



Internal Quality Assurance Cell

Behali Degree College

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Department of English Behali Degree College Borgang, Biswanath, Assam

Programme Outcome of BA English Honours Course:

The B.A. Major and General programme in English was implemented by the affiliating university, Gauhati University w.e.f 2012-2013 academic session. In the session 2019-2020 the Undergraduate Degree (UG) Programme under CBCS with six semesters having Honours and Regular Courses was introduced. The Honours syllabus of English under CBCS has been prepared in an extensive way which covers History of English literature, multiple trends of English literature, different movements of writings that were produced between Chaucerian period and Postmodern period of English literature in addition to new literatures written in the former European colonies, linguistics and classical literature produced in ancient India, Greece and Rome. There are----courses, which have been taught from semester 1st to 6th semester. The programme outcomes of this course are as follows:

1. The English Honours Course under CBCS is the combination of Oriental and Occidental literature. This programme aims to introduce students to the Indian classical literature and European classical literature. The course contains a lot of fascinating literary pieces of Oriental and Occidental literature.
2. The programme aims to get acquainted the students with various cultures and literature of the world.
3. One of the aims of this programme is to enhance students' critical approaches by making them exposed to literary criticism and various critical theories.
4. The programme aims to make students aware about gender sensitization through the papers on women's writings that are included here.
5. It also aims to increase students' interest in creative writings.



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Programme Outcome of BA Regular English Course:

1. The first and foremost aim of this course is to develop students learning and communication skills of English language in oral and written form.
2. The B A Regular course aims to get acquainted students to the selected pieces of English prose, poetry and drama and some selected prose and poetry from different countries that were part of European empirical powers. Students will have the great opportunity to acquire knowledge of English literature and literatures written in English.
3. One of the objectives of this programme is to draw the attention of the students to various grammatical aspects in an interesting way.
4. The Programme aims to fulfil the academic needs of the students by introducing the Ability Enhancement Compulsory course in English.
4. Under CBCS system emphasis has been given to increase the skills of the students by introducing Skill Enhancement Course in English.
5. The programme also aims to develop the ethical values of students by introducing them to the literature and culture of different countries.

1. Course outcome of BA English Honours Course (CBCS System):

| PAPER | COURSE OUTCOME |
|--|--|
| ENG-HC-1016 Indian Classical Literature | This paper introduces students to a selection of literatures of India in English translation. Given that Indian Classical Literature offers a rich and diverse canvas that spans across genres like drama, poetry, the epic narrative as well as short fictional fables, to name a few, it is essential that students studying English literature are familiar with at least a few of these. This paper encourages students to think laterally about literatures of the world, and the possibility of cultural exchange. |
| ENG-HC-1026 | This paper aims to familiarize the students with the two major forms in British literature from the 14th |



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| European Classical Literature Credits | to the 17th centuries – poetry and drama, apart from acquainting them with the contexts that generated such literatures. The larger contexts of the Renaissance, the nature of the Elizabethan Age and its predilections for certain kinds of literary activities, and the implications of the emergence of new trends will be focused in this paper. It will also highlight the seminal issues and preoccupations of the writers and their ages as reflected in these texts. |
| ENG-HC-2016 Indian Writing in English | This paper introduces students to a selection of literatures of India in English translation. Given that Indian Classical Literature offers a rich and diverse canvas that spans across genres like drama poetry, the epic narrative as well as short fictional fables, to name a few it is essential that students studying English literature are familiar with at least a few of these. This paper encourages students to think laterally about literatures of the world, and the possibility of cultural exchange. |
| ENG-HC-2026 British Poetry and Drama: 14 th to 17th Centuries | This paper aims to familiarize the students with the two major forms in British literature from the 14 th to the 17 th centuries - poetry and drama, apart from acquainting them with the contexts that generated such literatures. The larger contexts of the Renaissance, the nature of the Elizabethan Age and its predilections for certain kinds of literary activities, and the implications of the emergence of new trends will be focused in this paper. It will also highlight the seminal issues and preoccupations of the writers and their ages as reflected in these texts. |



