

Department of English

Programme Outcome (P.O):

The English Honours course of Delhi University is particularly designed to meet the cultural requirements of the students. The prescribed texts in the course cover a vast area of human experience ranging from social concerns to norms of behavior. The texts also afford an understanding of the human mind with respect to its working and its ability to forge a viewpoint. Needless to say that literary depiction of the states of mind goes far beyond the reach of conventional psychology. Such an important task can best be fulfilled by sharing knowledge of imaginative writing with the students through classroom interaction.

Programme Specific Outcome

A look at the 12th standard course would reveal that students pursuing that program earn an elementary knowledge of social life. It is primarily information-oriented. From the English Hons course, students instead get to know in a deeper sense the trends of thought and feeling of the modern period. Significantly, the texts that belong to the past, recent or distant, also present a picture against which ways of the present-day behavior can be usefully compared. Thus, the areas that remained uncovered at the school level are appropriately studied at the Hons level. This kind of awareness is not possible in other disciplines. That is why the Hons course is a must for those seeking excellence in positive norms and values.

Course Outcomes C.O. :

Paper 1: Indian Classical Literature

Course Outcomes: By studying the paper, students will be able to:

- Understand and engage with the Indian Epic tradition.
- Assimilate the theory and practice of Sanskrit and Tamil Classical drama.
- Engage with Indian aesthetic theory such as Alankar and Rasa.
- Understand the concept of Dharma and the heroic in Indian Classical Drama.
- Engage with and discuss different genres of classical literature and their scope.

Paper 2: European Classical Literature

This paper dates back to the ancient Greek Literature and philosophy which concretizes the pillars, on which the later edifice of literary and philosophical discourse stands erected. Plato and

Aristotle not only problematize the binary of originality and artifice vis-à-vis literary and philosophical output but also lay the foundational rules of ‘tragedy’, ‘comedy’, ‘epic’ and dramatic representation on a whole.

With Sophocles we are introduced to the near perfection tragedy can attain, alongside foregrounding the debate of ‘free human will’ versus ‘predestination’, which we could observe shaping the political sensibility of later centuries. Homer’s epic narrative *Illiad* surfaces the questions of war, prophecy, fate, glory, pride, honor, faith, heroics, and a critical understanding of the narrative reveals the repercussions and costs of pride in the violent, egoistic, patriarchal society.

Paper 3: Indian writing in English

The paper on Indian writing in English will acquaint the students with conditions of life prevailing in India in the post-Independence period, giving them a sensitive view of the country's culture.

- The students will draw benefit from it in terms of how to respond to the challenges of the time.
- In addition, the short stories and poems as well as the novel will enrich the expression of the students, widening scope of their vocabulary, and letting them learn word-use. Knowledge of the diversity of manners and values of our society will also be further enhanced through its study.

Paper 4: British poetry and Drama: 14th-17th centuries

- Will understand the growth and development of English language and Literature
- Will enable to characterize social, political, cultural and historical issues of Medieval time to Renaissance period in relation to the major literary trends
- Will help them to theoretically and critically analyse the literary text of the time.

Paper 5: American Literature

- Students will be able to trace the development and progression of American Literature
- Can identify the historical and cultural context of the work of major American writers

- Students will be able to analyse various style, theme and genre of American literature from Colonial to Post-modern time.

Paper 6: Popular Literature

- The course focuses on popular forms either within broader genres (such as fiction, drama, or poetry) or could be organized thematically and use several of these larger genres.
- Some sub-genres may include, for example, detective fiction, gothic and horror, the western, romance, etc.
- Analysis of popular treatment of certain themes and ideas give students a lens through which to understand how important social, political, and cultural issues enter into the popular imagination, And can in some cases become part of ideological contestation through popular literary discourse.

