

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

YEAR – THIRD SEMESTER – 6 DEPARTMENT - ENGLISH

Dr. Sukanya Dasgupta

Topic/Unit	Competency-Based Expected Learning Outcome (Knowledge, Skill Value, Attitude)	Assessment	Brief Description of Strategies, Aids (if any), Evaluation process	Hours Allotted	Evaluated Outcome/ Post-Teaching Reflections
DSCC 14 (Brecht’s <i>The Good Woman of Szechuan</i>)	<p>Attitude: Using innovative epic theatre techniques like the “alienation effect” (Verfremdungseffekt), the play encourages readers to think critically and seek social change</p> <p>Knowledge: Students will understand critiques of capitalism and comprehend historical contexts</p> <p>Skill value: Students will learn how to communicate arguments effectively.</p>	Continuous internal evaluation through written tutorials; end semester examinations, term paper, viva voce	Lecture method Screening of the play Class activity and role playing to demonstrate ‘epic theatre’ Peer teaching	14	
MINOR 5 (Synge’s <i>Riders to the Sea</i>)	<p>Attitude: Students learn about suffering, resilience, loss and acceptance in a modern tragedy</p> <p>Knowledge: they gain knowledge about actual, daily life on the remote Aran Islands and about speech as poetic drama</p> <p>Skill value: Learn about community building, collective loss</p>	Continuous internal evaluation through written tutorials; end semester examinations, term paper, viva voce	Lecture method Powerpoint presentation Screening of the documentary film depicting the Aran Islands Audio book Peer teaching	14	

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

YEAR - 3rd Year SEMESTER - 6 DEPARTMENT -English

Dr. Sanghita Sanyal

Topic/Unit	Competency-Based Expected Learning Outcome (Knowledge, Skill Value, Attitude)	Assessment	Brief Description of Strategies, Aids (if any), Evaluation process	Hours Allotted	Evaluated Outcome/ Post-Teaching Reflections
Semester 6 Major Mahesh Dattani – <i>Tara</i> DSCC 13	Student will be able to: <ul style="list-style-type: none"> • Knowledge – know and remember textual information, references and intricate significance of expressions • Skill Value – analyze theories and practices of Indian writing English, Indian Drama, Basic concepts of dialogue and script writing • Attitude – develop inclination and acumen towards Indian literature, history, context, feminist theory 	Classwork, Presentation, Viva	<ul style="list-style-type: none"> • Lecture method • Demonstrations • Hands-on training through practices • Video presentations and • Exposure to critical materials 	12	
Semester 6 Major Kamala Das – <i>An Introduction</i> DSCC 13	Student will be able to: Knowledge – <ul style="list-style-type: none"> • know and remember textual information, references and intricate significance of expressions and poetic devices, • Skill Value – analyse significance of biographical and confessional elements in literary texts and relate 	Classwork, Time Paper, Viva	<ul style="list-style-type: none"> • Lecture method • Demonstrations • Hands-on training through practices • Video presentations and • Exposure to critical materials • Field visit 	3	

	<p>to theories and practices of Indian writing English, Indian poetry</p> <ul style="list-style-type: none"> • Attitude – develop inclination and acumen towards Indian poetry of twentieth century women, history, context, feminist literary criticism. 				
<p>Semester 6 Major Samuel Beckett – <i>Waiting for Godot</i> DSCC 14</p>	<p>Student will be able to:</p> <ul style="list-style-type: none"> • Knowledge – know and remember textual information, references and intricate significance of expressions • Skill Value – analyse theories and practices of Absurd Drama, Modern, post-war dramaturgy • Attitude – develop inclination and acumen towards British drama, history, modernity and concepts of Absurdism, Existentialism and larger knowledge of other contemporary dramatists 	<p>Classwork, Presentation/Term Paper Viva</p>	<ul style="list-style-type: none"> • Lecture method • Demonstrations • Hands-on training through practices • Video presentations and • Exposure to critical materials • Field visit 	15	
<p>Semester 6 Minor - Khuswant Singh</p>	<p>Student will be able to: Knowledge –</p> <ul style="list-style-type: none"> • know and remember textual information, references and contexts and understand concepts around Partition; develop application based knowledge on humour, satire. • Skill Value – analyse significance of different features of short stories and relate to theories and practices of Indian writing English, Indian political history • Attitude – develop inclination and acumen towards Indian literature of post-independent times 	<p>Classwork, Presentation/Term paper Viva</p>	<ul style="list-style-type: none"> • Lecture method • Demonstrations • Hands-on training through practices • Video presentations and • Exposure to critical materials • Field visit 	8	

