

HIRALAL BHAKAT COLLEGE

Department of English

PROGRAMME SPECIFIC OUTCOMES & COURSE OUTCOME

HONOURS (CBCS)

2018-2019

PROGRAMME SPECIFIC OUTCOMES (PSOS):

PSO1: Demonstrate an understanding of Indian and European classical literature, including the cultural and historical contexts of Sanskrit and Tamil literature.

PSO2: Analyze the representation of social, caste, gender, and disability issues in literary texts from various periods and cultures.

PSO3: Apply critical theories and approaches to interpret literary texts, including feminist, postcolonial, and cultural studies perspectives.

PSO4: Evaluate the contributions and influence of significant authors, works, and literary movements in shaping English literature.

PSO5: Demonstrate cultural sensitivity and a global perspective, recognizing the diverse range of voices and experiences represented in English literature.

PSO6: Develop skills in critical thinking, analysis, and problem-solving, transferring these skills to other areas of study and professional pursuits.

PSO7: Engage with emerging areas of literary study, including speculative fiction, detective literature, and partition literature.

PSO8: Demonstrate an understanding of the intersections between literature and other disciplines, including history, philosophy, and cultural studies.

COURSE OUTCOMES

SEMESTER-I

CC1: Indian Classical Literature.

A diverse and varied literature from Sanskrit and Tamil, two classical languages of India respectively, is presented to students in this paper. Upon completing this unit, students will be able to:

1. Analyze and interpret classical Indian literary texts, including epics (Mahabharata), dramas (Mrchakatika, Abhijnana Shakuntalam), and novels (Kadambari), recognizing their historical and cultural contexts.
2. Demonstrate an understanding of the Indian epic tradition, including themes, recensions, and the role of dharma and the heroic.
3. Explain the key concepts of classical Indian drama, including theory and practice, and the significance of Alamkara and Rasa in literary analysis.
4. Identify and evaluate the contributions of major classical Indian authors, including Vyasa, Sudraka, Banabhatta, and Kalidasa, to the development of Indian literature.
5. Develop critical thinking and analytical skills through close reading and discussion of classical Indian literary texts, and communicate effectively in writing and speaking about these texts, using appropriate critical vocabulary and concepts.

CC2: European Classical Literature

This course provides a humanist foundation to English studies, to be considered essential reading. It enables an exploration of classical Greek, Roman, and Hebrew literature in English translation, tracing its impact and influence on English literature from the period of the Renaissance to the Modern. The paper offers a wide-ranging perspective on the aesthetic, philosophical, and social concerns of classical literature. Upon completing this unit, students will be able to:

1. Analyze and interpret classical European literary texts, including epics (Homer's Iliad), tragedies (Sophocles' Oedipus the King), comedies (Plautus' Pot of Gold), and poetry (Ovid's Metamorphoses), recognizing their historical and cultural contexts.
2. Demonstrate an understanding of the key genres of classical European literature, including epic, comedy, and tragedy, and their characteristic features and conventions.
3. Explain the significance of classical European literary concepts, including catharsis and mimesis, and their role in shaping literary traditions.

4. Identify and evaluate the contributions of major classical European authors, including Homer, Sophocles, Ovid, and Plautus, to the development of European literature.
5. Develop critical thinking and analytical skills through close reading and discussion of classical European literary texts, and communicate effectively in writing and speaking about these texts, using appropriate critical vocabulary and concepts.

SEMESTER-II

CC 3: Indian Writing in English

Indian writing in English has become a significant factor in the history of Indian and global literature, particularly since the 1980s. The examination of Indian writing in English after the 1980s has become a crucial aspect of both Indian and global literary production. Upon completing this unit, students will be able to:

1. Analyze and interpret Indian Writing in English, including novels (Lal Behari Day's *Govinda Samanta*, Anita Desai's *Clear Light of Day*), poetry (H.L.V. Derozio, Kamala Das, Nissim Ezekiel, Robin S. Ngangom), and drama (Mahesh Dattani's *Bravely Fought the Queen*).
2. Demonstrate an understanding of the historical and cultural contexts that shape Indian Writing in English, including the emergence of Indian English literature and its readership.
3. Evaluate the key themes and aesthetics of Indian English literature, including the Indian English novel, poetry, and modernism.
4. Recognize the significance of Indian English literature in representing Indian experiences, cultures, and identities, and its contribution to global literary canon.
5. Develop critical thinking and analytical skills through close reading and discussion of Indian Writing in English, and communicate effectively in writing and speaking about these texts, using appropriate critical vocabulary and concepts.

