

ASANSOL GIRLS' COLLEGE

Department of English

Programme Specific Outcome (PSO) and Course Outcome (CO)

Programme Specific Outcome (PSO):

PSO1: Understand the History of English Literature and Social, political History of Great Britain.

PSO2: Understand literary texts of English from Anglo-Saxon to Modern period.

PSO3: Analysing seminal texts of World Literature.

PSO4: Analysing seminal texts of Indian Writings in English.

PSO5: Understanding different Social Movements and their application in literary texts.

COURSE OUTCOME (CO)

Semester	Module & Topic	Module Specific CO
Semester-I Understanding Poetry MJC-1	Module I Literary Terms Module II Poetry and Critical Appreciation of Poems Module III Rhetoric and Prosody	CO1: Explaining various literary terms related to Poetry and identifying unique features of each literary type by comprehending its characteristics and conventions. CO2: The primary objective of this section is to foster critical thinking and literary techniques. CO3: Decode the stylistic aspects of sonnet, epic poetry, mock-heroic poetry etc which is quintessential for comprehending the works of Shakespeare, Milton and Pope included in the module. CO4: The language component, in the form of rhetoric and prosody, deals with familiarising students with the figures of speech like simile ,metaphor, transferred epithets, synecdoche etc.Students will learn: - how prosody is defined; - current theories of prosodic structure, and ways to evaluate them.

<p>SEC I</p> <p>Grammatical Skills and Composition</p>	<p>Module I</p> <p>Grammatical Skills</p> <p>Module II</p> <p>Composition</p>	<p>CO5: Seeks to develop the students' abilities in grammar, oral skills, reading, writing and study skills.</p> <p>CO6: Helps students to develop writing skills, which is part of effective communication and makes them able to communicate complex ideas and analytical concepts in writing.</p>
<p>AEC</p> <p>English Communication</p>	<p>Module I</p> <p>Types and modes of communication</p> <p>Module II</p> <p>Dialogue</p> <p>Monologue</p> <p>Interview</p> <p>Public Speech</p>	<p>CO7: Provides a working knowledge of communication in English both through theoretical knowledge and in terms of writing skills.</p> <p>CO8: Provides opportunity to engage students in practice-session and learn about the basic techniques.</p>
<p>MDC</p> <p>Film Appreciation</p>	<p>Module I</p> <p>Cinematic Terms</p> <p>Module II</p> <p>History and Development of Hindi and Bengali Cinema</p> <p>Module III</p> <p>Film Review</p>	<p>CO9: Explaining various cinematic terms and identifying unique features of each.</p> <p>CO10: Gain a basic understanding of film theory and focusing on Hindi and Bengali Cinema, to be able to identify significant movements and articulate key concepts.</p> <p>CO11: Observe with knowledge and reflect upon the articulation of a film's content, form and structure. Students will be able to analyze and review films critically.</p>

Semester	Module & Topic	Module Specific CO
Semester-II Understanding Prose MJC-2/ MNC-2	Module I a) Essays b) Novels c) Short Story d) Life Writings	CO1-Formation of basic understanding of literary types related to prose writings
	Module II Essays & Short Stories	CO2- Understanding representative essays & short stories of various ages and countries in English and Translation
	Module III Terms related to Narratology	CO3- Acquainting the students with few terms related to narratology
Content Writing and Professional Correspondence SEC-2	Module I Content Writing	CO1- Acquainting students with writing various types of contents like those of advertisements, leaflets, posters, brochures, web blogs etc.
	Module II Professional Correspondence	CO2- Familiarizing the students with different types of Professional Correspondences like note-taking, letter and mail writing, as well as writing agenda, notices, circular, and proof reading.
Semester-III	CC5 British Romantic Literature	

