



SLC(University of Delhi)
Shyam Lal College



Programme Specific Outcomes and Course Outcomes

B.A. (H) English

Programme Specific Outcomes:

Programme	Programme Specific Outcomes
B.A. (H) English	<p>PSO-1: Educate students in both the artistry and utility of the English language through the study of literature and other contemporary forms of culture.</p> <p>PSO-2: Provide students with the critical faculties necessary in an academic environment, on the job, and in an increasingly complex, interdependent world.</p> <p>PSO-3: Graduate students who are capable of performing research, analysis, and criticism of literary and cultural texts from different historical periods and genres.</p> <p>PSO-4: Assist students in the development of intellectual flexibility, creativity, and cultural literacy so that they may engage in life-long learning.</p> <p>PSO-5: Students should be familiar with representative literary and cultural texts within a significant number of historical, geographical, and cultural contexts.</p> <p>PSO-6: Students should be able to apply critical and theoretical approaches to the reading and analysis of literary and cultural texts in multiple genres.</p> <p>PSO-7: Students should be able to identify, analyze, interpret and describe the critical ideas, values, and themes that appear in literary and cultural texts and understand the way these ideas, values, and themes inform and impact culture and society, both now and in the past.</p> <p>PSO-8: Students should be able to write analytically in a variety of formats, including essays, research papers, reflective writing, and critical reviews of secondary sources.</p> <p>PSO-9: Students should be able to ethically gather, understand, evaluate and synthesize information from a variety of written and electronic sources.</p> <p>PSO-10: Students should be able to understand the process of communicating and interpreting human experiences through literary representation using historical contexts and disciplinary methodologies.</p>

Course Outcomes:

Core Subject - Semester 1:

Course Name	Learning Outcomes
Indian Classical Literature	<p>CO-1: Study significant sections of Vyasa's Mahabharata in order to determine conceptualisation and representation of class, caste, gender, and disability in the context of the epic battle over rights and righteousness.</p> <p>CO-2: Examine selections from Ilango's <i>Cilapattikaram</i> to understand the interplay of Tamil poetics and the lifestyle of communities, negotiating ideas related to love, justice, war, governance, and conduct in private and public domains</p> <p>CO-3: Study Sanskrit drama, a Nataka, and a Prakarna, to appreciate its debts to Natyashastra in their formal aspects</p> <p>CO-4: Explore the central concerns of Sanskrit drama in relation to notions of the ideal ruler, lover, friend, and spouse; the presence of Buddhist edicts, the voices of the poor and the marginalised, the position of women in different social strata, the subversive use of humour, and the performative aspects of Sanskrit theatre.</p> <p>CO-5: Introduce students to selections elucidating Tamil and Sanskrit poetics (Unit 5); a critical overview of the theorisation of Akam, Puram, and Thinai in Tolkappiyam, juxtaposed to lyrics from Sangam poetry; the Rasa theory from Natyashastra, to help students appreciate the inter-connections between theory and practice in theatre; a representation of disability in theatre, examined through the portrayal of Vidushaka</p>
European Classical Literature	<p>CO-1: Explore the historical, cultural, and philosophical origins of tragedy and comedy.</p> <p>CO-2: Engage with both genres in their distinctive form, style, and characterization.</p> <p>CO-3: Including their representation of human aspirations, foibles, grandeur, and vulnerability.</p> <p>CO-4: Examine representations of disability in mythology through the reading of selections from Ovid</p> <p>CO-5: Examine the Book of Job from the Old Testament of The Bible for its literary style, including its debate over tragic fate and human suffering, and to locate its enduring influence over</p>

	<p>subsequent humanist writings;</p> <p>CO-6: Juxtapose the Old Testament to ideas of compassion and surrender to God's will as outlined in the selection from the New Testament;</p> <p>CO-7: Study the history of ideas pertaining to the human-social-divine interface in theorisations on form, narrative, social organization, and aesthetics in the writings of Plato, Aristotle, and Horace;</p> <p>CO-8: Study gendered explorations of human relations in classical literature in multiple genres, and to examine a woman writer's standpoint on love, war and the primacy of the gendered self.</p>
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Core Subjects – Semester 2:

Course Name	Learning Outcomes
Indian Writing in English	<p>CO-1: Introduce students to Indian English Literature and its major movements and figures through the selected literary texts across genres;</p> <p>CO-2: Enable the students to place these texts within the discourse of post-coloniality and understand Indian literary productions in English in relation to the hegemonic processes of colonialism, neo-colonialism, nationalism and globalization;</p> <p>CO-3: Allow the students to situate this corpus within its various historical and ideological contexts and approach the study of Indian writing in English from the perspectives of multiple Indian subjectivities.</p>
British Poetry and Drama: 14th to 17th Century	<p>CO-1: Introduce students to the tradition of English Literature from the Medieval till the Renaissance;</p> <p>CO-2: Explores the key writers and texts within their historical and intellectual contexts;</p> <p>CO-3: Offer a perspective on the history of ideas including that of disability and its varied meanings within this period.</p>

