Department of English

D.A.V.(Auto), College, Titilagarh

**Programme Outcomes**

PO1. Discipline specific knowledge of English literature and literary studies.

PO2. Communication skills

PO3. To enhance critical thinking

PO4. To enhance analytical reasoning

PO5. To enhance research related skills

PO6. To promote self directing learning

PO7. To encourage multi cultural competence and mutual understanding

PO8. To strengthen moral, ethical , literary and human values

PO9. To promote interest in cross cultural studies.

PO10. To promote literary and critical thinking.

**Programme Specific Outcomes**

PSO1. Ability to identify, speak and write about different literary genres, forms, periods and movements

PSO2. Ability to undertake, appreciate, analyse and use different theoretical frame works.

PSO3. Ability to speak and write in standard academic English

PSO4. Ability to locate in and engage with relevant scholarly works in order to develop one’s own critical position and present one’s views

PSO5. Ability to understand and engage with various literary and critical concepts.

**Course Outcome**

**Semester-1**

**Core-1 : British Poetry and Drama from 14th to 17th Century**

1. To make the students know about the spirit of renaissance
2. To acquaint student with Geoffrey Chaucer
3. To make the students understand about the greatness of Shakespeare
4. To expose the students to the sonnets of Spenser, Shakespeare, Ben Jonson and John Donne
5. To make the students aware about Elizabethan period

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

1. To impart an historical overview of 17th and 18th century
2. To expose the students to Metaphysical and Cavalier poets
3. To make the student aware of Comedy of Humours and Comedy of Manners
4. To acquaint the students with the works of Milton, Pope, Marvell and Robert Herrick
5. To make student aware of about Satire of Dryden

**Semester-2**

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

1. To make the students know about neo classicism
2. To encourage and engage and expose students to the emergence of essay as a powerful genre
3. To expose students to the essays of Joseph Addison, Mary Wolstoncraft
4. To make students know and understand the essay of Samuel Johnson.
5. To make the students aware about enlightment.

**Core-4 : Indian Writing in English**

1. To acquaint the students with the genesis and evolution of Indian writing in English.
2. To acquaint the students with Macaulay’s Minutes(1835) of Education
3. To make the students aware of the Indian writing in English in the early 20th century
4. To let the students understand the nuances of the poetry of Sorojini Naidu, A.K. Ramanujan, Jayanta Mahapatra and Nissim Ezeikiel
5. To acquaint the students with the representative works of R.K. Narayanan and Mahesh Dattani

**Semester-3**

**Core-5 : British Romantic Literature**

1. To let the students explore the Romantic Period and it’s representative writers
2. To make the students aware about Romanticism vs Classicism
3. They will know why this period is called as the Romanti Revival and also the age of revolution
4. To make the students exposed to the Transitional Poets like Thomas Gray and William Blake
5. To make the students aware about romantic critical theory as given in the Preface to Lyrical Ballad

**Core-6 : British Literature 19th Century**

1. Students are made aware of the socio political developments like industrialization and technological advancements
2. They are introduced to the riddles of 19th century British literature in prose, especially in fiction and cultural criticism
3. Students are exposed to representative fictions of Victorian period like Jane Austen’s Pride and Prejudice and Charles Dickens’ Hard Times
4. They are also given insight into the Victorian poetry having special emphasis on Tennyson’s “Break Break Break” and Robert Browning’s “My Last Duchess”
5. To strengthen the critical views of students through the criticism of Mathew Arnold

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

1. Students are made to see the socio economic factor that led to a crisis in western society
2. Students are exposed to modernist canon in poetry, novel and literary criticism
3. Awareness is created about Marx’s concept of class struggle and it’s role in western society
4. They understand Freud’s theory of unconsciousness and psychoanalytical theory
5. Students are exposed to modernist poet like T.S. Eliot, W.B. Yeats, Wilfred Owens and Siegfried Sassons

**Core-8 : American Literature**

1. Prrovides an overview of the canonical authors of America
2. Students are made aware of the Genesis and Evolution of American Literature
3. Know the myths of American Literature like City on a Hill, The Frontier Spirit, The American Dream, The Manifest Destiny etc.
4. Comprehends epluribusunum and it’s importance.
5. Get an exposure to important work like Arthur Miller’s “Death of a Salesman” and Ernest Hemingway’s “A Farewell to Arms”

**Core-9 : European Classical Literature**

1. Students are made aware of the rise and fall of Roman Empire and the cultural history of Graceo Roman World
2. To acquaint the students with the Greek Epic- Odyssey by Homer
3. To make the students aware of Oedipus Complex and Electra Complex
4. To make the students familiar with the seminal features of Aristotle’s poetics
5. To make the student familiar with the canons of European Literature

**Core-10 : Women’s writing**

1. To make the students familiar with the various issues of patriarchy, gender, desire and power through women wrtiers from different culture.
2. To help students understand the technique of stream of consciousness through woolf’s “A room of one’s own”.
3. To help students understand the longing of a woman through Broonte’s “Jane Eyre”
4. To help students understand the various women writers like Kamala Das, Sylvia Plath etc.
5. To acquaint the students with “The Distant Window” by Ashapurna Devi

**Core-11 : Modern European Drama**

1. To expose the students with the best of experimental and innovative modern European literature.
2. To acquaint the students with Absurd Drama.
3. To expose the students to realism through Henrik Ibsen’s Ghosts
4. To make familiar the students with Eugene Ionesco’s “Chairs”
5. To let the students know the innovative concepts, dramatic techniques

**Core-12 : Indian Classical Literature**

1. To make the students aware about the history and genesis of Indian Classical Literature
2. To make the student know “Abhijnanamsakuntalam” by Kali Das
3. To let the students know Sudraka’s Mruchhakatika
4. To expose the students to the Aesthetics of Indian Classical Literature
5. To help students acquire knowledge on “Rasa Theory” through Bharata’s Natyasastra

**Core-13: Post Colonial Literature**

1. Seeks to introduce the students to a body of literature in response to European Colonialism
2. To make students aware of various movements and theories against empire
3. To make students aware of colonialism through Raja Rao’s Kanthapura
4. To acquaint the students with “Wide Sargossa Sea” by Jean Rhys
5. To make familiar the student with “Blood Knot” by Athol Fugard

**Core-14: Popular Literature**

1. To make students aware of popular literature
2. To make students know and understand children’s literature through Lewis Caroll’s “Alice in Wonderland”
3. To let the students understand detective fiction through Arthur Conal Doyle’s “The Hounds of Baskerville”
4. To help students understand campus fiction through chetan Bhagat’s “Five Point Some One”
5. To help students understand the genre of fiction