

JAMIA HAMDARD
(KANNUR CAMPUS-KERALA)



UGC-FOUR YEAR UNDERGRADUATE PROGRAMME
FOR
BACHELOR OF ARTS IN ENGLISH
(B.A.)

Byelaws for B.A. under FYUGP w.e.f. 2024 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 representation using inter disciplinary methodologies.

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

PLO-7: Exhibit familiarity with 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 and to 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 employability scope 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

MINIMUM CREDIT REQUIREMENTS OF THE DIFFERENT PATHWAYS IN THE THREE-YEAR PROGRAMME UNDER FYUGP

Sl. No.	Academic Pathways	Major	Minor/Other Disciplines	Foundation Courses AEC: 4 MDC:3 SEC: 3 VAC: 3	Internship	Total Credits	Example
		Each Course has 4 credits		Each Course has 3 credits			
1	Single Major	68 (17 courses)	24 (6 Courses)	39 (13 Courses)	3	134	Major in BA English + Six courses in different disciplines in different combinations.
2	Major with Multiple Disciplines	68 (17 courses)	12+12 (3+3=6) courses	39 (13 Courses)	3	134	Major in BA English with Minor in Commerce and Psychology.
3	Major with Minor	68 (17 courses)	24 (6 Courses)	39 (13 Courses)	3	134	Major in BA English with Minor in Commerce or Psychology.
Exit with UG Degree/ Proceed to Fourth Year with 134 Credits							

Appendix I

PROGRAMME DETAILS

Semester	Course Code	Course Title	Session Marks	End Semester Marks	Total Marks	Allotted Credits
Semester 1 (100 level)	BAEN-DC01	Introduction to Genres: Poetry and Prose	40	60	100	4
		<i>Any One from</i> Elective 5	40	60	100	4
		<i>Any One from</i> Elective 2	30	45	75	3
	BAEN-AE01	English for Professional Use	30	45	75	3
	BAEN-AE02A/H/M	Additional Language - I (Arabic/Hindi/Malayalam)	30	45	75	3
	BAEN-SE	<i>Any One from</i> Elective 3	30	45	75	3
	BAEN-VA	<i>Any One from</i> Elective 4	30	45	75	3
		TOTAL			575	23
Semester 2 (100 level)	BAEN-DC02	History of English Language	40	60	100	4
		<i>Any One from</i> Elective 5	40	60	100	4
		<i>Any One from</i> Elective 2	30	45	75	3
	BAEN-AE03	Gender Studies	30	45	75	3
	BAEN-AE04A/H/M	Additional Language - II (Arabic/Hindi/Malayalam)	30	45	75	3
	BAEN-SE	<i>Any One from</i> Elective 3	30	45	75	3
	BAEN-VA	<i>Any One from</i> Elective 4	30	45	75	3
		TOTAL			575	23
	BAEN-DC03	Introduction to Drama and Theatre	40	60	100	4
Semester 3 (200 level)	BAEN-DE	<i>Any One from</i> Elective 1	40	60	100	4
		<i>Any One from</i> Elective 5	40	60	100	4
		<i>Any One from</i> Elective 2	30	45	75	3
	BAEN-SE	<i>Any One from</i> Elective 3	30	45	75	3
	BAEN-VA	<i>Any One from</i> Elective 4	30	45	75	3
		TOTAL			525	21
Semester 4 (200 level)	BAEN-DC04	History of English Literature Up To Romantic Revival	40	60	100	4
	BAEN-DC05	British Literature from Chaucer to 18 th Century	40	60	100	4

	BAEN-DC06	Introduction to Linguistics	40	60	100	4
	BAEN-DE	<i>Any One from</i> Elective 1	40	60	100	4
		<i>Any One from</i> Elective 5	40	60	100	4
		TOTAL			500	20
	BAEN-DC07	History of English Literature from Romantic Revival to 21 st Century	40	60	100	4
Semester 5 (300 level)	BAEN-DC08	British Literature from 18 th Century to 20 th Century	40	60	100	4
	BAEN-DC09	Introduction to Literary Criticism	40	60	100	4
	BAEN-DC10	Modern Literatures in English	40	60	100	4
	BAEN-DE	<i>Any One from</i> Elective 1	40	60	100	4
		<i>Any One from</i> Elective 5	40	60	100	4
		TOTAL			600	24
Semester 6 (300 level)	BAEN-DC11	British Literature from 20 th Century to 21 st Century	40	60	100	4
	BAEN-DC12	Introduction to Women's Writing	40	60	100	4
	BAEN-DC13	Modern Literary Criticism	40	60	100	4
	BAEN-DE	<i>Any One from</i> Elective 1	40	60	100	4
		<i>Any One from</i> Elective 5	40	60	100	4
	BAEN-IN01	Internship Project	35	40	75	3
	TOTAL			575	23	
Semester 7 (400 level)	BAEN-DC14	African Literature	40	60	100	4
	BAEN-DC15	Theory and Criticism	40	60	100	4
	BAEN-DC16	Cultural Studies	40	60	100	4
	BAEN-DC17	English Language Teaching	40	60	100	4
	BAEN-DC18	Language and Linguistics	40	60	100	4
		<i>Any One from</i> Elective 5	40	60	100	4
		TOTAL			600	24

Semester 8 (400 level)	BAEN-DC19	Canadian Literature	40	60	100	4
	BAEN-DC20	Disability Studies	40	60	100	4
	BAEN-DC21	European Literature	40	60	100	4
	BAEN-DC22	Film Studies	40	60	100	4
		<i>Any One from</i> Elective 5	40	60	100	4
		TOTAL			500	20
		GRAND TOTAL			4450	178

List of Electives Offered

Elective-1 Discipline Specific Elective Course (DSE)

List of DSE offered by BA English

Course Code	Course Title	Credits
BAEN- DE01	Postcolonial Literatures	4
BAEN- DE02	American Literature	4
BAEN- DE03	Indian Writings in English	4
BAEN- DE04	Dalit Literature	4

Elective-2 Multi-Disciplinary Course (MDC)

List of MDC offered by BA

***Only the students from other Departments can opt these Electives.**

Course Code	Course Title	Credits
BAEN-MD01	Language and Technology	3
BAEN-MD02	Critical Reasoning and Academic Presentation	3
BAEN-MD03	Understanding Contemporary Issues	3

List of MDC offered by BBA

Course Code	Course Title	Credits
BBA-MD01	Event Management	3
BBA-MD02	Innovations & Enterprise Development	3
BBA-MD03	Office Management	3

List of MDC offered by BCA

Course Code	Course Title	Credits
BCA-MD01	Introduction to Web Designing	3
BCA-MD02	Programming Concepts	3
BCA-MD03	Digital Marketing	3

List of MDC offered by B.Com with Computer Application

Course Code	Course Title	Credits
BCMC-MD01	Personal Financial Planning	3
BCMC-MD02	Start-up Management	3
BCMC-MD03	Essential of Consumer Awareness	3

List of MDC offered by B.Com with Finance

Course Code	Course Title	Credits
BCMF-MD01	Personal Financial Planning	3
BCMF-MD02	Start-up Management	3
BCMF-MD03	Essential of Consumer Awareness	3

List of MDC offered by B.Sc. Psychology

Course Code	Course Title	Credits
BSPS-MD01	Psychology of Happiness and Well-Being	3
BSPS-MD02	Psychology of Personal Growth	3
BSPS-MD03	Psychology of Relationships	3

Elective -3 Skill Enhancement Courses (SEC)

List of SEC offered by BA English

Course Code	Course Title	Credits
BAEN- SE01	Presentation and Performance Skills	3
BAEN- SE02	Written Communication in English	3
BAEN- SE03	Public Speaking	3
BAEN- SE04	Soft Skills	3

Elective -4 Value Added Courses (VAC)

List of VAC offered by BA English

Course Code	Course Title	Credits
BAEN- VA01	Environmental Science	3
BAEN- VA02	Social Media Ethics	3
BAEN- VA03	Understanding India	3
BAEN- VA04	Digital and Technological Solutions	3

Elective -5 Minor Courses

List of Minor offered by BA English

Minor 1: Media Studies		
Course Code	Course Title	Credits
BAEN-MN01	Writing for Media	4
BAEN-MN02	Introduction to Radio Jockeying and Anchoring	4
BAEN-MN03	Public Relations	4
BAEN-MN07	Journalism	4

Minor 2: Readings on India		
Course Code	Course Title	Credits
BAEN-MN04	Literature of Kerala from Renaissance to Modern Period	4
BAEN-MN05	Readings on Democracy and Secularism	4
BAEN-MN06	Narratives of Resistance	4
BAEN-MN08	Eco-reading of India	4

List of Minor offered by BBA

Minor 1: Functional Business Administration		
Course Code	Course Title	Credits
BBA-MN01	Principles and Practices of Management	4
BBA-MN02	Financial Accounting	4
BBA-MN03	Human Resource Management	4
BBA-MN04	Marketing Management	4

Minor 2: Marketing		
Course Code	Course Title	Credits
BBA-MN05	Consumer Behaviour	4
BBA-MN06	Retail Management	4
BBA-MN07	Product Policy and Brand Management	4
BBA-MN08	Business Analytics	4

List of Minor offered by BCA

Minor 1: Data Science		
Course Code	Course Title	Credits
BCA-MN01	Mathematical Foundation for Computer Application	4
BCA-MN02	Discrete Mathematics	4
BCA-MN03	Introduction to Data Science & Big Data	4
BCA-MN07	Introduction to Machine Learning	4

Minor 2: Artificial Intelligence		
Course Code	Course Title	Credits
BCA-MN04	Computer Oriented Statistics	4
BCA-MN05	Numerical Methods	4
BCA-MN06	Introduction to AI	4
BCA-MN08	Introduction to Cloud Computing	4

List of Minor offered by B.Com with Computer Application

Minor 1: Financial Mastery		
Course Code	Course Title	Credits
BCMC-MN01	Fundamentals of Banking	4
BCMC-MN02	Fundamentals of Investment	4
BCMC-MN03	Stock Market Operations	4
BCMC-MN07	Basics of Accounting	4

Minor 2: Marketing		
Course Code	Course Title	Credits
BCMC-MN04	Marketing Insights for Beginners	4
BCMC-MN05	Service Marketing	4
BCMC-MN06	E- Commerce	4
BCMC-MN08	Digital Marketing	4

List of Minor offered by B.Com with Finance

Minor 1: Financial Mastery		
Course Code	Course Title	Credits
BCMF-MN01	Fundamentals of Banking	4
BCMF-MN02	Fundamentals of Investment	4
BCMF-MN03	Stock Market Operations	4
BCMF-MN07	Basics of Accounting	4

Minor 2: Marketing		
Course Code	Course Title	Credits
BCMF-MN04	Marketing Insights for Beginners	4
BCMF-MN05	Service Marketing	4
BCMF-MN06	E- Commerce	4
BCMF-MN08	Digital Marketing	4

List of Minor offered by BSc. Psychology

Minor 1: Dynamics of Behaviour		
Course Code	Course Title	Credits
BSPS-MN01	Foundations of Behaviour	4
BSPS-MN02	Social Psychology	4
BSPS-MN03	Soft Skill Development in Organisations	4
BSPS-MN07	Consumer Psychology	4

Minor 2: Behavioural Applications in Modern Context		
Course Code	Course Title	Credits
BSPS-MN04	Fundamentals of Psychology	4
BSPS-MN05	Media Psychology	4
BSPS-MN06	Advertisement Psychology	4
BSPS-MN08	Educational Psychology	4

Rules and Regulations of the Programme

Department of English

DEPARTMENT OF ENGLISH
ADMISSION AND EXAMINATION BYELAWS
For
Bachelor of English (B.A English)

1. **Programme:** Bachelors of Arts in English (B.A)
2. **Duration:** Four years, each year having two semesters. It will be a fulltime programme with exit option after 3 years only.
3. **Medium of Instruction and Examinations:** English
4. **Eligibility and Selection Criteria:**

A candidate seeking admission to the programme must have:

- Passed 10 +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
4th Year	Semester-VII	June to November
	Semester-VIII	December to April

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

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

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 Coordinator within two weeks' 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 Academic Calendar. A copy of the same shall be sent to the Course Coordinator 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 Coordinator, who will inform the matter to the Director who will take appropriate action that may include striking off the name of such student(s) from the rolls. Such student(s) may, however, apply for re-admission within 7 days of issue of the notice of striking off the name from the rolls by payment of prescribed re-admission fee.
- 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. The Course Coordinator 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 and the student had paid the prescribed condonation fee.

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

- a. Each Major Course (Discipline Specific Core and Discipline Specific Elective) and Minor Course shall carry 4 credits. All General Foundation Courses (AEC, MDC, SEC and VAC) shall carry 3 credits.
- b) All 4 credits courses shall carry 100 marks and all 3 credits courses shall carry 75 marks. Of these, 40% of marks shall be for internal assessment and 60% of marks shall be for semester examination.

c) The duration of semester examination for 4 credits courses shall be 2.5 hours. For 3 credits courses the duration of the semester examination shall be 2 hours.

d) During the sixth semester, every candidate should undertake an internship project of 3 credits and carry 75 marks. Of these 40% of marks shall be for internal assessment and 60% of marks shall be for external assessment. The project evaluation will be conducted jointly by an External Examiner and an internal Examiner duly appointed by the Chief Superintendent of Exams.

Types of Courses	Internal	External	Total
4 Credit Courses	40	60	100
3 Credit Courses	30	45	75
Internship Project	30	45	75

8. Internal Assessment

a. Internal assessment of 4 credit courses will be based on written tests, assignments, quiz and attendance/class participation.

Distribution of Marks:

Test paper -10 marks (conduct two test papers of 20 marks each and take the average of these two)

Assignment – 10 Marks

Attendance/Class Participation – 10 Marks

Quiz – 10 Marks

b. Internal assessment of 3 credit courses will be based on written tests, assignments, quiz and attendance/class participation.

Distribution of Marks:

Test paper -10 marks (conduct two test papers of 20 marks each and take the average of these two)

Assignment – 5 Marks

Attendance/Class Participation – 10 Marks

Quiz – 5 Marks

c. Internal assessment of the Internship Project will be based on Punctuality, Use of Data, Scheme/Organisation of Report and Viva-voce.

Distribution of Marks:

Punctuality – 5 Marks

Use of Data – 5 Marks

Scheme/Organisation of Report -- 10 Marks

Viva-voce -- 10 Marks

- The evaluation shall be done by the subject teacher and marks will be notified within a week of such test.
- There shall be two written tests in each course in a semester. The test will be conducted as per the academic calendar, and individual faculty members to announce the date for tests or conduct them as per the academic calendar.
- 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 Coordinator to the Chief Superintendent, 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.

9. (I) Semester Examinations

- a) The Semester Examinations shall be held at the end of each semester as notified in the Academic Calendar.
- b) 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.
- c) 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.
- d) The Minimum Marks required to pass any course in a semester shall be 50% in each Theory and Viva-voce (combined examination)

(II) Supplementary/Improvement Examination

- There shall be a Supplementary/Improvement examination after each semester. 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.
- The supplementary examination will be held within one month of the declaration of results.

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' 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 Improvement Examination will be allowed only once within one year of the date

of the original examination.

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

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

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

vii) If the student improves the performance, he/she shall be required to submit the earlier mark sheet/degree. A new mark sheet and degree shall be issued. The new mark sheet/degree shall bear the year in which the student improved the grade.

(III) Revaluation of Answer Books

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

(IV) Internship Project

During the sixth semester, every candidate should undertake an internship project of 3 credits and carry 75 marks. Of these 45% of marks shall be for internal assessment and 60% of marks shall be for external assessment. The project evaluation will be conducted jointly by an External Examiner and an internal Examiner duly appointed by the Chief Superintendent of Exams.

a. The internship project will be under the guidance of one of the department faculty members.

b. There shall be a mid-term evaluation of the progress and the internal supervisors will conduct it.

c. All the candidates shall submit 2 hard copies of the project report that are duly approved and signed by internal supervisor(s).

d. An external examiner, appointed for the purpose, shall evaluate the project report.

e. The Head of the Department shall fix a date and time for viva-voce examinations.

f. Head of the department shall forward the compiled total marks (awarded in internal assessment, Project Report and Viva-Voce Examination), in the project of each of the candidate, to the Chief Superintendent of Examination.

10. 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.
- The minimum marks required to pass any course in a semester shall be 50%.

- 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 points 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) / (Pass)	5
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 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 50

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) / (Pass)	5	50 and above and less than 55 (50<55)
F (Fail)	0	00 and above and less than 50 (00<50)

Ab (Absent)	0	--
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A student obtaining Grade 'F' shall be considered failed and will be required to reappear in the examinations.

