

DEPARTMENT OF ENGLISH
COURSE OBJECTIVES AND OUTCOMES
CBCS SYSTEM

Course Title	Title	Credits	Course objectives	Course outcomes
SEMESTER I				
CC1	History Of Literature And Philology		<ul style="list-style-type: none"> • To acquaint the students with a detailed overview of the history of English Literature. • To illustrate, with as much usefulness and thoroughness, the development of English Literature. • To facilitate the comprehension of the vital connection between the text and the context. • To acquaint students with the major developments 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Clearly identify the different periods in the history of English Literature. • Define the various socio-cultural cross currents of the ages. • Place texts and authors within their socio-cultural milieu. • Distinguish the major influences on the English language, identify changes in its structure, and trace

			in the evolution of the English Language.	the developments in the evolution of the English language.
CC2	European Classical Literature		<ul style="list-style-type: none"> • To provide conceptual knowledge and facilitate critical thinking on European classical literature. • To help students study the prescribed texts in relation to social and cultural contexts. • To help students understand the relevance of European classical literature for reading English literature. • To support students to set their own academic goals and explore new areas of research. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Critically analyse the forms and conventions of classical genres such as epic, tragedy, and comedy. • Understand the theories and characteristics of myths and identify their importance in Western culture and literature. • Examine the principal themes and issues that emerge in the prescribed classical texts. • Evaluate and defend the motivation of reading European classical literature

				in modern times.
GE1	Poetry And Short Story		<ul style="list-style-type: none"> • To provide a conceptual framework within which students can locate the modern short story as a genre and the writers included in the syllabus. • To acquaint students with the structural features of the different forms of poetry represented in the syllabus. • To inform students of the cultural milieu of the 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Understand and critique the modern short story. • Identify the structure of different poetic forms. • Explain the connection between the context and the text. • Comment on the themes and issues of the prescribed texts.

			<p>prescribed texts.</p> <ul style="list-style-type: none"> • To enable students to comprehend the themes and issues of these texts. 	
AECC1:	Communicative English		<ul style="list-style-type: none"> • To acquaint students with the form and structure of the parts of speech. • To make them aware of the syntactical patterns of the English language. • To give them practice in the use of different grammatical structures. • To alert them to the differences between British English and American English. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify and use correctly the different parts of speech. • Identify and correct errors in English Usage. • Use a wide and varied range of grammatical structures. • Distinguish British English from American English.

SEMESTER II

CC3	Indian Writing In English		<ul style="list-style-type: none">• To introduce students to different genres of Indian Writing in English and encourage them to situate their texts within the Indian context.• To heighten awareness of the way in which Indian authors use the English language.• To alert them to the ongoing debate about the term Indian Writing in English.• To evaluate the importance of contexts and critically analyse poems on the basis of theme and stylistics.	Students will be able to: <ul style="list-style-type: none">• Identify the manner in which foreign genres have been appropriated by Indian writers.• Explain the trajectory of the Indian novel and Indian poetry and analyse texts critically on the basis of stylistics and contexts.• Critically assess the efforts of Indian writers to evolve an indigenous variety of English.• Clearly state arguments for and against the use of the term Indian Writing in English.
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CC4	British Poetry And Drama (14th - 17th Century)		<ul style="list-style-type: none"> • To acquaint students with life and society in medieval England as depicted by Chaucer. • To make them aware of the different forms of poetry written in these four centuries. • To impart an understanding of the Elizabethan Stage and its relation to contemporary society. • To encourage students to develop their own readings on Elizabethan drama. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Analyse issues and ideological conflicts of Medieval England as depicted in Chaucer's poetry. • Identify the characteristic features of the different forms of poetry written in this period. • Critically analyse the distinctive characteristics of Shakespearean comedies and tragedies and relate them to stage practice. • Explain the structure of Elizabethan drama

				and compare it with Classical drama.
GE2	Essay, Drama And Novel		<ul style="list-style-type: none"> • To impart an understanding of the form of the essay and its evolution in England. • To study the genre of the Victorian novel in relation to its socio-historical background. • To study the genre of English drama and its evolution. • To help students critically analyse the predominant 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Understand and recognise the various kinds of essays and gain an appreciation of the form. • Understand the characteristic traits of different kinds of dramatic forms. • Engage in close reading and analysis of longer narrative works such as the novel.

