



DEPARTMENT OF ENGLISH

PROGRAMME OUTCOME/COURSE OUTCOME /COURSE SPECIFIC OUTCOME {For Choice-based Credit System (CBCS) w.e.f.2018-2019}

PROGRAMME OUTCOME

- The Programme is designed to acquaint students with an understanding of the English Literature along with the development of language skills. Acquaintance with different literary genres viz, poetry, prose, drama, fiction exposes students to diverse fields of criticism which sharpen their intellect and literary acumen. Simultaneously, they are able to develop their speaking skills and write English accurately.

CC1 (SEMESTER I- BRITISH POETRY AND DRAMA: BEGINNING TO 14TH CENTURY AND HISTORY OF ENGLISH LANGUAGE-6 CREDITS-5-1-L-T)

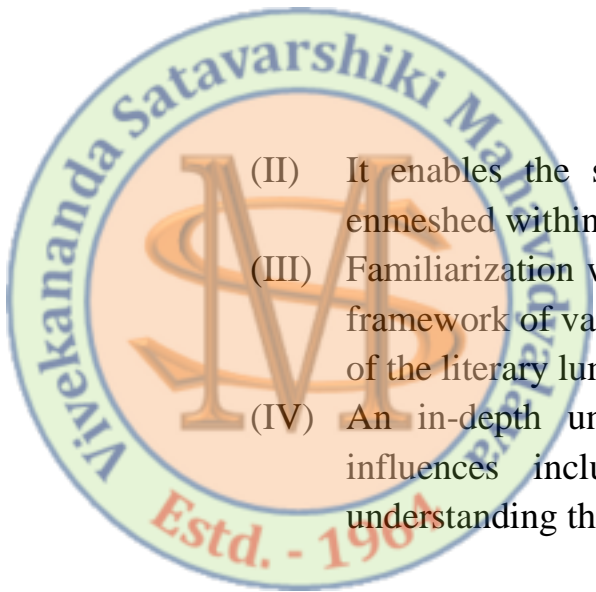
COURSE OBJECTIVES

The syllabus for Core Course I (CC-I) under Choice Based Credit System (CBCS) is tailored in such a way as to provide students with a comprehensive understanding of English literature since its nascent stage up till 14th century. It also traces the trajectory of the growth and development of English language and the various linguistic forces that come to bear upon the present day English language as we now know it to be.

COURSE OUTCOMES

The Core Course Module I (CC-1) comprises two groups – the first one dealing with the History of English Literature and the second one emphasizes on Philology. The completion of the course is supposed to benefit the students in the following manner:

- (I) The course throws light upon the History of English Literature, while putting up for discussion the various literary movements, historical incidents and representative writers of their times.



- (II) It enables the students to evaluate the way literary production is enmeshed within the socio-cultural condition of a particular period.
- (III) Familiarization with the socio-cultural phenomenon and the discursive framework of various ages help students to gain a nuanced appreciation of the literary luminaries of those times.
- (IV) An in-depth understanding of English language and the various influences including Latin and French helps the students in understanding the structural nitty-gritties of the Language.

CC 2 (SEMESTER I – BRITISH POETRY AND DRAMA: RENAISSANCE TO 17TH AND 18TH CENTURIES-6 CREDITS-5-1-L-T)

COURSE OBJECTIVES

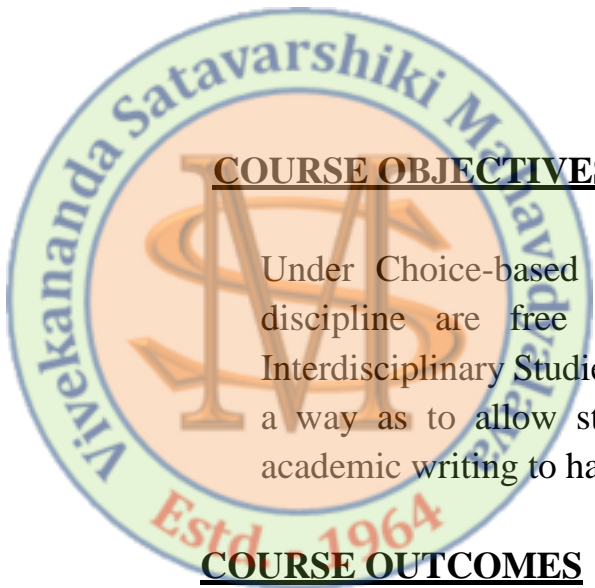
The Syllabus for Core Course II (CC-2) is designed to familiarize students with some of the most important literary periods of the History of English Literature. It is structured around selected literary texts that help students in gaining a better understanding of the literary and cultural Phenomenon of Renaissance with some of its most important literary figures.

COURSE OUTCOMES

The completion of the course is supposed to benefit the students in the following manner:

- (I) It offers a comprehensive analysis and understanding of the socio-cultural climate which gave birth to Renaissance and its trans-continental moorings.
- (II) Acquaintance and familiarization with drama as literary genre and its origin.
- (III) A better understanding of the different dynasties that ruled over England with significant historical incidents.
- (IV) Discussion of Enlightenment and the neo-classical tenets post-Renaissance that governed the dictum and principles of poetry.

