

## DEPARTMENT OF ENGLISH

Birsa Munda College  
University of North Bengal

### Programme Outcome, Programme Specific Outcome, and Course Outcome

CBCS Syllabus for English (July 2018- June 2023)

#### General Note:

1. Program Outcome (PO) signifies the culmination of a degree programme, reflecting the collective knowledge, skills, and attitudes attained by students.
2. Program-Specific Outcome (PSO) delineates the expected abilities of graduates from a particular degree programme.
3. Course Outcome (CO) encompasses the acquired knowledge and skills at the conclusion of a course, outlining the cognitive processes facilitated by the course.

### PROGRAMME OUTCOME

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| 1.  | Students are encouraged to become acquainted with representative literary works and expand their understanding through engagement with key texts in their field of study. |
| 2.  | Students' language abilities are bolstered as they learn to effectively express their thoughts through both spoken and written communication.                             |
| 3.  | Values concerning society, self, nation, and the global community are broadened.  |
| 4.  | Awareness is raised regarding local and global issues pertaining to various forms of deprivation.   |
| 5.  | A humanistic approach is fostered in addressing problems associated with different forms of marginalization.  |
| 6.  | Proficiency in professional skills and soft skills is improved.   |
| 7.  | Students are motivated to engage in intellectual discourse and explore ideas relevant to life.  |
| 8.  | Reasoning, imagination, critical thinking, creativity, and subjective interpretation are cultivated.  |
| 9.  | Students are introduced to the cultures and literature of diverse regions.  |
| 10. | Students are empowered to connect theories with texts and personal experiences.   |

## PROGRAMME SPECIFIC OUTCOME

### BA HONOURS

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| 1.  | Students are introduced to the intellectual heritage and history of ideas.   |
| 2.  | Students are prompted to explore various linguistic techniques.  |
| 3.  | Students gain awareness of diverse literary genres and terminology.  |
| 4.  | Students learn about the historical and socio-cultural contexts of different periods in British literary history.  |
| 5.  | Students are exposed to a wide array of literature including classical works, American literature, postcolonial literature, popular literature, diasporic literature, detective fiction, partition literature, translated literature, and Indian writing in English. |
| 6.  | Students become familiar with contemporary theories and their application in analysing texts.  |
| 7.  | Students acquire professional competence through courses aimed at enhancing skills.  |
| 8.  | Learners become cognisant of regional, national, and global issues of significance.  |
| 9.  | Students are encouraged to adopt a more humanistic approach towards addressing injustices related to social class, caste, gender, sexuality, race, religion, colonisation, etc.  |
| 10. | Students are urged to approach contemporary issues with critical creativity and rational imagination by understanding diverse perspectives through readings from authors of various backgrounds.   |
| 11. | Stimulate student interest in advanced studies and encourage research that holds significance for both individual development and societal advancement.  |

## PROGRAMME SPECIFIC OUTCOME

### BA PROGRAMME

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| 1.  | Reduce the divide between students hailing from English medium backgrounds and those from vernacular backgrounds.                                    |
| 2.  | Offer instruction in English comprehension, reading, writing, and speaking.  |
| 3.  | Deliver soft skills training through enhancement courses to furnish students with professional competencies essential for employment.                |
| 4.  | Address common writing errors effectively.   |
| 5.  | Provide instruction in technical writing and composition.  |
| 6.  | Introduce students to British literature.  |
| 7.  | Introduce students to Indian literature.   |
| 8.  | Familiarise students with various literary genres and terminology.   |
| 9.  | Instill values necessary for holistic personal development.  |
| 10. | Foster a habit of reading and writing while cultivating humanistic qualities that encourage compassion and empathy towards marginalised individuals. |

## COURSE OUTCOME

### BA HONOURS: CORE PAPERS

#### Semester 1

| <b>Core Course I: English Language: Overview &amp; Usage; Literary Types</b>  |   |
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| <p><i>Objectives:</i></p> <p>The course is split into two parts. The primary objective is to provide students with a comprehensive understanding of the structural development of the English language by covering the historical evolution of English from its earliest forms to its present state, highlighting key linguistic milestones and changes along the way. Additionally, the course aims at equipping students with an understanding of rhetoric and prosody as well as key literary terms.</p> | <p><i>Outcome:</i></p> <ol style="list-style-type: none"> <li>1. Students will gain insights into the rich tapestry of English language development and how it has been shaped by diverse cultural and historical factors.</li> <li>2. Students will gain the knowledge of prosody which will help them in analysing poetic metre, rhythm, and sound patterns of poetic works, enriching their understanding of literature and literary criticism.</li> <li>3. Students will become familiar with important figures of speech.</li> <li>4. Students will understand the distinction between different literary genres.</li> </ol> |
| <b>Core Course 2: European Classical Literature</b>   |   |
| <p><i>Objectives:</i></p> <p>The course aims at introducing the students to Classical Greek and Roman texts (both tragedy and comedy) in translation. The texts include <i>Iliad</i> by Homer, <i>Agamemnon</i> by Aeschylus, <i>Oedipus the King</i> by Sophocles, and <i>Pot of Gold</i> by Plautus - all major texts that continue to influence writers all over the world.</p>  | <p><i>Outcome:</i></p> <ol style="list-style-type: none"> <li>1. Students will gain an understanding of the Classical Greek and Roman worlds and their influence on Western civilisation.</li> <li>2. Students will be familiarised with classical mythology, which is often alluded to by writers of English literature.</li> <li>3. Students will learn key terms and concepts associated with drama.</li> </ol>  |

