



शिवाजी कॉलेज  
(दिल्ली विश्वविद्यालय)  
*Shivaji College*  
(University of Delhi)



NAAC ACCREDITED "A" GRADE COLLEGE

## B. A. (Hons.) English

### Learning Outcomes

#### SEMESTER-I

#### DSC-1: INTRODUCTION TO LITERARY STUDIES

##### Course objective

- 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.

##### Course outcome

- By the end of this course, it is hoped that a basic sense of literature as a discipline of thought and application will be inculcated among students.

#### DSC-2: EUROPEAN CLASSICAL LITERATURE

##### Course objective

- 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.

##### Course Outcome

- By the end of this course, students will gain an understanding of the classical, that is valuable in itself and as a frame of reference for subsequent periods of literary studies.



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## DSC-3: INDIAN CLASSICAL LITERATURE

### Course objective

- To offer students a foundational understanding of Indian classical literary tradition.
- The paper introduces students to a rich and diverse literature from two classical languages of India, Sanskrit and Tamil.

### Course Outcome

- Students will be able to gain knowledge of the aesthetic and cultural values that serve as the groundwork for later developments in Indian philosophical and social change.

## SEMESTER-II

## DSC-4: 14TH TO 17TH CENTURY ENGLISH POETRY

### Learning Objectives

The Learning Objectives of this course are as follows:

- To introduce the discipline of literary studies in English in a chronological manner, with specific reference to the social and cultural determinants of the period under review.
- To illustrate the ability of poetry to articulate the need for social and cultural reform.

### Learning outcomes

The Learning Outcomes of this course are as follows:

- 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 analyse and change social and political hierarchies.



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- Students will inculcate a foundational understanding of the distinctive ways in which poetry works.

## DSC-5: 16TH & 17TH CENTURY ENGLISH DRAMA

### Learning Objectives:

The Learning Objectives of this course are as follows:

- 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 change.

### Learning Outcomes:

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to develop a basic sense of the way in which drama works as genre on its own terms.
- Students' imagination will be stimulated by showing how theatre can analyse and critique political and cultural hierarchies successfully.

## DSC-6: 18th Century Literature

### Learning Objectives

The Learning Objectives of this course are as follows:

- To offer a continuing sense of the evolution of literary studies in English, so that the quiet revolutions of the eighteenth century in England resonate with significance in contemporary times.
- To study the period under survey through a combination of genres to focus on movements of empire, capital and emancipation.



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## Learning Outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to understand the way in which the 'Age of Reason' shapes contemporary life.
- Students will be alerted to understanding the ways in which major lines of thought and action may have understated beginnings.

## GE: INDIVIDUAL AND SOCIETY

### Learning Objectives

The Learning Objectives of this course are as follows:

- To study the ways in which individual and society engage with each other across socio political and geopolitical contexts
- To analyze the texts and contexts that enable such an engagement and continue to shape the world

### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to inculcate an ability to evaluate the continuing significance of identity-construction and aesthetic representation.
- Students will be able to appreciate the way in which different modes of narratives reconfigure the relationships between individual and society.

## GE: ENGLISH LANGUAGE THROUGH LITERATURE-I

### Learning Objectives

The Learning Objectives of this course are as follows:

- To develop in students the ability and confidence to process, understand and examine different kinds of texts-verbal and written-that they encounter in everyday life. To



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enable students to identify and understand social contexts and ethical frameworks in the texts they encounter.

