JAMIA HAMDARD

(KANNUR CAMPUS-KERALA)

UGC-LEARNING OUTCOMES-BASED CURRICULUM

FOR

BACHELOR OF ARTS IN ENGLISH

(B.A)

Byelaws for B.A under LOBC w.e.f. 2022 Admission

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JAMIA HAMDARD KANNUR CAMPUS

VISION OF THE SCHOOL:

To be a leading and vibrant institution of excellence in quality education with, Management, Commerce, Humanities, Scientific and Technical Development and Research for achieving the national goals of a self-reliant, technologically strong and modern India and building an integrated modern system of education, in accordance with the New Education Policy for better future for all.

MISSION OF THE SCHOOL:

MS1: To offer programmes in consonance with National policies for nation building and meeting global challenges.

MS2: To undertake collaborative assignments and projects which offer opportunities for long-term interaction with academia and industry.

MS3: To foster a collaborative academic environment for the promotion of critical and creative thinking.

MS4: To cater to the needs of industry and requirement of competitive examinations for Government Service, PSUs, Private Sector and Abroad Jobs by regular revision of syllabi.

MS5: To develop human potential to its fullest extent so that intellectually capable and imaginatively gifted leaders can emerge in a range of professions.

DEPARTMENT OF ENGLISH

VISION STATEMENT:

Department of English drives to provide outstanding opportunities in education which stands to fulfill the needs of the students and inspire them to meet and overcome the ultimate challenges actively to design the future of our nation and world.

MISSION STATEMENTS:

MS1: Curriculum offered by the Department of English imparts quality education and prepares the students to contribute and succeed in the promptly changing society.

MS2: To promote ethical conduct of research, to support infrastructures for inter-disciplinary research and to create a culture of high achievement.

MS3: To be dedicative in supporting the community of National and International organizations to meet their objectives and to improve the skills with high qualities in order to develop opportunities and support the vision.

MS4: Providing students a love of literature and of language by emphasizing good curricular framework and choices. Encouraging them to think deeply on their learnings to appreciate a liberal education.

PROGRAMME EDUCATIONAL OBJECTIVES/QUALIFICATION DESCRIPTORS

The qualification descriptors for the BA English programme include understanding, communication and application of subject knowledge. The students transcend the differences pertaining to class, caste, gender, etc. with transparency in purpose and thought. Apart from the clarity of communication the key qualification descriptor for the programme will be critical thinking and ethical awareness. Each Graduate in English should be able to:

1. Display a systematic knowledge by understanding the field of literary and theoretical developments which includes the student's ability to recognize, speak and write about genres, forms, periods, movements, concern for nature and other conventions of writing.

2. Provide the ability to understand the role of literature in a changing world from inter disciplinary perspective as well as in relation to its professional and everyday use. The aspect of inter disciplinary attribute is covered by the ability of the students to read texts with close attention to themes, conventions, contexts and value systems.

3. Demonstrate the ability to think and write critically to the outside world about one's role as an Indian citizen through the readings of English literatures and literatures in translation.

4. Communicate various ideas, discuss mixed opinions and advocate moral values, including literary values, in all shades and shapes of life so as to expand the knowledge of the subject as it moves from the classroom to life and the outside world.

5. Demonstrate the ability to share the results and ideas of academic, disciplinary and inter disciplinary learning and other co-curricular activities through different forms of communication such as essays, dissertations, reports, findings, notes, etc. on different platforms such as the classrooms, journals, magazines, etc.

6. Recognize the scope of English Language and Literature studies in terms of career opportunities, employment and life-long engagement in teaching, publishing, translation, communication, media, soft skills and other allied fields.

7. Apply skills of language and literature to foster a larger sense of ethical and moral responsibility among fellow humans and the society in order to see and respect differences in and among various species and life-forms in the surroundings and learn to transcend them.

The programme strengthens the student's ability to draw upon narratives which provides layers and levels of meaning and differences in situations and complexities of relations. Linguistic and literary competence will help the students to identify, analyse and evaluate key issues in the text and around the world and think of ways to find acceptable and sustainable solutions. Students will have the ability to understand and articulate with clarity and critical thinking of one's position in the world as an Indian and as a citizen of the world.

Mapping Qualification Descriptors (QDs) with Mission Statements (MS)

	MS-1	MS-2	MS-3	MS-4
QD-1	3	3	3	3
QD-2	2	2	2	2
QD-3	1	3	3	1
QD-4	3	1	2	2
QD-5	3	3	2	2
QD-6	2	3	3	3
QD-7	3	2	3	3

PROGRAMME LEARNING OUTCOMES FOR BA ENGLISH (PLOs)

The study of English Language and Literature motivates the student to develop the cognitive skills like learning, analysing, thinking and applying knowledge.

After the completion of BA English, the students should be able to:

PLO-1: Recognise the structure and function of English language skills to develop communication and creativity.

PLO-2: Differentiate various concepts about literary and cultural texts representations.

PLO-3: Provide an approach that is critical and theoretical to literature in order to utilize them for literary and cultural text analysis.

PLO-4: Attempt an analytical writing in essays, critical writings and research papers.

PLO-5: Understand the process of communication and try to interpret human emotions and experiences by adopting a literary representations using inter disciplinary methodologies.

PLO-6: Possess such values and ideals that a citizen of modern secular democratic State requires.

PLO-7: Exhibit familiaritywith major literary works, genres, periods, and critical approaches to British, American, Indian, including Dalit and Post-Colonial literatures.

PLO-8: Employ critical reading strategies, disciplinary writing expertise and sophisticated analytical skills in their written and oral communication.

PLO-9: Appreciate, interpret and critically evaluate literature.

PLO-10: Appreciate the role of English Literature and Language in society.

PLO-11: Close reading in a variety of forms, styles, structures and modes and articulate the value of close reading in the study of literature, creative writing or rhetoric.

PLO-12: Develop and carry out research projects and locate, evaluate, organise and incorporate information effectively.

PROGRAMME SPECIFIC OUTCOMES (PSOs)

After completing this Course, the students should be able to:

PSO-1: Develop the knowledge of grammatical system of English language and four language skills (Listening, Speaking, Reading and Writing).

PSO-2: Analyze writing of different formats like essays, research papers andto comprehend different forms of literature like prose, poetry etc.

PSO-3: Define literary theory, terms in criticism and literary movements that existed in different ages.

PSO-4: Provide entrepreneurship and employabilityscope in various fields like Civil Service, Creative Writing, Public Relations and Human Resource etc.

Mapping of Program Learning Outcomes (PLOs) with Qualification Descriptors (QDs)

	QD-1	QD-2	QD-3	QD-4	QD-5	QD-6	QD-7
PLO-1	3	3	3	3	3	3	3
PLO-2	2	3	3	2	3	3	3
PLO-3	1	3	3	1	3	3	3
PLO-4	3	2	3	3	2	2	3
PLO-5	3	2	2	3	2	2	3
PLO-6	2	1	2	3	1	2	2
PLO-7	3	1	1	2	1	1	2
PLO-8	2	2	2	2	1	1	2
PLO-9	1	3	3	1	2	3	1
PLO-10	3	2	3	3	2	3	1
PLO-11	1	3	3	2	3	3	3
PLO-12	2	2	3	1	3	3	2

PROGRAMME DETAILS

Semester	Course Code	Course Title	Sessional Marks	End Semester Marks	Total Marks	Allotted Credits
Semester1	BAEN-101	Communication Skills in English	25	75	100	2
	BAEN-102	Additional Language - (Arabic/Hindi/Malayalam)	25	75	100	2
	BAEN-103	Studies in Prose	25	75	100	6
	BAEN-104	History of English Language	25	75	100	6
	BAEN-DSE	Any one from Elective-2	25	75	100	6
					500	22
Semester2	BAEN-201	Environmental Science	25	75	100	2
	BAEN-202	Additional Language - II (Arabic/Hindi/Malayalam)	25	75	100	2
	BAEN-203	Studies in Poetry	25	75	100	6
	BAEN-204	History of English Literature to Romantic Revival	25	75	100	6
	BAEN-DSE	Any one from Elective -2	25	75	100	6
					500	22
Semester 3	BAEN-301	Postcolonial Literatures	25	75	100	6
	BAEN-302	History of English Literature from Romantic Revival to 21st Century	25	75	100	6
	BAEN-DSE	Any one from Elective - 2	25	75	100	6
	BAEN-SEC	Any one from Elective – 3	25	75	100	2
					400	20
Semester 4	BAEN-401	Indian Writings in English	25	75	100	6
	BAEN-402	American Literature	25	75	100	6
	BAEN-DSE	Any one from Elective - 2	25	75	100	6
	BAEN-SEC	Any one from Elective – 3	25	75	100	2
					400	20
Semester 5	BAEN-501	Reading Fiction	25	75	100	6
	BAEN-502	Project	25	75	100	6
	BAEN-DSE	Any one from Elective - 2	25	75	100	6
	BAEN-GE	Any one from Elective - 1(GE offered by UG programmes other than BAEN)	25	75	100	6
					400	24
	BAEN-601	Women's Writing	25	75	100	6

Semester6	**BAEN-602**	Modern Literatures in Englis	25	75	100	6
	BAEN-DSE	Any one from Elective - 2	25	75	100	6
	BAEN DSE	Any one from Elective - 2	50	150	100	6
					400	**24**
					2600	**132**

List of Electives Offered

Elective-1 Generic Electives (GE)

Code	*Subject*	Credits
BAEN- GE 1	Studies in Prose	6
BAEN- GE 2	Studies in Poetry	6
BAEN- GE 3	Postcolonial Literatures	6
BAEN- GE 4	American Literature	6

List of Generic Electives Offered by other Disciplines for B.A English

Generic electives offered by B.B.A.

Code	*Subject*
BBA-GE1	Human Resource Management
BBA-GE2	Legal Aspects of Business
BBA-GE 3	Management Science: Concepts and Applications
BBA-GE4	Managerial Economics

Generic electives offered by B.C.A

Code	*Subject*
BCA- GE 1	Fundamentals of Computer and HTML
BCA- GE 2	C Programming& Unix
BCA- GE 3	Java Programming
BCA- GE 4	Python Programming

Generic electives offered by B.Com with Computer Applications

Code	Subject
BCMC- GE 1	Management Concepts
BCMC- GE 2	Financial Accounting
BCMC- GE 3	Office Automation Tools
BCMC- GE 4	Financial Management

Generic electives offered by B.Com with Finance

Code	Subject
BCMF- GE 1	Financial Markets and Service
BCMF- GE 2	Goods and Services Tax
BCMF- GE 3	Advanced Accounting
BCMF- GE 4	Investment Management

Generic electives offered by B.Sc. Psychology

Code	Subject
BSPS-GE1	Introduction to Psychology
BSPS-GE2	Cognitive Processes
BSPS-GE3	Psychology of Individual Differences
BSPS-GE4	Lifespan Development I

Elective-2 Discipline Specific Electives (DSE)

Code	Subject	Credits
BAEN- DSE1	English for Competitive Exams	6
BAEN- DSE 2	Language and Linguistics	6
BAEN- DSE 3	Literary Criticism and Theory	6
BAEN- DSE 4	Modern Literary Theory	6

BAEN- DSE 5	Media Studies	6
BAEN- DSE 6	Reading Shakespeare	6
BAEN- DSE 7	Introduction to Translation	6
BAEN- DSE 8	Reading Drama	6
BAEN- DSE 9	Malayalam Literature in Translation	6
BAEN- DSE 10	Film Studies	6
BAEN- DSE 11	World Classics in Translation	6
BAEN- DSE 12	Children's Literature	6
BAEN- DSE 13	Literary Analysis and Appreciation	6
BAEN- DSE 14	Applied Language Skills	6
BAEN- DSE 15	English Language Teaching	6

Elective -3 Skill Enhancement Courses (SEC)

Code	*Subject*	**Credits**
BAEN- SEC 1	Soft Skills	2
BAEN- SEC 2	Public Speaking	2
BAEN- SEC 3	Written Communication in English	2
BAEN- SEC 4	Thinking and Cognition	2
BAEN- SEC 5	Reading and Writing Skills	2
BAEN- SEC 6	Content Writing	2

Rules and Regulations of the Programme

Department of English

DEPARTMENT OF ENGLISH

ADMISSION AND EXAMINATION BYELAWS

For

Bachelor ofEnglish (B.A English)

1. **Programme:** Bachelors of Arts in English (B.A)
2. **Duration:** Three years, each year having two semesters. It will be a fulltimeprogramme.
3. **Medium of Instruction and Examinations:** English
4. **Eligibility and Selection Criteria:**

A candidate seeking admission to the programme must have:

- Passed +2 examination or equivalent in any discipline from a recognized institution with minimum 55% marks.
- Their admission will be based on marks of qualifying examination.

5. Course structure

1st Year Semester-I	July to Mid November	
Semester-II	December to April	
2nd Year Semester-III	June to November	
Semester-IV	December to April	
3rd Year Semester-V	June to November	
Semester-VI	December to April	

During an academic year, a candidate shall be enrolled only for one course of study and shall not appear at any other examination of this or any other University.(NEP 2020)

The semester-wise course outline (with total marks allocated to each paper, internal assessment and semester examination marks for all specializations) list of papers, electives and the detailed syllabus are listed in Appendices I, II and III respectively. Detailed course content of the syllabus shall be prescribed by the School Board and shall be reviewed periodically.

Every candidate shall have to undertake a project work under the supervision of a faculty member.

The School Board, depending on circumstances prevailing in the market, may change any paper and increase or decrease the number of optional papers.

6. Attendance

a) All students must attend every lecture delivered, however, to account for the late joining or other such contingencies, the attendance requirement for appearing in the semester examinations shall be a minimum of 75% of the total classes actually held.

b) In order to maintain the attendance record of a course, a roll call will be taken by the subject teacher in every scheduled lecture.

c) Attendance on account of participation in the prescribed functions of NCC, NSS, Inter-University Sports, educational tours/field work assigned by the university to students shall be credited to the aggregate, provided the attendance record, duly counter signed by the officer in-charge, is sent to the Course Co-ordinator within two week time after the function/activity.

d) The subject teacher will consolidate the attendance record for the lectures for each student. The statements of attendance of students shall be displayed on the Department's Notice Board by the teacher concerned at the beginning of the following month and consolidated attendance before the conclusion of each semester as given in the University Calendar. A copy of the same shall be sent to the Course Co-ordinator for record. Notices displayed on the Notice Board shall be deemed to be a proper notification, and no individual notice shall be sent to students.

e) If a student is found to be continuously absent from the classes without information for a period of 30 days, the teacher in charge shall report it to the Course Co-ordinator, who will inform the Director. The Director will issue a notice to such student, as to why his/ her admission should not be cancelled. The Director will take a decision on cancellation of admission within 30 days of issue of the notice. A copy of the order shall be communicated to the student.

f) A student with less than 75% attendance of the lectures in each course shall be detained from appearing in the semester examination of that course. Course Co-ordinator concerned may consider application for the condonation of shortage of attendance up to 5% on account of sickness or any other extra ordinary circumstances, provided the medical certificate duly certified by registered Medical Practitioner, had been submitted within 7 days of the recovery from the illness.

g) A student detained on account of attendance will be re-admitted to the same class in the next academic year on payment of current fees except Enrolment and Identity Card fees.

7. Scheme of Examination

Each paper shall carry 100 marks. Of these, 75 marks shall be for Semester Examination and 25 marks for Internal Assessment.

8. Internal Assessment

Internal Assessment for 25 marks in respect of theory papers will be based on Written Tests, Assignments, Seminar/ Viva etc.

The breakup is as follows:

10 marks for Sessional (two Sessionals of 5 marks each).

5 for Seminar and / Viva, 5 for Assignments and 5 for Attendance.

The evaluation shall be done by the subject teacher and marks will be notified within a week of such test.

● There shall be two to three written tests in each course in a semester. The test will be conducted as per the academic calendar; individual faculty member will announce the date for tests or conduct them as per academic calendar.

● Internal assessment for 10 marks shall be done by the subject teacher based on the class room performance of the student including class attendance and class participation.

● The teacher concerned shall maintain records of marks of various components of evaluation for each student and the same will be notified at the end of the semester.

● The Internal Assessment marks shall be submitted by the Course Co-ordinator to the Chief Superintendent of Examinations at the end of the semester.

● A candidate who has to reappear (as an ex-student) in the semester examination of a course will retain the marks of Internal Assessment.

● A student who will be required to seek re-admission, for whatever reason, will have to appear for Internal Assessment and Tests afresh.

● The faculty shall evaluate the presentation at the end of each session and record of marks shall be maintained by the subject teacher. A Consolidated Mark List duly signed by the Course Co-ordinator, shall be sent to the Chief Superintendent of Examinations at the conclusion of presentations.

9. Semester Examinations

a) The Semester Examinations shall be held at the end of each semester as notified in the Academic Calendar.

b) The duration of semester examinations of each theory paper will be 3 hours.

c) The question papers shall be set by either an External or an Internal Examiner duly appointed by the School Board and approved by the Vice Chancellor.

d) The papers set by the Examiners shall be moderated by a Panel of Moderators constituted by the School Board at the time of approving the panel of Examiners.

e) All students shall be required to be present at the time of presentation. Their attendance will be taken into account while awarding marks for presentation.

f) Every candidate shall have to prepare a project study / dissertation in the fifth semester. The subject of project/dissertation shall be approved on the recommendations of the Supervisor(s) and the Course Co-ordinator.

g) A student shall be required to maintain record of periodic progress in the project in a diary. The student should be in constant touch with the Supervisor and obtain signature in the diary regularly. There would be continuous appraisal of the project which will carry 25 marks as a part of Internal Assessment.

h) The Minimum Pass Marks shall be 40% (Grade P) in each Theory and Viva-voce (combined examination)

10. Supplementary/Improvement Examination

There shall be Supplementary/Improvement examination after each semester examination. A student can have a choice to appear in the Backlog Papers in the Supplementary Examination

or in the subsequent Regular Semester Examination with a prescribed fee per paper unless there is a mandate of the regulatory body concerned.

A student who cleared all the papers of a Semester Examination of a Programme will be eligible for Improvement Examination on the following conditions:

i. A student shall be eligible to appear at the Improvement Examination if the student secures 'C' and 'P' grade in any course.

ii. For the purpose of determining the SGPA/CGPA, the better of the two performances (Regular and Improvement) in the examinations shall be taken into consideration.

iii. The Supplementary Examination will be held within one month of declaration of results.

iv. The Improvement Examination will be allowed only once within one year of the date of the original examination.

v. The Improvement Examination shall be conducted along with the Supplementary Examination within one month of declaration of results.

vi. Appearance in the Improvement Examination for a Course will be allowed only once within one year of the date of original examination.

vii. The marks/grades scored by the students in the Improvement Examination shall not be considered for the awards of ranks, medals, prizes etc.

viii. The students who take repeat/supplementary examinations will not be entitled to be considered for the awards of ranks, medals, prizes etc.