Computation of SGPA and CGPA

The UGC recommends the following procedure to compute the Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA):

i. 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 student and the number of credits of all the courses undergone by a student.

SGPA (Si) = $\sum (C_i \times G_i) / \sum C_i$ where C_i is the number of credits of the i th course and G_i is the Grade point scored by the student in the i th course.

ii. The CGPA is also calculated in the same manner taking into account all the courses undergone by a student over all the semesters of programme. i.e. $CGPA = \sum (C_i \times S_i) / \sum C_i$ where S_i is the SGPA of the i th semester and C_i is the total number of credits that semester.

iii. The SGPA and CGPA shall be rounded off to 2 decimal points and reported in the transcripts.

Formula for Conversion of CGPA into percentage of Marks.

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

Classification of Results

The following formula may be considered for adoption by the University for the award of class/division

Table for pass marks 50

Range of CGPA	Division/Class
CGPA of 7.5 and above and up to 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

11. Span Period

A student must complete all the requirements of B.A English Degree within a period of seven

years from the time of admission. In a genuine case, if only Internship Project is left to be cleared, permission may be granted to submit it even beyond the period of seven years with prior approval of the Director.

Course Design
Department of English

Appendix IV

Credits: 4

Total Hours: 60

BAEN-DC01: INTRODUCTION TO GENRES: POETRY AND PROSE

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

CLO-1: To outline the basic elements of poetry, the stylistic and the rhetorical devices and the 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 acquaint the students with the different styles of prose writing and understand the use of literary devices.

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

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 (5 Hours)

Rhyme, Ballad, Sonnets, Epic, Elegy, Dramatic Monologue, Alliteration, Assonance, Blank Verse, Ode, Metaphor and Simile.

Module II: Poetry (20 Hours)

William Shakespeare - Sonnet 121

Kamala Das - The Dance of the Eunuchs

Nissim Ezekiel - Night of the Scorpion

John Milton	- On His Blindness
Dilip Chitre	- Father Returning Home
Wilfred Owen	- Strange Meeting
Ted Hughes	- Thought Fox
Lord Tennyson	- In Memoriam
Meena Kandasamy	- Ms. Militancy
Camille Dungy	- Trophic Cascade

Module III: Introduction to Prose (5 Hours)

Narratology, Biography, Autobiography, Essay, Periodicals, Editorial, Satire, Text, Form, Content, Subject, Theme.

Module IV: Fiction (10 Hours)

Oscar Wilde	- The Model Millionaire
Richard Steele	- The Trumpet Club

Module V: Non-Fiction (20 Hours)

Anne Frank	- The Diary of a Young Girl (Chapter 4)
Pablo Neruda	- Excerpts from Memoirs (“The Word”)
Albert Camus	- Nobel Acceptance Speech

References:

1. Abrams, M.H. *A Handbook of Literary Terms*. Cengage, 2009.
2. Drabble, Margaret. *The Oxford Companion to English Literature*. OUP, 1995.
3. Scholes, Robert, et al., editors. *Elements of Literature: Fiction, Poetry, Drama, Essay, Film*. OUP, 2007. pp 297-303.
4. <https://www.poetryfoundation.org/>.
5. Visual Poetry: Dona Mayoora: Melancholic Rain.
6. *A Concise Companion to Literary Forms*. Emerald, 2013.
7. *The Vintage Book of Contemporary World Poetry*. Ed. J.D McClatchy, 1996.

Teaching –Learning Strategies:

The programme is initiated to improve self-advocacy among the students and help them excel in their learning process. The teaching-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. A learning environment fostering experiential learning will

also be provided. Students are motivated by 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:

Progress toward achieving learning outcomes will be assessed by time constraint test paper which will be conducted for the students. Oral presentations (Seminar presentations), a seminar on different topics can enhance the qualitative understanding of the topic and communication skills. Quizzes are conducted to improve students' ability to respond.

Credits: 4

Total Hours: 60

BAEN-DC02: HISTORY OF ENGLISH LANGUAGE

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

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.

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	2	1	3	2	3	1	3	2	2	1	1	1	1
CLO2		3	1	2	2	2	3	2	2		3	3	2		3	2
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: Theories of English Language (10 Hours)

Bow-Wow Theory

Ding- Dong Theory

Pooh- Pooh Theory

Yo- He- Yo Theory

Ta- Ta Theory

Module II: Laws of English Language (10 Hours)

Grimm’s Law-Verner’s Law.

Module III: Origin of English Language (10 Hours)

Language families- Indo- European Family- Characteristics- Satem Group- Eastern, Armenian, Balto Slavonic, Albanian. Centum Group- Italic, Greek, Primitive Germanic, Celtic.

Module IV: Descent of English Language (15 Hours)

Old English- dialects, grammar, pronunciation, spelling, vocabulary- Middle English- dialects, grammar, pronunciation, spelling, vocabulary- Modern English- Renaissance, Reformation, Bible translation, printing press- Great vowel shift.

Module V: Growth of English Language (15 Hours)

Word formation.- Individual contributors to the Growth of English vocabulary- Loan words- Semantic changes- Varieties of English language- American, Indian, Hinglish, Chinglish, Pidgin and 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.
3. Baugh, Albert Gall and Cable. Thomas, *A History of the English Language*. Printice Hall. 2002.
4. Kisak, F and Kisak F. Paul. *The History of the English Language*. Create Space Independent Publishing platfrom. 2015.
5. Singh, Ishtia. *The History of English: A Student's Guide*. Routledge. 2013.

Teaching –Learning Strategies:

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Assessment Methods:

Progress toward achieving learning outcomes will be assessed by time constraint test paper which will be conducted for the students. Oral presentations (Seminar presentations), a seminar on different topics can enhance the qualitative understanding of the topic and communication skills. Quizzes are conducted to improve students' ability to respond.

Credits: 4

Total Hours: 60

BAEN-DC03: INTRODUCTION TO DRAMA AND THEATRE

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

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: Introduction to Drama (10 Hours)

What is Drama?- The Origin of Drama- A Short History of English Drama- Drama as a Performing Art- Drama & Theatre- Drama & Society.

Module II: Types of Theatre (10 Hours)

Theatre of the Absurd - Epic Theatre - Street Theatre - Theatre of Cruelty - Poor Theatre - Feminist Theatre - Ritualistic Theatre - Anger Theatre.

Module III: Genres of Drama (5 Hours)

Tragedy – Comedy - Tragi-Comedy – Farce – Melodrama – Masque - One-Act- Play - Dramatic Monologue.

Module IV: Elements of Drama (5 Hours)

Setting – Plot – Character - Structure – Style - Theme – Audience – Dialogue.

Module V: Reading Drama -Detailed (30 Hours)

1. *As You Like It* : William Shakespeare.
2. *Arms and The Man* : G.B. Shaw
3. *Riders to the Sea* : 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.

Teaching –Learning Strategies:

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Assessment Methods:

Progress toward achieving learning outcomes will be assessed by time constraint test paper which will be conducted for the students. Oral presentations (Seminar presentations), a seminar on different topics can enhance the qualitative understanding of the topic and communication skills. Quizzes are conducted to improve students' ability to respond.

Credits: 4

Total Hours: 60

BAEN-DC04: HISTORY OF ENGLISH LITERATURE UPTO ROMANTIC REVIVAL

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

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 (10 Hours)

1. Old English Literature
2. Middle English Literature

Module II (10 Hours)

1. The Sixteenth Century

Module III (10 Hours)

1. The Seventeenth Century

Module IV (15 Hours)

1. The Eighteenth Century

Module V (15 Hours)

1. 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, and D. M. Davin. *History of English Literature*. Clarendon Press.
8. Sampson, George. *History of English Literature*. CUP, 2014.

Teaching –Learning Strategies:

The programme is initiated to improve self-advocacy among the students and help them excel in their learning process. The teaching-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. A learning environment fostering experiential learning will also be provided. Students are motivated by 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:

Progress toward achieving learning outcomes will be assessed by time constraint test paper which will be conducted for the students. Oral presentations (Seminar presentations), a seminar on different topics can enhance the qualitative understanding of the topic and communication skills. Quizzes are conducted to improve students' ability to respond.

Credits: 4

Total Hours: 60

BAEN-DC05: BRITISH LITERATURE FROM CHAUCER TO 18th CENTURY

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

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: Poetry (Non-Detailed) (5 Hours)

1. The General Prologue to The Canterbury Tales (first 100 lines): Geoffrey Chaucer

Module II: Poetry (Detailed) (10 Hours)

1. Sonnet 18: Shall I Compare Thee to a Summers Day: William Shakespeare
2. A Valediction Forbidding Mourning: John Donne
3. Mac Flecknoe: John Dryden
4. Elegy Written in a Country Churchyard: Thomas Gray

Module III : Drama (15 Hours)

1. Othello : William Shakespeare
2. The Duchess of Malfi : John Webster
3. The School for Scandals : R.B. Sherridan

Module IV: Essay (10 Hours)

1. Of Studies : Francis Bacon
2. Friendship : Joseph Addison

Module V: Fiction (20 Hours)

3. A Tale of a Tub : Johnathan Swift
4. Robinson Crusoe : Daniel Defoe
5. Pamela : Samuel Richardson

Teaching –Learning Strategies:

The programme is initiated to improve self-advocacy among the students and help them excel in their learning process. The teaching-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. A learning environment fostering experiential learning will also be provided. Students are motivated by 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:

Progress toward achieving learning outcomes will be assessed by time constraint test paper which will be conducted for the students. Oral presentations (Seminar presentations), a seminar on different topics can enhance the qualitative understanding of the topic and communication skills. Quizzes are conducted to improve students' ability to respond.

Credits: 4

Total Hours: 60

BAEN-DC06: INTRODUCTION TO LINGUISTICS

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

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

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

CLO-3: To familiarize students with key concepts of Linguistics and develop awareness of latest trends in Language Studies.

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

CLO-5: To improve writing and speech 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	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 (10 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

Module IV: Semantics (5 Hours)

- 1. Basic Principles of Semantics
 - a. Concepts of Meaning
 - b. Types of Ambiguity

Module V: Syntax (10 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:

1. 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.

Teaching –Learning Strategies:

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Assessment Methods:

Progress toward achieving learning outcomes will be assessed by time constraint test paper which will be conducted for the students. Oral presentations (Seminar presentations), a seminar on different topics can enhance the qualitative understanding of the topic and communication skills. Quizzes are conducted to improve students' ability to respond.

Credits: 4

Total Hours: 60

**BAEN-DC07: HISTORY OF ENGLISH LITERATURE FROM ROMANTIC
REVIVAL TO 21ST CENTURY**

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

CLO-1: To outline the history of English literature from the Victorian Age to the 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 (10 Hours)

1. Later Nineteenth Century Poets.

Module II (15 Hours)

1. Nineteenth Century Novelists.
2. Other Nineteenth Century Prose.

Module III: (15 Hours)

1. Twentieth Century Novels and Other Prose.
2. Twentieth Century Drama.

Module IV: (10 Hours)

1. Twentieth Century Poetry.

Module V: (10 Hours)

1. 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.
7. Poplawski, Paul, editor. *English Literature in Context*. CUP, 2008.
8. John, Mulgan, and D. M. Davin. *History of English Literature*. Clarendon Press, 1964.
9. Sampson, George. *History of English Literature*. CUP, 2014.

Teaching –Learning Strategies:

The programme is initiated to improve self-advocacy among the students and help them excel in their learning process. The teaching-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. A learning environment fostering experiential learning will also be provided. Students are motivated by 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:

Progress toward achieving learning outcomes will be assessed by time constraint test paper which will be conducted for the students. Oral presentations (Seminar presentations), a seminar on different topics can enhance the qualitative understanding of the topic and communication skills. Quizzes are conducted to improve students' ability to respond.

Credits: 4

Total Hours: 60

BAEN-DC08: BRITISH LITERATURE FROM 18th CENTURY TO 20th CENTURY

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

CLO-1: To outline the history of English literature from the Romantic Age to the Twentieth Century.

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

CLO-3: Analyze the work of a range of 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 Romantic Age to Twentieth Century.

CLO-5: To understand the key genres, authors, texts, styles and themes from the Romantic Age to Twentieth 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	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: Poetry (Romantic and Victorian) (15 Hours)

1. It is a Beauteous Evening, Calm and Free : William Wordsworth
2. Kubla Khan : S.T. Coleridge
3. Dover Beach : Matthew Arnold
4. Ode to the West Wind : P.B. Shelley
5. Ode to a Nightingale : John Keats
6. Ulysses : Alfred Lord Tennyson
7. My Last Duchess : Robert Browning

Module II: Poetry (Modern) (10 Hours)

1. The Windhover : Gerald Manley Hopkins

2. On the Move : Thom Gunn

Module III: Prose (5 Hours)

1. On the Knocking at the Gate in Macbeth : Thomas De Quincy

Module IV: Drama (15 Hours)

1. The Importance of Being Earnest : Oscar Wilde

Module V: Fiction (15 Hours)

1. Pride and Prejudice : Jane Austen

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,
6. 2002.
7. Poplawski, Paul, editor. *English Literature in Context*. CUP, 2008.
8. John, Mulgan, and D. M. Davin. *History of English Literature*. Clarendon Press, 1964.
9. Sampson, George. *History of English Literature*. CUP, 2014.

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Assessment Methods:

Progress toward achieving learning outcomes will be assessed by time constraint test paper which will be conducted for the students. Oral presentations (Seminar presentations), a seminar on different topics can enhance the qualitative understanding of the topic and communication skills. Quizzes are conducted to improve students' ability to respond.

Credits: 4

Total Hours: 60

BAEN-DC09: INTRODUCTION TO LITERARY CRITICISM

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

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

CLO-2: To differentiate between judgment and appreciation.

CLO-3: To 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.

CLO-5: To 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 & Neoclassical Age (15 Hours)

Plato's concept of art, Criticism of Poetry, Aristotle's defence of poetry, Concept of Tragedy, Definition, Plot.

“An Essay of Dramatic Poesy” - John Dryden

“An Essay on Criticism” - Alexander Pope

“Preface to Shakespeare” – Dr. Samuel Johnson

Module II: Romantic & Victorian Age (10 Hours)

“Preface to the Lyrical Ballads”: William Wordsworth

“Biographia Literaria “: ST Coleridge

“The Study of Poetry” – Mathew Arnold

Module III: Indian Aesthetics (10 Hours)

Theory of Rasa, Vyanjana, and Alankara

(The relationship between all the modules discussed. For example, The Concept of Rasa and Purgation, Alankara and Figures of Speech etc.)

Module IV: Literary Terms and Concepts (15 Hours)

Figures of Speech: Simile, Metaphor, Synecdoche, Metonymy, Symbol, Irony, Paradox

Movements: Classicism, Neo-classicism, Romanticism, Humanism, Realism

Concepts: Objective Correlative, Ambiguity. Intentional Fallacy. Affective Fallacy, Negative Capability, Myth, Archetype

Literary Forms: Lyric, Ode, Elegy, Epic, Sonnet, Ballad, Dramatic Monologue, Melodrama, Tragi- comedy, Farce, & Satire

Module V: Literary Appreciations (10 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.

References:

1. Aristotle: *Poetics Classical Appendix in English Critical Texts*. OUP, Madras, 1962. Prasad, B. An Introduction to English Criticism. Macmillan, 1965. pp 1-28.
2. Gupta, S.N. Das. "The Theory of Rasa." Indian Aesthetics: An Introduction, edited by V.S. Sethuraman. Macmillan, 1992, pp. 191-196.
3. Kuppaswami, Sastri. "The Highways of Literary Criticism in Sanskrit." Indian Aesthetics: An Introduction, edited by V.S. Sethuraman, Macmillan, 1992, pp. 173-190.
4. Raghavan, V. "Use and Abuse of Alankara." Indian Aesthetics: An Introduction, edited by S. Sethuraman, Macmillan, 1992, pp. 235-244.
5. Preface to Lyrical Ballads." English Critical Texts, edited by D. J Enright, et al., OUP, 1962, paragraphs 5 to 12. pp. 164-172.
6. Abrams, M.H. A Glossary of Literary Terms. 7th ed. Thomson Heinle, 1999.
7. Martin Coyle. Literary Terms and Criticism. Macmillan, 1993.

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Assessment Methods:

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Credits: 4**Total Hours: 60****BAEN-DC10: MODERN LITERATURES IN ENGLISH****After completion of this Course, the student should be able:**

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 religious contexts of the time.

