

## English

### Programme Specific Outcomes

Programme offered by the Department	Outcomes
B.A Honours Programme	<p data-bbox="630 451 1344 716">Exposing students of the department to a wide range of writing, from British, American, classical Greek, Sanskrit and also Anglophone tradition, the specifically designed programmes aim at enabling the students to explore how the wide range of human experiences (cutting across age, language, culture, and territorial barriers) find expression through the diverse genres—poetry, fiction, non-fiction, prose and drama.</p> <p data-bbox="630 758 1344 993">PSO1. The college places utmost importance on the students’ reading of original texts, that would enable them to discover the diverse patterns of experience of writing and get nuanced, verbatim expressions. This would enable them to be empathetic and broaden their canvas of understanding and sensitising to lives which are so far beyond consideration/ comprehension.</p> <p data-bbox="630 1035 1344 1234">PSO2. Students learn to use the text as a gateway to various traditions and interpret them in their historical context. This would enable them to understand how conflicting cultures, histories, and traditions shape up the texts as an ideal platform to locate the ‘self’ vis-à-vis the ‘Other’.</p> <p data-bbox="630 1276 1344 1444">PSO3. This course acquaints the Indian students of English literature with Indian classical Sanskrit texts in translation and also modern Indian vernacular literature in translation to enable them to address the complex issues of identity, nationalism, and historical tradition in the Indian context.</p> <p data-bbox="630 1486 1344 1654">PSO4. Through the reading of diverse texts across time, space, culture, tradition and language barriers, students will not only enjoy the literary aesthetics but also develop their power of critically examining the background and contribute their own</p> <p data-bbox="630 1696 1344 1864">PSO5. The course is so designed as to stir up a questioning spirit that would be more in agreement with the critique of black/white, male/female and other power constructs. A questioning mind carries the potential of creating an egalitarian society.</p>

<p>B.A Programme Course (General)</p>	<p>PSO1. The students are acquainted with the aesthetics of a literary text, whereby they learn not only to appreciate literature as a ‘thing of beauty’, but also to evaluate these when they engage in their own creative endeavours.</p> <p>PSO2. Since language is the base of literature, learning various language patterns, sentence structures, enables students to develop their communication in English. This increases their chances of getting absorbed in the job market, especially in the fields of diplomacy and tourism.</p> <p>PSO3. The students would be more aware of the importance of the coexistence of different cultural perspectives and be tolerant to views different from their own.</p> <p>PSO4. Increase the students’ capability to use their sources with proper acknowledgement, and shun plagiarism.</p> <p>PSO5. The students would be initiated on a path of Self-directed and Lifelong Learning. This boosts their capability to access information and knowledge independently</p> <p>.</p> <p>.</p> <p>.</p>
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## ENGLISH

### Course Outcomes

#### B.A. Honours Programme

Semester	Course Code	Course Title	Outcomes
<b>I</b>	CC1	English Language: Overview and Usage; Literary Types	<ol style="list-style-type: none"> <li>1. Gain a comprehensive knowledge of various European languages during the formative phase of the language of Celtic England, now recognised as English</li> <li>2. Be well-acquainted with different literary genres and figures of speech.</li> <li>3. Scan poem and accord prosodic names, according to the predominant rhythmic pattern.</li> </ol>
	CC2	European Classical Literature	<ol style="list-style-type: none"> <li>1. Explore the historical, cultural, and philosophical origins of tragedy and comedy;</li> <li>2. Engage with both genres in their distinctive form, style, and characterization, including their representation of human aspirations, foibles, grandeur, and vulnerability;</li> <li>3. Study the history of ideas pertaining to the human-social-divine interface in theorisations on form, narrative, social organization, and aesthetics in the writings of Plato, Aristotle, and Horace; and</li> <li>4. study gendered explorations of human relations in classical literature in multiple genres, and to examine a woman writer's standpoint on love, war and the primacy of the gendered self</li> </ol>
<b>II</b>	CC3	Indian Classical Literature and Indian Writing in English	<ol style="list-style-type: none"> <li>1. Study significant sections of Vyasa's Mahabharata in order to determine conceptualisation and representation of class, caste, gender, and disability in</li> </ol>

