



**PANSKURA BANAMALI COLLEGE(AUTONOMOUS)**  
**DEPT. OF ENGLISH**

**COURSE OUTCOMES (COs)**  
**Bachelor of Arts (BA) in English Honours**

**ENGHCC1: INDIAN CLASSICAL LITERATURE**

**Course Outcomes**

Some of the course learning outcomes that students of the course CC1 'Indian Classical Literature', are required to demonstrate run thus:

- Learn the socio-political and cultural context of the age that produced Indian classical literature from its very beginning till 1100 A.D.
- Grasp the pluralistic and inclusive nature of the Indian classical literature and its attributes.
- Learn the evolution of literary culture(s) in India in its/their contexts, various issues of genres, themes and critical cultures.
- Elaborate and analyse various texts with comparative perspectives.

**ENGHCC2: EUROPEAN CLASSICAL LITERATURE**

**Course Outcomes**

Some of the course learning outcomes that students of the course CC2 'European Classical Literature' are required to demonstrate run thus:

- Find out classical European, i.e., Greek and Latin literary cultures historically and their socio-political-cultural contexts.
- Grasp the classical literary traditions of Europe from its earliest beginning till the 5<sup>th</sup> century AD.
- Learn the concept of classic and classical in the European literary thinking and its reception over a period of time.
- Explore and analyse the literary texts across a wide range of classical authors, genres and periods with comparative perspectives.
- Engage in further studies in classical literature.
- Learn about human and literary values of classical period.

**ENGHCC3: BRITISH POETRY AND DRAMA: 14<sup>TH</sup> TO 17<sup>TH</sup> CENTURIES**

**Course Outcomes**

Some of the course learning outcomes that students of the course CC3 'British Poetry and Drama: 14<sup>th</sup> to 17<sup>th</sup> Century' are required to demonstrate run thus:

- Grasp the tradition of English literature from 14<sup>th</sup> to 17<sup>th</sup> century.
- Develop a clear concept of Renaissance Humanism.
- Make a clear understanding of the major genres and forms of English literature.
- Engage to develop the fundamental skills for close reading and critical thinking to analyse the text.
- Understand the poems and plays in the larger socio-political context



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of the time and analyse these texts in present context.

### **ENGHCC4: BRITISH POETRY AND DRAMA: 17<sup>TH</sup> AND 18<sup>TH</sup> CENTURIES**

#### **Course Outcomes**

Some of the course learning outcomes that students of the course CC4 'British Poetry and Drama: 17<sup>th</sup> and 18<sup>th</sup> Centuries', are required to demonstrate run thus:

- Grasp the major characteristics of the Comedy of Manners and Mock-Heroic poetry.
- Demonstrate the understanding of the socio-political and cultural thoughts of the 17<sup>th</sup> and 18<sup>th</sup> centuries.
- Examine critically the main themes in the texts of the period, including Love, revenge, Pride, sexuality, human follies etc.
- Appreciate the text for its plot-construction, socio-cultural contextual representation.
- Understand the literary devices, forms and techniques for interpretation of the texts.

### **ENGHCC5: BRITISH LITERATURE: 18<sup>TH</sup> CENTURY PROSE**

#### **Course Outcomes**

After successful completion of this core course, the students of English (Hons.) will be able to:

- Understand the basic ideas associated with the 18<sup>th</sup> century literature such as enlightenment, neoclassicism, rise of democracy and periodical press.
- Develop adequate theoretical knowledge about the relevant contemporary literary theories and key concepts of the literature of the time.
- Read and understand various fictional and non-fictional prose pieces, their stylistic variations and analyse the texts critically.
- Look at and evaluate literary texts as a field of study and as part of the wider network of local and global culture.

### **ENGHCC6: BRITISH ROMANTIC LITERATURE**

#### **Course Outcomes**

After successful completion of this core course, the students of English (Hons.) will be able to:

- Know and comprehend the basic features of British Romanticism, with special reference to the role of imagination, representation of Nature in literature, the idea of revolution, the gothic elements and the romantic lyrics.
- Get acquainted with influential literary criticisms of the Romantic period.
- Cultivate a better understanding of values – both literary values and values of life at all stages.
- Develop creative and analytical faculties, with overall development of writing, including imaginative writing.



