



Government of West Bengal

# Government General Degree College Nakashipara

Department of English

MURAGACHHA, , NADIA, PIN- 741154

Phone No.: 03474-268008 web: [www.muragachhagovtcollege.org](http://www.muragachhagovtcollege.org) e-mail: [mgcnadia2015@gmail.com](mailto:mgcnadia2015@gmail.com)

Ref. No.....

Date .....

## PROGRAMME OUTCOME (PO)

Absolutely, a strong understanding of literature encompasses a wide array of benefits and impacts across various aspects of life. Let's delve deeper into each of the points you've mentioned:

### 1. Prose, Poetry, Drama, and Fiction

- **Prose:** Understanding prose helps in appreciating and analyzing novels, short stories, essays, letters, and biographies. It aids in understanding the narrative techniques, character development, and thematic exploration within these works.

- **Poetry:** Studying poetry allows for a deeper exploration of language, rhythm, meter, and the use of imagery. It helps in understanding emotions, perspectives, and cultural contexts expressed through verse.

- **Drama:** Understanding drama involves delving into the art of storytelling through plays. It includes analyzing characters, dialogue, stage directions, and themes portrayed on stage.

- **Fiction:** The study of fiction, including novels and short stories, offers insights into human experiences, cultural values, and societal issues. It helps in understanding narrative structures, plot development, and the use of literary devices.

### 2. Cultural Understanding

- Literature from different cultures offers a window into the values, beliefs, and traditions of diverse societies. It fosters empathy, tolerance, and a broader worldview by exposing readers to varied perspectives.

### 3. Literary Movements

- Exploring different literary movements, such as Romanticism, Realism, Modernism, and Postmodernism, provides insight into the historical, social, and philosophical contexts of literature. It helps in tracing the evolution of ideas and styles across time.

### 4. Development of the English Language

- Studying literature aids in understanding the development of the English language, including grammar, vocabulary, syntax, and idiomatic expressions. It also highlights how language evolves through different periods of history.

### 5. Stylistic Development

- Exposure to various literary forms, such as essays, reviews, research papers, and creative writing, enhances one's ability to communicate effectively. It helps in developing a personal writing style, critical thinking skills, and the capacity to articulate ideas.

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Ref. No.....

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## 6. Literary Theory and Terms

- Understanding literary theory and terminology equips individuals with the tools to analyze and interpret texts. It enables readers to engage with literature on a deeper level, uncovering layers of meaning and symbolism.

## 7. Career Opportunities

- The study of literature opens doors to a wide range of career paths. These include teaching, where literature instructors inspire the next generation of readers and writers. In civil service, knowledge of literature can aid in policy analysis, cultural diplomacy, and international relations. In media and journalism, it enables effective storytelling and critical analysis of current events. In fields such as human resources and public relations, understanding narrative and communication styles is invaluable. For aspiring writers, poets, and novelists, a strong foundation in literature is essential for honing their craft.

Overall, a deep engagement with literature enriches lives, broadens perspectives, and fosters a deeper appreciation of the human experience across cultures and time periods. It is a gateway to personal growth, cultural awareness, and professional success in a variety of fields.

## SEMESTER - I

COURSE CODE	COURSE CONTENT	COURSE OUTCOME
ENGH-H-CC-T-1 Indian Classical Literature	<ul style="list-style-type: none"><li>• Vyasa. “The Dicing” and “The Sequel to Dicing”.</li><li>• IlangoAdigal. “The Book of Banci”,</li><li>• Kalidasa. AbhijnanaShakuntalam.</li><li>• “The Book of the Assembly Hall”, “The Temptation of Karna”, Book V. “The Book of Effort” in The Mahabharata</li><li>• Sudraka. Mrchakatika.</li></ul>	<p>CO1.Read and comprehend the translated works of ancient Indian literature to learn about its rich classical legacy.</p> <p>CO2.Examine the extent to which all of the classical classics have influenced contemporary Indian literature.</p> <p>CO3.Respect these writings as a rich source of knowledge.</p>



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Date .....

