

COURSE OUTCOME

Semester wise and paper wise

SEMESTER I

I. FINE TUNE YOUR ENGLISH

1. To train the children to write and speak proper English
2. To introduce new words that can later be included in their vocabulary
3. Help the children to write application letters, resumes and attend interviews which are connected to career presentations
4. To inspire the children to read more which might lead to project formations
5. To help children understand the basic structures that are different in the mother-tongue as also the different variants of English
6. To inspire children to read more books and write reviews which will open the doors of world literature to them

II. CORE1- METHODOLOGY FOR STUDYING LITERATURE.

1. The students will know about the emergence of literature as a specific discipline within the humanities.
2. They will have an idea about traditional approach to literary criticism and also about the formalistic approach.
3. They will have learned about the shift towards contextual-political critiques of literary studies.
4. They will also have learned about questions raised by cultural studies, feminisms, subalternity and regionality in the literary domain.

III. EDUCATION IN INDIA (Complementary)

1. To inform the students of the ways in which education in India has been set up
2. To familiarize the students with various approaches to education
3. To establish the reforms, changing trends and circumstances which were carried out in the system through various commissions
4. To inculcate among the students the fundamental aim of education which is to enable the autonomous development of the individual
5. To enable students to see education as part of molding themselves and others as good citizens
6. To make students be aware of the harmonious and complete living that is achieved through education

IV. SCHOOL ORGANISATION (Vocational)

1. Understand the structure and functioning of a school and its organisational framework.
2. Appreciate the mechanism of school management and administration.
3. Analyse the functioning of schools in Kerala with special reference to the hierarchy of administration.
4. Create a model for proper school organisation.
5. Enhance the knowledge and experience with school organisation.
6. Organise and deliver relevant knowledge application with effective communicational and knowledge back up.

V. PEARLS FROM THE DEEP

English paper II (Common)

1. As the title of the book suggests, the main objective of this paper is to hunt deep into the treasures of various literary works and bring them up for the students to devour the taste of different literary genres in English literature.
2. Another objective is to render to the readers the skill to comprehend narratives like the novel in the first module.
3. Drama needs a special kind of technical skill and the second module in the text provides the learners to have a deep insight on the tone, rhythm, intonation etc. One of the main objectives is to learn language through dialogues and other techniques used in the plays or drama.
4. Through teaching stories of different authors students acquire the habit of reading and comprehending structures, vocabulary, cultural habits, and literary tastes of different people around the world.
5. Reading poetry induces imagination skills and this objective is imposed for the students of literature and teaching to enhance their skill in writing and thus worming out their own ideas and critical notions on each aspect of life as poetry and literature are only but reflections on life.

SEMESTER II

I. ISSUES THAT MATTER (Common)

1. The students will be able to have an understanding of problems which are relevant in contemporary society.
2. They will get an awareness about the major issues which needs to be attended
3. They will also respond sensitively to the issues raised through the lessons.
4. The students will also absorb positive values imparted through the lessons while the they also imbibe new language skills.

II. CORE 2- INTRODUCTION TO LANGUAGE AND LITERATUR

1. The students will learn about the evolution and differential traits of English language till present time.
2. They will know about the evolution of literature from antiquity to post modern times.
3. They will also have an idea about the varieties of genres and strategies of representation and narration.
4. The students will also know about relationship between literature and film as two narrative expressions.

III. EDUCATIONAL PSYCHOLOGY (Complementary paper)

1. The first objective of learning educational psychology by students of English Teaching Course is to know the relation between education and psychology in the primary level.
2. Without understanding the mental disposition of a student proper teaching-learning is impossible. Educational psychology helps to achieve this goal.
3. As the course is vocational 'Teaching', every student of this course must have an awareness about the growth and development of the child learner (from childhood to adolescence).
4. To make the students understand the learning process, learning difficulties, forgetting, causes of forgetting etc., as these are some of the important aspects which come across in the process of learning.
5. To understand different learning theories –like Cognitive Learning Theory, Insight Learning Theory etc.,
6. To know more about motivation in learning and how it helps in the mental development of a learner.

IV. CONVERSATIONAL ENGLISH (Vocational)

1. Improve accuracy and fluency in producing and understanding spoken and written English.
 2. Review the grammatical patterns of English and use them in specific communicative contexts.
 3. Attain and enhance competence in conversing in English language.
 4. Enhance comprehensibility in using English language.
 5. Students will give oral presentations and receive feedback on their performance.
 6. Enhance vocabulary.
- Acquire better comprehension and usage of language etiquettes.

V. SAVOURING THE CLASSICS (Common) combined classes

1. Understand the evolution and development of literatures in English language.
2. Appreciate the story, plot, characterisation and tone of a work of English literature.
3. Analyse the theoretical functioning of literature.
4. Create sentence with rich vocabulary.
5. Enhance the sense of moral and ethical values.

