

ENGLISH

Course Title	Course Outcomes
Paper 1: Indian Classical Literature	<ul style="list-style-type: none"> - explain the eco-socio-political-cultural context of the age that produced Indian classical literature from its early beginning till 1100 AD - appreciate the pluralistic and inclusive nature of Indian classical literature and its attributes - historically situate the classical literature and diverse literary cultures from India, mainly from Sanskrit, but also Tamil, Prakrit and Pali by focusing on major texts in the principal genres - trace the evolution of literary culture(s) in India in its/their contexts, issues of genres, themes and critical cultures - understand, analyze and appreciate various texts with comparative perspectives
Paper 2: European Classical Literature	<ul style="list-style-type: none"> • historically situate classical European, i.e., Greek and Latin literary cultures and their socio-political-cultural contexts • engage with classical literary traditions of Europe from the beginning till the 5th century AD • grasp the evolution of the concept of classic and classical in the European literary thinking and its reception over a period of time • appreciate classical literature of Europe and pursue their interests in it • examine different ways of reading and using literary texts across a wide range of classical authors, genres and periods with comparative perspectives • develop ability to pursue research in the field of classics • develop academic and practical skills in terms of communication and presentation and also learn about human and literary values of classical period
Paper 3: Indian Writing In English	<p>appreciate the historical trajectory of various genres of IWE from colonial times till the present</p> <ul style="list-style-type: none"> • critically engage with Indian literary texts written in English in terms of colonialism/postcolonialism, regionalism, and nationalism • critically appreciate the creative use of the English language in IWE • approach IWE from multiple positions based on historical and social locations
Paper 4: British Poetry And Drama: 14th To 17th Centuries	<p>understand the tradition of English literature from 14th to 17th centuries.</p> <ul style="list-style-type: none"> • develop a clear understanding of Renaissance Humanism that provides the basis for the texts suggested • engage with the major genres and forms of English literature and develop fundamental skills required for close reading and critical thinking of the texts and concepts • appreciate and analyze the poems and plays in the larger socio-political and religious contexts of the time.
Paper 5: American Literature	<ul style="list-style-type: none"> • understand the depth and diversity of American literature, keeping in mind the history and culture of the United States of America from the colonial period to the present (17th century to 21st century) • understand the historical, religious and philosophical contexts of the American spirit in literature; social-cultural-ecological-political contexts may, for example, include the idea of democracy, Millennial Narratives,

	<p>the Myth of Success, the American Adam, the Myth of the Old South, the Wild West, Melting pot, Multiculturalism, etc.</p> <ul style="list-style-type: none"> • appreciate the complexity of the origin and reception of American literature, given its European and non-European historical trajectories, particularly in relation to writers of European (Anglo-Saxon, French, Dutch and Hispanic) descent, as well as writers from black and non-European (African, American Indian, Hispanic-American and Asian) writing traditions • critically engage with the complex nature of American society, given its journey from specific religious obligations and their literary transformations (such as Puritanism, Unitarianism, Transcendentalism, etc.) to the growth of anti- or non-Christian sensibilities • critically appreciate the diversity of American literature in the light of regional variations in climate, cultural traits, economic priorities • explore and understand the nature of the relationships of human beings to other human beings and other life forms in relation to representative literary texts in various genres • relate the African American experience in America (both ante-bellum and postbellum) to issues of exclusion in societies relevant to their learning experience • analyze the American mind from global and Indian perspectives and situate the American in the contemporary world
Paper 6: Popular Literature	<ul style="list-style-type: none"> • trace the early history of print culture in England and the emergence of genre fiction and best sellers • engage with debates on high and low culture, canonical and non-canonical literature • articulate the characteristics of various genres of non-literaryfiction • investigate the role of popular fiction in the literary polysystem of various linguistic cultures • demonstrate how popular literature belongs to its time • Use various methods of literary analysis to interpret popular literature
Paper 7: British Poetry And Drama: 17th And 18th Centuries	<p>identify the major characteristics of the Comedy of Manners and Mock-Heroic poetry</p> <ul style="list-style-type: none"> • demonstrate in-depth knowledge and understanding of the religious, socio-intellectual and cultural thoughts of the 17th and 18th centuries • examine critically keys themes in representative texts of the period, including Sin, Transgression, Love, Pride, revenge, sexuality, human follies, among others • show their appreciation of texts in terms of plot-construction, socio-cultural contexts and genre of poetry and drama • analyze literary devices forms and techniques in order to appreciate and interpret the texts
Paper 8: British Literature 18th Century	<p>explain and analyze the rise of the critical mind</p> <ul style="list-style-type: none"> • trace the development of Restoration Comedy and anti-sentimental drama • examine and analyze the form and function of satire in the eighteenth century • appreciate and analyze the formal variations of Classicism • map the relationship between the formal and the political in the literature of the neoclassical period
Paper 9: British Romantic	understand Romanticism as a concept in relation to ancillary concepts