			<p>the context of the epic battle over rights and righteousness;</p> <ol style="list-style-type: none"> <li>2. Study Sanskrit drama, a Nataka, and a Prakarna, to appreciate its debts to Natyashastra in their formal aspects;</li> <li>3. Explore the central concerns of Sanskrit drama in relation to notions of the ideal ruler, lover, friend, and spouse; the presence of Buddhist edicts, the voices of the poor and the marginalised, the position of women in different social strata, the subversive use of humour, and the performative aspects of Sanskrit theatre;</li> <li>4. Introduce students to Indian English Literature and its major movements and figures through the selected literary texts across genres;</li> <li>5. Enable the students to place these texts within the discourse of post-coloniality and understand Indian literary productions in English in relation to the hegemonic processes of colonialism, neo-colonialism, nationalism and globalization; and</li> <li>6. Allow the students to situate this corpus within its various historical and ideological contexts and approach the study of Indian writing in English from the perspectives of multiple Indian subjectivities</li> </ol>
	CC4	British Literature: Old English Period to the 14 <sup>th</sup> Century	<ol style="list-style-type: none"> <li>1. Learn and critically examine the formative influences of Saxon and Norman literature on English literature, till it comes of age with Chaucer and his contemporaries.</li> <li>2. Chart the growth of English literature from early liturgical plays to the advent of Senecan influence during Renaissance</li> </ol>
<b>III</b>	CC5	American Literature	The course aims to acquaint students with the wide and varied literatures of

			<p>America:  literature written by writers of European, particularly English, descent reflecting the complex nature of the society that emerged after the whites settled in America in the 17th century; include Utopian narrative transcendentalism and the pre- and post-Civil War literature of the 19th century introduce students to the African American experience both ante-bellum and post-bellum reflected in the diversity of literary texts, from narratives of slavery, political speeches delivered by Martin Luther King Jr. and Frederick Douglass, as well as the works of contemporary black woman writers familiarize students with native American literature which voices the angst of a people who were almost entirely wiped out by forced European settlements; and include modern and contemporary American literature of the 20th century.</p>
	CC6	British Poetry and Drama: 14 <sup>th</sup> to 17 <sup>th</sup> Centuries	<p>This course aims to</p> <ul style="list-style-type: none"> <li>• introduce students to the tradition of English Literature from the Medieval till the Renaissance;</li> <li>• explores the key writers and texts within their historical and intellectual contexts;</li> <li>• offer a perspective on the history of ideas including that of disability and its varied meanings within this period.</li> </ul>
	CC7	British Poetry and Drama: 17 <sup>th</sup> and 18 <sup>th</sup> Centuries	<p>This course aims to</p> <ul style="list-style-type: none"> <li>• help students explore poetry, drama and prose texts in a range of political, philosophical and cultural material from the end of the Renaissance through the English Civil War and Restoration in the seventeenth century;</li> <li>• examine the turmoil about succession and questions on monarchy as they lead up to</li> </ul>

			<p>the civil war, both in drama like Shakespeare and Behn as well as in the poetry of Milton;</p> <ul style="list-style-type: none"> <li>• show a new interweaving of the sacred and the secular subjects of poetry 17th C;</li> <li>• study Bacon's essay on deformity through the lens of disability and its definitions, linked back to Montaigne in the earlier paper;</li> <li>• analyse Cartesian dualism that provides a basis for reading ideas of body and mind in the period and after;</li> <li>• explore Hobbes's views on materialism and the equality of men, as they are interestingly juxtaposed with his argument for a strong state and his view of man as selfish by nature;</li> <li>• show how Winstanley's writing, on the other hand, brings together Christianity and communality in an argument for equality after the civil war; and</li> <li>• explore the newness of this century in Cavendish's bold exploration of natural philosophy or science as a domain for women</li> </ul>
	SEC1	Text Comprehension & Editing	Professional text comprehension, summary writing and general editing skill of students are studied and tested by this paper.
IV	CC8	British Literature 18 <sup>th</sup> Century	<p>The course aims to</p> <ul style="list-style-type: none"> <li>• examine Congreve's <i>The Way of the World</i> as a Comedy of Manners.</li> <li>• raise questions about satire as a mode, as well as look at questions of genre, through Swift's satiric narrative within the mode of fictional travel writing;</li> <li>• show, through a critical examination of Johnson and Gray's poems a continued association with classical poetry, the continuities and contrasts from the age of satire</li> </ul>

