

DEPARTMENT OF ENGLISH

**B.A HONOURS
FOUR YEAR UG DEGREE PROGRAMME WITH SINGLE MAJOR
(BASED ON NEP 2020)
(SEM-I, SEM-II, SEM-III, SEM-IV, SEM-V, SEM-VI)**

w.e.f. 2023-24

**COURSE OUTCOME (CO) /PROGRAMME OBJECTIVES (PO) / PROGRAMME
SPECIFIC OUTCOME (PSO) :**

COURSE OUTCOME (CO):

COURSE TITLE	COURSE OUTCOME
SEM-I	
Introduction to Literary Studies (Course Code: A/ENG/101/MJC-1)	<ul style="list-style-type: none">• On successful completion of the course, students will be able to recognise, classify and engage with the different genres of literature.• They would be able to apply diverse literary tools and concepts to critically engage with different types of literary texts.
English Language and its Teaching (Course Code: A/ENG/104/SEC-1)	<ul style="list-style-type: none">• Students will develop communicative skills for multiple spheres enhancing their employability and opportunities across sectors, such as in academia or hospitality and service industries or such places where mass communication in English is a prerequisite. The scope remains enormous and expanding in a linguistically diverse, developing economy such as India.• The course is designed to skill students in effectively coordinating-collaborating with others.• Students will be able to confidently share views and convey ideas, thoughts, and arguments effectively in writing and orally using language that is respectful and sensitive to gender and minority groups.
SEM-II	

<p>Indian Classical Literature (Course Code: A/ENG/201/MJC-2)</p>	<ul style="list-style-type: none"> • On successful completion of the course, students will obtain comprehensive knowledge and coherent understanding of Indian aesthetic, ethical and literary-critical traditions, and will be equipped with tools of cross-cultural aesthetics. It would help them analyze, interpret and appreciate various texts, including literatures composed in English, from a comparative translational perspective. • Students of English literature in Indian classrooms would gain a first-hand acquaintance of classical Indic texts like Kalidasa's Abhijnanasakuntalam, the Mahabharata and the Indian Epic Tradition in translation. This would moor them in an awareness of the plural classical aesthetic and critical prisms of the subcontinent while engaging with global literatures in English/ English translation, thereby enabling them to unlearn the processes of epistemic colonization.
<p>Indian Classical Literature (Course Code: A/ENG/202/MN-2)</p>	<ul style="list-style-type: none"> • Students would be trained in close literary-critical readings of the texts in order to appreciate the inclusive attributes of Indian classical literature • This introductory course in the English (Hons.) syllabus would enable students to trace the evolution of diverse literary cultures in India in their historical contexts and explore issues of genres, themes and critical debates, thereby grounding the students in the ethics of translation, comparison and an India-perfumed glocal (global/local) prism. It could kindle research interest in Indian classical literature from a comparative perspective among students of English literatures in Indian classrooms.
<p>Creative Writing & Business Communication (Course Code: A/ENG/204/SEC-2)</p>	<ul style="list-style-type: none"> • The course would enable students to appreciate and analyse creative writing as much as a crafts an art • They would be trained to copy-edit and proof-read as also prepare drafts for publication

	<ul style="list-style-type: none"> It would help cultivate both basic and advanced skills in business communication in students, from writing minutes of meetings to project reports.
SEM-III	
British Poetry and Drama: From Old English Period to 17th Century (Course Code: A/ENG/301/MJC-3)	<ul style="list-style-type: none"> Familiarity with the early stages of the literary history of England from the Old English up to the Elizabethan Period. Students learn tools and skills required to undertake a close literary-critical exegesis of the prescribed poems, plays and related concepts of the Renaissance and Elizabethan England, when mapped against their historical and socio-political contexts.
British Poetry and Drama: 17th and 18th Centuries (Course Code: A/ENG/302/MJC-4)	<ul style="list-style-type: none"> To familiarize students with the Restoration and Jacobean periods and their global legacies and afterlives To train students in close literary-textual exegesis of British literary texts composed during the Restoration and Jacobean periods against their socio-cultural, historical and economic contexts
Phonetics and Phonology (Course Code: A/ENG/305/SEC-3)	<ul style="list-style-type: none"> To understand the basic concepts in Phonetics. To perceive, identifying and transcribing speech sounds using IPA. To learn the main rules governing English pronunciation To pronounce English words and sentences more effectively.
SEM-IV	
British Literature: 18th Century (Course Code: A/ENG/401/MJC-5)	<ul style="list-style-type: none"> Students are trained to explore the emergence of new genres such as the novel, the periodical essay, gothic narratives, children's writing, sentimental and anti-sentimental literature, travel narratives, life narratives etc. during the period. They learn to map the relationship between the formal and the political in the literature of this period. The course sensitizes students to the afterlives, legacies and continuing global resonance of politics, literature and science as cultivated and

