BA ENGLISH LANGUAGE AND LITERATURE HONOURS

MAJOR AND GENERAL FOUNDATIONAL COURSES

SCHEME AND SYLLABUS

w.e.f 2024 admission onwards

SAFI Institute of Advanced Study (Autonomous)
Rasiya Nagar, Vazhayur East P.O., Ramanattukara (Via), Malappuram

SCAN HERE

SAFI GROUP OF INSTITUTION

BA ENGLISH LANGUAGE AND LITERATURE

HONOURS

(MAJOR, MINOR AND GENERAL FOUNDATION COURSES)

SCHEME

PROGRAMME OUTCOMES (PO):

At the end of the graduate programme at Calicut University, a student would:

PO 1	Knowledge Acquisition: Demonstrate a profound understanding of knowledge trends and their impact on the chosen discipline of study.
PO 2	Communication, Collaboration, Inclusiveness, and Leadership: Become a team player who drives positive change through effective communication, collaborative acumen, transformative leadership, and a dedication to inclusivity.
PO 3	Professional Skills: Demonstrate professional skills to navigate diverse career paths with confidence and adaptability.
PO 4	Digital Intelligence: Demonstrate proficiency in varied digital and technological tools to understand and interact with the digital world, thus effectively processing complex information.
PO 5	Scientific Awareness and Critical Thinking: Emerge as an innovative problem-solver and impactful mediator, applying scientific understanding and critical thinking to address challenges and advance sustainable solutions.
PO 6	Human Values, Professional Ethics, and Societal and Environmental Responsibility: Become a responsible leader characterized by an unwavering commitment to human values, ethical conduct, and a fervent dedication to the well-being of society and the environment.
PO 7	Research, Innovation, and Entrepreneurship: Emerge as a researcher and entrepreneurial leader, forging collaborative partnerships with industry, academia, and communities to contribute enduring solutions for local, regional, and global development.

PROGRAMME SPECIFIC OUTCOMES (PSO):

At the end of the BA English Language and Literature Honours programme at Calicut University, a student would:

PSO1	Enhance communication proficiency to encompass advanced interpersonal, linguistic, and presentation skills, augmented by a nuanced comprehension of cross-cultural awareness, essential for navigating and excelling in today's competitive global scenario.
PSO2	Foster the cultivation of socially responsible and democratic-oriented students endowed with a profound comprehension of gender equality, environmental stewardship, and constitutional principles.
PSO3	Critically analyse and interpret literary and cultural texts across genres, discerning underlying ideas, values, and themes, and assess their influence in historical and contemporary cultural and societal contexts.
PSO4	Demonstrate digital proficiency through the understanding of varied perspectives and experiences evolving through technological advancements and emerging disciplines.
PSO5	Inculcate creative expression through a variety of mediums, offering opportunities to unveil imaginative prowess and ingenuity.
PSO6	Establish scientific vigour and commitment to research by undertaking comprehensive exploration and enquiry in academia.

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

Sl. No.	Academic Pathway	Major	Minor/ Other Disciplin	Foundation Courses AEC: 4 MDC: 3 SEC: 3	Inter n-ship	Total Credits	Example
		Each course has 4 credits		Each course has 3 credits			
1	Single Major (A)	68 (17 courses)	24 (6 courses)	39 (13 courses)	2	133	Major: English+ six courses in different disciplines in different
2	Major (A) with Multiple Disciplin	68 (17 courses)	12 + 12 (3 + 3 = 6 courses)	39 (13 courses)	2	133	Major: English + British History and
3	Major (A) with Minor	68 (17 courses)	24 (6 courses)	39 (13 courses)	2	133	Major: English Minor:
4	Major (A) with Vocational Minor	68 (17 courses)	24 (6 courses)	39 (13 courses)	2	133	Major: English Minor: English for
5	Double Major (A, B)	A: 48 (12 courses) B: 44 (11 courses)	- The 24 credits in the Minor stream are distributed between the two Majors. 2 MDC, 2 SEC, 2 VAC and the Internship should be in Major A. Total credits in Major A should be 48 + 20 = 68 (50% of 133) 1 MDC, 1 SEC and 1 VAC should be in Major B. Total credits in Major B should be 44 + 9 =	12 + 18 +	2	133	English and History double major
Exit with UG Degree / Proceed to Fourth Year with 133 Credits							

BA ENGLISH LANGUAGE AND LITERATURE HONOURS PROGRAMME

COURSE STRUCTURE FOR PATHWAYS 1 – 4

1. Single Major
2. Major with Multiple Disciplines
3. Major with Minor
4. Major with Vocational Minor

Semester	Course Code	Course Title	Total Hours	Hours/ Week	Credits	Marks		
						Internal	External	Total
1	ENG1CJ 101/ ENG1MN100	Core Course 1 in Major – Introduction to the World of Literature	75	5	4	30	70	100
		Minor Course 1	60/75	4/5	4	30	70	100
		Minor Course 2	60/75	4/5	4	30	70	100
	ENG1FA 101(1A)	Ability Enhancement Course 1– English	60	4	3	25	50	75
		Ability Enhancement Course 2 – Additional Language	45	3	3	25	50	75
		Multi-Disciplinary Course 1 – Other than Major	45	3	3	25	50	75
		Total		**23**	**21**			**525**
2	ENG2CJ 101/ ENG2MN100	Core Course 2 in Major – Reading Fiction	60	4	4	30	70	100
		Minor Course 3	60/75	4/5	4	30	70	100
		Minor Course 4	60/75	4/5	4	30	70	100
	ENG2FA 103(1A)	Ability Enhancement Course 3– English	60	4	3	25	50	75
		Ability Enhancement Course 4 – Additional Language	45	3	3	25	50	75

		Multi-Disciplinary Course 2 – Other than Major	45	3	3	25	50	75
		Total		**22**	**21**			**525**

3	ENG3CJ 201	Core Course 3 in Major – Drama: Exploring the Literary and Performative Elements	60	4	4	30	70	100
	ENG3CJ 202/ ENG3MN200	Core Course 4 in Major – Language in Action	75	5	4	30	70	100
		Minor Course 5	60/75	4/5	4	30	70	100
		Minor Course 6	60/75	4/5	4	30	70	100
		Multi-Disciplinary Course 3 – Kerala Knowledge System	45	3	3	25	50	75
	ENG3FV 108(1A)	Value-Added Course 1 – English	45	3	3	25	50	75
		Total		**23**	**22**			**550**
4	ENG4CJ 203	Core Course 5 in Major – Journey Through The World of Poetry	60	4	4	30	70	100
	ENG4CJ 204	Core Course 6 in Major – Literary Criticism	60	4	4	30	70	100
	ENG4CJ 205	Core Course 7 in Major – Gender Perspectives in Literatures	60	4	4	30	70	100
	ENG4FV 109(1A)	Value-Added Course 2 – English	45	3	3	25	50	75
		Value-Added Course 3 – Additional Language	45	3	3	25	50	75
	ENG4FS 111(1A)	Skill Enhancement Course 1 – English	60	4	3	25	50	75
		Total		**22**	**21**			**525**
	ENG5CJ 301	Core Course 8 in Major – Fundamentals of Film Studies	60	4	4	30	70	100

5	ENG5 CJ 302	Core Course 9 in Major – Foundations of Literary Theory	60	4	4	30	70	100
	ENG5 CJ 303	Core Course 10 in Major – Introduction to Language and Linguistics	75	5	4	30	70	100
		Elective Course 1 in Major	60	4	4	30	70	100
		Elective Course 2 in Major	60	4	4	30	70	100
		Skill Enhancement Course 2	45	3	3	25	50	75
		Total		**24**	**23**			**575**

6	ENG6CJ 304/ ENG8MN304	Core Course 11 in Major – Narrative Constructs in Non-Fiction	60	4	4	30	70	100
	ENG6CJ 305/ ENG8MN305	Core Course 12 in Major– Introducing Cultural Studies	60	4	4	30	70	100
	ENG6CJ 306/ ENG8MN306	Core Course 13 in Major – Literature and Ecology	60	4	4	30	70	100
		Elective Course 3 in Major	60	4	4	30	70	100
		Elective Course 4 in Major	60	4	4	30	70	100
	ENG6 FS 113	Skill Enhancement Course 3 – Academic Writing	45	3	3	25	50	75
	ENG6 CJ 349	Internship in Major (Credit for internship to be awarded only at the end of Semester 6)	60		2	50	-	50
		Total		**23**	**25**			**625**
Total Credits for Three Years					**133**			**3325**
7	ENG7 CJ 401	Core Course 14 in Major – British Literature: Chaucer to 19th Century	75	5	4	30	70	100
	ENG7 CJ 402	Core Course 15 in Major – British Literature: From 20th Century to 21st Century	75	5	4	30	70	100

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	ENG7 CJ 403	Core Course 16 in Major – American Literature	75	5	4	30	70	100
	ENG7 CJ 404	Core Course 17 in Major – Advanced Critical Theory	75	5	4	30	70	100
	ENG7 CJ 405	Core Course 18 in Major – Post Colonial Studies	75	5	4	30	70	100
		Total		**25**	**20**			**500**

	ENG8CJ 406 / ENG8MN406	Core Course 19 in Major – Advanced Linguistics	60	4	4	30	70	100
	ENG8CJ 407 / ENG8MN407	Core Course 20 in Major – Art, Literature and Aesthetics	75	5	4	30	70	100
	ENG8CJ 408 / ENG8MN408	Core Course 21 in Major – South Asian Literature	60	4	4	30	70	100
	OR (instead of Core Courses 19 – 21 in Major)							
8	ENG8CJ 449	Project (in the Honours programme)	360*	13*	12	90	210	300
	ENG8 CJ 499	Project (in Honours with Research programme)	360*	13*	12	90	210	300
		Elective Course 5 in Major / Minor Course 7	60	4	4	30	70	100
		Elective Course 6 in Major / Minor Course 8	60	4	4	30	70	100
		Elective Course 7 in Major / Minor Course 9 / Major Course in any Other Discipline	60	4	4	30	70	100
	OR (instead of Elective Course 7 in Major, in the case of Honours with Research Programme)							
	ENG8 CJ 489	Basics of Research Methodology	60	4	4	30	70	100
		Total		**25**	**24**			**600**
Total Credits for Four Years					**177**			**4425**

* The teacher should have 13 hrs/week of engagement (the hours corresponding to the three core courses) in the guidance of the Project(s) in Honours programme and Honours with Research programme, while each student should have 24 hrs/week of engagement in the Project work. Total hours are given based on the student's engagement.

CREDIT DISTRIBUTION FOR PATHWAYS 1 – 4

1. Single Major
2. Major with Multiple Disciplines
3. Major with Minor
4. Major with Vocational Minor

Semester	Major Courses	Minor Courses	General Foundation Courses	Internship/ Project	Total
1	4	4 + 4	3 + 3 + 3	-	21
2	4	4 + 4	3 + 3 + 3	-	21
3	4 + 4	4 + 4	3 + 3	-	22
4	4 + 4 + 4	-	3 + 3 + 3	-	21
5	4 + 4 + 4 + 4 + 4	-	3	-	23
6	4 + 4 + 4 + 4 + 4	-	3	2	25
Total for Three Years	**68**	**24**	**39**	**2**	**133**
7	4 + 4 + 4 + 4 + 4	-	-	-	20
8	4 + 4 + 4	4 + 4 + 4	-	12*	24
* Instead of three Major courses					
Total for Four Years	**88 + 12 = 100**	**36**	**39**	**2**	**177**

DISTRIBUTION OF MAJOR COURSES IN ENGLISH LANGUAGE AND LITERATURE FOR PATHWAYS 1 – 4

1. Single Major
2. Major with Multiple Disciplines
3. Major with Minor
4. Major with Vocational Minor

Semester	Course Code	Course Title	Hours/ Week	Credits
1	ENG1CJ 101 / ENG1MN100	Core Course 1 in Major – Introduction to the World of Literature 12	5	4

2	ENG2CJ 101 / ENG2MN100	Core Course 2 in Major – Reading Fiction	4	4
3	ENG3 CJ 201	Core Course 3 in Major – Drama: Exploring the Literary and Performative Elements	4	4

	ENG3CJ 202 / ENG3MN200	Core Course 4 in Major – Language in Action	5	4
4	ENG4 CJ 203	Core Course 5 in Major – Journey Through The World of Poetry	4	4
	ENG4 CJ 204	Core Course 6 in Major – Literary Criticism	4	4
	ENG4 CJ 205	Core Course 7 in Major – Gender Perspectives in Literatures	4	4
5	ENG5 CJ 301	Core Course 8 in Major – Fundamentals of Film Studies	4	4
	ENG5 CJ 302	Core Course 9 in Major – Foundations of Literary Theory	4	4
	ENG5 CJ 303	Core Course 10 in Major –Introduction to Language and Linguistics	5	4
		Elective Course 1 in Major	4	4
		Elective Course 2 in Major	4	4
6	ENG6CJ 304 / ENG8MN304	Core Course 11 in Major – Narrative Constructs in Non- Fiction	4	4
	ENG6CJ 305 / ENG8MN305	Core Course 12 in Major – Introducing Cultural Studies	4	4
	ENG6CJ 306 / ENG8MN306	Core Course 13 in Major – Literature and Ecology	4	4
		Elective Course 3 in Major	4	4
		Elective Course 4 in Major	4	4

	ENG6 CJ 349	Internship in Major	-	2
Total for the Three Years				**70**

7	ENG7 CJ 401	Core Course 14 in Major – British Literature: Chaucer to 19th Century	5	4
	ENG7 CJ 402	Core Course 15 in Major – British Literature: From 20th Century to 21st Century	5	4
	ENG7 CJ 403	Core Course 16 in Major – American Literature	5	4
	ENG7 CJ 404	Core Course 17 in Major – Advanced Critical Theory	5	4
	ENG7 CJ 405	Core Course 18 in Major – Post Colonial Studies	5	4
8	ENG8CJ 406 / ENG8MN406	Core Course 19 in Major – Advanced Linguistics	4	4
	ENG8CJ 407 / ENG8MN407	Core Course 20 in Major – Art, Literature and Aesthetics	5	4
	ENG8CJ 408 / ENG8MN408	Core Course 21 in Major – South Asian Literature	4	4
	OR (instead of Core Courses 19 – 21 in Major)			
	ENG8 CJ 449	Project (in Honours programme)	13	12
	ENG8 CJ 499	Project (in Honours with Research programme)	13	12
		Elective Course 5 in Major	4	4
		Elective Course 6 in Major	4	4
		Elective Course 7 in Major	4	4
	OR (instead of Elective course 7 in Major, in Honours with Research programme)			
	ENG8 CJ 489	Basics of Research Methodology	4	4
	Total for the Four Years		**114**	

ELECTIVE COURSES IN ENGLISH LANGUAGE AND LITERATURE WITH SPECIALISATION

Group No.	Sl. No.	Course Code	Title	Semester	Total Hrs	Hrs/ Week	Credits	Marks		
								Internal	External	Total
1		LITERATURE AND INDIAN SOCIETY								
	1	ENG5EJ 301(1)	Indian Reading Literatures: Selected Readings	5	60	4	4	30	70	100
	2	ENG5EJ 302(1)	Indian Aesthetics: An Introduction	5	60	4	4	30	70	100
	3	ENG6EJ 301(1)	Dalit Literature: An Overview	6	60	4	4	30	70	100
	4	ENG6EJ 302(1)	Indian Women Writings	6	60	4	4	30	70	100
2		CROSSROADS IN LITERATURE								
	1	ENG5EJ 303(2)	Literature and Race	5	60	4	4	30	70	100
	2	ENG5EJ 304(2)	Narratives of Middle East	5	60	4	4	30	70	100
	3	ENG6EJ 303(2)	Adaptations in Literature	6	60	4	4	30	70	100
	4	ENG6EJ 304(2)	Geopolitical Dynamics in Literature	6	60	4	4	30	70	100

3		EMERGING TRENDS IN LITERATURE								
	1	ENG5EJ 305(3)	New Humanities and Literature	5	60	4	4	30	70	100
	2	ENG5EJ 306(3)	Literature and Oceanic Studies	5	60	4	4	30	70	100
	3	ENG6EJ 305(3)	Literature, Science and Technology	6	60	4	4	30	70	100
	4	ENG6EJ 306(3)	Digital Narratives	6	60	4	4	30	70	100

ELECTIVE COURSES IN ENGLISH LANGUAGE AND LITERATURE WITH NO SPECIALISATION

Sl. No.	Course Code	Title	Semester	Total Hrs	Hrs/ Week	Credits	Marks		
							Internal	External	Total
1	ENG5EJ 307	Folk and Oral Tales from Across the World	5	60	4	4	30	70	100
2	ENG5EJ 308	Shakespeare Studies	6	60	4	4	30	70	100
3	ENG6EJ 307	Reading World Classics	6	60	4	4	30	70	100
4	ENG6EJ 308	Introduction to Disability Studies	6	60	4	4	30	70	100
5	ENG8EJ 401	Practical Literary Analysis	8	60	4	4	30	70	100
6	ENG8EJ 402	English Language Teaching	8	60	4	4	30	70	100
7	ENG8EJ 403	Applied Translation Studies	8	60	4	4	30	70	100
8	ENG8EJ 404	Writings of the Self	8	60	4	4	30	70	100

9	ENG8 EJ 405	Contemporary Writings from Kerala	8	60	4	4	30	70	100
10	ENG8EJ 406	Creative Writing	8	60	4	4	30	70	100

GROUPING OF MINOR COURSES IN ENGLISH LANGUAGE AND LITERATURE

From the minor courses given below, the first two baskets constitute an academic discipline (basket1&2) distinctly different from major discipline . M A in Media Studies is a program offered in many Universities in India and abroad. The courses offered in these two groups focus on practical aspects of the Media Studies, which help students to master basics of English Language, and Media. The third basket can be offered to students who take multidisciplinary pathway. Students of BA in English Language and Literature have the option to select one choice from the available basket of courses.

Title of the Minor: Media Studies

Group No.	Sl. No.	Course Code	Title	Semester	Total Hrs	Hrs/ Week	Credits	Marks		
								Internal	External	Total
1		**ENGLISH FOR CONTENT CREATION**								
	1	ENG1MN 101	Fundamentals of Content Creation	1	60	4	4	30	70	100
	2	ENG2MN 101	Travel Narratives for Print and Digital Media	2	60	4	4	30	70	100
	3	ENG3MN 201	Digital Content Creation in the Era of AI	3	60	4	4	30	70	100
2		**ENGLISH AT WORKSPACE**								
	1	ENG1MN 102	The Language of Digital Space: English and New Media	1	60	4	4	30	70	100
	2	ENG2MN 102	Professional Skills in Media Presentation	2	60	4	4	30	70	100
	3	ENG3MN 202	Writing for the Screen: Theory and Praxis	3	60	4	4	30	70	100

3		TEACHING SKILLS IN ENGLISH								
	1	ENG1MN 103	English Language Teaching: Foundations and Practice Level 1	1	60	4	4	30	70	100
	2	ENG2MN 103	English Language Teaching: Foundations and Practice Level 2	2	60	4	4	30	70	100
	3	ENG3MN 203	English Language Teaching: Foundations and Practice Level 3	3	60	4	4	30	70	100

GROUPING OF VOCATIONAL MINOR COURSES IN ENGLISH LANGUAGE AND LITERATURE

From the vocational minor courses given below, the first two baskets constitute an academic discipline distinctly different from major discipline . Students of BA in English Language and Literature have the option to select one choice from the available basket of courses.

(Title of the Vocational Minor: **COMMUNICATIVE ENGLISH)**

Group No.	**Sl. No.**	**Course Code**	**Title**	**Semester**	**Total Hrs**	**Hrs/ Week**	**Credits**	**Marks**		
								Internal	**External**	**Total**
1		**ENGLISH IN INDUSTRY**								
	1	ENG1VN101	English for Radio	1 22	60	4	4	30	70	100

			Jockeying and Anchoring							
	2	ENG2VN101	English Language Skills for Visual Media	2	60	4	4	30	70	100
	3	ENG3VN201	English for Technical Writing	3	60	4	4	30	70	100
	4	ENG8VN301	Research, Academic Writing and Publishing	8	60	4	4	30	70	100
2		**ENGLISH FOR PROFESSIONAL SUCCESS**								
	1	ENG1VN102	Foundations of English Language Proficiency	1	60	4	4	30	70	100
	2	ENG2VN102	English for Professional Opportunities	2	60	4	4	30	70	100
	3	ENG3VN202	English for New Age	3	60	4	4	30	70	100

			Authors							
	4	ENG8VN302	Freelance Translation for Professional and Commercial Functions	8	60	4	4	30	70	100

(i). Students in Single Major pathway can choose course/courses from any of the Minor/ Vocational Minor groups offered by a discipline other than their Major discipline.

(ii). Students in Major with Multiple Disciplines pathway can choose as one of the multiple disciplines, all the three courses from any one of the Minor/ Vocational Minor groups offered by any discipline, including their Major discipline. If they choose one of the Minor/ Vocational Minor groups offered by their Major discipline as the first one of the multiple disciplines, then their choice as the second one of the multiple disciplines should be any one of the Minor/ Vocational Minor groups offered by a discipline other than the Major discipline. If the students choose any one of the Minor/ Vocational Minor groups in English as given above, then the title of the group will be the title of that multiple discipline.

iii. Students in Major with Minor pathway can choose all the courses from any two Minor groups offered by any discipline. If the students choose any two Minor groups in **English** as given above, then the title of the Minor will be **Media Studies.**

iv. Students in Major with Vocational Minor pathway can choose all the courses from any two Vocational Minor groups offered by any discipline. If the students choose any two Vocational Minor groups in English as given above, then the title of the Vocational Minor will be **Communicative English.**

DISTRIBUTION OF GENERAL FOUNDATION COURSES IN ENGLISH LANGUAGE AND LITERATURE

Semester	Course Code	Course Title	Total Hours	Hours / Week	Credits	Marks		
						Internal	External	Total
1	ENG1FM105	Multi-Disciplinary Course 1 – Introducing Print and Digital Narratives	45	3	3	25	50	75
2	ENG2FM106	Multi-Disciplinary Course 2 – Introducing Travel Narratives: Journey Beyond Borders	45	3	3	25	50	75

3	ENG3FV108(1A)/ ENG3FV108	Value-Added Course 1 – Framing Values: Literary and Cultural Narratives for Languages	45	3	3	25	50	75

4	ENG4FV109(1A)/ ENG4FV110	Value-Added Course 2 – Framing Perspectives : Literary and Cultural Narratives for Languages	45	3	3	25	50	75
5	ENG5FS112	Skill Enhancement Course 2 – Translation in Praxis	45	3	3	25	50	75
6	ENG6FS113	Skill Enhancement Course 3 – Academic Writing	45	3	3	25	50	75

COURSE STRUCTURE FOR BATCH A1(B2)
IN PATHWAY 5: DOUBLE MAJOR

A1: 68 credits in English (Major A) ***B1: 68 credits in Major B***

A2: 53 credits in English (Major A) ***B2: 53 credits in Major B***

The combinations available to the students: (A1 & B2), (B1 & A2)

Note: Unless the batch is specified, the course is for all the students of the class

Semester	Course Code	Course Title	Total Hours	Hours/ Week	Credits	Marks		
						Internal	External	Total
1	ENG1CJ 101 / ENG1MN 100	Core Course 1 in Major English – Introduction to the World of Literature	75	5	4	30	70	100
	BBB1CJ 101	Core Course 1 in Major B –	60/75	4/5	4	30	70	100
	ENG1CJ 102 / ENG2CJ 102 / ENG4CJ 205*	Core Course 2 in Major English – Gender Perspectives in Literatures (for batch A1 only)	60	4	4	30	70	100
		Ability Enhancement Course 1 – English	60	4	3	25	50	75
		Ability Enhancement Course 2 – Additional Language	45	3	3	25	50	75

	ENG1FM 105	Multi-Disciplinary Course 1 in English – Introducing Print and Digital Narratives (for batch A1 only)	45	3	3	25	50	75
		Total		**23/23**	**21**			**525**
2	ENG2CJ 101 / ENG2MN100	Core Course 3 in Major English – Reading Fiction	60	4	4	30	70	100
	BBB2CJ 101	Core Course 2 in Major B –	60/75	4/5	4	30	70	100
	BBB2CJ 102 / BBB1CJ 102	Core Course 3 in Major B – (for batch B2 only)	60/75	4/5	4	30	70	100
		Ability Enhancement Course 3 – English	60	4	3	25	50	75
		Ability Enhancement Course 4 – Additional Language	45	3	3	25	50	75
	ENG2FM 106 / ENG3FM106	Multi-Disciplinary Course 2 in English – Introducing Travel Narratives: Journey Beyond Borders	45	3	3	25	50	75

		Total		**22 / 24**	**21**			**525**

3	ENG3CJ 201	Core Course 4 in Major English – Drama: Exploring the Literary and Performative Elements	60	4	4	30	70	100
	ENG3C J 202 / ENG3M N 200	Core Course 5 in Major English – Language in Action	75	5	4	30	70	100
	BBB3CJ 201	Core Course 4 in Major B	60/75	4/5	4	30	70	100
	BBB3CJ 202	Core Course 5 in Major B	60/75	4/5	4	30	70	100
	BBB3FM 106 / BBB2FM 106	Multi-Disciplinary Course 1 in B –	45	3	3	25	50	75
	ENG3FV108(1A)/ ENG3FV108	Value-Added Course 1 in English – Framing Values: Literary and Cultural Narratives for Languages (for batch A I only)	45	3	3	25	50	75

		Total		**23 / 24**	**22**			**550**

4	ENG4CJ 203	Core Course 6 in Major English – Journey Through The World of Poetry	60	4	4	30	70	100
		Core Course 6 in Major B	60/75	4/5	4	30	70	100
	ENG4CJ 204	Core Course 7 in Major English – Literary Criticism (for batch A1 only)	60	4	4	30	70	100
	ENG4FV109(1A)/ ENG4FV110	Value-Added Course 2 in English – Framing Perspectives : Literary and Cultural Narratives for Languages	45	3	3	25	50	75
	BBB4FV 110	Value-Added Course 1 in B –	45	3	3	25	50	75
	ENG4FS 112 / ENG5FS 112	Skill Enhancement Course 1 in English – Translation in Praxis	45	3	3	25	50	75

		Total		**21/22**	**21**			**525**

5	ENG5CJ 302	Core Course 8 in Major English – Foundations of Literary Theory	60	4	4	30	70	100
		Core Course 7 in Major B –	60/75	4/5	4	30	70	100
	ENG5CJ 303	Core Course 9 in Major English – Introduction to Language and Linguistics – I (for batch A1 only)	75	5	4	30	70	100
		Elective Course 1 in Major English	60	4	4	30	70	100
		Elective Course 1 in Major B	60	4	4	30	70	100
	BBB5FS 112 / BBB4FS 112	Skill Enhancement Course 1 in B	45	3	3	25	50	75
		Total		**24/24**	**23**			**575**

6	ENG6CJ 305/ ENG8MN305	Core Course 10 in Major English – Introducing Cultural Studies	60	4	4	30	70	100
		Core Course 8 in Major B –	60/75	4/5	4	30	70	100
	BBB6CJ 305	Core Course 9 in Major B – (for batch B2 only)	60	4	4	30	70	100
		Elective Course 2 in Major English	60	4	4	30	70	100
		Elective Course 2 in Major B	60	4	4	30	70	100
	ENG6FS 113	Skill Enhancement Course 2 in English – Academic Writing (for batch A1 only)	45	3	3	25	50	75
	ENG6CJ 349	Internship in Major English (Credit for internship to be awarded only at the end of Semester 6)	60		2	50	-	50
		Total		**23/24**	**25**			**625**
Total Credits for Three Years					**133**			**3325**

For batch A1(B2), the course structure in semesters 7 and 8 is the same as for pathways 1 – 4, except that the number of the core and elective courses is in continuation of the number of courses in the two
categories completed at the end of semester 6.

* The course code of the same course as used for the pathways 1 – 4

CREDIT DISTRIBUTION FOR BATCH A1(B2)
IN PATHWAY 5: DOUBLE MAJOR

Semester	Major Courses in English	General Foundation Courses in English	Internship / Project in English	Major Courses in B	General Foundation Courses in B	AEC	Total
1	4 + 4	3	-	4	-	3 + 3	21
2	4	3	-	4 + 4	-	3 + 3	21
3	4 + 4	3	-	4 + 4	3	-	22
4	4 + 4	3 + 3	-	4	3	-	21
5	4 + 4 + 4	-	-	4 + 4	3	-	23
6	4 + 4	3	2	4 + 4 + 4	-	-	25
Total for Three Years	**48**	**18**	**2**	**44**	**9**	**12**	**133**
	68			**53**		**12**	**133**
	Major Courses in English	Minor Courses					
7	4 + 4 + 4 + 4 + 4	-			-	-	20
8	4 + 4 + 4	4 + 4 + 4	12*		-	-	24
* Instead of three Major courses							
Total for Four Years	**88 + 12 = 100**	**12**					**177**

COURSE STRUCTURE FOR BATCH B1(A2)
IN PATHWAY 5: DOUBLE MAJOR

A1: 68 credits in English (Major A) ***B1: 68 credits in Major B***

A2: 53 credits in English (Major A) ***B2: 53 credits in Major B***

The combinations available to the students: (A1 & B2), (B1 & A2)

Note: Unless the batch is specified, the course is for all the students of the class

Semester	Course Code	Course Title	Total Hours	Hours/ Week	Credits	Marks		
						Internal	External	Total
1	ENG1CJ 101 / ENG1MN 100	Core Course 1 in Major English – Introduction to the World of Literature	75	5	4	30	70	100
	BBB1CJ 101	Core Course 1 in Major B –	60/75	4/5	4	30	70	100
	BBB1CJ 102 / BBB2CJ 102	Core Course 2 in Major B – (for batch B1 only)	60/75	4/5	4	30	70	100
		Ability Enhancement Course 1 – English	60	4	3	25	50	75

		Ability Enhancement Course 2 – Additional Language	45	3	3	25	50	75
	BBB1FM 105	Multi-Disciplinary Course 1 in B – (for batch B1 only)	45	3	3	25	50	75
		Total		**23/24**	**21**			**525**

2	ENG2CJ 101 / ENG2MN100	Core Course 2 in Major English – Reading Fiction	60	4	4	30	70	100
	BBB2CJ 101	Core Course 3 in Major B –	60/75	4/5	4	30	70	100
	ENG2CJ 102 / ENG1CJ 102 / ENG4CJ 205*	Core Course 3 in Major English – Gender Perspectives in Literatures (for batch A2 only)	60	4	4	30	70	100
		Ability Enhancement Course 3 – English	60	4	3	25	50	75
		Ability Enhancement Course 4 – Additional Language	45	3	3	25	50	75

	ENG2FM 106 / ENG3FM 106	Multi-Disciplinary Course 1 in English – Introducing Travel Narratives: Journey Beyond Borders	45	3	3	25	50	75
		Total		**22/23**	**21**			**525**

3	ENG3CJ 201	Core Course 4 in Major English– Drama: Exploring the Literary and Performative Elements	60	4	4	30	70	100
	ENG3CJ 202 / ENG3MN 200	Core Course 5 in Major English – Language in Action	75	5	4	30	70	100
	BBB3CJ 201	Core Course 4 in Major B	60/75	4/5	4	30	70	100
	BBB3CJ 202	Core Course 5 in Major B	60/75	4/5	4	30	70	100
	BBB3FM 106 / BBB2FM 106	Multi-Disciplinary Course 2 in B –	45	3	3	25	50	75

	BBB3FV 108	Value-Added Course 1 in B – (for batch B1 only)	45	3	3	25	50	75
		Total		**23**	**22**			**550**

4	ENG4CJ 203	Core Course 6 in Major English – Journey Through The World of Poetry	60	4	4	30	70	100
		Core Course 6 in Major B	60/75	4/5	4	30	70	100
		Core Course 7 in Major B – (for batch B1 only)	60/75	4/5	4	30	70	100
	ENG4FV109(1A)/ ENG4FV110	Value-Added Course 1 in English – Framing Perspectives: Literary and Cultural Narratives for Languages	45	3	3	25	50	75
	BBB4FV 110	Value-Added Course 2 in B –	45	3	3	25	50	75
	ENG4FS 112 / ENG5FS 112	Skill Enhancement Course 1 in English – Translation in Praxis	45	3	3	25	50	75

		Total		**21/23**	**21**			**525**

5	ENG5CJ 302	Core Course 7 in Major English– Foundations of Literary Theory	60	4	4	30	70	100
		Core Course 8 in Major B –	60/75	4/5	4	30	70	100
		Core Course 9 in Major B – (for batch B1 only)	60	4	4	30	70	100
		Elective Course 1 in Major English	60	4	4	30	70	100
		Elective Course 1 in Major B	60	4	4	30	70	100
	BBB5FS 112 / BBB4FS 112	Skill Enhancement Course 1 in B	45	3	3	25	50	75
		Total		**23/24**	**23**			**575**

6	ENG6CJ 305/ ENG8MN305	Core Course 8 in Major English – Introducing Cultural Studies	60	4	4	30	70	100
		Core Course 10 in Major B –	60/75	4/5	4	30	70	100
	ENG6CJ 306/ ENG8MN306	Core Course 9 in Major English – Literature and Ecology (for batch A2 only)	60	4	4	30	70	100
		Elective Course 2 in Major English	60	4	4	30	70	100
		Elective Course 2 in Major B	60	4	4	30	70	100
	BBB6FS 113	Skill Enhancement Course 2 in B – (for batch B1 only)	45	3	3	25	50	75

	BBB6CJ 349	Internship in Major B (Credit for internship to be awarded only at the end of Semester 6)	60		2	50	-	50
		Total		**23/24**	**25**			**625**
Total Credits for Three Years					**133**			**3325**

To continue to study English in semesters 7 and 8, batch B1(A2) needs to earn an additional 15 credits in English to make the total credits of 68. Suppose this condition is achieved, and the student of batch B1(A2) proceeds to the next semesters to study English. The course structure in semesters 7 and 8 is the same as for pathways 1 – 4, except that the number of the core and elective courses is in continuation of the number of courses in the two categories completed at the end of semester 6, taking into account the number of courses in English taken online to earn the additional 15 credits.

In the case of a Double Major pathway involving Major disciplines belonging to two different streams, the students can choose to take the Ability Enhancement Courses offered to one of the

* The course code of the same course as used for the pathways 1 – 4

CREDIT DISTRIBUTION FOR BATCH B1(A2) IN PATHWAY 5: DOUBLE MAJOR

Semester	Major Courses in B	General Foundation Courses in B	Internship / Project in B	Major Courses in English	General Foundation Courses in English	AEC	Total
1	4 + 4	3	-	4	-	3 + 3	21
2	4	-	-	4 + 4	3	3 + 3	21
3	4 + 4	3 + 3	-	4 + 4	-	-	22
4	4 + 4	3	-	4	3 + 3	-	21
5	4 + 4 + 4	3	-	4 + 4	-	-	23
6	4 + 4	3	2	4 + 4 + 4	-	-	25
Total for Three Years	**48**	**18**	**2**	**44**	**9**	**12**	**133**
	68			**53**		**12**	**133**
	Major Courses in B	Minor Courses					
7	4 + 4 + 4 + 4 + 4	-			-	-	20
8	4 + 4 + 4	4 + 4 + 4	12*		-	-	24
* Instead of three Major courses							
Total for Four Years	**88 + 12 = 100**	**12**					**177**

EVALUATION SCHEME

1. The evaluation scheme for each course contains two parts: internal evaluation (about 30%) and external evaluation (about 70%). Each of the Major and Minor courses is 4 credits. It is evaluated for 100 marks, out of which 30 marks are from internal evaluation and 70 marks are from external evaluation. Each of the General Foundation courses is 3 credits. It

is evaluated for 75 marks, out of which 25 marks are from internal evaluation and 50 marks are from external evaluation.

2. The 4-credit courses (Major and Minor courses) are of two types: (i) courses with only theory and (ii) courses with 3-credit theory and 1-credit practical.

- In 4-credit courses with only theory component, out of the total 5 modules of the syllabus, one open-ended module with 20% content is designed by the faculty member teaching that course and is internally evaluated for 10 marks. The internal evaluation of the remaining 4 theory modules is for 20 marks.
- In 4-credit courses with 3-credit theory and 1-credit practical components, out of the total 5 modules of the syllabus, 4 modules are for theory, and the fifth module is for practical. The practical component is internally evaluated for 20 marks. The internal evaluation of the 4 theory modules is for 10 marks.

3. All the 3-credit courses (General Foundational Courses) in English are with only theory component. Out of the total 5 modules of the syllabus, one open-ended module with 20% content is designed by the faculty member teaching that course, and it is internally evaluated for 5 marks. The internal evaluation of the remaining 4 theory modules is for 20 marks.

Sl. No.	Nature of the Course		Internal Evaluation in Marks (about 30% of the total)		External Exam on 4 modules (Marks)	Total Marks
			Open-ended module / Practical	On the other 4 modules		
1	4-credit course	only theory (5 modules)	10	20	70	100
2	4-credit course	Theory (4 modules) + Practical	20	10	70	100
3	3-credit course	only theory (5 modules)	5	20	50	75

Implementation of Practical Components in the Classroom

Facilitators can implement practical components in the classroom by following the suggestions given in the fifth module. This involves integrating practical sessions into the learning process, with both instructors and learners selecting activities from a pool, based on the facilities available at their institution.

Key components to focus on: Enhanced comprehension and understanding. Ensure better comprehension and understanding of the subject matter discussed in theory classes.

Integration of Skills: Develop reading, writing, and presentation/publishing skills alongside theoretical knowledge.

Improvement of Learning: Introduce self-assessment, peer learning, and library work to improve overall learning outcomes.

Creative Opportunities: Encourage creative opportunities for learners by involving them in:

Practicing and presenting individual creative texts on a monthly basis (e.g., reading poetry and receiving feedback). Content creation based on learned texts, with activities such as uploading content online and commenting. Publishing their write-ups in a class journal or other formats. Engaging in any form of creativity that is appropriate and supported.

Critical Analysis and Appreciation: Focus on critical analysis and appreciation of texts appropriate to the academic level of the course. Encourage learners to submit weekly write-ups or monthly papers, fostering critical thinking and analytical skills.

Workshops, Seminars, and Lectures: Provide opportunities for interaction, networking, and knowledge acquisition through workshops, seminars, and lectures. Ensure a minimum of four such activities per semester, which can be pursued in any combination for the benefit of the learning community.

Practical Outcomes:

1. **Enhance Subject Knowledge:** Deepen understanding and retention of subject matter.
2. **Develop Publishing and Academic Writing Aptitude:** Foster skills in academic writing and publishing, preparing learners for future academic endeavours.
3. **Improve Overall Learning and Assessment:** Strengthen learning processes through improved assessment techniques and learning strategies.
4. **Integrate Writing and Presentation Skills:** Develop cohesive skills in writing and presentation that are crucial for academic success.

Evaluation Outcomes:

1. **Identification and Presentation Skills:** Enable learners to identify the focus of the subject matter, problems, main statements, and arguments within a text. Prepare learners to present these elements effectively in an academic environment.
2. **Text Appreciation and Analysis:** Equip learners to appreciate and analyse texts of similar nature based on their experience with syllabus texts.
3. **Critical Thinking Enhancement:** Provide materials not included in the syllabus but of a similar nature for analysis and appreciation, fostering critical thinking skills. This write-up organizes the components, outcomes, and evaluation criteria logically and clearly, helping facilitators understand and implement the practical components effectively.

1. MAJOR AND MINOR COURSES

1.1. INTERNAL EVALUATION OF THEORY COMPONENT

Sl. No.	Components of Internal Evaluation of Theory Part of a Major / Minor Course	Internal Marks for the Theory Part of a Major / Minor Course of 4-credits			
		Theory Only		Theory + Practical	
		4 Theory Modules	Open-ended Module	4 Theory Modules	Practical
1	Test paper/ Mid-semester Exam	10	4	5	-
2	Seminar/ Viva/ Quiz	6	4	3	-
3	Assignment	4	2	2	-
Total		20	10	10	20*
		30		30	

* Refer to the table in section 1.2 for the evaluation of the practical component

3. EXTERNAL EVALUATION OF THEORY COMPONENT

External evaluation carries 70% marks. Examinations will be conducted at the end of each semester. Individual questions are evaluated in marks, and the total marks are converted into grades by the University based on a 10-point grading system (refer to section 5).

PATTERN OF QUESTION PAPER FOR MAJOR AND MINOR COURSES

Duration	Type	Total No. of Questions	No. of Questions to be Answered	Marks for Each Question	Ceiling of Marks
2 Hours	Short Answer	10	8 – 10	3	24
	Paragraph/ Problem	8	6 – 8	6	36
	Essay	2	1	10	10
				Total Marks	70

- Questions will be based on the subjects discuss in the syllabus.

- Emphasis will be on analysing the critical thinking skills of the learner.

2. INTERNSHIP

- All students should undergo Internship of 2 credits during the first six semesters in a firm, industry or organization or training in labs with faculty and researchers of their own institution or other Higher Educational Institutions (HEIs) or research institutions.
- Internship can be for enhancing the employability of the student or for developing the research aptitude.
- Internship can involve hands-on training on a particular skill/ equipment/ software. It can be a short project on a specific problem or area. Attending seminars or workshops related to an area of learning or skill can be a component of Internship.
- A faculty member/ scientist/ instructor of the respective institution where the student does the Internship should be the supervisor of the Internship.

2.1. GUIDELINES FOR INTERNSHIP

1. Internship can be in English Language and Literature or allied disciplines.
2. There should be a minimum of 60 hrs. of engagement from the student in the Internship.
3. Summer vacations and other holidays can be used for completing the Internship.
4. In BA English Language and Literature Honours Program, learners have various options for internships.

   a) They may choose to visit recognized libraries, including University, college, public, local, or regional libraries, with qualified librarians approved by the Library Council.

   b) Additionally, they can volunteer for translation projects and innovative experiments organized by University centers and facilities such as Language Labs .

   c) Other internship options include working with international organizations like UNESCO, Red Cross, and Greenpeace, as well as recognized NGOs, and accredited publishing and media houses.

   d) Learners may also gain experience at Sahitya Akademi, Institutes of Languages and Arts, various Government missions and departments, such as the Literacy Commission, the Public Relations Department, and the Archaeology Department.

   e) Participation in Literature, Fine arts, Film and Drama festivals organized by both government and private bodies also makes them eligible for the internship program.

   f) Learners can also assist elected constitutional bodies and administrative departments in both Govt.and public sectors. Alternatively, they may undertake a study tour to a center of academic excellence.

   These activities are designed to enhance knowledge, skills, and work experience in the fields of language, literature, arts, and culture. To complete the internship requirement, learners must submit a brief report of their study tour along with geo-tagged photos.

5. The students should make regular and detailed entries in a personal log book throughout the Internship. The logbook will record the progress of the Internship and the time spent on the work, and it will be useful in writing the final report. It may contain experimental conditions and results, ideas, mathematical expressions, rough work and calculation,

computer file names, etc. All entries should be dated. The Internship supervisor should periodically examine and countersign the logbook.

6. The logbook and the typed report must be submitted at the end of the Internship.
7. The institution at which the Internship will be carried out should be prior approved by the Department Council of the college where the student has enrolled for the UG Honours programme.

2.2. EVALUATION OF INTERNSHIP

- The evaluation of the internship shall be done internally through continuous assessment by a committee internally constituted by the Department Council of the college where the student has enrolled for the UG Honours programme.
- The credits and marks for the Internship will be awarded only at the end of semester 6.
- The scheme of continuous evaluation and the end-semester viva-voce examination based on the submitted report shall be as given below:

Sl. No.	Components of Evaluation of Internship		Marks for Internship 2 Credits	Weightage
1	Continuous evaluation of internship through interim presentations and reports by the committee internally constituted by the Department Council	Acquisition of skill set	10	40%
2		Interim Presentation and Viva-voce	5	
3		Punctuality and Log Book	5	
4	Report of Institute Visit/ Study Tour		5	10%
5	End-semester viva-voce examination to be conducted by the committee internally constituted by the Department Council	Quality of the work	6	35%
6		Presentation of the work	5	
7		Viva-voce	6	
8	Evaluation of the day-to-day records, the report of the internship supervisor, and the final report submitted for the end semester viva–voce examination before the committee internally constituted by the Department Council		8	15%

	Total Marks	50	

3. PROJECT

3.1. PROJECT IN HONOURS PROGRAMME

- In the Honours programme, the student has the option to do a 12-credit Project instead of three Core Courses in Major in semester 8.
- The Project can be done in the same institution/ any other higher educational institution (HEI)/ research centre/ training centre.
- The Project in Honours programme can be a short research work or an extended internship or a skill-based training programme.
- A faculty member of the respective institution where the student does the Project should be the supervisor of the Project.

3.2. PROJECT IN HONOURS WITH RESEARCH PROGRAMME

- Students who secure 75% marks and above (equivalently, CGPA 7.5 and above) cumulatively in the first six semesters are eligible to get selected to Honours with Research stream in the fourth year.
- A relaxation of 5% in marks (equivalently, a relaxation of 0.5 grade in CGPA) is allowed for those belonging to SC/ ST/ OBC (non-creamy layer)/ Differently-Abled/ Economically Weaker Section (EWS)/ other categories of candidates as per the decision of the UGC from time to time.
- In the Honours with Research programme, the student has to do a mandatory 12-credit Research Project instead of three Core Courses in Major in semester 8.
- The approved research centres of the University of Calicut or any other university/ HEI can offer the Honours with Research programme. The departments in the affiliated colleges under the University of Calicut, which are not the approved research centres of the University, should get prior approval from the University to offer the Honours with Research programme. Such departments should have at least two faculty members with Ph.D., and they should also have the necessary infrastructure to offer the Honours with Research programme.
- A faculty member of the University/ College with a Ph.D. degree can supervise the research project of the students who have enrolled for Honours with Research. One such faculty member can supervise maximum of five students in Honours with Research stream.

- The maximum intake of the department for Honours with Research programme is fixed by the department based on the number of faculty members eligible for project supervision, and other academic, research, and infrastructural facilities available.
- If a greater number of eligible students are opting for the Honours with Research programme than the number of available seats, then the allotment shall be based on the existing rules of reservations and merits.

3.3. GUIDELINES FOR THE PROJECT IN HONOURS PROGRAMME AND HONOURS WITH RESEARCH PROGRAMME

1. The project can be in English Language and Literature or allied disciplines.
2. The project should be done individually.
3. Project work can be theoretical,analytical and empirical in nature.
4. There should be minimum 360 hrs. of engagement from the student in the Project work in Honours programme as well as in Honours with Research programme.
5. There should be a minimum of 13 hrs./week of engagement (the hours corresponding to the three core courses in Major in semester 8) from the teacher in the guidance of the Project(s) in the Honours programme and Honours with Research programme.
6. The various steps in project works are the following:
    - ➢ Wide review of a topic.
    - ➢ Investigate a problem in a systematic way using appropriate techniques.
    - ➢ Systematic recording of the work.
    - ➢ Reporting the results with interpretation in a standard documented form.
    - ➢ Presenting the results before the examiners.
7. During the Project, the students should make regular and detailed entries in a personal logbook throughout the period of investigation. The logbook will be a record of the progress of the project and the time spent on the work, and it will be useful in writing the final report. It may contain weekly reports, details of data collection and computer file names, etc. All entries should be dated. The Project supervisor should periodically examine and countersign the logbook.
8. The logbook and the typed report must be submitted at the end of the Project. A copy of the report should be kept for reference at the department. A soft copy of the report too should be submitted, to be sent to the external examiner in advance.
9. It is desirable, but not mandatory, to publish the results of the Project in a peer-reviewed journal.

10. The project report shall have an undertaking from the student and a certificate from the research supervisor for the originality of the work, stating that there is no plagiarism and that the work has not been submitted for the award of any other degree/ diploma in the same institution or any other institution.
11. The project proposal, the institution where the project is being carried out, and the project supervisor should be prior approved by the Department Council of the college where the student has enrolled for the UG Honours programme.

3.4. EVALUATION OF PROJECT

- The evaluation of Project will be conducted at the end of the eighth semester by both internal and external modes.
- The Project in Honours programme, as well as that in Honours with Research programme, will be evaluated for 300 marks. Out of this, 90 marks are from internal evaluation and 210 marks are from external evaluation.
- The internal evaluation of the Project work shall be done through continuous assessment mode by a committee internally constituted by the Department Council of the college where the student has enrolled for the UG Honours programme. 30% of the weightage shall be given through this mode.
- The remaining 70% shall be awarded by the external examiner appointed by the University.
- The scheme of continuous evaluation and the end-semester viva-voce of the Project shall be as given below:

Components of Evaluation of Project	Marks for the Project (Honours/ Honours with Research)	Weightage
Continuous evaluation of project work through interim presentations and reports by the committee internally constituted by the Department Council	90	30%
End-semester viva-voce examination to be conducted by the external examiner appointed by the university	150	50%

Evaluation of the day-to-day records and project report submitted for the end-semester viva–voce examination conducted by the external examiner	60	20%
Total Marks	300	

INTERNAL EVALUATION OF PROJECT

Sl. No	Components of Evaluation of Project	Marks for the Project (Honours/ Honours with Research)
1	Skill in doing project work	30
2	Interim Presentation and Viva-Voce	20
3	Punctuality and Logbook	20
4	Scheme/ Organization of Project Report	20
	Total Marks	90

EXTERNAL EVALUATION OF PROJECT

Sl. No	Components of Evaluation of Project	Marks for the Project (Honours/ Honours with Research) 12 credits
1	Content and relevance of the Project, Methodology, Quality of analysis, and Innovations of Research	50
2	Presentation of the Project	50
3	Project Report (typed copy), Log Book and References	60
4	Viva-Voce	50
	Total Marks	210

4. LETTER GRADES AND GRADE POINTS

- Mark system is followed for evaluating each question.
- For each course in the semester letter grade and grade point are introduced in 10-point indirect grading system as per the guidelines given below.
- The Semester Grade Point Average (SGPA) is computed from the grades as a measure of the student's performance in a given semester.
- The Cumulative GPA (CGPA) is based on the grades in all courses taken after joining the programme of study.
- Only the weighted grade point based on marks obtained shall be displayed on the grade card issued to the students.

LETTER GRADES AND GRADE POINTS

Sl. No.	Percentage of Marks (Internal & External Put Together)	Description	Letter Grade	Grade Point	Range of Grade Points	Class
1	95% and above	Outstanding	O	10	9.50 – 10	First Class with Distinction
2	Above 85% and below 95%	Excellent	A+	9	8.50 – 9.49	
3	75% to below 85%	Very Good	A	8	7.50 – 8.49	
4	65% to below 75%	Good	B+	7	6.50 – 7.49	First Class
5	55% to below 65%	Above Average	B	6	5.50 – 6.49	
6	45% to below 55%	Average	C	5	4.50 – 5.49	Second Class
7	35% to below 45% aggregate (internal and external put together) with a minimum of 30% in external valuation	Pass	P	4	3.50 – 4.49	Third Class
8	Below an aggregate of 35% or below 30% in external evaluation	Fail	F	0	0 – 3.49	Fail
9	Not attending the examination	Absent	Ab	0	0	Fail

- When students take audit courses, they will be given Pass (P) or Fail (F) grade without any credits.
- The successful completion of all the courses and capstone components prescribed for the three-year or four-year programme with 'P' grade shall be the minimum requirement for the award of UG Degree or UG Degree Honours or UG Degree Honours with Research, as the case may be.

1. COMPUTATION OF SGPA AND CGPA

- The following method shall be used to compute the Semester Grade Point Average (SGPA):
  The SGPA equals the product of the number of credits (Ci) with the grade points (Gi) scored by a student in each course in a semester, summed over all the courses taken by a student in the semester, and then divided by the total number of credits of all the courses taken by the student in the semester,

i.e. SGPA (Si) = Σi (Ci x Gi) / Σi (Ci)

where Ci is the number of credits of the i^{th} course, and Gi is the grade point scored by the student in the i^{th} course in the given semester. Credit Point of a course is the value obtained by multiplying the credit (Ci) of the course by the grade point (Gi) of the course.

$$SGPA = \frac{\Sigma\ of\ the credit points of all the courses \in a semester}{Total credits \in that semester}$$

ILLUSTRATION – COMPUTATION OF SGPA

Semester	Course	Credit	Letter Grade	Grade point	Credit Point (Credit x Grade)
I	Course 1	3	A	8	3 x 8 = 24
I	Course 2	4	B+	7	4 x 7 = 28
I	Course 3	3	B	6	3 x 6 = 18
I	Course 4	3	O	10	3 x 10 = 30
I	Course 5	3	C	5	3 x 5 = 15
I	Course 6	4	B	6	4 x 6 = 24
	Total	20			139
	SGPA				139/20 = 6.950

- The Cumulative Grade Point Average (CGPA) of the student shall be calculated at the end of a programme. The CGPA of a student determines the overall academic level of the student in a programme and is the criterion for ranking the students.

  CGPA for the three-year programme in CUFYUGP shall be calculated by the following formula.

$$CGPA = \frac{\sum of\ the credit points of all the courses \in six semesters}{Total credits \in six semesters (133)}$$

  CGPA for the four-year programme in CUFYUGP shall be calculated by the following formula.

$$CGPA = \frac{\sum of\ the credit points of all the courses \in eight semesters}{Total credits \in eight semesters (177)}$$

- The SGPA and CGPA shall be rounded off to three decimal points and reported in the transcripts.
- Based on the above letter grades, grade points, SGPA and CGPA, the University shall issue the transcript for each semester and a consolidated transcript indicating the performance in all semesters.

FOUR-YEAR UNDER GRADUATE PROGRAMME (FYUGP)

BA ENGLISH LANGUAGE & LITERATURE HONOURS

MAJOR

<table>
<tr><td>Programme</td><td colspan="5">BA ENGLISH LANGUAGE & LITERATURE HONOURS</td></tr>
<tr><td>Course Code</td><td colspan="5">ENG1CJ101/ENG1MN100</td></tr>
<tr><td>Course Title</td><td colspan="5">INTRODUCTION TO THE WORLD OF LITERATURE</td></tr>
<tr><td>Type of Course</td><td colspan="5">MAJOR</td></tr>
<tr><td>Semester</td><td colspan="5">I</td></tr>
<tr><td>Academic Level</td><td colspan="5">100-199</td></tr>
<tr><td rowspan="2">Course Details</td><td>Credit</td><td>Lecture per week</td><td>Tutorial per week</td><td>Practical per week</td><td>Total Hours</td></tr>
<tr><td>4</td><td>3</td><td>-</td><td>2</td><td>75</td></tr>
<tr><td>Pre-requisites</td><td colspan="5">Basic understanding of the characteristics and conventions of various literary genres including poetry, fiction, drama and short stories.</td></tr>
<tr><td>Course Summary</td><td colspan="5">This course offers a comprehensive examination of various literary expressions interweaving the past and present. Through a combination of classic and contemporary works, as well as engaging TED Talks, speeches, illustrative narratives, web series and films, students will delve into the rich tapestry of human expressions through literature</td></tr>
</table>

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Acquaint various genres of literary representations and their multiple interpretations.	U	F, C, M	Assignments Quiz
CO2	Sensitize learners with the critical aspect of reading literature.	U, An	C, M	Assignments Seminars
CO3	Learns to appreciate the aesthetic, imaginative and creative range of poetry along with the basic elements of poetry, including the stylistic and rhetorical devices.	U, An, E	C, M	Peer Evaluation Test Paper
CO4	Familiarize the basic elements of drama and thereby appreciate the art form.	U, An	C, M	Discussion/ Presentation
CO5	Learn to identify how fiction inculcates the question of social/ cultural /ethical/ gender/political contexts and frameworks in the texts.	U,An,E	C,M	Assignment/ Seminars
CO6	Be exposed to the digital and broader aspects of literature.	Ap,E	M,P	Practical Assessment/ Assignment

* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create ©

- Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Detailed Syllabus:

Module	Unit	Content	Hrs (75)	Marks (70)
I		**LOVE ACROSS TIME**	**10**	20
	1	What he said -Avvaiyar (trans. by A K Ramanujan)	2	
	2	Western Wind- Lyric of unknown authorship from the Middle English period	2	
	3	A Red, Red Rose- Robert Burns	2	
	4	Before You Came-Faiz Ahmed Faiz	2	
	5	Sthandwa sami(my beloved isiZulu)- Yrsa Daley-Ward	2	
II		**WAR & PEACE**	**12**	15
	6	The Art of War -Sun Tzu (Chapter 4)	3	
	7	Sayonara Sayonara- Totto Chan-Tetsuko Kuroyanagai	3	
	8	To Every Briton- M K Gandhi https://www.mkgandhi.org/mynonviolence/chap46.php	3	
	9	Nobel Prize Lecture-Maria Ressa, Nobel Prize 2021' https://youtu.be/NsWVb2AUl5Y?si=H4Tlz-f-GjiTiSLm	3	
III		**THE WORLD WE LIVE IN**	**12**	20
	10	Burgersfort Landfill-Vonani Bila	3	
	11	Queenie-Alice Munroe	3	
	12	Speech delivered by Amanda Gorman at Joe Biden's Presidential Inauguration https://youtu.be/Jp9pyMqnBzk?si=OqEfJ15FzY5nqjk3	3	
	13	Adults in the Room- Dir. Costa Gavras	3	
IV		**GOING DIGITAL**	**11**	15
	14	Twitter Fiction-David Lodge, Ian Rankin, Sophie Hanna and Anne Enright https://www.theguardian.com/books/2012/oct/12/twitter-fiction- 140-character-novels	3	
	15	In the Pale Moonlight- Season 6 Episode 19 -Star Trek Deep Space Nine dir. Victor Lobi	3	
	16	Intro.-rh Sin (A Beautiful Composition of Broken-Instagram Poem)	2	

	17	'The Popular Vampires'- The Bloomsbury Introduction to Popular Fiction edited by Christine Berberich (Section 2- American Pace till the line 'Tellingly, these references demonstrate how Meyer has indeed created a new breed of superheroes, or gods, to both save humans and show them how to live differently and better')	3	

V		**Practicum**	**30**	
	1	Module I: 1. Organise a group discussion on the evolution of love through literature. 2. Arrange writers given in the module chronologically categorising them based on their nationality and identify their contemporaries. 3. Submit an assignment about the historical context of writers given in the module. 4. Identify regional literatures foregrounding the idea of love and its interpretations. 5. Compare the theme of love in different genres of literature and prepare a brief note on it. 6. GD- Scottish Literature. 7. Prepare an article focusing on themes, characters, symbolism, and narrative techniques related to love across different periods in the texts provided. 8. Explore how factors such as race, gender, sexuality, and class influence individuals' experiences of love and relationships and write an essay.	8	
	2	Module II: 1. Identify and present other writings on war tactics in the class and discuss its effect on respective cultures. Organise a debate on the present war zone and how is it going to end. 2. Organize a discussion on the concept of pacifism and how it evokes multiple arguments during the time of military operations done by political states, trace the evolution of the given philosophy and compare the moral high note it possesses against the prescribed sections from the art of war. 3. Read the novel and consolidate your observations on the effect of war on the individual and their personal choices then identify and present the real-life stories of individuals experiencing conflict due to their voice of dissent regarding war in your classroom. 4. Read the novel Totto Chan and write a Japanese perspective on how the war affected them 5. Write a paper on the role of Journalists and activists in bringing political change. 6. Collect famous letters written by world leaders and organise an exhibition in the class 7. Prepare a speech on the concept of nonviolence.	7	

	3	Module III: 1. A Group discussion on people on the peripheries based on the module. 2. Identify other memoirs from your context after watching the adaptation. 3. Write an assignment on Women & Contemporary literature. (you could talk about writers of your region) 4. Curate profiles of the writers incorporated in the module. 5. Conduct a GD on healthy human relationships after reading Queenie. 6. Fiction is an excellent medium to explore the complexity of human emotions. Do you agree? Prepare a write-up. 7. Poetry is a powerful medium to expose social discrimination. Conduct a discussion based on the poem by Vonani Bila. 8. Prepare a brief note on contemporary African poetry.	8	
		Module IV: 1. Write an assignment on how new social media platforms transforms the concept of writing. 2. Write a short story of your own as a creative assignment and post it in any platform you like then attempt to write a review of it in the class. 3. Explore and identify various digital platforms and genres 4. List out similar illustrations which are connected to your childhood. 5. Identify and analyze Instagram poets from your language and share it in the class. 6. Attempt to write a fanfiction on a movie you recently watched and post it in an available in the collaborative fanfiction writing sites and then share the reviews with the class. 7. Discuss the credibility and quality of web literature by incorporating the analysis of the texts from the module. 8. Familiarise yourself with sci-fi narratives on digital platforms. 9. Create a science fiction/ short film/ instead of write a fan fiction illustration instead on book.	7	

Note: The course is divided into five modules, with four having total 17 fixed units and one open-ended module with a variable number of units. There are total 45 transaction hours for the fixed modules and 30 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (20 marks) and the fixed modules (10 marks). The final examination, however, covers only the 16 units from the fixed modules.

