

Vidyasagar College for Women

Department of English

Course Outcome (CO)

Three Year Semester wise B.A. in English under CBCS curriculum affiliated to University of Calcutta

Name of the

Programme

Year of

Introduction

Status of

implement

ati on in

CBCS

Curriculum

(YES/NO)

Programme Specific Outcome Course Outcome

B.A.

ENGLISH

(Honours)

Session

2018-19

Yes

The programme attempts to acquaint students with literature and contextualise and equip them to apply critical and theoretical approaches to the reading and analyses of texts in multiple genres. Students are then able to identify, analyse, interpret and describe the critical ideas, values, and themes that appear in these texts and comprehend the way these inform and impact contemporary culture and society. Students are encouraged to develop their writing and analytical skills in a variety of academic and creative formats. They are taught to ethically gather, understand, evaluate and synthesize information from a variety of written and electronic sources as well. The programme also helps students to understand the process of communicating and interpreting human experiences through literary representation using historical contexts and multidisciplinary methodologies both in practice and in theory.

Semester I

CC 1

History of Literature and Philology

This paper provides students with an insight into the historical, political, cultural and social contexts that belong to a particular era. On completion of this course, students are able to identify major writers and their works in chronological order and point out literary trends of each historical period, which in turn helps them situate the texts they need to read throughout their entire period of study, in their proper contexts. The section on History of English language aims to aid students in their understanding the linguistic and cultural evolution of the English language from the earliest written records to the present day. At the end of the course, students are expected to demonstrate a thorough comprehension of the various nuances of the changes from Old English to the present day, and the ability to situate those in their socio-political contexts. An understanding of the Scandinavian, French and Classical influences on the present day English language helps students to gain further clarity on the language itself.

CC 2

European Classical Literature

European Classical literature dates back to ancient Greek and Roman times. Most of later European continues to be influenced by these ancient classical texts.

The Iliad is the best introduction to the western heroic world for students. Horace's Epistles are still considered unparalleled for refined and subtle logical thought.

Ovid's 'Metamorphosis' is the source book for successive generations of writers, including Shakespeare in the sixteenth century and Kafka in the twentieth. Plautus's 'Pot of Gold' offers students an interesting insight into Roman society, following the tradition of Greek New Comedy with its intrigues and complex plot, and is the model for comedies in English literature up to modern times. It also conveys the values and usefulness through the exploration of the theme of greed.

GE 1: Poetry and Short Story

This course can be taken by the students of the other departments as well.

It comprises selected poetry written by Shakespeare, Shelley, Keats and Spenser and three modern short stories. The texts are diverse belonging to different genres and contexts gives the students an overview of English literature. In general, apart from the appreciation of literature, at the end of the course, a student is expected learn how to analyse literary texts critically.

AECC 1

Communicative English

This course is offered to all students across all disciplines. The purpose is to teach them simple and correct English and develop their ability to identify errors. They read a gamut of fiction, creative non-fiction and essays which helps to acquire an understanding of the basic concepts of grammar.

Semester II

CC III: Indian Writing in English

The richness of Indian Writing in English through the works of Derozio, Kamala Das, Toru Dutt, Sarojini Naidu, Ezekiel, Ramanujan, and others throw up an entirely new world of literature to the students of English Literature. Bankim Chandra's 'Rajmohan's Wife', the first novel written in English by an Indian, offers insight into the late 19th century ethos of Bengal and is of great historical value. Mahesh Dattani's play 'And Bravely Fought the Queen' introduces students to the complexities of modern urban Indian society.

CC IV: British Poetry and Drama

(14th-17th Century)

This part of the curriculum comprising the early Renaissance and Metaphysical masters of British Poetry and Drama aim to introduce students to a transitional phase of the developing English language spanning litterateurs of the late Medieval age through the Renaissance right up to the Metaphysical period offering a rich insight into the contemporary diverse images, conceits and intellectual and emotional perceptions of the concerned ages.

GE 2: Essay, Drama and Novel

Prose and Fiction come alive for the students in this section of the syllabus specially for those who do not want to pursue a major in English Literature and Language but at the same time sample the myriad flavours of the subject. Through Charles Lamb's *Dream Children* the students savour the rich world of imagination; with Orwell they travel through the complexities of the colonial milieu of imperialistic India and with Bernard Shaw's *Arms and the Man* they see the faces of love and war simultaneously; while Hardy takes them to the lulling countryside of Wessex where capitalism is fast making noticeable inroads into pastoral traditions and conventions.