Core Subjects – Semester 3:

Course Name	Learning Outcomes
American Literature	<p>CO-1: Acquaint students with the wide and varied literatures of America: literature written by writers of European, particularly English, descent reflecting the complex nature of the society that emerged after the whites settled in America in the 17th century;</p> <p>CO-2: Include Utopian narrative transcendentalism and the pre- and post- Civil War literature of the 19th century introduce students to the African American experience both ante-bellum and post-bellum reflected in the diversity of literary texts, from narratives of slavery, political speeches delivered by Martin Luther King Jr. and Frederick Douglass, as well as the works of contemporary black woman writers familiarize students with native American literature which voices the angst of a people who were almost entirely wiped out by forced European settlements; and include modern and contemporary American literature of the 20th century.</p>
Popular Literature	<p>CO-1: enable students to trace the rise of print culture in England, and the emergence of genre fiction and bestsellers;</p> <p>CO-2: familiarize students with debates about culture, and the delineation of high and low culture; and</p> <p>CO-3: help them engage with debates about the canonical and non-canonical, and hence investigate the category of literary and non-literary fiction.</p>
British Poetry and Drama: 17 th and 18 th Century	<p>CO-1: help students explore poetry, drama and prose texts in a range of political, philosophical and cultural material from the end of the Renaissance through the English Civil War and Restoration in the seventeenth century;</p> <p>CO-2: examine the turmoil about succession and questions on monarchy as they lead up to the civil war, both in drama like Shakespeare and Behn as well as in the poetry of Milton;</p> <p>CO-3: show a new interweaving of the sacred and the secular subjects of poetry 17th C;</p> <p>CO-4: study Bacon's essay on deformity through the lens of disability and its definitions, linked back to Montaigne in the earlier paper;</p> <p>CO-5: analyse Cartesian dualism that provides a basis for reading ideas of body and mind in the period and after;</p>

	<p>CO-6: explore Hobbes’s views on materialism and the equality of men, as they are interestingly juxtaposed with his argument for a strong state and his view of man as selfish by nature;</p> <p>CO-7: show how Winstanley’s writing, on the other hand, brings together Christianity and communality in an argument for equality after the civil war; and</p> <p>CO-8: explore the newness of this century in Cavendish’s bold exploration of natural philosophy or science as a domain for women</p>
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Core Subjects – Semester 4:

Course Name	Learning Outcomes
<p>BRITISH LITERATURE: 18th Century</p>	<p>CO-1: examine Congreve’s <i>The Way of the World</i> as a Comedy of Manners.</p> <p>CO-2: raise questions about satire as a mode, as well as look at questions of genre, through Swift’s satiric narrative within the mode of fictional travel writing;</p> <p>CO-3: show, through a critical examination of Johnson and Gray’s poems a continued association with classical poetry, the continuities and contrasts from the age of satire to age of sensibility;</p> <p>CO-4: study Fielding’s <i>Joseph Andrews</i> providing a brilliant example of the amalgamation of previous genres which made the new genre of the novel, and to look at his indebtedness to Richardson despite the overt satire on <i>Pamela</i>;</p> <p>CO-5: examine the eighteenth century as a great period for non-fictional forms of writing, drawing attention to the ways in which the periodical essay, for instance, sought to be like philosophy, just as Locke’s treatise sought to be like a popular essay, thus pointing out the play with genre in these texts; and</p> <p>CO-6: encourage an extended discussion on the meanings of disability in the early modern period through the Enlightenment, through William Hay’s piece on deformity, a response to Bacon.</p>
<p>British Romantic Literature</p>	<p>CO-1: introduce students to the Romantic period in English literature, a period of lasting importance, since it serves as a critical</p>

	<p>link between the Enlightenment and Modernist literature;</p> <p>CO-2: offer a selection of canonical poems and prose that constitute the core texts of the Romantic period;</p> <p>CO-3: introduce marginal voices that were historically excluded from the canon of British Romantic writers; and</p> <p>CO-4: provide an introduction to important French and German philosophers who influence the British Romantic writers.</p>
British Literature: 19th Century	<p>CO-1: introduce students to the Victorian Age in English literature through a selection of novels and poems that exemplify some of the central formal and thematic concerns of the period;</p> <p>CO-2: focus on three novels, a major genre of the nineteenth century, so as to show both the formal development of the genre as well as its diverse transactions with the major socio-historic developments of the period; and</p> <p>CO-3: introduce the students, through the readings in Unit 5, to the main intellectual currents of the period.</p>

