

**Programme Specific Outcomes Programme offered by the
English Department**

Outcomes B.A Honours Programme

Exposing students of the department to a wide range of writing, from British, American, classical Greek, Sanskrit and also Anglophone tradition, the specifically designed programmes aim at enabling the students to explore how the wide range of human experiences (cutting across age, language, culture, and territorial barriers) find expression through the diverse genres—poetry, fiction, non-fiction, prose and drama.

PSO 1: The college places utmost importance on the students' reading of original texts, that would enable them to discover the diverse patterns of experience of writing and get nuanced, verbatim expressions. This would enable them to be empathetic and broaden their canvas of understanding and sensitising to lives which are so far beyond consideration/ comprehension. The programme seeks to familiarize students with representative literary and cultural texts within a significant number of historical, geographical, and cultural contexts.

PSO 2: It enables them to apply critical and theoretical approaches to the reading and analysis of literary and cultural texts in multiple genres. Students are then able to identify, analyze, interpret and describe the critical ideas, values, and themes that appear in literary and cultural texts and understand the way these ideas, values, and themes inform and impact culture and society, both now and in the past.

PSO 3: This course acquaints the Indian students of English literature with Indian classical Sanskrit texts in translation and also modern Indian vernacular literature in translation to enable them to address the complex issues of identity, nationalism, and historical tradition in the Indian context.

PSO 4: Students are taught to ethically gather, understand, evaluate and synthesize information from a variety of written and electronic sources. Through the reading of diverse texts across time, space, culture, tradition and language barriers, students will not only enjoy the literary aesthetics but also develop their power of critically examining the background and contribute their own.

PSO 5: Finally, the programme helps students to understand the process of communicating and interpreting human experiences through literary representation using historical contexts and disciplinary methodologies. The course is so designed as to stir up a questioning spirit that would be more in agreement with the critique of black/white, male/female and other power constructs. A questioning mind carries the potential of creating an egalitarian society

B.A Programme Course (General)

PSO1. The students are acquainted with the aesthetics of a literary text, whereby they learn not only to appreciate literature as a ‘thing of beauty’, but also to evaluate these when they engage in their own creative endeavours.

PSO2. Since language is the base of literature, learning various language patterns, sentence structures, enables students to develop their communication in English. This increases their chances of getting absorbed in the job market, especially in the fields of diplomacy and tourism.

PSO3. The students would be more aware of the importance of the coexistence of different cultural perspectives and be tolerant to views different from their own.

PSO4. Increase the students’ capability to use their sources with proper acknowledgement, and shun plagiarism.

PSO5. The students would be initiated on a path of Self-directed and Lifelong Learning. This boosts their capability to access information and knowledge independently

Course Outcome (CO)

A. Core Course 1

ENGH CC 1: ENGLISH LANGUAGE: OVERVIEW& USAGE; LITERARY TYPES (6 credits per week)

- **CO 1:** This course on History of English language aims to equip students with the skill and insight necessary to analyze and describe changes in the structure of the English language from the earliest written records to the present day. At the end of the course, students are expected to demonstrate a thorough understanding of diachronic changes in English from Old English to Present day English, and the ability to situate those in their socio-political contexts. An understanding of the Scandinavian, French and Classical influence on present day English helps students to identify the etymological origins of words used on a daily basis.
- This paper acquaints students with the usage of Rhetoric and Prosody that deck and influence literary texts belonging to a particular era. On completion of this course, students are able to identify major figures of speech and their usage. This course also helps them understand various literary types such as Lyric, Tragedy, Comedy and Novel within the texts they read, later in the programme, in their proper contexts.

ENGH CC2: EUROPEAN CLASSICAL LITERATURE (6 credits per week)

- **CO 1:** European literature dates back to ancient Greek and Roman times. Thereafter, much of the literature in different nations of Europe has continued to be influenced by these ancient classical texts. Homer is the source and origin of all great myth and legend, and *The Iliad* is the best introduction to the heroic world for students. Sophocles' *Oedipus Rex* and Aeschylus' *Agamemnon* are still considered unparalleled for showing human hamartia and thereby man's fall, doom and death.
- **CO 2:** Plautus's '*Pot of Gold*' offers students an interesting insight into Roman society, following the tradition of Greek New Comedy with its intrigues and complex plot, and is the model for comedies in English literature till modern times.

