

**Department of English  
Paradip College, Paradip.**

**Programme Outcome:**

1. After successfully completing this programme the students can pursue their Post graduation in English in various recognized universities of India and abroad.
2. Apart from that students can go for Bed in English in Odisha universities or in other NCETE approved universities of India but they have to study a course from school subjects of social sciences such as History or Geography as their generic elective or soft core, but they can pursue Bed in English in English and Foreign Language university without studying a social science subject.
3. Students can opt for Master Programme in Journalism and Mass communication.
4. They can also go for Master of Arts in Women Studies.
5. Besides these doing these programmes the students also can pursue Master of Arts in Translation Studies, or they doing a diploma programme in Translation Studies can seek translator job in private of public organizations.
6. The students can also go for Master of Arts in Linguistic.

**Programme Specific Outcome:**

1. This programme will help students to become well versed in English grammar and language as well as in English literature.
2. It proposes student to develop their reading, speaking and writing skills in English.
3. It strengthens their basic knowledge in the field of English literature.

4. They become aware of 14<sup>th</sup> century to 17<sup>th</sup> century British drama and poetry.
5. They thoroughly studies primary literary works of 17<sup>th</sup> and 18<sup>th</sup> century which gives them a depth of knowledge in that field.
6. A deep study of 18<sup>th</sup> century British literature develops their ideas concept on essay, satire, and novel and graveyard school of poetry.
7. Study of Indian writings in English helps them to know prominent Indian English writer and their writings. British romantic literature helps them to know major poets of Romantic Age and their writings.
8. They come to know about forms of literature like lyric, ballad, ode, sonnet, etc., and apart from this they read Wordsworth's theory of poetry, poetic diction and characteristics of a good poet.
9. In 19<sup>th</sup> century British literature students comes to know various genre of fiction, and from literary works they become aware of socio-political history of contemporary England.
10. The study of American literature familiarizes students on major aspects of their literature.
11. British literature of 20<sup>th</sup> century aims at providing students information on Modernism and Postmodernism, and it offers them primary literary works of modern age.
12. European classical literature emphasizes on ancient Greek's theory of tragedy which helps learners to acquaint with terms like Plot, Catharsis, Hamartia, and Catastrophe.
13. The study of Women's writing acquaints the students with the complex and multifaceted literature by women of the world, reflecting the diversity of women's experiences and their varied cultural moorings.
14. Learners come to know the rich culture, tradition and moral practices of India from Indian classical literature.

15. Students learn the development of theory in the last half-century or more a fact of critical importance in the academic study of literature from the study of literary theory.
16. World literature introduces student to the study of a representative selection of texts from around the world. Postcolonial literature helps student to grow their concepts on post colonialism.
17. In popular literature learners learn genres such as romance, detective fiction, and campus fiction, fantasy/mythology which have a “mass” appeal and can help students to gain better understanding of the roots of popular literature.
18. Research methodology helps student to write research paper and dissertation.

## **Semester I**

### **Core I**

#### **British Poetry and Drama: 14<sup>th</sup> to 17<sup>th</sup> Centuries**

##### **Course Outcome:**

1. This core seeks to introduce the students to British poetry and drama from the 14<sup>th</sup> century to the 17<sup>th</sup> century.
2. It offers students an exploration of certain seminal text like *The wife of Bath's Tale*, *Macbeth*, *The Jew of Malta*, “follow thy Fair sun”, “Go Lovely Rose”, “Song to Celia”, etc. that set the course of British poetry and Drama 14<sup>th</sup> century to 17<sup>th</sup> century.
3. Primary aim of the core is to let students learn major poet and dramatists of these centuries and their works.

4. It is base study of the beginners who for the first time studies English literature.
5. Learners will know the basics of poetic literary form and most importantly they will learn Elizabethan or renaissance dram which includes Christopher Marlowe and William Shakespeare.

## **Core II**

### **British Poetry and Drama: 17<sup>th</sup> to 18<sup>th</sup> Century**

#### **Course outcome:**

1. The objective of this paper is to acquaint students with Jacobean and the 18<sup>th</sup> century British poetry and Drama, the first a period of the acid satire and the comedy of humors; and the second a period of supreme satiric poetry and comedy of manners.
2. It proposes students to read plays like *all For Love* and *The Volpone*. From this core students will know great literary figure this century like John Milton, Robert burn, Andrew Marvell, John Donne, Alexander Pope.

## **Semester II**

### **Core III**

### **British Literature: 18<sup>th</sup> Century**

#### **Course Outcome:**

1. The objective of this paper is to acquaint the students with two remarkable forms of literature essay and novel.
2. This period is also known for its shift of emphasis from reason to emotion. The literary pieces like *Robinson Crusoe*, *Elegy Written in Country Churchyard* makes student aware of graveyard school of poetry and

development of novels in English literature. Essays of Addison and Steele are best text for the early learners of English literature.