<p>Semester 6 Minor - R K Narayan</p>	<p>Student will be able to: Knowledge –</p> <ul style="list-style-type: none"> • know and remember textual information, references and contexts and understand concepts around Indian Writing in English; develop application based knowledge on humour, satire, tongue-in-cheek elements in narrative. • Skill Value – analyse significance of different features of Indian short stories and relate to contemporary Indian prose writers and their styles. • Attitude – develop inclination and acumen towards Indian literature of post-independent times 	<p>Classwork, Presentation/Term paper Viva Activities</p>	<ul style="list-style-type: none"> • Lecture method • Demonstrations • Hands-on training through practices • Video presentations and • Exposure to critical materials • 	<p>7</p>	
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COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

YEAR - 3rd Year SEMESTER - 6 DEPARTMENT -English

Dr. Subhasree Basu

Topic/Unit	Competency-Based Expected Learning Outcome (Knowledge, Skill Value, Attitude)	Assessment	Brief Description of Strategies, Aids (if any), Evaluation process	Hours Allotted	Evaluated Outcome/ Post-Teaching Reflections
Semester 6 Major (DSC 15) Carl Sandburg, 'Chicago'	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Knowledge – situate the text within the larger context of American Modernism; grasp the nuances of free verse and identify the various themes of the poem. ● Skill Value – understand free verse; gain a deeper understanding of city studies; undertake original compositions using apostrophes. ● Attitude – Appreciate and understand the nuances of Modern American Poetry and the socio-cultural milieu within which it is located; Reflect on how local history and industrial identity contribute to a sense of communal and national belonging 	Classwork, Presentation, Viva	<ul style="list-style-type: none"> ● Lecture method ● Poetry Readings ● Videos (documentaries and films) and Photographs on and from early 20th Century USA ● Secondary Critical Material 	6 hrs (in the semester)	

Semester 6 Major (DSC 15) Hart Crane, 'To Brooklyn Bridge'	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Knowledge – understand the concept of a 'poem'; locate the text in the larger discourse of modernist poetry; read closely the text and contexts. ● Skill Value – analyse nuances of 	Classwork, Presentation, Group Discussions, Viva	<ul style="list-style-type: none"> ● Lecture method ● Films and documentaries on cities ● Critical reading materials 	6 hrs (in the semester)	
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	<p>Modernist Romanticism; relate the text to the plurality that city spaces offer.</p> <ul style="list-style-type: none"> ● Attitude – reflect on the amorphous idea of a city; gain a sensitive understanding of marginal groups; gain an understanding of how technological developments instill a sense of pride and unity in society. 		<ul style="list-style-type: none"> ● City Walks 		
<p>Semester 6 Major (DSC 15) Tennessee Williams, <i>The Glass Menagerie</i></p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Knowledge – identify the nuances of a memory play; understand the evolution of drama in the 20th Century; 	<p>Classwork, Presentations/ Term Paper Viva</p>	<ul style="list-style-type: none"> ● Lecture method ● Play readings and performance ● Screening of film and theatre 	<p>16 hrs (in the semester)</p>	

	<p>gain an understanding of the themes, symbols and characters in the play.</p> <ul style="list-style-type: none"> ● Skill Value – analyse theories and practices of the genre of Memory Play; demonstrate an understanding of Post-Depression American Society. ● Attitude – Appreciate non realistic theatrical techniques and stage craft; reflect on the nuances of familial responsibility and self preservation. 		<p>adaptations of Williams' Plays</p> <ul style="list-style-type: none"> ● Secondary reading materials 		
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COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

