

A report on Course Outcomes encompassing all papers (Hons) of the six semesters

Department of English Krishnagar Government College

Sl No	Course Code	Course Title	Credits
Semester I			
1	ENGH CC T 1	Indian Classical Literature	6
2	ENGH CC T 2	European Classical Literature	6
3	ENGH GE T 1	Academic Writing and Composition	6
Semester II			
4	ENGH CC T 3	Indian Writing in English	6
5	ENGH CC T 4	British Poetry and Drama: 14 th -17 th Centuries	6
6	ENGH GE T 2	Text and Performance	6
7	ENGH AECC T 1	English Communication	2
Semester III			
8	ENGH CC T 5	American Literature	6
9	ENGH CC T 6	Popular Literature	6
10	ENGH CC T 7	British Poetry and Drama: 17th and 18th Centuries	6
11	ENGH SEC T 1	English Language Teaching	2
Semester IV			
12	ENGH CC T 8	British Literature: 18 th Century	6
13	ENGH CC T 9	British Romantic Literature	6
14	ENGH CC T 10	British Literature: 19 th Century	6
15	ENGH SEC T 2	Soft Skills	2
Semester V			
16	ENGH CC T 11	Women's Literature	6
17	ENGH CC T 12	British Literature: The Early 20 th Century	6
18	ENGH DSE T 1	Modern Indian Writing in English Translation	6
19	ENGH DSE T 2	British Literature: Post World War II	6
20	ENGH DSE T 3	Literary Criticism	6
Semester VI			
21	ENGH CC T 13	Modern European Drama	6
22	ENGH CC T 14	Postcolonial Literatures	6
23	ENGH DSE T 4	Literary Theory	6
24	ENGH DSE T 5	Partition Literature	6
25	ENGH DSE T 6	Research Methodology	6

Semester I

Students admitted to the English (Honours) Programme under the CBCS method are initiated into the classical traditions of Indian and European Literature. Core Course 1 (Indian Classical Literature) takes a close look at the core principles of Indian literary theory, such as 'alamkara' and 'rasa', besides offering an in-depth study of the Indian epic and dramatic traditions. Besides, the idea of 'dharma' in the Indian literary tradition is also discussed at length. Core Course 2 (European Classical Literature) offers a detailed study of the Epic, Tragic and Comic modes in European Literature, besides acquainting students with the range of rhetoric available in the literary cultures of Classical Greece and Rome.

Under the GE 1 course, students from different departments opting for English as Generic Elective are made familiar with key conventions in academic writing such as summarizing, paraphrasing and structuring an argument besides getting to know the fundamentals of editing and reviewing.

Semester II

Students of English (Honours) get their first taste of Indian writing in English in Core Course 3, beginning from the colonial period and carrying on into the postcolonial phase. The aesthetics of Indian poetry and drama expressed through the medium of the English language is the point of focus. Emphasis is equally laid on the typically European prose form of the novel, adapting and expanding itself with the sights and sounds of the subcontinental experience. Core Course 4 deals with the British literary responses to the burgeoning of the intellect at the dawn of Western Modernity-the rapid strides in the development and diversification of poetic forms, the birth and development of a distinctly 'English' comic and tragic modes, the growing use and subsequent stabilisation of the prose medium conducive for the blossoming of the essay-are some of the topics under study.

Students opting for the Generic Elective 2 course are acquainted with the history of the development of theatre in the Indian and Western traditions respectively. The forms and periods in those traditions are closely studied.

The Ability Enhancement Core Course in English, one out of two options available to students across departments, introduces students to the theory, fundamentals and tools of communication. It focuses on different dimensions of communication, namely speaking skills such as personal communication, social interactions and communication in professional situations such as interviews, group discussions and office environments, important reading skills as well as writing skills such as report writing, note-taking etc.

Semester III

In the 21st century, students graduating with specialization in English literature must keep abreast with the developments in English Language and literature across the world. With this aim in mind, Core Course 5 opens the gates of American Literature to the students, offering a closer look at the growth and development of literature in USA since the late 18th century. Special emphasis is laid on the literary manifestation of the American Civil War, the phase of Reconstruction, the American Dream, the World Wars and the Harlem Renaissance. Across

literary forms, the traditions of social realism, modernism and postmodernism are paid close attention to.

