

Department of English  
**P N. DAS COLLEGE**  
English (Honours)  
Programme Learning Outcomes

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Objectives

The specific objectives of the BA programme in English Literature (Honours) are to develop in the student the ability to demonstrate the following outcomes:

1. Disciplinary Knowledge of English Literature and Literary Studies
2. Communication Skills
3. Critical Thinking
4. Analytical Reasoning
5. Problem Solving
6. Research-Related Skills
7. Self-Directing Learning
8. Multicultural Competence
9. Values: Moral and Ethical, Literary and Human
10. Digital Literacy

The details are explained in the sections that follow.

Disciplinary Knowledge:

- a) **ability** to identify, speak and write about different literary genres, forms, periods and movements
- b) **ability** to understand and engage with various literary and critical concepts and categories
- c) **ability** to read texts closely, paying attention to themes, generic conventions, historical contexts, and linguistic and stylistic variations and innovations
- d) **ability** to understand appreciate, analyze, and use different theoretical frameworks
- e) ability to locate in and engage with relevant scholarly works in order to develop one's own critical position and present one's views coherently and persuasively
- f) **ability** to situate one's own reading, to be aware of one's position in terms of society, religion, caste, region, gender, politics, and sexuality to be self-reflexive and self-questioning
- g) **ability** to understand the world, to think critically and clearly about the local and the global through a reading of literatures in translation and in the original, to be a located Indian citizen of the world

  
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h) **ability** to see and respect difference and to transcend binaries

#### Communication Skills:

- a) **ability** to speak and write clearly in standard, academic English
- b) ability to listen to and read carefully various viewpoints and engage with them.
- c) **ability** to use critical concepts and categories with clarity

#### Critical Thinking:

- a) **ability** to read and analyze extant scholarship
- b) **ability** to substantiate critical readings of literary texts in order to persuade others
- c) **ability** to place texts in historical contexts and also read them in terms of generic conventions and literary history

#### Problem Solving:

- a) **ability** to transfer literary critical skills to read other cultural texts
- b) **ability** to read any unfamiliar literary texts
- c) **ability** to recognise different stylistic devices, like rhetorical figures, rhymes and rhythms in an unknown prose / verse passage.

#### Analytical Reasoning:

- a) ability to evaluate the strengths and weaknesses in scholarly texts spotting flaws in their arguments
- b) **ability** to use critics and theorists to create a framework and to substantiate one's argument in one's reading of literary texts

#### Research-Related Skills:

- a) **ability** to problematize; to formulate hypothesis and research questions, and to identify and consult relevant sources to find answers
- b) **ability** to plan and write a research paper

#### Teamwork and Time Management:

- a) **ability** to participate constructively in class discussions
- b) **ability** to contribute to group work
- c) **ability** to meet a deadline

#### Scientific Reasoning:

- a) **ability** to analyze texts, evaluating ideas and literary strategies
- b) **ability** to formulate logical and persuasive arguments

#### Reflective Thinking:

- a) **ability** to locate oneself and see the influence of location—regional, national, global—on critical thinking and reading

#### Self-Directing Learning:

- a) **ability** to work independently in terms of reading literary and critical texts
- b) **ability** to carry out personal research, postulate questions and search for answers

**Digital Literacy:**

- a) **ability** to use digital sources, and read them critically
- b) **ability** to use digital resources for presentations

**Multicultural Competence:**

- a) **ability** to engage with and understand literature from various nations and reasons and languages
- b) **ability** to respect and transcend differences

**Moral and Ethical Values:**

- a) **ability** to interrogate one's own ethical values, and to be aware of ethical issues
- b) **ability** to read values inherited in literary texts and criticism vis a vis, the environment, religion and spirituality, as also structures of power

**Leadership Readiness:**

**ability** to lead group discussions, to formulate questions for the class in literary and social texts

**Life-long Learning:**

- a) **ability** to retain and build on critical reading skills
- b) **ability** to transfer such skills to other domains of one's life and work

