

SUDHIRANJAN LAHIRI MAHAVIDYALAYA
DEPARTMENT OF ENGLISH
PO/CO of B.A. in English (UG CBCS w.e.f. 2018-19)

Name of Course (with code)	Program Outcome/Course Outcome
Core Courses (CC)	
<p><u>CC-1: Indian Classical Literature</u> ENGH- H-CC-T-1</p>	<ul style="list-style-type: none"> • Offers a comprehensive understanding of social and intellectual climate of ancient Indian society. Students get a comprehensive insight into the world of Indian Epic tradition which includes not only Sanskrit text, but also Tamil epic. • The Course exposes the students to the world of Classical Indian drama, a world of love and romance, political intrigue and rivalry. • The study of Indian Classical Literature offers the students a gateway to an understanding of the theory and practice of contemporary literature.
<p><u>CC-2: European Classical Literature</u> ENGH- H-CC-T-2</p>	<ul style="list-style-type: none"> • Offers a comprehensive understanding of social and intellectual climate of ancient Greek and Roman society. • Familiarize students with classical mythology. This will, in turn, help them to decipher the classical allusions that are found to feature in works of various English writers. • The study of European Classical literature exposes the students to the socio-political-cultural ethos of the Athenian city state and the literary cultures in Augustan Rome. They also learn to re-read the texts from modern perspective.
<p><u>CC-3: Indian Writing in English</u> ENGH- H-CC-T-3</p>	<ul style="list-style-type: none"> • To introduce students to the themes and contexts of Indian English literature this relates to their own cultural and geographical context. • To give them preliminary ideas about postcolonial studies. • To familiarise students to the history of evolution of Indian writings in English from pre-colonial to present times.
<p><u>CC -4: British Poetry and Drama: 14th - 17th Centuries.</u> ENGH- H-CC-T-4</p>	<ul style="list-style-type: none"> • To help students understand the evolution of the English language from the Middle Ages to Shakespeare. • To help students understand the nuances of various literary types such as sonnets, metaphysical poetry, comedy, tragedy, etc, through study of texts. • To build the foundation for study of influence of writers of this period on subsequent generation of writers.

	<ul style="list-style-type: none"> The students acquire knowledge about Renaissance Humanism that ushers in a transition from the Middle ages to a Golden era of learning.
<p>CC-5: American Literature ENGH- H-CC-T-5</p>	<ul style="list-style-type: none"> To introduce students to the corpus of American literature through teaching of works by prominent American writers. To trace the history of American literature as it evolved over the ages and understand how that relates to socio –historical contexts of the times. To familiarise students to various identity groups of America and their concerns as expressed through literature. Students are able to take note of the cultural differences between the British literature and American literature
<p>CC-6: Popular Literature ENGH- H-CC-T-6</p>	<ul style="list-style-type: none"> To understand intersections of society, reading public and popular literature. To understand complexities and theoretical orientations behind what may appear simple in the first glance especially in graphic literature. To develop a broader understanding of popular literature through texts as well as to differentiate between the canonical and the popular literature.
<p>CC-7: British Poetry and Drama : 17th and 18th Centuries ENGH- H-CC-T-7 (For Hons.) ENGH-G-CC-T-1 (For General)</p>	<ul style="list-style-type: none"> Critical understanding of the social and cultural context of the two centuries against which British poetry and drama is studied. Acquaintance with dramatic, literary and other issues related to representative works of drama from the two centuries in focus. It offers an exhaustive overview of the major literary output that developed during the period –poetry, drama, satire ,mock-epic and novel-all representative of the socio-cultural ethos.
<p>CC-8: British Literature: 18th Century ENGH- H-CC-T-8 (For Hons.) ENGH-G-CC-T-2 (For General)</p>	<ul style="list-style-type: none"> Understanding of various literary sensibilities and Neo-classicism in literature. Understanding various developments in science, philosophy, religion and other movements that took place in 18th Century England.

