

SUBJECT: MA-ENGLISH	
PROGRAMME OUTCOME	<p>PO1: Demonstrate expertise in theories and methods of English studies pertinent to the field of further research and teaching.</p> <p>PO2: Choose appropriate methods to formulate critically significant arguments and apply them effectively for writing research papers, conference presentations, etc.</p> <p>PO3: Apply the acquired linguistic and critical skills to better understand the diversity of human experiences</p> <p>PO 4: Conduct theory-based evaluation and analysis of various literary texts</p> <p>PO5: Improve skills to investigate, analyze, and synthesize information, concepts, and theories</p> <p>PO6: Develop openness to new ideas, perspectives, and ways of thinking.</p> <p>PO7: Assess new ideas, perspectives, and ways of thinking from reading texts from different literary genres</p> <p>PO8: Identify, design, and construct an independent approach to analyze and investigate varied social structures and power structures within and beyond the field of English studies</p> <p>PO9: Acquire knowledge skills and inspiration to qualify for higher education programs like Ph. D. or aspire for teaching careers at UG and PG level</p> <p>PO10: Analyze the ways in which ideas and values depicted in literary works with or contrast with those of Indian culture</p>
PROGRAMME SPECIFIC OUT COME For MA ENGLISH	<p>PSO 1: The students will be capable of interpreting and exploring relationships from the points of view of different people</p> <p>PSO 2: The students identify, find, and use information appropriate for discussion of literature.</p> <p>PSO 3: Appreciate Indian Literature in English and explore its uniqueness and its place among literatures in English.</p> <p>PSO 4: Become thorough with readings with theoretical basis.</p>

<p>COURSE OUTCOME FOR M.A. ENGLISH</p>	
<p>Course No: Eng411 Course Title: English Poetry I: Chaucer, Spenser, Milton, Pope</p>	<p>CO1. Analyze Chaucer's portrayal of characters and social commentary in "The Canterbury Tales." CO2. Interpret the allegorical elements and moral lessons in Spenser's "The Faerie Queene." CO3. Evaluate Milton's use of epic conventions and thematic elements in "Paradise Lost" Books I &amp; II. CO4. Identify Pope's satirical techniques and their effects in "The Rape of the Lock." CO5. Compare and contrast the representation of heroism and virtue in Spenser's and Milton's works.</p>
<p>CourseNo:Eng412 Course Title: English Drama I: Marlowe, Shakespeare, Webster</p>	<p>CO1. Explain Marlowe's depiction of ambition and tragedy in "Doctor Faustus." CO2. Analyze the development of characters and themes in Shakespeare's "King Lear." CO3. Assess the use of power and corruption in Webster's "The Duchess of Malfi." CO4. Evaluate the themes of forgiveness and reconciliation in Shakespeare's "The Tempest." CO5. Compare the portrayals of fate and free will in "Doctor Faustus" and "King Lear."</p>
<p>CourseNo:Eng413 Course Title: English Novel I: 18th Century English Novel</p>	<p>CO1. Analyze the themes of isolation and survival in Defoe's "Robinson Crusoe." CO2. Discuss the satirical elements and social commentary in Fielding's "Tom Jones." CO3. Evaluate the depiction of virtue and social class in Richardson's "Pamela." CO4. Interpret Swift's use of satire to critique contemporary society in "Gulliver's Travels." CO5. Compare the narrative techniques and character development in "Tom Jones" and "Pamela."</p>
<p>Course No: Eng414 Course Title: Literary Theory and Criticism up to T.S. Eliot</p>	<p>CO1. Summarize Johnson's views on Shakespeare's dramatic art and its significance in his "Preface to Shakespeare." CO2. Explain Wordsworth's principles of poetic composition and the role of imagination in the "Preface to Lyrical Ballads."</p>

