**U.G. ENGLISH (HONOURS)**

**DEPARTMENT OF ENGLISH**

**Introduction to U.G. in English Honours**

Pursuing an undergraduate degree in English Honours (U.G. in English Honours) offers a comprehensive exploration of literature, language, and critical thinking. This specialized program encompasses a diverse curriculum covering classic and contemporary literature, literary theory, and linguistic analysis, fostering strong research and writing skills. As students delve into literary works within their historical and cultural contexts, they develop the ability to critically analyze texts and communicate persuasively, preparing them for careers in writing, publishing, education, journalism, and more, while also laying a solid foundation for advanced academic studies in English or related fields. The three-year U.G. English Hons course requires students to complete six semesters.

**Nature and Extent of U.G. in English**

English honours syllabus covers different subject areas of English literature such as British literature, Indian classical literature, European Classical Literature, American literature, British Romantic Literature, Modern European drama, and more.

English honours is one of the popular choices among the students, especially arts students after completing 10+2. It is a 3-year undergraduate course that educates students about the politics, culture, and society in which English literature developed.

Due to the nature of the subject, U.G. English honours offers a wide range of career options. These include marketing, television writing, film production, and many more. Post completion of the degree, students get numerous job opportunities in both private as well public sectors.

**PROGRAMME OUTCOME**

**PO1*-Critical Thinking***: Develops students' critical thinking abilities, enabling them to analyse, evaluate, and critique literary and cultural works.

**PO2*-Problem-Solving***: Graduates are equipped with problem-solving skills, enabling them to address complex issues and challenges creatively.

***PO3-Creativity***: Students will encourage creative expression through writing, drama, and other forms of artistic communication.

**PO4*-Communication Skills***: Enhancement of students’ communication skills, both in written and oral forms, to convey ideas and arguments effectively.

**PO5*-Analytical reasoning/thinking***: Students’ will proficiently interpret literary and cultural materials; identify themes, motifs, and underlying messages.

**PO6*-Research related Skills:*** It will equip students with research skills, including the ability to conduct literary research, analyse sources, and write scholarly papers.

**PO7*-Multicultural Competence and Inclusive spirit***: Students will possess the skills to communicate effectively in multicultural settings, bridging cultural gaps and contributing to a more inclusive and harmonious global community.

**PO8*-Value inculcation*:** Students’ will acquire a strong ethical foundation, guided by principles of integrity, honesty, and responsible behaviour in their academic and professional lives.

**PO9*-Empathy:*** Students’ will cultivate a deep understanding of the thoughts, feelings, and perspectives of others, enabling them to connect on profound level and foster meaningful relationships.

**PO10*-Coordinating/Collaborating with others***: Students will have opportunities for group projects, discussions, and presentations, fostering teamwork and collaboration skills. They will learn to work effectively in interdisciplinary and multicultural settings.

**English Honours Subjects**

The semester-based U.G in English hons course topics are designed to provide students with information and a thorough understanding of the major literary principles. The U.G. English hons course includes both theoretical classroom lectures and visit sessions for a deeper grasp of advanced application-related issues. Given below are the core and elective English honours subjects as offered in this course:

**U.G. English** **Honours Core Subjects**

1. Indian Classical Literature

2. European Classical Literature

 3. Indian Writing in English

4. British Poetry and Drama: 14th to 17th Centuries

 5. American Literature

6. Popular Literature

7. British Poetry and Drama: 17th and 18th Centuries

8. British Literature: 18th Century

9. British Romantic Literature

10. British Literature: 19th Century

11. Women's Writing

12. British Literature: The Early 20th Century

13. Modern European Drama

14. Postcolonial Literatures

**PROGRAMME SPECIFIC OUTCOMES**

After pursuing U.G. English (Hons.), a student will be able to -:

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| PSO1 | Students will demonstrate the ability to critically analyse a wide range of literary texts, including fiction, poetry, drama, and non-fiction, by applying various literary theories and approaches. |
| PSO2 | Students will be proficient in conducting independent research, including identifying research questions, gathering and evaluating primary and secondary sources, and producing well-structured research papers. |
| PSO3 | Students will develop strong written and oral communication skills, enabling them to articulate complex ideas and arguments effectively, both in academic and professional settings. |
| PSO4 | Students will understand the historical, cultural, and social contexts in which literary works are situated, demonstrating an appreciation for how literature reflects and influences society. |
| PSO5 | The students will cultivate ethical reasoning skills and critical thinking abilities, allowing them to engage in informed and thoughtful discussions about moral and cultural issues within literature. |
| PSO6 | The students will demonstrate a high level of proficiency in the English language, including advanced grammar, vocabulary, and style. Students will acquire presentation skills, enabling them to effectively communicate their ideas through presentations, seminars, and academic discussions. |
| PSO7 | The students will be prepared for diverse career paths, including writing, publishing, education, journalism, and research, or for pursuing advanced degrees in English or related fields. |
| PSO8 | The students will inculcate a deep appreciation for literary works across different cultures and time periods, enabling them to engage in critical discussions, debates, and reviews of literature and contribute to the discourse surrounding literary art. |
| PS09 | The study of literature often involves immersing oneself in the perspectives and experiences of diverse characters and cultures. This can promote empathy and a greater appreciation for the diversity of human experiences and values. |

