

Department of English

Akui Kamalabala Women's College

Program-Specific Outcome & Course Outcome

Program Outcome (PO)	<ul style="list-style-type: none">• English is a language which is worldwide accepted as a means of communication. The students having sound knowledge in this language have many advantages and scope of communicating with people from other countries• As English language have a great market value, students having fair knowledge of English language and English Literature can opt for various jobs in different parts of the country• English as a subject is vast and incorporates other disciplines such as Philosophy, History, cultural studies and various other native literatures. As the subject have become interdisciplinary, students can gain knowledge about other disciplines as well.• Students having English (Hons) background often join various administrative posts and successfully do their jobs. Access to English language and literature prepares the students for better prospect in life.• A student have good taste in English Literature have the opportunity to study various legendary poets and dramatists such as William Shakespeare, John Milton, John Keats, William Wordsworth, W.B Yeats, T.S Eliot and other such renowned literary figures. They should be studied deeply to enjoy real aesthetic pleasure• The students having good knowledge of English language and literature would be able to develop their critical faculty. Their power of intellectual conversation becomes enriched and deeper.• To prepare the learners to continue academic study at a higher level
Program Specific Outcome (PSO)	<ul style="list-style-type: none">• The students learn to appreciate and compare and contrast between ancient

	<p>and modern literature</p> <ul style="list-style-type: none"> • Inculcate effective communication skills i.e., the ability to speak and write clearly and present one's contentions in standard, academic English • The students having knowledge of this subject are endowed with the ability of communicating with people all round the globe • Ability to read, analyze texts and traditions closely and critically when mapped against their socio-historical, economic, political and cultural contexts, with focus on themes, generic conventions, literary history and linguistic and stylistic variations, innovations • This programme enables a student to be well-equipped. So, that he can successfully handle any administrative job. • Inculcate Ability to problematize, formulate hypothesis and research questions
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Course Outcome: Course Outcome: B.A Hons. in English SEM-I

Course Code	Course Name	Outcome
UG-ENG- 101/C-1	British Poetry and Drama: From Old English Period to 17th Century	<ul style="list-style-type: none"> • The students become familiar with the British poetry and drama belonging to the old age. • They know the social background of that particular age.
UG-ENG- 102/C-2	British Poetry and Drama: 17th and 18th Centuries	<ul style="list-style-type: none"> • The students get to know about the social background of that age • They become familiar with the social satires written in that age
UG-104/AECC-ENV	Environmental Studies	<ul style="list-style-type: none"> • Knowledge regarding Global environment inculcated in the students. • They are inspired to protect the environment.

Course Outcome: B.A Hons. in English SEM-II

Course Code	Course Name	Outcome
UG-ENG- 201/C-3	British Literature:18th Century	<ul style="list-style-type: none"> • The students get to know that Mathew Arnold asserts two significant points about the 18th century: one, it is predominantly the age of prose & reasons and the other,

		<p>it is exceptionally rich and noticeable period in the literary productions</p> <ul style="list-style-type: none"> • The students get to know that the poets of the 18th century tried their best to copy the classical writers of Latin Literature. That is why the 18th century is sometimes also called the Classical Age • The students also get to know that the Age emphasized rationalism, intellect, logic and wit. It was opposed to excessive emotionalism, sentimentalism, enthusiasm and even imagination.
UG-ENG- 202/C-4	Indian Classical Literature	<ul style="list-style-type: none"> • The course makes students familiar with Indian aesthetic, ethical and literary-critical traditions, and the tools of cross-cultural aesthetics. It helps them understand, analyze and appreciate various texts with a comparative perspective. • Students of English literature in Indian classrooms gain a first-hand acquaintance of classical Indic texts like Kalidasa's Abhijnanasakuntalam, the Mahabharata and the Indian Epic Tradition in translation. It roots them in an awareness of the Indic aesthetic and critical prisms while connecting to global literatures in English/ English translation, thereby enabling them to unlearn the processes of epistemic colonization. • They receive moral education through our own literature.
Course Outcome: B.A Hons. in English SEM-III		
Course Code	Course Name	Outcome
UG-ENG- 301/C-5	British Romantic Literature	<ul style="list-style-type: none"> • The students become aware of Romantic poets and writers who give personal, deep descriptions of nature and its

		<p>wild and powerful qualities.</p> <ul style="list-style-type: none"> • The poems and prose pieces included in the course enable the learners to appreciate and analyze the literary and socio-cultural sensibilities of the time focussed on themes of the common man, equality, freedom, sense of community and fraternity while being in complex engagement with the global phenomena of European imperialism and industrialisation. • Students are sensitized to the legacies, afterlives and contemporary resonances of the Romantic movement as reflected in British romantic literature, especially for a student in an Indian English classroom. They are encouraged to explore the Romantic texts from post-colonial, comparative and feminist perspectives to gather fresh readings and research interests tailored to our age and space. • The students remained interested in William Wordsworth's pantheism and his deep love for nature. Shelley's idealism and rebellious spirit also inspired them. • A student can appreciate the sensuous comprehension of John Keats. The students reading Wordsworth, Shelley, Keats and Byron develop certain aesthetic taste and philosophy.
UG-ENG- 302/C-6	British Literature:19th Century	<ul style="list-style-type: none"> • English literature during 19th century was rich in poetry as well as in fiction. Tennyson, Browning, Dickens and Jane Austen were the remarkable authors. • The students get to know that