	<p>CO3. Discuss Arnold's criteria for evaluating poetry and the importance of studying poetry in "The Study of Poetry."</p> <p>CO4. Analyze Eliot's concept of tradition and its impact on individual creativity in "Tradition and Individual Talent."</p> <p>CO5. Compare the critical perspectives on poetry and literary tradition in Arnold's and Eliot's works.</p>
<p>Course No: Eng415 Course Title: English Essayists -I</p>	<p>CO1. Analyze Bacon's arguments about the nature and consequences of revenge in "Of Revenge."</p> <p>CO2. Evaluate Bacon's reflections on truth and its value in "Of Truth."</p> <p>CO3. Discuss Wollstonecraft's views on parental responsibilities and affection in chapters 10 and 11 of "A Vindication of the Rights of Woman."</p> <p>CO4. Examine Addison's portrayal of social roles and virtues in "The Fortune Hunter" and "A Friend of Mankind."</p> <p>CO5. Critique Dr. Johnson's perspectives on the relationship between learning and genius in "The Inefficacy of Genius without Learning" and the critique of artificial wants in "The Folly of Creating Artificial Wants."</p>
<p>SEMESTER-II Course No: Eng 421 Course Title: English Poetry II: Wordsworth, Keats, Tennyson, Browning</p>	<p>CO1. Examine the development of Wordsworth's self and artistic vision in "The Prelude" (Books I &amp; II).</p> <p>CO2. Interpret Keats's use of imagery and themes of transience and permanence in "Ode to a Nightingale" and "Ode on a Grecian Urn."</p> <p>CO3. Analyze the exploration of grief and consolation in Tennyson's "In Memoriam" (Prologue, Section I, XXI, XXX).</p> <p>CO4. Discuss the portrayal of power and control in Browning's "My Last Duchess" and the theme of idealism versus reality in "The Last Ride Together."</p> <p>CO5. Compare the treatment of personal and philosophical themes in Wordsworth's and Tennyson's works.</p>
<p>Course No: Eng422 Course Title: English Drama II : Congreve, Shaw, Beckett, Pinter</p>	<p>CO1. Analyze Congreve's use of comedy and social satire in "The Way of the World."</p> <p>CO2. Evaluate Shaw's exploration of social issues and philosophical themes in "Man and Superman."</p> <p>CO3. Discuss Beckett's depiction of existentialism and the absurd in "Waiting for Godot."</p> <p>CO4. Examine Pinter's use of language and ambiguity to create tension in "The Birthday Party."</p> <p>CO5. Compare the thematic treatment of human relationships and societal norms in Congreve's and Shaw's plays.</p> <p>CO1. Analyze the portrayal of social class and personal development in Austen's "Emma."</p> <p>CO2. Discuss** Dickens's exploration of sacrifice and resurrection in "A</p>

<p>CourseNo:Eng423  Course Title: English Novel II: 19th Century English Novel</p>	<p>Tale of Two Cities."  CO3. Evaluate** Hardy's treatment of fate and societal constraints in "Tess of the d'Urbervilles."  CO4.Examine** Eliot's depiction of redemption and social change in "Silas Marner."  CO5.Compare** the representation of social and moral dilemmas in Austen's "Emma" and Dickens's "A Tale of Two Cities."</p>
<p>Course No: Eng424  Course Title: Contemporary Theory</p>	<p>CO1.Explain** Shklovsky's concept of "art as technique" and its role in defamiliarizing everyday experiences in Russian Formalism.  CO2.Analyze** Benjamin's argument in "The Author as Producer" regarding the role of the author in shaping political and social contexts.  CO3.Discuss** Cixous's ideas on feminist écriture féminine and the significance of female expression in "The Laugh of Medusa."  CO4.Evaluate** Barthes's notion of "The Death of the Author" and its implications for interpreting literary texts in Poststructuralist theory.  CO5.Compare** the views on authorship and textual interpretation in Barthes's and Benjamin's theories.</p>
<p>Course No: Eng 425  Course Title: English Essayists II</p>	<p>CO1.Analyze** Hazlitt's critique of religious hypocrisy and its impact on moral integrity in "On Religious Hypocrisy."  CO2. Discuss** Hazlitt's reflections on the value and enjoyment of life in "On the Love of Life."  CO3. Evaluate** Robert Lynd's commentary on materialism and personal values in "The Money Box."  CO4.Examine** Lynd's insights on personal resolutions and their effectiveness in "On Good Resolutions."  CO5.Compare** the portrayal of personal experiences and social observations in Lamb's and Pristley's essays.</p>

