



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

MA English

Programme Specific Outcome

Upon completing a Masters degree in English students are expected to acquire the following skills:

- Research and analytical skills based on traditional and current theoretical approaches.
- The linguistics and ELT components of the syllabus train learners to understand the development and structures of the English language in within semantic and sociological contexts.
- Ability to read closely and present cogent arguments.
- Employability in fields such as teaching and research, ELT, publishing, journalism, content development and advertising, to mention a few.



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Programme Outcomes

Notification No. CSR/100 /18

PO	Summary	Description
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



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		pursuing professions or further studies involving these competencies.
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.
PO 8	Sociological awareness	By studying various theoretical concepts, the students will be made alert to power relations and social constructs in the development of discourses.
PO9	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 which enables students of literature to empathise with a wide cross section of people.
PO10	Environmental Consciousness	Impact of environmental changes on man and its reflection in literature.



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Course Outcomes

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Semester I

Paper Name	Outcomes
CC1 British Literature from Geoffrey Chaucer to the Beginning of English Civil war	
Unit I Poetry and Drama (Selected authors and texts) Geoffrey Chaucer Sir Gawain and the Green Knight William Langland Everyman Edmund Spenser Thomas Wyatt Earl of Surrey Philip Sidney Samuel Daniel Michael Drayton Shakespearean Sonnets Metaphysical Poems: John Donne George Herbert Andrew Marvell	1.1. Students will be introduced to the trajectory of modernity in England beginning with the writings of the late mediaeval period. 1.2. Students will be familiarised with the literature of the age which manifest the spirit of the age: the advent of new intellectual trends of the early modern era and Humanism. 1.3. Students will be enabled to trace the lasting impact and consequences of new learning in the development of the culture and literature of England in the ensuing eras. 1.4. Students will be facilitated to understand the politics of the white, masculine self in its literary manifestations.



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<p>Henry Vaughan</p> <p>Unit II: Prose (Selected authors and texts)</p> <p>Thomas More</p> <p>Robert Fabyan</p> <p>Thomas Malory</p> <p>Reynard the Fox (Anon)</p> <p>John Lyly</p> <p>Thomas Nashe</p> <p>Robert Greene</p> <p>Francis Bacon</p> <p>Robert Burton</p> <p>John Milton</p>	<p>1.5. Students will be encouraged to draw links between the spirit of discovery and the early stage of globalised commerce and colonisation.</p> <p>1.6. Students should be able to critique the dominant, white discourses about culture, civilisation and ethics from the perspective of a decolonised nation.</p> <p>1.7. Students should be able to apply their knowledge in research and original, interpretative writings.</p>
Paper Name	Outcomes
CC 2 Elizabethan and Jacobean Drama	
<p>Unit I William Shakespeare (Selected texts)</p> <p>A Midsummer Night's Dream</p> <p>Richard III</p> <p>Hamlet</p> <p>Othello</p> <p>Antony and Cleopatra</p> <p>King Lear</p>	<p>2.1. Students will be exposed to textual explication: details of Elizabethan language like word usage, wordplay and punning, image clusters, motifs and themes</p> <p>2.2. Students will be trained to read the texts in context of the socio-cultural background and the intellectual and artistic milieu</p>



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<p>The Winter's Tale The Tempest</p> <p>Unit II Renaissance Drama other than Shakespeare (Selected playwrights and texts)</p> <p>Thomas Kyd Christopher Marlowe Ben Jonson Thomas Middleton and William Rowley John Marston Thomas Dekker Philip Massinger Cyril Tourneur</p>	<p>2.3. Students will be exposed to the critical approaches necessitated by the chosen play/plays.</p> <p>2.4. Students will study the performance history of the plays with reference to stage and film history.</p> <p>2.5. Students will have a nuanced understanding of the values of a new age through their readings.</p> <p>2.6. Students will be encouraged to carry out further research and analytical writings with original inputs.</p>
Paper Name	Outcomes
CC3 British Literature from the English Civil War to the French Revolution	
<p>Unit I (Selected authors and texts)</p> <p>John Milton John Dryden Alexander Pope William Blake William Wycherley George Etherege John Dryden</p>	<p>3.1. Students will be acquainted with ‘the dialectic of enlightenment’, through a study of Neoclassical literature.</p> <p>3.2. Students will be instructed in the imbrication of revolutionary politics and literary revolutions, ushering in different kinds of modernity.</p> <p>3.3. Students will be able to trace the emergence of the middle class in the public sphere of English life since the English revolution.</p>



