

DEPARTMENT OF ENGLISH

PROGRAMME OUTCOMES (B. A. ENGLISH & ENGLISH LITERATURE)

Programme	Paper/ Topic	Learning Outcome	Course Outcomes (ENGLISH)
B.A. Sem I C. English	<p>Compulsory English (Syllabus)</p> <p>Theory :80 marks</p> <p>Internal : 20 marks</p> <p>Unit I : Prose 20 Marks</p> <p>Prescribed Lessons</p> <p>1.InSahyadri Hills, A Lesson in Humility- SudhaMurty</p> <p>2. Uncle Podger Hang a Picture- Jerome K. Jerome</p> <p>Unit II: Poetry 20 Marks</p> <p>1. Where the Mind is Without Fear- Rabindranath Tagore</p> <p>2. The Toys- Coventary Patmore</p> <p>Unit III: Short Stories 20 Marks</p> <p>1. Why I Want a Wife- Judy Brady</p> <p>2. The Selfish Giant- Oscar Wilde</p>	<p>Students record the changes in the vision of the tribal folk ready to join computer revolution.</p> <p>Students understand the funny and fussy personality of Uncle Podger.</p> <p>Students come to know the poet's reflective spirit and contains a simple prayer for his country</p> <p>Students find that God has similar feeling towards his earthly children</p> <p>Students observe irony that the author too would like to have a wife.</p> <p>Students realize that the giant has a profoundly spiritual experience as he meets his end peacefully.</p> <p>Students learn the proper use of articles, proper use of prepositions, and know about Synonyms and Antonyms</p>	<p>On completion of the course, students are able to:</p> <ol style="list-style-type: none"> 1. To develop his/her language skills to a fair degree of proficiency 2. To acquire communication skills in English useful in real life situations 3. To enrich his/her vocabulary 4. To use English with appropriate grammatical forms 5. To develop reference skills and inculcate self-study habits 6. To use English language not only as a library language but also as an important language of communication 7. To be able to prepare for the competitive exams. So as to meet success 8. To become able to have enough proficiency to survive in different fields 9. To cope with the challenges of the modern world 10. To cultivate a broad, human and cultural outlook. 11. To have a broader and global human understanding

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	<p>Unit IV: Grammar & Vocabulary 20 Marks</p> <p>(i) Articles (5 marks)</p> <p>(ii) Preposition (5 marks)</p> <p>iii) Synonyms and Antonyms (5+5= 10 marks)</p> <p>Unit V: Conversational Skills (Step Up I) (Internal assessment) 20 Marks</p> <p>Internal assessment will be based on:</p> <p>i) Viva -10 marks</p> <p>ii) Assignments-10 marks</p> <ol style="list-style-type: none"> 1. Making Introduction 2. Greeting People 3. Talking about family 4. Describing people, places, animals 5. Expressing feelings 6. Inviting, Suggesting, 	<p>Students learn skills of viva (oral practice)</p> <p>Students understand the ways/manners of introducing people, greeting People talking about family, describing people, places, animals, expressing feelings, proper ways of inviting, suggesting, accepting, refusing</p>	

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	Accepting, Refusing		
. B.A. Sem II C. English	Compulsory English (Syllabus) Theory :80 marks Internal : 20 marks Unit I : Prose 20 Marks Prescribed Lessons 1.How much Land does a Man Need- Leo Tolstoy 2. The Power of Prayer- APJ Abdul Kalam Unit II: Poetry 20 Marks 1. The Felling of the Bunyan Tree- DilipChitre 2. Laugh and be Merry- John Masfield Unit III One Act Play 20 Marks 3. Refund: Fritz Karinthy Unit IV: Grammar & Vocabulary 20 Marks Transformation of Sentences	Students come to know about peasant and his greed for land. Students realize that Dr. Kalam is a spiritual leader. Students understand that the cutting down of the banyan tree signifies the cutting down of one's roots. Students realize that one should keep cheerful as long as the music and the dance of life go on. Students learn that Refund brings out Karinthy's wit, word play and parody. Students come to know skills of (a)Change of Degree (4 marks) (b) Affirmative- Negative (4 marks) (c) Interrogative-Assertive (4 marks) (d) Exclamatory- Assertive marks (4 marks) Students inculcate oral and interviewing skills, and adopt assignment writing. Skill They come to know about the skills and manners of 1. Asking for and Giving Information	On completion of the course, students are able to: 1. To develop his/her language skills to a fair degree of proficiency 2. To acquire communication skills in English useful in real life situations 3. To enrich his/her vocabulary 4. To use English with appropriate grammatical forms 5. To develop reference skills and inculcate self-study habits 6. To use English language not only as a library language but also as an important language of communication 7. To be able to prepare for the competitive exams. So as to meet success 8. To become able to have enough proficiency to survive in different fields 9. To cope with the challenges of the modern world 10. To cultivate a broad, human and cultural outlook. 11. To have a broader and global human understanding

