

Programme Outcomes, Programme Specific Outcomes and Course Outcomes For PG Programmes

Programme Name: MA in English

(e.g.M.Sc in Physics/ MA in Bengali/MCA etc.)

Number of Semesters: 4



Name of the Department
University of North Bengal
West Bengal, INDIA

Programme Outcomes

- To have a specialized knowledge about British Literature in English
- To expose them to literature from the Subcontinent, the African and Caribbean diaspora, and the Americas.
- To promote a culture of serious and sincere research
- Encourage students to pursue higher education within the academia.
- To enhance reading and writing skills

Programme Specific Outcomes

- Critical thinking
- Research skills
- Analytical skills
- Academic writing

Course Outcomes

SEMESTER—I		
Course Code	Course Name	Course Outcomes
101	Renaissance Studies	<p>Knowledge Gained:</p> <ul style="list-style-type: none"> • To have a comprehensive knowledge of Renaissance poetry through a study of Edmund Spenser’s <i>Faerie Queene</i>, Book I. • To have an understanding of the Renaissance essay through Philip Sidney’s “An Apology for Poetry.” • To read Renaissance drama through Christopher Marlowe’s play, <i>Dr Faustus</i>. • To gain an understanding of the Renaissance essay through Francis Bacon’s essays- “Of Adversity,” “Of Truth,” “Of Studies,” “Of Travel,” “Of Friendship,” “Of Youth and Age.” <p>Skills Acquired:</p> <ul style="list-style-type: none"> • An in depth understanding of the history and culture of Renaissance England. • A concise knowledge of the various literary forms prevalent in Renaissance England like the sonnet, essay, and drama. <p>Competency Developed:</p> <ul style="list-style-type: none"> • An in dept knowledge of the literature that constitutes the early part of the canon of British Literature which then provides the framework for understanding texts from

		<p>succeeding periods of British literary history.</p> <ul style="list-style-type: none"> • An ability to make oral presentations and also to write critical essays on the literature from the Renaissance period.
102	Shakespeare Studies	<p>Knowledge Gained:</p> <ul style="list-style-type: none"> • A close reading of the following four plays by Shakespeare- <i>Hamlet, Measure for Measure, Antony and Cleopatra, The Tempest</i> <p>Skills Gained:</p> <ul style="list-style-type: none"> • An understanding of the characteristics of a Shakespearean tragedy, comedy, romance, and problem play. • An ability to locate Shakespeare within his time and our own through a reading of the various adaptations of Shakespeare. <p>Competency Developed:</p> <ul style="list-style-type: none"> • An ability to understand and use various theoretical lens right from new historicism to post colonialism, to understand canonical texts. • An ability to make oral presentations and write critical essays on the plays of Shakespeare.
103	17 th Century Studies	<p>Knowledge Gained:</p> <ul style="list-style-type: none"> • A study of John Milton's <i>Samsun Agonistes</i>. • A Study of John Webster's play, <i>Duchess of Malfi</i>. • A reading of Ben Jonson's comedy, <i>Every Man in His Humour</i>. • A reading of John Dryden's <i>All for Love</i>. <p>Skills Gained:</p> <ul style="list-style-type: none"> • An understanding of the dramatic forms that were a result of the socio- political upheavals in Jacobean England. • A study of the revision of the classical heritage from Greece and Rome by the seventeenth century artists. • A knowledge of the function and significance of the theatre as an artistic medium in seventeenth century Britain. <p>Competency Developed:</p> <ul style="list-style-type: none"> • An ability to understand the relationship between dramatic forms, the stage and its reception, within a changing socio- political landscape. • An ability to see the revision of the classical heritage within seventeenth century literature. • An ability to make oral presentations and write critical essays on the dramatic forms from seventeenth century Britain.
104	18 th Century Studies	<p>Knowledge Gained:</p> <ul style="list-style-type: none"> • A Study of Congreve's play, <i>The Way of the World</i>. • A study of Jonathan Swift's <i>Gulliver's Travels</i>. • A study of Johnson's "Preface to Shakespeare." • A study of Pope, "Essays on Man," and "Essays on Criticism." <p>Skills Gained:</p> <ul style="list-style-type: none"> • A knowledge of the history, culture, and politics of the