<p>SEMESTER- III CourseNo:Eng431 Course Title: English Poetry III: Yeats, Eliot, Auden, Larkin</p>	<p>CO1. Interpret** Yeats's use of imagery and themes of cultural and personal renewal in "A Prayer for My Daughter" and "Sailing to Byzantium." CO2. Analyze** Eliot's depiction of modernist fragmentation and cultural decay in "The Waste Land." CO3. Discuss** Auden's exploration of social conformity and art's role in "The Unknown Citizen" and "Musee des Beaux Arts." CO4. Evaluate** Larkin's reflections on religious and social change in "Church Going" and "The Whitsun Weddings." CO5. Compare** the treatment of cultural and existential themes in Yeats's and Eliot's works.</p>
<p>Course No: Eng432 Course Title: English Novel III: 20th Century English Novel</p>	<p>CO1. Analyze the development of identity and artistic self-awareness in Joyce's "A Portrait of the Artist as a Young Man." CO2. Discuss Lawrence's exploration of relationships and gender dynamics in "Women in Love." CO3. **Examine** Forster's treatment of cultural conflict and personal connection in "A Passage to India." CO4. **Evaluate** Woolf's use of narrative techniques and themes of time and perception in "To the Lighthouse." CO5. **Compare** the depiction of personal and societal conflicts in Joyce's and Lawrence's novels.</p>
<p>CourseNo:Eng433 CourseTitle: Structure of Modern English - I</p>	<p>CO1. **Define** the basic scientific assumptions underlying the study of linguistics as outlined in Chapter II of John Lyons's "Language and Linguistics: An Introduction." CO2. **Analyze** the articulatory properties and classification of English sounds, including vowels, consonants, diphthongs, and their phonemic and allophonic variations. 3. **Explain** the concepts of morphemes, affixation, inflection, derivation, and morphophonemics in the study of English morphology. 4. **Describe** the principles of sentence structure including basic sentence patterns, immediate constituents, phrase-structure grammar, and transformational generative grammar. 5. **Compare** the methodologies and theoretical frameworks used in phonology and syntax for analyzing language structure.</p>



<p>Course No: Eng 442-IEL Course Title: Indian English Novels</p>	<ol style="list-style-type: none"> <li>1. <b>Outline</b> the major developments and themes in the history of Indo-Anglian novels.</li> <li>2. <b>Analyze</b> the theme of escapism and its narrative techniques in Manoj Das's "The Escapist."</li> <li>3. <b>Discuss</b> the exploration of personal and social conflicts in Shashi Despande's "If I Die Today."</li> <li>4. <b>Evaluate</b> Khushwant Singh's depiction of communal tensions and historical impact in "Train to Pakistan."</li> <li>5. <b>Compare</b> the thematic concerns and narrative styles of Das, Despande, and Singh in their respective novels.</li> </ol>
<p>Course No: Eng443-IEL Course Title: Indian English Short Stories</p>	<ol style="list-style-type: none"> <li>1. <b>Outline</b> the development and key features of Indian English short stories throughout their history.</li> <li>2. <b>Analyze</b> the themes of cultural conflict and human psychology in Tagore's "The Hungry Stones" and "The Kabuliwala."</li> <li>3. <b>Discuss</b> the exploration of personal experiences and social issues in Manoj Das's "Laxmi's Adventure" and "Letter from the Last Spring."</li> <li>4. <b>Evaluate</b> Anita Desai's use of symbolism and emotional depth in "Diamond Dust: A Tragedy" and "Games at Twilight."</li> <li>5. <b>Compare</b> the narrative techniques and thematic concerns of Tagore, Das, and Desai in their respective short stories.</li> </ol> <ol style="list-style-type: none"> <li>1. <b>Summarize</b> the key trends and notable figures in Indo-Anglian non-fictional prose throughout its history.</li> <li>2. <b>Analyze</b> Swami Vivekananda's key arguments and philosophical perspectives presented in the "Introduction to the Address at the World Parliament of Religions."</li> <li>3. <b>Discuss</b> Gandhi's reflections on morality and self-discipline in</li> </ol>