Suggested Readings:

1. *Poems of Love and War: From the Eight Anthologies and the Ten Long Poems of Classical Tamil*- A K Ramanujan
2. Message from 2023 Nobel Peace Prize Laurete Narges Mohammadi https://youtu.be/FbBY-SGBKrw?si=MAvSzdTgXJAQysM7
3. Hope's Journey: A Tale of Peace and Justice- Story.com https://www.story.com/story/children-stories/hopes-journey-9
4. *The Dark Knight Returns*- Frank Miller
5. "Asvathama's Promise" *Urubhanga* by Bhasa

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO 3	PSO4	PSO5	PSO6	PSO7	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1	-	1	3	3	2	3	3	3	1	-	3	2	3	1
CO 2	-	-	3	3	2	3	3	3	-	-	1	2	2	1
CO 3	-	1	3	-	-	1	3	3	-	-	-	1	-	-
CO 4	1	1	2	-	1	1	3	3	1	-	-	1	1	-
CO5	-	2	3	3	2	3	3	3	1	-	-	2	2	2
CO6	2	3	1	2	1	2	3	2	1	1	3	2	2	1

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Classroom Participation / Discussion / Seminar
- Midterm Exam
- Viva
- Assignments
- Final Exam

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	Seminar	End Semester Examinations
CO 1	✓	✓	✓	✓
CO 2	✓	✓		✓
CO 3	✓	✓	✓	✓
CO 4	✓	✓		✓
CO 5	✓	✓	✓	✓
CO 6		✓	✓	

FOUR-YEAR UNDERGRADUATE PROGRAMME (FYUGP)
BA ENGLISH LANGUAGE AND LITERATURE HONOURS
MAJOR

<table>
<tr><td>Programme</td><td colspan="5">BA ENGLISH LANGUAGE AND LITERATURE HONOURS</td></tr>
<tr><td>Course Code</td><td colspan="5">ENG2CJ101/ENG2MN100</td></tr>
<tr><td>Course Title</td><td colspan="5">READING FICTION</td></tr>
<tr><td>Type of Course</td><td colspan="5">MAJOR</td></tr>
<tr><td>Semester</td><td colspan="5">2</td></tr>
<tr><td>Academic Level</td><td colspan="5">100-199</td></tr>
<tr><td rowspan="2">Course Details</td><td>Credit</td><td>Lecture per week</td><td>Tutorial per week</td><td>Practical per week</td><td>Total Hours</td></tr>
<tr><td>4</td><td>4 hours</td><td>-</td><td>-</td><td>60 hours</td></tr>
<tr><td>Pre-requisites</td><td colspan="5">Basic English language comprehension and inclination towards literature</td></tr>
<tr><td>Course Summary</td><td colspan="5">This course offers a comprehensive understanding of cross-cultural fictional narratives and its adaptations around the globe. The course will offer the opportunity to the students to engage with works from variety of genres, including short stories, novels, and experimental fiction. Special attention will be given to socio-cultural contexts in which these works were written, allowing students to appreciate the diversity of voices and perspectives that fiction offers.</td></tr>
</table>

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Identify and explain key elements of fiction such as theme, plot structure, and narrative techniques.	R, U, An	P	Review, Quiz, poster making, podcast, blogs, vlogs etc.
CO2	Critically analyse and interpret fictional texts examining the components and their interrelations.	An, C	C, P	Roleplay, Review, writing exercise.
CO3	Critically evaluate the effectiveness of different narrative techniques and literary styles.	E	C, P	Brainstorming Quiz Viva Voce, Presentation.
CO4	Critically evaluate and analyse the historical, cultural and socio-political contexts that influence and are reflected in fiction, appreciating the diversity and complexity of literary voices and perspectives.	An, E, C	C	Debate, GD, Critic and Creative exercise.
CO5	Learns to deconstruct the canonical works by understanding layered nuances of socio, cultural and political relationships. Critically evaluate and debate the politics behind the construction of canons.	C	C	Debate, Discussion, Practices of reading and interpretation.

* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)

- Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Detailed Syllabus:

Module	Unit	Content	Hrs (60)	Marks (70)
I		**GENRES**	**12**	20
	1	Gothic/Mystery: Dracula (Movie Adaptation 1958) -Terence Fisher	4	
	2	Detective: The Tuesday Night Club -Agatha Christie	2	
	3	Epistolary: The Color Purple- Alice Walker (Excerpt (179-193 Phoenix 2004)	2	
	4	Epic Sci Fi: Dune part 1 (Movie Adaptation) -Denis Villeneuve	4	
		Suggested Activities: 1. Select any text of any other genre not mentioned in the syllabus and review them by submitting a written document, podcast or three-minute video, vlog, blog etc 2. Quiz based on texts (prescribed and suggested reading) 3. Representation (like installations, cartoons, posters, etc) based on the texts, scenes, or themes. 4. Choose any plot point text from the module and write your on versions or genre as a creative assignment.		
II		**NARRATIVE TECHNIQUES**	**12**	15
	5	Ist person and stream of Consciousness: The Yellow Wallpaper- Charlotte Perkins Gilman	3	
	6	The Million Pound Note -Mark Twain	3	
	7	Backstory: Frankenstein(chapter 13)-Mary Shelley	3	
	8	Hypertext: The Game of Life -Naemie Breard https://virtualwritingtutor.com/hypertext-narratives/23930/the-game-of-life.html	3	

		Suggested Activities: 1. Identify other narrative techniques, select one text from that and submit review either as a written document, podcast or three-minute video, vlog, blog etc. 2. Group discussion on possible different climaxes based on contemporary movies and fiction. 3. Create a short hypertext fiction (group activity) 4. Write scripts for the fictional narratives for an imaginary adaptation.		

III		**DECONSTRUCTING CANON**	**12**	15
	9	a. Cendrillon -Charles Perrault, (https://www.pookpress.co.uk/cendrillon-french-cinderella-perrault/) b. 'Cinderella' from Politically Correct Bedtime stories- James Finn Garner	6	
	10	a. Heart of Darkness -Joseph Conrad (Excerpt- page no 20-23) ("Black shapes crouched, lay, sat between the trees, leaning against the trunks, clinging to earth… .....Next day I left the station at last, with a Caravan of sixty men, for a two hundred mile tramp). b. "An Image of Africa: Racism in Conrad's Heart of Darkness"- Chinua Achebe (page No 253-256) (From 'The most interesting and revealing passages in Heart of Darkness are however about people… to 'Marlow seems to me enjoy Conrad's complete confidence- a feeling reinforced by the close similarities between their two careers). (Heart of Darkness Norton Critical Edition Ed by Robert Kimbourgh)	6	
		Suggested Activities: 1. Debate on different perspectives based on any prescribed text 2. Rewrite any canonical texts, movies, epics 3. Create a page on a character or theme (from the syllabus) on any social media platform and submit the report (not necessarily in written format)		
IV		**EXPLORING THE MARGINS**	**12**	20
	11	Dalit: A Corpse in the Well-(excerpt from Taral Antaral- Shankar Ramachandra Kharat)	3	
	12	War: Open It -Sadat Hasan Manto	3	
	13	Ecology: The Great Indian Tee and Snakes- Kartika Pandey	3	
	14	Race and Gender: Droupadi-Mahashweta Devi	3	
		Suggested Activities: 1. Script writing/ drama/ video/audio presentations (based on the prescribed stories). 2. Compilation of anthologies/ magazines based on specific themes. 3. Learners should produce an audiobook prescribed in the text. 4. GD on each genre suggested in the module then write short notes on it.		
V		**OPEN-ENDED**	12	

Note: The course is divided into five modules, with four having total 14 fixed units and one open-ended module with a variable number of units. There are total 48 transaction hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final examination, however, covers only the 14 units from the fixed modules.

Suggested Reading:

1. Romance: Pride and Prejudice- Jane Austen
2. Fantasy: Harry Potter Vol 1-JK Rawling
3. Graphic: Akira Vol 1-Katsushiro Otomo
4. Flash Fiction: Girl -Jamaica Kincaid
5. Gothic/ Mystery: Dracula (novel) -Bram Stoker
6. Epic Sci Fi: Dune-Frank Herbert
7. Study on Fiction: The Art of Fiction-David Lodge
8. II-person narrative/ metafiction: If on a Winter's Night a Traveller-Italo Calvino
9. Magical Realism: The Color Master -Aimee Bender
10. Non-linear narrative: The Garden of Forking Paths-Jorge Luis Borges
11. Pair
    a. Ravana's tale from Ramayana
    b. Oorukaval- Sara Joseph
12. Pair
    a. Scavenger's Son-Thakazhi
    b. Vrithiyude Jathi dir-Vidhu Vincent
13. Pair
    a. Hamlet from Shakespera's Tales
    b. Ophelia by Lisa M Klein
14. "Canon Fodder: Denouncing the Classics." The New Yorker, 23 May 2013, www.newyorker.com/books/pageturner/canon- fodder-denouncing-the-classics Sam Sacks "Value: criticism, canons, and evaluation." Literary Theory and Criticism Patricia Waugh
15. Queer: Middlesex-Jeffrey Eugenides
16. Diaspora: The Namesake-Jhumpa Lahiri
17. Ethnicity: The Judgement-Ananya Guha
18. Disability: Out of my Mind-Sharon M Draper

Mapping of COs with PSOs and POs:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	2	-	1	-	1	1	3	2	-	1	1	-	2
CO2	2	3	3	-	2	1	3	2	-	1	1	-	2
CO3	3	1	2	1	-	2	3	-	2	1	1	-	2
CO4	1	3	3	-	2	2	3	1	-	-	3	3	3
CO5	3	-	1	-	2	2	3	3	2	3	2	-	-
CO6	-	3	3	-	2	2	3	1	1	-	-	3	3

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Class Participation/ Discussions/ Seminars/ Interactive essays with multimedia elements/ peer teaching (10 %)
- Quizzes/Assignments/ Digital Story Telling/ Podcasts or Audio Essays/ (10 %)
- Mid-Semester Test/Viva/ Creative projects/ Social Media Simulation (10 %)

	Internal Exam/ Cre	Assignment/ Quizzes/ Digital story telling/	Class Participation/ Discussion/ interact	End Semester Ex
CO	✓	✓	✓	✓
CO	✓	✓	✓	✓
CO	✓		✓	✓
CO	✓		✓	✓
CO	✓	✓	✓	✓
CO	✓		✓	✓

Final Exam (70%) Mapping of COs to

Assessment Rubrics:

FOUR-YEAR UNDERGRADUATE PROGRAMME (FYUGP)

BA ENGLISH LANGUAGE AND LITERATURE HONOURS

MAJOR

Programme	**BA ENGLISH LANGUAGE AND LITERATURE HONOURS**				
Course Code	**ENG3CJ201**				
Course Title	**DRAMA: EXPLORING THE LITERARY AND PERFORMATIVE ELEMENTS**				
Type of Course	MAJOR				
Semester	III				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Basic knowledge on different elements of drama and theatre				
Course Summary	The course is envisaged to develop an understanding of drama, along with its aesthetics and performance aspects. The learners will be able to understand the history of drama and different genres with in it (eastern and western). They will be able to appreciate the social, cultural and historical dimensions of drama and theatre.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO 1	Analyze and interpret significant works of drama and literature from various historical periods and cultural contexts	U	F	Assignments
CO 2	Apply close reading and textual analysis techniques to identify literary devices, narrative structures, and dramatic conventions employed by playwrights and authors.	Ap	M	Seminar Presentation
CO3	Examine the interplay between drama and literature, exploring how theatrical elements such as dialogue, character, setting, and plot.	R	C	Review and Discussio n
CO 4	Critically evaluate the relationship between dramatic adaptation and literary source material.	An	C	Term paper writing
C0 5	Synthesize theoretical concepts, critical frameworks, and practical insights gained throughout the course to produce original scholarship, creative projects, or performance-based analysis that contribute to ongoing conversations within the fields of Drama and Literary Studies.	Ap	F	Assignments
C06	Analyze representations of identity, gender, race, class, and power dynamics in dramatic and literary texts.	An	M	Mini project and Presentation

* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)

- Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Detailed Syllabus:

Module	Unit	Content	Hrs (60)	Marks (70)
I		**Introduction to Drama and Theatre**	**12**	10
	1	Basic Elements of Drama: Tragedy, Comedy, Tragicomedy; The Constituent Parts of Drama – Plot, Character, Thought, Song, Spectacle, Diction, Three Unities, Tragic Hero, Chorus, Simple plot and Complex plot	3	
	2	History of Drama a brief overview-Greek Drama-Shakespearean Drama-Restoration drama, Comedy of Manners	3	
	3	A brief introduction of the movements- Avant-garde, Expressionism & Epic Theatre, Angry Young Man, The Theatre of the Absurd, Futurism, Immersive Theatre, Video performances	2	
	4	Familiarizing Digital Theatre- New Technologies in Modern Theatre	2	
	5	Elements of Theatre (Sets, Lights, Costume, Properties, Make up) Sound and Music in Theatre, Actor's Voice, Speech and Diction/ Acting Styles	2	
		Suggested Activities: **1.** Identify new techniques in theatrical performance. **2.** Classroom discussions on the advent of technology in theatre. **3.** Presentations and debates on the themes discussed in the module.		
II		**World Theatre**	**12**	**25**
	6	Introduction to World Theatre- Realism, Surrealism, Expressionism.	3	

	7	European - *The Tempest* (Act 5)- William Shakespeare	3	
	8	African -*I Will Marry When I Want*- Ngũgĩ wa Thiong'o	3	
	9	Indian - - *Thirty Days in September*- Mahesh Dattani	3	
		Suggested Activities: 1. Trace the history of European, African and Indian theatre (any traditions of your choice) and present it in the class. 2. Debates and discussions on the emerging trends in World theatre. 3. Discussions on the new plays in regional literature.		
III		**Women and Theatre**	**12**	**25**
	10	Women Playwrights-Feminism and Contemporary Theatre	2	
	11	Gender discrimination in language	1	
	12	*Lights Out*- Manjula Padmanabhan	3	
	13	*Ruined*- Lyn Nottage	3	
	14	*Home*- Naghmeh Samini	3	
		Suggested Activity: 1. Discuss the role of feminism in developing a language for women on stage. 2. Compare and contrast the role of women in the text that you studied. 3. GD and report on how men and young boys performed the role of women in Shakespearean plays.		
IV		**Post-dramatic Theatre**	**12**	**10**
	15	A Brief Introduction to Post-dramatic Theatre- Stage page divide-Text and Performance Text	3	

	16	Performance Art and Installations-Dramatization of Varied Art and Media.	3	
	17	What Makes Performance Studies Special(Chapter 1- Section 3)- Performance Studies: An Introduction -Richard Schechner.	3	
	18	Digital theatre – 'The Art of Facing Fear' (37 minutes)- Ivam Cabral and Rodolfo García Vázquez - https://youtu.be/UQRJbMyfE9Y?si=PkNHym9JP3jUTViN	3	
		Suggested Activity: 1. Watch video performances on contemporary issues and submit an assignment. 2. Debates and discussion on the recent trends in digital theatre. 3. Presentation on the topic of how technology has influenced drama and theatre. 4. Watch video performances from different countries as part of the World Theatre. Initiate discussions in this regard.		
V		**Open ended Module**	**12**	

Note: The course is divided into five modules, with four having total 18 fixed units and one open-ended module with a variable number of units. There are total 48 transaction hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final examination, however, covers only the 18 units from the fixed modules.

Suggested Reading:

1. *The History of World Theatre: From English Restoration to the Present*- Felicia Hardison Londre, Continuum,1999
2. *Contemporary Indian Theatre: Theatricality and Artistic Crossovers*- Ravi Chaturvedi and Tapati Gupta (eds). Rawat, 2017
3. *Makers of Modern Theatre: An Introduction*. Routledge, Robert Leach, 2004
4. *Modern Indian Theatre: A Reader.* Nandi Bhatia ed. Oxford UP,2009.
5. Attempts on Her Life- Crimp Martin
6. Worm Play- Zubin Driver

Mapping of COs with PSOs and POs:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	2	1	1	-	2	-	1	2	-	3	-	2
CO2	2	-	3	1	-	-	1	-	3	1	-	-	1
CO3	-	1	2	-	1	1	-	2	2	1	2	-	3
CO4	3	3	-	1	3	-	1	2	1	-	2	-	2
CO5	2	3	-	1	2	3	-	2	1	-	3	-	1
CO6	-	3	3	2	-	3	-	2	1	2	-	2	2

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz/ Discussion/ Seminar (10%)
- Internal Exam (10%)
- Assignment (10%)
- End Semester Exam (70%)

Mapping of Cos to Assessment Rubrics:

	Internal Exam/ Creative projects/ social media simulation	Assignment/Quizzes/ Digital story telling/ podcasts/	Class Participation/ Discussion/ interactive essays with multimedia elemets/ peer teaching	End Semester Examinations
CO 1	✓	✓	✓	✓
CO 2	✓	✓	✓	✓
CO 3	✓		✓	✓
CO 4	✓		✓	✓
CO 5	✓	✓	✓	✓
CO 6	✓		✓	✓

FOUR-YEAR UNDERGRADUATE PROGRAMME (FYUGP)

BA ENGLISH LANGUAGE AND LITERATURE

MAJOR

Programme	**BA ENGLISH LANGUAGE AND LITERATURE HONOURS**				
Course Code	**ENG3CJ202 /ENG3MN200**				
Course Title	**LANGUAGE IN ACTION**				
Type of Course	Major				
Semester	III				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	3	-	2	75
Pre-requisites	A fundamental understanding of Language, Media and Society				
Course Summary	The course aims to enable the learner to explore the diverse areas where English language is employed to perform various purposes. The areas include Media, Literature and Technical documentation.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	*Knowledge Category	Evaluation Tools used
CO 1	To enable the learner to understand how language shapes and reflects societal norms, values, and power structures.	U	C	Exam/ Assignment/ Presentations/ workshops/ interactive sessions
CO 2	To critically analyze the use of language in various forms of media.	Ap	P	Translation assignments/ workshops/
CO 3	To comprehend how literary texts convey themes, perspectives, and cultural values.	An	C	Presentations/ reviews/ case studies
CO 4	To develop proficiency in using clear, concise language in technical writing contexts.	C	C, P	Software demonstrations/ practical and digital presentations
CO 5	To analyze similarities and differences in language use across the domains of media, literature, and technical documentation.	Ap	C, P	Translation practice and public presentations in various genres and fields of verbal, visual and print sectors
CO 6	To appreciate critical reflection on the ethical and cultural implications of language use in various professional and personal contexts.	E, C	M	Innovative research productivity through independent research

* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)

- Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Detailed Syllabus:

MODULE	UNIT	CONTENT	Hrs (75)	Marks (70)
I		**Introduction**	**12**	**16**
	1	Language praxis- the role of language in social practice & identity formation -literature, media & policy documents	**3**	
	2	Literature as a language discourse-language use – creative writing	**3**	
	3	Media and the use of language- writing to performance-media and the formation of public opinion	**3**	
	4	Role of language in documenting policies- Clarity – Effectiveness-Precision- Purpose - -Ethical Considerations-Impact	**3**	
II		**LITERATURE AS LANGUAGE PRACTICE**	**12**	**19**
	5	The Transformation of Silence into Language and Action- Audre Lorde	**3**	
	6	What is Literature (First Three Paragraph)- Terry Eagleton	**3**	
	7	Commute (Chap1-Autobiography of Death) -Kim Hyesoon	**3**	
	8	Sea Oak – George Sanders	**3**	

III	**MEDIAAND LANGUAGE**		**12**	**16**
	9	Chapter 6-Understanding Media: The extensions of Man- Marshall McLuhan	**3**	
	10	'From Documents to Performances' (Page 33-36) Software Takes Commands-Lev Manovich	**3**	
	11	How Close Are We to a Climate Change Tipping Point?https://youtu.be/mFYE4CfeIj0?si=i75yzgYenB0SIrbz	**3**	
	12	Journey of a Kuchipudi dancer from Pakistan to India- Ujwal Bommakanti http://timesofindia.indiatimes.com/articleshow/60064428.cms?utl m_source=contentofinterest&utm_medium=text&utm_campaign=cppst	**3**	
IV	**LANGUAGE IN POLICY DOCUMENTS**		**12**	**19**
	13	National Legal Services v. Union of India (Verdict)	**3**	
	14	No.WEC-19752-Women and Child Development – Dowry Prohibition Act, Kerala Dowry Prohibition (Amendment)	**3**	
	15	Universal Declaration of Human Rights- Preamble	**3**	
	16	The Forest Conservation Act 1980-Act.No.69 of 1980	**3**	

V	**PRACTICUM**	**12**	

Suggested Activities:

Module I:

1. Explore current events or historical speeches that have influenced societal attitudes or policies.
2. Analyze how language was used to convey messages of identity, social practices, or policy objectives. Discuss the ethical implications and the impact of language on public perception and action.
3. Create identity maps that incorporate language as a central element. They can include personal language use (slang, dialects), media influences, and policy implications on their identities.
4. Discuss how language shapes their self-perception and interactions within different social contexts.
5. Provide excerpts from policy documents (e.g., government policies, organizational guidelines) that address social issues such as education, healthcare, or environmental sustainability.
6. Ask students to evaluate the clarity, precision, and ethical considerations of the language used. Discuss how language can impact the implementation and interpretation of policies.

Module II

1. Read other literary works and, in a group, analyse how they vary in theme, perspective and language
2. Conduct an analysis on historical, cultural or social context of the literary works given and submit assignment based on the analysis
3. Organise a debate on how various literary discourses contribute to the growth of literature
4. Read literary works which bring social change and present it as seminar in the class
5. Write your own version of the story ‘Sea oak’.
6. Read other texts defining and detailing the nature of literature and compare it with Eagleton
7. Write a short note on South Asian literature.
8. Write an assignment on any literary narrative you recently read

Module III

1. Read and analyse various newspaper reports, focusing on tone, Bias, language and perspective
2. Organise debates on current media topics, practicing argumentation and crtical thinking
3. Prepare and deliver your own version of TED talk in the classroom

	4. Write an editorial piece on a current issue, expressing your viewpoint and supporting evidence 5. Prepare an article on the role of performance in new media platforms 6. Identify various new media platforms where interactive writing can be done then attempt to participate in the writing process and read it in the class 7. Translate a work from regional language to English using translation apps or web tools of your choice 8. Enact a channel discussion in your classroom Module IV 1. Read and analyse various government orders and find out the features of language used in the discourse focusing on clarity and structure 2. Identify other acts and policies given by govt. & non govt. organizations and discuss the impact of these on the society 3. Find out various petitions and submit a report based on any one of them 4. Compare different acts related to a particular issue, such as environmental protection or labour laws. 5. Attempt to draft a policy on the protection of any endangered species you like 6. Organize a debate on the fine points of any resent Supreme Court Verdict the class choose on the issue of dowry 7. Attempt to re draft the human rights declaration or any other charter provided by U N 8. Write a note on the role of language in policy making after finishing the module		

Note: The course is divided into five modules, with four having total 16 fixed units and one open-ended module with a variable number of units. There are total 45 transaction hours for the fixed modules and 30 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (20 marks) and the fixed modules (10 marks). The final examination, however, covers only the 16 units from the fixed modules.

Suggested Reading:

1. Terry Eagleton, "Introduction: What is Literature?"
2. Kim Hyesoon, *Autobiography of Death*
3. Audre Lorde- *The Cancer Journals*
4. Hiro Murai- *Sea Oak*
5. Marshall McLuhan- *Understanding Media: The extensions of Man*
6. Lev Manovich – Software Takes Comand
7. https://wcd.kerala.gov.in/
8. https://moef.gov.in/moef/division/forest-divisions-2/forest-conservation- fc/introduction/index.html#:~:text=The%20Forest%20(Conservation)%20Act%2C,for%20the%20non%2Dforestry%20purposes.
9. https://www.un.org/en/about-us/universal-declaration-of-human-rights

Mapping of COs with PSOs and POs:

	PSO1	**PSO2**	**PSO 3**	**PSO4**	**PSO5**	**PSO 6**	**PO 1**	**PO 2**	**PO 3**	**PO 4**	**PO 5**	**PO 6**	**PO7**
CO 1	3	3	1	2	3	2	1	2	3	3	2	3	2
CO 2	2	2	2	3	3	1	2	3	3	2	3	1	3
CO 3	1	3	1	2	3	3	2	3	2	3	2	3	2
CO 4	2	3	1	3	3	2	3	3	3	1	2	2	2
CO 5	3	2	2	3	2	1	1	3	2	3	3	2	1
CO 6	2	1	2	3	3	2	2	3	3	3	3	2	3

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Assignment/ Discussion / Seminar (10%)
- Midterm Exam (10%)
- Class Tests/Quiz (10%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓	✓		✓
CO 3		✓		✓
CO 4		✓	✓	✓
CO 5	✓	✓	✓	✓
CO 6		✓	✓	

FOUR - YEAR UNDER GRADUATE PROGRAMME (FYUGP)

BA ENGLISH LANGUAGE & LITERATURE HONOURS

MAJOR

Programme	**BA ENGLISH LANGUAGE & LITERATURE HONOURS**				
Course Code	**ENG4CJ203**				
Course Title	**JOURNEY THROUGH THE WORLD OF POETRY**				
Type of Course	**MAJOR**				
Semester	4				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Basic understanding of Language and Literature				
Course Summary	This course aims to deepen learners understanding and appreciation of poetry as a literary form. Through close reading, analysis, and discussion of various poetic works, students will explore the multifaceted dimensions of poetry, including its aesthetic, emotional, and intellectual elements. The course will cover a range of poetic styles, genres, cultures, trends and themes, enabling students with the tools to critically engage with poetry and to articulate their interpretations effectively.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO 1	Appreciate and interpret various poetic devices and genres, effectively evaluating their use and effect on the poem's meaning and aesthetic appeal.	An,E	F	Annotations/ Presentations/ Quizzes
CO 2	Ability to distinguish, analyse and apply new trends and methods of poetry effectively communicating their interpretations through written and oral presentations.	An,Ap	C	Interpretation, presentations (oral and written)
CO 3	Inculcate a critical mindset, questioning assumptions considering perspectives based on gender, race, ethnicity, region, environment, nation, etc., and cultivate cultural sensitivity and understanding through evaluation of socio-historical context in which literary texts are created and consumed.	E	P	Group Discussion/ Debate/ appraisal and Review/ Essays/ Presentations
CO 4	Gain insights into the craft of poetry and develop a poetic sensibility through their creative skills.	C	M	Projects and Term Papers

* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)

- Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P). Metacognitive Knowledge (M)

Detailed Syllabus:

Module	Unit	Content	**Hrs (60)**	**Marks (70)**
I		**CLASSICS**	**8**	17
	1	Indian Kalidasa – Meghaduta (Horace Hayman Wilson trans.) Lines 1-28	3	
	2	Latin Dante: La Vita Nuova	3	
	3	Persian Rumi: Grasses	2	
		Suggested Activities: 1. Analyse a classic text (e.g., Oedipus Rex) and identify the elements and style of classical poetry. 2. Appreciate classical poetry based on the poetic images used and learn the techniques and devices used. 3. Discussion on three different cultural context evolved through your text.		
II		**GENRES IN POETRY**	**12**	18
	5	Sonnet William Shakespeare: Sonnet 60 “Like as the waves make towards the pebbl’d shore”.	2	
	6	Haiku Basho: i) The Old Pond ii) O Tranquility iii) How Brief is this Life	2	
	7	Ode John Keats: Ode on a Grecian Urn	3	
	8	Ballad Edgar Allan Poe: Annabel Lee	3	
	9	Elegy Oscar Wilde: Requiescat	2	

		Suggested Activities: 1. Discussion about the different types of poems and the unique characteristics of each genre. 2. Reading of poems belonging to various genres can be encouraged and through the introduction of the poets and the period, the socio-political context can be discussed. 3. Identify various poetic movements through given texts and prepare an assignment on each.		

III		**ACROSS CULTURES**	**14**	17
	10	USA: Wallace Stevens: Anecdote of the Jar	3	
	11	Chile: Gabriela Mistral: Give Me Your Hand	3	
	12	Senegal: Leopold Sedar Senghor: Prayer to Masks	3	
	13	Palestine Mahmoud Darwish: Identity Card	3	
	14	India: Arundhathi Subramaniam: To The Welsh Critic Who Doesn't Find Me Identifiably Indian	2	
		Suggested Activities: 1. Class discussion on the characteristics of poetry across the world. 2. Research project: Choose a poet from a nation other than the ones mentioned in the syllabus and analyse the cultural elements in it. 3. Discuss how far the poetry of a land is rooted in its culture.		
IV		**TRENDS AND THEMES**	**14**	18
	15	Concrete poetry: e e cummings-I carry within my heart	3	
	16	Eco poetry: Earle Birney: Bushed	3	
	17	Feminism: Warsan Shire-Backwards	2	
	18	Marginalized: Sukirtharani: Portrait of my village	3	

	19	Queer: Kai Cheng Thom: What the Queer Community Should Have Told Us	3	

		Suggested Activities: 1. Class/Group discussion on the various trends and themes of poetry. 2. In addition to the essential and suggested topics, various other trends and themes can also be discussed and presentations can be done based on it. 3. Visual Representation of the prescribed poems in the syllabus. 4. Based on the theme of the poems, performances can be done in the form of dance or skit. 5. Identify the genre of various poems not prescribed in the syllabus by analyzing the elements of poetry. 6. Quiz can be conducted based on poetry.		
V		**Open-Ended**	**12**	

Note: The course is divided into five modules, with four having total 19 fixed units and one open-ended module with a variable number of units. There are total 48 transaction hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final examination, however, covers only the 19 units from the fixed modules.

Suggested Reading:

1. Chinese: Confucius – A Love Song
2. Greek: Sappho - Song of the Rose
3. Dramatic Monologue: Robert Browning: Porphyria's Lover
4. Song: Bob Dylan- Blowin' In The Wind
5. Metaphysical: John Donne “The Flea”
6. Satire: Jonathan Swift: A Satirical Elegy on the Death of a Late Famous General
7. Russia: Joseph Brodsky: To Urania
8. New Zealand: Allen Curnow: House and Land
9. Caribbean Islands: Derek Walcott: Sea Grapes
10. Confessional: Kamala Das-The Old Playhouse
11. Carpe Diem: Charles Baudelaire: Be Drunk
12. Instapoetry: Rupi Kaur: Locked
13. Performance Poetry: Hedwig Gorski: Teenager in Nova Scotia
14. Visual Poetry: Dona Mayoora: Melancholic Rain
15. A Concise Companion to Literary Forms. Emerald, 2013.
16. The Cambridge Companion to Modernist Poetry. Ed. Alex Davis, Lee. M. Jenkins, 2007.
17. The Norton Anthology of Poetry. Ed. Ferguson et al. – W.W. Norton & Company, 2018.
18. The Norton Anthology of World Literature. Ed. W. Puchner et al. W.W. Norton & Company, 2018.
19. The Vintage Book of Contemporary World Poetry. Ed. J.D McClatchy, 1996.

Mapping of COs with PSOs and POs:

	PSO 1	PSO 2	PSO3	PSO4	PSO5	PSO6	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6
CO 1	1	1	3	1	-	-	3	-	2	1	1	1
CO 2	2	1	3	3	-	1	3	2	2	2	2	2
CO 3	2	-	3	2	3	3	3	2	2	2	3	3
CO 4	1	1	2	3	2	2	3	2	3	2	2	2

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Class Participation/ Discussions/ Seminar (10 %)
- Quizzes/Short Assignments (10 %)
- Mid-Semester Test/Viva (10 %)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment/Quizzes	Class Participation/ Discussion	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓	✓		✓
CO 3	✓		✓	✓
CO 4	✓		✓	✓

FOUR-YEAR UNDERGRADUATE PROGRAMME (FYUGP)

BA ENGLISH LANGUAGE & LITERATURE HONOURS

MAJOR

Programme	**BA ENGLISH LANUAGE AND LITERATURE HONOURS**				
Course Code	**ENG4CJ204**				
Course Title	**LITERARY CRITICISM**				
Type of Course	**MAJOR**				
Semester	IV				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Basic understanding of literary criticism				
Course Summary	This course provides a comprehensive understanding of literary criticism by exploring diverse theoretical perspectives from antiquity to modern times. Learners will delve into pivotal works by influential thinkers, gaining insights into various critical lenses used to analyze literature. Through interactive discussions and activities, learners will enhance their ability to analyze literature from multiple perspectives. The course concludes with a collaborative project where learners apply their acquired knowledge to analyze specific literary works using chosen critical approaches. Upon completion, learners will possess refined analytical skills and a deeper appreciation for the complexities of literature and criticism.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO 1	Demonstrate advanced analytical skills in critically evaluating literary texts, including novels, poems, plays, and essays.	An	C	Essays/ Presentations
CO 2	Ability to interpret and elucidate complex literary works, discerning underlying themes, motifs, and symbolism.	U, Ap	F	Written interpretations/Oral presentations
CO 3	Develop strong research skills, enabling them to conduct in-depth literary analyses, engage with secondary sources, and contribute original insights to the field of literary criticism.	E	C	Critical reviews
CO 4	Cultivate a critical mindset, questioning assumptions, challenging prevailing interpretations, and contributing to ongoing scholarly debates	E, C	C	Discussions
CO 5	Foster cultural sensitivity and awareness, encouraging students to consider the socio-historical contexts in which literary texts are produced and consumed, and to appreciate the diverse perspectives represented in literature.	U, Ap	C	Essays/Presentation
CO 6	Enhance communication skills by articulating their literary analyses coherently and persuasively.	U, Ap	P	Written essays and Oral presentations/ Seminars.

* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)
# - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P). Metacognitive Knowledge (M)

Detailed Syllabus:

Module	Unit	Content	Hrs	Marks
I		**Foundations of Literary Criticism**	15	18
	1	Introduction to Classical Literary Criticism: Rasa, bhava, Rhetoric, Logos, Yugen, Wabi-sabi		
	2	Introduction to Classical Literary Criticism Essential Reading: M. H. Abrams: A Glossary of Literary Terms (focus on terms mimesis, catharsis, and verisimilitude)	3	
	3	Plato's Theory of Mimesis Essential Reading: Plato, Republic (selections from Book X on the nature of art and imitation)	3	
	4	Aristotle: Catharsis Essential Reading: Patricia Waugh, Literary Theory and Criticism, an Oxford Guide (Chapter 1, excerpt on Catharsis)	3	
	5	Dante: Promoting the Vernacular Essential Reading: M. A. R. Habib, A History of Literary Criticism From Plato to the Present (Promoting the Vernacular: Dante's De Vulgari Eloquentia)	3	
	6	Anandavardhana: Dhvani Essential Reading: Neeraja A. Gupta, Dhvani: A Historical Overview (focus on the concept of dhvani or suggestion in Indian aesthetics)	3	
		Suggested Activity: 1. Analyze a classic text (e.g., Oedipus Rex) applying Aristotelian elements of plot, character, and theme. 2. Group activity: Analyze a poem using the concept of Dhvani or suggestion. 3. Watch a Noh play (e.g- https://youtu.be/YVARAMARvk8?si=Zkh7hS74fT_dWSQn) and compare it with a traditional theatre performance in your region.		
II		**Neoclassical Criticism and the age of Enlightenment**	12	17
	7	The Rise of Neoclassicism Essential Reading: M. A. R. Habib, A History of Literary Criticism From Plato to the Present (Chapter 12, excerpt on Neoclassicism)	4	
	8	John Dryden Essential Reading: M. A. R. Habib, A History of Literary Criticism From Plato to the Present (Chapter 12, excerpt on Neoclassicism)	4	

	9	David Hume Essential Reading: David Hume, "Of the Standard of Taste" (from Four Dissertations)	4	
		Suggested Activity: 1. Class debate: David Hume is right, taste is subjective.		

III	**Romanticism and the Rise of Modern Criticism**		12	17
	10	Introduction to Romanticism Essential Reading: M. A. R. Habib, A History of Literary Criticism From Plato to the Present (Chapter 17 on Romanticism in England)	3	
	11	Samuel Taylor Coleridge Essential Reading: Samuel Taylor Coleridge, Biographia Literaria (excerpts on imagination and fancy)	3	
	12	Ralph Waldo Emerson Essential Reading: Ralph Waldo Emerson, "The Poet" (Excerpts)	3	
	13	Matthew Arnold Essential Reading: M. A. R. Habib, A History of Literary Criticism From Plato to the Present (Excerpt "Matthew Arnold")	3	
	14	Leo Tolstoy Essential Reading: Leo Tolstoy, "What is Art?" (excerpt on the purpose and definition of art)	3	
		Suggested Activity: 1. Class discussion on the characteristics of Romanticism with reference to "Ode to a Nightingale" by John Keats. 2. Research project: Choose a Romantic era artist (e.g., William Blake) and analyze their work through a Romantic lens.		
IV	**Delving into Modernity**		9	18
	15	T. S Eliot: Impersonality theory Essential Reading: T. S. Eliot, "Tradition and the Individual Talent" (excerpt on the concept of the "individual talent"	3	
	16	New Criticism Essential Reading: Stephen Matterson, "New Criticism" (from Literary Theory and Criticism, an Oxford Guide by Patricia Waugh, Chapter 12, excerpt on methods and characteristics)	2	
	17	Wimsatt and Beardsley Essential Reading: W. K. Wimsatt and Monroe C. Beardsley, "The Intentional Fallacy"	2	
	18	Sigmund Freud Essential Reading: Sigmund Freud, "Dostoevsky and Parricide" (excerpt on the psychoanalytic interpretation of literature)	2	

		Suggested Activity: 1. Close reading and analysis of an excerpt from T. S. Eliot's "The Waste Land" 2. Group activity: Analyze a poem using the methods and characteristics of New Criticism. 3. Psychoanalytic reading: Apply Freudian concepts to a short story or novel. 4. Comparative Literary Criticism: Cross-cultural Analysis 5. Contemporary Trends in Literary Criticism 6. Practical Criticism: T.S. Eliot and I.A. Richards 7. Individual Research Project: Applying Literary Criticism Theories to Modern Texts		
V		OPEN ENDED	12	

Note: The course is divided into five modules, with four having total 18 fixed units and one open-ended module with a variable number of units. There are total 48 transaction hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 18 units from the fixed modules.

Suggested Reading:

Module I:

1. History of Sanskrit Poetics-S. K De
2. Literary Theory: An Introduction-Terry Eagleton
3. Readings in Chinese Literary Thought-Stephen Owen

Module II:

4. The Spectator essays- Joseph Addison and Richard Steele
5. An Essay of Dramatic Poesy -John Dryden (Excerpt)
6. What is Enlightenment? -Immanuel Kant
7. The Social Contract -Rousseau

Module III

8. Preface to Lyrical Ballads -William Wordsworth
9. Ode to a Nightingale -John Keats
10. A Defence of Poetry -P. B Shelley
11. Woman in the Nineteenth Century-Margaret Fuller

Module IV:

12. The Well Wrought Urn -Cleanth Brooks
13. Modern Fiction -Virginia Woolf
14. Against Interpretation-Susane Sontag
15. Two Aspects of Language and Two Types of Aphasic Disturbance-Roman Jakobson

Mapping of COs with PSOs and POs:

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	-	-	3	-	-	-	-	-	-	-	3	-	-
CO 2	-	-	-	-	-	-	-	-	-	-	3	-	-
CO 3	-	-	-	3	-	-	-	-	-	-	3	-	-
CO 4	-	-	3	-	-	-	-	-	-	-	3	-	-
CO 5	-	-	-	-	2	-	-	-	-	-	-	3	-
CO 6	3	-	-	-	-	-	-	3	-	-	-	-	-

CO 7	-	-	-	-	-	-	-	-	-	-	-	-	2
CO 8	-	-	-	-	-	2	3	-	-	-	-	-	-

Mapping of COs with PSOs and POs:

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Class Participation/ Discussions/ Seminar (10 %)
- Quizzes/Short Assignments (10 %)
- Mid-Semester Test/Viva (10 %)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment/Quizzes	Class Participation/ Discussion	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓	✓	✓	✓
CO 3	✓			✓
CO 4	✓		✓	✓
CO 5			✓	✓
CO 6			✓	✓

FOUR-YEAR UNDERGRADUATE PROGRAMME (FYUGP)

BA ENGLISH LANGUAGE AND LITERATURE HONOURS

MAJOR

Programme	**BA ENGLISH LANGUAGE AND LITERATURE HONOURS**				
Course Code	**ENG4CJ205**				
Course Title	**GENDER PERSPECTIVES IN LITERATURES**				
Type of Course	**MAJOR**				
Semester	IV				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Basic understanding of literature.				
Course Summary	The course aims to understand the concept of gender and its trajectories across literature and popular culture.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO 1	Understand the basic concepts related to gender, gender issues, and gender stereotypes.	U	F	Assignments
CO 2	Analyse power dynamics related to gender in various social economic and political context.	An	F	Assignments
CO 3	Explore basic concepts and frameworks related to gender including feminism, queer and post- colonial perspectives.	E	F, P	Seminar Presentation
CO 4	Foster critical thinking and contribute to the development of a more equitable and inclusive society.	C	F	Seminar Presentation
CO 5	Develop the ability to analyze and interpret literary texts through the lens of gender, understanding how gender dynamics shape narratives, character development, and thematic elements.	Ap	C, M	Debates and Discussio n
CO 6	Gain a comparative and contextual understanding of how societal norms on gender across cultural contexts is embedded in the literature of its time.	C	C, M	Debates and Discussio n

* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)

- Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Detailed Syllabus:

Module	Unit	Content	Hrs	Marks(70)
I	**Introduction**		11	**18**
	1	Gender Studies - Introduction to Gender	2	
	2	Sex and Gender	3	
	3	Gender as a Social Construct	3	
	4	Gendre and Patriarchy	3	
		Suggested Activities: 1. Initiate a discussion about gender roles in domestic and public spaces. 2. Discussion and debate on politics of childhood toys.		
II	**Gender and Identity**		12	17
	5	Intersectionality: Gender and Caste	3	
	6	Intersectionality: Class and Race	3	
	7	Pretha Bhashanam- C Ayyappan. Trans. V.C Harris	2	
	8	Breaking Barriers: The Quest of Palestinian Women in Leadership-Vera Baboun -TED Talks September 2022	2	
	9	Ain't I a Woman? - Sojourner Truth	2	
		Suggested Activities: 1. Learners can analyze real-world stories highlighting intersections of gender, caste, and race, followed by group discussions and presentations. 2. Learners can create visual maps illustrating how gender, caste, and race intersect in various contexts, using historical and contemporary examples. **3.** Learners can participate in a debate on gender, caste, and race to explore multiple perspectives and foster empathy.		

III	**What is Queer**		**13**	18
	10	LGBTQIA+ - A brief introduction	3	
	11	Queer- Issues and challenges: Prejudice, mental health and legal rights	3	
	12	Homosexuality in India: Past and Present-Ruth Vanita	2	
	13	Your Life- Andrea Gibson **https://youtu.be/LmBdIZTZMbA?si=s_TK0M8q9oG4se6G**	2	
	14	I Dream of Horses Eating Cops- Joshua Jennifer Espinoza	2	
		Suggested Activities: 1. Learners can create collages that visually represent their own gender identities and the factors that influence them, followed by a class discussion. 2. Learners can write and share short personal narratives exploring their experiences with gender and identity, highlighting how these aspects have shaped their lives. 3. Learners can watch and analyze films or documentaries that explore themes of gender and identity, discussing how these narratives challenge or reinforce societal norms.		
IV	**Gender and Media**		12	17
	15	Gender representation in Media- stereotypes and biases	6	
	16	'Coded Bias': Documentary (90 mins) - Dir. Shalini Kantayya	3	
	17	'#IWD2023 Interview: The Growing Opportunities for Women and Girls in Cybersecurity'- Interview with Kathleen Hyde- https://www.infosecurity- magazine.com/interviews/ opportunities-women-girls/	3	
		Suggested Activities: 1. Learners can analyze gender representations and interactions on social media platforms, identifying patterns of bias or empowerment. 2. Learners can create and reflect on online personas with different gender identities to understand digital self- presentation and perception. 3. Learners can examine case studies of gender-based cyberbullying, discussing its impact and proposing strategies for prevention and support.		
V	**Open Ended**		12	

Note: The course is divided into five modules, with four having total 17 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the

fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 18 units from the fixed modules.

Suggested Readings

1. M H Abrams. A Glossary of Literary Terms. 2020.
2. Peter Barry. Beginning Theory: An Introduction to Literary and Cultural Theory. Viva Books, 2018.
3. *Women, Race and Class*. Angela Davis. Navayana Publishing: 2013 New Delhi.
4. *Dislocating Cultures: Identities, Traditions and Third World Feminism.* Narayan U. London, Routledge, 1997.
5. *Feminism and Race* , Bhavnani Kumkum, (ed) New York, Oxford University Press ,2003
6. *Masculinities*- R W Connell
7. *Literature and Gender*- Lizbeth Goodwell.
8. An Essay About Men: Considering the Inner Worlds of Those Who Are Taught to Deny Them- Bell Hooks
9. *Female Masculinity*- Judith Halberstam https://www.theguardian.com/uk/2007/jan/10/ukcrime.prisonsandprobation
10. Meena T Pillai, Affective Feminisms in Digital India Intimate Rebels. Routledge, 2023.
11. Technically Wrong: Sexist Apps, Biased Algorithms and Other Threats of Toxic Tech by Sarah Wachter- Boettcher

Mapping of Cos with PSOs and POs:

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	P01	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1	2	3	3	1	2	1	1	3	2	1	1	3	2
CO 2	2	3	3	1	2	1	1	3	2	1	1	3	2
CO 3	2	3	3	1	2	1	1	3	2	1	1	3	2
CO 4	2	3	3	1	2	1	1	3	2	1	1	3	2
CO5	2	3	3	1	2	1	1	3	2	1	1	3	2
CO6	2	3	3	1	2	1	1	3	2	1	1	3	2

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar (10%)
- Midterm Exam (10%)
- Programming Assignments (10%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics:

	Quiz/ Discussion/ Seminar (10%)	Internal Exam (10%)	Assignment (10%)	End Semester Exam (70%)
CO 1	✓	✓	✓	✓
CO 2	✓	✓	✓	✓
CO 3	✓	✓	✓	✓
CO 4	✓	✓	✓	✓
CO 5	✓	✓	✓	✓
CO6	✓	✓	✓	✓

FOUR-YEAR UNDERGRADUATE PROGRAMME (FYUGP)

BA ENGLISH LANGUAGE AND LITERATURE HONOURS

MAJOR

Programme	**BA ENGLISH LANGUAGE AND LITERATURE HONOURS**				
Course Code	**ENG5CJ301**				
Course Title	**FUNDAMENTALS OF FILM STUDIES**				
Type of Course	**MAJOR**				
Semester	V				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	The learner should have a basic aptitude for film and familiarity of the world of Cinema.				
Course Summary	This course introduces films, films cultures and different theories on films.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO 1	Understand the History of cinema, Film classics, Eras and the Doyens of Cinema	R	F	Exams / Quiz
CO 2	Recognise the technical aspects of cinema. Identify film genres and trace their evolution.	U	C	Practical Assignment / Observation of Practical Skills
CO 3	Understand film theory and apply it while reading films. To understand the nuances of representation (gender, class, caste, race etc.,)	AP	C	Assignments (Film reviews)
CO 4	Classify films and categorize film genres.	An	P	Exams / Assignments
CO 5	Inculcate research aptitude in films. To develop research papers/ theses applying the knowledge gained from the understanding of technical and theoretical aspects of cinema	E /C	P	Seminar Presentation / Group Tutorial Work/Viva Voce
CO 6	Analyse the intersectionalities between films and literary narratives.	An	P	Assignments

* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)

- Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Detailed Syllabus:

Module	Unit	Content	Hrs	Marks(70)
I	**Introduction to Film Studies**		**22**	**18**
	1	**Evolution of Cinema** Beginning, The Silent Era, The Talkies, Color Film, New Age, Digital, OTT **Suggested viewing***: *Films of Lumiere brothers, The Kid, The Jazz Singer* *No questions to be asked from suggested viewing.	3	
	2	**Film Making: Key Terms-**Shots (close up, medium shot, long shot).-Camera Angle (Straight on Angle Shots, High Angle Shots, Low Angle shots. Shot-Reverse Shot) -Focus (shallow focus, deep focus)-Editing: chronological editing, Continuity Editing, Cross cutting, Montage. **Suggested Viewing***: *Battleship Potemkin, Breathless, A Trip to the Moon, Tokyo Story* *No questions to be asked from suggested viewing.	6	

	3	**Film Genres** Major genres: Documentary, Feature Films, Short Films, Melodrama, Musical, Horror, Western, Fantasy, Animation, Film noir, Historical, Science fiction, Road movies, Digital films etc. **Suggested Viewing***: *India Untouched: Stories of a People Apart (2007), La La Land (2016), Pan's Labyrinth (2006), The Good, The Bad and the Ugly (1966), Coco(2017), Rosemary's Baby (1968), Motorcycle Diaries (2004)* *No questions to be asked from suggested viewing.	3	
	4	A brief introduction to Film Theories Montage Theory, Auteur theory, Apparatus Theory, Male Gaze, Film Semiotics **Suggested Viewing***: 1. *Strike* (1925) 2. *Gone with the Wind (1939)* 3. *Bicycle Theives* (1948) 4. *The 400 Blows* (1959) 5. *Rashomon* (1950) 6. *Pather Panchali* (1955) 7. *The Hour of the Furnaces* (1968) *No questions to be asked from suggested viewing.	6	
	5	**Introducing Master Film Makers** Charlie Chaplin, Alfred Hitchcock, Andrei Tarkowsky, Akira Kurosawa, Ingmar Bergman, Abbas Kiarostami, Agnes Varda, Satyajit Ray, Adoor Gopalakrishnan, Ousmane Sembene.	4	

II	**Perspectives: Essays & Interview**		**8**	**17**
	6	Engendering Popular Cinema in Malayalam- V C Harris	3	
	7	"Low Budget Films" by Mrinal Sen from *Views on Cinema* by Mrinal Sen (Pub. Ishan pages 10-15)	3	
	8	Interview Christopher Nolan: The full interview - Newsnight	2	
III	**World Cinema**		**9**	**18**
	9	*Capernaum* (2018) -Nadine Labiki	3	
	10	*I, Daniel Blake* (2016)- Ken Loach	3	
	11	*Cinema Paradiso (1988)* -Giuseppe Tornatore	3	
		Suggested Viewing*: *1. Schindler's List (1993)* *2. Sacrifice (1986)* *3. Psycho (1960)* *4. Citizen Kane (1941)* *5. Mandabi(1968)* *6. Babel (2006)* *7. Run Lola Run (1998)* *8. Offside (2006)* *9. The Monk and the Gun (2023)* *10. Dheepan (2015)* *11. Fahrenheit 9/11(2004)* *No questions to be asked from suggested viewing.		
IV	**Indian Cinema**		**9**	**17**

	12	*Fandry* (2014) -Nagraj Manjule	3	
	13	*Adaminte Vaariyellu* (1983) -K G George	3	
	14	*Masaan (2015)* -Neeraj Ghaywan	3	
		Suggested Viewing*: *1.Meghe Dhaka Tara (1960)* *2. Chomana Dudi (1975)* *3. Court (2014)* *4.Sholay (1975)* *5. Anbe Sivam (2003)* *6.Village Rockstars (2017)* *7. Haider (2014)* *8. Piravi (1989)* *9. Kanchana Sita (1978)* *10. Swayamvaram (1972)* *11.Avasavyuham (2022)* *No questions will be asked from suggested viewing.		
V	**Open Ended Module**		**12**	

Note: The course is divided into five modules, with four having total 14 fixed units and one open-ended module with a variable number of units. There are a total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments 30 Marks (Open ended 10 and Four Modules 20 marks) and the External evaluation 70 marks.

Suggested Activities:

1. Assignments

Identifying the technical aspects of cinema. The teacher can provide materials from suggested viewings for analysis.

2. Seminar Presentations

The learner should contextualize cinema and discern the power relations in play in cinema and society. The learner should identify the distinct features of filmmaking in prescribed movies.

3. Making a short film of maximum 5 minutes by a group of approximately 5 learners. Decide upon a concept and research the concept. Do Shooting & editing based on the research work.

Suggested Reading*:

1. "Visual Pleasure and Narrative Cinema" -Laura Mulvey
2. *What is Cinema?* -Andre Bazin
3. Monaco, James, et al. 2000. How to Read a Film: The Art, Technology, Language, History, and Theory of Film and Media. New York: Oxford University Press.
4. Barsam, Richard Meran, and Dave Monahan. 2012. Looking at Movies: An Introduction to Film. W W Norton & Company Incorporated.

Mapping of Cos with PSOs and Pos:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	-	-	3	3	2	3	3	-	1	1	1	2	2
CO2	-	-	1	2	-	-	3	2	2	1	2	-	2
CO3	-	-	3	3	3	3	3	1	1	1	2	3	3
CO4	-	-	2	3	1	-	3	-	1	-	-	1	2
CO5	-	-	3	3	2	2	3	1	2	1	3	2	3
CO6	2	-	1	2	3	1	2	2	1	2	2	1	3

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Assignment/Seminar Presentation (5%)
- Group Discussion (5%)
- Midterm Exam (10%)
- Viva (5%)
- Short film Making/ Short film Script writing (5%)
- Final Exam (70%)

Mapping of Cos to Assessment Rubrics:

	Viva/ Short Film Script Making/ Quiz/ Discussion/ Seminar (10%)	Internal Exam (10%)	Assignment /Seminar Presentation (10%)	End Semester Exam (70%)
CO 1	✓	✓	✓	✓
CO 2	✓	✓	✓	✓
CO 3	✓	✓	✓	✓
CO 4	✓	✓	✓	✓
CO 5	✓	✓	✓	✓
C06	✓	✓	✓	✓

FOUR-YEAR UNDERGRADUATE PROGRAMME (FYUGP)

Program	**BA ENGLISH LANGUAGE AND LITERATURE HONOURS**				
Course Code	**ENG5CJ302**				
Course Title	**FOUNDATIONS OF LITERARY THEORY**				
Type of Course	**MAJOR**				
Semester	V				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial Per week	Practical Per week	Total Hours
	4	4	-	-	60
Pre-requisites	Basic understanding of literature covering basic literary concepts, genres, and literary analysis techniques.				
Course Summary	Foundations of Literary Theory is designed to familiarize learners with key concepts and approaches in the study of literature. Through critical readings and discussions of representative texts, learners will explore various theoretical frameworks.				

BA ENGLISH LANGUAGE AND LITERATURE HONOURS

MAJOR

Course Outcome:

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO 1	Demonstrate a comprehensive understanding of key literary theories and critical approaches.	U	C, F	Assignments/ Discussions/ Debates/Group activities /Seminar
CO 2	Analyse and interpret literary texts through the lens of various theoretical frameworks.	An	C	Assignments/ Discussions/Debates/Group activities/ Seminar
CO 3	Evaluate the significance of language, form, and representation in literature.	E	P	Assignments Debates Group activities Seminar Presentation
CO 4	Engage critically with foundational texts and theoretical essays by prominent theorists.	An	C	Debates/Group activities/ Seminar
CO 5	Apply theoretical concepts to analyze and discuss themes in literary texts	Ap	F,C,P	Assignments/Discussions/
CO 6	Develop advanced analytical and interpretive skills through close reading, textual analysis, and critical writing.	An	M	Group activities Seminar Presentation

*-Remember(R), Understand(U), Apply(Ap), Analyse(An), Evaluate(E), Create (C)

#-FactualKnowledge(F)ConceptualKnowledge(C)ProceduralKnowledge(P)Metacognitive Knowledge (M)

Detailed Syllabus:

Module I	Unit	Content	Hrs	Marks
		Structuralism and Formalism	**12**	**18**
	1	Signifier, signified and sign	3	
	2	Language as system of signs	3	
	3	Language as representation of reality versus language as constitutive of reality/ literary form.	2	
	4	Formalism and Structuralism-Defamiliarization and foregrounding,	2	
	5	Organic unity, literariness, metaphor and metonymy.	2	
	Suggested Activities: 1. Analyze a short literary text and identify the signifiers, signified, and signs within the text. Encourage them to explore how these elements contribute to meaning. 2. Organise a workshop where learners can analyze the form of different literary texts, focusing on elements such as structure, language, and style. Provide examples for discussion and analysis. 3. Identify similarities and differences in major theories of language and literary analysis.			