		CO4.Consider these writings from a modern perspective.
<b>ENGH-H-CC-T-2 European Classical Literature</b>	<ul style="list-style-type: none"> <li>• Plautus. Pot of Gold.</li> <li>• Ovid. Selections from Metamorphoses. Book III: Bacchus: lines 512 - 733.</li> <li>• Book IV: Pyramus and Thisbe: lines 55 - 164.</li> <li>• Book VI: “The story of Tereus, Procne and Philomela”.</li> <li>• Horace. “Epistle I”. Bk. I. The Satires of Horace and Persius</li> <li>• Homer. Books I and II. The Iliad</li> <li>• Sophocles. “Oedipus the King”.</li> </ul>	<p><b>CO5.</b> Study and comprehend the extensive classical works found in translated forms of the Greco-Roman literatures.</p> <p><b>CO6.</b>Examine the extent to which all of the classical texts have influenced contemporary English literature, including British and Indian works written in the language.</p> <p><b>CO7.</b> Respect these writings as a rich source of knowledge and an analysis of these writings from modern perspectives.</p>
<b>ENGH-H-GE-T-1 Academic Writing and Composition</b>	<ul style="list-style-type: none"> <li>• 1.Introduction to the Writing Process .</li> <li>• 2.Introduction to the Conventions of Academic Writing</li> <li>• 3. Writing in one’s own words: Summarizing and Paraphrasing</li> <li>• 4. Critical Thinking: Syntheses, Analyses, and Evaluation</li> <li>• 5. Structuring an Argument: Introduction, Interjection, and Conclusion</li> <li>• 6. Citing Resources; Editing, Book and Media Review</li> </ul>	<p><b>CO8.</b>Idea behind the Writing Process</p> <p>1. Different Academic Writing Conventions</p> <p>2. Writing in one’s own words: paraphrasing and summarizing</p> <p>3. Critical Thinking: Combinations, Examining, and Determining</p>
<b>ENGH-H-AECC-T-1</b>	English Communication (L1/L2)	<b>CO9.</b> In addition to introducing students to the theory, principles, and instruments of communication, this

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		course aims to instill in them the critical communication skills that are essential to social, professional, and personal interactions.
<b>SEMESTER - II</b>		
<b>ENGH-H-CC-T-3</b> <b>Indian Writing in English</b>	<ul style="list-style-type: none"><li>• Amitav Ghosh. "The Ghosts of Mrs. Gandhi".</li><li>• Salman Rushdie. "The Free Radio"</li><li>• Shashi Deshpande. "The Intrusion"</li><li>• Kamala Das. "Introduction"</li><li>• Robin S. Ngangom. "The Strange Affair of Robin S. Ngangom", "A Poem for Mother"</li><li>• Nissim Ezekiel. "Enterprise"</li><li>• Toru Dutt. "Our Casurina Tree"</li><li>• ArunKolatkhar. "The Bus"</li><li>• JayantaMahapatra. "Dawn at Puri"</li><li>• GirishKarnad. Hayavadana.</li><li>• Anita Desai. In Custody.</li></ul>	<p><b>CO10.</b>Recognize the evolution of Indian writing in English from colonial times to the present.</p> <p><b>CO 11.</b> Examine Indian literary texts written in English in relation to nationalism, regionalism, post-colonialism, and colonialism.</p> <p><b>CO 12.</b> Recognize the use of English in India for creative writing and as a medium for political awakening.</p> <p><b>CO 13.</b> Examine how the sociological, historical, cultural, and political context influenced the texts chosen for study.</p> <p><b>CO 14.</b>Examine the advantages and disadvantages of Indian English as a literary language.</p>
<b>ENGH-H-CC-</b>	<ul style="list-style-type: none"><li>• Geoffrey Chaucer. "Wife of Bath". The</li></ul>	<b>CO 15.</b> Recognize the