Semester-III Honours	Module I Literary and Social History	CO1 – Educating students with the English literary tradition in the Romantic period in terms of social, philosophical, intellectual, literary backgrounds. CO2 – Developing the understanding of Romanticism, Fancy and Imagination, Supernaturalism.
	Module II Poetry	CO3- Introducing students with Romantic poetry as a practical application of theoretical aspects taught in Module I
	Module III Prose	CO4– Promoting proficiency of critical analysis and interpretation of selected Romantic texts in terms of theme, language and design. CO5- Bridging gaps and link up with further reading in Postgraduate course
	CC 14 British Literature- Nineteenth Century - Victorian	
	Module I Literary and Social History	CO6- Educating students with the major socio-economic changes. CO7 – Understanding the concept of industrialization, urbanization and confrontation of Darwin's Theory of Evolution. CO8 – Acquainting students with concepts Utilitarianism, Marxism, Realism. CO9- Inculcating students with Reform Law, Corn Law, Chartist Movement, Oxford Movement.

	Module II Poetry	CO10- Introducing students with the Victorian poetry that is characteristic of the Victorian period
	Module III Prose	CO11 – - Introducing students with the Victorian fiction as a practical application of theoretical aspects taught in Module 1 CO12- Bridging gaps and link up with further reading in Postgraduate course
	CC7 Classical Literature: Indian and European	
	Module I Theory	CO13- Enabling students to explore the central concerns of Sanskrit drama and European classical dramatic theory.
	Module II Indian Texts	CO14- Introducing students to multiple genres and forms in Indian Classical Literature.
	Module III European Texts	CO15- Enlightening students with European poetics, theories of representation, aesthetics, aspects of theatre.
	SEC I Actual Writing and Content Writing	
	Module I Actual Reporting	CO16- Understanding and drafting different types of Newspaper/ Television / Organization Reporting.
	Module II	CO17 – Understanding of Content Writing like Advertisement,

	Content Writing	Leaflet, Brochure, Posters, Web Blogs.
Semester-III Program	GEC-3 Literature and Gender	
	Module I Terms and Concepts	CO1 – Understanding the concept of gender as a cultural category – ideologies such as feminisms, masculinities, and transgenderism. OC2 – Developing the understanding of Gynocriticism, Androgyny, Subaltern Feminism.
	Module II Prose	CO3- Imparting knowledge of the literature of all ages and culture along with the ways in which they embody a politics of resistance through writings of Begum Rokeya, Mahasweta Devi, Virginia Woolf.
	Module III Poetry	CO4– Sensitizing students to gender assumptions in literary texts through the poems by Sylvia Plath. C5- Facilitating a comprehension of the link between the status of woman to social discrimination and social change
	CC 1(3)	
	Fiction and Short Stories	
	Module I Short Stories	CO1- Reading a short story or fiction to identify themes, plot, structure, characterization and narrative voice. CO2 – Understanding themes and topics that are thought-provoking,

		insightful and informative.
	Module II Novel	CO3- Engaging the students with the social and historical construction of crime along with the philosophical, psychological and social issues that are intrinsic part of fiction in general
	CC-3(3) British Poetry	
	Module I Poetry	CO4-Acquainting the students with a representative selection of British Poetry. CO5-Familiarizing students with great ideas, issues of social and cultural concern and with the English language. CO6- Inculcating students with poetry reading to identify tone, imagery, rhythm, rhyme and use of tropes will build up argumentative interpretative capacity CO7- Sparkling of imagination, abstract thinking, art and creativity among the students.
	SEC I Phonetics and Phonology	
	Module I Articulation Mechanism	CO8- Introducing students with the basic concepts of language and articulation. CO9- Developing phoneme awareness and phonological skills.

	Module II Content Writing	CO10 – Understanding of Content Writing like Advertisement, Leaflet, Brochure, Posters, Web.
Semester-IV	CC8: BAHENGC401 British Literature: The Early Twentieth Century	
	Module I Literary and Social Background	<p>CO1 – This Module allows students to take a look at the various important socio-historical events that occurred in the early part of the 20th century, as a logical extension of what has been done earlier in the paper related to the Victorian Age.</p> <p>CO2 – This Module wishes to bring to the students the various Social and Art Movements that took place during this time and then wishes to show to the students as to how these socio-cultural movements influenced the growth of British Literature in the early part of the 20th century.</p> <p>CO3 – It is hoped that through such discussions on a panoramic course of events the students would have a wider vision on the literary growth of the times and the reasons behind the growth of various literary movements of the Age.</p>
Semester-IV Honours	Module II Poetry	CO4 – This Module discusses the major poetic texts of the times by referring to a cross-section of poets and is a practical application of the previous

