

Course Specific Outcomes in English Honours

SEMESTER -1

CEH-1: BRITISH POETRY AND DRAMA: FROM CHAUCER TO THE END OF 16TH CENTURY

CO1- Students will become familiar with a range of significant British poems and plays from the medieval period to the Renaissance.

CO2- Students will develop an understanding of the historical, social, and cultural contexts in which these works were produced.

CO3- Students will learn how to analyze and interpret poetry and drama from this period, considering aspects such as language, form, genre, themes, and literary techniques.

CEH- 2: BRITISH POETRY AND DRAMA: 17TH CENTURY

CO1- Students should gain familiarity with prominent figures in 17th-century British poetry and drama, such as John Donne, John Milton, Andrew Marvell, Ben Jonson, and William Shakespeare.

CO2- Students should explore the various literary movements and genres that emerged during the 17th century, including Metaphysical poetry, Cavalier poetry, Jacobean and Caroline drama, and the restoration comedy.

CO3- Students should be able to identify and analyze the recurring themes and motifs present in 17th-century British poetry and drama. These may include themes of love, spirituality, political and social issues, morality, death, and the exploration of human nature.

GEE- 1: LANGUAGE, LITERATURE AND CULTURE

CO1- Students will gain knowledge about the intricacies of language, including its structure, functions, and evolution.

CO2- Analyze and interpret literary works: Students will learn to critically analyze and interpret literary texts from different cultural and historical contexts.

CO3- Explore the relationship between language, literature, and culture: Students will examine how language and literature reflect, shape, and are influenced by cultural norms, values, and beliefs.

CO4- Students will gain insights into diverse cultural perspectives through the study of literature and language.

SEMESTER -2

CEH- 3: BRITISH LITERATURE: 18th CENTURY

CO1- Students will gain a deep understanding of the social, political, and cultural climate of Britain during the 18th century. This includes exploring key historical events, such as the Enlightenment, the Industrial Revolution, and the rise of the British Empire, and how they influenced literature.

CO2- Students will become acquainted with significant literary works from the 18th century. This may include studying works by influential authors such as Jonathan Swift, Alexander Pope, Samuel Johnson, Daniel Defoe, and others.

CO3- Students will examine the major literary movements and genres that emerged during the 18th century. This could involve studying the development of the novel as a literary form, the rise of satire and political writing, the growth of periodical literature, and the impact of neoclassicism and romanticism on British literature.

CO4- Students will explore the major themes and ideas present in 18th-century British literature. This might include themes such as satire, social criticism, the nature of reason and human understanding, gender and identity, colonialism, and the exploration of the self.

CO5- Students will gain an appreciation for the lasting impact and influence of 18th-century British literature on subsequent literary movements and periods. They will recognize its significance in shaping the literary tradition and its relevance to contemporary literary studies.

CEH 4: BRITISH ROMANTIC LITERATURE

CO1- Students should demonstrate a thorough knowledge of major British Romantic authors such as William Wordsworth, Samuel Taylor Coleridge, Percy Bysshe Shelley, Lord Byron, and John Keats, among others.

CO2- The paper should showcase the student's ability to analyze and critically examine the major themes that may include but are not limited to nature, imagination, individualism, the sublime, political and social change, and the role of the poet.

CO3- Students should demonstrate an understanding of the historical, cultural, and social context of the Romantic period and how it responded to the political and social upheavals of the time, such as the French Revolution, Industrial Revolution, and the Napoleonic Wars.

CO4- The paper should demonstrate the student's ability to apply appropriate literary analysis techniques to British Romantic texts. This includes close reading, identification of literary devices, interpretation of symbolism, and evaluation of the use of language and poetic form.

GEE- 2: ACADEMIC WRITING AND COMPOSITION

CO1- The paper should reflect the student's ability to conduct scholarly research on British Romantic Literature, utilizing primary and secondary sources effectively.

CO2- The paper should be well-organized, coherent, and effectively communicate the student's ideas and arguments. It should demonstrate a strong command of the English language, including proper grammar, punctuation, and sentence structure.

AECC- 2: COMPULSORY ENGLISH

CO1- Students should demonstrate a clear understanding of the chosen AECC framework, its objectives, and its relevance to their overall education.