**Qualification descriptors for a bachelor's degree with English Honours**

The qualification descriptors for the BA (English Hons) programme in English shall be five learning attributes such as understanding, use, communication, expansion, and application of subject knowledge with a clear understanding of one's location. This also involves an awareness on the students' part of differences pertaining to class, caste, gender, community, region, etc. in order that they can transcend these differences with transparency of purpose and thought. The key qualification descriptor for English Honours shall be clarity of communication as well as critical thinking and ethical awareness. Each Honours Graduate in English should be able to

- **demonstrate** a coherent and systematic knowledge and understanding of the field of literary and theoretical developments in the field of English Studies and English Studies in India. This would also include the student's ability to identify, speak and write about genres, forms, periods, movements and conventions of writing as well as the ability to understand and engage with literary-critical concepts, theories and categories
- **demonstrate** the ability to understand the role of literature in a changing world from the disciplinary perspective as well as in relation to its professional and everyday use. While the aspect of disciplinary attribute is covered by the ability of the students to read texts with close attention to themes, conventions, contexts

  
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- and value systems, a key aspect of this attribute is their ability to situate their reading, their position(s) in terms of community, class, caste, religion, language, region, gender, politics, and an understanding of the global and the local
- **demonstrate** the ability to think and write critically and clearly about one's role as a located Indian citizen of the world through a reading of English literatures and literatures in translation
  - **communicate** ideas, opinions and values—both literary values and values of life in all shades and shapes—in order to expand the knowledge of the subject as it moves from the classroom to life and life-worlds
  - **demonstrate** the ability to share the results of academic and disciplinary learning through different forms of communication such as essays, dissertations, reports, findings, notes, etc. on different platforms of communication such as the classroom, the media and the internet
  - **recognize** the scope of English studies in terms of career opportunities, employment and lifelong engagement in teaching, publishing, translation, communication, media, soft skills and other allied fields
  - **apply** subject-specific skills in language and literature to foster a larger sense of ethical and moral responsibility among fellow humans in order to see and respect differences in and among various species and life-forms and learn to transcend them

The programme will strengthen the student's ability to draw on narratives that alert us to layers and levels of meaning and differences in situations and complexities of relations. Linguistic and literary competence should help the students identify, analyze and evaluate key issues in the text and around in the world—thematic, contextual, professional, processual—and think of ways to find acceptable and sustainable solutions. Students will have the ability to understand and articulate with clarity and critical thinking one's position in the world as an Indian and as an Indian citizen of the world.

### Programme Learning Outcomes (BA Hons. English)

The programme learning outcomes relating to BA (Hons) degree programme in English:

- **demonstrate** a set of basic skills in literary communication and explication of literary practices and process with clarity
- **demonstrate** a coherent and systematic knowledge of the field of English literature and Bhasha literatures in English showing an understanding of current



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theoretical and literary developments in relation to the specific field of English studies.

- **display** an ability to read and understand various literary genres and stylistic variations and write critically
- **cultivate** ability to look at and evaluate literary texts as a field of study and as part of the wider network of local and global culture
- **demonstrate** a critical aptitude and reflexive thinking to systematically analyze the existing scholarship and expand critical questions and the knowledge base in the field of English studies using digital resources.
- **display** knowledge to cultivate a better understanding of values – both literary values that aide us in literary judgment and also values of life at all stages; apply appropriate methodologies for the development of the creative and analytical faculties of students, their overall development of writing, including imaginative writing.
- **recognize** employability options in English studies programme as part of skill development and as career avenues open to graduates in today's global world such as professional writing, translation, teaching English at different levels, mass media, journalism, aviation communication and personality development
- **channelize** the interests of the students and analytical reasoning in a better way and make more meaningful choices regarding career after completion of graduate programme
- **to enable** students to develop an awareness of the linguistic-cultural richness of India as an important outcome of English literary studies in India



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Course Level Learning Outcomes

English (Honours)

