

Kabi Jagadram Roy Government General Degree College

Department of English

Programme Outcome, Programme Specific Outcome & Course Outcome For B.A. Honours in English

Under CBSC System Affiliated to Bankura University

(w. e. f 2022-2023)

For UG CBCS syllabus of English(H) in Bankura University click link below:
<https://www.bankurauniv.ac.in/uploads/tempimagepdflink/1663572856.pdf>

Programme Objectives:

1. To train students to analyze, appreciate, understand and critically engage with literary texts written in English or available in English translation, approached from various perspectives and with an awareness of the locations of production and reception.
2. To cultivate language proficiency of students, the ability to communicate with clarity and confidence at different levels, as also familiarize students with the self-reflexive literary deviance of language and initiate them in current literary, discursive practices and developments in English Studies and English Studies in India.
3. To introduce students to the rainbow palette of the English literary curricula, ranging from its Anglo-centric beginnings to the more recent shifts to new literatures e.g., Third World Literature, Commonwealth literature, American, Australian, African Literature and of course, Indian Literature in English and Bhasha literatures in English translation.
4. To enhance the employability of students across diverse sectors in government organizations and corporate set-ups and spaces global, national, regional and local.
5. To develop clarity of thought and articulation in students as well as the skills of critical enquiry and analysis of texts literary, cultural, multi-medial.
6. To promote students' creative and analytical faculties in thinking, reading and writing, including imaginative writing.
7. To prepare the learners to continue academic study at a higher level.
8. To inculcate human values such as inclusion, empathy, the ability to engage with difference or varied viewpoints, and trans-orientation.
9. To hone the power of reception, reflexive thinking, questioning, articulation, creating-curating arguments and well-researched persuasive presentation of one's views.

Programme Specific Outcomes:

1. In-depth and specialized disciplinary knowledge of English Studies – its canons and emergent possibilities –and a critical, historical understanding of the development of the discipline, with the ability to identify, speak and write about different literary genres, forms, periods and movements.
2. Ability to read, analyze texts and traditions closely and critically when mapped against their socio-historical, economic, political and cultural contexts, with focus on themes, generic conventions, literary history and linguistic and stylistic variations, innovations.
3. Ability to come up with situated readings and creative-critical thinking around texts in terms of one's location in the immediate and global contexts, along with the ability to share the results of one's academic and disciplinary learning in formats such as essays, notes, presentations etc. across varied platforms of communication, including the classroom and the internet.
4. Skills to identify, systematically analyze and engage with extant scholarship and diverse resources and tools, including digital knowledge platforms, in order to explore a domain and present one's critical position and informed views in the area.
5. Inculcate effective communication skills i.e., the ability to speak and write clearly and present one's contentions in standard, academic English.
6. Ability to problematize, formulate hypothesis and research questions.




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7. To inculcate values – moral, ethical, literary and humane – and the ability for self-questioning, as also to decode/interpret values represented in literary texts and criticism vis-à-vis the environment, religion and spirituality, and structures of power.
8. Development of problem-solving skills and analytical reasoning.
9. Ability to understand, appreciate, analyze and apply various literary-critical concepts and categories within a theoretical framework.
10. To ensure global competitiveness as also professional mobility among students, with a penchant for engagement with pluralities.
11. To understand the world, be able to think and articulate critically and clearly on the local and the global through a reading of literatures in translation and in the original, as a located Indian citizen of the world.

Programme Career Opportunities:

1. Scope of English Studies in career avenues across diverse fields such as professional writing, teaching English at multiple levels, publishing, translation, communication, journalism, mass media, soft skills and other allied fields in service and hospitality sectors.
2. Skilled to be employed in the fields of Editing, Content Writing etc. for advertising/marketing agencies and Media reporting in case of electronic and print media and news portals.
3. Eligibility for Government (both Central and State) jobs as IAS, IPS, and WBCS officers.
4. Eligibility for employment in multiple Government sectors through UPSC, SSC and PSC examinations.
5. Eligible for the B.Ed. Course in order to be employed as teachers in Secondary and Higher Secondary schools.
6. Employment opportunities in Banks and Financial sector.
7. Scope to pursue higher studies and research interests in literary and culture studies as well as interdisciplinary domains.
8. Burgeoning opportunities in all professions that require creative/analytical/linguistic/translational skills in the contemporary global context.
9. Trained to enter the field of entrepreneurship, including as web content creators and social influencers, and equipped to initiate and nurture the many modes of entrepreneurial ventures in spaces physical and digital.

