

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

YEAR – SECOND SEMESTER – 4 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 7 (Milton: Paradise Lost Book 1)	<p>Attitude: As a poem that fuses a classical epic structure with a Biblical theme, the work encourages readers to think critically and analyse generic innovations possible</p> <p>Knowledge: Students will understand the importance of classical and Biblical texts and reader response theory</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	<p>Lecture method</p> <p>Class activity and discussions pertaining to genre studies</p> <p>Peer teaching</p> <p>Paintings related to Paradise Lost will be shown</p>	14	
DSCC 7 (Marvell: To His Coy Mistress)	<p>Attitude: Students learn about the characteristics of Metaphysical love poetry</p> <p>Knowledge: they gain knowledge about verbal strategies used by Metaphysical poets</p> <p>Skill value: Learn about structures in poetry and use of a syllogism</p>	Continuous internal evaluation through written tutorials; end semester examinations, term paper, viva voce	<p>Lecture method</p> <p>Powerpoint presentations</p> <p>Student presentations</p> <p>Peer teaching</p> <p>Comparative studies with other Metaphysical poems (Donne)</p>	14	
DSCC 8 (Macbeth)	<p>Attitude: Students learn about the emotions evoked by a tragedy and characteristics of Renaissance tragedy</p>	Continuous internal evaluation through written	<p>Lecture method</p> <p>Powerpoint presentations</p> <p>Screening of the play</p> <p>Student presentations</p>	14	

	<p>Knowledge: they gain knowledge about Shakespeare's creation of character and use of language, about corruption, power and ambition</p> <p>Skill value: Students learn about Tragedy as a genre and early modern staging mechanisms</p>	<p>tutorials; end semester examinations, term paper, viva voce</p>	<p>Peer teaching Group discussions</p>		
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COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

YEAR – SECOND SEMESTER – 4 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
<p>Semester 4 Major <i>Tintin in Tibet</i> DSCC 5</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 significance of biographical element, geo-political history, theories and practices of popular literature, graphic novel • Attitude – develop inclination and acumen towards popular literature, 	<p>Classwork, 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 	<p>15</p>	

	history, context, political theory, contextual geo-political history and how graphic novel can feature it.				
Semester 4 Major <i>Abol-Tabol</i> DSCC 5	<p>Student will be able to: Knowledge –</p> <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 nonsense literature in English and Bengali, with specific reference to Sukumar Ray, theories and applications of translation studies. • Attitude – develop inclination and acumen towards translation studies, nonsense literature and popular poetry. 	Classwork, Term Paper, Viva	<ul style="list-style-type: none"> • Lecture method • Demonstrations • Hands-on training through practices • Video presentations and • Exposure to critical materials 	15	
Semester 4 Major Meenakshi Mukherjee DSCC 6	<p>Student will be able to:</p> <ul style="list-style-type: none"> • Knowledge – know and remember textual information, references and intricate significance of opinion about Indian Novel as perceived by a critic. • Skill Value – analyse theories and practices of Indian novel, postcolonial reading of Indian writers of the colonial era. • Attitude – develop inclination and acumen towards Indian English Novel - its history, modernity and feminist literary criticism. 	Classwork, Presentation/Term 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 	5	

Semester 4 Major Bankim Chanda <i>Rajmohan's Wife</i> DSCC 6	Student will be able to: Knowledge – <ul style="list-style-type: none"> • know and remember textual information, references and contexts and understand concepts eighteenth and nineteenth century Indian/Bengali culture, novel, Bankim Chandra. • Skill Value – analyse significance of different features of Indian novel and relate to theories and practices of Indian writing English, application of Meenakshi Mukherjee's observations. • Attitude – develop inclination and acumen towards Indian literature of pre-independence times 	Classwork, Presentation/Term 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 	25	
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COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

