LORETO COLLEGE: POSTGRADUATE DEPARTMENT OF ENGLISH

Syllabus: Two- Year M.A. in ENGLISH, University of Calcutta

PROGRAMME OUTCOME 2026

The Department of English Language and Literature, University of Calcutta, follows a specific vision. Along with academic excellence, the Department believes in imparting to the learners a training that would enable them to become responsible, perceptive and functional citizens who will contribute to the well-being of their society and their nation. The present course is thus designed to nurture a critical and historical awareness that can only be attained through a thorough understanding of the texts and concepts included. 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. Although the aim of this course is to make the learners ready for employment, it will also ensure that any learner who is trained through this course should have the skill to confidently engage in further research in varied disciplines such as literature, language, English Language Teaching (ELT), culture or political studies, to name a few.

Some of the key objectives include:

- **Critical and Historical Awareness:** The curriculum nurtures a deep understanding of key historical periods in English literature alongside the global events and concepts that shaped them.
- **Balance of Disciplines:** It aims to create a balance between texts and textuality, socio-cultural and linguistic theory, language studies, and profession-oriented training.
- **Integration of Language and Literature:** The programme operates on the belief that a thorough comprehension of language development enhances the appreciation of literature, culture, and human progress.
- **Employability and Research Readiness:** While preparing students for employment, the course ensures they possess the skills to engage in advanced research across various disciplines, including literature, ELT, and political studies

COURSE SPECIFIC OUTCOME (PAPER-WISE)

YEAR	SEMESTER	COURSE/PAPER NAME	COURSE SPECIFIC OUTCOME
YEAR 1	SEMESTER 1	CC I: British Literature from Geoffrey Chaucer to the Beginning of English Civil War	The course attempts to trace the trajectory of modernity in England as implied by the writings of the late mediaeval period. Such modernity, coupled with the discourse of Humanism which settles much later in England compared to the rest of the continental Europe, defines the spirit of the age. The genre, the style and the technique of the larger body of literature of the early modern era, being informed by the thoughts of the classical world, would continue to shape the future course of literature and culture in England vis-à-vis the world. How such ramification takes place is suggested by a section of the components of the course that points to the colonial enterprise of the nation amenable to the discovery of

			the 'new' lands. The course is designed to facilitate the learners to understand the politics of the white, masculine self, reflected in the texts included in the course.
		CC II: Elizabethan and Jacobean Drama	1. Textual explication: details of Elizabethan language like word usage, wordplay and punning, image clusters, motifs and themes 2. Reading in context of the socio-cultural background and the intellectual and artistic milieu 3. Readings incorporating the critical approaches necessitated by the chosen play 4. Studying the stage and film history
		CC III: British Literature from the English Civil War to the French Revolution	This course on Neoclassical British literature attempts to bring into the fore 'the dialectic of enlightenment'. The texts of this course as products of the changing pattern of history from Revolution in England in mid seventeenth century to that in late 18th century France broadly comment upon the ushering in of a different kind of modernity in Europe availed through social, political and cultural changes. They also show how the literary/cultural milieu shifts from embracing the empiricist assumptions to adopting the modes of idealism as apparently two contradictory facets of enlightenment. The emergence of the middle class, an issue gradually developing since the English Revolution, in the public sphere of the English life is marked by the components of this course.
		CC IV: British Literature from the French Revolution to 1836	The change in the spirit of literature and culture of Europe/England initiated by the French Revolution and the Industrial Revolution is reflected upon the texts offered in this course. A shift in the philosophical understanding, a shift from the empirical to the idealist is discernible in the literary texts offered in this course.
		CC V: British Literature from of Reign of Queen Victoria (1837 to 1901)	Since the 19th century British literature is not a smooth and monolithic progress, the texts of this course, written after 1837, signal the dilemma, debates and anxiety of the nation vis-à-vis the empire. The learners are expected to uncover the concerned social, cultural and political agenda hidden in the literature of the period.
YEAR 1	SEMESTER 2	CC VI: British Literature from the End of the Victorian Age to 1945 – Poetry and Novel	While one streak of the Modernist literature was critically engaged in exploring the interiority of human psyche, perhaps influenced by Freud and Bergson, the other streak was equally concerned with projecting the social upheavals amenable to the World War I. The mechanism of the bourgeois ideology fostered by the realist representation of time and space is challenged by the content, style and technique of the texts written in this period. As conflicting social issues and agenda conglomerate in the discourse of literature, the learners are expected to 'appreciate' the texts offered in this course from their understanding of the history of the era.