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**ENGHCC7: BRITISH LITERATURE: LATE 19<sup>TH</sup> CENTURY**

**Course Outcomes**

After successful completion of this core course, the students of English (Hons.) will be able to:

- Recognise the complexity in the literature produced in a contradictory, divided and rapidly changing society.
- Learn some concepts related to the late 19<sup>th</sup> century literature, like utilitarianism, evangelicalism, psychoanalysis, alternative sexuality, faith and doubt etc.
- Know the literary forms which are relevant in context of the literature of the time.
- Demonstrate a critical aptitude and reflexive thinking to systematically analyse the existing scholarship and expand critical questions and the knowledge base in the field of late nineteenth-century British literature.
- Recognise the advent of the *avant-garde* forms of literary expression.

**ENGHCC8: BRITISH LITERATURE: EARLY 20<sup>TH</sup> CENTURY**

**Course Outcomes**

After successful completion of this core course, the students of English (Hons.) will be able to:

- Understand the *avant-garde* forms of literary expression and their departures from earlier forms of representation.
- Develop an understanding of the various forms of critique of modernity that evolved in England (and Europe) in the early twentieth century.
- Gain awareness of new disciplines/areas of inquiry that decisively influenced British art and literature of the time.
- Understand the significance of various literary and cultural movements during the time, with their social implications.
- Develop an awareness of modernism, post-modernism and non-European cultures as well.

**ENGHCC9: WOMEN'S WRITING**

**Course Outcomes**

After successful completion of this core course, the students of English (Hons.) will be able to:

- Understand the necessity of an area of study about a group of humans marginalized by history, while occupying a unique sociopolitical space within their culture, and explore through their writing their lives and experiences in society.
- Develop adequate theoretical knowledge about terms, theories and key concepts associated with the study of women's writing such as gender, feminism, gynocriticism, queer studies, sexual politics etc.
- Recognise how feminism has influenced the way texts are read, taught, and evaluated.
- Identify the transgression of traditional boundaries that tend to compartmentalise literature, philosophy, and the social sciences in order to



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understand how gender has been constructed by society and represented through language.

- Define, establish and defend equal civil, political, economic and social rights for women.
- Identify the transgression of traditional boundaries between literature, philosophy, and the social sciences in order to understand how gender has been constructed by society and represented through language.
- Define, establish, and defend equal civil, political, economic, and social rights for women.

#### **ENGHCC10: INDIAN WRITING IN ENGLISH**

##### **Course Outcomes**

After successful completion of this core course, the students of English (Hons.) will be able to:

- Develop an awareness of the cultural richness of India as expressed in Indian writing in English and in translation.
- Comprehend how India as a land of multiple languages has produced a new literary genre with highly indigenous themes and backgrounds, using the English language to address a wider readership.
- Look at and evaluate Indian literary texts in English as a field of study and as part of the wider network of local and global culture.
- Locate and analyse the traditional and modern values explored in Indian writing in English.

#### **ENGHCC11: MODERN EUROPEAN DRAMA**

##### **Course Outcomes**

Some of the course learning outcomes that students of the course CC11 'Modern European Drama' are required to demonstrate thus:

- Understand the role of theatre and drama in the introduction and shaping of modernity.
- Understand and engage with concepts like realism, naturalism, symbolism, Expressionism, the Avant Garde, the epic theatre, the theatre of the absurd, etc.
- Understand how meaning is created in theatre and be able to write about innovations.
- Introduced into theatrical practice in the late nineteenth and the twentieth century.

#### **ENGHCC12: POSTCOLONIAL LITERATURE**

##### **Course Outcomes**

Some of the course learning outcomes that students of the course CC12 'Postcolonial Literature' are required to demonstrate thus:



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- Understand the social-historical-political-economic contexts of colonialism and post-colonialism in India and other countries affected by colonial rule
- Understand the scope of postcolonial literatures in India and elsewhere, primarily as a response to the long shadow of colonialism, not just of colonial occupation
- See through a corpus of representative postcolonial texts from different colonial locations: the effects of colonial rule on the language, culture, economy and habitat of specific groups of people affected by it
- Appreciate and analyze the growing spectres of inequality arising out of colonial occupation and the role played by postcolonial literatures to resist it in India and similar locations
- Critically engage with issues of racism and imperialism during and after colonial occupation
- Appreciate the changing role and status of English in postcolonial literatures
- Link colonialism to modernity.

#### **ENGHCC13: POPULAR LITERATURE**

##### **Course Outcomes**

Some of the course learning outcomes that students of the course CC13 'Popular Literature' are required to demonstrate run thus:

- Trace the early history of print culture in England and the emergence of genre fiction and best sellers.
- Engage with debates on high and low culture, canonical and non-canonical literature.
- Articulate the characteristics of various genres of non-literary fiction.
- Investigate the role of popular fiction in the literary polysystem of various linguistic cultures.
- Demonstrate how popular literature belongs to its time.
- Use various methods of literary analysis to interpret popular literature.