II	**Psychoanalysis and Phenomenology**	12	17

	6	Id, Ego, Superego, Freudian slip	3	
	7	Mirror stage, The imaginary, Symbolic and Real Orders	3	
	8	Desire, Lack, Gaze	3	
	9	Intentionality -Corporeality	3	
III		**Marxism and Feminism**	12	**18**
	10	Marxist Thought- Base-superstructure	2	
	11	Class Struggle- Alienation-Ideology	3	
	12	Antonio Gramsci and Hegemony	3	
	13	Feminist movement- Gender and patriarchy	2	
	14	Intersectionality, agency, autonomy, representation, ecriture feminine	2	

		Suggested Activities: 1. Debate on the concept of class division and its relevance in contemporary society. Assign learners to argue for and against the Marxist perspective. 2. Analyze gender representation in a literary text using feminist theory. Encourage them to explore themes of patriarchy, representation, and agency. 3. Write a short story or poem that challenges traditional gender roles and stereotypes. Encourage them to explore concepts of agency, autonomy, and ecriture feminine in their writing.		
IV		**Post Structuralism/ Post Modernism and Post Colonialism**	12	**17**
	15	Discourse-power-knowledge	2	
	16	Deconstruction	2	
	17	Fragmentation, discontinuity, rhizome	2	
	18	Othering, hybridity, mimicry	2	
	19	Decolonization, neo-colonialism, cultural imperialism	2	
	20	Ethnocentrism, globalization	2	

		Suggested Activities: **1.** Deconstruct a popular advertisement or media text using Derrida's concept of différance. Encourage them to analyze how meaning is constructed and destabilized. **2.** Discussion on Edward Said's concept of Orientalism and its implications for literature and culture. Encourage learners to reflect on representations of the "other" in literary texts and media. **3.** Create visual representations of rhizomatic networks in a literary text or cultural artifact.		
V		**Open Ended**	12	

Note: The course is divided into five modules, with four having total 12 fixed units and one open-ended module with a variable number of units. There are total 48 transaction hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final examination, however, covers only the 12 units from the fixed modules.

Suggested Readings:

1. Linguistic Structure: Its Place Among the Facts of Language. - Ferdinand de Saussure -Modern Criticism and Theory: A Reader, edited by David Lodge and Nigel Wood, Pearson Education, 2003, pp. 5-9.
2. The Metaphoric and Metonymic Poles.- Roman Jakobson, Modern Criticism and Theory: A Reader, edited by David Lodge and Nigel Wood, Pearson Education, 2003, pp. 56-59.
3. In Defence of the Unconscious. - Sigmund Freud- The Unconscious, translated by Graham Frankland, Penguin Classics, London, 2005, pp. 50-54.
4. Exploring the World of Perception: Animal Life.- Maurice Merleau-Ponty- The World of Perception, translated by Oliver Davis, Routledge Classics, London, 2008, pp. 45-51.
5. Scapegoats. - Terry Eagleton, *Holy Terror*, OUP, New York, 2005, pp. 128-140

6. Feminist Manhood. – bell hooks- The Will to Change: Men, Masculinity, and Love, Atria Books, 2004, New York.
7. Deleuze, Gilles. Many Politics (Part 1). Dialogues II, by Gilles Deleuze and Claire Parnet, translated by Hugh Tomlinson and Barbara Habberjam, Continuum, 2007, pp. 93-101.
8. Said, Edward W. The Uses of Culture. The End of the Peace Process: Oslo and After, Penguin Books, 2002, pp. 139-143.
9. An Introduction to Literature, Criticism and Theory- Andrew Bennett and Nicholas Royle Pearson, 2016.
10. Beginning Theory: An Introduction to Literary and Cultural Theory- Peter Barry- Manchester University Press, 2009.
11. Literary Theory: A Very Short Introduction- Jonathan Culler-Oxford University Press, 2011.
12. Terry Eagleton. Literary Theory: An Introduction. Blackwell Publishing, 2008.
13. Mary Klages. Literary Theory: A Guide for the Perplexed. Continuum, 2006.
14. Vincent B. Leitch, editor. The Norton Anthology of Theory and Criticism. W. W. Norton & Company, 2018.
15. Thomsen, Mads Rosendahl. Literature: An Introduction to Theory and Analysis. Bloomsbury Academic, 2010.
16. Tyson, Lois. Critical Theory Today: A User-Friendly Guide. Routledge, 2015.
17. Richter, David H., editor. The Critical Tradition: Classic Texts and Contemporary Trends. Bedford/St. Martin's, 2007.
18. Selden, Raman, et al. A Reader's Guide to Contemporary Literary Theory. Pearson, 2005.

Mapping of Cos with PSOs and POs:

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1	2	2	2	2	2	2	3	2	1	1	2	2	1
CO 2	3	3	3	3	3	3	3	2	1	1	2	2	1
CO 3	3	3	3	3	3	3	3	2	1	1	2	2	1
CO 4	1	1	1	1	1	1	3	2	2	1	2	2	1
CO 5	1	1	1	1	1	1	3	2	2	1	2	2	1
CO 6	3	3	3	3	3	3	3	2	2	1	2	2	1

Correlation

Level	Correlation
-	Nil
1	Slightly/Low
2	Moderate/ Medium
3	Substantial/High

Assessment Rubrics:

- Quiz/Assignment/Seminar Presentation-(10%)
- Internal Exam (10%)
- End Semester Exam-(70%)
- Creative Writing projects/ Assignments-(10%)

Mapping of Cos to Assessment Rubrics:

	Quiz/ Discussion/ Seminar (10%)	Internal Exam (10%)	Assignment (10%)	End Semester Exam (70%)
CO 1	✓	✓	✓	✓
CO 2	✓	✓	✓	✓
CO 3	✓	✓	✓	✓
CO 4	✓	✓	✓	✓
CO 5	✓	✓	✓	✓
C06	✓	✓	✓	✓

FOUR-YEAR UNDER GRADUATE PROGRAMME (FYUGP)

BA ENGLISH LANGUAGE AND LITERATURE HONOURS

MAJOR

Programme	**BA ENGLISH LANGUAGE AND LITERATURE HONOURS**				
Course Code	**ENG5CJ303**				
Course Title	**INTRODUCTION TO LANGUAGE AND LINGUISTICS**				
Type of Course	**MAJOR**				
Semester	5				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	3	-	2	75
Pre-requisites	Basic understanding of English Language				
Course Summary	" Introduction to Language and Linguistics" courses provide a comprehensive understanding of language as a complex, dynamic system that shapes and reflects human interaction and cognition. By studying its structure, use, variation, and evolution, learners gain insights into how languages function, change over time, and influence societies globally.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Identify fundamental concepts and major thinkers in language and linguistics.	U	C	Exam/ Quiz/ Assignment
CO2	Describe the evolution of the English language and its current status.	U	C	Assignment / Exam
CO3	Classify various aspects of the scientific description of language.	An	C	Seminar /Presentation / Exam
CO4	Categorise major contemporary branches of linguistics and their applications.	Ap	P	Exam/ Assignments
CO5	Critically analyse various theories of language fundamentals including TG grammar, IC analysis and PS Grammar and recognise syntactic structures of basic English sentences.	E	C	Exam / Assignments
CO6	Induce curiosity over language phenomenon and develop a critical and pragmatic approach to linguistic discourses	C	P	Assignments / Seminar Presentation
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

Detailed Syllabus:

Module	Unit	Content	Hrs	Marks
I	**Language**		10	18
	1	Communication: definition - elements of communication - verbal vs nonverbal - communication systems and Semiotics	1	
	2	Language: definition - spoken & sign languages - writing	2	
	3	Language classification: genealogical & typological - major language Families: Indo-European, Dravidian, Sino-Tibetan, Austroasiatic, Austronasian, Afroasiatic, Atlantic-Congo, Turkic, Uralic, Tupian	3	
	4	Brief history of English Language: Germanic subfamily - Norman conquest and creolisation - modernisation and standardisation - colonial expansion –English in India - Constitutional status - Indian English - GIE - World English - English as a global language - three circles of English - postcolonial approaches to English	4	
II	**Linguistics**		11	17
	5	Approaches: descriptive/ prescriptive, diachronic/synchronic	1	
	6	Levels of linguistic analysis: Phonetics, Phonology, Morphology, Syntax, Semantics, Pragmatics.	2	
	7	Macro linguistic branches: Sociolinguistics, Anthropological Linguistics, Graphemics, Neurolinguistics, Psycholinguistics, Cognitive Linguistics, Biolinguistics, Developmental Linguistics, Historical linguistics, Stylistics, Ethnolinguistics, Language Philosophy	4	
	8	Major linguists and their concepts: Saussure and structuralism - langue and parole, notion of linguistic sign, syntagmatic and paradigmatic relations - Noam Chomsky and generativism - universal grammar, innateness hypothesis, competence & performance - MAK Halliday and functionalism - fundamental categories, meta function	4	

III	**Language Descriptions**		12	17
	9	Speech sounds: Phonetics- branches: Articulatory, Acoustic, Auditory air stream mechanisms - speech organs - classification and description of speech sounds - voicing, manner of articulation & place of articulation vowels - cardinal vowels - monophthong, diphthong, triphthong - Semi vowels, IPA chart Phonology: phonemes, minimal pair, allophones, Syllable English Phonology: classification of English phonemes - vowels, consonants - diphthongs - 3 term label – Great Vowel Shift - stress in English - IPA transcriptions, English accents - RP	3	
	10	Words and their building blocks: Morphology: morph, allomorph, morpheme - free and bound morphemes - morpheme and word - base - root, stem - affix Word formation: derivation, inflection, conversion, compounding, acronym, abbreviation, clipping, blending, backformation, coinage, borrowing etc.	3	
	11	Sentences and their building blocks: Sentence: definition, structure - phrase - clause Syntax: definition and scope - IC Analysis (construct basic tree diagrams of simple English sentences) - PS rules TG grammar: base & surface structure - kernel sentence & transformation	3	
	12	Meanings and their sense: Semantics: semantic relations: polysemy, synonyms, homonyms, antonyms, meronym & holonym, hyponym & hypernym, metaphor & metonymy - semantic change: widening, narrowing, amelioration, pejoration Pragmatics: context and meaning - utterance - denotation & connotation - presupposition - speech act theory	3	

IV	**Trends in Linguistic Research**		12	18
	13	Applied Linguistics: Theoretical vs Applied	1	
	14	Branches/Field of Study: Computational Linguistics, AI & Natural Language Processing, Translation, Lexicography, Language Testing, Language Planning, Language Pedagogy (SLA theories and theorists), Clinical Linguistics, Forensic Linguistics etc.	3	
	15	Sociolinguistics: language & dialect - isogloss - dialect continuum - diglossia - register - sociolinguistic variables & variants - William Labov's contribution - language contact - lingua-franca - pidgin & creole - standard language - language & power - language & gender - bi/ multilingualism - code-switching & code-mixing	4	
	16	Language change: wave model: diffusion - innovations - focal, transitional & relic areas - social network - language shift - language endangerment & death - reasons and solutions - linguistic hegemony - linguistic rights	4	
V	**Open- Ended**		30	

	Suggested Activity: Module I: 1. GD-Define communication and explore its essential components (sender, message, channel, receiver, feedback). 2. Discuss how effective communication hinges on clarity of message, choice of channel, and interpretation by the receiver. 3. Watch video clips or analyze pictures to identify and discuss examples of nonverbal communication (body language, facial expressions, gestures). Compare how nonverbal cues can complement or contradict verbal messages. 4. Research and present on different communication systems used by animals or across cultures. Discuss how signs and symbols convey meaning in different contexts (e.g., traffic signs, emojis, international symbols). 5. Learn basic phrases in a sign language (e.g., American Sign Language, British Sign Language) and discuss the similarities and differences between spoken and signed communication. 6. Create a timeline or infographic that highlights key	7	

	milestones in the history of English, from its Germanic roots to its global spread and varieties (e.g., British English, American English, Indian English). 7. Compare and contrast varieties of English spoken in different regions (e.g., African English, Caribbean English). Analyze how these varieties reflect cultural identities and linguistic adaptation. 8. Research and present on the advantages and challenges of English as a lingua franca in global communication, business, and diplomacy. Discuss the implications for cultural diversity and language preservation.		
	Module II: 1. Divide learners into groups to analyze a piece of writing (e.g., a newspaper article or a dialogue from a TV show). One group focuses on describing the language used (descriptive), while the other group identifies and discusses any prescriptive rules that might apply. Compare findings and discuss the implications of each approach on language study and usage. 2. Choose a specific linguistic phenomenon (e.g., the evolution of a word's meaning, changes in pronunciation over time). Learner's research and present on how diachronic (historical) and synchronic (current state) approaches would analyze and explain this phenomenon. Discuss the insights gained from each perspective. 3. Discuss how phonetic details affect phonological patterns in different languages. 4. Create a word formation game where learners build new words using prefixes, suffixes, and roots. Discuss how morphological analysis helps understand word structure and meaning. 5. Analyze and diagram sentences from literature or news articles to identify syntactic structures (e.g., sentence types, clauses, phrase structures). Discuss how syntax influences meaning and communication. 6. Explore semantic shifts in language over time by examining the evolution of words' meanings. Create timelines or visual representations that illustrate semantic changes and their cultural or historical	7	

	contexts. 7. Conduct a language variation survey within the school or community to investigate regional dialects or sociolects. Analyze the results and discuss factors influencing language variation (e.g., age, ethnicity, social status). 8. Organize debates or panel discussions on contemporary linguistic issues (e.g., the impact of technology on language, linguistic human rights).		

	Module III: 1. Conduct a practical session where learners practice articulatory phonetics by identifying and producing different speech sounds. Use diagrams and models to illustrate the speech organs and air stream mechanisms (e.g., pulmonic, glottalic). 2. Create a vowel chart and consonant chart based on the IPA (International Phonetic Alphabet). Practice distinguishing between monophthongs, diphthongs, and triphthongs. Discuss the articulatory features (place, manner, voicing) of each phoneme. 3. Provide examples of English words and phrases and have learners transcribe them into IPA symbols. Discuss variations in pronunciation across different English accents (e.g., Received Pronunciation, General American). 4. Create minimal pairs (words that differ by one sound) and have learners identify phonemic contrasts versus allophonic variations. Discuss how phonological rules govern allophonic variation in different languages. 5. Analyze the Great Vowel Shift and its impact on modern English pronunciation. Compare and contrast vowel and consonant phonemes in English with those in learners' native languages. 6. Provide examples of words and ask learners to identify their morphemes (e.g., prefixes, suffixes). Create exercises where students analyze word structures (e.g., base, root, affix) and classify morphemes as free or bound. 7. Assign learners to create new words using different word formation processes (e.g., derivation, compounding, blending). Discuss how these processes contribute to lexical diversity in English	8	

	and other languages. 8. Develop language games (e.g., word bingo, semantic charades) that reinforce concepts related to phonetics, phonology, morphology, syntax, semantics, and pragmatics.		
	Module IV: 1. Explore the basics of natural language processing (NLP) by experimenting with tools like language parsers or sentiment analyzers. Discuss current applications of AI in language processing and its implications. 2. Debate language planning issues such as language policy in education or government. Create proposals for language revitalization or preservation programs for endangered languages. 3. Explore second language acquisition (SLA) theories by comparing and contrasting theories from Krashen, Chomsky, and others. Develop teaching materials based on SLA principles and conduct peer-teaching sessions. 4. Analyze theoretical frameworks in applied linguistics (e.g., communicative competence, critical discourse analysis). Discuss how theories inform language teaching practices and language policy. 5. Map dialect regions based on isoglosses and create a presentation on dialect continua. Discuss how sociolinguistic variables (e.g., age, social class) influence language variation. 6. Analyze speeches or political discourse to examine language use and power dynamics. Discuss how language reinforces or challenges social hierarchies and ideologies. 7. Conduct a survey or interview study on language differences between genders. Analyze linguistic features associated with gender identity and discuss implications for gender equality. 8. Debate linguistic rights issues such as language policies in education and media representation. Discuss linguistic imperialism and efforts to promote linguistic diversity.	8	

Note: The course is divided into five modules, with four having total 16 fixed units and one open-ended module with a variable number of units. There are total 45 instructional hours for the fixed modules and 30 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (20 marks) and the fixed modules (10 marks). The final exam, however, covers only the 16 units from the fixed modules.

Suggested Reading:

1. Akmajian, Adrian, Richard A Demers and Robert M Harnish. *An Introduction to Language and Communication*. Cambridge, MA: MIT Press, 2010.
2. Bragg, Melvyn. *The Adventure of English: The Biography of a Language*. Arcade Publishing, 2011.
3. Britton, Celia. *Edouard Glissant and Postcolonial Theory: Strategies of Language and Resistance*. University of Virginia Press, 1999.
4. Carr, Philip. *English Phonetics and Phonology: An Introduction*. Wiley-Blackwell, 2013.
5. Crystal, David. *The Stories of English*. The Overlook Press, 2005.
6. —. *Languge Death*. CUP, 2000.
7. Eckert, Penelope and Sally McConnell-Ginet. *Language and Gender*. CUP, 2003.
8. Fromkin, Victoria, Robert Rodman and Nina Hyams. *An Introduction to Language*. Cengage Learning: Cengage Learning, 2022.
9. Granville, Austin. "Language and the Constitution: The Half-hearted Compromise." Granville, Austin. *Constitution: Cornerstone of a Nation*. New Delhi: OUP, 1966. 265-270.
10. Hall, Christopher J., Patrick H. Smith and Rachel Wicaksono. *Mapping Applied Linguistics: A Guide for Students and Practitioners*. Routledge, 2018.
11. Ladefoged, Peter and Keith Johnson. *A Course in Phonetcs*. Cengage Learning, 2014.
12. Leith, Dick. *A Social History of English*. Routledge, 1997.
13. Llamas, Carmen, Louise Mullany and Peter Stockwell. *The Routledge Companion to Sociolinguistics*. London: Routledge, 2007.
14. Mair, Christian, ed. *The Politics of English as a World Language*. Amsterdam: Rodopi, 2003.
15. McWhorter, John H. *Our Magnificent Bastard Tongue: The untold Story of English*. Gotham, 2008.
16. —. *The Power of Babel: A Natural History of Language*. Perennial/Harper Collins, 2003.

17. Melchers, Gunnel, Philip Shaw and Peter Sundkvist. *World Englishes*. Routledge, 2019.

18. Mufwene, Salikoko S. *The Ecology of Language Evolution*. CUP, 2001.

19. O'Grady, William, Michael Dobrovsky and Mark Arnoff. *Contemporary Linguistics: An Introduction*. Bedford/St.Martin's, 2017.

20. Phillipson, Robert. "English in the New World Order: Variations on a Theme of Linguistic Imperialism and 'World English'." Ricento, Thomas. *Ideology, Politics, and Language Policies: Focus on English*. Amsterdam: John Benjamin Publishing Company, 2000. 87-106.

21. Ricento, Thomas, ed. *Language Policy and Political Economy: English in a Global Context*. OUP, 2015.

22. Robins, R. H. *A Short History of Linguistics*. Routledge, 1997.

23. Sanders, Carol. *The Cambridge Companion to Saussure*. CUP, 2004.

24. Simpson, Paul, Andrew Mayr and Simon Statham. *Language and Power: A Resource Book for Students*. Routledge, 2018.

25. Smith, Neil and Nicholas Allott. *Chomsky: Ideas and Ideals*. CUP, 2016.

26. Trudgill, Peter. *Sociolinguistics: An Introduction to Language and Society*. Penguin Books, 2000.

27. Wardaugh, Ronald and Janet M. Fuller. *An Introduction to Sociolinguistics*. Wiley Blackwell, 2014.

28. Yule, George. *The Study of Language*. CUP, 2020.

Mapping of COs with PSOs and POs:

	PSO 1	**PSO 2**	**PSO 3**	**PSO 4**	**PSO 5**	**PSO 6**	**PO 1**	**PO 2**	**PO 3**	**PO 4**	**PO 5**	**PO 6**	**PO 7**
CO 1	**3**	**1**	**3**	**3**	**3**	**1**	**2**	**3**	**3**	**1**	**2**	**2**	**-**
CO 2	**3**	**1**	**2**	**3**	**2**	**2**	**1**	**2**	**2**	**3**	**1**	**1**	**1**
CO 3	**1**	**3**	**3**	**2**	**2**	**2**	**3**	**1**	**2**	**3**	**3**	**3**	**1**
CO 4	**3**	**3**	**3**	**2**	**3**	**2**	**2**	**2**	**2**	**3**	**3**	**3**	**-**
CO 5	**2**	**2**	**3**	**2**	**1**	**3**	**3**	**2**	**3**	**3**	**1**	**2**	**1**

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz/ Discussion/ Seminar (10%)
- Internal Exam (10%)
- Assignment (10%)
- End Semester Exam (70%)

Mapping of Cos to Assessment Rubrics:

	Quiz/ Discussion/ Seminar (10%)	**Internal Exam (10%)**	**Assignment (10%)**	**End Semester Exam (70%)**
CO 1	✓	✓	✓	✓
CO 2	✓	✓	✓	✓
CO 3	✓	✓	✓	✓
CO 4	✓	✓	✓	✓
CO 5	✓	✓	✓	✓

FOUR-YEAR UNDERGRADUATE PROGRAMME (FYUGP)

BA ENGLISH LANGUAGE AND LITERATURE HONOURS

MAJOR

<table>
<tr><td>Programme</td><td colspan="5">BA ENGLISH LANGUAGE AND LITERATURE HONOURS</td></tr>
<tr><td>Course Code</td><td colspan="5">ENG6CJ304 /ENG8MN304</td></tr>
<tr><td>Course Title</td><td colspan="5">NARRATIVE CONSTRUCTS IN NON-FICTION</td></tr>
<tr><td>Type of Course</td><td colspan="5">MAJOR</td></tr>
<tr><td>Semester</td><td colspan="5">VI</td></tr>
<tr><td>Academic Level</td><td colspan="5">300 – 399</td></tr>
<tr><td rowspan="2">Course Details</td><td>Credit</td><td>Lecture per week</td><td>Tutorial per week</td><td>Practical per week</td><td>Total Hours</td></tr>
<tr><td>4</td><td>4</td><td>-</td><td>-</td><td>60</td></tr>
<tr><td>Pre-requisites</td><td colspan="5">Basic Knowledge of different aspects of Fiction and Non- Fiction</td></tr>
<tr><td>Course Summary</td><td colspan="5">This course aims to provide learners with a comprehensive understanding of the different genres of non-fiction while encouraging critical engagement with topics of contemporary relevance.</td></tr>
</table>

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO 1	Identify the key features of non-fiction as a literary genre	U	C	Exam/Quiz/ Assignment
CO 2	Understand personal narratives that shape our understanding of identity and place.	U	C	Assignment / Exam
CO 3	Analyse how historical and victim narratives provide insights into human behaviour and societal development	An	C	Seminar / Presentation / Exam
CO 4	Examine how essays and journalism represent and critique societal norms and politics.	E	C	Exam / Assignments
CO 5	Explore how documentary writing and social commentary reflect and influence societal perceptions, cultural identities, and social change.	E	C	Exam/Assignments
CO 6	Demonstrate necessary skills and proficiency in composing non- fiction.	C	P	Assignment/ Seminar

* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)

- Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Detailed Syllabus:

Module	Unit	Content	Hrs	Marks
I	**Biography/Autobiography/Memoir**		**12**	**18**
	1	Introducing subgenres of Non-Fiction: Biography, Autobiography and Memoir	3	
	2	Into the Wild (Chapter 1)- *The Alaska Interior*- Jon Krakuer	3	
	3	*The Long Walk to Freedom* (Chapter 23)- Nelson Mandela	3	
	4	An extract from *When Breath Becomes Air* - Paul Kalanidhi -pp.238-246	3	
		Suggested Activity: 1. Debates and discussions on the different forms of self-narratives 2. Prepare an assignment on the different points of view in self-narratives.		

II		**Non-fiction and Journalism**	**12**	**17**
	5	Introducing subgenres like features, sports journalism and travel writing	3	
	6	Messi emulates Maradona in fairytale ending to a story like no other-Sid Lowe (Guardian, Sport blog, 18 Dec 2022)	3	
	7	The Fourth Dimension - Jan Morris	3	
	8	Desperate Peoples: The Vanishing World of India's tribes (Frontline, August 2010)- P. Sainath	3	
		Suggested Activities: 1. Select a diverse set of news articles from various reputable sources (e.g., The New York Times, BBC, Al Jazeera). Ensure the topics are current and relevant. 2. Invite a guest speaker (e.g., a local journalist, professor, or community leader) or use role-playing where one learner acts as the interviewee with a prepared backstory. 3. Present a brief scenario based on a current event (e.g., a local community event, a political announcement, a scientific discovery).		

III	**Contemporary Non-Fiction**		**12**	**17**
	9	Introducing terms: History/Self Help/Victim Narrative	3	
	10	Modern Time -An Extract from *Sapiens: A Brief History of Humankind* by Yuval Noah Harari - pp 394-398	3	
	11	The Man Who Didn't Look Right (Chapter 4)- *Atomic Habits* - James Clear	3	
	12	The Last Girl (Part II, Chapter 9)- Nadia Murad & Jenna Krajeski	3	
	13	**Suggested Activities:** 1. Provide examples of short excerpts from contemporary memoirs (e.g., works by Tara Westover, Trevor Noah, or Michelle Obama) and ask learners to choose a meaningful personal experience from their own lives. 2. Select a list of contemporary non-fiction essays that tackle current issues (e.g., climate change, social justice, technology). Examples could be sourced from publications like The Atlantic, and The New Yorker etc. ask the learners to choose an essay from the list to read and analyze. 3. Provide examples of contemporary literary journalism profiles (e.g., pieces by Gay Talese, Susan Orlean, or Joan Didion). Ask the learners to choose a person to profile in a similar pattern (e.g., a local artist, community leader, or someone they know with a compelling story)		

IV	**Audio-visual Dimensions of Non-Fiction**		**12**	**18**
	14	Introducing podcasts, video essays, TED talks and adaptations of non-fiction works into feature films and documentaries	3	
	15	Podcast: Murdered from Crime Junkies https://open.spotify.com/episode/6eWAyJsY2VfSMd0cl9r3t5?si=eq1jR8rWRAqRAUGH71P9pw	2	
	16	Why Your Body Language Shapes Who You Are(Ted Talk) -Amy Cuddy	2	
	17	I Feel I Have Blood on my Hands from *The American Prometheus (Oppenheimer* (2023): Chapter 24)	3	
	18	Head Transplants and the Non-Existence of the Soul-Joseph Geller	2	
		Suggested Activities: **1.** Provide examples of high-quality non-fiction podcasts (e.g., episodes from "This American Life," "Serial," or "Radiolab") Instruct learners to prepare similar podcasts. 2. Show clips from acclaimed short documentaries (e.g., "The White Helmets," "Period. End of Sentence.") and discuss key elements like narrative structure, visuals, and interviews. 3. Provide examples of multimedia journalism projects (e.g., The New York Times' "Snow Fall," National Geographic's interactive features) and discuss how text, images, audio, and video are combined to tell a story.	2	
V	**Open Ended Module**		**12**	

Note: The course is divided into five modules, with four having total 18 fixed units and one open-ended module with a variable number of units. There are total 48 transaction hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final examination, however, covers only the 18 units from the fixed modules.

Suggested Reading:

1. *Giving up the Ghost: A Memoir* - Hillary Mantel
2. *The Wings of Fire* - Dr. APJ Abdul Kalam
3. *Becoming* - Michelle Obama
4. *The Great Railway Bazar by Paul Theroux* - Bruce Chatwin
5. 'The Street Use of Solitude' A News Feature from *The Reader's Digest* (February 12, 2024)
6. "India Takes the World Cup in Grand Style" Ram Mahesh (The Hindu, 02/04/2011)
7. 'Seven murders, one confession and missing evidence: The 'Ripper' story' by Nidhish M K, published in *The News Minute*.
8. *Freedom at Midnight* by Larry Collins and Dominique Lapierre
9. *Things We Didn't Talk About When I Was a Girl* by Jeannie Vanasco"How to find creativity and purpose in the Face of Adversity" by Suleika Jaouad - TED Talks Daily 06/03/24
10. The Muzafir stories - Podcast on travel
11. Is There a Sane Way to Use the Internet? (Ezra Klein podcast)
12. *I am Not Your Negro* - 2016 film based on James Baldwin unfinished work *Remember this House*

Mapping of COs with PSOs and POs:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	-	-	2	2	-	-	2	-	-	-	-	-	-
CO2	1	-	3	-	2	2	3	2	-	-	–	1	-
CO3	-	-	-	2	2	2	2	2	-	-	2	2	-
CO4	-	-	2	-	2	2	-	2	-	-	2	2	-
CO5	-	-	2	2	2	2	2	2	-	-	-	1	-
CO6	2	-	1	-	2	2	1	-	-	-	2	2	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

1. Quiz/ Discussion/ Seminar (10%)
2. Internal Exam (10%)
3. Assignment (10%)
4. End Semester Exam (70%)

Mapping of Cos to Assessment Rubrics:

	Quiz/ Discussion/ Seminar (10%)	**Internal Exam (10%)**	**Assignment (10%)**	**End Semester Exam (70%)**
CO 1	✓	✓	✓	✓
CO 2	✓	✓	✓	✓
CO 3	✓	✓	✓	✓
CO 4	✓	✓	✓	✓
CO 5	✓	✓	✓	✓
C06	✓	✓	✓	✓

FOUR-YEAR UNDERGRADUATE PROGRAMME (FYUGP)

BA ENGLISH LANGUAGE AND LITERATURE HONOURS

MAJOR

<table>
<tr><td>Programme</td><td colspan="5">BA ENGLISH LANGUAGE AND LITERATURE HONOURS</td></tr>
<tr><td>Course Code</td><td colspan="5">ENG6CJ305/ ENG8MN305</td></tr>
<tr><td>Course Title</td><td colspan="5">INTRODUCING CULTURAL STUDIES</td></tr>
<tr><td>Type of Course</td><td colspan="5">MAJOR</td></tr>
<tr><td>Semester</td><td colspan="5">VI</td></tr>
<tr><td>Academic Level</td><td colspan="5">300-399</td></tr>
<tr><td rowspan="2">Course Details</td><td>Credit</td><td>Lecture per week</td><td>Tutorial per week</td><td>Practical per week</td><td>Total Hours</td></tr>
<tr><td>4</td><td>4</td><td>-</td><td>-</td><td>60</td></tr>
<tr><td>Pre-requisites</td><td colspan="5">The learner should have a deep understanding of various literary genres and the capacity to understand the terminology of literary theory, the methodology of literature and its application and cultural phenomenon.</td></tr>
<tr><td>Course Summary</td><td colspan="5">This course introduces the concept of cultural studies to the learners. It familiarizes the learner with the basic concepts of this field and provides examples of its application. The learner is exposed to various theoretical perspectives of this area of study and thereby acquires the creative attitude of interpreting cultural phenomena by unravelling the ideological
structures beneath them</td></tr>
</table>

Course Outcome:

Course Outcomes (CO)	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Knowledge on basic concepts of cultural studies	U	F	Assignment/ Seminar /discussion
CO2	Understand different perspectives on cultural phenomenon	E	C	Open book test/ Seminar/ discussi on
CO3	Analyse culture to discover underlying structures	An	C	Problem-based assignment/ Seminar/ discussi on/ Test
CO4	Enhance the proficiency in analyzing evolving cultural patterns	An	C	Assignment/ Seminar/ discussi on/ Test
CO5	Develop research skills and the ability to conduct independent inquiries, exploring advanced topics within the cultural spectrum.	Ap	P	Self and Peer Assessments of Individual paper
CO6	Develop the capacity to apply concepts of cultural studies in real-world situations.	C	M	Problem-based assignment/ disc ussion/ Extempore/ Criti cal writing

*Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C),

#Factual Knowledge (F), Conceptual Knowledge (C), Procedural Knowledge (P), Metacognitive Knowledge (M)

Detailed Syllabus:

Module	Unit	Content	Hrs	Total (70)
I		**Introduction**	**12**	**17**
	1	Beginning of Culture Studies		
	2	Culture: Meanings and Definitions-Mathew Arnold, Raymond Williams	**2**	
	3	Detailed study Cultural Studies and its Theoretical Legacies-Stuart Hall from The Cultural Studies Reader ed by Simon During, pp-97-109	6	
	4	Non- Detailed study "Constructing the Literary Object" from Literary into Cultural Studies Anthony Easthope pp-3-9	3	
		Suggested Activities: 1. Write an assignment on Literary Text and Cultural Context 2. Write an assignment on cultural analysis of any text you have recently read.		
II		**Conceptual Foundation**	**12**	**17**
	5	Capitalism, Civilization, Commercialism, Culture, Ethnic, Hegemony,, Ideology,, Intellectual, Materialism, Modern, Popular, Society, Subjective (Williams, Raymond. *Key Words: A Vocabulary of Culture and Society Revised Edition.* Oxford University Press. 1983.) (The terminology must be discussed in detail in connection with related concepts) Suggested Activities: Debates /Discussions pertaining to the following: 1. Character and Identity Exploration of any novel you read. 2. Cultural Symbols in Literature in ant short story dealing with local history.	12	

III		**Theoretical Overview**	**12**	**18**
	6	What is Popular Culture? -Hybridity- Consumerism- Counterculture.	**2**	
	7	Popular Culture and Mass Media	**2**	
	8	Detailed study 'Popular Culture Studies in India Today: Issues and problems' -Cultural Studies in India- Simi Malhotra. pp 45-51	5	
	9	Non-Detailed study 'Cultural Studies in India'- Genealogies of the Asian Present: Situating Inter-Asia Cultural Studies (2015)- Madhav Prasad-pp 153-70	3	
		Suggested Activities: Debates /Discussions pertaining to the following: 1. Literary Adaptations Across Cultures 2. Author's Background and Influence		

IV	**Specimens**		**12**	**18**
	10	Detailed Study 'Indian Masculinities: A Million Mutations Now?'- *Breaking the Moulds: Indian Men Look at Patriarchy Looking at Men*- Mangesh Kulkarni	4	
	11	Non- detailed study Whose Imagined Community? - *Millennium: Journal of International Studies*, 20(3)- P Chatterjee-pp 521–525.	4	
	12	Non- detailed study 'The Soundscape of Consumption: Pooram, Migration and Exploding Firecracker' (pp 146-151) Ameet Parameswaran (Part of Machinic: Sounding the Consumption Regime, pp.140-179) *Performance and The Political: Power and Pleasure in Contemporary Kerala*.	4	
		Suggested Activities: Debates /Discussions pertaining to the following: 1. Cross-Cultural Themes 2. Cultural Critique Through Literature		
V	**Open Ended Module**		**12**	

Note: The course is divided into five modules, with four having total 13 fixed units and one open-ended module with a variable number of units. There are total 48 transaction hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final examination, however, covers only the 13 units from the fixed modules.

Suggested Readings:

1. *New Cultural Studies: Adventures in Theory*- Eds.Gary Hall and Clare Birchall
2. *Cultural Studies: Approaches in Literary Theory*- ed. Niranjana Gupta
3. *Contemporary Cultural Theory: An Introduction*- Andrew Milner and Jeff Browitt
4. *Questions of Method in Cultural Studies*- Eds Mimi White and James Schwoch
5. *The Culture Map*- Erin Meyer
6. *An Introduction to Culture Studies*- Pramod K Nayar
7. *Culture and Imperialism*- Edward W Said
8. *Cultural Studies: A Critical Introduction*- Simon During

Mapping of COs with PSOs and POs:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6
CO1	-	-	-	-	3	-	-	2	-	-	-	2
CO2	2	-	3	-	3	-	2	-	-	-	3	3
CO3	-	-	3	-	3	-	2	2	-	-	2	3
CO4	-	1	3	-	3	-	2	3	-	-	3	2
CO5	-	-	3	2	3	-	-	-	-	-	2	3
CO6	-	-	2	-	3	-	-	2	-	-	2	3

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

1. Quiz/ Discussion/ Seminar (10%)
2. Internal Exam (10%)
3. Assignment (10%)
4. End Semester Exam (70%)

Mapping of Cos to Assessment Rubrics:

	Quiz/ Discussion/ Seminar (10%)	Internal Exam (10%)	Assignment (10%)	End Semester Exam (70%)
CO 1	✓	✓	✓	✓
CO 2	✓	✓	✓	✓
CO 3	✓	✓	✓	✓
CO 4	✓	✓	✓	✓
CO 5	✓	✓	✓	✓
C06	✓	✓	✓	✓

FOUR-YEAR UNDERGRADUATE PROGRAMME (FYUGP)

BA ENGLISH LANGUAGE AND LITERATURE HONOURS

MAJOR

<table>
<tr><td>Programme</td><td colspan="5">BA ENGLISH LANGUAGE AND LITERATURE HONOURS</td></tr>
<tr><td>Course Code</td><td colspan="5">ENG6CJ306 / ENG8MN306</td></tr>
<tr><td>Course Title</td><td colspan="5">LITERATURE AND ECOLOGY</td></tr>
<tr><td>Type of Course</td><td colspan="5">MAJOR</td></tr>
<tr><td>Semester</td><td colspan="5">VI</td></tr>
<tr><td>Academic Level</td><td colspan="5">300-399</td></tr>
<tr><td rowspan="2">Course Details</td><td>Credit</td><td>Lecture per week</td><td>Tutorial per week</td><td>Practical per week</td><td>Total Hours</td></tr>
<tr><td>4</td><td>4</td><td>-</td><td>-</td><td>60</td></tr>
<tr><td>Pre-requisites</td><td colspan="5">Basic understanding and sensitivity towards environment and literary representations of ecological concerns.</td></tr>
<tr><td>Course Summary</td><td colspan="5">Literature and Ecology is an interdisciplinary course that intersects with humanities, to probe the cultural, ethical and philosophical roots of environmental challenges, to comprehend our current reality and envision a path forward.</td></tr>
</table>

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO 1	Define and Discuss today's environmental challenges, grounded on principles of environmental justice and ethics	U	C	Exam
CO 2	Understand the interconnectedness of ecological systems and human societies emphasizing the sustainability of various lifestyles, practices and policies.	Ap	F, P	Seminar/ Group Project
CO 3	Analyze the representations of Climate Change through different Genres.	An	C	Exam/ Quizzes and Assignment
CO 4	Critically analyze the potential consequences of climate change and explore the cultural and personal relationships to nature	An	C	Exam/ Seminar
CO 5	Critically evaluate the literary tools and techniques through which climate is portrayed.	E	P	Exams/Assignments
CO 6	Develop climate literacy and environmental conservation in the backdrop of environmental crisis and anthropocentrism focusing on the principle of co-existence	C	M	JAM / Writing assignments / Group Project

* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)

- Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Detailed Syllabus:

Module	Unit	Content	Hrs	Marks
I	**Ecology and Co- existence**		**12**	**18**
	1	Basic understanding of important Terms and Concepts: Amensalism, Biodiversity, Climate Change, Commensalism, Community, Competition, Ecological niche, Global Warming, Invasive Species, Parasitism, Mutualism. Essay- *Literary Studies in an Age of Environmental Crisis*-Cheryll Glofelty	4	
	2	*The Elephant Whisperers* –Kartiki Gonsalves https://www.netflix.com/in/title/81312835	2	
	3	*Hachiko: A True Story of a Loyal Dog* – Pamela S. Turner	4	
	4	Love in the Time of Climate Change- Craig Santos Perez	2	
		Suggested Activities: 1. Familiarise Eco critical theories in order to explore its environmental themes embedded in the literary works you read. 2. Write and share short pieces inspired by natural landscapes, focusing on ecological awareness.		

II	**Conservation**		**12**	**17**
	5	Plachimada-The Plachimada struggle against Coca- Cola in Southern India-Roshan D Mathews https://www.ritimo.org/The-Plachimada-Struggle- against-Coca-Cola-in-Southern-India	4	
	6	Earth Democracy: Connecting the Rights of Mother Earth and the Well-Being of All-Vandana Shiva https://www.youtube.com/watch?v=KjD1NIkNWF4	4	
	7	Wounded Hills https://www.youtube.com/watch? v=rTV-56QagQM	2	
	8	The Wild Iris-Louise Gluck https:// hellopoetry.com/poem/20581/the-wild-iris/	2	
		Suggested Activities: 1. Write a report on any environment movement took place in your locality/ state 2. Compare depictions of nature in works from different cultural or historical contexts.		

III	**Nature and Climate Change**		**12**	**18**
	9	Encyclical-*Laudato Si'(Praise Be to You)*- On Care for our Common Home-(Chapter 3)- "The Human Roots of the Ecological Crisis"-Pope Francis https://www.ourladyofthefields.org/wp- content/ uploads/2018/04/Laudato-Si-Chapter-3.pdf	4	
	10	Wall –E- - Andrew Stanton https://youtu.be/ W971JmpqWxM?feature=shared	2	
	11	Letter to Noah's Wife- Maya. C.Popa https://poetladykatz.com/letter-to-noahs- wife/	2	
	12	The Living Mountain, A Fable of our Times- Amitav Gosh	4	
		Suggested Activities: 1. Create visual maps linking characters, settings, and ecological elements in a specific text. 2. Debate environmental issues presented in the literature, considering ethical perspectives.		

IV	**Sustainability**		**12**	**17**
	13	Diary of an Interesting Year-Helen Simpson https://www.newyorker.com/magazine/2009/12/21/diary- of-an-interesting-year	3	
	14	Before the Flood -Fisher Stevens https:// www.youtube.com/watch?v=zbEnOYtsXHA	3	
	15	My Life among the Mangrove Forests -Kallen Pokkudan https://writingwithclio.wordpress.com/2017/12/10/kallen- pokkudans-autobiographies-the-politics-of-representation-in-edited-life-writing/	3	
	16	Narmada Bachao Andolan-Medha Patkar and Baba Amte	2	
	17	Water-Ralph Waldo Emerson https://www.poetryfoundation.org/poems/52342/water-56d230b9c3194	1	
		Suggested Activities: 1. Visit a local natural site and write reflections connecting the experience to themes in ecocritical literature. 2. Imagine and write about sustainable futures inspired by themes in ecocritical literature.		
V	**Open Ended**		**12**	

Note: The course is divided into five modules, with four having total 17 fixed units and one open-ended module with a variable number of units. There are total 48 transaction hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final examination, however, covers only the 17 units from the fixed modules.

Suggested Readings:

1. *Silent Spring* Rachel Carson , 1907-1964. Boston :Houghton Mifflin*, 2002.*
2. Anthropocene: A Very Short Introduction. Erle Ellis. Oxford University. 2007.
3. *Eco criticism* -Greg Garrard- London: Routledge, 2004.
4. *The Great Derangement: Climate Change and the Unthinkable*- Amitav Gosh. Haryana: Penguin Books India, 2016.
5. *Climate Change and the Contemporary Novel* -Adeline Johns-Putra. Cambridge University Press, 2019.
6. *The End of Nature* -B Mckibben, London: Penguin, 1990.
7. *How I Became A Tree*. Sumana Roy. Aleph Book Company, 2017.
8. *The Cambridge Introduction to Literature and the Environment*. Clark Timothy, New York: CUP, 2011.
9. *Anthropocene Fiction: Novel in a time of Climate Change*. Adam Trexler. University of Virginia Press. 2016.
10. *The Cambridge Companion to Literature and the Environment*. Louise Westling, ed. UK Cambridge University Press. 2014.

Mapping of COs with PSOs and POs:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	-	-	-	-	3	-	-	2	-	-	-	2	-
CO2	2	-	3	-	3	-	2	-	-	-	3	3	-
CO3	-	-	3	-	3	-	2	2	-	-	2	3	-
CO4	-	1	3	-	3	-	2	3	-	-	3	2	-
CO5	-	-	3	2	3	-	-	-	-	-	2	3	2
CO6	-	-	2	-	3	-	-	2	-	-	2	3	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

1. Quiz/ Discussion/ Seminar (10%)
2. Internal Exam (10%)
3. Assignment (10%)
4. End Semester Exam (70%)

Mapping of Cos to Assessment Rubrics:

	Quiz/ Discussion/ Seminar (10%)	**Internal Exam (10%)**	**Assignment (10%)**	**End Semester Exam (70%)**
CO 1	✓	✓	✓	✓
CO 2	✓	✓	✓	✓
CO 3	✓	✓	✓	✓
CO 4	✓	✓	✓	✓
CO 5	✓	✓	✓	✓
C06	✓	✓	✓	✓

FOUR-YEAR UNDER GRADUATE PROGRAMME (FYUGP)

BA ENGLISH LANGUAGE & LITERATURE HONOURS

MAJOR

Programme	**BA ENGLISH LANGUAGE & LITERATURE HONOURS**				
Course Code	**ENG7CJ401**				
Course Title	**BRITISH LITERATURE: CHAUCER TO 19TH CENTURY**				
Type of Course	**MAJOR**				
Semester Academic Level	VII 400-499				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	3	-	2	75
Pre-requisites	Basic understanding of British Literature.				
Course Summary	This course aims to provide students with a comprehensive understanding of the different trends and literary orientations in British Literature from the fourteenth century to the nineteenth century.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Identify the main literary tendencies, aligning them closely with key literary figures and works in British Literature	R	C	Exam/ Quiz/ Assignment
CO2	Understand the major social and cultural movements and intellectual changes in British literature	U	**F**	Assignment / Exam
CO3	Analyse how the major genres of British literature developed throughout history and provided insights for critically evaluating different schools of thought.	**An**	C, M	Seminar / Presentation / Exam
CO4	Foster a critical perspective to judge the hidden meanings and value systems embedded within texts, thereby promoting a sense of social responsibility and understanding.	**E**	**C, M**	Exam / Assignments
CO5	Explore transitions in literary, social, and cultural history while introducing new forms of creative expression.	**E**	**C, F**	Exam/Assignments
CO6	Demonstrate necessary research skills and proficiency in delineating the various conflicts and interactions between the different periods and tendencies of British literature in accordance with new theoretical insights.	**C**	**C, P**	Assignment/ Seminar

* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)
# - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Detailed Syllabus:

Module	Unit	Content	Hrs (75)	Marks (70)
I	**POETRY**		**12**	**19**
	1	The General Prologue to Canterbury Tales (1-34)-Chaucer	2	
	2	Amoretti (Sonnet 75)- Edmund Spenser	2	
	3	The Sun Rising- John Donne	1	
	4	Paradise Lost (Book 1X Lines 631 -784)- Milton	2	
	5	Adonais (I -IV)- P.B Shelley	2	
	6	Envy- Mary Lamb	1	
	7	Amor Mundi- Christina Rossetti	2	
II	**FICTION**		**11**	**17**
	8	Northanger Abbey- Jane Austen	3	
	9	Frankenstein- Mary Shelley	3	
	10	Great Expectations- Charles Dickens	2	
	11	Jude the Obscure- Thomas Hardy	3	
III	**DRAMA**		**11**	**17**
	12	Doctor Faustus- Christopher Marlowe	4	
	13	The Rover- Aphra Behn	4	
	14	A woman of no importance - Oscar Wilde	3	
IV	**PROSE/NON-FICTION**		**11**	**17**
	15	Of Love, Of Truth-Francis Bacon	2	
	16	Raphael's Cartoons-Richard Steele	3	
	17	Pathetic Fallacy (Excerpt from Modern Painters vol.III. part IV)- John Ruskin	3	
	18	The Renaissance (Preface)- Walter Pater	3	

V	**PRACTICUM**		**30**	
	1	Suggested Activities: 1. Conduct workshops where learner can analyse and discuss famous British poems from different periods. 2. Writing experiment on various genres of poetry found in the modules above. 3. Poetry-slam featuring British literature. 4. Host a themed book club focusing on different works from this time period, allowing members to share their thoughts and interpretations. 5. Plan a reading marathon where participants take turns reading aloud from various works, familiarising themselves in the language and style of the different eras. 6. Explore the historical and cultural context of the plays, analysing the themes and character development, then submit a report. 7. Compare different adaptations of the same play and discussing the influence of these plays on modern theatre and literature. 8. Comparative analysis of the use of language and style in fiction works from different time periods. 9. Research and present a paper on the influence of historical events on the fiction writing of the time. 10. Debate the impact of key fiction works on the society and culture of the time. 11. Create a timeline of significant non-fiction works and their authors, highlighting their contributions to the literary landscape. 12. Group discussion on the thematic elements and societal implications found in non-fiction works from different periods.		

Note: The course is divided into five modules, with four having total 18 fixed units and one open-ended module with a variable number of units. There are total 45 transaction hours for the fixed modules and 30 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (20 marks) and the fixed modules (10 marks). The final examination, however, covers only the 18 units from the fixed modules.

Suggested Reading:

1. To His Coy Mistress- Andrew Marvell

2. London- William Blake

3. Lines Composed a Few Miles above Tintern Abbey- William Wordsworth
4. Ode on a Grecian Urn - John Keats
5. Tithonus- Tennyson
6. A Musical Instrument - Elizabeth Barret Browning
7. Dover Beach- Mathew Arnold
8. Gulliver's Travels- Swift
9. Wuthering Heights- Emily Bronte
10. Joseph Andrews- Henry Fielding
11. The Duchess of Malfi- Webster
12. All for Love- John Dryden
13. The School for Scandal- Sheridan
14. She Stoops to Conquer- Oliver Goldsmith
15. The Spectator Club- Richard Steele
16. Dream Children: A Reverie- Charles Lamb
17. The Seventeenth Century Background - Basil Willey
18. From Sensibility to Romanticism: Essays Presented to Frederick A.Pottle Ed- Harold Bloom, Frederick W. Hiles

Mapping of COs with PSOs and POs:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	-	-	3	-	1	-	3	1	1	-	-	-	-
CO2	-	1	3	-	1	-	3	1	1	-	-	3	-
CO3	-	3	3	-	1	3	3	1	1	-	3	-	-
CO4	3	3	3	-	1	3	3	1	1	-	3	3	-
CO5	1	-	3	2	1	-	3	1	2	-	3	3	2
CO6	3	3	3	3	1	3	3	1	2	-	3	3	3

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz/ Discussion/ Seminar (10%)
- Internal Exam (10%)
- Assignment (10%)
- End Semester Exam (70%)

Mapping of Cos to Assessment Rubrics:

	Quiz/ Discussion/ Seminar (10%)	**Internal Exam (10%)**	**Assignment (10%)**	**End Semester Exam (70%)**
CO 1	✓	✓	✓	✓
CO 2	✓	✓	✓	✓
CO 3	✓	✓	✓	✓
CO 4	✓	✓	✓	✓
CO 5	✓	✓	✓	✓

FOUR-YEAR UNDER GRADUATE PROGRAMME (FYUGP)

BA ENGLISH LANGUAGE & LITERATURE HONOURS

MAJOR

Programme	**BA ENGLISH LANGUAGE & LITERATURE HONOURS**				
Course Code	**ENG7CJ402**				
Course Title	**BRITISH LITERATURE: 20TH CENTURY TO 21ST CENTURY**				
Type of Course	**MAJOR**				
Semester Academic Level	VII 400-499				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	3	-	2	75
Pre-requisites	Basic understanding of British Literature				
Course Summary	This course aims to provide students with a comprehensive understanding of British literature's different trends and literary orientations from the 20th century to the 21st century.				

Course Outcomes (CO):

CO	CO Statement	Cognitiv e Level*	Knowle dge Categ o ry#	Evaluation Tools used
CO 1	Recognise the defining moments of twentieth century literature in terms of significant writers and their corresponding works	U	C	Exam/ Quiz/ Assignmen t
CO 2	Understand the major social, cultural, ntellectual movements and concerns of the period	U	**C**	Assignmen t / Exam
CO 3	Analyse the revolutionary changes in the twentieth century world in relation to the literature of the time	**An**	C	Seminar / Presentation / Exam
CO 4	Appraise the significant literary innovations and techniques of the period in relation to existing conventions and standards	**E**	**C**	Exam / Assignmen ts
CO 5	Evaluate the influence of philosophical systems of thought on the evolution and consolidation of genres of literature and the consequent dissemination of societal values and cultural codes	**E**	**C**	Exam/Assign ments
CO 6	Develop research interest through new readings of literature in the light of theories pertaining to language and forms of creative expression	**C**	**C**	Assignmen t/ Seminar
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

Detailed Syllabus:

Module	Unit	Content	Hrs	Marks (70)
I		**POETRY**	**12**	**17**
	1	G.M.Hopkins: The Windhover	2	
	2	T.S.Eliot: Ash Wednesday	2	
	3	W.H.Auden: The Unknown Citizen	2	
	4	Philip Larkin: Church Going	2	
	5	Seamus Heaney: Punishment	2	
	6	Bernardine Evaristo: The Wind	1	
	7	Carol Ann Duffy-In Mrs Tilschet's Class	1	
		Suggested Reading and Activity: 1. Stephen Spender: The Pylons 2. Dylan Thomas: Fern Hill 3. Ted Hughes: View of a Pig 4. Seamus Heaney: Punishment 5. John Rodker: The Searchlight 6. David Gascoyne: Orpheus in the Underworld 7. Elizabeth Jennings: One Flesh Th student can analyse each poem regarding the significant themes and trends of Modernism and Post Modernism		
II		**FICTION**	**12**	**17**
	7	James Joyce: A Portrait of the Artist as a Young Man	3	
	8	D.H.Lawrence: Sons and Lovers	3	
	9	Trumpet: Jackie Kay	3	
	10	Klara and the sun: Kazuo Ishiguro	3	
		Suggested Reading and Activity: 1. Aldous Huxley: Brave New World 2. Joseph Conrad: Heart of Darkness 3. William Golding: Lord of the Flies 4. Doris Lessing: The Golden Notebook 5. Kingsley Amis: Lucky Jim 6. John Fowles: The French Lieutenant's Woman 7. Allan Moore: The Watchmen The student can delineate the major Modernist features in twentieth century fiction		
III		**DRAMA**	**12**	**17**

11	Sean O’Casey: Juno and the Peacock	3	
12	Samuel Beckett: Endgame	3	
13	Tom Stoppard: Rosencrantz and Guildenstern are Dead	2	

	14	Sarah Kane: Blasted	2	
	15	Diana Nneka Atuona: Liberian Girl	2	
		Suggested Reading and Activity: 1. GB Shaw: Arms and the Man 2. J M Barrie: What Every Woman Knows 3. J M Synge: Riders to the Sea 4. T.S.Eliot: Murder in the Cathedral 5. Arnold Wesker: The Kitchen 6. David Storey: In Celebration 7. Edward Bond: Lear 8. Caryl Churchill: Top Girls 9. Lusy Kirkwood -Chimerica The activities can be learner oriented with emphasis on the student's understanding of the key thematic contexts and their socio-cultural significance. The student may be asked to identify these elements and to relate them to existing discourses about power, gender and the like.		
IV		**PROSE/NON-FICTION**	**9**	**19**
	16	Virginia Woolf: Modern Fiction	3	
	17	George Orwell: Confessions of a Book Reviewer	3	
	18	Martin Amis: Excerpt ("Great Books"- pgs 419-439) from The War Against Cliche: Essays and Reviews 1971-2000	3	
		Suggested Readings and activities: 1. Hugh Walker:The English Essay and Essayists John Gross ed., The Oxford Book of Essays The student may be encouraged to analyse the literary and critical dimensions of the essays prescribed		
V		**PRACTICUM**	**30**	
		Discussion on the major literary and theoretical dimensions of the period with special emphasis on their intersections and exchanges and the corresponding socio-cultural significance. Students can undertake a close reading of selected works of twentieth century literature considered as landmarks in the literary tradition (other than the specific works prescribed for study in this course) and analyse them in terms of their distinctiveness and narrative innovations		

Note: The course is divided into five modules, with four having total 18 fixed units and one open-ended module with a variable number of units. There are total 45 transaction hours for

the fixed modules and 30 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (20 marks) and the fixed modules (10 marks). The final examination, however, covers only the 18 units from the fixed modules.

