



INTERNAL QUALITY ASSURANCE CELL (IQAC)

LAXMINARAYAN COLLEGE, JHARSUGUDA

(NAAC ACCREDITED WITH 'B' GRADE)

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Estd-1969

LEARNING OUTCOMES FOR ALL PROGRAMS:

PROGRAM OUTCOMES, PROGRAM SPECIFIC OUTCOMES AND COURSE OUTCOMES

Laxminarayan College, Jharsuguda has a vision to improve the lives of all the beneficiaries through creating a sustainable learning culture in response to the need of the society and to provide opportunities to individuals for achieving their personal and professional goals to become responsible and disciplined citizens and human beings.

In order to meet this vision, the institution has prepared a road map and has decided certain outcomes to attain. Deciding outcomes for academic achievements and it's attainment for assessment and formulation is based on a learning theory called Outcome Based Education. By the end of the educational experience, each student should have achieved the goal. There is no single specified style of teaching or assessment in OBE; instead, classes, opportunities, and assessments should all help students achieve the specified outcomes. The role of the faculty adapts into instructor, trainer, facilitator, and/or mentor based on the outcomes targeted.

Outcome based education emphasizes on

- Stating what a teacher wants her/his students to be able to do at the end of the program,
- Assessing the students whether they are able to do what they are expected to do,
- Orienting teaching and other academic processes to facilitate students to do what they are expected to do.

These Outcomes are different from the course objectives. They are more like signboards and roadmaps to help the learners reach where they're supposed to reach, and contribute to progress. Education focused on rote learning and scorecards are changed forever. Our higher education demands better, intelligent workforce for the sake of improving quality.

Program Outcomes (POs)

POs are statements about the knowledge, skills and attitudes (attributes) the graduate of a program in Higher Educational Institution should have. POs deal with the general aspect of graduation for a particular program, and the

competencies and expertise a graduate will possess after completion of the program.

These are broad and covers a wider area than of COs. The UGC has set a few Program Outcomes, or Graduate Attributes for the sake of unity and quality assurance in the HEIs. The Program Outcomes set by an institution must reflect on these.

Program Specific Outcomes (PSOs)

Program Specific Outcomes (PSOs) are statements that describe the career and professional accomplishments that the program is preparing the graduates to achieve. They are set in order to measure the effectiveness of the program, and to check whether it has prepared the students to deal with the real world, where they could apply and use the skills and knowledge they've learned to good use.

Course Outcomes (COs)

POs are attained through program specific Core Courses, which has their own previously set outcomes to attain. These course-specific outcomes are called Course Outcomes. Each course is designed to meet (about 5–6) Course Outcomes. The Course Outcomes are stated in such a way that they can be actually measured.

COs are set by the institution, by consulting with the department heads, faculty, students and other stakeholders.

Laxminarayan College, Jharsuguda has the facility of providing three Programmes and 11 Courses to students in the undergraduate level. The programmes are BA, BSc and BCom. And the Courses are English, Economics, Odia, Hindi, Political Science in BA; Physics, Chemistry, Mathematics, Botany and Zoology in BSc and Commerce in BCom.

Mechanism of Communicating POs, PSOs and COs by the Institution:

The following mechanism is adopted by the institution to communicate the learning outcomes to the teachers and students.

- Hard Copy of syllabi and Learning Outcomes are available in the departments for ready reference to the teachers and students.
- Learning Outcomes of the Programmes and Courses are displayed in the College website
- The importance of the learning outcomes has been communicated to the teachers in every IQAC Meeting and College Committee Meeting.

- The students are also made aware of the same through Induction and Tutorial classes.

Program outcomes of Bachelor of Arts

PO1: Understand how cultural, historical, geographical, political, linguistic, and environmental forces shape the world and recognize the role of the individual within communities to effect change.

This includes the ability to:

- Reflect on one's cultural identities and values
- Demonstrate intercultural awareness and competence
- Recognize and appreciate the real-world context of knowledge
- Promote active citizenship and community engagement

PO2: Analyse and critically reflect on complex problems incorporating multiple perspectives and innovative thinking.

This includes the ability to:

- Analyse, synthesize and integrate knowledge
- Critically evaluate the validity of arguments and conclusions
- Practice creative thinking and expression
- Demonstrate the capacity to argue in innovative directions

PO3: Demonstrate the ability to extract and convey information accurately in a variety of formats.

This includes the ability to:

- Identify, locate, comprehend, and critically evaluate quantitative and qualitative information using visual, numerical, oral, aural, and textual sources
- Communicate concepts and information clearly and in various formats (oral, visual, written, etc.)
- Engage effectively with audiences from different backgrounds

PO4: Engage in scholarly inquiry to identify and investigate questions of a theoretical and/or applied nature.

This includes the ability to:

- Identify gaps and limitations in the existing literature
- Understand the principles of the research process
- Apply appropriate research methodologies to specific problems
- Develop intellectual independence and practice self-directed inquiry

PO5: Demonstrate detailed knowledge in one or more disciplines and integrate knowledge and perspectives across disciplinary boundaries.