Semester III

CCV: American Literature

This course exposes the students to American literary, cultural and political history through a wide-ranging selection of texts comprising drama, novel, and poetry by great masters like Whitman, Miller, Faulkner, Fitzgerald, Poe, Hemingway, and Plath. The students' takeaway from this course is a sense of race, class and gender in the American social and cultural milieu. It exposes students the American mind and some shared history with the British as well.

CC VI: Popular Literature

In this section, through the enormously enjoyable texts of Herge's *Tintin*, Sukumar Ray's *Abol Tabol* and Lewis Carroll's *Through the Looking Glass*, the students perceive greater depths and novel layers of meanings in their till now familiar childhood favourites. That these texts could form a critique of certain societal aberrations make the revelations even more interesting for the students. What was earlier discussed as nonsense becomes a structured socio-political commentary.

CC VII: British Poetry and Drama

(17th-18th Century)

With a selection of iconic texts like John Milton's *Paradise Lost*, Alexander Pope's *The Rape of the Lock*, as well as significant texts like John Webster's *The Duchess of Malfi* and Aphra Behn's *The Rover*, this course introduces the student to an

area of British Literature that is invaluable with respect to a revolutionary look at the bible, a new phase of classicism and a gradual progress towards decadence as well as the trend of Satire in the Eighteenth century. The students get a view of the wide vista of history and the rise of certain genres of literature based on prevailing political and social conditions.

SEC A-2: Business Communication

Being a skill enhancement course, this course in business communication teaches students the basics of linguistic skills for writing reports, letters, e-mails, curriculum vitae, minutes of meetings etc. They learn correct and succinct expressions and are made to practise so that they can equip themselves for job applications or any occupational write-ups.

GE 3: Women's Writing and Women's Empowerment

This part of the syllabus encompasses diverse authors and their texts -the British poets Elizabeth Barrett Browning, Christina Rossetti, the American poet Emily Dickinson, Indian poets and prose writers Sarojini Naidu, Rassundari Devi and Rokeya Sakhawat Hussain.

This course introduces the students of other disciplines to a slice of English prose and poetry by women of various origins and empowers them with the history of women's struggles in societies across space and time.

Semester IV

CC VIII: 18th Century British Literature

The circulating libraries in the 1700s revolutionised literary outreach to the common people and books reached readers very easily. This encouraged the rapid spread of literary texts specially the novel genre which gained rapid popularity.

The 18th century course familiarizes students with the history and literature of the period. From Samuel Johnson and Joseph Addison to Daniel Defoe, this course introduces

students to various forms of writing during the eighteenth century. This was the hey day of prose as well.

CC IX: British Romantic Literature

British Romanticism had a profound influence not just on European culture but in faraway East as well and enabled an in depth understanding of the self, nature, reason, freedom, and the role of the artist. Emphasis is placed on the philosophical and theoretical concepts that inform Romantic poetry; emphasis is on the journey of the Self, the role of the Imagination, the workings of the Creative mind and the philosophies which underlie the manifested works of Art. This course helps students to situate authors like Blake and Wordsworth in their historical and social contexts to better understand their texts. Romantic fiction by Mary Shelley and non fiction by Charles Lamb provide a comprehensive understanding of the age across diverse genres.

CC X: 19th Century British Literature

The nineteenth century witnessed extraordinary social and cultural change in Britain, from the rise of industrialisation and capitalism to the emancipation of women, from the Darwinian discoveries affecting faith to the growth of the Empire, from urbanisation to the emergence of mass literacy, from the rising middle classes to the less discussed side effects of the mass exodus from rural England to the larger cities in the mistaken belief of a better life . This course introduces students to some significant texts and literary movements of the period, in the wider context of social transformation and emerging literary practices. The novel becomes the dominant literary genre and the ways in which social values are encoded and contested in literary texts becomes clear to the students. The relationship of traditional and experimental practices in poetic forms also forma a major part which give students a wholesome approach. The course aims to develop students' analytical and critical skills through a close reading of poets like Tennyson and Browning and novelists like Jane Austen and Charles

Dickens.

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SEC B-2

Academic Writing and Composition

This part of the course helps students develop their reading, analysis, and writing skills to develop complex written arguments based on careful evaluation and synthesis of information from research. Integration of ideas and applying proper citation is also a significant outcome of this course.

