

SEM I

CC I

ENGLISH LANGUAGE OVERVIEW AND USAGE : LITERARY TYPES

Course outcomes : After completion of the course:

CO 1: The students will learn about the history of the English Language. This will be the foundation of their Bachelor degree program. It will give them a knowledge of the multifarious roots of the language.

CO 2: The students will be taught about the impact of Christianity on English Language. They will learn about the admixture of loan words from languages such as Latin, Greek, Scandinavian and French.

CO 3: The students will be given the framework of understanding the usage of form in English poetry. Lessons in rhetoric will help them to understand the use of various devices like simile and metaphor, personification and epigram and they will learn to appreciate how addition of these elements adds to the beauty of the verse.

CO 4: Through their study of prosody the students will garner the knowledge about the metrical devices used by poets. They will be able to find out the meter of the poems they come across.

CO 5: This paper is an essential building block of the students ' understanding of English Literature. Before delving into the study of individual plays and poems they will get to know about the framework of plays and also about the theories of drama propounded by Aristotle in his "Poetics".

CO 6: This paper will give the students and idea about the various forms of lyric poetry like the ode, the elegy, the sonnet and so on. The students will be able to discern the type of the poem they are reading.

CCII

EUROPEAN CLASSICAL LITERATURE

Course outcomes : After completion of the course, students will :

CO 1 : Develop a nuanced comprehension of European classical literature by delving into the intricacies of four seminal works.

CO 2 : Conduct in-depth analyses of Agamemnon, Oedipus Rex, The Iliad, and The Pot of Gold, exploring themes, character dynamics, and narrative structures.

CO 3 : Investigate the cultural nuances embedded in each text, gaining insight into the societies that produced these masterpieces.

CO 4 : Scrutinize various literary techniques employed by Aeschylus, Sophocles, Homer, and Plautus, enhancing your ability to recognize and appreciate classical writing styles.

CO 5 : Cultivate critical thinking skills through comparative examinations, drawing connections between the works and discerning their broader implications.

CO 6 : Foster an enduring appreciation for the classical literary tradition, recognizing its enduring impact on subsequent literary and cultural developments.

SEM II

CCIII

INDIAN CLASSICAL LITERATURE AND INDIAN WRITING IN ENGLISH

Course outcomes : After completion of the course, students will :

CO 1: get a taste of ancient classical Sanskrit texts. They will learn about "Abhigyan Sankuntalam" and the great Indian epic "Mahabharata". Also a Sanskrit play by Sudraka will give them the flavour of Indian classical theatre.

CO 2: be taught the novels by the best Indian authors. They will be able to appreciate the nuances of R.K. Narayan's characterization. They will also be enriched by the skillful storytelling of Anita Desai.

CO 3: learn the poetry of the first 'national' poet of modern India; H.V. Derozio will be taught to the students. They will learn about the confessional tone present in the poetry of Kamala Das.

CO 4: be enriched by studying the poems by the father of Modern Indian English poetry; Nissim Ezekiel. The poems of the first Sahitya Akademi winning poet Jayanta Mahapatra will help them fathom the depth of Indian English poetry.

CO 5: The elements of Indian English short fiction will also be taught in this paper. The students will get the first hand knowledge of the realistic story telling skills of Mulk Raj Anand. They will be enriched by the magic realist touch of Salman Rushdie's short fiction.

CO 6: The students will derive knowledge of the Parsi community by their study of the short fiction of Rohinton Mistry. They will get the flavour of Indian feminism in the story of Shashi Deshpande.

CC IV

BRITISH LITERATURE : OLD ENGLISH TO 14TH CENTURIES

Course outcomes : After completion of the course, students will :

CO 1 : Understand the evolution of literature from the Old English period to the 14th century.

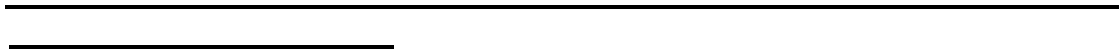
CO 2: Explore various literary forms, including heroic poetry, Christian poetry, alliterative poetry, prose, and drama.

