

**POLBA MAHAVIDYALAYA
DEPARTMENT OF ENGLISH
COURSE OUTCOME
ENGLISH HONOURS
CC I (INDIAN CLASSICAL LITERATURE)**

Vyasa's 'The Book of the Assembly Hall' from The Mahabharata:

- Gain a deep understanding of the epic Mahabharata and its socio-cultural significance.
- Analyze the narrative techniques employed by Vyasa in portraying complex characters and events.
- Explore the ethical and philosophical dimensions embedded in the text.
- Develop critical thinking skills to assess the broader implications of the Mahabharata in Indian literature.

Sudraka's 'Mrcchakatika' translated by M. M. Ramachandra Kale:

- Acquire insights into classical Sanskrit drama and its conventions.
- Examine the themes of love, morality, and social dynamics in ancient Indian society.
- Analyze Sudraka's storytelling techniques and dramatic structure.
- Develop an appreciation for the cultural and historical context reflected in 'Mrcchakatika.'

Banabhatta's 'Kadambari' (Chapter I, II):

- Explore the narrative complexity and literary techniques employed in 'Kadambari.'
- Understand the cultural and philosophical nuances embedded in Banabhatta's prose.
- Analyze the representation of gender, love, and metaphysical themes in the text.
- Develop skills in interpreting classical Sanskrit prose and its relevance in the context of Indian literature.

Kalidasa's 'Abhijnana Shakuntalam' in 'The Loom of Time':

- Delve into the aesthetics and poetic excellence of Kalidasa's 'Abhijnana Shakuntalam.'
- Analyze the portrayal of love, nature, and the human experience in classical Sanskrit poetry.
- Explore the interconnectedness of art, culture, and philosophy in Kalidasa's work.
- Develop a nuanced understanding of the timeless themes and artistic brilliance that define 'Abhijnana Shakuntalam.'

Through the exploration of these classical texts, students will not only enhance their linguistic and literary skills but also gain a profound appreciation for the rich cultural heritage and philosophical depth of Indian classical literature.

**COURSE OUTCOME
ENGLISH HONOURS
CC II (EUROPEAN CLASSICAL LITERATURE)**

Homer's 'The Iliad,' Book I & II (translated by E. V. Rieu):

- Develop a comprehensive understanding of the epic poem and its cultural significance in Ancient Greece.
- Analyze the themes of heroism, fate, and honor as depicted in the narrative.
- Explore the poetic techniques employed by Homer in the portrayal of characters and events.
- Acquire critical thinking skills to evaluate the socio-political context of 'The Iliad.'

Sophocles' 'Oedipus the King':

- Gain insights into Greek Tragedy and its conventions.
- Analyze the tragic elements, character development, and themes of fate and free will in 'Oedipus the King.'
- Understand the impact of the play on the development of Western dramatic tradition.
- Develop interpretive skills to appreciate the nuances of Sophocles' writing.

Ovid's Selections from 'Metamorphoses' (Book III) - 'Bacchus':

- Explore Ovid's mythological narrative and its relevance in the context of Roman literature.
- Analyze the theme of transformation and the role of mythology in shaping cultural identity.
- Examine Ovid's storytelling techniques and his contribution to the genre of epic poetry.
- Develop an appreciation for the interplay between myth, philosophy, and literary expression.

Plautus' 'Pot of Gold':

- Explore the comedic elements and conventions of Roman theater.
- Analyze Plautus' use of humor, language, and character archetypes in 'Pot of Gold.'
- Understand the social and cultural commentary embedded in Roman comedic traditions.
- Develop critical thinking skills to assess the enduring impact of Plautus on Western comedic literature.

By engaging with these European classical texts, students will not only enhance their literary analysis skills but also gain a deeper appreciation for the cultural, philosophical, and artistic contributions of these works to the broader scope of Western literature.

**COURSE OUTCOME
ENGLISH HONOURS
CC III (INDIAN WRITING IN ENGLISH)**

Lal Behari Day: 'Govinda Samanta or the History of Bengal Raiyat':

- Understand the historical and social context of colonial Bengal through Lal Behari Day's narrative.
- Analyze the portrayal of agrarian life, socio-economic conditions, and colonial impact on rural Bengal.
- Develop critical thinking skills to assess the cultural and historical significance of the text.
- Explore the role of literature in reflecting and challenging colonial structures.

Anita Desai: 'Clear Light of Day':

- Gain insights into post-colonial identity and the changing social fabric in India.
- Analyze Desai's narrative techniques in depicting family dynamics and personal relationships.
- Explore the themes of memory, nostalgia, and cultural transitions in the context of modern India.
- Develop literary analysis skills to understand the intersection of personal and societal changes.

H.L.V. Derozio: 'Freedom to the Slave':

- Explore the socio-political themes in Derozio's poetry and their relevance to the Indian socio-cultural milieu.
- Analyze the use of language and rhetoric in expressing dissent and advocating for freedom.
- Understand Derozio's role in the Bengal Renaissance and his contribution to Indian literary nationalism.
- Develop an appreciation for the literary representation of social justice issues in colonial India.

Kamala Das: 'Introduction':

- Analyze Kamala Das's poetic expression of personal and feminine identity.
- Explore the themes of love, desire, and self-discovery in Das's poetry.
- Understand the socio-cultural context that influenced Das's work and her impact on Indian feminist literature.
- Develop interpretive skills to appreciate the nuanced exploration of emotions and identity in her writing.

Nissim Ezekiel: 'The Night of the Scorpion':

- Explore the cultural and religious diversity in India through Ezekiel's poetry.
- Analyze the portrayal of rural life and superstitions in the poem.
- Understand the poetic techniques employed by Ezekiel and their impact on modern Indian poetry.
- Develop critical thinking skills to interpret the layered meanings within the poem.

Robin S. Ngangom: 'A Poem for Mother':

- Gain insights into the contemporary voices emerging from northeastern India.
- Analyze Ngangom's poetic exploration of identity, culture, and belonging.
- Understand the socio-political context of northeastern India and its impact on literature.

- Develop an appreciation for the diverse linguistic and cultural influences in Indian writings in English.

Mahesh Dattani: 'Bravely Fought the Queen':

- Explore the themes of gender, sexuality, and societal norms in contemporary Indian drama.
- Analyze Dattani's exploration of identity and relationships in the context of modern India.
- Understand the impact of societal expectations and cultural traditions on individual lives.
- Develop skills to interpret the complexities of contemporary Indian drama.

Through the study of these diverse Indian writings in English, students will gain a nuanced understanding of the cultural, historical, and social dimensions of India, as well as develop critical thinking and analytical skills to engage with the complexities of the literature.

COURSE OUTCOME ENGLISH HONOURS

CC - IV: British Poetry, Drama (16th – 17th Centuries) & Rhetoric and Prosody

William Shakespeare: 'Sonnet No. 18', 'Sonnet No. 116':

- Develop an understanding of Shakespearean sonnet forms and their thematic richness.
- Analyze the language, imagery, and poetic devices employed in the selected sonnets.
- Explore the themes of love, time, and mortality as portrayed in Shakespeare's poetry.
- Gain proficiency in interpreting and discussing the rhetorical and prosodic elements of the sonnets.

John Donne: 'Good Morrow', 'The Sun Rising':

- Examine the metaphysical poetry of John Donne, focusing on themes of love, spirituality, and intellectual engagement.
- Analyze Donne's use of wit, conceit, and complex imagery in the selected poems.
- Explore the intersection of physical and metaphysical realms in Donne's poetic expression.
- Develop skills in recognizing and appreciating the rhetorical intricacies of Donne's poetry.

William Shakespeare: 'Macbeth':

- Gain a deep understanding of Shakespearean tragedy and its thematic exploration.
- Analyze the characters, plot structure, and dramatic elements in 'Macbeth.'

- Explore the psychological and moral dimensions of ambition, guilt, and power.
- Develop the ability to interpret and discuss the rhetorical and prosodic features within the play.

Christopher Marlowe: 'Edward II':

- Explore the historical and political contexts of Marlowe's drama.
- Analyze Marlowe's depiction of power, politics, and human agency in 'Edward II.'
- Understand the development of Elizabethan tragedy and its impact on Renaissance drama.
- Develop skills in recognizing and appreciating the rhetorical and prosodic elements in Marlowe's writing.

William Shakespeare: 'Twelfth Night':

- Examine the comedic elements, character dynamics, and themes of disguise and mistaken identity in 'Twelfth Night.'
- Analyze Shakespeare's use of language, humor, and dramatic structure in a comedic context.
- Explore the cultural and social dimensions reflected in the play.
- Develop the ability to interpret and discuss the rhetorical and prosodic features within a comedic framework.

Through the study of these texts, students will not only gain an appreciation for the literary achievements of the 16th and 17th centuries in Britain but also develop critical skills in analyzing the rhetorical and prosodic elements inherent in both poetry and drama from this period.

RHETORIC AND PROSODY

The course on Rhetoric and Prosody aims to equip undergraduate English Honours students with a comprehensive understanding of rhetorical devices and prosodic elements in literature. Upon completion of this course, students will:

Rhetorical Analysis Skills:

- Develop a keen awareness of rhetorical devices such as metaphor, simile, irony, and hyperbole.
- Acquire the ability to analyze how authors use rhetoric to persuade, inform, and convey emotions in literary works.

Understanding of Prosody:

- Gain a thorough understanding of prosody, encompassing elements such as meter, rhyme, and rhythm in poetry and dramatic verse.
- Learn to recognize and interpret variations in prosodic features to enhance comprehension and appreciation of literary texts.

Application of Rhetoric and Prosody in Poetry:

- Analyze and interpret the impact of rhetorical devices and prosodic choices in selected poems from various periods.
- Develop the ability to connect rhetorical strategies and prosody to the thematic and emotional dimensions of poetic works.

Application of Rhetoric and Prosody in Drama:

- Explore the use of rhetoric and prosody in dramatic texts, understanding how these elements contribute to character development, tone, and overall dramatic impact.
- Analyze selected scenes from plays to appreciate the interplay between language, rhetorical devices, and prosodic features.

Critical Evaluation Skills:

- Enhance critical thinking skills to evaluate the effectiveness of rhetorical and prosodic choices in literature.
- Develop the ability to articulate the impact of these choices on the overall meaning and interpretation of a literary work.

Communication and Presentation Skills:

- Improve communication skills through the articulation of thoughtful analyses of rhetorical and prosodic elements in written assignments and class discussions.
- Enhance presentation skills by effectively conveying insights into the use of rhetoric and prosody in literary works.

By the end of the course, students will be well-equipped to analyze and appreciate the intricate ways in which writers use rhetorical devices and prosody to craft compelling and impactful literary expressions, laying a strong foundation for their continued exploration of English literature.

**COURSE OUTCOME
ENGLISH HONOURS
CC - V: American Literature**

Mark Twain: 'The Adventures of Tom Sawyer':

- Explore the cultural and social context of 19th-century America through Twain's portrayal of childhood and adolescence.
- Analyze Twain's use of language, humor, and regional dialect to depict characters and settings.
- Develop an understanding of the novel's contribution to American literary realism.

Edgar Allan Poe: 'The Purloined Letter':

- Delve into the world of Gothic and detective fiction through Poe's narrative.
- Analyze the themes of mystery, deception, and intellectual prowess in the short story.
- Develop skills in interpreting the psychological and symbolic dimensions of Poe's writing.

F. Scott Fitzgerald: 'The Crack-up':

- Explore the themes of disillusionment and the American Dream in Fitzgerald's autobiographical essay.
- Analyze Fitzgerald's narrative style and rhetorical strategies in conveying personal and societal struggles.

- Develop critical thinking skills to assess the impact of 'The Crack-up' on American literature.

William Faulkner: 'Dry September':

- Examine Faulkner's exploration of racial tensions and moral ambiguity in the Southern United States.
- Analyze Faulkner's narrative techniques, including stream of consciousness and shifting perspectives.
- Develop an understanding of Faulkner's contribution to Southern Gothic literature.

Anne Bradstreet: 'The Prologue':

- Explore Anne Bradstreet's role as one of the earliest American poets and her contribution to colonial literature.
- Analyze the themes of gender, identity, and self-expression in 'The Prologue.'
- Develop an appreciation for the historical and cultural context of Bradstreet's poetry.

Walt Whitman: 'Passage to India' (lines 1–68):

- Explore Whitman's poetic celebration of American democracy, diversity, and spirituality.
- Analyze the free verse and expansive style characteristic of Whitman's poetry.
- Develop an understanding of Whitman's influence on American poetic traditions.

Alexie Sherman Alexie: 'Crow Testament':

- Explore contemporary Native American literature through Alexie's short story.
- Analyze the themes of identity, cultural conflict, and resilience in 'Crow Testament.'
- Develop an understanding of Alexie's unique voice and contribution to American literature.