Course Code	Course Title	Course Level Learning Outcomes	Course Content
ENGACOR01T	INDIAN CLASSICAL LITERATURE	<p>ideas about the socio-political-cultural context of the age that produced Indian Classical literature from its beginning till 1100 AD</p> <p>To appreciate the pluralistic and inclusive nature of Indian classical literature and its attributes</p> <p>Historically situate the classical literature and diverse literary cultures from India,</p> <p>trace the evolution of literary culture(s) in India in its/their contexts, issues of genres, themes and critical cultures</p> <p>understand, analyze and appreciate various texts with comparative perspectives</p>	<p>Excerpts from The Ramayana</p> <p>Excerpts from The Mahabharata</p> <p>Bharatamuni's Natyashastra</p> <p>Banabhatta, Kacamban</p> <p>Kalides, Shakuntala</p>
ENGACOR02T	EUROPEAN CLASSICAL LITERATURE	<p>historically situate classical European, i.e., Greek and Latin literary cultures and their socio-political-cultural contexts</p> <p>engage with classical literary traditions of Europe from the beginning till the 5th century AD</p> <p>grasp the evolution of the concept of classic and classical in the European literary thinking and its reception over a period of time</p> <p>examine different ways of reading and using literary texts across a wide range of classical authors, genres and periods with comparative perspectives</p> <p>develop ability to pursue research in the field of classics</p> <p>develop academic and practical skills in terms of communication and presentation and also learn about human and literary values of classical period.</p>	<p>Homer: selections from the Iliad</p> <p>Sophocles, Antigone or Oedipus Rex</p> <p>Plautus, Pot of Gold</p> <p>Ovid, selections from the Metamorphoses</p>
ENGACOR03T	INDIAN WRITING IN ENGLISH	<p>appreciate the historical trajectory of various genres of IWE from colonial times till the present</p> <p>critically engage with Indian literary texts written in English in terms of colonialism/postcolonialism, regionalism, and nationalism</p> <p>critically appreciate the creative use of the English language in IWE</p> <p>approach IWE from multiple positions based on historical and social locations</p> <p>understanding the Aesthetics of Indian English Poetry</p>	<p>R.K. Narayan, The Guide</p> <p>H.L.V. Derozio, 'Freedom to the Slave'</p> <p>Kamala Das, 'Introduction'</p> <p>Nissim Ezekiel, 'The Night of the Scorpion'</p> <p>K. Ramanujan, 'Another View of Grace'</p> <p>Jayanta Mahapatra, Hunger</p> <p>Shashi Deshpande 'The Intrusion'</p> <p>Ruskin Bond, 'Tiger, Tiger, Burning Bright'</p> <p>Salman Rushdie, 'The Free Radio'</p> <p>Girish Karnad, Tughlaq</p>
	BRITISH POETRY AND	<p>understand the tradition of English literature from 14th to 17th centuries.</p> <p>develop a clear understanding of Renaissance Humanism that provides the basis for the texts suggested</p> <p>engage with the major genres and forms of English literature and develop fundamental skills required for close reading and critical thinking of the texts and concepts</p>	<p>Geoffrey Chaucer, 'Prologue' (lines 1-42)</p> <p>Edmund Spenser, 'One day I wrote her name'</p> <p>William Shakespeare, Sonnets 30, 129</p>