GE I (SEMESTER I- ACADEMIC WRITING AND COMPOSITION-6 CREDITS-5-1-L-T)



COURSE OBJECTIVES

Under Choice-based Credit System (CBCS), students of other Honours discipline are free to choose a Generic Elective Paper as part of Interdisciplinary Studies. The syllabus of Generic Elective is structured in such a way as to allow students of other discipline to gain knowledge about academic writing to have a holistic overview.

COURSE OUTCOMES

The learning outcome at the end of the course may be defined in the following manner:

- (I) The students gain insightful writing skills for academic purposes.
- (II) They will acquire the necessary ideas about editing and book and media review.
- (III) The course enables students to develop critical thinking and to structure their own argument.
- (IV) Acquisition of the requisite knowledge for citation.

AECC (ABILITY ENHANCEMENT COMPULSORY COURSE)-1 (ELECTIVE)-ENGLISH/MIL-CREDITS 2-1-1-L-T

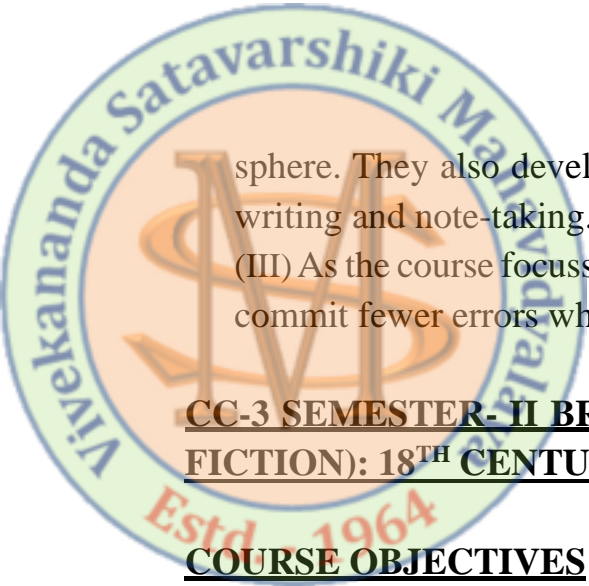
COURSE OBJECTIVES

The purpose of this course is to introduce students to basic fundamental ideas, theories of communication skills and to enable them develop communication skills integral to personal, social and professional interactions.

COURSE OUTCOMES

The completion of the course is supposed to benefit students in the following ways:

- I. This course is aimed at addressing the importance of communication skills through an interactive mode of teaching-learning process and by focusing on various aspects of communication skills.
- (II) Acquaintance with the language of communication such as personal communication, social interactions and communications in professional situations enable students to face interviews, group discussions in professional



sphere. They also develop necessary reading and writing skills through report writing and note-taking.

(III) As the course focusses on improving grammatical skills of the students, they commit fewer errors while organizing, structuring and writing sentences.

CC-3 SEMESTER- II BRITISH LITERATURE (FICTION AND NON-FICTION): 18TH CENTURY-CREDITS-6-5-1-L-T

COURSE OBJECTIVES

The Core Course –III under CBCS pattern is designed to introduce students to the various literary trends of the 18th century. The module prescribes texts by eminent authors like William Congreve, Jonathan Swift and Lawrence Sterne who have contributed significantly in shaping the literary output of the era.

COURSE OUTCOMES

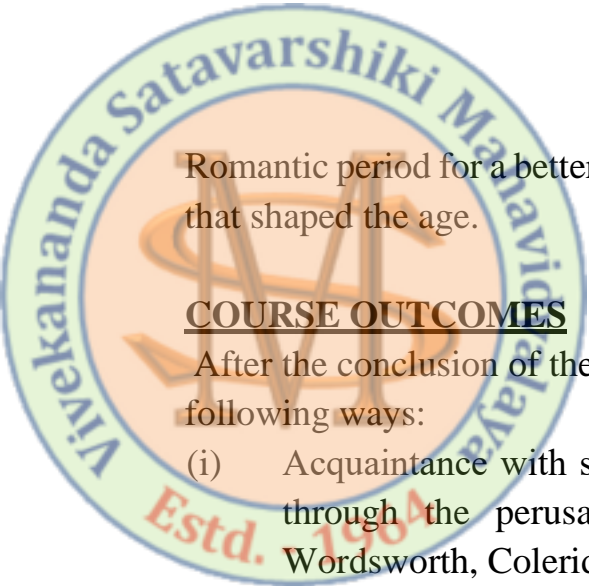
After the completion of the course, the students are expected to be benefitted in the following manner:

- (i) Acquaintance with concepts like neo-classicism, Comedy of Manners helps the students in understanding the socio-cultural atmosphere that prevailed at that time.
- (ii) Develop a clear understanding about the novel form, its rise through the perusal of representative works by Lawrence Sterne.
- (iii) Gain a thorough understanding about the periodical essays and how the views of middle class were heavily influenced by the periodical essays through an appreciation of works by Addison and Steele.