			<p>themes and issues in the prescribed texts.</p> <ul style="list-style-type: none"> . 	<ul style="list-style-type: none"> Formulate critical responses on the basis of their reading of the prescribed texts.
			SEMESTER III	
CC5	American Literature		<ul style="list-style-type: none"> To introduce students to the history and evolution of literature in the United States of America. To enable students to locate the texts (novels, poems, short stories, plays) within the broader socio-cultural-political landscape of the country. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Locate the texts (novels, poems, short stories, plays) within the broader socio-cultural-political landscape of the country. Trace the parallel evolution of different genres in American Literature. Demonstrate a

<p style="text-align: center;">CC6</p>	<p style="text-align: center;">Popular Literature</p>		<ul style="list-style-type: none"> • To help them trace the parallel evolution of different genres in American Literature. • To motivate students to undertake research and expand their academic interests in this discipline. <ul style="list-style-type: none"> • To acquaint students with the defining features of popular literature. • To show them the relevance of this study for an understanding of contemporary society. 	<p>critical appreciation of the various shades of American Literature.</p> <ul style="list-style-type: none"> • Undertake research and expand their academic interests in this discipline. <p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify the defining features and genres of popular literature. • Explain the relevance of the study of nonsense as a serious pedagogic practice.
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			<ul style="list-style-type: none">• To introduce them to some of the genres of popular literature, viz. detective fiction, nonsense literature, and comics.• To evaluate the evolution of these forms over the years.• To familiarise students with the style of major authors in each of these genres.	<ul style="list-style-type: none">• Contextualise the texts in terms of history, allusions, and biographical data of authors.• Trace the evolution of comics to graphic novels.• Analyse the technical aspects of comics.
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CC7	British Poetry And Drama (17th - 18th Century)		<ul style="list-style-type: none"> • To acquaint students with the genres of 17th C and 18th C English Poetry. • To expose them to the impact of social, political, and religious history on English writing. • To critically analyse and explain the prescribed texts. • To familiarise students with the distinctive features of the drama of this period. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate their familiarity with the different genres of 17th and 18th C poetry. • Comment on the impact of social, political, and religious history on the prescribed texts. • Critically comment on the themes and features of prescribed texts. • Demonstrate familiarity with the major themes and characteristics of this drama.

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<p>SEC-A2</p>	<p>Business Communicatio n</p>		<ul style="list-style-type: none"> • To acquaint students with the nature of business communication. • To guide students as they practise the writing of letters and emails, CVs, reports, and meeting minutes. • To help students differentiate between online and offline modes of communication. • To address the practical aspects of communication in professional settings. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Distinguish between the various facets of business communication. • Write letters, emails, CVs, reports, and meeting minutes in accordance with established formats and conventions. • Strive for brevity, precision, coherent structure, and proper language in written business documents. • Identify and prepare for the situations and challenges they may face in professional environments.
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<p>GE3</p>	<p>Women's Writing And Women's Empowerment</p>		<ul style="list-style-type: none"> • To introduce the concept of women's fiction and writing as a profession. • To trace the history of British women's writing and the development of a special genre. • To familiarise students with the contributions of Indian women in the field of women's writing. • To acquaint them with the main tenets of the feminist movement and feminist literary criticism. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Analyse the specific characteristics and history of the development of Women's Writing. • Compose independent responses on the context of literary texts. • Demonstrate their acquaintance with stylistics and thematic aspects of the texts. • Contextualise the texts on the basis of the biographical information of the authors.
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LCC(L1)	Language, Variety And Stylistics		<ul style="list-style-type: none"> • To raise awareness of different registers and varieties of language. • To give students practice in distinguishing between personal and official language. • To give students practice in distinguishing between formal and informal language. • To give students practice in distinguishing between British and American English. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Display their awareness of different registers and varieties of language. • Distinguish between personal and official language. • Distinguish between formal and informal language. • Distinguish between British and American English usage.
SEMESTER IV				

