

PROGRAM OUTCOME

B.A. HONOURS
(UNDER CBCS SYSTEM)

DEPARTMENT OF ENGLISH

AGHOREKAMINI PRAKASHCHANDRA MAHAVIDYALAYA

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Course Outcomes

Subject – English Honours

Course Title – Indian Classical Literature

Semester	Course Type	Course Code	Credit	Full Marks
I	Core Course	CC - I	06	75

Texts Prescribed:

Sec –A

1. Vyasa: ‘The Book of Assembly Hall’ in *The Mahabharata* : tr. and ed. J.A.B. van Buitenen (Chicago: Brill, 1975) (ND)

2. Sudraka: **Mricchakatika**, tr. M.M. Ramachandra Kale (New Delhi: MotilalBanarasidas, 1962).

Sec—B

3. Banabhatta: **Kadambari**(Chapter I & II) (ND)

4. Kalidasa**AbhijnanaShakuntalam**, tr. Chandra Rajan, in Kalidasa: The Loom of Time (New Delhi: Penguin, 1989)

After the successful completion of the course the students will be able to ----

CO 1: Critically appreciate the ancient literary texts of India and distinguish between different genres.

CO 2: Analyse literary texts in relation to the culture of ancient India.

CO 3: Acquaint themselves with the literary techniques prevalent in ancient India, as the course will refer to works like *Natyashastra* by Bharata.

CO 4: Acquaint themselves with the socio-political aspects of ancient India.

CO 5: Acquaint themselves with the economic aspects of ancient India, relating to production and distribution of wealth as well as the dynamics between social classes.

CO 6: Acquaint themselves with the values and ethics of ancient India.

CO 7: Develop research skills in the field of Indian classics.

Course Outcome

Subject – English Honours

Course Title – European Classical Literature

Semester	Course Type	Course Code	Credit	Full Marks
I	Core Course	CC - II	06	75

Texts Prescribed:

Sec –A

1. Homer: *The Illiad*, Book I & II (tr. E.V. Rieu; Harmondsworth: Penguin, 1985) (ND)
2. Sophocles: *Oedipus the King*, in *Sophocles: The Three Theban Plays* (tr. R.Fagles, Harmondsworth: Penguin, 1984)

Sec—B

3. Ovid. Selections from *Metamorphoses* ‘Bacchus’, (Book - III).
4. Plautus: *Pot of Gold*,(tr. E.F. Watling; Harmondsworth: Penguin, 1965) (ND)

After the successful completion of the course the students will be able to ----

CO 1: Critically appreciate the ancient literary texts of Greece and Rome and distinguish between different genres.

CO 2: Engage with classical literary traditions of Europe from the beginning to the 5th century AD.

CO 3: Grasp the evolution of the concept of classic and classical in the European literary thinking and its reception over a period of time.

CO 4: Compare and contrast Indian and European classical literatures for a critical understanding of the genres.

CO 5: Appreciate classical literature of Europe.

CO 6: Acquaint themselves with the narrative styles and literary techniques of the European classics.

CO 7: Acquaint themselves with the values and ethics of the classical period in Europe.

CO 8: Develop research skills in the field of European classics.

Course Outcome

Subject – English Honours

Course Title – Indian Writing in English

Semester	Course Type	Course Code	Credit	Full Marks
II	Core Course	CC - III	06	75

Texts Prescribed:

Sec-A

1. LalBehari Day : **GovindaSamanta or the History of Bengal Raiyat (ND).**
2. Anita Desai : **Clear Light of Day.**

Sec – B

3. a) H.L.V. Derozio : Freedom to the Slave
b) Kamala Das : Introduction
c) Nissim Ezekiel : The Night of the Scorpion
d) Robin S. Ngangom : A Poem for Mother
4. Mahesh Dattani : **Bravely Fought the Queen (ND)**

Course Outcomes:

After the successful completion of the course the students will be able to ----

CO1: Acquaint themselves with the cultural & political developments in India's colonial & Post-colonial history.

