

Nistarini College

Department of English

Dept. of English: Honours in English

Nistarini College

PROGRAMME OUTCOME (PO)

Curriculum of English Honours (I+I+I System) 1st Year

The social history of any nation is an independent discipline most useful for promoting in literary scholarship. The paper consists of the Social History of England and History of English Literature beginning from Old English Period up to the Pre-Romantic period. The second unit of the paper deals with Elizabethan sonnets, metaphysical poetry, epic and mock-epic for the comprehensive understanding of English Literature of the period for the benefit of the students. The paper on Prose and Drama encourages the students to read the stalwart minds like Bacon, Addison and Dr. Johnson through their prose writings. They are introduced to the world of comedy and tragedy through the supporting texts. Finally, a slice of rhetoric and prosody helps them to have a clear idea of the rhythm and melody of the language.

2nd Year: Literary and social history of England from the Romantic Period to Victorian Period with the supporting poetic texts further the understanding of literature with a sense of historical sense of continuity. The fictional and non-fictional prose help the students to garner a mature understanding of literature. The essays and novels provide a good exposure to the fictional world of Austen, Dickens, Lamb and Chesterton. Mahasweta Devi's "The Hunt", embedded in the socio-political milieu of the Janglemahals, inheres a congruence of the life and literature for the students. Basic concepts of phonetics and word transcription are a way to practical understanding of literature through the basic tenets of language.

3rd Year: Students are made familiar with the developments and experimentations of English literature of Modernism along with the awareness of social background. Modern British poetry are read along with Indian English poetry and appreciation of an unseen poetry is a challenge to the level of maturity the students' attain. They are also exposed to Modern English Drama, Novel, Short Stories and Essays. They are also initiated to the History of Indian English Literature and Indian English Fiction, Drama, short Stories and Prose. Finally,

a major component of Elizabethan drama helps the students to assess their own level of maturity. Acquaintance with the critical terms is a way to prepare them for future.

COURSE OUTCOME (CO):

Part I

Paper I

Section A: History of English Literature and Social History of England (450 AD-1789 AD) Section B: British Poetry (450AD-1750AD)

The paper is meant for comprehensive understanding of English literature and society with some interesting poetic texts. Sonnets of Sidney, Spenser and Shakespeare are a good component to begin with. Metaphysical lyrics are a bit challenging area that prepares the students to cope up with the epic of Milton and the mock-epic of Pope.

Paper II

Section A: Prose and Drama

Section B: Rhetoric and Prosody

This paper on Rhetoric and Prosody proposes an understanding of the development of English prose in the early stage. Rhetoric and Prosody helps the students understand the rhythm and melody of the language. The tragedy and the comedy expose them to the world of binaries as part of the development of philosophical understanding of life in general.

Part II

Paper III

Section A: History of English Literature and Social History of England 1790-1900

Section B: Pre-Romantic, Romantic and Victorian Poetry

The paper exposes the students to Romantic and Victorian English literature with a sense of historical continuity. The background reading is provided by the History of English Literature and Social History, and the representative poems of the three specific ages are meant for understanding the clearly sketched development of English poetry during the period.

Paper IV

Section A: Fictional and Non-Fictional Prose

Section B: Tribal Issues

Section C: Phonetics

The paper makes an effort to encourage the students to read prose literature of various tastes and mores. The fictional prose literature by Jane Austen, Charles Dickens and Thomas Hardy are a good exposure to modern English prose. The essays by Charles Lamb and G.K. Chesterton provide refreshing variety. "The Hunt" by Mahasweta Devi brings our students nearer home with the problematics of the Jungle Mahal. The basic concepts of phonetics and word transcription have their practical side in their road to understanding literature.

Part III

Paper V

Section A: History of English Literature and Social History of England (1900AD - 1950 AD)

Section B: Modern British Poetry

Section C: Indian English Poetry and Unseen Poetry

This paper continues historical and social understanding of Modern English Poetry. Poetry of Modern English period is complex and challenging and the students are intellectually upgraded through the study of this component. Indian English poetry helps them to relate our own socio-cultural realities with the corpus of poetry. Appreciation of unseen poetry gives them a mirror-reflection of their ability to comprehend and analyze poetry in general.