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<p><b>T-4</b> <b>British Poetry and Drama:</b> <b>14th – 17th Centuries</b></p>	<p>Prologue to the Canterbury Tales.</p> <ul style="list-style-type: none"><li>• Edmund Spenser. Sonnet LXXV. “One day I wrote her name...” Amoretti.</li><li>• John Donne. “The Sunne Rising” and “Valediction Forbidding Mourning”</li><li>• Francis Bacon. “Of Empire”</li><li>• Christopher Marlowe. Doctor Faustus</li><li>• William Shakespeare. Twelfth Night</li><li>• William Shakespeare. Macbeth</li></ul>	<p>importance of Elizabethan literature, the writers who wrote it, and its influence on writing created globally.</p> <p><b>CO 16.</b> Analyze the importance of the historical and sociopolitical developments that influenced the Elizabethan Age's viewpoint.</p> <p><b>CO 17.</b> Describe the ways in which unique texts are typical of their era and how socio-historical variables have shaped them.</p> <p><b>CO 18.</b> Describe each genre and text's formal and literary elements and how they add to the nuanced representation of values and emotions in the works.</p> <p><b>CO 19.</b> Gain a thorough understanding of Renaissance Humanism, which serves as the foundation for the recommended texts</p> <p><b>CO 20:</b> Examine the several poetic aspects, including language, tone, form, genre, imagery, figures of speech,</p>
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Ref. No.....		Date .....
		symbolism, and themes.  <b>CO 21:</b> Overview of Western and Indian theater historically
<b>ENGH-H-GE-T-2</b> <b>Text and Performance</b>	<ol style="list-style-type: none"> <li>1. Introduction to theories of performance</li> <li>2. Historical overview of Western and Indian theatre</li> <li>3. Forms and Periods: Classical, Contemporary, Stylized, Naturalist</li> <li>4. Topics for Student Presentations:               <ol style="list-style-type: none"> <li>a. Perspectives on theatre and performance</li> <li>b. Historical development of theatrical forms</li> <li>c. Folk traditions</li> </ol> </li> </ol>	<b>CO 22.</b> Forms and Periods: Stylized, Naturalist, Classical, and Contemporary Topics for Student Presentations A. Views on theater and performance B. The evolution of theatrical genres throughout history C. Customs of the people
<b>SEMESTER - III</b>		
<b>ENGH-H-CC-T-5</b> <b>American Literature</b>	<ul style="list-style-type: none"> <li>• Edgar Allan Poe. “The Purloined Letter”</li> <li>• William Faulkner. “Dry September”</li> <li>• Anne Bradstreet. “The prologue”</li> <li>• Walt Whitman. “Passage to India” (ll. 1-68). Leaves of Grass</li> <li>• Adriene Rich. “Power”</li> <li>• Allen Ginsberg. “An Eastern Ballad”.</li> <li>• Abraham Lincoln. “Gettysburg Address” Martin Luther King. “I have a Dream”</li> <li>• Tennessee Williams. The Glass Menagerie.</li> <li>• Toni Morrison. Beloved</li> </ul>	<b>CO 23.</b> This course will focus on several genres, including poetry, drama, stories, and novels, to investigate the origins of American literature.  <b>CO 24.</b> It investigates works of literature that expose and emerge from several angles, including those related to race, gender, ethnicity, socioeconomic status, and historical epoch. Numerous ideas such as Antebellum and

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		<p><b>CO 25.</b> Students will learn about the American frontier, Puritanism, Transcendentalism, the American Romantics, and Postbellum America. By recognizing and characterizing distinctive literary components in American literature and analyzing literary works by notable American writers, they will gain an understanding of the social, historical, literary, and cultural aspects of the developments in American literature.</p> <p><b>CO 26.</b> An introduction to the American Dream, race, ethnicity, multiculturalism, and realism is provided in this course. The concepts, ideas, and literary analysis of American works will be approached from a rhetorical perspective by the students.</p>
<p><b>ENGH-H-CC-T-6</b> <b>Popular Literature</b></p>	<ul style="list-style-type: none"> <li>• ShyamSelvadurai. Funny Boy.</li> <li>• DurgabaiVyam and ShubhashVyam. Bhimayana: Experiences of Untouchability./ Autobiographical Notes on Ambedkar</li> <li>• Lewis Carroll. Through the Looking Glass.</li> </ul>	<p>CO 27.. Students will be inspired to examine the intricacies of popular culture and its role in society and</p>