B. GE 1: SELECTIONS FROM INDIAN LITERATURE (6 credits per week)

- This course, offered to all students, in all, this course offers diverse texts belonging to different genres and contexts to give the student an overall idea about Indian English literature. Apart from the appreciation of literature, at the end of the course, a student is expected to analyze literary texts critically.

C: Ability Enhancement

Compulsory Course AECC 1:

Communicative English 2credits

- This course is offered to all students across all disciplines. At the end of the course, a student is expected to identify and correct sentence errors, read excerpts of fiction, creative non-fiction and essays, while analyzing the structural and sentence level arrangement of the writing and write in an effective manner that demonstrates an understanding of the basic concepts of grammar.

Semester 2

A. Core Course

ENGH CC 3: Indian Classical Literature and Indian Writing in English (6 credits per week)

- **CO 1:** Students are introduced to the rich heritage of Indian Classical literature produced by Kalidasa, Vyasa and Sudraka and the writing since Derrida, as well as to the increasingly modernist trends ushered in by Nissim Ezekiel, Kamala Das, Jayanta Mahapatra and others. R K Narayan's *Swami and Friends*, the first novel written by him in English, offers insight into the late 20th century education system in India and holds great historical value. Anita Desai's novel *In Custody* introduces students to the complexities of Hindi and Urdu language in Indian

society. Many modern Indian short stories like Mulk Raj Anand shows the plight of the Indians in colonial India and the stories of Salman Rushdie, Rohinton Mistry shows the state of emergency in the 1980s.

- **CO 2:** Thus, students acquire a comprehensive idea of the evolution of Indian writing in English and its great variety, as well as its increasing importance in modern world literature.

ENGH CC 4: British Literature: Old English Period to 14th century (6 credits per week)

- **CO 1:** Since the very ancient age, Old English epic and heroic poetry, Alliterative verse, Christian poetry, to the development of Prose and the development of drama, students are encouraged to have a look at the origin and development of English Literature and the works of many anonymous writers.
- **CO 2:** Old English epic and heroic poetry dates from the very ancient time, with the greatest old English epic and heroic poetry Beowulf, to the greatest masters being Geoffrey Chaucer, William Langland. B: Generic Elective

GE2: Selections from European Literature (6 credits per week)

* Students from other departments who opt for English find a refreshing introduction to a creative, imaginative and artistic world through Shakespeare's Sonnets and Wordsworth's Lucy Poems, while they get an insight into the complex, ambiguous conditions of life in W H Auden's poems.

CO 2: Shakespeare's romantic comedy offers a charming experience of a journey to a pastoral world, in contrast to city life, depicting a variety of characters and their relationship and an interesting approach to the theme of love and friendship, offers students a deep insight into the accidents and coincidences of life which lead to great emotional upheavals. And his tragedy shows the tragic flaw of man and therefore, his tragic fall, doom and death. Many short stories and essays of

the modern English literature acquaint the students with the theme of colonialism, imperialism etc.

SEMESTER III

ENGH CC 5: American Literature (6 credits per week)

- **CO 1:** This course exposes the students to American literary, cultural and political history through a wide-ranging selection of texts from drama, novel, and poetry by the great masters like Tennessee Williams, Ernest Hemingway, Faulkner, Fitzgerald, Poe, Anne Bradstreet to iconic authors like Frost and Whitman.
- **CO 2:** The students' take away from this course is a sense of race, class and gender in the American social and cultural milieu. This course is an exposition of the American thinking mind and their ways of life.

ENGH CC 6: British Poetry and Drama: 14th to 17th century (6 credits per week)

- **CO 1:** Modern English poetry dates from the Renaissance, with the greatest masters being Shakespeare, Sidney, Spenser. Next, we have the Metaphysical poets like John Donne, who revolutionized the writing of poetry with their scholarly assimilation of diverse experiences expressed through complex images and conceits.
- **CO 2:** Shakespeare's tragedy and comedy constitute the best possible initiation into the world of deep emotions and intellectual perceptions, blended with profound philosophy and aesthetic sublimation, and Marlowe's tragedy acquaints the students with the great Renaissance spirit, thirst for knowledge and power.