A genre that has gained in importance over the years, moving from the margins to earn for itself a position in the canon is popular literature. Core Course 6 deals with the idea of the 'popular' vis-à-vis the canon. Focusing on sub-genres of the popular such as the graphic novel and children's literature, this course attempts an in-depth study of ethics and paradigms of the popular.

Core Course 7 focuses on literary output in Britain from the 17th and 18th centuries, when religious, social and political discourses were in a state of flux. The idea of the individual and his/her relation to the State was being questioned. Forms of literary output from the period under study include (but are not limited to) the epic and mock-epic, satire, the position of women and the comedy of manners.

The Choice Based Credit System necessitates English (Honours) students to take up a Skill Enhancement Course, namely English Language Teaching, where students are acquainted with the structure of the English Language, the importance of knowing and identifying the strengths and weaknesses of the Learner, Methods and Materials for Language Teaching, Assessing Language Skills and the different ways in which Technology might be used in the classroom for the purpose of Language Teaching.

Generic Elective 3-Language and Linguistics shapes students from diverse specialisations to look at Language as a system of its own. Understanding the core principles of language, communication, its varieties and utilities, forms the crux of this paper. Especially for the Indian students, the Phonetics and Phonology section helps in clarifying the knotty issues of pronunciation and allied auditory features. The paper also initiates students to look at the syntactic and semantic features of language. Finally, a much needed study of rhetorical features of the English language is included in this paper.

Semester IV

Core Course 8 introduces students of English (Honours) to the ideas of the Enlightenment, following upon the heels of the Restoration with its glittering Comedy of Manners and Heroic Tragedy. At the threshold of the Industrial Revolution, literature also reflects the changing nature of the Country and the City. With regard to the city, the sense of a civil society takes shape at the coffee houses in the periodical presses. Gradually the prose medium becomes supple enough to withstand the sustained pressures of the novelistic form. In poetry, neoclassicism rules the roost till about the middle of the 18th century, when reactions begin setting in, when the germs of romanticism start taking shape.

In Core Course 9, students learn how Romanticism as a philosophy takes English as well as European literature by storm at the end of the 18th century. The Revolution in France and the Declaration of independence in America fuels literary activity with a gusto that spills over into myriad literary genres. The lyric springs to prominence, with a distinct emphasis on subjectivity. Nature and man's gradual distancing from it become the pivotal points of lyric exuberance. The spirit of revolution underlies man's anguished cry of freedom from the

chains of bondage. The essay form undertakes a new outlook in the Romantic essay. The Gothic novel adds another dimension to Romantic literature in the prose form.

Core Course 10 looks at English literature during the Victorian period, when the concomitant philosophy of Utilitarianism took hold of the national consciousness. The dramatic monologue emerges as an adept mode for examining the Victorian tension between faith and doubt during this period. The novel form witnesses several experiments in form and technique, becoming the preferred vehicle for expressing complicated issues such as the conflict between Victorian morality and sexuality, especially female sexuality.

Students of English (Honours) are provided the much-needed introduction to Soft Skills under Skill Enhancement Course (SEC)-2. Basic principles such as the inculcation of emotional intelligence, fostering teamwork, teaching adaptability and the nurturing of leadership are some of the issues discussed in this paper.

Generic Elective 4 Contemporary India: Women Empowerment takes up the crucial issue of gender as a social construct. It also undertakes a close scrutiny of women's movements in the pre- and post-Independence phases. Besides, this paper looks at the manner in which the law and the Indian Constitution deals with issues relating to women. Moreover, this paper also deals with the way in which women and the environment interrelate.

Semester 5

Core Course 11 introduces students to the core issues of women's literature-an area that had been systematically overlooked or discouraged for the larger part of European as well as Indian history. These and allied questions under the ambit of sexual politics are highlighted, enabling students to sharpen their critical acumen. African American women's literature as well as Dalit women's literature has been made part of the syllabus in order to shed light on the dynamics of class, caste, race, ethnicity and gender.

Core Course 12 acquaints the students with English literature written in the first half of the twentieth century, when inter-art Modernism engulfed almost all avenues of European culture. Experiments with the potential of language, coupled with the use of myth and groundbreaking developments in psychoanalysis make the study of literature written during this tumultuous half-century an engaging, interdisciplinary exercise.

