

DURGAPUR GOVERNMENT COLLEGE
DEPARTMENT OF ENGLISH

Programme Outcome and Course Outcome

**Aims of Bachelor's Degree Programme in English Literature
(Honours)**

The curriculum of the UG English Course (Honours) has been designed with UGC regulations in mind. Minimal alterations have been made, where necessary, keeping in mind the region from where students generally hail and the infrastructure available in the colleges affiliated to the Kazi Nazrul University. The curriculum highlights the a) basic philosophy of teaching English as an Honours subject b) the core objectives of English (Literary Studies and Language through Literature) by way of imparting subject knowledge, life skills, awareness of human values, respect for different locations and life forms, and professional skills c) translation of each skill into demonstrable outcomes in terms of basic and critical communication, social engagement, personal growth and ability enhancement d) application and use of domain knowledge as a bridge to society and the world at large e) demonstration of professional awareness and problem solving skills f) demonstration of basic knowledge of digital knowledge platforms f) ability to recognize the professional and social utility of the subject in the process understand, appreciate and imbibe values of life

Programme Learning Outcome

The curriculum and the teaching-learning process involve methods to help students appreciate English literature by being able to develop the critical faculty, necessary to analyse and understand more than what is available in the printed text. Today, the study of English Literature has branched into various new areas which involve not only the growth and development of the English language but also the emergence and growth of creative writing in various 'englishes' like the Indian Writing in English and the American English. The syllabus traces the beginnings of English literature to its present forms all around the globe. While establishing the relevance of its study in every corner of the world, it also empowers learners to face job interviews confidently and successfully and work in the present job market. Besides pursuing

higher studies including research, students can work successfully in the world of Technology, advertising as 'Content Writers' or shouldering responsibilities as administrators. Poised at an interesting interface of tradition and contemporaneity, the curriculum reflects a rich diversity and range with topics like Anglo-Saxon Literature, Shakespeare, Victorian and Romantic literature as well as new and emerging areas like Postcolonial literatures, Popular Literature, Modern European drama and Classical Literature: Indian and European

The syllabus/curriculum attempts to make students familiar with the extensive range of literary works of British, American, and World literature, including folk and popular literature of India and the world. It also endeavours to help students develop an acquaintance with the nature of the canon and of canon-formation, including issues of culture, history, race, ethnicity, gender, and sexual orientation. Students learn to comprehend, analyse and interpret literary texts critically by the end of the course, besides learning to improve their creative writing skills in a digital world and their communicative skills. It seeks to foster a sense of linguistic-cultural awareness among its students by teaching Literatures in Translations.

The specific objectives of the BA programme in English Literature (Honours) are to develop in the student the ability to demonstrable the following outcomes:

- 1. Disciplinary Knowledge of English Literature and Literary Studies**
- 2. Communication Skills**
- 3. Critical Thinking**
- 4. Analytical Reasoning**
- 5. Problem Solving**
- 6. Research-Related Skills**
- 7. Self-Directing Learning**
- 8. Multicultural Competence**
- 9. Values: Moral and Ethical, Literary and Human**
- 10. Digital Literacy**

Disciplinary Knowledge:

- a) ability to identify, speak and write about different literary genres, forms, periods and movements
- b) ability to understand and engage with various literary and critical concepts and categories

- c) ability to read texts closely, paying attention to themes, generic conventions, historical contexts, and linguistic and stylistic variations and innovations
- d) ability to understand appreciate, analyze, and use different theoretical frameworks
- e) ability to locate in and engage with relevant scholarly works in order to develop one's own critical position and present one's views coherently and persuasively
- f) ability to situate one's own reading, to be aware of one's position in terms of society, religion, caste, region, gender, politics, and sexuality to be self-reflexive and selfquestioning
- g) ability to understand the world, to think critically and clearly about the local and the global through a reading of literatures in translation and in the original, to be a located Indian citizen of the world
- h) ability to see and respect difference and to transcend binaries

Communication Skills:

- a) ability to speak and write clearly in standard, academic English
- b) ability to listen to and read carefully various viewpoints and engage with them.
- c) ability to use critical concepts and categories with clarity

Critical Thinking:

- a) ability to read and analyze extant scholarship
- b) ability to substantiate critical readings of literary texts in order to persuade others
- c) ability to place texts in historical contexts and also read them in terms of generic conventions and literary history

Problem Solving:

