



ONDA THANA MAHAVIDYALAYA
Onda, Bankura, West Bengal 722144

DEPARTMENT OF ENGLISH
2018-19

English Literature course taught by the department of English introduces the students to a wide range of writings from British, American, and Anglophone traditions. Studying English Literature, the students are acquainted with Creative Literature, language resources and philosophical representations. After the introduction of the CBCS system at Onda Thana Mahavidyalaya in 2018, new frameworks of teaching-learning have been introduced. As a result, by pursuing the programme, students can build skills in drafting, revising, writing and so on. It also improves the analytical, and comprehensive skills of students in the department.

PROGRAMME OUTCOME (PO)

1. Significance of English as an emerging global language

“More than 300 million people in the world speak in English, and the rest, it sometimes seems, try to” (Bryson 2). Nowadays, English is not just a language of administration and business in South Asian countries. It has emerged as a global language. The language that once evolved in the British Island has undergone significant evolution and over time acquired ethnic colours and dimensions. Therefore, it is needless to say that learning English is essential.

It is true that English is not the most spoken language of the world. Nevertheless, it is the official language in 53 countries and spoken as the first language by around 400 million people all over the world. According to British Council, it will be spoken by 2 billion people in the world (ETS 2020).

2. English Language and the world

English is the language of science, technology, diplomacy, aviation, tourism, administration, internet, media, international exchange, etc. Therefore, skill development in English is the need of the day.

3. English in the metaverse

English is the language of the internet. Since English has evolved as an international language, it is most commonly used as internet language. About 565 million people use internet every day and about 52% websites daily visited are in English. Therefore, learning English gives access to the storehouses of information online. In the rural areas of West Bengal, many people lag behind for their poor skill in English. Therefore, developing skill in English is essential.

4. Importance of the English Language in Placement

Since English is spoken in sundry countries as the first language, proficiency in English helps in communicating with the natives in a foreign land during travelling. English has become indispensable for placement. Students who know English can communicate with experts all over the world. As a result, they get more career opportunities than others. Nearly every profession requires a certain level of proficiency in that language.

5. English and English literature

English Literature is rich in abundant resources of wisdom. It enlightens us philosophically, literally, linguistically and culturally. Some of the prominent names associated with the English Literature are Geoffrey Chaucer, Edmund Spenser, William Shakespeare, Alexander Pope, John Milton, William Wordsworth, John Keats, Lord Tennyson, Robert Browning, T.S. Eliot, W.B. Yeats, Phillip Larkin, Ted Hughes, Harold Pinter, Samuel Beckett, Marcel Proust and so on. English Literature Programme helps to improve writing skill, proficiency in communication and warm understanding of various human emotions. English Literature also helps in building human values, high morality and above all a disciplined human being.

The specific Programme Outcomes are

- A. to train the students to analyse, appreciate and understand and critically engage with literary texts in English and in English translation.
- B. To cultivate language proficiency of students, the ability to communicate with clarity and confidence at different levels, as also familiarize students with the self-reflexive literary deviance of language and initiate them in

current literary, discursive practices and developments in English Studies and English Studies in India

- C. To introduce students to the rainbow palette of the English literary curricula, ranging from its Anglo-centric beginnings to the more recent shifts to new literatures e.g., Third World Literature, Commonwealth literature, American, Australian, African Literature and of course, Indian Literature in English and Bhasha literatures in English translation
- D. To enhance the employability of students across diverse sectors in government organizations and corporate set-ups and spaces global, national, regional and local
- E. To develop clarity of thought and ability of articulation in students as well as the skills of critical enquiry and analysis of texts literary.
- F. To promote students' creative and analytical faculties in thinking, reading and writing, including imaginative writing
- G. To prepare the learners to continue academic study at a higher level
- H. To inculcate human values such as inclusion, empathy, the ability to engage with difference or varied viewpoints, and trans-orientation
- I. To hone the power of reception, reflexive thinking, questioning, articulation, creating-curating arguments and well-researched persuasive presentation of one's views.

PROGRAMME SPECIFIC OUTCOME (PSO)

1	To introduce the students to the formative phases of English literature and its gradual development from 14th up to the early 17th centuries in terms of genre, forms, themes etc.
2	To cultivate an understanding and engagement with Renaissance Humanism that provides a basis for the texts suggested
3	To develop basic literary aptitude and critical faculties to appreciate and analyse literary texts of different kinds
4	Ability to come up with situated readings and creative-critical thinking around texts in terms of one's location in the immediate and global contexts, along with the ability to share the results of one's academic and disciplinary learning in formats such as essays, notes, presentations etc. across varied platforms of communication, including the classroom and the internet
5	Skills to identify, systematically analyze and engage with extant scholarship and diverse resources and tools, including digital knowledge platforms, in order to explore a domain and present one's critical position and informed views in the area
6	Inculcate effective communication skills i.e., the ability to speak and write clearly and present one's contentions in standard, academic English
7	Ability to problematize, formulate hypothesis and research questions
8	To inculcate values – moral, ethical, literary and humane – and the ability for self-questioning, as also to decode/interpret values represented in literary texts and criticism vis-à-vis the environment, religion and spirituality, and structures of power

9	Development of problem-solving skills and analytical reasoning
10	Ability to understand, appreciate, analyze and apply various literary-critical concepts and categories within a theoretical framework
11	To ensure global competitiveness as also professional mobility among students, with a penchant for engagement with pluralities
12	To understand the world, be able to think and articulate critically and clearly on the local and the global through a reading of literature in translation and in the original, as a located Indian citizen of the world

COURSE OUTCOME (CO)**SEMESTER I**

COURSE ID	COURSE CODE	COURSE TITLE	COURSE OUTCOME
10311	UG-ENG- 101/C-1	British Poetry and Drama: From Old English Period to 17th Century	<ol style="list-style-type: none">1. To introduce the students to British Poetry ranging from the Middle Ages (Chaucer) down to the Elizabethan Age (Spenser, Donne, and Shakespeare)2. To make the students acquainted with the style, diction and culture of those periods.3. To enable the students to read, interpret and decipher Elizabethan comedy (A Midsummer Night's Dream), Elizabethan tragedy (<i>Macbeth</i>).
10312	UG-ENG- 102/C-2	British Poetry and Drama: 17th and 18th Centuries	<ol style="list-style-type: none">1. To disseminate knowledge on Epic Poetry as a prominent genre.2. To make the students aware of European Epic, the salient

			<p>features etc. beginning with Homer (the <i>Iliad</i>, the <i>Odyssey</i>) down to Milton (the <i>Paradise Lost</i>).</p> <p>3. Midsummer Night's Dream)</p>
10314	UG-ENG- 103/GE-1	Academic Writing and Composition	<ol style="list-style-type: none"> 1. To enhance the students' writing skill and skill of composition 2. To improve grammatical skill 3. To develop critical ability
11810	ACSHP- 104/AECC ENVS	Environmental Studies	<ol style="list-style-type: none"> 1. To make the students aware of environmental issues. 2. To encourage students to undertake environmental projects

SEMESTER II			
COURSE ID	COURSE CODE	COURSE TITLE	COURSE OUTCOME
20311	UG-ENG- 201/C-3	British Literature: 18th Century	<p>1. To familiarize students with the Restoration and Jacobean periods and their global legacies and afterlives.</p> <p>2. To train students in close literary-textual exegesis of British literary texts composed during the Restoration and Jacobean periods against their socio-cultural, historical and economic contexts. To cultivate a comparative transnational perspective in the analysis of 17th and 18th century British texts as a located Indian student of the British canon.</p> <p>3. The students comprehend the satires of the age.</p> <p>4. They are familiar with the famous satires and comedies of manners. The students come to know about epic as a genre.</p> <p>5. They acquire knowledge on satire and different types of comedy.</p> <p>6. They also gather knowledge on different 'Figure of Speeches' and 'Prosody'</p>

20312	UG-ENG- 202/C-4	Indian Classical Literature	<ol style="list-style-type: none"> 1. To make students more anchored to the Indian literary tradition. 2. To impart information about the socio-economic conditions of the ancient India. 3. To situate the Indian Classical literary texts in the historical condition of the time. 4. Since all the texts within the present course are translations, students gain insight in the art of translating literature. 5. To enable the students to develop a comparative understanding between Indian Classical literature and Indian contemporary literary developments.
20314	UG-ENG-203/GE-2	Nation, Culture and India	<p>The students will acquire a close idea of reality of India as nation and civilization.</p> <ol style="list-style-type: none"> 2. The course will enable them to develop a cross cultural. 3. It introduces the students to the possibilities of Indian writing in English translation. 4. The students will get the idea of secularism.

20310	UG- 204/AECC- 2 Eng	English Communication	<ol style="list-style-type: none">1. The students will get the knowledge of communicative English.2. They will get the knowledge of various types of speaking and writing skills of English.3. They will know about grammar like- Clauses, Sentences, Agreement of verb, Vocabulary etc.
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SEMESTER III

COURSE ID	COURSE CODE	COURSE TITLE	COURSE OUTCOME
30311	UG-ENG-301/C-5	British Romantic Literature	<p>Everyman has some attachment to romance. Romantic literature in England was moulded by a number of spirited Romantic poets and authors.</p> <p>The students remained interested in William Wordsworth's pantheism and his deep love for nature. Shelley's idealism and rebellious spirit also inspired them.</p> <p>A student can appreciate the sensuous comprehension of John Keats. The students reading Wordsworth, Shelley, Keats and Byron develop certain aesthetic taste and philosophy.</p> <p>The students learn to appreciate life in liberal and imaginative way. Romantic poetry expands the imagination of the students and enhances the finer sensitivity.</p> <p>The students will get new idea about Romantic Movement in English Literature.</p> <p>They will also know that discarding the love for urban life of Neo-Classical poets, the Romantics took shelter in the lap of nature.</p>

			<p>They will also be acquainted with the great poets of Romantic age like Wordsworth, Shelley, Keats, Byron and Coleridge.</p> <p>They will also learn that Wordsworth spiritualizes nature, Shelley intellectualizes nature, Keats sensualizes nature, Byron rebelizes nature and Coleridge supernaturalizes nature.</p>
30312	UG-ENG- 302/C-6	British Literature: 19th Century	<p>The students will come to know that British literature of 19th century is regarded as Victorian literature.</p> <p>The students will come across with the main poets of Victorian age like Tennyson, Browning and Arnold and their insightful poetry.</p> <p>They will know that this century or to be more precise Victorian age was an age of conflict between science and religion.</p> <p>They will realize that Darwin's "The Origin of Species" had tremendous impact on the literature of that period. They will know that in 19th century novel as a genre flourished its best and there were some famous women novelists in this age.</p> <p>English literature during 19th century was rich in poetry as well as in fiction. Tennyson,</p>

			<p>Browning, Dickens and Jane Austen were the remarkable authors.</p> <p>The British people were proud of Victorian age. The students become aware of Victorian morality and crisis of that age.</p> <p>Historically it was glorious age but it had certain limitations.</p>
30313	UG-ENG-303/C-7	Indian Writing in English	<p>The students will be familiar with a new branch of literature- Indian English Literature or Indian Writing in English. They will get flavor of Indianness in the writings of R.K.Narayan, Mulk Raj Anand, Salman Rushdie, Derozio ,Kamala Das and Nissim Ezekiel.</p> <p>They will know the history of English writing in India.</p> <p>The students follow Indian English with deep interest. The Indian authors express Indian sensibility in English.</p> <p>The students have easy access to it and they are inspired to create and compose following the outstanding writers.</p> <p>It is really invigorating to read English in Indian context.</p>

30314	AH/ENG/304/GE-3	Contemporary India: Women and Empowerment	<p>The students get familiarized with the social construction, gender masculinity, femininity and patriarchy.</p> <p>They come to know about the ‘political partition’.</p> <p>They will gain critical insight through the literary texts.</p> <p>They also become acquainted with the history of women’s Movement in India.</p>
30315	AH/ENG/305/SEC-1	English Language Teaching	<p>The students will learn different approaches and methods of English teaching in India.</p> <p>They will be able to develop writing skills.</p> <p>They will also develop their communicative skills.</p> <p>They will acquire knowledge of the different aspects of English grammar and syntax.</p>

SEMESTER IV			
COURSE ID	COURSE CODE	COURSE TITLE	COURSE OUTCOME
40311	UG-ENG-401/C-8	American Literature	<ol style="list-style-type: none"> 1. To make the students familiar with American Literature and different genres such as poetry, drama, fiction and non-fiction. 2. To develop their skills for comprehending and interpreting various texts. 3. The course makes the students familiar with the works by writers such as Walt Whitman, Tennessee Williams,
40312	UG-ENG-402/C-9	European Classical Literature	<ol style="list-style-type: none"> 1. To make students familiar with classical Greek and Latin literature and explain its importance and resonance in the field of world literature. 2. To historically situate classical European literary cultures in their socio-political, economic and cultural contexts 3. To cultivate in students an awareness of classical literary traditions of Europe from the beginning till the 5th century CE through close literary-critical readings of the prescribed texts, along with grasping the evolution of the concepts of classic and classical in European schools of thought and its receptions across ages through translation, adaptations

			<ol style="list-style-type: none"> 4. To help students to appreciate and evaluate literary texts in terms of the classical norms
40313	UG-ENG403/C-10	Modern European Drama	<ol style="list-style-type: none"> 1. To make students familiar with European Realism. 2. To cultivate in students an awareness of the Modern European dramatic works by renowned dramatists namely Bertolt Brecht and Henrik Ibsen 3. To help students engage with the dynamic relationship between actors, audience and performance space, and explore the historical process of transition in the role of the audience, from passive spectatorship to a co-creative participatory process visible in the novel experiments with form in the modern European theatre
40314	UG-ENG-405/SEC-2C	SEC- Creative Writing & Business Communication	<ol style="list-style-type: none"> 1. To be capable of various forms of creative writing or to at least learn to closely read and respond as a connoisseur of literary writing, having gained an understanding and appreciation of different aspects of language such as the figures of speech, language codes and language registers. 2. To be able to appreciate and analyse creative writing as much as a craft as an art 3. To be trained to copy-edit and proof-read as also prepare drafts for publication

			<ol style="list-style-type: none">4. To develop both basic and advanced skills in business communication, from writing minutes of meetings to project reports.5. To have cultivated language skills necessary to communicate across diverse social and receptive domains6. To find employment as a content creator, social influencer and/or an entrepreneur across print, electronic and new media, and also be skilled to be employed as business personnel in different locations across a wide spectrum of industries.
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(Burdwan University)

Course Title	PAPER V
British Literature: Victorian Period	<ul style="list-style-type: none">• The students come to know about Victorian period literature was characterized by depictions of everyday people, hard lives, and moral lessons. They were meant for more than just entertainment. Victorians were interested in the hero as well as folk art. Victorian novels often focused on these themes• The students come to know about the different aspects of Victorian English literature.• Victorian novels tend to be idealized portraits of difficult lives in which hard work, perseverance, love and luck win out in the end. They were usually inclined towards being of improving nature with a central moral lesson at heart.• They also become acquainted with ‘myths’ and ‘legends.• They read the poems of two literary giants of Victorian period Tennyson and Browning.
British Literature: Modern Period	<p style="text-align: center;">Paper- VI</p>
	<ul style="list-style-type: none">• The students come to know about the main characteristics of modern British literature that include individualism, experimentation, symbolism, absurdity, and formalism and the different aspects of modern British literature.• They grow familiarity with Wilfred Owen and Ezra Pound• They also become acquainted with ‘play of ideas’ or ‘problem play’.• They also know about J. M. Synge and G. B. Shaw.• They come to know about the iconoclastic Shavian plays.• They read the poems of two literary giants of modern period Yeats and Eliot.• They know about the interest of Yeats in Irish Mythology and his role in Irish National Movement.