YEAR – 3rd Year SEMESTER – VI DEPARTMENT – English

Dr. Sulagna Chattopadhyay

Topic/Unit	Competency-Based Expected Learning Outcome (Knowledge, Skill Value, Attitude)	Assessment	Brief Description of Strategies, Aids (if any), Evaluation process	Hours Allotted	Evaluated Outcome/ Post-Teaching Reflections
Semester 6 Major (DSC 14) – Henrik Ibsen: <i>A Doll's House</i>	<p>Knowledge-Based Outcomes: Students will be able to:</p> <ul style="list-style-type: none"> • Identify the contexts of realism and naturalism in drama and analyse Ibsen’s dramatic techniques • Relate the play to social contexts, such as gender roles, marriage, and bourgeois domestic life • Explain major characters, themes, and episodes <p>Skill-Based Outcomes: Students will be able to:</p> <ul style="list-style-type: none"> • Construct analytical essays supported by textual evidence and secondary criticism • Apply feminist and other socio-political theories to textual analysis <p>Attitude-Based Outcomes: Students will be able to:</p> <ul style="list-style-type: none"> • Recognise and relate how gender inequalities operate in 	Continuous Internal Assessment, Term Paper, Viva, End-Semester Examinations	<ul style="list-style-type: none"> • Lecture method • Performances • Film screening • Class discussions • Presentations • Exposure to critical materials 	14	

	<p>historical and contemporary contexts</p> <ul style="list-style-type: none"> • Appreciate theatre as a medium for social critique and reform 				
Semester 6 Major (DSC 15) – Toni Morrison: <i>Beloved</i>	<p>Knowledge-Based Outcomes: Students will be able to:</p> <ul style="list-style-type: none"> • Explain the historical context of post–Civil War America, particularly the legacy of slavery and Reconstruction • Identify major characters and themes and analyse the tropes of the southern gothic • Engage with various critical frameworks in the interpretation of the text <p>Skill-Based Outcomes: Students will be able to:</p> <ul style="list-style-type: none"> • Construct analytical essays supported by textual evidence and secondary criticism • Analyse narrative structure, symbolism, and character development across fragmented timelines <p>Attitude-Based Outcomes: Students will be able to:</p> <ul style="list-style-type: none"> • Recognise the long histories of oppression and marginality that have shaped American society • Value literature as a means of bearing witness to these suppressed histories 	Continuous Internal Assessment, Term Paper, Viva, End-Semester Examinations	<ul style="list-style-type: none"> • Lecture method • Film screening • Class discussions • Exposure to critical materials • Hands-on group activities 	14	

<p>Semester 6 Major (DSC 15) – Adrienne Rich: “A Mark of Resistance” and e. e . cummings: “I carry your heart with me”</p>	<p>Knowledge-Based Outcomes: Students will be able to:</p> <ul style="list-style-type: none"> Recognise major literary movements and figures in the history of American poetry Analyse the thematic, figurative, and stylistic features of both poems <p>Skill-Based Outcomes: Students will be able to:</p> <ul style="list-style-type: none"> Perform close reading and analysis of both texts and apply relevant theoretical frameworks Construct analytical essays supported by textual evidence and secondary criticism <p>Attitude-Based Outcomes: Students will be able to:</p> <ul style="list-style-type: none"> Appreciate poetry as a medium of both personal expression and political intervention 	<p>Continuous Internal Assessment, Term Paper, Viva, End-Semester Examinations</p>	<ul style="list-style-type: none"> Lecture method Peer teaching Class discussions and hands-on activities 	<p>14</p>	
<p>Semester 6 Minor (MN-3): History of English Drama (Restoration drama, Sentimental drama)</p>	<p>Knowledge-Based Outcomes: Students will be able to:</p> <ul style="list-style-type: none"> Explain the evolution of Restoration and eighteenth-century drama in relation to historical and social contexts Identify major playwrights and their works <p>Skill-Based Outcomes: Students will be able to:</p> <ul style="list-style-type: none"> Construct coherent, structured, and analytical answers on the given topics <p>Attitude-Based Outcomes:</p>	<p>Continuous Internal Assessment, Term Paper, Viva, End-Semester Examinations</p>	<ul style="list-style-type: none"> Flipped classroom PowerPoint presentations Exposure to secondary materials Class discussions 	<p>2</p>	

