

COURSE OUTCOME – UNDERGRADUATE ENGLISH HONOURS (CBCS SYSTEM)

NAME OF THE PROGRAMME	YEAR OF INTRODUCTION	COURSE	COURSE NAME	COURSE OUTCOME
		SEMESTER – 1 CC 1 (FM 60)	Semester I, CC – I, English Language: Overview and Usage; Literary Types Rhetoric and Prosody	This Course aims at teaching students the evolution of the English Language right from the beginning till the modern age. Rhetoric and Prosody are also part of the Course. Various literary types such as comedy, tragedy and lyric are also taught here. Thus, this Course aims at giving the students a fair idea about the English language and its various literary types.
BA Honours CBCS	2018	COURSE	COURSE NAME	COURSE OUTCOME
		SEMESTER – 1 CC 2 (FM 60)	European Classical Literature 1. Homer: The Iliad 2. Sophocles: Oedipus the King 3. Plautus: The Pot of Gold 4. Aeschylus: Agamemnon	This portion of the syllabus is designed to familiarize students with Greek texts that help students to appreciate the way classical authors have influenced their successors. The completion of the course is supposed to benefit the students by offering a comprehensive understanding of social and intellectual climate of ancient Greek and Latin society. The students will be able to perceive how English writers have taken up and worked upon classical conventions. Moreover, the study of texts like Homer's <i>The Illiad</i> and Plautus' <i>The Pot of Gold</i> will familiarize students with classical mythology and help them better understand the classical allusions that feature in the writings of English authors.

NAME OF THE PROGRAMME	YEAR OF INTRODUCTION	COURSE OUTCOME		
BA	2018	COURSE	COURSE NAME : Indian Classical Literature & Indian Writing in English	COURSE OUTCOME
		SEMESTER – 2 CC 3 (FM 60)	UNIT I: Indian Classical Literature Kalidasa: <i>Abhijnana Shakuntalam</i> Vyasa: <i>Mahabharata</i> Sudraka: <i>Mrcchakatika</i>	To help students rediscover the beauty and richness of ancient Indian classical texts and introduce them to traditional Indian aesthetics via texts in English translations.
			UNIT II Indian Writing in English Novels: Anita Desai – <i>In Custody</i> , R.K Narayan- <i>Swami and Friends</i>	To familiarise students with the vast and distinct body of literature now known as Indian Writing in English through a wide ranging selection of texts across different genres viz. novels, poetry and short stories.
			Unit III Indian Poetry in English Henry Louis Vivian Derozio : <i>Freedom to the Slave ,The Orphan Girl</i> Kamala Das : <i>An Introduction , My Grandmother’s House</i> Nissim Ezekiel : <i>The Night of the Scorpion ; Enterprise</i> Jayanta Mahapatra: <i>Dawn at Puri, Hunger</i>	
			Unit IV Indian Short Stories in English Mulk Raj Anand: ‘Two Lady Rams’ Salman Rushdie: ‘The Free Radio’ Rohinton Mistry: ‘Swimming Lesson’ Shashi Deshpande: ‘The Intrusion’	

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NAME OF THE PROGRAMME	YEAR OF INTRODUCTION	COURSE OUTCOME		
BA Honours CBCS	2018	COURSE	COURSE NAME : British Literature: Old English Period to 14 th Century	COURSE OUTCOME
		SEMESTER – 2 CC 4 (FM 60)	UNIT I: Old English Literature from Heroic Poetry to the beginnings of Drama	Students understand the origins of English literature while getting an insight into the history, culture and society of the Anglo-Saxon people.
			Unit II <i>Beowulf</i>	This translation of <i>Beowulf</i> in modern English is meant to help students develop an appreciation of the only extant epic of the Old English period and get a sense of its significance as a document of national importance for the English people.
			Unit III Geoffrey Chaucer: <i>Prologue to the Canterbury Tales, The Wife of Bath's Tale (Prologue)</i> William Langland: <i>Piers the Ploughman</i>	Students make a transition from Old English to Middle English period with the works of two major writers, Chaucer and Langland