This includes the ability to:

- Develop a detailed understanding of the current state of knowledge in one or more disciplines
- Recognize the value, use and limits of multi-disciplinary learning
- Cultivate an openness to consider and engage alternative research perspectives

PO6: Demonstrate personal integrity and professional behaviour in scholarly endeavours and in collaborating with others within and beyond the academic community.

This includes the ability to:

- Demonstrate intellectual integrity and academic accountability
- Collaborate respectfully with others, individually and in teams
- Show leadership in professional environments while recognizing diversity
- Manage time effectively and ensure personal organization

Program outcomes of Bachelor of Commerce

PO1: After completing three years for Bachelors in Commerce (B.Com) program, students would gain a thorough grounding in the fundamentals of Commerce and Finance.

PO2: The commerce and finance focused curriculum offers a number of specializations and practical exposures which would equip the student to face the modern-day challenges in commerce and business.

PO -3 The all-inclusive outlook of the course offer a number of value based and job oriented courses ensures that students are trained into up-to-date advanced accounting courses beyond the introductory level.

This includes the ability to:

- Demonstrate knowledge of major theories and models in key areas of organizational behaviour.
- Analysis Organisational problems and generate realistic solutions based on current academic research in organisational behaviour.
- Apply basic mathematical and statistical skills necessary for analysis of a range of problems in economics studies, Accounting, Marketing, Management and Finance.
- Understand the issues and problems of environmental context and develop environmental awareness in the mind.
- Make people aware about consumer movement, rights & duties, laws relating to consumers.

- Impart the knowledge of basic concepts, terms & provisions of company law, mercantile law, Income Tax and other laws affecting business, trade and commerce.
- Be effective decision makers in business and commerce.

Program outcomes of Bachelor of Science

PO1. Articulate the methods of science and explain why current scientific knowledge is both contestable and testable by future inquiry.

PO2. Apply appropriate methods of research, investigation and design, to solve problem in science, mathematics, technology including the planning and conduct of a significant project problem or investigation.

PO3. Articulate the relationship between different science communities of practice, the international scope of science, mathematics, technology and engineering knowledge and methods and the contributions to their development that have been made by people with diverse perspectives, culture and backgrounds.

PO4. Students will express their own ideas as informed opinions, small projects, practical, research papers and understand how their own approach compares to variety of critical and theoretical approaches.

Program Specific Outcomes of English

After completion of the Course, the students will develop ability:

1. To develop command on written and spoken English.
2. To know about culture and society
3. To understand global culture
4. To acquire appreciation of films and fine arts
5. To develop familiarity with the language of administration and Business Correspondence
6. To apply language for maintaining good personal relations in society
7. To learn skills of translating from regional language to other languages and vice-versa
8. To learn the basic concepts of English language and literature.
9. To learn the characteristics of literature in English, diverse literary historical periods and cultures
10. To apply the literary critical perspectives to generate original analysis of literature in English
11. To promote of cultural and national values through English language

Program Specific Outcomes of Hindi

On completion of B.A (Hindi), Students are able to:

1. To understand the basic concept of the subject of Hindi & its origin
2. To know the importance of the language of Hindi & its literature.
3. Understanding the relation between society and literature and analyse the role played by Hindi literature in past and present.
4. Understanding the strategy of converting worship into the movement of struggle for cultural freedom.
5. Developing skill of writing official letters in functional Hindi.
6. Developing philosophy of life inspiring by the vision of eminent writers.
7. Identifying the nature and character of persons through his actions.
8. Gaining socio cultural consciousness.
9. Exploring, analysing and enriching the self-knowledge.

Program Specific Outcomes of Odia

1. After completing the course, a learner will have fair understanding of Odia Literature and Language
2. After completing the course, a learner will be able to read the good verse of Odia,
3. And can add to his / her vocabulary, to write articles as well as acquire the mastery in oratory and in studies in Odia language.
4. The learners can pursue a career in academic and administrative field in, Teaching, Research, Fine Arts, Translation, News reading, Journalism, etc.

Program Specific Outcomes of Political Science

After completion of the course, the students will develop ability:

1. To understand the history of political ideology and political thoughts from ancient to the modern age.
2. To understand the major political systems in the world.
3. To understand the dimensions of international politics.
4. To interpret the role of the regional and international organizations in the new world order.
5. To analyze the concept of good governance and e-governance.
6. To realize the organs of government machinery and representation.
7. To understand the formulation and execution of decisions and laws made by the government.
8. To understand the Indian parliamentary political process.
9. To have knowledge of social, political, cultural and economic issues of India and the World.
10. To understand the Indian Constitution and its importance.

