

## **DEPARTMENT OF ENGLISH**

### **+3 CBCS COURSE**

#### **COURSE OUTCOME – 1**

It deals with 14<sup>th</sup> Century poetry and the spirit of Renaissance in the Elizabethan Drama. In Chaucer's *Wife of Bath's* an unmistakable sense of "modern" is brought out. It studies the works of renowned British Poets like Thomas Campion, Sir Philip Sidney, Ben Jonson and William Shakespeare and dramatist like Shakespeare, Marlowe and Thomas Dekker.

#### **COURSE OUTCOME – 2**

It deals with the 17<sup>th</sup> Century, which was the period of the English Revolution, also known as the Jacobean period which studies metaphysical poetry; Cavalier Poetry; Comedy of Humours; *Mosques* and *Beast Fables*.

It deals with the 18<sup>th</sup> Century Puritanism; Restoration; Neo-Classicism; Heroic Poetry; Restoration Comedy and Comedy of Manners. It thus deals with the works of John Milton, John Donne, Alexander Pope, Robert Burns and John Dryden.

#### **COURSE OUTCOME – 3**

It deals with British Literature of the 18<sup>th</sup> Century. It consists of Restoration, Glorious Revolution, Neo-Classicism and Enlightenment. It studies the works of Joseph Addison and Richard Steele, Daniel Defoe, Oliver Goldsmith, Samuel Johnson and Thomas Gray.

#### **COURSE OUTCOME – 4**

It deals with India writing in English at the time of East India Company's arrival in India, India's first war of Independence and promotion of Western Education. The focus is on the travel writings of Den Mohammed, Indian English Writings of Toru Dutt and Henry Derezio who excel in poetry and prox fictions by Bankim Chandra Chatterjee and Lal Behari Dey.

#### **COURSE OUTCOME – 5**

It deals with the Romantic Revival also known as the Age of Revolution because it owes its origin to the French Revolution of 1789. The emphasis was on individual liberty and unbridled desire free from the shackles of classicism. It studies the works of William Blake, William Wordsworth, Coleridge, John Keats, Shelley.

#### **COURSE OUTCOME – 6**

It deals with major socio – political developments like industrialization, technological advancement and large – scale mobilization of people from rural to the urban centres. As a result these prosaic activities needed the medium of prose for expression. Politically it was also known as the Victorian period (19<sup>th</sup> Century) which also witnessed cultural and social debate through the works of Charles Lamb, Leigh Hunt Tennyson, Robert Browning, Mary Shelley, Jane Austen, Charles Dickens and Mathew Arnold.

### **COURSE OUTCOME – 7**

It deals with the genesis and evolutions of American Literature. It studies the works of American writers like Harriet Jacobs, H.D. Thoreau, James Fennimore Cooper, Herman Melville, poets like Walt Whitman, Emily Dickenson, Robert Front and Wallace Stevness and dramatist like Euqene O'Neil and Amiri Baraka.

### **COURSE OUTCOME – 8**

It deals with developments in society and economy leading to the First World War which influenced the writings of the early 20<sup>th</sup> Century. The students are to be informed about Modern Consciousness such as Marx's concept of class struggle, Freud's theory of unconsciousness, Bergson's duree, Nietzsche's will to power and Einstein's theory of relativity. The works of poets like T.S. Eliot, W.B. Yeats, Ezra Pound, War poets like Wilfred Owen and Siegred Sasson, social poet like W.H. Auden, Stephen Spender and Louis Mac Weice are to be studied, along with novelist like Virginia Woog and James Joyce.

### **COURSE OUTCOME – 9**

It deals with European Classical Literature. It includes ancient Greece and the rise and decline of the Roman Empire. It also attempts to acquaint the students with the cultural history of Greco-Roman World Centred on the Mediterranean Sea. The students have to study Epic Poetry of Homer and

Virgil, tragedies by Sophocles and Aeschylus, comedies by Aristophanes and Plautus and critical writings by Plato, Aristotle, Horace and Longinus.

### **COURSE OUTCOME – 10**

It attempts to study women's writings which deals works of eminent woman writes like Mary Wollstonecraft, Sarala Devi who write about the rights of women. It deals with works of woman writes who have women as central characters in their novels like Charlotte Bronte, Emily Bronte, Jean Rhys and Dorris Lessing. It also deals with woman poets from across the world like Kamala Das, Shanta Acharya, Eunice de Souza, Sylvia Plath, Margaret Atwood and Teskani Doshi. Literary criticism by women like Virginia Woog and Simon de Beauvoir is also studies.

### **COURSE OUTCOME – 11**

This attempts to study modern European drama which deals with politics, social change and the stage. It also deals with Realism and Beyond in European drama along with Tragedy and Heroism. It also attempts to study the Theatre of the Absurd. It deals with the works of Henric Ibsen, August Strindberg, Samuel Beckett, Bertolt Brecht and a few others.

### **COURSE OUTCOME – 12**

It deals with India Classical Literature which includes Vedic Literature, Epic Literature, Sanskrit drama, Aesthetics and Maximus. The literary works

include Samjnana Sukta from Rig Veda and some chapters from Yajur Veda; Kalidasa's Abhijnana Sakuntalam and Mrichakatika by Sudraka.

