

DURGAPUR GOVERNMENT COLLEGE

DEPARTMENT OF ENGLISH (UNDERGRADUATE DEPARTMENT)

PROGRAMS OFFERED BY THE DEPARTMENT OF ENGLISH (2023-2024)

1. **B.A. HONS IN ENGLISH (LOCF)**
2. **B.A. PROGRAM IN ENGLISH (LOCF)**
3. **GENERIC ELECTIVE IN ENGLISH (LOCF)**
4. **B.A. HONS IN ENGLISH (MAJOR, MINOR & SEC) (NCCF)**
5. **B.A. UNDERGRADUATE IN ENGLISH (MAJOR, SEC & MD) (NCCF)**
6. **ENGLISH/MIL COMMUNICATION (NCCF)**

COURSE CODE	COURSE NAME	COURSE OUTCOME	PROGRAM OUTCOME
BAENGMJ101, BAENGMN101	Understanding Poetry	CO: 1 The students are sensitized about the social and literary background of the period CO: 2 The students are acquainted with literary terms and terminologies CO: 3 The students gather knowledge on a cross-section of poems of the syllabus CO: 4 The students gather proficiency and knowledge over literary devices. The students gather ideas on execution of literary decoration	PO: 1 Basic knowledge is gathered about literary forms and authors of the ages mentioned. PO: 2 The students are encouraged to read poetry of the age and to understand texts PO: 3 The students learn about a vast area of literary and social history
BAENGSE201	Grammatical Skills and Composition	The course aims at enhancing the CO: 1 Ability to be dexterous with English language skills while reading or listening.	PO: 1 Students decipher the mechanism of language and use it for success in competitive examinations and job-related speaking and writing tasks

		<p>CO: 2 Ability to use receptive skills through reading and listening and acquire good exposure to language and literature by using writing skills for professional enhancement</p> <p>CO: 3. The paper would enable students to develop style in speech and writing and manipulate the tools of language for effective communication.</p> <p>CO: 4 Equip students with the necessary micro and macro-English Language skills for effective communication in a variety of interpersonal and academic situations.</p>	
AECE101	English Communication	<p>CO: 1 Ability to use English correctly in speaking and writing skills.</p> <p>CO: 2 Students perform various speaking and writing tasks, such as roleplays, debates, group discussions apart from the use of correct spelling, punctuation and the ability to transfer information in the writing tasks</p> <p>CO: 3 Students are taught lessons on how to enhance their language skills</p>	<p>PO: 1 Students imbibe the rules of language and learn how to deduce language structure and usage in everyday life.</p>

BAEMDC107	Film Appreciation	<p>CO: 1 Film Appreciation Course will familiarise the student with major film movements –Silent Cinema, Angry Young Man, Indian New Wave and French New Wave, Early Talkies, Mainstream Hindi Cinema</p> <p>CO: 2 The course aims at offering students’ knowledge about the technique of filmmakers such as Charlie Chaplin, Satyajit Ray, among others, who have shaped and influenced modern film genre.</p> <p>CO: 3 The course intends to equip the students with the tools and terminologies to deconstruct and critically analyse cinema.</p> <p>CO: 4 The course enables students to develop the skill to critically review cinema (both World cinema as well as Hindi mainstream cinema)</p>	<p>PO: 1 The students learn to analyse the history of Cinema, the craft of the filmmakers and different film movements that continue to influence modern films and the cinema medium’s enduring importance in pop culture</p>
BAENGMJ201, BAENGMN201	Understanding Prose	<p>Upon the successful completion of the course, the students will be able to:</p> <p>CO 1: Understand the basic difference between the different literary genres like Drama, short story, memoirs. CO 2: Understand various terms related with narratology like chronotope, character</p> <p>CO 3: Acquire the skill of exploring, analysing and comprehending a text</p> <p>CO: 4 Expose the students to different genres from a broad range of periods that inculcate knowledge of the social, political, historical and cultural diversity of English Literature</p>	<p>PO: 1 To develop the acumen to critically analyse, appreciate, discuss and explore the diverse nuances of meanings in a text, thus enabling them to identify, analyze, formulate and review diverse perspectives.</p>
BAENGMJSE201	Content Writing and Professional Correspondence	<p>CO: 1 Become proficient in English for global competency</p>	<p>PO: 1 The students learn how to develop their critical thinking capabilities through the course.</p>