CC 4: British Poetry and Drama: 14th to 17th Centuries

This paper is the first Core British literature paper out of a cluster of six and initiates the student into the earliest writings in England from medieval literature through the Renaissance. Upon completing this unit, students will be able to:

1. Analyze and interpret 16th-17th century British poetry and drama, including Shakespeare's sonnets and plays (*Macbeth*, *Twelfth Night*), John Donne's metaphysical poetry, and Christopher Marlowe's *Edward II*.
2. Demonstrate an understanding of Renaissance humanism, the cultural and historical contexts of the stage, court, and city, and the religious and political thought of the era.

3. Evaluate the key themes and ideas of the period, including love, marriage, and the role of the writer in society.
4. Apply knowledge of rhetoric and prosody to analyze and interpret literary texts, recognizing the use of literary devices and techniques.
5. Develop critical thinking and analytical skills through close reading and discussion of literary texts, and communicate effectively in writing and speaking about these texts, using appropriate critical vocabulary and concepts.
6. Recognize the significance of 16th-17th century British literature in shaping the Western literary canon and its continued influence on literature and culture today.

SEMESTER-III

CC 5: American Literature

Through this course, students can gain insight into the American literary tradition as a unique and opposing tradition to the traditions that evolved in Europe (particularly in England). Several texts are used in this course to explore key elements of mainstream America's self-perception. Additionally, Certain texts are specifically designated to highlight cultural motifs that have been erased, brutally suppresses or excluded from American society. These themes are often overlooked or disregarded in the mainstream's pursuit of the American Dream. Upon completing this unit, students will be able to:

1. Analyze and interpret American literary texts from various genres, including novels (Mark Twain's *The Adventures of Tom Sawyer*), short stories (Edgar Allan Poe, William Faulkner), poetry (Anne Bradstreet, Walt Whitman), and drama (Tennessee Williams' *The Glass Menagerie*).
2. Demonstrate an understanding of key themes and concepts in American literature, including the American Dream, social realism, folklore, and the experiences of marginalized groups, such as black women.
3. Identify and evaluate the contributions of major American authors to the development of American literature, recognizing their unique styles, themes, and historical contexts.
4. Explain the significance of form and structure in American poetry, including the use of imagery, symbolism, and other literary devices.
5. Develop critical thinking and analytical skills through close reading and discussion of American literary texts, and communicate effectively in writing and speaking about these texts, using appropriate critical vocabulary and concepts.

CC 6: Popular Literature

The paper will trace the emergence of a mass printing culture from the 19th century onwards, and the upward push of genres inclusive of Literature for children, Detective

Fiction, technology Fiction, and image Fiction. The path introduces students to the idea of 'famous literature' and stresses its significance inside modern subculture and familiarises college students with the controversy among 'excessive' and 'low' way of life, and the anxiety between what's studied as 'canonical' texts and other texts. Upon completing this unit, students will be able to:

1. Analyze and interpret popular literary texts, including children's literature (Lewis Carroll's *Alice's Adventures in Wonderland*, L. Frank Baum's *The Wonderful Wizard of Oz*), detective fiction (Agatha Christie's *The Murder of Roger Ackroyd*), and graphic novels (Herge's *Tintin in Tibet*).
2. Demonstrate an understanding of the key themes and concepts in popular literature, including coming of age, identity, caste, gender, and ethics.
3. Evaluate the relationship between canonical and popular literature, recognizing the cultural and historical contexts that shape popular literary texts.
4. Explain the significance of popular literature in shaping cultural attitudes and values, including its impact on education and socialization.
5. Develop critical thinking and analytical skills through close reading and discussion of popular literary texts, and communicate effectively in writing and speaking about these texts, using appropriate critical vocabulary and concepts.

CC 7: British Poetry and Drama: 17th and 18th Centuries

This paper is about 17th-century English literature and its different forms, historical ruptures and intellectual debates of the period. It begins with Shakespeare's tragedy *Macbeth* and explores issues of inheritance and identity associated with the Jacobean period. Milton's emphasis on Satan in the first book of *Paradise Lost* influenced later theories of evil. Emilia Lanier was the first female poet to publish a book professionally. This poem gives Eve's perspective on the fall of humanity. Current Restoration writer Aphra Behn provided the opportunity to discuss the paradoxes of Tory conservatism and women's issues in the Restoration. Upon completing this unit, students will be able to:

1. Analyze and interpret 17th- and 18th-century British poetry and drama, including epic poetry (John Milton's *Paradise Lost*), comedy (Thomas Dekker's *Shoemaker's Holiday*), satire (Alexander Pope's *The Rape of the Lock*), and tragedy (Aphra Behn's *Oronokoo*).
2. Demonstrate an understanding of the key themes and concepts in 17th- and 18th-century British literature, including religious and secular thought, the relationship between the stage, state, and market, and the role of women.

