

**PROGRAMME SPECIFIC OUTCOME & COURSE OUTCOME OF 3-
YEARS B.A. HONOURS
(1+1+1 PATTERN)
DEPARTMENT OF ENGLISH.
HIRALAL BHAKAT COLLEGE, NALHATI, BIRBHUM, WB.
WITH EFFECT FROM 2015-2016**

SESSION -2018-19

B.A./B.Sc. 3-Year (HONS.) Degree Course Programme

PROGRAMME SPECIFIC OUTCOME

PSO1: Demonstrate a comprehensive understanding of major literary genres, periods, and movements in English literature, analyzing and interpreting texts critically.

PSO2: Apply literary and critical theories, approaches, and methodologies to analyze and interpret literary texts, evaluating their significance and relevance.

PSO3: Develop effective written and oral communication skills, presenting well-supported arguments and engaging in discussions on literary texts.

PSO4: Conduct research using library and online resources, gathering and evaluating scholarly materials to support analysis and interpretation of literary texts.

PSO5: Recognize the contributions and influence of significant authors, works, and literary movements in shaping English literature, demonstrating an understanding of their impact.

PSO6: Identify intersections between literature and other academic disciplines, reflecting critically on personal responses to literary texts and developing skills in critical thinking, analysis, and problem-solving.

PSO7: Demonstrate cultural sensitivity and a global perspective, appreciating the diverse range of voices and experiences represented in English literature and applying this understanding in various contexts.

These PSOs outline the specific skills and knowledge that students will acquire through the programme, preparing them for successful careers in English literature and related fields.

COURSE OUTCOME

PAPER -1

Unit-I British Literature:Anglo-Saxon to the Elizabethan Period. Candidates are required to answer one essay-type question out of three (two to be set from History of Literature and one from Social History)

Course Outcome of Unit- British Literature: Anglo-Saxon to the Elizabethan Period:

- Upon completion of the unit covering British Literature from the Anglo-Saxon to the Elizabethan period, students should be able to:
 - Understand the historical, cultural, and literary contexts of the literature produced in Britain from the Anglo-Saxon period through the Elizabethan era.
 - Identify and analyze major works and authors from the Anglo Saxon period to Elizabethan period.
 - Develop critical thinking abilities in careful reading, textual analysis, and interpretation to identify the subtleties and complexity of the chosen literary works.
 - Understand how literature reflects and shapes cultural and societal values, including religion, politics, gender, class, and intellectual tendencies.

Course Outcome of Unit-II (Poetry):

Unit-II: Poetry

Poems of Spenser, Sidney, Shakespeare, Donne, Marvellas originally prescribed .

a) Two essay type questions to be attempted out of four(one out of two questions from the Sonnets and one out of two questions from Metaphysical poetry)

b) Three annotation passages to be attempted out of six given (two from the Sonnets and one from Metaphysical poetry)

c)Five objective type questions to be attempted out of eight.

- **After completing the Poetry unit, students should be able to:**

- Gain knowledge about the poets and their works from the Elizabethan and Metaphysical periods, including Edmund Spenser, Sir Philip Sidney, William Shakespeare, John Donne and Andrew Marvell.
- Analyze and interpret the poetic techniques, themes, and styles of the selected poems by these poets.
- Engage critically to explain major literary devices, imagery, motifs, and themes in assigned passages.
- Use historical and cultural contexts to understand how Elizabethan and Metaphysical poets addressed intellectual, religious, and political challenges throughout their period.

Unit-III: Drama

Section A: Shakespeare: A Midsummer Night's Dream

Or Section

B: Ben Jonson: Every Man in His Humour

- Upon completing the study of either Shakespeare's A Midsummer Night's Dream or Ben Jonson's Every Man in His Humour, students should be able to:
 - Understand the social, political, and cultural conditions in which the chosen play was created.
 - Analyse the chosen play's structure, plot, characters, language, and themes using.
 - Consider the play's place in the literary canon, critical reception, and continuing relevance in relation to the work of the author (Shakespeare or Jonson).
 - Explore the themes, motifs, and symbols in the chosen play.