		<p>to age of sensibility;</p> <ul style="list-style-type: none"> <li>• study Fielding's <i>Joseph Andrews</i> providing a brilliant example of the amalgamation of previous genres which made the new genre of the novel, and to look at his indebtedness to Richardson despite the overt satire on <i>Pamela</i>;</li> <li>• examine the eighteenth century as a great period for non-fictional forms of writing, drawing attention to the ways in which the periodical essay, for instance, sought to be like philosophy, just as Locke's treatise sought to be like a popular essay, thus pointing out the play with genre in these texts; and</li> <li>• encourage an extended discussion on the meanings of disability in the early modern period through the Enlightenment, through William Hay's piece on deformity, a response to Bacon.</li> </ul>
CC9	British Romantic Literature	<p>This course aims to</p> <ul style="list-style-type: none"> <li>• introduce students to the Romantic period in English literature, a period of lasting importance, since it serves as a critical link between the Enlightenment and Modernist literature;</li> <li>• offer a selection of canonical poems and prose that constitute the core texts of the Romantic period;</li> <li>• introduce marginal voices that were historically excluded from the canon of British Romantic writers; and</li> <li>• provide an introduction to important French and German philosophers who influence the British Romantic writers.</li> </ul>
CC10	British Literature: 19 <sup>th</sup> Century	<p>This course aims to</p> <ul style="list-style-type: none"> <li>• introduce students to the Victorian Age in English literature through a selection of</li> </ul>

			<p>novels and poems that exemplify some of the central formal and thematic concerns of the period;</p> <ul style="list-style-type: none"> <li>● focus on three novels, a major genre of the nineteenth century, so as to show both the formal development of the genre as well as its diverse transactions with the major socio-historic developments of the period; and</li> <li>● introduce the students, through the readings in Unit 5, to the main intellectual currents of the period.</li> </ul>
	SEC2	Technical Writing	Proficiency in technical writing is attempted keeping in view the professional deadlines in various sectors.
V	CC11	Women's Writing	<p>This course aims to</p> <ul style="list-style-type: none"> <li>● help students understand the social construction of woman by patriarchy;</li> <li>● examine feminism's concerns of equality with men;</li> <li>● highlight the structural oppression of women;</li> <li>● foreground resistance by women;</li> <li>● discuss women's writing as an act of resistance and of grasping agency;</li> <li>● facilitate an understanding of the body of woman and its lived experience; and</li> <li>● help students engage with the heterogeneity of the oppression of women in different places, historically and socially.</li> </ul>
	CC12	British Literature: The Early 20th Century	<p>This course aims to</p> <ul style="list-style-type: none"> <li>● develop an understanding among students of the various forms of critique of modernity that evolved in England (and Europe) in the course of the 20<sup>th</sup> century;</li> <li>● help students comprehend the path-breaking and avant-garde forms of literary expression and their departures from earlier forms of representations;</li> <li>● facilitate an understanding of the impact of the two world wars on literary</li> </ul>