CO2: Analyse Indian English texts with a critical awareness of the said history.

CO3: Map the broad spectrum of Indian writings, including those written in native languages (translated into English).

CO4: Develop an understanding of the narrative styles and the literary techniques characterising Indian postcolonial literature.

CO5: Compare and contrast various aspects of different authors who have contributed to Indian English Literature.

CO6: Identify and discuss the ways Indian texts speak about and are influenced by history,

gender, religion, sexuality and culture.

CO7: Discuss multiple approaches to Indian texts.

CO8: Develop research skill in the field of Indian Writing in English.

Course Outcome
Subject – English Honours

Course Title – British Poetry, Drama (16th – 17th centuries) and Rhetoric & Prosody

Semester	Course Type	Course Code	Credit	Full Marks
II	Core Course	CC - IV	06	75

Texts Prescribed:

Sec-A

1. a) William Shakespeare : Sonnet No. 18, Sonnet No. 116.
- b) John Donne : Good Morrow, The Sun Rising.
Rhetoric and Prosody.

Sec-B

2. William Shakespeare : **Macbeth**
3. Christopher Marlowe : **Edward II (ND)**
4. William Shakespeare : **Twelfth Night (ND)**

Course Outcomes:

After the successful completion of the course the students will be able to ----

CO1: Understand the influence of the Renaissance on English literature.

CO2: Develop an understanding of the Renaissance attitude to the complex ideas of love, sexuality, marriage and politics.

CO3: Analyse the various elements of poetry such as diction, tone, genre, figure of speech, symbolism etc.

CO4: Distinguish between the different types of English language used in Renaissance drama and poetry.

CO5: Acquaint themselves with different terms and concepts relating to Renaissance drama and poetry.

CO6: Develop an understanding of the rise and growth of English drama, culminating in Shakespeare.

CO7: Acquaint themselves with the culture and politics of the Renaissance Europe.

CO8: Develop an understanding of the figures of speech and metrical patterns used in English poetry.

Course Outcome

Subject – English Honours

Course Title – American Literature

Semester	Course Type	Course Code	Credit	Full Marks
III	Core Course	CC - V	06	75

Texts Prescribed:

Sec-A

1. Mark Twain : The Adventures of Tom Sawyer (**ND**)
2. a) Edgar Allan Poe : The Purloined Letter
b) F. Scott Fitzgerald : The Crack-up
c) William Faulkner : Dry September

Sec – B

3. a) Anne Bradstreet : The Prologue
b) Walt Whitman : Passage to India (lines 1-68)
c) Alexie Sherman Alexie : Crow Testament
4. Tennessee Williams : The Glass Menagerie (**ND**)

Course Outcomes:

After the successful completion of the course the students will be able to ----

CO1: Display a working knowledge of the cultural and historical context of American Literature.

CO2: Identify and describe distinct characteristics of American Literature.

CO3: Grasp the meaning of the American Dream and its pitfalls.

CO4: Understand the plight of the Native Americans who represent a marginalised voice in American Literature.

CO5: Analyse literary works for their structures and meaning, using correct terminology.

CO6: Identify and discuss the characteristics of the Coming of Age Novel as a literary genre.

CO7: Identify and discuss the characteristics of Crime Fiction as a literary genre.

CO8: Acquaint themselves with the feminist voices and their resistance to patriarchal domination in American Literature.