Tennessee Williams: 'The Glass Menagerie':

- Examine Williams' portrayal of family dynamics, memory, and illusion in this American classic play.
- Analyze the use of symbolism, character development, and dialogue in 'The Glass Menagerie.'
- Develop an understanding of Williams' impact on American drama.

Through the study of these diverse American literary works, students will gain a nuanced understanding of the cultural, historical, and social dimensions of American literature, fostering critical analysis and appreciation for the diverse voices that have shaped the American literary landscape.

**COURSE OUTCOME
ENGLISH HONOURS
CC - VI: Popular Literature**

Lewis Carroll: 'Alice's Adventures in Wonderland':

- Explore the whimsical and fantastical elements of Carroll's narrative, understanding its impact on popular children's literature.
- Analyze the use of wordplay, satire, and imagination in creating the Wonderland universe.
- Develop critical thinking skills to interpret the cultural and literary significance of Carroll's work.

Agatha Christie: 'The Murder of Roger Ackroyd':

- Delve into the world of mystery and detective fiction through Agatha Christie's iconic novel.
- Analyze the plot structure, character development, and narrative devices used in the creation of a classic whodunit.
- Develop skills in deciphering clues and recognizing the conventions of the mystery genre.

L. Frank Baum: 'The Wonderful Wizard of Oz':

- Explore the enduring appeal of Baum's fantasy world and its cultural impact.
- Analyze the use of symbolism, allegory, and character archetypes in 'The Wonderful Wizard of Oz.'
- Develop an understanding of the historical and social context influencing the narrative.

Herge: 'Tintin in Tibet':

- Explore the world of graphic novels and the cultural impact of Herge's Tintin series.
- Analyze the themes of adventure, friendship, and cultural exploration in 'Tintin in Tibet.'
- Develop an understanding of the visual storytelling techniques employed in graphic literature.

Through the study of these popular literary works, students will gain insights into the diverse forms and genres that captivate readers across cultures and time periods. The outcomes include the development of analytical skills to appreciate the unique elements of popular literature, the ability to recognize and interpret cultural influences, and an understanding of the broader impact of these works on literature and popular culture.

COURSE OUTCOME
ENGLISH HONOURS
CC - VII: British Poetry and Drama (17th– 18th Centuries)

John Milton: 'Paradise Lost' (Book I):

- Delve into the epic narrative of 'Paradise Lost,' examining Milton's theological and philosophical exploration.
- Analyze Milton's use of language, poetic devices, and blank verse to depict the Fall of Man.

- Develop an understanding of the epic tradition and its relevance to 17th-century British poetry.

Thomas Dekker: 'Shoemaker's Holiday':

- Explore the world of Elizabethan and Jacobean drama through Dekker's city comedy.
- Analyze the themes of social mobility, love, and urban life in 'Shoemaker's Holiday.'
- Develop an understanding of the theatrical conventions and cultural contexts of early modern English drama.

Alexander Pope: 'The Rape of the Lock' (Cantos I and III):

- Examine Pope's satirical masterpiece, focusing on the mock-epic style and social commentary.
- Analyze Pope's use of heroic couplets, wit, and irony in 'The Rape of the Lock.'
- Develop critical thinking skills to interpret Pope's satire on the aristocratic society of the 18th century.

Aphra Behn: 'Oroonoko':

- Explore Behn's groundbreaking work in early English literature, particularly in the novel form.
- Analyze the themes of race, colonialism, and gender in 'Oroonoko.'
- Develop an understanding of Behn's role as one of the first professional female writers in English literature.

Through the study of these texts, students will gain insights into the literary, cultural, and historical contexts of the 17th and 18th centuries in Britain. The outcomes include the development of analytical skills to interpret complex poetic and dramatic forms, an appreciation for the diversity of literary expressions in the given period, and an understanding of the socio-cultural influences shaping British literature during this time.

COURSE OUTCOME ENGLISH HONOURS CC - VIII: British Literature (18th Century)

William Congreve: 'The Way of the World':

- Explore the world of Restoration comedy through Congreve's satirical play.
- Analyze the themes of love, social manners, and wit in 'The Way of the World.'
- Develop an understanding of the comedic conventions and cultural nuances of 18th-century drama.

Thomas Gray: 'Elegy':

- Delve into the elegiac tradition through Gray's reflective poem.
- Analyze Gray's use of language, melancholy tone, and poetic imagery in 'Elegy.'
- Develop an appreciation for the introspective and contemplative qualities of 18th-century poetry.

William Collins: 'Ode to Evening':

- Explore Collins' contribution to the Romantic movement through his ode.
- Analyze the themes of nature, melancholy, and the sublime in 'Ode to Evening.'

- Develop an understanding of Collins' poetic style and its significance in 18th-century British literature.

Daniel Defoe: 'Moll Flanders':

- Examine Defoe's novel as a representative work of early English fiction.
- Analyze the themes of social mobility, identity, and morality in 'Moll Flanders.'
- Develop an understanding of the development of the novel form and its cultural impact in the 18th century.

Jonathan Swift: 'Gulliver's Travels' (Books I and II):

- Delve into Swift's satirical masterpiece, focusing on the socio-political commentary.
- Analyze Swift's use of allegory, irony, and satire in 'Gulliver's Travels.'
- Develop critical thinking skills to interpret Swift's critique of human nature and society in the 18th century.

Through the study of these texts, students will gain insights into the diverse literary landscape of 18th-century Britain. The outcomes include the development of analytical skills to interpret various literary forms, an understanding of the cultural and philosophical influences shaping literature during this period, and an appreciation for the evolution of literary genres in the 18th century.

COURSE OUTCOME ENGLISH HONOURS CC - IX: British Romantic Literature

William Wordsworth: 'Tintern Abbey':

- Explore Wordsworth's poetic philosophy and the Romantic engagement with nature.
- Analyze the themes of memory, nature, and the sublime in 'Tintern Abbey.'
- Develop an understanding of Wordsworth's contribution to the Romantic movement.

Samuel Taylor Coleridge: 'Kubla Khan':

- Delve into the realm of Romantic imagination through Coleridge's fragmentary poem.
- Analyze the themes of creativity, the exotic, and the supernatural in 'Kubla Khan.'
- Develop an appreciation for Coleridge's exploration of the unconscious and the dream-like.

William Blake: 'Lamb', 'Chimney Sweeper' (Songs of Innocence), 'Chimney Sweeper' (Songs of Experience), 'The Tyger':

- Explore Blake's visionary poetry, focusing on the Songs of Innocence and Experience.
- Analyze the thematic contrasts between innocence and experience, as well as the socio-political commentary in 'The Tyger.'
- Develop an understanding of Blake's unique blend of mysticism, symbolism, and social critique.

Jane Austen: 'Pride and Prejudice':

- Examine Austen's contribution to the development of the novel in the Romantic era.
- Analyze the themes of love, social class, and personal growth in 'Pride and Prejudice.'
- Develop an understanding of Austen's keen social observations and narrative style.

George Gordon Byron: 'Childe Harold's Pilgrimage' (Canto III, verses 36-45):

- Explore Byron's Romantic narrative poem, focusing on themes of travel, adventure, and personal reflection.
- Analyze the Byronic hero and the influence of Romantic individualism in 'Childe Harold's Pilgrimage.'
- Develop an understanding of Byron's impact on Romantic literature.

P.B. Shelley: 'Ode to the West Wind', 'Ozymandias':

- Delve into Shelley's poetic vision and political engagement.
- Analyze the themes of nature's transformative power and the transience of human achievements in 'Ode to the West Wind' and 'Ozymandias.'
- Develop an appreciation for Shelley's lyricism and his role in shaping Romantic ideals.

John Keats: 'Ode to a Nightingale', 'To Autumn':

- Explore Keats' exploration of beauty, mortality, and the poetic imagination.
- Analyze the thematic richness and sensory imagery in 'Ode to a Nightingale' and 'To Autumn.'
- Develop an understanding of Keats' contribution to the Romantic tradition of lyrical poetry.

Through the study of these texts, students will gain insights into the ideals, themes, and literary techniques of the Romantic period. The outcomes include the development of analytical skills to interpret diverse forms of Romantic literature, an understanding of the cultural and philosophical influences shaping this period, and an appreciation for the profound impact of Romantic ideals on literature.

COURSE OUTCOME ENGLISH HONOURS CC - X: British Literature (19th Century)

Charles Dickens: 'Hard Times':

- Explore Dickens's critique of industrialization, utilitarianism, and social injustice in the 19th century.
- Analyze Dickens's characterizations, narrative style, and thematic exploration in 'Hard Times.'
- Develop an understanding of Dickens's role in Victorian literature and his contribution to social criticism.

Alfred Tennyson: 'The Lady of Shalott':

- Delve into Tennyson's exploration of the Arthurian legend and Victorian themes.
- Analyze the use of symbolism, imagery, and poetic form in 'The Lady of Shalott.'

- Develop an appreciation for Tennyson's contribution to Victorian poetry.

Robert Browning: 'My Last Duchess':

- Explore Browning's dramatic monologue and the psychological depth of his characters.
- Analyze the themes of power, control, and art in 'My Last Duchess.'
- Develop an understanding of Browning's unique narrative style and contribution to Victorian poetry.

Christina Rossetti: 'The Goblin Market':

- Examine Rossetti's narrative poem, focusing on themes of temptation, sisterhood, and redemption.
- Analyze the religious and allegorical dimensions of 'The Goblin Market.'
- Develop an understanding of Rossetti's role in the Pre-Raphaelite Brotherhood and her impact on Victorian poetry.

Charlotte Bronte: 'Jane Eyre':

- Explore Bronte's classic novel and its exploration of feminism, morality, and social class.
- Analyze the character development, narrative structure, and thematic richness in 'Jane Eyre.'
- Develop an understanding of Bronte's contribution to the Victorian novel and her portrayal of the independent heroine.

Thomas Hardy: 'Return of the Native':

- Delve into Hardy's novel, examining themes of fate, nature, and the impact of societal expectations.
- Analyze Hardy's use of setting, symbolism, and tragic elements in 'Return of the Native.'
- Develop an understanding of Hardy's role in the transition from Victorian to Modernist literature.

Through the study of these texts, students will gain insights into the social, cultural, and literary developments of the 19th century in Britain. The outcomes include the development of analytical skills to interpret diverse forms of literature, an understanding of the cultural and philosophical influences shaping the 19th century, and an appreciation for the profound impact of these works on the trajectory of British literature.

COURSE OUTCOME ENGLISH HONOURS CC - XI: Women's Writings

Emily Dickinson: 'I cannot live with you', 'I'm wife; I've finished that':

- Explore Dickinson's unique poetic voice and themes of love, mortality, and societal expectations.
- Analyze Dickinson's use of language, symbolism, and form in conveying complex emotions.

- Develop an understanding of Dickinson's contribution to American poetry and her exploration of female experiences.

Sylvia Plath: 'Daddy':

- Delve into Plath's confessional poetry, exploring themes of identity, trauma, and female empowerment.
- Analyze the psychological and symbolic elements in 'Daddy.'
- Develop critical thinking skills to interpret Plath's impact on feminist literature.

Eunice De Souza: 'Advice to Women', 'Bequest':

- Explore De Souza's witty and incisive poems, addressing issues of gender, identity, and societal norms.
- Analyze the satirical elements, language, and feminist perspectives in De Souza's poetry.
- Develop an understanding of De Souza's role in contemporary Indian women's writing.

Jean Rhys: 'Wide Sargasso Sea':

- Examine Rhys's postcolonial novel, providing a prequel to Charlotte Bronte's 'Jane Eyre.'
- Analyze themes of colonialism, race, and female agency in 'Wide Sargasso Sea.'
- Develop an understanding of Rhys's critique of the literary canon and her contribution to postcolonial literature.

Mary Wollstonecraft: 'A Vindication of the Rights of Woman' (Chap. 1, pp. 11–19; Chap. 2, pp. 19–35):

- Explore Wollstonecraft's foundational work on women's rights and education.
- Analyze the arguments and philosophical foundations presented in 'A Vindication of the Rights of Woman.'
- Develop an understanding of Wollstonecraft's influence on feminist thought.

Ramabai Ranade: 'A Testimony of our Inexhaustible Treasures':

- Explore the writings of Ramabai Ranade, a prominent Indian social reformer.
- Analyze her perspectives on women's education, empowerment, and societal change.
- Develop an understanding of Ranade's contributions to Indian feminist discourse.

Rassundari Debi: 'Amar Jiban' (Excerpts):

- Explore the autobiographical writings of Rassundari Debi, an early Bengali woman writer.
- Analyze Debi's reflections on her life, education, and societal roles.
- Develop an understanding of Debi's significance in the context of women's writing in India.