- a) ability to transfer literary critical skills to read other cultural texts
- b) ability to read any unfamiliar literary texts

Analytical Reasoning:

- a) ability to evaluate the strengths and weaknesses in scholarly texts spotting flaws in their arguments
- b) ability to use critics and theorists to create a framework and to substantiate one's argument in one's reading of literary texts

Research-Related Skills:

- a) ability to problematize; to formulate hypothesis and research questions, and to identify and consult relevant sources to find answers
- b) ability to plan and write a research paper

Teamwork and Time Management:

- a) ability to participate constructively in class discussions
- b) ability to contribute to group work
- c) ability to meet a deadline

Scientific Reasoning:

- a) ability to analyze texts, evaluating ideas and literary strategies
- b) ability to formulate logical and persuasive arguments

Reflective Thinking:

- a) ability to locate oneself and see the influence of location—regional, national, global—on critical thinking and reading

Self-Directing Learning:

- a) ability to work independently in terms of reading literary and critical texts
- b) ability to carry out personal research, postulate questions and search for answers

Digital Literacy:

- a) ability to use digital sources, and read them critically
- b) ability to use digital resources for presentations

Multicultural Competence:

- a) ability to engage with and understand literature from various nations and reasons and languages
- b) ability to respect and transcend differences

Moral and Ethical Values:

- a) ability to interrogate one's own ethical values, and to be aware of ethical issues
- b) ability to read values inherited in literary texts and criticism *vis a vis*, the environment, religion and spirituality, as also structures of power

Course Outcomes**Semester I****BAHENG101 British Poetry: Anglo-Saxon to Seventeenth Century**

The opening course of English Honours deals with British poetry from Anglo-Saxon to Seventeenth Century. It is useful to students concerned with English literature in multifarious ways. Poetry gives students a healthy outlet for surging emotions. The first unit enhances their knowledge on particular aspects of the literary history of British poetry, its socio-economic background and development from its Anglo-Saxon beginnings to the Seventeenth Century through milestones like Chaucer's works, the Renaissance, Puritanism and the Civil War. A selection of an entire range of representative works of major poets of this span, comprises the second unit. It seeks to exploit the advantages of a broadly based interdisciplinary approach

towards British poetry. An exploration of the poems helps gaining an idea of the development of literary conventions of British poetry through the ages, with relation to history and culture. The mystifying nature of the poems, resisting easy interpretation, offers the graduating learners an opportunity of achievement in analysis and critical reasoning. The last unit provides important information about the basics of Rhetoric and Prosody, mentoring students to appreciate poetry beyond a sentence's literal word meaning.

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

1. understand the tradition of English literature from 14th to 17th centuries.
2. develop a clear understanding of Renaissance Humanism that provides the basis for the texts suggested
3. engage with the major genres and forms of English literature and develop fundamental skills required for close reading and critical thinking of the texts and concepts
4. appreciate and analyze the poems and plays in the larger socio-political and religious contexts of the time.

BAHENG 102 British Prose and Drama: Anglo-Saxon to Seventeenth Century

The paper is divided into three units with reference to the literary genres of prose and drama that were produced between the Anglo-Saxon Period and the Seventeenth Century.

Unit I of the paper incorporates the elements related to the Socio-Literary elements of the aforementioned period in focus. It has discussions on the origin and development of British Prose and Drama and the role of the growth of the Press. It also focuses on the literary growth and impact of the University Wits and the growth of the Revenge Tradition in Drama as also the growth of the Comedy of Manners and the Comedy of Humours. Unit II of the paper has two representative components related to British Prose and includes the texts of three of Francis Bacon's essays and Aphra Behn's "*Oroonoko*".

1. It is hoped that through this discussion as part of the learning outcome the students would be able to have an in-depth overview of the socio-literary aspects of this era which in turn would help the students to move forward in their study of English Literature in future.

2. The study of these texts would initiate the students towards the flavours of British Prose and would in turn help them later on when they shall be either dealing with a variety of essays or non-fiction works.

BAHENGGE 101 (Generic): Contemporary India: Women and Empowerment

This course provides a basic understanding of Gender, the first half of the course discusses the concepts of: Masculinity, Femininity, Patriarchy, Feminism, LGBTQ etc. The next half of the course will discuss issues such as: Women and Nationalist Movement in India, Women and Partition, Women and Law, Women and Violence etc with special reference to the texts of Kamala Das, Mamta Kalia and Mahasweta Devi.

