OBJECTIVES OF THE B.A. ENGLISH (HONOURS) PROGRAMME

- By familiarizing students with literatures in English comprising texts of different genres, themes and concerns including Indian Writing in English enable them to read texts closely, interpret and appreciate their socio-cultural as well as political dimensions.

- By enhancing communicative fluency and strengthening students to acquire academic writing and research skills provide them with the critical faculties necessary in an academic environment, on the job, and in an increasingly complex, interdependent world.

- Graduate students who are capable of performing research, analysis, and criticism of literary and cultural texts from different historical periods and genres.

- Develop in students an inclusive outlook and responsible citizenship, inculcate ethical thinking and a sense of social commitment.

- Prepare students for the technologically advanced world, its challenges, and opportunities.

- Encourage and facilitate entrepreneurship in the areas of humanities and applied literary studies.

- Assist students in the development of intellectual flexibility, creativity, and cultural literacy so that they may engage in life-long learning.

Programme Specific Outcomes (PSO)

Programme: B.A. ENGLISH (HONS)

PSO-1: The programme educates students in both the artistry and utility of the English language through an artistic/aesthetic study of language through texts and the various historical and contemporary forms of culture. The creative faculties of learners get continuously enhanced.

PSO-2: It provides students with a constant enhancement of their critical faculties in conceiving thoughts around literary areas/texts necessary in an academic environment subsequently exercised in their respective career professions useful in an increasingly complex and interdependent world.

PSO-3: The programme also graduates students with capabilities of performing research, scrutiny, and undertake analysis of compositions/art works (book reviews & film reviews for instance), and pursue criticism of literary and cultural texts from various genres in different historical and stylistic perspectives and genres (art criticism, writing feature articles for instance).

PSO-4: It also facilitates students in the development of intellectual flexibility something which works for them in getting professionally embellished with the use of creativity and an acute sense of reasoning and intellectual subtlety so that their engagement in respective career professions become a life-long learning.

PSO-5: The programme also lets students be familiar with geographies and continents: their cultural and historical pasts. Students get familiar with literary portrayals of socio-cultural values, mythologies and their religious and mystical significance. This helps learners in creating/understanding a specific literary heritage and its symbiosis with humanity at large.

PSO-6: The programme also creates a solid coordination between knowledge and character building. Students encounter a plethora of characters be it typecast or radical, or socio-culturally located, and undertake in-depth critiques on all possible scrutiny into character-selves—something which enables students in having a better control and better furnish or even facilitate themselves with character building and being responsible citizen/humans in the world.

PSO-7: The programme orients students to think in multi-dimensional ways and processes. It helps them with governing tools of exercise (such as language, rhetorics etc) in dealing with a given problem or situation where different perspectives such as political, economic, social and cultural are juxtaposed broadening the horizon of their thought processes. It helps students add dimensions to their thinking and let the possibilities of debate and discussion leave open-ended always with more and more scope for investigation and research.

PSO-8: The programme connects learners with popular narratives, popular media forms and content. Parts of the programme's content have direct highlights on popular mediums of art such as painting, theatre, ballet/dance/musical etc. Students do take active interest in these areas and subsequently invest their career energy into these fields and attain success and popularity.

PSO-9: It enables the students to relate to trajectories of time: past, present and future. Students read literatures from a vast range of time-space zones ranging from the Greek antiquity to reading of ancient Sanskrit texts to readings of modern contemporary authors from India, Africa, and the Western world. This helps students in understanding the historiography of literary content including language and style—areas that add significantly in the understanding of 'nation' and imbibe the learning into their own appropriations/creations.

PSO-10: Students pursuing this programme are trained into modules of interpretation such as those based on themes and content or also around compositional forms thereby exploring multiple layers of meaning embedded in a given text/situation. This efficiency thereafter also gets hugely added in their philosophical scrutiny.

PSO-11: Students under the programme are also trained (through literary festivals, debates and extempore etc) in developing their oratorical skills, organizational skills interactive and argumentative skills.

PSO-12: The programme also exposes students to possible innovative practices around pedagogy tools/methods (such as use of PPTs in presentations & other technological innovations) which a significant percentage of graduate students subsequently use in their own teaching pedagogy. Use of audio-visual tools, for instance, is regularly exercised upon and this adds to their meritorious teaching learning paradigm.