Literature	<p>like Classicism</p> <ul style="list-style-type: none"> • understand the Romantic period in English literature in terms of its social, philosophical, intellectual, literary backgrounds including German and French influences • analyze and understand the main characteristics of Romanticism • appreciate the canonical and representative poems and prose of the writers of the Romantic period. • develop skills of critical analysis and interpretation of selected poems in order to understand the theme, language, style, and elements of prosody. • appreciate and analyze the sensibility of the British Romantic period: common man, equality, freedom, sense of community and fraternity • relate Romantic literary texts to other forms of expression such as painting, for instance.
Paper 10: British Literature: 19th Century	<ul style="list-style-type: none"> • identify and analyze the socio-economic-political contexts that inform the literature of the period • comment on the historical and political awareness of literary texts as reflected in the transition from nature to culture across various genres • understand the conflict between self and society in different literary genres of the period • link the rise of the novel to the expansion of Colonialism and Capitalism • understand the transition from Romantic to Victorian in literature and culture • link the Victorian temper to political contexts in English colonies • link the changes in the English countryside to changes brought about in similar settings in India
Paper 11: Women's Writing	<p>recognise the importance of gender specificity in literature</p> <ul style="list-style-type: none"> • understand and appreciate the representation of female experience in literature • explain the difference between the feminine and the feminist as opposed to the female • examine and appreciate the role played by socio-cultural-economic contexts in defining woman • link the status of woman to social discrimination and social change • draw a location specific trajectory of female bonding or empowerment • to understand the complexity of social and biological constructions of manhood and womanhood • to examine the relationship of women to work and production
Paper 12: British Literature: The Early 20th Century	<p>trace the history of modernism in the socio-cultural and intellectual contexts of late nineteenth century and early twentieth century Europe</p> <ul style="list-style-type: none"> • link and distinguish between modernity and modernism • explain the links between developments in science and experiments in literature • explain the history of early twentieth-century modernism in the light of stream of consciousness, Jungian and Freudian ideas, Psychoanalysis, Imagism, Cubism, Vorticism • identify and analyze the use and modernist technique in different genres in early twentieth century British literature • trace the history of the self and subjectivity in literature in the light of colonial consciousness

	<ul style="list-style-type: none"> • explain and analyze the idea of form in modernist literary texts from across major genres
Paper 13: Modern European Drama	<ul style="list-style-type: none"> • understand the role of theatre and drama in the introduction and shaping of modernity • understand and engage with concepts like realism, naturalism, symbolism, expressionism, the Avant Garde, the epic theatre, the theatre of the absurd, etc. • understand how meaning is created in theatre and be able to write about innovations introduced into theatrical practice in the late nineteenth and the twentieth century
Paper 14: Postcolonial Literatures	<ul style="list-style-type: none"> • understand the social-historical-political-economic contexts of colonialism and postcolonialism in India and other countries affected by colonial rule • understand the scope of postcolonial literatures in India and elsewhere, primarily as a response to the long shadow of colonialism, not just of colonial occupation • see through a corpus of representative postcolonial texts from different colonial locations: the effects of colonial rule on the language, culture, economy and habitat of specific groups of people affected by it • appreciate and analyze the growing spectres of inequality arising out of colonial occupation and the role played by postcolonial literatures to resist it in India and similar locations • critically engage with issues of racism and imperialism during and after colonial occupation • appreciate the changing role and status of English in postcolonial literatures • link colonialism to modernity
C-15/ Paper 15: Literary Theory	<ul style="list-style-type: none"> • have a historical overview of major literary theorists, particularly of the 20th century • show an understanding of historical and philosophical contexts that led to the development of literary theory and its practices • develop awareness of various literary theories and the way they enrich and change our thinking about language, literature and society • historically situate literary theorists whose works had informed and shaped various literary theoretical discourses • identify theoretical concepts with theorists and movements with which they are associated and in the process understand their contexts • apply various theoretical frameworks and concepts to literary and cultural texts • evaluate and analyze strengths and limitations of theoretical frameworks and arguments • sharpen interpretative skills in the light of various theoretical framework
C-16/Paper 16: Literary Criticism	<ul style="list-style-type: none"> • understand the historical and philosophical contexts that led to the development of literary criticism and its practice in different traditions and periods • learners will be able to understand fundamental literary and critical concepts and underlying distinctions amongst them (e.g., difference between literary criticism and literary theory) • learners will be able to grasp a wide range of literary philosophers and critics whose works had informed and shaped the discourse of literary

