

**SEMESTER: III (2023-24 SESSION)-NEP-2020-PROGRAMME
SPECIFIC OUTCOME & COURSE OUTCOME**

**Major Course: ENGMJ-5:
British Literature: 19th
Century (4 Credits)
Full Marks: 50 (Theory: 40 +
IA: 10), LH: 60 hrs]
Course Distribution**

Programme Specific Outcomes (PSO):

Upon successful completion of this programme, students will be able to:

1. Develop Literary Analysis Skills: Understand and critically engage with major literary texts from different genres, including the novel, drama, and poetry.
2. Explore 19th Century British Literature: Gain insight into the socio-political, cultural, and philosophical contexts of 19th-century Britain through the works of Austen, Dickens, Shaw, Tennyson, Browning, and Arnold.
3. Appreciate Narrative Techniques: Appreciate various narrative techniques and themes employed by the authors and poets, understanding their significance in literature and culture.
4. Enhance Critical Thinking and Interpretation: Nurture critical thinking skills by analysing and interpreting texts in relation to their historical, thematic, and structural elements.
5. Improve Communication Skills: Enhance writing and oral communication skills through the discussion, presentation, and analysis of literary works.

Course Outcomes (CO):

Module I: Jane Austen: *Pride and Prejudice*

Upon completing this module, students will be able to:

1. Understand and analyze the social and class dynamics in early 19th-century British society as depicted in *Pride and Prejudice*.
2. Explore themes such as love, marriage, family relationships, and societal expectations in the novel.
3. Analyse Austen's use of irony, wit, and free indirect speech in character development.
4. Reflect on gender roles and their evolution within the context of the novel.

Module II: Charles Dickens: *Hard Times*

Upon completing this module, students will be able to:

1. Understand the industrial revolution's impact on Victorian society through the lens of Dickens' critique in *Hard Times*.
2. Examine themes such as utilitarianism, class disparity, and the dehumanising effects of industrialisation.
3. Analyse Dickens' narrative style, use of symbolism, and social commentary.
4. Explore character representations and their role in advancing the socio-political message of the text.

Module III: George Bernard Shaw: *Arms and the Man*

Upon completing this module, students will be able to:

1. Understand the themes of war, heroism, and romanticism in *Arms and the Man*.
2. Critically assess Shaw's use of satire to challenge conventional ideas about love, bravery, and social expectations.
3. Explore the contrasts between idealism and realism through the characters and their development.
4. Examine Shaw's critique of social norms and romantic illusions surrounding war and conflict.

Module IV: Poetry (Tennyson, Browning, Arnold)

i) Alfred Tennyson: "The Kraken", "Ulysses"

Upon completing this sub-module, students will be able to:

1. Analyse Tennyson's treatment of mythological and adventurous themes in "Ulysses" and "The Kraken."
2. Explore the symbolic significance of the "Kraken" and its representation of the unknown and isolation.
3. Understand the theme of perseverance and heroism in "Ulysses" through a monologue form.

ii) Robert Browning: "My Last Duchess", "Memorabilia"

Upon completing this sub-module, students will be able to:

1. Understand Browning's use of dramatic monologue to reveal psychological depth in characters like the Duke in "My Last Duchess."
2. Analyse the themes of power, control, and memory in both "My Last Duchess" and "Memorabilia."
3. Explore Browning's focus on human relationships and the complexities of individual perception and also the position of women during Victorian age.

iii) Matthew Arnold: "Dover Beach", "Growing Old"

Upon completing this sub-module, students will be able to:

1. Analyse Arnold's reflection on faith, loss, and the changing world in "Dover Beach."
2. Understand the theme of aging and existential contemplation in "Growing Old".
3. Explore Arnold's melancholic tone and his poetic response to the uncertainties of the modern world.

SKILL ENHANCEMENT COURSE
SEC-1: ENGLISH LANGUAGE TEACHING

[3 Credits, Full Marks: 50 (Theory: 40 + IA: 10), LH: 45 hrs]

Programme Specific Outcomes (PSO):

Upon completing this Skill Enhancement Course (SEC-1), students will be able to:

1. **Develop Teaching Skills:** Gain practical knowledge of teaching English language and literature, focusing on pedagogy and classroom techniques.
2. **Understand Learner Diversity:** Comprehend the educational, social, and cultural backgrounds of learners and develop strategies to address individual differences.
3. **Master Language Structures and Functions:** Understand and teach the core structures of the English language, including sentence patterns, clauses, and morphemes.
4. **Apply Various Teaching Methods:** Familiarize with and implement different methods of teaching English language and literature to various learners.
5. **Assess and Evaluate Language Skills:** Learn how to assess language proficiency, including listening, speaking, reading, and writing skills, and create effective evaluation tools.