PSO-13: The programme also connects students with their dealings with fantasy material and processing. Roles that fancy and imagination play in human life are crucially recognized through classroom textual discussions. Students do eventually relate these fantasy/imaginative material with visual narratives in other media and genres such as films and photography. They learn a set of relative adaptability skills of how in various creative ways art is composed and constantly work on their levels of efficiency around inter-connectivity of art forms and the artist's relationship with the art or writers" relationships with writings.

PSO-14: The programme also allows learners to recognize larger creative energies in the physical universe. It highlights on scientific scrutiny while it directs students to look closely into Nature or human behaviour. It takes learners into recognition of the creative forms and their inherent compositional traits. Either through readings around „Renaissance liberal humanism or Naturalism (Darwinian evolution studies) or around the „Romantic" authors, the programme connects learners with a sound understanding of the rootedness whether scientific or metaphysical, and inculcates a vision of the larger creative processes.

PSO-15: The programme brings forth a set of research skills in students and brings competence in them required to maintain the national standards in R&D and also makes them competent in following on international research frameworks keeping in view the latest research aspects around literary genres and texts and cultural exchange.

Course Outcomes

Semester I		
Course Name	**Learning Outcomes**	**PSOs are attained by**
Indian Classical Literature	**CO1**: Students get introduced to ancient Indian literary traditions such as Epics, Dramas and other texts transmitted through the oral medium/texts emerging through Indian oral storytelling. **CO2**: Students get to understand and learn the fundamental acts of reading poetic and dramatic or performative texts from the Indian domain. **CO3**: Students also learn how to analyse a text or textual passages (Poetry & Drama) keeping in mind the historiography, mythology and cultural values associated therein in an Indian context. **CO4**: Students encounter and learn basic literary aesthetics/terminology such as imageries, similes, metaphors and intricacies of language with reference to Indian/Sanskrit poetics.	Students are trained in getting aquatinted with Indian classical literary forms and genres through classroom lectures and discussions Students are encouraged to read texts followed by critical essays and develop their ideas and arguments around Indian classical texts Students also attain learning and development through continuous writing assignments and presentations
European Classical Literature	**CO1**: Students get introduced to ancient Greek & Latin literary traditions such as Epics and other texts transmitted through the oral medium/texts emerging through Greek oral storytelling. **CO2**: Students get to understand and learn the fundamental acts of „reading" poetic and dramatic/performative texts in the Greek & Latin literary tradition. **CO3**: Students also learn how to analyse a text or textual passages (Poetry & Drama) keeping in mind the historiography, mythology and cultural values associated therein in the Greek domain. **CO4**: Students encounter and learn basic literary aesthetics/terminology such as imageries, similes, metaphors and intricacies of language with reference to ancient Greek literature.	Students are trained in getting aquatinted with Greek classical literary forms and genres through classroom lectures and discussions Students are encouraged to read texts followed by critical essays and develop their ideas and arguments around Greek classical texts Students also attain learning and development through continuous writing assignments and presentations
Semester II		
Course Name	**Learning Outcomes**	**PSOs are attained by**
Indian Writing in English	**CO-1:** This course introduces students to understand the role of English for literary writings to expand colonial ideology. Subsequently students also learn to recognize the independent genre Indian Writing in English— resisting colonialism, neocolonialism and finally	Classroom Teaching and Group Discussions on major texts, authors and areas

