

**Programme Title: B.A. with English major,
B.A. with English as a minor subject
And
B.A. with English as a multidisciplinary optional (As per NEP)
Programme Degree: B.A. (Hons.) in English**

For UG NEP syllabus of English for Bankura University click bellow
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Programme Objectives:

1. To inculcate holistic and multidisciplinary education with the freedom and flexibility for students to shape their studies by opting for courses of their choice across disciplines, including the chosen major and minor.
2. To enable creative combinations of disciplinary areas for study in multidisciplinary contexts.
3. 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.
4. 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, including English Studies in India.
5. 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, with a parallel focus on Indian Classical Literature in translation and Comparative Literature as a multidisciplinary option, so as to cultivate a comparative awareness of Indian languages, knowledge systems and literary traditions.
6. To train students to translate learned concepts and critical-creative skills of analysis, reflection and interpretation in real-life situations and contemporary texts in a multidisciplinary context.
7. To enhance the employability of students across diverse sectors in government organizations, service sectors, corporate set-ups and spaces global, national, regional and local.
8. To increase flexibility through multiple entry and exit options as also flexible curricular structures and degree options at the end of one, two, three or four years, in addition to incorporating a choice-based credit system.
9. 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.
10. To be receptive and responsive to students' differences and work towards inclusion and access of all in education.
11. To promote students' creative and analytical faculties in thinking, reading and writing, including imaginative writing.
12. To prepare the learners to continue academic study at a higher level and ease them into extensive use of varied digital technologies in the teaching-learning process.
13. To increase multidisciplinary curiosity, engagement and research skills of students.
14. To inculcate human values such as inclusion, empathy, the ability to engage with difference or varied viewpoints, and trans-orientation.

15. To inspire innovative, imaginative, lateral thinking across texts and situations.

16. To hone the power of reception, reflexive thinking, questioning, articulation, creating-curating arguments based on evidence/data synthesized from a variety of sources along with well-researched coherent presentation of one's views.

Programme Specific Outcomes:

1. In-depth and specialized disciplinary knowledge of English Studies – its canons, contemporary trends 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, interpret 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 stylistic variations, innovations.

3. Ability to come up with situated readings and creative-critical, reflective 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 in a clear and concise manner to different groups/audiences using appropriate media.

5. Inculcate effective communication skills i.e., the ability to speak and write clearly and present one's contentions in standard, academic English.

6. To encourage flexibility and enable students curve their own learning trajectories and programmes suited to their specific questions and interests.

7. Ability to define problems, formulate appropriate research questions, formulate hypotheses, and design research proposals.

8. Interdisciplinary research skills and approach towards debates in the domains of humanities and social sciences.

9. To cultivate an appetite for new knowledge and understanding and adaptability to new situations.

10. To inculcate values – constitutional, ethical, moral, 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.

11. To cultivate teamwork and collaboration-coordination in a group situation, including in community-engaged services.

12. Development of problem-solving skills and analytical reasoning.

13. To cultivate curiosity and application-oriented engagement with learning and its praxis in new/unfamiliar contexts, through internships including research internships across academia and industry.

14. Ability to understand, appreciate, analyze and apply various literary-critical concepts and categories within a theoretical framework.

15. To ensure global competitiveness as also professional mobility among students, with a penchant for engagement with pluralities.

16. To engage with differences through the prism of empathy, especially towards margins including the differently-abled.

17. To understand the world and its contemporary critical issues, and be able to think, relate 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 multidisciplinary application of acquired creative/analytical/linguistic/translational skills in the contemporary global context.

9. Skilled to be employed locally and globally in community-engaged sectors and services in multiple capacities, including those of intermediaries, interviewers etc.

10. Trained to enter the field of entrepreneurship, including in the new media 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
Introduction to Literary Studies (Major and Minor) A/ENG/101/MJ C-1 & A/ENG/102/MN -1	1. On successful completion of the course, students will be able to recognise, classify and engage with the different genres of literature. 2. They would be able to apply diverse literary tools and concepts to critically engage with different types of literary texts. 3. It would introduce them to processes of critical-creative thinking in relation to literature as a field of reflection and application. 4. The foundational course would serve as a prerequisite for higher level coursework in diverse domains of English Studies.
Literature and	1. On successful completion of the course, students will learn to think about