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	(a) Change of Degree (4 marks) (b) Affirmative- Negative (4 marks) (c) Interrogative- Assertive (4 marks) (d) Exclamatory- Assertive marks (4 marks) Unit V : Conversational Skills (Step Up I)(Internal assessment) 20 Marks Internal assessment will be based on: i) Viva -10 marks ii) Assignments-10 marks 1. Asking for and Giving Information 2. Giving direction 3. Making requests 4. Making offers 5. Getting and giving permission 6. Talking about past events	2. Giving direction 3. Making requests 4. Making offers 5. Getting and giving permission 6. Talking about past events	

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B.A. Sem III Compulsory English	<p>Compulsory English (Syllabus)</p> <p>Theory :80 marks</p> <p>Internal : 20 marks</p> <p>Unit I : Prose 20 Marks</p> <p>Prescribed Lessons</p> <p>1. My Lost Dollar – Stephen Leacock</p> <p>2. All About a Dog- A.G. Gardiner</p> <p>Unit II: Poetry 20 Marks</p> <p>1. Solitary Reaper- William Wordsworth</p> <p>2. A Psalm of Life- H.W. Longfellow</p> <p>Unit III: Short Stories</p> <p>1. The Barbers' Trade Union-Mulk Raj Anand 20 Marks</p> <p>2. Moti – SunikumarNavin</p> <p>Unit IV: Grammar & Comprehension 20 Marks</p> <p>A) Grammar</p> <p>(i) Punctuation(5</p>	<p>Students understand the motif behind starting a general movement, Back to Honesty</p> <p>Students come to know how Gardiner has portrayed a bus conductor who uses the rules to scourge his passengers</p> <p>Students are able to appreciate the poem.</p> <p>Students understand that it is action that lends worth to life and so a man should ceaselessly pursue his goal.</p> <p>Students understand how a young barber boy succeeds in teaching a lesson to the upper caste village elders.</p> <p>.Students understand how finally all medicines were of no use and Moti succumbed to the injuries.</p> <p>Students attain knowledge of grammar, especially. Punctuation marks, Narration , passage Comprehension and Letter Writing.</p> <p>Students get practice at conversational skill through viva and through writing assignments, they drill at Note Taking-Exercises for Summarizing, Writing Tasks, Listening to the audio CD, Spoken English Foundation</p>	<p>On completion of the course, students are able to:</p> <ol style="list-style-type: none"> 1. To develop his/her language skills to a fair degree of proficiency 2. To acquire communication skills in English useful in real life situations 3. To enrich his/her vocabulary 4. To use English with appropriate grammatical forms 5. To develop reference skills and inculcate self-study habits 6. To use English language not only as a library language but also as an important language of communication 7. To be able to prepare for the competitive exams. So as to meet success 8. To become able to have enough proficiency to survive in different fields 9. To cope with the challenges of the modern world 10. To cultivate a broad, human and cultural outlook. 11. To have a broader and global human understanding