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

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		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: Literary Movements (10 Hours)**

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. Constable Calls : Seamus Heaney

Module III: Prose (15 Hours)

1. “Araby” : James Joyce
2. “Rocking Horse Winner” : D. H. Lawrence
3. “How Should One Read a Book” : Virginia Woolf

Module IV: Drama (10 Hours)

1. Waiting for Godot : Samuel Beckett

Module V: Fiction (10 Hours)

1. *The French Lieutenant’s Woman* : John Fowles

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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Assessment Methods:

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on different topics can enhance the qualitative understanding of the topic and communication skills. Quizzes are conducted to improve students' ability to respond.

Credits: 4

Total Hours: 60

BAEN-DC11: BRITISH LITERATURE FROM 20th CENTURY TO 21st CENTURY

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

CLO-1: To understand the literary movements of the period.

CLO-2: To understand the historic and cultural context of works.

CLO-3: To recognise literary influence and allusion.

CLO-4: To familiarise major works and its political relevance.

CLO-5: To improve critical reading.

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		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: Poetry (Detailed) (10 Hours)

1. Digging : Seamus Heaney
2. Text : Carol Ann Duffy
3. In a Station of the Metro : Ezra Pound
4. Daddy : Sylvia Plath

Module II: Poetry (Non Detailed) (3 Hours)

1. The Waste Land : T. S. Eliot

Module III: Prose (12 Hours)

1. How to Escape from Intellectual Rubbish : Burtrand Russel
2. The Great Shipwreck : G.K. Chesterton

3. Politics and the English Language : George Orwell

Module IV: Drama (10 Hours)

1. Rosencratz and Guildenstern are Dead : Tom Stoppard
2. Top Girls : Caryl Churchill

Module V: Fiction (25 Hours)

1. Heart of Darkness : Joseph Conrad
2. A Portrait of the Artist as a Young Man : James Joyce
3. Lord of the Flies : William Golding

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,
6. 2002.
7. Poplawski, Paul, editor. *English Literature in Context*. CUP, 2008.
8. John, Mulgan, and D. M. Davin. *History of English Literature*. Clarendon Press, 1964.
9. Sampson, George. *History of English Literature*. CUP, 2014.

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Assessment Methods:

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Credits: 4**Total Hours: 60****BAEN-DC12: INTRODUCTION TO WOMEN'S WRITING****After completion of this Course, the student should be able:**

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: To differentiate between sex and gender and how the latter is a social construction.

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

CLO-5: To 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: Poetry (20 Hours)**

1. The 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

Module II: Essay (10 Hours)

1. Myth and Reality from *The Second Sex* : Simone de Beauvoir

2. Introduction to Women's Writing in India : Susie Tharu & K. Lalitha

Module III: Drama (10 Hours)

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

Module IV: Fiction (5 Hours)

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

Module V: Short Fiction/ Non –Fiction (15 Hours)

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

References:

1. Angelou, Maya. *I Know Why the Caged Bird Sings*. Random House, 1969.
2. Susan Glaspell, 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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Assessment Methods:

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Credits: 4

Total Hours: 60

BAEN-DC13: MODERN LITERARY CRITICISM

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

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

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

CLO-3: To develop various perspectives of thinking and critique the major arguments presented in literature.

CLO-4: To develop awareness of various literary theories and the way they enrich and change our thinking 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: Structuralism, Poststructuralism and Psychoanalysis (10 Hours)

Structuralism: Saussure -Sign, Signifier, Signified- Claude Levi-Strauss and Roland Barthes- Structuralist narratology.

Poststructuralism: Derrida- Logocentrism, Aporia, Decentering.

Psychoanalytic Theory: Freud - Id, Ego, Superego, Oedipus Complex- Lacan - Imaginary, Symbolic, Real.

Module II: Marxism, Cultural Studies, Cultural Materialism and New Historicism (20 Hours)

Marxism: Base, Superstructure, Materialism, ideology- The Frankfurt School- Culture industry- Antonio Gramsci - The formation of the intellectuals, Subaltern- Louis Althusser - Ideological State apparatus and Interpellation.

Cultural Studies: Culturalism- New Left- CCCS-Raymond Williams definition of Culture- Structure of feeling- Stuart Hall and the 'popular', - Two paradigms of Cultural Studies.

Cultural Materialism & New Historicism: Marxist framework of Culture and History, Historiograph- Foucauldian notion of Power- Difference with Old Historicism- Stephen Greenblatt- Louis Montrose.

Module III: Feminism and Queer Theory (10 Hours)

Feminism: The three waves in feminism- Gynocriticism-French Feminism- Ecriture feminine-Sexual Politics-Marxist Feminism- Lesbian Feminism- Black Feminism-Dalit Feminism- Postfeminism-Womanism.

Queer Theory: Social constructionism of gender and sexuality, LGBTIQ- Transgender identity

Module IV: Postmodernism, Postcolonialism, and Ecocriticism (15 Hours)

Postcolonialism: Eurocentrism-Orientalism-Alterity- Diaspora- Hybridity-Uncanny- Strategic Essentialism- Subaltern Studies- Postcolonial Critique of Nationalism.

Postmodernism: Critique of Enlightenment and Universalism- Habermas's notion of Modernity as an Incomplete Project- Lyotard's concept of incredulity towards metanarratives- Baudrillard's ideas of Simulation-Simulacra and hyperreality- Brian McHale's concept of Postmodernist literatures.

Ecocriticism: Anthropocentrism-Shallow Ecology vs Deep Ecology- Environmental Imagination- Ecofeminism

Module V: Literary Appreciation (5 Hours)

In this module, the students are supposed to read the selected literary works in the light of the theoretical concepts listed in the previous modules.

References:

1. Saussure, Ferdinand de. *Course in General Linguistics*. Edited by Charles Bally and Albert Sechehaye, translated by Wade Baskin, McGraw-Hill, 1966.
2. Barthes, Roland. *Mythologies*. Translated by Annette Lavers, Hill and Wang, 1972.
3. Derrida, Jacques. *Of Grammatology*. Translated by Gayatri Chakravorty Spivak, Johns Hopkins University Press, 1976.

4. Freud, Sigmund. *The Interpretation of Dreams*. Translated by James Strachey, Basic Books, 2010.
5. Lacan, Jacques. *Écrits: A Selection*. Translated by Alan Sheridan, W.W. Norton & Company, 1977.
6. Marx, Karl, and Friedrich Engels. *The German Ideology*. Prometheus Books, 1998.
7. Gramsci, Antonio. *Selections from the Prison Notebooks*. Edited and translated by Quintin Hoare and Geoffrey Nowell Smith, International Publishers, 1971.
8. Hall, Stuart. *Cultural Representations and Signifying Practices*. SAGE Publications, 1997.
9. Greenblatt, Stephen. *Renaissance Self-Fashioning: From More to Shakespeare*. University of Chicago Press, 1980.
10. Montrose, Louis. "Professing the Renaissance: The Poetics and Politics of Culture." *The New Historicism*, edited by H. Aram Veese, Routledge, 1989.
11. Butler, Judith. *Gender Trouble: Feminism and the Subversion of Identity*. Routledge, 1990.
12. hooks, bell. *Feminist Theory: From Margin to Center*. Routledge, 1984.
13. Rich, Adrienne. "Compulsory Heterosexuality and Lesbian Existence." *Signs: Journal of Women in Culture and Society*, vol. 5, no. 4, 1980.
14. Lyotard, Jean-François. *The Postmodern Condition: A Report on Knowledge*. Translated by Geoff Bennington and Brian Massumi, University of Minnesota Press, 1984.
15. Said, Edward W. *Orientalism*. Pantheon Books, 1978.
16. Spivak, Gayatri Chakravorty. "Can the Subaltern Speak?" *Marxism and the Interpretation of Culture*, edited by Cary Nelson and Lawrence Grossberg, Macmillan, 1988.
17. Glotfelty, Cheryll, and Harold Fromm, editors. *The Ecocriticism Reader: Landmarks in Literary Ecology*. University of Georgia Press, 1996.
18. Shiva, Vandana. *Staying Alive: Women, Ecology, and Development*. Zed Books, 1989.

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Assessment Methods:

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Credits: 3

BAEN-IN01: INTERNSHIP PROJECT

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

CLO-1: Learn and apply specific documentation styles and methodological formalities.

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)

	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		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 75 (45 External and 30 Internal) marks.
- The evaluation 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 50% marks of the Aggregate and 50% 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 30 marks:

- Punctuality- 5
- Use of Data- 5
- Scheme/ Organisation of Report- 10
- Viva-voce- 10

External 45 marks

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

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.)

Teaching –Learning Strategies:

The programme is initiated to improve self-advocacy among the students and help them excel in their learning process. The teaching-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. A learning environment fostering experiential learning will also be provided. Students are motivated by 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:

Progress toward achieving learning outcomes will be assessed by time constraint test paper which will be conducted for the students. Oral presentations (Seminar presentations), a seminar on different topics can enhance the qualitative understanding of the topic and communication skills. Quizzes are conducted to improve students’ ability to respond.

Credits: 4

Total Hours: 60

BAEN-DC14: AFRICAN LITERATURE

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

CLO-1: To understand the diversity of perspectives and voices within African Literature.

CLO-2: To introduce African Diaspora.

CLO-3: To analyse the complexities of race and gender within African literary tradition.

CLO-4: To understand the contemporary relevance of African Literature.

CLO-5: To trace the evolution of Poems and Dramas as literary forms

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: Introduction to African Literature (13 Hours)

Poems-Oral Tradition-Novels-Short Stories-Drama-African Theatre-Slavery and Colonisation-Slave Trade and Slave Narratives-Slavery Abolition Acts-Pan Africanism-Black Arts Movement-Negritude and Black Consciousness-African Diaspora.

Module II: Poetry (10 Hours)

1. Were I to Choose : Gabriel Okara
2. Cactus : Jean Joseph Rabearivelo
3. Africa : David Diop
4. The Casualties : John Pepper Clarke

Module III: Prose (15 Hours)

- 1.The Advance : Henry Lopes
2. Girls at War : Chinua Achebe
3. How to Write About Africa : Binyavanga Wainaina

Module IV: Drama (10 Hours)

1. Death and The Kings Horsemen : Wole Soyinka
2. The Island : John Kani

Module V: Novels (12 Hours)

1. Half of a Yellow Son : Chimamanda Ngozi Adichie
2. The River Between : Ngugi Wa Thiongo

References:

1. Simon, Gikandi, *Reading Chinua Achebe: Language and Ideology in Fiction*, Nairobi Heinemann, 1991.
2. Obi, Maduakor, Wole Soyinka: An Introduction to his Writing, Garland, 1986.
3. Valliant, Janet G, Black, French and African: A Life of Leopold Sedar Senghor, Harvard University Press, 2013.
4. Bhatt, Purnima Mehta, The African Diaspora in India: Assimilation, Change and Cultural Survivals, Taylor and Francis, 2017.
5. Eltis, David, The Rise of African Slavery in the Americas, Cambridge University Press, 2000.

Teaching –Learning Strategies:

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Assessment Methods:

Progress toward achieving learning outcomes will be assessed by time constraint test paper which will be conducted for the students. Oral presentations (Seminar presentations), a seminar on different topics can enhance the qualitative understanding of the topic and communication skills. Quizzes are conducted to improve students' ability to respond.

Credits: 4

Total Hours: 60

BAEN-DC15: THEORY AND CRITICISM

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

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

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

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

CLO-4: To develop awareness of various literary theories and the way they enrich and change our thinking 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				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	1	3		2	1	3		3		2	2	1	3
CLO4		1	3	3	3	1	2	2	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)

Russian Formalism, Marxist Criticism, New Criticism, Naturalism, New Historicism., Modernism, Post-modernism Structuralism, Post-structuralism, Deconstruction, Post-colonialism, Feminism, Psycho- analytic Criticism, Canon, Defamiliarisation, Metonymy, Pathetic Fallacy, Patriarchy, Gaze

Module II (10 Hours)

1. Post-structuralism and Deconstruction -Some Theoretical Differences between Structuralism and Post-structuralism- What Post-Structuralist Critics Do, Deconstruction-an example.

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

Module III (10 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 (10 Hours)

“Nature of the Linguistic Sign” : Ferdinand de Saussure

"Tradition and Individual Talent" : TS Eliot

"An Image of Africa: Racism in Conrad's Heart of Darkness" : Chinua Achebe

“The Introduction to The Second Sex” – Simone de Beauvoir

“ The Death of the Author” : Roland Barthes

“Structure Sign and Play in the Discourse of Human Science” – Jacques Derrida

Module V: Literary Appreciations (15 Hours)

In this Module, critical analysis of literary works are to be done by the students. The students may be asked to analyse literary pieces in terms of various theories discussed in the classroom.

References:

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 I. 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,
11. Webster. R. *Studying Literary Theory: An Introduction*. Edward Arnold, 1990.
12. Simon, Peter, editor. *The Norton Anthology of Theory and Criticism*. Norton, 2011.

Teaching –Learning Strategies:

The programme is initiated to improve self-advocacy among the students and help them excel in their learning process. The teaching-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. A learning environment fostering experiential learning will also be provided. Students are motivated by 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:

Progress toward achieving learning outcomes will be assessed by time constraint test paper which will be conducted for the students. Oral presentations (Seminar presentations), a seminar on different topics can enhance the qualitative understanding of the topic and communication skills. Quizzes are conducted to improve students' ability to respond.

Credits: 4

Total Hours: 60

BAEN-DC16: CULTURAL STUDIES

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

CLO-1: To understand the basic concepts and theoretical developments of cultural studies.

CLO-2: To learn contemporary cultural perspectives.

CLO-3: To introduce significant debates prevalent in cultural studies.

CLO-4: To analyse societal power relations.

CLO-5: To analyse cultural conflicts and marginalisation.

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		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	1	3	2	2	1	3	3	3	3	2	2	1	3
CLO4	3	1	3	3		1	2	2	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 Cultural Studies (15 Hours)

Culture: Mass culture and Popular culture. Civilisation, Evolution of Cultural studies as a discipline, Methodologies in cultural studies. Major concepts in Cultural Studies: Hegemony, power and Ideology.

Module II: Major thinkers of Cultural Studies and their works (10 Hours)

Richard Hoggart, Raymond Williams and Stuart Hall.

Module III: (10 Hours)

Cultural Studies: Two Paradigms : Stuart Hall

Advertising: The Magic System : Raymond Williams

Space, Power, Knowledge : Michel Foucault

Module IV: (15 Hours)

Art and Mass culture : Max Horkheimer

Religion as a cultural System : Clifford Geertz

Entertainment as Utopia : Richard Dyer

Module V: (10 Hours)

“Tradition, Transgression and Norms” (pp. 1-8)

From The Tao of Cricket : Ashis Nandy

Visual Pleasure and Narrative Cinema : Laura Mulvey

Essays on Music : Theodor W Adorno

References:

1. Lewis, Jeff. *Cultural Studies: The Basics*, Sage Publication, 2008.
2. Saha, Anamika. *Race, Culture and Media*, Sage Publication, 2021.
3. Butler, Judith. *Gender Trouble*, Routledge, 1990
4. Doring, Simon. *The Cultural Studies Reader*, Routledge, 1993.
5. Chirkov, Valery. *An Introduction to Culture and Psychology: A SocioCultural Perspective*, Routledge, 2024.

Teaching –Learning Strategies:

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Assessment Methods:

Progress toward achieving learning outcomes will be assessed by time constraint test paper which will be conducted for the students. Oral presentations (Seminar presentations), a seminar on different topics can enhance the qualitative understanding of the topic and communication skills. Quizzes are conducted to improve students' ability to respond.

Credits: 4

Total Hours: 60

BAEN-DC17: ENGLISH LANGUAGE TEACHING

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 acquaint the students with the different styles of prose writing and understand the use of literary devices.

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

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	
CLO2	2	3	1	2	2	2	3	2	2	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	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: Background (10 Hours)

Describing Language and Language Skills- Background to Language Learning- Background to Language Teaching.

Module II: Lesson Planning and Use of Resources (15 Hours)

Identifying and Selecting Lessons-Selection and Use of Resources- Choosing Assessment Activities

Module III: Teaching English Today (10 Hours)

Communicative Language Teaching- Input Rich Communicational Environments- Language Teaching Methodologies-Conversation and Fluency.

Module IV: Classroom Interaction (10 Hours)

Introduction to Classroom Interaction- Understanding student behaviour in the ELT classroom- Effective Communication Strategies in the ELT Classroom- Using Technology to support Classroom Management in ELT.

Module V: Tasks (15 Hours)

Defining Tasks in Language Learning- Designing Tasks for Various Language Skills- Using Tasks in Content and Language Integrated Learning (CLIL)- Designing Tasks for ESP (English for Specific Purposes).

