

**CO-PO attainment
in
Outcome Based Education**

**Department of English
B.A. (Gen.)
Government General Degree College, Kalna-I**

Program Outcome (PO)

- ❖ PO1 Disciplinary knowledge
- ❖ PO2 Communication Skills
- ❖ PO3 Critical thinking
- ❖ PO4 Research-related skills
- ❖ PO5 Lifelong learning
- ❖ PO6 Reflective thinking
- ❖ PO7 Multicultural competence
- ❖ PO8 Moral and ethical awareness/reasoning
- ❖ PO9 Self directed learning

Program Specific Outcome (PSO): UG English (General)

❖ **PSO 01: Language Proficiency**

- ❖ To be able to demonstrate proficiency in the English language, including grammar, vocabulary, syntax, and semantics. They should be able to comprehend and produce complex written and oral texts with clarity and coherence.

❖ **PSO 02: Literary Analysis**

- ❖ To critically analyze literary texts from various genres, periods, and cultural contexts. They should be able to identify key themes, literary devices, and narrative techniques employed by authors, and evaluate their significance in shaping meaning and interpretation.

❖ **PSO 03: Communication Skills**

- ❖ To develop effective communication skills, both written and oral, to express ideas, arguments, and interpretations coherently and persuasively. They should be able to engage in academic discourse, participate in discussions, and present their analyses and findings using appropriate language and conventions.

Course Content: Semester I

Course code : CC-1A

Course name : Poetry & Short Story

Rectangular Ship

✓ CC-1A : POETRY & SHORT STORY

1. William Shakespeare: Sonnet 116

9(L) + 2(T)

William Wordsworth: "A Slumber did my Spirit Seal"

9(L) + 2(T)

2. John Keats – "Bright Star"

9(L) + 2(T)

Wilfred Owen – "Strange Meeting"

9(L) + 2(T)

3. Charles Lamb – "Dream Children"

18(L)+4(T)

4. H. E. Bates – "The Ox"

18(L)+4 (T)

72 Lectures+
16 Tutorials =
88

Sl. No.	Course Outcome (CO)	Knowledge Level (Bloom's Level)	POs
1	Analyze the themes and poetic devices in Sonnet 116 by William Shakespeare and "A Slumber did my Spirit Seal" by William Wordsworth.	L4 (Analyze)	PO1, PO3, PO4
2	Evaluate the imagery and symbolism in "Bright Star" by John Keats and "Strange Meeting" by Wilfred Owen.	L5 (Evaluate)	PO1, PO3, PO4
3	Demonstrate the narrative techniques used in "Dream Children" by Charles Lamb.	L3 (Apply)	PO1, PO3, PO5
4	Discuss the thematic significance of nature in "The Ox" by H. E. Bates.	L2 (Understand)	PO1, PO3, PO5
5	Remember the cultural and historical contexts influencing the selected poems.	L1 (Remember)	PO1, PO3, PO7

Course Content: Semester I

Course code : L1- 1

Course name: Language, Variety and Stylistics

✓ **CORE COURSE : (L1---1) Language, Variety and Stylistics**

- | | |
|--|-------------|
| 1. Language & Communication – distinctness of human language | 18(L)+4(T) |
| 2. Language varieties – Standard & Non-standard Language, Formal & Informal | 18(L)+4(T) |
| 3. Difference between Declarative and Expressive forms of language – when Statement becomes Expression | 18(L)+4(T) |
| 4. Register, Collocation and Style | 18 (L)+4(T) |

Readings

- Rajend Mesthrie and Rakesh M. Bhatt. *World Englishes: The Study of New Linguistic Varieties*
- GB Shaw. 'Spoken English & Broken English'
- Geoffrey N. Leech. *A Linguistic Guide to English Poetry*
- H.G.Widdowson. *Stylistics & the Teaching of Literature*
- *Language Literature and Creativity* Orient Blackswan and DU