CC-4 BRITISH ROMANTIC LITERATURE: (1798- 1832)-CREDITS 6-5-1-L-T

COURSE OBJECTIVES

The syllabus for Core Course- IV is designed to familiarize students with one of the most important literary ages in the History of English Literature- Romantic Literature. The syllabus is woven around selected representative texts of the



Romantic period for a better understanding of the socio-cultural and political milieu that shaped the age.

COURSE OUTCOMES

After the conclusion of the syllabus, the students are meant to be benefitted in the following ways:

- (i) Acquaintance with some of the most important features of 'Romanticism' through the perusal of representative texts by eminent authors like Wordsworth, Coleridge, Shelley and Keats.
- (ii) Gain insights into concepts like 'Reason' and 'Imagination', Individualism and Pantheism and how these concepts percolated into the literary output of the Romantic era.
- (iii) Familiarization with the Gothic form of Novel and the Domestic Novel through appreciation of the works by Jane Austen and Mary Shelley.

GE- 2: MEDIA AND COMMUNICATION SKILLS-CREDITS-6-5-1-L-T

COURSE OBJECTIVES

The syllabus for GE-2 is structured in a way to introduce students to the world of media and mass communication. It deals with concepts like advertising, script writing, reviews, writing editorials which enables students to develop their own innovative and creative faculties and makes them better prepared for the business world.

COURSE OUTCOMES

- (i) Familiarization with concepts like mass communication, its different forms, writing pamphlets and posters.
- (ii) Gain insights into the world of advertising agency. Thus, students will be able to create taglines, jingles, visualization after successful completion of the course.
- (iii) Students will have acquired necessary skills for writing script for TV news, panel discussion, radio programme etc.

CC- 5: SEMESTER-III BRITISH LITERATURE: 19th CENTURY (1832-1900)-CREDITS-6-5-1-L-T



COURSE OBJECTIVES

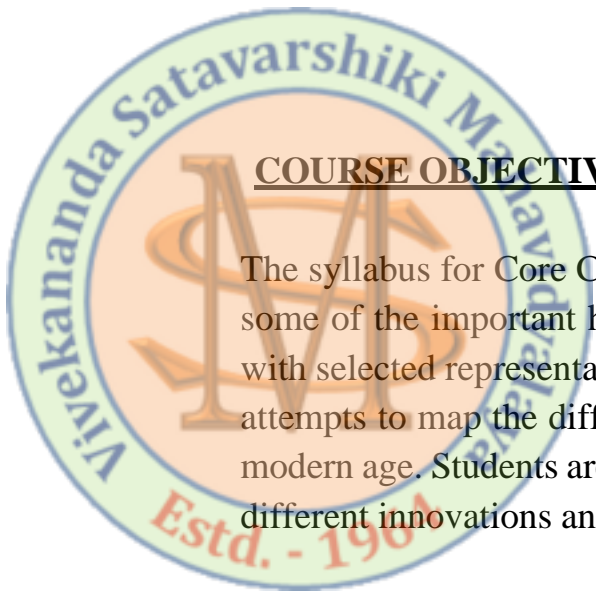
The syllabus of Core Course V is woven around some of the significant cultural, political movements of the Victorian Age. Students are supposed to get acquainted with the rise of Imperialism, emancipation of women, Darwin's theory of Evolution of Species. The syllabus also covers some of the representative texts of the age in the wider context of social transformations and emerging literary practices. They are supposed to encounter the dramatic monologue form, pre-Raphaelite experiments in poetry, the early signs of modernism.

COURSE OUTCOMES

After the completion of the course, the students are expected to get benefitted in the following ways:

- (i) Identify and analyze the socio-economic-political contexts that influence the literature of the period. Students will be acquainted with the historical and political awareness of literary texts as reflected in the transition from nature to culture across various genres.
- (ii) Appreciate female voices of the Victorian period and understand the female writer's role / position in society, the tension between the private domestic sentiments and the larger public concerns, the contemporary responses and modern critical re-assessments.
- (iii) Familiar with the pattern of development and change in the themes and literary techniques used by the Victorian novelists and poets. Students will be acquainted with various prose and poetic styles.
- (iv) Analyze, discuss and write critically about the use of supernatural and gothic tropes and their significance in a range of Victorian texts. Students will be enlightened with a range of Victorian literature in relation to a range of contexts including Victorian anxieties about modernity, madness, sexual transgression and disease.

CC- 6: BRITISH LITERATURE: THE EARLY 20TH CENTURY-
CREDITS-6-5-1-L-T



COURSE OBJECTIVES

The syllabus for Core Course VI is designed in a way to introduce students to some of the important historical, cultural and political happenings of the age with selected representative texts of some of the renowned writers. The course attempts to map the different currents and cross-currents that characterize the modern age. Students are supposed to get acquainted with the fiction form with different innovations and techniques like stream-of-consciousness.

