

Programme Outcomes, Course Outcomes

Department of English

The CBCS course curriculum is highly interesting, benefitting and promising as the core course stimulates the students' intellectual dexterity, enhances their knowledge and skill and sharpens the power of observation in a dynamic way. The generic electives integrate various interdisciplinary courses to enable the students to learn about the recent emerging trends like race, class, gender, partition, post-nationalism etc to study literature. The course offers multidisciplinary subjects like soft skills, creative writing, film studies, translation literature which aim at developing the critical practices and fundamental skills required to pursue a course in English literature in this postmodern era of globalization. The Department of English in our college aspires to sharpen the analytic, expressive, and interpretative skills of the students. It welcomes the students to express their opinions and perceptions freely, boldly and confidently. The department of English promotes and propagates the essence of culture, values, tradition and modernity. This programme helps the learners understand literature from multiple viewpoints. The learners learn to interrogate with different types of problems in society and find out their solutions. The manifold objectives of this programme foster the intellectual, emotional and psychological maturity of the learners.

Course Outcomes:

B.A English Honours (Under Choice Based Credit System)

CC-1 : The students will be able to develop a comprehensive and thorough knowledge of English literature. Beginning with Beowulf, Cynewulf, the Anglo- Saxon elegies the course of CC 1 will enlighten the students with the unending gifts of the history of British literature. The students will be aware of the British poetry, drama, novel, short stories, and essays. The students will acquire a sound knowledge of Philology or the history of English language as well. **The students will be able to . . .**

1. . . . apply their knowledge in diverse practical fields of life and foster the formation of a meaningful world with a holistic attitude to life.

2. ... identify and recognize the fictitious characters in Chaucer's canvas with real persons in society.
3. . . . examine the exceptional case of robust feminism in a fourteenth century woman i.e. the Wife of Bath. They will be able to compare and contrast the Wife of Bath with the postmodern feminists in today's world.
4. ... understand the bravehearted Beowulf and apply the lessons of a larger than life hero to their own life.
5. ... examine, analyse and understand how various linguistic influences i.e. Latin influence, Greek influence, French influence and Scandinavian influence contribute to the shaping of an ever-growing English language.
6. ... know about the advent of Christianity and its influence on the English language
7. know about the Black Death from English social history and be able to compare it with the crisis caused by the pandemic in this century.
8. . . . know thoroughly the characteristics of various periods in the history of English literature. Shaw, Shakespeare, Marlowe, Bacon, Jonson, Keats, Wordsworth, T.S. Eliot, Galsworthy and many more luminaries and literary exponents are sure to captivate and enlighten the young minds.

CC-2 : The students will be aware of British poetry and drama from Renaissance to the seventeenth and the eighteenth centuries and its background. **The students will be able to. .**

1. ... understand Edmund Spenser's Sonnet LXXV "One Day I wrote Her Name". They will be able to apply the lesson in their own life. They will prepare themselves for blows and buffets of life. They will seek refuge in the power of creation .
2. ...judge the Dark Lady in Shakespeare's sonnets. William Shakespeare's Sonnet 130 "My mistresses eyes are nothing like the sun. . ." They will be able to differentiate between love and lust.
3. ... understand the power of love. They will be able solve the problems of their own life through the peace , bliss, happiness of love as promised in Donne's "Good Morrow".