	championing the cause of the underdog. The course basically aims to attain in learners a thorough understanding of how Indian Writing in English starting from Bankim Chandra Chatterjee"s *Rajmohan's Wife* has become a major literary, intellectual force. **CO-2**: The course aims to introduce students to Indian Writing in English in terms of various themes, sociopolitical, cultural and deals with the discourse of postcolonialism. The course explains how does Indian Writing in English becomes a tool not only to write back to the Empire but also dismantle the colonial hegemony in the postcolonial, globalized world and create separate identity of its own.	Adequate emphasis on history of Indian English (language, style etc) and the stages of its development through compositions Assignments & presentations to ensure that students have understood the concepts
British Poetry and Drama: 14th to 17th Centuries	**CO-1:** Students learn about historical art/drama movements in Europe especially the Renaissance which was a watershed event in European history. Students learn how it rebelled against the superstitions of the Middle Ages and ushered in an era of liberty in art, literature and science, bringing in a revolution in intellectual thought. Students read through plays and poetic compositions that allow them to improve their critical thinking as well as historical knowledge. CO 2: Students are encouraged to exercise multiple interpretations of texts, of characterization, and themes including perspective of the disabled which was a praiseworthy approach. Texts like Doctor Faustus and those of Shakespeare connect students" learning with Renaissance art and liberal humanism while authors like Wyatt, Surrey and Sidney make them connect to the classicist learning of the Renaissance. Students also get to understand major literary forms such as tragedy, comedy, and also tragi-comedy together with poetic forms such as sonnet and other poetic devices involved therein.	Interactive discussions in small groups on the art of poetry and drama and also through tutorial classes Assignments that test the clarity of thought in the thematic and linguistic understanding of texts. Representation of the Age and it"s literary merits through slides/ Presentations/tests.
Semester III		
Course Name	**Learning Outcomes**	**PSOs are attained by**
American Literature	**CO-1:** Students are able to locate American Literature as a second world literary site, different from the conventional British Literature and read through American Poetry, American Novel & American Drama. **CO2**: Students also read through textual depictions of slavery and its probable resistance and the circumstances that gave rise to the prolific identity issues around 'American dream' depicted in texts.	Interactive discussions in small groups in Tutorial classes Undertaking reading-based assignments on thematic topics

	CO-3: Students also learn about the struggle between Blacks and White Settlers on one hand; and Red Indians and White Americans on the leading to emergence of a "New America" with promise of greater Civil Liberty. A text like Toni Morrison"s *Beloved* centers around the theme of slavery— a major issue in contemporary world.	Also through film screenings (text to-film adaptations) and through test/presentations
Popular Literatur e	**CO 1:** This course enables students to see the impact of the discovery of printing technology proliferating into creations of multiple publication genres of popular literature. **CO 2:** Students get to understand terms and areas such as bestsellers, classics ,Children's Literature, thriller etc through in-depth textual scrutiny and analysis. **CO3**: Students get densely introduced to forms of fiction including the visual media such as films. Students study film areas such as James Bond, Pulp Fiction, Detective and Crime genres. **CO4**: Students learn about the intricacies around the debate between literary and non-literary fiction. Texts like Lewis Carrol's *Through the Looking Glass* creates a world around a child's fantasy which is very much a part of our imagination.	Interactive discussions in small groups in Tutorial Classes. Through critical thought processes exercised through presentations and test.
British Poetry and Drama: 17th & 18th Centurie s	**CO1:** This course makes students learn British Literature of the 17th century in its varied genres, the historical ruptures and intellectual debates of the time such as Puritanism. **CO2:** The course makes students explore the issues on succession and individualism pertinent to the Jacobean Age and relate issues with textual ramifications. **CO3:** Students also develop their takes/readings on the idea of the evil/good, virtue/vice and also on Christian theme of „Fall of Man" represented in "Paradise Lost" offering fresh perspectives to the knowledge of cosmology, theology and human dealings with notions of 'vice' and the 'evil'.	Interactive discussions in small groups in Tutorial Classes By making students think critically and write with clarity. Test/Presentations and also through a discussion on writing techniques
	Semester IV	
Course Name	**Learning Outcomes**	**PSOs are attained by**
British Literatur e: 18th Century	**CO 1:** This course covers the Restoration Era (1660) till the Enlightenment Period (1715-1789) with Charles II becoming the monarch in 1660 and reacting against the high moral ethics of Puritan England. Students get a strong sense of the political influences on Literary compositions. **CO2:** Students also get to discuss and improve on their knowledge around the rise of novels for the first time in	Interactive discussions in small groups in Tutorial Classes By making students think critically and write with clarity Discussing Exam

