

**DEPARTMENT OF ENGLISH: COURSE OUTCOME/PROGRAMME  
SPECIFIC OUTCOME**

- **CC1 (SEMESTER I, HISTORY OF ENGLISH LITERATURE AND  
PHILOLOGY- 6 CREDITS)**

**Course Objectives:**

The syllabus for Core Course 1 (CC1) under the Choice Based Credit System (CBCS) is structured to provide students with a comprehensive idea about the development of English literature and language over the ages. It traces the trajectory of the growth of English literature from the period of its inception, dating back to the seventh century, to the present era. The course is also designed to help students develop an understanding of the structural development of the English language and also to inform them about the various external linguistic influences that have contributed to the making of the language as we now know it to be.

**Course Outcomes:**

- a. The CC1 module consists of two groups— the first one (Group A) deals with the History of English Literature, while the second one (Group B) focuses on Philology.
- b. The completion of the course is supposed to benefit the students in the following ways:
  1. The course offers extensive insight into the history of English literature, while laying special emphasis on various literary movements, genres and writers that are held to be the representatives of their times.
  2. It helps the students to evaluate the way socio-cultural and historical phenomena influence the literary production of a particular period.

3. By familiarizing students with the socio-cultural ambience and the discursive frameworks of various ages, the course helps the students to develop an appreciation of the literary stalwarts of those times.
4. The students are also offered an in-depth understanding on the growth of the English language under the influence of various other languages including Latin and French, besides being mentored in the structural details of the language.

**CC2 (SEMESTER I, EUROPEAN CLASSICAL LITERATURE- 6 CREDITS)**

**Course Objectives:**

The syllabus for Core Course 2 (CC 2) of the Choice Based Credit System is designed to familiarize students with Greek and Latin texts which are integral for developing a better understanding of English literature. The course is woven around selected texts that help students to appreciate the way these classical authors have influenced their English literary successors.

**Course Outcomes:**

The completion of the course is supposed to benefit the students in the following ways:

1. It offers a comprehensive understanding of social and intellectual climate of ancient Greek and Roman society.
2. It will enable students to trace the way classical generic conventions have been taken up and worked upon by English writers at a later date.
3. The perusal of texts like Homer's *The Illiad* and Ovid's *Metamorphosis* will familiarize students with classical mythology. This will, in turn, help them to decode the classical allusions that are often found to feature in works of various English writers.

## CC1/GE1 (Semester I, Poetry and Short Story: 6 Credits)

### Course Objectives:

The objective of this course is to introduce the music of the English sounds and vocabulary of the earliest period in English literary history to the students to enable them to have a historical perspective of the developments over the centuries. The course also introduces the great masters such as Shakespeare, Keats and Shelley. Another objective is to enable the students to commit fewer errors while organizing, structuring and writing sentences.

### Course Outcomes-

1. Introducing students to the practitioners of English Literature and laying the foundation for contextualizing specific texts against definite historical backdrops.
2. Analyzing the art of story-telling and the various structural elements of a short story with special reference to James Joyce's *Araby*, Conrad's *Lagoon*.
3. Understanding the Romantic Movement and its implications in the works of second generation Romantic poets-Keats and Shelley while thoroughly examining university prescribed texts like *Ode To Autumn*, *To a Skylark*.
4. Investigating the efficacy of specific literary terms like rhyme pattern, blank verse to understand the significance of metrical patterns and the art of versification.
5. Instituting comparisons with various literary Movements to help deconstruct texts with greater clarity, as in the case of *Araby*.

## **AECC1 – ( SEM-1, COMMUNICATIVE ENGLISH: 2 CREDITS )**

### **Course Objectives:**

The purpose of this course is to introduce students to the theory, fundamentals and tools of communication and to develop in them vital communication skills which should be integral to personal, social and professional interactions.

### **Course Outcomes:**

The completion of the course is supposed to benefit the students in the following ways:

1. This course aims at addressing the importance of communication skills through an interactive mode of teaching-learning process and by focusing on various dimensions of communication skills.
2. It'll also help the students to learn the language of communication, such as personal communication, social interactions and communication in professional situations such as interviews, group discussions etc and important reading skills as well as writing skills such as report writing, notice writing etc.
3. It'll also enable the students to commit fewer errors while organizing, structuring and writing sentences as the course focuses on improving the grammatical skills of the students.

### **• CC3 (SEMESTER II, INDIAN WRITING IN ENGLISH: 6 CREDITS)**

### **Course Objectives:**

The objective of the course is to familiarize the students with the emergence and growth of Indian Writing in English in the context of colonial experience. The course will discuss issues concerning Indian Writing in English such as the representation of culture, identity, history, constructions of nation, gender politics, cross-cultural transformations.

### **Course Outcomes:**

After the completion of this course, the participants would gain insight into 'Indian' culture and literature through representative works. Students will be able to-

1. appreciate the historical trajectory of various genres of Indian Writing in English from colonial times to the present
2. analyze Indian literary texts written in English in terms of colonialism, post-colonialism, regionalism, and nationalism
3. understand the role of English as a medium for political awakening and the use of English in India for creative writing

4. analyze how the sociological, historical, cultural and political context impacted the texts selected for study
5. analyze the strength of Indian English as a literary medium.
6. evaluate critically the contributions of major Indian English poets and dramatists
7. develop a literary sensibility and display an emotional response to the literary texts and cultivate a sense of appreciation for them

**CC4 (SEMESTER II, BRITISH POETRY AND DRAMA (14TH – 17TH CENTURY): 6 CREDITS**

**Course objectives**

The growth of English language and literature over the centuries from a totally different state- more in the condition of a dialect in the earliest periods- to what it is in the present century should form the background knowledge of every student of English literature. The systems and structures of the medieval English developed rather quickly during the 16th and 17th centuries. The objective of this course is to introduce the music of the English sounds and vocabulary of the earliest period in English literary history to the students to enable them to have a historical perspective of the developments over the centuries. The course also introduces the great masters of the early period such as Chaucer, Spenser, Shakespeare, Marlowe and Donne.

