

Govt College Jhandutta
Program and Course Outcome
Department of English

Program Outcome:

The students gain knowledge in the field of social sciences, literature and humanities which make them sensitive and sensible enough.

The B.A. graduates will become familiar with the social, economical, historical, geographical, political, ideological and philosophical tradition and thinking. The program also helps the graduates to appear for various competitive examinations or choose the postgraduate programme of their choice

The students will be able to think and act over the solution of various issues prevailing in human life to make this world better than ever. Programme provides the base to be a responsible citizen.

Program Specific Outcome:

Comprehend various forms of literature like prose, poetry, drama and fiction

Define representative literary and cultural texts in diverse contexts

Examine the issues discussed in the text in the socio-historic and cultural contexts

Students will gain awareness about the best literary traditions of the world

Studying English literature will introduce the student to the literary trends of English literature and will provide the necessary background for the study of English literature

Grammatical sections will enable the students to learn sentence patterns of English language

Study of language and literature will help them read, write, comprehend and analyze the language in a better way

Course and course outcome

Year	Course	Syllabus	Credit	Course Outcome
I	ENG CE 101	<p>English-1 Core English (Compulsory) for B.A. and B.Com.</p> <p>UNIT I Poems i. "Ozymandias" ii. "Blow Blow thou Winter Wind" iii. "Good Morrow" iv. "The Man he Killed" v. "Lines Written in Early Spring"</p> <p>UNIT II Stories and Essays i. "The Parrot in the Cage" ii. "Dinner for the Boss" iii. "The Reddening Tree" iv. "At the Himalayas" v. "The Value of Silence"</p> <p>UNIT III Applied Grammar: The use of Articles, Prepositions, Verb Forms, Phrasal Verbs</p>	6	<p>Students should be familiarised with grammatical concepts like nouns, adverbs, adjectives etc..</p> <p>Students should develop an awareness of correct usage of English grammar in writing and speaking</p> <p>Should have an ability to read, write, listen, comprehend, summarize and draw inferences.</p> <p>Should enhance their aesthetic sense by perceiving the imaginatory skills of a poet or writer</p> <p>Develop analytical abilities through the study of various segments of literature</p> <p>Comprehend Indian prose writing in English</p>

<p>I</p>	<p>ENG DSC 102</p>	<p>DSC-1A English Literature-I (Essays, Stories and Poems) (Core Course for students who choose English as Discipline) The Individual and Society. UNIT I • “Deliverance” by Premchand i. “Joothan” by Omprakash Valmiki ii. “Kallu” by Ismat Chughtai v. “Bosom Friend” by Hira Bansode UNIT II i. “Girl” by Jamaica Kincaid i. “A Prayer for my Daughter” by W.B. Yeats iii. “Yellow Fish” by Ambai v. “Reincarnation of Captain Cook” by Margaret Atwood v. “Highway Stripper” by A.K. Ramanujan UNIT III i. “Blackout” by Roger Mais i. “Telephone Conversation” by Wole Soyinka ii. “Harlem” by Langston Hughes v. “Still I Rise” by Maya Angelou UNIT IV • “Conscientious Objector” by Edna St Vincent Millay i. “General, Your Tank is a Powerful Vehicle” by Bertolt</p>	<p>6</p>	<p>Should be able to recognize and analyse any short story, poem and essay critically and analytically. Should be able to comprehend and analyse the writings under various canons such as Dalit literature, women writing, war literature etc. Perceive the concepts like women’s liberty, empowerment, and feminism Explain the development, themes and narrative perspectives of various works of women’s writing</p> <p>Should develop an ability to identify common structural and thematic features of any text. Should develop an ability to recognize text’s elements such as style, form, images, figure of speeches, connotations and references. Should develop an understanding of some generally used literary terms</p>
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		<p>Brecht</p> <ul style="list-style-type: none"> . “The Dog of Tetwal” by Sa’adat Hasan Manto iv. “A Chronicle of the Peacocks” by Intizar Husain “Ghosts of Mrs Gandhi” by Amitav Ghosh <p>UNIT V</p> <ul style="list-style-type: none"> i. “Toys” by Roland Barthes i. “Indian Movie, New Jersey” by Chitra Banerjee Divakaruni ii. “At the Lahore Karhai” by Imtiaz Dharker v. “The Brand Expands” by Naomi Kleine 		
I	ENG DSC 103	<p>DSC-1B English Literature-2 (Poems, Short-Stories and Essays) (Core Course for students who choose English as Discipline)</p> <p>UNIT I. LINGUISTIC PLURALITY WITHIN SUFI AND BHAKTI TRADITIONS</p> <p>UNIT II. LANGUAGE POLITICS: HINDI AND URDU</p> <p>UNIT III. TRIBAL VERSE</p> <p>UNIT IV. DALIT VOICES</p> <p>Non-Detailed Study:</p> <p>UNIT-V WRITING IN ENGLISH</p>	6	<p>Should develop an ability to understand the different and distinct forms of language pluralities (power of language and politics of language). Should be able to apply different critical, theoretical and philosophical approaches to variety of stories, poems and essays. Should develop an ability to recognize text’s elements such as style, form, images, figure of speeches, connotations and references. Should develop an understanding of cultural diversity of the nation. Should be able to comprehend and analyse the writings under various canons such as Dalit literature, womenwriting, Tribal literature etc.</p> <p>Develop an understanding of Indian literature in vernacular languages</p>

