

Programme Outcomes (POs)

Metric no. 2.6.1

English Honours (CBCS)

Core Abilities and Skills Developed

1. **Literary and Linguistic Competence:** The course is aimed to train students into developing abilities to ‘close read’ and analyze both high and popular literary texts apart from honing their basic communicative reading and writing skills.
2. **Systematic Knowledge of English Literature:** Students acquire a thorough grounding in the various genres of literatures that also include important examples of literatures in translation.
3. **Focus on Contemporary Critical and Theoretical Developments:** The course is designed to make students have a preliminary grasp of contemporary facets of English literary studies with a focus on critical theory that overlap with important areas of other branches of humanities.

Other Enabling Facets and Skills

- Communication Skills.
- Exposure to Interdisciplinary Texts and Issues.
- Ethical Awareness of Important Topical Issues related to Society and Gender.
- Awareness of a Diverse Range of Cross-cultural Factors.
- Critical Argument Formation and Basic Research Aptitude Development.
- Development of Team-Work Strategies through Staging Plays and Seminar Presentations.
- Creative Writing and Translation Workshops.
- Value Added Course (VAC) organized by the English Department (under the aegis of IQAC of the institution) with the aid of other resource persons help in honing the communicative and creative writing skills of students in keeping with the realistic changes and demands in the job-market scenario.

Diverse Career Prospects

- Studying English literature and language often act as an effective springboard of sorts to launch students into a broad range of career options based not only on the skill-set they acquire over the course of three years but also because of their

orientation toward global issues in society and culture, whose critical changes in recent years are reflected in the shifting profile of contemporary job-market.

- While some students go on to pursue the traditional job prospects that require them to appear for various competitive examinations, some have a tendency to take up teaching as career and the remainder go for mass communication, journalism to various forms of content development related jobs.