1. It is hoped that the students shall have a working knowledge on the concept of gender and its various inter-links.
2. The students shall be able to have an idea on the various movements that have gone in building up the concept of gender. Later, the students might be able to tackle as learning outcome the texts related to such issues.

Semester II

BAHENG201

Shakespeare

Shakespeare's versatility in subject and character creation from all walks of life and profession includes discussion on issues of **gender, professional ethics, environment and human values**

1. Identify qualities of Shakespeare's earlier texts and the issues of interpretation and language confronted by readers, actors, and viewers when approaching his writing.
2. Examine the development of Shakespeare's art and contribution to literature and culture.
3. Analyze texts to determine Shakespeare's purpose, historical and cultural perspective, and use of rhetorical and dramatic strategies in creating a play and /or poem.
4. Analyze how the philosophical and intellectual viewpoints of the English Renaissance shaped Shakespeare's writing, and their application today.
5. Identify and analyze the social and ethical questions the plays and poems raise regarding human experience.
6. Analyze in writing the complex questions Shakespeare raises.

BAHENG202 British Literature: Eighteenth Century

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

- explain and analyze the rise of the critical mind
- trace the development of Restoration Comedy and anti-sentimental 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

BAHENGGE201 (Generic): Indian English Literature

1. To develop an ability in students to relate literature(s) to the Indian context
2. To introduce students to major movements and figures of Indian Literature in English through the study of select literary texts
3. To blend diverse values essential for development as a responsible and sensitive human being with pleasure and special skills related to the course

AECCE201 (Ability Enhancement Course) English Communication

1. develop the professional ability to communicate information clearly and effectively in all kinds of environment and contexts
2. develop a comprehensive understanding of the theoretical and practical aspects of business communication
3. communicate at different levels of social and receptive domains
perform appropriate roles of business personnel in different locations
4. Develop the soft skills of the students

Semester III

BAHENG301 British Romantic Literature

1. understand Romanticism as a concept in relation to ancillary concepts like Classicism
2. understand the Romantic period in English literature in terms of its social, philosophical, intellectual, literary backgrounds including German and French influences
3. analyze and understand the main characteristics of Romanticism
4. appreciate the canonical and representative poems and prose of the writers of the Romantic period.

5. develop skills of critical analysis and interpretation of selected poems in order to understand the theme, language, style, and elements of prosody.
6. appreciate and analyze the sensibility of the British Romantic period: common man, equality, freedom, sense of community and fraternity
7. relate Romantic literary texts to other forms of expression such as painting, for instance.

BAHENG302 British Literature: Nineteenth Century – Victorian

1. identify and analyze the socio-economic-political contexts that inform the literature of the period
2. comment on the historical and political awareness of literary texts as reflected in the transition from nature to culture across various genres
3. understand the conflict between self and society in different literary genres of the period
4. link the rise of the novel to the expansion of Colonialism and Capitalism
5. understand the transition from Romantic to Victorian in literature and culture
6. link the Victorian temper to political contexts in English colonies

BAHENG303 Classical Literature: Indian and European

1. explain the eco-socio-political-cultural context of the age that produced Indian classical literature from its early beginning till 1100 AD
2. appreciate the pluralistic and inclusive nature of Indian classical literature and its attributes
3. historically situate the classical literature and diverse literary cultures from India, mainly from Sanskrit, but also Tamil, Prakrit and Pali by focusing on major texts in the principal genres
4. trace the evolution of literary culture(s) in India in its/their contexts, issues of genres, themes and critical cultures
5. historically situate classical European, i.e., Greek and Latin literary cultures and their socio-political-cultural contexts
6. engage with classical literary traditions of Europe from the beginning till the 5th century AD
7. grasp the evolution of the concept of classic and classical in the European literary

thinking and its reception over a period of time

8. appreciate classical literature of Europe and pursue their interests in it

9. examine different ways of reading and using literary texts across a wide range of classical authors, genres and periods with comparative perspectives

BAHENGSE301 Actual Reporting and Content Writing

1. Exposure to different kinds of news items which touch diverse areas.
2. Practice the unique qualities of professional writing style, including sentence conciseness, readability, clarity, accuracy, honesty, avoiding wordiness or ambiguity, previewing, using direct order organization, objectivity, unbiased analyzing, summarizing, coherence and transitional devices.

