

SUBJECT: BA ENGLISH	
<p>PROGRAMME OUTCOME</p> <p>(B.A. ENGLISH)</p>	<p>PO1: Develop emotional, mental, spiritual, professional and academic competencies.</p> <p>PO2: Build awareness of self and society by adopting an inter-disciplinary approach to reading.</p> <p>PO3: Enhance love for and understanding of literary and cultural texts, leading to research so as to enhance humane values.</p> <p>PO4: Comprehend the semiotics and thematic undercurrents of any given texts.</p> <p>PO5: Foster excellence and creativity in communication skills.</p>
<p>PROGRAMME SPECIFIC OUTCOMES</p> <p>(B.A. ENGLISH)</p>	<p>PSO1: Demonstrate advanced skills in reading, writing, listening, and speaking in English, with a strong grasp of grammar, syntax, and vocabulary.</p> <p>PSO2: Analyze and critically evaluate literary texts and other forms of written communication, understanding various perspectives and interpretations.</p> <p>PSO3: Appreciate and understand diverse cultural and historical contexts reflected in literature, including the ability to compare and contrast different literary traditions.</p> <p>PSO4: Develop and present coherent arguments and ideas both verbally and in writing, employing appropriate rhetorical strategies and styles.</p> <p>PSO5: Apply theoretical frameworks and literary criticism to interpret texts, understanding their structure, themes, and significance.</p> <p>PSO6: Engage in creative writing and other forms of artistic expression, demonstrating originality and creativity in producing literary works.</p> <p>PSO7: Reflect on ethical issues and social responsibilities related to literature and language, including the impact of literature on society and vice versa.</p>
COURSE OUTCOMES FOR B.A. ENGLISH	

<p>Core Paper-I</p> <p>British Poetry And Drama: 14th To 17th Centuries</p>	<p>CO1: Understand: Describe the key characteristics and themes of 14th-century poetry, Renaissance drama, and the impact of the Reformation on literature and society.</p> <p>CO2: Analyze: Examine the narrative structure and moral lessons in Geoffrey Chaucer's "The Pardoner's Tale" to understand its critique of societal vices.</p> <p>CO3: Apply: Interpret and relate the themes of love and beauty in Spenser's "Sonnet 34" to the broader context of Elizabethan sonnet tradition.</p> <p>CO4: Evaluate: Assess the use of imagery and metaphor in Shakespeare's "Sonnet 73" to explain how it reflects the theme of aging and the nature of enduring love.</p> <p>CO5: Create: Construct an argument about the psychological and moral conflicts in Shakespeare's "Macbeth," integrating insights from the play's characterization and thematic elements.</p>
<p>Core Paper II</p> <p>British Poetry And Drama: 17th And 18th Century</p>	<p>CO1: Understand: Identify and describe the major literary forms and movements of the 17th and 18th centuries, including metaphysical poetry, cavalier poetry, and neoclassicism.</p> <p>CO2: Analyze: Compare and contrast the thematic elements and stylistic features of metaphysical poetry and cavalier poetry from the 17th century.</p> <p>CO3: Apply: Interpret the themes and poetic techniques in Milton's "Lycidas" and explain how they reflect the characteristics of 17th-century poetry.</p> <p>CO4: Evaluate: Assess the use of irony and satire in Andrew Marvell's "To His Coy Mistress" to understand its effectiveness in conveying the poem's message.</p> <p>CO5: Create: Develop an analytical essay on how Dryden's "All For Love" uses dramatic elements to explore themes of love and honor, integrating insights from the play's structure and character development.</p>