Course Outcome
Subject – English Honours

Course Title – Popular Literature

Semester	Course Type	Course Code	Credit	Full Marks
III	Core Course	CC - VI	06	75

Texts Prescribed:

Section A

1. Lewis Carroll: Alice’s Adventures in Wonderland (**ND**)
2. Agatha Christie: The Murder of Roger Ackroyd.

Section B

3. L. Frank Baum: The Wonderful Wizard of Oz (**ND**)
4. Herge: Tintin in Tibet

After completion of the course a student is expected to develop—

- CO 1: A fundamental knowledge in Popular English Literature.
- CO 2: An understanding of the Coming of Age novel as a literary genre.
- CO 3: An understanding of Crime Fiction as a literary genre.
- CO 4: An understanding of ‘whodunit’ as a special type of Crime Fiction.
- CO 5: An understanding of the Graphic Novel as a literary genre.
- CO 6: An understanding of ‘orientalist’ representation of the East and the underlying politics of the same.
- CO 7: The ability to distinguish between the Canonical and the Popular.
- CO 8: Sensitivity to issues relating to Caste, Gender and Identity.
- CO 9: An understanding of the role of Ethics and Education in Children’s Literature.
- CO 10: The ability to map the aesthetics of Sense and Nonsense.

Course Outcome

Subject – English Honours

Course Title – British Poetry and Drama (17th– 18th Centuries)

Semester	Course Type	Course Code	Credit	Full Marks
III	Core Course	CC - VII	06	75

Texts Prescribed:

Section A

1. John Milton: Paradise Lost (Book I)
2. Thomas Dekker: Shoemaker's Holiday (ND)

Section B

3. Alexander Pope: The Rape of the Lock (Cantos I and III)
4. AphraBehn: Oroonoko(ND)

After completion of the course a student is expected to develop—

CO1: A fundamental knowledge in the religious and secular thoughts in the 17th Century.

CO2: An understanding of the socio-political context that produced an epic like *Paradise Lost*.

CO3: An ability to identify the basic features of the epic as a literary genre.

CO4: An understanding of the complex dynamics of the Stage, the State and the Market,

CO5: An ability to identify the basic features of the Mock-epic and Satire.

CO6: An understanding of the position of women in the 17th Century.

CO7: An understanding of the Comedy of Manners as a literary genre.

CO8: An understanding of the Comedy of Manners as class literature.

CO9: An understanding of the transformation of the English theatre from the Elizabethan to the Restoration Period.

CO10: A fundamental knowledge in slave literature.

Course Outcome

Subject – English Honours

Course Title – British Literature (18thCentury)

Semester	Course Type	Course Code	Credit	Full Marks
III	Core Course	CC - VIII	06	75

Texts Prescribed:

Section – A

1. William Congreve : The way of the World (ND)
2. A) Thomas Gray : ‘Elegy’
B) William Collins: ‘Ode to Evening’.

Section – B

3. Daniel Defoe : Moll Flanders (ND)
4. Jonathan Swift : Gulliver’s Travels (Book – I and II)

Upon successful completion of this course the students will be able to –

CO1: Know the main characteristics of the 18th century British literature; identify the clear distinctions of its literary characteristics from the literary trends of preceding restoration era and succeeding Romantic literary era.

CO2: Learn why 18th Century is also known as Neoclassical Age or Augustan Age or Age of Reason in British Literature.

CO3: Develop their reading skill adopting a close reading of the selected texts. Analyse and interpret the textual aspects critically.

CO4: Gain a deeper insight into the different literary genres.

CO5: Understand that satire as literary genre reaches its summit in this literary era.

CO6: Know about Graveyard School of Poets and Poetry.

CO7: Know about criminal biography (Moll Flanders)

CO8: Outline the social, economic and political climate of 18th Century Britain.

Course Outcome

Subject – English Honours

Course Title – British Romantic Literature

Semester	Course Type	Course Code	Credit	Full Marks
III	Core Course	CC - IX	06	75

Texts Prescribed:

Section – A

- (a) William Wordsworth “ ‘Tintern Abbey’
(b) Samuel Taylor Coleridge: ‘Kubla Khan’
- William Blake: ‘Lamb’, ‘Chimney Sweeper’ (Songs of Innocence)
‘Chimney Sweeper’ (Songs of Experience), ‘The Tyger’

Section – B

- Jane Austen: Pride and Prejudice (ND)
- (a) George Gordon Byron : ‘Childe Harold’s Pilgrimage (Canto – III , Verses 36-45)
(b) P.B. Shelly: ‘Ode to the West Wind’, ‘Ozymandias’
(c) John Keats: ‘Ode to Nightingale’, ‘To Autumn’

Upon successful completion of this course the students will be able to –

CO1: Have a deeper understanding of British Romantic period and its pivotal literary features.

