Bachelor of Arts in English – 4 year programme
(Abridged Programme Handbook)

1. Aims of the Programme

The BA in English Programme aims to produce graduates with a strong foundation in English literature, language, and cultural studies while equipping them with the applied, digital, and professional competencies required in today's dynamic world. The programme encourages students to think critically, communicate effectively, and engage creatively with texts and contexts drawn from Bhutanese, Asian, and global traditions, with an emphasis on contemporary and accessible texts. It fosters intellectual depth alongside practical and career-oriented relevance by integrating interdisciplinary perspectives, practical IT applications, and experiential and interactive learning into the study of literature and language. Through research, creative projects, a capstone project and experiential learning opportunities such as internships, mentorship programmes, field trips, and community engagement, the programme seeks to connect academic knowledge with real-world applications. It also aims to nurture ethical, reflective, socially aware, and culturally sensitive individuals who can contribute meaningfully to education, media, communication, and other professional and creative fields.

2. Learning Outcomes of the Programme
A. Knowledge and Critical Skills

1. Identify key literary periods, genres, major authors, and fundamental linguistic concepts.
2. Explain the historical and cultural contexts that shape literary texts and the evolution of the English language.
3. Analyse the formal elements of a text and how they contribute to its meaning.
4. Synthesise ideas from multiple texts, theories, and contexts to construct original arguments.
5. Evaluate the aesthetic, ethical, and rhetorical merits of literary and non-literary texts.
6. Apply established critical and theoretical frameworks to analyse diverse texts.
7. Conduct independent research by formulating a research question and developing a sustained, evidence-based argument.
8. Critique the ideological assumptions and power dynamics embedded within cultural productions.
9. Create original scholarly or creative works that demonstrate a sophisticated understanding of literary and linguistic forms.

B. Communication and Practical Application Skills

1. Provide and incorporate constructive feedback to refine both personal work and the work of peers.
2. Compose well-structured, grammatically sound, and rhetorically effective written documents for various audiences.
3. Deliver focused, engaging, and persuasive oral presentations.
4. Utilise digital tools and multimedia platforms to research, create, and disseminate content.
5. Employ critical reading strategies to interpret, analyse, and evaluate complex texts across various media.
6. Facilitate productive discussions by listening actively and advancing collaborative dialogue.
7. Adapt communication strategies to specific purposes, audiences, and cultural contexts.
8. Manage a research or creative project from conception and planning through to execution.

C. Values and Professional Skills

1. Demonstrate intellectual curiosity and a commitment to lifelong learning.
2. Value diverse perspectives, cultural traditions, and worldviews encountered in literature and communication.
3. Exhibit academic integrity and ethical responsibility in the use of sources.
4. Show empathy and ethical insight by engaging with narratives and experiences different from one's own.
5. Articulate a critical self-awareness of one's own cultural position, biases, and values.
6. Display resilience, adaptability, and a reflective approach to challenges.

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3. Career-related opportunities

The BA in English programme develops career-specific competencies through sustained engagement with advanced reading, writing, analysis, and communication practices. Students are trained in close textual analysis, academic and professional writing, discourse analysis, oral presentation, editing, and digital storytelling, which directly align with career pathways that rely on language expertise and interpretive skills.

Graduates are particularly well prepared for careers in education and academia, as the programme builds strong foundations in literary theory, research writing, and curriculum-related skills. Many graduates pursue teaching positions at schools and colleges or continue into postgraduate studies in English, education, and related humanities disciplines within Bhutan and abroad.

The programme also supports careers in media, publishing, and content development through modules that emphasise persuasive writing, narrative construction, audience awareness, and critical evaluation of texts across print and digital platforms. These competencies are directly transferable to roles in journalism, editorial work, corporate communication, public relations, and digital content creation, where clarity, tone, and ethical communication are essential.

In addition, the analytical and language-based training equips graduates for roles in government agencies, NGOs, and policy-oriented organisations, particularly in areas such as communication, documentation, advocacy, and cultural preservation. Research projects, seminar presentations, and writing-intensive assessments require students to synthesise information, construct evidence-based arguments, and communicate complex ideas clearly, mirroring professional workplace demands.

Independent research projects and applied assignments embedded in the programme provide students with practical exposure to real-world communication tasks, strengthening employability and professional readiness. Overall, the BA in English programme offers a distinct and discipline-specific pathway that prepares graduates for language-driven professions while also providing a strong academic foundation for further studies in English, education, media, and cultural studies.