Katherine Mansfield: 'Bliss':

- Delve into Mansfield's modernist short story, examining themes of personal fulfillment and societal expectations.
- Analyze Mansfield's use of symbolism, characterization, and narrative techniques in 'Bliss.'

- Develop an understanding of Mansfield's contribution to modernist literature and her exploration of female consciousness.

Mahasweta Devi: 'Draupadi' (Tr. Gayatri Spivak):

- Explore Mahasweta Devi's powerful short story, addressing issues of gender, caste, and social injustice.
- Analyze the narrative structure, cultural references, and feminist themes in 'Draupadi.'
- Develop critical thinking skills to interpret Devi's impact on postcolonial and feminist literature.

Through the study of these diverse texts, students will gain insights into the rich tapestry of women's writing, spanning different cultures, time periods, and literary forms. The outcomes include the development of analytical skills to interpret the unique perspectives and contributions of women writers, an understanding of the cultural and social contexts shaping their work, and an appreciation for the diverse voices within the realm of women's literature.

COURSE OUTCOME ENGLISH HONOURS CC - XII: British Literature (Early 20th Century)

Virginia Woolf: 'Mrs. Dalloway':

- Explore Woolf's modernist narrative techniques, including stream of consciousness and the use of time.
- Analyze the themes of identity, society, and the impact of World War I in 'Mrs. Dalloway.'
- Develop an understanding of Woolf's contribution to the stream-of-consciousness novel and modernist literature.

John Osborne: 'Look Back in Anger':

- Examine Osborne's seminal play that marked the beginning of the "Angry Young Men" movement.
- Analyze themes of class, rebellion, and social critique in 'Look Back in Anger.'
- Develop an understanding of Osborne's impact on British theatre and the representation of post-war disillusionment.

W.B. Yeats: 'Leda and the Swan', 'The Second Coming':

- Explore Yeats's poetic exploration of mythology, history, and the modern world.
- Analyze the themes of violence, transformation, and the cyclical nature of history in the selected poems.
- Develop an understanding of Yeats's role in shaping modernist poetry.

T.S. Eliot: 'The Love Song of J. Alfred Prufrock', 'The Hollow Men':

- Delve into Eliot's modernist poetry, examining themes of existential crisis, alienation, and societal decay.
- Analyze Eliot's use of symbolism, fragmentation, and allusion in the selected poems.

- Develop an appreciation for Eliot's contribution to modernist literature and his influence on poetic form.

James Joyce: 'A Portrait of the Artist as a Young Man':

- Explore Joyce's groundbreaking modernist novel, focusing on the Bildungsroman genre.
- Analyze the narrative experimentation, language, and thematic richness in 'A Portrait of the Artist as a Young Man.'
- Develop an understanding of Joyce's influence on the modernist novel and his exploration of individual consciousness.

Through the study of these texts, students will gain insights into the literary innovations and cultural shifts of the early 20th century. The outcomes include the development of analytical skills to interpret modernist literature, an understanding of the socio-political and philosophical influences shaping the literature of this period, and an appreciation for the diverse literary forms that emerged during this transformative era.

COURSE OUTCOME ENGLISH HONOURS CC - XIII: Modern European Drama

Henrik Ibsen: 'A Doll's House':

- Gain a deep understanding of the evolution of modern drama through Ibsen's exploration of societal norms and gender roles.
- Analyze the psychological depth of characters, dramatic structure, and thematic nuances in 'A Doll's House.'
- Develop critical thinking skills to interpret the cultural and societal critiques embedded in Ibsen's work.
- Appreciate Ibsen's influence on the development of realism in European drama.

Eugene Ionesco: 'Rhinoceros':

- Explore the Theatre of the Absurd and Ionesco's critique of conformity and dehumanization in modern society.
- Analyze the use of absurdity, language, and symbolism in 'Rhinoceros.'
- Develop an understanding of Ionesco's innovative dramatic techniques and his contribution to the Absurdist movement.
- Appreciate the socio-political context that shaped Ionesco's exploration of existential themes.

Bertolt Brecht: 'The Good Woman of Szechwan':

- Gain insights into Brecht's concept of epic theatre and his emphasis on audience engagement and critical reflection.

- Analyze the use of alienation techniques, political themes, and non-realistic staging in 'The Good Woman of Szechwan.'
- Develop an understanding of Brecht's socio-political critique and his impact on modern theatrical practices.
- Appreciate the intersection of politics and aesthetics in Brecht's dramatic works.

Samuel Beckett: 'Waiting for Godot':

- Delve into the complexities of the Theatre of the Absurd and Beckett's exploration of existential themes.
- Analyze the minimalist setting, language, and philosophical undertones in 'Waiting for Godot.'
- Develop critical thinking skills to interpret Beckett's representation of the human condition and the absurdity of existence.
- Appreciate Beckett's influence on postmodern drama and his innovative approach to theatrical form.

Through the study of these modern European dramas, students will achieve a comprehensive understanding of the diverse dramatic techniques, thematic explorations, and cultural critiques that characterize 20th-century European theatre. The outcomes include the development of analytical skills to interpret modern drama, an understanding of the socio-political and philosophical influences shaping these works, and an appreciation for the innovative contributions of these playwrights to the evolution of European theatrical traditions.

COURSE OUTCOME ENGLISH HONOURS CC - XIV: Postcolonial Literatures

Chinua Achebe: 'Things Fall Apart':

- Develop an in-depth understanding of African postcolonial literature through Achebe's seminal work.
- Analyze the representation of indigenous cultures, the impact of colonialism, and the clash of traditions in 'Things Fall Apart.'
- Gain critical insights into the complexities of postcolonial identities and the role of literature in shaping cultural narratives.
- Appreciate Achebe's contribution to the decolonization of African literature and his influence on global postcolonial discourse.

Pablo Neruda: 'Tonight I can Write':

- Explore the Latin American postcolonial experience through Neruda's poetry.

- Analyze the themes of love, loss, and political engagement in 'Tonight I can Write.'
- Gain an appreciation for Neruda's unique style, use of imagery, and his contribution to postcolonial poetry.
- Develop critical thinking skills to interpret the emotional and political dimensions of Neruda's poetry.

Derek Walcott: 'A Far Cry from Africa':

- Examine the postcolonial complexities of the Caribbean region through Walcott's poetry.
- Analyze the themes of identity, colonial history, and the impact of multiple cultural influences in 'A Far Cry from Africa.'
- Gain an understanding of Walcott's engagement with postcolonial struggles and his use of language and imagery.
- Appreciate Walcott's role in representing the voices of the Caribbean in the global postcolonial literary landscape.

David Malouf: 'Revolving Days':

- Explore the postcolonial dimensions of Australian literature and identity in Malouf's short story.
- Analyze the themes of memory, displacement, and the legacy of colonialism in 'Revolving Days.'
- Gain insights into Malouf's narrative techniques and his exploration of postcolonial themes in an Australian context.
- Develop an understanding of the intersections between postcolonialism and Australian literature.

Mamang Dai: 'Small Towns and the River':

- Delve into the representation of Northeast India in Dai's narrative, examining postcolonial issues of identity and modernization.
- Analyze Dai's exploration of cultural displacement, environmental changes, and societal transformations.
- Gain insights into the diverse voices within Indian postcolonial literature and the specific challenges faced by marginalized communities.
- Appreciate Dai's role in representing the Northeastern perspectives in postcolonial literature.

Salman Rushdie: 'Haroun and the Sea of Stories':

- Explore postcolonial fantasy literature and Rushdie's engagement with storytelling and cultural identity.

- Analyze the allegorical elements, linguistic play, and the critique of censorship in 'Haroun and the Sea of Stories.'
- Gain an understanding of Rushdie's contribution to postcolonial literature beyond his more well-known works.
- Appreciate Rushdie's imaginative approach to addressing postcolonial themes through the lens of fantasy.

Mahasweta Devi: 'The Arrow of Chotti Munda' (Tr. Gayatri Spivak):

- Examine the representation of tribal communities in India and issues of exploitation and resistance in Devi's short story.
- Analyze the socio-political and cultural dimensions of 'The Arrow of Chotti Munda.'
- Gain critical insights into Devi's role in advocating for marginalized voices and her impact on postcolonial and feminist literature.
- Appreciate the intersectionality of postcolonial and feminist perspectives in Devi's work.

Through the study of these texts, students will achieve a nuanced understanding of the diverse experiences and literary expressions within postcolonial contexts. The outcomes include the development of analytical skills to interpret postcolonial literatures, an understanding of the cultural and historical influences shaping these works, and an appreciation for the unique voices contributing to the global discourse on postcolonialism.

COURSE OUTCOME ENGLISH HONOURS CC - XIII: Modern European Drama

Henrik Ibsen: 'A Doll's House':

- Explore Ibsen's groundbreaking play, focusing on themes of gender roles, societal expectations, and individual autonomy.
- Analyze the use of realism and symbolism in 'A Doll's House.'
- Develop an understanding of Ibsen's contribution to modern European drama and his impact on the representation of women in literature.

Eugene Ionesco: 'Rhinoceros':

- Delve into Ionesco's Theatre of the Absurd, examining themes of conformity, absurdity, and the loss of individuality.
- Analyze Ionesco's use of absurd elements, language, and allegory in 'Rhinoceros.'
- Develop an appreciation for Ionesco's critique of societal conformity and his influence on the Absurdist movement.

Bertolt Brecht: 'The Good Woman of Szechwan':

- Explore Brecht's concept of epic theatre and his use of alienation techniques.
- Analyze the themes of morality, capitalism, and the challenges of goodness in 'The Good Woman of Szechwan.'
- Develop an understanding of Brecht's influence on political theatre and his innovative approach to dramaturgy.

Samuel Beckett: 'Waiting for Godot':

- Examine Beckett's absurdist play, focusing on themes of existentialism, meaninglessness, and the human condition.
- Analyze Beckett's use of language, repetition, and minimalist staging in 'Waiting for Godot.'
- Develop an understanding of Beckett's contribution to the Theatre of the Absurd and his exploration of the absurdity of human existence.

Through the study of these modern European dramas, students will gain insights into the innovative theatrical techniques, philosophical themes, and socio-political critiques of the 20th century. The outcomes include the development of analytical skills to interpret modern European drama, an understanding of the cultural and philosophical influences shaping these works, and an appreciation for the diverse styles and approaches within the realm of modern theatrical expression.

COURSE OUTCOME ENGLISH HONOURS CC - XIV: Postcolonial Literatures

Chinua Achebe: 'Things Fall Apart':

- Explore Achebe's seminal novel, focusing on themes of colonialism, cultural clash, and the impact on indigenous societies.
- Analyze the narrative techniques, characterization, and cultural representation in 'Things Fall Apart.'
- Develop an understanding of Achebe's contribution to African literature and postcolonial discourse.

Pablo Neruda: 'Tonight I can Write':

- Delve into Neruda's poetry, examining themes of love, loss, and political engagement.
- Analyze Neruda's use of imagery, symbolism, and lyricism in 'Tonight I can Write.'
- Develop an appreciation for Neruda's role in Latin American literature and his exploration of personal and political emotions.

Derek Walcott: 'A Far Cry from Africa':

- Explore Walcott's poetry, focusing on themes of identity, colonization, and the postcolonial condition.
- Analyze Walcott's use of language, cultural references, and poetic form in 'A Far Cry from Africa.'
- Develop an understanding of Walcott's contribution to Caribbean literature and postcolonial poetry.

David Malouf: 'Revolving Days':

- Examine Malouf's short story, exploring themes of memory, identity, and the legacy of colonialism.
- Analyze Malouf's narrative style, character development, and cultural representation in 'Revolving Days.'
- Develop an understanding of Malouf's engagement with postcolonial themes in Australian literature.

Mamang Dai: 'Small Towns and the River':

- Explore Dai's narrative, focusing on themes of cultural identity, displacement, and the impact of modernization.
- Analyze Dai's portrayal of Northeast India, her use of language, and narrative structure in 'Small Towns and the River.'
- Develop an understanding of Dai's representation of marginalized voices in postcolonial literature.

Salman Rushdie: 'Haroun and the Sea of Stories':

- Delve into Rushdie's allegorical novel, examining themes of storytelling, censorship, and the power of imagination.
- Analyze Rushdie's use of fantasy, satire, and cultural references in 'Haroun and the Sea of Stories.'
- Develop an appreciation for Rushdie's exploration of postcolonial issues in a fantastical narrative.

Mahasweta Devi: 'The Arrow of Chotti Munda' (Tr. Gayatri Spivak):

- Explore Devi's short story, addressing issues of tribal identity, exploitation, and resistance.
- Analyze the socio-political and cultural dimensions of 'The Arrow of Chotti Munda.'
- Develop critical thinking skills to interpret Devi's impact on postcolonial and feminist literature.