11. To gain comparative understanding of the different types of Political systems in the world.
12. To understand the working process of the Indian urban and rural local governments.
13. To understand and realize the importance of voting rights, active participation of citizens in political and administrative systems
14. To realize the importance of scientific approach in social sciences

Program Specific Outcomes of Economics

After completion of the course, the students will develop ability:

1. To understand the behavior of Indian and world economy
2. To understand how to become entrepreneurs
3. To evaluate, compare and solve our economic problems.
4. To understand the basic concepts of economics.
5. To understand the behavior of money market, product market and labour market of our country.
6. Understand the difference between Micro Economics & Macro Economics
7. Understand techniques & diagrams related to employment theory
8. Understand the concept of Foreign Exchange, International Banking & Euro Currency, Market, etc.
9. To study the international policies

Program Specific Learning Outcomes of Physics

The student graduating with the Degree B.Sc (Honours) Physics should be able to

1. Acquire

- (i) a fundamental/systematic or coherent understanding of the academic field of Physics, its different learning areas and applications in basic Physics like Astrophysics, Material science, Nuclear and Particle Physics, Condensed matter Physics, Atomic and Molecular Physics, Mathematical Physics, Analytical dynamics, Space science, and its linkages with related disciplinary areas/subjects like Chemistry, Mathematics, Life sciences, Environmental sciences, Atmospheric Physics, Computer science, Information Technology;
- (ii) procedural knowledge that creates different types of professionals related to the disciplinary/subject area of Physics, including professionals engaged in research and development, teaching and government/public service;
- (iii) skills in areas related to one's specialization area within the disciplinary/subject area of Physics and current and emerging developments in the field of Physics.

2. Demonstrate the ability to use skills in Physics and its related areas of technology for formulating and tackling Physics-related problems and identifying and applying appropriate physical principles and methodologies to solve a wide range of problems associated with Physics.
3. Recognize the importance of mathematical modeling simulation and computing, and the role of approximation and mathematical approaches to describing the physical world.
4. Plan and execute Physics-related experiments or investigations, analyze and interpret data/information collected using appropriate methods, including the use of appropriate software such as programming languages and purpose-written packages, and report accurately the findings of the experiment/investigations while relating the conclusions/findings to relevant theories of Physics.
5. Demonstrate relevant generic skills and global competencies such as
 - (i) problem-solving skills that are required to solve different types of Physics-related problems with well-defined solutions, and tackle open-ended problems that belong to the disciplinary area boundaries;
 - (ii) investigative skills, including skills of independent investigation of Physics-related issues and problems;
 - (iii) communication skills involving the ability to listen carefully, to read texts and research papers analytically and to present complex information in a concise manner to different groups/audiences of technical or popular nature;
 - (iv) analytical skills involving paying attention to detail and ability to construct logical arguments using correct technical language related to Physics and ability to translate them with popular language when needed;
 - (v) ICT skills;
 - (vi) personal skills such as the ability to work both independently and in a group.
6. Demonstrate professional behavior such as
 - (i) being objective, unbiased and truthful in all aspects of work and avoiding unethical, irrational behavior such as fabricating, falsifying or misrepresenting data or committing plagiarism;
 - (ii) the ability to identify the potential ethical issues in work-related situations;
 - (iii) appreciation of intellectual property, environmental and sustainability issues; and
 - (iv) promoting safe learning and working environment.

Program Specific Outcomes for Chemistry

The student graduating with the Degree B.Sc (Honours) Chemistry should be able to

1. To demonstrate a systematic, extensive and coherent knowledge and understanding of academic fields of study as a whole and its applications and links to disciplinary areas of the study; including critical understanding of the established theories, principles and concepts of a number of advanced and emerging issues in the field of chemistry;
2. To demonstrate procedural knowledge that creates different types of professionals in the field of chemistry. Further application of knowledge can enhance productivity of several economically important product. Knowledge of Chemistry is also necessary for the development and management of industry, manufacturing of fine chemicals, etc.
3. Developing skills and ability to use knowledge efficiently in areas related to specializations and current updates in the subject
4. Demonstrate comprehensive knowledge about chemistry, current research, scholarly and professional literature of advanced learning areas of Chemistry
5. Use knowledge understanding and skills for critical assessment of wide range of ideas and problems in the field of Chemistry.
6. Communicate the results of studies in the academic field of Chemistry using main concepts, constructs and techniques
7. Apply one's knowledge and understanding of Chemistry to new/unfamiliar contexts and to identify problems and solutions in daily life.
8. To think any apply understanding of the subject of Chemistry, Chemical Sciences in identifying the problems which can be solved through the use of chemistry knowledge.
9. To think of the adopting expertise in chemical sciences and solve the problems of environment, green chemistry, ecology, sustainable development, hunger, etc.

Program Specific Outcomes of Zoology

The student graduating with the Degree B.Sc (Honours) Zoology should be able to

1. Demonstrate in-depth knowledge and understanding about the fundamental concepts, principles and processes underlying the academic field of Zoology and its different subfields (animal diversity, principles of ecology, comparative anatomy and developmental biology of vertebrates, physiology and biochemistry, genetics and evolutionary biology, animal biotechnology, applied Zoology, aquatic biology, immunology, reproductive biology, and

insect, vectors and diseases, apiculture, aquarium fish keeping, medical diagnostics, and sericulture)