CO 3 : Analyze the characteristics and cultural contexts of Beowulf, gaining insights into Old English heroic narratives.

CO 4 : Examine Chaucer's Prologue to the Canterbury Tales and the Wife of Bath's Prologue, appreciating the diversity of medieval storytelling.

CO 5 : Study William Langland's Piers Ploughman to grasp the socio-religious themes of the 14th-century period.

CO 6 : Develop critical skills in evaluating linguistic and thematic shifts, fostering a comprehensive understanding of medieval English literature.



SEM III

CC V

AMERICAN LITERATURE

Course outcomes : After completion of the course, students will :

CO 1: Engage with a variety of texts, including poems, short stories, and plays, by various writers spanning different periods of American literature, fostering appreciation for the diversity of voices and perspectives within the American literary tradition. They will explore the concept of the American Dream as portrayed in various literary works, examining its evolution, complexities, and critiques within the context of American society and culture.

CO 2: Examine the contributions of black women's writing to the American literary landscape, investigating themes of race, gender, identity, and resilience, and recognizing the importance of diverse voices in shaping American literature.

CO 3: Gain insight into the changing trends in American drama through the study of "**Glass Menagerie**" by Tennessee Williams, particularly focusing on the concept of "**plastic theatre**" and its significance in theatrical experimentation, allowing for a deeper understanding of complex themes such as the fall of the American Dream and the impact of the Great Depression on American society.

CO 4: Explore the themes of war and love in "**A Farewell to Arms**" by Ernest Hemingway, providing a gateway to understanding complexities of modernity and human experiences amidst the backdrop of war.

CO 5: Investigate questions of form in American poetry, including the use of free verse, experimentation with structure and language, and the relationship between form and content, allowing for a deeper understanding of the diverse approaches to poetic expression in American literature - through the works of **Whitman, Frost, and Bradstreet**, enabling students to engage deeply with the rich tapestry of American poetic tradition.

CO 6: Analyze Edgar Allan Poe's "**The Purloined Letter**," exploring its themes of mystery, deception, and psychological depth, and recognizing its contribution to the development of the detective genre in American literature.

CO 7: Examine William Faulkner's "**Dry September**," delving into its exploration of race, violence, and societal tensions in the American South, providing insight into Faulkner's portrayal of the complexities of human nature and societal dynamics.

CO 8: Investigate F. Scott Fitzgerald's "**Crack-up**," considering its introspective exploration

of personal struggles, disillusionment, offering valuable perspectives on the psychological and existential themes in American literature.

CC VI

BRITISH POETRY AND DRAMA: 14TH TO 17TH CENTURIES

Course outcomes : After completion of the course, students will :

CO 1 : Explore the 14th to 17th-century British poetry and drama, delving into diverse literary forms and expressions.

CO 2 : Analyze Spenser's Amoretti sonnets, Shakespearean sonnets, and selected poems by John Donne, unraveling intricate themes and poetic techniques.

CO 3 : Engage with the captivating worlds of Shakespeare's Twelfth Night and Macbeth, along with Christopher Marlowe's Edward II, understanding the cultural and theatrical contexts.

CO 4 : Develop a nuanced understanding of sonnet structures, exploring the distinctive styles of Spenser, Shakespeare, and Donne.

CO 5 : Examine the thematic richness and dramatic elements in the plays, fostering a comprehensive appreciation of the cultural and literary dynamics of the 14th to 17th centuries.

CC VII

BRITISH POETRY AND DRAMA: 17TH AND 18TH CENTURIES

Course outcomes : After completion of the course, students will :

CO 1: Develop an understanding of antiquated vocabulary and structures prevalent in 17th and 18th-century British poetry and drama, enabling students to engage with the language and style of the period.

CO 2: Appreciate the work of great writers from the 17th to the 18th centuries, including John Milton, Alexander Pope, John Webster, and Richard Sheridan, recognizing their contributions to British literary tradition.

CO 3: Delve into the religious and secular thoughts of the 17th century through the study of Milton's "**Paradise Lost**," exploring themes of faith, temptation, and the human condition in the context of Christian theology and biblical narrative.