11. Revaluation of Answer Books

Students shall be allowed to seek revaluation of the answer books by submitting a written application, along with necessary fee, within one week after declaration of results.

12. Promotion Criteria

A student will be required to clear minimum 40% of his/her papers in a semester examination to be eligible for promotion to the next semester. A student may appear in the supplementary examination after each semester examination and can have a choice to appear in the backlog papers in the supplementary examination or in the subsequent regular semester examination. A student detained due to shortage of attendance will repeat his/her paper in the subsequent semester concerned (even/odd).

The following grading system under 10 point scale will be adopted

Letter Grade*	Grade Point**
O (Outstanding)	10
A+ (Excellent)	9
A (Very Good)	8
B+ (Good)	7
B (Above Average)	6

C (Average)	5
P (Pass)	4
F (Fail)	0
Ab (Absent)	0

***Letter Grade**: It is an index of the performance of students in a said course. Grades are denoted letters viz, O, A+, A. B+, B, C, P and F

**Grade Point: It is numerical weight allotted to each letter grade on a 10-point scale.

Converting the marks into letter grades

Table for pass marks 40

Letter Grade	Grade Point	Range of Percentage of Marks
O (Outstanding)	10	90 and above to 100 (90-100)
A+ (Excellent)	9	80 and above and less than 90 (80<90)
A (Very Good)	8	70 and above and less than 80 (70<80)
B+ (Good)	7	65 and above and less than 70 (65<70)
B (Above Average)	6	55 and above and less than 65 (55<65)
C (Average)	5	50 and above and less than 55 (50<55)
P (Pass)	4	40 and above and less than 50 (40<50)
F (Fail)	0	00 and above and less than 40 (00<40)
Ab (Absent)	0	--

A student obtaining Grade 'F' shall be considered failed and will be required to reappear in the examinations.

13. Span Period

A student must complete all the requirements of B.A English Degree within a period of five years from the time of admission. In a genuine case, if only dissertation is left to be cleared, permission may be granted to submit it even beyond the period of five years with prior approval of the Director.

14. Credit System

Credits are a value allocated course modules to describe the student workload required to complete them. They reflect the quantity of work each course requires in relation to total quantity of work required to complete a full semester/ year of academic study at the institution i.e. lectures, practical work, seminars, private work in the laboratory, library or at home and examination or other assessment activities.

Among the subjects, the Core Subjects are compulsory. The students are given choice to choose GE (Generic Elective Course) as Elective 1, DSE (Discipline Specific Elective Courses) as Elective 2 and SEC (Skill Enhancement Course) as Elective 3 subject as specialization according to her/his preference. In the Generic Elective Course, a student is given chance to choose a subject from the Generic Elective Courses offered by other departments.

15. Grading System

% of Marks	Letter Grade	Grade Point	Description of Performance
90 and above to 100 (90-100)	O	10	Outstanding
80 and above and less than 90 (80-89)	A+	9	Excellent
0 and above and less than 80 (70-79)	A	8	Very Good
65 and above and less than 70 (65-69)	B+	7	Good
55 and above and less than 65 (55-64)	B	6	Above Average
50 and above and less than 55 (50-54)	C	5	Average
40 and above and less than 50 (40-49)	P	4	Pass
00 and above and less than 40 (00-39)	F	0	Fail
--	Ab	0	Absent

The grade awarded to a student in any particular course will be based on the student's performance in Sessional and Final Examinations. The Letter Grades and their Equivalent Numerical Points are listed below:

If a candidate does not write a paper, the grade will be awarded as Ab, where "Ab" would mean "Absent".

16. Earned Credit (E C)

The credit for the course in which a student has obtained "P" or a higher grade will be counted as credits earned by the student. Any course in which a student has obtained "F" grade will not be counted towards the earned credits.

Evaluation of Performances

● SGPA (Semester Grade Point Average) will be awarded on successful completion of each semester.

● CGPA (Cumulative Grade Point Average) which is the Grade Point Average for all the completed semester at any point in time, which will be awarded in each semester on successful completion of the current semester as well as all of the previous semester. CGPA is not applicable in semester I.

COMPUTATION OF GRADE POINT AVERAGE

As per the directions of the UGC, the following procedure will be adopted to compute the Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA):

● The SGPA is the ratio of sum of the product of the number of credits with the grade points scored by a student in all courses taken by a student and the number of credits of all the courses undergone by a student.

$SGPA(S_i) = \sum(C_i \times G_i)/\sum C_i$; where C_i is the Number of Credits of the ith course and G_i, the Grade Point scored in the ith course.

$$SGPA = \frac{\sum (\text{Earned Credits} \times \text{Grade Point})}{\sum (\text{Course Credits Registered})}$$

● The CGPA is also calculated in the same manner taking into account all the courses undergone by a student overall the semesters of a programme.

$CGPA = \sum(C_i \times S_i)/\sum C_i$; where S_i is the SGPA of the ith semester and C_i the Total Number of Credits in that semester.

$$CGPA = \frac{\sum_{1}^{m} (\text{Earned Credits} \times \text{Grade Point})}{\sum (\text{Course Credits Registered})}$$

Where m is the number of semester passed

● The SGPA and CGPA shall be rounded off to a 2 decimal point and reported in the transcript or Grade Card.

● The percentage equivalent to the CGPA shall be obtained by using the following formula:
Equivalent Percentage of CGPA = CGPA x 10

For Example

Semester – I

Course name	Subject Credits	Marks	Grade Awarded	Grade Point	Points secured
Communication Skills in English	2	50	B	6	12
Additional Language I	2	62	B+	7	14
Studies in Prose	6	45	C	5	30
History of English Language	6	53	B	6	36
English for Competitive Exams	6	65	B+	7	42
TOTAL	**22**			**31**	**134**

Total credits   = 22
Points secured   = 134
SGPA   = 134/22 = 6.09

Semester – II

Course name	Subject Credits	Marks	Grade Awarded	Grade Point	Points secured
Environmental Science	2	46	C	5	10
Additional Language II	2	50	B	6	12
Studies in Poetry	6	45	C	5	30
History of English Literature up to Romantic Revival	6	55	B	6	36
Language and Linguistics	6	60	B+	7	42
TOTAL	**22**			**29**	**130**

Total credits   = 22
Points secured   = 130
SGPA   = 130/22 = 5.91
CGPA   = ((6.09x22) + (5.91x22))/44= 6.00

Classification of Successful Candidates

Successful candidates who will fulfill the criteria for the award of degree shall be declared pass at the end of the last semester on the basis her/his final CGPA. The classification will be as follows:

Range of CGPA	Division/Class
CGPA of 7.5 and above and upto 10	I Division with Distinction
CGPA of 6.00 and above and less than 7.50	I Division
CGPA of 5.00 and above and less than 6.00	II Division
CGPA of 4.00 and above and less than 5.00	III Division

COURSE DESIGN

JAMIA HAMDARD KANNUR CAMPUS

BA ENGLISH DEPARTMENT

Credits: 2   **Total Hours: 75**

BAEN 101: COMMUNICATION SKILLS IN ENGLISH

Course Code	Title of the Course	Hours	Credits
BAEN 101	Communication Skills in English	75	2

After completion of this Course, the student should be able to:

CLO-1: To develop a deep understanding of the fundamentals of communication.

CLO-2: To give a foundation of English Language.

CLO-3: To acquaint the students with the basics of English grammar.

CLO-4: To enable the students to enrich their vocabulary and writing skills.

CLO-5: To encourage learner autonomy through pair and group activities.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12	PSO1	PSO2	PSO3	PSO4
CLO1	3	3		3	1	3	2	3	1	3	2	2		2	1	1
CLO2	2	3	1	2		2	3	2	2	3	3	3	2		2	2
CLO3	1	2	2	1	3	2	2	1		3	3	3	2		1	3
CLO4	3	1	3	3	3	1	2	2	3	3	2	2	2	1	2	2
CLO5	3	3	3	2	3	1	3	1	3	3	3	2	1	2	1	1

SYLLABUS

Module I: Phonetics Basics (20 Hours)

Received Pronunciation – Sounds: Vowels/Diphthongs, Consonants – Syllables – Transcription of Words- Weak Forms

Module II: English Language (20 Hours)

Parts of Speech – Articles – Modals – Sentence Types – Subject-Verb-Concord – Tenses – Voice – Reported Speech – Clauses – Tag Questions – Punctuation – Common Errors - Jumbled Sentences

Module III: Vocabulary & Writing Skills: (20 Hours)

Word Formation – Synonyms, Antonyms – Homonyms, Homophones – One Word Substitution &Personal Letters – Official Letters–Covering Letter–
Bio-data – Curriculum Vitae

Module IV:
(A) Communication (15 Hours)

Communication: An Overview – Definition & Process – Features – Importance – Forms – Barriers – Remedies – Nonverbal communication – Body Language – Paralinguistic Features – Proxemics/Space Distance – Haptics.

(B) Group Discussion – Facing Interviews

References:
1)   Kumar, Sanjay, and Pushpa Lata. *Communication Skills*. OUP, 2011.

2)   Raman , Meenakshi , and Sangeeta Sharma. *Communication Skills*. OUP, 2011.

3)   Wood, F.T. .*A Remedial English Grammar for Foreign Students*. Macmillan, 1965.

4)   Choili, Mark. *Towards Academic English*. CUP, 2007.

Teaching –Learning Strategies:

Theprogramme is initiated to improve self-advocacy among the students,and excel them in their learning process. Theteaching-learning strategies range from various pedagogical methods such as lectures, seminars, narrations, PowerPoint presentations, group discussions, student presentations, peer teaching and learning with an object to achieve effectiveness in interacting with oneself and others. Learning environment fostering experiential learning will also be provided. Students are motivated with the quest for wide reading to comprehend the text and also to discover areas to support inter-disciplinary activities, which ignites in them through effective classroom lectures and various teaching and learningaids.The comprehensive and broad learning atmosphere will enable the students to make meaningful connections in their life and experiences.

Assessment Methods:

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Credits: 2   **Total Hours: 75**

BAEN 102: ADDITIONAL LANGUAGE I (ARABIC)

Course Code	Title of the Course	Hours	Credits
BAEN 102	Additional Language I (Arabic)	75	2

After completion of this Course, the student should be able to:

CLO-1 : To understand the distinct features of Arabic prose & poetry literature from classical period to modern period   .

CLO-2 :To understand the basic characteristics of traditional and modern literature in Arabic

CLO-3 : To realize the beauty of the language & the moral language values in Arabic poems and prose literature maintain the good perspective.

CLO-4 :To aware of the literary works of eminent scholars and writers.

CLO-5 : Understand the stories and accept messages.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12	PSO1	PSO2	PSO3	PSO4
CLO1	3	3		3	1	3	2	3	1	3	2	2		2	1	1
CLO2	2	3	1	2		2	3	2	2	3	3	3	2		2	2
CLO3	1	2	2	1	3	2	2	1		3	3	3	2		1	3
CLO4	3	1	3	3	3	1	2	2	3	3	2	2	2	1	2	2
CLO5	3	3	3	2	3	1	3	1	3	3	3	2	1	2	1	1

SYLLABUS

Module I (20 Hours)
الآياتوالآحاديث

تباركاللهأحسنالخالقين

فمنرغبعنسنتنفليسمنّي

أوصانربي

منالحكمة

Module II (20 Hours)
مقالةوالحكاية

التواضعتاجالمروءة
خطبةحجّةالوداع

Module III (15 Hours)
السيرةوالشعر

مولاناأبوالكلامآزاد
ترجمةأحمةشوقي

شعرالثعلبوالديك

الإمامالشافعى

الرضاءبقضاءالله

Module IV (20 Hours)
القصةوالمذكرةرحلة

إبليسينتصر

اناعاجزعنالشكر
رحلةإلماليزيا

Book for Reference
1) Thabassum - Dr. A. Mohammed
2) Literature Reader - Dr. Abdul Majeed. T
3) Al-Khawathir - Dr. Abdul Azeez. M

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Credits: 2   **Total Hours: 75**

BAEN 102: ADDITIONAL LANGUAGE I (HINDI)

Course Code	Title of the Course	Hours	Credits
BAEN 102	Additional Language I (Hindi)	75	2

After completion of this Course, the student should be able to:

CLO-1:Understanding the basic grammar of Hindi Language.

CLO-2:Develop communicative skills in Hindi.

CLO-3:Understanding correct usage of Hindi grammar.

CLO-4:To understand the link between translation theory and translation practice.

CLO-5:Understand the stories and accept messages.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12	PSO1	PSO2	PSO3	PSO4
CLO1	3	3		3	1	3	2	3	1	3	2	2		2	1	1
CLO2	2	3	1	2		2	3	2	2	3	3	3	2		2	2
CLO3	1	2	2	1	3	2	2	1		3	3	3	2		1	3
CLO4	3	1	3	3	3	1	2	2	3	3	2	2	2	1	2	2
CLO5	3	3	3	2	3	1	3	1	3	3	3	2	1	2	1	1

SYLLABUS

Module I: व्याकरण (20 Hours)

व्याकरण ़ – संज्ञा ़ – सर्वनाम – लिंग–वचन –पुरूष – विशेषण– क्रिया–काल–कारक–लोकोक्तियाँ मुहावरे।

Module II:पत्र तथा वार्तालाप (20 Hours)

औपचारिक एवं अनौपचारिक पत्र लेखन–व्यावसायिक पत्र–शिकायती पत्र ़–आवेदन पत्र

वार्तालाप ़समकालीन विषयों पर आधारित

Module III: अनुवाद (15Hours)

अनुवाद ँ आवश्यकता और महत्व ' समाचार पत्रों के लेख का अनुवाद, ँकिसी परिच्छेद का हिन्दी से अंग्रेजी में तथा अंग्रेजी से हिन्दी अनुवाद ।

Module IV: कहानी (20 Hours)

ज्ञानरंजन –पिता

यशपाल – सच बोलने की भूल

उदयप्रकाश – अपराध

उषाप्रियंवदा – ँवापसी

Books Recommended:

1ँसामान्य हिन्दी व्याकरण तथा रचना ँ श्रीकृष्ण पाण्डेय' लोक मंगल प्रकाशन ।

2ँकथामंजरी ँ महेंद्र कुलश्रेष्ठ राजपाल प्रकाशन' संस्करण 2016 ।

3ँ सुबोध हिन्दी व्याकरण तथा रचना' श्रीकृष्णा पाण्डेय' लोकमंगल प्रकाशन।

Teaching –Learning Strategies:

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Credits: 2   **Total Hours: 75**

BAEN 102: ADDITIONAL LANGUAGE I (MALAYALAM)

Course Code	Title of the Course	Hours	Credits
BAEN 102	Additional Language I (Malayalam)	75	2

After completion of this Course, the student should be able to:

CLO-1:Understand the story content and structure in depth.

CLO-2: Acquaint the students with different thoughts and style of Malayalam Fiction.

CLO-3: Understand the Malayalam Poetry.

CLO-4: Help students to develop their creative thinking and writing.

CLO-5: Analyse and know about Folklore.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12	PSO1	PSO2	PSO3	PSO4
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CLO2	2	3	1	2		2	3	2	2	3	3	3	2		2	2
CLO3	1	2	2	1	3	2	2	1		3	3	3	2		1	3
CLO4	3	1	3	3	3	1	2	2	3	3	2	2	2	1	2	2
CLO5	3	3	3	2	3	1	3	1	3	3	3	2	1	2	1	1

SYLLABUS

Module – I കവിത (20 Hours)

1.	സൂര്യകാന്തി	–	ജി.ശങ്കരക്കുറുപ്പ്
2.	പഴഞ്ചൊല്ല്	–	സച്ചിദാനന്ദൻ
3.	കുട്ടമ്മാൻ	–	എം.ആർ.രേണുകുമാർ
4.	വൈക്കോൽ പ്പാവ	–	ലോപ.ആർ

Module – II കഥ (20 Hours)

1.	ചോലമരങ്ങൾ	–	കെ.സരസ്വതി അമ്മ
2.	ചാത്തുക്കുട്ടിയുടെ അമ്മ	–	യു.എ.ഖാദർ
3.	പറുദീസാഷ്ടം	–	സുഭാഷ് ചന്ദ്രൻ
4.	മോഹമഞ്ഞ	–	കെ.ആർ.മീര

Module – III ആത്മകഥ **(15 Hours)**

ക   ൽക്കാടുകൾക്കിടയിൽഎന്റെജീവിതം –   കല്ലേൻ പൊക്കുടൻ

Module – IV നോവൽ **(20 Hours)**

പ്രേമലേഖനം – ബഷീർ

References

1. സൂര്യകാന്തി   –   ജി.ശങ്കരക്കുറുപ്പ്

(ജിയുടെതെരഞ്ഞെടുത്ത കവിതകൾ)

2.   പഴഞ്ചൊല്ല്   –   സച്ചിദാനന്ദൻ

3.   കുട്ടമ്മാൻ   –   എം.ആർ.രേണുകുമാർ

4.   വൈക്കോൽ പാവ –   ലോപ.ആർ(വൈക്കോൽ പാവ,ഡി.സി.ബുക്സ്)

ചോലമരങ്ങൾ –   കെ.സരസ്വതി അമ്മ

ചാത്തുക്കുട്ടിയുടെ   അമ്മ   –   യു.എ.ഖാദറിന്റെ കഥകൾ)

മോഹമഞ്ഞ   –   കെ.ആർ.മീര (കറന്റ് ബുക്സ്)

പറുദീസാഷ്ടം   –   സുഭാഷ് ചന്ദ്രൻ

പ്രേമലേഖനം   –   ബഷീർ (ഡി.സി.ബുക്സ്)

Teaching –Learning Strategies:

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Credits: 6   **Total Hours: 75**

BAEN 103: STUDIES IN PROSE

Course Code	Title of the Course	Hours	Credits
BAEN 103	Studies in Prose	75	6

After completion of this Course, the student should be able to:

CLO-1: To develop critical thinking.

CLO-2: To interpret and appreciate different types of prose.

CLO-3: To acquaint the students with the different styles of prose writing and understand the use of literary devices.

CLO-4: To develop creative writing skills.

CLO-5: To identify, analyze and interpret the critical ideas.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

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CLO1	2	3				3	2	3	1	3	2	2	1	2	1	1
CLO2	2	3	1	2		2	3		2	3	3	1	2	2	2	2
CLO3	1	2	3	1	3	2	2	1	3	3	3	3	1	2	1	
CLO4	3	1	3	3	1	1	2	2	3	2	2	2	2	1	2	
CLO5	3	3	3	2	3	1	3	1	3	3	3	2	1	2	1	1

SYLLABUS

Module I: Literary Terms (15 Hours)

Essay, Biography, Autobiography, Travel Writing, Satire, Periodical Writing, Editorials, Narratology, Text, Form and Content, Ideology, Hegemony, Subject, Motif and Theme, Discourse, Technical Writing.

