

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

**Department of English,  
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

- ❖ 1. Literary and Linguistic Competence: The course is aimed to train students into developing abilities to 'close read' and analyze both high and popular literary texts apart from honing their basic communicative reading and writing skills.
- ❖ 2. Comprehensive Knowledge of English Literature: Students acquire a thorough grounding in the various genres of literatures that also include important examples of literatures in translation.
- ❖ 3. Focus on Contemporary Critical and Theoretical Developments: The course is designed to make students have a preliminary
- ❖ grasp of contemporary facets of English literary studies with a focus on critical theory that overlap with important areas of other branches of humanities.

# Course Content

Course code : CC XIII

Course name : Modern European Drama

## SEMESTERVI

<b>✓ CC - XIII: Modern European Drama</b>	
<b>Section A</b>	
1. Henrik Ibsen: <i>A Doll's House</i>	20 (L) + 4 (T)
2. Eugene Ionesco: <i>Rhinoceros</i> (ND)	16 (L) + 3(T)
<b>Section B</b>	
1. Bertolt Brecht: <i>The Good Woman of Szechwan</i> (ND)	14(L) + 3 (T)
2. Samuel Beckett: <i>Waiting for Godot</i>	25(L) + 5 (T)
<b>Topics</b>	<b>75 Lectures +</b>
Politics, Social Change and the Stage, Text and Performance, European Drama: Realism and Beyond, Tragedy and Heroism in Modern European Drama, The Theatre of the Absurd	<b>15 Tutorials = 90</b>
<b>Recommended Readings</b>	
1.Constantin Stanislavski. <i>An Actor Prepares</i> . Chap. 8, 'Faith and the Sense of Truth', tr. Elizabeth Reynolds Hapgood (Harmondsworth: Penguin, 1967, sections 1, 2, 7, 8, 9, pp. 121–5, 137–46).	
2.Bertolt Brecht. 'The Street Scene', 'Theatre for Pleasure or Theatre for Instruction', and 'Dramatic Theatre vs Epic Theatre', in <i>Brecht on Theatre: The Development of an Aesthetic</i> , ed. and tr. John Willet (London: Methuen, 1992, pp. 68–76, 121–8.)	
3. George Steiner. 'On Modern Tragedy', in <i>The Death of Tragedy</i> (London: Faber, 1995) pp. 303–24.	

<b>Sl. No.</b>	<b>Course Outcome (CO)</b>	<b>Knowledge Level (Bloom's Level)</b>	<b>POs</b>	<b>PSOs</b>
<b>1</b>	<b>Describe the comprehensive knowledge of the Modern European Drama.</b>	<b>L1</b>	<b>1, 2, 4</b>	<b>1, 2, 3</b>
<b>2</b>	<b>Identify the operating sources to reconstruct the socio-economic conditions of the time period.</b>	<b>L2</b>	<b>5, 9, 7</b>	<b>1, 2, 3</b>
<b>3</b>	<b>Analyze pivotal theories, structures, themes of some canonical modern dramatist.</b>	<b>L4</b>	<b>4, 3, 6</b>	<b>1, 2, 3</b>
<b>4</b>	<b>Trace and evaluate by judging the supplementary stages of Movements and practices of Modern European Drama with special focus on the Theatre of Absurd.</b>	<b>L5</b>	<b>1, 2, 6, 8</b>	<b>1, 2, 3</b>
<b>5</b>	<b>Formulate their individual unique perspective about the post world war era.</b>	<b>L6</b>	<b>1, 5, 7</b>	<b>1, 2, 3</b>

# Course Content

Course code : CC XIV

Course name : Postcolonial Literatures

## SEMESTER VI

### ✓ CC - XIV: Postcolonial Literatures

#### Section A

- |   |               |
|---|---------------|
| 1. Chinua Achebe: <i>Things Fall Apart</i> (ND) | 14(L) + 2 (T) |
| 2. a) Pablo Neruda: 'Tonight I can Write'       | 4(L) + 1 (T)  |
| b) Derek Walcott: 'A Far Cry from Africa'       | 4(L) + 1 (T)  |
| c) David Malouf: 'Revolving Days'               | 4(L) + 1 (T)  |
| d) Mamang Dai: 'Small Towns and the River'      | 4(L) + 1 (T)  |

