Course Outcome for M.A. in English

The M.A. in English course is designed to equip the learner with skills in appreciation and analysis of a wide variety of cultural texts that are embedded in time and space. The curriculum aims to create a balance between texts and textuality, socio-cultural and linguistic theory, language studies and profession-oriented training. It is created with an intention to equip the learners not only with ideas he/she needs to understand the key periods in the history of English Literature but also the global events and concepts that influence and mould them. Literature and language are intricately intertwined, this course believes that a greater comprehension of language and its development will create a greater depth in perception and appreciation of literature, culture and human progress.

Core Courses: offer specialized study of texts, arranged chronologically from Medieval to the Present, across genres. The range is enormous, from Chaucer to Zadie Smith, and presents classics as well as contemporary writing. The theorists range from Plato to Derrida. The job related prospects pertain to research and teaching.

DSE Courses: offer knowledge of Literatures in English like American Literature, Indian Literature in English and in English translation, Ancient and Modern European Literature, New Literatures in English. Specially-themed Courses in Gender studies, Postcolonial studies or Studies of Popular Literature enable the development of future research interests.One's future career as teacher and researcher is often reflected in the choice related to the optional DSE courses

A special focus is on Language Studies that enables skill development in Areas like Linguistics, Phonetics and English Language Teaching. Language Studies is offered as Core

Courses in Semester I and II and as DSE in Semester III and IV. The job prospects brighten because of increase in possibilities of success in NET/SET due to the ELT component.

G.E. courses havebeen designed to develop interest in the interface of literature and films, to study how, for instance *Macbeth* becomes *Maqbool*. Children's Literature is also on offer to provide readings of beloved texts from western as well as Indian culture. The job prospects relate to the benefits of acquiring cultural competence through studies of literary and film texts.

Furthermore, a student of the M.A. course in English is expected to develop cognitive and analytic skills as well as the linguistic ability to facilitate his/her career in Teaching and Research, Journalism, Publishing, Administrative and Related services, the IT sector, the Banking sector and other service-oriented sectors.

COURSE OUTCOME

LINGUISTICS [Post Graduate Level] : CBCS system

Full Marks : 1000 No. of Papers : 20 Core Papers : 14 DSE: 04

GE : 02

Semester I :

Course code LIN 101: Introduction to Linguistics [core]

Fundamental concepts of language and linguistics including communicative and functional aspects of language, language classification, language variation , theoretical dichotomies of Modern linguistics etc.

Course code LIN 102: Levels of Language Study [core]

Concept development on different levels of language analysis covering the synchronic aspect of Phonology, Morphology, Syntax and Semantics.

Course code LIN 103: Phonetics [core]

Fundamentals of the scope of phonetics, study of the speech production mechanism, classification and description of sound segments and acoustic phonetics.

Course code LIN 104: Basic Morphology & Basic Syntax [core]

 A basic knowledge about the principles of Morphology, formative rules and the analysis of word structure.

Concept of Transformation-Generative Grammar, study of the syntactic structure on the basis of the TG model.

Course code LIN 105: Indo-European Linguistics & Schools of Linguistics [core]

Fundamentals of Indo-European Linguistics initializing some important ideas related to historical linguistics, namely the concept of language family, language reconstruction, genetic mapping of the cognate languages etc.

Outline of the early linguistic thoughts in India and Europe as also as the development of Linguistics during the period of 1786-1957.

Semester II :

Course code LIN 201: Phonology [core]

Concept of descriptive, structural and generative approaches in understanding the phonological structure of a specific language.

Course code LIN 202: Introduction to Semantics and Pragmatics[core]

Basic concept of semantics, different theoretical approaches, logical and pragmatic aspects of meaning.

Course code LIN 203:Historical Linguistics [core]

Intensive knowledge on comparative –historical linguistics, basic principles of sound changes, analogy-borrowing and social motivation of sound changes.

Course code LIN 204: Indo-Aryan Linguistics [core]

 Applied domain of historical linguistics explaining the line of phonological and morphological development of the modern Indo-Aryan languages through the stages of OIA and MIA.

Course code LIN 205: Lexicography [core]

Understanding the basic principles of theoretical lexicography and its applied domain in planning and designing a practical dictionary.

Semester III :

Course code LIN 301: Sociolinguistics [core]

Intensive study of language in relation to social structure incorporating differences of regional class, occupational dialect, gender differences, bilingualism and multilingualism and the broad area of interactional sociolinguistics.

Course code LIN 302: Psycholinguistics [core]

Basic concepts about the relationships between linguistic behaviour and psychological processes, including the process of language acquisition and the domain of neurolinguistics establishing the relationship language and structure and functioning of the brain.