**Course Outcomes :**

After the completion of this course, students will be able to-

1. comprehend the significance of Elizabethan literature and the writers belonged and its impact on literary works produced later.
2. evaluate the significance of the socio-political and historical events which shaped the perspective of the Elizabethan Age

3. explain how socio-historical factors have influenced individual texts and how individual texts are representative of their age
4. identify and explain the formal and literary features of each genre and text, and how they contribute to the complexity of values and emotions represented in the texts
5. develop a clear understanding of Renaissance Humanism that provides the basis for the texts suggested
6. Analyze the various elements of poetry, such as diction, tone, form, genre, imagery, figures of speech, symbolism, theme, etc.
7. To know several Shakespearean sonnets, understand the sonnet form, analyze particular Shakespearean sonnets, and appreciate Shakespeare's contribution to the form.
8. gain insight into the age of Shakespeare and the uniqueness of Shakespearean creative output with regard to both his sonnets and plays
9. to have a nuanced understanding of the dramatic literature of the Elizabethan period, with regard to the classical and romantic strains embedded in the plays
10. To apply a knowledge of the social, political, and intellectual context of Elizabethan England to an understanding of Shakespeare's and Marlowe's works
11. To understand the great ideas conveyed in Shakespeare's dramas and appreciate the rhetorical and poetic art through which those ideas are conveyed.

**CC2/GE2 (Essay, Drama and Novel , Semester II: 6 Credits)**

**Course Outcomes-**

1. Understand the genre of essays in Romantic period and how Charles Lamb has cultivated this genre in Romantic period and the philosophy of that era through a detailed study of *Dream Children: A Reverie*.
2. Discussing how the symbolic act of ‘shooting the elephant’ reflects on the ‘the real nature of imperialism—the real motives for which despotic governments act’, how the essay broadens the focus to tyranny in general and not just imperialism. A cross-referential study of Orwell’s *Animal Farm* and *1984* for a better understanding of the prescribed text.
3. Analyzing the significance of fate, destiny and coincidence in Thomas Hardy’s craft of storytelling.
4. Examining the larger framework and socio-political scenario of Victorian England in *The Mayor of Casterbridge* and Thomas Hardy’s portrayal of the main protagonist and his treatment of women in the novel.

- **CC5 (SEMESTER 3, CODE – ENG-A-CC-3-5-TH/TU)**  
**AMERICAN LITERATURE: 6 CREDITS**

### **COURSE OBJECTIVES :**

This course will examine the roots of American literature by focusing multiple genres—poetry, drama, stories and novel. It explores literature that reveals and emerges from multiple perspectives such as race, gender, ethnicity, socio-economic class and historical period. Various concepts like Puritanism, Transcendentalism, and the American Romantics etc will be introduced to the students. They will have awareness



of the social, historical, literary and cultural elements of the changes in American literature by identifying and describing distinct literary characteristics of American literature and analyze literary works of eminent American writers.

This course offers introduction to American Dream, Race, Ethnicity, Multiculturalism and Realism. The students will inculcate a rhetorical approach to the literary study of American texts and also the conceptions, generalizations, myths and beliefs about American cultural history.

### **COURSE OUTCOMES:**

After successful completion of this course in semester III, students will be able to-

1. 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.
2. Understand the social-cultural-ecological-political, historical, religious and philosophical contexts of the American spirit in literature.
3. evaluate the thoughts, beliefs, customs, struggles, and visions of African American writers
4. Understand the American style of writing and ideologies like Transcendentalism, corruption, pride, power and obsession along with spiritualism and Christian values.
5. Critically analyze American literary texts in the light of several movements in literature and understand the changing faces of texts with developments in culture. Students can compare/contrast literary works through an analysis of genre, theme, character, and other literary devices
6. understand the changing notions of class, gender, ethnicity in a postcolonial, and diasporic world order.

**CC6 (SEMESTER 3, CODE – ENG-A-CC-3-6-TH/TU) POPULAR  
LITERATURE: 6 CREDITS**

**Course Objective:**

The syllabus for Core Course 6 (CC 6) of the Choice Based Credit System is designed to familiarize students with the notions of Popular Culture. They'll get to know about the practices, beliefs, and objects that are dominant or prevalent in a society at a given point in time and how they are interspersed with literature of that time or age. The course revolves around certain selected texts that shall aim at providing the students with a comprehensive understanding of the term 'Popular Culture' and how it influences an individual's outlook towards certain topics.

**Course Outcomes:**

The completion of the course is supposed to benefit the students in the following ways:

1. It will encourage students to analyze the complexities of popular culture and its social and cultural function.
2. It will enable students to perceive how gender, sexuality, race, ethnicity, class and other socially codified markers of identity are represented in popular culture.
3. It will also help the students to explore the many competing theories, methods, concepts and frameworks that surround, explain and situate popular culture, examine popular culture examples and discuss critical issues such as ethics, politics and histories.

- **CC7 ( SEMESTER III, BRITISH POETRY AND DRAMA, 17th-18th  
CENTURY: 6 CREDITS)**

### **Course Objectives:**

The syllabus for the Core Course 7 (CC7) is designed to introduce the students to the literary trends of English literature during the seventeenth and eighteenth centuries. The module prescribes texts by eminent authors like John Milton, Alexander Pope, John Webster and Aphra Behn, who have contributed significantly in shaping the literary output of the era.

### **Course Outcome:**

The completion of the course would enable the students to:

1. Develop a thorough understanding of the various eras in the history of English literature including the Renaissance, Restoration and Neoclassical periods through the perusal of representative works of the time.
2. Investigate the way the volatile socio-political scenario influenced the literary production of the era.
3. Gain insights into the genre of Comedy of Manners through an appreciation of Aphra Behn, the one of the most prolific female figures of Restoration theatre.
4. Decode the stylistic aspects of epic poetry and mock-heroic poetry which is quintessential for comprehending the works of Milton and Pope included in the module.

- **CC3/GE3 (SEMESTER 3, CODE – ENG-G-CC-3-3-TH/TU) - 6 CREDITS**

**(5 CREDITS THEORY AND 1 CREDIT TUTORIAL)**

**WOMEN'S WRITING AND WOMEN'S EMPOWERMENT**

### **COURSE OBJECTIVES:**

This paper on Women's Writing and Women's Empowerment introduces students to a body of literature that has emerged with growing feminist awareness of women's lives and their representation. It invites students to examine how women's texts pay attention to the historical and political conditions of their times, to the status and condition of women and to the ways in which they embody a politics of resistance. It expects students to look at the way a woman writer participates in the questions of selfhood, at women's relations with men and with other women, and at the implications of women speaking, writing, and empowering themselves by finding their own voices and interrogating women's work and roles in society.