Through the study of these texts, students will gain insights into the complex and diverse experiences within postcolonial contexts. The outcomes include the development of analytical skills to interpret postcolonial literatures, an understanding of the cultural and historical influences shaping these works, and an appreciation for the varied voices contributing to the broader discourse of postcolonial literature.

**COURSE OUTCOME
ENGLISH HONOURS
DISCIPLINE SPECIFIC ELECTIVE**

DSE - 1

A: Modern Indian Writing in English Translation

Premchand: 'The Shroud', in Penguin Book of Classic Urdu Stories:

- Gain insight into the cultural and socio-economic aspects of early 20th-century North Indian society through Premchand's narrative.
- Analyze Premchand's realistic portrayal of characters, addressing issues of class, caste, and morality.
- Develop an understanding of the Urdu literary tradition and its impact on the development of modern Indian literature.
- Appreciate the significance of Premchand's contribution to the representation of social realism in Indian storytelling.

Tagore: 'Streer Patra' (tr. Supriya Chaudhuri):

- Explore Tagore's nuanced exploration of gender roles and societal expectations in early 20th-century Bengal.
- Analyze the language, symbolism, and narrative techniques employed in 'Streer Patra.'
- Develop an understanding of Tagore's role in reshaping Bengali literature and his impact on feminist discourse.
- Appreciate the cultural and historical context that influenced Tagore's representation of women's voices.

Sharatchandra Chattopadhyay: 'Mahesh' (Drought and Other Stories):

- Examine Sharatchandra's portrayal of rural life and socio-economic challenges in early 20th-century Bengal.
- Analyze the themes of poverty, exploitation, and resilience in 'Mahesh.'
- Gain insights into Sharatchandra's contribution to regional literature and his representation of the human condition.
- Appreciate the socio-cultural dimensions of Sharatchandra's storytelling.

Mahasweta Devi: 'The Non-Veg Cow' (Tr. Paromita Banerjee):

- Delve into Mahasweta Devi's exploration of tribal communities and issues of displacement and resistance.
- Analyze the socio-political and cultural dimensions of 'The Non-Veg Cow.'
- Gain critical insights into Mahasweta Devi's role in advocating for marginalized voices and her impact on contemporary Indian literature.
- Appreciate the intersectionality of postcolonial and feminist perspectives in Devi's work.

Rabindranath Tagore: Selections from 'Gitanjali':

- Explore Tagore's poetry, focusing on selected poems from 'Gitanjali.'
- Analyze the thematic richness, spiritual exploration, and the use of symbolism in Tagore's poetry.
- Develop an understanding of Tagore's contribution to Indian poetry and his global impact on literature.
- Appreciate the philosophical and spiritual dimensions of Tagore's poetic expression.

Tagore: 'Gora' (Tr. Sujit Mukerjee):

- Examine Tagore's novel 'Gora' and its exploration of nationalist fervor and religious identity in colonial India.
- Analyze Tagore's critique of societal norms, caste distinctions, and the complexities of identity.
- Gain insights into the socio-political context that shaped 'Gora' and its relevance to modern Indian literature.
- Appreciate Tagore's role as a literary and social visionary in the context of Indian nationalism.

M.K. Gandhi: 'Hind Swaraj' (Tr. Anthony Parel):

- Explore Gandhi's seminal work, 'Hind Swaraj,' and its reflections on self-governance, passive resistance, and education.
- Analyze Gandhi's critique of modernity, industrialization, and his vision for a self-sufficient, spiritually grounded society.
- Develop an understanding of the socio-political philosophy of nonviolent resistance and its influence on Indian nationalism.
- Appreciate Gandhi's role as a philosopher, social reformer, and his impact on modern Indian thought.

Through the study of these texts, students will gain a comprehensive understanding of the evolution of modern Indian literature, its diverse themes, and the socio-cultural contexts that shaped these works. The outcomes include the development of analytical skills to interpret Indian literature, an understanding of the cultural and historical influences shaping these works, and an appreciation for the unique voices contributing to the literary landscape of modern India.

COURSE OUTCOME ENGLISH HONOURS DISCIPLINE SPECIFIC ELECTIVE

DSE - 1

A: Travel Writing

Ibn Batuta: 'The Court of Muhammad bin Tughlaq':

- Gain historical and cultural insights into medieval India through Ibn Batuta's travel narrative.
- Analyze the depiction of the court of Muhammad bin Tughlaq and its socio-political context.
- Develop an understanding of medieval travel writing and its role in documenting cultural exchanges.
- Appreciate Ibn Batuta's contribution to the understanding of historical India.

Khuswant Singh's 'City Improbable: Writings on Delhi' (Selections):

- Explore Khuswant Singh's portrayal of Delhi, examining its historical, cultural, and personal dimensions.
- Analyze Singh's narrative style, use of language, and the interplay of memory and history.
- Develop an understanding of travel writing as a reflection of personal and collective memory.
- Appreciate Singh's role in representing the multi-layered narratives of a city through travel literature.

Al Biruni: Selections from 'India' (Chapter LXIII–LXVI):

- Examine Al Biruni's observations on medieval India, focusing on cultural, scientific, and social aspects.
- Analyze Al Biruni's cross-cultural perspective and his contribution to the understanding of Indian civilization.
- Develop critical thinking skills to interpret historical travel writing and its impact on cultural exchange.
- Appreciate Al Biruni's role as an early cultural historian and his engagement with diverse intellectual traditions.

Mark Twain: 'The Innocent Abroad' (Chapters VII–IX):

- Explore Mark Twain's satirical observations of European and Middle Eastern cultures.
- Analyze Twain's humor, critique of tourism, and the complexities of cultural perceptions.
- Develop an understanding of 19th-century American perspectives on travel and cultural encounters.
- Appreciate Twain's literary techniques in capturing the essence of travel and cultural commentary.

Ernesto Che Guevara: 'The Motorcycle Diaries' (Selections):

- Delve into Guevara's transformative journey through South America, examining personal and political reflections.
- Analyze Guevara's observations on poverty, inequality, and his evolving political consciousness.
- Develop critical thinking skills to interpret the intersections of personal and political narratives in travel writing.
- Appreciate Guevara's journey as a formative experience in the development of his revolutionary ideals.

William Dalrymple: 'City of Djinns' (Prologue, Chapters I and II):

- Explore Dalrymple's exploration of Delhi's history, culture, and religious diversity.
- Analyze Dalrymple's narrative approach, historical research, and the blending of personal and historical narratives.
- Develop an understanding of contemporary travel writing and its role in exploring urban spaces.
- Appreciate Dalrymple's contribution to the genre of historical and cultural travel literature.

Rahul Sankrityayan: 'From Volga to Ganga' (Section I to Section II):

- Examine Sankrityayan's travelogue, focusing on his journey from Europe to India.

- Analyze Sankrityayan's reflections on cultural encounters, intellectual exchanges, and the quest for knowledge.
- Develop an understanding of the cultural and historical perspectives embedded in Sankrityayan's travel narrative.
- Appreciate Sankrityayan's role as a polymath and a bridge between different intellectual traditions.

Nahid Gandhi: 'Alternative Realities: Love in the Lives of Muslim Women' (Chapter 'Love, War and Widow'):

- Gain insights into the lived experiences of Muslim women through Gandhi's exploration of love and war.
- Analyze Gandhi's ethnographic approach, narrative style, and the representation of alternative realities.
- Develop a nuanced understanding of the complexities of gender, culture, and identity in travel writing.
- Appreciate Gandhi's contribution to diversifying perspectives on Muslim women.

Elisabeth Bumiller: 'May You be the Mother of a Hundred Sons' (Chapters 2 and 3):

- Examine Bumiller's exploration of women's lives in India, focusing on cultural, social, and political aspects.
- Analyze Bumiller's journalistic approach, narrative techniques, and the representation of diverse female experiences.
- Develop an understanding of contemporary travel writing and its role in addressing gender issues.
- Appreciate Bumiller's contribution to documenting the multifaceted lives of Indian women.

Through the study of these travel narratives, students will develop a comprehensive understanding of the diverse approaches to travel writing, ranging from historical documentation to personal reflections and cultural critiques. The outcomes include the development of analytical skills to interpret travel literature, an understanding of the cultural and historical influences shaping these works, and an appreciation for the unique perspectives contributing to the broader discourse of travel writing.

COURSE OUTCOME ENGLISH HONOURS DISCIPLINE SPECIFIC ELECTIVE

DSE - 2

A: Partition Literature

Amitav Ghosh: 'The Shadow Lines':

- Gain a deep understanding of the Partition of India and its lasting impact on individuals and communities.
- Analyze Ghosh's narrative techniques, including non-linear storytelling and multiple perspectives.
- Develop critical thinking skills to interpret the complexities of identity, memory, and history in 'The Shadow Lines.'

- Appreciate Ghosh's contribution to the representation of Partition experiences and the interplay of personal and collective memory.

Khushwant Singh: 'Train to Pakistan':

- Explore the human dimensions of the Partition through Singh's powerful portrayal of individuals caught in the turmoil.
- Analyze Singh's depiction of communal tensions, violence, and the collapse of moral boundaries.
- Develop an understanding of the socio-political context of Partition and its implications for communal relations.
- Appreciate Singh's role in preserving the memory of Partition through literature and his contribution to Indian literature.

Dibyendu Palit: 'Alam's Own House' (tr. Sarika Chaudhuri):

- Examine Palit's short story, focusing on the personal experiences of individuals affected by Partition.
- Analyze the themes of displacement, loss, and the search for identity in 'Alam's Own House.'
- Gain insights into the psychological and emotional impact of Partition on ordinary people.
- Appreciate Palit's contribution to the portrayal of individual narratives within the broader context of Partition literature.

Manik Bandhopadhyaya: 'The Final Solution' (tr. Rani Ray):

- Delve into Bandhopadhyaya's exploration of the ethical dilemmas and moral complexities in the aftermath of Partition.
- Analyze the psychological depth of characters and their responses to the violence and upheaval of Partition.
- Develop critical thinking skills to interpret the socio-political and cultural dimensions of 'The Final Solution.'
- Appreciate Bandhopadhyaya's nuanced portrayal of human resilience and the quest for justice in the wake of tragedy.

Saadat Hasan Manto: 'Toba Tek Sing' (tr. M. Asaduddin):

- Explore Manto's searing critique of the absurdity and tragedy of Partition through the lens of a mental asylum.
- Analyze Manto's use of dark humor, irony, and social commentary in 'Toba Tek Sing.'
- Gain insights into the psychological impact of Partition on individuals and society.
- Appreciate Manto's fearless exploration of taboo subjects and his role as a chronicler of human suffering.

Lalithambika Antharajanam: 'A Leaf in the Storm' (tr. K. Narayana Chandran):

- Examine Antharajanam's portrayal of women's experiences during Partition, highlighting themes of survival and resilience.
- Analyze the gender dynamics and power structures depicted in 'A Leaf in the Storm.'
- Gain insights into the intersectionality of gender and Partition experiences.

- Appreciate Antharajanam's contribution to feminist perspectives within Partition literature.

Bapsi Sidhwa: 'Ice Candy Man' (also published as 'Cracking India'):

- Gain a nuanced understanding of Partition through Sidhwa's coming-of-age narrative set against the backdrop of communal violence.
- Analyze Sidhwa's exploration of identity, belonging, and the loss of innocence.
- Develop an understanding of the complexities of communal relations and the legacy of Partition in contemporary South Asia.
- Appreciate Sidhwa's role in bringing the voices of marginalized communities to the forefront of Partition literature.

Through the study of these texts, students will achieve a comprehensive understanding of the human experiences, socio-political complexities, and lasting impact of the Partition of India. The outcomes include the development of analytical skills to interpret Partition literature, an understanding of the cultural and historical influences shaping these works, and an appreciation for the diverse voices contributing to the representation of Partition experiences.

COURSE OUTCOME ENGLISH HONOURS DISCIPLINE SPECIFIC ELECTIVE

DSE - 2

A: British Literature: Post WWII

John Fowles: 'The French Lieutenant's Woman':

- Gain an understanding of postmodern narrative techniques and their application in historical fiction.
- Analyze Fowles' deconstruction of Victorian literary conventions and his engagement with contemporary literary theory.
- Develop critical thinking skills to interpret the novel's metafictional elements and multiple narrative endings.
- Appreciate Fowles' exploration of themes such as identity, desire, and the power dynamics between characters.

Jeanette Winterson: 'Sexing the Cherry':

- Explore Winterson's experimental narrative style and her engagement with themes of gender, sexuality, and identity.
- Analyze Winterson's blending of historical fiction, magical realism, and feminist perspectives.
- Develop an understanding of postmodern literary techniques and their role in challenging traditional narrative structures.
- Appreciate Winterson's contribution to contemporary British literature and her innovative approach to storytelling.