CO 4: Examine the mock-epic and satire in Alexander Pope's "**Rape of the Lock**,"

investigating Pope's use of wit, irony, and social commentary to critique the frivolity and vanity of aristocratic society.

CO 5: Explore the representation of women in 17th-century drama through John Webster's "**The Duchess of Malfi**," analyzing the portrayal of female agency, power dynamics, and societal expectations in the early modern period.

CO 6: Investigate the restoration contexts and mannerisms of 17th and 18th-century British society, gaining insight into the cultural, political, and social influences shaping literary production during this period.

CO 6: Acquire knowledge of anti-sentimental comedy and relevant literary terms through the study of Richard Sheridan's "**The Rivals**," examining the conventions of comedy and the satirical portrayal of manners, courtship, and social class in Georgian England.

CO 7: Develop critical thinking skills through close reading, analysis, and interpretation of poetic and dramatic texts, fostering an appreciation for the richness and complexity of British literature from the 17th and 18th centuries.

SEC I TEXT COMPREHENSION AND EDITING

CO 1: The skills of observation among the students will be enhanced by testing their capacity to interpret an unseen passage.

CO 2: The ability of the students to recognise the rhetorical devices used in poetry will be developed by their attempt at understanding unseen poetry pieces.

CO 3: The students will learn to effectively shorten prose or verse pieces by practicing summary writing.

CO 4: The job opportunities of students will increase when they will garner the skill of copy editing and academic editing.

CO 5: Employment opportunities will once again be enhanced when students will be familiarised with the art of proof reading.

SEM IV

CCVIII

BRITISH LITERATURE: 18TH CENTURY

CO 1: This course aims to teach about Neo classicism and Restoration comedy. Neo classical poetry will also be taught.

CO 2: The colours of the Restoration comedy will be brought alive by the study of Congreve's " The Way of the World". The position of women during the Restoration period will also be a topic of discussion.

CO 3: The poignant satire of Swift' "Gulliver's Travels" will give the idea to the students about the flaws of 18th century British society and Swift's masterful caricature of the same in his novel.

CO 4: Man's survival instincts will be the subject of study through the understanding of Defoe's handling of "Robinson Crusoe".

CO 5: Samuel Johnson's interpretation of 18th century London life will be derived from his poem "London".

CO 6: Gray's handling of the elegiac tone will be the subject of study in his "Elegy Written in a Country Churchyard.

CCIX

BRITISH ROMANTIC LITERATURE

Course outcomes : After completion of the course, students will :

CO 1 : Delve into the rich tapestry of British Romantic Literature through the exploration of significant poets and works.

CO 2 : Analyze William Blake's evocative poems, including "The Lamb," "The Tyger," and "The Chimney Sweepers," uncovering their symbolic depth.

CO 3 : Engage with the poetic expressions of Wordsworth and Coleridge, gaining insights into the Romantic emphasis on nature and subjective experience.

CO 4 : Explore the diverse voices of Byron, Shelley, and Keats through their selected poems, examining themes of passion, rebellion, and beauty.

CO 5 : Conclude the course with a literary masterpiece, delving into the gothic and philosophical elements of Mary Shelley's Frankenstein.

CO 6 : Develop a comprehensive understanding of the Romantic era's literary, philosophical, and artistic contributions, fostering critical analysis and appreciation.

CC X

BRITISH LITERATURE: 19TH CENTURY

Course outcomes : After completion of the course, students will :

CO 1: The harsh gender imbalances of 19th century England will be taught through the portrayal of themes of money and marriage in Jane Austen 's cult classic "Pride and Prejudice".

CO 2: A deep insight will be provided into the troubled female psyche through Charlotte Bronte's portrayal of Bertha Mason in her best known novel "Jane Eyre".

CO 3: The historical background of Dickens' "A Tale of Two Cities" will enhance the students ' knowledge of the angst of the people of that period.

CO 4: The looking back of a Victorian poet into a middle English romance will be the subject matter of the study of "The Lady of Shalott".

CO 5: The charm and intriguing atmosphere of Browning 's dramatic monologue will be rendered to the students through the study of "My Last Duchess".