### **COURSE OUTCOMES :**

After successful completion of this course in semester III, students will be able to -

1. Learn how and on what grounds women's writing can be considered as a separate genre. They can examine and appreciate the role played by socio-cultural-economic contexts in defining women. It will enlighten them about the issues and concerns of the women writers of the developed and developing countries. They can understand and appreciate the representation of female experience in literature.
2. Analyze the literary texts through the perspective of gender to achieve particular literary, rhetorical and aesthetic effects. The students will have an awareness of class, race and gender as social constructs and how they influence women's lives. They will be equipped with analytical, critical and creative skills to interrogate the biases in the construction of gender and patriarchal norms.
3. To explore the writing style of women, the students come to know some of the developments, themes, and narrative strategies of women's writing. Students can analyze literary texts through the perspectives of gender, knowing the central points of a selection of feminist theory, and can use it as a context for reading literary texts.

4. Understand various perspectives in Women's Writing which represents women's voices and histories, breaking the silence of patriarchal oppression and the students will come to know how these significant 'Others' of the human population and their writings contributed to our understanding of womanhood and authorship.

- **CC8 (SEMESTER IV, CODE – ENG-A-CC-4-8-TH/TU) 18TH CENTURY BRITISH LITERATURE: 6 CREDITS**

**Course Objective:**

The objective of this course is to provide the students with an in-depth assessment of the social and the intellectual background of 18<sup>th</sup> century British Literature. The course will explore themes of social upheaval, reversals of personal status, political satire, geographical exploration and the comparison between the supposed natural state of man and the supposed civilized state of man in 18<sup>th</sup> Century Britain.

**Course Outcomes:**

1. This course will enable the students to identify and describe distinct literary characteristics of the 18th century British literature driven by reason, intellect, correctness and satirical spirit.
2. It will help them to develop an understanding of 18th-century British literature within its cultural and historical context.
3. It will also allow the students to evaluate how novel as a genre blossomed in England in the first half of the 18<sup>th</sup> century - to analyze the various social and economic causes of the novel's popularity and thus its influence in the depiction of individual character, society, culture, and politics.
4. It will also provide a deeper insight into the sophistication of theatrical thinking during this period, with complex subplots and characters intended as ironic parodies of common stereotypes.

**CC9 (Semester IV, BRITISH ROMANTIC LITERATURE : 6 CREDITS)**

**Course Objectives:**

The syllabus for Core Course 9 (CC9) under the Choice Based Credit System is designed to familiarize the students with the Romantic Age, an important

period of literary development in the history of English literature. The course is woven around selected texts by contemporary literary stalwarts in order to introduce the students to the various literary trends and genres of the time.

### **Course Outcome:**

The completion of the course in semester four would enable the students to:

1. Gain insights into the unique traits of the literary movement of “Romanticism” through the representative works of eminent writers like William Wordsworth, John Keats, Charles Lamb and Mary Shelley.
2. Examine the way literary devices like symbolism, allegory and metaphor were employed by contemporary writers in order to articulate their artistic vision.
3. Understand the way concepts like idealism, individualism and pantheism percolated into the literary output of the Romantic era.
4. Investigate the efficacy of important Romantic concepts like “imagination” and “fancy” through the perusal of iconic texts like Samuel Taylor Coleridge's *Biographia Literaria*, which features among the list of recommended readings for the course.
5. Appreciate the genre of essay as it was cultivated in the Romantic period by eminent essayists like Charles Lamb, who incorporated within it the intricacies of dream-narrative and autobiographical elements.

- **CC10 (SEMESTER 4, CODE – ENG-A-CC-4-10-TH/TU)**  
**19<sup>th</sup> CENTURY BRITISH LITERATURE: 6 CREDITS**

### **COURSE OBJECTIVES:**

The nineteenth century witnessed extraordinary social and cultural change in Britain, from the rise of industrial capitalism to the emancipation of women, from the decline of Christian belief to the growth of Empire, from urbanisation to the emergence of mass literacy. This course will introduce students to some significant texts and literary movements of the period, in the wider context of social transformation and emerging literary practices. Issues to be considered will include the establishment of the novel as the dominant literary genre, the ways in which social values are encoded and contested in literary texts, and the relationship of traditional and experimental practices in poetic forms. Students will here encounter the poetry that is characteristic of the Victorian period – forms like the dramatic monologue, the love poem, pre-Raphaelite experiments and the beginnings of modern poetic experiments by Hopkins. They will also find examples of the great Victorian fiction that closely followed the social concerns of the period and experimented with narrative voice and perspective. The course aims to develop students' analytic and critical skills through an engagement with a range of issues and methodologies in literary studies.

### **COURSE OUTCOMES:**

After successful completion of this course in semester IV, students will be able to –

1. Identify and analyze the socio-economic-political contexts that influence the literature of the period. Students will be acquainted with the historical and political awareness of literary texts as reflected in the transition from nature to culture across various genres.
2. Appreciate female voices of the Victorian period and understand the female writer's role / position in society, the tension between the private domestic sentiments and the larger public concerns, the contemporary responses and modern critical re-assessments.
3. Familiar with the pattern of development and change in the themes and literary techniques used by the Victorian novelists and poets. Students will be acquainted with various prose and poetic styles.



4. To understand the existing conflict between faith and doubt in Victorian society.
5. Have an analytical knowledge of some of the key aspects of Victorian literature and culture. They will come to know how to use primary and secondary sources to explore relevant historical and cultural contexts, and how to use those contexts for their readings of literary texts.
6. Analyze, discuss and write critically about the use of supernatural and gothic tropes and their significance in a range of Victorian texts. Students will be enlightened with a range of Victorian literature in relation to a range of contexts including Victorian anxieties about modernity, madness, sexual transgression and disease.

- **CC11 (SEMESTER 5, CODE – ENG-A-CC-5-11-TH/TU)WOMEN’S WRITING: 6 CREDITS**

### **COURSE OBJECTIVES:**

This paper aims to study women’s issues in India in the light of various historical and social contexts. It attempts to trace the evolution of women’s empowerment both in terms of policy and discourse in postcolonial contemporary India and simultaneously tries to locate Women’s position in earlier times.

### **Course Outcomes:**

The course aims to achieve the following:-

- Study the position of women in pre-colonial times.
  - Present how colonial modernity impacts women
- Study the impact of nationalism on women.
- Track Women’s movement and Empowerment issues in contemporary India. The learner is going to be equipped with:
  - A historical understanding of the space provided to women in India through history.
  - An understanding of the manner in which the social construction of gender comes about.
  - The ability to criticize the given and stereotypical notions of such Constructions.