- To encourage suitable research—to recognize sources; to distinguish fact from opinion/editorialization; produce objective versus subjective pieces
- To learn skilled comprehension; listening/reading; skimming; summarizing; précis writing; paraphrasing; note making
- To identify key topics/arguments/ideas
- To accomplish writing goals: creating an essay; writing a thesis statement; producing topic sentences; developing organised paragraphs; evolving the skill of producing suitable transitions between paragraphs
- To enable students to write in expository argumentative and descriptive modes
- To help students identify and use the characteristic features of various writing forms: letters; programmes reports/press-releases; newspaper; feature articles; fiction and nonfiction
- To enable students to choose between expository, argumentative, descriptive and narrative writing styles to assemble their own writing

### Learning outcomes

- The Learning Outcomes of this course are as follows:
- By studying this course, students will be able to inculcate confident expression.
- Students will be able to articulate their own views confidently as their language skills sufficiently empower them to converse, research and collate information from various textual sources—verbal or written.



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## SEMESTER-III

### DSE-7: ROMANTIC LITERATURE

#### Learning Objectives

The Learning Objectives of this course are as follows:

- To offer students a foundational understanding of the way in which Romantic thought and literature continue to sensitise us in terms of cultural and social change.
- To open up a sense of how dominant movements in the field of political and social representation, education and imagination emerge powerfully at this time.

#### Learning Outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students' imagination will be stimulated by an understanding of the ways in which Romantic theory and praxis influence many movements of change in the contemporary world.
- This course will map an exciting phase in the development of thought, gender mobility and social change.

### DSE-8: VICTORIAN LITERATURE

#### Learning Objectives

The Learning Objectives of this course are as follows:

- To offer students a fundamental understanding of how nineteenth-century developments in England around industrialization, colonization and gender relations foreshadow later thinking on the subject.



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- To offer students a basic sense of the deep-rooted nature of contemporary social and cultural challenges as having their origins in earlier times.

### Learning Outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students' imagination will be kindled to the way in which a range of genres speak to the spirit of an era.

## DSE-9: LITERARY CRITICISM

### Learning Objectives

The Learning Objectives of this course are as follows:

- To offer students a foundational understanding of the tenets of literary appreciation with specific reference to aesthetic evolution, genre and cultural production.
- To open up a cross-disciplinary sense of the field with specific reference to philosophy, aesthetics and historicism.

### Learning Outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be communicated a basic sense of the evolution of literary criticism.
- Students will be encouraged towards comprehending how literary criticism enriches our understanding of how philosophical and material contexts shape literature.

## SEMESTER-IV





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## DSE-10: AMERICAN LITERATURE

### Learning Objectives

The Learning Objectives of this course are as follows:

- To offer students a foundational understanding of the literature of the United States with specific reference to the way it chronicles patterns of oppression and freedom in the lives of its peoples.
- To open up a range of possibilities in the way in which literature shapes and chronicles new frontiers and cultural groups.

### Learning Outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to trace the powerful role played by literature in shaping the emergent United States.
- Students will be enlightened on how literature chronicles and shapes both different kinds of enslavement and possibilities of liberation.

## DSE-11: INDIAN WRITING IN ENGLISH

### Learning Objectives

The Learning Objectives of this course are as follows:

- To offer students a foundational understanding of the distinctively Indian qualities of literature in English, across a range of genres.
- To open up a sense of the Indian response to literary and political challenges in modern times.





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### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to gain a basic sense of Indian writing in English as a viable means to understand the evolution of modern India.
- Students' imagination will be stimulated by an understanding of how Indian writing in English opens up the challenges and complexities of contemporary India.

### DSE-12: INDIAN WRITING IN ENGLISH TRANSLATION

#### Learning Objectives

The Learning Objectives of this course are as follows:

- To understand and celebrate the diversity of linguistic and regional influences on the shaping of modern India.
- To open up a sense of the sophistication and fluidity of Indian thought and literature even when it speaks through the medium of translation.

#### Learning Outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will gain knowledge of the richness of modern Indian writing.
- Students will be encouraged to understand how contemporary India owes its diversity to a range of literatures, cultures and regions.

### GE: LIFE AND LITERATURE

#### Learning Objectives

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The Learning Objectives of this course are as follows:

- To study the ways in which art and literature is understood by engaging with aspects of form, taste and feeling.
- To analyze and understand the social and practical dimensions of aesthetics.