		<p>Restoration Age in British history.</p> <ul style="list-style-type: none"> • A knowledge of the various kinds of satire prevalent in Restoration England. <p>Competency Developed:</p> <ul style="list-style-type: none"> • Ability to distinguish between the various satirical and comedic forms. • Ability to trace the changes in the importance and function of the stage since the Renaissance. • Ability to make oral presentations and write critical essays on the literature from eighteenth century Britain.
--	--	--

SEMESTER - II

Course Code	Course Name	Course Outcomes
201	The Romantics	<p>Knowledge Gained:</p> <ul style="list-style-type: none"> • A study of excerpts from Burke's "Philosophical Enquiry into the Origin of our Ideas of the Sublime and Beautiful" and Kant's "Analytic of the Sublime." • A study of Wordsworth's "Preface to Lyrical Ballads," "Prelude I&II," Coleridge's Chapters 13,14,17 of Biographia Literaria, and M.H. Abrams "The Development of the Expressive theory of Poetry and Art." • A close study of Blake's "The Marriage of Heaven and Hell." • A close reading of Keats "The Spring Odes," "To Autumn," "Letters" (1817-1819) and Shelley's "Prometheus Unbound" and "Defence of Poetry" <p>Skills Acquired:</p> <ul style="list-style-type: none"> • A knowledge of the factors that contributed towards the movement of Romanticism in Britain. • An incisive knowledge about the philosophical ideas shaping the movement of Romanticism. • A knowledge of the themes, concerns and forms shaping the distinctive poetry of the romantic movement. <p>Competency Developed:</p> <ul style="list-style-type: none"> • An ability to determine the constituents of Romantic poetry and to distinguish it from poetry written in other periods. • An ability to make oral presentations and write well researched critical essays on poetry from the Romantic period.
202	19 th Century Studies- I	<p>Knowledge Gained:</p> <ul style="list-style-type: none"> • A study of Emily Bronte's <i>Wuthering Heights</i>. • A close reading of George Eliot's <i>Middlemarch</i>. • A study of Henry James <i>The Portrait of a Lady</i>.

		<ul style="list-style-type: none"> • A study of Thomas Hardy <i>The Return of the Native</i>. <p>Skills Acquired:</p> <ul style="list-style-type: none"> • A comprehensive understanding of the sociology of the Victorian novel. • A knowledge of the themes and cultural concerns shaping the Victorian novel. • A study of the engagement between the novel and popular culture in Victorian England. <p>Competency Developed:</p> <ul style="list-style-type: none"> • Ability to determine the factors that contributed to the formation of the early novel in Britain, along with an understanding of the issues and concerns framing the novel. • Ability to make oral presentations and write well researched critical essays on the novel in Victorian England.
203	19 th Century Studies- II	<p>Knowledge Gained:</p> <ul style="list-style-type: none"> • A study of Tennyson's "The Lady of Shalott," " In Memoriam"(11,14,16,41,45), "Morte D' Arthur," " The Lotos-Eaters" (including the Choric Song). • A study of Browning's, "Rabbi Ben Ezra," "My Last Duchess," "Porphyria's Lover," "One Word More." • A study of Arnold's "Dover Beach," "Growing Old," "Memorial Verses." • A study of Hopkins "The Windhover," "The Wreck of Deutschland," "Pied Beauty." <p>Skills Acquired:</p> <ul style="list-style-type: none"> • A comprehensive understanding of the themes, issues, and contexts framing Victorian poetry. • A study of the inter-relationship between poetry and other arts like the visual arts. <p>Competency Developed:</p> <ul style="list-style-type: none"> • An ability to determine the chief characteristics of the poetry by prominent Victorian artists of the day. • An ability to make oral presentations and write well researched critical essays on the poetry from Victorian England.

204	19 th Century Studies- III	<p>Knowledge Gained:</p> <ul style="list-style-type: none"> • A study of Oscar Wilde’s play, <i>The Importance of Being Earnest</i>. • A study of Carlyle’s “The Hero as Poet.” • A study of Ruskin’s “Of the Pathetic Fallacy,” and Pater’s “Style,” and “Conclusion.” • A study of Arnold’s essays, “Sweetness and Light” and “Study of Poetry.” <p>Skills Acquired:</p> <ul style="list-style-type: none"> • A knowledge of the drama and essays that determined the contours of Victorian culture. • A knowledge of the form, concerns and style of the Victorian essay. <p>Competency Developed:</p> <ul style="list-style-type: none"> • An ability to recognize the various issues that shaped Victorian culture, along with an understanding of the works of critics from Victorian England. • An ability to make oral presentations and write well researched critical essays on the Victorian essay and drama.
-----	---	--