## Semester 2

| <b>Core Course 3: Indian Classical Literature &amp; Indian Writing in English</b>   |   |
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| <p><i>Objectives:</i></p> <p>The course aims to provide a comprehensive understanding of Indian Classical literature as a reflection of the cultural heritage, values, and traditions of India. Through the exploration of various literary forms such as epics, poetry, drama, and prose within Indian classical literature and Indian writing in English, the course introduces students to Indian literary traditions and helps foster critical thinking, cultural appreciation, and engagement with both classical and modern literary expressions.</p>   | <p><i>Outcome:</i></p> <ol style="list-style-type: none"> <li>1. Students will be familiarised with major Indian writers starting from the Classical period to the contemporary age.</li> <li>2. Students will learn ways to use the postcolonial lens to analyse literature from erstwhile colonised spaces like India.</li> <li>3. Students will gain theoretical insights into the language politics prevalent in postcolonial nations, and the importance of translation in a multilingual country like India.</li> </ol> |
| <b>Core Course 4: British Literature: Old English Period to 14th Century</b>  |   |
| <p><i>Objectives:</i></p> <p>The course aims at providing students with a comprehensive understanding of the historical, social, and cultural contexts of British literature from the Old English Period to the 14th century, including key events, movements, and influences. The three units of this course try to tap into three distinct areas under this topic: the larger literary culture of the Old English and Middle English age, a close reading of <i>Beowulf</i> as a representative of the Heroic Age, and texts by Chaucer and Langland as representatives of literature from the Middle English period.</p> | <p><i>Outcome:</i></p> <ol style="list-style-type: none"> <li>1. Students will be able to trace the trajectory of English literature from the Old English period to the 14th Century.</li> <li>2. Students will be exploring the major writers and texts from this period.</li> <li>3. Students will gain insights into the linguistic features, literary forms, and stylistic techniques characteristic of Old English literature and Middle English literature.</li> </ol>  |

## Semester 3

| <b>Core Course 5: American Literature</b>  |   |
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| <p><i>Objectives:</i></p> <p>The course aims at providing a comprehensive understanding of the historical, social, and cultural contexts that shaped American literature from its early beginnings to the present day,</p> | <p><i>Outcome:</i></p> <ol style="list-style-type: none"> <li>1. Students will learn about the history of the development of American Literature.</li> <li>2. Students will be introduced to key American literary concepts like the</li> </ol> |

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| <p>including colonialism, the American Revolution, westward expansion, industrialisation, and contemporary globalization.</p> | <p>American Dream, Manifest Destiny, Frontier Myth, Melting Pot, Multiculturalism, etc.</p> <ol style="list-style-type: none"> <li>3. Students will get acquainted with the American history of values and concerns.</li> <li>4. Students will be able to identify the distinctive American style of writing and the diverse range of American voices echoing racial and gender concerns among others.</li> </ol> |
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### Core Course 6: British Poetry & Drama: 14th to 17th Centuries

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| <p><i>Objectives:</i></p> <p>The course aims at providing students with a comprehensive understanding of British poetry and drama from the 14th to the 17th centuries by exploring the historical, social, and cultural contexts that influenced British literature from that period, including the Renaissance, Reformation, Elizabethan era, and Jacobean era.</p> | <p><i>Outcome:</i></p> <ol style="list-style-type: none"> <li>1. Students will be able to assess why the Elizabethan Age is known as the Golden Age of English literature.</li> <li>2. Students will become familiar with Petrarchan sonnets and Metaphysical poetry.</li> <li>3. Students will get acquainted with Renaissance Humanism.</li> <li>4. Students will slowly enter the age of Shakespeare, another major British writer whose influence on subsequent literature is undeniable.</li> </ol> |
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### Core Course 7: British Poetry & Drama: 17th and 18th Centuries

