



(University of Delhi)
Shyam Lal College



Programme Specific Outcomes and Course Outcomes

B.A. (H) English

Programme Specific Outcomes

Programme	Programme Specific Outcomes
	<p>PSO-1: The programme educates students in both the artistry and utility of the English language through an artistic/aesthetic study of language through texts and the various historical and contemporary forms of culture. The creative faculties of learners get continuously enhanced.</p> <p>PSO-2: It provides students with a constant enhancement of their critical faculties in conceiving thoughts around literary areas/texts necessary in an academic environment subsequently exercised in their respective career professions useful in an increasingly complex and interdependent world.</p> <p>PSO-3: The programme also graduates students with capabilities of performing research, scrutiny, and undertake analysis of compositions/art works (book reviews & film reviews for instance), and pursue criticism of literary and cultural texts from various genres in different historical and stylistic perspectives and genres (art criticism, writing feature articles for instance).</p> <p>PSO-4: It also facilitates students in the development of intellectual flexibility something which works for them in getting professionally embellished with the use of creativity and an acute sense of reasoning and intellectual subtlety so that their engagement in respective career professions become a life-long learning.</p> <p>PSO-5: The programme also lets students be familiar with geographies and continents: their cultural and historical pasts. Students get familiar with literary portrayals of socio-cultural values, mythologies and their religious and mystical significance. This helps learners in creating/understanding a specific literary heritage and its symbiosis with humanity at large.</p>

BA (Hons) English

PSO-6: The programme also creates a solid coordination between knowledge and character building. Students encounter a plethora of characters be it typecast or radical, or socio-culturally located, and undertake in-depth critiques on all possible scrutiny into character-selves—something which enables students in having a better control and better furnish or even facilitate themselves with character building and being responsible citizen/humans in the world.

PSO-7: The programme orients students to think in multi-dimensional ways and processes. It helps them with governing tools of exercise (such as language, rhetorics etc) in dealing with a given problem or situation where different perspectives such as political, economic, social and cultural are juxtaposed broadening the horizon of their thought processes. It helps students add dimensions to their thinking and let the possibilities of debate and discussion leave open-ended always with more and more scope for investigation and research.

PSO-8: The programme connects learners with popular narratives, popular media forms and content. Parts of the programme's content have direct highlights on popular mediums of art such as painting, theatre, ballet/dance/musical etc. Students do take active interest in these areas and subsequently invest their career energy into these fields and attain success and popularity.

PSO-9: It enables the students to relate to trajectories of time: past, present and future. Students read literatures from a vast range of time-space zones ranging from the Greek antiquity to reading of ancient Sanskrit texts to readings of modern contemporary authors from India, Africa, and the Western world. This helps students in understanding the historiography of literary content including language and style—areas that add significantly in the understanding of „nation“ and imbibe the learning into their own

appropriations/creations.

PSO-10: Students pursuing this programme are trained into modules of interpretation such as those based on themes and content or also around compositional „forms“ thereby exploring multiple layers of meaning embedded in a given text/situation. This efficiency thereafter also gets hugely added in their philosophical scrutiny.

PSO-11: Students under the programme are also trained (through literary festivals, debates and extempore etc) in developing their oratorical skills, organizational skills interactive and argumentative skills.

PSO-12: The programme also exposes students to possible innovative practices around pedagogy tools/methods (such as use of PPTs in presentations & other technological innovations) which a significant percentage of graduate students subsequently use in their own teaching pedagogy. Use of audio-visual tools, for instance, is regularly exercised upon and this adds to their meritorious teaching learning paradigm.

PSO-13: The programme also connects students with their dealings with fantasy material and processing. Roles that fancy and imagination play in human life are crucially recognized through classroom textual discussions. Students do eventually relate these fantasy/imaginative material with visual narratives in other media and genres such as films and photography. They learn a set of relative adaptability skills of how in various creative ways art is composed and constantly work on their levels of efficiency around inter-connectivity of art forms and the artist“s relationship with the art or writers“ relationships with writings.