Hanif Kureshi: 'My Beautiful Launderette':

- Examine Kureshi's portrayal of race, class, and sexuality in 1980s Britain.
- Analyze the socio-political context of Thatcherite Britain and its impact on marginalized communities.

- Gain insights into Kureshi's exploration of identity, cultural hybridity, and the immigrant experience.
- Appreciate Kureshi's role in representing the complexities of multicultural Britain in post-WWII literature.

Phillip Larkin: Selections of Poetry ('Whitsun Weddings', 'Church Going'):

- Explore Larkin's poetic treatment of everyday life, mortality, and the decline of traditional values in post-WWII Britain.
- Analyze Larkin's use of language, imagery, and form to evoke a sense of nostalgia and existential angst.
- Develop an understanding of Larkin's place within the Movement poets and his influence on contemporary British poetry.
- Appreciate Larkin's ability to capture the mood and ethos of post-WWII Britain through his verse.

Through the study of these texts, students will develop a comprehensive understanding of post-WWII British literature and its diverse themes, styles, and socio-cultural contexts. The outcomes include the development of analytical skills to interpret postmodern and contemporary literary texts, an understanding of the cultural and historical influences shaping these works, and an appreciation for the contributions of these authors to the broader landscape of British literature.

COURSE OUTCOME ENGLISH HONOURS DISCIPLINE SPECIFIC ELECTIVE

DSE - 3

A: Literary Theory

Marxism:

- Understand the genealogy and foundational principles of Marxism as a socio-political and literary theory.
- Analyze the relevance of Marxist concepts such as class, base and superstructure, and dialectics in textual interpretation.
- Engage with major Marxist theorists like Karl Marx, Friedrich Engels, and Antonio Gramsci.
- Familiarize with key terms such as interpellation, which refers to the process of individuals internalizing societal norms and values.

Poststructuralism:

- Explore the origins and defining characteristics of poststructuralism as a reaction against structuralist thought.
- Examine the scope and relevance of poststructuralist theories in literary analysis, particularly in questioning binary oppositions and challenging fixed meanings.
- Study major poststructuralist theorists such as Jacques Derrida and Michel Foucault.

- Learn key terms like deconstruction, which involves revealing the inherent contradictions and ambiguities within texts.

Feminism:

- Trace the historical development and core principles of feminist literary theory.
- Analyze the scope and relevance of feminist perspectives in textual interpretation, focusing on issues of gender, power, and representation.
- Study major feminist theorists like Simone de Beauvoir, Judith Butler, and bell hooks.
- Understand key terms such as *écriture féminine*, which refers to a style of writing that challenges patriarchal norms and values.

Postcolonial Studies:

- Understand the genealogy and central tenets of postcolonial theory, which emerged in response to colonialism and imperialism.
- Analyze the scope and relevance of postcolonial perspectives in textual reading, particularly in interrogating power dynamics, identity, and representation.
- Study major postcolonial theorists such as Edward Said, Gayatri Spivak, and Homi Bhabha.
- Familiarize with key terms such as Orientalism, which refers to the Western construction of the 'Orient' as exotic and inferior.

COURSE OUTCOME ENGLISH HONOURS DISCIPLINE SPECIFIC ELECTIVE

DSE - 3

A: Research Methodology

Practical Criticism and Writing a Term Paper:

- Develop skills in close reading and critical analysis of literary texts through practical criticism.
- Learn how to formulate and articulate original arguments based on textual evidence.
- Enhance writing proficiency and academic communication skills through the process of writing a term paper.
- Understand the importance of structure, coherence, and clarity in academic writing.

Conceptualizing and Drafting Research Proposals:

- Gain proficiency in formulating research questions, objectives, and hypotheses.
- Learn how to conceptualize and outline a research project, including selecting appropriate methodologies and theoretical frameworks.
- Develop skills in drafting research proposals that adhere to academic standards and requirements.
- Understand the significance of literature review and research design in shaping the trajectory of research projects.

On Style Manuals:

- Familiarize with various style manuals commonly used in academic writing, such as MLA, APA, and Chicago.
- Learn the conventions and guidelines for formatting citations, references, and bibliographies according to specific style manuals.
- Develop skills in properly documenting sources and avoiding plagiarism through adherence to style manual guidelines.
- Understand the importance of consistency and accuracy in citation and referencing practices.

Notes, References, and Bibliography:

- Learn how to take effective research notes and organize them for future reference.
- Gain proficiency in compiling and formatting references and bibliographies according to academic standards.
- Understand different citation styles and their application in academic writing.
- Develop skills in constructing bibliographies that reflect the breadth and depth of research undertaken for a particular project.

**COURSE OUTCOME
ENGLISH HONOURS
DISCIPLINE SPECIFIC ELECTIVE
DSE - 3**

A: Research Methodology

History of the English Language:

- Understand the evolution of the English language, including semantic changes, standardization, and overcoming gender bias.
- Analyze key events, translations, and individual contributions that have shaped the English language, such as Christianization, the influence of the Bible, and the works of Shakespeare.
- Explore the enrichment of the English language through influences from Latin, French, Scandinavian languages, as well as the impact of scientific and technological advancements.
- Gain insight into the expansion of English vocabulary and its branching off into varieties such as Indian English and American English, including the processes of word formation and lexical borrowing.

Selected Literary Criticism Texts:

- Engage with seminal works of literary criticism by A. Philip Sidney, John Dryden, and Alexander Pope.
- Analyze the theoretical perspectives and critical approaches proposed by these writers, including Sidney's defense of poetry, Dryden's views on dramatic poesy, and Pope's principles of literary criticism.
- Understand the historical context and intellectual debates surrounding these texts, as well as their lasting impact on literary theory and criticism.

Selected Essays on Literary Theory:

- Study significant essays on literary theory by William Wordsworth, S. T. Coleridge, Matthew Arnold, and T. S. Eliot.
- Examine Wordsworth's preface to the Lyrical Ballads and Coleridge's reflections on literary theory in Biographia Literaria.
- Analyze Arnold's discussion of culture and anarchy, as well as Eliot's exploration of tradition and individual talent.
- Gain insight into the theoretical frameworks and critical perspectives proposed by these writers, as well as their contributions to the development of literary criticism and theory.

**COURSE OUTCOME
ENGLISH HONOURS
DISCIPLINE SPECIFIC ELECTIVE
DSE – 4**

A: Literature of the Indian Diaspora

1. **M. G. Vassanji: 'The Book of Secrets' (Penguin, India):**
 - Gain an understanding of the experiences and perspectives of the Indian diaspora, particularly those of East African Asians.
 - Analyze themes such as identity, belonging, migration, and cultural displacement in the context of the Indian diaspora.
 - Explore Vassanji's narrative techniques and storytelling methods in depicting the complexities of diasporic life.
 - Develop critical thinking skills to interpret the socio-political and historical contexts that shape the lives of diasporic communities.
2. **Rohinton Mistry: 'A Fine Balance' (Alfred A Knopf):**
 - Examine the socio-economic and political challenges faced by Indian immigrants in Canada.
 - Analyze Mistry's portrayal of resilience, survival, and human connections amidst adversity.
 - Explore themes such as caste, class, religion, and the legacy of colonialism in the diasporic context.
 - Develop empathy and understanding towards the struggles and triumphs of diasporic individuals and communities.
3. **Meera Syal: 'Anita and Me' (Harper Collins):**
 - Explore the experiences of second-generation immigrants growing up in Britain and negotiating their dual cultural identities.
 - Analyze themes of family, friendship, racism, and cultural assimilation in the diasporic setting.
 - Examine Syal's use of humor, wit, and irony in depicting the complexities of diasporic life.
 - Gain insights into the intersections of gender, race, and ethnicity within diasporic communities.
4. **Jhumpa Lahiri: 'The Namesake' (Houghton Mifflin Harcourt):**

- Examine the challenges of identity formation and cultural assimilation among Indian immigrants in the United States.
- Analyze Lahiri's exploration of intergenerational conflicts, cultural heritage, and the search for belonging.
- Explore themes of displacement, nostalgia, and the tension between tradition and modernity in the diasporic context.
- Develop an appreciation for Lahiri's evocative prose and nuanced portrayal of diasporic experiences.

**COURSE OUTCOME
GENERIC ELECTIVE
SEM I
A: POETRY AND SHORT STORY**

1. **William Shakespeare: Sonnet 116 & William Wordsworth: "A Slumber did my Spirit Seal":**
 - Gain an appreciation for the sonnet form and its variations in Shakespearean and Romantic poetry.
 - Analyze Shakespeare's exploration of love, constancy, and the nature of true affection in Sonnet 116.
 - Examine Wordsworth's depiction of loss, memory, and transcendence in "A Slumber did my Spirit Seal".
 - Develop critical skills to interpret themes, imagery, and poetic devices in both poems.
2. **John Keats: "Bright Star" & Wilfred Owen: "Strange Meeting":**
 - Explore the themes of love, mortality, and the immortality of art in Keats' "Bright Star".
 - Analyze Owen's anti-war sentiments and his portrayal of the futility of conflict in "Strange Meeting".
 - Examine the contrast in style, tone, and subject matter between Romantic and War poetry.
 - Develop an understanding of the historical and cultural contexts that influenced the poets' perspectives and themes.
3. **Charles Lamb: "Dream Children":**
 - Explore the themes of memory, loss, and the passage of time in Lamb's essay.
 - Analyze Lamb's use of autobiographical elements and narrative techniques to evoke nostalgia and melancholy.
 - Examine the essay's exploration of the complexities of family relationships and the nature of childhood imagination.
 - Develop critical skills to interpret the essay's themes, style, and literary devices.
4. **H. E. Bates: "The Ox":**

- Gain insight into the themes of rural life, nature, and human-animal relationships in Bates' short story.
- Analyze Bates' use of vivid imagery and sensory details to evoke the English countryside.
- Explore the narrative's symbolism and allegorical elements, particularly in its portrayal of the ox as a metaphor for resilience and endurance.
- Develop an understanding of the story's socio-cultural context and its reflection of rural traditions and values.

COURSE OUTCOME
GENERIC ELECTIVE
SEM II

A: ESSAY, DRAMA, NOVEL

1. **George Orwell – “Shooting an Elephant” & R. K. Narayan – “A Library without Books”:**
 - Gain an understanding of colonialism, imperialism, and the complexities of power dynamics in Orwell's essay.
 - Analyze Orwell's narrative style, use of irony, and exploration of moral dilemmas in "Shooting an Elephant".
 - Explore themes of cultural identity, tradition, and modernization in Narayan's short story "A Library without Books".
 - Examine Narayan's portrayal of the clash between traditional values and Western influence in colonial India.
 - Develop critical thinking skills to interpret the texts' socio-political contexts and thematic concerns.
2. **George Bernard Shaw – Arms and the Man:**
 - Explore the themes of war, romance, and social class in Shaw's comedy.
 - Analyze Shaw's use of satire and wit to critique romanticized notions of heroism and nationalism.
 - Examine the characters' development and the play's commentary on the absurdities of war and societal expectations.
 - Develop an understanding of Shaw's distinctive style and his contribution to the genre of comedic drama.
3. **J. B. Priestley – An Inspector Calls:**
 - Engage with themes of social responsibility, guilt, and morality in Priestley's play.
 - Analyze Priestley's use of dramatic tension and symbolism to explore class divisions and societal hypocrisy.
 - Examine the play's structure and narrative techniques, including the use of the inspector as a catalyst for revealing hidden truths.
 - Develop critical skills to interpret the play's relevance to contemporary social and political issues.
4. **Ernest Hemingway – The Old Man and the Sea:**

- Gain insight into themes of perseverance, resilience, and the human condition in Hemingway's novella.
- Analyze Hemingway's minimalist style, use of symbolism, and exploration of existential themes.
- Examine the character of Santiago and his struggle against nature as a metaphor for the human struggle for meaning and purpose.
- Develop an appreciation for Hemingway's craftsmanship and his contribution to American literature.

**COURSE OUTCOME
GENERIC ELECTIVE
SEM II**

A: CONTEMPORARY INDIA: WOMEN AND EMPOWERMENT

1. Social Construction of Gender:

- Understand concepts of masculinity, femininity, patriarchy, sex, and gender.
- Explore gender socialization processes, gender discrimination, and gender stereotyping.
- Analyze contemporary Indian feminisms through selected readings from Nivedita Menon's works on sexualities and gender politics.