	<p>Students will be able to:</p> <ul style="list-style-type: none"> Recognise how literary studies are a gateway to society, history, and politics 				
<p>Semester 6 Minor (MN-3): William Shakespeare: <i>The Merchant of Venice</i></p>	<p>Knowledge-Based Outcomes: Students will be able to:</p> <ul style="list-style-type: none"> Explain the historical, cultural, and theatrical contexts of Elizabethan England as well as the position of Venice in the sixteenth century Analyse major characters and themes as well as the text's complexity as a problem play Critically interpret the contexts of gender, religion, and money <p>Skill-Based Outcomes: Students will be able to:</p> <ul style="list-style-type: none"> Perform close textual analysis of key passages Construct coherent critical arguments in their literary essays <p>Attitude-Based Outcomes: Students will be able to:</p> <ul style="list-style-type: none"> Develop sensitivity toward issues of prejudice and discrimination Reflect critically on ethical dilemmas Relate the play's themes to contemporary social issues 	<p>Continuous Internal Assessment, Term Paper, Viva, End-Semester Examinations</p>	<ul style="list-style-type: none"> Lecture method Film screening Performances Hands-on group activities Class discussions Exposure to secondary materials 	12	

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

YEAR – 3rd Year SEMESTER – VI DEPARTMENT – English

Dr. Soham Mukherjee

Topic/Unit	Competency-Based Expected Learning Outcome (Knowledge, Skill Value, Attitude)	Assessment	Brief Description of Strategies, Aids (if any), Evaluation process	Hours Allotted	Evaluated Outcome/ Post-Teaching Reflections
Semester 6 Major (DSC 14) – Henrik Ibsen: <i>A Doll's House</i>	<p>Knowledge-Based Outcomes: Students will be able to:</p> <ul style="list-style-type: none"> • Identify the contexts of realism and naturalism in drama and analyse Ibsen’s dramatic techniques • Relate the play to social contexts, such as gender roles, marriage, and bourgeois domestic life • Explain major characters, themes, and episodes <p>Skill-Based Outcomes: Students will be able to:</p> <ul style="list-style-type: none"> • Construct analytical essays supported by textual evidence and secondary criticism • Apply feminist and other socio-political theories to textual analysis <p>Attitude-Based Outcomes: Students will be able to:</p> <ul style="list-style-type: none"> • Recognise and relate how gender inequalities operate in 	Continuous Internal Assessment, Term Paper, Viva, End-Semester Examinations	<ul style="list-style-type: none"> • Lecture method • Performances • Film screening • Class discussions • Presentations • Exposure to critical materials 	14	

	<p>historical and contemporary contexts</p> <ul style="list-style-type: none"> • Appreciate theatre as a medium for social critique and reform 				
Semester 6 Major (DSC 15) – Toni Morrison: <i>Beloved</i>	<p>Knowledge-Based Outcomes: Students will be able to:</p> <ul style="list-style-type: none"> • Explain the historical context of post–Civil War America, particularly the legacy of slavery and Reconstruction • Identify major characters and themes and analyse the tropes of the southern gothic • Engage with various critical frameworks in the interpretation of the text <p>Skill-Based Outcomes: Students will be able to:</p> <ul style="list-style-type: none"> • Construct analytical essays supported by textual evidence and secondary criticism • Analyse narrative structure, symbolism, and character development across fragmented timelines <p>Attitude-Based Outcomes: Students will be able to:</p> <ul style="list-style-type: none"> • Recognise the long histories of oppression and marginality that have shaped American society • Value literature as a means of bearing witness to these suppressed histories 	Continuous Internal Assessment, Term Paper, Viva, End-Semester Examinations	<ul style="list-style-type: none"> • Lecture method • Film screening • Class discussions • Exposure to critical materials • Hands-on group activities 	14	
Semester 6 Major (DSC 15) –	<p>Knowledge-Based Outcomes: Students will be able to:</p>	Continuous Internal	<ul style="list-style-type: none"> • Lecture method • Peer teaching 	14	