Suggested Reading:

1. The Twentieth Century in Poetry: A Critical Survey by Peter Childs
2. The Cambridge History of Twentieth Century English Literature Ed.by Laura Marcus, Peter Nicholls
3. The Art of English Fiction in the Twentieth Century by Dorothy J.Hale, Ed. by Robert L.Caserio

Mapping of COs with PSOs and POs:

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1	**1**	**3**	**2**	**3**	**2**	**1**	**3**	**2**	**3**	**2**	**2**	**2**	**3**
CO 2	**-**	**3**	**2**	**3**	**2**	**3**	**3**	**2**	**3**	**3**	**2**	**2**	**2**
CO 3	**1**	**2**	**3**	**2**	**2**	**1**	**1**	**1**	**2**	**2**	**3**	**2**	**3**
CO 4	**-**	**2**	**2**	**2**	**1**	**2**	**1**	**1**	**3**	**2**	**3**	**2**	**1**
CO 5	**1**	**1**	**2**	**3**	**2**	**1**	**2**	**2**	**2**	**1**	**3**	**2**	**3**

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz/ Discussion/ Seminar (10%)
- Internal Exam (10%)
- Assignment (10%)
- End Semester Exam (70%)

Mapping of Cos to Assessment Rubrics:

	Quiz/ Discussion/ Seminar (10%)	Internal Exam (10%)	Assignment (10%)	End Semester Exam (70%)
CO 1	✓	✓	✓	✓
CO 2	✓	✓	✓	✓
CO 3	✓	✓	✓	✓
CO 4	✓	✓	✓	✓
CO 5	✓	✓	✓	✓

FOUR-YEAR UNDER GRADUATE PROGRAMME (FYUGP)

BA ENGLISH LANGUAGE & LITERATURE HONOURS

MAJOR

<table>
<tr><td>Programme</td><td colspan="5">BA ENGLISH LANGUAGE & LITERATURE HONOURS</td></tr>
<tr><td>Course Code</td><td colspan="5">ENG7CJ403</td></tr>
<tr><td>Course Title</td><td colspan="5">AMERICAN LITERATURE</td></tr>
<tr><td>Type of Course</td><td colspan="5">MAJOR</td></tr>
<tr><td>Semester</td><td colspan="5">VII</td></tr>
<tr><td>Academic Level</td><td colspan="5">400-499</td></tr>
<tr><td rowspan="2">Course Details</td><td>Credit</td><td>Lecture per week</td><td>Tutorial per week</td><td>Practical per week</td><td>Total Hours</td></tr>
<tr><td>4</td><td>3</td><td>-</td><td>2</td><td>75</td></tr>
<tr><td>Pre-requisites</td><td colspan="5">Basic understanding of American Literature.</td></tr>
<tr><td>Course Summary</td><td colspan="5">This course aims to acquaint students with the major trends and movements in American Literature during 19, 20 and 21 centuries and also to introduce to them the intellectual undercurrents in world history during this era.</td></tr>
</table>

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category #	Evaluation Tools used
CO 1	Recognise the defining moments of American literature in terms of significant writers and their corresponding works.	R	C	Exam/ Quiz/ Assignment/ Seminar
CO 2	Understand the major social, cultural, intellectual movements and concerns of 19th and 20th century American literature and analyse the revolutionary changes in relation to the literature of the time.	U	F	Exam/ Quiz/ Assignment/ Seminar
CO 3	Critically assess the evolution of language use in American literature from colonial times to the present, highlighting how changes in linguistic practices reflect societal shifts.	U, Ap	C	Exam/Quiz/ Seminar/ Paper Presentation
CO 4	Appraise the significant literary innovations and techniques of the period in relation to existing conventions and standards.	An	C, P	Exam/ Quiz/ Assignment/ Seminar
CO 5	Evaluate the influence of philosophical systems of thought on the evolution and consolidation of the various genres and works of literature.	E	C	Exam/Quiz/ Assignment
CO 6	Develop research skills to generate new readings of literature in the light of new critical and literary theories	C	M	Exam/ Quiz/ Paper Presentation

* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)

- Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Detailed Syllabus:

Module	Unit	Content	Hrs (75)	Marks (70)
I		**POETRY**	**12**	**19**
	1	Introduction to American Poetry- From 17th century-Major writers	2	
	2	On Being Brought from Africa to America- Phillis Wheatley	2	
	3	When Lilacs Last in the Dooryard Bloom'd- Walt Whitman	2	
	4	Hope is the thing with feathers-Emily Dickinson	1	
	5	In Vain -Jack Kerouac	1	
	6	Indian Summer- Diane Glancy	2	
	7	Parable- Nickole Brown	1	
	8	Black Girl, Call Home- Jasmine Mans	1	
II		**DRAMA**	**11**	**17**
	9	Introduction to American Drama	3	
	10	Long Day's Journey into Night- Eugene ONeil	3	
	11	Fences- August Wilson	3	
	12	Sweat- Lynn Nottage	2	

III	**NOVEL**		**11**	**17**
	13	Introduction to American Novel	3	
	14	The Jungle- Upton Sinclair	3	
	15	Kiku Hughes- Gene Luen Yang	3	
	16	There There- Tommy Orange	2	
IV	**NON-FICTION**		**11**	**17**
	17	Introduction to American Non-fiction	4	
	18	Excerpts from Chapter 4-Dangerous Times (first 5 pages)- Noam Chomsky	3	
	19	*The Souls of Black Folk*- Web Du Bois	2	
	20	Astrophysics for People in a Hurry, 'Reflections on the Cosmic Perspective'- Nell Degrasse Tyson	2	
V	**PRACTICUM**		**30**	
	1	The following activities are some suggestions based on the above modules. The department council shall select suitable activities from this or may approve suggestions from the teacher handling the Open-Ended Module, as practicum can be incorporated within the same module. Suggested Activities: 1. Prepare a Literary survey of Canonical writers in American Literature. 2. Write a critical appreciation of the poems given in the suggested reading. 3. Read and analyze classic American plays, such as "Death of a Salesman" by Arthur Miller, "A Streetcar Named Desire" by Tennessee Williams, or "The Glass Menagerie" by Tennessee Williams. 4. Watch film adaptations of American plays and discuss the differences between the written and visual interpretations. 5. Explore the history and development of American drama, including the impact of influential playwrights and theatre movements. 6. Participate in dramatic readings or performances of scenes from American plays to better understand the characters and themes.		

		7. Research and discuss the social and political context of American drama and how it reflects or responds to societal issues. 8. Read and analyze classic American novels, such as "The Great Gatsby" by F. Scott Fitzgerald, "To Kill a Mockingbird" by Harper Lee, "Moby-Dick" by Herman Melville, or "The Catcher in the Rye" by J.D. Salinger. 9. Compare and contrast different periods of American literature, such as the works of the Transcendentalists, the Harlem Renaissance, or contemporary American authors. 10. Examine the themes and motifs prevalent in American novels, such as the American Dream, individualism, race, and identity. 11. Discuss the historical and social context of American novels and how they reflect the cultural and political landscape of the United States. 12. Engage in group discussions or debates about the impact and relevance of American novels today. 13. Study influential American non-fiction works, such as "The Autobiography of Malcolm X" by Malcolm X and Alex Haley, "Silent Spring" by Rachel Carson, "The Federalist Papers" by Alexander Hamilton, James Madison, and John Jay, or "The Souls of Black Folk" by W.E.B. Du Bois. 14. Analyze the impact of American non-fiction on social and political movements, such as the Civil Rights Movement, environmental activism, or the shaping of American government and society. 15. Investigate the role of American non-fiction in shaping public opinion and discourse, including examining the works that have sparked national conversations and influenced policy changes. 16. Explore the themes and messages prevalent in American non-fiction, such as civil rights, environmental conservation, the American political system, and personal narratives of resilience and triumph. 17. Participate in seminars or book clubs focused on discussing and debating the significance and lasting impact of American non-fiction works.		

Note: The course is divided into five modules, with four having total 20 fixed units and one open-ended module with a variable number of units. There are total 45 transaction hours for the fixed modules and 30 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (20 marks) and the fixed modules (10 marks). The final examination, however, covers only the 20 units from the fixed modules.

Suggested Reading:

1. 'Raven'-Edgar Allan Poe
2. 'i carry your heart with me'-e.e. cummings:
3. 'For the Union Dead'-Robert Lowell:
4. 'The Bridge: To Brooklyn Bridge'- Hart Crane
5. 'Lady Lazarus'- Sylvia Plath
6. 'The Voice'-William Oandasan
7. *Glass Menagerie*- Tennessee Williams
8. *The Dutchman*- Amiri Baraca
9. *The Zoo Story*- Edward Albee
10. *The Vagina Monologues*- Eve Ensler
11. *The Great Gatsby*- F Scott Fitzgerald
12. *Old Man and the Sea*- Ernest Hemingway
13. *Catch 22*- Joseph Heller
14. *Ceremony*- Leslie Marmon Silko
15. *A Preface to Morals*- Walter Lippman
16. *The Liberal Imagination: Essays on Literature and Society*- Lionel Trilling
17. *The Autobiography of Malcolm X*- Alex Haley & Malcolm X
18. *Darkness Visible: A Memoir of Madness*.- William Styron

Suggested Reference:

1. Baym, Nina, and Robert S. Levine, editors. *The Norton Anthology of American Literature*. 9th ed., vol. A, W.W. Norton & Company, 2017.
2. Elliott, Emory, et al., editors. *Columbia Literary History of the United States*. Columbia University Press, 1988.
3. Fishkin, Shelley Fisher. *Writing America: Literary Landmarks from Walden Pond to Wound*. ed Knee. Rutgers University Press, 2015.
4. Lauter, Paul, editor. *The Heath Anthology of American Literature*. 7th ed., vol. 1, Cengage Learning, 2013.
5. Sollors, Werner, editor. *The Cambridge History of American Literature*. Vol. 2, Cambridge University Press, 1997.
6. Morrison, Toni. *Playing in the Dark: Whiteness and the Literary Imagination*. Harvard University Press, 1992.
7. Howe, Irving. *American Newness: Culture and Politics in the Age of Emerson*. Harvard University Press, 1986.
8. Marx, Leo. *The Machine in the Garden: Technology and the Pastoral Ideal in America*. Oxford University Press, 1964.
9. Tichi, Cecelia. *High Lonesome: The American Culture of Country Music*. University of North Carolina Press, 1994.

10. Vizenor, Gerald. *Native American Literature: A Very Short Introduction*. Oxford University Press, 2018.
11. Watkins, Mel. *On the Real Side: Laughing, Lying, and Signifying—The Underground Tradition of African American Humour that Transformed American Culture, from Slavery to Richard Pryor*. Simon & Schuster, 1994.

Mapping of COs with PSOs and POs:

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1	**3**	**1**	**2**	**3**	**2**	**1**	**3**	**2**	**3**	**2**	**2**	**2**	**3**
CO 2	**-**	**2**	**3**	**3**	**2**	**3**	**3**	**2**	**3**	**3**	**2**	**2**	**2**
CO 3	**3**	**2**	**3**	**2**	**2**	**1**	**1**	**1**	**2**	**2**	**3**	**2**	**3**
CO 4	**-**	**1**	**3**	**2**	**1**	**2**	**1**	**1**	**3**	**2**	**3**	**2**	**1**
CO 5	**3**	**1**	**2**	**3**	**2**	**1**	**2**	**2**	**2**	**1**	**3**	**2**	**3**

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz/ Discussion/ Seminar (10%)
- Internal Exam (10%)
- Assignment (10%)
- End Semester Exam (70%)

Mapping of Cos to Assessment Rubrics:

	Quiz/ Discussion/ Seminar (10%)	Internal Exam (10%)	Assignment (10%)	End Semester Exam (70%)
CO 1	✓	✓	✓	✓
CO 2	✓	✓	✓	✓
CO 3	✓	✓	✓	✓
CO 4	✓	✓	✓	✓
CO 5	✓	✓	✓	✓

FOUR-YEAR UNDERGRADUATE PROGRAMME (FYUGP)

BA ENGLISH LANGUAGE & LITERATURE HONOURS

MAJOR

Programme	**BA ENGLISH LANGUAGE & LITERATURE HONOURS**				
Course Code	**ENG7CJ404**				
Course Title	**ADVANCED CRITICAL THEORY**				
Type of Course	**MAJOR**				
Semester	VII				
Academic Level	400 – 499				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	3	-	2	75
Pre-requisites	Basic understanding of Critical Theory				
Course Summary	This course envisions the enhancement of students' involvement with literary theoretical frameworks and their background philosophies. It aims to transact an in-depth comprehension of the intersections between power, culture, and society through the study of critical theory. To develop the inclination for self-reflexive social critique and to familiarize with the advanced methodologies of humanist research, the course will explore a broad spectrum of late modern and post- modern theorists like Foucault, Butler, Lacan, Fanon, Spivak, and Zizek. The course should, ideally, equip the students with the conceptual vocabulary and insight to actively engage with contemporary research questions.By examining important literary ideas, critical viewpoints, and their historical progression, learners will cultivate their analytical abilities, expand their interpretive methods, and actively participate in advanced literary criticism.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO 1	Proficiency in Analysing Critical Theoretical Frameworks	U	C	Home Assignment Seminar Presentation & In-class discussion Written Test
CO 2	Critically examine various forms of cultural production by applying appropriate critical theories.	E	C	Open book test Seminar In-class discussion
CO 3	Analyse the power structures and social hierarchies embedded in different contexts	An	C	Problem-based assignment Seminar Presentation
CO 4	Proficiency in intersectional analysis by investigating how various social categories (such as race, gender, and class) overlap and impact both individuals' lives and society systems.	An	C	Home Assignment Seminar Presentation In-class discussion Written Test
CO 5	Develop research skills and the ability to conduct independent inquiries, exploring advanced topics within critical theory and actively contribute to the continuous advancement of the discipline.	Ap	P	Self and Peer Assessments Individual paper presentation
CO 6	To develop the capacity to apply theoretical frameworks to real-world situations and provide perceptive analyses.	C 212	M	Problem-based assignment In-class discussion

* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)
# - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Detailed Syllabus:

Module	Unit	Content	Hrs (75)	Marks (70)
I		**Theoretical Frameworks**	**10**	**20**
	1	Literary theory as a Critique of Liberal Humanist Theories - Critical theory and interdisciplinary methodology	3	
	2	Structuralist Theory, Cultural Criticism - Transition to Post-structuralism and Postmodernism	3	
	3	Identity Politics - the idea of Power	2	
	4	Culture Industry, Institutionalization of Literary Studies, Anti-theory	2	
		Detailed Study: 1. Barthes, Roland. "Structuralist Activity" 2. Latour, Bruno. "Why has Critique Run out of Steam?" Non-Detailed Study 3. Gramsci, Antonio. "The Formation of the Intellectuals" 4. Ferdinand Saussure "The Nature of Linguistic Sign"		
II		**Approaches to Critical Theory-I**	15	15
	5	Literary Criticism and Literary Theory–Wimsatt and Beardsley, JC Ransom, Stanley Fish, and Nussbaum.	5	
	6	Birmingham School and the Emergence of Cultural Studies	5	
	7	Nation-State-Colonial Modernity-Post-colonial Criticism	5	
		Detailed Study: 1. Stanley Fish- "Is there a Text in the Class?" 2. Martha Nussbaum- "The Narrative Imagination" (From Cultivating Humanity: A Classical Defence of Reform in Liberal Education) Non-Detailed Study: 1. Chinua Achebe "Colonialist Criticism" 2. Jean Baudrillard "Simulacra and Simulations"		

III	**Approaches to Critical Theory-II**		**10**	**20**
	8	New Historicism and Cultural Materialism	3	
	9	Marxist Approaches, Psychoanalytic Approaches, Linguistic approach	4	
		Post Structuralism and Deconstruction		
	10	Feminism and Gender studies- Queer Theory	3	
		Detailed Study: 1. Greenblatt, Stephen "Resonance and Wonder" (From Learning to Curse) 2. Mikhail Bakhtin "Discourse in Poetry and Discourse in the Novel" from *Discourse in the Novel* Non-Detailed Study: 3. Jacques Derrida 'Structure Sign and Play in the Discourse of the Human Sciences' 4. Gayatri Spivak "Feminism and Critical Theory" 5. Slavoj Zizek "Courtly Love, or Woman as a Thing."		
IV	**Critical Inquiry and Methodologies**		**10**	**15**
	11	Spatiality Studies - Urban Studies – Disability Studies	2	
	12	Eco Criticism – Ecofeminism	2	
	13	Critical theory in the Age of Technology - Digital and critical discourses	2	
	14	Memory Studies - Digital archiving	2	
	15	Post Humanism – Cyborg - Digital Aesthetics	2	
		Detailed Study: 1. Cheryll Glotfelty "Literary Studies in an age of Environmental Crisis" (From the Ecocriticism Reader) 2. Henri Lefebvre "The Production of Space"-Chapter 2 first 3 sections. Non-Detailed Study: 3. Susan Wendell "The Social Construction of Disability" 4. Donna Haraway "A Manifesto for Cyborgs"		

V	PRACTICUM	30	
	1. Analyse the broad and specific classifications and methodologies of literary theories that are rooted in various historical epochs, perspectives, and areas of emphasis. 2. Analyse excerpts from fundamental literary theory texts 3. Apply theoretical frameworks to specific texts such as: Read texts through a feminist lens 4. Explore literary theories with reference to multiculturalism 5. Critique the pervasive presence of racist/casteist/hegemonic structures in the texts 6. Engage in a theoretical analysis of fairy tales and folk wisdom. 7. Attempt a critical analysis of any text using any of the three major concepts discussed in the above modules. 8. Analyse political correctness of jokes in the regional language 9. Discuss the origin and popularity of expletives in languages. 10. Discussion 11. Seminar presentations 12. Assignment 13. Individual or group project 14. Assigned readings 15. Critically examining texts (literary texts) 16. A case study analysis on a particular issue		

Note: The course is divided into five modules, with four having total 15 fixed units and one open-ended module with a variable number of units. There are total 45 transaction hours for the fixed modules and 30 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (20 marks) and the fixed modules (10 marks). The final examination, however, covers only the 15units from the fixed modules.

Suggested Readings:

1. Virginia Woolf "A Room of One's Own"
2. Georg Lukacs "Reification and the Consciousness of the Proletariat"
3. Roland Barthes "The Death of the Author"
4. Foucault, Michel. "What Is an Author?"
5. Gayatri Chakravorty Spivak "Can the Subaltern Speak?"
6. Stuart Hall "Foundations of Cultural Studies"
7. Garber, Marjorie. "Lost and Found" (sec 6 from "What isn't Literature", Chapter 3 of The Use and Abuse of Literature)
8. Williams, Raymond. "Culture and Society"
9. Wolfgang Iser "Reading Process: A Phenomenological Approach" (From Modern Criticism and Theory: A Reader)
10. Terry Eagleton "On Canon Formation" from Literary Theory: An Introduction (Essay 40 Rice and Waugh's Modern Literary Theory A Reader , Fourth Edition)

11. Terry Eagleton “Literature and History” (Chapter 1 from Marxism and Literary Criticism)
12. Jacques Lacan. “The Mirror Stage as Formative of the Function of the I”
13. Monique Wittig “One is not Born a Woman”
14. Franco Moretti “Graphs” (Chapter 1 from *Graphs, Maps, Trees*)
15. Heath, Stephen. “On Screen, in Frame: Film and Ideology”
16. Etienne Balibar and Pierre Macherey “Literature as an Ideological Form”
17. Laura Mulvey “Visual Pleasure and Narrative Cinema”
18. Juliet Mitchell “Femininity, Narrative and Psychoanalysis”
19. Homi Bhabha “Of Mimicry and Man: The Ambivalence of Colonial Discourse”
20. JF Lyotard “The Field: Knowledge in Computerized Societies” from *The Postmodern Condition*
21. Walter Benjamin. “The Work of Art in The Age of Mechanical Reproduction”
22. Kingsley Davis "The Urbanization of the Human Population"
23. Henri Lefebvre “The Urban Revolution”
24. JF Lyotard The Postmodern Condition: A Report on Knowledge
25. Jacques Derrida Specters of Marx
26. Jean Baudrillard “Simulacra and Simulations”
27. Oskar Negt and Alexander Kluge “Public Sphere and Experience”
28. George Orwell “Politics and the English Language”
29. Edward Said Preface to *Orientalism*
30. CP. Gilman “The Yellow Wallpaper”
31. Bruno Bettelheim “The Uses of Enchantment: The Meaning and Importance of Fairy Tales"
32. Literary Theory: A Very Short Introduction by Jonathan Culler
33. Cultural Studies: Theory and Practice by Chris Barker
34. Key Concepts in Cultural Theory by Andrew Edgar and Peter Sedgwick
35. Ashcroft, Bill, Gareth Griffiths and Helen Tiffen (Ed.). *The Post-Colonial Studies Reader*. Routledge.
36. ---, ed.*The Empire Writes Back : Theory and Practice in Post-Colonial Literatures*, 1989
37. Barry, Peter. Beginning Theory: An Introduction to Literary and Cultural Theory. New Delhi: Viva Books, 2008.
38. Butler, Judith. *Gender Trouble*, Routledge, 1990.
39. Culler, Jonathan. Literary Theory: A Very Short Introduction. Oxford U. P, 2000.
40. Donald E. Hall et al, Eds. *The Routledge Queer Studies Reader.* 2013.
41. Eagleton, Terry. *Criticism and Ideology: A Study in Marxist Literary Theory.* 1985.
42. Gilbert, Sandra and Susan Gubar. *The Madwoman in the Attic: The Woman Writer and the Nineteenth Century Literary Imagination.* 1979.
43. Glotfelty, Cheryll and Harold Fromm (Ed.) *The Ecocriticism Reader: Landmarks in Literary Ecology*. The University of Georgia Press, 1996.
44. Hiltner, Ken. Ed. *Ecocriticism: The Essential Reader*, 2015.
45. Jameson, Fredric. *Poststructuralism; or The Cultural Logic of Late Capitalism*. 1991.
46. Lodge, David and Nigel Wood (Ed.) *Modern Criticism and Theory: A Reader* (Second edition). Pearson, 1988.
47. Mirzoeff, Nicholas. Ed. *Visual Culture Reader.* 2002.
48. Mitchell, Juliet. *Psychoanalysis and Feminism: A Radical Assessment of Freudian Psychoanalysis*. Basic Books, 2000.

Academic Journals:

1. Journal of Literary Theory (http://www.jltonline.de/)
2. Textual Practice (https://www.tandfonline.com/)
3. Critical Inquiry (https://criticalinquiry.uchicago.edu/)
4. Poetics Today (https://read.dukeupress.edu/poetics-today)

Online:

1. Max Horkheimer. https://plato.stanford.edu/entries/horkheimer/
2. Georg Lukacs. https://plato.stanford.edu/entries/lukacs/
3. Herbert Marcuse. https://plato.stanford.edu/entries/marcuse/
4. Michel Foucault. https://plato.stanford.edu/entries/foucault/

Mapping of COs with PSOs and POs:

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1	**3**	**1**	**2**	**3**	**2**	**1**	**3**	**2**	**3**	**2**	**2**	**2**	**3**
CO 2	**-**	**2**	**3**	**3**	**2**	**3**	**3**	**2**	**3**	**3**	**2**	**2**	**2**
CO 3	**3**	**2**	**3**	**2**	**2**	**1**	**1**	**1**	**2**	**2**	**3**	**2**	**3**
CO 4	**-**	**1**	**3**	**2**	**1**	**2**	**1**	**1**	**3**	**2**	**3**	**2**	**1**
CO 5	**3**	**1**	**2**	**3**	**2**	**1**	**2**	**2**	**2**	**1**	**3**	**2**	**3**

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz/ Discussion/ Seminar (10%)
- Internal Exam (10%)
- Assignment (10%)
- End Semester Exam (70%)

Mapping of Cos to Assessment Rubrics:

	Quiz/ Discussion/ Seminar (10%)	Internal Exam (10%)	Assignment (10%)	End Semester Exam (70%)
CO1	✓	✓	✓	✓
CO2	✓	✓	✓	✓
CO3	✓	✓	✓	✓
CO4	✓	✓	✓	✓
CO5	✓	✓	✓	✓
CO6	✓	✓	✓	✓

FOUR-YEAR UNDER GRADUATE PROGRAMME (FYUGP)

BA ENGLISH LANGUAGE & LITERATURE HONOURS

MAJOR

<table>
<tr><td>Programme</td><td colspan="5">BA ENGLISH LANGUAGE & LITERATURE HONOURS</td></tr>
<tr><td>Course Code</td><td colspan="5">ENG7CJ405</td></tr>
<tr><td>Course Title</td><td colspan="5">POST COLONIAL STUDIES</td></tr>
<tr><td>Type of Course</td><td colspan="5">MAJOR</td></tr>
<tr><td>Semester</td><td colspan="5">VII</td></tr>
<tr><td>Academic Level</td><td colspan="5">400-499</td></tr>
<tr><td rowspan="2">Course Details</td><td>Credit</td><td>Lecture per week</td><td>Tutorial per week</td><td>Practical per week</td><td>Total Hours</td></tr>
<tr><td>4</td><td>3</td><td>-</td><td>2</td><td>75</td></tr>
<tr><td>Pre-requisites</td><td colspan="5">Basic understanding of Post Colonial Studies</td></tr>
<tr><td>Course Summary</td><td colspan="5">This course aims to provide students with a comprehensive understanding of the different trends in postcolonial theory and literary orientations in Postcolonial Literature</td></tr>
</table>

Course Outcome (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO 1	Identify the key concepts and ideas developed in the anti-colonial struggle	U	C	Exam/Quiz/ Assignment
CO 2	Understand the postcolonial condition by discussing major postcolonial literary texts through the lens of postcolonial theories.	U	C	Assignment / Exam
CO 3	Analyse colonial discourses and postcolonial resistances in various literary texts	An	C	Seminar /Presentation / Exam
CO 4	Foster a critical perspective so as to judge the hidden meanings and value systems embedded within texts	E	C	Exam / Assignments
CO 5	Explore the diversity of literary output from the erstwhile colonies of the European Colonial Empires.	E	C	Exam/Assignments
CO 6	Develop the necessary skills to interpret cultural practices of colonialism and to appreciate the hybridity and multiple identities in the diverse literary outputs from the postcolonial period	C	C	Assignment/ Seminar

* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)

- Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Detailed Syllabus:

Module	Unit	Content	Hrs (75)	Marks (70)
I		**INTRODUCING THE KEY TERMS**	**7**	**15**
	1	Introduction to post-colonialism: what is Postcolonial Theory?	1	
	2	Postcolonial Literature, Colonial Discourse, Commonwealth Literature.	2	
	3	Orientalism, Hybridity, Ambivalence, Mimicry	2	
	4	Postcolonial feminism, diaspora identities, new ethnicities, neo-colonialism	2	
II		**CRITICAL ESSAY**	**8**	**15**
	5	An Image of Africa: Racism in Conrad's 'Heart of Darkness'- Chinua Achebe	3	
	6	Under Western Eyes: Feminist Scholarship and Colonial Discourse- Chandra Talpade Mohanty	3	
	7	The Representation of the Indigene-Terry Goldie	2	
III		**POETRY**	**15**	**20**
	8	The Piano and the Drums -Gabriel Okara	2	
	9	She Tries Her Tongue, Her Silence Softly- Marlene Nourbes Philip	2	
	10	Bread-Kamau Braithwaite	1	
	11	The Negro Speaks of Rivers-Langston Hughes	1	
	12	Journey to the Interior- Margaret Atwood	2	
	13	The Weaver Bird- Kofi Awoonor	2	
	14	The Land of the Half-Humans- Thangjam Ibopishak	1	
	15	The house on the anthill- Bate Besong	2	
	16	A Woman Speaks- Audre Lorde	1	
	17	Voices- Jean Baptiste Tati Loutard	1	
IV		**FICTION/DRAMA**	**15**	**20**

	18	Inside the Island- Louis Nowra	2
	19	Incident in the Life of a Slave Girl-Harriet Jacobs	3
	20	A Change of Skies- Yasmine Gooneratne	2
	21	Sally Morgan-My Place	2
	22	Anowa -Ama Ata Aidoo	2
	23	Valli: A Novel- Sheela Tomy	2
	24	Am I Black Enough for You- Anita Heiss	2
V	**PRACTICUM**		**30**
	1	Suggested Activities: MODULE 1 Suggested Activities: 1. Panel discussion	
	2	MODULE 2 Suggested Activities: 1. Panel Discussion and Seminar presentation	
	3	MODULE 3 1. Research and analyze the historical and cultural context of the poems to understand the impact of colonialism on the poets and their work. 2. Compare and contrast post-colonial poems from different regions to identify common themes and unique perspectives. 3. Encourage students to write their own post-colonial poems, reflecting on their personal experiences or creating fictional voices from a post- colonial perspective. 4. Discuss the use of language and form in post- colonial poetry, considering how poets reclaim or subvert colonial languages and literary traditions. 5. Host a poetry reading session where students can share and discuss their favourite post-colonial poems, fostering a deeper appreciation for the genre.	

	4	MODULE 4 Suggested Activities: 1. Comparative analysis of post-colonial literature from different regions to understand common themes and divergent perspectives. 2. Exploration of the representation of colonialism, resistance, and decolonization in post-colonial fiction and drama. 3. Study of the use of language and narrative techniques in post-colonial works to convey cultural identity and colonial experience. 4. Analysis of the portrayal of post-colonial societies, their traditions, and their interactions with the colonial legacy. 5. Research on the influence of post-colonial writers and playwrights on the global literary landscape and their contribution to post-colonial discourse. 6. Examination of the adaptation of post-colonial fiction and drama into other art forms, such as theatre productions or film. 7. Investigation of post-colonial literary theory and its application to the analysis of fiction and drama from post-colonial perspectives. 8. Engaging in discussions and debates on the complexities of post-colonial representation and the power dynamics at play in post-colonial fiction and drama.		

Note: The course is divided into five modules, with four having total 24 fixed units and one open-ended module with a variable number of units. There are total 45 transaction hours for the fixed modules and 30 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (20 marks) and the fixed modules (10 marks). The final examination, however, covers only the 24 units from the fixed modules.

Mapping of COs with PSOs and POs:

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1	**1**	**2**	**3**	**1**	**2**	**3**	**3**	**2**	**2**	**3**	**-**	**1**	**2**
CO 2	**2**	**3**	**3**	**2**	**2**	**3**	**3**	**2**	**2**	**2**	**3**	**3**	**3**
CO 3	**2**	**3**	**3**	**1**	**2**	**3**	**3**	**3**	**3**	**2**	**3**	**2**	**3**
CO 4	**3**	**2**	**3**	**2**	**3**	**2**	**2**	**1**	**3**	**3**	**-**	**1**	**2**
CO 5	**3**	**2**	**3**	**2**	**3**	**2**	**3**	**2**	**2**	**2**	**3**	**2**	**3**

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz/ Discussion/ Seminar (10%)
- Internal Exam (10%)
- Assignment (10%)
- End Semester Exam (70%)

Mapping of Cos to Assessment Rubrics:

	Quiz/ Discussion/ Seminar (10%)	Internal Exam (10%)	Assignment (10%)	End Semester Exam (70%)
CO 1	✓	✓	✓	✓
CO 2	✓	✓	✓	✓
CO 3	✓	✓	✓	✓
CO 4	✓	✓	✓	✓
CO 5	✓	✓	✓	✓

Suggested Reading:

1. "The Negro and Language." (Black Skin, White Masks) -Franz Fanon
2. "Of Mimicry and Man: The Ambivalence of Colonial Discourse" - Homi K. Bhabha
3. Colonialism/Postcolonialism. --- Ania Loomba (London and New York: Routledge, 2005
4. "Cultural Identity and Diaspora" ---Stuart Hall
5. Ain't I a Woman--- bell hooks
6. *In Imaginary Maps*: Three Stories by Mahasweta Devi. Trans. and introd. Gayatri Chakravorty Spivak. (New York and London: Routledge, 1995.)
7. 'The Beginnings of English Literary Study in British India' by Gauri Viswanathan
8. Three Women's Texts and a Critique of Imperialism -----Gayatri C. Spivak
9. Education and Neocolonialism by Philip G.Altbach
10. The Hybrid Muse: Postcolonial Poetry in English- Jahan Ramazani
11. Shooting an Elephant-- George Orwell
12. The Heart of Darkness –Joseph Conrad
13. Wide Sargasso Sea----Jean Rhys
14. Girish Karnad---The Dreams of Tipu Sultan
15. Beginning Postcolonialism-John McLeod

FOUR-YEAR UNDERGRADUATE PROGRAMME (FYUGP)

BA ENGLISH LANGUAGE AND LITERATURE HONOURS

MAJOR

Programme	**BA ENGLISH LANGUAGE AND LITERATURE HONOURS**				
Course Code	ENG8CJ406 /ENG8MN406				
Course Title	**ADVANCED LINGUISTICS**				
Type of Course	MAJOR				
Semester	VIII				
Academic Level	400-499				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Basic understanding of Linguistics				
Course Summary	The course aims to equip students with a comprehensive understanding of the fundamental concepts of linguistics and their application, various domains of linguistic analysis and contemporary branches of applied linguistics.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Identify the fundamental concepts and components of linguistics	U	C	Exam/Quiz/ Assignment
CO2	Understand the major branches of linguistics and their application	U	C	Assignment / Exam
CO3	Analyse the ability to contextualize the theoretical and pragmatic approaches	An	C	Seminar / Presentation / Exam
CO4	Apply the principles of linguistic theory in language analysis	Ap	P	Exam/Assignments
CO5	Explore various areas of linguistic specialization	E	C	Exam / Assignments
CO6	Demonstrate skills of research methodology appropriate to various subfields of linguistics.	C	P	Assignments/ Seminar Presentation

* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)

- Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Detailed Syllabus:

Module	Unit	Content	Hrs (60)	Marks (70)
I	**Sound Patterns**		**12**	**18**
	1	Phonetics and Phonology overview – Distinctive Features and Natural Classes	2	
	2	Sound changes – Historical& Synchronic, Phonetic & Phonemic: Assimilation, Dissimilation, Epenthesis (Anaptyxis & Excrescence, Prothesis& Paragoge, Breaking& Bridging), Fusion & Unpacking, Elision (Apheresis, Syncope, Apocope, Haplology, Cluster reduction), Lenition & Fortition, Compensatory lengthening	3	
	3	Phonological rules & notions – Grimm's law – Verner's law – Great Vowel Shift	2	
	4	Syllable structure: Onset, Nucleus, Coda, Rhyme – Open & Closed Syllable – Syllabic Pattern - comparison Foot (unary, binary & ternery), Rhythm, Mora	3	
	5	Suprasegmental Features – Pitch (Tone & Intonation), Stress, Length (Vowel length & Gemination)	2	

II	**Units and Structures**		**12**	**18**
	6	Word Classes: Open/Content – Noun, Verb, Adjective, Adverb, Interjection Closed/Function – Pronoun, Conjunction, Determiner, Ad position, Particle, Auxiliary Verbs etc. Inflection: Declension & Conjugation Phrase Classes – NP, VP, DP, AdjP, PP, AdvP, ConjP etc.	2	
	7	Grammatical Categories and Marking: Case, Gender, Number, Tense, Mood, Aspect – Agreement - Thematic relations and Theta role–Voice	3	
	8	Morphological Typology – Analytic & Synthetic – Isolating, Inflectional/Fusional, Agglutinative, Polysynthetic Word-Order Typology	3	
	9	UG: Principles & Parameter - Deep & Surface Structure TG Grammar: Head & Complement – Recursion - Trees of Different Word Orders Transformations& Movement (no trees): Wh-Construction, Passive Construction, Compound and Complex Sentences – Anaphora	4	

III	**Meanings in the World**		**12**	**17**
	10	Semantic Features – Semantic Field – Mental Lexicon Jakobson's Functions of Language Sense& Reference– Deixis– Conversational Implicature - Inference – Types of Presupposition – Entailment Cooperative Principle – Coherence & Cohesion - Text & Discourse – Discourse Analysis	4	
	11	Formal & Informal Styles – Observer's Paradox - Field, Tenor & Mode –Turn Taking & Adjacency Pairs – Identity & Accommodation - Audience Design – Politeness - Language Attitude	4	
	12	Critical Theories on Language: Voloshinov, Bakhtin, Gramsci, Bourdieu, Derrida, Kristeva, Foucault etc. Critical Discourse Analysis	4	
IV	**Language and Cognition**		**12**	**17**
	13	Psycholinguistics – Language production, Language Comprehension – Linguistic Relativity	2	
	14	Neurolinguistics–Language and Brain – Left and Right Hemispheres – Broca's and Wernicke's Areas – Central & Peripheral Nervous Systems – Cerebral Cortex Language Pathology: Broca's Aphasia, Wernicke's Aphasia, Conduction Aphasia, Anomia Language and Genetics	4	
	15	Language Acquisition/Learning - Behaviourism – Social Interactionism – Nativism – LAD, Poverty of Stimulus, Critical Period Hypothesis, Criticism of Chomsky – Emergentism Stages in Linguistic Development Sign Language Acquisition Animal Language Experiments Second Language Acquisition – Language Transfer - Language Attrition	4	
	16	Cognitive Linguistics – Lakoff & Langacker - Conceptual Metaphors - Construction Grammar - Embodied Cognition- Image Schema	2	
V	**Open Ended Module**		**12**	

Note: The course is divided into five modules, with four having total 16 fixed units and one open- ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 16 units from the fixed modules.

Suggested Reading:

- McGregor, William B. (2009). "Linguistics: An Introduction." Continuum.
- Roach, Peter. (2009). "Phonetics and Phonology: A Practical Course." Cambridge University Press.
- Spencer, Andrew. (2012). "Morphological Theory: An Introduction to Word Structure in Generative Grammar." John Wiley & Sons.
- Levinson, Stephen C. (1983). "Pragmatics." Cambridge University Press.
- Gray, Bethany. (2010). "Analyzing Language: A Framework for Understanding the Linguistic Structure of English." Cambridge University Press.

Mapping of COs with PSOs and POs:

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1	**3**	**1**	**3**	**3**	**3**	**1**	**2**	**3**	**3**	**1**	**2**	**2**	**-**
CO 2	**3**	**1**	**2**	**3**	**2**	**2**	**1**	**2**	**2**	**3**	**1**	**1**	**1**
CO 3	**1**	**3**	**3**	**2**	**2**	**2**	**3**	**1**	**2**	**3**	**3**	**3**	**1**
CO 4	**3**	**3**	**3**	**2**	**3**	**2**	**2**	**2**	**2**	**3**	**3**	**3**	**-**
CO 5	**2**	**2**	**3**	**2**	**1**	**3**	**3**	**2**	**3**	**3**	**1**	**2**	**1**

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz/ Discussion/ Seminar (10%)
- Internal Exam (10%)
- Assignment (10%)
- End Semester Exam (70%)

Mapping of Cos to Assessment Rubrics:

	Quiz/ Discussion/ Seminar (10%)	Internal Exam (10%)	Assignment (10%)	End Semester Exam (70%)
CO 1	✓	✓	✓	✓
CO 2	✓	✓	✓	✓
CO 3	✓	✓	✓	✓
CO 4	✓	✓	✓	✓

CO 5	✓	✓	✓	✓

FOUR-YEAR UNDER GRADUATE PROGRAMME

(FYUGP)

BA ENGLISH LANGUAGE AND LITERATURE HONOURS

MAJOR

<table>
<tr><td>Programme</td><td colspan="5">BA ENGLISH LANGUAGE AND LITERATURE HONOURS</td></tr>
<tr><td>Course Code</td><td colspan="5">ENG8CJ407/ ENG8MN407</td></tr>
<tr><td>Course Title</td><td colspan="5">ART, LITERATURE AND AESTHETICS</td></tr>
<tr><td>Type of Course</td><td colspan="5">MAJOR</td></tr>
<tr><td>Semester</td><td colspan="5">VIII</td></tr>
<tr><td>Academic Level</td><td colspan="5">400-499</td></tr>
<tr><td rowspan="2">Course Details</td><td>Credit</td><td>Lecture per week</td><td>Tutorial per week</td><td>Practical per week</td><td>Total Hours</td></tr>
<tr><td>4</td><td>3</td><td>-</td><td>2</td><td>75</td></tr>
<tr><td>Pre-requisites</td><td colspan="5">Familiarity with different cultures, historical periods, and societal contexts</td></tr>
<tr><td>Course Summary</td><td colspan="5">This course explores the interconnections and interactions between Art, Literature, and Aesthetics, examining how these disciplines shape and reflect cultural, intellectual, and emotional landscapes.</td></tr>
</table>

Course Outcome (CO):

CO	CO Statement	Cognitive Level	Knowledge Category	Evaluation Tools used
C01	Knowledge in Theoretical Frameworks of artistic production and aesthetics.	U	F	Assignment/ Seminar/ discussion
C02	Critically examine various forms of Aesthetic production by applying appropriate theories	E	C	Open book test/ Seminar
C03	Analyse forms of art to locate the source of aesthetic value	An	C	Problem-based assignment/ Seminar Written Test
C04	Proficiency in analyzing changing concepts of beauty in various cultural scenarios	An	C	Assignment / Seminar /discussion
C05	Develop research skills and the ability to conduct independent inquiries, exploring advanced topics within art and aesthetic theories	Ap	P	Self and Peer Assessments
C06	To develop the capacity to apply aesthetic concepts in real-world situations and provide perceptive analyses	C	M	Discussion. Extempore critical writing on art works.

Detailed Syllabus:

Module	Unit	Content	Hrs(75)	Marks(70)
I	FUNDAMENTALS		**12**	**18**
	1	Blood and Beauty –Sections: Taste and Beauty, Beauty and Disinterestedness. (P.24-26)- Chapter 1	3	
	2	Money Market and Museums –Section: Taste ad Privilege (P.67-68)- Chapter 4	3	
	3	Cognition, Creation, Comprehension. (P: 95-108)- Chapter6	3	
	4	Introduction (P. 1-12)- Chapter 1(Aesthetics and Philosophy of Art: An Introduction)	3	
II	MOVEMENTS		**11**	**17**
	5	<u>Topics:</u> Western: Byzantine Art, Gothic, The Sienese School, High Renaissance Art, The German School, The Venetian School, Italian Academicism, Spanish School, French School, Flemish School, The Dutch School, Rococo Style, Neoclassicism, The Age of Reason, Romanticism, Naturalism and Realism, Impressionism, Expressionism, Cubism, Futurism, Suprematism and Constructivism, Purism, Bauhaus, Neoplasticism, Dada, Surrealism, Abstract Expressionism, Pop Art, Nouveau Realism, Op Art, Minimalism, Conceptual Art. (Ref: *World Art*) Other: Art of Raja Ravi Varma, The Bengal School, Chromolithographs and Indian Calendar Art, Temple Art, Illustrations in Periodicals	11	

III	CRITICAL PERSPECTIVES		**11**	**17**
	6	Beauty and Design (P.96-111) Chapter 6-*Kant: A Very Short Introduction*- Roger Scruton	2	
	7	Free Particulars (P.13-30) Chapter 1-*The Ideology of the Aesthetic*- Terry Eagleton	2	
	8	"Aesthetic of Touch and the Skin: An Essay in Contemporary Indian Political Phenomenology." (P.297-316)-The Bloomsbury Research Handbook of Indian Aesthetics and the Philosophy of Art edited by Arindam Chakrabarti. Bloomsbury. 2016-Gopal Guru	2	
	9	"In/Visible: Disability on the Stage" 141-152 Tobin Siebers	2	
	10	Chapter: The Aesthetic Ideal in Ancient Greece (Page: 38-41)*On Beauty: A History of A Western Idea*-Umberto Eco	2	
	11	Sections III, IV, V and VI -*Art in the Age of Mechanical Reproduction*-Walter Benjamin, (https://web.mit.edu/allanmc/www/benjamin.pdf)	1	
IV	DIGITAL TURN		**11**	**18**
	12	Chapter: Into 1990s (Page:233-245)-. *After Modern Art 1945-2000*- David Hopkins	3	
	13	“The Precession of Simulacra” (Pages: 1-3 and 12-14). *Simulacra and Simulation.* Translated by Seila Farisa Glaser. The University of Michigan Press ,1995. (Pages 1- 42)- Jean Baudrillard	3	
	14	Chapter: The Emergence of Digital Art (Page: 36-63)-*Digital Art, Aesthetic Creation: The Birth of a Medium*-Paul Crowther	2	
	15	Chapter 1: 1 Interactive Art— Definitions and Origins (Page: 1-39). *Aesthetics of Interaction in Digital Art*-Katja Kwastek,	3	

V	PRACTICUM		**30**	
	1	1. Organize a visit to a local art gallery or museum to explore different art styles and movements. 2. Host a book club where students can discuss and analyse literature related to art, aesthetics, or a specific theme. 3. Invite a guest speaker, such as an artist or art historian, to give a presentation or workshop. 4. Organize a creative writing or poetry workshop inspired by visual art or specific literary works. 5. Plan a field trip to attend a theatre performance, poetry reading, or other live artistic event. 6. Encourage students to create their own artwork or literature inspired by the course material and share it with the class. 7. Explore the connections between art, literature, and philosophy through guided discussions or seminars. 8. Assign research projects on influential artists, writers, or aesthetic movements and have students present their findings to the class.		

Note: The course is divided into five modules, with four having total 15 fixed units and one open- ended module with a variable number of units. There are total 45 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (20 marks) and the fixed modules (10 marks). The final exam, however, covers only the 15 units from the fixed modules.

Mapping of COs with PSOs and POs:

	PSO 1	**PSO 2**	**PSO 3**	**PSO 4**	**PSO 5**	**PSO 6**	**PO 1**	**PO 2**	**PO 3**	**PO 4**	**PO 5**	**PO 6**	**PO 7**
CO 1	**3**	**1**	**3**	**3**	**3**	**1**	**2**	**3**	**3**	**1**	**2**	**2**	**-**
CO 2	**3**	**1**	**2**	**3**	**2**	**2**	**1**	**2**	**2**	**3**	**1**	**1**	**1**
CO 3	**1**	**3**	**3**	**2**	**2**	**2**	**3**	**1**	**2**	**3**	**3**	**3**	**1**
CO 4	**3**	**3**	**3**	**2**	**3**	**2**	**2**	**2**	**2**	**3**	**3**	**3**	**-**
CO 5	**2**	**2**	**3**	**2**	**1**	**3**	**3**	**2**	**3**	**3**	**1**	**2**	**1**

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz/ Discussion/ Seminar (10%)
- Internal Exam (10%)
- Assignment (10%)
- End Semester Exam (70%)

Mapping of Cos to Assessment Rubrics:

	Quiz/ Discussion/ Seminar (10%)	Internal Exam (10%)	Assignment (10%)	End Semester Exam (70%)
CO 1	✓	✓	✓	✓
CO 2	✓	✓	✓	✓
CO 3	✓	✓	✓	✓
CO 4	✓	✓	✓	✓
CO 5	✓	✓	✓	✓

Suggested Reading:

1. *Art Theory: A Very Short Introduction*- Cynthia Freeland.
2. *Aesthetics and Philosophy of Art: An Introduction* (Second Edition)- Robert Stecker

Online Video Resources

1. Kant's Third Critique (Video Lecture) (Royal Institute of Philosophy)- Sebastian Gardner https://www.youtube.com/watch?v=6-Ab7qCHjnE
2. Ways of Seeing, BBC Documentary-. John Berger https://www.youtube.com/watch?v=CZhJjP8kiqE

Suggested Reference:

1. Scruton, Roger: Kant: A Very Short Introduction. OUP,2001.
2. "World Art: The Essential Illustrated History". Flame Tree Publishing. 2006.
3. Lucie-Smith, Edward. Movements in Art since 1945.New revised edition. Thames
4. and Hudson, 1985.
5. Balakrishnan, Kavitha. VayanamanushyanteKalacharitram (The Art History of
6. Reading Human).Kerala Sahitya Akademi,2020
7. Bourdieu, Pierre. Distinction: A Social Critique of Judgment of Taste.Translated
8. by Richard Nice,Harvard UP, 1984.
9. Parimoo, Ratan.The Paintings of Three Tagores. Abanindranath,
10. Gangendranath,Rabindranath:Chronology and Comparative Study.MaharajaSayjirao University of Baroda, 1973
11. Pinney,Christopher. "The Look of History: The Power of the Aesthetic." New
12. Cultural Histories of India Materiality and Practices, edited by Partha Chatterjee et al., Oxford UP,2014, pp. 115-138.
13. Pinney,Christopher. Photos of the Gods: The Printed Image and Political Strugglein India. ReaktionBooks.2004.
14. Mitter, Partha. Art and Nationalism in Colonial India-1850 to 1922: Occidental Orientations. Cambridge UP, 1994.
15. Mitter, Partha. Indian Art. Oxford History of Art. OUP. 2001.
16. Thakurta, Tapti Guha. "Westernisation and Tradition in South Indian Painting in
17. the Nineteenth Century: The Case of Raja Ravi Varma (1848-1906)."Studies in History, vol. 2, no. 2, 1986, pp. 165-195.

18. Thakurta, Tapti Guha. “Women as Calendar Art Icons: Emergence of Pictorial Stereotype in Colonial India.”Economic and Political Weekly, vol. 26, no. 43, 1991, pp. 91-99.
19. David Hopkins. After Modern Art 1945-2000.OxfordUniversity Press, 2000.
20. Crowther, Paul.Digital Art, Aesthetic Creation: The Birth of a Medium.
21. Routledge, 2019.
22. Kwastek, Katja. Aesthetics of Interaction in Digital Art. Translated by Niamh
23. Warde.The MIT Press, 2013.

FOUR-YEAR UNDER GRADUATE PROGRAMME (FYUGP)

BA ENGLISH LANGUAGE & LITERATURE HONOURS

MAJOR

Programme	**BA ENGLISH LANGUAGE AND LITERATURE (HONOURS)**				
Course Code	**ENG8CJ408/ ENG8MN408**				
Course Title	**SOUTH ASIAN LITERATURE**				
Type of Course	**MAJOR**				
Semester	VIII				
Academic Level	400-4999				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Basic understanding of literary analysis, familiarity with the historical and cultural context of South Asia, and a basic knowledge of major literary works from the region.				
Course Summary	The course provides a comprehensive exploration of literary works from South Asia. It covers a wide range of topics, including the region's historical and cultural contexts, major literary works, and literary analysis. Students will gain a foundational understanding of South Asian literature and its significance within the broader context of world literature. The course aims to develop critical thinking skills and a deeper appreciation for the rich literary traditions of South Asia.				

Course Outcomes (CO):

CO	CO Statement	Cognitiv e Level*	Knowle dge Categor y#	Evaluation Tools used
CO 1	Gain a comprehensive understanding of the historical and cultural contexts of South Asian literature.	U, E	F	Discussion Presentation Assignments
CO 2	Analyze major literary works from South Asia and critically evaluate their themes, styles, and impact.	R, E	P, C	Assignments Creative Projects
CO 3	Develop a deeper appreciation for the rich literary traditions of South Asia and their significance in the global literary landscape.	U, Ap	F, C	Assignments Exams
CO 4	Enhance critical thinking skills through literary analysis and interpretation.	An, E, C	F, C	Debates Panel discussions Presentations
CO 5	Recognize the diversity and complexity of South Asian literature and its contributions to world literature.			Create/Differentiate/ Compar e between the different genres.
*-Remember(R), Understand(U),Apply(Ap),Analyse(An),Evaluate(E),Create(C) #-FactualKnowledge(F)ConceptualKnowledge(C)ProceduralKnowledge(P)Metacognitive Knowledge(M)				

Detailed Syllabus:

Module	Unit	Content	Hrs (60)	Marks (75)
I		INTRODUCTION	**9**	**15**
	1	Introduction: South Asian Literature and the World – Madhurima Chakraborty (Global South Asia,2022)	3	
	2	South Asian writings in English: View from 21st Century- Prof Ipshita Chanda	3	
	3	The Aesthetics of Decolonization in South Asia- Sanjukta Sunderason	3	
		Suggested Activities: 1. Select a prominent South Asian author and have students research and present their life, literary works, and the cultural and historical context in which they wrote. 2. Provide excerpts from different South Asian literary works and have students compare and contrast the themes, writing styles, and cultural influences. 3. Divide students into groups and provide them with a South Asian literary text to read and discuss. Encourage them to analyze the themes, characters, and cultural elements present in the text. 4. Show a film adaptation of a South Asian literary work and facilitate a discussion on how the visual representation compares to the written text.		

II		POETRY	**10**	**15**
	4	Poem Full of Worry Ending with My Birth- Tarfia Faizullah	2	
	5	Living Space- Imtiaz Dharker	2	
	6	The Miracle of the Pomegranate – Vijay Nambisan	2	
	7	The Voice of Freedom – Saeed Ali Fulhu	2	
	8	The Prison- Vimalaratna Kumaragama	2	
		Suggested Activity: 1. Compare poetry from different South Asian cultures or time periods. 2. Write poetry using South Asian themes, imagery, or styles. 3. Ask students to create visual representations of South Asian poems through art, photography, or multimedia projects. 4. Assign students to research a specific South Asian poet or poetic tradition and present their findings to the class		
III		FICTION	**16**	**20**
	9	Chinaman: The Legend of Pradeep Mathew – Shehan Karunatilaka	4	
	10	Mountains painted with Turmeric - Lil Bahadur Chettri	4	
	11	The Ministry of Utmost Happiness- Arundhati Roy	4	
	12	Earth and Ashes – Atiq Rahimi	4	
		Suggested Activities: 1. Analyse themes, characters, and writing styles in different South Asian literary works. 3. Ask students to write their own short stories or poems inspired by themes or motifs in South Asian literature.		

		4. Organize group discussions about specific South Asian literary works, allowing students to share their interpretations and insights. 5. Screen film adaptations of South Asian literary works and facilitate discussions on the adaptation process, comparing the visual representation to the original text.		
IV		SHORT FICTION	**13**	**20**
	13	Identity Card- Wali Shaaker	3	
	14	Books for Dogs - Myay Hmone Lwin	3	
	15	One Sunday: Tales from Firozshah Bhag – Rohinton Mistry	3	
	16	Mekhay Doma: Folktales of Bhutan - Kunzang Choden	4	
		Suggested Activities: 1. Evaluate short stories from different South Asian authors. 2. Organize group discussions where students can analyze and interpret short stories together. 3. Explore the short stories' historical and cultural context. 5. Assign different South Asian authors to students and have them research the author's life, influences, and writing style		
V		**OPEN-ENDED**	**12**	

Note: The course is divided into five modules, with four having total 16 fixed units and one open- ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 16 units from the fixed modules.

Suggested Reading:

1. Global South Asia: South Asian Literature and the World- Edited by Madhurima Chakraborty
2. Life Writing, Representation, and Identity: Global Perspectives- Edited by Mukul Chaturvedi
3. Literary Sentiments in the Vernacular: Gender and Genre in Modern South Asia- Edited by Charu Gupta, Laura Brueck, Hans Harder, Shobna Nijjhawan
4. Routledge Handbook of Contemporary India+ Edited by Knut A Jacobsen

5. Language Ideologies and the Vernacular in Colonial and Postcolonial South Asia- Edited by Nishant Zaidi and Hans Harder
6. Vulnerable South Asia: Precaritues, Resistance and Care Communities: Edited by Pallavi Rastogi
7. Frontiers of South Asian Culture: Nation, Trans-Nation and Beyond- Edited by Parichay Patra, Amitendu Bhattacharya
8. From.Canon to COVID: Transforming English Literary Studies in India. Essays in honour of GJV Prasad- Edited by Angelie Multani et al.
9. Globalization and Sense-Making Practices: Phenomenologies of the Global, Local and Global - Edited by Simi Malhotra et al.
10. Memory, Trauma, Asia: Recall, Affect and Orientalism in Contemporary Narratives- Edited by Rahul K Gairola and Sharanya Jayawickrama

Mapping of COs with PSOs and POs:

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1	3	1	3	3	3	1	2	3	3	1	2	2	-
CO 2	3	1	2	3	2	2	1	2	2	3	1	1	1
CO 3	1	3	3	2	2	2	3	1	2	3	3	3	1
CO 4	3	3	3	2	3	2	2	2	2	3	3	3	-
CO 5	2	2	3	2	1	3	3	2	3	3	1	2	1

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz/ Discussion/ Seminar (10%)
- Internal Exam (10%)
- Assignment (10%)
- End Semester Exam (70%)

Mapping of Cos to Assessment Rubrics:

		Quiz/ Discussion/ Seminar (10%)	Internal Exam (10%)	Assignment (10%)	End Semester Exam (70%)
CO 1		✓	✓	✓	✓
CO 2		✓	✓	✓	✓
CO 3		✓	✓	✓	✓
CO 4		✓	✓	✓	✓
CO 5		✓	✓	✓	✓

FOUR-YEAR UNDERGRADUATE PROGRAMME (FYUGP)

BA ENGLISH LANGUAGE AND LITERATURE HONOURS

MAJOR

<table>
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ENG8CJ489</td></tr>
<tr><td>Course Title</td><td colspan="5">BASICS OF RESEARCH METHODOLOGY</td></tr>
<tr><td>Type of Course</td><td colspan="5">MAJOR</td></tr>
<tr><td>Semester</td><td colspan="5">VIII</td></tr>
<tr><td>Academic Level</td><td colspan="5">400 – 499</td></tr>
<tr><td rowspan="2">Course Details</td><td>Credit</td><td>Lecture per week</td><td>Tutorial per week</td><td>Practical per week</td><td>Total Hours</td></tr>
<tr><td>4</td><td>4</td><td>-</td><td>-</td><td>60</td></tr>
<tr><td>Pre-requisites</td><td colspan="5">Basic understanding of literary theories</td></tr>
<tr><td>Course Summary</td><td colspan="5">This course intends to provide students of literature a general awareness of research, its methods and methodologies. It also introduces students to the basic concepts of research like qualitative and quantitative research, research ethics and citation.</td></tr>
</table>

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	To develop research aptitude	U	C	Exam/Quiz/ Assignment
CO2	Build an awareness about ethical issues involved in research	U	C	Assignment / Exam
CO3	To effectively use a variety of research tools	An	C	Seminar /Presentation / Exam
CO4	To Understand the methodologies needed to do research in Literary and Cultural studies	E	C	Exam / Assignments
CO5	To critically evaluate the chosen area of research and to choose methods relevant to the study	E	C	Exam/Assignments
CO6	Get hands-on experience in research documentation	M	C	Assignment/ Seminar

* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)

- Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Detailed Syllabus:

Module	Unit	Content	Hrs (60)	Marks (70)
I	**Research in English Literary Studies**		**12**	**17**
	1	Introducing the concept of Research	1	
	2	What is research in Literary and Cultural Studies?	3	
	3	Research Methodology, Method, and research tools.	3	
	4	Quantitative and Qualitative Research	3	
II	**Research Ethics**		**12**	**17**
	6	Ethical Theory	1	
	7	Research Ethics	3	
	8	Plagiarism: Ethical and Practical Concerns	3	
	9	Ethics and Research in the Digital Age	3	
III	**Research Methodologies**		**12**	**18**
	11	Feminist Methodologies	1	
	12	Post-colonialism	3	
	13	Film Studies	3	
	14	Memory Studies	3	
IV	**Research Methods**		**12**	**18**
	16	Textual Analysis	1	
	17	Visual Analysis	2	
	18	Ethnography	2	
	19	Interview methods	3	
	20	History as a Research Method	2	
V		**Open ended**	**12**	
		Research and Documentation -Writing a Research Proposal Citation rules (In-text and end text) from *MLA Handbook 9*	12	

Required Readings:

1. C R Kothari: Research Methodology Methods and Techniques
2. Griffin: “Introduction: Research Methods for English Studies”
3. Section Three: “Quantity and Quality” from Research Methods for Cultural Studies
4. Thomas G Tanselle: Postgraduate Training in Research Methods: Current Practice and Future Needs in English
5. C R Kothari: Research Methodology Methods and Techniques
6. Gabriele Griffin: Research Methods for English Studies
7. Thomas G Tanselle: Postgraduate Training in Research Methods: Current Practice and Future Needs in English
8. Michael Pickering: Research Methods for Cultural Studies
9. Richard D Altick: The Art of Literary Research
10. Russ Shafer-Landau. Ethical Theory: An Anthology. Wiley-Blackwell, 2013
11. Paul Oliver “Introduction: Ethics and Research” in The Student’s Guide to Research Ethics. Open UP, 2003. MLA 9
12. Dobrick, Fischer and Hagen eds. Research Ethics in the Digital Age
13. Edited by Rosemarie Buikema, Gabriele Griffin and Nina Lykke Theories and Methodologies in Postgraduate Feminist Research
14. Edited by Gabriele Griffin:Research Methods for English Studies
15. Catherine Belsey: “Textual Analysis as a Research Method”
16. Sarah Pink: “Analysing Visual Experience”
17. Michael Pickering: “Engaging with History”

Mapping of COs with PSOs and POs:

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1	**2**	**1**	**2**	**3**	**1**	**1**	**2**	**3**	**3**	**1**	**2**	**2**	**-**
CO 2	**1**	**1**	**2**	**3**	**2**	**2**	**1**	**2**	**2**	**3**	**1**	**1**	**1**
CO 3	**1**	**2**	**3**	**2**	**2**	**2**	**3**	**1**	**2**	**3**	**3**	**3**	**1**
CO 4	**3**	**3**	**3**	**2**	**3**	**2**	**2**	**2**	**2**	**3**	**3**	**3**	**-**
CO 5	**2**	**2**	**3**	**2**	**1**	**3**	**3**	**2**	**3**	**3**	**1**	**2**	**1**

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz/ Discussion/ Seminar (10%)
- Internal Exam (10%)
- Assignment (10%)
- End Semester Exam (70%)

Mapping of Cos to Assessment Rubrics:

	Quiz/ Discussion/ Seminar (10%)	Internal Exam (10%)	Assignment (10%)	End Semester Exam (70%)
CO 1	✓	✓	✓	✓
CO 2	✓	✓	✓	✓
CO 3	✓	✓	✓	✓
CO 4	✓	✓	✓	✓
CO 5	✓	✓	✓	✓

FOUR-YEAR UNDERGRADUATE PROGRAMME (FYUGP)

BA ENGLISH LANGUAGE AND LITERATURE HONOURS

ELECTIVE COURSES IN ENGLISH LANGUAGE AND

LITERATURE WITH SPECIALISATION

BASKET 1: LITERATURE AND INDIAN SOCIETY

Programme	**BA ENGLISH LANGUAGE AND LITERATURE HONOURS**				
Course Code	**ENG5EJ301(1)**				
Course Title	**INDIAN LITERATURE: SELECTED READINGS**				
Type of Course	**ELECTIVE**				
Semester	V				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	The learners are expected to have a basic idea about different genres of Indian literature.				
Course Summary	The course aims to acquaint learners with the origin and development of Indian Writing in English within the colonial, post-colonial contemporary and regional framework. It will explore various aspects of Indian Writing in English, including the portrayal of culture, identity, history, cross-cultural and multicultural Indian Society and gender politics.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	To provide an overview of the various phases of history and evolution of Indian Literature	U	F	Assignments
CO2	To analyse how the social, cultural and political context of each period influenced Indian literature.	An	C	Assignments
CO3	To examine Indian literary texts written in/ translated to English through the lenses of colonialism, post-colonialism, regionalism and nationalism.	Ap	C	Seminar
CO4	To appreciate the richness and beauty of regional writing in English.	An	M	Seminar
CO5	To analyse and appreciate Indian Ethos found in literary expressions.	An	C	Quiz/ Discussion
CO6	To evaluate how Indian Literature represents the cross-cultural and multicultural Indian Society through textual representations.	E	F	Review/ Exam

* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)

- Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Detailed Syllabus:

Module	Unit	Content	Hrs	Marks 70
I		**Pre- Independent Indian Writings**	**12**	**18**
	1	Lihaaf (The Quilt) -Ismath Chugtai(1942)	4	
	2	In Praise of Tamil - Subrahmanya Bharti	2	
	3	Tribal Verse- Ganesh N Devy	4	
	4	I Have Fallen in Love- Akka Mahadevi	2	
		Suggested Activities: 1. Identify two poems from any tribal language in India. Write a short note on themes in the poems. 2. What is oral literature? Prepare a seminar on the oral literature of Kerala. 3. Prepare a presentation on the women writers of pre- independent India. 4. Identify a poem from Malayalam which has a resemblance with "In Praise of Tamil". Compare the two poems.		
II		**Post Independent Indian Writings**	**12**	**18**
	5	Isn't That Shameful for us? - Ayyappa Paniker	2	
	6	Documentary on Arun Kolatkar- Dir. Dilip Chitre	2	
	7	Tamas - Dir. Govind Nihalani	4	
	8	Dopdi- Mahashweta Devi	4	
		Suggested Activities: 1. Prepare a Poster of the movie- Tamas 2. Prepare an analysis of a short story from the subaltern point of view 3. Prepare a presentation on Partition Literature and identify the major writers 4. Make a comparison of Dopdi with some of the women characters in contemporary movies.		
III		**Contemporary Indian Literature Part I**	**12**	**17**
	9	Legends of Pensam - Mamang Dai	4	
	10	Fish Monger- S Joseph	2	
	11	Sairat- Dir. Nagraj Manjule	2	
	12	Mohanaswamy- E S Vasundhera	4	

		Suggested Activities: 1. Identify two women poets from the North East region of India and discuss their narrative techniques. 2. Prepare a script based on any Indian short story 3. Prepare a presentation on the contemporary Indian English Poets. 4. Prepare a note on the ideas about North Eastern literature as shared by Mamang Dai in any of her interviews. 5. Write a note on contemporary Kannada literature and its trends.		
IV	**Contemporary Indian Literature Part II**		**12**	**17**
	13	Father May Be an Elephant and Mother Only a Small Basket, But…- Gogu Shyamala	4	
	14	Water Play- Perumal Murugan	2	
	15	Temsula Ao- Lament for an Earth	2	
	16	Excerpt: Hangwoman: Everyone Loves A Good Hanging - K.R.Meera	4	
		Suggested Activities: 1. Attempt a Graphic Narrative on *Hangwoman*. 2. Prepare a poster for 'Water Play'. 3. Debate on gender discrimination in India.		
V	**Open Ended Module**		**12**	

Note: The course is divided into five modules, with four having total 16 fixed units and one open- ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 16 units from the fixed modules.