		CC VII: British Literature from the End of the Victorian Age to 1945 – Drama, Short Fiction and Non-Fiction	This course is a continuation of Core Course VI. The plays included in this course signal the variety in form and content that the English stage was experiencing in the first half of the 20th century. The variety ranges from the Irish agenda to the representation of English history and religion articulated through poetic effusions. The course emphasises the genre of the short story which as an emerging phenomenon is concerned with the 'small experiences' no less significant to contribute to the making of the modernist sensibilities.
		CC VIII: British Literature from 1946 to the Present – Poetry and Novel	The end of the World War II completely changed the economic and philosophical scene. The trajectory of civilization now headed into a time that focused more on materialism than spiritual value. The past was dissected and re-viewed from an almost nihilistic point of view. Late 20th century literature negotiates this element of non-belief. It also looks askance at the notion of the modern that was celebrated with the coming of the new century, and encapsulates a search for the post-modern. This course looks at the significant poets and novelists who not only lived through and recorded the times, but were perhaps the ones who constructed the new way of life that the world has come to accept. Most of the poets included wrote before and after the war and their poems reflect the passage of time and the passing of thoughts. The novels selected represent their time as well as the changing psyche of the human animal. Through these representative texts, this course aims to present to the learners the entire psycho-social and philosophical shift that 20th century saw. A thorough knowledge of these texts will allow the learner to understand the time that we inhabit.
		CC IX: British Literature from 1946 to the Present – Drama, Non-Fiction and Short Fiction	20th century theatre is a complex world. More than other forms, theatre is the space where there is scope of immediate reception. The plays included in this course epitomize the variety of concerns that the British, as well as the world, has had to come to terms with. From the idea of the quotidian to that of the highly philosophical, these plays represent the whole paradigm shift experienced by the western world. The short stories explored new horizons, delving into realism and fantasy. Non-fiction directly addressed the issues such as migration and the course of civilization and studies of cultures and travel became immensely popular. This course aims to capture a slice of that experience and enable the learners to look at the theatrical evolutions and evolutions in forms of prose other than the novel, and how these create often curious mirror-images of the life that we must experience. With ample possibilities of theoretical familiarization, this course aims to provide the learners with a training in the art and craft of the forms included.
		DSE (To choose any 1) □ DSE II: Nineteenth Century American Literature	DSE II: Since America as a new 'nation' was struggling to establish its identity, the 'narration' in literature was assuming an ambivalent form. Along with offering indigenous elements and puritan sensibilities, which ironically are also derivative in nature, the literature of this period was thoroughly embracing the English/European thoughts and ideas. The