<p>CC-9: British Romantic Literature ENGH- H-CC-T-9 (For Hons.) ENGH-G-CC-T-3 (For. General)</p>	<ul style="list-style-type: none"> • Developing a critical understanding of the Romantic Movement and the critical theories emerged from it. • Viewing English literature through the socio-cultural and political context. • Students get acquainted with the poetry, prose and fiction of the period.
<p>CC-10: British Literature : 19th Century ENGH- H-CC-T-10 (for Hons) ENGH-G-CC-T-4 (for General)</p>	<ul style="list-style-type: none"> • Students gain an adequate knowledge in the changes that were taking place in the Victorian period characterized by rapid urbanization, industrialization, growth of capitalism and utilitarianism combined with loss of faith in established religion. • Students acquire a fair knowledge about these shaping influences by reading selected works of poets and novelists. • Students learn to explore themes like marriage and sexuality, subjugation of women and situate the writer in the contemporary context.
<p>CC-11: Women’s Writing ENGH- H-CC-T-11</p>	<ul style="list-style-type: none"> • Generates the ability to view society from the perspective of gender roles and its reflection in women’s writing • Students learn to critically assess the significant texts of women poets and authors of England, America and India. • The study of Women’s writing addresses issues like caste, race and gender politics and the students become aware of the different shades of these issues.
<p>CC-12: The British Literature : The early 20th Century ENGH- H-CC-T-12</p>	<ul style="list-style-type: none"> • Students are introduced to the principles of Modernism and the impact of the Great War on art and literature. • Students learn critically assess the selected texts like short story, novel, drama and poetry. • Students gain a comprehensive knowledge about the various critical trends of Modernism like psychoanalysis, stream of consciousness, uses of myth and so on.

<p>CC-13: Modern European Drama ENGH- H-CC-T-13</p>	<ul style="list-style-type: none"> • Students are acquainted with some critical ideas about contemporary socio-political- cultural developments of the period that provide a framework for the genesis of different genres experimenting with unusual form to depict unusual themes. • Students get familiar with concepts like Epic theatre, Absurdity, realism, existentialism and appreciate the texts in the context of these concepts. • Students acquire a good idea about the innovative and modern trends of European drama.
<p>CC-14: Postcolonial Literature ENGH- H-CC-T-14</p>	<ul style="list-style-type: none"> • This paper becomes relevant because it is capable of providing a representation of the suppressed as well as the suppresser, and hence offers a representation of conflicting views and ideologies. • Postcolonial literatures attempt to challenge the dominant literary and cultural discourses of the West and critique the discursive and material legacies of colonization. • This course provides students with valuable insights into how difference in race, ethnicity, tradition, language, gender, class, and power can be negotiated through the integration of postcolonial discourse and literature into English Literature classrooms.
<p>Discipline Specific Elective (DSE)</p>	
<p>DSE-T-1: Modern Indian Writing in English ENGH-H-DSE-T-1 (for Hons.) ENGH-G -DSE-T-1 (for General)</p>	<ul style="list-style-type: none"> • Helps expose the student to the multiculturalism of modern Indian writing in translation, fostering an understanding of the multifaceted nature of cultural identities in various selections of literature in the course. • The Course familiarizes the students with the question of caste and gender-based discrimination And also the voice of resistance that is raised against these discriminations prevalent in society. • Students are sufficiently equipped with the basic knowledge about the aesthetics of translation and questions of form in twentieth –century literature.
<p>DSE-T-2: British Literature : Post World War II ENGH-H-DSE-T-2</p>	<ul style="list-style-type: none"> • The Course familiarizes the students with the basic tenets of Postmodernism as reflected in British literature. • The texts selected give them a fair conception about intertextuality, dystopian view of the world after the Second World War. • The Course addresses the current issues and the experimentation of the authors with form and content which add to the knowledge of the students.

