

Department of English
Course Outcome

SEMESTER 1

CC1: History of English Literature (Group A) and Philology (Group B) :

- Offers insight into the History of English literature from the Old English period to the Modern Age .
- Focuses on various literary movements and genres along with the writers and their works representative of their times.
- Provides in-depth understanding of the growth of English language, through various influences. 'Americanism' is perceived as a new brand of English emerging in its own strength.

CC2: European Classical Literature :

- Offers knowledge of the various periods of Greek and Roman civilization - their distinctiveness in art , literature and culture.
- Explains the impact of Greek and Roman Literature on English writers.
- Relates elements of Renaissance humanism with the features of European classical literatures .
- *The Iliad Books 1 and 2* provide a first hand knowledge of the primary epic. Almost all features of an oral epic can be discerned from reading even the first two books. Students are introduced to the skill and imagination of Homer - the greatest poet of European literature. The rich world of Classical mythology is also revealed before them.
- Sophocles's *Oedipus the King* is an exemplary Greek tragedy that initiates us to the concepts of Fate , Free Will and Tragic Flaw.
- The Roman poet Horace's *Satires (Book 1 - no. IV)* provides a genealogy of the genre of Satire. Along with it Horace expresses his own ideals of a good satirist and his upbringing in the Roman virtues imparted by his father.
- The Roman playwright Plautus's *Potof Gold* is a development from the Greek New Comedy. Apart from its situational comic elements it is also a study in the vice of Greed or Avarice. Students are imparted knowledge on Greek Old and New Comedy , development of Latin comedies from Greek New Comedy, and its subsequent influence on English comedies.
- *Metamorphoses* is more than a collection of stories of mythical adventures, it is a meditation on the theme of metamorphosis or transformation in all its myriad forms. Ovid uses this motif as the unifying thread of his tales, emphasizing it as a universal principle which explains the ever-changing nature of the world. Across the fifteen books that form *Metamorphoses*, Ovid examines a large number of themes, including poetry, politics,

identity, immortality, love and lust, violence, morality, and art.

AECC1: (Communicative English) :

Focuses on improving grammatical skills of the students and helping them develop stronger communication skills through interactive sessions in the classroom space.

SEMESTER 2

CC 3 : (Indian writing in English) :

Provides knowledge of the social and political background of Indian writing in English .Categorizes Indian writers in English according to different literary phases . Applies knowledge of the socio-cultural background to the texts in the prescribed syllabus . Differentiates between Indian writing in English and mainstream English literature .Compares and contrasts between literary styles in Indian writing in English in the pre-Independence and the post-independence periods .

The **Poetry** segment in this paper provides students with an idea of 'Indianness' through the representative works of Derozio, Toru Dutt , Kamala Das, Ezekiel , A. K. Ramanujan and Jayanta Mahapatra. The works uphold Indian culture and identity and establish the role of English as a powerful mode of expression in Indian creative writing. *Rajmohan's Wife* , the **novel** by Bankimchandra Chattopadhyay is a revealing portrait of life in the nineteenth century. It continues to be relevant for its universal themes of love and romance and resonates even today for its portrayal of strong women.

The **play** *Bravely Fought The Queen* by Mahesh Dattani depicts the emotional, financial and sexual complexities of an urban Indian household . Domestic violence, homosexuality, drinking and prostitution, patriarchy and suppression , gender discrimination, depression and disappointment , are some of the major themes in this play. What stands out however , despite all the sufferings , is the endurance and courage of the female protagonist shining bright at the end of the play.

CC4 : British Poetry and Drama (14th to 17th century)

■ Social and Intellectual background of the Medieval Age and the Renaissance form the foundation of this paper. Chaucer is introduced through the *Wife of Bath's Prologue and Tale* . The General Prologue to the Canterbury Tales is discussed in the process.

The works of major English writers during Renaissance including Shakespeare, are also introduced with reference to the larger socio political background .

■ *The Wife of Bath* documents the Medieval social picture especially the misogynistic writings of the time.

■ One of the four great tragedies of Shakespeare , *Macbeth* is a study of unbridled power and unchecked ambition.

■ *Twelfth Night* is a representative romantic comedy by Shakespeare. Love is the main theme ; music is also an important ingredient. Shakespeare deviates from the rules of

classical drama by creating multiple plots, combining tragic and comic elements, and disregarding unities of time and action.

