



PROF. S. NURUL HASAN COLLEGE, FARAKKA

P.O.- Farakka Barrage. Dist- Murshidabad. Pin-742212 (W.B)

email: prof.snhcollege@rediffmail.com.

Website: <https://psnhcollege.ac.in/>

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Department of English

UG ENGLISH HONOURS PROGRAMME OUTCOMES

- 1.To enhance linguistic competence and communicative skills.
- 2.Developing intellectual personal and professional abilities through effective communicative skills.
- 3.To develop realization of human values.
- 4.On the successful completion of the programme the students will be accurate in both oral and written communication as they will be strong in grammar and its usage.
- 5.They can be able to face the world of competition and face the challenges of challenging world.
- 6.They can apply critical framework to analyse the linguistic cultural and historical background of text written in English.
- 7.They can be able to identify different genre of the literature of English.



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Syllabus of the UG-CBCS Honours in English 2018 onward 23-Aug-18

SEMESTER I

COURSE CODE	COURSE TITLE	COURSE OUTCOME
ENGH-H-CC-T-1	Indian Classical Literature	<ol style="list-style-type: none">1. Analyze the literary styles and themes of ancient Indian texts, including "The Mahabharata", "Cilappatikaram", "AbhijnanaShakuntalam", and "Mrcchakatika".2. Interpret the cultural, social, and historical contexts of the texts and their relevance to contemporary society.3. Compare and contrast the works of different authors and texts, identifying similarities and differences in style, theme, and literary devices.4. Evaluate the significance of ancient Indian literature in understanding the country's rich cultural heritage and its continued influence on modern Indian society.5. Demonstrate critical thinking and writing skills through written assignments and class discussions, using textual evidence to support arguments and insights.6. Appreciate the aesthetic and literary value of ancient Indian texts, recognizing their contribution to world literature and their enduring impact on Indian culture. <p>Apart from the above mentioned outcomes, the students have also developed the following skills:</p> <ul style="list-style-type: none">- Critical thinking and analysis- Close reading and interpretation- Comparative literature skills- Cultural and historical contextualization- Effective writing and communication- Appreciation of literary and cultural heritage.



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ENGH-H-CC-T-2	European Classical Literature	<p>Upon completing this course, students will be able to:</p> <ol style="list-style-type: none">1. Analyze the literary styles and themes of classical texts, including works by Plautus, Ovid, Horace, Homer, and Sophocles.2. Interpret the cultural, social, and historical contexts of the texts and their relevance to contemporary society.3. Compare and contrast the works of different authors and texts, identifying similarities and differences in style, theme, and literary devices.4. Evaluate the significance of classical literature in understanding the development of Western literary traditions and its continued influence on modern literature.5. Demonstrate critical thinking and writing skills through written assignments and class discussions, using textual evidence to support arguments and insights.6. Appreciate the aesthetic and literary value of classical texts, recognizing their contribution to world literature and their enduring impact on Western culture. <p>Apart from the above mentioned outcomes, the students have also developed the following skills:</p> <ul style="list-style-type: none">- Understanding the development of Roman comedy through Plautus "Pot of Gold"- Analysing Ovid's use of myth and transformation in "Metamorphoses"- Examining Horace's satirical techniques in "Epistle I"
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		<ul style="list-style-type: none">- Exploring Homer's epic style and themes in "The Iliad"- Interpreting Sophocles' tragic themes and dramatic structure in "Oedipus the King".
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SEMESTER II

COURSE CODE	COURSE TITLE	COURSE OUTCOME
ENGH-H-CC-T-3	Indian Writing in English	<ol style="list-style-type: none">1. Analyze the literary styles and themes of Indian English writers, including Amitav Ghosh, Salman Rushdie, Shashi Deshpande, Kamala Das, and others.2. Interpret the cultural, social, and historical contexts of the texts and their relevance to contemporary Indian society.3. Compare and contrast the works of different authors and texts, identifying similarities and differences in style, theme, and literary devices.4. Evaluate the significance of Indian English literature in understanding the country's diverse cultural heritage and its representation in modern literature.5. Demonstrate critical thinking and writing skills through written assignments and class discussions, using textual evidence to support arguments and insights.6. Appreciate the aesthetic and literary value of



