



**THE BHAWANIPUR EDUCATION SOCIETY COLLEGE**  
A MINORITY RUN COLLEGE. AFFILIATED TO UNIVERSITY OF CALCUTTA  
RECOGNISED UNDER SECTION 2(F) & 12 (B) OF THE UGC ACT, 1956

**Programme Specific Outcome (PSO)**

**English (Honours)**

Having completed graduation in English, the students are expected to acquire the following qualities:

1. Acquiring skills in lucid presentation and communication of ideas in English, involving structured arguments and cross references.
2. Understanding the basis of literary criticism and theories.
3. Linking literature to social constructions and thereby gaining an understanding of the interplay of power and representation.
4. Imparting a sound knowledge of literature/s in English and the effects of language, history and cultural osmosis.



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**Programme Outcome (PO)**

**English Honours**

	<b>Programme Outcome</b>	<b>Description</b>
PO1	Sound domain knowledge	Acquiring sound knowledge of authors and texts in their context. And the basics of literary criticism, including literary genres and conventions.
PO2	Comprehension and Communication Skills	Applying vocabulary and comprehension skills to written as well as spoken tracts and becoming adept at communicating ideas and arguments with clarity.
PO3	Analytical Skills and Linguistic Awareness	Applying the skill of textual, linguistic and rhetorical analysis to literary, as well other varieties of text and also disseminating the same skills to others.
PO4	Cultural Awareness	Should develop a sense of the cultural and aesthetic tendencies of the past and the present and the confluence of traditions and ideas.
PO5	Spirit of Inquiry and Lifelong Learning	Applying acquired knowledge and skills to explore new terrains and challenge or corroborate received opinions with original inputs.
PO6	Familiarity with Recent Developments in a Particular Field	Should be able to apply modern theories and research methodologies to diverse texts to evolve new approaches and interpretations.
PO7	Social Conscience and Literature	Should be able to understand the politics of social equations and the power of literary texts to change society or perpetuate stereotypes, over a range of cross-cutting issues like gender, class, caste, etc.
PO8	Creative Ability	Honing of innate creative abilities and self-expression through deliberations on and understanding of the works of great authors.
PO9	Human Values	Learning to recognise the recurring motives of human behaviour by studying texts from diverse cultures, ethos and eras, thereby imbibing an empathetic attitude.
PO10	Environmental Consciousness	Impact of environmental changes on man and how it is reflected and sometimes even predicted through literary works.



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**Course Outcomes (Cos) of Graduation Degree Course of English Honours (CBCS) (2018-19)**

**No. CSR/12/18**

<b>Semester I</b>	
<b>PAPER</b>	<b>COURSE OUTCOME</b>
<b>CC1 (HISTORY OF ENGLISH LITERATURE AND PHILOLOGY) CODE- ENG-A-CC-1-1-TH/TU</b>	
<b>Group A:History of Literature</b>  <b>Section 1:</b>  <b>Unit A</b> –Old English Heroic Poetry, Old English Prose and Chaucer  <b>Unit B</b> – Elizabethan Sonnets, University Wits and Ben Jonson  <b>Unit C</b> –Restoration Comedy of Manners and Eighteenth Century Novels	1.1Familiarization with the social and historical background of English literature from the Anglo-Saxon times till the 18 <sup>th</sup> Century through a discussion of representative English texts
<b>Section 2:</b>  <b>Unit D</b> – Pre-Romantic Poetry and Romantic Non-fiction Prose  <b>Unit E</b> –Victorian Novel and the Pre-Raphaelites  <b>Unit F</b> – Modern Novel: Joseph Conrad, Virginia Woolf, James Joyce  Modern Poetry: T.S. Eliot, W.B. Yeats, Dylan Thomas Modern Drama: Samuel Beckett, Harold Pinter, John Osborne	1.2Familiarization with the social and historical background of English literature from the Pre-Romantic age till the Modern period through a discussion of representative English texts



