

BISHOP COTTON WOMEN'S CHRISTIAN COLLEGE

Post Graduate Studies Centre

MA in English Studies

Program Outcomes: The objective of the program is to develop a critical, linguistic and literary knowledge base to build core literary, linguistic and critical competencies among students for purposes of research and the academic study of culture, as well as to nurture and develop skills that will enable them to be more employable in teaching, research, journalism, content development, etc., in the governmental, non-governmental and private sectors. This program's outcomes include but may exceed the following:

Literary/Cultural Knowledge:

- Develop a comprehensive knowledge base of literary and cultural evolutions across the world from ancient to contemporary times.
- Develop an understanding of key concepts and literary and critical theories and enable application of this conceptual and theoretical knowledge to the analysis of culture, society and literature such that a deeper understanding of life and society is made possible.

Academic Research Skills:

- Develop a strong set of research skills including research methodological skills; citation and referencing skills; research paper writing; critical, analytical and logical thinking skills; spoken/written communication skills; critical reading, and hermeneutical methods.
- Instill the ability to research any given period, text or event in culture or society.
- Hone observation and listening skills for ethnographic research, as well as reading/writing skills that engender enquiry into subjects concerning issues of identity such as race, class, caste and gender.
- Develop the practice of responsibly referencing and citing sources in academic writing to avoid plagiarism.

Developing Employability:

- Provide opportunities for students to enter into fields of media, teaching, research, content development, etc.
- Skill students to be competitive, tech-savvy and vocabulary-savvy, as well as conceptually enriched to positively impact digital and traditional work spaces.
- Develop global competencies in students' outlook and work ethics and nurture a proactive, creative, solution oriented thinking capacity through active engagement with societal issues as found in literary texts read on the syllabus.
- Enable capacities for being humane, sensitive and build integrity and wisdom driven conduct through the study of a variety of issues embedded in literary study.

Course Outcomes:

Year	Subject	Course Outcomes
I MA: Sem I	1.1: Critical Approaches (Aristotle to New Criticism)	<ul style="list-style-type: none"> • To introduce students to the major concepts in classical criticism including: Plato, Aristotle and Longinus’ fundamental concepts and theories • To introduce students to the English Critical Tradition including: Sydney, Dryden, Dr Johnson, Wordsworth, S T Coleridge, Arnold and Eliot’s fundamental concepts and theories • To introduce students to key concepts in the New Critical School of thought, including the concepts and theories of: F R Leavis and the scrutiny group, the new literary canon, and building an understanding of the ideological underpinnings of the New Critical School • To introduce students to the American School of New Criticism, including the concepts and theories of Cleanth Brooks and R.P. Warren • To introduce the cultural politics of New Criticism; and develop an understanding of the task of criticism and the ideology and nature of the discipline of English Studies • To introduce students to the oppositional critiques of New Criticism including those of: Structuralism, Feminism and Marxism
	1.2: British Literature: Chaucer to Arnold	<ul style="list-style-type: none"> • To enable students to study British culture through literary and other texts • To introduce students to major intellectual developments, in Europe and Britain from the Renaissance through Enlightenment to Romanticism • To develop in students a degree of academic competence in the method of close reading, thinking through and with texts, and the mechanics of scholarly writing • To enable students to work on background themes on their own • To read texts with specific critical questions in mind • On completion of the course, students are expected to have

		<p>developed an idea of Britain, especially English life, through reading, writing and discussion.</p>
	<p>1.3: Indian Literature in English Translation</p>	<ul style="list-style-type: none"> • To introduce students to major, representative “bhasha” writings from different parts of India and “bhasha literature” in English translation • To interpret these texts in the context of Indian society in the contemporary period and context • To help students understand the major concerns, themes and motifs in modern Indian literature such as: tradition and modernity, gender, class, caste and cultural politics through the reading of representative texts
	<p>1.4: American Literatures (Open Elective)</p>	<ul style="list-style-type: none"> • To orient students to the diverse writing that has emerged from America • To acquaint students with literature produced by Native-American, African- American, Jewish-American and other Diasporas in America • To enable students to the pluralistic quality of American Literature in keeping with the socio-eco-racio-cultural context of America • To address issues which emerge from multi-cultural American society through the selections • To expose students to issues which arise from the mainstream white American writing tradition • To engage with literary contributions by diverse populations which have contributed to the idea of America
	<p>1.5: Introduction to Language and Linguistics</p>	<ul style="list-style-type: none"> • To introduce students to a scientific study of language • To introduce students to the main branches of modern linguistics • To give students a grounding in socio-linguistics • To widen the scope for students to include the analysis of language at the phonetic, syntactic and semantic levels • To introduce students to the basic theoretical concepts of linguistics

