

**BETHUNE COLLEGE**  
**DEPARTMENT OF ENGLISH**

**Affiliated to University of Calcutta**

**Programme Specific Outcome (PSO) and Course Outcome (CO)**

**Name of the programme:** M.A. in English (Under CBCS)

**Year of Introduction:** Session 2018-19

**Programme Specific Outcome (PSO)**

(PSO & CO as documented in the Calcutta University website) <https://www.caluniv.ac.in/CBCS-PG/Eng-11-1-19.pdf>

- **PSO 1:** This course is designed to nurture a critical and historical awareness that can only be attained through a thorough understanding of the texts and concepts included.
- **PSO 2:** The curriculum aims to create a balance between texts and textuality, socio-cultural and linguistic theory, language studies and profession-oriented training.
- **PSO 3:** It is created with an intention to equip the learners not only with ideas he/she needs to understand the key periods in the history of English Literature but also the global events and concepts that influence and mould them. Literature and language are intricately intertwined, this course believes that a greater comprehension of language and its development will create a greater depth in perception and appreciation of literature, culture and human progress.
- **PSO 4:** Although the aim of this course is to make the learners ready for employment, it will also ensure that any learner who is trained through this course should have the skill to confidently engage in further research in varied disciplines such as literature, language, English Language Teaching (ELT), culture or political studies, to name a few.

**Course Outcome (CO)**

**Semester – 1**

**CC1: British Literature from Chaucer to the beginning of Civil War**

- **CO 1:** The course attempts to trace the trajectory of modernity in England as implied by the writings of the late mediaeval period. Such modernity, coupled with the discourse of Humanism which settles much later in England compared to the rest of the continental Europe, defines the spirit of the age. The genre, the style and the technique of the larger body of literature of the early modern era, being informed by the thoughts of the classical world, would continue to shape the future course of literature and culture in England vis-à-vis the world. How such ramification takes place is suggested by a section of the components of the course that points to the colonial enterprise of the nation amenable to the discovery of the 'new' lands.
- **CO 2:** The course is designed to facilitate the learners to understand the politics of the white, masculine self reflected in the texts included in the course.

**CC2: Elizabethan and Jacobean Drama**

- **CO 1:** The paper is divided into Unit I, comprising any three Shakespearean plays, and Unit II, comprising any three non-Shakespearean plays, with the general objective of familiarizing students with the rich dramatic history of the age. Needless to say, certain plays are natural conglomerates, certain plays are seminal to our understanding of the popularity of Renaissance drama across time and space.
- **CO 2:** The shifting trends of staging and criticism sometimes play a role in the choice of play texts but

our objective is also to make our students aware of the history of transmission of these texts as well as performance history.

- **CO 3:** Another objective of the course is to incorporate the study of landmark productions, especially local adaptations. The plays call for student performances, being of the nature of plays-in-performance. The broad objectives are

- Textual explication: details of Elizabethan language like word usage, wordplay and punning, image clusters, motifs and themes

- Reading in context of the socio-cultural background and the intellectual and artistic milieu

- Readings incorporating the critical approaches necessitated by the chosen play

- Studying the stage and film history

### **CC III: British Literature from English Civil War to French Revolution**

- **CO 1:** This course on Neoclassical British literature attempts to bring into the fore ‘the dialectic of enlightenment’. The texts of this course as products of the changing pattern of history from Revolution in England in mid seventeenth century to that in late eighteenth century France broadly comment upon the ushering in of a different kind of modernity in Europe availed through social, political and cultural changes.
- **CO 2:** They also show how the literary/cultural milieu shifts from embracing the empiricist assumptions to adopting the modes of idealism as apparently two contradictory facets of enlightenment. The emergence of the middle class, an issue gradually developing since the English Revolution, in the public sphere of the English life is marked by the components of this course.