GE2 : For students of other Honors courses this paper introduces some of the iconic works from different genres of English Literature.

a) Essays by Charles Lamb : 'Dream Children: A Reverie' (and) George Orwell: 'Shooting an Elephant' .

b) Drama : William Shakespeare: As You Like It
George Bernard Shaw: Arms and the Man.

c) Novel: Thomas Hardy: The Mayor of Casterbridge.

SEMESTER III

CC5 : (American Literature)

Identifying the origins of American literature; Acquaintance with features of American Culture and the works of significant writers ; Differentiating between American literature and English literature ; Classifying writers and their works according to the history of American literature ; Deducing how different socio-political developments gave rise to different literary forms ; Critiquing literary works with reference to their immediate historical background ; Explaining the essential components of Americanism and American Dream as found in the texts prescribed ; Discerning literary skills of the writers and identifying traditional and/or modernist characteristics in their work.

■ Harlem Renaissance and American Dream in Langston Hughes ' poem ; Confessional poetry in Sylvia Plath ; Regional Poetry in Robert Frost , classical imagery in the love poem of Edgar Allen Poe , public mourning and personal grief for the deceased President Abraham Lincoln in Walt Whitman.

■ *The Old man and the Sea* , the Nobel prize winning novella by Hemmingway , is an allegorical rendition of man's perseverance and determination in the face of a ruthless nature.

■ 'Dry September', the story by William Faulkner , is open to critical analysis from multiple perspectives as race, gender, ethnicity, socio-economic class and historical period .

■ ' The Purloined Letter ' by Edgar Allen Poe introduces the genre of detective story in English Literature. Lays down some of the basic features of English detective fiction.

CC6: (Popular Literature) :

Detects the connect between forms of popular literature and the society which gives rise to them..

■ *Through The Looking Glass* by

Lewis Carroll -familiarises students with the concept of 'popular' culture and literature, its social and cultural function, and the symbolic overtones as manifested in the text.

■ *Abol Tabol* by Sukumar Roy Interprets literary nonsense as a serious literary form with deeper meanings.

■ Translated into 32 languages, *Tintin in Tibet* is widely acclaimed by critics and is generally considered to be Hergé's finest work. With this, students are introduced to the genre of comic books and graphic novels. Apart from its vital theme of friendship, the book opens up to new realms - of extrasensory perception, the mysticism of Tibetan Buddhism, the concept of the 'Yeti' and to the snowy wilderness of the Himalayas. Over and above all it is a story of hope, faith and indomitable courage.

■ *The Murder of Roger Ackroyd* by Agatha Christie : With this novel we are led to the Golden Age of detective fiction. The development of detective fiction, its essential characteristics and evolution of the character of the detective, form the background discussion to this novel. Christie introduces many firsts in this novel (like a quiet village setting, the village gossip, or the murderer as the narrator.) and also breaks many rules of the traditional detective fiction as set down by Knox. Following the plot of this novel is like trying to solve a puzzle with frequent distractions of false clues and red herrings. The novel also allows us to follow the mind of one of the most iconic detectives as he works simply by using his 'little gray cells' i.e. through logic and critical thinking.

CC7 : British Poetry and Drama (17th -18th century)

■ Knowledge of the social and intellectual background of the age.

■ Understanding of the Secondary Epic through Milton's *Paradise Lost Bk 1*, and of the mock heroic poem through Pope's *Rape of the Lock*.

■ John Webster's *The Duchess of Malfi* introduces one to the dark world of post-Shakespearean drama. On the comedy front *The Rover* informs students of the contribution of Aphra Behn, the first English woman playwright known to have earned her living through writing, in shaping the literary output of the age (17th c.), the socio-political scenario that influenced Restoration theatre, and the genre of the Comedy of Manners.

SECA2: Business Communication :

Enables students to navigate through the nitty-gritty of business communication while acquiring proper language skills to write letters, reports, CVs and meeting minutes.

GE3 : (Women's Writing and Women's Empowerment)

Enables students to acquire knowledge about the socio-historical background of women's writing, Interpret women's writing as an alternative discourse to dominant patriarchal narratives, discover the origins of women's writing in India, compare different forms of women's writing as developing in the east and the west and assess the importance of autobiography as a literary genre in women's writing.