Core Subjects – Semester 5:

Course Name	Learning Outcomes
Women's Writing	<p>CO-1: help students understand the social construction of woman by patriarchy;</p> <p>CO-2: examine feminism's concerns of equality with men;</p> <p>CO-3: highlight the structural oppression of women;</p> <p>CO-4: foreground resistance by women;</p> <p>CO-5: discuss women's writing as an act of resistance and of grasping agency;</p> <p>CO-6: facilitate an understanding of the body of woman and its lived experience;</p> <p>CO-7: help students engage with the heterogeneity of the oppression of women in different places, historically and socially.</p>
British Literature: The Early 20th Century	<p>CO-1: develop an understanding among students of the various forms of critique of modernity that evolved in England (and</p>

	<p>Europe) in the course of the 20th century;</p> <p>CO-2: help students comprehend the path-breaking and avant-garde forms of literary expression and their departures from earlier forms of representations;</p> <p>CO-3: facilitate an understanding of the impact of the two world wars on literary expression and the various political/ideological positions of the European intelligentsia vis-à-vis the phenomenon; and</p> <p>CO-4: create an awareness of new disciplines/areas of inquiry that decisively influenced European art and literature in the 20th century.</p>
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Core Subjects – Semester 6:

Course Name	Learning Outcomes
Modern European Drama	<p>CO-1: provide students with an overview of how modernity was introduced in the twentieth century through drama;</p> <p>CO-2: help students understand the dynamic relationship between actors and audience, and to observe the transition from passive spectatorship to a more active and vital participatory process visible in newer forms in the 1970s;</p> <p>CO-3: examine Ibsen’s A Doll’s House as it focuses on issues related to women in patriarchal institutions such as marriage;</p> <p>CO-4: look at ideas of alienation in epic theatre, through a study of Brecht’s The Good Person of Szechuan, and to link those ideas to Brecht’s prose works</p> <p>CO-5: examine Ionesco’s play Rhinoceros in the light of his prose writings, Present Past, Past Present.</p> <p>CO-6: sensitise students about feminist interventions in the European theatrical tradition, through Rame’s Rape and Fo’s Can’t Pay, Won’t Pay.</p>
Postcolonial Literatures	<p>CO-1: Engages with postcolonial studies and its surrounding debates and seeks to uncover silenced voices, while moving the majoritarian viewpoint to the margins. It therefore puts into question the ideas of centres and margins of cultural spaces, and</p>

	<p>definitions of mainstream and ‘vernacular’ discourses.</p> <p>CO-2: Literatures from Africa, the Caribbean, Latin America, and the Indian sub-continent are included to address the relationship between history and literature through multiple points of enquiry.</p>
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DSE Subjects – Semester 5:

Course Name	Learning Outcomes
Graphic Narratives	<p>CO-1: examine major graphic narratives as providing commentary on contemporary culture history and mythology;</p> <p>CO-2: explore visual art as extending translating and providing a new textual vocabulary to narrative including fictional and non-fictional narrative;</p> <p>CO-3: provide exposure to major genres within the field such as that of the mass-circulation superhero the fictionalized autobiography/memoir revisionist narratives of mythological or historical or biographical texts and that of fiction; and</p> <p>CO-4: provide tools for the exploration of form and genre that are sensitive to nuances of race, gender, caste, ethnicity, ableism and sexuality.</p>
Literary Criticism and Theory-I	<p>CO-1: Expose students to the various theories of art and representation, and critical approaches that emerged in Europe throughout centuries;</p> <p>CO-2: to examine the evolution of various theoretical and aesthetic concepts across space and time;</p> <p>CO-3: pay close attention to the method of argument and establishment of concepts; and</p> <p>CO-4: enable students to discern the connections between the theoretical formulations in this paper which are seminal to the understanding of literary texts.</p>
Literature and Caste	<p>CO-1: expose the student to non-hegemonic and non-canonical literary forms and expressions;</p> <p>CO-2: make the student aware of a completely different literary aesthetic that a literature grounded in an engagement with caste</p>