Unit-IV Literary Terms

Course Outcome for Unit-IV: Literary Terms

- Upon completing the study of Literary Terms, students should be able to:
 - Understand important literary vocabulary, concepts, and approaches for analysing and interpreting literature from various genres and historical periods.
 - Identify and analyse various literary devices, such as imagery, symbolism, metaphor, simile, allegory, irony, allusion, foreshadowing, and point of view.
 - Analyze and evaluate literary materials, including poetry, fiction, drama, and non-fiction, using literary terms and concepts.
- Reflect on how learning literary words improves one's appreciation and enjoyment of literature.

PAPER-II

Unit-I: British Literature: Jacobean to the Restoration Period

- After completing this unit on British Literature from Jacobean to the Restoration Period, students should be able to
- Gain knowledge on British literature from the Jacobean to Restoration Period, focusing on prominent authors like William Shakespeare, John Donne, John Milton, and Aphra Behn.
- Identify and analyze key themes and literary movements of the period, such as metaphysical poetry, revenge tragedy, and the emergence of the novel.
- Evaluate how historical events and cultural developments influenced literature during the Jacobean and Restoration periods, including the English Civil War, Interregnum, and monarchy restoration.
- Conduct critical discussions and written analyses of Jacobean and Restoration literature.

Unit-II: Poetry

Milton: Paradise Lost(Book-1)

Pope: Rape of the Lock(Cantos I & II)

Bacon: Of Studies, Of Travails

- **Upon completion of this unit students should be able to**
- Comprehend the significant works of poetry by John Milton, Alexander Pope, and Francis Bacon, including Paradise Lost, Rape of the Lock, and selected essays.
- Analyse the themes, symbols, and literary methods used in their works.
- Develop critical thinking and analytical skills through engaging with complex poetic text.
- Present well-reasoned interpretations in essay form.
- Evaluate the historical and cultural context of how Milton, Pope, and Bacon's works reflect and respond to the intellectual and artistic trends of their day.

Unit-III Drama

Shakespeare: Macbeth.

- **Upon completion of this unit students should be able to**
- Gain knowledge of William Shakespeare's play Macbeth, including themes, characters, storyline, and literary elements.
- Analyse and understand Macbeth's complex psychological and moral dynamics, including themes of ambition, power, guilt, and fate.
- Explore how Shakespeare's use of imagery, soliloquies, and dramatic irony contribute to the play's overall impact.
- Understand the historical and cultural context of Macbeth, including how it reflects the political and social circumstances of Shakespeare's day .
- Discuss Macbeth's ethical and philosophical ramifications, including themes of power, corruption, and uncontrolled ambition.

Unit-IV: Rhetoric & Prosody

- **Upon completion of this unit students should be able to**
- Gain a thorough knowledge of rhetorical principles and rhetorical devices.
- Analyze and evaluate the use of rhetoric in various forms of communication, such as speeches, essays, advertisements, and literature.
- Master rhetorical methods and strategies for effective communication and persuasion in writing and speaking.
- Develop an awareness of prosody, including poetic forms, metre, rhyme, and rhythm, and how these effect a poem's meaning.
- Analyze and interpret the use of prosody in a variety of poetic works.

PAPER-III

Unit-I: British Literature: 18th Century

- **Upon completion of this unit students should be able to**
- Gain thorough knowledge of the major works of British literature from the 18th century.
- Identify and explore key themes and motifs present in 18th-century British literature, such as satire, social criticism.
- Understand how historical, political, and cultural contexts influenced the literary production of the 18th century.
- Engage in critical discussions and written analyses of 18th-century British literature.

Unit-II: Poetry

William Blake: Garden of Love William Collins: Ode to Evening Gray-Elegy Written in a Country Churchyard

- **Upon completion of this unit students should be able to**
- Understand the works of William Blake, William Collins, and Thomas Grey, including their themes, styles, and contributions to the literary canon.
- Analyze and interpret the prescribed poems to uncover the complexities of their language, imagery, and symbolism.
- Gain insight into the historical and cultural contexts in which these poets wrote.
- Develop critical thinking skills by analysing the poetic forms, structures, and strategies utilised by Blake, Collins, and Grey.