YEAR – 2nd Year SEMESTER – IV 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 4 Major DSC 8	Students will be able to: <ul style="list-style-type: none"> • Knowledge – identify the nuances of a Victorian Social satire; understand the evolution of drama in the 19th Century; gain an understanding of the literary 	Classwork, Presentation, Group Discussions,	<ul style="list-style-type: none"> • Lecture method • Play readings and performance 	14 hrs (in the semester)	

<p>Oscar Wilde, <i>The Importance of Being Earnest</i></p>	<p>devices especially wit and irony in the play.</p> <ul style="list-style-type: none"> ● Skill Value – Analyze complex dialogue, specifically how Wilde's wit reverses expectations and highlights absurdity; evaluate the use of dramatic irony; Interpret the role of setting (Town vs. Country) as a reflection of social divide and moral freedom. ● Attitude – Develop an appreciation for witty, clever dialogue and sophisticated satire in literary works. 	<p>Viva</p>	<ul style="list-style-type: none"> ● Screening of film and theatre adaptations of Oscar Wilde's Plays ● Secondary reading materials 		
<p>Semester 4 Minor Renaissance Prose</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Knowledge – Understand the socio-political, religious, and cultural contexts of the English Renaissance, including the influence of the Reformation, the printing press, and the Tudor/Stuart monarchies; Identify key intellectual movements, particularly Humanism; Recognize key writers (e.g., Sir Thomas More, Francis Bacon, Philip Sidney, Richard Hooker, Robert Burton) and the development of genres like the treatise, the essay, Utopia, utopian literature, and the early novel. ● Skill Value – Relate the literary, intellectual, and artistic developments of the period to the 	<p>Classwork, Presentation, Viva</p>	<ul style="list-style-type: none"> ● Lecture method ● Videos and Documentaries on the age ● Critical reading materials 	<p>6hrs (in the semester)</p>	

	<p>literature; demonstrate the ability to connect textual analysis with historical context.</p> <p>and link prose works to contemporary developments in politics, science, and the arts.</p> <ul style="list-style-type: none"> ● Attitude – Value the Renaissance focus on intellectual curiosity, classical scholarship, and critical inquiry over blind adherence to medieval scholasticism; Understand the shifting religious and social attitudes of the 16th/17th centuries, fostering a nuanced view of the Reformation and the tension between public duty and personal life. 				
<p>Semester 4 Minor Romantic Prose</p>	<p>Students will be able to:</p> <p>Knowledge - Understand the historical, political (French Revolution), and socio-economic (Industrial Revolution) contexts that shaped Romantic literature; Acquire knowledge of major prose writers including Charles Lamb (personal essay), William Hazlitt (criticism/essay), Thomas De Quincey (impassioned prose), and novelists such as Sir Walter Scott and Mary Shelley.</p> <p>Skill - Critically analyze Romantic prose for themes of nostalgia, supernaturalism,</p>	<p>Classwork, Presentation, Viva</p>	<ul style="list-style-type: none"> ● Lecture method ● Videos and Documentaries on the age ● PPTs ● Critical reading materials 	<p>6hrs (in the semester)</p>	

	<p>solitary nature, and rebellion; Compare prose styles of the Romantic era with 18th-century formal prose; situate the themes of specific prose works within the prevailing social and intellectual trends of the period.</p> <p>Attitude - Develop an appreciation for the shift from objective, universal truths to subjective, personal experiences and emotion; Recognize the Romantic focus on the marginalized, the common man, and "simple life" as a counter-movement to industrial dehumanization; cultivate an understanding of intellectual freedom and the rebellion against rigid, established social and literary rules.</p>				
<p>Semester 4 Minor - Bacon's 'Of Studies'</p>	<p>Students will be able to:</p> <p>Knowledge - identify the tenets of Renaissance Humanism and recognise its relevance in pragmatic approach to intellectual growth.</p> <p>Skill - evaluate the value of a text, distinguishing between informative and superficial literature; apply knowledge to improve judgment and management in daily affairs; Develop the ability to argue and debate effectively through logical study.</p>	<p>Classwork, Presentation, Viva</p>	<ul style="list-style-type: none"> ● Lecture method ● Critical reading materials 	<p>2 hrs (in the semester)</p>	