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4. Programme structure

Year	Semester	Modules				
1	I	ACS101 Academic Skills	LAN101 English Language and Grammar	COM101 Digital Communication	LIT102 The Study of Non- Fiction Prose	LIT103 Study of Short Stories
	II	IT101 Information Technology for Language and Communication	LAN102 English Phonetics and Syntax	LIT104 Study of Novels	LIT105 Understanding Folk Literature	LIT106 Poetry Across Genres
2	I	DZG101 Dzongkha Communication	FLM201 Film Studies	COM302 Professional Communication	LIT208 Children 's Literature e	LIT101 Bhutanese Literature in English
	II	AI in English Studies	LAN203 English Phonology	LIT207 British Literature through Ages	CUL201 Cultural Studies	LIT211 Award-Winning Literature
3	I	LAN304 The Art of Creative Writing	LIT312 Post-colonial Literature	LIT313 Contemporary Literature	LIT209 Literary Theory and Criticism I	Bhutanese Literature II

	II	LIT315 Asian Literature	LAN305 Content creation	LIT316 Literature by Women	LIT314 Literary Theory and Criticism II	URG301 Introduction to Research Methods
4	I	LAN406 Discourse Analysis I	CUL402 Cultural Studies II	English Language Teaching	LIT Diasporic Literature	URG402 Research Project
	II	LAN407 Discourse Analysis II	FLM402 Film Studies II	LIT410 Drama and Theatre	LIT417 World Literature	

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5. Learning and Teaching Approach

The BA English programme adopts diverse and student-centred teaching and learning strategies designed to foster critical thinking, creativity, analytical ability, and reflective practice. The overall approach is organised into four main components: Interactive Lectures, Assessments, and In-Class Activities, complemented by Independent Study. Together, these elements ensure an engaging, participatory, and holistic learning experience. The programme emphasises inquiry-based and student-centred learning, developing critical thinking, creativity, analytical skills, and reflective practice.

5.1 Interactive Lectures

Interactive lectures combine content delivery with active student participation. Lecturers incorporate multimedia, real-world examples, quizzes, polls, and short exercises to stimulate engagement and reinforce learning through educational technologies. Tools such as digital whiteboards, online discussion platforms, and AI-powered applications are used to enhance comprehension, provide real-time feedback, and encourage independent inquiry. Tutors promote critical questioning, discussion, and reflection, while guest speakers provide valuable insights into literary, historical, and professional contexts.

In addition, small group discussions and literature circles are embedded within lecture sessions to encourage collaborative text analysis, shared interpretations, and peer learning. Workshops are also integrated to develop practical skills in writing, research, and critical reading. Performative and creative tasks, such as dramatic readings, storytelling, and poetry recitations, allow students to explore meaning through creative performance. Project-based learning and digital storytelling activities (including podcasts, vlogs, and multimedia projects) connect academic learning with real-world and digital communication

skills. Field visits and cultural engagements further extend classroom learning, providing experiential understanding of literature, culture, and heritage.

5.2 In-Class Activities

In-class activities are structured to promote interaction, collaboration, and creativity. Common strategies include group discussions, jigsaw tasks, literature circles, sentence auctions, gallery walks, and case study analyses among others. These methods enable students to approach texts from multiple perspectives, build interpretive skills, and learn cooperatively. Peer-led sessions encourage leadership and responsibility as students facilitate mini-seminars or discussions on assigned topics. Meanwhile, performative exercises such as dramatic readings, storytelling, and poetry recitations deepen understanding through embodied learning and creative expression.

5.3 Independent Study

Independent study encourages self-directed learning through reading, writing, research, and project work. It allows students to take ownership of their learning journey while applying theoretical knowledge to independent exploration. The process is supported by the Virtual Learning Environment (VLE), which provides access to forums, blogs, quizzes, and assignments that facilitate continuous engagement and feedback. Students are guided to use digital tools to enhance research, idea generation, and writing improvement, while reflective journals or e-portfolios help them document intellectual progress and creative growth.

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6. Assessment Approach

Assessment in the BA English programme is structured around Continuous Assessment (CA) and Semester-End Examination (SE). Continuous Assessment plays a central role in promoting consistent engagement, providing timely feedback, and supporting the development of self-directed learning skills. CA components carry substantial weight in the overall grading to encourage ongoing learning throughout the semester.

All Continuous Assessment includes written assignments, debates, podcasts, seminars, panel discussions, oral presentations, digital storytelling, visual essays, vlogs, and portfolios. All submissions are uploaded to the VLE and checked for originality using Turnitin to maintain academic integrity.

Semester-End Examinations are conducted in some modules to evaluate students' understanding, interpretation, and analytical skills across the course content. Students must complete all prescribed continuous assessment tasks before being eligible to sit for

the examination. Standard moderation procedures approved by the Academic Board ensure fairness, consistency, and quality in assessment. Academic dishonesty is addressed according to RUB's academic regulations, ensuring that all students are held to high ethical and academic standards.

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7. Period of Registration and Deferment of Programme

- (i) On academic grounds, the college will not allow a student to remain on a full-time programme for more than two years longer than the normal expected duration of that programme. An additional year may be granted only under extenuating circumstances.
- (ii) In the event of a programme change, a new period of registration shall apply.
- (iii) The college shall administer relevant Government/RUB guidelines or directives on the period for which a student is eligible for Government support and funding.
- (iv) Students selected for the programme will be allowed to defer enrolment into the programme due to extenuating circumstances. However, the student must complete the programme within the period of registration, inclusive of the deferred period

Source: Admission Policy of the Royal University of Bhutan.

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