

BETHUNE COLLEGE
DEPARTMENT OF ENGLISH

Affiliated to University of Calcutta

Programme Specific Outcome (PSO) and Course Outcome (CO)

Name of the programme: B.A. Honours in English (Under CBCS)

Year of Introduction: Session 2018-19

Programme Specific Outcome (PSO)

- **PSO 1:** 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:** Students are encouraged to develop their writing & analytics skills in a variety of formats, including essays, research papers, reflective writing, and critical reviews of secondary sources.
- **PSO 4:** Students are taught to ethically gather, understand, evaluate and synthesize information from a variety of written and electronic sources.
- **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.

Course Outcome (CO)

A. Core Course

Semester -1

ENGA CC 1: History of Literature and Philology (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 works in chronological order and point out literary trends of each historical period. This helps them situate the texts they read, later in the programme, in their proper contexts.
- **CO 2:** The section on History of English language aims to equip students with the skill and insight necessary to analyse 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.

ENGA 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. Horace's Epistles are still considered unparalleled for refined and subtle logical thought.
- **CO 2:** Ovid's 'Metamorphosis' is the source book for successive generations of writers, including Shakespeare in the sixteenth century and Kafka in the twentieth century. 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. Generic Elective

GE 1: Poetry and Short Story (6 credits per week)

- This course, offered to students from Departments other than English, consists of poetry written by Shakespeare, Shelley, Keats and Spenser and three modern short stories. In all, this course offers diverse texts belonging to different genres and contexts to give the student an overall idea about English literature. Apart from the appreciation of literature, at the end of the course, a student is expected to analyse literary texts critically.

C: Ability Enhancement Compulsory Course

AECC 1: Communicative English (2 credits)

- 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

ENGA CC 3: Indian Writing in English (6 credits per week)

- **CO 1:** Students are introduced to the rich heritage of Indian writing since Derozio, Toru Dutt and Sarojini Naidu, as well as to the increasingly modernist trends used in by Nissim Ezekiel, Ramanujan, Kamala Das and others. Bankim Chandra's 'Rajmohan's Wife', the first novel written in English by an Indian, offers insight into the late 19th century ethos of Bengal and holds great historical value. Mahesh Dattani's play introduces students to the complexities of modern urban Indian society.
- **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.

ENGA CC 4: British Poetry and Drama (14th-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 who revolutionised 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.

B: Generic Elective

GE2: Essay, Drama and Novel (6 credits per week)

- **CO 1:** Students from other departments who opt for English find a refreshing introduction to a creative, imaginative and artistic world through Lamb's essay, 'Dream Children', while they get an insight into the complex, ambiguous conditions of life in the postcolonial world in Orwell's essay.
- **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 relationships. Bernard Shaw's play presents to students an interesting and innovative approach to the theme of love and war, being set against the backdrop of the Serbo-Russian war. Thomas Hardy's novel, set in late 19th century England, and written in highly evocative prose, offers students a deep insight into the accidents and coincidences of life which lead to great emotional upheavals.

Semester 3

A. Core Course

ENGA 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 Whitman, Miller, Faulkner, Fitzgerald, Poe, Hemingway, to iconic authors like Plath.
- **CO 2:** The students' takeaway 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.

ENGA CC 6: Popular Literature (6 credits per week)

- **CO 1:** A course with text-selection based on popular literature of post independence voices in South Asian writings as well as American and European popular Culture including comic books, this course is an exercise in delight and instruction. With Herge's Tintin, Sukumar Ray's nonsense verse in *Abol Tabol* and Lewis Carroll's text the students learn the basics of theory and practice in children's literature that gives them a renewed insight on popular literature as opposed to classical canonical literature

ENGA CC 7: British Poetry and Drama (17th-18th Century) (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* & Aphra Behn's *The Rover*, this course introduces the student 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.