2. History of Women's Movements in India (Pre- and Post-Independence):

- Examine the role of women in nationalism, the impact of partition on women, and women's political participation.
- Gain insights into the women's movement in India through texts such as letters between Satyendranath Tagore and Jynadanandini Tagore, Gholam Murshed's analysis, and writings by Urvashi Butalia and others on gender and partition.

3. Women and Law:

- Study women's rights within the Indian Constitution, personal laws, and customary practices related to inheritance and marriage.
- Analyze selections from Flavia Agnes' "Women and Law in India" omnibus, focusing on topics like enslaved daughters, Hindu women and marriage law, and gender inequality in law.

4. Women and Violence:

- Explore state interventions in addressing violence against women, including domestic violence, female foeticide, and sexual harassment.
- Engage with literary works such as Rokeya Sakhawat Hussain's "Sultana's Dream" and Bama Faustina Soosairaj's "Karukku" to understand themes of empowerment, resistance, and gender-based violence.

**COURSE OUTCOME
GENERIC ELECTIVE
SEM IV**

GE – 4: ACADEMIC WRITING AND COMPOSITION

1. Introduction to the Writing Process:

- Understand conventions of academic writing, including style, tone, and formatting.
- Develop skills in summarizing and paraphrasing to effectively incorporate sources into one's writing while avoiding plagiarism.
- Practice writing in one's own words to demonstrate comprehension and engagement with academic texts.

2. Critical Thinking:

- Learn to synthesize information from multiple sources to develop coherent arguments and viewpoints.
- Enhance analytical skills to evaluate arguments, evidence, and perspectives presented in academic texts.
- Engage in critical reflection and questioning to deepen understanding and challenge assumptions.

3. Structuring an Argument:

- Learn the components of a well-structured argument, including introduction, interjection (body paragraphs), and conclusion.
- Develop the ability to articulate clear and logical arguments supported by evidence and analysis.
- Practice organizing ideas cohesively to guide readers through the argumentative process.

4. Citing Resources, Editing, Book and Media Review:

- Understand the importance of citing sources correctly to give credit to authors and avoid plagiarism.
- Develop skills in editing and proofreading to improve clarity, coherence, and accuracy in writing.
- Learn techniques for writing effective book and media reviews, including summary, analysis, and critical evaluation of content.

COURSE OUTCOME SEMESTER II AECC – II (Communicative English/ MIL)

1. Introduction: Theory of Communication, Types, and Modes of Communication:

- Understand the theory of communication, including its components, models, and processes.
- Explore various types and modes of communication, such as verbal, non-verbal, interpersonal, and mass communication.

- Identify barriers to effective communication and strategies to overcome them.
 - Develop skills in intra-personal, inter-personal, and group communication for personal, social, and business contexts.
2. **Language of Communication:**
- Differentiate between verbal and non-verbal communication and understand their significance in interpersonal interactions.
 - Learn to adapt language for different purposes and audiences in personal, social, and professional settings.
 - Explore strategies to overcome communication barriers and enhance effective communication skills.
 - Develop proficiency in intra-personal communication (self-talk), inter-personal communication (with others), and group communication (teamwork).
3. **Speaking Skills:**
- Develop skills in monologue, dialogue, and group discussion to effectively convey ideas and opinions.
 - Learn techniques for effective communication and strategies to avoid miscommunication.
 - Practice speaking skills in various contexts such as interviews and public speeches.
4. **Reading and Understanding:**
- Learn close reading techniques to analyze texts critically and identify key themes and elements.
 - Enhance comprehension skills through reading and understanding various types of texts.
 - Develop skills in summarizing, paraphrasing, and analyzing texts for deeper interpretation.
 - Practice translation from Indian languages to English and vice versa to bridge language barriers and promote cultural exchange.
5. **Writing Skills:**
- Acquire skills in documenting information accurately and ethically.
 - Learn to write reports that effectively communicate findings or information.
 - Develop note-making techniques to organize and retain information from various sources.
 - Master the art of letter writing

COURSE OUTCOME
SKILL ENHANCEMENT COURSE (SEC)
SEMESTER III

1. **Introduction to Translation:**
- Understand the historical and cultural significance of translation in a multilingual and multicultural society like India.

- Recognize the importance of translation in facilitating communication across languages and cultures.
- 2. **Exercises in Different Types/Modes of Translation:**
 - Develop skills in various types of translation, including semantic/literal, free sense/literary, functional/communicative, technical/official, transcreation, and audio-visual translation.
 - Gain practical experience in translating different types of texts, enhancing proficiency in language and cultural understanding.
- 3. **Introducing Basic Concepts and Terms in Translation Studies:**
 - Familiarize with fundamental concepts and terms used in translation studies, such as equivalence, language variety, dialect, idiolect, register, style, mode, and code mixing/switching.
 - Understand the process of translation, including analysis, transference, and restructuring, through critical examination of translated literary and non-literary texts as well as film subtitles.
- 4. **Discussions on Gender and Translation:**
 - Explore issues related to gender and translation, especially in mass communication, advertising, subtitling, and dubbing.
 - Practice translation tasks in various fields such as business, advertising, and media, utilizing tools of technology like machine/mobile translation and translation software.
 - Develop proficiency in achieving equivalence in translation, understanding cultural nuances, and ensuring lexical and syntactical equivalence between source and target languages.

COURSE OUTCOME

SEMESTER III SEC – 1 creative writing

1. **What is Creative Writing:**
 - Understand the essence and scope of creative writing as a form of self-expression and artistic endeavor.
 - Explore various genres and forms of creative writing, including fiction, poetry, drama, and creative non-fiction.
 - Develop an appreciation for creativity and imagination as essential elements of the writing process.
2. **The Art and Craft of Writing:**
 - Acquire knowledge and skills in the fundamental elements of writing, such as plot development, character creation, setting, and narrative structure.
 - Learn techniques for crafting compelling stories, poems, essays, and scripts through practice and feedback.
 - Develop an understanding of the revision process and the importance of editing and refining one's work.
3. **Modes of Creative Writing:**

- Explore different modes and styles of creative writing, including descriptive writing, narrative writing, expository writing, and persuasive writing.
 - Experiment with various literary techniques, such as imagery, metaphor, symbolism, and figurative language, to enhance the effectiveness and impact of writing.
 - Develop a personal writing style and voice while gaining exposure to diverse literary traditions and approaches.
4. **Writing for the Media:**
- Gain insights into the principles and practices of writing for different media platforms, including journalism, broadcasting, advertising, and digital media.
 - Learn to adapt writing style and tone for specific media contexts and target audiences.
 - Develop skills in crafting engaging and informative content for print, online, and multimedia formats.
5. **Preparing for Publication:**
- Understand the process of preparing written work for publication, including manuscript submission, editing, formatting, and copyright considerations.
 - Learn about the publishing industry, including traditional publishing, self-publishing, and digital publishing options.
 - Develop strategies for building a writer's platform, marketing one's work, and engaging with readers and literary communities.

COURSE OUTCOME SEMESTER IV SEC – 2 English Language Teaching

1. **Knowing the Learner or Structures of the English Language:**
- Understand the characteristics, needs, and learning styles of English language learners.
 - Gain knowledge of the structures and components of the English language, including grammar, syntax, phonetics, and morphology.
 - Apply understanding of learner psychology and language acquisition theories to tailor teaching approaches to individual student needs.
2. **Methods of Teaching English Language:**
- Explore various pedagogical approaches and methods for teaching English language skills, such as communicative language teaching, task-based learning, and content-based instruction.
 - Develop proficiency in designing and implementing lesson plans that engage learners in meaningful language practice and communication activities.
 - Incorporate innovative teaching techniques and materials to create dynamic and interactive learning environments.
3. **Assessing Language Skills:**

- Learn principles and techniques for assessing language skills, including listening, speaking, reading, and writing.
 - Develop skills in designing and administering formative and summative assessments to measure learner progress and proficiency.
 - Use assessment data to inform instructional decisions and provide targeted feedback to support student learning and development.
4. **Materials for Language Teaching or Using Technology in Language Teaching:**
- Explore a range of instructional materials and resources for teaching English language skills, including textbooks, authentic texts, multimedia resources, and digital tools.
 - Evaluate and select appropriate materials based on learner needs, language proficiency levels, and learning objectives.
 - Integrate technology tools and digital resources effectively into language teaching and learning activities to enhance engagement, collaboration, and language acquisition.

**COURSE OTCOME
SEMESTER IV
SEC - 2 B: Film Studies**

1. **Evolution of the Cinema:**
 - Understand the historical development of cinema from silent films to the digital age, including the transition to talkies, the introduction of color film, and advancements in technology like 3D films.
 - Analyze the social, cultural, and technological factors that have influenced the evolution of cinema over time.
 - Gain appreciation for the diverse styles, genres, and movements within the history of cinema and their impact on contemporary filmmaking practices.
2. **Cinematographic Technique:**
 - Explore various cinematographic techniques used in filmmaking, such as panning, zooming, fade in, fade out, flashback, close-up, long shot, and reverse shot.
 - Develop skills in analyzing and interpreting the visual language of film, including framing, composition, camera movement, and editing techniques.
 - Understand how cinematographic techniques contribute to storytelling, mood, atmosphere, and thematic development in film.
3. **Adaptation and Appropriation:**
 - Examine the processes of adaptation and appropriation in film, including the adaptation of literary works, historical events, and cultural phenomena into cinematic narratives.

- Analyze the challenges and opportunities involved in adapting source material across different mediums and cultural contexts.
- Explore examples of successful adaptations and appropriations in film and assess their fidelity to the original source material and their creative reinterpretation.

4. **Response and Review:**

- Engage in film appreciation activities, including film screenings, discussions, and critical analysis.
- Develop skills in evaluating and critiquing films based on criteria such as narrative structure, character development, visual aesthetics, and thematic resonance.
- Cultivate an informed and articulate approach to film criticism and develop the ability to articulate personal responses to films in a critical and reflective manner.

CCIA

Course outcomes for a general paper on English poetry and short stories may vary depending on the specific objectives and focus of the course. However, here are some common course outcomes that might be expected:

1.

Understanding of Literary Elements: Students will develop an understanding of various literary elements such as theme, imagery, symbolism, metaphor, and narrative structure as they apply to both poetry and short stories.

2.

3.

Critical Analysis Skills: Students will be able to analyze and interpret poetry and short stories critically, identifying key themes, motifs, and literary devices employed by the authors.

4.

5.

Appreciation of Different Forms and Styles: Through exposure to a variety of poems and short stories from different time periods and cultures, students will gain an appreciation for the diversity of literary forms and styles within the English language.

6.

7.

Historical and Cultural Context: Students will understand the historical and cultural contexts in which the works were written, recognizing how these factors influence the themes, characters, and settings of the literature.

8.

9.

Effective Communication: Students will develop their ability to express their ideas clearly and persuasively in both oral and written form, through class discussions, presentations, and analytical essays.

10.

11.

Comparative Analysis: Students will be able to compare and contrast different poems and short stories, identifying similarities and differences in themes, techniques, and styles.

12.

13.

Creative Expression: Through writing exercises and assignments, students may have the opportunity to explore their own creative potential, experimenting with poetic forms and narrative techniques.

14.

15.

Critical Thinking Skills: Students will cultivate their ability to think critically about literature, asking probing questions, challenging assumptions, and forming well-supported arguments.

16.

17.

Cultural Awareness and Empathy: Exposure to a diverse range of voices and perspectives in poetry and short stories can help students develop empathy and a deeper understanding of different cultures, identities, and human experiences.

18.

19.

Research Skills: Depending on the course requirements, students may be expected to conduct research on specific poets, authors, literary movements, or historical periods related to the study of English poetry and short stories.

20.

These outcomes collectively aim to foster a deeper engagement with literature, enhance critical thinking and communication skills, and cultivate a broader understanding of the human experience as expressed through poetry and short fiction.

CCIB

A general paper on English essay, drama, and novel might have the following course outcomes:

1.

Understanding of Literary Forms: Students will develop a comprehensive understanding of the characteristics, structures, and conventions of the essay, drama, and novel as distinct literary forms.

2.

3.

Analytical Skills: Students will be able to critically analyze and interpret essays, dramas, and novels, identifying key themes, narrative techniques, and rhetorical strategies employed by authors.

4.

5.

Historical and Cultural Context: Students will understand the historical, social, and cultural contexts in which essays, dramas, and novels were written, recognizing how these contexts shape the themes, characters, and plotlines of the works.

6.

7.

Appreciation of Diversity: Through exposure to a variety of essays, dramas, and novels from different time periods, genres, and cultural backgrounds, students will develop an appreciation for the diversity of literary expression within the English language.

8.

9.

Effective Communication: Students will refine their ability to express their ideas clearly and persuasively in both oral and written form, through class discussions, presentations, and analytical essays.

10.

11.

