



**Bishop Cotton Women's Christian College**  
**Postgraduate Studies -PG English Department**  
**COURSE OUTCOME**

<b>YEAR I MA</b>	<b>SUBJECT I SEMESTER</b>	<b>COURSE OUTCOME</b>
1.1:	Critical Approaches	<ul style="list-style-type: none"><li>• To introduce students to the major concepts in classical criticism including: Plato, Aristotle and Longinus fundamental concepts and theories</li><li>• To introduce students to the English Critical Tradition including: Sydney, Dryden, Dr Johnson, Wordsworth, ST Coleridge, Arnold and Eliot's fundamental concepts and theories</li><li>• To introduce students to key concepts in the New Critical School of thought, including the concepts and theories of: FR Leavis and the scrutiny group, the new literary canon, and building an understanding of the ideological underpinnings of the New Critical School</li><li>• To introduce students to the American School of New Criticism, including the concepts and theories of Cleanth Brooks and R.P. Warren</li><li>• 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</li><li>• To introduce students to the oppositional critiques of New Criticism including those of: Structuralism, Feminism and Marxism</li></ul>
1.2	British Literature	<ul style="list-style-type: none"><li>• To enable students to study British culture through literary and other texts</li><li>• To introduce students to major intellectual developments, in Europe and Britain from the Renaissance through. Enlightenment to Romanticism</li><li>• To develop in students a degree of academic competence in the method of close reading,</li></ul>



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		<p>thinking through and with texts, and the mechanics of scholarly writing</p> <ul style="list-style-type: none"><li>• To enable students to work on background themes on their own</li><li>• To read texts with specific critical questions in mind</li><li>• On completion of the course, students are expected to have developed an idea of Britain, especially English life, through reading, writing and discussion.</li></ul>
1.3	Indian Literature in English Translation	<ul style="list-style-type: none"><li>• To introduce students to major, representative "bhasha" writings from different parts of India and "bhasha literature" in English translation</li><li>• To interpret these texts in the context of Indian society in the contemporary period and context</li><li>• 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</li></ul>
1.4	American Literature	<ul style="list-style-type: none"><li>• To orient students to the diverse writing that has emerged from America</li><li>• To acquaint students with literature produced by Native- American, African-American, Jewish-American and other Diasporas in America</li><li>• To enable students to the pluralistic quality of American Literature in keeping with the socio-eco-racio-cultural context of America</li><li>• To address issues which emerge from multi-cultural American society through the selections</li><li>• To expose students to issues which arise from the mainstream white American writing tradition</li><li>• To engage with literary contributions by diverse populations which have contributed to the idea of America</li></ul>



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1.5	Introduction to Language and Linguistics	<ul style="list-style-type: none"><li>• To introduce students to a scientific study of language</li><li>• To introduce students to the main branches of modern linguistics</li><li>• To give students a grounding in socio-linguistics</li><li>• To widen the scope for students to include the analysis of language at the phonetic, syntactic and semantic levels</li><li>• To introduce students to the basic theoretical concepts of linguistics</li></ul>
<b>YEAR IMA</b>	<b>SECOND SEM</b>	
2.1	Literary Theory	<ul style="list-style-type: none"><li>• To introduce students to theoretical movements from Formalism through to New Historicism and the critical terminology of each school of critical theorizing</li><li>• To help students read primary theoretical texts instead of relying on notes or summaries</li><li>• To enable students to apply theoretical concepts and thinking methods to the analysis of diverse texts</li><li>• To enable students, engage with each primary text selected for study that signifies a theoretical movement</li><li>• 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</li></ul>
2.2	British Literature	<ul style="list-style-type: none"><li>• To provide a general idea to students of the Modern Age and the aesthetic movement called Modernism in literature and art</li><li>• To introduce them to representative pieces of modernist writing from the English and Irish literary traditions</li></ul>



