

## GRADUATE ATTRIBUTES IN ENGLISH

Some of the Graduate attributes of a graduate in English are:

- **Literary knowledge:** Development of a thorough knowledge of English as well as World Literature that has found entry within the umbrella of English Literature.
- **Critical Thinking:** Development of a critical outlook and analytical way of judging texts and contexts.
- **Contextual knowledge:** With each text the student gains a knowledge of the historical, societal, political background of the particular text as well as the corpus of literature it embraces.
- **Genre Differentiation:** Learning to identify and differentiate between different genres which may later influence their own writing and creative faculty.
- **Writing skill:** Development of a flare for writing through analysis and critical appreciation of each text and its background.
- **Enquiry and Research:** The graduate develops the probing mind to enquire further into concepts, theories and viewpoints and through both written work and Project Work they develop the aptitude for enquiry and research.
- **Professional Writing Skill :** The Skill Enhancement Courses give a hands on training to the students to do any kind of office job or vocational course or copywriting.
- **Creative Writing:** The graduate can enter into the vast arena of creative writing as this course enhances imaginative thinking as well as writing skill.
- **Rational and Empathetic Judgment :** A study of the various texts in the program develops the student to think rationally and exhibit understanding of various characters and situations both in the texts and in real life.
- **Fiction and Reality:** Learning to match, compare and contrast fiction with reality and find autobiographical truths, situational relativity and understand the reality with a better judgement.
- **National and international perspective:** The graduates should be able to develop a national as well as international perspective for their career in the chosen field of the academic activities. A student can claim international recognition in the field of research, research publication, or even in the field of creative writing or book publishing. The graduate can claim authorship of original research or of any creative endeavour in any genre.
- **Lifelong academician:** A graduate of English can become a lifelong academician through lifelong reading, learning, writing, publishing, creating with a rational, critical and enquiring mind.

## PROGRAM LEARNING OUTCOMES (POs) in B.A. ENGLISH (Honours)

The student graduating with a degree of B.A. in English Honours should be able to:

- Form a general idea about the vast corpus of English Literature
- Create a general idea about the social and intellectual milieu of different ages in the time-chart of English Literature
- Develop the faculty of critical analysis and critical judgment of representative texts.
- Should develop the faculty of grasping a text and appreciate it with a critical eye keeping in mind the contextual milieu.
- Student should feel encouraged to enter into higher studies and explore different areas of research.
- Student acquires a general knowledge and develops a critical outlook towards such areas in literature as American Literature, Partition Literature, Post colonial Literature, Modern English Translation, Indian Writing in English.
- The student develop ideas of research by exploring these highly researchable areas in the program.
- The student probes into comparatively new and rarely explored areas like Popular Literature, Women's Writing, Modern European Drama.
- The student also derives basic ideas of professional skill enhancement.
- Paper presentation sessions and classroom teaching content gives a direct exposure to ICT training facility.
- The program should help the student to develop critical, rational and imaginative attitude towards literature and society as a whole and prepare the student for both academics, research and vocational skill.

## **Programme Outcome**

**ENGA – CORE COURSE**[illegible]

advertisement matter or copywriting														
Ethical and Empathetic behaviour	X	X	X	X	X	X	X	X	X	X	X	X	X	X

#### ENGA – DISCIPLINE SPECIFIC COURSES POs

PO s	DSEA1	DSEA3	DSEB1	DSEB3
Fundamental Idea	X	X	X	X
Knowledge of social and intellectual milieu	X	X	X	X
Development of Critical Faculty	X	X	X	X
Knowledge of contextual milieu	X	X	X	X
Higher Studies and Research	X	X	X	X
New areas of research and critical approach	X	X	X	X
Professional Skill in Creative Writing	X	X	X	X
Enhancement of Imaginative skill	X	X	X	X
Career in Academics	X	X	X	X
Research Publication	X	X	X	X
ICT Training	X	X	X	X
Ethical and Empathetic behaviour	X	X	X	X

**SKILL ENHANCEMENT COURSE**

<b>POs</b>	<b>SEC A2 – Business Communication</b>	<b>SEC B2 – Academic Writing</b>
Fundamental Idea	X	X
Knowledge of social and intellectual milieu		
Development of Critical Faculty	X	X
Knowledge of contextual milieu		
Higher Studies and Research	X	X
New areas of research and critical approach		
Professional Skill in Creative Writing	X	X
Enhancement of Imaginative skill	X	X
Career in Academics		
Research Publication		
ICT Training	X	X
Professional and Vocational Training	X	X
Training in writing advertisement matter or copywriting	X	X
Ethical and Empathetic behaviour		

**CC1: HISTORY OF ENGLISH LITERATURE****(Credits: 6, Theory-5 Tutorial-1)**

### **Course Outcome (CO)**

- The student is initiated into the vast corpus of History of English Literature.
- The student is acquainted with each age of the corpus of English Literature and given a brief idea of the characteristics and representative works of each age like the Elizabethan, Romantic, Victorian and Modern.
- The student is also given an idea of the evolution of English words in the section on Philology.