NAME OF THE PROGRAMME	YEAR OF INTRODUCTION	COURSE OUTCOME		
BA Honours CBCS	2018	COURSE	COURSE NAME : American Literature	COURSE OUTCOME
		SEMESTER – 3 CC 5 (FM 60)	UNIT I: Tennessee Williams: <i>The Glass Menagerie</i> Ernest Hemingway: <i>A Farewell to Arms</i>	The paper helps students grasp the distinctiveness of American literature as well as the historical and socio-cultural context of its creation. By bringing together a diverse selection of texts from different genres such as novel and drama in unit I, short stories in unit II and poetry in unit III, from different time periods, it ensures a broad and general understanding of American literature.
			Unit II <i>Edgar Allan Poe: 'The Purloined Letter'</i> F. Scott Fitzgerald: 'The Crack-up' William Faulkner: 'Dry September'	
Unit III Anne Bradstreet: <i>The Prologue</i> Walt Whitman: Selection from <i>Leaves of Grass: 'O Captain, My Captain'; 'I Sit and Look out'</i> Robert Frost: <i>The Road Not Taken; Stopping by Woods on a Snowy Evening</i>				

NAME OF THE PROGRAMME	YEAR OF INTRODUCTION	COURSE OUTCOME		
BA	2018	COURSE		COURSE OUTCOME

		SEMESTER – 3 CC 6 (FM 60)	British Poetry and Drama, 14 th to 17 th century	This Course aims at teaching students the most important phase of British Literature, the Elizabethan period. It covers sonnets, poems, plays as well as the background information about the age. Ideas on renaissance, reformation, humanism, and many other socio-cultural matters are discussed here.
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		SEMESTER – 3 CC 7 (FM 60)	British Poetry and Drama Unit I: 1. John Milton: <i>Paradise Lost, Book I</i> 2. Alexander Pope: <i>The Rape of the Lock</i> Unit II 1. John Webster: <i>Duchess of Malfi</i> 2. Richard Brinsley Sheridan: <i>The Rivals</i>	This portion of the syllabus is designed to introduce the students to the literary trends of English literature during the seventeenth and eighteenth centuries. The texts chosen are by writers like John Milton, Alexander Pope, John Webster, and R.B. Sheridan, who have contributed significantly to shaping the literary output of the era. On completing the course the students will be able to gain a thorough understanding of the Renaissance, Restoration, and Neoclassical periods through the study of representative works of the time. They would also gain an insight into the influence of the socio-political scenario influencing the literature of the age. They would also gain a thorough understanding of the various aspects of epic and mock-epic poetry through the works of Milton and Pope.
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NAME OF THE PROGRAMME	YEAR OF INTRODUCTION	COURSE OUTCOME		
BA Honours CBCS	2018	COURSE	COURSE NAME : British Poetry and Drama: 18 th Century	COURSE OUTCOME
		SEMESTER – 4 CC 8 (FM 60)	Unit I: William Congreve: <i>The Way of the World</i> Jonathan Swift: <i>Gulliver's Travels</i> (Books: III & IV) Daniel Defoe: <i>Robinson Crusoe</i>	Students acquaint themselves with 18 th century British society through their reading of one of the most brilliant examples of Restoration comedy. They are also introduced to the evolution of the genre of the novel in English in two very popular proto-novels.