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ENGACOR04T	<b>BRITISH POETRY AND DRAMA: 14TH TO 17TH CENTURIES</b>	<p>appreciate and analyze the poems and plays in the larger socio-political and religious contexts of the time</p> <p>know about the Stage, Court and City during the Elizabethan &amp; Jacobean periods, the Religious and Political Thought, Ideas of Love and Marriage, and the position of the Writer in Society</p>	<p>John Donne, 'Canonization'</p> <p>Andrew Marvell, 'To His Coy Mistress'</p> <p>George Herbert, 'Pulley'</p> <p>Christopher Marlowe, Tamburlaine OR William Shakespeare, Macbeth</p> <p>William Shakespeare, Twelfth Night OR Ben Jonson, The Alchemist</p>
ENGACOR05T	<b>AMERICAN LITERATURE</b>	<p>understand the depth and diversity of American literature, keeping in mind the history and culture of the United States of America from the colonial period to the present</p> <p>understand the historical, religious and philosophical contexts of the American spirit in literature; social-cultural-ecological-political contexts may, for example, include the idea of democracy, Millennial Narratives, the Myth of Success, the American Adam, the Myth of the Old South, the Wild West, Melting pot, Multiculturalism, etc.</p> <p>appreciate the complexity of the origin and reception of American literature, given its European and non-European historical trajectories, particularly in relation to writers of European (Anglo-Saxon, French, Dutch and Hispanic) descent, as well as writers from black and non-European (African, American Indian, Hispanic-American and Asian) writing traditions</p> <p>critically engage with the complex nature of American society, given its journey from specific religious obligations and their literary transformations (such as Puritanism, Unitarianism, Transcendentalism, etc.) to the growth of anti- or non-Christian sensibilities</p> <p>critically appreciate the diversity of American literature in the light of regional variations in climate, cultural traits, economic priorities</p> <p>relate the African American experience in America (both ante-bellum and post-bellum) to issues of exclusion in societies relevant to their life</p> <p>analyze the American mind from global and Indian perspectives and situate the American in the contemporary world</p>	<p>Anne Bradstreet, 'The Prologue'</p> <p>Walt Whitman, 'Passage to India' (lines 1-68)</p> <p>Langston Hughes, 'The Negro Speaks of Rivers'</p> <p>Alexie Sherman Alexie, 'Crow Testament', 'Evolution'</p> <p>Toni Morrison, Beloved</p> <p>Edgar Allan Poe 'The Purloined Letter'</p> <p>F Scott Fitzgerald, 'The Crack-up'</p> <p>William Faulkner, 'Dry September'</p> <p>Nathaniel Hawthorne, 'The Ambitious Guest'</p> <p>Tennessee Williams, A Streetcar Named Desire</p>
ENGACOR06T	<b>POPULAR LITERATURE</b>	<p>trace the early history of print culture in England and the emergence of genre fiction and best sellers</p> <p>engage with debates on high and low culture, canonical and non-canonical literature</p> <p>articulate the characteristics of various genres of non-literary fiction</p> <p>investigate the role of popular fiction in the literary polysystem of various linguistic cultures</p> <p>demonstrate how popular literature belongs to its time</p> <p>Use various methods of literary analysis to interpret popular literature</p>	<p>Lewis Carroll, Through the Looking Glass</p> <p>Agatha Christie The Murder of Roger Ackroyd</p> <p>J.K. Rowling, The Philosopher's Stone</p> <p>Shyam Sekadural, Funny Boy</p> <p>Herge, Tintin in Tibet</p>
ENGACOR07T	<b>BRITISH POETRY AND DRAMA: 17TH AND 18TH CENTURIES</b>	<p>identify the major characteristics of the Comedy of Manners and Mock-Heroic poetry</p> <p>demonstrate in-depth knowledge and understanding of the religious, socio-intellectual and cultural thoughts of the 17th and 18th centuries</p> <p>examine critically key themes in representative texts of the period, including Sin, Transgression, Love, Pride, revenge, sexuality, human follies, among others</p> <p>show their appreciation of texts in terms of plot-construction, socio-cultural contexts and genre of poetry and drama</p>	<p>John Milton, Paradise Lost: Book 1</p> <p>Alexander Pope, The Rape of the Lock</p> <p>John Webster, The White Devil</p> <p>Aphra Behn, The Rover</p>