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ENGH-H-CC-T-4	British Poetry and Drama: 14th – 17th Centuries	<p>Indian English texts, recognizing their contribution to world literature and their impact on Indian culture.</p> <p>Apart from the above mentioned outcomes, the students have also developed the following skills:</p> <ul style="list-style-type: none">- Understanding the development of Indian English literature and its key themes- Analysing the use of language, form, and structure in selected texts- Examining the representation of Indian culture, identity, and society in the texts- Interpreting the role of history, politics, and social change in shaping the literature- Evaluating the significance of Indian English literature in the global literary canon. <p>Upon completing this course, students will be able to:</p> <ol style="list-style-type: none">1. Analyze the literary styles and themes of major English writers from the Renaissance to the 17th century, including Chaucer, Spenser, Donne, Bacon, Marlowe, and Shakespeare.2. Interpret the cultural, social, and historical contexts of the texts and their relevance to contemporary society.3. Compare and contrast the works of different authors and texts, identifying similarities and differences in style, theme, and literary devices.4. Evaluate the significance of Renaissance and 17th-century English literature in understanding the development of Western literary traditions.5. Demonstrate critical thinking and
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		<p>writing skills through written assignments and class discussions, using textual evidence to support arguments and insights.</p> <p>6. Appreciate the aesthetic and literary value of the texts, recognizing their contribution to the English literary canon.</p> <p>Apart from the above mentioned outcomes, the students have also developed the following skills:</p> <ul style="list-style-type: none">- Understanding the key features of Renaissance and 17th-century English literature- Analysing the use of language, form, and structure in selected texts- Examining the representation of themes such as love, power, and mortality in the texts- Interpreting the role of historical and cultural contexts in shaping the literature- Evaluating the influence of Renaissance and 17th-century English literature on later literary movements.
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SEMESTER III

COURSE CODE	COURSE TITLE	COURSE OUTCOME
ENGH-H-CC-T-5	American Literature	<p>Upon completing this course, students will be able to:</p> <ol style="list-style-type: none">1. Analyze the literary styles and themes of major American writers, including Poe, Faulkner, Bradstreet, Whitman, Rich, Ginsberg, Lincoln, King, Williams, and Morrison.2. Interpret the cultural, social, and historical contexts of the texts and their relevance to contemporary American society.3. Compare and contrast the works of different authors and texts, identifying similarities and differences in style, theme, and literary devices.4. Evaluate the significance of American literature in understanding the country's complex history, diverse culture, and evolving identity.5. Demonstrate critical thinking and writing skills through written assignments and class discussions, using textual evidence to support arguments and insights.6. Appreciate the aesthetic and literary value of the texts, recognizing their contribution to the American literary canon. <p>Apart from the above mentioned outcomes, the students have also developed the following skills:</p> <ul style="list-style-type: none">- Understanding the key features of American literary movements and genres- Analysing the representation of themes such as identity, morality, and social justice in the texts- Examining the role of historical and cultural contexts in shaping American literature- Evaluating the influence of American literature on contemporary society and culture- Recognising the diversity and complexity of American literary voices and perspectives.



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ENGH-H-CC-T-6	Popular Literature	<p>Upon completing this course, students will be able to:</p> <ol style="list-style-type: none">1. Analyze the literary styles and themes of diverse texts, including graphic novels, classic children's literature, coming-of-age stories, and detective fiction.2. Interpret the experiences and perspectives of marginalized communities, including those represented in Bhimayana and Funny Boy.3. Compare and contrast the works of different authors and texts, identifying similarities and differences in style, theme, and literary devices.4. Evaluate the significance of diverse voices in literature, including their impact on representation, empathy, and social understanding.5. Demonstrate critical thinking and writing skills through written assignments and class discussions, using textual evidence to support arguments and insights.6. Appreciate the aesthetic and literary value of diverse texts, recognizing their contribution to the literary canon. <p>Apart from the above mentioned outcomes, the students have also developed the following skills:</p> <ul style="list-style-type: none">- Understanding the experiences and perspectives of marginalized communities- Analysing the representation of social justice and human rights in literature- Examining the role of literature in shaping empathy and social understanding- Evaluating the impact of diverse voices on the literary canon- Recognising the value of diverse perspectives in enriching literary studies.
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ENGH-H-CC-T-7	British Poetry and Drama: 17th and 18th Centuries	<p>Upon completing this course, students will be able to:</p> <ol style="list-style-type: none">1. Analyze the literary styles and themes of major English writers from the 17th and 18th centuries, including Milton, Pope, Webster, and Behn.2. Interpret the cultural, social, and historical contexts of the texts and their relevance to contemporary society.3. Compare and contrast the works of different authors and texts, identifying similarities and differences in style, theme, and literary devices.4. Evaluate the significance of 17th- and 18th-century English literature in understanding the development of Western literary traditions.5. Demonstrate critical thinking and writing skills through written assignments and class discussions, using textual evidence to support arguments and insights.6. Appreciate the aesthetic and literary value of the texts, recognizing their contribution to the English literary canon. <p>Apart from the above mentioned outcomes, the students have also developed the following skills:</p> <ul style="list-style-type: none">- Understanding the key features of 17th- and 18th-century English literature- Analysing the representation of themes such as sin, morality, and social class in the texts- Examining the role of historical and cultural contexts in shaping the literature- Evaluating the influence of 17th- and 18th-century English literature on later literary movements- Recognising the significance of the authors and texts in the English literary canon.
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ENGH-H-SEC-T-1	English Language Teaching	<p>Upon completing this course, students will be able to:</p> <ol style="list-style-type: none">1. Understand the needs and characteristics of language learners and adapt teaching methods accordingly.2. Analyze the structures of the English language and apply this knowledge to teaching.3. Evaluate and apply effective methods for teaching English language and literature.4. Select and utilize appropriate materials for language teaching.5. Assess language skills effectively, using a range of assessment tools and techniques.6. Integrate technology into language teaching, enhancing the learning experience. <p>Apart from the above mentioned outcomes, the students have also developed the following skills:</p> <ul style="list-style-type: none">- Understanding learner diversity and its impact on teaching- Analysing English language structures and their application to teaching- Evaluating and applying effective teaching methods- Selecting and utilising appropriate teaching materials- Assessing language skills effectively- Integrate technology to enhance language teaching.
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SEMESTER IV

