



(University of Delhi)
Shyam Lal College



Programme Specific Outcomes and Course Outcomes

BA (H) English

Program Outcomes

(Semester 1)

| Program | Program Outcomes |
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| BA (H) English | <p>PO1: By studying this course, students will be able grasp a basic sense of literature as a discipline of thought and action.</p> <p>PO2: Students will be able to gain an understanding of the classical literature that is valuable in itself and as a frame of reference for subsequent period of literary studies.</p> <p>PO3: Students will be able to gain knowledge of aesthetics and cultural values that serve as the groundwork for later developments in Indian philosophical and social change.</p> |

Program Specific Outcomes

(Semester 1)

| Program | Program Specific Outcomes |
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| BA (H) English | <p>PSO1: To offer students a foundational understanding of the domain of literature, its genres, methods of critique and its distinctive ability to influence and project social and cultural change.</p> <p>PSO2: To offer students a basic understanding of the mode of thought and understanding in classical Europe and contextualize the western classical texts within literary studies in a scholarly manner</p> <p>PSO3: To offer students a foundational understanding of Indian classical literary tradition and also to introduce students a rich and diverse literature from two classical languages of Bharat; Sanskrit and Tamil.</p> |

Course Outcomes

(Semester 1)

| Course Name | Course Outcomes | PSOs are attained by |
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| DSC-1: Introduction to Literary Studies | <p>CO1: Students will be able learn the consequences of the game of dice and peace treaty and its great relevance in present context of geopolitical turbulence throughout the world.</p> <p>CO2: Students will be able to learn the ecological sensitivity through classical literature of Bharat represented through texts like <i>Abhijnanashakuntalam</i></p> <p>CO3: Students after reading this course will be able to learn the different philosophical ideas that exists in Indian Knowledge System</p> | <p>PSO1: Engaging students with project based assignments to enrich their critical assessment of the texts.</p> <p>PSO2: Approaching texts through varied perspectives in small Tutorial Groups.</p> |
| DSC-2: European Classical Literature | <p>CO1: Students will gain deep insights regarding European classics like Homer Odessey where they will learn the power of fate and time, quest and friendship, wandering and testing.</p> <p>CO2: By reading this course, students will also get exposed to literary criticism. They will learn how a text's different elements came together and produce certain effects on the reader.</p> <p>CO3: The purpose of this</p> | <p>PSO1: Enhancing textual analysis with filmic and cinematic representations of the texts</p> <p>PSO2: Organizing group discussions to enable the students to engage with and contextualise the texts critically.</p> |

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| | <p>course is also to expose students to the ancient Greek comedy where through comic elements students will learn how sexuality overpowers and intellect and how in male dominated society woman holds the responsibility of social change like Lysistrata.</p> | |
| <p>DSC-3: Indian Classical Literature</p> | <p>CO1: One of the important outcomes of this course is that the students will learn how Mahabharat is still relevant and how we can extract values from this text to guide our lives in a progressive direction.</p> <p>CO2: The other possible outcome of the course is that the students will learn ecoentric approaches that exist in ancient Bharat, where people lived with mother nature in a better and harmonious fashion.</p> <p>CO3: With <i>Cilappatikaram</i> students will get exposed to Sangam Literature, particularly Tamil literature where students will gain how physical charm can deceive a person from existing love and how divine justice takes place for a person's mistakes.</p> | <p>PSO1: Undertaking research based assignments to provide an in depth analysis and contemporary relevance of the classical literature that exists in Bharat since ages.</p> <p>PSO2: Assessing students through oral presentations and vivas on larger themes surrounding the texts.</p> |

Program Outcomes

(Semester 2)

| Program | Program Outcomes |
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| English (H) | <p>PO1: By studying this course, students will be able to develop a basic sense of the tools and methods employed by the poetry of the period to analyses and change social and political hierarchies.</p> <p>PO2: Students will inculcate a foundational understanding of how poetry works.</p> <p>PO3: with this course, students will be able to understand the nature drama, dialogue and theatre. Student’s imagination will be stimulated by showing how theatres can analyses socio-politico, reglio-philosophical dynamics of society.</p> |