**CC12 (Semester V, EARLY 20<sup>TH</sup> CENTURY BRITISH LITERATURE : 6 CREDITS)**

**COURSE OBJECTIVES:**

This paper aims to familiarize the students with the 20th C. era of Modernism in British Literature that has urgency in its departure from the codes and conventions of the past.

**Course Outcomes:**

The course aims to achieve the following:

- A good introduction to the spirit of modernism.
- Knowledge of new forms & cosmopolitanism with foreign influences in literature.
- Understand post modernism through a reading of recent poetic and fictional works.

- **DSE-A1 (Semester V, MODERN INDIAN WRITING IN ENGLISH TRANSLATION: 6 CREDITS)**

**COURSE OBJECTIVES:**

Awareness towards the problems of interpreting Indian Culture via the English Language and acquaintance with the work of significant Indian writers of Poetry, Prose Fiction and Drama.

**Course Outcomes:**

After completion of the course the students will be able to know about the various phases of the evolution of Indian writing in English and to introduce students to the thematic concerns, genres and trends of Indian writing in English. \_ Relate the circumstances that influenced and shaped the emergence of Indian English Literature. Understand the place of English Writing in India in the larger field of English Literature. Critically analyze the artistic and innovative techniques used in different genres of English Writing against Indian historical and cultural contexts.

**DSE-A2 (Semester V, Literary Criticism and Literary Theory: 6 CREDITS)**

**Course Objectives:**

In this paper, students are going to be familiarized with some important texts on literary criticism and literary theory.

**Course Outcomes:**

After completing the course, students are expected to:

- Become informed on the shifts in literary interpretations and critical approaches beginning from William Wordsworth's Preface to the 'Lyrical Ballads'.

- Become equipped with prescribed literary criticism and theories while reading texts across genres.

**DSE-B1 (Semester V,LITERARY TYPES, RHETORIC AND PROSODY : 6 CREDITS)**

**Course Objectives:**

In this paper, students will study non-fictional prose, fiction, poetry and drama situated in different period of literary history.

**Course Outcomes:**

After the successful completion of the course, students will be able to:

- Understand different formal concerns of a literary form and study actual texts exemplifying the literary form.
- Analyze the evolutionary or historical dimension of the literary works, their growth and transformations
- Note the affinities as well as differences existing among the literary forms.

**DSE-B2 (Semester V, Contemporary India: Women and Empowerment: 6 CREDITS)**

**Course Objectives:**

This paper aims to study women's issues in India in the light of various historical and social contexts. It attempts to trace the evolution of women's empowerment both in terms of policy and discourse in postcolonial contemporary India and simultaneously tries to locate Women's position in earlier times.

**Course Outcomes:**

The course aims to achieve the following:-

- Study the position of women in pre-colonial times.
  - Present how colonial modernity impacts women
- Study the impact of nationalism on women.
- Track Women's movement and Empowerment issues in contemporary India. The learner is going to be equipped with:
  - A historical understanding of the space provided to women in India through history.
  - An understanding of the manner in which the social construction of gender comes about.
  - The ability to criticize the given and stereotypical notions of such Constructions.

### **CC13 (Semester VI, MODERN EUROPEAN DRAMA: 6 CREDITS)**

#### **Course Objectives:**

This paper aims at introducing innovative dramatic works of play wrights from different parts of Europe, Which together represents the wide range of modern drama and its fortunes on the written page and the stage.

#### **Course Outcomes:-**

After course completion, students will be able to:

- Understand the emergence of avant- grade movements and trends.
- Understand dramatic devices and techniques during modernism which eventually influenced theoretical practices in other nations of the world.
- Examine various literary techniques that writers of 20th century use in writing their texts, and demonstrate an understanding of these techniques.
- Reflect upon the great upheaval that the world has undergone during 20th century and the constructive role of literary activism/movements in restoring humane values.

### **CC14 (Semester VI,POSTCOLONIAL LITERATURE: 6 CREDITS)**

#### **Course Objectives:**

This paper aims to introduce novels, short stories and poems from postcolonial literatures across the world.

#### **Course Outcomes:-**

After course completion, students will be able to:

- Know how a literary text, explicitly or allegorically, represents various aspects of colonial oppression.
- Question how a text reveals the ambiguity of post-colonial identity.
- Learn how a text reveals about the politics and/or psychology of anti-colonialist resistance.
  - Trace the history of post-colonial movements in India and its textual representations.
- Locate and represent subaltern voices through their own writings.

### **DSE-A3 (Semester VI, PARTITION LITERATURE: 6 CREDITS)**

#### **Course Objectives:**

This paper aims to introduce learners with the ideas of colonialism, nationalism and partition along with other ideologies during the period of history when the Indian Subcontinent had to undergo partition. With the help of several literary texts on partition theme, learners are made to indulge on critical analysis of partition literature.

**Course Outcomes:**

After course completion, learners are hoped to be acquainted with

- The presence of Colonialism, Nationalism and partition in prescribed texts.
- Check the presence of communalism and violence in prescribed texts.
- Appreciate and analyze the themes of homelessness, exile, and role of women in partition literature.

**DSE-A4 (Semester VI, MEDIA AND COMMUNICATION: 6 CREDITS)****Course Objectives:**

This paper aims at introducing learners with the skills of writing with a practical purpose.

**Course Outcomes:**

The course aims to achieve the following:

- The techniques of good writing, retaining and communicating information with precision.
- Specific forms of technical writing: Summaries, instructions, descriptions, formal letters and official emails.

**DSE-B3 (Semester VI, AUTOBIOGRAPHY: 6 CREDITS)****Course Objectives:**

This paper aims at introducing students to some stalwarts of autobiographical writing and at familiarizing them to great autobiographical works having its connections with mainstream literature.

**Course Outcomes:**

The course aims to achieve the following:

- Know about the definition of autobiography
- Understand the nature of autobiography and its difference with diary
- Have some examples of autobiographical texts

**DSE-B4 (Semester VI, TEXT AND PERFORMANCE: 6 CREDITS)****Course Objectives:**

This paper aims at introducing students to the art of theatre, historical overview of Indian and Western theatre. It will also inform them about classical, modern and contemporary theatres, historical development of theatrical forms and also about folk traditions of theatre.

**Course Outcomes:** After course completion, students will be able to:

- **Know about the history of theatre and traditions of theatre**
- **Contributions of eminent individuals in the field of theatre**
- **Folk traditions**
- **Tagore as a Theatrician**

### **ALL SECS**

- **SEC-A1 (Semester III, Code-ENG-A-SEC-A-3-1-TH,TRANSLATION STUDIES:2Credits)**

#### **Course Objectives:**

The paper aims to acquaint students with some major trends of translation theory and also help them engage in practical translation.

