



**GOVERNMENT GENERAL DEGREE COLLEGE, NARAYANGARH**

**PROGRAMME OUTCOME (PO)  
&  
COURSE OUTCOME (CO)**

*(According to Choice Based Credit System)*

**ACADEMIC SESSION: 2018-2019**

**DEPARTMENT OF ENGLISH**

# **B. A. GENERAL IN ENGLISH**

## **PROGRAMME OUTCOME (PO)**

By the end of the program UG in English, the Programme will -

1. helps the students to gain an understanding of the evolution of language and culture implicit within the study of literature
2. imparts a holistic notion of social responsibility and wellbeing
3. augments the critical thinking abilities of students
4. equips the students for competitive exams about professional courses and services.
5. helps the students in learning skills for effective writing.
6. introduces works written by and about Dalit and tribal communities and imparts knowledge in the domain of alternative aesthetics.

## B. A. GENERAL IN ENGLISH

### PROGRAMME SPECIFIC OUTCOME (PSO)

**PSO1:** Learners will develop the ability to analyze and appreciate various forms of literature, including poetry, prose, drama, and fiction, understanding their historical and cultural contexts.

**PSO2:** Learners will enhance their critical thinking skills, enabling them to interpret and evaluate literary texts from multiple perspectives and theoretical frameworks.

**PSO3:** Learners will improve their oral and written communication skills, mastering the art of clear and coherent expression in English, suitable for various academic and professional contexts.

**PSO4:** Learners will gain a comprehensive understanding of the major periods, movements, and genres in English literary history, recognizing the evolution of literature over time.

**PSO5:** Learners will acquire essential research skills, including the ability to locate, evaluate, and synthesize information from diverse sources, and to construct well-argued and original research papers.

**PSO6:** Learners will develop an awareness of cultural diversity and ethical considerations through the study of literature, fostering empathy and global citizenship.

**PSO7:** Learners will become familiar with various theoretical and critical approaches to literature, such as feminism, post-colonialism, and psychoanalysis, and apply them to textual analysis.

**PSO8:** Learners will cultivate their creative writing abilities, experimenting with different genres and styles, and producing original literary works.

**PSO9:** Learners will understand the fundamentals of language structure, linguistics, and the history of the English language, enhancing their overall linguistic competence.

**PSO10:** Learners will explore the connections between literature and other disciplines, such as history, philosophy, psychology, and the arts, enriching their interdisciplinary knowledge and analytical skills.

# B. A. GENERAL IN ENGLISH

## COURSE OUTCOME (CO)

### SEMESTER: I

#### **DSC-1A (CC-1) : Poetry & Shorts**

##### **Course Contents:**

1. a) William Shakespeare: Sonnet 116  
b) William Wordsworth A Slumber did my Spirit Seal”
2. a) John Keats – “Bright Star”  
b) Wilfred Owen – “Strange Meeting”
3. Charles Lamb – “Dream Children”
4. H. E. Bates – “The Ox”

##### **Course outcome:**

After the completion of this course, the students will be able to:

1. Understand key concepts of poems and short stories, particularly the texts included in the syllabus.
2. Refer to relevant contemporary literary theories.
3. Demonstrate conceptual and textual understanding in exams
4. Prepare and present papers, and address the questions asked.
5. Contest in competitive examinations—written and interactive—related to teaching at all levels.

### SEMESTER: II

#### **DSC-1B (CC-2): Essay, Drama & Novel**

**Credits 06**

##### **Course Contents:**

1. George Orwell – “Shooting an Elephant”

2. R. K. Narayan – “A Library without Books”
3. George Bernard Shaw – Arms and the Man
4. J. B. Priestley – An Inspector Calls
5. Ernest Hemingway – The Old Man and the Sea

**Course outcome:**

After the completion of this course, the students will be able to:

1. Understand key concepts of 20th-century fictional and non-fictional prose writings as well as drama included in the syllabus.
2. Account for the role of context(s) in the production, reception, and transmission of major literary works of this age
3. Prepare and present papers, and address the questions asked.
4. Demonstrate conceptual and textual understanding in exams
5. Contest in competitive examinations—written and interactive—related to teaching at all levels.

**SEMESTER: III**

**DSC-1C (CC-3):: Contemporary India: women and empowerment**

**Credits 06**

**Course Contents:**

1. Social Construction of Gender:

- Masculinity, Femininity
- Patriarchy
- Sex & Gender
- Gender Socialization
- Gender discrimination
- Gender stereotyping

**Texts: (any one)**

Nivedita Menon : Sexualities: Issues in Contemporary Indian Feminisms (selections)

Nivedita Menon: Gender and Politics in India (Selections)

2. History of Women's Movements in India (Pre- and Post-Independence):

- Women and Nationalism
- Women and Partition
- Women and Political Participation

**Text: (any two)**

1. “Letters to a Wife: Satyendranath Tagore’s Letters to Jynadanandini Tagore” from Epistolary Cultures in 19 th century Bengal, StreeSamya, Kolkata,
2. Gholam Murshed “Chapter Four” from The Reluctant Debutante.
3. Urvashi Butalia ‘Beginnings’ from The Other Side of Silence
4. Jashodhara Bagchi and Shubharanjan Dasgupta. The Trauma and The Triumph: Gender and Partition in Eastern India, Vol I (“Introduction”)
3. Women and Law:
  - Women and the Indian Constitution
  - Personal Laws
  - Customary practices on inheritance and Marriage

**Text: (Selections from any one text)**

1. Flavia Agnes. Ed. Women and Law in India: An Omnibus Comprising
2. Flavia Agnes. Enslaved Daughters (selections).
3. Sudhir Chandra. Hindu Women and Marriage Law
4. Monomoyee Basu. Law and Gender Inequality.
5. Women and Violence:
  - State interventions
  - Domestic violence
  - Female foeticide
  - Sexual harassment

**Texts: (any one)**

1. Rokeya Sakhawat Hussain – Sultana’s Dream
2. Bama Faustina Soosairaj – Karukku

**Course outcome:**

After the completion of this course the students will be able to:

1. Differentiate between sex and gender and how the latter is a social construction.

2. Trace the history of women's movements in India (Pre- and Post-Independence) and its textual representations.
3. Learn the laws prevalent in contemporary India for securing gender equity.
4. Gain knowledge of female foeticide, sexual harassment, domestic violence against women, and state interventions to prevent these crimes.
5. Read and understand canonical texts written by such women writers as Rokeya Sakhawat Hussain and Bama Faustina Soosairaj.