Semester IV

BAHENGSC401 British Literature: The Early Twentieth Century

1. trace the history of modernism in the socio-cultural and intellectual contexts of late nineteenth century and early twentieth century Europe
2. link and distinguish between modernity and modernism
3. explain the links between developments in science and experiments in literature
4. explain the history of early twentieth-century modernism in the light of stream of consciousness, Jungian and Freudian ideas, Psychoanalysis, Imagism, Cubism, Vorticism
5. identify and analyze the use and modernist technique in different genres in early twentieth century British literature
6. trace the history of the self and subjectivity in literature in the light of colonial consciousness
7. explain and analyze the idea of form in modernist literary texts from across major genres

BAHENGSC402 Indian Writing in English

1. appreciate the historical trajectory of various genres of IWE from colonial times till the present

2. critically engage with Indian literary texts written in English in terms of colonialism/postcolonialism, regionalism, and nationalism
3. critically appreciate the creative use of the English language in IWE
4. approach IWE from multiple positions based on historical and social locations

BAHENG C403

Popular Literature

1. trace the early history of print culture in England and the emergence of genre fiction and best sellers
2. engage with debates on high and low culture, canonical and non-canonical literature
3. articulate the characteristics of various genres of non-literary fiction
4. investigate the role of popular fiction in the literary polysystem of various linguistic cultures
5. demonstrate how popular literature belongs to its time
6. Use various methods of literary analysis to interpret popular literature

BAHENG GE401 (Generic)

Indian Literature

1. critically engage with Indian literary texts written in English and translated from Indian languages into English in terms of colonialism/postcolonialism, regionalism, and nationalism
2. approach Indian Literature from multiple positions based on historical and social locations

BAHENG SE401

Communicative English

1. Improve communication skills in English
2. Equip students for various competitive examinations

Semester V

BAHENG C501

Modern European Drama

1. understand the role of theatre and drama in the introduction and shaping of modernity
2. understand and engage with concepts like realism, naturalism, symbolism, expressionism, the Avant Garde, the epic theatre, the theatre of the absurd, etc.
3. understand how meaning is created in theatre and be able to write about innovations introduced into theatrical practice in the late nineteenth and the twentieth century

BAHENG502

American Literature

1. understand the depth and diversity of American literature, keeping in mind the history and culture of the United States of America from the colonial period to the present (17th century to 21st century)
2. understand the historical, religious and philosophical contexts of the American spirit in literature; social-cultural-ecological-political contexts may, for example, include the idea of democracy, Millennial Narratives, the Myth of Success, the American Adam, the Myth of the Old South, the Wild West, Melting pot, Multiculturalism, etc.
3. appreciate the complexity of the origin and reception of American literature, given its European and non-European historical trajectories, particularly in relation to writers of European (Anglo-Saxon, French, Dutch and Hispanic) descent, as well as writers from black and non-European (African, American Indian, Hispanic-American and Asian) writing traditions
4. critically engage with the complex nature of American society, given its journey from specific religious obligations and their literary transformations (such as Puritanism, Unitarianism, Transcendentalism, etc.) to the growth of anti- or non-Christian sensibilities
5. critically appreciate the diversity of American literature in the light of regional variations in climate, cultural traits, economic priorities
6. 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
7. relate the African American experience in America (both ante-bellum and postbellum) to issues of exclusion in societies relevant to their learning experience
8. analyze the American mind from global and Indian perspectives and situate the American in the contemporary world

BAHENG501

Literary Criticism

1. understand the historical and philosophical contexts that led to the development of literary criticism and its practice in different traditions and periods
2. learners will be able to understand fundamental literary and critical concepts and underlying distinctions amongst them (e.g., difference between literary criticism and literary theory)
3. learners will be able to grasp a wide range of literary philosophers and critics whose works had informed and shaped the discourse of literary theory
4. learners will have knowledge about major, critical movements and critics in various critical traditions – Indian (schools of *Rasa*, *Alamkar*, *Riti*, *Dhwani*, *Vakroti*, *Auchitya*) and Western (Greek, Roman, English, German, Russian and French)
5. learners will be able to identify theoretical and critical concepts with critics/texts/movements with which they are associated and understand them in their contexts
6. learners will be able to apply various theoretical frameworks and concepts to literary and cultural texts
7. learners will be able to evaluate and analyze strengths and limitations of critical/theoretical frameworks and arguments
8. learners will be able to strengthen and deepen their interpretative skills