Course code LIN 303: Old Indo-Aryan [DSE]

The linguistic study of Vedic and Classical Sanskrit in reference to their phonological and morphological structure. The textual part includes the analysis of the selected texts of Vedic language.

Course code LIN 304: Middle Indo-Aryan [DSE]

Linguistic study of Middle Indo Aryan with its various dialects like Pali, Prakrit and Ashokan inscription. Selected texts and their analysis are incorporated for understanding the structure of the language pattern.

Course code LIN 305: Bengali Linguistics [DSE]

 Linguistic study of Bengali as a representative of the NIA stage in its different periods (Old- ,Middle- and Modern Bengali).

Course code LIN 306: Stylistics [DSE]

Intensive study on style and stylistics, parameters of stylistic analysis, levels of stylistic analysis, different theoretical approaches and stylistics of literary discourse.

Course code LIN 307: Discourse Analysis [GE]

The concept of discourse analysis and its relationship with linguistics, structural aspects of discourse structure, discourse as social actions and theoretical viewpoints on discourse by some western scholars like Barthes, Todorov, Bakhtin *et al.*

Semester IV :

Course code LIN 401: Advanced Morphology & Advanced Syntax[core]

The paper highlights problems of morphemic approach, typological constraints related to language typology, the fuzzy domain of descriptive morphology etc.. The paper also introduces the advanced model of Lexical morphology incorporating the concept of strata based morphological derivation.

Advance Syntax gives an exposure to the Generative syntax based on Government-Binding theory of Noam Chomsky.

Course code LIN 402: Field Methods [core]

This paper introduces the students with the fundamental methods and techniques used in field analysis and data management.

Course code LIN 403: New Indo-Aryan [DSE]

The classification, characteristics and the grammatical structure of the NIA languages are the main concern of this paper. There is a part relating the textual analysis of the earliest document of NIA, namely Caryapada.

Course code LIN 404: Language & the Nation [DSE]

Concept of nationhood in reference to language, the diversity of Indian linguistic scenario, the idea of language ethnicity and identity, language debates in the course of national movement and the evolution of language policy.

Course code LIN 405: Language Teaching [DSE]

The paper brings wide-open exposure to the concept of language teaching and it's different methods, language skills, skill wise pattern practice, language lab and the technological aids, techniques of language testing etc.

Course code LIN 406: Term Paper [DSE]

Encouraging a student to plan and prepare a research dissertation in his/her domain of interest and to make a presentation of the same.

Course code LIN 407: Language classification & Typology [GE]

The paper highlights various types of language classification, linguistic features of the major language families of the world, concept of language universals and language typology, features of South Asian languages etc.

Job & Advance Research Perspective :

- Faculty position in different Indian Universities.
- Computational Researches and corpus management in different IITs and engineering institutes.
- Language census and linguistic survey.

- Language documentation and studies on endangered languages.
- Translation studies and Lexicographical researches.
- Foreign language and communicative English teaching (with development of phonetic skills) in different recognised institutes and engineering colleges.
- Forensic Linguistics (with specialized knowledge of Phonetics, Sociolinguistics and Pragmatics of discourse).
- Neurolinguistic researches and Remedial teaching.

Abhijit Majumdar

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COURSE OUTCOME(PG CBCS):

Sanskrit Literature is too vast; ranging not less than a thousand years of history beginning from the Vedic Aryan culture to Post- modernism (classical era). The Veda being the first literary document of art contains pan-Indian culture. A student after completing graduation enters for post-graduation(PG)CBCS course. In the under-graduate level, they get acquainted with the introductory portion of the crude texts and are guided to a deeper level of understanding during their post-graduation course. The present CBCS syllabus is designed and formulated in sucha manner that the students themselves will discover the truth of literary criticism from philosophical point of views. For this they need to be well-versed in Indian Philosophy in contrast to the Western. The grammar is another aspect of a language for the decipherment of atext. Thereby, Pāṇini ,Patañjali , Bhartrihari become more relevant with reference to the discursive literature. The moral values encoded in the Śrimadbhagavadgītā and Indian Epics are highly required for maintaining the social parity and justice.Epigraphy, Paleography became the tools to read and edit the unpublished manuscripts lying in the libraries. Hence, through this syllabusthey will be trained in various scripts and try to find out the historical aspect and historicity of antique culture of contemporary India.

As many as nine specializations are offered otherwise known as Discipline Specific Elective (DSE): Veda, Vedānta,Pāṇiniya,-Vyākaraṇa,Dharmaśāstra,Nyāya-Vaiśeṣika,, Mīmāṃsā,Epigraphy & History, Sāṃkhya-Yoga&Sāhitya . A studenthas the choice of selecting any one of the above-mentioned specializations and eventually master thesame; keeping an all-India academic scenario in view, alongside the impact of Indian Literature in the West.