### **SEMESTER: IV**

#### **DSC-1D (CC- 4): Academic Writing and Composition Credits 06**

##### **Course Contents:**

1. Introduction to the Writing Process: Conventions of Academic Writing, Writing in one's own words – Summarizing and Paraphrasing
2. Critical Thinking: Syntheses, Analyses, and Evaluation
3. Structuring an Argument: Introduction, Interjection, and Conclusion
4. Citing Resources, Editing, Book and Media Review

##### **Course outcome:**

After the completion of this course, the students will be able to:

1. Know about various innovative ways of using English language.
2. Distinguish between summarizing and paraphrasing.
3. Learn how to cite resources after writing a research article.
4. Learn how to write book and media review(s).
5. Write clearly, effectively, and creatively, and adjust writing style appropriately to the content, the context, and nature of the subject.
6. Demonstrate conceptual and textual understanding in tests and exams.

#### **DISCIPLINE SPECIFIC ELECTIVE (DSE)**

##### **DSE -1: British Literature Credits 06**

##### **Course Contents:**

1. William Shakespeare – As you Like It

2. Thomas Hardy- Ah, Are Digging on My Grave?
3. Robert Lynd- On Not Being a Philosopher

**Course outcome:**

After the completion of this course the students will be able to:

1. Understand key concepts of the texts included in the syllabus.
2. Demonstrate conceptual and textual understanding in tests and exams.
3. Prepare and present papers, and address the questions asked.
4. Contest in competitive examinations—written and interactive— related to teaching at all levels.

Or

**DSE- 1: Indian Literature in Translation**

**Credits 06**

**Course Contents:**

1. Rabindranath Tagore – The Wife’s Letter (Translation of Steer Patra)
2. Vijay Tendulkar – Silence: The Court is in Session (Translation of Shantata: Court Chalu Ahe)
3. Mahasweta Devi- ‘Draupadi’

**Course outcome:**

After the completion of this course, the students will be able to:

1. Acquaint themselves with such Indian writers as Rabindranath Tagore, Vijay Tendulkar and Mahasweta Devi, and their writings in translated versions.
2. Appreciate the literary works included in the syllabus at varied levels of comprehension.
3. Prepare and present papers, and address the questions asked.
4. Contest in competitive examinations—written and interactive—related to teaching at all levels.

**DSE2T: Partition Literature Credits 06**

**Course Contents:**

1. Sa’adat Hasan Manto, ‘Toba Tek Singh’, in Black Margins: Manto, tr. M. Asaduddin (New Delhi: Katha, 2003) pp. 212–20.



2. 2. Jibananda Das, 'I Shall Return to This Bengal', tr. Sukanta Chaudhuri, in Modern Indian Literature (New Delhi: OUP, 2004) pp. 8–13.

**Course outcome:**

After the completion of this course the students will be able to:

1. Read and understand the representative literary pieces of Partition Literature included in the syllabus.
2. Become acquainted with the spirit of the age as reflected through the texts included in the syllabus.
3. Account for the role of context(s) in the production, reception, and transmission of these literary works.
4. Prepare and present papers, and address the questions asked.
5. Contest in competitive examinations —written and interactive—related to teaching at all levels.

Or

**DSE-2 : Nation, Culture and India Credits 06**

**Course Contents:**

1. Amartya Sen – “Secularism and its Discontents” (from The Argumentative Indian)
2. Rabindranath Tagore – “Nationalism and India” (from Nationalism)

**Course outcome:**

After the completion of this course the students will be able to:

1. Acquaint themselves with such Indian writers as Amartya Sen and Rabindranath Tagore, and their writings are included in the syllabus.
2. Account for the role of context(s) in the production, reception, and transmission of these literary works.
3. Prepare and present papers, and address the questions asked.
4. Contest in competitive examinations— written and interactive—related to teaching at all levels.

**SKILL ENHANCEMENT COURSE (SEC)**

**SEC-1: Soft Skills Credits 02**

**Course Contents:**

1. Teamwork

2. Emotional Intelligence
3. Adaptability
4. Leadership
5. Problem solving

**Course Outcome:**

After the completion of this course the students will be able to:

1. Know the qualities needed for certain types of employment that do not depend on acquired knowledge alone: they include common sense, the ability to deal with people and positive flexible attitude.
2. Know about various innovative ways of using English language in verbal and nonverbal communication.
3. Write clearly, effectively, and creatively, and adjust writing style appropriately to the content, the context, and the nature of the subject.
4. Gain knowledge of time management, teamwork and leadership traits.

Or

**SEC-1: Film Studies Credits 02**

**Course Contents:**

1. Evolution of the Cinema: Silent Film, Talkie, Colour Film, Digital Age, 3D Films.
2. Response and Review: (Illustrative film shows & appreciation programme to be arranged)

**Course outcome:**

After the completion of this course the students will be able to:

1. Learn the history and evolution of the cinema and its various aspects.
2. Express concepts through writing.
3. Demonstrate conceptual and textual understanding in tests and exams.

**SEC-2: Creative Writing Credits 02**

**Course Contents:**

Unit 1. What is Creative Writing?

Unit 2. The Art and Craft of Writing

Unit 3. Modes of creative Writing

Unit 4. Writing for the Media

**Course outcome:**

After the completion of this course the students will be able to:

1. Gain knowledge of creative writing and its various modes
2. Know about various innovative ways of using English language to write a good original composition
3. Emerge as prospective writers
4. Demonstrate conceptual understanding in tests and exams

Or

**SEC-2: Technical Writing Credits 02**

**Course Contents:**

1. Communication: Language and communication, differences between speech and writing, distinct features of speech, distinct features of writing.
2. Writing Skills: Selection of topic, developmental, transitional and concluding paragraphs, descriptive, narrative, expository and argumentative writing.
3. Technical Writing: Formal and informal writings, formal writings/reports, letters, memorandum, notices, agenda, minutes, common errors to be avoided.