ENGH CC 7: British Poetry and Drama: 17th-18th Centuries (6 credits per week)

- **CO 1:** With a selection of iconic texts like John Milton's *Paradise Lost*, Alexander Pope's *The Rape of the Lock*, as well as texts like John Webster's *The Duchess of Malfi* & R. B Shridan's *The Rivals*, this course introduces the students to an area of British Literature that is very significant with respect to the development of English literature in the later phases of Renaissance, the period of decadence afterwards as well as the trend of Satire in the Eighteenth century.
- **CO 2:** The students get a vast sense of history and how political and social conditions during particular periods in English literature have given rise to certain genres of literature.

Skill Enhancement Course

SEC A2: Business Communication (2 Credits)

- **CO 1:** Called a skill enhancement course, this course in business communication is aimed at teaching students the basics of language skill as in writing reports, letters, e-mails, curriculum vitae, minutes of meetings etc. It teaches them to express themselves succinctly and well in practical fields outside of the language of literature.

Semester 4

Core Course

ENGH CC 8: British Literature: 18th century

- **CO 1:** With the advancement in print culture, literature of the 18th century developed greatly. The course familiarizes students with the history and literature of the period. From Samuel Johnson and William Congreve, Thomas Gray, Jonathan Swift to Daniel Defoe, this course introduces students to various forms of writing during the eighteenth century, especially the novel that gained mass popularity and attention.

ENGH CC 9: British Romantic Literature

- **CO 1:** Romanticism had a profound influence on European culture and enabled a modern understanding of the self, nature, reason, freedom, and the role of the artist. Emphasis is placed on the philosophical and theoretical concepts that inform Romantic poetry, as well as on the broad scope of literary forms through which the Romantic poetic imagination expressed itself. The course would help students situate authors like Blake, Shelley, Keats, Byron, Coleridge and Wordsworth in their historical and social contexts to better understand their texts. Romantic fiction by Mary Shelley provides a comprehensive understanding of the age across diverse genres.

ENGH CC 10: British Literature: 19th century

- **CO 1:** The nineteenth century witnessed extraordinary social and cultural change in Britain, from the rise of industrial capitalism to the emancipation of women, from the decline of Christian belief to the growth of the Empire, from urbanization to the emergence of mass

literacy. This course will introduce students to some significant texts and literary movements of the period, in the wider context of social transformation and emerging literary practices.

- **CO 2:** Students shall be introduced to the establishment of the novel as the dominant literary genre, the ways in which social values are encoded and contested in literary texts, and the relationship of traditional and experimental practices in poetic forms. The course aims to develop students' analytic and critical skills through a close reading of poets like Christina Rossetti, Tennyson & Browning and novelists like Jane Austen and Charles Dickens.

Skill Enhancement Course

B. Generic Elective

GE 4: Academic Writing (6 credits per week)

CO 1: This course helps students develop their reading, analysis, and writing skills to develop complex written arguments based on careful evaluation and synthesis of information from research. Integration of ideas and applying proper citation is also a significant outcome of this course.

Core Course

ENGH CC 11: Women's Writing(6credits per week)

- **CO 1:** This course offers an eclectic selection of women's writings ranging from the foundational feminist text Wollstonecraft's *A Vindication of the Rights of Woman* to poems, novels, short stories and memoirs. The articulation of women's voices in different times and spaces is amply represented by the poems of Emily Dickinson, Sylvia Plath and Eunice de Souza, Alice Walker's *Color Purple*, *Ramabai Ranade*, Mahasweta Devi's short story "Draupadi", Katherine Mansfield's "Bliss" and Rassundari Devi's *Amar Jiban*. Apart from highlighting the many facets and discourses around women's problems and rights, the course also aims at gender sensitization and fostering social awareness among the students.

ENGH CC 12: British Literature: The Early 20th Century (6credits per week)

- **CO 1:** The students are introduced to glimpses of the incredibly complex cultural phenomenon called modernism in British literature. The poems of T. S. Eliot and W. B. Yeats have been included in this course to represent the major trends in this paradigm shift. The unfathomable recesses of the human mind can be probed in the novels of Joseph Conrad, Virginia Woolf and D. H. Lawrence. In keeping with the changing times, new experiments in theatre became necessary to imagine the world from a new perspective, as indicated by George Bernard Shaw's drama.