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<p><b>Group B: Philology</b></p> <p><b>Section 1:</b></p> <p>Latin Influence, Scandinavian Influence, French Influence, Americanism</p> <p><b>Section 2:</b></p> <p>Consonant Shift and Word Formation Processes (Shortening, Back-formation, Derivations), Short Notes (Hybridism, Monosyllabism, Free &amp; Fixed Compounds, Malapropism, -ing formation, Johnsonese)</p>	<p>1.3 Knowledge of language as a dynamic and expansive entity which keeps on growing its domains through varied historical social developments and cultural interactions.</p>
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PAPER	COURSE OUTCOME
<b>CC2 (European Classical Literature) CODE- ENG-A-CC-1-2-TH/TU</b>	
<p><b>Group A:</b> Social and Intellectual Background</p>	<p>2.1 Familiarization with the social and historical background of European Classical Literature</p>
<p><b>Group B:</b></p> <p>Homer, The Iliad (Books I and II)</p> <p>Sophocles, Oedipus the King</p>	<p>2.2 Knowledge of the Ancient European Classics and ability to trace a steady development of the connect between literature and society with reference to epic and Ancient Greek tragedy.</p>



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<p><b>Group C:</b></p> <p>Ovid, Selections from Metamorphosis, 'Bacchus' (Book III)</p> <p>Plautus, Pot of Gold</p> <p>OR</p> <p>Horace, Satires, I: IV</p>	<p>2.3 Knowledge of the Ancient European Classics and ability to trace a steady development of the connect between literature and society with reference to representative writers of Roman antiquity.</p>
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<b>Semester II Course Outcomes</b>	
PAPER	COURSE OUTCOME
<b>CC3 (Indian Writing in English) CODE- ENG-A-CC-2-3-TH/TU</b>	
<b>Unit 1:Poetry</b>  Henry Louis Vivian Derozio, 'To India, My Native Land' Toru Dutt, 'Our Casuarina Tree'  Kamala Das, 'Introduction'  A.K. Ramanujan, 'River'  Nissim Ezekiel, 'Enterprise'  Jayanta Mahapatra, 'Dawn at Puri'	3.1 Familiarization with the practice of Indian writing in English; its traditional history and development of an understanding of the gradual National Awakening manifested in the history of English literature in India. Overview of Indian Poetry.
<b>Unit II-Novel</b>  Bankimchandra Chattopadhyay: <i>Rajmohan's Wife</i>	3.2 Familiarization with Indian Novel in English as a manifestation of the gradual National Awakening
<b>Unit III -Drama</b>  Mahesh Dattani- <i>Bravely Fought the Queen</i>	3.3 Familiarization with Indian Drama in English as a microcosmic representation of the unique Indian socio-



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	cultural milieu along with knowledge and sensitization regarding gender discrimination and alternative sexual orientation.
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PAPER	COURSE OUTCOME
<b>CC4 (British Poetry and Drama) CODE- ENG-A-CC-2-4-TH/TU</b>	
<b>Unit I: Social and Intellectual Background</b>	4.1 Familiarization with the social, historical and intellectual background of the Medieval and Elizabethan ages of English literature
<b>Unit II: Poetry</b> Geoffrey Chaucer, 'Wife of Bath's Prologue' Edmund Spenser, 'One Day I Wrote Her Name' William Shakespeare, Sonnets 18 & 130 John Donne, 'The Good Morrow' Andrew Marvell, 'To His Coy Mistress'	4.2 Understanding of the changing forms and genres in Medieval and Elizabethan ages of English literature. Attainment of a technical understanding of literary forms such as sonnets, with reference to the major writers of the age.



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<b>Semester III Course Outcomes</b>	
<b>PAPER</b>	<b>COURSE OUTCOME</b>
<b>CC5 (American Literature) CODE- ENG-A-CC-3-5-TH/TU</b>	
<b>Unit I- Social and Intellectual Background</b>	5.1 Development of an insight into the diverse socio-cultural backgrounds and ideals which constitute Americanism
<b>Unit II- Poetry</b> - Robert Frost, 'After Apple Picking'  Walt Whitman, 'O Captain, My Captain'  Sylvia Plath, 'Daddy'  Langston Hughes, 'Harlem to be Answered'  Edgar Allan Poe, 'To Helen'	5.2 Familiarization with the beginnings and the tradition of American writing in English with special focus on the genre of poetry
<b>Novel</b>  Ernest Hemingway- <i>The Old Man and the Sea</i>	5.3 Understanding of the unique attributes of Americanism and American writing in English through a study of a representative American novelist

4.3 Understanding of drama of the Elizabethan period with reference to major dramatists of the age. Acquaintance with the theatrical practices of the time.