		<p>CO: 2 Students learn to think and communicate effectively in the current information-intensive society.</p> <p>CO: 3 The students learn/are equipped with the practical, emotional, intellectual and creative aspects of language by integrating knowledge and skills</p>	
BAHENG301	British Romantic Literature	<p>The primary learning outcome of this paper is to educate students with the contexts of the English literary tradition in the Romantic Period in terms of its social, philosophical, intellectual, literary backgrounds. Students are expected to develop a clear understanding of Romanticism, Fancy and Imagination, Supernaturalism etc that provide the basis for the texts. A study of the French Revolution or the significance of Lyrical Ballads will develop skills to analyse the sensibility of the British Romantic period – common man, equality, freedom, sense of community and fraternity. The student is expected to gain an understanding of the process of literary development through admiration of canonical and representative poems and prose of the writers of the Romantic period like Wordsworth’s Tintern Abbey or Jane Austen’s Pride and Prejudice.</p>	PO: 1 The paper promotes proficiency of critical analysis and interpretation of selected Romantic texts in terms of theme, language and design.
BAHENG302	British Literature: Nineteenth Century - Victorian	<p>This paper enlightens students with the major socio-economic changes like industrialization, urbanization and confrontation of Darwin's Theory of Evolution, as it develops in the Victorian Age, the influence of which the nineteenth century poems and novels were unable to escape. A study of the social and literary history of the Victorian world like the Industrial Revolution, the Reform Laws or the Pre-Raphaelite Movement, will assist in identifying the socio-economic-political contexts that inform the literature of the period. Students will here come across the poetry that is characteristic of the Victorian period – structures like the dramatic monologue – My Last Duchess of Robert Browning, celebration of</p>	PO: 1 Students will decipher how Victorian novels closely followed not only the social concerns of the period like factory life and condition of workers but was also linked with the expansion of Colonialism and Capitalism.

		the Victorian temper of high spirit, energy and resolution in Tennyson's Ulysses, poems expressing 'Crisis of Faith' like Matthew Arnold's Dover Beach etc. Students will also discover how novel grew and experimented with plot, character and perspective through reading of such representative examples of the realistic Victorian fiction as Dickens' Hard Times or Hardy's The Return of the Native.	
BAHENG303	Classical Literature: Indian and European	The students are introduced to a rich and diverse literature through exploration of Indian and European classical texts in English translation. The knowledge of the eco-socio-political-cultural context of the age that produced the texts enable the students to historically situate the classical literature and diverse literary cultures from India and Europe. Natyashastra and Poetics enable to explore the central concerns of Sanskrit drama and dramatic theory respectively. They lay a foundation in Indian and European poetics, theories of representation, aesthetics, aspects of theatre etc. Selections from Ilango's Cilapattikaram, Mrichchhakatikam of Sudraka, Homer's The Iliad and Sophocles' Oedipus Rex introduce students to multiple genres and forms, offering a wide-ranging perspective on the artistic, philosophical, and social concerns of classical literature.	PO: 1 The paper teaches how to develop ability to pursue research in the field of classics. Now he/ she can appreciate the pluralistic and inclusive nature of Indian and European classical literature and their attributes along with valuing cross-cultural aesthetics.
BAHENGGE301	Literature and Gender	The course aims to help students from non-English literature backgrounds to develop a vital understanding of how discourses and assumptions of gender govern and carve our very lives, experiences, emotions and choices. The course exposes students to an extensive range of literary and textual materials from diverse historical periods and contexts, so that they are able to investigate the socially-constructed nature of gendering. It will introduce students to the major critical approaches to literature that feminist theorists have devised to understand 'woman' as a single or variable entity in literature. The concept of gender as a cultural category – ideologies such as feminisms, masculinities,	PO: 1 This course sensitizes students to gender assumptions in literary texts facilitating a comprehension of the link between the status of woman to social discrimination and social change. PO: 2 The learners will explore issues of women's experience, women's work, selfhood and representation in the texts prescribed. PO: 3 It is hoped that the students shall have a working knowledge on the

