

# Department of English

## P.N. DAS COLLEGE

### Course Level Learning Outcomes

#### English (Honours)

Course Code	Course Title	SL.	Course Level Learning Outcomes	CORRESPONDING POs	Course Content
ENGACOR01T	INDIAN CLASSICAL LITERATURE	1	Ideas about the socio-political-cultural context of the age that produced Indian Classical literature from its beginning till 1100 AD	2 6 10 11	Excerpts from The Ramayana
		2	To appreciate the pluralistic and inclusive nature of Indian classical literature and its attributes	1 7 9 11	Excerpts from The Mahabharata
		3	Historically situate the classical literature and diverse literary cultures from India,	2 9 11	Bharatamuni's Natyashastra
		4	trace the evolution of literary culture(s) in India in its/their contexts, issues of genres, themes and critical cultures	4 11	Banabhata, Kadambari
		5	understand, analyze and appreciate various texts with comparative perspectives	3 11 5 8	Kalidas, Shakuntala
ENGACOR02T	EUROPEAN CLASSICAL LITERATURE	6	historically situate classical European, i.e., Greek and Latin literary cultures and their socio-political-cultural contexts	2 10 11	Homer: selections from the Iliad
		7	engage with classical literary traditions of Europe from the beginning till the 5th century AD	2 3 11	Sophocles, Antigone or Oedipus Rex
					Plautus, Pot of Gold
		8	examine different ways of reading and using literary texts across a wide range of classical authors, genres and periods with comparative perspectives	3 4 5 11	Ovid, selections from the Metamorphoses
		9	develop academic and practical skills in terms of communication and presentation and also learn about human and literary values of classical period	1 8 11	
ENGACOR03T	INDIAN WRITING IN ENGLISH	10	appreciate the historical trajectory of various genres of IWE from colonial times till the present	3 11	R.K. Narayan, The Guide
		11	critically engage with Indian literary texts written in English in terms of colonialism/postcolonialism, regionalism, and nationalism	2 4 7 8 10 11	H.L.V. Derozio, 'Freedom to the Slave'
		12	critically appreciate the creative use of the English language in IWE	5 11	Kamala Das, 'Introduction'
		13	approach IWE from multiple positions based on historical and social locations	1 5 6 7 9 11	Nissim Ezekiel, 'The Night of the Scorpion'
		14	understanding the Aesthetics of Indian English Poetry	3 4 11	K. Ramanujan, 'Another View of Grace'
					Jayanta Mahapatra, Hunger
					Shashi Deshpande 'The Intrusion'
					Ruskin Bond, 'Tiger, Tiger, Burning Bright'
					Salman Rushdie, 'The Free Radio'
			Girish Kamad, Tughlaq		
ENGACOR04T	BRITISH POETRY AND DRAMA: 14TH TO 17TH CENTURIES	15	understand the tradition of English literature from 14th to 17th centuries.	2 10 11	Geoffrey Chaucer, 'Prologue' (lines 1-42)
		16	develop a clear understanding of Renaissance Humanism that provides the basis for the texts suggested	1 2 4 5 11	Edmund Spenser, 'One day I wrote her name'
		17	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	3 4 11	William Shakespeare, Sonnets 30, 129
		18	appreciate and analyze the poems and plays in the larger socio-political and religious contexts of the time.	4 10 11	John Donne, 'Canonization'