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Ref. No.....		Date .....
	<ul style="list-style-type: none"><li>• Agatha Christie. The Murder of Roger Ackroyd.</li></ul>	<p>culture.</p> <p>CO. 28. It will help students understand how popular culture represents gender, sexual orientation, race, ethnicity, class, and other socially constructed markers of identity.</p> <p>CO.29. It will also assist the students in examining the various opposing ideas, approaches, concepts, and frameworks that surround, explain, and place popular culture.</p> <p>CO 30.They will also be able to analyze important topics like politics, ethics, and history while looking at instances of popular culture.</p>
<b>ENGH-H-CC-T-7</b>  <b>British Poetry and Drama: 17th and 18th Centuries</b>	<ul style="list-style-type: none"><li>•</li><li>• John Milton. Paradise Lost. Bk. I</li><li>• Alexander Pope. The Rape of the Lock. (Books I and II)</li><li>• John Webster. The Duchess of Malfi.</li><li>• Aphra Behn. The Rover.</li></ul>	<p><b>CO 31.</b>The Core Course 7 (CC7) syllabus aims to familiarize students with the literary styles of the eighteenth and seventeenth century in English literature. The module recommends books from well-known writers including John Milton, Alexander Pope, John Webster, and Aphra Behn are among the authors who have had a major influence on the literature of the time.</p>

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Ref. No.....

Date .....

		<p><b>CO 32.</b> After completing the course, students will be able to:</p> <ol style="list-style-type: none"><li>Gain a comprehensive understanding of the many periods in English literature history, such as the Renaissance, Restoration, and Neoclassical times by looking at exemplary works from that era.</li><li>Look into how the tumultuous social and political environment affected the period's literary output.</li><li>Learn more about the Comedy of Manners subgenre by appreciating Aphra Behn, one of the most active female characters in Restoration theater.</li><li>Learn how to interpret the literary elements of epic and mock-heroic poetry, which are crucial for understanding the Milton and Pope pieces that are covered in this lesson.</li></ol>
<b>ENGH-H-GE-T-3</b>	Language and Linguistics	<b>CO 33.</b> The purpose of this course is to address the significance of communication skills by emphasizing different aspects of communication skills and employing an

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Ref. No.....		Date .....
		<p>interactive teaching-learning process.</p> <p><b>CO. 34</b> The language of communication, which includes interpersonal and professional communication in settings like interviews, group discussions, and offices, as well as critical reading and writing abilities like note-taking and report writing, will also be taught to the students.</p> <p><b>CO35.</b> Because the course focuses on enhancing the students' grammatical skills, it will also help the students make fewer mistakes while arranging, structuring, and producing sentences.</p>
<b>ENGH-H-SEC-T-1</b>	<p>English Language Teaching</p> <p>Any four of the following topics</p> <ol style="list-style-type: none"><li>1. Knowing the Learner</li><li>2. Structures of English Language</li><li>3. Methods of teaching English Language and Literature</li><li>4. Materials for Language Teaching</li><li>5. Assessing Language Skills</li><li>6. Using Technology in Language Teaching</li></ol>	<p><b>CO. 36.</b> Understand the importance of business communication in any organized job field; or even learn how to write any official letter to a bank, post office, or newspaper editor for our daily existence after completing this course in semester three.</p> <p><b>CO.37</b> Recognize that business communication is important for everyone engaging with government services that are essential to our daily existence, not just professionals in the</p>

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Ref. No.....

Date .....

		workforce. <b>CO.38</b> Write their curriculum vitae for any employment applications they may have, as well as any subsequent acceptance or rejection letters. <b>CO.39</b> Use electronic correspondence. It is imperative in this day and age to understand the proper format and professional etiquette for emails.
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## SEMESTER - IV

<b>ENGH-H-CC-T-4</b> <b>British Poetry and Drama:</b> <b>14th – 17th Centuries</b>	<ul style="list-style-type: none"><li>• William Congreve. The Way of the World.</li><li>• Jonathan Swift. Gulliver’s Travels (Books I &amp; II)</li><li>• Samuel Johnson. “London”.</li><li>• Thomas Gray. “Elegy Written in a Country Churchyard”.</li><li>• Eliza Heywood. Fantomina.</li></ul>	<b>CO 40.</b> To gain knowledge of British literature from the eighteenth century in relation to its cultural and historical background. <b>CO 41.</b> This course will enable students to assess how the novel, as a genre, emerged in England during the first part of the eighteenth century and to examine the different social and economic factors that contributed to the novel's popularity and, consequently, its impact on how people are portrayed in politics, society, and the arts. <b>CO 42.</b> The course will offer a more profound understanding of the sophisticated theatrical
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Ref. No.....

