

**DEPARTMENT OF ENGLISH: COURSE OUTCOME/PROGRAMME**  
**SPECIFIC OUTCOME**

- **CC1 (SEMESTER I, HISTORY OF ENGLISH LITERATURE AND PHILOLOGY- 6 CREDITS)**

**Course Objectives:**

The syllabus for Core Course 1 (CC1) under the Choice Based Credit System (CBCS) is structured to provide students with a comprehensive idea about the development of English literature and language over the ages. It traces the trajectory of the growth of English literature from the period of its inception, dating back to the seventh century, to the present era. The course is also designed to help students develop an understanding of the structural development of the English language and also to inform them about the various external linguistic influences that have contributed to the making of the language as we now know it to be.

**Course Outcomes:**

- a. The CC1 module consists of two groups— the first one (Group A) deals with the History of English Literature, while the second one (Group B) focuses on Philology.
- b. The completion of the course is supposed to benefit the students in the following ways:
  2. The course offers extensive insight into the history of English literature, while laying special emphasis on various literary movements, genres and writers that are held to be the representatives of their times.
  3. It helps the students to evaluate the way socio-cultural and historical phenomena influence the literary production of a particular period.

4. By familiarizing students with the socio-cultural ambience and the discursive frameworks of various ages, the course helps the students to develop a nuanced appreciation of the literary stalwarts of those times.
5. The students are also offered an in-depth understanding on the growth of the English language under the influence of various other languages including Latin and French, besides being mentored in the structural nitty-gritties of the language.

- **CC2 (SEMESTER I, EUROPEAN CLASSICAL LITERATURE- 6 CREDITS)**

**Course Objectives:**

The syllabus for Core Course 2 (CC 2) of the Choice Based Credit System is designed to familiarize students with Greek and Latin texts which are integral for developing a consummate understanding of English literature. The course is woven around selected texts that help students to appreciate the way these classical authors have influenced their English literary successors.

**Course Outcomes:**

The completion of the course is supposed to benefit the students in the following ways:

1. It offers a comprehensive understanding of social and intellectual climate of ancient Greek and Roman society.
2. It will enable students to trace the way classical generic conventions have been taken up and worked upon by English writers at a later date.
3. The perusal of texts like Homer's *The Illiad* and Ovid's *Metamorphosis* will familiarize students with classical mythology. This will, in turn, help them to decipher the classical allusions that are often found to feature in works of various English writers.

## **CC1/GE1 (Semester I, Poetry and Short Story: 6 Credits)**

### **Course Outcomes-**

1. Introducing students to the seminal practitioners of English Literature and laying the foundation for contextualising specific texts against definite historical backdrops.
2. Analysing the art of story-telling and the various structural elements of a short story with special reference to James Joyce's *Araby*, Conrad's *Lagoon*.
3. Understanding the Romantic Movement and its implications in the works of second generation Romantic poets-Keats and Shelley while thoroughly examining university prescribed texts like *Ode To Autumn*, *To a Skylark*.
4. Investigating the efficacy of specific literary terms like caesura, blank verse to understand the significance of metrical patterns and the art of versification.
5. Instituting comparisons with various literary Movements to help deconstruct texts with greater clarity, as in the case of *Araby*.

- **AECC1 – COMMUNICATIVE ENGLISH: 2 CREDITS (SEMESTER 1)**

### **Course Objectives:**

The purpose of this course is to introduce students to the theory, fundamentals and tools of communication and to develop in them vital communication skills which should be integral to personal, social and professional interactions.

### **Course Outcomes:**

The completion of the course is supposed to benefit the students in the following ways:

1. This course aims at addressing the importance of communication skills through an interactive mode of teaching-learning process and by focusing on various dimensions of communication skills.
2. It'll also help the students to learn the language of communication, such as personal communication, social interactions and communication in professional situations such as interviews, group discussions and office environments, important reading skills as well as writing skills such as report writing, note-making etc.
3. It'll also enable the students to commit fewer errors while organizing, structuring and writing sentences as the course focusses on improving the grammatical skills of the students.

- **CC3 (SEMESTER II, INDIAN WRITING IN ENGLISH: 6 CREDITS)**

### **Course Objectives:**

The objective of the course is to familiarize the students with the emergence and growth of Indian Writing in English in the context of colonial experience. The course will discuss issues concerning Indian Writing in English such as the representation of culture, identity, history, constructions of nation, (post)national and gender politics, cross-cultural transformations. The student will be appreciating Nation-Nationalism; Counter Discourse; Subalternity; Identity Movements.