		<p>and transgenderism – will make students perceive the complexity of social and biological constructions of manhood and womanhood and how it is constructed in literature. Knowledge of the astonishing range of feminism in literature of all ages and culture along with the ways in which they embody a politics of resistance, is offered through writings of Begum Rokeya, Mahasweta Devi, Virginia Woolf and Sylvia Plath. There can be no better representation of female experience in literature than in such representative texts as <i>The Degradation of Women</i> or <i>A Room of One's Own</i> or poems of Plath.</p>	<p>concept of gender and its various inter-links by studying the paper.</p>
BAHENGSE301	Actual Reporting and Content Writing	<p>This course is aimed to help undergraduate students develop and explore composition, argument, and writing skills that will train them to improve their composing abilities for higher studies and professional endeavours.</p>	<p>PO: 1 The perception of Actual Reporting will help students understand and draft different types of Newspaper/ Television / Organization Reporting. Understanding of Content Writing like Advertisement, Leaflet, Brochure, Posters, Web Blogs will benefit in catering to the crucial necessities of modern life.</p>
BAHENG401	British Literature: The Early Twentieth Century	<p>The paper has been divided into three Units. Unit I of the paper takes a look at the various important socio-historical events that took place in the early part of the 20th century, somewhat as a logical extension of what has been done earlier in the paper related to the Victorian Age. At the same time this Unit wishes to bring to the students the various Social and Art Movements that took place during this time and then wishes to show to the students as to how these socio-cultural movements influenced the growth of British Literature in the early part of the 20th century. It is hoped that through such discussions on a panoramic course of events the students would have a wider vision on the literary growth of the times and the reasons behind the growth of various literary movements of the Age. Unit II is almost an extension of Unit I and discusses the major poetic texts of the times by referring to a cross-section of poets. It</p>	<p>PO: 1 This paper takes a look at the socio-literary aspects of the early part of the Twentieth century. The various socio-literary and socio-cultural shifts have been discussed in this paper. PO: 2 i. The students are sensitized about the social and literary background of the period</p>

		<p>is hoped that through such knowledge the students would become better equipped to understand the various nuances of poetic writing of the period. Unit III pores into fiction. It is hoped that the theoretical paradigms of Psychoanalysis and the literary history of the growth of the Stream of Consciousness Novel technique discussed in Unit I would be understood better by reading Virginia Woolf's Mrs Dalloway. At the same time the students would be enriched by studying the short stories by two other prominent writers of the era Joyce and Conrad.</p>	
BAHENG402	Indian Writing in English	<p>As a learning outcome it is hoped that through the study of this paper the students shall become better acquainted with the field of study and learn to tackle the questions related to culture, race and identity that Indian Writing in English relates to. Unit I of the paper brings to the students the basic study of the historical survey of the growth of Indian Writing in English. It is hoped that through this study the students shall have a working knowledge of the growth of this genre. Such knowledge shall help them to locate texts and their nuances much better in the other two Units Unit II is on poetry and the selection of poems chosen attempt to sensitise the students with the variations of theme and technique that have occurred in this genre both during the colonial and post-colonial phases from Derozio to Ngangom. Unit III is on fiction and contains two short stories and a novel. Through the study of these texts, it is hoped that the students shall have an insight into the fictional works of some of the most cultivated writers of Indian Writing in English.</p>	<p>PO: 1 This paper focuses on the various aspects of the study of Indian Writing in English and hopes to introduce to the students the history of the growth of this literary arena as well as the different phases and genres of the same.</p>
BAHENG403	Popular Literature	<p>This paper brings to the students the various facets of Popular Literature. It is often thought that popular literature cannot be part of canonical literary syllabi but this paper brings to the students the joys of popular literature. Unit I of the paper brings to the students an overall literary and historical insight into the growth of popular literature. This section hopes to bring to the</p>	<p>PO: 1 After the completion of the course the students are exposed to literature which prompts them to engage in reading develop and understanding of new cultures, trends, periods etc. The</p>