Paper VI: Modern English Drama, Fiction, Essays and Short Stories

Section A: Modern Drama

Section B: Modern Fiction

Section C: Modern Short Stories

Section D: Modern Essays

The course is meant for introducing the students with the variety and vivacity of Modern English literature. "Riders to The Sea" helps them to relate human predicament in general in this world of mortality. "Arms and the Man" by Shaw presents the realities of war through a

comical presentation of a serious aspect of life. The essays and short stories add flavour to the general appreciation of modernism, and develop their vision with a critical and creative eye.

Paper VII: Indian English Literature

Section A: History of Indian English Literature (until 1947)

Section B: Indian English Fiction

Section C: Indian English Drama

Section D: Indian English Prose

The paper is introduced as a welcome relief to the students bogged heavily with English literature. The history of Indian English up to the independence is a kind of intellectual revisit to modern Indian history, with literature as the cementing force. A novel like "The Guide" by R.K. Narayan is worth reading in any standard. A play like "Silence! The Court is in Session" by Vijay Tendulkar helps our students face burning social issues like gender inequality and hazards women encounter in their professional life. The Indian short stories and essays are meant for comprehensive idea of the development of Indian English literature. This component serves as a maker of the awareness of National ethos and the contemporary issues that almost everyday concerns the thinking mind of our society.

Paper VIII

Section A: Elizabethan Drama

Section B: Critical Terms

The final paper of English Hons. is a summation of the total understanding of literature the students go through in three years. Elizabethan plays like "Macbeth" and "A Mid-Summer Night's Dream" by Shakespeare and/or "Everyman in his Humour" by Ben Jonson are the touch-stone of literary achievement. Students who pass through this acid test are ready to face life out of campus in their own way. A reading of the critical terms like Feminism, Ecocriticism, Modernism, Structuralism, Marxism or Postcolonialism is a measure to pave the ways of the students for further studies, may be in Post-graduation or research.

Curriculum of CBCS (Introduced from the Academic Year 2017-2018)

PROGRAMME OUTCOME (PO)

Learning outcomes for English courses include the following:

1. The programme tries to improve the pupils' capacity to read, analyse critically, and appreciate literary works of various genres from the classical era to the post-modern milieu.
2. The programme illustrates the evolution of critical ideas in various literary texts.
3. The programme examines and brings to the forefront literature from the points of view of critical/cultural theories (such as social, political, economic, and historical perspectives).
4. The programme describes the Indian characteristics of English-language Indian literature and delves deep into the advantages and drawbacks of Indian English as a literary language.
5. The programme educates our children about the societal limitations of caste, colour, class, race, and gender and how they affect the writing and lives of women across the universe.
6. It tries to demonstrate the pre-colonial and post-colonial history of American literature and its socio-political-cultural realm within the framework of interdisciplinary studies.
7. The programme makes our students acquainted with fundamental linguistic principles and helps them pronounce words more clearly. Therefore, it gives them foundational language skills and enhances verbal and nonverbal abilities that will make them employable globally.
8. Communication abilities/skills essential to social and professional contact were developed in the classroom in order to lead to new opportunities because English is the *lingua franca*.
9. It seeks to familiarise our students with the procedures for producing a research paper to help them develop the research abilities that will be useful to them in their higher education.

COURSE OUTCOME (CO)

SEMESTER I

BENGCCHT-101: INDIAN CLASSICAL LITERATURE

CO-1. *AbhijnanaShakuntalam*: Kalidasa (18 class hours)

This text is a key to enter into the treasure of Indian Classical literature. It is a play in seven acts that accentuates eternal human endeavour to unite earth and heaven. A reading of *AbhijnanaShakuntalam* is meant for exposure to and understanding of pure literature.