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| <p><i>Objectives:</i></p> <p>The course aims at providing a comprehensive understanding of the historical, social, and cultural contexts that influenced British poetry and drama from the 17th to the 18th centuries, including political upheavals, religious conflicts, scientific advancements, and the emergence of the Enlightenment.</p> | <p><i>Outcome:</i></p> <ol style="list-style-type: none"> <li>1. Students will develop a thorough understanding of the Restoration Age, the Neoclassical Age and the Augustan Age, through the study of representative works of the time.</li> <li>2. Students will be able to decode the stylistic aspects of epic poetry and mock-heroic poetry through Milton and Pope's literary masterpieces.</li> <li>3. Students will gain insights into the genre of Comedy of Manners through Sheridan's play <i>The Rivals</i>.</li> </ol> |
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## Semester 4

| <b>Core Course 8: British Literature: 18th Century</b>   |  |
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| <p><i>Objectives:</i></p> <p>This course aims at providing a detailed assessment of the complexities and contradictions of British Literature from the 18th Century. Through the prescribed texts, the course will explore the socio-historical norms of the age that were a result of the rise of the middle class, urbanisation, and increasing social mobility.</p> | <p><i>Outcome:</i></p> <ol style="list-style-type: none"> <li>1. Students will explore how the Age of Transition followed as a reaction to the previous age and laid the groundwork for the following Romantic Age.</li> <li>2. Students will be able to evaluate how the novel as a genre developed in England in the first half of the 18th century, how the various social and economic causes of the age contributed to the novel's popularity, and how the novel went on to influence the depiction of individual character, society, culture, and politics.</li> </ol>   |
| <b>Core Course 9: British Romantic Literature</b>  |  |
| <p><i>Objectives:</i></p> <p>This course aims at providing a comprehensive understanding of the Romantic Age through the exploration of the historical, social and cultural contexts that influenced the age and the canonical texts that reflected the ideals of the age.</p>   | <p><i>Outcome:</i></p> <ol style="list-style-type: none"> <li>1. Students will understand the prominent themes of nature, the sublime, and the natural world in British Romantic literature.</li> <li>2. Students will gain insights into the influence of revolutionary ideals on British Romantic literature, as well as the Romantic fascination with rebellion, liberty, and individualism.</li> <li>3. Students will analyse the revival of medievalism and interest in folklore, mythology, and balladry in British Romantic literature.</li> <li>4. Students will study the lasting impact and influence of British Romantic literature on subsequent literary movements and traditions.</li> </ol> |
| <b>Core Course 10: British Literature: 19th Century</b>  |  |
| <p><i>Objectives:</i></p> <p>The course aims at familiarising students with</p>  | <p><i>Outcome:</i></p> <ol style="list-style-type: none"> <li>1. Students will be introduced to the</li> </ol>   |

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| <p>the major social and political upheavals that is characteristic of 19th Century Britain during the Victorian Age.</p> | <p>dominant ideology of the Victorian Age.</p> <ol style="list-style-type: none"> <li>2. Students will be introduced to works of female authors who became popular around this time and eventually became canonical figures.</li> <li>3. Students will get acquainted with the conflict between faith and doubt during the period and its impact on literature.</li> <li>4. Students will analyse how literature from the age carried recurring motifs of industrialisation, urbanisation, class divisions, imperialism, and the gothic among others.</li> </ol> |
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### Semester 5

| <b>Core Course 11: Women's Writing</b>   |   |
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| <p><i>Objectives:</i></p> <p>This course seeks to provide a platform for the exploration and celebration of literature written by women. Historically, women's voices have been marginalised or excluded from literary canons, and such courses help to address this imbalance by bringing attention to the diverse perspectives and experiences of women writers.</p> | <p><i>Outcome:</i></p> <ol style="list-style-type: none"> <li>1. Students will become aware of the challenges women face in combating patriarchal discrimination and oppression.</li> <li>2. Students will acquire understanding of the ways in which women resist oppression through their writing.</li> <li>3. Students will familiarise themselves with the themes and artistic styles present in feminist literature across the globe.</li> </ol> |
| <b>Core Course 12: British Literature: The Early 20th Century</b>  |   |
| <p><i>Objectives:</i></p> <p>The course seeks to generate an understanding of British Literature from the early 20th century, a period which witnessed significant shifts in society, including the aftermath of World War I, the rise of modernism, changing gender roles, and the impacts of industrialization and urbanization.</p>                                 | <p><i>Outcome:</i></p> <ol style="list-style-type: none"> <li>1. Students will gain awareness of the emergence of the modernist period and the examination of modernist movement.</li> <li>2. Students will study how psychoanalysis influenced literature and the use of stream of consciousness as a narrative method.</li> <li>3. Students will be introduced to avante-garde literary and cultural practices.</li> </ol>                          |