### Learning Outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to appreciate of the ways in which different cultural modes of aesthetic function.
- Students will be able to critically study of life, art and literature in students.

## GE: DIGITAL COMMUNICATION-II

### Learning Objectives

The Learning Objectives of this course are as follows:

- To hone skills for online communication and provide interpersonal skills required in the digital world.
- To effectively present themselves in personal and professional capacities using online mediums.

### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to understand and learn globally emerging forms of digital communication in English and effectively communicate in their everyday contexts be it in social or professional situations.



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## SEMESTER-V

### PAPER 11: WOMEN'S WRITING

#### Learning Objectives

This paper focuses on writings by women, about women. Since women are always defined in relation to men in a structurally patriarchal society, women writing about their experiences and identities are almost always writing about their community, since they do not have the privilege to write about themselves as individuals inhabiting a certain position in society. This paper focuses on those stories, poems, plays, novels, autobiographies, and theoretical writings that most clearly articulate the struggle to define experiences, and challenge patriarchal constructs. The texts in this paper focus on gender and sexuality as related to women, their bodies, their desires, and their aspirations. However, women do not form a homogenous group and their oppressions and acts of resistance need to be understood in all their complexities. Therefore, the intersectionality of the position of womanhood with caste, class, race, disability, education, slavery, etc., need to be studied with attention to the socio-economic historical location.

#### Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- Recognise the importance of gender specificity in literature
- Understand and appreciate the representation of female experience in literature
- Explain the difference between the feminine and the feminist as opposed to the female
- Examine and appreciate the role played by socio cultural economic contexts in defining woman
- Link the status of woman to social discrimination and social change
- Draw a location specific trajectory of female bonding or empowerment



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- To understand the complexity of social and biological constructions of manhood and womanhood to examine the relationship of women to work and production

## PAPER 12: BRITISH LITERATURE: THE EARLY 20TH CENTURY

### Learning Objectives

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- trace the history of modernism in the socio cultural and intellectual contexts of late nineteenth century and early twentieth century Europe

### Learning Outcomes

- link and distinguish between modernity and modernism
- explain the links between developments in science and experiments in literature
- explain the history of early twentieth century modernism in the light of stream of consciousness, Jungian and Freudian ideas, Psychoanalysis, Imagism, Cubism, Vorticism
- identify and analyze the use and modernist technique in different genres in early twentieth century British literature
- trace the history of the self and subjectivity in literature in the light of colonial consciousness
- explain and analyze the idea of form in modernist literary texts from across major genres

## SEMESTER-VI

### PAPER D14: LITERATURE AND CINEMA

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### Course Objectives

This course aims to

- examine the close relationship between literature and cinema by studying the points of contact of literary and cinematic praxis;
- enable students to study cinema as a composite medium, since the texts under discussion will open space for examining cinema as audio-visual articulation, as adaptation/translation, and as a form of (popular) culture with its own parameters of reception and its own history (movements/frameworks of study);

### Learning Outcomes

- equip students in a practical sense for understanding the cinematic medium;
- examine cinema as an art employing different time frames, situations, literary cultures and other media/forms to compose itself as a text;
- provide students with texts in emerging media, thus broadening the field of literary study in relation to cinematic language;
- stress the interdisciplinary nature of academic work by imparting skills of reading and understanding literary texts and cinematic expressions through the development of relevant critical vocabulary and perspective among students; and
- provide a theoretical framework to strengthen the awareness about intertextuality and the convergence between the modes of literature and cinema.

