

## Course outcomes of English (Major & Minor) under NEP 2020

Course outcome :

### **SEMESTER :I**

#### **Reading, Writing and Presentation.(MAJ101)**

**Credit: 6**

1. Academic writing aims to convey ideas clearly, logically and persuasively. It encourages critical thinking and analysis, allowing the readers understand and evaluate the topics.
2. Critical thinking develops the ability to analyse question and evaluate information objectively.
3. Literary terms help understand and analyse literature. they clarify themselves techniques like persona, irony , symbols and motives depend comprehension
4. Reflective skills encourage self awareness and learning from experiences
5. academic writing fosters effective communication intellectual growth and the development of research skills necessary for success in educational and professional settings.

#### **Soft Skills (SEC 101)**

1. Explore the fundamental principles of teamwork, including effective communication, collaboration, and conflict resolution, to cultivate a holistic understanding of the importance of collaborative work environments in achieving common goals.
2. Develop practical strategies and techniques for building and maintaining successful leadership calibre.
3. Investigate the role of emotional intelligence in interpersonal relationships and professional success, examining how self-awareness, self-regulation, empathy, and social skills contribute to effective communication and leadership.
4. Examine case studies and real-world scenarios to illustrate the impact of teamwork and emotional intelligence in various personal and professional contexts, allowing for practical application and skill enhancement.
5. Foster a mindset directed towards problem solving and adaptability to changing environments.

### **SEMESTER :II**

#### **Uses of English in India(MAJ201)**

**Credit: 6**

1. Familiarize themselves with the principles that are used to categorize and systemise the sounds of a language.
2. Understand how the organs of speech function in the production of speech sound.
3. Have some idea of the various accent of English.

4. Have an idea about the beginnings of English education in India and the underline perception of the colonial rulers and place the teaching learning of English in colonial India in the proper perspective.
5. Examine why the English teaching sceneries in post colonial India it's everything continues to be the same as in colonial India in spite of the changing needs of the new generation of Indian learners of English .

## **SEMESTER :II**

### **Communicative English(AEC201)**

**Credit: 4**

1. Know the primary units of language are not merely it's grammatical and structural features but categories of functional and communicative meaning as exemplified in this course.
2. Have the knowledge of the primary function of language is interaction and communication.
3. Enhance speaking skills through group discussion interview and dialogue.
4. Have to know language is a system for the expression of meaning in a specific contact.

## **SEMESTER :III**

### **English Essay and Short Story (MAJ301)**

**Credit: 6**

1. Develop an aesthetic taste as well as analytical and critical thinking.
2. Identify authors purpose and tone and summarise information in a text.
3. Make use of contextual clues to infer meaning of familiar words from context.
4. Recognise and understand the meaning of targeted grammatical structures in written and spoken form.
5. Vocabulary grammar and composition will develop the linguistic competence of the students.
6. Have the knowledge of dividing essays into two categories like formal essay or topic on any theme life 'of studies' ' of Empire' of bacon and informal essay or autobiographical essay like Charles lamb's 'dream children: A Reverie.'

## **SEMESTER: IV**

### **English Novel (MAJ401)**

**Credit:6**

1. Identify and explain the significance of the essential literary elements of novels that is character setting conflict plot, climax, resolution, theme tone and point of view.
2. Understand the origin and development of novel as a literary genre.
3. Know and use varied sentence beginnings introductory preposition of phase participle phrase adjective phrases and adverbial clauses
4. Develop their reading Speed.
5. Make inferences and predictions based on comprehension of a text.
6. Know the story telling techniques and be acquainted with the narrative techniques by which the narrator narrates the story like first person narrative technique(I ,We) or autobiographical novel (David Copperfield), and Third person narrative technique or omniscient point of view (J.k.Rowling's Harry potter).

### **SEMESTER:V**

#### **Old and Middle English Language and Literature (MAJ 501)**

- 1.Understand how English transform from old English to middle English, including vocabulary grammar and pronunciation.
- 2.explore common themes such as chivalry, courtly - love, religious devotion and the conflict between good and evil.
- 3.study the development of literary forms like a epic,poeetry,ballads, romances and morality plays,
- 4.Recognise the lasting influence of old and Middle English literature on subsequent English literature and language.
- 5.Gain insight into the historical, social and cultural context of the period including the impact of Norman conquest and the rise of feudalism.

#### **English Poetry : Sixteenth to Eighteenth Century (MAJ 502)**

- 1.Understand various poetic forms such as odes,and pastoral poetry popular in the 16th to 18th centuries.
- 2.Explore the transition from renaissance by humanism and classical imagination to the neo-classical movement emphasizing order and satire.
- 3.Identity and analyse poetic devices like metaphor, simile, imagery, symbolism and allegory used by Poets of the period.
- 4.Examining how Historical events, cultural and Socio Political changes influenced the poetry of the time, reflecting social attitudes and values.