BAHENGDSE504 Post World War II Literature

1. understand the social-historical-political-economic contexts of Post-World War II British Literature
2. understand the relationship between World war II and the end of colonialism
3. identify the social-historical-political changes in England after World War II
4. see through a corpus of representative texts the rise of multiculturalism in England in the wake of migrations of people from colonial territories
5. grasp the changing role of English in the new world order
6. critically analyze and link changes in social norms to new literary forms
7. engage with the idea of the postmodern and the rise of the postmodernist aesthetics
8. appreciate the importance of location in understanding the self and the other

Semester VI

BAHENG601 Postcolonial Literatures

1. understand the social-historical-political-economic contexts of colonialism and postcolonialism in India and other countries affected by colonial rule
2. understand the scope of postcolonial literatures in India and elsewhere, primarily as a response to the long shadow of colonialism, not just of colonial occupation
3. see through a corpus of representative postcolonial texts from different colonial locations: the effects of colonial rule on the language, culture, economy and habitat of specific groups of people affected by it
4. appreciate and analyze the growing spectres of inequality arising out of colonial occupation and the role played by postcolonial literatures to resist it in India and similar locations
5. critically engage with issues of racism and imperialism during and after colonial occupation
6. appreciate the changing role and status of English in postcolonial literatures and link colonialism to modernity

BAHENG602 Women's Writing

1. recognise the importance of gender specificity in literature
2. understand and appreciate the representation of female experience in literature
3. explain the difference between the feminine and the feminist as opposed to the female
4. examine and appreciate the role played by socio-cultural-economic contexts in defining woman
5. link the status of woman to social discrimination and social change
6. draw a location specific trajectory of female bonding or empowerment
7. to understand the complexity of social and biological constructions of manhood and womanhood
8. to examine the relationship of women to work and production

BAHENG601 Literary Theory

1. have a historical overview of major literary theorists, particularly of the 20th century
2. show an understanding of historical and philosophical contexts that led to the development of literary theory and its practices
3. develop awareness of various literary theories and the way they enrich and change our thinking about language, literature and society
4. historically situate literary theorists whose works had informed and shaped various literary theoretical discourses
5. identify theoretical concepts with theorists and movements with which they are associated and in the process understand their contexts
6. apply various theoretical frameworks and concepts to literary and cultural texts
7. evaluate and analyze strengths and limitations of theoretical frameworks and arguments
8. sharpen interpretative skills in the light of various theoretical frameworks

BAHENGDSE603 Autobiography

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

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present job market. Besides pursuing higher studies including research, students can work successfully in the world of Technology, advertising as 'Content Writers' or shouldering responsibilities as administrators. Poised at an interesting interface of tradition and contemporaneity, the curriculum reflects a rich diversity and range with topics like Rhetoric and Prosody, Phonetics and Phonology, English Communication as well as new and emerging areas like Bhasa Literature, English Literature and Gender, Film and Literature, Literature and Fine arts and Translation Skills.

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Course Outcomes**BAPENGC101 Rhetoric and Prosody**

1. Students are made familiar with the art of analyzing the language of English from an aesthetic point of view through the study of Rhetoric and Prosody.
2. This intricate and interesting area of study helps them to form basic concepts about prose and verse and analyze the metrical patterns to find the encoded poetic meaning.
3. Knowledge about various rhetorical devices in speech enables them to use embellished and figurative language which can persuade the audience and achieve the desired impact upon the listener.

MILCE101 Basic English Understanding

1. This course is designed to enhance the ability of the undergraduate students in understanding the basics of English language and literature through reading, comprehension and writing. Some lucid and interesting prose pieces are included in the course so that the students may develop a taste for appreciating prose literature when they coming across such examples of different styles of writing. Unseen passages would also be given to them in order to test their ability of comprehension.
2. Besides, they are also to be trained through this course on how to compose formal letters for various official purposes. With the objective as mentioned already, this course as a blending of both literary and non-literary specimens of English would enable the students to get associated with complex compositions in the semesters to follow

BAPENGC201 Poetry

The course includes works by both male and female poets, English and also an Indian poet. The poems cover a wide range of subjects, emotions with its baggage of culture and human values

MILCE201 English Short Stories and Composition

1. The course content comprising short stories, Report Writing, CV/Bio Data Writing and Professional Profile Writing, aims to develop in students professional skills besides a critical acumen to connect cultural background, dominant thoughts with the production of literary works.
2. The assortment of fiction and non-fiction is intended to enable students learn and acquire with pleasure and sensitivity essential skills required to live life: personal, social and, professional.
3. Hands-on experience in writing Professional Profile is expected to train students to take on job challenges with ease and confidence in future.