COURSE CODE	COURSE TITLE	COURSE OUTCOME
ENG H-H-CC-T-8	British Literature: 18th Century	<p>CO1 enable the students to identify and describe distinct literary characteristics of the 18th century British literature driven by reason, intellect, correctness and satirical spirit.</p> <p>CO2 evaluate how novel as a genre blossomed in England in the first half of the 18th century - to analyze the various social and economic causes of the novel's popularity and thus its influence in the depiction of individual character, society, culture, and politics.</p> <p>CO3 have a deeper insight into the sophistication of theatrical thinking during this period, with complex subplots and characters intended as ironic parodies of common stereotypes.</p> <p>CO4 learn the Enlightenment and Neoclassicism.</p> <p>CO5 gain knowledge of Restoration</p>
ENG H-H-CC-T-9	British Romantic Literature	<p>CO1 Gain insights into the unique traits of the literary movement of "Romanticism" through the representative works of eminent writers like William Wordsworth, John Keats, Charles Lamb and Mary Shelley.</p> <p>CO2 Examine the way literary devices like symbolism, allegory and metaphor were employed by contemporary writers in order to articulate their artistic vision.</p> <p>CO3. What is the central idea of the poem "Solitary Reaper"</p> <p>CO4 Investigate the efficacy of important Romantic concepts like "imagination" and "fancy."</p> <p>CO5 Theme of John Keats "What the Thrush Said".</p>



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ENG H-H- CC-T- 10	British Literature: 19th Century	<p>CO1 Identify and analyze the socio-economic-political contexts that influence the literature of the period.</p> <p>CO2 Appreciate female voices of the Victorian period and understand the female writer's role / position in society, the tension between the private domestic sentiments and the larger public concerns, the contemporary responses and modern critical re-assessments.</p> <p>CO3 understand the existing conflict between faith and doubt in Victorian society.</p> <p>CO4 Have featured knowledge of—the 19th century novel; marriage and sexuality; the writer and society; faith and doubt; dramatic monologue.</p> <p>CO5 Dominant themes and concerns in Victorian Literature.</p>
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EN GH -H- SE C- T-2	SoftSkills	CO Have good knowledge of the following issues: teamwork, emotional intelligence; adaptability; leadership; problem solving.
ENG H-G- GE-T- 4	Contemporary India: Women and Empowerment	<p>CO1 Learn how and on what grounds women's writing can be considered as a separate genre. They can examine and appreciate the role played by socio-cultural-economic contexts in defining women. It will enlighten them about the issues and concerns of the women writers of the developed and developing countries. They can understand and appreciate the representation of female experience in literature.</p> <p>CO2 Analyze the Literary texts through the perspective of gender to achieve particular literary, rhetorical and aesthetic effects. The students will have an awareness of class, race and gender as social constructs and how they influence women's lives. They will be equipped with analytical, critical and creative skills to interrogate the biases in the construction of gender and patriarchal norms.</p> <p>CO3 explore the writing style of women, the students come to know some of the developments, themes, and narrative strategies of women's writing. Students can analyse literary texts through the perspectives of gender, knowing the central points of a selection of feminist theory, and can use it as a context for reading literary texts.</p> <p>CO4 understand various perspectives in Women's Writing which represents women's voices and histories, breaking the silence of patriarchal oppression and the students will come to know how these significant Others of the human population and their writings contributed to our understanding of womanhood and authorship.</p>