Semester-I	
Course Title and Course Code	Course Outcomes
Indian Classical Literature AH/ENG/101/C-1	<ol style="list-style-type: none"> 1. The course makes students familiar with Indian aesthetic, ethical and literary-critical traditions, and the tools of cross-cultural aesthetics. It helps them understand, analyze and appreciate various texts with a comparative perspective. 2. Students of English literature in Indian classrooms gain a first-hand acquaintance of classical Indic texts like Kalidasa's <i>Abhijnanasakuntalam</i>, the <i>Mahabharata</i> and the Indian Epic Tradition in translation. It roots them in an awareness of the Indic aesthetic and critical prisms while connecting to global literatures in English/ English translation, thereby enabling them to unlearn the processes of epistemic colonization. 3. This opening course in the English (Hons.) syllabus enables students to trace the evolution of diverse literary cultures in India in their contexts and explore issues of genres, themes and critical debates, thereby grounding the students in the ethics of translation, comparison and an India-perfumed glocal (global-local) prism. It could kindle research interest in a comparative perspective on Indian classical literature among students of English literature in Indian classrooms.
British Poetry and Drama: From Old	<ol style="list-style-type: none"> 1. Familiarity with the early stages of the literary history of England from the Old English up to the Elizabethan Period.



English Period to 17th Century AH/ENG/102/C-2	<p>2.Students learn tools and skills required to undertake a close literary-critical exegesis of the prescribed poems, plays and related concepts of the Renaissance and Elizabethan England, when mapped against their historical and socio-political contexts.</p> <p>3. The course would kindle research interest among interested students regarding the resonance and adaptive possibilities of those texts in the present day and age.</p>
Academic Writing and Composition (Generic Elective) AH/ENG/103/GE-1	<p>1.The different units of the syllabus introduce students to the writing process, several aspects of English grammar and composition, syntax, summarizing and paraphrasing and the concepts of critical thinking.</p> <p>2. This course is designed to develop the ability to write clearly in standard, acceptable, academic English.</p> <p>3.Learners become familiar with the different stages and components of academic writing.</p> <p>4. Summarizing and paraphrasing are very important components which help the learners to write independently in their own words. Both are necessary to write a good review, whether of a book or a movie.</p> <p>5.The course intends to enable students to write a report on an academic or cultural event that takes place in a college or university for a journal or newspaper.</p> <p>6.The course enhances students' skills to critically appreciate a piece of writing and it cultivates the critical aptitude and reflexive thinking needed to systematically analyze a text.</p> <p>7.This course broadens the spectrum of employability options for an English Studies course by honing the students' skills in drafting various kinds of texts and thus opens career avenues for graduates in today's global world.</p>
Semester-II	
European Classical Literature AH/ENG/201/C-3	<p>1.The course on European Classical Literature prepares students to understand and explore many of the ideological and aesthetic assumptions of British literature and situates the British canon and new literatures in English within and between the European linguistic/cultural traditions.</p> <p>2.The course also trains students in appreciating European aesthetic, epistemological, literary legacies, and enables them to appreciate cross-cultural aesthetics, developing thereby a comparative perspective.</p> <p>3.The course makes students familiar with different literary genres such as epic, comedy and tragedy cultivated in classical Greece and trans-created in other ages and spaces.</p> <p>4. Exploring the European classical texts composed across diverse genres and periods, when mapped against their contemporary contexts, could kindle research interests in the fields of classics among interested students.</p>
British Poetry and Drama: 17th and 18th Centuries AH/ENG/202/C-4	<p>1.To familiarize students with the Restoration and Jacobean periods and their global legacies and afterlives.</p> <p>2.To train students in close literary-textual exegesis of British literary texts composed during the Restoration and Jacobean periods against their socio-cultural, historical and economic contexts.</p> <p>3.To cultivate a comparative transnational perspective in the analysis of 17th and 18th century British texts as a located Indian student of the British canon.</p>
Nation, Culture and India (Generic Elective) AH/ENG/203/GE-2	<p>1.Through a literary-critical reading of the prescribed texts in this paper, students acquire a close familiarity with reflections on the idea and realities of India – as nation and civilization –as represented by seminal thinkers from the land.</p> <p>2.The course enables them to develop a cross-cultural, comparative perspective on debates around nation, renaissance, revolution and exclusion across space and tense.</p>