	<p>generates;</p> <p>CO-3: foreground the reality of caste, in Indian society, and to explore the way in which it has been engaged with, in the field of literature;</p> <p>CO-4: discuss issues of caste, class and gender and its representation in literature;</p> <p>CO-5: expose the student to the rich variety of Dalit writing from various regional spaces.</p>
Literature and Mediality	<p>CO-1: examine different media and explore how each medium contains a set of possibilities and limits that shape and constitute that which can be communicated;</p> <p>CO-2: introduce debates about the idea of mediation and how the literary gets articulated, both within and at the intersection of different media; and</p> <p>CO-3: study how digital technology is altering the very nature of the literary object as well as refashioning the methodologies and function of literary criticism.</p>
Literature for Children and Young Adults	<p>CO-1: help students trace the emergence of the genre termed Children’s Fiction and link it to the emergence of other genres as print culture has grown;</p> <p>CO-2: familiarize students with the idea of visual literacy, illustrations, etc., and their application and use in children’s picture books;</p> <p>CO-3: facilitate an engagement with the concept of Young Adult Literature and issues associated with it.</p>
Literatures of Diaspora	<p>CO-1: provide students with preliminary knowledge on the intrinsic connection between literature and diaspora;</p> <p>CO-2: help them acquire a set of basic skills in literary communication, narration and explication of diasporic practises and processes;</p> <p>CO-3: enable an appreciation of the global intersectionalities stemming out of increased</p> <p>CO-4: migration and cross cultural living, culminating into diasporic practices;</p> <p>CO-5: inculcate in students the ability to read and understand</p>

	<p>various literary genres of diaspora;</p> <p>CO-6: Analyse the writings of diverse authors representing the world's major diasporic communities;</p> <p>CO-7: help students decipher the literary features and push and pull factors of Jewish, South- Asian, American Chicano, Armenian, Fiji, British Canadian, Gulf, Malaysian, European, Philippino, and Chinese diasporic writings.</p>
Interrogating Queerness	<p>CO-1: enable students to examine several key themes including love, desire, identity, gender, masculinity, femininity, family/kinship, deviance, sexuality, power, normativities and resistance to these normatives;</p> <p>CO-2: help students follow the concept of queerness as an interrogation of heteronormativity through its representation in diverse cultural historical and geographic landscapes, to examine how normative structures are constituted and subverted; and</p> <p>CO-3: use materials from diverse creative traditions, including mainstream and non-marginal texts in mythology, fiction, and poetry to familiarise students with the idea that normative structures of desire are themselves heterogeneous social constructs that change over time.</p>
Modern Indian Writing in English Translation	<p>CO-1: give students a glimpse of the vast diversity of modern Indian writing in bhasha traditions;</p> <p>CO-2: show students the polyphonic tumultuous richness of the 19th and 20th centuries, from peasant life in colonial India in Fakir Mohan Senapati's novel to the mythical reality of O.V. Vijayan's novel, from the reworking of a Mahabharata story in Girish Karnad's play to the myriad life-worlds of the poems and stories;</p> <p>CO-3: encourage, through the carefully selected poems, stories and prose selections, a deeper engagement with and a nuanced discussion of issues of history, memory, caste, gender and resistance.</p>
Nineteenth Century European Realism	<p>CO-1: Acquaint the student with realism as an historically and culturally specific mode of representation, obtainable from the study of novels in nineteenth-century Europe</p> <p>CO-2: Allow the student an opportunity to see critical connections between nineteenth- century European aesthetics, and epistemological and political debates around reality and historical</p>

	change; CO-3: Offer a wider comparatist perspective on the emergence of the novel as the dominant genre of literary expression in nineteenth-century Europe.
Pre-Colonial Indian Literatures	CO-1: Introduce students to the culturally and evocatively rich literatures of pre-colonial early modern India; CO-2: Explore concepts of devotional and secular love through Bhakti and Sufi poetry, indigenous forms of narratives and storytelling through Kathas and Dastans, and the gendered re-working of myths and histories through women's narratives; CO-3: Introduce a bridge between classical and modern Indian literatures; and CO-4: Engage with the continuities as well as breaks among different narrative and verse traditions of Indian literature.

DSE Subjects – Semester 6:

Course Name	Learning Outcomes
African Literatures	CO-1: Introduce students to a detailed analysis of African literatures in different genres; CO-2: Chart the distinctive position that African literatures have today in the postcolonial world.
Latin American Literature	CO-1: Critically engage with innovation in form, voice, representation and various modes of storytelling that are specific to Latin American literature but are relevant to students of literary studies as it has impacted global literatures; CO-2: Examine how the experimentation in terms of form and perspective engages with questions of identity, dissidence, resistance and recuperation, and resonates with the colonial and postcolonial histories and literatures of developing worlds; CO-3: Critically examine issues of race, class, gender, culture and identity, in order to understand the evolving character of Latin American society and to trace its resonances with literatures of the global South, particularly with reference to India.
Literary Criticism and Theory – 2	CO-1: Expose students to the history of ideas in the twentieth century and the material and discursive conditions of intellectual