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		<ul style="list-style-type: none"><li>• To introduce students to post-modernist writing</li><li>• To expand knowledge about the contemporary British literary landscape</li><li>• 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".</li></ul>
2.3	Gender Studies	<ul style="list-style-type: none"><li>• To help students understand the operations of Gender as a category of analysis and gender hierarchies in the societies they live in</li><li>• To sensitize students to varying forms of gender and sexuality, and equip them to analyse representations of these in diverse cultural products</li><li>• To address the conventional classification of gender in terms of the male-female binary</li><li>• To interrogate the gender binary and posit theoretical stands that project multiple gender identities and sexualities</li><li>• To introduce students to a range of cultural texts that enable engagement with gender formulations and representations</li><li>• To develop an understanding of key concepts relating to gender issues and theories</li></ul>
2.4	European Literature	<ul style="list-style-type: none"><li>• To bring students to the realization that though identified with the classical canon, these European texts are translated pieces</li><li>• To bring about an understanding of the politics of canonicity and classicity in literature</li><li>• To enable students to read original primary texts which are identified with the European Canon</li><li>• To enable students to redraw the histories that produced canons in European literature</li><li>• To engage with the European Literary Canon to reveal their significance of these texts in contemporary times</li></ul>



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		<ul style="list-style-type: none"><li>• To draw attention to 19th and 20th century European classics for analysis and study</li></ul>
2.5	Open Elective – Write in Right	<ul style="list-style-type: none"><li>• To promote effective writing across a range of everyday writing tasks</li><li>• To develop language competence in students so that they effectively avoid common errors</li><li>• To enable students to write logically organized paragraphs, essays and research papers</li><li>• To prepare students for letter writing, content development, CV writing, and grammatically correct construction of sentences, phrases and clauses</li><li>• To enhance vocabulary for effective academic writing</li></ul>
<b>YEAR II MA</b>	<b>THIRD SEM</b>	
3.1	Critical Reading and Critical Thinking	<ul style="list-style-type: none"><li>• To highlight the importance of Critical Reading and Critical Thinking practices</li><li>• To initiate Post Graduate students into the methods of Research and argument – oriented writing</li></ul>
3.2	Translation Studies	<ul style="list-style-type: none"><li>• To introduce students to the theoretical realms of translation activity.</li><li>• To equip students with a knowledge of the various kinds of translation.</li><li>• To initiate students into translation practice</li></ul>
3.4	3.4: Kannada Texts in English Translation (Electiv	<ul style="list-style-type: none"><li>• To introduce students to Kannada literary tradition with a focus on modern Kannada literature in English translation.</li><li>• To familiarise students with the themes, concerns and the core values of literature in Kannada as available in English translation.</li><li>• To enable students to appreciate and contextualise Kannada literature within the rubric of Indian Literature in English translation</li></ul>



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3.5	Postcolonial Studies	<ul style="list-style-type: none"> <li>To introduce students to the idea of the postcolonial.</li> <li>To sensitise students to multiple points of view and alternative histories.</li> <li>To create an awareness of contexts of marginality and subaltern perspectives.</li> </ul>
<b>II MA</b>	<b>FOURTH SEMESTER</b>	
4.1	Cultural Studies	<ul style="list-style-type: none"> <li>Encourage students to deeply engage with the idea of culture,</li> <li>Equip students to analyse and explain both "high" and "popular cultural texts;</li> <li>Invite students to study theoretical ruminations that have come out of Cultural Studies.</li> </ul>
4.2	Film Studies	<ul style="list-style-type: none"> <li>To familiarize students with the language and histories of cinema.</li> <li>To introduce students to approach cinema critically.</li> <li>To help students relate to Film Movements and Film Theory.</li> </ul>
4.3	Dalit literature	<ul style="list-style-type: none"> <li>The issue of caste in India.</li> <li>A study of the history of Dalit literature.</li> <li>An exploration of the Textual representations of caste within scholarly examinations and fictional moulds.</li> </ul>
4.4	Aboriginal and Native Literature	<ul style="list-style-type: none"> <li>To sensitize students to the idea of resistance as exemplified in the writing from Aboriginal Australia, Native America, Maoris of New Zealand, and First Nations Canada.</li> <li>To introduce students to indigenous discourse while encouraging them to problematize it.</li> <li>To present an overview of the histories of Aboriginal Australian, Native American, Maori, and First Nations Canadian writings.</li> </ul>
4.5	Dissertation	<ul style="list-style-type: none"> <li>To identify the themes of the texts</li> <li>To get an in-depth of the author's style of writing</li> <li>To identify the theory that applies to the texts</li> </ul>



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		<ul style="list-style-type: none"><li>• To enable them to take up research in the form of literature review</li><li>• To identify information relevant to the authors and texts</li><li>• Enhance writing skills to pursue dissertation of 50 pages dividing them into chapters beginning from introduction to conclusion</li><li>• Encouragement of original writing to avoid plagiarism or be within the range of less than 10percent</li></ul>
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