	<ul style="list-style-type: none"> • It introduces students to the possibilities of Indian writing in English and Indian writing in English Translation, a domain seething with fresh emergence.
Semester-III	
British Literature: 18th Century AH/ENG/301/C-5	<p>1. Students are trained to explore the emergence of new genres such as the novel, the periodical essay, gothic narratives, children's writing, sentimental and anti-sentimental literature, travel narratives, life narratives etc. during the period. They learn to map the relationship between the formal and the political in the literature of this period.</p> <p>2. The course sensitizes students to the afterlives, legacies and continuing global resonance of politics, literature and science as cultivated and institutionalised during the eighteenth century, the age of Enlightenment and Empire across Europe including England.</p> <p>3. The emergent literary genres in eighteenth century British literature were composed at a cusp, in engagement with technological innovations, the oral-literate dynamic, and cross-cultural concerns (as a result of imperial expansions). The course cultivates in students the cross-cultural, comparative perspective needed for newer and more complex modes of reader-response in revisiting the eighteenth century in British literature today.</p>
British Romantic Literature AH/ENG/302/C-6	<p>1. The poems and prose pieces included in the course enable the learners to appreciate and analyse the literary and socio-cultural sensibilities of the time focussed on themes of the common man, equality, freedom, sense of community and fraternity while being in complex engagement with the global phenomena of European imperialism and industrialisation.</p> <p>2. Students are trained to critically analyse and interpret the prescribed poems with reference to the theme, language, style and elements of prosody, as also read Romantic literary texts using contemporaneously created art across multiple media, e.g., painting, as crucial co-texts.</p> <p>3. Students are sensitized to the legacies, afterlives and contemporary resonances of the Romantic movement as reflected in British romantic literature, especially for a student in an Indian English classroom. They are encouraged to explore the Romantic texts from post-colonial, comparative and feminist perspectives to gather fresh readings and research interests tailored to our age and space.</p>
British Literature: 19th Century AH/ENG/303/C-7	<p>1. To understand and analyse the transition from Romantic to Victorian in terms of literature, culture and historical and socio-political contexts</p> <p>2. Different units of the course comprise novels by Jane Austen and Charles Dickens, poems by Tennyson, Browning, Rossetti and the history of English Literature of the Victorian Period. The literary texts prescribed in the syllabus engage with concerns as diverse as industrial conflict, urbanization, crime, detection and horror, life-writing, scientific and technological speculation, women's issues, children's issues, experiments in education, spiritual and paranormal research, fantasy and nonsense. As an outcome, the course enables students to explore the complex churn of literary and political cross-currents of this complex age.</p> <p>3. To link the Victorian temper, issues and debates to political and economic contexts in English colonies</p> <p>4. The course aims to kindle research interest in the period, especially when viewed from a comparative, cross-cultural perspective by a consciously located Indian student of British literature.</p> <p>5. To understand the legacies and thriving resonance of the Victorian period and literature across spaces and tenses, especially in the context of the neo-/colonial contemporary.</p>



	6.The learners will develop analytical and creative skills to come up with fresh insightful articles comparing the literary canon and contexts of 19th century British literature with the literary, formal and socio-political movements and experiments it inspired in post-/colonial spaces, especially India during the colonial and post-colonial periods.
Contemporary India: Women and Empowerment (Generic Elective) AH/ENG/304/GE-3	<p>1.To read, understand and examine closely narratives that seek to represent women, femininities and, by extension, the very process and politics of gendering.</p> <p>2. To identify how gendered practices influence and shape knowledge production and circulation of knowledges thus produced in creating legal, sociological, cultural, religious and scientific discourses</p> <p>3.To participate in questioning and revisiting gendered practices that reinforce sociopolitical discrimination and thereby demonstrate a gender-sensitised approach.</p> <p>4.To kindle research interest in this interdisciplinary domain seething with emergent possibilities among students who have not majored in English literature.</p> <p>5.To prepare students to act and transform at the cusp of fresh perspectives in literary critique, new research, policy intervention and fieldwork-based social action undertaken from the perch of gender, exclusion and disaster studies.</p>
English Language Teaching Course AH/ENG/305/SEC-1	<p>1.The different units of the syllabus include different aspects of the structure of the English language, methods of teaching the language and assessment of writing ability. Exposure to the grammar of English cultivates confidence in students and inculcates the skill to speak, write and communicate effectively in personal and professional spaces.</p> <p>2.Students will know different methods of English language Teaching in India and acquire skills in ELT. They will study principles and procedures of communicative language teaching and articulate the reasons for different types of tests the teacher administers.</p> <p>3.The learners will be able to develop writing skills through exercises in letter writing, paragraph writing, report writing, précis writing, etc. The course will develop the ability to verbalise and compose their thoughts logically, clearly and coherently in English.</p> <p>4. Students will develop communicative skills for multiple spheres enhancing their employability and opportunities across sectors, such as in academia or hospitality and service industries or such places where mass communication in English is essential. The scope remains enormous and expanding in a linguistically diverse, developing economy such as India.</p>
Semester-IV	
Indian Writing in English AH/ENG/401/C-8	<p>1.The course introduces the students to canonical authors in the genre like R.K. Narayan, H.L.V. Derozio, Kamala Das, Nissim Ezekiel, Mulk Raj Anand and Salman Rushdie, among others. Students will learn to read the cross-cultural transfusions – both regional and international – in Indian writings in English.</p> <p>2. On completing the course learners will grow familiar with the growth, development and emerging trends of this vibrant domain of Indian Literature.</p> <p>3.They will have the ability to appreciate and trace diverse influences in the growth and development of various genres of Indian Writing in English from colonial times till the present.</p> <p>4.After completing the course learners will learn to explore Indian Writing in English from postcolonial, locationally aware perspectives.</p> <p>5.The course will kindle research interest among interested students in reading Indian Writing in English from a comparative, cross-cultural perspective, both in collusion-collision with bhasha literatures and transatlantic literary-political movements.</p>



