

DEPARTMENT OF ENGLISH
BUNIADPUR MAHAVIDYALAYA

**PROGRAMME OUTCOME, PROGRAMME SPECIFIC OUTCOME AND COURSE
OUTCOME**

**PROGRAMME OUTCOME OF OBTAINING B.A. DEGREE WITH ENGLISH
HONOURS (PO):**

1. Graduates will possess a deep understanding of a diverse range of literary works, spanning various genres, periods, and cultural contexts.
2. Students will develop advanced critical thinking and analytical skills, enabling them to interpret, evaluate, and critique literary texts with depth and sophistication.
3. Graduates will demonstrate proficiency in written and oral communication, expressing complex ideas coherently and persuasively, both in academic and professional settings.
4. The program will equip students with research skills, allowing them to conduct independent inquiries, contribute to literary scholarship, and engage with academic discourse.
5. Students will gain a broad cultural understanding and global perspective, appreciating the diversity of literary traditions and recognizing the impact of literature on societies worldwide.

**PROGRAMME SPECIFIC OUTCOME OF OBTAINING B.A. DEGREE WITH
ENGLISH HONOURS (PSO):**

1. **Literary Analysis Proficiency:** Students will demonstrate the ability to critically analyze literary texts, applying diverse literary theories and historical contexts to interpret various genres.
2. **Effective Communication Skills:** Graduates will exhibit advanced written and verbal communication skills, enabling them to articulate complex ideas and interpretations with clarity and coherence.
3. **Research Competence:** Students will acquire proficiency in conducting independent research, demonstrating the ability to explore literary topics, engage with scholarly discourse, and contribute original insights to the field.
4. **Cultural and Historical Awareness:** Graduates will develop a nuanced understanding of the cultural, historical, and social contexts that influence literature, fostering an appreciation for diverse perspectives and experiences.
5. **Creative and Critical Thinking:** The program will nurture creative and critical thinking skills, empowering students to approach literature with imaginative insights while evaluating texts from multiple perspectives.

6. Interdisciplinary Connections: Graduates will be capable of making interdisciplinary connections, integrating insights from other disciplines to enrich their literary analyses and engage with the broader intellectual landscape.

7. Ethical and Inclusive Perspectives: Students will cultivate ethical and inclusive perspectives, recognizing the importance of diverse voices and narratives, and developing a commitment to ethical practices in literary interpretation and research.

CBCS-ENGH (from SEM-I to SEM-VI)

COURSE OUTCOME OF ENGLISH HONOURS UNDER CBCS SYSTEM FOR ACQUIRING B.A. DEGREE (CO):

CBCS ---SEM-I (UNIT-WISE COURSE OUTCOME)

101-ENGH-DC-1	British Poetry and Drama: 14th to 17th Centuries	UNIT-1	Geoffrey Chaucer: The Wife of Bath's Prologue; Edmund Spenser: Selections from Amoretti: Sonnet LXVII 'Like as a huntsman...' Sonnet LVII 'Sweet warrior...' Sonnet LXXV 'One day I wrote her name...'; John Donne: 'The Good Morrow' 'Batter My Heart' Valediction: forbidding mourning'	The course outcome for the selected literary works by Geoffrey Chaucer, Edmund Spenser, and John Donne may include: 1. Students will develop the ability to critically analyze and interpret complex texts from different literary periods, demonstrating a deep understanding of the historical and cultural contexts of the works. 2. Students will gain insights into the transition from the medieval period to the Renaissance, exploring the distinctive features of each period through the writings of Chaucer, Spenser, and Donne. 3. Students will appreciate Geoffrey Chaucer's role in early English literature, specifically focusing on "The Wife of Bath's Prologue" as a seminal work within the Canterbury Tales, and understanding the character of the Wife of Bath in the context of medieval gender roles. 4. Students will analyze and appreciate Edmund Spenser's Amoretti sonnets, specifically exploring themes of love, desire,
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				<p>and courtship in "Sonnet LXVII," "Sonnet LVII," and "Sonnet LXXV."</p> <p>5. Students will delve into the metaphysical poetry of John Donne, exploring themes of love, spirituality, and intellectual depth in "The Good Morrow" and "Batter My Heart."</p> <p>6. Students will gain insight into the socio-cultural and historical contexts of the works, such as the medieval concept of courtly love, the Renaissance fascination with Petrarchan sonnets, and the metaphysical poets' exploration of the human psyche.</p> <p>7. Students will explore recurring themes in the texts, such as love, desire, spirituality, and the changing roles of women in society.</p> <p>8. Students will gain an appreciation for various poetic forms, including the sonnet and the medieval narrative poem, as employed by the authors.</p>
		UNIT-2	Christopher Marlowe: <i>The Jew of Malta</i>	<p>Course outcomes for the study of Christopher Marlowe's <i>The Jew of Malta</i> may include:</p> <p>1. Students will gain a deep understanding of Elizabethan drama, including its characteristic themes, style, and dramatic techniques as exemplified by Marlowe's work.</p> <p>2. Students will analyze and interpret the complex characters within the play, such as Barabas the Jew, and explore their motivations, moral dilemmas, and character development.</p> <p>3. Through the play's exploration of religious conflicts, cultural tensions, and the portrayal of the Jew as a villain, students will engage with themes related to religion, prejudice, and cultural stereotypes.</p>

				<p>4. Students will develop critical skills for analyzing and interpreting a Renaissance drama, enabling them to discuss themes, motifs, symbolism, and Marlowe's use of language and rhetoric.</p> <p>5. Students will grasp the historical and cultural context of the Elizabethan era, including the persecution of Jews, and consider how Marlowe's play reflects and comments on the socio-political climate of his time.</p>
		UNIT-3	William Shakespeare: <i>Macbeth</i>	<p>Course outcomes for the study of William Shakespeare's <i>Macbeth</i> will be:</p> <p>1. Students will develop skills to critically analyze Shakespearean drama, exploring themes, character development, and dramatic techniques.</p> <p>2. Students will understand and discuss tragic themes of ambition, guilt, and the corrupting influence of power in <i>Macbeth</i>.</p> <p>3. Students will analyze the complexity of characters like Macbeth and Lady Macbeth, exploring their motivations and psychological depth.</p> <p>4. Students will gain insight into the historical and socio-political context of the Jacobean era, connecting it to the play's themes.</p> <p>5. Through discussions and essays, students will hone their critical thinking skills, interpreting and articulating their insights into the play effectively.</p>
		UNIT-4	William Shakespeare: <i>Twelfth Night</i>	<p>Course outcomes for the study of William Shakespeare's might be:</p> <p>1. Students will grasp the elements of Shakespearean comedy, including mistaken identities, love triangles, and humorous misunderstandings.</p> <p>2. Students will analyze the play's</p>

				<p>characters, such as Viola, Olivia, and Malvolio, examining their roles in the comedic plot.</p> <p>3. Students will explore the theme of gender identity, particularly through Viola's cross-dressing, and its implications for love and society.</p> <p>4. Students will appreciate Shakespeare's language, wordplay, and witty dialogue as essential components of the play's humor.</p> <p>5. Students may compare <i>Twelfth Night</i> with other Shakespearean comedies, recognizing common comedic elements and unique features within Shakespeare's comedic repertoire.</p>
102-ENGH-DC-2	British Poetry and Drama: 17th and 18th Centuries	UNIT-1	John Milton <i>Paradise Lost: Book 1</i>	<p>Course outcomes for the study of John Milton's <i>Paradise Lost: Book 1</i>:</p> <p>1. Students will understand the characteristics of epic poetry and its application in <i>Paradise Lost</i>.</p> <p>2. Students will analyze Satan as a complex character and explore his role in the narrative.</p> <p>3. Students will grasp themes of disobedience, temptation, and the fallen angelic rebellion in the context of the poem.</p> <p>4. Students will appreciate Milton's use of blank verse and poetic devices in Book 1.</p> <p>5. Students will gain insight into the historical and theological context of Milton's work and its impact on English literature.</p>
		UNIT-2	Ben Jonson: <i>The Alchemist</i>	<p>Course outcomes for the study of Ben Jonson's <i>The Alchemist</i> will be:</p> <p>1. Students will comprehend the conventions and satirical elements of Jacobean comedy.</p> <p>2. Students will analyze the diverse and often morally dubious characters in the play.</p>

				<p>3. Students will explore how the play critiques societal vices and greed.</p> <p>Students will appreciate Jonson's witty language, wordplay, and humor in the play.</p> <p>5. Students will gain insight into the historical context of Jacobean England and its influence on the play's themes and humor.</p>
		UNIT-3	Aphra Behn: <i>The Rover</i>	<p>Course outcomes for the study of Aphra Behn's <i>The Rover</i> will be:</p> <ol style="list-style-type: none"> 1. Students will grasp the characteristics of Restoration comedy, including wit, humor, and themes of love and intrigue. 2. Students will analyze the complex characters in the play, such as the rakish rover and the witty courtesan, and explore their roles in the comedic plot. 3. Students will examine how the play explores issues of gender, power, and societal norms in the context of the 17th century. 4. Students will appreciate Behn's use of language, wit, and satire in the play. 5. Students will gain insight into the historical and socio-political context of the Restoration period, connecting it to the play's themes and humor.
		UNIT4	Alexander Pope: <i>The Rape of the Lock</i>	<p>Course outcomes for the study of Alexander Pope's <i>The Rape of the Lock</i> will be:</p> <ol style="list-style-type: none"> 1. Students will comprehend the characteristics of satirical poetry, including mock-heroic elements, humor, and social critique. 2. Students will analyze Pope's satirical portrayal of the triviality of high society, exploring the cultural and societal critiques within the poem. 3. Students will appreciate the mock-heroic style and poetic devices used by Pope to elevate

				<p>the mundane to the heroic.</p> <p>4. Students will examine the themes of gender roles and the consequences of excessive vanity in the context of the poem.</p> <p>5. Students will gain insight into the historical and literary context of the Augustan Age and its impact on Pope's satirical masterpiece.</p>
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CBCS ---SEM-II (UNIT-WISE COURSE OUTCOME)

201-ENGH-DC-3	British Literature: 18th Century	UNIT-1	William Congreve: <i>The Way of the World</i>	<p>Course outcomes for the study of William Congreve's <i>The Way of the World</i> will be:</p> <p>1. Students will comprehend the characteristics of Restoration comedy, including wit, satire, and complex character interactions.</p> <p>2. Students will analyze the multifaceted characters in the play, exploring their motivations, wit, and moral dilemmas.</p> <p>3. Students will examine the play's satirical critique of the upper-class society and its focus on love, money, and deceit.</p> <p>4. Students will appreciate Congreve's sharp and witty dialogue, which is a hallmark of Restoration comedy.</p> <p>5. Students will gain insight into the historical and socio-political context of the late 17th century, connecting it to the play's themes and humor.</p>
		UNIT-2	Jonathan Swift: <i>Gulliver's Travels (Books I and II)</i>	<p>Course outcomes for the study of Jonathan Swift's <i>Gulliver's Travels</i>, specifically focusing on Books I and II, in brief:</p> <p>1. Students will grasp the use of satire in Swift's writing, particularly in Books I and II, to critique aspects of human nature and society.</p>

				<p>2. Students will analyze the character of Lemuel Gulliver and his interactions with the Lilliputians and Brobdingnagians, exploring themes of power and size.</p> <p>3. Students will examine Swift's satirical commentary on politics, diplomacy, and societal norms as portrayed in Lilliput and Brobdingnag.</p> <p>4. Students will appreciate Swift's use of irony, paradox, and humor to convey his critical perspective on human behavior and institutions.</p> <p>5. Students will gain insight into the historical and political context of the early 18th century, connecting it to Swift's satirical intentions and his portrayal of the fictional worlds in Books I and II.</p>
		UNIT-3	Samuel Johnson 'London' Thomas Gray 'Elegy Written in a Country Churchyard'	<p>Course outcomes for the study of Samuel Johnson's "London" and Thomas Gray's "Elegy Written in a Country Churchyard" may include:</p> <p>1. Students will comprehend the characteristics of neoclassical poetry, including themes, language, and structure, as seen in the works of Johnson and Gray.</p> <p>2. Students will analyze the poetic techniques used by Johnson in "London" to comment on urban life and by Gray in "Elegy" to reflect on rural life and mortality.</p> <p>3. Students will explore the contrasting themes of urbanization, social disparities, and city life in "London," as well as the themes of rural tranquility and the common man's life and death in "Elegy."</p> <p>4. Students will appreciate the language and imagery employed by Johnson and Gray to convey their respective messages and evoke emotional responses.</p> <p>5. Students will gain insight into</p>

				the historical, cultural, and philosophical context of the 18th century, connecting it to the themes and styles of Johnson's and Gray's poetry.
		UNIT-4	Henry Fielding: <i>Joseph Andrews</i>	<p>Course outcomes for the study of Henry Fielding's <i>Joseph Andrews</i> in brief:</p> <ol style="list-style-type: none"> 1. Students will comprehend the characteristics of satirical prose, exploring Fielding's use of humor, parody, and social critique. 2. Students will analyze the characters in the novel, particularly Joseph Andrews and Parson Adams, exploring their virtues and quirks in a satirical context. 3. Students will examine Fielding's satirical commentary on various aspects of 18th-century English society, such as class, morality, and hypocrisy. 4. Students will appreciate Fielding's witty and ironic narrative style as he presents a comic yet critical perspective on human behavior and social norms. 5. Students will gain insight into the historical and cultural context of the 18th century, connecting it to Fielding's satirical intentions and his role in the development of the English novel.
202-ENGH-DC-4	British Romantic Literature	UNIT-1	William Blake: 'The Lamb', 'The Chimney Sweeper' (from <i>The Songs of Innocence and The Songs of Experience</i>) 'The Tyger' (<i>The Songs of Experience</i>); Robert Burns: 'A Bard's Epitaph' 'To a Mouse'	<p>Course outcomes for the study of selected works by William Blake and Robert Burns may include:</p> <ol style="list-style-type: none"> 1. Students will comprehend the characteristics of Romantic poetry, examining the themes, language, and emotional depth in the works of Blake and Burns. 2. Students will analyze the selected poems, including "The Lamb," "The Chimney Sweeper," "The Tyger," "A Bard's Epitaph," and "To a Mouse," exploring their unique styles, imagery, and emotional resonance.