CO2: Develop taste and necessary skills to enjoy Romantic poetry and other literary works of this era.

CO3: Understand the central ideas, themes, verse forms, poetic phraseologies, and terminologies of the works.

CO4: Analyse the intellectual, historical, political and social background relevant to the works of English Romanticism.

CO5: Recognise the poetic theories of different Romantic poets.

CO6: Appreciate the representative poems and prose of the writers of the period.

CO7: Relate romantic literary texts to other forms of expression such as painting, for instance.

CO8: Appreciate and analyse the sensibility of the British Romantic period.

CO9: Express their critical ideas in seminars, workshop or any other fields of research.

Course Outcome

Subject – English Honours Course Title – British Literature (19th Century)

Semester	Course Type	Course Code	Credit	Full Marks
IV	Core Course	CC - X	06	75

Texts Prescribed:

Section: A

- 1) Charles Dickens: Hard Times (**Non-Detailed**)
- 2) a) Alfred Tennyson: The Lady of Shallot
b) Robert Browning: My Last Duchess
c) Christina Rossetti: The Goblin Market

Section: B

- 3) Charlotte Bronte: Jane Eyre
- 4) Thomas Hardy: Return of the Native (**Non-Detailed**)

Upon successful completion of this course the students will be able to –

CO1: Develop a detailed understanding of the Victorian Age, its culture, ideologies, ways of living etc.

CO2: Develop a keen sense of the pros and cons of the Industrial Revolution as portrayed in the literature of the age.

CO3: Have a critical understanding of the notion of marriage and sexuality in the nineteenth century England.

CO4: Possess knowledge about the literary artists and their unique ways of involvement with the age.

CO5: Develop a taste for the literary techniques like the Dramatic Monologue, Bildungsroman etc.

CO6: Critically understand and comment on the subjugation of women as reflected in the literature of the age.

CO7: Find out the elements of the colonisation of the masses in the literary works of the era.

CO8: Link the Victorian temper to political contexts in English colonies.

CO9: Understand the transition from Romantic to Victorian in literature and culture.

CO10: Skilfully employ examples/models from the 19th century British Literature in their interdisciplinary research.

Course Outcome

Subject – English Honours **Course Title – Women’s Writing**

Semester	Course Type	Course Code	Credit	Full Marks
V	Core Course	CC - XI	06	75

Texts Prescribed:

Section: A

- 1) a) Emily Dickinson: ‘I cannot live with you’, ‘I’m wife; I’ve finished that’
b) Sylvia Plath: ‘Daddy’
c) Eunice De Souza: ‘Advice to Women’, ‘Bequest’
- 2) Jean Rhys: Wide Sargasso Sea (**Non-Detailed**)

Section: B

- 3) a) Mary Wollstonecraft: A Vindication of the Rights of Women (New York: Norton, 1988) Chap. 1, pp. 11-19 chap. 2, pp. 19-38 (**Non-Detailed**)

b) Ramabai Ranade: ‘a Testimony of Our Inexhaustible Treasures’, in Pandita Ramabai: Through her Own Words: Selected Works, tr. Meera Kosambi (New Delhi: OUP, 2000) pp. 295-324 (**Non-Detailed**).

c) Rassundari Devi: Amar Jiban (Excerpts in Susie Tharu and K. Lalita, eds. Women’s Writing in India, Vol. 1, New Delhi: OUP, 1989 pp. 191-92) (**Non-Detailed**).
- 4) a) Charlotte Perkins Gilman: ‘The Yellow Wallpaper’
b) Katherine Mansfield: ‘Bliss’
c) Mahasweta Devi: ‘Draupadi’ (Tr. Gayatri Spivak, Seagull Publishers, Kolkata)

Upon successful completion of this course the students will be able to –

CO1: Recognize the importance of gender specificity in literature.