### **CC 2: EUROPEAN CLASSICAL LITERATURE**

**(Credits: 6, Theory-5 Tutorial-1)**

#### **Course Outcome (CO)**

- This course introduces the student to the mystical corpus of European classical literature.
- The student learns to identify the sources of Renaissance learning.
- The student is enabled to comprehend and gauge inspirations taken from European classics for English Literature

### **CC 3: INDIAN WRITING IN ENGLISH**

**(Credits: 6, Theory-5 Tutorial-1)**

#### **Course Outcome (CO)**

- In this course the student is acquainted with the huge proliferation of Indian writing in English that flowered in pre-independence India.
- Student gauges the influence of European learning on the Indian educated community.
- Through the poems the social and intellectual condition of India under the British becomes known to the student.
- Classic texts like Bankim Chandra Chattopadhyay's 'Rajmohan's Wife' or Dattani's 'Bravely Fought the Queen' brings out social atrocities, poverty, feuds, suppressed romantic relationships in the Indian middle class in the context of Bengali or Mid-Indian social and cultural milieu.

### **CC 4 : BRITISH POETRY AND DRAMA (14<sup>th</sup>-17<sup>th</sup> CENTURY)**

**(Credits: 6, Theory-5 Tutorial-1)**

#### **Course Outcome (CO)**

- This paper introduces the student to the core content of English Literature.
- The student learns about the literary works of high Renaissance.
- The student is introduced to Shakespeare and Marlow through representative texts like ‘Edward II’, ‘Macbeth’, or ‘Twelfth Night’.
- The course is meant to provide the student with an in-depth knowledge into English Literature.
- The student is able to recognize sources from European classics as they read the high Renaissance texts.
- The texts from Middle English acquaints the student with the social atmosphere of pre-Renaissance.

## **CC5: AMERICAN LITERATURE**

**(Credits: 6, Theory-5 Tutorial-1)**

### **Course Outcome (CO)**

- The course will give students an overview of the range and diversity of American literature (from the 17th century to the 21st century).
- Students will develop a clear understanding the historical, cultural, and socio-economic and political contexts in which the American literary texts prescribed in their syllabus were written.
- Students will be able to demonstrate familiarity with major authors and key genres and conventions of American literature.
- Students will be able to identify similarities and deviations from European and British literary traditions and how it eventually deviated from the same.
- Critically examine and analyze the issues, conflicts, preoccupations, and themes of such representative American texts like ‘*The Old Man and the Sea*’, ‘*Death of a Salesman*’.
- The course will help to enhance skills of conducting research, writing critical papers, and giving oral presentations on American literature.

## **CC 6 : POPULAR LITERATURE**

**(Credits: 6, Theory-5 Tutorial-1)**

### **Course Outcome (CO)**

- This course should help the student to trace the emergence of ‘popular literature’ in the history of literary genre and make a comparative assessment of modern popular literature and the earliest oral literature, which, too, was ‘popular’ in its time.
- Understand the full implication of ‘Popular Literature’ – its scope and reachability to all strata of readers.
- Assess and evaluate the position of popular literature, its place in ‘high’ and ‘low culture’, in canonical and non-canonical literature.
- Compare and contrast the extent and nature of pervasiveness of diverse popular literature in its multi-cultural-socio-political-linguistic zone of origin.
- The selected texts in popular literature would give the student a broad based idea on children’s literature, detective fiction, nonsense writing and graphic novel.
- Explore how and why popular literature that belongs to its specific time and geographical zone, yet reaches out to all times and all zones.
- Application of critical literary tools to explore and interpret popular literature