		analyze literary devices forms and techniques in order to appreciate and interpret the texts Texts suggests	
ENGACOR08T	BRITISH LITERATURE 18TH CENTURY	explain and analyze the rise of the critical mind	William Congreve, <i>The Way of the World</i>
		trace the development of Restoration Comedy and anti-sentimental drama	Jonathan Swift, <i>Gulliver's Travels</i> (Books III and IV)
		examine and analyze the form and function of satire in the eighteenth century.	Samuel Johnson, 'London'
		appreciate and analyze the formal variations of Classicism	Thomas Gray, 'Elegy Written in a Country Churchyard'
		map the relationship between the formal and the political in the literature of the neo-classical period.	William Blake, Introduction to <i>Songs of Innocence</i> , 'The Lamb' & 'The Tyger' from <i>Songs of Experience</i>
			Joseph Addison, 'The Scope of Satire'
		Daniel Defoe, 'The Complete English Gentleman'	
		Samuel Johnson, Essay 156 in <i>The Rambler</i> .	
ENGACOR09T	BRITISH ROMANTIC LITERATURE	understand Romanticism as a concept in relation to ancillary concepts like Classicism	William Wordsworth 'Tintern Abbey', 'Ode: Intimations of Immortality'
		understand the Romantic period in English literature in terms of its social, philosophical, intellectual, literary backgrounds including German and French influences.	Samuel Taylor Coleridge 'Kubla Khan', <i>Christabelle</i>
		analyze and understand the main characteristics of Romanticism	Percy Bysshe Shelley, 'Ode to the West Wind', 'Ozymandias'
		appreciate the canonical and representative poems and prose of the writers of the Romantic period.	John Keats, 'Ode to a Nightingale', 'To Autumn'
		develop skills of critical analysis and interpretation of selected poems in order to understand the theme, language, style, and elements of prosody.	Charles Lamb, 'Dream Children', 'The Superannuated Man'
		appreciate and analyze the sensibility of the British Romantic period: common man, equality, freedom, sense of community and fraternity.	William Hazlitt, 'On the Love of the Country'
		relate Romantic literary texts to other forms of expression such as painting, for instance.	Horace Walpole, <i>The Castle of Otranto</i>
ENGACOR10T	BRITISH LITERATURE: 19TH CENTURY	identify and analyze the socio-economic-political contexts that inform the literature of the period	Jane Austen, <i>Pride and Prejudice</i>
		comment on the historical and political awareness of literary texts as reflected in the transition from nature to culture across various genres	Charles Dickens, <i>David Copperfield</i>
		understand the conflict between self and society in different literary genres of the period	Alfred Tennyson, 'The Lady of Shalott', 'Ulysses'
		link the rise of the novel to the expansion of Colonialism and Capitalism.	Robert Browning, 'My Last Duchess', 'The Last Ride Together'
		understand the transition from Romantic to Victorian in literature and culture	Christina Rossetti, 'The Goblin Market'
		link the Victorian temper to political contexts in English colonies.	Matthew Arnold, 'Dover Beach', <i>Modern Elements in Literature</i>
		understanding the concepts of utilitarianism.	Charles Darwin, 'Introduction', <i>Origin of Species</i>
		knowing the causes of the rise of the dramatic monologue	Thomas Carlyle, 'The Hero as Poet'
ENGACOR11T	WOMEN'S WRITING	recognise the importance of gender specificity in literature	Emily Dickinson, 'I cannot live with you'
		understand and appreciate the representation of female experience in literature	Sylvia Plath, 'Daddy', 'Lady Lazarus'
		explain the difference between the feminine and the feminist as opposed to the female	Eun'ice De Souza, 'Advice to Women', 'Bequest'
		examine and appreciate the role played by socio-cultural-economic contexts in defining woman	Katherine Mansfield, 'Bliss'
		link the status of woman to social discrimination and social change	Charlotte Perkins Gilman, 'The Yellow Wallpaper'
		draw a location specific trajectory of female bonding or empowerment	Katherine Mansfield, 'Bliss'
		to understand the complexity of social and biological constructions of manhood and womanhood	John Rhye, <i>The Wild Sargasso Sea</i>
		to examine the relationship of women to work and production	Mary Wollstonecraft, <i>A Vindication of the Rights of Woman</i> (New York: Norton, 1988) chap. 1, pp. 11-19; chap. 2, pp. 19-38.



