Department of English

U.G. Programme Outcomes (PO)

The teacher enables the students to:

- PO_1 - get in depth knowledge of their individual discipline
- PO_2 - think creatively & critically
- PO_3 - have a cognitive clarity of the content
- PO_4 -think logically and show reflective reasoning
- PO_5 -develop social skill and environmental sensitivity.
- PO_6 - apply the disciplinary knowledge in real life situations
- PO_7 - appreciate and practice the universal values to be an efficient global citizen
- PO_8 -demonstrate digital competencies.

Programme Specific Outcomes (PSO)

- PSO_1 – To define fundamental literary and linguistic terms, devices and genres
- PSO_2 – To make them learn English as a language and how to approach a literary texts
- PSO_3 – To classify, compare and illustrate various English literary characters, texts, literary periods
- PSO_4 – To construct the sense of reading strategies and language skills
- PSO_5 – To develop and build the speaking and writing skills
- PSO_6 – To examine and analyse plot, character, diction, thought, spectacle, devices
- PSO_7 – To evaluate and explain literature of various kinds such as British, American, Indian, New Literatures
- PSO_8 –To create the sensibility for a better literary appreciation
- PSO_9 – To formulate literary, artistic, performative and photographic skills
- PSO_{10} – To improve and develop the skills of content writing

Principal PRINCIPAL
VASANTA COLLEGE FOR WOMEN
RAJGHAT FORT, VARANASI

Department Incharge

Co-Ordinator IQAC

Convener Learning Outcome Committee

U.G. (English) Mapping

Programme name	Semester	Name of the Paper	Course Outcome	PO	PSO
ENG 111	1	Essay I	The student teachers will be able		
			• To find how literary essay grew in different literary epochs	PO1	PSO1, PSO4, PSO6
			• To explain and understand different types of essays	PO1, PO4	PSO1, PSO2
			• To develop an understanding of rise of periodical essay in 18th century	PO1, PO2	PSO3, PSO8
			• To compare and contrast writers like Bacon, Addison, Steele, and Charles Lamb	PO1, PO2, PO4	PSO3, PSO4, PSO5
			• To criticize the middle-class contractions as reflected in periodical essays	PO5, PO7	PSO4, PSO8
			• To discuss and create artistic sensibility to evaluate the essays done	PO2, PO8	PSO7, PSO9
ENG 112	1	Drama 1	The student teachers will be able		
			• To find how literary drama grew as a genre	PO1, PO2	PSO1, PSO4
			• To illustrate and define different kinds of plays	PO1, PO4	PSO1, PSO3, PSO7
			• To develop an understanding of Shakespeare as a dramatist	PO1, PO4	PSO7, PSO8, PSO9

			• To analyze the plays like *Macbeth* and *The Merchant of Venice*	PO1, PO2, PO7	PSO6, PSO8
			• To compare and contrast different kinds of Shakespearean plays	PO2	PSO3, PSO4, PSO6
			• To build a sense of theatricality and adaptation of movies and their screening	PO4, PO6, PO8	PSO9, PSO10
BAEL 111	1	Reading Skills	The student teachers will be able		
			• To define and learn different language skills specially reading	PO1, PO8	PSO1, PSO4, PSO10
			• To interpret the stories and essays prescribed to make them understand nuances of reading	PO1, PO2	PSO4, PSO8
			• To experiment with different set of lexicons to enhance semantical knowledge	PO4, PO5	PSO4, PSO8
			• To discover language and it use while doing practice	PO6, PO8	PSO4, PSO5
			• To critically appraise the literary pieces	PO2	PSO8
			• To estimate the literary contributions made by writers	PO1, PO6	PSO7, PSO8
ENG 121	2	Essay II	The student teachers will be able		

			• To find how literary essay grew in 19th and 20th centuries	PO1, PO2	PSO1, PSO3
			• To explain and understand features of romantic literature	PO1, PO2	PSO2, PSO4
			• To develop an understanding of rise of new sensibilities in essay writing tradition	PO4, PO5	PSO8
			• To compare and contrast writers like Hazlitt, Chesterton, Lynd, Gardiner, and Huxley	PO2, PO4	PSO3
			• To interpret the essays in an in-depth manner	PO3, PO4	PSO6, PSO8
			• To discuss and create artistic sensibility to evaluate the essays done	PO2, PO6	PSO8, PSO9
ENG 122	2	Drama II	The student teachers will be able		
			• To find how literary drama developed in 19th and 20th centuries	PO1, PO2	PSO1, PSO2
			• To illustrate and define different kinds of plays like Anti-Sentimental, Social Plays, Problem Plays, and others	PO1, PO2	PSO1, PSO3
			• To develop an understanding of Goldsmith, G.B. Shaw, Synge, and	PO1, PO2	PSO3, PSO8