		19	know about the Stage, Court and City during the Elizabethan & Jacobean periods, the Religious and Political Thought, Ideas of Love and Marriage, and the position of the Writer in Society	2 7 11	Andrew Marvell, 'To His Coy Mistress'
					George Herbert, 'Pulley'
					Christopher Marlowe, Tamburlaine OR William Shakespeare, Macbeth William Shakespeare, Twelfth Night OR Ben Jonson, The Alchemist
ENGACOR05T	AMERICAN LITERATURE	20	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	2 8 11	Anne Bradstreet 'The Prologue'
		21	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.	1 2 10 11	Walt Whitman, 'Passage to India' (lines 1-68)
		22	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	2 4 7 6 11	Langston Hughes, 'The Negro Speaks of Rivers'
		23	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	1 5 7 11	Alexie Sherman Alexie, 'Crow Testament', 'Evolution'
		24	critically appreciate the diversity of American literature in the light of regional variations in climate, cultural traits, economic priorities relate the African American experience in America (both ante-bellum and postbellum) to issues of exclusion in societies relevant to their lea	2#4#5# #6#11	Toni Morrison, Beloved
		25	critically appreciate the diversity of American literature in the light of regional variations in climate, cultural traits, economic priorities relate the African American experience in America (both ante-bellum and postbellum) to issues of exclusion in societies relevant to their lea	1#2#11	Edgar Allan Poe 'The Purloined Letter'
					F Scott Fitzgerald, 'The Crack-up'
					William Faulkner 'Dry September'
					Nathaniel Hawthorn, 'The Ambitious Guest'
					Tennessee Williams, A Streetcar Named Desire
ENGACOR06T	POPULAR LITERATURE				Lewis Carroll, Through the Looking Glass
		26	engage with debates on high and low culture, canonical and non-canonical literature	1#2#4#5#7#11	Agatha Christie The Murder of Roger Ackroyd
		27	articulate the characteristics of various genres of non-literary fiction	3#8#11	J.K. Rowling, The Philosopher's Stone
					Shyam Selvadurai, Funny Boy
		28	demonstrate how popular literature belongs to its time	7#10#11	Herge, Tintin in Tibet
		29	Use various methods of literary analysis to interpret popular literature	4#11	
ENGACOR07T	BRITISH POETRY AND DRAMA: 17TH AND 18TH CENTURIES	30	identify the major characteristics of the Comedy of Manners and Mock-Heroic poetry	2 #3 #4 #11	John Milton, Paradise Lost: Book 1
		31	demonstrate in-depth knowledge and understanding of the religious, socio-intellectual and cultural thoughts of the 17th and 18th centuries	10 #11	Alexander Pope, The Rape of the Lock
		32	examine critically keys themes in representative texts of the period, including Sin, Transgression, Love, Pride, revenge, sexuality, human follies, among others	1 #2 #4 #5 #7 #10 #11	John Webster, The White Devil
		33	show their appreciation of texts in terms of plot-construction, socio-cultural contexts and genre of poetry and drama	2 #4 #10 #11	Aphra Behn, The Rover
		34	analyze literary devices, forms and techniques in order to appreciate and interpret the texts suggested	3 # 4 #11	
				35	explain and analyze the rise of the critical mind

