

Hooghly Women's College

Department of English

B.A. Honours in English

Programme Outcome

The Choice Base Credit System (CBCS) introduced in 2017 has marked a decisive progress over the traditional humanist syllabus of English literature and language. It has opened up several choices with a lot of flexibility in students' progression. By breaking up the long-practised, traditional model of the year-end assessments into several smaller unit tests, a latest, scientific approach to teaching-learning and evaluation system, the current course adopts tests of several types like internals and final ones in every semester, which ensures a continuous assessment of learner progress all through.

The content of the B.A. (Hons./General) programme under CBCS is far more comprehensive than what it was in the previous curriculum, and more relevant at the same time having courses on skill development which are aimed at providing practical training, competency and skill to the students pursuing the course. Besides there are Discipline Specific Courses that are intended to offer advanced knowledge on specialized topics in the core course. Apart from core courses, a student also studies elective courses from other discipline/subject of study on the basis of her choice—a course that offers the student an exposure to other disciplines and scope to have proficiency in areas of knowledge outside the components of the core courses.

Programme Specific Outcomes

Syllabus for B.A. English Honours contains a whole range of texts starting from great classical literature of both the Orient and the West down to that of the modern India domain. As a result, students are getting an overview of literature of both the Indian and the Western. This syllabus presents a holistic approach to literature in English covering Indian Classical Literature, European Classical Literature, Indian Writing in English, British Poetry, Drama (16th-17th Centuries), and Rhetoric & Prosody, American Literature, Popular Literature, British Poetry and Drama (17th-18th Centuries), British Literature (18th Century), British Romantic Literature, British Literature (19th Century) Women's Writing, British Literature (Early 20th Century), Modern European Drama and Post-Colonial Literatures. Besides it offers such course components as Modern Indian Writing in English in English Translation, Partition Literature, Literary Theory, Literary Criticism and History of the English Language that acquaint the students with vast fields of English Literature across the world and provide necessary theoretical perspectives to approach and understand the different kinds of English Literary texts.

Course Outcomes

The course outline of the discipline of English are divergent and universally humanistic in approach. After careful examination of the courses, the department of English has pointed out the following outcomes.

CC-1: Indian Classical Literature

The course content of CC-1 in the 1st Semester of English literature introduce the students to the Indian Classical Literature. The course is intended to expose the English students to the rich tradition of Indian Classical literature which includes classical drama of Kalidas, Banbhata and Sudrak along with the most celebrated epic by Vyasa. By pursuing this course the students get acquainted with the major concerns and conventions of Classical Indian Literature. They get insight into the aesthetic principles, the dramaturgy, and the epic tradition that developed in ancient India. They also gather a fair idea about the society that produced them. Again through the texts of ancient Indian literature, students get acquainted with the traditional Indian Culture and its moral values. Besides, the study of Indian Classical alongside European Classical and modern Indian English literature lends a wider perspective to the students for understanding literature as such.

CC-2: European Classical Literature

The syllabus introduces 1st Semester students of English literature to Western Classical Literature which has remained the source of many a text in English. The students get an idea about important genre like drama and the epic and gets to read cult texts which have served as the basis of so much of literature in future. The course also gears up the students to face the large gamut of English literature in the years to come.

CC-3: Indian Writings in English

In pursuing this course the students get acquainted with Indian literature written in English. A fore knowledge of the socio cultural reality of the native country enables the students to appreciate literature in English in a very personal and intimate way. They get exposed to a whole range of issues and topics that acquaint them with colonial post, regional culture and social condition prevailing in different parts of India, the condition of women in India and its reflection in literature.

Students also get introduced to the changing course of Indian English literature from colonial times down to the present age of modernity.

CC-4: British Poetry Drama (16th-17th Centuries) & Rhetoric & Prosody

Students are enriched with sonnets of William Shakespeare and metaphysical poetry of John Donne. Students get acquainted with plays of Christopher Marlowe And William Shakespeare. Students get to learn about Renaissance Humanism, Royal Stage and City

life, Religion and politics, Love and marriage. Students also get knowledge about the role of contemporary writers during 16th-17th Centuries

Through Rhetoric & Prosody, students learn the art of public speaking and creative writing simultaneously.

