



DEPARTMENT OF ENGLISH
INDAS MAHAVIDYALAYA

HONOURS COURSE

STATEMENT OF PROGRAMME OUTCOME AND COURSE OUTCOMES

PROGRAMME OUTCOME: B.A. (HONS) in ENGLISH

The BA Course in English (H) offers training in language and literature. The Programme is targeted towards the over-all proficiency in the use of language, development of four language skills, development of literary perception, preparing students for higher studies and competitive exams, imparting value , and encouraging students to take part in community services.

On successful completion of the programme, the students would be able to:

PO1: Conceptualize the importance of literature as a yardstick to social consciousness and the artistic appeal to the senses.

PO2: Cultivate comprehensive understanding of the important dimensions in literature and their proliferation.

PO3: Examine how Indian literature plays an integral and significant contribution to the literature world.

PO4: Discern the relevance of how literary writings from across India mirrors the voice of the marginalized, the unrepresented.

PO5: Examine the Courses that offer a foundation for understanding cinema-and its relation to culture, history, technology and aesthetics

PO6: Learn to adapt the conventions of academic writing and be professionally equipped to draft and edit documents.

PO7: Become professionally skilled to perform reading, content writing and editing in various professional sectors including electronic and print media.

PO8: Gain in-depth knowledge about professional communication both written and verbal as a means of enhancing performance.

COURSE OUTCOME:

SEMESTER-1

UG-ENG-101/C-1 [BRITISH POETRY AND DRAMA: FROM OLD ENGLISH PERIOD TO 17th CENTURY]

Students would be able to:

CO-1. State the basic tenets of Renaissance Humanism as both a social discourse and a literary foundation.

CO-2. Assess the role of the stage, court, and city in the social and the literary domain.

CO-3. Analyze the major themes and contexts in the plays and poetry of the time.

CO-4. Have an idea of a clear construct of the working structure of drama.

CO-5. Develop the form of drama from church liturgy to theatres.

CO-6. Develop Sonnet as a form from Italian structure and themes to English.

UG-ENG-102/C-2 [BRITISH POETRY AND DRAMA: 17th AND 18th CENTURIES]

Students would be able to:

CO-1. Describe the key features of religious and secular thought in the 17th Century and its relevance in literature.

CO-2. Elucidate the role of the stage and the state in 17th century.

CO-3. Analyze the epic as a genre.

CO-4. Understand the mock-epic as a genre.

CO-5. Elaborate on the form and themes of the epic, mock epic and prose fiction.

CO-6. Examine the metaphysical poetry with its new-fangled vigor and refreshing outlook provides a sparkling existence to poetry.

CO-7. Explain the salient features of major Rhetorical figures of speech

CO-8. Explain the major elements of prosody in poetry.

CO-9. Enable the prosodic understanding in poetry

CO-10. Have a foundation of knowledge in rhetoric.

CO-11. Enhance the finer instincts and sensitivities by an ample exposure to a rich array of emotion and imagination recorded and registered in the poems.

UG-ENG-103/GE-1 [ACADEMIC WRITING AND COMPOSITION]

Students would be able to:

CO-1. Understand the importance that comes with academic writing. Understand and identify the methods of summation and paraphrasing.

CO-2. Structure a cogent argument.

CO-3. Do basic analyzing, synthesizing and evaluating..

CO-4. Acquire necessary knowledge base regarding the fundamentals of the writing process.

CO-5. Brush up their previous learning of the rules and applications of grammatical forms.

SEMESTER-2

UG-ENG-201/C-3 [BRITISH LITERATURE: 18th CENTURY]

Students would be able to:

CO-1. Discern the features, purpose and the narrative technique of satire.

CO-2. Identify the sociological aspects of 18th century England along with the state of general learning.

CO-3. Understand the purpose behind political satire and the inherent immorality of court life.

CO-4. Assess the vices and evils in human nature through introspection, as exposed in the novel.

UG-ENG-202/C-4 [INDIAN CLASSICAL LITERATURE]

Students would be able to:

CO-1. Understand succinctly the literary and cultural heritage and tradition of India.