		UNIT VI.WOMAN SPEAK: EXAMPLES FROM KANNADA AND BANGLA UNIT VII LITERARY CULTURES: GUJARATI AND SINDHI UNIT VIII IDEAS ON NATIONALISM. UNIT IX ASPECTS OF CIVILIZATION		
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I	ENG AECC 104	AECC-2 Writing Skills i. Diary Writing ii. Paragraph Writing iii. Summary/Note - making iv. Formal and InformalLetter Writing v. CV/ Resume Writing vi. Report Writing vii. Interview/Fe atureArticle viii. Notice Writing	4	Students should: Learn how to structure sentences in day-to-day writing of English Learn the salient features of prose writing Develop writing skills in official language Learn descriptive writing ways Have an ability to read, write, listen, comprehend, summarize and draw inferences. Develop a habit to consult dictionaries
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II	ENG CE 201	English-2 Core English (Compulsory) for B.A & B.Com. UNIT-I Essays i. The Power of Prayer by A. P. J. Abdul Kalam	6	Inculcate a habit to consult dictionaries Become aware of social, political, cultural, economical and geographical scenario round the globe
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		<p>ii. Vivekananda: The Great Journey to the West by Romain Rolland</p> <p>iii. More Than 100 Million Women are Missing by Amartya Sen</p> <p>iv. On the Ignorance of the Learned (Excerpts by William Hazlitt)</p> <p>v. Simply Living (Excerpts by Ruskin Bond)</p> <p>vi. “Towards Creating a Poverty-Free World by Muhammad Yunus</p> <p>vii. Climatic Change and Human Strategy by E.K. Federov.</p>		<p>Understand prose writing</p> <p>Develop an insight into philosophical reading</p> <p>Become aware of the global issues like climatic changes, poverty, women mortality rate etc.</p> <p>Understand the creative way of writing</p>
		<p>UNIT-II Poetry.</p> <p>i. A Psalm of Life by Henry Wadsworth Longfellow</p> <p>ii. Animals by Walt Whitman</p> <p>iii. When I am Dead My Dearest by Christina Rossetti</p> <p>iv. If by Rudyard Kipling</p>	6	<p>Develop a taste in English poetry</p> <p>Enable themselves to read, comprehend, analyze and interpret poetry</p> <p>Comprehend the poetic devices like simile, metaphor, alliteration, imagery etc.</p> <p>Enhance their vocabulary</p>