		students the various aspects of Popular Literature and hopes to put into the minds of the students the questions on caste, identity and gender. Unit II brings to the students, representative texts of poetry and popular fiction. It is hoped that through the reading of these texts the students shall be able to tackle the various issues associated with the reading of popular literature with critical insights. Unit III has the prose works of J.K. Rowling, Agatha Christie and Satyajit Ray and brings to the students some of the best fictional works of the genre. This unit shall help the students to analyse these works with critical insights.	mental and intellectual growths of the students are enhanced.
BAHENGSE401	Communicative English	This paper has two options and is for students who are pursuing a degree course in English Honours. Unit I is about vocabulary and functional grammar and it is hoped that through this unit, the students shall be able to re-visit the skill-sets which they had primarily learnt in the final years of their school life. As a learning outcome the unit focusses on control over language which can be used concurrently for literature. Unit II focusses on the enhancement of the skill-sets in writing. The learning outcome shall be on enhancing skills with regard to the writing of circulars, notices, agenda and minutes which will be required in their later professional life.	PO: 1 The paper provides an enhanced skill-set to the students regarding the usage of English and mostly its non-verbal communication skills.
BAHENGGE401	Indian Literature	This paper is to be taught to Honours students other than those who are pursuing a degree in English. The paper is one of the two options available to the students. Unit I and Unit II brings to the students an entire gamut of fictional and non-fictional works of Indian English, both originally written texts in English and translated texts into English from vernacular languages.	PO: 1 Through their study of the paper the students shall become aware of the socio-cultural issues of Indian English presented in this paper.
BAHENG501	Modern European Drama	This course presents students to Twentieth century English and European drama, depicting the crucial role of drama in the introduction and shaping of modernity. The continent of Europe and its literature went through significant changes since the Renaissance. One should note that by the turn of the century, the European avant-garde had thoroughly modified the theatre –	PO: 2 The student can get an idea of the transformation, both in the socio-political and the literary fields across different national cultures in Europe by studying the prescribed plays.

		<p>which at this juncture, seems to evolve into a pan-European phenomenon, with stylistic/technical innovations and thematic experimentations. The early phase of this period was dominated by realism. The radical turns away from it, soon followed. The study of masterpieces from Norway, Germany, Romania and England will acquaint the students with the European historical and cultural situation in this period and understand concepts like realism, naturalism, symbolism, expressionism, the Avant Garde, the epic theatre etc.</p>	
BAHENG502	American Literature	<p>This course seeks to introduce students to the distinctive flavour of American Literature along with a broad overview of its historical development and social, cultural and critical contexts. Students will study texts against their socio-historical frameworks. A study of a wide range of poets like Longfellow, Frost, Whitman and Adrienne Rich will make students understand the depth and diversity of American poetry, with reference to the history and culture of the United States of America from the colonial period to the present. The learning experience of a memory play like The Glass Menagerie, will relate the African American experience in America to issues of illusions and dreams. Black Women's Writing can be probed into through Morrison's Beloved. The chronicle of the life of a Black woman will be studied against the panorama of the destructive legacy of slavery and the dehumanization of the African American community in the United States before and shortly after the Civil War. It will assist to consider the axes of race and gender as essential components of literary production. The students will familiarize themselves with other literary experiments of the period through prose works of Edgar Allan Poe and O' Henry.</p>	<p>PO: 1 A study of the American mind from Indian perspective will enrich the students' learning experience.</p>

BAHENG DSE501	Literary Criticism	<p>This paper introduces students with some of the key ideas and texts of Western literary criticism from Greco-Roman antiquity to the modern period. Students will get familiarized with the intellectual shifts in the reading of culture, language and literature. Thereafter learners can be expected to become conversant with examining the implications of ideas (e.g. mimesis or imagination), and orientations (classicism, romanticism and modernism) that have marked the history of literary criticism. The paper is drafted in such a manner that students get the opportunity to study principal concepts associated with the names of significant thinkers in this history. The paper comprises three parts – Section I dealing with concepts framed by Aristotle and Dr Johnson, Section II with Romantic criticism of Wordsworth and Keats and Section III Modern criticism of T.S. Eliot and Matthew Arnold.</p>	<p>PO: 1 A learning of a wide range of literary philosophers and critics, whose works had informed and shaped the discourse of literary criticism, will strengthen the interpretative skills of learners and make it possible to apply various theoretical frameworks and concepts to literary and cultural texts.</p>
BAHENG DSE504	Post World War II Literature	<p>The epoch of modern literature marks the cultivation of avant-garde theory within poetry, novel and theatre, making it self-conscious, and experimental – representative of important trends, critical shifts and formal experimentations. The impact of social-historical-political-economic contexts – along with contemporary philosophy, ideas and art movements like expressionism, Marxism, the Absurd etc, reverberate in modern literature post-World War II. Representative texts ranging from poetry of Philip Larkin and Carol Anne Duffy to works of Samuel Beckett and William Golding justify the social-historical-political changes post-World War II, marking the end of colonialism and the rise of multiculturalism and postmodernist aesthetics.</p>	<p>PO: 1 These enriched innovations, both in form and content, bring out the different facets of human experience and literary technique.</p>
BAHENG C601	Postcolonial Literatures	<p>This paper brings to the students one of most interesting yet chequered phases of post-modernist history, that is, the post-colonial era. The paper brings to the students a reading of the various socio-cultural, socio-political and literary dimensions of</p>	<p>PO: 1 By studying these texts it is hoped that the learning of such texts shall enhance the overall orientation of the</p>