		<p>during this time, the British Empire expanded; with a stable government and growing economy due to the rise of industrialization, ampler amounts of people were experiencing social mobility</p> <ul style="list-style-type: none"> • To understand the legacies and thriving resonance of the Victorian period and literature across spaces and tenses, especially in the context of the neo-/colonial contemporary.
UG-ENG- 303/C-7	Indian Writing in English	<ul style="list-style-type: none"> • The students follow Indian English with deep interest. The Indian authors express Indian sensibility in English. • The students have easy access to it and they are inspired to create and compose following the outstanding writers. • It is really invigorating to read English in Indian context.
UG-ENG- 305/SEC1	English Language Teaching	<ul style="list-style-type: none"> • Exposure to the grammar of English cultivates confidence in students and inculcates the skill to speak, write and communicate effectively in personal and professional spaces. • Students will know different methods of English language Teaching in India and acquire skills in ELT. They will study principles and procedures of communicative language teaching and articulate the reasons for different types of tests the teacher administers. • The learners will be able to develop writing skills through exercises in letter writing, paragraphwriting, report writing, précis writing, etc. The course will develop the ability to verbalise and compose their thoughts logically, clearly and coherently in English
Course Outcome: B.A Hons. in English SEM-IV		

Course Code	Course Name	Outcome
UG-ENG- 401/C-8	American Literature	<ul style="list-style-type: none"> • Students learn to critically appreciate the diversity of American literature in the light of regional variations in climate, histories of racial tensions, economic priorities. • American literature is different from British literature in many ways. The Glass Menagerie and Tony Morrison's Beloved open up new vista for the students. • The students read about the poets who speak of their dream, the world-wide vision and universal brotherhood. • The students read about how American literature expresses the conflicts and varied complexities in the American society. Search for Identity, the racial hatred, the aspirations of the Blacks are beautifully highlighted.
UG-ENG- 402/C-9	European Classical Literature	<ul style="list-style-type: none"> • The course also trains students in appreciating European aesthetic, epistemological, literary legacies, and enables them to appreciate cross-cultural aesthetics, developing thereby a comparative perspective. • The course makes students familiar with different literary genres such as epic, comedy and tragedy cultivated in classical Greece and trans-created in other ages and spaces. • When the parts of the epic of Homer's The Iliad and Sophocles' Oedipus, the King are studied, the students comprehend the rich tradition and political culture of Europe.
UG-ENG- 403/C-10	Modern European Drama	<ul style="list-style-type: none"> • To enable the students understand the role of theatre and drama in the introduction and architecture of mainstream modernity in metropolitan centres of

		<p>thought and economy</p> <ul style="list-style-type: none"> • To be able to understand and engage with concepts like realism, naturalism, symbolism, expressionism, the Avant Garde, the epic theatre, theatre of the absurd, etc. • The students learn that Henrik Ibsen and Bernard Shaw believe in dramas of ideas. The modern European dramatists believe in experimentation and innovative theatricality
UG-ENG-405/SEC2	Creative Writing and Business Communication	<ul style="list-style-type: none"> • The learners learn to write various methods of writing creative English. • To develop both basic and advanced skills in business communication, from writing minutes of meetings to project reports. • To have cultivated language skills necessary to communicate across diverse social and receptive domains • The methods of project writing are also learnt by the learners. They learn to write blogs and articles for newspapers.
Course Outcome: B.A Hons. in English SEM-V		
Course Code	Course Name	Outcome
UG/ENG/501/C-11	British Literature: The Early 20th Century	<ul style="list-style-type: none"> • To enhance in students disciplinary knowledge of English Literature and Literary Studies in the context of modernism and its interdisciplinary entanglements with various movements, forms and genres in music, painting, architecture, films etc. • To train the students in close literary-critical exegesis of the prescribed texts as mapped against their co-texts and socio-political contexts, with special attention to characteristic themes, generic conventions and experiments, as also linguistic and stylistic innovations and their

		<p>implications</p> <ul style="list-style-type: none"> To acquaint the students with the early decades of the 20th century Georgian poets like Rupert Brooke (1887–1915), Walter de la Mare (1873–1956), and John Masefield (1878–1967, Poet Laureate from 1930) who maintained a conservative approach to poetry by combining romanticism, sentimentality and hedonism
UG-ENG-502/C-12	Women's Writing	<ul style="list-style-type: none"> To cultivate an understanding of the complexity and contestations around social and biological constructions of manhood and womanhood To be able to explore women's writings across time and space and their confluences- conversations from a cross-cultural, comparative perspective enables the students to draw a location specific trajectory of female bonding or empowerment and cultivate a comparative perspective on such trajectories across spaces
UG-ENG-503/DSE-1	Literature of the Indian Diaspora	<ul style="list-style-type: none"> To develop a creative-critical understanding of the writings of the Indian diaspora within the discourse of postcolonialism, postmodernity, hybridity, globalization and transnationalism To kindle research interest in the Indian diaspora and diasporic narratives, and the tensions/transfusions they perform between history, homes, memory, belonging and unhomedness To make the students aware with English Indian writers such as Anita Desai, Bharati Mukherjee, Shauna Singh Baldwin, Amitav Ghosh, Anjana Appachana, Sunetra Gupta