CO2- Students should demonstrate critical thinking skills by analyzing and evaluating the key ideas, arguments, or perspectives within the chosen AECC framework. They should be able to present a well-reasoned analysis supported by appropriate evidence or examples.

CO3- The paper should reflect the student's ability to conduct research and gather relevant information related to the chosen AECC course. Students should demonstrate their proficiency in locating, evaluating, and citing credible sources to support their arguments or findings.

CO4- The paper should demonstrate the student's ability to effectively communicate their ideas, arguments, or findings in a clear, organized, and coherent manner. Students should use appropriate language, grammar, and formatting to convey their message effectively.

SEMESTER- 3

CEH- 5: BRITISH LITERATURE: LATE 19TH CENTURY

CO1- In-depth Knowledge of Major Authors and Works: Students should demonstrate a deep knowledge of prominent British authors from the late 19th century, such as Thomas Hardy, Oscar Wilde, George Eliot, Robert Louis Stevenson, and Joseph Conrad, among others. They should also be familiar with their significant works, including novels, plays, and poetry.

CO2- The paper should showcase the student's ability to analyze and critically examine topics such as realism, naturalism, decadence, aestheticism, social criticism, industrialization, gender roles, and imperialism.

CO3- Students should demonstrate an understanding of the historical, cultural, and social context such as the Industrial Revolution, Victorian society, changing social norms, scientific advancements, and colonial expansion.

CO4- Students should demonstrate their ability to synthesize information from various sources, lectures, and discussions within the course, and integrate their findings into a cohesive and insightful analysis of late 19th-century British literature.

CEH- 6: BRITISH POETRY AND DRAMA: 20TH CENTURY

CO1- Students will gain a comprehensive understanding of major British poets and playwrights of the 20th century. This may include figures such as W.B. Yeats, T.S. Eliot, Dylan Thomas, Samuel Beckett, Harold Pinter, and others.

CO2- Students will develop the ability to analyze and interpret the literary techniques employed in British poetry and drama of the 20th century. They will explore themes such as identity, love, war, existentialism, social criticism, and more.

CO3- The paper will require students to consider the historical and cultural contexts such as the World Wars, postcolonialism, social changes, and scientific advancements shaped the literary works of the time.

CO4- By delving into British poetry and drama of the 20th century, students will develop a deeper appreciation for how these texts reflected the social, political, and philosophical concerns of the time, and how they contributed to the broader literary canon.

CEH- 7: BRITISH PROSE: 20TH CENTURY

CO1- The course aims to provide students with a comprehensive understanding of the major trends, themes, and styles in British prose during the 20th century. This includes studying the works of significant authors, such as Virginia Woolf, George Orwell, J.R.R. Tolkien, and others.

CO2- Students are expected to develop the skills to analyze and interpret various types of prose writing, including novels, short stories, essays, and memoirs. They will learn to identify literary devices, themes, and social or cultural contexts within the texts.

CO3- The course will emphasize the development of critical thinking skills necessary for analyzing and evaluating prose works. Students will be encouraged to articulate their ideas and arguments effectively through writing, including the ability to construct well-supported arguments and engage with scholarly sources.

SECEH- 1: A) FILM STUDIES / B) BUSINESS COMMUNICATION

A) Film Studies:

CO1- The course aims to provide students with a solid understanding of film as a unique medium of artistic expression. Students will learn about the various elements that contribute to the creation of a film, such as cinematography, editing, sound design, narrative structure, and *mise-en-scène*.

CO2- Students will develop the skills to analyze and interpret films critically. This includes the ability to identify and analyze different film techniques, visual storytelling methods, thematic elements, and narrative structures used in a variety of films from different genres and periods.

CO3- Students will gain knowledge of the history of cinema, including major film movements, influential directors, and significant films that have shaped the medium. They will learn about key developments in film theory and criticism and how they have influenced the evolution of cinema.

CO4- Students will learn about the characteristics, conventions, and themes associated with different genres and how they have evolved over time.

CO5- Students will develop visual literacy skills and learn the language of film, including shot composition, camera movements, lighting, and editing techniques.

B) Business Communications:

CO1- The course aims to develop students' ability to communicate effectively in a business setting through written communication. This includes writing clear and concise business emails, memos, reports, and other written documents commonly used in professional environments.