<p>Core Paper III</p> <p>British Prose: 18th Century</p>	<p>CO1: Understand: Explain the key characteristics of the Restoration period, the Glorious Revolution, Neoclassicism, and the Enlightenment, and their impact on English literature.</p> <p>CO2: Analyze: Analyze the arguments presented by Mary Wollstonecraft in Chapter 1 of "A Vindication of the Rights of Women" to understand her views on gender equality and social justice.</p> <p>CO3: Apply: Apply the concepts of friendship, good nature, and wit from Joseph Addison's essays to contemporary discussions on social behavior and moral philosophy.</p> <p>CO4: Evaluate: Evaluate Samuel Johnson's perspectives in "Narratives of Travellers Considered" and "Obstructions of Learning" to assess their relevance to the understanding of 18th-century travel literature and education.</p> <p>CO5: Create: Construct a comparative analysis of the Enlightenment ideals reflected in the works of Mary Wollstonecraft and Samuel Johnson, integrating insights from their respective essays and historical context.</p>
<p>Core Paper IV</p> <p>Indian Writing In English</p>	<p>CO1: Understand: Describe the historical context of Indian writing in English, including the impact of the East India Company, Macaulay's 1835 Minutes of Education, the first war of independence, and the development of Western education in India.</p> <p>CO2: Analyze: Examine and interpret the themes and literary techniques used in Sarojini Naidu's "The Bangle Sellers" to understand its representation of Indian culture and social issues.</p> <p>CO3: Apply: Apply critical thinking to A.K. Ramanujan's "Obituary" to analyze how the poem reflects personal and cultural perspectives on death and memory.</p> <p>CO4: Evaluate: Assess the portrayal of familial relationships and cultural heritage in Jayanta Mahapatra's "Grandfather" and Nissim Ezekiel's "Night of the Scorpion" to understand their significance in Indian poetry.</p> <p>CO5: Create: Develop an analytical essay on R.K. Narayan's "The Guide," focusing on its narrative structure, character development, and themes to evaluate its contribution to Indian English literature.</p>

<p>Core Paper V</p> <p>British Romantic Literature</p>	<p>CO1: Understand: Explain the key characteristics of Romanticism and its reaction against Classicism, including its focus on the relationship between man and Nature, individual liberty, and the influence of the French Revolution.</p> <p>CO2: Analyze: Analyze the themes and emotional tone of Thomas Gray’s “Elegy Written in a Country Churchyard” to understand its reflection on mortality and rural life.</p> <p>CO3: Apply: Apply an understanding of Romantic themes to interpret the symbolism and social critique in William Blake’s poems “A Poison Tree” and “The Chimney Sweeper.”</p> <p>CO4: Evaluate: Evaluate the use of imagery and emotional expression in William Wordsworth’s “Tintern Abbey,” S. T. Coleridge’s “Kubla Khan,” John Keats’s “Ode to a Nightingale,” and P. B. Shelley’s “Ode to the West Wind” to assess their contributions to Romantic poetry.</p> <p>CO5: Create: Develop a critical essay on William Wordsworth’s Preface to the 2nd edition of "Lyrical Ballads," focusing on how Wordsworth articulates the principles of Romantic poetry and their impact on literary tradition.</p>
<p>Core Paper VI</p> <p>British Literature 19th Century</p>	<p>CO1: Understand: Describe the major socio-political developments of the 19th century, such as industrialization and urbanization, and their impact on British literature during the Romantic Movement and beyond.</p> <p>CO2: Analyze: Analyze the themes and emotional impact of Tennyson’s “Break, Break, Break” and Robert Browning’s “My Last Duchess” to understand their contributions to 19th-century poetry.</p> <p>CO3: Apply: Apply the critical concepts from Matthew Arnold’s “The Study of Poetry” to evaluate the effectiveness of various poetic techniques and their role in literary analysis.</p> <p>CO4: Evaluate: Assess the portrayal of social and economic issues in Charles Dickens’s “Hard Times” to understand its critique of industrialization and its effects on society.</p> <p>CO5: Create: Construct a comparative essay on Jane Austen’s “Pride and Prejudice” and its representation of social class and gender, integrating insights from the socio-political context of the</p>