 **U.G ENGLISH (HONS)**

**COURSE OUTCOME**

**CORE COURSES**

**Semester-1**

**CORE-1- British Poetry and Drama: 14th to 17th Centuries**

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| Course  | Course Title | Course Outcome | Relevance |
| Core-1 | British Poetry and Drama: 14th to 17th Centuries | CO-1 | Student will learn the broad idea about the historical over view of British poetry and drama from 14th to 17th centuries, i.e., spirit of Renaissance | GLOBAL |
| CO-2 | Student will interpret Geoffrey Chaucer and the poem The Canterbury Tales | GLOBAL |
| CO-3 | Student will able to analyse Spenser, Shakespeare, Jonson and Donne and their poetry | GLOBAL |
| CO-4 | Student will illustrate Shakespeare’s drama specially Macbeth | GLOBAL |

**C0RE-2- British Poetry and Drama: 17th and 18th Century**

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| Course  | Course Title | Course Outcome | Relevance |
| Core-2 | British Poetry and Drama: 17th and 18th Century | CO-1 | Student will learn about the historical over view of British poetry and drama from 17th to 18th centuries | GLOBAL |
| CO-2 | Student shall understand Milton, Andrew Marvell, Alexander Pope, Aphra Behn, Robert Herrick and their poetries | GLOBAL |
| CO-3 | Student shall examine Ben Jonson and the masterpiece Volpone. | GLOBAL |
| CO-4 | Student shall demonstrate Dryden and his drama All For Love | GLOBAL |

**Semester-2**

**CORE-3- British Prose: 18th Century**

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| Course  | Course Title | Course Outcome | Relevance |
| Core-3 | British Prose: 18th Century | CO-1 | Student will learn the broad idea about the historical over view of British history specially Restoration period, glorious revolution, neo-classicism and enlightenment 18th centuries | GLOBAL |
| CO-2 | Student will able to evaluate Mary Wollstonecraft and chapter -1 of A Vindication of the Rights of Women. | GLOBAL |
| CO-3 | Student will able to Comprehend Joseph Addison and his essays such as Friendship, Good Nature and Six Papers on Wit. | GLOBAL |
| CO-4 | Student will facilitate Samuel Johnson and his essays such as Narratives of Travellers Considered, Obstructions of Learning | GLOBAL |

**CORE-4- Indian Writing in English**

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| Course  | Course Title | Course Outcome | Relevance |
| Core-4 | Indian Writing in English | CO-1 | Student will learn the broad idea about the historical over view of Indian writing in English from East India Company’s arrival to 20th Century | GLOBAL |
| CO-2 | Student will able to Interpret poetries of Sarojini Naidu, A.K. Ramanujan, Jayanta Mahapatra and Nissim Ezekiel | GLOBAL |
| CO-3 | Student will illustrate R. K. Narayan and his famous novel The Guide | GLOBAL |
| CO-4 |  student will construct Mahesh Dattani and his drama Final Solutions | GLOBAL |

**Semester-3**

**CORE-5- British Romantic Literature**

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| Course  | Course Title | Course Outcome | Relevance |
| Core-5 | British Romantic Literature | CO-1 | Student will learn the broad idea about the historical over view of British Romantic Revival and the Age of Revolution | GLOBAL |
| CO-2 | Student will gain an understanding Thomas Gray, William Blake and their poetries | GLOBAL |
| CO-3 | Student will evaluate the impact of romanticism in William Wordsworth, S.T. Coleridge, John Keats, P. B. Shelley and their poems. | GLOBAL |
| CO-4 | Student will able to analyse William Wordsworth’s masterpiece Preface to the 32nd Edition of Lyrical Ballads | GLOBAL |

**CORE-6- British Literature 19th Century**

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| Course  | Course Title | Course Outcome | Relevance |
| Core-6 | British Literature 19th Century | CO-1 | Student will learn the broad idea about the historical over view of British Romantic Movement, major socio-political developments of the age. | GLOBAL |
| CO-2 | Student will analyse the critical appreciation the poetries of Tennyson and criticisms of Matthew Arnold. | GLOBAL |
| CO-3 | Student will discuss the themes Jane Austen and famous novel, Pride and Prejudice | GLOBAL |
| CO-4 | Student will able to get the idea of industrialization in Charles Dickens novel Hard Times | GLOBAL |