			<p>Unit II: Samuel Johnson: <i>London</i> Thomas Gray: <i>Elegy</i> <i>Written in a</i> <i>Country</i> <i>Churchyard</i></p>	<p>Students get a sense of Neoclassicism in 18th century English poetry along with emerging romantic tendencies which anticipate the full-blown Romanticism of the early 19th century.</p>
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		<p>SEMESTE R 4 - CC 9</p>	<p>British Romantic Literature</p> <p>Unit I:</p> <p>1. William Blake: Introduction to The Songs of Innocence – “The Lamb”, “The Chimney Sweeper”; Songs of Experience – “Tyger”. “The Chimney Sweeper”</p> <p>Unit II:</p> <p>1. William Wordsworth: Tintern Abbey”, “Ode on Intimations of Immortality”</p> <p>2. Samuel Taylor Coleridge: “Kubla Khan”, “Dejection: An Ode”</p> <p>Unit III:</p> <p>1. Lord George Gordon Noel Byron: “Childe Harold”, Canto III, Verses 36-</p>	<p>The completion of the course in semester four would ensure that the students gain insights into Romantic movement and gain a n understanding of the deeper aspects of romanticism. They would also be able to analyse the way literary devices like were employed by romantic writers in order to articulate their artistic vision. They would be able to comprehend the efficacy of important Romantic concepts like “imagination” and “fancy” through texts like Samuel Taylor Coleridge’s Biographia Literaria, as well as to understand ther romantic definitions of poem poetry and poetry through “Preface to the Lyrical Ballads” which feature among the list of recommended readings for the course. They would be able to appreciate the essay as it was cultivated in the Romantic period by Charles Lamb, who incorporated within it the intricacies of dream-narrative and autobiographical elements.</p>
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			<p>45 (Lines:316 to 405); - “On the Castle of Chillon”</p> <p>2.Percy Bysshe Shelley: “Ode to the West Wind”, “Ozymandias”; “Hymn to Intellectual Beauty”</p> <p>3. John Keats: “Ode to a Nightingale”, “Ode to Autumn”, “On First Looking into Chapman’s Homer”</p> <p>Unit IV:</p> <p>Mary Shelley: Frankenstein</p>	
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		<p>SEMESTER 4 – CC 10</p>	<p>– 19th Century British Literature</p> <p>Unit I:</p> <p>1. Jane Austen: Pride and Prejudice 2. Charlotte Bronte: Jane Eyre 3. Charles Dickens: A Tale of Two Cities</p> <p>Unit II:</p> <p>1. Alfred Tennyson: “The Lady of Shalott”, “Ulysses” 2. Robert Browning: “My Last Duchess”, “The Last Ride Together” 3. Christina Rossetti: “The Goblin Market”</p>	<p>Through a study of the works of stalwarts like Jane Austen, Charlotte Bronte and Charles Dickens, the students would be able to better understand the intricacies of this age filled with much strife between faith and doubt among others. Their understanding of literary devices like the dramatic monologue gets better with the study of the poetry of Browning. They will be able to perceive the continuity and change in the use of various literary devices.</p>
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NAME OF THE PROGRAMME	YEAR OF INTRODUCTION	COURSE OUTCOME			
BA Honours CBCS	2018	COURSE	COURSE NAME : Women's Writing	COURSE OUTCOME	
		SEMESTER – 5 CC 11 (FM 60)	Unit I: 1. Emily Dickinson: 'I cannot live with you'; 'I'm Wife'; 'I've finished that' 2. Sylvia Plath: 'Daddy'; 'Lady Lazarus' 3. Eunice De Souza: 'Advice to Women' 'Bequest'		The creation of a canon of women's writing, which is one of the objectives of feminist literary scholarship, is represented by this paper which includes poetry and fiction written by women across time and space. It expects to familiarise students with issues of gender in all its complexity as it intersects with issues of class, race, ethnicity, etc. While helping students appreciate the distinctiveness of women's creative expression, it creates greater awareness around these issues which is expected to have concrete positive outcomes in the real world.
			Unit II Alice Walker: <i>The Colour Purple</i>		
Unit III Charlotte Perkins Gilman: 'The Yellow Wallpaper' Katherine Mansfield: 'Bliss' Mahasweta Devi: 'Draupadi'					

NAME OF THE PROGRAMME	YEAR OF INTRODUCTION	COURSE OUTCOME		
BA	2018	COURSE		COURSE OUTCOME
		SEMESTER – 5 CC 12	British Literature: The Early 20 th Century	

NAME OF THE PROGRAMME	YEAR OF INTRODUCTION	COURSE OUTCOME		
BA	2018	COURSE		COURSE OUTCOME
		SEMESTER – 6 Semester VI, CC 13	Modern European Drama	Famous European dramatists and their plays are taught here. Background knowledge is also provided here. It gives students an overview of the literary and cultural situation in Europe in the 20 th century.

NAME OF THE PROGRAMME	YEAR OF INTRODUCTION	COURSE OUTCOME		
BA	2018	COURSE		COURSE OUTCOME
		SEMESTER – 6 CC 14, Post Colonial Literature	Postcolonial Literature	This Course gives students an idea about literature produced outside the British canon, namely literature produced at the former colonies of Britain. English literature is no longer confined to England. Students thus get a wider perspective about world literature.