B. 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.

C. Generic Elective

GE 3: Women's Writing and Women's Empowerment (6 credits per week)

- **CO 1:** With authors as diverse as British poet Elizabeth Barrett Browning, Christina Rossetti, American poet Emily Dickinson, Indian poets and prose writers Sarojini Naidu, Rassundari Devi and Rokeya Sakhawat Hussain this gender based course introduces the students of other disciplines to a slice of English prose and poetry by women of various origins. It empowers them with the history of women's struggles in societies of different times and teaches them resilience as well as the need to rise up for their own sake in the face of discriminations in society.

Semester 4

A. Core Course

ENGA CC 8: 18th century British Literature

- **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 Joseph Addison 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.

ENGA CC 9: 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 and Wordsworth in their historical and social contexts to better understand their texts. Romantic fiction by Mary Shelley and non fiction by Charles Lamb provide a comprehensive understanding of the age across diverse genres.

ENGA CC 10: 19th century British Literature

- **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 urbanisation 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 Tennyson & Browning and novelists like Jane Austen and Charles Dickens.

B. Skill Enhancement Course

SECB2: Academic Writing and Composition (2 credits)

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.

C. 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.

Semester 5

A. Core Course

ENGA CC 11: Women's Writing (6 credits 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, Elizabeth Barrett Browning and Eunice de Souza, Alice Walker's *Color Purple*, 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.

ENGA CC 12: Modern British Literature (6 credits 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, W. B. Yeats and Wilfred Owen 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 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.

B. Discipline Specific Electives

ENGA DSE A-1: Indian Literature in Translation (6 credits per week)

- **CO 1:** This course adds a new dimension to the English Honours programme in being a study of contemporary Indian literature in English translation. As a selection from texts written in various Indian languages like Hindi, Bengali, Odia, Panjabi and Urdu, this course offers a mixed bag of diverse cultural experiences, while at the same time making the students aware of the practice of translation as mediation and interpretation. The students will get the chance to read authors such as Rabindranath Tagore, Ismat Chughtai, Fakir Mohan Senapati, Prem Chand, Vijay Tendulkar, G. M. Muktibodh and Amrita Pritam.

ENGA DSE B-1: Literary Types (6 credits per week)

- **CO 1:** This course is a study in theories of literature and literary devices of language. Students are expected to develop an in-depth knowledge regarding the three literary types, i.e. tragedy, comedy and short story. Apart from this, they will also learn the rhetorical devices used in English

language, along with the prosodic patterns used in poetry. A major outcome of this course is the development of skills of scansion.

Semester – 6

A. Core Course

ENGA 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 and Samuel Beckett 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.

ENG A CC 14: Postcolonial Literature (6 credits per week)

- **CO 1:** In this course, students will read texts from previously colonized spaces like India, Australia 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. They will be able to critically evaluate arguments and assumptions about postcolonial literature, texts, and modes of interpretation.

B. Discipline Specific Electives

ENGA DSE A-3: 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 partition in Bengal, include ‘The Marooned’ by Protiva Basu, ‘The Final Solution’ by Manik Bandopadhyay, ‘After Death: Twenty Years’ by Birendra Chattopadhyay, ‘Rehabilitation’ by Sankho Ghosh. Amitava Ghosh’s novel in English, ‘The Shadow Lines’ is another 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. Sahir Ludhianvi’s, ‘Twenty-sixth January’ still evokes poignant emotions associated with partition.
- **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.

DSE B-3: Autobiography (6 credits per week)

- **CO 1:** This elective course introduces students to a lesser known genre of literary studies. With texts as diverse as Tagore’s *Reminiscences* and Binodini Dasi’s *My Life and My Life as an Actress*, students will be able to recognize the structure of autobiography as a distinct form of literature. They should be able to identify how an author's own ideology shapes reality in an autobiography, including how it raises questions about truth, factuality, objectivity, and subjectivity.
- **CO 2:** Students will be encouraged to connect these autobiographical texts to their historical and cultural contexts and critically comment on the role of memory in the scripting of an

autobiography.