Module II: (20 Hours)

1. "Of Studies"   : Francis Bacon
2. "The Trumpet Club"   : Richard Steele
3. "Dream Children"   : Charles Lamb
4. "How I Became a Public Speaker" : George Bernard Shaw

Module III: (20 Hours)

1. "Living Amicably":Dr. A.P.J.Abdul Kalam
2. "Story of a Hunchback": (From) *Arabian Nights*
3. "Animals in Prison": Jawaharlal Nehru
4. "A Hindu Princess and Her Islamic Dynasty"   : KottarathilSankunni

Module IV: (20 Hours)

1. "The Model Millionaire" : Oscar Wilde
2. "The Luncheon"   : Somerset Maugham

References:

1. Scholes, Robert, et al., editors. *Elements of Literature: Fiction, Poetry, Drama, Essay, Film*. OUP, 2007. pp 297-303.

2. Kalam, A.P.J. Abdul. *Wings of Fire*. Universities P, 2013.

Teaching –Learning Strategies:

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Credits: 6   **Total Hours: 75**

BAEN 104: HISTORY OF ENGLISH LANGUAGE

Course Code	Title of the Course	Hours	Credits
BAEN 104	History of English Language	75	6

After completion of this Course, the student should be able to:

CLO-1: To outline the origin and evolution of English Language.

CLO-2: To discover the various socio-political forces and contexts that influenced English language and literature at different historical contexts..

CLO-3: To point out the pattern of changes language has undergone at different stages.

CLO-4: To develop a historical view of English language.

CLO-5: To identify the various forces that worked together to form and shape Modern English Language.

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CLO3	1	2	2	3	3	2	1	1	3	3	3	3	3	2	1	3
CLO4	3	1	3	3	3	1	2	2	3	3	2	2	2	1	2	
CLO5	3	3	3	2	3	1	3	1	3	3	3	2	1	2	1	2

SYLLABUS

Module I: English Language (75 Hours)

1. Theory and Origin of the Language
2. Language Families
3. The Indo European Family
4. Descent of English
5. Grimm's Law, Verner's Law
6. Old/Middle/Modern English
7. Renaissance and Reformation
8. Growth of English Language
9. Word Formation
10. Individual Contributors to the Growth of English Language
11. Loan Words
12. Semantic Changes

13. Varieties of English Language to the Present Time : American, Indian, Hinglish, Chinglish, Pidgin, Creole.

References:
1. Wood, F.T.*An Outline History of English Language*. Trinity P, 2014.
2. Shyamala,V.*A History of English Language*. Sharath Ganga P, 2005.

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Credits: 2   **Total Hours: 75**

BAEN 201: ENVIRONMENTAL SCIENCE

Course Code	Title of the Course	Hours	Credits
BAEN 201	Environmental Science	75	2

After completion of this Course, the student should be able to:

CLO-1: To understand complex environmental issues.

CLO-2: To master the core concepts and methods of ecology and environmental problem solving.

CLO-3: To envisage exposing students to the real situations in their surroundings and to help them connect, aware, appreciate and be sensitized towards the prevailing environmental issues.

CLO-4: To make them aware if the different types of pollutions and different measures to control it.

CLO-5: To impart basic knowledge about the environment and its allied problems.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12	PSO1	PSO2	PSO3	PSO4
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CLO3	3	2	2	1	3	2	1	1	3	3	3	3	2	2	1	3
CLO4	2	1	3	3	3	1	2	2	3	3	2	2	2	1	2	2
CLO5	1	3	3	2	3	1	3	1	3	3	3	2	1	2	1	1

SYLLABUS

Module I (17 Hours)

Brief Discussion on the Components of the Environment- Effect of Environmental Degradation with Example and Effect on Population- Brief Outline of the Environment (Protection) Act 1986 (should be discussed including Effect on Companies- Contravention- Penalties and Return Requirement. Relevance of Environment Legislation to Business Enterprise- Legislation vs. Social Obligation of Business.- Role of NGOs like Green Peace in Environmental Protection

Module II (14 Hours)

Ecology- Brief Outline on Elements of Ecology- Brief Discussion on Ecological Balance and Consequences of Change- Principles of Environmental Impact Assessment- Environmental

Impact Assessment Report (EIA) - Requirement of Environmental Impact Assessment Report for Startup Manufacturing Enterprise

Module III (16 Hours)
Air Pollution and Control- Brief Outline of Atmospheric Composition- Brief Understanding of Energy Balance- Climate- Weather- Dispersion- Sources and Effects of Pollutants in the Industrial Context- Primary and Secondary Pollutants- Acid Rain- Green House Effect- Depletion of Ozone Layer- Global Warming- Standards and Control Measures Required by Industry in Compliance to The Air (Prevention and Control of Pollution) Act 1989

Module IV (15 Hours)
Water Pollution and Control: Brief Discussion on Hydrosphere- Natural Water- Pollutants: their Origin And Effects- River/Lake/ Ground Water Pollution- The Financial Implication of Water Pollution Control and Steps Required to be taken by industry e.g. Sewage treatment plant- water treatment plant- Standards and Control in Relation to the Effect of Legislation by Central and State Boards for Prevention and Control of Water Pollution

Module V (13 Hours)
Land Pollution: Brief Understanding of Lithosphere- Pollutants (Municipal- Industrial. Commercial- Agricultural- Hazardous Solid Waste); their Original Effects- Collection and Disposal of Solid Waste- Recovery & Conversion Methods in Relation to an Industrial Enterprise with Discussion about the Financial Implication in a Business Enterprise

Books Recommended:
1. *Environmental Science* :Cunnigham- TMH.
2. *Environmental Studies* :A.K.De&A.K.De- New Age International.
3. *Environmental Pollution Control Engineering* : C.S. Rao- New Age International.
4. *Environmental Management* : N.K. Oberoi- EXCEL BOOKS.
5. *Ecosystem Principles & Sustainable Agriculture* :Sithamparanathan- Scitech.
6.Vinod, A and K. Venugopal. *Environmental Studies.* Calicut University Central Co-op Store, 2015.

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Assessment Methods:

The students are evaluated based on their achievement of learning outcomes. The paper shall carry 100 marks, out of which 75 marks shall be for semester examination and 25 marks for Internal Assessment. Internal Assessment will be based on written tests, assignments, seminar /viva. The division is as follows: 10 marks for sessional (two sessional of 5 marks), 5 marks for attendance, 5 marks for Seminar/ viva and 5 marks for attendance.

Credits: 2   **Total Hours: 75**

BAEN 202: ADDITIONAL LANGUAGE II (ARABIC)

Course Code	Title of the Course	Hours	Credits
BAEN 202	Additional Language II (Arabic)	75	2

After completion of this Course, the student should be able to:

CLO-1 : Use simple words and phrases to communicate on everyday situations.

CLO-2 : Understand and use key expressions and common phrases in communications.

CLO-3 : <mark>Oral and writing skills of communications.</mark>

CLO-4 : Familiarize with basics of interpersonal interactions in Arabic.

CLO-5 : Understanding correct usage of Arabic grammar.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12	PSO1	PSO2	PSO3	PSO4
CLO1	2	3				3	2	3	1	3	2	2	1	2	1	1
CLO2	2	3	1	2		2	3		2	3	3	1	2	2	2	2
CLO3	1	2	3	1	3	2	2	1	3	3	3	3	1	2	1	
CLO4	3	1	3	3	1	1	2	2	3	2	2	2	2	1	2	
CLO5	3	3	3	2	3	1	3	1	3	3	3	2	1	2	1	1

SYLLABUS

Module I (20 Hours)تحيّاتوتعارفa

كيفتقدّمنفسك؟

تقديمالآخرين

منأيّبلدأنتم؟

أيّمطعمهذا؟

هلتشربونقهوة؟

Module II (20 Hours)

لمحاتعنالترجمة

أهميةالترجمة

أنواعالترجمة

خطواتالترجمةالناجحة

الترجمةإلىاللغةالعربية

الترجمةإلىاللغةالإنجليزية

Module III (15 Hours)

التعابيرالأساسية

أسئلةمفيدة

جملشائعة

الحياةالإجتماعية

Module IV (20 Hours)

المرسلات

الرسالة : أنواعهاوأجزاؤها

الرسالةوالشهادات

السيرةالذاتية

شهادةالخبرة

Book for Reference
1) A Hand Book of Commercial Arabic - Dr. Aboobacker. K.P.
2) Business Communication in Arabic - Abdul Razak.

Teaching-Learning Strategies:
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BAEN 202: ADDITIONAL LANGUAGE II (HINDI)

Course Code	Title of the Course	Hours	Credits
BAEN 202	Additional Language II (Hindi)	75	2

After completion of this course, students should be able to:

CLO-1:Understand the story content and structure in depth

CLO-2:To acquaint the students with different thoughts and style of Hindi fiction.

CLO-3:Understand the Hindi poetry.

CLO4:To help students develop their creative thinking and writing.

CLO5:Analyze drama in the modern context.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12	PSO1	PSO2	PSO3	PSO4
CLO1	2	3				3	2	3	1	3	2	2	1	2	1	1
CLO2	2	3	1	2		2	3		2	3	3	1	2	2	2	2
CLO3	1	2	3	1	3	2	2	1	3	3	3	3	1	2	1	
CLO4	3	1	3	3	1	1	2	2	3	2	2	2	2	1	2	
CLO5	3	3	3	2	3	1	3	1	3	3	3	2	1	2	1	1

SYLLABUS

Module I : कहानी(20 Hours)

अपना अपना भागय – जैनेंद्र

आकाशदीप – जयशंकरप्रसाद

ईदगाह – प्रेमचंद

यही सच है – मन्नु भण्डारी

ModuleII: कविता (20Hours)

गीतफरोश–भवानी प्रसाद मिश्र

मोतीराम – धूमिल

जूही की कली – सूर्यकांत त्रिपाठी निराला

बच्चे काम पर जा रहे हैं– राजेश जोशी

Module III: व्यंग्य तथा रेखाचित्र (15Hours)

भोलाराम की जीव‍ – हरिशंकर परसाई

ठकुरीबाबा – महादेवी वर्मा

Module IV: नाटक (20Hours)

आधेअधूरे– मोहन राकेश

Books Recommended:

1·कहानी विविधा‍राधाकृष्ण प्रकाशन नईदिल्ली 110051 ।

2·समकालीन हिन्दी कविता‍ सम्पादक डाँ एन‍ मोहनन‍ राजपाल एण्ड सन्ज‍ कशमीरी गेट‍दिल्ली 110051

3·आधे अधूरे‍ मोहन राकेश‍ राधाकृष्ण प्रकाशन दरियागंज नईदिल्ली‍110002।

4·स्मृति की रेखाएँ - महादेवी वर्मा‍ लोकभारती प्रकाशन इलाहाबाद 211001।

Teaching-Learning Strategies:
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Assessment Methods:

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Credits: 2   **Total Hours: 75**

BAEN 202: ADDITIONAL LANGUAGE II (MALAYALAM)

Course Code	Title of the Course	Hours	Credits
BAEN 202	Additional Language II (Malayalam)	75	2

After completion of this course, students should be able to:

CLO-1: Understand the story content and structure in depth.

CLO-2: Acquaint the students with different thoughts and style of Malayalam Fiction.

CLO-3: Understand the Malayalam Poetry.

CLO-4: Help students to develop their creative thinking and writing.

CLO-5: Analyse and know about Folklore.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12	PSO1	PSO2	PSO3	PSO4
CLO1	3	3	2	3	1		2					2	1	2	1	1
CLO2	2	3	1	2	2	2		2	2	3	3	3	2	2	2	2
CLO3	1	2	2	1	3	2	2	1	3	3	3	3	2	2	1	3
CLO4	3	1	3	3	3	1	2	2	3	3	2	2	2	1	2	2
CLO5	3	3	3	2	3	1	3	1	3	3	3	2	1	2	1	1

SYLLABUS

Module – I യാത്രാവിവരണം **(20 Hours)**

ഭക്തപുരവും പട്ടണവും – എസ്.കെ.പൊറ്റക്കാട്

Module – II ലേഖനം **(20 Hours)**

1. ധർമ്മയുദ്ധത്തിന്റെ പര്യവസാനം   –   കുട്ടികൃഷ്ണമാരാർ
2. കാളിദാസനും കാലത്തിന്റെ ദാസൻ   –   ജോസഫ്മു ഷ്ശേരി
3. നമ്മുടെ അടുക്കള തിരിച്ചു പിടിക്കുക   –   സാറാജോസഫ്
4. ടാഗോറുംഗാന്ധിജിയും   –   പ്രൊഫ.എസ്.ഗുപ്തൻ നായർ

Module – III തിരക്കഥ **(15Hours)**

ഒരു വടക്കൻ വീരഗാഥ

Module – IV മാപ്പിളഫോക്ലോർ **(20 Hours)**

മാപ്പിളകലകൾ

ബദറുൽമുനീർ –ഹുസ്നുൽജമാൽ – മോയിൻകുട്ടി വൈദ്യർ

References

1. മാപ്പിളഫോക്ലോർ – മുഹമ്മദ് അഹമ്മദ്
2. ഒരു വടക്കൻ വീരഗാഥ – എം.ടി.
3. മലയാള സിനിമ പിന്നിട്ട വഴികൾ – എം.ജയരാജ

Teaching –Learning Strategies:

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Credits: 6   **Total Hours: 75**

BAEN 203: STUDIES IN POETRY

Course Code	Title of the Course	Hours	Credits
BAEN 203	Studies in Poetry	75	6

After completion of this Course, the student should be able to:

CLO-1: To outline the basic elements of poetry, the stylistic and rhetorical devices and various genres of poetry.

CLO-2: To analyze and identify trends in poetry.

CLO-3: To define different forms of poetry and classify different forms and themes of poetry.

CLO-4: To appreciate poetry as an art form.

CLO-5: To discover the various perspectives in reading poetry.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12	PSO1	PSO2	PSO3	PSO4
CLO1	3	3	2	3	1		2					2	1	2	1	1
CLO2	2	3	1	2	2	2		2	2	3	3	3	2	2	2	2
CLO3	1	2	2	1	3	2	2	1	3	3	3	3	2	2	1	3
CLO4	3	1	3	3	3	1	2	2	3	3	2	2	2	1	2	2
CLO5	3	3	3	2	3	1	3	1	3	3	3	2	1	2	1	1

SYLLABUS

Module I: Introduction to Poetry (15 Hours)
Literary Terms: Alliteration, Poetic Diction, Assonance and Consonance, Ballad, Blank Verse, Conceit, Dramatic Monologue, Elegy, Metre, Ode, Rhyme, Rhythm, Sonnet , Stanza, Metaphor and Simile, Lyric and Lyrical Ballad, Metaphysical Poetry, Mock Heroic, Heroic Couplet

Module II: (20 Hours)
1. "Sonnet 121"   :William Shakespeare
2. "The Canonization"   :John Donne
3. "On His Blindness"   : John Milton
4. "The Tyger"   :William Blake
5. "Elegy Written in a Country Churchyard" :Thomas Gray

Module III: (20 Hours)
1. "London, 1802"   :William Wordsworth
2. "The Rime of Ancient Mariner"   :S.T.Coleridge
3. "Ode to a Nightingale"   :John Keats
4. "Porphyria's Lover"   :Robert Browning
5."Pied Beauty"   : G. M. Hopkins

Module IV: (20 Hours)
1. "Ulysses"   :Alfred Lord Tennyson
2. "To His Coy Mistress"   : Andrew Marvell
3. "Poem in October"   :Dylan Thomas
4. "Daddy"   :Sylvia Plath
5. "Dover Beach"   : Matthew Arnold

References:

1. Abrams, M.H. *A Handbook of Literary Terms*. Cengage, 2009.
2. Drabble, Margaret. *The Oxford Companion to English Literature*. OUP, 1995.

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Credits: 6   **Total Hours: 75**

BAEN 204: HISTORY OF ENGLISH LITERATURE UPTO ROMANTIC REVIVAL

Course Code	Title of the Course	Hours	Credits
BAEN 204	History of English Literature Up To Romantic Revival	75	6

After completion of this Course, the student should be able to:

CLO-1: To outline the history of English literature from the Old English Period to the
 Romantic Revival.

CLO-2: Read specimens of major works belonging to the period.

CLO-3: Trace the relationship between political economy, cultural history and production of
arts and literature with reference to the different ages in English literature.

CLO-4: To understand the key aspects of different ages in English literature from Old
 English Period to Romantic Revival.

CLO-5: To understand the key genres, authors, texts, styles and themes from the Old English
 Period to the Romantic Revival.

**Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes
(PLOs) and Program Specific Outcomes (PSOs)**

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12	PSO1	PSO2	PSO3	PSO4
CLO1	3	3	2	3			2	3	1	3	2	2	1		1	1
CLO2	2	3	1	2	2		3	2	2	3	3	3	2	2	2	2
CLO3	1	2	2	1	3	2	2		3	3	3		2	2	1	3
CLO4	3	1	3	3	3	1	2	2	3	3	2	2	2	1	2	2
CLO5	3	3	3	2	3	1	3	1	3	3	3	2	1	2	1	

SYLLABUS

Module I: (75 Hours)

1.   Old English Literature
2.   Middle English Literature
3.   Sixteenth Century

4.   Seventeenth Century
5.   The Eighteenth Century
6.   The Nineteenth Century (up to Romantics)

References:

1.   Alexander, Michael. *A History of English Literature*. Palgrave, 2007.

2. Drabble, Margaret, *The Oxford Companion to English Literature*. OUP, 1995.

3. Evans, Ifor. *A Short History of English Literature*. Penguin, 1963.

4. Nayar, Pramod. *A Short History of English Literature*. CUP, 2014.

5.   Peck, John, and Martin Coyle. *A Brief History of English Literature*. Palgrave, 2002.

6.   Poplawski, Paul, editor. *English Literature in Context*. CUP, 2008.

7. John, Mulgan, andD. M. Davin. *History of English Literature*. Clarendon Press.

8. Sampson, George. *History of English Literature*. CUP, 2014.

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Credits: 6   **Total Hours: 75**

BAEN 301: POST COLONIAL LITERATURES

Course Code	Title of the Course	Hours	Credits
BAEN 301	Post ColonialLiteratures	75	6

After completion of this Course, the student should be able to:

CLO-1: To acquire knowledge about the basic concepts in Postcolonial Literature.

CLO-2:Think critically about the texts in relation to Postcolonial Theory.

CLO-3: To help in understanding both colonizer and colonized.

CLO-4: To trace the various styles of writings of this age.