References:

1. Ellis, R. (2003). Task-based language learning and teaching. Oxford University Press.
2. Willis, J. (1996). A framework for task-based learning. Longman.
3. Nunan, D. (2004). Task-based language teaching. Cambridge University Press.
4. Harmer, J. (2007). The practice of English language teaching. Longman.
5. Scrivener, J. (2011). Learning teaching: The essential guide to English language teaching.

Teaching –Learning Strategies:

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Assessment Methods:

Progress toward achieving learning outcomes will be assessed by time constraint test paper which will be conducted for the students. Oral presentations (Seminar presentations), a seminar on different topics can enhance the qualitative understanding of the topic and communication skills. Quizzes are conducted to improve students' ability to respond.

Credits: 4

Total Hours: 60

BAEN-DC18: LANGUAGE AND LINGUISTICS

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

CLO-1: To familiarize students with key aspects of linguistics and development of latest trends in language study.

CLO-2: To familiarize learners with the nature and organization of language.

CLO-3: To develop ability to analyse language data, arguments and theories.

CLO-4: To identify language related problems.

CLO-5: TO organize Language awareness classes.

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		1	2	1	1
CLO2	2	3	1	2		2	3	2	2	3	3	3	2	2	2	2
CLO3		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	2	1	2	1	1

SYLLABUS

Module I: Introduction to Developmental Linguistics (5 Hours)

Sociolinguistics, Psycholinguistics and Neurolinguistics- Linguistics as a Science- History of Linguistics- Ancient Greece and Rome – Ancient India.

Module II: Important Theories and Movements (5 Hours)

Saussure’s theories- Schools and Movements- Historicism- Structuralism- Functionalism- Generativism.

Module III: Phonology and Phonetics (10 Hours)

Sounds- Phonology and Phonetics- The Sound System-Phonological Rules- Articulatory Phonetics- Auditory Phonetics.

Module IV: Morphology and Syntax (25 Hours)

Morphological Process- Morphological Rules- Root Creation- Derivation- Syntax- Chomsky's Contribution to English- Transformational Generative Grammar- Deep Structure- Surface Structure- Ambiguity.

Module V: Semantics (15 Hours)

The concept of Meaning- Situational and Contextual- Theme and Rhyme- Theories of Meaning- Hyponymy- Metonymy- Synonymy- Antonymy- Entailment- Prototype.

References:

1. R H Robins: *A Short History of Linguistics*. Longman, 1979.
2. John Lyons: *Language and Linguistics; An Introduction*. Cambridge, 1981.
3. Charles F. Hockett: *A Course in Modern Linguistics*. Macmillan, 1958.
4. Elizabeth Ahlsen: *Introduction to Neuro-linguistics*. John Benjamin Publishing, 2006.
5. E F K Koerner: "The Chomskyan Revolution," *Towards a History of American Linguistics*. Routledge, 2011.
6. Keith Allan: *The Routledge Handbook of Linguistics*. Routledge, 2015.

Teaching –Learning Strategies:

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Assessment Methods:

Progress toward achieving learning outcomes will be assessed by time constraint test paper which will be conducted for the students. Oral presentations (Seminar presentations), a seminar on different topics can enhance the qualitative understanding of the topic and communication skills. Quizzes are conducted to improve students' ability to respond.

Credits: 4

Total Hours: 60

BAEN-DC19: CANADIAN LITERATURE

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

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 acquaint the students with the different styles of prose writing and understand the use of literary devices.

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

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		3	2	2	1	2	1	1
CLO2		3	1		2	2	3	2	2	3	3	3	2	2	2	2
CLO3	1		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	1

SYLLABUS

Module I: Introduction (5 Hours)

Overview of Canadian Literary History- Early Canadian Writers- Confederation Poets- Modernist Poetry- Indigenous Voices and Perspectives- Quebec’s Unique Culture- Recent Themes and Trends

Module II: Early Canadian Literature (1800-1920) (25 Hours)

1. Roughing it in the Bush- Susanna Moodie
2. The Backwoods of Canada- Catharine Parr Traill
3. The Forge of Clay- Charles G.D. Roberts

Module III: Canadian Modernism (1920-1950) (5 Hours)

1. Two Solitudes- Hugh MacLennan
2. The Flying Years- Frederick Niven
3. Such is My Beloved- Morley Callaghan

Module IV: Indigenous and Quebecois Literature (10 Hours)

1. The Gathering- Gregory Scofield
2. Medicine River- Thomas King
3. The Tin Flute- Gabrielle Roy
4. Kamouraska- Anne Hebert

Module V: Fiction (15 Hours)

1. The Stone Angel- Margaret Laurence
2. Dance of the Happy Shades- Alice Munro
3. The English Patient- Michael Ondaatje
4. The Handmaid's Tale- Margaret Atwood

References:

1. Atwood, M. *The Handmaid's Tale*. Virago, 1985.
2. Conchita, Synthia. *The Oxford Handbook of Canadian Literature*. Oxford University Press, 2016
3. King, T. *The Truth about Stories: A Native Narrative*. House of Anansi Press, 2011.
4. Laurence, M. (1964). *The Stone Angel*. Hauptbd. Margaret Laurence. Cornelsen, 1993.
5. Moodie, Susanna. *Roughing It in the Bush*. Double 9 Books, 2023.
6. Ondaatje, Michael. *The English Patient*. Michael Ondaatje. Bolinda, 2020.

Teaching –Learning Strategies:

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Assessment Methods:

Progress toward achieving learning outcomes will be assessed by time constraint test paper which will be conducted for the students. Oral presentations (Seminar presentations), a seminar on different topics can enhance the qualitative understanding of the topic and communication skills. Quizzes are conducted to improve students' ability to respond.

Credits: 4

Total Hours: 60

BAEN-DC20: DISABILITY STUDIES

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 acquaint the students with the different styles of prose writing and understand the use of literary devices.

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

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	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		3	3	2	2		1	2	2
CLO5	3	3	3	2	3	1	3	1	3	3	3	2	1	2		1

SYLLABUS

Module I: Introduction (5 Hours)

Defining Disability- Disability Rights Movement (ADA, UNCRPD)- Ancient and Medieval Perspectives- Representations in Media and Literature- Disability and Mental Health.

Module II: Intersectionality and Disability (25 Hours)

Intersectionality Theory- Disability and Intersectionality (race, gender, sexuality, class)- Intersectional Approaches to Disability Advocacy.

Module III: Disability and Technology (5 Hours)

Assistive Technology- Accessibility and Inclusive Design- Disability and Digital Culture.

Module IV: Poetry (10 Hours)

1. The Broken Mind- Robert Lowell
2. The Cancer Journals- Audre Lorde
3. Disablement, Disability and Chronic Sickness- Colin Barnes.

Module V: Memoirs (15 Hours)

1. Look me in the Eye- John Elder Robison
2. Moving Violations- John Hockenberry
3. My Left Foot- Christy Brown

References:

1. Rehabilitation Act of 1973
2. Individuals with Disabilities Education Act (IDEA)
3. Disability Discrimination Act (DDA)
4. Davis, L. J. *The Disability Studies Reader*. Routledge, 2013.
5. Oliver, M. *Understanding Disability: From Theory to Practice*. Macmillan, 1996.
6. Shakespeare, T. *Disability Rights and Wrongs*. Routledge, 2013.
7. Charlton, J. I. (2013). *Nothing about Us Without Us: Disability Oppression and Empowerment*. University of California Press.
8. Linton, S. *Claiming Disability: Knowledge and Identity*. New York University Press, 1998.
9. Oliver, M. *Understanding Disability: From Theory to Practice*. Macmillan, 1996.
10. Davis, L. J. *The Disability Studies Reader*. Routledge, 2013.

Teaching –Learning Strategies:

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Assessment Methods:

Progress toward achieving learning outcomes will be assessed by time constraint test paper which will be conducted for the students. Oral presentations (Seminar presentations), a seminar on different topics can enhance the qualitative understanding of the topic and communication skills. Quizzes are conducted to improve students' ability to respond.

Credits: 4

Total Hours: 60

BAEN-DC21: EUROPEAN LITERATURE

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

CLO-1: To distinguish the literary trends in European Literature from the classical times to the modern

CLO-2: To develop an overall understanding of the socio-cultural and literary contexts

CLO-3: To analyze the texts in relation to their time and the specific literary movement

CLO-4: To evaluate the texts by relating them to their contexts.

CLO-5: To write critically based on an evaluative understanding of the authors and their 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	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

SYLLABUS

Module I: Literary Terms (5 Hours)

Expressionism- Surrealism- Avant Garde Movement- Stream of Consciousness- Epic Theatre-Problem Play.

Module II: Poetry (15 Hours)

The Prologue to the Wife of Bath : Geoffrey Chaucer
 Intoxication : Charles Baudelaire
 General Your Tank : Bertolt Brecht
 Childhood : Rainer Maria Rilke

Module III: Plays (10 Hours)

Ghosts : Henrik Ibsen

Antigone ; Sophocles

Module IV: Novels & Short Stories (15 Hours)

The Metamorphosis : Franz Kafka

Death in Venice : Thomas Mann

A Painful Case : James Joyce

Module V: Prose (15 Hours)

Why I Write : George Orwell

Toleration and Other Essays : Voltaire

References:

1. *A History of European Literature: The West and the World from Antiquity to the Present-* Walter Cohen.
2. *City of Suppliants: Tragedy and Athenian Empire-* Angeliki Tzanetou
3. *A Critical Study: Thomas Mann-* R.J. Hollingdale.
4. *The Metamorphosis by Kafka: Bloom's Modern Critical Interpretations-* Harold Bloom.
5. *James Joyce: A Critical Introduction-* Harry Levin.

Teaching –Learning Strategies:

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Assessment Methods:

Progress toward achieving learning outcomes will be assessed by time constraint test paper which will be conducted for the students. Oral presentations (Seminar presentations), a seminar on different topics can enhance the qualitative understanding of the topic and communication skills. Quizzes are conducted to improve students' ability to respond.

Credits: 4

Total Hours: 60

BAEN-DC22: FILM STUDIES

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

CLO-1: To outline the basic elements of film, cinematography and its technical aspects.

CLO-2: To analyse different types of movies and film theories.

CLO-3: To understand different stages involved in film making.

CLO-4: To acquaint the students with the different terminologies of films.

CLO-5: To appreciate films through cultural, social and political view and study the impact of film on 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			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: Introduction to the Cinema (15 Hours)

A. History- The Birth of Cinema-The Silent Cinema- The Classical Period-The Sound Cinema

B. Movements and Theories- Italian Neorealism- French New wave- Japanese Cinema- Korean Cinema-Iranian Cinema-Auteur Theory- Feminist Film Theory- Realism- Male Gaze- Film Semiotics

C. Film Genres- Short Film- Future Film- Documentary- Thriller- Horror- Animation- Film Noir- Science Fiction- Road Movies- 3-D Films.

Module II: Film Terminology (15 Hours)

A. Mise-en-scene- Long Takes- Deep Focus- Shallow Focus- Shots: Close up, Medium, Long Shot- Camera Angle: Straight on Angle Shot, High Angle Shot, Low Angle Shot, Shot Reverse Shot.

- B. Editing: Chronological Editing, Continuity Editing, Cross Cut, Jump Cut, Continuity Cut, Match Cut
- C. Sound: Diegetic and Extra-Diegetic Sound, Speech, Music
- D. Colour: Black and White Cinema, Technicolour, Eastman Colour,

Module III: Essays on Film. (10 Hours)

- 1. Laura Mulvey: Visual Pleasure and Narrative Cinema
- 2. Arundhathy Roy: The Great Indian Rape- Trick 1
- 3. Satyajit Ray: Notes on Filming Bibhuti Bushan

Module IV: Film for Appreciation (10 Hours)

- 4. Charlie Chaplin: *The Great Dictator*
- 5. Satyajit Ray: *Pather Panchali*
- 6. Ramu Kariat: *Chemmeen*
- 7. Akira Kurosawa: *Rashomon*.

Module V: Case Studies of Contemporary Cinema (10 Hours)

- 1. Majid Majidi: *Muhammad: The Messenger of God*
- 2. Kiran Rao: *Laapataa Ladies*
- 3. Jithu Madhavan: *Aavesham*
- 4. Bong Joon-ho: *Parasite*

References:

- 1. "A Dictionary of Film Studies" by Annette Kuhn and Guy Westwell.
- 2. "Cinema Studies: The Key Concepts" by Susan Hayward.
- 3. "Satyajit Ray on Cinema" edited by Sandip Ray.
- 4. Selected articles and book chapters.
- 5. Online resources and multimedia materials.

Teaching –Learning Strategies:

The programme is initiated to improve self-advocacy among the students and help them excel in their learning process. The teaching-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. A learning environment fostering experiential learning will also be provided. Students are motivated by 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: 3

Total Hours: 45

BAEN-AE01: ENGLISH FOR PROFESSIONAL USE

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

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

CLO-2: To acquaint the students with the basics of English grammar.

CLO-3: To enable the students to enrich their vocabulary and LSRW skills.

CLO-4: To encourage learner autonomy through pair and group activities.

CLO-5: To effectively integrate English language learning with employability skills and training.

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: Introduction to Communication (5 Hours)

- Definition
- Types
- Process
- Barriers.

Module II: Phonetics Basics (10 Hours)

- Received Pronunciation
- Sounds: Vowels/Diphthongs, Consonants
- Syllables.

Module III: Introduction to Grammar and Usages (10 Hours)

- Parts of Speech
- Tenses
- Voice
- Subject Verb Agreement
- Tag Questions.

Module IV: Listening & Speaking (10 Hours)

- Listening to a conversation
- Listening to a speech
- Listening to a lecture
- Listening to weather forecast
- Listening to instructions and directions.
- Group Discussion
- Interview - Speech
- Debate
- Telephone conversation
- Day-to-day conversation

Module V: Reading & Writing (10 Hours)

- Reading Strategies
- Vocabulary (synonyms, antonyms, homonyms, homophones, eponyms, prefixes, suffixes, phrasal verbs, idioms)
- Dictionary usage
- News reports
- Advertisement
- Chart, Table & Graph
- Letter Writing (Personal, Official, Cover Letter, Apology Letter)
- Email Writing
- Essay Writing
- Resume & Biodata

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.
5. A.C. Gimson. *Introduction to the Pronunciation of English*.
6. Daniel, Jones. *English Pronouncing Dictionary*..
7. T, Balasubramanyam. *A Text of English Phonetics for Indian Students*.

8. Bansal, R.K. and Harrison, J.B. *Spoken English for India*.

Teaching –Learning Strategies:

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Assessment Methods:

Progress toward achieving learning outcomes will be assessed by time constraint test paper which will be conducted for the students. Oral presentations (Seminar presentations), a seminar on different topics can enhance the qualitative understanding of the topic and communication skills. Quizzes are conducted to improve students' ability to respond.

Credits: 3**Total Hours: 45****BAEN-AE03: GENDER STUDIES****After completion of this Course, the student should be able:**

CLO-1: To learn different perspectives of gender.

CLO-2: To analyse the contemporary society in terms of gender equality.

CLO-3: To introduce social hierarchy and power structure.

CLO-4: To investigate how social and political context shape gender and sexuality.

CLO-5: To challenge pre conceptions and to achieve gender equity.

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: Key Terms (5 Hours)**

Gender, Sex, Gendering, Gender Roles, Gender Identity, Masculinity, Femininity, Patriarchy, Misogyny, Chauvinism, Gender Dysphoria.

MODULE II: Poetry (15 Hours)

“Bosom Friend” : Hira Bansode
 “The Old Playhouse” : Kamala Das
 “Random Access Man” : Meena Kandasamy
 “This is a Photograph of Me” : Margaret Atwood
 “Phenomenal Woman” : Maya Angelou

MODULE III: Short Story (5 Hours)

“Draupadi” : Mahasweta Devi

MODULE IV: Non-Fiction (10 Hours)

“Accept Me”(I am Vidya) : Living Smile Vidya

MODULE V: Essay (10 Hours)

“Structural Violence and the Trans Struggle for Dignity” : Gee Imaan Semmalar

“Clothing Matters: Visiting the Melmundusamaram” : K.M Sheeba.

References:

1. Gerda, Lerner. *Creation of Patriarchy*. New York, OUP. 1986.
2. Joan, Scott. *Gender and The Politics of History*. New York. 1987.
3. Seu, Morgan (ed.), *New Feminist History Reader*, Routledge, 2006.
4. Bhutalia, Urvasi. *The Other Side of the Silence: Voice from the Partition of India*. Penguin. 1998.
5. Kiran, Pawar. *Women in Indian History*. Vision and Venture. 1996.
6. Abrahams, M.H. , *A Glossary of Literary Terms*. 2020.
7. Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory*. Viva Books. 2018.
8. Davis, Angela. *Women, Race and Class*. Navayana Publishing. 2013.