**Course outcome:**

After the completion of this course the students will be able to:

1. Know about various innovative ways of using English language in verbal and nonverbal communications.
2. Write clearly, effectively, and creatively, and adjust writing style appropriately to the content, the context, and the nature of the subject.
3. Emerge as prospective writers, editors, content developers, teachers etc.
4. Demonstrate conceptual and textual understanding in tests and exams

**SEC-3: Translation Studies**

**Credits 02**

**Course Contents:**

1. Introducing Translation: A brief history and significance of translation in a multi-lingual and multicultural societies like India
2. Exercises in different Types/modes of translation:
  - a. Semantic/Literal
  - b. free sense/literary
  - c. Functional/communicative
  - d. Transcreation.
3. Introducing basic concepts and terms used in Translation Studies through relevant tasks:
  - a. Equivalence, Language variety, Dialect, Idiolect, Register, Style, Mode, and Code mixing/Switching.
  - b. Defining the process of translation (analysis, transference, restructuring) through critical examination of standard translated literary/non-literary texts.

**Course outcome:**

After the completion of this course, the students will be able to:

1. Communicate effectively with others
2. Know the theory, description, application and significance of translation in a multilinguistic and multicultural society like India.
3. Come to know different works that expand their knowledge.
4. Emerge as prospective writers, translators, editors, content developers, teachers etc.

Or

**SEC-3: English Language Teaching**

Credits 02

**Course Contents:**

1. Knowing the Learner

Or

Structures of the English Language

2. Methods of teaching English Language
3. Assessing Language Skills
4. Materials for Language Teaching

Or

#### 4.Using Technology in Language Teaching

##### **Course outcome:**

After the completion of this course the students will be able to:

1. Know about various innovative ways of using English language in verbal and nonverbal communications.
2. Write clearly, effectively, and creatively, and adjust writing style appropriately to the content, the context, and the nature of the subject.
3. Think about the relation between language and literature
4. Emerge as prospective writers, editors, content developers, teachers etc.
5. Demonstrate conceptual and textual understanding in tests and exams

#### **SEC-4: Business Communications Credits 02**

##### **Course Contents:**

1. Introduction to the Essentials of Business Communication: Theory and Practice
2. Writing a project report
3. Citing References, using bibliographical and research tools
4. Writing minutes of meetings
5. E-Correspondence
6. Making oral presentations (Viva for internal assessment)
7. Spoken English for Business Communication (Viva for internal assessment)

##### **Course outcome:**

After the completion of this course the students will be able to:

1. Know about various innovative ways of using English language in verbal and nonverbal communications.
2. Write clearly, effectively, and creatively, and adjust writing style appropriately to the content, the context, and nature of the subject.
3. Speak English fluently
4. Demonstrate conceptual understanding in tests and exams

*Or*

## **SEC-4: Spoken English Credits 02**

### **Course Contents:**

1. Differences between speech and writing – distinct features of Oral Communication; Essentials of Good Communication, Barriers of Communication
2. Listening: Weak Forms, Stress, Intonation, Voice Modulation, Telephonic Conversation, Rules of Interruption in Civilized discourse
3. Speech & Situation/ Context:
  - a) Greeting & Leave Taking
  - b) Making & Granting/Refusing Requests
  - c) Making Queries & Giving Information/Direction
  - d) Describing objects/processes
  - e) Narrating events & Commentary
  - f) Persuasion & Motivation
  - g) Complaints & Apologies
  - h) Expressing disapproval
  - i) Alerting & Warning
4. Presentation Skills: Interview, Debate, GD, Anchoring, Public Address, Broadcasting  
(Intensive learner-centric pedagogic mode and use of Language Lab are desirable for making the course successful. Having explained the preliminaries of each course content, teachers may put a group of learners in a particular situation of conversation and monitor their conversation/ use of language as facilitators.)

### **Course outcome:**

After the completion of this course, the students will be able to:

1. Distinguish between speech and writing.
2. Know the distinct features of oral communication and the essentials of good communication.
3. Learn presentation skills such as interview, debate, anchoring, public address and broadcasting.
4. Speak English fluently in different contexts.
5. Communicate effectively with others.

6. Demonstrate conceptual understanding in tests and exams.

### **Generic Elective (GE) [Interdisciplinary for another department]**

#### **GE-1: Gender & Human Rights Credits 06**

##### **Course Contents:**

1. Poetry: Meena Kandasamy “Aggression” Tamsula Ao “Laburnum for My Head”
2. Drama: Manjula Padmanabhan Lights Out
3. Essay: Virginia Woolf “Professions for Women”, Women’s Rights are Human Rights.  
Section V “The Human Rights Framework in Practice”

##### **Course outcome:**

After the completion of this course the students will be able to:

1. Acquaint themselves with such women writers as Meena Kandasamy, Tamsula Ao, Manjula Padmanabhan and Virginia Woolf .
2. Appreciate the literary works included in the syllabus at varied levels of comprehension.
3. Prepare and present papers, and address the questions asked.
4. Contest in competitive examinations—written and interactive—related to teaching at all levels.

**Or**

#### **GE-1: Contemporary India: Women and Empowerment Credits 06**

##### **Course Contents:**

1. Social Construction of Gender (Masculinity and Femininity), Patriarchy
2. History of Women's Movements in India (Pre-independence, post independence) Women, Nationalism, Partition Women and Political Participation
3. Women and Law Women and the Indian Constitution, Personal Laws (Customary practices on inheritance and Marriage)
  1. (Supplemented by workshop on legal awareness)
4. Women and Environment State interventions, Domestic violence, Female foeticide, sexual harassment Female Voices: Sultana’s Dream Dalit Discourse:

##### **Course outcome:**

After the completion of this course the students will be able to:

1. Differentiate between sex and gender and how the latter is a social construction.
2. Trace the history of women's movements in India (Pre- and Post-Independence) and its textual representations.
3. Learn the laws prevalent in contemporary India for securing gender equity.
4. Gain knowledge of female foeticide, sexual harassment, domestic violence against women and state interventions to prevent these crimes.
5. Read and understand, "Sultana's Dream", written by Rokeya Sakhawat Hussain .

Or

### **GE-1 : Academic Writing and Composition Credits 06**

#### **Course Contents:**

1. Introduction to the Writing Process
2. Introduction to the Conventions of Academic Writing
3. Writing in one's own words: Summarizing and Paraphrasing
4. Critical Thinking: Syntheses, Analyses, and Evaluation
5. Structuring an Argument: Introduction, Interjection, and Conclusion
6. Citing Resources; Editing, Book and Media Review

#### **Course outcome:**

After the completion of this course, the students will be able to:

1. Know about various innovative ways of using the English language.
2. Distinguish between summarizing and paraphrasing.
3. Learn how to cite resources after writing a research article.
4. Learn how to write book and media review.
5. Write clearly, effectively, and creatively, and adjust writing style appropriately to the content, the context, and the nature of the subject.
6. Demonstrate conceptual and textual understanding in tests and exams.