	<p>production;</p> <p>CO-2: Encourage students to grapple with literary studies, from a privileging of form to an interdisciplinary engagement with the literary text;</p> <p>CO-3: Help students develop a critical wherewithal which would enable them to engage with a literary text from multiple pedagogical entry-points;</p> <p>CO-4: Have students closely examine the methods of argument and rhetorical constructions through which important theoretical ideas and concepts have been established and made to impact the field of cultural production in the West.</p>
Literature and Cinema	<p>CO-1: Examine the close relationship between literature and cinema by studying the points of contact of literary and cinematic praxis;</p> <p>CO-2: Enable students to study cinema as a composite medium, since the texts under discussion will open space for examining cinema as audio-visual articulation, as adaptation/translation, and as a form of (popular) culture with its own parameters of reception and its own history (movements/frameworks of study);</p> <p>CO-3: Equip students in a practical sense for understanding the cinematic medium;</p> <p>CO-4: Examine cinema as an art employing different time frames, situations, literary cultures and other media/forms to compose itself as a text;</p> <p>CO-5: Provide students with texts in emerging media, thus broadening the field of literary study in relation to cinematic language;</p> <p>CO-6: Stress the interdisciplinary nature of academic work by imparting skills of reading and understanding literary texts and cinematic expressions through the development of relevant critical vocabulary and perspective among students; and</p> <p>CO-7: Provide a theoretical framework to strengthen the awareness about intertextuality and the convergence between the modes of literature and cinema.</p>
Literature and Disability	<p>CO-1: Help students approach literature through the lens of disability and enable them to develop a fresh critical perspective for</p>

	<p>reading literary representations;</p> <p>CO-2: Enable them to explore various forms of literary representations of disability, in order to become aware of the different ways in which disability figures and operates in a literary narrative;</p> <p>CO-3: Develop, through a reading of literature, a critical understanding of the relation between the impaired body and the social world, and the matrix of power that structures and defines this relationship;</p> <p>CO-4: Equip students with the necessary critical tools to analyze representations of disability and to develop the ability to systematically understand and unpack the various discursive processes through which the hegemony of normalcy is constituted and perpetuated;</p> <p>CO-5: Help students understand how literature is used to negotiate and interrogate this hegemony and to evolve an alternative conception of corporeal difference;</p> <p>CO-6: Inculcate in them an approach to disability based on notions of intersectionality -- that is, to understand the experience of disablement in conjunction with other forms of marginalised identities;</p> <p>CO-7: Evolve an understanding of disability in relation to the contemporary contexts of capitalism and neo-liberalism, emphasising inclusive political agendas built on notions of cultural diversity and the changing meaning of citizenship and citizen's rights;</p> <p>CO-8: Introduce the undergraduate student to the fundamental tenets of literary and cultural disability studies, with the professed intention of bringing about a change in the way that we have been traditionally responding to disability and disabled people.</p>
Partition Literature	<p>CO-1: Enable an understanding of the affective dimensions of the Partition in varied geopolitical spaces;</p> <p>CO-2: Aid the student in comprehending the country's postcolonial realities;</p> <p>CO-3: Introduce students to the following topics through the study of literary texts: colonialism, nationalisms and the Partition of India in 1947, communalism, violence and the British Rule in India,</p>

	homelessness, exile and migration, women and children in the Partition, refugees, rehabilitation and resettlement, borders and borderlands.
Speculative Fiction and Detective Literature	<p>CO-1: Investigate the categories of literature termed, 'speculative fiction' and 'detective literature', and the social and philosophical issues associated with them;</p> <p>CO-2: Help students engage with questions about the idea of 'progress', and the role of science and technology in human life; and</p> <p>CO-3: Encourage students to explore the meaning of hitherto naturalized terms such as 'crime' and 'human/humanity'.</p>
Studies in Modern Indian Performance Traditions	<p>CO-1: Provide an overview of the varied performance traditions in modern India;</p> <p>CO-2: Enable students to understand the significant mediations made by theatre at crucial moments in history;</p> <p>CO-3: Show how each of the plays in this course functions as a historical marker, bringing in new insights into an understanding of theatre and life;</p> <p>CO-4: Introduce the student to the dynamic structure of the street play.</p>
Twentieth Century European Fiction	<p>CO-1: Acquaint students with the main currents of fiction in twentieth-century Europe;</p> <p>CO-2: Help develop an understanding of Europe as a cultural idea represented, debated and questioned in the fictions of the twentieth century;</p> <p>CO-3: compare a variety of literary responses to the socio-political forces of change, and ideologies that impinged on the lives of people in different regions of Europe in the twentieth century;</p> <p>CO-4: Allow the student to reflect on the situation of the European writer as a cultural spokesperson, yet in a state of perpetual exile physically displaced and metaphorically distanced from the established centres of cultural power.</p>
Research Methodology	<p>CO-1: Familiarize students with the idea of research and the methodologies associated with it;</p> <p>CO-2: Train students to draft research proposals, and become familiar with various style manuals;</p>