### **Course Outcomes:**

After the completion of this course, the participants would gain insight into 'Indianness' through representative works. Students will be able to-

1. appreciate the historical trajectory of various genres of Indian Writing in English from colonial times to till the present
2. analyze Indian literary texts written in English in terms of colonialism, post-colonialism, regionalism, and nationalism
3. Understand the role of English as a medium for political awakening and the use of English in India for creative writing

4. analyze how the sociological, historical, cultural and political context impacted the texts selected for study
5. analyse the strength and constraints of Indian English as a literary medium.
6. evaluate critically the contributions of major Indian English poets and dramatists
7. develop a literary sensibility and display an emotional response to the literary texts and cultivate a sense of appreciation for them
8. apply the ideas encapsulated in Indian Aesthetics to literary texts

- **CC4 (SEMESTER II, BRITISH POETRY AND DRAMA (14TH – 17TH CENTURY): 6 CREDITS**

### **Course objectives**

The growth of English language and literature over the centuries from a totally different state- more in the condition of a dialect in the earliest periods- to what it is in the present century should form the background knowledge of every student of English literature. The quaint systems and structures of the medieval English developed rather quickly during the 16th and 17th centuries. The objective of this course is to introduce the music and quaintness of the English sounds and vocabulary of the earliest period in English literary history to the students to enable them to have a historical perspective of the developments over the centuries. The course also introduces the great masters of the early period such as Chaucer, Spenser, Shakespeare, Marlowe and Donne.

### **Course Outcomes :**

After the completion of this course, students will be able to-

1. comprehend the significance of Elizabethan literature and the writers belonged and its impact on literary works produced world over.
2. evaluate the significance of the socio-political and historical events which shaped the perspective of the Elizabethan Age

3. explain how socio-historical factors have influenced individual texts and how individual texts are representative of their age
4. identify and explain the formal and literary features of each genre and text, and how they contribute to the complexity of values and emotions represented in the texts
5. develop a clear understanding of Renaissance Humanism that provides the basis for the texts suggested
6. Analyze the various elements of poetry, such as diction, tone, form, genre, imagery, figures of speech, symbolism, theme, etc.
7. To know several Shakespearean sonnets, understand the sonnet form, analyze particular Shakespearean sonnets, and appreciate Shakespeare's contribution to the form.
8. gain insight into the age of Shakespeare and the uniqueness of Shakespearean creative output with regard to both his sonnets and plays
9. to have a nuanced understanding of the dramatic literature of the Elizabethan period, with regard to the classical and romantic strains embedded in the plays
10. To apply a knowledge of the social, political, and intellectual context of Elizabethan England to an understanding of Shakespeare's and Marlowe's works
11. To understand the great ideas conveyed in Shakespeare's dramas and appreciate the rhetorical and poetic art through which those ideas are conveyed.

**CC2/GE2 (Essay, Drama and Novel , Semester II: 6 Credits)**

**Course Outcomes-**

1. Understand the genre of essays in Romantic period and how Charles Lamb has cultivated this genre in Romantic period and the philosophy of that era through a detailed study of *Dream Children: A Reverie*.
2. Dissecting the genre of essay and that changes in a symbolic overtly political postcolonial context in George Orwell's 'Shooting an Elephant'.
3. Discussing how the symbolic act of 'shooting the elephant' reflects on the 'the real nature of imperialism—the real motives for which despotic governments act', how the essay broadens the focus to tyranny in general and not just imperialism. A cross-referential study of Orwell's *Animal Farm* and *1984* for a better understanding of the prescribed text.
4. Analysing the significance of fate, destiny and coincidence in Thomas Hardy's craft of storytelling.
5. Examining the larger framework and socio-political scenario of Victorian England in *The Mayor of Casterbridge* and Thomas Hardy's portrayal of the main protagonist and his treatment of women in the novel.

- **CC5 (SEMESTER 3, CODE – ENG-A-CC-3-5-TH/TU)**  
**AMERICAN LITERATURE: 6 CREDITS**

### **COURSE OBJECTIVES :**

This course will examine the roots of American literature by focusing multiple genres—poetry, drama, stories and novel. It explores literature that reveals and emerges from multiple perspectives such as race, gender, ethnicity, socio-economic class and historical period. Various concepts like Antebellum and Postbellum America, Puritanism, Transcendentalism, the American Romantics and American Frontier will be introduced to the students. They will have an awareness

of the social, historical, literary and cultural elements of the changes in American literature by identifying and describing distinct literary characteristics of American literature and analyze literary works of eminent American writers.