CO2- Students will develop their oral communication skills, including presenting information and ideas effectively in business meetings, presentations, and other interpersonal interactions.

CO3- Students will learn about appropriate language, tone, and style for different business contexts, as well as strategies for managing conflicts and fostering positive professional relationships.

CO4- Students will learn techniques for active listening, giving and receiving feedback, and collaborating with others in a business context.

SEMESTER- 4

CEH- 8: EUROPEAN CLASSICAL LITERATURE

CO1- Students will learn to identify literary devices, themes, motifs, and narrative structures employed by classical authors. They will also explore the historical and cultural contexts that influenced the creation of these works.

CO2- Students will explore the literary traditions, styles, and themes of classical literature across different European countries and time periods.

CO3- Students will gain insight into the historical and cultural contexts in which classical works were produced. They will examine how political, social, and cultural factors shaped the literature of ancient Greece, Rome, and other European civilizations.

CO4- Students will develop an appreciation for the universal themes and enduring values found in classical literature. They will explore concepts such as heroism, love, fate, morality, and the human condition as depicted in classical works.

CEH- 9: MODERN EUROPEAN DRAMA

CO1- Students will explore the evolution of dramatic forms, themes, and styles in European theater during the 19th and 20th centuries.

CO2- Students will develop the skills to analyze and interpret modern European plays critically. They will study the structure, language, character development, and thematic elements employed by playwrights in this period.

CO3- Students will study naturalism, symbolism, expressionism, absurdism, and other forms of theatre prevalent during the modern period.

CO4- They will examine how social, political, and artistic factors shaped the theater of Europe in the 19th and 20th centuries.

CEH- 10: AMERICAN LITERATURE

CO1- Students will explore the diverse range of genres, themes, and styles that have emerged in American literary history.

CO2- Students will study novels, poetry, short stories, essays, and other forms of literature from different periods and genres.

CO3- The course will introduce students to major American authors and their significant works. Students will study writers such as Mark Twain, Emily Dickinson, F. Scott Fitzgerald, Toni Morrison, and others who have contributed to the American literary canon.

CO4- Students will gain insight into the historical and cultural contexts in which American literature was produced. They will examine how social, political, and cultural factors influenced the development of literature in America, such as the American Revolution, slavery, the Civil Rights Movement, and immigration.

SECEH- 2: CREATIVE WRITING

CO1- The course aims to develop students' overall writing skills, including their ability to express themselves creatively, effectively, and coherently through various forms of written expression. Students will refine their use of language, grammar, syntax, and punctuation.

CO2- Students will have the opportunity to explore and experiment with different genres and forms of creative writing, such as fiction, poetry, drama, creative nonfiction, and screenwriting.

CO3- Students will learn about narrative structure and the elements of storytelling, including plot, character development, dialogue, setting, and theme. They will explore techniques for creating engaging narratives and compelling characters in their writing.

CO4- The course will foster students' creativity and imagination by providing them with exercises, prompts, and workshops that encourage original thinking and innovative approaches to writing.

CO5- The course may encourage students to reflect critically on their own writing and the writing of others. They will develop their ability to analyze and critique literature from a writer's perspective, considering elements such as style, structure, themes, and impact.

SEMESTER- 5

CEH- 11: POSTCOLONIAL LITERATURES

CO1- Students will explore key concepts such as colonialism, imperialism, identity, power, resistance, and representation.

CO2- Students will develop the skills to analyze and interpret postcolonial literary texts critically. They will study novels, poetry, plays, and other forms of literature produced by authors from postcolonial regions around the world.

CO3- The course will introduce students to major postcolonial authors and their significant works. Students will study writers such as Chinua Achebe, Salman Rushdie, Jamaica Kincaid, Chimamanda Ngozi Adichie, and others who have contributed to the postcolonial literary canon.

CO4- Students will examine how writers negotiate and represent the complexities of multiple cultural identities, displacement, and the impacts of colonialism on individuals and communities.

CO5- They will develop an appreciation for diverse perspectives and the importance of intercultural dialogue in understanding postcolonial experiences and literature.

CEH- 12: INDIAN WRITING IN ENGLISH

CO1- The course aims to provide students with a comprehensive understanding of the major themes, styles, and trends in Indian Writing in English. Students will explore the unique characteristics and contributions of Indian authors writing in English.

