

## **ARAFA COLLEGE COLLEGE OF ARTS & SCIENCE**

**Program outcomes, program specific outcomes and course outcomes**

**PROGRAMME: BA English Model**

### **Programme Outcome (PO)**

**PO1:**

The graduate will have been acquainted with the different genres of literature

**PO2:**

The graduate will have been equipped to approach a literary text with a critical bent of mind

**PO3:**

The graduate will have been equipped to integrate the use of the four language skills i.e.

Reading, Listening, Speaking and Writing.

**PO4:**

The graduate will have acquired the skill at Creative Writing, skill at Translating a literary

text, skill at Oration and Interpersonal skills

**PO5:**

The graduate will have understood various concepts related to Journalism

**PO6:**

The graduate will have gained practical experience in the field of Journalism

### **Programme Specific outcome (PSO)**

**PSO1:**

Courses in literature will have enabled the graduate to appreciate words and their power.

He/she will have learned to approach a literary text with multiple perspectives and thereby will have acquired the ability to develop his/her own opinions about the issues discussed in the texts. Moreover, he/she will have acquired a sense of individuality and creativity.

**PSO2:**

Courses in Communication will have enabled the graduate to communicate effectively and appropriately in real life situation and also to use English effectively for study purpose across the curriculum.

**PSO3:**

Courses in Journalism will have made the graduate aware of the duties and responsibilities of a journalist towards society as well as the role of media as a watchdog of the democratic society

## **Course Outcome (CO)**

### **Sem-1**

#### **Fine-tune Your English**

##### **AIM OF THE COURSE**

The course is intended to introduce the students to the basics of grammar, usage and effective communication.

##### **OBJECTIVES OF THE COURSE**

On completion of the course, the student should be able to:

1. confidently use English in both written and spoken forms.
2. Use English for formal communication effectively.

## **Pearls from the Deep**

### **AIM OF THE COURSE**

To introduce students to the different genres of literature and to the niceties of literary expression.

### **OBJECTIVES OF THE COURSE**

On completion of the course, the student should be able to:

1. appreciate and enjoy works of literature.
2. appreciate the aesthetic and structural elements of literature.

## **Methodology of Literary Studies**

### **AIM OF THE COURSE**

The course seeks to introduce the student to the major signposts in the historical evolution of literary studies from its inception to the current postcolonial realm.

### **OBJECTIVES OF THE COURSE**

On completion of the course, the student should be able to discern the following:

1. The emergence of literature as a specific discipline within the humanities.
2. The tenets of what is now known as ‘\_traditional’ approaches and also that of ‘\_formalism.’
3. The shift towards contextual-political critiques of literary studies.
4. The questions raised by Cultural Studies and Feminism(s)
5. The issues of sublaternity and regionality in the literary domain.

## **Roots of the world**

The course intends to give the students a general idea on the origins of the modern world and the force and course of various developments in different parts of the world.

## **Sem 2**

### **Issues that Matter**

#### **AIM OF THE COURSE**

To sensitize the learners to contemporary issues of concern.

#### **OBJECTIVES**

By the end of the course, the learner should be able to:

1. Identify the major issues of contemporary significance
2. Respond rationally and positively to the issues raised
3. Internalise the values imparted through the selections.

### **Savouring the Classics**

#### **AIM OF COURSE**

To introduce the students to the taste of time tested world classics.

#### **OBJECTIVES OF THE COURSE**

On completion of the course, the student should:

1. become familiar with the classics from various lands.
2. understand the features that go into the making of a classic

### **Introducing Language and Literature**

#### **AIMOFTHECOURSE**

The course seeks to introduce the student to the basics of English language and literature.

#### **OBJECTIVESOFTHECOURSE**

On completion of the course, the student should be able to discern the following:

1. The evolution and the differential traits of the English language till the present time.
2. The evolution of literature from antiquity to postmodern times.
3. The diversity of genres and techniques of representation and narration
4. The links between literature and film as narrative expressions.
5. The emergence of British and American Literature through diverse periods

### **TRANSITION TO THE CONTEMPORARY WORLD**

This course explains the trials and turbulences and transition that the world had experienced over the years and analyses the problems of the present day world developments.

## **Literature and/as Identity**

### **AIM OF THE COURSE**

The course is intended to sensitise students to the various ways in which literature serves as a platform for forming, consolidating, critiquing and re-working the issue of 'identity' at various levels.