Course Outcomes
Semester I

Course Name	Learning Outcomes	PSOs are attained by
<p>Discipline-specific Core Course-Introduction to Literary Studies</p>	<p>CO1: Students are able to grasp a basic sense of literature as a discipline of thought and application.</p> <p>CO2: They are introduced to basic critical theories and approaches to literary studies.</p>	<p>Engaging students with project based assignments to enrich their critical assessment of the texts.</p> <p>Approaching texts through varied perspectives in small Tutorial Groups.</p>
<p>Discipline-Specific Core Course-European Classical Literature</p>	<p>CO1: Students are able to gain an understanding of the classical, that is valuable in itself and as a frame of reference for subsequent periods of literary studies.</p> <p>CO2: They are enabled to engage with themes and concepts of classical literature.</p>	<p>Enhancing textual analysis with filmic and cinematic representations of the texts.</p> <p>Organizing group discussions to enable the students to engage with and contextualise the texts critically.</p>
<p>Discipline-specific Core course-Indian Classical Literature</p>	<p>CO1: Students are able to gain knowledge of the aesthetics and cultural values that serve as a groundwork for later development in Indian philosophical and social change.</p> <p>CO2: They are introduced to the richness of the Indian Knowledge tradition.</p>	<p>Undertaking research based assignments to provide an in depth analysis of the texts.</p> <p>Assessing students through oral presentations and vivas on larger themes surrounding the texts.</p>

Semester II

Course Name	Learning Outcomes	PSOs are attained by
<p align="center">Discipline-Specific Core Course-14th to 17 century English poetry</p>	<p>CO1: Students are able to develop a basic sense of the tools and methods employed by the poetry of the period to analyse and change social and political hierarchies.</p> <p>CO2: Students inculcate a foundation understanding of the distinctive ways in which poetry works.</p>	<p>Discussions in tutorial groups.</p> <p>Reading and discussing critical concepts and theories.</p> <p>Film screenings based on the texts.</p>
<p align="center">Discipline-Specific Code Course-16th and 17 century English drama</p>	<p>CO1: Students develop a basic sense of the way in which drama works as genre on its own terms.</p> <p>CO2: Students' imagination is stimulated by showing how theatre can analyze and critique political and cultural hierarchies successfully.</p>	<p>Organizing group discussions and viva to enrich students' knowledge.</p> <p>Discussing theoretical and critical concepts in interactive sessions in tutorials.</p>
<p align="center">Discipline-specific Core Course-18th-century literature.</p>	<p>CO1: Students are able to understand the way in which the “Age of Reason” shapes contemporary life.</p> <p>CO2: Students are enabled to understanding the ways in which major lines of thought and action may have understated beginnings.</p>	<p>Engaging students with filmic representations of the texts to enable them to critically analyse the texts.</p> <p>Giving them project based assignments to be able to contextualise the texts through varied approaches.</p>

Semester III

Course Name	Learning Outcomes	PSOs are attained by
American Literature	<p>CO1: Students are able to locate American Literature as a second world literary site, different from the conventional British Literature and read through American Poetry, American Novel & American Drama.</p> <p>CO2: Students also read through textual depictions of slavery and its probable resistance and the circumstances that gave rise to the prolific identity issues around „American dream“ depicted in texts.</p> <p>CO3: Students also learn about the struggle between Blacks and White Settlers on one hand; and Red Indians and White Americans on the leading to emergence of a “New America” with promise of greater Civil Liberty. A text like Toni Morrison’s Beloved centers around the theme of slavery— a major issue in contemporary world.</p>	<p>Interactive discussions in small groups in Tutorial classes</p> <p>Undertaking reading-based assignments on thematic topics</p> <p>Also through film screenings (text to-film adaptations) and through test/presentations</p>

<p>Popular Literature</p>	<p>CO1: This course enables students to see the impact of the discovery of printing technology proliferating into creations of multiple publication genres of popular literature</p> <p>CO2: Students get to understand terms and areas such as „bestsellers“, „classics“ „Children“s Literature“, „thriller“ etc through in-depth textual scrutiny and analysis.</p> <p>CO3: Students get densely introduced to forms of „fiction“ including the visual media such as films. Students study film areas such as James Bond, Pulp Fiction, Detective and Crime genres.</p> <p>CO4: Students learn about the intricacies around the debate between literary and non-literary fiction. Texts like Lewis Carrol“s Through the Looking Glass creates a world around a child“s fantasy which is very much a part of our imagination.</p>	<p>Interactive discussions in small groups in Tutorial Classes.</p> <p>Through critical thought processes exercised through presentations and tests.</p>
<p>British Poetry and Drama: 17th & 18th Centuries</p>	<p>CO1: This course makes students learn British Literature of the 17th century in its varied genres, the historical ruptures and intellectual debates of the time such as Puritanism.</p> <p>CO2: The course makes students explore the issues on succession and individualism</p>	<p>Interactive discussions in small groups in Tutorial Classes How to think critically and write with clarity.</p> <p>Test/Presentations and also through a discussion on writing techniques.</p>