SEMESTER- III

Course Code	Course Name	Course Outcomes
301	The Moderns- I	<p>Knowledge Gained:</p> <ul style="list-style-type: none"> • A study of Conrad’s novel, <i>Heart of Darkness</i>. • A study of Lawrence’s novel, <i>Sons and Lovers</i>. • A study of Joyce’s novel, <i>A Portrait of the Artist as a Young Man</i>. • A study of Graham Greene’s novel, <i>The Power and the Glory</i>. <p>Skills Acquired:</p> <ul style="list-style-type: none"> • A comprehensive understanding of modernism as a philosophy and as a movement in the arts. • A study of the forms and techniques deployed by the modernist novel. <p>Competency Developed:</p> <ul style="list-style-type: none"> • An ability to determine the various literary techniques like stream of consciousness and so on that determined Modernism. • An ability to make oral presentations and write well researched critical essays on modernist literature.
302	The Moderns- II	<p>Knowledge Gained:</p> <ul style="list-style-type: none"> • A study of T.S. Eliot’s “The Waste Land,” and “Tradition and the Individual Talent.”

		<ul style="list-style-type: none"> • A study of Auden’s “A summer Night,” “In Memory of W.B. Yeats,” “Memorial for City,” and “A Shilling Life.” • A study of Spender’s “The Express,” “At the Edge of Being, Darkness and Light,” and “I can never be a Great Man.” • A study of Dylan Thomas’s “The force that through the green fuse,” “Poem in October,” “Do not go gentle into that good night.” • A study of Larkin’s “Church Going,” “The Explosion,” “Wants,” “At Grass,” and Ted Hughes’ “Hawk Roosting,” “A Childish Prank,” “The Thought-Fox,” and “The Jaguar.” <p>Skills Acquired:</p> <ul style="list-style-type: none"> • An understanding of the chief features of modernist poetry. <p>Competency Developed:</p> <ul style="list-style-type: none"> • An ability to distinguish between the various strains of modernist poetry, as also to differentiate the poetry of this period from works in other eras. • An ability to make oral presentations and write well researched critical essays on modernist poetry.
302	The Moderns-II	<p>Knowledge Gained:</p> <ul style="list-style-type: none"> • A study of Shaw’s play, <i>Saint Joan</i>. • A study of Beckett’s play, <i>Waiting for Godot</i>. • A study of Brecht’s play, <i>Mother Courage and Her Children</i>. • A study of Camus’s novel, <i>The Outsider</i>. <p>Skills Acquired:</p> <ul style="list-style-type: none"> • An understanding of the dramatic innovations undertaken during the modernist period. • A knowledge of various forms of drama from epic theatre to theatre of the absurd. • An understanding of the philosophical movements like existentialism that accompanied modernism. <p>Competency Developed:</p> <ul style="list-style-type: none"> • An ability to distinguish between the ideas, concerns, and forms that differentiate modernism in British literary history from other periods. • An ability to make oral presentations and write well researched critical essays on literature from the modernist period.
304	Literary Theory and Criticism	<p>Knowledge Gained:</p> <ul style="list-style-type: none"> • A study of W. K. Wimsatt & Monroe Beardsley’s, “Intentional Fallacy,” Foucault’s, “What is an Author?,” and Roland Barthes, “Death of the Author.” • A study of Edward Said’s, Introduction to <i>Orientalism</i>, Homi Bhabha’s, “The Postcolonial and the Postmodern: The Question of Agency” [from Simon During ed. Cultural Studies Reader].