2. Demonstrate procedural knowledge that creates different types of professionals in the field of Zoology and related fields such as, apiculture, aquarium fish keeping, medical diagnostics, and sericulture, etc.
3. Demonstrate skills related to specialization areas within Zoology as well as within subfields of Zoology, including broader interdisciplinary subfields (Chemistry, Physics and Mathematics).
4. Appreciate the complexity of life processes, their molecular, cellular and physiological processes, their genetics, evolution and behaviour and their interrelationships with the environment.
5. Study concepts, principles and theories related with animal behaviour and welfare.
6. Understand and interpret data to reach a conclusion.
7. Design and conduct experiments to test a hypothesis.
8. Understand scientific principles underlying animal health, management and welfare.
9. Accept the legal restrictions & ethical considerations placed for animal welfare.
10. Understand fundamental aspects of animal science relating to management of animals.
11. Assess problems and identify constraints in management of livestock.
12. Work safely and effectively in the field, in laboratories and in animal facilities

Program Specific Outcomes of Botany

The student graduating with the Degree B.Sc (Honours) Botany should be able to

1. To demonstrate a systematic, extensive and coherent knowledge and understanding of academic fields of study as a whole and its applications and links to disciplinary areas of the study; including critical understanding of the established theories, principles and concepts of a number of advanced and emerging issues in the field of Botany;
2. To demonstrate procedural knowledge that creates different types of professionals in the field of Botany like in research and development, teaching government and public services e.g. conservationist, plant explorer, ecologist, horticulturist, plant biochemist, genetics, nursery manager, molecular biologist, plant pathologist, taxonomist, farming consultant and environmental consultant. Further application of knowledge can enhance productivity of several economically important product/botanicals.
3. Knowledge of Botany is also necessary for the development and management of forests, parks, wastelands and sea wealth

4. Developing skills and ability to use knowledge efficiently in areas related to specializations and current updates in the subject
5. Demonstrate comprehensive knowledge about plants, current research, scholarly and professional literature of advanced learning areas of Botany
6. Use knowledge understanding and skills for critical assessment of wide range of ideas and problems in the field of Botany
7. Communicate the results of studies in the academic field of Botany using main concepts, constructs and techniques
8. Apply one's knowledge and understanding of Botany to new/unfamiliar contexts and to identify problems and solutions in daily life
9. To think and apply understanding of the subject of plant sciences in identifying the problems which can be solved through the use of plants
10. To think of the adopting expertise in plant structure, functions and solve the problems of environment, ecology, sustainable development, hunger.

Program Specific Learning Outcomes of Mathematics

After completion of the course, the students will develop ability to:

1. Demonstrate fundamental systematic knowledge of mathematics and its applications in engineering, science, technology and mathematical sciences. It should also enhance the subject specific knowledge and help in creating jobs in various sectors.
2. Demonstrate educational skills in areas of analysis, geometry, algebra, mechanics, differential equations etc.
3. Apply knowledge, understanding and skills to identify the difficult/unsolved problems in mathematics and to collect the required information in possible range of sources and try to analyse and evaluate these problems using appropriate methodologies.
4. Fulfil one's learning requirements in mathematics, drawing from a range of contemporary research works and their applications in diverse areas of mathematical sciences.
5. Apply one's disciplinary knowledge and skills in mathematics in newer domains and uncharted areas.
6. Identify challenging problems in mathematics and obtain well-defined solutions.
7. Exhibit subject-specific transferable knowledge in mathematics relevant to job trends and employment opportunities.

Program Specific Learning Outcomes for Commerce

After completion of the course, the students will develop ability:

1. Understand application of mathematical & Statistical concepts and techniques in solving business problems.
2. Develop the insights regarding organizational skills, functioning of modern appliances, e- format records in modern office.
3. Stimulate the student's interest by showing the relevance and use of various economic theories.
4. Develop the capability of students for knowing banking concepts and operations.
5. Analyze the basic concept in marketing and prepare to face the relevant changes in the field of marketing.
6. Know the basic concepts, terms and provisions of mercantile & business laws.
7. Instill the knowledge about accounting procedures, methods & techniques.
8. Develop business communication skills.
9. Develop cost consciousness and analytical bent of mind.

DEPARTMENT OF ENGLISH

PROGRAMME SPECIFIC LEARNING OUTCOMES AND COURSE OUTCOMES

1.1 INTRODUCTION

All knowledge is constituted in language. But without proficiency in language, it is difficult to transmit knowledge. Language is imperative for the acquisition, preservation, dissemination, application and creation of knowledge. Hence, the importance of language learning cannot be overemphasized. It is also a fact that language transcends boundaries and barriers; the more proficient in communication we are, the more the world expands for us. Today, the English language is a window to the world. It is not only the most important link language between communities but also the preferred language of pedagogy, employment, information technology, trade and commerce and travel and tourism in India and the world. To this extent, it is crucial that learners are given adequate opportunities to develop language proficiency and skills in not just the basics of grammar but also in communicating effectively across a variety of situations. This is best acquired through a nuanced understanding of the language of literary texts, to start with. Given this, learners should be sensitized to the creative processes and learn to use language both critically as well as creatively. It is also essential for learners to be aware of the implications of language vis-à-vis issues such as gender, caste, class, culture, etc. and thus use

language appropriately. Having considered this relationship between literature, language and learning, the UGC-Learning Outcomes based Curriculum Framework {UGC-LOCF (English)} committee suggests the following learning outcomes of English for undergraduate students. We, in the Department of English, Laxminarayan College, Jharsuguda, also adhere to the guidelines and inform the students these learning outcomes.