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	marks) (ii) Narration (5 marks) B) Comprehension i. Letter Writing (10 marks) Unit V: Conversational Skills (Step Up II)(Internal assessment)20 Marks Internal assessment will be based on: i) Viva -10 marks ii) Assignments-10 marks 1. Note Taking- Exercises for Summarizing 2. Writing Tasks 3. Listening to the audio CD, Spoken English Foundation Course Vol. I and II 4. Listening to the story and summarizing 5. Meeting people, Exchanging greetings and Taking leave 6. Giving personal	Course Vol. I and II, Listening to the story and summarizing, Meeting people, Exchanging greetings and Taking leave, Giving personal information, Inviting People, and Accepting and Refusing an invitation	

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	information 7. Inviting People, 8. Accepting and Refusing an invitation		
B.A. Sem IV Compulsory English	Compulsory English (Syllabus) Theory :80 marks Internal : 20 marks Unit I : Prose 20 Marks Prescribed Lessons 1. The Doctor's Word- R.K.Narayan 2. Monday Morning- Mark Twain Unit II: Poetry 20 Marks 1. A Village school master- Oliver Goldsmith 2. Say Not the Struggle Naught Avaieth- Arthur Hugh Clough Unit III One Act Play 1. Abu Hasan Pays His Debts- Ronald Hadlington 20 Mark Unit IV: Grammar & Comprehension	Students understand that faith is a great healer. Students understand the author's childish tricks for bunking school. Students understand the village school master's memorable character. Students find that there will be always little light. Students come to know about Abu Hassan's ready wit and good presence of mind. Students understand Grammar & Comprehension, especially, Tenses, Voice, and Comprehension of an Unseen Passage	On completion of the course, students are able to: 1. To develop his/her language skills to a fair degree of proficiency 2. To acquire communication skills in English useful in real life situations 3. To enrich his/her vocabulary 4. To use English with appropriate grammatical forms 5. To develop reference skills and inculcate self-study habits 6. To use English language not only as a library language but also as an important language of communication 7. To be able to prepare for the competitive exams. So as to meet success 8. To become able to have enough proficiency to survive in different fields 9. To cope with the challenges of the modern world 10. To cultivate a broad, human and cultural outlook. 11. To have a broader and global human understanding

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	<p>20 Marks</p> <p>A) Grammar</p> <p>i) Tenses(5 marks)</p> <p>ii) Voice(5 marks)</p> <p>B) Comprehension of an Unseen Passage(10 marks)</p> <p>Unit V : Conversational Skills (Step Up II)(Internal assessment) 20 Marks</p> <p>Internal assessment will be based on :</p> <p>i) Viva -10 marks</p> <p>ii) Assignments-10 marks</p> <p>1.Apologising and responding to an apology</p> <p>2. Congratulating and Responding to Congratulations</p> <p>3. Developing Vocabulary</p> <p>4. Reading Newspapers</p> <p>5. Summarising news article</p> <p>6. Writing journalistic report</p> <p>7. Reading and Recitation</p>	<p>Students get practice at conversational skill through viva and through writing assignments, they understand apologizing and responding to an apology, congratulating and responding to congratulations, developing vocabulary, reading newspapers, summarising news article, writing journalistic report, Reading and Recitation</p> <p>Students understand the story of the king of Phrygia and his greed.</p> <p>Students understand how the narrator was caught in tight corners.</p>	<p>On completion of the course, students are able to:</p> <ol style="list-style-type: none"> 1. To develop his/her language skills to a fair degree of proficiency 2. To acquire communication skills in English useful in real life situations 3. To enrich his/her vocabulary 4. To use English with appropriate grammatical forms 5. To develop reference skills and inculcate self-study habits 6. To use English language not only as a library language but also as an important language of communication 7. To be able to prepare for the competitive exams. So as to meet success 8. To become able to have enough proficiency to survive in different fields 9. To cope with the challenges of the modern world 10. To cultivate a broad, human and cultural outlook. 11. To have a broader and global human understanding