	19th century.
<p>Core Paper VII</p> <p>British Literature: Early 20th Century</p>	<p>CO1: Understand: Describe the impact of the First World War on Western society and literature, including the effects of Marx's class struggle and Freud's theory of the unconscious on literary and social perspectives.</p> <p>CO2: Analyze: Analyze the themes and stylistic innovations in T.S. Eliot's "The Love Song of J. Alfred Prufrock" and Yeats's "The Second Coming" to understand their reflections on modernist concerns and the changing nature of human experience.</p> <p>CO3: Apply: Apply the critical principles from T.S. Eliot's "Tradition and the Individual Talent" to evaluate the techniques and originality in the poetry of Wilfred Owen's "Strange Meeting" and Siegfried Sassoon's "Suicide in the Trenches."</p> <p>CO4: Evaluate: Assess the portrayal of psychological and social issues in Virginia Woolf's "Mrs. Dalloway" to understand its contribution to modernist literature and its exploration of stream-of-consciousness narration.</p> <p>CO5: Create: Develop an analytical essay on J.M. Synge's "Riders to the Sea," focusing on its thematic exploration of rural Irish life and its dramatic representation of fate and family dynamics.</p>
<p>Core Paper IX</p> <p>European Classical Literature</p>	<p>CO1: Understand: Describe the key features of Classical Antiquity, including the rise and decline of the Roman Empire and the cultural and geographical significance of the Greco-Roman world centered around the Mediterranean Sea.</p> <p>CO2: Analyze: Analyze the narrative structure and themes in Book I of Homer's "Odyssey" to understand its depiction of heroism and adventure in ancient Greek epic poetry.</p> <p>CO3: Apply: Apply critical concepts from Aristotle's "Poetics" (Chapters 6, 7, 8) to evaluate the dramatic elements and character development in Sophocles' "Oedipus the King."</p> <p>CO4: Evaluate: Assess the effectiveness of the tragic elements in "Oedipus the King" based on Aristotle's theories of tragedy, including concepts such as catharsis and the tragic flaw.</p> <p>CO5: Create: Develop a comparative analysis of epic poetry and tragedy, using Homer's "Odyssey" and Sophocles' "Oedipus the King" to illustrate how different literary forms address themes of</p>

	human experience and morality.
<p>Core Paper X</p> <p>Women's Writing</p>	<p>CO1: Understand: Explain the main themes and arguments presented in Chapter 1 of Virginia Woolf's "A Room of One's Own," focusing on its discussion of women's rights and creative freedom.</p> <p>CO2: Analyze: Analyze the character development and social critique in Charlotte Brontë's "Jane Eyre" to understand its portrayal of gender and class issues in the 19th century.</p> <p>CO3: Apply: Apply the themes of identity and self-expression in Kamala Das's "An Introduction" and Sylvia Plath's "Mirror" to explore how these poems reflect the personal and social struggles of women.</p> <p>CO4: Evaluate: Assess the representation of women and societal norms in Eunice de Souza's "Women in Dutch Painting" and Shanta Acharya's "Homecoming" to understand their contributions to contemporary feminist literature.</p> <p>CO5: Create: Develop a comparative essay on the portrayal of women's experiences in Ashapura Devi's "The Distant Window" and the selected poems by Kamala Das, Sylvia Plath, Eunice de Souza, and Shanta Acharya, analyzing how these works address themes of identity, freedom, and societal expectations.</p>
<p>Core Paper XIII</p> <p>Postcolonial Literatures</p>	<p>CO1: Understand: Explain the fundamental concepts of post colonialism, including the meaning of "the post in Postcolonial," key movements and theories against Empire, and the contributions of leading postcolonial thinkers like Frantz Fanon, Edward Said, Gayatri Spivak, and Homi Bhabha.</p> <p>CO2: Analyze: Analyze the portrayal of colonial and postcolonial themes in Raja Rao's "Kanthapura" to understand how the novel reflects the impact of colonialism on Indian society and culture.</p> <p>CO3: Apply: Apply postcolonial theoretical concepts to Jean Rhys's "Wide Sargasso Sea" to explore its critique of colonial power dynamics and its representation of identity and displacement.</p> <p>CO4: Evaluate: Assess the depiction of racial and social tensions in Athol Fugard's "Blood Knot" to understand its commentary on</p>

	<p>apartheid and its impact on South African society.</p> <p>CO5: Create: Develop a comparative analysis of how Raja Rao's "Kanthapura" and Jean Rhys's "Wide Sargasso Sea" address themes of colonialism and resistance, incorporating insights from postcolonial theory to evaluate their contributions to the understanding of postcolonial narratives.</p>
<p>Discipline Specific Elective Paper-I</p> <p>Literary Theory</p>	<p>CO1: Students will analyze New Criticism through Cleanth Brooks's concepts in "Language of Paradox."</p> <p>CO2: Students will apply Marxist Criticism to literature using Terry Eagleton's ideas from "Literature and Ideology."</p> <p>CO3: Students will evaluate feminist perspectives on literature based on Simone de Beauvoir's introduction in <i>The Second Sex</i>.</p> <p>CO4: Students will interpret the fundamentals of Structuralism through Saussure's "The Nature of the Linguistic Sign."</p>
<p>Discipline Specific Elective Paper- II</p> <p>World Literature</p>	<p>CO1: Students will analyze the existential themes and narrative style in Albert Camus's "The Outsider".</p> <p>CO2: Students will interpret the socio-political and cultural themes in V.S. Naipaul's "A Bend in the River".</p> <p>CO3: Students will evaluate character development and thematic elements in Alice Munro's short stories "The Bear Came Over the Mountain" and "Face."</p> <p>CO4: Students will assess the imagery and thematic concerns in Pablo Neruda's "Tonight I Can Write" and "Every Day You Play," and Octavio Paz's "Between Going and Staying the Day Wavers" and "Motion."</p>