	English literature/England. The advent of the periodicals saw the rise of empiricism and literature for the first time in English Literature. CO3: Students identify and recognize literary forms and areas such as mock-epic, satire and political literature with highlights on Dryden and Pope. **CO4:**Students have to note the emergence and spread of a new literary genre 'novel' gaining increasing popularity	Questions & making learners do Presentations
British Romantic Literature	**CO I:** The Romantic Period (1798-1837) was a critical link between Enlightenment and Modern Period. Students get to know of the influences of the French Revolution in Literature. The course also allows students to critically read lyrical poetry/ Nature poetry composed the Romantics who believed in the idea of "Liberty, Equality and Fraternity." **CO2**: Students also read about the French philosopher Rousseau who was an inspirational figure and his role in the history of ideas and political philosophy and connect his ideas with literary texts. **CO3**: The course also enables students to understand musicality in art/poetry and the use of poetry for the common masses. **CO4**: The course also makes learners understand literary reflections of marginalized voices (for the first time as we see that a "chimneysweeper" becomes the the focus of attention). CO5: Students learn the emergence a new literary form 'gothic novel' gaining increasing popularity and also the seed of early science fiction in 'Frankenstein'	Interactive discussions in small groups in Tutorial Classes By making students think critically and write with clarity. Test/Presentations and also through a discussion on writing techniques
British Literature: 19th Century	**CO-1:** The 19th century England popularly known as Victorian Era (1837-1901) saw the rapid rise of industrialization in England. Students in this Course educate themselves around the economic forces of Industrialization and their impacts on human lives. **CO2**: Students also relate a text such as Dickens's *Hard Times to* Bentham & Mill's 'Utilitarianism', Karl Marx"s articulations on working class and capital and other challenging aspects of capitalism. **CO3**: Students also understand Scientific discoveries such as Darwin's theory of the evolution of Man in a historical and literary preview.	Interactive discussions in small groups in Tutorial Classes By making students think critically and write with clarity Discussing Exam Questions and presentations
Semester V		
Course Name	**Learning Outcomes**	**PSOs are attained by**
Women's Writing	**CO-1:** This Course focuses on writings by women. Students learn women"s writings as different texts	Interactive discussions in small

	highlighting on gender issues, and areas that deal with women''s subjective positions in society and all kinds of socio-psychological roles and duties they grapple with having specific focus on texts and female agencies portrayed therein. **CO-2:** This paper focuses on those stories, poems, novels, autobiographies, and theoretical writings that most clearly articulate the struggle to define experiences and challenge patriarchal constructs.	groups in Tutorial Classes By making students think critically and write with clarity Discussing Exam Questions and presentations
British Literature : The Early 20th Century	**CO-1:** Students learn about intellectual movements, art movements of the 20th century with reference to a number of political upheavals and monumental historical events which had a deep effect on English Literature announcing the beginning and growth of modernism **CO2**: Students also connect Modernism as a utopian vision of human life and society and as an intellectual art movement with the literary productions across all threegenres. **CO3**: Students discuss in depth contradictions in life/worldview coming off the two World Wars as something which shook man's faith in religion, established ideas of the Church creating a sense of doubt—introspected and learnt through all textual readings. **CO4**: Students get to think philosophically in lines with existentialist principles of man, creation, and the purpose of life and human action. Samuel Becket's *Waiting for Godot* for instance, teaches students to think seriously on the possible meaninglessness and purposelessness in man's pursuit around existentialist dilemmas. **CO-2:** Students also learn the newer developments in fiction writing and narrative techniques of the same. Students exercise in detail through textual case studies on techniques and aspects of the psychological novel as a literary form with highlights on James Joyce's *A Portrait of the Artist as a Young Man* for instance, and also on other writers and texts.	Interactive discussions in small groups in Tutorial Classes By making students think critically and write with clarity Discussing Exam Questions and presentations
Modern Indian Writing in English Translation	**CO1**: The Course aims to give students a glimpse of a vast diversity of modern Indian writings in *Bhasha* traditions exploring multiple regions. **CO2**: The course also informs students around revolts raised by the peasant and tribal population in the 18th and 19th centuries against the British enabling students to have an in-depth knowledge around multiple battles Indians fought for liberation. **CO3**: Students also explore areas of human exploitation	Interactive discussions in small groups in Tutorial Classes By making students think critically and write with clarity Discussing Exam

