

## B.A. (H) English

### Learning outcomes:

PAPER NAME	COURSE LEARNING OUTCOMES
<b>Core Paper-1: Indian Classical Literature</b>	<p><i>Upon completion of this course, the students will be able to,</i></p> <ul style="list-style-type: none"><li>• Understand significant sections of Vyasa's Mahabharata in order to determine conceptualisation and representation of class, caste, gender, and disability in the context of the epic battle over rights and righteousness;</li><li>• Examine selections from Ilango's Cilappatikaram to understand the interplay of Tamil poetics and the lifestyle of communities, negotiating ideas related to love, justice, war, governance, and conduct in private and public domains;</li><li>• Study Sanskrit drama, a Nataka, and a Prakarna, to appreciate its debts to Natyashastra in their formal aspects;</li><li>• Explore the central concerns of Sanskrit drama in relation to notions of the ideal ruler, lover, friend, and spouse; the presence of Buddhist edicts, the voices of the poor and the marginalised, the position of women in different social strata, the subversive use of humour, and the performative aspects of Sanskrit theatre;</li><li>• Elucidate Tamil and Sanskrit poetics (Unit 5); a critical overview of the theorisation of Akam, Puram, and Thina in Tolkappiyam, juxtaposed to lyrics from Sangam poetry; the Rasa theory from Natyashastra, and appreciate the inter-connections between theory and practice in theatre; a representation of disability in theatre, examined through the portrayal of Vidushaka.</li></ul>
<b>CORE PAPER 2: EUROPEAN CLASSICAL LITERATURE</b>	<p><i>Upon completion of this course, the students will be able to,</i></p> <ul style="list-style-type: none"><li>• Explore the historical, cultural, and philosophical origins of tragedy and comedy;</li><li>• Engage with both genres in their distinctive form, style, and characterization, including their representation of human aspirations, foibles, grandeur, and vulnerability;</li><li>• Examine representations of disability in mythology through the reading of selections from Ovid;</li><li>• Examine the Book of Job from the Old Testament of The Bible for its literary style, including its debate over tragic fate and human suffering, and to locate its enduring influence over subsequent humanist writings;</li><li>• Juxtapose the Old Testament to ideas of compassion and surrender to God's will as outlined in the selection from the New Testament;</li><li>• Understand the history of ideas pertaining to the human-social-divine interface in theorisations on form, narrative, social organization, and aesthetics in the writings of Plato, Aristotle, and Horace; and</li></ul>

	<ul style="list-style-type: none"> <li>Apprehend gendered explorations of human relations in classical literature in multiple genres, and examine a woman writer's standpoint on love, war and the primacy of the gendered self.</li> </ul>
<b>PAPER G1: ACADEMIC WRITING AND COMPOSITION</b>	<p><i>Upon completion of this course, the students will be able to,</i></p> <ul style="list-style-type: none"> <li>Understand the importance of academic writings</li> <li>Express the concept through writing</li> <li>Critically think and synthesise analyses</li> </ul>
<b>PAPER G2: MEDIA AND COMMUNICATION SKILLS</b>	<p><i>Upon completion of this course, the students will be able to,</i></p> <ul style="list-style-type: none"> <li>Understand the value of Media and Mass Communication skills;</li> <li>Develop skills in creative writing;</li> <li>Express critically and write with clarity.</li> </ul>
<b>PAPER G6: CONTEMPORARY INDIA: WOMEN AND EMPOWERMENT</b>	<p><i>Upon completion of this course, the students will be able to,</i></p> <ul style="list-style-type: none"> <li>Read, understand and examine closely narratives that seek to represent women, femininities and, by extension, gendering itself;</li> <li>Understand how gender norms intersect with other norms, such as those of caste, race, religion and community to create further specific forms of privilege and oppression;</li> <li>Identify how gendered practices influence and shape knowledge production and circulation of such knowledges, including legal, sociological, and scientific discourses;</li> <li>Participate in challenging gendered practices that reinforce discrimination; and create a portfolio of analytical work (interpretations and readings of literary and social-sciences texts) and analyses of fictional and non-fictional narratives that students encounter in their lived worlds.</li> </ul>
<b>PAPER G14: THE INDIVIDUAL AND SOCIETY</b>	<p><i>Upon completion of this course, the students will be able to,</i></p> <ul style="list-style-type: none"> <li>Understand the various problems like caste, class, race, gender violence and globalization;</li> <li>Built a holistic approach of their individual self with the society;</li> <li>Tackle the various issues in society in their daily lives.</li> </ul>
<b>AECC ENGLISH</b>	<p><i>Upon completion of this course, the students will be able to,</i></p> <ul style="list-style-type: none"> <li>Master the art of persuasive speech and writing.</li> <li>Apply the art of listening, reading, and analysing.</li> <li>Engage the bulk of their time in class in practical reading and writing exercises and develop critical thinking skills.</li> <li>Established principles of academic reading and writing.</li> </ul>