<p>Adrienne Rich: “A Mark of Resistance” and e. e . cummings: “I carry your heart with me”</p>	<ul style="list-style-type: none"> Recognise major literary movements and figures in the history of American poetry Analyse the thematic, figurative, and stylistic features of both poems <p>Skill-Based Outcomes: Students will be able to:</p> <ul style="list-style-type: none"> Perform close reading and analysis of both texts and apply relevant theoretical frameworks Construct analytical essays supported by textual evidence and secondary criticism <p>Attitude-Based Outcomes: Students will be able to:</p> <ul style="list-style-type: none"> Appreciate poetry as a medium of both personal expression and political intervention 	<p>Assessment, Term Paper, Viva, End-Semester Examinations</p>	<ul style="list-style-type: none"> Class discussions and hands-on activities 		
<p>Semester 6 Minor (MN-3): History of English Drama (Restoration drama, Sentimental drama)</p>	<p>Knowledge-Based Outcomes: Students will be able to:</p> <ul style="list-style-type: none"> Explain the evolution of Restoration and eighteenth-century drama in relation to historical and social contexts Identify major playwrights and their works <p>Skill-Based Outcomes: Students will be able to:</p> <ul style="list-style-type: none"> Construct coherent, structured, and analytical answers on the given topics <p>Attitude-Based Outcomes: Students will be able to:</p>	<p>Continuous Internal Assessment, Term Paper, Viva, End-Semester Examinations</p>	<ul style="list-style-type: none"> Flipped classroom PowerPoint presentations Exposure to secondary materials Class discussions 	<p>2</p>	

	<ul style="list-style-type: none"> Recognise how literary studies are a gateway to society, history, and politics 				
Semester 6 Minor (MN-3): William Shakespeare: <i>The Merchant of Venice</i>	<p>Knowledge-Based Outcomes: Students will be able to:</p> <ul style="list-style-type: none"> Explain the historical, cultural, and theatrical contexts of Elizabethan England as well as the position of Venice in the sixteenth century Analyse major characters and themes as well as the text's complexity as a problem play Critically interpret the contexts of gender, religion, and money <p>Skill-Based Outcomes: Students will be able to:</p> <ul style="list-style-type: none"> Perform close textual analysis of key passages Construct coherent critical arguments in their literary essays <p>Attitude-Based Outcomes: Students will be able to:</p> <ul style="list-style-type: none"> Develop sensitivity toward issues of prejudice and discrimination Reflect critically on ethical dilemmas Relate the play's themes to contemporary social issues 	Continuous Internal Assessment, Term Paper, Viva, End-Semester Examinations	<ul style="list-style-type: none"> Lecture method Film screening Performances Hands-on group activities Class discussions Exposure to secondary materials 	12	

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

YEAR – 3rd Year SEMESTER – VI DEPARTMENT – English

Ms. Prayrona Biswas

Topic/Unit	Competency-Based Expected Learning Outcome (Knowledge, Skill Value, Attitude)	Assessment	Brief Description of Strategies, Aids (if any), Evaluation process	Hours Allotted	Evaluated Outcome/ Post-Teaching Reflections
DSC 6 i. Our Casuarina Tree- Toru Dutt ii. To a Lady- Michael Madhusudan Dutt Enterprise- Nissim Ezekiel	Knowledge: It aims at providing a foundation for understanding the historical development of Indian English poetry.	i. Term paper,internal assessments,tutorials. ii. Class presentation or demonstrations, group discussions.	Lectures with historical mapping,contextual reading of poets,close reading sessions,group discussions on themes and poetic devices.	10	
DSC 8 Look Back in Anger- John Osborne	Knowledge: contextual idea on post-war Britain, British theatre in the 1950s, examine features of the ‘Angry Young Men’ movement.	i. Internal assessment or tutorials ii. Group discussions on character analysis Demonstrations on important sub-topics	Guided reading of key scenes,close reading,thematic debate,group discussion and role play of selected dialogues.	14	
MINOR 6 i. The Beginnings of the Indian Novel- Meenakshi Mukherjee Rajmohan’s Wife-	Knowledge: historical emergence of English novel through Meenakshi Mukherjee’s essay The Beginning of the Indian Novel	i. Group presentations /Activities Internal assessments	i. lectures on the 19th century socio-cultural context,guided reading of key arguments,close reading of selected chapters,discussion on	24	