Teaching –Learning Strategies:

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Assessment Methods:

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ADDITIONAL LANGUAGE I

Course Code	Title of the Course	Hours	Credits
BAEN-AE02A	ARABIC	45	3
BAEN-AE02H	HINDI	45	3
BAEN-AE02M	MALAYALAM	45	3

Note: For detailed syllabus see Appendix V.

ADDITIONAL LANGUAGE II

Course Code	Title of the Course	Hours	Credits
BAEN-AE03A	ARABIC	45	3
BAEN-AE03H	HINDI	45	3
BAEN-AE03M	MALAYALAM	45	3

Note: For detailed syllabus see Appendix V.

ELECTIVES

Elective-1: Discipline Specific Elective Course (DSE)

Credits: 4

Total Hours: 60

BAEN- DE01: POSTCOLONIAL LITERATURES

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

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 (5 Hours)

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

Module II: Poetry (20 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. Aboriginal Australia : Jack Davis
5. The Mystic Drum : Gabriel Okara

Module III: Drama (5 Hours)

1. *Hayavadana* : Girish Karnad

Module IV: Prose (15 Hours)

1. Decolonising the Mind : Ngugi Wa Thiango
2. Marriage is a Private Affair : Chinua Achebe

Module V: Fiction (15 Hours)

1. The White Tiger : Arvind Adiga

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:

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Assessment Methods:

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Credits: 4

Total Hours: 60

BAEN-DE02: AMERICAN LITERATURE

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

CLO-1: To 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	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 (10 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 (5 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 V: Drama (15 Hours)

1. Death of a Salesman : 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*

Teaching –Learning Strategies:

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Assessment Methods:

Progress toward achieving learning outcomes will be assessed by time constraint test paper which will be conducted for the students. Oral presentations (Seminar presentations), a seminar on different topics can enhance the qualitative understanding of the topic and communication skills. Quizzes are conducted to improve students' ability to respond.

Credits: 4

Total Hours: 60

BAEN-DE03: INDIAN WRITINGS IN ENGLISH

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

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

CLO-2: To 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: To identify the development of history of Indian English literature from its beginning to the present day.

CLO-5: To 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 (5 Hours)

1. "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 (5 Hours)

1. Nagamandala : Girish Karnad

Module III: Fiction (10 Hours)

1. *The Shadow Lines* : Amitav Ghosh

Module IV: Short Stories (20 Hours)

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

Module V: Poetry (20 Hours)

1. Our Casuarina Tree : Toru Dutt
2. Obituary : A. K Ramanujan
3. Poet, Lover, Bird Watcher : Nissim Ezekiel
4. The Coromandel Fishers : Sarojini Naidu
5. A Summer Poem : Jayanta Mahapatra
6. Ghanashyam : 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*. RachanaPrakashan, 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:

The programme is initiated to improve self-advocacy among the students and help them excel in their learning process. The teaching-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. A learning environment fostering experiential learning will also be provided. Students are motivated by 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: 4

Total Hours: 60

BAEN-DE04: DALIT LITERATURE

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

CLO-1: To correlate the various phases of the evolution of Dalit writings.

CLO-2: To delineate the thematic concerns, genres and trends of Dalit writings.

CLO-3: To understand Dalit writings as a specific genre based on certain common socio-political contexts.

CLO-4: To identify the development of the history of Dalit writings from its beginning to the present day.

CLO-5: To interpret the works of great writers of Dalit writings.

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: Introduction to Dalit Literature (8 Hours)

Origins of Dalit Literature- Dr. Bheemrao Ramji Ambedkar (1891-1956)- Shantabai Kamble- Dalit and Indian narratives- Malayalam Dalit writing.

Module II: Poetry (12 Hours)

1. Mother : Waman Nimbalkar
2. The Dalits are Coming : Siddalingaiah
3. Touch : Meena Kandasamy
4. A Dalit woman in the land of goddesses : Aruna Gogulamanda
5. Wasteland : Vijila Chirappad

Module III: Autobiography (12 Hours)

1. Karukku : Bama
2. Kocharethi : Narayan
3. Jina Amucha : Baby Kamble
4. Koveru Kazhuthaigal : Imaiyan
5. Coming Out as Dalit: A Memoir : Yashica Dutt

Module IV: Prose (15 Hours)

1. Dalit Women Talk Differently : Gopal Guru
2. Dalit Aesthetics : Dr. Mrinmoy Pramanick

Module V: Essay (13 Hours)

1. Caste in India: Their Mechanism, Genesis and Development : Dr. B.R. Ambedkar
2. Conceptualizing Brahmanical Patriarchy in Early India: Gender, Class, Caste and State : Uma Chakravarti

Reference:

1. Prasad, Amamrnath and Gaijan, M.B. *Dalit Literature: A Critical Exploration*, (New Delhi: Sarup and sons, 2007).
2. Ilaiah, Kancha. *Why I am not a Hindu*.
3. Kumar, Raj. *Dalit Personal Narratives: Reading Caste, Nation and Identity*. (Hyderabad: Orient black SwanPvt. Ltd, 2011).
4. Rege, Sharmila. *Writing Caste/ Writing Gender: Reading Dalit Women's Testimonies*. (New Delhi, 2006).
5. Abedi, Zakir. *Contemporary Dalit Literature: Quest for Dalit Literature*. New Delhi, 2010.

Teaching –Learning Strategies:

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Assessment Methods:

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Elective-2: Multi-Disciplinary Course (MDC)

Credits: 3

Total Hours: 45

BAEN-MD01: LANGUAGE AND TECHNOLOGY

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

CLO-1: To help learners understand the impact of communication technology on English and its pedagogy.

CLO-2: To expose them to the practical ways of using the internet for better acquisition of LSRW.

CLO-3: To help learner integrate smartphones into English Language education effectively.

CLO-4: To keep learners abreast of recent trends in instructional technology.

CLO-5: To develop skills in digital communication.

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: Digital Learning Software (10 Hours)

Digital Learning Software and Types-FOSS-OER Commons- Project Gutenberg- Swayam-E(PG) Pathshala- Inflibnet- MOOC- Khan academy

Module II: Technology and Language (10 Hours)

Internet and Linguistic Impacts - World Wide Web-its impact on English-NetSpeak-features of NetSpeak- The language of Emails- hypertexts and interactivity-virtual libraries-online dictionaries-e-zines-webinars-the linguistic future of the internet.

Module III: Technology and Language Teaching (5 Hours)

Internet for LSRW Learning and teaching in the cyber era-sites/programmes for English Language Learners.

(www.bbc.co.uk/learningenglish / www.learningenglish.voanews.com / www.esllab.com/ www.eslpdf.com/ www.englishbanana.com)-student publishing-wikis and blogs- podcasts-vodcasts.

Module IV: Language Learning Tools (10 Hours)

Smartphones as educative tools Potential uses of smartphones in English classrooms-Useful mobile applications for English language learning and teaching (LEB English/VOA English/greatpoetry/ HelloTalkEnglish/English conversation/wordweb)-Mobile Learning Management Systems (MLMS)-Edmodo and Schoology- M-testing.

Module V: Presentation Tools (10 Hours)

Presentation software and educational potential- Characteristics of an ideal presentation.

References:

1. Crystal, David. *The Language and the Internet*. CUP Warschauer. (2003).
2. Goddarad, Angela and Geesin, Beverly. *Language and Technology*. Routledge. 2011.
3. Sproat, Richard. *Language, Technology and Society*. OUT Oxford, 2010.
4. Smith, Bryan. *Technology in Language Learning: An Overview*. Routledge. 2015.
5. Li, Li. *New Technologies and Language Learning*. Bloomsbury Academic. 1st,ed. 2017.

Teaching –Learning Strategies:

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Assessment Methods:

Progress toward achieving learning outcomes will be assessed by time constraint test paper which will be conducted for the students. Oral presentations (Seminar presentations), a seminar

on different topics can enhance the qualitative understanding of the topic and communication skills. Quizzes are conducted to improve students' ability to respond.

Credits: 3

Total Hours: 45

BAEN-MD02: CRITICAL REASONING AND ACADEMIC PRESENTATION

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

CLO-1: To understand what is critical thinking and its benefits.

CLO-2: To understand the characteristics of critical discourses.

CLO-3: To learn how to use various resources for critical thinking.

CLO-4: To practice accuracy in writing.

CLO-5: To give the students guidelines for effective presentations

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	2	1	3	2	3	1	3	2	2	1	1	1	1
CLO2			1	2	2	2	3	2	2		3	3	2		3	2
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: Introduction to Critical Thinking (10 Hours)

Critical thinking- Barriers- Arguments- Fallacies- Social Influence on Critical Thinking- Persuasive Discourses- Conformity- Prejudices.

Module II: Language of Critical Thinking (10 Hours)

Characteristics of Critical and Analytical Writing- Preparing for Critical Writing- Sign Posting- Writing Conventions.

Module III: Resources (5 Hours)

Academic Writing- Research Resources- Using Net Sources- Using the Library- Reading for Writing.

Module IV: Writing Process (10 Hours)

Evaluating a Text- Recording the Data—Note Taking- Writing Conclusions- Writing Mechanics- Essay Writing- Understanding and Selecting Key Points- Organizing Paragraphs.

Module V: Soft Skills for Academic Presentation (10 Hours)

The Audience- Objectives of Presentation- Techniques of Effective Presentation-Structuring the Presentation- Visual Presentation Aids.

References:

1. Bowell, Tracy and Kemp, Gary. *Critical Thinking: A Concise Guide*. Routledge, London, 2002.
2. Paul, Richard and Elder, Linda. *The Miniature Guide to Critical Thinking: Concepts and Tools*. Foundation for Critical Thinking, 2008.
3. Paul, Richard and Elder, Linda. *The Nature and Functions of Critical Thinking: Concepts and Tools*. Foundation for Critical Thinking, 2008.
4. Gregory Bassham, William Irwin, Henry Nardone and James M. Wallace. *Critical Thinking: A Student's Introduction*. Ed.4. McGraw-Hill, NewYork, 2002.

Teaching –Learning Strategies:

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Assessment Methods:

Progress toward achieving learning outcomes will be assessed by time constraint test paper which will be conducted for the students. Oral presentations (Seminar presentations), a seminar on different topics can enhance the qualitative understanding of the topic and communication skills. Quizzes are conducted to improve students' ability to respond.

Credits: 3

Total Hours: 45

BAEN-MD03: UNDERSTANDING CONTEMPORARY ISSUES

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

CLO-1: To outline the basic elements of study, the problems and remedies related to contemporary issues.

CLO-2: To analyze and identify trends in understanding contemporary issues.

CLO-3: To define different forms of understanding contemporary issues.

CLO-4: To acquaint the students with the different understandings of issues and analyze the use of literary devices.

CLO-5: To discover the various perspectives in understanding contemporary issues.

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

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CLO1		3	2	2	1	3	2	3	1	3	2	2	1	1	1	1
CLO2			1	2	2	2	3	2	2		3	3	2		3	2
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: Introduction to Contemporary Issues (5 Hours)

Defining- globalization and interconnectivity- research skills and critical thinking- inequality and systematic oppression- human rights and social movements- diversity.

Module II: Environmental Challenges (15 Hours)

Climate change and sustainability- Environmental justice and policies- ecological footprint- personal responsibilities.

Module III: Economic, Political Issues and Technology (5 Hours)

Global economy and trade- politics and governance- economic inequality- social welfare-

digital divide and accessibility- social media and information literacy- artificial intelligence and ethics.

Module IV: Health, Education and Culture (10 Hours)

Global Health disparities- Mental Health and stigma- Healthcare system and policies- Education access and inequalities- Cultural diversity- media representations.

Module V: Conflict and Future Directions (10 Hours)

Conflict theory- International diplomacy- Peacebuilding and social cohesion- Emerging issues and trends- Sustainable development- Social responsibility.

References:

1. "The Globalization Paradox" by Dani Rodrik.
2. "The New Jim Crow" by Michelle Alexander.
3. "This Changes Everything" by Naomi Klein.
4. Selected articles and book chapters.
5. Online resources and multimedia materials.
6. Contemporary issue-based texts (e.g., The Economist, The New York Times).

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Assessment Methods:

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Elective-3: Skill Enhancement Courses (SEC)

Credits: 3

Total Hours: 45

BAEN-SE01: PRESENTATION AND PERFORMANCE SKILLS

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

CLO-1: To cultivate writing abilities, comprehend the integration of writing and implement academic writing norms.

CLO-2: To comprehend the rules of speech.

CLO-3: To get familiar with the terminology, ideas, and methods of reasoning and argumentation.

CLO-4: To generate arguments by evaluation, synthesis and analysis.

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	1	1	3	2	1	2	3	2	2	1	2	1	1
CLO2	2	3	1	2	2	2	1	2	1	3	3	3	2	2	2	2
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: Writing Procedure (10 Hours)

Overview of Scholarly Writing- what is scholarly writing- purpose- types-features. Brainstorming- organising and outlining. Crafting the text- composing the introduction and conclusion- sequencing the paragraphs- proofreading and editing- finalising.

Module II: Writing Components (10 Hours)

Discussions- Persuasions and reasoning- comparison and contrast- defining and categorising the problems and remedies.

Module III: Writing for Academic or Professional Groups (10 Hours)

Review Writings-Reviewing texts- movies- product reviews. Writing evaluative reports. Designing questionnaires- collecting data. Writing etiquette- blog writings.

Module IV: Professional Skills (10 Hours)

What are Professional Skills- Importance- Types- Tips to develop- Business Skills- Importance.

Module V: Skill Activity (5 Hours)

Students have to be formed in groups to check their various skills- Students should be made to write articles and review articles of various journals.

References:

1. Sword, Helen. *Stylish Academic Writing*. Harvard University Press. 2012.
2. Swales, M. John and Feak, B. Christina. *Academic Writing for Graduate Students*. University of Michigan Press. 2004.
3. Oshima, Alice and Hogue, Ann. *Writing Academic English*. Longman. 1999.
4. Frederich, Patricia. *Teaching Academic Writing*. Bloomsburry Academic. 2008.
5. Fox, Mary Frank. *Scholarly Writing and Publishing*. Routledge. 2019.

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Credits: 3**Total Hours: 45****BAEN- SE02: WRITTEN COMMUNICATION IN ENGLISH****After completion of this Course, the student should be able:**

CLO-1: To understand the significance of written communication in academics.

CLO-2: To improve the writing skills of students.

CLO-3: To study the relevance of writing through online platform.

CLO-4: To create an awareness of the structure of newspaper.

CLO-5: To explore students' creativity.

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

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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

SYLLABUS**Module I: Key Concepts (10 Hours)**

Introduction to communication- written communication- definition- features- dos and don'ts- examples- advantages and disadvantages- How written communication is different from other medium of communication- web writing.

Module II: Essay and Review (8 Hours)

Essay- Definition- structure – writing essays on different topics

Review and appreciation- Definition- differences- writing book review- Film review- poem appreciation.

Module III: Formal Writing (5 Hours)

Resume and cover letter

Letter- Formal-Business letter- Apology letter- Request letter

Module IV: Newspaper Writing (10 Hours)

Definition and Features of News story- Editorial- Article- Periodicals.

Advertisement- Definition- Types -Writing an advertisement.

Letter to the editor- Op- ed pieces- Feature

Module V: Web Writing (12 Hours)

Definition and features of web writing- Advantages and disadvantages

Email- definition- uses- How to write an e mail.

E news- blog writing- content writing.

References:

1. <http://www.angelfire.com/wi/writingprocess/links.html>
2. Foggin, J. (1991). *Real Writing*. Sevenoaks, UK: Hodder and Stoughton.
3. <http://www.askoxford.com/betterwriting/letterwriting/?view=uk>
4. Adler B. Ronald and Russell F. Proctor II. *Looking Out, Looking In*. Cengage Learning.2017.
5. Dianna L.Vanblerkom. *College Study Skills*.Wadsworth.2003
6. Aggarwal, R. (2003). *Effective Communication Skills*. Jaipur : Sublime Publications
7. Davies, F. 1995, *Introducing Reading*. Penguin Books.

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Credits: 3**Total Hours: 45****BAEN-SE03: PUBLIC SPEAKING****After completion of this Course, the student should be able:**

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: To 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.

