

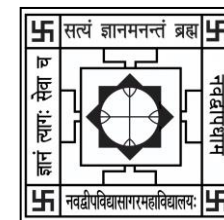


Nabadwip Vidyasagar College

Department of English

Under Graduate Programme (Honours)

Programme Outcome (PO) and Course Outcome (CO)



Programme Outcome (PO):

- ✓ Comprehend various forms of literature like prose, poetry, drama and fiction
- ✓ Apprehend different cultures and cultural sensibilities around the world
- ✓ Perspectives of literary movements that existed in different ages.
- ✓ Develop the knowledge of grammatical system of English language.
- ✓ Define literary theory and terms in criticism.
- ✓ Write analytically in different formats like essays, reviews, research papers etc.
- ✓ Scope of employability and entrepreneurship in the field of Media and Journalism, Teaching, Public Relations, Human Resource, Civil Service, Creative Writing etc.

Semester	Course Code	Course Content	Course Outcome (CO)
I	ENGH-H-CC-T-1 Indian Classical Literature	Vyasa. “The Dicing” and “The Sequel to Dicing”. IlangoAdigal. “The Book of Banci”, Kalidasa. AbhijnanaShakuntalam.	CO1. Read and understand about the rich classical texts from Ancient Indian literatures in translated versions. CO2. Trace the nature of influence that all the classical texts have on modern Indian literatures. CO3. Appreciate these texts as a source of great wisdom. CO4. Interpret these texts from contemporary points of view.

		“The Book of the Assembly Hall”, “The Temptation of Karna”, Book V. “The Book of Effort” Sudraka. Mrcchakatika	
	ENGH-H-CC-T-2 European Classical Literature	Plautus. Pot of Gold, Ovid. Selections from Metamorphoses. Book III Horace. “Epistle I”. Homer. Books I and II. The Iliad. Sophocles. “Oedipus the King”.	CO5. Read and understand about the rich classical texts from Greco-Roman literatures in translated versions. CO6.Trace the nature of influence that all the classical texts have on modern English literatures both in British and Indian writings in English. CO7. Appreciate these texts as a source of great wisdom. iv. Interpret these texts from contemporary points of view.
	ENGH-H-GE-T-1 Academic Writing and Composition	Academic Writing and Composition	CO8.Concept of the Writing Process 1. Various conventions of Academic Writing 2. Writing in own words: Summarizing and Paraphrasing 3. Critical Thinking: Syntheses, Analyses, and Evaluation
	ENGH-H-AECC-T-1	English Communication (L1/L2)	CO9. The purpose of this course is to introduce students to the theory, fundamentals and tools of communication and to develop in them vital communication skills which should be integral to personal, social and professional interactions.

SEMESTER II			
Semester	Course Code	Course Content	Course Outcome (CO)
II	ENGH-H-CC-T-3 Indian Writing in English	AmitavGhosh. “The Ghosts of Mrs. Gandhi”. The New Yorker. 17 Jul 1995. Salman Rushdie. “The Free Radio” ShashiDeshpande. “The Intrusion” Kamala Das. “Introduction” Robin S. Ngangom. “The Strange Affair of Robin S. Ngangom”, “A Poem for Mother” Nissim Ezekiel. “Enterprise” Toru Dutt. “Our Casurina Tree” ArunKolatkarr. “The Bus” JayantaMahapatra. “Dawn at Puri” GirishKarnad. Hayavadana. Three Plays. New Delhi: OUP, 1997. 10 Anita Desai. In Custody.	CO 10. Appreciate the historical trajectory of various genres of Indian Writing in English from colonial times to till the present CO 11. Analyze Indian literary texts written in English in terms of colonialism, postcolonialism, regionalism, and nationalism CO 12. Understand the role of English as a medium for political awakening and the use of English in India for creative writing CO 13. Analyze how the sociological, historical, cultural and political context impacted the texts selected for study CO 14. Analyse the strength and constraints of Indian English as a literary medium.

