Paper IV	Elective Paper-A Special Studies Elective Paper-B American Literature Elective Paper-C Linguistics and Stylistics (The student is supposed to choose one of the three elective papers)	45 Min	81	4.5	60+40=100
ME.n. 405	Paper V	Skill Development- Management Studies	45 Min	81	4.5	60+40=100
					Total-22	500
		Seminar/Tutorial				
	ME.n. 406	Seminar/Tutorials	90 Min	162	4.5	
<b>Grand Total -27</b>						

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**NOTE :**

- (i) **The Fiction: Elective Paper-A** in Semester-I Scheme shall be the same as is already in existence for Fiction Paper.
- (ii) **The Drama: Elective Paper-A** in Semester-II Scheme shall be the same as is already in existence for Drama Paper.
- (iii) **The Elective Paper III - A & B** in Semester-III & IV Scheme shall be the same and in the same sequence as is already in existence under optional papers.
- (iv) **The Elective Paper IV - A, B & C** in Semester-III & IV Scheme shall be the same and in the same sequence as is already in existence under optional papers

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## XI. Structure of M.A. English Courses

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Name of the Programme	-	M.A. English
Semester	-	I
Course	-	Paper I - Poetry

### Course Learning Outcomes:

- 1 Students will be able to identify the major characteristics and demonstrate in-depth knowledge of Epic Poetry, Narrative Poetry, Renaissance Poetry and Satirical Poetry.
- 2 Analyse language, literary devices, diction, poetic styles, forms and techniques in order to comprehend and appreciate the poems in the larger social, political and religious context of the time.
- 3 Foundation level of fluency with the basics of poetry will be achieved.
- 4 Historically situate the classical literature and diverse global literary cultures by focusing on major texts in the principal genres
- 5 Trace the evolution of literary cultures in their contexts, issues of genres, themes and criticism.

### Course Content:

#### Note:

1. There shall be five compulsory papers in each Semester, except in Semester II which shall include four compulsory papers and one Minor Project.
2. In Unit I, eight separated lines, at least 02 from each unit, will be asked. The student is supposed to attempt at least one from each unit.
3. Two essay type questions to be set from each unit and one to be attempted.
4. All questions carry equal marks.

Maximum Marks: 100(Theory-60 CCE -40)

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Unit	Content	Credits Allocated
Unit:1-	Annotations (Any four out of the eight given stanzas/lines. At least one from each unit.)	0.9
Unit :2-	<b>Epic Poetry:</b> 1. John Milton : Paradise Lost – Book I 2. Tulsidas : Ramayana (Uttar Kand) 3. Vyasa : Mahabharat (Shanti Parva-Rajdharna/ Apadharna)	0.9
Unit:3-	<b>Narrative Poetry:</b> 1. Geoffrey Chaucer : The Prologue to the Canterbury Tales 2. S.T. Coleridge : The Rime of the Ancient Mariner	0.9
Unit:4-	<b>Renaissance Poetry:</b> 1. William Shakespeare: Sonnets Nos. 01, 05, 18, 19, 29,44 2. John Donne : The Extasie, A Valediction Forbidden Mourning, The Good Morrow, The Canonization, The Anniversarie, Death Be Not Proud, Go and Catch a Falling Star	0.9
Unit:5-	<b>Satirical Poetry:</b> 1. John Dryden : Absalom and Achitophel 2. Alexander Pope : The Rape of the Lock	0.9
	Total credits-	4.5

**Suggested Readings:**

1. Emile Legouis : *Chaucer*
2. EMW Tillyard : *Milton*
3. Crompton Rickett : *History of English Literature*
4. David Daiches : *History of English Literature*
5. Tulsidas : *Ramcharitmanas*
6. Vyasa : *Mahabharat (Shanti Parva)*

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Name of the Programme - M.A. English  
 Semester - I  
 Course - Paper II - Drama

**Course Learning Outcomes:**

1. Develop a basic understanding of Shakespearean, Renaissance (Non-Shakespearean) and Non English drama.
2. Students will gain the ability to understand, analyze and critically appreciate texts in terms of plot construction, socio-cultural contexts and genre of drama.
3. Engage with the major genres and forms of English literature and develop fundamental skills required for close reading and critical thinking of the texts and concepts.
4. Appreciate and analyze the plays in the larger socio-political and religious contexts of the time.
5. Develop a clear understanding of Renaissance humanism that provides the basis for the texts suggested.

**Course Content:**

Note:

1. There shall be five compulsory papers in each Semester, except in Semester II which shall include four compulsory papers and one Minor Project.
2. In Unit I, eight separated lines, atleast 02 from each unit, will be asked. The student is supposed to attempt atleast one from each unit.
3. Two essay type questions to be set from each unit and one to be attempted.
4. All questions carry equal marks.

Maximum Marks: 100(Theory-60 CCE -40)

Unit	Content	Credits Allocated
Unit:1-	Annotations (Any four out of the eight given passages. At least one from each unit.)	0.9
Unit:2-	Non-English Drama: 1. Sophocles : Oedipus Rex	0.9

	2. Kalidasa : Abhigyanashakuntalam (English Translation, Sahitya Academy)	
Unit:3-	Shakespearean Tragedy: 1. Hamlet 2. Othello	0.9
Unit:4-	Other Shakespearean Plays: 1. Twelfth Night 2. As You Like It	0.9
Unit:5-	Renaissance Drama:(Non-Shakespearean) 1. Christopher Marlowe : Dr. Faustus 2. Ben Johnson : Every Man in His Humour	0.9
	Total credits-	4.5

**Books Recommended:**

1. A.C. Bradley : *Shakespearean Tragedy*
2. H.B. Charlton : *Shakespearean Comedy*
3. Ram Vilas Sharma : *Shakespearean Tragedy*
4. Allardyce Nicoll : *British Drama*

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Name of the Programme - M.A. English  
 Semester - I  
 Course - Paper III (A) - Fiction

**Course Learning Outcomes:**

1. Students will be able to trace the rise of print culture and the emergence of the genre, fiction.
2. Understand and examine the elements of early prose narrative, picaresque novel, historical novel, fiction by women and 19th century realistic novel.
3. Make special and creative use of language for their expression.
4. Appreciate the pluralistic and inclusive nature of Indian classical literature and its attributes.
5. Historically situate the classical literature and diverse literary cultures from India by focusing on major texts in the principal genres.

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**Course Content:**

Note:

1. There shall be five compulsory papers in each Semester, except in Semester II which shall include four compulsory papers and one Minor Project.
2. Two essay type questions to be set from each unit and one to be attempted.
3. All questions carry equal marks.

Marks: 100(Theory-60 CCE -40)

Unit	Content	Credits Allocated
Unit:1-	<b>Early Prose Narrative:</b> 1. Bana Bhatt : Kadambari 2. Cervantes : Don Quixote	0.9
Unit:2-	<b>Picaresque Novel:</b> 1. Henry Fielding : Tom Jones	0.9

	2. Daniel Defoe : Robinson Crusoe	
	3. Jonathan Swift : Gulliver's Travels (Part 1 & 2)	
Unit:3-	<b>Historical Novel:</b> 1. Walter Scott : Kenilworth 2. Thackeray : Henry Esmond	0.9
Unit:4-	<b>Fiction by Women:</b> 1. George Eliot : The Mill on the Floss 2. Charlotte Bronte : Jane Eyre 3. Emily Bronte : Wuthering Heights	0.9
Unit:5-	<b>19<sup>th</sup> Century Realistic Novel:</b> 1. Charles Dickens : Great Expectations 2. Zola : Nana	0.9
	Total Credits-	4.5

**Books Recommended:**

1. Walter Allen : *History of English Novel*
2. David Daiches : *Critical Approaches to Literature*
3. O.P. Budholia : *George Eliot: Art and Vision in her Novels*
4. Austin Dobson : *Fielding*
5. Ian Watt : *The Rise of the novel*

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Name of the Programme - M.A English  
 Semester - I  
 Course - i Paper III (B) - Indian Fiction

**Course learning outcomes:**

1. Appreciate the diversity of modern Indian literatures.
2. Understand and creatively engage with the notion of nation and nationalism.
3. Appreciate the impact of literary movements on various Indian literatures.
4. Critically engage with significant social issues like caste and gender.
5. Understand the historical trajectories of Indian literatures.