#### **Course Outcomes:**

The students completing this course will be able to :

- Trace the history of Translation Studies in India and understand the challenges faced in a multilingual context like India
- Understand the different modes and types of translation
- Develop a better understanding of translation as a practice and various challenges involved in it.

- **SEC-B1 (Semester III, Code-ENG-A-SEC-B-4-1-TH,CREATIVE WRITING:2Credits)**

#### **Course Objectives:**

This paper aims at introducing learners with the skills of writing with a practical purpose.

#### **Course Outcomes:**

The course aims to achieve the following:

- The techniques of good writing, retaining and communicating information with precision.
- Specific forms of technical writing: Summaries, instructions, descriptions, formal letters and official emails.
  - Different modes of creative writing.

**SEC-A2 (SEMESTER III, Code-ENG-A-SEC-A-3-2-TH BUSINESS COMMUNICATION: 2 CREDITS)**

**Course Objectives:**

This paper is a skill enhancement course under the new CBCS system that helps students grow tools for acquiring language and literary skills. The primary objective of this paper is to help students write letters, reports and notices which would enable them to navigate through business communication smoothly in professional field. In any organized job sector- governmental or corporate, one is expected to already know how to write formal curriculum vitae, formal letters, reports and minutes of any meeting held. This course is directed towards that professional training.

**Course Outcomes:**

After completion of this course in semester three, students would be able to-

1. Understand the significance of business communication in any organized job sector or even how to write any formal letter to bank, post office or editor of a newspaper for our daily existence.
2. Comprehend how business communication is only relevant for a working professional but for anyone interacting with any governmental services necessary for our quotidian lives.
3. Write their curriculum vitae for applying to any jobs or even the letters of acceptance or rejection afterwards.
4. Navigate through e-correspondence. In today's time and age, it is absolutely mandatory to know how one should write any emails and the professional etiquettes of writing one.

• **SEC-B2 (Semester IV, Code-ENG-A-SEC-B-4-2-TH, Academic Writing and Composition: 2 Credits)**

• **Course Objectives:**

This paper is a skill enhancement course under the new CBCS system that helps students to learn how to write academic papers. Unlike any other formal piece of writing, academic writing is based on a thorough, impersonal and objective research on a given topic. It enables students to hone critical thinking skills and research aptitude. It is also equally significant for students what plagiarism means in academic field and what regulations or norms one must follow for conducting ethical research. This particular course is extremely relevant for students who want to pursue higher studies where they have to actively write term papers and learning how to do citation and bibliography would give them an advantage.

**Course Outcomes:**

After the completion of this course, students will be able to-

1. Understand what entails in an academic piece of writing and how it is different from any other formal or creative piece of writing.
2. Comprehend how to conduct an ethical research work put citation, references and prepare bibliography at the end of an academic paper.
3. Besides teaching academic writing, this course also teaches students to summarize or paraphrase academic works which is essential for preparing notes and answers.
4. Write critical appreciation of already existing research works and to conduct literature review.

**SEC-A2 (SEMESTER III/V, Code-ENG-G-SEC-A-3/5-1-TH, BUSINESS COMMUNICATION: 2 CREDITS)**

**Course Objectives:**



This paper is a skill enhancement course under the new CBCS system that helps students grow tools for acquiring language and literary skills. The primary objective of this paper is to help students write letters, reports and notices which would enable them to navigate through business communication smoothly in professional field. In any organized job sector- governmental or corporate, one is expected to already know how to write formal curriculum vitae, formal letters, reports and minutes of any meeting held. This course is directed towards that professional training.

### **Course Outcomes:**

After completion of this course in semester three, students would be able to-

1. Understand the significance of business communication in any organized job sector or even how to write any formal letter to bank, post office or editor of a newspaper for our daily existence.
2. Comprehend how business communication is only relevant for a working professional but for anyone interacting with any governmental services necessary for our quotidian lives.
3. Write their curriculum vitae for applying to any jobs or even the letters of acceptance or rejection afterwards.
4. Navigate through e-correspondence. In today's time and age, it is absolutely mandatory to know how one should write any emails and the professional etiquettes of writing one.

• **SEC-B2 (Semester IV/VI, Code-ENG-G-SEC-B-4/6-1-TH, CREATIVE WRITING: 2Credits)**

#### **Course Objectives:**

This paper aims at introducing learners with the skills of writing with a creative purpose.

#### **Course Outcomes:**

The course aims to achieve the following:

- The techniques of good writing, retaining and communicating information with precision.
- Specific forms of technical writing: Summaries, instructions, descriptions, formal letters and official emails.
- Different modes of creative writing.

• **SEC-B1 (Semester IV/VI, Code-ENG-G-SEC-B-4/6-1-TH,SPOKEN ENGLISH:2Credits)**

**Course Objectives:**

The paper aims at preparing the students to speak English fluently and properly and to help them gain confidence regarding English speaking.

**Course Outcome:**

The completion of the course would help the students to know about the:

1. Differences between speech and writing
2. Features of oral communication
3. Essentials of good communication
4. Stress, Intonation, Voice Modulation in speech
5. Rules of interruption in civil discourses.
6. Interview, Debate, Anchoring and Public address.

**SEC-A1 (SEMESTER III/V, Code-ENG-G-SEC-A-3/5-1-TH,ENGLISH LANGUAGE TEACHING: 2 CREDITS)**

**Course Objectives:**

The paper aims at preparing the students to differentiate between First language, Second language, and foreign language, to know about the features of a good language learner, structure of the English language and methods of teaching English language.

**Course Outcome:**

The completion of the course would help the students to know about the:

1. Differences between First language, Second language, and foreign language.
2. Features of a good language learner
3. Structure of the English language
4. Methods of teaching English language
5. Assess language skills

- **CC4/GE4 (SEMESTER IV, ACADEMIC WRITING : 6 CREDITS)**

### **Course Objectives:**

The course is aimed at the enhancement of creative faculties of students by honing their skills of interpretative analysis and critical thinking. The paper helps the students to learn the techniques of writing essays, paraphrases and academic articles. It also involves introducing the students to various styles of citation that are integral for writing academic papers. The overall agenda of the course lies in developing the research aptitude of the students.

### **Course Outcome:**

The completion of the course would help the students to:

1. Engage in critical thinking within a structured framework.
2. Acquire the skills of academic writing which would equip the students to tackle with ease the term papers and dissertations during the course of their academic career.
3. Develop a thorough understanding about the ethics of conducting academic research.
4. Maintain the etiquettes of academic writing by providing proper citations and refraining from unethical academic practices like plagiarism.