Paper 7: British Poetry and Drama 17th and 18th century:

- The Course would help the students to develop critical thinking.
- The course aims to acquaint students with Restoration era in England and politics associated with it.
- The course traces the evolution of drama after Shakespeare focusing both on Jacobean Revenge Tragedy(Webster's *The Duchess of Malfi*) and drama of the Restoration Period(Aphra Behn's *The Rover*).
- The course also introduces the students to Augustan Period through Neoclassical poetry(Alexander Pope's *The Rape Of The Lock*).
- The course aims to acquaint students with *Satiric tradition in English poetry, Heroic Couplet, Neoclassical poetry as literature of imitation.*

Paper 8: British Literature: 18th century

- The course traces the gradual transition from the Neo-classical period to the Romantic Period of English Literature.

- The course helps the students to learn about the evolution and development of prose particularly satire, through travelogues like Jonathan Swift's *Gulliver's Travels* and other similar works of the period.
- The course focuses on the development of understanding of Political Literature particularly after the expiry of the Licensing Act of 1695.
- The course introduces the students to the Enlightenment Period and its associated politics, philosophy and literature.
- The course includes all major genres that existed during the period like drama(*Congreve's The Way Of The World*), poetry(*Samuel Johnson's London & Thomas Gray's Elegy Written In A Country Churchyard*), novel(*Laurence Sterne's Tristram Shandy*) etc. to enable students to have a wider understanding of the age through its literary works.

Paper 9: British Romantic Literature

The paper will enable students to:

- Gain a deep understanding of the Romantic Movement in the history of English Literature.
- Study the centrality of imagination and the primacy of Nature in the writings of that time.
- Study the Romantic lyric in its varied forms as employed by writers like Coleridge and Wordsworth.
- Understand the various conceptions of Nature in the literature of the time.
- Relate literature and revolution and gain insight into the Gothic.

Paper	11:	Women's	Writing
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The English Hons. paper focusing upon women's issues has texts both creative and thought-centered. The former provide a concrete description of what women face in home, at work place and in the wider world of production and distribution. These descriptions are unique in the sense that they place at the centre the system of patriarchy that governs and affects women's behaviour. The texts that provide critical and analytical matter equip the student with egalitarian arguments and points of reference about the women's plight in our midst. This paper plays the role of vitally sensitising the students on gender equality, a must if we aim for equality and justice in our surroundings.

Paper 13: Modern European Drama

- Will gain an understanding of history and development of Modern European Drama
- The students will be able to analyse and characterise key concepts and theatrical practices along with technological innovation of European Drama after late 19th C
- Enable them to apply theatrical concepts in appreciating drama.

Paper 14: Postcolonial Literatures

- The course addresses the problems and consequences of decolonization looking at its literary representation.
- The course includes voices of resistance from the former colonies of Britain through its representation in literature.
- The course also aims to assess how this resistance works through re-interpretation and re-writing of both pre-colonial past as well as colonial histories.
- The course equips the students to look at the literary movement and its texts in the mid-twentieth century through the application of Postcolonial theory.
- The course which includes both novels (*Achebe's Things Fall Apart; Marquez's Chronicle Of A Death Foretold*) and poetry (*Neruda, Atwood and others*) aims to develop an understanding of the relationship between subjugating forces of imperialism and the actual colonial expansion particularly focusing on the radical and subversive narratives.

DCE

1. Modern Indian Writing in English Translation:

Through this paper the students are introduced to Indian regional literatures by using English translations and dwelled upon the advantages and problems of translation. They realize at the end of the course that Indian realities cannot be understood in totality without reading regional literatures.

2. Literature of Indian Diaspora

The paper addresses the following issues in the study of Indian Diaspora:

- The process of emigration, settlement and identity formation in host societies.
- Ethnicity of Indian Diasporas communities in relation to the changing power structures, under which ethnic identity is an integrating or divisive force.
- Transnational networks and linkages between India and the Indian Diaspora, and between Diasporas communities.
- Indian Diaspora in relation to the on-going struggles for identity at the national and global level, and in relation to increasing ethnic consciousness in India.
- Comparative studies of creative writings on the Indian Diaspora by the Indian writers, diasporas Indian writers and non-Indian writers. Research into the new cultural forms of the Indian Diaspora, including popular culture.
- Micro-level ethnographic studies on the Indian Diaspora.