	<p>CO-3: Help students practice and create annotated bibliographies and become aware of issues about plagiarism; and</p> <p>CO-4: Enable them to research and and write a final research essay (about 2, 500 words)</p>
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Generic Elective – Semester 1/2/3/4

Course Name	Learning Outcomes
Academic Writing and Composition	CO-1: It will enable them to improve their written abilities for higher studies and academic endeavours.
Media and Communication Skills	<p>CO-1: This is an introductory course in the role of media today – India and globally.</p> <p>CO-2: It will equip students with the basic theories on various aspects of media and impart training in basic writing skills required in the profession.</p>
Text and Performance: Indian Performance Theories and Practices	<p>CO-1: This course on Text and Performance combines Indian theories of dramaturgy along with a practical understanding of the stage. These range from the classical theories of <i>Rasa</i> to the more modern ones that emerged in the twentieth century.</p> <p>CO-2: It will acquaint the students with the rise of modern theatre in the pre- and post-independence period in India, while also familiarising them with folk theatrical traditions.</p>
Language and Linguistics	CO-1: The course introduces students to, and familiarises them with, the basic concepts of language and linguistic theories.
Readings on Indian Diversities and Literary Movements	<p>CO-1: This course seeks to equip students with an overview of the development of literatures in India and its wide linguistic diversity.</p> <p>CO-2: Students will study authors and movements from different regions and time periods.</p>
Contemporary India: Women and Empowerment	<p>CO-1: Read, understand and examine closely narratives that seek to represent women, femininities and, by extension, gendering itself;</p> <p>CO-2: Understand how gender norms intersect with other norms, such as those of caste, race, religion and community to create further specific forms of privilege and oppression;</p> <p>CO-3: Identify how gendered practices influence and shape</p>

	<p>knowledge production and circulation of such knowledges, including legal, sociological, and scientific discourses;</p> <p>CO-4: Participate in challenging gendered practices that reinforce discrimination;</p> <p>CO-5: Create a portfolio of analytical work (interpretations and readings of literary and social-sciences texts) and analyses of fictional and non-fictional narratives that students encounter in their lived worlds.</p>
Language, Literature and Culture	CO-1: The course aims to introduce the basic concepts of language, its characteristics, structures,
Comic Books and Graphic Novels	<p>CO-1: introduce graphic narrative to students of non-literary studies backgrounds;</p> <p>CO-2: provide a toolkit for them to acquire visual literacy and thus to equip them to better understand popular public cultures;</p> <p>CO-3: examine how major graphic narratives comment on contemporary culture history and mythology;</p> <p>CO-4: provide visual literacy tools through examining visual arts, as extending translating and providing a new textual vocabulary to narrative, including fictional and non-fictional narrative;</p> <p>CO-5: provide exposure to major genres within the field, such as that of the mass-circulation 'comic' book, the fictionalized autobiography/memoir biographical texts, and that of fiction;</p> <p>CO-6: provide tools for the exploration of form and genre that are sensitive to nuances of race, gender, caste, ethnicity, ableism and sexuality; and</p> <p>CO-7: enable students from backgrounds in subjects other than English literary studies to broaden their skill-sets in textual interpretation, reading, and writing about texts.</p>

<p>Cinematic Adaptations of Literary Texts</p>	<p>CO-1: This paper will equip students from non-English studies backgrounds to explore the language of cinema, through their study of a canonical literary text.</p> <p>CO-2: The study of global film adaptations of Shakespeare's Othello will focalize this paper's examination of theories of adaptation, transformation and transposition.</p> <p>CO-3: Students will engage with the relationship between text and film and examine the contexts of film production in global film industries, including Hollywood and Bollywood</p> <p>CO-4: As an elective English studies paper, the core focus is textual study and interpretative work, wherein the student gains skills in studying Shakespeare as much as in the language of film via appreciation of its specific features as a medium.</p> <p>CO-5: Focus on reception and critical work and history through the comparative framework, to examine the different contexts of production of the play and the films.</p>
<p>Indian English Literatures</p>	<p>CO-1: introduce students to Indian English literature and its oeuvre through the selected literary texts across genres;</p> <p>CO-2: enable the students to place these texts within the discourse of postcoloniality and understand Indian literary productions in English in relation to the hegemonic processes of colonialism, neo-colonialism, nationalism and globalization; and</p> <p>CO-3: allow the students to situate this corpus within its various historical and ideological contexts and approach the study of Indian writing in English from the perspectives of multiple Indian subjectivities.</p>