COURSE OUTCOMES:

- (i) Introduction to the poetic oeuvre of T.S. Eliot with an understanding of some of the key features of modern poetry with special reference to *The Love Song of J. Alfred Prufrock*.
- (ii) Acquaintance with the short stories of Joseph Conrad and Katherine Mansfield with their psychoanalytical underpinnings.

CC-7: AMERICAN LITERATURE-CREDITS-6-5-1-L-T

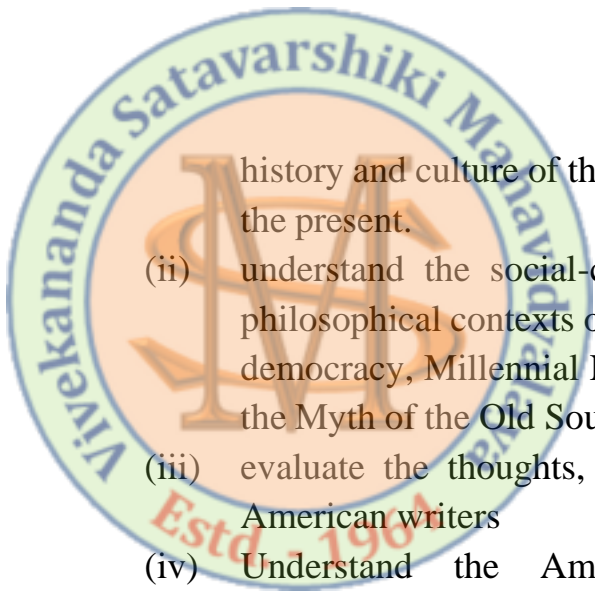
COURSE OBJECTIVES:

This course will examine the roots of American literature by focusing multiple genres—poetry, drama, stories and novel. It explores literature that reveals and emerges from multiple perspectives such as race, gender, ethnicity, socio-economic class and historical period. Various concepts like Antebellum and Postbellum America, Puritanism, Transcendentalism, the American Romantics and American Frontier will be introduced to the students. They will have an awareness of the social, historical, literary and cultural elements of the changes in American literature by identifying and describing distinct literary characteristics of American literature and analyze literary works of eminent American writers.

COURSE OUTCOMES:

After the completion of the course, the students are supposed to be benefitted in the following ways:

- (i) Understand the depth and diversity of American literature, keeping in mind the



- history and culture of the United States of America from the colonial period to the present.
- (ii) understand the social-cultural-ecological-political, historical, religious and philosophical contexts of the American spirit in literature including the idea of democracy, Millennial Narratives, the Myth of Success, the American Adam, the Myth of the Old South, the Wild West, Melting pot, Multiculturalism, etc.
 - (iii) evaluate the thoughts, beliefs, customs, struggles, and visions of African American writers
 - (iv) Understand the American style of writing and ideologies like Transcendentalism, corruption, pride, power and obsession along with spiritualism and Christian values.
 - (v) Critically analyze American literary texts in the light of several movements in literature and understand the changing faces of texts with developments in culture. Students can compare/contrast literary works through an analysis of genre, theme, character, and other literary devices.
 - (vi) understand the changing notions of class, gender, ethnicity in a postcolonial, diasporic and neocolonial world order.

GE- 3: CONTEMPORARY INDIA: WOMEN & EMPOWERMENT- CREDITS-6-5-1-L-T

COURSE OBJECTIVES

The course attempts to map the conditions of Women in contemporary India by dealing with concepts like domestic violence, social construction of gender, patriarchy, the role and contribution of women in Nationalistic movement. It attempts to give a thorough knowledge about the legal provisions that have been enacted to safeguard the interests of women. The course also offers comprehensive idea about the marginalized position of women by focusing on Dalit discourse.

COURSE OUTCOMES

After the completion of the course, the students are supposed to get benefitted in the following ways:

- (i) They will be in a better position to appreciate the role of women in pre-independence and post-independence Nationalistic movement.



- (ii) Acquaintance with different kinds of laws on inheritance and marriage which create a kind of legal awareness among students.
- (iii) Better understanding about the interface between women and environment and the Dalit position of women in representative texts such as *Sultana's Dream*.
- (iv) Students will gain comprehensive idea about concepts such as domestic violence, female foeticide, sexual harassment.

SEC (SKILL ENHANCEMENT COURSE)-1: SOFT SKILLS:CREDITS-2-1-1-L-T

COURSE OBJECTIVES

The proposed course on soft skills is structured to provide students with a comprehensive idea about soft skills and its different facets. They are supposed to get acquainted with concepts such as personality development, leadership and Team Building, Problem solving, stress management making them better prepared for the corporate and business world and at the same time acquire necessary skills which in turn helps them to develop a kind of all-round personality.

COURSE OUTCOMES

The course will be beneficial to the students in the following ways:

- (i) Familiarization with different traits of personality for a better understanding of the role of personality needed to survive in the corporate world.
- (ii) Students will be acquainted with concepts such as team building and leadership which creates in them qualities such as these which is required to run any organization.
- (iii) An awareness about stress management makes students better prepared to tackle stress both at home and the outside world.
- (iv) They gain necessary skills to tackle different kinds of problem which sharpen their intellect and power of maneuvering.