6. Discern, rectify/reconcile with the contemporary social, economic and political issues on local, national and international levels.

SEMESTER III

I. LITERATURE AND AS IDENTITY

1. To make the students aware of the subtle negotiations of Indigenous identities within literature.
2. To make them aware of the diasporic identities within literature.
3. The fissures, the tensions and interstices present in South Asian regional identities
4. The emergence of Life Writing and alternate and alternative identities.

II. Evolution of Literary movements: The Shapers of Destiny

1. The students will get a comprehensive knowledge about the history of England.
2. They will know about the major rulers who ruled England and their contributions to the country and its people
3. They will also get to know about present day England and its various cultural aspects.
4. They will also know about the flourishing of colonialism and the factors that went into making Britain the greatest colonial power in the world.

III. METHODOLOGY OF TEACHING ENGLISH

1. Instil qualities that contribute to one's success as a teacher.
2. Ensure understanding of one's students their cultural characteristics and psychological peculiarities.
3. Demonstrate proficiency in spoken and written English at the level of a language model.
4. Understand the nature of language, the structure and development of English language system.
5. Should possess sound knowledge of the process of language acquisition as it consists of first and subsequent language learning, and understand the effects on language learning of socio-cultural variables in the instructional situation.
6. Possess proper understanding of the principles, and an ability to apply the techniques and interpret the results of second language assessment of student progress and proficiency.
7. Evaluate the effectiveness of teaching materials, procedures and curricula.

IV. HARMONY OF PROSE

1. To make the students be familiar with varied prose styles
 2. To enable them to voice their ideas in stylish language
 3. To familiarize them with essays in English belonging to different epochs
 4. To arouse interest in students to ponder over the ideas and opinions of the essayists
- To instigate
5. them to read and know more about the authors
 6. To improve their ability to comprehend ornate and pithy expressions in language

V. SYMPHONY OF VERSE

1. Introduces students to a carefully selected representation of poetry in order to provide them the following aesthetic experiences:
 2. to acquaint the students with rich texture of poetry in English.
 3. students will have an understanding of the representation of poetry in various periods of the English Literary History.
4. They will have an awareness of the emerging cultural and aesthetic expressions that poetry makes possible.
5. Familiarizes them with varieties of figures of speech and other rhetorical devices in the genre namely poetry.
 6. enables them to realize that as writing, reading poetry is also a skilled activity.
7. Helps in enhancing their fourfold language skills and urges them to use their imaginative and creative powers.

VI. GEMS OF IMAGINATION (B. Com Common)

1. Students were made familiar with the prose, poetry and drama of various authors across nationalities.
2. New vocabulary and grammatical categories were familiarized.
3. It provides space for visual imagination and aesthetic subtleties.
4. Variety of themes, copiousness of characterization and novelty of treatment provides vibrant teaching-learning moments.
 5. Illuminates the mind of the learners and helps in developing the language skills.

SEMESTER IV

I. ILLUMINATIONS

1. To enrich the students with the philosophy of life.
2. To provide a creative, insightful and positive perspective towards life.
3. To make the students understand how the ironies of existence can become a fuel for survival.
4. To make the students appreciate the value of being human.
5. To inculcate a critical thinking among the students.

II. EVOLUTION OF LITERARY MOVEMENTS: THE CROSS CURRENTS OF CHANGE

1. Students will have an understanding of French revolution and its influence upon English Literature particularly on the rise of romanticism.
2. They will know about renaissance in Kerala and the leading figures involved in different movements and its influence upon the literature of the period
3. They will also have an idea about major concepts and prominent figures in feminism and post colonialism.
4. They will also learn about the literature of Latin America and its various aspects.

III. MODES OF FICTION-4th

1. To acquaint the students with various modes of fiction.
2. To provide the students with the various categories of British and Non-British short fiction and also the novel as a form of literary expression.
3. To familiarize the students with the different literary modes, styles and themes of fiction.
4. The variety of short fiction makes the students to acquaint with many contemporary issues related to transnational and trans cultural exchanges, such as cultural plurality and hybridity, decolonization, migration, diaspora and so on.

IV. EDUCATIONAL TECHNOLOGY

1. Familiarise the various approaches, methods and methodology of teaching English with the help of technology.
2. Plan and create instructional materials that enhance their professional or educational practice.
3. Create products that demonstrate their skills at multimedia production.
4. Apply design thinking to address issues of social justice.

V. REVISITING THE CLASSICS.

1. time tested classics from the diverse culture.
2. It familiarizes the teenagers the different value systems prevalent in the varied societies from the very ancient period.
3. They were made to contact with the great minds in the world.
4. Helps them enhancing their language skills and aesthetic sense.