				<p>3. Students will explore the contrasting themes of innocence and experience as depicted in the works of Blake, and how these themes relate to social and spiritual aspects of human life.</p> <p>4. Students will appreciate the use of symbolism and evocative language by Blake and Burns to convey deep philosophical and emotional insights.</p> <p>5. Students will gain insight into the historical and cultural context of the late 18th and early 19th centuries, connecting it to the themes and sensibilities expressed in the selected poems.</p> <p>6. Students will develop critical thinking skills, enabling them to interpret and express their understanding of the poems effectively, considering the impact of Romanticism on poetry.</p>
		UNIT-2	<p>William Wordsworth: 'Tintern Abbey' 'Yarrow Unvisited' Samuel Taylor Coleridge: 'Kubla Khan' 'This Lime Tree Bower My Prison'</p>	<p>Course outcomes for the study of selected works by William Wordsworth and Samuel Taylor Coleridge in brief:</p> <p>1. Students will grasp the characteristics of Romantic poetry, exploring themes, language, and emotional depth in the works of Wordsworth and Coleridge.</p> <p>2. Students will analyze the selected poems, including "Tintern Abbey," "Yarrow Unvisited," "Kubla Khan," and "This Lime Tree Bower My Prison," examining their unique styles, imagery, and emotional resonance.</p> <p>3. Students will explore the central theme of nature in the works of Wordsworth and Coleridge, understanding how the poets relate the natural world to human experience.</p> <p>4. Students will appreciate the imaginative and visionary aspects in Coleridge's "Kubla Khan" and his exploration of the creative</p>

				<p>process.</p> <p>5. Students will gain insight into the historical and cultural context of the late 18th and early 19th centuries, connecting it to the themes and sensibilities expressed in the selected poems.</p> <p>6. Students will develop critical thinking skills, enabling them to interpret and express their understanding of the poems effectively, considering the impact of Romanticism on literature and art.</p>
		UNIT-3	<p>Lord George Gordon Noel Byron: ‘Childe Harold’: canto III, verses 36–45 (lines 316–405); canto IV, verses 178–86 (lines 1594–674)</p> <p>Percy Bysshe Shelley: ‘Ode to the West Wind’ ‘To a Skylark’ John Keats: ‘Ode to a Nightingale’ ‘To Autumn’</p>	<p>Course outcomes for the study of selected works by Lord Byron, Percy Bysshe Shelley, and John Keats may include:</p> <p>1. Students will comprehend the characteristics of Romantic poetry, exploring themes, language, and emotional depth in the works of Byron, Shelley, and Keats.</p> <p>2. Students will analyze the selected verses and odes, examining their unique styles, imagery, and emotional resonance.</p> <p>3. Students will explore the central themes of nature, the power of the elements, and the role of the poet's imagination in the works of Byron, Shelley, and Keats.</p> <p>4. Students will appreciate the use of vivid language, symbolism, and metaphors by the poets to convey profound philosophical and emotional insights.</p> <p>5. Students will gain insight into the historical and cultural context of the early 19th century, connecting it to the themes and sensibilities expressed in the selected poems.</p> <p>6. Students will develop critical thinking skills, enabling them to interpret and express their understanding of the poems effectively, considering the impact</p>

				of Romanticism on poetry and the role of the poet as a creative and visionary figure.
		UNIT-4	Charles Lamb: ‘Dream Children: A Reverie’; ‘The Praise of the Chimney Sweepers’; ‘The Superannuated Man’; ‘Christ’s Hospital Five and Thirty Years	<p>Course outcomes for the study of selected works by Charles Lamb may include:</p> <ol style="list-style-type: none"> 1. Students will comprehend the characteristics of Romantic prose, exploring themes, language, and sentiment in the essays by Charles Lamb. 2. Students will analyze the selected essays, including "Dream Children: A Reverie," "The Praise of the Chimney Sweepers," "The Superannuated Man," and "Christ's Hospital Five and Thirty Years," examining their unique styles, humor, and reflections on life. 3. Students will explore the central themes of memory, nostalgia, and the passage of time in Lamb's essays, understanding how the author evokes the past and reflects on his personal experiences. 4. Students will appreciate Lamb's witty and ironic narrative style and his ability to balance humor with moments of reflection and pathos. 5. Students will gain insight into the historical and cultural context of the late 18th and early 19th centuries, connecting it to the themes and sensibilities expressed in Lamb's essays. 6. Students will develop critical thinking skills, enabling them to interpret and express their understanding of the essays effectively, considering the role of the personal essay in Romantic literature and Lamb's unique contribution to it.

SEM-III (UNIT-WISE COURSE OUTCOME)

301 ENGH-DC-5	BRITISH LITERATURE-19 TH	UNIT-1	Jane Austen’s <i>Pride and Prejudice</i>	1. Students will grasp Jane Austen's keen social commentary, exploring themes of class, manners, and
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	CENTURY.			<p>marriage in <i>Pride and Prejudice</i>.</p> <p>2. Students will analyze the characters, particularly Elizabeth Bennet and Mr. Darcy, delving into their development, motivations, and the nuances of relationships.</p> <p>3. Students will appreciate Austen's use of irony and satire to humorously critique societal norms and conventions in the context of 19th-century England.</p> <p>4. Students will explore the conventions of Romantic fiction and the ways Austen subverts and adheres to these norms in "Pride and Prejudice."</p> <p>5. Students will gain insight into the cultural and historical context of Regency-era England, connecting it to the themes and societal norms depicted in Austen's iconic novel.</p>
		UNIT-2	Charlotte Bronte's <i>Jane Eyre</i>	<p>1. Students will comprehend the characteristics of Victorian Gothic literature, exploring themes of social class, gender, and morality in Charlotte Bronte's <i>Jane Eyre</i>.</p> <p>2. Students will analyze the complex characters, especially Jane Eyre and Mr. Rochester, examining their development, moral dilemmas, and the societal constraints they navigate.</p> <p>3. Students will appreciate the elements of the Bildungsroman genre in <i>Jane Eyre</i>, focusing on Jane's journey from orphanhood to self-discovery and independence.</p> <p>4. Students will explore feminist perspectives in the novel, considering how Bronte challenges gender roles, advocates for women's agency, and critiques societal expectations.</p> <p>5. Students will gain insight into the social and cultural context of 19th-century England, connecting it to the themes of morality,</p>

				religion, and the portrayal of women in "Jane Eyre."
		UNIT-3	Charles Dickens's <i>Hard Times</i>	<p>1. Students will comprehend the portrayal of the industrial society in the 19th century, exploring the harsh realities and social consequences depicted by Charles Dickens in <i>Hard Times</i>.</p> <p>2. Students will analyze the diverse characters in the novel, including Thomas Gradgrind and Josiah Bounderby, examining their roles in reflecting the dehumanizing impact of utilitarianism.</p> <p>3. Students will engage with Dickens's social critique, focusing on themes such as the dehumanization of workers, the consequences of rigid utilitarian education, and the disparities between the classes.</p> <p>4. Students will appreciate Dickens's use of satire and humor to critique societal norms, institutions, and the impact of industrialization on human relationships.</p> <p>5. Students will gain insight into the historical and cultural context of the Victorian era, connecting it to the novel's exploration of societal changes, economic disparities, and the human cost of industrial progress.</p>
		UNIT-4	<p>1. Alfred Tennyson's 'The Lady of Shalott', 'Ulysses', 'The Defence of Lucknow'.</p> <p>2. Robert Browning's 'The Last Ride Together', 'Memorabilia'.</p> <p>3. Alice Meynell's 'Builders of Ruins', 'A Letter from a Girl to Her Own Old Age', 'In Autumn'.</p>	<p>1. Students will appreciate Alfred Tennyson's poetic craftsmanship, use of music and imageries, exploring themes of love, longing, and heroism in "The Lady of Shalott," "Ulysses," and the historical context in "The Defence of Lucknow."</p> <p>2. Students will analyze Robert Browning's poetic exploration of love and memory and the note of optimism in "The Last Ride Together" and his reflective approach in "Memorabilia."</p> <p>3. Students will delve into Alice Meynell's poetic sensibility,</p>

				<p>exploring themes of nature, time, and self-reflection in "Builders of Ruins," "A Letter from a Girl to Her Own Old Age," and the poignant reflections in "In Autumn."</p> <p>4. Students will develop critical analysis skills, examining the poetic techniques, symbolism, and themes employed by Tennyson, Browning, and Meynell in their respective works.</p> <p>5. Students will gain insight into the historical, cultural, and literary contexts of the Victorian era, connecting it to the poets' unique contributions and their impact on English literature.</p>
302 ENGH-DC-6	British Literature: The Early 20 th Century.	UNIT-1	George Bernard Shaw: <i>Pygmalion</i>	<p>1. Students will comprehend George Bernard Shaw's sharp social commentary in <i>Pygmalion</i>, exploring themes of class, identity, and the transformative power of education.</p> <p>2. Students will analyze the characters, particularly Professor Henry Higgins and Eliza Doolittle, examining their evolution, motivations, and the complex dynamics between them.</p> <p>3. Students will explore the significance of language as a tool for social mobility and the challenges faced by individuals navigating class boundaries in early 20th-century England.</p> <p>4. Students will appreciate Shaw's use of satire and humor to critique societal norms, conventions, and the rigid class structure of Edwardian society.</p> <p>5. Students will gain insight into the historical and cultural context of the Edwardian era, connecting it to the themes of social change, feminism, and the critique of societal expectations in <i>Pygmalion</i>.</p>
		UNIT-2	E. M. Forster: <i>A Passage to India</i>	<p>1. Students will engage with E. M. Forster's cultural and colonial critique in <i>A Passage to India</i>,</p>

				<p>exploring the complex dynamics between the British colonizers and the Indian colonized.</p> <p>2. Students will analyze the diverse characters in the novel, such as Dr. Aziz, Mrs. Moore, and Adela Quested, examining their relationships and the cultural misunderstandings that shape the narrative.</p> <p>3. Students will explore the themes of friendship and hostility, particularly the strained relations between the British and Indians, and the impact of cultural clashes on personal relationships.</p> <p>4. Students will appreciate Forster's use of symbolism, including the Marabar Caves, as a tool to convey deeper meanings related to cultural dissonance, personal perception, and the mysteries of human connection.</p> <p>5. Students will gain insight into the historical, cultural context and political of British India in the early 20th century, connecting it to the novel's exploration of imperialism, postcolonialism, racism, and the challenge of understanding across cultural divides.</p>
		UNIT-3	Virginia Woolf: <i>Mrs. Dalloway</i>	<p>1. Students will engage with Virginia Woolf's modernist literary techniques in <i>Mrs. Dalloway</i>, exploring stream-of-consciousness narration, temporal shifts, and fragmented perspectives.</p> <p>2. Students will analyze the complex characters, particularly Clarissa Dalloway and Septimus Warren Smith, examining their internal thoughts, emotions, and the interconnectedness of their lives.</p> <p>3. Students will explore the central themes of time and memory, understanding how Woolf uses the events of a single day to delve into the characters' pasts and illuminate their present experiences.</p>

				<p>4. Students will consider feminist perspectives in the novel, examining Woolf's portrayal of women's roles, societal expectations, and the exploration of individual identity and agency.</p> <p>5. Students will gain insight into the historical and cultural context of post-World War I England, connecting it to the novel's exploration of societal changes, the impact of war trauma, and the challenges of individual self-expression.</p>
		UNIT-4	<p>1.W.B.Yeats: 'The Wild Swans at Coole', 'The Second Coming', 'Sailing to Byzantium'.</p> <p>2. T.S. Eliot: 'The Love Song of J. Alfred Prufrock', 'Sweeney among the Nightingales', 'The Hollow Men'.</p>	<p>1. Students will analyze W.B. Yeats's symbolic use of nature in poems such as "The Wild Swans at Coole" and "Sailing to Byzantium," exploring themes of beauty, aging, and artistic transcendence.</p> <p>2. Students will engage with Yeats's apocalyptic vision in "The Second Coming," delving into its socio-political implications and the poet's response to the turbulence of the early 20th century.</p> <p>3. Students will explore T.S. Eliot's portrayal of modernity in poems like "The Love Song of J. Alfred Prufrock" and "The Hollow Men," analyzing themes of alienation, existential angst, and the breakdown of traditional values.</p> <p>4. Students will examine Eliot's use of literary allusion and myth in "Sweeney among the Nightingales," appreciating how these elements enrich the layers of meaning in his poetry.</p> <p>5. Students will gain an understanding of modernist literary techniques employed by both Yeats and Eliot, such as fragmented narratives, internal monologues, and symbolic imagery, connecting them to the broader cultural and artistic context of the early 20th century.</p>
303 ENGH-DC-7	European Classical	UNIT-1	Homer- <i>The Iliad</i>	<p>1. Students will appreciate the characteristics of epic poetry,</p>

	Literature			<p>focusing on the structure, style, and narrative elements employed by Homer in <i>The Iliad</i>.</p> <p>2. Students will analyze the complex characters, including Achilles, Hector, and Agamemnon, exploring their motivations, strengths, flaws, and the moral dilemmas they face.</p> <p>3. Students will explore the central themes of honor and fate, understanding how these concepts shape the characters' actions and the overall trajectory of the Trojan War.</p> <p>4. Students will appreciate Homer's use of epic similes, examining how these extended comparisons contribute to the vividness and emotional resonance of the narrative.</p> <p>5. Students will gain insight into the historical and cultural context of ancient Greece, connecting it to the societal values, religious beliefs, and the heroic code depicted in <i>The Iliad</i>.</p>
		UNIT-2	Sophocles- <i>Oedipus the King</i>	<p>1. Students will appreciate the conventions of Greek tragedy, examining the elements of plot, character, and spectacle in Sophocles' <i>Oedipus the King</i>.</p> <p>2. Students will analyze the tragic hero, Oedipus, exploring his strengths, flaws, and the unfolding of his tragic fate, enhancing their understanding of character development in classical drama.</p> <p>3. Students will explore the central themes of fate and free will, considering how Oedipus grapples with the prophecy of his destiny and the tragic consequences of his actions.</p> <p>4. Students will recognize and appreciate the dramatic irony employed by Sophocles, particularly in the audience's awareness of Oedipus's true</p>