#### Section B

- |   |                |
|---|----------------|
| 3. Salman Rushdie: <i>Haroun and the Sea of Stories</i>   | 23 (L) + 5 (T) |
| 4. Mahasweta Devi: <i>The Arrow of Chotti Munda</i> (Tr. Gayatri Spivak, Seagull Publishers) (ND) | 22 (L) + 4 (T) |

#### Recommended Reading:

1. Franz Fanon, 'The Negro and Language', in *Black Skin, White Masks*, tr. Charles Lam Markmann (London: Pluto Press, 2008) pp. 8–27.
2. Ngugi wa Thiong'o, 'The Language of African Literature', in *Decolonising the Mind* (London: James Curry, 1986) chap. 1, sections 4–6.
3. Gabriel Garcia Marquez, the Nobel Prize Acceptance Speech, in *Gabriel Garcia Marquez: New Readings*, ed. Bernard McGuirk and Richard Cardwell (Cambridge: Cambridge University Press, 1987).

**75 Lectures +  
15 Tutorials = 90**

<b>Sl. No.</b>	<b>Course Outcome (CO)</b>	<b>Knowledge Level (Bloom's Level)</b>	<b>POs</b>	<b>PSOs</b>
1	Understand the different attributes of postcolonial socio-cultural context(s) through a close-reading of select fiction and poetry.	L1	1, 2, 3, 4	1, 2, 3
2	Identify unheard , neglected historical courses from various colonial countries.	L2	2, 6, 9	1, 2, 3
3	Breakdown psychological ,economic, geographical and artillery reasons which led to imperialism, colonialism and post colonialism.	L2	1, 3, 7, 8	1, 2, 3
4	Interrogate various layers of the Political, social and economic developments in this era.	L4	1, 8, 9	1, 2, 3
5	Critique their own perspective on the topic of power operations with racial connotations.	L5	3, 9, 5	1, 2, 3

## Course code : DSE III Course name: Literary Theory

### SEMESTER VI

✓ DSE -3

#### A: Literary Theory

##### Section A

##### 1. Marxism

**Genealogy and definition; Scope and relevance in textual reading; Major theorists; Key terms** Class, Base and Superstructure, Dialectics, Interpellation,

16 (L) + 3 (T)

##### 2. Poststructuralism

**Genealogy and definition; Scope and relevance Major theorists; Key terms.** Logocentrism,, Binaries, Deconstruction, Hyperreal-Simulation.

21 (L) + 4 (T)

##### Section B

##### 3. Feminism

**Genealogy and definition; Scope and relevance in textual reading; Major theorists;Key terms.** Phallogentrism, Androgyny, Sex and Gender, Ecriture Feminine

18 (L) + 3 (T)

##### 4. Postcolonial Studies

**Genealogy and definition; Scope and relevance in textual reading; Major theorists;Key terms (any 4)** Imperialism and Colonialism, Orientalism, Nation and Nationalism, Diaspora.

21 (L) + 4 (T)

##### Topics

The East and the West, Questions of Alterity, Power, Language, and Representation, The State and Culture