SEMESTER- IV: CC- 8 (EUROPEAN CLASSICAL LITERATURE)-CREDITS-6-5-1-L-T

COURSE OBJECTIVES



The syllabus for Core Course 8 (CC-8) of the Choice Based Credit System is designed to familiarize students with Greek and Latin texts which are integral for developing a consummate understanding of English literature. The course is woven around selected texts that help students to appreciate the way these classical authors have influenced their English literary successors.

COURSE OUTCOMES

The completion of the course is supposed to benefit the students in the following ways:

- (I) It offers a comprehensive understanding of social and intellectual climate of ancient Greek and Roman society.
- (II) It will enable students to trace the way classical generic conventions have been taken up and worked upon by English writers at a later date.
- (III) The perusal of texts like Homer's *The Iliad* and Ovid's *Metamorphosis* will familiarize students with classical mythology. This will, in turn, help them to decipher the classical allusions that are often found to feature in works of various English writers.

CC-9: MODERN EUROPEAN DRAMA-CREDITS-6-5-1-L-T


COURSE OBJECTIVES

The proposed course on Modern European Drama attempts to delve deep into the leading Avant-grade theatre practitioners of the 20th century with representative texts from Beckett, Ionesco, Brecht and Ibsen against the backdrop European Realism. The syllabus also covers concepts such as absurd theatre, minimalist theatre and the transformation of stage with the change in politics and society.

COURSE OUTCOMES

After the completion of the course, the students are supposed to be benefitted in the following ways:

- (i) Better acquaintance with different forms and techniques of modern drama, an analysis of its diction vis-à-vis modern European realism
- (ii) An in-depth understanding of the theatre of absurd through perusal of texts like *Waiting for Godot*, *Rhinoceros*.

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- (iii) Familiarization with the social-realist plays of Bertolt Brecht, understanding of Breaking of the 'Fourth Wall' as devised by Brecht.

CC-10 (POPULAR LITERATURE)-CREDITS-6-5-1-L-T

COURSE OBJECTIVES

The syllabus for Core Course X (CC-10) of the Choice Based Credit System is designed to familiarize students with the notions of Popular Culture. They'll get to know about the practices, beliefs, and objects that are dominant or prevalent in a society at a given point in time and how they are interspersed with literature of that time or age. The course revolves around certain selected texts that shall aim at providing the students with a comprehensive understanding of the term 'Popular Culture' and how it influences an individual's outlook towards certain topics.

COURSE OUTCOMES

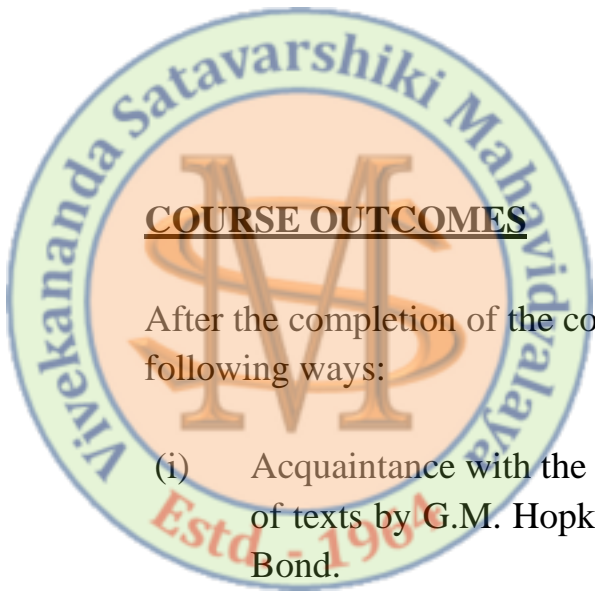
The completion of the course is supposed to benefit the students in the following ways:

- I. It will encourage students to analyze the complexities of popular culture and its social and cultural function.
- II. It will enable students to perceive how gender, sexuality, race, ethnicity, class and other socially codified markers of identity are represented in popular culture.
- III. It will also help the students to explore the many competing theories, methods, concepts and frameworks that surround, explain and situate popular culture, examine popular culture examples and discuss critical issues such as ethics, politics and histories.

GE-4: ENVIRONMENT & LITERATURE: CREDITS-6-5-1-L-T

COURSE OBJECTIVES

The proposed Generic Elective course on Environment and Literature attempts to map the interlinking relation between environment and literature with some key representative texts. The paper attempts to deal with deep ecology, third world environmentalism, the concept of nature in Oriental and Western Thought.



COURSE OUTCOMES

After the completion of the course, the students are supposed to be benefitted in the following ways:

- (i) Acquaintance with the key tenets of Environmental literature through perusal of texts by G.M. Hopkins, Gordon J.L. Ramel, Mahasweta Devi and Ruskin Bond.
- (ii) Familiarization with the role of women in preserving nature and environment, the interface between Third World feminism and environment.