3. Nineteenth Century European Realism

The course reflects on how the idea of literary realism emerges in Europe in the Nineteenth century. It consists of four classic novels: Ivan Turgenev's *Fathers and Sons* (1862), Fyodor Dostoevsky's *Crime and Punishment* (1865), Gustave Flaubert's *Madame Bovary* (1856), and Balzac's *Old Man Goriot* (1835). The first two novels expose readers to the changes taking place in the nineteenth century Russia. The novels also make the audience familiar with Nihilism, Socialism, working class movements, abolishment of serfdom and the emergence of state in Russia. Last two novels discuss the transformation, female sexuality, class consciousness, marriage as a contract, and commercialization in the nineteenth century France.

4. Autobiography

The course introduces the readers to the emergence of autobiography and autobiographical discourses in Europe and later on in the other part of the world. The personal narratives not only disclose the individual struggle the subject made in his/her life but also reveal the social, political, economic and religious history of the period narrated in the narrative. The course

discusses issues of LGBT, Dalits, Dalit women's exploitation, Black/African-Americans, and other marginalized groups.

5. **Literary Theory:**

Theory complicates literature in terms of probing the conditions in which it is produced, circulated and consumed, the processes through which it comes to generate meanings, its likely effects, and the role of the reader vis-à-vis all of this. 'Theory' strips literature of its claims to an authentic aura, and instead shows it to be just another instance of production, full of its own contradictions, indeterminacies, and interested socio-political functions. This course establishes that literature has a relation to the material social reality, and is related to some form or the other of power.

Generic Elective:

1. GE 1 (Women Empowerment and Contemporary India)

- Students will be able to evaluate, compare and critique various Feminist Theories
- Enable them to understand the intersection between gender vis a vis other social identities such as class, caste, religion, race, ethnicity and sexuality
- Help them to understand history of women's movement in India
- Help them to establish connection between global and local issues in relation with women's experience.
- Engage students in promoting gender sensitivity, social justice and human rights.

2. Text and Performance

- To understand and analyze the relationship between literature as text and usage of text in performance.
- To understand literature and its depiction in performance, while taking into consideration the wide array of forms they possess,
- To attain a proper understanding throughout historic and contemporary time periods.

3. Readings on Indian Diversities and Literary Movements

The course helps the readers to understand the concept of diversity and unity in India. It reflects on oral tradition, development of literary traditions, multilingualism, multiculturalism, Sufi and

Bhakti movements. The course also touches upon the politics of language, especially the emergence of debate on Hindi and Urdu in colonial India. It provides an overview on the Tribal culture, literature, Dalit Literature, culture and the emergence of women's writings in various Indian languages.

Ability Enhancement Compulsory Course Compulsory

English/MIL Communication (AECC):

The students of this paper are introduced to the theory, fundamentals and tools of communication. One of the critical links among human beings and an important thread that binds society together is the ability to share thoughts, emotions and ideas through various means of communication: both verbal and non-verbal. In the context of rapid globalization and increasing recognition of social and cultural pluralities, the significance of clear and effective communication has substantially enhanced.

This paper helps in developing in the students, vital communication skills which should be integral to personal, social and professional interactions. Not only would they develop oral skills for facing interviews and making presentations but also learnt to draft CV's, write reports and formal letters.

SEC- Skill Enhancement Course:

Creative Writing:

The Course aims to make students familiar with certain theoretical aspects of creative writing. It encourages them to foster their skills by writing poems, stories, plays and journalistic articles. The text exposes them to the nuances in the literary world. For example, it makes them realize the difference between the various literary genres and teaches how to cultivate writing skills to excel in any particular genre. Though the school of life is the best institute to learn creativity but of course, skill enhancement course (Creative Writing) helps students to understand the technicalities of writing as how to produce literary writing, how to convince the publisher and how to understand the readers.