COURSE OUTCOME (CO) (PROG.)			
SEMESTER I			
COURSE ID	COURSE CODE	COURSE TITLE	COURSE OUTCOME
10318	APENG-101/C-1A	Academic Writing and Composition	<ol style="list-style-type: none"> 1. The students' art of writing and composition is improved. 2. They also learn different techniques and aspects of grammatical items. 3. They try to think critically and express themselves independently.
11810	ACSHP104/AECCENVS	Environmental Studies	<ol style="list-style-type: none"> 1. The students will be able to recognize the physical, chemical and biological components of earth's system and their function. 2. They will try to protect nature by undertaking various projects.

COURSE OUTCOME (CO) (PROG.)			
SEMESTER II			
COURSE ID	COURSE CODE	COURSE TITLE	COURSE OUTCOME
20318	COURSE CODE:- APENG- 201/C-1B	Nation, Culture India	<ol style="list-style-type: none"> 1. The students will acquire a close idea of reality of India as nation and civilization. 2. The course will enable them to develop a cross cultural. 3. It introduces the students to the possibilities of Indian writing in English translation. 4. The students will get the idea of secularism.
20319	ACP- 203/C-E-1	British Poetry-1	<p>The students will know about the British Poets of Elizabethan to Romantic age.</p> <ol style="list-style-type: none"> 2. They will have the idea of figure of speech and prosodic meter. 3. They will have intelligent critique of the poems.
20310	ACSHP- 204/AECC-ENG	English Communication Skills	<ol style="list-style-type: none"> 1. The students will get the knowledge of communicative English. 2. They will get the knowledge of various types of speaking and writing skills of English. 3. They will know about grammar like- Clauses, Sentences, Agreement of verb, Vocabulary etc

COURSE OUTCOME (CO) (PROG.)			
SEMESTER III			
COURSE ID	COURSE CODE	COURSE TITLE	COURSE OUTCOME
30318	APENG-301/C-1C	Contemporary India: Women And Empowerment	<p>The students get familiarized with the social construction, gender masculinity, femininity and patriarchy.</p> <p>They come to know about the 'political partition'.</p> <p>They will gain critical insight through the literary texts.</p> <p>They also become acquainted with the history of women's Movement in India.</p>
30310	APENG-304/SEC-1	English Language Teaching	<p>The students will learn different approaches and methods of English teaching in India.</p> <p>*They will be able to develop writing skills.</p> <p>*They will also develop their communicative skills.</p> <p>*They will acquire knowledge of the different aspects of English grammar and syntax.</p>

COURSE OUTCOME (CO) (PROG.)			
SEMESTER IV			
COURSE ID	COURSE CODE	COURSE TITLE	COURSE OUTCOME
40318	APENG-401/C-1D	Language and linguistic	<p>The students will know about language and it's role in communication.</p> <p>2. They will know about phonetic transcription.</p> <p>3. They will know about phonology and phonetics</p>
40319	ACP-403/C-E-2	British Poetry-2	<p>The students will know about different Victorian poets, modern poets and post modern poets along with their poetry.</p> <p>2. They will learn to rid texts closely and critically.</p> <p>3. They will learn about prosody.</p>
40310	APENG-404/SEC-2	Soft Skills	<p>The students will have self esteem and confidence building strategies.</p> <p>2. They will learn different soft skills.</p> <p>3. They will be able to apply those skills in practical field.</p>



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- D. To enhance the employability of students across diverse sectors in government organizations and corporate set-ups and spaces global, national, regional and local
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3	To develop basic literary aptitude and critical faculties to appreciate and analyse literary texts of different kinds
4	Ability to come up with situated readings and creative-critical thinking around texts in terms of one's location in the immediate and global contexts, along with the ability to share the results of one's academic and disciplinary learning in formats such as essays, notes, presentations etc. across varied platforms of communication, including the classroom and the internet
5	Skills to identify, systematically analyze and engage with extant scholarship and diverse resources and tools, including digital knowledge platforms, in order to explore a domain and present one's critical position and informed views in the area
6	Inculcate effective communication skills i.e., the ability to speak and write clearly and present one's contentions in standard, academic English
7	Ability to problematize, formulate hypothesis and research questions
8	To inculcate values – moral, ethical, literary and humane – and the ability for self-questioning, as also to decode/interpret values represented in literary texts and criticism vis-à-vis the environment, religion and spirituality, and structures of power

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10	Ability to understand, appreciate, analyze and apply various literary-critical concepts and categories within a theoretical framework
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COURSE OUTCOME (CO)**SEMESTER I**

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10312	UG-ENG- 102/C-2	British Poetry and Drama: 17th and 18th Centuries	<ol style="list-style-type: none">1. To disseminate knowledge on Epic Poetry as a prominent genre.2. To make the students aware of European Epic, the salient

			<p>features etc. beginning with Homer (the <i>Iliad</i>, the <i>Odyssey</i>) down to Milton (the <i>Paradise Lost</i>).</p> <p>3. Midsummer Night's Dream)</p>
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COURSE ID	COURSE CODE	COURSE TITLE	COURSE OUTCOME
30311	UG-ENG-301/C-5	British Romantic Literature	<p>Everyman has some attachment to romance. Romantic literature in England was moulded by a number of spirited Romantic poets and authors.</p> <p>The students remained interested in William Wordsworth's pantheism and his deep love for nature. Shelley's idealism and rebellious spirit also inspired them.</p> <p>A student can appreciate the sensuous comprehension of John Keats. The students reading Wordsworth, Shelley, Keats and Byron develop certain aesthetic taste and philosophy.</p> <p>The students learn to appreciate life in liberal and imaginative way. Romantic poetry expands the imagination of the students and enhances the finer sensitivity.</p> <p>The students will get new idea about Romantic Movement in English Literature.</p> <p>They will also know that discarding the love for urban life of Neo-Classical poets, the Romantics took shelter in the lap of nature.</p>

			<p>They will also be acquainted with the great poets of Romantic age like Wordsworth, Shelley, Keats, Byron and Coleridge.</p> <p>They will also learn that Wordsworth spiritualizes nature, Shelley intellectualizes nature, Keats sensualizes nature, Byron rebelizes nature and Coleridge supernaturalizes nature.</p>
30312	UG-ENG- 302/C-6	British Literature: 19th Century	<p>The students will come to know that British literature of 19th century is regarded as Victorian literature.</p> <p>The students will come across with the main poets of Victorian age like Tennyson, Browning and Arnold and their insightful poetry.</p> <p>They will know that this century or to be more precise Victorian age was an age of conflict between science and religion.</p> <p>They will realize that Darwin's "The Origin of Species" had tremendous impact on the literature of that period. They will know that in 19th century novel as a genre flourished its best and there were some famous women novelists in this age.</p> <p>English literature during 19th century was rich in poetry as well as in fiction. Tennyson,</p>

			<p>Browning, Dickens and Jane Austen were the remarkable authors.</p> <p>The British people were proud of Victorian age. The students become aware of Victorian morality and crisis of that age.</p> <p>Historically it was glorious age but it had certain limitations.</p>
30313	UG-ENG-303/C-7	Indian Writing in English	<p>The students will be familiar with a new branch of literature- Indian English Literature or Indian Writing in English. They will get flavor of Indianness in the writings of R.K.Narayan, Mulk Raj Anand, Salman Rushdie, Derozio ,Kamala Das and Nissim Ezekiel.</p> <p>They will know the history of English writing in India.</p> <p>The students follow Indian English with deep interest. The Indian authors express Indian sensibility in English.</p> <p>The students have easy access to it and they are inspired to create and compose following the outstanding writers.</p> <p>It is really invigorating to read English in Indian context.</p>

30314	AH/ENG/304/GE-3	Contemporary India: Women and Empowerment	<p>The students get familiarized with the social construction, gender masculinity, femininity and patriarchy.</p> <p>They come to know about the 'political partition'.</p> <p>They will gain critical insight through the literary texts.</p> <p>They also become acquainted with the history of women's Movement in India.</p>
30315	AH/ENG/305/SEC-1	English Language Teaching	<p>The students will learn different approaches and methods of English teaching in India.</p> <p>They will be able to develop writing skills.</p> <p>They will also develop their communicative skills.</p> <p>They will acquire knowledge of the different aspects of English grammar and syntax.</p>

SEMESTER IV			
COURSE ID	COURSE CODE	COURSE TITLE	COURSE OUTCOME
40311	UG-ENG-401/C-8	American Literature	<ol style="list-style-type: none"> 1. To make the students familiar with American Literature and different genres such as poetry, drama, fiction and non-fiction. 2. To develop their skills for comprehending and interpreting various texts. 3. The course makes the students familiar with the works by writers such as Walt Whitman, Tennessee Williams,
40312	UG-ENG-402/C-9	European Classical Literature	<ol style="list-style-type: none"> 1. To make students familiar with classical Greek and Latin literature and explain its importance and resonance in the field of world literature. 2. To historically situate classical European literary cultures in their socio-political, economic and cultural contexts 3. To cultivate in students an awareness of classical literary traditions of Europe from the beginning till the 5th century CE through close literary-critical readings of the prescribed texts, along with grasping the evolution of the concepts of classic and classical in European schools of thought and its receptions across ages through translation, adaptations

			<ol style="list-style-type: none"> 4. To help students to appreciate and evaluate literary texts in terms of the classical norms
40313	UG-ENG403/C-10	Modern European Drama	<ol style="list-style-type: none"> 1. To make students familiar with European Realism. 2. To cultivate in students an awareness of the Modern European dramatic works by renowned dramatists namely Bertolt Brecht and Henrik Ibsen 3. To help students engage with the dynamic relationship between actors, audience and performance space, and explore the historical process of transition in the role of the audience, from passive spectatorship to a co-creative participatory process visible in the novel experiments with form in the modern European theatre
40314	UG-ENG-405/SEC-2C	SEC- Creative Writing & Business Communication	<ol style="list-style-type: none"> 1. To be capable of various forms of creative writing or to at least learn to closely read and respond as a connoisseur of literary writing, having gained an understanding and appreciation of different aspects of language such as the figures of speech, language codes and language registers. 2. To be able to appreciate and analyse creative writing as much as a craft as an art 3. To be trained to copy-edit and proof-read as also prepare drafts for publication

			<ol style="list-style-type: none">4. To develop both basic and advanced skills in business communication, from writing minutes of meetings to project reports.5. To have cultivated language skills necessary to communicate across diverse social and receptive domains6. To find employment as a content creator, social influencer and/or an entrepreneur across print, electronic and new media, and also be skilled to be employed as business personnel in different locations across a wide spectrum of industries.
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SEMESTER V

COURSE ID	COURSE CODE	COURSE TITLE	COURSE OUTCOME
50311	UG-ENG-501/C-11	British Literature: The Early 20th Century	<ol style="list-style-type: none">1. The students come to know about the different aspects of modern English literature. and grow familiarity with the term 'stream of consciousness technique'.2. It helps the students to trace the history of modernism in the socio-cultural and intellectual contexts of the late nineteenth and early twentieth century Europe. It helps to explain the history of early twentieth century modernism in the light of the stream of consciousness technique, Jungian and Freudian ideas, psychoanalysis, imagism, cubism etc for the students.3. It helps students to be able to cultivate a trans-cultural, transnational perspective on the legacies of modernism in a post-colonial world.4. They read the poems of two literary giants of modern period Yeats and Eliot.5. They know about the interest of Yeats in Irish Mythology and his role in Irish National Movement.6. They will understand why Eliot's "The Love Song of J.

			Alfred Prufrock” is called the modernist masterpiece.
50312	UG-ENG-502/C-12	Women’s Writing	<p>1. The students come across the poems of two famous American poetesses, Emily Dickinson and Sylvia Plath. They also become familiar with few postcolonial women writers.</p> <p>2. They also grow an idea on translation studies as they read Mahashweta Devi’s “Draupadi” in English translation.</p> <p>3. They also become aware of gender biasness and the way of getting rid of it. They also grow ideas on feminism.</p> <p>4. It helps to train students in close literary-critical exegesis of the prescribed texts and their representations of female experience as mapped against the various socio-cultural, historical, economic and political contexts.</p> <p>5. It helps us to analyse and creatively engage with women’s writing within the theoretical frameworks</p>
50316	UG-ENG-503/DSE-1	Literature of the Indian Diaspora or British Literature: Post World War II	<p>1. The students come to know Indian diasporic literature and yearning for returning home and homesickness are the main issues of the literature of Indian Diaspora.</p> <p>2. They also know that many Indians are living in abroad. The students come to know the literature of post fifties.</p>

			<p>The students come across the poems of postmodern British poets.</p> <p>3. They grow familiarity with the immense contribution of poets like Philip Larkin, Ted Hughes, Seamus Heaney et al.</p> <p>4. It helps to develop a creative-critical understanding of the writings of the Indian diaspora within the discourse of postcolonialism, postmodernity, hybridity, globalization and transnationalism.</p> <p>5. It helps to explore Indian diasporic texts as markers of Indian diasporic lives, cultural practices, experiences, religion and the proliferation of new media. It helps to be able to identify the main currents of Indian diasporic narratives, their links to other diasporas and fringes and present and argue cogently on one's contentions and findings in the area.</p> <p>6. It helps to enable students to understand the socio-historical, economic and political contexts of post-World War, post-imperial British Literature It helps to explore the relationship between World War II and the end of colonialism and the significance of this scenario of global shrinking in terms of British national identity.</p>
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			7. It helps to identify the socio-historical and political changes in England post World War II
50317	UG-ENG-504/DSE-2	Science Fiction and Detective Literature or Literature and Cinema	<p>1. The students gain knowledge on Science Fiction and Detective literature.</p> <p>2. They also come to know the impact of crime fiction on culture and ethics.</p> <p>3. They come know that cinema is the extended form of literature. They become familiar with different cinematic adaptations. It helps to make students engage with the socio-political, philosophical and psychological issues and debates.</p> <p>4. It helps to train students to think through the concept of progress, the role of technology in our life and the many unfolding implications of the smudged borderlines between technological applications and the human condition.</p> <p>5. It helps to be able to trace and engage with the social and historical construction of crime. It helps to enable students to present a coherent view of the relationship between written and cinematic texts by studying the points of contact of literary and cinematic praxis.</p> <p>6. It helps the students to explore cinema as a syncretistic art form which could represent diverse time frames, situations, literary cultures and other media/forms</p>