     The PGBOS has decided to segment this syllabus into one thousand marks equally distributed over four semesters (CC -1 to 12, DSE -6 & GE-2). Each Core Course (CC) is of a total of 50 marks, distributed into 40(Theory)&10(I.A.), where detention of no student is the spirit.The holistic approach of this syllabus is unique and meaningful. The students are attracted by this system of learning and it proves to be beneficial enough for them to achieve their desired goals. The methodologies of teaching and research have remarkably changed. Marks are allotted for attendance and tutorials. Internal Assessments are organized after the completion of a selective portion of the said course. In a way, it has evolved into an ongoing study process cum evaluation. Marks are converted to credit to avoid discrepancy in all-India examinations.

After completion of 2 years Master's course or during continuation of the same, one may opt for NET (JRF), SET, RGN scholarship in view of selecting teaching as a profession through SSC, CSC,PSC,UPSC etc.West Bengal State Government higher education department has introduced Vivekananda scholarship for students who have failed to qualify for NET et al.

     Sanskrit literature being multi-dimensional has more scope in inter and multi-disciplinary fields. A Grammarian may collaborate with Linguistics for job opportunities too. In recent times, IIT's are opening Departments of Sanskrit, thereby providing further job opportunities in order to discover the truth: 'Sanskrit could be the artificial language of computers'as claimed by Rick Brigg(NASA,1980s). Sanskrit has further scope in Archeology, Dictionary projects, Manuscriptology, Political Science,Botany, Ancient Indian Medicine (Āyurveda), Jurisprudence (Dharmaśāstra) so on and so forth provided a scholar of Sanskrit gains aptitude through rigorous research. Both Vedic and Classical Sanskrit have been incorporated in the syllabus of IAS, WBCS curriculum as an elective subject. One might select this subject and crack the exam because of its high scoring ability.
A scholar in Sanskritmay earn his livelihood by deciphering the crude texts. The CBCS syllabus would be highly prospective in this regard.

CC/GE 1 (Semester 1)	Course Outcome
Unit 1: Introduction to Women's Studies	• Describe women's studies, how it developed, and how it relates to other academic areas as an interdisciplinary study in order to recognize the impact of gender in all academic disciplines. • Apply knowledge of local and global issues and debates in women's studies to effect positive change in women's lives
Unit 2: Basic Concepts	• Will be able to analyse what is the difference between sex and gender. • To have clear picture about gender role stereotypes constrained women and men in society • To analyse how systems of oppression impacted women's relationships. • Understand the concept of Patriarchy and identify the various institutions that reproduce and reiterate patriarchal ideologies.
Unit 3: Representation of Women in Culture and Media	• To explore and analyse the various portrayals of female representation (historical and contemporary) in media (film, television, music video, video games, commercials etc.) • Understand how popular culture shapes identity and representation of the female gender in accordance to its socio-historical, political, and economic contexts, as well as values and cultural norms.
Unit 4: Women and Literature	• Engage in analytical reading of research texts by identifying and evaluating their theses, arguments, research design and methods, and evidence. • Understand the representation of women in literary texts specifically in the Novels of AshaPurna Devi – Pratham Pratisruti and the Triology.
Semester 2	Course Outcome
Unit 1: Feminist Theory	• Identify and explain definitions of feminism and feminist thought in order to analyse and approach political, economic, social, and cultural issues through a feminist lens • Articulate the connections and dynamics

	between feminist theories and practices.
Unit 2: International Women's Movement	• Identify historical and contemporary contributions made by women • Analyse how women's lives have been affected by society's values, traditions, and institutions.
Unit 3: Women's Movement in colonial India	• Identify differences among women and women's multiple, intersecting identities in order to understand different women's experiences across geography and history
Unit 4: Women's Movements in Post-Independence India	• Connect theory with contemporary issues.
Semester 3	**Course Outcome**
Unit 1: Problems of Girl Child	• This course is particularly suited to those who are wishing to establish careers in this sector specialised services for women and children who have experienced violence.
Unit 2: Women Health and Education	• This course will examine contemporary women's health issues and body image concerns. • Evaluate the evidence on what causes poor health outcomes and what is known about how to prevent them
Unit 3: Gender and Environment	• Demonstrate a clear understanding of the nature and scope of environmental law • Identify the various levels for administration and implementation of environmental laws.
Unit 4: Policies and Programmes for Women's Development and Empowerment	• Students will develop the skill to compare gender-related outcomes over time and across race and ethnic groups, and learn about government policies that have differential effects across gender.
Semester 4	
Unit 1: Women and Law	• Analyse the logic and assumptions of a variety of perspectives on the question of law's relationship to sex, class, gender, sexuality, and race. • Understand different laws related to gender-based violence. • Be aware of women specific laws.
Unit 2: Women's Rights	• This will give them knowledge about the Indian Constitution as well as the understanding of the implementation of these rights. • Help them to analyse whether there is a difference between the Human rights and Women's Rights.
Unit 3: Women and Politics	• Develop skills of leadership, advocacy, organization, and community building to bring about social change.