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Programme	Paper/ Topic	Learning Outcome	Course Outcomes (ENGLISH)
B.A. III Year Compulsory English	Syllabus The paper will be of written 100 marks Unit I A. (Prose) 1. the GOLDEN Touch 2. Tight Corner 3. How I became a Public Speaker 4. A Labour of Love 5. A Confession 6. Mr. Know-all B. Poetry 1. The Village School Master 2. Invitation 3. If 4. The Darkling Thrush 5. To Daffodils C. (One Act Play) The Dear Departed UNIT II 1. Grammar and Usages:	Students understand the struggle of G.B. Shaw for becoming a public speaker. Students came to know three categories of writing. Students understand the happenings after the coolie fetched tonga for Latif. Students understand characters of Mr. and Mrs. Ramsay. Students understand the substance of the poem The Village School Master . Students understand the theme of the poem Invitation Students understand the advice given by Kipling to his son. Students understand the scene where the poet heard a thrush singing. Students understand two level of meanings in To Daffodils Students understand how grandfather comes to know about the greed and hard –heartedness of his daughters. Students understand proper uses of grammatical items Tense and Punctuation. Students understand how to Write an Advertisement Copy, Compose an e mail message , write Job Application and Curriculum Vitae Students understand skill of writing essay.	

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	1. Tense 2. Punctuation II Advanced Applied Language Skills 1. Writing an Advertisement Copy 2. Composing an e mail message, 3. Job Application and Curriculum Vitae UNIT III Essay Writing UNIT IV Improve Your English (Step III) Prescribed Items 1. Enquiries 2. Group Discussion 3. Situational Role Play 4. Adaptation of your favourite regional language television episode in English 5. Narrating all embarrassing / awkward situations that you faced in your life 6. Narrating Jokes/	Students understand skills of Enquiries, Group Discussion, Situational Role Play, Adaptation of favourite regional language television episode in English, narrating all embarrassing / awkward situations that they faced in the life, narrating jokes/ humorous situations, sharing experiences of visiting a hospital/ discussing a health problem with a doctor, facing interviews, making complaint about stale food products or eatables, complaint about a hyped electricity bill, going to the village head and enquiring about the widening of the roads, asking the people of the village to write to the local mla to build a bridge, use of phrasal verbs	

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Programme	Paper/ Topic	Learning Outcome	Course Outcomes (ENGLISH)
	humorous situations 7. Sharing your experience of visiting a hospital/ discussing a health problem with a doctor 8. Facing interviews 9. Complaint about stale food products or eatables 10. Complaint about a hyped electricity bill 11. Goinfg to the village head and enquiring about the widening of the roads 12. Asking the people of the villageto write to the local MLA to build a bridge 13. Phrasal verbs Transcreation of sentences		
B.A. I English Literature SEM I	Theory: 80 marks Internal: 20 marks Poetic Quest Edited by Shubha Mishra & Vandana Bhagdikar	Students understand that the lover is uncertain of the outcome Students understand Poe's dislike for science, technological advances and rationality. Students understand the poet's promises of undying love for his beloved.	On completion of the course, students are able to: 1. To develop his/her language skills to a fair degree of proficiency 2. To acquire communication skills in English useful in real

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	<p>The following poems are prescribed</p> <ol style="list-style-type: none"> 1. Sonnet 144 : William Shakespeare 2. To Science : Edgar Allan Poe 3. A Red Red Rose : Robert Burns 4. Ode to a Nightingale : John Keats 5. The Ballad of Father Gilligan : W.B. Yeats 6. A Lament : P. B. Shelley <p>II. Prescribed portion from A Background to the Study of English Literature – Section I (Poetry) Section I -Chapter I and Chapter II</p> <p>III. The following sections are prescribed from</p>	<p>Students understand that although the poet will die, he believes that the nightingale will live on through its song.</p> <p>Students understand that the poet finds that God had sent an angel in the guise of Father Gilligan to keep watch.</p> <p>Students understand that the relationship between life and the world is conditioned and controlled by the passage of life.</p> <p>Students understand literary Terms. Image, Symbol, Allusion, Conceit, Blank Verse, Metaphor, Irony, Paradox:</p> <p>Students get the practice of writing assignments</p>	<p>life situations</p> <ol style="list-style-type: none"> 3. To enrich his/her vocabulary 4. To use English with appropriate grammatical forms 5. To develop reference skills and inculcate self-study habits 6. To use English language not only as a library language but also as an important language of communication 7. To be able to prepare for the competitive exams. So as to meet success 8. To become able to have enough proficiency to survive in different fields 9. To cope with the challenges of the modern world 10. To cultivate a broad, human and cultural outlook. 11. To have a broader and global human understanding 12. To have introduction and access to a variety of literary texts of different genre 13. To inculcate foundation for studying literature, particularly poems 14. To understand theoretical knowledge of literary schools and movements, literary types and prose and poetic devices 14. To develop critical acumen for studying literature 15. To sharpen his/her literary sensibility, by offering him/her opportunities to read and discuss a variety of literary