### **CC IV: British Literature from the French Revolution to the end of the Victorian Age**

- **CO 1:** The change in the spirit of literature and culture of Europe/England initiated by the French Revolution and the Industrial Revolution is reflected upon the texts offered in this course. A shift in the philosophical understanding, a shift from the empirical to the idealist is discernible in the literary texts offered in this course.
- **CO 2:** Since nineteenth century British literature is not a not a smooth and monolithic progress, the texts of this course, written after 1837, signal the dilemma, debates and anxiety of the nation vis-a-vis the empire. The learners are expected to uncover the concerned social, cultural and political agenda hidden in the literature of the period.

### **CC V: Introduction to Linguistics and Structure of Modern English**

- **CO 1:** To introduce learners to the basic concepts and issues of linguistics
- **CO 2:** To provide learners an insight into the structure and the usage of modern English
- **CO 3:** To enable learners to evaluate and analyse the structures of different grammatical constituents of English

## **Semester II**

### **CC VI, British Literature from End of the Victorian Age to 1945 – Poetry and Novel**

- **CO 1:** While one streak of the Modernist literature was critically engaged in exploring the interiority of the human psyche, perhaps influenced by Freud and Bergson, the other streak was equally concerned with projecting the social upheavals amenable to the first World War. The mechanism of the bourgeois ideology fostered by the realist representation of time and space is challenged by the content, style and technique of the texts written in this period. As conflicting

social issues and agenda conglomerate in the discourse of literature, the learners are expected to 'appreciate' the texts offered in this course from their understanding of the history of the era.

### **CC VII, British Literature from End of the Victorian Age to 1945 – Drama, Short Fiction and Non Fiction**

- **CO 1:** This course is a continuation of Core Course VI. The plays included in this course signal the variety in form and content that the English stage was experiencing in the first half of the twentieth century. The variety ranges from the Irish agenda to the representation of English history and religion articulated through poetic effusions. The course emphasises the genre of the short story which as an emerging phenomenon is concerned with the 'small experiences' no less significant to contribute to the making of the modernist sensibilities. the short story which as an emerging phenomenon is concerned with the 'small experiences' no less significant to contribute to the making of the modernist sensibilities.

### **CC VIII British Literature from 1946 to the Present – Poetry and Novel**

- **CO 1:** The end of the Second World War completely changed the economic and philosophical scene. The trajectory of civilization now headed into a time that focused more on materialism than spiritual value. The past was dissected and re-viewed from an almost nihilistic point of view. Late twentieth century literature negotiates this element of non-belief.
- **CO 2:** It also looks askance at the notion of the modern that was celebrated with the coming of the new century, and encapsulates a search for the post-modern. This course looks at the significant poets and novelists who not only lived through and recorded the times, but were perhaps the ones who constructed the new way of life that the world has come to accept. Most of the poets included wrote before and after the war and their poems reflect the passage of time and the passing of thoughts.
- **CO 3:** The novels selected represent their time as well as the changing psyche of the human animal. Through these representative texts, this course aims to present to the learners the entire psycho-social and philosophical shift that twentieth century saw. A thorough knowledge of these texts will allow the learner to understand the time that we inhabit

### **CC IX: English Language Teaching I**

- **CO 1:** To provide learners an insight into the differences between language acquisition and language learning
- **CO 2:** To enable learners to critically examine the psychological and linguistic influences on ELT, namely behaviourism, cognitivism and humanism
- **CO 3:** To familiarize learners with major theories of second language acquisition
- **CO 4:** To make learners understand the significance of learner errors
- **CO 5:** To introduce learners to theoretical concepts basic to the development of LSRW and different types of grammar, vocabulary and study skills
- **CO 6:** To expose learners to issues related to curriculum planning and syllabus design

### **DSE III Indian Literature I**

- **CO 1:** The course is designed to make the students aware of the polyphonic images of the Indian society represented through the literary discourse.
- **CO 2:** The texts in this course point to the introduction and growth of Indian literature before Independence. And it also attempts to capture a varied and rich sensibility perhaps common to cultures across India. The inclusion of both kinds of texts, originally written in English and translated ones, would point to the politics of language reflected upon literature and culture.
- **CO 3:** The variety of texts would also suggest an ambivalent attitude towards colonial resistance realised since the latter half of nineteenth century