			Osborne as dramatists		
			• To analyze the plays like *She Stoops to Conquer, Riders to the Sea, Arms and the Man* and *Look Back in Anger*	PO1, PO2	PSO3, PSO4, PSO5
			• To compare and contrast these plays	PO1, PO2	PSO3, PSO4
			• To build a sense of theatricality and adaptation of movies and their screening	PO5, PO6	PSO8, PSO9
BAEL 121	2	Reading Skills	The student teachers will be able		
			• To define and learn different language skills specially reading	PO1, PO5	PSO4, PSO5
			• To interpret the poems and stories prescribed to make them understand nuances of reading	PO6, PO7	PSO7, POS8, PSO9
			• To experiment with different set of lexicons to enhance semantical knowledge	PO3, PO4, PO6	PSO9, PSO10
			• To discover language and it use while doing practice	PO6	PSO5, PSO9
			• To critically appraise the literary pieces	PO2, PO7	PSO8
			• To estimate the literary	PO4, PO7	PSO8

				contributions made by writers		
ENG 211	3	Poetry I	The student teachers will be able		
			• To define and learn different kinds of forms of poetry such as sonnet, lyric, elegy, ode, epic, ballad, and dramatic monologue	PO1	PSO1, PSO2
			• To explain the contributions made by poets like Shakespeare, Milton, Donne, Pope, Wordsworth, Shelley, and Keats	PO1, PO7	PSO2, PSO8
			• To construct an understanding of the ages in which they wrote	PO1	PSO3
			• To compare and contrast the similarities and dissimilarities amongst these poets	PO2	PSO3
			• To appraise the poems critically	PO7	PSO8
			• To develop a sense of poetry as a genre	PO2, PO4	PSO1, PSO4
ENG 212	3	Fiction I	The student teachers will be able		
			• To define and learn different kinds of forms of novel such as epistolary, picaresque, gothic,	PO1	PSO1, PSO6

			historical, realistic, and psychological		
			• To explain the contributions made by the novelists like Swift and Austen	PO1, PO6, PO7	PSO7, PSO8
			• To elaborate the background of rise of English novel	PO1	PSO3
			• To construct an understanding of ages in which novels were written	PO1, PO2	PSO3
			• To appraise the novels critically	PO2, PO7	PSO8
			• To elaborate the visions of novels to maximize the literary appreciation	PO5, PO7	PSO8, PSO9
BAEL 212	3	Grammar and Comprehension	The student teachers will be able		
			• To tell and name different grammatical concepts such as conditionals, transformation, Adjectives, Active and Passive voice	PO1	PSO1, PSO6
			• To classify different kinds of grammatical structures	PO2, PO3	PSO3
			• To build a sense of comprehension passages	PO2	PSO4, PSO5
			• To construct the ideas as how to deal with long passages in deciphering the meaning	PO4, PO6	PSO5, PSO8

				• To compare and contrast different kinds of English and its usage	PO2, PO4	PSO3
				• To assess the use of English language in day-to-day life	PO6	PSO9, PSO10
ENG 221	4	Poetry II	The student teachers will be able		
				• To define and learn literary ages such as Romantic, Victorian, and Modern	PO1	PSO1, PSO3
				• To explain the contributions made by poets like Tennyson, Browning, Arnold, Owen, Yeats, Eliot, Auden, and Larkin	PO1, PO7	PSO4, PSO8
				• To construct an understanding of the contexts and visions in which they wrote	PO2	PO4, PO8
				• To compare and contrast the similarities and dissimilarities amongst these poets	PO2	PSO3
				• To appraise the poems critically	PO1,PO4	PSO8
				• To develop a sense of poetry as a tool to bring about sense of reconciliation	PO6, PO7	PSO4, PSO5, PSO9
ENG 222	4	Fiction II	The student teachers will be able		
				• To define and learn more about Victorian age and Modern age	PO1	PSO1, PSO3

			• To explain the contributions made by the novelists like Hardy and Golding	PO1, PO2	PSO8
			• To elaborate the background and context in which these authors wrote	PO2	PSO2, PSO3
			• To construct an understanding of these writers as novelists	PO1, PO2	PSO4, PSO8
			• To appraise the novels critically	PO2	PSO8
			• To elaborate the visions of novels to maximize the literary appreciation	PO7	PSO8, PSO9
BAEL 222	4	Writing Skills	The student teachers will be able		
			• To tell about the skills employed in writing	PO3, PO5	PSO9, PSO10
			• To compare and contrast different kinds of writings such as letter writing, precis, paragraph, essay, report, and e-writing	PO2	PSO1, PSO3
			• To construct and make use of different kinds of punctuations	PO5, PO6	PSO4, PSO5, PSO9
			• To apply these rules in real life while writing these different kinds of writing	PO6, PO7	PSO8, PSO9, PSO10
			• To distinguish between kinds of letters as per the	P03, PO5	PSO5, PSO9

				PO	PSO
			occasion and situation		
			• To assess and evaluate whether they have written correct writing or not	PO3, PO5	PSO5, PSO8
			• To discuss in the classroom the utility of writing skills	PO3, PO4	PSO5
BAE 311	5	History of English Literature I	The student teacher will be able		
			• To define and tell various phases in the history of English literature from The Age of Chaucer to the Rise of the English novel	PO1	PSO1, PSO3
			• To classify, compare and contrast these historical phases mutually	PO2, PO4	PSO3
			• To construct and identify similarities and dissimilarities amongst these phases	PO2, PO5	PSO3, PSO4
			• To analyze these as per the socio-cultural conditions	PO5, PO6	PSO8
			• To appraise and assess these as per the literary writers and their contributions	PO1, PO2	PSO8
			• To construct and develop an understanding of writers and their writings while	PO2, PO6, PO7	PSO8, PSO9

