

B.A. English

Programme Outcomes

- 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 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 attributes 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 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

Programme Specific Outcomes

- Academic Competence
 - a. Disciplinary knowledge: study of a variety of texts from different genres and periods
 - b. Basic professional skills: interview skills, blogs, presentations
 - c. Ability to use skills in specific areas: writing stories, autobiographies, film criticism
 - d. Ability to relate and connect concepts with personal experiences and using critical thinking: analysis of texts from different points of views, exploring different endings, expositions, adaptations between genres
 - e. Curiosity and ability to formulate problems: exploring various themes and binaries in the prescribed texts
 - f. Ability to use various e-resources and social media and negotiating with technological challenges.
 - g. Articulation of ideas, academic writing and authentic reporting, effective presentation skills e.g.: learning to write the outline of an academic paper, a debate, a news report, an interview, etc.
 - h. Dealing with conflicting theories and approaches, learning to withstand ambiguities and understanding the limitations of various points of view, narrators, cultural backgrounds

- Personal, Behavioural and Skill-based Competence
 - a. Self-development, health and hygiene, self-regulation skills: discussions on body image, peer pressure and gender through literature
 - b. Developing positive attributes such as empathy, compassion, social participation, and accountability by exploring gender, caste, respect for animal life, the environment etc.
 - c. Developing cultural and historical sensibility particularly indigenous traditions, socio-cultural context and diversity by prescribing texts from different countries, written by men as well as texts by women and also engaging with texts in translation including those from regional areas
 - d. Having conversational competence including communication and effective interaction with others, listening, speaking, and reflective close reading skills
 - e. Appreciating and tolerating different perspectives
 - f. Ability to work both independently and in groups, and dealing effectively with clients and stakeholders, learning the art of negotiation, and writing for the professional world, content, advertising, editing and corporate training.

- Ethical, Moral and Social Competence and Sensibilities
 - a. Collaboration, cooperation and realizing the power of groups and community through group assignments, outreach
 - b. Analysing social problems and understanding social dynamics via various literary texts
 - c. Gender sensitization including gender respect, respect for one's own gender, dealing with gender confusion and gender identity issues by exploring news articles, short stories and poems
 - d. Ethical, social and ecological responsibility including acknowledging the dignity and presence of others, awareness of social order, learning of values and social concern reflected through activation of social participates (e.g. village surveys, visiting old age homes and spending time with elderly, handicapped, orphanage community service, etc.)
 - e. Moral and ethical awareness and reasoning involving objective and unbiased work attitude, avoiding unethical behaviours such as data fabrication and plagiarism, observing code of conduct, respecting intellectual property rights and being aware of the implications and ethical concerns of research studies by putting all papers and assignments through anti-plagiarism software
 - f. Commitment to health and wellbeing at different levels (e.g. individual, organization, community, society).