**Course Content:**

**Note:**

1. There shall be five compulsory papers in each Semester, except in Semester II which shall include four compulsory papers and one Minor Project.
2. Two essay type questions to be set from each unit and one to be attempted.
3. All questions carry equal marks.

Marks: 100 (Theory-60 CCE -40)

Unit	Content	Credits Allocated
Unit-1	1. Rabindranath Tagore : Gora (1910) 2. Premchand : Sevasadan (2005)	0.9
Unit-2	1. Raja Rao : Kanthapura (1938) 2. R.K. Narayan : The Man Eater of Malgudi (1961) 3. Mulk Raj Anand: Coolie (1936)	0.9
Unit-3	1. Khushwant Singh : (a) Train to Pakistan (1956) (b) I Shall Not Hear the Nightingale (1959) 2. Bhabani Bhattacharya: Shadow from Ladakh (1966)	0.9

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Unit-4	1. Salman Rushdie: <i>Midnight's Children</i> (1981)	0.9
	2. Anita Desai : <i>Bye-Bye Blackbird</i> (1971)	
Unit-5	1. Amitav Ghosh: <i>The Glass Palace</i> (2000)	0.9
	2. Jhumpa Lahri : <i>The Namesake</i> (2003)	
Total Credits:		4.5

#### Books Recommended

Rabindranath Tagore : *Nationalism in India*

K.R. Srinivasa Iyengar: *Indian Writing in English*

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Name of the Programme - M.A. English  
 Semester - I  
 Course - Paper IV - Prose

**Course learning outcomes:**

1. Students will be able to demonstrate conceptual and textual understanding of prose texts.
2. Students will learn to explore the social, religious, political, philosophical, spiritual and cultural aspects of the prescribed texts.
3. Examine critically representative texts and develop comparative perspectives.
4. Will learn the art of prose writing.

**Course Content:**

Note:

1. There shall be five compulsory papers in each Semester, except in Semester II which shall include four compulsory papers and one Minor Project.
2. In Unit I, eight separated passages, at least 02 from each unit, will be asked, The student is supposed to attempt at least one from each unit.
3. Two essay type questions to be set from each unit and one to be attempted.
4. All questions carry equal marks.

Marks: 100 (Theory-60 CCE -40)

Unit	Content	Credits Allocated
Unit:1-	Annotations (Any four out of the eight given passages. At least one from each unit.)	0.9
Unit:2-	<b>Biography and Autobiography:</b> 1. J.L. Nehru : Autobiography (Chapter- IV,VII, IX, X, XXIX, L) 2. Kamala Das :My Story (Fourth Chapter)	0.9

	3. Mahatma Gandhi: My Experiments with Truth (Part V Chapter I-XIV)	
Unit:3-	<b>Political and Social Writings:</b> 1. Plato : The Republic, Book II (First Four Chapters) 2. Bacon : Of Truth, Of Studies, Of Revenge, Of Love, Of Friendship	0.9
Unit:4-	<b>Philosophical Writings:</b> 1. J. Krishnamurthy : Individual and Society. Action and Idea, 2. Lala Hardayal : Intellectual Culture	0.9
Unit:5-	1. Bertrand Russell : The Future of Mankind 2. William Hazlitt : The Ignorance of the learned, The Indian Jugglers	0.9
	Total Credits-	4.5

**Books Recommended:**

1. Hugh Walker : *The English Essay and Essayists.*
2. Benson : *The Art of Essay Writing.*
3. J. Krishnamurti : *The First and the Last Freedom.*
4. M.K. Gandhi : *An Autobiography or My Experiments with Truth  
(Translated by Mahadev Desai)*
5. Jawaharlal Nehru : *An Autobiography*
6. Alok Chansoria : *Nehru's Literary Works. Pratibha Prakashan, New  
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Name of the Programme- M.A. English  
 Semester - I  
 Course - Paper V - Phonetics and Spoken English

**Course learning outcomes:**

1. Acquisition of basic knowledge of English speech sounds and speech patterns.
2. Acquisition of listening and speaking skills required for effective and efficient use of language for expression.
3. Recognize/understand the structure and various parts of the language.
4. To teach learners how to consult a pronouncing dictionary.
5. Improved employability through language competency and proficiency.

**Course Content:**

Note:

1. There shall be five compulsory papers in each Semester, except in Semester II which shall include four compulsory papers and one Minor Project.
2. Two essay type questions to be set from each unit and one to be attempted.
3. All questions carry equal marks.

Marks: 100 (Theory-60 CCE -40)

Unit	Content	Credits Allocated
Unit-1	1. Speech Mechanism	0.9
	2. Classification of Speech Sounds.	
Unit-2	1. Phonetic Symbols and Transcription	0.9
	2. Syllable, Syllable Division	
Unit-3	1. Word Stress, Rules of Word Stress.	0.9
	2. Functions of Word Accent.	

Unit-4	1.	Accent in Connected Speech	0.9
	2.	Stress and Rhythm	
	3.	Weak Form Words	
Unit-5	1.	Intonation	0.9
	2.	Suggestions for the Improvement of Indian English	
Total Credits-			4.5

**Books Recommended:**

David Crystal : *A Dictionary of Linguistics and Phonetics*

T. Balasubramaniam : *English Phonetics for Indian Students*

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Name of the Programme - M.A. English  
 Semester - II  
 Course - Paper I - Poetry

**Course learning outcomes:**

1. Students will be able to enhance and diversify their knowledge acquired in Poetry Course in Semester I.
2. Identify the major characteristics and demonstrate in-depth knowledge of Pre-romantic Poetry, Romantic Poetry, Victorian Poetry, Symbolist Poetry and Modern Poetry.
3. Students will learn how poetic language can help them attain gravity, clarity, depth and complexity in verbal and written expression.
4. Perceive literature as a fine form of expression.

**Course Content:**

Note:

1. There shall be five compulsory papers in each Semester, except in Semester II which shall include four compulsory papers and one Minor Project.
2. Two essay type questions to be set from each unit and one to be attempted.
3. All questions carry equal marks.

Marks: 100(Theory-60 CCE -40)

Unit	Content	Credits Allocated
Unit:1-	<b>Pre- Romantic Poetry</b>	0.9
	1. Thomas Gray: The Bard, The Progress of Poesy. 2. William Blake: On Another Sorrow, From "Auguries of Innocence," The Poison Tree.	
Unit:2-	<b>Romantic Poetry:</b>	0.9

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	1. W. Wordsworth: Tintern Abbey, Ode on Intimations of Immortality, <b>Daffodils</b> 2. P. B. Shelley: Adonais, <b>Ode to a Nightingale</b> 3. John Keats: Ode on a Grecian Urn, Ode to Autumn	
Unit:3-	<b>Victorian Poetry:</b> 1. Alfred Tennyson: Ulysses, The Lotos Eaters 2. Matthew Arnold: Thyrsis, The Scholar Gypsy.	0.9
Unit:4-	<b>Symbolist Poetry:</b> 1. T.S.Eliot: The Waste Land 2. W.B.Yeats: Second Coming, Byzantium, Sailing to Byzantium.	0.9
Unit:5-	<b>Modern Poetry:</b> 1. W.H.Auden: Strange Meeting, The Shield of Achilles 2. Dylan Thomas: Fern Hill, A Refusal to Mourn the Death of a Child. 3. <b>Philip Larkin : Church Going</b>	0.9
	Total Credits-	4.5

**Books Recommended:**

- Desmond King : *Shelley- His Thought And Work, Macmillan, London.*  
 Graham Hough : *The Last Romantics*  
 Humphrey House : *Coleridge*

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Name of the Programme - M.A. English  
 Semester - II  
 Course - Paper II - Drama

**Course learning outcomes:**

1. Students will be able to enhance and diversify their knowledge acquired in Drama Course in Semester I.
2. Develop a basic understanding of Restoration Drama, Victorian Drama, Modern Drama and Indian Drama.
3. Develop critical thinking and analytical skills through the study of literary and cultural texts.
4. Examine critically key themes in representative texts of the period and develop comparative perspectives.