CLO-5: Read specimens of the major works belonging to the Postcolonial Literature.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12	PSO1	PSO2	PSO3	PSO4
CLO1	3	3		3	1	3	2	3	1	3	2	2	1	2	1	1
CLO2	2	3		2	2		3	2	2	3	3	3	2	2	2	2
CLO3	1	2	2	1	3	2	2	1	3	3	3	3	2	2	1	3
CLO4	3	1	3	3	3	1	2	2	3	3	2	2	2	1	2	2
CLO5	3	3	3	2	3	1	3	1	3	3	3	2	1	3		

SYLLABUS

Module I: Literary Concepts **(10 Hours)**

Orientalism, Eurocentrism,Diaspora, Ambivalence, Third Space, Hybridity, Mimicry.

Module II: Poetry **(15 Hours)**

1.   "Ruins of a Great House"   : Derek Walcott
2.   "House of a Thousand Doors"   : Meena Alexander
3.   "Once Upon a Time"   : Gabriel Okara
4.   "AboriginalAustralia"   : Jack Davis

Module III: Drama **(10 Hours)**

1.   *Harvest*   :Manjula Padmanabhan

Module IV: Prose & Fiction **(40 Hours)**

1. "Decolonising the Mind"   : Ngugi WaTiango
 2. "A Scarf"   : Carol Shields

3.*Things Fall Apart*   : Chinua Achebe

Reference:

1. Nayar, Pramod. K. *Aspects of Post Colonial Literature*. Pearson, 2008.
2. Dobie, Ann B. *Theory into Practice: An Introduction to Literary Criticism*. Cengage, 2012.
3. Abrams, M.H. *A Handbook of Literary Terms*. Cengage, 2009.
4. Morrison, Toni. *The Bluest Eye*. Surjeet P, 2013.

Teaching –Learning Strategies:

The programme is initiated to improve the self-advocacy among the students excel them in their learning process. The teaching learning strategies ranges from various pedagogical methods such as lectures, seminars, narrations, PowerPoint presentations, group discussions, student presentations, peer teaching and learning with an object to achieve effectiveness in interacting with oneself and others. Learning environment fostering experiential learning will also be provided. Students are motivated with the quest for wide reading to comprehend the text and also to discover areas to support inter-disciplinary activities, which ignite in them through effective classroom lectures and various teaching and learning aids.The comprehensive and broad learning atmosphere will enable the students to make meaningful connections in their life and experiences.

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Credits: 6   **Total Hours: 75**

BAEN 302: HISTORY OF ENGLISH LITERATURE FROM ROMANTIC REVIVAL TO 21ST CENTURY

Course Code	Title of the Course	Hours	Credits
BAEN 204	History of English Literature From Romantic Revival To 21st Century	75	6

After completion of this Course, the student should be able to:

CLO-1: To outline the history of English literature from the Victorian Age to Twenty First Century.

CLO-2: Read specimens of major works belonging to the period.

CLO-3: Analyze the work of a range of Victorian writers, both canonical and less well-known, and with a range of genres including the novel, short story and poetry.

CLO-4: To understand the key aspects of different ages in English literature from the Victorian Age to Twenty First Century.

CLO-5: To understand the key genres, authors, texts, styles and themes from the Victorian Age to Twenty First Century.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12	PSO1	PSO2	PSO3	PSO4
CLO1	3	3	2	3	1		2	3	1	3	2	2	1	2	1	1
CLO2	2	3	1	2	2	2	3		2	3	3	3	2	2	2	2
CLO3			2	1	3	2	2		3	3	3	3	2	2	1	2
CLO4	3	1	3	3	3	1	2	2	3	3	2	2	2	1	2	2
CLO5	3	3	3	2	3	1	3	1	3	3	3	2	1	2	1	3

SYLLABUS

Module I: (75 Hours)

1. Later Nineteenth Century Poets.
2. Nineteenth Century Novelists.
3. Other Nineteenth Century Prose.
4. Twentieth Century Novels and Other Prose.
5. Twentieth Century Drama.

6.   Twentieth Century Poetry.
7.   The Twenty First Century.

References:

1. Alexander, Michael. *A History of English Literature*. Palgrave, 2007.

2. Drabble, Margaret. *The Oxford Companion to English Literature*. OUP, 1995.

3.   Evans, Ifor. *A Short History of English Literature*. Penguin, 1963.

4. Nayar, Pramod. *A Short History of English Literature*. CUP, 2014.

5. Peck, John, and Martin Coyle. *A Brief History of English Literature*. Palgrave, 2002.

6. Poplawski, Paul, editor. *English Literature in Context*. CUP, 2008.

7. John, Mulgan, and D. M. Davin. *History of English Literature*. Clarendon P, ……

8. Sampson, George. *History of English Literature*. CUP, 2014.

Teaching –Learning Strategies:

The programme is initiated to improve the self-advocacy among the students excel them in their learning process. The teaching learning strategies ranges from various pedagogical methods such as lectures, seminars, narrations, PowerPoint presentations, group discussions, student presentations, peer teaching and learning with an object to achieve effectiveness in interacting with oneself and others. Learning environment fostering experiential learning will also be provided. Students are motivated with the quest for wide reading to comprehend the text and also to discover areas to support inter-disciplinary activities, which ignite in them through effective classroom lectures and various teaching and learning aids.The comprehensive and broad learning atmosphere will enable the students to make meaningful connections in their life and experiences.

Assessment Methods:

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Credits: 6   **Total Hours: 75**

BAEN401: INDIAN WRITINGS IN ENGLISH

Course Code	Title of the Course	Hours	Credits
BAEN 401	Indian Writings in English	75	6

After completion of this Course, the student should be able to:

CLO-1: Correlate the various phases of the evolution of Indian writing in English.

CLO-2: Delineate the thematic concerns, genres and trends of Indian writing in English.

CLO-3: To understand Indian Writing in English as a specific genre based on certain common socio- political contexts.

CLO-4: Identify the development of history of Indian English literature from its beginning to the present day.

CLO-5:Interpret the works of great writers of Indian writers in English.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12	PSO1	PSO2	PSO3	PSO4
CLO1	3	3	2	3		3	2	3	1	3	2	2	1	2	1	
CLO2	2	3	1	2	2	2	3	2	2	3	3	3	2		2	2
CLO3	1		2	1		2	2	1	3	3			2	2	1	3
CLO4	3	1	3	3	3	1	2	2	3	3	2	2	2	1	2	2
CLO5	3	3	3	2	3	1	3	1	3	3	3	2	1	2	1	2

SYLLABUS

Module I: Critical Perspectives on Indian Writings in English **(15 Hours)**

1. Introduction by A. K. Mehrotra (Mehrotra, Aravind Krishna, editor. *Concise History of Indian Literature in English*. Permanent Black,2016.)

2. "Nationalism, Colonialism and Indian English Literature"- P.P. Raveendran. (From Raveendran, P.P. *Texts, Histories, Geographies: Reading Indian Literature.* Orient Black Swan, 2009)

Module II: Drama **(10 Hours)**

1. Nagamandala   : Girish Karnad

Module III: Fiction (25 Hours)

1. *The Shadow Lines*   :Amitav Ghosh

Short Stories:

1. "India- A Fable"   : Raja Rao (From *The Meaning of India*)
2. "Liar"   : Mulk Raj Anand
3. "Fellow Feeling"   : R. K. Narayanan
4. "Unfaithful Servants"   : Manjula Padmanabhan
5. "Remains of the Feast"   : Gita Hariharan

Module IV: Poetry (25 Hours)

1. "Our Casuarina Tree"   : Toru Dutt
2. "Obituary"   :A. K Ramanujan
3. "Poet, Lover, Bird Watcher"   : Nissim Ezekiel
4. "Coromandel Fishers"   : Sarojini Naidu
5. "A Summer Poem"   : Jayanta Mahapatra
6. "Ghanasyam"   : Kamala Das
7. "Gitanjali: Song 35 (Where the Mind is without Fear)": Rabindranath Tagore

Reference:
1. Abidi, S.Z. H. *Studies in Indo-Anglian Poetry*. Prakash Book Depot, 1979.
2. Asnani, Shyam M. *Critical Reponse to Indian English Fiction*. Mittal, 1986.
3. Bhatta, Krishna S. *Indian English Drama: A Critical Study*. Sterling, 1987.
4. Bhatnagar, O.P, editor. *Studies in Indian Poetry in English*. Rachana Prakashan, 1981.
5. Desai, S.R. and G.N. Devy. *Critical Thought: An Anthology of 20th Century Indian English Essays*. Sterling, 1986.
6. King, Bruce. *Modern Indian Poetry in English*. OUP, 1987.
7. Lal, P, editor. *Modern Indian Poetry in English: An Anthology and a Credo*. Writers' Workshop, 1969.2nd Expanded Edition 1971.
8. Lall, E.N. The Poetry of Encounter: Three Indo- Anglian Poets Dom Moraes, A.K. Ramanujan and Nissim Ezekiel. Sterling P, 1983.
9. Myles, Ashley, E, editor. *An Anthology of Indo-Anglian Poetry*. Mittal, 1991.
10. Naik, M. K,editor. *Perspectives on Indian Poetry in English*. Abhinav, 1984.
11. Narasimhaiah, C.D, editor. *Makers of Indian English Literature*. Pencraft, 2000.
12.Peeradina, Saleem , editor. *Contemporary Indian Poetry in English: An Assessment and Selection*. Macmillan, 1972.
13. Prasad, Madhusudan, editor. *Indian English Novelists: An Anthology of Critical Essays*. Sterling, 1982

Teaching –Learning Strategies:

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student presentations, peer teaching and learning with an object to achieve effectiveness in interacting with oneself and others. Learning environment fostering experiential learning will also be provided. Students are motivated with the quest for wide reading to comprehend the text and also to discover areas to support inter-disciplinary activities, which ignite in them through effective classroom lectures and various teaching and learning aids.The comprehensive and broad learning atmosphere will enable the students to make meaningful connections in their life and experiences.

Assessment Methods:

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BAEN402: AMERICAN LITERATURE

Course Code	Title of the Course	Hours	Credits
BAEN 402	American Literature	75	6

After completion of this Course, the student should be able to:

CLO-1: Analyze and discuss the works of American Literature from a range of genres including the novel, short story and poetry etc.

CLO-2: To sensitize the students to the themes and styles of American Literature.

CLO-3: To understand the American style of writing and philosophies like Transcendentalism, its impact on the other writers.

CLO-4: Interpret and appreciate different types of poetry, prose, novels etc.

CLO-5: To develop critical thinking.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

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CLO1	3	3	2	3	1	3		3				2	1	2	1	1
CLO2	2	3	1	3	2		3	2	2	3	3	3	2	2	2	2
CLO3			2	1	3	2	2	1	3	3	3	3	3	2	1	3
CLO4	3	1	3	3	3	1	2	2	3	3	2	2	2	1	2	2
CLO5	3	3	3	2	3	1	3	1	3	3	3	2	1	2	1	1

SYLLABUS

Module I: Poetry **(20 Hours)**

1. "The Raven"   : Edgar Allan Poe
2. " I Felt a Funeral"   : Emily Dickinson
3. "Home Burial"   : Robert Frost
4. "Phenomenal Woman": Maya Angelou
5. "Passage to India" : Walt Whitman

Module II: Prose **(10 Hours)**

1. "Self-Reliance"   : Ralph Waldo Emerson

Module III: Short Story **(15 Hours)**

1. "The Fall of the House of Usher"   : Edgar Allan Poe
2. Barn Burning **:** William Faulkner

Module IV: Fiction **(15 Hours)**

1. The Bluest Eye   : Toni Morrison

Module IV: Drama **(15 Hours)**

1. Death of a Salesman(Drama) : Arthur Miller

References:

1. Subbian *, editor. An Anthology of American Prose* .
2. *An Anthology of Prose* (edited by P. MaruthanayagaBhongle, Rangrao. Contemporary American Literature: Poetry, Fiction, Drama and Criticism. New Delhi: Atlantic Publishers, 2002.
3. Collins: *An Introduction to American Literature.*
4. Crawford, Bartholow V et al. *American Literature.* New York: Barnes and Noble Books, 1945
5. Mathiessew, F.O. *American Literature up to Nineteenth Century*
6. Spiller - *Cycle of American Literature - A New Harvest of American Literature*
7. Warren, Robert Penn.- *American Literature*

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Credits: 6   **Total Hours: 75**

BAEN501: READING FICTION

Course Code	Title of the Course	Hours	Credits
BAEN 501	Reading Fiction	75	6

After completion of this Course, the student should be able to:

CLO-1: To acquire knowledge about the literary terms related to fiction.

CLO-2: To aid students gain an insight into the human condition and the complexities of life.

CLO-3: To acquaint the students with different types of fiction and analyze them.

CLO-4: To help students discover the pleasures in reading fiction.

CLO-5: To develop critical thinking.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12	PSO1	PSO2	PSO3	PSO4
CLO1	3	3	2	3	1	3	2	3	1	3	2	2	1	2	1	1
CLO2	2	3	1	2	2	2	3			2	3	3	2	2	2	2
CLO3	1	2	2		3		2	1	3	3	3	3	2	2	1	3
CLO4	3	1	3		3		2	2	3	3	2	2	2	1	2	2
CLO5	3	3	3	2	3	1	3	1	3	3	3	2	1	2	1	1

SYLLABUS

Module I: Literary Terms (20 Hours)

18th Century Novels, Narrative Structure, Tales, Fables, Parables, Narrator, Realism, Reflexive Novel, Utopian and Science Fiction, Gothic Novel, Stream of Consciousness.

Module II: Novels (30 Hours)

1. Wuthering Heights : Emily Bronte
2. The God of Small Things   : Arundhati Roy

Module III: Short Fiction (25 Hours)

1. "The Invalid's Story"   : Mark Twain
2. "The Gift of the Magi"   : O. Henry
3. "The Black Cat"   : Edgar Allen Poe
4. "The Interlopers"   : Saki
5. "Face on the Wall"   : E.V. Lucas

6. "The Night the Ghost Got In" : James Thurber
7. "The Coffee House of Surat" : Leo Tolstoy
8. "Moving Forward"   : Olamide Awonubi

References:

1. Abrams, M.H. *A Handbook of Literary Terms*. Cengage, 2009.
2. Tolstoy, Leo. *All Time Great Classics*: Black Rose P, 2014.
3. Munro, Hector Hugh. *The CompleteShort Stories*. Modern Library, 1951.
4. Henry, O. *100 Selected Stories*. Wordsworth Editions Ltd, 1995.
5. *Great Works of Edgar Allan Poe*. Black Rose P, 2007.

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Assessment Methods:

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Credits: 6   **Total Hours: 75**

BAEN502: PROJECT

Course Code	Title of the Course	Hours	Credits
BAEN 502	Project	75	6

After completion of this Course, the student should be able to:

CLO-1: <mark>Learn and apply specific documentation styles and methodological formalities.</mark>

CLO-2: Critically engage with a literary theme or topic.

CLO-3: Understand the basic formalities regarding research in humanities.

CLO-4: Understand the various methodological as well as epistemological aspects of literary studies.

CLO-5: Familiarize with the approaches to literature.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

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CLO1	3	3	2	3	1	3	2	3		3	2	2	1	2	1	3
CLO2	2	3	1	2			3	2		3	3	3	2	2	2	2
CLO3	1	2	2	1	3	2	2	1	3	3	3	3	2	2	1	
CLO4	3	1	3	3	3	1		2	3	3	2	2	2	1	2	2
CLO5	3	3	3	2	3	1	3	1	3	3	3	2	1	2	1	2

SYLLABUS

Evaluation of a Project
● Total Marks for Project is 100 (75 External and 25 Internal)
● The ESE of the Project work shall be conducted by two External Examiners. Submission of Project Report and presence of the student for Viva are compulsory for Internal Evaluation
● No marks shall be awarded to a candidate if she/he fails to submit the Project Report for External Evaluation
● A student shall be declared to pass in the Project Report Course if he/she secures minimum 40% marks of the Aggregate and 40% separately for External
● In case a candidate fails, the Project Work may be redone and the report may be resubmitted along with subsequent exams

Mark distribution may be done as follows

Internal 25 marks:
- Punctuality- 5
- Use of Data- 5
- Scheme/ Organisation of Report- 5
- Viva-voce- 10

External 75 marks
- Relevance of the Topic- 5
- Statement of the Objectives- 5
- Methodology/Reference/Bibliography -10
- Quality of Analysis- 10
- Findings and Recommendations- 10
- Presentation of Facts/Figures/Language Style/Diagrams etc. -15
- Viva-voce -20

A typed Project of not more than 25 pages which is documented according to specifications in the MLA handbook may be submitted by the students on topics/ authors of their choice. Texts and literary pieces already listed in the syllabus may be avoided. The literary/cultural theories that they have imbibed during the course may be applied in the work. The latest MLA Handbook is to be used

(Core Reading- Chapter 7- *"How to Write a Research Paper"* Klarer, Mario. *Introduction to Literary Studies*. Routledge, 2013.)

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Credits: 6   **Total Hours: 75**

BAEN 601: WOMEN'S WRITING

Course Code	Title of the Course	Hours	Credits
BAEN 601	Women's Writing	75	6

After completion of this Course, the student should be able to:

CLO-1: To generalize and infer on what grounds women's writings can be considered as a separate genre.

CLO-2: To interpret texts written by Women writers across different cultures.

CLO-3: Differentiate between sex and gender and how the latter is a social construction.

CLO-4: Identify the misconceptions regarding women and to evolve a human perspective about them.