## Semester 6

| <b>Core Course 13: Modern European Drama</b>  |   |
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| <p><i>Objectives:</i></p> <p>This course aims at offering students an opportunity to explore complex themes and engage with diverse cultural perspectives through the study of modern European drama. The idea is to introduce students to both societal issues and creative advancements like realism, naturalism, expressionism, epic theatre, and the Theatre of the Absurd.</p> | <p><i>Outcome:</i></p> <ol style="list-style-type: none"> <li>1. Students will be introduced to the intersection of politics, social transformation, and theatrical performance.</li> <li>2. Students will acquire understanding into how tragedy and heroism are portrayed in modern European drama.</li> <li>3. Students will become familiar with the Theatre of the Absurd.</li> </ol>  |
| <b>Core Course 14: Postcolonial Literatures</b>   |   |
| <p><i>Objectives:</i></p> <p>This course aims to offer a rich array of perspectives from formerly colonised regions and peoples. Studying these literatures will provide insights into the diverse cultures, histories, and experiences of colonised societies, challenging Eurocentric narratives and expanding students' understanding of global literature.</p>                  | <p><i>Outcome:</i></p> <ol style="list-style-type: none"> <li>1. Students will be introduced to African, Australian, Latin American, Caribbean and Northeast Indian writers. Students will develop comprehension of the third world and its interconnectedness with the global and local dynamics.</li> <li>2. Students will encounter a range of obstacles concerning gender, class, and caste experienced by populations in the global South.</li> <li>3. Students will be introduced to theories and texts originating from formerly colonised regions.</li> </ol> |

## BA HONOURS: ELECTIVE COURSES

### Semester 5

**Students will have to select any one as DSE Paper 1.**

| <b>DSE: Topic A: Literary Theory &amp; Criticism</b>   |  |
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| <p><i>Objectives:</i></p> <p>This course aims to provide students with a comprehensive understanding of literary criticism and theory, which is closely intertwined with the study of literature in the European tradition. It delves into the evolution of ideas concerning modernism, postmodernism, feminism, and postcolonialism. Additionally, the course endeavors to elucidate the interconnectedness among these diverse theoretical perspectives.</p> | <p><i>Outcome:</i></p> <ol style="list-style-type: none"> <li>1. Students will encounter the development of different theoretical and aesthetic concepts.</li> <li>2. Students will acquire the ability to utilise theoretical frameworks for analysing and interpreting texts.</li> <li>3. Students will be educated on the significant contributions of contemporary philosophers and gain an understanding of their principal texts.</li> </ol> |
| <b>DSE: Topic B: Essays in Literary Theory &amp; Criticism</b>   |  |
| <p><i>Objectives:</i></p> <p>This course aims to provide students with a comprehensive understanding of literary criticism and theory, through the study of select essays.</p>   | <p><i>Outcome:</i></p> <ol style="list-style-type: none"> <li>1. Students will encounter the development of different theoretical and aesthetic concepts.</li> <li>2. Students will acquire the ability to utilise theoretical frameworks for analysing and interpreting texts.</li> <li>3. Students will be educated on the significant contributions of contemporary philosophers and gain an understanding of their principal texts.</li> </ol> |

**Students will have to select any one as DSE Paper 2.**

| <b>DSE: Topic C: Popular Literature</b>   |  |
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| <p><i>Objectives:</i></p> <p>This course aims at highlighting the emergence of popular literature within contemporary culture. It centres on issues pertaining to print</p> | <p><i>Outcome:</i></p> <ol style="list-style-type: none"> <li>1. Students will encounter the rise of genre fiction and popular bestselling books.</li> </ol> |

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| <p>culture and the ongoing debates surrounding distinctions such as high versus low culture, canonical texts, and alternative literature. Additionally, it aims to showcase the diverse array of genres encompassed by popular literature, including children's literature, adventure tales, and more.</p>   | <ol style="list-style-type: none"> <li>Students will get acquainted with discussions concerning distinctions between literary and non-literary works, high and low culture, and other related debates.</li> <li>Students will develop an understanding of the politics involved in the formation of literary canons.</li> </ol>   |
| <b>DSE: Topic D: Literature of the Indian Diaspora</b>   |   |
| <p><i>Objectives:</i></p> <p>This course focuses on the emergence of literature from the Indian Diaspora. In addition to introducing students to prominent writers within this diaspora, the course aims to raise awareness of concepts such as immigration, transnationalism, transculturalism, refugee experiences, hybridity, notions of home and host countries, and expatriation.</p> | <p><i>Outcome:</i></p> <ol style="list-style-type: none"> <li>Students will explore the connection between literature and diaspora, gaining an understanding of the traumas associated with diasporic experiences.</li> <li>Students will be exposed to concepts such as diaspora, life in exile, and migration as refugees.</li> <li>Students will also become familiar with significant novels from the Indian diaspora.</li> </ol> |