SEMESTER VI			
COURSE ID	COURSE CODE	COURSE TITLE	COURSE OUTCOME
60311	UG-ENG-601/C-13	Popular Literature	<p>1. The students construct an idea about popular literature. They will assess the contribution of Lewis Carroll and Agatha Christie in the field of popular literature. They come to know about</p> <p>2. Children's literature and ethics and education in it.</p> <p>3. They also grow idea about the new genre Graphic Literature. It helps to introduce the students to the definitive issues and debates that nucleate the category termed "Popular Literature", including questions around the role of mass marketing both local and global invested in by publishing houses, distributors and retailers of books, book promotions for targeted readerships, roles of reception and readership and shifts therein, bestsellers and corporate interest in curating the lists, branding, pricing and the like.</p> <p>4. It helps to promote an understanding and appreciation of popular literature as a socially relevant, located and pleasurable form of writing which engages with contemporary issues and especially in case of popular literature published in English in India, plays with the new possibilities of language.</p>

60312	UG-ENG-602/C-14	Postcolonial Literatures	<ol style="list-style-type: none"> 1. The students grow their curiosity about Postcolonial literatures of colonial countries. 2. They also know about Australian literature as well as African literature. 3. They also become acquainted with the terms de-colonization, globalization, identity politics etc. 4. It helps the students to appreciate and analyse the spectre of growing inequality arising out of colonial occupation and the role played by postcolonial literatures resist in India and other postcolonial locations across the world. 5. It helps the students to critically engage with issues of racism, imperialism and exploitation along gender lines during and after colonial occupation 6. It helps the students to understand the legacies of colonialism in shaping contemporary realities both post-colonial and post-imperial, including the matrix of neo-colonial conglomerates and the movements of resistance. 7. It helps the students to explore the changing role and status of English in postcolonial literatures and its myriad links through translation-transmission to the global as also bhasha literatures, the latter in context of India.
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			<p>8. It helps the students to kindle research interest among students in exploring the postcolonial phenomenon as refracted through literatures across Asia, Africa and South America from a comparative perspective, highlighting conversations and possibilities of collaboration collusion between extra-metropolitan parts of the erstwhile empire.</p>
60316	UG-ENG-603/DSE-3	World Literatures or Partition Literature	<p>1. The students can have the idea of world literature.</p> <p>2. After reading the prescribed texts, they will come to know the literary terms like memory, displacement, diaspora, hybridity, race, culture etc.</p> <p>3. They also know the aesthetics and politics in poetry. They also understand the impact of partition on the people who had to leave their motherland for the cause of partition.</p> <p>4. It helps the students to introduce to the concept of World Literature and its historical trajectory in relation to other related concepts national literature, general literature, comparative literature, adult reception of children's literature and Vishwa Sahitya.</p> <p>5. It helps to give students an exposure to the diverse canons of literature composed in different</p>

		<p>locations and languages and sensitize them to the multiplicity of prisms and paradigms of election-elusion while curating a canon.</p> <p>6. It helps to inculcate in students the critical insight and analytical tools to explore themes in refrain transfusing the cross-currents of literatures produced and circulated across the globe e.g., Memory, Displacement and Diaspora, Hybridity, Race and Culture etc.</p> <p>7. It helps to train students in close literary-critical exegesis of prescribed texts as mapped against their socio-political, historical and economic contexts.</p> <p>8. It helps to introduce students to topics and texts related to colonialism, nationalism, the partition of India, communalism and violence, homelessness and exile, and the situation of women during partition.</p> <p>9. It helps to train students in close literary-critical reading of the prescribed texts as mapped against their socio-historical, political and economic contexts. It helps to sensitize students to the historical trajectory of the partition of the Indian subcontinent and its aftermath, as reflected in, also reflected on in the representative texts included in the curriculum</p>
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60317	UG-ENG-604/DSE-4	Research Methodology or Travel Writing	<ol style="list-style-type: none"> 1. This paper is very helpful to the students for continuing their further study as a researcher. 2. They become familiar with the different methods of research. 3. They become able to write a term paper. 4. They are able to draft a research proposal. 5. The students come to know about the different writers of Travel Writing. 6. They also become familiar with the impression of historical travellers like Ibn Battuta and Al-Biruni about India and culture of 7. India and India, as an old city, as a new city, as a city of love and as a city of mystery. They also come to know the relationship of travel with gender, religion and globalization
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COURSE OUTCOME (CO) (PROG.)			
SEMESTER I			
COURSE ID	COURSE CODE	COURSE TITLE	COURSE OUTCOME
10318	APENG-101/C-1A	Academic Writing and Composition	<ol style="list-style-type: none"> 1. The students' art of writing and composition is improved. 2. They also learn different techniques and aspects of grammatical items. 3. They try to think critically and express themselves independently.
11810	ACSHP104/AECCENVS	Environmental Studies	<ol style="list-style-type: none"> 1. The students will be able to recognize the physical, chemical and biological components of earth's system and their function. 2. They will try to protect nature by undertaking various projects.

COURSE OUTCOME (CO) (PROG.)			
SEMESTER II			
COURSE ID	COURSE CODE	COURSE TITLE	COURSE OUTCOME
20318	COURSE CODE:- APENG- 201/C-1B	Nation, Culture India	<ol style="list-style-type: none"> 1. The students will acquire a close idea of reality of India as nation and civilization. 2. The course will enable them to develop a cross cultural. 3. It introduces the students to the possibilities of Indian writing in English translation. 4. The students will get the idea of secularism.
20319	ACP- 203/C-E-1	British Poetry-1	<ol style="list-style-type: none"> The students will know about the British Poets of Elizabethan to Romantic age. 2. They will have the idea of figure of speech and prosodic meter. 3. They will have intelligent critique of the poems.
20310	ACSHP-204/AECC-ENG	English Communication Skills	<ol style="list-style-type: none"> 1. The students will get the knowledge of communicative English. 2. They will get the knowledge of various types of speaking and writing skills of English. 3. They will know about grammar like- Clauses, Sentences, Agreement of verb, Vocabulary etc

COURSE OUTCOME (CO) (PROG.)			
SEMESTER III			
COURSE ID	COURSE CODE	COURSE TITLE	COURSE OUTCOME
30318	APENG-301/C-1C	Contemporary India: Women And Empowerment	<p>The students get familiarized with the social construction, gender masculinity, femininity and patriarchy.</p> <p>They come to know about the 'political partition'.</p> <p>They will gain critical insight through the literary texts.</p> <p>They also become acquainted with the history of women's Movement in India.</p>
30310	APENG-304/SEC-1	English Language Teaching	<p>The students will learn different approaches and methods of English teaching in India.</p> <p>*They will be able to develop writing skills.</p> <p>*They will also develop their communicative skills.</p> <p>*They will acquire knowledge of the different aspects of English grammar and syntax.</p>

COURSE OUTCOME (CO) (PROG.)			
SEMESTER IV			
COURSE ID	COURSE CODE	COURSE TITLE	COURSE OUTCOME
40318	APENG-401/C-1D	Language and linguistic	<p>The students will know about language and it's role in communication.</p> <p>2. They will know about phonetic transcription.</p> <p>3. They will know about phonology and phonetics</p>
40319	ACP-403/C-E-2	British Poetry-2	<p>The students will know about different Victorian poets, modern poets and post modern poets along with their poetry.</p> <p>2. They will learn to rid texts closely and critically.</p> <p>3. They will learn about prosody.</p>
40310	APENG-404/SEC-2	Soft Skills	<p>The students will have self esteem and confidence building strategies.</p> <p>2. They will learn different soft skills.</p> <p>3. They will be able to apply those skills in practical field.</p>

COURSE OUTCOME (CO) (PROG.)			
SEMESTER V			
COURSE ID	COURSE CODE	COURSE TITLE	COURSE OUTCOME
50318	APENG501/DSE1A	Literature of the Indian Diaspora	The students become aware of the concept of Indian diasporic literature. *They will develop a creative critical understanding of the writings of the Indian diaspora. *They will explore Indian diasporic texts as markers of Indian diasporic lives. *Diasporic literature is the offshoot of the immigrant Indians.
50314	ACP-403/C-E-2	APENG-503/GE-1	*The students will be able to develop the skills of analytical thinking and critical expression. They will be energetic about close reading of literary-critical texts. *Aesthetic and critical insights in students will be inculcated. * They will be able to explore and appreciate literature.
50310	APENG-504/SEC-3	Creative Writing	he knowledge of different modes of creative writing is enhanced. *Students' basic concept of creative writing is shaped. *They are trained in writing across formats with clarity and same novelty of perspective and expression.
COURSE OUTCOME (CO) (PROG.)			

SEMESTER VI

COURSE ID	COURSE CODE	COURSE TITLE	COURSE OUTCOME
60318	APENG-601/DSE-1B	Partition literature	The students will understand the impact of partition on people. 2. They will know about the agony, violence, painful journey, loss of near and dear for partition. 3. They will know about deep love for own country.
60314	APENG-603/GE-2	Drama	1. The students will know about different dramas like Shakespearean dramas, modern dramas . 2. They will have the knowledge of various problems of society through dramas. 3. They will have literary insight.
60310	APENG-604/SEC-4	Business communication	1. The students will be able to write various types of reports and project reports. 2. They will have the power of communication easily. 3. They will be efficient in spoken English.



ONDA THANA MAHAVIDYALAYA
Onda, Bankura, West Bengal 722144

DEPARTMENT OF ENGLISH
2019-20

English Literature course taught by the department of English introduces the students to a wide range of writings from British, American, and Anglophone traditions. Studying English Literature, the students are acquainted with Creative Literature, language resources and philosophical representations. After the introduction of the CBCS system at Onda Thana Mahavidyalaya in 2018, new frameworks of teaching-learning have been introduced. As a result, by pursuing the programme, students can build skills in drafting, revising, writing and so on. It also improves the analytical, and comprehensive skills of students in the department.

PROGRAMME OUTCOME (PO)

1. Significance of English as an emerging global language

“More than 300 million people in the world speak in English, and the rest, it sometimes seems, try to” (Bryson 2). Nowadays, English is not just a language of administration and business in South Asian countries. It has emerged as a global language. The language that once evolved in the British Island has undergone significant evolution and over time acquired ethnic colours and dimensions. Therefore, it is needless to say that learning English is essential.

It is true that English is not the most spoken language of the world. Nevertheless, it is the official language in 53 countries and spoken as the first language by around 400 million people all over the world. According to British Council, it will be spoken by 2 billion people in the world (ETS 2020).

2. English Language and the world

English is the language of science, technology, diplomacy, aviation, tourism, administration, internet, media, international exchange, etc. Therefore, skill development in English is the need of the day.

3. English in the metaverse

English is the language of the internet. Since English has evolved as an international language, it is most commonly used as internet language. About 565 million people use internet every day and about 52% websites daily visited are in English. Therefore, learning English gives access to the storehouses of information online. In the rural areas of West Bengal, many people lag behind for their poor skill in English. Therefore, developing skill in English is essential.

4. Importance of the English Language in Placement

Since English is spoken in sundry countries as the first language, proficiency in English helps in communicating with the natives in a foreign land during travelling. English has become indispensable for placement. Students who know English can communicate with experts all over the world. As a result, they get more career opportunities than others. Nearly every profession requires a certain level of proficiency in that language.

5. English and English literature

English Literature is rich in abundant resources of wisdom. It enlightens us philosophically, literally, linguistically and culturally. Some of the prominent names associated with the English Literature are Geoffrey Chaucer, Edmund Spenser, William Shakespeare, Alexander Pope, John Milton, William Wordsworth, John Keats, Lord Tennyson, Robert Browning, T.S. Eliot, W.B. Yeats, Phillip Larkin, Ted Hughes, Harold Pinter, Samuel Beckett, Marcel Proust and so on. English Literature Programme helps to improve writing skill, proficiency in communication and warm understanding of various human emotions. English Literature also helps in building human values, high morality and above all a disciplined human being.

The specific Programme Outcomes are

- A. to train the students to analyse, appreciate and understand and critically engage with literary texts in English and in English translation.
- B. To cultivate language proficiency of students, the ability to communicate with clarity and confidence at different levels, as also familiarize students with the self-reflexive literary deviance of language and initiate them in

current literary, discursive practices and developments in English Studies and English Studies in India

- C. To introduce students to the rainbow palette of the English literary curricula, ranging from its Anglo-centric beginnings to the more recent shifts to new literatures e.g., Third World Literature, Commonwealth literature, American, Australian, African Literature and of course, Indian Literature in English and Bhasha literatures in English translation
- D. To enhance the employability of students across diverse sectors in government organizations and corporate set-ups and spaces global, national, regional and local
- E. To develop clarity of thought and ability of articulation in students as well as the skills of critical enquiry and analysis of texts literary.
- F. To promote students' creative and analytical faculties in thinking, reading and writing, including imaginative writing
- G. To prepare the learners to continue academic study at a higher level
- H. To inculcate human values such as inclusion, empathy, the ability to engage with difference or varied viewpoints, and trans-orientation
- I. To hone the power of reception, reflexive thinking, questioning, articulation, creating-curating arguments and well-researched persuasive presentation of one's views.

