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DEPARTMENT OF ENGLISH  
(ENGLISH HONOURS)

COURSE OUTCOMES & PROGRAMME OUTCOMES  
NEP SEMESTERIZED UNDER-GRADUATE COURSE 2020

IN  
ENGLISH HONOURS

INTRODUCTION:

**Outline of the NEP SEMESTERIZED UNDER-GRADUATE COURSE 2020:**

**Subject code: ENG for English**

Following the NEP 2020 guidelines, following five (5) types of courses are offered in English

- a. MAJ: Major courses
- b. MIN: Minor courses (for students who are not ENG majors)
- c. SEC: Skill enhancement courses (for ENG major students)
- d. AEC: Ability enhancement courses (compulsory for all students of second semester)
- e. MDS: Multi-disciplinary courses (open to all students, i.e. both ENG majors and those who are not ENG majors)

**Explanation of a course code:** Course code MAJ201, MAJ stands for major course. For all other course codes refer to abbreviations used in the above list. This is followed by the numeral 2. For all course codes this refers to the semester level of the course. A minor (MIN) course can be offered for both Semesters I and II and II and IV, but it will be referred to by the first semester they are offered. Next two digits (in this case 0 and 1) refer to the serial number.

# COURSE OUTCOME

Subject	Semester	Course code	Course title			Course outcome(After completing the course the students will be able)
English	SEM-I	MAJ101	<b>Reading, Writing and Presentation</b>			<ul style="list-style-type: none"> <li>• To acquaint students with basic knowledge about English grammar</li> <li>• To be familiar with the names of literary terms</li> <li>• To develop their communication skills and knowledge of literature</li> <li>• To demonstrate the intricacies regarding English language</li> <li>• To initiate and interest in the scientific study of language as well as literature</li> <li>• To enable the students about their presentation skill and technology</li> </ul>
			UNIT	<b>Unit Title</b>	<b>Texts/ content</b>	
			<b>UNIT I</b>	Literary Terms	(i) persona (ii) genre (iii) image (iv) symbol (v) epic (vi) lyric (vii) novel (viii) comedy (ix) tragedy (x) character (xi) connotation and denotation, (xii) irony (xiii) narrative and narratology (xiv) point of view	
			<b>UNIT II</b>	Academic Writing	(i) Writing process (ii) Conventions of academic writing (iii) Summarizing and paraphrasing (iv) Critical thinking in writing (v) Argument in writing(vi) Citing resources	
		<b>UNIT III</b>	Presentation skills	(i) The audience and the objective (ii) Choice of medium of presentation (iii) Techniques of effective presentation (iv) Structuring the presentation and time management (v) Visual aids and use of technology (vi) Clarity and non-verbal communication		
		MIN101	<b>Grammar, Translation and Letter &amp; Application Writing</b>			<ul style="list-style-type: none"> <li>• To develop their communication skills and knowledge of literature</li> <li>• To acquaint students with basic knowledge about English grammar</li> <li>• To learn about the production and perception of speech sounds</li> <li>• To learn phonology students have to study of more complex and abstract sound patterns and structures</li> <li>• Be familiar with the rules that govern the structure and arrangement of keywords, symbols and other elements</li> </ul>
			<b>UNIT I</b>	<b>Language</b>	(i) Language and communication (ii) Language varieties: standard and non-standard language (iii) Language change.	
<b>UNIT II</b>	<b>Phonetics and Phonology</b>		(i) Introduction to English vowel and consonant sounds (ii) Stress and phonemic transcription of connected speech (iii) Syllabic structure and consonant cluster			
<b>UNIT III</b>	<b>Syntax and Semantics</b>		(i) Categories and constituents (ii) Phrase structure (iii) Maxims of conversation			

		SEC101	Soft Skills		<ul style="list-style-type: none"> <li>To enable the students to utilised soft skill like critical thinking, problem solving, digital literacy etc.</li> <li>To know the students about the strategy of public speaking and professional writing</li> <li>To encourage the students to build their successful professional carrier in future</li> </ul>	
			Unit Title	Topics		
			Soft Skills	(i) Teamwork (ii) Emotional intelligence (iii) Adaptability (iv) Leadership (v) Problem solving		
		MDS101	Women and Empowerment			<ul style="list-style-type: none"> <li>To evoke gender sensitization and disseminate ideas regarding the empowerment of the women</li> <li>To encourage to all the female to take all decisions from their choice</li> <li>To give strengths to all of the students by taking their education and choose their own life</li> <li>To know the role of women in the advancement of the society</li> <li>Get idea of the exploitation of women on society</li> </ul>
			Unit Title	Texts/ contents		
			UNIT I	Theory	(i) Social construction of gender and patriarchy (ii) History of women's movements (iii) Women, law and the Indian Constitution (iv) Women, environment and society	
UNIT II	Texts		[A] (i) "Amar Jiban" by Rasasundari Debi (ii) "Daddy" by Sylvia Plath [B] (i) "The Intrusion" by Shashi Deshpande (ii) "Caged Bird" by Maya Angelou			