**Course Content:**

**Note:**

1. There shall be five compulsory papers in each Semester, except in Semester II which shall include four compulsory papers and one Minor Project.
2. In Unit I, eight separated passages, at least 02 from each unit, will be asked. The student is supposed to attempt at least one from each unit.
3. Two essay type questions to be set from each unit and one to be attempted.
4. All questions carry equal marks.

Marks: 100(Theory-60 CCE -40)

Unit	Content	Credits Allocated
Unit: I-	Annotations :( Any four out of the eight given passages. At least one from each unit.)	0.9

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Unit:2-	<b>Restoration Drama:</b> 1. John Dryden: All for Love. 2. Congreve: The Way of the World	0.9
Unit:3-	<b>Victorian drama:</b> 1. G.B Shaw: Man and Superman 2. Galsworthy: Justice	0.9
Unit:4-	<b>Modern Drama:</b> 1. Ibsen: A Doll's House 2. Brecht: Mother Courage	0.9
Unit:5-	<b>Indian Drama:</b> 1. Girish Karnad: The Fire and the Rain 2. Mahesh Dattani: Tara 3. Habib Tanveer: Agra Bazar	0.9
Total Credits-		4.5

**Books Recommended:**

1. Frederick Lumley : *Trends in 20th Century Drama.*
2. Allardyce Nicoll : *British Drama.*
3. Raymond Williams : *Drama from Ibsen to Eliot.*
4. O.P. Budholia : *Critical Essays on Indian English Literature*

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Name of the programme - M.A. English  
 Semester - II  
 Course - Paper II (B) - Indian Drama

**Course learning outcomes:**

1. Appreciate the pluralistic and inclusive nature of Indian Drama and its attributes
2. Critically appreciate the creative use of the English language in Indian Drama
3. Critically engage with Indian literary texts written in English in terms of colonialism/post colonialism, regionalism, and nationalism.
4. Interpret Indian drama and relate it to socio-cultural contexts and experiences.

**Course Content:**

Note:

1. There shall be five compulsory papers in each Semester, except in Semester II which shall include four compulsory papers and one Minor Project.
2. Two essay type questions to be set from each unit and one to be attempted.
3. All questions carry equal marks.

Marks: 100(Theory-60 CCE -40)

Unit	Content	Credits Allocated
Unit-1	Rabindranath Tagore :Chitra (1913) Red Oleanders (1954)	0.9
Unit-2	Sri Aurobindo :Rodogune (1958) Vasavadutta (1958)	0.9
Unit-3	Girish Karnad:Hayavadana (1975) Tughlaq (1972) Surendra Sharma: Wings in Chain (Qaid-E-Hayat)	0.9

Unit-4	Mahesh Dattani: Final Solution (1993) Dance Like a Man (1989) Swadesh Deepak: Court Martial (1991)	0.9
Unit-5	Asif Currimbhoy: Goa (1982) Dharmveer Bharti : Andhayug (trans. 2001)	0.9
	Total Credits-	4.5

**Books Recommended:**

- K.R Srinivasa Iyengar : *Indian Writing in English*  
 Kaustav Chakraborty : *Indian Drama in English*  
 G.P Deshpandey : *Modern Indian Drama: An Anthology*  
 M. Saratbabu : *Indian Drama Today*

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Name of the Programme - M.A. English  
 Semester - II  
 Course - Paper III - Fiction

**Course learning outcomes:**

1. Students will be able to enhance and diversify their knowledge acquired in Fiction Course in Semester I.
2. Develop an in-depth understanding of 19th century fiction, rural novel, psychological novel, naturalist novel and post naturalist novel.
3. Students will become aware and will be able to develop a better vision and perception of life through their study.
4. Explore and understand the nature of the relationships of human beings to other human beings and other life forms in relation to representative literary texts.

**Course Content:**

**Note:**

1. There shall be five compulsory papers in each Semester, except in Semester II which shall include four compulsory papers and one Minor Project.
2. Two essay type questions to be set from each unit and one to be attempted.
3. All questions carry equal marks.

Marks: 100(Theory-60 CCE -40)

Unit	Content	Credits Allocated
Unit:1-	<b>19<sup>th</sup> Century Fiction:</b> 1. Flaubert : Madame Bovary. 2. George Meredith : The Egoist. 3. Jane Austen : Emma	0.9

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Unit:2-	<b>Rural Novel:</b> 1. Thomas Hardy : Tess of the D'urbervilles. 2. Premchand : Godaan. 3. John Edward Williams: Stoner	0.9
Unit:3-	<b>Psychological Novel:</b> 1. Virginia Woolf : To the Light house. 2. D.H. Lawrence : Sons and Lovers.	0.9
Unit:4-	<b>Naturalist Novel:</b> 1. Joseph Conrad : Lord Jim. 2. Hemingway : The Old Man and the Sea.	0.9
Unit:5-	<b>Post Naturalist Novel:</b> 1. William Golding : Lord of the Flies. 2. Saul Bellow : Herzog.	0.9
Total Credits-		4.5

**Suggested Readings:**

Sisir Chattopadhyaya : *The Technique of the Modern English Novel.*  
A.S.Collins : *English Literature of the 20th Century.*  
Arnold Kettle : *An Introduction to the English Novel.*  
David Daiches : *The Novel and the Modern World.*  
Dorothy Van Ghent : *The English Novel form and Function.*  
Ian Watt : *The Rise of the Novel.*  
Sisir Chatterjee : *Problems in Modern English Fiction.*  
Katherine Lever : *The English and the Reader.*  
Wilbur L.Cross : *The English Novel.*  
David Cecil : *Early Victorian Novelists.*

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Name of the Programme	-	M.A. English
Semester	-	II
Course	-	Paper IV - Prose

**Course learning outcomes:**

1. Students will be able to enhance and diversify their knowledge acquired in Prose I.
2. Enhanced skills and proficient expression gained through evaluation and synthesis of literary and cultural texts
3. Examine different ways of reading and using literary texts across a wide range of authors, genres and periods.
4. Examine different kinds of texts and develop comparative perspectives.

**Course Content:**

Note:

1. There shall be five compulsory papers in each Semester, except in Semester II which shall include four compulsory papers and one Minor Project.
2. In Unit I, eight separated passages, at least 02 from each unit, will be asked. The student is supposed to attempt at least one from each unit.
3. Two essay type questions to be set from each unit and one to be attempted.
4. All questions carry equal marks.

Marks: 100(Theory-60 CCE -40)

Unit	Content	Credits Allocated
Unit:1-	Annotations (Any four out of the eight given passages. At least one from each unit.)	0.9
Unit:2-	1. Samuel Johnson:Life of John Milton from Lives of the English Poet 2. JamesBoswell:The Life of Dr Johnson (From	0.9

	Everyman's Edition of Boswell's Life of Dr. Johnson. London: J.M. Dent 1958 Vol. 1, Introductory pp 5-11). 3. Joseph Addison: On Ghosts and Apparition, The Exercise of the Fan	
Unit:3-	1. Oliver Goldsmith: The Man in Black, The Chinese Goes to See a Play 2. Charles Lamb: New Year's Eve, A Bachelor's Complaint Against the Behaviour of Married People.	0.9
Unit:4-	1. A.G. Gardiner: On the Rule of the Road, In Defence of Laziness. 2. Robert Lynd: Back to the Desk, Forgetting, The Pleasures of Ignorance, I Tremble to Think.	0.9
Unit:5-	1. G.K. Chesterton: On Running after One's Hat, Patriotism and Sport. 2. Hillary Bellock: On Books, On Preserving English.	0.9
	Total Credits-	4.5

**Suggested Readings:**

- R.P. Tiwari (ed) : A.G. Gardiner: *Selected Essays*.  
 Stuart Hodgson : *A.G. Gardiner*.  
 G.S. Fraser : *The Modern Writer and His World*

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**Name of the Programme** - M.A. English  
**Semester** - III  
**Course** - Paper 1 - Critical Theory

**Course learning outcomes:**

1. Students will acquire skills in the handling of theoretical issues related to the study of literature and culture.
2. Students will become aware of vivid literary traditions of the world and get acquainted with literary studies and analyse text in multiple genres through application of critical and theoretical approaches.
3. Historically situate literary theorists whose works had informed and shaped various literary theoretical discourses
4. Sharpen interpretative skills in the light of various theoretical frameworks
5. Develop awareness of various literary theories and the way they enrich and change our thinking about language, literature and society.