### **OBJECTIVES OF THE COURSE**

On completion of the course, the student should be aware of the following:

1. The subtle negotiations of Indigenous and Diasporic identities with-in Literature.
2. The fissures, the tensions and the interstices present in South Asian regional identities.
3. The emergence of Life Writing and alternate/alternative/marginal identities.

## **Harmony of Prose**

### **AIM OF THE COURSE**

The student is given space to mature in the presence of glorious essays, both Western and Non-Western.

### **OBJECTIVES OF THE COURSE**

On completion of the course, the student shall be:

1. familiar with varied prose styles of expression.
2. aware of eloquent expressions, brevity and aptness of voicing ideas in stylish language.

## **Symphony of Verse**

## **AIM OF THE COURSE**

To acquaint the student with the rich texture of poetry in English.

## **OBJECTIVES OF THE COURSE**

On completion of the course the students shall have:

1. an understanding of the representation of poetry in various periods of the English tradition.
2. an awareness of the emerging cultural and aesthetic expressions that poetry makes possible.

### **The Evolution of Literary Movements: The Shapers of Destiny**

#### **1.AIMOFTHECOURSE**

To make the learner aware of the way in which history shapes the life and literature of a people

#### **2.OBJECTIVESOFTHECOURSE**

- To give the learner a comprehensive overview of the history of Britain and its impact upon the rest of the world
- To enable him to understand English literature in the light of historical events
- To analyse the manner in which a person is molded by the historical events of his personal and communal life

### **Sem 4**

#### **Illuminations**

#### **AIM OF THE COURSE**

To acquaint the learners with different forms of inspiring and motivating literature.

## **OUTLINE OF THE COURSE**

At the end of the course, the student shall be able to:

1. maintain a positive attitude to life.
2. evaluate and overcome setbacks based on the insights that these texts provide.

### **Modes of Fiction**

#### **AIM OF THE COURSE**

To acquaint students with various modes of fiction.

#### **OBJECTIVES OF THE COURSE**

On completion of the course, the student will have comprehended the categories of British and non- British short fiction, and also the novel as a form of literary expression.

### **Language and Linguistics**

#### **AIM OF THE COURSE**

This course is an introduction to the science of linguistics. It seeks to give an overview of the basic concepts of linguistics and linguistic analysis to the students.

#### **OBJECTIVES OF THE COURSE**

This course seeks to achieve the following:

1. To show the various organs and processes involved in the production of speech, the types and typology of speech sounds, segmental & suprasegmental features of the English language, and transcription using IPA.
2. To describe and explain morphological processes and phenomena.
3. To show the various processes involved in the generation of meaning.

4. To enhance students' awareness that natural language is structure dependent and generative and to develop their ability to observe, describe and explain grammatical processes and phenomena.

### **The Evolution of Literary Movements: The Cross Currents of Change**

#### **AIM OF THE COURSE**

To enable students to have a notion of the evolution of literature and to help them perceive the interplay of social processes and literature

#### **OBJECTIVES OF THE COURSE**

By the end of the course it is hoped that:

1. students will be competent to understand literature against the backdrop of history.
2. students will be inspired to contribute dynamically to historical and literary processes.

### **Sem 5**

#### **Acts on the Stage**

#### **AIM OF THE COURSE**

The course seeks to introduce the student to select theatre texts that form the canon of

English drama.

#### **OBJECTIVES OF THE COURSE**

On completion of the course, the student shall be:

1. familiar with the works of the playwrights included in the course.
2. informed about the broad genre-based nuances in the realm of drama.
3. able to appreciate and critique drama as an art form.

### **Literary Criticism and Theory**

#### **AIM OF THE COURSE**

The course seeks to introduce students to the major signposts in Literary Criticism, Literary Theory and Indian Aesthetics.

#### **OBJECTIVES OF THE COURSE**

On completion of the course, the student:

1. will have awareness about the major developments in literary criticism from the ancient times to the twentieth century.
2. will be initiated to the realm of literary theory and major theoretical schools.
3. will have awareness about the chief strains of Indian literary criticism.
4. will be able to analyse short poetical pieces critically.

### **Indian Writing in English**

#### **AIM OF THE COURSE**

The course is intended to sensitivise students to the various ways in which literature written in English, in the Indian sub-continent serves as a platform for forming, consolidating, critiquing and re-working the issue of national ‘identity’ at various levels.