This course offers introduction to American Dream, Race, Ethnicity, Multiculturalism and Realism. The students will inculcate a rhetorical approach to the literary study of American texts and also the conceptions, generalizations, myths and beliefs about American cultural history.

### **COURSE OUTCOMES:**

1. After successful completion of this course in semester III, students will be able to-
2. understand the depth and diversity of American literature, keeping in mind the history and culture of the United States of America from the colonial period to the present.
3. understand the social-cultural-ecological-political, historical, religious and philosophical contexts of the American spirit in literature including the idea of democracy, Millennial Narratives, the Myth of Success, the American Adam, the Myth of the Old South, the Wild West, Melting pot, Multiculturalism, etc.
4. evaluate the thoughts, beliefs, customs, struggles, and visions of African American writers
5. Understand the American style of writing and ideologies like Transcendentalism, corruption, pride, power and obsession along with spiritualism and Christian values.
6. Critically analyze American literary texts in the light of several movements in literature and understand the changing faces of texts with developments in culture. Students can compare/contrast literary works through an analysis of genre, theme, character, and other literary devices
7. understand the changing notions of class, gender, ethnicity in a postcolonial, diasporic and neocolonial world order.



**CC6 (SEMESTER 3, CODE – ENG-A-CC-3-6-TH/TU) POPULAR  
LITERATURE: 6 CREDITS**

**Course Objective:**

The syllabus for Core Course 6 (CC 6) of the Choice Based Credit System is designed to familiarize students with the notions of Popular Culture. They'll get to know about the practices, beliefs, and objects that are dominant or prevalent in a society at a given point in time and how they are interspersed with literature of that time or age. The course revolves around certain selected texts that shall aim at providing the students with a comprehensive understanding of the term 'Popular Culture' and how it influences an individual's outlook towards certain topics.

**Course Outcomes:**

The completion of the course is supposed to benefit the students in the following ways:

1. It will encourage students to analyse the complexities of popular culture and its social and cultural function.
2. It will enable students to perceive how gender, sexuality, race, ethnicity, class and other socially codified markers of identity are represented in popular culture.
3. It will also help the students to explore the many competing theories, methods, concepts and frameworks that surround, explain and situate popular culture, examine popular culture examples and discuss critical issues such as ethics, politics and histories.

- **CC7 ( SEMESTER III, BRITISH POETRY AND DRAMA, 17th-18th  
CENTURY: 6 CREDITS)**

### **Course Objectives:**

The syllabus for the Core Course 7 (CC7) is designed to introduce the students to the literary trends of English literature during the seventeenth and eighteenth centuries. The module prescribes texts by eminent authors like John Milton, Alexander Pope, John Webster and Aphra Behn, who have contributed significantly in shaping the literary output of the era.

### **Course Outcome:**

The completion of the course would enable the students to:

1. Develop a thorough understanding of the various eras in the history of English literature including the Renaissance, Restoration and Neoclassical periods through the perusal of representative works of the time.
2. Investigate the way the volatile socio-political scenario influenced the literary production of the era.
3. Gain insights into the genre of Comedy of Manners through an appreciation of Aphra Behn, the one of the most prolific female figures of Restoration theatre.
4. Decode the stylistic aspects of epic poetry and mock-heroic poetry which is quintessential for comprehending the works of Milton and Pope included in the module.

- **CC3/GE3 (SEMESTER 3, CODE – ENG-G-CC-3-3-TH/TU) - 6 CREDITS**

**(5 CREDITS THEORY AND 1 CREDIT TUTORIAL)**

**WOMEN'S WRITING AND WOMEN'S EMPOWERMENT**

## **COURSE OBJECTIVES:**

This paper on Women's Writing and Women's Empowerment introduces students to a body of literature that has emerged with growing feminist awareness of women's lives and their representation. It invites students to examine how women's texts pay attention to the historical and political conditions of their times, to the status and condition of women and to the ways in which they embody a politics of resistance. It expects students to look at the way a woman writer participates in the questions of selfhood, at women's relations with men and with other women, and at the implications of women speaking, writing, and empowering themselves by finding their own voices and interrogating women's work and roles in society.