1.2 LEARNING ATTRIBUTES

❖ Disciplinary Knowledge:

- a) Ability to understand, speak, read and write English both at the basic and advanced levels.
- b) Ability to understand and engage texts with various linguistic, critical and creative concepts and categories
- c) Ability to read texts closely, paying attention to linguistic and stylistic variations and innovations and also exploring themes, generic conventions and historical contexts
- d) Ability to understand linguistic/pragmatic frameworks to appreciate literary texts and language use
- e) Ability to locate and engage with relevant scholarly works in order to develop one's own critical position and present views coherently and persuasively
- f) Ability to situate one's own reading in terms of society, religion, caste, region, gender and politics
- g) Ability to understand the world, to think critically and clearly about the local and the global through a reading of literatures in translation and in the original, to be a located Indian citizen of the world
- h) Ability to see and respect difference and to transcend binaries

❖ Communication Skills:

- a) Ability to speak and write clearly in standard, academic English
- b) Ability to listen to and read carefully various viewpoints and engage with them.
- c) Ability to use critical concepts and categories with clarity

❖ Critical Thinking:

- a) Ability to read and analyse texts
- b) Ability to place texts in historical contexts and be sensitive to their social relevance
- c) Ability to substantiate critical readings of literary texts in order to persuade others

❖ **Problem Solving:**

- a) Ability to cope with complex language use
- b) Ability to read any unfamiliar literary and non-literary texts

❖ **Analytical Reasoning:**

- a) Ability to evaluate the strengths and weaknesses in a literary text
- b) Ability to substantiate one's argument through an enhanced critical and communicative ability

❖ **Research-Related Skills:**

- a) Ability to problematize and formulate research questions, and to identify and consult relevant sources to find answers
- b) Ability to plan and write a research paper or assignment

❖ **Teamwork and Time Management:**

- a) Ability to participate constructively in classroom discussions
- b) Ability to meet a deadline

❖ **Scientific Reasoning:**

- a) Ability to analyse texts, evaluating ideas and literary strategies
- b) Ability to formulate logical and persuasive arguments

❖ **Reflective Thinking:**

- a) Ability to locate oneself and see its influence on critical thinking and reading
- b) Ability to carry the implications of a text to life and vice versa

❖ **Self-directed Learning:**

- a) Ability to work independently in terms of reading literary, non-literary and critical texts
- b) Ability to carry out personal research, postulate questions and search for answers

❖ **Digital Literacy:**

- a) Ability to use digital resources for gathering information
- b) Ability to use digital resources for presentations

❖ **Multicultural Competence:**

- a) Ability to engage with and understand language used in literary texts from different regions

b) Ability to respect and transcend differences

❖ **Moral and Ethical Values:**

a) Ability to interrogate one's own ethical values, and to be aware of ethical issues

b) Ability to read values inherited in literary texts *vis a vis* issues of environment, religion and spirituality, as also structures of power

❖ **Leadership Readiness:**

a) Ability to lead group discussions

b) Ability to formulate questions for the class in literary, academic and social contexts

❖ **Life-long Learning:**

a) Ability to retain and build on critical reading skills

b) Ability to infer, cherish and practise human values

c) Ability to transfer such skills in other domains of one's life and work

1.3 Programme Learning Outcomes of SECC (Communicative English) Course for Arts/Science/Commerce

Students will

- heighten their awareness of correct usage of English grammar in writing and speaking
- improve their speaking ability in English both in terms of fluency and comprehensibility
- give oral presentations and receive feedback on their performance
- increase their reading speed and comprehension of academic articles
- improve their reading fluency skills through extensive reading
- enlarge their vocabulary by reading English texts
- strengthen their ability to write papers, essays and summaries using the process approach.
- gain language competency to be ready for the job market as a good command over English language is one skill which various companies expect from the prospective employees

1.4. Programme Specific Learning Outcomes of Generic English

The programme learning outcomes relating to BA CBCS students adopting Generic English:

- Demonstrate a set of basic skills in literary and linguistic communication and explication of literary practices and process with clarity.
- Demonstrate a coherent and systematic knowledge of the field of English literature and Bhasha literatures translated into English, showing an understanding of the contemporary world.
- Cultivate ability to look at and evaluate the language of literary texts as a field of study and as part of the wider network of local and global culture by using digital resources.
- Display knowledge to cultivate a better understanding of values – both in the use of different language registers and literary forms and genres to arrive at transparent understanding of values of life at all stages.
- Recognize employability options in English literature and language studies programme as part of skill development and as career avenues open to graduates in today’s global world such as professional writing, translation, teaching English at different levels, mass media, journalism, aviation communication and personality development
- To enable students to develop an awareness of the linguistic-cultural richness of India as an important outcome of English literary and language studies in India

1.5 Programme Specific Outcomes of Discipline Specific English Honours Course

❖ Introduction to Literature

- Display a working knowledge of the genres of fiction, poetry, and drama by writers from various cultures and historical eras
- Identify and describe distinct characteristics of literary texts
- Analyze literary works for their structure and meaning
- Effectively communicate ideas related to the literary works during class and group activities