## **GE-2: Environment & Literature Credits 06**

### **Course Contents:**

Introduction (Nature in Oriental & Western Thought, Deep Ecology, Third-World Environmentalism)

1. Gordon J. L. Ramel. 'Daffodils No More'
2. Mahasweta Devi. 'Pterodactyl'
3. Ruskin Bond. 'Dust on the Mountains'

### **Course outcome:**

After the completion of this course the students will be able to:

1. Gain a coherent knowledge and a critical understanding of eco literature and its key historical, cultural and theoretical developments.
2. Critically evaluate arguments and assumptions about eco literature and various modes of interpretation.
3. Acquaint themselves with such eco-conscious writers as Gordon J. L.
  1. Ramel, Mahasweta Devi and Ruskin Bond, and their writings included in the syllabus.
4. Express concepts through writing.
5. Demonstrate conceptual and textual understanding in tests and exams.

Or

## **GE-2: Novel and Prose Credits 06**

### **Course Contents:**

1. Charles Dickens: Oliver Twist
2. R.K.Narayan: A Library without Books
3. Guy de Maupassant: My Uncle Jules

### **Course outcome:**

After the completion of this course the students will be able to:

1. Acquaint themselves with such writers as Charles Dickens, R.K.Narayan and Guy de Maupassant, and their writings included in the syllabus.
2. Understand key concepts of fictional and non-fictional prose writings as included in the syllabus.
3. Account for the role of context(s) in the production, reception, and transmission of these texts.
4. Address the questions asked.
5. Demonstrate conceptual and textual understanding in exams
6. Contest in competitive examinations—written and interactive—related to teaching at all levels.

Or

## **GE-2: Language and Linguistics    Credits 06**

### **Course Contents:**

1. Language: language and communication; language varieties: standard and nonstandard language; language change.
2. Phonetics: Overview of Articulatory Phonetics. The Consonants of English. The Vowel Sounds of English
3. Phonology and Phonetic Transcription: The Phonology of English. Transcription of Consonants. Transcription of Vowels
4. Syntax and semantics: categories and constituents of phrase structure; (Noun Phrase & Verbal).

### **Course outcome:**

After the completion of this course, the students will be able to:

1. Know about various innovative ways of using English language in verbal and nonverbal communication.
2. Gain a coherent knowledge of the phonology of English, transcription of vowels and consonants, and categories and constituents of phrase structure.
3. Demonstrate conceptual understanding in tests and exams.

## **AECC-CORE ( AECC-Core)**

### **[Language-Core]**

### **[AECC- Core] English -1**

#### **CL-1(English): British Poetry -1 Credits 06**

1. Shakespeare : Shall I Compare Thee to a Summer's Day,  
John Donne – Batter my Heart  
Milton : On His Blindness  
Pope: Ode on Solitude  
William Blake: A Poison Tree  
Wordsworth : To the Skylark  
Shelley : To a Skylark  
Keats : Ode to Autumn  
Rhetoric and Prosody

#### **Course outcome:**

After the completion of this course, the students will be able to:

1. Acquaint themselves with such British poets as Shakespeare, John Donne, Milton, Pope, William Blake, Wordsworth, Shelley, and Keats, and their poems included in the syllabus.
2. Gain a coherent knowledge about various figures of speech and their usage in the poems included in the syllabus.
3. Learn how to scan a poem.
4. Demonstrate conceptual understanding in tests and exams.

**Or**

#### **CL-1(English): Language, Variety and Stylistics Credits 06**

1. Language & Communication – distinctness of human language
2. Language varieties – Standard & Non-standard Language, Formal & Informal
3. Difference between Declarative and Expressive forms of language – when Statement  
1. becomes Expression
4. Register, Collocation and Style

**Course outcome:**

After the completion of this course the students will be able to:

1. Know about various innovative ways of using English language in verbal and nonverbal communications.
2. Gain a comprehensive knowledge of distinctness of human language, varieties of language, difference between declarative and expressive forms of language and stylistics in linguistics.
3. Demonstrate conceptual understanding in tests and exams.

**CL-2(English): Poetry - 2 Credits 06****Course Contents:**

1. Alfred L.Tennyson : Break BreakBreak,
2. Robert Browning: Porphyria's Lover
3. T.S.Eliot: Preludes
4. W.B. Yeats: The Lake Isles of Innisfree

**Course outcome:**

After the completion of this course the students will be able to:

1. Acquaint themselves with such Victorian poets as, Alfred Tennyson and Robert Browning, and their poems included in the syllabus.
2. Become acquainted with the spirit of the Victorian age as reflected through such poetic texts as Alfred Tennyson's, "Break Break" and Robert Browning's, "Porphyria's Lover."
3. Understand the avant-garde forms of literary expression and their departures from earlier forms of representation.
4. Develop an understanding of the various forms of critique of modernity that evolved in England and other parts of Europe in the 20th century.
5. Gain awareness of new disciplines/areas of inquiry that decisively influenced European art and literature in the 20th century.
6. Acquaint themselves with such modern poets as, T.S.Eliot and W.B. Yeats, and their poems included in the syllabus.
7. Engage analytically with existing criticism and interpretations of 19th and 20th-century poetry.

8. Express concepts through writing.
9. Demonstrate conceptual and textual understanding in tests and exams.
10. Contest in competitive examinations—written and interactive—related to teaching at all levels.

Or

### **CL-2(English): Language, Imagination & Creativity Credits 06**

#### **Course Contents: Language, Imagination & Creativity**

1. Plain Language and Figurative Language (Related Tropes like Metaphor, Conceit, Metonymy etc.)
2. Language and Emotion – Hyperbole, Pathetic Fallacy, Irony, Understatement
3. Escape from Banality – Foregrounding devices like Parallelism & Deviation
4. Avoiding/ Cultivating Ambiguity – Ambiguity: Weakness or Strength

#### **Course outcome:**

After the completion of this course, the students will be able to:

1. Develop an understanding of various figures of speech included in the syllabus and their usage in creative writing.
2. Demonstrate conceptual understanding in tests and exams.
3. Contest in competitive examinations—written and interactive—related to teaching at all levels.