Environment (Multidisciplinary Course) A/ENG/103/MD -1	<p>the resonant environmental issues of the day including that of climate disaster, from a multidisciplinary perspective.</p> <p>2. They would gain exposure to the connect between socio-political movements and literature as a vehicle for change, analysis, debates, critique, reflection, resistance and alternative imaginings around the environment.</p> <p>3. They would learn to link the environmental crises especially in the global South to its historico-political moorings, gearing them to take corrective community-engaged action in sustainable living.</p> <p>4. The course is designed to inspire students to apply their literary-theoretical understanding of environmental issues to diverse real-life situations and community-oriented fields of praxis.</p> <p>5. It would prepare them as Indian citizens of the planet, aware of and ready to engage with the looming environmental crises from a multidisciplinary paradigm, enhancing their employability across sectors as also their desire to empathise, intervene and serve.</p>
English Language and its Teaching A/ENG/104/SE C-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 to diverse audiences.</p> <p>2. On successful completion of the course, 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 that the teacher administers. 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 their ability to verbalise and compose their thoughts logically, clearly and coherently in English.</p> <p>3. 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 a prerequisite. The scope remains enormous and expanding in a linguistically diverse, developing economy such as India.</p> <p>4. The course is designed to skill students in effectively coordinating-collaborating with others.</p> <p>5. Students will be able to confidently share views and convey ideas, thoughts, and arguments effectively in writing and orally using language that is respectful and sensitive to gender and minority groups.</p>
Compulsory English: Literature and Communication (Ability Enhancement Course) ACS/105/AEC-1	<p>1. The course will enable students to interact in personal and professional environments with enhanced LSRW skills.</p> <p>2. Students will acquire and demonstrate the core linguistic skills, including that of close critical reading.</p> <p>3. On successful completion of the course, students will develop skills to communicate with confidence and clarity with diverse audiences in all forms — oral and written.</p> <p>4. They will gain language proficiency by learning to engage with the rhetorical features of poetic language.</p> <p>5. The course will enable students to write English in a clear and concise manner.</p> <p>6. They will be trained and prepared for employment across diverse sectors in the job market, including in the service and corporate sectors, as also across media and the domains of English language teaching and content writing.</p> <p>7. Learners will be able to use English for all practical purposes and demonstrate positive group communication exchanges, facilitating</p>

	<p>coordination-collaboration in diverse teams.</p> <p>8.The course will kindle students across disciplines with an interest in literatures written in English and enhance their literary-critical skills, enabling a holistic multidisciplinary perspective.</p>
Semester-II	
Indian Classical Literature (Major and Minor) A/ENG/201/MJC-2 & A/ENG/202/MN-2	<p>1. On successful completion of the course, students will obtain comprehensive knowledge and coherent understanding of Indian aesthetic, ethical and literary-critical traditions, and will be equipped with tools of cross-cultural aesthetics. It would help them analyze, interpret and appreciate various texts, including literatures composed in English, from a comparative translational perspective.</p> <p>2. Students of English literature in Indian classrooms would 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. This would moor them in an awareness of the plural classical aesthetic and critical prisms of the subcontinent while engaging with global literatures in English/ English translation, thereby enabling them to unlearn the processes of epistemic colonization. Students would be trained in close literary-critical readings of the texts in order to appreciate the inclusive attributes of Indian classical literature.</p> <p>3. This introductory course in the English (Hons.) syllabus would enable students to trace the evolution of diverse literary cultures in India in their historical contexts and explore issues of genre, 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 Indian classical literature from a comparative perspective among students of English literatures in Indian classrooms.</p>
Comparative Literature (Multidisciplinary Course) A/ENG/203/MD-2	<p>1. On successful completion of the course, students of disciplines other than English would gain expertise in using the comparative lens for engaging with literatures composed across various regions and time-periods.</p> <p>2. They would be trained in analysing the implications and ethics of comparison as a literary-critical method and philosophy.</p> <p>3. The course would introduce them to close socio-historical readings of select iconic texts of world literatures, classical and contemporary.</p> <p>4. It would help cultivate in students an understanding of the historical trajectories of Indian literatures and the interconnections historically forged through translation between themes, forms and debates in bhasha literatures and Indian Writing in English.</p> <p>5. Students would learn to appreciate the impact of the translational, transnational and interdisciplinary, interliterary in the domain of comparative studies, including multi-medial studies.</p> <p>6. The course would kindle research interest in comparison and translation as indispensable tools in the production, transmission and outreach of modern Indian literatures, in English and the bhashas.</p>
Creative Writing & Business Communication (Skill Enhancement Course) A/ENG/204/SEC-2	<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-III	
British Poetry and Drama: From Old English Period to 17th Century A/ENG/301/MJC-3	<p>1. Familiarity with the early stages of the literary history of England from the Old English up to the Elizabethan Period.</p> <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>
British Poetry and Drama: 17th and 18th Centuries A/ENG/302/MJC-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>
Academic Writing and Composition (Minor) A/ENG/303/MN-3	<p>1. Different units of the syllabus introduce students to the writing process, including several aspects of English grammar and composition, syntax, summarizing and paraphrasing and the processes of critical thinking and academic writing.</p> <p>2. This application-oriented course is designed to develop students' ability to coherently present their argument and write lucidly in standard English.</p> <p>3. Learners are further acquainted with the various components and aspects of academic writing.</p> <p>4. They are initiated to the process of writing a proposal for their projects.</p> <p>5. Summarizing and paraphrasing, featured as part of this course, are indispensable to critical writing and review and shall skill students in these domains.</p> <p>6. The course cultivates the students' critical aptitude and reflexive thinking needed to systematically analyze and appreciate a text.</p> <p>7. This course broadens the spectrum of employability for graduates from multiple disciplines by honing their skills in grammar, syntax, drafting various kinds of texts including project proposals and opens up career avenues for them in the contemporary global world.</p>
Nation, Culture and India (Multidisciplinary Course) A/ENG/304/MD-3	<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> <p>3. It introduces students to the possibilities of Indian writing in English and Indian writing in English Translation, a domain seething with fresh emergence.</p>