CLO-5: Develop a keen interest in analysing critically the diversity of women's experiences across the world and to marvel at their creative skills.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12	PSO1	PSO2	PSO3	PSO4
CLO1	3				1	3	2	3	1	3	2	2	1	2	1	1
CLO2	2	3	1	2	2	2	3	2		3	3	3	2	2	2	2
CLO3	1	2	2	1	3	2	2	1	3	3	3		2	2	1	3
CLO4	3	1	3	3	3	1	2	2	3	3	2	2	2	1	2	2
CLO5	3	3	3	2	3	1	3	1	3	3	3	2	1	2	1	

SYLLABUS

Module I (15 Hours)

1. "Myth and Reality" from *Second Sex*   : Simone de Beauvoir
2. "Introduction" to Women's Writing in India : Susie Tharu& K. Lalitha

Module II: Drama (20 Hours)

1. Medea   :   Nabaneeta Dev Sen
2. Trifles   :   Susan Glaspell

Module III: (20 Hours)

Fiction

1. *I Know Why the Caged Bird Sings* : Maya Angelou

Short Fiction/ Non –Fiction

1. "The Yellow Wall- Paper"   : Charlotte Perkins Gilman
2. "Prathikaradevatha"   : LalithambikaAntharjanam
3. "Afternoon with Shakuntala"   : Vaidehi
4. "Story of an Hour"   : Kate Chopin
5. "Garden Party"   : Katherine Mansfield

Module IV (20 Hours)

Poetry

1. "Two Fires"   : Margaret Atwood
2. "Minority"   : Imtiaz Dharker
3. "An Introduction"   : Kamala Das
4. "Princess-in- exile"   : Meena Kandasamy
5. "An Ancient Gesture"   : Edna St. Vincent Millay
6. "Combing"   : Gladys Cardiff
7. "Woman's Work"   : Julia Alvarez

References:
1. Angelou, Maya. *I Know Why the Caged Bird Sings*. Random House,1969.
2. Susan Glasspell, Triflesarrett, Michele. *Women's Oppression Today*. Verso, 1988.
3. Belsey, Catherine, and Jane Moore, editors. *The Feminist Reader: Essays in Gender and the Politics of Literary Criticism*. 2nd edition. Palgrave, 1997.
4. Christian, Barbara. *Black Feminist Criticism: Perspectives on the Black Women Writer*. Pegamon P, 1985.
5. Fuss, Diana, editor. *Inside/Out*. Routledge, 1991.
6. Gubar, Susan and Sandra Gilbert. *The Madwoman in the Attic: The Woman Writer and the Nineteenth Century Literary Imagination*. Yale UP, 1979.
7. Moi, Toril. *Sexual/ Textual Politics*. Methuen, 1985.
8. Jacobus, Mary. *Women Writing and Writing about Women*. Croomhelm, 1979.
9.Eagleton, Mary. editor. *Feminist Literary Criticism*. Longman, 1991.
10.Showalter, Elaine. editor. *Speaking of Gender*. Routledge, 1989.
11. Showalter, Elaine. *A Literature of Their Own*.Virago, 1978.
12. Butler, Judith. *Gender Trouble: Feminism and the Subversion of Identity*. Routledge, 1990.

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Credits: 6   **Total Hours: 75**

BAEN 602: MODERN LITERATURES IN ENGLISH

Course Code	Title of the Course	Hours	Credits
BAEN 602	Modern Literatures in English	75	6

After completion of this Course, the student should be able to:

CLO-1: To acquire knowledge about the literary movements.

CLO-2: To interpret texts written by Modern writers.

CLO-3: To engage with the major genres and forms of Modern English literature and develop fundamental skills required for close reading and critical thinking of the texts and concepts.

CLO-4: To appreciate and analyze the poems, prose, fiction and drama in the larger socio-political and religiouscontexts of the time.

CLO-5: To understand the history of early twentieth-century modernism in the light of stream of consciousness, Imagism, Expressionism etc

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CLO1	3	3	2	3	1		2	3	1	3	2	2	1	2	1	1
CLO2	2	3	1	2	2	2	3	2			3		2	2	2	2
CLO3	1	2	2	1	3	2	2	1	3	3	3	3			1	3
CLO4	3	1	3	3	3	1	2	2	3	3	2	2	2	1	2	
CLO5	3	3	3	2	3	1	3	1	3	3	3	2	1	2	1	3

SYLLABUS

Module I: (10 Hours)

LITERARY MOVEMENTS: Modernism, Imagism, Impressionism, Expressionism, Surrealism, The Avant-garde, Stream of Consciousness, Movement Poetry, Theatre of the Absurd, Existentialism, Angry Theatre, Postmodernism.

Module II: Poetry (15 Hours)

1.   "Easter 1916" :   W. B. Yeats
2.   "Journey of the Magi": T. S. Eliot

3.   "The Unknown Citizen"   : W.H. Auden
4.   "Next Please"   :Philip Larkin
5.   "The Thought Fox"   :Ted Hughes
6.   "Constable Calls"   :   Seamus Heaney

Module III: Prose & Fiction (20 Hours)

1.   "Araby" (Short Story)   :   James Joyce
2.   "Rocking Horse Winner" (Short Story)   :   D. H. Lawrence
3.   "How Should One Read a Book" (Essay)   :   Virginia Woolf
4.   *The French Lieutenant's Woman* (Novel)   :   John Fowles

Module IV: Drama (30 Hours)

1.   *Look Back in Anger* (Play)   :John Osborne
2.   Waiting for Godot(One-Act Play)   :Samuel Beckett

Drama for Screening

1.   *Pygmalion*:   George Bernard Shaw
      (After a brief introduction, the play is to be screened and discussed. The play and/or '*My Fair Lady*'s are recommended.)

References:

1.   Abrahms, M. H. *A Glossary of Literary Terms*. Cengage. 2012.

2.   Peter, Childs. *Modernism*. Routledge, 2008.

3.   John, Peck and Martin Coyle. .*A Brief History of English Literature*. Palgrave, 2002.

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Credits: 6   **Total Hours: 75**

BAEN-GE 1: STUDIES IN PROSE

Course Code	Title of the Course	Hours	Credits
BAEN-GE 1	Studies in Prose	75	6

After completion of this Course, the student should be able to:

CLO-1: To develop critical thinking.

CLO-2: To interpret and appreciate different types of prose.

CLO-3: To acquaint the students with the different styles of prose writing and understand the use of literary devices.

CLO-4: To develop creative writing skills.

CLO-5: To identify, analyse and interpret the critical ideas

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12	PSO1	PSO2	PSO3	PSO4
CLO1	3	3	2	3			2	3	1	3	2	2	1	2	1	1
CLO2	2	3	1	2		2	3	2	2			3	2	2	2	2
CLO3	1	2	2	1			2	1	3	3	3			2	1	
CLO4	3	1	3	3	3	1	2	2	3	3		2		1	2	
CLO5	3	3	3	2	3	1	3	1	3	3	3	2	1	2	1	1

SYLLABUS

Module I: Literary Terms (15 Hours)

Essay, Biography, Autobiography, Travel Writing, Satire, Periodical Writing, Editorials, Narratology, Text, Form and Content, Ideology, Hegemony, Subject, Motif and Theme, Discourse, Technical Writing.

Module II: (20 Hours)

1. "Of Studies"   : Francis Bacon
2. "The Trumpet Club"   : Richard Steele
3. "Dream Children"   : Charles Lamb
4. "How I Became a Public Speaker" : George Bernard Shaw

Module III: (20 Hours)

1. "Living Amicably"   :Dr. A.P.J.Abdul Kalam
2. "Story of a Hunchback": (From) *Arabian Nights*
3. "Animals in Prison": Jawaharlal Nehru
4. "A Hindu Princess and Her Islamic Dynasty"   : KottarathilSankunni

Module IV: (20 Hours)

1. "The Modern Millionaire" : Oscar Wilde
2. "The Luncheon"   : Somerset Maugham

References:

1. Scholes, Robert, et al., editors. *Elements of Literature: Fiction, Poetry, Drama, Essay, Film*. OUP, 2007. pp 297-303.
2. Kalam, A.P.J. Abdul. *Wings of Fire*. Universities P, 2013.

Teaching –Learning Strategies:

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Credits: 6   **Total Hours: 75**

BAEN-GE 2: STUDIES IN POETRY

Course Code	Title of the Course	Hours	Credits
BAEN-GE 2	Studies in Poetry	75	6

After completion of this Course, the student should be able to:

CLO-1: To outline the basic elements of poetry, the stylistic and rhetorical devices and various genres of poetry.

CLO-2: To analyse and identify trends in poetry.

CLO-3: To define different forms of poetry and classify different forms and themes of poetry.

CLO-4: To appreciate poetry as an art form.

CLO-5: To discover the various perspectives in reading poetry.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12	PSO1	PSO2	PSO3	PSO4
CLO1	3	3	2	3	1	3	2	3	1	3	1	2	1	2	1	1
CLO2	2	3	1	2	2	2		2	2	2	3	3	2	2	2	2
CLO3	1	2	2	1	3	2		1	3		3	3	2	2	1	3
CLO4	3	1	3	3	3	1		2	3	3	2	2	2	1	2	2
CLO5	3	3	3	2	3	1	3	1	3	3	3	2	1	2	1	1

SYLLABUS

Module I: Introduction to Poetry (15 Hours)

Literary Terms: Alliteration, Poetic Diction, Assonance and Consonance, Ballad, Blank Verse, Conceit, Dramatic Monologue, Elegy, Metre, Ode, Rhyme, Rhythm, Sonnet , Stanza, Metaphor and Simile, Lyric and Lyrical Ballad, Metaphysical Poetry, Mock Heroic, Heroic Couplet

Module II: (20 Hours)

1. "Sonnet 121"   :William Shakespeare
2. "The Canonization"   :John Donne
3. "On His Blindness"   : John Milton
4. "The Tyger"   :William Blake
5. "Elegy Written in a Country Churchyard" :Thomas Gray

Module III: (20 Hours)

1. "London, 1802"   :William Wordsworth
2. "The Rime of Ancient Mariner":S.T.Coleridge
3. "Ode to a Nightingale"   :John Keats
4. "Porphyria's Lover"   : Robert Browning
5."Pied Beauty"   : G. M. Hopkins

Module IV: (20 Hours)

1. . "Ulysses"   : Alfred Lord Tennyson
2. "To His Coy Mistress"   : Andrew Marvell
3. "Poem in October"   : Dylan Thomas
4. "Daddy"   :Sylvia Plath
5. "Dover Beach"   : Matthew Arnold

References:

1. Abrams, M.H. *A Handbook of Literary Terms*. Cengage, 2009.
2. Drabble, Margaret. *The Oxford Companion to English Literature*. OUP, 1995.

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Credits: 6   **Total Hours: 75**

BAEN-GE 3: POST COLONIAL LITERATURES

Course Code	Title of the Course	Hours	Credits
BAEN-GE 3	Post Colonial Literatures	75	6

After completion of this Course, the student should be able to:

CLO-1: To acquire knowledge about the basic concepts in Postcolonial Literature.

CLO-2:Think critically about the texts in relation to Postcolonial Theory.

CLO-3: To help in understanding both colonizer and colonized.

CLO-4: To trace the various styles of writings of this age.

CLO-5: Read specimens of the major works belonging to the Postcolonial Literature.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12	PSO1	PSO2	PSO3	PSO4
CLO1	3	3		3	1	3	2	3	1	3	2	2	1	2	1	1
CLO2	2	3	1	2		2	3	2	2	3	3	3	2	2	2	2
CLO3	1	2	2	1	3	2	2					3	2	2	1	3
CLO4	3	1	3	3	3	1	2	2	3	3	2	2		1	2	2
CLO5	3	3	3	2	3	1	3	1	3	3	3	2	1	2	1	1

SYLLABUS

Module I: Literary Concepts **(10 Hours)**

Orientalism, Eurocentrism,Diaspora, Ambivalence, Third Space, Hybridity, Mimicry.

Module II: Poetry **(15 Hours)**

1. "Ruins of a Great House"   : Derek Walcott
2. "House of a Thousand Doors"   : Meena Alexander
3. "Once Upon a Time"   : Gabriel Okara
4. "AboriginalAustralia"   : Jack Davis

Module III: Drama **(10 Hours)**

1. *Harvest*   :Manjula Padmanabhan

Module IV: Prose & Fiction **(40 Hours)**

1. "Decolonising the Mind"   : Ngugi WaTiango

2. "A Scarf"   : Carol Shields
3. Things *Fall Apart*   : Chinua Achebe

Reference:

1. Nayar, Pramod. K. *Aspects of Post Colonial Literature*. Pearson, 2008.
2. Dobie, Ann B. *Theory into Practice: An Introduction to Literary Criticism*. Cengage, 2012.
3. Abrams, M.H. *A Handbook of Literary Terms*. Cengage, 2009.
4. Morrison, Toni. *The Bluest Eye*. Surjeet P, 2013.

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Credits: 6   **Total Hours: 75**

BAEN- GE 4: AMERICAN LITERATURE

Course Code	Title of the Course	Hours	Credits
BAEN-GE 4	American Literature	75	6

After completion of this Course, the student should be able to:

CLO-1: Analyze and discuss the works of American Literature from a range of genres including the novel, short story and poetry etc.

CLO-2: To sensitize the students to the themes and styles of American Literature.

CLO-3: To understand the American style of writing and philosophies like Transcendentalism, its impact on the other writers.

CLO-4: Interpret and appreciate different types of poetry, prose, novels etc.

CLO-5: To develop critical thinking.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12	PSO1	PSO2	PSO3	PSO4
CLO1	3		2	3		3	2	3		3	2	2	1	2	1	1
CLO2	2	3	1	2		2	3	2		3	3	3	2	2	2	2
CLO3	1	2	2	1	3	2	2					3	2	2	1	3
CLO4	3	1	3	3	3	1	2	2	3	3	2	2	2	1	2	2
CLO5	3	3	3	2	3	1	3	1	3	3	3	2	1	2	1	1

SYLLABUS

Module I: Poetry **(20 Hours)**

1. "The Raven"   : Edgar Allan Poe
2. " IFelt a Funeral"   : Emily Dickinson
3. "Home Burial"   : Robert Frost
4. "Phenomenal Woman": Maya Angelou
5. "Passage to India"   : Walt Whitman

Module II: Prose **(10 Hours)**

1. "Self-Reliance"   : Ralph Waldo Emerson

Module III: Short Story **(15 Hours)**

1. "The Fall of the House of Usher"   : Edgar Allan Poe
2."Barn Burning": William Faulkner

Module IV: Fiction **(15 Hours)**

1.*The Bluest Eye*   : Toni Morrison

Module IV: Drama **(15 Hours)**

1.*Death of a Salesman* (Drama) : Arthur Miller

References:
1. Subbian *, editor. An Anthology of American Prose* .
2. *An Anthology of Prose* (edited by P. MaruthanayagaBhongle, Rangrao. Contemporary American Literature: Poetry, Fiction, Drama and Criticism. New Delhi: Atlantic Publishers, 2002.
3. Collins: *An Introduction to American Literature.*
4. Crawford, Bartholow V et al. *American Literature*. New York: Barnes and Noble Books, 1945
5.Mathiessew, F.O. *American Literature up to Nineteenth Century*
6. Spiller - *Cycle of American Literature - A New Harvest of American Literature*
7. Warren, Robert Penn.- *American Literature*

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Credits: 6   **Total Hours: 75**

BAEN-DSE 1: ENGLISH FOR COMPETITIVE EXAMS

Course Code	Title of the Course	Hours	Credits
BAEN-DSE 1	English for Competitive Exams	75	6

After completion of this Course, the student should be able to:

CLO-1: To familiarise students with the language items required to take competitive examinations at various levels.
CLO-2: To acquaint the students with the basics of English grammar.
CLO-3:To enable the students to enrich their vocabulary.
CLO-4: To provide opportunities for the students to improve their listening and reading comprehension skills.

CLO-5: To familiarize the students with the questions that are commonly asked in various interviews and to help them frame the desirable responses.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12	PSO1	PSO2	PSO3	PSO4
CLO1	1	3	2			3	2	3	1	2	2	2	1	2	1	1
CLO2	2	3	1			2	3	2	2	2	3	3	2	2	2	2
CLO3	1		2			2	2	1	3		3	3	2	2	1	3
CLO4	3	1	3	3	3	1	2	2	3		2	2	2	1	2	2
CLO5	3	3	3	2	3	1	3	1	3	1	3	2	1	2	1	1

SYLLABUS

Module I: (45 Hours)

Basics of Grammar

a) Parts of Speech

b) Types of Sentences

c) Tenses

e) Active and Passive Voice

f) Direct and Indirect Speech

g) Punctuations

Module II: (30 Hours)

Basics of Vocabulary

a) Error Correction

b) Vocabulary Test

c) Rearrangement of Words to form Meaningful Sentences

d) Idiomatic Expressions

e) Comprehension Passages

f) Phrasal Verbs

g) Collocation

References:

Kumar, Sanjay, and Pushp Lata. *Communication Skills*. OUP, 2011.

Wood, F.T. *A Remedial English Grammar for Foreign Students*. Macmillan, 1965.

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Credits: 6   **Total Hours: 75**

BAEN-DSE 2: LANGUAGE AND LINGUISTICS

Course Code	Title of the Course	Hours	Credits
BAEN- DSE 2	Language and Linguistics	75	6

After completion of this Course, the student should be able to:

CLO-1: To lead to a greater understanding of the human mind, of humancommunicative action and relations through an objective study of language

CLO-2: To help students towards a better pronunciation and to improve the generalstandard of pronunciation in every day conversation and in reading.

CLO-3: To familiarize students with key concepts of Linguistics and developawareness of latest trends in Language Study.

CLO-4: To help the students develop a sense of English grammar, syntax and usage.

CLO-5: To improve writing and speech skills.

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	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12	PSO1	PSO2	PSO3	PSO4
CLO1	1	3	2	3	1	3	2	3	1	3	2	2	1	2	1	1
CLO2	2	3	1		2	2	3		2		3	3	2	2	2	1
CLO3		2	2		3	2	2	1	3		3	3	2	2	1	3
CLO4	3	1	3	3	3	1	2	2	3	1	2	2	2	1	2	3
CLO5	3	3	3	2	3	1	3	1	3	2	3	2	1	2	1	3

SYLLABUS

Module I: Language (15 Hours)

1. Language defined (Form and Function)
2. Language and Linguistics (Language as a Scientific Study) (Qualities and Parameters of Scientific Study)
3. Animal Communication System and Human Language. (Verbal and Nonverbal)
4. Branches of Linguistics. (Socio, Psycho, Computational, Anthropological)

Module II – Phonetics and Phonology (20 Hours)

1. Speech Organs
2. Speech Sounds
a. Classification of Vowels: Pure Vowels, Diphthongs, Triphthongs

b. Classification of Consonants
3. Basic Principles of Phonology
a. Phone, Phoneme, Allophone
b. Discovery Procedure (Contrastive Distribution, Complementary Distribution and Free Variation)
c. Consonant Clusters
d. Assimilation, Elision
4. Supra-segmental Features (Stress, Pitch, Intonation, Juncture etc.)
5. Syllable Structure
6. Transcription
7. Articulation and Auditory Exercises

Module III – Morphology and Semantics (20 Hours)

1. Basic Concepts of Morphology
2. Morph, Morpheme, Allomorph
3. Elements of Word Building
a. Free morpheme, Bound Morpheme, (Affix)
b. Root, Stem, Word; Simple, Complex, Compound Words.
4. Word Formation
5. Basic Principles of Semantics
a. Concepts of Meaning
b. Types of Ambiguity

Module IV: Syntax (20 Hours)

1. Grammar and Usage
2. Open Classes and Closed Classes (Lexical and Grammatical)
3. Phrase, Clause and Sentence
4. Phrases and their Structures
5. Clauses and their Structures
6. Clause Elements or Verb Patterns
7. Classification of Sentences According to:
a. Word Order & Meaning
b. Clause Structure.
8. Auxiliary Verbs – Mood and Tense
9. Analysis, Synthesis and Transformation of all Types of Sentences
(Practical Exercises are to be given in the prescribed areas)

Reference for Grammar:

Murphy, Raymond. *Essential English Grammar*. CUP, 2013.

Reference for Phonetics:

Roach, Peter. *English Phonetics and Phonology*. CUP, 2009.