4. . . .develop their notions about good and evil. It will help them discard the Satanic spirit in themselves to be a better human being. It will strengthen their sense of ethics. Milton's *Paradise Lost Book I* produce valuable, wise human beings in the society.
5. . . .understand that one must not quarrel over light, trivial things like cutting of a lock of hair from a woman's head. *The Rape of the Lock (3 Cantos)* of Pope will enable the readers to identify themselves with the silly behaviours of the fashionable, aristocratic society.
6. . . .criticise the characters like Edward II, Isabella, Gaveston and Mortimer. Christopher Marlow's *Edward II* will make them familiar with the critical Aristotelian concepts like hamartia, tragedy etc. They will be able to recognize the faults of the king and therefore they can apply the lessons into their own life.
7. . . .understand the terrible results of overambition and greed in William Shakespeare's *Macbeth*. They will be able to judge Macbeth from their own points of view. They will be able to differentiate between Macbeth's overriding greed and Banquo's restraints.
8. . . .understand and evaluate the genres like poetry and drama through the literary terms. The terms are given here- Allegory, Ballad, Blank Verse, Heroic Couplet, Bathos, Comedy, Dramatic Monologue, Elegy, Image, Ode, Carpe-diem, Soliloquy, Symbol, tragedy, Catharsis, Hamartia, Three Unities, Anagnorisis, Antagonist, Chorus, Denouement, Comic relief, Aside, Anti-Hero, Catastrophe. The students will be able to apply them to appreciate and examine a good piece of writing.
9. . . .acquire knowledge about Renaissance Humanism. They will be able to relate those lessons to their own life.
10. . . .come to know of the stage, court and city from the Renaissance to the seventeen and eighteenth centuries. They will be able to compare and contrast between the theatres of the past and those of the present i.e. the postmodern period of the recent times.
12. . . .evaluate the religious and political thoughts from the Renaissance to the seventeen and eighteenth centuries.

CC 3 : To give the idea of British literature of the 18th century. The students will be able to :

1. . . . recognize the society depicted in *The Way of the World* of William Congreve. They will be able to criticise the hypocrisies, so-called values presented by Congreve.
2. . . .understand and examine Swift's *Gulliver's Travels* (Books III and IV) in the present context.
3. . . .appreciate the world of Sir Roger. The simple way of living as depicted in Addison and Steele's "Sir Roger at Church" will charm them.

4. . . .understand the narrating style of Laurence Sterne's *The Life and Opinions of Tristram Shandy, Gentleman*.
5. . . . understand the Enlightenment and Neoclassicism, Restoration Comedy, novels and the periodical essays of the eighteenth century.

CC 4 : To give idea about British Romantic literature (1798-1832) and its background. The students will be able to :

1. ... appreciate William Blake's "The Lamb", "The Tyger". They will be aware of the various powers in society through the lens of childhood. They will be familiar with the rich romantic poetry of the nineteenth century. The poets like Wordsworth, Keats, P.B. Shelley, P.B. Shelley, S.T. Coleridge will enthral him. Mary Shelley's *Frankenstein* and Jane Austen *Pride and Prejudice* will make readers worldly wise.
2. ... understand the concepts of the Gothic, the romantic lyric, literature and revolution, concepts of nature, reason and imagination.

CC 5 : To give an idea of the 19th century British literature (1832-1900) and its background. Learning outcomes are understanding of Alfred Tennyson's "Ulysses", Robert Browning's "My Last Duchess", "The Last Ride Together", Matthew Arnold's "Dover Beach", Charles Dickens's *Hard Times*. They will be able to recognise and criticise utilitarianism, the concepts of marriage and sexuality of the Victorian period.

CC6:

The students will get an idea of the early 20th century literature and its background. The students will be enabled to know about W.B. Yeats's "The Second Coming" and "The Wild Swans at Coole", T.S. Eliot's "The Love Song of J. Alfred Prufrock", Joseph Conrad's *The Secret Sharer*, Katherine Mansfield's "The Fly". The theoretical threads of modernism and non-European cultures will help them assess culture, society and identity. The students will know about the women's movement in the early 20th century and they can appreciate psychoanalysis and the stream of consciousness technique, the technique of Avant Garde.