<p>DSE-T-3: Literary Criticism</p> <p>ENGH-H-DSE-T-3</p>	<ul style="list-style-type: none"> • Students can form a clear idea about the evolution of literary criticism which is an integral part of the study of literature. • Students learn to appreciate literary texts in the light of the critical theories enunciated by poet sand critics. • The Course immensely enhances the intellectual faculty of the learners.
<p>DSE -T-4: Literary Theory</p> <p>ENGH-H-DSE-T-4</p>	<ul style="list-style-type: none"> • Students are exposed to an exhaustive study of different modern literary theories like Marxism, Orientalism, Poststructuralism etc. • The Course teaches the students to apply the theories in relation to the texts that they read andinterpret them. • The Course covers the major movements in literary theories during the twentieth century and introduces them to the works of eminent thinkers and theorists.
<p>DSE -T-5: Partition Literature</p> <p>ENGH-H-DSE-T-5 (for Hons.)</p> <p>ENGH-G -DSE -T-2 (for General)</p>	<ul style="list-style-type: none"> • An introduction to partition literaturecan expose the students to interdisciplinary studies in the future. • These kinds of literature have a socialand political relevance, and help the students to understand their nation’s history. Students learn to critically assess the impact of communalism, violence, homelessness and exile, and the plight of women in the partition.
<p>DSE -T-6: Research Methodology</p> <p>ENGH-H-DSE-T-6</p>	<ul style="list-style-type: none"> • The Course prepares the students for higher studies in the field of research and acquaints them with the process and steps of research. • Students learn how to conceptualize and draft research proposals, write a term paper and the use of bibliography. • Students gain a fair knowledge about the use of style manuals.
<p>Generic Elective</p>	
<p>GE-T-1:Academic Writing and Composition</p> <p>ENGH-H-GE-T-1 (for Hons.)</p> <p>ENGH-G -GE-T-1 (for General)</p>	<ul style="list-style-type: none"> • Effective preparation for a career in school/language teaching in English as the course covers the writing process, introduces academic writing and processes of summarising and paraphrasing. • Students are introduced to the conventions of Academic writing, learn to structure an Argument and cite resources in writing a research paper
<p>GE-T-2 : Text and Performance</p> <p>ENGH-H-GE-T-2</p>	<ul style="list-style-type: none"> • The Course on Text and Performance familiarizes the students with a historical overview ofWestern and Indian theatre.

	<ul style="list-style-type: none"> The students are exposed to demonstration of acting; they are expected to have a perception of direction, stage props, costume lighting etc
GE-T-3: Language and Linguistics ENGH-H-GE-T-3	<ul style="list-style-type: none"> The Course offers an introduction to English Phonetics and phonology, syntax and Semantics. Students also acquire knowledge in identifying and explaining figures of speech and scansion of a poem.
GE-T-4 :Contemporary India : Women and Empowerment ENGH-H-GE-T-4 (for Hons.) ENGH-G -GE-T-2 (for General)	<ul style="list-style-type: none"> The Course offers a detailed history of Women's Movements in India and an analysis of gender construction. Students can have a fair idea of the political participation of women in India, gender discrimination, laws protecting women's rights and women writers of repute fighting for women empowerment in a male-dominated society.
Skill Enhancement Course (SEC)	
SEC-T-1: English Language Teaching ENGH-H- SEC-T-1 (for Hons.) ENGH-G-SEC-T-1 (for General)	<ul style="list-style-type: none"> Students will be able to gain knowledge about the structure of English language and attain language skills. Use of technological tools help them to acquire proficiency in the language.
SEC-T-2: Soft Skills ENGH-H- SEC-T-2 (for Hons.) ENGH-G-SEC-T-2 (for. General)	<ul style="list-style-type: none"> Getting jobs opportunities in public and private sectors Improving verbal and non-verbal communication. Developing effective interpersonal skills, enhancing leadership qualities and teamwork abilities.
SEC-T-3: Business Communication ENGH-G-SEC-T-3 (for General courses)	<ul style="list-style-type: none"> The Course introduces the students to the essentials of Business Communication; teach them how to write a project report, minutes of meetings, E-correspondences etc. The interactive teaching-learning sessions in the classroom, viva for internal assessment and intensive exercises on spoken English help the students in future placement.
SEC-T-4: Technical Writing ENGH-G-SEC-T-4 (for General courses)	<ul style="list-style-type: none"> The Course offers an exhaustive study and practice in improving one's writing skill when one comes to write formal reports, manuals, letters, notices, agenda, minutes etc
Ability Enhancement Compulsory Course (AECC)	
AECC-T-1 : English Communication (L1/L2) ENGH-H-AECC-T-1 (For Hons) ENGH-G-AECC-T-1 (For General)	<ul style="list-style-type: none"> The Course intends to teach the students the basics and tools of communication ,verbal and non-verbal and develop their writing skills such as report writing, documenting, note- taking etc. The interactive mode of teaching-learning process helps the students to emerge as adept in both verbal and non-verbal modes of communication.
Language Compulsory Course (LCC) [** for General stream only]	