**72 Lectures +
16 Tutorial = 88**

Sl. No.	Course Outcome (CO)	Knowledge Level (Bloom's Level)	POs
1	Identify distinct features of human language	L2 - Understand	PO1, PO3, PO4
2	Differentiate between standard and non-standard language, formal and informal varieties	L4 - Analyze	PO1, PO2, PO3, PO4, PO5
3	Define declarative and expressive forms of language	L1 - Remember	PO1, PO3, 07
4	Demonstrate understanding of register, collocation, and style in language usage	L3- Apply	PO1, PO2, PO3, 04
5	Interrogate the cultural and societal implications of language variations	L6- Create	PO3, PO5, PO6, PO7

Course Content: Semester II

Course code: CC – 1B

Course name: Essay, Drama & Novel

✓ **CC – 1B : ESSAY, DRAMA & NOVEL**

1. George Orwell – “Shooting an Elephant”
R. K. Narayan – “A Library without Books”

09(L)+2(T)

09(L)+2(T)

2. George Bernard Shaw – *Arms and the Man*

18(L)+4(T)

3. J. B. Priestley – *An Inspector Calls*

18(L)+4(T)

4. Ernest Hemingway – *The Old Man and the Sea* (ND)

18(L)+4 (T)

**72 Lectures +
16 Tutorials
= 88**

Sl. No.	Course Outcome (CO)	Knowledge Level (Bloom's Level)	POs
1.	Analyze the themes and motifs in "Shooting an Elephant" and "A Library without Books".	L4 - Analyze	PO1, 03, 04, 05, 06
2.	Evaluate the socio-political commentary in "Arms and the Man" and "An Inspector Calls".	L5 - Evaluate	PO3, 04, 05, 07, 08
3.	Identify the symbolism and allegory in "The Old Man and the Sea".	L2 - Understand	PO1, 02, 03,04
4.	Demonstrate proficiency in writing analytical essays on the selected literary works.	L3 - Apply	PO2, PO4, 05, 07, 08
5.	Define reflective discourse regarding the ethical dilemmas presented in the literature.	L1 - Remember	PO6, PO8, PO9

Course Content: Semester II

Course code: AECC – 2

Course name: Communicative English

Communicative English: (MCQ Type Questions to be set to test command of Vocabulary, Usage, Collocation, Register, Difference between Formal and Informal speech, between Standard & Colloquial Language, Awareness about Linguistic Courtesy, Different types of Salutation, Letter-ending, and the like)	
Introduction: <ul style="list-style-type: none"> Theory of Communication, Types and modes of Communication 	3(L)+1(T)
1. Language of Communication: <ul style="list-style-type: none"> Verbal and Non-verbal (Spoken and Written) Personal, Social and Business Barriers and Strategies Intra-personal, Inter-personal and Group communication 	6(L)+1(T)
2. Speaking Skills: <ul style="list-style-type: none"> Monologue Dialogue Group Discussion Effective Communication/ Mis- Communication Interview Public Speech 	5(L)+1(T)
3. Reading and Understanding <ul style="list-style-type: none"> Close Reading Comprehension Summary Paraphrasing Analysis and Interpretation Translation(from Indian language to English and vice-versa) 	5(L)+1(T)
4. Writing Skills <ul style="list-style-type: none"> Documenting Report Writing Making notes Letter writing 	6(L)+1(T)
Recommended Readings: <ul style="list-style-type: none"> <i>Fluency in English</i> - Part II, Oxford University Press, 2006. <i>Business English</i>, Pearson, 2008. <i>Language, Literature and Creativity</i>, Orient Blackswan, 2013. <i>Language through Literature</i> (forthcoming) ed. Dr. Gauri Mishra, Dr Ranjana Kaul, Dr. Brati Biswas 	25 Lectures + 5 Tutorials = 30