Suggested Readings:

1. https://egyankosh.ac.in/handle/123456789/84115 Unit-2 The Awakened Wind: The Oral Poetry of the Indian Tribes by Sitakant Mahapatra,Indira Gandhi National Open University, New Delh
2. Subaltern Saints in India: Women and Sudras in Bhakti Movement, Meenakhi Jha
3. A History of Indian Literature by Sisir Kumar Das, Sahitya Akademi, 2005
4. U R Ananthamurthy. Being a Writer in India.
5. Ayyappa Panicker- Poems. Poemhunter.com- The World's Poetry Archive. 2012.
6. Mahashewta Devi: *Breast Stories*
7. Indian Writing in English: A critical Study by K A Agarwal
8. Contemporary Indian English Poetry and Drama https://www.cambridgescholars.com/resources/pdfs/978-1-5275-3322-6-sample.pdf
9. *Gift in Green* by Sarah Joseph
10. The Evolution and growth of Short Story http://www.rjelal.com/ 5.3.17a/332-337%20MANORAM%20SEN.pdf
11. https://thebookerprizes.com/the-booker-library/features/perumal-murugan-interview- reports-of-honour-killings-compelled-me-to (Interview with Perumal Murugan)
12. English Writings from Northeast India-Priyanka Kakoti
13. One Part Woman : Perumal Murugan,Penguin (last edition 2015)

Mapping of Cos with PSO s and Pos:

	PSO1	PSO2	PSO3	PSO4	PSO 5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	-	2	-	1	-	2	-	1	2	-	2	-
CO 2	1	-	3	-	2	-	1	-	3	1	-	2
CO 3	-	1	-	2	1	-	-	2	2	-	2	-
CO 4	-	3	-	2	-	-	-	2	1	-	-	-
CO5	1	-	3	2	1	2	-	2		-	2	3
C0 6	2	3	1	1	-	-	3	1	2	3	1	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

1. Quiz/ Discussion/ Seminar (10%)
2. Internal Exam (10%)
3. Assignment (10%)
4. End Semester Exam (70%)

Mapping of Cos to Assessment Rubrics:

	Quiz/ Discussion/ Seminar (10%)	Internal Exam (10%)	Assignment (10%)	End Semester Exam (70%)
CO 1	✓	✓	✓	✓
CO 2	✓	✓	✓	✓
CO 3	✓	✓	✓	✓
CO 4	✓	✓	✓	✓
CO 5	✓	✓	✓	✓
C06	✓	✓	✓	✓

FOUR-YEAR UNDERGRADUATE PROGRAMME (FYUGP)

BA ENGLISH LANGUAGE AND LITERATURE HONOURS

BASKET 1: LITERATURE AND INDIAN SOCIETY

Programme	**BA ENGLISH LANGUAGE AND LITERATURE HONOURS**				
Course Code	**ENG5EJ302(1)**				
Course Title	**INDIAN AESTHETICS: AN INTRODUCTION**				
Type of Course	**ELECTIVE**				
Semester	5				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Basic Understanding of Indian literary terms with an aptitude for Indian thought				
Course Summary	This course explores the tradition of Indian literary theory, focusing on Sanskrit aesthetics and its key concepts. It delves into, the role of the poet and reader, and the different schools of thought that have shaped Indian literary criticism for centuries. The course will then give an overview of the impact of Western concepts and contemporary approaches to Indian aesthetics.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	*Knowledge Category	Evaluation Tools used
CO 1	Gain a comprehensive understanding of the historic development of Indian aesthetics	U	C	Exam/ Assignment/ Presentations/ workshops/ interactive sessions
CO 2	Analyze key concepts such as Rasa, Dhvani, Alankara, and Auchitya.	Ap	P	Translation assignments/ workshops/
CO 3	Understand the role of the poet (Kavi) and the ideal reader (Sahridayan).	U	C	Presentations/ reviews/ case studies
CO 4	Evaluate the development of Indian literary theory through different schools of thought.	E	C, P	Software demonstrations/ practical and digital presentations
CO 5	Explore the influence of Western ideas and contemporary critiques on Indian aesthetics	U	C, P	Translation practice and public presentations in various genres and fields of verbal, visual and print sectors
CO 6	Enhance the ability to identify and appreciate art and literature 221ased on the aesthetic principles and elements	E, U	M	Innovative research productivity through independent research

* - Remember ©, Understand (U), Apply (Ap), Analyse (An), Evaluate , Create

- Factual Knowledge(F) Conceptual Knowledge © Procedural Knowledge (P) Metacognitive Knowledge (M)

Detailed Syllabus:

MODULE	UNIT	CONTENT	Hrs	Marks70
I	Introduction		**12**	
	1	Literature and Aesthetic Philosophy	**4**	**16**
	2	Key Concepts- Kavi- Kavyam- Sahridayan- Sahitya	**3**	
	3	Nipunata, Pratibha - Karaitri , Bhavayitri	**2**	
	4	Introducing Dravidian Aesthetic concepts- Tinai- Ainthinai- Meyyad/Meythal, Ullurai- Uvaman	**3**	
		Suggested Activities: 1. Analyze a poem or artwork using the discussed concepts. Identify elements of Sahitya, the role of the Sahridayan, and how the artist employs Kavi Kriya. 2. Discuss the relationship between Indian aesthetics and specific philosophical schools (e. g., Rasa theory and Hinduism). 3. Create a short piece of writing (poem, story) keeping the principles of Indian aesthetics in mind		
II	**Pre-Dhvani Schools and Theories leading up to Thvani**		**12**	**19**
	5	The Alankara School- Evolution- Strength and Limitations	**3**	
	6	Riti and Guna schools - Riti and style- Evolution	**3**	
	7	Rasa school- Definition and Evolution	**2**	
	8	Dhvani and its centrality in literary experience	**2**	
	9	Sabdarthavyaparam- Classifications of Dhvani- Abhinava Gupta	2	

		Suggested Reading: Debate on the topic: 1. "Alankara emphasizes the beauty and creativity of language in poetry." 2. Research and present on a famous poet associated with a specific Riti or Guna 3. Read and discuss poems that evoke different rasas (eg, shringar – love, veer – heroism)		
III	**Post-Dhvani Developments**		**12**	**19**
	10	Gunibhutavyangya- Chitrakavya and its critique of Dhvani theory	**3**	
	11	The Vakrokti School- classification, Vakrokti and style- Anumiti	**3**	
	12	Theory of Anumana	**2**	
	13	The Aucitya School- Aucitya and its significance	**2**	
	14	Kavi siksha- Creative Expression	2	
		Suggested Reading: 1. Divide the class and hold a debate on the following: "Is Gunibhutavyangya (implicit suggestion) superior to other forms of suggestion in literary work. 2. Comparative Analysis: Select a poem from a renowned Dhvani poet (eg, Anandavardhana) and another poem from the Chitrakavya school (eg, Vagbhata). Analyze how each poem approaches language and imagery, highlighting the focus on suggestion (Dhvani) vs. the beauty of expression (Chitrakavya). 3. Group Discussion: Discuss the strengths and limitations of the Dhvani theory. Consider questions like: Does Dhvani overemphasize the suggested meaning at the expense of the literal meaning? Is there a place for both aspects in creating a successful literary work?		

IV	**Colonialism and after**		**12**	**16**
	15	The impact of Western literary concepts on Indian aesthetics	**3**	
	16	Arvind Ghosh and Rabindranath Tagore	**3**	
	17	Reinterpretations of Indian aesthetics in the colonial context	**3**	
	18	Contemporary Approaches: Dalit and Feminist critiques of traditional aesthetics	**3**	
		Suggested Reading: 1. Prepare short biographies of Tagore and Aravindo and share it in the class. 2. Organise a group discussion on how feminist thought approaches traditional aesthetics. 3. Write an assignment on the topic "Colonialism and the emergence of oriental studies in India".		
V	**OPEN ENDED**		**12**	

Note: The course is divided into five modules, with four having total 18 fixed units and one open- ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 18 units from the fixed modules.

Suggested Reading:

1. Indian Literary Criticism:
2. Theory And Interpretation - G.N.Devi
3. *Sanskrit Poetics*- Krishna Chaitanya
4. Sanskrit Poetics S.K.Dey
5. Sanskrit Poetics- P.V.Kane
6. *Kavyameemamsa* Rajasekhara.
7. The Bloomsbury Research Handbook of Indian Aesthetics and Philosophy of Art - Arindam Chakrabarti.
8. Harvard Series- Volume 9 forty-Nine Orientals Edited by Gary A. Tubb
9. *Natyashastra*- Bharata Muni
10. *The Art and Thought of Indian Literature*- Sheldon Pollock
11. *Indian Aesthetics*- Ananda K.
12. *Kavyadarsha*- Dandin
13. *Locana* - Abhinavagupta
14. *Kavya Candrika*-Vagbhata
15. *History of Indian Literature*- Krishnamacharya Veluthat
16. *Vakrokti Jivita*- Kuntaka
17. A study of Stylistics in
18. Sanskrit poetics (Special reference to Kuntaka)- T.Vasudevan, Calicut University

Mapping of COs with PSOs and Pos:

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1	1	3	3	2	3	2	3	1	2	3	2	3	2
CO 2	3	2	3	2	2	1	3	3	2	3	2	3	2
CO 3	2	2	3	2	3	3	3	1	2	3	3	2	3
CO 4	3	2	3	3	1	1	2	3	2	3	3	1	2
CO 5	2	3	3	2	3	2	3	3	3	3	3	1	2
CO 6	2	3	1	2	3	3	3	2	1	2	3	3	3

Correlation levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Assignment/ Discussion / Seminar
- Midterm Exam
- Class Tests/Quiz
- Final Exam (70%)

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓	✓		✓
CO 3		✓		✓
CO 4		✓	✓	✓
CO 5	✓	✓	✓	✓
CO6		✓	✓	

FOUR-YEAR UNDERGRADUATE PROGRAMME (FYUGP)

BA ENGLISH LANGUAGE AND LITERATURE HONOURS

BASKET 1: LITERATURE AND INDIAN SOCIETY

Programme	**BA ENGLISH LANGUAGE AND LITERATURE HONOURS**				
Course Code	**ENG6EJ301(1)**				
Course Title	**DALIT LITERATURE: AN OVERVIEW**				
Type of Course	**ELECTIVE**				
Semester	VI				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	The learner should have a basic idea about the inception and evolution of Dalit literature.				
Course Summary	The course aims at discussing important features of Dalit Writings. It explores the wide spectrum of issues and concerns that Dalits encounter in contemporary social life. The Course foregrounds seminal questions such as discrimination, oppression, atrocities, exploitation, and gender discrimination of Dalits in India.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO 1	To familiarize the concept of Dalit Literature.	U	F	Assignments
CO 2	To analyse the Socio- Cultural realities of Dalits as reflected in Dalit Writing.	An	C	Assignments
CO 3	To evaluate Dalit Literature in the context of social protest, resistance and affirmation.	E	P	Seminar
CO 4	To identify the commonalities of 'anubhava' in Dalit writing.	Ap	P	Seminar
CO 5	To examine the intersectionalities of Dalit representations in fiction and non-fiction	Ap	C	GD/Debate
C0 6	To examine how the Dalit voice has been represented in popular culture	An	P	Exam/Review

* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)

- Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Detailed Syllabus:

Module	Unit	Content	Hrs	Marks
I	**Introduction to Dalit Literature**		**12**	**18**
	1	Etymology - Concept of Dalit- Mythology- Dalit Movements in India- Social Status of Dalits in Indian Society- Dalit Literature as an expression of protest and rebellion - Autobiographical narratives	04	
	2	Annihilation of Caste- Dr Bhimrao Ambedkar	04	
	3	Slavery: Introduction- Jotirao Phule	04	
	Suggested Activities: 1. Discussion and Debate on Social Status of Dalits in Indian Society. 2. Presentation on Dalit Movements in India.			

II	**Dalit Representations in Poetry**		**12**	**17**
	4	Habit- F M Shinde	02	
	5	Untitled Poem- N T Rajkumar	02	
	6	In Our Home- Vijila Chirappad	02	
	7	Sandals and I- Mudnakudu Chinnaswamy	02	
	8	Survey of India- M B Manoj	02	
	9	Wrinkles of Life- Rajat Rani “Meenu”	02	
		Suggested Activities: 1. Attempt a pictorial representation of any two poems. 2. Discussion on the common themes in the poems prescribed.		

III	**Dalit Representations in Fiction and Narratives**		**12**	**`18**
	10	The Trees of My Youth Grew Tall - Mimi Mondal	04	
	11	Excerpts from *The Prisons We Broke* - Baby Kamble	04	
	12	Revolt- Baburao Bagul	04	
	Suggested Activities: 1. Prepare a script for the short story, Revolt. 2. Prepare a poster for the Autobiography, *The Prisons We Broke.*			

IV	**Dalit Representations in Popular Culture**		**12**	**17**
	13	Kancha Ilaiah's Speech on Current Political Unrest Among Dalits- https://youtu.be/G0rQIyVQb0w?si=X8B Wk95jvggc3m	03	
	14	Representation of the Dalit community within movies and popular culture in India-(blog)-Gomathi- posted on October 15, 2023-The Dialogue Box https://thedialoguebox.com/dalit-representation-indian- cinema/	03	
	15	Popular Culture and Caste: The Three India's-Cynthia Stephen-online article-EPW engage-Vol. 57, Issue No. 9, 26 Feb, 2022- https://www.epw.in/engage/article/popular- culture-and-caste-three-indias	03	
	16	*Pariyerum Perumal*- Dir. Maari Selvaraj	03	
	Suggested Activities: 1. Prepare a poster of the film *Pariyerum Perumal.* 2. Make a Graphic narrative of the film. 3. Speech competition on the Current Political Situation of Dalits			
V	**Open Ended Module**		**12**	

Note: The course is divided into five modules, with four having total 16 fixed units and one open- ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 16 units from the fixed modules.

Suggested Readings:

1. Sharankumar Limbale. *Towards an Aesthetic of Dalit Literature: History, Controversies and Considerations.* Orient Longman, 2004.

2. Gail Omvedt. *Dalits and the Democratic Revolution- Dr. Ambedkar and the Dalit Movement in Colonial India*. Sage Publications, 1994.

3. Joshil K Abraham and Judith Misrahi (Ed.) *Dalit Literatures in India*. Routledge, 2018.
4. M Dasan and V. Prathiba (Ed). *The Oxford India Anthology of Malayalam Dalit Writing*. Oxford University Press, 2012.
5. Parthasarathi Muthukkaruppan. *Preliminary Remarks on Dalit Poetry. Rethinking Marxism, 30(1), 2018. 61–71.* doi:10.1080/08935696.2018.1456762.
6. Ramnarayan S. Rawat & K. Satyanarayan. (Ed). *Dalit Studies.* Duke University Press, 2016.
7. Om Prakash Valmiki. *Joothan: An Untouchable's Life.* Columbia University Press, 2003
8. Ranabira Damaddara and Ghanshyam Shah. *Dalit Identity and Politics*. Sage Publications, 2001.
9. Short Film -*Pavsach Nibandh*- An Essay on the Rain- Nagraj Manjule
10. Short Film- *The Discreet Charm of the Savarnas* by Rajesh Rajamani https://youtu.be/AJBkmtpu1sQ?si=jVjybW3Mec3UdUAy
11. Short Film – *Kavi* by Gregg Helvey https://youtu.be/62qLt6X1AK0?si=f3hWYgHYhEekFFou

Mapping of COs with PSOs and POs:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	-	2	2	1	-	3	-	1	2	2	3	-	3
CO2	2	-	3	-	2	3	1	1	3	1	-	2	1
CO3	-	1	-	3	1	-	2	2	2	-	3	-	2
CO4	-	3	1	3	-	3	1	2	1	-	2	1	2
CO5	-	3	1	2	-	2	1	2	1	-	3	2	2
CO6	-	3	-	3	1	3	1	2	1	-	3	1	2

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

1. Quiz/ Discussion/ Seminar (10%)
2. Internal Exam (10%)
3. Assignment (10%)
4. End Semester Exam (70%)

Mapping of Cos to Assessment Rubrics:

	Quiz/ Discussion/ Seminar (10%)	Internal Exam (10%)	Assignment (10%)	End Semester Exam (70%)
CO 1	✓	✓	✓	✓
CO 2	✓	✓	✓	✓
CO 3	✓	✓	✓	✓
CO 4	✓	✓	✓	✓
CO 5	✓	✓	✓	✓
C06	✓	✓	✓	✓

FOUR-YEAR UNDERGRADUATE PROGRAMME (FYUGP)

BA ENGLISH LANGUAGE AND LITERATURE HONOURS

BASKET 1: LITERATURE AND INDIAN SOCIETY

Programme	**BA ENGLISH LANGUAGE AND LITERATURE HONOURS**				
Course Code	**ENG6EJ302(1)**				
Course Title	**INDIAN WOMEN WRITINGS**				
Type of Course	**ELECTIVE**				
Semester	VI				
Academic Level	300 – 399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Familiarity with India's history, particularly focusing on the status of women, societal norms, and significant events impacting women's roles and freedoms.				
Course Summary	The course titled "Indian Women Writing" is designed to explore and analyse the literary works created by women writers from India. Through this course, students will gain a deeper understanding of the cultural, social, and historical contexts in which these writers produced their works. The course will delve into various genres such as fiction, poetry, memoirs and drama to provide a comprehensive understanding of the diverse voices of Indian women writers highlighting their empowerment through literature				

Course Outcome (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO 1	To study the importance of women's voices in literature	U	C	Assignment Seminar Presentation & In-class discussion Written Test
CO 2	Critically analyse the challenges faced by Indian women writers in the past.	E	C	Seminar In-class discussion
CO 3	Overview of the current state of Indian women's writing.	An	C	Assignment Seminar Presentation In-class discussion Written Test
CO 4	Develop critical thinking and writing skills and gain a deeper understanding of the cultural and social contexts of Indian women's writing.	An	C	Assignment Seminar Presentation In-class discussion Written Test
CO 5	Explore the themes, styles, and techniques employed by different authors.	Ap	P	Self and Peer Assessments Individual paper presentation

* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)

- Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Detailed Syllabus:

Module	Unit	Content	Hrs	Marks
I		**POETRY**	**09**	**17**
	1	Therigathas - A Woman Well Set Free, How Free I am- Sumangalamata	2	
	2	A Sheaf Gleaned in French Fields - Toru Dutt	2	
	3	To Waris Shah- Amrita Pritam	2	
	4	Ways of Belonging- Eunice de Souza	1	
	5	5.46 Andheri Local- Arundhati Subramanyam	1	
	6	Inscape: Lost Words Found- Rashmi Parekh	1	
		Suggested Activities 1. Trace the women poets from the ancient era in India 2. Discuss how the women poets use various poetic dimensions 3. Seminar presentations on contemporary women poets 4. Make posters quoting the lines from feminist poets		
II		**FICTION**	**13**	**18**
	7	The Quilt- Ismat Chughtai	2	
	8	A Stronger Climate- Ruth Prawer Jhabvala	2	
	9	The Dark Holds No Terrors- Shashi Deshpande	2	
	10	The Art of Dying- Gita Hariharan	2	
	11	The Inheritance of Loss- Kiran Desai	3	
	12	The Fast and the Dead- Anuja Chauhan	2	
		Suggested Activities: 1. Make presentations on how fictions by Indian women have changed its course in decades 2. Debates on Regional concerns in Indian Women Writing 3. Discuss Post -Colonial Feminism in fiction by Indian Women 4. Evaluate the intersectional elements as represented in Indian Women Writers.		

III	**DRAMA**		**13**	**17**
	13	A Passage to India (Play Adaptation)- Santha Rama Rau	3	
	14	Brides are Not for Burning: A Play in Two Acts- Dina Mehta	2	
	15	A Pretty Business- Poile Sengupta	2	
	16	The Wooden Cart-Tripurari Sharma	3	
	17	The Far-reaching Night- Zahida Zaidi	3	
		Suggested Activities: 1. Enact Plays in whole or parts by Indian women writers 2. Evaluate of voices of women change in each play 3. The role of women in in the plays of Indian women 4. Watch play adaptations and write reviews		
IV	**NON-FICTION**		**13**	**18**
	18	'Introduction' from *Women Writing in India 600 BC to the Present* Vol II- Susie Tharu& K. Lalita	3	
	19	Chapter 1 from *The Weave of My Life: A Dalit Woman's Memoirs*- Urmila Pawar	3	
	20	'Voice: Shut Up and Shut Down, Chup' from *Chup: Breaking the Silence About India's Women* – Deepa Narayan	2	
	21	Why Loiter? From Why Loiter Women and Risk on Mumbai Streets- Shilpa Phadke et al.	3	
	22	Chapter 3 from *Me Hijra, Me Lakshmi*- Lakshminarayan Tripathi	2	

		Suggested Activities: 1. Write assignments tracing the Women writing in India 2. Watch documentaries on the issues and celebrations of Indian Women and write reviews 3. Discuss how Indian Women's life is varied in terms of caste, religion and class 4. Role plays representing women in different scenarios in India 5. Discuss the Evolution of Indian Women's Writing 6. Explore the Representation of Women in Indian Literature 7. Attempt a critical analysis of the Gender and Intersectionality in Genders 8. Analyse the contemporary themes in Women's Writing		
V		**OPEN ENDED**	**12**	

Note: The course is divided into five modules, with four having total 22 fixed units and one open- ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules.

Suggested Reading

1. 'Song 8: Dark Rain Clouds Be My Messengers'- Andaal
2. *Darkness*- Bharati Mukherjee
3. 'Lachhma'- MahadeviVarma
4. *The God of Small Things*- Arundhati Roy
5. *Harvest* - ManjulaPadmanabhan
6. *The Palace of Illusions*- ChithraBannerjeeDivakaruni
7. *Liberation of Sita*- Volga
8. *Ladies Coupe*- Anita Nair
9. Seahorse- Janice Pariat
10. *Women Writing in India 600 BC to the Present*Vol I & II- Susie Tharu& K. Lalita
11. *(Wo)Man Writing = man reading*?- J. Devika
12. *Unbound: 2,000 Years of Indian Women's Writing*- Ed. Annie Zaidi

13. *Seeing Like a Feminist*- NiveditaMenon
14. *Writing Caste/Writing Gender Narrating Dalit Women's Testimonios* – SharmilaRege
15. *Revisiting Feminism in India: A Study On Multidimensional Aspects In Colonial And Post Colonial Era*- Ed. Joydeep Pal et al

Mapping of COs with PSOs and POs :

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1	**3**	**1**	**2**	**3**	**2**	**1**	**3**	**2**	**3**	**2**	**2**	**2**	**3**
CO 2	**-**	**2**	**3**	**3**	**2**	**3**	**3**	**2**	**3**	**3**	**2**	**2**	**2**
CO 3	**3**	**2**	**3**	**2**	**2**	**1**	**1**	**1**	**2**	**2**	**3**	**2**	**3**
CO 4	**-**	**1**	**3**	**2**	**1**	**2**	**1**	**1**	**3**	**2**	**3**	**2**	**1**
CO 5	**3**	**1**	**2**	**3**	**2**	**1**	**2**	**2**	**2**	**1**	**3**	**2**	**3**

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz/ Discussion/ Seminar (10%)
- Internal Exam (10%)
- Assignment (10%)
- End Semester Exam (70%)

Mapping of Cos to Assessment Rubrics:

	Quiz/ Discussion/ Seminar (10%)	Internal Exam (10%)	Assignment (10%)	End Semester Exam (70%)
CO 1	✓	✓	✓	✓
CO 2	✓	✓	✓	✓
CO 3	✓	✓	✓	✓
CO 4	✓	✓	✓	✓
CO 5	✓	✓	✓	✓

FOUR-YEAR UNDERGRADUATE PROGRAMME (FYUGP)

BA ENGLISH LANGUAGE AND LITERATURE HONOURS

BASKET 2: CROSSROADS IN LITERATURE

Programme	**BA ENGLISH LANGUAGE AND LITERATURE HONOURS**				
Course Code	**ENG5EJ303(2)**				
Course Title	**LITERATURE AND RACE**				
Type of Course	**ELECTIVE**				
Semester	V				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Exposure to diverse literary and film works would help learners understand concepts better. Proficiency in writing analytical essays and a basic understanding of historical and sociological frameworks related to race and identity are also recommended.				
Course Summary	"Literature and Race" examines the intricate relationship between literature and racial identities, delving into theoretical frameworks and diverse literary works from global perspectives. Through critical analysis of poetry, prose, short stories, and films, learners explore themes of identity, resistance, and societal perceptions, fostering a deeper understanding of race in various contexts.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level *	Knowledge Category #	Evaluation Tools used
CO1	Understand how race has been historically and socially constructed, its impact on literature and society and how race is implicated in systems of power and resistance	U	F	Assignments/ Discussion/ debate
CO2	Develop critical reading skills to analyze how race is represented, constructed, and contested in various literary texts	Ap	M	Assignments/ Discussion/ debate
CO3	Examine the intersections of race with other social categories such as gender, class, sexuality, and nationality in literary texts	R	C	Assignments/ Discussion/ debate
CO4	To critically evaluate the representation of race in literature, including stereotypes, tropes, and counter- narratives.	An	C	Assignments/ Discussion/ debate
CO5	To Encourage the learners to critically reflect on their assumptions, biases, and perspectives related to race and literature	E	P	Assignments/ Discussion/ debate
CO6	To analyze the intersection between race and culture in literary texts	Ap	P	Assignments/ Discussion/ debate

* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)
# - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Detailed Syllabus:

Module	Unit	Content	Hrs	Marks
I	**LITERATURE AND RACE: THEORETICAL UNDERSTANDING**		**19**	**18**
	1.	Introduction to Race - Race, Context, Issues	4	
	2.	'Talking Back: Thinking Feminist, Thinking Black.' *Ain't I a Woman: Looking Back*- bell hooks, pp. 148- 154.	5	
	3.	Introduction -*Race Matters*- Cornell West, pp. 1-8	5	
	4.	The Theory of Racial Formation- Racial Formation in the United States- Michael Omi and Howard Winant, pp 125-132.	5	
		Suggested Activities: 1. Discuss one of the excerpts through a different medium, such as poetry, artwork, or a short story. 2. Analyze the language, arguments, and key concepts presented in each excerpt. 3. Conduct an online survey on racial discrimination and write a report on the nature of discrimination based on the excerpts given in the syllabus.		
II		**POETIC REPRESENTATIONS**	**11**	**17**
	5.	**Africa**:If you Want to Know Me - Noemia De Sousa	2	
	6.	**Canada**:Resistance- Connie Fife	2	

	7.	**Australia**:A Song of Hope- Oodegerro Noonuccal	2	
	8.	**UK**: The Race Industry- Benjamin Zephaniah	2	
	9.	**Chinese American**: Immigrant Blues- Li Young Lee	2	
	10.	**Afro-American**: Remember Me- Alice Walker	1	
		Suggested Activities: 1. Read poems in Indian languages and identify the elements related to racial discrimination		
III		**FICTION AND SHORT STORY**	**9**	**17**
	11.	They Come in all Colours - Malcolm Hansen	6	
	12.	One Christmas Eve - Langston Hughes	3	
		Suggested Activities: 1. Find out racial comments and images from the movies/ stories and make a presentation based on them.		

IV		**ON THE SCREEN**	**9**	**18**
	13.	Fruitvale Station -Dir. Ryan Coogler	4	
	14.	Short films: 1. Good Hair- Dir. Fray Forde and Catherine Dee Holly 2. What Kind of Asian Are You?- Dir. Ken Tanaka 3. Smile More- Dir. Dembe Dan Kimbowa 4. Sometimes You're a Caterpillar- Dir. Chescaleigh	5	
		Suggested Activities: 1. Conduct group discussion sessions on the idea of human rights, justice and equality in the racial context with special reference to the films included in the module. 2. Write a screenplay for a short film on the theme of racial discrimination. 3. Resistance against racial violence across the world. Screen videos and performances.		
V		**OPEN ENDED**	**12**	

Note: The course is divided into five modules, with four having total 14 fixed units and one open- ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 14 units from the fixed modules.

Suggested References:

1. *Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment*. Patricia Hill Collins. Routledge, 2000.

2. *The Origin of Others*. Toni Morrison. Harvard University Press, 2017.

3. *Race Critical Theories: Text and Context*. Philomena Essed and David Theo Goldberg, editors Oxford University Press, 2002.

4. *The Subject of Film and Race: Retheorizing Politics, Ideology, and Cinema*- Gerald Sim.

5. 'Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color.'- Kimberlé Crenshaw- Stanford Law Review ,Vol. 43, No. 6 (Jul., 1991), pp. 1241-1299 (59 pages)

6.'A Herstory of the #BlackLivesMatter Movement.'Alicia Garza. *The Feminist Wire*, 2014.

Mapping of COs with PSOs and POs:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	1	2	1	1	3	1	3	2	1	1	3	3	2
CO2	1	3	1	3	3	2	1	2	1	2	3	3	1
CO3	2	3	2	3	1	3	3	3	2	2	3	3	1
CO4	1	3	2	3	3	1	3	3	1	1	3	3	2
CO5	1	3	1	3	2	2	3	2	1	1	3	3	1
CO6	2	1	2	1	2	2	3	2	1	1	3	3	2

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz/Assignment/Seminar Presentation-(10%)
- Internal Exam (10%)
- End Semester Exam-(70%)
- Creative Writing projects/ Assignments-(10%)

Mapping of Cos to Assessment Rubrics:

	Quiz/ Discussion/ Seminar (10%)	Internal Exam (10%)	Assignment (10%)	End Semester Exam (70%)
CO 1	✓	✓	✓	✓
CO 2	✓	✓	✓	✓
CO 3	✓	✓	✓	✓
CO 4	✓	✓	✓	✓
CO 5	✓	✓	✓	✓
C06	✓	✓	✓	✓

FOUR-YEAR UNDERGRADUATE PROGRAMME (FYUGP)

BA ENGLISH LANGUAGE AND LITERATURE HONOURS

BASKET 2: CROSSROADS IN LITERATURE

Programme	**BA ENGLISH LANGUAGE AND LITERATURE HONOURS**				
Course Code	**ENG5EJ304(2)**				
Course Title	**NARRATIVES OF MIDDLE EAST**				
Type of Course	**ELECTIVE**				
Semester	5				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	The learner is to be equipped with a general understanding of the geographical features, political and social climate of the Middle Eastern region. The students are also expected to have a faculty of mind to analyse and evaluate any literary text.				
Course Summary	The course aims at familiarising the learners with the literature of Middle East, thereby giving them an opportunity to compare and assess the rich literary and cultural contributions of the region.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO 1	To analyse the history and major aspects of the literature of the Middle East and the evolution of various literary theories at application levels.	R, U	F, C	Presentations/Debate, Preparing anthology.
CO 2	Critically evaluate Middle Eastern society by identifying the literary themes and techniques used in the texts in order to carry out a comparative perspective.	U, An, E	F, C, M	Discussions/Review writing/Debates.
CO 3	To understand the contemporary social and political situation of the Middle East and how it emerged as a geopolitical region.	U, An, E	F, C, M	Debates/Screening documentaries/ movies, Quiz.
CO 4	Creatively engage the topics and issues regarding different identities based on gender, class, power, etc. in the Middle East.	An, E, C	C, M	Panel discussion/ Creative writing/ Illustrations.
CO 5	To have procedural, critical and creative ideas about the visual media representations of the Middle East.	U, Ap, C	C, P, M	Compilation of narratives/ Quizzes/Making videos.

* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)
# - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Detailed Syllabus:

Module	Unit	Content	Hours	Marks
I	**NON- FICTION**		**12**	**17**
	1	Daring to Drive: A Saudi Woman's Awakening (Chapter 11) - Manal al- Sharif	3	
	2	Flexible Citizenship in Dubai: Neoliberal Subjectivity in the Emerging "City-Corporation"- Ahmed Kanna from *Cultural Anthropology,* Vol. 25, Issue 1, pp. 100–129.	3	
	3	How Men Characters Treat Women in the Arabian Nights- Anatolia Bido-Basista from *Asian Journal of Education and Social Studies 30(2): pp. 88-101*.	3	
	4	"Competing Narratives: Historical-Political Deadlock Production of Cyprus" from the Introduction of *Writing Cyprus Postcolonial and Partitioned Literatures of Place and Space*- Bahriye Kemal	3	
		Suggested Activities: 1. To conduct debates analysing the major political and social issues faced by the Middle Eastern nations. 2. Presentations on country-wise representations of histories of the Middle East. 3. Attempt at creative writing citing the main themes in the literature of the Middle East. 4. Organise a debate on any of the contested issues in the Middle East.		

II		**POETRY**	**8**	**18**
	5	Nothing of Note- Mostafa Ibrahim https://www.poetrytranslation.org/poems/nothing-of-note	2	
	6	Unknown Bedouins'- Khalid Albudoor https://www.khalidalbudoor.ae/engliah	2	
	7	Those Not For Me– Hamda Khamis Ahmad https://www.thepoeticheart.com/index.php/2020/01/02/those- not-for-me/	2	
	8	Gone With the Gunpowder- Mosab Abu Toha *Things You May Find Hidden in My Ear: Poems from Gaza*.	2	
		Suggested Activities: 1. Identify and make presentations on major poets from the Middle East. 2. Collect and prepare an anthology of songs from the Middle East. 3. Create Illustrations of the poetry from the Middle East. 4. Organise a panel discussion on the representation of gender in poetry from the Middle East.		
III		**FICTION**	**16**	**18**
	9	Celestial Bodies - Jokha Alharti	4	
	10	Cities of Salt - Abdul Rahman Munif	4	
	11	Persepolis I - Marjane Satrapi	4	
	12	The Wrong End of the Telescope- Rahib Alameddine	4	
		Suggested Activities: 1. Identify the major short stories from the Middle East and create scripts for visual performance. 2. Attempt to review any fiction of the Middle East. 3. Conduct a quiz competition on the world of Fiction from the Middle East. 4. Watch film/ drama adaptations of fiction from the Middle East.		

IV		**VISUAL MEDIA**	**12**	**17**
	13	Hunger Ward (Documentary, 40")- Dir- Skye Fitzgerald	3	
	14	A Tale of Three Sisters (Film, 108") – Dir. Emin Alper	3	

	15	Ajami (Portmanteau Film, 120") – Dir. Scandor Copti & Yaron Shani	3	
	16	Warsha (Short Film, 15") - Dir. Dania Bdeir	3	
		Suggested Activities: 1. Write reviews of the films outside the prescribed works. 2. Identify different genres of visual media representations from the Middle East. 3. Group projects at making short films/ videos on Middle East. 4. Write a review on any visual representation from the Middle East.		
V	**OPEN-ENDED**		**12**	

Note: The course is divided into five modules, with four having total 16 fixed units and one open- ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 16 units from the fixed modules.

Suggested References:

1. 'Creativity, Dissidence and Women'- Nawal El Saadawi https://www.iemed.org/wp-content/uploads/2010/08/Creativity-Dissidence.pdf

2. *Gathering the Tide: An Anthology of Contemporary Arabian Gulf Poetry*- Ed. Patty Paine

3. *Persepolis II* - Marjane Satrapi

4. *They Die Strangers: Novella and Stories from Yemen* - Mohammad Abdul-Wali, Trans. Abubaker Bagader and Deborah Akers

5. *Midaq Alley*- Naguib Mahfouz

6. *Cyprus and the Politics of Memory History, Community and Conflict*. Ed. Rebecca Bryant and Yiannis Papadakis

7. ‘Poem of the Land’ - Mahmoud Darwish
   Modern Palestinian Literature

8. *Berji Kristin: Tales From The Garbage Hills*- Latife Tekin

9. *Iraq + 100* (What will Iraq Look Like in 2103, 100 Years after the US Invasion? 10 Contemporary Stories in the Science Fiction Genre)

10. *Reading Lolita in Tehran: A Memoir in Books*- Azar Nafisi

11. *This Arab is Queer: An Anthology by LGBTQ+ Arab Writers*- Ed. Elias Jahshan

12. *One Story, Thirty Stories: An Anthology of Afghan American Literature*- Ed. Zohra Saed and Sahar Muradi

13. *Retour à Babylon*- Dir. Abbas Fahdel

14. *Don't Let Them Shoot the Kite*- Dir. Tunç Başaran

15. *Capernaum*- Dir. Khaled Mouzanar

Mapping of COs with PSOs and POs:

	PSO 1	**PSO 2**	**PSO 3**	**PSO 4**	**PSO 5**	**PSO 6**	**PO 1**	**PO 2**	**PO 3**	**PO 4**	**PO 5**	**PO 6**	**PO 7**
CO 1	**2**	**1**	**3**	**2**	**2**	**1**	**3**	**2**	**2**	**3**	**2**	**1**	**3**
CO 2	**3**	**2**	**3**	**1**	**2**	**2**	**3**	**2**	**2**	**1**	**2**	**1**	**3**
CO 3	**3**	**3**	**3**	**2**	**3**	**3**	**3**	**1**	**3**	**2**	**2**	**2**	**3**
CO 4	**3**	**3**	**3**	**3**	**3**	**3**	**3**	**2**	**3**	**3**	**1**	**2**	**3**
CO 5	**3**	**3**	**2**	**3**	**3**	**3**	**3**	**3**	**3**	**3**	**2**	**2**	**3**

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

1. Quiz/ Discussion/ Seminar (10%)
2. Internal Exam (10%)
3. Assignment (10%)
4. End Semester Exam (70%)

Mapping of Cos to Assessment Rubrics:

	Quiz/ Discussion/ Seminar (10%)	**Internal Exam (10%)**	**Assignment (10%)**	**End Semester Exam (70%)**
CO 1	✓	✓	✓	✓
CO 2	✓	✓	✓	✓
CO 3	✓	✓	✓	✓
CO 4	✓	✓	✓	✓
CO 5	✓	✓	✓	✓

FOUR-YEAR UNDERGRADUATE PROGRAMME (FYUGP) BA ENGLISH

LANGUAGE AND LITERATURE HONOURS

BASKET 2: CROSSROADS IN LITERATURE

<table>
<tr><td>Programme</td><td colspan="5">BA ENGLISH LANGUAGE AND LITERATURE HONOURS</td></tr>
<tr><td>Course Code</td><td colspan="5">ENG6EJ303(2)</td></tr>
<tr><td>Course Title</td><td colspan="5">ADAPTATIONS IN LITERATURE</td></tr>
<tr><td>Type of Course</td><td colspan="5">ELECTIVE</td></tr>
<tr><td>Semester</td><td colspan="5">VI</td></tr>
<tr><td>Academic Level</td><td colspan="5">300-399</td></tr>
<tr><td rowspan="2">Course Details</td><td>Credit</td><td>Lecture per week</td><td>Tutorial per week</td><td>Practical per week</td><td>Total Hours</td></tr>
<tr><td>4</td><td>4</td><td>-</td><td>-</td><td>60</td></tr>
<tr><td>Pre-requisites</td><td colspan="5">The learner is expected to have a basic knowledge of adaptations and their literary representations.</td></tr>
<tr><td>Course Summary</td><td colspan="5">The course titled “Adaptation” explores the continuous development of creative adaptations. It involves interactions between texts, literature and film, across other media, among literary genres, fanfiction, mash-ups, and discusses original inspiration and imitation.</td></tr>
</table>

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO 1	Critically examine the various types of adaptations across media and genres	U	C	Exam
CO 2	Acquire knowledge of and exposure to alternative perspectives	An	C	Exams/ Quizzes / Assignment
CO 3	Compare and contrast between hypertexts and intertexts	Ap	P	Seminar/ Group Project
CO 4	Recognise and interpret the cultural and aesthetic politics of adaptations	An	C	Exam/Seminar Presentation
CO 5	Differentiate adaptations from inspiration and imitation	E	P	Exams and Assignments
CO 6	Develop critical thinking skills and creativity through mashups, spin-offs and fan fiction	C	M	J A M / Writing assignments / Group Project

* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)

- Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Detailed Syllabus:

Module	Unit	Content	Hrs	Marks
I	**ADAPTATION: AN OVERVIEW OF IDEAS AND CONCEPTS**		**12**	**18**
	1	Adaptation as a transfer/exchange of work from one medium or genre to another — multiplicity and fluidity of texts — hypertext and intertext.	3	
	2	Adaptation types like literary, cinematic, theatrical – novelization – adaptation history – of myths, folktale, mash-ups, remixes, spin-offs – convergence and transmedia storytelling, reworking and remediation.	3	
	3	"Defining Adaptation"- Timothy Corrigan, *The Oxford Handbook of Adaptation Studies*, ed. Thomas M. Leitch	6	
		Suggested Activity: 1. Classroom discussions on whether adaptations improve or impair their source texts.		

II	**ADAPTATIONS IN FILMS**		**12**	**18**
	4	Shawshank Redemption (1994)- Dir. Frank Darabont	3	
	5	A Beautiful Mind. Dir. by Ron Howard, Universal Pictures et.al, 2001.	3	
	6	The Fall of the House of Usher (Mini-series), created by Mike Flanagan, The Newton Brothers, October 12, 2023.	3	
	7	Theorizing Adaptation in the Twenty-First Century (Chapter 4 in Theorizing Adaptation) - Kamilla Elliot pp 139-149	3	
	Suggested Activities: 1. Watch a short film and adapt its theme into a short story. 2. Compare a literary work and its film adaptation to identify the literary tools like motifs, symbols or allusions that are either missing or changed in its film adaptation.			

III		**ADAPTATIONS AND MEDIA**	**12**	**17**
	8	Disney's Frozen vs Disney Gender Roles-Caitlin Kelly (blog) -published Nov 21, 2019- https://medium.com/@caitlink007/disneys-frozen-vs-disney-gender-roles-90fd647c4c1b	2	
	9	Race, Gender and Nation in 'Game Of Thrones'- Pablo K (online article)-published June 21, 2011- https://thedisorderofthings.com/2011/06/21/race-gender-and-nation-in-game-of-thrones-2011/	2	
	10	Second Turn- MT Vasudevan Nair	2	
	11	*Gertrude Talks Back*- Margaret Atwood https://lucylit.weebly.com/uploads/6/1/5/6/61560063/margaret_atwoods_gertrude_talks_back.pdf	2	
	12	Troy (2004)- Dir. Wolfgang Peterson	2	
	13	Kaliyattom (1997)- Dir. Jayaraj	2	
		Suggested Activity: Adapt a familiar folktale or fairy tale to the contemporary world and take turns at role-play.		

IV		**NEW MEDIA**	**12**	**17**
	14	Mashups, Fan Fiction, Spin-offs, Inspiration, Comics and Graphic Novels, Video games, Manga, Anime etc.	2	
	15	*Star Wars*. Films, TV shows, comic books, novels, video games etc.	2	
	16	*The Matrix*. Comic books, video games, animated films.	2	
	17	*Fantastic Beasts* (Film series and spin-off to *Harry Potter* novel and film series). Dir. David Yates, Warner Bros. Pictures, 2016-2022.	3	
	18	Adaptations, or How I Joined the *One Piece* Fandom- Diana Maliszewski. https://aml.ca/ adaptations-or- how-i-joined-the-one-piece-fandom/	3	
		Suggested Activities: 1. Identify transmedia franchises and analyze the nuanced operatives of the texts across different media. 2. Debates on the creative quotient of adapted texts on issues of originality, patents, creative freedom and so on.		
V		**OPEN ENDED**	**12**	

Note: The course is divided into five modules, with four having total 18 fixed units and one open- ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 18 units from the fixed modules.

Suggested Readings:

1. *A Theory of Adaptation*: Linda Hutcheon
2. *Adaptation and Appropriation*: Julie Sanders
3. *Telling and Re-telling Stories: Studies on Literary Adaptation to Film*: Paula B. Lind (ed)
4. "Quiet Music at Work: The Soundtrack and Adaptation". Glen Jellenik.
5. "Fan Films, Adaptations and Media Literacy". Chuck Tryon
6. Fanfiction.net

Suggested Viewings:

1. *Once Upon a Time in Hollywood* (2019)- Dir. Quentin Tarantino
2. *Gone With the Wind* (1939)- Dir. Victor Fleming

Mapping of COs with PSOs and POs:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	-	-	-	-	3	-	-	-	-	-	2	-	-	-	2	-
CO2	2	-	3	-	3	-	-	-	-	2	-	-	-	3	3	-
CO3	-	-	3	-	3	-	-	-	-	2	2	-	-	2	3	-
CO4	-	1	3	-	3	-	-	-	-	2	3	-	-	3	2	-
CO5	-	-	3	2	3	-	-	-	-	-	-	-	-	2	3	2
CO6	-	-	2	-	3	-	-	-	-	-	2	-	-	2	3	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

1. Quiz/ Discussion/ Seminar (10%)
2. Internal Exam (10%)
3. Assignment (10%)
4. End Semester Exam (70%)

Mapping of Cos to Assessment Rubrics:

	Quiz/ Discussion/ Seminar (10%)	Internal Exam (10%)	Assignment (10%)	End Semester Exam (70%)
CO 1	✓	✓	✓	✓
CO 2	✓	✓	✓	✓
CO 3	✓	✓	✓	✓
CO 4	✓	✓	✓	✓
CO 5	✓	✓	✓	✓
C06	✓	✓	✓	✓

FOUR-YEAR UNDERGRADUATE PROGRAMME

(FYUGP)

BA ENGLISH LANGUAGE AND LITERATURE HONOURS

BASKET 2: CROSSROADS IN LITERATURE

<table>
<tr><td>Programme</td><td colspan="5">BA ENGLISH LANGUAGE AND LITERATURE HONOURS</td></tr>
<tr><td>Course Code</td><td colspan="5">ENG6EJ304(2)</td></tr>
<tr><td>Course Title</td><td colspan="5">GEOPOLITICAL DYNAMICS IN LITERATURE</td></tr>
<tr><td>Type of Course</td><td colspan="5">ELECTIVE</td></tr>
<tr><td>Semester</td><td colspan="5">VI</td></tr>
<tr><td>Academic Level</td><td colspan="5">300-399</td></tr>
<tr><td rowspan="2">Course Details</td><td>Credit</td><td>Lecture per week</td><td>Tutorial per week</td><td>Practical per week</td><td>Total Hours</td></tr>
<tr><td>4</td><td>4</td><td>-</td><td>-</td><td>60</td></tr>
<tr><td>Pre-requisites</td><td colspan="5">The learner is expected to have a basic knowledge about the various socio-political factors across the world and how literature is influenced by them.</td></tr>
<tr><td>Course Summary</td><td colspan="5">This course is designed to analyse Geopolitics as a crucial driving force that shapes the international world order and to familiarize learners with concepts and terminologies related to it.</td></tr>
</table>

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO 1	Define and discuss Geopolitics and concepts related to it	U	C	Exam
CO 2	Critically analyze the historical, commercial and political intersections that impel the world order	An	C	Exam/ Quizzes / Assignment
CO 3	Analyze Geopolitics as a defining factor that impacts human life and environment	Ap	P	Seminar/ Group Project
CO 4	Explore how Geopolitics influences the intersectional ties of literary discourses	An	C	Exam/ Seminar Presentation
CO 5	Critically evaluate and identify the Geopolitics implicit in varied texts of Media and Culture	E	P	Exams/ Assignments
CO 6	Sensitize learners to the problems resulting from the workings of geopolitics and develop empathy for the victims	C	M	JAM / Writing assignments / Group Project

* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)

- Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Detailed Syllabus:

Module	Unit	Content	Hrs	Marks
I	**Introduction**		**12**	**18**
	1	What is Geopolitics? – History, Evolution and Significance	3	
	2	Introduction: Thinking Critically about Geopolitics (excerpts from pages 1-3)- *Geopolitics Reader*, Ed. Gearoid O Tuathail	3	
	3	Games of Empire: Global Capitalism and Video Games – Introduction pp 19-22- Nick Dyer Witheford and Greig de Peuter	3	
	4	WonderWhy. "A Geopolitical Tour of the World." https://www.youtube.com/watch?v=zZJFozFsnIU	3	
		Suggested Activities: 1. Prepare a PowerPoint on the various socio- cultural factors of the world 2. Discussion on the various geopolitical scenarios in our culture 3. Collect newspaper or magazine articles that show the transmission of cultural values across cross-cultural zones.		

II	**NATIONHOOD, BORDERS, BOUNDARIES**		**12**	**17**
	5	The Most Complex Divorce in History- *Freedom at Midnight* pp 226-228 - Dominique Lapierre and Larry Collins	3	
	6	El Norte (Movie Review)- Matthew Holtmeier - https://www.loc.gov/static/programs/national-film- preservation-board/documents/el_norte.pdf	3	
	7	Borders - Thomas King- https:// pennersf.files.wordpress.com/2010/10/borders.pdf	3	
	8	Internet Balkanization: Why Are We Raising Borders Online? - Stephane Thomas- Talk at Def Camp Conference 2018. https:// www.youtube.com/watch?v=ealv9x0G-OA	3	
		Suggested Activities : 1. Prepare a presentation on the periodic development of any nation, spanning across centuries. Explain the changes with regard to the key terms given in this module. 2. Initiate a debate on the topic 'One World, One Government, One Nation'. 3. Prepare a PowerPoint on any one of the thematic analyses of the writers given in this module. 4. Collect newspaper or magazine articles related to the texts given in the module and initiate a discussion in this regard.		

III	**WAR, MILITARY INTERVENTION, REFUGEE CRISIS**		**12**	**18**
	9	Excerpts from the Nobel Acceptance Speech by Harold Pinter. (From "Political language, as used by politicians… both rots, in different kinds of graves.")	4	
	10	Wound Called Blue- K. Eltinae- https://www.pyriscence.ca/home/2019/6/24/sudan-poems	2	
	11	This Game Was Developed - A Palestinian Game Developer!- *GameZone,* https://www.youtube.com/watch?v=eclMMv7e0oc&t=34s	2	
	12	7 Iconic Photos From the Vietnam War Era.- Dave Roos, https://www.history.com/news/vietnam-war-photos	2	
	13	Looking Back- Chiranthi Rajapakse- https://chiranthi.medium.com/looking-back- 4795008014c9	2	
		Suggested Activities: 1. Prepare a collage on the aftermath of wars. 2. Discussion on the impact of conflicts arising out of territorial disputes. 3. Prepare a PowerPoint on any one of the thematic analyses of the writers given in this module. 4. Collect newspaper or magazine articles that show the horrors of war. Initiate a survey in this regard.		
IV	**ENVIRONMENTAL GEOPOLITICS AND SCRAMBLE FOR RESOURCES**		**12**	**17**
	13	Preface to the Book *Oneness vs the 1%: Shattering Illusions, Seeding Freedom*- Vandana Shiva	3	

	14	The geopolitics of artificial intelligence: The return of empires?- Nicolas Miailhe- https://www.cairn-int.info/article- E_PE_183_0105--the-geopolitics-of-artificial.htm	2	
	15	*Blood Diamond* - Dir. Edward Zwick	4	
	16	Change your channel- TEDxBerlinSalon -talk. https://www.youtube.com/watch?v=AfnruW7yERA&t=493s	3	
		Suggested Activities: 1. Prepare a collage on the effects of industrialization on the environment. 2. Discussion on the impact of sea pollution and oil spills. 3. Prepare a PowerPoint on any one of the themes discussed in this module. 4. Collect newspaper or magazine articles that show the horrors of climate change. Initiate a survey in this regard. 5. Analyze the dynamics of Geopolitics implicit in varied texts of Media and Culture. 6. Sensitize learners to the problems resulting from the workings of geopolitics and develop empathy for the victims. 7. Maintain photo journals/exhibitions, newsletters, and collate videos on various issues. Conduct debates, talks etc.		
V	**OPEN ENDED**		**12**	

Note: The course is divided into five modules, with four having total 16 fixed units and one open- ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 16 units from the fixed modules.