			<p>DSE</p> <p>Topic A: Literary Theory & Criticism</p> <p>1. Modernism: Rise of Modernism, Critical Thinkers and their Contribution, Characteristics, High Modernists, Influence of Modernism on English Literature, Modernism in Art</p>	<p>This section of the syllabus is designed to familiarize students with Literary Theory and Criticism as well as to give them a comprehensive understanding of various aspects of literature like Partition Literature, Popular Literature, Literature of the Indian Diaspora, Poems and Stories from Indian Literature in English Translation, and Science Fiction and Detective Literature.</p>
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		<p>and Culture. 2. Postmodernism: Rise of Postmodernism, Critical Thinkers and their Contribution, Comparative Study of Modernism and Postmodernism, Influence of Postmodernism on English Literature, Postmodernism in Art and Culture. 3. Feminism: Sex, Gender and Sexuality; Feminist Movements; Critical Thinkers; Different types of Feminism, Feminist Literature and Culture, Feminism in India with special reference to Literature and Films, Feminist Critique of any Text of your choice. 4. Postcolonialism: Rise of Postcolonialism, Critical Thinkers, Postcolonial Literature and Culture, Postcolonial Indian Writing in English, Postcolonial Critique of any Text of your choice.</p> <p>Topic B: Essays in Literary Theory & Criticism</p> <p>Essays: 1. Benjamin, Walter. The Work of Art in The Age of Mechanical Reproduction. 2. Spender, Stephen. "Moderns and Contemporaries." The Struggle of the Modern by Stephen Spender. 3. Lyotard, Jean-Francois. "Answering the</p>	<p>On completion of this course, the students will have a multi-faceted understanding of literary theory that will help them in analysing not just literary texts but also life in general by the application of the theories learned during the course.</p>
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			<p>Question: What is Postmodernism?" Modernism/Postmodernism. 4. Jameson, Fredric. "Postmodernism and Consumer Society." Modernism/Postmodernism. Elaine. "Twenty Years on A Literature of Their Own Revisited." A Literature of Their Own: British Women Novelists from Bronte to Lessing 6. Heckman, Susan. "Feminism." Routledge Companion to Critical Theory. Eds. Simon Malpas and Paul Wake. Said, Edward. "The Scope of Orientalism." Ahmad, Aijaz. "Indian Literature': Notes towards the Definition of a Category". In Theory: Classes, Nations, Literatures.</p> <p>C: Popular Literature • 1. Anne Frank: The Diary of a Young Girl 2. Richard Bach: Jonathan Livingston Seagull: The Complete Edition 3. Paulo Coelho: The Alchemist 4. I.B. Rai (Tr. By Manjushree Thapa): There's a Carnival Today</p>	<p>The students will be acquainted with the idea of literature on a much larger scale by understanding popular culture through its representation in popular literature. This paper hopes to generate academic interest among students about non-canonical literary works which have had a wide and vibrant readership from children and young adults to more sophisticated readers. It enables them to understand the politics of canon formation and literary taste by emphasising on cultural plurality and diversity beyond the dominant culture. Additionally, students will also be sufficiently entertained which is one of the reasons why popular literature comes into being.</p> <p>By studying Literature of the Indian Diaspora, students would get an in-depth understanding of the forces that shape this genre of literature. Moreover, they would also be acquainted with the different techniques used by the writers like</p>
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			<p>Topic D: Literature of the Indian Diaspora • 1. M.G. Vassanji: The Book of Secrets 2. Rohinton Mistry: A Fine Balance 3. Meera Syal: Anita and Me 4. Jhumpa Lahiri: The Namesake</p> <p>Topic E: Indian Literature in English Translation: Poems & Stories Unit I: 1. Rabindranath Tagore: "The Golden Boat", "Conch", "Arrival" 2. Jibanananda Das: "I shall return to this Bengal", "Banalata Sen" Unit II: 1. Premchand: "The Shroud", in Penguin Book of Classic Urdu Stories, ed. M. Assaduddin, 2. Sarat Chandra Chattopadhyay: "Mahesh", in Drought and other Stories, Sahitya Academy Edition.</p> <p>Topic F: Indian Literature in English Translation: Plays Unit I: Girish Karnad: Hayavadana Unit II: Mahasweta Devi: Mother of 1084</p> <p>Topic G: Partition Literature</p>	<p>the stream of consciousness and magic realism.</p> <p>Through the study of Indian Literature in English Translation, the students will get a more comprehensive understanding of tradition, culture, diversity, religion, and ethical values embedded in the translated works.</p> <p>Some of the expected outcomes of this paper are: To enable students to understand the socio-political, cultural and historical significance of the Partition of the country, its impact on communities as well as individual lives and the manifold factors leading to this event. To develop empathy for those who have undergone the trauma of communal violence, loss and displacement and to uphold the common humanity of all irrespective of religion, caste, class and gender. To comprehend the continuing relevance of these issues in the present times through a retrospective glance at this particular moment in</p>
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			<p>1. Bapsi Sidhwa: <i>Ice Candy Man</i> 2. Dibyendu Palit: <i>Alam's Own House</i> 3. Khushwant Singh: <i>Train to Pakistan</i> 4. Bhisham Sahni: <i>Tamas</i></p> <p>Topic H: Science Fiction and Detective Literature</p> <p>1. Satyajit Ray – “Professor Shonku and the UFO” from the Incredible Adventures of Professor Shonku 2. Arthur Conan Doyle – “The Hound of the Baskervilles” 3. Raymond Chandler – “The Big Sleep” 4. R. F. Keating – “Inspector Ghote goes by Train”</p>	<p>Indian history as reflected in these fictional representations.</p> <p>The students will be able to decipher how this area of study serves as an outlet to facilitate future scientific and technological innovations. Besides providing entertainment, it also criticizes contemporary society as well as inspires a sense of wonder.</p>
NAME OF THE PROGRAMME	YEAR OF INTRODUCTION	COURSE OUTCOME		
BA	2018	COURSE	COURSE NAME SKILL ENHANCEMENT COURSE (SEC)	COURSE OUTCOME