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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

SYLLABUS**Module I: Introduction (10 Hours)**

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

Module II: Significance of Confidence (10 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: Speaking the Mind (10 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: Practice (10 Hours)

Speaking Practice in relation to all the above Modules.

Module V: Media Training (5 Hours)

Training to give a speech on any topic based on any famous medias. (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.

Teaching –Learning Strategies:

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Assessment Methods:

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Credits: 3**Total Hours: 45****BAEN-SE04: SOFT SKILLS****After completion of this Course, the student should be able:**

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

CLO-2: To exhibit qualities of leadership.

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

CLO-4: To enhance critical and reflective thinking.

CLO-5: To improve communication skills.

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

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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 (8 Hours)**

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

Module II: Poems (10 Hours)

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

Module III: Short Stories (10 Hours)

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

Module IV: Writing (8 Hours)

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

Module V: Goal Setting (9 Hours)

1. Introduction
2. Importance of goals
3. Types of goals
4. Career goals
5. Tips to set goals

References:

1. Mitra, K. Barun. *Personality Development and Soft Skills*. Oxford University Press. India, 2016.
2. https://en.wikipedia.org/wiki/Soft_skills
3. www.wfskillscollege.org/
4. [https://en.wikipedia.org/wiki/Miriam_\(short_story\)](https://en.wikipedia.org/wiki/Miriam_(short_story)).

Teaching –Learning Strategies:

The programme is initiated to improve self-advocacy among the students and help them excel in their learning process. The teaching-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. A learning environment fostering experiential learning will also be provided. Students are motivated by 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:

Progress toward achieving learning outcomes will be assessed by time constraint test paper which will be conducted for the students. Oral presentations (Seminar presentations), a seminar

on different topics can enhance the qualitative understanding of the topic and communication skills. Quizzes are conducted to improve students' ability to respond.

Elective-4: Value Added Courses (VAC)

Credits: 3

Total Hours: 45

BAEN-VA01: ENVIRONMENTAL SCIENCE

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

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 of 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
CLO1	1	3	2	1	1	3	2	1	2	3	2	2	1	2	1	1
CLO2	2	3	1	2	2	2	1	2	1	3	3	3	2	2	2	2
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: Introduction to Environment (10 Hours)

Brief Discussion on the Components of the Environment- Brief Outline of the Environment (Protection) Act 1986 - Role of NGOs like Green Peace in Environmental Protection.

Module II: Ecosystem (10 Hours)

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

Module III: Air Pollution (10 Hours)

Pollution - Types and Causes of Pollution- Types of Pollutants - Atmosphere and its Layers- Air Pollution- Sources of Air Pollution- Classification of Air Pollutants- Major air pollutants and their effects- Causes and Effects of Air Pollution-AIR Act 1981.

Module IV: Water Pollution (5 Hours)

Water Pollution- Causes- Control measures- Pollutants- Origin and Effects of Water Pollutant- Sewage treatment plant- Waste water treatment plant- Objectives of Water Prevention & Control of Pollution Act 1974.

Module V: Land Pollution (10 Hours)

Land Pollution - Pollutants (Municipal- Industrial. Commercial- Agricultural- Hazardous Solid Waste); their Original Effects- Collection and Disposal of Solid Waste.

References:

1. Ali, Salim. *The Book on Indian Birds*. BNHS, Mumbai, 2002.
2. Cunningham, William P, and Mary Ann Cunningham. *Environmental Science: A Global Concern*. McGraw-Hill Education, 2015.
3. De, Anil Kumar, and Arnab Kumar De. *Environmental Studies*. New Age Publications (Academic), 2007.
4. Rao, CS. *Environmental Pollution Control Engineering*. New Age International (P) Limited, 2020.
5. Vinod, A and K. Venugopal. *Environmental Studies*. Calicut University Central Co-op Store, 2015.

Teaching –Learning Strategies:

The programme is initiated to improve self-advocacy among the students and help them excel in their learning process. The teaching-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. A learning environment fostering experiential learning will also be provided. Students are motivated by 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:

Progress toward achieving learning outcomes will be assessed by time constraint test paper which will be conducted for the students. Oral presentations (Seminar presentations), a seminar on different topics can enhance the qualitative understanding of the topic and communication skills. Quizzes are conducted to improve students' ability to respond.

Credits: 3**Total Hours: 45****BAEN-VA02: SOCIAL MEDIA ETHICS****After completion of this Course, the student should be able to:**

CLO-1: Analyze the Impact of Social Media on Society.

CLO-2: Apply Ethical Principles to Social Media Practices.

CLO-3: Evaluate Online Content and Sources Critically.

CLO-4: Develop Responsible Social Media Practices.

CLO-5: Design and Implement Ethical Social Media Campaigns.

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

	PL O1	PL O2	PL O3	PL O4	PL O5	PL O6	PL O7	PL O8	PL O9	PLO 10	PLO 11	PLO 12	PS O1	PS O2	PS O3	PS O4
CLO-1	3	2	--	--	1	2	2	3	--	--	2	3	1	2	3	3
CLO-2	3	2	--	--	1	2	1	2	--	--	3	3	3	2	2	2
CLO-3	3	3	--	--	1	2	2	2	--	--	2	2	2	3	3	3
CLO-4	2	2	--	--	1	3	3	2	--	--	2	2	3	2	2	3
CLO-5	1	2	--	--	1	3	2	3	--	--	2	2	2	2	2	2

SYLLABUS**Module-I: Introduction to Social Media Ethics (10 Hours):**

Overview of social media platforms and their impact on society- Defining social media ethics and its importance- Key ethical considerations: privacy, security, and online harassment

Module-II: Online Privacy and Security (8 Hours)

Data collection and usage on social media platforms- Privacy settings and data protection laws (e.g., GDPR, CCPA)- Online security threats: phishing, malware, and ransomware- best practices for online security and privacy

Module-III: Digital Citizenship and Online Behaviour (9 Hours)

Digital citizenship: rights, responsibilities, and norms- Online harassment: types, consequences, and prevention strategies- Cyberbullying and online hate speech.

Module-IV: Misinformation and Disinformation on Social Media (9 Hours)

Types of misinformation: fake news, propaganda, and disinformation- Spread of misinformation on social media platforms- Fact-checking and verification techniques- Media literacy and critical thinking skills

Module-V: Case Study: Social Media Ethics in Practice (9 Hours)

Social media platforms community guidelines and moderation policies- Ethical considerations for social media marketers and influencers.

References:

1. "Social Media and Society in India" by S. S. Jagnathan and S. M. Feroze (2020)
2. "The Digital Public Sphere in India" by Sahana Udupa (2018)
3. "Data Protection Law in India" by Rahul Matthan (2020)
4. "Cybersecurity in India: Challenges and Opportunities" by Pavan Duggal (2019)
5. "Digital India: Understanding the Impact of Digital Technologies" by Nalini Rajan (2017)

Teaching –Learning Strategies:

The programme is initiated to improve self-advocacy among the students and help them excel in their learning process. The teaching-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. A learning environment fostering experiential learning will also be provided. Students are motivated by 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:

Progress toward achieving learning outcomes will be assessed by time constraint test paper which will be conducted for the students. Oral presentations (Seminar presentations), a seminar on different topics can enhance the qualitative understanding of the topic and communication skills. Quizzes are conducted to improve students' ability to respond.

Credits: 3**Total Hours: 45****BAEN-VA03: UNDERSTANDING INDIA****After completion of this Course, the student should be able:**

CLO-1: To appreciate multicultural and multifaceted nature of India.

CLO-2: To analyse the historical and socio-political developments of India.

CLO-3: To develop a critical understanding of Indian knowledge systems and cultural heritage.

CLO-4: To examine the evolution of India's constitutional framework and its impact on contemporary governance.

CLO-5: To help students comprehend India from global, national, and local 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	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

Module I: Geography of India (5 Hours)

- India's geographical position in the world and its neighboring countries.
- Geographical diversities: Physical features, climate, and natural resources.
- Impact of geography on India's socio-economic development.

Module II: History of India (10 Hours)

- India's Freedom Struggle: Major milestones and key movements.
- An introduction to Indian knowledge systems: Philosophical traditions, scientific achievements, and educational heritage.
- Contributions of India to global knowledge traditions.

Module III: Communicating Culture: Telling, Representations, and Leisure (10 Hours)

- Oral narratives: Myths, tales, and folklore as vehicles of cultural transmission.
- An introduction to the tribal cultures of India: Traditions, customs, and socio-economic practices.
- Role of language, literature, and performing arts in shaping Indian culture.

Module IV: Indian Social Structure (10 Hours)

- Continuity and change in Indian social structures.
- Caste, community, class, and gender: Their evolving roles in contemporary India.
- Social reform movements and their impact on Indian society.

Module V: Understanding Indian Polity (10 Hours)

- The Making of the Indian Constitution: Key constitutional reforms during the British period.
- The Constituent Assembly and the drafting of the Constitution.
- Features of the Indian Constitution: Federalism, fundamental rights and duties, directive principles of state policy.
- The idea of the basic structure and constitutional amendments.
- Constitution as a living document: Relevance and adaptability in contemporary India.

Reference:

Unit I: Geography of India

1. Ramesh Dutta Dikshit, Political Geography: Politics of Place and Spatiality of Politics, Macmillan Education, 2020.
2. Deshpande C. D., 1992: India: A Regional Interpretation, ICSSR, New Delhi.
3. Johnson, B. L. C., ed. 2001. Geographical Dictionary of India. Vision Books, New Delhi.
4. Mandal R. B. (ed.), 1990: Patterns of Regional Geography – An International Perspective. Vol. 3 – Indian Perspective.
5. Tirtha, Ranjit 2002: Geography of India, Rawat Publs., Jaipur & New Delhi.
6. Pathak, C. R. 2003: Spatial Structure and Processes of Development in India. Regional Science Assoc., Kolkata.
7. Tiwari, R.C. (2007) Geography of India. Prayag Pustak Bhawan, Allahabad 12. Sharma, T.C. (2013) Economic Geography of India. Rawat Publication, Jaipur

Unit II: History of India

1. <https://iksindia.org>
2. Bose D. M., S. N. Sen and B. V. Subbarayappa ed. (1971) A Concise History of Science in India, Indian National Science Academy, New Delhi.
3. Chandra, Bipan, Amal Tripathi & Barun De (1972), Freedom Struggle, National Book Trust, New Delhi. • Husain, S. Abid. (2003). The National Culture of India, National Book Trust, New Delhi.
4. Kapoor, Kapil and Avadesh Kumar Singh ed. (2005), Indian Knowledge Systems, 2 Volumes, DK Printworld, New Delhi.
5. Mohanta, Basant Kumar and Vipin Kumar Singh ed. (2012), Traditional Knowledge System and Technology in India, Pratibha Prakashan

6. History of Technology in India, 3 Volumes (1997-2012), Indian National Science Academy, New Delhi.
7. The Cultural Heritage of India Series, 8 Volumes (2002), Ramakrishna Mission Institute, Calcutta.

Unit III: Communicating Culture: Telling, Representations, and Leisure

1. Kanak Mital, "A Santhal Myth, Five Elements" & M.D. Subash Chandran, "Peasant Perception of Bhutas, Uttara Kannada" in Prakrti, The Integral Vision, Vol. 1 (Primal Elements – The Oral Tradition, edited by Baidyanath Saraswati), pp. 119-125; 151-166.
2. A. K. Ramanujan, "'A Flowering Tree': A Woman's Tale", Oral Tradition, 12/1 (1997): 226-243.
3. Stuart H. Blackburn, "The Folk Hero and Class Interests in Tamil Heroic Ballads", Asian Folklore Studies, Vol. 37, No. 1 (1978), pp. 131-149.
4. Beatrix Hauser, "From Oral Tradition to 'Folk Art': Reevaluating Bengali Scroll Paintings", in Asian Folklore Studies, Vol. 61, No. 1 (2002), pp. 105-122.
5. Komal Kothari, "Myths, Tales and Folklore: Exploring the Substratum of Cinema" pdf.

Unit IV: Indian Social Structure

1. Singh, Y. (1968). Caste and Class : Some Aspects of Continuity and Change. Sociological Bulletin, 17(2), 165–186. <https://doi.org/10.1177/0038022919680205>
2. Singh, Y. (1986). Modernization of Indian Tradition: A Systemic Study of Social Change. India: Rawat Publications.
3. Gupta, D. (2000). Interrogating caste: understanding hierarchy and difference in Indian society. India: Penguin Books.
4. Rege, S. (1996). Caste and Gender: The Violence Against Women in India. Italy: European University Institute.
5. Xaxa, V. (2008). State, Society, and Tribes: Issues in Post-colonial India. India: Dorling Kindersley (India), licencees of Pearson Education in South Asia.
6. Uberoi, P. (1994). Family, Kinship and Marriage in India. India: Oxford University Press.
7. Robinson, R. (2004). Sociology of Religion in India. India: SAGE Publications.
8. Srinivas, M. N. (2000). Caste: Its 20Th Century Avatar. India: Penguin Books Limited.
9. Jamil, G. (2021). Women in Social Change. SAGE Publishing India.

Unit V: Understanding Indian Polity

1. Madhav Khosla. The Indian Constitution. New Delhi, Oxford University Press, 2012.
2. Ramachandra Guha. Makers of Modern India. Cambridge, Mass., The Belknap Press of Harvard University Press, 2013.
3. Thapar, Romila. Indian Cultures as Heritage: Contemporary Pasts. London, Seagull Books, 2021
4. Venkataraghavan Subha Srinivasan. The Origin Story of India's States. Penguin Random House India Private Limited, 25 Oct. 2021.
5. J Sai Deepak. India That Is Bharat : Coloniality, Civilization, Constitution. New Delhi, Bloomsbury, 2021.
6. **Pylee, M. V.** *India's Constitution*. Asia Publishing House, 1962.
7. **Basu, D. D.** *Introduction to the Constitution of India*. S. C. Sarkar & Sons (Private) Ltd., 1960.

Teaching –Learning Strategies:

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Assessment Methods:

Progress toward achieving learning outcomes will be assessed by time constraint test paper which will be conducted for the students. Oral presentations (Seminar presentations), a seminar on different topics can enhance the qualitative understanding of the topic and communication skills. Quizzes are conducted to improve students' ability to respond.

Credits: 3**Total Hours: 45****BAEN-VA04: DIGITAL AND TECHNOLOGICAL SOLUTIONS****After completion of this course, the student should be able to:**

CLO1: Understand Digital Technologies and Their Impact

CLO2: Apply Cybersecurity Principles to Protect Digital Data

CLO3: Develop Basic Web and Software Solutions

CLO4: Analyze Data for Business Intelligence and Decision-Making

CLO5: Evaluate Emerging Technologies Through Case Studies

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

	PL O1	PL O2	PL O3	PL O4	PL O5	PL O6	PL O7	PL O8	PL O9	PLO 10	PLO 11	PLO 12	PS O1	PS O2	PS O3	PS O4
CLO-1	3	2	--	--	1	2	2	3	--	--	2	3	1	2	3	3
CLO-2	3	2	--	--	1	2	1	2	--	--	3	3	3	2	2	2
CLO-3	3	3	--	--	1	2	2	2	--	--	2	2	2	3	3	3
CLO-4	2	2	--	--	1	3	3	2	--	--	2	2	3	2	2	3
CLO-5	1	2	--	--	1	3	2	3	--	--	2	2	2	2	2	2

SYLLABUS**Module 1(10 Hours): Basics of Digital Technologies – Introduction to the Digital World:**

Evolution of digital technology, Impact of digital transformation on society, Role of digital technologies in business, education, and healthcare. **Evolution of Computers and the Internet:** History of computing and modern computing models, Basics of the Internet and networking, Evolution of the World Wide Web (Web 1.0, 2.0, and 3.0).

Module 2(10 Hours): Artificial Intelligence (AI) and Cloud Computing: Introduction to Artificial Intelligence (AI), Machine Learning vs Deep Learning, Basics of Cloud Computing (IaaS, PaaS, SaaS), Cloud storage and virtualization. **Internet of Things (IoT) and Smart Technologies:** Introduction to IoT and its applications, Smart homes, smart cities, and IoT in healthcare, IoT security concerns.

Module 3 (10 Hours): Cybersecurity and Data Protection – Introduction to Cybersecurity: What is cybersecurity? Importance of cybersecurity in the digital world, Cybercrime trends and threats. **Types of Cyber Threats and Attacks:** Malware (Viruses, Trojans, Ransomware), Phishing and social engineering attacks, Denial of Service (DoS) and Distributed Denial of Service (DDoS) attacks. **Safe Internet Practices and Data Privacy:**

Personal data security and best practices, Secure browsing and password management, Data protection laws (GDPR, IT Act in India).