Unit-III:

Section A;

Drama

Oliver Goldsmith: She Stoops to Conquer
Or Section B; Richard Sheridan: The Rivals

- **Upon completion of this unit students should be able to**
- Gain a thorough knowledge of the works of Oliver Goldsmith and Richard Sheridan, focusing on their plays "She Stoops to Conquer" and "The Rivals," respectively.
- Analyze and interpret the characters, themes, and theatrical elements present in the chosen play.
- Explore the social, cultural, and historical contexts of the playwrights and their works.
- Develop critical thinking skills by analysing the play's themes, conflicts, and character interactions.

Unit-IV: Fiction and Essay

Jonathan Swift: Gulliver's Travels(Book-I) Addison: Sir Roger in London(Spectator No. 269) Steele-The Art of Story Telling

- **Upon completion of this unit students should be able to**
- Learn about Jonathan Swift's satirical classic, "Gulliver's Travels," with a focus on Book I.
- Analyze and interpret the character of Sir Roger de Coverley in Joseph Addison's essay "Sir Roger in London" (Spectator No. 269).
- Explore the art of storytelling as presented by Richard Steele in his essay "The Art of Storytelling".
- Investigate the historical and cultural contexts of the works of Swift, Addison, and Steele, including the political and social issues of the time.
- Develop critical thinking skills through the analysis of themes, characters, and narrative techniques in the chosen texts.
- Learn how Swift, Addison, and Steele employ literary methods like satire, allegory, irony, and humour to express their opinions about society, politics, and human nature.

PAPER-IV

Unit-I British Literature: Romantic Period

- **Upon completion of this unit students should be able to**
- Gain a comprehensive understanding of the Romantic Period in British literature, its historical context, major themes, and key characteristics.
- Explore the works of major Romantic authors such as William Wordsworth, Samuel Taylor Coleridge, Percy Bysshe Shelley, John Keats, and Lord Byron.

- Examine the impact of the French Revolution, Industrial Revolution, and other social and political changes on the literature of the Romantic Period.
- Investigate the development of literary genres and forms during the Romantic Period, including the Romantic lyric, ballad, ode, and the Gothic novel.
- Develop critical thinking abilities by reading and interpreting Romantic texts, emphasising language, imagery, symbolism, and narrative techniques used in the texts.

Unit-II:

Section A:

Poetry

Wordsworth:

Michael, Resolution and Independence Coleridge: Lime Tree Bower upon My Prison, Kubla Khan

Or Section B: Shelley: Ode to the West Wind, To a Skylark Keats: Ode to a Nightingale, Ode to Autumn

- **Upon completion of this unit students should be able to**
 - Develop a thorough understanding of Wordsworth, Coleridge, Shelley, and Keats' poetry, including their topics, motifs, and literary strategies.
 - Analyse and evaluate selected poems focusing on language, imagery, symbolism, and poetic techniques.
 - Examine the biographical, historical, and cultural context of each poet to understand how their personal experiences, influences, and social surroundings influenced their poetry vision and style.
 - Examine the Romantic values and themes in chosen poetry, such as celebrating nature, exploring the imagination, expressing emotions, and seeking transcendence and beauty.
 - Improve critical thinking abilities through analysis, and interpretation of complex poetic passages.

Unit-III:

Fiction

Jane Austen: Pride and Prejudice

- **Upon completion of this unit students should be able to**
 - Gain a comprehensive understanding of Jane Austen's novel "Pride and Prejudice".
 - Analyze the social and cultural themes in the novel, such as class, marriage, gender roles, and morality.
 - Examine the character development and relationships in "Pride and Prejudice."
 - Explore the narrative techniques and structure employed by Austen in "Pride and Prejudice".
 - Develop critical reading and analytical abilities by closely examining the text.

Unit- IV

Essay

Hazlitt: On

the Fear of Death Lamb: Old China De Quincey-The English Mail Coach

- **Upon completion of this unit students should be able to**
 - Acquire a complete knowledge of the writings of William Hazlitt, Charles Lamb, and Thomas De Quincey with their distinct writing styles.
 - Explore the various themes, narrative techniques, and symbolism used in the texts.
 - Compare and contrast their writing styles and thematic concerns identifying similarities and differences in their approaches to topics.
 - Explore the historical and cultural context in which these essays were written.
 - Develop critical thinking and analytical skills through close reading and interpretation of the texts.