1. Discipline Specific Electives

ENGA DSE A-1: Literary Theory and Criticism (6 credits per week)

* **CO 1:** This course adds a new dimension to the various literary theories and criticism. This course offers a mixed bag of diverse critical experiences, while at the same time making the students aware of the different critical approaches like the rise of modernism, critical thinkers and their contributions, characteristics and the influence of modernism on literature. The students will read the essays in Literary Theory and Criticism and get to know the rise of postmodernism, critical thinkers and their contributions, characteristics and the influence of postmodernism on literature, the rise of postcolonialism, critical thinkers and their contributions, characteristics and the influence of postcolonialism on literature, and concept of feminism, different waves of feminism, feminist movements, critical thinkers, feminist literature and culture etc.

ENGH DSE B-1: Literature of the Indian Diaspora (6 credits per week)

- **CO 1:** This course is a study of the literature of the Indian diaspora like M G Vassanji's the Book of Secrets, Rohinton Mistry's A Fine Balance, Meera Syal's Anita and Me and Jhumpa Lahiri's The Namesake. The students will get to know the diasporic issues of displacement and dislocation, memory and nostalgia, feelings of homelessness, isolation, identity crisis, mental dilemma and mixed culture.

Semester – 6

. Core Course

ENGH CC 13: Modern European Drama (6 credits per week)

- **CO 1:** The plays selected for this course informs the students of the dramatic changes that took place in twentieth century European drama. The course looks at the ways in which traditional norms and conventional modes of thought were resisted and subverted by playwrights who wanted their plays to reflect the chaotic climate of the modern era.
- **CO 2:** We will also endeavor to read the plays as being representative products of their milieu by juxtaposing these against their political and socio-cultural contexts. Henrik Ibsen, Bertolt Brecht, Strindberg and Eugene Ionesco engage with three very different themes and stylistic innovations in their plays. The course is thus quite engaging and thought provoking, introducing students to concepts like absurdism and the alienation effect.

ENGH CC 14: Postcolonial Literature (6 credits per week)

- **CO 1:** In this course, students will read texts from previously colonized spaces like India, Australia, Africa and Latin America. Possess a coherent knowledge and a critical understanding of postcolonial literature and its key historical, cultural and theoretical developments.
- **CO 2:** Post completion of the course, students should be able to compare, discuss and explain interconnections and functions of postcolonial literature and its contexts, including comparative and interdisciplinary issues in the texts of Chinua Achebe, Gabriel Garcia Marquez, Bessie Head, Ama Ata Aidoo, Grace Emily Ogot, Pablo Neruda, Derek Walcott, David Malouf, Mamang Dai etc. They will be able to critically evaluate arguments and assumptions about postcolonial literature, texts, and modes of interpretation.

.

Discipline Specific Electives

ENGH DSE P-3: Indian Literature in English translations: Plays (6 credits per week)

- **CO 1:** This paper acquaints students with the historical, political, cultural and social contexts that inform and influence literary texts belonging to a particular era. On completion of this course, students are able to identify major writers and their original works that were translated into English like Girish Karnad's play Hayavadana and Mahasweta Devi's novel Mother of 1084. This helps them situate the texts they read, later in the programme, in their proper contexts.
- **CO 2:** Students will be encouraged to connect these translations to their historical and cultural contexts and critically comment on the role of translation for the knowledge of the indigenous culture.

ENGH DSE P-4: Partition Literature (6 credits per week)

- **CO 1:** Post-Independence, Partition literature occupies an important place in Indian literature. Translations of the works of writers who experienced the trauma of Indian partition include 'Alam's Own House' by Dibyendu Palit, 'Ice Candy man' by Bapsi Sidhwa, 'Train to Pakistan' by Khushwant Singh, Tamas by Visham Shahni etc. The students will get to know the poignant account of the reality of partition and its wide-ranging effects. The pain of partition experienced in Punjab and northern India is best brought out in Sadat Hasan Manto's story, 'Toba Tek Singh', which is relevant even today.
- **CO 2:** This course is particularly significant as it helps students to understand and locate Indian literature in a very painful chapter of their national history and the struggles of an earlier generation towards rebuilding their lives.