Sl. No.	Course Outcome (CO)	Knowledge Level (Bloom's Level)	POs
1.	Distinguish various types and modes of theory of communication	L4 – Analyse	PO1, 02, 03, 04, 07, 09
2.	Identify and differentiate between verbal and non-verbal communication in various contexts.	L2 - Understand	PO2, PO7, 08
3.	Apply effective speaking skills in different situations including monologues, dialogues, and group discussions.	L3 - Apply	PO2, PO6, PO7, PO8
4.	Evaluate the written texts through close reading, comprehension, and summary paraphrasing.	L5- Evaluate	PO1, PO3, PO4
5.	Develop proficiency in writing skills such as document writing, report writing, note-making, and letter writing.	L6 - Develop	PO1, PO2, PO4, PO6, PO9

Course Content: Semester III

Course code : CC - 1C

Course name : Contemporary India, Women, & Empowerment

✓ CC- 1C: CONTEMPORARY INDIA: WOMEN AND EMPOWERMENT	
<p>1. Social Construction of Gender:</p> <ul style="list-style-type: none"> ➤ Masculinity, Femininity ➤ Patriarchy ➤ Sex and Gender ➤ Gender Socialization ➤ Gender Discrimination ➤ Gender Stereotyping <p>Text:</p> <ul style="list-style-type: none"> • 'Complicating Gender: Rights of Transsexuals in India' by Ashwini Sukthankar. From Nivedita Menon. <i>Sexualities: Issues in Contemporary Indian Feminisms</i> <p>2. History of Women's Movements in India (Pre- and Post-Independence):</p> <ul style="list-style-type: none"> ➤ Women and Nationalism ➤ Women and Partition ➤ Women and Political Participation <p>Text: (any two)</p> <ul style="list-style-type: none"> • "Letters to a Wife: Satyandranath Tagore's Letters to Jynadanandini Tagore" from <i>Epistolary Cultures in 19th Century Bengal</i>, Stree Samya, Kolkata (Forthcoming) • Ghulam Murshed. "Chapter Four" from <i>The Reluctant Debutante</i> • Urvasi Butalia. "Beginnings" from <i>The Other Side of Silence</i> • Jashodhara Bagchi and Shubharanjan Dasgupta. <i>The Trauma and the Triumph: Gender and Partition in Eastern India</i>, Vol. 1 ("Introduction") <p>3. Women and Law:</p> <ul style="list-style-type: none"> ➤ Women and the Indian Constitution ➤ Personal Laws ➤ Customary Practices on Inheritance and Marriage <p>Text:</p> <ul style="list-style-type: none"> • Sudhir Chandra. <i>Enslaved Daughters</i> [From <i>Women and Law in India: Law Omnibus</i>] Selections to be taught: (a) Prologue, and (b) Chapter 1 (May be supplemented by workshop on legal awareness) <p>4. Women and Violence:</p> <ul style="list-style-type: none"> ➤ State Interventions ➤ Domestic Violence ➤ Female Foeticide ➤ Sexual Harassment <p>Text: (any one)</p> <ul style="list-style-type: none"> • Rakhee Sakhawat Hussain – <i>Sultana's Dream</i> (ND) • Kamra Faustina Soosairaj – <i>Karukku</i> (ND) 	<p>10(L) + 2(T)</p> <p>10(L) + 2(T)</p> <p>10(L) + 2(T)</p> <p>8 (L) + 2 (T)</p> <p>8 (L) + 2 (T)</p> <p>8 (L) + 2 (T)</p> <p>10 (L) + 2 (T)</p> <p>74 Lectures +</p>

Sl. No.	Course Outcome (CO)	Knowledge Level (Bloom's Level)	POs
1	Analyze the social construction of gender roles and norms	L4 - Analyze	PO3, PO7, PO8, PO9
2	Evaluate the historical developments of women's movements in India, both pre- and post-independence	L5 - Evaluate	PO1, PO3, PO4, PO9
3	Interpret the various legal frameworks related to women's rights and issues	L3 - Apply	PO1, PO2, PO3, PO7, PO8
4	State the different forms of violence against women and their impact on society	L1- Remember	PO1, PO3, PO4, PO7
5	Discuss the strategies for promoting gender equality and preventing violence against women	L2 - Understand	PO3, PO5, PO6, PO7, PO8, PO9