CO2: Explain the difference between the feminine and the feminist as opposed to the female.

CO3: Trace several phases of development in the field of Women’s Writing and Literature.

CO4: Develop an in-depth understanding of the cultural politics inherent in the Women’s Writing.

CO5: Build a solid knowledge base regarding the much-debated issues of Race, Caste and Gender.

CO6: Identify and critically examine international, national and local issues affecting the Women’s Movement.

CO7: Take special interest in gender specific key concepts and terms associated with the Women's Writing.

CO8: Acquaint themselves with the individually unique modes and ways in which women writers and intellectuals involve themselves with relevant socio-cultural issues through their writings.

CO9: Equip themselves with techniques to act as agents of social reformation in an ever-changing Indian scenario.

CO10: Contribute to the oeuvre of Women's Writing, if possible.

Course Outcome
Subject – English Honours

Course Title – British Literature (Early 20th Century)

Semester	Course Type	Course Code	Credit	Full Marks
V	Core Course	CC - XII	06	75

Texts Prescribed:

Section A

1. Virginia Woolf: Mrs. Dalloway (ND)
2. John Osborne: Look Back in Anger

Section B

3. a) W.B. Yeats: ‘Leda and the Swan’, ‘The Second Coming’
B) T. S. Eliot: ‘The Love Song of J. Alfred Prufrock’, ‘The Hollow Men’
4. James Joyce: A Portrait of the Artist as a Young Man (ND)

Upon successful completion of this course the students will be able to ---

CO1: Understand the basic tenets of Modernism as a movement in art and literature.

CO2: Understand the basic tenets of Post-modernism as a movement in art and literature.

CO3: Understand the influence of non-European Cultures in shaping the 20th century literary consciousness.

CO4: Develop fundamental knowledge in the Women’s Movement in the early 20th Century.

CO5: Understand the role of Psychoanalysis and the Stream of Consciousness in revolutionizing the 20th century fiction.

CO6: Develop sensitivity to the uses of myth in the 20th century literature and the significance of archetypes.

CO7: Develop fundamental knowledge in the Avant Garde movement in art and literature.

CO8: Develop ideas regarding the significance of the “Angry Young Man” in the literature of the Post 1950s.

CO9: Critically appreciate the literature of the inter-war period in the light of the pervasive angst produced by the World War I.

CO10: Appreciate the Continental influence on the English literature of the period.

Course Outcome

Subject – English Honours

Course Title – Modern European Drama

Semester	Course Type	Course Code	Credit	Full Marks
VI	Core Course	CC - XIII	06	75

Texts Prescribed:

Section: A

- 1) Henrik Ibsen: A Doll's House
- 2) Eugene Ionesco: Rhinoceros (**Non-Detailed**)

Section: B

- 3) Bertolt Brecht: The Good Woman of Szechwan (**Non-Detailed**)
- 4) Samuel Beckett: Waiting for Godot

Upon successful completion of this course the students will be able to –

CO1: Develop a comprehensive knowledge of the Modern Age in Europe through its theatrical productions.

CO2: Develop taste in literary terms and theories associated with the dramatic works.

CO3: Understand the relevance of theatre as an effective tool for social change in the hands of theatre experts.

CO4: Gain knowledge of the concepts like the Absurd Drama, Alienation Effect, Avant-Garde, Existentialism etc.

CO5: Come to know eminent modern dramatists and their relevance to the then society.

CO6: Discover the ways in which politics is simultaneously intermingled with and alienated from dramatic works.

CO7: Critically study cross cultural issues as reflected in the dramatic works of the modern Europe.

CO8: Engage themselves in a comparative study of the European and the subcontinental dramatic productions of the time.

CO9: Develop ability to differentiate between drama enacted on stage and the films in terms of their technicality.