	<p>theory</p> <ul style="list-style-type: none"> • learners will have knowledge about major, critical movements and critics in various critical traditions – Indian(schools of Rasa, Alamkar, Riti, Dhvani, Vakroti, Auchitya) and Western (Greek, Roman, English, German, Russian and French) • learners will be able to identify theoretical and critical concepts with critics/texts/movements with which they are associated and understand them in their contexts • learners will be able to apply various theoretical frameworks and concepts to literary and cultural texts • learners will be able to evaluate and analyze strengths and limitations of critical/theoretical frameworks and arguments • learners will be able to strengthen and deepen their interpretative skills
C-17/Paper 17: World Literatures	<p>explain the concept of World Literature and its evolution in relation to other related concepts e.g. national literature, general literature, comparative literature and Vishwa Sahitya.</p> <ul style="list-style-type: none"> • appreciate the connectedness and diversity of human experiences and literary responses to them in different parts of the world. • analyze and appreciate literary texts from different parts of the world and receive them in the light of one's own literary traditions. • analyze and interpret literary texts in their contexts and locate them.
C-18/Paper 18: Research Methodology	<p>Develop a simple questionnaire to elicit specific information.</p> <ul style="list-style-type: none"> • Collect data based on a survey and arrive at inferences using a small sample • Discuss and draft a plan for carrying out a piece of work systematically • Refer to authentic sources of information and document the same properly. • Provide proper explanation for technical terms in simple language.
C-19/ Prose: Elizabethan To Modern Period	
C-20/ Shakespeare (Shak)	
C-21/ Study Of A Period/Sop	
C-23/ 21st Century Literature In English (Tcle)	
Sec Course 1: Basic English Communication Skills Course	<p>Identify deviant use of English both in written and spoken forms</p> <ul style="list-style-type: none"> - Recognize the errors of usage and correct them - Recognize their own ability to improve their own competence in using the language - Understand and appreciate English spoken by people from different regions - Use language for speaking with confidence in an intelligible and acceptable manner - Understand the importance of reading for life - Develop an interest for reading - Read independently unfamiliar texts with comprehension - Understand the importance of writing in academic life - Write simple sentences without committing errors of spelling and grammar

Sec Course 2: Advanced English Communication Skills	<ul style="list-style-type: none"> -Read and understand longer pieces of discourse independently -Read and compare two texts for evaluating them -Summarise a text for the benefit of peers orally or in writing -Read and re-narrate a piece of text either orally or in writing -Plan a piece of writing before drafting – brainstorming and developing web charts/flow-diagrams/outlines -Edit a piece of self and peer writing -Writing and revising the drafts -Write a review of a text read for academic purpose or pleasure -Understand the purpose and process of communication -Identify and -overcome barriers of communication -Understand and appreciate the social norms of communication -Understand and appreciate the principle of politeness in relation to the speaker/listener
3. Skill Enhancement Courses English Phonetics	To enable the learners to be correct and fluent in English pronunciation and to acquire a sound knowledge of major style and global varieties of English
4. Skill Enhancement Course Remedial Grammar	To enable learners to use English language grammatically and confidently especially in those areas where non native users of English face problems
5. Writing Skills	To enable learners to write in English effectively for various specific purposes
6. Oral Communication	To enable learners to use English fluently in oral communications
Paper 2: Media And Communication Skills	<p>Develop the professional ability to communicate information clearly and effectively in all kinds of environment and contexts.</p> <ul style="list-style-type: none"> • demonstrate practical skills of various types of media writing, reviews, reports, programmes and discussions. • demonstrate their familiarity with the new media, its techniques, practices of social media and hypermedia. • Critically analyze the ways in which the media reflects, represents and influences the contemporary world. • identify avenues for a career in print and electronic media.
Paper 3: Text And Performance	<p>distinguish between a dramatic text and a performance text</p> <ul style="list-style-type: none"> • appreciate the evolution of drama in the West and in India in terms of both, form and content, from tradition to modernity, as well as have a thorough knowledge of different theatre styles in India and the West • to appreciate the difference between drama and other genres • develop a comprehensive understanding of the process of performance and the entire paraphernalia involved from theatrical space and lights/sound/costume to the use of voice and body • learn a wide variety of skills from acting and directing to script writing, costume designing, prop making and technical skills like sound and light as well as production. • display their knowledge of different aspects of text and performance through their production and not just through theoretical knowledge.
Paper 4: Language And Linguistics	<ul style="list-style-type: none"> • recognize/understand the structure and various parts of the language • understand the existence of language in the form of different dialects based on a set of established factors • identify the various functions a language performs and the roles assigned to it • understand that all languages behave alike and develop a tolerance for

	<p>other languages</p> <ul style="list-style-type: none"> • understand that making errors is a process of learning and not hesitate to use language for the fear of making errors
SEC Course 1: Basic English Communication Skills Course	<p>To help students become familiar with nuances of grammar, and build confidence in them that grammar is learnable'. The course also helps the Learners become aware of language, its dependence on grammar and the variety it exhibits.</p>
Sec Course 2: Advanced English Communication Skills	<p>Read and understand longer pieces of discourse independently</p> <ul style="list-style-type: none"> • Read and compare two texts for evaluating them • Summarise a text for the benefit of peers orally or in writing • Read and re-narrate a piece of text either orally or in writing • Plan a piece of writing before drafting – brainstorming and developing webcharts/flow-diagrams/outlines • Edit a piece of self and peer writing • Writing and revising the drafts