<p>LCC-T-1: Indian Writing in English ENGH-G-LCC-T-1</p>	<ul style="list-style-type: none"> • On completion of the Course, students acquire knowledge in the genesis and evolution of Indian English Literature from Toru Dutt to the postmodern period. • They learn to appreciate and critically assess the nuances of the works of Derozio to those of Kamala Das and Jayanta Mahapatra of modern times.
<p>LCC-T-2: Literature of the British Isles ENGH-G-LCC-T-2</p>	<ul style="list-style-type: none"> • The Students pursuing general courses feel interested in reading short poems, short story ,aninteresting essay written by Bernard Shaw and a one act play.

Sudhiranjan Lahiri Mahavidyalaya
Department of English
B.A. English (Honours)
PROGRAMME SPECIFIC OUTCOMES (PSOs)

After successful completion of 3-Year: 6-Semester Honours Programme in English a student should be able to achieve the following:

PSO1	Develops critical thinking, aesthetic approach and analytical skills: Exposure to a wide variety of Core papers consisting of literary materials to know how a particular piece of work is a reflection of the historical, sociological, cultural, political, and even the psychological ethos of its time. The students to have a glimpse into gender issues, discourse on social discrimination, complex human relationship, political issues and cultural ethos of the times and develop an understanding of the importance of the same in the contemporary world.
PSO2	Conceptualising societal institutions and power structures: The course helps in recognizing the intersection between gender, socio-cultural identities and power structures which impact the material realities of lives of the people. An entire Core paper contains women's writings and the students learn to appreciate the contribution of women writers down the ages. Apart from that a delve into the dalit and other marginal writing help them to understand the dynamics of power structure.
PSO3	Exposure to interdisciplinary reading: Through interdisciplinary learning, students are challenged to discover meaningful connections between content areas that have traditionally been taught in isolation. That discovery of connections allows students to apply concepts and new understandings in novel and creative ways, positioning them as innovators, problem-solvers, and critical thinkers. In this programme students are exposed to various genres apart from British canonical texts, ranging from classical Sanskrit literature , Greco- Roman literature, Afro-American and American literature to Partition literature ; postcolonial literature, graphic literature and popular literature.
PSO4	Expands the horizons for verbal and non-verbal communication skills: Students are exposed to a large variety of literature in English language as well as multimedia for reading, writing and analysis which strengthen the students' grammatical capabilities and communication skill. On completion of the Undergraduate course, the students are expected to gain proficiency in English as a language of communication when they apply it for the professional purpose.
PSO5	Enhances Research Aptitude: Helps in gathering in-depth knowledge through the study of literary history, theory and criticism, honing intellectual faculties and critical acumen. UG CBCS syllabus focuses on literary theory, literary criticism and Research Methodology that help the learners to appreciate the various texts in the light of these critical theories and criticisms.
PSO6	Emerges the writer within students: The exposure of the students to a wide variety of texts is expected to have a direct bearing on their own writing potential and skill development.
PSO7	Flourishes the future Researcher: A thorough knowledge in the language and literature, specifically in critical theories and research methodology helps the students pursue higher studies in their chosen area and engage in research activities by writing dissertations and publishing research articles.
PSO8	Higher Education & Employability: Curriculum offers awareness for students to enhance their interest in specialised areas of knowledge for pursuit of higher education and enables better access to jobs in public and private sectors. Students can emerge as prospective teachers in schools, colleges and universities. Apart from that, graduating with an Honours in English may help students opt for further studies in MassCommunication and Journalism and a career in the said fields. Proficiency in English language and literature prepares the students for appearing at various competitive examinations.