# **B. A. HONOURS IN ENGLISH**

## **PROGRAMME OUTCOME (PO)**

The programme will--

- Helps the students gain an understanding of the evolution of language and culture implicit within the study of literature
- Imparts a holistic notion of social responsibility and well-being.
- Augments the critical thinking abilities of students.
- Equips the students for competitive exams pertaining to professional courses and services.
- Helps the students learn skills for effective writing.
- Introduces works written by and about Dalit and tribal communities and imparts knowledge in the domain of alternative aesthetics.

## B. A. HONOURS IN ENGLISH

### PROGRAMME SPECIFIC OUTCOME (PSO)

**PSO1:** Students will develop the ability to analyze and interpret various forms of literature, including poetry, prose, drama, and fiction, from different historical periods and cultures.

**PSO2:** Students will gain an understanding of the historical, social, and cultural contexts that shape literary works, enabling them to appreciate the influences and implications of literature across different eras.

**PSO3:** Students will learn to apply various literary theories and critical approaches to the analysis of texts, enhancing their ability to engage with and critique literature from multiple perspectives.

**PSO4:** Students will develop strong research skills, including the ability to locate, evaluate, and synthesize information from a variety of sources, and to present their findings in well-organized and properly documented academic writing.

**PSO5:** Students will enhance their proficiency in written and oral communication, learning to articulate their ideas clearly and persuasively in academic and professional settings.

**PSO6:** Students will cultivate their creative writing skills, exploring various genres and styles, and producing original works that reflect their individual voices and imaginative capabilities.

**PSO7:** They will acquire an understanding of the English language, including its structure, history, and variations, as well as the fundamentals of linguistics and language analysis.

**PSO8:** Students will engage in comparative literary studies, examining similarities and differences between texts from different languages, regions, and literary traditions, fostering a broader literary perspective.

**PSO9:** Students will develop strong critical thinking and analytical skills, enabling them to engage thoughtfully with complex texts, formulate coherent arguments, and evaluate diverse viewpoints.

**PSO10:** Students will gain an appreciation for the ethical, cultural, and social issues reflected in literature, promoting a deeper understanding of and empathy for different human experiences and values.

# B. A. HONOURS IN ENGLISH

## COURSE OUTCOME (CO)

### SEMESTER: I

#### CC-1: British Poetry and Drama: Beginning to 14th Century and History of English language (6 credits)

##### Course Contents:

##### Group: A (History of Literature)

- Old English poetry and prose
- *Beowulf*
- Chaucer: *The Wife of Bath's* Prologue

##### Group: B (Philology)

- Influences: Greek, Latin, Scandinavian, French

##### Course outcome:

After the completion of this course, the students will be able to:

1. Understand key concepts of old and medieval poems included in the syllabus
2. Become acquainted with the spirit of the Old and Middle Ages as reflected in certain poetic texts.
3. Account for the role of context(s) in the production, reception, and transmission of major literary works during the Old and Middle Ages
4. Engage analytically with existing criticism and interpretations of Old and Middle English poetry and work independently on practical as well as theoretical problems of literary analysis and interpretation
5. Know the process of beginning and growth of the English language
6. Analyse a wide range of problems relating to literary and historical Scholarship.



## **CC-2: British Poetry and Drama: Renaissance to 17th and 18th Centuries (6 credits)**

### **Course Contents:**

#### **Poetry:**

- Edmund Spenser: Sonnet LXXV “One day I wrote her name”
- William Shakespeare: Sonnet 130 “My mistress' eyes are nothing like the sun”
- John Donne: ‘Good Morrow’
- Milton: *Paradise Lost* Book-I
- Pope: *Rape of the Lock* (3 cantos)

#### **Play:**

- Christopher Marlowe: *Edward II*
- William Shakespeare: *Macbeth*

#### **Literary terms related to poetry and drama:**

Allegory, Ballad, Blank-Verse, Heroic Couplet, Bathos, Comedy, Dramatic Monologue, Elegy, Image, Ode, Carpe-diem, Soliloquy, Symbol, Tragedy, Catharsis, Hamartia, Three Unities, Anagnorisis, Antagonist, Chorus, Denouement, Comic-relief, Aside, Anti-Hero, Catastrophe

#### **Course outcome:**

After the completion of this course, the students will be able to:

1. Understand key concepts of poems and drama texts included in the syllabus.
2. Learn some important literary terms related to poetry and drama
3. Refer to relevant contemporary literary theories.
4. Demonstrate conceptual and textual understanding in tests and exams
5. Prepare and present papers and address the questions asked.
6. Contest in competitive examinations—written and interactive—related to teaching at all levels.

## SEMESTER: II

### CC-3: British Literature (fiction and non-fiction): 18th Century Credits 06

#### Course Contents:

##### Play:

- William Congreve: *The Way of the World*

##### Prose:

- Jonathan Swift: *Gulliver's Travels* (Books III and IV)
- Addison and Steele: 'Sir Roger at Church'
- Laurence Sterne: *The Life and Opinions of Tristram Shandy, Gentleman*

#### Learning outcome:

After the completion of this course, the students will be able to:

1. Understand key concepts of 18th-century fictional and non-fictional prose writings as well as drama included in the syllabus.
2. Account for the role of context(s) in the production, reception, and transmission of major literary works of this age
3. Prepare and present papers and address the questions asked.
4. Express Concepts through Writing
5. Demonstrate conceptual and textual understanding in tests and exams
6. Contest in competitive examinations—written and interactive—related to teaching at all levels.

### CC-4: British Romantic Literature (1798-1832) (6 credits)

#### Course Contents:

##### Poetry:

- William Blake: 'The Lamb', 'The Tyger'
- William Wordsworth: 'Tintern Abbey'
- Samuel Taylor Coleridge: 'Christabel' Part-1
- Percy Bysshe Shelley: 'Ozymandias'
- John Keats: 'Ode to a Nightingale'

**Novel:**

- Mary Shelley: *Frankenstein*
- Jane Austen: *Pride and Prejudice*

**Course outcome:**

After the completion of this course, the students will be able to:

1. Gain knowledge of the representative texts of Romantic poetry and fiction included in the syllabus.
2. Become acquainted with the spirit of the Romantic age.
3. Account for the role of context(s) in the production, reception, and transmission of major literary works of the Romantic age.
4. Engage analytically with existing criticism and interpretations of Romantic poetry and fiction and work independently on practical as well as theoretical problems of literary analysis and interpretation.
5. Analyse a wide range of problems relating to literary and historical Scholarship