### **COURSE OUTCOME – 13**

It deals with Post Colonial Literature – its definition and characteristics which include resistant description, appropriation of the colonizer's language, reworking colonial art forms, etc. It also studies the scope and concerns of post colonial literature which focuses on reclaiming spaces and places, asserting cultural integrity and revisiting history. The course includes works of writers like Raja Rao, R.K. Narayan among India writers; V.S. Naipaul and Chinua Achebe among Cariffean and African writers; Nadine Gordimer and J.M. Coetzee among South African writers.

### **COURSE OUTCOME – 14**

This deals with popular literature. It aims at acquainting the students with the concept of popular literature. It aims at acquainting the students with the concept of popular literature stressing on its definition, the debate between popular and high cultures, definition of Genre fiction and the debate between genre fictions and literary fiction. It includes the works of Sherlock Holmes, Agatha Christie among detective fiction; Shobha De and Nicholas Sparks in Romance; Chetan Bhagat and David Lodge under campus fiction and finally rewriting mythology through the works Amish Tripathy and Anuja Chandra Mouli.

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#### **PROGRAM SPECIFIC OUTCOME – 1**

This Paper seeks to introduce the students to British Poetry and drama from the 14<sup>th</sup> Century to the 17<sup>th</sup> Century. It offers the students an exploration of certain texts that set the course of British Poetry and Plays.

#### **PROGRAM SPECIFIC OUTCOME – 2**

The objective of this paper is to acquaint the students with the Jacobean and the 18<sup>th</sup> Century British Poetry and drama, the first a period of the acid satire and the comedy of humours; and the second a period of supreme static poetry and the comedy of manners.

#### **PROGRAM SPECIFIC OUTCOME – 3**

The objective of the paper is to acquaint the students with two remarkable forms of literature : Essay and novel. The period is also known for its shift of emphasis from reason to emotion.

#### **PROGRAM SPECIFIC OUTCOME – 4**

This paper attempts to introduce the students to the field of India writing in English has been the fastest growing branch of India Literature. It has delivered a rich and vibrant body of writing spanning all genres. As a 'twice form' form of writing it partakes of both the nature and alien perspectives and has an inherent inclination to be postcolonial.

### **PROGRAM SPECIFIC OUTCOME – 5**

This paper aims at acquainting the students with the Romantic period and some of its representative writers. At the same time one of the chief objectives of the paper is to give the students a broad idea of the social as well as historical contexts that shaped this unique upheaval.

### **PROGRAM SPECIFIC OUTCOME – 6**

This paper seeks to expose students to the literature produced in Britain in the 19<sup>th</sup> Century. The focus is mainly on prose (fictional and non-fictional) and criticism. The 19<sup>th</sup> Century embraces three distinct periods of the Regency, Victorian and Late Victorian.

### **PROGRAM SPECIFIC OUTCOME – 7**

This paper seeks to give the students a sense of how the great American themes of self-reliance, individualism, sin and redemption and multiculturalism were shaped through its rich and varied literature. It deals with the genesis and evolution and the defining myths of American Literature.

### **PROGRAM SPECIFIC OUTCOME – 8**

This paper aims to familiarize the students with the new literature of Britain in the early decades of the 20<sup>th</sup> Century. The course will mainly focus on the modernist canon, founded on Ezra Pound's idea of 'make it new', and will also cover war poetry, social poetry of the 1930s and literary criticism.

### **PROGRAM SPECIFIC OUTCOME – 9**

The objective of this paper is to introduce the students to European Classical Literature, commonly considered to have begun in the 8<sup>th</sup> Century B.C., in ancient Greece and continued until the decline of the Roman Empire in the 5<sup>th</sup> Century A.D. The paper seeks to acquaint the students with the origins of the European Canon.

### **PROGRAM SPECIFIC OUTCOME -10**

The course aims to acquaint the students with the complex and multifaceted literature by women of the world, reflecting the diversity of women's experiences and their varied cultural moorings. It embraces different forms of literature : poetry, fiction, short fiction and critical writing. In certain respects, it interlocks concerns of women's literacy history, women's studies and feminist criticism.

### **PROGRAM SPECIFIC OUTCOME – 11**

This paper which deals with Modern European Drama aims at introducing the students to the best of experimental and innovative dramatic literature of modern Europe.

### **PROGRAM SPECIFIC OUTCOME – 12**

This paper which deals with Indian Classical Literature aims at creating awareness among the students of the rich and diverse literary culture of ancient India.



### **PROGRAM SPECIFIC OUTCOME – 13**

This paper seeks to introduce the students to post colonial literature – a body of literature that responds to the discourses OF European Colonialism and empire in Asia, Africa, Middle East, the Pacific and elsewhere. By focussing on representative texts situated in a variety of locations, the paper aims to provide the students with the opportunity to think through and understand the layered response – compliance, resistance, mimicry and sub version that colonial power has provoked from the nations in their search for a literature of their own.

### **PROGRAM SPECIFIC OUTCOME – 14**

This paper which deals with popular literature seeks to introduce the students to genres such as romance, detective fiction, campus fiction, fantasy / mythology, which have a mass appeal, and can help us gain a better understanding of the popular roots of literature.

Student Teacher Mentoring Ratio:12:1