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	<p>‘Practical Criticism’ Section I – Introduction IV. The following Literary Terms from A Handbook of Literary Terms. Image, Symbol, Allusion, Conceit, Blank Verse, Metaphor, Irony, Paradox Internal assessment will be based on: i) Two Assignments based on prescribed syllabus carrying 10 marks each (10x2=20)</p>		texts
B.A. II English Literature SEM II	<p>Theory: 80 marks Internal: 20 marks Poetic Quest I. Poetic Quest Edited by Shubha Mishra & Vandana Bhagdikar The following poems are prescribed: 1. Do Not Go Gentle into That Night</p>	<p>Students understand that ‘Old age should burn and rave as close of day’ .</p> <p>Students understand that the poem is the monologue of a rejected lover, who is saddened that he will no longer be with his beloved.</p> <p>Students understand that Donne ascribes a mythical quality to a good and faithful woman.</p> <p>Students understand that the poem meditates on the transience of loveliness of nature.</p> <p>Students understand that the poet romantacises the common man’s pursuits and aspirations.</p>	<p>On completion of the course, students are able to:</p> <ol style="list-style-type: none"> 1. To develop his/her language skills to a fair degree of proficiency 2. To acquire communication skills in English useful in real life situations 3. To enrich his/her vocabulary 4. To use English with appropriate grammatical forms 5. To develop reference skills and inculcate self-study habits

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	:Dylan Thomas 2. The Last Ride Together : Robert Browning 3. Song :John Donne 4. Virtue : George Herbert 5. In The Bazaars of Hyderabad : Sarojini Naidu 6. An Introduction : Kamala Das II. Prescribed portion from A Background to the Study of English Literature – Section I (Poetry) Chapter III and Chapter IV : 1, 2, 3, 4,7 and 8 III. The following sections are prescribed from ‘Practical Criticism’ Section II – Analysis : Poetry Section III – Exercise : Poetry	<p>Students understand that the poet feels that her painful experiences are her own as she favours individuality.</p> <p>Students understand poetic forms</p> <p>Students understand how to analyse a poem.</p> <p>Students are able to solve exercises on poems.</p> <p>Students understand literary terms- Paradox, Personification, Simile, Metonymy, Apostrophe, Synecdoche, Antithesis, Alliteration</p> <p>Students are able to write answer of the questions.</p>	<p>6. To use English language not only as a library language but also as an important language of communication</p> <p>7. To be able to prepare for the competitive exams. So as to meet success</p> <p>8. To become able to have enough proficiency to survive in different fields</p> <p>9. To cope with the challenges of the modern world</p> <p>10. To cultivate a broad, human and cultural outlook.</p> <p>11. To have a broader and global human understanding</p> <p>12. To have introduction and access to a variety of literary texts of different genre</p> <p>13. To inculcate foundation for studying literature, particularly poems</p> <p>14. To understand theoretical knowledge of literary schools and movements, literary types and prose and poetic devices</p> <p>14. To develop critical acumen for studying literature</p> <p>15. To sharpen his/her literary sensibility, by offering him/her opportunities to read and discuss a variety</p>