<p>Discipline Specific Elective Paper- III PARTITION LITERATURE</p>	<p>CO1. Students will define and discuss the key concepts of partition literature based on Ritu Menon and Kamla Bhasin’s introduction in *Borders and Boundaries*.</p> <p>CO2. Students will analyze the themes and emotional impact of partition-related poetry by W.H. Auden, Agha Shahid Ali, and Faiz Ahmad Faiz.</p> <p>CO3. Students will interpret the depiction of partition and its effects in Bapsi Sidhwa’s Ice-Candy-Man.</p> <p>CO4. Students will evaluate the portrayal of partition themes and human suffering in Sadat Hassan Manto’s “Toba Tek Singh,” Rajinder Singh Bedi’s “Lajwanti,” and Lalith ambika Antharjanam’s “A Leaf in the Storm.”</p>
<p>Discipline Specific Elective Paper- IV Writing For Mass Media</p>	<p>CO1. Students will understand the history and status of English in India, including its role in journalism and how Indian writers adapt English as a non-native variety.</p> <p>CO2. Students will learn to write news stories, features, and editorials for print media, with practical examples from mass media.</p> <p>CO3. Students will develop skills in writing for electronic media, including creating effective advertisement captions and taglines for both print and digital formats.</p> <p>CO4. Students will gain proficiency in composing professional emails, blogs, and social media content, and understand the principles of internet journalism.</p>
<p>Generic Elective Paper II Gender And Human Rights</p>	<p>CO 1. Students will analyze gender sensitivity concepts using Unit I and II of the UNESCO Module 5.</p> <p>CO2. Students will examine the social and historical implications of caste as discussed by Dr. Babasaheb Ambedkar in “Castes in India.”</p> <p>CO3. Students will explore feminist perspectives and arguments presented in Chimamanda Ngozi Adichie’s “We Should All Be Feminists”.</p> <p>CO4. Students will interpret the themes and narrative techniques of gender and social critique in Rokeya Sakhawat Hossain’s novella “Sultana’s Dream”.</p>

<p>Generic Elective Paper III Nation, Culture, India</p>	<p>CO1. Students will analyze M.K. Gandhi’s experiences and philosophical insights on non-violence and personal transformation in Part V of “My Experiments With Truth”.</p> <p>CO2. Students will evaluate Amartya Sen’s arguments on secularism and its challenges as presented in “Secularism and Its Discontents” from “The Argumentative Indian”.</p> <p>CO3. Students will explore Rabindranath Tagore’s perspectives on Indian nationalism and its implications in “Nationalism in India” from “Nationalism”.</p> <p>CO4. Students will examine Sri Aurobindo’s views on the Indian Renaissance and its impact on modern India from “The Renaissance in India” and other essays.</p>
<p>Generic Elective Paper IV Language And Linguistics</p>	<p>CO1: Understand: Describe the basic concepts of language, including the definitions and branches of linguistics, the scope of applied linguistics, and the phenomena of global Englishes, including language variation, postcolonial English, pidgin, and creole.</p> <p>CO2: Analyze: Analyze the principles of phonology and morphology to understand how sound patterns and word structures function in different languages, including the variation seen in global Englishes.</p> <p>CO3: Apply: Apply the rules of syntax to parse and construct sentences, demonstrating an understanding of sentence structure and grammatical relationships in both standard and non-standard varieties of English.</p> <p>CO4: Evaluate: Assess different semantic theories and their application to analyze meaning in language, focusing on how semantics explains the interpretation of words and sentences in various contexts.</p> <p>CO5: Create: Develop an integrative analysis that combines knowledge of phonology, morphology, syntax, and semantics to study language variation and use in global Englishes, illustrating how these linguistic components interact in real-world language contexts.</p>