### **Core IV**

#### **Indian Writing in English**

##### **Course Outcome:**

1. This paper attempts to introduce the students to the field of Indian Writing in English through some representative works like *Inheritance of Loss*, *Final Solution*, *Untouchable*, *The Bachelor of Arts*.
2. Poems of renowned Indian English poets make the learner to know about the various culture of Indian in different states, it also presents the multi dimensional approach of Indian English literature.
3. In whole this paper's objective is to let students know beginning of Indian English literature, the establishment of The Hindu College, and how English education is introduced in India.

### **Semester III**

#### **Core V**

#### **British Romantic Literature**

##### **Course Outcome:**

1. The purpose of this paper is to acquaint students with the romantic period and some of its romantic representative poets like William Wordsworth, William Blake, John Keats, P B. Shelley, and Samuel Taylor Coleridge.
2. At the same time one of the chief objective of paper is to give students with a broad idea of social as well as historical contexts that shape this unique upheaval.

3. Students also get to know about prime poems and texts of this age.
4. Preface to Lyrical Ballads makes student to know the definition of poetry by Wordsworth, and Wordsworth's concept of poetic diction and good poet.
5. Poems of John Keats and Shelley leads student to a thrilling journey into the romantic imagination.

## Core VI

### 19<sup>th</sup> Century British Literature

#### Course Outcome:

1. This paper proposes to examine the growth of the British literature of 19<sup>th</sup> Century.
2. In this paper students will learn a major socio political development in England like industrialization, technological advancements and a large scale of mobilization of people from the rural to the urban people, but the focus is mainly on prose (fictional and nonfictional) and criticism.
3. From Jane Austen's *Pride and Prejudice* student will learn domestic life of English society in 19<sup>th</sup> century, and Dickens' *Hard Times* will explore the impact of Industrialization in Britain.
4. Moreover the whole paper not only aims at the exploration of literary genius but also it explores socio –cultural life of Britain which is reflected in the literary works.

## **Core VII**

### **American Literature**

#### **Course Outcome:**

1. This paper explores various aspects of American literature to the students of English literature. In this paper students will learn genesis, evolution and myths of American literature.
2. Student will have sound knowledge on American Dream, the American themes of self-reliance, individualism, sin and redemption and multiculturalism.
3. Various units in this paper will give students a propounding knowledge on American literature.

## **Semester IV**

### **Core VIII**

#### **British Literature 20<sup>th</sup> Century**

#### **Course Outcome:**

1. The objective of this paper is to familiarize students with the new literature of Britain in the early decades of the 20<sup>th</sup> century.
2. Students will learn major crisis in Western society which is known as First World War, and impact of this war into the British literature.
3. From the poetry of Wilfred Owen and Siegfred Sassoon students will aware horror and terrific result of war.
4. This paper also aims at students learning of Marx's class struggle and Freud's theory of the unconscious.

5. After reading poets like T. S Eliot, W.B. Yeats, Ezra Pound, Louis MacNiece, Stephen Spender, etc. student's basics on modernism and post modernism will be stronger.

## Core IX

### European Classical Literature

#### Course Outcome:

1. This paper will explore the growth and development of European Classical literature of 8<sup>th</sup> century BC. From this paper students can learn origin of tragedy and comedy in British literature.
2. Unit- 5 of this paper will aware people on Aristotle's concept of tragedy and its six chief elements along with catharsis.
3. Students will get to know various classical terms on Greek tragedy like *Hamartia*, *Catastrophe*, *Anagnorisis*, *Peripetia*, etc., this will help student to study other units of this paper such as *Oedipus the Kin*, *The Frogs*.
4. This course also proposes student to learn rise and decline of Roman Empire and geographical space of ancient Greek and Rome.
5. The study of the play *Oedipus the King* will help students to learn Psychoanalytical theory in future.

## Core X

### Women's Writing

#### Course Outcome:



1. The course aims to acquaint the students with the complex and multifaceted literature by women of the world, reflecting the diversity of women's experiences and their varied cultural moorings.
2. It embraces different forms of literature: poetry, fiction, and critical writings. In certain respects interlocks concerns of women's literary history, women's studies and feminist criticism.
3. This paper will develop student's knowledge on women and women's studies. After reading Simone de Beauvoir's *the Second Sex*, students not only learn the feminism but also develop their consciousness on women.
4. This will create some sorts of awareness among student on women empowerment.
5. Apart from these things from this chapter students will come familiar with the term like Patriarchy, Feminine, Masculine, Femininity, Masculinity, Stereotype, Three Waves of Feminism, etc.
6. This course which offers women's fiction that aims to familiarize women's problems in different nations among the student of English literature.
7. On the whole this paper's objective is to let student aware of women's issues in various culture of the world.

