

# **PROGRAMME AND COURSE OUTCOMES**

## **DEPARTMENT OF ENGLISH**

### **B.A. WITH ENGLISH**

---

#### **PROGRAM LEARNING OUTCOMES:**

##### **KNOWLEDGE:**

1. DEMONSTRATE THE ABILITY TO EXTRACT AND CONVEY INFORMATION ACCURATELY IN A VARIETY OF FORMATS.
2. READ CRITICALLY THE PRESCRIBED TEXTS AND UNDERSTAND ITS BROADER IMPLICATIONS.
3. DEMONSTRATE KNOWLEDGE OF LITERATURE AS A DISCIPLINE WITH ALL ITS ELEMENTS AND TERMINOLOGIES.
4. IDENTIFY AND USE KEY CONCEPTS AND THEORIES IN LITERARY CRITICISM TO INTERPRET LITERARY TEXTS.
5. DISTINGUISH DIFFERENT LINGUISTIC CONCEPTS AND TERMS.
6. DEMONSTRATE PROFICIENCY IN THE FOUR LANGUAGE SKILLS (READING, WRITING, LISTENING, SPEAKING).
7. ANALYZE LANGUAGE AT DIFFERENT LANGUAGE LEVELS (PHONOLOGICAL, MORPHOLOGICAL, SYNTACTIC, SEMANTIC AND DISCOURSE).
8. EVALUATE THE PROPER USE OF LANGUAGE SKILLS IN DIFFERENT TYPES OF DISCOURSE.
9. ENABLE GRADUATES TO INTEGRATE THEIR EDUCATION AND EXPERIENCE WITH THE LARGER PROBLEMS OF THE PROFESSIONAL TRANSLATORS AND INTERPRETERS.
10. CRITICALLY APPLY THEORIES, METHODOLOGIES, AND KNOWLEDGE TO ADDRESS FUNDAMENTAL QUESTIONS IN TRANSLATION.

##### **PRACTICAL SKILLS:**

1. EMPLOY HIGHER LEVEL THINKING SKILLS IN APPROACHING LITERARY AND CRITICAL TEXTS.
2. COMMUNICATE CORE ACADEMIC KNOWLEDGE THROUGH THE DIFFERENT MEDIUMS OF WRITING, ORAL COMMUNICATION, AND RESEARCH SKILLS.
3. SHOW ABILITY TO TRANSFER KNOWLEDGE FROM ONE COMPONENT TO THE OTHERS WITHIN THE SAME DISCIPLINE AND ACROSS DISCIPLINES.
4. APPLY MAJOR CONCEPTS AND TERMS IN DISCOURSE ANALYSIS (LITERATURE AND LANGUAGE).
5. DEMONSTRATE ABILITY TO READ WITH EASE AND INTERPRET MATERIALS AND TEXTS IN HIS OR HER ACADEMIC AREA.
6. DEMONSTRATE CONTROL OF SENTENCE, PARAGRAPH AND ESSAY STRUCTURES SUFFICIENT TO COMPOSE IN VARIOUS ACADEMIC AND NON-ACADEMIC CONTEXTS.

##### **TRANSFERABLE SKILLS / ATTITUDES:**

1. AN ABILITY TO THINK CRITICALLY ON VARIOUS ISSUES AND SUBJECT MATTERS AND RELATE THE SAME WITH REAL LIFE SITUATIONS.
2. EMPLOY THE ACQUIRED KNOWLEDGE IN CRITICISM AND INTERPRETATION IN A VARIETY OF CONTEXTS.

3. SHOW OPENNESS TO AND RESPECT FOR THE VARIETY OF CULTURES, RELIGIONS AND POLITICAL AFFILIATIONS THAT THEY COME IN CONTACT WITH.
4. ADAPT AND TRANSFER RESEARCH SKILLS AND CRITICAL METHODS OF THE DISCIPLINE INTO FAMILIAR AND UNFAMILIAR CONTEXTS INCLUDING THE WORK ENVIRONMENT.
5. INTERACT ORALLY IN A VARIETY OF SOCIAL AND ACADEMIC CONTEXTS
6. DEVELOP A RANGE OF SUBJECT SPECIFIC AND TRANSFERABLE SKILLS, INCLUDING HIGH ORDER CONCEPTUAL, LITERARY AND COMMUNICATION SKILLS OF VALUE IN GRADUATE STUDIES AND/OR EMPLOYMENT.