			<p>expression and the various political/ideological positions of the European intelligentsia vis-à-vis the phenomenon; and</p> <ul style="list-style-type: none"> <li>● create an awareness of new disciplines/areas of inquiry that decisively influenced European art and literature in the 20<sup>th</sup> century.</li> </ul>
	DSE1	Literary Theory and Criticism	<p>This course aims to-</p> <ul style="list-style-type: none"> <li>• Learn the history of literary criticism and various literary theories</li> <li>• Apply critical and technical theory and vocabulary to analyse and formulate an argument about literary and other texts</li> <li>• Develop a skill in applying various literary theories in interpreting a specific text</li> </ul>
	DSE2	<b>Diaspora Literature</b>	<p>This course aims to-</p> <ul style="list-style-type: none"> <li>• Develop an understanding of the term ‘diaspora’ and its cultural configuration</li> <li>• Understand the nostalgia and alienation that thematically bind all the works of diasporic writers.</li> </ul>
<b>VI</b>	CC13		<p>This course aims to-</p> <ul style="list-style-type: none"> <li>• Recall the social, cultural and historical context that inform Modern European Drama</li> <li>• Compare and contrast the different ideological constructs that have shaped the modern world through the medium of modern drama</li> <li>• Recall and analyse the decline of Romanticism and the beginning of realism</li> <li>• Define and analyze the various trends involved in the formation of Modern European Drama, like realism, naturalism, notions of fact and illusion, metatheatre, aesthetics of silence,</li> </ul>

			<ul style="list-style-type: none"> <li>• Compare and analyse the different theatrical modes like epic theatre, absurd theatre, theatre of cruelty and poor theatre</li> <li>• Understand the different modern dramatists and their contribution to the ideological notions that inform the postmodern world</li> <li>• Understand postmodern dramatic performances and associated ideologies</li> </ul>
	CC14	<b>Postcolonial Literatures</b>	<p>This course aims to-</p> <ul style="list-style-type: none"> <li>• Acquiring knowledge about the basic concepts in Postcolonial Literature</li> <li>• Identify key questions, authors, and literary forms in postcolonial literature</li> <li>• Think critically about these texts in relation to postcolonial theory</li> <li>• Compare and contrast ideas, representations, and strategies of political and cultural resistance with reference to the historical and social contexts.</li> <li>• To Evaluate how race, class, gender, history, and identity are presented and problematised in the literary texts</li> </ul>
	DSE3	<b>Indian Literature in English Translation</b>	<p>This course aims to-</p> <ul style="list-style-type: none"> <li>• Understand how and why Indian Literature emerged as a distinct field of study</li> <li>• Interpret the works of great Indian writers</li> <li>• Understand the significance of cultural, historical and social issues in Indian English literatures</li> </ul>
	DSE4	<b>Partition Literatures</b>	<p>This course aims to-</p> <ul style="list-style-type: none"> <li>• Have a graphic picture of the tumultuous time of India's partition</li> <li>• Gain a knowledge of the violence, mindless bloodshed and melancholia the country</li> </ul>

			witnessed along with the pain of homelessness.
<b>I / III</b>	GE Paper 1	Selections from Indian Literature	This course seeks to equip students with an overview of the development of literatures in India and its wide linguistic diversity. Students will study authors and movements from different regions and time periods.
<b>II / IV</b>	GE Paper 2	Selections from European Literature	Students having Honours Courses in other subjects can form comprehensive idea of the nuances and varieties of literature produced in Europe. This paper is comprised of translated texts which are yet another booster for them to understand and link the importance of translations in building a global experience through literature.

### B.A. Programme (General)

Semester	Course Code	Course Title	Outcomes
<b>I</b>	DSC1	<b>Individual and Society</b>	After completing this course, the learners are expected to gain meaningful understanding of social attitudes towards caste prejudices, gender discrimination, racial tensions, violence of war and contemporary currents of globalization, and how they effect and are affected by the individual psyche. The course will be helpful to acquaint the learners with literature as a repository of human experience and a tool to better analyse it. The students shall progress towards being responsible social beings through a contextual comprehension of these socio-historical aspects.
	LCC1-Paper1	<b>Text Comprehension, Editing and Writing Skill</b>	Professional text comprehension, summary writing and general editing skill of students are studied and tested by this paper.
	AECC1	<b>Compulsory English</b>	This course is geared towards imparting verbal skills necessary for answering the compulsory English portion in various competitive exams. Apart from giving students the training to write lucid academic answers with proper citations, this course also seeks to train students' ability to comprehend all kinds of