CO-2. Have a close understanding of the classical Indian Literary tradition promoting them to analyze and appreciate its departure from the western counterpart.

CO-3. Develop an insight into the Indian Epic tradition through a thorough reading of the select excerpt from The Mahabharata.

CO-4. Develop a working knowledge about the Indian classical Drama.

CO-5. Form a critical knowledge of the structure and the recurrent themes dwelling on the notions of Dharma and the Heroic in classical Indian literature.

CO-6. Learn to identify the relevance and scope of these thematic concerns in contemporary everyday life stretching beyond the world of texts.

CO-7. Understand rich legends and myths of India and identify their relevance in contemporary everyday life beyond the world of the texts.

UG-ENG-203/GE-2 [NATION, CULTURE AND INDIA]

Students would be able to:

CO-1. Form an idea on the Indian Renaissance and its eminent figures.

CO-2. Relate all these acquired knowledge in understanding contemporary national philosophy pursued.

CO-3. Apply all these acquired knowledge in reading other works.

CO-4. Appreciate the different facets of our constitution and democracy.

CO-5. Formulate notions about how nationalism plays a prominent role behind the dawning of a distinct Indian identity.

CO-6. Discern how India's secularist character has found its supporters and distracters though the decades.

UG-204/AECC-ENG [ENGLISH COMMUNICATION SKILLS]

Students would be able to:

- CO-1. Recall basic concepts of communicative English.
- CO-2. Improve LSRW-listening, speaking, reading and writing skills and the related sub-skills.
- CO-3. Describe characteristics of communicative English. Explain theory of communication.
- CO-4. Discuss types and mode of communication.
- CO-5. Apply specific speaking, reading and understanding, writing skill.
- CO-6. Speak with more confidence and listen carefully to build rapport.
- CO-7. Demonstrate positive group communication exchanges.
- CO-8. Carry out effective communication.
- CO-9. Compare and contrast different situation to avoid barriers to communication.
- CO-10. Organize content of communication to retain interest of the listeners.
- CO-11. Assess barriers to communication. Predict nature and motive of listener/s to avoid miscommunication.
- CO-12. Manage individual, group and public speech.
- CO-13. Prepare analysis and interpretation, summary, paraphrasing.
- CO-14. Write document, report, note and letter.

SEMESTER-3

UG-ENG-301/C-5 [BRITISH ROMANTIC POETRY]

Students would be able to:

- CO-1. Express romanticism and are also able to describe the subtle difference between precursors of romanticism and romanticism.
- CO-2. Recall the characteristics of the romantic literature.
- CO-3. Recall the life of William Blake and his literary career.
- CO-4. Explain about symbolism and other figurative expressions implied in romantic poetry.

UG-ENG-302/C-6 [BRITISH LITERATURE: 19th CENTURY]

Students would be able to:

CO-1. Get adequate exposure to the social and literary history of England in the 19th century.

CO-2. Acquire familiarity with the values and finer human sensibilities through poetry, drama and novels of the period.

CO-3. Elucidate about the nuances of the Victorian sensibility through the reading and appreciation of some period novels

CO-4. Critically analyze how industrial revolution and the ensuing urbanization significantly altered the lives, morality and society of the people.

CO-5. Express views about the newer trends in the poetry of the age that set up a new poetic tradition in English.

UG-ENG-303/C-7 [INDIAN WRITING IN ENGLISH]

Students would be able to:

CO-1. Describe the broad outlines of Indian literature written in English, the challenges, the social and the creative stimulus behind Indian literature in English and its readership.

CO-2. Explain the persistent themes and historical context of Indian English novel for instance the history of partition and its aftermath, the historical and cultural discourse of nationalism.

CO-3. Elucidate about the aesthetic and social consciousness of Indian English poetry and drama.

CO-4. Critically analyze the emergence, development and scope of modernist consciousness in Indian English Literature.

CO-5. Understand certain modern technicalities like commercialization of writing as is manifestly relevant in having an in depth evaluation of Indian Writing in English.

CO-6. Examine the very relevant aspect of the post-colonial and power politics element that has breathing, living presence in all Indian writings in English.

CO-7. To understand the subaltern in Indian subcontinent with its vividness, sectional and marginal identities, along with their fight against the domination of majority for exerting the same.