## **COURSE OUTCOMES :**

After successful completion of this course in semester III, students will be able to -

1. Learn how and on what grounds women's writing can be considered as a separate genre. They can examine and appreciate the role played by socio-cultural-economic contexts in defining women. It will enlighten them about the issues and concerns of the women writers of the developed and developing countries. They can understand and appreciate the representation of female experience in literature.
2. Analyze the Literary texts through the perspective of gender to achieve particular literary, rhetorical and aesthetic effects. The students will have an awareness of class, race and gender as social constructs and how they influence women's lives. They will be equipped with analytical, critical and creative skills to interrogate the biases in the construction of gender and patriarchal norms.
3. To explore the writing style of women, the students come to know some of the developments, themes, and narrative strategies of women's writing. Students can analyse literary texts through the perspectives of gender,

knowing the central points of a selection of feminist theory, and can use it as a context for reading literary texts.

4. Understand various perspectives in Women's Writing which represents women's voices and histories, breaking the silence of patriarchal oppression and the students will come to know how these significant Others of the human population and their writings contributed to our understanding of womanhood and authorship.

- **LCC (L1)-1 (SEMESTER III, CODE – ENG-G-LCC-1-3-1-TH/TU) - 6 CREDITS (5 CREDITS THEORY AND 1 CREDIT TUTORIAL)**

### **Programme Objective:**

This course is designed to help the students to enhance language and communication skills. The primary objective of the course is to familiarize the students with the varieties of language – formal and informal, correct and incorrect, and also help them understand the difference between American English and British English among other things.

### **Programme Outcomes:**

The completion of the course is supposed to benefit the students in the following ways:

1. It aims to help the students attain communicative competence so that they can use language accurately and appropriately
2. It'll help them to understand the basic features of communication and aim at improving language skills.
3. This course will also allow the students to gain useful letter/report writing tools, tips and techniques to effectively apply the skills to their everyday workplace correspondence.

4. It will also demonstrate the particulars of writing effective emails, whilst improving punctuation and grammar. Also making sure that the style, content and message is concise, correct and appropriate.

- **SEC-A2 (SEMESTER III, BUSINESS COMMUNICATION: 2 CREDITS)**

**Course Objectives:**

This paper is a skill enhancement course under the new CBCS system that helps students grow tools for acquiring language and literary skills. The primary objective of this paper is to help students write letters, reports and notices which would enable them to navigate through business communication smoothly in professional field. In any organized job sector- governmental or corporate, one is expected to already know how to write formal curriculum vitae, formal letters, reports and minutes of any meeting held. This course is directed towards that professional training.

**Course Outcomes:**

After completion of this course in semester three, students would be able to-

1. Understand the significance of business communication in any organized job sector or even how to write any formal letter to bank, post office or editor of a newspaper for our daily existence.
2. Comprehend how business communication is only relevant for a working professional but for anyone interacting with any governmental services necessary for our quotidian lives.
3. Write their curriculum vitae for applying to any jobs or even the letters of acceptance or rejection afterwards.
4. Navigate through e-correspondence. In today's time and age, it is absolutely mandatory to know how one should write any emails and the professional etiquettes of writing one.

- **CC8 (SEMESTER IV, CODE – ENG-A-CC-4-8-TH/TU) 18TH CENTURY BRITISH LITERATURE: 6 CREDITS**

**Course Objective:**

The objective of this course is to provide the students with an in-depth assessment of the social and the intellectual background of 18<sup>th</sup> century British Literature. The course will explore themes of social upheaval, reversals of personal status, political satire, geographical exploration and the comparison between the supposed natural state of man and the supposed civilized state of man in 18<sup>th</sup> Century Britain.

**Course Outcomes:**

1. This course will enable the students to identify and describe distinct literary characteristics of the 18th century British literature driven by reason, intellect, correctness and satirical spirit.
2. It will help them to develop an understanding of 18th-century British literature within its cultural and historical context.
3. It will also allow the students to evaluate how novel as a genre blossomed in England in the first half of the 18<sup>th</sup> century - to analyze the various social and economic causes of the novel's popularity and thus its influence in the depiction of individual character, society, culture, and politics.
4. It will also provide a deeper insight into the sophistication of theatrical thinking during this period, with complex subplots and characters intended as ironic parodies of common stereotypes.

- **CC9 (Semester IV, BRITISH ROMANTIC LITERATURE : 6 CREDITS)**

**Course Objectives:**

The syllabus for Core Course 9 ( CC9) under the Choice Based Credit System is designed to familiarize the students with the Romantic Age, an important

period of literary development in the history of English literature. The course is woven around selected texts by contemporary literary stalwarts in order to introduce the students to the various literary trends and genres of the time.