#### **Poetry and Drama (MIN 501)**

1. Develop skills to analyse and interpret English poetry and drama including understanding themes, characters and literary devices.
2. Gain insight into historical, social and political context of English Poetry and drama such as Elizabethan era.
3. Explore the use of dramatic technique to convey emotions, ideas and narratives effectively.
4. Enhance critical thinking skills by examining different perspectives, themes, interpretation within English poetry and drama.

## **SEMSTER:VI**

### **English Drama : Sixteenth to Eighteenth Century (MAJ 601)**

1. English drama of this period often depicted tragic events and characters facing downfall due to fate or flaws.
2. Many plays focus on humour, wit and comedic situations, providing entertainment and social commentary.
3. The era saw romantic themes explored in dramas, with stories of love, courtships and adventure.
4. Historical dramas were popular, dramatizing events and figures from English history.
5. Some plays aimed to teach moral lessons, often through allegorical characters and situations, addressing virtues, vices and the human conditions.

### **English Drama from 1800 to the Present (MAJ 602)**

1. Drama evolved to depict everything life realistically, reflecting social changes and issues.
2. Some plays embraced emotional expression nature and the individuals imagination, exploring themes of love, passion and the supernatural.
3. Dramas increasingly critiqued societal norms, injustices and political systems, advocating for reform or revolution.
4. Playwrights began experimenting with form, style and language, pushing the boundaries of traditional theatre.
5. Modern drama embraces diverse voices perspectives and identities, reflecting the multicultural and globalized world.

### **Women's Writing (MAJ 603)**

1. Poetry of the 18th century often followed classical forms and emphasized reason, order and restraint as seen in the works of Alexander Pope and Samuel Johnson.
2. Poets rebelled against Neo-classical conventions, celebrating emotions, nature and individualism with poets like Wordsworth, Coleridge and so on.
3. Victorian era brought poetry that explored morality, society and the human conditions.
4. Poets of the early 20th century experimented with form, language and perspective reflecting the fragmentation and disillusionment of the era.
5. In the present era, Poetry encompasses diverse voices, styles and themes addressing issues like identity, politics and the environment.

### **SEMSTER: VII**

#### **Literary Theory From 1801 to 1950 (MAJ 702)**

1. Literary theory focused on analysing the structure, language and form of texts, emphasize close reading and the intrinsic qualities of literature.
2. Critics examine literature through the lens of social and economic relations, exploring theme of class struggle, power dynamics and ideology.
3. This approach applied Freudian psychology to literature, interpreting texts as expression of desires, fears and conflicts.
4. Critics focused on the text itself, rejecting biographical and historical contexts, emphasized ambiguity, paradox and irony.
5. Literary theory examined the underlying structures and systems of meaning in the texts, emphasizing language, symbols and binary oppositions.

### **SEMSTER: VIII**

#### **Literature and other Arts (MAJ 804)**

1. English literature intersects with other arts like visual arts, music and film, enriching interpretations and expressions.
2. Literature reflects and shapes cultural values, beliefs and identities, providing insight into historical and societal contexts.
3. Develop critical thinking skills by evaluating and comparing different literary pieces enhancing analytical abilities.
4. Explore how literature reflects and shapes cultural beliefs, traditions and societal norms.

5.Enhance communication skills through discussion, presentations and written assignments,improving both oral and written expression.

### **Literature and Environment (MAJ-805)**

1. Gain understanding of environmental issues through Literature, exploring how nature is portrayed and impacted by human actions.
  2. Investigate literary works that promote sustainability and ecological consciousness, fostering a sense of responsibility towards the environmental challenges.
  3. Inspire environmental activism and advocacy through literary analysis, motivating students to engage in environmental Conservation efforts.
  4. Connect Literature with environmental science and other disciplines, encouraging interdisciplinary perspectives on environmental challenges.
  5. Cultivate appreciation for the natural world by studying literary descriptions of landscapes, animals and eco-systems, fostering a deeper connection with nature.
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### **C.B.C.S**

### **COURSE OUTCOME (ENGLISH)**

**Course Code: ENGH-H-CC-T-8**

**Course Title: British Literature: 18th Century**

**Texts:**

**Group A - Eliza Heywood. *Fantomina***

1. To explore "Fantomina" as a representative example of the evolving literary landscape of the 18th century, examining its thematic concerns, narrative techniques, and stylistic innovations within the context of the period.