American Literature AH/ENG/402/C-9	<p>1.To make the students explore the historical, religious and philosophical contexts of the American spirit in literature; social-cultural-ecological-political contexts may include, for example, 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.</p> <p>2. To be able to critically appreciate the diversity of American literature in the light of regional variations in climate, histories of racial tensions, economic priorities.</p> <p>3.To be sensitized to the complexity of the origin and reception of American literature, given its European and non-European historical trajectories, particularly in relation to writers from European, Hispanic, African, Afro-American, American-Indian, Hispanic-American and Asian backgrounds.</p> <p>4. To be able to relate the Afro-American experience in the USA to issues of exclusion relevant to their locations and learning.</p>
Modern European Drama AH/ENG/403/C-10	<p>1.To enable the students understand the role of theatre and drama in the introduction and architecture of mainstream modernity in metropolitan centres of thought and economy.</p> <p>2.To be able to understand and engage with concepts like realism, naturalism, symbolism, expressionism, the Avant Garde, the epic theatre, theatre of the absurd, etc.</p> <p>3. To understand how meaning is created in the performance space in theatre and be able to write about innovations introduced into the theatrical practice to reflect and reflect on realities and tendencies through the late nineteenth and twentieth century Europe.</p>
Language and Linguistics OR Media and Communication Skills (Generic Elective) AH/ENG/404/GE-4	<p style="text-align: center;">Language and Linguistics</p> <p>1.This course introduces students to the various definitions of language as provided by linguists and scholars, the unique features of human language, the relation between language and communication, language varieties and language change. They will learn to understand and explore the many features and functions of language.</p> <p>2. Students will learn to engage with the use of language as a mechanism of communication. By using language in different forms, they will develop the ability to communicate in diverse social spaces with diverse sets of people.</p> <p>3. Students will be trained in the speech mechanism and sound system of English language. They will be able to identify and use sound symbols for consonant and vowel sounds and develop the skill to transcribe these in words for the purpose of correct pronunciation. They will get rudimentary training in English phonetics and be able to consult a dictionary for correct pronunciation.</p> <p>4.Students will understand how languages exist in a matrix of continuum, how they shift and grow in conversing, influencing and borrowing from each other, through translations in many formats, and thus cultivate a curiosity and openness to other languages.</p> <p>5. Having cultivated skills in communication, students will gain confidence in their enhanced capacity to use the English language in different setups and become eligible for jobs that require communicative proficiency in English, an ever-expanding sector in India.</p> <p style="text-align: center;">Media and Communication Skills</p> <p>1.The course enables students to demonstrate practical skills in various types of media writing, as also participate with clarity, communicative skill and confidence in media-related programmes and group discussions.</p> <p>2.It skills students in technologies, aesthetics and ethics of the new media, familiarising them with practices of social media and the hypermedia.</p> <p>3.The course trains students to critically analyse the ways in which the media in its multiple modes reflect, represent, mediate, influence and shape the contemporary world.</p>



	<p>4.It prepares students for careers in print and electronic media.</p> <p>5. Hopes to hone students' entrepreneurial skills in the ever-burgeoning world of media, as content-creators of blogs/vlogs and social influencers.</p>
<p>Creative Writing & Business Communication AH/ENG/405/SEC-2</p>	<p>1.To be capable of various forms of creative writing or to at least learn to closely read and respond as a connoisseur of literary writing, having gained an understanding and appreciation of different aspects of language such as the figures of speech, language codes and language registers.</p> <p>2. To be able to appreciate and analyse creative writing as much as a craft as an art.</p> <p>3.To be trained to copy-edit and proof-read as also prepare drafts for publication.</p> <p>4.To develop both basic and advanced skills in business communication, from writing minutes of meetings to project reports.</p> <p>5. To have cultivated language skills necessary to communicate across diverse social and receptive domains.</p> <p>6. To find employment as content creator, social influencer and/or as entrepreneur across print, electronic and new media, and also be skilled to be employed as business personnel in different locations across a wide spectrum of industries.</p>
Semester-V	
<p>British Literature: The Early 20th Century AH/ENG/501/C-11</p>	<p>1.To trace the history of modernism in the socio-cultural and intellectual contexts of the late nineteenth and early twentieth century Europe.</p> <p>2. To be able to link and distinguish between modernity and modernism.</p> <p>3.To be able to compare, connect and comment on the links between developments in science including medicine and psychoanalysis, and co-eval experiments in literature.</p> <p>4. To explain the history of early twentieth century modernism in the light of the stream of consciousness technique, Jungian and Freudian ideas, psychoanalysis, imagism, cubism etc.</p> <p>5. To identify and analyze the use of modernist techniques and forms in different genres in early twentieth century British literature and their transdisciplinary tendencies.</p> <p>6.To trace the history of the self and subjectivity in modernist literature in the light of colonial consciousness.</p> <p>7.To be able to cultivate a trans-cultural, transnational perspective on the legacies of modernism in a post-colonial world, in the context of the rise of alternative modernities.</p>
<p>Women's Writing AH/ENG/502/C-12</p>	<p>1.To cultivate an understanding of the complexity and contestations around social and biological constructions of manhood and womanhood.</p> <p>2.To examine the relationship of women to work and production.</p> <p>3.To explain the difference between the feminine and the feminist vis-à-vis the female.</p> <p>4.To be able to explore women's writings across time and space and their confluences-conversations from a cross-cultural, comparative perspective</p> <p>4.To kindle research interest in women's writing aimed at creating a discursive framework for imagining alternative modernities, re-fashioned social relations premised on gender symmetries and equity, and a matrix of collaboration, solidarity and female-enabling social change through the processes of inclusion, visibilisation.</p>