CO-2. "The Dicing" and "The Sequel to Dicing" from *Mahabharata*: Vyasa (7+5=12 class)

It makes an introduction to Indian Epic tradition. Translinguistic in nature, these episodes of the primary epic *The Mahabharata* are meant for mature understanding of life through the

challenging characters like Duryodhana and Shakuni. Therefore, students can form a new perception about the binary nature of moral and cultural ethos of India in those days.

CO-3.*Mricchakatika*: Sudraka (17 class hours)

Another Indian play in translation in ten acts, a 'Prakarana' play that deals with the ground realities of medieval India and gives exposure to life in all its vagaries. The kaleidoscopic vision of the play will attract young minds to the multi-layered social setup of the then times, and thus, may draw them to deeper studies on Indian history, culture, and class systems.

CO-4.“The Book of Vanci” from *Cilappatikaram*: IlankoAtikal (15 class hours)

It is a Tamil epic which marks a distinct departure from the Aryan epic tradition. Lyrical and melodious, this South Indian epic is romantic in nature, and it suggests a transcendence from the mundane world to the ethereal heaven. Moreover, it tells the tale of universal human saga of Love, Revenge, War and Power-politics, although from a Dravidian point of view.

BENGCCHT-102: EUROPEAN CLASSICAL LITERATURE

CO-1.*The Iliad* (Book I and Book IX): Homer (17 class hours)

A key to enter into the European Classical literature,*The Iliad*, even in excerpts, is worth reading. It presents the heroic life of the Indo-European forefathers. Ennobling and exotic, this text makes an interesting parallel with the Indian epics. Students may avail themselves of the opportunity of probing into a comparative study of the different structure and texture of the Oriental and the Occidental epics within the framework of interdisciplinary studies.

CO-2.*Oedipus the King*: Sophocles (17 class hours)

One of the greatest tragedies of all time, "Oedipus Rex" brings to the forefront the irony of human existence and ego-centric megalomania through the metaphor of vision. Deeply philosophical in nature, this play, through the tale of promiscuity of generations, tells the eternal saga of the sad music of humanity. Hence the enduring popularity of this text.

CO-3.*Poetics*: Aristotle (18 class hours)

One of the fundamental texts in literary theory makes a theoretical attempt to analyse literature primarily through the metaphor of tragedy. It is a must read for all students interested in literature, as it is the primal and seminal text on Aesthetics and Poetry in the West.

CO-4. Selections from *Metamorphoses*: Ovid (14 class hours)

Ovid's magnum opus *Metamorphoses* is another marvel of classical literature. The selections are made keeping in mind the capacity of the students to understand them and their areas of interest. Apart from the interest that the stories generate, they also bring to the forefront universal interrelationship between the Mythical characters and the Human mind.

SEMESTER II

BENGCCHT-201: INDIAN WRITING IN ENGLISH

CO-1. *The Guide*: R.K. Narayan (17 class hours)

The Guide is an immensely popular modern Indian English narrative that addresses intricate issues of Indianism through a well-told story. Reading of such a text is worth its while as it introduces students adequately to the concept of Indian English literature.

CO-2. *In Custody*: Anita Desai (17 class hours)

A novel short-listed for Booker, Anita Desai's *In Custody* experiments boldly with a crisis that always demands careful handling: the conflict between Hindi and Urdu after the independence of India from the colonial yoke. Therefore, our students will surely find it worth reading.

CO-3. Indian English Poetry (16 class hours)

Indian students studying literature in British India were first enamoured by English poetry, and they started imitating them slavishly at first, with some character and purpose. Modern Indian English poetry is worth reading, and students will be benefited by this exposure.

CO-4. Indian English Short Stories and Essays (18 class hours)

Indian English shows its optimum maturity in fictional works, and short stories comprise a good slice of it. It is always advisable that students should be encouraged to read Indian English short stories by R.K. Narayan, Mulk Raj Anand and Khushwant Singh, and essays by postcolonial writers such as Salman Rushdie and Amitav Ghosh are also worth reading.