Program Specific Outcomes

(Semester 2)

| Program | Program Specific Outcomes |
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| English (H) | <p>PSO1: To introduce the discipline of literary studies in English in chronological manner, with specific reference to the social detrements of the period under review. To illustrate the ability of poetry to articulate the need for social and cultural understanding of a society</p> <p>PSO2: To take forward the development of literary studies in English with specific reference to the theatre in England during the period under survey. To open up a sense of theatre as a space of continual experimentation and required change.</p> <p>PSO3: To offer a continuing sese of the evolution of literary studies in English, so that the quiet revolution of the eighteenth century in England resonates with significance in contemporary times. To study the period under survey through a combination of genres to focus on moments of empire, capital and emancipation.</p> |

Course Outcomes

(Semester 2)

| Course Name | Course Outcomes | PSOs are attained by |
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| <p align="center">DSC-4: 14th to 17th Century English Poetry</p> | <p>CO1: It will enable students how poetry evolved in its early stage in the hands of Geoffrey Chaucer (Canterbury Tales). To enable students how old English sounds through poetry where sounds is supreme for understanding. It will also help students to understand the fourteenth century England through multifarious characters designed by Chaucer.</p> <p>CO2: Students will learn a new art form of poetry i.e. Sonnet that will assist the students not only to understand sonnet but to give their fancy a possibility to write themselves.</p> <p>CO3: Students will learn about the metaphysical concepts through beautiful poems of John donne.</p> | <p>PSO1: Discussions in tutorial groups.</p> <p>PSO2: Reading and discussing critical concepts and theories.</p> <p>PSO3: Film screenings based on the texts.</p> |
| <p align="center">DSC-5: 16th and 17th Century English Drama</p> | <p>CO1: Students will be able to learn liberation and damnation through a great tragedy, Doctor Faustus. They will also get exposed to Renaissance occultism aimed at a furthering of science.</p> <p>CO2: Students, after reading Macbeth, will learn how a character holds significance</p> | <p>PSO1: Organizing group discussions and viva to enrich students' knowledge.</p> <p>PSO2: Discussing theoretical and critical concepts in interactive sessions in tutorials.</p> |

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| | <p>in order to create tragedy of a moral character and how witchcraft plays a pivotal part in Shakespearan tragedy to create supernatural effect.</p> <p>CO3: After reading Aphra Behn’s The Rover, students will be able to see what John Dryden has said succinctly in context to the play, “lacks the manly vitality of Killigrew’s play, but shows refinement of expression.</p> | |
| <p>DSC-6: Eighteenth Century Literature</p> | <p>CO1: This course will teach students a new form of narrative technique employed by Alexander Pope, and, that is, Mock-heroic. It will enable students how a petty affair can be treated as a dignified subject for creative writing through skillful approach of a skilled author.</p> <p>CO2: what is Satire? is the goal of this course to make students understand how Jonathan Swift satirizes the human nature in Gulliver Travels.</p> <p>CO3: After reading The Vicar of Wakefield of Oliver Goldsmith, students will learn about various thematic concerns like prudence, fortitude, religion, disguise and deception, family, social class, and gender.</p> | <p>PSO1: Engaging students with filmic representations of the texts to enable them to critically analyze the texts.</p> <p>PSO2: Giving them project based assignments to be able to contextualize the texts through varied approaches.</p> |

Program Outcomes

(Semester 3)

| Program | Program Outcomes |
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| English (H) | <p>PO1: To make students understand the history of American literature and moments like negritude. The aim is also to enable students with American verse and its importance in English literature.</p> <p>PO2: This is also an outcome of the course that they should learn the popular literature through poetry, drama and songs in order to understand the emerging pop culture and its relevance in literature.</p> <p>PO3: Students will be equipped with the socio-politico-religious upheavals of England and its impact on 17th and 18th century literature.</p> |