<p style="text-align: center;">CC8</p>	<p>18th Century British Literature</p>		<ul style="list-style-type: none"> • To acquaint students with the form and structure of the Restoration Comedy of Intrigue. • To study the rise of the English novel in the light of social, political, and cultural contexts. • To explore the conventions of neoclassical and pre-Romantic poetry. • To encourage students to understand the 18th century social and political trends that prompted the development of the English Essay. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Situate 18th Century literature within its socio-political contexts. • Demonstrate their understanding of the context and conventions of Restoration Comedy. • Recognise the familiar elegance of prose writers and the prominent traits of the poets. • Understand the form and predominant issues of the early eighteenth-century novel and its impact on the subsequent evolution of the genre.
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<p>CC9</p>	<p>British Romantic Literature</p>		<ul style="list-style-type: none"> • To expose students to the social and intellectual trends of Romanticism in Britain. • To acquaint students with the historical and intellectual background of this period. • To support students to read and understand the major poetry of this period. • To make them aware of the Romantic features of the prescribed prose texts. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Outline the social and intellectual trends of Romanticism in Britain. • Demonstrate awareness of the historical and intellectual background of this period. • Read and address the themes of the major poetry of this period. • Clearly distinguish the Romantic features of the prescribed prose texts.
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<p>CC10</p>	<p>19th Century British Literature</p>		<ul style="list-style-type: none"> • To introduce students to the leading social and intellectual trends of 19th C England. • To encourage students to link the representative texts in Victorian poetry and prose to their contexts. • To identify the formal techniques and critical issues associated with Victorian poetry. • To study the evolution, importance, and lasting impact of the 19th C English novel. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Outline the leading social and intellectual trends of 19th C England. • Link the best texts in Victorian poetry and prose to their contexts. • Identify the formal techniques and critical issues associated with Victorian poetry. • Trace the evolution and account for the lasting impact of the 19th C English novel.
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SEC-B1	Creative Writing		<ul style="list-style-type: none"> • To introduce students to the theory of creative writing. • To acquaint them with the different modes of creative writing. • To give students continuous practice with creative writing exercises. • To enable students to prepare manuscripts (fiction and non-fiction writing) for publication. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate their familiarity with the theory of Creative Writing. • Distinguish between the different modes of creative writing. • Produce a range of creative writing. • Prepare manuscripts (fiction and non-fiction writing) for publication.
GE4	Academic Writing		<ul style="list-style-type: none"> • To help students understand the nature of academic writing. • To guide students as they practise 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Read and comprehend poetic pieces and prose passages and critically respond to

			<p>the writing of summaries and paraphrases, essays, and critical appreciations of texts.</p> <ul style="list-style-type: none"> • To emphasise the importance of properly formatted citations and references in academic writing. • To help students cultivate associated skill sets such as language and critical thinking 	<p>them in writing.</p> <ul style="list-style-type: none"> • Demonstrate an independent style of writing while adhering to principles of academic formality and rigour. • Identify and avoid plagiarism and duly reference relevant sources. • Use language skilfully and effectively.
LCC(L2)-1	Language, Society And Personality		<ul style="list-style-type: none"> • To acquaint students with eminent Indian personalities through a study of their lives and writings. • To enable 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Gain an understanding of society and its people through literature. • Appreciate literary language.