				<p>identity, contrasting with the character's ignorance.</p> <p>5. Students will engage with the moral and philosophical questions raised in the play, such as the nature of fate, the consequences of hubris, and the pursuit of knowledge, fostering critical thinking and reflection.</p>
		UNIT-3	Plautus: <i>Pot of Gold</i>	<p>1. Students will gain an understanding of Roman comedic conventions, exploring the elements of humor, wordplay, and character types in Plautus' <i>Pot of Gold</i>.</p> <p>2. Students will analyze the comedic characters, such as Euclio and the cunning Lyconides, examining their quirks, motivations, and the interactions that contribute to the comedic plot.</p> <p>3. Students will explore the central themes of greed and generosity in the play, considering how Euclio's obsession with his pot of gold and others' schemes create humorous situations.</p> <p>4. Students will appreciate Plautus' use of farcical elements and slapstick humor, examining how physical comedy and exaggerated situations contribute to the comedic atmosphere.</p> <p>5. Students will gain insight into the cultural and historical context of ancient Rome, connecting it to the societal values, everyday life, and comedic traditions reflected in Plautus' works.</p>
		UNIT-4	Ovid: Selection from <i>Metamorphoses</i> –'Bacchus', (Book-III), 'Pyramus and Thisbe', (Book-IV), 'Philomela' (Book-VI); Horace: <i>Satires</i> , 1:4, in Horace's <i>Satires and Epistles</i> and Percius' <i>Satires</i> .	<p>1. Students will delve into Ovid's "Metamorphoses," specifically focusing on mythological narratives such as 'Bacchus,' 'Pyramus and Thisbe,' and 'Philomela,' gaining an appreciation for Ovid's storytelling and thematic richness.</p> <p>2. Students will analyze Horace's <i>Satires</i>, specifically <i>Satires</i> 1:4,</p>

				<p>exploring the use of satire, humor, and social commentary in the context of Roman society.</p> <p>3. Students will engage in a comparative study of Ovid's mythological tales and Horace's satirical works, discerning differences in literary styles, themes, and the cultural contexts that influenced these Roman poets.</p> <p>4. Through the study of Percius' <i>Satires</i> and Horace's <i>Satires</i>, students will gain insights into the portrayal of human vices, follies, and societal norms, fostering a deeper understanding of human nature in the Roman context.</p> <p>5. Students will develop an awareness of the historical and cultural context of ancient Rome, connecting it to the literary themes, mythological traditions, and societal critiques presented in the selected works of Ovid, Horace, and Percius.</p>
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CBCS ---SEM-IV (UNIT-WISE COURSE OUTCOME)

401- ENGH-DC- 8	Indian Classical Literature	UNIT-1	Kalidasa: <i>Abhijnana Shakuntalam</i>	<p>1. Students will appreciate the unique features of classical Sanskrit drama, focusing on Kalidasa's <i>Abhijnana Shakuntalam</i>, exploring its poetic beauty, structure, and thematic richness.</p> <p>2. Students will analyze the characters in the play, such as Shakuntala and Dushyanta, exploring their motivations, conflicts, and the cultural nuances embedded in their relationships.</p> <p>3. Students will explore the central themes of love and nature in the play, considering how Kalidasa seamlessly integrates these themes to create a harmonious and aesthetically pleasing narrative.</p> <p>4. Students will appreciate the nuances of Sanskrit poetry through the study of <i>Abhijnana</i></p>
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				<p><i>Shakuntalam</i>, examining the use of meters, symbolism, and the poetic devices employed by Kalidasa.</p> <p>5. Students will gain insight into the cultural and philosophical context of ancient India, connecting it to the themes of love, duty, and the interconnectedness of human life portrayed in Kalidasa's masterpiece.</p>
		UNIT-2	<p>Vyasa: 'The Dicing' and 'The Sequel to Dicing from <i>The Book of the Assembly Hall</i>, 'The Temptation of Karna' from <i>The Book of Effort</i></p>	<p>1. Students will appreciate the narrative prowess of Vyasa, particularly focusing on episodes like 'The Dicing' and 'The Sequel to Dicing' from "The Book of the Assembly Hall," and 'The Temptation of Karna' from "The Book of Effort" in the Mahabharata.</p> <p>2. Students will engage in a comprehensive study of characters, such as Yudhishtira, Draupadi and Karna, examining their roles, motivations, and the moral dilemmas presented in these episodes.</p> <p>3. Students will explore the moral complexities presented in the narrative, considering the ethical challenges faced by the characters and the consequences of their actions.</p> <p>4. Through the study of Vyasa's episodes, students will deepen their understanding of the concept of dharma (righteousness) in Hindu philosophy, as portrayed in the context of the Mahabharata.</p> <p>5. Students will gain insight into the cultural, historical, and philosophical context of ancient India, connecting it to the themes of duty, morality, and the complexities of human relationships depicted in Vyasa's epic.</p>
		UNIT-3	<p>Sudraka: <i>Mricchakatika</i></p>	<p>1. Students will appreciate the nuances of ancient Indian drama, focusing on Sudraka's <i>Mricchakatika</i>, exploring its theatrical elements,</p>

				<p>characterizations, and cultural richness.</p> <p>2. Students will engage in a thorough analysis of the characters in the play, such as Charudatta and Vasantasena, exploring their motivations, relationships, and the cultural nuances embedded in their portrayals.</p> <p>3. Students will explore the central themes of love and morality in the play, considering how Sudraka weaves these themes into the narrative, presenting a nuanced perspective on societal values.</p> <p>4. Students will appreciate the literary craftsmanship of Sudraka in <i>Mricchakatika</i>, examining the use of Sanskrit poetry, dialogue, and dramatic techniques to convey the narrative.</p> <p>5. Students will gain insight into the cultural and social context of ancient India, connecting it to the themes of love, justice, and the interconnectedness of human lives depicted in Sudraka's classic play.</p>
		UNIT-4	<p>Ilango Adigal: 'The Book of Banci', in <i>Cilappatikaram: The Tale of an Anklet</i></p>	<p>1. Students will appreciate the literary and cultural significance of Ilango Adigal's "Cilappatikaram," focusing on 'The Book of Banci,' and exploring the unique features of Tamil epic poetry, including the Akam and Puram tradition.</p> <p>2. Students will engage in a comprehensive analysis of characters in 'The Book of Banci,' such as Kovalan and Kannagi, exploring their motivations, conflicts, and the cultural nuances embedded in their portrayals.</p> <p>3. Students will explore the central themes of love and tragedy in the narrative, considering how Ilango Adigal weaves these themes into the epic, presenting a poignant tale of human emotions and societal justice.</p> <p>4. Students will appreciate the</p>

				<p>linguistic and poetic richness of Tamil literature through the study of <i>Cilappatikaram</i>, examining the use of classical Tamil language, metaphor, and cultural references.</p> <p>5. Students will gain insight into the cultural and historical context of ancient Tamil Nadu, connecting it to the themes of love, justice, and the complex interplay of human emotions depicted in Ilango Adigal's epic. Students will also learn the traits of heroic poetry through the exploits of Cenkuttuvan, explained in details in the "Book of Vanci".</p>
402-ENGH-DC-9	American Literature	UNIT-1	Tennessee Williams: <i>The Glass Menagerie</i>	<p>1. Students will appreciate the distinctive features of American Southern drama through the study of Tennessee Williams' <i>The Glass Menagerie</i>, exploring its portrayal of familial relationships and societal pressures.</p> <p>2. Students will engage in a detailed analysis of characters like Amanda, Tom, and Laura Wingfield, examining their complexities, motivations, and the impact of their interactions on the play's narrative.</p> <p>3. Students will explore the central theme of memory and its distortion of reality in the play, considering how Williams uses this motif to convey the characters' inner struggles and the fragility of human perception.</p> <p>4. Students will appreciate the symbolic elements in <i>The Glass Menagerie</i>, such as Laura's glass animals and the fire escape, examining how these symbols contribute to the deeper layers of meaning in the play.</p> <p>5. Students will gain insight into the cultural and historical context of mid-20th-century America, connecting it to the themes of disillusionment, societal expectations, and the pursuit of personal dreams depicted in</p>

				Williams' classic work.
		UNIT-2	Ernest Hemingway: <i>A Farewell to Arms</i>	<p>1. Students will appreciate Ernest Hemingway's distinctive prose style in <i>A Farewell to Arms</i>, focusing on his succinct and minimalist writing, and its impact on the narrative.</p> <p>2. Students will engage in a thorough analysis of characters like Frederic Henry and Catherine Barkley, exploring their relationships, motivations, and the impact of war on their lives.</p> <p>3. Students will explore the central themes of war and love in the novel, considering how Hemingway juxtaposes the brutality of war with the intimate and personal aspects of love.</p> <p>4. Students will appreciate Hemingway's realistic portrayal of war, drawing on his own experiences as an ambulance driver during World War I, and how this realism shapes the novel's narrative.</p> <p>5. Students will gain insight into the cultural and historical context of the post-World War I era, connecting it to the novel's exploration of the impact of war on individuals, the disillusionment of the "Lost Generation," and the fragility of human relationships</p>
		UNIT-3	Edgar Allan Poe: 'The Purloined Letter' F. Scott Fitzgerald: 'The Crack-up' William Faulkner: 'Dry September'	<p>1. will develop an understanding of the art of short story writing by examining Edgar Allan Poe's "The Purloined Letter," F. Scott Fitzgerald's "The Crack-up," and William Faulkner's "Dry September."</p> <p>2. Through "The Purloined Letter," students will analyze the conventions of detective fiction, focusing on Poe's contributions to the genre and the narrative techniques employed.</p> <p>3. Students will explore the genre of personal essays in F. Scott Fitzgerald's "The Crack-up,"</p>

				<p>delving into the author's introspective reflections and the themes of self-exploration and societal critique.</p> <p>4. In Faulkner's "Dry September," students will discuss Southern Gothic elements, examining how Faulkner addresses themes of racial tension, violence, and societal complexities in the Southern United States.</p> <p>5. Students will hone their skills in literary critique, engaging with the diverse styles and themes presented by Poe, Fitzgerald, and Faulkner, fostering an appreciation for the intricacies of short fiction and personal essays.</p>
		<p>UNIT-4</p>	<p>Walt Whitman: Selections 'O Captain, My Captain' 'Passage to India' (lines 1–68) Langston Hughes: 'Song For a Dark Girl', 'Let America Be America Again' Sherman Alexie 'Crow Testament' 'Evolution'</p>	<p>1. Students will explore Walt Whitman's poetic expressions through selections like "O Captain, My Captain" and "Passage to India," gaining an understanding of his celebration of democracy and transcendental themes.</p> <p>2. Students will analyze Langston Hughes's poems, "Song for a Dark Girl" and "Let America Be America Again," delving into his powerful exploration of racial identity, injustice, and the American Dream.</p> <p>3. Through "Crow Testament" and "Evolution," students will engage with Sherman Alexie's poignant critique of contemporary Native American experiences, addressing themes of identity, resilience, and cultural evolution.</p> <p>4. Students will make interdisciplinary connections, exploring the intersection of literature, history, and social issues in the works of Whitman, Hughes, and Alexie.</p> <p>5. Students will develop critical analysis skills, honing their ability to interpret and evaluate the themes, styles, and cultural contexts presented in the diverse</p>

				poems of Whitman, Hughes, and Alexie.
403-ENGH-DC-10	Modern European Drama	UNIT-1	Henrik Ibsen: <i>Ghosts</i>	<p>1. Students will appreciate Henrik Ibsen's contribution to the realist movement through the study of <i>Ghosts</i>, examining his exploration of societal taboos and the consequences of hidden truths.</p> <p>2. Students will engage in a comprehensive analysis of characters like Mrs. Alving and Oswald, exploring their psychological complexities, motivations, and the impact of societal expectations on their lives.</p> <p>3. * Through <i>Ghosts</i>, students will explore the play's engagement with societal issues, including the critique of moral hypocrisy, the consequences of societal expectations, and the portrayal of women's roles in the 19th-century context.</p> <p>4. Students will appreciate Ibsen's use of symbolism in <i>Ghosts</i>, examining how symbols such as the orphanage and the sun represent deeper layers of meaning and contribute to the overall thematic richness.</p> <p>5. Students will engage in discussions about the controversial themes presented in <i>Ghosts</i>, including venereal disease, familial expectations, and the critique of societal norms, fostering critical thinking and reflection.</p>
		UNIT-2	Bertolt Brecht: <i>The Good Woman of Szechuan</i>	<p>1. Students will grasp the principles of Bertolt Brecht's epic theatre through the study of <i>The Good Woman of Szechuan</i>, focusing on techniques such as alienation, episodic structure, and direct audience engagement.</p> <p>2. Students will engage in a detailed analysis of characters like Shen Te and Shui Ta, exploring their dual roles, moral dilemmas, and the socio-political commentary embedded in their portrayals.</p>

				<p>3. Through the play, students will explore Brecht's critique of social and economic injustices, examining themes such as the struggle for survival, the impact of capitalism, and the challenges faced by individuals in a complex society.</p> <p>4. Students will appreciate Brecht's use of theatrical devices, such as the <i>Verfremdungseffekt</i> (alienation effect), montage, and song, and how these techniques serve to distance the audience and provoke critical thought.</p> <p>5. Students will gain insight into the cultural and political context of the play's setting, connecting it to Brecht's broader socio-political commentary and the historical events that influenced his work.</p>
		UNIT-3	Samuel Beckett: <i>Endgame</i>	<p>1. will gain an understanding of the principles of absurdist theatre through the study of Samuel Beckett's <i>Endgame</i>, exploring themes of existentialism, meaninglessness, and the absurdity of human existence.</p> <p>2. Students will engage in a detailed analysis of characters like Hamm and Clov, exploring their relationships, existential struggles, and the portrayal of the human condition in a post-apocalyptic world.</p> <p>3. Through <i>Endgame</i>, students will explore themes of isolation, despair, and the search for meaning in a seemingly meaningless world, delving into Beckett's bleak yet thought-provoking vision.</p> <p>4. Students will appreciate Beckett's minimalist approach to theatre, examining how sparse settings, repetitive language, and existential motifs contribute to the play's unique atmosphere.</p> <p>5. Students will engage in philosophical reflections on the play's existential themes, fostering discussions on the nature of</p>

				existence, the human condition, and the ways in which Beckett challenges traditional theatrical norms.
		UNIT-4	Luigi Pirandello: <i>Six Characters in Search of an Author</i>	<p>1. Students will explore the concept of metatheatre through Luigi Pirandello's <i>Six Characters in Search of an Author</i>, examining the play's self-reflective nature and the blurring of the lines between fiction and reality.</p> <p>2. Students will engage in a comprehensive analysis of the characters and their search for an author, exploring themes of identity, authorship, and the challenges of representing reality within the theatrical space.</p> <p>3. Through the play, students will examine Pirandello's exploration of truth and illusion, questioning the nature of reality and the subjectivity of perception.</p> <p>4. Students will appreciate Pirandello's innovative approach to theatre, including the use of multiple perspectives, non-linear storytelling, and the incorporation of the audience into the narrative.</p> <p>5. Students will engage in discussions about existential themes present in the play, including the nature of existence, the search for meaning, and the complexities of human relationships, fostering critical thinking and philosophical exploration.</p>