<p>Literature of the Indian Diaspora OR British Literature: Post World War II AH/ENG/503/DSE-1</p>	<p>Literature of the Indian Diaspora</p> <ol style="list-style-type: none"> 1.To develop a creative-critical understanding of the writings of the Indian diaspora within the discourse of postcolonialism, postmodernity, hybridity, globalization and transnationalism. 2.To explore Indian diasporic texts as markers of Indian diasporic lives, cultural practices, experiences, religion and the proliferation of new media. 3.To be able to identify the main currents of Indian diasporic narratives, their links to other diasporas and fringes and present and argue cogently on one's contentions and findings in the area. 4. To kindle research interest in the Indian diaspora and diasporic narratives, and the tensions/transfusions they perform between history, homes, memory, belonging and unhomedness. <p>British Literature: Post World War II</p> <ol style="list-style-type: none"> 1.To be able to grasp the changing role of England and the English language with its many postcolonial and translational mutants in the new world order 2.To be able to critically analyse and link the changes in social norms to new literary forms emergent in post 1950s British literature within the post-colonial, post-imperial theoretical framework. 3.To engage with the idea of the postmodern and the rise of the postmodernist aesthetics. 4. To analyse and appreciate the importance of location in understanding self and the other. 5.To kindle research interest in the domain, especially in the post-1950s refashioning of Englishness and of the British nation.
<p>Science Fiction and Detective Literature OR Literature and Cinema AH/ENG/504/DSE-2</p>	<p>Science Fiction and Detective Literature</p> <ol style="list-style-type: none"> 1.To make students engage with the socio-political, philosophical and psychological issues and debates pivotal to both the formats. 2. To train students to think through the concept of progress, the role of technology in our life and the many unfolding implications of the smudged borderlines between technological applications and the human condition. 3.To be able to trace and engage with the social and historical construction of crime. 4.To kindle research interest in both these formats with increasing resonance in contemporary literature. <p>Literature and Cinema</p> <ol style="list-style-type: none"> 1.To provide a theoretical framework to sensitize students to the possibilities of collaboration, intertextuality and difference between the media of literature and cinema. 2. To highlight the interdisciplinarity of culture studies and humanities by training students in close located readings and interpretations of literary texts and their cinematic adaptations, and to introduce them to related critical vocabularies and perspectives. 3.To examine different theories of adaptation and link them to contexts of cinematic expression and reception/interpretation, taking classics in fiction and film as case studies. 4.To identify and illustrate the distinction between the literary and cinematic crafts of seeing. 5. To demonstrate a systematic and historically-grounded knowledge of literature and cinema as expressive arts, and their transformation, transposition and transfusion in the in-between land of adaptation.
<p>Semester-VI</p>	
<p>Popular Literature AH/ENG/601/C-13</p>	<ol style="list-style-type: none"> 1.To enable students to trace the early history of print culture in England and explore the economic and socio-historical contexts that led to the emergence of genre fiction and bestsellers, while training them in a comparative