			<p>students to understand important issues related to India's historical and current context.</p> <ul style="list-style-type: none"> • To give continuous practice to help them improve comprehension and writing skills. • To encourage critical thinking regarding culture and contemporary issues. 	<ul style="list-style-type: none"> • Analyse short pieces in prose and respond to them critically. • Relate the prescribed texts to socio-political issues of contemporary relevance.
CC11	Women's Writing		<p>SEMESTER V</p> <ul style="list-style-type: none"> • To provide a historical understanding of social movements and social justice based on gender. • To offer an 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Comprehend the concepts around feminist discourses from various cultures and time periods.

			<p>understanding of the interrelatedness of gender, race, ethnicity, class, sexuality, religion, and other social categories as demonstrated in women's writing.</p> <ul style="list-style-type: none">• To help gain knowledge of multiple forms of oppression and marginalisation.• To enable students to apply theoretical frameworks of feminism, gender, and women's studies to the texts prescribed and beyond.	<ul style="list-style-type: none">• Apply the theoretical understanding gained to contemporary gender-related issues.• Demonstrate an understanding of women's writing by reading them in consonance with their historical, social, and political backgrounds.• Showcase the ability to design and conduct independent feminist analysis, research, or creative work.
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<p>CC12</p>	<p>Early 20th Century British Literature</p>		<ul style="list-style-type: none"> • To familiarise students with the social and the intellectual landscape of early 20th century England. • To impart a thorough knowledge of the major literary movements of the period, the prescribed texts, and the socio-cultural conditions of British society in which they were produced. • To enable students to locate texts within the cultural and historical framework of their time. • To expose 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify and understand the dominant trends and characteristics of Anglo-European Modernism. • Critically analyse and appreciate Modernist Literature and Art in general. • Comprehend texts and contexts using the theoretical methods provided to them. • Analyse the relationship between literary texts and social structures.
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			<p>students to various critical approaches and theoretical tools that will aid them in their readings of Modernist literature.</p>	
DSE-A2	Literary Theory And Criticism		<ul style="list-style-type: none"> • To expose students to key literary concepts, theories, and schools of criticism. • To enable students to read and discuss historical and contemporary criticism and theories, considering a range of literary 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Show their familiarity with a range of texts of critical theory. • Demonstrate in-depth knowledge of foundational critical theories and apply those to literary texts. • Identify their own theoretical

			<p>(critical) viewpoints, voices, and canonical works of the critical and literary theory.</p> <ul style="list-style-type: none">• To offer a thorough and comprehensive survey of literary theory down the ages.• To assist students in applying the various theoretical tools to analyse and examine literary works.	<p>inclinations and learn to question the same.</p> <ul style="list-style-type: none">• Conduct independent research based on their theoretical moorings and compose analytical essays on their own.
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<p>DSE-B1</p>	<p>Literary Types, Rhetoric And Prosody</p>		<ul style="list-style-type: none"> • To introduce students to the concepts of figures of speech and their definitions. • To help students distinguish between various rhetorical devices. • To give students practice in the usage of figures based on syntax, sound, and comparison. • To introduce them to the concepts of syllable, foot, metrical units, and rhythm. • To give them unseen texts to analyse and practice scansion. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Distinguish between various literary genres and their features. • Evaluate the history of their evolution. • Remember the definitions and distinctions between figures based on association, syntax, and sound. • Analyse unseen texts and identify the figures of speech used in them. • Apply correct figures of speech in sentences of their own. • Evaluate the rhythmic structure of unseen poetic lines and scan the
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				lines as per prosodic divisions.
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LCC(L1)-2	Language, Imagination And Creativity		<ul style="list-style-type: none"> • To help students grasp basic concepts related to poetic language and figures of speech. • To familiarise the students with the language of poetry with reference to specific British and Indian poets. • To expose the students to the practice of independent/unseen composition like stories, travelogues, and advertisements. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Grasp the concepts of figures of speech, imagery, and stylistic aspects of poetry. • Comprehend the theme and structure of the texts that are used as examples. • Evaluate the stylistic aspects of the texts. • Create articles, stories, travelogues, and advertisements in their own language, by themselves.
			SEMESTER VI	
CC13	Modern European Drama		<ul style="list-style-type: none"> • To examine plays of European playwrights from the 19th to 21st 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Articulate orally and in writing an