Module 4 (10 Hours): Web and Software Technologies – Basics of Web Development: Introduction to websites and web applications. **Web Hosting and Domain Basics:** What is web hosting? Types of web hosting (shared, VPS, cloud), Domain registration and DNS. **E-commerce and Digital Payments:** Fundamentals of e-commerce platforms, Online payment methods (UPI, Net banking, Wallets), Digital payment security measures.

Module 5 (5 Hours): Data Science and Analytics – Introduction to Data Science: What is data science? Data science vs traditional analytics, Role of data scientists in organizations

Case Studies in Digital Technologies – Case Study1: How AI is Transforming Businesses: How AI is used in automation, customer service, and healthcare, AI-powered recommendation systems (Netflix, Amazon), Ethical concerns in AI. **Case Study11: Cybersecurity Breaches and Lessons Learned:** Major cyberattacks (WannaCry, Facebook Data Breach), Impact on organizations and customers, how companies improved security post-attack.

Textbooks:

1. **Digital Transformation** – Thomas M. Siebel
2. **Cybersecurity Essentials** – Charles J. Brooks
3. **Big Data: A Revolution That Will Transform How We Live, Work, and Think** – Viktor Mayer-Schonberger

Reference Books & Online Resources:

1. **Cloud Computing: A Beginner's Guide** – Rajkumar Buyya
2. **Data Science for Business** – Foster Provost & Tom Fawcett
3. **Google Digital Garage** – Free courses on digital marketing and cloud computing
4. **IBM Data Science Learning Hub** – Online courses on AI and analytics
5. **MIT OpenCourseWare** – Courses on emerging technologies

Teaching-Learning Strategies:

1. **Effective Classroom Teaching** – A teacher should ensure effectiveness in classroom teaching.
2. **Seminars** – Conducting seminars on various topics can enhance students' qualitative understanding.
3. **Assignments/Case studies** – Assignments/case studies should be included as part of the student evaluation process.
4. **Encouraging Group Learning** – Role plays and group discussions support collaborative learning.
5. **Enhancing Questioning Ability** – Students should be encouraged to frame all possible questions from a chapter and provide answers.

Assessment-Methods:

Progress toward achieving learning outcomes will be assessed using the following methods:

1. Time-Constrained Test Papers – Students will be assessed through timed test papers.
2. Problem-Based Assignments/Case studies – Assignments/Case studies focusing on problem-solving will be included in the evaluation process.
3. Quizzes – Quizzes on various topics will help improve students' qualitative understanding and communication skills.

Elective-5: Minor Courses

Credits: 4

Total Hours: 60

BAEN-MN01: WRITING FOR MEDIA

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

CLO-1: To familiarize the students with the latest trends in media.

CLO-2: To understand the specificities and possibilities of the different kinds of media.

CLO-3: To impart necessary technical writing skills.

CLO-4: To better understand the professional media industry and the forms of writing for mass media.

CLO-5: To demonstrate an understanding of media writing principles and techniques.

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 1: Media & Communication (10 Hours)

Communication- Characteristics- Types- Mass Communication- Print Media- Electronic Media – Digital Media- Audience

Module II: Print Media (15 Hours)

Evolution - Feature writing- Article writing- Editorial writing- Op-ed-pieces – Letter to the Editor- Book review- Film review-Interview- Writing a news story-Lead- Freelancing - Editing- Subbing-Proof reading

Module III: Electronic Media (15 Hours)

Radio as a medium of mass communication –characteristics-challenges-radio news- radio features - documentaries- discussions – TV news- TC script- TV features- Music programmes – Interviews- Live programmes and shows- sports- film

Module IV: Digital Media (10 Hours)

E-Books- E magazines-E News Papers-E Journals-Writings for Web- Technical writing – Copy Writing- Profile Writing- Editing- Caption writing- News analysis- Blogs- Email- Instant Messaging- Ethics – Cyber Laws

Module V: Advertising (10 Hours)

Type-Advertisement through print media- Direct Mail- Broadcast Advertising- Signs and Posters- Promotional Literature- Writing a Brochure -Classifieds.

References:

1. Stoval, James Glen. Writing for the Mass Media. Pearson Education, 2006. Menchar, Melvin. Basic News Writing. William C Brown Cox, 1983
2. Rich, Carole. Writing and Reporting News: A Coaching Method. Wadsworth/Thomson Learning, 2003. Neal, James A and Suzane S Brown. News Writing and Reporting.
3. Surjeeth Publications, 2003. Feldman, Tony. An Introduction to Digital Media. Blueprint Series, 1996.
4. Boother, Dianna. F Writing. Macmillan, 2008.
5. Lewis, Richard. Digital Media: An Introduction. Prentice Hall. Nigel, Chapman. Digital Media Tools. Paperback 26 Oct, 2007.

Teaching –Learning Strategies:

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Assessment Methods:

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Credits: 4

Total Hours: 60

BAEN-MN02: INTRODUCTION TO RADIO JOCKEYING AND ANCHORING

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

CLO-1: To demonstrate an understanding of radio as a medium including its historical context and relevance in media landscapes.

CLO-2: To analyse various radio formats and styles, and gain insights into creative approaches employed in radio production.

CLO-3: To develop essential radio jockeying techniques including distinct personality and voice modulation etc.

CLO-4: To cultivate interviewing skills that enable students to conduct thorough research.

CLO-5: To prepare for interviews and handle diverse guests and topics.

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: Terms (10 Hours)

Communication- Mass Communication- Electronic Media- Radio and Television- Broadcasting- Radio Jockey- Anchoring.

Module II: Radio as a Medium of Communication (10 Hours)

History of Radio Broadcasting- Understanding different radio Formats- Ethics and Regulations of Radio Broadcasting- Radio as a medium of communication- Advantages and Disadvantages.

Module III: Radio Jockeying (15 Hours)

Radio Jockeying- Features- Qualities of a Radio Jockey- Script Writing for Radio- Research Skills for Radio Topics- Radio Talkshow- Difference Between Radio and Television.

Module IV: Anchoring (15 Hours)

Anchoring- To Understand Voicing and Anchoring- Language and Diction- Pronunciation- Understanding Hosting Public Events- Career Guidance and Job Reference- Public Management Skills.

Module V: Interview (10 Hours)

Interview- Familiarising famous Interviews- Qualities of Interview and Interviewer- Interview Techniques- Types of Interview- On the Spot, planned, Telephone- Language Skills- Conducting Interview- Online Interview Platforms- Publishing Interviews in Digital and Print Media.

References:

1. Bakshi, Rakesh Anand. *Let's Talk On Air: Conversations with Radio Presenter*.
2. Dutt, Bindiya. *Anchoring TV and Live Events*.
3. Kohli, Simran. *Radio Jockey: A Handbook*.
4. Parameswaran, K. *Radio Broadcasting: A Reader's Guide*.
5. Scannell, Paddy. *Radio, TV & Modern Life*.

Teaching –Learning Strategies:

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Assessment Methods:

Progress toward achieving learning outcomes will be assessed by time constraint test paper which will be conducted for the students. Oral presentations (Seminar presentations), a seminar on different topics can enhance the qualitative understanding of the topic and communication skills. Quizzes are conducted to improve students' ability to respond.

Credits: 4

Total Hours: 60

BAEN-MN03: PUBLIC RELATIONS

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

CLO 1: To introduce the concept of public relations.

CLO 2: To understand the role of advertisement in communication.

CLO 3: To learn different theories of public relations.

CLO 4: To develop the student’s knowledge and skills in public relations.

CLO 5: To develop a public relations plan including goals, objectives and tactics.

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: Communication (15 Hours)

Communication Process- Definition- Scope- Types- Models of communication: Aristotle, Laswell- Shannon and Weaver, Berlo- Levels of Communication: Interpersonal and intra personal, Group and Mass.

Module II: Basics of Public Relations (15 Hours)

Understanding Public Relation- Definition and Features- Types- Objectives- The History of Modern Public Relations- Public Relations Agency- Pioneers of Public Relations.

Module III: Public Relations and Propaganda (10 Hours)

Propaganda Definition- Features Similarities- Differences- Pioneers of Propaganda.

Module IV: Advertisement (10 Hours)

Definition- Features- Objectives- Evolution- Types- Advertising Agency- Trends in Indian Advertising -Advertising as a Marketing Tool- Persuasion-Persuasive Communication

Module V: Theories (10 Hours)

Individual Difference Theory- Selective Exposure Theory- Selective Perception Theory- Reinforcements Theory- Reflex Effect Theory- Agenda Setting Theory.

References:

1. Hasan, S. *Mass communication: Principles and Concepts*, Sage Publications, 2012.
2. Elizabeth, M Perse. *Media Effects and Society*, New Jersey, 2000.
3. Ferguson, C J. *The Impact of Video Game Violence on Youth Aggression*, *Psychological Science*, Springer, 2022.
4. Griffin, E. *A First Look at Communication Theory* (9th ed), New York, 2017.
5. Davis, R. *The Psychology of Media Consumption, Understanding why we Watch, Read and Listen*, Oxford University Press, 2021.

Teaching –Learning Strategies:

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Assessment Methods:

Progress toward achieving learning outcomes will be assessed by time constraint test paper which will be conducted for the students. Oral presentations (Seminar presentations), a seminar on different topics can enhance the qualitative understanding of the topic and communication skills. Quizzes are conducted to improve students' ability to respond.

Credits: 4

Total Hours: 60

BAEN-MN07: JOURNALISM

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

CLO 1: To introduce the concept of journalism and different types of journalism.

CLO 2: To make students clear about the role of journalist in society.

CLO 3: To compare the difference between different types of journalism.

CLO 4: To understand the significance of mass communication.

CLO 5: To analyse the impact of journalism on social development.

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: Terms (15 Hours)

Mass Communication- Journalism: Definition, History-Media- Popular Culture- Broadcasting- Principles of Journalism, Digital Journalism- News: Freelance Writing and Reporting- Feature Writing- Types of Journalism: Photo Journalism, Magazine Journalism, Investigative Journalism, Broadcast Journalism.

Module II: Photo Journalism (10 Hours)

Photo Journalism -Definition- Photography as a Medium of Communication- Relevance of Photography in Journalism- Role of a Photo Journalist- Camera: Handling Camera- Photo Editing- Photo Captions.

Module III: Magazine Journalism (15 Hours)

Magazine Journalism- Types of Magazines: General Interest and Special Interest- Difference Between Magazine Journalism and Newspaper Journalism- Magazine Journalism: Current Trends-Article, Features- Reviews- Column- Cartoons and Photo for Magazine- Role of Magazine Journalist.

Module IV: Investigative Journalism (10 Hours)

Investigative Journalism: Definition- Society- Power Structure- History- Investigative Reporter- Tools used for Investigative Journalism- Role of an Investigative Journalist- Examples- Safety and Security in Investigative Journalism.

Module V: Broadcast Journalism (10 Hours)

Broadcast Journalism- Definition, History and Development- Types: T V , Radio, Online- Principles of Broadcast Journalism- News Writing and Reporting- Hard News and Soft News- Data Journalism- Broadcast Journalism and Social Impact.

References:

1. Root, Robert. *Modern Magazine Editing*, Brown publishers, 1996.
2. Dick, Jill. *Writing for Magazines*, Unistar books, 2004.
3. Keene, Martin. *Practical Photo Journalism: A Professional Guide*, Oxford Focal Press, 1995.
4. Kovach, Bill and Tom Rosenstiel. *The Elements of Journalism*, Crown, 2001.
5. McLuhan, Marshall. *Understanding Media*, MIT Press, 1994.

Teaching –Learning Strategies:

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also be provided. Students are motivated by 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:

Progress toward achieving learning outcomes will be assessed by time constraint test paper which will be conducted for the students. Oral presentations (Seminar presentations), a seminar on different topics can enhance the qualitative understanding of the topic and communication skills. Quizzes are conducted to improve students' ability to respond.

Credits: 4

Total Hours: 60

BAEN-MN04: LITERATURE OF KERALA FROM RENAISSANCE TO MODERN PERIOD

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

CLO-1: To understand the societal elements of Kerala

CLO-2: To familiarise with the students the secular fabric of Kerala

CLO-3: To appreciate the natural, climatic and cultural aspects of Kerala

CLO-4: To acquaint the students with the reformation and renaissance of Kerala

CLO-5: To read and understand the diversity of Malayalam literature and its distinction

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: Terms (10 Hours)

Kerala Renaissance and Reformation- Social Movements: Different Protest and Marches-
Social Reformers: Sree Narayana Guru, Ayyankalli, Chattambi Swamigal, Arattupuzha
Velayudha Panicker, Lalitambika Andharjanam, V.T. Bhattathirippad, Kuriakose Alias
Chavara, Sayyid Sana Ullaah Makti Tangal.

Module II: Introduction to the Renaissance of Kerala (15 Hours)

Curing Caste : Sahodaran Ayyappan

Mystic Experience : Nataraja Guru

Excerpt from Biography of Ayyankali : Dasan M, Pratibha V

Excerpt from Parting from the Path of Life : Cherukad Govinda Pisharadi

Module III: Secular Fabric of Kerala (15 Hours)

Vaikom Satyagraha	: K N Panikkar
Vakkom Moulavi: My Grandfather, the Rebel	: Sabin Iqbal
Nizhalkuthu	: Adoor Gopalakrishnan
Christian Heritage	: Vaikkom Muhammed Basheer

Module IV: Recollection of Culture and Language. (10 Hours)

My Mother at Sixty-Six	: Kamala Das
Temple Bell	: Sugatha Kumari

Module V: Kerala and Anti-Colonialism (10 Hours)

House of a Thousand Doors	: Meena Alexander
Mother	: Vaikkom Muhammed Basheer
Gandhi and Poetry	: K Satchidanandan

References:

1. Menon, A Sreedhara. *Kerala History and its Makers*, DC Books, 2011.
2. Menon, A Sreedhara. *Kerala History: Legacy and Culture*, DC Books, 2023.
3. S, Sithara. *Kadhakal*, DC Books, 2014.
4. Ramachandran. *70 Years of Indian Cinema*, Cinema India- International, 1985.
5. Dr. Basheer MM. *Malayala Cherukadha Sahithya Cheritram 1950-2007*, Kerala Sahithya Academy, 2008.

Teaching –Learning Strategies:

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Assessment Methods:

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Credits: 4

Total Hours: 60

BAEN-MN05: READINGS ON DEMOCRACY AND SECULARISM

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

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

CLO-2: To understand multiple views and adopting an unbiased decision.

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	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: Terms (10 Hours)

Secularism- Democracy- Socialism- Republic- Constitutional Values- Human Rights- Racism- Caste and Superstition.

Module II: Speech (15 Hours)

Concluding Speech in the Constituent Assembly : Dr. B.R . Ambedkar

Tryst with Destiny : Jawaharlal Nehru

Beyond Constitution: Need for a Campaign against Untouchability :Dakshayani Vellayudhan

Module III: Prose (15 Hours)

Preamble of Indian Constitution

Nehru and Science in the Age of Corona Virus : Santhosh Paul & Dr. Harsha Hegdde

A Hindu Princess and her Islamic Dynasty : Kottarathil Sankunny

More than 100 Million Women are Missing : Amartya Sen

Module IV: Poetry (10 Hours)

Democracy	: Langston Hughes
Bosom Friend	: Hira Bansode
No Alphabet in Sight	: Poikayil Appachan

Module V: Film (10 Hours)

Gandhi	: Richard Attenborough
Yugapurushan	: R. Sukumaran

References:

1. Austin, Granville. *The Indian Constitution: Cornerstone of Nation*, Oxford University Press, 1999.
2. Austin, Granville. *Working a Democratic Constitution: A History of the Indian Experience*, Oxford University Press, 2003.
3. Chandra Bipin, et al. *India's Struggle for Independence*, Penguin U K, 2016.
4. Bhargava Rajeev. *Secularism and Its Critics*, Oxford University Press, 1999.
5. Ambedkar, Dr. B R. *The Untouchables*, Volume 1, Soft Group India, 2014.

Teaching –Learning Strategies:

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Credits: 4**Total Hours: 60****BAEN- MN06: NARRATIVES OF RESISTANCE****After completion of this Course, the student should be able:**

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

CLO-2: To understand multiple views and adopting an unbiased decision.

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	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: Terms (10 Hours)**

Resistance: Definition, Nature and Function- Public Sphere, Marginalisation, Ostracization, Dalit, LGBTQT+, Slave Narratives, Power, Hegemony.