			passages in English.
<b>II</b>	DSC2	<b>Modern Indian Literature</b>	This course seeks to acquaint students with the stalwarts of that diverse phenomenon called Modern Indian Literature. As part of the English department, students will not only read English writings penned by authors of Indian origin, they will also lead translations from Urdu, Malayalam, Tamil literature. At the end of this course, students should be able to understand the overlapping traditions of India's diverse literary cultures and comprehend the socio-economic and political changes which mark the multiple modernities of the Indian nation state.
	LCC2-Paper 1	<b>Technical Writing Skill</b>	Proficiency in technical writing is attempted keeping in view the professional deadlines in various sectors.
	AECC2	<b>English Communication</b>	This course seeks to establish verbal competency needed for carrying out daily bureaucratic and business correspondences. On completion of this course, students should be able to compose legible and effective formal letters, annual reports, dialogue writing for mass media, notices, circulars, prepare questionnaires for interviews and succinctly summarise any lengthy prose.
<b>III</b>	DSC3	<b>British Literature</b>	Students will be able to:  1. Identify the essential features of Novel, Drama and Poetry. 2. Critically examine the social, political and literary ideas associated with the texts. 3. Gain a better insight into the growth and development of Renaissance lyric poetry.
	LCC1-Paper 2	<b>Literary Perceptions</b>	Students will be able to:  1. Critically examine the social, political and literary ideas associated with the texts.

			<p>2. Identify the specific contexts and traditions of literature written in English.</p> <p>3. Provide unique and creative response to the various aspects of literature.</p>
IV	DSC4	<b>Literary Cross Currents</b>	Students will be able to know about Indian society, Status of women in Indian society, patriarchy, class discrimination, Dalit society and humiliation of lower caste. They will be aware about 18th Century Romantic Age, Romanticism, love for Nature and philosophy of life at that time.
	LCC2-Paper 2	<b>Professional Writing Skill</b>	Students can be able to communicate with others by writing editorial letter, notice, advertising copy. They will be able to write report on any event and also CV or Resume of themselves to communicate for professional purposes.
V	DSE1	<b>Literary Theory and Criticism</b>	<p>This course aims to-</p> <ul style="list-style-type: none"> <li>• Learn the history of literary criticism and various literary theories</li> <li>• Apply critical and technical theory and vocabulary to analyse and formulate an argument about literary and other texts</li> <li>• Develop a skill in applying various literary theories in interpreting a specific text</li> </ul>
	GE Paper 1	<b>Selections from Indian Literature</b>	This course seeks to equip students with an overview of the development of literatures in India and its wide linguistic diversity. Students will study authors and movements from different regions and time periods.
VI	DSE2	<b>Partition Literature</b>	<p>This course aims to-</p> <ul style="list-style-type: none"> <li>• Have a graphic picture of the tumultuous time of India's partition</li> </ul> <p>Gain a knowledge of the violence, mindless bloodshed and melancholia the country witnessed along with the pain of homelessness.</p>
	GE Paper 2	<b>Selections from European Literature</b>	This course seeks to can form equip students with a comprehensive idea of the nuances and varieties of literature produced in Europe. This paper is comprised of translated texts which are

			yet another booster for them to understand and link the importance of translations in building a global experience through literature.
<b>III / V</b>	SECP1	<b>Text Comprehension, Editing and Writing Skill</b>	Students will be able to improve the clarity of their written expressions by developing precision of language. They will be able to get deeper understanding by reading and critically responding to texts.
<b>IV / VI</b>	SECP2	<b>Technical Writing</b>	Students will be able to communicate with others by speech for any purpose. They can write letters, notices, reports etc. to meet with others for personal and professional needs.