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	<p>analytical perspective on the phenomenon of the rise of popular literature in English in contemporary India.</p> <p>2.To make students engage in debates on the categories of “high” and “low” culture, “canonical” and “non-canonical” literature, resonant with the domain of popular literature.</p> <p>3.To explore the social, historical, economic and political relevance of popular texts and bestsellers as products of their time and age that refract and reflect the aspirations and anxieties of the society and the socio-economic classes of their intended readership.</p> <p>4.To train students in close reading and various methods of literary-critical analysis so as to interpret popular literature as mapped against their time and place of production, promotion and sales.</p>
Postcolonial Literatures AH/ENG/602/C-14	<p>1.To appreciate and analyse the spectre of growing inequality arising out of colonial occupation and the role played by postcolonial literatures to resist it in India and other postcolonial locations across the world.</p> <p>2.To critically engage with issues of racism, imperialism and exploitation along gender lines during and after colonial occupation.</p> <p>3.To understand the legacies of colonialism in shaping contemporary realities both post-colonial and post-imperial, including the matrix of neo-colonial conglomerates and the movements of resistance.</p> <p>4.To explore the changing role and status of English in postcolonial literatures and its myriad links through translation-transmission to the global as also bhasha literatures, the latter in the context of India.</p> <p>5.To kindle research interest among students in exploring the postcolonial phenomenon as refracted through literatures across Asia, Africa and South America from a comparative perspective, highlighting conversations and possibilities of collaboration-collusion between extra-metropolitan parts of the erstwhile empire.</p>
World Literatures Or Partition Literature AH/ENG/603/DSE-3	<p style="text-align: center;">World Literatures</p> <p>1.To be able to explore the connectedness and diversity of human experiences and literary representations and receptions in different parts of the world, especially within the theoretical architectures provided by concepts and categories that feature in refrain, e.g., Memory, Displacement and Diaspora, Hybridity, Race and Culture, Gender and its bendings etc.</p> <p>2. To enable students to analyze and appreciate literary texts from different parts of the world and receive and respond to them in the light of one’s own literary traditions, location.</p> <p>3.To make students aware of the role of literary translation in the production and circulation of “World Literatures”.</p> <p>4.To kindle research interest in cultivating a comparative, transnational perspective on world literature, with focus on the characteristics and politics of its production, election, omissions, promotion, translation and transmission.</p> <p style="text-align: center;">Partition Literature</p> <p>1.The texts selected focus on partition and its multidimensional issues, tremors and aftermaths, thereby nudging the learners to enter and explore the lives of the people as represented before and after the partition.</p> <p>2.The course aims to sensitize students to the legacies and afterlives of partition and cultivate an empathetic understanding of their contemporary resonances in the Indian subcontinent.</p> <p>3. The course could kindle research interest among a set of students regarding multi-medial representations of the partition and the ethics and politics of such representations, including the preservation of memory-archives and oral narratives surrounding the issue, and also at the same</p>



	time, the forgiving and tenderness sometimes embedded in the contrapuntal right to forget.
Modern Indian Writing in English Translation Or Philology and Phonetics AH/ENG/604/DSE-4	<p align="center">Modern Indian Writing in English Translation</p> <ol style="list-style-type: none"> 1.To cultivate in students an understanding of the historical trajectories of Indian literature and the interconnections historically forged through translation between themes, forms and debates in bhasha literatures and Indian Writing in English. 2.To appreciate the impact of transnational and regional literary movements on various Indian literatures through translation. 3.To kindle research interest in translation as an indispensable tool, epistemology and trope in the production, transmission and outreach of modern Indian literature, in English and the bhashas. <p align="center">Philology and Phonetics</p> <ol style="list-style-type: none"> 1.This course introduces students to the historical trajectory in shaping the English language, its origin and growth and the major influences. The learners will know about the linguistic family, different phases in the history of the English language including Old English language, Middle English language, the English language since Renaissance, etc. 2.Students will gain a critical understanding of the Consonant Shift, the Great Vowel Shift, Grimm's Law and Verner's law. 3.Students will gain exposure to the rise of new registers like Postcolonial Englishes /New Englishes that have gained currency as both literary and colloquial languages in postcolonial spaces including India. This will enable learners of the English language from a particular location to recognize and open up to the existence of other varieties of the same language, and literatures being composed in those new linguistic variations. 4.Students will be acquainted with the speech mechanism and sound system of the English language. They will be able to use sound symbols for consonant and vowel sounds and develop the requisite skills to transcribe them in words for the purpose of correct pronunciation. 5. Upon successful completion, learners will get rudimentary training in English phonetics and will be able to consult the dictionary for correct pronunciation. 6.The course is designed to develop overall skill in communication with clarity and confidence in diverse locations and social-professional setups, and will enhance the employability of students across diverse sectors in the industry, wherever the use of English as a medium of speech, presentation and written communication is needed – an expanding field in India.



Programme Title: B.A. Programme (English)
Programme Degree: B.A. Programme

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<https://www.bankurauniv.ac.in/uploads/tempimagepdflink/1663572891.pdf>

Programme Objectives:

1. To build a bridge between secondary and tertiary level of education or postgraduate education.
2. To impart subject knowledge, life skills, awareness of human values, respect for different cultures, locations and life forms, and professional skills.
3. To cultivate leadership and problem-solving skills in students.
4. To gain disciplinary knowledge of English Literature and Language Studies.
5. To inculcate in students communication skills i.e. the ability to communicate with clarity and confidence at different levels and social set-ups, to speak and write clearly and present one's contentions in standard, academic English.
6. To hone students' ability of critical thinking and analytical reasoning.
7. To be able to identify, speak and write about different literary genres, forms, periods and movements.
8. To develop ability to read and interpret texts closely and critically, paying attention to themes, generic conventions, historical contexts, and linguistic and stylistic variations and innovations.
9. To recognize the diverse career avenues open to students in the contemporary global context and enhance employability across diverse sectors in government organizations and corporate set-ups and spaces national, regional, local.