Bankim Chandra Chattopadhyay	and the novel by Bankim Chandra Chattopadhyay.		realism,domestic conflict,thematic discussion on women,patriarchy and colonial modernity.		
AEC	Skill : proficiency in reading, comprehending , analysing, enhancing listening skills.	i. Short question and answer discussion. Viva and solving worksheets	Guided reading,model question and answer discussion	24	

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

YEAR – THIRD SEMESTER – 6 DEPARTMENT - ENGLISH

Ms. Ritwika Roy

Topic/Unit	Competency-Based Expected Learning Outcome (Knowledge, Skill Value, Attitude)	Assessment	Brief Description of Strategies, Aids (if any), Evaluation process	Hours Allotted	Evaluated Outcome/ Post-Teaching Reflections
Semester 6 Major [DSC 13] Ruskin Bond, <i>The Room on the Roof</i>	Students will be able to: Knowledge – Situate the text within Indian Writing in English, postcolonial literature and learn about the development of Young Adult Literature in India Skill Value – Understand autobiographical writing; gain deeper understandings of living authors Attitude – Understand the relation between personal identity and writing; the role of geopolitics in popular literature; and diverse nature of Indian literature	Classwork, presentations, term paper	<ul style="list-style-type: none"> • Lecture method • Videos – adaptations of the novel Critical Secondary material	6 hours	

<p>Semester 6 Major [DSC 13] Henry Louis Vivian Derozio, “To India, my Native Land”</p>	<p>Students will be able to: Knowledge – Learn about 19th Century Indian English poetry during the Bengal Renaissance; learn about the corresponding Romantic movement in Bengal; learn critical close reading of the poet Skill Value – Interrogate the concept of nation; learn and apply metric forms in poetry and the sonnet form; relate the text to other patriotic 19th century poems Attitude – gain an idea of Indian economic history; appreciate the influence of English poetry on Indian poetry</p>	<p>Classwork, presentations</p>	<ul style="list-style-type: none"> • Lecture method • Critical secondary material <p>PowerPoint presentations</p>	<p>4 hours</p>	
<p>Semester 6 Major [DSC 13] A.K. Ramanujan, “River”</p>	<p>Students will be able to: Knowledge – Gain an understanding of modern Indian poetry; learn about poetic rhetorical devices and symbolism; reflect on the condition of women in postcolonial India Skill Value – Demonstrate an understanding of poetic imagery; analyse the historical and geographical contexts of the poem Attitude – Reflect on how natural phenomenon affect human life; critically approach free verse forms</p>	<p>Classwork, presentations</p>	<ul style="list-style-type: none"> • Lecture method • Critical secondary material • PPT 	<p>4 hours</p>	

<p>Semester 6 Minor 5 History of English Drama</p>	<p>Students will be able to: Knowledge – Learn about the development of drama and theatre in the English tradition; learn about major playwrights and plays; gain a corresponding understanding of the political history of Britain Skill Value – Be able to correlate history to literature; understand the changing ideologies of common people; appreciate the continued social impact of major texts Attitude – Reflect on the enduring legacy of dramatic forms and texts; critically appreciate how art mirrors reality</p>	<p>Classwork, presentations, performances</p>	<ul style="list-style-type: none"> • Lecture method • Critical dictations • Screenings of major productions of important texts 	<p>10 hours</p>	
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