I MA- SEM II	2.1: Literary Theory (Formalism to New Historicism)	<ul style="list-style-type: none"> • To introduce students to theoretical movements from Formalism through to New Historicism and the critical terminology of each school of critical theorizing • To help students read primary theoretical texts instead of relying on notes or summaries • To enable students to apply theoretical concepts and thinking methods to the analysis of diverse texts • To enable students engage with each primary text selected for study that signifies a theoretical movement • To take students through the general features and aspects of each theoretical movement including: Formalism, Structuralism, Semiotics, Post Structuralism, Marxism, Feminism, Reader Response Theory, Psychoanalytic Theory and New Historicism
	2.2: British Literature: Modern to Contemporary	<ul style="list-style-type: none"> • To provide a general idea to students of the Modern Age and the aesthetic movement called Modernism in literature and art • To introduce them to representative pieces of modernist writing from the English and Irish literary traditions • To introduce students to post-modernist writing • To expand knowledge about the contemporary British literary landscape • To enable students to gain knowledge of the socio-literary movements of Modernism and Post-modernism and help them arrive at the idea of “Contemporary Literature”.
	2.3 : Gender Studies	<ul style="list-style-type: none"> • To help students understand the operations of Gender as a category of analysis and gender hierarchies in the societies they live in

		<ul style="list-style-type: none"> • To sensitize students to varying forms of gender and sexuality, and equip them to analyse representations of these in diverse cultural products • To address the conventional classification of gender in terms of the male-female binary • To interrogate the gender binary and posit theoretical stands that project multiple gender identities and sexualities • To introduce students to a range of cultural texts that enable engagement with gender formulations and representations • To develop an understanding of key concepts relating to gender issues and theories
	<p>2.4: European Literature in English Translation</p>	<ul style="list-style-type: none"> • To bring students to the realization that though identified with the classical canon, these European texts are translated pieces • To bring about an understanding of the politics of canonicity and classicity in literature • To enable students to read original primary texts which are identified with the European Canon • To enable students to redraw the histories that produced canons in European literature • To engage with the European Literary Canon to reveal their significance of these texts in contemporary times • To draw attention to 19th and 20th century European classics for analysis and study

	2.5: Open Elective – Write it Right	<ul style="list-style-type: none"> • To promote effective writing across a range of everyday writing tasks • To develop language competence in students so that they effectively avoid common errors • To enable students to write logically organized paragraphs, essays and research papers • To prepare students for letter writing, content development, CV writing, and grammatically correct construction of sentences, phrases and clauses • To enhance vocabulary for effective academic writing
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Program Specific Outcomes:

- The program of MA English Studies provides a strong theoretical foundation with a clear focus on the evolution of each specific literary and theoretical field.
- This program straddles knowledge bases in literary/critical theory as well as application level knowledge in fields such as linguistics, phonetics, translation and writing.
- The program provides a range of possibilities in terms of furthering education, employability and global competence.
- The curriculum allows for a wide range of pedagogy to develop specific skill sets, expand knowledge and equips students for a wide spectrum of employment possibilities.
- The MA English Studies program enables MA English Studies graduates to apply knowledge to professional identities of their choice as Professors, Researchers, Teachers, Content developers, Journalists, Creative writers, Soft Skills Trainers, Translators, Phoneticians and Linguists, Editors and Publishers, thus entering fields of education, mass media, publishing, corporate training, translation, foreign embassies, community building, marketing, human rights organizations, communication and digital workspaces, in the governmental, non governmental and private sectors.
- The program provides scope for employability thereby in interdisciplinary fields as noted above.

- Since the program lays a strong emphasis on building conceptual and thinking capacities the scope for students to continue their education in enrolling for research degrees is high. They develop a keen enquiring capacity and attain knowledge of research methodologies of various kinds.
- It also equips students to take up competitive examinations conducted by UGC/TOEFL and GRE, State & Central Civil services exams, etc.
- The program builds integrity and forwards the ethical such that students are attuned to issues that are deep rooted in society both in India and the world at large, making them better citizens of India and the world.