<p>Course No: Eng444-IEL  Course Title: Indian English Prose (Non-fiction)</p>	<p>Chapter 7 ("Stealing and Atonement") and his views on dietetics in "The Story of My Experiments with Truth."  4. <b>Examine</b> Manoj Das's portrayal of cultural and personal insights in "My Little India," focusing on "The Sinister Twilights" and "Midnight Rendezvous."  5. <b>Compare</b> the thematic concerns and narrative styles in Vivekananda's, Gandhi's, and Das's non-fictional prose.</p>
<p>Course No: Eng 445-IEL  Course Title: Project and Viva</p>	<ol style="list-style-type: none"> <li>1. <b>Develop</b> a comprehensive research project that demonstrates a thorough understanding of the chosen topic and integrates relevant theories and methodologies.</li> <li>2. <b>Present</b> the research findings effectively, utilizing appropriate visual aids and clear, articulate communication during the viva.</li> <li>3. <b>Critically analyze</b> and discuss the research results, addressing any limitations or challenges encountered and proposing potential solutions or further research directions.</li> <li>4. <b>Demonstrate</b> the ability to answer questions and engage in scholarly discussion, showcasing a deep understanding of the project topic and related fields.</li> <li>5. <b>Reflect</b> on the research process, including the formulation of research questions, data collection, analysis, and the impact of the findings on the broader field of study.</li> </ol>
<p>Module B: Non-British Novels in English  Course No: Eng 441-NBNE  Course Title: Theory of the Novel</p>	<ol style="list-style-type: none"> <li>1. <b>Analyze</b> Henry James's views on the nature of fiction and narrative technique as presented in "The Art of the Fiction."</li> <li>2. <b>Discuss</b> Lukács's distinctions between epic and novel forms, and the concept of the inner form of the novel in Chapters 3 and 4 of "The Theory of the Novel."</li> <li>3. <b>Evaluate</b> Jameson's analysis of Third World literature in relation to global capitalism in "Third World Literature in the Era of Multinational Capitalism."</li> <li>4. <b>Examine</b> Wilson Harris's exploration of the role of imagination and its fabric in shaping narrative and cultural identity in "The Fabric of the Imagination" from "Third World Quarterly".</li> <li>5. <b>Compare</b> the theoretical perspectives on narrative form and literary representation offered by James, Lukács, Jameson, and Harris.</li> </ol>