			locating them in specific social milieu		
BAE 312	5	Literary Forms and Practical Criticism	The student teacher will be able		
			• To define and learn about different literary genres and sub-genres	PO1	PSO1
			• To compare and contrast about various forms, techniques, structures, devices used in the making of different kinds of literatures	PO2	PSO3
			• To examine and learn about the art of versification	PO1	PSO1, PSO4, PSO5
			• To discover and understand more about the aesthetic aspects of literary writings	PO1, PO2	PSO8
			• To discuss and analyze the prose and poetry pieces in their practical aspects	PO1, PO6, PO7	PSO1, PSO3
BAE 313	5	Literary Criticism I	The student teacher will be able		
			• To define and find the ways in literary writings can be classified, analysed, and appreciated	PO1, PO2	PSO1, PSO3
			• To be explained about the rich and varied history of thoughts and ideologies and how they have been influencing	PO1, PO5	PSO8

			the production and consumption of literary writings		
			• To identify the common grounds of literary criticism	PO1, PO2	PSO6
			• To examine the purpose of literature not merely in terms of aesthetic purpose but also as a site of argumentative contestations	PO2, PO7	PSO8, PSO9
			• To create a sense of understanding of interrelatedness between literary criticism and theory	PO2	PSO3, PSO8
BAE 314	5	Linguistics and the Structure of English Language I	The student teacher will be able		
			• To define and how to approach language and linguistics	PO1	PSO4, PSO5
			• To classify, compare and contrast different components of language like phonology, syntax, and semantics	PO1, PO5	PSO3, PSO9
			• To develop and identify a sense about sentence structures and patterns	PO1, PO2	PSO1, PSO5
			• To discover articulatory aspects of language	PO1	PSO1, PSO5
			• To evaluate linguistics as an important	PO1, PO5	PSO9

			discipline to make a scientific approach towards language		
			• To elaborate the nuances of pronunciation to enable the students to pronounce English language while considering intonation, stressed, and unstressed syllables	PO1, PO6	PSO4, PSO5
BAE 315	5	Indian English Literature I	The student teacher will be able		
			• To know how to approach Indian English Literature	PO1	PSO1, PSO4
			• To define and differentiate between different nomenclatures such as Indian English literature, Indo-Anglican, and Indian Literature in English	PO1, PO2	PSO1, PSO3
			• To develop and contract an understanding of poets like Toru Dutt, Tagore, Aurobindo, Sarojini Naidu, Nissim Ezekiel, Kamala Das, and Ramanujan	PO2	PSO1, PSO3, PSO8
			• To compare and contrast these poets and their writing styles	PO2	PSO3
			• To evaluate their contributions in	PO1, PO8	PSO8

			the development of Indian Literature in English		
			• To discuss and develop a critical thought on these poets and poems	PO2	PSO3, PSO4, PSO8
BAE 316	5	American Literature I	The student teacher will be able		
			• To find a different kind of literature of New world since its discovery to the western world	PO1, PO7	PSO8
			• To understand an outline of the marked differences between British and American Literature	PO1	PSO3
			• To identify and understand the basic fabric of American literature while considering Puritanism, Unitarianism, and Transcendentalism	PO1, PO2	PSO3, PSO7
			• To analyze the impact of Civil War and the relationship of two races White Vs Black	PO6, PO7	PSO7, PSO8
			• To compare and assess different strategies and innovations brought in genres like novel, poetry and drama	PO1, PO2	PSO1, PSO3

			• To discuss the novelty as reflected in this literature	PO2, PO5	PSO8
BAEL 321	5	Advanced Communication Skills	The student teacher will be able		
			• To define and talk about organs of speech	PO1	PSO1, PSO5
			• To classify and give an outline of sounds and symbols of vowels, consonants, and diphthongs	PO1, PO2	PSO3, PSO5
			• To make use of phonemic transcription with the help of sound system	PO1, PO5, PO6	PSO5
			• To discover and examine more complex structures of English grammar	PO1, PO2	PSO1, PSO5
			• To assess the usage of English language in various situations	PO5,PO5, PO6	PSO9
			• To discuss and indulge in experiments of spoken language skills	PO5, PO6	PSO5, PSO9
BAEL 321	6	History of English Literature II	The student teacher will be able • To define and tell various phases in the history of English literature from The Romantic Period toThe Movement Poets	PO1	PSO1, PSO3

			• To classify, compare and contrast these historical phases mutually	PO1, PO2	PSO3
			• To construct and identify similarities and dissimilarities amongst these phases	PO2	PSO3, PSO8
			• To analyze these as per the socio-cultural conditions	PO5, PO6	PSO8
			• To appraise and assess these as per the literary writers and their contributions	PO2, PO3	PSO7, PSO8
			• To construct and develop an understanding of writers and their writings while locating them in specific social milieu	PO6, PO7	PSO7, PSO8
BAE 322	6	Literary Criticism II	The student teacher will be able		
			• To label and name the trends in Victorian and modern criticism	PO1	PSO1, PSO3
			• To classify, compare, and contrast the critics like Arnold, Eliot, Leavis, and Richards	PO1, PO2	PSO3
			• To apply the critical insights while reading a piece of literature	PO2	PSO4, PSO8
			• To examine a text in the light if theoretical	PO2	PSO7, PSO8