## ALL LCCS

### LCC2- 1 (Alternative English, Semester IV, Code-ENG-G-LCC-2-4-1-TH/TU, Language, Society and Personality: 6 Credits)

#### Course Objectives:

This course is part of the 'Alternative English' section under the new CBCS system. The primary objective of this course is to familiarize students with the literary works of various authors, social reformers and historians. This course brings together a mélange of works by Shashi Tharoor, Ismat Chughtai and Ramachandra Guha to look at the project of nation building and various social reformers and litterateurs who have had significant influence over Indian culture. This course also introduces a few academic essays on Gandhi, Tagore and Ishwar Chandra Vidyasagar to dissect the how their works in various sectors have eventually contributed to the building of modern India.

#### Course Outcomes:

After the completion of this course students will be able to-

1. Comprehend how different personalities such as Gandhi, Tagore and Ishwar Chandra Vidyasagar have helped to shape a modern and secular India.
2. Study literary works of different authors who are not necessarily fiction writers, but rather social reformers and historians. It would solidify their understanding of English non-fiction pieces and the current conflicted socio-political scenario of modern India on which these pieces are based on.
3. Understand how literature is not just imaginary stories but rather a reflection of the realism of human existence which is also primarily shaped by the political and historical backdrop of any nation.

- LCC (L1)-1 (SEMESTER III, LANGUAGE,VARIETY and STYLISTICS CODE – ENG-G-LCC-1-3-1-TH/TU) - 6 CREDITS (5 CREDITS THEORY AND 1 CREDIT TUTORIAL)

#### Course Objective:

This course is designed to help the students to enhance language and

communication skills. The primary objective of the course is to familiarize the students with the varieties of language – formal and informal, correct and incorrect, and also help them understand the difference between American English and British English among other things.

### **Course Outcomes:**

The completion of the course is supposed to benefit the students in the following ways:

1. It will help the students attaining communicative competence so that they can use language accurately and appropriately.
2. It'll help them to understand the basic features of communication and aim at improving language skills.
3. This course will also allow the students to gain useful letter/report writing tools, tips and techniques to effectively apply the skills to their everyday workplace correspondence.
4. It will also demonstrate the particulars of writing effective emails, while improving punctuation and grammar. Also making sure that the style, content and message is concise, correct and appropriate.

- **LCC (L1)-2 (SEMESTER V, LANGUAGE,IMAGINATION and CREATIVITY CODE – ENG-G-LCC-1-5-2-TH/TU) - 6 CREDITS (5 CREDITS THEORY AND 1 CREDIT TUTORIAL)**

### **Course Objective:**

This course is designed to help the students to know about the use of Figures of Speech and also about the creative use of language as in travelogue, stories and advertisement matters. It will also help them recognizing the style of writing of poets like Tagore, Wordsworth and Tennyson.

### **Course Outcomes:**

The completion of the course is supposed to benefit the students in the following ways:

1. It will help the students attaining communicative competence so that they can use language accurately and appropriately.

2. The students will be able to use Figures of Speech while doing creative writing.
3. The students will be able to know about the creative use of language as in travelogue, stories and advertisement matters.
4. The students will be able to recognize the style of writing of poets like Tagore, Wordsworth and Tennyson.

**LCC(L2)-2(Alternative English, Semester VI, Code-ENG-G-LCC-2-6-2-TH/TU, Language, Society and Personality: 6 Credits)**

**Course Objectives:**

This course is designed to help the students to know about the use of Figures of Speech and also about the creative use of language as in travelogue, stories and advertisement matters. It will also help them recognizing the style of writing of different authors. It will teach them how to analyze a text in proper way.

**Course Outcomes:**

The completion of the course is supposed to benefit the students in the following ways:

1. It will help the students attaining communicative competence so that they can use language accurately and appropriately.
2. It will also help them recognizing the style of writing of different authors.
3. It will also help them how to analyze a text critically.
4. It will also help them finding out the major themes in works like Premchand's The Child, Nissim Ezekiel's In a Country Cottage etc.

**CC11 (SEMESTER 5, CODE – ENG-A-CC-5-11-TH/TU) WOMEN'S WRITING: 6 CREDITS**

**COURSE OBJECTIVES:**

This paper on Women's Writing introduces students to a body of literature that has emerged with growing feminist awareness of women's lives and their representation. It invites students to examine how women's texts pay attention to the historical and political conditions of their times, to the status and condition of

women and to the ways in which they embody a politics of resistance. It expects students to look at the way a woman writer participates in the questions of selfhood, at women's relations with men and with other women, and at the implications of women speaking, writing, and empowering themselves by finding their own voices and interrogating women's work and roles in society.

### **COURSE OUTCOMES :**

After successful completion of this course in semester V, students will be able to –

1. Learn how and on what grounds women's writing can be considered as a separate genre. They can examine and appreciate the role played by socio-cultural-economic contexts in defining women. It will enlighten them about the issues and concerns of the women writers of the developed and developing countries. They can understand and appreciate the representation of female experience in literature.
2. Analyze the literary texts through the perspective of gender to achieve particular literary, rhetorical and aesthetic effects. The students will have an awareness of class, race and gender as social constructs and how they influence women's lives. They will be equipped with analytical, critical and creative skills to interrogate the biases in the construction of gender and patriarchal norms.
3. To explore the writing style of women, the students come to know some of the developments, themes, and narrative strategies of women's writing. Students can analyze literary texts through the perspectives of gender, knowing the central points of a selection of feminist theory, and can use it as a context for reading literary texts.

## 1+1+1 System

### PART II (SECOND YEAR)

#### PAPER-III, DRAMA

#### **Course objectives:**

The growth of English language and literature over the centuries from a totally different state- more in the condition of a dialect in the earliest periods- to what it is in the present century should form the background knowledge of every student of English literature. The systems and structures of the medieval English developed rather quickly during the 16th and 17th centuries. The objective of this course is to introduce the music of the English sounds and vocabulary of the earliest period in English literary history to the students to enable them to have a historical perspective of the developments over the centuries. The course also introduces the great masters of the early period such as Shakespeare and Marlowe.