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John Gay Oliver Goldsmith Unit II (Selected authors and texts) Daniel Defoe Jonathan Swift Lawrence Sterne Henry Fielding Samuel Johnson Frances Burney John Evelyn Samuel Pepys Matthew Gregory Lewis	3.4. Students will gain in-depth knowledge about how the literary/cultural milieu shifts from embracing the empiricist assumptions to adopting the modes of idealism as apparently two contradictory facets of enlightenment. 3.5. Students will be able to undertake textual analyses and present cogent arguments based on them.
Paper Name	Outcomes
CCIV British Literature from the French Revolution to the End of the Victorian Age	
Unit I (Selected authors and texts) William Wordsworth Samuel Taylor Coleridge John Keats Percy Bysshe Shelley	4.1. Students will gain an in-depth understanding of the change in the spirit of literature and culture of Europe/England initiated by the French Revolution and the Industrial Revolution. 4.2. Students will be further acquainted with texts which reflect the shift in the



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<p>Alfred Tennyson Robert Browning Mathew Arnold Gerard Manly Hopkins</p> <p>Unit II (Selected authors and texts)</p> <p>Jane Austen William Hazlitt Elizabeth Gaskell Dickens Thomas Hardy Walter Makepeace Thackeray George Eliot Thomas Carlyle Matthew Arnold Walter Pater</p>	<p>philosophical understanding from the empirical to the idealist.</p> <p>4.3. Students will be introduced to literature written after 1837 in order to appreciate the complexity of the intellectual response to issues involving the anxiety of the nation vis-à-vis the empire, crisis of faith and darker undercurrents in the social and intellectual life.</p> <p>4.4. Students will be acquainted with the writings of women authors and their perspectives.</p> <p>4.5. Students will be able to undertake textual analyses and present cogent arguments based on them.</p> <p>4.6. Students will be taught to approach texts from a variety of critical perspectives including Feminist, Historicist and Eco-critical.</p> <p>4.7. Students will be able to undertake textual analyses and research to present cogent arguments based on them.</p>
Paper Name	
CC5 Introduction to Linguistics and Structure of Modern English	Course Outcomes
<p>Introduction to Linguistics</p> <p>Structure of Modern English</p>	<p>5.1. Students will be introduced to the basic concepts and issues of linguistics.</p> <p>5.2. Students will gain insight into the structure and the usage of modern English.</p>



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Semantics	5.3. Students will be able to evaluate and analyse the structures of different grammatical constituents of English.
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Semester II

Paper Name	
CC VI British Literature from End of the Victorian Age to 1945 – Poetry and Novel	Outcomes
Unit 1: POETRY (Selected poets and texts) Yeats Hardy T.S. Eliot D.H. Lawrence Ezra Pound W.H. Auden Louis MacNeice Dylan Thomas	6.1 Students will have an over-all impression about socio-cultural history of the Modern period and its reflection in literary genres. 6.2 Students will have a detailed introduction to the conventions of Modern literature, particularly with regard to the novel and poetry. 6.3 Students will learn to appreciate contrapuntal representations.
Unit 2 Novels (Selected authors and texts) James Joyce Virginia Woolf Joseph Conrad D.H. Lawrence Graham Greene	6.4. Students will be able to discern the interconnection of discourses and representations 6.5. Students will be familiarised with psychoanalytical aspects in literary pieces. 6.6. Students will be able to assimilate and present complex ideas in writing.



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Aldous Huxley E.M. Forster Evelyn Waugh	
Paper Name	Outcomes
CC VII British Literature from End of the Victorian Age to 1945 – Drama, Short Fiction and Non- Fiction	
Unit 1: DRAMA (Selected dramatists & Texts) J.M. Synge W. B. Yeats John Galsworthy James Barrie George Bernard Shaw Sean O’Casey T.S. Eliot Noël Coward Unit 2: SHORT STORIES AND NON-FICTION (Selected authors & Texts) D.H. Lawrence W. Somerset Maugham Katherine Mansfield George Orwell James Joyce T.S. Eliot Ezra Pound F. R. Leavis Bertrand Russell	7.1. Students will have a holistic concept of Modern literature with respect to prose and drama. 7.2. Students will be familiarised with critical traditions in drama and prose from the Modern period. 7.3. Students will learn about the evolution of new forms in drama and fiction. 7.4. Students will appreciate the impact of political and economic ideologies on literary forms, audience and readers. 7.5. Students will be able to critically analyse texts and present academic papers and essays.
Paper Name	Outcomes
CC VIII British Literature from 1946 to the Present – Poetry and Novel	