**CORE-7- British Literature: Early 20th Century**

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| Course  | Course Title | Course Outcome | Relevance |
| Core-7 | British Literature: Early 20th Century | CO-1 | Student will discuss the idea about the historical over view of British history, i.e. crisis in Western society that led to First World War, Marx’s concept of class struggle, Freud’s theory of unconscious | GLOBAL |
| CO-2 | Student will able to analyse the poetries of T. S. Eliot, Yeats, Wilfred Owen, Siegfried Sassoon and criticisms of T. S. Eliot | GLOBAL |
| CO-3 | Student will Interpret Virginia Woolf and her novel Mrs Dalloway | GLOBAL |
| CO-4 |  Student shall be able to evaluate J. M. Synge and his play, Ryders to the Sea | GLOBAL |

**Semester-4**

 **CORE-8- American Literature**

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| Course  | Course Title | Course Outcome | Relevance |
| Core-8 | American Literature | CO-1 | Student shall gain an understanding about the historical over view of American history, i.e. genesis and evolution and the myths of American Literature | GLOBAL |
| CO-2 | Student will identify American realism in the poems of Walt Whitman, Robert Frost, Emily Dickinson, Maya Angelou | GLOBAL |
| CO-3 | Student will able to analyse the American dream in Arthur Miller’s The Death of a Salesman. | GLOBAL |
| CO-4 | Student shall appreciate the anti-war in Ernest Hemingway’s A Farewell to Arms. | GLOBAL |

**CORE-9- European Classical Literature**

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| Course  | Course Title | Course Outcome | Relevance |
| Core-9 | European Classical Literature | CO-1 | Student will gain understanding about the historical over view of European history, i.e. classical antiquity, ancient Greece, the rise and decline of Roman Empire, cultural history of Greco-Roman world. | GLOBAL |
| CO-2 | Student will able to interpret Epic poetry of Odyssey (Book-1) by Homer. | GLOBAL |
| CO-3 | Student shall analyse the elements of tragedy, Sophocles’ Oedipus the King | GLOBAL |
| CO-4 | Student will evaluate the criticism of Aristotle’s Poetics | GLOBAL |

**CORE-10- Women’s Writing**

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| Course  | Course Title | Course Outcome | Relevance |
| Core-10 | Women’s Writing | CO-1 | Student will analyse the women’s writing in Virginia Woolf’s A Room of One’s Own. | GLOBAL |
| CO-2 | Student will able to interpret the women’s identity Charlotte Bronte’s Jane Eyre. | GLOBAL |
| CO-3 | Student will able to critically appreciate the poems of Kamala Das, Sylvia Plath, Eunice de Souza and Shanta Acharya | GLOBAL |
| CO-4 | Student shall identify the major themes in Sashi Deshpande’s novel That Long Silence | GLOBAL |

 **Semester-5**

**CORE-11- Modern European Drama**

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| Course  | Course Title | Course Outcome | Relevance |
| Core-11 | Modern European Drama | CO-1 | Student will able to realise about the historical over view of Europe i.e. politics, social change and the stag, text and performance, European drama, realism and beyond, tragedy and heroism in modern European drama, the theatre of Absurd. | GLOBAL |
| CO-2 | Student will examine the modern drama in Henrik Ibsen’s drama Ghosts | GLOBAL |
| CO-3 | Student shall explain the idea of absurdism in Eugene Ionesco’s drama Chairs. | GLOBAL |
| CO-4 |  student will focus on the anti-romantic comedy in G. B. Shaw’s Arms and the Man. | GLOBAL |

**CORE-12- Indian Classical Literature**

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| Course  | Course Title | Course Outcome | Relevance |
| Core-12 | Indian Classical Literature | CO-1 | Student will able to understand the history and genesis of Indian Classical Literature | NATIONAL |
| CO-2 |  Student shall interpret the Sanskrit drama, Kalidasa’s Abhijnanasakuntalaam | NATIONAL |
| CO-3 | Student will illustrate the idea of Indian society in Mrcchakatika by Sudraka. | NATIONAL |
| CO-4 |  Student will recognize the Aesthetics and Maxims, i.e. Bharat’s Natyasastra. | NATIONAL |