PAPER-V

Unit-I: British Literature: Victorian Period

- **Upon completion of this unit students should be able to**
 - Gain a comprehensive understanding of the major literary works and themes of the Victorian Period in British literature, including novels, poetry, and essays.
 - Understand how historical events and cultural developments, including the Industrial Revolution, imperialism, modernization, and the growth of the middle class, influenced Victorian literature.
 - Investigate the characteristics of Victorian literature.
 - Engage with the works of prominent Victorian writers, such as Charles Dickens, Charlotte Brontë, Thomas Hardy, and Alfred Lord Tennyson.
 - Analyze the thematic concerns of Victorian literature, including the portrayal of social class, gender roles, industrialization, religion, morality.
 - Explore the representation of Victorian values, beliefs, and anxieties in literature.
 - Develop critical thinking and analytical skills through close reading, interpretation, and discussion of Victorian texts.

Unit-II:

SectionA:

Poetry

Tennyson:

Ulysses Browning: My Last Duchess, Porphyria's Lover E.B.Browning: How do I Love Thee, If Thou Must Love Me

Or

Section B: Matthew Arnold: Dover Beach, To Marguerite Hopkins: Pied Beauty, Thou art Indeed Just Lord

- **Upon completion of this unit students should be able to**
- Gain knowledge of the poetry of the selected Victorian poets.
- Analyse the use of poetic devices (e.g. imagery, symbolism, metre, rhyme, tone) in selected poems to understand their impact on meaning, emotion, and aesthetics.
- Investigate the cultural and historical contexts in which the poets wrote.
- Develop critical thinking and analytical skills through close reading, interpretation, and discussion of Victorian poems.

Unit-III:Novel

SectionA:

Dickens: Hard Times

Or Section B: Thomas Hardy: The Mayor of Casterbridge

- **Upon completion of this unit students should be able to**
- Gain a thorough knowledge of the chosen novel of the selected Victorian novelists .
- Understand their narrative techniques, characterization, themes, and social critique within the context of the Victorian era.
- Explore the depiction of social, moral, and economic issues in the novel studied.
- Examine the setting, atmosphere, and symbolic elements in the novel.
- Reflect on the historical and cultural contexts in which the novels were written.
- Develop critical thinking and analytical skills through close reading, interpretation, and discussion of the novel

Unit-IV: Myths and Legends

- **Upon completion of this unit students should be able to**
- Gain a thorough knowledge about the myths and legends of various cultures, like Greek, Roman, Norse, Celtic, Egyptian, and Asian.
- Examine the themes, symbols, archetypes, and motifs present in myths and legends.
- Investigate the impact of myths and legends on literature, art, religion, philosophy, and popular culture.
- Analyze the characters, gods, goddesses, heroes, monsters, and supernatural beings in myths and legends.

- Examine the storytelling techniques, narrative structures, oral traditions, and transmission of myths and legends over time.
- Reflect on the moral, ethical, and existential questions raised by myths and legends.
- Develop interdisciplinary and cross-cultural perspectives through the study of myths and legends.

PAPER-VI

Unit-I: British Literature: Modern Period

- **Upon completion of this unit students should be able to**
 - Understand the historical, social, and cultural context of the Modern Period in British literature.
 - Analyze and interpret major literary works from the Modern Period, considering their themes, styles, and contributions to the development of literature.
 - Critically evaluate the impact of key literary figures of the Modern Period, such as T.S. Eliot, Virginia Woolf, James Joyce, and others.
 - Demonstrate an understanding of the diverse literary forms and genres that emerged during the Modern Period, including poetry, fiction, drama, and non-fiction prose.
 - Compare and contrast the literary characteristics of the Modern Period with preceding literary periods, identifying key innovations and departures from tradition.
 - Engage in informed discussions and written analyses of Modern Period literature, demonstrating the ability to articulate insights and interpretations effectively.

Unit-II:

Section A:

Poetry

Yeats:

Sailing to Byzantium, The Second Coming Owen: Anthem for Doomed Youth, Insensibility.