### PAPER D15: LITERATURE AND DISABILITY

### Course Objectives

This course aims to

- help students approach literature through the lens of disability and enable them to develop a fresh critical perspective for reading literary representations;



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- enable them to explore various forms of literary representations of disability, in order to become aware of the different ways in which disability figures and operates in a literary narrative;

### Learning Outcomes

develop, through a reading of literature, a critical understanding of the relation between the impaired body and the social world, and the matrix of power that structures and defines this relationship;

- equip students with the necessary critical tools to analyze representations of disability and to develop the ability to systematically understand and unpack the various discursive processes through which the hegemony of normalcy is constituted and perpetuated;
- help students understand how literature is used to negotiate and interrogate this hegemony and to evolve an alternative conception of corporeal difference;
- inculcate in them an approach to disability based on notions of intersectionality -- that is, to understand the experience of disablement in conjunction with other forms of marginalised identities;
- evolve an understanding of disability in relation to the contemporary contexts of capitalism and neo-liberalism, emphasising inclusive political agendas built on notions of cultural diversity and the changing meaning of citizenship and citizen's rights; and
- introduce the undergraduate student to the fundamental tenets of literary and cultural disability studies, with the professed intention of bringing about a change in the way that we have been traditionally responding to disability and disabled people.

### PAPER D16: PARTITION LITERATURE

#### Course Objectives

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This paper aims to

- enable an understanding of the affective dimensions of the Partition in varied geopolitical spaces;
- aid the student in comprehending the country's postcolonial realities; and

### Learning Outcomes

- introduce students to the following topics through the study of literary texts: colonialism, nationalisms and the Partition of India in 1947, communalism, violence and the British Rule in India, homelessness, exile and migration, women and children in the Partition, refugees, rehabilitation and resettlement, borders and borderlands.

## PAPER D18: STUDIES IN MODERN INDIAN PERFORMANCE TRADITIONS

### Course Objectives

This course aims to

- provide an overview of the varied performance traditions in modern India;

### Learning Outcomes

- enable students to understand the significant mediations made by theatre at crucial moments in history;
- show how each of the plays in this course functions as a historical marker, bringing in new insights into an understanding of theatre and life; and
- introduce the student to the dynamic structure of the street play.
- critically engage with the complex nature of American society, given its journey from specific religious obligations and their literary transformations (such as Puritanism,





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Unitarianism, Transcendentalism, etc.) to the growth of anti or non Christian sensibilities

- critically appreciate the diversity of American literature in the light of regional variations in climate, cultural traits, economic priorities
- explore and understand the nature of the relationships of human beings to other human beings and other life forms in relation to representative literary texts in various genres
- relate the African American experience in America (both antebellum and postbellum) to issues of exclusion in societies relevant to their learning experience
- analyze the American mind from global and Indian perspectives and situate the American in the contemporary world
- explain and analyze the rise of the critical mind
- trace the development of Restoration Comedy and antisentimental drama
- examine and analyze the form and function of satire in the eighteenth century
- appreciate and analyze the formal variations of Classicism
- map the relationship between the formal and the political in the literature of the neoclassical period

## B. Discipline Centric Electives (Any Four)

### PAPER 1: MODERN INDIAN WRITING IN ENGLISH TRANSLATION

#### Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- appreciate the diversity of modern Indian literatures and the similarities between them
- understand and creatively engage with the notion of nation and nationalism
- appreciate the impact of literary movements on various Indian literatures
- critically engage with significant social issues like caste and gender



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- understand the historical trajectories of Indian literatures

## PAPER 2: LITERATURE OF THE INDIAN DIASPORA

### Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- understand the concept of 'diaspora' in its historical and cultural contexts
- identify different aspects of Indian diasporic consciousness and the literary features of diasporic texts
- develop a clear understanding of the formation of Indian diasporic movements within India and outside
- develop a critical understanding of the writings of the Indian diaspora within the
- discourse of postcoloniality, postmodernity, hybridity, globalization and transnationalism.
- develop the analytical ability to read diasporic texts and analyze key diasporic issues
- such as displacement, nostalgia, alienation, belonging, identity, gender, racism and assimilation
- understand the main currents of Indian diasporic narratives
- examine how texts function as diasporic markers, broadening the understanding of
- Indian diasporic lives, cultural practices, experiences, religion and the new medium.