Discipline Specific Elective Paper-1-**Literary Theory**

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| Course  | Course Title | Course Outcome | Relevance |
| DSE-1 | Literary Theory | CO-1 |  Student will able to understand the function of New Criticism, i.e. Language of Paradox by Cleanth Brooks | GLOBAL |
| CO-2 | Student will examine the Marxist Criticism, i.e. Terry Eagleton: “Literature and Ideology” from Marxism and literary criticism | GLOBAL |
| CO-3 | Student will analyse the Feminist Criticism, i.e. Second Sex, Vol1 Introduction “Facts and Myths” . | GLOBAL |
| CO-4 | Student will appreciate the Structuralism, “The Nature of Linguistic Sign” by Saussure | GLOBAL |

Discipline Specific Elective Paper-2- **World Literature**

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| Course  | Course Title | Course Outcome | Relevance |
| DSE-2 | World Literature | CO-1 |  Student will recognise the European literature, specially, Albert Camus’ The Outsider | GLOBAL |
| CO-2 | Student will analyse the Caribbean Literature, specially, V. S. Naipaul’s A Bend in the River | GLOBAL |
| CO-3 | Student will able to critically appreciate the Canadian Short Fiction, specially, Alice Munroe’s The Bear Came Over the Mountain and Face | GLOBAL |
| CO-4 | Student will interpret the Latin American Poetry, specially, Pablo Neruda and Octavio Paz and their poems | GLOBAL |

**Semester-6**

**CORE-13- Post-Colonial Literature**

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| Course  | Course Title | Course Outcome | Relevance |
| CORE-13 | Post-Colonial Literature | CO-1 | Student will able to understand the concept of Post colonialism theory of Elleke Boehmer, movements and theories against empire, leading post-colonial thinkers, i.e. Frantz Fanon, Edward Said, Gayatri Spivak, Homi Bhabha | GLOBAL |
| CO-2 | Student will analyse the novel Raja Rao’s Kanthapura | GLOBAL |
| CO-3 |  Student will evaluate the play Jean Rhys’ Wide Sargasso Sea. | GLOBAL |
| CO-4 | Stuident will illustrate the play Athol Fugard’s Blood Knot. | GLOBAL |

**CORE-14-** **Popular Literature**

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| Course  | Course Title | Course Outcome | Relevance |
| CORE-14 | Popular Literature | CO-1 | Student will able to understand the Concept of popular literature, debate between popular and high cultures, genre fiction, debate between genre fiction and literary fiction | GLOBAL |
| CO-2 | Student will interpret Children’s literature, specially, Lewis Caroll’s Alice in Wonderland | GLOBAL |
| CO-3 | Student will examine detective fiction, specially, Arthur Canon Doyle’s The Hound of Baskervilles. | GLOBAL |
| CO-4 | Student will recognise Campus Fiction’s Five Point Someone. | NATIONAL |

**Discipline Specific Elective Paper-3-Partition Literature**

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| Course  | Course Title | Course Outcome | Relevance |
| DSE-3 | Partition Literature | CO-1 | Student will analyse Ritu Menon and Kamla Bhasin’s “Introduction” from Borders and Boundaries | NATIONAL |
| CO-2 | Student will interpret W. H. Auden, Agha Shahid Ali, Faiz Ahmad Faiz and their poems | NATIONAL |
| CO-3 | Student will illustrate Bapsi Sidhwa’s Ice Candy Man | NATIONAL |
| CO-4 | Student will examine Sadat Hassan Manto, Rajinder Singh Bedi, Lalithambika Antharajanam and their short stories. | NATIONAL |

**Discipline Specific Elective Paper-4**

**Dissertation/ Research Project**

At the end of the course, students shall learn:

The procedure of undertaking research and writing a project.

**SKILL ENHANCEMENT COURSE- I (SPECIAL)**

 **COMMUNICATIVE ENGLISH**

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| Course  | Course Title | Course Outcome | Relevance |
| SEC-1 | SEC-1 | CO-1 | Student can apply the Skills of English Communication and Steps to improve it.Introduction to voice, Accent and Phonetics | GLOBAL |
| CO-2 | Spoken versus written communication Student will implement the importance of the different parts of speech and rules of Grammar | GLOBAL |
| CO-3 |  Student will experiment Techniques to enhance students reading skills  Student will recognise the Reading comprehension and different skills of reading | GLOBAL |

**AECC-II**

**MIL (ALTERNATIVE ENGLISH)**

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| Course  | Course Title | Course Outcome | Relevance |
| AECC-II | AECC-II | CO-1 | Student will able to understand the learner’s competence in expressive and comprehension skills. | GLOBAL |
| CO-2 | Student will interpret the Stories draw leaners into their imaginative world’s and engage them with the power of their invention. | GLOBAL |
| CO-3 | Comprehension will develop the student’s critical thinking skill. The ability to think critically is crucial for a good communicator and involves an understanding of the communicative process. | GLOBAL |
| CO-4 | Language exercise will help the student to develop their vocabulary and they also learn different usage of grammar. | GLOBAL |