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<p><b>Stories</b></p> <p>Edgar Allan Poe- 'The Purloined Letter'</p> <p>F. Scott Fitzgerald- 'The Crack-up'</p> <p>William Faulkner- 'Dry September'</p>	<p>5.4 Understanding of the form of the American short story through a reading of representative texts</p>	
<p><b>Drama</b></p> <p>Arthur Miller- <i>Death of A Salesman</i></p>	<p>5.5 Familiarization with the concept of the 'American Dream' through a special focus on drama</p>	
<p>Christopher Marlowe- <i>Edward II</i> OR</p> <p>William Shakespeare- <i>Macbeth</i></p> <p>William Shakespeare- <i>Twelfth Night</i> OR <i>As You Like It</i></p>		

PAPER	COURSE OUTCOME
<b>CC6 (Popular Literature) CODE- ENG-A-CC-3-6-TH/TU</b>	
<p>Lewis Carroll- <i>Through the Looking Glass</i></p> <p>Agatha Christie- <i>The Murder of Roger Ackroyd</i></p> <p>Sukumar Ray- <i>AbolTabol (Nonsense Rhymes, translated Satyajit Ray), Kolkata: Writers' Workshop</i></p> <p>Herge- <i>Tintin in Tibet</i></p>	<p>6.1 Ability to comprehend the importance of Popular literature as an extension of the ideological discourses embedded in mainstream literature.</p> <p>6.2 Ability to trace a connect between the technicalities of serious literature and apparently</p>



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	nonsensical literature  6.3 Familiarization with the process of social indoctrination initiated by Children's Literature
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PAPER	COURSE OUTCOME
<b>CC7(British Poetry and Drama: 17<sup>th</sup>-18<sup>th</sup> Century) CODE- ENG-A-CC-3-7-TH/TU</b>	
<b>Unit I: Social and Intellectual Background</b>	7.1 Introduction to the socio-cultural and intellectual milieu of 17 <sup>th</sup> -18 <sup>th</sup> century England through the prism of English poetry and drama
<b>Unit II: Poetry</b>  John Milton- <i>Paradise Lost, Book I</i>  Alexander Pope- <i>The Rape of the Lock, Cantos I-III</i>	7.2 Appreciation and understanding of classical forms such as the epic and understanding of the nuances associated with the genre.
<b>Unit III: Drama</b>  John Webster- <i>The Duchess of Malfi</i>  Aphra Behn- <i>The Rover</i>	7.3 Familiarization with certain basic concepts and trends of the 17 <sup>th</sup> and 18 <sup>th</sup> century drama and introduction to the representative plays and their socio-cultural contexts



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**Semester IV Course Outcomes**

PAPER	COURSE OUTCOME
<b>CC8 (18th Century British Literature) CODE- ENG-A-CC-4-8-TH/TU</b>	
<p><b>Social and Intellectual Background</b></p> <p><b>Poetry</b>            Samuel Johnson, 'London'             Thomas Gray 'Elegy Written in a Country Churchyard'</p> <p><b>Drama</b>            William Congreve <i>The Way of the World</i></p> <p><b>Prose (Fiction &amp; Non-Fiction)</b> Daniel Defoe <i>Robinson Crusoe</i>             Joseph Addison, 'Sir Roger at Home' and 'Sir Roger at Church'</p>	<p>8.1 Students will be familiarised with the writers and thoughts of 18<sup>th</sup> century English society.</p> <p>8.2 Students will develop an insight into English literature and the evolving genres.</p>
<b>CC 9 (British Romantic Literature) CODE- ENG-A-CC-4-9-TH/TU</b>	
<p><b>Social and Intellectual Background</b></p> <p><b>Poetry</b>            William Blake, 'The Lamb' and 'The Tyger'             William Wordsworth, 'Tintern Abbey' Samuel Taylor Coleridge, 'Kubla Khan'             Percy Bysshe Shelley, 'Ode to the West Wind' and 'To a Skylark' John Keats, 'Ode to a Nightingale' and 'Ode to Autumn'</p> <p><b>Prose (Fiction &amp; Non-Fiction)</b>             Charles Lamb- 'Dream Children', 'The Superannuated Man'             Mary Shelley- <i>Frankenstein</i></p>	<p>9.1 Students will be able to understand the beginnings of Romanticism in English Literature.</p> <p>9.2 Students will be able to trace a gradual evolution of thought and place English Literature within the larger contemporary European context of thoughts and expression.</p>