CO 6: The students are sure to enjoy the romance in the pre Raphaelite poetry of Christina Rossetti. They will be taught about the precarious position of women through the poem.

SEC PAPER 2

TECHNICAL WRITING

Course outcomes : After completion of the course:

CO 1: Demonstrate a nuanced understanding of language and communication, distinguishing key differences between speech and writing.

CO 2 : Identify distinct features of both speech and writing, recognizing their impact on effective communication.

CO 3 : Develop proficient writing skills, showcasing the ability to choose compelling topics, formulate clear thesis statements, and structure well-defined introductory, developmental, transitional, and concluding paragraphs.

CO 4 : Exhibit linguistic unity in written work, ensuring coherence and cohesion throughout various types of writing, such as descriptive, narrative, expository, and argumentative compositions.

CO 5 : Master the art of technical writing by comprehending the nuances of scientific and technical subjects.

CO 6 : Distinguish between formal and informal writings, adeptly crafting formal reports, handbooks, manuals, letters, memoranda, notices, agendas, and minutes.

CO 7 : Identify and avoid common errors in technical writing, enhancing the clarity and precision of written communication.

SEM V
CCXI
WOMEN'S WRITING

Course outcomes : After completion of the course, students will :

CO 1: Explore diverse perspectives on women's experiences through the lens of prominent women writers. Students will critically engage with a diverse range of literary works by women writers, spanning poetry, short stories, and seminal literary criticisms, to gain a comprehensive understanding of women's experiences, perspectives, and contributions to literature.

CO 2: Students will explore a diverse range of short stories by women writers from various cultural backgrounds, gaining a global perspective on women's experiences and narratives.

CO 3: Students will analyze the themes of identity, family, tradition, and resistance in the selected short stories, considering how they intersect with gender and cultural contexts.

CO 4: Students will analyze and interpret texts within their cultural, historical, and social contexts, exploring themes such as identity, agency, resistance, and empowerment as they relate to women's lives.

CO 5: Through close reading, discussion, and writing assignments, students will develop analytical skills and critical thinking abilities, enabling them to articulate informed interpretations and insights into the complexities of women's writing.

CO 6: By examining the intersections of gender, race, class, and nationality in women's literature, students will foster an appreciation for diversity and intersectionality, gaining insight into the multifaceted nature of women's experiences across different cultures and time periods.

CO 7: Students will reflect on the relevance and impact of women's writing in challenging societal norms, advocating for social change, and shaping literary traditions, fostering a deeper appreciation for the significance of women's voices in literature and society.

CC XII
BRITISH LITERATURE: THE EARLY 20TH CENTURY

CO 1: The postcolonial nature of Conrad's "Heart of Darkness" will be taught to the students. They will also learn about the unique narrative technique employed by Conrad.

CO 2: The nuances of the Oedipus complex will be subject of study in D H Lawrence's "Sons and Lovers".

CO 3: The students will be shown the way in which Woolf's novel "Mrs Dalloway" addresses the nature of time in personal experience through multiple interwoven stories.

CO 4: The students will learn to question the heroism of war and fathom that soldiers are nothing other than normal human beings. G.B. Shaw's play "Arms and the Man" will show them the colours of an anti romantic comedy.

CO 5: Students will observe how classical themes are revisited by a modern poet in Yeats' "Leda and the Swan".

CO 6: The existential anguish of the modern man will be unveiled in T S Eliot's handling of the character Prufrock in his poem "The Love song of J Alfred Prufrock".

DSE I

LITERARY THEORY AND CRITICISM

CO 1: The students will be given the knowledge of literary theory and criticism so that they are able to use this in their reading and understanding of literature.

CO 2: The understanding of modernism will help students to appreciate the modern novels incorporated in their syllabus.

CO 3: Students will be taught to differentiate between modernism and postmodernism.

CO 4: Students will learn about the evolution of feminism over the ages.

CO 5: The comprehension of postcolonialism will help students to appreciate the impact of it specifically in Indian Writing in English.