**Course Content:**

Note:

1. There shall be five compulsory papers in each Semester, except in Semester II which shall include four compulsory papers and one Minor Project.
2. Two essay type questions to be set from each unit and one to be attempted.
3. All questions carry equal marks.

Marks: 100(Theory-60 CCE -40)

Unit	Content	Credits Allocated
Unit:1-	1. Natyashastra : Rasa Theory	0.9
	2. Aristotle : Poetics (Butcher's Translations).	
Unit:2-	1. Longinus : On the Sublime	0.9
	2. Philip Sydney : Apology for Poetry	

Unit:3-	1.	John Dryden	: An essay on Dramatic Poesy	0.9
	2.	Dr. Johnson	: Preface to Shakespeare.	
Unit:4-	1.	Wordsworth	: Preface to the Lyrical Ballads	0.9
	2.	Coleridge	: Biographia Literaria. Ch. XIII & XIV.	
Unit:5-	1.	Mathew Arnold	: Essays in Criticism (Second series)	0.9
	2.	T.S. Eliot	: Tradition and Individual Talent. Hamlet and His Problems	
Total Credits				4.5

**Books Recommended:-**

Kapil Kapoor	:	<i>Critical Theory</i>
R.S. Pathak	:	<i>Literary Theory</i>
Charusheel Singh	:	<i>Literary Theory, Linear Configurations</i>
Butcher (tr.)	:	<i>Aristotle's Poetics</i>
Scott James	:	<i>The Making of Literature</i>
David Daiches	:	<i>Modern Criticism and Theory : A Reader (Long man)</i>
H. Adams and L. Searle (ed.)	:	<i>Critical theory Since 1965 (Farida state University Press)</i>
A. H. Giltert	:	<i>Literary Criticism Plato to Dryden.</i>
T. Eagleton	:	<i>Literary Theory an Introduction (Black well Oxford, 1983)</i>

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**Name of the Programme** - M.A English  
**Semester** - III  
**Course** - Paper II - English Language

**Course learning outcomes:**

1. Students will be able to recognise and understand the structure and various parts of the language.
2. Identify the various functions language performs and the roles assigned to it.
3. Understand that all languages behave alike and develop a tolerance for other languages.
4. Recognize/understand the structure and various parts of the language.

**Course Content:**

**Note:**

1. There shall be five compulsory papers in each Semester, except in Semester II which shall include four compulsory papers and one Minor Project.
2. Two essay type questions to be set from each unit and one to be attempted.
3. All questions carry equal marks.

Marks: 100 (Theory-60 CCE -40)

Unit	Content	Credits Allocated
Unit:1-	Definition, Functions, Characteristics and Development of English Language.	0.9
Unit:2-	Language Varieties: Register, Style, and Dialect Approaches to the study of language: Synchronic and Diachronic, Langue and Parole, Paradigmatic and Syntagmatic	0.9
Unit:3-	Definition of Phonetics & Phonology, Difference between Phonetics and Phonology, Organs of Speech.	0.9
Unit:4-	Phonemes, Allophones, Phonetic Symbols for Sounds in RP, Syllable, Word Stress and Rhythm	0.9
Unit:5-	Basics of Transformational Generic Grammar: Nature and Characteristics.	0.9
	Total Credits	4.5

**Suggested Readings:**

- Verma and Krishnaswamy : *Modern Linguistics: An Introduction (O.U.P.1989)*
- A.C.Gimson : *An Introduction to the Pronunciation of English,*
- R.K.Bansal and J.B.Harrison : *Spoken English for India.*
- Geoffrey Leech : *A Linguistic Guide to English Poetry*  
*(Longman, London 1969)*
- David Crystal : *Linguistics (Penguin) Geoffrey Leech and Jan Svartvic:*  
*A Communicative Grammar of English*
- Albert C. Baugh : *A History of English Language*

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Name of the Programme - M.A English  
 Semester - III  
 Course - Paper III (A) - Indian Writing in English

**Course learning outcomes:**

1. Engage with Indian literary texts written in English and critically appreciate its historical trajectory from colonial times till the present.
2. Develop critical thinking and analytical skills through the study of Indian literary and cultural texts in English.
3. Approach Indian Writing in English from multiple positions based on historical and social locations.
4. To critically appreciate the creative use of the English language in Indian Writing English.

**Course Content:**

**Note:**

1. There shall be five compulsory papers in each Semester, except in Semester II which shall include four compulsory papers and one Minor Project.
2. Two essay type questions to be set from each unit and one to be attempted.
3. All questions carry equal marks.

Marks: 100(Theory-60 CCE -40)

Unit	Content	Credits Allocated
Unit:1-	Annotations: (Any two out of the four given passages. At least one from each unit to be answered.)	0.9
Unit:2-	1. Sri Aurobindo : Savitri - Book I Canto I. 2. Tagore: Geetanjali :Poems 1 to 10 (McMillan edition). 11-20 (for non-detailed)	0.9

Unit:3-	1. APJ Abdul Kalam : Wings of Fire 2. Jawahar Lal Nehru : The Discovery of India (Chapter Four)	0.9
Unit:4-	1. Asif Currimbhoy: Valley of Assassins, Inquilab 2. Badal Sircar: Evam Indrajit.	0.9
Unit:5-	1. Anita Desai: Cry, the Peacock. 2. Arun Joshi: The City and the River	0.9
	Total Credits-	4.5

**Suggested Readings:**

- K.R.S.Iyengar : *Indian Writing in English.*  
 Meenakshi Mukherjee: *Twice Born Fiction.*  
 A.N.Dwivedi : *Kamala Das.*  
 Thompson : *Tagore*  
 O.P.Budholia : *Anita Desai: Vision and Technique in her Novels.*  
 M.K.Naik(ed) : *History of Indian English Literature*

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**Name of the Programme - M.A English**  
**Semester - III**  
**Course - Paper III (B) - Commonwealth Literature in English**

**Course learning outcomes**

1. Introduce students to literary work from former territories of the British Empire and imbibe human values through the study of literature.
2. To see literature as a fine form of expression.
3. To explore and understand the nature of the relationships of human beings to other human beings and other life forms in relation to representative literary texts in various genres

**Course Content:**

**Note:**

1. There shall be five compulsory papers in each Semester, except in Semester II which shall include four compulsory papers and one Minor Project.
2. Two essay type questions to be set from each unit and one to be attempted.
3. All questions carry equal marks.

Marks: 100(Theory-60 CCE -40)

Unit	Content	Credits Allocated
Unit-1	<b>Canadian Poetry</b> Margaret Atwood : (1) This is a Photograph of Me, (2) Tricks with Mirrors.	0.9
Unit-2	<b>Canadian Fiction</b> 1. Margaret Laurence : The Stone Angel 2. Joseph Boyden : Three Day Road	0.9
Unit-3	<b>The African Novel</b>	0.9

	1. Doris Lessing : The Grass is Singing	
	2. Chinua Achebe : Things Fall Apart	
	<b>Caribbean Literature</b>	
Unit-4	1. George Lamming : In the Castle of my Skin.	0.9
	2. V.S. Naipaul : In a Free State	
	<b>Australian Novel</b>	
Unit-5	1. Patrick White : A Fringe of Leaves.	0.9
	2. Steve Toltz : A Fraction of the Whole	
	Total Credits-	4.5

**Suggested Readings::**

1. R.K. Dhawaned: *Commonwealth Literature in English*.
2. All original works by the prescribed authors.

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Name of the Programme - M.A English

Semester - III

Course - Paper No. IV (A) - Writer Specific Study

**Course learning outcomes**

1. With in-depth knowledge in Writer Specific Study, students will be able to demonstrate enhanced conceptual and textual understanding with developed critical thinking and analytical skills.
2. To promote knowledge of research methodology and research ethics in students.
3. Refer to authentic sources of information and document the same properly.
4. Discuss and draft a plan for carrying out a piece of work systematically.