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<b>CC 10 (19th Century British Literature) CODE- ENG-A-CC-4-10-TH/TU</b>	
<p><b>Social and Intellectual Background</b></p> <p><b>Poetry</b></p> <p>Lord Tennyson, 'Ulysses'</p> <p>Robert Browning, 'My Last Duchess'</p> <p>Christina Rossetti, 'The Goblin Market'</p> <p>Matthew Arnold, 'Dover Beach'</p> <p><b>Novel</b></p> <p>Jane Austen- <i>Pride and Prejudice</i> OR</p> <p>Charlotte Bronte- <i>Jane Eyre</i></p> <p>Charles Dickens- <i>Oliver Twist</i> OR</p> <p>Thomas Hardy- <i>The Mayor of Casterbridge</i></p>	<p>10.1 Students will get an idea of the shift in perspectives from Romantic to Victorian age.</p> <p>10.2 Students will learn to assimilate the nuances of colonialism in the literature written in England during the peak of British Colonialism.</p>

PAPER	COURSE OUTCOME
<b>SEC A2- BUSINESS COMMUNICATION (ENG-G-SEC-A-3/5-1TH)</b>	
<p>What is Business Communication</p> <p>Writing reports, letters, curriculum vitae</p> <p>Writing meeting minutes</p> <p>E-correspondence</p>	<p>A2.1 Development of effective communication skills and organizational efficiency required in a professional domain as well as in the dissemination of information in the field of professional correspondence</p>



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**Semester V Course Outcomes**

PAPER	COURSE OUTCOME
<b>CC11 (Women's Writing) CODE- ENG-A-CC-5-11-TH/TU</b>	
<p><b>Unit 1:Poetry</b></p> <p>Poetry Emily Dickinson, 'I cannot live with you'</p> <p>Elizabeth Barrett Browning, 'How do I love thee'</p> <p>Eunice De Souza, 'Advice to Women'</p>	<p>11.1 Familiarization with women's writing and Poetry as a genre related to women's writing.</p>
<p><b>Unit II-Fiction</b></p> <p>Alice Walker's <i>Color Purple</i> OR Emily Bronte <i>Wuthering Heights</i></p> <p>Mahasweta Devi, 'Draupadi', translated Gayatri Chakravorty Spivak</p> <p>Katherine Mansfield, 'Bliss'</p>	<p>11.2 Introducing students to fiction written by women and enabling them to grasp the anxieties and concerns of women as expressed in these literary representations</p>
<p><b>Unit III – Non-fiction</b></p> <p>Mary Wollstonecraft, <i>A Vindication of the Rights of Woman</i>, Chapters I &amp; II (New York: Norton, 1988)</p> <p>Rassundari Devi, <i>Amar Jiban</i>, translated Enakshi Chatterjee, Writers' Workshop.</p>	<p>11.3 Familiarizing students with the socio-political realities and contexts of the late 18<sup>th</sup> and 19<sup>th</sup> centuries and enabling them to comprehend the situation of women in England as well as India during this time frame.</p>



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PAPER	COURSE OUTCOME
<b>CC12 (Early 20th Century British Literature) CODE- ENG-A-CC-5-12-TH/TU</b>	
<b>Unit 1:Poetry</b>  T.S. Eliot, 'The Love Song of J. Alfred Prufrock' and 'Preludes'  W.B. Yeats, 'The Second Coming' and 'No Second Troy'  Wilfred Owen, 'Spring Offensive'	12.1 Introducing students with Modernism and early 20 <sup>th</sup> Century British literature and familiarising them with the crisis expressed by the poetry written during this period.
<b>Unit II-Fiction</b>  Joseph Conrad, <i>Heart of Darkness</i>  D.H. Lawrence, <i>Sons and Lovers</i>	12.2 Familiarization with the developing trends and concerns in the English Novel in early 20 <sup>th</sup> century.
<b>Unit III – Drama</b>  George Bernard Shaw <i>Pygmalion</i>	12.3 Introducing the students to the key concepts of Shaw and Shavian drama and ideology and also the emerging trends and concerns in 20 <sup>th</sup> century English drama.