3. Evaluate the significance of literary forms and genres, including the mock-epic, satire, and comedy of manners, in reflecting and shaping cultural attitudes and values.
4. Explain the historical and cultural contexts that shaped 17th- and 18th-century British literature, including the Restoration, the Enlightenment, and the emergence of a market economy.
5. Develop critical thinking and analytical skills through close reading and discussion of 17th- and 18th-century British poetry and drama, and communicate effectively in writing and speaking about these texts, using appropriate critical vocabulary and concepts.

SEMESTER-IV

CC 8: British Literature: 18th Century

This paper covers a variety of genres in eighteenth-century England, including both canonical and new writings within a history of ideas. It is designed to represent a comprehensive study of texts both in the Augustan period and in the later eighteenth century, often called the age of sensibility. The first unit *The Way of the World* by William Congreve portrays the shift from the libertine sensibility to the culture of politeness at the turn of the century. The course includes the major canonical authors of the early eighteenth century— Swift and Johnson—with some of their representative texts, as well as writers who have received considerable recent scholarship like Daniel Defoe and Eliza Haywood. Upon completing this unit, students will be able to:

1. Analyze and interpret 18th-century British literature, including Restoration comedy (William Congreve's *The Way of the World*), poetry (Thomas Gray's "Elegy", William Collins' "Ode to Evening"), novels (Daniel Defoe's *Moll Flanders*, Jonathan Swift's *Gulliver's Travels*).
2. Demonstrate an understanding of the historical and cultural contexts of the 18th century, including the Enlightenment, Neoclassicism, and the social and economic changes of the time.
3. Evaluate the key themes and ideas of the period, including the country and the city, the rise of the novel and periodical press, and the impact of satire and social commentary.
4. Apply critical thinking and analytical skills to examine the literary devices and techniques used in 18th-century texts, including irony, satire, and realism.
5. Develop effective communication skills through written and spoken analysis of 18th-century literary texts, using appropriate critical vocabulary and concepts to demonstrate a nuanced understanding of the period's literature and culture.

CC 9: British Romantic Literature

This paper covers Romantic period of English literature and covers a historical span of about 40 years (1789-1830). Individual units deal with both canonical and non-canonical writers of the period. Upon completing this unit, students will be able to:

1. Analyze and interpret key texts of British Romantic literature, including poetry (Wordsworth, Coleridge, Blake, Byron, Shelley, Keats) and novels (Austen's *Pride and Prejudice*).
2. Demonstrate an understanding of the core principles of Romanticism, including the emphasis on reason and imagination, conceptions of nature, and the impact of literature on revolution and social change.
3. Evaluate the significance of the Gothic and the Romantic lyric, recognizing their influence on literary forms and themes.
4. Apply critical thinking and analytical skills to examine the literary devices and techniques used in Romantic texts, including symbolism, imagery, and irony.
5. Develop effective communication skills through written and spoken analysis of Romantic literary texts, using appropriate critical vocabulary and concepts to demonstrate a nuanced understanding of the period's literature and culture.

CC 10: British Literature: 19th Century

This paper focuses on the Victorian period of English literature and covers a large historical span from 1814 to 1900. Individual units deal with important examples of the novel form, with one unit on Victorian poetry. Upon completing this unit, students will be able to:

1. Analyze and interpret key texts of 19th-century British literature, including novels (Dickens' *Hard Times*, Bronte's *Jane Eyre*, Hardy's *Return of the Native*) and poetry (Tennyson, Browning, Rossetti).
2. Demonstrate an understanding of the historical and cultural contexts of the 19th century, including Utilitarianism, the rise of the novel, and changing attitudes towards marriage, sexuality, faith, and doubt.
3. Evaluate the significance of literary forms and techniques, including the dramatic monologue, and their use in exploring themes and ideas.
4. Apply critical thinking and analytical skills to examine the ways in which writers engaged with social and intellectual issues of the time, including poverty, identity, morality, and the role of the writer in society.

5. Develop effective communication skills through written and spoken analysis of 19th-century literary texts, using appropriate critical vocabulary and concepts to demonstrate a nuanced understanding of the period's literature and culture.