### **Course Outcome:**

The completion of the course in semester four would enable the students to:

1. Gain insights into the unique traits of the literary movement of “Romanticism” through the representative works of eminent writers like William Wordsworth, John Keats, Charles Lamb and Mary Shelley.
2. Examine the way literary devices like symbolism, allegory and metaphor were employed by contemporary writers in order to articulate their artistic vision.
3. Understand the way concepts like idealism, individualism and pantheism percolated into the literary output of the Romantic era.
4. Investigate the efficacy of important Romantic concepts like “imagination” and “fancy” through the perusal of iconic texts like Samuel Taylor Coleridge's *Biographia Literaria*, which features among the list of recommended readings for the course.
5. Appreciate the genre of essay as it was cultivated in the Romantic period by eminent essayists like Charles Lamb, who incorporated within it the intricacies of dream-narrative and autobiographical elements.

- **CC10 (SEMESTER 4, CODE – ENG-A-CC-4-10-TH/TU)**  
**19<sup>th</sup> CENTURY BRITISH LITERATURE: 6 CREDITS**

### **COURSE OBJECTIVES:**

The nineteenth century witnessed extraordinary social and cultural change in Britain, from the rise of industrial capitalism to the emancipation of women, from the decline of Christian belief to the growth of Empire, from urbanisation to the emergence of mass literacy. This course will introduce students to some significant texts and literary movements of the period, in the wider context of social transformation and emerging literary practices. Issues to be considered will include the establishment of the novel as the dominant literary genre, the ways in which social values are encoded and contested in literary texts, and the relationship of traditional and experimental practices in poetic forms. Students will here encounter the poetry that is characteristic of the Victorian period – forms like the dramatic monologue, the love poem, pre-Raphaelite experiments and the beginnings of modern poetic experiments by Hopkins. They will also find examples of the great Victorian fiction that closely followed the social concerns of the period and experimented with narrative voice and perspective. The course aims to develop students' analytic and critical skills through an engagement with a range of issues and methodologies in literary studies.

### **COURSE OUTCOMES:**

After successful completion of this course in semester IV, students will be able to –

1. Identify and analyze the socio-economic-political contexts that influence the literature of the period. Students will be acquainted with the historical and political awareness of literary texts as reflected in the transition from nature to culture across various genres.
2. Appreciate female voices of the Victorian period and understand the female writer's role / position in society, the tension between the private domestic sentiments and the larger public concerns, the contemporary responses and modern critical re-assessments.
3. Familiar with the pattern of development and change in the themes and literary techniques used by the Victorian novelists and poets. Students will be acquainted with various prose and poetic styles.



4. To understand the existing conflict between faith and doubt in Victorian society.
5. Have an analytical knowledge of some of the key aspects of Victorian literature and culture. They will come to know how to use primary and secondary sources to explore relevant historical and cultural contexts, and how to use those contexts for their readings of literary texts.
6. Analyze, discuss and write critically about the use of supernatural and gothic tropes and their significance in a range of Victorian texts. Students will be enlightened with a range of Victorian literature in relation to a range of contexts including Victorian anxieties about modernity, madness, sexual transgression and disease.

- **SEC-B2 (Semester IV, Academic Writing and Composition: 2 Credits)**

**Course Objectives:**

This paper is a skill enhancement course under the new CBCS system that helps students to learn how to write academic papers. Unlike any other formal piece of writing, academic writing is based on a thorough, impersonal and objective research on a given topic. It enables students to hone critical thinking skills and research aptitude. It is also equally significant for students what plagiarism means in academic field and what regulations or norms one must follow for conducting ethical research. This particular course is extremely relevant for students who want to pursue higher studies where they have to actively write term papers and learning how to do citation and bibliography would give them an advantage.

**Course Outcomes:**

After the completion of this course, students will be able to-

1. Understand what entails in an academic piece of writing and how it is different from any other formal or creative piece of writing.
2. Comprehend how to conduct an ethical research work, put citation, references and prepare bibliography at the end of an academic paper.
3. Besides teaching academic writing, this course also teaches students to summarize or paraphrase academic works which is essential for preparing notes and answers.
4. Write critical appreciation of already existing research works and to conduct literature review.

- **CC4/GE4 (SEMESTER IV, ACADEMIC WRITING : 6 CREDITS)**

### **Course Objectives:**

The course is aimed at the enhancement of creative faculties of students by honing their skills of interpretative analysis and critical thinking. The paper helps the students to learn the techniques of writing essays, paraphrases and academic articles. It also involves introducing the students to various styles of citation that are integral for writing academic papers. The overall agenda of the course lies in developing the research aptitude of the students.