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<p>Unit 1: POETRY FROM 1945 TO PRESENT (Selected poets and Texts)</p> <p>Philip Larkin Geoffrey Hill Carol Ann Duffy – Elizabeth Jennings Thom Gunn Stephen Spender Seamus Heaney</p> <p>Unit 2 NOVEL FROM 1945 TO PRESENT (Selected authors and texts)</p> <p>William Golding Kingsley Amis Muriel Spark Anthony Burgess Angela Carter Kazuo Ishiguro A.S. Byatt Ian McEwan</p>	<p>8.1 Students will be familiarised with the critical conventions in English poetry and fiction in the post 1945 period.</p> <p>8.2. Students will be acquainted with the psycho-social and philosophical transformations which took place in the twentieth century.</p> <p>8.3. Students will gain a comprehensive idea of the formal innovations of 20th century literature.</p> <p>8.4. Students will be able to undertake textual analyses and present cogent arguments based on them.</p>
Paper Name	Course Outcome
CC IX: English Language Teaching I	
<p>Language acquisition</p> <p>Developing Skills</p>	<p>9.1. Students will gain an insight into the differences between language acquisition and language learning.</p>



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<p>Curriculum Planning and Syllabus Design</p>	<p>9.2. Students will be critically examine the psychological and linguistic influences on ELT, namely behaviourism, cognitivism and humanism</p> <p>9.3. Students will be acquainted with major theories of second language acquisition and understand the significance of learner errors .</p> <p>9.4. Students will be introduced to theoretical concepts basic to the development of LSRW and different types of grammar, vocabulary and study skills</p> <p>9.5. To expose learners to issues related to curriculum planning and syllabus design.</p> <p>9.6. Students will develop a comprehensive understanding of the components of English Language Teaching (ELT)</p>
<p>Paper Name</p>	<p>Outcomes</p>
<p>DSE III: INDIAN LITERATURE</p>	
<p>Unit 1: Novels (Selected authors and Texts) Raja Rao Fakir Mohan Senapati Bankim Chandra Chatterjee R.K. Narayan Mulk Raj Anand Munshi Premchand Rabindranath Tagore Ismat Chughtai</p>	<p>DSEIII.1. Students will be able to trace the growth and development of Indian Writing in English.</p> <p>DSEIII.2. Students will be acquainted with the polyphonic images of the Indian society represented through the literary discourse.</p>



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Unit II: Short Fiction, Plays and Non-fiction (Selected authors and texts) Rabindranath Tagore Sri Aurobindo Bharati Sarabhai Dinabandhu Mitra Toru Dutt Henry Louis Vivian Derozio Michael Madhusudhan Dutta Sarojini Naidu Pandita Ramabai Michael Madhusudan Dutt Jawaharlal Nehru	DSE III.3 Students will learn about the growth of Indian literature before Independence. DSE III.4. Students will learn to appreciate the cultural diversity of India while assessing if there is any essential, identifiable ‘Indianness’. DSE III 5. Students will read translated as well as texts written in English by Indian authors and be able to gauge the politics of language reflected on literature. DSE III.6. Students will be able to discern ambivalent attitudes towards colonialism which developed since the latter half of the nineteenth century. DSE III.7. Students will be able to write and present cogently, with original inputs on colonial and postcolonial issues. DSE III.8. Foundation for further research will be laid.
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Semester III

Paper Name	Outcomes



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CORE COURSE X: British Literature from 1946 to the Present – Drama, Non- Fiction and Short Fiction	
UNIT I: Drama (Selected authors and Texts) Gerald Durrell Arnold Wesker Robert Bolt Harold Pinter John Osborne Edward Bond Tom Stoppard Peter Shaffer Caryl Churchill	10.1. The students are introduced to plays which epitomize the variety of concerns that the British, as well as the world has faced in the 20 th century. 10.2. The students are exposed to the paradigm shift in the quotidian as well as the highly philosophical issues which concerned this age. 10.3. The students are acquainted with short stories which explore new narrative modes such as realism and fantasy. 10.4. Students will also read non-fictional writing directly addressing issues such as migration, travel, and their link with culture and civilisation.
UNIT II: Non-fiction Prose and Short Fiction (Selected authors and Texts) Gerald Durrell Peter Brook William Dalrymple Michael Palin Robert MacFarlane George Mikes David Olusoga	10.5. Students will be able to conduct original research and write/present coherently on related topics.
Short Fiction (Selected authors and texts) Ray Bradbury Alan Sillitoe	