	Attitude - Adopt a practical, cautious, and wise approach to how studies are applied to life situations.				
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COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

YEAR – 2nd Year SEMESTER – IV 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 4 Major (DSC 5) – Arthur Conan Doyle: <i>The Hound of the Baskervilles</i>	<p>Knowledge-Based Outcomes: Students will be able to:</p> <ul style="list-style-type: none"> Critically analyse the conventions of detective fiction and contextualise the text in relation to late Victorian concerns and anxieties To examine the unconventional interplay between detective fiction and the Gothic mode in 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 Apply theoretical perspectives to the study of detective fiction/popular literature <p>Attitude-Based Outcomes:</p>	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 Group activities 	14	

	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Interrogate established preconceptions and develop critical astuteness • Cultivate openness to multiple interpretations of a text 				
<p>Semester 4 Major (DSC 7) – Alexander Pope: <i>The Rape of the Lock</i>, Cantos I–III</p>	<p>Knowledge-Based Outcomes: Students will be able to:</p> <ul style="list-style-type: none"> • Analyse the rise of the mock epic as a distinct genre in the late 17th/early 18th centuries • Contextualise the text in relation to a range of issues pertaining to eighteenth-century English society • Critically examine Pope’s deployment of the satiric mode <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 • Develop research skills by engaging with historical background and critical interpretations <p>Attitude-Based Outcomes: Students will be able to:</p> <ul style="list-style-type: none"> • Develop an appreciation for the role of satire as a powerful tool of social critique and reform • Sensitively consider issues of gender representation and gender prejudice in literary and social spheres 	<p>Continuous Internal Assessment, Term Paper, Viva, End-Semester Examinations</p>	<ul style="list-style-type: none"> • Lecture method • Peer teaching exercise • Class discussions • Exposure to critical materials 	14	

<p>Semester 4 Alternative English (AEC 4) – H.G. Wells: “The Stolen Bacillus” & Ernest Hemingway: “A Day’s Wait”</p>	<p>Knowledge-Based Outcomes: Students will be able to:</p> <ul style="list-style-type: none"> • Understand key elements of short fiction: plot, character, setting, narrative technique, themes, and literary devices • Develop a basic familiarity with the authors and their socio-cultural contexts <p>Skill-Based Outcomes: Students will be able to:</p> <ul style="list-style-type: none"> • Analyse texts through close reading • Improve their reading comprehension skills and recall key factual details <p>Attitude-Based Outcomes: Students will be able to:</p> <ul style="list-style-type: none"> • Develop an interest in and appreciation for reading and literature • Understand the importance of paying attention to seemingly minor details 	<p>Mock Tests, End-Semester Examinations (MCQ-Based)</p>	<ul style="list-style-type: none"> • Lecture method • Class discussions and hands-on activities 	<p>14</p>	
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COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

YEAR – 2nd Year SEMESTER - 4 DEPARTMENT - English

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
DSCC 6 R. K. Narayan – <i>Another Community</i>	Students will be able to: <ul style="list-style-type: none"> • Knowledge – retain textual information, understand the value of vagueness in social criticism • Skill Value – understand communal sentiments and analyse outbursts of violence • Attitude – develop a deeper understanding of social diversity and the need for a uniform sense of identity in a nation. 	Internal mid-term examination, end-term semester examination, term paper, class presentation.	<ul style="list-style-type: none"> • Lecture method • Video presentations • Peer teaching • Documentary screenings • Critical materials for in-depth analysis 	10	
DSCC 6 Khushwant Singh – <i>A Bride for the Sahib</i>	Student will be able to: <ul style="list-style-type: none"> • Knowledge – retain information relating to the text; understand the use and importance of satire in social criticism • Skill Value – critically analyse tradition and orthodoxy as well as the implications of different forms of education • Attitude – understand privilege and its effects in a class-based society. 	Internal mid-term examination, end-term semester examination, term paper, class presentation.	<ul style="list-style-type: none"> • Lecture method • Presentations • Peer teaching • Real-life connect through news articles 	10	