### **Course Outcome:**

The completion of the course would help the students to:

1. Engage in critical thinking within a structured framework.
2. Acquire the skills of academic writing which would equip the students to tackle with ease the term papers and dissertations during the course of their academic career.
3. Develop a thorough understanding about the ethics of conducting academic research.

4. Maintain the etiquettes of academic writing by providing proper citations and refraining from unethical academic practices like plagiarism.

- **LCC2- 1 (Alternative English, Semester IV, Language, Society and Personality: 6 Credits)**

**Course Objectives:**

This course is part of the 'Alternative English' section under the new CBCS system. The primary objective of this course is to familiarize students with the literary works of various authors, social reformers and historians. This course brings together a mélange of works by Shashi Tharoor, Ismat Chughtai and Ramachandra Guha to look at the project of nation building and various social reformers and litterateurs who have had significant influence over Indian culture. This course also introduces a few academic essays on Gandhi, Tagore and Ishwar Chandra Vidyasagar to dissect the how their works in various sectors have eventually contributed to the building of modern India.

**Course Outcomes:**

After the completion of this course students will be able to-

1. Comprehend how different personalities such as Gandhi, Tagore and Ishwar Chandra Vidyasagar have helped to shape a modern and secular India.
2. Study literary works of different authors who are not necessarily fiction writers, but rather social reformers and historians. It would solidify their understanding of English non-fiction pieces and the current conflicted socio-political scenario of modern India on which these pieces are based on.
3. Understand how literature is not just imaginary stories but rather a reflection of the realism of human existence which is also primarily shaped by the political and historical backdrop of any nation.

**CC11 (SEMESTER 5, CODE – ENG-A-CC-5-11-TH/TU) WOMEN’S**

**WRITINGS: 6**

**CREDITS**

**COURSE OBJECTIVES:**

This paper on Women’s Writing introduces students to a body of literature that has emerged with growing feminist awareness of women’s lives and their representation. It invites students to examine how women’s texts pay attention to the historical and political conditions of their times, to the status and condition of women and to the ways in which they embody a politics of resistance. It expects students to look at the way a woman writer participates in the questions of selfhood, at women’s relations with men and with other women, and at the implications of women speaking, writing, and empowering themselves by finding their own voices and interrogating women’s work and roles in society.

**COURSE OUTCOMES :**

After successful completion of this course in semester V, students will be able to -

1. Learn how and on what grounds women’s writing can be considered as a separate genre. They can examine and appreciate the role played by socio-cultural-economic contexts in defining women. It will enlighten them about the issues and concerns of the women writers of the developed and developing countries. They can understand and appreciate the representation of female experience in literature.

2. Analyze the Literary texts through the perspective of gender to achieve particular literary, rhetorical and aesthetic effects. The students will have an awareness of class, race and gender as social constructs and how they influence women's lives. They will be equipped with analytical, critical and creative skills to interrogate the biases in the construction of gender and patriarchal norms.
3. To explore the writing style of women, the students come to know some of the developments, themes, and narrative strategies of women's writing. Students can analyse literary texts through the perspectives of gender, knowing the central points of a selection of feminist theory, and can use it as a context for reading literary texts.
4. Understand various perspectives in Women's Writing which represents women's voices and histories, breaking the silence of patriarchal oppression and the students will come to know how these significant Others of the human population and their writings contributed to our understanding of womanhood and authorship.

**CC12 (SEMESTER 5, ENGA, EARLY 20 TH CENTURY BRITISH LITERATURE, 6 CREDITS)**

**Course Objectives:**

The syllabus for Core Course 12 (CC12) of the Choice Based Credit System is designed to familiarize the student with the British literature of the early twentieth century which is integral for developing a consummate of English literature. The course is woven around selected texts that are integral for comprehending the relation between the changing intellectual climate and literary developments of the period.

**Course Outcomes:**

After the successful completion of the course, the students will –

1. Be familiarized with the works of the twentieth century stalwarts like G.B. Shaw, T.S. Eliot, W. B. Yeats, Wilfred Owen and D.H. Lawrence, whose

contribution in the development of the literature of the modern era cannot be negated.