		Module. It is hoped that through such knowledge the students would become better equipped to understand the various nuances of poetic writing of the period.
	Module III	<p>CO5– This Module intends to promote proficiency of critical analysis and interpretation of selected Victorian fiction.</p> <p>CO6 - It is hoped that the theoretical paradigms of Psychoanalysis and the literary history of the growth of the Stream of Consciousness Novel technique discussed in Module I would be understood better by reading Virginia Woolf's <i>Mrs Dalloway</i>. At the same time the students would be enriched by studying the short stories by two other prominent writers of the era, Joyce and Conrad.</p>
	CC 9 - BAHENGC402	
	Indian Writing in English	
	<p>Module I</p> <p>Literary and Social Background</p>	<p>CO7– This Module brings to the students the basic study of the historical survey of the growth of Indian Writing in English. It is hoped that through this study the students shall have a working knowledge of the growth of this genre.</p> <p>CO8 -Such knowledge shall help them to locate texts and their nuances much better in the other two Modules.</p> <p>CO9 - As a learning outcome it is hoped that through the study of</p>

		<p>this Module the students shall become better acquainted with this field of study and learn to tackle the questions related to culture, race and identity that Indian Writing in English relates to.</p>
	<p>Module II Poetry</p>	<p>CO10- The selection of poems in this Module will sensitize the students with the variations of theme and technique that have occurred in this genre both during the colonial and post-colonial phases from Derozio to Ngangom within Indian English Literature.</p>
	<p>Module III Prose</p>	<p>CO11 – Introducing students with Indian English fiction as a practical application of theoretical aspects taught in Module 1.</p> <p>CO12– Through the study of these two short stories and a novel in this Module, it is hoped that the students shall have an insight into the fictional works of some of the most cultivated writers of Indian Writing in English.</p>
	<p>CC10 - BAHENGC403</p> <p>Popular Literature</p>	
	<p>Module I Literary and Social Background</p>	<p>CO13- Enables students to an overall literary and historical insight into the growth of popular literature.</p>

		CO14 -This Module brings to the students the various aspects of Popular Literature and hopes to put into the minds of the students questions on caste, identity and gender.
	Module II Poetry and Graphic Fiction	CO15 - It is hoped that through the reading of representative texts of poetry and popular fiction allotted in this Module the students shall be able to tackle the various issues associated with the reading of popular literature with critical insights.
	Module III Prose	CO16 –With the prose works of J.K. Rowling, Agatha Christie and Satyajit Ray in this Module the students will have access to some of the best fictional works of the genre. This unit shall help the students to analyze these works with critical insights.
SEC 2		
Communicative English		
	Module I Vocabulary Building: Word Formation, Prefix, Suffix, One Word Substitutes	CO17 – This Module is about vocabulary and functional grammar. It is hoped that through this Module, the students shall be able to re-visit the skill-sets which they had primarily learnt in the final years of their school life. As a learning outcome the unit focuses on control over language which can be used concurrently for literature.
	Module II Writing :Methods of Note-Taking, Jumbled Sentences	CO18 – This Module focuses on the enhancement of the skill-sets in writing. The learning outcome is based on enhancing skills with regard to the writing of circulars, notices, agenda and minutes

		which will be required in their later professional life.
	GEC-4 (For Students Other Than Hons. In English) BAHENGGE401 Indian Literature	
Semester-IV Generic	Module I (M.K. Gandhi: “Hardship”;Sudha Murthy: “In Sahyadri Hills, A Lesson in Humility”; A P J Abdul Kalam: “The Power of Prayer”; Khushwant Singh: “The Portrait of a Lady”)	CO1 – This Module brings to the students an entire gamut of fictional and non-fictional works of Indian Literature, both originally written texts in English and translated texts into English from vernacular languages. CO2 – Through the study of these texts it is hoped that the students will acquire an insight into the works of some of the most cultivated writers in Indian Literature.
	Module II (Premchand: “The Child”; R K Narayan: “An Astrologer’s Day”; R K Laxman: “The Gold Frame”; Ruskin Bond: “The Boy Who Broke The Bank”)	CO3 – This Module is a further development on the previous one ,egging the students on to an even larger number of fictional and non-fictional works of Indian Literature, both originally written texts in English and translated texts into English from vernacular languages. CO4 –The continuity in delving into the study of the larger array of writers from India will allow the students to have a working knowledge of this genre and help