**Course Content:**

**Note:**

- (A) Choose any one of the following writers for Special Study.
- (B) The chosen writers will be studied on the basis headlines given below.

1.	Shakespeare
2.	John Milton
3.	Alexander Pope
4.	S.T. Coleridge
5.	P.B. Shelley
6.	Mathew Arnold
7.	T.S. Eliot
8.	G.B. Shaw
9.	R.W. Emerson
10.	Sri Aurobindo.
11.	M.K. Gandhi
12.	Jawahar Lal Nehru

**Headlines :**

1. Biography
2. Selected Works
3. Technique: Style, Language, Plot, Characterization
4. Critical Opinions

**Books Recommend :**

1. O Elton : *Shakespeare.*
2. A. C. Bradley : *Shakespearean Tragedy*
3. Wilson Knigh : *Wheel of Fire*
4. Amresh- Datta: *Tragic vision of Shakespeare*
5. C. M. Bowra : *Romantic Imagination.*

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Name of the Programme - M.A English  
 Semester - III  
 Course - Paper-IV (B) - American Literature

**Course learning outcomes:**

1. Students will be able to understand and analyse the diversity of American literature with historical, political, religious and philosophical contexts.
2. Examine and evaluate the American mind from global and Indian perspectives and critically appreciate the complex nature of American society.
3. Appreciate the complexity of the origin and reception of American Literature particularly in relation to writers of European (Anglo-Saxons, French, Dutch and more)
4. To understand the writing traditions of Black and Non-European writers.

**Course Content:**

Note:

1. There shall be five compulsory papers in each Semester, except in Semester II which shall include four compulsory papers and one Minor Project.
2. Two essay type questions to be set from each unit and one to be attempted.
3. All questions carry equal marks.

Marks: 100(Theory-60 CCE -40)

Unit	Content	Credits Allocated
Unit-1	Annotations: (Any two out of the four given passages. At least one from each unit to be answered.)	0.9
Unit-2	Prose 1. Emerson: Self Reliance, The Over Soul 2. Thoreau : Battle of Ants	0.9

Unit-3	<b>Poetry</b> 1. Walt Whitman: O Captain, My Captain ; Song of Myself; Grass; When Lilacs last in the Dooryard Bloomed; I Celebrate Myself. 2. Robert Frost: Stopping by Woods on a Snowy Evening. After Apple Picking, Birches, The Road not taken .	0.9
Unit-4	<b>Drama:</b> 1. Eugene O'Neil : Mourning Becomes Electra. 2. Arthur Miller : Death of a Salesman	0.9
Unit-5	<b>Fiction :</b> 1. Mark Twain : Huckleberry Finn. 2. Alice Walker : The Color Purple	0.9
Total Credits-		4.5

**Suggested Readings:**

1. Goodman : *History of American Literature.*
2. D. Dhawale : *Walt Whitman.*
3. Robert Spiller : *Cycle of American Literature.*

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Name of the Programme - M.A English  
 Semester - III  
 Course - Paper-IV(C) - Linguistics and Stylistics

**Course learning outcomes**

1. Allow the students to develop a linguistic perspective to the study of language.
2. Students will be able to demonstrate proficiency in written and oral communication.
3. Understanding the existence of language in the form of different dialects based on a set of established factors.
4. To identify the various functions a language performs and the roles assigned to it.

**Course Content:**

Note:

1. There shall be five compulsory papers in each Semester, except in Semester II which shall include four compulsory papers and one Minor Project.
2. Two essay type questions to be set from each unit and one to be attempted.
3. All questions carry equal marks.

Marks: 100(Theory-60 CCE -40)

Unit	Content	Credits Allocated
Unit-1	Definition of Linguistics, Branches, Characteristics of Language, Nature and Properties of Language. Language as a system of communication Human language and animal communication, Language as a system of systems.	0.9
Unit-2	<b>Linguistics :</b> Language varieties, Register & style, Language variation and	0.9

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	Sociolinguistics; Language change. Synchronic, Diachronic & historical linguistics, Minimal and non-minimal pairs.	
Unit-3	<b>Phonetics</b> Organs of Speech, Speech Mechanism, Classification & Description of Speech Sounds, Consonants & Vowels. International Phonetic Alphabet, Phonemes, Allophones, Syllable and Syllable Division, Consonant Clusters.	0.9
Unit-4	<b>Grammar</b> Determiners, Word Classes, Noun Phrase, Verbal group, Verb Phrase, Verb Patterns Finite & non-finite forms, Article Features, Affix Switch.	0.9
Unit-5	<b>Stylistics</b> Nature and scope; Figures of speech; Imagery.	0.9
	Total Credits-	4.5

**Suggested Readings:**

1. Verma and Krishnaswamy : *Modern Linguistics : An Introduction* (OUP 1989).
- C. Gimson : *An Introduction to the Pronunciation of English.*
2. R. K. Bansal : *An Outline of General Phonetics.*
3. Geoffrey Leech : *A Linguistic Guide to English Poetry* (Longman, London 1969)
4. David Crystal : *Linguistics* (Penguin)
5. Mittins : *Attitude to English Usage*, Oxford.
6. N. Krishnaswamy : *Modern English.*
7. Collins Cobuild : *English Grammar.*

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**Name of the Programme** - M.A English  
**Semester** - III  
**Course** - Paper V - Communicative and Conversational English

**Course learning outcomes**

1. Effective and efficient use of language for their expression and to improve their employability through language competency and proficiency.
2. Language competency will help them become content writers, editors, soft skill trainers, counsellors, voice trainers etc.
3. Think critically or laterally and solve problems
4. Develop the professional ability to communicate information clearly and effectively in all kinds of environment and contexts.

**Course Content:**

Note:

1. There shall be five compulsory papers in each Semester, except in Semester II which shall include four compulsory papers and one Minor Project.
2. Two essay type questions to be set from each unit and one to be attempted.
3. All questions carry equal marks.

Marks: 100(Theory-60 CCE -40)

Unit	Content	Credits Allocated
Unit-1	<b>Grammar</b>	0.9
	1. Use of the Definite Article, Omission of the Article and Repetition of the Article	
	2. Words followed by Preposition	
	3. The Uses of Tense	
	4. Subject- Verb Agreement	
	5. (The Error of Proximity)	

	6. Modals and Auxiliaries 7. Common Errors in the Use of Parts of Speech	
Unit-2	<b>Basic Language Skills:</b> 1. Reading Skills 2. Writing Skills 3. Listening Skills 4. Presentation Skills	0.9
Unit-3	<b>Comprehension Skills(i):</b> 1. Resume Writing 2. Letter Writing 3. Report Writing 4. Notices, Circulars and Orders	0.9
Unit-4	<b>Comprehension Skills(ii) :</b> 1. Summarizing 2. Paraphrasing 3. Expansion of Ideas	0.9
Unit-5	<b>Conversational Skills :</b> 1. English in Situations 2. Group Discussion 3. The Art of Interview	0.9
	Total Credits-	4.5

**Suggested Readings:**

Benjamin Dreyer : *Dreyer's English*

Dr. Manoj Ku. Garg : *English Communication: Theory and Practice*

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**Name of the Programme** - M.A English  
**Semester** - IV  
**Course** - Paper I - Critical Theory

**Course learning outcomes**

1. Students will be able to enhance and diversify their knowledge acquired in critical theory
2. Acquire in-depth knowledge of literary theories and critical approaches to English literature.
3. Develop in students the ability and confidence to process understand and examine different kinds of texts.
4. To have a historical overview of major literary theorists, particularly of the 20th century
5. Ability to show an understanding of historical and philosophical contexts that led to the development of literary theory and its practices

**Course Content:**

Note:

1. There shall be five compulsory papers in each Semester, except in Semester II which shall include four compulsory papers and one Minor Project.
2. Two essay type questions to be set from each unit and one to be attempted.
3. All questions carry equal marks.