**SEMESTER: III**

**CC-5: British Literature: 19th Century (1832-1900) (6 credits)**

**Course Contents:**

**Poetry:**

- Alfred Tennyson: 'Ulysses'
- Robert Browning: 'My Last Duchess', 'The Last Ride Together'
- Mathew Arnold: 'Dover Beach'

**Novel:**

- Charles Dickens: *Hard Times*

**Course outcome:**

After the completion of this course, the students will be able to:

1. Gain knowledge of representative texts of Victorian poetry and fiction.
2. Become acquainted with the spirit of the Victorian age as reflected through certain poetic texts.
3. Account for the role of context(s) in the production, reception, and transmission of major literary works of the Victorian age.
4. Engage analytically with existing criticism and interpretations of 19th-century poetry and fiction and work independently on practical as well as theoretical problems of literary analysis and interpretation
5. Analyse a wide range of problems relating to literary and historical Scholarship

**CC-6: British Literature: The Early 20th Century (6 credits)****Course Contents:****Poetry:**

- W.B. Yeats: 'The Second Coming', 'The Wild Swans at Coole'
- T.S. Eliot 'The Love Song of J. Alfred Prufrock'

**Fiction:**

- Joseph Conrad: 'The Secret Sharer'
- Katherine Mansfield: 'The Fly'

**Course outcome:**

After the completion of this course, the students will be able to:

1. Know about the meaning and scope of the concepts of modernity and modernism.
2. Develop an understanding of the various forms of critique of modernity that evolved in England (and Europe) in the course of the 20th century
3. Study and interpret representative writings of the 20th century.

4. Acquaint themselves with the great tradition of modern European fiction.
5. Examine various literary techniques writers of the 20th century used in their writings and demonstrate an understanding of them.
6. Reflect upon the great upheaval that the world has undergone during the 20<sup>th</sup> century and the constructive role of literary activism/movements in restoring human values.

### **CC-7: American Literature (6 credits)**

#### **Course Contents:**

##### **Poetry:**

- Robert Frost: 'The Road Not Taken'
- Langston Hughes: 'Harlem to be Answered'
- Walt Whitman: 'O Captain, My Captain'

##### **Stories:**

- Edgar Allan Poe: 'The Purloined Letter'

##### **Novel:**

- Mark Twain: *The Adventures of Tom Sawyer*

##### **Play:**

- Tennessee Williams: *A Streetcar Named Desire*

#### **Course outcome:**

After the completion of this course, the students will be able to:

1. Identify the salient features of representative literary texts of American Literature
2. Contextualize the production and reception of the literary texts included in the syllabus.
3. Identify major theories related to literature and apply those theoretical approaches to a wide range of texts within American Literature.
4. Locate, analyse and collate available secondary resources for researching a scholarly topic within American Literature
5. Write papers that construct logical and informed arguments.

6. Prepare and deliver effective oral presentations and arguments.

## **SEMESTER: IV**

### **CC-8: European Classical Literature (6 credits)**

#### **Course Contents:**

- Homer: *The Iliad*, tr. E.V. Rieu (Harmondsworth: Penguin, 1985) (Book I).
- Sophocles: *Oedipus the King*, tr. Robert Fagles in Sophocles: The Three Theban Plays (Harmondsworth: Penguin, 1984).
- Plautus: *Pot of Gold*, tr. E.F. Watling (Harmondsworth: Penguin, 1965).
- Ovid Selections from *Metamorphoses* 'Bacchus', (Book III), 'Pyramus and Thisbe' (Book IV), tr. Mary M. Innes (Harmondsworth: Penguin, 1975).

#### **Course outcome:**

After the completion of this course, the students will be able to:

1. Read and understand the rich classical texts of Greco-Roman literature in translated versions.
2. Trace the nature of influence that all the classical texts have on modern English literature.
3. Appreciate these texts as a source of great wisdom.
4. Interpret these texts from contemporary points of view.

### **CC-9: Modern European Drama (6 credits)**

#### **Course Contents:**

- Henrik Ibsen: *Ghosts*
- Bertolt Brecht: *The Good Woman of Szechuan*
- Samuel Beckett: *Waiting for Godot*

**Course outcome:**

After the completion of this course, the students will be able to:

1. Acquaint themselves with writers like Henrik Ibsen, Bertolt Brecht, and Samuel Beckett and their writings.
2. Compare and contrast the writers from around the world and their unique styles.
3. Gain the ability to practically analyse any literary work by identifying different aspects of literature.
4. Interpret the text intensively and distinguish its salient features.
5. Appreciate the literary works at varied levels of comprehension.
6. Demonstrate the ability to use critical theories in literary evaluation.

**CC-10: Popular Literature (6 credits)****Course Contents:**

- Lewis Carroll: *Through the Looking Glass*
- Agatha Christie: *The Murder of Roger Ackroyd*
- Shyam Selvadurai: *Funny Boy*
- Sukumar Ray: *Abol Tabol* (Translated by Sukanta Chowdhuri)/ *Autobiographical Notes* by Ambedkar (For the Visually-Challenged students)

**Course outcome:**

After the completion of this course, the students will be able to:

1. Know the meaning of Popular Literature and its distinct characters.
2. Read and understand the representative popular literary pieces included in the syllabus.
3. Understand how formulaic elements create the ideal world without limitations or uncertainties in readers' imagination.
4. Probe into the literary and aesthetic merits of popular fiction.

**SEMESTER: V****CC-11: Postcolonial Literature (6 credits)****Course Contents:**

**Poetry:**

- Pablo Neruda: 'Tonight I can Write' 'The Way Spain Was'
- Derek Walcott: 'A Far Cry from Africa' 'Names'
- Mamang Dai: 'Small Towns and the River' 'The Voice of the Mountain'

**Novel:**

- Chinua Achebe: *Things Fall Apart*

**Stories:**

- Bessie Head: 'The Collector of Treasures'
- Ama Ata Aidoo: 'The Girl who can'

**Course outcome:**

After the completion of this course, the students will be able to:

1. Know how a literary text, explicitly or allegorically, represents various aspects of colonial oppression.
2. Question how a text reveals the problematics of post-colonial identity.
3. Learn how a text reveals the politics and/ or psychology of anti-colonialist resistance.
4. Trace the history of post-colonial movements in India and its textual representations.
5. Locate and represent subaltern voices through their own writings.