BENGCCHT-202: BRITISH POETRY AND DRAMA: 14TH TO 17TH CENTURY

CO-1. "The Wife of Bath's Prologue": Geoffrey Chaucer (7 class hours)

Poetry from Spenser to Marvell (8 class hours)

The students are introduced to English literature with the best poems from Chaucer to the Metaphysical School of Poetry, from the mediaeval era to Elizabethan milieu. This exposure makes them ready to face other challenges in the semesters to come. With Chaucer, modern English begins, and he is justly called the Father of English Literature. Students are encouraged to go through the development of English language and poetry from Chaucer to Marvell.

CO-2.*Edward II*: Christopher Marlowe (20 class hours)

This Renaissance tragedy of Christopher Marlowe is the first of the English plays that students face. This intricate text with historical background prepares them to come across *Macbeth*, *Hamlet* and *Henry IV* in future. The political dimension of power clash is also important for young minds. This play is of triple benefit for the students because it accommodates three major components of Elizabethan theatre: Tragedy, History play, and Chronicle play.

CO-3.*Macbeth*: William Shakespeare (20 class hours)

Macbeth is the shortest of the Shakespearean tragedies and the swiftest. So, it is almost an automatic choice, and students are immensely benefitted by reading this thrilling tragedy. It is at once a gripping moral and political play and a cascade of silvery poetry. It is one of the earliest examples of the Theatre of Power in the literary canon of the Elizabethan period.

CO-4.*As You Like It*: William Shakespeare (20 class hours)

This romantic comedy is the first one of the genres that students take up, a pleasant drama that presents a vision of life quite opposite to that of *Edward II* and *Macbeth*. Through the form of Comedy of geniality, humour and fun, Shakespeare projects the deeper theme of social cleansing and purification, which is of utmost importance to the moral make of the learners.

SEMESTER III

BENGCCHT-301: AMERICAN LITERATURE

CO-1.*The Hairy Ape*: Eugene O'Neill (18 class hours)

This impressionistic text is the first of the modern American plays that is offered to the students, considering the fact that they have become now mature enough to accept intellectual challenges. Therefore, this play makes the students aware about the hegemonic

discourse of the primitive violence and political power-politics clash inherent in the history of humanity.

CO-2.*The Old Man and the Sea*: Earnest Hemingway (18 class hours)

A fictional presentation of Americanism, this work is a must read for anybody interested in literature or life. The tragic adventurism of the old man is a lesson for students to understand the ultimate philosophical reality that every human enterprise has its own worth beyond the human calculation of profit or loss. The element of 'struggle for existence' is portrayed through the central character, which every man should learn in order to make a mark in life.

CO-3.American Short Stories: (16 class hours)

No reading of American literature is complete without short stories by Poe or Faulkner. The concept of America as a 'melting pot' and the American dream finds expression mostly through the essays and short stories. So, the component is very interesting for pupils.

CO-4.American Poetry (18 class hours)

American poetry starting from Bradstreet to Frost creates a sense of historical continuity and development. Poetry is the essence of literature and reading of these poems alongside British and Indian will definitely help young students to perceive the underlying philosophy.

BENGCCHT-302: POPULAR LITERATURE

CO-1.*Through the Looking Glass*: Lewis Carrol (18 class hours)

Lewis Carrol creates a world of non-sense that draws attention of readers from eight to eighty years person. This popular appeal, now recognized in literature, is part of making a student ready to face any challenge in the field of literature. This unparalleled piece of fantasy fiction projects one of the central tensions of life: the polar tension between Logic and Imagination.

CO-2.*The Murder of Roger Ackroyd*: Agatha Christie (18 lectures)

Detective fiction as a popular genre finds place to initiate students to a world of murder, mystery and mathematics. It is important for all-round development of literary sensibility.

CO-3.*Three men in a Boat*: Jerome K. Jerome (17 class hours)

This hilarious story is a good dose of laughter medicine. It is hoped that such fiction will go well with a modern student surrounded by internet, website, cartoon network and cloud.