	ENGH-H-CC-T-4 British Poetry and Drama: 14th – 17th Centuri	Geoffrey Chaucer. “Wife of Bath”. The Prologue to the Canterbury Tales.Ed. Neville Coghill. Edmund Spenser. Sonnet LXXV. “One day I wrote her name...” Amoretti. Johne Donne. “The Sunne Rising” and “Valediction Forbidding Mourning” Francis Bacon. “Of Empire” B Christopher Marlowe. Doctor Faustus William Shakespeare. Twelfth Night William Shakespeare. Macbeth	CO 15. comprehend the significance of Elizabethan literature and the writers belonged and its impact on literary works produced world over. CO 16. evaluate the significance of the socio-political and historical events which shaped the perspective of the Elizabethan Age CO 17. explain how socio-historical factors have influenced individual texts and how individual texts are representative of their age CO 18. identify and explain the formal and literary features of each genre and text, and how they contribute to the complexity of values and emotions represented in the texts CO 19. develop a clear understanding of Renaissance Humanism that provides the basis for the texts suggested CO 20. Analyze the various elements of poetry, such as diction, tone, form, genre, imagery, figures of speech, symbolism, theme, etc.
	ENGH-H-GE-T-2 Text and Performanc e	Introduction to Undergraduate English: Book II. Cambridge University Press, 2018	The Students will be able to work out the fields of : 1. Introduction to theories of performance CO 21. Historical overview of Western and Indian theatre CO 22. Forms and Periods: Classical, Contemporary, Stylized, Naturalist Topics for Student Presentations: a. Perspectives on theatre and performance b. Historical development of theatrical forms c. Folk traditions

SEMESTER III

Semester	Course Code	Course Content	Course Outcome (CO)
IV	ENGH-H-CC-T-8 British Literature: 18th Century	Samuel Johnson. "London". Thomas Gray. "Elegy Written in a Country Churchyard". Eliza Heywood - Fantomina. William Congreve. The Way of the World. Jonathan Swift. Gulliver's Travels (Books I & II)	CO 23. To develop an understanding of 18th-century British literature within its cultural and historical context. CO 24. The Course will allow the students to evaluate how novel as a genre blossomed in England in the first half of the 18th century and to analyze the various social and economic causes of the novel's popularity and thus its influence in the depiction of individual character, society, culture, and politics. CO 25. The Course will provide a deeper insight into the sophistication of theatrical thinking during this period, with complex subplots and characters intended as ironic parodies of common stereotypes.

	ENGH- H-CC-T- 9 British Romanti c Literatur e	William Blake. “The Lamb”, “The Chimney Sweeper”, “The Tyger”, the Introduction to The Songs of Innocence. Robert Burns. “A Bard’s Epitaph” and “Scots Wha Hae” Samuel Taylor Coleridge. “Kubla Khan”, “Dejection: An Ode” John Keats. “Ode to a Nightingale”, "Bright Star", “To Autumn” Percy Bysshe Shelley. “Ode to the West Wind” William Wordsworth. “Tintern Abbey” George Gordon Byron. Canto IV. Verses 178-86. Childe Harold’s Pilgrimage. ll. 1594-1674. Mary Shelley. Frankenstein.	CO 26. Gain insights into the unique traits of the literary movement of “Romanticism” through the representative works of eminent writers like William Wordsworth, John Keats , Charles Lamb and Mary Shelley. CO 27. Examine the way literary devices like symbolism, allegory and metaphor were employed by contemporary writers in order to articulate their artistic vision. CO 28. Understand the way concepts like idealism, individualism and pantheism percolated into the literary output of the Romantic era. CO 29. Investigate the efficacy of important Romantic concepts like “imagination” and “fancy” through the perusal of iconic texts like Samuel Taylor Coleridge's Biographia Literaria, which features among the list of recommended readings for the course. CO 30. Appreciate the genre of essay as it was cultivated in the Romantic period by eminent essayists like Charles Lamb, who incorporated within it the intricacies of dream-narrative and autobiographical elements.
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	ENGH-H-CC-T-10 British Literature: 19th Century	Alfred Tennyson. "Ulysses" Robert Browning. "My Last Duchess" Christina Rossetti. "The Goblin Market" Charlotte Brontë. Jane Eyre. 1847. 3rd ed. Norton Critical Edition. 2016. Charles Dickens. Hard Times. 1854. 4th ed. Norton Critical Edition. 2015. Thomas Hardy. Tess of the d'Urbervilles. 1891-92. 3rd ed. Norton Critical Edition. 1991.	CO 31. 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. CO 32. Appreciate female voices of the Victorian period and understand the female writer's role / position in society CO 33. 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. CO 34. To understand the existing conflict between faith and doubt in Victorian society. CO 35. Have an analytical knowledge of some of the key aspects of Victorian literature and culture. 6. Analyze, discuss and write critically about the use of supernatural and gothic tropes and their significance in a range of Victorian texts.
	ENGH-H-GE-T-4 Contemporary India: Women and	Introduction to Undergraduate English: Book II. Cambridge University Press, 2018	CO 36. Social Construction of Gender (Masculinity and Femininity) and Patriarchy CO 37. History of Women's Movements in India (Pre-independence, post-independence)Women, Nationalism, Partition, Women and Political Participation CO 38. Women and Law, Women and the Indian Constitution, Personal