**CC-12: Women's Writing (6 credits)****Course Contents:****Poetry:**

- Emily Dickinson: 'I cannot live with you', 'I'm wife; I've finished that'
- Sylvia Plath: 'Daddy'
- Eunice De Souza: 'Advice to Women'



**Fiction:**

- Mahashweta Devi 'Draupadi', tr. Gayatri Chakravorty Spivak (Calcutta: Seagull, 2002)
- Toni Morrison: *Beloved*

**Non-Fiction:**

- Baby Kamble: *Our Wretched Life*
- Rassundari Debi Excerpts from *Amar Jiban* in Susie Tharu and K. Lalita, eds., *Women's Writing in India*, vol. 1 (New Delhi: OUP, 1989) pp. 191–2.

**Course outcome:**

After the completion of this course, the students will be able to:

1. Learn how and on what grounds women's writings can be considered as a separate genre.
2. Read and understand canonical texts written by Women writers across different ages.
3. Differentiate between sex and gender and how the latter is a social construction.
4. Be aware of the issues and concerns of women writers of developed, developing, and under-developed countries.

**SEMESTER: VI****CC-13: Indian Classical Literature (6 credits)****Course Contents:**

- Kalidasa. *Abhijnana Shakuntalam*, tr. Chandra Rajan, in Kalidasa: The Loom of Time (New Delhi: Penguin, 1989).
- Vyasa. 'The Dicing' and 'The Sequel to Dicing', 'The Book of the Assembly Hall', 'The Temptation of Karna', Book V 'The Book of Effort', in *The Mahabharata*: tr. and ed. J.A.B. van Buitenen (Chicago: Brill, 1975) pp. 106–69.
- Sudraka. *Mrcchakatika*, tr. M.M. Ramachandra Kale (New Delhi: Motilal Banarasidass, 1962).

**Course outcome:**

After the completion of this course, the students will be able to:

1. Read and understand the rich classical texts of Indian literature written in

Sanskrit, in translated versions.

2. Trace the nature of influence that all the classical texts have on modern English literature, both British and Indian writings in English.

3. Appreciate these texts as a source of great wisdom.

4. Interpret these texts from contemporary points of view.

### **CC-14: Indian Writing in English (6 credits)**

#### **Course Contents:**

##### **Poetry:**

- R.K. Narayan: Swami and Friends
- H.L.V. Derozio: 'The Harp of India'
- Kamala Das: 'Introduction'
- Nissim Ezekiel: 'The Night of the Scorpion'

##### **Fiction:**

- Mulk Raj Anand: 'Two Lady Rams'
- Salman Rushdie: 'The Free Radio'

##### **Drama:**

- Girish Karnad: *Tughlaq*

#### **Course outcome:**

After the completion of this course, the students will be able to:

1. Gain a comprehensive idea of the origin, growth and development of Indian English literature
2. Account for the role of context(s) in the production, reception, and transmission of major literary works of Indian Literature
3. Express Concepts through Writing
4. Demonstrate conceptual and textual understanding in tests and exams

## Discipline Specific Electives (DSE)

### DSE-1: Nineteenth Century European Realism Credits 06

#### Course Contents:

- Fyodor Dostoyevsky: *Crime and Punishment*, tr. Jessie Coulson (London: Norton, 1989).
- Gustave Flaubert: *Madame Bovary*, tr. Geoffrey Wall (London: Penguin, 2002).

#### Learning outcome:

After the completion of this course, the students will be able to:

1. Acquaint themselves with writers like Fyodor Dostoyevsky and Gustave Flaubert and their writings in translated versions.
2. Compare and contrast the writers from around the world and their unique styles.
3. Gain the ability to practically analyse any literary work by identifying different aspects of literature.
4. Interpret the text intensively and distinguish its salient features.
5. Appreciate the literary works at varied levels of comprehension.
6. Demonstrate the ability to use critical theories in literary evaluation.

### DSE-2: World Literatures Credits 06

#### Course Contents:

- V.S. Naipaul: *Bend in the River* (London: Picador, 1979).
- Julio Cortazar: 'Blow-Up', in *Blow-Up and other Stories* (New York: Pantheon, 1985).
- Judith Wright: 'Bora Ring', in *Collected Poems* (Sydney: Angus & Robertson, 2002) p. 8.

#### Course outcome:

After the completion of this course, the students will be able to:

1. Acquaint themselves with writers like V.S. Naipaul and Julio Cortazar and their writings
2. Interpret the text intensively and distinguish its salient features.
3. Appreciate the literary works at varied levels of comprehension.

4. Demonstrate the ability to use critical theories in literary evaluation.

### **DSE-3: Science Fiction and Detective Literature Credits 06**

#### **Course Contents:**

- Wilkie Collins: *The Woman in White*
- Arthur Conan Doyle: *The Hound of the Baskervilles*

#### **Course outcome:**

After the completion of this course, the students will be able to:

1. Know the meaning of science fiction and detective literature and their distinct characters.
2. Read and understand the representative literary pieces of science fiction and detective literature included in the syllabus.
3. Understand how formulaic elements create the ideal world without limitations or uncertainties in readers' imagination.
4. Probe into the literary and aesthetic merits of science fiction and detective literature.

**OR**

### **DSE-3: Literature and Cinema Credits 06**

#### **Course Contents:**

- William Shakespeare, *Romeo and Juliet*, and its adaptations: *Romeo & Juliet* (1968; dir. Franco Zeffirelli, Paramount); and *Romeo + Juliet* (1996; dir. Baz Luhrmann, 20th Century Fox).
- Bapsi Sidhwa, *Ice Candy Man* and its adaptation *Earth* (1998; dir. Deepa Mehta, Cracking the Earth Films Incorp.)
- Amrita Pritam, *Pinjar: The Skeleton and Other Stories*, tr. Khushwant Singh (New Delhi: Tara Press, 2009) and its adaptation: *Pinjar* (2003; dir. C.P. Dwivedi, Lucky Star Entertainment).

