

Department of English

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| Department of English | After successful completion of three year degree programme in B.A English students should be able to |
| Programme Outcomes | <p>PO -1- Mastering the English language as a second language PO -2- To understand the inherent compositions of both English language and Literature</p> <p>PO -3- To be able to understand and critically analyze the literary writing</p> <p>PO- 4- The students get through exposure to both spoken and written version of the English language</p> <p>PO- 5- Enhances the employability of the students through proficiency in English language</p> <p>PO-6- After completion of B.A. in English a student can go for higher studies</p> <p>PO-7- Can acquire global knowledge through online resources, for many of the online sources provide information in English language</p> <p>PO-8- To develop effective communication skills by developing ability to use right words in the right context</p> <p>PO-9- To enhance employability of the students by developing their basic soft skills</p> |
| Programme Specific Outcomes | <p>PSO-1- To understand the impact of socio-political events on literary writings of the time.</p> <p>PSO-2- The students can relate to the life of the protagonist of a literary work they study in the classroom, which help them to lead a life by avoiding the mistakes a protagonist has committed during the course of a literary work.</p> <p>PSO-3- To instill universal human values through best pieces of literature in English</p> <p>PSO-4- To develop Effective</p> <p>PSO- 4- Inculcates Entrepreneurial skills through subjects like Functional English</p> <p>PSO-5- Can use English in day to day life</p> <p>PSO-7- To revise and reinforce the learning of some important areas of grammar for better linguistic competence</p> |

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| Course Outcomes | The various courses taught to a students who are pursuing B.A. in English achieve certain specified outcomes at the end of the course |
| F. Y. B. A. English | |
| CC- Compulsory Course | <ul style="list-style-type: none"> ● Help to bridge the knowledge gap between H.S.C and Under graduate level ● The students are introduced to LSRW techniques of the language ● They are oriented to understand the means of language acquisition. ● They are introduced to short versions of literary writings such as short story, speech, poems and Essays |
| Optional English General Paper 1 (Minor literary forms and Basic of Phonology) | <ul style="list-style-type: none"> ● To expose to students to the basics of literature and language ● To acquaint them with minor forms of literature in English and help them to appreciate the creative use of language. ● To introduce them to the basics of phonology of English so that they can pronounce better and speak English correctly ● To enhance the job potential of students by improving their language skills |
| FYFE- Paper I An Introduction to English Language and Writing Skills in English | <ul style="list-style-type: none"> ● To introduce students to Spoken English ● To create awareness about using language according to the situation/context ● To create an awareness among students about mispronunciation ● To reinforce grammar studied up to std. XII ● To help learners acquire the basic skills of effective writing |
| FYFE- Paper II Oral Communication in English | <ul style="list-style-type: none"> ● To introduce students to Oral Skills in English ● To introduce students to basics of computer ● To introduce students to various conversational situations |
| S. Y. B. A. English | |
| Core Course Compulsory English | <ul style="list-style-type: none"> ● To expose students to the best examples of literature in English and to contribute to their emotional quotient as well as independent thinking. ● To instill universal human values through best pieces of literature in English ● To develop effective communication skills by developing ability to use right words in the right context. |

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| | <ul style="list-style-type: none"> • To enhance employability of the students by developing their basic soft skills • To revise and reinforce the learning of some important areas of grammar for better linguistic competence. |
| SEC- 1 A Advanced Study of English Language (Prescribed Text: Linguistics: An Introduction- (Ed. Board of Editors, Orient BlackSwan)) | <ul style="list-style-type: none"> • To familiarize students with the various components of language. • To develop overall linguistic competence of the students. • To introduce students to some advanced areas of language study. • To prepare students to go for detailed study and understanding of language. |
| DSC- 1 A Appreciating Drama | <ul style="list-style-type: none"> • To introduce Drama as a major form of literature • To introduce minor forms of Drama • To acquaint and enlighten students regarding the literary and the performing dimensions of drama • To acquaint and familiarize the students with the elements and the types of Drama • To encourage students to make a detailed study of a few sample masterpieces of English Drama from different parts of the world • To develop interest among the students to appreciate and analyze drama independently • To enhance students' awareness regarding aesthetics of Drama and to empower them to evaluate drama independently |
| DSC- 2A Appreciating Poetry Prescribed Text: Mirage: An Anthology of English Poetry | <ul style="list-style-type: none"> • To acquaint students with the terminology in poetry criticism (i.e. the terms used in appreciation and critical analysis of poems) • To encourage students to make a detailed study of a few sample masterpieces of English poetry • To enhance students awareness in the aesthetics of poetry and to empower them to read, appreciate and critically evaluate poetry independently |
| SEC- 2 A A Certificate Course in Skill Development | <ul style="list-style-type: none"> • Enhancing the skill of using English for everyday communication • To acquaint the students with the verbal and nonverbal communication • To create opportunities to access exposure of speaking in various contexts • To acquaint and familiarize the students with soft skills • To develop interest among the students to interact in English |
| Functional English Paper III- Advanced Writing Skills and Introduction to Electronic Media | <ul style="list-style-type: none"> • Enhancing students' ability to communicate in written mode • Training students in extended writing in different formats • Developing awareness about the need to change language according to situations |