	and India's agrarian and rural issues from textual depictions of narratives such as Fakir Mohan Senapati's novel *Six Acres and a Third* and OV Vijayan's novel *The Legends of Khasak.* **CO4**: Students also read Rabindranath Tagore as a poet and understand his views on humanism and especially the significance of a prayer to God to protect the nation from evil effects (through the poem 'Where the Mind is Without Fear') **CO5**: The course also gives students a dense idea about translation exercise. They practice literary understanding and interpretation through translation as an inter-lingual and inter-cultural exchange between languages and cultures. It helps them bridge the gap between the vernacular language and English, providing cross cultural references and link it with political and social movements creating interest in the students.	Questions and making students give presentations
British Literature: Post World War II	**CO1**: The course also gives students a dense idea about Postmodernism in British Literature, Intertextuality and experimentation, Literature and counterculture Readings **CO2**: Post second World war socio economic and cultural scenario of Britain the recession, unemployment and frustration of the generation are conveyed to the students through the plays. CO3: The Course aims to give students a glimpse of anti-communist notions and suspicions against Soviet Union Government which are reflected through 'Animal Farm' **CO4**: The course also informs students about Anti-war, and anti-religion views of the age which gradually leading to a new concept of 'Britishness' after 1960's.	Interactive discussions in small groups in Tutorial Classes By making students think critically and write with clarity Discussing Exam Questions and making students give presentations
Literary Criticism	**CO1**: The course introduces students to several critical ideas of eminent English authors regarding several different aspects of literature. **CO2**: Students also learn about the concepts like Summarising and critiquing, Point of view, Reading and interpreting, Media criticism, Plot and setting .	Through regular classroom discussions on texts and thematic issues and also Through written assignments
Semester VI		
Course Name	**Learning Outcomes**	**PSOs are attained by**
Modern European Drama	**CO1:** This course is a genre-based and performance oriented course. It provides learners with an overview of formative theatrical movements in Europe. The plays included focus on innovative performance trends that began at the end of the nineteenth century and evolved into diverse forms in the twentieth century.	Interactive discussions in small groups in Tutorial Classes By making students think

	CO2: Students also learn about the deep engagement of theatre with important socio-political issues of Europe in the post-War time. Students relate dramatic schools/movements such as Naturalist school, absurdist drama, and Epic theatre with textual frameworks and ideas and issues coming from various parts of Europe. **CO3**: Students also observe shifts in the language and stylistic developments of drama as art and drama as performative literature.	critically and write with clarity Discussing Exam Questions and making students give presentations
Postcolonial Literatures	**CO1**: The course introduces students to texts being read from a postcolonial paradigm with third world subject positions being highlighted such as ideology, discourse and, power. **CO2**: Students also practice critiques of third world/postcolonial delineations of themes and characters together with the distinct use of language and style.	Through regular classroom discussions on texts and thematic issues and also Through written assignments
Literary Criticism & Theory	**CO 1:** This course exposes students to the history of ideas in the twentieth century and the material and discursive condition of intellectual production. **CO2**: The course teaches students critical merits of major upheavals in political, social and intellectual fields in the 20th century. Students get to study and discuss Marxist critics like Antonio Gramsci who deals with the role of the intellectuals in representing the ideas of the State. **CO3**: Students also understand Louis Althusser's articulations of how the state uses the Ideological State Apparatus and Repressive State Apparatus to oppress the masses and connect it with relating citizenship with the State machineries. **CO4**: It also enables students to understand Post-Structuralist critics like Claude Levi Strauss, Jacques Derrida and Michel Foucault who deal with the idea of language and multiple trajectories of language use and interpretation. **CO5**: It also gives readers to connect women's states with theoretical gender articulations. Readings from Feminist critics help students in forming critical perspectives on gender hierarchy and women's position and role in society. **CO6**: Students also understand and subsequently use articulations by Gandhi in the concepts like 'swaraj' and 'education'.	Interactive discussions in small groups in Tutorial Classes By making students think critically and write with clarity Discussing Exam Questions and making students give presentations
Research Methodology	CO1: To make the students prepared for performing research, analysis, and drafting research proposals **CO2**: To make the students familiar with Practical Criticism, Style manuals and their uses **CO3**: Presenting brief ideas to prepare Notes, references, and	Through regular classroom discussions on texts and thematic issues and also

	bibliography to the students	Through written assignments

Course Outcome and Program Outcome for three-year B. A. General Program (CBCS) – (General and Generic)