<p>Bestsellers and Genre Fiction</p>	<p>CO-1: Promote an understanding of popular literature as a socially relevant and pleasurable form of writing, which engages with contemporary issues;</p> <p>CO-2: encourage students to question the categories of ‘high’ and ‘low’ literature and issues concerning ‘popular culture’;</p> <p>CO-3: explore the social and cultural relevance of popular texts and bestsellers, as products of their time and age, mirroring the aspirations and anxieties of the society and class of their readership.</p>
<p>Culture and Theory</p>	<p>CO-1: This course presents key theories seminal to the development of culture in the twentieth century.</p> <p>CO-2: It combines a theoretical base with its practical application to literature.</p> <p>CO-3: It focuses on the construction of culture in society and its application to the simplest aspects of life.</p> <p>CO-4: The literary texts have been selected carefully to comprehend the connections between culture, literature and life.</p>
<p>Marginalities in Indian Writing</p>	<p>CO-1: make undergraduate students approach literature through the lens of varied identity positions and evolve in them a fresh critical perspective for reading literary representations;</p> <p>CO-2: enable them to explore various forms of literary representations of marginalisation as well as writing from outside what is the generally familiar terrain of Indian writing in schools;</p> <p>CO-3: make them aware of the different ways in which literary narratives are shaped, especially since some of the texts draw on traditions of the oral mythic folk and the form of life-narrative as stylistics;</p> <p>CO-4: make them understand how literature is used also to negotiate and interrogate this hegemony; and</p> <p>CO-5: evolve an alternative conception of corporeal and subjective difference.</p>

<p>The Individual and Society</p>	<p>CO-1: This anthology introduces students to the various issues that face society today – caste, class, race, gender violence, and globalization.</p> <p>CO-2: It serves as an effective entry point to an understanding of these areas that students will encounter in their higher studies and daily lives,</p> <p>CO-3: aims to provide them with a holistic understanding of these issues and their complexities.</p>
<p>Text and Performance: Western Performance Theories and Practices</p>	<p>CO-1: This course combines modern Western theatrical concepts along with the praxis of performance.</p> <p>CO-2: It will familiarise students with the seminal Western theories of performance in the twentieth century and their visualisation on stage.</p> <p>CO-3: The course will focus on a historical understanding of the different types of theatrical spaces along with their bearing on performance.</p> <p>CO-4: it will focus on techniques such as voice modulation and body movement. A designated unit towards production will help students understand the different aspects involved in theatrical production</p>
<p>Literature and the Contemporary World</p>	<p>CO-1: This course seeks to introduce students to various genres of contemporary literature, through works that are familiar and have established themselves in the popular parlance.</p> <p>CO-2: These texts will be studied from various prisms – class, gender, race, etc., and will equip students with an understanding of the linkages between literature history and society in our times.</p>

SEC – Semester 3/4/5/6

<p>Course Name</p>	<p>Learning Outcomes</p>
<p>Analytical Reading and Writing</p>	<p>CO-1: consider the act of writing as a goal oriented task, oriented towards the goal of persuasion;</p> <p>CO-2: examine and interpret other writers' writings (contained in the course reader) as a crucial preliminary stage to being able to produce successfully persuasive writing themselves;</p>

	<p>CO-3: identify the writer’s central purpose or thesis; consider how writers use personal authority and trustworthiness, argumentative logic,</p> <p>CO-4: comparison and contrast, example, and emotional appeals to make their arguments;</p> <p>CO-5: identify their own historical social and personal contexts to understand their own biases and ideologies;</p> <p>CO-6: analyse an academic topic or question;</p> <p>CO-7: gather information and to notionally organize material required to address that topic or to answer that question;</p> <p>CO-8: design and then write a lucid thesis statement that outlines the students’ central argument in the paper, essay or article.</p>
<p>Literature in Social Spaces</p>	<p>CO-1: Students will be familiarised with the link between the Humanities and, ‘soft skills’</p> <p>CO-2: They will be encouraged to focus on the value of literature as an empathy-building experience.</p> <p>CO-3: They will learn to apply critical thinking and problem solving skills developed by the study of literature to personal social and professional situations.</p> <p>CO-4: Students will be encouraged to enhance their teamwork skills by working in groups and to understand the processes of leadership and mentoring.</p> <p>CO-5: Students will work on their presentation skills and build on the idea of, ‘narratives’, to better communicate with target audiences.</p>
<p>Literature in Cross-Cultural Encounters</p>	<p>CO-1: Develop skills of textual and cultural analysis;</p> <p>CO-2: Develop insights into and interpretations of complex cultural positions and identities;</p> <p>CO-3: Pay specific attention to the use of language and choice of</p>