❖ Introduction to Poetry

- Display a working knowledge of poetry as a literary genre
- Identify and describe distinct literary characteristics of poetic forms
- Analyze poetic works for their structure and meaning, using correct terminology
- Effectively communicate ideas related to the poetic works during class and group activities

❖ Readings in the Novel

- Display a working knowledge of the novel as a literary genre
- Identify and describe distinct literary characteristics of the novel
- Analyze novels for their structure and meaning, using correct terminology
- Effectively communicate ideas related to the novel during class and group activities

❖ Readings in the Short Story

- Display a working knowledge of the short story as a literary genre
- Identify and describe distinct literary characteristics of the short story form
- Analyze short stories for their structure and meaning, using correct terminology
- Effectively communicate ideas related to the literary genre of the short story during class and group activities

❖ History of British Literature

- Display a working knowledge of the historical and cultural contexts of British literature from the Anglo-Saxon period to the 18th century
- Identify and describe distinct literary characteristics of British literature from beginnings to the 20th century
- Analyze literary works for their structure and meaning
- Effectively communicate ideas related to the literary works during class and group activities

❖ History of Indian Writing in English

- Classify the major genres in Indian Writing in English.
- Identify the unique features of Indian Writing in English.
- Identify the major literary features in Indian Writing in English.
- Discuss major class/caste issues in the context of Indian Literature.
- Describe the use of myth in Indian Writing in English and its contemporary relevance.

1.6 Course Outcomes of DSC for English Honours Students:

Core Paper I

BRITISH POETRY AND DRAMA: 14TH TO 17TH CENTURIES

Objectives: The paper seeks to introduce the students to British poetry and drama from the 14th to the 17th century. It helps students sample and explore

certain seminal texts from the early modern period, covering the genesis of modern English poetry and the Renaissance that set British poetry and drama on their glorious course to greatness.

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- understand the tradition of English literature from 14th to 17th centuries.
- develop a clear understanding of Renaissance Humanism that provides the basis for the texts suggested
- engage with the major genres and forms of English literature and develop fundamental skills required for close reading and critical thinking of the texts and concepts
- appreciate and analyze the poems and plays in the larger socio-political and religious contexts of the time.

Core Paper II

BRITISH POETRY AND DRAMA: 17TH AND 18TH CENTURY

Objectives: The Introduction of this paper is to acquaint students with the Jacobean and the 18th century British poetry and drama, the first a period of the acid satire and the comedy of humours, and the second a period of supreme satiric poetry and the comedy of manners.

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- identify the major characteristics of the Comedy of Manners and Mock-Heroic poetry
- demonstrate in-depth knowledge and understanding of the religious, socio-intellectual and cultural thoughts of the 17th and 18th centuries
- examine critically keys themes in representative texts of the period, including Sin, Transgression, Love, Pride, revenge, sexuality, human follies, among others
- show their appreciation of texts in terms of plot-construction, socio-cultural contexts and genre of poetry and drama
- analyze literary devices forms and techniques in order to appreciate and interpret the texts

Core Paper III
BRITISH PROSE: 18TH CENTURY

Objectives: The Introduction of the paper is to acquaint the students with a remarkable, newly evolved form of literature: the essay. The period is also known for its shift of emphasis from reason to emotion.

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- explain and analyze the rise of the critical mind
- trace the development of Restoration Comedy and anti-sentimental drama examine and analyze the form and function of satire in the eighteenth century
- appreciate and analyze the formal variations of Classicism
- map the relationship between the formal and the political in the literature of the neoclassical period

Core Paper IV
INDIAN WRITING IN ENGLISH

Objectives: Indian writing in English has been the fastest growing branch of Indian literature in the last one hundred years. It has produced a rich and vibrant body of writing spanning all genres. As a 'twice born' form of writing, it partakes of both the indigenous and the foreign perspectives and has an inherent tendency to be postcolonial. This paper seeks to introduce the students to the field through a selection of representative poems, novel and play.

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- appreciate the historical trajectory of various genres of IWE from colonial times till the present
- critically engage with Indian literary texts written in English in terms of colonialism/postcolonialism, regionalism, and nationalism
- critically appreciate the creative use of the English language in IWE
- approach IWE from multiple positions based on historical and social locations

Core Paper V
BRITISH ROMANTIC LITERATURE

Objectives: The paper aims at acquainting the students with the Romantic period and some of its representative writers. The students will be able to sample some seminal works of the Romantic age which gave expression to the

key ideas of the period such as return to nature, subjectivity, desire for personal freedom and the defiance of classicism-imposed restrictions on poetic form.

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- understand Romanticism as a concept in relation to ancillary concepts like Classicism
- understand the Romantic period in English literature in terms of its social, philosophical, intellectual, literary backgrounds including German and French influences
- analyze and understand the main characteristics of Romanticism
- appreciate the canonical and representative poems and prose of the writers of the Romantic period.
- develop skills of critical analysis and interpretation of selected poems in order to understand the theme, language, style, and elements of prosody.
- appreciate and analyze the sensibility of the British Romantic period: common man, equality, freedom, sense of community and fraternity
- relate Romantic literary texts to other forms of expression such as painting, for instance.