Or Section B: Eliot: The Hollow Men, Journey of the Magi Pound: In a Station of the Metro, A Girl

- **Upon completion of this unit students should be able to**

- Develop an understanding of the thematic concerns, stylistic features, and historical context of the selected poems.
- Analyze the formal and technical aspects of the poems, such as meter, rhyme, imagery, and symbolism.
- Compare and contrast the poetic styles and techniques employed by Yeats, Owen, Eliot, and Pound.
- Evaluate the ways in which the selected poems engage with and respond to the broader intellectual, cultural, and artistic movements of their time.
- Engage in critical discussions and written analyses of the poems, demonstrating the ability to articulate interpretations and insights effectively and to support them with evidence from the texts.

Unit-III

Section A:

Drama

G.B.Shaw:

Candida or Section B: J. M. Synge: Riders to the Sea

- **Upon completion of this unit students should be able to**
 - Gain an understanding of the thematic, contextual, and stylistic elements of the selected play.
 - Analyze the dramatic structure, character development, dialogue, and other literary devices employed in the play.
 - Evaluate the ways in which the selected play reflects the broader literary and theatrical movements of its time.
 - Compare and contrast the thematic concerns and stylistic features of the chosen play with other significant works within the genre.

- Engage in critical discussions and written analyses of the play, demonstrating the ability to articulate interpretations and insights effectively and support them with evidence from the text.

Unit-IV :

Novel, Short Story and Critical Appreciation

James Joyce: A Portrait of the Artist as a Young Man

Lawrence: Odour of Chrysanthemums

Critical appreciation of an unknown poem

- **Upon completion of this unit students should be able to**
 - Gain a comprehensive understanding of the selected novels and short story.
 - Analyze and critically evaluate the stylistic elements, character development, symbolism, and language used by these authors.
 - Develop critical appreciation skills for poetry.
 - Enhance literary interpretation and analysis skills.
 - Develop effective communication skills in literary analysis i. e to engage in both written and oral exercises to express their understanding and analysis of the selected novels, short story, and poem.
 - Cultivate a broader understanding of literature and its socio-cultural context.

PAPER-VII

Unit-I:

Poetry

SectionA:

Dylan Thomas: Fern Hill, Do not go gentle into that Good Night

W.H.Auden:

Look Stranger, Sir No Man's Enemy

Or

Section B: Ted Hughes: Thought Fox, Hawk in the Rain

Phillip Larkin: Whitsun Weddings

Seamus Heaney: Digging

- **Upon completion of this unit students should be able to**
 - Gain a comprehensive understanding of the selected poems by Dylan Thomas, W.H. Auden, Ted Hughes, Philip Larkin, and Seamus Heaney.
 - Learn to critically evaluate and interpret the poems, including the meaning of the texts, the use of poetic devices, and the relationships between form and content.
 - Recognize and appreciate poetic techniques such as imagery, rhyme, meter, symbolism, and figurative language.
 - Evaluate and compare different poetic styles and themes found in the poems of Dylan Thomas, W.H. Auden, Ted Hughes, Philip Larkin, and Seamus Heaney.
 - Enhance literary analysis and interpretation skills.
 - Develop effective communication skills in literary analysis and articulate their thoughts and ideas effectively, using appropriate terminology and evidence to support their interpretations.

Unit-II: Drama and Fiction

Section A: Harold Pinter: The Room

Or

Section B: Graham Greene: The Quiet American

- **The course outcomes of Unit-II, which focuses on the study of drama and fiction by Harold Pinter and Graham Greene. Upon completion of this unit students should be able to**

- Gain a comprehensive understanding of the selected play, "The Room" by Harold Pinter, or the novel, "The Quiet American" by Graham Greene.
- Analyze the themes, characters, plot structures, and narrative techniques employed by these writers.
- Develop an understanding of various dramatic and narrative techniques such as dialogue, characterization, plot development, symbolism, and point of view.
- Compare and contrast the styles and themes found in the play, "The Room" by Harold Pinter, or the novel, "The Quiet American" by Graham Greene.
- Apply various critical approaches and theories to analyze the selected drama or novel.