Course Content: Semester III

Course code: L1-2

Course name: Language, Imagination & Creativity

✓ CORE COURSE: (L1--2) Language, Imagination & Creativity	
1. Plain Language and Figurative Language (Related Tropes like Metaphor, Conceit, Metonymy)	18 (L)+4(T)
2. Language and Emotion – Hyperbole, Pathetic Fallacy, Irony, Understatement	18 (L)+4(T)
3. Escape from Banality – Foregrounding devices like Parallelism & Deviation	18(L)+4(T)
4. Avoiding/ Cultivating Ambiguity – Ambiguity: Weakness or Strength	18(L)+4(T)
Readings <ul style="list-style-type: none">• I. A. Richards. <i>Practical Criticism</i> (Part III)• Geoffrey N. Leech. <i>A Linguistic Guide to English Poetry</i>• Bose & Sterling. <i>Rhetoric & Prosody</i>• William Empson. <i>Seven Types of Ambiguity</i>• Susanta Kumar Bardhan. <i>Introduction to Stylistics</i>• Geoffrey Leech. <i>A Communicative Grammar of English</i>	72 Lectures + 16 Tutorial = 88

Sl. No.	Course Outcome (CO)	Knowledge Level (Bloom's Level)	POs
1	Explain what is plain language and figurative language, including tropes such as metaphor, conceit, and metonymy.	L2 - Understand	PO1, PO2, PO3, PO6
2	Demonstrate use of language to evoke emotions through techniques such as hyperbole, pathetic fallacy, irony, and understatement.	L3 - Apply	PO2, PO3, PO6
3	Analyze the foregrounding devices such as parallelism and deviation to create effects of novelty and escape from banality in language.	L4 - Analyze	PO1, PO2, PO3, PO6
4	Evaluate the role of ambiguity in language, discerning its potential as both a weakness and a strength in communication.	L5 - Evaluate	PO1, PO2, PO3, PO6
5	Interrogate various linguistic techniques to cultivate clarity and depth in expression while considering the nuances of ambiguity.	L6 - Create	PO1, PO2, PO3, PO6

Course Content: Semester III

Course code : SEC -1

Course name : Translation Studies

<p>✓ SEC - I A: Translation Studies [ONLY TICKED UNITS]</p> <p>1. ✓ Introducing Translation: A brief history and significance of translation in a multi linguistic and multicultural society like India</p> <p>2. Exercises in different Types/modes of translation: a. Semantic/Literal b. Free sense/literary c. Functional/communicative d. Technical/Official e. Transcreation f. Audio-visual translation</p> <p>3. Introducing basic concepts and terms used in Translation Studies through relevant tasks: Equivalence, Language variety, Dialect, Idiolect, Register, Style, Mode, Code mixing/Switching. b. Defining the process of translation (analysis, transference, restructuring) through critical examination of standard translated literary/non-literary texts and critiquing subtitles of English and Hindi/Bengali films.</p> <p>4. ✓ Discussions on issues of gender and translation (Practice: Translation in Mass Communication/Advertising, subtitling, dubbing, Tasks of Translation in Business, Advertising, Using tools of technology for translation, machine/mobile translation, software for translating different kinds of texts with differing levels of complexity and for transliteration. Exercises to comprehend: Equivalence in translation, Structures, equivalence between the SL & TL at the lexical (word) and syntactical (sentence) levels. This will be done through tasks of retranslation and recreation, and making comparative study of cultures and languages. Resources for Practice: Dictionaries, Encyclopedias, Thesauri, Glossaries, Software of translation)</p> <p>Recommended Readings</p> <ul style="list-style-type: none"> • Baker, Mona, <i>In Other Words: A Coursebook on Translation</i>, Routledge, 2001. • <i>Routledge Encyclopedia of Translation Studies</i>. London and New York: Routledge, 2001. 	<p>3(L)+1(T)</p> <p>4(L)+1(T)</p> <p>8 (L)+1(T)</p> <p>10(L)+2(T)</p> <p>25 Lectures + 5Tutorials = 30</p>
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Sl. No.	Course Outcome (CO)	Knowledge Level (Bloom's Level)	POs
1.	Define the historical significance of translation in a multicultural society like India.	L1: Remember	PO 1, 3, 4, 5
2.	Analyze issues of gender within the context of translation.	L4: Analyse	PO 2, 3, 8
3.	Apply translation techniques in various contexts such as Mass Communication, Advertising, and Business.	L3: Apply	PO 2, 3, 4, 5, 7
4.	Evaluate the effectiveness of different translation tools and technologies in various text types and complexities.	L5: Evaluate	PO 4, 6, 7, 8
1.	Explain the historical significance of translation in a multicultural society like India.	L2: Understand	PO 1, 2, 3