			frameworks provided by these critics		
			• To compare and estimate the contributions made by these critics	PO2	PSO3
			• To propose a call for open session to analyze a text on the basis of any of these theories	PO2, 4,6	PSO7, PSO8
BAE 323	6	Linguistics and the Structure of English Language II	The student teacher will be able		
			• To define Morpheme, Allomorphs, Inflection and Derivation and other linguistic components	PO1	PSO1, PSO3
			• To classify, compare and contrast basic sentence patterns in English	PO1, PO2	PSO3
			• To develop and identify a sense semantics and pragmatics	PO1, PO2, PO4	PSO9
			• To discover articulatory aspects of language	PO1, PO2	PSO9
			• To evaluate linguistics as an important discipline to make a scientific approach towards language	PO1, PO5	PSO3, PSO9
			• To elaborate the nuances stylistics with the discussion of	PO2, PO4	PSO5

			deictic expressions and speech acts		
BAE 324	6	Indian English Literature II	The student teacher will be able		
			• To show the further developments in the rise and growth of Indian literature in English in the light of genres like novels and plays	PO1	PSO7, PSO8
			• To develop and contract an understanding of writers like Mulk Raj Anand, Raja Rao, RK Narayan, Girish Karnad and others	PO1, PO4	PSO1, PSO7
			• To compare and contrast these writers and their writing styles	PO2, PO4	PSO3, PSO4
			• To evaluate their contributions in the development of Indian Literature in English	PO2, PO4	PSO7, PSO8
			• To discuss and develop a critical thought on these writers and their writings	PO2, PO4, PO7	PSO7, PSO8
BAE 325	6	American Literature II	The student teacher will be able		
			• To find an altogether kind of writing style developed by Dickinson, Frost and many others	PO1	PSO1, PSO7

			• To understand the growth and development of newer theatre forms such expressionism and social plays	PO5, PO7	PSO8, PSO9
			• To identify and understand the basic fabric of American literature while considering capitalism, American dream and others	PO1	PSO7, PSO8
			• To analyze the impact of industrialization and World War I on literature	PO6, PO7	PSO7, PSO8
			• To compare and assess different strategies and innovations brought in genres like poetry and drama	PO2, PO4	PSO1, PSO3
			• To discuss the novelty as reflected in this literature	PO2, PO4	PSO8
BAE 326	6	New Literatures in English	The student teacher will be able		
			• To know and find about different kinds of englishes and literatures written in those countries which once were the colony of England	PO1	PSO7
			• To classify, explain and understand the colonial and	PO2, PO4	PSO7

			postcolonial transactions	PO2, PO4	PSO7, PSO8
			• To construct and develop an understanding as how writings form these colonized nations differ from one another		
			• To examine the misnomers like Commonwealth Literature and to a certain extant Postcolonial Literature	PO1, PO4	PSO7, PSO8
			• To explain and evaluate the writers like Naipaul, Ngugi, Bharati Mukherjee, Ramanujan, Walcott and others	PO4, PO5, PO6, PO7	PSO7, PSO8
			• To elaborate the notions about various terms like migrant, immigrant, and expatriates	PO4, PO6	PSO7, PSO8
BAEL 321	6	Advanced Reading and Writing Skills	The student teacher will be able		
			• To label and name different kinds of word formation	PO1	PSO5
			• To explain and interpret various idioms and phrases	PO2, PO4	PSO4, PSO5
			• To construct the idea as how to do comprehension of prose passage	PO2, PO4	PSO4, PSO5
			• To discover the examine the	PO4, PO6	PSO4, PSO5

			strategies to complete a story		
			• To assess the nuances of reading and writing skills	PO4, PO6	PSO4, PSO5
			• To imagine an incomplete story to be completed with proper organization	PO2, PO4	PSO5

VASANTA COLLEGE FOR WOMEN
वसंत महिला महाविद्यालय

Estd: 1913

Admitted to the Privileges of Banaras Hindu University
Krishnamurti Foundation India, Rajghat Fort, Varanasi - 221 001

अप्प दीपो भव

E-mail : vasantakfi@rediffmail.com
vcwkfi.rajghat@gmail.com
Tel. No.: +91-542-2441187, 2440408
Website : vasantakfi.ac.in

Department of English

P.G. Programme Outcomes (PO)
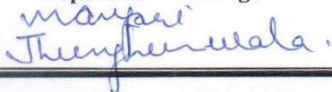
The teacher will enable the students to:

- PO_1 - achieve mastery in their discipline
- PO_2 - apply critical reasoning and creative thinking in planning and dealing their daily life situations
- PO_3 - develop a knack for research
- PO_4 - be efficient in working cooperatively in teams and to develop leading quantity
- PO_5 - have mastery in modern information and digital literacy
- PO_6 - inspire them to become morally and ethically strong
- PO_7 - train them to adopt inclusive society by respecting the diversity
- PO_8 - become exemplary and inspirational in various fields
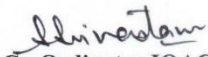- PO_9 - attain excellence in their individual fields

Programme Specific Outcomes (PSO)