	<p>institutionalised during the eighteenth century, the age of Enlightenment and Empire across Europe including England.</p>
<p>British Romantic Literature (Course Code: A/ENG/402/MJC-6)</p>	<ul style="list-style-type: none"> • The poems and prose pieces included in the course enable the learners to appreciate and analyse the literary and socio-cultural sensibilities of the time focussed on themes of the common man, equality, freedom, sense of community and fraternity while being in complex engagement with the global phenomena of European imperialism and industrialisation. • Students are trained to critically analyse and interpret the prescribed poems with reference to the theme, language, style and elements of prosody, as also read Romantic literary texts using contemporaneously created art across multiple media, e.g. painting, as crucial co-texts.
<p>British Literature: 19th Century (Course Code: A/ENG/403/MJC-7)</p>	<ul style="list-style-type: none"> • The course aims to kindle research interest in the period, especially when viewed from a comparative, cross-cultural perspective by a consciously located Indian student of British literature • To understand the legacies and thriving resonance of the Victorian period and literature across spaces and tenses, especially in the context of the neo-/colonial contemporary. The learners will develop analytical and creative skills to come up with fresh insightful articles comparing the literary canon and contexts of 19th century British literature with the literary, formal and socio-political movements and experiments it inspired in post-/colonial spaces, especially India during the colonial and post-colonial periods.
<p>American Literature (Course Code: A/ENG/404/MJC-8)</p>	<ul style="list-style-type: none"> • To make the students explore the historical, religious and philosophical contexts of the American spirit in literature; social-cultural-ecological-political contexts may include, for

	<p>example, the idea of democracy, Millennial Narratives, the Myth of Success, the American Adam, the Myth of the Old South, the Wild West, Melting pot, Multiculturalism, etc.</p> <ul style="list-style-type: none"> To be able to critically appreciate the diversity of American literature in the light of regional variations in climate, histories of racial tensions, economic priorities.
SEM-V	
British Literature: The Early 20th Century (Course Code: A/ENG/501/MJC-9)	<ul style="list-style-type: none"> To trace the history of modernism in the socio-cultural and intellectual contexts of the late nineteenth and early twentieth century Europe. To be able to link and distinguish between modernity and modernism To be able to compare, connect and comment on the links between developments in science including medicine and psychoanalysis, and co-eval experiments in literature
Indian Writing in English (Course Code: A/ENG/502/MJC-10)	<ul style="list-style-type: none"> The course introduces the students to canonical authors in the genre like R.K. Narayan, H.L.V. Derozio, Kamala Das, Nissim Ezekiel, Mulk Raj Anand and Salman Rushdie, among others. Students will learn to read the cross-cultural transfusions – both regional and international – in Indian writings in English. On completing the course learners will grow familiar with the growth, development and emerging trends of this vibrant domain of Indian Literature.
Literature of the Indian Diaspora (Course Code: A/ENG/503/MJC-11)	<ul style="list-style-type: none"> To develop a creative-critical understanding of the writings of the Indian diaspora within the discourse of postcolonialism, postmodernity, hybridity, globalization and transnationalism To explore Indian diasporic texts as markers of Indian diasporic lives, cultural practices, experiences, religion and the proliferation of new media
British Literature: Post World War II (Course Code: A/ENG/504/MJC-12)	<ul style="list-style-type: none"> To be able to grasp the changing role of England and the English language with

	<p>its many postcolonial and translational mutants in the new world order</p> <ul style="list-style-type: none"> • To be able to critically analyse and link the changes in social norms to new literary forms emergent in post 1950s British literature within the post-colonial, post-imperial theoretical framework
SEM-VI	
Modern Indian Writing in English Translation (Course Code: A/ENG/601/MJC-13)	<ul style="list-style-type: none"> • To cultivate in students an understanding of the historical trajectories of Indian literature and the interconnections historically forged through translation between themes, forms and debates in bhasha literatures and Indian Writing in English • To appreciate the impact of transnational and regional literary movements on various Indian literatures through translation
Postcolonial Literatures (Course Code: A/ENG/602/MJC-14)	<ul style="list-style-type: none"> • To critically engage with issues of racism, imperialism and exploitation along gender lines during and after colonial occupation • To understand the legacies of colonialism in shaping contemporary realities both post-colonial and post-imperial, including the matrix of neo-colonial conglomerates and the movements of resistance
Science Fiction and Detective Literature (Course Code: A/ENG/603/MJC-15)	<ul style="list-style-type: none"> • To make students engage with the socio-political, philosophical and psychological issues and debates pivotal to both the formats • To train students to think through the concept of progress, the role of technology in our life and the many unfolding implications of the smudged borderlines between technological applications and the human condition
Partition Literature (Course Code: A/ENG/604/MJC-16)	<ul style="list-style-type: none"> • The texts selected focus on partition and its multidimensional issues, tremors and aftermaths, thereby nudging the learners to enter and explore the lives of the people as represented before and after the partition.