DSE II

LITERATURE OF THE INDIAN DIASPORA

Course outcomes : After completion of the course, students will :

CO 1 : Gain a profound understanding of literature within the Indian diaspora, exploring diverse narratives and cultural nuances.

CO 2 : unraveling themes of identity, migration, and cultural adaptation.

CO 3 : Delve into Rohinton Mistry's *A Fine Balance* and Meera Syal's *Anita and Me*, examining the complexities of characters' lives and the impact of historical and societal changes.

CO 4 : Explore the multifaceted perspectives of Indian diaspora authors, fostering a comprehensive appreciation for the rich tapestry of experiences within this literary genre.

SEM VI

CC XIII

MODERN EUROPEAN DRAMA

Course outcomes : After completion of the course, students will :

CO 1: Develop proficiency in interpreting and analyzing literary texts, particularly drama, through close engagement with selected works from modern European playwrights such as Henrik Ibsen, Bertolt Brecht, August Strindberg, and Eugene Ionesco.

CO 2: Students will learn about the changing trends in modern European drama, including the shift from Aristotelean traditions to post-Aristotelean forms such as **Epic Theatre** and **Expressionism**, fostering an appreciation for the diversity and innovation of European theatrical expression in the 20th century.

CO 3: Gain an understanding of the political and social contexts that shaped modern European drama, exploring themes of political change, social upheaval, and the role of the stage as a reflection of contemporary society.

CO 4: Analyze Henrik Ibsen's "**Ghosts**," exploring its portrayal of taboo subjects such as family secrets, societal expectations, and the consequences of repression, and considering its significance in the development of modern drama.

CO 5: Examine Bertolt Brecht's "**The Good Woman of Setzuan**," investigating its exploration of morality, capitalism, and the struggle for integrity in a corrupt society, and recognizing its contributions to epic theatre and Brechtian techniques, which challenged Aristotelean notions of catharsis and encouraged critical reflection rather than emotional identification.

CO 6 : Investigate August Strindberg's "**Miss Julie**," delving into its examination of gender dynamics, and psychological complexity, and considering its impact on the development of naturalistic drama.

CO 7: Explore Eugene Ionesco's "**Rhinoceros**," analyzing its absurdist portrayal of conformity, mass hysteria, and the loss of individual identity in the face of social pressure, and recognizing its critique of totalitarianism and ideological extremism, which further challenged the tenets of literary realism by embracing surrealism and the absurd as means of representing the absurdity of the modern world.

CC XIV

POSTCOLONIAL LITERATURES

Course outcomes : After completion of the course, students will :

CO 1: Explore the themes of decolonization, globalization, and literature in the context of postcolonial societies, examining how colonial histories continue to shape contemporary cultural identities and literary production.

CO 2: Analyze the intersection of literature and identity politics, considering how postcolonial writers negotiate questions of race, ethnicity, gender, and nationality in their works, and recognizing the role of literature in articulating marginalized voices and challenging dominant narratives.

CO 3: Examine the representation of region, race, and gender in postcolonial literatures, focusing on the diverse experiences and perspectives of writers from different geographical and cultural contexts, and recognizing the importance of intersectionality in understanding identity formation and representation.

CO 4: Explore the question of form in postcolonial literature, considering how writers experiment with narrative techniques, language, and literary genres to express their unique cultural and historical experiences, and recognizing the ways in which form intersects with themes of power, representation, and resistance.

CO 5: Analyze the African postcoloniality with the Chinua Achebe's "**Things Fall Apart**," exploring its portrayal of pre-colonial Igbo society in Nigeria and its examination of the impact of colonialism on traditional African cultures, fostering an understanding of the complexities of cultural encounter and resistance.

CO 6: Examine Gabriel Garcia Marquez's "**Chronicle of a Death Foretold**," investigating its exploration of honor, violence, and the legacy of colonialism in Latin America, and recognizing its contribution to the genre of magical realism as a means of representing the surreal and absurd aspects of reality in postcolonial societies.

CO 7: Explore the short stories by African women writers, including Bessie Head's "**The Collector of Treasures**," Ama Ata Aidoo's "**The Girl Who Can**," and Grace Ogot's "**The Green Leaves**," analyzing their portrayal of gender, power, and agency in postcolonial African societies, and considering how these writers challenge patriarchal norms and colonial legacies through their narratives.