CC 7 : The students can learn about American literature and its background thoroughly. Learning outcomes are:

1. ... knowing about Robert Frost's "The Road not Taken". They will be able to apply the lesson in their own life.
2. ... understanding and feeling of the world of Harlem in Langston Hughes's "Harlem to be Answered". They will sympathize with the sufferers.
3. . . . understand Walt Whitman's "O Captain, My Captain", Edgar Allan Poe's "The Purloined Letter", Mark Twain's *The Adventures of Huckleberry Finn*, Tennessee Williams's *A Streetcar Named Desire*. They will be able realize the American Dream and social realism as a context for the American novel. They will be able to sympathize with Black Women's writings

CC 8 : To know European Classical literature and its background . Learning outcomes are

1. Understanding of Homer's *The Iliad*, Sophocles's *Oedipus the King*, Plautus's *Pot of Gold*, Ovid's selections from *Metamorphoses* "Bacchus" (Book III), "Pyramus and Thisbe" and the epic, comedy and tragedy in classical drama, the Athenian city State, catharsis and mimesis, satire and literary cultures in Augustan Rome.

CC 9 : The learners will know about modern European drama and its background. They will be wiser by reading Henrik Ibsen's *Ghosts*, Bertolt Brecht's *The Good Woman of Szechuan*, Samuel Beckett's *Waiting for Godot*. They will be able to criticise text and performance, European drama : Realism and beyond, tragedy and heroism in modern Euroan drama and the Theatre of the Absurd.

CC 10 : The learners will know about Lewis Carroll's *Through the Looking Glass*, Agatha Christie's *The Murder of Roger Ackroyd*, Shyam Selvadurai's *Funny Boy*. They will be able to appreciate nonsense literature like *Abol Taboll* translated by Sukanta Chowdhuri.. *They will understand "coming of age" novel, the Canonical, the Popular literature, caste, gender, and identity children's literature and the graphic novel*

CC 11: To know postcolonial literature and its background . Learning outcomes are:

1. Understanding of Pablo Neruda's "Tonight I can write", "The Way Spain Was"
2. Understanding of Derek Walcott's "A Fra Cry from Africa" , "Names"
3. Understanding of Mamang Dai's "Small Towns and the River", "The Voice of the Mountain"

4. Understanding of Chinua Achebe's *Things Fall Apart*
5. Understanding of Bessie Head's "The Collector of Treasures"
6. Understanding of Ama Ata Aidoo's "The Girl who can"
7. Understanding of the theories of decolonization, globalization, and literature
8. Understanding of literature and identity politics
9. To understand the writing for the New World Audience
10. knowledge of region, race, and gender
11. Understanding of postcolonial literatures and questions of form

CC 12 : To make students aware of women's writing and its background. Learning outcomes are:

1. Emily Dickinson's "I Cannot Live With You", "I'm Wife", "I've Finished that"
2. Understanding Sylvia Plath's "Daddy"
3. Understanding Eunice D Souza's "Advice to Women"
4. Understanding Mahasweta Devi's "Draupadi" translated by Gayatri Spivak Chakraborty
5. Understanding Toni Morrison's *Beloved*
6. Understanding Baby Kamble's *Our Wretched Life*
7. Understanding Rassundari Debi's Excerpts from *Amar Jiban*
8. Understanding the confessional mode in women's writing
9. Understanding the theory of sexual politics
10. Understanding race, caste and gender
11. Understanding social reform and Women's Rights.

CC 13: To make students aware of Indian classical literature and its background. Learning outcomes are the understanding of Kalidasa's *Abhijnana Shakuntalam* translated by Chandra Rajan, Vyasa's "The Dicing" and "The Sequel of Dicing", "The Book of the Assembly Hall", "The Temptation of Karma", Book V, "The Book of Effort", Sudraka's *Mrcchakatika* translated by Ramachandra Kale. They will be made familiar with the Epic tradition : themes and recensions, the classical Indian drama, theory and practice, Alankara and *rasa* and *dharma* and heroic

CC 14: To know Indian writing in English and its background. The students will be able to :