	form/genre that affects the production and reception of meaning between writers and readers.
Oral, Aural and Visual Rhetoric	<p>CO-1: Develop their oral/aural/visual senses to appreciate a cultural text, while at the same time using a theoretical framework and position to read a text; and o identify and engage with the themes of:</p> <ul style="list-style-type: none"> • Argumentation and persuasion • Language and writing • Intention and motivation of the author/orator/painter/musician. • Emotive element in speech and music • Performative language
Introduction to Creative Writing for Media	<p>CO-1: Introduce students to the idea that creativity is a complex and varied phenomenon that has an important relationship with social change;</p> <p>CO-2: Familiarize students with ideas about language varieties and the nuances of language usage;</p> <p>CO-3: introduce students to the language and types of media writing across forms and genres;</p> <p>CO-4: encourage students to revise their work critically and inculcate the skills of proofreading.</p>
Translation Studies	<p>CO-1: sensitively translate literary and non-literary texts including official and technical documents from one language to another;</p> <p>CO-2: interpret from one language to another;</p> <p>CO-3: examine what is translated and why;</p> <p>CO-4: discern the difference in language systems through the practice of translation;</p> <p>CO-5: understand the processes involved in translation in mass media, especially news reporting, advertising and films;</p> <p>CO-6: engage with the demands of subtitling and dubbing;</p> <p>CO-7: compare translations;</p> <p>CO-8: evaluate and assess translated texts;</p> <p>CO-9: edit translated texts.</p>

<p>Introduction to Theatre and Performance</p>	<p>CO-1: Understand the different theories of drama in Europe and India, both from the point of view of theory and performance;</p> <p>CO-2: Make connections between socio-economic processes at work and the emergence of a certain kind of dynamic within theatre;</p> <p>CO-3: Put up a performance at the end of the course, making use of the different kinds of aesthetics they have studied (since this is a Skill Enhancement Course)</p>
<p>Modes of Creative Writing: Poetry, Fiction and Drama</p>	<p>CO-1: Be introduced to a variety of tropes and figures of speech, and sensitised to the texture of literary language;</p> <p>CO-2: Understand the importance of reading with a view to unlocking the writers' craft;</p> <p>CO-3: Be introduced to various forms of poetry, fiction and drama and the wide range of possible genres within them;</p> <p>CO-4: Be made aware of the range of career opportunities that exist within the field of creative writing as well as within the realm of theatre and performance;</p> <p>CO-5: Be encouraged to revise their work critically and inculcate the skills of editing and preparing their work for publication.</p>
<p>English Language Teaching</p>	<p>CO-1: The course intends to enable students to recognize the role of affect in language learning, and account for individual differences among learners in regard to motivation and attitude, personality factors, and cognitive styles;</p> <p>CO-2: identify and adapt to the needs and expectations of the learner;</p> <p>CO-3: Be aware of the significant and current approaches in the fields of cognition and language pedagogy;</p> <p>CO-4: Understand the importance of teaching materials (in relation to the teaching-learning context and their teaching purposes);</p> <p>CO-5: Recognise the importance of planning in ELT and develop lessons in the framework of a planned strategy adapted to learners' levels;</p> <p>CO-6: Strengthen concepts of the fundamentals of the English language;</p>

	<p>CO-7: Understand the need for assessment and devise techniques for an evaluation plan that is integrated into the learning process.</p>
<p>Film Studies</p>	<p>CO-1: Examine those specific features of composition that help create films: camera, sound, script, and editing will be studied, so that students learn the elements of putting a film together</p> <p>CO-2: Study cinema as a form with history and context, tracing genres and geographies, examining legacies, and exploring potential renewals;</p> <p>CO-3: Take up work in the medium, to write and review films so as to generate a repertoire of analyses and interpretations;</p> <p>CO-4: Engage in projects and/or practical work to supplement units 1&4; and</p> <p>CO-5: Build up a portfolio of work through practice of the discipline.</p>
<p>Applied Gender Studies: Media Literacies</p>	<p>CO-1: Identify, read closely, and rewrite narratives of gendered privilege in contemporary Indian popular representation;</p> <p>CO-2: Examine the intersections of gender with other categories like caste, race, etc., to understand how different forms of privilege/oppression and resistance/subversion interact in heterogeneous and variable formations;</p> <p>CO-3: Focused on practical application, creating, over the duration of the course, a portfolio of interpretative work that analyses fictional and non-fictional mass medium narratives and that can serve as foundations/sourcebooks for intervention to reduce gender discrimination through media literacy.</p>