CBCS-SEM- V (UNIT-WISE COURSE OUTCOME)

501ENGH-DC-11	Postcolonial Literature	UNIT-1	Wole Soyinka: <i>Death and the King's Horseman</i>	<p>1. Students will explore the rich cultural and historical context of Nigeria through Wole Soyinka's <i>Death and the King's Horseman</i>, gaining insights into Yoruba traditions, rituals, and the impact of colonialism.</p> <p>2. Students will engage in a detailed analysis of characters such</p>
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				<p>as Elesin and Pilkings, exploring their roles, motivations, and the clash between cultural traditions and colonial influences.</p> <p>3. Through the play, students will grapple with ethical dilemmas and tragic consequences, examining how cultural clashes can lead to profound personal and societal repercussions.</p> <p>4. Students will appreciate Soyinka's incorporation of Yoruba performance traditions, including rituals, music, and dance, into the theatrical narrative, enhancing the understanding of the play's cultural tapestry.</p> <p>5. Students will engage in discussions about postcolonial themes present in the play, including the impact of British colonialism on indigenous cultures, the clash of worldviews, and the complexities of cultural negotiation in a changing society.</p>
		UNIT-2	Gabriel Garcia Marquez: <i>Chronicle of a Death Foretold</i>	<p>1. Students will appreciate the literary technique of magical realism employed by Gabriel Garcia Marquez in <i>Chronicle of a Death Foretold</i>, exploring the blending of fantastical elements with everyday reality.</p> <p>2. Through the novel, students will delve into Marquez's critique of cultural norms and societal expectations, examining themes of honor, morality, and the impact of rigid social structures.</p> <p>3. Students will engage in a comprehensive analysis of characters such as Santiago Nasar and Angela Vicario, exploring their complexities, motivations, and the interconnectedness of their lives in the context of a small, tightly-knit community.</p> <p>4. Students will analyze the unconventional narrative structure of the novel, where the climax is revealed at the beginning, fostering</p>

				<p>discussions on the impact of foreknowledge and its influence on the unfolding events.</p> <p>5. Through the lens of the novel, students will discuss philosophical themes related to fate and free will, considering how characters' actions are shaped by societal expectations and their own choices within the constraints of their cultural environment.</p>
		UNIT-3	<p>Bessie Head: 'The Collector of Treasures'; Ama Ata Aidoo: 'The Girl who can'; Grace Ogot: 'The Green Leaves'</p>	<p>1. Students will gain an appreciation for the diverse perspectives within African literature, exploring the works of Bessie Head, Ama Ata Aidoo, and Grace Ogot, each offering unique insights into the complexities of African societies.</p> <p>2. The course will delve into the portrayal of women in the selected stories, emphasizing the examination of gender dynamics, female agency, and the challenges faced by women in traditional and evolving African settings.</p> <p>3. Students will analyze the cultural contexts presented in the works, particularly focusing on the post-colonial narratives depicted by Aidoo and Ogot. This exploration includes examining the impact of colonial legacies on African communities.</p> <p>4. The course will facilitate discussions on individualism and exceptionalism, as seen in Ama Ata Aidoo's 'The Girl Who Can.' Students will explore the consequences of possessing unique talents within the societal framework.</p> <p>5. Through Bessie Head's 'The Collector of Treasures' and Grace Ogot's 'The Green Leaves,' students will examine themes of transformation and cultural shifts, exploring how characters navigate changing landscapes and confront challenges arising from cultural clashes and modern influences.</p>
		UNIT-4	Pablo Neruda: 'Tonight I	1. Students will embark on a global

			<p>can Write' 'The Way Spain Was'; Derek Walcott: 'A Far Cry from Africa', 'Names'; Kaiser Haq: 'Published in the Streets of Dhaka', 'Bangladesh 71'; Mamang Dai: 'Small Towns and the River', 'The Voice of the Mountain'</p>	<p>poetic journey, exploring the works of Pablo Neruda, Derek Walcott, Kaiser Haq, and Mamang Dai, representing diverse cultural and geographical backgrounds.</p> <p>2. The course will delve into the cultural and historical reflections presented in the poetry, allowing students to analyze how Neruda captures the essence of Spain, Walcott reflects on Africa's colonial past, Haq narrates the Bangladesh Liberation War, and Dai portrays the landscapes of Northeast India.</p> <p>3. Students will engage with the multilingual and multicultural aspects of the poetry, particularly in Haq's bilingual expressions and Dai's portrayal of the linguistic and cultural diversity of small towns in India's Northeast.</p> <p>4. The exploration will include an analysis of universal themes such as love, loss, and identity in Neruda's poignant reflections on lost love, Walcott's complex emotions toward Africa, Haq's socio-political commentary, and Dai's connection with nature and heritage.</p> <p>5. The course will highlight the environmental and regional perspectives in Mamang Dai's poetry, emphasizing her portrayal of the landscapes, rivers, and the cultural tapestry of Northeast India, providing a unique lens into the environmental and cultural challenges faced by the region.</p>
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502 ENGH-DC-12	Indian Writing in English	UNIT-1	R.K. Narayan: <i>Swami and Friends</i>	<p>1. Students will be introduced to the world of Indian English literature through R.K. Narayan's <i>Swami and Friends</i>, gaining insights into the cultural, social, and historical aspects of pre-independence India.</p> <p>2. The course will delve into the narrative of childhood and coming-of-age, focusing on Swami's experiences, friendships, and challenges as he navigates the complexities of adolescence in the fictional town of Malgudi.</p> <p>3. Students will explore Narayan's subtle social commentary, examining how the novel reflects the impact of British colonialism, the emergence of nationalism, and the societal changes in a small South Indian town during the early 20th century.</p> <p>4. The course will involve a detailed analysis of characters such as Swami, Rajam, and Mani, exploring how Narayan employs archetypes to represent various facets of Indian society and the dynamics of friendship.</p> <p>5. Students will appreciate Narayan's unique narrative style, characterized by humor and satire, as they explore how he uses wit and irony to comment on societal norms, educational systems, and the idiosyncrasies of Malgudi's inhabitants.</p>
		UNIT-2	Girish Karnad: <i>Nagamandala</i>	<p>1. Students will engage in a cultural exploration of Indian mythology through Girish Karnad's <i>Nagamandala</i>, delving into the play's rich tapestry of folk tales, rituals, and supernatural elements rooted in traditional Indian storytelling.</p>

				<p>2. The course will focus on feminist themes within the play, analyzing how Karnad addresses issues of female autonomy, desire, and societal expectations through the protagonist, Rani, and her transformative journey.</p> <p>3. Students will explore the use of magical realism in Karnad's work, particularly how he seamlessly blends the fantastical with the everyday, creating a narrative that draws from folk traditions and oral storytelling.</p> <p>4. The course will provide insights into post-colonial perspectives within <i>Nagamandala</i>, examining how Karnad navigates the complexities of modernity and tradition in a changing Indian society, post-independence.</p> <p>5. Students will appreciate Karnad's contributions to theatrical innovation, studying the play's structure, use of multiple narrative layers, and the incorporation of local performance traditions, enhancing their understanding of contemporary Indian drama.</p>
		UNIT-3	<p>H.L.V. Derozio: 'Freedom to the Slave' 'The Orphan Girl'; Kamala Das: 'Introduction' 'My Grandmother's House'; Nissim Ezekiel: 'Enterprise' 'The Night of the Scorpion'; Robin S. Ngangom: 'The Strange Affair of Robin S. Ngangom', 'A Poem for Mother'</p>	<p>Students will explore the literary contributions of H.L.V. Derozio, Kamala Das, Nissim Ezekiel, and Robin S. Ngangom, representing diverse voices in the context of colonial and post-colonial India.</p> <p>2. The course will delve into the social and political commentary embedded in the works, examining how Derozio critiques slavery, Kamala Das reflects on cultural identity, Ezekiel engages with modernity, and Ngangom addresses personal</p>

				<p>and socio-political themes.</p> <p>3. Students will analyze the exploration of identity and feminist perspectives in Kamala Das's poetry, understanding how she challenges societal norms, redefines womanhood, and reflects on personal experiences.</p> <p>4. The course will provide insights into the cultural and regional contexts presented in the works, from Derazio's engagement with colonial history to Ngangom's reflections on identity in the context of Northeast India.</p> <p>5. Students will appreciate the diversity in poetic styles, ranging from Derazio's impassioned verses to Kamala Das's confessional poetry, Ezekiel's wit and irony, and Ngangom's introspective and evocative verses, enhancing their understanding of Indian English poetry.</p>
		UNIT-4	<p>Rabindranath Tagore: 'Patriot'; Mulk Raj Anand: 'Two Lady Rams'; Salman Rushdie: 'The Free Radio'; Shashi Deshpande: 'The Intrusion'</p>	<p>1. Students will explore diverse literary traditions through the works of Rabindranath Tagore, Mulk Raj Anand, Salman Rushdie, and Shashi Deshpande, spanning different periods and reflecting varied cultural influences.</p> <p>2. The course will delve into the social commentary and critique present in the selected stories, analyzing how Tagore reflects on patriotism, Anand addresses social hierarchies, Rushdie explores the impact of media, and Deshpande examines societal intrusions.</p> <p>3. Students will gain insights into the cultural and regional perspectives presented in the stories, ranging from Tagore's exploration of Indian</p>

				<p>patriotism to Anand's portrayal of rural India, Rushdie's engagement with post-colonial realities, and Deshpande's reflections on contemporary urban life.</p> <p>4. The course will involve an analysis of narrative styles and techniques employed by the authors, from Tagore's lyrical prose to Anand's realistic portrayal, Rushdie's magical realism, and Deshpande's nuanced characterizations, enhancing students' understanding of narrative diversity.</p> <p>5. Students will assess the literary impact and legacy of the authors, understanding how Tagore's contributions transcend borders, Anand's realism influenced Indian literature, Rushdie's global resonance, and Deshpande's exploration of women's experiences continues to contribute to contemporary fiction.</p>
503 ENGH-DSE-1A	BASICS OF ENGLISH LANGUAGE	UNIT-1	Phonetics: a) Speech Organs b) Vowel Sounds and Consonant Sounds c) Stress and Intonation d) Phonetic Transcription	<p>1. Students will acquire a comprehensive understanding of the anatomy and physiology of speech organs, enabling them to identify and describe the role each organ plays in the production of speech sounds.</p> <p>2. The course will equip students with the skills to articulate and differentiate between various vowel and consonant sounds, fostering a practical grasp of the International Phonetic Alphabet (IPA) symbols for accurate phonetic representation.</p> <p>3. Students will develop proficiency in recognizing and applying stress and intonation patterns, enhancing their ability to convey</p>

				<p>meaning and nuance in spoken language through variations in pitch, rhythm, and emphasis.</p> <p>These outcomes collectively empower students to engage effectively in phonetic transcription, enabling them to analyze and represent spoken language with precision.</p>
		UNIT-2	Rhetoric	<p>1. Through the study of rhetoric and prosody, students will develop heightened oral communication skills. This includes the ability to effectively use language, employ persuasive techniques, and utilize prosodic elements such as intonation and rhythm for impactful speech.</p>
		UNIT-3	Prosody	<p>2. The course aims to enable students to interpret spoken language with nuance, understanding how prosody influences meaning. By studying the interplay of rhythm, stress, and intonation, students can decode the subtleties and intentions behind various forms of spoken expression.</p>

		UNIT-4	<p>Philology a) General Features of English: Assets and Liabilities of English b) Consonant Shift and Stress Shift c) Scandinavian influences</p> <p>d) French influences e) Latin and Greek influences f) American influences g) Makers and makings of English language: Christianity and the Bible, Chaucer, Shakespeare, Milton, Johnson, Science and Commerce, Imperialism, Globalization</p>	<p>1.The course in philology aims to cultivate linguistic proficiency among students. Through the study of historical texts and language evolution, students enhance their understanding of language structures, grammar, and linguistic changes over time.</p> <p>2. Students will develop the ability to critically analyze historical texts, manuscripts, and linguistic artifacts. This involves deciphering linguistic nuances, recognizing language shifts, and gaining insights into the cultural and social contexts that shape language evolution.</p>
504 ENGH-DSE-2A	CRITICISM AND THEORY	UNIT-1	<p>SCHOOLS OF LITERARY CRITICISM</p> <p>a. Mimetic b. Pragmatic c. Expressive d. Objective *Definitions, Features, Major Exponents, Major Work</p>	<p>1.The course in different schools of literary criticism and theory aims to foster critical analytical skills in students. By studying diverse theoretical frameworks, students develop the ability to critically evaluate and interpret literature from various perspectives.</p>
		UNIT-2	<p>SCHOOLS OF LITERARY THEORY</p> <p>a. Marxist Theories b. Feminist Theories c. Poststructuralist Theories d. Postcolonialist Theories *Definitions, Features, Major Exponents, Major Works</p>	<p>2. Students will gain a comprehensive understanding of different literary theories, enabling them to approach texts with theoretical versatility. This equips them to appreciate and apply various critical lenses, broadening their interpretation and engagement with</p>

				literature.
		UNIT-3	<p>A. Types: Ballad, Biography and Autobiography, Comedy, Dramatic Monologue, Elegy, Epic, Essay, Farce and Melodrama Lyric, Mock Epic, Novel, Ode, Pastoral, Poetic Drama, Romance, Satire, Short</p> <p>B. Story, Sonnet, Tragedy,</p> <p>C. Tragicomedy</p> <p>D. y B. Terms: Alienation, Ambiguity, Ambivalence, Author and Reader, Base-Superstructure, Bricolage, Center-Margin, Discourse, Essentialism, Ethnicity and Ethnocentrism, The Gaze, Gender and Sexuality, Hegemony, Hybridity, Ideology, Other/other, Queer, Self, Sign, Text, Unconscious</p>	<p>1. The course aims to provide students with proficiency in recognizing and understanding various literary types and genres. Students will develop the ability to categorize and analyze literature based on different schools of literary types.</p> <p>2. Students will acquire mastery over critical terms used in literary analysis. This includes understanding and applying terminology associated with different schools of literary criticism, enhancing their ability to articulate nuanced interpretations of literary works.</p>
		UNIT-4	CRITICAL PRACTICE: Close-Reading of one verse passage. OR Close-Reading of one prose passage	The course in close reading of verse or prose passages aims to equip students with advanced skills in analyzing literary texts. Students will develop the ability to closely examine and interpret the nuances of language, structure, and themes within a given passage, fostering a deeper understanding of literary works.
505 ENGH-SEC-1	CREATIVE WRITING	UNIT-1	Creative Writing: definition and features	The course in creative writing aims to cultivate students' ability to express themselves creatively. Through the exploration of various features, artistic elements, and forms, students develop a nuanced understanding of creative writing, enabling them to produce imaginative and skillfully crafted literary works. It will also help them write for media.
		UNIT-2	Modes and Forms of Creative Writing	
		UNIT-3	The Art and Craft of Creative Writing	
		UNIT-4	Writing for Media	