SEC-2 TECHNICAL WRITING-CREDITS-2-1-1-L-T

COURSE OBJECTIVES:

The syllabus for SEC-2 on technical writing attempts to deal with different aspects of technical writing. It attempts to cover topics such as thesis statement, formal and informal writing, reports, manuals, memorandum, notices, agenda, minutes etc. This particular course is pretty helpful for the students as they are well-equipped to write research papers on different subjects.

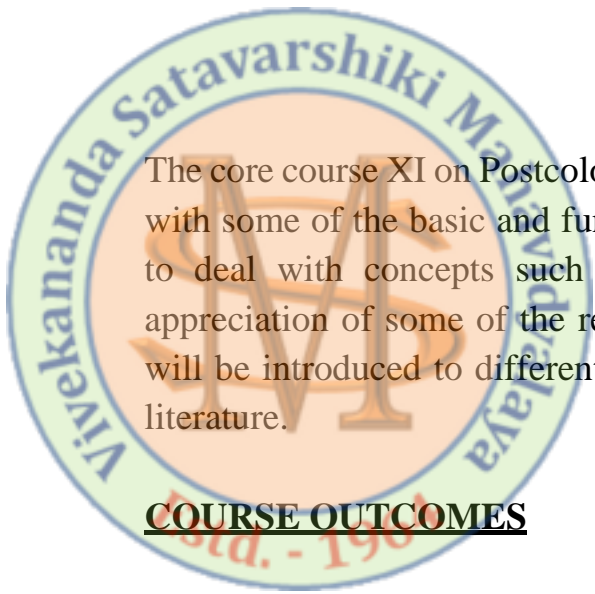
COURSE OUTCOMES:

After the completion of the course, students will be able to:

- (i) Gain comprehensive idea about writing notices, memos, agenda, manuals, letters etc.
- (ii) They will be able to write research topic on their own which will enable them to develop an analytical bent of mind,
- (iii) They will be in a better position to distinguish between different forms of technical writing.

SEMESTER –V: CC-11 (POSTCOLONIAL LITERATURE-CREDITS-6-5-1-L-T

COURSE OBJECTIVES



The core course XI on Postcolonial literature is structured in way to acquaint students with some of the basic and fundamental tenets of postcolonial literature. It attempts to deal with concepts such as race, gender, ethnicity, nationalism through an appreciation of some of the representative texts of postcolonial literature. Students will be introduced to different forms of decolonization, the role of globalization in literature.

COURSE OUTCOMES

After the completion of the course, the students will be benefitted in the following ways:

- (i) Critically evaluate the notion of race, gender, ethnicity through perusal of Postcolonial poems, novels and short stories.
- (ii) Analyze and dissect key issues of nation, identity, the role of language which enables students to gain idea about the hybrid nature of postcoloniality.
- (iii) A nuanced appreciation of concepts such as postcolonialism and postcoloniality.

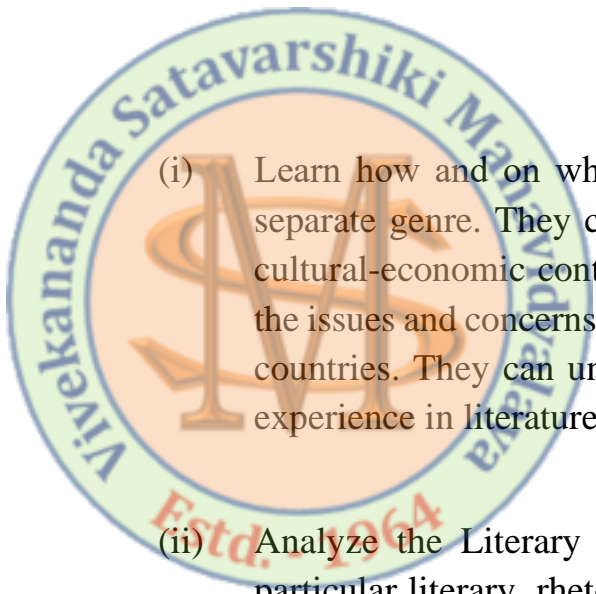
CC-12: WOMEN'S WRITING: CREDITS-6-5-1-L-T

COURSE OBJECTIVES

This paper on Women's Writing and Women's Empowerment introduces students to a body of literature that has emerged with growing feminist awareness of women's lives and their representation. It invites students to examine how women's texts pay attention to the historical and political conditions of their times, to the status and condition of women and to the ways in which they embody a politics of resistance. It expects students to look at the way a woman writer participates in the questions of selfhood, at women's relations with men and with other women, and at the implications of women speaking, writing, and empowering themselves by finding their own voices.