CC-5: American Literature

The present course, comprising a well number of detailed and non-detailed texts, is supportive to inculcate a sound knowledge in American Literature, starting from earliest to recent time. Texts with a balanced coverage of main literary aspects—poetry, prose, drama & novel, claim easily a reader's response on Transcendentalism, psycho analysis, quest for mystery and adventure. In Congruity with traditional British literature, an undergraduate student may feel an additional flavor of Commonwealth in it, too.

CC-6 Popular Literature

Popular Literature is one of the most important genre taught in the universities globally in different disciplines of literature. Alice in Wonderland and the Wonderful Wizard of Oz and the incomparable contrast the texts creates between realism and the magical, the adventures of the inimitable Tintin and the spine Chilling narrative of Agatha Christie instill in young minds an aura which will remain with them for long.

It also creates a lot of space for future research.

CC-7: British Poetry & Drama (17th-18th Centuries)

Students are enriched with poetry of John Milton and Alexander Pope.

Students are informed with works of Thomas Dekker and Aphra Behn.

Students understand ideas like Religion, Secularism, Colonialism and Feminism.

Students are made well aware with the role of contemporary writers during 17th-18th Centuries.

CC-8: British Literature (18th Centuries)

This course acquaints the students with the literary tradition that prevailed in the 18th century England, and the social and intellectual climate that produced it. They get exposed to the texts that carry the ideals of the Restoration society and that of Enlightenment and the principles of Neoclassicism that marked the Middle class centric urban literature of England in the early 18th Century.

The course, as it stands, provides access to traditional British literary classics like Congreve, Defoe, Swift and pre-romantic poets like Collins, Grey. While dealing with materials like love intrigues in the play of Congreve, students enjoy love for Nature in the poetry of the transitional poets, and in the novels of Defoe and Swift they find the manifestation of Post-Enlightenment pursuit of adventures among other things.

CC-9: British Romantic Literature

This core course, chiefly based on noted pieces of Romantic poetry, is supposed to be the most popular one, as it exposes and explores some of school-level texts. Intense philosophical introspection, soul gratifying spirituality, conceptions of Nature & Imagination, gothic sensation, the so-called social revelations are many of such gifts in this paper.

In a long pathway of English Honours Semesters, this is a paper Reason & Revolution.

CC-10: British Literature (19th Centuries)

Charles Dickens, had summed up in a succinct manner the thrust of nineteenth centuries British society, "It was the best of times, it was the worst of times." The present syllabus introduces the students to this most intriguing period of British literature encompassing Alfred Tennyson, Robert Browning, Christina Rossetti, Charlotte Bronte, Thomas Hardy and of course Dickens himself.

The entire Victorian ethos with its Victorian compromise and the other parameters are laid bare to the undergraduates who get a varied and fair taste of the society. The selection is really handpicked to serve more purposes than one. The idea of dramatic monologue and the incomparable grace of Jane Eyre among others conjure a magical web.

CC-11: Women's Writing

It is increasingly becoming more and more important to devote a paper to women's writing at the undergraduate level. There is an amazing variety in the offering. From Emily Dickinson to Sylvia Plath and Eunice De Souza to the amazing adopting of Jane Eyre by Jean Rhys. The students get a taste of women's writing. Even the list of short stories penned by Charlotte Perkins Gilman into women's thought and psyche.

The entire paper introduces the students to the first dozes of feminism, motivates students who could try to engage in researching feminist discourse and women's writing.

CC-12: British Literature (Early 20th Centuries)

The course encompasses a prized selection of early twentieth century which we broadly term as the modernist period with its all new clarion call of 'make it new' and its problems with the insurmountable chaos surrounding and the underlying urge to overcome the chaos is so well represented in the syllabus comprising the likes of Virginia Woolfe, W.B. Yeats, T.S. Eliot, Joyce and John Osborne. The modern psychological novels of Woolfe and Joyce and some works by two great modern poets like Yeats and Eliot acquaint students with the ideals of modernity. Osborne's play gives the students a unique dramatic taste of the simple, uneventful life of the British people about half a century before.