### Semester 6

**Students will have to select any one as DSE Paper 3.**

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| <b>DSE: Topic E: Indian Literature in English Translation: Poems &amp; Stories</b>  |   |
| <p><i>Objectives:</i></p> <p>This course aims to indigenise the curriculum by encouraging students to engage with translated texts from regional languages, thereby enabling them to connect with the cultural richness of these languages. This particular course will focus on poems and stories.</p> | <p><i>Outcome:</i></p> <ol style="list-style-type: none"> <li>Students will be introduced to the rich tradition of regional language literature.</li> <li>Students will gain an understanding of Indian values and the unique challenges within diverse Indian socio-cultural contexts.</li> <li>Students will develop awareness of regional and national issues.</li> <li>Students will be familiarized with Indian mythology and folk culture.</li> </ol> |

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|   | 5. Students will learn the fundamentals of translation studies and comparative literature.   |
| <b>DSE: Topic F: Indian Literature in English Translation: Plays</b>  |  |
| <p><i>Objectives:</i></p> <p>This course aims to indigenise the curriculum by encouraging students to engage with translated texts from regional languages, thereby enabling them to connect with the cultural richness of these languages. This particular course will focus on plays.</p> | <p><i>Outcome:</i></p> <ol style="list-style-type: none"> <li>6. Students will be introduced to the rich tradition of regional language literature.</li> <li>7. Students will gain an understanding of Indian values and the unique challenges within diverse Indian socio-cultural contexts.</li> <li>8. Students will develop awareness of regional and national issues.</li> <li>9. Students will be familiarized with Indian mythology and folk culture.</li> <li>10. Students will learn the fundamentals of translation studies and comparative literature.</li> </ol> |

**Students will have to select any one as DSE Paper 4.**

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| <b>DSE: Topic G: Partition Literature</b>   |  |
| <p><i>Objectives:</i></p> <p>This course aims to raise awareness among students about the trauma, violence, and displacement resulting from the Partition of India in 1947, sensitising them to the profound anguish caused by the Partition tragedy.</p> | <p><i>Outcome:</i></p> <ol style="list-style-type: none"> <li>1. Students will gain insights into this historical calamity that led to mass displacement.</li> <li>2. Students will gain an understanding of the anguish caused by the Partition.</li> <li>3. Students will be educated about the challenges associated with postcolonial nationhood.</li> <li>4. Students will be introduced to topics concerning colonialism, nationalism, communalism, gender dynamics, violence, displacement, internal and external diaspora, exile, migration, borders and borderlands, refugees, as well as rehabilitation and resettlement.</li> </ol> |

**DSE: Topic H: Science Fiction and Detective Literature**

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| <p><i>Objectives:</i></p> <p>This course is designed to offer comprehensive insight into science fiction and detective fiction, aiming to familiarise students with themes concerning crime, ethics, punishment, surveillance, adventure, censorship, and related matters.</p> | <p><i>Outcome:</i></p> <ol style="list-style-type: none"> <li>1. Students will be prompted to engage in critical examination of concepts such as criminality, cultural stereotypes in crime fiction, science fiction, crime, and censorship.</li> <li>2. Students will delve into investigating the societal construction of criminality.</li> <li>3. Students will explore the influence of science on both individuals and society.</li> </ol> |
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**BA HONOURS AND PROGRAMME: ABILITY ENHANCEMENT ELECTIVE  
COURSES**

**Semester 3**

**Students will have to select any one of the following subject-areas as Paper 1:**

**SEC: SUBJECT A: Text Comprehension & Editing**

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| <p><i>Objectives:</i></p> <p>This course includes an element of text comprehension which is rooted in the understanding that analysing texts, whether in prose or poetry, are vital components of literature studies. This course aims at helping students improve their technical abilities for potential careers in publishing as well as familiarise them with the unique characteristics of various style guides for research purposes.</p> | <p><i>Outcome:</i></p> <ol style="list-style-type: none"> <li>1. Students will be able to enhance their language and grammar skills.</li> <li>2. Students will learn how to comprehend prose and verse.</li> <li>3. Students will learn the summarising skill.</li> <li>4. Students will be familiarised with copy editing and academic editing.</li> <li>5. Students will be proficient in using some key academic style sheets.</li> </ol> |
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**SEC: SUBJECT B: Creative Writing**

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| <p><i>Objectives:</i></p> <p>This course endeavours to cultivate the skill of critical thinking through creative writing. The ultimate aim of this course is to prepare students for diverse roles in the New Media industry, such as content creation, blogging, and reviewing.</p> | <p><i>Outcome:</i></p> <ol style="list-style-type: none"> <li>1. Students will learn the creative application of language.</li> <li>2. Students will be equipped for media writing.</li> <li>3. Students will develop the skill set for employment in publishing.</li> </ol> |
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|  | <ol style="list-style-type: none"> <li>4. Students will explore various forms of writing, including poetry, fiction, and non-fiction.</li> <li>5. Students will learn to think critically through the usage of creative expression.</li> </ol> |
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#### Semester 4