Reading List (Core Reading):

1.Gimson A.C. *An Introduction to the Pronunciation of English*. CUP, 1980.

2. Peter, Roach. *English Phonetics and Phonology*. CUP, 2009.

3. Lyons, John. *Language and Linguistics: An Introduction.* CUP, 1999.

4. Huddleston, Rodney and Geoffrey K. Pullum. *A Student's Introduction to English Grammar.* CUP, 2005.

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Credits: 6   **Total Hours: 75**

BAEN-DSE 3: LITERARY CRITICISM AND THEORY

Course Code	Title of the Course	Hours	Credits
BAEN-DSE 3	Literary Criticism and Theory	75	6

After completion of this Course, the student should be able to:

CLO-1: Recognize the history and principles of literary criticism since Plato.

CLO-2: Differentiate between judgment and appreciation.

CLO-3: Appraise important movements in the history of literary criticism.

CLO-4: Learners will have knowledge about major, critical movements and critics in various critical traditions – Indian(schools of *Rasa, Alamkar, Riti, Dhwani, Vakroti, Auchitya*)and Western (Greek, Roman, English, German, Russian and French)

CLO-5: Identify various movements and schools of thought.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12	PSO1	PSO2	PSO3	PSO4
CLO1	3	3	2	3	1	3	2	3	1	3	2	2	1	2		
CLO2	2	3	1	2	2		3	2				3			2	2
CLO3	1	2	2	1	3		3	1		3	3	3	2	2	1	3
CLO4	3	1	3	3	3	1	2	2	3	3	2	2	2	1	2	2
CLO5	3	3	3	2	3	1	3	1	3	3	3	2	1	2	1	1

SYLLABUS

Module I: Classical Age (15 Hours)

1. **Plato**   : Concepts of Art, Criticism of Poetry and Drama
2. **Aristotle**   : Concepts of Tragedy, Plot
(Contemporary Relevance of the Ideas in the above is to be discussed)

Core Reading
Aristotle: *Poetics* Classical Appendix in English Critical Texts, OUP, Madras, 1962.
Prasad, B. *An Introduction to English Criticism*. Macmillan, 1965. pp 1-28.

Module II: Indian Aesthetics (15 Hours)

1. Theory of Rasa, Vyanjana and Alankara.

The relationship between Module I & II is to be discussed. For example,
The Concept of Rasa and Purgation, Alankara and Figures of Speech etc.
Core reading

● Guptha, S.N. Das. "The Theory of Rasa." *Indian Aesthetics: An Introduction,* edited by V.S. Sethuraman, Macmillan, 1992, pp. 191 -196.

● Kuppuswami, Sastri. "The Highways of Literary Criticism in Sanskrit." *Indian Aesthetics: An Introduction,* edited by V.S. Sethuraman, Macmillan, 1992, pp. 173- 190.

● Raghavan, V. "Use and Abuse of Alankara." *Indian Aesthetics: An Introduction,* edited by .S. Sethuraman, Macmillan, 1992, pp. 235 – 244.

Module III: Modern Criticism (15 Hours)

This section is meant to make the students familiar with Modern Critical Writing.
Core reading

1. "Biographia Literaria"(Chapter 14): S.T Coleridge
2. "Nature of the Linguistic Sign" : Ferdinand de Saussure
3. "Tradition and Individual Talent" : T.S. Eliot
4. "Culture and Society" : Raymond Williams

● Wordsworth, William. "Preface to Lyrical Ballads." *English Critical Texts,* edited by D. J Enright, et al., OUP, 1962, paragraphs 5 to 12. pp. 164-172.
● Eliot, T S. "Tradition and Individual Talent." *English Critical Texts,* edited by D. J Enright, et al., OUP, 1962.
● Showalter, Elaine. "Towards a Feminist Poetics." *Contemporary Criticism*, edited by Sethuraman V. S, Macmillan, 1989, pp 403- 407.

Module IV: Critical Terms and Concepts (15 Hours)

This is a section meant to familiarize the students with the various tools, movements and concepts in criticism. This may include the following:

1. **Figures of Speech**: Simile, Metaphor, Synecdoche, Metonymy, Symbol, Irony, Paradox.
2. **Movements**: Classicism, Neo-classicism, Romanticism, Humanism,
Realism, Magic Realism, Naturalism, Symbolism, Russian Formalism,
Marxist Criticism, New Historicism., Modernism, Post-modernism
Structuralism, Post-structuralism, Deconstruction,
Post-colonialism, Feminism, Psycho- analytic Criticism

3. **Concepts**: Objective Correlative, Ambiguity, Intentional Fallacy, Affective Fallacy, Negative Capability, Myth, Archetype
4. **Literary Forms**: Lyric, Ode, Elegy,Epic,Sonnet, Ballad, Dramatic Monologue, Melodrama, Tragi- comedy, Farce, Satire………………

Core Reading
- Abrams, M.H. *A Glossary of Literary Terms.* 7th ed. Thomson Heinle, 1999.
- Peck, John and Martin Coyle. *Literary Terms and Criticism.* Macmillan, 1993.

Module V: (15 Hours)

In this Module, critical analysis of short poems and short stories are to be done by students. The students may be asked to analyse literary pieces in terms of theme, diction, tone, figures of speech, imagery etc. (Theoretical approaches may be avoided).
Core Reading:
5.   Sethuraman, V.S., et al. *Practical Criticism.* Macmillan, 1990.

Web Resources:
1.   www.literarureclassics.com/ancientpaths/litcrit.html.
2.   www.textec.com/criticism.html

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Credits: 6 **Total Hours: 75**

BAEN-DSE 4: MODERN LITERARY THEORY

Course Code	Title of the Course	Hours	Credits
BAEN-DSE 4	Modern Literary Theory	75	6

After completion of this Course, the student should be able to:

CLO-1: Develop an understanding of important texts and movements in the history of literary theory.

CLO-2: Critique literature and culture in the context of theory.

CLO-3: Develop various perspectives of thinking and critique the major arguments presented in theory.

CLO-4: Develop awareness of various literary theories and the way they enrich and change ourthinking about language, literature and society.

CLO-5: Learners will be able to strengthen and deepen their interpretative skills

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12	PSO1	PSO2	PSO3	PSO4
CLO1	3	3	2	3	1	3	2	3	1	3	2	2	1	2	1	1
CLO2	2	3	1	2	2	2	3	2	2	3	3	3	2	2	2	2
CLO3	1	2	2	1	3	2	2	1	3	3	3	3	2	2	1	3
CLO4	3	1	3	3	3	1	2	2	3	3	2	2	2	1	2	2
CLO5	3	3	3	2	3	1	3	1	3	3	3	2	1	2	1	1

SYLLABUS

Module I (15 Hours)

Literary Terms:
Canon, Defamiliarisation, Metonymy, Pathetic Fallacy, Patriarchy, Gaze.

Module II (20 Hours)

Modern Critical Theory (From *Beginning Theory* – Peter Barry)
1. Post-structuralism and Deconstruction – Some Theoretical Differences between Structuralism and Post-structuralism- figure on page 72, What Post-Structuralist Critics Do, Deconstruction-an example.

2. Postmodernism- What is Postmodernism? What was Modernism? Landmarks in Postmodernism- Habermas, Lyotard, Baudrillard, Postmodernism- an example.

Module III (20 Hours)

1. Feminist Criticism- Feminism and Feminist Criticism, Feminist Criticism and the Role of Theory, What Feminist Critics Do, Feminist Criticism- an example. Introduce Helen Cixous and Elaine Showalter.

2. Psychoanalytic Criticism- Background, How Freudian interpretation works, Freud and Evidence – Freudian psychoanalytic criticism: examples. -Lacan – What Lacanian critics do.

Module IV: (20 Hours)

1. " Beyond Canons and Classrooms:Towards a Dialogic Model of Literary Historiography": E.V.Ramakrishnan
2. "Marxism and Literature"   : Edmund Wilson
3. "An Image of Africa: Racism in Conrad's *Heart of Darkness*"   : Chinua Achebe
4. "The Power of Forms in the English Renaissance"   : Stephen Greenblatt

Reference:
1. Abrams, M. H. *A Glossary of Literary Terms*. Prism, 1993.
2. Bennett, Andrew and Nicholas Royle. *Introduction to Literature, Criticism and Theory*. Prentice Hall, 1999.
3. Bertens, Hans. *Literary Theory: The Basics*. Routledge, 2001.
4. Culler, Jonathan. *Literary Theory: A Very Short Introduction*. OUP, 1997.
5. Eagleton, Terry. *Literary Theory: An Introduction.* U of Minnesota P, 1983.
6. Guerin, Wilfred l. Earle Labor et al. *A Handbook of Critical Approaches to Literature*. OUP, 1998.
7. Hawthorn, Jeremy. *A Concise Glossary of Contemporary Literary Theory*. Arnold, 2000.
8.Leitch, Vincent B. editor. *The Norton Anthology of Theory and Criticism*. Norton, 2000.
9.Nagarajan,M.S.*English Literary Criticism: An Introductory History*. Orient Blackswan, 2006.
10. Peck, John and Coyle, Martin. *Practical Criticism*. Palgrave, 2005.
11. Prasad,B.*Background to the Study of Literature*. Arnold, 2000.
12. Webster, R. *Studying Literary Theory: An Introduction*. Edward Arnold, 1990.
13. Simon, Peter, editor. *The Norton Anthology of Theory and Criticism*. Norton, 2011.

Teaching –Learning Strategies:

The programme is initiated to improve the self-advocacy among the students excel them in their learning process. The teaching learning strategies ranges from various pedagogical methods such as lectures, seminars, narrations, PowerPoint presentations, group discussions, student presentations, peer teaching and learning with an object to achieve effectiveness in interacting with oneself and others. Learning environment fostering experiential learning will also be provided. Students are motivated with the quest for wide reading to comprehend the text and also to discover areas to support inter-disciplinary activities, which ignite in them through effective classroom lectures and various teaching and learning aids. The

comprehensive and broad learning atmosphere will enable the students to make meaningful connections in their life and experiences.

Assessment Methods:

The students are evaluated based on their achievement of learning outcomes. The paper shall carry 100 marks, out of which 75 marks shall be for semester examination and 25 marks for Internal Assessment. Internal Assessment will be based on written tests, assignments, seminar /viva. The division is as follows: 10 marks for sessional (two sessional of 5 marks), 5 marks for attendance, 5 marks for Seminar/ viva and 5 marks for attendance.

Credits: 6   **Total Hours: 75**

BAEN-DSE 5: MEDIA STUDIES

Course Code	Title of the Course	Hours	Credits
BAEN-DSE 5	Media Studies	75	6

After completion of this Course, the student should be able to:

CLO-1: Discuss the specificities and possibilities of the different kinds of media.

CLO-2: Identify various writing styles in media.

CLO-3: Develop technical and creative skills to write for the media.

CLO-4: Assess and critique the latest trends in media.

CLO-5: To understand and analyze the media evolution and critically evaluate the media content.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12	PSO1	PSO2	PSO3	PSO4
CLO1	3	3	2	3	1	3	2	3	1	3	2	2	1	2	1	1
CLO2	2	3	1	2	2	2	3	2	2	3	3	3	2	2	2	2
CLO3	1	2	2		3	2	2	1	3	3	3	3	2	2	1	3
CLO4	3	1	3	2	2	1	2	2	3	3	2	2	2	1	2	2
CLO5	3	3	3	2			2		3	3	3	2	1	2	1	3

SYLLABUS

Module I: Introduction to Mass communication (15 Hours)

1.   Mass communication and Globalization
2.   Forms of Mass Communication

Module II: Advertisement (20 Hours)

1.   Types of Advertisements
2.   Advertising Ethics
3.   How to Create Advertisements/Visualisation

Module III: Media Writing (20 Hours)

1.   Scriptwriting for TV and Radio
2.   Writing News Reports and Editorials
3.   Editing for Print and Online Media

Module IV: Introduction to Cyber Media and Social Media (20 Hours)

1. Types of Social Media
2. The Impact of Social Media
3. Introduction to Cyber Media

References:
www.medieteori.dk
www.mitpress.mit.edu
www.researchingcommunication.eu

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Assessment Methods:

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Credits: 6   **Total Hours: 75**

BAEN-DSE 6: READING SHAKESPEARE

Course Code	Title of the Course	Hours	Credits
BAEN-DSE 6	Reading Shakespeare	75	6

After completion of this Course, the student should be able to:

CLO-1: Develop an understanding of Elizabethan and Jacobean Context.

CLO-2: Read and appreciate the works of Shakespeare.

CLO-3: Develop knowledge about drama, practice of drama performance and the literary sensibility of different ages with regards to the Shakespearean Canon.

CLO-4: Identify the cultural and political positions of Shakespeare and develop her own sense ofcritiquing a classical text.

CLO-5: Develop awareness about the universal appeal and the literary charm of Shakespeare's works

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12	PSO1	PSO2	PSO3	PSO4
CLO1	1	3	2	3	1	3					2	2	1	2	1	1
CLO2	2	3	1	2	2	2	3	2	2	3	3	3	2	2	2	2
CLO3	1	2	2	1	3	2	2	1	3	3			2	2	1	3
CLO4	3	1	3	3	3	1	2	2	3	3	2	2		3	1	1
CLO5	3	3	3	2	3	1	3	1	3	3	3	2	1	2	1	1

SYLLABUS

Module I: (30 Hours)

(Detailed)

1.   *As You Like It*
2.   *Hamlet*

Module II: (20 Hours)

(Non Detailed)

1.   *The Tempest*
2.   *Julius Caesar*

3.   *A Mid Summer Night's Dream*
4.   *Henry IV* (Opening Scene)

Module III: (25 Hours)

(Sonnets)

1.   Sonnet 18 – "Shall I Compare Thee to a Summer's Day?"
2.   Sonnet 29- "When in Disgrace with Fortune and Men's Eyes"
3.   Sonnet 30- "When to the Sessions of Sweet Silent Thought"
4.   Sonnet 33- "Full Many a Glorious Morning I have Seen"
5.   Sonnet 116- "Let Me not to the Marriage of True Minds Admit Impediments"
6.   Sonnet 138- "When My Love Swears that She is Made of Truth"

Web sources:
1.   www.enkvillage.com
2.   www.shakespeare.about.com

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Assessment Methods:

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Credits: 6   **Total Hours: 75**

BAEN-DSE 7: INTRODUCTION TO TRANSLATION

Course Code	Title of the Course	Hours	Credits
BAEN-DSE 7	Introduction to Translation	75	6

After completion of this Course, the student should be able to:

CLO-1: Critically appreciate the process of translation.

CLO-2: Engage with various theoretical positions on Translation.

CLO-3: Think about the politics of translation.

CLO-4: Assess, compare, and review translations.

CLO-5: Translate literary and non-literary texts.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12	PSO1	PSO2	PSO3	PSO4
CLO1		2		3	1	3	2	3	1	3	2	2	1	2	1	1
CLO2	2	3		2	2	2	3	2	2	3	3	3	2	2	2	2
CLO3	1	2		1		2		1				3	2	2	1	3
CLO4	3	1	3	3	3	1	2	2	3	3	2	2	2	1	2	2
CLO5	3	3	3	2	3	1	3	1	3	3	3	2	1	2	1	1

SYLLABUS

Module I (20 Hours)

Central Issues - Language and Culture- Types of Translation - Decoding and Recoding - Problems of Equivalence - Loss and Gain – Untranslatability

Module II (20 Hours)

History of Translation Theory - Problems of 'Period Study-' The Romans -Bible Translation - Education and the Vernacular - Early Theorists -The Renaissance - The Seventeenth Century- The Eighteenth Century -Romanticism - Post-Romanticism -The Victorians - Archaizing - The Twentieth Century.

Module III (25 Hours)

Specific Problems of Literary Translation- Structures - Poetry and Translation - Translating Prose- Translating Dramatic Texts.

Module IV (10 Hours)

"The Task of the Translator"   : Walter Benjamin

References:

Bassnett, Susan. *Translation Studies*. Routledge, 2013.

Teaching –Learning Strategies:

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Credits: 6   **Total Hours: 75**

BAEN-DSE 8: READING DRAMA

Course Code	Title of the Course	Hours	Credits
BAEN-DSE 8	Reading Drama	75	6

After completion of this Course, the student should be able to:

CLO-1: Establish and illustrate the basic elements of drama.

CLO-2: Appreciate drama as an art form.

CLO-3: Identify the different genres and masters of drama.

CLO-4: Assess the theatrical performances and the texts and evaluate them critically from various standpoints.

CLO-5: Demonstrate how writers use the resources language as creativity.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12	PSO1	PSO2	PSO3	PSO4
CLO1	1	2	3		1	3	2	3	1	3	2		1	2	1	1
CLO2	2	3	1		2	2	3	2	2	3	3		2	2	2	2
CLO3	1	2	2		3	2	2	1	1	2	3		2	2	1	3
CLO4	3	1	3	3	3	1	2	2	3	3	2	2	2	1	2	2
CLO5	3	3	3	2	3	1	3	1	3	1	3	2	1	2	1	1

SYLLABUS

Module I (30 Hours)
Drama & Theatre

• Drama as a Performing Art - Drama as a Tool for Social Criticism – Theatre – Introduction to Theatres such as Absurd, Epic, Street, Cruelty, Anger, Feminist, Ritualistic, and Poor.
• Genres: Tragedy, Comedy, Tragi-Comedy, Farce and Melodrama, Masque, One-Act- Play, Dramatic Monologue.
• Setting – Plot – Character - Structure – Style - Theme – Audience – Dialogue.

Core Reading Text:
1. B. Prasad. *A Background to the Study of English Literature*, Rev. Ed. Macmillan, 2008, pp 106 – 182.
2. Robert, Scholes, et al., editors. *Elements of Literature: Fiction, Poetry, Drama, Essay, Film,* 4th ed. OUP, 2007, pp 773 – 800.

Module II: Reading Drama -Detailed **(45 Hours)**

1. *Macbeth* (1623): William Shakespeare
2. *A Doll's House* (1881): Henrik Ibsen *(A general awareness of the entire play is expected)*
3. *Riders to the Sea* (1904):J.M. Synge

References:
1. J. L. Styan. *Elements of Drama*.CUP, 1967.
2. Wilfred L. Guerin, et al., *A Hand Book of Critical Approaches to Literature.* OUP, 2007.
3. Keir Elam. *The Semiotics of Theatre and Drama.* Routledge, 2009**.**
4. Cross, D and Steven Craft. *Literature, Criticism and Style: A Practical Guide to Advanced Level English Literature.* OUP, 2000.
5. Lazar, Gillian *Literature and Language Teaching: A Guide for Teachers &Trainers.* CUP, 1993.