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		<p>ideas of this era, featuring intricate subplots and characters meant to be satirical parodies of popular caricatures.</p>
<p><b>ENGH-H-CC-T-9</b> <b>British Romantic Literature</b></p>	<ul style="list-style-type: none"> <li>• William Blake. “The Lamb”, “The Chimney Sweeper”, “The Tyger”, the Introduction to The Songs of Innocence..</li> <li>• Robert Burns. “A Bard’s Epitaph” and “Scots WhaHae”</li> <li>• William Wordsworth. “Tintern Abbey” Samuel Taylor Coleridge. “Kubla Khan”, “Dejection: An Ode”</li> <li>• George Gordon Byron. Canto IV. Verses 178-86.</li> <li>• Childe Harold’s Pilgrimage. ll. 1594-1674.</li> <li>• Percy Bysshe Shelley. “Ode to the West Wind”</li> <li>• John Keats. “Ode to a Nightingale”, “Bright Star”, “To Autumn”</li> <li>• Mary Shelley. Frankenstein.</li> </ul>	<p><b>CO 43.</b> Learn about the distinctive characteristics of the literary movement known as "Romanticism" by studying the representative works of well-known authors including Mary Shelley, John Keats, Charles Lamb, and William Wordsworth.</p> <p><b>CO 44.</b> Analyze how modern writers have expressed their artistic vision through the use of literary tropes such metaphor, allegory, and symbolism.</p> <p><b>CO 45.</b> Recognize the ways in which ideas such as pantheism, individualism, and idealism influenced Romantic literature.</p> <p><b>CO 46.</b> Examine the effectiveness of key Romantic ideas such as "imagination" and "fancy" by reading classic books such as Samuel Taylor Coleridge's Biographia Literaria, which is one of the</p>

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Ref. No.....

Date .....

		<p>required readings for the course.</p> <p><b>CO 47.</b> Enjoy the essay form as it was developed throughout the Romantic era by notable essayists such as Charles Lamb, who infused it with dream-narrative and autobiographical details.</p>
<p><b>ENGH-H-CC-T-10</b> <b>British Literature:</b> <b>19th Century</b></p>	<ul style="list-style-type: none"><li>• Charlotte Brontë. Jane Eyre. 1847.</li><li>• Charles Dickens. Hard Times.</li><li>• . Thomas Hardy. Tess of the d'Urbervilles.</li><li>• Alfred Tennyson. "Ulysses"</li><li>• Robert Browning. "My Last Duchess"</li><li>• Christina Rossetti. 1st Stanza. "The Goblin Market". 1862. ll.1-31.</li></ul>	<p><b>CO 48.</b> Recognize and assess the political, socioeconomic, and cultural settings that shaped the period's literature. The historical and political understanding of literary works as it relates to the shift from nature to culture in a variety of genres will be familiar to students.</p> <p><b>CO 49.</b> Recognize the contributions made by women writers during the Victorian era and comprehend their place in society.</p> <p><b>CO 50.</b> Acquainted with the progression and alteration of subjects and stylistic devices employed by Victorian poets and novelists. Different prose and poetry styles will be</p>

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Ref. No.....

Date .....