## **CC 7: BRITISH POETRY AND DRAMA (17<sup>th</sup> and 18<sup>th</sup> century)**

**(Credits: 6, Theory-5 Tutorial-1)**

### **Course Outcome (CO)**

- The course equips students with advanced literary analysis skills, focusing on seminal works such as Milton's ‘*Paradise Lost*’ Book 1, Pope's "*The Rape of the Lock*," Webster's ‘*The Duchess of Malfi*,’ and Behn's ‘*The Rover*.’
- Students develop the ability to analyze complex themes, literary techniques, and historical contexts prevalent in 17th and 18th-century British literature.
- Students gain a deep understanding of the socio-cultural and historical contexts that shaped the literature of the seventeenth and eighteenth centuries.
- Students will learn the nuances of each text, and delve into the political, religious, and social upheavals that influenced the literary production of this period.
- The analysis of Milton's ‘*Paradise Lost*’ Book 1 contributes to a comprehensive understanding of the epic genre and its significance in the literary landscape.
- Pope's "*The Rape of the Lock*" introduces students to the world of satire and mock-heroic literature.
- Students will learn how Pope transforms a seemingly trivial incident into a powerful commentary on the societal norms and values of the 18th century.
- Webster's ‘*The Duchess of Malfi*’ provides a platform for the exploration of tragic drama and revenge play and also the intricate portrayal of gender dynamics.



- Students analyze the complexities of the plot, the portrayal of female agency, and the tragic elements that characterize Webster's work.
- This fosters a nuanced understanding of tragedy and gender representation in the literature of the seventeenth century.

## **CC8: EIGHTEENTH CENTURY BRITISH LITERATURE**

**(Credits: 6, Theory-5 Tutorial-1)**

### **Course Outcome (CO)**

- Students will gain an appreciation for the historical, cultural, and social milieu of eighteenth-century Britain.
- Students will learn how societal changes influenced literature of the time, with a specific focus on Swift's satirical masterpiece, '*Gulliver's Travels*,' and Congreve's comedy '*The Way of the World*.'
- Develop advanced skills in critically analyzing Johnson's '*London*' and Gray's '*Elegy Written in a Country Churchyard*,' encompassing thematic elements, linguistic nuances, and socio-political contexts.
- Cultivate the ability to conduct comparative analyses, exploring the contrasting literary styles, themes, and philosophical perspectives present in the works of Johnson and Gray.
- Enhance writing abilities through the study of Sir Roger essays, refining techniques in constructing well-argued essays, and effectively conveying insights into the literary and moral aspects of the texts.
- Encourage active intellectual engagement by promoting discussions and critical reflections on the broader implications of eighteenth-century British literature, with a focus on its relevance and impact on contemporary thought.

## **CC 9: BRITISH ROMANTIC LITERATURE**

**(Credits: 6, Theory-5 Tutorial-1)**

### **Course Outcome (CO)**

- The course introduces the student to the background of the romantic movement.
- Representative romantic poems by Wordsworth, Coleridge, Shelley and Keats acquaints the student with the intellectual and social nuances of the romantic movement.
- The Gothic horror novel like Mary Shelley's '*Frankenstein*' introduces the student to the new world of Gothic and responsibilities of new scientific inventions and scientific curiosity.

## **CC 10: 19<sup>TH</sup> CENTURY BRITISH LITERATURE**

**(Credits: 6, Theory-5 Tutorial-1)**

### **Course Outcome (CO)**

- Students will be able to demonstrate a critical understanding of significant works and authors of Victorian literature, an awareness of the connection between texts and their historical and cultural contexts.
- Students will be able to identify recurrent concerns and thematic preoccupations of Victorian literature; understand the transition from Romantic to Victorian literature.
- Students will be able to identify formal and stylistic features of significant forms of Victorian literature, especially novels.
- Help students relate works of Victorian literature to other forms of writing about relevant social and political contexts.
- Students will be able to analyze variety of Victorian texts in the context of nineteenth-century anxieties, different socio-political and economic experiences.
- Students will be able to demonstrate general skills in literary analysis and critical thinking, read critically and closely, and effectively participate in discussions about literary works

## **CC 11: WOMEN'S WRITING**

**(Credits: 6, Theory-5 Tutorial-1)**

### **Course Outcome (CO)**

- This course introduces the student to the unique world of women's writing.

- Emily Bronte's '*Wuthering Heights*' helps the student to understand a Victorian woman's passions and instincts through the demoniacal world of the Gothic and exploration of violent passions and instinctive love.
- The terrible conditions of the Dalit woman is brought out to the student through representative works like '*Draupadi*'.
- The student is introduced to the newly emerging world of women's rights and women's empowerment.