Course Content: Semester IV

Course code : CC-1D

Course Name : Academic Writing And Composition

✓ **CC – 1D : ACADEMIC WRITING AND COMPOSITION**

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| 1. Introduction to the Writing Process: Conventions of Academic Writing, Writing in one's own words – Summarizing and Paraphrasing | 20(L) + 4(T) |
| 2. Critical Thinking: Syntheses, Analyses, and Evaluation | 20(L) + 4(T) |
| 3. Structuring an Argument: Introduction, Interjection, and Conclusion | 18(L) + 3(T) |
| 4. Citing Resources, Editing, Book and Media Review | 18(L) + 3(T) |

Recommended Readings

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| 1. Liz Hamp-Lyons and Ben Heasley, <i>Study writing: A Course in Writing Skills for Academic Purposes</i> (Cambridge: CUP, 2006). | 76 Lectures +
14 Tutorials =
90 |
| 2. Renu Gupta, <i>A Course in Academic Writing</i> (New Delhi: Orient BlackSwan, 2010). | |
| 3. Ilona Leki, <i>Academic Writing: Exploring Processes and Strategies</i> (New York: CUP, 2 nd edn, 1998). | |
| 4. Gerald Graff and Cathy Birkenstein, <i>They Say/I Say: The Moves That Matter in Academic Writing</i> (New York: Norton, 2009). | |
| 5. John M. Swales. <i>Academic Writing for Graduate Students</i> | |

Sl. No.	Course Outcome (CO)	Knowledge Level (Bloom’s Level)	POs
1	Demonstrate the ability to summarize and paraphrase academic texts	L3- Apply	PO1, PO2, PO3, PO4, PO5, PO6
2	Construct well-structured arguments with proper introduction, interjection, and conclusion	L4 (Analysis)	PO1, PO2, PO3, PO4, PO6, PO8
3	Recognise appropriate citation techniques and editing strategies	L2 - Understand	PO1, PO2, PO3, PO4, PO5, PO6
4	Critically review the books and media contents	L5- Evaluate	PO1, PO2, PO3, PO4, PO5, PO6, PO8

Course Content: Semester IV

Course code : SEC - 2

Course name : Film Studies

SEC - 2

B: Film Studies

1. Evolution of the Cinema: Silent Film, Talkie, Colour Film, Digital Age, 3D Films.
2. Cinematographic Technique: Panning of the Camera, Zooming, Fade in, Fade Out, Flashback, Close up, Long Shot, Reverse Shot.
3. Adaptation and Appropriation
4. Response and Review: (Illustrative film shows & appreciation programme to be arranged)

4(L)+1(T)

8(L)+2(T)

6(L)+1(T)

7(L)+1(T)

Recommended Readings:

1. James Monaco. *How To Read a Film*. New York: OUP, 2009.
2. Andrew Dix. *Beginning Film Studies*. Manchester university Press, 2008.
3. Satyajit Ray. *Our Films, Their Films*. Orient Blackswan, 2001.
4. Satyajit Ray. *Deep Focus: Reflection on Indian Cinema*. Ed. Sandip Ray. Harper Collins India. 2011.