In this semester students get the opportunity to study any two (out of three) Discipline Specific Elective (DSE) papers of their choice. Under DSE 1-Modern Indian Literature in Translation, students look closely at the aesthetics of translation. Literary forms and modes of the Indian languages, while being translated into English, experience diverse pressures, thereby resulting in a different aesthetic experience. Besides, the idea of modernity in India came at a different time and guise, as compared to Europe. In translated literature, this creates its own set of complications. Caste, gender and social movements present another interesting set of factors that affect literature in translation and demand careful scrutiny.

DSE 2-Postwar British Literature offers students the opportunity for an in-depth study of British literature when it no longer commands an Empire. This also coincides with the period when Postmodernism becomes the preferred mode of literary activity, encouraging experimentation and intertextuality. Like the Beat movement in the United States, hippie counterculture influences British literature to a substantial extent. More importantly, across

literary genres there is to be traced an engagement with the idea of 'Englishness' in the post-empire scenario.

DSE 3 introduces students to Literary Criticism from the Romantic Period onwards. Through detailed and in-depth study of canonical texts of literary criticism, students are initiated into the core issues and debates in criticism, from the end of the eighteenth century to the beginning of the twentieth, when Formalism and New Critical principles become dominant.

Semester 6

Core Course 13 takes students on a guided tour of non-British European drama between the late 19th and mid-20th centuries. With social norms and codes undergoing rapid change, the age-old conceptions regarding the stage, performance and the relation between the audience and the dramatis personae also witness abrupt transformation. Social realism of the 19th century gives way to the Theatre of the Absurd, where the tragedy of the human situation and little acts of heroism in the face of insurmountable obstacles find expression. It is also necessary to look at the mechanism through which politics and the demands for social change find themselves working out in the pattern of the dramatic text.

Core Course 14- Postcolonial Literatures, teaches students to cope with the pressures that decolonization and globalization exert on the English language force it to expand and adapt to third-world realities. The myriad demands of identity politics in the postcolonial setup shapes literature for the new world audience. Besides race, religion, ethnicity, language, class, caste and gender dynamics underlie the respective loci of the postcolonial writer as well as the reader.

As in the fifth semester, students in the sixth semester are also given the option to choose two out of three Discipline Specific Elective courses. In DSE 4, students get the opportunity to learn twentieth century literary theory and the history of its development during the period under consideration. Besides learning the non-fixity of meaning, they learn how to apply them in the interpretation of literary and cultural texts. Learning to decode the inherent canonicity stemming from Eurocentrism/Patriarchy/Class/Savarna ideology in apparently innocuous texts forms the crux of this paper.

In DSE 5, students encounter multiple literary texts focusing on the Partition of India, at the moment of attainment of Independence. The question of perspective attains particular importance when narrating tales of violence, especially those perpetrated on women and children. Similarly, the silences are made eloquent and require introspection. The idea of nationhood is interrogated from multiple perspectives, in situations of human struggle for survival over communal and linguistic identity. Moreover, the twin ideas of homelessness and exile in the context of twentieth century South Asian literature find much-needed critical engagement in this paper.

DSE 6 provides students with a much-needed introduction to the fundamentals of Research Methodology. Not only for further academics, but for diverse job roles, students with undergraduate specialisation in English often need to perform tasks such as write well-researched articles containing notes, references, bibliography, utilising inherent features such as style manuals. This paper enables students in the final lap of their undergraduate journey to endow themselves with useful skills and make themselves resourceful in multiple job-roles.

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2	ENGH-G-CC-T-1	British Poetry and Drama: 17th and 18th Centuries	6
3	ENGH-G-AECC-T-1	English Communication (L1)	2
Semester 2			
4	ENGH-G-CC-T-2	British Literature: 18th Century	6
Semester 3			
5	ENGH-G-LCC-T-2	Literature of the British Isles	6
6	ENGH-G-CC-T-3	British Romantic Literature	6
7	ENGH-G-SEC-T-1	English Language Teaching	2
Semester 4			
8	ENGH-G-CC-T-4	British Literature: 19th Century	6
9	ENGH-G-SEC-T-2	Soft Skills	2
Semester 5			
10	ENGH-G-DSE-T-1	Modern Indian Writing in English Translation	6
11	ENGH-G-GE-T-1	Academic Writing and Composition	6
12	ENGH-G-SEC-T-3	Business Communication	2
Semester 6			
13	ENGH-G-DSE-T-2	Partition Literature	6
14	ENGH-G-GE-T-2	Contemporary India: Women and Empowerment	6
15	ENGH-G-SEC-T-4	Technical Writing	2