		introduced to the students. <b>CO 51.</b> To comprehend the tension that exists in Victorian culture between faith and doubt <b>CO 52.</b> Possess a critical understanding of some important facets of Victorian literature and society. 6. Examine, debate, and compose a critical essay regarding the use of gothic and supernatural elements and their importance in various Victorian writings.
<b>ENGH-H-GE-T-4</b> <b>Contemporary India: Women and Empowerment</b>	<ul style="list-style-type: none"> <li>• Social Construction of Gender (Masculinity and Femininity) and Patriarchy</li> <li>• History of Women's Movements in India (Pre-independence, post-independence )Women, Nationalism, Partition, Women and Political Participation</li> <li>• Women and Law, Women and the Indian Constitution, Personal Laws (Customary practices on inheritance and Marriage), (Supplemented by workshop on legal awareness)</li> <li>• Women and Environment: State interventions, domestic violence, female foeticide, sexual harassment</li> <li>• Female Voices: RokeyaShekhawatHossein. Sultana's Dream.</li> </ul>	<b>CO 53.</b> The History of Women's Movements in India (Pre- and Post-Independence) <b>CO 54.</b> The Social Construction of Gender (Masculinity and Femininity) and PatriarchyWomen, Partition, Nationalism, and Political Involvement <b>CO 55.</b> Women and the Constitution of India, Women and the Law, Personal Laws <b>CO56.</b> State interventions, domestic abuse, female foeticide, and sexual harassment against women in the

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Ref. No.....		Date .....
	<ul style="list-style-type: none"> <li>6. Dalit Discourse: SharmilaRege. "Dalit Feminist Standpoint". Gender and Caste..</li> </ul>	environment
<b>ENGH-H-SEC-T-2</b> <b>Soft Skills</b>	Teamwork Emotional Intelligence Adaptability Leadership Problem solving	
<b>SEMESTER - V</b>		
<b>ENGH-H-CC-T-11</b> <b>Women's Writing</b>	<ul style="list-style-type: none"> <li>Emily Dickinson. "I cannot live with you". "I'm 'wife'- I've finished that"</li> <li>Sylvia Plath. "Daddy", "Lady Lazarus"</li> <li>Maya Angelou. "Caged Bird".</li> <li>Alice Walker. The Color Purple.</li> <li>Katherine Mansfield. "Bliss"</li> <li>Mahashweta Devi. "Draupadi".</li> <li>Mary Wollstonecraft. Chapter II. A Vindication of the Rights of Woman..</li> <li>RamabaiRanade. "A Testimony of our Inexhaustible Treasures".</li> <li>9. Rassundari Debi. Excerpts from Amar Jiban</li> </ul>	<b>CO 57.</b> Find out why and how women's writing is regarded as a distinct genre. They are able to analyze and recognize how socio cultural and economic settings shape women's identities. <b>CO 58.</b> Examine literary texts from a gendered viewpoint to produce certain rhetorical, artistic, and literary effects. <b>CO 59.</b> In order to investigate women's writing styles, students learn about some of the themes, developments, and narrative techniques used by women writers. <b>CO 60.</b> Recognize the range of viewpoints found in women's writing, which breaks the taboo of patriarchal domination by expressing women's histories and voices.
<b>ENGH-H-CC-T-12</b> <b>British</b>	<ul style="list-style-type: none"> <li>Joseph Conrad. Heart of Darkness.</li> <li>John Millington Synge. Riders to the Sea.</li> </ul>	<b>CO 61.</b> Interpreting certain poetry in light of the prevailing socio-

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<p><b>Literature: The Early 20th Century</b></p>	<ul style="list-style-type: none"> <li>• James Joyce. A Portrait of the Artist as a Young Man.</li> <li>• William Butler Yeats. “Byzantium”, “Sailing to Byzantium”</li> <li>• Thomas Stearns Eliot. “The Love Song of J. Alfred Prufrock”, “Preludes”, “Hollow Men”</li> <li>• Wystan Hugh Auden. “Unknown Citizen”</li> <li>• David Herbert Lawrence. “Odour of Chrysanthemums”</li> <li>• Virginia Woolf. “Mark on the Wall”</li> <li>9. W. Somerset Maugham. “Rain</li> </ul>	<p>political currents and counter-currents of the era, as required by the university course framework.</p> <p><b>CO 62.</b> By contrasting and comparing pieces from respective oeuvres, the students are introduced to the influential Victorian and Modern literary practitioners.</p> <p><b>CO 63.</b> Drawing comparisons between The Love Song of J. Alfred Prufrock and T.S. Eliot's artistry, with particular reference to his articles like "Tradition and the Individual Talent"</p> <p><b>CO 64 .</b> The language component introduces students to figures of speech such as simile, metaphor, transferred epithets, synecdoche, and so forth through rhetoric and prosody.</p> <p><b>CO 65.</b> To comprehend the Modern Novel's sociopolitical setting.</p>
<p><b>ENGH-H- DSE-T-1 Modern Indian Writing in English</b></p>	<ul style="list-style-type: none"> <li>• Premchand. “The Shroud”.</li> <li>• Ismat Chughtai. “The Quil</li> <li>• Gurdial Singh. “A Season of No Return”.</li> <li>• Fakir Mohan Senapati. “Rebati”.</li> </ul>	<p><b>CO 66.</b> teaches students on the history of Indian English-language writing.</p> <p><b>CO 67.</b> Examining the</p>