**76 Lectures +  
14 Tutorials = 90**

##### Recommended Essays

- Antonio Gramsci, 'The Formation of the Intellectuals' and 'Hegemony (Civil Society) and Separation of Powers', in *Selections from the Prison Notebooks*, ed. and tr. Quentin Hoare and Geoffrey Novell Smith (London: Lawrence and Wishart, 1971) pp. 5, 245–6.
  - Louis Althusser, 'Ideology and Ideological State Apparatuses', in *Lenin and Philosophy and Other Essays* (New Delhi: Aakar Books, 2006) pp. 85–126.
  - Jacques Derrida, 'Structure, Sign and Play in the Discourse of the Human Science', tr. Alan Bass, in *Modern Criticism and Theory: A Reader*, ed. David Lodge (London: Longman, 1988) pp. 108–23.
  - Michel Foucault, 'Truth and Power', in *Power and Knowledge*, tr. Alessandro Fontana and Pasquale Pasquino (New York: Pantheon, 1977) pp. 109–33.
  - Elaine Showalter, 'Twenty Years on: A Literature of Their Own Revisited', in *A Literature of Their Own: British Women Novelists from Bronte to Lessing* (1977. Rpt. London: Virago, 2003) pp. xi–xxxiii.
  - Luce Irigaray, 'When the Goods Get Together' (from *This Sex Which is Not One*), in *New French Feminisms*, ed. Elaine Marks and Isabelle de Courtivron (New York: Schocken Books, 1981) pp. 107–10.
  - Mahatma Gandhi, 'Swaraj' 'Passive Resistance' and 'Education', in *Hind Swaraj and Other Writings*, ed. Anthony J Parel (Delhi: CUP, 1997) pp. 88–106.
  - Edward Said, 'The Scope of Orientalism' in *Orientalism* (Harmondsworth: Penguin, 1978) pp. 29–110.
  - Aijaz Ahmad, "Indian Literature": Notes towards the Definition of a Category', in *In Theory: Classes, Nations, Literatures* (London: Verso, 1992) pp. 243–285.
  - Terry Eagleton, *Literary Theory: An Introduction* (Oxford: Blackwell, 2008).
  - Peter Barry, *Beginning Theory* (Manchester: Manchester University Press, 2002).
- David Hawkes. *Ideology*. Routledge Critical Idioms

<b>Sl. No.</b>	<b>Course Outcome (CO)</b>	<b>Knowledge Level (Bloom's Level)</b>	<b>POs</b>	<b>PSOs</b>
<b>1</b>	<b>Define Genealogy and definition of Marxism, Post Structuralism, Feminism and post colonial studies.</b>	<b>L1</b>	<b>1, 2, 3, 5</b>	<b>1, 2, 3</b>
<b>2</b>	<b>Locate the Scope and relevance of these theories in textual reading.</b>	<b>L2</b>	<b>4, 5, 6</b>	<b>1, 2, 3</b>
<b>3</b>	<b>Identify the works of Major theorists.</b>	<b>L1</b>	<b>1, 2, 3</b>	<b>1, 2, 3</b>
<b>4</b>	<b>Discuss the Key terms such as: Class, Base and Superstructure, Dialectics, Interpellation, Logocentrism, Binaries, Deconstruction, Hyperreal- Simulation, Phallogentrism, Androgyny, Sex and Gender, Ecriture Feminine.</b>	<b>L2</b>	<b>6, 7, 8</b>	<b>1, 2, 3</b>
<b>5</b>	<b>Compare the notions the of Imperialism and Colonialism, Orientalism, Nation and Nationalism, Diaspora.</b>	<b>L4</b>	<b>6, 8, 9</b>	<b>1, 2, 3</b>
<b>6</b>	<b>Critique their views on The East and the West, Questions of Alterity, Power, Language, and Representation, The State and Culture.</b>	<b>L6</b>	<b>5, 3, 6, 9</b>	<b>1, 2, 3</b>



## Course code : DSE III Course name: Literary Theory

### SEMESTER VI

#### ✓ DSE –4

#### A: Literary Criticism and History of the English Language

##### Section A.

- |   |               |
|---|---------------|
| 1. History of the English Language.   |               |
| a) Evolution of the English language (Semantic Change, Standardization, Outgrowing Gender Bias)                             | 8 (L) + 2 (T) |
| b) Event, Translation, Individual contribution and the English language (Christianization, Bible, Shakespeare)              | 8 (L) + 2 (T) |
| c) Enrichment of the English language (Latin, French & Scandinavian Influences and the Influence of Science and Technology) | 8 (L) + 2 (T) |
| d) Expansion of Vocabulary & Branching Off (Word Formation, Indian English & American English)                              | 8 (L) + 2 (T) |