OR

		Anita Nair, Jhumpa Lahiri, and Chitra Banerjee Divakaruni who have become prominent writers in the Indian diaspora writing tradition.
UG-ENG-503/DSE-1	British Literature: Post World War II	<ul style="list-style-type: none"> To be able to critically analyse and link the changes in social norms to new literary forms emergent in post 1950s British literature within the post-colonial, post-imperial theoretical framework Students read about how Post-World War II literature reflects the trauma and disillusionment caused by the war, explores the complexities of a rapidly changing world, and addresses the shifting social, cultural, and political landscape. To engage with the idea of the postmodern and the rise of the postmodernist aesthetics
UG-ENG-504/DSE-2 OR	Science Fiction and Detective Literature	<ul style="list-style-type: none"> To train students to think through the concept of progress, the role of technology in our life and the many unfolding implications of the smudged borderlines between technological applications and the human condition enables students to think and write critically about the two genres of literature termed "Science Fiction" and "Detective Literature" The students learn how The popularity of the detective fiction and science fiction genres came with industrialization: that is, when people began to move into large cities and came into contact with other people from all walks of life
UG-ENG-504/DSE-2	Literature and Cinema	<ul style="list-style-type: none"> To provide a theoretical framework to sensitize students to the possibilities of collaboration, intertextuality and difference between the

		<p>media of literature and cinema</p> <ul style="list-style-type: none"> • To examine different theories of adaptation and link them to contexts of cinematic expression and reception/interpretation, taking classics in fiction and film as case studies • To highlight the interdisciplinarity of culture studies and humanities by training students in close located readings and interpretations of literary texts and their cinematic adaptations, and to introduce them to related critical vocabularies and perspectives
Course Outcome: B.A Hons. in English SEM-VI		
Course Code	Course Name	Outcome
UG-ENG-601/C-13	Popular Literature	<ul style="list-style-type: none"> • To make students engage in debates on the categories of “high” and “low” culture, “canonical” and “non-canonical” literature, resonant with the domain of popular literature • The students get to know that Popular literature is often designed to appeal to a broad audience, and may incorporate elements that appeal to different age groups, genders, and cultural backgrounds.
UG-ENG-602/C-14	Postcolonial Literatures	<ul style="list-style-type: none"> • To critically engage with issues of racism, imperialism and exploitation along gender lines during and after colonial occupation • To understand the legacies of colonialism in shaping contemporary realities both post-colonial and post-imperial, including the matrix of neo-colonial conglomerates and the movements of Resistance • Students study the Common themes in postcolonial literature which include

		identity, power, loss of culture, and 'othering'.
UG-ENG-603/DSE-3 OR	World Literatures	<ul style="list-style-type: none"> • To enable students to analyze and appreciate literary texts from different parts of the world and receive and respond to them in the light of one's own literary traditions, location • To be able to explore the connectedness and diversity of human experiences and literary representations and receptions in different parts of the world, especially within the theoretical architectures provided by concepts and categories that feature in refrain, e.g. Memory, Displacement and Diaspora, Hybridity, Race and Culture, Gender and its bendingsetc
UG-ENG-603/DSE-3	Partition Literature	<ul style="list-style-type: none"> • The texts selected focus on partition and its multidimensional issues, tremors and aftermaths, thereby nudging the learners to enter and explore the lives of the people as represented before and after the partition. • The course aims to sensitize students to the legacies and afterlives of partition and cultivate an empathetic understanding of their contemporary resonances in the Indian subcontinent • The students learn about the partition of India, a momentous event in Indian history, which continues to tantalize historians, haunt the Indian psyche and cast its shadow on our social and political life. It is closely linked with the chronicle of our freedom struggle that made the actual liberation of the country from foreign yoke an experience of violence,

		slaughter and exile for many.
UG-ENG-604/DSE-4 OR	Research Methodology	<ul style="list-style-type: none"> • The students learn about Definition of research, role and objectives of research, applications and types of research, research process and steps in it. Collecting and reviewing the literature, conceptualization and Formulation of a research problem, Identifying variables, constructing hypothesis, Synopsis • The students get to know about the various methodologies involved in research process
UG-ENG-604/DSE-4	Travel Writing	<ul style="list-style-type: none"> • The students learn about travel writing which involves Combining the modes of reportage, documentary, narrative, and self-reflection, and translate the experienced encounter with place and person into a textual account of that encounter, albeit rife with mediation, edition, censorship, and restructuring • The students get to know about the great travelogue writers such as Ibn Batuta, Al Biruni, William Dalrymple, Mark Twain and others.