■ Begum Rokeya Sakhwat Hossain: *Sultana's Dream*

■ Rassundari Debi, *Amar Jibon*

SEMESTER IV

CC8 : (British Literature of the 18th century)

- In poetry, Dr Johnson's ' London' serves as a political satire keeping in tune with the mainstream satirical poetry of the age.
- Thomas Gray's ' Elegy Written in a Country Churchyard ' offers the poetry of feeling and sensitivity which existed as an undercurrent even in the Age of Prose and Reason.
- With Congreve's *Way of the World* students are introduced to the 18th century Comedy of Manners. Congreve's work is a masterpiece in this genre because, by virtue of its intelligence and wit , it is free of the coarseness, grossness and crude realism often associated with such plays.
- *Robinson Crusoe* by Daniel Defoe is a landmark text for the students of literature because it is considered to be the first novel in English by virtue of its realism and verisimilitude. Defoe's grasp of details and a plain matter of fact style have undoubtedly contributed towards development of the English novel.
- 18th century saw the rise of the periodical press and with it the rise of the English Essay. In reading the essays of Addison, students would develop an idea of the kind of prose that now came into being for miscellaneous purposes. It is said that with Addison the modern era of prose had begun. Addison combined moralizing with a gentle and genial humor.

CC9 : (British Romantic Literature)

- Students are initiated to the Romantic concept of Imagination and the features that go into the making of Romantic literature ; The influence of French and German philosophers on the British Romantic Poets is determined ; The influence of the French Revolution is ascertained ; An understanding of the significance of Nature in British Romantic literature is developed ; The early and the later phases of British Romantic literature are compared and contrasted.
- The major Romantic poets with Blake as a pre romantic are discussed in their individual traits despite the sharing of common romantic characteristics.
- Charles Lamb's 'personal essay' was also an offshoot of the Romantic Age. Never before had the essayist opened up before the readers at such a personal level talking about his own joys and pains.
- Mary Shelley's *Frankenstein* introduces the genre of Gothic novel and science fiction .

CC10 : (19th Century British Literature)

Prescribed texts are interpreted with reference to the socio-political background of the times.

- The crisis of faith in the wake of scientific and industrial revolution colored the poetry of

this age. If Tennyson's poem 'Ulysses' embraces the expanding world of new knowledge then Matthew Arnold's 'Dover Beach' expresses a sense of dejection at having lost the old world of biblical faith. Browning's 'My Last Duchess' exemplifies the mode of 'dramatic monologue', Christina Rossetti's 'Goblin Market' expresses by indirection the condition of women in Victorian society. Students learn to interpret a poem at multiple levels.

■ The importance of a novel by a woman writer in portraying the true picture of society is realized in Jane Austen's novel *Pride and Prejudice*.

SEC B2 :

Academic Writing and Composition - acquaints students with the citation and bibliography rules required for an ethical research work, and makes them aware of the difference between academic writing and any other form of writing.

GE4: (Academic Writing)

Encourages critical thinking in students and equips them with the skills of academic writing.

SEMESTER V

CC11: (Women's Writings)

The paper elucidates the concepts of 'feminism' and 'patriarchy' through women's writings across different countries and varied cultures .

■ *A Vindication of the Rights of Woman: with strictures on Political and Moral subjects* written by British philosopher and women's rights advocate Mary Wollstonecraft, is one of the earliest works of feminist philosophy.

■ *Amar Jiban* by Rassundari Debi is the first autobiography in Bangla . Under the veneer of the domestic life of a subdued housewife in 19th century rural Bengal Rassundari speaks for women's right to education and questions patriarchy at many levels.

■ 'I cannot live with you' by Emily Dickinson may also be interpreted as a feminist poem as the lady love refuses to live with her lover / husband because it would be a passive existence for her. She would be like a 'porcelain' locked up by the church sexton as it were.

■ In 'Advice to Women' feminist poet Eunice D' Souza urges women to be emotionally strong and be always ready to cope with the passivity and coldness of men.

■ Alice Walker, portrays the Afro - American experience in her novel *Colour Purple*. An Afro-American novelist herself , she advocated for the women of colour by using the term 'womanism'.

■ In Mahasweta Devi 's story ' Draupadi ' the protagonist, a Santhali girl of just 27 years , emerges as the symbol of subaltern defiance. Her body which was raped and tortured becomes the very weapon with which she encounters her tormentors.