UG-ENG-304/GE-3 [CONTEMPORARY INDIA: WOMEN AND EMPOWERMENT]

Students would be able to:

CO-1. Develop on the idea of gender discrimination. It is any unequal treatment, including privilege and priority, on the basis of gender.

CO-2. Describe the history of women's rights movement, also called women's liberation movement, diverse social movement, and women's movement in India.

CO-3. Learn about the safeguards offered to women in Indian Constitution against domestic violence.

CO-4. Generate awareness about the participation and empowerment of women in Indian society and culture.

UG-ENG-305/SEC-1 [ENGLISH LANGUAGE TEACHING]

Students would be able to:

CO-1. Recall basic concepts of English language teaching.

CO-2. Describe nuances of language usage.

CO-3. Explain the language structure.

CO-4. Plan language test.

CO-5. Design lesson plan and use various teaching methods and materials.

CO-6. Demonstrate topics using technology.

CO-7. Examine individual language learners' needs.

CO-8. Implement language test.

SEMESTER-4

UG-ENG-401/C-8 [AMERICAN LITERATURE]

Students would be able to:

CO-1. Understand the distinct traits of American Literature and its social mooring;

CO-2. Explain the dominant forms in American plays, poetry and prose fiction.

CO-3. Correlate social realism and the role of American fiction.

CO-4. Assess the integration and usage of Folklore in American novel.

CO-5. Assess the historical and social importance of Black women's writing.

CO-6. Analyzing the representation of subaltern life and their resistance.

CO-7. Understand Racism as a pertinent subject in American Literature.

UG-ENG-402/C-9 [EUROPEAN CLASSICAL LITERATURE]

Students would be able to:

CO-1. Understand the conceptual nuances of the European Classical Literature – the major genre, the structure and the themes.

CO-2. Form an in-depth knowledge about the development of the genres of the Epic, the Comedy, and the Tragedy in classical Greek and Roman literary tradition.

CO-3. Elucidate concepts and usage of mimetic realism and its lasting influence on later stages of European literary development.

CO-4. Glean the essential elements of the social milieu of the Athenian city states and the Classical Roman civilization through the detailed study of the select texts.

CO-5. Correlate and synthesize the ideas developed in these classical literary traditions and locate points of relevance in contemporary literature and social life.

CO-6. Have a brief survey of the world order as depicted in the classical texts and thereby having a fair and decent understanding of the zeitgeist, milieu or contemporaneity of a text.

UG-ENG-403/C-10 [MODERN EUROPEAN DRAMA]

Students would be able to:

CO-1. Describe the social changes in 20th Century Europe and its impact on drama.

CO-2. Critically assess the principal features of realism and anti-realism in Modern European Drama.

CO-3. Evaluate the contributions of Major 20th Century Dramatists.

CO-4. Elaborate and illustrate the reformulation of the traditional notions of Tragedy and Heroism in Modern European Drama.

CO-5. Explain the key features of Existentialism and the Theater of the Absurd in Modern European Drama.

UG-ENG-404/GE-4 [LANGUAGE AND LINGUISTICS]

Students would be able to:

CO-1. Understand human language that is unique because it is generative, recursive, and has displacement and learn the distinctness of human language and its importance.

CO-2. Apply the conventions of phoneme, morpheme, register, formal and informal language.

CO-3. Identify the distinction between declarative and expressive forms.

- CO-4. Identify features of collocation and style.
- CO-5. Develop the idea of dialect and idiolect.
- CO-6. Develop the idea of formal and informal register.

UG-ENG-405/SEC-2 [CREATIVE WRITING AND BUSINESS COMMUNICATION]

Students would be able to:

- CO-1. Recall basic concepts of creative writing.
- CO-2. Locate various themes and distinguish different genres.
- CO-3. Identify individual writing style.
- CO-4. Use technology for writing and publishing.
- CO-5. Analyze and interpret critical ideas, themes, values that consist of literary texts.
- CO-6. Appreciate and critique the quality of literary journals as well as the work of particular writers.
- CO-7. Write for the media and prepare for publication.
- CO-8. Develop that Business communication is the process of sharing information between people within and outside a company.
- CO-9. Prepare minutes of meetings and e-correspondence.
- CO-10. Make oral presentation diligently and communicate through spoken English in business setting.