Programme Specific Outcomes:

1. To acquire skills in different kinds of academic writing and compositions.
2. To acquire the knowledge of different aspects of English grammar and syntax.
3. To attain skills of critical thinking, clarity of articulation and learn principles of analysis, synthesis and evaluation.
4. To be familiar with texts dealing with issues and ideas related to Nation, Culture and India.
5. To understand and creatively engage with the notions of nation, nationing and nationalism.
6. To be acquainted with representative poets of different ages of British poetry.
7. To know about the theories of effective communication.
8. To be familiarised with the use of e-resources and learning tools, including digital knowledge platforms, in exploring and presenting on an area within a disciplinary domain.
9. To develop the ability to communicate at different levels, ranging from basic to critical Communication.
10. To recognise the importance of gender in shaping literature and literary, socio-historical discourses.
11. To understand, appreciate and analyze the representation of female experience in literature.
12. To be familiarised with different approaches to English language Teaching in India.
13. To be proficient in all the four skills of language learning: listening, speaking, reading, and writing.
14. To learn principles and procedures of communicative language teaching.
15. To develop proficiency in speaking English with clarity through training in Phonetics.
16. To understand the concept of 'diaspora' in its historical and cultural contexts.
17. To be able to identify and analyze the historical and socio-cultural factors responsible for the partition of the Indian subcontinent.
18. To develop a comprehensive understanding of the theoretical and practical aspects of business Communication.
19. To acquire both basic and advanced skills in business communication from writing minutes of meetings to project reports.

Programme Career Opportunities:

1. Learners will be eligible for appearing at various competitive examinations for job opportunities across government and non-government sectors.
2. They will be competent to get employment at various levels in academic institutions.




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3. They may be employed as content-writers for advertising/marketing agencies and reporting/editing for print and visual media.
4. They will be eligible for administrative services in government organisations and corporate setups.
5. Capable of qualifying for any job that may require proficient use of English in diverse fields including translation, teaching English at different levels, mass media, journalism, communication, soft skills and other allied fields in service and hospitality sectors.
6. Scope to pursue higher studies.
7. Burgeoning opportunities in all professions that require creative/analytical/linguistic/translational skills in the contemporary global context.
8. Trained to enter the field of entrepreneurship, including as web content creators and social influencers, and equipped to initiate and nurture the many modes of entrepreneurial ventures in spaces physical and digital.

Semester-I	
Course Title and Course Code	Course Outcomes
Academic Writing and Composition APENG – 101/C-1A	<ol style="list-style-type: none"> 1.The different units of the syllabus include introduction to the writing process, several aspects of English grammar and composition, syntax, summarizing and paraphrasing and concepts of critical thinking. 2. The course is designed to develop in students the ability to write clearly in standard, acceptable, academic English. 3. Learners become familiar with the different stages and components of academic writing. 4.Summarizing and paraphrasing are very important components which help the learners to write independently in their own words. Both are necessary to write a good review, whether of a book or a movie. 5. The course intends to enable students to write a report on an academic or cultural event that takes place in a college or university for a journal or newspaper.
Semester-II	
Nation, Culture and India APENG – 201/C-1B	<ol style="list-style-type: none"> 1.Through a literary-critical reading of the prescribed texts in this paper, students are trained to engage in the debates on the idea and realities of India – as nation and civilization – as presented by representative thinkers from the land. 2. The course enables them to develop a cross-cultural, comparative perspective on debates around nation, renaissance, revolution and exclusion across space and tense. 3.It introduces students to the spectrum of Indian writing in English and Indian writing in English Translation, a domain seething with possibilities.
British Poetry 1 (Compulsory Course) ACP 203/C-E-1	<ol style="list-style-type: none"> 1.To acquaint the students with some of the most canonical poets in British literature. 2.Skill them in close reading and intelligent critique of the prescribed poems.
Communicative English ACSHP-204/AECC-ENG	<ol style="list-style-type: none"> 1.To help the students identify his/her present flaws in communication and barriers in the thought-processes with the objective of aiding them to overcome those flaws. 2. To build in students the confidence of oral and interpersonal communication in various contexts by inculcating in them skills related to interview, group discussions and public speech through interactive modes of teaching-learning.
Semester-III	
Contemporary India: Women and Empowerment APENG – 301/C-1C	<ol style="list-style-type: none"> 1.To read, understand and examine closely narratives that seek to represent women, femininities and, by extension, the very process and politics of gendering.