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| <p>ENG-HC-3016</p> <p>History of English Literature and Forms</p> | <p>This paper introduces students to the History of English Literature and the major literary forms. It adopts a chronological approach to the study of poetry, drama, fiction and non-fictional prose, showing the development of each form as it moves through the various periods of English literature and its expansion into global English writing. While authors have been named in some instances as representative of forms and periods, in other cases, especially in the 20th and 21st centuries, the expansion of the field has meant that individual authors are too numerous to name.</p> |
| <p>ENG-HC-3026</p> <p>American Literature</p> | <p>This paper seeks to acquaint the students with the main currents of American literature in its social and cultural contexts. The texts incorporated in the paper are a historical reflection of the growth of American society and of the way the literary imagination has grappled with such growth and change. A study of the paper, hence, should lead to an acquaintance with the American society in its evolutionary stages from the beginnings of modernism to the present as well as with exciting generic innovations and developments that have tried to keep pace with social changes.</p> |
| <p>ENG-HC-3036</p> <p>British Poetry and Drama: 17th and 18th Centuries</p> | <p>This paper aims to familiarize the students with British literature in the 17th and 18th centuries, a time-period which sees the emergence and establishment of greatly diverse kinds of writings. The selected texts may encourage the students to look at the economic, political and social changes in (primarily) Britain during this period, such as the shifts from the Puritan Age to the Restoration and Neoclassical periods. The paper also seeks to familiarize the students with the larger contexts that generated such literatures as well as the possible impacts of the literature on society. The significance of the scientific revolution during this period may also be studied in relation to the literary productions.</p> |



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| <p>ENG-HC-4016</p> <p>British Literature: The 18th Century</p> | <p>The nineteenth century begins with the triumph of the Romantic imagination, expressing itself most memorably in the poetry of Blake, Burns, Wordsworth, Coleridge, Shelley, and Keats. The poetry of the age fashions itself partly in revolt to the spirit of the previous age, with very different ideas about the relationship between humans and nature and the role of the poet taking hold. This paper includes selections from works of major Romantic poets which address these issues, enabling students to appreciate the essence of the Romantic vision. In addition, they will read that remarkable oddity, Frankenstein, a novel that also illuminates Romanticism from another angle.</p> |
| <p>ENG-HC-4026</p> <p>British Romantic Literature</p> | <p>The nineteenth century begins with the triumph of the Romantic imagination, expressing itself most memorably in the poetry of Blake, Burns, Wordsworth, Coleridge, Shelley, and Keats. The poetry of the age fashions itself partly in revolt to the spirit of the previous age, with very different ideas about the relationship between humans and nature and the role of the poet taking hold. This paper includes selections from works of major Romantic poets which address these issues, enabling students to appreciate the essence of the Romantic vision. In addition, they will read that remarkable oddity, Frankenstein, a novel that also illuminates Romanticism from another angle.</p> |
| <p>ENG-HC-4036</p> <p>British Literature: The 19th Century</p> | <p>The middle and later parts of the 19th century sees the novel coming into its own, although Jane Austen has already established the prestige of the novel form through her incisive explorations of the complexity of human motive and conduct, especially in their worldly affairs. The texts chosen will expose the students to the ground-breaking efforts of the poets as well to the works of fiction writers who manage to consolidate and refine upon the achievements of the novelists of the previous era. Austen to Rossetti</p> |



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| | represents a remarkable literary development and range of works, addressing a very diverse array of social preoccupations. |
| ENG-HC-5016 British Literature: The 20th Century | While literary modernity can trace its roots to the works of some European writers of the 19th century, in England it is in the 20th century that the era of Modernism finds its voice in arts and literature. The works of the writers chosen for this paper are good introductions to the spirit of modernism, with its urgent desire to break with the codes and conventions of the past, experiment with new forms and idioms, and its cosmopolitan willingness to open itself up to influences coming from other shores. The paper goes beyond the High Modern period of the early century and the students will also get acquainted with the ethos of postmodernism through a reading of recent poetic and fictional works. |
| ENG-HC-5026 Women's Writing | This paper seeks to direct the students' attention to nineteenth and twentieth century writings by women living in different geographical and socio-cultural settings. Students will get acquainted with the situationally distinct experiences of women articulated in a variety of genres-poetry, novels, short stories, and autobiography, while the selections from Mary Wollstonecraft-the only 18th century text prescribed, will acquaint students with the ideas contained in one of the earliest feminist treatises of the western world. Apart from an examination of the themes and styles in the prescribed texts, students will be required to engage themselves with the specificities of the contexts from which the texts emerged and also analyze the women writers' handling of the different genres to articulate their women-centric experiences. |
| ENG-HE-5016 Popular Literature | Over the years popular literature has moved from the margins to earn for itself a fairly important place in the literary and critical consciousness. This paper seeks to highlight the nature of 'popular' literature as a genre and the critical ideas underpinning the theorization of popular literature. This will be done through a practical engagement with various texts falling under its ambit. |