PROGRAMME SPECIFIC OUTCOME (PSO)

1	To introduce the students to the formative phases of English literature and its gradual development from 14th up to the early 17th centuries in terms of genre, forms, themes etc.
2	To cultivate an understanding and engagement with Renaissance Humanism that provides a basis for the texts suggested
3	To develop basic literary aptitude and critical faculties to appreciate and analyse literary texts of different kinds
4	Ability to come up with situated readings and creative-critical thinking around texts in terms of one's location in the immediate and global contexts, along with the ability to share the results of one's academic and disciplinary learning in formats such as essays, notes, presentations etc. across varied platforms of communication, including the classroom and the internet
5	Skills to identify, systematically analyze and engage with extant scholarship and diverse resources and tools, including digital knowledge platforms, in order to explore a domain and present one's critical position and informed views in the area
6	Inculcate effective communication skills i.e., the ability to speak and write clearly and present one's contentions in standard, academic English
7	Ability to problematize, formulate hypothesis and research questions
8	To inculcate values – moral, ethical, literary and humane – and the ability for self-questioning, as also to decode/interpret values represented in literary texts and criticism vis-à-vis the environment, religion and spirituality, and structures of power

9	Development of problem-solving skills and analytical reasoning
10	Ability to understand, appreciate, analyze and apply various literary-critical concepts and categories within a theoretical framework
11	To ensure global competitiveness as also professional mobility among students, with a penchant for engagement with pluralities
12	To understand the world, be able to think and articulate critically and clearly on the local and the global through a reading of literature in translation and in the original, as a located Indian citizen of the world

COURSE OUTCOME (CO)**SEMESTER I**

COURSE ID	COURSE CODE	COURSE TITLE	COURSE OUTCOME
10311	UG-ENG- 101/C-1	British Poetry and Drama: From Old English Period to 17th Century	<ol style="list-style-type: none">1. To introduce the students to British Poetry ranging from the Middle Ages (Chaucer) down to the Elizabethan Age (Spenser, Donne, and Shakespeare)2. To make the students acquainted with the style, diction and culture of those periods.3. To enable the students to read, interpret and decipher Elizabethan comedy (A Midsummer Night's Dream), Elizabethan tragedy (<i>Macbeth</i>).
10312	UG-ENG- 102/C-2	British Poetry and Drama: 17th and 18th Centuries	<ol style="list-style-type: none">1. To disseminate knowledge on Epic Poetry as a prominent genre.2. To make the students aware of European Epic, the salient

			<p>features etc. beginning with Homer (the <i>Iliad</i>, the <i>Odyssey</i>) down to Milton (the <i>Paradise Lost</i>).</p> <p>3. Midsummer Night's Dream)</p>
10314	UG-ENG- 103/GE-1	Academic Writing and Composition	<ol style="list-style-type: none"> 1. To enhance the students' writing skill and skill of composition 2. To improve grammatical skill 3. To develop critical ability
11810	ACSHP- 104/AECC ENVS	Environmental Studies	<ol style="list-style-type: none"> 1. To make the students aware of environmental issues. 2. To encourage students to undertake environmental projects

SEMESTER II			
COURSE ID	COURSE CODE	COURSE TITLE	COURSE OUTCOME
20311	UG-ENG- 201/C-3	British Literature: 18th Century	<p>1. To familiarize students with the Restoration and Jacobean periods and their global legacies and afterlives.</p> <p>2. To train students in close literary-textual exegesis of British literary texts composed during the Restoration and Jacobean periods against their socio-cultural, historical and economic contexts. To cultivate a comparative transnational perspective in the analysis of 17th and 18th century British texts as a located Indian student of the British canon.</p> <p>3. The students comprehend the satires of the age.</p> <p>4. They are familiar with the famous satires and comedies of manners. The students come to know about epic as a genre.</p> <p>5. They acquire knowledge on satire and different types of comedy.</p> <p>6. They also gather knowledge on different 'Figure of Speeches' and 'Prosody'</p>

20312	UG-ENG- 202/C-4	Indian Classical Literature	<ol style="list-style-type: none"> 1. To make students more anchored to the Indian literary tradition. 2. To impart information about the socio-economic conditions of the ancient India. 3. To situate the Indian Classical literary texts in the historical condition of the time. 4. Since all the texts within the present course are translations, students gain insight in the art of translating literature. 5. To enable the students to develop a comparative understanding between Indian Classical literature and Indian contemporary literary developments.
20314	UG-ENG-203/GE-2	Nation, Culture and India	<p>The students will acquire a close idea of reality of India as nation and civilization.</p> <ol style="list-style-type: none"> 2. The course will enable them to develop a cross cultural. 3. It introduces the students to the possibilities of Indian writing in English translation. 4. The students will get the idea of secularism.

20310	UG- 204/AECC- 2 Eng	English Communication	<ol style="list-style-type: none">1. The students will get the knowledge of communicative English.2. They will get the knowledge of various types of speaking and writing skills of English.3. They will know about grammar like- Clauses, Sentences, Agreement of verb, Vocabulary etc.
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SEMESTER III

COURSE ID	COURSE CODE	COURSE TITLE	COURSE OUTCOME
30311	UG-ENG-301/C-5	British Romantic Literature	<p>Everyman has some attachment to romance. Romantic literature in England was moulded by a number of spirited Romantic poets and authors.</p> <p>The students remained interested in William Wordsworth's pantheism and his deep love for nature. Shelley's idealism and rebellious spirit also inspired them.</p> <p>A student can appreciate the sensuous comprehension of John Keats. The students reading Wordsworth, Shelley, Keats and Byron develop certain aesthetic taste and philosophy.</p> <p>The students learn to appreciate life in liberal and imaginative way. Romantic poetry expands the imagination of the students and enhances the finer sensitivity.</p> <p>The students will get new idea about Romantic Movement in English Literature.</p> <p>They will also know that discarding the love for urban life of Neo-Classical poets, the Romantics took shelter in the lap of nature.</p>

			<p>They will also be acquainted with the great poets of Romantic age like Wordsworth, Shelley, Keats, Byron and Coleridge.</p> <p>They will also learn that Wordsworth spiritualizes nature, Shelley intellectualizes nature, Keats sensualizes nature, Byron rebelizes nature and Coleridge supernaturalizes nature.</p>
30312	UG-ENG- 302/C-6	British Literature: 19th Century	<p>The students will come to know that British literature of 19th century is regarded as Victorian literature.</p> <p>The students will come across with the main poets of Victorian age like Tennyson, Browning and Arnold and their insightful poetry.</p> <p>They will know that this century or to be more precise Victorian age was an age of conflict between science and religion.</p> <p>They will realize that Darwin's "The Origin of Species" had tremendous impact on the literature of that period. They will know that in 19th century novel as a genre flourished its best and there were some famous women novelists in this age.</p> <p>English literature during 19th century was rich in poetry as well as in fiction. Tennyson,</p>

			<p>Browning, Dickens and Jane Austen were the remarkable authors.</p> <p>The British people were proud of Victorian age. The students become aware of Victorian morality and crisis of that age.</p> <p>Historically it was glorious age but it had certain limitations.</p>
30313	UG-ENG-303/C-7	Indian Writing in English	<p>The students will be familiar with a new branch of literature- Indian English Literature or Indian Writing in English. They will get flavor of Indianness in the writings of R.K.Narayan, Mulk Raj Anand, Salman Rushdie, Derozio ,Kamala Das and Nissim Ezekiel.</p> <p>They will know the history of English writing in India.</p> <p>The students follow Indian English with deep interest. The Indian authors express Indian sensibility in English.</p> <p>The students have easy access to it and they are inspired to create and compose following the outstanding writers.</p> <p>It is really invigorating to read English in Indian context.</p>

30314	AH/ENG/304/GE-3	Contemporary India: Women and Empowerment	<p>The students get familiarized with the social construction, gender masculinity, femininity and patriarchy.</p> <p>They come to know about the 'political partition'.</p> <p>They will gain critical insight through the literary texts.</p> <p>They also become acquainted with the history of women's Movement in India.</p>
30315	AH/ENG/305/SEC-1	English Language Teaching	<p>The students will learn different approaches and methods of English teaching in India.</p> <p>They will be able to develop writing skills.</p> <p>They will also develop their communicative skills.</p> <p>They will acquire knowledge of the different aspects of English grammar and syntax.</p>

SEMESTER IV			
COURSE ID	COURSE CODE	COURSE TITLE	COURSE OUTCOME
40311	UG-ENG-401/C-8	American Literature	<ol style="list-style-type: none"> 1. To make the students familiar with American Literature and different genres such as poetry, drama, fiction and non-fiction. 2. To develop their skills for comprehending and interpreting various texts. 3. The course makes the students familiar with the works by writers such as Walt Whitman, Tennessee Williams,
40312	UG-ENG-402/C-9	European Classical Literature	<ol style="list-style-type: none"> 1. To make students familiar with classical Greek and Latin literature and explain its importance and resonance in the field of world literature. 2. To historically situate classical European literary cultures in their socio-political, economic and cultural contexts 3. To cultivate in students an awareness of classical literary traditions of Europe from the beginning till the 5th century CE through close literary-critical readings of the prescribed texts, along with grasping the evolution of the concepts of classic and classical in European schools of thought and its receptions across ages through translation, adaptations

			<ol style="list-style-type: none"> 4. To help students to appreciate and evaluate literary texts in terms of the classical norms
40313	UG-ENG403/C-10	Modern European Drama	<ol style="list-style-type: none"> 1. To make students familiar with European Realism. 2. To cultivate in students an awareness of the Modern European dramatic works by renowned dramatists namely Bertolt Brecht and Henrik Ibsen 3. To help students engage with the dynamic relationship between actors, audience and performance space, and explore the historical process of transition in the role of the audience, from passive spectatorship to a co-creative participatory process visible in the novel experiments with form in the modern European theatre
40314	UG-ENG-405/SEC-2C	SEC- Creative Writing & Business Communication	<ol style="list-style-type: none"> 1. To be capable of various forms of creative writing or to at least learn to closely read and respond as a connoisseur of literary writing, having gained an understanding and appreciation of different aspects of language such as the figures of speech, language codes and language registers. 2. To be able to appreciate and analyse creative writing as much as a craft as an art 3. To be trained to copy-edit and proof-read as also prepare drafts for publication

			<ol style="list-style-type: none">4. To develop both basic and advanced skills in business communication, from writing minutes of meetings to project reports.5. To have cultivated language skills necessary to communicate across diverse social and receptive domains6. To find employment as a content creator, social influencer and/or an entrepreneur across print, electronic and new media, and also be skilled to be employed as business personnel in different locations across a wide spectrum of industries.
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SEMESTER V

COURSE ID	COURSE CODE	COURSE TITLE	COURSE OUTCOME
50311	UG-ENG-501/C-11	British Literature: The Early 20th Century	<ol style="list-style-type: none">1. The students come to know about the different aspects of modern English literature. and grow familiarity with the term 'stream of consciousness technique'.2. It helps the students to trace the history of modernism in the socio-cultural and intellectual contexts of the late nineteenth and early twentieth century Europe. It helps to explain the history of early twentieth century modernism in the light of the stream of consciousness technique, Jungian and Freudian ideas, psychoanalysis, imagism, cubism etc for the students.3. It helps students to be able to cultivate a trans-cultural, transnational perspective on the legacies of modernism in a post-colonial world.4. They read the poems of two literary giants of modern period Yeats and Eliot.5. They know about the interest of Yeats in Irish Mythology and his role in Irish National Movement.6. They will understand why Eliot's "The Love Song of J.

			Alfred Prufrock” is called the modernist masterpiece.
50312	UG-ENG-502/C-12	Women’s Writing	<p>1. The students come across the poems of two famous American poetesses, Emily Dickinson and Sylvia Plath. They also become familiar with few postcolonial women writers.</p> <p>2. They also grow an idea on translation studies as they read Mahashweta Devi’s “Draupadi” in English translation.</p> <p>3. They also become aware of gender biasness and the way of getting rid of it. They also grow ideas on feminism.</p> <p>4. It helps to train students in close literary-critical exegesis of the prescribed texts and their representations of female experience as mapped against the various socio-cultural, historical, economic and political contexts.</p> <p>5. It helps us to analyse and creatively engage with women’s writing within the theoretical frameworks</p>
50316	UG-ENG-503/DSE-1	Literature of the Indian Diaspora or British Literature: Post World War II	<p>1. The students come to know Indian diasporic literature and yearning for returning home and homesickness are the main issues of the literature of Indian Diaspora.</p> <p>2. They also know that many Indians are living in abroad. The students come to know the literature of post fifties.</p>

			<p>The students come across the poems of postmodern British poets.</p> <p>3. They grow familiarity with the immense contribution of poets like Philip Larkin, Ted Hughes, Seamus Heaney et al.</p> <p>4. It helps to develop a creative-critical understanding of the writings of the Indian diaspora within the discourse of postcolonialism, postmodernity, hybridity, globalization and transnationalism.</p> <p>5. It helps to explore Indian diasporic texts as markers of Indian diasporic lives, cultural practices, experiences, religion and the proliferation of new media. It helps to be able to identify the main currents of Indian diasporic narratives, their links to other diasporas and fringes and present and argue cogently on one's contentions and findings in the area.</p> <p>6. It helps to enable students to understand the socio-historical, economic and political contexts of post-World War, post-imperial British Literature It helps to explore the relationship between World War II and the end of colonialism and the significance of this scenario of global shrinking in terms of British national identity.</p>
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			7. It helps to identify the socio-historical and political changes in England post World War II
50317	UG-ENG-504/DSE-2	Science Fiction and Detective Literature or Literature and Cinema	<p>1. The students gain knowledge on Science Fiction and Detective literature.</p> <p>2. They also come to know the impact of crime fiction on culture and ethics.</p> <p>3. They come know that cinema is the extended form of literature. They become familiar with different cinematic adaptations. It helps to make students engage with the socio-political, philosophical and psychological issues and debates.</p> <p>4. It helps to train students to think through the concept of progress, the role of technology in our life and the many unfolding implications of the smudged borderlines between technological applications and the human condition.</p> <p>5. It helps to be able to trace and engage with the social and historical construction of crime. It helps to enable students to present a coherent view of the relationship between written and cinematic texts by studying the points of contact of literary and cinematic praxis.</p> <p>6. It helps the students to explore cinema as a syncretistic art form which could represent diverse time frames, situations, literary cultures and other media/forms</p>

SEMESTER VI			
COURSE ID	COURSE CODE	COURSE TITLE	COURSE OUTCOME
60311	UG-ENG-601/C-13	Popular Literature	<p>1. The students construct an idea about popular literature. They will assess the contribution of Lewis Carroll and Agatha Christie in the field of popular literature. They come to know about</p> <p>2. Children's literature and ethics and education in it.</p> <p>3. They also grow idea about the new genre Graphic Literature. It helps to introduce the students to the definitive issues and debates that nucleate the category termed "Popular Literature", including questions around the role of mass marketing both local and global invested in by publishing houses, distributors and retailers of books, book promotions for targeted readerships, roles of reception and readership and shifts therein, bestsellers and corporate interest in curating the lists, branding, pricing and the like.</p> <p>4. It helps to promote an understanding and appreciation of popular literature as a socially relevant, located and pleasurable form of writing which engages with contemporary issues and especially in case of popular literature published in English in India, plays with the new possibilities of language.</p>

60312	UG-ENG-602/C-14	Postcolonial Literatures	<ol style="list-style-type: none"> 1. The students grow their curiosity about Postcolonial literatures of colonial countries. 2. They also know about Australian literature as well as African literature. 3. They also become acquainted with the terms de-colonization, globalization, identity politics etc. 4. It helps the students to appreciate and analyse the spectre of growing inequality arising out of colonial occupation and the role played by postcolonial literatures resist in India and other postcolonial locations across the world. 5. It helps the students to critically engage with issues of racism, imperialism and exploitation along gender lines during and after colonial occupation 6. It helps the students to understand the legacies of colonialism in shaping contemporary realities both post-colonial and post-imperial, including the matrix of neo-colonial conglomerates and the movements of resistance. 7. It helps the students to explore the changing role and status of English in postcolonial literatures and its myriad links through translation-transmission to the global as also bhasha literatures, the latter in context of India.
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			<p>8. It helps the students to kindle research interest among students in exploring the postcolonial phenomenon as refracted through literatures across Asia, Africa and South America from a comparative perspective, highlighting conversations and possibilities of collaboration collusion between extra-metropolitan parts of the erstwhile empire.</p>
60316	UG-ENG-603/DSE-3	World Literatures or Partition Literature	<p>1. The students can have the idea of world literature.</p> <p>2. After reading the prescribed texts, they will come to know the literary terms like memory, displacement, diaspora, hybridity, race, culture etc.</p> <p>3. They also know the aesthetics and politics in poetry. They also understand the impact of partition on the people who had to leave their motherland for the cause of partition.</p> <p>4. It helps the students to introduce to the concept of World Literature and its historical trajectory in relation to other related concepts national literature, general literature, comparative literature, adult reception of children's literature and Vishwa Sahitya.</p> <p>5. It helps to give students an exposure to the diverse canons of literature composed in different</p>