SEMESTER-5

UG-ENG-501/C-11 [BRITISH LITERATURE: EARLY 20th CENTURY]

Students would be able to:

- CO-1. Describe the dominant principles of Modernism and Postmodernism as an epochal paradigm shift in society and culture.
- CO-2. Critically assess the women's movement in the early 20th century and its relevance in literary Modernism.
- CO-3. Elaborate on the importance of the psychoanalysis and the mode of stream of consciousness as a dominant modernist trait in Literature.
- CO-4. Elaborate on the use of myth as a trope of understanding the condition of Modernity.

CO-5. Describe the broad principles of the Avant Garde movement and its key figures in literary Modernism.

CO-6. Experience the impact of World Wars on the survivors.

CO-7. Examine this particular era experimenting with the discoveries of Freud and its huge impact on almost every aspect in the contemporary time.

UG-ENG-502/C-12 [WOMEN'S WRITING]

Students would be able to:

CO-1. Critically assess the importance and evolution of women's writing as a distinct domain.

CO-2. Elaborate on the approach to race, caste and gender in women's writing across cultures.

CO-3. Critically assess the relevance of the confessional mode in Women's Writing.

CO-4. Describe the synthesis of social reform and Women's rights in Women's Writing.

CO-5. Critically enumerate the distinction between Women authorship in Euro-American and Indian Context.

CO-6. Critically assess the relevance of the autobiographical element present in women's writing.

CO-7. Elaborate on the "Personal is political" issue.

CO-8. Critically assess the role of "Women's Body" in the domain of "Sexual Politics".

UG-ENG-503/DSE-1 [LITERATURE OF THE INDIAN DIASPORA]

Students would be able to:

CO-1. Explain the concept of diaspora and the broad contours of diasporic literature.

CO-2. Discern the relevance of nostalgia in diasporic literature.

CO-3. Identify alienation and lost homeland as a major literary trope in diasporic literature.

CO-4. Assess the importance of diasporic literature as a site for cross cultural dialogue.

CO-5. Analyze a wide range of views and opinions on India as a country and cultural space.

UG-ENG-503/DSE-1 [BRITISH LITERATURE: POST WORLD WAR II]

Students would be able to:

CO-1. Critically understand the reality of World War II on its impact on British society and culture.

CO-2. Describe the key features of British postmodernity during the 1960's and its impact on the form and structure of novel and poetry.

CO-3. Critically understand the conceptual notions of intertextuality and fragmentation as a major literary experimental device in prose fiction.

CO-4. Assess post-WWII poetry as a point of departure from Modernist poetry.

CO-5. Analyze postmodern writing as an important extension of a subversive counterculture.

CO-6. Examine themes such as race, power, democracy, and human behavior under conditions of stress.

CO-7. Critically understand that not only did a new generation come out of the war, but its ethnic, regional, and social character was quite different from that of the preceding one.

CO-8. Comprehend the impact of certain theme like “disillusionment that grew out of the war” on literature.

UG-ENG-504/DSE-2 [SCIENCE FICTION AND DETECTIVE LITERATURE]

Students would be able to:

CO-1. Form an idea on the concept on Detective Fiction and its chief proponents.

CO-2. Gain familiarity with Crime across the Media, Constructions of Criminal Identity and the Cultural Stereotypes in Crime Fiction.

CO-3. Formulate notions about Crime Fiction and Cultural Nostalgia, Crime Fiction and Ethics, Crime and Censorship.

CO-4. Trace the development of detective fiction and its many ramifications through different periods.

CO-5. Analyze and critically appreciate the characteristic features of crime fiction genre vis-à-vis detective fiction.

CO-6. Trace and identify the varied scopes of innovative adaptations across different media opened up by the genre.