#### **Course Outcomes:**

1. gain insight into the age of Shakespeare and the uniqueness of Shakespearean creative output with regard to his plays.
2. to have a nuanced understanding of the dramatic literature of the Elizabethan period, with regard to the classical and romantic strains embedded in the plays.
3. To apply a knowledge of the social, political, and intellectual context of Elizabethan England to an understanding of Shakespeare's and Marlowe's works.
4. To understand the great ideas conveyed in Shakespeare's dramas and appreciate the rhetorical and poetic art through which those ideas are conveyed.
5. develop a clear understanding of Renaissance Humanism that provides the basis for the texts suggested.
6. comprehend the significance of Elizabethan literature and the writers belonged and its impact on literary works produced later.
7. evaluate the significance of the socio-political and historical events which shaped the perspective of the Elizabethan Age.



**PAPER-IV,**  
**NOVEL,ESSAYS AND SHORT STORIES**

**Course objectives:**

1. The primary objective of this section is to foster critical thinking and literary techniques.
2. Sections like Miscellaneous writing, which engages with book/film review and Essays, equip students with the basic tools for enhancing their creative faculties.
3. This paper incorporates a novel like Jane Austen's Pride and Prejudice which simultaneously facilitates their understanding of the time-honored discourses on inter-relations between individual aspiration and social injunctions in the literary sphere.
4. The paper approaches the issue of testing the linguistic skills of the students through substance writing of unseen passages.

**Course Outcomes:**

1. Understand the genre of essays in Romantic period and how Charles Lamb has cultivated this genre in Romantic period and the philosophy of that era through a detailed study of *Dream Children: A Reverie*.
2. Discussing how the symbolic act of 'shooting the elephant' reflects on the 'the real nature of imperialism—the real motives for which despotic governments act', how the essay broadens the focus to tyranny in general and not just imperialism. A cross-referential study of Orwell's *Animal Farm* and *1984* for a better understanding of the prescribed text.
3. Understand different formal concerns of a literary form and study actual texts exemplifying the literary form.

### **PART III (THIRD YEAR)**

#### **Paper 5: (Poetry from Elizabethan to Neo-classical Period)**

##### **COURSE OBJECTIVES:**

2. The primary objective of this section is to foster critical thinking and literary techniques.
3. Interpret specific poems as prescribed in the university course structure against the backdrop of the socio-political currents and counter-currents of the age.
4. Understand Milton's craftsmanship with special reference to Paradise Lost.
5. Familiarize students with the figures of speech like simile ,metaphor, transferred epithets, synecdoche etc.

##### **Course Outcomes-**

1. Interpreting specific poems as prescribed in the university course structure against the backdrop of the socio-political currents and counter-currents of the age.
2. Introducing the students to the seminal Elizabethan and Neo-classical literary practitioners by comparing and contrasting works from their oeuvre.
3. Understanding Milton's craftsmanship with special reference to Paradise Lost.
4. The language component, in the form of rhetoric and prosody, deals with familiarizing students with the figures of speech like simile ,metaphor, transferred epithets, synecdoche etc.



## **Paper 6: (Novel, Essay and Writing)**

### **COURSE OBJECTIVES:**

1. The primary objective of this section is to foster critical thinking and literary techniques.
2. Sections like Miscellaneous writing, which engages with book/film review and Essays, equip students with the basic tools for enhancing their creative faculties.
3. This paper incorporates a novel like Dickens's Great Expectations which simultaneously facilitates their understanding of the time-honored discourses on inter-relations between individual aspiration and social injunctions in the literary sphere.
4. The paper approaches the issue of testing the linguistic skills of the students through substance writing of unseen passages.

**Course Outcomes-** After successful completion of this course the students will be able to:

1. Develop their linguistic skills.
2. Write substance and summary.
3. Foster critical thinking and literary techniques.
2. Learn inter-relations between individual aspiration and social injunctions in the literary sphere.

## **Paper 7: (Drama and Literary Types)**

### **COURSE OBJECTIVES:**

This paper aims to:

1. Analyze and interpret the genre of drama and its development from Aristotle down to the present day.
2. Decode terms like 'kitchen-sink drama' and its implications in Osborne's literary oeuvre, with special reference to 'Look Back In Anger'.
3. Examine the different structures and elements subsumed under each

- genre, as much as is permissible within the framework provided by the university module.
4. Demonstrate the ability to contextualize the works of modern drama, interpret the thematic and stylistic elements of the plays and appreciate the literary worth, social relevance and timeless appeal of the plays.

### **Course Outcomes-**

3. Analyzing and interpreting the genre of drama and its development from Aristotle down to the present day in the light of specific dramatic principles as stated in his Poetics.
4. Decoding terms like 'kitchen-sink drama' and its implications in Osborne's literary oeuvre, with special reference to 'Look Back In Anger'.
5. Reconstructing the 4 specific literary types- Novel, Epic, Tragedy and Comedy- while discussing the salient traits of each in association with definite cultural and political trends that has shaped them.
6. Examining the different structures and elements subsumed under each genre, as much as is permissible within the framework provided by the university module.
7. Exploring the ramifications of social and political upheavals in the works of Osborne and Shaw.
8. Studying different aspects of drama, its development throughout ages and how in the early and mid-20<sup>th</sup> century it goes through a radical change.

## **Paper 8: (Optional Paper)**

### **Group A: Indian Writing in English**

#### **COURSE OBJECTIVES:**

This paper aims to familiarize students with the trajectory of Indian writing in English; to analyze contested structures of violence, language and dissent in the works of Mahesh Dattani, Amitav Ghosh, Mulk Raj Anand etc; to introduce students to the contributions of Kamala Das, Anita Desai as key figures in revolutionizing the literary arena through their candid articulations and to explore the art of narration and storytelling.

#### **Course Outcomes-**

- i. Familiarising students with the trajectory of Indian writing in English.
- ii. Analysing contested structures of violence, language and dissent in the works of Mahesh Dattani, Amitav Ghosh, Mulk Raj Anand amongst others.
- iii. Alluding to essays like Meenakshi Mukherjee's "Maps And Mirrors: Co-ordinates of Meaning in The Shadow Lines" to contextualize the politics of communal violence and the idea of 'belonging' in the Indian context.
- iv. Introducing students to the contributions of Kamala Das, Anita Desai as key figures in revolutionizing the literary arena through their candid articulations.
- v. Exploring the art of narration and storytelling in the works of Ruskin Bond, Premchand Munshi and Manik Bandyopadhyay.

**PAPER – VIII (OPTIONAL PAPER)**  
**GROUP B: American Literature**

**Course Objectives :**

The students will be introduced to various concepts like Antebellum and Post bellum America; Puritanism; Transcendentalism; The American Romantics and American Frontier. It gives the glimpse of American Literature, Culture, Theory and the Renaissance. Students will have an awareness of the social, historical, literary and cultural elements of the changes in American literature by identifying and describing distinct literary characteristics of American literature and analyze literary works of eminent American writers.