CO2- The course will introduce students to major Indian authors who have made significant contributions to Indian Writing in English. Students will study writers such as R.K. Narayan,

Arundhati Roy, Salman Rushdie, Amitav Ghosh, and others. They will understand the historical, cultural, and political context of these authors and their works.

CO3- Students will examine topics such as identity, nationalism, postcolonialism, gender, religion, caste, globalization, and the complexities of Indian society. Students will also consider the ways in which these themes are uniquely represented in Indian literature written in English.

CO4- The course may explore questions of representation, cultural identity, and linguistic hybridity in Indian Writing in English. Students will critically examine the ways in which Indian authors negotiate their cultural and linguistic identities in a postcolonial context.

DSEH- 1: LITERARY CRITICISM

CO1- Students will explore different schools of criticism such as formalism, structuralism, poststructuralism, feminism, psychoanalysis, postcolonialism, and others. They will learn about the foundational concepts and methodologies associated with each approach.

CO2- Students will learn to ask probing questions, challenge assumptions, and engage in close reading and textual analysis. Students will gain an appreciation for the complexity and multiple interpretations that can arise from applying different critical lenses to a given text.

CO3- The section on Rhetoric and Prosody will help the students to enhance their critical writing skills, enabling them to construct well-organized and persuasive arguments in their written analysis. Students will learn how to analyse a figure of speech and perform a scansion of a particular poetry or prose.

DSEH- 2: A) WORLD LITERATURE / B) INDIAN LITERATURE IN ENGLISH TRANSLATION

A) WORLD LITERATURE

CO1- Students will develop a deeper understanding of different cultures and societies through the study of literature from various regions around the world. They will gain insights into different historical contexts, social structures, and belief systems.

CO2- Students should be able to compare and contrast different literary works from diverse cultures, identifying commonalities and differences in themes, styles, and storytelling approaches.

CO3- Students will develop critical thinking skills by analyzing complex literary texts, exploring different perspectives, and evaluating the cultural and historical contexts in which the works were written.

CO4- Through exposure to literature from various regions and backgrounds, students gain an appreciation for the diversity of human experiences, fostering empathy and understanding.

B) INDIAN LITERATURE IN ENGLISH TRANSLATION

CO1- Students will gain a deeper understanding of Indian culture, society, history, and traditions through the study of literature in English translation. They explore the diverse perspectives, experiences, and voices represented in Indian literature.

CO2- Students should develop skills in analyzing and interpreting Indian literary works translated into English. They will learn to critically examine themes, characters, narrative techniques, and literary devices used in the texts.

CO3- Students will explore the challenges and nuances of translating Indian literature into English. They will examine the role of translators in bridging linguistic and cultural gaps and consider the impact of translation choices on the interpretation of the original work.

CO4- Students should be able to explore the social, historical, and political contexts in which Indian literary works were written. They will examine how these factors influence the themes, perspectives, and representations within the texts.

CEH- 13: POPULAR LITERATURE

CO1- Students will develop skills in analyzing and understanding different genres and tropes specific to each genre and explore how they contribute to the popularity and appeal of the works.

CO2- Students should be able to explore the cultural and social significance of popular literature within a specific time period or society. They will examine how popular literature reflects and influences societal values, norms, and trends.

CO3- Students should investigate the relationship between popular literature and its readership. They analyze how readers engage with and interpret popular literary works, considering factors such as identification with characters, emotional responses, and the pleasure of reading.

CO4- Students critically evaluate the literary and aesthetic merits of popular literature. They will be able to analyze the narrative techniques, character development, writing style, and thematic depth within popular works, considering their artistic value.

CEH- 14: WOMEN’S WRITING

CO1- Students will develop an understanding of the unique experiences, voices, and perspectives of women writers and explore how gender shapes literary works and consider the portrayal of women characters, themes of femininity, and feminist ideologies within the texts.

CO2- Students should critically examine the themes, narrative techniques, stylistic choices, and literary devices employed by women writers, considering the impact of their gender on the creative process and the representation of women's experiences.

CO3- Students should be able to explore feminist literary theory and its application to women's writing through analyzing how women writers challenge and subvert traditional gender roles, question patriarchal norms, and contribute to feminist discourse through their literary creations.