SEMESTER-V

CC 11: Women's Writing

This core course covers writings by women, about women. Since women are always defined in relation to men in a structurally patriarchal society, women writing about their experiences and identities are almost always writing about their community, since they do not have the privilege to write about themselves as individuals inhabiting a certain position in society. This paper focuses on those stories, poems, plays, novels, autobiographies, and theoretical writings that most clearly articulate the struggle to define experiences, and challenge patriarchal constructs. Upon completing this unit, students will be able to:

1. Help students understand the social construction of woman by patriarchy.
2. Examine feminism's concerns of equality with men.
3. Highlight the structural oppression of women.
4. Foreground resistance by women.
5. Discuss women's writing as an act of resistance and of grasping agency.
6. Help students engage with the heterogeneity of the oppression of women in different places, historically and socially.

CC 12: British Literature: The Early 20th Century

This paper provides a broad view of 20th century British literature, both in terms of time and genre. The transition from 19th century literary and artistic methods and forms to the growth of modernism in England cannot be understood without referring to similar developments on the continent. Upon completing this unit, students will be able to:

1. Develop an understanding among students of the various forms of critique of modernity that evolved in England (and Europe) in the course of the 20th century.
2. Help students comprehend the path-breaking and avant-garde forms of literary expression and their departures from earlier forms of representations.
3. Create an awareness of new disciplines/areas of inquiry that decisively influenced European art and literature in the 20th century.

SEMESTER-VI

CC 13: Modern European Drama

This is a genre-based and performance-oriented paper. It provides an overview of formative theatrical movements in Europe. The plays included focus on innovative performance trends that began at the end of the nineteenth century and evolved into diverse forms in the twentieth century.

Upon completing this unit, students will be able to:

1. Provide students with an overview of how modernity was introduced in the twentieth century through drama.
2. Examine Ibsen's *A Doll's House* as it focuses on issues related to women in patriarchal institutions such as marriage.
3. Examine Ionesco's play *Rhinoceros* in the light of his prose writings, *Present Past, Past Present*.
4. Sensitise students about feminist interventions in the European theatrical tradition, through Rame's 'Rape' and Fo's *Can't Pay, Won't Pay*.

CC 14: Postcolonial Literatures

This paper critically engages with postcolonial studies and its surrounding debates and seeks to uncover silenced voices, while moving the majoritarian viewpoint to the margins. It therefore puts into question the ideas of centres and margins of cultural spaces, and definitions of mainstream and 'vernacular' discourses. Literatures from Africa, the Caribbean, Latin America, and the Indian sub-continent are included to address the relationship between history and literature through multiple points of enquiry. Upon completing this unit, students will be able to:

1. Demonstrate an awareness of the postcolonial situation through the reading of a wide variety of texts.
2. Inculcate adequate knowledge of the importance of gender, class, and caste issues in postcolonial literatures.
3. Expose students to various genres of writing: the novel, drama, short stories, prose writings, critical essays and poetry.

DISCIPLINE SPECIFIC ELECTIVE (DSE) COURSE

SEMESTER-V

DSE - 1

A: MODERN INDIAN WRITING IN ENGLISH TRANSLATION

Striving to transcend a nativist rejection of Indian writing in English and a Rushdie-esque denial of the strength and value of Indian writing in languages other than English, the need of the hour is to study the varied contributions of modern Indian writing through their translations into English, free from the anxiety *or* the hegemony of authenticity. Upon completing this unit, students will be able to:

1. Analyze and interpret modern Indian literary texts in English translation, recognizing the cultural and historical contexts that shape them.
2. Identify and explain the key themes, motifs, and literary devices used by prominent Indian writers such as Premchand, Tagore, Sharatchandra Chattopadhyay, and Mahasweta Devi.
3. Demonstrate an understanding of the significance of translation in making Indian literature accessible to a global audience.
4. Evaluate the role of language and linguistic regions in shaping Indian identity and culture.
5. Analyze the representation of social issues such as caste, gender, and resistance in modern Indian literature.
6. Develop critical thinking and analytical skills through close reading and discussion of literary texts.

DSE-2: A: PARTITION LITERATURE

This paper looks at representations of the Partition of India in 1947. It aims to give the students a comprehensive range of literary responses to one of the subcontinent's most traumatic histories of vivisection, trauma and violence. The paper encompasses literatures from Punjab, Pakistan, West Bengal, the Northeast and Bangladesh, through varied genres: memoirs, short stories and the novel, along with theoretical background reading materials.