	<ul style="list-style-type: none"> The course aims to sensitize students to the legacies and afterlives of partition and cultivate an empathetic understanding of their contemporary resonances in the Indian subcontinent
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PROGRAMME OBJECTIVES (PO):

PROGRAMME NAME	PROGRAMME OBJECTIVES (PO)
<p>B.A HONOURS IN ENGLISH (ENGLISH MAJOR) (SEM-I, SEM-II, SEM-III, SEM-IV, SEM-V, SEM-VI)</p>	<ul style="list-style-type: none"> To inculcate holistic and multidisciplinary education with the freedom and flexibility for students to shape their studies by opting for courses of their choice across disciplines, including the chosen major and minor To enable creative combinations of disciplinary areas for study in multidisciplinary contexts To train students to analyze, appreciate, understand and critically engage with literary texts written in English or available in English translation, approached from various perspectives and with an awareness of the locations of production and reception To cultivate language proficiency of students, the ability to communicate with clarity and confidence at different levels, as also familiarize students with the self-reflexive literary deviance of language and initiate them in current literary, discursive practices and developments in English Studies, including English Studies in India To introduce students to the rainbow palette of the English literary curricula, ranging from its Anglo-centric beginnings to the more recent shifts to new literatures e.g., Third World Literature, Commonwealth literature, American, Australian, African Literature and of course, Indian Literature in English and Bhasha literatures in English translation, with a parallel focus on Indian Classical Literature in translation and Comparative Literature as a multidisciplinary option, so as to cultivate a comparative awareness of Indian languages, knowledge systems and literary traditions To train students to translate learned concepts and critical-creative skills of analysis, reflection and interpretation in real-life situations and contemporary texts in a multidisciplinary context

	<ul style="list-style-type: none"> • To enhance the employability of students across diverse sectors in government organizations, service sectors, corporate set-ups and spaces global, national, regional and local • To increase flexibility through multiple entry and exit options as also flexible curricular structures and degree options at the end of one, two, three or four years, in addition to incorporating a choice-based credit system • 9. To develop clarity of thought and articulation in students as well as the skills of critical enquiry and analysis of texts literary, cultural, multi-medial 10. To be receptive and responsive to students' differences and work towards inclusion and access of all in education
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PROGRAMME SPECIFIC OUTCOME (PSO):

PROGRAMME NAME	PROGRAMME SPECIFIC OUTCOME (PSO)

**B.A HONOURS IN ENGLISH
(ENGLISH MAJOR)
(SEM-I, SEM-II, SEM-III, SEM-IV, SEM-V, SEM-VI)**

- In-depth and specialized disciplinary knowledge of English Studies – its canons, contemporary trends and emergent possibilities – and a critical, historical understanding of the development of the discipline, with the ability to identify, speak and write about different literary genres, forms, periods and movements
- Ability to read, analyze, interpret texts and traditions closely and critically when mapped against their socio-historical, economic, political and cultural contexts, with focus on themes, generic conventions, literary history and linguistic stylistic variations, innovations
- Ability to come up with situated readings and creative-critical, reflective thinking around texts in terms of one's location in the immediate and global contexts, along with the ability to share the results of one's academic and disciplinary learning in formats such as essays, notes, presentations etc. across varied platforms of communication, including the classroom and the internet
- Skills to identify, systematically analyze and engage with extant scholarship and diverse resources and tools, including digital knowledge platforms, in order to explore a domain and present one's critical position and informed views in the area in a clear and concise manner to different groups/audiences using appropriate media
- Inculcate effective communication skills i.e., the ability to speak and write clearly and present one's contentions in standard, academic English
- To encourage flexibility and enable students curve their own learning trajectories and programmes suited to their specific questions and interests
- Ability to define problems, formulate appropriate research questions, formulate hypotheses, and design research proposals
- 8. Interdisciplinary research skills and approach towards debates in the domains of humanities and social sciences
- To cultivate an appetite for new knowledge and understanding and adaptability to new situations
- 10. To inculcate values – constitutional, ethical, moral, literary and humane – and the ability for self-questioning, as also to decode/interpret values represented in literary texts and criticism vis-à-vis the environment, religion and spirituality, and structures of power

CO – PO Matrix for English Major
(SEM-I, SEM-II, SEM-III, SEM-IV, SEM-V, SEM-VI)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	√	√	√	√				
CO2		√				√		
CO3						√	√	
CO4			√	√				
CO5				√		√		√
CO6	√		√	√		√		
CO7		√		√	√	√	√	
CO8	√					√		
CO9		√		√	√			
CO10			√			√		√
CO11	√				√		√	
CO12	√			√				

CO13		√		√		√		√
CO14			√		√		√	
CO15	√			√			√	
CO16		√	√			√		
CO17	√			√				√
CO18		√	√			√		
CO19	√				√		√	
CO20			√			√		√
CO21		√		√			√	
CO22	√		√		√			
CO23	√			√				√
CO24					√		√	
CO25			√				√	√
CO26		√						
CO27		√		√			√√	

CO28	√					√		
CO29	√		√		√			√
CO30			√			√		
CO31	√							
CO32		√				√		
CO33			√					√
CO34	√				√			
CO35		√				√		
CO36	√		√					√
CO37	√			√				
CO38						√		√
CO39			√					√
CO40			√			√		
CO41	√			√			√	
CO42		√						

CO43		√	√		√			√
CO44	√			√			√	
CO45		√			√			√