**COURSE OUTCOME NEP**

Subject	Semester	Course code	Course title			Course outcome(After completing the course the students will be able)
English	SEM-II	MAJ201	Uses of English in India			<ul style="list-style-type: none"> <li>To enable the students to connect with people of other country</li> <li>Be familiar with Indian culture which is portrayed in literary works</li> <li>Helps the students to conduct international business and to participate in global events and discussions</li> <li>To learn phonology students have to study of more complex and abstract sound patterns and structures</li> <li>To know the art of speaking and writing effectively</li> <li>To acquaint students with tone, rhythm and emphasis which transform speaking word into a powerful means of expression</li> </ul>
			UNIT	Unit Title	Texts/ content	
			UNIT I	ENGLISH IN INDIA	(A) British colonial period – (i) Exploration phase (pre 1813) (ii) Transportation phase (1813-1835) (iii) Consolidation and dissemination (post 1835) (B) Independent India – (i) English and the struggle for the Swadeshi and Indian Independence (ii) Language Riots The Official Language Commission and The Official Language Act (iii) Indians' English: errors and idiosyncrasies (iv) Perspectives on teaching English in independent India (v) English and Indian languages (vi) Neo-colonialism, globalization and English	
			UNIT II	USE OF ENGLISH	(A) Language and its features (B) (B) Phonetics and Phonology (C) (C) Syntax and Semantics	
		UNIT III	RHETORIC & PROSODY	(A) ONLY the fourteen mentioned in the text book of the Unit II (B) Disyllabic measures - the four mentioned in the prescribed text of the Unit II (C) (B) Trisyllabic measures - the three mentioned in the prescribed text of the Unit II		
		SEC201	Business Communication			<ul style="list-style-type: none"> <li>Be familiar with business</li> <li>To acquaint the students with basic knowledge of sharing information</li> </ul>
		UNIT I	Written Communication	(i) Writing a project/ fieldwork report (ii) Writing a report on business negotiations (iii) Summarizing annual report of a		

					company (iv) Writing minutes of a meeting (v) Electronic correspondence	between people within the work place and outside of company
			<b>UNIT II</b>	<b>Verbal Communication</b>	(i) Spoken English for Business communication (ii) Making a business presentation with suitable aids	<ul style="list-style-type: none"> <li>To know how employees and management interact to reach the organisational goal</li> <li>To develop their communication skills and knowledge in English language</li> <li>To enable the students about their presentation skill and technology</li> </ul>
		<b>AEC201</b>	<b>Communicative English</b>			<ul style="list-style-type: none"> <li>To develop both academic and interpersonal competences</li> <li>To improve the skill of speaking, listening, reading as well as writing</li> <li>To initiate and interest in the scientific study of language as well as literature</li> </ul>
			<b>Unit</b>	<b>Unit Title</b>	<b>Topics</b>	
			<b>UNIT I</b>	<b>Language and Communication</b>	(a) History (b) Theory (c) Types (d) Modes (e) Barriers (f) Strategies	
			<b>UNIT II</b>	<b>Reading and Writing</b>	(a) Strategies (b) Literary texts (c) Content texts (d) Common writing requirements	
			<b>UNIT III</b>	<b>Speaking Skills</b>	(a) Dialogue (b) Group discussion (c) Interview (d) Public Speaking	
		<b>MDS201</b>	<b>Literature and Environment</b>			<ul style="list-style-type: none"> <li>To be familiar with the names of various literary forms</li> <li>To acquaint the students with the fusion of life literature and environment</li> <li>To develop the knowledge of the students about nature and literature</li> </ul>
			<b>Unit Title</b>	<b>Texts/ contents</b>		
			<b>UNIT I</b>	<b>Novel</b>	Dweepa by Na D'Souza	
			<b>UNIT II</b>	<b>Poem and Essay</b>	(i) "Three Years She Grew in Sun and Shower" by William Wordsworth (ii). "Battle of the Ants". Excerpt from "Brute Neighbors" Ch.12. Walden (iii) "Ode to the West Wind" by P.B.Shelley	

## **PROGRAMME OUTCOMES**

- **PO1. Critical Thinking:** The undergraduate students will be able to process information, discern patterns, identify problems and provide solutions
- **PO2. Effective Communication:** The capability of expressing their ideas clearly and respond appropriately to the communications of others in speech and writing would be one of the key outcomes of this course.
- **PO3. Social Interaction:** The students will interact effectively with peers, faculty and management and effectively develop themselves in holistic cognizance of their surroundings and appreciate aesthetics in everyday life.
- **PO4. Effective Citizenship:** The students will be able to exercise their rights correctly, and carry out their duties as responsible citizens of their country
- **PO5. Ethics:** The students will be able to discern the moral conundrums that are present in everyday life and be able to identify the right path based on the value system inculcated in them by the institution
- **PO6. Environment and Sustainability:** The capability of making sensible choices based on their knowledge of the environment and the factors that threaten it, is a critical outcome from this course.
- **PO7. Self-directed and Lifelong Learning:** The course will facilitate access to sources of information and students will be able to process information on a need to use basis, and constantly upgrade their knowledge and skills.