



**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)**

**M. A. English 2018-19**

- Students shall also be encouraged to undertake research and will demonstrate theoretically informed critical and analytical skills in the interpretation and evaluation of literary texts.
- The linguistics and ELT components of the syllabus train learners to understand the development and structures of the English language in all its variations.
- They will develop a reading habit and the ability to write clearly, critically and effectively.
- The ability to write cogently and interpret long written tracts critically shall render them employable graduates in a wide variety of fields like ELT, publishing, editing, journalism, content development and Human Resource development, to mention a few.



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**Programme Outcome (PO)**

**M. A. English 2018-19**

<b>PO</b>	<b>Programme Outcome</b>	<b>Description</b>
PO1	In-depth domain knowledge	The Masters course in English provides the students with an opportunity to attain an in-depth critical and historical perspective of literature and linguistics through an array of literary works from diverse literary periods and genres.
PO2	Critical and historical awareness	The syllabus familiarises them with developments in the key periods of English literature as well as the impact of global events and concepts that have shaped its course. Literary criticism, theory, rhetorical devices and practices as well as linguistic developments through a thorough understanding of texts, contexts and concepts.
PO3	Socio-cultural insights	Reading the texts through multiple perspectives and in various contexts will contribute to the students becoming more aware of and sensitive to social issues.
PO4	Linguistic awareness	An awareness of the structures and usages of the English language and the socio-cultural dynamics of its development.
PO5	Introduction to the tools of research methodology	Applying theory and analytical skills to explore new terrains and challenge or corroborate received opinions with original inputs in the form of cogently argued written presentations.
PO6	Instilling written and verbal communication skills to enhance employability	Written assignments, classroom discussions and presentations help to develop skills which aid students in pursuing professions or further studies involving these competencies.



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PO7	Creative ability	Exposure to the works of eminent writers hones the abilities of those with innate creative inclinations through structural analysis of plot and character delineation.
PO8	Human values	Study of various texts from diverse cultures and times helps learners to recognise the recurring patterns of human behaviour in widely differing social contexts sensitises learners to empathise with a wide cross section of people.
PO9	Environmental Consciousness	Impact of environmental changes on man and its reflection in literature.



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<b>SUB: MA ENGLISH</b>		<b>2018-19</b>
<b>Paper</b>	<b>Course Outcomes (CO)</b>	
Paper I	1.1 Students will have an over-all impression about socio-cultural history of the middle English period and its reflection in literary genres.	
Unit 1		
Pre Elizabethan Theatre		
Elizabethan Theatre	1.2 Students will have a detailed introduction to history of the theatre in England in the sixteenth century. They will also be equipped with certain basic concepts related to the technicalities of staging in the Pre Elizabethan and Elizabethan periods.	
Prologue to 'Wife of Bath'		
Unit 2		
Chaucer: Prologue to <i>The Canterbury Tales</i>		
The Nun's Priest's Tale	1.3 Students will be able to contextualise Shakespeare's plays and have a holistic idea about different critical theories in Shakespeare scholarship.	
The Knight's Tale		
Sir Gawain and the Greene Knight		
Unit 3		
<i>King Lear</i>		
<i>Measure for Measure</i>		
<i>Tempest</i>		



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Paper II	2.1 Students will have a holistic concept of Elizabethan literature with respect to poetry, prose and drama.
Unit 1	
Elizabethan Poetry other than Shakespeare	2.2 Students will be familiarised with critical traditions in drama (tragedy and comedy) in the Elizabethan and Jacobean period
Bacon's Essays	
Elizabethan Prose	2.3 Students will have an in-depth understanding of metaphysical poetry.
	2.4 Students will be introduced to the secondary epic conventions through a reading of Milton's <i>Paradise Lost</i> .
Unit 2	
Marlowe: <i>Dr Faustus</i>	
Ben Jonson: <i>Volpone</i>	2.5 Students will have an impression about the conventions of the picaresque novel through a reading of Daniel Defoe's <i>Moll Flanders</i> .
Metaphysical Poetry	
Unit 3	
<i>Paradise Lost</i> Book IV	
Congreve: <i>The Way of the World</i>	
Defoe: <i>Moll Flanders</i>	



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<p>Paper III</p> <p>Unit 1</p> <p>Blake: <i>Songs of Innocence and Songs of Experience</i></p> <p>Coleridge: Christabel, Frost at Midnight, France: An Ode</p> <p>Keats: The Eve of St. Agnes, Hyperion, Lamia, Sonnets: The Human Seasons, When I have fears that I may cease to be, On the Sea, On Death, Why did I Laugh tonight?, Bards of Passion and of Mirth</p> <p>Unit 2</p> <p>Wordsworth: <i>The Prelude</i> Bks I and XIII</p> <p>P.B. Shelley: <i>Prometheus Unbound</i></p> <p>Mary Shelley: <i>Frankenstein</i></p> <p>Unit 3</p> <p>Emily Bronte: <i>Wuthering Heights</i></p> <p>George Eliot: <i>Middlemarch</i></p> <p>Browning: Childe Roland, Fra Lippo Lippi, Andrea Del Sarto, The Bishop Orders His tomb Aat St. Praxed's Church, Caliban upon Setebos</p>	<p>3.1 Students will be familiarised with the critical conventions in English Romantic poetry.</p> <p>3.2 Students will have a critical understanding of some canonical texts from the Romantic tradition and their relations to the socio-cultural contexts.</p> <p>3.3 Students will have a critical understanding of some canonical texts from the Victorian period and their relations to the socio-cultural contexts.</p>