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<b>Translation</b>	<p>Oriya Stories.</p> <ul style="list-style-type: none"><li>• G.M.Muktibodh. “The Void” (Tr. VinayDharwadker) and “So Very Far”.</li><li>• Amrita Pritam. “I Say unto Waris Shah”</li><li>• ThangjamIbopishak Singh. “Dali, Hussain, or Odour of Dream, Clours of Wind” and “The Land of the Half-Humans”..</li><li>• Rabindranath Tagore. Red Oleanders</li><li>• G. Kalyan Rao. Untouchable Spring.</li></ul>	<p>disputed language, brutality, and dissenting patterns in Premchand and R.N. Tagore's writings</p> <p><b>CO 68.</b> Recognizing historical, sociopolitical, and religious themes in the works in order to comprehend the insights, genres, traditions, and experiments associated with Modern Indian Literature.</p> <p>CO 69. Examine Indian literary works critically in light of various literary tendencies</p>
<b>ENGH-H-DSE-T-2 B British Literature: Post World War II</b>	<ul style="list-style-type: none"><li>• George Orwell. Animal Farm</li><li>• John Osborne. Look Back in Anger</li><li>• Julian Barnes. England, England</li><li>• Phillip Larkin. “Whitsun Weddings” and “Church Going”</li><li>• Ted Hughes. “Hawk Roosting” and “Crow’s Fall”</li><li>• Seamus Heaney. “Digging” and “Casualty”</li><li>• Carol Anne Duffy. “Text” and “Stealing</li></ul>	<p><b>CO 70.</b> Interpreting particular poetry in light of the prevailing socio-political currents and counter-currents of the day, as outlined in the university course framework.</p> <p><b>CO 71.</b> Gain a thorough understanding of the post-World War II British and Other Societies' literary landscape</p>

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		<p><b>CO72.</b> Understanding how class, gender, and ethnicity are evolving in a postcolonial, diasporic, and neocolonial international world order.</p>
<p><b>ENGH-H-DSE-T-3</b> <b>Literary Criticism</b></p>	<ul style="list-style-type: none"> <li>• William Wordsworth. "Preface" to the Lyrical Ballads (1802)</li> <li>• S.T. Coleridge. Biographia Literaria. Chapters XIII and XIV</li> <li>• Virginia Woolf. "Modern Fiction"</li> <li>• T.S. Eliot: "Tradition and the Individual Talent"</li> <li>• Matthew Arnold. "The Function of Criticism"</li> <li>• I.A. Richards. Principles of Literary Criticism. Chapters 1, 2 and 34.</li> <li>• Cleanth Brooks. "The Heresy of Paraphrase", and "The Language of Paradox".</li> </ul>	<p><b>CO 73.</b> Learns about the distinctive characteristics of literary theory and criticism</p> <p><b>CO 74.</b> Analyze how modern writers have expressed their artistic vision through the use of literary elements such as metaphor, allegory, and symbolism.</p> <p><b>CO 75.</b> Recognize the ways that ideas like as idealism, individualism, and pantheism have influenced literature throughout history.</p> <p><b>CO 76.</b> Examine the effectiveness of key literary notions like as "imagination" and "fancy" by reading classic works such as Samuel Taylor Coleridge's Biographia Literaria, which is included in the course reading list.</p>
<b>SEMESTER - VI</b>		
<b>ENGH-H-CC-</b>	<ul style="list-style-type: none"> <li>• Henrik Ibsen. "Ghosts".</li> </ul>	<b>CO 77.</b> Students will