<p>DSCC 7 Edmund Spenser – <i>One Day I Wrote Her Name</i></p>	<p>Student will be able to:</p> <ul style="list-style-type: none"> • Knowledge – retain information relating to the text; understand the themes of love and immortality in Elizabethan poetry • Skill Value – analysing Elizabethan poetry, understanding the use of scansion and prosody • Attitude – understand the human desire to immortalise love 	<p>Internal mid-term examination, end-term semester examination, term paper, class</p>	<ul style="list-style-type: none"> • Lecture method • Video presentations • Peer teaching • Documentary screenings • Critical materials for in-depth analysis 	<p>10</p>	
<p>DSCC 7 William Blake – <i>The Lamb</i> and <i>The Tyger</i></p>	<p>Student will be able to:</p> <ul style="list-style-type: none"> • Knowledge – understand the contrast between innocence and experience • Skill Value – analyse human nature and its relationship with • Attitude – become more aware of human existence in the world 	<p>Internal mid-term examination, end-term semester examination, term paper, class presentation.</p>	<ul style="list-style-type: none"> • Lecture method • Peer teaching • YouTube videos for visual learning 	<p>12</p>	
<p>Minor 4 History of English Prose – Modern Prose</p>	<p>Student will be able to:</p> <ul style="list-style-type: none"> • Knowledge – develop a clear idea of modern prose in the context of English literature • Skill Value – understand the importance of historical context in development of literature • Attitude – develop a historical approach to understanding literature 	<p>Internal mid-term examination, end-term semester examination, term paper, class presentation.</p>	<ul style="list-style-type: none"> • Lecture method • Parallel connective learning with selected texts 	<p>4</p>	
<p>Minor 4 George Orwell – <i>Shooting an Elephant</i></p>	<p>Student will be able to:</p> <ul style="list-style-type: none"> • Knowledge – retain information about colonial conditions during the British Raj • Skill Value – be comfortable with cognitive dissonance as the 	<p>Internal mid-term examination, end-term semester examination, term paper, class presentation.</p>	<ul style="list-style-type: none"> • Lecture method • Close reading • Historical grounding 	<p>6</p>	

	<p>imperial agent demands sympathy in the story</p> <ul style="list-style-type: none"> • Attitude – learn critical thinking and approach both texts and social conditions for both sides of the argument 				
<p>Minor 4 Jhumpa Lahiri – <i>A Temporary Matter</i></p>	<p>Student will be able to:</p> <ul style="list-style-type: none"> • Knowledge – retain information about the circumstances of the Bengali diaspora in the late 20th century • Skill Value – develop empathy, learn open conversation, understand trauma • Attitude – become empathetic towards people navigating deep loss 	<p>Internal mid-term examination, end-term semester examination, term paper, class presentation.</p>	<ul style="list-style-type: none"> • Lecture method • Close reading • Historical grounding 	6	

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

YEAR - UG 2

SEMESTER - 4

DEPARTMENT - ENGLISH

Dr. Shalmi Barman

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
<p>DSCC 8 (Congreve's <i>The Way of</i> <i>the World</i>)</p>	<p>Knowledge-based outcomes Students will be able to:</p> <ul style="list-style-type: none"> • Contextualise the text within the history of the Restoration period • Apply theories of dramatic comedy to the text • Compare the Restoration comedy of manners to modern exemplars of the same <p>Skills-based outcomes Students will be able to:</p> <ul style="list-style-type: none"> • Analyze and comment critically on character types • Close-read and infer character motivations • Identify stagecraft techniques used to create mood and meaning <p>Attitude-based outcomes Students will be able to:</p> <ul style="list-style-type: none"> • Appreciate the historical context of the play • Understand interactions of class and gender in popular comedy <p>Appreciate production choices in theatrical and cinematic adaptations</p>	<p>Group discussion, verbal quiz</p>	<p>Lecture method, hypothetical production, close character study, exposure to secondary materials, film screening (prospective)</p>	<p>1 (classes ongoing)</p>	