UNIVERSITY OF NORTH BENGAL
ENGLISH UNDER NEP, 2020
PROGRAMME OUTCOMES

- This course in English aims to impart knowledge about the fundamentals of English Literature and Language.
- The course is designed to familiarize the students with the basic ideas, thoughts, concepts and theories in literary thought.
- The course has been designed in such a way that every student is equipped with certain elementary skills in language and hands-on training in the interpretation of literary texts which can be of help in seeking gainful employment.
- The course intends to introduce students from multidisciplinary backgrounds on the fundamentals of English Literature.
- This course aims to initiate an intellectual urge among the students for understanding the most pressing literary and theoretical issues.
- The aim of this course is also to provide knowledge and skills to the students to enable them to undertake further studies in English Literature in particular and Theoretical Humanities by extension in future.

After completion of this Course, a learner is expected to:

- * Acquire domain knowledge in the discipline.
- * Develop a general understanding of English Literature as a distinct subject of study and analyze its inter-disciplinary character as well.
- * Study and analyze a literary text from critical and constructive perspectives.

* Have a better understanding of the basics of linguistics and the genres of tragedy, comedy, the epic and the lyric.

* Intensify critical thinking and develop the ability to make logical inferences about literary and theoretical issues.

*Pursue higher education such as Post Graduate Studies and Research in English and in other interdisciplinary areas.

COURSE OUTCOMES

SEMESTER I

COURSE NAME	LEARNING OUTCOMES	Remarks
<p>ENGLISH MAJOR</p> <p>Rhetoric, Prosody, Basic Linguistic Terms and Literary Types</p>	<ol style="list-style-type: none"> 1. This course is designed to familiarize the learners with the basic ideas, concepts, theories and issues in Rhetoric and Prosody and Elementary Linguistics. 2. This course aims to introduce learners to the key aspects of the major literary types in Literature. <p>After completion, a learner is expected to:</p> <ol style="list-style-type: none"> 3. Acquire domain knowledge on the discipline. 4. Develop a general understanding of English Language and Literature as a distinct subject of Study and its interdisciplinary character as well. 	

<p>ENGLISH MINOR</p> <p>UNDERSTANDING POETRY</p>	<ol style="list-style-type: none"> 1. This course aims to impart knowledge about the fundamentals of English Poetry. 2. This course is designed to familiarize the learners with the basic ideas, concepts, approaches, theories and issues in interpreting poetry from Elizabethan period to Modern period. <p>After completion, a learner is expected to:</p> <ol style="list-style-type: none"> 3. Acquire domain knowledge on the discipline. 4. Develop a general understanding of English Poetry as a distinct subject of study. 	
<p>ENGLISH SEC</p> <p>TEXT COMPREHENSION</p>	<ol style="list-style-type: none"> 1. This course helps to equip the learners with a basic concept of how to comprehend a passage/poem and answer questions based on them. <p>After completion, a learner is expected to:</p> <ol style="list-style-type: none"> 2. Develop a basic understanding of literary analysis and write the summary of a prose piece and the substance of a poem. 	
<p>ENGLISH MDC</p>	<ol style="list-style-type: none"> 1. This course aims to introduce the students to the basic concepts and the important texts from 	

INTRODUCTION TO AFRICAN LITERATURE	<p style="text-align: center;">African Literature.</p> <p>After completion, a learner is expected to:</p> <ol style="list-style-type: none"> 2. Understand the basic concepts of African Literature and Culture. 	
-------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

SEMESTER II

COURSE OUTCOMES (MAJOR)

COURSE NAME	LEARNING OUTCOMES	REMARKS
ENGLISH MAJOR EUROPEAN CLASSICAL LITERATURE IN TRANSLATION	<ol style="list-style-type: none"> 1.This course intends to introduce the learners to the most important texts of Classical Greek and Roman drama in translation. 2.The objective of this course is to familiarize the learners with the concepts of tragedy and comedy. <p>After completion, a learner is expected to:</p> <ol style="list-style-type: none"> 3.Be acquainted with the most basic concepts of Classical European literature and the distinctive features of tragedy and comedy. 	
ENGLISH MINOR UNDERSTANDING DRAMA	<ol style="list-style-type: none"> 1.This course aims to impart knowledge about the fundamentals of English Drama. 2.This course is designed to familiarize the learners with the basic ideas, concepts, 	