	<p>pertinent to the Jacobean Age and relate issues with textual ramifications.</p> <p>CO3: Students also develop their takes/readings on the idea of the evil/good, virtue/vice and also on Christian theme of „Fall of Man“ represented in “Paradise Lost” offering fresh perspectives to the knowledge of cosmology, theology and human dealings with notions of „vice“ and the „evil“.</p>	
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Semester IV

Course Name	Learning Outcomes	PSOs are attained by
<p>British Literature: 18th Century</p>	<p>CO1: This course covers the Restoration Era (1660) till the Enlightenment Period (1715-1789) with Charles II becoming the monarch in 1660 and reacting against the high moral ethics of Puritan England. Students get a strong sense of the political influences on Literary compositions.</p> <p>CO2: Students also get to discuss and improve on their knowledge around the rise of novels for the first time in English literature/England. The advent of the periodicals saw the rise of empiricism and literature for the first time in English Literature.</p> <p>CO3: Students identify and</p>	<p>Interactive discussions in small groups in Tutorial Classes</p> <p>By making learners think critically and write with clarity.</p> <p>By discussing Examination questions & making learners do presentations.</p>

	<p>recognize literary forms and areas such as „mock-epic“, „satire“ and „political literature“ with highlights on Dryden and Pope.</p>	
<p>British Romantic Literature</p>	<p>CO1: The Romantic Period (1798-1837) was a critical link between Enlightenment and Modern Period. Students get to know of the influences of the French Revolution in Literature. The course also allows students to critically read lyrical poetry/ Nature poetry composed the Romantics who believed in the idea of “Liberty, Equality and Fraternity.”</p> <p>CO2: Students also read about the French philosopher Rousseau who was an inspirational figure and his role in the history of ideas and political philosophy and connect his ideas with literary texts.</p> <p>CO3: The course also enables students to understand musicality in art/poetry and the use of poetry for the common masses.</p> <p>CO4: The course also makes learners understand literary reflections of marginalized voices (for the first time as we see that a “leech gatherer” becomes the hero of Wordsworth“ 's “Resolution and Independence” or a small,</p>	<p>Interactive discussions in small groups in Tutorial classes.</p> <p>By making students think critically and write with clarity.</p> <p>Discussing Exam Questions and Answering writing techniques.</p>

	<p>country girl like Lucy, an embodiment of innocence and simplicity being the focus of attention).</p>	
<p>British Literature: 19th Century</p>	<p>CO1: The 19th century England popularly known as Victorian Era (1837-1901) saw the rapid rise of industrialization in England. Students in this Course educate themselves around the economic forces of Industrialization and their impacts on human lives.</p> <p>CO2: Students also relate a text such as Dickens's Great Expectations Karl Marx's articulations on working class and capital and other challenging aspects of capitalism.</p> <p>CO3: Students also understand Scientific discoveries such as Darwin's theory of the evolution of Man in a historical and literary preview.</p>	<p>Interactive discussions in small groups in Tutorial Classes</p> <p>By making students think critically and write with clarity</p> <p>Discussing Exam Questions & also by presentations</p>

Semester V

Course Name	Learning Outcomes	PSOs are attained by
<p>Women's Writing</p>	<p>CO1: This Course focuses on writings by women. Students learn women's writings as different texts highlighting on gender issues, and areas that deal with women's subjective positions in society and all kinds of socio-psychological roles and duties they grapple with having specific focus on texts and female agencies portrayed therein.</p> <p>CO2: This paper focuses on those stories, poems, novels, autobiographies, and theoretical writings that most clearly articulate the struggle to define experiences and challenge patriarchal constructs.</p>	<p>Interactive discussions in small groups in Tutorial Classes</p> <p>By making students think critically and write with clarity</p> <p>Discussing Exam Questions and presentations</p>
<p>British Literature: The Early 20th Century</p>	<p>CO1: Students learn about intellectual movements, art movements of the 20th century with reference to a number of political upheavals and monumental historical events which had a deep effect on English Literature announcing the beginning and growth of modernism</p> <p>CO2: Students also connect Modernism as a utopian vision of human life and society and</p>	<p>Interactive discussions in small groups in Tutorial Classes</p> <p>By making students think critically and write with clarity</p> <p>Discussing Exam Questions and presentations</p>