**Students will have to select any one of the following subject-areas as Paper 2:**

| <b>SEC: SUBJECT C: Business Communication</b>  |  |
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| <p><i>Objectives:</i></p> <p>This course is designed to boost the soft skills of learners by emphasising the importance of referencing, utilising bibliographic and research tools, composing project reports, documenting fieldwork/industry visits, engaging in business negotiations, summarising company annual reports, drafting meeting minutes, and managing electronic correspondence.</p> | <p><i>Outcome:</i></p> <ol style="list-style-type: none"> <li>1. Students will learn how to use language effectively in business communication.</li> <li>2. Students will pick up soft-skills like e-correspondence alongside theoretical knowledge of business English.</li> <li>3. Students will learn how to draft project reports, fieldwork/industry visit reports, business negotiation summaries, company annual report summaries, meeting minutes, and electronic correspondence.</li> </ol>                       |
| <b>SEC: SUBJECT D: Technical Writing</b>   |  |
| <p><i>Objectives:</i></p> <p>This course targets the enhancement of students' soft skills by delving into both theoretical concepts and practical applications of effective communication. It covers various aspects such as writing research papers and projects, composing reports, manuals, letters, memoranda, notices, agendas, and minutes.</p>  | <p><i>Outcome:</i></p> <ol style="list-style-type: none"> <li>1. Students will learn techniques to enhance their communication abilities through technical writing.</li> <li>2. Students will be introduced to communication theories.</li> <li>3. Students will pick up various kinds of technical writing skills for scientific and technical subjects, as well as for various types of formal and informal documents such as reports, handbooks, manuals, letters, memoranda, notices, agendas, and minutes.</li> </ol> |

**BA HONOURS AND PROGRAMME: GENERAL ELECTIVE**

| <b>Paper 1: Selections from Indian Literature</b>  |  |
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| <p><i>Objectives:</i></p> <p>The course aims at familiarising students with literature authored by Indian writers in English and with vernacular literature accessible through English translation. It seeks to provide students with comprehensive understanding across various literary genres such as poetry, novels, and drama.</p>  | <p><i>Outcome:</i></p> <ol style="list-style-type: none"> <li>1. Students will explore literature rooted in Indian culture.</li> <li>2. Students will be provided with an understanding of Indian aesthetics and literary heritage.</li> <li>3. Students will learn about various issues pertaining to the Indian socio-cultural landscape, such as caste problems, gender discrimination, and minority cultures.</li> </ol> |
| <b>Paper 2: Selections from European Literature</b>  |  |
| <p><i>Objectives:</i></p> <p>This course seeks to introduce students to prominent British writers and their works. In addition to exploring the poetry of William Shakespeare, William Wordsworth, and W.H. Auden, the course also delves into the short stories of notable authors such as Virginia Woolf, George Orwell, H.G. Wells, and H. Munro. It aims to cultivate students' appreciation for Shakespearean tragedies and comedies.</p> | <p><i>Outcome:</i></p> <ol style="list-style-type: none"> <li>1. Students will learn to enjoy and interpret poetic works.</li> <li>2. Students will cultivate an interest in the works of Shakespeare.</li> <li>3. Students will become familiar with various literary genres.</li> <li>4. Students will learn about key literary concepts including tragedy, comedy, sonnet, romantic poetry, and modern poetry.</li> </ol> |

**BA PROGRAMME: LANGUAGE CORE COURSE 1**

**Semester 1**

| <b>Alternative English: PAPER 1: Text Comprehension, Editing &amp; Writing Skill</b>   |   |
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| <p><i>Objectives:</i></p> <p>This course includes an element of text comprehension which is rooted in the understanding that analysing texts, whether in prose or poetry, are vital components of literature studies. This course aims at helping students improve their technical abilities for</p> | <p><i>Outcome:</i></p> <ol style="list-style-type: none"> <li>6. Students will be able to enhance their language and grammar skills.</li> <li>7. Students will learn how to comprehend prose and verse.</li> <li>8. Students will learn the summarising skill.</li> </ol> |

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| potential careers in publishing as well as familiarise them with the unique characteristics of various style guides for research purposes. | <ol style="list-style-type: none"> <li>9. Students will be familiarised with copy editing and academic editing.</li> <li>10. Students will be proficient in using some key academic style sheets.</li> </ol> |
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### Semester 3

| <b>Alternative English: PAPER 2: Literary Perceptions</b>   |  |
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| <p><i>Objectives:</i></p> <p>This course, which encompasses works by English, American, and Indian writers, featuring a mix of one-act plays, novels, and dramas, aims at cultivating students' interest in literary texts.</p> | <p><i>Outcome:</i></p> <ol style="list-style-type: none"> <li>1. Students will explore unique themes and issues pertaining to Europe, America, and India.</li> <li>2. Students will learn about regional, national, and global issues pertaining to intellectual discourse and societal perspectives.</li> </ol> |