Unit-III: Theoretical Terms

The course outcome of Unit-III, which focuses on the study of theoretical terms in literature, can be summarized as follows:

- **Upon completion of this unit students should be able to**
 - Acquire a thorough understanding of essential theoretical terms used in the analysis and interpretation of literature such as structuralism, poststructuralism, feminism, Marxism, psychoanalysis, reader-response theory, and postcolonialism, among others.
 - Develop an understanding of how different theoretical frameworks can shape and influence the interpretation of a work.
 - Develop their critical thinking skills, enabling them to analyze and interpret literary texts from multiple perspectives.
 - Engage in scholarly discussions and debates on the application of theoretical terms in literary analysis.
 - Enhance research skills to explore and understand the theoretical terms in depth.
 - Draw connections between literature and other fields, such as philosophy, sociology, psychology, and cultural studies.
 - Apply theoretical terms to real-world contexts and contemporary issues.

Unit-IV: Philology and Phonetics

- **Upon completion of this unit students should be able to**
- Understand the principles and methods of philology and phonetics.
- Analyse the relationship between language and culture through the study of philology.
- Apply phonetic principles to analyze and understand speech sounds and their production.
- Develop the ability to transcribe and analyze speech sounds using phonetic symbols.
- Explore the historical development and evolution of languages through the lens of philology.
- Critically evaluate the role of phonetics in language acquisition and speech pathology.

PAPER-VIII

(Students to study either of the two optional papers)

Option A: American Literature

Unit-I History of Literature

(Thrust Areas: Early Settlement, 18th Century Enlightenment, Puritanism , Transcendentalism, Civil War, American Renaissance, Harlem Renaissance, Civil Rights Movement, Abolition Movement, Cold War)

- **Upon completion of this unit students should be able to**
- Understand the historical and cultural contexts of early American literature, including the impact of the early settlement, Puritanism, and the Enlightenment on literary expression.
- Analyse the themes and characteristics of American literature during the 18th century Enlightenment.
- Explore the literary and philosophical aspects of Transcendentalism and its impact on American literature.
- Examine the representation of the Civil War and its aftermath in American literature.
- Understand the literary contributions of the American Renaissance period.
- Analyse the cultural and artistic expressions of the Harlem Renaissance and its significance in African American literature and culture.
- Explore the role of literature in the Civil Rights Movement, Abolition Movement, and Cold War era, and its impact on social and political change in America.

Unit-II:

Section A:

Poetry

Walt

Whitman: Crossing Brooklyn Ferry Robert Frost: Road not Taken, Mending Wall

Or Section B:

Sylvia Plath: The Colossus, Lady Lazarus Langston Hughes: I too, Theme for English B

- **Upon completion of this unit students should be able to**
 - Gain a comprehensive understanding of the poems of the selected poets.
 - Analyse the themes, styles, and techniques employed by the selected poets.
 - Understand the historical and cultural contexts that influenced the poetry of the selected authors.
 - Explore the use of symbolism, imagery, and figurative language in the selected poems.
 - Develop the ability to critically interpret and evaluate the poetic works in terms of their literary and artistic significance.
 - Examine the impact of the selected poets and their works on the development of American literature and poetry.
 - Engage in comparative analysis of the selected poems to understand the diversity of poetic expression and styles.

Unit-III:

Section A:

Fiction Marks:30 Fitzgerald: Great Gatsby

Or J.D. Salinger: Catcher in the Rye

- **Upon completion of this unit students should be able to**
 - Gain a comprehensive understanding of the selected fictions.
 - Analyze and interpret the themes, characters, and narrative techniques employed by F. Scott Fitzgerald in "The Great Gatsby" or J.D. Salinger in "The Catcher in the Rye".
 - Explore the historical, cultural, and literary context of the chosen novel.
 - Investigate the portrayal of the American Dream, societal values, class distinctions, and the disillusionment of the post-war era in "The Great Gatsby" or "The Catcher in the Rye" .
 - Examine the narrative voice, style, and tone of the selected novel.

- Compare and contrast the themes, characters, and narrative structures of "The Great Gatsby" and "The Catcher in the Rye" .
- Engage in critical discussions, written analyses, and reflective responses to the texts.