	Empowerment		Laws (Customary practices on inheritance and Marriage), (Supplemented by workshop on legal awareness) CO 39. Women and Environment: State interventions, domestic violence, female foeticide, sexual harassment
	ENGH-H-SEC-T-2 Soft Skills	Introduction to Undergraduate English: Book II. Cambridge University Press, 2018	Topics and skills to be learnt : Teamwork Emotional Intelligence Adaptability Leadership Problem solving

SEMESTER V

Semester	Course Code	Course Content	Course Outcome (CO)
V	ENGH-H-CC-T-11 Women's Writing	Emily Dickinson. "I cannot live with you". "I'm „wife“- I've finished that" Sylvia Plath. "Daddy", "Lady Lazarus" Angelou. "Caged Bird". Katherine Mansfield. "Bliss" Mahashweta Devi. "Draupadi" Rassundari Debi. Excerpts from Amar Jiban in Women's Writing in India. Alice Walker. The Color Purple, Mary Wollstonecraft. Chapter II. A Vindication of the Rights of Woman. Ramabai Pandita. "A Testimony of our Inexhaustible Treasures".	CO 40. 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 sociocultural-economic contexts in defining women. CO 41. Analyze the Literary texts through the perspective of gender to achieve particular literary, rhetorical and aesthetic effects. CO 42. To explore the writing style of women, the students come to know some of the developments, themes, and narrative strategies of women's writing. CO 43. Understand various perspectives in Women's Writing which represents women's voices and histories, breaking the silence of patriarchal oppression

	ENGH-H-CC-T-12 British Literature: The Early 20th	William Butler Yeats. “Byzantium”, “Sailing to Byzantium”; Thomas Stearns Eliot. “The Love Song of J. Alfred Prufrock”, “Preludes”, “Hollow Men” Wystan Hugh Auden. “Unknown Citizen” David Herbert Lawrence. “Odour of Chrysanthemums” Virginia Woolf. “Mark on the Wall” W. Somerset Maugham. “Rain” B Joseph Conrad. Heart of Darkness. John Millington Synge. Riders to the Sea. James Joyce. A Portrait of the Artist as a Young Man.	CO 44. Interpreting specific poems as prescribed in the university course structure against the backdrop of the socio-political currents and counter-currents of the age. CO 45. Introducing the students to the seminal Victorian and Modern literary practitioners by comparing and contrasting works from their oeuvre. CO 46. Understanding T.S.Eliot’s craftsmanship with special reference to his essays such as ‘Tradition and the Individual Talent’ to establish parallels with The Love Song Of J.Alfred Prufrock. CO 47. The language component, in the form of rhetoric and prosody, deals with familiarising students with the figures of speech like simile ,metaphor, transferred epithets, synecdoche etc. CO 48. To understand the sociopolitical context of the Modern Novel.
	ENGH-H-DSE-T-1 Modern Indian Writing in English Translation	Premchand. “The Shroud”. IsmatChughtai. “The Quilt”. Gurdial Singh. “A Season of No Return”. Fakir Mohan Senapati. “Rebati”. G.M.Muktibodh. “The Void” Amrita Pritam. “I Say unto Waris Shah” Thangjam Ibopishak Singh. “Dali, Hussain, or Odour of Dream, Clours of Wind” and “The Land of	CO 49. Familiarising students with the trajectory of Indian writing in English. CO 50. Analysing contested structures of violence, language and dissent in the works of Premchand and R.N Tagore CO 51. Understanding the insights, genres, conventions and experimentations associated with Modern Indian Literature with the knowledge of historical, socio-political, and religious trends in the works.

		the Half-Humans”. Rabindranath Tagore. Red Oleanders or DharamveerBharati. Andha Yug. G. KalyanRao. Untouchable Spring.	CO 52. Critically analyze Indian literary texts in the light of several movements in literature.
	ENGH-H-DSE-T-2 British Literature: Post World War II	Phillip Larkin. “Whitsun Weddings” and “Church Going” ; Ted Hughes. “Hawk Roosting” and “Crow”s Fall” Seamus Heaney. “Digging” and “Casualty” Carol Anne Duffy. “Text” and “Stealing” B George Orwell. Animal Farm John Osborne. Look Back in Anger Julian Barnes. England, England	CO 53. Interpreting specific poems as prescribed in the university course structure against the backdrop of the socio-political currents and counter-currents of the age. CO 54. Get a clear idea of the literary space of the Post WWII British and Other Societies CO 55. To understand the changing notions of class,gender,ethnicity in a postcolonial, diasporic and neocolonial world order.
	ENGH-H-DSE-T-3 Literary Criticism	William Wordsworth. “Preface” to the Lyrical Ballads (1802) Virginia Woolf. “Modern Fiction” T.S. Eliot: “Tradition and the Individual Talent” B S.T. Coleridge. BiographiaLiteraria. Chapters XIII and XIV I.A. Richards. Principles of Literary Criticism. Chapters 1, 2 and 34. London, 1924. Cleanth	CO 56. Gain insights into the unique traits of the literary theory and criticism CO 57. Examine the way literary devices like symbolism, allegory and metaphor were employed by contemporary writers in order to articulate their artistic vision. CO 58. Understand the way concepts like idealism, individualism and pantheism percolated into the literary output of the ages CO 59. Investigate the efficacy of important literary concepts like