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| ENG-HE-5056 Literary Criticism and Literary Theory | This paper will familiarize students with some important texts on literary criticism and literary theory. Beginning from William Wordsworth's Preface to the Lyrical Ballads the purpose will be to inform the students on the shifts in literary interpretations and critical approaches so as to equip them while reading texts across genres. |
| ENG-HC-6016 Modern European Drama | The paper aims at introducing students to the innovative dramatic works of playwrights from different locations in Europe, which taken together represents the wide range of modern drama and its fortunes on the written page and the stage. The selected plays would allow an understanding of the emergence of Avant Garde movements and trends and dramatic devices and techniques during the period of modernism which eventually influenced theatrical practices in other nations of the world. |
| ENG-HC-6026 Postcolonial Literatures | European Colonialism since the fifteenth century changed the face of the world in many significant ways, and the effects of the experience of colonialism remain in many countries around the world even in the postcolonial era. This paper gives the students an opportunity to acquaint themselves with some of the novels, short stories and poems from postcolonial literatures across the world, with the texts showcasing the many regional, cultural differences and peculiarities, as well as common and shared experiences of the postcolonial condition. |
| ENG-HE-6026 World Literature | This paper will introduce students with literature produced in English the former European colonies. |
| ENG-HE-6036 Partition Literature | This paper introduces students with literature produced from consequences of partition of India into India and Pakistan. |



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1. Course outcome of BA English Regular Course (CBCS System):

| PAPER | COURSE OUTCOME |
|----------------------------|--|
| ENG-CC-1016 ENG-CC-2016 | The aim of this course (English I and II) is to provide the student an opportunity to read and respond to representations of issues in contemporary life and culture in the English language. The selection of texts is aimed to present themes and topics that are stimulating, insightful and informative. |

2. Course outcome of Ability Enhancement Compulsory Course:

| PAPER | COURSE OUTCOME |
|--------------------------------------|--|
| ENG-AE-1014 English Communication | This course is intended to enable the students to acquire all the four skills of the English language so that they can effectively use the language. It is expected that at the end of the course the students will be able to write and speak good English. |

3.3. Course outcome of Skill Enhancement Course:

| PAPER | COURSE OUTCOME |
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| SEC-1 ENG-SE-3014 | The students in this course will focus on three creative genres, fiction, non-fiction and poetry. The emphasis will be to build proficiency in readings and writings. The course encourages active class |



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| CREATIVE WRITING | participation and lots of writings. One of the basic objectives of the course is to allow students to explore ideas, feelings, and experiences and effectively communicate these stimulus using the written word. Each lecture will be tied to reading of texts, techniques, narratology and rhetorical positions. |
| SEC-2 ENG-SE-4014 Translation: Principles and Practice | This course is designed to give students basic skills in translation. It introduces students to the field of translation studies and gives them training in practical translation. |
| SEC-3 ENG-SE-5014 Technical Writing | This course in Technical Writing aims at equipping the student with the skills of writing with a practical purpose. It is concerned with the techniques of good writing, of retaining and communicating information with precision, and also with specific forms of technical writing such as summaries, instructions, descriptions, formal letters and official emails. |
| SEC- 4 ENG-SE-6014 Business Communication | This paper is designed to familiarize students with a comprehensive idea of effective communication and its importance in the business and professional world. Students will be introduced to the various kinds of communication as well as to the many theories of communication. The components in this paper will be both written and oral, and students will be required to participate in diverse group activities. |



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4. Course outcome of Alternative English Course:

| PAPER | COURSE OUTCOME |
|---------------------------------------|--|
| ALT-CC-3016 Alternative English I | This paper would seek to acquaint students with the major genres of English literature through texts which are landmarks of each genre. The texts have been carefully chosen to effectively represent the distinctive qualities of a particular genre. Moreover, students are encouraged to read the prescribed texts in their social and cultural contexts. |
| ALT-CC-4016 Alternative English II | The course has been designed to familiarise students with different forms of literature, texts and their contexts. The select texts would enable them to understand literary representations and a writer's engagement with the social, cultural and political milieu. |


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