Comparative Analysis: Students will be able to compare and contrast different essays, dramas, and novels, identifying similarities and differences in themes, techniques, and styles.

12.

13.

Character Development and Dramatic Techniques: Students will examine the development of characters, dialogue, plot structure, and dramatic techniques in dramas and novels, understanding how these elements contribute to the overall impact of the work.

14.

15.

Essay Composition Skills: Students will develop skills in essay writing, including thesis development, organization, argumentation, and use of evidence and textual support.

16.

17.

Critical Thinking Skills: Students will cultivate their ability to think critically about literature, asking probing questions, challenging assumptions, and forming well-supported arguments.

18.

19.

Literary Theory and Interpretation: Depending on the course curriculum, students may engage with various literary theories and approaches to interpretation, applying these theories to analyze essays, dramas, and novels.

20.

21.

Cultural Awareness and Empathy: Exposure to a diverse range of voices and perspectives in essays, dramas, and novels can help students develop empathy and a deeper understanding of different cultures, identities, and human experiences.

22.

23.

Research Skills: Depending on the course requirements, students may be expected to conduct research on specific authors, literary movements, historical contexts, or critical interpretations related to the study of essays, dramas, and novels.

24.

These outcomes aim to foster a deeper engagement with literary texts, enhance critical thinking and communication skills, and cultivate a broader understanding of the human experience as expressed through different forms of prose and drama in the English language.

A course on "Contemporary India: Women and Empowerment" would likely have the following course outcomes:

1.

Understanding of Gender Dynamics: Students will develop a comprehensive understanding of the historical, social, and cultural factors that shape gender dynamics in contemporary India, including the intersectionality of gender with factors such as class, caste, religion, and ethnicity.

2.

3.

Awareness of Women's Issues: Students will gain awareness of the various challenges and issues faced by women in India, including but not limited to gender-based violence, discrimination, economic disparities, and political underrepresentation.

4.

5.

Empowerment Frameworks: Students will explore different frameworks and approaches to women's empowerment in India, including legal, political, economic, social, and cultural strategies aimed at promoting gender equality and women's rights.

6.

7.

Critical Analysis of Media Representation: Students will critically analyze representations of women in Indian media, including film, television, literature, and advertising, examining how these representations shape societal perceptions and norms related to gender.

8.

9.

Feminist Theory and Activism: Students will engage with feminist theories and movements in India, exploring key concepts such as patriarchy, intersectionality, agency, and resistance, and examining the contributions of feminist activists and organizations to the women's empowerment movement.

10.

11.

Policy Analysis and Advocacy: Students will examine government policies and programs related to women's empowerment in India, evaluating their effectiveness, identifying gaps and challenges, and exploring strategies for policy advocacy and reform.

12.

13.

Cultural Perspectives: Students will explore diverse cultural perspectives on women's roles, identities, and empowerment in India, recognizing the complexity and diversity of women's experiences across different regions, religions, and communities.

14.

15.

Research and Data Analysis: Students will develop skills in conducting research on women's issues in India, including data collection, analysis, and interpretation, and critically evaluating research findings and methodologies.

16.

17.

Global and Comparative Perspectives: Students will situate the study of women's empowerment in India within a global and comparative context, examining similarities and differences with other countries and regions, and exploring transnational feminist movements and networks.

18.

19.

Communication and Advocacy Skills: Students will refine their ability to communicate effectively about women's empowerment issues, both orally and in writing, and develop skills in advocacy, activism, and community engagement.

20.

21.

Ethical and Intersectional Lens: Students will analyze women's empowerment issues through an ethical and intersectional lens, recognizing the interconnectedness of gender with other social identities and power structures, and considering the ethical implications of policies and actions aimed at promoting women's rights and empowerment.

22.

These outcomes aim to equip students with a critical understanding of women's empowerment issues in contemporary India, as well as the knowledge and skills necessary to engage in advocacy, research, and activism aimed at advancing gender equality and women's rights.

CCID

A course on academic writing and composition would typically have the following course outcomes:

1.

Understanding of Academic Writing Conventions: Students will gain a solid understanding of the conventions and standards of academic writing, including citation styles, formatting guidelines, and ethical considerations such as plagiarism and academic integrity.

2.

3.

Critical Thinking and Analysis: Students will develop critical thinking skills through the analysis and evaluation of academic texts, arguments, and evidence, enabling them to formulate their own well-reasoned arguments and interpretations.

4.

5.

Effective Communication Skills: Students will refine their ability to communicate complex ideas clearly and persuasively in written form, with an emphasis on clarity, coherence, and organization of ideas.

6.

7.

Research Skills: Students will develop proficiency in conducting academic research, including identifying relevant sources, evaluating their credibility and reliability, and integrating them effectively into their own writing.

8.

9.

Thesis Development and Argumentation: Students will learn to formulate clear and compelling thesis statements and arguments, supported by evidence and logical reasoning, in various types of academic writing such as essays, research papers, and reports.

10.

11.

Audience Awareness: Students will learn to tailor their writing to different audiences and purposes, understanding how audience expectations and disciplinary conventions shape the style, tone, and content of academic writing.

12.

13.

Revision and Editing Skills: Students will practice revising and editing their own writing to improve clarity, coherence, and effectiveness, as well as develop skills in providing constructive feedback on peers' writing.

14.

15.

Genre Awareness: Students will become familiar with different genres of academic writing, including essays, literature reviews, research papers, annotated bibliographies, and academic proposals, understanding the conventions and expectations associated with each genre.

16.

17.

Multimodal Composition: Depending on the course objectives, students may explore multimodal forms of composition, such as incorporating visual elements, digital media, or oral presentations into their academic writing projects.

18.

19.

Collaboration and Peer Review: Students will engage in collaborative writing activities and peer review processes, learning to give and receive constructive feedback and revise their writing based on peer input.

20.

21.

Ethical and Responsible Writing Practices: Students will understand the ethical responsibilities of academic writers, including proper citation and attribution of sources,

avoidance of plagiarism, and adherence to ethical guidelines governing research with human subjects.

22.

23.

Self-Reflection and Growth: Students will engage in reflective practices to assess their own writing strengths and areas for improvement, setting goals for their ongoing development as academic writers.

24.

These outcomes aim to equip students with the knowledge, skills, and strategies necessary for success in academic writing across disciplines, preparing them to communicate effectively in academic and professional contexts.

L1-1

A course on language, variety, and stylistics would typically aim to achieve the following outcomes:

1.

Understanding of Language Variation: Students will develop an understanding of the concept of language variation, including regional, social, and contextual factors that influence language use and variation.

2.

3.

Knowledge of Linguistic Varieties: Students will be introduced to different linguistic varieties such as dialects, registers, and sociolects, and will learn to analyze and identify features associated with each variety.

4.

5.

Sociolinguistic Awareness: Students will gain awareness of the social and cultural dimensions of language variation, including issues of language identity, prestige, power, and linguistic discrimination.

6.

7.

Stylistic Analysis: Students will learn to analyze texts from various genres and registers, identifying stylistic features such as tone, diction, figurative language, and rhetorical devices, and understanding how these contribute to meaning and effect.

8.

9.

Literary Stylistics: Students will apply stylistic analysis techniques to literary texts, exploring how authors use language creatively to achieve specific effects in poetry, prose, and drama.

10.

11.

Critical Thinking and Interpretation: Students will develop critical thinking skills through the interpretation and analysis of linguistic and stylistic features in texts, recognizing how language choices reflect and shape meaning.

12.

13.

Language and Power: Students will examine the relationship between language and power, including how language is used to construct and reinforce social hierarchies, ideologies, and identities.

14.

15.

Language Change and Variation: Students will explore theories of language change and variation over time, considering factors such as historical context, technological advances, globalization, and language contact.

16.

17.

Applied Stylistics: Depending on the course objectives, students may have opportunities to apply stylistic analysis techniques to real-world contexts such as advertising, political discourse, media texts, or digital communication platforms.

18.

19.

Research Skills: Students will develop skills in conducting research on language variation and stylistic analysis, including data collection, analysis, and interpretation, and critically evaluating scholarly literature in the field.

20.

21.

Multimodal Communication: Students may explore how stylistic choices interact with other modes of communication, such as visual elements, sound, and gesture, in multimodal texts and discourse.

22.

23.

Ethical Considerations: Students will consider ethical issues related to language use and analysis, including questions of representation, bias, and the ethical responsibilities of researchers and communicators.

24.

These outcomes aim to equip students with a deeper understanding of language variation, stylistic analysis, and the social and cultural dimensions of language use, preparing them to critically analyze and engage with diverse linguistic texts and contexts.

A course on language, imagination, and creativity may aim to achieve the following outcomes:

1.

Understanding of the Creative Process: Students will develop an understanding of the role of language in fostering imagination and creativity, exploring how linguistic forms and structures can be used to express innovative and imaginative ideas.

2.

3.

Exploration of Creative Writing: Students will engage in various forms of creative writing, including poetry, fiction, creative nonfiction, and drama, experimenting with different genres, styles, and techniques to express their imaginative ideas.

4.

5.

Stimulating Imagination: Students will be exposed to a variety of literary works, artworks, and multimedia texts that stimulate the imagination and encourage creative thinking, analyzing how language and imagery are used to evoke emotional responses and spark new ideas.

6.

7.

Developing Voice and Style: Students will develop their own distinctive voice and style as writers, exploring ways to express their unique perspectives, experiences, and imaginative visions through language.

8.

9.

Exploring Literary Devices and Techniques: Students will study a range of literary devices and techniques such as metaphor, symbolism, imagery, point of view, and narrative structure, understanding how these elements contribute to the creation of imaginative and creative texts.

10.

11.

Cultivating Critical Imagination: Students will cultivate their ability to critically engage with imaginative and creative texts, analyzing how authors use language to construct imaginative worlds, challenge conventions, and explore complex themes and ideas.

12.

13.

Interdisciplinary Connections: Students will explore connections between language, imagination, and creativity across different disciplines such as literature, art, music, psychology, philosophy, and science, recognizing the diverse ways in which creativity manifests in human expression.

14.

15.

Collaborative Creativity: Students may have opportunities to engage in collaborative creative projects, such as group writing exercises, improvisational storytelling, or multimedia productions, fostering teamwork and collective creativity.

16.

17.

Reflection and Revision: Students will engage in reflective practices to evaluate and revise their creative writing, considering feedback from peers and instructors, and refining their work to enhance clarity, coherence, and impact.

18.

19.

Ethical Considerations: Students will consider ethical issues related to creativity and expression, such as cultural appropriation, representation, and the responsible use of language in creative works.

20.

21.

Creative Problem-Solving: Students will develop skills in creative problem-solving, applying imaginative thinking and linguistic creativity to address real-world challenges and issues in innovative ways.

22.

23.

Lifelong Creativity: Students will recognize the value of lifelong learning and exploration in nurturing creativity, understanding that creativity is a skill that can be developed and cultivated over time through practice, experimentation, and reflection.

24.

These outcomes aim to foster a deeper appreciation of the connections between language, imagination, and creativity, empowering students to express themselves creatively and imaginatively in various contexts and disciplines.

DSE 1

A course on British literature might aim to achieve the following outcomes:

1.

Historical Understanding: Students will gain an understanding of the historical contexts in which British literary works were produced, including the social, cultural, political, and intellectual movements that shaped literary production in Britain.

2.

3.

Literary Analysis Skills: Students will develop skills in close reading and literary analysis, enabling them to analyze and interpret British literary texts with attention to themes, characters, language, and style.

4.

5.

Canonical Knowledge: Students will become familiar with key works and authors in the British literary tradition, spanning a range of periods and genres from the medieval period to the present day.

6.

7.

Genre Awareness: Students will explore different literary genres within the British tradition, including poetry, prose fiction, drama, and nonfiction, understanding the conventions and characteristics of each genre.

8.

9.

Cultural and National Identity: Students will examine how British literature reflects and shapes cultural and national identity, exploring themes of nationhood, identity, and belonging in literary texts.

10.

11.

Literary Theory and Criticism: Students will engage with various literary theories and critical approaches to British literature, applying these theories to analyze and interpret texts from different historical periods and perspectives.

12.

13.

Comparative Analysis: Students will be able to compare and contrast British literary texts with works from other cultural traditions, exploring themes, motifs, and stylistic elements across different literary contexts.

14.

15.

Writing and Communication Skills: Students will refine their writing and communication skills through the production of analytical essays, critical responses, and research papers on British literary texts.

16.

17.

Multicultural Perspectives: Students will explore the multicultural and diverse nature of British literature, considering the contributions of writers from different ethnic, racial, and cultural backgrounds to the British literary tradition.

18.

19.

Reception and Influence: Students will investigate the reception and influence of British literary works both within Britain and in the wider global literary landscape, examining their impact on subsequent literary movements and cultural developments.