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Credits: 6   **Total Hours: 75**

BAEN-DSE 9: MALAYALAM LITERATURE IN TRANSLATION

Course Code	Title of the Course	Hours	Credits
BAEN-DSE 9	Malayalam Literature in Translation	75	6

After completion of this Course, the student should be able to:

CLO-1: Understand the word 'literature' and 'literary' in a broad and inclusive perspective by reading select literary pieces and by applying critical reading strategies.

CLO-2: Recognise and describe literary genres and its subclasses.

CLO-3: Understand the basic issues related to translation and in that process develop a sensibility for native and local literatures.

CLO-4: Use English to translate and describe everyday activities, regional themes and personal narratives by reading Malayalam literature in translation.

CLO-5: Learn to read, enjoy, analyse and critically engage with select literary pieces on their own with minimum guidance.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12	PSO1	PSO2	PSO3	PSO4
CLO1	3	3	2	3	1	3	2	3	1	3	2	2	1	2	1	1
CLO2	2	3	1	2	2	2	3	2	2	3	3	3	2	2	2	2
CLO3	1	2	2	1	3	2	2	1	3	3	3	3	2	2	1	3
CLO4	3	1	3	3	3	1	2	2	3	3	2	2	2	1	2	2
CLO5	3	3	3	2	3	1	3	1	3	3	3	2	1	2	1	1

SYLLABUS

Module I (10 Hours)

Translation Theory
(Translation Theory to be Limited to the Following Topics – Processes Involved in Translation- Types of Translation- Problems Involved in Translation – Lack of Equivalence – Loss and Gain in Translation)

Module II (10 Hours)

1. P.P. Raveendran. A Note on How It All Began. *Translation and Malayalam Literary Sensibility*:
2. Dr. M.V. Vishnunarayan Namboodiri .*Folklore: The Identity of Culture*
3. *Jayasree, G. S and C. N. Sreekantan Nair*. editors. "Introduction to Raveendran. P.P. *", In the Shade of the Sahyadri*. OUP, 2013.

Module III (25 Hours)

Poetry

1. "My Mother Tongue"   : Vallathol
2. "Rathrimazha"   : SugathaKumari
3. "Offering"   : BalamaniAmma
4. "Those Who Have Lost the Nectar"   : O.N.V. Kurup
5. "World Malayali"   : AyyappaPanikker
6. "Unniyarcha and Aaromal"   : Vadakkanpattu (trans. Kamala Das)
7. "Gandhi and Poetry"   : Satchidanandan

Module IV (30 Hours)

Fiction

1. *Goat Days:*Benyamin (Trans. Joseph Koyipally)

Short Fiction

1. "Story of a Time Piece"   : S.K. Pottekkat
2. "Poovambazham"   : Basheer
3. "Black Moon"   : M.T. Vasudevan Nair
4. "Garden of the Antlions"   : Paul Zacharia
5. "Higuita"   : N.S. Madhavan
6. "Marriages are Made in Heaven" : K. SaraswathiAmma.

References:
1. Bassnett, Susan, and Andre de Fevre, editors. *Translation, History and Culture*. Pinter, 1990.
2. Bassnett, Susan and Andre de Fevre, editors. *Constructing Cultures: Essays on Literary Translation*. Multilingual Matters, 1998.
3. Bassnett, Susan, and Harish Trivedi, editors. *Post-Colonial Translation: Theory and Practice*. Routledge, 1999.
4. Dasan, M et al. *The Oxford India Anthology of Malayalam Dalit Writing*. OUP, 2012.
5. Niranjana, Tejaswini. *Citing Translation: History, Post-Structuralism, and the Colonial Context*. U of California P, 1992.
6. Venuti, Lawrence, editor. *Rethinking Translation: Discourse, Subjectivity, Ideology*. Routledge, 1998.
7. Tharakan, K.M, editor. *Malayalam Poetry Today: An Anthology*. Kerala Sahitya Akademi, 1984.
8. Paniker, K.Ayyappa, editor. *Sahitya Akademi Medieval Indian Literature.Vol 3*. Sahitya Akademi, 1999.
9. *Jayasree, G. S and C. N. Sreekantan Nair*. editors. "Introduction to Raveendran. P.P. *", In the Shade of the Sahyadri*. OUP, 2013.

10. *The Ancient Lyre.* Sahitya Akademi, 2005.

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Credits: 6   **Total Hours: 75**

<div align="center">

BAEN-DSE 10: FILM STUDIES

</div>

Course Code	Title of the Course	Hours	Credits
BAEN-DSE 10	Film Studies	75	6

After completion of this Course, the student should be able to:

CLO-1: To appreciate film as an art form and its aesthetics.

CLO-2: Learn the basic terminology, technical aspects, and the major movements in the history of cinema.

CLO-3: Watch select movies and analyze them with an eye on technical, thematic and socio-political aspects.

CLO-4: Develop basic knowledge and familiarity with the various trends in Indian cinema.

CLO-5: To develop analytical skills so that the student can produce informed and thorough closereadings of films.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12	PSO1	PSO2	PSO3	PSO4
CLO1	3	3	2	3	1		2	3	1	3	2	2	1	2	1	1
CLO2	2	3	1	2	2		3	2	2	3	1	3	2	2	2	2
CLO3	1	2	2	1	3		2	1	3			3	2	2	1	3
CLO4	3	1	3	3	3	1	2	2	3	1	2	2	2	1	2	2
CLO5	3	3	3	2	3	1	3	1	3	3	3	2	1	2	1	3

SYLLABUS

Module I (15 Hours)

The Beginnings of Cinema—Early Cinema (The Silent Era)—Classical Hollywood Cinema, Contemporary Hollywood Cinema—Early Soviet Cinema—French New Wave Cinema—Italian Neo-realism—Latin American Cinema—Japanese, Iranian and Korean Cinema—Cinema in India (Hindi and Malayalam Cinema) Introduction to the Film Theories of Sergei Eisenstein, Andre Bazin, Auteur Theory, Christian Metz and Laura Mulvey.

Module II (30 Hours)

Film Language: The Basic Building Blocks of Film
Mise-en-scene: Lighting, Costume, Setting
The Shot: The Scale of Shot, Establishing Shot, Shot-Reverse-Shot, Tracking Shot,
Framing, Composition, Camera Angle—Tilt, Pans and Rolls—Focus.

Editing: Montage School, Chronological Editing, Parallel Editing, Continuity Editing, Jump Cuts, Match Cuts, Fade Out, Dissolve, Iris, Wipe
Sound: Diegetic, Extra-diegetic, Music, Speech.
Colour: Black and White, Eastman, Technicolor
Production, Distribution and Reception of Films, Censorship.

Module III (10 Hours)

The Major Genres: Documentary, Narrative, Avant-garde, Feature Films, Short Films, Thriller, Melodrama, Musical, Horror, Western, Fantasy, Animation, Film Noir, Expressionist, Historical, Mythological, Road Movies.

Module IV (20 Hours)

Case Studies of Classic Cinema (Films to be screened)
1. *Battleship Potemkin*: 1925 Silent Cinema, Montage (Essay)
2. *Bicycle Thieves*: 1948 Italian Neo Realism (Essay)
3. *Breathless*: 1960 French New Wave.
4. *Citizen Kane*: 1941 Hollywood Classic
5. *Shatranj KeKhilari*: 1977 Indian Classic
6. *Kodiyettam:* 1977 Malayalam Classic (Essay)

References:

1.   Susan Heyward :*Key concepts in Film Studies.*
2.   Annie Villarejo: *Film , The Basics.*
3.   Andrew Dix: *Beginning Film.*
4.   Bazin, Andre: *What is Cinema?* Vol. 1 and Vol. 2.
5.   Hyward, Susan. *Key concepts in Cinema Studies*.
6.   Laura Mulvey. *Visual Pleasure and Narrative Cinema* (1975) Originally Published.
7.   Screen 16.3 Autumn 1975 , pp. 6-18.
8.   Metz, C. *Film Language: A Semiotics of the Cinema*.
9.   Sergei Eisenstein: *Film Form: Essays in Film Theory*.
10.   Andrew, J D. *Introduction to Major Film Theories*.
11.   Bill Nichols: *Engaging Cinema: An Introduction to Film Studies*.
12.   Lapsley, R and Westlake, M. *Film Theory: An Introduction*.
13.   Ravi S Vasudevan., ed. Making Meaning in Indian Cinema.
14.   Jill Nelmes: *Introduction to Film Studies* (5[th]edn.)

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comprehensive and broad learning atmosphere will enable the students to make meaningful connections in their life and experiences.

Assessment Methods:

The students are evaluated based on their achievement of learning outcomes. The paper shall carry 100 marks, out of which 75 marks shall be for semester examination and 25 marks for Internal Assessment. Internal Assessment will be based on written tests, assignments, seminar /viva. The division is as follows: 10 marks for sessional (two sessional of 5 marks), 5 marks for attendance, 5 marks for Seminar/ viva and 5 marks for attendance.

Credits: 6   **Total Hours: 75**

BAEN-DSE 11: WORLD CLASSICS IN TRANSLATION

Course Code	Title of the Course	Hours	Credits
BAEN-DSE 11	World Classics in Translation	75	6

After completion of this Course, the student should be able to:

CLO-1: The student will have an enhanced sensibility to appreciate the great world classics both old and modern and thereby build up a larger perspective of international history and culture.

CLO-2: Describe the literary, historical, social and cultural backgrounds of these texts.

CLO-3: Identify some of the main theoretical and methodological issues involved in reading World Literature.

CLO-4: Classify literary texts in English or English translation in terms of their main stylistic and thematic features.

CLO-5: Develop cross cultural perspectives.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12	PSO1	PSO2	PSO3	PSO4
CLO1		3	2	3	1	3	2	3	1	3	2	2	1	2	1	1
CLO2	2	3	1	2	2	2	3	2	2		3	3	2	2	2	2
CLO3	1	2	2	1		2	2	1	3	3	3	3	2	2	1	3
CLO4	3	1	3	3	3	1	2	2	3	3	2	2	2	1	2	2
CLO5	3	3	3	2	3	1	3	1	3	3	3	2	1	2	1	

SYLLABUS

Module I (25 Hours)

Poetry

A General Introduction to World Classics in Translation

Poetry: A Brief Introduction

For Detailed Study:

Dante-*The Divine Comedy* - 3 Paradiso Canto XXI (Penguin)

Goethe: "The Reunion" (Source: Goethe: http://www.poetry-archive.com/g/goethe) (The Poem Itself, ed. Stanley Burnshaw, Penguin)

A.S. Pushkin: "I Loved You" (Alexander Pushkin: Selected Works Vol I. Russian Page 68 of 92 68 Classic Series, Progress Publishers)

For Non-Detailed Study:

An introduction to Homer and Virgil touching on *The Iliad*, *The Odyssey* and *The Aeneid*

Module II (25 Hours)

Drama

A Brief Introduction to World Drama in General

For Detailed Study:

Sophocles.*Oedipus Rex*. CUP, 2006.

For Non-Detailed Study:

Bhasa. *Karnabharam*. Translated by Sudarshan Kumar Sharma, ParimalPublications . 2005.

Module III (25 Hours)

Fiction and Short Stories

A Brief Introduction

Fiction: For Non-Detailed Study

Dostoevsky. *Notes from Underground*. Vintage, 1994.

Herman Hesse. *Siddhartha*. Bantam Classics, 1981.

Short Fiction –For Detailed Study

Leo Tolstoy: "The Repentant Sinner" (Collected Series, Vol I, Progress Publishers)

Teaching –Learning Strategies:

The programme is initiated to improve the self-advocacy among the students excel them in their learning process. The teaching learning strategies ranges from various pedagogical methods such as lectures, seminars, narrations, PowerPoint presentations, group discussions, student presentations, peer teaching and learning with an object to achieve effectiveness in interacting with oneself and others. Learning environment fostering experiential learning will

also be provided. Students are motivated with the quest for wide reading to comprehend the text and also to discover areas to support inter-disciplinary activities, which ignite in them through effective classroom lectures and various teaching and learning aids.The comprehensive and broad learning atmosphere will enable the students to make meaningful connections in their life and experiences.

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Credits: 6   **Total Hours: 75**

BAEN- DSE 12: CHILDREN'S LITERATURE

Course Code	Title of the Course	Hours	Credits
BAEN-DSE 12	Children's Literature	75	6

After completion of this Course, the student should be able to:

CLO-1: Develop awareness of the scope and variety of works in children's literature by reading the assigned literary works.

CLO-2: To analyze and clearly articulate interpretations of the various meanings of the texts.

CLO-3: Cultivate critical thinking and analysis skills through reading and writing about children's literature.

CLO-4: Demonstrate the knowledge of the historical background of Children's Literature.

CLO-5: It helps students develop emotional intelligence and creativity.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12	PSO1	PSO2	PSO3	PSO4
CLO1	1	3	2	3	1	3		3	1	3	2	2	1	2	1	1
CLO2	2	3	1	2	2	2	3	2	2	3	3	3		2	2	2
CLO3	3	2	2	1		2	2	1	3	2	3	3	2	2	1	3
CLO4	3	1	3	3	3	1	2	2	3	3	2	2	2	1	2	2
CLO5	3	3	3	2	3	1		1	3	2	3	2	1	2	1	1

SYLLABUS

Module I: (20 Hours)

Definition -History - Features- Classification/Genres - Challenges in Writing Children's Literature.

Module II: Short Stories (30 Hours)

1. "The Tiger's Claw"   : R.K. Narayanan (*Malgudi Days*)
2. "Down the Rabbit Hole"   : Lewis Carroll (From *Alice's Adventures in Wonderland*)
3. "My Brother, My Brother"   : Norah Burke
4. "Sheherazade and Shahriar"   : (From) *Arabian Nights*
5. "Demons in the Desert"   : (From) *Jataka Tales*
6. "A Day's Wait"   : Ernest Hemingway

7. "The Thief"   : Ruskin Bond

Module III: Poems (25 Hours)

1. "Lamb"   : William Blake
2. "Lucy Gray"   : William Wordsworth
3. "The Child's Invocation"   : Allama Muhammed Iqbal
4. "To Helen"   : Edgar Allan Poe
5. "After Apple Picking"   : Robert Frost
6. "My Shadow"   : Robert Louis Stevenson
7. "A Girl Named Jack"   : Jacqueline Woodson

References:
1. Sasikumar.V editor. *Fantasy-A Collection of Short Stories*. Mumbai: Orient Longman Pvt Ltd, 2008.
2. Bond, Ruskin. *Ranji's Wonderful Bat and Other Stories*. Puffin Books, 2015.
3. Burton F.Richard.Trans.*1001 Illustrated Tales from Arabian Nights*. Indiana Publishing House, 2015.

Web References:
1. www.childrenslit.com
2. www.allamaiqbalforus.blogspot.in
3. www.familyfriendpoems.com
4. www.amazingchange.org
5. www.storyit.com

Teaching –Learning Strategies:

The programme is initiated to improve the self-advocacy among the students excel them in their learning process. The teaching learning strategies ranges from various pedagogical methods such as lectures, seminars, narrations, PowerPoint presentations, group discussions, student presentations, peer teaching and learning with an object to achieve effectiveness in interacting with oneself and others. Learning environment fostering experiential learning will also be provided. Students are motivated with the quest for wide reading to comprehend the text and also to discover areas to support inter-disciplinary activities, which ignite in them through effective classroom lectures and various teaching and learning aids.The comprehensive and broad learning atmosphere will enable the students to make meaningful connections in their life and experiences.

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Credits: 6   **Total Hours: 75**

BAEN-DSE 13: LITERARY ANALYSIS AND APPRECIATION

Course Code	Title of the Course	Hours	Credits
BAEN-DSE 13	Literary Analysis and Appreciation	75	6

After completion of this Course, the student should be able to:

CLO-1: To develop critical thinking.

CLO-2: To interpret and appreciate different types of texts.

CLO-3: To acquaint the students with the different genres and understand the use of literary devices.

CLO-4: To develop creative writing skills.

CLO-5: To identify, analyse and interpret the critical ideas.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12	PSO1	PSO2	PSO3	PSO4
CLO1	3	3	2	3	1	3	2	3	1	3	2	2	1	2	1	1
CLO2	2	3	1	2		2	3	2	2	3	3	3	2	2	2	2
CLO3	1					2	2	1	3			3			1	3
CLO4	3	1	3			1	2	2	3	3	2	2	2	1	2	2
CLO5	3	3	3	2	3	1	3	1	3	3	3	2	1	2	1	1

SYLLABUS

Module 1: Short Stories (35 Hours)

1. "Karma"(Khushwant Singh): Theme of self-importance and identity
2. "The Necklace" (Guy de Maupassant)   : Character analysis
3. "A Shocking Accident" (Graham Greene)   : Transformation of character, Absurdity or triviality of death

Module 2: Poetry (40 Hours)

1. "Raven"   : Nightmarish Effects

2. "The Solitary Reaper" : Power of Nature

3. "Female Product" : Commodification/ Dehumanization

(Short Films to be screened for Viewing, Appreciation and Meaning Making)

Suggested Reading

Ann B. Dobie .*Theory into Practice: An Introduction to Literary Criticism*. Cengage, 2012.

Abrams, M.H. *A Handbook of Literary Terms*. Cengage, 2009.

www.roanestate.edu/owl/elementslit.html

Teaching –Learning Strategies:

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Credits: 6   **Total Hours: 75**

BAEN-DSE 14: APPLIED LANGUAGE SKILLS

Course Code	Title of the Course	Hours	Credits
BAEN –DSE 14	Applied Language Skills	75	6

After completion of this Course, the student should be able to:

CLO-1: <mark>Implementation of effective communication skill to mature the personality development.</mark>

CLO-2: Get acknowledged of the techniques of the contemporary words.

CLO-3: To expand the skills of speaking and writing.

CLO-4: Exercise the habit of reading, understanding and to realize the importance of concentration in listening.

CLO-5: To compete and present in national and international forums for a change in a society.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12	PSO1	PSO2	PSO3	PSO4
CLO1	3	3	2	3	1	3	2	3	1	3	2	2	1	2	1	1
CLO2	2	3	1	2			3	2	2	3	3	3	2	2	2	3
CLO3	1	2	2	1	3	2	2				3	3	2	2	1	
CLO4	3	1	3	3	3	1	2	2	3	3	2	2	2	1	2	
CLO5	3	3	3	2	3	1	3	1	3	3	3	2	1	2	1	3

SYLLABUS

Module I – Language and Communication (10 Hours)

Principles of Communication:- Verbal and Non-verbal Communication   -
Barriers to Communication: Psychological Barriers – Linguistic Barriers – Socio-cultural Barriers
The Four Essential Communication Skills: Receptive and Active Skills Fluency and Accuracy in Communication.