SEMESTER-6

UG-ENG-601/C-13 [POPULAR LITERATURE]

Students would be able to:

- CO-1. Discern the growing importance of popular literature and its dominant forms, e.g., the graphic novel.
- CO-2. Understand the distinction between the canonical and the popular.
- CO-3. Assess the approach to issues of gender and identity in popular literature.
- CO-4. Elucidate the notion of ethics and education in children's literature.
- CO-5. Comprehend how the social tribulations of the contemporary world are represented through popular literature.
- CO-6. Examine the inner meanings of life are projected through the gaze of popular literature.
- CO-7. Assess the condition of women and the world.
- CO-8. Analyze the synthesis of sense and the nonsense in popular literature.
- CO-9. Understand the cultural significance of popular literature.

UG-ENG-602/C-14 [POSTCOLONIAL LITERATURE]

Students would be able to:

- CO-1.** Understand the basic concepts of Colonialism and Post colonialism and its consequences and can put questions relating to the political and cultural independence of formerly subjugated people, and themes such as racialism and colonialism.
- CO-2.** Familiarize themselves with the broad principles of post colonialism and its correlation with postcolonial elements in literature across culture.
- CO-3.** Identify the elements of resistance in literature from the earlier colony to dominant Eurocentric thinking and writing.
- CO-4.** Analyze the distinctive features of postcolonial writings from various parts of the British colony like Africa and India.
- CO-5.** Critically appreciate the different strands of Indian Postcolonial literature both prose and poetry.
- CO-6.** Read Postcolonial literature as representing the voices of the marginal section of society.

UG-ENG-603/DSE-3 [WORLD LITERATURES]

Students would be able to:

- CO-1. Formulate an idea about colonialism and postcolonial theories and analyse their cultural and socio-economic implications.
- CO-2. Discern the lived realities in a multicultural postcolonial society.
- CO-3. Evaluate the idea of conflicted identities in the light of the text.

UG-ENG-603/DSE-3 [PARTITION LITERATURE]

Students would be able to:

- CO-4. Judge the position and merit of VS Naipaul among postcolonial writers.
- CO-1. Critically analyze partition of India as a major historical, social phenomenon and assess its reflection in Literature.
- CO-2. Elaborate on communalism, violence, its impact on partition and its treatment in literature.
- CO-3. Evaluate the role of nationalism, colonialism in partition and its reflection in literature.
- CO-4. Assess the reality of exile and homelessness in partition.
- CO-5. Elucidate the condition of women during and after partition.
- CO-6. Discover the role humanity played even at this crucial time
- CO-7. Comprehend the role of the contemporary Indian Politics and its Practitioners
- CO-8. Understand the role bureaucracy played at the time of partition to shape the future of the country and its inhabitants.
- CO-9. Compare the position of present day India in the light of the History of Partition.
- CO-10. Examine the role of these pieces of literature in documenting History.

UG-ENG-604/DSE-4 [RESEARCH METHODOLOGY]

Students would be able to:

- CO-1. Discuss different methodologies and techniques used in research work
- CO-2. Understand the process of writing a term paper.
- CO-3. Conceptualize and draft a research proposal.
- CO-4. Use style manuals.

CO-5. Draft notes, references, and bibliography in keeping with research guidelines.

CO-6. Demonstrate the ability to choose methods appropriate to research aims and objectives.

UG-ENG-604/DSE-4 [TRAVEL WRITING]

Students would be able to:

CO-1. Critically analyze the emergence and evolution of Travel Writing as a distinct form of literature and cross-cultural dialogue.

CO-2. Describe the relation between Travel Writing and Ethnography.

CO-3. Elaborate on the close co-relation between Orientalism and Travel Writing.

CO-4. Assess how the role of gender and globalization impact travel and travel writing.

CO-5. Describe the role and relevance of religion in Travel Writing.

CO-6. Elaborate on the role Travel Writings plays in rereading History.

PROGRAMME OUTCOME: B.A. (PROGRAMME) in ENGLISH

On successful completion of this programme, students would be able to:

PO-1. Appear at various competitive examinations for job opportunities across government and non-government sectors.

PO-2. Get employment at various levels in academic institutions.

PO-3. Be employed as content-writers for advertising/marketing agencies and reporting/editing for print and visual media.

PO-4. Secure administrative services in government organisations and corporate setups.