CO-4.*Bhimayana: Experiences of Untouchability*: Vyam and Vyam (17 class lectures)

It is a graphic novel and a biography of Bhimrao Ramji Ambedkar. Therefore, it serves the dual purpose of education and entertainment through a now-popular genre of fiction.

BENGCCHT-303: British Poetry and Drama: 17th and 18th Centuries

CO-1. *Paradise Lost Book I*: John Milton (18 class hours)

The students will learn how to read epic which is the longest text belonging to the genre poetry. As a result, within the constraints of the time available, students should be able to develop a critical approach to understanding Milton's *Paradise Lost*. They will be able to assess the poem's relationship to Milton's wider thought and historical role as well as evaluate the merits of some influential critical views of the poem on the literary canon of Britain.

CO-2. *She Stoops to Conquer*: Oliver Goldsmith (18 class hours)

This anti-sentimental comedy of Goldsmith will lead our students to delve deeper in studying the socio-cultural backgrounds of the 18th century. The students will be able to trace the developmental history or the transitional phase of the English theatre from 17th to 18th century.

CO-3. *The Rover*: Aphra Behn (18 class hours)

The students will be acquainted with major religious, political and social movements from 17th to 18th century and their influence on literature. They will have an understanding of drama as a representative of performing arts as well as capable of generating social criticism. Moreover, they can take up any form of social development work related to women's problems.

CO-4. *The Rape of the Lock* (Canto 1 & 2): Alexander Pope (14 class hours)

Our students will learn about the thoughts and ideologies of the Enlightenment as a movement, a revolution and an age. They will be acquainted with the mock-heroic poem and many relevant and important aspects of common knowledge even today. Most often, even in interviews for corporate jobs, an understanding of such classic texts is tested or candidates are quizzed about some such classic literary productions to test their all-round knowledge and analytical skills.

SEC-I: English Language Teaching

CO-1. The Learner will learn to enhance skill.

CO-2. The Learner will understand the Structures of English Language.

CO-3. The learner will apply the Methods of teaching English Language and Literature.

CO-4. The Learner will know the Materials for Language Teaching.

CO-5. The Learner will be able to assess Language Skills.

CO-6. The Learner will learn to use Technology in Language Teaching.

SEMESTER IV

BENGCCHT-403: BRITISH LITERATURE: 18TH CENTURY

CO-1.English Essays: (14 class hours)

Essays are an important part of modern English literature, and reading of 18th century essays by Steele and Addison is helpful in understanding 18th century life and society better.

CO-2.*Gulliver's Travels* (Book I and Book II): Jonathan Swift (22 class hours)

This fictional work is now considered a classic because of the inherent allegorical message. Reading of this work will definitely inspire students to contemplate boldly and independently on the issues of their own world, and to distinguish between the 'Apparent' and the 'Real'.

CO-3.Poetry of Gray and Collins (12 class hours)

The Pre-Romantic English poetry paves the ground for the Romantic tradition. The poems prescribed are lucid and enjoyable. Students will be benefited by this component, and will be exposed to the world of imagination to which the 18th and 19th century paid their tributes.

CO-4.*The Castle of Otranto*: Horace Walpole (22 class hours)

It is the first specimen of Gothic fiction, and this work will definitely help the students read other fictions of this genre and be inspired to see the film versions that will expand their imagination and help them to relate literature of terror with the sensations of day-to-day life.

BENGCCHT-402: BRITISH ROMANTIC LITERATURE

CO-1.Poems of Blake and Scott (11 class hours)

It is a continuation of the Romantic tradition, and the poems of William Blake and Sir Walter Scott are very important to understand the basic nuances of Romanticism. Students, already

reading Gray and Collins, will definitely be interested in this segment. The students will also be made aware of the pivotal role of Music and Painting in the literary domain of poetry.