		<p>locations and languages and sensitize them to the multiplicity of prisms and paradigms of election-elusion while curating a canon.</p> <p>6. It helps to inculcate in students the critical insight and analytical tools to explore themes in refrain transfusing the cross-currents of literatures produced and circulated across the globe e.g., Memory, Displacement and Diaspora, Hybridity, Race and Culture etc.</p> <p>7. It helps to train students in close literary-critical exegesis of prescribed texts as mapped against their socio-political, historical and economic contexts.</p> <p>8. It helps to introduce students to topics and texts related to colonialism, nationalism, the partition of India, communalism and violence, homelessness and exile, and the situation of women during partition.</p> <p>9. It helps to train students in close literary-critical reading of the prescribed texts as mapped against their socio-historical, political and economic contexts. It helps to sensitize students to the historical trajectory of the partition of the Indian subcontinent and its aftermath, as reflected in, also reflected on in the representative texts included in the curriculum</p>
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60317	UG-ENG-604/DSE-4	Research Methodology or Travel Writing	<ol style="list-style-type: none"> 1. This paper is very helpful to the students for continuing their further study as a researcher. 2. They become familiar with the different methods of research. 3. They become able to write a term paper. 4. They are able to draft a research proposal. 5. The students come to know about the different writers of Travel Writing. 6. They also become familiar with the impression of historical travellers like Ibn Battuta and Al-Biruni about India and culture of 7. India and India, as an old city, as a new city, as a city of love and as a city of mystery. They also come to know the relationship of travel with gender, religion and globalization
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COURSE OUTCOME (CO) (PROG.)			
SEMESTER I			
COURSE ID	COURSE CODE	COURSE TITLE	COURSE OUTCOME
10318	APENG-101/C-1A	Academic Writing and Composition	<ol style="list-style-type: none"> 1. The students' art of writing and composition is improved. 2. They also learn different techniques and aspects of grammatical items. 3. They try to think critically and express themselves independently.
11810	ACSHP104/AECCENVS	Environmental Studies	<ol style="list-style-type: none"> 1. The students will be able to recognize the physical, chemical and biological components of earth's system and their function. 2. They will try to protect nature by undertaking various projects.

COURSE OUTCOME (CO) (PROG.)			
SEMESTER II			
COURSE ID	COURSE CODE	COURSE TITLE	COURSE OUTCOME
20318	COURSE CODE:- APENG- 201/C-1B	Nation, Culture India	<ol style="list-style-type: none"> 1. The students will acquire a close idea of reality of India as nation and civilization. 2. The course will enable them to develop a cross cultural. 3. It introduces the students to the possibilities of Indian writing in English translation. 4. The students will get the idea of secularism.
20319	ACP- 203/C-E-1	British Poetry-1	<ol style="list-style-type: none"> The students will know about the British Poets of Elizabethan to Romantic age. 2. They will have the idea of figure of speech and prosodic meter. 3. They will have intelligent critique of the poems.
20310	ACSHP-204/AECC-ENG	English Communication Skills	<ol style="list-style-type: none"> 1. The students will get the knowledge of communicative English. 2. They will get the knowledge of various types of speaking and writing skills of English. 3. They will know about grammar like- Clauses, Sentences, Agreement of verb, Vocabulary etc

COURSE OUTCOME (CO) (PROG.)			
SEMESTER III			
COURSE ID	COURSE CODE	COURSE TITLE	COURSE OUTCOME
30318	APENG-301/C-1C	Contemporary India: Women And Empowerment	<p>The students get familiarized with the social construction, gender masculinity, femininity and patriarchy.</p> <p>They come to know about the 'political partition'.</p> <p>They will gain critical insight through the literary texts.</p> <p>They also become acquainted with the history of women's Movement in India.</p>
30310	APENG-304/SEC-1	English Language Teaching	<p>The students will learn different approaches and methods of English teaching in India.</p> <p>*They will be able to develop writing skills.</p> <p>*They will also develop their communicative skills.</p> <p>*They will acquire knowledge of the different aspects of English grammar and syntax.</p>

COURSE OUTCOME (CO) (PROG.)			
SEMESTER IV			
COURSE ID	COURSE CODE	COURSE TITLE	COURSE OUTCOME
40318	APENG-401/C-1D	Language and linguistic	<p>The students will know about language and it's role in communication.</p> <p>2. They will know about phonetic transcription.</p> <p>3. They will know about phonology and phonetics</p>
40319	ACP-403/C-E-2	British Poetry-2	<p>The students will know about different Victorian poets, modern poets and post modern poets along with their poetry.</p> <p>2. They will learn to rid texts closely and critically.</p> <p>3. They will learn about prosody.</p>
40310	APENG-404/SEC-2	Soft Skills	<p>The students will have self esteem and confidence building strategies.</p> <p>2. They will learn different soft skills.</p> <p>3. They will be able to apply those skills in practical field.</p>

COURSE OUTCOME (CO) (PROG.)			
SEMESTER V			
COURSE ID	COURSE CODE	COURSE TITLE	COURSE OUTCOME
50318	APENG501/DSE1A	Literature of the Indian Diaspora	The students become aware of the concept of Indian diasporic literature. *They will develop a creative critical understanding of the writings of the Indian diaspora. *They will explore Indian diasporic texts as markers of Indian diasporic lives. *Diasporic literature is the offshoot of the immigrant Indians.
50314	ACP-403/C-E-2	APENG-503/GE-1	*The students will be able to develop the skills of analytical thinking and critical expression. They will be energetic about close reading of literary-critical texts. *Aesthetic and critical insights in students will be inculcated. * They will be able to explore and appreciate literature.
50310	APENG-504/SEC-3	Creative Writing	he knowledge of different modes of creative writing is enhanced. *Students' basic concept of creative writing is shaped. *They are trained in writing across formats with clarity and same novelty of perspective and expression.
COURSE OUTCOME (CO) (PROG.)			

SEMESTER VI

COURSE ID	COURSE CODE	COURSE TITLE	COURSE OUTCOME
60318	APENG-601/DSE-1B	Partition literature	The students will understand the impact of partition on people. 2. They will know about the agony, violence, painful journey, loss of near and dear for partition. 3. They will know about deep love for own country.
60314	APENG-603/GE-2	Drama	1. The students will know about different dramas like Shakespearean dramas, modern dramas . 2. They will have the knowledge of various problems of society through dramas. 3. They will have literary insight.
60310	APENG-604/SEC-4	Business communication	1. The students will be able to write various types of reports and project reports. 2. They will have the power of communication easily. 3. They will be efficient in spoken English.



ONDA THANA MAHAVIDYALAYA
Onda, Bankura, West Bengal 722144

DEPARTMENT OF ENGLISH

2021-22

English Literature course taught by the Department of English introduces the students to a wide range of writings from British, American, and Anglophone traditions. Studying English Literature, the students are acquainted with Creative Literature, language resources and philosophical representations. After the introduction of the CBCS system at Onda Thana Mahavidyalaya in 2018, new frameworks of teaching-learning have been introduced. As a result, by pursuing the programme, students can build skills in drafting, revising, writing and so on. It also improves the analytical, and comprehensive skills of students in the department.

PROGRAMME OUTCOME (PO)

1. Significance of English as an emerging global language

“More than 300 million people in the world speak in English, and the rest, it sometimes seems, try to” (Bryson 2). Nowadays, English is not just a language of administration and business in South Asian countries. It has emerged as a global language. The language that once evolved in the British Island has undergone significant evolution and over time acquired ethnic colours and dimensions. Therefore, it is needless to say that learning English is essential.

It is true that English is not the most spoken language of the world. Nevertheless, it is the official language in 53 countries and spoken as the first language by around 400 million people all over the world. According to British Council, it will be spoken by 2 billion people in the world (ETS 2020).

2. English Language and the world

English is the language of science, technology, diplomacy, aviation, tourism, administration, internet, media, international exchange, etc. Therefore, skill development in English is the need of the day.

3. English in the metaverse

English is the language of the internet. Since English has evolved as an international language, it is most commonly used as internet language. About 565 million people use internet every day and about 52% websites daily visited are in English. Therefore, learning English gives access to the storehouses of information online. In the rural areas of West Bengal, many people lag behind for their poor skill in English. Therefore, developing skill in English is essential.

4. Importance of the English Language in Placement

Since English is spoken in sundry countries as the first language, proficiency in English helps in communicating with the natives in a foreign land during travelling. English has become indispensable for placement. Students who know English can communicate with experts all over the world. As a result, they get more career opportunities than others. Nearly every profession requires a certain level of proficiency in that language.

5. English and English literature

English Literature is rich in abundant resources of wisdom. It enlightens us philosophically, literally, linguistically and culturally. Some of the prominent names associated with the English Literature are Geoffrey Chaucer, Edmund Spenser, William Shakespeare, Alexander Pope, John Milton, William Wordsworth, John Keats, Lord Tennyson, Robert Browning, T.S. Eliot, W.B. Yeats, Phillip Larkin, Ted Hughes, Harold Pinter, Samuel Beckett, Marcel Proust and so on. English Literature Programme helps to improve writing skill, proficiency in communication and warm understanding of various human emotions. English Literature also helps in building human values, high morality and above all a disciplined human being.

The specific Programme Outcomes are

- A. to train the students to analyse, appreciate and understand and critically engage with literary texts in English and in English translation.
- B. To cultivate language proficiency of students, the ability to communicate with clarity and confidence at different levels, as also familiarize students with the self-reflexive literary deviance of language and initiate them in

current literary, discursive practices and developments in English Studies and English Studies in India

- C. To introduce students to the rainbow palette of the English literary curricula, ranging from its Anglo-centric beginnings to the more recent shifts to new literatures e.g., Third World Literature, Commonwealth literature, American, Australian, African Literature and of course, Indian Literature in English and Bhasha literatures in English translation
- D. To enhance the employability of students across diverse sectors in government organizations and corporate set-ups and spaces global, national, regional and local
- E. To develop clarity of thought and ability of articulation in students as well as the skills of critical enquiry and analysis of texts literary.
- F. To promote students' creative and analytical faculties in thinking, reading and writing, including imaginative writing
- G. To prepare the learners to continue academic study at a higher level
- H. To inculcate human values such as inclusion, empathy, the ability to engage with difference or varied viewpoints, and trans-orientation
- I. To hone the power of reception, reflexive thinking, questioning, articulation, creating-curating arguments and well-researched persuasive presentation of one's views.

PROGRAMME SPECIFIC OUTCOME (PSO)

1	To introduce the students to the formative phases of English literature and its gradual development from 14th up to the early 17th centuries in terms of genre, forms, themes etc.
2	To cultivate an understanding and engagement with Renaissance Humanism that provides a basis for the texts suggested
3	To develop basic literary aptitude and critical faculties to appreciate and analyse literary texts of different kinds
4	Ability to come up with situated readings and creative-critical thinking around texts in terms of one's location in the immediate and global contexts, along with the ability to share the results of one's academic and disciplinary learning in formats such as essays, notes, presentations etc. across varied platforms of communication, including the classroom and the internet
5	Skills to identify, systematically analyze and engage with extant scholarship and diverse resources and tools, including digital knowledge platforms, in order to explore a domain and present one's critical position and informed views in the area
6	Inculcate effective communication skills i.e., the ability to speak and write clearly and present one's contentions in standard, academic English
7	Ability to problematize, formulate hypothesis and research questions
8	To inculcate values – moral, ethical, literary and humane – and the ability for self-questioning, as also to decode/interpret values represented in literary texts and criticism vis-à-vis the environment, religion and spirituality, and structures of power

9	Development of problem-solving skills and analytical reasoning
10	Ability to understand, appreciate, analyze and apply various literary-critical concepts and categories within a theoretical framework
11	To ensure global competitiveness as also professional mobility among students, with a penchant for engagement with pluralities
12	To understand the world, be able to think and articulate critically and clearly on the local and the global through a reading of literature in translation and in the original, as a located Indian citizen of the world

COURSE OUTCOME (CO)**SEMESTER I**

COURSE ID	COURSE CODE	COURSE TITLE	COURSE OUTCOME
10311	UG-ENG- 101/C-1	Indian Writing in English	<p>The students will be familiar with a new branch of literature- Indian English Literature or Indian Writing in English. They will get flavor of Indianness in the writings of R.K.Narayan, Mulk Raj Anand, Salman Rushdie, Derozio ,Kamala Das and Nissim Ezekiel.</p> <p>They will know the history of English writing in India.</p> <p>The students follow Indian English with deep interest. The Indian authors express Indian sensibility in English.</p> <p>The students have easy access to it and they are inspired to create and compose following the outstanding writers.</p> <p>It is really invigorating to read English in Indian context.</p>
10312	UG-ENG- 102/C-2	British Poetry and Drama: From Old English Period to 17th Century	<ol style="list-style-type: none">1. To introduce the students to British Poetry ranging from the Middle Ages (Chaucer) down to the Elizabethan Age

			<p>(Spenser, Donne, and Shakespeare)</p> <ol style="list-style-type: none"> 2. To make the students acquainted with the style, diction and culture of those periods. 3. To enable the students to read, interpret and decipher Elizabethan comedy (A Midsummer Night's Dream), Elizabethan tragedy (<i>Macbeth</i>). <p>1.</p>
10314	UG-ENG- 103/GE-1	Academic Writing and Composition	<ol style="list-style-type: none"> 1. To enhance the students' writing skill and skill of composition 2. To improve grammatical skill 3. To develop critical ability
11810	ACSHP- 104/AECC ENVS	Environmental Studies	<ol style="list-style-type: none"> 1. To make the students aware of environmental issues. 2. To encourage students to undertake environmental projects

SEMESTER II

COURSE ID	COURSE CODE	COURSE TITLE	COURSE OUTCOME
20311	UG-ENG-201/C-3	European Classical Literature	<ol style="list-style-type: none">1. To make students familiar with classical Greek and Latin literature and explain its importance and resonance in the field of world literature.2. To historically situate classical European literary cultures in their socio-political, economic and cultural contexts3. To cultivate in students an awareness of classical literary traditions of Europe from the beginning till the 5th century CE through close literary-critical readings of the prescribed texts, along with grasping the evolution of the concepts of classic and classical in European schools of thought and its receptions across ages through translation, adaptations4. To help students to appreciate and evaluate literary texts in terms of the classical norms