1. ...appreciate the world R.K.Narayan,
2.understand the postcolonial scenario of India through H.L.V. Derozio’s “The Harp of India”
3. . . .understand the perspectives of feminism, Third World Woman and Postcolonial woman through Kamala Das’s “Introduction”
4. . . . recognize themselves, identify themselves with any Indian woman through Nissim Ezekiel’s “The Night of the Scorpions”
5. ...understand Mulk Raj Anand’s “Two Lady Rams” and Rushdie’s “The Free Radio” and Girish Karnad’s *Tughlaq* under the various theoretical perspectives.
6. ... understand and appreciate Indian English literature and its readership themes and contexts of the Indian English novel. They will be able to apply the aesthetics of Indian English poetry in their own creative endeavour.
11. . . . learn about modernism in Indian English literature

DSE 1: The readers will be able to know the nineteenth century European realism and its background . Learning outcomes are:

understanding of Fyodor Dostoyvesky’s *Crime and Punishment*, Gustave Flaubert’s *Madame Bovary*, history, realism and the novel form, ethics and the novel, the novel and its readership in the 19th century, politics and the Russian novel: Slavophiles and Westernizers.

DSE 2: The readers will be able to know World Literatures and their background . Learning outcomes are: Understanding of V.S. Naipaul’s *Bend in the River*, Julio Cortazar’s “Blow Up”, Judith Wright’s “Bora Ring”, the idea of world literature, memory, displacement and diaspora, hybridity, race and culture, Adult reception and children’s literature, literary translation and the circulation of literary texts

DSE 3: The readers will be able to understand of science fiction and detective literature and its background. They will be able to compare Collins’s *The Woman in White*, Arthur Conan Doyle’s *The Hound of the Baskervilles* with other detective novels written by different writers. They will be able to recognize the crimes across media, constructions of criminal identity, cultural stereotypes in crime fiction, crime fiction and cultural nostalgia, crime fiction and ethics, crime and censorship

DSE 4: The readers will be able to know about partition literature and its background. The students will be able to know Amitav Ghosh’s *The Shadow Lines*, Dibyendu Palit’s “Alam’s Own House”, Manik Bnadyopadhyay’s “The Final Solution”, Saddat Hasan Manto’s “Toba

Tak Singh”, Jibanananda Das’s “I Shall Return to this Bengal”, the concepts of Colonialism, nationalism, and the partition, communalism and violence, homelessness and exile , women in the partition.

SEC 1 (Skill Enhancement Courses): The students will be able to know about English language teaching. They will understand the learner, structures of English language, methods of teaching English and literature, materials of teaching English language and literature, materials of language teaching, assessing language skills, application of technology in language teaching

Or

SEC 1: The students will be able to know the soft skills. They will understand the nature of soft skills, teamwork, adaptability, leadership, problem solving, precis, comprehension, essays

SEC 2 (Creative Writing): The students will be able to know what creative writing is, the art and craft of creative writing, modes of creative writing, writing for the media, preparing for publication.

Generic Elective (GE 1): The students will know about academic writing and composition by learning writing process, conventions of academic writing, summarizing and paraphrasing, synthesis, analyses, evaluation, structuring an argument,. They will know about editing, book and media review.

GE2: The students will learn about media and communication skills or text and performance

GE 3: The students will learn about language and linguistics

Or, they will learn about contemporary India: Women and empowerment.

GE4: The students will know about gender and human rights

B.A. English General

DSC 1A(CC1): The students will have a thorough knowledge of William Shakespeare’s “Sonnet 116), William Wordsworth’s “A Slumber did my Spirit Seal”, John Keats’s “Bright Star”, Wilfred Owen’s “Strange Meeting”, Charles Lamb’s “Dream Children”, H.E. Bates’s “The Ox”.

DSC 1B(CC2): The students will have knowledge of George Orwell's "Shooting an Elephant", George Bernard Shaw's *Arms and the Man*, J.B. Priestley's *An Inspector Calls*, Ernest Hemingway's *The Old Man and the Sea*.