Unit 4: Women Labour and Economy	• Across the globe, we observe different economic outcomes across gender that are both significant and persistent. • This course takes an interdisciplinary perspective to study decisions that individuals make regarding marriage, children, education and employment.
SEC – A (Semester - 3 / 5)	
Community Development and Gender Unit1: Introduction to Community Development Unit 2: Historical Evolution Unit 3: Models of Community Development Unit 4: Programme Formulation	• Apply feminist theories to local, national, or international public and community service • Demonstrate professionalism in the application of feminist theories and practice in a variety of social settings • Communicate effectively about the need for social transformation and demonstrate effectiveness in engaging citizens
SEC – A (Semester - 3 / 5)	
Gender and Social Work Unit1: Understanding Social Work Unit2: Understanding Society Unit3: Social work with Youth Unit 4: Social work, Women and Disability	• Locate, analyse, and interpret information from a wide range of materials, including scholarly, archival, qualitative, and quantitative materials • Merge (1) personal knowledge and experiences; (2) feminist theories and activism, with the content of women's studies and other courses to formulate sound arguments supported with research • Use the intersectionality of gender, race, class, ethnicity, and sexuality as a tool of analysis
SEC – B (Semester – 4 / 6)	
Feminist Research Methodology Unit 1: Research Types and Methods Unit 2: Sampling and Data Collection Unit 3: Doing Feminist Research Unit 4: Analysis of Data	• Review (gather, assess, critically appreciate, and write about) theories and methods relevant to a research project. • Formulate and explain theoretical concepts and frameworks, hypotheses, research questions, and analytic strategies. • Assemble and evaluate data, conduct analyses, and array, describe, and interpret empirical findings. • Implement feminist principles integral to cooperative methods of learning and research and apply feminist theory and methodology to address social problems.
SEC – B (Semester – 4 / 6)	
Mental Health and Basic Helping Skills Unit 1: Mental Health and Women Unit2:Gender Roles and Psychology of Sex Difference Unit 3:Psychology of Women Unit 4: Counselling and Guidance Skills	• Analyse how sex and gender influence cognitive scripts and behaviours. • Discuss the role of gender biases in mental health diagnosis, assessment, and clinical practice. • The women's movement has had an

| | impact on the practice of psychotherapy. |
| | • To understand the new kind of therapy developed that integrates feminist philosophy into therapeutic practice. |

Semester 5 (DSE A):	Course Outcome
Gender and Law (1A) Unit 1: Laws related to Family and Marriage Unit 2: Laws related to Gender based Violence Unit 3: Laws for working Unit 4: Right for justice	• Understand different laws related to gender-based violence. • Be aware of women specific laws. • Recognize historical and contemporary struggles to achieve social justice and human rights. • Develop effective and persuasive legal reasoning through comparative judicial analysis. • Develop and practice writing and presentation skills as well as a critical perspective on legal advocacy.
Gender and Media (1A) Unit1:Understanding Communication Unit 2:Culture Construction of Gender Unit3:Media Practitioners Unit 4:Media Ethics, Law and Gender	• Define and Evaluate gender as a social construct. • Understand the link between women and media – print and electronic. • Gain awareness regarding the representation of women in films, serials and advertisements leading to the reproduction and reiteration of the stereotypical image of women in society.
Semester 6 (DSE B):	
Gender and Sexuality (1B) Unit1: UnderstandingSex, Gender and Sexuality Unit2:Queer Perspective Unit3:Theories Unit 4: Laws and Policies	• Understand the queer perspective and third gender activism. • Understand public opinion and ideology formation as well as gender representation in media. • Conduct research on gender issues. • Develop multiple skills for working in different institutions. • Work in different N.G.O.s.
Gender and Empowerment (1B) Unit1:Gender Mainstreaming Unit 2:Approaches to Gender Development Unit 3:Participation andEmpowerment Unit 4: Gender Development and the Planning	• Develop ways to address societal and power inequalities to improve women's status. • To learn different approaches to gender, women empowerment and development • Analyse the History of the interrelation between gender and development • To execute ideas related to Gender and public policy