Suggested Readings:

1. *The Age of Extremes: The Short Twentieth Century*- Eric Hobsbawm

2. *The Geopolitics Reader*- Gearoid O Tuathail et al

3. *The Clash of Civilizations and the Remaking of World Order*- Samuel P Huntington

4. Caricature of Cecil Rhodes in Punch magazine- https://www.newworldencyclopedia.org/entry/File:Punch_Rhodes_Colossus.png

5. *The End of History and the Last Man* - Francis Fukuyama

6. *Guns, germs and Steel: The Fates of Human Societies*- Jared Diamond

7. *Soil not Oil: Environmental Justice in an Age of Climate Crisis*- Vandana Shiva

8. 'The Visa'(poem)- Hisham Al Gakh

9. 'Partition' poem- W H Auden

10. *Shadow Lines*- Amitav Ghosh

11. *Midnight Traveler (Film)*- Hasan Fazili

12. *The Quest: Energy, Security and the Remaking of the Modern World*- Daniel Yergin

Mapping of COs with PSOs and POs:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PO1	PO2	PO3	PO4	PO5	PO6
CO1	-	-	-	-	3	-	-	-	-	3		-	-	2	
CO2	2	-	3	-	3	-	-	-	-	3	-	-	-	3	2
CO3	-	-	3	-	3	-	-	-	-	3	2	-	-		3
CO4	-	1	3	-	3	-	-	-	-	3	2	-	-		3
CO5	-	-	3	2	3	-	-	-	-	-	-	-	2	2	3
CO6	-	-	2	-	3	-	-	-	-	-	2	-	-	2	3

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

1. Quiz/ Discussion/ Seminar (10%)
2. Internal Exam (10%)
3. Assignment (10%)
4. End Semester Exam (70%)

Mapping of Cos to Assessment Rubrics:

	Quiz/ Discussion/ Seminar (10%)	**Internal Exam (10%)**	**Assignment (10%)**	**End Semester Exam (70%)**
CO 1	✓	✓	✓	✓
CO 2	✓	✓	✓	✓
CO 3	✓	✓	✓	✓
CO 4	✓	✓	✓	✓
CO 5	✓	✓	✓	✓
C06	✓	✓	✓	✓

FOUR-YEAR UNDERGRADUATE PROGRAMME (FYUGP)

BA ENGLISH LANGUAGE AND LITERATURE HONOURS

BASKET 3: EMERGING TRENDS IN LITERATURE

Programme	**BA ENGLISH LANGUAGE AND LITERATURE HONOURS**				
Course Code	**ENG5EJ305(3)**				
Course Title	**NEW HUMANITIES AND LITERATURE**				
Type of Course	**ELECTIVE**				
Semester	V				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	The learner must have a basic awareness of the new and emerging trends of alternate humanities in Literature.				
Course Summary	This course aims to delve into the latest developments and issues within the humanities, providing a platform for learners to develop critical thinking and communication skills. Through a comprehensive exploration of contemporary topics, learners can expand their knowledge and gain a deeper understanding of the world around them.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO 1	Understand the historical and cultural contexts of New Humanities	R & U	F	Assignment / Exam
CO 2	Recognize the role of art, and literature in society and the transformation they undergo in line with modern research.	U	C	Quiz/Exam
CO 3	Explore ethical and philosophical questions concerned with medicine, technology and crime narratives.	Ap	C	Assignment, Quiz/ Exam
CO 4	Examine contemporary issues in all disciplines including science and medicine through a humanitic lens.	An	M	Seminar/Exam
CO 5	Improve research and analytical skills in tune with cutting-edge theories and technology.	C	P	Seminar/Exam
CO 6	Have empathy and understand the diverse perspectives on illness, medicine and technology.	C	P	Assignment/ Quiz/Exam

* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)

- Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Detailed Syllabus:

Module	Unit	Content	Hrs	Marks
I		**DIGITAL HUMANITIES**	**12**	**17**
	1	Introduction	2	
	2	What is Digital Humanities and What's it Doing in English Departments? - Matthew G. Kirschenbaum https://mkirschenbaum.files.wordpress.com/2011/03/ade-final.pdf	2	
	3	An Interpretation of Digital Humanities- Leighton Evans and Sian Ree	3	
	4	*The Matrix* (1999). Dir. Lana and Lily Wachowski.	3	
	5	Atticus: Anonymity, art, and avatars: The cost of fame and likeability (TEDx)	2	
		Suggested Activity: 1. Analyze a historical dataset using a basic text mining tool to uncover patterns and trends. 2. Create a digital map plotting significant events from a literary text using GIS software.		

II		**MEDICAL HUMANITIES**	**12**	**17**
	6	Introduction	2	
	7	'Darkness Visible" (From Chapter VII "Narratives of Illness' from *Medical Humanities: An Introduction*)- Thomas R. Cole et.al.	2	
	8	The Medical Humanities: A Literary Perspective- Anne Whitehead	4	
	9	The Test of My Life (Chapter IV from *The Test of My Life)*- Yuvraj Singh:	2	
	10	R.I.P., My Love- Tory Dent	2	
		Suggested Activity: 1. Analyze and discuss the portrayal of illness in a selected piece of literature or film. 2. Reflect on and write about a personal or historical narrative that explores the patient experience.		

III		**POSTHUMAN STUDIES**	**12**	**18**
	11	Introduction	2	
	12	'Introducing Post-and Transhumanism' in *Post-and Transhumanism: An Introduction* ed. by Robert Ranisch, and Stefan Lorenz Sorgner, Peter Lang, 2014 pp 7-16.	3	
	13	'Posthuman(s) and Posthumanism(s)' from Guesse, Carole's "On the Possibility of a Posthuman/ist Literature(s)", In *Reconfiguring Human, Nonhuman and Posthuman in Literature and Culture*. Ed. Sanna Karkulehto et al, Routledge, 2020, pp 24-25.	2	
	14	'Turtle Watchers by Linda Hogan in 'Rounding the Human Corners' https://www.lindahoganwriter.com/rounding_the_human_corners_96833.htm	2	
	15	*Her* (2013). Dir.Spike Jonze	3	
		Suggested Activity: 1. Debate the ethical implications of emerging biotechnologies on human identity and society. 2. Analyze a science fiction text or film to explore themes of cyborgs and human-machine integration.		

IV		**CRIME FICTION STUDIES**	**12**	18
	16	Introduction	2	
	17	The Pursuit of Crime: Characters in Crime Fiction (Blackwell Companion to Crime Fiction)- Carl Malmgren 323	3	
	18	Murder Culture: Adventures in 1940s Suspense- David Bordwell	2	
	19	The Silence of the Lambs (1991) – Dir. David Fincher	3	
	20	The Final Problem- Sir Arthur Conan Doyle	2	

		Suggested Activity: 1. Analyze the narrative structure and character archetypes in a classic detective story. 2. Compare and contrast the portrayal of crime-solving techniques in two different crime fiction novels.		
V		**OPEN ENDED**	**12**	

Note: The course is divided into five modules, with four having total 20 fixed units and one open- ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 20 units from the fixed modules.

Suggested Readings:

1. 'Why Are the Digital Humanities So White?' -Tara McPherson
2. 'Thinking the Histories of Race and Computation'- Laura Mandell:
3. Distributed Reading, or the Critic Filter'- William St. Claire
4. *Eternal Sunshine of the Spotless Mind* (2004)
5. 'The Last Performance'- Judd Morrissey et. al.
6. Joseph Zarconi: "The Patient as Text: The Role of the Narrator in Psychiatric Notes, 1890- 1990."
7. Abraham Verghese: *My Own Country: A Doctor's Story.*
8. Raymond Carver: "What the Doctor Said"
9. Ted Talk by Sue Austin, "Deep sea diving…in a wheelchair"
10. *Contagion* (2011).
11. "Consciousness and the Posthuman" from William S Haney II's *Cyberculture, Cyborgs and Science Fiction : Consciousness and The Posthuman.*

12. Donna J. Haraway, “A Cyborg Manifesto: Science, Technology and Socialist-Feminism in the Late Twentieth Century”
13. Terry Bisson: “They’re Made out of Meat.
14. *Transcendence* -Dir.Wally Pfister
15. John Scaggs: “Historical Crime Fiction” from *Crime Fiction* (2005) of Critical Idiom Studies.
16. Steven M. Sanders: “Film Noir and the Meaning of Life” from *The Philosophy of Film Noir*
17. David Fincher, *Mindhunter* (series)
18. *Vikram* -Dir. Lokesh Kanakaraj
19. “The Purloined Letter”- Edgar Allan Poe
20. Bates, Victoria, Alan Bleakley, and Sam Goodman, editors. *Medicine, Health and the Arts: Approaches to the Medical Humanities*. Routledge, 2014.
21. Badmington, Neil, editor. *Posthumanism*. Palgrave Macmillan, 2005.
22. Berry, David M. *Understanding Digital Humanities*. Palgrave Macmillan, 2012.
23. Brody, Howard. *Stories of Sickness*. Oxford University Press, 2003.
24. Cole, Thomas R., Nathan Carlin, and Ronald A. Carson. *Medical Humanities: An Introduction*. Cambridge University Press, 2015.
25. Gold, Matthew K., editor. *Debates in the Digital Humanities*. University of Minnesota Press, 2012.
26. Herbrechter, Stefan, and Ivan Callus, eds. *Palgrave Handbook of Critical Posthumanism*. Palgrave Macmillan, 2022.
27. Jones, Therese, Delese Wear, and Lester D. Friedman, editors. *Health Humanities Reader*. Rutgers University Press, 2014.
28. Krajenbrink, Marieke, and Kate M. Quinn, editors. *Investigating Identities: Questions of Identity in Contemporary International Crime Fiction*. Rodopi, 2009.
29. Nicol, Bran, Eugene McNulty, and Patricia Pulham, editors. *Crime Culture: Figuring Criminality in Fiction and Film*. Continuum International Publishing Group, 2011.
30. Schreibman, Susan, Ray Siemens, and John Unsworth, editors. *A Companion to Digital Humanities*. Wiley-Blackwell, 2004.
31. Scaggs, John. *Crime Fiction*. Routledge, 2005.
32. Worthington, Heather. *Key Concepts in Crime Fiction*. Palgrave Macmillan, 2011.

Mapping of COs with PSOs and POs:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1			1							3						
CO2					2	3										
CO3					2	1										
CO4				2		1			1				3			
CO5				3				1				2				3
CO6						2			1			1				

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

1. Quiz/ Discussion/ Seminar (10%)
2. Internal Exam (10%)
3. Assignment (10%)
4. End Semester Exam (70%)

Mapping of Cos to Assessment Rubrics:

	Quiz/ Discussion/ Seminar (10%)	**Internal Exam (10%)**	**Assignment (10%)**	**End Semester Exam (70%)**
CO 1	✓	✓	✓	✓
CO 2	✓	✓	✓	✓
CO 3	✓	✓	✓	✓
CO 4	✓	✓	✓	✓
CO 5	✓	✓	✓	✓
C06	✓	✓	✓	✓

FOUR-YEAR UNDERGRADUATE PROGRAMME

(FYUGP)

BA ENGLISH LANGUAGE AND LITERATURE HONOURS

BASKET 3: EMERGING TRENDS IN LITERATURE

Programme	**BA ENGLISH LANGUAGE AND LITERATURE HONOURS**				
Course Code	**ENG5EJ306(3)**				
Course Title	**LITERATURE AND OCEANIC STUDIES**				
Type of Course	**ELECTIVE**				
Semester	V				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Basic idea about different genres of literature.				
Course Summary	The course aims to acquaint learners with the origin and development of Blue Humanities and will explore various aspects of Oceanic Literature in English, including the portrayal of culture, identity, history, cross- cultural and multicultural segments.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO 1	To provide an overview of the various phases of evolution of Oceanic Studies.	U	F	Assignments
CO 2	To analyse how the social, cultural and political context influenced the rise of Oceanic literature.	An	C	Assignments
CO 3	To examine literary texts written in/ translated to English through the lenses of ocean studies.	Ap	M	Seminar Presentation
CO 4	To appreciate the richness and beauty of regional writings about the Ocean in English.	An	C	Seminar presentation
CO 5	To evaluate how Oceanic Literature is represented across the cross-cultural and multicultural society through textual representations.	An	P	Debates
CO 6	To analyse and apply the various existing theoretical aspects to Oceanic Literature.	E	M	Discussion

* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)

- Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Detailed Syllabus:

Module	Unit	Content	Hrs	Marks
I		**INTRODUCTION TO BLUE HUMANITIES**	**12**	**17**
	1	Introduction to Oceanic Studies: History, Scope, and Themes	4	
	2	Importance of the Ocean in Human History and Culture	2	
	3	Basics of Oceanography	4	
	4	Interdisciplinary Approaches to Study of the Ocean	2	
		Suggested Activities: 1. Invite guest speakers from various disciplines such as marine biology, maritime history, and environmental science to participate in panel discussions on interdisciplinary approaches to oceanic studies. 2. Assign research projects where learners explore a specific aspect of oceanic studies from different disciplinary perspectives *and present their findings to the class.*		

II	**LITERATURE AND THE SEA**		**12**	**18**
	5	Exploration of Maritime Literature: Fiction and Poetry	2	
	6	Representation of the Sea in Literature and Art	2	
	7	Maritime Themes in Cultural Identity and Nationalism	4	
	8	Environmentalism and Advocacy in Maritime Literature	4	
		Suggested Activities: 1. Encourage learners to write their own maritime-themed stories, poems, or essays inspired by the readings and discuss them in small groups or present them to the class. 2. Divide learners into small groups to read and discuss maritime literature, fostering critical thinking and collaborative learning.		
III	**MARINE ENVIRONMENTALISM AND CONVERSATION**		**12**	**17**
	9	Understanding Marine Ecosystems and Biodiversity	4	
	10	Threats to Ocean Health: Pollution, Overfishing, and Climate Change	2	
	11	Conservation Efforts and Marine Protected Areas	2	
	12	Sustainable Practices and Blue Economy	4	
		Suggested Activity: 1. Divide the class into groups representing different stakeholders (e.g., environmental NGOs, fishing industry, government agencies) and hold a debate on marine conservation policies and strategies. 2. Assign case studies of successful and unsuccessful marine conservation efforts around the world and facilitate group discussions on the factors contributing to their outcomes.		

IV	**MARITIME HISTORY AND CULTURE**		**12**	**18**
	13	Maritime History: Exploration, Trade, and Colonization	4	

	14	Maritime Communities and Traditions	2	
	15	Gender and Race in Maritime History	2	
	16	Contemporary Issues in Maritime Affairs	4	
		Suggested Activities: 1. Provide learners with excerpts from historical documents, maps, and artifacts related to maritime history, and guide them in analyzing and interpreting primary sources. 2. Assign roles to learners to reenact historical events such as explorations, trade negotiations, or naval battles, allowing them to immerse themselves in the context of maritime history**.** 3. Organize a field trip to a maritime community/museum to explore local maritime heritage, traditions, and cultural practices, and facilitate discussions on their significance 4. Engage learners in community outreach projects such as beach clean-ups, educational workshops on marine conservation, or advocacy campaigns to raise awareness about oceanic issues. 5. Organize a field trip to a nearby coastline or marine research facility where learners can observe oceanographic phenomena and interact with experts in the field.		
V	**OPEN ENDED**		**12**	

Note: The course is divided into five modules, with four having total 16 fixed units and one open- ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 16 units from the fixed modules.

Suggested Readings:

1. Chapter 1 of *Plastic Ocean* by Charles Moore and Cassandra Phillips.
2. "The Restless Sea" (section II of *The Sea Around Us*) by Rachel Carson
3. "The End of Innocence" (chapter 1 of *The Unnatural History of the Sea)* by Callum Roberts
4. *Chemmeen*- Thakazhi Sivasankara Pillai
5. *Riders to the Sea* by JM Synge.
6. Lines from "on thy stupendous summit" to "Dimpling its tranquil
7. 'Surface' from "Beachy Head" by Charlotte Smith.
8. Chapter 1 of *The World is Blue* by Sylvia A. Earle
9. *The Conquest of Ocean* by Brian Lavery
10. 'Deep: Freediving, Renegade Science, and What the Ocean Tells Us About Ourselves' by James Nestor
11. 'Blue Legalities: The Law and Life of the Sea' edited by Irus Braverman and Elizabeth R. Johnson
12. 'Sea Change: A Message of the Oceans' by Sylvia A. Earle
13. *An Introduction to the Blue Humanities*- Steve Mentz
14. *Bodies of Water: Posthuman Feminist Phenomenology*- Astrida Neimanis
15. *Blue Humanities*- Serpil Oppermann

Mapping of COs with PSOs and POs:

	PSO 1	PSO 2	PSO 3	PSO0 4	PSO 5	PSO 6	PO 1	PO 2	PO 3	PO 4	PO 5	PO6	PO 7
CO 1	1	2	-	1	-	3	-	1	2	3	2	-	2
CO 2	-	3	2	1	-	2	1	-	3	1	2	-	2
CO 3	-	1	3	1	1	-	3	2	2	1	-	3	1
CO 4	-	3	-	2	-	1	-	2	1	2	2	1	3
C0 5	-	3		2	1	3	2	2	2	1	-3	1	1
C0 6	2	1	-	3	1	1	-	2	2	3	2	3	3

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

1. Quiz/ Discussion/ Seminar (10%)
2. Internal Exam (10%)
3. Assignment (10%)
4. End Semester Exam (70%)

Mapping of Cos to Assessment Rubrics:

	Quiz/ Discussion/ Seminar (10%)	**Internal Exam (10%)**	**Assignment (10%)**	**End Semester Exam (70%)**
CO 1	✓	✓	✓	✓
CO 2	✓	✓	✓	✓
CO 3	✓	✓	✓	✓
CO 4	✓	✓	✓	✓
CO 5	✓	✓	✓	✓
C06	✓	✓	✓	✓

FOUR-YEAR UNDERGRADUATE PROGRAMME (FYUGP)

BA ENGLISH LANGUAGE AND LITERATURE HONOURS

BASKET 3: EMERGING TRENDS IN LITERATURE

Program	**BA ENGLISH LANGUAGE AND LITERATURE HONOURS**				
Course Code	**ENG6EJ305(3)**				
Course Title	**LITERATURE, SCIENCE, AND TECHNOLOGY**				
Type of Course	**ELECTIVE**				
Semester	VI				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial Per week	Practical Per week	Total Hours
	4	4	-	-	60
Prerequisite s	Learners should complete foundational coursework in humanities, natural sciences, and social sciences, with proficiency in critical thinking and interdisciplinary engagement. Prior exposure to interdisciplinary studies or related courses in literature, science, or technology is beneficial for integrating concepts across diverse fields and applying them to real-world contexts.				
Course Summary	The course "Literature, Science, and Technology" explores the intersections between literature, science, and technology, examining how these fields influence and shape each other. Through the study of literary texts, essays, films, and documentaries, learners will critically analyze the cultural, philosophical, and ethical dimensions of scientific and technological advancements, as well as their representation in literature and media				

Course Outcome:

O	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO 1	Master key concepts and theories concerning the intersections of literature, science, and technology.	R	F	Assignments/ Discussions/ Debates/ Seminar
CO 2	Develop comprehension of how literature, science, and technology intersect, influencing one another in nuanced and multifaceted ways within contemporary society.	U	C	Assignments/ Discussions/Debates/Seminar
CO 3	Utilize critical analysis skills to dissect various forms of media, including literary texts and films.	Ap	P	Assignments/ Discussions/Debates/Seminar
CO 4	Evaluate and analyze the intricate connections between literary representations and scientific concepts	An	C	Assignments/ Discussions/Debates/Seminar
CO 5	Assess the cultural, philosophical, and ethical implications arising from advancements in science and technology	E	M	Discussions/ Debates/Review
CO 6	Synthesize knowledge and insights gained from the course to engage in thought-provoking discussions on the ethical dilemmas inherent in scientific and technological advancements	C	M	Report/GD/Exam
*-Remember(R), Understand(U), Apply (Ap), Analyse(An), Evaluate(E), Create (C) #FactualKnowledge(F)ConceptualKnowledge(C)ProceduralKnowledge(P)Metacognitiv e Knowledge (M)				

Detailed Syllabus:

Module	Unit	Content	Hrs	Marks
	LITERATURE AND SCIENTIFIC DISCOURSE		**12**	**18**
I	1	Technological Progress and Enlightenment Ideals a. Overview of the Enlightenment: Understanding the historical context, key figures, and central ideas of the Enlightenment period. b. Enlightenment ideals: Exploring concepts such as rationality, progress, and the pursuit of knowledge as foundational principles of the Enlightenment. Cybernetics and Interdisciplinary Communication a. Introduction to cybernetics: Definition, history, and key concepts. b. Interdisciplinary communication: Exploring the importance of communication and collaboration between disciplines.	4	
	2	An Answer to the Question: What Is Enlightenment?- Immanuel Kant -*What is Enlightenment?: Eighteenth-Century Answers and Twentieth-Century Questions*, edited by James Schmidt, University of California Press, 1996, pp. 58-64	3	
	3	*The Two Cultures*. - C. P. Snow. *The Two Cultures*. CUP, 1998, pp. 01-21.	3	
	4	Contact- Dir. Robert Zemeckis,Warner Bros., 1997.	2	
	Suggested Activities: **1.** Divide learners into groups representing the sciences and the humanities. Have them debate the merits and drawbacks of each discipline. **2.** Watch Robert Zemeckis' "Contact" and analyze how the film explores themes of science, technology, and humanity's quest for knowledge beyond Earth.			

II	**TECHNOLOGY AND HUMAN EXPERIENCE**	**12**	**18**

5	a. Psychological and Social Implications of Technology b. Data and Information Overload	3 3	
6	*The Yellow Wallpaper*- Charlotte Perkins Gilman	2	
7	*The Library of Babel* -Jorge Luis Borges	2	
8	2001: A Space Odyssey- Dir. Stanley Kubrick	2	
	Suggested Activities: **1.** Analyze Borges' "The Library of Babel" to explore themes of knowledge, infinity, and the limitations of human understanding. **2.** Watch Stanley Kubrick's "2001: A Space Odyssey" and discuss how the film portrays technology's influence on human evolution, consciousness, and societal development, examining its themes of artificial intelligence, space exploration, and existentialism.		

III	**SCIENCE, TECHNOLOGY, AND SOCIETY**		**12**	**17**
	9	Agency: a. Human Agency: theories of human agency, including cognitive, social, and cultural perspectives, and exploring how individuals exercise agency in shaping their lives, identities, and societies. b. Non-Human Agency: the concept of non-human agency, highlighting the role of objects, technologies, animals, and natural forces in shaping human behaviour, social relations, and environmental systems Technological Hybridity: How technology mediates and shapes hybridity, from the blending of physical and digital spaces to the integration of human and machine capabilities in cyborgs and augmented reality.	4	
	10	Cyborgs: A Myth of Political Identity- Donna Haraway- *The Haraway Reader*. Routledge, 2004. pp. 31-40	3	
	11	Excerpts from 'Why Has Critique Run out of Steam? From Matters of Fact to Matters of Concern.' -Latour, Bruno- *Critical Inquiry,* vol. 30, no. 2, [2004], pp. 225-232. (First 14 paragraphs)	3	
	12	The History of Computer Science- Jim Al-Khalili -YouTube, uploaded by Doc of the Day, 22 July. 2023, 'The History of Computer Science with Professor Jim Al-Khalili' | Doc of the Day (youtube.com).	2	
		Suggested Activities: 1. Discuss Haraway's Cyborg Manifesto and its implications for gender, technology, and identity. 2. Watch Jim Al-Khalili's "The History of Computer Science" and discuss the historical development of computer science and its impact on society.		

IV	**ETHICALAND PHILOSOPHICAL DIMENSIONS OF SCIENCE AND TECHNOLOGY**		**12**	**17**
	13	Biological Reductionism: Fundamental components- biochemical and genetic mechanisms Complexity and Emergence: Interactions of simpler components	2	
	14	All in the Genes?-Richard Lewontin- *Biology as Ideology: The Doctrine of DNA*. House of Anansi Press Limited, 1991.	5	
	15	Is Everything Determined? -Stephen Hawking- *Black Holes and Baby Universes*. Bantam Books, 1994.	3	
	16	Avatar-Dir. James Cameroon. 20th Century Fox, 2009.	2	
	Suggested Activities: 1. Research and make a presention on the ethical implications of genetic determinism and its influence on societal perceptions. 2. Watch James Cameron's "Avatar" and analyze how the film explores themes of environmentalism, colonialism, and indigenous cultures.			
V	**OPEN ENDED**		12	

Note: The course is divided into five modules, with four having total 16 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 16 units from the fixed modules.

Suggested Readings:

1. *The Hitchhiker's Guide to the Galaxy*. Douglas Adams and Del Rey, 1995.
2. Feed. M.T Anderson.Candlewick Press, 2004.
3. The Martian -Andy Weir- Broadway Books, 2014. 3. The Time Machine- H.G Wells- Dover Publications, 1995.
5. *Jurassic Park*. Michael Crichton, Ballantine Books, 1990.
6. *The Circle*. Dave Eggers, Vintage, 2014.
7. *Literature, Science, and Technology: A Beginner's Guide*. Gossin, Pamela 2012.
8. *Brave New World*- Aldous Huxley - Harper Perennial Modern Classics, 2006.
9. *Frankenstein*- Mary Shelley- Penguin Classics, 2003.
10. *The Immortal Life of Henrietta Lacks*. Rebecca Skloot -Broadway Books, 2011.
11. *Neuromancer*. William Gibson, Ace Books, 1984

Mapping of Cos with PSOs and POs:

	PSO1	PSO2	PSO3	PSO 4	PSO5	PSO6	P01	PO2	PO3	PO4	PO5	PO6	PO7
CO1	2	3	3	1	2	1	1	3	2	1	1	3	2
CO2	2	3	3	1	2	1	1	3	2	1	1	3	2
CO3	2	3	3	1	2	1	1	3	2	1	1	3	2
CO4	2	3	3	1	2	1	1	3	2	1	1	3	2
CO5	2	3	3	1	2	1	1	3	2	1	1	3	2
CO6	2	3	3	1	2	1	1	3	2	1	1	3	2

Corelation Level:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

1. Quiz/ Discussion/ Seminar (10%)
2. Internal Exam (10%)
3. Assignment (10%)
4. End Semester Exam (70%)

Mapping of Cos to Assessment Rubrics:

	Quiz/ Discussion/ Seminar (10%)	Internal Exam (10%)	Assignment (10%)	End Semester Exam (70%)
CO 1	✓	✓	✓	✓
CO 2	✓	✓	✓	✓
CO 3	✓	✓	✓	✓
CO 4	✓	✓	✓	✓
CO 5	✓	✓	✓	✓
C06	✓	✓	✓	✓

FOUR-YEAR UNDERGRADUATE PROGRAMME (FYUGP)

BA ENGLISH LANGUAGE AND LITERATURE HONOURS

BASKET 3: EMERGING TRENDS IN LITERATURE

Programme	**BA ENGLISH LANGUAGE AND LITERATURE HONOURS**				
Course Code	**ENG6EJ306(3)**				
Course Title	**DIGITAL NARRATIVES**				
Type of Course	**ELECTIVE**				
Semester	VI				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Basic understanding of digital space				
Course Summary	The course explores the intersection of storytelling and digital technology, examining how narratives are created, presented, and consumed in the digital age.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Understand the concept of digital narratives and their evolution in the digital age.	U	C	Exam/ Assignment
CO2	Analyze different forms of digital storytelling.	An	C	Assignment/ Case studies/ Comparative analyses
CO3	Identify and apply narrative techniques used in digital storytelling, such as narrative structure, point of view, and character development.	Ap	P	Peer assessment/ Assignment/ Presentations
CO4	Utilize various digital storytelling platforms and tools to create engaging narratives.	Ap	P	Digital narrative project/ Multimedia presentations/ Assessments
CO5	Evaluate digital narratives from critical perspectives, considering issues of representation, interactivity, and immersion.	E	C	Critical reviews/ Debate/ Presentations.
CO6	Discuss the ethical implications of digital storytelling, including concerns related to user-generated content and diversity.	An	C	Case studies/ Discussion s/ Research papers

* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)

- Factual Knowledge (F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Detailed Syllabus:

Module	Unit	Content	Hrs	Marks
I		**INTRODUCTION TO DIGITAL NARRATIVES**	**12**	**17**
	1	Impact of Digital Technology on Storytelling	3	
	2	Forms of Digital Storytelling	2	
	3	Understanding Digital Narratives	2	
	4	Analysis of Digital Narrative Examples	3	
	5	Future Trends in Digital Storytelling	2	
		Suggested Activities: 1. Analyze examples of digital narratives. 2. Explore the implications of digital technology on storytelling. 3. Create short digital narratives using various tools and platforms.		

II		**NARRATIVE TECHNIQUES IN DIGITAL MEDIA**	**12**	**18**
	6	Narrative Structure and Frameworks	3	
	7	Point of View and Character Development	2	
	8	World building and setting	2	
	9	Plot Development and Pacing	3	
	10	Experimentation and Innovation in Narration	2	
		Suggested Activities: 1. Discuss narrative techniques with examples. 2. Practise implementing narrative techniques in digital storytelling. 3. Provide feedback on each other's digital narrative projects. 4. Invite professionals working in the field of digital storytelling to share insights.		
III		**DIGITAL STORYTELLING PLATFORMS AND TOOLS**	**12**	**17**
	11	Multimedia Authoring Software	3	
	12	Game Engines and Interactive Storytelling	2	
	13	Web-based Platforms for Storytelling	3	
	14	Ethical Considerations in Digital Storytelling	2	
	15	Collaboration and Distribution	2	

		Suggested Activities: 1. Demonstrate how to use digital storytelling tools. 2. Create digital narratives using chosen platforms. 3. Share and discuss digital narrative projects with the class.		
IV	**CRITICAL PERSPECTIVES ON DIGITAL NARRATIVES**		**12**	**18**
	16	Portrayal of diverse identities in digital narratives	3	
	17	Role of interactivity in shaping audience experience	2	
	18	Creating immersive experiences in digital narratives	2	
	19	Accessibility and democratization of storytelling tools	3	
	20	Challenges and Opportunities for innovation and experimentation in digital storytelling	2	
		Suggested Activities: 1. Discuss readings and critical perspectives on digital narratives. 2. Debate on controversial topics related to digital storytelling. 3. Investigate specific aspects of digital narratives and present findings.		
V	OPEN-ENDED MODULE		**12**	

Note: The course is divided into five modules, with four having total 20 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 20 units from the fixed modules.

Suggested Reading:

1. *Hamlet on the Holodeck: The Future of Narrative in Cyberspace*. MIT Press, 1998. Janet H Murray
2. *Narrative as Virtual Reality* 2*: Revisiting Immersion and Interactivity in Literature and Electronic Media.* Johns Hopkins University Press, 2015. Marie-Laure Ryan
3. Cybertext: Perspectives on Ergodic Literature. Johns Hopkins University Press, 1997.- Espen J. Aarseth
4. *Afternoon, a story* (Hypertext Fiction)- Michael Joyce
5. *Cybertext Poetics: The Critical Landscape of New Media Literary Theory.* Continuum, 2012. MarkkuEskelinen
6. Emily *Short's Galatea* (Interactive Fiction)
7. *Inventing the Medium: Principles of Interaction Design as a Cultural Practice.* MIT Press,

2011.- Janet H Murray17
8. Storytelling in Emergent Media: The Psychology of Creating and Understanding Stories in Video Games, Transmedia Narratives, and Beyond. MIT Press, 2019. Celia Pearce
9. Shakespeare's Festive Comedy: A Study of Dramatic Form and its Relation to Social Custom by C.L. Barber
10. The Language of New Media. MIT Press, 2001. Lev Manovich
11. Software Takes Command. Bloomsbury Academic, 2013. Lev Manovich
12. Inkle Studios' 80 Days (Interactive Fiction)
13. Textual Poachers: Television Fans and Participatory Culture. Routledge, 1992. Henry Jenkins

Mapping of COs with PSOs and POs:

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1	**1**	**2**	**3**	**1**	**2**	**3**	**3**	**2**	**2**	**3**	**-**	**1**	**2**
CO 2	**2**	**3**	**3**	**2**	**2**	**3**	**3**	**2**	**2**	**2**	**3**	**3**	**3**
CO 3	**2**	**3**	**3**	**1**	**2**	**3**	**3**	**3**	**3**	**2**	**3**	**2**	**3**
CO 4	**3**	**2**	**3**	**2**	**3**	**2**	**2**	**1**	**3**	**3**	**-**	**1**	**2**
CO 5	**3**	**2**	**3**	**2**	**3**	**2**	**3**	**2**	**2**	**2**	**3**	**2**	**3**

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz/ Discussion/ Seminar (10%)
- Internal Exam (10%)
- Assignment (10%)
- End Semester Exam (70%)

Mapping of Cos to Assessment Rubrics:

	Quiz/ Discussion/ Seminar (10%)	Internal Exam (10%)	Assignment (10%)	End Semester Exam (70%)
CO 1	✓	✓	✓	✓
CO 2	✓	✓	✓	✓
CO 3	✓	✓	✓	✓
CO 4	✓	✓	✓	✓
CO 5	✓	✓	✓	✓

FOUR-YEAR UNDER GRADUATE

PROGRAMME (FYUGP)

ELECTIVE COURSES IN ENGLISH LANGUAGE AND LITERATURE WITH NO SPECIALISATION

BA ENGLISH LANGUAGE AND LITERATURE HONOURS

Programme	**BA ENGLISH LANGUAGE AND LITERATURE HONOURS**				
Course Code	**ENG5EJ307**				
Course Title	**FOLK AND ORAL TALES FROM ACROSS THE WORLD**				
Type of Course	**ELECTIVE**				
Semester	V				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	General awareness of folk tradition and mythology and a genuine interest in learning different cultures.				
Course Summary	This course explores oral traditions, Indian folk tales, mythology, folk wisdom in conservation, sustenance, and governance through their stories and narratives.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
C01	To develop a love of language through reading and narrating stories of the world.	U	C	Oral tests/ Narrations, Roleplay/ Enactment
CO 2	To develop a deep understanding of the significance of folklore and tribal cultures in preserving and transmitting cultural heritage for further research.	U	C	Instructor-created exams / Quiz
CO 3	To learn to contextualise folk narratives within their historical and cultural contexts to enable them to adapt to changing social dynamics.	Ap	M	Assignment / Group Tutorial Work
C04	To develop critical thinking skills through the analysis of folk and tribal narratives and their significance in modern times	F	C	Clicker questions/Test/ Quiz/Disc ussions
CO 5	To learn about sustainable practices, ecological wisdom, and the relationship between humans and the natural world as conveyed through tribal stories and folklore.	An	F	Seminar Presentation
CO 6	To develop empathy, cultural sensitivity, and inclusiveness in learners through engagement with diverse cultures.	U	P	Exhibitions/Art/ Music Workshops

* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Detailed Syllabus:

Module	Unit	Content	Hrs	Marks 70
I	**INTRODUCTION TO FOLKTALES AND TRIBAL LORE**		**8**	**18**
	1	*Folklore and Folklife: An Introduction* - Richard M. Dorson -pp 1-5	4	
	2	Introduction -*Folk Tales from India* Ed. AK Ramanujan- pp 19-20	4	
		Suggested Activities: Conduct storytelling sessions, collect proverbs and riddles from the local community		
II	**TALES OF CREATION**		**14**	**18**
	3	"Prometheus" *Beginnings: Creation Myths of the World* Ed. Penelope Farmer Atheneum, 2013 -pp 77-79 ancient-origins.net/myths-legends-europe/Prometheus-00615	3	
	4	"The Damors" Folktales of Bhil Tribe from *Tribal Folktales of India: A Study in Anthropological Perspective* - Sarita Sahay, Discovery Publishing House New Delhi 2013 -pp 8-17	3	
	5	"Fuxi, Nuwa, and the Creation of Humanity" ancient-origins.net/myths-legends-asia/creation-0013397	2	
	6	*Sun Mother Wakes the World: An Australian Creation Story* - Diane Wolkstein, Bronwyn Bancroft (Illustrator) Harper Collins, 2004	2	
	7	"Spider and the Palm-Nut Tree" *Earth care: World Folktales to Talk About*, Margaret Read MacDonald, Linnet Books 1999, pp 32-34.	2	
	8	"The Seven Clans", *Around the Hearth: Khasi Legends.* Dr.Kynpham Sing Nongkynrih. Penguin Books, 2007.	2	

		Suggested Activities: 1. Compile creation stories from various cultures for a comparative study – Ex: Tales from the mythologies of Creation, Maui and Aoraki https://youtu.be/P6q8E1laQjY?si=Vei_GhyEd5K234kA		
III	**MAGIC, WIT, AND WISDOM**		**14**	**17**
	9	"The Priest of Kadamattom" from *Folk Tales of Kerala*, trans K Jacob, Sterling Publisher, pp 68-70	3	
	10	"Sulasa and Sattuka" (*Tale from Jataka*) (mythologystories.wordpress.com/2012/12/29/ jatakas-8/) World of tales.com/Magic_bed.html#gsc.tab=0	3	
	11	"Momotaro or The Story of a Son of a Peach" from *Japanese Fairy Tales* by Yei Theodoro Ozaki	2	
	12	"The Magic Lamp" from *Santhal Folktales* - A. Campbell, Project Gutenberg	2	
	13	"The Fish Prince" The Magic Bed (A Book of East Indian Fairy Tales) - Hartwell James. World of tales.com/Magic bed.html#gsc.tab=0	2	
	14	Pot of Gold – *Adarsh Chitra Katha*- A Picture Book	2	
		Suggested Activities: Creative Writing -stories, poems, art, drawing		
IV	**FOLK TALES TODAY**		**12**	**17**
	15	"The Courtship of Mr.Lyon" *The Bloody Chamber and other Stories* -Angela Carter – pp 50-62	4	
	16	"The Pied Piper of Hamelin" *Politically Correct Bedtime Stories* James Finn Garner -pp 198-212	3	
	17	"Folktales as Gaia Care Narratives" - Chapter III- *Environmental Humanities in Folktales: Theory and Practice* -P Mary Vidya Porselvi, Routledge 2023, (Excerpt) pp 38-40	3	
	18	The Secret of Kells- Dir. Tomm Moore and Nora Twomey https://www.youtube.com/watch?v=C_T5SwfRQ3M	2	
		Suggested Activities: 1. Read and analyse any revisionist folk, fable, or fairy tales. 2. Movie reviews of folktale adaptation. 3. Ecological wisdom of folklife.		
V	**OPEN ENDED**		**12**	

Note: The course is divided into five modules, with four having total 18 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 18 units from the fixed modules.

Suggested Readings:

1. *The Greenwood Encyclopaedia of Folk Tales and Fairy Tales* Vol-3 ed Daonald Haase, Greenwood Press

2. What is Folklore and Why Does it Matter? – Chapter I *Folklore: The Basics* by Simon J Bronner

3. "Rethinking the Idea of Folklore in Digital Age," *Toward a Definition of Folklore in Practice*, Simon J Bronner, Pennsylvania State University, pp 10-15

4. Egyptian Mythology blob:https://web.whatsapp.com/ba10f348-d1ba-4c03-bc47-595c7d0cb73d

5. .*Three Hundred Ramayanas*, A.K Ramanujan blob:https://web.whatsapp.com/16bb4c86-099b-4b50-bc35-190b188fea56

6. *The Rain-Maiden and the Bear-Man and Other Stories* by Easterine Kire, Seagull Books.

7. Stories from *Panchathantra*

8. Aithihyamala by Kottarathil Sankunni

9. *Aesop's Fables*

10. *Brothers Grimm*- Fairy Tales

Suggested Viewings: Folk Tale adaptations:

1.*Aladdin*- Dir. Guy Ritchie, Disney, 2019

https://in.video.search.yahoo.com/search/video

2. *Moana*, Dir. Ron Clements, John Musker, Don Hall, Chris Williams, 2016

3. *Raya and the Last Dragon*, Dir. Paul Briggs, Don Hall, Carlos López Estrada, 2021

4. *The Tale of the Princess Kaguya* (film) , Dir. Isao Takahata Release date: November 23, 2013

Mapping of COs with PSOs and POs :

	PSO 1	PSO 2	PSO 3	PSO4	PSO5	PSO 6	PSO 7	PSO 8	PO1	PO2	PO3	PO4
CO 1	3	2	-	-	-	-	3	3	3	2	1	1
CO 2	1	3	-	3	3	2	2	-	2	2	3	1
CO 3	2	2	2	2	2	-	1	2	1	-	2	3
CO 4	1	2	3	3	2	2	1	1	2	1	3	-
CO 5	-	1	-	-	3	3	-	-	3	1	-	2
C0 6	2	-	-	-	3	3	-	-	-	2	-	1

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar (10%)
- Midterm Exam (10%)
- Programming Assignments (10%)
- Final Exam (70%)

Mapping of Cos to Assessment Rubrics:

	Quiz/ Discussion/ Seminar (10%)	Internal Exam (10%)	Assignment (10%)	End Semester Exam (70%)
CO 1	✓	✓	✓	✓
CO 2	✓	✓		✓
CO 3	✓	✓	✓	✓
CO 4	✓	✓		✓
CO 5	✓	✓		✓
C06	✓	✓		✓

FOUR-YEAR UNDERGRADUATE PROGRAMME (FYUGP)

BA ENGLISH LANGUAGE AND LITERATURE HONOURS

<table>
<tr><td>Programme</td><td colspan="5">BA ENGLISH LANGUAGE AND LITERATURE HONOURS</td></tr>
<tr><td>Course Code</td><td colspan="5">ENG5EJ308</td></tr>
<tr><td>Course Title</td><td colspan="5">SHAKESPEARE STUDIES</td></tr>
<tr><td>Type of Course</td><td colspan="5">ELECTIVE</td></tr>
<tr><td>Semester</td><td colspan="5">V</td></tr>
<tr><td>Academic Level</td><td colspan="5">300-399</td></tr>
<tr><td rowspan="2">Course Details</td><td>Credit</td><td>Lecture per week</td><td>Tutorial per week</td><td>Practical per week</td><td>Total Hours</td></tr>
<tr><td>4</td><td>4</td><td>-</td><td>-</td><td>60</td></tr>
<tr><td>Pre-requisites</td><td colspan="5">Familiarity with the socio-political, cultural, and religious contexts of Shakespeare's time.</td></tr>
<tr><td>Course Summary</td><td colspan="5">The course offers a comprehensive exploration of the life, works, and literary significance of William Shakespeare.</td></tr>
</table>

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category #	Evaluation Tools used
CO1	Gain a thorough understanding of the socio-historical context in which Shakespeare lived and wrote.	U	C	Exam/Assignment/ Discussions
CO2	Analyze the major themes, characters, and literary techniques employed by Shakespeare in his works.	An	C	Literary Analysis/ Presentations/ Exams/ Group Discussions
CO3	Develop critical thinking and analytical skills through close reading and interpretation of Shakespearean texts.	An	P	Close Reading Exercises/ Guided Discussions/Peer Review
CO4	Evaluate different critical approaches to Shakespearean literature and articulate informed interpretations.	E	C	Presentations/Class Debates
CO5	Synthesize knowledge and skills acquired throughout the course to produce original research and scholarly analysis.	C	M	Research Papers/ Projects/ Presentations

* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)

- Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Detailed Syllabus:

Module	Unit	Content	Hrs	Marks 70
I	**INTRODUCTION TO SHAKESPEAREAN STUDIES**		**12**	**18**
	1	Historical and cultural context of Shakespeare's works	2	
	2	Overview of Shakespeare's Major Works	3	
	3	Shakespeare's use of Literary Techniques	3	
	4	Critical Approaches to Shakespeare: A Brief Survey	2	
	5	Shakespeare: Contemporary Relevance	2	
		Suggested Activities: 1. Perform scene readings, analyze character motivations, and explore historical influences on Shakespeare's writing.		
II	**SHAKESPEAREAN TRAGEDY**		**12**	**18**
	6	Macbeth	5	
	7	Tragic Conventions	2	
	8	Tragic Heroes	1	
	9	Themes of Tragedy	2	
	10	Dramatic Techniques	1	
	11	Critical Perspectives	1	
		Suggested Activities: 1. Content analysis of the recurring themes and motifs in Shakespeare's tragedies. 2. Comparative study of the different research methodologies used in analysing Shakespearean tragedies including historical, feminist, and psychoanalytic approaches. 3. Conduct interviews with scholars or theatre practitioners who specialize in Shakespearean literature to gain insights into their research methodologies and interpretations of the plays. 4. Analyze the historical and cultural context of Shakespeare's tragedies to understand the impact of different research methodologies on interpreting the works.		

III	**SHAKESPEAREAN COMEDY AND ROMANCE**		**12**	**17**
	12	Much Ado About Nothing	4	
	13	Comic Conventions	2	
	14	Comic Techniques	2	
	15	Themes of Comedy and Romance	2	
	16	The Role of the Fool	1	
	17	Gender and Identity	1	
		Suggested Activities: 1. Experiment with interdisciplinary approaches, such as combining literary analysis with sociological or psychological research methods, to gain a deeper understanding of the characters and themes. 2. Utilizing digital humanities tools for text mining and computational analysis of Shakespeare's comedies and romances to uncover patterns and trends in the language and themes. 3. Exploring the role of translation and cross-cultural research methodologies in studying Shakespeare's works, considering how different cultures interpret and adapt his comedies and romances. 4. Engage in reflective practice by documenting and analyzing your own methodological choices and processes when studying Shakespearean comedies and romances, considering how your perspectives and biases may influence your interpretations.		

IV	**SHAKESPEAREAN SONNETS AND POETIC FORMS**		**12**	**17**
	18	a. Sonnet 18: Shall I compare thee to a summer's day? b. Sonnet 130: My mistress' eyes are nothing like the sun	3	
	19	Venus and Adonis (lines 1-60)	2	
	20	Sonnet Structure, Poetic Devices	3	
	21	Themes of Love, Time, Mortality, and Beauty	2	
	22	Sonnet Sequences, Shakespearean sonnets: Interpretive Challenges	2	
		Suggested Activities: Write appreciations of the following sonnets Shakespeare's Sonnets, edited by Stephen Booth 1. Sonnet 60: Like as the waves make towards the pebbled shore 2. Sonnet 73: That time of year thou mayst in me behold 3. Sonnet 65: Since brass, nor stone, nor earth, nor boundless sea 4. Sonnet 12: When I do count the clock that tells the time 5. Sonnet 19: Devouring Time, blunt thou the lion's paws 6. Sonnet 126: O thou, my lovely boy, who in thy power		
V	**OPEN ENDED MODULE**		**12**	

Note: The course is divided into five modules, with four having total 22 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 20 units from the fixed modules.

Suggested Reading:

1. A Companion to Shakespeare, edited by David Scott Kastan
2. Shakespeare: A Very Short Introduction by Germaine Greer
3. Shakespeare: The World as Stage by Bill Bryson
4. Shakespearean Tragedy: Lectures on Hamlet, Othello, King Lear, and Macbeth" by A.C. Bradley
5. King Lear
6. Othello
7. The Cambridge Companion to Shakespearean Tragedy edited by Claire Mc Eachern
8. Tragic Form in Shakespeare by Rhodri Lewis
9. A Midsummer Night's Dream
10. Shakespeare's Festive Comedy: A Study of Dramatic Form and its Relation to Social Custom by C.L. Barber
11. Twelfth Night
12. As You Like It
13. Shakespearean Comedy by Maurice Charney
14. The Cambridge Companion to Shakespearean Comedy, edited by Alexander Leggatt
15. The Art of Shakespeare's Sonnets by Helen Vendler
16. The Oxford Handbook of Shakespeare's Poetry edited by Jonathan Post
17. Shakespeare's Poetics by Katherine Duncan-Jones

Mapping of COs with PSOs and POs:

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1	1	1	1	-	1	-	2	2	1	-	-	-	1
CO 2	1	-	3	-	-	1	-	1	-	-	2	-	1
CO 3	1	-	3	-	-	1	-	-	2	-	3	-	2
CO 4	1	-	3	-	1	1	-	-	1	-	-	-	2
CO 5	2	-	2	-	1	2	3	1	3	-	-	-	3

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz/ Discussion/ Seminar (10%)
- Internal Exam (10%)
- Assignment (10%)
- End Semester Exam (70%)

Mapping of Cos to Assessment Rubrics:

	Quiz/ Discussion/ Seminar (10%)	Internal Exam (10%)	Assignment (10%)	End Semester Exam (70%)
CO 1	✓	✓	✓	✓
CO 2	✓	✓	✓	✓
CO 3	✓	✓	✓	✓
CO 4	✓	✓	✓	✓

CO 5	✓	✓	✓	✓

FOUR-YEAR UNDERGRADUATE PROGRAMME (FYUGP)

BA ENGLISH LANGUAGE AND LITERATURE HONOURS

Programme	**BA ENGLISH LANGUAGE AND LITERATURE HONOURS**				
Course Code	**ENG6EJ307**				
Course Title	**READING WORLD CLASSICS**				
Type of Course	**ELECTIVE**				
Semester	VI				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Basic communication skills with emphasis on spoken and written communication.				
Course Summary	"Reading World Classics" is designed to familiarize the learners with the literary classics in different genres from across the world and to enable them to appreciate and analyze the literary traditions of divergent cultures.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
	Gain an understanding of the major literary concepts and movements to comprehend and interpret the classical texts of world literature	U	F	Assignments Debate/ Discussion
	Develop skills in comparative literature analysis, draw connections between classics from different cultures, periods and genres.	An	P	Seminar
	Enhance language proficiency through rich and nuanced vocabulary from different cultures and genres.	U	C	GD
	Develop research skills necessary for deep literary analysis	An	C	Seminar
	Develop creative, analytical and critical skills	An	P	Quiz/Discussion
	Analyze the influence of literary classics on modern literature and popular culture	An	P	Debate

* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)

- Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Detailed Syllabus:

Module	Unit	Content	Hrs	Marks 70
I	**INTRODUCTION**		**8**	**18**
	1	Epic -Definition, evolution/history, characteristics, major works and authors.	1	
	2	Tragedy- Definition, evolution/history, characteristics, major works and authors.	1	
	3	Comedy-Definition, evolution/history, characteristics, major works and authors.	1	
	4	Satire-Definition, evolution/history, characteristics, major works and authors.	1	
	5	Lyric-Definition, evolution/history, characteristics, major works and authors.	1	
	6	Myth-Definition, evolution/history, characteristics, prominent myths from various cultures and their influence on literature.	1	
	7	Dialogue-Definition, evolution/history, characteristics.	1	
	8	Catharsis and Mimesis-Definition, evolution/history, characteristics, theories of Plato and Aristotle.	1	
II	**POETRY**		**10**	**17**

	9	Excerpt from Iliad: Book 15, Lines 451 -483 Translation by Robert Fitzgerald (The part that describes Hector and Ajax motivating their respective sides to spring to action)	3	
	10	The painting of John William Waterhouse featuring the eco and Narcissus story from the Book III of Ovid's Metamorphosis.	2	
	11	Gitanjali –Rabindranath Tagore: Song 8	1	
	12	Ghazal of Hafez, The Letter ‘Ain (344)	2	
	13	Haikus of Matsuo Basho:3, 8, 21, 74, 87, 137 and 141	2	
		Suggested Activities: 1. Analyze the cultural contexts in which different forms of poetry such as Epic, Ghazal and Haiku originated. 2. Compare the distinctive features of different forms of classical poetry.		
III		**PROSE AND FICTION**	**16**	**18**
	14	The Bet-Anton Chekhov	3	
	15	The Lottery-Shirley Jackson	3	

	16	The Prophet -Khalil Gibran (The Coming of the Ship)	2	
	17	The Watchman-R K Narayan	2	

	18	The Meditations of Marcus Aurelius Antoninus, the First Book	3	
	19	Carriage- Nikolai Gogol	3	
		Suggested Activity: 1. Prepare scripts based on the short stories. 2. create videos by enacting them.		
IV	**DRAMA**		**14**	**17**
	20	Antigone: Sophocles- The Scene that precedes the Parodos. (translation by Paul Woodruff)	3	
	21	Doctor Faustus (Act One, Scene Two)-Christopher Marlowe	4	
	22	The Hunt (first scene of *Sakuntalam*): Kalidasa	3	
	23	Madame Butterfly- Scene One, Two and Three- Giacomo Puccini,	4	

		Suggested Activities: 1. Perform the plays with costumes and props appropriate for the cultural context in which each play was written. 2. Attempt to adapt the plays into other genres (poem, prose narrative, mime, audio drama, graphic presentations etc.) 3. The teacher may familiarize the learners with the portrayal of epic characters by later-day authors (eg: Margaret Atwood's 'Penelope', Sarah Joseph's 'Thaikulam' and so on) and enable them to envisage the classical themes in contemporary cultural contexts.		
V	**OPEN ENDED**		**12**	

Note: The course is divided into five modules, with four having total 23 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 23 units from the fixed modules.

Suggested Readings:

1.Poetic Theory and Practice in Early Modern Verse: Unwritten Arts- Ed. Zenón Luis-Martínez

2. The Study of Poetry- Mathew Arnold

3. On the Study of Greek Poetry- Friedrich Schlegel

4. Prose Fiction: An Introduction to the Semiotics of Narrative- Ignasi Ribó

5. The Theory and Analysis of Drama -Manfred Pfister

6. Classical Literature: A Very Short Introduction- William Alan

7. Ruins: Classical Theatre and Broken Memory (Theatre: Theory/Text/Performance)– Odai Johnson

Mapping of COs with PSOs and POs:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	2	3	1	2	-	3	3	1	3	1	3	-	3
CO2	1	2	3	-	2	1	2	-	2	3	-	2	1
CO3	2	3	-	2	3	-	2	2	3	-	3	2	3
CO4	1	3	2	3	3	1	3	2	3	1	2	2	2
CO5	-	3	2	3	-	3	2	3	2	-	2	-	1
CO6	3	-	3	1	3	1	3	-	2	3	-	1	2

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

1. Quiz/ Discussion/ Seminar (10%)
2. Internal Exam (10%)
3. Assignment (10%)
4. End Semester Exam (70%)

Mapping of COs to Assessment Rubrics:

	Quiz/ Discussion/ Seminar (10%)	**Internal Exam (10%)**	**Assignment (10%)**	**End Semester Exam (70%)**
CO 1	✓	✓	✓	✓
CO 2	✓	✓	✓	✓
CO 3	✓	✓	✓	✓
CO 4	✓	✓	✓	✓
CO 5	✓	✓	✓	✓
CO 6	✓	✓	✓	✓

FOUR-YEAR UNDERGRADUATE PROGRAMME (FYUGP)

BA ENGLISH LANGUAGE AND LITERATURE HONOURS

<table>
<tr><td>Programme</td><td colspan="5">BA ENGLISH LANGUAGE AND LITERATURE HONOURS</td></tr>
<tr><td>Course Code</td><td colspan="5">ENG6EJ308</td></tr>
<tr><td>Course Title</td><td colspan="5">INTRODUCTION TO DISABILITY STUDIES</td></tr>
<tr><td>Type of Course</td><td colspan="5">ELECTIVE</td></tr>
<tr><td>Semester</td><td colspan="5">VI</td></tr>
<tr><td>Academic Level</td><td colspan="5">300-399</td></tr>
<tr><td rowspan="2">Course Details</td><td>Credit</td><td>Lecture per week</td><td>Tutorial per week</td><td>Practical per week</td><td>Total Hours</td></tr>
<tr><td>4</td><td>4</td><td>-</td><td>-</td><td>60</td></tr>
<tr><td>Pre-requisites</td><td colspan="5">The learner should have a basic understanding of the various perspectives of Disability Studies in Literature.</td></tr>
<tr><td>Course Summary</td><td colspan="5">It is estimated that about 15% of the world’s population lives with disabilities. It is essential to develop an understanding of the experiences of persons with disability and caregivers. This course is designed to explore the nuances of the language used to define and talk about persons with disabilities and to explore the social dimensions of living with disabilities and issues of accessibility. The course aims to equip the learners with a critical awareness of the lives of persons with disabilities and open up a discourse on societal changes that are needed to guarantee all the rights of persons with disabilities to live as full citizens.</td></tr>
</table>

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Define and discuss the social construction of disability	U	C	Exam
CO2	Apply Disability Studies Perspectives to Real-World Contexts	Ap	P	Seminar/ Group Project
CO3	Analyze disability as a social justice issue	An	C	Exam/quizzes/ Assignment
CO4	Critically analyze the nuances of the language associated with disability	An	C	Exam/Seminar
CO5	Critically evaluate representations of disability in Media and Culture	E	P	Exams/Assignments
CO6	Develop Empathy and Respect for Diverse Disability Experiences	C	M	JAM / Writing assignments / Group Project

* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)

- Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Detailed Syllabus:

Module	Unit	Content	Hrs	Marks 70
I	**DISABILITY AND LANGUAGE**		**12**	**18**
	1	What is disability? - Disabled body - Ableism - person first language versus identity-first language - language and stigma - inclusivity	4	
	2	Selections from *Stigma* - Erving Goffman - *The Disability Studies Reader*, Ed. Lennard J Davies	4	
	3	NIH Entry on Person-first and Destigmatizing Language (Person-first and Destigmatizing Language | National Institutes of Health (NIH)) and Cara Liebowitz - I am Disabled: On Identity-First Versus People-First Language	2	
	4	I'm not your inspiration, thank you very much-TED x Sydney (Stella Young: I'm not your inspiration, thank you very much | TED Talk)- Stella Young	2	
	Suggested Activity: Discussion on the various words and phrases in English and regional languages that denote disabilities and often are used derogatively.			

II	**DISABILITY AND SOCIETY**		**12**	**18**
	5	False consciousness - Caregiving and disability - Overcoming stigma - social model of disability	4	
	6	The Social Construction of the Disability Problem (Excerpts) - *The Politics of Disablement*- Michael Oliver	3	
	7	I won't Break - Michael Morrell	2	
	8	Laughing in the face of disability - Tuesco - The New Yorker Documentary https://youtu.be/GsSMMG6eC4g?si=DxSBHvuMB6baox40	3	
	Suggested Activity: 1. Meet and interact with persons of disabilities in your communities to learn more about how persons with disabilities perceive their role in the society. 2. Interact with caregivers and understand the ways in which caregivers rationalise the task of caregiving.			
III	**DISABILITY AND ACCESSIBILITY**		**12**	**17**
	9	Disability and access through technology; Disability and access to work; Accessible spaces	3	
	10	The Social Model of Disability- Tom Shakespeare - *The Disability Studies Reader*, Ed. Lennard J Davies	3	
	11	Accessible Cities for People with Disabilities - Manisha Natarajan, Nidhi Ashok Goyal, and Dikshu Kukreja, NDTV (https://www.ndtv.com/video/property/the-urban-agenda/accessible-cities-for-people-with-disabilities-734874)	3	
	12	What Does a Truly Disabled-Accessible City Look Like? (*The Guardian)* -Saba Salman - (https://www.theguardian.com/cities/2018/feb/14/what- disability-accessible-city-look-like)	3	

	Suggested Activity: Map out the spaces of your own homes, university, institution, or a public place of your choice in order to understand whether those spaces are constructed considering the needs of persons with various disabilities. What can be done to make these spaces truly inclusive and disabled-accessible?			
IV	**REPRESENTATIONS OF DISABILITY**		**12**	**17**
	13	Perspectives on disability; who represents the disabled	3	
	14	Representation and its Discontents: The Uneasy Home of Disability in Literature and Film - David T Mitchell and Sharon L Snyder (195-215)	3	
	15	*Pitied and Desexualized: How Malayalam Cinema has Portrayed People with Disability*-Neelima Menon	3	
	16	*Margarita with a Straw* - Shonali Bose	3	
	Suggested Activity: We are living in an era of superhero films and fiction. Learners can be encouraged to choose superheroes with disabilities (from a comic, film, or some other media) and make a presentation on their chosen character with a focus on the kind of disability being represented, whether the representation is positive, and how it affects audience perception of persons with disability.			
V	**OPEN ENDED**		**12**	

Note: The course is divided into five modules, with four having total 16 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 16 units from the fixed modules.