Upon completing this unit, students will be able to:

1. Analyze and interpret literary texts that represent the experiences of the Indian Partition, recognizing the historical and cultural contexts that shape them.
2. Identify and explain the key themes, motifs, and literary devices used by authors such as Amitav Ghosh, Khushwant Singh, Dibyendu Palit, Manik Bandhopadhyaya, Saadat Hasan Manto, and Bapsi Sidhwa to represent the Partition.
3. Demonstrate an understanding of the impact of colonialism, nationalism, and communalism on the Partition and its representation in literature.

4. Evaluate the representation of violence, homelessness, and exile in Partition literature, recognizing the human cost of political upheaval.
5. Analyze the experiences of women during the Partition, as represented in literary texts, and recognize the gendered dimensions of violence and displacement.
6. Recognize the significance of the Partition in Indian history and its ongoing impact on contemporary society and culture.
7. Develop critical thinking and analytical skills through close reading and discussion of literary texts.
8. Communicate effectively in writing and speaking about literary texts, using appropriate critical vocabulary and concepts.
9. Appreciate the diversity of perspectives and experiences represented in Partition literature, and recognize the importance of literary representation in understanding historical events.
10. Demonstrate empathy and understanding of the human experiences represented in Partition literature, and recognize the relevance of these experiences to contemporary social and political issues.

SEMESTER-VI

DSE-3: A: Literary Theory

This unit, "Literary Theory", covers the fundamentals of various literary theories, including Marxism, Poststructuralism, Feminism, and Postcolonial Studies, exploring their genealogy, definition, scope, and relevance in textual analysis. It delves into the key concepts, terms, and theorists associated with each theory, enabling students to understand and apply these frameworks to literary texts. By examining the intersections of power, language, and representation, students will gain a deeper understanding of the complex relationships between literature, culture, and society. Upon completing this unit, students will be able to:

1. Define and explain the key concepts and principles of Marxism, Poststructuralism, Feminism, and Postcolonial Studies, and recognize their relevance in literary analysis.
2. Identify and apply the major theorists and key terms associated with each literary theory, including:
 - Marxism: Class, Base and Superstructure, Dialectics, Interpellation
 - Poststructuralism: Logocentrism, Binaries, Deconstruction, Hyperreal-Simulation
 - Feminism: Phallogentrism, Androgyny, Sex and Gender, Ecriture Feminine
 - Postcolonial Studies: Imperialism and Colonialism, Orientalism, Nation and Nationalism, Diaspora
3. Analyze and interpret literary texts using the concepts and principles of each literary theory.
4. Recognize the scope and relevance of each literary theory in understanding literary texts and their cultural contexts.

5. Evaluate the strengths and limitations of each literary theory in interpreting literary texts.
6. Demonstrate an understanding of the relationships between literary theories and their application in literary analysis.
7. Develop critical thinking and analytical skills through the application of literary theories to literary texts.
8. Communicate effectively in writing and speaking about literary theories and their application, using appropriate critical vocabulary and concepts.
9. Recognize the diversity of literary theories and their contributions to understanding literary texts and their cultural contexts.
10. Apply literary theories to contemporary social and political issues, recognizing the relevance of literary analysis to understanding the world around us.

DSE –4

A: Literary Criticism and History of the English Language

This unit, "Literary Criticism and History of the English Language", explores the evolution of the English language from its earliest roots to its modern forms, including the influences of various cultures, sciences, and technologies. Additionally, the unit delves into the history of literary criticism, covering key texts and thinkers from the Renaissance to the 20th century, including Philip Sidney, John Dryden, Alexander Pope, William Wordsworth, S.T. Coleridge, Matthew Arnold, and T.S. Eliot. By examining these critical works, students will gain a deeper understanding of the development of literary theory and the English language. Upon completing this unit, students will be able to:

1. Trace the evolution of the English language, recognizing the key factors that have shaped its development, including semantic change, standardization, and the influence of other languages.
2. Analyze the contributions of significant events, translations, and individuals to the English language, including Christianization, the Bible, Shakespeare, and the impact of science and technology.
3. Identify and explain the influences of Latin, French, and Scandinavian languages on the English language, as well as the enrichment of English through word formation and branching off into variants like Indian English and American English.
4. Demonstrate an understanding of key concepts in literary criticism, including:
 - Classical literary criticism (Philip Sidney, John Dryden, Alexander Pope)
 - Romantic literary criticism (William Wordsworth, S.T. Coleridge)
 - Victorian literary criticism (Matthew Arnold)
 - Modernist literary criticism (T.S. Eliot)

5. Analyze and interpret literary critical texts, recognizing the historical and cultural contexts that shape them.
6. Evaluate the significance of literary criticism in understanding literary texts and their cultural contexts.
7. Develop critical thinking and analytical skills through the application of literary critical concepts to literary texts.
8. Communicate effectively in writing and speaking about literary critical concepts and their application, using appropriate critical vocabulary and concepts.
9. Recognize the diversity of literary critical approaches and their contributions to understanding literary texts and their cultural contexts.
10. Apply literary critical concepts to contemporary social and political issues, recognizing the relevance of literary analysis to understanding the world around us.