Course Outcomes

(Semester 3)

| Course Name | Learning Outcomes | PSOs are attained by |
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| American Literature | <p>CO1: Students are able to locate American Literature as a second world literary site, different from the conventional British Literature and read through American Poetry, American Novel & American Drama.</p> <p>CO2: Students also read through textual depictions of slavery and its probable resistance and the circumstances that gave rise to the prolific identity issues around „American dream“ depicted in texts.</p> <p>CO3: Students also learn about the struggle between Blacks</p> | <p>PSO1: Interactive discussions in small groups in Tutorial classes.</p> <p>PSO2: Undertaking reading-based assignments on thematic topics.</p> <p>PSO3: Also through film screenings (text to-film adaptations) and through test/presentations.</p> |

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| | <p>and White Settlers on one hand; and Red Indians and White Americans on the leading to emergence of a “New America” with promise of greater Civil Liberty. A text like Toni Morrison’s Beloved centers around the theme of slavery— a major issue in contemporary world.</p> | |
| <p>Popular Literature</p> | <p>CO1: This course enables students to see the impact of the discovery of printing technology proliferating into creations of multiple publication genres of popular literature</p> <p>CO2: Students get to understand terms and areas such as „bestsellers“, „classics“ „Children’s Literature“, „thriller“ etc through in-depth textual scrutiny and analysis.</p> <p>CO3: Students get densely introduced to forms of „fiction“ including the visual media such as films. Students study film areas such as James Bond, Pulp Fiction, Detective and Crime genres.</p> <p>CO4: Students learn about the intricacies around the debate between literary and non-literary fiction. Texts like Lewis Carrol’s Through the Looking Glass create a world around a child’s fantasy which is very much a part of our imagination.</p> | <p>PSO1: Interactive discussions in small groups in Tutorial Classes.</p> <p>PSO2: Through critical thought processes exercised through presentations and tests.</p> |

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| <p>British Poetry and Drama: 17th & 18th Centuries</p> | <p>CO1: This course makes students learn British Literature of the 17th century in its varied genres, the historical ruptures and intellectual debates of the time such as Puritanism.</p> <p>CO2: The course makes students explore the issues on succession and individualism pertinent to the Jacobean Age and relate issues with textual ramifications.</p> <p>CO3: Students also develop their takes/readings on the idea of the evil/good, virtue/vice and also on Christian theme of „Fall of Man“ represented in “Paradise Lost” offering fresh perspectives to the knowledge of cosmology, theology and human dealings with notions of „vice“ and the „evil“.</p> | <p>PSO1: Interactive discussions in small groups in Tutorial Classes How to think critically and write with clarity.</p> <p>PSO2: Test/Presentations and also through a discussion on writing techniques.</p> |
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Program Outcomes

(Semester 4)

| Program | Program Outcomes |
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| <p>English (H)</p> | <p>PO1: By studying this course, students will be able to develop a basic sense of the tools and methods employed by the poetry of the period to analyses and change social and political hierarchies.</p> <p>PO2: Students will inculcate a foundational understanding of how poetry works.</p> <p>PO3: with this course, students will be able to understand the nature drama, dialogue and theatre. Student’s imagination will be stimulated by showing how theatres can analyses socio-politico, reglio-philosophical dynamics of society.</p> |

Course Outcomes

(Semester 4)

| Course Name | Learning Outcomes | PSOs are attained by |
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| British Literature: 18th Century | <p>CO1: This course covers the Restoration Era (1660) till the Enlightenment Period (1715-1789) with Charles II becoming the monarch in 1660 and reacting against the high moral ethics of Puritan England. Students get a strong sense of the political influences on Literary compositions.</p> <p>CO2: Students also get to discuss and improve on their knowledge around the rise of novels for the first time in English literature/England. The advent of the periodicals saw the rise of empiricism and literature for the first time in English Literature.</p> <p>CO3: Students identify and recognize literary forms and areas such as „mock-epic“, „satire“ and „political literature“ with highlights on Dryden and Pope.</p> | <p>PSO1: Interactive discussions in small groups in Tutorial Classes</p> <p>PSO2: By making learners think critically and write with clarity.</p> <p>PSO3: By discussing Examination questions & making learners do presentations.</p> |