Suggested Readings:

1. The Disability Studies Reader – Lennard J Davis (anthology)

2."The Struggle for Citizenship: The Case of Disabled People" Disability, Handicap & Society by L Barton

3.Disability Representation in Film - featuring Matthew Alaniz Disability Representation in Film - featuring Matthew Alaniz (Part 2) [CC] [AD]

4. Stephen Hawking – *My Brief History*

5. The Rejected Body: Feminist Philosophical Reflections on Disability – Susan Wendell

6. *Extraordinary bodies: Figuring Physical Disability in American Culture and Literature* - Rosemarie Garland Thomson

7. Disability Representation in Film, TV and on Stage - AMI Accessible Media Inc Disability Representation in film, TV and on stage

8."The Body in Culture, Technology and Society" by Chris Shilling

9.Nilika Mehrotra - "Disability Rights and Movements in India: Politics and Practice"

10. "Disabled Women: An Excluded Agenda of Indian Feminism"- Anita Ghai -

11. *Contours of Ableism: The Production of Disability and Abledness*- Fiona Kumari Campbell

12.*The Politics of Disabledness*- Michael Olive

Mapping of COs with PSOs and POs:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	-	-	-	-	3	-	-	-	-	-	2	-	-	-	2	-
CO2	2	-	3	-	3	-	-	-	-	2	-	-	-	3	3	-
CO3	-	-	3	-	3	-	-	-	-	2	2	-	-	2	3	-
CO4	-	1	3	-	3	-	-	-	-	2	3	-	-	3	2	-
CO5	-	-	3	2	3	-	-	-	-	-	-	-	-	2	3	2
CO6	-	-	2	-	3	-	-	-	-	-	2	-	-	2	3	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment:

1. Quiz/ Discussion/ Seminar (10%)
2. Internal Exam (10%)
3. Assignment (10%)
4. End Semester Exam (70%)

Mapping of Cos to Assessment Rubrics:

	Quiz/ Discussion/ Seminar (10%)	Internal Exam (10%)	Assignment (10%)	End Semester Exam (70%)
CO 1	✓	✓	✓	✓
CO 2	✓	✓	✓	✓
CO 3	✓	✓	✓	✓
CO 4	✓	✓	✓	✓
CO 5	✓	✓	✓	✓
C06	✓	✓	✓	✓

FOUR-YEAR UNDER GRADUATE PROGRAMME (FYUGP)

BA ENGLISH LANGUAGE AND LITERATURE HONOURS

<table>
<tr><td>Programme</td><td colspan="5">BA ENGLISH LANGUAGE AND LITERATURE HONOURS</td></tr>
<tr><td>Course Code</td><td colspan="5">ENG8EJ401</td></tr>
<tr><td>Course Title</td><td colspan="5">PRACTICAL LITERARY ANALYSIS</td></tr>
<tr><td>Type of Course</td><td colspan="5">ELECTIVE</td></tr>
<tr><td>Semester</td><td colspan="5">VIII</td></tr>
<tr><td>Academic Level</td><td colspan="5">400-499</td></tr>
<tr><td rowspan="2">Course Details</td><td>Credit</td><td>Lecture per week</td><td>Tutorial per week</td><td>Practical per week</td><td>Total Hours</td></tr>
<tr><td>4</td><td>4</td><td>-</td><td>-</td><td>60</td></tr>
<tr><td>Pre-requisites</td><td colspan="5">Students should have a strong understanding of literary elements such as plot, setting, characterization, theme, and symbolism.</td></tr>
<tr><td>Course Summary</td><td colspan="5">Practical Literary Analysis is designed to equip students with advanced skills in analyzing and interpreting literary texts. The course emphasizes close reading, textual analysis, and the evaluation of authorial choices.</td></tr>
</table>

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Gain an understanding of the historical and theoretical foundations of literary analysis.	U	C	Exam/ Assignment
CO2	Apply advanced techniques to explore literary texts and analyze themes, motifs, and character development	Ap	P	Assignment / Practical exercises/ Group discussions
CO3	Analyze literary devices, narrative structures, and authorial choices through close reading and textual analysis.	An, E	C, P	Assignment/ Presentations
CO4	Develop skills in crafting effective arguments and interpretations based on theoretical insights and practical exercises	C	M	Presentations/ Projects
CO5	Engage in practical criticism sessions and independent research projects, applying skills to analyze texts within chosen specialized topics.	Ap, An	P, C	Practical Criticism Sessions / Research Papers

* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge (F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Detailed Syllabus:

Module	Unit	Content	Hrs	Marks 70
I		**FOUNDATIONS OF LITERARY ANALYSIS**	**10**	**18**
	1	Introduction to Practical Literary Analysis	3	
	2	Historical Context and Theoretical Foundations of Literary Analysis	3	
	3	Overview of Literary Terms, Concepts, and Critical Approaches (Hermeneutics and Practical criticism)	4	
II		**VARIOUS LITERARY TECHNIQUES**	**10**	**17**
	4	Advanced Techniques for Exploring Literary Texts	2	
	5	Analysis of Themes and Motifs across Texts	2	
	6	Character Analysis and Development	3	
	7	Evaluation of Authorial Choices: Style, Tone, Voice, Narrative, and Ideology	3	
III		**CLOSE READING AND TEXTUALANALYSIS**	**10**	**18**
	8	Close Reading Strategies: Identifying Patterns and Details	2	
	9	Analysis of Literary Devices: Imagery, Symbolism, Metaphor, and Allegory.	3	
	10	Understanding Narrative Structure and Point of View	2	
	11	Practicing Textual Analysis	3	
IV		**CRITICISM-PRACTICAL SESSIONS**	**18**	**17**
	12	Transformative Reading, Reading Literature for Subjective and Communal Development	04	
	13	Analysis of Selected Short Stories (minimum 2), Poems (minimum 3), Non-fiction (minimum 2), and Excerpts from Fiction and Drama (minimum 2)	14	
V		**OPEN ENDED**	**12**	

Note: The course is divided into five modules, with four having total 13 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 13 units from the fixed modules.

Suggested Reading:

A. MODULE 1
B. Chapter 1 (Theory before Theory - Liberal Humanism) of *Beginning Theory* by Peter Barry.
C. The entries “Interpretation and Hermeneutics” and “Practical Criticism” from A Glossary of Literary Terms by MH Abrams

B. MODULE 2

1. Chapter 2 (the Story) from *Aspects of the Novel* by EM Forster

2. “Theme and Thematic Analysis” by MN Manoliu

C. MODULE 3

1. “The Four Kinds of Meaning” (excerpt from Part III Chapter 1 , p. 179-189) from *Practical Criticism: A Study of Literary Judgment* by I.A. Richards

D. MODULE 4

1. “What is literature for? The role of transformative reading” by Olivia Fialho

Suggested Reference:

1. How to Read Literature like a Professor by Thomas C. Foster

2. Practical Criticism by John Peck and Martin Coyle

3. Practical Criticism: A Study of Literary Judgment by I.A. Richards

4. Literary Terms and Criticism (New Edition) by John Peck and Martin Coyle

Mapping of COs with PSOs and POs:

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1	**1**	**1**	**3**	**2**	**2**	**1**	**2**	**2**	**3**	**2**	**3**	**3**	**2**
CO 2	**-**	**1**	**2**	**3**	**2**	**3**	**3**	**2**	**3**	**3**	**2**	**3**	**2**
CO 3	**1**	**1**	**3**	**2**	**3**	**1**	**2**	**1**	**2**	**2**	**3**	**2**	**3**
CO 4	**-**	**1**	**3**	**2**	**1**	**2**	**1**	**1**	**3**	**2**	**3**	**3**	**1**
CO 5	**1**	**1**	**2**	**2**	**3**	**3**	**2**	**2**	**3**	**1**	**3**	**2**	**3**

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz/ Discussion/ Seminar (10%)
- Internal Exam (10%)
- Assignment (10%)
- End Semester Exam (70%)

Mapping of Cos to Assessment Rubrics:

	Quiz/ Discussion/ Seminar (10%)	**Internal Exam (10%)**	**Assignment (10%)**	**End Semester Exam (70%)**
CO 1	✓	✓	✓	✓
CO 2	✓	✓	✓	✓
CO 3	✓	✓	✓	✓
CO 4	✓	✓	✓	✓
CO 5	✓	✓	✓	✓

FOUR-YEAR UNDERGRADUATE PROGRAMME (FYUGP)

BA ENGLISH LANGUAGE AND LITERATURE HONOURS

Programme	**BA ENGLISH LANGUAGE AND LITERATURE HONOURS**				
Course Code	**ENG8EJ402**				
Course Title	**ENGLISH LANGUAGE TEACHING**				
Type of Course	**ELECTIVE**				
Semester	VIII				
Academic Level	400-499				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Basic understanding of English Language Teaching.				
Course Summary	The course offers a comprehensive exploration of theoretical foundations, practical methodologies, and specialized topics in the field of language teaching. Through 5 modules, students probe into the principles of ELT, language analysis, skills development and special topics, equipping them with the knowledge and skills necessary for effective teaching in diverse language learning contexts.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level *	Knowledge Category#	Evaluation Tools used
CO1	Understand the foundations of English Language Teaching and critically evaluate various ELT theories and methodologies	U	C	Exam/Quiz/ Assignment
CO2	Apply principles of language teaching and learning to classroom practice	Ap	P	Assignment
CO3	Analyze various aspects of English language and develop strategies for teaching	An	C	Language Analysis Tasks/ Teaching demonstrations/ Lesson plans
CO4	Explore specialized areas such as ESP, EAP, TEYL, and TESL	U	C	Case studies/ Assignmens Presentations
CO5	Analyze socio-cultural and socio-political factors influencing language teaching and learning	An	C	Group discussions/ Assignments
CO6	Conduct research in ELT through action research and literature reviews	Ap	P	Assignment/ Seminar / Research reports

* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge (F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Detailed Syllabus:

Module	Unit	Content	Hrs	Marks 70
I	**ENGLISH LANGUAGE TEACHING-FOUNDATION**		**10**	**18**
	1	Introduction to English Language Teaching (ELT) theories and approaches	2	
	2	Language acquisition theories and their relevance to ELT	3	
	3	Principles of language teaching and learning	3	
	4	Classroom management and lesson planning in ELT contexts	2	
	Suggested Activities: 1. Prepare a lesson plan.			
II	**LANGUAGE ANALYSIS AND PEDAGOGY**		**14**	**17**
	5	Phonetics and phonology: understanding sounds and pronunciation.	3	
	6	Morphology and syntax: analyzing word formation and sentence structure.	3	
	7	Semantics and pragmatics: exploring meaning in language use.	3	
	8	Vocabulary acquisition and teaching strategies	2	
	9	Grammar instruction: approaches and techniques	3	
	Suggested Activities: Discussion			
III	**SKILL DEVELOPMENT IN ELT**		**12**	**18**
	10	Teaching listening and speaking skills	2	
	11	Teaching reading and writing skills	2	
	12	Integrating skills: designing communicative activities	3	
	13	Assessment and evaluation in language teaching	3	
	14	Technology integration in language teaching and learning	2	

	Suggested Activities: 1. Implementing communicative language teaching methods to encourage active student participation and real-life language use. 2. Incorporating task-based learning activities to promote practical language skills and problem-solving abilities. 3. Integrating technology into language teaching through interactive language learning software, online resources, and multimedia materials.		

IV	**SPECIAL TOPICS IN ELT**		**12**	**17**
	15	English for Specific Purposes (ESP) and English for Academic Purposes (EAP)	3	
	16	Teaching English to Young Learners (TEYL) and Teaching English as a Second Language (TESL)	3	
	17	Socio-cultural and socio-political issues in ELT	2	
	18	Professional development for English language teachers	2	
	19	Research methods in ELT: conducting action research and literature reviews	2	
	Suggested Activities: 1. Organizing group discussions and debates to improve students' speaking and critical thinking skills. 2. Using authentic materials such as newspapers, magazines, and videos to expose students to real-world language usage and cultural contexts. 3. Designing project-based learning tasks that require students to collaborate, research, and present findings in English. 4. Providing opportunities for language practice through role- plays, simulations, and language games. 5. Creating a supportive and inclusive classroom environment that encourages students to express themselves and take risks in using English.			
V	**OPEN ENDED**		**12**	

Note: The course is divided into five modules, with four having total 19 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 19 units from the fixed modules.

Suggested Reading:

A. MODULE 1

1. *Learning Teaching*- Jim Scrivener

B. MODULE 2

1. *Teaching by Principles: An Interactive Approach to Language Pedagogy*- H. Douglas Brown

C. MODULE 3

1. The Practice of English Language Teaching -Jeremy Harmer

D.MODULE 4

1. Task-Based Language Teaching- David Nunan
2. The Routledge Handbook of Applied Linguistics, edited by James Simpson

Mapping of COs with PSOs and POs:

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1	1	2	3	1	2	2	3	2	2	3	-	2	2
CO 2	2	3	3	2	3	2	3	2	2	2	3	3	3
CO 3	2	3	3	1	3	3	3	3	3	2	3	2	3
CO 4	3	2	3	2	3	2	2	1	3	3	-	-	2
CO 5	3	2	3	2	3	2	3	2	2	2	3	2	3
CO 6	1	1	2	3	2	2	2	1	3	2	3	-	3

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz/ Discussion/ Seminar (10%)
- Internal Exam (10%)
- Assignment (10%)
- End Semester Exam (70%)

Mapping of Cos to Assessment Rubrics:

	Quiz/ Discussion/ Seminar (10%)	Internal Exam (10%)	Assignment (10%)	End Semester Exam (70%)
CO 1	✓	✓	✓	✓
CO 2	✓	✓	✓	✓
CO 3	✓	✓	✓	✓
CO 4	✓	✓	✓	✓
CO 5	✓	✓	✓	✓

FOUR-YEAR UNDERGRADUATE PROGRAMME (FYUGP)

BA ENGLISH LANGUAGE AND LITERATURE HONOURS

<table>
<tr><td>Programme</td><td colspan="5">BA ENGLISH LANGUAGE AND LITERATURE HONOURS</td></tr>
<tr><td>Course Code</td><td colspan="5">ENG8EJ403</td></tr>
<tr><td>Course Title</td><td colspan="5">APPLIED TRANSLATION STUDIES</td></tr>
<tr><td>Type of Course</td><td colspan="5">ELECTIVE</td></tr>
<tr><td>Semester</td><td colspan="5">VIII</td></tr>
<tr><td>Academic Level</td><td colspan="5">400-499</td></tr>
<tr><td rowspan="2">Course Details</td><td>Credit</td><td>Lecture per week</td><td>Tutorial per week</td><td>Practical per week</td><td>Total Hours</td></tr>
<tr><td>4</td><td>4</td><td>-</td><td>-</td><td>60</td></tr>
<tr><td>Pre-requisites</td><td colspan="5">Students should have completed basic translation courses, be proficient in the source and target languages, and have a good understanding of translation theory and practice.</td></tr>
<tr><td>Course Summary</td><td colspan="5">The elective course Advanced Translation Studies (ATS) offers a comprehensive exploration of translation theory, techniques, technologies, and specialized contexts. Through theoretical discussions, practical exercises, and independent research, students will develop a deep understanding of translation's complexities and its role in intercultural communication.</td></tr>
</table>

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category #	Evaluation Tools
CO1	Demonstrate a thorough understanding of key concepts, theories, and methodologies in translation studies.	U	C	Exam / Written Assignments / Presentations
CO2	Develop proficiency in various translation techniques, strategies, and technologies.	Ap	P	Translation assignments/ workshops/ software demonstrations
CO3	Analyze and critique translations across different contexts, genres, and disciplines.	An	C	Critical essays/ case studies/ peer reviews/ presentations
CO4	Apply theoretical knowledge and practical skills to produce high-quality translations in specialized fields.	Ap	C, P	Translation practices in specialized fields / Presentations
CO5	Conduct independent research and engage critically with current debates and developments in translation studies.	E, C	M	Research papers/ literature reviews/ participation in seminars

* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)

- Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Detailed Syllabus:

Module	Unit	Content	Hrs	Marks 70
I	FUNDAMENTALS OF TRANSLATION STUDIES		12	18
	1	Understanding the Scope and Importance of Translation Studies	2	
	2	Role of Translation in Intercultural Exchange	2	
	3	Cultural and Sociolinguistic Dimensions of Translation	3	
	4	Dynamic and Functionalist Approaches to Translation	3	
	5	Translation Ethics and Professionalism	2	
	Suggested Activities: 1. Group discussions to explore the role of translation in intercultural exchange			
II	ADVANCED TRANSLATION TECHNIQUES		12	18
	6	Advanced Text Analysis for Translation	2	
	7	Specialized Translation: Strategies and Techniques	3	
	8	Translation of Multimodal Texts	3	
	9	Machine Translation and Post-Editing Strategies	2	
	10	Advanced Revision and Editing Techniques	2	
	Suggested Activities: 1. Practical exercises for advanced text analysis and translation techniques. 2. Analysis of multimodal texts and discussion on translation challenges. 3. Hands-on experience with machine translation tools and post- editing strategies			
III	INNOVATION IN TRANSLATION		12	17
	11	Trends in Contemporary Translation Technology	2	
	12	Corpus Linguistics and Terminology Extraction Tools	2	
	13	Strategies and Tools in Website Localization and Globalization	3	
	14	Speech-to-Speech Translation and Simultaneous Interpretation	3	
	15	Artificial Intelligence (AI) in Translation: Applications and Implications	2	

	Suggested Activities: 1. Case studies and exercises in website localization and globalization. 2. Demonstrations of speech-to-speech translation and simultaneous interpretation. 3. Discussions on the applications and implications of artificial intelligence in translation.			

IV	**SPECIALIZED TRANSLATION PRACTICES**		**12**	**17**
	16	Translating Legal Texts: Principles and Techniques	2	
	17	Translating Medical Documents: Concepts and Terminologies	2	
	18	Translating Technical Documents and Manuals	2	
	19	Literary Translation: Fiction and Non-Fiction	3	
	20	Audiovisual Translation: Subtitling, Dubbing, and Transcreation	3	
	Suggested Activities: 1. Practical Translation sessions 2. Practical exercises in audiovisual translation, including subtitling, dubbing, and transcreation			
V	**OPEN ENDED**		**12**	

Note: The course is divided into five modules, with four having total 20 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 20 units from the fixed modules.

Suggested Reading:

A. MODULE 1

1. Translation Studies by Susan Bassnett and André Lefevere

B. MODULE 2

1. Thinking Translation: A Course in Translation Method by Sandor Hervey, Ian Higgins, and Michael Loughridge
2. Technical Translation Explained-Jody Byrne

C. MODULE 3

1. Translation and Technology by Lynne Bowker

D. MODULE 4

1. Legal Translation Explained by Enrique Alcaraz Varo and Brian Hughes
2. Sample excerpts for translation from each area mentioned above

Suggested Reference:

1. In Other Words: A Coursebook on Translation-Mona Baker
2. The Translation Studies Reader-Lawrence Venuti
3. Medical Translation Step by Step: Learning by Drafting" by Vicent Montalt and Maria Gonzalez Davies
4. Literary Translation: A Practical Guide by Clifford E. Landers

5. Corpus-Based Translation Studies: Research and Applications by Alet Kruger
6. Website Localization by Nitish Singh and Arle Lommel

Mapping of COs with PSOs and POs:

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1	**1**	**1**	**2**	**3**	**2**	**1**	**3**	**2**	**3**	**2**	**3**	**2**	**3**
CO 2	**-**	**1**	**3**	**3**	**3**	**2**	**3**	**2**	**3**	**3**	**2**	**2**	**2**
CO 3	**1**	**2**	**3**	**2**	**2**	**2**	**2**	**1**	**2**	**2**	**3**	**2**	**3**
CO 4	**-**	**1**	**3**	**2**	**1**	**3**	**1**	**1**	**3**	**2**	**3**	**2**	**1**
CO 5	**1**	**1**	**2**	**3**	**2**	**3**	**2**	**2**	**2**	**1**	**2**	**2**	**3**

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz/ Discussion/ Seminar (10%)
- Internal Exam (10%)
- Assignment (10%)
- End Semester Exam (70%)

Mapping of Cos to Assessment Rubrics:

	Quiz/ Discussion/ Seminar (10%)	Internal Exam (10%)	Assignment (10%)	End Semester Exam (70%)
CO 1	✓	✓	✓	✓
CO 2	✓	✓	✓	✓
CO 3	✓	✓	✓	✓
CO 4	✓	✓	✓	✓
CO 5	✓	✓	✓	✓

FOUR-YEAR UNDERGRADUATE PROGRAMME (FYUGP)

BA ENGLISH LANGUAGE AND LITERATURE HONOURS

Programme	**BA ENGLISH LANGUAGE AND LITERATURE HONOURS**				
Course Code	**ENG8EJ404**				
Course Title	**WRITINGS OF THE SELF**				
Type of Course	**ELECTIVE**				
Semester	VIII				
Academic Level	**400-499**				
Course Details	300-399 Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	1. General aptitude to read and appreciate life narratives across cultures. 2. Empathy and an open mind to recognise the author's perspective. 3. Willingness to engage with challenging ideas and consider alternative interpretations.				
Course Summary	Readings from a range of genres of life writing, memoir, testimony etc to familiarise with the social relevance of the genre in the contexts of societal oppression, stigma, and stereotyping to engage in then current debates of the authenticity of self in the digital context.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO 1	To understand the concept of life writing and explore its significance in literature and personal expression.	U	C	Instructor-created exams / Quiz
CO 2	To identify and differentiate between the various genres of life writing	Ap	F	One minute Reflection/ Writing Assignment/ In-class Discussions
CO 3	To develop an appreciation for the diverse cultural perspectives and experiences reflected in life writing texts from across the globe.	U	C	Seminar Presentation
CO 4	To critically analyse autobiographies to examine themes, motives, and narrative structures	An	P	Tests
CO 5	To develop a broad understanding of lived experiences of peoples from the margins of race, ethnicity, caste, gender and the like.	F	C	Clicker questions/ Project/Quiz/In -class Discussions
C06	To appreciate and understand the various intersections that shape autobiographical narratives.	Ap	p	Assignments

* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Detailed Syllabus:

Module	Unit	Content	Hrs	Marks 70
I	**INTRODUCTION TO SELF-WRITINGS**		**8**	**17**
	1	What is Life Writing?	2	
	2	Forms of Life Writing- Essay, Autobiography, Memoir, Testimony	2	
	3	Historical overview of Life writing	1	
	4	Fundamental concepts and themes in Autobiography-identity, memory, agency	3	
		Suggested Activity: 1. Collect samples of personal writing, Diary, Testimony		
II	**IDENTITY AND BELONGINGNESS**		**12**	**18**
	5	Introduction to the Socio- Political context of each text	3	
	6	The Survivor-Marilyn Chin	3	
	7	"Complexion" Chapter IV of *Hunger of Memory: The Education* of *Richard Rodriguez*, Bantam Books.	3	
	8	Some Accounts of my Early Life "from A True Tale of Slavery" from *Incidents in the Life of a Slave Girl* by Harriet Jacobs, Penguin Books. pg. 231-33.	3	
		Suggested Activity: 1. Collect life writings from various nations for cross cultural understanding		
III	**STRUGGLES AND RESILIENCE**		**14**	**18**
	9	Introduction to the Socio- Political context of each text	3	
	10	Letters from a Man in Solitary-Nazim Hikmet (www.poetrysoup.com/famous/poem/letters_from_a_man_in_solitary_17656)	4	
	11	"There are many Things more Precious than Money" Chapter I from *The Happiest Man on Earth*- Eddie Jaku, Pan Macmillan Australia.	4	
	12	Excerpts from Chapter III "Don't Stare, Just Ask" from the book *Born Just Right* by Jordan Reeves and Jen Lee Reeves, Jeter Children's Aladdin.	3	
		Suggested Activity: Class group work on subaltern life narratives		
IV	**SOCIAL JUSTICE AND ACTIVISM**		**14**	**17**
	13	Introduction to the Socio- Political context of each text	2	
	14	Chapter VIII of *Sangati: Events* by Bama, translated by Lakshmi Holmstrom, Oxford University P. pg. 79-90.	2	
	15	Chapter VIII "Activism" from *Our Lives, Our Words: Telling Aravani Lifestories* by A. Revathi, translated by A. Mangai, Yoda Press 2011 pg. 72-77.	2	

	16	Chapter I “Beginnings” of *Unbowed: A Memoir* by Wangari Maathai	2	
	17	Unreadable Dreams-Anindita Bose	2	
	18	The Woman who watches over the World, Chapter 1- Linda Hogan	2	
		Suggested Activities: Read blogs and attempt blog writing on personal experiences		
V	**OPEN ENDED**		**12**	

Note: The course is divided into five modules, with four having total 18 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 18 units from the fixed modules.

Suggested Reading:

1. Chapter I Life Narrative: Definition and Distinctions
2. Chapter II Autobiographical Subjects
3. Chapter IV Life Narratives in Historical Perspective
4. Autobiography: A Guide for Interpreting Life Narratives- Sidonie Smith and Julia Watson
5. https://poemotopia.com/marilyn-chin/the-survivor/
6. *Hunger of Memory: The Education* of *Richard Rodriguez*, Bantam Books.
7. "Introduction" in Jean Fagan Yellin's *Incidents in the Life of a Slave Girl: Written by Herself,* ed. Jean Fagan Yellin (Cambridge: Harvard University Press, 1987), xiii—xxxiv.
8. *Poems of Nazim Hikmet* translated from Turkish by Randy Blasing and Mutlu Kunak, Persea books, 1994.
9. *Holocaust and Memory: The Experience of the Holocaust and its Consequences, An Investigation Based on Personal Narratives* Barbara Engelking, Gunnar Paulsson, Bloomsbury T&T Clark, 2001.
10. file:///C:/Users/Home/Downloads/6909-Article%20Text-12343-4-10-20240212.pdf. (On Sangati)
11. https://www.rupkatha.com/V7/n3/22_hijra-transgender-identities.pdf
12. https://www.scribd.com/document/516115177/Unbowed-Chapter-1

Mapping of COs with PSOs and POs:

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6
CO 1	1	2	3	1	2	2	1	2	-	2	2	1
CO 2	2	3	2	2	3	2	2	1	-	2	1	3
CO 3	2	2	3	3	2	2	1	3	1	-	2	2
CO 4	1	2	3	3	3	3		2	1	1	-	3
CO 5	1	2	3	2	3	3	2		2	2	-	2
CO 6	1	2	3	2	3	3	1		1	2	1	3

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments (20%)
- Final Exam (70%)

Mapping of Cos to Assessment Rubrics:

	Quiz/ Discussion/ Seminar (10%)	Internal Exam (10%)	Assignment (10%)	End Semester Exam (70%)
CO 1	✓	✓	✓	✓
CO 2	✓	✓	✓	✓
CO 3	✓	✓	✓	✓
CO 4	✓	✓	✓	✓
CO 5	✓	✓	✓	✓
C06	✓	✓	✓	✓

FOUR-YEAR UNDERGRADUATE PROGRAMME (FYUGP)

BA ENGLISH LANGUAGE AND LITERATURE HONOURS

Programme	**BA ENGLISH LANGUAGE AND LITERATURE HONOURS**				
Course Code	ENG8EJ405				
Course Title	**CONTEMPORARY WRITINGS FROM KERALA**				
Type of Course	**ELECTIVE**				
Semester	VIII				
Academic Level	400-499				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	The student should have a basic knowledge about Malayalam literary traditions.				
Course Summary	The course aims to acquaint students with Contemporary Malayalam Writings in English within the regional and linguistic framework of Kerala literary tradition. It will explore various aspects of Malayalam Literatures in translation, including the portrayal of culture, identity, history, cross cultural and multicultural Kerala society and gender politics				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools
CO 1	To provide an overview of the various phases of the thematic evolution of Malayalam literary tradition in the contemporary times.	U	F	Assign m ents
CO 2	To analyse how the social, cultural and political context of Kerala's rich tradition has influenced its literary tradition.	An	C	Home Assign m ents
CO 3	To examine contemporary Malayalam literary texts written in/ translated to English through the lenses of gender, regionalism and nationalism.	Ap		Semin a r Presen ta tion
CO 4	To appreciate the authentic beauty and rich cultural heritage of contemporary Malayalam writings in English.	An		Semin a r present at ion
CO 5	To analyse and appreciate the ethos of contemporary Malayalam literary texts.	An		Exam
CO 6	To evaluate how contemporary Malayalam literature represents the cross cultural and multicultural Kerala society through textual representations.	E		Group Discus si on
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

Detailed Syllabus:

Module	Unit	Content	Hrs	Marks 70
I	**HISTORY, CULTURE AND THE SOCIAL: CONTEMPORARY VIEWS**		**12**	**18**
	1	Kerala's Engagements with Modernity: Genealogies and Geographies- Shiju Sam Varghese – pp 1-5	3	
	2	Greenhouse- Ashokan Marayoor (Trans.Cheri Jacob K)	3	
	3	MTP-K P Ramanunni (Trans. Dr. Aboobacker Kappad)	2	
	4	Amphibious Life- Santhosh Echikkanam	2	
	5	Newborn- Vijayaraja Mallika	2	
		Suggested Activities: 1. Debates and Discussions regarding the evolution of Kerala's cultural politics. 2. Prepare a power point showing the phases of Kerala's social history. **Suggested Readings:** 1. Kerala Modernity: Ideas, Spaces and Practices in Transition Satheese Chandra Bose and Shiju Sam Varughese (Eds.) 2. Prof. KesavanVeluthat on ' History of Kerala'- (youtube video https://youtu.be/SwsyUqlbvuA?si=soZcMjAv5fW2K1Um- 44 mins)/		
II	**MALAYALAM CINEMA IN CONTEXT**		**12**	**17**
	6	Local Narratives, National and Global Contexts– C.S.Venkiteswaran	3	
	7	Kolangal- I Shanmughadas	3	
	8	'Becoming Women: Unwrapping Femininity in Malayalam Cinema'- Meena T Pillai- Introduction pp 1-11 (From *Women in Malayalam Cinema: Naturalising Gender Hierarchies* Ed.Meena T. Pillai	2	
	9	Parinayam- M T Vasudevan Nair	2	
	10	Aadujeevitham (The Goat Life)- Dir. Blessy	2	

		Suggested Activities: 1. Trace the evolution of Malayalam Films across the ages as a classroom presentation. 2. Discuss how new voices have emerged in Malayalam cinema. **Suggested Readings:** 1.Contemporary Malayalam Cinema - I Shanmughadas (Interview Muse India) 2.Women in Malayalam Cinema: Naturalising Gender Hierarchies Meena T. Pillai (Ed.) 3.*Malayala Cinema – Desham, Bhasha, Samskaram*- G P Ramachandran **Suggested Viewings:** 1. Chemmeen- Ramu Kariat 2. Mathilukal- Basheer 3.Looking out, writing in- Doing Film Studies in/from Kerala /C S Venkiteswaran- https://youtu.be/UVtJ8FyKqO0?si=Or_8WyoLP-R5BNYQ		
III	**BEYOND BODIES: WOMEN WRITING FROM KERALA**		**12**	**18**
	11	'The Triumph (and the Harrumph) of the Malayalee Male Critic'- pp 1-14(Chapter from *Woman Writing =Man Reading?)*- J. Devika	2	
	12	Papathara- Sarah Joseph	2	
	13	Reindeer- Chandramathi	2	
	14	The Carpenter's Daughter- Vijayalekshmi	2	
	15	On Bathing Mother- Savitri Rajeevan	2	
	16	The Sthory of Two Wimmin Named Kalyani and Dakshayani (Chapters 1 and 2 of the novel)- R.Rajasree (Novel: Translated by J.Devika)	2	
		Suggested Activities: 1. Debate on gender discrimination in Kerala. 2. Discuss the means how the sublimated female voice can be heard in mainstream society. **Suggested Readings:** 1.*From Veneration to Virulence: A Case for a Literary History in Malayalam*- Jancy James 2. Englishing Indulekha- Susie Tharu 3. *Gender and Modernity in Kerala: Politics, Praxes, Paradoxes*- Edited by Meena T Pillai		

IV	**VOICE OF THE VOICELESS**		**12**	**17**
	17	Chapter 1 and 2-*Ethiru*- M Kunjaman	2	

	18	Chankaraanti Ada- V K C Vaduthela	2	
	19	Niravathu Kayyani- C Ayyappan	2	
	20	Holding on Tight- M R Renukumar	2	
	21	Nadugadhika- K J Baby	2	
	22	The Wasteland-Vijila Chirappad https://www.outlookindia.com/culture-society/wasteland-magazine-342492	2	
		Suggested Activities: 1.Discuss how the alternate voices in the mainstream culture of Kerala are given prominence. 2. Prepare a presentation on other marginalised writers in the Kerala context. **Suggested Readings:** 1.*The Oxford India Anthology of Malayalam Dalit Writing*- Pradeepan Pampirikunnu, Dasan M., V. Pratibha & C. S. Chandrika 2. *Contemporary Dalit Assertions in Kerala*- J. Devika 3. *Dalit Literature, Art and Aesthetics: The Kerala Experience*- B. Hariharan and Vishnu Narayanan		
V	**Open Ended**		**12**	

Note: The course is divided into five modules, with four having total 22 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules.

Mapping of COs with PSOs and POs:

	PSO1	PSO2	PSO3	PSO04	PSO5	PSO6	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1	1	2	-	1	-	3	-	1	2	3	2	-	2
CO 2	-	3	2	1	-	2	1	-	3	1	2	-	2
CO 3	-	1	3	1	1	-	3	2	2	1	-	3	1
CO 4	-	3	-	2	-	1	-	2	1	2	2	1	3
C0 5	-	3		2	1	3	2	2	2	1	-3	1	1
C0 6	2	1	-	3	1	1	-	2	2	3	2	3	3

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz/ Discussion/ Seminar (10%)
- Internal Exam (10%)
- Assignment (10%)
- End Semester Exam (70%)

Mapping of Cos to Assessment Rubrics:

	Quiz/ Discussion/ Seminar (10%)	Internal Exam (10%)	Assignment (10%)	End Semester Exam (70%)
CO 1	✓	✓	✓	✓
CO 2	✓	✓	✓	✓
CO 3	✓	✓	✓	✓
CO 4	✓	✓	✓	✓
CO 5	✓	✓	✓	✓
C06	✓	✓	✓	✓

FOUR-YEAR UNDER GRADUATE PROGRAMME

(FYUGP)

BA ENGLISH LANGUAGE AND LITERATURE HONOURS

Programme	**BA ENGLISH LANGUAGE AND LITERATURE HONOURS**				
Course Code	**ENG8EJ406**				
Course Title	**CREATIVE WRITING**				
Type of Course	**ELECTIVE**				
Semester	VIII				
Academic Level	400-499				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	The learner should have a strong command of language, creativity, and a willingness to experiment with different styles and techniques in writing.				
Course Summary	The course aims to equip students with a comprehensive understanding of the fundamental and advanced concepts of creative writing and their application, various domains of creative writing and contemporary scenarios of publications. It also helps to have a good understanding of storytelling and narrative structure.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Identify the fundamental concepts and components of Creative Writing	U	C	Exam/Quiz/ Assignment
CO2	Understand the major branches of Creative Writing	U	C	Assignment / Exam
CO3	Analyse the ability to contextualize the theoretical and pragmatic approaches	An	C	Seminar / Presentation / Exam
CO4	Apply the principles of aesthetics	Ap	P	Exam/Assignments
CO5	Explore various areas of specialization in the field	E	C	Exam / Assignments
CO6	Demonstrate skills of research methodology appropriate to various subfields of Writing	C	P	Assignments/ Seminar Presentation

* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)

- Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Detailed Study:

Module	Unit	Content	Hrs	Marks 70
I		**INTRODUCTION TO CREATIVE WRITING**	**12**	**18**
	1	Creative Writing	3	
	2	Overview of the creative writing process	3	
	3	Exploration of Different Genres - Fiction, poetry, creative non-fiction etc	3	
	4	Techniques for generating ideas and overcoming writer's block, Basic Elements of Storytelling	3	
II		**FICTION WRITING**	**12**	**17**
	5	Understanding narrative structure and point of view	4	
	6	Character development and dialogue techniques, Crafting compelling settings and atmosphere.	3	
	7	Exploration of different types of fiction (short stories, novels, flash fiction, etc.)	5	
III		**POETRY WRITING**	**12**	**18**
	8	Exploration of poetic forms and structures (sonnets, free verse, haiku, etc.)	3	
	9	Introducing the concepts such as rhyme, meter, and imagery	3	
	10	Understanding the relationship between form and content in poetry	3	
	11	Techniques for conveying emotion and creating musicality in poetry	3	
IV		**CREATIVE NON-FICTION WRITING**	**12**	**17**
	12	Understanding the spectrum of creative nonfiction (personal essays, memoirs, and literary journalism)	3	
	13	Techniques for crafting vivid scenes and sensory detail	3	
	14	Ethical considerations in creative nonfiction writing	3	
	15	Exploration of Narrative Voice and Authorial Presence	3	

	Suggested Activities: 1. Peer review and constructive feedback on students' creative writing projects 2. Revision strategies and techniques 3. Building a portfolio of polished creative writing pieces 4. Reflection on personal growth and development as a writer throughout the course 5. Submission and Publication (in Print & Digital) – discussions on how and where to submit and publish.		
V	**OPEN ENDED**	**12**	

Note: The course is divided into five modules, with four having total 15 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 15 units from the fixed modules.

Suggested Reading:

A. MODULE 1
1. "The Creative Process" by James Baldwin

B. MODULE 2
1. "On Writing: A Memoir of the Craft" by Stephen King

C. MODULE 3

1. "The Poetry Handbook" by Mary Oliver

D.MODULE 4

1. "The Art of the Personal Essay", edited by Phillip Lopate

Suggested Reference:

1. The Routledge Creative Writing Coursebook. By Paul Mills. London: Routledge Publishers,2006. Print
2. The Cambridge Introduction to Creative Writing by David Morley. London: CUP, 2012. Print
3. Dev, Anjana Neira, AnuradhaMarwah, Swati Pal Creative writing: A Beginner's Manual. Delhi, Pearson Longman, 2009. Print
4. Elements of Literature: Essay, Fiction, Poetry, Drama Film. Delhi, OUP, 2007. Print

Mapping of COs with PSOs and POs:

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1	**1**	**-**	**2**	**-**	**3**	**-**	**-**	**1**	**1**	**-**	**1**	**-**	**1**
CO 2	**1**	**-**	**1**	**-**	**3**	**-**	**3**	**2**	**-**	**-**	**-**	**-**	**1**
CO 3	**1**	**-**	**-**	**-**	**1**	**-**	**-**	**1**	**1**	**-**	**1**	**-**	**1**
CO 4	**-**	**-**	**-**	**-**	**1**	**-**	**-**	**1**	**2**	**-**	**1**	**-**	**1**
CO 5	**1**	**-**	**-**	**-**	**1**	**-**	**1**	**1**	**2**	**-**	**1**	**-**	**1**
CO 6	**1**	**-**	**-**	**-**	**-**	**3**	**-**	**-**	**1**	**-**	**2**	**-**	**3**

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz/ Discussion/ Seminar (10%)
- Internal Exam (10%)
- Assignment (10%)
- End Semester Exam (70%)

Mapping of Cos to Assessment Rubrics:

	Quiz/ Discussion/ Seminar (10%)	Internal Exam (10%)	Assignment (10%)	End Semester Exam (70%)
CO 1	✓	✓	✓	✓
CO 2	✓	✓	✓	✓
CO 3	✓	✓	✓	✓
CO 4	✓	✓	✓	✓
CO 5	✓	✓	✓	✓

FOUR-YEAR UNDERGRADUATE PROGRAMME (FYUGP)

BA ENGLISH LANGUAGE AND LITERATURE HONOURS

MINOR

BASKET 1: ENGLISH FOR CONTENT CREATION

Programme	**BA ENGLISH LANGUAGE AND LITERATURE HONOURS**				
Course Code	**ENG1MN101**				
Course Title	**FUNDAMENTALS OF CONTENT CREATION**				
Type of Course	**MINOR**				
Semester	1				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Basic communication skills and an aptitude for English language.				
Course Summary	This course is designed to introduce learners to the basic concepts of professional content writing. The course enables them to become competent content developers by engaging in creative and professional writing. The learners will be equipped with the techniques of writing and editing which will help them to manage digital platforms with proficiency and skill.				

Course Outcomes (COs):

CO	CO Statement	Cognitive Level*	Knowledge Category #	Evaluation Tools used
CO1	Develop professional Language competency	U	F	• Classroom Assignments • Internal Test
CO2	Attain employability in creative industries	U	F	• Group Tasks • Individual Assignments
CO3	Enhance language skills to optimize content creation and manage the digital algorithm	Ap	C	• Take Home Assignments • Seminars • Sample analysis
CO4	Equip learners with market research skills and sharpen the entrepreneurial outlook	Ap	M	• Seminar Presentation • Practice writing for the web and peer review
CO5	Develop skills to use AI generated contents creatively and ethically.	E	P	• Sample analysis • Self evaluation • Peer learning • Group projects

* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)
# - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Detailed Syllabus:

MODULE	UNIT	CONTENT	Hrs	Marks
I		**CONTENT WRITING: BASICS**	**05**	**10**
	1	Content Writing–Web and Print Media –News, E-Commerce and Entertainment Industry	**01**	
	2	Types of Content Writing – creative fiction, creative non-fiction, advertisements, transcribing, translation, subtitling , summarising, editing	**01**	
	3	Identifying the demands of various platforms	**01**	
	4	Content writing and language competency	**01**	
	5	Careers in content writing	**01**	
		Suggested Activities*:* 1. Free Writing Exercises in the classroom 2. Identify and evaluate the contents from an online website and a conventionally printed introduction of a book and a newspaper editorial– group activity 3. Group Discussion on editing techniques		
II		**PROFESSIONAL ENGLISH**	**12**	**18**
	6	Compelling Language – Strategies and Tools	**02**	
	7	Reader-Centric Communication – Understanding the target audience	**02**	
	8	The Art of Telling the Story – Audience, Purpose, Need-based content	**02**	
	9	Accepted Usage – Sensitive language use	**02**	
	10	Creative Uses of English – Vocabulary Skills, Proverbs and Idiomatic Expressions	**02**	
	11	How to write effectively and without mistakes-Accuracy-Consistency -Tone and Style	**02**	
		Suggested Activities: 1. Prepare a write up on a given topic within a stipulated time and evaluate the content through peer review 2. Conduct a vocabulary quiz 3. Practise creating an effective headline and sub-headlines for specific audiences and specific purposes.		

III		**APPLIED LANGUAGE SKILLS**	**16**	**22**

	12	Content Writing Process –ideation, research, structure, format	**04**	
	13	Developing an effective content strategy	**04**	
	14	Writing styles- Fiction and Non-Fiction Genres	**04**	
	15	Editing and proof reading 1. Misspelt words, wordiness, jargon, language registers, dialectical variations 2. Tailor-make content according to different style sheets	**04**	
		Suggested Activities: 1. Write content for a specific platform. Analyze the content for language use 2. Editing and proof-reading assignments 3. Co-writing stories		
IV	**LANGUAGE SKILLS FOR THE CORPORATE SPACE**		**15**	**20**
	16	Corporate communications	**01**	
	17	English for digital marketing – Writing for websites	**02**	
	18	Writing in the social media platforms for business purposes	**02**	
	19	Content writing for e-commerce sites	**02**	
	20	SEO (Search Engine Optimisation)– How to evaluate language use analytically	**04**	
	21	AI Tools, Ethics and Creativity	**02**	
	22	Plagiarism and Copyrights Acts	**02**	
		Suggested Activities: 1. Transcribe and translate Malayalam video content into English 2. Develop Catchphrases/expressions for marketing/ e- commerce sites 3. Develop a publishable content applying the SEO language tools		
V	**OPEN ENDED**		**12**	

Note: The course is divided into five modules, with four having total 22 fixed units and one open-ended module with a variable number of units. There are total 48 transaction hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules.

Suggested Reading:

1. Clark, Michael Dean, Trent Hergenrader, Joseph Rein. Eds. *Creative Writing in the Digital Age: Theory, Practice, and Pedagogy. Bloomsbury Academic, 2015.*
2. Coven, Martha B.*Writing on the Job: Best Practices for Communicating in the Digital Age. Princeton University Press*, 2022.
3. Dillard, Annie. *The Writing Life*. New York: Harper Perennial, 1989.
4. Drennan, Marie. *Et al. Scriptwriting for Web Series: Writing for the Digital Age*. Routledge, 2018.
5. Goldsmith, Kenneth. *Uncreative writing: Managing Writing in the Digital Era* . Columbia University Press, 2011.
6. Gupta, Kounal. *The Only Content writing handbook You'll ever Need*. Henry Harvin Education. 2020
7. King, Stephen. *On Writing: A memoir of the Craft.* Simon & Schuster, 2000.
8. Kleon, Austin. *Steal Like an Artist.* Workman Publishing Company, 2012.
9. Lamott, Anne. *Bird by Bird.* Vintage, 1995.
10. Penn, Joanna. *Successful Self-publishing*. Curl Up Press, 2015.
11. Quirk, Randolph and Sidney Greenbaum. *Student's Grammar of the English Language.* 1990.
12. Robinson, Joseph. *Content Writing Step-by-Step: Learn How to Write Content That Converts and Become a Successful Entertainer of Online Audiences* (Audio Book)Charlie Creative Lab Ltd. 2020
13. Sautoy, Marcus Du. *The Creativity Code: Art and Innovation in the age of AI.* The Belknap Press of Harward. 2019
14. Field, Marion. *Improve Your Punctuation and Grammar.* Brown Book Group, 2009.
15. Critchley, William. A Pocketbook of Proof Reading: A Guide to Freelance Proofreading and Copy-Editing, First English Books, 2006.

Web Resources: https://www.youtube.com/watch?

v=blehVIDyuXk https://www.youtube.com/watch?

v=1NCiuI6F5O0

Mapping of COs with PSOs and POs:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	-	-	-	3	-	-	3	3	-	-	-	-
CO2	2	-	-	2	3	-	2	-	3	-	-	-	1
CO3	3	-	-	3	1	-	3	2	2	3	-	-	1
CO4	2	-	-	2	-	-	2	-	3	-	-	-	3
CO5	-	-	-	3	2	-	2	1	2	3	1	-	2

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Assignment/ Discussion / Seminar
- Midterm Exam
- Class Tests/Quiz
- Final Exam (70%)

Mapping of Cos to Assessment Rubrics:

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1		✓		✓
CO 2	✓	✓		✓
CO 3		✓		✓
CO 4	✓	✓		✓
CO 5		✓		✓

FOUR-YEAR UNDER GRADUATE PROGRAMME (FYUGP)

BA ENGLISH LANGUAGE AND LITERATURE HONOURS

MINOR

BASKET 1: ENGLISH FOR CONTENT CREATION

Programme	**ENGLISH LANGUAGE AND LITERATURE HONOURS**				
Course Code	**ENG2MN101**				
Course Title	**TRAVEL NARRATIVES FOR PRINT AND DIGITAL MEDIA**				
Type of Course	**MINOR**				
Semester	2				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Basic communication skills with emphasis on written communication.				
Course Summary	This course is designed to equip learners with the basic techniques and skills in travel content creation. Through the modules, the learner will understand the prerequisites and skills to produce compelling travel literature and content for the media.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level	Knowledge Category	Evaluation Tools Used
CO1	Enhance communication proficiency by crafting engaging travel narratives across diverse platforms, integrating advanced language skills and cross-cultural awareness.	C	P	Assignment, Seminar
CO2	Cultivate social responsibility by advocating for sustainable tourism practices in travel content creation.	Ap	P	Assignment, Project
CO3	Analyse and interpret literary and cultural texts within travel writing, discerning underlying themes and values.	An	C	Project, AssignmentGroup Discussion
CO4	Demonstrate digital proficiency to create compelling travel content for web platforms, utilizing SEO techniques, scripting vlogs, and producing podcasts to reach diverse audiences.	C	P	Assignment, Exam
CO5	Develop imaginative prowess through creative expression in travel storytelling, using different media to convey unique perspectives and experiences.	C	P	Assignment, Project & Presentation
CO6	Foster narrative skills to evaluate Create comprehensive investigations to destinations and cultural phenomena to enrich narratives with depth and accuracy.	An	C	Assignment, Seminar

* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)

- Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Detailed Syllabus:

Module	Unit	Content	Hrs	Marks
I	**Travel Narratives: An Introduction**		**12**	**18**
	1	Realms of travel content- features of travel content in newspapers, magazines, books, guidebooks, travel brochures, newsletters, itineraries, promotional literature, blogging and vlogging	7	
	2	History of Sancharam Part 01 by Santhosh George Kulangara (YouTube Video) https://youtu.be/BA6xFbuKNkE?si=cyho_stJO1hhwBVf	2	
	3	"How a stopover at Tokyo Airport changed my life" by Pico Iyer (Newspaper article) https://www.theguardian.com/travel/2020/may/16/pico-iyer-how- stopover-at-tokyo-airport-japan-changed-my-life	2	
	4	Kerala Tourism Newsletter, Issue: 365 January, 2024 (Newsletter) https://www.keralatourism.org/kerala-article/2024/ayiramthengu-kollam/1370	1	
		Activities 1. Compare the travel content from newspapers and magazines, vlogs and blogs focusing on the use of language in print and the web. 2. Group Activity– students create a sample itinerary for a chosen destination, focusing on engaging descriptions and practical information. 3. Assess the features of a guidebook for a chosen destination and how it differs based on the target audience.		

II	**Travel Writing for Print and Digital Media**		**16**	**24**
	4	Finding Your Story- The right subject, travel trends, your voice, professional niche (food, sustainability, lifestyle etc), repurposing (creation of different publishable articles as possible from one trip)	4	
	5	Developing your story -on-trip research, note-taking, interviewing, finding your focus	4	
	6	Writing a structured article, use of dialogues, characters, anecdotes, details, accuracy, avoiding cliches, word count	6	
	7	Rewriting and self-editing, copyright, photo release, electronic rights, responsible and ethical travel practices	2	
	Suggested Activities: 1. Visit a local site to hone your narrative skills and apply techniques learned in pre-trip and on-trip research (finding focus, note-taking, interviewing, and writing) 2. Conduct mock interviews with locals or experts to practise effective interviewing techniques and gather insights for your travel narratives. 3. Engage in a content repurposing exercise with the learners to generate maximum travel narratives from one trip.			
III	**Web Publishing and Online Media Production**		**12**	**18**
	8	Vlogging- narration, length of the content, writing attractive captions for images, script writing, subtitling, and SEO	3	
	9	"The Legacy of Living Root Bridges of Meghalaya" by Neelima Vallangi (Blogpost) https://travelwithneelima.blogspot.com/2015/12/living-root- bridges-meghalaya.html	6	
	10	"A Traditional Onam Experience" National Geographic India, YouTube https://youtu.be/ELY7mjQLwEM?si=8XqIo9MUjDgHGJVV	1	
	11	Content Making - podcasts, travel website, and blog	2	

		Suggested Activities: 1. Create a blog on a historically relevant place in your locality. 2. Plan the theme and script of a travel podcast. 3. Create content for a travel website of your choice		
IV	**Travel Narratives: Career Prospects**		**8**	**10**
	12	Career prospects - Freelance writing, travel columnist, sustainable tourism advocate, travel influencing (content collaborations, destination marketing, event and festival promotion), social media managers for travel brands/ agencies, travel journalist/editor	5	
	13	Portfolio Preparation	3	
		Suggested Activities: 1. Create a portfolio incorporating the travel content created across a variety of platforms. 2. Analyse the prospects of creating content on crowd-sourced sustainable travel. 3. Create a travel brochure		
V	**OPEN ENDED**		**12**	

Note: The course is divided into five modules, with four having total 13 fixed units and one open-ended module with a variable number of units. There are total 48 transaction hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 13 units from the fixed modules.

Suggested Reading:

1. "The Sound of Travelers: Analysing Online Travel Podcasts Interest Communities" by Leonor Lima & Maria João Antunes Part of the Communications in Computer and Information Science book series (CCIS,volume 1655)

2. *The Lonely Planet's Guide to Travel Writing* by Don George, published by Lonely Travel Publishers, 2010 ebook
3. *The Cambridge History of Travel Writing* edited by Nandini Das and Tim Youngs published by Cambridge University Press, 2019
4. https://www.nation
5. algeographic.com/travel/article/the-new-world-of-travel-writing
6. Travel Writing and Global Change: TedTalk by Lavinia Spalding at TEDxParkCity https://youtu.be/_CNulcWfi-0?si=C87xfxBb36o2uhb6

7. Part 1 of *The Lonely Planet's Guide to Travel Writing* by Don George. Lonely Planet Publications, 2010 (e-book)
8. Part II of *The Lonely Planet's Guide to Travel Writing* by Don George, Lonely Travel Publishers, 2010(e-book)
9. https://egyankosh.ac.in/bitstream/123456789/13661/1/Unit-14.pdf
10. Jonathan Raban changed travel writing forever | The Spectator
11. https://egyankosh.ac.in/bitstream/123456789/13661/1/Unit-14.pdf
12. www.writtenroad.com
13. www.thetravelwriterslife.com
14. www.freelancetravelwriter.com
15. https://youtu.be/N-DN34Zdvo8?si=QVyc___z1chOzuZBd
16. https://www.nomadicmatt.com/travel-blogs/my-current-list-of-favorite-blogs/
17. https://link.springer.com/chapter/10.1007/978-3-031-19682-9_49
18. https://thetraveldiariespodcast.com/
19. https://open.spotify.com/show/3AwRGIPRytKa9Txnz1cGBK
20. https://www.lonelyplanet.com/
21. "How to Make Travel Videos for Beginners" by Pascal Basel https://youtu.be/QYA7Jy8Z0lA?feature=shared
22. "Shoot CINEMATIC travel videos on your Smartphone" by Content Creators https://youtu.be/owLFKbRbvN8?si=G4lT6B-fjHDqbHYJ

Mapping of Cos with PSOs and POs:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	-	-	2	3	-	2	3	-	1	-	-	-
CO2	-	1	-	-	3	-	-	-	-	-	-	3	2
CO3	-	1	3	-	-	-	3	-	-	-	-	-	-
CO4	-	-	-	3	3	-	3	-	-	3	-	1	-
CO5	1	-	-	2	3	-	2	2	-	2	-	-	3

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment (10%)
- Project/Seminar (10%)
- Midterm Exam (10%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics:

	Assignment	Seminar	Internal Evaluation	Project Evaluation	End Semester Examination
CO 1	✓	✓	✓		✓
CO 2	✓		✓	✓	✓
CO 3	✓			✓	✓
CO 4	✓				✓
CO 5	✓			✓	✓

FOUR-YEAR UNDER GRADUATE PROGRAMME (FYUGP)

BA ENGLISH LANGUAGE AND LITERATURE HONOURS

MINOR

BASKET 1: ENGLISH FOR CONTENT CREATION

Programme	**BA ENGLISH LANGUAGE AND LITERATURE HONOURS**				
Course Code	**ENG3MN201**				
Course Title	**DIGITAL CONTENT CREATION IN THE ERA OF AI**				
Type of Course	**MINOR**				
Semester	3				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Basic communication skill with an aptitude for technology-assisted language tools.				
Course Summary	The course is designed to provide a basic understanding of the integration of Artificial Intelligence (AI) technologies and software applications in English language learning.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level *	Knowledge Category #	Evaluation Tools used
CO1	Understand how AI technologies are transforming various aspects of the English language, including communication, literature, translation, and education.	U	C	Assignments
CO2	Classify a variety of AI-driven software tools and platforms for language learning and its application	U	P	Assignments Presentation
CO 3	Create an exposure towards various platforms to exercise AI for language learning and content creation.	U	P	Practical Assignments Presentations
CO 4	Analyse how AI influences literature, creative writing, and research	An	C	Group assignments and brainstorming sessions
CO 5	Evaluate the ethical implications of AI-mediated language technologies and develop new perspectives	E	M	Group Discussion

*-Remember(R),Understand(U),Apply(Ap),Analyse(An),Evaluate(E),Create(C)

- Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)Meta-cognitive Knowledge(M)

Detailed Syllabus:

MODULE	UNIT	CONTENT	Hrs	Marks
I		**INTRODUCTION TO AI AND LANGUAGE**	**10**	**14**
	1	Introduction to the basic definitions and concepts of Artificial Intelligence	**3**	
	2	Historical context and evolution of AI in language processing	**2**	
	3	Overview of natural language processing (NLP) and machine learning in language-related tasks	**3**	
	4	Emerging trends in AI and language technologies	**2**	
		Suggested Activities: 1. Presentation on the evolution of AI using the traditional ways the learners are already familiar with. 2. Enlist the names of platforms the students use for academic purposes- group activity. 3. Prepare a speech on the relevance of AI tools in academics		
II		**IMPACT OF AI IN DIGITAL CONTENT CREATION**	**12**	**16**
	5	Role of AI in contemporary media	**2**	
	6	Impact of AI on Written (e.g., chatbots, automated content generation) and spoken communication (e.g., virtual assistants, voice recognition)	**3**	
	7	Case studies of AI-mediated communication platforms	**3**	
	8	AI-generated literature: Poetry/Short story/Novel/Essays/Speeches/News articles	**2**	
	9	Collaborations between AI and human authors	**2**	
		Suggested Activities: 1. Debate on 'Inevitable intervention of AI in the world of literature'. 2. Seminar on 'The impact of AI on language skills.' 3. Create a glossary of AI terms used in media 4. Classroom discussion by comparing a human authored literature and AI-generated literature.		

III	**AI FOR DIGITAL LANGUAGE LEARNING- PRACTICAL APPLICATIONS**		**20**	**30**
	10	AI-powered language learning applications and platforms (Learning, Editing/Research/Translation/Content Creation)	**1**	
	11	Adaptive learning systems and personalized instruction	**1**	
	12	The art of language prompts	**1**	
	13	Language Learning AI platforms **(**Examples: Duolingo- https://www.duolingo.com/, Babbel - https://www.babbel.com/, Rosetta Stone -https://www.rosettastone.com/ Memrise -https://www.memrise.com/, Tandem - https://www.tandem.net/) Content Creation- (Examples: Answer Garden https://answergarden.ch, Deftgpt - https://deftgpt.com/chat/new, Gemini -https://gemini.google.com ChatGPT -https://chat.openai.com, Sonicwrite - https://app.writesonic.com/ Perplexity -https://perplexity.ai/EduGPT https:// edugpt.com/) Summarise- (Examples: Chatpdf -https://www.chatpdf.com / Chatdoc -https://www.chatdoc.ai/, Askyourpdf -https://askyourpdf.com/)	**10**	

	14	Presentation Tools- (Examples: Tome -https:// tome.app/ Wepik -https:// wepik.com/ Gamma-https://gamma.app/ Voice Typing-Translation- Live Transcribe App/Google Translate/ Google Lens App Quiz generation-Quizizz- https://quizizz.com/admin/)	**4**	
	15	Audio / Video scripts transcripts: (Examples: Cockatoo https://www.cockatoo.com/) Interaction on videos - (Examples: Chattubehttps://chattube.io/) Mind mapping and Summarizing: (Examples: Whimsical https:// whimsical.com/) Scientific Illustrations and Figures: (Examples: Bio Render www.app.biorender.com) Rephrasing-Grammar Correction: (Example: Quill bolt/Grammarly**)**	**3**	
		Suggested Activities: 1. Create an essay in English on any topic using at least 3 platforms. 2. Write a poem in English and translate the same into your mother tongue. 3. Interview your neighbour in a regional language and produce the audio and transcript of the same in English.		