DSC 1C(CC3): The students will have knowledge of women empowerment in contemporary India, social construction of gender, masculinity, femininity, patriarchy, sex, gender, gender socialization, gender discrimination, gender stereotyping. They will have idea of Nibedita Menon's *Sexualities, Issues in a Contemporary Indian Feminisms (Selections)*, and *Gender and Politics in India (selections)*. They will know about women's movement in India through some specific texts, and theories, They will know about women and law, women and violence by going through both theories and texts.

DSE 1: The students will come to know about William's Shakespeare's *As You Like It*, Thomas Hardy's "Ah, Are you Digging on my Grave?", Robert Lynd's "On Not Being a Philosopher", OR , They will learn about Indian literature in translation through texts like Tagore's "The Wife's Letter", Vijay Tendulkar's *Silence the Court is on Session*, Mahasweta Devi's "Draupadi".

DSE 2: The students will have an idea about partition literature by reading texts like Saddat Hasan Manto's "Toba Tek Singh", Jibanananda Das's "I Shall Return to this Bengal".
Or, They will have a knowledge of nation, culture in India by reading Amartya Sen's "Secularism and its Discontents" and Rabindranath Tagore's "Nationalism in India".

SEC 1: The students will come to know about soft skills, teamwork, emotional intelligence, adaptability, leadership, problem solving.

Or They will know about film studies by learning about silent film, talkie, colour film, digital are, 3D films.

SEC 2: The students will come to know about creative writing, The art and craft of creative writing, modes of creative writing, writing for the media.

SEC 3: The students will come to know about English language teaching. They will understand the learner, structures of English language, methods of teaching English language,

assessing language skills, materials for language teaching, or application of technology in language teaching.

SEC 4: The students will come to know about business communication ,or spoken English .

Generic Elective (GE 1): The students will come to know about gender and human rights by reading Meena Kandasamy’s “Aggression”, Temsula Ao’s “Laburnum for my Head”, Virginia Woolf’s “Professions for Women”, *Women’s Rights are Human Rights*, and *The Human rights Frameworks in Practice*

Or, They will come to know about Academic writing and composition

GE 2: The students will come to know about Environment and literature,

Or, They will know about novel and prose by reading texts like Charles Dickens’s *Oliver Twist*, R.K. Narayan’s “A Library without Books”, and Guy de Maupassant’s “My Uncle Jules”.

Or, They will know about language and linguistics

AECC CORE 1: The students will know about Shakespeare’s “Shall I compare thee to a Summer’s Day”, John Donne’s “Batter My Heart”, Milton’s “On His Blindness”, Pope’s “Ode on Solitude” William Blake’s “A Poison Tree”, Wordsworth’s “To the Skylark”, Shelley’s “To a Skylark”, Keats’s “Ode to Autumn”, and rhetoric and prosody.

AECC Core 2: The students will learn about Alfred L. Tennyson’s “Break, Break, Break”, Robert Browning’s “Porphyria’s Lover”, T.S. Eliot’s “Preludes”, W.B. Yeats’s “The Lake Isle of Innisfree”.

AECC ELECTIVE ENGLISH: The students will know about communicative skills, speaking skills, reading skills , writing skills.

Programme Outcomes

The Course helps a deep and vivid understanding about English language & literature. Literature is mirror of life. So, one can realize the changes of the civilization through a lens of literature with historical perspective. The course level assessment is based on the results of Internal Examinations and Semester End Examination conducted by Vidyasagar University. Class attendance is also a factor of the evaluation system. The Prospects of the U.G programme in English Honours as follows—

- Further studies in Vidyasagar University or any other reputed university.
- Scope in print or digital media as well as book publishing & advertising industry.
- Eligible for School Service Commission examination and Public Service Commission exams conducted for recruitment of teacher in Primary, Secondary and Higher Secondary level.
- Scope for social service, engagement through academic skills as well as practical knowledge.
- Scope for being freelancer
- Scope for being editors of English newspapers.
- Scope for being in the administrative and executive posts in WBCS or UPSC.
- Scope for recruitment in the companies for content writing,