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| <p style="text-align: center;">British Romantic Literature</p> | <p>CO1: The Romantic Period (1798-1837) was a critical link between Enlightenment and Modern Period. Students get to know of the influences of the French Revolution in Literature. The course also allows students to critically read lyrical poetry/ Nature poetry composed the Romantics who believed in the idea of “Liberty, Equality and Fraternity.”</p> <p>CO2: Students also read about the French philosopher Rousseau who was an inspirational figure and his role in the history of ideas and political philosophy and connect his ideas with literary texts.</p> <p>CO3: The course also enables students to understand musicality in art/poetry and the use of poetry for the common masses.</p> <p>CO4: The course also makes learners understand literary reflections of marginalized voices (for the first time as we see that a “leech gatherer” becomes the hero of Wordsworth“ 's “Resolution and Independence” or a small, country girl like Lucy, an embodiment of innocence and simplicity being the focus of attention).</p> | <p>PSO1: Interactive discussions in small groups in Tutorial classes.</p> <p>PSO2: By making students think critically and write with clarity.</p> <p>PSO3: Discussing Exam Questions and Answering writing techniques.</p> |
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| <p align="center">British Literature: 19th Century</p> | <p>CO1: The 19th century England popularly known as Victorian Era (1837-1901) saw the rapid rise of industrialization in England. Students in this Course educate themselves around the economic forces of Industrialization and their impacts on human lives.</p> <p>CO2: Students also relate a text such as Dickens's Great Expectations Karl Marx's articulations on working class and capital and other challenging aspects of capitalism.</p> <p>CO3: Students also understand Scientific discoveries such as Darwin's theory of the evolution of Man in a historical and literary preview.</p> | <p>PSO1: Interactive discussions in small groups in Tutorial Classes.</p> <p>PSO2: By making students think critically and write with clarity.</p> <p>PSO3: Discussing Exam Questions & also by presentations</p> |
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Course Outcomes

(Semester 5)

| Course Name | Learning Outcomes | PSOs are attained by |
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| <p align="center">Women's Writing</p> | <p>CO1: This Course focuses on writings by women. Students learn women's writings as different texts highlighting on gender issues, and areas that deal with women's subjective positions in society and all kinds of socio-psychological roles and duties they grapple with having specific focus on texts and female agencies portrayed therein.</p> | <p>PSO1: Interactive discussions in small groups in Tutorial Classes.</p> <p>PSO2: By making students think critically and write with clarity Discussing Exam Questions and presentations.</p> |

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| | <p>CO2: This paper focuses on those stories, poems, novels, autobiographies, and theoretical writings that most clearly articulate the struggle to define experiences and challenge patriarchal constructs.</p> | |
| <p>British Literature: The Early 20th Century</p> | <p>CO1: Students learn about intellectual movements, art movements of the 20th century with reference to a number of political upheavals and monumental historical events which had a deep effect on English Literature announcing the beginning and growth of modernism.</p> <p>CO2: Students also connect Modernism as a utopian vision of human life and society and as an intellectual art movement with the literary productions across all three genres.</p> <p>CO3: Students discuss in depth contradictions in life/worldview coming off the two World Wars as something which shook man's faith in religion, established ideas of the Church creating a sense of doubt—introspected and learnt through all textual readings.</p> <p>CO4: Students get to think philosophically in lines with existentialist principles of man, creation, and the purpose of life and human action. Samuel Beckett's <i>Waiting for Godot</i> for instance, teaches students to think seriously on the possible</p> | <p>PSO1: Interactive discussions in small groups in Tutorial Classes.</p> <p>PSO2: By making students think critically and write with clarity.</p> <p>PSO3: Discussing Exam Questions and presentations</p> |

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| | <p>meaninglessness and purposelessness in man's pursuit around existentialist dilemmas.</p> <p>CO5: Students also learn the newer developments in fiction writing and narrative techniques of the same. Students exercise in detail through textual case studies on techniques and aspects of the psychological novel as a literary form with highlights on Virginia Woolf's Mrs Dalloway for instance, and also on other writers and texts.</p> | |
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Course Outcomes