Signature of H.O.D.

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Signature of Principal/ TIC
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HIRALAL BHAKAT COLLEGE

Department of English (General), CBCS

PROGRAMME SPECIFIC OUTCOMES, PROGRAMME SPECIFIC OUTCOMES & COURSE OUTCOME

2018-19

PROGRAMME SPECIFIC OUTCOMES:

The Programme Specific Outcomes (PSOs) of this syllabus for B.A. General Programme in English under CBCS are:

PSO 1: Develop critical thinking and analytical skills through the study of various literary texts, theories, and criticism.

PSO 2: Enhance language proficiency and communication skills, both written and spoken, through the study of language, literature, and linguistics.

PSO 3: Cultivate creativity and imagination through the study of literary and creative writing courses.

PSO 4: Develop research and critical thinking skills through the study of research methodology and academic writing.

PSO 5: Apply theoretical knowledge to practical situations through the study of translation, technical writing, business communication, and soft skills.

PSO 6: Develop an understanding of diverse perspectives and cultures through the study of Indian and world literature.

PSO 7: Enhance employability skills through the study of skill-enhancement courses like translation, technical writing, business communication, and soft skills.

PSO 8: Develop environmental awareness and sensitivity through the study of environment and literature courses.

PSO 9: Cultivate emotional intelligence, adaptability, leadership, and problem-solving skills through the study of soft skills.

PSO 10: Develop presentation and public speaking skills through the study of spoken English and presentation skills.

COURSE OUTCOMES

CORE COURSE (CC)

CC1A: Poetry & Short Story CC1B: Essay, Drama & Novel:

Upon completion of the course, students will:

1. Demonstrate a nuanced understanding and appreciation of classic and contemporary literature through the analysis of works such as William Shakespeare's "Sonnet 116" and William Wordsworth's "A Slumber did my Spirit Seal," fostering a deeper connection to literary traditions and themes.

2. Engage critically with poetry by renowned poets like John Keats and Wilfred Owen, exploring the complexities of human experience and emotion through works such as "Bright Star" and "Strange Meeting," thereby honing their interpretive skills and empathy.

1. Explore the rich tradition of prose narrative, as exemplified by Charles Lamb's "Dream Children," gaining insight into the complexities of familial relationships and the human condition.

2. Examine the art of storytelling through the lens of modern literature, as illustrated by H. E. Bates's "The Ox," cultivating an appreciation for narrative techniques and thematic exploration in contemporary fiction.

CC – 1B : ESSAY, DRAMA & NOVEL:

Upon completion of the course, students will achieve the following:

1. Gain insight into the complexities of colonialism, identity, and moral dilemmas through the analysis of George Orwell's "Shooting an Elephant" and R. K. Narayan's "A Library without Books," enabling them to critically evaluate historical and contemporary societal issues.

2. Explore themes of war, romanticism, and societal conventions in George Bernard Shaw's "Arms and the Man," fostering a deeper understanding of satire, humor, and social commentary in literature.

3. Analyze the themes of morality, responsibility, and social class in J. B. Priestley's "An Inspector Calls," developing their ability to engage with ethical dilemmas and societal critiques in dramatic works.

CC1C: Contemporary India: Women and Empowerment:

Upon completion of the course "Contemporary India: Women and Empowerment," students will achieve the following outcomes:

1. Analyze the various dimensions of women's empowerment, including political, economic, social, and cultural empowerment, through the study of case studies, research findings, and real-world examples.

2. Explore the role of government policies, legislation, and grassroots movements in advancing gender equality and women's rights in India, identifying key challenges and opportunities for progress.
3. Examine the intersectionality of gender with other social identities such as caste, class, religion, and ethnicity, and its implications for women's empowerment and social justice.
4. Enhance communication skills through written assignments, oral presentations, and class discussions on topics related to women's empowerment and gender equality in India.
5. Cultivate a commitment to social justice and activism by exploring strategies for promoting gender equality, challenging gender stereotypes, and advocating for women's rights in various spheres of life.