##### SECTION B (ND)

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|---|---------------|
| 1. A. Philip Sidney. <i>Apologie for Poetry</i> .                       | 8 (L) + 2 (T) |
| B. John Dryden. <i>Essay on Dramatic Poesy</i> .                        | 8 (L) + 2 (T) |
| C. Alexander Pope. <i>Essay in Criticism</i>                            | 4 (L) + 1 (T) |
| 2. A) William Wordsworth. <i>Preface to the Lyrical Ballads</i> (1802). | 8 (L) + 2 (T) |
| B) S. T. Coleridge. <i>Biographia Literaria</i> . Chapter XIV           | 4 (L) + 1 (T) |
| 3. A) Mathew Arnold. <i>Culture and Anarchy</i> .                       | 6 (L) + 1 (T) |
| B) T. S. Eliot. 'Tradition and the Individual Talent'                   | 4 (L) + 1 (T) |

(Prescribed texts are not for detailed study. Texts may be introduced to acquaint students with key-concepts some of which are given below:

*Apologie*: Defence of the charge that poets are liars and view on role of metre in poetry

*EDP*: Views on the Superiority of English plays and Shakespeare

*EC*: Imitation, Correctness, Classical notion of Originality

*Preface to LB*: Wordsworth's views on poetic diction and language of poetry

*BL*: Distinction between Primary and Secondary Imagination & Fancy & Imagination

*C&A*: Definition of Culture and Culture as a remedy

*T&IT*: Notion of Tradition, Historical Sense, Novelty/ Originality, Impersonality)

##### Topics

Classicism; English adaptations, imitation, imagination, pleasure

##### Recommended Readings

- C.S. Lewis. Introduction in *An Experiment in Criticism*, Cambridge University Press 1992
- M.H. Abrams. *The Mirror and the Lamp*, Oxford University Press, 1971
- Rene Wellek. Stephen G. Nicholas: *Concepts of Criticism*, Connecticut, Yale University 1963
- Taylor and Francis Eds. *An Introduction to Literature, Criticism and Theory*, Routledge, 1996
- B. Prasad. *An Introduction to English Criticism*. MacMillan: Delhi

**74 Lectures +  
18 Tutorials = 90**

<b>Sl. No.</b>	<b>Course Outcome (CO)</b>	<b>Knowledge Level (Bloom's Level)</b>	<b>POs</b>	<b>PSOs</b>
<b>1</b>	<b>Discuss the History of the English Language with special reference to Evolution of the English language through semantic Change, Standardization, Outgrowing Gender Bias</b>	<b>L1</b>	<b>1, 2, 3, 4</b>	<b>1, 2, 3</b>
<b>2</b>	<b>Explain the tenets of the Translation of Bible and other mammoth texts, Individual contribution to the English language.</b>	<b>L2</b>	<b>2, 3, 6</b>	<b>1, 2, 3</b>
<b>3</b>	<b>Assess the Enrichment of the English language with Latin, French, Scandinavian Influences and the Influence of Science and Technology and Expansion of Vocabulary &amp; Branching Off, Word Formation, Indian English &amp; American English.</b>	<b>L5</b>	<b>3,4, 5</b>	<b>1, 2, 3</b>
<b>4</b>	<b>Differentiate between Primary and Secondary Imagination &amp; Fancy &amp; Imagination, Definition of Culture and Culture as a remedy.</b>	<b>L4</b>	<b>6, 8, 9</b>	<b>1, 2, 3</b>
<b>5</b>	<b>evaluate the Notion of Tradition, Historical Sense, Novelty/ Originality, Impersonality.</b>	<b>L5</b>	<b>3, 4, 7</b>	<b>1, 2, 3</b>