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	<p>IV. The following Literary terms from A Handbook of Literary Terms.</p> <p>Paradox, Personification, Simile, Metonymy, Apostrophe, Synecdoche, Antithesis, Alliteration</p> <p>Internal assessment will be based on:</p> <p>i) Two Assignments based on prescribed syllabus carrying 10 marks each (10x2=20)</p>		
B.A. II year English Literature SEM III	<p>Theory: 80 marks Internal: 20 marks</p> <p>I. Essays of Wisdom Edited by Madhavi Moharil & udhesh Bhowate</p> <p>The following ssays are prescribed:</p> <p>i. The Trumpet Club- Richard Steele</p> <p>ii. Dream Children- Charles Lamb</p>	<p>Students understand humour and irony from the essay The Trumpet Club</p> <p>Students understand pathos in Dream Children</p>	<p>On completion of the course, students are able to:</p> <ol style="list-style-type: none"> 1. To develop his/her language skills to a fair degree of proficiency 2. To acquire communication skills in English useful in real life situations 3. To enrich his/her vocabulary 4. To use English with appropriate grammatical forms 5. To develop reference skills and inculcate self-study habits 6. To use English language not only as a library language

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	iii. Third Thoughts- E.V. Lucas iv. The Rule of the Road- A.G. Gardiner v. On Good Resolutions- Robert Lynd vi. My Forchern- J.B. Priestly II. The Guide by R.K. Narayan III. Prescribed Portion from A Background to the Study of English Literature – Section III (Prose)- Chapter I,II & III IV. A Handbook of Literary Terms- Edited by Savita Parkey, R. M. Patil, Meghnad Bhave & Karthik Panicker (S. Chand) The following Literary terms are prescribed Ambiguity,	Students understand the significance of the title Third Thought Students understand that liberty is not a personal affair. Students understand why some good resolutions are founded on the belief in the possibility of performing miracles. Students understand how My Foechen reflects writer's wit and intelligence. Students understand the complex character of Raju in The Guide Students understand the origin and development of the English essay, short story, biography, autobiography, the function of criticism and the importance of style. Students understand Literary terms Ambiguity, Archaism, Euphuism, Gothic Novel, New Criticism, Narrative, Point of View, Stock Characters	but also as an important language of communication 7. To be able to prepare for the competitive exams. So as to meet success 8. To become able to have enough proficiency to survive in different fields 9. To cope with the challenges of the modern world 10. To cultivate a broad, human and cultural outlook. 11. To have a broader and global human understanding 12. To have introduction and access to a variety of literary texts of different genre 13. To inculcate foundation for studying literature, particularly poems 14. To understand theoretical knowledge of literary schools and movements, literary types and prose and poetic devices 14. To develop critical acumen for studying literature 15. To sharpen his/her literary sensibility, by offering him/her opportunities to read and discuss a variety

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	Archaism, Euphuism, Gothic Novel, New Criticism, Narrative, Point of View, Stock Characters Internal assessment will be based on: i) Two Assignments based on prescribed syllabus carrying 10 marks each (10x2=20)	Students understand how to write assignments.	
B.A. II year English Literature SEM IV	Theory: 80 marks Internal: 20 marks I. Popular Short Stories Ed. Renu Dalela &Alka Zade (S. Chand) The following short stories are prescribed: i. The Child- Premchand ii. The Golden Watch-Mulk Raj Anand iii. The Tiger for Malgudi- R.K. Narayan iv. A Cup of Tea-	Students understand reasons of Gangu marrying Gomti. Students understand summary of the story The Golden Watch. Students understand the story of A Tiger for Malgudi .Students understand Why Rosemary sent away the beggar girl. Students understand the story The Last Leaf Students understand how the lawyer spend his years of confinement. Students understand Animal Farm as a political satire.	On completion of the course, students are able to: 1. To develop his/her language skills to a fair degree of proficiency 2. To acquire communication skills in English useful in real life situations 3. To enrich his/her vocabulary 4. To use English with appropriate grammatical forms 5. To develop reference skills and inculcate self-study habits 6. To use English language not only as a library language but also as an important language of communication 7. To be able to prepare for the competitive exams. So as to meet success 8. To become able to have enough proficiency to survive in