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PAPER	COURSE OUTCOME
<b>DSE A1 (Modern Indian Writing In English Translation) CODE- ENG-A-DSE-A-5-1-TH/TU</b>	
<b>Unit 1:Stories</b>  Munshi Prem Chand, 'The Shroud'  IsmatChughtai, 'The Quilt'  Fakir Mohan Senapati, 'Rebati'	A1.1 Introducing students to the diversity in Indian literature and the importance of translation in the context of this regional diversity manifested in Indian literatures.
<b>Unit II-Poetry</b>  Rabindranath Tagore, 'Light, oh where is the light?' (Gitanjali XXVII) and 'When my play was with thee' (Gitanjali XCVII)  G.M. Muktibodh, 'The Void'  Amrita Pritam, 'I say unto Waris Shah'	A1.2 Exploring the diversity in Indian poetry in regional languages
<b>Unit III – Novel</b>  Rabindranath Tagore, <i>The Home and the World</i>	A1.3 Familiarizing the students with the socio-political contexts of 20 <sup>th</sup> century Bengal and Tagore's vision of Nationalism.
<b>Unit IV – Drama</b>  Vijay Tendulkar, <i>Silence! The Court is in Session</i>	A1.4 Introducing students with the evolving trends in Marathi theatre and Indian stage.



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PAPER	COURSE OUTCOME
<b>DSE B1 (Literary Types, Rhetoric And Prosody) CODE- ENG-A-DSE-B-5-1-TH/TU</b>	
<b>Unit 1:Literary Types</b>  Tragedy (Tragic Hero, Catharsis, Heroic Tragedy, Chorus)  Comedy (Romantic Comedy, Comedy of Humours, Comedy of Manners, Sentimental Comedy)  Short Story	B1.1 Familiarising the students with literary forms and the major characteristics associated with each of them, enabling them to connect between literature and society.
<b>Unit II-Rhetoric</b>	B1.2 Introducing the students to the craft of language and ornamentation in literature.
<b>Unit III – Prosody</b>	B1.3 Introducing the concept of rhythm and metre in poetry to students of literature.





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<b>NO. CSR/24/17</b>	
<b>English Honours (Part II) 2018-19</b>	
<b>Paper</b>	<b>Course Outcome</b>
<b>Paper III: Drama</b>	
<b>Group A:</b> <b>Marlowe- Tamburlaine Part I</b> <b>Shakespeare- A Midsummer Night's Dream</b>	3.1 Familiarization with certain basic concepts of drama and theatrical practices of Elizabethan period.  3.2 Understanding of the representative plays and the forms of tragedy and comedy
<b>Group B:</b> <b>Literary Terms on Drama</b>	3.3 Overview and understanding of various ideas related to the genre of drama
<b>Group C:</b> <b>Sheridan: The Rivals</b> <b>Shakespeare: Macbeth</b>	3.4 Understanding of the dramatic art of Shakespeare through one of his representative tragedies  3.5 A critical study of sentimentalism in 18 <sup>th</sup> century English drama through a reading and analysis of Sheridan's representative anti-sentimental comedy
<b>Paper IV: Novel, Essays and Short Stories</b>	
<b>Group A: Novels</b>	4.1 Acquaintance with the novel as a genre in the



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<b>Jane Austen: Pride and Prejudice OR George Eliot: Silas Marner</b>	Romantic/Victorian period.  4.2 Development of critical reading habits through a close reading of the selected representative novel.
<b>Group B: Essays</b>  <b>Francis Bacon "Of Studies", Charles Lamb "Dream Children", George Orwell "Shooting an Elephant"</b>	4.3 Familiarization with various trends in literary essays from the Renaissance to Modern period
<b>Group C: Literary Terms on Fiction</b>	4.4 Introduction to certain basic concepts of fiction.
<b>Group D: Stories</b>  <b>James Joyce "Araby", Joseph Conrad "The Lagoon", Katherine Mansfield "The Fly"</b>	4.5 Introduction to the genre of the Modern Short Story with reference to some representative texts
<b>Group E: Substance Writing and Critical note</b>	4.6 Ability to use analytical tools to better appreciate literary texts along with development of writing skills