CBCS ---SEM-VI (UNIT-WISE COURSE OUTCOME)

601-ENGH-DC-13	Popular Literature	UNIT-1	Lewis Carroll: <i>Through the Looking Glass</i>	<p>1. Students will gain a heightened appreciation for Lewis Carroll's <i>Through the Looking Glass</i>, developing the ability to analyze its imaginative narrative, wordplay, and the whimsical world it creates.</p> <p>2. The course will enhance students' critical thinking skills as they engage with the novel's surreal elements, symbolism, and allegorical themes, encouraging them to interpret and analyze Carroll's unique narrative style.</p> <p>3. Students will deepen their understanding of Victorian literature through the study of Carroll's work, exploring how <i>Through the Looking Glass</i> reflects the cultural and literary context of the Victorian era, including its use of fantasy as a means of social commentary.</p>
		UNIT-2	Agatha Christie: <i>The Murder of Roger Ackroyd</i>	<p>1. Students will master the conventions and intricacies of the mystery genre/detective fiction through the study of Agatha Christie's <i>The Murder of Roger Ackroyd</i>, developing the ability to analyze clues, red herrings, and the structure of a classic whodunit.</p> <p>2. The course aims to enhance students' analytical skills as they unravel the plot twists and engage with the novel's narrative complexities, fostering a deeper understanding of Christie's narrative techniques.</p> <p>3. Students will cultivate an appreciation for classic detective fiction by exploring Christie's contribution to the genre. The course encourages a critical examination of the novel's impact on the evolution of mystery literature and its enduring popularity.</p>

		UNIT-3	Satyajit Ray: 'The Unicorn Expedition' from <i>The Exploits of Professor Shonku</i>	<p>1. Students will explore Satyajit Ray's narrative style in <i>The Unicorn Expedition</i>, gaining insights into cinematic storytelling techniques employed by the renowned filmmaker, enhancing their understanding of storytelling beyond film.</p> <p>2. The course aims to provide a cultural exploration through Ray's storytelling, offering students an opportunity to delve into the themes, characters, fantastic elements, adventure and settings of <i>The Unicorn Expedition</i> and understand the cultural nuances reflected in the narrative.</p> <p>3. Students will develop a multidisciplinary appreciation by studying Ray's work beyond cinema. Analyzing <i>The Unicorn Expedition</i> as a literary piece, students gain insights into the versatility of Ray's storytelling across different mediums.</p>
		UNIT-4	J.K. Rowling: <i>Harry Potter and the Philosopher's Stone</i>	<p>1. Students will engage in a comprehensive literary analysis of J.K. Rowling's <i>Harry Potter and the Philosopher's Stone</i>, exploring the intricacies of world-building, character development, and thematic elements within the context of the fantasy genre.</p> <p>2. The course aims to foster critical thinking skills as students interpret allegorical elements within the novel. They will analyze themes such as friendship, courage, and the battle between good and evil, gaining a deeper understanding of Rowling's storytelling layers.</p> <p>3. Students will explore the cultural impact of the <i>Harry Potter</i> series and its transformation into a global fan phenomenon. The course encourages an examination of the series' influence on contemporary literature, film, and popular culture.</p>

602-ENGH-DC-14	Women's Writing	UNIT-1	Mary Wollstonecraft: <i>A Vindication of the Rights of Woman</i> , Chap. 1, pp. 11–19; Chap. 2, pp. 19–38.V	<p>1. Students will gain a profound understanding of feminist philosophy through the study of Mary Wollstonecraft's <i>A Vindication of the Rights of Woman</i>, focusing on key chapters. The course encourages an exploration of Wollstonecraft's advocacy for gender equality and women's rights and need for education.</p> <p>2. The course aims to facilitate a critical analysis of 18th-century gender roles as depicted in Wollstonecraft's work. Students will examine the societal norms and expectations placed on women during this period, providing historical context to the feminist discourse.</p> <p>3. Students will be encouraged to apply Wollstonecraft's ideas to contemporary gender-related issues. The course outcome includes fostering discussions on the relevance of Wollstonecraft's arguments in the context of modern debates surrounding women's rights and societal expectations.</p>
		UNIT-2	Emily Dickinson: 'I cannot live with you' 'I'm wife; I've finished that'; Sylvia Plath: 'Daddy' 'Lady Lazarus'; Eunice De Souza: 'Advice to Women' 'Bequest'	<p>1. Students will master various poetic forms by studying the works of Emily Dickinson and Sylvia Plath. The course outcome includes an understanding of Dickinson's distinctive use of dashes and Plath's confessional style, enhancing students' appreciation for diverse poetic techniques.</p> <p>2. The course aims to foster critical analysis of feminist themes within the poems of Emily Dickinson, Sylvia Plath, and Eunice De Souza. Students will explore the portrayal of women's roles, identity, and societal expectations in the context of these poets' works.</p>

				<p>3. Students will develop the ability to interpret symbolism and imagery present in the poems, delving into the nuanced layers of meaning crafted by Dickinson, Plath, and De Souza. This enhances their skills in uncovering hidden metaphors and allegorical elements.</p> <p>4. The course outcome includes an exploration of the cultural and historical contexts that influenced the poetry of Dickinson, Plath, and De Souza. Students will gain insights into the societal factors shaping the poets' perspectives on gender, identity, and womanhood.</p> <p>5. Students will be equipped to apply poetic critique to analyze and appreciate the distinct voices and themes presented in the poems. The course outcome encourages discussions on the poets' contributions to literature and their impact on the evolution of poetic expression.</p>
		UNT-3	Alice Walker: <i>The Color Purple</i>	<p>1. Students will engage in a comprehensive exploration of racial and gender dynamics within Alice Walker's <i>The Color Purple</i>. The course outcome includes an in-depth analysis of the novel's portrayal of African American women's experiences, addressing intersecting issues of race and gender.</p> <p>2. The course aims to foster a critical understanding of the novel's epistolary form, where letters serve as a narrative device. Students will analyze the impact of this literary technique on storytelling, character development, and the reader's connection to the narrative.</p> <p>3. The course outcome involves discussions on the themes of liberation and resilience depicted in <i>The Color Purple</i>.</p>

				Students will explore how characters navigate oppression, abuse, and discrimination, highlighting the novel's emphasis on empowerment and the human spirit's capacity for resilience.
		UNIT-4	Charlotte Perkins Gilman: 'The Yellow Wallpaper'; Katherine Mansfield: 'Bliss'; Mahashweta Devi : 'Draupadi', tr. Gayatri Chakravorty Spivak (Calcutta: Seagull,2002)	<p>1. The course outcome involves a detailed analysis of feminist perspectives presented in the works of Charlotte Perkins Gilman, Katherine Mansfield, and Mahasweta Devi. Students will explore how these authors address issues related to women's roles, identity, subaltern experiences and societal expectations.</p> <p>2. Students will gain an understanding of diverse narrative techniques employed by Gilman, Mansfield, and Mahasweta Devi. The course outcome includes an examination of how each author uses narrative structures, symbolism, and point of view to convey their messages effectively.</p> <p>3. The course aims to foster critical engagement with the cultural context reflected in the stories. Students will explore how Gilman, Mansfield, and Mahasweta Devi draw upon cultural elements to address broader themes such as mental health, societal norms, and the consequences of patriarchy.</p>
603-ENGH-DSE-3B	PARTITION LITERATURE	UNIT-1	Jyotirmoyee Devi: <i>The River Churning (Epar Ganga Opar Ganga)</i>	<p>1. The course outcome involves an exploration of the cultural and historical contexts embedded in Jyotirmoyee Devi's <i>The River Churning (Epar Ganga Opar Ganga)</i>. Students will delve into the novel to understand the societal nuances and historical backdrop (of partition) that shape the narrative.</p> <p>2. Students will develop skills in analyzing symbolism and allegory within the novel,</p>

				<p>unraveling the deeper layers of meaning crafted by Jyotirmoyee Devi. The course outcome includes an examination of how symbolic elements contribute to the narrative's richness.</p> <p>3. The course aims to foster a critical understanding of feminist themes within <i>The River Churning</i>. Students will explore how Jyotirmoyee Devi addresses gender dynamics, societal expectations, and the female experience, contributing to a nuanced discussion on feminist literature.</p>
		UNIT-2	Intizar Hussain: <i>Basti</i>	<p>1. The course outcome involves a cultural exploration through the study of Intizar Hussain's <i>Basti</i>. Students will delve into the novel to understand how Hussain portrays cultural identity, societal changes, and the impact of historical events like partition on individual lives.</p> <p>2. Students will develop critical analysis skills in deciphering the symbolic elements present in <i>Basti</i>. The course outcome includes an examination of how Hussain employs symbolism to convey deeper meanings and reflections on the socio-political landscape.</p>
		UNIT-3	<p>a) Dibyendu Palit: 'Alam's Own House', tr. Sarika Chaudhuri</p> <p>b) ManikBandhopadhyay: 'The Final Solution', tr. Rani Ray</p> <p>c) Sa'adat Hasan Manto: 'Toba Tek Singh', tr. M. Asaduddin d)Meghna Guhathakurata: 'Two Women, One Family'</p>	<p>1. The course outcome involves a comprehensive exploration of multicultural literature through works translated by Sarika Chaudhuri, Rani Ray, M. Asaduddin, and Meghna Guhathakurata. Students will gain insights into diverse cultural perspectives of partition literature.</p> <p>2. Students will develop analytical skills in assessing the nuances of translation and adaptation as seen in works by Palit, Bandhopadhyay, Manto, and Guhathakurata. The course outcome includes understanding how linguistic nuances are</p>

				<p>preserved or transformed in translation.</p> <p>3. The course aims to deepen students' understanding of social and historical contexts embedded in the stories. Through Palit, Bandhopadhyay, Manto, and Guhathakurata's works, students will explore how literature reflects and responds to societal changes.</p> <p>4. Students will explore the complexities of human relationships as portrayed by the authors. The course outcome includes an analysis of how Palit, Bandhopadhyay, Manto, and Guhathakurata depict interpersonal dynamics, adding depth to the study of literature. Also it will focus on different nature of partition violence, trauma, displacement etc.</p>
		UNIT-4	<p>a) W. H. Auden: 'Partition' b) Faiz Ahmad Faiz, 'For Your Lanes, My Country' tr. By Riz Rahim c) Gulzar, 'Toba Tek Singh', tr. Anisur Rahman d) Nabanita Kanungo 'Her Thighs Still Smell of Milk'</p>	<p>1. The course outcome involves a profound exploration of cultural understanding through the lens of partition poetry by W. H. Auden, Faiz Ahmad Faiz, Gulzar, and Nabanita Kanungo. Students will gain insights into the emotional and cultural impact of historical events.</p> <p>2. Students will develop critical analysis skills in examining the linguistic adaptation of partition poetry through translations. The course outcome includes an understanding of how the essence and emotions conveyed by the poets are preserved or transformed in different languages.</p> <p>3. The course aims to deepen students' reflection on human loss and suffering as depicted in partition poetry. Through the works of Auden, Faiz, Gulzar, and Kanungo, students will explore the emotional landscapes of individuals affected by partition.</p>

				4. Students will explore the recurring theme of displacement within the partition poetry. The course outcome includes an analysis of how poets express the trauma and dislocation experienced by individuals and communities during the partition of the Indian subcontinent.
604-ENGH-DSE-4A	RESEARCH METHODOLOGY	UNIT-1	Practical Criticism and Writing a Term Paper: I Reading text and context ii. Note-taking and Note-making iii. Comparisons and connections iv. Criticism and theory v. Planning, writing, and revision	1. The course outcome involves developing proficiency in designing research projects. Students will acquire skills in formulating research questions, selecting appropriate methodologies, and designing studies that contribute meaningfully to academic inquiry.
		Unit-2	Conceptualizing and Drafting Research Proposals: i. Literature review ii. Research problems, Research gaps, and Research objectives iii. Research questions and hypotheses iv. Research skill, Research method, and Research methodology v. Chapterisation and Conceptual framework vi. Writing abstract with keywords vii. Writing Statement of purpose, Statement of intent, and Research Proposal viii. Writing Research Synopsis	2. Students will develop the ability to critically evaluate existing research literature within their field of study. The course outcome includes honing skills in assessing the quality, relevance, and methodologies employed in prior research, facilitating a foundation for their own scholarly work. 3. The course outcome involves achieving mastery in various citation styles, enabling students to accurately and consistently cite sources according to established standards such as APA, MLA, Chicago, or others. This proficiency ensures scholarly rigor and adherence to academic conventions in research writing.
		Unit-3	Using data: Sources, resources and style i. Accessing data: primary, secondary and tertiary sources. ii. Assessing data: spuriousness and authentication. iii. Using data: surveys, questionnaires, interviews, observation checklists, review checklists, comparison tools, text analysis tools. iv. Importance of style manuals v. MLA, APA, & CHICAGO Styles	