		<p>v. The Lake Isle of Innisfreel by W.B. Yeats</p> <p>vi. The Olive Tree by Mark O' Conner</p> <p>vii. Refugee Mother and Child by ChinuaAchebe</p>		
		<p>UNIT-III: Applied Grammar</p> <p>1. One Word Substitution</p> <p>2. Words Used as Nouns and Verbs</p> <p>3. Transformation Interchange of Degree</p> <p>4. Homonyms, Homographs and Homophones</p>		<p>Understand the key concepts of grammar</p> <p>Develop a habit to analyze the words and their different usage</p> <p>Enhance their vocabulary.</p>
II	ENG DSC 202	<p>DSC- 1C British Literature (Play and Novel) (Core Course for students who choose English as Discipline and Generic Elective (Interdisciplinary)</p> <p>Detailed Study: Drama - William Shakespeare: The Merchant of Venice Non-Detailed Study: Novel - Charles Dickens: Oliver Twist</p>	6	<p>Familiarize with the world of literature</p> <p>Familiarize with two very important genres of literature, viz., drama and fiction</p> <p>Understand the basic difference between the prose writings like short story, novella, novel, drama etc.</p> <p>Comprehend the elements of a drama like monologues, dialogues, aside, soliloquy, masque, etc.</p> <p>Comprehend the key elements of a novel like plot, theme, characterization , etc.</p>
II	ENG DSC 203	<p>DSC-1D Literary Cross Currents (Core Course for students who choose English as Discipline) Detailed Study: 1.</p>		<p>Comprehend the Indian poetry in vernacular languages</p> <p>Comprehend the skill of translation</p> <p>Develop an understanding of Indian socio cultural environment</p>

	<p>UNIT-I Poems:</p> <ol style="list-style-type: none"> Jibanananda Das: —Before Dying , —Windy Night , —I Shall Return to this Bengal Sri Sri. —Forward March , —From _Some People Laugh, Some People Cry‘ G.M. Muktibodh: — The Void , —So Very Far Nissim Ezekiel: —Enterprisell, —Night ofthe Scorpion , —GoodbyeParty for Miss Pushpa T.S. Jayanta Mahapatra: —Hunger , —Dhaulil, —Grandfather , —A Country <p>Short-Stories:</p> <ol style="list-style-type: none"> Prem Chand, —The Holy Panchayat Vaikom Muhammad Basheer, —The Card- Sharper’s Daughter Saadat Hasan Manto, —Toba Tek Singhl Ambai, —Squirrell Ismat Chughtai, —The Sacred Duty <p>Non-Detailed Study: UNIT II</p> <p>Autobiography: Omprakash Balmiki: Joothan (Trans. By</p>	6	<p>Comprehend Indian art of story telling</p> <p>Enable themselves to read, comprehend, analyze, and draw inferences</p> <p>Familiarize themselves with the autobiographical writings</p> <p>Empathize with the pains and sufferings of the dalit community</p> <p>Familiarize with Indian drama in vernacular languages</p> <p>Comprehend the art of writing as a means to express agony of the oppressed, viz., women and dalits</p> <p>Understand different elements like dialogue delivery, intonation , voice modulation etc. involved in enacting a drama</p>
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		UNIT-III Play: Vijay Tendulkar: Silence, The Court is in Session		
II		<ul style="list-style-type: none"> · AEEC/SEC - 1: Creative Writing, Book and Media Reviews UNIT-I Literary Forms: Poetry: Lyric, Sonnet, Epic, Ode, Ballad <ul style="list-style-type: none"> · Drama: Tragedy and Comedy · Fiction: Short Story and Novel · Prose: Essay, Periodical, Article (Newspaper) · Article and Blog UNIT-II Literary Terms: UNIT-III Reading Literature: Creativity and Imagination: <ul style="list-style-type: none"> · UNIT-IV Media Reviews: Book, Film and TV Programme Reviews	4	<p>Understand all the important literary terms</p> <p>Enable themselves to recognize and elaborate the terms while attempting questions on any of the mentioned genres</p> <p>Learn to write quality blogs and articles</p>
II	ENG AEEC/ SEC 205	AEEC/SEC-2 Translation Studies and Principles of Translation (Basic Concepts and Readings) UNIT-I		<p>Understand this comparatively new field of English Studies</p> <p>Understand the key concepts like domestication, Foreignization, meta-phrase, Paraphrase, imitation, interpretation and adaptation etc.</p>