COURSE OUTCOMES

After successful completion of this course in semester V, students will be able to –



- (i) Learn how and on what grounds women's writing can be considered as a separate genre. They can examine and appreciate the role played by socio-cultural-economic contexts in defining women. It will enlighten them about the issues and concerns of the women writers of the developed and developing countries. They can understand and appreciate the representation of female experience in literature.
- (ii) Analyze the Literary texts through the perspective of gender to achieve particular literary, rhetorical and aesthetic effects. The students will have an awareness of class, race and gender as social constructs and how they influence women's lives. They will be equipped with analytical, critical and creative skills to interrogate the biases in the construction of gender and patriarchal norms.
- (iii) To explore the writing style of women, the students come to know some of the developments, themes, and narrative strategies of women's writing. Students can analyze literary texts through the perspectives of gender, knowing the central points of a selection of feminist theory, and can use it as a context for reading literary texts.

DSE (DISCIPLINE SPECIFIC ELECTIVE) -1: NINETEENTH CENTURY EUROPEAN REALISM) : CREDITS-6-5-1-L-T

COURSE OBJECTIVES

The proposed Discipline Specific Course on Nineteenth Century European Realism traces the concept of European realism in the pioneering works of some of the most representative writers of the time. The syllabus also covers the historical and the political atmosphere in which these works were produced highlighting the ethical question pertaining to the novel form.

COURSE OUTCOMES

After the successful completion of the course, the students will be benefitted in the following ways:

- (i) Students will be acquainted with the growth and trajectory of the European



form of realistic novel of the 19th century.

- (ii) They will be able to appreciate the historical and the political conditions which gave rise to this form.
- (iii) Through an understanding of the 19th century European Novel, students will get an idea about the readership that existed at that time.

DSE-2: WORLD LITERATURES:CREDITS-6-5-1-L-T

COURSE OBJECTIVES:

The proposed course on World Literatures is designed in a way to familiarize students with key texts taken from a variety of authors across different countries. It attempts to deal with the concept of world literature, the role of memory, the idea of displacement, the concept of race, hybridity and culture as found in these representative texts.

COURSE OUTCOMES:

After the completion of the course, the students are supposed to be benefitted in the following ways:

- (i) Acquaintance with the concept of World Literature through appreciation of key representative texts.
- (ii) A thorough understanding of the concept of Hybridity, Race and culture enabling the students to grasp the idea of a composite culture and identity.
- (iii) Familiarization with the notion Diasporic Literature with an in-depth understanding of the idea of memory and displacement.

SEMESTER-VI: CC-13: INDIAN CLASSICAL LITERATURE:CREDITS-6-5-1-L-T

COURSE OBJECTIVES:

The core course (CC-13) on Indian Classical Literature attempts to provide students with a comprehensive knowledge about the Indian Classical Literary tradition through the perusal of some of the representative texts from eminent ancient Indian writers. It introduces students to some of the basic fundamental ideas of Indian Epic tradition as well as the concept of *Alankara* and *rasa*



COURSE OUTCOMES:

- (i) Familiarization with the Indian Epic Tradition along with variety of themes and recensions.
- (ii) Students will be acquainted with the socio-political and cultural atmosphere that prevailed during that time.
- (iii) Students will be familiarized with some of the basic tenets of *Natyashastra* through the perusal of some of the Classical Indian Dramas.

CC-14: INDIAN WRITING IN ENGLISH:CREDITS-6-5-1-L-T

COURSE OBJECTIVES

The objective of the course is to familiarize the students with the emergence and growth of Indian Writing in English in the context of colonial experience. The course will discuss issues concerning Indian Writing in English such as the representation of culture, identity, history, constructions of nation, (post)national and gender politics, cross-cultural transformations. The student will be appreciating Nation-Nationalism; Counter Discourse; Subalternity; Identity Movements.

COURSE OUTCOMES

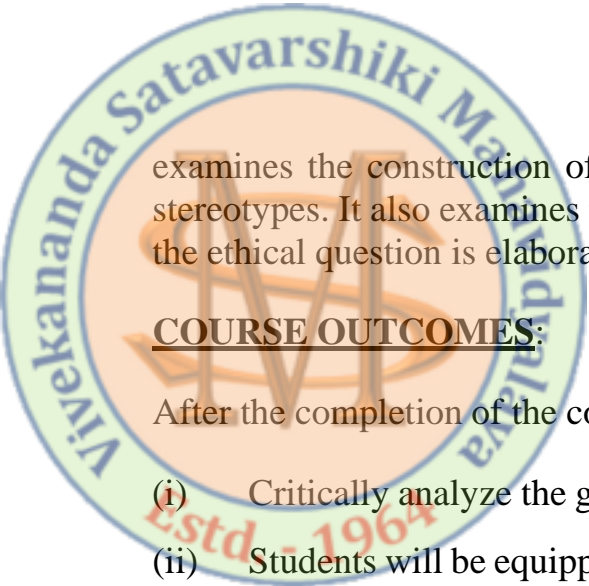
After the completion of this course, the participants would gain insight into 'Indianness' through representative works. Students will be able to-

- (i) Appreciate the historical trajectory of various genres of Indian Writing in English from colonial times to till the present.
- (ii) Analyze Indian literary texts written in English in terms of colonialism, post- colonialism, regionalism, and nationalism
- (iii) Understand the role of English as a medium for political awakening and the use of English in India for creative writing
- (iv) Analyze how the sociological, historical, cultural and political context impacted the texts selected for study.