20.

21.

Ethical and Moral Considerations: Students will consider ethical and moral issues raised by British literary texts, including questions of representation, power dynamics, and social justice.

22.

23.

Critical Thinking and Engagement: Students will develop critical thinking skills through the analysis and discussion of British literary texts, engaging with complex ideas, perspectives, and interpretations.

24.

These outcomes aim to provide students with a comprehensive understanding of British literary history, enhance their critical thinking and analytical skills, and foster an appreciation for the rich diversity and cultural significance of British literature.

DSE2

A course on Indian literature in translation might aim to achieve the following outcomes:

1.

Cultural Awareness: Students will gain an understanding of the diverse cultures, languages, and traditions of India through the study of literature in translation, exploring themes, perspectives, and experiences from different regions and communities.

2.

3.

Language Proficiency: While studying literature in translation, students may develop basic proficiency in the original languages of the texts studied, enabling them to appreciate nuances and cultural contexts that may not be fully captured in translation.

4.

5.

Literary Analysis Skills: Students will develop skills in close reading and literary analysis, applying these skills to analyze and interpret Indian literary texts in translation with attention to themes, characters, language, and style.

6.

7.

Cultural and Social Context: Students will explore the historical, social, and cultural contexts in which Indian literary works were produced, considering how these contexts shape the themes, characters, and narrative techniques employed by authors.

8.

9.

Multicultural Perspectives: Students will gain insight into the multicultural and multilingual nature of Indian literature, studying works from different linguistic and regional traditions, including but not limited to Hindi, Bengali, Tamil, Urdu, Kannada, Malayalam, and others.

10.

11.

Postcolonial Perspectives: Students will examine Indian literature in translation within the framework of postcolonial studies, considering how colonial legacies, power dynamics, and cultural identities are represented and negotiated in literary texts.

12.

13.

Translation Theory and Practice: Students will engage with theories of translation and explore the challenges and strategies involved in translating literary works from one language and cultural context to another.

14.

15.

Comparative Analysis: Students will be able to compare and contrast Indian literary texts in translation with works from other cultural traditions, exploring themes, motifs, and stylistic elements across different literary contexts.

16.

17.

Identity and Representation: Students will consider questions of identity, representation, and voice in Indian literature, examining how authors negotiate issues of gender, caste, religion, ethnicity, and regional identity in their works.

18.

19.

Global Perspectives: Students will investigate the reception and influence of Indian literary works in translation both within India and in the wider global literary landscape, considering their impact on literary movements and cultural exchanges.

20.

21.

Ethical and Moral Considerations: Students will consider ethical and moral issues raised by Indian literary texts, including questions of cultural appropriation, power dynamics, and the responsibilities of translators and readers.

22.

23.

Critical Thinking and Engagement: Students will develop critical thinking skills through the analysis and discussion of Indian literary texts in translation, engaging with complex ideas, perspectives, and interpretations.

24.

These outcomes aim to provide students with a deeper appreciation of Indian literary traditions, enhance their cross-cultural understanding, and foster critical thinking skills through the study of literature in translation.

SEC 1

A course on creative writing might aim to achieve the following outcomes:

1.

Creative Expression: Students will develop the ability to express themselves creatively through various genres of writing, including fiction, poetry, creative nonfiction, and drama.

2.

3.

Craftsmanship: Students will hone their skills in crafting compelling narratives, developing vivid characters, and creating evocative settings through the use of language, imagery, and storytelling techniques.

4.

5.

Originality and Innovation: Students will explore techniques for generating original ideas and approaches to writing, experimenting with innovative forms, styles, and narrative structures.

6.

7.

Revision and Editing: Students will practice revising and editing their own writing, refining their work through feedback, self-assessment, and revision strategies to improve clarity, coherence, and effectiveness.

8.

9.

Voice and Style: Students will develop their own distinctive voice and style as writers, learning to communicate their unique perspectives, experiences, and imaginative visions through language.

10.

11.

Literary Analysis: Students will engage in critical analysis of their own and others' creative writing, considering the use of literary devices, techniques, and thematic elements to deepen understanding and appreciation of the craft of writing.

12.

13.

Feedback and Collaboration: Students will learn to give and receive constructive feedback on their writing, participating in peer workshops and critique groups to foster a supportive creative community and improve their writing skills.

14.

15.

Writing Process: Students will explore different approaches to the writing process, from brainstorming and drafting to revising and polishing, discovering techniques that work best for them as individual writers.

16.

17.

Genre Exploration: Students will experiment with writing in different genres and forms, expanding their repertoire of creative skills and exploring their strengths and interests as writers.

18.

19.

Professional Development: Students will gain insights into the publishing industry and opportunities for writers, learning about submission processes, literary journals, writing contests, and other avenues for sharing and publishing their work.

20.

21.

Ethical and Legal Considerations: Students will consider ethical and legal issues related to creative writing, including questions of originality, copyright, and representation, and learn to navigate these issues responsibly as writers.

22.

23.

Lifelong Learning: Students will recognize the value of lifelong learning and practice in developing their craft as writers, understanding that creativity is a skill that can be cultivated and refined through continuous exploration and engagement with the writing process.

24.

These outcomes aim to empower students to become confident and skilled writers, capable of expressing themselves creatively and effectively across a variety of genres and forms.

SEC 2

A course on film studies might aim to achieve the following outcomes:

1.

Understanding Film Language: Students will develop an understanding of the language of film, including elements such as cinematography, editing, sound design, mise-en-scène, and narrative structure, and how these elements contribute to the meaning and impact of a film.

2.

3.

Critical Analysis Skills: Students will develop skills in critically analyzing and interpreting films, identifying key themes, motifs, and stylistic choices, and understanding how these elements relate to broader cultural, social, and historical contexts.

4.

5.

Film History and Theory: Students will gain knowledge of the history of cinema, studying key movements, genres, filmmakers, and films from various time periods and cultural contexts, and engaging with foundational theories and approaches to the study of film.

6.

7.

Genre Studies: Students will explore different film genres such as comedy, drama, thriller, horror, science fiction, and documentary, analyzing conventions, tropes, and iconography associated with each genre, and understanding how genres evolve over time.

8.

9.

Representation and Identity: Students will examine issues of representation, identity, and diversity in film, considering how race, gender, sexuality, class, and other social identities are depicted and constructed on screen, and critically engaging with questions of representation and authenticity.

10.

11.

Cultural and Global Perspectives: Students will explore films from different cultural and national contexts, gaining insights into the diverse ways in which filmmakers around the world express cultural, political, and social concerns through their work.

12.

13.

Auteur Theory: Students will engage with auteur theory and the concept of the film director as the author of a film, studying the works of key auteurs and analyzing their distinctive styles, thematic preoccupations, and contributions to the medium.

14.

15.

Film Industry and Production: Students will gain an understanding of the film industry and the process of film production, distribution, and exhibition, exploring the roles of producers, directors, screenwriters, cinematographers, editors, and other key creative and technical personnel.

16.

17.

Audience Reception and Spectatorship: Students will consider the role of the audience in the reception and interpretation of films, studying theories of spectatorship and reception, and exploring how different audiences engage with and interpret films in various cultural and historical contexts.

18.

19.

Ethical and Social Responsibility: Students will reflect on ethical issues related to the production, distribution, and consumption of films, including questions of representation, censorship, propaganda, and the ethical responsibilities of filmmakers and audiences.

20.

21.

Digital Media and New Technologies: Students will explore the impact of digital media and new technologies on the production, distribution, and consumption of films, considering how advances in technology have reshaped the film industry and transformed the cinematic experience.

22.

23.

Critical Thinking and Communication Skills: Students will develop critical thinking skills through the analysis and interpretation of films, and enhance their communication skills through oral presentations, written essays, and class discussions on film-related topics.

24.

These outcomes aim to provide students with a comprehensive understanding of the art, history, and cultural significance of cinema, and to equip them with the analytical tools and critical perspectives necessary for engaging with films as both works of art and cultural artifacts.

SEC 3

course on technical writing might aim to achieve the following outcomes:

1.

Understanding of Technical Communication: Students will develop an understanding of the principles, conventions, and purposes of technical communication, including audience analysis, document design, and usability considerations.

2.

3.

Clarity and Precision: Students will learn to communicate complex technical information clearly, concisely, and accurately, using plain language and avoiding unnecessary jargon or ambiguity.

4.

5.

Audience Awareness: Students will develop skills in analyzing the needs, backgrounds, and expectations of different audiences for technical documents, tailoring their writing to effectively address the needs of specific user groups.

6.

7.

Document Design and Formatting: Students will learn principles of document design and formatting, including layout, typography, graphics, and navigation, to enhance the accessibility and usability of technical documents.

8.

9.

Genre Awareness: Students will become familiar with different genres of technical writing, including manuals, reports, proposals, instructions, specifications, and technical memos, understanding the conventions and purposes of each genre.

10.

11.

Research and Information Gathering: Students will develop skills in conducting research and gathering information for technical documents, including identifying relevant sources, evaluating credibility, and synthesizing complex information from multiple sources.

12.

13.

Visual Communication: Students will learn to incorporate visual elements such as charts, graphs, tables, diagrams, and illustrations into technical documents to enhance comprehension and facilitate information retention.

14.

15.

Editing and Revision: Students will practice editing and revising their own writing and providing constructive feedback on peers' writing, with a focus on improving clarity, coherence, organization, and effectiveness.

16.

17.

Collaboration and Teamwork: Students will engage in collaborative writing projects, simulating real-world teamwork scenarios in which technical writers work with subject matter experts, designers, engineers, and other stakeholders to produce effective technical documentation.

18.

19.

Software and Tools: Students will become proficient in using software tools and technologies commonly used in technical writing, such as word processing software, desktop publishing tools, content management systems, and collaborative writing platforms.

20.

21.

Ethical and Legal Considerations: Students will consider ethical and legal issues related to technical communication, including issues of intellectual property, confidentiality, privacy, accessibility, and the ethical responsibilities of technical communicators.

22.

23.

Professional Development: Students will gain insights into career pathways and opportunities in technical writing, learning about industry standards, job roles, and professional organizations in the field, and developing skills necessary for success in technical writing careers.

24.

These outcomes aim to equip students with the knowledge, skills, and strategies necessary to effectively communicate technical information in a variety of professional contexts, and to prepare them for careers in technical writing and related fields.

SEC 4

A course on soft skills might aim to achieve the following outcomes:

1.

Communication Skills: Students will develop effective verbal and non-verbal communication skills, including active listening, clarity in speech, and the ability to convey ideas persuasively and confidently.

2.

3.

Interpersonal Skills: Students will cultivate strong interpersonal skills, including empathy, teamwork, conflict resolution, and the ability to collaborate effectively with diverse groups of people.

4.

5.

Leadership Skills: Students will learn principles of effective leadership, including decision-making, problem-solving, delegation, motivation, and the ability to inspire and influence others towards common goals.

6.

7.

Emotional Intelligence: Students will develop emotional intelligence, including self-awareness, self-regulation, empathy, and social skills, enabling them to navigate interpersonal relationships and manage emotions effectively.

8.

9.

Adaptability and Resilience: Students will learn to adapt to change, navigate uncertainty, and bounce back from setbacks with resilience, developing a growth mindset and a positive attitude towards challenges and opportunities.

10.

11.

Time Management and Organization: Students will develop skills in time management, prioritization, and organization, enabling them to effectively manage their time, meet deadlines, and balance competing demands.

12.

13.

Critical Thinking and Problem-Solving: Students will cultivate critical thinking skills, including analysis, synthesis, evaluation, and creative problem-solving, enabling them to identify and address complex problems effectively.

14.

15.

Decision Making: Students will learn principles of effective decision-making, including gathering and evaluating information, weighing alternatives, considering consequences, and making informed decisions based on evidence and reasoning.

16.

17.

Stress Management: Students will learn strategies for managing stress and maintaining well-being, including relaxation techniques, mindfulness practices, and healthy coping mechanisms for dealing with pressure and anxiety.

18.

19.

Networking and Relationship Building: Students will develop networking skills and learn how to build and maintain professional relationships, including networking etiquette, online networking, and the importance of building a professional network.

20.

21.

Presentation Skills: Students will develop effective presentation skills, including public speaking, presentation design, and delivery techniques, enabling them to communicate ideas clearly and persuasively in a variety of settings.

22.

23.

Professionalism and Ethics: Students will learn principles of professionalism and ethical conduct in the workplace, including integrity, accountability, confidentiality, and respect for diversity and inclusion.

24.

These outcomes aim to equip students with the interpersonal, communication, and problem-solving skills necessary for success in academic, professional, and personal contexts, enabling them to thrive in diverse environments and adapt to changing circumstances with confidence and resilience.