		Unit-4	Presenting research: i. Citation and Documentation ii. End-notes and Footnotes iii. In-text citation iv. List of Works Cited and Bibliography v. Plagiarism and related problems vi. The Mechanics of writing vii. Dissertation: Structure, design, and formatting viii. The Mechanics of writing ix. Presentation: Preparing tables, charts, and graphs to present data; Collating the finding, and Preparing Power Point Presentations	
604-ENGH-DSE-4B	Dissertation Project	-----	-----	Undertaking a dissertation project as part of the B.A. Hons curriculum cultivates research proficiency, allowing students to independently explore a chosen topic, apply theoretical knowledge, and contribute to academic discourse.
605-ENGH-SEC-2	English Language Teaching (ELT)	UNIT-1	Knowing the Learner: I Educational, social, cultural and linguistic background ii. Age, interests, level of autonomy, personality and individual differences iii. Level of attainment of all four domains of acquisition of LSRW in the 1st and 2nd languages iv. Preferred ways of learning, group dynamics, any special educational needs v. Strategies to know the learners and to motivate the learners	1. The course outcome involves developing pedagogical expertise in English Language Teaching (ELT). Students will acquire the skills necessary to design and implement effective language instruction, incorporating diverse teaching methods to cater to different learning styles. 2. Students will enhance their cultural sensitivity and communication skills in the context of language teaching. The course outcome includes fostering an awareness of diverse linguistic and cultural backgrounds, enabling effective communication and understanding in a multicultural learning environment. 3. The course outcome involves acquiring a repertoire of effective teaching strategies for both English language and literature. Students will develop the ability to engage students in meaningful learning experiences, fostering a deeper understanding of language and
		UNIT-2	Structures of English Language: I Sentences ii. Clauses iii. Phrases iv. Words v. Morphemes	
		UNIT-3	Methods of Teaching English Language and Literature A. Methods of teaching English Language I Grammar Translation ii. Direct Method iii. Audio-Lingualism iv. Structural Approach	

			<p>v. Functional Approach vi. Communicative Language Teaching</p> <p>B. Methods of Teaching English Literature</p> <p>i. Language-Based Approach ii. Paraphrastic Approach iii. Information-Based Approach iv. Personal-Response Approach v. Moral-Philosophical Approach vi. Stylistic Approach.</p>	<p>literary concepts.</p> <p>4. Students will gain proficiency in designing assessments and evaluating student performance in both language and literature. The course outcome includes developing skills in creating diverse types of tests and employing fair and accurate evaluation methods to assess students' language proficiency and literary analysis.</p>
		UNIT-4	<p>Assessing Language Skills: I Principles of Evaluation ii. Types of Test iii. Testing the Skills of Listening and Speaking iv. Testing the Skills of Reading and Writing v. Testing the Skills of Literary Comprehension</p>	

COURSE OUTCOME OF ENGLISH HONOURS UNDER UGB.B.A. 1+1+1 SYSTEM FOR ACQUIRING B.A. DEGREE (CO):

OLD SYLLABUS

PART- I (UNIT-WISE COURSE OURCOME)

PAPER: 1	OLD AND MIDDLE ENGLISH PERIOD	UNIT-1	<p>Cultural and Literary Contexts: Old English and Middle English Period Thrust areas:</p> <p>i. The Period and its Characteristics ii. Themes, Concepts and Contexts iii. Dates, Events and Influences iv. Schools and Movements v. Genres, Writers and Works</p>	<p>The course outcome involves mastering the cultural and literary context of the Old and Middle English periods, enabling students to comprehend and analyze literature within the socio-historical frameworks of these distinct eras.</p>
		UNIT-2	<p>Literary Types: Ballad, Biography and Autobiography, Comedy, Dramatic Monologue, Elegy, Epic, Essay, Lyric, Mock Epic, Novel, Ode, One-Act Play, Pastoral, Poetic Drama, Romance, Satire, Short Story, Sonnet, Tragedy, Tragicomedy</p>	<p>The course aims to provide students with proficiency in recognizing and understanding various literary types and genres. Students will develop the ability to categorize and analyze literature based on different schools of literary types.</p>

		UNIT-3	<p>Basic Phonetics: Speech Organs, Vowel Sounds and Consonant Sounds, Stress and Intonation, Transcription</p>	<p>1. Students will acquire a comprehensive understanding of the anatomy and physiology of speech organs, enabling them to identify and describe the role each organ plays in the production of speech sounds.</p> <p>2. The course will equip students with the skills to articulate and differentiate between various vowel and consonant sounds, fostering a practical grasp of the International Phonetic Alphabet (IPA) symbols for accurate phonetic representation.</p> <p>3. Students will develop proficiency in recognizing and applying stress and intonation patterns, enhancing their ability to convey meaning and nuance in spoken language through variations in pitch, rhythm, and emphasis.</p> <p>These outcomes collectively empower students to engage effectively in phonetic transcription, enabling them to analyze and represent spoken language with precision.</p>
		UNIT-4	<p>a) 'The Seafarer'; 'Wulf and Eadwacer'; 'Deor's Lament'; 'The Wife's Lament' and 'The Ruin' OR b) '<i>Beowulf</i> OR a) 'The Dream of the Rood'</p>	<p>1. The course outcome involves developing the ability to comprehensively analyze Old English poems such as 'The Seafarer,' 'Wulf and Eadwacer,' 'Deor's Lament,' 'The Wife's Lament,' and 'The Ruin.' Students will engage with the linguistic intricacies and thematic nuances of these texts.</p> <p>2. The course aims to foster an appreciation for the cultural and historical context surrounding the Old English period. Students will gain insights into societal norms, values, and the historical backdrop that influenced the composition of these poems.</p> <p>3. The course outcome involves developing thematic and linguistic proficiency through the analysis of <i>Beowulf</i> or <i>The Dream of the Rood</i>, enabling</p>

				students to understand the epic narratives and linguistic features characteristic of the Old English period.
		UNIT-5	b) <i>Sir Gawain and the Green Knight</i>	The course outcome involves mastering the nuances of chivalric literature through the analysis of <i>Sir Gawain and the Green Knight</i> , fostering an understanding of medieval romance, knightly virtues, and the symbolic elements within the narrative.
		UNIT-6	a) The Prologue, Passus 1, Passus 5, Passus 6 and Passus 7 from <i>The Vision of Piers Plowman</i> OR b) <i>Everyman</i>	1. The course outcome involves developing competence in literary analysis through the study of selected passages from <i>The Vision of Piers Plowman</i> or <i>Everyman</i> , allowing students to grasp the literary techniques and thematic depth of these Middle English works. 2. The course aims to deepen students' cultural and moral understanding by engaging with the socio-religious contexts presented in <i>The Vision of Piers Plowman</i> or <i>Everyman</i> , fostering an appreciation for medieval values and moral allegory.
PAPER: 2	THE RENAISSANCE AND REFORMATION	UNIT-1	Cultural and Literary Contexts: Elizabethan, Jacobean and Caroline Periods Thrust areas: i)The Period and its Characteristics ii. Themes, Concepts and Contexts iii. Dates, Events and Influences iv. Schools and Movements v. Genres, Writers and Works	The course outcome involves achieving mastery in understanding the cultural and literary context of the Renaissance and Reformation periods (Elizabethan, Caroline, and Jacobean age), enabling students to analyze literature within the socio-historical frameworks of these transformative eras.
		UNIT-2	Philology: I General Features of English: Assets and Liabilities of English ii. Language: Consonant Shift and Stress Shift iii. Loan words as milestones of philology and general history iv. Scandinavian element v. The French element vi. The Latin and Greek influence on English	1.The course in philology aims to cultivate linguistic proficiency among students. Through the study of historical texts and language evolution, students enhance their understanding of language structures, grammar, and linguistic changes over time. 2. Students will develop the ability to critically analyze historical texts, manuscripts, and linguistic artifacts. This involves

			<p>language</p> <p>vii. Makers and makings of English language: Christianity, the <i>Bible</i>, Shakespeare, Milton, Science and Commerce viii. Changes in meaning</p> <p>ix. The English Language today</p> <p>x. The Death of Language</p>	<p>deciphering linguistic nuances, recognizing language shifts, and gaining insights into the cultural and social contexts that shape language evolution.</p>
		UNIT-3	<p>a) Edmund Spenser — <i>Amoretti</i> (No. 30, 37, 57, 67, 75, 79,) OR</p> <p>b) Shakespeare’s Sonnets: 18, 64,65,73, 137, 138</p>	<p>1. The course outcome involves developing proficiency in the analysis of sonnets, either from Edmund Spenser's <i>Amoretti</i> or Shakespeare's Sonnets (18, 64, 65, 73, 137, 138), enabling students to discern poetic techniques, thematic intricacies, and the cultural nuances embedded in these poetic forms.</p> <p>2. The course aims to foster an appreciation for the cultural and poetic aspects represented in the sonnets studied. Students will gain insights into the literary innovations and cultural expressions of the Renaissance period through the exploration of Spenser's or Shakespeare's sonnets.</p>
		UNIT-4	<p>a) John Donne: ‘The Good Morrow’; ‘The Anniversarie’; ‘A Valediction: Forbidding Mourning’; ‘Song: Goe and Catche a Falling Starre ‘ OR</p> <p>b) Henry Vaughan: ‘The Retreat’; ‘The Regeneration’ Andrew Marvel: ‘The Garden’; ‘The Dialogue between the Body and the Soul’</p>	<p>1. The course outcome involves developing competence in analyzing Metaphysical poetry by John Donne, Andrew Marvell, and Henry Vaughan. Students will acquire the ability to dissect and appreciate the distinctive metaphysical conceits, intellectual depth, and intricate wordplay within these poets' works.</p> <p>2. The course aims to facilitate an intellectual and poetic exploration of the Metaphysical poets, allowing students to engage with the philosophical inquiries, innovative use of language, and complex thematic concerns inherent in the works of Donne, Marvell, and Vaughan.</p>
		UNIT-5	<p>a) Christopher Marlowe: <i>Edward the Second</i> OR</p> <p>b) Ben Jonson: <i>The Alchemist</i></p>	<p>1. The course outcome involves developing proficiency in analyzing either Christopher Marlowe's <i>Edward the Second</i> or</p>

				<p>Ben Jonson's <i>The Alchemist</i>, enabling students to grasp the dramatic techniques, character complexities, and thematic depth embedded in these significant works.</p> <p>2. The course aims to foster an appreciation for the cultural and theatrical aspects represented in the chosen play. Students will gain insights into the socio-political contexts, dramatic innovations, and thematic explorations of the Elizabethan and Jacobean periods through the study of Marlowe's or Jonson's play. Tanima Dutta</p>
		UNIT-6	<p>a) William Shakespeare: <i>Macbeth</i> OR</p> <p>b) William Shakespeare: <i>The Merchant of Venice</i></p>	<p>1. The course outcome involves developing competence in analyzing either William Shakespeare's <i>Macbeth</i> or <i>The Merchant of Venice</i>, enabling students to delve into the literary and dramatic intricacies, character motivations, and thematic richness present in these iconic plays.</p> <p>2. The course aims to encourage a nuanced understanding of the cultural and moral dimensions depicted in the chosen play. Students will engage with the socio-historical contexts, ethical dilemmas, and theatrical innovations characteristic of Shakespeare's works.</p>

PART- II (UNIT-WISE COURSE OUTCOME)

PAPER: 3	THE COMMONWEALTH, RESTORATION AND THE EIGHTEENTH CENTURY	UNIT-1	<p>Cultural and Literary Contexts: Restoration Period and the Eighteenth Century</p> <p>Thrust areas:</p> <p>i. The Period and its Characteristics</p> <p>ii. Themes, Concepts and Contexts</p> <p>iii. Dates, Events and Influences</p> <p>iv. Schools and Movements</p> <p>v. Genres, Writers and Works</p>	<p>The course outcome involves achieving mastery in understanding the historical and literary contexts of the Commonwealth, Restoration, and the Eighteenth Century, enabling students to analyze literature within the socio-political frameworks of these transformative periods.</p>
		UNIT-2	<p>Rhetoric (from a passage) and Prosody (from a verse)</p>	<p>1. Through the study of rhetoric and prosody, students will</p>

			stanza)	<p>develop heightened oral communication skills. This includes the ability to effectively use language, employ persuasive techniques, and utilize prosodic elements such as intonation and rhythm for impactful speech.</p> <p>2. The course aims to enable students to interpret spoken language with nuance, understanding how prosody influences meaning. By studying the interplay of rhythm, stress, and intonation, students can decode the subtleties and intentions behind various forms of spoken expression.</p>
		UNIT-3	<p>a) John Milton: <i>Paradise Lost</i> Book I OR b) John Milton: <i>Samson Agonistes</i></p>	<p>1. The course outcome involves developing proficiency in analyzing John Milton's <i>Paradise Lost</i> Book I / <i>Samson Agonistes</i>, enabling students to grasp the nuances of epic poetry, theological complexities, and Milton's profound exploration of human nature.</p> <p>2. The course aims to foster an in-depth understanding of the theological and literary dimensions present in Milton's works. Students will engage with the profound theological inquiries, narrative techniques, epic dimension, and literary innovations characteristic of Milton's poetic and dramatic compositions.</p>
		UNIT-4	<p>a) John Dryden: <i>Mac Flecknoe</i> OR b) Alexander Pope: <i>The Rape of the Lock</i></p>	<p>1. The course outcome involves developing proficiency in analyzing either John Dryden's <i>Mac Flecknoe</i> or Alexander Pope's <i>The Rape of the Lock</i>, enabling students to understand the nuances of satirical poetry, witty commentary, and the socio-political critiques embedded in these works.</p> <p>2. The course aims to foster an appreciation for the cultural and satirical aspects represented in the chosen poem. Students will gain insights into the satirical traditions, stylistic innovations,</p>

				and thematic explorations prevalent in the Restoration and Augustan periods through the study of Dryden's satirical work or Pope's mock epic poem.
		UNIT-5	a) Daniel Defoe: <i>Robinson Crusoe</i> OR b) Henry Fielding: <i>Joseph Andrews</i>	<p>1. The course outcome involves developing proficiency in analyzing Daniel Defoe's <i>Robinson Crusoe</i>, enabling students to comprehend the narrative techniques, character development, postcolonial issues, allegorical and economic motifs, adventurous and picaresque elements, religious significance and thematic depth embedded in this foundational work of English prose fiction.</p> <p>2. The course outcome also involves developing an understanding of the picaresque novel genre through the analysis of Henry Fielding's <i>Joseph Andrews</i>, enabling students to grasp the narrative intricacies, character dynamics, and social commentary inherent in this classic work.</p>
		UNIT-6	a) Oliver Goldsmith: <i>She Stoops to Conquer</i> OR b) R. B. Sheridan: <i>The Rival</i>	<p>1. The course outcome involves developing proficiency in analyzing either Oliver Goldsmith's <i>She Stoops to Conquer</i> or Richard Brinsley Sheridan's <i>The Rivals</i>, enabling students to understand the comedic elements, character dynamics, and thematic richness present in these iconic plays.</p> <p>2. The course aims to foster an appreciation for the cultural and theatrical aspects represented in the chosen play. Students will gain insights into the comedic and farcical traditions, anti-sentimental elements, stylistic innovations, and social commentary prevalent in the 18th-century theatrical landscape through the study of Goldsmith's or Sheridan's work.</p>