Core Paper VI

BRITISH LITERATURE 19TH CENTURY

Objectives: This paper seeks to introduce the students to the exploits of the 19th century British Literature in prose, especially fiction and cultural criticism. It also includes samples of Victorian poetry.

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- identify and analyze the socio-economic-political contexts that inform the literature of the period
- comment on the historical and political awareness of literary texts as reflected in the transition from nature to culture across various genres
- understand the conflict between self and society in different literary genres of the period
- link the rise of the novel to the expansion of Colonialism and Capitalism understand the transition from Romantic to Victorian in literature and culture

- link the Victorian temper to political contexts in English colonies
- link the changes in the English countryside to changes brought about in similar settings in India

Core Paper VII

BRITISH LITERATURE: EARLY 20TH CENTURY

Objectives: The paper aims at acquainting the students with the literature of Britain in the early 20th century, focusing on the modernist canon in poetry, novel, and literary criticism.

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- trace the history of modernism in the socio-cultural and intellectual contexts of late nineteenth century and early twentieth century Europe
- link and distinguish between modernity and modernism
- explain the links between developments in science and experiments in literature
- explain the history of early twentieth-century modernism in the light of stream of consciousness, Jungian and Freudian ideas, Psychoanalysis, Imagism, Cubism, Vorticism
- identify and analyze the use and modernist technique in different genres in early twentieth century British literature
- trace the history of the self and subjectivity in literature in the light of colonial consciousness
- explain and analyze the idea of form in modernist literary texts from across major Genres

Core Paper VIII

AMERICAN LITERATURE

Objectives: This is a survey paper providing an overview of canonical authors from American Literature in the established genres.

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- understand the depth and diversity of American literature, keeping in mind the history and culture of the United States of America from the colonial period to the present (17th century to 21st century)
- understand the historical, religious and philosophical contexts of the American spirit in literature; social-cultural-ecological-political contexts

may, for example, include the idea of democracy, Millennial Narratives, the Myth of Success, the American Adam, the Myth of the Old South, the Wild West, Melting pot, Multiculturalism, etc.

- appreciate the complexity of the origin and reception of American literature, given its European and non-European historical trajectories, particularly in relation to writers of European (Anglo-Saxon, French, Dutch and Hispanic) descent, as well as writers from black and non-European (African, American Indian, Hispanic-American and Asian) writing traditions
- critically engage with the complex nature of American society, given its journey from specific religious obligations and their literary transformations (such as Puritanism, Unitarianism, Transcendentalism, etc.) to the growth of anti- or non-Christian sensibilities
- critically appreciate the diversity of American literature in the light of regional variations in climate, cultural traits, economic priorities
- explore and understand the nature of the relationships of human beings to other human beings and other life forms in relation to representative literary texts in various genres
- relate the African American experience in America to issues of exclusion in societies relevant to their learning experience
- analyze the American mind from global and Indian perspectives and situate the American in the contemporary world

Core Paper IX

EUROPEAN CLASSICAL LITERATURE

Objectives: This paper seeks to introduce the students to European Classical literature, commonly considered to have begun in the 8th century BC in ancient Greece and continued until the decline of the Roman Empire in the 5th century AD. The paper seeks to acquaint the students with the founding texts of the European canon.

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- historically situate classical European, i.e., Greek and Latin literary cultures and their socio-political-cultural contexts
- engage with classical literary traditions of Europe from the beginning till the 5th century AD
- grasp the evolution of the concept of classic and classical in the European literary thinking and its reception over a period of time
- appreciate classical literature of Europe and pursue their interests in it

- examine different ways of reading and using literary texts across a wide range of classical authors, genres and periods with comparative perspectives
- develop ability to pursue research in the field of classics
- develop academic and practical skills in terms of communication and presentation and also learn about human and literary values of classical period

Core Paper X WOMEN'S WRITING

Objectives: The paper seeks to acquaint the students with the works of women writers from different cultures and nations in various genres. Further, it seeks to make them critically aware of the issues relating to the workings of patriarchy, issues of gender, and relations of desire and power.

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- recognise the importance of gender specificity in literature
- understand and appreciate the representation of female experience in literature
- explain the difference between the feminine and the feminist as opposed to the female
- examine and appreciate the role played by socio-cultural-economic contexts in defining woman
- link the status of woman to social discrimination and social change
- draw a location specific trajectory of female bonding or empowerment
- to understand the complexity of social and biological constructions of manhood and womanhood
- to examine the relationship of women to work and production

Core Paper XI MODERN EUROPEAN DRAMA

Objectives: The aim of this paper is to introduce the students to the best of experimental and innovative dramatic literature of modern Europe.

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- understand the role of theatre and drama in the introduction and shaping of modernity

- understand and engage with concepts like realism, naturalism, symbolism, expressionism, the Avant Garde, the epic theatre, the theatre of the absurd, etc.
- understand how meaning is created in theatre and be able to write about innovations introduced into theatrical practice in the late nineteenth and the twentieth century

Core Paper XII INDIAN CLASSICAL LITERATURE

Objectives: This paper seeks to create awareness among the students of the rich and diverse literary and aesthetic culture of ancient India.