## CC 12: EARLY 20<sup>th</sup> CENTURY BRITISH LITERATURE

(Credits: 6, Theory-5 Tutorial-1)

### Course Outcome (CO)

- Develop advanced skills in analyzing Modernist literature, exploring the innovative narrative techniques and themes presented in Eliot's '*The Love Song of J. Alfred Prufrock*,' Yeats' '*The Second Coming*,' Conrad's '*The Heart of Darkness*,' Shaw's '*Pygmalion*,' and Lawrence's '*Sons and Lovers*.'
- Learn the cultural and historical contexts that influenced the Modernist movement, allowing for a deeper appreciation of the complexities embedded in the selected texts.
- Explore interdisciplinary connections between literature and other art forms, philosophy, and socio-political developments, fostering a holistic perspective on Modernism as a dynamic and multifaceted cultural phenomenon.
- Cultivate critical thinking skills through the examination of ambiguous narratives, fragmented structures, and symbolic imagery present in the selected works.
- Learn the innovative literary techniques employed by Modernist writers, recognizing their contributions to the evolution of literary forms and the challenge they posed.
- Encourage reflective and comparative analyses, prompting students to draw connections between the works studied and consider the overarching themes of alienation, identity, and societal upheaval prevalent in Modernist literature.

## CC 13 MODERN EUROPEAN DRAMA

- Students will be able to understand the influence of Modernism on the domain of dramatic literature.

- Students will be able to understand concepts like Realism, Symbolism, Expressionism, Absurdism, the Avant Garde, the Epic Theatre etc.
- Students will be acquainted with the major playwrights of the late nineteenth and twentieth century and the innovations and experimentations introduced by them.
- Students will be able to demonstrate their knowledge about modern stage craft and techniques.

## **CC 14: POSTCOLONIAL LITERATURES**

**(Credits: 6, Theory-5 Tutorial-1)**

### **Course Outcome (CO):**

- The student is introduced to the vast corpus of post colonial world and post colonial literature.
- Representative works like Derek Walcott's '*A Far Cry From Africa*'; Chinua Achebe's '*Things Fall Apart*' or Gabriel Garcia Marquez' '*Chronicle of a Death Foretold*' gives the idea of postcolonial contestation and postcolonial resistance movement.
- The student is introduced to post colonial theories in the context of the selected texts.
- This paper gives the student opportunities for higher studies and current research.

## **DSEA1 : MODERN INDIAN WRITING IN ENGLISH TRANSLATION**

**(Credits: 6, Theory-5 Tutorial-1)**

### **Course Outcome (CO):**

- The course will introduce the student to the polyphony of modern Indian writing in translation.
- The students will be able to critically examine literary texts produced across India to seek similarities and differences in thematic and cultural perspectives.
- Encourage students to engage in comparative study of the original and the translated texts to see the process of negotiation that constructs, and is constructed in, the English language translation.
- To encourage the students to explore texts outside of the suggested reading lists to realize the immense treasure trove of translated Indian literary works.

## **DSE B1: LITERARY TYPES**

**(Credits: 6, Theory-5 Tutorial-1)**

### **Course Outcome (CO):**

- Acquaints the students with different genres of literature like Tragedy, Comedy, Fiction.
- Student gets an idea of different sub-types under each genre.
- Learns to identify characteristics and contextual texts of each genre.

### **DSE A3 PARTITION LITERATURE**

**(Credits: 6, Theory-5 Tutorial-1)**

#### **Course Outcome (CO):**

- The student is acquainted with the trauma and massacre of partition of India and the vast corpus of possibility of research into partition literature.
- Representative novels, short stories and poetry gives an idea to the student about the writers agony and same of the people during the time of partition.

### **DSE B3 AUTOBIOGRAPHY**

**(Credits: 6, Theory-5 Tutorial-1)**

#### **Course Outcome (CO):**

- The course introduces the student to a different genre of self-expression in literature through the medium of 'Autobiography'.
- Glimpses of some of the most revered autobiographies are taught.
- The course gives an insight into visions of truth, women empowerment and historical tensions of pre-independent India through the representative texts.

### **SEC A 2: BUSINESS COMMUNICATION**

**(Credits: 2)**

#### **Course Outcome (CO) :**

- Enhances the students skill in professional writing.

- Prepares the student for professional on-job training by acquainting the student with writing of business letters, CV, Report, E-Mail and Meeting Minutes.
- It is a skill enhancement course in professional writing.

## **SEC B2: ACADEMIC WRITING AND COMPOSITION**

**(Credits: 2)**

### **Course Outcome (CO) :**

- Introduces the student to the writing process
- Enhances student skill in summarizing
- Teaches to appreciate critically
- Teaches technicalities of research work and research publishing through a training on citing sources.
- Enhances originality of thinking process