PAPER: 4	THE ROMANTIC PERIOD	UNIT-1	Cultural and Literary Contexts: Romantic Period Thrust areas:	The course outcome involves gaining a comprehensive understanding of the Romantic
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			<p>i. The Period and its Characteristics</p> <p>ii. Themes, Concepts and Contexts</p> <p>iii. Dates, Events and Influences</p> <p>iv. Schools and Movements</p> <p>v. Genres, Writers and Works</p>	<p>period, fostering insight into the literary, artistic, and philosophical movements, as well as the cultural and socio-political contexts that shaped this influential era in literature.</p>
		UNIT-2	<p>Close Reading of a Passage: Prose or Verse</p>	<p>The course in close reading of verse or prose passages aims to equip students with advanced skills in analyzing literary texts. Students will develop the ability to closely examine and interpret the nuances of language, structure, and themes within a given passage, fostering a deeper understanding of literary works.</p>
		UNIT-3	<p>a) William Blake: 'The Lamb'; 'The Tyger'</p> <p>b) William Wordsworth: 'Tintern Abbey'; 'To the Skylark'</p> <p>c) S. T. Coleridge: 'The Rime of the Ancient Mariner'</p>	<p>1. The course outcome focuses on developing a profound appreciation for the poetry of prominent Romantic poets such as William Blake, Percy Bysshe Shelley, William Wordsworth, John Keats, Samuel Taylor Coleridge, Lord Byron, etc.</p>
		UNIT-4	<p>a) Lord Byron: 'On the Castle of Chillon'; 'Roll On! Thou Deep and Dark Blue Ocean' (from Child Harold's Pilgrimage Canto 3 Stanzas CLXXIX to CLXXXIV)</p> <p>b) P. B. Shelley: 'Ode to the West Wind'; 'To a Skylark'</p> <p>c) John Keats: 'Ode to a Nightingale'; 'To Autumn'</p>	<p>2. Students will enhance their skills in analyzing the thematic richness and stylistic innovations characteristic of Romantic poetry, gaining insights into the individual poetic voices that contributed to the Romantic literary landscape.</p> <p>3. The course aims to provide a deeper contextual understanding of the Romantic period, allowing students to connect the poetry studied with the historical, cultural, and philosophical movements that defined this significant era in literature.</p>
		UNIT-5	<p>a) Charles Lamb: 'Dream Children: A Reverie'; 'The Praise of the Chimney Sweepers'; 'The Superannuated Man'; 'Christ's Hospital Five and Thirty Years Ago' OR</p> <p>b) Thomas De Quincey: 'Joan of Arc'; 'Literature'; 'On the Knocking at the Gate in Macbeth'; 'Murder</p>	<p>1. The course outcome involves developing proficiency in analyzing selected romantic and personal essays by Charles Lamb, enabling students to grasp the nuances of his distinctive prose style, wit, and thematic exploration.</p> <p>2. Students will gain a deeper understanding of Charles Lamb's</p>

			Considered as One of the Fine Arts'	literary contribution to the Romantic period through the study of his essays, appreciating the blend of personal reflection, humor, pathos, memory and literary criticism in his unique approach to the essay form.
		UNIT-6	a) Jane Austen: <i>Pride and Prejudice</i> OR b) Walter Scott: <i>Kenilworth</i>	<p>1. Students will grasp Jane Austen's keen social commentary, exploring themes of class, manners, and marriage in <i>Pride and Prejudice</i>.</p> <p>2. Students will analyze the characters, particularly Elizabeth Bennet and Mr. Darcy, delving into their development, motivations, and the nuances of relationships.</p> <p>3. Students will appreciate Austen's use of irony and satire to humorously critique societal norms and conventions in the context of 19th-century England.</p> <p>4. Students will explore the conventions of Romantic fiction and the ways Austen subverts and adheres to these norms in "Pride and Prejudice."</p> <p>5. Students will gain insight into the cultural and historical context of Regency-era England, connecting it to the themes and societal norms depicted in Austen's iconic novel.</p> <p>6. The course outcome also centers on fostering an appreciation for historical fiction through the study of Walter Scott's <i>Kenilworth</i>, allowing students to delve into the blending of historical events and fictional narratives, gaining insights into the author's narrative techniques and thematic exploration.</p>

PART- III (UNIT-WISE COURSE OUTCOME)

PAPER: 5	THE VICTORIAN PERIOD	UNIT-1	Cultural and Literary Contexts: Victorian Period Thrust areas:	The course outcome aims to provide students with a comprehensive understanding of
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			<p>I Period and its Characteristics</p> <p>ii. Themes, Concepts and Context</p> <p>iii. Dates, Events and Influences</p> <p>iv. Schools and Movements</p> <p>v. Genres, Writers and Works</p>	<p>the Victorian period, exploring its literary, cultural, and socio-political dimensions, and fostering an appreciation for the diverse literary voices that shaped this era.</p>
		UNIT-2	<p>Essay on a Literary/Non-Literary Topic</p>	<p>The course outcome involves honing skills in essay writing, enabling students to effectively express their ideas, analyze literary or non-literary topics, and demonstrate a coherent and structured approach to conveying thoughts in written form.</p>
		UNIT-3	<p>a) Alfred Tennyson: 'Ulysses'; 'Crossing the Bar'</p> <p>b) Robert Browning: 'The Last Ride Together'; 'Memorabilia'</p> <p>c) Matthew Arnold: 'Dover Beach'; 'Thyrsis'</p>	<p>1. The course outcome involves developing a nuanced appreciation for Victorian poetry by Tennyson, Browning, Arnold, D. G. Rossetti, Alice Meynell, and Thomas Hardy, encompassing varied themes, styles, and literary techniques.</p>
		UNIT-4	<p>a) D. G. Rossetti: 'The Blessed Damozel'; 'Jenny'</p> <p>b) Alice Meynell: 'A Letter from a Girl to her Own Old Age'; 'Builders of Ruin'</p> <p>c) Thomas Hardy: 'The Darkling Thrush'; 'Neutral Tones'</p>	<p>2. Students will enhance their analytical skills through the study of selected Victorian poems, gaining the ability to critically examine poetic devices, thematic nuances, and the socio-cultural context that influenced the poets.</p> <p>3. The course aims to foster an understanding of the diverse voices within Victorian poetry, showcasing the range of perspectives, themes, and innovations that characterized this pivotal period in literary history.</p>
		UNIT-5	<p>a) Charles Dickens: <i>Hard Times</i> OR b) Thomas Hughes: <i>Tom Brown's School Days</i></p>	<p>1. The course outcome centers on developing a critical understanding of Charles Dickens' <i>Hard Times</i>, enabling students to analyze its socio-economic critiques, nuances of industrial revolutions, failure of education and explore Dickens' narrative techniques, and appreciate the novel's enduring relevance.</p> <p>2. The course outcome also emphasizes a comprehensive understanding of Thomas</p>

				Hughes' <i>Tom Brown's School Days</i> , fostering insights into its Victorian school setting, moral themes, and Hughes' approach to character development and societal critique.
		UNIT-6	a) Charlotte Bronte: <i>Jane Eyre</i> OR b) Thomas Hardy: <i>Far from the Madding Crowd</i>	1. The course outcome centers on developing a perceptive understanding of Charlotte Brontë's <i>Jane Eyre</i> , encouraging students to explore its themes of independence, social critique, and the psychological depth of the protagonist. 2. The course outcome also focuses on cultivating a nuanced understanding of Thomas Hardy's <i>Far from the Madding Crowd</i> , fostering insights into its rural Victorian setting, pessimistic vision, complex character dynamics, nuances caused by the tussle between fate and free will, episodic encounters caused by chance and coincidence, and Hardy's narrative craftsmanship, allowing students to engage critically with the novel's diverse themes.
PAPER: 6	MODERNIST PERIOD	UNIT-1	Cultural and Literary Contexts: The Modernist Period Thrust areas: I The Period and its Characteristics ii. Themes, Concepts and Contexts iii. Dates, Events and Influences iv. Schools and Movements v. Genres, Writers and Works	The course outcome aims to equip students with a thorough understanding of the Modernist period, enabling them to analyze its literary innovations, socio-cultural shifts, and the diverse expressions of experimentation and fragmentation in literature during this transformative era.
		UNIT-2	Literary and Critical Terms: Aestheticism, Allegory, Ambiguity, Author, Dissociation of Sensibility, Epiphany, Expressionism, Feminism, Ideology, Imagery, Imagism, Impressionism, Magic-Realism, Marginality, Marxism, Modernism, Myth, Naturalism, Negative Capability, Objective Correlative, Postcolonialism, PostModernism, Reader, Realism,	Students will acquire mastery over critical as well as theoretical terms used in literary analysis. This includes understanding and applying terminology associated with different schools of literary theory and criticism, enhancing their ability to articulate nuanced interpretations of literary works.
		UNIT-	a) W. B. Yeats: 'The Wild	The course outcome centers on

		3	Swans at Coole'; 'Sailing to Byzantium' b) T. S. Eliot: 'The Love Song of J. Alfred Prufrock'; 'The Hollow Men' c) Wilfred Owen: 'Strange Meeting'; 'The Spring Offensive'	providing students with a comprehensive understanding of Modernist poetry by W.B. Yeats, T.S. Eliot, and Wilfred Owen, fostering analytical skills to explore their distinctive innovative styles, thematic complexities, historical issues like World War-I, and the profound impact of their works on the evolution of poetic expression during the Modernist era.
		UNIT-4	a) E. M. Forster: <i>A Passage to India</i> OR b) John Buchan: <i>The Thirty-Nine Steps</i> OR c) Virginia Woolf: <i>Mrs. Dalloway</i>	The course outcome aims to cultivate a comprehensive understanding of the selected literary work, whether E.M. Forster's <i>A Passage to India</i> , John Buchan's <i>The Thirty-Nine Steps</i> , or Virginia Woolf's <i>Mrs. Dalloway</i> . Students will develop critical insights into the themes of postcolonial/racial issues, narrative techniques encompassing stream of consciousness techniques, psychological issues, and cultural contexts, fostering a holistic appreciation of the chosen text.
		UNIT-5	a) G. B. Shaw: <i>Arms and the Man</i> OR b) J. M. Synge: <i>The Playboy of the Western World</i> OR c) William Galsworthy: <i>Justice</i>	1. Students will gain a nuanced understanding of the selected play, whether it's G. B. Shaw's <i>Arms and the Man</i> , J. M. Synge's <i>The Playboy of the Western World</i> , or William Galsworthy's <i>Justice</i> , by exploring themes (like anti-romantic elements and plays of ideas), character dynamics, and social commentaries embedded in the dramatic narratives. 2. The course aims to enhance students' analytical skills, enabling them to dissect the plays, identify dramatic devices, and critically engage with the socio-political and cultural implications portrayed in the chosen works. 3. Students will delve into the cultural and historical contexts of the plays, gaining insights into how societal norms and historical

				events shape the narratives. This exploration fosters a deeper appreciation of the interplay between literature and the broader socio-cultural milieu.
		UNIT-6	Short Story: a) Joseph Conrad: 'The Lagoon' (1896) b) James Joyce: 'Araby' (1914) c) Katherine Mansfield: 'The Fly' (1922) d) Somerset Maugham: 'The Lotos Eater' (1935) e) Virginia Woolf: 'The Duchess and the Jeweller' (1938)	1. Students will delve into the diverse narrative techniques employed by renowned authors such as Joseph Conrad, James Joyce, Katherine Mansfield, Somerset Maugham, and Virginia Woolf. This exploration aims to deepen their understanding of how these techniques contribute to the modernist elements of short stories. 2. The course also emphasizes a comprehensive analysis of characters and their psychological interplay of mind within the selected short stories, allowing students to discern the nuances of character development and the ways in which authors convey emotions, motivations, and complexities.
PAPER: 7	OTHER LITERATURES	UNIT-1	Background Study: a) Cultural and Literary Contexts: American Literature b) Cultural and Literary Contexts: Indian Literature in English	1. The course outcome involves developing a nuanced awareness and analysis of cultural and literary contexts within American literature. Students will gain insights into the historical, societal, and literary influences shaping American literary works. 2. The course outcome also aims to provide students with a profound understanding of the cultural and literary contexts of Indian Literature in English, fostering a critical engagement with its diverse themes, influences, and historical perspectives.
		UNIT-2	a) Walt Whitman: 'Pioneers! O Pioneers!'; 'I Sit and Look Out'; 'To a Stranger' OR b) Emily Dickinson: 'Success is Counted Sweetest'; 'Because I could not Stop for Death'; 'A Narrow Fellow in the Grass' OR a) Langston Hughes: 'Cultural Exchange'; 'Let	1. Students will gain an in-depth appreciation of Walt Whitman's or Emily Dickinson's poetic innovation, exploring themes of individualism and mortality. 2. Delving into Langston Hughes' verses, the course will offer insights into the nuanced portrayal of cultural identity, resilience, and social realities.