20312	AH/ENG/202/C-4	British Poetry and Drama: 17th and 18th Centuries	<p>2. To disseminate knowledge on Epic Poetry as a prominent genre.</p> <p>3. To make the students aware of European Epic, the salient features etc. beginning with Homer (the <i>Iliad</i>, the <i>Odyssey</i>) down to Milton (the <i>Paradise Lost</i>). Midsummer Night's Dream)</p>
20314	UG-ENG-203/GE-2	Nation, Culture and India	<p>The students will acquire a close idea of reality of India as nation and civilization.</p> <p>2. The course will enable them to develop a cross cultural.</p> <p>3. It introduces the students to the possibilities of Indian writing in English translation.</p> <p>4. The students will get the idea of secularism.</p>
20310	UG- 204/AECC-2 Eng	English Communication	<p>1. The students will get the knowledge of communicative English.</p> <p>2. They will get the knowledge of various types of speaking and writing skills of English.</p> <p>3. They will know about grammar like- Clauses, Sentences, Agreement of verb, Vocabulary etc.</p>

SEMESTER III			
COURSE ID	COURSE CODE	COURSE TITLE	COURSE OUTCOME
30311	UG-ENG-301/C-5	British Literature: 18th Century	<p>1. To familiarize students with the Restoration and Jacobean periods and their global legacies and afterlives.</p> <p>2. To train students in close literary-textual exegesis of British literary texts composed during the Restoration and Jacobean periods against their socio-cultural, historical and economic contexts. To cultivate a comparative transnational perspective in the analysis of 17th and 18th century British texts as a located Indian student of the British canon.</p> <p>3. The students comprehend the satires of the age.</p> <p>4. They are familiar with the famous satires and comedies of manners. The students come to know about epic as a genre.</p> <p>5. They acquire knowledge on satire and different types of comedy.</p> <p>6. They also gather knowledge on different 'Figure of Speeches' and 'Prosody'</p>
30312	AH/ENG/302/C-6	British Romantic Literature	Everyman has some attachment to romance. Romantic literature in England was moulded by a

		<p>number of spirited Romantic poets and authors.</p> <p>The students remained interested in William Wordsworth's pantheism and his deep love for nature. Shelley's idealism and rebellious spirit also inspired them.</p> <p>A student can appreciate the sensuous comprehension of John Keats. The students reading Wordsworth, Shelley, Keats and Byron develop certain aesthetic taste and philosophy.</p> <p>The students learn to appreciate life in liberal and imaginative way. Romantic poetry expands the imagination of the students and enhances the finer sensitivity.</p> <p>The students will get new idea about Romantic Movement in English Literature.</p> <p>They will also know that discarding the love for urban life of Neo-Classical poets, the Romantics took shelter in the lap of nature.</p> <p>They will also be acquainted with the great poets of Romantic age like Wordsworth, Shelley, Keats, Byron and Coleridge.</p>
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			<p>They will also learn that Wordsworth spiritualizes nature, Shelley intellectualizes nature, Keats sensualizes nature, Byron rebelizes nature and Coleridge supernaturalizes nature.</p>
30313	UG-ENG-303/C-7	British Literature: 19th Century	<p>The students will be familiar with a new branch of literature- Indian English Literature or Indian Writing in English. They will get flavor of Indianness in the writings of R.K.Narayan, Mulk Raj Anand, Salman Rushdie, Derozio ,Kamala Das and Nissim Ezekiel.</p> <p>They will know the history of English writing in India.</p> <p>The students follow Indian English with deep interest. The Indian authors express Indian sensibility in English.</p> <p>The students have easy access to it and they are inspired to create and compose following the outstanding writers.</p> <p>It is really invigorating to read English in Indian context.</p>

SEMESTER IV

COURSE ID	COURSE CODE	COURSE TITLE	COURSE OUTCOME
40411	AH/ENG/401/C-8	Indian Writing in English	<p>The students will be familiar with a new branch of literature- Indian English Literature or Indian Writing in English. They will get flavor of Indianness in the writings of R.K.Narayan, Mulk Raj Anand, Salman Rushdie, Derozio ,Kamala Das and Nissim Ezekiel.</p> <p>They will know the history of English writing in India.</p> <p>The students follow Indian English with deep interest. The Indian authors express Indian sensibility in English.</p> <p>The students have easy access to it and they are inspired to create and compose following the outstanding writers.</p> <p>1. It is really invigorating to read English in Indian context.</p>
40412	AH/ENG/402/C-9	American Literature	<p>1. To make the students familiar with American</p> <p>2. Literature and different genres such as poetry, drama, fiction and non-fiction.</p> <p>3. To develop their skills for comprehending and interpreting various texts.</p> <p>4. The course makes the students familiar with the works by writers such as Walt Whitman, Tennessee Williams,</p>

40413	AH/ENG/403/C-10	Modern European Drama	<ol style="list-style-type: none"> 1. To make students familiar with European Realism. 2. To cultivate in students an awareness of the Modern European dramatic works by renowned dramatists namely Bertolt Brecht and Henrik Ibsen 3. To help students engage with the dynamic relationship between actors, audience and performance space, and explore the historical process of transition in the role of the audience, from passive spectatorship to a co-creative participatory process visible in the novel experiments with form in the modern European theatre
40415	AH/ENG/404/GE-4	Language and linguistic	<p>The students will know about language and it's role in communication.</p> <ol style="list-style-type: none"> 2. They will know about phonetic transcription. 3. They will know about phonology and phonetics

SEMESTER V

COURSE ID	COURSE CODE	COURSE TITLE	COURSE OUTCOME
50311	UG-ENG-501/C-11	British Literature: The Early 20th Century	<ol style="list-style-type: none">1. The students come to know about the different aspects of modern English literature and grow familiarity with the term 'stream of consciousness technique'.2. It helps the students to trace the history of modernism in the socio-cultural and intellectual contexts of the late nineteenth and early twentieth century Europe. It helps to explain the history of early twentieth century modernism in the light of the stream of consciousness technique, Jungian and Freudian ideas, psychoanalysis, imagism, cubism etc for the students.3. It helps students to be able to cultivate a trans-cultural, transnational perspective on the legacies of modernism in a post-colonial world.4. They read the poems of two literary giants of modern period Yeats and Eliot.5. They know about the interest of Yeats in Irish Mythology and his role in Irish National Movement.6. They will understand why Eliot's "The Love Song of J. Alfred Prufrock" is called the modernist masterpiece.
50312	UG-ENG-502/C-12	Women's Writing	<ol style="list-style-type: none">1. The students come across the poems of two famous American poetesses, Emily Dickinson and Sylvia Plath. They also become familiar with few postcolonial women writers.2. They also grow an idea on translation studies as they read Mahashweta Devi's "Draupadi" in English translation.

			<p>3. They also become aware of gender biasness and way of getting rid of it. They also grow ideas on feminism.</p> <p>4. It helps to train students in close literary-critical exegesis of the prescribed texts and their representation of female experience as mapped against the various socio-cultural, historical, economic and political contexts.</p> <p>5. It helps us to analyse and creatively engage with women's writing within the theoretical framework.</p>
50316	UG-ENG-503/DSE-1	Literature of the Indian Diaspora or British Literature: Post World War II	<p>1. The students come to know Indian diasporic literature and yearning for returning home and homesickness are the main issues of the literature of the Indian Diaspora.</p> <p>2. They also know that many Indians are living in India abroad. The students come to know the literature of post World War II. The students come across the poems of postmodernist and British poets.</p> <p>3. They grow familiarity with the immense contribution of poets like Philip Larkin, Ted Hughes, Seamus Heaney et al.</p> <p>4. It helps to develop a creative-critical understanding of the writings of the Indian diaspora within the discourse of postcolonialism, postmodernism, hybridity, globalization and transnationalism.</p> <p>5. It helps to explore Indian diasporic texts as markers of Indian diasporic lives, cultural practices, experiences, religion and the proliferation of new media. It helps to be able to identify the main currents of Indian diasporic narratives, their links to other diasporas and their fringes and present and argue cogently on one's contentions and findings in the area.</p> <p>6. It helps to enable students to understand the socio-cultural, historical, economic and political contexts</p>

			<p>of post-World War, post-imperial British Literature. It helps to explore the relationship between World War II and the end of colonialism and the significance of the scenario of global shrinking in terms of British national identity.</p> <p>7. It helps to identify the socio-historical and political changes in England post World War II</p>
50317	UG-ENG-504/DSE-2	Science Fiction and Detective Literature or Literature and Cinema	<p>1. The students gain knowledge on Science Fiction and Detective literature.</p> <p>2. They also come to know the impact of crime fiction on culture and ethics.</p> <p>3. They come to know that cinema is the extended form of literature. They become familiar with different cinematic adaptations. It helps to make students engage with the socio-political, philosophical and psychological issues and debates.</p> <p>4. It helps to train students to think through the consequences of progress, the role of technology in our life and the many unfolding implications of the smudged borderlines between technological applications and the human condition.</p> <p>5. It helps to be able to trace and engage with the socio-cultural and historical construction of crime. It helps to enable students to present a coherent view of the relationship between written and cinematic texts by studying the points of contact of literary and cinematic praxis.</p> <p>6. It helps the students to explore cinema as a syncretistic art form which could represent diverse frames, situations, literary cultures and other media/forms</p>

SEMESTER VI			
COURSE ID	COURSE CODE	COURSE TITLE	COURSE OUTCOME
60311	UG-ENG-601/C-13	Popular Literature	<p>1. The students construct an idea about popular literature. They will assess the contribution of Lewis Carroll and Agatha Christie in the field of popular literature. They come to know about</p> <p>2. Children’s literature and ethics and education in it.</p> <p>3.They also grow idea about the new genre Graphic Literature. It helps to introduce the students to the definitive issues and debates that nucleate the category termed “Popular Literature”, including questions around the role of mass marketing both local and global invested in by publishing houses, distributors and retailers of books, book promotions for targeted readerships, roles of reception and readership and shifts therein, bestsellers and corporate interest in curating the lists, branding, pricing and the like.</p> <p>4. It helps to promote an understanding and appreciation of popular literature as a socially relevant, located and pleasurable form of writing which engages with contemporary issues and especially in case of popular literature published</p>

			in English in India, plays with the new possibilities of language.
60312	UG-ENG-602/C-14	Postcolonial Literatures	<ol style="list-style-type: none"> 1. The students grow their curiosity about Postcolonial literatures of colonial countries. 2. They also know about Australian literature as well as African literature. 3. They also become acquainted with the terms de-colonization, globalization, identity politics etc. 4. It helps the students to appreciate and analyse the spectre of growing inequality arising out of colonial occupation and the role played by postcolonial literatures resist in India and other postcolonial locations across the world. 5. It helps the students to critically engage with issues of racism, imperialism and exploitation along gender lines during and after colonial occupation 6. It helps the students to understand the legacies of colonialism in shaping contemporary realities both post-colonial and post-imperial, including the matrix of neo-colonial conglomerates and the movements of resistance. 7. It helps the students to explore the changing role and status of English in postcolonial literatures and its myriad links through translation-transmission to the global as also bhasha literatures, the latter in context of India. 8. It helps the students to kindle research interest among students in exploring the postcolonial phenomenon as refracted through literatures across Asia, Africa and South America from a comparative perspective, highlighting conversations and possibilities of collaboration collusion between extra-metropolitan parts of the erstwhile empire.

60316	UG-ENG-603/DSE-3	World Literatures or Partition Literature	<ol style="list-style-type: none"> 1. The students can have the idea of world literature. 2. After reading the prescribed texts, they will come to know the literary terms like memory, displacement, diaspora, hybridity, race, culture etc. 3. They also know the aesthetics and politics in poetry. They also understand the impact of partition on the people who had to leave their motherland for the cause of partition. 4. It helps the students to introduce to the concept of World Literature and its historical trajectory in relation to other related concepts national literature, general literature, comparative literature, adult reception of children's literature and Vishwa Sahitya. 5. It helps to give students an exposure to the diverse canons of literature composed in different locations and languages and sensitize them to the multiplicity of prisms and paradigms of election-elusion while curating a canon. 6. It helps to inculcate in students the critical insight and analytical tools to explore themes in refrain transfusing the cross-currents of literatures produced and circulated across the globe e.g., Memory, Displacement and Diaspora, Hybridity, Race and Culture etc. 7. It helps to train students in close literary-critical exegesis of prescribed texts as mapped against their socio-political, historical and economic contexts. 8. It helps to introduce students to topics and texts related to colonialism, nationalism, the
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			<p>partition of India, communalism and violence, homelessness and exile, and the situation of women during partition.</p> <p>9. It helps to train students in close literary-critical reading of the prescribed texts as mapped against their socio-historical, political and economic contexts.</p> <p>It helps to sensitize students to the historical trajectory of the partition of the Indian subcontinent and its aftermath, as reflected in, also reflected on in the representative texts included in the curriculum</p>
60317	UG-ENG-604/DSE-4	Research Methodology or Travel Writing	<p>1. This paper is very helpful to the students for continuing their further study as a researcher.</p> <p>2. They become familiar with the different methods of research.</p> <p>3. They become able to write a term paper.</p> <p>4. They are able to draft a research proposal.</p> <p>5. The students come to know about the different writers of Travel Writing.</p> <p>6. They also become familiar with the impression of historical travellers like Ibn Battuta and Al-Biruni about India and culture of</p> <p>7. India and India, as an old city, as a new city, as a city of love and as a city of mystery. They also come to know the relationship of travel with gender, religion and globalization</p>

COURSE OUTCOME (CO) (PROG.)			
SEMESTER I			
COURSE ID	COURSE CODE	COURSE TITLE	COURSE OUTCOME
10318	APENG-101/C-1A	Academic Writing and Composition	<ol style="list-style-type: none"> 1. The students' art of writing and composition is improved. 2. They also learn different techniques and aspects of grammatical items. 3. They try to think critically and express themselves independently.
11810	ACSHP104/AECCENVS	Environmental Studies	<ol style="list-style-type: none"> 1. The students will be able to recognize the physical, chemical and biological components of earth's system and their function. 2. They will try to protect nature by undertaking various projects.

COURSE OUTCOME (CO) (PROG.)