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Roald Dahl Zadie Smith	
Paper Name	Outcomes
CCXI Literary Criticism I	
Unit I: Classical (Selected authors and texts) Plato Aristotle Horace Longinus Quintilian Plotinus Giovanni Boccaccio Dante Alighieri	11.1. Students will have an idea of literary theory and the canonical texts 11.2. Students will be introduced to the development of classical criticism. 11.3. Students will be able to trace a connect between Classical aesthetic forms and English literature 11.4. Students will be able to form an idea of the impact of the history, philosophy and culture of succeeding ages on literature. 11.5. Students will be able to connect the texts in other papers to the critical discourses which may inform them.
Unit II Renaissance to Neoclassical (Selected authors and texts) Philip Sidney Pierre Corneille John Dryden Alexander Pope Edward Young Edmund Burke	11.6. Students will be able to trace the evolution of aesthetic values in Europe. 11.7. Students should be able to carry out further research and present analytical and original writing or papers on related topics.



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Samuel Johnson Maurice Morgann	
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Paper Name	Outcomes
DSE VI Indian Literature II	
Unit I: Novels and Short Stories (Selected authors and texts) Durgabai Vyam and Subhash Vyam and et al Shrilal Shukla Ilanko Atikal Anita Desai Amitav Ghosh Salman Rushdie Khuswant Singh Short Stories: Temsula Ao	DSEVI.1. Students will learn to appreciate the distinct postcolonial consciousness of post-independence writing. DSE VI.2. Students will learn about alternative viewpoints which challenge uniform representations of the nation and nationalism. DSE VI.3. Students will be able to understand postcolonial anxieties in the context of the politics of globalisation. DSE VI.4. Students will benefit from the contemporary relevance of the texts enabling them to ‘read’ narrative codes according to individual lenses of class, caste, gender, sexuality.



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<p>Prajwal Parajuly Mamang Dai</p> <p>Unit II: Plays and Poems (Selected authors and texts)</p> <p>Girish Karnad Badal Sircar Vijay Tendulkar Mahesh Dattani Habib Tanvir Robin S. Ngangom Nisim Ezekiel Dom Moraes Jayanta Mahapatra</p>	<p>DSE VI.5. Students should be able to carry out further research and present analytical and original writing or papers on related topics.</p>
Paper Name	Outcomes
DSE VII: Colonialism and Postcolonialism	
<p>Unit I (Selected authors and Texts)</p> <p>Edward Said Frantz Fanon Ranajit Guha Ngugi Wa Thiong'o Chandra Talpade Mohanty</p>	<p>DSE VII.1. The students will receive theoretical grounding in Postcolonial discourse.</p> <p>DSE VI.2. The students will be made aware of the agendas which lay behind the colonial project and the resultant issues.</p> <p>DSE VI.3. Students are exposed to the impact of cultural and political subjugation</p>



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<p>Homi Bhabha Dipesh Chakrabarty Partha Chatterjee</p> <p>Unit II (Selected authors and texts)</p> <p>Sir Walter Raleigh John Masters Rudyard Kipling Maud Diver J. M. Coetzee Wole Soyinka Amitav Ghosh Ruth Praver Jhabvala V.S.Naipaul Edward Kamau Brathwaite</p>	<p>on postcolonial subjects and the resultant discourse.</p> <p>DSE VI.4. Students will be able to understand the politics of the production, distribution and reception of literary texts and to develop a different perspective for the act of ‘reading’.</p> <p>DSE VII. 5. Students should be able to carry out further research and present analytical and original writing or papers on related topics.</p>
Paper Name	Outcomes
DSE VIII American Literature of the Twentieth Century	
<p>Unit I: Poetry and Drama (Selected authors and texts)</p> <p>William Carlos Williams Langston Hughes Gary Snyder Marianne Moore Eugene O’Neill</p>	<p>DSE VIII.1. The students will be acquainted with the developments in the history of American literature in the 20th century.</p> <p>DSE VIII.2. Students will learn about the ascendance of America in the twentieth century and the socio-economic dynamics of the new world order.</p>