CO4- Students should develop empathy and understanding for women's experiences by engaging with literature written by women.

CO5- Students will examine the representation and visibility of women writers within the literary canon and evaluate the challenges faced by women in the publishing industry, the impact of literary awards and recognition, and the importance of creating space for diverse women voices in literature.

DSEH- 3: A) SCIENCE FICTION AND DETECTIVE LITERATURE / B) LITERATURE AND CINEMA

A) SCIENCE FICTION AND DETECTIVE LITERATURE

CO1- Students will develop skills in analyzing and understanding the genres of science fiction and detective literature and explore the characteristics, conventions, and tropes specific to each genre, examining how they shape the narrative structure, themes, and worldbuilding within the texts.

CO2- Students should explore the speculative and imaginative aspects of science fiction literature. They should analyze how authors envision future societies, technological advancements, and scientific possibilities, and examine the ways in which science fiction engages with the social, ethical, and philosophical implications of scientific progress.

CO3- Students should consider the intersections of science, technology, and literature in science fiction and detective genres.

CO4- Students will critically evaluate the literary and aesthetic merits of science fiction and detective literature and analyze the narrative techniques, character development, writing styles, and thematic depth within the texts, considering their artistic value and the ways in which authors challenge and expand the boundaries of their genres.

B) LITERATURE AND CINEMA

CO1- Students will explore the challenges and creative choices involved in translating a literary text to the visual medium, examining how the narrative structure, characters, themes, and style are adapted and interpreted in film.

CO2- Students will engage in a comparative analysis of literature and its cinematic adaptations. They should be able to examine the similarities and differences between the two forms of storytelling, considering how the choices made in each medium impact the audience's interpretation and experience of the narrative.

CO3- Students will explore the unique aspects of visual storytelling in cinema. They will analyze the techniques, such as cinematography, *mise-en-scène*, editing, and sound design, used to convey themes, emotions, and narrative elements on screen.

CO4- Students should explore how cinematic adaptations interpret and visualize literary elements such as characters, settings, symbols, and themes. They will consider how the visual representation can enhance or deviate from the readers' imagined worlds in literature.

CO5- Students should critically evaluate the artistic value of literary adaptations in cinema. They will analyze how films capture the essence of the original literary work, examining the creative choices, performances, direction, and cinematic techniques that contribute to the film's artistic merit.

DSE- 4: A) LITERATURE OF DIASPORA / B) PARTITION LITERATURE

A) LITERATURE OF DIASPORA

CO1- Students will develop a deeper understanding of the experiences, perspectives, and challenges of diasporic communities through the study of literature and explore the themes of migration, displacement, identity, and belonging, gaining insights into the cultural, social, and historical contexts of diaspora.

CO2- Students should be able to comprehend the complexities of diasporic identities and the concept of hybridity.

CO3- Students will examine the representation of diasporic communities in literature and the ways in which authors challenge stereotypes and counter narratives of marginalization.

CO4- Students may explore the ways in which diasporic literature engages with cultural memory, collective trauma, and historical events.

CO5- Students will develop skills in intercultural communication by engaging with literature of diaspora. They will explore how authors bridge cultural gaps, depict intercultural encounters, and foster dialogue between different communities through their writing.

B) PARTITION LITERATURE

CO1- Students should explore the complexities of personal and collective identities in the aftermath of the partition by studying how authors portray the experiences of loss, displacement, and the search for identity, examining the ways in which literature engages with the collective memory of the partition.

CO2- Students will examine the intergenerational impact of the partition on subsequent generations and explore how authors address the transmission of trauma, the renegotiation of identities, and the struggles for reconciliation within families and communities affected by the partition.

CO3- Students critically examine the representation of different religious, ethnic, and social groups within partition literature. They will analyze how authors challenge stereotypes, question power dynamics, and give voice to marginalized communities, highlighting their agency and resilience.

CO4- Students should explore the partition as a postcolonial event and analyze its implications within the broader context of colonialism and decolonization. They will examine how partition literature engages with themes of nationalism, identity politics, and the legacies of British colonial rule.

CO5- Students will explore the use of oral history and testimonies in partition literature. They will examine how authors incorporate personal narratives, interviews, and memoirs into their works, considering the ethical and emotional dimensions of representing lived experiences of the partition.