SEMESTER II

COURSE ID	COURSE CODE	COURSE TITLE	COURSE OUTCOME
20318	COURSE CODE:- APENG- 201/C-1B	Nation, Culture India	<ol style="list-style-type: none">1. The students will acquire a close idea of reality of India as nation and civilization.2. The course will enable them to develop a cross cultural.3. It introduces the students to the possibilities of Indian writing in English translation.4. The students will get the idea of secularism.
20319	ACP- 203/C-E-1	British Poetry-1	<p>The students will know about the British Poets of Elizabethan to Romantic age.</p> <ol style="list-style-type: none">2. They will have the idea of figure of speech and prosodic meter.3. They will have intelligent critique of the poems.
20310	ACSHP- 204/AECC-ENG	English Communication Skills	<ol style="list-style-type: none">1. The students will get the knowledge of communicative English.2. They will get the knowledge of various types of speaking and writing skills of English.3. They will know about grammar like- Clauses, Sentences, Agreement of verb, Vocabulary etc

COURSE OUTCOME (CO) (PROG.)			
SEMESTER III			
COURSE ID	COURSE CODE	COURSE TITLE	COURSE OUTCOME
30318	APENG-301/C-1C	Contemporary India: Women And Empowerment	<p>The students get familiarized with the social construction, gender masculinity, femininity and patriarchy.</p> <p>They come to know about the 'political partition'.</p> <p>They will gain critical insight through the literary texts.</p> <p>They also become acquainted with the history of women's Movement in India.</p>
30310	APENG-304/SEC-1	English Language Teaching	<p>The students will learn different approaches and methods of English teaching in India.</p> <p>*They will be able to develop writing skills.</p> <p>*They will also develop their communicative skills.</p> <p>*They will acquire knowledge of the different aspects of English grammar and syntax.</p>

COURSE OUTCOME (CO) (PROG.)			
SEMESTER IV			
COURSE ID	COURSE CODE	COURSE TITLE	COURSE OUTCOME
40318	APENG-401/C-1D	Language and linguistic	<p>The students will know about language and it's role in communication.</p> <p>2. They will know about phonetic transcription.</p> <p>3. They will know about phonology and phonetics</p>
40319	ACP-403/C-E-2	British Poetry-2	<p>The students will know about different Victorian poets, modern poets and post modern poets along with their poetry.</p> <p>2. They will learn to rid texts closely and critically.</p> <p>3. They will learn about prosody.</p>
40310	APENG-404/SEC-2	Soft Skills	<p>The students will have self esteem and confidence building strategies.</p> <p>2. They will learn different soft skills.</p> <p>3. They will be able to apply those skills in practical field.</p>

COURSE OUTCOME (CO) (PROG.)

SEMESTER V

COURSE ID	COURSE CODE	COURSE TITLE	COURSE OUTCOME
50318	APENG501/DSE1A	Literature of the Indian Diaspora	The students become aware of the concept of Indian diasporic literature. *They will develop a creative critical understanding of the writings of the Indian diaspora. *They will explore Indian diasporic texts as markers of Indian diasporic lives. *Diasporic literature is the offshoot of the immigrant Indians.
50314	ACP-403/C-E-2	APENG-503/GE-1	*The students will be able to develop the skills of analytical thinking and critical expression. They will be energetic about close reading of literary-critical texts. *Aesthetic and critical insights in students will be inculcated. * They will be able to explore and appreciate literature.
50310	APENG-504/SEC-3	Creative Writing	he knowledge of different modes of creative writing is enhanced. *Students' basic concept of creative writing is shaped. *They are trained in writing across formats with clarity and same novelty of perspective and expression.

COURSE OUTCOME (CO) (PROG.)

SEMESTER VI

COURSE ID	COURSE CODE	COURSE TITLE	COURSE OUTCOME
60318	APENG-601/DSE-1B	Partition literature	The students will understand the impact of partition on people. 2. They will know about the agony, violence, painful journey, loss of near and dear for partition. 3. They will know about deep love for own country.
60314	APENG-603/GE-2	Drama	1. The students will know about different dramas like Shakespearean dramas, modern dramas . 2. They will have the knowledge of various problems of society through dramas. 3. They will have literary insight.
60310	APENG-604/SEC-4	Business communication	1. The students will be able to write various types of reports and project reports. 2. They will have the power of communication easily. 3. They will be efficient in spoken English.



ONDA THANA MAHAVIDYALAYA
Onda, Bankura, West Bengal 722144

DEPARTMENT OF ENGLISH

2022-23

English Literature course taught by the Department of English introduces the students to a wide range of writings from British, American, and Anglophone traditions. Studying English Literature, the students are acquainted with Creative Literature, language resources and philosophical representations. After the introduction of the CBCS system at Onda Thana Mahavidyalaya in 2018, new frameworks of teaching-learning have been introduced. As a result, by pursuing the programme, students can build skills in drafting, revising, writing and so on. It also improves the analytical, and comprehensive skills of students in the department.

PROGRAMME OUTCOME (PO)

1. Significance of English as an emerging global language

“More than 300 million people in the world speak in English, and the rest, it sometimes seems, try to” (Bryson 2). Nowadays, English is not just a language of administration and business in South Asian countries. It has emerged as a global language. The language that once evolved in the British Island has undergone significant evolution and over time acquired ethnic colours and dimensions. Therefore, it is needless to say that learning English is essential.

It is true that English is not the most spoken language of the world. Nevertheless, it is the official language in 53 countries and spoken as the first language by around 400 million people all over the world. According to British Council, it will be spoken by 2 billion people in the world (ETS 2020).

2. English Language and the world

English is the language of science, technology, diplomacy, aviation, tourism, administration, internet, media, international exchange, etc. Therefore, skill development in English is the need of the day.

3. English in the metaverse

English is the language of the internet. Since English has evolved as an international language, it is most commonly used as internet language. About 565 million people use internet every day and about 52% websites daily visited are in English. Therefore, learning English gives access to the storehouses of information online. In the rural areas of West Bengal, many people lag behind for their poor skill in English. Therefore, developing skill in English is essential.

4. Importance of the English Language in Placement

Since English is spoken in sundry countries as the first language, proficiency in English helps in communicating with the natives in a foreign land during travelling. English has become indispensable for placement. Students who know English can communicate with experts all over the world. As a result, they get more career opportunities than others. Nearly every profession requires a certain level of proficiency in that language.

5. English and English literature

English Literature is rich in abundant resources of wisdom. It enlightens us philosophically, literally, linguistically and culturally. Some of the prominent names associated with the English Literature are Geoffrey Chaucer, Edmund Spenser, William Shakespeare, Alexander Pope, John Milton, William Wordsworth, John Keats, Lord Tennyson, Robert Browning, T.S. Eliot, W.B. Yeats, Phillip Larkin, Ted Hughes, Harold Pinter, Samuel Beckett, Marcel Proust and so on. English Literature Programme helps to improve writing skill, proficiency in communication and warm understanding of various human emotions. English Literature also helps in building human values, high morality and above all a disciplined human being.

The specific Programme Outcomes are

- A. to train the students to analyse, appreciate and understand and critically engage with literary texts in English and in English translation.
- B. To cultivate language proficiency of students, the ability to communicate with clarity and confidence at different levels, as also familiarize students with the self-reflexive literary deviance of language and initiate them in

current literary, discursive practices and developments in English Studies and English Studies in India

- C. To introduce students to the rainbow palette of the English literary curricula, ranging from its Anglo-centric beginnings to the more recent shifts to new literatures e.g., Third World Literature, Commonwealth literature, American, Australian, African Literature and of course, Indian Literature in English and Bhasha literatures in English translation
- D. To enhance the employability of students across diverse sectors in government organizations and corporate set-ups and spaces global, national, regional and local
- E. To develop clarity of thought and ability of articulation in students as well as the skills of critical enquiry and analysis of texts literary.
- F. To promote students' creative and analytical faculties in thinking, reading and writing, including imaginative writing
- G. To prepare the learners to continue academic study at a higher level
- H. To inculcate human values such as inclusion, empathy, the ability to engage with difference or varied viewpoints, and trans-orientation
- I. To hone the power of reception, reflexive thinking, questioning, articulation, creating-curating arguments and well-researched persuasive presentation of one's views.

PROGRAMME SPECIFIC OUTCOME (PSO)

1	To introduce the students to the formative phases of English literature and its gradual development from 14th up to the early 17th centuries in terms of genre, forms, themes etc.
2	To cultivate an understanding and engagement with Renaissance Humanism that provides a basis for the texts suggested
3	To develop basic literary aptitude and critical faculties to appreciate and analyse literary texts of different kinds
4	Ability to come up with situated readings and creative-critical thinking around texts in terms of one's location in the immediate and global contexts, along with the ability to share the results of one's academic and disciplinary learning in formats such as essays, notes, presentations etc. across varied platforms of communication, including the classroom and the internet
5	Skills to identify, systematically analyze and engage with extant scholarship and diverse resources and tools, including digital knowledge platforms, in order to explore a domain and present one's critical position and informed views in the area
6	Inculcate effective communication skills i.e., the ability to speak and write clearly and present one's contentions in standard, academic English
7	Ability to problematize, formulate hypothesis and research questions
8	To inculcate values – moral, ethical, literary and humane – and the ability for self-questioning, as also to decode/interpret values represented in literary texts and criticism vis-à-vis the environment, religion and spirituality, and structures of power

9	Development of problem-solving skills and analytical reasoning
10	Ability to understand, appreciate, analyze and apply various literary-critical concepts and categories within a theoretical framework
11	To ensure global competitiveness as also professional mobility among students, with a penchant for engagement with pluralities
12	To understand the world, be able to think and articulate critically and clearly on the local and the global through a reading of literature in translation and in the original, as a located Indian citizen of the world

COURSE OUTCOME (CO)**SEMESTER I**

COURSE ID	COURSE CODE	COURSE TITLE	COURSE OUTCOME
10311	UG-ENG- 101/C-1	Indian Writing in English	<p>The students will be familiar with a new branch of literature- Indian English Literature or Indian Writing in English. They will get flavor of Indianness in the writings of R.K.Narayan, Mulk Raj Anand, Salman Rushdie, Derozio ,Kamala Das and Nissim Ezekiel.</p> <p>They will know the history of English writing in India.</p> <p>The students follow Indian English with deep interest. The Indian authors express Indian sensibility in English.</p> <p>The students have easy access to it and they are inspired to create and compose following the outstanding writers.</p> <p>It is really invigorating to read English in Indian context.</p>
10312	UG-ENG- 102/C-2	British Poetry and Drama: From Old English Period to 17th Century	<ol style="list-style-type: none">1. To introduce the students to British Poetry ranging from the Middle Ages (Chaucer) down to the Elizabethan Age

			<p>(Spenser, Donne, and Shakespeare)</p> <ol style="list-style-type: none"> 2. To make the students acquainted with the style, diction and culture of those periods. 3. To enable the students to read, interpret and decipher Elizabethan comedy (A Midsummer Night's Dream), Elizabethan tragedy (<i>Macbeth</i>). <p>1.</p>
10314	UG-ENG- 103/GE-1	Academic Writing and Composition	<ol style="list-style-type: none"> 1. To enhance the students' writing skill and skill of composition 2. To improve grammatical skill 3. To develop critical ability
11810	ACSHP- 104/AECC ENVS	Environmental Studies	<ol style="list-style-type: none"> 1. To make the students aware of environmental issues. 2. To encourage students to undertake environmental projects

SEMESTER II

COURSE ID	COURSE CODE	COURSE TITLE	COURSE OUTCOME
20311	UG-ENG-201/C-3	European Classical Literature	<ol style="list-style-type: none">1. To make students familiar with classical Greek and Latin literature and explain its importance and resonance in the field of world literature.2. To historically situate classical European literary cultures in their socio-political, economic and cultural contexts3. To cultivate in students an awareness of classical literary traditions of Europe from the beginning till the 5th century CE through close literary-critical readings of the prescribed texts, along with grasping the evolution of the concepts of classic and classical in European schools of thought and its receptions across ages through translation, adaptations4. To help students to appreciate and evaluate literary texts in terms of the classical norms

20312	AH/ENG/202/C-4	British Poetry and Drama: 17th and 18th Centuries	<p>2. To disseminate knowledge on Epic Poetry as a prominent genre.</p> <p>3. To make the students aware of European Epic, the salient features etc. beginning with Homer (the <i>Iliad</i>, the <i>Odyssey</i>) down to Milton (the <i>Paradise Lost</i>). Midsummer Night's Dream)</p>
20314	UG-ENG-203/GE-2	Nation, Culture and India	<p>The students will acquire a close idea of reality of India as nation and civilization.</p> <p>2. The course will enable them to develop a cross cultural.</p> <p>3. It introduces the students to the possibilities of Indian writing in English translation.</p> <p>4. The students will get the idea of secularism.</p>
20310	UG- 204/AECC-2 Eng	English Communication	<p>1. The students will get the knowledge of communicative English.</p> <p>2. They will get the knowledge of various types of speaking and writing skills of English.</p> <p>3. They will know about grammar like- Clauses, Sentences, Agreement of verb, Vocabulary etc.</p>

SEMESTER III			
COURSE ID	COURSE CODE	COURSE TITLE	COURSE OUTCOME
30311	UG-ENG-301/C-5	British Literature: 18th Century	<p>1. To familiarize students with the Restoration and Jacobean periods and their global legacies and afterlives.</p> <p>2. To train students in close literary-textual exegesis of British literary texts composed during the Restoration and Jacobean periods against their socio-cultural, historical and economic contexts. To cultivate a comparative transnational perspective in the analysis of 17th and 18th century British texts as a located Indian student of the British canon.</p> <p>3. The students comprehend the satires of the age.</p> <p>4. They are familiar with the famous satires and comedies of manners. The students come to know about epic as a genre.</p> <p>5. They acquire knowledge on satire and different types of comedy.</p> <p>6. They also gather knowledge on different 'Figure of Speeches' and 'Prosody'</p>
30312	AH/ENG/302/C-6	British Romantic Literature	Everyman has some attachment to romance. Romantic literature in England was moulded by a

		<p>number of spirited Romantic poets and authors.</p> <p>The students remained interested in William Wordsworth's pantheism and his deep love for nature. Shelley's idealism and rebellious spirit also inspired them.</p> <p>A student can appreciate the sensuous comprehension of John Keats. The students reading Wordsworth, Shelley, Keats and Byron develop certain aesthetic taste and philosophy.</p> <p>The students learn to appreciate life in liberal and imaginative way. Romantic poetry expands the imagination of the students and enhances the finer sensitivity.</p> <p>The students will get new idea about Romantic Movement in English Literature.</p> <p>They will also know that discarding the love for urban life of Neo-Classical poets, the Romantics took shelter in the lap of nature.</p> <p>They will also be acquainted with the great poets of Romantic age like Wordsworth, Shelley, Keats, Byron and Coleridge.</p>
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			<p>They will also learn that Wordsworth spiritualizes nature, Shelley intellectualizes nature, Keats sensualizes nature, Byron rebelizes nature and Coleridge supernaturalizes nature.</p>
30313	UG-ENG-303/C-7	British Literature: 19th Century	<p>The students will be familiar with a new branch of literature- Indian English Literature or Indian Writing in English. They will get flavor of Indianness in the writings of R.K.Narayan, Mulk Raj Anand, Salman Rushdie, Derozio ,Kamala Das and Nissim Ezekiel.</p> <p>They will know the history of English writing in India.</p> <p>The students follow Indian English with deep interest. The Indian authors express Indian sensibility in English.</p> <p>The students have easy access to it and they are inspired to create and compose following the outstanding writers.</p> <p>It is really invigorating to read English in Indian context.</p>