## Semester – 3

### **CC X British Literature from 1946 to the Present – Drama, Non-Fiction and Short Fiction**

- **CO 1:** Twentieth century theatre is a complex world. More than other forms, theatre is the space where the immediate finds immaculate expression. The plays included in this course epitomize the variety of concerns that the British, as well as the world, has had to come to terms with.
- **CO 2:** From the idea of the quotidian to that of the highly philosophical, these plays represent the whole paradigm shift experienced by the western world. The short stories explored new horizons, delving into realism and fantasy. Non-fiction directly addressed the issues such as migration and the course of civilization and studies of cultures and travel became immensely popular.
- **CO 3:** This course aims to capture a slice of that experience and enable the learners to look at the theatrical evolutions and evolutions in forms of prose other than the novel, and how these create often curious mirror-images of the life that we must experience. With ample possibilities of theoretical familiarization, this course aims to provide the learners with a training in the art and craft of the forms included.

### **CC XI Literary Criticism I**

- **CO 1:** While the first unit of the course outlines the development of the classical trend of criticism, the second unit demonstrates how the earlier model is adopted by the early modern and the neoclassical criticism. Along with commenting on the history, philosophy and culture of the age concerned, the critical writings of the course analyse how they function as a contributive force in shaping literature. The philosophical orientation suggested by the writings of the course would help the learners to better understand the literary texts offered in other courses

### **DSE VI: Indian Literatures II**

- **CO 1:** Though not changed overnight the spirit of post-Independence literature in India distinguished itself from and at times challenged the notions disseminated through pre-Independence literature. The representation of nation and nationalism became far more complicated as all the domains of what together we call Indian literature, embraced different forms of experiments in order to address postcolonial anxieties often coupled with the politics of globalisation. Since the texts in this course often explore contemporary politics and history, the learners would receive and ‘read’ the narrative codes from a personal point of view tempered with the lived experiences

## Semester – 4

### **CC XII Literary Criticism II**

**CO 1:** The history of ideas in England has always been informed by the thoughts developed and nurtured by other European countries. Nineteenth century British literary criticism is no exception. The first unit which includes texts originally written in other European languages examines the dialogue between what the rest of Europe develops in the world of thoughts and the way English culture receives them. In continuation the essays included in the second unit, explores a similar kind of dialogue taking place in the first half of the twentieth century.

### **CC XIII: Literary Theory**

- **CO 1:** Since the essays of the course represent specific schools of thoughts and ideas, they will be

treated as reference points to discuss larger implications of the concerned literary vis-avis cultural theories. The iconic essays of the course, from their theoretical stand, elaborate on the issues of race, gender, ideology, history, identity, language and human psyche that will help the learners uncover the politics of all forms of texts in the context of the globalised world of late capitalism.

#### **CC XIV: Essay**

- **CO 1:** The Essay is a very effective testing technique for assessing students of language and literature. Through the writing of the Essay, students can express their grasp and knowledge of all that has been taught to them.
- **CO 2:** It is simultaneously a test for evaluating higher order skills and a challenge and this is the space where students can express their critical thoughts and ideas. The Essay is, by definition, not bound by any rule(s) but involves both the authoring and the crafting skills. It allows students to go beyond and explore their own capabilities.
- **CO 3:** The Essay, therefore, is a significant part of any goal oriented curriculum.

#### **DSE XII Modernism and Postmodernism**

- **CO 1:** Since postmodernism is both, an extension and a rejection of modernism the texts selected for the course would enlighten on the social and cultural factors that generated the ideas of modernism and postmodernism. The variety of genres to be discussed in this course would certainly point to the narrative and the formalist tropes common to all the texts. More over the inclusion of the American texts would encourage the learners to compare European modernism and postmodernism with the overseas counterparts.