		SEMESTER - 3 SEC I (Skill Enhancement Course) (FM 60)	Text Comprehension and Editing and Creative Writing	This Course is aimed at enhancing the knowledge of students in reading and writing of various literary texts. There is also emphasis on teaching creative writing for beginners.
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		SEMESTER IV	<p>SEC</p> <p>SUBJECT A: Text Comprehension & Editing</p> <p>1. Comprehension of a Text (Poetry): A text followed by questions 2. Comprehension of a Text (Prose): A text followed by questions 3. Summary Writing of a Prose or Verse Piece 4. Copy Editing and Academic Editing 5. Style sheet Practice and proofreading</p> <p>SUBJECT B: Creative Writing</p> <p>1. What is Creative Writing 2. The Art of Creative Writing 3. Modes of Creative Writing 4. Writing for the Media 5. Preparing for Publication</p> <p>SUBJECT C: Business Communication 1. Introduction to the essentials of Business Communication: Theory and Practice 2. Citing references, and using bibliographical and research tools 3. Writing a project</p>	This paper is a skill enhancement course under the new CBCS system that helps students with language and linguistic skills. At the end of this course, students would be able to effectively communicate in any job sector through the knowledge, understanding and practice of report writing, summarizing annual report of companies, citing references and bibliographical and research tools.

			<p>report 4. Writing reports on field work/visits to industries, business concerns etc./business negotiations. 5. Summarizing annual report of companies 6. Writing minutes of meetings 7. E-correspondence</p> <p>SUBJECT D: Technical Writing</p> <p>: Communication: Language and communication, differences between speech and writing, distinct features of speech, distinct features of writing.</p> <p>Unit 2: Writing Skills; Selection of topic, thesis statement, developing the thesis introductory, developmental, transitional and concluding paragraphs, linguistic unity, coherence and cohesion, descriptive, narrative, expository and argumentative writing.</p> <p>Unit 3: Technical Writing: Scientific and technical subjects; formal and informal writings; formal writings/reports, handbooks, manuals, letters, memorandum, notices, agenda, minutes; common errors to be avoided.</p>	
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NAME OF THE PROGRAMME	YEAR OF INTRODUCTION	COURSE OUTCOME		
BA	2018	COURSE	COURSE NAME	COURSE OUTCOME
		SEMESTER – 2	Semester II, AECC II: Compulsory English	This Course is taught to all students, both of Science and Arts streams. It enhances basic language skills and abilities in English.
NAME OF THE PROGRAMME	YEAR OF INTRODUCTION	GENERIC ELECTIVE (G.E)		
BA	2018	COURSE	COURSE NAME Paper 1: Selections from Indian Literature	COURSE OUTCOME
		SEMESTER – 1/3 Generic Elective (GE) (FM 60)	Unit I: Rabindranath Tagore: <i>Selected Poems</i> : Tr. William Radice Kamala Das: 'An Introduction', 'Smoke in Colombo' Unit II: Anita Desai: <i>In Custody</i> Mulk Raj Anand: <i>Coolie</i> Unit III: Vijay Tendulkar: <i>Silence, The Court is in Session</i> Girish Karnad: <i>Nagamandala</i>	This paper is taken as an elective subject by honours students other than English honours. It acquaints students with celebrated Indian authors across genres and their most representative works.
			COURSE NAME Paper 2: Selections From European Literature	COURSE OUTCOME
		SEMESTER – 2/4 Generic Elective (GE)	Unit I: Shakespeare's Sonnets: 18, 64,65,73 Wordsworth: 'Daffodils', Lucy Poems	The paper introduces students to the finest selection of European literature from the Renaissance up to the twentieth century.

		(FM 60)	<p>W.H Auden: 'The Unknown Citizen', 'Autumn Song'</p> <p>Unit II: V. Woolf: 'The Duchess and the Jeweller' G. Orwell: 'Shooting an Elephant' H.G Wells: 'The Magic Shop' H. Munro: 'Open Window'</p> <p>Unit III: <i>Macbeth</i> <i>Twelfth Night</i></p>	
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