PO-5. Qualify for any job that may require proficient use of English in diverse fields including translation, teaching English at different levels, mass media, journalism, communication, soft skills and other allied fields in service and hospitality sectors.

COURSE OUTCOME:

Academic Writing and Composition (APENG – 101/C-1A)

CO-1. The different units of the syllabus include introduction to the writing process, several aspects of English grammar and composition, syntax, summarizing and paraphrasing and concepts of critical thinking.

CO-2. The course is designed to develop in students the ability to write clearly in standard, acceptable, academic English.

CO-3. Learners become familiar with the different stages and components of academic writing.

CO-4. Summarizing and paraphrasing are very important components which help the learners to write independently in their own words. Both are necessary to write a good review, whether of a book or a movie.

Nation, Culture and India (APENG – 201/C-1B)

CO-1. Through a literary-critical reading of the prescribed texts in this paper, students are trained to engage in the debates on the idea and realities of India – as nation and civilization – as presented by representative thinkers from the land.

CO-2. The course enables them to develop a cross-cultural, comparative perspective on debates around nation, renaissance, revolution and exclusion across space and tense.

CO-3. It introduces students to the spectrum of Indian writing in English and Indian writing in English Translation, a domain seething with possibilities.

British Poetry 1 (ACP 203/C-E-1)

CO-1. To acquaint the students with some of the most canonical poets in British literature.

CO-2. Skill them in close reading and intelligent critique of the prescribed poems.

Communicative English (ACSHP-204/AECC-ENG)

CO-1. To enable students to interact in personal and professional environments with enhanced LSRW skills.

CO-2. To enable them to communicate with confidence and clarity in all forms—oral and written

CO-3. To find employment across the job markets, including in service sectors and corporate houses that require fine-honed communication skills.

CO-4. To be able to demonstrate positive group communication exchanges.

Contemporary India: Women and Empowerment (APENG – 301/C-1C)

CO-1. To read, understand and examine closely narratives that seek to represent women, femininities and, by extension, the very process and politics of gendering.

CO-2. To participate in questioning and revisiting gendered practices that reinforce sociopolitical discrimination and thereby demonstrate a gender-sensitised approach.

CO-3. To prepare students to act and transform at the cusp of fresh perspectives in literary critique, policy intervention and fieldwork-based social action undertaken from the perch of gender, exclusion and disaster studies.

English Language Teaching (APENG – 304/SEC-1)

CO-1. The different units of the syllabus include different aspects of the structure of the English language, methods of teaching the language and assessment of writing ability. Exposure to the grammar of English cultivates confidence in students and inculcates the skill to speak, write and communicate effectively in personal and professional spaces.

CO-2. Students will know different methods of English language Teaching in India and acquire skills in ELT. They will study principles and procedures of communicative language teaching.

CO-3. The learners will be able to develop writing skills through exercises in letter writing, paragraph writing, report writing, précis writing etc. The course will develop the ability to verbalise and compose their thoughts logically, clearly and coherently in English.

CO-4. Students will develop communicative skills for multiple spheres enhancing their employability and opportunities across sectors, such as in academia or hospitality and service industries or such places where mass communication in English is essential. The scope remains enormous and expanding in a linguistically diverse, developing economy such as India.

Language and Linguistics (APENG-401/C-1D)

CO-1. This course introduces students to the various definitions of language as provided by linguists and scholars, the unique features of human language, the relation between language and communication, language varieties and language change. They will learn to understand and explore the many features and functions of language.

CO-2. Students will learn to engage with the use of language as a mechanism of communication. By using language in different forms, they will develop the ability to communicate in various social spaces with diverse sets of people.

CO-3. Students will be trained in the speech mechanism and sound system of English language. They will be able to identify and use sound symbols for consonant and vowel sounds and develop the skill to transcribe these in words for the purpose of correct pronunciation. They will get rudimentary training in English phonetics and be able to consult a dictionary for correct pronunciation.

CO-4. Students will understand how languages exist in a matrix of continuum, how they shift and grow in conversing, influencing and borrowing from each other, through translations in many formats, and thus cultivate a curiosity and openness to other languages.