Semester I		
Course Name	**Learning Outcomes**	**PSOs are attained by**
English Communication (L1) *MIL English	**CO1:** To introduce students to the theory, fundamentals and tools of communication and to develop in them vital communication skills which should be integral to personal, social and professional interactions.	Through regular classroom discussions on texts and thematic issues and also Through written assignments
Indian Writing in English (LCC1)	**CO-1**: The course aims to introduce students to Indian Writing in English in terms of various themes, sociopolitical, cultural and deals with the discourse of post colonialism. The course explains how does Indian Writing in English becomes a tool not only to write back to the Empire but also dismantle the colonial hegemony in the postcolonial, globalized world and create separate identity of its own.	Interactive discussions in small groups in Tutorial Classes By making students think critically and write with clarity.
BritishPoetryandDrama:17thand18thCenturies	**CO1:** This course makes students learn British Literature of the 17th century in its varied genres, the historical ruptures and intellectual debates of the time such as Puritanism. **CO2:** The course makes students explore the issues on succession and individualism pertinent to the Jacobean Age and relate issues with textual ramifications. **CO3:** Students also develop their takes/readings on the idea of the evil/good, virtue/vice and also on Christian theme of 'Fall of Man' represented in "Paradise Lost" offering fresh perspectives to the knowledge of cosmology, theology and human dealings with notions of 'vice' and the 'evil'.	Interactive discussions in small groups in Tutorial Classes By making students think critically and write with clarity. Test/Presentations and also through a discussion on writing techniques
Semester II		
Course Name	**Learning Outcomes**	**PSOs are attained by**
British Literature: 18thCent	**CO 1:** This course covers the Restoration Era (1660) till the Enlightenment Period (1715-1789) with Charles II becoming the monarch in 1660 and reacting against the high moral ethics of Puritan England. Students get a	Interactive discussions in small groups in Tutorial

ury	strong sense of the political influences on Literary compositions. **CO2:** Students also get to discuss and improve on their knowledge around the rise of novels for the first time in English literature/England. The advent of the periodicals saw the rise of empiricism and literature for the first time in English Literature. CO3: Students identify and recognize literary forms and areas such as mock-epic, satire and political literature with highlights on Dryden and Pope.	Classes By making students think critically and write with clarity.
Text and Perform ance	CO1: Professional text comprehension, CO2: summary writing and general editing skill of texts.	Through regular classroom discussions on texts and thematic issues and also Through written assignments

Semester III		

Course Name	**Learning Outcomes**	**PSOs are attained by**
Literatur e of the British Isles (LCC2)	**CO1** To acquaint themselves with some of the major writers of different periods and different genres of English literature. **CO 2** To be acquainted with the poems of the Elizabethan, Romantic and Modernist masters like Shakespeare, Milton, Wordsworth, MacNeice. **CO 3** To be acquainted with the prose works of Shaw and Mansfield and plays of Gregory	Interactive discussions in small groups in Tutorial Classes By making students think critically and write with clarity Discussing Exam Questions
British Romanti cLiteratu re	**CO I:** The Romantic Period (1798-1837) was a critical link between Enlightenment and Modern Period. Students get to know of the influences of the French Revolution in Literature. The course also allows students to critically read lyrical poetry/ Nature poetry composed the Romantics who believed in the idea of "Liberty, Equality and Fraternity." **CO2**: Students also read about the French philosopher Rousseau who was an inspirational figure and his role in the history of ideas and political philosophy and connect his ideas with literary texts.	Interactive discussions in small groups in Tutorial Classes By making students think critically and write with clarity Discussing Exam Questions