<p>Minor 2 (History of English Prose: Restoration, Augustan, and Victorian Prose)</p>	<p>Knowledge-based outcomes Students will be able to:</p> <ul style="list-style-type: none"> • Assemble a chronology of literary periods • Name key texts and authors belonging to each literary period • Identify key literary developments of each period <p>Skills-based outcomes Students will be able to:</p> <ul style="list-style-type: none"> • Write descriptively about the literary developments and representative authors of each period <p>Attitude-based outcomes Students will be able to: Appreciate the progress of English literary history</p>	<p>Group discussion, verbal quiz</p>	<p>Lecture method, timelines and historical mapping, exposure to secondary materials</p>	<p>4 (classes ongoing)</p>	
<p>Minor 2 (Lamb’s “Dream Children”; Joyce’s “Araby”)</p>	<p>Knowledge-based outcomes Students will be able to:</p> <ul style="list-style-type: none"> • Contextualise the texts in terms of the biographies of each writer • Identify literary genres like prose poem and the modernist short story • Identify the literary techniques used in each text <p>Skills-based outcomes Students will be able to:</p> <ul style="list-style-type: none"> • Write descriptively about the technical and formal aspects of the texts • Relate the content of the poems to their respective author’s biographical and cultural backgrounds • Trace the literary lineage of each text 	<p>Group discussion, verbal quiz</p>	<p>Lecture method, historicizing method, line-by-line explication</p>	<p>TBD</p>	

	<p>Attitude-based outcomes Students will be able to: Appreciate the progression of English prose from the Romantic to the modernist periods</p>				
<p>AEC (Tagore's "Gitanjali XLV"; Deshpande's "The Female of the Species"; Ezekiel's "In a Country Cottage")</p>	<p>Knowledge-based outcomes Students will be able to:</p> <ul style="list-style-type: none"> Contextualise the texts in terms of the biographies of each poet Identify poetic genres and forms (free verse vs formal verse) Identify the literary techniques used in each poem <p>Skills-based outcomes Students will be able to:</p> <ul style="list-style-type: none"> Write descriptively about the technical and formal aspects of the poems Relate the content of the poems to their respective poet's biographical and cultural backgrounds Trace the literary lineage of each text <p>Attitude-based outcomes Students will be able to: Appreciate the progression of Indian poetry in English from the colonial period to post-Independence modernity</p>	<p>Group discussion, verbal quiz, written quiz</p>	<p>Lecture method, historicizing method, line-by-line explication</p>	<p>2 (classes ongoing)</p>	

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

YEAR - Second SEMESTER - 4 DEPARTMENT - ENGLISH

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
DSCC 5 (Carroll, <i>Through the Looking Glass</i>)	<p>Attitude: The novel is a work of literary nonsense for children and encourages readers to think critically about linguistic and rational logic through the fantasy mode.</p> <p>Knowledge: Students will learn about the beginnings of English children's fiction and about the influences of religion, science, language on literature and understandings of childhood.</p> <p>Skill value: Students will learn how to think and argue critically.</p>	Continuous internal evaluation through written tutorials; end semester examinations, term paper, viva voce	<p>Lecture method</p> <p>PowerPoint presentations of illustrations of the <i>Alice</i> books.</p> <p>Screenings of adaptations of the <i>Alice</i> books.</p> <p>Student presentations of various aspects of the novel.</p>	12	

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

YEAR - Second SEMESTER - 4 DEPARTMENT - ENGLISH

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 iii. Enterprise- Nissim Ezekiel	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	It attempts to provide students 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 iii. Demonstrations on important sub-topics	Guided reading of key scenes, close reading, thematic debate, group discussion and role play of selected dialogues.	14	