		acclimatize them with the innovations and variations in theme and techniques that are a part of this genre.
Semester-IV Program	<p style="text-align: center;">BAPENGC401</p> <p style="text-align: center;">Bhasa Literature</p> <p style="text-align: center;">(To be learnt by those who are pursuing a degree of the Program Course and who have chosen English as one of their Core subjects)</p>	
	<p>Module I</p> <p>Bhasa Poetry</p>	<p>CO1 – Acquainting the students with the richness of the vernacular literature or Bhasa Literature through a variety of poets who write in English and who are read in translation.</p> <p>CO2 – Helping the students to develop an understanding of the same genre of poetry, the large variety of techniques and themes that are a part of it.</p>
	<p>Module II</p> <p>Bhasa</p> <p>Non-Fiction</p>	<p>CO3- Acquainting the students with the richness of the vernacular literature or Bhasa Literature through a variety of writers and their texts in translation. This is in continuation with the previous Module.</p> <p>CO4 –The learners shall have an insight into the cultural richness and diversity of the country.</p> <p>CO5 –This Module shall help them develop a sound literary acumen.</p>

	MILCE401: English II Appreciating Poetry – AECC-IV (To be compulsorily studied by all students who are pursuing a degree in Commerce and Arts as part of the Program Course)	
	Module I	CO6–The paper has only one composite unit consisting of British poetry from Shakespeare to Arnold. CO7 –This paper will allow the students to cultivate a basic knowledge and appreciation of English poetry.
	BAPENGSE401– Composition (To be learnt by those who are pursuing a degree of the Program Course and who have chosen English as one of their Core subjects)	
	Module I	CO8 – Through this paper the students will be able to learn the basic aspects of Essay Writing, Newspaper Reports, Precis and/or Comprehension and Letter Writing CO9–This will enable them to develop basic writing skills and allow them to prepare for larger professional life.
Semester-V	<u>CC11</u> MODERN EUROPEAN DRAMA	
	<i>Module I</i>	CO1 – Understanding the broad concepts of modern stage, theatrical

Semester-V Honours	Literary and Social Background	techniques of twentieth century European and English drama. CO2 – Acquainting students with theoretical paradigms of modern theatre .
	<i>Module II</i> Drama 1	CO3- Introducing students with modern drama as a practical application of theoretical aspects taught in Module 1
	<i>Module III</i> Drama 2	CO4– Acquainting students with experimental theatre. CO5- Bridging gaps and link up with further reading in Postgraduate course
	<u>CC 12</u> AMERICAN LITERATURE	
	<i>Module I</i> Literary and Social Background	CO6- Understanding concepts of American Dream, realism and history of American English literature in general. CO7 – Understanding American novels CO8 – Acquainting students with concepts of Harlem Renaissance CO9- Sensitizing students on the issues of Black Women’s writing
	<i>Module II</i> Drama and Poetry	CO10- Introducing students with American drama and poetry as a practical application of theoretical aspects taught in Module 1
	<i>Module III</i> Prose	CO11 – Acquainting students with fiction writing of women CO12- Bridging gaps and link up

		with further reading in Postgraduate course
<u>DSEC 1</u>		
LITERARY THEORY		
<i>Module I</i>	Basic Principles of Aristotle's "Poetics"	CO13- Inculcating among students a knowledge of classical theories of drama.
<i>Module II</i>	Basic Principles of Romanticism	CO14- To create awareness of how to literary read and appreciate texts using these theories
<i>Module III</i>	Basic Tenets of modern and post-modern literary criticism.	CO15- To enlighten students about modern critics and their literary ventures.
<u>DSE 2</u>		
POST WORLD WAR 2 LITERATURE		
<i>Module I</i>	Fiction	CO16- Acquainting students with the various configurations of post world war 2 fiction
<i>Module II</i>	Poetry	CO17 – Opens the mind to a world where poetic imagination and after war reality cohabit.
<i>Module III</i>	Drama	CO18 – Introducing students to a world of void and absurdity.
<u>CC11</u>		
ENGLISH LITERATURE AND GENDER		