Module II – Resources for Language Skills (20 Hours)

a) **Conventional Resources**: Dictionaries – Thesaurus – Pronunciation Dictionary – Collocation Dictionary – Dictionaries of Idioms and Phrases – Grammar Books

b) **Electronic Resources**: On-line Dictionaries and Thesaurus – Introduction to HTML – Subject Directories – Web Resources for Language Learners – Using Search Engines – Browsers and Servers – Boolean Search – CD-Rom – Computer Assisted Language Learning (CALL)

c) **Practical**: Vocabulary Building Exercises – Pronunciation Drilling – Transcription – Grammar in Content and Context – Exercises

Module III – Active Skills (Speaking and Writing) (20 Hours)

1) Speaking Skill

Conventions in Speaking: Sounds – Articulation – Pronunciation of Words – Stress – Intonation – Rhythm – Weak Forms and Strong Forms.

Approach to Effective Conversation: Starting a Conversation – Greetings and Asking after – Introducing Oneself – Wishing Well – Apologizing – Excusing – Asking for and Giving Information – Making Requests, Suggestions, Offers, Orders – Agreeing – Disagreeing – Giving and Asking Permission – Making Invitations – Accepting and Rejecting – Expression of Likes and Dislikes – Ending a Conversation.

2) Writing Skill

a) Common Errors in Grammar, Vocabulary and Usage

b) General Writing: Purpose, Structure, Layout and Form - Business Correspondence – Reports – Requests and Petitions – Complaints – Feature Writing – Article Writing

c) Academic Writing: Planning, Structuring and Drafting – Introduction, the Body and Conclusion Project Writing – Planning and Research – Book Reviews – Abstract – Synopsis – Seminars – Symposia

d) E-writing: E-mail Exchange – Blogging – Writing Online – Content Writing for Websites

e) Practical/Assignments (Samples):

• Drilling – Sounds and Passages to Familiarize the Intonation and Stress Pattern

• Role Playing – Conversation Based on a Given Situation

• Write Features, Articles, Reports, etc. on Given Topics

• Prepare Articles, Features, Contents and the like to be uploaded on to the Blog created by the Department

Module IV – Receptive Skills (Reading and Listening Skills) (10 Hours)

1)   **Reading Skill**

The Purpose of Reading – Reading for Detail – Reading for Specific Information – Promotion of Fluent Reading – Intensive and Extensive Reading – Silent and Loud Reading

2)   **Listening Skill**

Difference between Listening and Hearing – Qualities of an Active Listener – Barriers to Listening – Academic Listening (Taking Notes – Comprehending a Form or a Table, Chart etc) – Listening for Inferences – Listening for Specific Information, and Listening for Overall Information.

Module V (15 Hours)

a) Curriculum Vitae/Resumé – Job Application – Covering Letter

b) Discussion Skills – Group Discussion – Debates – Facing and Conducting

Interviews — Seminars and Conferences – Organizing Formal and Informal Meetings

c) Presentation Skills Assessing Students' Skills – Planning Presentation – Visual Aids – New Technology for Presentation – Preparing Presentation – Delivering Presentation

References:
Lynch, Tony. *Study Listening*. Cambridge UP, 2004.
Seely, John. *Oxford Guide to Effective Writing and Speaking* .New Delhi: OUP, 2000.
Steve, Mandel. *Technical Presentation Skills*. Viva Books, 2004.

Teaching –Learning Strategies:

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Assessment Methods:

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Credits: 6   **Total Hours: 75**

BAEN-DSE 15: ENGLISH LANGUAGE TEACHING

Course Code	Title of the Course	Hours	Credits
BAEN-DSE 15	English Language Teaching	75	6

After completion of this Course, the student should be able to:

CLO-1: Identify and classify strategies used by a teacher to teach language.

CLO-2: Demonstrate clear understanding of the syllabus, its structure and development.

CLO-3: Understand the structure of a textbook and its use.

CLO-4: Articulate the reasons for different types of tests the teacher administers.

CLO-5: Demonstrate the ways in which technology can be used for learning language.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12	PSO1	PSO2	PSO3	PSO4
CLO1	3	3	2	3	1	3	2	3	1	2	2	2	1	2	1	1
CLO2	2	3	1	2	2	2	3	2	2	2	3		2	2	2	2
CLO3	1	2	2	1	3	2	2	1	3	2	3		2	2	1	3
CLO4	3	1	3	3	3	1	2	2	3	2	2	3	2	1	2	2
CLO5	3	3	3	2	3	1	3	1	3		3				2	3

SYLLABUS

Module I (15 Hours)

Major Language Trends in Twentieth Century Language Teaching

1.   A Brief History of Language Teaching.
2.   The Nature of Approaches and Methods in Language Teaching.
3.   The Oral Approach and Situational Language Teaching.

Module II (30 Hours)

1.   Communicative Language Teaching.
2.   Task- based Language Teaching.
3.   Competency-based Language Teaching.
4.   Blended Teaching Method.

Module III (30 Hours)

1.   Teaching- Listening, Speaking, Reading and Writing.
2.   English for Specific Purposes.
3.   Teaching English in Multilingual Societies.
4.   Teaching Large Classes and Mixed Ability Classes.
5.   Recent Trends in English Language Teaching.

References:

Richards, Jack C, and Theodore Rodgers. *Approaches and Methods in Language Teaching*. Cambridge UP, 2014.

Howett A.P.R, and H. G. Widdowson. *A History of English Language, Teaching,* 2nd ed. OUP.1987.

Saint, Maggie Jo, and Tony Dudley Evans. *Development in English for Specific Purposes: A Multi-disciplinary Approach*. CUP, 1998.

Teaching –Learning Strategies:

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Credits: 6   **Total Hours: 75**

BAEN- SEC1: SOFT SKILLS

Course Code	Title of the Course	Hours	Credits
BAEN-SEC 1	Soft Skills	75	2

After completion of this Course, the student should be able to:

CLO-1: To motivate the students by helping them to be more effective, independent and confident self-directed learners.

CLO-2: Exhibit qualities of leadership.

CLO-3: Work in groups either as members or leaders.

CLO-4: To enhance critical and reflective thinking.

CLO-5: Communicate with others effectively.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12	PSO1	PSO2	PSO3	PSO4
CLO1	2	3	2	3	1		2		1	3	2	2	1	2	1	1
CLO2	2	3		2	2	2	3	2	2	3	3	3	2	2	2	2
CLO3	3	2	2	1			2	1	3	1		3	2	2	1	3
CLO4	1	1	3	3	3	1	2	2	3	3	2	2	2	1	2	2
CLO5	1	3	3	2	3	1	3	1	3	3	3	2	1	2	1	1

SYLLABUS

Module I: Principles (15 Hours)

1. Emotional Intelligent Quotient
2. Emotional Literacy
3. Empathy
4. People Skills
5. Life Skills

Module II: Poems (20 Hours)

1. "On Another's Sorrows"   : William Blake
2. "Hawk Roosting"   : Ted Hughes
3. "Darkling Thrush"   : Thomas Hardy

Module III: Short Stories (20 Hours)

1. "Miriam"   : Truman Capote
2. "Two Gentlemen of Verona"   : A.J. Cronin
3. "The Last Leaf"   : O. Henry

Module IV: (20 Hours)

1. Writing about Experiences (Application)
2. Writing, Creating, Enactment (Extempore)

References

1. https://en.wikipedia.org/wiki/Soft_skills

2. www.wfskillscollege.org/

3. https://en.wikipedia.org/wiki/Miriam_(short_story).

Teaching –Learning Strategies:

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Credits: 2   **Total Hours: 75**

BAEN- SEC 2: PUBLIC SPEAKING

Course Code	Title of the Course	Hours	Credits
BAEN-SEC 2	Public Speaking	75	2

After completion of this Course, the student should be able to:

CLO-1: To speak more confidently by utilizing a variety of delivery skills.
CLO-2: To develop excellent communication skills, enthusiasm and the ability to engage with the audience.
CLO-3: To develop effective Public speaking skills which develops career advancement,

creativity, leadership abilities.

CLO-4: Develop informative and persuasive speeches through research, audience analysis

etc.

CLO-5: To enhance student's presentation via effective use of multimedia and visual support.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12	PSO1	PSO2	PSO3	PSO4
CLO1	3	3	2	3	1		2		1	3	2	2	1	2	1	1
CLO2	2	3	1	2	2	2	3	2	2	3	3	3	2	2	2	2
CLO3	1	2	2	1	3	2	2	1		3	3		2		1	3
CLO4	3	1	3	3	3	1	2	2	3	3	2	2	2		2	2
CLO5	3	3	3	2	3	1	3	1	3	3	3	2	1	3	3	

SYLLABUS

Module I: (20 Hours)

Introduction to Public Speaking, Characteristics of Public Speaking, Importance of Audience, Context, Speaker, Speech Planning Process, Speech Making Process.

Module II: (30 Hours)

● Importance of Speech Delivery
● The Key Issues in Effective Speech Delivery
● Developing Confidence through Effective Public Speaking
Step 1: Select Appropriate Speech Goal
Step 2: Understand the Audience
Step 3: Gather and Evaluate Information

Step 4: Organize and Develop Ideas into
                             Speech Outline
 Step 5: Choose Appropriate Visual Aids
          Step 6: Practice the Wording and
                    Delivery of Speech.
● Understanding Public Speaking Apprehension:
Signs and its causes
● Overcoming Public Speaking Apprehension:
General Methods, Specific Techniques.

Module III: (15 Hours)

Types of Speeches, Models of Public Speaking, Dialogic Theory of Public Speaking,Informative Speaking Characteristics: Intellectual Stimulation, Creativity,
Emphasis to Aid Memory Methods of Informing: Description, Definition, Comparison and Contrast, Narration, Demonstration.

Module IV: (10 Hours)

Speaking Practice in relation to all the above Modules.

(Watching famous speeches and meaningful discussion is to be conducted in the classroom)

References:

1. Verderber Kathleen and, Rudolff. F Verderber. *The Challenge of Effective Speaking, Thomson Wadsworth* 13th ed., 2006, Unit I: pp 1-12, Unit II : pp 23-31, Unit III : pp 215-239.
2. Raman, Meenakshi , and Sangeeta Sharma. *Communication Skills*. OUP, 2011.

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Credits: 2   **Total Hours: 75**

BAEN- SEC 3: WRITTEN COMMUNICATION IN ENGLISH

Course Code	Title of the Course	Hours	Credits
BAEN-SEC 3	Written Communication in English	75	2

After completion of this Course, the student should be able to:

CLO-1: To develop and express ideas, opinions, and information in appropriate forms.

CLO-2: <mark>To understand multiple views and adopting an unbiased decision.</mark>

CLO-3: To understand the current problems in the society.

CLO-4: To provide a positive critical appreciation.

CLO-5: To know the various ways to approach a normal life.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12	PSO1	PSO2	PSO3	PSO4
CLO1	2	3	2	3	1	3	2	3	1		2	2	1	2	1	1
CLO2	2			2	2	2	3	2	2	1	3	3	2	2	2	2
CLO3	2		2	1	3		2	1	3	2	3	3	2	2	1	3
CLO4	3	1	3	3	3	1	2	2	3	1	2	2	2	1	2	2
CLO5	3	3	3	2	3	1	3	1	3	2	3	2	1	2	1	1

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Module I (20 Hours)

Communicating by Letter

 How People Live- *Description of Self and Surroundings*

What's in the News- *Reporting Experience by Letter*

Arranging a Holiday- *Communicating by Formal Letter*

Reading the Advertisement Column- *Answering Advertisements*

Module II (25 Hours)

Arguing

Television and Reading- *Seeing both Sides of an Argument*

The Status of Women- *Making Comparisons*

Dowries- *Organising an Argument*

The Use of Science and Technology- *Relating Causes and Results*

An Arabian Tribe- *Ordering Information*

Nutrition- *Organising Paragraphs*

Module III (30 Hours)

Expressing Yourself

Bio Data- *Writing about Yourself Objectively*

Treatment of Old People- *Writing from Experience*

A Miser and a Spender- *Discussing Texts*

First Memories- *Reacting to Imaginative Writing*

Reference:

Freeman, Sarah. *Written Communication in English*. Orient Longman, 1977.

Teaching –Learning Strategies:

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Assessment Methods:

The students are evaluated based on their achievement of learning outcomes. The paper shall carry 100 marks, out of which 75 marks shall be for semester examination and 25 marks for Internal Assessment. Internal Assessment will be based on written tests, assignments, seminar /viva. The division is as follows: 10 marks for sessional (two sessional of 5 marks), 5 marks for attendance, 5 marks for Seminar/ viva and 5 marks for attendance.

Credits: 2   **Total Hours: 75**

BAEN- SEC 4: THINKING AND COGNITION

Course Code	Title of the Course	Hours	Credits
BAEN-SEC 4	Thinking and Cognition	75	2

After completion of this Course, the student should be able to:

CLO-1: Allows one to exercise good thinking abilities.

CLO-2: Understands the importance of patience.

CLO-3: To organize and control the thoughts and emotions.

CLO-4: Builds eagerness to hunt for more information.

CLO-5: Encourage to interact more socially.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12	PSO1	PSO2	PSO3	PSO4
CLO1	3	3	2	3	1	3	2	3	1	3	2	2	1	2	1	3
CLO2	2	3	1	2		2	3	2	2		3	3	2	2	2	3
CLO3	1	2	2	1	3	2	2	1	3	2	3	3	2	2	1	3
CLO4	3	1	3	3	3	1	2	2	3	2	2	2	2	1	2	3
CLO5	3	3	3	2	3	1	3	1	3	2	3	2	1	2	1	3

SYLLABUS

Module I (15 Hours)

"The Nature of Thinking and Thinking Skills" - pp. 8-23 *Frameworks for Thinking: A Handbook for Teaching.* David Mosley et. al. Cambridge University Press.

● Papaleontiou-Lauca, Eleonora *Metacognition and Theory of Mind* .Cambridge Scholar, 2008.

Module II (15 Hours)

The Six-Thinking Hats Method (Edward De Bono)

● Perfect, Timothy J, and Bennett L. Schwartz, editors. *Applied Metacognition*. CUP. 2002.

Module III (20 Hours)

"Cognitive Psychological Foundations of Narrative Experiences":Gerrig Richard J, and Giovanna Egidi

● Gerrig Richard J, and Giovanna Egidi. "Cognitive Psychological Foundations of Narrative Experiences."*Narrative Theory and the Cognitive Sciences*, edited by David Herman. CSLI, 2003, pp. 33-52.
● Heuer, Jr. Richards J. *Psychology of Intelligence Analysis*. Centre for the Study of Intelligence, 1999.

Module IV (25 Hours)

"Multiple Intelligences"- pp. 113-124
● Richards, Jack C, and Theodore Rodgers. *Approaches and Methods in Language Teaching*. Cambridge UP, 2014.

Teaching –Learning Strategies:

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Assessment Methods:

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Credits: 2   **Total Hours: 75**

BAEN- SEC 5: READING AND WRITING SKILLS

Course Code	Title of the Course	Hours	Credits
BAEN-SEC 5	Reading and Writing Skills	75	2

After completion of this Course, the student should be able to:

CLO-1: To improve the reading and writing skills of the learners.

CLO-2: Exhibit proficiency in formal and academic writing.

CLO-3: Demonstrate the ability to read, to analyse, reason and decipher written discoursesto reach an effective conclusion.

CLO-4: To exercise knowledge and to advance in various multi-disciplined fields.

CLO-5: To facilitate the importance of critical thinking.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12	PSO1	PSO2	PSO3	PSO4
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CLO2	2	3	1	2			3	2	2	3	3	3	2	2	2	2
CLO3	1	2	2	1	3		2	1	3	3	3	3	2	2	1	3
CLO4	3	1	3	3	3	1	2	2		2			2	1	2	2
CLO5	3	3	3	2	3	1	3	1	3	3	3	2	1	3	3	3

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Module I (15 Hours)

Reading a Conceptual Definition- Reading in the Complexity of Language Skills – Importance of Reading – Reading in English and its Special Relevance in India – Traditional Approaches to Reading – Reading and ICT– the Process, Purposes and Pedagogy of Reading – Reading Speed and Comprehension – Types of Reading – Different Perceptions of Reading – Factors Affecting Reading – Reading Research.

Module II (15 Hours)

Vocabulary Development Strategies — Methods of Remembering Words– Active Reading Strategy –Skilled Reading Scanning— Reading with a Purpose – Making Predictions about

Reading – Surveying a Chapter — Understanding Text Structure – Making Inferences – Reading Graphics — Reading Critically

Module III (15 Hours)

Assessment: Effective Study Reading Skills: SQ3R Technique - Skimming, Scanning, Rapid Reading – Reading Comprehension Measures.

Module IV (30 Hours)

Writing Skills: Letter Drafting- Email Etiquette – Covering Letters- Letters of Appeal and Apology – Preparation of Purchase Orders- Resume Writing – Job Application- Interview Letter- Appointment/ Termination Letter- Do's and Don'ts of Drafting Letters- Letters to Foreign Bodies

Reference:

Grellet ,Francoise. *Developing Reading Skills.* 2nd ed.CUP,2010.

Montgomery, Martin, et al. *Ways of Reading: Advanced Reading Skills for Students of English Literature*. Routledge, 1992.

Venezky, Richard L, and John. P. Sabatini, editors. *Reading Development in Adults: A Special Issue on Scientific Studies of Reading* . Routledge, 2002.

Barr, Rebecca, et al., editors. *Handbook of Reading Research*, vol.2, Routledge, 1992.

Teaching –Learning Strategies:

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Assessment Methods:

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Internal Assessment. Internal Assessment will be based on written tests, assignments, seminar /viva. The division is as follows: 10 marks for sessional (two sessional of 5 marks), 5 marks for attendance, 5 marks for Seminar/ viva and 5 marks for attendance.

Credits: 2   **Total Hours: 75**

BAEN- SEC 6: CONTENT WRITING

Course Code	Title of the Course	Hours	Credits
BAEN-SEC 6	Content Writing	75	2

After completion of this Course, the student should be able to:

CLO-1: To enhance the recognition and development abilities through creativity.

CLO-2: To get aware of the various rules and the process involved.

CLO-3: Get technically trained to compete at international level.

CLO-4: To know the various electronic apparatuses.

CLO-5: Self-motivation to get updated.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12	PSO1	PSO2	PSO3	PSO4
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CLO2	2	3	1	2		2	3	2	2	3		3	2		2	2
CLO3	1			1		2	2	1	3	3	3	3	2	2	1	3
CLO4	3	1	3	3	3	1	2	2	3	3	2	2		1	2	2
CLO5	3	3	3	2	3	1	3	1	3	3	3	2	1	2	1	1

SYLLABUS

Module I (20 Hours)
Technical Writing- Categories of Documents

Module II (20 Hours)
Content Writing: Process and Guidelines- Document Design Aspects

Module III (20 Hours)
Expressional Basics -Content Writing Essentials

Module IV (15 Hours)
Digital Tools - Audience and Style

Reference:

Freeman, Sarah. *Written Communication in English*. Orient Longman, 1977.

Teaching –Learning Strategies:

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