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SEMESTER V

EN GH -H- CC -T- 11	Women's Writing	<p>CO1 Learn how and on what grounds women's writing can be considered as a separate genre. They can examine and appreciate the role played by socio-cultural-economic contexts in defining women. It will enlighten them about the issues and concerns of the women writers of the developed and developing countries. They can understand and appreciate the representation of female experience in literature.</p> <p>CO2 Analyze the Literary texts through the perspective of gender to achieve particular literary, rhetorical and aesthetic effects. The students will have an awareness of class, race and gender as social constructs and how they influence women's lives. They will be equipped with analytical, critical and creative skills to interrogate the biases in the construction of gender and patriarchal norms.</p> <p>CO3 Explore the writing style of women, the students come to know some of the developments, themes, and narrative strategies of women's writing. Students can analyse literary texts through the perspectives of gender, knowing the central points of a selection of feminist theory, and can use it as a context for reading literary texts.</p> <p>CO4 Understand various perspectives in Women's Writing which represents women's voices and histories, breaking the silence of patriarchal oppression and the students will come to know how these significant Others of the human population and their writings contribute to our understanding of womanhood and authorship.</p>
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EN GH -H- CC -T- 12	British Literature: The Early 20th	CO1 Have a deep idea of modernism. CO2 Learn about women's movements in early twentieth-century. CO3 Understand The stream of consciousness. CO4 Trace the uses of myth in modern British literature. CO5 What is the context and critical commentary on the lines "Things Fall Apart; the centre cannot hold"? CO6 What is the representation of women in Conrad's novel?
EN G H- H- DS E- T- 1	Modern Indian Writing in English Translation	CO1 Familiarising students with the trajectory of Indian writing in English. CO2 Analysing contested structures of violence, language and dissent in these selected works. CO3 Learn the following things: the aesthetics of translation; linguistic regions and languages; modernity in Indian literature; caste, gender and resistance; questions of form in twentieth-century Indian literature. CO4 Modernism reflect in Indian Writing In English.



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EN G H- H- DS E- T- 2	British Literature: Post World War II	CO1 have an elementary concept of the post WWII world and literature. CO2 Learn the basics of post modernism. CO3 Gather knowledge about the fundamental features of British literature after the WWII. CO4 Familiarise themselves with the terms and meanings of existential crisis, post modernism, allegory, nihilism etc. CO5 Issue of Marriage in the 'Whitsun Wedding'
EN GH- H- DS E- T- 3	Literary Criticism	CO1 Have considerable knowledge about the fundamental literary criticisms necessary for a student of English literature. CO2 Learn about summarising and critiquing, point of view, reading and interpreting, media criticism, plot and setting etc. CO3 Enter into the vast arena of critiquing literature with the help of traditional literary criticisms. CO4 Two Uses Of Language According to I.A Richard.



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SEMESTER VI

ENG H-H- CC- T-13	Modern European Drama	CO1 Have elaborate concept of modern European drama. CO2 Learn human relations as reflected in modern European theatre. CO3 Learn politics, social changes and the stage of the contemporary time. CO4 Learn the interrelation between text and performance. CO5 Familiarise themselves with the novel concept "realism" in European drama. CO6 Have clear notion of the Theatre of the Absurd. CO7 Two trends in modern European Drama "Tragedy and Heroism".
ENG H-H- CC- T-14	Postcolonial Literatures	CO1 have knowledge on decolonization, globalization and literature. CO2 learn the facets of literature and identity politics. CO3 learn the importance of the discourses on religion, race and gender in literature. CO4 learn the features of postcolonial literatures along with some related theoretical discussions. CO5. Main Issues Of Post Colonial Literature.



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ENG H-H- DSE- T-4	Literary Theory	CO1 Learn a lot of things related to literary theory. CO2 Familiarise themselves, formally for the first time, with the world renowned literary theorists, and learn their epoch-making scholarly approaches and discourses. CO3 Have specific knowledge about feminism and its great impact on/involvement with world literature.
ENG H-H- DSE- T-5	Partition Literature	CO1 learn colonialism, nationalism, partition. CO2 learn the socio-political, religious, economic, cultural, linguistic changes during and after the Partition. CO3 gather knowledge, mainly from the concerned texts along with some other sources, about the communalism and violence prevalent during and after the Partition. CO4 learn the caustic experiences of homelessness and exile in and after the Partition. CO5 come to know the status and treatment of women during those days. CO6 Why is 'Thanda Gosht' controversial? CO7. What does 'The Train' symbolize in the novel 'Train to Pakistan'?



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ENG H-H- DSE- T-6	Research Methodology	CO1 Learn many things related to the conduction of academic research, article writing, dissertation writing, thesis writing, preparing bibliography, citing references, typing and printing.
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