CO 8: Investigate how these postcolonial poets engage with questions of language, identity, and cultural heritage in their work, and consider the ways in which poetry serves as a means of resistance, reconciliation, and transformation in the aftermath of colonialism.

CO 9: Analyze the poetry of Pablo Neruda, exploring his engagement with themes of love,

politics, and social justice in the context of Latin American postcolonial experiences, and recognizing his contribution to the literary tradition of poetic resistance and liberation.

CO 10: Examine David Malouf's poetry, investigating his exploration of Australian identity, landscape, and history in the aftermath of colonialism, and considering how his work reflects the complexities of belonging, displacement, and cultural memory in postcolonial contexts.

CO 11: Explore the poetry of Mamang Dai, focusing on the representation of indigenous cultures, languages, and ecological concerns in postcolonial India's northeastern region, and recognizing the role of poetry in articulating marginalized voices and advocating for social and environmental justice.

DSE 2 P 3 PARTITION LITERATURE

Course outcomes : After completion of the course, students will :

CO 1: Gain insight into the multifaceted portrayal of the **Partition of India** through a diverse selection of literary texts, including "**Train to Pakistan**," "**Ice Candy Man**," "**Tamas**," and "**Alam's Own House**."

CO 2: Explore the complexities of identity, community, and belonging in the context of political upheaval and communal violence during Partition, as depicted in the narratives of the selected texts.

CO 3: Analyze the interplay of historical events, personal experiences, and cultural identities in shaping the narratives of Partition literature, highlighting the nuanced perspectives and voices that contribute to a richer understanding of this period in history.

CO 4: Develop critical thinking skills by interrogating the representation of trauma, displacement, and survival in **Partition literature**, and by considering the broader implications for postcolonial discourse, memory studies, and national identity formation.

CO 5: The novel "**Train to Pakistan**" will help students to explore the human dimension of the Partition through the lens of communal tension and violence in a fictional village setting. They would be able to examine the complexities of identity, loyalty, and betrayal as characters navigate the upheaval of Partition and analyze the moral ambiguity and ethical dilemmas faced by individuals amidst the chaos and brutality of communal riots.

CO 6: Investigate the intersections of gender, class, and religion in the portrayal of Partition's aftermath, revealing the vulnerability and resilience of marginalized voices while reading "**Ice Candy Man**."

CO 7: Examine the narrative of "**Tamas**" which delves into the intricacies of communal

tensions and political manipulation leading up to Partition. Analyze the moral ambiguity and complexity of human nature as characters navigate their allegiances and confront their own prejudices.

CO 8: Investigate the themes of displacement, loss, and longing and the complex idea of “Home” in the cultural context of Partition through “**Alam’s Own House**”.

DSE 2 P 4

INDIAN DRAMA IN TRANSLATIONS

Course outcomes : After completion of the course, students will :

CO 1: Gain a comprehensive understanding of Indian drama in translation through the analysis of two seminal plays: "**Hayavadana**" by Girish Karnad and "**Mother of 1084**" by Mahasweta Devi.

CO 2: Develop a nuanced understanding of the challenges and limitations inherent in interpreting Indian culture through the English language, including issues of translation, cultural appropriation, and the influence of colonial legacies.

CO 3: Engage in comparative analysis between Indian and Western dramatic traditions, identifying both commonalities and unique aspects within Indian drama.

CO 4: Gain insight into the '**Theatre of the Roots**' movement through the study of "**Hayavadana**," understanding its significance in Indian theatrical history and its contributions to the exploration of identity and tradition.

CO 5: Explore the thematic, stylistic, and cultural elements within the selected plays, examining how they contribute to the broader context of Indian literature and society.

CO 6: Deepen understanding of Indian Writing in English, recognizing its distinct features, evolution, and contributions to the global literary landscape.

CO 7: Foster appreciation for the diversity of voices and perspectives within Indian literature, recognizing the importance of representation and cultural authenticity in storytelling.