CO10: Gain interest in exploring the art of drama in Modern, Postmodern times.

Course Outcome

Subject – English Honours

Course Title – Postcolonial Literatures

Semester	Course Type	Course Code	Credit	Full Marks
VI	Core Course	CC - XIV	06	75

Text Prescribed:

Section: A

- 1) Chinua Achebe: Things Fall Apart (**Non-Detailed**)
- 2) a) Pablo Neruda: Tonight I Can Write
b) Derek Walcott: A Far Cry from Africa
c) David Malouf: Revolving Days
d) Mamang Dai: Small Towns and the River

Section: B

- 3) Salman Rushdie: Haroun and the San of Stories
- 4) Mahasweta Devi: The Arrow of ChottiMunda (Tr. GayatriSpivak, Seagull Publishers)
(**Non-Detailed**)

Upon successful completion of this course the students will be able to ---

CO1: Decipher the effects of colonial rule on the language, culture, economy and habitat of specific groups.

CO2: Gain fair knowledge regarding the emergence of Postcolonial Writings.

CO3: Develop a keen sense of the new reading practices associated with Postcolonial Writings.

CO4: Develop an in-depth understanding of the cultural politics inherent in the Postcolonial Writings.

CO5: Be able to link Colonialism to Modernity.

CO6: Assimilate other critical approaches like feminism, psychoanalysis, linguistics etc. in the study of Postcoloniality.

CO7: Appreciate the changing role and status of English in Postcolonial Literatures.

CO8: Locate and problematize the ever-growing new forms of colonialism in the Twenty-first Century.

CO9: Understand the scope of Postcolonial Literatures in India and elsewhere.

CO10: Contribute to the oeuvre of Postcolonial Writing.

Course Outcome

Subject – English Honours

Course Title – Modern Indian Writing in English Translation

Semester	Course Type	Course Code	Credit	Full Marks
V	Discipline Specific Course	DSE-1	06	75

Text Prescribed:

Section A

1. a) Premchand: ‘The Shroud’, in Penguin Book of Classic Urdu Stories, ed. M. Assaduddin (New Delhi: Penguin/Viking, 2006) (ND)

b) Tagore:StreerPatra (tr. SupriyaChaudhuri Oxford Book of Tagore’s Short Stories New Delhi: Penguin) Books, 2009. (ND)

c) SharatchandraChattopadhyay:Mahesh (Drought and Other Stories, SahityaAkademi edition) (ND)

d) Mahasweta Devi: ‘The Non-Veg Cow’. Tr. Paromita Banerjee. (Seagull Publishers, Kolkata) (ND)

2. Rabindranath Tagore: Gitanjali • ‘Where the mind is without fear’ • ‘Leave thy chanting and singing and telling beads’ • ‘Art thou abroad on this stormy night’ • ‘Obstinate are the trammels, but my heart aches when I try to break them’

Section B

3. Tagore:Gora(tr. SujitMukerjee, SahityaAkademi publishers, New Delhi) (ND)

4. M.K. Gandhi:HindSwaraj.(Tr. Anthony Parel. ‘Swaraj’, ‘Passive Resistance’ and ‘Education’)

Upon successful completion of this course the students will be able to ---

CO1: Understand the role of translation in different cultural domains including literature in an age of globalisation.

CO2: Identify the problems and pitfalls of translation.

CO3: Appreciate the role of ‘bhasha’ literatures in postcolonial India.

CO4:Appreciate the diversity of ‘bhasha’ literatures representing the diversity of Indian culture.

CO5: Map the growth of Indian nationalism recorded in ‘bhasha’ literatures.

CO6: Address the issues of caste, gender and resistance in the ‘bhasha’ literatures of India.

CO7: Probe the questions of form in 20th Century Indian Literature.

CO8: Map the development of modern Indian literatures.