		<p>Introduction to Translation:</p> <ol style="list-style-type: none"> 1. Definition of Translation— 2. Purpose of Translation— <p>UNIT-II</p> <p>Approaches to Translation:</p> <ol style="list-style-type: none"> 1. Domestication 2. Foreignisation: <p>UNIT-III</p> <p>Methods of Translation:</p> <p>UNIT-IV</p> <p>Problems of Translation:</p> <p>UNIT-V</p> <p>Translation in India:</p> <p>Translated Stories:(a) Shubhangi Bhadbhade, —Garden of Spicel (—Mehakti Phulwaril) (b) Jaiwanti Dimri, —The Inner Eye (—Antardrishtil)</p>	4	<p>Recognize the contribution of Indian Scholars in the field of Translation Studies</p> <p>Comprehend the Sanskrit terms like Anuvaad, Bhashantar, Roopantar, etc. used so frequently in the field of Translation Studies</p>
III	ENG AEEC/ SEC 301	<p>AEEC/SEC-3</p> <p>Technical Writing</p> <p>UNIT-I Language Skills: Tenses, Voice, Narration and Punctuation</p> <p>UNIT-II Technical Writing: Definition and Preparation of Manual, Memorandum, Agenda, Minutes of a Meeting, and Powerpoint Presentation</p> <p>UNIT-III Writing Skills: Basic Research Methodology:UNIT-IV Data Analysis</p>	4	<p>Comprehend the basic concepts of English sentence making</p> <p>Comprehend the basic factors involved in Technical Writing</p> <p>Adept themselves in official written communication Become adept at understanding research methodology. Enable themselves to interpret bar graphs, pie charts, etc. Become able to improve their presentation skills using PowerPoint.</p> <p>Understand the basic steps of writing down a research project be able to cite references and draft bibliographies in the appropriate format</p>

III	ENG AEEC/ SEC 302	AEEC/SEC-4 Business Communication UNIT-I Introducing Business Communication: UNIT-II Corporate Communication: UNIT-III Writing Skills and Modern Communication: Business Letters and Memo Format: UNIT-IV Non-Verbal Aspects of Communication:		<ul style="list-style-type: none"> ● Learn effective business writing ● Learn effective business communications ● ● Learn to deliver effective presentations ● Learn effective interpersonal communications ● Learn to improve listening, speaking, reading and writing skills in context of business communication. ● Train themselves to participate in a group discussion. ● Train themselves to face and ace interviews. ● <p>Learn to communicate non-verbally too Rectify their body postures, gestures and facial expressions Effectively communicate through verbal/oral communication and improve the listening skills.</p>
III	ENG DSE 303	DSE –1A Soft Skills A) Listening Skills B) Teamwork C) Emotional Intelligence D) Adaptability E) Problem Solving F) Interview Skills		<p>Effectively communicate through verbal/oral communication and improve the listening skills. Actively participate in group discussion / meetings / interviews and prepare & deliver presentations Learn to work as a team Learn the ability to analyse texts, evaluating ideas and literary strategies Become confident to face an interview Learning time and resource management</p>
III	ENG DSE 304	DSE-1B Academic Writing and Composition 1. Types of Academic Writing: Descriptive· Analytical· Persuasive· Critical· 2. Features and Conventions of Academic Writing 3. Process of Academic Writing 4. Critical Thinking:		<p>Understand how to structure written work Understand the importance of clear and concise analysis Understand the importance of careful drafting and editing of written work Know how to produce a well-structured and grammatically flawless piece of written work Understand the importance of effective note-taking.</p>

		5. Paragraph Writing:	
	ENG GE 305	GE-1 Literature from Himachal	<p>Get an insight into their folk literature Get to know the various forms of folk literature, viz., short stories, poetry, essay writing. Revive the interest in the dramatic forms like “Baanthra”, a special type of public enactments where artists bring forth some social problems using comedy and even farce. Come to know about regional fairs and festivals.</p>
	ENG GE 306	GE-2 Contemporary India: Women and Empowerment	<p>Understanding the key concepts: Sex and Gender, Socialization, Gendered and Sexual Discrimination, Stereotyping, Feminism, Patriarchy, Femininities and Masculinities, Transgenders.</p> <p>Develop an understanding of patriarchal structure of society</p> <p>Experience the women writing in India</p>