#### **Course outcome:**

After the completion of this course, the students will be able to:

1. Trace the nature of influence that literature has on cinema and vice versa

2. Read and understand the literary pieces and their adaptations included in the syllabus
3. Express Concepts through Writing
4. Demonstrate conceptual and textual understanding in tests and exams

#### **DSE - 4: Partition Literature Credits 06**

##### **Course Contents:**

- Amitav Ghosh: *The Shadow Lines*
- Dibyendu Palit: 'Alam's Own House', tr. Sarika Chaudhuri, *Bengal Partition Stories: An Unclosed Chapter*, ed. Bashabi Fraser (London: Anthem Press, 2008) pp. 453–72.
- Manik Bandhopadhyaya, 'The Final Solution', tr. Rani Ray, *Mapmaking: Partition Stories from Two Bengals*, ed. Debjani Sengupta (New Delhi: Srishti, 2003) pp. 23–39.
- Sa'adat Hasan Manto, 'Toba Tek Singh', in *Black Margins: Manto*, tr. M. Asaduddin (New Delhi: Katha, 2003) pp. 212–20.
- Jibanananda Das, 'I Shall Return to This Bengal', tr. Sukanta Chaudhuri, in *Modern Indian Literature* (New Delhi: OUP, 2004) pp. 8–13.

##### **Course outcome:**

After the completion of this course, the students will be able to:

1. Gain knowledge of representative texts of Partition Literature included in the syllabus.
2. Become acquainted with the spirit of the age as reflected through the texts included in the syllabus.
3. Account for the role of context(s) in the production, reception, and transmission of these literary works.

#### **Or, DSE - 4: Travel Writing Credits 06**

##### **Course Contents:**

- Ibn Batuta: 'The Court of Muhammad bin Tughlaq', Khuswant Singh's *City Improbable: Writings on Delhi*, Penguin Publisher
- Mark Twain: *The Innocent Abroad* (Chapters VII, VIII and IX) (Wordsworth

Classic Edition)

- William Dalrymple: *City of Djinns* (Prologue, Chapters I and II) Penguin Books
- Rahul Sankrityayan: *From Volga to Ganga* (Translation by Victor Kierman)  
(Section I Section II) Pilgrims Publishing

**Course outcome:**

After the completion of this course, the students will be able to:

1. Read and understand the representative works of Travel Literature included in the syllabus.
2. Express Concepts through Writing
3. Demonstrate conceptual and textual understanding in tests and exams

**Skill Enhancement Courses (SEC)**

**SEC-1: English Language Teaching Credits 02**

**Course Contents:**

- Knowing the Learner
- Structures of English Language
- Methods of Teaching English Language and Literature
- Materials for Language Teaching
- Assessing Language Skills
- Using Technology in Language Teaching

**Course outcome:**

After the completion of this course, the students will be able to:

1. Know various innovative ways of using English in verbal and nonverbal communication.
2. Write clearly, effectively, and creatively, and adjust the writing style appropriate to the content, the context, and the nature of the subject.
3. Think about the relation between language and literature
4. Emerge as perspective writers, editors, content developers, teachers, etc.
5. Demonstrate conceptual and textual understanding in tests and exams

## Or, SEC-1: Soft Skills Credits 02

### Course Contents:

What is soft skill? Teamwork, Adaptability, Leadership, Problem-solving Development of Soft skills: Precis, Comprehension, Essays

### Course outcome:

After the completion of this course, the students will be able to:

1. Know the qualities needed for certain types of employment that do not depend on acquired knowledge: they include common sense, the ability to deal with people, a positive, flexible attitude, etc.
2. Know various innovative ways of using English in verbal and nonverbal communication.
3. Write clearly, effectively, and creatively, and adjust the writing style appropriately to the content, the context, and the nature of the subject.
4. Gain knowledge of time management, teamwork, and leadership traits.

## Or, SEC-1: Translation Studies Credits 02

### Course Contents:

1. Introducing Translation: a brief history and significance of translation in a multi-linguistic and multicultural society like India.
2. Exercises in different Types/modes of translation, such as
  - a. Semantic / Literal translation
  - b. Free / sense/ literary translation
  - c. Functional/ communicative translation
3. a) Introducing basic concepts and terms used in Translation Studies through relevant tasks, for example, Equivalence, Language variety, Dialect, Idiolect, Register, Style, Mode, Codemixing / Switching.  
b) Translation in Practice. Resources for Practice: Dictionaries Encyclopedias Thesauri Glossaries , Software of translation

### Course outcome:

After the completion of this course, the students will be able to:

1. Communicate effectively with others
2. Know the theory, description, application and significance of translation in a multilinguistic and multicultural society like India.
3. Come to know different works that expand their knowledge.
4. Emerge as perspective writers, translators, editors, content developers, teachers, etc.

## **SEC-2: Creative Writing Credits 02**

### **Course Contents:**

Unit 1: What is Creative Writing?

Unit 2: The Art and Craft of Writing

Unit 3: Modes of Creative Writing

Unit 4: Writing for the Media

Unit 5: Preparing for Publication

### **Course outcome:**

After the completion of this course, the students will be able to:

1. Gain knowledge of creative writing and its various modes
2. Know about various innovative ways of using the English language to write a good original composition
3. Emerge as perspective writers
4. Demonstrate conceptual understanding in tests and exams

## **Or, SEC-2: Business Communication Credits 02**

### **Course Contents:**

- Introduction to the essentials of Business Communication: Theory and practice
- Writing a project report
- Writing reports on field work/visits to industries, business concerns, etc./ business negotiations.
- Summarizing annual reports of companies
- E-correspondence



- Spoken English for business communication (Viva for internal assessment)

**Course outcome:**

After the completion of this course, the students will be able to:

1. Know about various innovative ways of using English language in verbal and nonverbal communications.
2. Write clearly, effectively, and creatively, and adjust the writing style appropriately to the content, the context, and the nature of the subject.
3. Speak English fluently
4. Demonstrate conceptual understanding in tests and exams

Or,

**SEC-2: Technical Writing Credits 02****Course Contents:**

1. Communication: Language and communication, are distinct features of writing.
2. Writing Skills; Selection of topic, thesis statement, developing the thesis introductory, developmental, transitional and concluding paragraphs, linguistic unity, coherence and cohesion, descriptive, narrative, expository and argumentative writing.
3. Technical Writing: Scientific and technical subjects, formal and informal, writings; formal writings/reports, handbooks, manuals, letters, memorandum, notices, agenda, minutes; common errors to be avoided.

**Course outcome:**

After the completion of this course, the students will be able to:

1. Know various innovative ways of using English in verbal and nonverbal communication.
2. Write clearly, effectively, and creatively, and adjust the writing style appropriately to the content, the context, and the nature of the subject.
3. Emerge as perspective writers, editors, content developers, teachers, etc.
4. Demonstrate conceptual and textual understanding in tests and exams.