2. Develop an understanding about the twentieth century literary movement of Modernism and the way it influenced the literary artefacts of the time.
3. Be introduced to the literary techniques like stream of consciousness, interior monologue that were a part of the literary experimentation engaged in by the practitioners of Modernism.
4. Be acclimatized with the genre of War Poetry through the perusal of poets like Wilfred Owen.
5. Develop an understanding of the insights, conventions, experimentations associated with the Modern literary texts, including poetry, novel and plays, as also gain knowledge of the socio-political and philosophical undercurrents inherent in these early twentieth century literary productions.

**DSE-A1 (SEMESTER 5, CODE –ENG-A-DSE-A-5-1-TH/TU) MODERN  
INDIAN WRITING IN ENGLISH TRANSLATION: 6 CREDITS**

**Course Objectives:**

This course is designed to familiarize the students with the various features of Indian literature in English. It will help the students to understand the multifaceted nature of cultural identities in the various Indian literatures through indigenous literary traditions often involving a 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.

**Course Outcomes:**

After Completion of this Course Students will be able to -

1. Perceive how and why Indian literature emerged as a distinct field of study.
2. Trace the development of history of English literature from its beginning to the present day.
3. Interpret the works of great writes of Indian writers in English.

4. Demonstrate, through discussion and writing, an understanding of significant cultural and societal issues presented in Indian English literature.

**DSEA2 (SEMESTER 5, CODE – ENG-G-DSEA-5-2-TH/TU) - 6 CREDITS**

**MODERN INDIAN WRITING IN ENGLISH TRANSLATION**

**Course Objectives:**

This course is designed to familiarize the students with the various features of Indian literature in English. It will help the students to understand the multifaceted nature of cultural identities in the various Indian literatures through indigenous literary traditions often involving a 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.

**Course Outcomes:**

After Completion of this Course Students will be able to -

1. Perceive how and why Indian literature emerged as a distinct field of study.
5. Trace the development of history of English literature from its beginning to the present day.
6. Interpret the works of great writes of Indian writers in English.
7. Demonstrate, through discussion and writing, an understanding of significant cultural and societal issues presented in Indian English literature.

**DSE-B2 (SEMESTER 5, CODE – ENG-A-DSE-B-5-2-TH/TU)**

**CONTEMPORARY**

**INDIA: WOMEN AND EMPOWERMENT: 6 CREDITS**

**COURSE OBJECTIVES:**

The syllabus for Discipline Specific Elective B2 (DSE-A3) under the Choice Based Credit System (CBCS) is structured to provide students with a comprehensive idea about the Social Construction of Gender, History of Women's Movement in India in the pre-independence era and History of Women's Movement in India in the post-independence era. The course is designed to focus on the contemporary issues like Domestic Violence, Female Foeticide, Sexual Harassment, Dalit Women's struggle and Double Marginalization.

### **COURSE OUTCOMES:**

After successful completion of this course in semester V, students will be able to-

1. Learn the history of the women's movements in India
2. Familiarize with feminist theory and laws; interdisciplinary approaches to the notion of empowerment.
3. Understand the need to analyze and debate over issues that are current in the Indian scenario like female foeticide, gender equality, double marginalization, domestic violence, sexual harassment etc.

### **LCC (L1)-2 (SEMESTER 5, ENGG, 6 CREDITS, LANGUAGE, IMAGINATION AND CREATIVITY)**

#### **Course Objectives:**

This syllabus for this module of LCC 1(2) for the Choice Based Credit System is structured to familiarize the students with the use of figurative language and the way it has been used by various British writers like Word worth, Tennyson and Indian poets like Tagore and Derozio in their poetry. Also, the paper has a section for creative writing which is meant to guide the students towards thinking in an original and creative way.

#### **Course Outcome:**



The completion of the course will enable the students to—

1. Differentiate between plain language of regular speech and the figurative language that is used in poetry.
2. Appreciate the way figurative language can enhance the aesthetic charms of a literary piece.
3. Be introduced to the various rhetorical devices like metonymy, metaphor, personification and alliteration which will aid them to improve their appreciation of poetry, in particular and literary texts, in general.
4. Be acquainted with the art of creative writing as the syllabus for this course is designed to provide them with the knowledge of writing travelogues, stories and advertisement contents.

### **CC13 (SEMESTER 6, CODE – ENG-A-CC-6-13-TH/TU)**

#### **MODERN EUROPEAN DRAMA: 6 CREDITS**

#### **Course Objectives:**

The syllabus for Core Course 13 (CC13) under the Choice Based Credit System is designed to introduce the students to the best of experimental and innovative dramatic trends of modern Europe. It will enable the students to understand the causes behind the rise of modern European drama, the social, political and cultural changes associated with it and the origin and major themes related to the Theatre of the Absurd, Epic Theatre, Realistic Theatre etc.