25 Lectures+
5Tutorials = 30

Sl. No.	Course Outcome (CO)	Knowledge Level (Bloom's Level)	POs
1	Trace the evolution of cinema from Silent Film to Digital Age, including advancements in technology and filmmaking techniques.	L1 - Remember	PO 1, 4, 5
2	Identify and differentiate between various cinematographic techniques such as Panning, Zooming, Fade in, Fade Out, etc., and analyze their effects on storytelling.	L2 - Understand	PO 1, 2, 3, 6
3	Interpret the concepts of adaptation and appropriation in film, examining how source materials are transformed into cinematic narratives.	L3 - Apply	PO 1, 3, 7, 8
4	Analyse films through critical viewing, demonstrating the ability to analyze and interpret cinematic elements, themes, and narratives.	L4 - Analyze	PO 1, 2, 3, 6, 8
5	Assess the ability to engage in film appreciation programs, articulate personal responses, and engage in constructive discussions about various film genres and styles.	L5 - Evaluate	PO 2, 3, 5, 6, 7

Course Content: Semester V

Course code : DSE - 1A

Course name : British Literature

✓ **A. British Literature**

1. Robert Louis Stevenson - <i>Strange Case of Dr Jekyll and Mr Hyde</i> (ND)	20 (L) + 4(T)
2. William Shakespeare – <i>As you Like It</i>	20 (L)+4 (T)
3. Thomas Hardy- <i>Ah, Are Digging on My Grave?</i>	8(L)+2(T) 12(L)+3(T)
4. Robert Lynd- <i>On Not Being a Philosopher</i>	60 Lectures + 13 Tutorials = 73

Sl. No.	Course Outcome (CO)	Knowledge Level (Bloom's Level)	POs
1	Analyze the thematic elements in Robert Louis Stevenson's "Strange Case of Dr Jekyll and Mr Hyde"	L4 - Analyze	PO1, PO3, PO4, PO6
2	Interpret the character dynamics in William Shakespeare's "As You Like It"	L3- Apply	PO1, PO3, PO6
3	Critique and evaluate themes of mortality and humour in Thomas Hardy's "Ah, Are Digging on My Grave?"	L5 - Evaluate	PO1, PO3, PO4, PO6
4	Discuss Robert Lynd's argument on philosophical inquiry in "On Not Being a Philosopher"	L2 - Understand	PO1, PO3, PO4, PO6
5	Remember the cultural and societal implications reflected in the selected British literature texts	L1- Remember	PO1, PO3, PO4, PO7, PO8, PO9, PO5, PO6

Course Content: Semester V

Course code : GE - 1

Course name : Gender & Human Rights

GENDER & HUMAN RIGHTS

15 (L) + 3(T)

1. Poetry: Meena Kandasamy "Aggression"

18 (L)+4(T)

Temsula Ao "Laburnum for My Head"

2. Drama: Manjula Padmanabhan *Lights Out*

18 (L)+4(T)

3. Essay: Virginia Woolf "Professions for Women", *Women's Rights are Human Rights*. Section V "The Human Rights Framework in Practice"

20(L)+4(T)

4. Novel: Tehmina Durrani's *Blasphemy* (ND)

**71 Lectures +
15 Tutorials = 86**

Sl. No.	Course Outcome (CO)	Knowledge Level (Bloom's Level)	POs
1	Analyze the themes of gender and human rights in poetry	L4 - Analyze	PO1, PO3, PO4, PO6
2	Evaluate the portrayal of gender and human rights issues in drama	L5 - Evaluate	PO1, PO2, PO3, PO7, PO8
3	Discuss the application of human rights principles in essays addressing gender issues	L2 - Understand	PO1, PO3, PO5, PO6, PO8
4	Interpret the representation of gender and human rights in the novel Blasphemy	L3 - Apply	PO1, PO3, PO4, PO6, PO7
5	State the different perspectives on gender and human rights from various literary works	L1 - Remember	PO1, PO3, PO5, PO6, PO7, PO9