### BA PROGRAMME: LANGUAGE CORE COURSE 2

#### Semester 2

| <b>English Language Core: PAPER 1: Technical Writing Skill</b>   |  |
|--|--|
| <p><i>Objectives:</i></p> <p>This course focuses on enhancing learners' technical writing skills. Additionally, it incorporates essential everyday writing skills such as drafting applications and letters.</p> | <p><i>Outcome:</i></p> <ol style="list-style-type: none"> <li>1. Students will gain technical writing proficiency.</li> <li>2. Students will pick up basic everyday writing skills.</li> </ol> |

#### Semester 4

| <b>English Language Core: PAPER 2: Professional Writing Skill</b>   |   |
|---|---|
| <p><i>Objectives:</i></p> <p>This course is dedicated to enhancing the soft skills of students, enabling them to become professionally adept and equipped with the fundamental requirements for employment. Specifically, the course focuses on various forms</p> | <p><i>Outcome:</i></p> <ol style="list-style-type: none"> <li>1. Students will learn to improvise the usage of language for professional writing.</li> <li>2. Students will pick up soft skills like Advertising Copywriting, Report Writing, and CV/Resume Writing.</li> </ol> |



|  |   |
|--|---|
| of professional writing including Editorial Writing, Notice Writing, Advertising Copywriting, Report Writing, and CV/Resume Writing. | 3. Students will gain insights into composing Editorials. |
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**BA HONOURS AND PROGRAMME: ABILITY ENHANCEMENT COMPULSORY COURSES**

| <b>Compulsory English: English Communication</b>   |  |
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| <p><i>Objectives:</i></p> <p>Proficiency in reading, writing, speaking, listening, and comprehending English is fundamental to improving a student's skill set in today's highly competitive job market. Recognizing that many students originate from vernacular backgrounds, this mandatory course is designed to bolster language, grammar, and writing abilities essential for both everyday communication and professional success.</p> | <p><i>Outcome:</i></p> <ol style="list-style-type: none"> <li>1. Students will pick up language and grammar skills.</li> <li>2. Students will learn how to write formal and informal letters, essays, summaries, etc.</li> <li>3. Students will pick up job-focused skills like writing CVs, resumes, and notices.</li> <li>4. Students will be able to enhance their English speaking proficiency through dialogue interactions.</li> <li>5. Students will learn how to take interviews as well as develop the skills of appearing for interviews.</li> </ol> |

**BA PROGRAMME:**

| <b>DSC: PAPER 1: Individual &amp; Society</b>   |  |
|---|--|
| <p><i>Objectives:</i></p> <p>The primary objective of this course is to examine the dynamic relationship between literature and society. It encompasses a variety of literary forms including poetry, short stories, and essays authored by writers from diverse geographical backgrounds. Through this course, students will explore issues such as caste, class, gender, race, violence, and globalisation.</p> | <p><i>Outcome:</i></p> <ol style="list-style-type: none"> <li>1. Students will become familiar with literature of local and global significance authored by Indian and Western writers.</li> <li>2. Students will become aware of the dangers of discrimination based on caste, class, gender, and race, as evident in literature.</li> <li>3. Students will experience intersection of literature with human rights concerns.</li> <li>4. Students will learn how literature can be used as a tool for speaking out against the injustices in society.</li> </ol> |

| <b>DSC: PAPER 2: Modern Indian Literature</b>  |  |
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| <p><i>Objectives:</i></p> <p>The course aims at enabling literature students to connect with the rich traditions of Indic literary culture. Through the analysis of contemporary Indian writers in English who have gained significant international recognition along with an in-depth analysis of major translated works from vernacular literature, the course aims at generating an understanding of the lineage of Indian subjectivities, literary culture, and theories.</p> | <p><i>Outcome:</i></p> <ol style="list-style-type: none"> <li>1. Students will be introduced to prominent Indian English writers and theoretical frameworks that are crucial in reading Indian literature.</li> <li>2. Students will have a firsthand experience of how modern Indian writers address issues such as partition, class, caste, gender, sexuality, and minority rights.</li> <li>3. Students will gain insights into key concepts like cultural hegemony, postcolonialism, decolonisation, and nationalism.</li> </ol> |
| <b>DSC: PAPER 3: British Literature</b>  |  |
| <p><i>Objectives:</i></p> <p>This course focuses on British literature. It is divided into two units. The first unit explores a Victorian novel and an Elizabethan play, while the second unit delves into poetry including sonnets and a metaphysical poem.</p>   | <p><i>Outcome:</i></p> <ol style="list-style-type: none"> <li>1. Students will be introduced to the tradition of British literature.</li> <li>2. Students will examine major genres, writers, and texts within their historical and intellectual contexts.</li> <li>3. Students will gain insights on key concepts related to drama, novels, and lyrical forms.</li> </ol>   |
| <b>DSC: PAPER 4: Literary Cross Currents</b>   |  |
| <p><i>Objectives:</i></p> <p>Through a captivating blend of prominent literary figures from India and significant British poets, this course aims at acquainting students to a wide range of genres, writing styles, and socio-cultural contexts that gave birth to the texts included in the course.</p>  | <p><i>Outcome:</i></p> <ol style="list-style-type: none"> <li>1. Students will be introduced to prominent texts from the Indian literary canon that addresses issues like gender, caste, and class.</li> <li>2. Students will become familiar with British poetry from the Eighteenth-Nineteenth Century.</li> <li>3. Students will gain insights on concepts related to three genres: drama, novels, and poetry.</li> </ol>   |