Course Outcomes (CO):

Module-I: Knowing the Learner

Upon completing this module, students will be able to:

1. Understand how learners' educational, social, cultural, and linguistic backgrounds affect their language learning.
2. Identify how age, interests, autonomy levels, personality, and individual differences play a role in language acquisition.
3. Recognize the importance of LSRW (Listening, Speaking, Reading, Writing) skills in learning English.
4. Develop strategies to better understand learners and motivate them to engage in language learning.

Module-II: Structures of English Language

Upon completing this module, students will be able to:

1. Analyze and teach sentence structures, identifying different sentence patterns in English.
2. Distinguish between different types of clauses and understand their role in sentence formation.
3. Teach and explain the use of words in constructing meaningful sentences.
4. Understand morphemes, the smallest units of meaning, and explain how they function in word formation.

Module-III: Methods of Teaching English Language and Literature

A. Methods of Teaching English Language

Upon completing this sub-module, students will be able to:

1. Understand and implement the Grammar Translation Method, its principles, and applications.
2. Apply the Direct Method in teaching, focusing on oral language skills and spontaneous use of English.
3. Utilize the Structural Approach to teach grammatical structures systematically.
4. Use the Communicative Language Teaching (CLT) method to improve learners' communicative competence.

B. Methods of Teaching English Literature

Upon completing this sub-module, students will be able to:

1. Use the Language-Based Approach to focus on the language of literary texts and its impact on meaning.
2. Implement the Paraphrastic Approach, which involves simplifying and paraphrasing complex literary texts.
3. Foster personal engagement with literature through the Personal-Response Approach.
4. Apply the Moral-Philosophical Approach to literature, exploring themes of ethics, values, and philosophical ideas in texts.

Module-IV: Assessing Language Skills

Upon completing this module, students will be able to:

1. Understand the principles of evaluation in the context of language learning and teaching.
2. Identify and differentiate between various types of tests, such as diagnostic, formative, and summative assessments.
3. Develop techniques to assess listening and speaking skills effectively, ensuring learners' oral communication abilities are evaluated accurately.
4. Design and implement assessments for reading and writing skills, focusing on comprehension, fluency, and written expression.

MINOR COURSE- ENGLISH

ENGMN-2: INTRODUCING BRITISH POETRY

[4 Credits, Full Marks: 50 (Theory: 40 + IA: 10), LH: 60 hrs]

Programme Specific Outcomes (PSO):

Upon completing this course, students will be able to:

1. **Understand British Poetry Evolution:** Gain a comprehensive understanding of the evolution of British poetry from the Renaissance to the 20th century, analyzing the major poets and their contributions.
2. **Explore Poetic Forms and Techniques:** Learn about different forms of poetry (sonnets, odes, elegies, etc.) and the techniques employed by poets across various eras.
3. **Engage with Literary Themes:** Explore recurring themes such as love, nature, mortality, and existential concerns in British poetry, and understand their cultural and historical significance.
4. **Develop Analytical Skills:** Enhance the ability to analyze poetic language, structure, and symbolism, and interpret the personal and philosophical underpinnings of the poems.
5. **Appreciate Poetic Diversity:** Appreciate the diversity of poetic voices, from classical poets like Shakespeare and Donne to modern voices like Wilfred Owen and Edith Sitwell.

Course Outcomes (CO):

Module I: William Shakespeare, John Donne, John Milton

Upon completing this module, students will be able to:

- **William Shakespeare: "Sonnet no. 18" and "Sonnet no. 130"**
 1. Analyze Shakespeare's use of the sonnet form to explore themes of beauty, time, and love.
 2. Understand the contrast between traditional ideals of beauty and Shakespeare's more realistic portrayal of human features in "Sonnet 130."
- **John Donne: "The Good Morrow" and "Anniversary"**
 1. Explore Donne's metaphysical poetry, focusing on his use of conceits and themes of love, time, and spiritual union.
 2. Analyze Donne's philosophical treatment of relationships, exploring the blending of the physical and spiritual worlds.
- **John Milton: "On Shakespeare" and "On His Blindness"**
 1. Reflect on Milton's views on artistic immortality and literary legacy in "On Shakespeare"

2. Explore the personal and theological aspects of Milton's reflections on his blindness and submission to divine will in "On His Blindness."