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- explain the eco-socio-political-cultural context of the age that produced Indian classical literature from its early beginning till 1100 AD
- appreciate the pluralistic and inclusive nature of Indian classical literature and its attributes
- historically situate the classical literature and diverse literary cultures from India, mainly from Sanskrit, but also Tamil, Prakrit and Pali by focusing on major texts in the principal genres
- trace the evolution of literary culture(s) in India in its/their contexts, issues of genres, themes and critical cultures
- understand, analyze and appreciate various texts with comparative perspectives

Core Paper XIII POSTCOLONIAL LITERATURES

Objectives: This paper seeks to introduce the students to postcolonial literature —a body of literature that responds to European colonialism and empire in Asia, Africa, Middle East, the Pacific and elsewhere. The paper aims to provide the students with the opportunity to think through the layered response – compliance, resistance, mimicry, subversion – that is involved in the production of post-independence literature

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- understand the social-historical-political-economic contexts of colonialism and postcolonialism in India and other countries affected by colonial rule

- understand the scope of postcolonial literatures in India and elsewhere, primarily as a response to the long shadow of colonialism, not just of colonial occupation
- see through a corpus of representative postcolonial texts from different colonial locations: the effects of colonial rule on the language, culture, economy and habitat of specific groups of people affected by it
- appreciate and analyze the growing spectres of inequality arising out of colonial occupation and the role played by postcolonial literatures to resist it in India and similar locations
- critically engage with issues of racism and imperialism during and after colonial occupation
- appreciate the changing role and status of English in postcolonial literatures
- link colonialism to modernity

Core Paper XIV
POPULAR LITERATURE

Objectives: This paper seeks to introduce the students to genres such as children’s literature, detective fiction and campus fiction, which have a “mass” appeal, and can help us gain a better understanding of the popular and folk roots of literature.

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- trace the early history of print culture in England and the emergence of genre fiction and best sellers
- engage with debates on high and low culture, canonical and non-canonical literature
- articulate the characteristics of various genres of non-literary fiction
- investigate the role of popular fiction in the literary polysystem of various linguistic cultures
- demonstrate how popular literature belongs to its time
- Use various methods of literary analysis to interpret popular literature

1.6 Course Outcomes of Discipline Specific Elective (DSE) for English Honours Students:

Paper-I
LITERARY THEORY

Objectives: This paper seeks to expose the students to the basic premises and issues of major theoretical approaches to literary texts.

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- have a historical overview of major literary theorists, particularly of the 20th century
- show an understanding of historical and philosophical contexts that led to the development of literary theory and its practices
- develop awareness of various literary theories and the way they enrich and change our thinking about language, literature and society
- historically situate literary theorists whose works had informed and shaped various literary theoretical discourses
- identify theoretical concepts with theorists and movements with which they are associated and in the process understand their contexts
- apply various theoretical frameworks and concepts to literary and cultural texts
- evaluate and analyze strengths and limitations of theoretical frameworks and arguments
- sharpen interpretative skills in the light of various theoretical frameworks

Paper- II

WORLD LITERATURE

Objectives: This paper proposes to introduce the students to the study of world literature through a representative selection of texts from around the world. The idea is to read beyond the classic European canon by including defining literary texts from other major regions/countries—except the United States of America—written in languages other than English, but made available to the readers in English translation.

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- explain the concept of World Literature and its evolution in relation to other related concepts e.g. national literature, general literature, comparative literature and *Vishwa Sahitya*.
- appreciate the connectedness and diversity of human experiences and literary responses to them in different parts of the world.
- analyze and appreciate literary texts from different parts of the world and receive them in the light of one's own literary traditions.
- analyze and interpret literary texts in their contexts and locate them.

Paper- III
PARTITION LITERATURE

Objectives: This paper seeks to expose the students to some significant writings on Indian partition, which brought untold miseries to those who lost lives and homes. The issues of loss, trauma, communalism etc. are explored by the texts.

Course Learning Outcomes

Some of the learning outcomes that learners of this course are required to demonstrate are mentioned below:

- explain historical and socio-cultural factors responsible for the Partition of Indian Sub-continent.
- demonstrate critical understanding of manifestations of the experience of the partition in various art forms.
- link and analyze the eco-socio-historical-cultural contexts and dimensions related to the Partition of India e.g. nation, nationalism, communication, violence, exile, homelessness, refugee, rehabilitation, resettlement, border and border lands (colonialism and post colonialism), literary responses to the partition in different parts of Indian continent and interpret them.
- interpret texts and experience and relate it to their contexts and experiences

Paper- IV
WRITING FOR MASS MEDIA

Objectives: This paper proposes to introduce the students to the history of English in India, history of Journalism in English in India, status of English in India, Indian writers of English and their treatment of the English language a non-native variety

Course Learning Outcomes

Some of the learning outcomes that learners of this course are required to demonstrate are mentioned below:

- explain the history of English in India,
- link and analyze history of Journalism in English in India with the history of English in India
- explain the status of English in India
- understand the evolution of Indian writers of English and their treatment of the English language a non-native variety

Continued.....