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	<p>Katherine Mansfield v. The Last Leaf-O Henry vi. The Bet- Anton Chekov II. Animal Farm- George Orwell Edited by Vilas Dhone (Dattsons) III. Prescribed Portion from A Background to the Study of English Literature – Section III (Prose)- Chapter IV, V& VI IV. A Handbook of Literary Terms Edited by Savita Parkey, R.M. Patil, Meghnad Bhave & Karthik Panicker (S. Chand) The following Literary terms are prescribed: Stream of Consciousness, Plot, Parable, Picaresque Novel,</p>	<p>Students understand what are the difficulties of a biographer and autobiographer. They also understand the function of criticism and importance of style. Students understand literary terms Stream of Consciousness, Plot, Parable, Picaresque Novel, Utopia, Novella, Decorum, Sentimental Novel</p> <p>Students understand how to write assignments.</p>	<p>different fields</p> <p>9. To cope with the challenges of the modern world</p> <p>10. To cultivate a broad, human and cultural outlook.</p> <p>11. To have a broader and global human understanding</p> <p>12. To have introduction and access to a variety of literary texts of different genre</p> <p>13. To inculcate foundation for studying literature, particularly poems</p> <p>14. To understand theoretical knowledge of literary schools and movements,</p> <p>Literary types and prose and poetic devices</p> <p>14. To develop critical acumen for Studying literature</p> <p>15. To sharpen his/her literary sensibility,</p> <p>By offering him/ her opportunities to read and discuss a</p>

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Programme	Paper/ Topic	Learning Outcome	Course Outcomes (ENGLISH)
	Utopia, Novella, Decorum, Sentimental Novel Internal assessment will be based on: i) Two Assignments based on prescribed syllabus carrying 10 marks each (10x2=20)		
B.A. III Year ELT	1 Julius Caesar by William Shakespeare (Dernet & Co.) 2. She Stoops to Conquer by Oliver Goldsmih. (Dennet & Co.) 3. Old Stone Mansion by Mahesh Elkunehwar (Oxford University press) 4. A Background to the Study of English Literature by B. Prasad. (Macmillan) Section-II- Drama 5. A Handbook of	Students can literary appreciate the drama Julius Caesar. Students understand the drama She Stoops to Conquer by Oliver Goldsmih. Students understand the drama Old Stone Mansion by Mahesh Elkunehwar Students understand background for studying drama. Students understand literary terms - Surprise, Suspense, Sub-plot, Anti-hero, Intrigue, Catharsis Three Unities, Hamartia, Comie relief, Closet Drama, Existentialism, Folk Drama, Domestic Tragedy, Comedy of Manners and Heroic Drama	On completion of the course, students are able to: 1. To develop his/her language skills to a fair degree of proficiency 2. To acquire communication skills in English useful in real life situations 3. To enrich his/her vocabulary 4. To use English with appropriate grammatical forms 5. To develop reference skills and inculcate self-study habits 6. To use English language not only as a library language but also as an important language of communication 7. To be able to prepare for the competitive exams. So as to meet success 8. To become able to have enough proficiency to survive in different fields 9. To cope with the challenges of the modern world 10. To cultivate a broad, human and cultural outlook. 11. To have a broader and global human understanding 12. To have introduction and access to a variety of literary texts of different genre 13. To inculcate foundation for studying literature, particularly essays, short stories and novels 14. To understand theoretical knowledge of literary schools and movements, literary types and prose and poetic

DEPARTMENT OF ENGLISH

PROGRAMME OUTCOMES (B. A. ENGLISH & ENGLISH LITERATURE)

Programme	Paper/ Topic	Learning Outcome	Course Outcomes (ENGLISH)
	Literary Terms (S.Chand) The following literary terms are prescribed: Surprise, Suspense, Sub-plot, Anti-hero, Intrigue, Catharsis Three Unities, Hamartia, Comic relief, Closet Drama, Existentialism, Folk Drama, Domestic Tragedy, Comedy of Manners, Heroic Drama		devices 14. To develop critical acumen for studying literature 15. To sharpen his/her literary sensibility, by offering him/her opportunities to read and discuss

At the end of the programme (i.e B.A English and ELT), the students will have developed four skills viz Listening, Speaking Reading, and Writing. and also will have met majority of expected goals (course outcome) to quite a good extent.