- PSO_1 – Relate the texts with contemporary socio-political context
- PSO_2 – Define various literary and critical terms, jargons and genres
- PSO_3 – Demonstrate literary, linguistics and digital competencies
- PSO_4 – Classify and compare different literary traditions and periods of British, American, Indian and emerging New Literatures
- PSO_5 – Apply the disciplinary knowledge in real life situations
- PSO_6 – Examine and analyse while making a close reading of the texts and contexts
- $PS0_7$ – Appraise, assess and deduct logically and show reflective reasoning
- PSO_8 – Develop social skill and environmental sensitivity
- PSO_9 – Appreciate and practice the universal values to be an efficient global citizen
- PSO_{10} – Improve language skills and proficiency
- PSO_{11} – Build the sense of linguistic understanding and maximize their chances to serve as language educator
- PSO_{12} – To adapt co-curricular skills (for e.g. Literary Festivals, Students' Colloquium, Film Screening, educational excursions, student-oriented conferences, workshops, seminars)
- PSO_{13} – To develop creative and critical thinking

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Co-Ordinator IQAC

Department Incharge

Convener Learning Outcome Committee

P.G. (English) Mapping

Programme Name	Name of the Paper	Course Outcomes	PO	PSO
MA ENG-101	Course 1: Poetry I (Chaucer to Blake)	The student will be able to		
		• find the important writings of literary stalwarts and relate them with entire tradition of poetry composition.	PO 1	PSO$_1$, PSO$_4$,
		• classify, compare, and contrast with literary maestros like Chaucer, Shakespeare, Milton Donne, Marvell, Pope, Gray, and William Blake	PO$_1$, PO$_9$, PO$_3$	PSO$_4$, PSO$_3$
		• identify the common threads as well as uncommon aspects to develop a holistic sense of poetic appreciation	PO$_9$, PO$_3$	PSO$_7$, PSO$_6$
		• compare to establish the tradition of	PO$_1$, PO$_2$	PSO$_4$

			PO	PSO
		poetry composition.		
		• appraise the poems critically to understand more about perennial and universal concerns.	PO_3	PSO_9, PSO_8
		• discuss the relevance of these writers and writings in the contemporary times	PO_2	PSO_5, PSO_7
		• evaluate their writings while organizing students' seminar	PO_3	PSO_{12}, PSO_{13}
MA ENG-102	Course 2: Drama I (Marlowe to Yeats, excluding Shakespeare)	The student teachers will be able to		
		• find the glorious tradition of theatrical representation through different literary epochs	PO_1,	PSO_2 PSO_6,
		• classify, compare, contrast, and explain the literary contributions made by playwrights	PO_1, PO_9	PSO_4

		like Marlowe, Jonson, Webster, Congreve, and Yeats		
		• develop and construct understanding of different kinds of plays written in Renaissance, Jacobean age, restoration era, and modern era	PO_1	PSO_4, PSO_1
		• analyze and examine the plays to understand more about human nature, to delve deeper in the psyche of characters	PO_2	PSO_5, PSO_6, PSO_8
		• explain the importance of the texts in contemporary times	PO_2, PO_5	PSO_1, PSO_5
		• ignite and build the imagination of students in presentations to discuss and elaborate	PO_1, PO_9	PSO_{13}, PSO_7, PSO_5

		the wider implications of these writings		
MA ENG-103	Course: 3 Prose	The student teachers will be able to		
		• find and relate various aspects of essay as a literary genre while tracing the literary development of essay through different historical phases	PO$_1$	PSO$_1$, PSO$_2$,PSO$_4$
		• explain and interpret the reasons behind the emergence of specific kinds of essay types in different ages	PO$_1$,PO$_2$	PSO$_1$,PSO$_4$,
		• compare and contrast the essayists like Addison &Steele, Charles Lamb, Carlyle, Russel and Huxley	PO$_1$,PO$_9$	PSO$_6$,PSO$_7$,PSO$_8$
		• construct and develop the understanding of essays	PO$_7$,	PSO$_1$,PSO$_3$,

		in terms their objectives, purposes, visions, and relevance		
		• examine and find the functions of essays in the times in which they were written	PO_1,PO_3	PSO_1, PSO_6,PSO_8
		• appraise and assess these. essays for better cortical appreciation	PO_9	PSO_7
		• discuss and create an awareness about the larger social, moral, cultural implications emerging out from these texts	PO_2	PSO_1,PSO_5,PSO_8
MA ENG-104	Introduction to Language and Linguistics	The student teachers will be able to		
		• relate the notions of language and linguistics with day-to-day use of the language	PO_5	PSO_1,PSO_5,PS_{10}
		• classify and categorize different aspects of language and	PO_1	PSO_{11}

		linguistics to approach in a better manner		
		• construct, develop and experimenting with communicative aspects of language to identify and make use of certain linguistic models	PO$_5$	PSO$_{11}$,PSO$_{10}$
		• examine and inspect various aspects of sociolinguistics and psycholinguistics to understand the structural aspects of language use	PO$_1$	PSO$_3$, PSO$_{11}$
		• explain and interpret various tools involved in the teaching of language skills: Listening, Speaking, Reading, Writing	PO$_2$	PS$_{10}$,PSO$_{11}$
		• discuss and elaborate various other important	PO$_1$, PO$_3$	PSO$_7$,PSO$_8$