Unit IV:

Drama

Section

A: Eugene O’Neill : Mourning becomes Electra

Or Section B: Lorain Hansberry: Raisin in the Sun

- **Upon completion of this unit students should be able to**
 - Gain a comprehensive understanding of the selected texts
 - Analyze and interpret the themes, characters, and dramatic techniques employed by Eugene O’Neill in "Mourning Becomes Electra" or Lorraine Hansberry in "A Raisin in the Sun".
 - Explore the cultural, historical, and social contexts of the selected play.
 - Investigate the portrayal of tragedy, betrayal, and redemption in "Mourning Becomes Electra" or the themes of race, equality, and dreams deferred in "A Raisin in the Sun".
 - Examine the structure, language, and symbolism used by the playwright.
 - Reflect on the moral dilemmas, ethical choices, and consequences faced by the characters.
- Engage in critical discussions, written analyses, and reflective responses to the plays.

Option B: Indian English Literature

Unit-I

History of Literature

(Thrust Areas:Pre-Independence Indian English Poetry, Pre-Independence Indian English Drama, PreIndependence Indian English Novel, Post-Independence Indian English Poetry, Post-Independence Indian English Drama, Post-Independence Indian English Novel, Indian English Women Novelists, Indian English Women Poets, Indian English Partition Literature)

- **Upon completion of this unit students should be able to**
 - Understand the historical and cultural context of Indian English Literature.
 - Explore the development of literature in India before and after independence.
 - Recognize the diverse voices and perspectives that have contributed to the rich literary tradition.
 - Analyze the major literary movements and trends in Indian English Literature.
 - Examine the works of Indian English women novelists and poets.
- Explore the literature of partition in India.

- Engage in critical discussions, written analyses, and interpretations of selected works of Indian English literature.

Unit-II:

Section A:

Poetry

Derozio

and Kamala Das(Texts as originally prescribed) Or Section B: A.K.Ramanujan, Jayanta Mahapatra and Agha Sahid Ali (Texts as originally prescribed)

- **Upon completion of this unit students should be able to**
 - Gain a deep understanding of the poetic works of Derozio, Kamala Das, A.K. Ramanujan, Jayanta Mahapatra, and Agha Shahid Ali.
 - Explore the themes, styles, and literary techniques employed by these poets to express their unique perspectives and experiences.
 - Analyze the socio-cultural contexts and historical influences that shaped the poetry of these writers.
 - Examine the use of language, symbolism, and imagery in the poems of Derozio, Kamala Das, A.K. Ramanujan, Jayanta Mahapatra, and Agha Shahid Ali.
 - Explore the representation of gender, sexuality, politics, spirituality, and exile in the poetry of these writers.
 - Reflect on the impact and legacy of Derozio, Kamala Das, A.K. Ramanujan, Jayanta Mahapatra, and Agha Shahid Ali in the landscape of Indian English poetry.
 - Engage in close reading, textual analysis, and interpretation of selected poems.

Unit-III

Section A:

Drama

Mahesh

Dattani: Tara

Or

Section B: Girish Karnad: Hayavadana

- **Upon completion of this unit students should be able to**
 - Gain a comprehensive understanding of the dramatic works of Mahesh Dattani and Girish Karnad, focusing on the plays "Tara" and "Hayavadana" respectively.

- Explore the themes, characters, and theatrical elements employed by these playwrights to convey complex narratives and ideas.
- Analyze the socio-cultural contexts, historical backgrounds, and literary influences that inform the plays of Dattani and Karnad.
- Examine the use of dialogue, symbolism, staging, and dramatic structure in the plays "Tara" and "Hayavadana".
- Explore the representation of gender, caste, class, politics, and mythology in the plays of Dattani and Karnad.
- Reflect on the legacy and impact of Mahesh Dattani and Girish Karnad in Indian drama.
- Engage in close reading, textual analysis, and performance interpretation of selected scenes from "Tara" and "Hayavadana".