Course Name	Learning Outcomes	PSOs are attained by
	CO3: The course also enables students to understand musicality in art/poetry and the use of poetry for the common masses. **CO4**: The course also makes learners understand literary reflections of marginalized voices (for the first time as we see that a "chimneysweeper" becomes the the focus of attention). CO5: Students learn the emergence a new literary form 'gothic novel' gaining increasing popularity and also the seed of early science fiction in 'Frankenstein'	
Language and Linguistics	**CO 1** To understand the distinctness of human language and its importance, **CO2** Forming ideas about morphology, syntax and phonetics of English language	Through regular classroom discussions and thematic issues and also Through written assignments
English Language Teaching	**CO1** To understand the structures of the English language **CO2** To enhance their English language proficiency in reading, writing, listening and speaking. **CO3** To have an idea about their condition so far as English language is concerned.	Through regular classroom discussions and thematic issues and also Through written assignments
Semester IV		
Course Name	**Learning Outcomes**	**PSOs are attained by**
British Literature: 19th Century	**CO-1:** The 19th century England popularly known as Victorian Era (1837-1901) saw the rapid rise of industrialization in England. Students in this Course educate themselves around the economic forces of Industrialization and their impacts on human lives. **CO2**: Students also relate a text such as Dickens's *Hard Times to* Bentham & Mill's 'Utilitarianism', Karl Marx''s articulations on working class and capital and other challenging aspects of capitalism. **CO3**: Students also understand Scientific discoveries such as Darwin's theory of the evolution of Man in a historical and literary preview.	Interactive discussions in small groups in Tutorial Classes By making students think critically and write with clarity Discussing Exam Questions
Soft Skills	**CO1** To be conscious about the soft skills essential to cope with the demands of the professional world. **CO 2** To appreciate the importance of skills like teamwork, emotional intelligence at any workplace **CO 3** To learn adaptability, leadership and problem solving	Through regular classroom discussions and thematic issues and also

	skills	Through written assignments

Semester V		
Course Name	**Learning Outcomes**	**PSOs are attained by**
Modern Indian Writing in English Translation	**CO 1** To assess the importance of translation in a multicultural society like India, gain insight into 'Indianness' through representative works and identify the relationship between Indian Writing in English and its social context **CO2** To critically study Rabindranath Tagore through translation and appreciate the relevance of it even today and hence the greatness of the author. **CO3** To be familiar with the post-Independence generation of writers and realize how the social problems mainly the problems faced by the women are dealt with in different mediums.	Interactive discussions in small groups in Tutorial Classes By making students think critically and write with clarity Discussing Exam Questions
Academic Writing and Composition	**CO** 1. Introduction to the Writing Process **CO** 2. Introduction to the Conventions of Academic Writing **CO** 3. Writing in one's own words: Summarizing and Paraphrasing **CO** 4. Critical Thinking: Syntheses, Analyses, and Evaluation **CO** 5. Structuring an Argument: Introduction, Interjection, and Conclusion **CO** 6. Citing Resources; Editing, Book and Media Review	Through regular classroom discussions and thematic issues and also Through written assignments
Business Communication	**CO1**. Introduction to the essentials of Business Communication: Theory and Practice **CO** 2. Citing references, and using bibliographical and research tools **CO** 3. Writing a project report **CO** 4. Writing reports on fieldwork/visits to industries, business concerns etc. business negotiations **CO** 5. Summarizing annual report of companies **CO** 6. Writing minutes of meetings **CO** 7. E-correspondence **CO** 8. Spoken English for business communication (viva for internal assessment) **CO** 9. Making oral presentations (viva for internal assessment)	Through regular classroom discussions and thematic issues and also Through written assignments

Semester VI		
Course Name	**Learning Outcomes**	**PSOs are attained by**
Partition Literature	CO1: To inform the student of the problem, politics, pain and cause of the biggest historical burden of the Indian postcolony, the partition, and to make their understanding of the event more comprehensive.	Interactive discussions in small groups in Tutorial Classes By making students think

		critically and write with clarity Discussing Exam Questions
Contemporary India: Women And Empowerment	**CO1** To understand he conceptual notion of Gender and inequality in India, **CO 2** To have an idea about the history of women's movement in India and learn about the safeguards offered to women in the Indian Constitution to empower them. **CO 3** To discern how these issues are reflected in writings of different women writers from India.	Interactive discussions in small groups in Tutorial Classes By making students think critically and write with clarity Discussing Exam Questions
Technical Writing	**CO1** To understand the difference between speech and writing **CO 2** To have an idea about the distinct features of speech and distinct features of writing, formal and informal writing. **CO 3** To be trained in the proper ways of writing required to meet the demands of scientific and technical subjects avoiding common errors.	Through regular classroom discussions and thematic issues and also Through written assignments