Phonetics and Phonology A/ENG/305/SEC-3	<ol style="list-style-type: none"> 1. To understand the basic concepts in Phonetics. 2. To perceive, identifying and transcribing speech sounds using IPA. 3. To learn the main rules governing English pronunciation. 4. To pronounce English words and sentences more effectively. <p>Understand the differences between various accents in English.</p>
Semester-IV	
British Literature: 18th Century A/ENG/401/MJC-5	<ol style="list-style-type: none"> 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. 2. The course sensitizes students to the afterlives, legacies and continuing global resonance of politics, literature and science as cultivated and institutionalized during the eighteenth century, the age of Enlightenment and Empire across Europe including England. 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.
British Romantic Literature A/ENG/402/MJC-6	<ol style="list-style-type: none"> 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 focused 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 industrialization. 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. 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.
British Literature: 19th Century A/ENG/403/MJC-7	<ol style="list-style-type: none"> 1. To understand and analyse the transition from Romantic to Victorian in terms of literature, culture and historical and socio-political contexts 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. 3. To link the Victorian temper, issues and debates to political and economic contexts in English colonies. 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. 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. 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.
American Literature A/ENG/404/MJC-8	<ol style="list-style-type: none"> 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. 2. To be able to critically appreciate the diversity of American literature in the light of

	<p>regional variations in climate, histories of racial tensions, economic priorities.</p> <ol style="list-style-type: none"> 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. 4. To be able to relate the Afro-American experience in the USA to issues of exclusion relevant to their locations and learning. 5. To analyse the American mind from global and Indian perspectives and situate the American in the contemporary world.
Graphic Narratives (Minor Course) A/ENG/405/ MN-4	<ol style="list-style-type: none"> 1. To enable students to analyse the graphic narrative from a multidisciplinary angle, given the documentation of contemporary concerns and trends in the genre. 2. To provide students with an understanding of the specific register/language of graphic narratives. 3. To initiate them into an appreciation and interpretation of the relation between verbal text and visuality. 4. To kindle creative and research interests in the domain, its implications and possibilities in the contemporary time and space.
Literature, Language and Communication (Ability Enhancement Course) ACS/406/AE C-4	<ol style="list-style-type: none"> 1. The course will enable students to interact in personal and professional environments with enhanced LSRW skills. 2. Students will acquire and demonstrate the core linguistic skills, including that of close critical reading. 3. On successful completion of the course, students will develop skills to communicate with confidence and clarity with diverse audiences in all forms — oral and written. 4. They will gain language proficiency by learning to engage with the rhetorical features of poetic language. 5. The course will enable students to write English in a clear and concise manner. 6. They will be trained and prepared for employment across diverse sectors in the job market, including in the service and corporate sectors, as also across media and the domains of English language teaching and content writing. 7. Learners will be able to use English for all practical purposes and demonstrate positive group communication exchanges, facilitating coordination-collaboration in diverse teams. 8. The course will kindle students across disciplines with an interest in literatures written in English and enhance their literary-critical skills, enabling a holistic multidisciplinary perspective.