Unit- IV: Fiction

Section A:

Mulk Raj Anand: Untouchable Or Section B: Amitav Ghosh: The Hungry Tide

- **Upon completion of this unit students should be able to**
 - Gain a comprehensive understanding of the selected works.
 - Explore the themes, characters, and narrative techniques used by Mulk Raj Anand in "Untouchable" and Amitav Ghosh in "The Hungry Tide".
 - Examine the socio-political landscapes, historical backgrounds, and literary influences that inform the works of Anand and Ghosh.
 - Analyze the ways in which Anand and Ghosh depict marginalized communities, and their struggles for agency, voice, and dignity.
 - Investigate the use of language, imagery, symbolism, and narrative structure in the selected texts.
 - Reflect on the role of fiction in shaping cultural memory, historical awareness, and social consciousness.
 - Engage in critical reading, textual analysis, and interpretation of selected passages from "Untouchable" and "The Hungry Tide".

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PROGRAMME SPECIFIC OUTCOMES

PSO1: Analyze and appreciate the significance of generic forms in literature, demonstrating an understanding of their role in shaping literary works.

PSO2: Identify and explain the components of language and their linguistic structures, applying this knowledge to effectively communicate in various contexts.

PSO3: Trace the trajectory of Indian literature, recognizing the representation of marginalized and unrepresented voices across different regions and genres.

PSO4: Write effectively in academic and professional styles, demonstrating proficiency in content writing and editing for various media platforms.

PSO5: Overcome English language anxiety, developing confidence in communicating complex ideas and thoughts in English.

These PSOs outline the specific skills and knowledge that students will acquire through the programme, preparing them for successful careers in literature, language, and communication.

COURSE OUTCOME

Part-1 Paper -1. Section A: Poetry

Upon completion of this unit or paper students will be able to..

- To enhance students awareness in the aesthetics of poetry and to empower them to read, appreciate and critically evaluate poetry independently .
- To develop the ability to appreciate ideas and think critically
- To encourage students to make a detailed study of a few sample masterpieces of English poetry .
- Read and appreciate different kinds of poetry
- Identify poetic forms .
- Identify poetic devices .
- Critically analyse a variety of poems .

- Demonstrate an understanding of the contexts.

Section B: Rhetoric & Prosody

Upon completion of this unit or paper students will be able to..

- Apply various rhetorical theories, putting them into practice in a range of situations.
- Demonstrate a command of different rhetorical theories and approaches.
- Recognize and self-edit errors in written discourse.
- Demonstrate coherence and cohesion in written discourse.
- Produce complex texts with correctness in syntax, grammar, usage, punctuation, mechanics, and spelling.

Part- II :Paper II :Section A: Short Stories:

Upon completion of this unit or paper students will be able to..

- Learn the four skills—listening, speaking, reading and writing-- more effectively because of the motivational benefit embedded in the stories of English Literature through various ages and genres.
- Understand that Short stories are also great for introducing new vocabulary and information.
- Understand the usage of English.
- Establish emotional and cognitive balance.
- Learn and understand idiomatic expressions as well as most required structures in English

Section B: Essays

Upon completion of this unit or paper students will be able to..

- Learn different ideas and concepts through their reading of essays.
- Put their views in a well structured manner.
- Upgrade their ability to functional utilization of the language through the practical application of grammar rules.
- Write a paragraph with a topic sentence, support, and concluding sentence.
- Produce a well-organized academic essay himself/herself.
- Produce appropriate vocabulary and correct word forms.
- Use a variety of accurate sentence structures.
- Use language as an effective tool of communication.

Paper III: Novel

Upon completion of this unit or paper students will be able to..

- Identify and explain the significance of the essential literary elements of novels (i.e. character, setting, conflict, plot, climax, resolution, theme, tone, and point of view).
- Use linguistic tools for effective communication and expression of mind.
- Develop a acumen for self-expression.
- Understand distinctive features of novels, shorter fiction and essays and relate the texts and contexts to real life.

Part- III ,:Paper IV: Novel

Upon completion of this unit or paper students will be able to..

- Understand the origin and development of novel as a literary genre.
- Summarize and paraphrase information in a text .

Section: B (Functional English)

Upon completion of this unit or paper students will be able to..

- To listen, speak, read and write English adequately so that they could participate in various activities and perform satisfactorily.
- To understand specific piece of information.
- Identify the language functions in the spoken discourse.
- Express themselves in writing for social occasions.
- To discuss topics in a group.


Signature of H.O.D.

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Department of.....
Hiralal Bhakat College
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Signature of Principal/ TIC

Teacher-in-Charge
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