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	<p>2.To participate in questioning and revisiting gendered practices that reinforce sociopolitical discrimination and thereby demonstrate a gender-sensitised approach.</p> <p>3. To prepare students to act and transform at the cusp of fresh perspectives in literary critique, policy intervention and fieldwork-based social action undertaken from the perch of gender, exclusion and disaster studies</p>
English Language Teaching APENG – 304/SEC-1	<p>1.The different units of the syllabus include different aspects of the structure of the English language, methods of teaching the language and assessment of writing ability. Exposure to the grammar of English cultivates confidence in students and inculcates the skill to speak, write and communicate effectively in personal and professional spaces.</p> <p>2. Students will know different methods of English language Teaching in India and acquire skills in ELT. They will study principles and procedures of communicative language teaching.</p> <p>3. The learners will be able to develop writing skills through exercises in letter writing, paragraph writing, report writing, précis writing etc. The course will develop the ability to verbalise and compose their thoughts logically, clearly and coherently in English.</p> <p>4.Students will develop communicative skills for multiple spheres enhancing their employability and opportunities across sectors, such as in academia or hospitality and service industries or such places where mass communication in English is essential. The scope remains enormous and expanding in a linguistically diverse, developing economy such as India.</p>
Semester-IV	
Language and Linguistics APENG-401/C-1D	<p>1.This course introduces students to the various definitions of language as provided by linguists and scholars, the unique features of human language, the relation between language and communication, language varieties and language change. They will learn to understand and explore the many features and functions of language.</p> <p>2. Students will learn to engage with the use of language as a mechanism of communication. By using language in different forms, they will develop the ability to communicate in various social spaces with diverse sets of people.</p> <p>3. Students will be trained in the speech mechanism and sound system of English language. They will be able to identify and use sound symbols for consonant and vowel sounds and develop the skill to transcribe these in words for the purpose of correct pronunciation. They will get rudimentary training in English phonetics and be able to consult a dictionary for correct pronunciation.</p> <p>4.Students will understand how languages exist in a matrix of continuum, how they shift and grow in conversing, influencing and borrowing from each other, through translations in many formats, and thus cultivate a curiosity and openness to other languages.</p> <p>5.Having cultivated skills in communication, students will gain confidence in their enhanced capacity to use the English language in different setups and become eligible for jobs that require communicative proficiency in English, an ever-expanding sector in India.</p>
British Poetry 2 (Compulsory Course) ACP - 403/C-E-2	<p>1.Students across disciplines shall develop an interest in British literature and poetry in general.</p> <p>2. They will learn to read texts closely and critically.</p> <p>3.They gain language proficiency by learning to engage with the rhetorical and prosodic features of poetic language.</p>
Soft Skills APENG-404/SEC-2	<p>1.To cultivate self-esteem and confidence building strategies in students.</p> <p>2.To develop communicative competence, clarity which will enhance the students' confidence and ability to articulate, represent and motivate,</p>



	<p>increasing their career opportunities across sectors ranging from media and hospitality industries to public services and the academia.</p> <p>3.To enhance the students' skills of entrepreneurship and content creation, including in emergent roles as social influencers on blogs/vlogs and personal channels.</p> <p>4.To hone professional awareness, problem solving skills, self-reflection and leadership readiness as also the ability to listen to and engage with various viewpoints, crucial for the students to interact and impact in any institutional setup.</p> <p>5.To help inculcate ethical and moral responsibility and the emotional intelligence needed to operate and contribute constructively as a located, dynamic and creative human being in connect with his neighbours and peers.</p>
Semester-V	
Literature of the Indian Diaspora AP/ENG/501/DSE-1A	<p>1.To develop a creative-critical understanding of the writings of the Indian diaspora within the discourse of postcolonialism, postmodernity, hybridity, globalization and transnationalism.</p> <p>2.To explore Indian diasporic texts as markers of Indian diasporic lives, cultural practices, experiences, religion and the proliferation of new media.</p> <p>3.To be able to identify the main currents of Indian diasporic narratives, their links to other diasporas and fringes and present and argue cogently on one's contentions in the area.</p>
Novel and Prose (Generic Elective) APENG-503/GE-1	<p>1.To inculcate aesthetic and critical insights in students.</p> <p>2.To cultivate the ability to explore and appreciate literature, its alternative use of language and reflections on society.</p> <p>3. To enhance the ability to write creatively, critically.</p>
Creative Writing APENG-504/ SEC-3	<p>1.To cultivate in students the knowledge of different modes of creative writing.</p> <p>2.To train in writing across formats, including book reviews, film reviews, literary pieces and media content.</p> <p>3.To enhance creative skills as also employability of students across sectors e.g., in advertising, content writing etc.</p> <p>4.To prepare students for entrepreneurial ventures in the new media, as content-creators, bloggers/ vloggers, social influencers etc.</p>
Semester-VI	
Partition Literature APENG-601/DSE-1B	<p>1.The texts selected focus on partition and its multidimensional issues, tremors and aftermaths, thereby nudging the learners to enter and explore the lives of the people as represented before and after the partition.</p> <p>2.The course aims to sensitize students to the legacies and afterlives of partition and cultivate an understanding of their continuing relevance in the Indian subcontinent.</p> <p>3.The course could kindle research interest among a set of students regarding multi-medial representations of the partition and the ethics and politics of such representations, including the preservation of memory-archives and oral narratives surrounding the issue, and also at the same time, the forgiving and tenderness sometimes embedded in the contrapuntal right to forget.</p>