#### **OBJECTIVES OF THE COURSE**

On completion of the course, the student should be aware of the following:

1. The subtle flavours that distinguish the ‘Indian’ quotient in English writings from India.
2. The different concerns that Indian English writers share, cutting across sub-nationalities and regionalities.
3. The *locus standi* of diasporic ‘Indian’ writers.

### **Environmental Science and Human Rights**

#### **VISION**

The importance of environmental science and environmental studies cannot be disputed. The need for sustainable development is a key to the future of mankind. Continuing problems of pollution, solid waste disposal, degradation of environment, issues like economic productivity and national security, Global warming, the depletion of ozone layer and loss of biodiversity have made everyone aware of environmental issues. The United Nations Conference on Environment and Development held in Rio de Janeiro in 1992 and World Summit on Sustainable Development at Johannesburg in 2002 have drawn the attention of people around the globe to the deteriorating condition of our environment. It is clear that no citizen of the earth can afford to be ignorant of environment issues.

India is rich in biodiversity which provides various resources for people. Only about 1.7 million living organisms have been described and named globally. Still many more remain to be identified and described. Attempts are made to conserve them in ex-situ and in-situ situations. Intellectual property rights (IPRs) have become important in a biodiversity-rich country like India to protect microbes, plants and animals that have useful genetic properties. Destruction of habitats, over-use of energy resource and environmental pollution has been found to be

responsible for the loss of a large number of life-forms. It is feared that a large proportion of life on earth may get wiped out in the near future.

In spite of the deteriorating status of the environment, study of environment has so far not received adequate attention in our academic programme. Recognizing this, the Hon'ble Supreme Court directed the UGC to introduce basic course on environment at every level in college education. Accordingly, the matter was considered by UGC and it was decided that a

six months compulsory core module course in environmental studies maybe prepared and compulsorily implemented in all the University/Colleges of India. The syllabus of environmental studies includes five modules including human rights. The first two modules are purely environmental studies according to the UGC directions. The second two modules are strictly related with the core subject and fifth module is for human rights.

### **OBJECTIVES**

- Environmental Education encourages students to research, investigate how and why things happen, and make their own decisions about complex environmental issues by developing and enhancing critical and creative thinking skills. It helps to foster a new generation of informed consumers, workers, as well as policy or decision makers.
- Environmental Education helps students to understand how their decisions and actions affect the environment, builds knowledge and skills necessary to address complex environmental issues, as well as ways we can take action to keep our environment healthy and sustainable for the future. It encourages character building, and develops positive attitudes and values.
- To develop the sense of awareness among the students about the environment and its various problems and to help the students in realizing the inter-relationship between man and environment and helps to protect the nature and natural resources.
- To help the students in acquiring the basic knowledge about environment and the social norms that provides unity with environmental characteristics and create positive attitude about the environment.

Sem 6

### **Postcolonial Literatures**

## **AIMOFTHECOURSE**

To familiarize the students the varied dimension s of postcolonial subjectivity through theory and literature.

## **OBJECTIVESOFTHECOURSE**

On completion of the course, the student will:

1. be aware of the social, political, cultural aspects of postcolonial societies.
2. realise the impact of colonialism and imperialism on native cultural identities.
3. getan insight into the links between language, history and culture.

## **Women's Writing**

### **AIMOFTHECOURSE**

To introduce the theoretical and literary responses by women and the concerns that govern feminist literature.

### **OBJECTIVESOFTHECOURSE**

On completion of the course, the students will be able to:

1. critically respond to literature from a feminist perspective.
2. realize how the patriarchal notions pervade in the social and cultural scenario and how feminism exposes these notions.
3. identify how stereotypical representations of women were constructed and how these are subverted by feminist writing

## **American Literature**

### **AIMOFTHECOURSE**

To enable the students to have a holistic understanding of the heterogeneity of American culture and to study works of prose, poetry, drama, and fiction in relation to their historical and cultural contexts.

## **OBJECTIVES OF THE COURSE**

At the end of the course, the student shall be:

1. familiar with the evolution of various literary movements in American literature.
2. acquainted with the major authors in American Literary History.

## **Modern World Literature**

### **AIM OF THE COURSE**

To make the students aware of the stupendous variety that resides in Literatures the world over.

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### **OBJECTIVES OF THE COURSE**

On completion of the course, the students should be able to discern the following:

1. That literatures the world over engage in very deep ways with the vicissitudes of life.
2. World literatures often defy genres/regionalities and canonical assumptions to emerge as a platform where poetics and politics fuse.
3. The notion of Major and Minor, Central and Peripheral literatures is a myth.