## **Semester IV**

### **Core XI**

#### **Modern European Drama**

##### **Course Outcome:**

1. The purpose of this course is to explore the growth of the modern European Drama to the students of British literature.

2. It also stresses the development of new genre plays in Europe and its impact on English drama.
3. The learning of the play *Ghosts* by Henrik Ibsen will let student to know the development of problem plays in Europe which had brought a drastic change in the field of drama.
4. The play, *Waiting for Godot*, will aware student the impact of world war on modern drama, and it aims to familiarize students about the concept of absurd or the theater of Absurd.
5. On the whole the aim of this paper is to introduce the students to the best of experimental and innovative dramatic literature of modern Europe.

## Core XII

### Indian Classical Literature

#### Course Outcome:

1. Students have already studied classical European literature in this programme of study, but this course is designed to create awareness among the students of the rich diverse literary culture of ancient India.
2. This course strengthens student's regarding rich culture and heritage of India.
3. They will have a sound knowledge of our age-old myths, legends and the glorious past of India with guru shishya relationship and the power of virtue and morality will enable students to be the good citizens of our country.
4. The morality of Karna and the story of Draupadi as a pious lady make a holy imprint among students.
5. The love affair of Vasantsena and Charudutta in *The Mrichchhakatika* makes student more rational and it will create a curiosity among the student

to know interesting and high standards of India's ancient literature and culture.

## **DSE I**

### **Literary Theory**

#### **Course Outcome:**

1. The main purpose of this paper is to let students know the development of theory in the last half-century or more is a fact of critical importance in the academic study of literature.
2. Far from being seen as a parasite on the text, theory has been seen as a discourse that provides the conceptual framework for literature.
3. This course will help student to differentiate between literary theory and criticism. Student will know rise theory.
4. New criticism and its various aspects like intentional fallacy and pathetic fallacy will foreground their foundation on the study of literary theory and criticism and it will also help them in future learning of the various dimension in literary criticism.
5. The study of Structuralism and Poststructuralism will aware them about sign, symbol, signifier, signified, the death of the author, and more importantly it will help them to study Deconstruction in future studies.
6. On the whole this paper aims to give the students a firm grounding in a major methodological aspect of literary studies known as theory.

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## **DSE II**

### **Reading World Literature**

#### **Course Outcome:**

1. The primary objective of this paper is to introduce the student to the study of world literature through a representative selection of texts from around the world.
2. The idea is to read beyond the classic European canon by including defining literary texts from other major regions/countries-except the United States of America-written in languages other than English, but made available to the readers in English translation.
3. This course offers canonical literary texts of world literature like *The Outsider* which will familiarize students on existentialism which is a modern movement and the text *The Outsider* is an expression of this movement.
4. Basically this course offers the text of noble laureate winning writers which will help students to broad their concept beyond the national boundary, and it will acquaint them with noble award winning texts as well as it will prepare them for future higher education examination.

## **Semester VI**

### **Core XIII**

#### **Postcolonial Literature**

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**Course Outcome:**

1. This paper seeks to introduce the students to postcolonial literature-a body of literature that responds to the discourses of European colonialism and empire in Asia, Africa, Middle East, the Pacific and elsewhere.
2. By focusing on representative texts situated in a variety of locations, the paper aims to provide the students with the opportunity to think through and understand the layered response – compliance and resistance, mimicry and subversion – that colonial power has provoked from the nations in their search for a literature of their own.

**Core XIV**

**Popular Literature**

**Course Outcome:**

1. This course is designed to introduce the students to genres such as romance, detective fiction, and campus fiction, fantasy/mythology which have a “mass” appeal and can help students to gain better understanding of the roots of popular literature.
2. Student will come to know about the difference between popular culture and high culture. Knowing popular literature will help students to develop a curiosity to read various popular fiction of the current era, and student can very well differentiate between genre fiction and literary fiction.

**DSE III**

**Research Methodology**

**Course Outcome:**

1. Research methodology is a discipline specific course pitched at a higher level than the generic academic preparatory courses.
2. Research is at the core of every university course starting from the UG the PhD level.
3. This course is designed to develop the fundamentals of research from creating a questioning mechanism in the students' minds leading up to writing research papers and dissertations.
4. Students learn methodological issues imperative for conducting research and for research documentation.
5. The course also aims to train students in the essentials of academic and research writing skills.

The End

  
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