## PAPER 10: PARTITION LITERATURE



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### Course Learning Outcomes

Some of the learning outcomes that learners of this course are required to demonstrate are mentioned below:

- explain historical and sociocultural factors responsible for the Partition of Indian Subcontinent.
- demonstrate critical understanding of manifestations of the experience of the partition in various art forms.
- link and analyze the ecoSocio historical cultural contexts and dimensions related to the Partition of India e.g. nation, nationalism, communication, violence, exile, homelessness, refugee, rehabilitation, resettlement, border and border lands (colonialism and post colonialism), literary responses to the partition in different parts of Indian continent and interpret them.
- interpret texts and experience and relate it to their contexts and experiences

### PAPER 4: TRANSLATION STUDIES

#### Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- critically appreciate the process of translation
- engage with various theoretical positions on Translation
- think about the politics of translation
- assess, compare, and review translations
- translate literary and nonliterary texts

### PAPER 13: AUTOBIOGRAPHY AND LIFE WRITING



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### Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- demonstrate a familiarity with kinds of writing which seek to represent and make sense of the experiences of the individual.
- understand the relationship between self and history, truth, claims and fiction in private and public spheres.
- explain the working of memory, politics of memory and its role in constructing identity.
- explain and analyze how life writing provides alternatives to existing ways of writing history.
- examine the status of life writing as a literary form and the history of its reception
- appreciate the emergence of life writing non western context.

## A ENGLISH LANGUAGE THROUGH LITERATURE

### Learning Outcomes

This course aims to

- develop in students the ability and confidence to process understand and examine different kinds of texts verbal and written that they encounter in everyday life
- enable students to identify and understand social contexts and ethical frameworks in the texts they encounter
- encourage suitable research; to recognize sources; to distinguish fact from opinion/editorialization; produce objective versus subjective pieces
- teach skilled comprehension; listening/reading; skimming; summarising; précis writing; para phrasing; note making
- identify key topics/arguments/ideas



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- accomplish writing goals: creating an essay; writing a thesis statement; producing topic sentences; developing organised paragraphs; evolving the skill of producing suitable transitions between paragraphs
- enable students to write in expository argumentative and descriptive modes
- help students identify and use the characteristic features of various writing forms: letters programmes reports/press releases; newspaper hard news; feature articles; fiction and nonfiction
- enable students to choose between expository argumentative descriptive and narrative writing styles to assemble their own writing
- inculcate confident expression: to enable students to articulate their own views confidently because their language skills sufficiently empower them to converse research and collate information from various textual sources be these verbal or written.

## B ENGLISH FLUENCY

### Learning Outcomes

The course will help students to

- describe or express their opinions on topics of personal interest such as their experiences of events, their hopes and ambitions
- read and understand information on topical matters and explain the advantages and disadvantages of a situation
- write formal letters, personal notes, blogs, reports, and texts on familiar matters
- comprehend and analyse texts in English
- organise and write paragraphs and a short essays in a variety of rhetorical styles



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## C ENGLISH PROFICIENCY

### Learning Outcomes

This course aims to

- enhance comprehension skills and enrich vocabulary through the reading of short and simple passages with suitable tasks built around these
- introduce simple syntactical structures and basic grammar to students through contextualized settings and ample practice exercises so that they can engage in short independent compositions
- introduce the sounds of the language and the essentials of English pronunciation to students in order to remove the inhibitions experienced by them while speaking English
- acquaint students with social formulae used to perform various everyday functions so that they can converse in English in simple situations

## ABILITY ENHANCEMENT COMPULSORY COURSE (AECC)

### 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. 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 these aspects through an interactive mode of teaching learning process and by focusing on various dimensions of communication skills. Some of these are: Language of communication, various speaking skills such as personal communication, social



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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.