		□ DSE III: Indian Literature I	learners, through this course, are exposed to the symbiotic relationship between these two worlds. DSE III: The course is designed to make the students aware of the polyphonic images of the Indian society represented through the literary discourse. The texts in this course point to the introduction and growth of Indian literature before Independence. And it also attempts to capture a varied and rich sensibility perhaps common to cultures across India. The inclusion of both kinds of texts, originally written in English and translated ones, would point to the politics of language reflected upon literature and culture. The variety of texts would also suggest an ambivalent attitude towards colonial resistance realised since the latter half of 19th century.
YEAR 2	SEMESTER 3	CC X: Literary Criticism I	While the first unit of the course outlines the development of the classical trend of criticism, the second unit demonstrates how the earlier model is adopted by the early modern and the neoclassical criticism. Along with commenting on the history, philosophy and culture of the age concerned, the critical writings of the course analyse how they function as a contributive force in shaping literature. The philosophical orientation suggested by the writings of the course would help the learners to better understand the literary texts offered in other courses.
		CC XI: Literary Criticism II	The history of ideas in England has always been informed by the thoughts developed and nurtured by other European countries. 19th century British literary criticism is no exception. The first unit which includes texts originally written in other European languages examines the dialogue between what the rest of the Europe develops in the world of thoughts and the way English culture receives them. In continuation the essays included in the second unit, explores similar kind of dialogue taking place in the first half of the 20th century.
		DSE (to choose any 2) □ DSE VI: Indian Literature II □ DSE VII: Colonialism and Postcolonialism □ DSE VIII: American Literature of the Twentieth Century	DSE VI: Though not changed overnight the spirit of post-Independence literature in India distinguished itself from and at times challenged the notions disseminated through pre-Independence literature. The representation of nation and nationalism became far more complicated as all the domains what together we call Indian literature, embraced different forms experiments in order to address postcolonial anxieties often coupled with the politics of globalisation. Since the texts in this course often explore contemporary politics and history, the learners would receive and 'read' the narrative codes from a personal point of view tempered with the lived experiences. DSE VII: The course is divided into two parts. While the first part is dealing with the theoretical grounding the second part includes texts that invariably display the agenda that entail the social, political and cultural issues of erstwhile colonies. Given some of the texts directly explore the issues of colonial oppression other section discreetly brings into the fore the

			anxieties and interpellative forces hidden in the larger postcolonial discourse. This course is designed to facilitate the learners to understand the politics of the production, distribution and the reception of literary texts and to develop a different perspective for the act of 'reading'. DSE VIII: The turn of the century saw remarkable developments in the history of American Literature. With the two great wars and a number of socio-racial issues finding prominence, the trajectory of American Literature changed drastically. This course aims to create a comprehensive understanding of the new century and how it mapped the new dynamics of America, and that of the entire world.
YEAR 2	SEMESTER 4	CC XII: Literary Theory	Since the essays of the course represent specific schools of thoughts and ideas, they will be treated as reference points to discuss larger implications of the concerned literary vis-a-vis cultural theories. The iconic essays of the course, from their theoretical stand, elaborate on the issues of race, gender, ideology, history, identity, language and human psyche that will help the learners uncover the politics of all forms of texts in the context of the globalised world of late capitalism.
		CC XIII: Essay	The Essay is a very effective testing technique for assessing students of language and literature. Through the writing of the Essay, students can express their grasp and knowledge of all that has been taught to them. It is simultaneously a test for evaluating higher order skills and a challenge and this is the space where students can express their critical thoughts and ideas. The Essay is, by definition, not bound by any rule(s) but involves both the authoring and the crafting skills. It allows students to go beyond and explore their own capabilities. The Essay, therefore, is a significant part of any goal-oriented curriculum.
		DSE (***any two*** from the following) DSE IX: New Literatures DSE X: English Language Teaching DSE XI: Gender and Literature DSE XII: Modernism and Postmodernism DSE XIII: Popular Culture	DSE IX: This course aims to familiarize learners with writers of new literatures from around the world and enable them to comprehensively appreciate various cultures. The texts chosen are representative of the decolonized or settler cultures that have evolved into nationalities. The past and current flow of population, commodities and ideas; the margins writing back to the centre or rewriting and reappraising the centre are reflected in these texts. DSE XII: Since postmodernism is both, an extension and a rejection of modernism the texts selected for the course would enlighten on the social and cultural factors that generated the ideas of modernism and postmodernism. The variety of genres to be discussed in this course would certainly point to the narrative and the formalist tropes common to all the texts. More over the inclusion of the American texts would encourage the learners to compare European modernism and postmodernism with the overseas counterparts.