			America be America Again'; 'Song for a Dark Girl'	3. Through critical analysis and interpretation, students will engage with the distinctive voices, styles, and socio-cultural contexts presented in the selected American poems.
		UNIT-3	a) Nissim Ezekiel: 'Night of the Scorpion'; 'Good bye Party for Miss Puspa TS'; 'Enterprise' OR b) Kamala Das: 'An Introduction'; 'Forest Fire'; 'Delhi 1984' OR c) Agha Shahid Ali: 'The Season of the Plains'; 'Snowmen'; 'Postcard from Kashmir'	1. Students will explore the multifaceted expressions of Indian identity, emotions, and socio-political realities through Nissim Ezekiel's or Kamala Das's thought-provoking feminist and confessional poems. 2. Examining Agha Shahid Ali's verses, the course will provide insights into the nuanced portrayal of personal and cultural landscapes, particularly focusing on Kashmir. 3. Through close reading and analysis, students will gain a comprehensive understanding of the thematic richness and poetic techniques employed by these influential Indian poets.
		UNIT-4	a) Eugene O'Neill: <i>Desire Under the Elms</i> OR b) Edward Albee: <i>The Zoo Story</i> OR c) Lorraine Hansberry: <i>A Raisin in the Sun</i>	Eugene O'Neill: <i>Desire Under the Elms</i> : 1. Students will explore the complexities of family dynamics, desire, and tragedy in O'Neill's play, gaining insights into the psychological intricacies of his characters. 2. Through critical analysis, students will grasp O'Neill's use of symbolic elements and expressionist techniques, enhancing their understanding of modern American drama. 3. The course will foster discussions on the social and cultural context, enabling students to appreciate the play's significance in the broader landscape of American theater. b) Edward Albee: <i>The Zoo Story</i> : 1. This course will engage students in examining Albee's exploration of existential themes and the breakdown of communication in contemporary society. 2. By delving into the one-act play's structure and language, students will gain an

				<p>understanding of Albee's innovative use of dialogue and its impact on character development.</p> <p>3. Discussions will focus on the socio-political context, encouraging students to analyze how Albee's work contributes to the American theatrical tradition.</p> <p>c) Lorraine Hansberry: <i>A Raisin in the Sun</i>:</p> <ol style="list-style-type: none"> 1. Students will study the socio-economic challenges faced by African American families in the mid-20th century, emphasizing the relevance of Hansberry's play to issues of racial inequality. 2. Analyzing the characterizations and themes in the play, students will gain insights into Hansberry's contribution to the portrayal of African American experiences in American drama. 3. The course will foster discussions on the broader impact of <i>A Raisin in the Sun</i>, encouraging students to explore its significance in the context of the Civil Rights Movement and beyond.
		UNIT-5	<p>a) Girish Karnad: <i>Hayavadana</i> OR</p> <p>b) Asif Currimbhoy: <i>Inquilab</i> OR</p> <p>c) Poile Sengupta: <i>Thus Spake Shoorpanakha, So Said Shakuni</i></p>	<ol style="list-style-type: none"> 1. Girish Karnad: <i>Hayavadana</i>: Students will delve into the rich tapestry of Indian mythology and explore the complexities of identity and desires through an in-depth analysis of Karnad's play, developing a nuanced understanding of modern Indian drama. 2. Asif Currimbhoy: <i>Inquilab</i>: The course will guide students in examining Currimbhoy's socio-political commentary and his critique of colonialism, nationalism, and human nature, fostering discussions on the relevance of historical contexts in dramatic works. 3. Poile Sengupta: <i>Thus Spake Shoorpanakha, So Said Shakuni</i>: Students will engage with Sengupta's feminist perspectives and reinterpretation of

				mythological characters, fostering critical thinking about gender roles and societal expectations, and encouraging discussions on the intersections of mythology and contemporary issues.
		UNIT-6	a) Ernest Hemingway: <i>A Farewell to Arms</i> OR b) F. Scott Fitzgerald: <i>The Great Gatsby</i> OR c) Alice Walker: <i>The Color Purple</i>	<p>1. Ernest Hemingway: <i>A Farewell to Arms</i>: Students will explore the narrative techniques of Hemingway, gaining insights into his minimalist style and the profound impact of war on human relationships, fostering critical analysis of the novel's themes and characters.</p> <p>2. F. Scott Fitzgerald: <i>The Great Gatsby</i>: Through Fitzgerald's exploration of the American Dream and the Jazz Age, students will critically engage with themes of wealth, decadence, and societal expectations, developing a nuanced understanding of the novel's cultural and historical contexts.</p> <p>3. Alice Walker: <i>The Color Purple</i>: This course will empower students to examine Walker's exploration of race, gender, and empowerment, fostering discussions on the novel's cultural impact, its epistolary form, and its contribution to the discourse on African American literature and feminist thought.</p>
		UNIT-7	a) Mulk Raj Anand: <i>Untouchable</i> OR b) R. K. Narayan: <i>The Man-Eater of Malgudi</i> OR c) Anita Desai: <i>In Custody</i>	<p>1. Mulk Raj Anand: <i>Untouchable</i>: Students will delve into Anand's portrayal of social injustices and caste discrimination, critically analyzing the novel's narrative techniques, themes, and the impact of societal norms on individual lives.</p> <p>2. R. K. Narayan: <i>The Man-Eater of Malgudi</i>: This course will enable students to explore Narayan's satirical and allegorical narrative, fostering an understanding of his storytelling</p>

				<p>style, cultural commentary, and the use of humor to address complex societal issues.</p> <p>3. Anita Desai: <i>In Custody</i>: Through the lens of Desai's exploration of cultural conflicts and the fading art of Urdu poetry, students will engage in discussions on identity, language, and the impact of modernization, enhancing their analytical skills and cultural awareness.</p>
PAPER: 8	SPECIAL PAPER (A. ANCIENT EUROPEAN LITERATURE IN TRANSLATION)	UNIT-1	<p>Cultural and Literary Contexts: Ancient European Literature in Translation</p> <p>Thrust areas: i. Period and its Characteristics ii. Themes, Concepts and Contexts iii. Dates, Events and Influences iv. Schools and Movements v. Genres, Writers and Works</p>	<p>Students will gain a comprehensive understanding of Ancient European Literature in Translation, focusing on the historical, thematic, and contextual aspects, including periods, events, influential movements, literary schools, and notable writers and works.</p>
		UNIT-2	<p>a) Homer: <i>The Odyssey</i> Book X and XI OR b) Virgil: <i>Aeneid</i> Book I & II</p>	<p>1. Students will explore the captivating narrative and thematic richness of Homer's <i>The Odyssey</i> in Books X and XI, delving into the intricate adventures of Odysseus and the encounters he faces during his epic journey.</p> <p>2. Students will engage with Virgil's <i>Aeneid</i> in Books I & II, gaining insights into the foundational elements of Roman mythology, Aeneas's heroic journey, and the broader cultural and literary context of this classical epic.</p>
		UNIT-3	<p>a) Sappho: Fragments 1, 31, 65 OR b) Ovid: <i>Metamorphosis</i> (Apollo and Daphne, Echo and Narcissus, Orpheus and Euridice)</p>	<p>1. Students will analyze and appreciate the poetic brilliance of Sappho through the exploration of Fragments 1, 31, and 65, gaining insights into her unique contributions to ancient Greek lyric poetry.</p> <p>2. Students will delve into the captivating tales of transformation and mythology presented by Ovid in <i>Metamorphoses</i>, focusing on the poignant narratives of Apollo and Daphne, Echo and Narcissus, and</p>

				Orpheus and Eurydice, enhancing their understanding of classical literature.
		UNIT-4	a) Aeschylus: <i>Agamemnon</i> OR b) Sophocles: <i>Oedipus Tyrannus</i>	<p>1. Students will engage in a comprehensive study of Aeschylus' <i>Agamemnon</i>, exploring the nuances of Greek tragedy, the complexities of familial relationships, and the impact of fate on the characters, thereby gaining insight into the profound themes of the play.</p> <p>2. Through the exploration of Sophocles' <i>Oedipus Tyrannus</i>, students will examine the tragic consequences of fate, the intricacies of the human psyche, and the enduring relevance of classical Greek drama, enhancing their appreciation for the timeless themes presented in the play.</p>
		UNIT-5	a) Aristophanes: <i>The Frogs</i> OR b) Euripides: <i>Medea</i>	<p>1. Students will delve into the satirical world of Aristophanes' <i>The Frogs</i>, exploring its comedic elements, socio-political commentary, and reflections on the role of art in society, thereby gaining insights into the vibrant traditions of ancient Greek comedy.</p> <p>2. Through the study of Euripides' <i>Medea</i>, students will analyze the complexities of the titular character, the consequences of betrayal, and the enduring psychological and emotional impact of revenge, thereby deepening their understanding of Greek tragedy and its enduring influence.</p>
		UNIT-6	a) Seneca: <i>Trojan Women</i> OR b) Plautus: <i>Pot of Gold</i>	<p>1. Students engaging with Seneca's <i>Trojan Women</i> will explore the dramatic intensity of this Roman tragedy, understanding its distinct features, such as its stoic philosophy, complex characters, and portrayal of human suffering, thus gaining insights into the dramatic traditions of ancient Rome.</p> <p>2. In studying Plautus' <i>Pot of Gold</i>, students will unravel the</p>

				comedic genius of this Roman playwright, delving into the world of farce, clever wordplay, and societal satire, thereby gaining appreciation for the humor and social commentary embedded in ancient Roman theatrical works.
B	INDIAN LITERATURE IN ENGLISH	UNIT-1	Cultural and Literary Contexts: Indian Literature in English Thrust areas: i. Period and its Characteristics ii. Themes, Concepts and Contexts iii. Dates, Events and Influences iv. Schools and Movements v. Genres, Writers and Works	Students, exploring the Cultural and Literary Contexts of Indian Literature in English, will gain comprehensive insights into the various literary periods, themes, concepts, historical contexts, significant events, influential figures, literary schools and movements, as well as a profound understanding of diverse genres, prominent writers, and significant literary works.
		UNIT-2	Non-Fictional Prose: a) Rabindranath Tagore: 'Crisis in Civilization' b) Jawaharlal Nehru: 'The Importance of the National Idea' from <i>The Discovery of India</i> c) Amartya Sen: 'Indian Traditions and the Western Imagination' from <i>The Argumentative Indian</i>	1. Through Rabindranath Tagore's 'Crisis in Civilization,' students will analyze and comprehend the eminent writer's perspectives on the challenges facing civilization. 2. Jawaharlal Nehru's 'The Importance of the National Idea' in <i>The Discovery of India</i> will provide students with insights into the significance of the national idea during a crucial period in Indian history. 3. Amartya Sen's 'Indian Traditions and the Western Imagination' from <i>The Argumentative Indian</i> will engage students in exploring the intersection of Indian traditions with Western imagination, fostering critical thinking and cultural awareness.
		UNIT-3	a)Raja Rao: <i>Kanthapura</i> OR b)Rohinton Mistry: <i>A Fine Balance</i> OR c) Kiran Desai: <i>The Inheritance of Loss</i>	1.Raja Rao's <i>Kanthapura</i> will enable students to delve into the narrative of Indian rural life during the pre-independence era, exploring themes of resistance and socio-political change. 2. Rohinton Mistry's <i>A Fine Balance</i> will offer students a panoramic view of the socio-political landscape of India during the Emergency, fostering a

				<p>nuanced understanding of human resilience and societal challenges.</p> <p>3. Kiran Desai's <i>The Inheritance of Loss</i> will provide students with an exploration of post-colonial complexities, identity, and the impact of globalization on individuals and communities.</p>
		UNIT-4	<p>a) Vijay Tendulkar: <i>Silence! The Court is in Session</i> OR b) Dina Mehta: <i>Brides Are Not for Burning: A Play in Two Acts</i> OR a) Gurcharan Das: <i>9 Jakhoo Hill</i></p>	<p>1. Vijay Tendulkar's <i>Silence! The Court is in Session</i> will equip students to analyze the complexities of societal norms, patriarchy, and the judicial system through a dramatic lens.</p> <p>2. Dina Mehta's <i>Brides Are Not for Burning: A Play in Two Acts</i> will enable students to engage with themes of gender, cultural clashes, and the impact of societal expectations on individual lives.</p> <p>3. Gurcharan Das' <i>9 Jakhoo Hill</i> will offer students insights into the socio-political fabric of post-independence India, exploring themes of identity, choices, and moral dilemmas.</p>
		UNIT-5	<p>a) Sarojini Naidu: 'The Song of the Coromandel Fishers'; 'The Flute Player of Brindaban'; 'Humayun to Zubaida' OR b) R. Parthasarathy: 'Exile', 'Trial'; 'Delhi' OR d) Keki N. Daruwalla: 'Boat-ride Along the Ganga'; 'The Ghaghra in Spate'; 'The Unrest of Desire'</p>	<p>1. Sarojini Naidu's poems will enable students to explore the poetic richness of her verses, understanding themes of nature, freedom, and historical narratives.</p> <p>2. R. Parthasarathy's poems will equip students to delve into the complexities of human experiences, identity, and urban life through a contemporary poetic lens.</p> <p>3. Keki N. Daruwalla's poems will provide students with insights into the vivid landscapes of India, addressing themes of nature, spirituality, and the human condition.</p>

		UNIT-6	<p>Short Story: a) Bhabani Bhattacharya: 'A Moment of Eternity' b) Raji Narasimhan: 'A Toast to Herself' c) Ruskin Bond: 'The Eyes are not Here' d) Gauri Despande: 'Hookworm, Lamprey, Tick, Fluke and Flea' e) Manoj Das: 'Farewell to a Ghost'</p>	<p>1. Bhabani Bhattacharya's short story will enable students to explore themes of time, eternity, and existential reflections in the context of Indian life.</p> <p>2. Raji Narasimhan's short story will provide students with insights into gender dynamics and individual aspirations, fostering discussions on self-worth and empowerment.</p> <p>3. Ruskin Bond's short story will engage students in understanding the nuances of perception, loneliness, and the human connection through the lens of a child.</p> <p>4. Gauri Despande's short story will prompt discussions on the intersection of nature, human behavior, and societal norms, exploring the complexities of relationships.</p> <p>5. Manoj Das's short story will offer students a glimpse into the mystical and supernatural elements in Indian storytelling, encouraging an appreciation for folklore and cultural traditions.</p>
The rest of the options from this paper are not taught at the college.				