<p>Course No :Eng 442-NBNE Course Title: Europe, America</p>	<ol style="list-style-type: none"> <li>1. <b>Analyze</b> Tolstoy's exploration of societal norms and personal conflict in "Anna Karenina."</li> <li>2. <b>Discuss</b> Kafka's portrayal of bureaucracy and existential angst in "The Trial."</li> <li>3. <b>Evaluate</b> Hawthorne's examination of sin, guilt, and redemption in "The Scarlet Letter."</li> <li>4. <b>Examine</b> Ellison's depiction of racial identity and invisibility in "The Invisible Man."</li> <li>5. <b>Compare</b> the treatment of personal and societal issues in Tolstoy's, Kafka's, Hawthorne's, and Ellison's novels.</li> </ol>
<p>Course No :Eng 443- NBNE Course Title: Africa</p>	<ol style="list-style-type: none"> <li>1. <b>Analyze</b> the depiction of political and social issues in Achebe's "Anthills of the Savannah."</li> <li>2. <b>Discuss</b> the themes of corruption and disillusionment in Armah's "The Beautiful Ones Are Not Yet Born."</li> <li>3. <b>Evaluate</b> Salih's exploration of cultural identity and colonialism in "Season of Migration to the North."</li> <li>4. <b>Examine</b> Coetzee's portrayal of moral and social decay in "Disgrace."</li> <li>5. <b>Compare</b> the narrative techniques and thematic concerns related to post-colonial identity and societal critique in Achebe's, Armah's, Salih's, and Coetzee's novels.</li> </ol>
<p>Course No :Eng 444-NBNE Course Title: Latin America and the Caribbean</p>	<ol style="list-style-type: none"> <li>1. <b>Analyze</b> Rulfo's use of magical realism and themes of memory and identity in "Pedro Páramo."</li> <li>2. <b>Discuss</b> García Márquez's narrative techniques and exploration of Latin American history and culture in "One Hundred Years of Solitude."</li> <li>3. <b>Evaluate</b> Lamming's depiction of colonialism and personal identity in "In the Castle of My Skin."</li> <li>4. <b>Examine</b> Rhys's portrayal of post-colonial and feminist themes in "Wide Sargasso Sea."</li> <li>5. <b>Compare</b> the use of magical realism and the representation of colonial and post-colonial themes in the works of Rulfo, García Márquez, Lamming, and Rhys.</li> </ol>

<p>Course No: Eng 445-NBNE Course Title: Project and Viva</p>	<ol style="list-style-type: none"> <li>1. <b>Conduct a Comprehensive Research Project:</b> Develop and execute a research project that addresses a specific topic with thorough investigation and analysis, demonstrating advanced understanding and application of relevant methodologies.</li> <li>2. <b>Present Findings Clearly:</b> Prepare and deliver a clear, well-organized presentation of the research findings, utilizing appropriate visual aids and demonstrating effective communication skills during the viva.</li> <li>3. <b>Engage in Scholarly Discussion:</b> Participate in a viva voce by responding thoughtfully to questions and critiques, showing a deep grasp of the research topic and the ability to defend and elaborate on the project.</li> <li>4. <b>Reflect on Research Process:</b> Critically evaluate the research process, including problem formulation, data collection, analysis, and conclusions, reflecting on any challenges faced and solutions applied.</li> <li>5. <b>Demonstrate Integration of Knowledge:</b> Apply theoretical and practical knowledge from the course to the project, integrating different perspectives and demonstrating an understanding of how the project contributes to the broader field of study.</li> </ol>
<p>Module C : Comparative Literature Course No :Eng441-CLTS Course Title: What is Comparative Literature? What is Translation?</p>	<ol style="list-style-type: none"> <li>1. <b>Discuss</b> Wellek’s definition and scope of Comparative Literature in “The Name and Nature of Comparative Literature” and its relevance to the field.</li> <li>2. <b>Analyze</b> Sisir Kumar Das’s arguments for the importance of Comparative Literature in India as presented in “Why Comparative Literature in India?”</li> <li>3. <b>Evaluate</b> James Holmes’s framework for Translation Studies and its application in “The Name and Nature of Translation Studies.”</li> <li>4. <b>Examine</b> Walter Benjamin’s views on the role and challenges of translation in “The Task of the Translator.”</li> <li>5. <b>Compare</b> the perspectives on Comparative Literature and Translation Studies from Indian and Western viewpoints, including contributions from Bharata Muni, Bhartrhari, Anandavardhana, and contemporary scholars like Ganesh Devy, Susann Bassnett, and André Lefevere.</li> </ol>
<p>Course No :Eng442-CLTS <i>Course Title: Attitude to Nature in British and Oriya Romantic Poetry</i></p>	<ol style="list-style-type: none"> <li>1. <b>Analyze</b> the representation of nature in British Romantic poetry (1789-1832), focusing on its philosophical and aesthetic dimensions.</li> <li>2. <b>Discuss</b> the depiction of nature in 19th and early 20th-century Oriya poetry, examining cultural and historical influences.</li> <li>3. <b>Evaluate</b> Wordsworth’s depiction of nature and its impact on human emotions in “Tintern Abbey,” Shelley’s portrayal of the skylark as a symbol of inspiration in “To a Skylark,” and Keats’s imagery and themes related to the seasons in “To Autumn.”</li> <li>4. <b>Examine</b> Radhanath’s portrayal of the Chilika Lake, Baikunthanath’s depiction of local musical traditions in “Nababarasa</li> </ol>