Course Outcome

Subject – English Honours **Course Title – Partition Literature**

Semester	Course Type	Course Code	Credit	Full Marks
V	Discipline Specific Course	DSE-2	06	75

Text Prescribed:

Section A

1. Amitav Ghosh: The Shadow Lines.
2. Khushwant Singh: Train to Pakistan(ND)

Section B

3. a) DibyenduPalit: ‘Alam's Own House’, tr. SarikaChaudhuri in Bengal Partition Stories: An Unclosed Chapter, ed. Bashabi Fraser (London: Anthem Press, 2008) pp. 453–72.
b) ManikBandhopadhyaya: ‘The Final Solution’, tr. Rani Ray, Mapmaking: Partition Stories from Two Bengals, ed. DebjaniSengupta (New Delhi: Srishti, 2003) pp.23–39
c) SaadatHasanManto: “Toba Tek Sing”, in Black Margins: Manto, tr. M.Asaduddin (New Delhi: Katha, 2003) pp. 212–20
d) LalithambikaAntharajanam: ‘A Leaf in the Storm’, tr. K. NarayanaChandran, inStories about the Partition of Indiaed. AlokBhalla (New Delhi: Manohar, 2012)
4. BapsiSidhwa: Ice Candy Man (ND) Topics Colonialism, Nationalism, and the Partition, Communalism and Violence, Homelessness and Exile, Women in the Partition

Upon successful completion of this course the students will be able to ---

CO1: Understand the role of Partition in shaping artistic and literary imagination in the Indian subcontinent.

CO2: Identify the elements of trauma in Partition literature.

CO3: Probe the legacy of the Partition in geopolitical terms.

CO4: Appreciate the tradition of inter-communal fellow-feeling that has survived the narratives of communal hatred.

CO5: Map the issues of dislocation and refugee problems in the Indian subcontinent due to Partition.

CO6: Address the issue of Partition from a feminist perspective.

CO7: Probe the questions of nationhood and identity in post-Partition Indian Literature.

CO8: Map the development of modern Indian literatures.

Course Outcome

Subject – English Honours Course Title – Literary Theory

Semester	Course Type	Course Code	Credit	Full Marks
VI	Discipline Specific Course	DSE-3	06	75

Text Prescribed:

Section A

1. Marxism Genealogy and definition; Scope and relevance in textual reading; Major theorists; Key terms- Class, Base and Superstructure, Dialectics, Interpellation,
2. Poststructuralism Genealogy and definition; Scope and relevance Major theorists; Key terms-Logocentrism,, Binaries, Deconstruction, Hyperreal-Simulation.

Section B

3. Feminism Genealogy and definition; Scope and relevance in textual reading; Major theorists;Key terms. Phallogentrism, Androgyny, Sex and Gender, Ecriture Feminine
4. Postcolonial Studies Genealogy and definition; Scope and relevance in textual reading; Major theorists;Key terms (any 4) Imperialism and Colonialism, Orientalism, Nation and Nationalism, Diaspora.

Upon successful completion of this course the students will be able to ---

CO1: Understand the role of theories in literary studies.

CO2: Identify the politics of literary representations.

CO3: Probe the dynamics of the relationship between the East and the West.

CO4: Appreciate the issues of alterity.

CO5: Map the issues of power, language and representation.

CO6: Address the role of the State in controlling culture.

CO7: Probe the literary representation of resistance against authoritarian, patriarchal and colonial control.

CO8: Map the latest developments in the English literatures produced in different parts of the world.