Marks: 100(Theory-60 CCE -40)

Unit	Content	Credits Allocated
Unit-1	1. Anand Vardhan : Dhvani Theory.	0.9
	2. Ferdinand Saussure : The Nature of Linguistic Sign.	
Unit-2	1. I. A. Richards : Two Uses of Language.	0.9
	2. J.C. Ransom : Concept of Structure and Texture of	

	Poetry.	
<b>Unit-3</b>	1. F. R. Leavis : Literary Criticism & Philosophy. 2. Jacques Derrida : Structure, Sign and Play in the Discourse of Human Sciences.	0.9
<b>Unit-4</b>	1. Edward Said : Crisis (The Scope of Orientalism) 2. Elaine Showalter : Gynocriticism	0.9
<b>Unit-5</b>	<b>Practical Criticism</b> : It will contain two passages : One in verse and the other in prose for Practical Criticism following the technique as illustrated in I. A. Richard's book on 'Practical Criticism' and David Daiches' 'Critical Approaches'	0.9
	Total Credits-	4.5

**Suggested Readings:**

- Kapil Kapoor : *Critical Theory.*  
R.S. Pathak : *Literary Theory.*  
Charusheel Singh : *Literary Theory, Linear Configuration.*  
Butcher (tr) : *Aristotle's Poetics.*  
Scott James : *The Making of Literature.*  
David Daiches : *Critical Approaches to English Literature.*  
H. Adams and L. Searle (ed.) : *Critical Theory since 1965*  
(Florida State University Press).  
A. H. Gilbert : *Literary Criticism Plato to Dryden.*  
T. Eagleton: *Literary Theory : An Introduction* (Black well, Oxford, 1983).

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**Name of the Programme** - M.A English  
**Semester** - IV  
**Course** - Paper II – English Language

**Course learning outcomes**

1. Students will be able to enhance and diversify their knowledge acquired in English Language.
2. Students will be able to demonstrate proficiency in written and oral communication.
3. Understand that all languages behave alike and develop a tolerance for other languages.
4. Understand that making errors is a process of learning and not hesitate to use language for the fear of making errors.

**Course Content:**

Note:

1. There shall be five compulsory papers in each Semester, except in Semester II which shall include four compulsory papers and one Minor Project.
2. Two essay type questions to be set from each unit and one to be attempted.
3. All questions carry equal marks.

↓ Marks: 100(Theory-60 CCE -40)

Unit	Content	Credits Allocated
Unit-1	<b>Morphology</b> Morpheme, Allomorph, Word formation.	0.9
Unit-2	<b>Linguistic Analysis</b> I. C. Analysis & Ambiguities.	0.9
Unit-3	<b>Phonology</b> Sound sequences: Syllable, Word Stress, Strong and Weak forms, Stress and Intonation.	0.9

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Unit-4	Grammar Sentence types and their transformation relations: (a) Statement (b) Question (c) Negative (d) Passive (e) Imperative (f) Transformation of Degree	0.9
Unit-5	Grammar Word classes: Noun Phrase, Verb Phrase, Adjunct Phrase, Syntax Coordination, Subordination, Relative Clauses, Adverbials, Determiners, Articles, Reported Speech, Concord.	0.9
Credits-	Total	4.5

**Books recommended:**

1. Verma and Krishnaswamy : *Modern Linguistics: An Introduction* (O.U.P.1989)
2. A.C.Gimson : *An Introduction to the Pronunciation of English.*
3. R.K.Bansal and J.B.Harrison : *Spoken English for India.*
4. Geoffrey Leech : *A Linguistic Guide to English Poetry* (Longman, London 1969)
5. David Crystal : *Linguistics* (Penguin)
6. Geoffrey Leech : *A Communicative Grammar of English.*  
and Jan Svartvic

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Name of the Programme - M.A English  
 Semester - IV  
 Course - Paper III (A)-Indian Writing in English

**Course learning outcomes**

1. Students will be able to enhance and diversify their knowledge acquired in Indian writing in English.
2. Evaluate and synthesise the vision and technique used in Indian novels and perspectives of Indian drama and postcolonial Indian poetry in English.
3. Critically engage with Indian literary texts written in English in terms of regionalism and nationalism.

**Course Content:**

Note:

1. There shall be five compulsory papers in each Semester, except in Semester II which shall include four compulsory papers and one Minor Project.
2. Two essay type questions to be set from each unit and one to be attempted.
3. All questions carry equal marks.

Marks: 100(Theory-60 CCE -40)

Unit	Content	Credits Allocated
Unit-1	<p><b>Poetry</b></p> <ol style="list-style-type: none"> <li>1. Sarojini Naidu</li> <li>2. Kamala Das</li> </ol> <p>(All poems of each poet in V. K. Gokak ed. Golden Treasury of Indo – Anglian Poetry – Sahitya Academy)</p>	0.9
Unit-2	<p><b>Drama</b></p> <ol style="list-style-type: none"> <li>1. VijayTendulkar : Silence! The Court is in Session</li> </ol>	0.9

	2.	Girish Karnad	: Yayati	
Unit-3	1.	M.R.Anand	: Untouchable/ Two Leaves and a Bud	0.9
	2.	R.K.Narayan	: The English Teacher	
Unit-4	1.	Vishnu Sharma	: Panchatantra (Book 1 – First ten stories)	0.9
	2.	Munshi Premchand	: The Shroud (Kafan)/ Idgah	
Unit-5	1.	Khushwant Singh	: Khuswantnama	0.9
	2.	Shashi Tharoor	: An Era of Darkness	
Total Credits-				4.5

#### Suggested Readings:

K.R.S.Iyengar	:	<i>Indian Writings in English.</i>
M.K.Naik	:	<i>History of Indian English Literature.</i>
M.K.Naik(ed)	:	<i>Perspectives on Indian Drama in English.</i>
Meenakshi Mukherjee	:	<i>Twice Born Fiction.</i>
Thompson	:	<i>Tagore.</i>
O.P.Budholia	:	<i>Anita Desai: Vision and Technique in her Novels.</i>

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Name of the Programme - M.A English  
 Semester - IV  
 Course - Paper III (B) -  
**Commonwealth Literature in English**

**Course Learning Outcomes**

1. Students will be able to enhance and diversify their knowledge of Commonwealth literature.
2. Students will be able to explore commonwealth literature with historical, political and cultural aspects.
3. Examine different ways of reading and using literary texts with comparative perspective.

**Course Content:**

**Note:**

1. There shall be five compulsory papers in each Semester, except in Semester II which shall include four compulsory papers and one Minor Project.
2. Two essay type questions to be set from each unit and one to be attempted.
3. All questions carry equal marks.

Marks: 100(Theory-60 CCE -40)

Unit	Content	Credits Allocated
Unit-1	<b>Canadian Poetry</b> 1. Michael Ondaatje : The Cinnamon Peeler To a Sad Daughter.	0.9
	2. Milton Acorn : What I Know of God is This I Shout Love	
Unit-2	<b>Canadian Drama</b> 1. Sharan Pollock : Walsh	0.9
	2. Draw Heydon Taylor: Alternatives	

Unit-3	<b>Canadian Fiction</b>		0.9
	1. Margaret Atwood :	Surfacing	
	2. Alice Munro :	Hateship, Friendship, Courtship, Loveship, Marriage	
Unit-4	<b>Australian and Caribbean Novel</b>		0.9
	1. V.S. Naipaul :	A House of Mr. Biswas	
	2. Elizabeth Jolley :	My Father's Moon	
Unit-5	<b>The African Novel</b>		0.9
	1. Nadine Gordimer :	July's People	
	2. Chinua Achebe :	Arrow of God.	
		Total Credits-	4.5

**Books recommended:**

1. R. K. Dhawan : *Commonwealth Literature in English.*
2. All original works by the prescribed authors.

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Name of the Programme - M.A English

Semester - IV

Course - Paper IV (A)-Writer Specific Study

**Course learning outcomes**

1. With in-depth knowledge in Writer Specific Study, students will be able to demonstrate enhanced conceptual and textual understanding with developed critical thinking and analytical skills.
2. Develop the ability to pursue research.
3. Encourage suitable research to recognize sources.
4. To distinguish fact from opinion/ editorialisation
5. To produce objective versus subjective pieces.

**Course Content:**

**Note**

1. Choose any one of the following writers for Special Study.
2. The chosen writers will be studied on the basis headlines given below.