Module II: Gender and Resistance (15 Hours)

The Humiliation of a Brown Child in a European School : Kamala Das

Accept me! : Living Smile Vidya

The God of Small Things (Chapter 11) : Arundhati Roy

Widow : G. Venkat Chalam

Module III: Human Rights (10 Hours)

Stigma, Shame and Silence : Kalpana Jain

I am Happy. Don't you Believe? : Santhosh John Thooval

Module IV: Dalit Narratives (15 Hours)

Eri (Chapter 1, 2, 3) : Pradeepan Pampirikkunn

Joothan (Chapter 5) : Om Prakash Valmiki

Identity Card : S. Joseph

Module V: Film (10 Hours)

Jabbar Patel : Dr. B.R. Ambedkar

T.J. Gnanavel : Jai Bhim

References:

1. Harlow, Barbara. *Resistance Literature*, New York, 1987.
2. Breuck, Laura. *Writing Resistance: The Rhetorical Imagination of Hindi Dalit Literature*, Columbia University Press, 2014.
3. William, Nerys. *Contemporary Poetry*, Edinburgh University Press, 2011.
4. Adichie, Chimamanda Ngozi. *We Should All be Feminists*, Knopf Doubleday, 2014.
5. Valmiki, Om Prakash. *Joothan: A Dalit's Life*, Popular Prakashan, 2003.

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Assessment Methods:

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Credits: 4**Total Hours: 60****BAEN-MN08: ECO-READING OF INDIA****After completion of this Course, the student should be able:**

CLO-1: To develop and express ideas, opinions, and information of environment.

CLO-2: To understand multiple views and adopting an unbiased decision of nature.

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

CLO-4: To provide a positive critical appreciation to the natural world.

CLO-5: To know the various ways to approach the natural environment.

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: Indian Ecocriticism (10 Hours)**

Tinai: Significance- Ecoregions- Deep Ecology: Basic Principles- Biocentric Equality- Ecofeminism- Eco-poetics.

Module II: Fiction (15 Hours)

Flowering Tree : A.K. Ramanujan (Flowering Trees and Other Tales)

Reith Lectures 2000: Respect for the Earth Lecture 5- Poverty & Globalisation: Vandana Shiva

Module III: Poetry (10 Hours)

The Striders : A.K. Ramanujan

The Exact Name : Nissim Ezekiel

The Elephant and The Tragopan : Vikram Seth

Module IV: Non-Fiction (10 Hours)

Hindi Swaraj	: Mahatma Gandhi
The Unquiet Woods	: Ramachandra Guha
The Great Derangement	: Amitav Ghosh

Module V: Human and Environment (15 Hours)

Animal's People	: Indra Sinha
The Folded Earth	: Anuradha Roy

References:

1. Gadgil, M., & Guha, R. (1992). "This Fused Land: An Ecological History of India". University of California.
2. Jain, S.K. (2017). "Mutualism in Indian Ecosystems". Journal of Ecological Society,
3. Rodgers, W.A. (2018). "Conservation Biology in India. Journal of Conservation Biology".
4. Guha, R. (2018). *Environmentalism: A Global History*. Penguin Books.
5. Ministry of Environment, Forest and Climate Change (MoEFCC), Govt. of India: Moef.gov.in
6. Wildlife Institute of India. (WII): wii.gov.in

Teaching –Learning Strategies:

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Assessment Methods:

Progress toward achieving learning outcomes will be assessed by time constraint test paper which will be conducted for the students. Oral presentations (Seminar presentations), a seminar

on different topics can enhance the qualitative understanding of the topic and communication skills. Quizzes are conducted to improve students' ability to respond.

Appendix V

Credits: 3

Total Hours: 45

BAEN-AE02A: ADDITIONAL LANGUAGE I (ARABIC)

After completing. This Course, the students should be able to

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

CLO-2: Develop communicative skills in Arabic.

CLO-3: Understanding correct usage of Arabic grammar.

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

CLO-5: Understand the importance of communication in the present era.

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	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: (10Hours)

الآيات
تبارك الله احسن الخالقين

Module II: (10 Hours)

الاحاديث
اوصاني ربي
من الحكمة

Module III: (5 Hours)

خبرة
فمن رغب عن سنتي فليس مني

Module IV: (10 Hours)

الشعر

الرضا بقضاء الله وقدره
الا فاصبر

Module V: (10 Hours)

إبليس ينتصر
انا عاجز عن الشكر

References:

1. Al Baseeth
2. Al Adabul Arabiya
3. Al Thakadum

Teaching-Learning Strategies:

Effective classroom teaching, Assignments, seminar presentation to enhance qualitative understanding of the topic, Encourage group learning by role plays, group discussions, increasing questioning ability of students by asking to frame questions and answers, Discussion of the topic through case study analysis.

Assessment Methods:

Progress towards achievement of learning outcomes will be assessed using: Conducting regular test papers, problem based assignments, seminar presentations using Power point presentations and conducting quiz.

Credits: 3

Total Hours: 45

BAEN-AE02H: ADDITIONAL LANGUAGE I (HINDI)

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

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

CLO-2: Develop communicative skills in Hindi.

CLO-3: Analyze Hindi stories and develop communication skills.

CLO-4: Understand the stories and accept the message.

CLO-5: Understand the importance of communication in the present era.

Mapping of course learning outcomes (CLOs)with Program Learning Outcomes (PLOs) and Program Specific Outcomes

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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 (10 Hours)

व्याकरण- संज्ञा- सर्वनाम- लिंग-वचन-विशेषण-क्रिया-कारक-काल।

Module II: वार्तालाप/निबंध (10 Hours)

- 1.बातचीत तैयार करना- रोजमर्रा का जीवन संबंधित, बाजार में, स्कूल-कॉलेज में, पोस्ट ऑफिस में।
- 2.त्योहारों पर निबंध लिखना-ईद, दीपावली, ओणम, क्रिसमस।

Module III: कहानी (10 Hours)

- 1.चीफ की दावत – भीष्म साहनी
- 2.सच बोलने की भूल- यशपाल

3.जुर्माना -प्रेमचंद

Module IV: कहानी(10 Hours)

1.अपराध – उदयप्रकाश

2. वापसी – उषा प्रियंवदा

MODULE V:कहानी लेखन(5 Hours)

*बिंदुओं के आधार पर कहानी लेखन।

References:

1.सामान्य हिन्दी व्याकरण तथा रचना- श्रीकृष्ण पाण्डेय, लोकमंगल प्रकाशन।

2.सुबोध हिन्दी, व्याकरण तथा रचना- श्रीकृष्ण पाण्डेय लोकमंगल प्रकाशन।

3.कहानी विविधा, राधाकृष्ण प्रकाशन, नई दिल्ली।

4. कथा मंजरी-महेन्द्र कुलश्रेष्ठ, राजपाल प्रकाशन।

Teaching- Learning Strategies:

Effective classroom teaching, Assignments, seminar presentation to enhance qualitative understanding of the topic, Encourage group learning by role plays, group discussions, increasing questioning ability of students by asking to frame questions and answers, Discussion of the topic through case study analysis

Assessment Methods:

Progress towards achievement of learning outcomes will be assessed using: Conducting regular test papers, problem based assignments, seminar presentations and conducting quiz.

Credits: 3

Total Hours: 45

BAEN-AE02M: ADDITIONAL LANGUAGE I (MALAYALAM)

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

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

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

CLO-3: Understanding the Malayalam poetry.

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

CLO-5: Understand the stories, Autobiography, Novel and accept the 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	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: കവിത (10 Hours)

1. സൂര്യകാന്തി - ജി ശങ്കരക്കുറുപ്പ്
2. എന്തുപറ്റി നമ്മുക്ക് - സുഗതകുമാരി

Module II: കഥ (10 Hours)

1. രാജിയമ്മ - ഉറുബ്
2. തലിപ്പം - സുഭാഷ് ചന്ദ്രൻ

Module III: ആത്മകഥ (10 Hours)

കാലപ്പകർച്ചകൾ - ദേവകി നിലയങ്ങോട് (ആദ്യത്തെ 7 അധ്യായങ്ങൾ)

Module IV: നോവൽ (10 Hours)

നൂറ് സംഹാരസനങ്ങൾ - ജയമോഹൻ

Module V: (5 Hours)

- 1. മൃഗശിക്ഷകൻ - വിജയലക്ഷ്മി
- 2. തേന്മാവ് - ബഷീർ

References:

- 1.ജി. ശങ്കരകുറുപ്പിന്റെ സമ്പൂർണ്ണ കൃതികൾ.
- 2.ഉറുമ്പിന്റെ കൃതികൾ - ഡിസി ബുക്സ് .
- 3.കാലപകർച്ചകൾ -ദേവകി നിലയങ്ങോട് മാതൃഭൂമി ബുക്സ്.
- 4.നൂറ് സംഹാരസനങ്ങൾ -ജയമോഹൻ, മാതൃഭൂമി ബുക്സ്.
- 5. മലയാള സാഹിത്യം കാലഘട്ടങ്ങളിലൂടെ - എരുമേലി കറന്റ് ബുക്സ്.
- 6 തല്പം - സുഭാഷ്ചന്ദ്രൻ ഡിസി ബുക്സ്.
- 7.സുഗതകുമാരിയുടെ സമ്പൂർണ്ണകൃതികൾ - ഡിസി ബുക്സ്.

Teaching- Learning Strategies:

This paper presents an overview of the basics of Malayalam language. Various bearing strategies will be used to enhance the understanding of basic grammar and communication skills in Malayalam. The curriculum will be delivered through difference pedagogical methods such as lectures classroom discussion and videos.

Assessment methods:

Assessment methods such as formative and summative assessments, seminar presentations and quiz will be used to evaluate the students.

Credits: 3

Total Hours: 45

BAEN AE04A: ADDITIONAL LANGUAGE II (ARABIC)

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

CLO-1: Analyze Arabic stories and develop communication skills.

CLO-2: Inculcate an ability to reflection social phenomena.

CLO-3: Develop language skill.

CLO-4: Develop feminist perspective trough poems.

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: (10 Hours)

حوار
في الكلية
المسافر
الصورة

Module II: (10 Hours)

ترجم
ترجم الى العربية
ترجم الى الإنجليزية

Module III: (5 Hours)

تبدیل
حول النص الى الماضي
حول النص الى المضارع

Module IV: (10 Hours)

كون السؤال
الغداء جاهز
اين تسكن

Module V: (10 Hours)

الرسالة
الرسالة الى صديق
الرسالة التجارية

References:

1. Business Communication in Arabic.
2. Practical Conversation.
3. Al Muhavara

Teaching –Learning Strategies:

Effective classroom teaching, Assignments, seminar presentation to enhance qualitative understanding of the topic, Encourage group learning by role plays, group discussions, increasing questioning ability of students by asking to frame questions and answers, Discussion of the topic through case study analysis

Assessment Methods:

Progress towards achievement of learning outcomes will be assessed using: Conducting regular test papers, problem based assignments, seminar presentations using Power point presentations and conducting quiz.

Credits: 3

Total Hours: 45

BAEN-AE04H: ADDITIONAL LANGUAGE II (HINDI)

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

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

CLO-2: Understand the Hindi poetry.

CLO-3: To help students develop their creative thinking and writing.

CLO-4: Understand the stories and accept the message.

CLO-5: Analyze the drama in 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	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 : कहानी (10 Hours)

- 1.कश्मीरी सेब – प्रेमचंद
- 2.अपना अपना भाग्य-जैनेद्र
- 3.एम . डॉट . काँम- एस् . आर . हारनट

MODULE II: कविता (10 Hours)

- 1.वह तोडती पत्थर – सूर्यकांत त्रिपाठी निराला
- 2.गीत फरोश – भवानीप्रसाद मिश्र
- 3.कर्बला -राजेश जोशी

Module III : कहानी(10 Hours)

1. राही -सुभद्राकुमारी चौहान
2. एक टोकरी भर मिट्टी – माधवराव सप्रे

Module IV : नाटक(10 Hours)

1. आधे-अधूरे – मोहन राकेश

Module V : रेखाचित्र और लेखक परिचय(5 Hours)

1. भक्तिन – महादेवी वर्मा
2. महादेवी वर्मा- व्यक्तित्व और कृतित्व।

References:

1. समकालीन हिन्दी कविता-डॉ एन मोहनन- राजपाल एनड सनज-दिल्ली।
2. आधे अधूरे-मोहन राकेश -राधाकृष्ण प्रकाशन-नई दिल्ली।
3. स्मृति की रेखाएँ-महादेवी वर्मा-लोकमंगल प्रकाशन-इलहाबाद।

Teaching- Learning Strategies:

Effective classroom teaching, Assignments, seminar presentation to enhance qualitative understanding of the topic, Encourage group learning by role plays, group discussions, increasing questioning ability of students by asking to frame questions and answers, Discussion of the topic through case study analysis

Assessment Methods:

Progress towards achievement of learning outcomes will be assessed using: Conducting regular test papers, problem based assignments, seminar presentations and conducting quiz.

Credits: 3

Total Hours: 45

BAEN AE04M: ADDITIONAL LANGUAGE II (MALAYALAM)

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

CLO-1: Understanding the structure and content of a travelogue.

CLO-2: Help students to develop their critical thinking and writing.

CLO-3: Understanding translations.

CLO-4: Develop feminist perspective through Autobiography.

CLO-5: Inculcate an ability to reflect on social phenomena.

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: യാത്രാവിവരണം (10 Hours)

യോക്കോസും - ജപ്പാൻ വിശേഷണങ്ങൾ

- അംബികാസുതൻ മാങ്ങാട്

(ആദ്യത്തെ 5 അധ്യായം)

Module II: തിരിച്ച (10 Hours)

ചരിത്രം - വ്യവഹാരം ആസ്വാദനം ജനപ്രിയകല

വിശേഷണം - ദ ഗ്രേറ്റ് ഇന്ത്യൻ കിച്ചൺ - ജിയോ ബേബി

(സിനിമയുടെ ദൃശ്യപാഠം മാത്രം പഠിച്ചാൽ മതി)

Module III: വിവർത്തനം (10 Hours)

വിവർത്തനം - നിർവ്വചനം - വിവർത്തനത്തിന്റെ രീതികൾ

വിവർത്തനത്തിന്റെ ലക്ഷ്യം

വിശദപഠനം - 'ടോട്ടോചാൻ'

(ആദ്യത്തെ 6 അധ്യായങ്ങൾ)

Module IV: സ്ത്രീയെഴുത്തുകൾ (10 Hours)

നീർമാതളം പുത്ത കാലം - മായവികുട്ടി

(ആദ്യത്തെ 6 അധ്യായങ്ങൾ)

Module V: (5 Hours)

1. സിലിബസിലുള്ള രചനകളെ അടിസ്ഥാനമാക്കി ക്ലാസിൽ ചർച്ചകൾ സംവാദങ്ങൾ എന്നിവ നടത്തുന്നു.
2. നിരൂപണം, തത്സമയ സംവാദങ്ങൾ എന്നിവയിൽ പരിശീലനം നേടുന്നു.
3. വിശദപഠനത്തിനുള്ള കൃതികൾ പൂർണ്ണമായി വായിച്ച് ആസ്വാദനം തയ്യാറാക്കുക.

References:

1. യൊക്കോസോ _ ജപ്പാൻ വിശേഷങ്ങൾ - അംബികാ സുതൻ മാങ്ങാട്, ഡി സി ബുക്സ് .
2. ടോട്ടോചാൻ - ജനാലയ്ക്കരികിലെ വികൃതികുട്ടി - തൈക്കൊ കരോയാനഗി, നാഷണൽ ബുക്ക് ട്രസ്റ്റ് ഇന്ത്യ.
3. വിനിമയവും വിവർത്തനവും - പി. എസ് ജ്യോതിലക്ഷ്മി, കാടാക്കോട് പ്രഭാകരൻ, മാളുബൻ പബ്ലിക്കേഷൻസ്.
4. സിനിമ വീഡിയോ ടെക്നീക് -ഡോ. മുരളികൃഷ്ണ, ഡി സി ബുക്സ്.
5. ചലച്ചിത്രപഠനങ്ങൾ -എഡി. പ്രൊഫ. പന്മന രാമചന്ദ്രൻ നായർ, പി. കെ പരമേശ്വരൻ സ്റ്റാരക ഗ്രന്ഥാവലി.

Teaching- Learning Strategies:

Effective classroom teaching, Assignments, Seminar presentation to enhance qualitative understanding of the topic, Encourage group learning by role plays, group discussions etc. The curriculum will be delivered through different pedagogical methods such as lectures, classroom discussion and video.

Assessment Methods:

Assessment methods such as formative and summative assessments, seminar presentations and quiz will be used to evaluate the students.