CO-2.Poems of Wordsworth and Coleridge (15 class hours)

High Romanticism is explored through this segment. Students are introduced to the poems of Wordsworth and Coleridge they have been hearing of from teachers in their school days.

CO-3.Poems of Shelley and Keats (15 class hours)

High Romanticism continues. Students are supposed to be immensely benefitted by the inspired imagination and recreation of truth as epitomized by the Romantic epistemology of these poets.

CO-4.Essays of Charles Lamb: (18 class hours)

Reading an essay by Lamb, the prince of English essays, is an experience itself. Students will gain knowledge about facing problems with a smile if they perceive the philosophy of Lamb.

BENGCCHT-403: BRITISH LITERATURE: 19TH CENTURY

CO-1.*Pride and Prejudice*: Jane Austen (18 class hours)

The first great woman novelist in English literature, Jane Austen presents her simple, rural vision of life in all her novels. *Pride and Prejudice* is considered to be a novel of manners that presents the late 18th century English society in a very sketchy way. Therefore, reading of this novel will definitely help young students relate the realities of Indian society.

CO-2.*Hard Times*: Charles Dickens (18 class hours)

The novel presents in typical Dickensian way the socio-economic realities of mid-19th century England. The students will get the taste of Dickens, and they can relate the realities of post-globalization with what Dickens presents in *Hard Times*: the stark materialism and the curses of Industrialisation in 19th century England in particular, and Europe as a whole.

CO-3.*The Return of the Native*: Thomas Hardy (18 class hours)

Another great novel of 19th century that presents provincial realities in a well-told story of love and loss. Hardy's philosophy has a universal appeal, and students will find his world fascinating. They will also learn to look at Nature and Society with a different eye.

CO-4.Poems by Tennyson, Browning and Arnold (16 class hours)

Victorian poetry, represented by Tennyson, Browning and Arnold, is expressive of the disturbing realities of the age. So, there is an inherent complexity within the surface look of simplicity. Students will find the difference between Romantic poetry and Victorian ones very interesting. Victorian poetry being both a continuation of Romanticism (which germinated from a failed French Revolution), and an anticipation of the Twentieth Century War crisis, it focuses on the central theme of Loss of Faith and Love in a war-sickened wasteland.

BENGSEHT-404 (SEC-2): Business Communication

CO-1. The learner will be introduced to the essentials of Business Communication.

CO-2. The learner will be able to Cite references, and using bibliographical and research tools.

CO-3. The learner will be able to Write a project report.

CO-4. The learner will be able to Write reports on field work/visits to industries, business concerns etc./business negotiations.

CO-5. The learner will be efficient in Summarizing annual report of companies.

CO-6. The learner will be applying their learning in writing minutes of meetings.

CO-7. The learner will be to access E-correspondence been covered in due time.

SEMESTER V

BENGCCHT 501:WOMEN'S WRITINGS

CO-1.Poems of Dickinson, Plath & D'Souza (12 class hours)

The poems are representative of how conscious, modern women address their thoughts and feelings, hopes and fears, dreams and despair, triumphs and tragedies, as a part of human dichotomy. Reading of their poems will enhance the level of perception of the students already exposed to World Literature, and will be exposed to the critical arena of Feminism.

CO-2.*Uncle Tom's Cabin*: Harriet Beecher Stowe (18 class hours)

This world-famous fiction that exposes the realities of the American attitude to the Blacks is worth reading for any lover of literature. The students will definitely be enriched by the humanitarian approach of Stowe, and be able to identify the curses of Apartheidism.

CO-3.Short Stories by Mansfield, JhumpaLahiri&Mahasweta Devi (21 class hours)

The unit will give a good exposure to students through short stories of sensibilities as different as Kiwi, Netizen and Indian. It is hoped that students are by now ready to accept such challenges. The multiple facets of existence, viz., 'Struggle for existence', 'Diasporic dislocation', and 'Tribal resistance' will lead students to an all-round perception of life.