		<p>the era. On one hand the it is hoped that by studying this paper the students shall be able to understand a part of the theoretical aspects behind the study of Post Colonial Literatures that have taken place in the erstwhile British colonies, while on the other hand the texts incorporated in this paper shall bring about a practical application of the various theoretical paradigms. Unit I of this paper brings to the students the socio-literary background of the study of Post Colonial Literatures. Keeping in mind the vastness of the topic parts of two important seminal texts have been chosen and certain key areas of the theoretical paradigms are learnt by the students from these texts. It is hoped that these theoretical paradigms shall help the students to progress better when they graduate to their Master degree programs. Unit II of this paper has Drama and Poetry while Unit III has fiction pertaining to Post Colonial Literatures.</p>	<p>student and link up with further readings in the M.A. Course</p>
BAHENG602	Women's Writing	<p>This paper introduces the students to the essential features of Women's Writings. It is hoped that overall, through such a study the students would be able to understand the basic features arising out of the question of gender. Also, the students shall be sensitized on the theoretical and literary aspects of Women's Writing.</p>	<p>PO: 1 This paper creates the very backbone of research orientation of the student.</p>
BAHENG601	Literary Theory	<p>This paper introduces to the students the various nuances of the critical field of Literary Theory. While studying literature today it is almost mandatory to have a critical perspective and a working knowledge of various critical theoretical paradigms is almost the way to move forward. In this context therefore the study of this paper becomes very important.</p>	<p>PO: 1 The paper has been framed in such a way so that the following learning outcomes may be realized: ☐ Having a working knowledge of the various critical literary theories like Marxism, Feminism, Culture Studies etc. ☐ To create awareness among the students as to how such theories might be implemented in the reading/re-reading of various literary texts.</p>

			<p>☒ To create a bridge with the M.A. course of various Universities as and when the students move forward in life.</p> <p>☒ To equip them to handle the writing of dissertations or research papers in future.</p> <p>PO: 2 To create awareness among the students as to how such theories might be implemented in the reading/re-reading of various literary texts</p>
BAHENGDSE603	Autobiography	<p>This paper focuses on the study of the one of the neglected sub-genres of literature. The course aims at the following learning outcomes:</p> <p>☒ The appreciation of the life and times of individuals.</p> <p>☒ Linking individual lives with wider socio-cultural and socio-economic concerns.</p> <p>☒ Creating an awareness on the difficulties and strengths of this sub-genre.</p>	<p>PO: 1 The writing of an autobiography is a most difficult art as it involves allowing the public at large to peer into the professional and private life of an individual. The study of this literary sub-genre thus can open out to the students to diverse areas of critical research</p> <p>PO: 2 The paper helps in linking individual lives with wider socio-cultural and socio-economic concerns.</p>
BAPENGSE301	Phonetics and Phonology	<p>The course introduces students to, and familiarises them with, the basic concepts of language, especially Phonetics and Phonology – its characteristics, its structure and how it functions. Phonetics plays a very important role in improving our communication. The speech mechanisms clarify how language is produced. It will teach students to pronounce a particular word correctly and communicate accurately through proper word stress. A development of phoneme awareness and phonological skills will make learning, understanding and utilizing a language quite enjoyable. The second unit on Content Writing will acquaint learners with the know-how of writing advertisement, brochure and on web page.</p>	<p>PO: 1 The paper aims at providing expertise regarding maintenance of a style, in accordance with norms and standard, to grab the attention and providing an understanding of the target recipients and convince them with factual information, is acquired by the learners through both theoretical and practical approach.</p>