		components of linguistics such as Phonology, Morphology, Semantics, and Syntax		
MA ENG-201	Course 5: Poetry II (Wordsworth to Arnold)	The student teachers will be able to		
		• find and name the poets from Romantic age to Victorian age	PO_1	PSO_1, PSO_4
		• make a classification of the ages in terms of trends and features, thereafter compare and contrast of writers and their writings	PO_8	$PSO_1, PSO_4,$
		• construct and develop the understanding of poets like Wordsworth, Coleridge, Shelley, Keats, Tennyson, Browning, and Arnold	PO_1, PO_8 .	PSO_1, PSO_4
		• analyze and discover the poetical qualities and their use in	PO_2, PO_5	PSO_6, PSO_8

		enhancing the human spirit		
		• appraise and assess the individual poems to make an understanding of values	PO$_2$,PO$_9$	PSO$_7$,PSO$_9$
		• discuss and elaborate the influences of these poets on the coming generations of poets	PO$_8$	PSO$_1$,PSO$_5$,PSO$_{12}$
		• test the literary taste of students while involving them serious discussions through presentations	PO$_1$	PSO$_{12}$,PSO$_{13}$
MA ENG-202	Course 6: Drama II (Shakespeare)	The student teachers will be able		
		• know why Shakespeare is relevant even after so many centuries	PO$_2$	PSO$_1$
		• classify, compare and contrast Shakespeare with other dramatic traditions and	PO$_1$,PO$_9$	PSO$_4$,PSO$_6$

		playwrights such as ancient Greek and Roman and his contemporaries like Marlowe and Jonson		
		• construct and develop sense of dramatist as a playwright while considering different kinds of plays he wrote like tragedy, comedy, history, and romance	PO_7, PO_1	$PSO_8, PSO_2,$
		• analyze and examine the texts in terms of immediate contexts as well as the functions they might have aimed at	PO_1, PO_9	PSO_1, PSO_4, PSO_8
		• explain and appraise his plays in the light of present-day theoretical frameworks	PO_2	PSO_7, PSO_1
		• discuss and elaborate the plays along with	PO_1, PO_5	PSO_{12}, PSO_8

		movies based on them to assess and evaluate in presentations		
MA ENG-203	Course 7: Fiction 1 (Fielding to Hardy)	The student teachers will be able		
		• tell about the development of novel since its proper inception in 18th century up to Victorian age	PO$_1$	PSO$_2$,PSO$_4$
		• interpret the social milieu which gave space for the development of novel as literary genre	PO$_7$	PSO$_1$,PSO$_4$
		• compare and contrast the writing styles, techniques employed by these novelists like Fielding, Austen, George Eliot, Dickens, and Hardy	PO$_1$	PSO$_4$,PSO$_3$,PSO$_1$
		• construct a sense of emergence of female novelist	PO$_1$,PO$_7$	PSO$_1$,PSO$_2$

		against the difficulties and anomalies		
		• analyze and examine these novels to find out the larger picture they present about human beings and societal structures	PO_1, PO_2	PSO_9, PSO_6
		• inspect the motives of these writers and writings to discover and examine the relevance	PO_1, PO_7	PSO_1, PSO_3
		• indulge in meaningful discussions while watching movie adaptations to evaluate the novels and estimate the contributions made by these novelists	PO_5	PO_{12}, PO_{13}, PSO_3
MA ENG-EL-204.1	Women Writing	The student teachers will be able to • define what does it mean to be women	PO_7	PSO_2, PSO_4

		writing and its wider implications		
		• classify various kinds of women writings down the ages to make a holistic idea about the contributions made by them	PO$_1$,PO$_2$	PSO$_6$,PSO$_1$,
		• organize and construct a sense of various women writers like Jean Rhys, Charlotte Bronte, Toni Morrison, Mill, Virginia Woolf, Adrienne Rich, and many others	PO$_1$,PO$_2$	PSO$_1$,PSO$_4$, PSO$_5$
		• analyze while comparing and contrasting these writers to understand the plurality of experiences	PO$_7$,PO$_1$	PSO$_1$,PSO$_7$,PSO$_8$
		• explain and perceive myriads of woman's experiences	PO$_1$,PO$_3$	PSO$_1$,PSO$_8$,PSO$_{13}$

		and their relevance in contemporary times while apprising these writings		
		• create an awareness about the importance of women writings as a mode of self-expression to construct the sense of identity and individuality	PO_1,PO_7	PSO_1,PSO_3,PSO_2
MA ENG - 301	Course 9: Poetry III (Hopkins to Seamus Heaney)	The student teachers will be able to		
		• find out the poetry writing tradition from Hopkins to Ted Hughes. The learners will learn various types and kinds of poetry traditionally and their contemporary relevance.	PO_1,PO_2	PSO_1,PSO_4,PSO_6
		• compare and contrast the writing styles of these poets from one	PO_2,PO_7	PSO_4, PSO_3,PSO_7

		another to infer better understanding of poetry		
		• To identify the similarities and dissimilarities between these ports make use of the strategies and methods employed for poetic compositions	PO_7,PO_2	PSO_3,PSO_4,PSO_7
		• To examine and interpret the poems while making a close reading	PO_7,PO_8	PSO_1,PSO_4
		• To appraise and assess the poets and poems to highlight Their importance	PO_1,PO_5	PSO_7,PSO_6
		• To maximize understanding of poetry as a vehicle to enhance one's understanding of life and its deeper significances	PO_1,PO_5	$PSO_{12},PSO_{13},PSO_8, PSO_{10}$