This course offers introduction to American Dream; Race; Ethnicity; Multiculturalism; Realism. The students will inculcate a rhetorical approach to the literary study of American texts and also the conceptions, generalizations, myths and beliefs about American cultural history.

**Course Outcomes:**

On the successful completion of the course, students will be able to-

1. Critically analyze American literary texts in the light of several movements in literature.
2. Understand the changing faces of texts with developments in culture.
3. Understand the progression of ideas across genres and times.
4. Get a clear idea of the literary space of America.
5. demonstrate an awareness of the socio-political and cultural history of America
6. Identify key ideas and characteristic perspectives or attitudes as expressed in American literature
7. demonstrate knowledge of the contributions of major literary periods, works and persons in American literature and recognize their continuing significance
8. evaluate the thoughts, beliefs, customs, struggles, and visions of African American writers
9. compare/contrast literary works through an analysis of genre, theme,

- character, and other literary devices
10. understand the changes brought about by modernism and urbanization in the American cultural landscape.
  11. understand the changing notions of class, gender, ethnicity in a postcolonial, diasporic and neocolonial world order.

**PAPER – VIII (OPTIONAL PAPER)**  
**GROUP C : Post-Colonial Literature in English**

**Course Objectives:**

This paper aims to introduce novels, short stories and poems from postcolonial literatures across the world.

**Course Outcomes:-**

After course completion, students will be able to:

- Know how a literary text, explicitly or allegorically, represents various aspects of colonial oppression.
- Question how a text reveals the ambiguity of post-colonial identity.
- Learn how a text reveals about the politics and/or psychology of anti-colonialist resistance.
- Trace the history of post-colonial movements in India and its textual representations.
- Locate and represent subaltern voices through their own writings.



## **Programme Specific Outcomes:**

### **B.A.HONOURS**

In general, exposure to literature prompts students to engage in reading, develop an understanding of new cultures and tackle advanced passages to enhance their intellectual growth. Literature provides students with exposure to new vocabulary words, familiarity with rhythms, literary patterns and beats and creative storytelling techniques that can aid with personal and academic writing projects. Literature opens up the culture of a time period that is long gone, and in a way can give wisdom to the modern society about life. Literature allows us to interpret our own lives and emotions and find ways to relate to the story so we in turn can reflect. It is the study of art and aesthetic form that allows people to use their imagination to visualize the story within their own mind.

Literature is filled with irony, symbolism, conflicts and cathartic moments that can textually provide lessons about the structure of storytelling, writing and the use of description within prose, but in a broader manner, teaches one about lives, that a reader can live vicariously. We learn about history we didn't experience, customs we are not familiar with or that lead to what we do and perform now. Literary works prompt students to think critically about society, gender, race, culture and injustices.

- **Literature and Culture:** There are aspects of any culture, be it ancient, medieval, Renaissance, colonial or post-colonial; that can be encapsulated and preserved by literature. Literature is not only about studying the timeless verses of the poets and authors but understanding socio-historical structure of the culture of a time period and how it has been represented.
- **Studying the Classics of Literature:** Studying Literature does not confine the students to the traditions of England and canonical British literature, but it includes the possibility of introducing them to the techniques and strategies which formulate English Literature, such as the study of Ancient Greek and Latin literature and help them to study literature.
- **Literature and Social Justice:** It is important to understand the trajectory of English literature, how the narrative style and techniques have evolved

over the period of time. It is necessary to study the classics but it is also significant to read the literature produced at the margins. Especially in a sub continental classroom, where students arrive at the intersection of class, caste and religion, it is absolutely mandatory to understand the language of dissent, class struggle and non- canonical forms of writing.

- **Literature and Interdisciplinary:** Studying literature makes one aware of what we understand to be literature. Is it just the poems, novels, plays and short stories or can other forms such as cinema and theatre be considered to be literature as well? It forces one to think about various post-modern literary mediums and their interpretations. It encourages students to look at the cinematic adaptations of any literary work as an independent work of literature.

### **B.A ENGLISH GENERAL TEACHING**

- a) 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 present and in the past.
- b) Application of subject knowledge as a bridge to life in the world, where the focus is on demonstrating one's competence in professional skills.
- c) Critical aptitude and reflexive thinking.
- d) Understanding of values and cultural differences.

### **AECC Level Teaching**

- a) Develop vital communication skills that would be integral to personal, social and professional interactions.
- b) Creative use of subject knowledge in a professional field.
- c) Professional Skill and employability options.
- d) To develop adequate competency to meet challenges of future job environment.

### **LCC Level Teaching**

### **LCC 1-1**

- a) Enhance language and communication skills.
- b) Demonstrate effective interpersonal communications.
- c) Display communicative competence by using language accurately and appropriately.
- d) Knowledge of new trends in communication.
- e) Attain useful letter and report writing tools, tips and techniques to effectively apply the skills to their everyday workplace correspondences.
- f) Demonstrate the particulars of writing effective emails.

### **LCC 2-1**

- a) Appreciate the diversity of modern Indian literatures and the similarities between them.
- b) Understand and creatively engage with the notion of nation and nationalism.
- c) Appreciate the impact of literary movements on various Indian literatures.
- d) Critically engage with significant social issues like caste and gender.
- e) Understand the historical trajectories of Indian literatures.

### **Global and local implications:**

#### **AECC1 English**

AECC1 English introduces the students to the theory, fundamentals and tools of communication and to develop in them vital communication skills which should be integral to personal, social and professional interactions. One of the critical links among human beings and an important thread that binds society together is the ability to share thoughts, emotions and ideas through various means of communication: both verbal and non-verbal. In the context of rapid globalization and increasing recognition of social and cultural pluralities, the significance of clear and effective communication has substantially enhanced. The present course hopes to address some of the aspects through an interactive mode of teaching-learning processes and by focusing on various dimensions of communications skills.

#### **LCC English**

Students demonstrate grip over the global language of communication, various speaking skills such as personal communication, social interactions and communication in professional situations such as interviews, group discussions and office environments, important reading skills as well as writing skills such as report writing, note-taking etc. While, to an extent, the art of communication is natural to all living beings, in today's world of complexities, it has also acquired some elements of science. It is hoped that after studying this course, students will find a difference in their personal and professional interactions. Thus participate actively in the global activities.

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