#### **ENGHCC14: AMERICAN LITERATURE**

##### **Course Outcomes**

Some of the course learning outcomes that students of the course CC14 'American Literature' are required to demonstrate run thus:

- Understand the depth and diversity of American literature, keeping in mind the history and culture of the United States of America from the colonial period to the present (17th century to 21st century)
- Understand the historical, religious and philosophical contexts of the American spirit in literature; social-cultural-ecological-political contexts may, for example, include the idea of democracy, Millennial Narratives, the Myth of Success, the American Adam, the Myth of the Old South, the Wild West, Melting pot,



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Multiculturalism, etc.

- Appreciate the complexity of the origin and reception of American literature, given its European and non-European historical trajectories, particularly in relation to writers of European(Anglo-Saxon, French, Dutch and Hispanic) descent, as well as writers from black and non- European (African, American Indian, Hispanic-American and Asian) writing traditions
- Critically engage with the complex nature of American society, given its journey from specific religious obligations and their literary transformations (such as Puritanism, Unitarianism, Transcendentalism, etc.) to the growth of anti- or non-Christian sensibilities.

### **ENG DSE1: MODERN INDIAN WRITING IN ENGLISH TRANSLATION**

#### **Course Outcomes**

Some of the course learning outcomes that students of the course DSE1 ‘Modern Indian Writing in English Translation’ are required to demonstrate are:

- To appreciate the diversity of modern Indian literatures and the similarities between them
- To understand and creatively engage with the notion of nation and nationalism
- To appreciate the impact of literary movements on various Indian literatures critically engage with significant social issues like caste and gender
- To understand the historical trajectories of Indian literatures.

### **ENG DSE2: BRITISH LITERATURE: POST-WORLD WAR II**

#### **Course Outcomes**

Some of the course learning outcomes that students of the course DSE2 ‘British Literature: Post-World War-II’ are required to demonstrate run thus:

- Understand the social-historical-political-economic contexts of Post-World War II British Literature.
- Understand the relationship between World war II and the end of colonialism.
- Identify the social-historical-political changes in England after World War II.
- See through a corpus of representative texts the rise of multiculturalism in England in the wake of migrations of people from colonial territories.
- Grasp the changing role of English in the new world order.
- Critically analyze and link changes in social norms to new literary forms.
- Engage with the idea of the postmodern and the rise of the postmodernist aesthetics.
- Appreciate the importance of location in understanding the self and the other.



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**ENG DSE3: LITERARY CRITICISM**

**Course Outcomes**

Some of the course learning outcomes that students of the course DSE3 'Literary Criticism' are required to demonstrate are thus:

- Understand the historical and philosophical contexts that led to the development of literary criticism and its practice in different traditions and periods
- Learners will be able to understand fundamental literary and critical concepts and underlying distinctions amongst them (e.g., difference between literary criticism and literary theory)
- Learners will be able to grasp a wide range of literary philosophers and critics whose works had informed and shaped the discourse of literary theory
- Learners will have knowledge about major, critical movements and critics in various critical traditions – Indian (schools of *Rasa*, *Alamkar*, *Riti*, *Dhwani*, *Vakroiti*, *Auchitya*) and Western (Greek, Roman, English, German, Russian and French)
- Learners will be able to identify theoretical and critical concepts with
- Critics/texts/movements with which they are associated and understand them in their contexts
- Learners will be able to apply various theoretical frameworks and concepts to literary and cultural texts
- Learners will be able to evaluate and analyse strengths and limitations of critical/theoretical frameworks and arguments
- Learners will be able to strengthen and deepen their interpretative skills

**ENG DSE4: LITERATURE AND CINEMA**

**Course Outcomes**

Some of the course learning outcomes that students of the course DSE4 'Literature and Cinema' are required to demonstrate are thus:

- Demonstrate a systematic and historically-grounded knowledge of literature and cinema as expressive arts
- Identify and illustrate the distinction between literary and cinematic arts of story telling
- Identify and describe the difference between cinematic and literary images
- Examine different theories of adaptation and link them to contexts of expression and reception
- Organize different sets of activities to identify and make use of skills that distinguish the medium of cinema from that of literature
- Present a coherent view of the relationship between written and cinematic texts
- Communicate the role of location in adaptation.