CC1D: Academic Writing and Composition:

Upon completion of the course students will achieve the following:

1. Develop proficiency in various aspects of academic writing, including structuring essays, crafting thesis statements, and organizing arguments effectively to communicate complex ideas clearly and persuasively.
2. Master the conventions of academic citation and documentation, including APA, MLA, or Chicago style, to ethically incorporate and attribute sources in their writing and avoid plagiarism.
3. Cultivate advanced research skills, including locating relevant sources, conducting literature reviews, and integrating primary and secondary sources into their writing to support their arguments and ideas.
4. Explore different genres and forms of academic writing, including essays, research papers, literature reviews, and argumentative essays, to adapt their writing style to various disciplinary contexts and audience expectations

Core Language (L1/1): Language, Variety and Stylistics

Upon completion of the students will achieve the following:

1. Develop a deep understanding of the relationship between language, imagination, and creativity, exploring how linguistic forms and structures can evoke vivid imagery, convey emotions, and stimulate the imagination.
2. Cultivate creative writing skills through exercises and assignments that encourage experimentation with language, genre, and narrative techniques, fostering self-expression and originality in writing.

3. Engage with theoretical frameworks and methodologies from stylistics, cognitive linguistics, and literary theory to analyze the linguistic and stylistic features of literary texts, developing critical thinking skills and interpretive strategies.

Core Language: (L1/2): Language, Imagination & Creativity:

1. Develop the ability to recognize and analyze the cultural, social, and historical influences on language creativity, exploring how language reflects and shapes cultural identities, values, and beliefs.
2. Reflect on personal experiences and perspectives through creative writing exercises, journaling, and self-expression activities, fostering self-awareness and emotional intelligence.
3. Explore the role of digital media, technology, and multimedia platforms in facilitating creative expression through language, examining how new forms of communication influence language use and creativity.
4. Develop strategies for overcoming creative blocks, fostering resilience, and maintaining a creative mindset in the face of challenges and obstacles.

DISCIPLINE SPECIFIC ELECTIVE (DSE)

DSE1: British Literature:

Upon completion of the course featuring Robert Louis Stevenson's "Strange Case of Dr Jekyll and Mr Hyde," William Shakespeare's "As You Like It," Thomas Hardy's "Ah, Are You Digging on My Grave?" and Robert Lynd's "On Not Being a Philosopher," students will achieve the following outcomes:

1. Analyze and interpret diverse literary texts from different genres and time periods, including novels, plays, and essays, fostering a deeper appreciation for the richness and complexity of English literature.
2. Explore thematic connections and contrasts across the selected texts, such as the duality of human nature in Stevenson's novella, the exploration of identity and disguise in Shakespeare's comedy, and the themes of mortality and human relationships in Hardy's poem and Lynd's essay.
3. Develop critical thinking skills and engage in scholarly discourse through written analyses, class discussions, and presentations, demonstrating the ability to articulate insights, support arguments with textual evidence, and engage with secondary sources and critical perspectives.

DSE2: Indian Literature in Translation:

Upon completion of the course featuring Rabindranath Tagore's "The Wife's Letter," Vijay Tendulkar's "Silence: The Court is in Session," Mahasweta Devi's "Draupdi," and Amrita Pritam's "Bread of Dreams" & "A Story of Fire," students will achieve the following:

1. Develop a deep understanding of the cultural and social contexts reflected in the selected Indian literary works, including the exploration of themes such as gender, power dynamics, social justice, and identity.
2. Analyze the stylistic and narrative techniques employed by the authors to convey complex themes and ideas, including the use of symbolism, metaphor, dialogue, and characterization, enhancing critical thinking and literary analysis skills.
3. Explore the diverse perspectives and voices represented in the texts, including those of marginalized or underrepresented groups, fostering empathy, cultural awareness, and appreciation for the multiplicity of human experiences.
4. Engage in interdisciplinary and comparative approaches to literary analysis, drawing connections between the selected Indian works and broader literary traditions, historical events, and socio-political contexts, fostering a deeper understanding of global literary and cultural currents.

GENERIC ELECTIVE (GE)

GE1: Gender & Human Rights:

Upon completion of the course “Gender & Human Rights,” students will achieve the following outcomes:

1. Gain a comprehensive understanding of gender dynamics and human rights issues through the analysis of diverse literary and scholarly texts, including poetry, drama, essays, and novels, fostering empathy and critical awareness of social justice issues.
2. Analyze the representation of gender-based aggression, discrimination, and resilience in Meena Kandasamy’s “Aggression” and Temsula Ao’s “Laburnum for My Head,” developing insights into the intersectionality of gender, identity, and power.
3. Examine the portrayal of gender inequality, reproductive rights, and autonomy in Manjula Padmanabhan’s “Lights Out,” fostering critical engagement with contemporary issues of gender-based violence and reproductive justice.
4. Explore feminist perspectives on women’s rights and empowerment through essays by Virginia Woolf, including “Professions for Women” and “Women’s Rights are Human Rights,” and analyze the practical application of human rights frameworks in addressing gender inequalities.