	<p>Sangeeta,” and Mayadhar Mansingh’s representation of the Mahanadi River in “Mahanadire Jyotsna Bihar.”</p> <p>5. <b>Compare</b> the treatment of nature and its symbolic meanings in the British Romantic poetry of Wordsworth, Shelley, and Keats with the Oriya poetry of Radhanath, Baikunthanath, and Mansingh.</p>
<p>Course No :Eng443-CLTS</p> <p>Course Title: Attitude to Social Change in British and Oriya Novels</p>	<ol style="list-style-type: none"> <li>1. <b>Explain</b> the key concepts and factors contributing to social change in 19th-century England, focusing on industrialization, class structure, and social reform.</li> <li>2. <b>Discuss</b> the nature of social change in 19th-century and early 20th-century Orissa, including colonial impacts, socio-economic transformations, and cultural shifts.</li> <li>3. <b>Analyze</b> Charles Dickens’s portrayal of industrial society and its impact on individuals and families in "Hard Times," including themes of economic hardship and social critique.</li> <li>4. <b>Examine</b> Fakir Mohan Senapati’s depiction of rural life and social issues in "Six Acres and a Third," focusing on the implications of landownership and social inequality.</li> <li>5. <b>Compare</b> the representations of social change and its effects in Dickens’s "Hard Times" and Senapati’s "Six Acres and a Third," highlighting similarities and differences in their critiques of social structures.</li> </ol>

<p>Course No : Eng444-CLTS  Course Title: Attitude to Human Suffering in Greek and Sanskrit Drama</p>	<ol style="list-style-type: none"> <li>1. <b>Discuss</b> the concept of human suffering in ancient Greek thought, focusing on philosophical and literary perspectives, such as those found in tragedies and philosophical works.</li> <li>2. <b>Analyze</b> the understanding of human suffering in ancient Indian philosophy and literature, including key concepts from religious and philosophical texts.</li> <li>3. <b>Examine</b> Sophocles' exploration of fate, guilt, and personal suffering in "Oedipus the King," including the role of prophecy and tragic flaw.</li> <li>4. <b>Evaluate</b> Kalidasa's portrayal of human suffering and redemption in "Abhijnanasakuntalam," focusing on themes of love, loss, and reconciliation.</li> <li>5. <b>Compare</b> the treatment of human suffering in Sophocles' "Oedipus the King" and Kalidasa's "Abhijnanasakuntalam," highlighting cultural differences and similarities in their approaches to tragedy and resolution.</li> </ol>
<p>Course No: Eng 445-CLTS  Course Title: Project and Viva</p>	<ol style="list-style-type: none"> <li>1. <b>Develop</b> a comprehensive research project that demonstrates a thorough understanding of the chosen topic and integrates relevant theories and methodologies.</li> <li>2. <b>Present</b> the research findings effectively, utilizing appropriate visual aids and clear, articulate communication during the viva.</li> <li>3. <b>Critically analyze</b> and discuss the research results, addressing any limitations or challenges encountered and proposing potential solutions or further research directions.</li> <li>4. <b>Demonstrate</b> the ability to answer questions and engage in scholarly discussion, showcasing a deep understanding of the project topic and related fields.</li> <li>5. <b>Reflect</b> on the research process, including the formulation of research questions, data collection, analysis, and the impact of the findings on the broader field of study.</li> </ol>