CO-4.Essays by Virginia Woolf and Memoirs by Rassundari Devi (16 class hours)

The two essays by Virginia Woolf directly address feminine issues and the Memoirs of Rassundari Devi presents the development of feminine sensibility in India during the second half of the 19th century in India. So, the East-West combine of Feminine crises and complexities, presented in the package of literature, will bring to the fore the universal problems of the so-called 'weaker sex' so far suppressed by the patriarchal society.

BENGCCHT 502:BRITISH LITERATURE: EARLY 20TH CENTURY

CO-1.*Arms and the Man*: G.B. Shaw (18 class hours)

A pleasant comedy by George Bernard Shaw,*Arms and the Man*incorporates strong anti-war message within the feel of anti-romanticism. This three-act comedy is a must-read for the students of English literature for its anti-war stance, conviction and popularity.

CO-2.Short stories by Lawrence and Maugham (14 class hours)

The students will be immensely benefitted by reading the two masters of English literature. The complexities of modernist literature, when unravelled, will lead to aesthetic realization.

CO-3.*A Portrait of the Artist as a Young Man*: James Joyce (20 class hours)

The celebrated quasi-autobiographical novel by Joyce poses an intellectual challenge to the readers of any standard. It is a good exposure for the mature 3rd year students to cope up with the bitter realities of the modernist world and a successful transcendence through it.

CO-4.Poems of W.B. Yeats & T.S. Eliot (18 class hours)

No less challenging and daunting is to face the poetry of Yeats and Eliot, but the readings will definitely be surprisingly revealing and pleasant. It is hoped that the students will gain in maturity by such readings to face the challenges beyond the college successfully.

BENGDSHT-503: History of English Literature (OE to 1798)

CO-1. The learners will know the history of Old English Literature.

CO- 2. The learners will know the history of Middle English.

CO-3. The learners will know the history of literature and political environment of the period 1625 to 1700.

CO-4. The learners will conceptualize the literary phenomenon of 1700 to 1798 British Literature.

BENGDSHT-504: Literary Criticism

CO-1. *An Apology for Poetry*: Sir Philip Sidney (8 class hours)

It is significant to have an understanding of the Renaissance essay through Philip Sidney's *An Apology for Poetry*. The students of the fifth semester will have an in depth understanding of the history and culture of Renaissance England, along with a concise knowledge of the various literary forms prevalent in Renaissance England like the sonnet, essay, and drama.

CO-2. Preface to *Lyrical Ballads* (1802): William Wordsworth (8 class hours)

Biographia Literaria (Chapters XIII & XIV): S. T. Coleridge (9 class hours)

Reading these two significant texts will provide students a knowledge of the factors that contributed towards the movement of Romanticism in Britain as well as the philosophical ideas shaping the movement of Romanticism. They will gain a knowledge of the themes, concerns and forms shaping the distinctive poetry of the romantic movement, determining the constituents of Romantic poetry and to distinguish it from poetry written in other periods.

CO-3. "Modern Fiction": Virginia Woolf (9 class hours)

"Tradition and Individual Talent" (1919): T.S. Eliot (9 class hours)

The students of the fifth semester will have an understanding of the chief features of modernist poetry as well as an ability to distinguish between the various strains of modernist poetry. They will be able to differentiate the poetry of this period from works in other eras and make oral presentations and write well researched critical essays on the dialectics of modernist poetry.

CO-4. *Principles of Literary Criticism* (Chapters 1 & 2): I.A. Richards (17 class hours)

This text will develop a critical perspective amongst students and equip students with the practical application of theories in the close reading of an unknown text.

Semester VI

BENGCCHT 601:MODERN EUROPEAN DRAMA

CO-1.*Ghosts*: Henrik Ibsen (17 class hours)

Henrik Ibsen's "great play" *Ghosts* is an important illustration of the *avant-garde* movement in this sense that while regular tragedy deals mainly with the unhappy consequences of breaking the normal code, it deals with the consequences of not breaking it. It can be described as a scathing commentary on nineteenth century morality, illustrating religion, venereal disease, incest and euthanasia, some of the burning problems of the modern world. Therefore, our students will be definitely benefitted by the reading of this experimental play.