Semester-V <u>Program</u>	<i>Module I</i> Kamala Das's "Summer in Calcutta" Sylvia Plath's "Circus in Three Rings"	CO1 – Understanding the broad concepts of gender, gender based narrative. CO2 – Acquainting students with theoretical paradigms of modern concept of gender and sex.
	<i>Module II</i> R.S. Hossain's "Sultana's Dream" Virginia Woolf's "Profession for women"	CO3- Introducing students with the idea of feminist utopia. CO4- Discussion on feminism, and women's scope at workspace.
Semester-VI	CC13 Postcolonial Literatures	
	Module I Literary and Social Background	CO1 – Understanding the broad concepts of Decolonialisation, Identity Politics, Region, Race, Class, Gender CO2 – Acquainting students with theoretical paradigms of post colonial literature
	Module II	CO3- Introducing students with postcolonial drama and poetry as a

Semester-VI Honours	Drama and Poetry	practical application of theoretical aspects taught in Module 1
	Module III Fiction	CO4- Acquainting students with fiction writing in postcolonial theoretical framework CO5- Bridging gaps and link up with further reading in Postgraduate course
	CC 14	
	Women's Writing	
	Module I Literary and Social Background	CO6- Understanding concepts of evolution of Feminism , The Three Waves CO7 – Understanding Caste , Race, , Politics of Sexuality CO8 – Acquainting students with concepts of Sex, Gender and Class CO9- Sensitizing students on the issues of Women's writing
	Module II Drama and Poetry	CO10- Introducing students with women's writing on drama and poetry as a practical application of theoretical aspects taught in Module 1
	Module III Prose	CO11 – Acquainting students with fiction writing of women CO12- Bridging gaps and link up with further reading in Postgraduate course
	DSEC 3	
	Literary Theory	
	Module I Basic Principles of Marxism and Culture Studies, Feminism and Post	CO13- Inculcating among students a working knowledge of various critical theories

	Modernism and Post colonialism	
	Module II Basic Principles of Marxism and Culture Studies, Feminism and Post Modernism and Post colonialism	CO14- To create awareness of how to literary read texts using these theories
	Module III Basic Tenets of Marxism and Culture Studies, Feminism and Post Modernism and Post colonialism	CO15- To equip students to handle the writing of dissertations
	DSEC 4 Science Fiction And Detective Fiction	
	Module I Fiction	CO16- Acquainting students with the various configurations of detective fiction
	Module II Essays	CO17 – Opens the mind to a world where imagination and scientific temperament cohabit
	Module III Short Story	CO18 – Introducing students to a world of inquiry and sharpens the individual mind
Semester-VI <u>Program</u>	DSEC – 1 LITERATURE AND PHILOSOPHICAL THOUGHTS	
	Module I Rabindranath Tagore's "Holistic Education: Knowledge, Action, Love" from the book Rabindranath Tagore's Educational Ideas by Christine Kupfer Or Rabindranath Tagore, "The Parrot's Training" on < tagoreweb.in >	CO1 – The students would be able to understand the guiding philosophy of Tagorean education. CO2 –The non-fictional texts thus serve as a contact point between Tagorean philosophy and literature.

	<p>Module 2 Somerset Maugham's "The Lotus Eater" Robert Lynd's "Sea Side" Alfred Lord Tennyson's "Crossing The Bar" John Milton's "On His Blindness"</p>	<p>CO3-.Offers a cross-section of fictional and poetic texts and through their study it is hoped that the students shall be able to understand and tackle the various philosophical notions that guide human life.</p>
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