MA ENG - 302	Course 10: Drama III (Twentieth Century Drama)	The student teachers will be able		
		• To tell the development of drama as a genre in the 20th century	PO_2	PSO_4,PSO_1
		• To classify, compare, and contrast the playwrights like Shaw, Eliot, Beckett, Pinter, and Stoppard	PO_3,PO_5	PSO_4,PSO_7,PSO_6
		• To construct and develop the understanding of experiments in theatre like social plays, poetic drama, and absurd plays	$PO_7,PO_8,$ PO_2	PSO_1,PSO_4,PSO_6
		• To examine and distinguish various absurd play writers and their contributions in the name of New Theatre	PO_1,PO_7	PSO_6,PSO_1
		• To appraise and evaluate the importance of these plays to get	PO_9,PO_2	PSO_1,PSO_4,PSO_5,PSO_9

		a world view of the prevailing societal tendencies		
		• To plan the performance by students on specific segments or parts of the plays to enhance the appreciation of these plays in terms of their estimation while giving freedom to students to use their own imagination to modify	PO_2,PO_1	PSO_{12},PSO_{13}
MA ENG - 303	Course 11: Literary Criticism & Theory 1	The student teachers will be able		
		• To define the differences between literary criticism and theory	PO_1	PSO_1,PSO_2,PSO_3
		• To classify, compare, contrast, and explain the western theoretical perspectives to those of Indian theoretical perspectives	PO_1,PO_5	PSO_4, PSO_6

		• To identify and select varied history of thoughts and ideologies and how they have been influencing the production and consumption of literary writings	PO_1,PO_2	PSO_1,PSO_4,PSO_2
		• To analyze and examine the theoretical perspectives of Indian theories such as Bharat Muni, Anandvardhana, G.N. Devy	PO_1	$PSO_6,$
		• To assess and explain the importance of western critics like Aristotle, Coleridge, Eliot, Frye, Brooks, Trilling, and Raymond Williams	PO_9,PO_1	PSO_7,PSO_1
		• To create a sense of critical reading	PO_2	$PSO_1,PSO_6,$

		strategies not only in terms of artistic purpose but also as a site of belligerent contestations		
MA ENG – EL-3.1	Course 12: Indian Literature in English I	The student teacher will be able		
		• To know how to approach Indian English Literature	PO$_5$,PO$_7$	PSO$_4$,PSO$_8$
		• To define and differentiate between different nomenclatures such as Indian English literature, Indo-Anglican, and Indian Literature in English	PO$_7$,PO$_1$	PSO$_2$,PSO$_3$,PSO$_4$
		• To develop and contract an understanding of poets like Tagore, Aurobindo, Raja Rao, Anita Desai, Vinay Dharwadker, and Karnad	PO$_1$,PO$_7$	PSO$_1$,PSO$_3$,PSO$_4$
		• To compare and contrast	PO$_1$,PO$_2$	PSO$_1$,PSO$_4$,PSO$_6$

		these poets and their writing styles to make sense of plurality of techniques and approaches		
		• To evaluate their contributions in the development of Indian Literature in English and to make the same distinct from other nations dealing with English language	PO_1,PO_9	PSO_1,PSO_4,PSO_7,PSO_8
		• To discuss and develop a critical thought on these writers and estimating them along with writers of different countries	PO_1,PO_3	PSO_6,PSO_7,PSO_9
MA ENG – EL-3.2	American Literature I	The student teacher will be able		
		• To find a different kind of literature of New world since its discovery to	PO_1	PSO_1,PSO_4

		the western world		
		• To understand an outline of the marked differences between British and American Literature	PO$_9$	PSO$_2$,PSO$_4$,
		• To identify and understand the basic fabric of American literature while considering Puritanism, Unitarianism, and Transcendentalism	PO$_9$	PSO$_1$,PSO$_8$,PSO$_6$
		• To analyze the impact of Civil War and the relationship of two races White Vs Black	PO$_9$	PSO$_6$
		• To compare and assess different strategies and innovations brought by writers like Emerson, Whitman, Poe, Dickinson, Hawthorne, and Melville	PO$_7$	PSO$_4$,PSO$_1$

			PO₇,PO₁	PSO₁,PSO₄
		• To discuss the novelty as reflected in this literature		
MA ENG– 401	Course 13: Fiction II (Conrad to Fowles)	The student teachers will be able		
		• To tell about the development of novel 19th and 20th centuries especially in the light of novelists such as Conrad, Joyce, Woolf Lawrence, and Fowles	PO₁,PO₉	PSO₂,PSO₃,PSO₄
		• To interpret the social milieu which gave space for eclectic kind of writing methods and insights such as stream of consciousness, and metafiction	PO₁	PSO₁,PSO₂
		• To compare and contrast the writing styles, techniques employed in the novels such as heart of Darkness, Portrait of the Artist as	PO₁,PO₂	PSO₁, PSO₄,