GE2: Environment & Literature

Through the analysis of the texts and discussions on key environmental concepts such as deep ecology and Third World environmentalism, students will:

1. Develop a nuanced understanding of diverse cultural and philosophical perspectives on nature, including Oriental and Western thought, fostering cross-cultural dialogue and critical inquiry into humanity’s relationship with the natural world.

2. Explore the ethical dimensions of environmental stewardship and ecological sustainability, examining the moral responsibilities of individuals, communities, and governments in addressing environmental challenges.
3. Engage with principles of deep ecology and ecological interconnectedness, recognizing the intrinsic value of all living beings and the importance of biodiversity conservation for the well-being of the planet and future generations.
4. Cultivate a sense of environmental citizenship and activism, empowering students to advocate for environmental protection, climate justice, and sustainable development in their local and global communities.

ABILITY ENANCEMENT COMPULSORY COURSE (AECC)

AECC: Communicative English:

Upon completion of the course the students will be able to:

1. Attain fluency in spoken English, expressing thoughts clearly and engaging in effective conversations across diverse social and professional settings.
2. Enhance listening comprehension skills by immersing in authentic spoken English materials, improving the ability to understand various accents, speech patterns, and nuances.
3. Polish writing proficiency through practice in composing emails, reports, essays, and creative pieces with a focus on coherence, clarity, and grammatical accuracy.
4. Build confidence in English communication through interactive activities, role-plays, presentations, and group discussions, empowering students to overcome communication barriers and articulate ideas confidently.

SKILL ENHANANCEMENT COURSE (SEC)

SEC1: Translation Studies

Upon completion of the course the students will be able to:

1. Develop practical translation skills by engaging in translation exercises and projects across various text types and genres, enhancing proficiency in both source and target languages.
2. Gain a deep understanding of translation theory, including key concepts such as equivalence, cultural adaptation, and translation strategies, enabling critical analysis of translation practices in diverse contexts.
3. Explore the ethical and professional dimensions of translation, including issues of accuracy, confidentiality, and cultural sensitivity, and develop ethical decision-making skills in handling translation dilemmas.

4. Cultivate professional competencies and career readiness in translation, including project management, client communication, and networking skills, preparing students for diverse career opportunities in translation, localization, interpreting, and language services.

SEC2: Film Studies:

Upon completion of the course the students will be able to:

1. Develop a comprehensive understanding of the history, theory, and aesthetics of cinema, including key movements, genres, directors, and films from around the world, fostering appreciation for the diverse cultural and artistic expressions of film.
2. Analyze and interpret films critically through close textual analysis, examining narrative structures, visual elements, cinematography, editing techniques, sound design, and thematic motifs to uncover layers of meaning and subtext.
3. Explore the socio-cultural, political, and historical contexts of films, including their production, reception, and impact on society, examining how films reflect and shape cultural values, identities, and ideologies.

SEC3: Technical Writing:

Upon completion of the course the students will be able to:

1. Develop proficiency in writing clear, concise, and effective technical documents, including manuals, reports, proposals, user guides, and technical specifications, tailored to specific audiences and purposes.
2. Acquire skills in information gathering, organization, and synthesis, including techniques for researching, analyzing, and presenting technical information in a logical and coherent manner.
3. Master the conventions of technical writing, including formatting, style, tone, and visual design, to ensure readability, accessibility, and usability of technical documents for diverse audiences.
4. Enhance editing and proofreading skills to ensure accuracy, clarity, and consistency in technical documents, including techniques for revising, editing, and refining written content for quality assurance.

SEC4: Soft Skills:

Upon completion of the course the students will be able to:

1. Develop effective communication skills, including verbal, nonverbal, and written communication, to convey ideas, information, and emotions clearly and assertively in various personal and professional contexts.

2. Enhance interpersonal skills, including active listening, empathy, conflict resolution, and collaboration, to build positive relationships, resolve conflicts, and work effectively in teams.
3. Cultivate critical thinking and problem-solving skills, including analysis, synthesis, creativity, and decision-making, to evaluate information, generate innovative solutions, and adapt to changing circumstances.

Sudhabati Banerjee.
Signature of H.O.D.

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[Signature]
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