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### ENG DSE5: LITERARY THEORY

Some of the course learning outcomes that students of the course DSE5 'Literary Theory' are required to demonstrate run thus:

- Have a historical understanding of major literary theorists, particularly of the 20<sup>th</sup> century;
- Show an understanding of historical and philosophical contexts that brought about literary theory and its practices;
- Instill consciousness of various literary theories and the way they improve and change our thinking regarding language, literature and society;
- Historically locate literary theorists whose works had informed and shaped various literary theoretical discourses;
- Identify theoretical concepts with theorists and movements with which they are associated and, in the process, understand their contexts;
- Apply different theoretical frameworks and concepts to literary and cultural texts;
- Examine and analyze strengths and limitations of theoretical frameworks and arguments;
- Enhance interpretative skills in the light of various theoretical frameworks.

### ENG DSE6: RESEARCH METHODOLOGY

Some of the course learning outcomes that students of the course DSE6 'Research Methodology' are required to demonstrate run thus:

- Develop a simple questionnaire to draw out specific information.
- Collect data based on a survey and arrive at conclusions using a small sample
- Discuss and draft a plan for carrying out a piece of work systematically
- Refer to authentic sources of information and document the same in a proper manner
- Provide proper explanation for jargons or technical terms in simple language.

### ENG SEC1: ENGLISH LANGUAGE TEACHING (ELT)

#### Course Outcomes

After successful completion of this skill-enhancement course, the students of English (Hons.) will be able to:

- Select the most appropriate methodology for classroom teaching in a given socio-cultural context, with the help of specialized insights into the tenets of ELT.
- Acquire domain-specific knowledge in ELT that can help them create newer contexts for both teaching and empirical investigations.
- Apply this domain knowledge or ELT tools judiciously in their professional field, even outside pedagogy.
- Act more efficiently and skilfully in problematising the present or possible themes, ELT tools or pedagogy, since they would be acquainted with the state-of-the-art domain knowledge.





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### **ENGSEC2: TRANSLATION STUDIES**

#### **Course Outcomes**

After successful completion of this skill-enhancement course, the students of English (Hons.) will be able to:

- Understand the evolution of the translation studies as an academic discipline.
- Recognize major milestones in the history of translation.
- Gain an in-depth awareness of the theoretical underpinnings of translation as cross-linguistic endeavour.
- Translate different types of text in both source and target languages.
- Come to grips with practical problems in translation of different registers such as scientific writing, literary works, journalistic writings.
- Evaluate translations on the basis of select criteria.

### **ENGSEC3: SOFT SKILLS**

#### **Course Outcomes**

After successful completion of this skill-enhancement course, the students of English (Hons.) will be able to:

- Communicate with others effectively.
- Aware of their own weaknesses.
- Take responsibility to undertake a work and complete it.
- Form and exhibit qualities of leadership.
- Work in groups either as members or leaders.
- Think critically or laterally and solve problems.
- Be flexible to the needs of others.
- Negotiate with others to solve problems (conflict resolution).
- Cope with pressure and yet produce results.

### **ENGSEC4: TECHNICAL WRITING**

#### **Course Outcomes**

After successful completion of this skill-enhancement course, the students of English (Hons.) will be able to:

- Clearly convey specialized information from a technical field to a non-specialized audience.
- Identify and use appropriate formats and conventions derived from individual disciplines.
- Assess effectiveness and validity of information sources, such as web sites, business documents, and professional journals.
- Develop strategies for information design, to include producing visually enhanced documents.
- Summarize larger texts in clear, direct style for practical applications.
- Design and produce a research project appropriate to the student's major and/or career interests.
- Edit documents with peer exchange and according to professional guidelines.



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**COURSE OUTCOMES (COs)**  
**Bachelor of Arts (BA) in English General**

**ENGE1: ACADEMIC WRITING AND COMPOSITION**

**Course Outcomes**

Some of the course learning outcomes that students of the course GE1 'Academic Writing and Composition' are required to demonstrate run thus:

- Convey their thoughts in English utilizing straightforward and satisfactory English in writing.
- Understand to recognize and draft diverse sorts of composing– e.g., classroom notes, summaries, reports, exploratory and descriptive paragraphs, substantiating etc.
- Describe a diagram or elaborate information contained in a graph, chart, table etc.
- Write a review of a book or a movie.
- Write a report on an academic or cultural event that takes place in a college or university for a journal or a newspaper.