Module II: William Wordsworth, Percy Bysshe Shelley, John Keats

Upon completing this module, students will be able to:

- William Wordsworth: "The Solitary Reaper" and "To the Skylark"
 1. Analyze Wordsworth's focus on nature, solitude, and memory as sources of emotional and spiritual reflection.
 2. Understand how Wordsworth portrays common rural life as a profound experience in "The Solitary Reaper."

- Percy Bysshe Shelley: "The Cloud" and "One Word is Too Often Profaned"
 1. Explore Shelley's use of imagery and personification in "The Cloud" to reflect on the cycles of nature.
 2. Understand the theme of unattainable love and the poet's rejection of conventional expressions of emotion in "One Word is Too Often Profaned."

- John Keats: "To One Who Has Been Long in City Pent" and "To Autumn"
 1. Analyze Keats' celebration of nature and the sensory richness of the autumnal season in "To Autumn."
 2. Understand Keats' exploration of the theme of escape from urban life and immersion in nature's tranquillity in "To One Who Has Been Long in City Pent."

Module III: Alfred Tennyson, Robert Browning, Matthew Arnold

Upon completing this module, students will be able to:

- Alfred Tennyson: "Tithonus" and "Crossing the Bar"
 1. Understand Tennyson's treatment of aging, immortality, and the inevitability of death in "Tithonus."
 2. Analyze Tennyson's reflections on death, faith, and the afterlife in "Crossing the Bar."

- Robert Browning: "The Last Ride Together" and "A Grammarian's Funeral"
 1. Explore Browning's use of dramatic monologue to delve into the psychology of his characters in "The Last Ride Together."
 2. Reflect on Browning's celebration of intellectual pursuit and the human spirit in "A Grammarian's Funeral."

- Matthew Arnold: "Sonnet – Shakespeare" and "Isolation: To Marguerite"
 1. Analyze Arnold's admiration of Shakespeare and his perception of literary greatness in "Sonnet – Shakespeare."

2. Explore Arnold's melancholic reflections on loneliness and isolation in "Isolation: To Marguerite."

Module IV: W.B. Yeats, Wilfred Owen, Edith Sitwell

Upon completing this module, students will be able to:

- W.B. Yeats: "The Lake Isle of Innisfree" and "Adam's Curse"
 1. Analyze Yeats' longing for peace, simplicity, and a return to nature in "The Lake Isle of Innisfree."
 2. Explore Yeats' reflections on the challenges of love, art, and the effort involved in achieving beauty and poetry in "Adam's Curse."

- Wilfred Owen: "Anthem for Doomed Youth" and "Strange Meeting"
 1. Understand Owen's poignant critique of the futility and horror of war in "Anthem for Doomed Youth."
 2. Analyze Owen's exploration of reconciliation and the shared suffering of enemies in "Strange Meeting."

- Edith Sitwell: "The Lady with the Sewing Machine" and "Still Falls the Rain"
 1. Explore Sitwell's innovative poetic style and her critique of modernity in "The Lady with the Sewing Machine."
 2. Analyze "Still Falls the Rain" as a meditation on war, suffering, and redemption during World War II.

MULTIDISCIPLINARY COURSE

MDC-3: Soft Skills

[4 Credits, Full Marks: 50 (Theory: 40 + IA: 10), LH: 60 hrs]

Programme Specific Outcomes (PSO):

Upon completing this course, students will be able to:

1. Understand the Importance of Soft Skills: Gain a conceptual understanding of the role of soft skills in personal and professional development.
2. Develop Emotional and Social Intelligence: Improve emotional intelligence (EQ) and adaptability, which are crucial for success in today's rapidly changing work environments.
3. Enhance Career Success: Recognize how soft skills such as time management, goal setting, negotiation, and leadership directly contribute to career success.
4. Apply Soft Skills Practically: Apply various soft skills, such as communication, teamwork, conflict resolution, and managing personal image, in real-world settings.
5. Promote Human Values and Ethics: Incorporate human values and work ethics as an integral part of soft skill development, ensuring personal integrity and professional responsibility.