GE 4: Academic Writing

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Semester V

CC 11: Women's Writing

This course offers an eclectic selection of women's writings ranging from Mary Wollstonecraft's *A Vindication of the Rights of Woman* to poems, novels, short stories and memoirs. Students are made aware of the articulation of women's voices in different times and spaces is amply represented by the poems of Emily Dickinson, Elizabeth Barrett Browning and Eunice de Souza, Alice Walker's *Color Purple*, Mahasweta Devi's short story "Draupadi", Katherine Mansfield's "Bliss" and Rassundari Devi's *Amar Jiban*. Apart from highlighting the many facets and discourses around women's problems and rights. Students sample their first gender sensitization through these texts.

CC 12: Modern British Literature

The students are given an overview of the complex phenomenon called Modernism in British literature. The poems of T. S. Eliot, W. B. Yeats and Wilfred Owen have been included in this course to represent the major trends in this paradigm shift and the complex world of personal symbolism that had already been introduced by William Blake earlier. The unfathomable recesses of the human mind can be probed in the novels of Joseph Conrad and D. H. Lawrence. In keeping with the changing times, new experiments in theatre became necessary to imagine the world from a new perspective, as indicated by George Bernard Shaw's drama.

DSE A-1: Indian Literature in Translation

This course adds a new dimension to the study of English Literature. As a selection from texts written in various Indian languages like Hindi, Bengali, Odia, Punjabi and Urdu, this course offers a mixed bag of diverse cultural experiences, while at the same time making the students aware of the practices of translation as mediation and interpretation, often leading to new areas of exploration. The students get a chance to read authors such as Rabindranath Tagore, Ismat Chughtai, Fakir Mohan Senapati, Prem Chand, Vijay Tendulkar, G. M. Muktibodh and Amrita Pritam.

DSE B-1: Literary Types

This course is a study in theories of literature and literary devices of language. Students are expected to develop an in-depth knowledge regarding the three literary types, i.e. tragedy, comedy and short story. Apart from this, they also learn the rhetorical devices used in English language, along with the prosodic pattern. A major

outcome of this course is the development of skills of scansion.

Semester VI

CC 13: Modern European Drama

The plays selected for this course give the students an overall view of the dramatic changes that took place in 20th century European drama.

The plays are taught as being representative of their age by contextualising and juxtaposing them against the contemporary political and socio-cultural milieu. Henrik Ibsen, Bertolt Brecht and Samuel Beckett engage with three very different themes and stylistic innovations in their plays. The course is thus quite engaging and thought provoking, introducing students to concepts like absurdism and the alienation effect.

CC 14: Postcolonial Literatures

This course helps students possess a coherent and critical understanding of postcolonial literature and its key historical, cultural and theoretical developments. Post completion of the course, students are able to compare, discuss and explain interconnections and functions of postcolonial literature and its contexts, including comparative and interdisciplinary issues.

DSE A3: Partition Literature

Post-Independence, Partition literature occupies an important place in Indian literature. Students experience the pain and confusion of the partition in Bengal through the translations of the works of writers who actually experienced the trauma and displacement of

partition in Bengal. The texts include 'The Marooned' by Protiva Basu, 'The Final Solution' by Manik Bandopadhyay, 'After Death: Twenty Years' by Birendra Chattopadhyay, 'Rehabilitation' by Sankho Ghosh. Amitava Ghosh's novel in English, 'The Shadow Lines'. Along with trauma these texts also display the indomitable will to survive against all odds. The pain of partition experienced in Punjab and northern India is best brought out in Sadat Hasan Manto's story, 'Toba Tek Singh', which is relevant even today. Sahir Ludhianvi's, 'Twenty-sixth January' still evokes poignant emotions associated with partition. This helps students to understand and locate Indian literature in a very important chapter of the national history of India and the struggles of an earlier generation towards rebuilding their lives.

DSE B3: Autobiography

This elective course introduces students to a much neglected genre of literary studies of biographical insights. With texts as diverse as Tagore's *Reminiscences* and Binodini Dasi's *My Life and My Life as an Actress*, students are introduced to the autobiography as a distinct form of literature. They get a first hand glimpse into how an author's own ideology shapes reality as questions about truth, factuality, objectivity, and subjectivity are raised and, at times, not even answered. Students are encouraged to connect these autobiographical texts to their historical and cultural contexts and critically comment on the role of memory and fiction in the scripting of an autobiography.