Semester 1

All students admitted under the B.A. (Program) Course must secure pass marks in the Language Core Course (LCC) papers. In Semester 1, students are acquainted to Indian Writing in English, under LCC-1. Through the study of various English texts written by

canonical Indian writers, students are given an idea of the variety offered by the corpus of Indian English writing. Strengthening of vocabulary, sharpening the skills of close reading, practice of skimming and scanning techniques, a cursory engagement with some of the foundational principles of literary theory are the major objectives of this paper.

GCC-1 focuses on literary output in Britain from the 17th and 18th centuries, when religious, social and political discourses were in a state of flux. The idea of the individual and his/her relation to the State was being questioned. Forms of literary output from the period under study include (but are not limited to) the epic and mock-epic, satire, the position of women and the comedy of manners.

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Semester 2

GCC 2 British Poetry and Drama: 17th and 18th Centuries- will enable the students to identify and describe distinct literary characteristics of the 18th century British literature driven by reason, intellect, correctness and satirical spirit. It is expected to help them develop an understanding of 18th-century British literature within its cultural and historical context. It will also allow the students to evaluate how the novel as a genre blossomed in England in the first half of the 18th century – to analyse the various social and economic causes of the novel's popularity and thus its influence in the depiction of individual character, society, culture, and politics. It will also provide a deeper insight into the sophistication of theatrical thinking during this period, with complex subplots and characters intended as ironic parodies of common stereotypes.

Semester 3

LCC-2, Literature from the British Isles, introduces students to different genres of British literary output across the centuries. Focus in this paper lies on sharpening students' ability to interpret connotative language by identifying the different rhetorical figures and stylistic features.

GCC 3, British Romantic Literature students learn how Romanticism as a philosophy takes English as well as European literature by storm at the end of the 18th century. The Revolution in France and the Declaration of independence in America fuels literary activity with a gusto that spills over into myriad literary genres. The lyric springs to prominence, with a distinct emphasis on subjectivity. Nature and man's gradual distancing from it become the pivotal points of lyric exuberance. The spirit of revolution underlies man's anguished cry of freedom from the chains of bondage. The essay form undertakes a new outlook in the Romantic essay. The Gothic novel adds another dimension to Romantic literature in the prose form.

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Under the GE 1 course, students from different departments opting for English as Generic Elective are made familiar with key conventions in academic writing such as summarizing, paraphrasing and structuring an argument besides getting to know the fundamentals of editing and reviewing.

Skill Enhancement Course (SEC)-3 deals with Business Communication. In this paper, students are taught key skills indispensable in a professional setup, such as citation procedures, using bibliographical and research tools, writing business reports, annual reports, reports on visit to industry/fieldwork, etc. Moreover, they are taught how to compose minutes of meetings, making oral presentations and the basics of business communication. This paper sharpens skills that would make a fresh graduate employable.

Semester 6

In DSE 2, students encounter multiple literary texts focusing on the Partition of India, at the moment of attainment of Independence. The question of perspective attains particular importance when narrating tales of violence, especially those perpetrated on women and children. Similarly, the silences are made eloquent and require introspection. The idea of nationhood is interrogated from multiple perspectives, in situations of human struggle for survival over communal and linguistic identity. Moreover, the twin ideas of homelessness

and exile in the context of twentieth century South Asian literature find much-needed critical engagement in this paper.

Under GE 2 'Contemporary India: Women and Empowerment', students engage with the crucial issue of gender as a social construct. It also undertakes a close scrutiny of women's movements in the pre- and post-Independence phases. Besides, this paper looks at the manner in which the law and the Indian Constitution deals with issues relating to women. Moreover, this paper also deals with the way in which women and the environment interrelate.

SEC 4 Technical Writing teaches students the nature, types and aims of communication. However, the chief focus of this paper lies in sharpening their writing skills. The ability to write for different kinds of purposes (Reports, Memoranda, Manuals, Notices, etc)-the distinct styles and methods they demand, is imparted within the scope of this paper.