SEMESTER IV

COURSE ID	COURSE CODE	COURSE TITLE	COURSE OUTCOME
40411	AH/ENG/401/C-8	Indian Writing in English	<p>The students will be familiar with a new branch of literature- Indian English Literature or Indian Writing in English. They will get flavor of Indianness in the writings of R.K.Narayan, Mulk Raj Anand, Salman Rushdie, Derozio ,Kamala Das and Nissim Ezekiel.</p> <p>They will know the history of English writing in India.</p> <p>The students follow Indian English with deep interest. The Indian authors express Indian sensibility in English.</p> <p>The students have easy access to it and they are inspired to create and compose following the outstanding writers.</p> <p>1. It is really invigorating to read English in Indian context.</p>
40412	AH/ENG/402/C-9	American Literature	<p>1. To make the students familiar with American</p> <p>2. Literature and different genres such as poetry, drama, fiction and non-fiction.</p> <p>3. To develop their skills for comprehending and interpreting various texts.</p> <p>4. The course makes the students familiar with the works by writers such as Walt Whitman, Tennessee Williams,</p>

40413	AH/ENG/403/C-10	Modern European Drama	<ol style="list-style-type: none"> 1. To make students familiar with European Realism. 2. To cultivate in students an awareness of the Modern European dramatic works by renowned dramatists namely Bertolt Brecht and Henrik Ibsen 3. To help students engage with the dynamic relationship between actors, audience and performance space, and explore the historical process of transition in the role of the audience, from passive spectatorship to a co-creative participatory process visible in the novel experiments with form in the modern European theatre
40415	AH/ENG/404/GE-4	Language and linguistic	<p>The students will know about language and it's role in communication.</p> <ol style="list-style-type: none"> 2. They will know about phonetic transcription. 3. They will know about phonology and phonetics

SEMESTER V

COURSE ID	COURSE CODE	COURSE TITLE	COURSE OUTCOME
50311	UG-ENG-501/C-11	British Literature: The Early 20th Century	<ol style="list-style-type: none">1. The students come to know about the different aspects of modern English literature and grow familiarity with the term 'stream of consciousness technique'.2. It helps the students to trace the history of modernism in the socio-cultural and intellectual contexts of the late nineteenth and early twentieth century Europe. It helps to explain the history of early twentieth century modernism in the light of the stream of consciousness technique, Jungian and Freudian ideas, psychoanalysis, imagism, cubism etc for the students.3. It helps students to be able to cultivate a trans-cultural, transnational perspective on the legacies of modernism in a post-colonial world.4. They read the poems of two literary giants of modern period Yeats and Eliot.5. They know about the interest of Yeats in Irish Mythology and his role in Irish National Movement.6. They will understand why Eliot's "The Love Song of J. Alfred Prufrock" is called the modernist masterpiece.
50312	UG-ENG-502/C-12	Women's Writing	<ol style="list-style-type: none">1. The students come across the poems of two famous American poetesses, Emily Dickinson and Sylvia Plath. They also become familiar with few postcolonial women writers.2. They also grow an idea on translation studies as they read Mahashweta Devi's "Draupadi" in English translation.

			<p>3. They also become aware of gender biasness and way of getting rid of it. They also grow ideas on feminism.</p> <p>4. It helps to train students in close literary-critical exegesis of the prescribed texts and their representation of female experience as mapped against the various socio-cultural, historical, economic and political contexts.</p> <p>5. It helps us to analyse and creatively engage with women's writing within the theoretical framework.</p>
50316	UG-ENG-503/DSE-1	Literature of the Indian Diaspora or British Literature: Post World War II	<p>1. The students come to know Indian diasporic literature and yearning for returning home and homesickness are the main issues of the literature of the Indian Diaspora.</p> <p>2. They also know that many Indians are living in India abroad. The students come to know the literature of post World War II. The students come across the poems of postmodernist and British poets.</p> <p>3. They grow familiarity with the immense contribution of poets like Philip Larkin, Ted Hughes, Seamus Heaney et al.</p> <p>4. It helps to develop a creative-critical understanding of the writings of the Indian diaspora within the discourse of postcolonialism, postmodernism, hybridity, globalization and transnationalism.</p> <p>5. It helps to explore Indian diasporic texts as markers of Indian diasporic lives, cultural practices, experiences, religion and the proliferation of new media. It helps to be able to identify the main currents of Indian diasporic narratives, their links to other diasporas and their fringes and present and argue cogently on one's contentions and findings in the area.</p> <p>6. It helps to enable students to understand the socio-cultural, historical, economic and political contexts</p>

			<p>of post-World War, post-imperial British Literature. It helps to explore the relationship between World War II and the end of colonialism and the significance of the scenario of global shrinking in terms of British national identity.</p> <p>7. It helps to identify the socio-historical and political changes in England post World War II</p>
50317	UG-ENG-504/DSE-2	Science Fiction and Detective Literature or Literature and Cinema	<p>1. The students gain knowledge on Science Fiction and Detective literature.</p> <p>2. They also come to know the impact of crime fiction on culture and ethics.</p> <p>3. They come to know that cinema is the extended form of literature. They become familiar with different cinematic adaptations. It helps to make students engage with the socio-political, philosophical and psychological issues and debates.</p> <p>4. It helps to train students to think through the consequences of progress, the role of technology in our life and the many unfolding implications of the smudged borderlines between technological applications and the human condition.</p> <p>5. It helps to be able to trace and engage with the socio-cultural and historical construction of crime. It helps to enable students to present a coherent view of the relationship between written and cinematic texts by studying the points of contact of literary and cinematic praxis.</p> <p>6. It helps the students to explore cinema as a syncretistic art form which could represent diverse frames, situations, literary cultures and other media/forms</p>

SEMESTER VI			
COURSE ID	COURSE CODE	COURSE TITLE	COURSE OUTCOME
60311	UG-ENG-601/C-13	Popular Literature	<p>1. The students construct an idea about popular literature. They will assess the contribution of Lewis Carroll and Agatha Christie in the field of popular literature. They come to know about</p> <p>2. Children’s literature and ethics and education in it.</p> <p>3.They also grow idea about the new genre Graphic Literature. It helps to introduce the students to the definitive issues and debates that nucleate the category termed “Popular Literature”, including questions around the role of mass marketing both local and global invested in by publishing houses, distributors and retailers of books, book promotions for targeted readerships, roles of reception and readership and shifts therein, bestsellers and corporate interest in curating the lists, branding, pricing and the like.</p> <p>4. It helps to promote an understanding and appreciation of popular literature as a socially relevant, located and pleasurable form of writing which engages with contemporary issues and especially in case of popular literature published</p>

			in English in India, plays with the new possibilities of language.
60312	UG-ENG-602/C-14	Postcolonial Literatures	<ol style="list-style-type: none"> 1. The students grow their curiosity about Postcolonial literatures of colonial countries. 2. They also know about Australian literature as well as African literature. 3. They also become acquainted with the terms de-colonization, globalization, identity politics etc. 4. It helps the students to appreciate and analyse the spectre of growing inequality arising out of colonial occupation and the role played by postcolonial literatures resist in India and other postcolonial locations across the world. 5. It helps the students to critically engage with issues of racism, imperialism and exploitation along gender lines during and after colonial occupation 6. It helps the students to understand the legacies of colonialism in shaping contemporary realities both post-colonial and post-imperial, including the matrix of neo-colonial conglomerates and the movements of resistance. 7. It helps the students to explore the changing role and status of English in postcolonial literatures and its myriad links through translation-transmission to the global as also bhasha literatures, the latter in context of India. 8. It helps the students to kindle research interest among students in exploring the postcolonial phenomenon as refracted through literatures across Asia, Africa and South America from a comparative perspective, highlighting conversations and possibilities of collaboration collusion between extra-metropolitan parts of the erstwhile empire.

60316	UG-ENG-603/DSE-3	World Literatures or Partition Literature	<ol style="list-style-type: none"> 1. The students can have the idea of world literature. 2. After reading the prescribed texts, they will come to know the literary terms like memory, displacement, diaspora, hybridity, race, culture etc. 3. They also know the aesthetics and politics in poetry. They also understand the impact of partition on the people who had to leave their motherland for the cause of partition. 4. It helps the students to introduce to the concept of World Literature and its historical trajectory in relation to other related concepts national literature, general literature, comparative literature, adult reception of children's literature and Vishwa Sahitya. 5. It helps to give students an exposure to the diverse canons of literature composed in different locations and languages and sensitize them to the multiplicity of prisms and paradigms of election-elusion while curating a canon. 6. It helps to inculcate in students the critical insight and analytical tools to explore themes in refrain transfusing the cross-currents of literatures produced and circulated across the globe e.g., Memory, Displacement and Diaspora, Hybridity, Race and Culture etc. 7. It helps to train students in close literary-critical exegesis of prescribed texts as mapped against their socio-political, historical and economic contexts. 8. It helps to introduce students to topics and texts related to colonialism, nationalism, the
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			<p>partition of India, communalism and violence, homelessness and exile, and the situation of women during partition.</p> <p>9. It helps to train students in close literary-critical reading of the prescribed texts as mapped against their socio-historical, political and economic contexts.</p> <p>It helps to sensitize students to the historical trajectory of the partition of the Indian subcontinent and its aftermath, as reflected in, also reflected on in the representative texts included in the curriculum</p>
60317	UG-ENG-604/DSE-4	Research Methodology or Travel Writing	<p>1. This paper is very helpful to the students for continuing their further study as a researcher.</p> <p>2. They become familiar with the different methods of research.</p> <p>3. They become able to write a term paper.</p> <p>4. They are able to draft a research proposal.</p> <p>5. The students come to know about the different writers of Travel Writing.</p> <p>6. They also become familiar with the impression of historical travellers like Ibn Battuta and Al-Biruni about India and culture of</p> <p>7. India and India, as an old city, as a new city, as a city of love and as a city of mystery. They also come to know the relationship of travel with gender, religion and globalization</p>

COURSE OUTCOME (CO) (PROG.)			
SEMESTER I			
COURSE ID	COURSE CODE	COURSE TITLE	COURSE OUTCOME
10318	APENG-101/C-1A	Academic Writing and Composition	<ol style="list-style-type: none"> 1. The students' art of writing and composition is improved. 2. They also learn different techniques and aspects of grammatical items. 3. They try to think critically and express themselves independently.
11810	ACSHP104/AECCENVS	Environmental Studies	<ol style="list-style-type: none"> 1. The students will be able to recognize the physical, chemical and biological components of earth's system and their function. 2. They will try to protect nature by undertaking various projects.

COURSE OUTCOME (CO) (PROG.)

SEMESTER II

COURSE ID	COURSE CODE	COURSE TITLE	COURSE OUTCOME
20318	COURSE CODE:- APENG- 201/C-1B	Nation, Culture India	<ol style="list-style-type: none">1. The students will acquire a close idea of reality of India as nation and civilization.2. The course will enable them to develop a cross cultural.3. It introduces the students to the possibilities of Indian writing in English translation.4. The students will get the idea of secularism.
20319	ACP- 203/C-E-1	British Poetry-1	<p>The students will know about the British Poets of Elizabethan to Romantic age.</p> <ol style="list-style-type: none">2. They will have the idea of figure of speech and prosodic meter.3. They will have intelligent critique of the poems.
20310	ACSHP- 204/AECC-ENG	English Communication Skills	<ol style="list-style-type: none">1. The students will get the knowledge of communicative English.2. They will get the knowledge of various types of speaking and writing skills of English.3. They will know about grammar like- Clauses, Sentences, Agreement of verb, Vocabulary etc

COURSE OUTCOME (CO) (PROG.)			
SEMESTER III			
COURSE ID	COURSE CODE	COURSE TITLE	COURSE OUTCOME
30318	APENG-301/C-1C	Contemporary India: Women And Empowerment	<p>The students get familiarized with the social construction, gender masculinity, femininity and patriarchy.</p> <p>They come to know about the 'political partition'.</p> <p>They will gain critical insight through the literary texts.</p> <p>They also become acquainted with the history of women's Movement in India.</p>
30310	APENG-304/SEC-1	English Language Teaching	<p>The students will learn different approaches and methods of English teaching in India.</p> <p>*They will be able to develop writing skills.</p> <p>*They will also develop their communicative skills.</p> <p>*They will acquire knowledge of the different aspects of English grammar and syntax.</p>

COURSE OUTCOME (CO) (PROG.)			
SEMESTER IV			
COURSE ID	COURSE CODE	COURSE TITLE	COURSE OUTCOME
40318	APENG-401/C-1D	Language and linguistic	<p>The students will know about language and it's role in communication.</p> <p>2. They will know about phonetic transcription.</p> <p>3. They will know about phonology and phonetics</p>
40319	ACP-403/C-E-2	British Poetry-2	<p>The students will know about different Victorian poets, modern poets and post modern poets along with their poetry.</p> <p>2. They will learn to rid texts closely and critically.</p> <p>3. They will learn about prosody.</p>
40310	APENG-404/SEC-2	Soft Skills	<p>The students will have self esteem and confidence building strategies.</p> <p>2. They will learn different soft skills.</p> <p>3. They will be able to apply those skills in practical field.</p>

COURSE OUTCOME (CO) (PROG.)

SEMESTER V

COURSE ID	COURSE CODE	COURSE TITLE	COURSE OUTCOME
50318	APENG501/DSE1A	Literature of the Indian Diaspora	The students become aware of the concept of Indian diasporic literature. *They will develop a creative critical understanding of the writings of the Indian diaspora. *They will explore Indian diasporic texts as markers of Indian diasporic lives. *Diasporic literature is the offshoot of the immigrant Indians.
50314	ACP-403/C-E-2	APENG-503/GE-1	*The students will be able to develop the skills of analytical thinking and critical expression. They will be energetic about close reading of literary-critical texts. *Aesthetic and critical insights in students will be inculcated. * They will be able to explore and appreciate literature.
50310	APENG-504/SEC-3	Creative Writing	he knowledge of different modes of creative writing is enhanced. *Students' basic concept of creative writing is shaped. *They are trained in writing across formats with clarity and same novelty of perspective and expression.

COURSE OUTCOME (CO) (PROG.)

SEMESTER VI

COURSE ID	COURSE CODE	COURSE TITLE	COURSE OUTCOME
60318	APENG-601/DSE-1B	Partition literature	The students will understand the impact of partition on people. 2. They will know about the agony, violence, painful journey, loss of near and dear for partition. 3. They will know about deep love for own country.
60314	APENG-603/GE-2	Drama	1. The students will know about different dramas like Shakespearean dramas, modern dramas . 2. They will have the knowledge of various problems of society through dramas. 3. They will have literary insight.
60310	APENG-604/SEC-4	Business communication	1. The students will be able to write various types of reports and project reports. 2. They will have the power of communication easily. 3. They will be efficient in spoken English.