

Programme Outcomes of B.A. (Hons.) English

1. to acquaint students with a vast range of world literatures
2. to sharpen critical and analytical abilities applicable in literature and life alike
3. to hone students' academic and critical writing abilities
4. to prepare students for a multitude of post-BA endeavours including higher studies and careers including publishing, journalism and others.

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Teaching-Learning Outcome of BA(H) English

The Department of English at Gargi College strives to hone the interpretive, analytical and expressive skills of its students in a rigorous, interdisciplinary environment. The BA (Hons.) programme in English is, above all, geared towards the development of learners' critical thinking abilities, enabling them to simultaneously grapple with, and draw reflexive connections between, the text and the socio-political context. Through a sustained exploration of a gamut of literatures both written in and translated into English (papers range from Indian and Western classical traditions to contemporary writers and cover all major literary genres, including poetry, plays, novels, short-stories and essays), learners get an opportunity to engage with issues as varied as race, class, caste, gender, sexuality, the politics of language and so on. Pedagogically, the faculty, with their breadth of expertise and experience, aim to make the classroom a dialogic and interactive space where students from diverse backgrounds can express and assert their views and perceptions, ask probing questions and participate in mutually respectful arguments and discussions. The teaching-learning outcomes of BA (H) English are listed below:

- The course focuses on developing fundamental skills and critical practices required in pursuing a course on English literatures at an Indian university in the 21st century.
- It helps students understand the emergence of literary studies, textuality, and the canon.
- It fosters among learners the ability to read texts closely and scrutinize them critically.
- It enables learners to negotiate concepts, ideas and critical approaches to literature.
- It encourages learners to read texts from multiple standpoints.
- It helps inculcate an analytical practice that associates form with content.
- It facilitates analyses of methodologies of interpretative practices.
- It enables learners to interrogate their received ideas of literature.
- It allows learners to utilize the skills acquired through the programme to augment their professional job opportunities.

Teaching-Learning Outcomes for Non-Honours Teaching undertaken by the English Department (AECC, English A, B & C, GE)

The Department of English engages in teaching a variety of courses for programmes other than BA (Hons.) English. These courses include the Ability Enhancement Compulsory Course (AECC), English A, B & C, and Generic Electives (GE) and cover an array of topics and fields that are often studied in conjunction with Literature, such as Language and Communication, Academic Writing, Media Studies, Gender Studies, Performance and Film Studies and so on. Although the teaching-learning outcomes of these courses are at times too

heterogeneous to be neatly bound together, they can be said to broadly develop among learners the ability and confidence to process, understand and examine different kinds of texts, oral and written, that they encounter in everyday life. Courses focused on communication train students in the four key areas of language proficiency – listening, speaking, reading and writing – besides encouraging suitable research skills: identifying key arguments and ideas, writing a thesis statement, producing topic sentences, summarising, paraphrasing and note-making, developing organised paragraphs, recognising sources, distinguishing facts from opinions and producing work in expository, narrative, argumentative and descriptive modes. GE courses like 'Contemporary India: Women and Empowerment' and 'Texts and Performance' provide valuable interdisciplinary exposure and training in literary and cultural studies to learners across subject boundaries.

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