			<p>centuries through text analysis and performance activities. Works will be selected from the repertoires of key playwrights, for example, Ibsen, Chekhov, Strindberg, Jarry, Pirandello, Brecht, García Lorca, Beckett, and Ionesco.</p> <ul style="list-style-type: none">• To acquaint students with a brief history of European theatre in the specified timeframe.• To provide students with an overview of historical developments in dramatic literature within particular social, historical, political, theoretical, and/or artistic frameworks.	<p>understanding of key concepts and theatre practices in European theatre since the turn of the twentieth century.</p> <ul style="list-style-type: none">• Identify and critically analyse these key concepts and practices.• Conduct independent research to select and combine materials concerning the European theatrical landscape and make appropriate performance methodology choices for performance of selected texts.• Apply theoretical concepts in performance or in the production of a book.
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			<ul style="list-style-type: none"> To critically analyse plays as texts for performance and be able to communicate the above information during class discussions and in written work. 	
CC14	Postcolonial Literature		<ul style="list-style-type: none"> To impart an overview of the History of Colonialism and its discursive underpinnings. To provide an understanding of the intersectionalities of race, class, gender, and ethnicities. To enable students to review history using the postcolonial lenses. To enable students to apply methods and methodologies 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Gain a critical understanding of postcolonialism and its discourses. Critically read and appreciate postcolonial literatures in all its diverse forms. Participate and engage in discussions on various academic platforms. Apply the knowledge of postcolonial

			to read texts.	discourse and conduct independent research.
DSE-A3	Partition Literature		<ul style="list-style-type: none"> • To enable students to develop a strong understanding of the complex politics that led to the Partition of the country. • To provide a critical understanding and appreciation of Partition narratives and its contribution to the discourses on 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Comprehend the concept of Partition as a socio-historico-political concept. • Evaluate the significance of the historical context of Indian Partition. • Analyse critically the human dimension of Partition through its narratives. • Locate the continued legacies of Partition in the socio-cultural and political landscape of contemporary Indian society.

			<p>Partition.</p> <ul style="list-style-type: none"> • To assist students in developing an awareness about the social and human costs of geo-political power struggles. • To enable students to understand their own complex association with Partition and its legacies. 	<ul style="list-style-type: none"> • Undertake group discussions and research on literary and cinematic texts based on Partition.
DSE-B4	Text And Performance		<ul style="list-style-type: none"> • To study Indian and Western theatre through literary texts and their depiction in performance. 	<ul style="list-style-type: none"> • Gain a critical understanding of various Indian and Western theatrical forms.

			<ul style="list-style-type: none">• To introduce students to the strategies, techniques, and theories of writing and performance in terms of content, context, meaning, and intent.• To emphasise the elements of music, dance, language, and the body in performance.• To enable students to identify aspects of the dramatic in performance (such as ritual, spectacle, carnival, and magic) and situate them within a cultural framework.	<ul style="list-style-type: none">• Analyse text and performance through different theoretical perspectives.• Demonstrate understanding of the social and artistic movements that have shaped theatre as we know it today.• Draw connections between theatrical practices and social contexts in both modern and pre-modern periods.
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			<ul style="list-style-type: none"> To juxtapose the literary with the visual, the word with the act. 	
LCC(L2)-2	Language, Creativity And Analysis		<ul style="list-style-type: none"> To introduce students to the short story by Indian Writers in English. To introduce students to the work of Indian poets in English. To encourage students to place their texts within the Indian contexts. To give students practice in writing responses to questions on prescribed texts. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Identify characteristic features of the short story by Indian Writers in English. Trace themes and issues in the work of Indian poets in English. Place prescribed texts within the Indian contexts of their writers. Respond with relevant answers to questions on their prescribed texts.