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Paper IV	4.1 Students will have a critical understanding of some representative texts from the modern and the post modern periods and their relations to the socio-cultural contexts.
Unit 1	
Edward Bond: <i>Lear</i>	
Huxley: <i>Brave New World</i>	
20 <sup>th</sup> Century Poetry	4.2 Students will have a critical understanding of the trends in modernist literature with reference to some representative poems, drama and prose.
Unit 2	
Conrad: <i>Heart of Darkness</i>	
Yeats: Poems	4.3 Students will have a critical understanding of the trends in postmodernist drama.
Eliot: <i>Murder in the Cathedral</i>	
Unit 3	
Beckett: <i>Waiting for Godot</i>	
Stoppard: <i>Rosencrantz and Guildenstern are Dead</i>	
Seamus Heaney	



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<p>Paper V</p> <p>Unit I</p> <p>Literary Terms</p> <p>Unit II</p> <p>Aristotle: <i>Poetics</i></p> <p>Sidney: <i>The Defence of Poesy</i></p> <p>Wordsworth: <i>Preface to Lyrical Ballads</i></p> <p>Unit III</p> <p>Barthes: Death of an Author</p> <p>Althusser: Marxist Literary Theory with reference to Ideology and the State</p> <p>Foucault: <i>The Order of Discourse</i></p>	<p>5.1 Students will be able to critically engage with texts from several theoretical perspectives</p>
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<p>Paper VI</p> <p>Special Author: R.K. Narayan</p> <p>Unit I</p> <p>Short stories</p> <p>Unit II</p> <p>Novels</p> <p>Unit III</p> <p>Literary Essays</p>	<p>6.1 Students will be able to conceptualise the emergence of Indian Writing in English and its socio-political significance.</p> <p>6.2 Students will be able to contextualise literature within socio-political and aesthetic frameworks.</p>
<p>Paper VII(c)</p> <p>Gender and Literature</p> <p>Unit I</p> <p>Christina Rossetti: <i>Goblin Market</i></p> <p>Charlotte Perkins Gilman: <i>The Yellow Wallpaper</i></p>	<p>7.1 Students will be able to understand the politics of canon formation and gender representation in literary texts</p>



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<p>Kate Chopin: <i>The Awakening</i></p> <p>Unit II</p> <p>Mary Wollstonecraft: <i>A Vindication of the Rights of Women</i></p> <p>Simone de Beauvoir: <i>The Second Sex</i></p> <p>Kate Millet: <i>Sexual Politics</i></p> <p>Unit III</p> <p>Thomas Hardy: <i>Jude the Obscure</i></p> <p>Virginia Woolf: <i>A Room of One's Own</i></p> <p>Henri Ibsen: <i>A Doll's House</i></p>	
<p>Paper VIII(d)</p> <p>Unit I</p> <p>Raja Rao: <i>Kanthapura</i></p> <p>Modern Indian Poetry</p> <p>Unit II</p>	<p>8.1 Students will be able to trace the growth and development of Indian Writing in English</p>



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Amitav Ghosh: *The Hungry Tide*

Girish Karnad: *The Fire and the Rain*

Salman Rushdie: *Shame*

Unit III

Bhisham Sahni: *Tamas*

Tagore: *Gora*

Badal Sarkar: *Ebong Indrajit*



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## PO CO MAPPING

### M. A. English 2018-19

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1.1	✓	✓	✓	✓	✓	✓	✓	✓	
CO1.2	✓	✓	✓		✓	✓	✓		
CO1.3	✓	✓	✓	✓	✓	✓	✓	✓	
CO2.1	✓	✓	✓			✓	✓	✓	
CO2.2	✓	✓			✓	✓	✓		
CO2.3	✓	✓	✓		✓		✓		
CO2.4	✓	✓					✓		
CO2.5	✓	✓	✓		✓		✓	✓	
CO3.1	✓	✓							
CO3.2	✓	✓	✓		✓	✓	✓	✓	✓
CO3.3	✓	✓	✓		✓	✓	✓	✓	✓
CO4.1	✓	✓	✓		✓	✓	✓	✓	✓
CO4.2	✓	✓	✓		✓	✓	✓	✓	✓
CO4.3	✓	✓	✓		✓	✓	✓	✓	
CO5.1	✓	✓	✓		✓	✓	✓	✓	
CO6.1	✓	✓	✓	✓	✓	✓	✓	✓	✓
CO6.2	✓	✓	✓		✓	✓	✓	✓	
CO7.1	✓	✓	✓		✓	✓	✓	✓	
CO8.1	✓	✓	✓		✓	✓	✓	✓	