AECCE201 English/MIL English Communication

1. The Ability Enhancement course proposes to equip students with much-needed communication skills in personal, social and, business spheres.
2. Theoretical knowledge coupled with mock 'Group Discussions' call for both verbal and non-verbal communication skills for Effective Communication in diverse areas.
3. Developing and enhancing soft skills at this stage creates the alertness for acquiring such skills, thereby providing students time in the succeeding semesters to hone these skills in all personal, academic and professional spheres for immediate and long-term benefits.

BAPENGC301**Fiction and Short Stories**

1. This Core course is designed to give students an exposure to the dynamics of life through short stories of different flavours and a classic detective novel. Psychological aspects, the curious workings of the human mind, values in life, the difficult task of learning to prioritise are revealed and debated in multiple imaginative situations.
2. The course dwells on different facets of life, challenging situations and the dilemma regarding a choice. It is intended to contribute towards a holistic development of the personality besides learning to critically analyse situations. The ability to critically analyse situations and numerous issues of life presented in fictional form subtly develops and whets the skill to read and live life in actuality. The course intends to make young adults life-ready.

MILCE301**British Poetry**

1. In this paper Semester III Program students study poems written by some British poets like Sir Philip Sidney (“Grammar Rules”), John Milton (“On His Blindness”), William Wordsworth (“A Slumber Did My Spirit Seal”), Thomas Hardy (“The Oxen”) and Gerard Manley Hopkins (“God’s Grandeur”). They learn to appreciate the different nuances of British English Poetry. They learn about different literary ages and generic forms of poetic composition like lyric, sonnets etc. They are also acquainted with the diverse structural features of poetry. This course exposes the students to a variety of styles of poetry and in a way, it helps them to understand the numerous possibilities available in poetic creativity and subtly inspire their creativity and imagination. The students learn to locate the classical iconic poets within their literary contexts and historical backgrounds and they also learn to look into the universality of emotions expressed through the verses. The students are taught about rhythm, metaphor, imagery, symbolism and metre. The course also hopes that students become aware of the social, political condition under which the poets wrote their poems. Appreciation of poetry helps in the development of literary and language skills. It enables students to see the endless possibilities of English language in shaping expression and creating meaning.
2. English in India is generally taught as the second language in classroom. Literature in its broadest sense could be the record of the best thoughts of the best minds. Teaching classical English poetry written in England is an interesting and enriching experience for it helps students to

acquire knowledge of the vast reserve of the poetry of England written over the years. The knowledge of the students gets improved through repeated reading of the texts given prescribed by the university curriculum.

BAPENGSE301 Phonetics and Phonology

1. This skill-enhancement based paper taught in the Semester III program is meant for students to acquaint themselves with the structural features of the English language. Students are taught how the study of Phonetics deals with the production of speech sounds by humans, often without prior knowledge of the language being spoken and how Phonology is about patterns of sounds, especially different patterns of sounds in different languages, or within each language, different patterns of sounds in different positions in words. The course is structured to make them understand that Phonology is typically defined as the study of speech sounds of a language or languages, and the laws governing them. In phonetics on the other hand students learn to deal with the production of speech sounds by humans, often without prior knowledge of the language being spoken. Phonology helps the students to know about the patterns of sounds, especially different patterns of sounds in different languages, or within each language, different patterns of sounds in different positions in words etc.
2. In this paper the students learn about Articulation Mechanism (how the words are pronounced and features of speech and air stream mechanism), Features of Vowels and Consonants (a vowel is any sound with no audible noise produced by constriction in the vocal tract, whereas the consonant is a sound with audible noise produced by a constriction) in this paper. In linguistics studying Consonant Clusters helps the students to know about the consonant sequence or consonant compound, which is a group of consonants without any intervening vowel. The students are also taught about syllabic structure, stress and phonetic transcriptions.
3. The course also includes a component on advertisement content writing, wherein students learn to create advertisement flyers on new courses, social programmes, seminars. This course gave students hands on training and they learnt how to prepare posters and flyers. The students also learn to write contents and blogs, and design brochures and newsletters in this paper. The students are also taught to write content for website and webpage. These skills will help the students in their later life.