■ 'Bliss' by Katherine Mansfield enables students to appreciate the outstanding 20th c. short story, through an analysis of the dilemma of the female protagonist and the recurring symbols woven into the text .

CC12: (Early 20th c. British literature.)

The texts in this paper acquaint students with modernist literature and consequently with the complexities of modernist experience. With many social and political changes taking place (shift from agrarian to industrial culture , from community living to nuclear families, urbanization , architecture, new technologies and , especially the war) man appeared to be existing in a fractured and fragmented world never experienced before. This came to be reflected both in the content and style of the literature of the times. It was a great age of experimentation and innovation in style and technique.

■ *Sons and Lovers* by D. H. Lawrence acquaints students with the industrial climate of the age and its effect on people and relationships, with a focus on the emotional conflicts and relationships of the protagonist, eventually helping students appreciate the Novel as 'one bright book of life' .

■ *Heart of Darkness* by Joseph Conrad is about the evils of imperialism. Students are made aware of the colonists' greed and acts of profit making at the cost of the well being of the natives.

■ The poetry segment is rife with experimentation. Students are introduced to varied literary movements : imagism in T.S.Eliot, symbolism in W.B. Yeats , half rhyme and para rhyme in W.B. Owen.

■ The play *Pygmalion* exemplifies the new drama by G B Shaw. It introduces the concept of the discussion play and presents multiple view points on a contemporary social problem.

DSEA1: [Modern Indian Writing in English translation]

The paper Identifies the nuances of Indian literatures through poetry, novel and drama translated into English. Students learn to discover the process of translation as transcreation and the impact it has on regional literatures of India . The plurality of contexts which shape the expression of regional and linguistic conflicts in Indian literatures

With Tendulkar's play *Silence ! The Court is in Session* students derive knowledge of regional Indian theatre and understand how it is different from the British Theatre.

Similarly with the short stories of Ismat Chughtai, Premchand and Fakir Mohan Senapati students become familiarised with the various socio-cultural and political factors that influenced their writing.

DSEB1:[Literary Types , Rhetoric and Prosody]

■ The Short Story as Literary Type acquaints students with the type and characteristics of the genre, and the use of literary techniques that helps them see the marked difference between Short Story and other literary type.

■ Comedy as Literary type introduces students to the major branches of comedy pertaining to the ethos and spirit of each age.

■ Tragedy refers to a work of art that probes with high seriousness questions concerning the role of man in the universe. The Greeks of Attica, the ancient state whose chief city was Athens, first used the word in the 5th century BCE to describe a specific kind of play, which was presented at festivals .

■ Students learn to classify the different components of rhetoric and analyse poetic metres with reference to prosody.

Semester 6

CC13 : (Modern European Drama)

The paper helps students identify the new forms of drama associated with European Literature as a whole in the 20th century . They learn to evaluate the importance of Ibsen's problem plays on contemporary social issues , Brecht's Epic Theatre of alienation techniques , and Beckett's Theatre of the Absurd with its profound existential thoughts .

CC 14 : (Post Colonial Literatures)

Students acquire knowledge of post colonialism and its impact on literature ; are able to discover different forms and genres associated with postcolonial literatures ; are also able to classify the techniques associated with the expression of the postcolonial experience in literature.

■ *Things Fall Apart* by Chinua Achebe informs students of the pre-colonial and post-colonial spaces in a village community of Nigeria and the emerging socio-cultural conflicts after the invasion of European missionaries in their native space.

■ *The Chronicle of a Death Foretold* by Gabriel Garcia Marquez expresses post colonial assertion of native culture by the alternate discourse of magic realism. Students are also acquainted with the journalistic narrative technique that defies linear chronology.

■ Poems from Chile, India, West Indies and Australia provide a wide range of experience from former British colonies or settlements.

DSE A4 [Media and Mass Communication]

The paper introduces students to the fields of Mass Communication and Globalisation and the application of mass media in the forms of Pamphlets, Posters

Advertisements and the like.

DSEB3: [Autobiography]

An autobiography provides students with an insight into the real-life experiences of great individuals- their trials, tribulations and attainments. Not only does it inform them about the milieu in which the individual lived but also provides the mental / psychological / spiritual trajectory of his/ her growth. Reading an autobiography is essential for a student of literature because it makes him aware of the rich potential of great minds as well as of the human side of larger than life figures. Over and above all it acquaints him with the literary style as reflection of a particular persona .

