

## B.A.(ENGLISH)

### Programme Outcomes

After successful completion of “ Three Year Degree Program” in English a student will be able to:

- **Critical Thinking:** The undergraduate students will be able to process information, discern patterns, identify problems and provide solutions
- **Effective Communication:** The capability of expressing their ideas clearly and respond appropriately to the communications of others in speech and writing would be one of the key outcomes of this course
- **Social Interaction:** The students will interact effectively with peers, faculty and management and effectively develop themselves in holistic cognizance of their surroundings and appreciate aesthetics in everyday life
- **Effective Citizenship:** The students will be able to exercise their rights correctly, and carry out their duties as responsible citizens of their country
- **Ethics:** The students will be able to discern the moral conundrums that are present in everyday life and be able to identify the right path based on the value system inculcated in them by the institution
- **Environment and Sustainability:** The capability of making sensible choices based on their knowledge of the environment and the factors that threaten it, is a critical outcome from this course.
- **Self-directed and Lifelong Learning:** The course will facilitate access to sources of information and students will be able to process information on a need to use basis, and constantly upgrade their knowledge and skills

### 1) Programme Specific Outcomes (BA, Part – 1)

#### A. Course Outcomes (Paper 1)

## Course Content:

### a) History of English literature from Elizabethan to Victorian age

- **Literary Acumen:** Through exposure to great literature, students should be able to discern the distinguishing features of good writing and be able to differentiate between it and inferior work. The primary objective is to help students understand important literature of the past and contemporary cultures and to equip them to find connections and continuities as well as identify disjuncture in these traditions
- **Cultural Integration:** Students of the undergraduate course will be aware of the importance of the coexistence of different cultural perspectives and be tolerant to views different from their own. The course seeks to enable students to use their study of literature to initiate cultural, ethical, and global awareness
- **Academic Writing:** The students will be able to develop an argument in writing, state facts clearly and cogently and arrive at a clear conclusion using appropriate vocabulary and syntactic structures. The students will learn to read, analyze, and interpret works of literature, to acquaint them with the forms, structures and the aesthetics of style and techniques of literary works. Skills of interpretation, analysis, appreciation of literature as well as writing and presentation skills that would eventually help in careers like journalism and media, publishing, research and teaching will be inculcated in the students

### b) History of English Language

- To know the beauty of the coherence of Language and literature
- To demonstrate the awareness of evolution theory of language by varied culture
- To study the formation of words
- To apply literary terminology for Narrative, Poetic and Dramatic genres

- To explore literary elements
- To identify and use the figures of speech
- To appreciate literary form and structure in the shaping a text's meaning

## **B. Course Outcomes (Paper 2)**

### **Course Content:**

#### **a) Chaucer, John Donne, Milton, Pope, Keats, Arnold**

- To recognize poetry from a variety of cultures, languages and historic period
- To understand and appreciate poetry as a literary art form
- To analyze the various elements of poetry such as diction, tone, form, genre, imagery, figures of speech, symbolism, theme..etc
- To improve the students understanding of the world, the poets lived in
- To recognize rhythms, metrics, and other musical aspects of poetry
- To broaden their vocabulary and to develop an appreciation of language
- To kindle their critical thinking skills to inculcate a deeper appreciation of cultural diversity by introducing them to poetry from a variety of cultures throughout the world
- To enhance their own creativity and facilitate their writing skills

## **2) Programme Specific Outcomes (BA, Part – 2)**

## **A. Course Content (Paper 3)**

### **a) Marlowe, Shakespeare, Ben Jonson, Congreve, Sheridan, - *Edward the second, Macbeth, Alchemist, The way of the world***

- To interpret literary text in English by nurturing and utilizing their ability to understand drama in skilled knowledgeable and ethical manner
- To conceptualize various types of drama viz – Tragedy, Comedy, Farce, Melodrama, Historic plays through the prescribed texts to analyze the effect they create in the audience or readers
- Gain knowledge in the development of English drama from 16<sup>th</sup> to 21<sup>st</sup> viz Shakespearean drama, sentimental drama, romantic comedy, Shavian plays and one-act plays

## **B. Course Content (Paper 4)**

### **a) Swift, Fielding, Dickens, Hardy; - *The battle of the books, A Tale of a Tub, Tom Jones, Emma, A Tale of two Cities, The Mayor of Casterbridge***

- Political, social and cultural contexts of the period through the essays selected novels from Swift to Hardy
- Analyze the work of a range of Victorian writers and their anxieties about modernity, madness, etc
- Identify and discuss theoretical discourses concerning class, sexuality, gender and colonialism
- Read carefully with attention to detail and to the ways in which text are constructed and demonstrate this skill in their writing
- Understand and successfully deploy a range of terms and concepts integral to literary studies

### **3) Programme Specific Outcomes (BA, Part – 3)**

#### **A. Course Content (Paper 5)**

##### **a) History of literary criticism, Practical Criticism**

- Students should be familiar with representative literary and cultural texts within a significant number of historical, geographical, and cultural contexts
- Students should be able to apply critical and theoretical approaches to the reading and analysis of literary and cultural texts in multiple genres
- Students should be able to identify, analyze, interpret and describe the critical ideas, values, and themes that appear in literary and cultural texts and understand the way these ideas, values, and themes inform and impact culture and society, both now and in the past
- Students should be able to write analytically in a variety of formats, including essays, research papers, reflective writing, and critical reviews of secondary sources
- Students should be able to ethically gather, understand, evaluate and synthesize information from a variety of written and electronic sources
- Students should be proficient in oral communication and writing

#### **B. Course Content (Paper 6)**

##### **a) WB Yeats, Eliot, Shaw, Osborne, D.H Lawrence, Graham Green**

- Recognize, comprehend, and write about—with clarity and accuracy— a variety of styles and themes
- exemplifying poetry written in 20th and 21st centuries with emphasis on selections (in English) drawn from ca. 1945-present.
- Demonstrate by oral reading, interactive discussion, and written expression their ability to analyze poetry as a literary genre
- Recognize and demonstrate, orally and in writing, historical and cultural contexts that have influenced the evolution of “modern” poetic form
- Locate relevant secondary and tertiary critical sources, integrating them into course activities as listed
- above
- Prepare and present a comprehensive project illustrating biographical, historical, and stylistic aspects of
- one major poet, demonstrating his/her achievement and influence.
- Recognize and respond to ethical issues in course readings
- By the end of course, students would have understood the new techniques i.e., Psycho analysis and stream of consciousness.
- Students would have gained knowledge about the various aspects of women’s movement along with the different causes contributed to the rise of such movement.
- Students would have understood the aftermath of the movement and its impact on society.
- Students would have realize the decay and decadence of morality and human values in the modern age.

### **C. Course Content (Paper 7)**

#### **a) Indian Writing in English (Toru Dutt, Aurobindo, Derozio, Sarojni Naidu, RK Narayan, Nain Tara Sehgal)**

- Awareness towards the problems of interpreting Indian culture via the English language and acquittance with the work of significant Indian writers of poetry pros, fiction, and drama

- A holistic idea of the distinctive features of Indian Writing in English and their history through the text and contexts of pros and poetry by Indian authors
- Development of self-expression through various skill of creative writing

#### **D. Course Content (Paper 8)**

##### **a) Essays (Literary and General)**

- **Intellectual Skills** like discrimination, concrete concept, defined concept, problem solving
- **Cognitive strategy** – this includes learning strategies like rehearsal, elaboration, note-taking