The students gets introduced to the modernist fervour, its methodologies like stream of consciousness, free verse and much more. With Osborne the students get to look at the postmodernist culmination in accepting in chaos that would fast become a way of life.

CC-13: Modern European Drama

Students are enriched with plays of Henrik Ibsen, Eugene Ionesco, Bertolt, and Samuel Beckett.

Students are enlightened with ideas like Realism, Tragedy, Heroism, and Absurdity from dramatic perspective.

Students understand the role of contemporary writers in depicting politics and social change in the stage.

CC-14: Post Colonial Literature

The content of this course offers students an exposure to the postcolonial writing and acquaint them with the writings from erstwhile European colonies that portray the life in postcolonial societies and reveal some of the fundamental issues associated with postcolonial studies.

Achebe's *Things Fall Apart* puts forward the story of colonial encounter with the native cultural tradition, while Rushdie's *Haroun and the Sea of Stories* presents a postcolonial political allegory in the garb of fantasy.

DSE-1A: Modern Indian Writing in English Translation

Indian writing in translation is fast emerging as a very important discourse of study in the syllabus of different universities of India and also the world. The variety in offer in the present syllabus covers Premchand, Saratchandra Chhstopadhay, Mahasweta Devi and M.K. Gandhi.

The dominance of Bengali authors in the list is only an advantage as it gives the students more space to identify with some canonical Bengali texts and culture and identify better with the translated counterparts after having read the originals. In a country which has twenty three official regional languages, it is increasingly significant to have translated versions in English.

DSE-2A: Partition Literature

The course content introduces the students to a branch of literature dealing with partition them, particularly in the Indian context.

In studying the texts dealing with the post-partition realities in India and Pakistan the two nations that came into being with the independence of the Indian sub-continent the students get acquainted with the issues concerning colonialism, anti-colonial nationalism, the nation of identity, home and homelessness, communalism and the separatist politics born of the self-other binary perception. The *Shadow Lines* by Amitav Ghosh, Khushwant Singh's *Train to Pakistan*, Saadat Hasan Manto's *Toba Tek Singh*, Dibyendu Palit's *Alam's Own House* help students to develop a humanistic Vision of truth that look beyond the shadow lines separation.

DSE-3A: Literacy Theory

If there was an issue which was conspicuous by its absence in the different syllabi of English Literature in Indian, it, certainly was literary theory. It is imperative for a student taking one's

graduation in English Honours to be abreast with some of the important Theoretical premises all over, the choice of Marxism, Post-structuralism, Feminism and Postcolonial Studies certainly is worthy of appreciation as it allows the students to be abreast with these theoretical precepts which will come in handy for their future prospects which may include future research aspiration.

DSE-4A: Literacy Criticism and History of English Language

This course introduces the students to two different branches of the study of English literature. Literary criticism elucidates many critical, aesthetic concepts essential for good literary appreciations. The area of British literary criticism from Sidney to Eliot empowers the learners to encounter any literary text with a depth of understanding and revelatory expression. Beginning from Sidney the students come across theorization on literature. These writings dealing with literary principles, function of literature, the literary process and modes of appreciation of literature as put forward by classicists like Dryden, Pope and Eliot on one hand, and romantists like Wordsworth and Coleridge endow the students with some of the fundamental ways of approaching and understanding literature.

The second component of the course, though put under some new garbs, is the traditional philosophy. The trajectory of historical growth of the English language they pursue opens up their overall linguistic outlook necessary for their total performance in the present curriculum.

SEC -1: Translation Studies and Creative Writing

In a multi-lingual country like India, the Skill Enhancement Course like Translation Studies is beyond doubt the most relevant and effective one. It not only introduces the theory and fundamental tools of translation studies, but even develops a vital and professional interactions.

In the context of our rapid globalization and increasing recognition of social and cultural pluralities, the outcome of clear and effective translation is significantly a stepping stone to build a career.

The other option offered to the students in this course is creative writing which aims at acquainting the students with principles of creative articulation. It includes components that apprise the students with the craft of creative writing and those that help them writing for media and modalities necessary for making publications.