#### **Course Outcomes:**

After the completion of this course students will be able to-

1. Learn about the socio-political changes and the element of realism in Modern European drama.

2. Comprehend the characteristics of epic theatre and its respond to the political climate of that time.
3. Understand the realistic aspects of theatre in the works of Ibsen and other dramatists.
4. Reflect upon the great upheaval that the world had undergone during 20th century and the constructive role of literary activism/movements in restoring humane values.

**CC14 (SEMESTER 6, ENGA, POSTCOLONIAL LITERATURES, 6 CREDITS)**

**Course Objective:**

The syllabus of CC14 of the Choice Based Credit system is shaped to familiarize the students to Commonwealth Literature which is used to designate literary works from territories that were part of the British colony. The course is woven around texts by English-speaking writers from the Caribbean, Australia, Africa and India and includes texts by Noble Laureates like Pablo Neruda, Derek Walcott, Gabriel Garcia Marquez along with the works of eminent figures like Chinua Achebe, David Malouf and Mamang Dai who are well-noted for their contribution in the field of Postcolonial literature.

**Course Outcome:**

The completion will enable the students to —

1. Be familiarized with the idea of nation and nationalism and the valorization of cultural identities as it is conveyed through these postcolonial texts.
2. Develop an understanding of the way postcolonial subjectivities have been constructed through a negotiation with the colonial history of a nation.
3. Be aware of the ways such postcolonial texts offer a resistance to the hegemonic metanarratives of colonial discourse and bear testimony to the decolonization struggles of a nation.
4. To appreciate the way these literary texts attest to a nation's quest for seeking pride in one's indigenous culture and legacy.

## **DSE B3 (SEMESTER 6, ENGA, AUTOBIOGRPHY, 6 CREDITS)**

### **Course Objective:**

The syllabus for the DSEB 3 of the Choice Based Credit System is designed to introduce the students to the autobiographies of eminent authors, theatre artists, political figures and historians. This course introduces the students to the autobiographies of an eclectic group of people from various walks of life, including Rabindranath Tagore, Mahatma Gandhi, Nirad C. Chaudhuri and Binodini Dasi.

### **Course Outcome:**

The completion of the course will enable the students to—

1. Be familiarized with the changing socio-political situations in India during the nineteenth and twentieth centuries as is reflected through the autobiographical works of these eminent figures.
2. Learn about the experiences, insights and ideologies of these eminent personalities that are incorporated in such works of autobiography.
3. Engage in a comparative understanding of the historical, cultural and sociological analysis of early twentieth century India and the British colonial encounter in India through such pieces of non-fiction.
4. Study the literary works of different authors who are not necessarily writers of fiction but rather theatre artists, politicians and social reformers. It would help the students to appreciate the fact that literature is not just imaginary stories but pieces which reflect the realities of human existence which is shaped by the socio-political forces of the contemporary times.

## **DSE-A3 (SEMESTER 6, CODE – ENG-A-DSE-A-6-3-TH/TU) PARTITION**

### **LITERATURE: 6 CREDITS**

#### **COURSE OBJECTIVES:**

The syllabus for Discipline Specific Elective A3 (DSE-A3) under the Choice Based Credit System (CBCS) is structured to provide students with a comprehensive idea about the problem, politics, pain and cause of the biggest historical burden of the Indian post colony, the partition, and to make their understanding of the event more comprehensive. This course will provide students with a socio-historical reading of the momentous events of Partition in India, critical interpretations and literary readings of the trauma, guilt, silences and sufferings evoked by Partition and an introduction to the different perspectives on the concepts of borders, boundaries, nation and the consequences of Partition.

#### **COURSE OUTCOMES:**

After successful completion of this course in semester VI, students will be able to-

1. explain historical and socio-cultural factors responsible for the Partition of Indian Sub-continent.
2. demonstrate critical understanding of manifestations of the experience of the partition in various art forms.
3. link and analyze the eco-socio-historical-cultural contexts and dimensions related to the Partition of India e.g. nation, nationalism, communication, violence, exile, homelessness, refugee, rehabilitation, resettlement, border and border lands (colonialism and post colonialism), literary responses to the partition in different parts of Indian continent and interpret them.
4. interpret texts and experience and relate it to their contexts and experiences