BAPENG401 Bhasa Literature

1. Through works in translation, students learn to become acquainted with the multilingual and multicultural literature of India. They learn to appreciate literature written in Urdu, Hindi and Bengali as they are taught to appreciate the translated texts along with reference to their originals. Instructors enable them to expand their reach so that they can appreciate texts that originate from different parts of the country.
2. Literature in English translation is frequently taught as if it had been written in English, and students are not made familiar with the cultural, linguistic, and literary context in which that literature was produced. In this paper, teachers try their best to instill an interest in students for the original text. Through a series of classes, interactions and continuous examinations which includes theories and practices this Semester 4 Program course focuses on building cross-cultural communication and enables the students to develop interest in translation which helps them in the later life.

MILCE401 Appreciating Poetry

1. To display an ability to read and understand Poetry in Canonical English Literature.
2. Demonstrate a set of basic skills in literary communication and explication of literary practices of writing poetry with clarity.
3. Demonstrate a critical aptitude and reflexive thinking to systematically analyse the scholarship of English poets and their poetry.

BAPENGSE 401 Composition

1. Learners will be able to perceive various aspects creatively and critically and will be able to interpret any piece of passage.
2. Choose evidence and detail understanding consistent with purpose and audience.
3. Summarize argument and exposition of a text accurately.
4. Provide an understanding of knowledge as existing within a broader context, including the purpose(s) and audience(s) for which a text may have been constructed.
5. Reflect a recursive composing process across multiple drafts.
6. Illustrate several strategies of drafting and revision.
7. Demonstrate control of syntax, grammar, punctuation, and spelling

BAPENGDSE 501 English Literature and Gender

1. This paper contains texts which are crucial to an understanding of gender. It contains poems and prose pieces by Indian and English litterateurs which explore the problems faced by women in different socio-eco-political conditions.
2. It sensitizes learners to the problems of gender discrimination and makes them familiar with concepts like Masculinity, Femininity, Patriarchy, Feminism, LGBTQ etc.

BAPENGGE 502 Film and Literature

1. This paper demonstrates a systematic and historically-grounded knowledge of literature and cinema as expressive arts. It helps to identify and illustrate the distinction between literary and cinematic arts of storytelling. It identifies and describes the difference between cinematic and literary images and examines different theories of adaptation and link then to contexts of expression and reception.
2. The paper organizes different sets of activities to identify and make use of skills that distinguish the medium of cinema from that of literature and presents a coherent view of the relationship between written and cinematic texts.
3. The inclusion of Chaplin's film *Modern Times* and Ray's *Pather Panchali* enables course-learners to become familiar with modern film-making techniques.

BAPENGSE 501 Communicative English

1. Improves the communication skills of students in English
2. Equips students for various competitive examinations

BAPENGDSE 601 Literature and Fine Arts

This course foregrounds distinct changes in socio-cultural world impacted by psychological findings and also nationalistic agenda. The variety in the layout caters to diverse topics like **human values, gender** and **environment**

BAPENGGE602 Bhasa Literature

1. In the last few decades, literary works from around the world including marginal writers have made their way onto the reading lists of university and college courses in an increasingly wide variety of disciplines. Through works in translation, students learn to become acquainted with the multilingual and multicultural literature of India. They learn to appreciate literature written in Urdu, Hindi and Bengali as they are taught to appreciate the translated texts along with reference to their originals. Instructors enable them to expand their reach so that they can appreciate texts that originate from different parts of the country.
2. Literature in English translation is frequently taught as if it had been written in English, and students are not made familiar with the cultural, linguistic, and literary context in which that literature was produced but as teachers we try our best to instill an interest in students for the original text. Through a series of classes, interactions and continuous examinations which includes theories and practices this Semester 4 Program course focuses on building cross-cultural communication and enables the students to develop interest in translation which helps them in the later life.

BAPENGSE 602 Translation Skills

1. This Skill Enhancement course teaches skills which bridge the gap between literatures produced in different languages of the world.
2. It also teaches machine application in the translation process.
3. This paper enables students to critically appreciate the process of translation. Students are required to engage with various theoretical positions on Translation and think about the politics of translation. Learners are required to assess, compare, and review translations and translate literary and non-literary texts.