**ENGE2: LANGUAGE AND LINGUISTICS**

**Course Outcomes**

Some of the course learning outcomes that students of the course GE2 'Language and Linguistics' are required to demonstrate run thus:

- Recognize/understand the structure and different parts of the language,
- Understand the presence of language within the shape of distinctive dialects based on a set of built-up factors,
- Identify the various functions a language performs and the roles assigned to it,
- Understand that all languages behave alike and develop a tolerance for other languages,
- Understand that making errors is a process of learning and not waver to use language for the fear of making errors.

**ENGE3: MEDIA AND COMMUNICATION SKILLS**

**Course Outcomes**

Some of the course learning outcomes that students of the course GE3 'Media and Mass Communication' are required to demonstrate run thus:

- Recognize employability options in English studies programme as part of skill development and as career avenues open to graduates in today's global world such as professional writing, mass media, journalism, personality development and so on.
- Channelise the interests of the students and analytical reasoning in a better way and make more meaningful choices regarding career after completion of graduation.
- Express their concepts clearly and efficiently through writing.



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- Gain an analytical aptitude and reflexive thinking to systematically analyse the society and various current affairs, and expand the knowledge base in the field of media and communication using digital resources.

### **ENGE4: CONTEMPORARY INDIA: WOMEN AND EMPOWERMENT**

#### **Course Outcomes**

Some of the course learning outcomes that students of the course GE4 'Contemporary India: Women and Empowerment' are required to demonstrate run thus:

- Understand the necessity of the empowerment of women in contemporary India with comprehensive knowledge of theoretical and historical contexts of it.
- Comprehend the basic ideas associated with women's roles and position such as social construction of gender, masculinity, femininity, patriarchy etc.
- Assess the socio-political implication of women's empowerment in the present time, with special reference to roles played by the constitution, state and law.
- Acquire awareness of the history of women's movements in India.

### **ENGGCL1: ENGLISH LANGUAGE AND LITERATURE: THE BASICS**

#### **Course Outcomes**

After successful completion of this generic course where the subject is pursued as a minor one, the students of English (Gen.) would

- Get to engage with various literary concepts and categories.
- Acquire the ability to understand, appreciate, analyze and use different frameworks.
- Obtain an enhanced ability to read texts closely, paying attention to themes and linguistic and stylistic variations and innovations

### **ENGGCL2: ENGLISH LANGUAGE THROUGH LITERATURE**

#### **Course Outcomes**

After successful completion of this generic course where the subject is pursued as a minor one, the students of English (Gen.) would definitely find the course help them

- Enhance speaking and writing abilities in standard academic English.
- Develop the ability to understand the world by reading literatures in translation and in the original.
- Learn to analyse texts, evaluate ideas and literary strategies.

### **AECCEL1: ENGLISH COMMUNICATION**



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This Ability Enhancement Compulsory Course on English communication is extended to students taking general and honours students across Panskura Banamali College. The overarching intention is to help the students have a fundamental grasp of the English language so that they can extend their extant English- language skills and consequently, expand their employment opportunities.

- The course gives the students of the college a brief overview of the theories of communication incurrency, and of what makes for successful verbal and non-verbal intrapersonal and interpersonal communication. Through discussions of monologues and dialogues, group discussions, interviews, and public speech, the faculty members teaching the course help groom students for specialized settings.
- The faculty members help students garner the means for mass communication and for idioms of communication used by people in personal, social, and business settings, especially since employment is watchword of the course—and of the student's life in the long run.
- Students receive help in understanding the factors that may lead to miscommunication, forcing them to confront the pitfalls of communication while helping them comprehend how these pitfalls can be overcome when they find their backs against the wall in expert settings.
- Needless to say, the course would be incomplete if it did not have students examine electronic and other idioms of communication used every day in the modern era, these idioms being intrinsic to professional work.
- Through the course, students can sharpen their skills when it comes to paragraph writing and the writing of notes, narration, description, and translating Indian English to other idioms of English and vice versa. Students also learn how to professionally deal with CV writing, report writing, e-mailing, and letter writing in the course, especially because these are literary acts that they have to use in professional backdrops on a regular basis.
- As Indian citizens inhabiting multiple idioms of the English language in the current era of globalization, the course helps students understand the nuances of British English, American English, and General Indian English (GIE). It also helps students brush up their skills of reading, comprehension, summary, paraphrasing, and the analysis and interpretation of texts. These are, after all, skills that students may have to use at very short notice in professional scenarios.
- The course discusses differences between anthropocentric communication and idioms of communication used by animals. This is extremely pertinent to the course because it bears testimony to the fact that when it comes to social responsibility, we are growing more aware of climate change, of how climate change affects our not-necessarily-human kin, and of the fact that we need to help conserve these kin.