(Semester 6)

| Course Name | Learning Outcomes | PSOs are attained by |
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| Modern European Drama | <p>CO1: This course is a genre-based and performance-oriented course. It provides learners with an overview of formative theatrical movements in Europe. The plays included focus on innovative performance trends that began at the end of the nineteenth century and evolved into diverse forms in the twentieth century.</p> <p>CO2: Students also learn about the deep engagement of theatre with important socio-political issues of Europe in the post-War time. Students relate</p> | <p>PSO1: Interactive discussions in small groups in Tutorial Classes.</p> <p>PSO2: By making students think critically and write with clarity.</p> <p>PSO3: Discussing Exam Questions and making students give presentations.</p> |

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| | <p>dramatic schools/movements such as Naturalist school, absurdist drama, and Epic theatre with textual frameworks and ideas and issues coming from various parts of Europe.</p> <p>CO3: Students also observe shifts in the language and stylistic developments of drama as art and drama as performative literature.</p> | |
| <p>Postcolonial Literatures</p> | <p>CO1: The course introduces students to texts being read from a postcolonial paradigm with „third world“ subject positions being highlighted such as „ideology“, „discourse“ and „power“.</p> <p>CO2: Students also practice critiques of „third world“/“postcolonial“ delineations of themes and characters together with the distinct use of language and style.</p> | <p>PSO1: Through regular classroom discussions on texts and thematic issues and also.</p> <p>PSO2: Through written assignments</p> |
| <p>Literary Criticism & Theory</p> | <p>CO1: This course exposes students to the history of ideas in the twentieth century and the material and discursive condition of intellectual production.</p> <p>CO2: The course teaches students critical merits of major upheavals in political, social and intellectual fields in the 20th century. Students get to study and discuss Marxist critics like Antonio Gramsci who deals with the role of the</p> | <p>PSO1: Interactive discussions in small groups in Tutorial Classes.</p> <p>PSO2: By making students think critically and write with clarity.</p> <p>PSO3: Discussing Exam Questions and making students give presentations</p> |

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| | <p>intellectuals in representing the ideas of the State.</p> <p>CO3: Students also understand Louis Althusser's articulations of how the state uses the Ideological State Apparatus and Repressive State Apparatus to oppress the masses and connect it with relating citizenship with the State machineries.</p> <p>CO4: It also enables students to understand Post Structuralist critics like Claude Levi Strauss, Jacques Derrida and Michel Foucault who deal with the idea of language and multiple trajectories of language use and interpretation.</p> <p>CO5: It also gives readers to connect women's states with theoretical gender articulations. Readings from Feminist critics help students in forming critical perspectives on gender hierarchy and women's position and role in society.</p> <p>CO6: Students also understand and subsequently use articulations by Postcolonial theorists such as Homi Bhabha's ("How Newness Enters the World") in the broad assimilation of „third world“ poetics with literary canon</p> | |
| | <p>CO1: The Course aims to give students a glimpse of a vast diversity of modern Indian writings in Bhasha traditions exploring multiple regions.</p> | <p>PSO1: Interactive discussions in small groups in Tutorial Classes.</p> <p>PSO2: By making students think critically and write with</p> |

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| <p>Modern Indian Writing in English Translation</p> | <p>CO2: The course also informs students around revolts raised by the peasant and tribal population in the 18th and 19th centuries against the British enabling students to have an in-depth knowledge around multiple battles Indians fought for liberation.</p> <p>CO3: Students also explore areas of human exploitation and India's agrarian and rural issues from textual depictions of narratives such as Fakir Mohan Senapati's novel Six Acres and a Third and O.V. Vijayan's novel The Legends of Khasak.</p> <p>CO4: Students also read Rabindranath Tagore as a poet and understand his views on humanism and especially the significance of a prayer to God to protect the nation from evil effects (through the poem 'Where the Mind is Without Fear').</p> <p>CO5: The course also gives students a dense idea about translation exercise. They practice literary understanding and interpretation through translation as an inter-lingual and inter-cultural exchange between languages and cultures. It helps them bridge the gap between the vernacular language and English, providing cross cultural references and link it with political and social movements</p> | <p>clarity.</p> <p>PSO3: Discussing Exam Questions and making students give presentations.</p> |
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| | creating interest in the students. | |
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