Course Content: Semester VI

Course code : DSE - 2A

Course name : Indian Literature in Translation

A: Indian Literature in Translation

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| 1. Rabindranath Tagore – <i>The Wife's Letter</i> (Translation of <i>Steer Patra</i>) | 15(L)+4(T) |
| 2. Vijay Tendulkar – <i>Silence: The Court is in Session</i> (Translation of <i>Shantata: Court Chalu Ahe</i>) | 20(L)+5(T) |
| 3. Mahasweta Devi- 'Draupdi' (ND) | 10(L)+2 (T) |
| 4. Amrita Pritam – 'Bread of Dreams' & 'A Story of Fire' | 10(L)+2(T) |
| | 55 Lectures +
13 Tutorials = 68 |

Sl. No.	Course Outcome (CO)	Knowledge Level (Bloom's Level)	POs
1	Analyze the themes and motifs in Rabindranath Tagore's "The Wife's Letter" (Translation of Steer Patra)	L4 - Analyze	PO1, PO3, PO4, PO6
2	Evaluate the socio-political implications depicted in Vijay Tendulkar's "Silence: The Court is in Session" (Translation of Shantata: Court Chalu Ahe)	L5 - Evaluate	PO1, PO3, PO7, PO8
3	Interpret the portrayal of gender dynamics in Mahasweta Devi's "Draupdi"	L3 - Apply	PO1, PO3, PO7, PO8
4	Identify the symbolism and allegorical elements in Amrita Pritam's "Bread of Dreams" & "A Story of Fire"	L2 - Understand	PO1, PO3, PO4, PO6
5	Define the various literary techniques employed by the authors in crafting their narratives	L1 - Remember	PO1, PO3, PO4, PO5, PO6, PO9

Course Content: Semester VI

Course code : GE - 2

Course name : Environment & Literature

ENVIRONMENT & LITERATURE

Introduction (Nature in Oriental & Western Thought, Deep Ecology, Third World Environmentalism)

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| 1. G M Hopkins. 'Binsey Poplars' | 5(L)+1(T) |
| 2. Gordon J. L. Ramel. 'Daffodils No More' | 6(L)+2(T) |
| 3. Mahasweta Devi. 'Pterodactyl' | 4(L)+2(T) |
| 4. Ruskin Bond. 'Dust on the Mountains', 'Death of the Trees' | 15(L)+5(T) |

Readings:

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| • Vasudha Narayanan 'Water, Wood, and Wisdom: Ecological Perspectives from the Hindu Traditions' | 16(L)+4(T) |
| • Allen Carlson. <i>Environmental Aesthetics</i> | 46 Lectures +
14Tutorial= 60 |
| • Preeti Ranjan Ghosh . "Towards an Understanding of Environmental Aesthetics: Some Reflections", The Philosophical Quarterly, 1998 | |
| • Beth Fowkes Tobin. <i>Colonizing Nature</i> | |
| • Vasudha Narayanan. <i>Water, Wood and Wisdom</i> | |

Vandana Shiva. *Women in Nature*

Sl. No.	Course Outcome (CO)	Knowledge Level (Bloom's Level)	POs
1	Analyze and compare the representation of nature in Oriental and Western thought	L4 - Analyze	PO1, PO3, PO7
2	Evaluate the environmental messages conveyed in the selected literary works	L5 - Evaluate	PO1, PO3, PO8
3	Discuss the various themes of environmental degradation and conservation in literature	L2 - Understand	PO1, PO3, PO5
4	Apply critical thinking skills to interpret the ecological significance of the literary texts	L3 - Apply	PO1, PO3, PO4
5	State and repeat the author's perspectives regarding humanity's relationship with nature	L1 - Remember	PO1, PO3, PO6, PO8, PO9