	<p>as an intellectual art movement with the literary productions across all three genres.</p> <p>CO3: Students discuss in depth contradictions in life/worldview coming off the two World Wars as something which shook man's faith in religion, established ideas of the Church creating a sense of doubt—introspected and learnt through all textual readings.</p> <p>CO4: Students get to think philosophically in lines with existentialist principles of man, creation, and the purpose of life and human action. Samuel Beckett's <i>Waiting for Godot</i> for instance, teaches students to think seriously on the possible meaninglessness and purposelessness in man's pursuit around existentialist dilemmas.</p> <p>CO-5: Students also learn the newer developments in fiction writing and narrative techniques of the same. Students exercise in detail through textual case studies on techniques and aspects of the psychological novel as a literary form with highlights on Virginia Woolf's <i>Mrs Dalloway</i> for instance, and also on other writers and texts.</p>	
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Semester VI

Course Name	Learning Outcomes	PSOs are attained by
<p>Modern European Drama</p>	<p>CO1: This course is a genre-based and performance-oriented course. It provides learners with an overview of formative theatrical movements in Europe. The plays included focus on innovative performance trends that began at the end of the nineteenth century and evolved into diverse forms in the twentieth century.</p> <p>CO2: Students also learn about the deep engagement of theatre with important socio-political issues of Europe in the post-War time. Students relate dramatic schools/movements such as Naturalist school, absurdist drama, and Epic theatre with textual frameworks and ideas and issues coming from various parts of Europe.</p> <p>CO3: Students also observe shifts in the language and stylistic developments of drama as art and drama as performative literature.</p>	<p>Interactive discussions in small groups in Tutorial Classes</p> <p>By making students think critically and write with clarity.</p> <p>Discussing Exam Questions and making students give presentations</p>
<p>Postcolonial Literatures</p>	<p>CO1: The course introduces students to texts being read from a postcolonial paradigm with „third world“ subject positions being highlighted</p>	<p>Through regular classroom discussions on texts and thematic issues and also</p>

	<p>such as „ideology“, „discourse“ and „power“.</p> <p>CO2: Students also practice critiques of „third world“/“postcolonial“ delineations of themes and characters together with the distinct use of language and style.</p>	<p>Through written assignments</p>
<p>Literary Criticism & Theory</p>	<p>CO1: This course exposes students to the history of ideas in the twentieth century and the material and discursive condition of intellectual production.</p> <p>CO2: The course teaches students critical merits of major upheavals in political, social and intellectual fields in the 20th century. Students get to study and discuss Marxist critics like Antonio Gramsci who deals with the role of the intellectuals in representing the ideas of the State.</p> <p>CO3: Students also understand Louis Althusser’s articulations of how the state uses the Ideological State Apparatus and Repressive State Apparatus to oppress the masses and connect it with relating citizenship with the State machineries.</p> <p>CO4: It also enables students to understand PostStructuralist critics like Claude Levi Strauss, Jacques Derrida and</p>	<p>Interactive discussions in small groups in Tutorial Classes</p> <p>By making students think critically and write with clarity</p> <p>Discussing Exam Questions and making students give presentations</p>

	<p>Michel Foucault who deal with the idea of language and multiple trajectories of language use and interpretation.</p> <p>CO5: It also gives readers to connect women's states with theoretical gender articulations. Readings from Feminist critics help students in forming critical perspectives on gender hierarchy and women's position and role in society.</p> <p>CO6: Students also understand and subsequently use articulations by Postcolonial theorists such as Homi Bhabha's ("How Newness Enters the World") in the broad assimilation of „third world“ poetics with literary canon</p>	
<p>Modern Indian Writing in English Translation</p>	<p>CO1: The Course aims to give students a glimpse of a vast diversity of modern Indian writings in Bhasha traditions exploring multiple regions.</p> <p>CO2: The course also informs students around revolts raised by the peasant and tribal population in the 18th and 19th centuries against the British enabling students to have an in-depth knowledge around multiple battles Indians fought for liberation.</p> <p>CO3: Students also explore</p>	<p>Interactive discussions in small groups in Tutorial Classes</p> <p>By making students think critically and write with clarity</p> <p>Discussing Exam Questions and making students give presentations</p>

	<p>areas of human exploitation and India's agrarian and rural issues from textual depictions of narratives such as Fakir Mohan Senapati's novel Six Acres and a Third and O.V. Vijayan's novel The Legends of Khasak.</p> <p>CO4: Students also read Rabindranath Tagore as a poet and understand his views on humanism and especially the significance of a prayer to God to protect the nation from evil effects (through the poem 'Where the Mind is Without Fear').</p> <p>CO5: The course also gives students a dense idea about translation exercise. They practice literary understanding and interpretation through translation as an inter-lingual and inter-cultural exchange between languages and cultures. It helps them bridge the gap between the vernacular language and English, providing cross cultural references and link it with political and social movements creating interest in the students.</p>	
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