		a Young Man, Mrs. Dalloway, Women in Live, and The French Lieutenant's Woman		
		• To construct a sense of newer strategies to read these novels especially in the light of modernistic and post modernistic perspectives	PO_1, PO_9	PSO_3, PSO_6
		• To analyze and examine these novels to find out the larger picture they present about human beings and societal structures	PO_1	PSO_6, PSO_8
		• To inspect the motives of these writers and writings to discover and examine the relevance	PO_1	$PSO_1, PSO_2,$
		• To indulge in meaningful discussions while watching movie adaptations	PO_3, PO_1	PSO_{12}, PSO_{13}

		to evaluate the novels and estimate the contributions made by these novelists		
MA ENG – 402	Course 14: Literary Criticism & Theory II	The student teachers will be able		
		• To define and tell about subtle concepts such as theory, critical theory, and post theory	PO_1	PSO_1, PSO_2, PSO_3
		• To classify, compare, contrast, and explain various western theoretical perspectives provided by thinkers such as Saussure, Derrida, Said, Lyotard, Showalter, Limbale, Ranjit Guha, Richard Kerridge, and Wolfgang Iser	PO_1	$PSO_1, PSO_2, PSO_4,$
		• To identify and select varied history of	PO_1, PO_9	PSO_3, PSO_6

		thoughts and ideologies and how they have been influencing the production and consumption of literary writings		
		• To analyze and examine the theoretical perspectives structuralists, post-structuralists, post-modernists, subalterns, Dalits, eco criticism, and reception theories	PO_1,PO_9	PSO_1,PSO_2,PSO_6
		• To assess and explain the importance of these theories and theorists to understand the idea that reading is not an innocent process and it involves efforts where competing interests	PO_3	PSO_7,PSO_8,PSO_9

			PO	PSO
		blend and clash		
		• To create a sense of critical reading strategies to find out newer meanings and significances	PO₇, PO₈	PSO₁,PSO₃,PSO₅
MA ENG – EL-4.1	Course 15: Indian Literature in English II	The student teacher will be able		
		• To know the contributions of writers like Salman Rushdie, Amitav Ghosh, Arundhati Roy, Nissim Ezekiel, Jayant Mahapatra, Ramanujan, and Kamala Das	PO₉	PSO₁,PSO₄
		• To make a compare and contrast between the novelists and poets to discover polyphonic voices	PO₁	PSO₆,PSO₃
		• To develop and contract an understanding of these writers to identify and find their concerns,	PO₁,PO₅	PSO₃,PSO₆,PSO₇

		engagements, and philosophies		
		• To compare and contrast these poets and their writing styles to make sense of plurality of techniques and approaches	PO_1	PSO_3, PSO_6, PSO_8
		• To evaluate their contributions in the development of Indian Literature in English and to make the same distinct from other nations dealing with English language	PO_1, PO_5	PSO_3, PSO_4
		• To discuss and develop a critical thought on these writers and estimating them along with writers of different countries	PO_1, PO_7	PSO_3, PSO_4, PSO_8
MA ENG – EL-4.2	American Literature II	The student teacher will be able • To find a different	PO_7	PSO_1, PSO_3, PSO_4

		kind of literature of America written in 2oth century		
		• To understand an outline trends and movements of 2oth century which shaped the writing styles, methods, and expression of these writers	PO$_1$	PSO$_2$,PSO$_4$,PSO$_9$
		• To identify and understand the features and characteristics of writers like Wallace Stevens, Sylvia Plath, Tennessee Williams, Albee, Hemingway, Faulkner, and Ralph Ellison	PO$_9$	PSO$_6$,PSO$_4$
		• To analyze their writings to make a sense of aspects like feminism, racism, masculinism	PO$_1$,PO$_3$	PSO$_1$,PSO$_2$,PSO$_5$

		, war, black and white relationship, and alienation		
		• To compare and assess different strategies and innovations brought by these writers to pave an altogether new literary landscape	PO$_8$	PSO$_5$,PSO$_7$,PSO$_{12}$
		• To elaborate the contexts further for proper estimation of these writers	PO$_8$	PSO$_5$,PSO$_7$,PSO$_{12}$
MA ENG – EL-4.4	New Literatures in English	The student teacher will be able		
		• To know and find about different kinds of englishes and literatures written in those countries which once were the colony of England	PO$_1$	PSO$_3$,PSO$_{10}$,PSO$_9$
		• To classify, explain and understand the colonial and	PO$_7$,PO$_9$	PSO$_1$,PSO$_4$,PSO$_5$

		postcolonial transactions		
		• To construct and develop an understanding as how writings form these colonized nations differ from one another	PO$_5$,PO$_9$	PSO$_1$,PSO$_3$,PSO$_4$
		• To examine the misnomers like Commonwealth Literature and to a certain extent Postcolonial Literature	PO$_1$,PO$_2$	PSO$_2$,PSO$_4$,PSO$_7$
		• To explain and evaluate the writers like A.D. Hope, Atwood, Walcott, Edwin Thumboo, Achebe, Naipaul, Coetzee, Soyinka and Thiong'o	PO$_3$	PSO$_1$,PSO$_6$
		• To elaborate the notions about various terms like	PO$_9$	PSO$_2$,PSO$_4$

		migrant, immigrant, and expatriate		
		• To estimate the contributions of these writers in global scenario while focusing on the idea of empire writing back	PO$_1$,PO$_9$	PSO$_1$,PSO$_4$,PSO$_6$