2. To situate "Fantomina" within the broader tradition of British literature of the 18th century, considering its engagement with contemporary literary movements, such as the rise of the novel, the development of satire, and the emergence of sentimental literature.
3. To analyse "Fantomina" in relation to the socio-political and cultural realities of 18th-century Britain, investigating how the text reflects and critiques issues of gender, class, power dynamics, and societal norms prevalent during this period.
4. To study the reception and legacy of "Fantomina" within 18th-century literary circles and beyond, examining its influence on subsequent literary works and its significance in shaping literary trends and discourses.
5. To encourage interdisciplinary approaches to the study of "Fantomina" and 18th-century British literature, fostering connections between literature, history, philosophy, and cultural studies to deepen understanding of the text's relevance and impact.

**Course Code: ENGH-H-CC-T-9**

**Course Title: British Romantic Literature**

**Texts:**

**Group A - Robert Burns' "Bard's Epitaph" and "Scots Wha Hae"**

**Group B- William Wordsworth's "Tintern Abbey"**

1. Explore the thematic concerns of love, nature, freedom, and national identity as depicted in Robert Burns' "Bard's Epitaph" and "Scots Wha Hae," situating these works within the broader context of Romanticism and their contribution to the Romantic literary movement.
2. Analyse the linguistic and cultural significance of Burns' use of Scots dialect in his poetry, considering its role in shaping the poet's identity and its representation of the Scottish cultural landscape during the Romantic period.
3. Examine William Wordsworth's "Tintern Abbey" as a quintessential Romantic poem, investigating its themes of memory, imagination, and the sublime, and exploring how Wordsworth's engagement with nature reflects key tenets of Romantic ideology.
4. Trace the influence of Burns and Wordsworth on the development of Romantic literature, considering their poetic innovations, thematic preoccupations, and contributions to the Romantic canon.

5. Foster a deeper understanding of British Romantic literature by contextualizing Burns' and Wordsworth's works within the socio-political, cultural, and intellectual currents of the late 18th and early 19th centuries.

**Course Code: ENGH-H-CC-T-10**

**Course Title: British Literature: 19th Century**

**Texts:**

**Group B- Charlotte Bronte. *Jane Eyre***

**Charles Dickens. *Hard Times***

1. To investigate the thematic richness and social commentary embedded in Charlotte Bronte's "Jane Eyre" and Charles Dickens' "Hard Times," exploring how these novels reflect and critique the cultural, social, and political landscape of 19th-century Britain.
2. Analyse the portrayal of class, gender, morality, and individualism in "Jane Eyre" and "Hard Times," considering how these themes intersect with broader societal issues prevalent during the Victorian era and their significance in shaping literary and cultural discourses.
3. Examine the narrative techniques employed by Bronte and Dickens, such as first-person narration, symbolism, and character development, and evaluate their contribution to the evolution of the novel as a literary form during the 19th century.
4. Situate "Jane Eyre" and "Hard Times" within the broader context of 19th-century British literature, considering their thematic concerns, narrative styles, and literary innovations in relation to other major works of the period.
5. Foster a critical understanding of the socio-historical context of "Jane Eyre" and "Hard Times," exploring how these novels engage with issues of industrialization, education, gender roles, and the pursuit of individual happiness.

**Course Code: ENGH-SEC-T-2**

**Course Title: Soft Skills**

**Topic: Teamwork and Emotional Intelligence**



1. Explore the fundamental principles of teamwork, including effective communication, collaboration, and conflict resolution, to cultivate a holistic understanding of the importance of collaborative work environments in achieving common goals.
2. Develop practical strategies and techniques for building and maintaining successful team dynamics, fostering an appreciation for diversity, inclusivity, and mutual respect as essential components of productive teamwork.
3. Investigate the role of emotional intelligence in interpersonal relationships and professional success, examining how self-awareness, self-regulation, empathy, and social skills contribute to effective communication and leadership.
4. Examine case studies and real-world scenarios to illustrate the impact of teamwork and emotional intelligence in various personal and professional contexts, allowing for practical application and skill enhancement.
5. Foster a growth mindset and a commitment to lifelong learning by encouraging self-reflection, goal-setting, and continuous development of soft skills, empowering individuals to adapt to changing environments and excel in diverse settings.

**Course Code: ENGH-H-CC-T-13**

**Course Title: Modern European Drama**

**Texts:**

**Group A: Anton Chekhov's "The Seagull"**

1. Analyse Anton Chekhov's "The Seagull" as a seminal work in Modern European drama, examining its themes, characters, and dramatic techniques within the context of late 19th and early 20th-century European theatrical movements.
2. Explore the evolution of Modern European drama through the lens of "The Seagull," considering Chekhov's influence on the development of realism and naturalism in theater, and his portrayal of complex human emotions and relationships.
3. Examine Chekhov's innovative use of dialogue, subtext, and symbolism in "The Seagull," and its impact on the narrative structure and thematic depth of the play, highlighting its contribution to the modernization of dramatic form.
4. Situate "The Seagull" within the broader landscape of Modern European drama, drawing connections between Chekhov's work and other major playwrights and theatrical

movements of the period, such as Henrik Ibsen's realism and symbolism, and August Strindberg's expressionism.