DSE-3: SCIENCE FICTION AND DETECTIVE LITERATURE CREDITS-6-5-1-L-T(OPTIONAL PAPER)

COURSE OBJECTIVES:

The syllabus of Discipline Specific Elective-III is aimed at providing students with some of the fundamental aspects of Science Fiction and Detective Literature through appreciation of some of the representative texts of both these genres. It critically



examines the construction of crime fiction and the propagation of certain cultural stereotypes. It also examines the role of censorship as found in crime fiction and also the ethical question is elaborately dealt with.

COURSE OUTCOMES:

After the completion of the course, the students will be able to:

- (i) Critically analyze the genre of Crime fiction and Detective Literature.
- (ii) Students will be equipped to probe deeply into the cultural stereotypes through an analysis of the characters.
- (iii) Investigate the role of Cultural nostalgia in crime fiction.

DSE-4:PARTITION LITERATURE:CREDITS-6-5-1-L-T (OPTIONAL PAPER)

COURSE OBJECTIVES

The proposed course on Partition Literature attempts to map the cataclysmic event of partition as it unfolded in the Indian Subcontinent through the perusal of selected short stories and poems. It critically investigates concepts such as Colonialism, Nationalism, communalism and violence as evinced in the selected texts. The syllabus also covers the agency of women as found in texts like Manik Bandyopadhyay's *The Final Solution*.

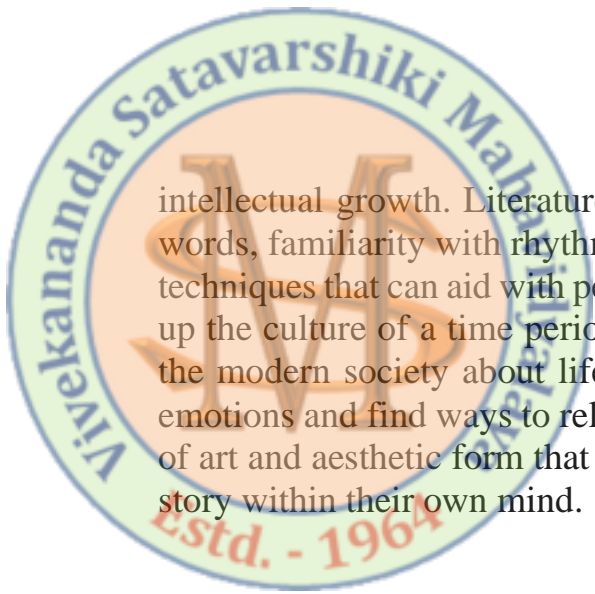
COURSE OUTCOMES

After the completion of the course, the students will be able to:

- (i) Students will gain a comprehensive understanding about the discourse of nationalism, colonialism through an appreciation of selective texts.
- (ii) Critically investigate the female subjective position vis-à-vis Partition Literature.
- (iii) Acquaintance with the role of trauma, nostalgia, homelessness as found in selective short stories and poems.

Programme Specific Outcomes:

In general, exposure to literature prompts students to engage in reading, develop an understanding of new cultures and tackle advanced passages to enhance their



intellectual growth. Literature provides students with exposure to new vocabulary words, familiarity with rhythms, literary patterns and beats and creative storytelling techniques that can aid with personal and academic writing projects. Literature opens up the culture of a time period that is long gone, and in a way can give wisdom to the modern society about life. Literature allows us to interpret our own lives and emotions and find ways to relate to the story so we in turn can reflect. It is the study of art and aesthetic form that allows people to use their imagination to visualize the story within their own mind.

- **Literature and Culture:** There are aspects of any culture, be it ancient, medieval, Renaissance, colonial or post-colonial; that can be encapsulated and preserved by literature. Literature is not only about studying the timeless verses of the poets and authors but understanding socio-historical structure of the culture of a time period and how it has been represented.
- **Studying the Classics of Literature:** Studying Literature does not confine the students to the traditions of England and canonical British literature, but it includes the possibility of introducing them to the techniques and strategies which formulate English Literature, such as the study of Ancient Greek and Latin literature and help them to study literature.
- **Literature and Social Justice:** It is important to understand the trajectory of English literature, how the narrative style and techniques have evolved over the period of time. It is necessary to study the classics but it is also significant to read the literature produced at the margins. Literature that has been created at the fissures, at the hands of those who were not encouraged to write or published. Especially in a subcontinental classroom, where students arrive at the intersection of class, caste and religion, it is absolutely mandatory to understand the language of dissent, class struggle and non- canonical forms of writing.
- **Literature and Interdisciplinarity:** Studying literature makes one aware of what we understand to be literature. Is it just the poems, novels, plays and short stories or can other forms such as cinema and theatre be considered to be literature as well? It forces one to think about various post-modern literary mediums and their interpretations. It encourages students to look at the cinematic adaptations of any literary work as an independent work of literature.