BAPENGC401	Bhasa Literature	<p>This paper is to be learnt by those students who are pursuing a degree of the Program Course and who have chosen English as one of their core subjects. The paper has two units and it is hoped that through these two units, the learners shall have an insight into the varied cultural richness and diversity of the country.</p> <p>Unit I is on poetry and brings to the students not only poetry originally written in English by Kamala Das but also the translated works of such greats as Ghalib and Tagore. The learning outcome of this unit shall be to understand the variations of themes and symbols in poetry in the Indian context.</p> <p>Unit II is on Bhasanon-fiction and the learning outcome is the presentation of non-fiction work to Indian students in the Indian context.</p>	<p>PO: 1 The focus of this paper is on presenting to the students the richness of vernacular literature or Bhasa Literature which is to be read in translation.</p>
BAPENGSE401	Composition	<p>This paper is to be studied by those students of the Program Course who have opted for English as one of their Core papers. Through this paper, the students are to be taught the basic aspects of Essay Writing, Newspaper Reports, Precis and/or Comprehension and Letter Writing.</p>	<p>PO: 1 The learning outcome of this paper is the development of basic writing skills of Program students in their future professional life.</p>
BAPENG DSE501	English Literature and Gender	<p>Gender is a defining facet of individual identity. In the present century, notions concerning gender have emerged as some of the important literary themes. The course demonstrates the relevance of gender issues to the study of literature. The possibilities offered by social gender and biological sex in terms of new ways of life, self-esteem etc are explored by female and male authors in their literary creations. Poems by Kamala Das and Sylvia Plath will help examining how literature influences the cultural and social construction of gender, through the experiences and contributions of men and especially women to society. Through an analysis of prose pieces by Begum Rokeya and Virginia Woolf, students will gain understanding of respective cultural conditions from the standpoint of gender theory.</p>	<p>PO: 1 The paper intends to take the students through the various configurations and reconfigurations that decide gendered classifications such as masculinity and femininity. The study of this curriculum thus serves the study of power relationships—of how one's gender, typically the male gender, gives one a power advantage over the other. The students develop awareness of the fragile state of gender equality.</p>
BAPENGSE501	Communicative English	<p>Effective communication is a vital skill for success in any sphere of activity from interviews, teamwork, leadership</p>	<p>PO: 1 An exposition to the principles of academic reading and writing helps to</p>

		<p>responsibilities, presentations and inter-personal relations. This is a skill that demands to be taught in a systematic manner so that students absorb the fundamentals of communication. A knowledge of the types and modes of communication will equip students with the basic theories on its various aspects and impart guidance in basic writing skills. Persuasive speaking and writing depend on clarity of thought and contextual understanding expressed through appropriate vocabulary. The competence to think critically is essential for an efficient communicator and involves an understanding of the communicative process. Therefore, a systematic study of Speaking Skills required in Group Discussion or Interview or Public Speech will prepare students to be effective at communicating successfully – in interviews, public speaking, letter writing, report writing, presentations, and inter-personal debates and conversations. A combined knowledge of both Speaking and Writing Skills will make them master the art of listening, speaking, reading and analysing. Students will also be given practical exercises of reading and writing in class to ensure a practical implementation of the theoretical knowledge acquired. Thus,</p>	<p>develop critical thinking skills in learners.</p>
BAPENGDSE601	Literature and Fine Arts	<p>This paper is divided into two sections and aims to find out an interface between the study of literature and the growth and manifestation of various art forms.</p> <p>Unit I aim to provide to the students the basic concepts of the Art Movements that took place during the 19th and 20th centuries and therefore would enhance their literary vista on these movements.</p> <p>Unit II offers a cross-section of texts which represent the practical manifestations of the Art Movements that are discussed in Unit I. The poems are to be analysed in the context of their contemporary Art Movements.</p>	<p>PO: 1 Through the study of this paper students would become better equipped to find out the interface arts and literature.</p>
BAPENGSE602	Translation Skills	<p>This course has the objective of developing competency to critically appreciate the process of translation in a multi linguistic and multicultural country like India.</p>	<p>The basic concepts related to translation will clarify the process, modes, equivalence adopted in translation.</p>