■ *The Story of My Experiments with Truth*, by Mahatma Gandhi , enables students to analyze the nature of autobiographical writings, with a focus on Gandhi's quest for Truth and an account of his upbringing in the formative years, as laid out in the first 8 chapters of his book .

■ *Autobiography of an Unknown Indian (1951)* by Nirad C. Chowdhuri is contemporary history presented through the format of an autobiography. Through his recollections in Bk 1 , Nirad Chowdhuri unfolds the life and culture of four distinct places associated with his childhood. Students derive a thorough idea of rural Bengal, and the educated Bengali gentleman's obsession with England and Englishness, in pre Independence India.

■ *My Reminiscences* by Rabindranath Tagore was written in the poet's 50th year. 'In these memory pictures, so lightly, even casually presented by the author there is, nevertheless, revealed a connected history of his inner life together with that of the varying literary forms in which his growing self found successive expression, up to the point at which both his soul and poetry attained maturity.'

■ Binodini Dasi's *My Life* leads the students to the earliest history of public theatre in Bengal along with her own story of rising from a prostitutional background to one of the star actresses of her time and her whole hearted commitment to theatre under the mentorship of her guru Girish Ghosh.

Department of English

Programme Outcome : English Honours CBCS (Calcutta University)

1. Humanistic Education leading to World Peace
2. Value Creation in Society.
3. Respect for the Dignity of Life.
4. Analyzing and Transforming Culture.
5. Gender Equity through Challenging Stereotypes.

6. Psychological insight into Persons and Characters.
7. Resisting the Materialistic and Utilitarian.
8. Developing a Critical and Analytical mind.
9. Distinguishing between Appearance and Reality
10. Developing a sense of Irony and Humour.
11. Understanding the Importance of Stories and the Role of Fiction in Shaping Society and Culture.
12. Creative and Communicative Skills and competence.
13. Gathering Analytical tools.
13. Developing a Sceptical mind and Seeking Spirit.
14. Learning ways to Tackle Harsh Reality.
15. Philosophical Insight: Distinguishing between Ontology and Epistemology.
16. Understanding the Colonisation and Postcolonialism.
17. Negotiation with the Modern and Postmodern.
18. Shedding Inhibitions.
19. Moving beyond the Specialization of Knowledge.
20. English as a Foreign, Indian and Global Language.
21. Moving beyond the Specialization of Knowledge to Liberal Arts.
22. Empowering Women and Tackling Gender Prejudice.
23. Creating Global Citizens.
24. Respecting Nature and the Ecosystem.
25. Resisting Propaganda and Understanding the Media.

Programme Specific Outcome : English Honours CBCS (Calcutta University)

CC1- To relate English Literary texts to their socio-cultural context.

CC2- To trace the Resonances of the Classics in contemporary European and World Literature and trace archetypal behaviour patterns.

CC3- To understand Indian English as an effective means of creative expression and a medium for representation and resistance in the Indian social context.

CC4- Understanding the universal legacy of Shakespeare and his contemporaries.

CC5- To distinguish between the American and British ethos in English Literature and Language.

CC6- Embracing texts beyond the Canon to include all kinds of 'literatures' and understand the contribution of so called 'popular' or 'children's' Literature.

CC7- To understand the legacy of 17th Century English Epics, Satires and Comedies.

CC8- To understand the prose legacy the 18th Century, and the Rise of Novels and Journalism.

CC9- To understand the legacy of Romantic poetry and prose.

CC10- To understand the contribution of Victorian prose and poetry.

CC11- To understand the emergence and significance of Women Writers.

CC12- To understand the advent of Modernism, in prose and poetry.

CC13- To understand the social significance of Modern plays.

CC14- To understand contemporary trends through 20th century novels

DSEA1- To understand Indian English in the Postcolonial milieu.

DSEB1- To accumulate critical tools and understanding of Literary devices.

DSEA3- To understand the political significance of Partition Literature.

DSEB3- To understand the relationship between micro narratives and History through Autobiographies.

SEC1- The use of English Language in Media and Communication

SEC2- The use of English Language in Business Communication

SEC3- To learn skills of Translation

SEC4- To equip students with the methodology of Academic Writing.

LCC1 (1)- To instill skills of Business Communication in English in students pursuing a General degree.

LCC1(2)- Exercises in imagination and creativity for students pursuing a General degree.

AECC1- Basic Communicative Skills in English for all students.