		<ul style="list-style-type: none"> • A study of Jacques Derrida’s, “Structure, Sign, and Play in the Discourses of the Human Sciences,” and Lyotard’s, “Defining the Postmodern” [from Simon During ed. Cultural Studies Reader]. • A study of Simone de Beauvoir, Introduction to <i>The Second Sex</i>, Judith Butler’s, “Performative Acts and Gender Constitution: An Essay in Phenomenology and Feminist Theory” [from Alison Bailey and Chris Cuomo (ed.)The Feminist Philosophy Reader]. <p>Skills acquired:</p> <ul style="list-style-type: none"> • A comprehensive understanding of the major trends in literary theory from structuralism and post structuralism, to post colonialism and feminism. <p>Competency Developed:</p> <ul style="list-style-type: none"> • An ability to comprehend the major theoretical movements in the field of literary studies, and to deploy them in the analysis of literary texts. • An ability to make oral presentations and write well researched critical essays on literary theory.
--	--	--

SEMESTER- IV

Course Code	Course Name	Course Outcomes
401	American Literature	<p>Knowledge Gained:</p> <ul style="list-style-type: none"> • A study of Thoreau’s <i>Walden</i>. • A study of Arthur Miller’s play, <i>Death of a Salesman</i> • A study of Robert Frost’s “Provide, Provide,” “Birches,” “Mending Wall,” “Directive,” “The Gift Outright,” and “Come in.” • A study of Faulkner’s novel, <i>The Sound and the Fury</i>. <p>Skills Acquired:</p> <ul style="list-style-type: none"> • A study of the founding myths, history, and sociology of the American landscape leading to the evolution of its various literary form. • An engagement with philosophies like transcendentalism in American literature. • An understanding of the idea of the American Dream as portrayed in its literature. <p>Competency Developed:</p> <ul style="list-style-type: none"> • An ability to demarcate the major themes, concerns, and issues that differentiate the literature of the United States of America. • An ability to make oral presentations and write well researched critical essays on American literature.

402	Latin American Literature	<p>Knowledge Gained:</p> <ul style="list-style-type: none"> • A study of Marquez’s novel, <i>One Hundred Years of Solitude</i>. • A study of Neruda’s selected poems from <i>Poems Of Americas</i> (ed. Ajanta Dutt, Worldview). • A study of Jorge Borges selected pieces from <i>Selected Non-Fictions</i>, and selected pieces from <i>Collected Fictions</i>. • A study of selected essays from <i>Blackwell Companion to Latin American Literature and Culture</i>. <p>Skills Acquired:</p> <ul style="list-style-type: none"> • A study of the unique cultural and political context of Latin America that led to the evolution of its literary forms like magic realism. <p>Competency Developed:</p> <ul style="list-style-type: none"> • An ability to see the relationship between European literary forms and those from other parts of the world. • An ability to make oral presentations and write well researched critical essays on Latin American literature.
403	Indian Literature	<p>Knowledge Gained:</p> <ul style="list-style-type: none"> • A study of novels like Raja Rao’s <i>Kanthapura</i> / Rushdie- <i>Midnight’s Children</i>/ Amitav Ghosh- <i>The Shadow Lines</i>. • A study of Modern Indian English Poetry. • A study of Karnad’s play, <i>The Fire and the Rain</i> • A study of Amit Chaudhuri’s “Notes on the Novel after Globalization” and “ Huge Baggy Monster : Mimetic Theories of the Indian Novel after Rushdie” from his book <i>Clearing the Space</i>. <p>Skills Acquired:</p> <ul style="list-style-type: none"> • An understanding of the early beginnings of Indian English writing. • A knowledge of the concerns of nation, nationalism, diaspora and novelistic form of the Indian English novel. • A study of the important playwrights who shaped theatre in India. <p>Competency:</p> <ul style="list-style-type: none"> • An ability to use literary theory to study literature from the sub-continent. • An ability to make oral presentations and write well researched critical essays on Indian literature.

404	African and Caribbean Literature	<p>Knowledge Gained:</p> <ul style="list-style-type: none"> • A study of Chinua Achebe's novel, <i>Things Fall Apart</i>. • A study of Chimamanda Ngozi Adichie novel, <i>Half of a Yellow Sun</i>. • A study of V.S. Naipaul's novel, <i>The Mimic Men</i>. • A study of Derek Walcott's play, <i>Pantomime</i>. <p>Skills Acquired:</p> <ul style="list-style-type: none"> • A comprehensive understanding of the themes, concerns, and contexts of the early African and Caribbean novel in English. • A knowledge of the dramatic forms of the Caribbean diaspora. • A knowledge of theories on diaspora and post colonialism. <p>Competency Developed:</p> <ul style="list-style-type: none"> • An ability to understand the issues related to post colonialism and diaspora that frame literatures from Africa and the Caribbean Islands. • An ability to make oral presentations and write well researched critical essays on African and Caribbean literatures.
-----	----------------------------------	--