5. Varied vocabulary, figures of speech, variety of themes and characterization etc. enables them to equip themselves in language competency.

V. LANGUAGE AND LINGUISTICS

1. The student can achieve greater understanding of the human communicative action through an objective study of language.
2. To make the students aware of the key concepts of linguistics and develop an awareness of the latest trends in language study.
3. The students get better and intelligible pronunciation.
4. The students can improve their general standard of pronunciation in everyday conversation.

SEMESTER V

I. ACTS ON THE STAGE (Core Paper -King Lear and Acts on the Stage)

1. To make students aware of the genre called drama in literature.
2. To familiarize with the works of different playwrights.
3. To get acquainted with the different dramatic techniques employed by different authors.
4. To familiarize with the different Socio-Cultural aspects through the medium called drama.
5. To develop the skill of critically appreciating the art form called drama.
6. To familiarize with the difference between performing art and written art forms like poetry, story, novel etc

II. LITERARY CRITICISM

1.Literary Criticism is designed to meet the following specific needs of the Undergraduate English Students (V Semester Core Course):

- 2.It introduces various strands of Contemporary and Classical thought to the learners.
 3. It instigates the students to think critically.
 4. Trains the students in practical criticism.
 5. Enhances their ability in logical thinking and critical reasoning.
 6. Helps them realize that language is the privileged medium in which cultural meanings are formed and communicated.
 7. Common Course Discourses were presented in a new limelight so that they learn how to balance varied emotions in practical life.
 8. Develops the four fold skills in language learning.

III. INDIAN WRITING IN ENGLISH

1. The student gets an overview of the various phases of the evolution of Indian writing in English.

2. The student is familiarized with the thematic concerns, genres and trends of Indian writing in English.
3. Understands the challenges encountered in articulating Indian sensibility in English.
4. He is exposed to the pluralistic aspects of Indian culture and identity.

IV. ENVIRONMENTAL STUDIES

1. Modules 1-4 contain interesting writings which make the children aware of the importance of co-existence between environment and human life
2. The children read environmental issues through stories and poems by famous writers
3. The Human Rights module is meant to make the children aware of their rights and duties as a citizen of a democratic country
4. Ethical values are imbibed through various writings
5. The workings of the nation, the pledge and the rules of the constitution are impressed upon
6. As a result, children learn about the immediate surroundings and how to adapt with the existing ecosystem as well as to fight strongly for their rights being citizens of our country.

V. THEATRE STUDIES (open course)

1. To generate interest in theatre and make them aware of the new trends in modern theatre.
 1. To familiarize the students with classical and modern theatre in the West and the East.
 2. To acquaint the students with the form and content of various kinds of theatre.
 3. To make the students aware of the issues of race, gender, identity, tradition etc. dealt with by modern theatre

SEMESTER VI

I. AMERICAN LITERATURE

1. To know the evolution of American literature
2. To know the American culture through different literary works.
3. To know the different genres of prose, poetry, fiction and drama.
4. Together with literature students will be familiar with the different literary movements in America.
5. To familiarize with different authors in American Literature.
6. Also to differentiate between British literature and American Literature.

II. WOMEN'S STUDIES

1. To make the students aware of the women issues and concerns and also the denial of women's rights.
2. To familiarize the students with the patriarchal notions prevalent in the society.
3. To acquaint the students with various theoretical and literary responses by women.
4. To familiarize the students with the various concerns which govern feminist literature.

5. To make the students aware of the stereotypical representations of women and to familiarize with the subversion done by feminist writing.
6. To inculcate in students a critical response to literature from a feminist perspective.

III. MODERN WORLD LITERATURES

1. Students get awareness of the varieties of world literature.
2. It introduces students about the varied vicissitudes of life.
3. They realize that world literature often defy genres and regional ties.
4. Familiarizes them with the trend in poetry that it emerges as a platform where poetics and politics fuse.
5. Enable them realize that the notions of Major, Minor, Central and peripheral Literature is a myth.
6. Achieves the fourfold skills in language learning.

IV. POST COLONIALISM SEM

1. Help students to be aware of the ways in which the colonial rule degraded us
2. Make them aware of social, political and cultural aspects of post-colonial studies
3. Realise the impact of colonialism and imperialism on native cultural identity
4. Get an insight into the link between language, history and culture

V. MODERN MALAYALAM LITERATURE IN TRANSLATION

1. Student should be able to comprehend an understanding of a selection of much discussed writers in Malayalam.
2. The various genres in Malayalam.
3. The modern trends in Malayalam literature.
4. Experiments with form in Malayalam Poems and Prose.