5. Foster a critical understanding of the socio-cultural context of "The Seagull" and its relevance to contemporary theater, exploring how Chekhov's exploration of universal themes such as love, art, and existential angst continues to resonate with audiences and develop new interpretations in the modern theatrical landscape.

**Course Code: ENGH-H-CC-T-14**

**Course Title: Postcolonial Literature**

**Texts:**

**Group A: Mamang Dai's "Small Towns and the River", "The Voice of the Mountain"**

**Group B: Chinua Achebe. *Things Fall Apart***

**Gabriel Garcia Marquez. "No One Writes to the Colonel"**

1. Analyse the diverse perspectives and experiences depicted in Mamang Dai's "Small Towns and the River," Chinua Achebe's "Things Fall Apart," and Gabriel Garcia Marquez's "No One Writes to the Colonel," exploring how these texts engage with themes of identity, cultural heritage, and the legacy of colonialism and decolonisation.
2. Examine the ways in which Mamang Dai, Chinua Achebe, and Gabriel Garcia Marquez challenge Eurocentric narratives and subvert colonial stereotypes through their portrayal of indigenous cultures, traditions, and struggles for autonomy.
3. Investigate the intersectionality of postcolonial identities depicted in these texts, considering how factors such as race, class, gender, and ethnicity shape characters' experiences and perspectives in the aftermath of colonial rule.
4. Situate "Small Towns and the River," "Things Fall Apart," and "No One Writes to the Colonel" within the broader context of postcolonial literature, tracing their influence on the development of the postcolonial literary canon and their contribution to ongoing debates surrounding power, representation, and decolonization.
5. Foster critical engagement with the socio-political and historical contexts of postcolonial literature, encouraging students to interrogate their own positionalities and biases while analyzing these texts and to reflect on the complexities of postcolonial identities and narratives in a globalized world.

**Course Code: ENGH-H-DSE-T-4**

**Course Title: Literary Theory**

**Texts:**

**Group A: Postcolonial Studies: b. Edward Said. "The Scope of Orientalism."**

**Group B: Feminism: b. Luce Irigaray. "When the Goods Get Together"**

1. Explore the theoretical insights offered by Luce Irigaray in "When the Goods Get Together" and Edward Said in "Orientalism," examining their respective contributions to literary theory and their applicability to understanding power dynamics, discourse, and representation in literature.
2. Analyse Irigaray's feminist critique of language and representation, considering how her emphasis on the feminine voice and alternative modes of expression challenges patriarchal structures in literature and culture, and examining its relevance to postcolonial literary contexts.
3. Examine Said's concept of Orientalism and its implications for the construction of Western representations of the East, investigating how colonial stereotypes and narratives have influenced perceptions of non-Western cultures and contributed to systems of domination and othering in literature and beyond.
4. Situate Irigaray's and Said's theories within the broader landscape of literary theory, exploring their intersections with other critical approaches such as feminism, postcolonialism, and psychoanalysis, and considering their implications for understanding the production, reception, and interpretation of texts.
5. Foster a critical understanding of the relationship between literary theory and postcolonial literature, encouraging students to apply Irigaray's and Said's insights to the analysis of literary texts, and to reflect on the ethical and political dimensions of representation, identity, and cultural exchange in literature and society.

**CourseCode: ENGH-H-DSE-T-5**

**Course Title: Partition Literature**

**Texts:**

**Group A: Dibyendu Palit's 'Alam's Own House'**

**Faiz Ahmad Faiz. "For Your Lanes, My Country"**

## **Group B: Intizar Husain. *Basti***

1. Analyse the thematic exploration of loss, displacement, identity, and trauma in Dibyendu Palit's "Alam's Own House," Faiz Ahmad Faiz's "For Your Lanes, My Country," and Intizar Husain's "Basti," examining how these texts reflect the human experiences of partition and its aftermath.
2. Explore the diverse literary techniques employed by Palit, Faiz, and Husain to depict the socio-political and emotional complexities of partition, including narrative structure, symbolism, and imagery, and examine how these techniques contribute to the evocative power of their works.
3. Examine the role of memory, nostalgia, and cultural heritage in shaping the narratives of partition in "Alam's Own House," "For Your Lanes, My Country," and "Basti," considering how these themes illuminate the enduring impact of partition on individual and collective consciousness.
4. Situate "Alam's Own House," "For Your Lanes, My Country," and "Basti" within the broader context of Partition literature, exploring their contributions to the literary representation and historical understanding of one of the most significant events in South Asian history.
5. Foster a critical understanding of the relationship between literature, history, and memory in the context of partition, encouraging students to engage with the ethical and political dimensions of representation, reconciliation, and commemoration in partition narratives, and to reflect on the continued relevance of partition literature in contemporary discourse.