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**No. CSR / 91 / 10**

<b>English Honours (Part III) 2018-19</b>	
<b>PAPER</b>	<b>COURSE OUTCOME</b>
<b>Paper V: VICTORIAN POETRY, TWENTIETH CENTURY POETRY, PROSODY AND UNSEEN</b>	
<b>Group A:</b>  Lord Tennyson: Ulysses, Robert Browning: My Last Duchess, Matthew Arnold, Dover Beach, Hopkins: Pied Beauty, Elizabeth Barrett Browning: The Ways of Love	5.1 Understanding the socio-cultural and literary contexts of the Victorian period through an appreciation of representative poems
<b>Group B:</b>  GROUP B: WB Yeats: An Acre of Grass, Dylan Thomas: In my craft or sullen art, TS Eliot: The Love Song of J. Alfred Prufrock, Wilfred Owen: Spring Offensive and Ted Hughes: Hawk-roosting	5.2 Understanding the socio-cultural and literary contexts of the Modern period through an appreciation of representative poems
<b>Group C:</b>  Prosody (Scansion)	5.3 Development of critical and analytical methods for reading poetry
<b>Group D:</b>  Rhetoric	5.4 Development of critical and analytical methods for reading poetry
<b>PAPER VI : NOVEL, ESSAY &amp; WRITING</b>	
GROUP A: Charles Dickens – Great Expectations Or Thomas Hardy – The Mayor of Casterbridge	6.1 Acquaintance with the novel as a genre in the Victorian period through a close reading of a representative Victorian



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	novel
GROUP B: Miscellaneous Writing Skills (Report Writing/Film Reviews/ Book Reviews/Dialogue)	6.2 Honing the writing skills of students along with the ability to analytically read literary texts.
GROUP C: Essay	6.3 Development of writing skills supplemented with nuanced critical insight.
GROUP D: Summary and critical note on an unseen passage	6.4 Ability to use analytical tools to better appreciate literary texts along with development of writing skills
<b>PAPER VII : DRAMA AND LITERARY TYPES</b>	
Group A: John Osborne: Look Back in Anger OR Arnold Wesker: Roots, George Bernard Shaw: Pygmalion, Synge – Riders to the Sea	7.1 Understanding the various trends of drama through a reading of representative plays located in the socio-cultural concepts of the Modern period
Group B: Literary Types - Tragedy, Novel, Epic, Comedy	7.2 Understanding of concepts about the different literary types with illustrative references
<b>PAPER VIII : OPTIONAL PAPER GROUP A: Indian Writing in English(including Indian writing in English translation)</b>	
<b>Novel:</b>  R.K. Narayan: Guide Anita Desai: Voices in the City Rabindranath Tagore: The Home and the World Amitava Ghosh: The Shadow Lines	8.1 Understanding the growth of English as a language in the context of Indian aesthetic expressions with special focus on select novels in Indian writing in English as well as Indian writing in English translation
<b>Short Story:</b>  Munshi Prem Chand: The Shroud Ruskin Bond: The Eyes are not Here	8.2 Understanding the



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<p>Manik Bandyopadhyay: Primeval Gangadhar Gadgil: The Faceless Evening</p>	<p>growth of English as a language in the context of Indian aesthetic expressions with special focus on the genre of the Indian short story written in English as well as in Indian writing in English translation</p>
<p><b>Poetry:</b></p> <p>Toru Dutt: Our Casuarina Tree Nissim Ezekiel: Enterprise Kamala Das: An Introduction Mahadevi Verma: This is the Lamp of the Temple Agyeya: Hiroshima</p>	<p>8.3 Familiarization with the practice of Indian writing in English; its traditional history and development of an understanding of the gradual National Awakening manifested in the history of English literature in India. Overview of Indian Poetry.</p>
<p><b>Drama:</b></p> <p>Drama: Mahesh Dattani: Bravely Fought the Queen</p> <p>Or</p> <p>Vijay Tendulkar: Silence! The Court is in Session</p>	<p>8.4 Familiarization with Indian Drama in English as a microcosmic representation of the unique Indian socio-cultural milieu along with knowledge and sensitization regarding gender discrimination and alternative sexual orientation.</p>