ENGACOR08T	BRITISH LITERATURE 18TH CENTURY	36	trace the development of Restoration Comedy and anti-sentimental drama	1 #2 # 3 #7 #11	Jonathan Swift, Gulliver's Travels (Books III and IV)
		37	examine and analyze the form and function of satire in the eighteenth century	3 #4 #11	Samuel Johnson, 'London'
		38	appreciate and analyze the formal variations of Classicism	3 #4 #11	Thomas Gray, 'Elegy Written in a Country Churchyard'
		39	map the relationship between the formal and the political in the literature of the neoclassical period	3 #4 # 11	William Blake, 'Introduction to Songs of Innocence, 'The Lamb' & 'The Tyger' from Songs of Experience
					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	40	understand Romanticism as a concept in relation to ancillary concepts like Classicism	1 #2 #5 10#11	William Wordsworth 'Tintern Abbey', 'Ode: Intimations of Immortality'
		41	understand the Romantic period in English literature in terms of its social, philosophical, intellectual, literary backgrounds including German and French influences	1 #2 # 5 #7 #10 #11	Samuel Taylor Coleridge 'Kubla Khan', 'Christable I'
		42	analyze and understand the main characteristics of Romanticism	3 #4 5 #11	Percy Bysshe Shelley, 'Ode to the West Wind', 'Ozymandias'
		43	appreciate the canonical and representative poems and prose of the writers of the Romantic period.	4 #11	John Keats, 'Ode to a Nightingale', 'To Autumn'
		44	develop skills of critical analysis and interpretation of selected poems in order to understand the theme, language, style, and elements of prosody.	3 #4 #11	Charles Lamb, 'Dream Children', 'The Suocrannated Man'
		45	appreciate and analyze the sensibility of the British Romantic period: common man, equality, freedom, sense of community and fraternity	1 #5 #7 #11	William Hazlitt, 'On the Love of the Country'
		46	relate Romantic literary texts to other forms of expression such as painting, for instance.	4 #5 #11	Horace Walpole, <i>The Castle of Otranto</i>
ENGACOR10T	BRITISH LITERATURE: 19TH CENTURY	47	identify and analyze the socio-economic-political contexts that inform the literature of the period	5 #10 #11	Jane Austen, <i>Pride and Prejudice</i>
		48	understand the conflict between self and society in different literary genres of the period	1 #2 #3 #7 #10 #11	Charles Dickens, <i>David Copperfield</i>
		49	link the rise of the novel to the expansion of Colonialism and Capitalism	5 #10 #11	Robert Browning, 'My Last Duchess' 'The Last Ride Together'
		50	understand the transition from Romantic to Victorian in literature and culture	2 #4 #5 #11	Christina Rossetti, 'The Goblin Market'
		51	link the Victorian temper to political contexts in English colonies	2 #10 #11	Matthew Arnold, 'Dover Beach', 'Modern Elements in Literature'
		52	understanding the concepts of utilitarianism	1 #10 #11	Charles Darwin, 'Introduction', <i>Origin of Species</i>
		53	knowing the causes of the rise of the dramatic monologue	5 #10 #11	Thomas Carlyle, 'The Hero as Poet'
ENGACOR11T	WOMEN'S WRITING	54	recognise the importance of gender specificity in literature	1 #2 #5 #10 #11	Emily Dickinson, 'I cannot live with you'
		55	understand and appreciate the representation of female experience in literature	4 #7 #11	Sylvia Plath, 'Daddy', 'Lady Lazarus'
		56	explain the difference between the feminine and the feminist as opposed to the female	2 #5 #7 #11	Enunice De Souza, 'Advice to Women', 'Bequest'
		57	examine and appreciate the role played by socio-cultural-economic contexts in defining woman	1 #2 #8 #11	Katherine Mansfield, 'Bliss'
		58	link the status of woman to social discrimination and social change	1 #2 #7 #11	Charlotte Perkins Gilman, 'The Yellow Wallpaper'
		59	draw a location specific trajectory of female bonding or empowerment	1 #2 #7 #11	Katherine Mansfield, 'Bliss'
		60	understand the complexity of social and biological constructions of manhood and womanhood	1 #2 #7 #11	John Rhys, <i>The Wild Sargasso Sea</i>
					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.
			Ramabai Ranade, 'A Testimony of our Inexhaustible Treasures', in <i>Pandita Ramabai Through Her Own Words: Selected Works</i> , tr. Meera Kosambi (New Delhi: OUP, 2000) pp. 295–324.		
			Rassundari Debi, Excerpts from <i>Amar Jiban</i> in <i>Susie Tharu and K. Lalita, eds., Women's Writing in India</i> , vol. 1 (New Delhi: OUP, 1989) pp. 191–2.		
		61	trace the history of modernism in the socio-cultural and intellectual contexts of late nineteenth century and early twentieth century Europe	1 #2 #10 #11	Joseph Conrad, <i>Heart of Darkness</i>