Course Outcomes (CO):

Module 1: Conceptual Overview

Upon completing this module, students will be able to:

1. Differentiate between hard skills (technical expertise) and soft skills (interpersonal and emotional skills) and understand the significance of both in personal and professional life.
2. Develop a deeper understanding of Emotional Intelligence (EQ) and its distinction from Intelligence Quotient (IQ), focusing on the importance of EQ in handling emotions, stress, and interpersonal relationships.
3. Improve adaptability by recognizing the importance of flexibility and responsiveness in rapidly changing environments.
4. Master time management techniques to prioritize tasks and achieve goals more efficiently.
5. Learn the importance of goal setting for personal and professional growth.
6. Understand how disruptive technologies impact the workforce and the growing importance of soft skills in adapting to technological changes.
7. Develop negotiation skills, focusing on communication, compromise, and collaboration in conflict resolution and deal-making.

Module 2: Soft Skills in Career Prospects

Upon completing this module, students will be able to:

1. Explore how soft skills, such as communication, teamwork, problem-solving, and leadership, directly contribute to career success and upward mobility.
2. Recognize the long-term benefits of incorporating soft skills into one's personal and professional life, enhancing job performance and interpersonal relationships.
3. Understand the importance of coordinating conceptual knowledge of soft skills with their practical applications in the workplace.
4. Learn the significance of human values and work ethics as essential soft skills, which are crucial for building trust, fostering collaboration, and maintaining integrity in professional settings.

Module 3: Applying Soft Skills

Upon completing this module, students will be able to:

1. Conduct a SWOT analysis (Strengths, Weaknesses, Opportunities, Threats) for personal development, helping them to identify areas of improvement and growth.
2. Develop leadership skills, focusing on how to lead teams effectively, motivate others, and manage resources efficiently.
3. Learn how to manage their social media image, understanding its impact on personal branding and professional opportunities.
4. Enhance team-building skills, enabling them to work collaboratively, communicate effectively, and foster positive group dynamics.
5. Gain strategies for dealing with conflicts in personal and professional settings, learning how to mediate disagreements and find constructive solutions.

ABILITY ENHANCEMENT COURSE (AEC)

Basics of English Language-I: CREDIT:2

Programme Specific Outcomes (PSO):

Upon completing this course, students will be able to:

1. Master Fundamental English Grammar: Develop a foundational understanding of essential grammar rules and vocabulary, improving their overall communication skills.
2. Improve Sentence Construction: Gain proficiency in constructing grammatically correct sentences using appropriate tenses, articles, prepositions, and phrasal verbs.
3. Enhance Reading Comprehension Skills: Strengthen their ability to comprehend and analyze prose passages, improving critical thinking and analytical abilities.
4. Expand Vocabulary: Build a broader vocabulary through exercises in one-word substitutions, phrasal verbs, and contextual grammar.
5. Develop Writing and Reading Accuracy: Apply their understanding of grammar and vocabulary to enhance both written and oral communication.

Course Outcomes (CO):

Module I: Grammar & Vocabulary-I

Upon completing this module, students will be able to:

1. Use Articles and Prepositions Effectively:
 - Understand the correct usage of articles (definite and indefinite) and prepositions in sentences.
 - Avoid common mistakes in sentence construction involving prepositional phrases.
2. Master Tenses, Auxiliaries, and Modals:
 - Gain clarity on the proper use of tenses to indicate the timing of actions, improving both spoken and written communication.
 - Learn how to use auxiliary verbs and modals (such as can, could, may, might, etc.) to convey mood, necessity, and ability.
3. Understand Numbers and Genders:
 - Recognize the rules for forming plural and singular forms of nouns and

applying gender-specific nouns appropriately in speech and writing.

4. Apply One-Word Substitution:

- Replace phrases with concise, single words to enhance the clarity and efficiency of communication.

5. Use Phrasal Verbs:

- Familiarize themselves with common phrasal verbs and their meanings, improving their understanding of informal expressions and idiomatic usage in English.

Module II: Comprehension of a Prose Passage

Upon completing this module, students will be able to:

1. Answer True/False Questions:

- Accurately determine the truthfulness of statements based on information presented in a passage, improving their critical reading skills.

2. Re-arrange Sentences:

- Re-arrange jumbled sentences to form coherent ideas, improving logical thinking and the ability to structure text clearly.

3. Answer Questions from the Passage:

- Develop the ability to extract information from a prose passage and respond to questions with accurate and concise answers.

4. Understand Word Meanings:

- Infer and identify meanings of words from their context within a passage, improving vocabulary and contextual comprehension.

5. Apply Textual Grammar:

- Utilize grammar rules learned in Module I to correctly interpret and apply them within the context of the given prose passage.