			Ramebal Ranada, 'A Testimony of our Inexhaustible Treasures', in Pandita Ramebal Through Her Own Words: Selected Works, ed. Meera Kosambi (New Delhi: OUP, 2000) pp. 296-324.
			Rassundari Debi, Excerpts from Amar Jiban in Susele Tharu and K. Lalita, eds., Women's Writing in India, vol. 1 (New Delhi: OUP, 1989) pp. 191-2.
ENGACOR12T	BRITISH LITERATURE: THE EARLY 20TH CENTURY	<p>trace the history of modernism in the socio-cultural and intellectual contexts of late nineteenth century and early twentieth century Europe</p> <p>link and distinguish between modernity and modernism</p> <p>explain the links between developments in science and experiments in literature</p> <p>explain the history of early twentieth-century modernism in the light of stream of consciousness, Jungian and Freudian ideas, Psychoanalysis, Imagism, Cubism, Vorticism</p> <p>identify and analyze the use and modernist technique in different genres in early twentieth century British literature</p> <p>trace the history of the self and subjectivity in literature in the light of colonial consciousness</p> <p>explain and analyze the idea of form in modernist literary texts from across major genres</p>	<p>Joseph Conrad, Heart of Darkness</p> <p>D.H. Lawrence, Sons and Lovers</p> <p>Virginia Woolf, To the Lighthouse</p> <p>W.B. Yeats, 'wild Swans at Coole', 'Sailing to Byzantium'</p> <p>T.S. Eliot, 'The Love Song of J. Alfred Prufrock', 'Preludes'</p> <p>Wilfred Owen, 'Spring Offensive'</p> <p>Rupert Brooke, 'Peace'</p> <p>W.H. Auden, 'Musee des Beaux Arts'</p>
ENGACOR13T	MODERN EUROPEAN DRAMA	<p>understand the role of theatre and drama in the introduction and shaping of modernity</p> <p>understand and engage with concepts like realism, naturalism, symbolism, expressionism, the Avant Garde, the epic theatre, the theatre of the absurd, etc</p> <p>understand how meaning is created in theatre and be able to write about innovations introduced into theatrical practice in the late nineteenth and the twentieth century</p>	<p>Henrik Ibsen, A Doll's House</p> <p>Bertolt Brecht, The Good Woman of Szechuan</p> <p>Samuel Beckett, Waiting for Godot</p> <p>Eugene Ionesco, Rhinoceros</p>
ENGACOR14T	POSTCOLONIAL LITERATURES	<p>understand the social-historical-political-economic contexts of colonialism and postcolonialism in India and other countries affected by colonial rule</p> <p>understand the scope of postcolonial literatures in India and elsewhere, primarily as a response to the long shadow of colonialism, not just of colonial occupation</p> <p>see through a corpus of representative postcolonial texts from different colonial locations: the effects of colonial rule on the language, culture, economy and habitat of specific groups of people affected by it</p> <p>appreciate and analyze the growing spectres of inequality arising out of colonial occupation and the role played by postcolonial literatures to resist it in India and similar locations</p> <p>critically engage with issues of racism and imperialism during and after colonial occupation</p> <p>link colonialism to modernity.</p>	<p>Pablo Neruda, 'Tonight I can Write', 'The Way Spain Was'</p> <p>Derek Walcott, 'A Far Cry from Africa', 'Names'</p> <p>David Malouf, 'Revolving Days', 'Wild Lemons'</p> <p>Mamang Dai, 'Small Towns and the River', 'The Voice of the Mountain'</p> <p>Chinua Achebe, Things Fall Apart</p> <p>Gabriel Garcia Marquez, Chronicle of a Death Foretold</p> <p>Bessie Head, 'The Collector of Treasures'</p> <p>Ams Ata Aidoo, 'The Girl who can'</p> <p>Grace Ogot, 'The Green Leaves'</p>
ENGADSE01T	OLD ENGLISH LITERATURE, PHILOLOGY, RHETORIC & PROSODY	<p>study of the language, literature and history of old English from the 5th through the 11th centuries</p> <p>understanding the literary devices of the ancient practitioners of poetry, like, alliteration, caesura, etc.</p> <p>analysing the interplay of pagan &amp; Christian elements in OE writings.</p> <p>studying the fundamentals of Indo-European linguistics internalizing some important ideas related to historical linguistics, chiefly the concept of the language family</p>	

  
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		studying the fundamentals of Indo-European linguistics initialzing some important ideas related to historical linguistics, chiefly the concept of the language family	
		studying the influences on the language from varied sources, like foreign languages, practitioners of the language, etc.	



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