ENGACOR12T	BRITISH LITERATURE: THE EARLY 20TH CENTURY	62	link and distinguish between modernity and modernism	2 #10 #11	D.H. Lawrence, Sons and Lovers Virginia Woolf, To the Lighthouse
		63	explain the history of early twentieth-century modernism in the light of stream of consciousness, Jungian and Freudian ideas, Psychoanalysis, Imagism, Cubism, Vorticism	1 #2 #7 #11	W.B. Yeats 'wild Swans at Coole', 'Sailing to Byzantium'
		64	identify and analyze the use and modernist technique in different genres in early twentieth century British literature	3 #5 #11	T.S. Eliot, 'The Love Song of J. Alfred Prufrock', 'Preludes' Wilfred Owen, 'Spring Offensive'
		65	explain and analyze the idea of form in modernist literary texts from across major genres	3 #4 #11	Rupert Brooke, 'Peace' W.H. Auden, 'Musee des Beaux Arts'
		66	understand the role of theatre and drama in the introduction and shaping of modernity	2 #3 #4 #5 #10 #11	Henrik Ibsen, A Doll's House
ENGACOR13T	MODERN EUROPEAN DRAMA	67	understand and engage with concepts like realism, naturalism, symbolism, expressionism, the Avant Garde, the epic theatre, the theatre of the absurd, etc	1 #3 #4 #7 #11	Bertolt Brecht, The Good Woman of Szechuan
		68	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	1 #4 #11	Samuel Beckett, Waiting for Godot Eugene Ionesco, Rhinoceros
		69	understand the social-historical-political-economic contexts of colonialism and postcolonialism in India and other countries affected by colonial rule	1 #2 #7 #10 #11	Pablo Neruda, 'Tonight I can Write', 'The Way Spain Was'
ENGACOR14T	POSTCOLONIAL LITERATURES	70	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 see through a corpus of representative postcolonial texts from different colonial locations / countries: the effects of colonial rule on the language, culture, economy and habitat of specific groups of people affected by it	4 #5 #6 #11	Derek Walcott, 'A Far Cry from Africa', 'Names'
		71	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	4 #5 #6 #8 #9 #11	David Malouf, 'Revolving Days', 'Wild Lemons'
		72	critically engage with issues of racism and imperialism during and after colonial occupation	1 #7 #11	Mamang Dai, 'Small Towns and the River', 'The Voice of the Mountain'
		73	Acquaintance with concepts like decolonisation, region, race, identity politics, etc.	1 #5 #11	Chinua Achebe, Things Fall Apart
		74		1 #5 #7 #11	Gabriel Garcia Marquez, Chronicle of a Death Foretold Bessie Head, 'The Collector of Treasures' Ama Ata Aidoo, 'The Girl who can' Grace Ogot, 'The Green Leaves'
		75	understanding the historical context of the period beginning from 5th century AD and continuing till the 11th century, with its culture, structures, themes, and also to analyse how the background shapes the writing	1 #2 #5 #10 #11	<b>Old English Poetry:</b> Background, culture, structure of the epic, style, theme. A passage from <b>Beowulf</b> . Non-epic, secular, elegiac poetry: theme, style, social picture, language, style. <b>Deor's Lament</b> . Christian Poetry: Caedmon's Hymn, Cynewulf, <b>Dream of the Rood</b> . OE Prose: An overview.
		76	understanding the Old English epic, non-epic, secular, elegiac poetry, along with their distinct themes, styles, language and social representations	2 #3 #4 #5 #11	<b>Philology; Growth &amp; Structure of English Language:</b> Indo-European Family of Languages, Grimm's Law, Latin, Greek, Scandinavian, French influences, Native Resources, Impact of the Bible, Influence of Shakespeare, American Influence, Hybridism, Japhonesse, Monosyllabism, Back-formation, free & fixed compounds, Assimilation, Ing-ending, s-ending. <b>Growth &amp; Structure of Indian English:</b> Loan words, loan translations, hybrids, adaptations, diffusions.
ENGADSE01T	OLD ENGLISH LITERATURE, PHILOLOGY, RHETORIC & PROSODY	77	study of the language, literature and history of Old English from the 5th through the 11th centuries	2 #11	<b>Rhetoric and Prosody</b>
		78	understanding the literary devices of the ancient practitioners of poetry, like, alliteration, caesura, etc.	4 #5 #11	
		79	analysing the interplay of pagan & Christian elements in OE writings.	1 #10 #11	