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<p><b>T-13</b> <b>Modern European Drama</b></p>	<ul style="list-style-type: none"> <li>• Bertolt Brecht. The Good Person of Szechwan.</li> <li>• Samuel Beckett. Waiting for Godot.</li> <li>• Eugene Ionesco. “Rhinoceros”. Rhinoceros, The Chairs, The Lesson.</li> <li>• Luigi Pirandello. Six Characters in Search of an Author.</li> <li>• 6. Anton Chekov. “The Seagull”.</li> </ul>	<p>recognize European Drama's familiar characters.</p> <p><b>CO 78.</b> Examine the various socioeconomic concerns facing Europe.</p> <p><b>CO 79.</b> Identify the intricate problems in European Literature.</p> <p><b>CO 80.</b> Describe the comprehension level at the regional level.</p> <p><b>CO 81.</b> Explain your understanding of the evolution and changes in European drama.</p>
<p><b>ENGH-H-CC-T-14</b> <b>Postcolonial Literatures</b></p>	<ul style="list-style-type: none"> <li>• Chinua Achebe. Things Fall Apart.</li> <li>• Gabriel Garcia Marquez. “No One Writes to the Colonel”.</li> <li>• Bessie Head. “The Collector of Treasures”.</li> <li>• Ama Ata Aidoo. “The Girl Who Can”</li> <li>• Grace Ogot. “The Green Leaves”.</li> <li>• Pablo Neruda. “Tonight I Can Write”, “The Way Spain Was.”</li> <li>• Derek Walcott. “A Far Cry from Africa”, “Names”.</li> <li>• David Malouf. “Revolving Days”, “Wild Lemons”.</li> <li>• Mamang Dai. “Small Towns and the River”, “The Voice of the Mountain”</li> </ul>	<p><b>CO82.</b> Recognize how different facets of colonial oppression are represented in literary texts, whether overtly or subtly.</p> <p><b>CO 83.</b> Ask what a book reveals about the challenges associated with post-colonial identity.</p> <p><b>CO 84.</b> Discover what a text has to say about the psychology and/or politics of anti-colonialist resistance.</p> <p><b>CO 85.</b> Follow the development of post-</p>



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<p><b>ENGH-H-DSE-T-4 L.</b> <b>Literary Theory</b></p>	<ul style="list-style-type: none"> <li>• <b>Marxism</b> <ol style="list-style-type: none"> <li>a. Antonio Gramsci. “The Formation of the Intellectuals” and “Hegemony (Civil Society) and Separation of Powers”.</li> </ol> </li> <li>• <b>Feminism</b> <ol style="list-style-type: none"> <li>a. Elaine Showalter. “Twenty Years on: A Literature of Their Own Revisited.”</li> <li>b. Luce Irigaray. “When the Goods Get Together”.This Sex Which is Not One.</li> </ol> </li> <li>• <b>Poststructuralism</b> <ol style="list-style-type: none"> <li>a. Jacques Derrida. “Structure, Sign and Play in the Discourse of the Human Science.”</li> <li>. b. Michel Foucault. “Truth and Power”.</li> </ol> </li> <li>• <b>Postcolonial Studies</b> <ol style="list-style-type: none"> <li>a. Mahatma Gandhi. “Passive Resistance” and “Education”.</li> <li>b. Edward Said. “The Scope of Orientalism.”</li> </ol> </li> <li><b>Orientalism.</b> <ol style="list-style-type: none"> <li>c. Aijaz Ahmad. ““Indian Literature: Notes towards the Definition of a Category”.</li> </ol> </li> </ul>	<p>colonial Indian movements and the literary depictions of them.</p> <p><b>CO 86.</b> Identify and highlight the voices of marginalized people in their own writing.</p> <p><b>CO 87.</b> Describe the cultural struggle and its placement in the context of white colonized Africa.</p> <p><b>CO 88.</b> Acquire knowledge of the evolution of literary theory and criticism.</p> <p><b>CO 89.</b> Use terminology and critical and technical theory to define, analyze, and develop an argument regarding literary and other materials.</p> <p><b>CO 90 .</b> Consider how literacy texts' meanings are not always fixed.</p> <p><b>CO 91.</b> Gain expertise in utilizing a variety of literary theories to analyze a given text.</p>
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