		Brooks. “The Heresy of Paraphrase”, and “The Language of Paradox”.	“imagination” and “fancy” through the perusal of iconic texts like Samuel Taylor Coleridge's Biographia Literaria, which features among the list of recommended readings for the course.
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SEMESTER VI			
Semester	Course Code	Course Content	Course Outcome (CO)
VI	ENGH-H-CC-T-13 Modern European Drama	Henrik Ibsen. “Ghosts”. Samuel Beckett. Waiting for Godot.OUP. Anton Chekov. “The Seagull”. Bertolt Brecht. The Good Person of Szechwan Eugene Ionesco. “Rhinoceros”. Luigi Pirandello. Six Characters in Search of an Author.	CO 60: The students will identify the familiar of European Drama. CO 61 : Analyse the different social issues in Europe. CO 62: Determine the complex issues in European Literature. CO 63: Explain the regional level of understanding. CO 64: Describe the awareness of the changes and developments in the European Drama

	ENGH-H-CC-T-14 Postcolonial Literature	Bessie Head. “The Collector of Treasures”. Ama Ata Aidoo. “The Girl Who Can” Grace Ogot. “The Green Leaves”. Pablo Neruda. “Tonight I Can Write”, “The Way Spain Was.” Derek Walcott. “A Far Cry from Africa”, “Names”. David Malouf. “Revolving Days”, “Wild Lemons”. Mamang Dai. “Small Towns and the River”, “The Voice of the Mountain” B Chinua Achebe. Things Fall Apart. Gabriel Garcia Marquez. “No One Writes to the Colonel”.	After Completion of this Course Students will be able to ... - Know how a literary text, explicitly or allegorically; represents various aspects of colonial oppression. - Question how does a text reveal about the problematics of post-colonial identity. - Learn how a text reveals about the politics and/or psychology of anti-colonialist resistance. - Trace the history of post-colonial movements in India and its textual representations. - Locate and represent subaltern voices through their own writings. - Identify the location and conflict of culture in the context of Africa colonized by the white.

	ENGH-H-DSE-T-4 Literary Theory	Marxism: a. Antonio Gramsci. "The Formation of the Intellectuals" Feminism: a. Elaine Showalter. "Twenty Years on: A Literature of Their Own Revisited." Postcolonial Studies: a. Mahatma Gandhi. "Passive Resistance" and "Education". Feminism: b. Luce Irigaray. "When the Goods Get Together" Louis Althusser. "Ideology and Ideological State Apparatuses" Edward Said. "The Scope of Orientalism." Aijaz Ahmad. "Indian Literature: Notes towards the Definition of a Category" Poststructuralism: a. Jacques Derrida. "Learning to Live Finally." Michel Foucault. "Truth and Power".	After Completion of this Course Students will be able to ... - Learn the history of literary criticism and various literary theories. - Apply critical and technical theory and vocabulary to describe and analyze, and formulate an argument about literary and other texts. - Think about the non-fixity of meaning of literacy texts. - Develop a skill in applying various literary theories in interpreting a specific text.
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	ENGH-H-DSE-T-5 Partition Literature	DibyenduPalit, „Alam's Own House“ Manik Bandyopadhyay, „The Final Solution“, Sa‘adatHasanManto, “Toba Tek Singh”, LalithambikaAntharajanam. “A Leaf in the Storm”.Faiz Ahmad Faiz. “For Your Lanes, My Country”Gulzar. “Toba Tek Singh”. Intizar Husain, Basti. AmitavGhosh. The Shadow Lines.	Students will acquire a deep knowledge of: 1. Colonialism, nationalism, and the Partition 2. Communalism and violence 3. Homelessness and exile 4. Women in the Partition And incorporate them with the readings of the said topics.
	ENGH-H-DSE-T-6 Research Methodology	1. Chicago Manual of Style.17th edition. 2. MLA Style Manual and Guide to Scholarly Publishing. 2008	Students will acquire a deep knowledge of: 1. Practical Criticism and writing a term paper 2. Conceptualizing and drafting research proposals 3. Style manuals and their uses 4. Notes, references, and bibliography