## **B.A. English**

<b>Course title</b>	<b>Course Outcomes</b>
B.A. Part I – Ability Enhancement Compulsory Course (AECC ) (Compulsory English) (CBCS) English for Communication	<ol style="list-style-type: none"> <li>1. To acquaint students with communication skills.</li> <li>2. To inculcate human values among the students through poems and prose.</li> <li>3. To improve the language competence of the student</li> </ol>
B.A. Part I (Discipline Specific Core) (DSC- A3) (English Paper –I) Modern Indian Writing in English Translation (CBCS)	<ol style="list-style-type: none"> <li>1. To acquaint the students with translated Modern Indian literature in English.</li> <li>2. To introduce the students to short story as a form of literature with reference to the texts prescribed.</li> <li>3. To develop literary competence among students.</li> </ol>
B.A. Part I (Discipline Specific Core) (DSC –A15) (English Paper –II) (Semester – II) Modern Indian Writing in English Translation (CBCS)	<ol style="list-style-type: none"> <li>1. To acquaint the students with translated Modern Indian literature in English.</li> <li>2. To introduce the students to poetry and play as forms of literature with reference to the texts prescribed.</li> <li>3. To develop literary competence among students.</li> </ol>
B. A. Part II ABILITY ENHANCEMENT COMPULSORY COURSE (AECC) (CBCS) ENGLISH FOR COMMUNICATION (Compulsory English) (June 2019 Onwards)	<ol style="list-style-type: none"> <li>1. To enable the students to develop communication skills in English, both oral and written.</li> <li>2. To equip the students with the language skills for use in their personal, academic and professional lives.</li> <li>3. To develop the students essential employability skills.</li> <li>4. To help the students to enter the job market with confidence and the ability to work effectively.</li> <li>5. To help the students to learn and practice both language and soft skills.</li> <li>6. To encourage the active involvement of the students in learning process.</li> <li>7. To enable the students to cultivate a broad, human and cultured outlook.</li> </ol>
B. A. Part II (Discipline Specific Core) (DSC-C5) English (Paper III) (Semester III) (DSC-C29) English (Paper V) (Semester IV) LITERATURE AND CINEMA (CBCS)	<ol style="list-style-type: none"> <li>1.To introduce film and its relationship to literature to the students</li> <li>2. To acquire film literacy through a working knowledge of basic film terminology</li> <li>3. To develop critical approaches to engage with film adaptations</li> <li>4. To establish a clear understanding of literature through film adaptations of literary texts</li> <li>5. To introduce the students to the issues and practices of cinematic adaptations</li> </ol>
B. A. Part II (Discipline Specific	1.To create an awareness of the partition scenario among the students

Core) (DSC-C6) English (Paper IV) (Semester III) (DSC-C30) English (Paper VI) (Semester IV) PARTITION LITERATURE (CBCS)	<ol style="list-style-type: none"> <li>2. To explain the hidden human dimensions of the partition to the students</li> <li>3. To elaborate on the impact of partition on society</li> </ol>
B. A.III Compulsory English Ability Enhancement Compulsory Course (CBCS) ENGLISH FOR COMMUNICATION From June 2020 Onwards	<ol style="list-style-type: none"> <li>1.To enhance students' communication skills</li> <li>2. To impart employability skills to students</li> <li>3. To prepare students for competitive examinations</li> <li>4.To enable students to acquire professional skills such as media writing</li> <li>5. To enable students to learn manners and etiquettes required at workplace</li> <li>6.To enhance students' reading comprehension skills</li> <li>7. To create interest in English literature among students</li> <li>8.To inculcate human values and ethics in order to enable students' to become good citizens of the country</li> </ol>
B. A. Part III Special English INTRODUCTION TO LITERARY CRITICISM (CBCS) Discipline Specific Elective Semester V (Paper VII) (DSE- E11) & Semester VI (Paper XII) (DSE- E136) From June 2020 onwards	<ol style="list-style-type: none"> <li>1. To introduce students to the major trends in literary criticism.</li> <li>2. To familiarize students with the major critical concepts.</li> <li>3. To help students to study the original contributions made in the field of literary criticism.</li> <li>4. To acquaint students with the various literary and critical movements.</li> <li>5. To train students to write critical appreciation of poetry.</li> </ol>
English Special ENGLISH POETRY (CBCS) Discipline Specific Elective Semester V (Paper VIII) (DSE – E12) and Semester VI (Paper XIII) (DSE – E137) (From June 2020 Onwards)	<ol style="list-style-type: none"> <li>1.To make students engaged and curious readers of poetry</li> <li>2.To introduce students to poetry from various cultures and traditions</li> <li>3. To make students understand that poetry gives intellectual, moral and linguistic pleasures</li> <li>4.To make students hear and read poems aloud and to memorize lines</li> </ol>
Special English ENGLISH DRAMA (CBCS) Discipline Specific Elective Semester V (Paper IX) ((DSE – E13) & Semester VI (Paper XIV) (DSE – E138) From June 2020 onwards	<ol style="list-style-type: none"> <li>1.To make students understand different forms of drama</li> <li>2. To enable students to relate drama to their ideological or socio-political contexts</li> <li>3.To help students improve their creative and imaginative faculties through the reading of drama</li> <li>4.To enable students to know about various aspects of the drama</li> </ol>
B. A. Part III Special English ENGLISH NOVEL (CBCS) Discipline Specific Elective Semester V (Paper X) ((DSE – E14) & Semester VI (Paper XV) (DSE – E139) From June 2020 onwards	<ol style="list-style-type: none"> <li>1. To make students understand different forms of novel.</li> <li>2. To enable students to relate novels to their ideological or socio-political contexts.</li> <li>3. To help students to improve their creative and imaginative faculties through the reading of novels.</li> <li>4. To enable students to know about various aspects of the novel.</li> </ol>
B.A. III English Special LANGUAGE AND LINGUISTICS (CBCS) Discipline Specific Elective Semester V –Paper XI (DSE - E15) & Semester VI – Paper XVI (DSE - E140) From June	<ol style="list-style-type: none"> <li>1. To orient students to the concept of communication.</li> <li>2. To make the students familiar with varieties of the English language.</li> <li>3. To acquaint students with different levels of the study of language.</li> <li>4. To study the basic units of grammar.</li> <li>5. To acquaint students with structures and functions of words and phrases.</li> <li>6. To enable students to know and identify elements and</li> </ol>

2020 onwards	types of clauses. 7. To study Subordination and Coordination. 8. To study different ways of structuring clauses.
--------------	--