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<b>CO PO Mapping</b>										
<b>English (Honours)</b>										
<b>CBCS No. CSR/12/18</b>										
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1.1	✓			✓	✓		✓	✓	✓	✓
CO 1.2	✓	✓	✓	✓	✓		✓	✓	✓	✓
CO 1.3		✓		✓	✓			✓		
CO 2.1	✓			✓	✓		✓	✓	✓	✓
CO 2.2	✓			✓	✓			✓	✓	
CO 2.3	✓	✓		✓	✓		✓		✓	
CO 3.1	✓			✓			✓		✓	✓
CO 3.2	✓			✓			✓		✓	
CO 3.3	✓			✓		✓	✓		✓	
CO 4.1	✓			✓	✓		✓		✓	
CO 4.2	✓		✓	✓			✓	✓	✓	
CO 4.3	✓		✓	✓			✓	✓	✓	✓
CO 5.1	✓			✓			✓		✓	
CO 5.2	✓		✓	✓	✓		✓			✓
CO 5.3	✓			✓	✓		✓		✓	✓
CO 5.4	✓			✓		✓	✓		✓	
CO 5.5	✓			✓		✓	✓		✓	
CO 6.1	✓			✓	✓	✓	✓		✓	
CO 6.2	✓		✓	✓		✓	✓	✓	✓	
CO 6.3	✓		✓	✓	✓	✓	✓		✓	
CO 7.1	✓			✓			✓		✓	
CO 7.2	✓		✓	✓	✓		✓		✓	
CO 7.3	✓			✓			✓		✓	
CO 8.1	✓			✓	✓		✓			✓
CO 8.2	✓		✓	✓	✓		✓		✓	
CO 9.1	✓			✓		✓	✓	✓	✓	
CO 9.2	✓			✓	✓		✓		✓	
CO 10.1	✓		✓	✓			✓		✓	✓
CO 10.2	✓		✓	✓	✓		✓		✓	✓
CO A2.1		✓						✓		
CO 11.1	✓			✓	✓	✓	✓	✓	✓	
CO 11.2	✓			✓	✓	✓	✓	✓	✓	✓
CO 11.3	✓			✓	✓	✓	✓	✓	✓	



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CO 12.1	✓		✓	✓	✓	✓	✓	✓		
CO 12.2			✓	✓	✓	✓	✓	✓	✓	
CO 12.3				✓	✓	✓	✓	✓	✓	✓
CO A1.1				✓	✓	✓	✓	✓	✓	
CO A1.2				✓	✓	✓	✓	✓	✓	
CO A1.3				✓	✓	✓	✓	✓	✓	
CO A1.4				✓	✓	✓	✓	✓	✓	
CO B1.1	✓	✓	✓	✓	✓		✓	✓		
CO B1.2	✓	✓	✓	✓	✓			✓		
CO B1.3	✓	✓	✓	✓	✓			✓		
<b>Part II (NO. CSR/24/17)</b>										
CO 3.1	✓		✓	✓	✓	✓	✓		✓	
CO 3.2	✓		✓	✓	✓	✓	✓		✓	
CO 3.3			✓		✓	✓				
CO 3.4	✓		✓	✓	✓	✓	✓		✓	
CO 3.5	✓		✓	✓	✓	✓	✓		✓	
CO 4.1	✓			✓		✓	✓		✓	
CO 4.2			✓					✓		
CO 4.3	✓			✓	✓		✓		✓	
CO 4.4			✓		✓	✓				
CO 4.5	✓		✓	✓	✓		✓	✓	✓	
CO 4.6		✓	✓					✓		
<b>Part III No. CSR / 91 / 10</b>										
CO 5.1	✓			✓	✓		✓			
CO 5.2	✓		✓	✓	✓		✓		✓	✓
CO 5.3		✓	✓							
CO 5.4		✓	✓							
CO 6.1	✓			✓		✓	✓		✓	
CO 6.2		✓	✓					✓		
CO 6.3	✓	✓	✓			✓		✓		
CO 6.4		✓	✓		✓			✓		
CO 7.1	✓			✓			✓		✓	
CO 7.2	✓		✓		✓					



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CO 8.1	✓		✓	✓	✓		✓		✓	
CO 8.2	✓		✓	✓	✓		✓		✓	
CO 8.3	✓		✓	✓	✓		✓		✓	
CO 8.4	✓		✓	✓	✓	✓	✓		✓	