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<p>Tennessee Williams</p> <p>Arthur Miller</p> <p>Lorraine Hansbury</p> <p>Unit II: Fiction (Selected authors and texts)</p> <p>F. Scott Fitzgerald</p> <p>William Faulkner</p> <p>Ernest Hemingway</p> <p>Toni Morrison</p> <p>Jhumpa Lahiri</p> <p>Harper Lee</p> <p>Leslie Marmon Silko</p> <p>Donald Barthelme</p> <p>Jamaica Kincaid</p> <p>Bharati Mukherjee</p>	<p>DSEVIII.3. Students will learn to appreciate the effect of the two great wars and socio-racial issues on the trajectory of American Literature through selected texts.</p> <p>DSE VIII.4. Students should be able to carry out further research and present analytical and original writing or papers on related topics.</p>
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Semester IV

Paper Name	Outcomes
CC12 Literary Criticism II	
Unit I Late Eighteenth and Nineteenth Centuries (Selected writers and texts) Friedrich von Schiller Gotthold Ephraim Lessing Germaine Necker de Staël P.B. Shelley John Keats Charles Baudelaire Matthew Arnold Henry James	12.1. Students will recognise the ways in which ideas originating from the rest of Europe have been received in the nineteenth century English literary and cultural milieu. 12.2. Students will be familiarised with the ways in which such ideological osmosis between Europe and England continued in the twentieth century. 12.3. Students will be introduced to important works which laid the foundations of various approaches to literature and criticism. 12.4. Students will gain deeper insights into the dynamics between various disciplines and literature.
Unit II Twentieth Century (Selected writers and texts) T. S. Eliot Sigmund Freud	12.5. Students will be able to appreciate the zeitgeist of each era as changes occur from the nineteenth to the twentieth century. 12.6. Students will be able to appraise the reflection of literary criticism in works of literature.



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Carl Gustav Jung Cleanth Brooks William K. Wimsatt Jr. and Monroe C. Beardsley Jean-Paul Sartre Raymond Williams Mikhail Bakhtin	12.7. Students should be able to carry out further research and present analytical and original writing or papers on related topics.
Paper Name	Outcomes
CC13 Literary Theory	
Unit I (Selected authors and texts) Boris Eichenbaum Georg Lukacs Max Horkheimer and Theodor W. Adorno Stephen Greenblatt Michel Foucault Wolfgang Iser Roland Barthes Tzvetan Todorov	13.1. Students will read iconic essays by proponents of specific schools of thoughts. 13.2. Students will be able to use the essays as reference points to discuss implications for literary and cultural theories. 13.3. Students will be sensitised to issues of race, gender, ideology, history, identity, language and human psyche, which have been highlighted by leading thinkers. 13.4. Students will be able to uncover the politics of all forms of texts in the context of the globalised world of late capitalism.
Unit II (Selected authors and texts) Jacques Derrida Sandra M. Gilbert and Susan	13.5. Students will be able to use theoretical lenses and write well argued academic papers, or carry out further research.



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Stephen Slemon Laura Mulvey Adrienne Rich Jean Baudrillard bell hooks Jürgen Habermas	
Paper Name	Outcomes
CORE COURSE 14 Essay	
Essay	14.1. Students will be able to display their grasp and knowledge of all that has been taught to them. 14.2. Students will be given an opportunity to exhibit higher order skills such as critical thoughts and ideas. 14.3. Students will be able to use their crafting and authoring skills. 14.4. Students will be able to construct a logical argument and substantiate it with reference to their knowledge of the subject.
Paper Name	Outcomes
DSE 12 Modernism and Postmodernism	
Unit I (Selected authors and texts)	DSE 12.1. Students will read texts which will familiarise them with the concurrences



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<p>Luigi Pirandello</p> <p>Jean Anouilh</p> <p>Samuel Beckett</p> <p>Eugene Ionesco</p> <p>Jacques Prévert</p> <p>Bertolt Brecht</p> <p>Guillaume Apollinaire</p> <p>Edward Albee</p> <p>Unit II (Novels) (Selected authors and texts)</p> <p>John Fowles</p> <p>Albert Camus</p> <p>Italo Calvino</p> <p>Gabriel García Márquez</p> <p>Milan Kundera</p> <p>Umberto Eco</p> <p>Isabel Allende</p> <p>Kurt Vonnegut</p>	<p>and divergences between modernism and postmodernism.</p> <p>DSE 12.2. Students will be familiarised with the socio-cultural contexts of modernism and postmodernism.</p> <p>DSE 12.3. The students will be able to identify and discuss the narrative and the formalist tropes recurring across the texts.</p> <p>DSE 12.4. Students will be encouraged to compare the traits of European and American expressions of modernism and postmodernism.</p> <p>DSE 12.5. Students should be able to carry out independent research and present theoretically and critically informed papers.</p>
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