		80	studying the fundamentals of Indo-European linguistics initializing some important ideas related to historical linguistics, chiefly the concept of the language family, especially the Indo-European Family of Languages	2 #5 #11	
		81	studying the influences on the language from varied sources, like foreign languages, practitioners of the language, etc.	2 #5 #11	
		82	understand the rhetorical devices and applying them in the appreciation of literary texts	4 #5 #11	
		83	understanding metrical devices and applying them in the appreciation of literary texts	4 #5 #11	
ENGADSE02T	LITERARY TYPES & TERMS	84	ability to interpret, analyse and evaluate literary types like tragedy, comedy and novels	2 #3 #5 #11	Literary Types and Terms: Tragedy, Comedy, Novel
		85	understanding the critical concepts like character, plot, theme, mimesis, action, the three unities, catharsis, etc.	2 #4 #11	Terms related to Poetry - lyric, ballad, ode, sonnet, elegy, pastoral, etc.
		86	appreciate tragedy, comedy and novels in comparative traditions	5 #11	Terms related to Drama - aside, antihero, conflict, dramatic irony, masque, three unities, etc.
		87	understanding the causes behind the rise of the novel	5 #11	Terms related to Fiction - bildungsroman, character, point of view, epistolary technique, picaresque, stream of consciousness
		88	read and understand theoretical texts central to the concepts of the three forms: tragedy, comedy and novels	2 #4 #11	
ENGADSE04T	LITERARY CRITICISM	89	have a historical overview of major literary theorists, especially of the 18th, 19th and 20th centuries	2 #10 #11	Summarizing and Critiquing, Point of View, Reading and Interpreting, Media Criticism, Plot and Setting, etc.
		90	ability to understand various literary theories and the way they enrich and change our way of thinking about language, literature and society	1 #2 #6 #10 #11	Wordsworth: Preface to the <i>Lyrical Ballads</i> , Coleridge: <i>Biographia Literaria</i> , Chapters IV, XIII, XIV
		91	historically situate literary theorists whose works have informed and shaped various literary theoretical discourses	2 #5 #11	Virginia Woolf: <i>Modern Fiction</i> , T.S. Eliot: "Tradition and Individual Talent"
		92	identify theoretical concepts with theorists and movements with which they are associated	2 #3 #10 #11	I.A. Richards: <i>Principles of Literary Criticism</i> , and <i>Practical Criticism</i> , Cleanth Brooks: " <i>The Heresy of Paraphrase</i> " and " <i>The Language of Paradox</i> "
		93	apply various theoretical frameworks and concepts to literary and cultural texts	4 #5 #11	Maggie Humm: <i>Practising Feminist Criticism: An Introduction</i>
		94	sharpen interpretative skills in the light of various theoretical frameworks	4 #5 #11	
ENGADSE05T	PARTITION LITERATURE	95	explain historical and socio-cultural factors responsible for the Partition of the Indian Sub-continent	5 #7 #10 #11	Background Study: Colonialism, Nationalism, and the Partition, Communalism and Violence, Homelessness and Exile, Women in Partition. Poetry 1. Faiz Ahmad Faiz, 'For Your Lanes, My Country', in In English: Faiz Ahmad Faiz, A Renowned Urdu Poet, tr. and ed. Riz Rahim (California: Xlibris, 2008) p. 138. 2. Jibananda Das, 'I Shall Return to This Bengal', tr. Sukanta Chaudhuri, in <i>Modern Indian Literature</i> (New Delhi: OUP, 2004) pp. 8-13. 3. Gulzar, 'Toba Tek Singh', tr. Anisur Rahman, in <i>Translating Partition</i> , ed. Tarun Saint et. al. (New Delhi: Katha, 2001) p. x.
		96	demonstrate critical understanding of manifestations of the experience of the partition in various art forms.	1 #3 #4 #11	
		97	link and analyze the eco-socio-historical-cultural contexts and dimensions related to the Partition of India e.g. nationalism, violence, exile, homelessness, refugee, rehabilitation, resettlement, border and border lands, literary responses to the partition in different parts of Indian continent and interpret them.	1 #2 #6 #7 #9 #10 #11	Novel 1. Khuswant Singh— <i>Train to Pakistan</i> 2. Intizar Husain –Basti, tr. Frances W. Pritchett (New Delhi: Rupa, 1995).

		<p>98 interpret texts and experience and relate it to their contexts and experiences</p>	<p>4 #7 #9 #11</p>	<p>Short Fiction  3. a) Dibyendu Palit, 'Alam's Own House', tr. Sarika Chaudhuri, Bengal Partition  Stories: An Unclosed Chapter, ed. Bashabi Fraser (London: Anthem Press, 2008) pp. 453–72.  b) Manik Bandyopadhyaya, 'The Final Solution', tr. Rani Ray, Mapmaking: Partition  Stories from Two Bengalis, ed. Debjani Sengupta (New Delhi: Srishti, 2003) pp. 23–39.  c) Sa'adat Hasan Manto, 'Toba Tek Singh', in Black Margins: Manto, tr. M. Asaduddin (New Delhi: Katha, 2003) pp. 212–20.  d) Lalithambika Antharajanam, 'A Leaf in the S torn ', tr. K. Narayana Chandran, in Stories about the Partition of India ed. Alok Bhalla (New Delhi: Manohar, 2012) pp. 137–45.</p>
		<p>99 knowledge and understanding about the state of women during and after Partition</p>	<p>1 #10 #11</p>	