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| | <ul style="list-style-type: none"> • Helping students to recognize the need for referencing • Acquainting students to career options in electronic media and equipping them to be prepared for the same • Making students aware of change in language use as per the nature of Media • Giving students exposure to English language through on the job training • Introducing students to various aspects of Blog writing • Initiating students into research through scrape book |
| <p>Functional English Paper IV Oral Communication in English: Intermediate & Key Competency Modules</p> | <ul style="list-style-type: none"> • Building confidence in communicative English through active participation • Enabling students to learn through activities • Introducing students to a wide variety of conversational situations, both formal and informal • Creating awareness about what to say and when to say it • Creating awareness about developing voice quality for effective oral communication • Making students appreciate audio and video programmes • Making students aware of proper use of body language during interaction or in video media • Leading students to overall development of personality through key competency modules • Acquainting Students with Digital/Online Learning Platforms • Making students aware about language and etiquettes of Social Media |
| <p>T.Y.B.A English</p> | |
| <p>TYBA CC- Core Course Compulsory English</p> | <ul style="list-style-type: none"> • To familiarize students with some excellent pieces of prose and poetry in English so that they realize the beauty and communicative power of English. • To enable students to become competent and effective users of English in real life situations. • To contribute to the overall personality development of the students. • To instill humanitarian values and foster sympathetic attitude in the students. • To train the students in practical writing skills required in work environment. • To impart knowledge of some essential soft skills to enhance their employability |

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| <p>SEC- 1 C & 1 D (Semester V & VI) Skill Enhancement Course (Prescribed Text- Aspirations: English for Careers)</p> | <ul style="list-style-type: none"> • To get the awareness of career opportunities available to them. • To identify the career opportunities suitable to them. • To understand the use of English in different careers. • To develop competence in using English for the career of their choice. • To enhance skills required for their placement. • To use English effectively in the career of their choice. • To exercise verbal as well as nonverbal communication effectively for their career |
| <p>DSC- 1 C & D (Semester V & VI) Appreciating Novel</p> | <ul style="list-style-type: none"> • To introduce students to the basics of novel as a literary form • To expose students to the historical development and nature of novel • To make students aware of different types and aspects of novel • To develop literary sensibility and sense of cultural diversity in students • To expose students to some of the best examples of novel |
| <p>DSC- 2 C & D (Semester V & VI) Introduction to Literary Criticism</p> | <ul style="list-style-type: none"> • To introduce students to the basics of literary criticism • To make them aware of the nature and historical development of criticism • To make them familiar with the significant critical approaches and terms • To encourage students to interpret literary works in the light of the critical approaches • To develop aptitude for critical analysis |
| <p>SEC- 2C & 2 D (Semester V & VI) Mastering Life Skills and Life Values</p> | <ul style="list-style-type: none"> • To equip the students with the social skills • To train the students interpersonal skills • To build self-confidence and communicate effectively • To Encourage the students to think critically • To learn stress management and positive thinking • To enhance leadership qualities • To aware the students about universal human values • To develop overall personality of the students |
| <p>Functional English Paper V Introduction to Print Media and Writing for Mass Media and Key Competency Modules</p> | <ul style="list-style-type: none"> • To enhance students' ability to communicate in written mode • To acquaint students with technical forms of written communication • Making students aware about the change in language use as per they switch to different media platforms • Introducing newer career options viz. translation, content writer, technical writer, • Writing for mass media and advertising and equipping to be prepared for the same To facilitate the skill based learning • Encouraging students to observe, compare and analyze the |

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| | <p>language activities of</p> <ul style="list-style-type: none"> • Media through exposure in classroom teaching |
| <p>Paper VI Entrepreneurship Development, Project Report & Oral Communication in English: Advanced</p> | <ul style="list-style-type: none"> • . Encouraging students to motivate about the possibility of self employment through entrepreneurship • Providing them with basic sources of information regarding Small and Medium Enterprises (SMEs) • Introducing students to the idea and aspects of Start-ups and government schemes to promote Start-ups • Introducing Students to the opportunities in Service Industry Sector • Promoting the idea of self employment through field work, study reports and interviews • Leading students to overall development of personality through key competency modules • Initiating students into research through project report • Creating a possibility of focused writing in the field of their interest |