### 9. CURRICULUM:

The subjects and papers for the course shall be recommended by the Board of Under-Graduate Studies in each respective subject from time to time in accordance with the rules of the University of North Bengal.

#### i) Scheme for CBCS in B.A. /B.Sc. /B.Com. /B.B.A. & B.C.A. Honours Program

| Year | Semester | Discipline Specific Core Course (DSC) | Ability Enhancement Compulsory Course (AECC) | Skill Enhancement Course (SEC) | Discipline Specific Elective Course (DSE) | Generic Elective Course (GE) |
|------|----------|---------------------------------------|--|--------------------------------|---|------------------------------|
| 1    | 1        | Paper - 1                             | AECC-1                                       |                                |   | GE - 1<br>Paper 1            |
|      |          | Paper - 2                             |  |                                |   |                              |
|      | 2        | Paper - 3                             | AECC-2                                       |                                |   | GE - 1<br>Paper - 2          |
|      |          | Paper - 4                             |  |                                |   |                              |
| 2    | 3        | Paper - 5                             |  | SEC<br>Paper - 1               | GE - 2<br>Paper - 1                       |                              |
|      |          | Paper - 6                             |  |                                |   |                              |
|      |          | Paper - 7                             |  |                                |   |                              |
|      | 4        | Paper - 8                             |  | SEC<br>Paper - 2               | GE - 2<br>Paper - 2                       |                              |
|      |          | Paper - 9                             |  |                                |   |                              |
|      |          | Paper - 10                            |  |                                |   |                              |
| 3    | 5        | Paper - 11                            |  |                                | DSE<br>Paper - 1                          |                              |
|      |          | Paper - 12                            |  |                                | DSE<br>Paper - 2                          |                              |
|      | 6        | Paper - 13                            |  |                                | DSE<br>Paper - 3                          |                              |
|      |          | Paper - 14                            |  |                                | DSE<br>Paper - 4                          |                              |

- Students pursuing DSC in a particular subject will have to opt for SEC and DSE in the same subject
- GE Course subject must be different from DSC Course subject.

**Practical/ Tutorial:** Every Discipline specific Core, Discipline Specific Elective and Generic Elective Course will have one Practical/ Tutorial. Wherever there is a Practical, there will be no Tutorial and Vice Versa.

## ii) Scheme for CBCS in B.A. Program

| Year | Semester | Discipline specific Core Course (DSC) | Language Core Course (LCC 1)               | Language Core Course (LCC 2) | Ability Enhancement Compulsory Course (AECC) | Skill Enhancement Course (SEC) | Discipline Specific Elective Course (DSE) | Generic Elective Course (GE) |
|------|----------|---------------------------------------|--|------------------------------|--|--------------------------------|---|------------------------------|
| 1    | 1        | Discipline Specific Core 1 (Paper-1)  | Bengali / Sanskrit/ Nepali/Hindi (Paper-1) |                              | AECC-1                                       |                                |   |                              |
|      |          | Discipline Specific Core 2 (Paper-1)  |  |                              |  |                                |   |                              |
|      | 2        | Discipline Specific Core 1 (Paper-2)  |  | English (Paper-1)            | AECC-2                                       |                                |   |                              |
|      |          | Discipline Specific Core 2 (Paper-2)  |  |                              |  |                                |   |                              |
| 2    | 3        | Discipline Specific Core 1 (Paper-3)  | Bengali / Sanskrit/ Nepali/Hindi (Paper-2) |                              |  | SEC 1 Paper-1                  |   |                              |
|      |          | Discipline Specific Core 2 (Paper-3)  |  |                              |  |                                |   |                              |
|      | 4        | Discipline Specific Core 1 (Paper-4)  |  | English (Paper-2)            |  | SEC 1 Paper-2                  |   |                              |
|      |          | Discipline Specific Core 2 (Paper-4)  |  |                              |  |                                |   |                              |
| 3    | 5        |                                       |  |                              |  | SEC 2 Paper-1                  | DSE 1 Paper 1<br>DSE 2 Paper 1            | GE-1 (Paper-1)               |
|      | 6        |                                       |  |                              |  | SEC 2 Paper-2                  | DSE 1 Paper 2<br>DSE 2 Paper 2            | GE-1 (Paper-2)               |