Maximum Marks (100)

1	Charles Dickens
2	Thomas Hardy
3	D. H. Lawrence
4	J. P. Sartre
5	Dostoevsky
6	Albert Camus
7	Ernest Hemingway
8	William Golding
9	Walt Whitman
10	Margaret Atwood
11	Swami Vivekanand
12	Munshi Premchand

Headlines :

1. Biography
2. Selected Works
3. Technique: Style, Language, Plot, Characterization
4. Critical Opinions

Books Recommend:

1. Crompton Ricket : *History of English Literature.*
2. David Cecil : *Nineteenth Century Fiction.*
3. B.S. Dhaiya : *Heroes of Hemmingway.*
4. E. A. Baker : *History of English Fiction.*

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Name of the Programme - M.A English  
 Semester - IV  
 Course - Paper IV(B) -American Literature

**Course learning outcomes**

1. Students will be able to enhance and diversify their knowledge of acquired in American literature.
2. Explore and comprehend human relationships in the American spirit and develop a better vision and perception of life.
3. Analyse the American mind from global and Indian perspectives and situate it to the contemporary world.
4. Critically appreciate the diversity of American Literature in the light of regional variations in climate, cultural traits and economic priorities.

**Course Content:**

**Note:**

1. There shall be five compulsory papers in each Semester, except in Semester II which shall include four compulsory papers and one Minor Project.
2. Two essay type questions to be set from each unit and one to be attempted.
3. All questions carry equal marks. Marks: 100(Theory-60 CCE -40)

Unit	Content	Credits Allocated
Unit-1	Annotations (Any two out of the four given passages. At least one from each unit to be answered.)	0.9
Unit-2	<b>Prose:</b> 1. Emerson: American Scholar 2. Thoreau : Civil Disobedience	0.9

Unit-3	<b>Poetry:</b> 1. Emily Dickinson : Because I could not Wait for Death, I Taste Liquor Never Brewed. Light in Spring. This is my letter to the World. 2. Sylvia Plath : Daddy, Lady Lazarus, The Bee Meeting 3. W.H Auden : In Memory of W.B Yeats	0.9
Unit-4	<b>Drama:</b> 1. Tennessee Williams : The Glass Menagerie 2. Edward Albee : The Zoo Story.	0.9
Unit-5	<b>Fiction :</b> 1. Ernest Hemingway : The Old Man and the Sea. 2. Steinbeck : Of Mice and Men. 3. Toni Morrison : Sula	0.9
Total Credits-		4.5

**Suggested Readings:**

- Goodman : *History of American Literature*  
 Robert Spiller : *Cycle of American Literature*

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Name of the Programme - M.A English  
 Semester - IV  
 Course - Paper IV(C)- Linguistics and Stylistics

**Course learning outcomes**

1. Students will be able to enhance and diversify their knowledge acquired in Linguistics in Stylistics.
2. Students will be able to demonstrate proficiency in written and oral communication.
3. Understand that all languages behave alike and develop a tolerance for other languages.
4. Understand that making errors is a process of learning and not hesitate to use language for the fear of making errors.

**Course Content:**

Note:

1. There shall be five compulsory papers in each Semester, except in Semester II which shall include four compulsory papers and one Minor Project.
2. Two essay type questions to be set from each unit and one to be attempted.
3. All questions carry equal marks.

Marks: 100(Theory-60 CCE -40)

Unit	Content	Credits Allocated
Unit-1	<b>Linguistics :</b> Competence and Performance, Morphology, IC Analysis, Ambiguities.	0.9
Unit-2	<b>Phonetics</b> Transcriptions – Phonetic phonemic, Strong and weak forms, word Accent, the Word stress rules, Accent and rhythm in connected speech. Difference between R.P & G.I.E.	0.9

Unit-3	<b>Stylistics:</b> Foregrounding, Repetition, Collocation, Collocational clash, Inversion, parallelism, coupling, embedding.	0.9
Unit-4	<b>Deviance</b> – grammatical and conceptual Presupposition, pragmatics, Implicature. (Stylistic Analysis of a poem, two to be set, one to be attempted)	0.9
Unit-5	<b>Grammar</b> Sentence patterns, Syntax, Semantics, Surface structures & deep structures, Negativisation, Passivisation, Interrogative, and Imperative Transformations.	0.9
Total Credits-		4.5

**Suggested Readings::**

1. Verma and Krishnaswamy : *Modern Linguistics : An Introduction.*
2. A. C. Gimson : *An Introduction to the Pronunciation of English.*
3. R. K. Bansal : *An Outline of General Phonetics.*
4. Geoffrey Leech : *A Linguistic Guide to English Poetry.*
5. David Crystal : *Linguistics.*
6. Mittins : *Attitude to English Usage.*
7. N. Krishnaswamy : *Modern English.*
8. Collins Cobuild : *English Grammar.*

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**Name of the Programme** - M.A English  
**Semester** - IV  
**Course** - Paper V - Management Studies

**Course learning outcomes**

1. Enhanced reading, writing, listening and speaking skills for effective communication and improved employability.
2. Students will be able to inculcate profound professional ethics and social values.
3. Develop the professional ability to communicate information clearly and effectively in all kinds of environment and contexts.

**Course Content:**

**Note:**

1. There shall be five compulsory papers in each Semester, except in Semester II which shall include four compulsory papers and one Minor Project.
2. Two essay type questions to be set from each unit and one to be attempted.
3. All questions carry equal marks.

Marks: 100(Theory-60 CCE -40)

Unit	Content	Credits Allocated
Unit-1	1. Business Correspondence, Technology of Business Communication 2. Corporate Blogging	0.9
Unit-2	1. Report Writing and Business Report Writing 2. Marketing Research	0.9
Unit-3	1. Telephonic Communication Skills 2. Policy Analysis/Strategy Planning	0.9
Unit-4	1. Meetings and Conferences 2. Search Engine Marketing	0.9

Unit-5	1. Notices, Agenda and Minutes 2. Effective Writing	0.9
	Total Credits-	4.5

**Suggested Readings**

- Courtland L. Boyce : *Excellence In Business Communication*  
 John Thill : *Business Communication Essentials*  
 Simon Sweeney : *English For Business Communication*  
 Mary Munter : *Guide to Managerial Communication*

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## I. Introduction:

Man is a social animal, which means he cannot live alone, he has to live in a society. Now how would one define a society? Society may be defined as a group of people who accept and adopt some common standards, components and features of inhabitation; like law, values and ethics, morals and beliefs, norms, taboos, mores and customs, etc. A conglomeration of all these ingredients as a composite whole, form the culture of a particular community/ society/ nationality. Literature is culture specific. Literature reflects all the components of culture. Beside its defined purpose of stimulating joy, the study of literature also help one understand and analyse the different features of culture belonging to the different countries the world over.

Coming to English, it will not be incorrect to state that bereft of any external pressure, English Language has sui sponte become and has been accepted as a link language by majority countries of the world. This is one of the primary reasons why good literature written in English has universal acceptability as it is considered as one of the major instruments for the exchange of thoughts, ideas, beliefs, faith and the dissemination of knowledge.

Keeping what is stated above in mind, Rani Durgavati Vishwavidyalaya, Jabalpur introduced a two-year degree programme, titled M.A. English, in 1960 in its University Teaching Department. The course content of the Programme has been subjected to continuous change from time to time on the recommendation of the Board of Studies in English of the University.

On instructions from the UGC and in accordance with the New Education Policy, the Board of Studies in English hereby presents its LOCF based syllabus.

## II. Aims of Masters Degree Programme in English Literature:

The object of this Programme is to describe the achievements and outcomes expressed in terms of knowledge, understanding, skills, attitudes and values expected from this programme of study. The programme is designed keeping in mind innovativeness and flexibility in teaching-learning processes. It should help formulate graduate attributes, qualification descriptors, programme specific learning outcomes and course learning

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outcomes that are expected to be demonstrated by the student. Care has been taken to ensure the maintenance of international standards in the teaching of literature in English so as to inculcate in the student the spirit of global competitiveness. After the completion of the programme the student should be able to demonstrate the outcomes given below.

