

Department of English
P N. DAS COLLEGE
English (Honours)
Programme Learning Outcomes

Objectives

The specific objectives of the BA programme in English Literature (Honours) are to develop in the student the ability to demonstrate the following outcomes:

1. Disciplinary Knowledge of English Literature and Literary Studies
2. Communication Skills
3. Critical Thinking
4. Analytical Reasoning
5. Problem Solving
6. Research-Related Skills
7. Self-Directing Learning
8. Multicultural Competence
9. Values: Moral and Ethical, Literary and Human
10. Digital Literacy

The details are explained in the sections that follow.

Disciplinary Knowledge:

- a) **ability** to identify, speak and write about different literary genres, forms, periods and movements
- b) **ability** to understand and engage with various literary and critical concepts and categories
- c) **ability** to read texts closely, paying attention to themes, generic conventions, historical contexts, and linguistic and stylistic variations and innovations
- d) **ability** to understand appreciate, analyze, and use different theoretical frameworks
- e) ability to locate in and engage with relevant scholarly works in order to develop one's own critical position and present one's views coherently and persuasively
- f) **ability** to situate one's own reading, to be aware of one's position in terms of society, religion, caste, region, gender, politics, and sexuality to be self-reflexive and self-questioning
- 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 analyze extant scholarship
- b) **ability** to substantiate critical readings of literary texts in order to persuade others
- c) **ability** to place texts in historical contexts and also read them in terms of generic conventions and literary history

Problem Solving:

- a) **ability** to transfer literary critical skills to read other cultural texts
- b) **ability** to read any unfamiliar literary texts
- c) **ability** to recognise different stylistic devices, like rhetorical figures, rhymes and rhythms in an unknown prose / verse passage.

Analytical Reasoning:

- a) ability to evaluate the strengths and weaknesses in scholarly texts spotting flaws in their arguments
- b) **ability** to use critics and theorists to create a framework and to substantiate one's argument in one's reading of literary texts

Research-Related Skills:

- a) **ability** to problematize; to formulate hypothesis and research questions, and to identify and consult relevant sources to find answers
- b) **ability** to plan and write a research paper

Teamwork and Time Management:

- a) **ability** to participate constructively in class discussions
- b) **ability** to contribute to group work
- c) **ability** to meet a deadline

Scientific Reasoning:

- a) **ability** to analyze texts, evaluating ideas and literary strategies
- b) **ability** to formulate logical and persuasive arguments

Reflective Thinking:

- a) **ability** to locate oneself and see the influence of location—regional, national, global—on critical thinking and reading

Self-Directing Learning:

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

Digital Literacy:

- a) **ability** to use digital sources, and read them critically
- b) **ability** to use digital resources for presentations

Multicultural Competence:

- a) **ability** to engage with and understand literature from various nations and reasons and languages
- 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 and criticism vis a vis, the environment, religion and spirituality, as also structures of power

Leadership Readiness:

ability to lead group discussions, to formulate questions for the class in literary and social texts

Life-long Learning:

- a) **ability** to retain and build on critical reading skills
- b) **ability** to transfer such skills to other domains of one's life and work

Qualification descriptors for a bachelor's degree with English Honours

The qualification descriptors for the BA (English Hons) programme in English shall be five learning attributes such as understanding, use, communication, expansion, and application of subject knowledge with a clear understanding of one's location. This also involves an awareness on the students' part of differences pertaining to class, caste, gender, community, region, etc. in order that they can transcend these differences with transparency of purpose and thought. The key qualification descriptor for English Honours shall be clarity of communication as well as critical thinking and ethical awareness. Each Honours Graduate in English should be able to

- **demonstrate** a coherent and systematic knowledge and understanding of the field of literary and theoretical developments in the field of English Studies and English Studies in India. This would also include the student's ability to identify, speak and write about genres, forms, periods, movements and conventions of writing as well as the ability to understand and engage with literary-critical concepts, theories and categories
- **demonstrate** the ability to understand the role of literature in a changing world from the disciplinary perspective as well as in relation to its professional and everyday use. While the aspect of disciplinary attribute is covered by the ability of the students to read texts with close attention to themes, conventions, contexts

and value systems, a key aspect of this attribute is their ability to situate their reading, their position(s) in terms of community, class, caste, religion, language, region, gender, politics, and an understanding of the global and the local

- **demonstrate** the ability to think and write critically and clearly about one's role as a located Indian citizen of the world through a reading of English literatures and literatures in translation
- **communicate** ideas, opinions and values—both literary values and values of life in all shades and shapes—in order to expand the knowledge of the subject as it moves from the classroom to life and life-worlds
- **demonstrate** the ability to share the results of academic and disciplinary learning through different forms of communication such as essays, dissertations, reports, findings, notes, etc, on different platforms of communication such as the classroom, the media and the internet
- **recognize** the scope of English studies in terms of career opportunities, employment and lifelong engagement in teaching, publishing, translation, communication, media, soft skills and other allied fields
- **apply** subject-specific skills in language and literature to foster a larger sense of ethical and moral responsibility among fellow humans in order to see and respect differences in and among various species and life-forms and learn to transcend them

The programme will strengthen the student's ability to draw on narratives that alert us to layers and levels of meaning and differences in situations and complexities of relations. Linguistic and literary competence should help the students identify, analyze and evaluate key issues in the text and around in the world—thematic, contextual, professional, processual—and think of ways to find acceptable and sustainable solutions. Students will have the ability to understand and articulate with clarity and critical thinking one's position in the world as an Indian and as an Indian citizen of the world.

Programme Learning Outcomes (BA Hons. English)

The programme learning outcomes relating to BA (Hons) degree programme in English:

- **demonstrate** a set of basic skills in literary 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 in English showing an understanding of current

theoretical and literary developments in relation to the specific field of English studies.

- **display** an ability to read and understand various literary genres and stylistic variations and write critically
- **cultivate** ability to look at and evaluate literary texts as a field of study and as part of the wider network of local and global culture
- **demonstrate** a critical aptitude and reflexive thinking to systematically analyze the existing scholarship and expand critical questions and the knowledge base in the field of English studies using digital resources.
- **display** knowledge to cultivate a better understanding of values – both literary values that aid us in literary judgment and also values of life at all stages; apply appropriate methodologies for the development of the creative and analytical faculties of students, their overall development of writing, including imaginative writing.
- **recognize** employability options in English 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
- **channelize** the interests of the students and analytical reasoning in a better way and make more meaningful choices regarding career after completion of graduate programme
- **to enable** students to develop an awareness of the linguistic-cultural richness of India as an important outcome of English literary studies in India