Course Outcome

Subject – English Honours

Course Title – Literary Criticism and History of the English Language

Semester	Course Type	Course Code	Credit	Full Marks
VI	Discipline Specific Course	DSE-4	06	75

Text Prescribed:

Section A

1. History of the English Language. a) Evolution of the English language (Semantic Change, Standardization, Outgrowing Gender Bias) b) Event, Translation, Individual contribution and the English language (Christianization, Bible, Shakespeare) c) Enrichment of the English language (Latin, French & Scandinavian Influences and the Influence of Science and Technology) d) Expansion of Vocabulary & Branching Off (Word Formation, Indian English & American English)

Section B

1. A. Philip Sidney. Apologie for Poetry. B. John Dryden. Essay on Dramatic Poesy. C. Alexander Pope. Essay in Criticism
2. A) William Wordsworth. Preface to the Lyrical Ballads (1802). B) S. T. Coleridge. Biographia Literaria. Chapter XIV
3. A) Mathew Arnold. Culture and Anarchy. B) T. S. Eliot. 'Tradition and the Individual Talent'

Upon successful completion of this course the students will be able to ---

- CO1: Understand the different influences that have shaped the English language.
- CO2: Develop an insight into the growth, structure and function of the English language.
- CO3: Acquaint themselves with the critical tradition of ancient Europe.
- CO4: Acquaint themselves with the critical tradition of Elizabethan England.
- CO5: Acquaint themselves with the critical tradition of the Neo-Classical Period in English literature.
- CO6: Acquaint themselves with the critical tradition of the Romantic Period in English literature.
- CO7: Acquaint themselves with the critical tradition of the Victorian Period in English literature.
- CO8: Acquaint themselves with the critical tradition of the Modern Period in English literature.

Course Outcome

Subject – English Honours **Course Title – Translation Studies**

Semester	Course Type	Course Code	Credit	Full Marks
III	Skill Enhancement Course	SEC-1	02	50

Topics

1. Introducing Translation: A brief history and significance of translation in a multi linguistic and multicultural society like India
2. Exercises in different Types/modes of translation: a. Semantic/Literal b. Free sense/literary c. Functional/communicative d. Technical/Official e. Transcreation f. Audio-visual translation
3. Introducing basic concepts and terms used in Translation Studies through relevant tasks: Equivalence, Language variety, Dialect, Idiolect, Register, Style, Mode, Code mixing/Switching. b. Defining the process of translation (analysis, transference, restructuring) through critical examination of standard translated literary/non-literary texts and critiquing subtitles of English and Hindi/Bengali films.
4. Discussions on issues of gender and translation (Practice: Translation in Mass Communication/Advertising, subtitling, dubbing, Tasks of Translation in Business, Advertising, Using tools of technology for translation, machine/mobile translation, software for translating different kinds of texts with differing levels of complexity and for transliteration.

Upon successful completion of this course the students will be able to ---

- CO1: Understand the role of translation in the age of globalisation.
- CO2: Develop an insight into the history of translation in different cultural domains in India and the world.
- CO3: Acquaint themselves with the issue of equivalence in translation.
- CO4: Acquaint themselves with the practices of retranslation and recreation.
- CO5: Make a comparative study of cultures and languages.
- CO6: Acquaint themselves with the contemporary technologies of machine translation and its pitfalls.
- CO7: Acquaint themselves with the scopes and career opportunities relating to translation.
- CO8: Identify the issues of gender politics in translation.

Course Outcome

Subject – English Honours **Course Title – English Language Teaching**

Semester	Course Type	Course Code	Credit	Full Marks
IV	Skill Enhancement Course	SEC-2	02	50

Topics

1. Knowing the Learner OR Structures of the English Language
2. Methods of teaching English Language
3. Assessing Language Skills
4. Materials for Language Teaching OR Using Technology in Language Teaching

Upon successful completion of this course the students will be able to ---

CO1: Understand the methods and techniques of English Language Teaching.

CO2: Develop an insight into the psychological, socio-economic and other factors influencing a learner of English.

CO3: Acquaint themselves with the structures of the English Language.

CO4: Acquaint themselves with the modes of assessing the language skills of a learner.

CO5: Acquaint themselves with the materials used for English language teaching.

CO6: Acquaint themselves with the contemporary technologies used in English language teaching.

CO7: Acquaint themselves with the scopes and career opportunities relating to English language teaching as well as learning.

CO8: Acquaint themselves with the historical background of the English language teaching in India as well as its future.