CO-2.*Mother Courage and Her Children*: Bertolt Brecht (18 class hours)

This significant text of Brecht is immensely popular and frequently adapted. It is considered as the greatest anti-war play of all times, the reading of which will be enjoyable and beneficial to the students, as they will be exposed to the worldwide cry against War and for Peace.

CO-3.*Cherry Orchard*: Anton Chekov (17 class hours)

Cherry Orchard shows a new dimension of social class structure in Russia, presenting themes of cultural futility as the aristocracy makes vain efforts to maintain status and the bourgeois to find meaning in its new-found materialism. Students will be exposed to the Russian socio-political changes from the mid-nineteenth century to the first half of the 20th century.

CO-4.*Rhinoceros*: Eugene Ionesco (18 class hours)

A highly experimental absurd play, Eugene Ionesco's *Rhinoceros* created a new wave in Avant-Garde theatre movement. This absurd play is often read as a response and criticism to the sudden upsurge of Fascism and Nazism, and explores the themes of conformity, culture, responsibility, mass movements, philosophy and morality. A bit tricky and subtle though it is, the play is worth reading on the part of the advanced learners of literature.

BENGCCHT 602:POSTCOLONIAL LITERATURES

CO-1.*Things Fall Apart*: Chinua Achebe (18 class hours)

This novel has been very self-conscious undertakings by an artist-historian who finds it to be his outstanding duty, at the historical moment of Nigeria emerging from a ninety-year long

colonial rule, to 'decolonise' the minds of its people by letting them know that their ancestral past was not one long night of oblivion and after that prepare them for assessing the present situation scientifically and with equipoise. Therefore, our students should know such postcolonial discourses as our country also suffered from the same kind of repressive designs of the colonial masters during the ideological state apparatus of the oppressive British rule.

CO-2.*Mystic Masseurs*: V.S. Naipaul (18 class hours)

Set in the West Indian Island of Trinidad,*Mystic Masseurs* delves deep into the general disillusionment that beset the post-war generations and the deep spiritual isolation felt by a frustrated writer of Indian descent in a universe in which he felt himself to be inconsequential and a stranger among men, companionless. It has a direct relevance to the decline of political ethos across the globe, and the students must find it worth reading in contemporary times.

CO-3.Poems by African Women Writers (18 class hours)

African female poets almost always have taken to her pen as a conscious teacher and guide for her postcolonial society that has been mired in the ills of racism, apartheid, inter-ethnic feuds, civil wars, and numerous other economic, social, political, and cultural blights as a fall-out largely of colonial imposition and disruption. The development of African feminine sensibility in the last fifty years is amazingly fast, and the poems of Bessie Head, Ama Ata Aidoo and Grace Ogot will definitely inspire the students to explore them more and more.

CO-4.Postcolonial Poetry (16 class hours)

Postcolonial literature is an amazingly thriving field as hundreds of writers are addressing the colonised realities in newer veins. Pablo Neruda speaks of Latin American realities, Derek Walcott Caribbean Islands, David Malouf Australian, and Mamang Dai North-East Indian socio-political upheavals. Therefore, a close reading of these literary texts will not be complete without some bit of knowledge of these masters of postcolonial dialectics.

BENGDSHT-603: History of English Literature (1798 to present)

CO-1. The learners will be able to understand the literature of the Romantic age.

CO-2. The learners will be able to understand the literature, society and dilemma of the Victorian Period.

CO-3. The learners will be able to analyse the literature of the Modern Period.

CO-4. The learners will be able to analyse the literature of the Post 1950s.

BENGDSHT-604: English Language and Literary Types

CO-1. The learners will be able to learn Philology.

CO-2. The learners will be able to understand Phonetics and Prosody.

CO-3. The learners will be able to analyse Rhetoric.

CO-4. The learners will be able to know Literary Terms and Types.