### III. Graduate attributes:

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1. Disciplinary knowledge of English Literature and Literary Studies
2. Communication skills
3. Critical thinking
4. Analytical reasoning
5. Problem solving
6. Research-related skills
7. Self-directed learning
8. Multicultural competence
9. Moral and ethical awareness/ reasoning
10. Digital literacy
11. Leadership qualities
12. Lifelong learning abilities

These outcomes have been further elaborated as follows:

1. **Disciplinary knowledge:**
  - (a) Ability to identify, speak and write about different literary genres, forms, periods and movements.
  - (b) Ability to understand and engage with various literary and critical concepts and categories.
  - (c) Ability to read texts closely, paying attention to themes, generic conventions, historical contexts, and linguistic and stylistic variations and innovations.
  - (d) Ability to understand, appreciate, analyze, and use different theoretical frameworks.

- (e) Ability to locate in and engage with relevant scholarly works in order to develop one's own critical position and present one's views coherently and persuasively.
- (f) Ability to situate one's own reading, to be aware of one's position in terms of society, religion, caste, region, gender, politics, and sexuality to be self-reflexive and self-questioning.
- (g) Ability to understand the world, to think critically and clearly about the local and the global through a reading of literatures in translation and in the original, to be a located Indian citizen of the world.

**2. Communication skills:**

- (a) Ability to speak and write clearly in standard, academic English.
- (b) Ability to listen to and read carefully various viewpoints and engage with them.
- (c) Ability to use critical concepts and categories with clarity.

**3. Critical thinking:**

- (a) Ability to read and analyze extant scholarship.
- (b) Ability to substantiate critical readings of literary texts in order to persuade others.
- (c) Ability to place texts in historical contexts and also read them in terms of generic conventions and literary history.

**4. Analytical reasoning:**

- (a) Ability to evaluate the strengths and weaknesses in scholarly texts spotting flaws in their arguments.
- (b) Ability to use critics and theorists to create a framework and to substantiate one's argument in one's reading of literary texts.

**5. Research-related skills:**

- (a) Ability to problematize; to formulate hypothesis and research questions, and to identify and consult relevant sources to find answers.

- (b) Ability to plan and write a research paper.

6. **Reflective Thinking:**

- (a) Ability to locate oneself and see the influence of location—regional, national, global—on critical thinking and reading.

7. **Self-directed learning:**

- (a) Ability to work independently in terms of reading literary and critical texts.  
(b) Ability to carry out personal research, postulate questions and search for answers.

8. **Digital Literacy:**

- (a) Ability to use digital sources, and read them critically.  
(b) Ability to use digital resources for presentations.

9. **Multicultural Competence:**

- (a) Ability to engage with and understand literature from various nations and languages.  
(b) Ability to respect and transcend differences.

10. **Moral and ethical awareness/ reasoning**

- (a) Ability to interrogate one's own ethical values, and to be aware of ethical issues.  
(b) Ability to read values inherited in literary texts and criticism vis a vis, the environment, religion and spirituality, as also structures of power.

11. **Leadership qualities:**

- (a) Ability to lead group discussions, to formulate questions for the class in literary and social texts.

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**12. Life-long learning abilities:**

- (a) Ability to retain and build on critical reading skills.
- (b) Ability to transfer such skills to other domains of one's life and work.

**IV. Qualification Descriptors:**

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This criterion describes the level of knowledge and understanding, skills and competencies and attitudes and values which a student of M.A. English Literature occupies after the completion of the programme. The programme has been designed keeping in mind the learning experiences and assessment procedures to be applied in such a way that the student gets a fair opportunity to attain the intended program learning outcome. The qualification descriptors would mirror the understanding and knowledge related to English Literature as well as the generic skills including global competencies which the student of this programme shall acquire.

The student after the completion of the program should be able to apply the disciplinary knowledge and transferable skills acquired to new context and should be able to identify and analyse problems and seek solutions to them in real life situations. He should be able to apply the acquired subject-related skills to employment opportunities.

**V. Programme Learning Outcomes:**

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**A. Introduction:**

The Rani Durgavati Vishwavidyalaya since its very inception has been imparting Post Graduate education under M.A. Programme. Presently, it is running the following programmes:

**(a) M.A. Programmes:**

- (i) M.A. Hindi
- (ii) M.A. English
- (iii) M.A. Urdu
- (iv) M.A. Sanskrit

- (v) M.A. Marathi  
(vi) M.A. Philosophy

Besides, it is running under-graduate programme, B.A., consisting of the following Courses:

**(b) B. A. Programme:**

- (i) English Literature  
(ii) Hindi Literature  
(iii) History  
(iv) Political Science  
(v) Economics  
(vi) Sociology  
(vii) Geography  
(viii) Philosophy  
(ix) Sanskrit  
(x) Urdu  
(xi) Marathi  
(xii) Ancient History

**(c) PG Diploma**

Besides M.A. and B.A. courses, the university also offers PG Diploma in following subjects:

- (i) Hindi  
• PG Diploma in Prayojanakmoolak in Hindi
- (ii) Sanskrit  
• PG Diploma course in Karnkaand

**B. Aims of Master Degree Programme:**

The University undertook the Post Graduate Programme in Arts with a view to instill in the students besides the acquisition of basic knowledge of specific courses, in-depth knowledge of fundamental subjects necessary for the dissemination of information related to basic life

skills, such as communicative skills in major languages of the Mahakaushal region, employment related skills, inculcation of proper attitudes and moral values, lifelong learning skills, etc.

**C. Graduate attributes:**

- (i) Disciplinary knowledge of the Programme undertaken for the study
- (ii) Knowledge of the Language undertaken for the study
- (iii) Communication skills of the language undertaken for the study
- (iv) Critical thinking
- (v) Analytical reasoning
- (vi) Problem solving
- (vii) Research-related skills
- (viii) Self-directed learning
- (ix) Multicultural competence
- (x) Moral and ethical awareness/ reasoning
- (xi) Digital literacy
- (xii) Leadership qualities
- (xiii) Lifelong learning abilities
- (xiv) Preparation of students for competitive examination
- (xv) Preparation of student for research activities

**D. Qualification Descriptors:**

This criterion describes the level of knowledge and understanding, skills and competencies and attitudes and values which a student undertaking M.A. Programme obtains at the end of the programme. The different M.A. Programmes have been designed keeping in mind the learning experiences and assessment procedures to be applied in such a way that the student gets a fair opportunity to attain the intended programme learning outcomes. The details of the qualification descriptors which follow under the Programme Specific Outcomes of the different programmes would mirror the understanding and knowledge related to the Programme opted by the student as well as the generic skills including global competencies.

The student after the completion of the programme will be able to apply the disciplinary knowledge and transferable skills acquired to new context and will be able to identify and analyse problems and seek solutions to them in real life situations. He/ she will certainly be able to apply the acquired Subject-related skills to employment opportunities.

#### **VI. Programme Specific Learning Outcomes:**

The programme specific outcomes relating to M.A.English Programme are given as under:

- (a) Demonstrate a set of basic skills in literary communication and explication of literary practices and process with clarity.
- (b) Demonstrate a coherent and systematic knowledge of the field of English literature showing an understanding of current theoretical and literary developments in relation to the specific field of English studies.
- (c) Display an ability to read and understand various literary genres and stylistic variations.
- (d) Display an ability to write critically.
- (e) Cultivate the ability to look at and evaluate literary texts as a field of study.
- (f) Display knowledge to cultivate a better understanding of values – both literary values that aid us in literary judgment and also values of life at all stages.
- (g) Apply appropriate methodologies for the development of the creative and analytical faculties of the student.
- (h) Ability to learn and use digital knowledge for presentation and other purposes.
- (i) To enable the student to develop an awareness of the linguistic-cultural richness of India as an important outcome of English literary studies.
- (j) To learn skills related to research so as to present new ideas or make innovations in the field finally leading to the betterment of the society as a whole.
- (k) Recognize employability options for the student available after the programme. Help him make more meaningful choices regarding his career in areas, such as professional writing, content writing, translation, teaching English at different levels, mass media, journalism, aviation, communication and personality development, etc.
- (l) The student will be trained in such a way that he will develop life-long learning abilities to cope with the objectives of his concern throughout his life.