CO-5. Having cultivated skills in communication, students will gain confidence in their enhanced capacity to use the English language in different setups and become eligible for jobs that require communicative proficiency in English, an ever expanding sector in India.

British Poetry 2 (ACP - 403/C-E-2)

CO-1. Students across disciplines shall develop an interest in British literature and poetry in general.

CO-2. They will learn to read texts closely and critically.

CO-3. They gain language proficiency by learning to engage with the rhetorical and prosodic features of poetic language.

Soft Skills (APENG-404/SEC-2)

CO-1. To cultivate self-esteem and confidence building strategies in students.

CO-2. To develop communicative competence, clarity which will enhance the students' confidence and ability to articulate, represent and motivate, increasing their career opportunities across sectors ranging from media and hospitality industries to public services and the academia.

CO-3. To enhance the students' skills of entrepreneurship and content creation, including in emergent roles as social influencers on blogs/vlogs and personal channels.

CO-4. To hone professional awareness, problem solving skills, self-reflection and leadership readiness as also the ability to listen to and engage with various viewpoints, crucial for the students to interact and impact in any institutional setup.

Literature of the Indian Diaspora (AP/ENG/501/DSE-1A)

CO-1. To develop a creative-critical understanding of the writings of the Indian diaspora within the discourse of postcolonialism, postmodernity, hybridity, globalization and transnationalism.

CO-2. To explore Indian diasporic texts as markers of Indian diasporic lives, cultural practices, experiences, religion and the proliferation of new media.

CO-3. To be able to identify the main currents of Indian diasporic narratives, their links to other diasporas and fringes and present and argue cogently on one's contentions in the area.

Novel and Prose (Course Code: APENG-503/GE-1)

CO-1. To inculcate aesthetic and critical insights in students.

CO-2. To cultivate the ability to explore and appreciate literature, its alternative use of language and reflections on society.

CO-3. To enhance the ability to write creatively, critically.

Creative Writing (APENG-504/ SEC-3)

CO-1. To cultivate in students the knowledge of different modes of creative writing.

CO-2. To train in writing across formats, including book reviews, film reviews, literary pieces and media content.

CO-3. To enhance creative skills as also employability of students across sectors e.g. in advertising, contentwriting etc.

CO-4. To prepare students for entrepreneurial ventures in the new media, as content-creators, bloggers/ vloggers, social influencers etc.

Partition Literature (APENG-601/DSE-1B)

CO-1. The texts selected focus on partition and its multidimensional issues, tremors and aftermaths, thereby nudging the learners to enter and explore the lives of the people as represented before and after the partition.

CO-2. The course aims to sensitize students to the legacies and afterlives of partition and cultivate an understanding of their continuing relevance in the Indian subcontinent.

CO-3. The course could kindle research interest among a set of students regarding multi-medial representations of the partition and the ethics and politics of such representations, including the preservation of memory-archives and oral narratives surrounding the issue, and also at the same time, the forgiving and tenderness sometimes embedded in the contrapuntal right to forget.

Drama (APENG-603/GE-2)

CO-1. Students are familiarised with three different plays produced across diverse socioeconomic and historical contexts apparently removed from and yet resonant with their immediate location, thus opening doors to analysing globally produced drama from a located perch.

CO-2. The course helps cultivate an analytical and comparative perspective and kindles curiosity around dramatic techniques, forms and content adopted in different times.

CO-3. Develops a literary-critical insight and taste in students which could further nudge their interest in literary and performance texts, and adaptations trans-created in the local context.

Business Communication (APENG-604/SEC-4)

CO-1. To develop in students both basic and advanced skills in business communication from writing minutes of meetings to project reports.

CO-2. To cultivate interpersonal communications skills including clarity and confidence that are required for social and business interaction.

CO-3. To be able to communicate effectively in the online environment.

CO-4. To be able to demonstrate through speech and writing, verbal and non-verbal gestures, appropriate business communication such as the ability to negotiate and skills of presentation.

CO-5. To be able to draft effective business correspondence including e-correspondence with brevity and clarity.

CO-6. Enhanced employability as business personnel in different locations across a wide spectrum of industries.

DEPARTMENT OF ENGLISH (INDAS MAHAVIDYALAYA)