		<p>Unit I brings to the students the theoretical premises of translation skills and thus brings to them the concepts that drive Translation Studies. It is hoped that through the study of these concepts the students would become better equipped to understand the foundational aspects of translational skills.</p> <p>Unit II takes up two texts where the experience of the translator while translating texts.</p>	
BAPENGGE502	Film and Literature	<p>This paper will engage students from non-English studies backgrounds to analyse the language of the expressive art of cinema. Students are introduced to film theory, narrative techniques and the language of cinema through various terms and concepts related to screenplay, camerawork, sound, editing like jump, cut, parallel cinema, montage etc. Texts written by great film personalities like Satyajit Ray and Charlie Chaplin will prove insightful for prospective film makers amidst students. The relationship between text and film as well as the distinction between literary and cinematic arts is best understood through the language of film via recognition of its specific features as a medium. In 'Film as Text' the students, by referring to some key cinematic transformations of classical literary texts like Bibhuti Bhushan Bandyopadhyay and Rays' 'Pather Panchali' and Chaplin's 'Modern Times', will understand the role of literature in the development of cinema and its growing independence from the literary authority.</p>	
BAPENGGE602	Bhasa Literature	<p>The role of native languages in a nation's cultural and ethical growth is immeasurable. In the context of both colonialism and the wave of globalization native languages and their literature often tend to get lost.</p> <p>Unit I deals with certain concepts that Bhasa Literature offers and it is hoped that through their study the students shall have a clear idea about the basic notions and nuances of what drives the study of Bhasa Literature theoretically.</p> <p>Units II and III reflect upon the various generic literary output of Bhasa Literature in India. It is hoped that through the study of</p>	<p>PO: 1 In the post-colonial era in most countries there has been a systematic attempt to try create awareness about the use, role and huge and rich literary output that native or Bhasa literature offers. That by itself is the learning outcome of this paper.</p>

		these texts the students would become sensitized enough to understand the nuances in theme and thought that Bhasa Literature offers.	
MILCE301	British Poetry	The B.A. Alternative English Course, designed for Program students, offers a representative selection of British Poetry. Poetic texts of Sidney, Milton, Wordsworth, Hardy and Hopkins, where language is used in clear and striking ways, will teach students how poetic language can help them attain brevity, clarity, insight and complexity in verbal and written expression. Reading poetry to identify tone, imagery, rhythm, rhyme and use of tropes will build up argumentative interpretative capacity. The powerful healing quality of poetry, the ability of poetry to develop a connection with the reader, the improvement brought about in vocabulary and verbal dexterity through reading poems and none the less the sparkling of imagination, abstract thinking, art and creativity – are added incentives for the learners in this paper.	PO: 1 Through these texts, students get familiarized with great ideas, issues of social and cultural concern and also acquire a facility with the English language.
MILCE401	Appreciating Poetry	This paper is to be compulsorily studied by all students who are pursuing a degree in Commerce and Arts as part of the Program Course. The paper has only one composite unit on British Poetry from Shakespeare to Arnold.	PO: 1 It is hoped that through this paper the learning outcome for such students shall be the cultivating of the basic knowledge and appreciation of poetry.

TOTAL PROGRAM OUTCOME

The BA Hons and Prog courses in English (LOCF) equips the students with both the aesthetics and usage of English Language through the study of literature. The programme tries to inculcate in students' critical traits expected in an academic learning and also equip them with critical tools in a competent and complex world. Students are imparted training in Research, Analysis and Criticism involving cultural narratives from various historical periods and genres. The course instils creativity, enhances intellectual flexibility, generates cultural literacy and accelerates the process of life-long learning.

PO1 – Aesthetic Competence –The students learn to appreciate, interpret and evaluate literature with a critical bend of mind and enable them to identify, analyze, interpret and evaluate the critical ideas, values, concepts and themes in literary and cultural texts and comprehend the patterns through which these ideas, values and themes influence society

PO2 – Art of Writing and Communication – The students are nurtured in such a way as to enable them to write analytically in varied formats like essays, research articles, literary pieces and critical reviews. Additionally, they are trained to assimilate the process of interpreting and communicating human experiences through literary texts in interdisciplinary methodologies and historical milieux.

PO3 – Language Compatibility –The students are familiarised with the latest trends in Language and inculcate in them awareness regarding key concepts of Linguistics.

PO4 – Research Aptitude–The students are encouraged to develop critical insights and look at literary texts from multiple perspectives