IV	**ETHICAL IMPLICATIONS OF AI IN LANGUAGE**		**6**	**10**
	16	Bias and fairness in AI language models	**2**	
	17	Privacy concerns in AI-mediated communication	**1**	
	18	Cultural and societal impacts of AI on language use	**1**	
	19	Ethical considerations in AI-authored literature	**1**	
	20	The role of human agency	**1**	
		Suggested Activities: 1. Debate on 'The influence of AI in academic/research field 2. Classroom discussion on the opportunities and challenges for research and practice in the AI era 3. Project: Effective usage of AI for academic purposes- Write a research paper on any topic by utilising any platform you like		
V	**2. OPEN-ENDED**		**12**	

Note: The course is divided into five modules, with four having a total of 20 fixed units and one open-ended module with a variable number of units. There are a total of 48 instructional hours for the fixed modules and 12 hours for the open-ended module. Internal assessments (30 marks) are split between the open-ended module(10 marks)and the fixed modules(20 marks). The final exam, however, covers only the 20 units from the fixed modules.

Suggested Reading:

1. Çakmak, F. (2022). Chatbot-human interaction and its effects on EFL pupils' L2 speaking performance and anxiety. Novitas-ROYAL (Research on Youth and Language), 16(2), 113–131.
2. Chen, Y.-L., Hsu, C.-C., Lin, C.-Y. & Hsu, H.-H. (2022). Robot-assisted language learning: Integrating artificial intelligence and virtual reality into English tour guide practice. Education Sciences, 12, 437. https://doi.org/10.3390/educsci12070437
3. Chon, Y. V., Shin, D. & Kim, G. E. (2021). Comparing L2 learners' writing against parallel machine-translated texts: Raters' assessment, linguistic complexity and errors. System, 96, 102408. https://doi.org/10.1016/j.system.2020.102408
4. Dizon, G. & Gayed, J. M. (2021). Examining the impact of Grammarly on the quality of mobile L2 writing. JALT CALL Journal, 17(2), 74–92. https://doi.org/10.29140/jaltcall.v17n2.336
5. Dizon, G. & Tang, D. (2020). Intelligent personal assistants for autonomous second language learning: An investigation of Alexa. JALT CALL Journal, 16(2), 107–120. https://doi.org/10.29140/jaltcall.v16n2.273

6. Edmett, Adam, Neenaz Ichaporia, Helen Crompton,and Ross Crichton. Artificial intelligence and English language teaching: Preparing for the future. British Council, 2023. https://doi.org/10.57884/78EA-3C69
7. Rowe, L. W. (2022). Google Translate and biliterate composing: Second-graders' use of digital translation tools to support bilingual writing. TESOL Quarterly, 56(3), 883–905. https://dx.doi.org/10.1002/tesq.3143
8. Shivakumar, A., Shukla, S., Vasoya, M., Kasrani, I. M. &Pei, Y. (2019). AI-enabled language speaking coaching for dual language learners. IADIS International Journal on WWW/Internet, 17(1).
9. Viktorivna, K. L., Oleksandrovych, V. A., Oleksandrivna, K. I. & Oleksandrivna, K. N. (2022). Artificial intelligence in language learning: What are we afraid of? Arab World English Journal (AWEJ) Special Issue on CALL, 8, 262–273. https://dx.doi.org/10.24093/awej/call8.18
10. Broussard, Meredith. (2019) Artificial Unintelligence: How Computers Misunderstand the World. The MIT Press.
11. Dickinson, M., Brew, C. and Meurers, D. (2013) Language and Computers. Wiley-Blackwell.
12. Dodigovic, Marina. (2005) Artificial Intelligence in Second Language Learning: Raising Error Awareness.Multilingual Matters.
13. Isotani, S. (2019) Artificial Intelligence in Education: 20th International Conference, AIED 2019, Chicago, IL, USA, June 25-29, 2019, Proceedings, part I & II. Cham: Springer International Publishing.
14. Mitchell,Melanie. (2019) Artificial Intelligence: A Guide for Thinking Humans. Penguin Books.
15. Taulli, Tom. (2019) Artificial Intelligence Basics: A Non-Technical Introduction. Apress.

Mapping of CO with PSO sand POs:

	P S O 1	P S O 2	P S O 3	PS O 4	PS O5	PS O 6	PO 1	P O 2	P O 3	P O 4	P O 5	PO6	PO7
CO 1	3	-	-	3	2	-	3	2	1	3	-	-	2
CO 2	3	-	-	3	1	1	2	2	-	3	-	-	-
CO 3	2	-	-	3	2	-	1	1	-	2	-	-	-
C0 4	-	-	1	3	-	2	1	-	-	3	-	-	2
CO 5	-	2	1	2	-	-	-	-	-	1	-	3	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly/ Low
2	Moderate/ Medium
3	Substantial /High

Assessment Rubrics:

- Assignment/Quiz/ Discussion/Seminar
- Midterm Exam
- Record/ Projects/Assignments
- End Semester Exam (70%)

Mapping of Cos to Assessment Rubrics:

	Internal Exam	Assignment	Seminar/ Presentation/ Project	End Semester Examination
CO1	✓		✓	✓
CO2	✓	✓		✓
CO3	✓		✓	✓
CO4	✓	✓	✓	✓
CO5	✓		✓	✓

FOUR-YEAR UNDER GRADUATE PROGRAMME (FYUGP)

BA ENGLISH LANGUAGE AND LITERATURE HONOURS

MINOR

BASKET 2: ENGLISH AT WORKSPACE

Programme	**ENGLISH LANGUAGE AND LITERATURE HONOURS**				
Course Code	**ENG1MN102**				
Course Title	**THE LANGUAGE OF DIGITAL SPACE: ENGLISH AND NEW MEDIA**				
Type of Course	**MINOR**				
Semester	1				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Basic communication skills and technological knowledge				
Course Summary	The course is designed for the new age generation, allowing students to use popular media platforms and create collaborative spaces with empathy and social responsibility. It is an analytical syllabus, enriched by student participation and exploring digital media content as cultural texts for analysis.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO 1	Understand the relevance of online communication platforms and its intervention in human lives.	U	F	Discussions Classroom Instruction
CO 2	Develop creative and engaging content for new media platforms using modern digital tools.	Ap	P	Assignments Discussions
CO 3	Practice discretion to use digital platforms with empathy and social responsibility.	Ap	M	Experience Sharing Discussions
CO 4	Understand the relationship between economy, society and new media to explore the students to explore entrepreneurial and employment opportunities	U	C	Discussions Presentations
CO 5	Enhance creative and analytical skills for content creation in various employment scenarios.	Ap	P	Assignments

* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)

- Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Detailed Syllabus:

MODULE	UNIT	CONTENT	Hrs	Marks
I		**NEW AGE DIGITAL SPACES**	**13**	**19**
	1	Brief outline of the shift from unidirectional media to dynamic and interactive media	**2**	
	2	Overview of relevant media platforms -target users- content creation- digital interactions	**3**	
	3	An introduction and discussion on the types of content on social media, Online News Portals, Blogs, and Audio Visual Content Sharing Platforms	**3**	
	4	Transformation from traditional literary text to digital literature	**3**	
	5	Digital literature and Contemporary Media	**2**	
		Suggested Activities: 1. Tool Sharing: Learners are grouped and asked to work on various innovative tools they are familiar with which aid in content creation and analytics for various platforms. They present the tools before the class and explain its use, effectiveness etc. 2. Presentations and discussions are done on the cultural atmosphere that results in different kinds of popular content and the reasons behind their virality. 3. Prepare a podcast episode on trending online content of the time.		
II		**FICTIONAL NARRATIVES IN DIGITAL SPACE**	**9**	**13**
	6	Evolution of Digital storytelling- new media tools and platforms for story telling	**2**	
	7	Introducing Digital Platforms: OTT - (E.g.: Web Series, Animated series etc.) Vlogs-Audio books-podcast Independent Publishing Platforms-Gaming apps	**4**	
	8	Co-story writing -websites for Collaborative fiction	**3**	

		Suggested Activities: 1. Analyse popular fiction and creative content online to delineate novel and effective ways of storytelling and present an assignment 2. Write scripts using interactive media and create stories. 3. Prepare an audiobook or a short film based on a story you have read		
III	**DIGITAL MEDIA AND SOCIAL IMPACT**		**13**	**18**
	9	Impact of digital media in socio political and cultural arena	**2**	
	10	Role of social media and celebrity culture	**2**	
	11	Ethical online etiquette- the use of offensive language and issues of online abuse.	**2**	
	12	Privacy and security in the online space	**2**	
	13	Social media activism- media influence- opinion formation- manufacturing consent	**3**	
	14	The concept of Digital Detox- taking control of the human-media relationship	**2**	
		Suggested Activities: 1. Group discussion -any election campaigns you saw on digital platforms 2. Prepare a write up on any social media influencer you follow giving emphasis on the reason why you do so 3. Identify cyber security laws implemented in India and list it out		

IV	**NEW MEDIAAND ITS COMMERCIAL DIMENSIONS**		**13**	**20**
	15.	Production and consumption in new media- democratisation of media content- shift from passive media consumption to active use and participation-Crowd Sourcing-Linkages-Corporate Sites	**4**	
	16	Brief introduction to the business model of social media-How users and audiences are commodified -Conflict between Media industry and users-Piracy/Copyright issues-Virality-Monetizing content	**3**	
	17	Media for Branding and Market Research-Building a personal brand-Practical Strategies to build a strong brand on social media	**3**	
	18	Use of Digital media in workspace-Content creation and monetization, social media promotions, campaigns, and advertising. How digital media can be effectively used in workspace Opportunities for employment - content creators, social Media Managers-Content Marketing Experts	**3**	
		Suggested Activities: 1. Organise a discussion on the difference between tools that are ethically permissible and non-ethical. 2. Use the insights from the discussion to put together a creative or critical piece in written or multimedia format and present it before the class. 3. Identify creative methods and apply it to produce content suitable for the platform of their preference.		
V	**OPEN ENDED**		**12**	

Note: The course is divided into five modules, with four having total 18 fixed units and one open-ended module with a variable number of units. There is total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 18 units from the fixed modules.

Suggested Reading:

1. *New Media: An Introduction* by Terry Flew, Oxford, 2022 Edition (only Chapter 1- "Introduction to New Media" to be discussed)
2. *Creator Culture: An Introduction* to *Global Social Media Entertainment* by Stuart Cunningham, New York University Press, 2021 Edition (only the introduction part to be discussed)
3. *Social Media and Society* by Quihao Ji, Routledge, 2024 Edition, Part 1, Unit1 (What is Social Media?)
4. *Pragmatics Online* by Kate Scott, Routledge, 2022
5. *The New News* by Joan Van Tassel, Routledge, 2020

6. *The New Digital Storytelling: Creating Narratives with New Media* by Bryan Alexander Praeger,2011.
7. *Digital Story Telling: A Creator's Guide to Interactive Entertainment*, by Carolyn Handler Miller, Routledge, 2017
8. *Language, Creativity and Humour* Online by Camilla Vasquez, Routledge, 2019
9. *Social Media Communication: Concepts, Practices, Data, Law and Ethics* by Jeremy Harris Lipschultz, Routledge, 2024 Edition (Only the Unit on Social Media Ethics needs to be discussed)
10. Basics of Online Safety by Google Guidebooks: https://guidebooks.google.com/online-security/understand-online-security/online- security-basics?hl=en (at least 2 linked articles in this guidebook can be briefly discussed).
11. Article on Digital Detox: https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8862700/
12. *Digital Etiquette* by Victoria Turk, Ebury Press, 2019
13. *Understanding Media,* London by Eugenia Siapera Sage publications,2018.
14. Political economy, power and new media & Society, 6(1), 96–105. R Mansell, 2004, New Media
15. In the Social Factory? Immaterial labour, precariousness and cultural work. Theory, Culture & Society, 25(7–8), 1–30 by Gill, R. and Pratt, A.2008
16. *Influencer: Building Your Personal Brand in the Age of Social Media* by Brittany Hennessy. London: Kensington;2018.
17. *Everybody Writes* by Ann Wiley Handley,2014.
18. *Confident Digital Content* by Adam Waters Kogan Page.2018.

Mapping of COs with PSOs and Pos and Correlation:

	PSO1	PSO2	PSO3	PSO 4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	2	-	2	3	-	-	2	-	-	3	-	1	-
CO2	-	-	-	3	2	-	3	2	1	3	-	-	1
CO3	-	-	3	2	-	-	1	1	-	2	-	2	-
CO4	-	2	3	-	1	-	2	-	-	2	-	1	3
CO5	-	-	3	-	3	2	2	1	-	3	-	-	2

Corelation level:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Discussion / Seminar
- Presentation
- Midterm Exam
- Final Exam (70%)

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	Project Evaluation/Presentation	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓	✓		✓
CO 3	✓	✓		✓
CO 4	✓	✓	✓	✓
CO 5	✓	✓	✓	✓

FOUR-YEAR UNDER GRADUATE PROGRAMME (FYUGP)

BA ENGLISH LANGUAGE AND LITERATURE HONOURS

MINOR

BASKET 2: ENGLISH AT WORKSPACE

Programme	**BA ENGLISH LANGUAGE AND LITERATURE HONOURS**				
Course Code	**ENG2MN102**				
Course Title	**PROFESSIONAL SKILLS IN MEDIA PRESENTATION**				
Type of Course	**MINOR**				
Semester	2				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Basic communication skills giving emphasis to spoken communication.				
Course Summary	The course is designed to enhance the professional competency of the learners by improving their presentation skills. The course covers a range of topics, including news anchoring, reading, virtual presentations, and business presentations, providing a comprehensive understanding of effective communication in English.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO 1	Identify practical techniques to master public speaking successfully.	U	C	Presentations
CO 2	Understand different types and modes of presentations and their varied requirements in each field.	U	F	Assignments and presentations
CO 3	Identify different components of presentations in each area.	Ap	P	Seminar Presentation Presentation with peers
CO 4	Develop verbal and non-verbal skills that are required for presentation	C	M	Group assignments and brainstorming sessions
CO 5	Utilize technology and digital tools to enhance presentations to engage and captivate the audience	Ap	M	Mock Presentation

* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)

- Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Detailed Syllabus:

MODULE	UNIT	CONTENT	Hrs	Marks
I	**INTRODUCTION TO PUBLIC SPEAKING IN DIGITAL ERA**		**14**	**22**
	1	Synchronous and Asynchronous Public Speaking	**2**	
	2	Overcoming nervousness and adapting to changes in social media platforms.	**2**	
	3	The benefits of Persuasive Speaking for social media influencers and aspirants	**2**	
	4	Captivating audiences with delivery techniques, mastering the art of vocal projection and modulation	**2**	
	5	Digital public speaking, exploring Virtual Reality and Augmented Reality in presentations.	**3**	
	6	Building a personal brand through public speaking	**3**	
		Suggested Activities: 1. Use AR apps on smartphones or tablets and they will create presentations with overlays of additional information (e.g., graphs, images) to enhance their delivery and engage the audience. 2. Participate in a VR platform where they present to a simulated audience that reacts in real-time. This helps them practise adapting to audience cues and feedback. 3. Participate in a TED-Ed Club and deliver a persuasive talk on a topic of your choice. They can use the TED-Ed platform to create and share their talks with a global audience.		

II	**NEWS READING, ANCHORING SKILLS AND TECHNIQUES**		**13**	**19**
	7	News Anchor versus News Reader	**2**	
	8	Anchoring from an Outdoor Location-Sports Anchoring Business Anchoring-Entertainment Anchoring- Lifestyle Anchoring-Weather Anchoring	**2**	
	9	Deciphering Fake from Fact	**1**	
	10	Conducting Phonos, OBs, and Interviews	**2**	
	11	Panel Discussions and Talk Shows	**1**	
	12	Reading a Teleprompter and voice modulation	**2**	
	13	Preparing for a Career in Anchoring	**2**	
	14	Preparing anchoring scripts	**1**	
		Suggested Activities: 1. Record yourself reading the anchor links of five news stories with the smartphone. Analyse the performance for tone, pace, and clarity, then practise and re-record to improve. 2. Use AI-powered tools that analyse anchoring performances and provide real-time feedback on aspects like tone, pacing, and body language. For instance, certain media offer AI- powered tools that can analyse video content, including anchoring performances and emotion recognition technology that can analyse facial expressions and provide insights into the emotional impact of an anchoring performance. 3. Record a short news segment script and practice voice modulation to convey different emotions and tones (e.g., serious, empathetic, enthusiastic).		

III	**ESSENTIAL SKILLS FOR RADIO AND PODCAST PRESENTATION**		**11**	**17**
	15	Introduction to Radio and Podcast Presentation- Engaging the audience through voice	**3**	
	16	Voice Modulation and Tone-Pitch and Volume, Pace and Rhythm, Clarity and Pronunciation	**3**	
	17	Engagement Techniques – Story telling, Audience Interaction, Imagery and Description; Script writing- Structure, Conversational Tone, Brevity	**2**	
	18	Technical Skills and Content Preparation	**2**	
	19	Time Management and Adaptability	**1**	
		Suggested Activities: 1. Record a podcast on any topic and analyse the tone variation. 2. Draft a script for a radio programme/ drama and peer review the drafted script. 3. Conduct mock interviews with your peer group and draft the audio as a radio/ podcast interview.		

IV	**EFFECTIVE PRACTICES FOR VIRTUAL PRESENTATIONS IN MEDIA**		**10**	**12**
	20	Challenges of virtual presentations: Information overload, screen fatigue, and lack of emotional connection	**02**	
	21	Crafting an engaging language: Use of compelling openings, short sentences, engaging audience, inclusive language, and avoiding jargons	**03**	
	22	Necessary etiquettes and the use of Vocal and Visual Elements in Virtual Presentation for Media	**03**	
	23	Use of Web and AI tools in virtual presentations for Media Platforms: Presentation Creation Tools, Interactive Engagement Tools, Virtual Background Tools and Visual Engagement Tools	**02**	
		Suggested Activities: 1. Make a virtual team presentation on a desired topic. Constructive feedback is given on the use of language, clarity, structure, audience engagement and the use of visual aids 2. Prepare an integrated presentations using virtual platforms, web tools and storytelling techniques for any media platform. 3. Create a Personal Brand for advertisement using virtual platform and present it in your classroom		
V	**OPEN-ENDED**		**12**	

Note: The course is divided into five modules, with four having a total of 23 fixed units and one open-ended module with a variable number of units. There are a total of 48 instructional hours for the fixed modules and 12 hours for the open-ended module. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 23 units from the fixed modules.

Suggested Reading:

1. Budhale, Prajeet. *The Golden Book of Business Presentation Skills*.Bloomsbury,2021.
2. Coughter, Peter.*The Art of the Pitch: Persuasion and Presentation Skills that Win Business*.Palgrave Macmillan,2012.
3. Lightheart, Andrew (2016) *Presentation Now: Prepare a Perfect Presentation in Less than Three Hours*. Pearson,2016
4. Ofoegbu, Nnenne. (2024) Talk Like TED: Public Speaking Secrets Revealed - The Art of Persuasive Speaking: Public Speaking Secrets for Social Media Influencers and Coaches
5. Robert T. and Cindy Malone, (2004), Broadcast journalism handbook: A Television news survival guide, Lanham, Rowman and Littlefield
6. Kalra, R.(2012), The ABC of News Anchoring, Noida, Pearson education India

Reardon N. (2006), On Camera: how to report anchor and interview, London, Focal Press.

7. Bird, Malcolm. T*he Complete Guide to Business and Sales Presentation.*Quarto,1990

8. The Official Ted Guide: https://www.youtube.com/watch?v=HN0hkfD6c_c

9. AI-powered soft skills training in virtual reality (VR) :https://virtualspeech.com/

10. Practise Public Speaking using VR

    https://youtu.be/vo1EftVfLh

11. Anchoring Script samples: https://testbook.com/

    articles/news-anchoring-script

12. Tips for improving reporting skills

    https://www.wikihow.com/Read-and-Speak-Like-a-TV-News-Reporter https://www.decklinks.com/sales-tips/top-10-virtual-presentation-tricks-and-tips-that- will-make-you-shine/

Mapping of COs with PSOs and POs:

	PSO1	PSO2	PSO3	PSO 4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	2	-	-	-	2	-	2	1	1	-	-	-	-
CO2	-	-	-	2	3	-	3	2	2	1	1	-	-
CO3	3	-	-	1	3	-	1	1	3	1	-	-	-
C04	2	-	-	2	2	-	3	3	2	2	-	-	-
CO5	3	-	-	3	2	-	2	2	1	3	1	-	2

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Assignment/ Discussion / Seminar
- Midterm Exam
- Presentation
- Final Exam (70%)

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	Presentation	End Semester Examinations
CO 1	✓	✓	✓	✓
CO 2		✓	✓	✓
CO 3	✓	✓	✓	✓
CO 4		✓	✓	✓
CO 5		✓	✓	✓

FOUR-YEAR UNDER GRADUATE PROGRAMME (FYUGP)

BA ENGLISH LANGUAGE AND LITERATURE HONOURS

MINOR

BASKET 2: ENGLISH AT WORKSPACE

Programme	**BA ENGLISH LANGUAGE AND LITERATURE HONOURS**				
Course Code	**ENG3MN202**				
Course Title	**WRITING FOR THE SCREEN: THEORY AND PRAXIS**				
Type of Course	**MINOR**				
Semester	3				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Basic writing skills in English, aptitude for creative writing, interest in film and storytelling, familiarity with popular culture				
Course Summary	This course delves into the intricate relationship between language and cinema. It explores the communicative strategies and narrative structures utilised by films. Through a multifaceted pedagogical methodology encompassing lectures, screenings, interactive activities, and facilitated discussions, learners will cultivate a foundational understanding of film analysis, screenwriting, subtitling, and adaptation.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	*Knowledge Category	Evaluation Tools used
CO 1	Understand the concept of film as a medium of communication and identifies the key elements that constitute its language	E	C	Assignments, Seminars Quiz
CO 2	Write insightful and critically engaged reviews across diverse genres, enhancing proficiency in critical writing for movies	E	P	Assignments, Seminars, Review Writing Group Discussions
CO 3	Enhance creative screenwriting outputs encompassing script formats, the writing process, narrative perspective, and cinematic techniques	C	P	Assignments, Seminars, Brainstorming sessions Script writing exercises
CO 4	Create subtitle incorporating process analysis, cultural considerations, and practical application	C	C	Assignments, Seminars, Exercises of Subtitle Creations
CO 5	Create adaptations considering cultural and linguistic nuances	E	P	Assignments, Review & Presentations

* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)

- Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Detailed Syllabus:

MODULE	UNIT	CONTENT	Hrs	Marks
I		**BASICS OF SCREENWRITING**	**13**	**20**
	1	Introduction to Screenwriting- the foundation of screenwriting- visual storytelling/narration- types of scripts- abbreviations- stages of screenwriting, rules of screenwriting, the structure of screenplay-teleplay	**4**	
	2	Introduction to screenwriting software	**2**	
	3	Script breaking down sheet - camera positions-shots-basics of camera editing	**3**	
	4	Illustrative Reading: *The Shawshank Redemption* by Frank Darabont (focus on the screenplay) Transcript of "Feeling Through" (2020) by Doug Roland https://www.feelingthrough.com/transcript	**4**	
		Suggested Activities: 1. Practical exercises in screenplay writing 2. Creating character profiles based on film characters 3. Writing short dialogue scenes & analysis of screenplay excerpts		

II	**SUBTITLING**		**13**	**20**
	5	Introduction-Audio-visual translation -subtitling as translation-loss and gain in subtitling	**2**	
	6	Types of subtitling- principles of subtitling- creating subtitles	**2**	
	7	Myths about documentary translation Eva Espasa	**2**	
	8	Subtitles and International Anglification - Henrik Gottlieb	**4**	
	9	Amelie - Jean-Pierre Jeunet	**3**	
		Suggested Activities: 1. Create subtitles for sections of regional movies or short films. 2. Watch a movie of your choice create your own subtitles 3. Translate the subtitles of any regional movie into English		
III	**PERSPECTIVES AND REVIEW**		**12**	**18**
	10	Language and visual narratives – Synopsis- abstract- drafting of review (films, series, interviews, documentaries etc.	**2**	
	11	Factors that contribute to the language of visual media (camera- editing- sound - mise-en-scène- performance)	**2**	
	12	Elements of a good review: critical writing skills, Reading and Analysing Reviews	**2**	
	13	**Text**: *Disrupting the self: script development within the akademy*- Susan Cake and Louise Satwell	**2**	

	14	**Illustrative Reading:** *2001: A Space Odyssey* by Roger Ebert *https://www.rogerebert.com/reviews/great-movie-2001-a- space-odyssey-1968* Oppenheimer Review – Nolan's Atom Bomb Epic is Flawed but Extraordinary- Peter Bradshaw https:// www.theguardian.com/film/2023/jul/19/oppenheimer-review-nolans-atom-bomb-epic-is-flawed-but-extraordinary	**4**	
		Suggested Activities: 1. Reviews of regional movies, reality shows and interviews within six months of release. 2. Review any movie nominated for/won Oscar/ Cannes 'Palme d'Or/ Golden Peacock, IFFI/ IFFK for the current year. 3. Prepare a transcript of a audio/video review of any movie, series, documentary, show that you watched.		
IV	**ADAPTATIONS**		**10**	**12**
	15	Media translation-fidelity Vs. creativity in adaptation- different types of adaptation - narrative shifts in adaptation - adapting literary texts into films - challenges and strategies of adapting novels, short stories, and plays – adaptation of movies from one language to another	4	
	16	Cultural and Linguistic Considerations - adapting works from different cultures and languages -discussion on the impact of translation on adaptation	2	
	17	Haider - Vishal Bhardwaj The Godfather -Francis Ford Coppola	4	

		Suggested Activities: 1. Analyse any adaptation you watched and submit an assignment on it 2. Short filmmaking/documentary/reels of any literary work you enjoyed (5-10 mins.) 3. Organise/ attend film festivals, interviewing filmmakers/actors etc		
V	**OPEN ENDED**		**12**	

Note: The course is divided into five modules, with four having a total of 17 fixed units and one open-ended module with a variable number of units. There are a total of 48 instructional hours for the fixed modules and 12 hours for the open-ended module. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 17 units from the fixed modules.

Suggested Reading:

1. Corrigan, Timothy. *A Short Guide to Writing About Film*. Longman, 2015.
2. Field, Syd. *Screenplay: The Foundations of Screenwriting*. Delta, 2007.
3. Gottlieb, Henrik. "Subtitles and International Anglification." *Nordic Journal of English Studies* 3.1 (2004): 219-232. doi.org/10.35360/njes.32.
4. Gulino, Paul Joseph. *Screenwriting: The Sequence Approach*. Bloomsbury Publishing USA, 2013.
5. Howard, David, and Edward Mabley. *The Tools of Screenwriting: A Writer's Guide to the Craft and Elements of a Screenplay*. Macmillan, 1993.
6. McFarlane, Brian. *Novel to Film: An Introduction to the Theory of Adaptation*. Oxford UP on Demand, 1996.
7. Monaco, James. *How to Read a Film: Movies, Media, and Beyond*. OUP USA, 2009.
8. Seger, Linda. *Making a Good Script Great*.Silman-James Press, 2010.
9. Alessandra, Pilar. *The Coffee Break Screenwriter: Writing Your Script Ten Minutes at a Time*.Michael Wiese Productions, 2016.
10. Aronson, Linda. *The21st Century Screenplay: A Comprehensive Guide to Writing Tomorrow's Films*. Allen and Unwin, 2010.
11. Chamberlain, Jill. *The Nutshell Technique: Crack the Secret of Successful Screenwriting*. University of Texas Press, 2016.
12. Hauge, Michael. *Writing Screenplays That Sell*. Bloomsbury Publishing, 2011.

13. Horton, Andrew. *Writing the Character-Centered Screenplay, Updated and Expanded Edition*. University of California Press, 2000.
14. Ranzato, Irene and Serenella Zanotti. *Linguistic and Cultural Representation in Audiovisual Translation*. Taylor and Francis, 201
15. *Subtitling: Concepts and Practices* by Jorge Díaz Cintas, and Remael Aline. Routledge, 2020.

Mapping of COs with PSOs and Pos and Correlation Levels:

	PSO1	**PSO2**	**PSO 3**	**PSO4**	**PSO5**	**PSO 6**	**PO 1**	**PO 2**	**PO 3**	**PO 4**	**PO 5**	**PO 6**	**PO7**
CO 1	3	-	2	-	3	-	3	2	3	-	-	-	-
CO 2	2	-	1	-	3	-	2	1	3	-	2	-	-
CO 3	3	-	-	-	2	1	1	3	2	-	1	-	-
CO 4	1	-	-	2	3	-	3	2	3	-	3	1	-
CO 5	2	2	1	3	3	-	1	2	1	-	2	3	-

Corelation Level:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Assignment/ Discussion / Seminar
- Midterm Exam
- Class Tests/Quiz
- Final Exam

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	Project Evaluation/ Assign ment/ Discussion/ Presentation	End Semester Examinations
CO 1	✓		✓	✓
CO 2	✓	✓		✓
CO 3	✓	✓	✓	✓
CO 4	✓	✓		✓
CO 5	✓	✓	✓	✓

FOUR-YEAR UNDER GRADUATE PROGRAMME (FYUGP)

BA ENGLISH LANGUAGE AND LITERATURE HONOURS

MINOR

BASKET 3: TEACHING SKILLS IN ENGLISH

Programme	**BA ENGLISH LANGUAGE AND LITERATURE HONOURS**				
Course Code	**ENG1MN103**				
Course Title	**ENGLISH LANGUAGE TEACHING: FOUNDATIONS AND PRACTICE LEVEL 1**				
Type of Course	**MINOR**				
Semester	1				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	A basic understanding of English grammar and vocabulary, as well as an interest in language teaching methodologies. Familiarity with common educational technology tools is beneficial but not required.				
Course Summary	This course provides a comprehensive introduction to English Language Teaching (ELT) by exploring its principles, methodologies, and practical applications. It enables the learners to understand history and evolution of language teaching methods, including the Grammar-Translation Method, Direct Method, Audio-Lingual Method, and Communicative Language Teaching (CLT). Emphasis will be placed on understanding and applying these methodologies with the help of technology and other interactive activities.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO 1	Understand ELT Principles and Methods	U	C	Presentations
CO 2	Attain proficiency in Applying Language Teaching Techniques	U	F	Assignments Presentations
CO 3	Integrate ICT Tools in Language Teaching	Ap	P	Peer Review and self-evaluation
CO 4	Develop Task-Based Language Teaching Skills	An	P	Group assignments and brainstorming sessions
CO 5	Employ evaluation and assessment methods in ELT effectively	Ap	M	Presentation and role plays

* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)
# - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Detailed Syllabus:

Module	Unit	Content	Hrs	Marks
I	**Introduction To Elt**		**14**	**20**
	1	Overview of ELT	**2**	
	2	Principles of language teaching	**2**	
	3	Language Teaching Methodologies-Grammar-Translation Method	**2**	
	4	Direct Method-Communicative Language Teaching (CLT)	**2**	
	5	Direct Method	**2**	
	6	Audio–Lingual Method	**2**	
	7	Communicative Language Teaching	**2**	
		Suggested Activities: 1. Role-Playing Different Teaching Methods 2. Group discussion on the role of audio-visual aid in ELT 3. Write an assignment on various communicative language teaching methods		

II	**ICT Tools For English Language Teaching**		**13**	**20**
	8	E- Creation Tools – Wordwall Puzzlemaker, Spiderscribe, Kahoot, Diigo –personal digital library	3	
	9	Mobile apps and games	3	
	10	Online teaching - learning Platforms	2	
	11	LSRW tools – audio/ video podcasts, various channels in websites and platforms, digital diary and journal	2	
	12	Tools for digital storytelling	3	
		Suggested Activities: 1. Use any reading comprehension and critical thinking tools to write a paper on a topic of your choice 2. Group activity: Post a reading assignment on any platform and create a discussion thread and have a discussion by responding to each other' post 3. Split into groups and conduct a grammar quiz in class projecting questions in the screen		
III	**Task-Based Language Teaching**		**11**	**15**
	13	Introduction to Task-Based Language Teaching	3	
	14	Types of tasks: real-world, pedagogical, and language-focused tasks	3	
	15	Importance of pre-task activities	1	
	16	Task cycle components: task, planning, and report	2	
	17	Opinion Exchange Tasks, Problem-Solving Tasks	2	

		Suggested Activities: 1. Engaging Storytelling Practice: Prepare a short story or anecdote to prepare focusing on engaging storytelling techniques such as vivid descriptions, varied pacing, and expressive delivery. 2. Role play (e.g., customer and shopkeeper, doctor and patient) various scenarios to practice relevant vocabulary and expressions. 3. Divide a text or audio recording into sections and read it out in the class then reconstruct the story or content and submit it as an assignment.		
IV	**ELT in Practice**		**10**	**15**
	18	Lesson Planning and Classroom Management- Theory and practice in a learning environment.	3	
	19	Peer teaching/Micro- teaching- Introducing various pedagogies of teaching English -practice in teaching ELT	3	
	20	Testing and types of tests- Means of evaluation	2	
	21	Hands on training in Aptitude, Achievement, Diagnostic, Proficiency, and Placement Tests in ELT	2	
		Suggested Activities: 1. Prepare a lesson plan incorporating all the elements discussed in the module and engage the class treating your peers as learners 2. Divide into different groups and discuss different assessment strategies and submit it as a report 3. Employ peer teaching and micro teaching in the classroom, introducing various teaching pedagogies		
V	**OPEN-ENDED**		**12**	

Note: The course is divided into five modules, with four having a total of 21 fixed units and one open-ended module with a variable number of units. There are a total of 48 instructional hours for the fixed modules and 12 hours for the open-ended module. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 21 units from the fixed modules.

Suggested Reading:

1. Richards, Jack C., and Theodore S. Rodgers. Approaches and Methods in Language Teaching. Cambridge University Press.
2. Lightbown, Patsy M., and Nina Spada. How Languages are Learned. Oxford University Press.
3. Learning English through ICT tools by Silvia Sánchez Calderón
4. Doing Task-Based Teaching by Dave Willis and Jane WillisTask-Based Language Teaching by David Nunan
5. Tasks for Language Teachers: A Resource Book for Training and Development by Martin Parrott
6. Brown, D., &Abeywickrama, P. (2010). Languageassessmentprinciplesandclassroom practices (2nd ed.), Pearson Education.
7. Tickoo, M. L. Teaching and Learning English: A Sourcebook for Teachers and Teacher-Trainers. Orient Blackswan.
8. Nunan, David. Practical English Language Teaching.McGraw-Hill.

Links:
Five Communicative Language Teaching Methods
https://youtu.be/iGDxCg90Its?si=VRY-13TPFUPyrHSo
Apply ICT tools in teaching English https://youtu.be/52qJ36DDkrI?si=oFuFbM7QwTKaok-7

HCMUE | TILT 2021 | Using ICT Tools in Teaching English 11 Unit 5 Reading https://youtu.be/pkjz0KnN2Vc?si=r8sUKr8oFpNDN579

Four Tips To Do Voice Modulation While Speaking | Public Speaking Tips https://youtu.be/RyuuA6aiQfQ?si=cZ6dlf5qOGYm0jh6 https://www.languagetesting.com Forms of language assessment.

Mapping of COs with PSOs and POs:

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1	2	-	-	1	-	-	2	1	2	1	1	-	-
CO 2	1	-	-	2	-	1	1	2	3	-	2	-	-
CO 3	3	-	-	2	-	1	1	1	2	3	1	-	-
C0 4	1	-	-	2	-	1	2	1	2	1	-	-	-
CO 5	2	-	-	3	-	2	2	1	3	1	1	-	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Discussion / Seminar (10%)
- Midterm Exam (10%)
- Assignments (10%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	Presentation	End Semester Examinations
CO 1	✓	✓	✓	✓
CO 2		✓	✓	✓
CO 3	✓	✓		✓
CO 4		✓	✓	✓
CO5	✓	✓	✓	✓

FOUR-YEAR UNDER GRADUATE PROGRAMME (FYUGP)

BA ENGLISH LANGUAGE AND LITERATURE HONOURS

MINOR

BASKET 3: TEACHING SKILLS IN ENGLISH

Programme	**BA ENGLISH LANGUAGE AND LITERATURE HONOURS**				
Course Code	**ENG2MN103**				
Course Title	**ENGLISH LANGUAGE TEACHING: FOUNDATIONS AND PRACTICE LEVEL 2**				
Type of Course	**MINOR**				
Semester	2				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	A basic understanding of English grammar and vocabulary, as well as an interest in language teaching methodologies. Familiarity with common educational technology tools is beneficial but not required.				
Course Summary	This course equips learners with diverse strategies for teaching English literature and language effectively, fostering a learner-centred environment through peer observations and lesson plan reviews. Verbal and non-verbal communication skills are improved through activities such as evaluating presentations and role-play, utilizing cooperative learning structures for enhanced teamwork and interaction.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO 1	Equip learners with diverse strategies for teaching English literature and language proficiently	U	C	Use peer observations and lesson plan reviews.
CO 2	Foster a learner-centric environment	U	F	Collect and analyze student feedback surveys.
CO 3	Enhance critical thinking and analytical abilities through literary studies	An	P	Group assignments and brainstorming sessions
CO 4	Cultivate both verbal and non-verbal communication skills	Ap	M	Evaluation - presentations and role- play
CO 5	Develop cooperative and collaborative learning structures to promote teamwork and interaction	U	M	Record and analyze presentations

* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)
# - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Detailed Syllabus:

MODULE	UNIT	CONTENT	Hrs	Marks
I		**Teaching-Learning English Literature**	**14**	**20**
	1	Teaching Poetry	**3**	
	2	Teaching Drama	**3**	
	3	Teaching Prose	**4**	
	4	Teaching Fiction	**2**	
	5	Lesson Plan and Materials Production	**2**	
		Suggested Activities: 1. Group Activity: Split into small groups, analyze a poem and share your views with the class. 2. Perform a scene assigned from a play assigned to the class in groups focusing on expression and body language 3. Prepare a lesson plan for a particular piece of literature and present it in the class		
II		**Teaching English Proficiency Tests**	**13**	**19**
	6	English Language Proficiency Tests	**2**	
	7	Preparing learners for Reading Tests	**2**	
	8	Preparing learners for Speaking Tests	**3**	
	9	Preparing learners for Listening Tests	**2**	
	10	Preparing learners for Writing Tests	**2**	
	11	Preparing learners for Vocabulary and Grammar tests	**2**	
		Suggested Activities: 1. Organise full-length practice tests that simulate the actual test environment, covering all sections (reading, writing, listening, speaking). 2. Prepare passages followed by questions that test comprehension, inference, and vocabulary. 3. Play audio recordings in the class and conduct a question - answer session based on the content.		

III	**Creating Learner- Centred Classrooms**		**11**	**16**
	12	Creating the Learning Environment	**3**	
	13	Implementing the 5 E Instructional Model(Engage, Explore, Explain, Elaborate, Evaluate)	**3**	
	14	Introducing Vygotsky and Flow	**1**	
	15	Cooperative and Collaborative learning structures	**2**	
	16	Language Exploration Activities	**2**	
		Suggested Activities: . • Enact roles (e.g., customer and shopkeeper, doctor and patient) and create scenarios to practise relevant vocabulary and expressions. • Divide a text or audio recording into sections and assign each section to different groups. Read or listen to these sections, then come together to share the information and reconstruct the complete story or content. • Prepare a lesson plan for the module.		
IV	**Body Language as a Teaching Resource in ELT Classroom**		**10**	**15**
	17	Non-Verbal Communication -reinforce or demonstrate - initiate student responses- manage disruptive behaviour- organize students for an activity	3	
	18	Facial Expressions- Posture- Proximity- Eye-contact- Voice-Gestures	3	
	19	Tips to teach body language to students and appear more confident Silent Viewing-Comparative Viewing-Mime role plays and dialogues-Mirroring-Attitude drills	4	
		Suggested Activities: 1. Act out scenarios using only body language to convey meaning. 2. Conduct mock interviews focusing on both verbal and non-verbal communication. 3. Prepare a lesson plan for the module		
V	**OPEN-ENDED**		**12**	

Note: The course is divided into five modules, with four having a total of 19 fixed units and one open-ended module with a variable number of units. There are a total of 48 instructional hours for the fixed modules and 12 hours for the open-ended module. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 19 units from the fixed modules.

Suggested Reading:

1. Exploring the Language of Poems, Plays and Prose (Learning About Language) by Prof Mick Short.
2. Cambridge English Proficiency 2 Student's Book with Answers by Cambridge University Press
3. Doing Task-Based Teaching by Dave Willis and Jane Willis Task-Based Language Teaching by David Nunan
4. Tasks for Language Teachers: A Resource Book for Training and Development by Martin Parrott

5. The Effect of the Teachers' Body Language in the Classroom. The Case of Second Year EFL Learners by Kelala Meriem

Links:

Models of Teaching Literature|Teaching Literature Studies https://youtu.be/uqE0T8fAHBA?si=1NkDBF7mPaFnHaQJ

How to Teach Literature in the ESL Classroom: Activity 1 https://youtu.be/hgSEodWGlQY?si=bxIGJ8Kj5shM1C7T
Teaching Speaking | 5 Ways to Teach Speaking Skills https://youtu.be/uoaXTU2T49s?si=DD-Jp1U6TMxnSock

How to Teach Vocabulary - Teacher Trainer reacts to a Vocabulary Lesson https://youtu.be/FSgfjPdwetA?si=SoPk3wLIV_OkGoxU

How to Teach Reading - Teacher Trainer reacts to a Reading Lesson https://youtu.be/DqrnSrLas3U?si=_wZBy-YdVqh2VqYK
Student Centred Learning: Why, How, & What https://youtu.be/WvzVAQkuSqU?si=-PEy5aGWMhNozwKx

Facilitating a Learner-Centred Classroom https://youtu.be/17lHpMJZPGs?si=7FwyJvJnscok2b_Y Using Body Language in EFL Class –Ganj https://youtu.be/B7xj88J2u3U?si=H13HQyaWn1KnX2JO 5 Body Language Tips for Teachers https://youtu.be/bMl0UwDNkuw?si=Zo6bJQnFcJfLbizO

Mapping of COs with PSOs and POs:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	2	-	-	1	1	-	2	1	2	1	-	-	-
CO2	3	-	-	2	2	-	1	3	3	3	-	-	-
CO3	3	-	2	2	1	-	1	1	2	-	-	-	-
C04	3	-	-	-	2	-	2	1	2	-	-	-	-
CO5	2	-	-	3	2	2	2	1	3	2	1	-	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Discussion / Seminar
- Midterm Exam
- Programming Assignments (20%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	Presentation/seminar	End Semester Examinations
CO1	✓	✓		✓
CO2		✓	✓	✓
CO3	✓	✓		✓

CO 4		✓	✓	✓
CO5		✓		✓

FOUR-YEAR UNDER GRADUATE PROGRAMME (FYUGP)

BA ENGLISH LANGUAGE AND LITERATURE HONOURS

MINOR

BASKET 3: TEACHING SKILLS IN ENGLISH

Programme	**BA ENGLISH LANGUAGE AND LITERATURE HONOURS**				
Course Code	**ENG3MN203**				
Course Title	**ENGLISH LANGUAGE TEACHING: FOUNDATIONS AND PRACTICE LEVEL 3**				
Type of Course	**MINOR**				
Semester	3				
Academic Level	**200-299**				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	A basic understanding of English grammar and vocabulary, as well as an interest in language teaching methodologies. Familiarity with common educational technology tools is beneficial but not required.				
Course Summary	This course is designed to enhance learners' English language skills to excel in language proficiency tests such as IELTS, TOEFL, and others, while also focusing on the development of professional communication skills essential for a successful career. The course covers test-specific strategies, practice modules for proficiency tests and practical communication techniques relevant to professional environments namely writing compelling resumes, covering letters, preparing for interviews and group discussions. It also incorporates presentation skills for academic and professional purposes.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO 1	Understand the format and requirements of major English language proficiency tests (IELTS, TOEFL, etc.).	U	C	Assessment & Test
CO 2	Develop language skills for international language proficiency tests in a competitive environment	Ap	P	Language lab activities/ classroom activities such as collaborative discussion
CO 3	Enhance Communication skills in professional settings, including delivering presentations, participating in meetings, and engaging in professional interviews	Ap	P	Presentations and extempore
CO 4	Develop critical thinking and analytical abilities exposing them to professional contexts and audiences	An	P	Group assignments and brainstorming sessions
CO 5	Enhance verbal and non-verbal communication skills	Ap	M	Evaluate student presentations and role-play activities.

* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)
# - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Detailed Syllabus:

MODULE	UNIT	CONTENT	Hrs	Marks
I		**Teaching English for International Language Proficiency Tests- Part 1- Listening And Reading**	**14**	**20**
	1	Teaching listening as a receptive skill- part 1 Section 1: Social Needs Type of Recording: A conversation between two people set in an everyday social context (e.g., booking a hotel room, enquiring about accommodation). Section 2: Social Needs Type of Recording: A monologue set in an everyday social context (e.g., a speech about local facilities, a talk about educational events).	**3**	
	2	Teaching listening as a receptive skill- part 2 Section 1: Educational and Training Contexts Type of Recording: A conversation among four people set in an educational or training context (e.g., a group of students discussing an assignment, a tutor providing feedback). Section 2: Academic Context Type of Recording: A monologue on an academic subject (e.g., a university lecture).	**3**	
	3	Teaching Reading as a receptive skill- part 1 Three sections with texts extracted from notices, advertisements, company handbooks, official documents, books, magazines, and newspapers. Section 1: Two or three short factual texts related to everyday life. Section 2: Two short factual texts focusing on work-related issues. Section 3: One longer, more complex text on a topic of general interest.	**6**	
	4	Demo tests for Listening and Reading in the language lab	**2**	
		Suggested Activities: Practise Listening: Listen to a variety of English sources such as podcasts, news broadcasts, lectures, and conversations. 1. Familiarize with Different Accents: Make sure to practise listening to different English accents. 2. Improve Note-Taking Skills: Practise summarizing spoken texts and taking effective notes. 3. Expand Vocabulary: Building a broad vocabulary will help you understand a wider range of topics and contexts Reading practice: 1. Make note of new words and their meanings 2. Practise Different Question Types 3. Engage with the texts critically, asking questions about the writer's intentions and the text's context.		

II	**Teaching English for International Language Proficiency Tests- Part 2- Writing**		**14**	**20**
	5	Teaching Writing as a productive skill Task 1: Describing Visual Information Type of Task: You will be presented with a graph, table, chart, or diagram. You need to summarize and describe the main features, trends, and significant details.	**3**	
	6	Task 2: Essay Writing Type of Task: Respond to a point of view, argument, or problem.	**6**	
	7	Task 3: Letter Writing Type of Task: Write a letter in response to a given situation. The letter can be formal, semi-formal, or informal.	**3**	
	8	Demo tests for writing in the language lab	**2**	
		Suggested Activities: 1. Attempt passages followed by questions that test comprehension, inference, and vocabulary. 2. Conduct role-playing activities by simulating real-life situations (e.g., job interviews, ordering food at a restaurant). 3. Record Yourself: Listen to your recordings to identify areas for improvement.		
III	**Teaching English for International Language Proficiency Tests- Part 3- Speaking**		**10**	**15**
	09	Teaching Speaking as a productive skill Part 1: Introduction and Interview (4-5 minutes) In this part, the examiner will introduce them and ask you to introduce yourself. The questions will be about familiar topics such as your home, family, work, studies, and interests. This part aims to put you at ease and assess your ability to communicate on everyday topics.	**2**	
	10	Part 2: Long Turn (3-4 minutes) In this section, you will be given a card with a topic and some prompts. You will have 1 minute to prepare your response and make notes if you wish. After the preparation time, you will need to speak for 1-2 minutes on the given topic. The examiner may ask you one or two follow-up questions after you finish your monologue.	**2**	
	11	Part 3: Discussion (4-5 minutes) This part involves a two-way discussion with the examiner. The questions will be related to the topic you spoke about in Part 2 but will be more abstract and complex. The aim is to assess your ability to discuss and elaborate ideas, express opinions, and justify your arguments.	**4**	
	12	Demo test for speaking in the language lab	**2**	

		Suggested Activities: 1. Practise Speaking Regularly: Engage in English conversations as much as possible in the classrooms. 2. Prepare ideas and vocabulary for common topics and use them in everyday conversation. **3.** Work on the clarity of your speech, including stress and intonation.		
IV	**Teaching English for Career Development**		**10**	**15**
	13	Introduction to effective Communication skills in the professional field	2	
	14	Written Skills for Jobs and Careers- writing compelling Resume and covering letter- business registers	3	
	15	Oral Skills for Jobs and Careers- Interviewing for job, Group discussions	3	
	16	Teaching English for academic presentations- structuring and delivering a presentation	2	
		Suggested Activities: 1. Practise writing different types of resumes and covering letters 2. Organise mock interviews and group discussions in classrooms. 3. Prepare academic topics for presentation and deliver them in classrooms		
V	**OPEN-ENDED**		**12**	

Note: The course is divided into five modules, with four having a total of 16 fixed units and one open-ended module with a variable number of units. There are a total of 48 instructional hours for the fixed modules and 12 hours for the open-ended module. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 16 units from the fixed modules.

Suggested Reading:

1. The Official Cambridge Guide to IELTS Student's Book with Answers with DVD-ROM by
2. Pauline Cullen, Amanda French, Vanessa Jakeman
3. The Official Cambridge Guide to IELTS Student's Book with Answers with DVD-ROM by
4. Pauline Cullen, Amanda French, Vanessa Jakeman
5. Cambridge English Proficiency 2 Student's Book with Answers by Cambridge University Press
6. The Official Cambridge Guide to IELTS Student's Book with Answers with DVD-ROM by
7. Pauline Cullen, Amanda French, Vanessa Jakeman
8. Cambridge English Proficiency 2 Student's Book with Answers by Cambridge University Press

9. Business communication by R C Bhatia

Links:

1. Listening materials for IELTS exam
   https://englishonline.britishcouncil.org
   https://ielts.idp.com
2. Listening materials for IELTS exam
   https://englishonline.britishcouncil.org
   https://ielts.idp.com
3. Listening materials for IELTS exam
   https://englishonline.britishcouncil.org
   https://ielts.idp.com
4. How to Write a Great Resume and Cover Letter
   https://youtu.be/PAthQKLhBTs
5. Group Discussion Techniques - Tips, Tricks & Ideas
   https://youtu.be/3w32jIsRlsw
6. Presentations in English - How to Give a Presentation - Business English
   https://youtu.be/fzIxD1jXn44

Mapping of COs with PSOs and POs:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	-	-	2	3	1	3	2	2	1	2	-	-
CO2	2	-	-	3	2	2	3	1	1	2	3	-	-
CO3	3	-	-	2	1	2	2	3	3	3	2	-	-
C04	3	-	1	3	1	3	3	2	3	1	1	-	-
CO5	3	-	-	-	3	-	2	3	1	-	-	-	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion (10%)
- Seminar (10%)
- Midterm Exam (10%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	Project Evaluation/ Presentation	End Semester Examinations
CO 1	✓	✓		✓
CO 2		✓	✓	✓
CO 3	✓	✓		✓
CO 4		✓	✓	✓
CO5		✓		✓

FOUR-YEAR UNDERGRADUATE PROGRAMME (FYUGP)

BA ENGLISH LANGUAGE AND LITERATURE -VOCATIONAL MINOR

BASKET 1 – ENGLISH IN INDUSTRY

Programme	**BA ENGLISH LANGUAGE AND LITERATURE HONOURS**				
Course Code	**ENG1VN101**				
Course Title	**ENGLISH FOR RADIO JOCKEYING AND ANCHORING**				
Type of Course	**VOCATIONAL MINOR**				
Semester	1				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Basic writing skills in English, aptitude for creative writing, interest in film and storytelling, familiarity with popular culture.				
Course Summary	This course combines the essential elements of public speaking, news reading, and radio jockey anchoring to provide a comprehensive skill set for aspiring broadcasters. It enables the learners to understand the art of effective communication, including vocal modulation, pronunciation, and audience engagement techniques. The course delves into the specifics of news reading, ethics, law, and deciphering fake news from facts. Additionally, it gives insights into the role of a radio jockey, mastering the skills required for anchoring various types of programs such as business, entertainment, and weather forecast. It also equips learners to pursue careers in broadcasting, armed with the knowledge and skills necessary for success in the industry.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO 1	Identify practical techniques to master public speaking successfully.	U	C	Presentations & Assignments
CO 2	Classify different types and modes of presentations and understand the varied requirements in each field.	U	F	Assignments Presentations
CO 3	Create and deliver engaging news segments and programs for a radio audience	Ap	P	Peer Review and self-evaluation
CO 4	Develop personal brand as a radio jockey, showcasing unique style, personality, and expertise	Ap	M	Group assignments and brainstorming sessions
CO 5	Understand effective voice modulation and articulation techniques for radio broadcasting	U	M	Recording and analyzing radio broadcasts

* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)
\# - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Detailed Syllabus:

MODULE	UNIT	CONTENT	HOURS	MARKS
I	**Introduction to Public Speaking in Digital Era**		**14**	**20**
	1	Synchronous and Asynchronous Public Speaking	**2**	
	2	Overcoming nervousness and adapting to changes in social media platforms	**2**	
	3	The benefits of Persuasive Speaking for social media influencers and aspirants	**2**	
	4	Captivating audiences with delivery techniques, mastering the art of vocal projection and modulation	**2**	
	5	Digital public speaking, exploring Virtual Reality and Augmented Reality in presentations.	**3**	
	6	Building a personal brand through public speaking	**3**	

		Suggested Activities*:* 1. Use AR apps on smartphones or tablets to create presentations with overlays of additional information (e.g., graphs, images) to enhance their delivery and engage the audience. 2. Participate in a VR platform where you present to a simulated audience that reacts in real-time 3. Participate in a Ted-Ed Club and deliver a persuasive talk on a topic		
II	**News Reading, Anchoring Skills and Technique**		**13**	**18**
	7	News Anchor versus News Reader	**2**	
	8	Anchoring from an Outdoor Location- Sports Anchoring- Business Anchoring- Entertainment Anchoring- Lifestyle Anchoring-Weather Anchoring	**2**	
	9	Deciphering Fake from Fact	**1**	
	10	Conducting Phonos, OBs, and Interviews	**2**	
	11	Panel Discussions and Talk Shows	**1**	
	12	Reading a Teleprompter and voice modulation	**2**	
	13	Preparing for a Career in Anchoring	**2**	
	14	Anchoring scripts for various events.	**1**	
		Suggested Activities: 1. Record yourself reading the anchor links of five news stories and analyse the performance for tone, pace, and clarity, then practise and re-record to improve. 2. Use AI powered tools to analyse anchoring performances and provide real-time feedback on aspects like tone, pacing, and body language. 3. Record a short news segment script and practise voice modulation to convey different emotions and tones (e.g., serious, empathetic, enthusiastic).		

III	**Voice Modulation and Audience Engagement**		**11**	**16**
	15	Understanding the fundamentals of voice modulation	**3**	
	16	Techniques for effective pronunciation and articulation	**3**	
	17	Building rapport with the audience through engaging storytelling and relatable commentary	**2**	
	18	Listener participation through interactive elements (polls, Q&A sessions, etc.)	**2**	
	19	Handling audience feedback, questions and comments during live broadcasts	**1**	
		Suggested Activities: 1. Practise voice modulation, reading short passages or dialogue emphasizing on different emotions. (e.g., happiness, sadness, excitement, anger) 2. Demonstrate live voice modulation in the class and collect feedback from your peers. 3. Practise engaging story telling by presenting short stories or anecdotes in the class focusing on techniques such as vivid descriptions, varied pacing, and expressive delivery.		
IV	**Radio Hosting and Show Production**		**10**	**16**
	20	Planning and structuring radio shows for various formats (music programs, talk shows, news bulletins, and interviews)	**3**	
	21	Hosting skills, including improvisation, interview techniques, and on-air presence	**3**	
	22	Producing engaging segments through effective storytelling and content curation	**4**	

		Suggested Activities: 1. In pairs or small groups, outline the structure of the show, including segment titles, timing, and content flow. 2. Create a mock radio studio setup in the classroom assigning various roles (host, producer, listener caller) and scenarios (live show, call-in segment, music request hour). 3. Building a Personal Brand through Public Speaking. Create a personal branding video where you introduce yourself and showcase your skills and interests. Incorporate storytelling and persuasive language to convey your unique brand identity. Discuss how public speaking can help you establish and promote your personal brand in the digital era.		
V	**OPEN-ENDED**		**12**	

Note: The course is divided into five modules, with four having a total of 22 fixed units and one open-ended module with a variable number of units. There are a total of 48 instructional hours for the fixed modules and 12 hours for the open-ended module. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules.

Suggested Reading:

1. Geller,Valerie. *Beyond Powerful Radio: A Communicator's Guide to the Internet Age—News, Talk, Information & Personality for Broadcasting, Podcasting, Internet, Radio*. Routledge,2015
2. *Radio Jockey: Yes you can* by Man Mohan Singh Blue Hill Publications, 2022.
3. *The ABC of News Anchoring*, Kalra, R., Noida, Pearson education India Reardon N. 2012
4. Kalra, R.(2012), The ABC of News Anchoring, Noida, Pearson education India Reardon N. (2006), On Camera: how to report anchor and interview, London, Focal Press.
5. Lightheart, Andrew (2016) *Presentation Now: Prepare a Perfect Presentation in Less than Three Hours*. Pearson,2016
6. Ofoegbu ,Nnenne.(2024) Talk Like TED: Public Speaking Secrets Revealed - The Art of Persuasive Speaking: Public Speaking Secrets for Social Media Influencers and Coaches
7. Robert T. and Cindy Malone, (2004), Broadcast journalism handbook: A Television news survival guide, Lanham, Rowman and Littlefield
8. The Official Ted Guide: https://www.youtube.com/watch?v=HN0hkfD6c_c
9. *How To Become A Radio Talk Show Host*. Lawrence King, Xlibris.2011
10. AI-powered soft skills training in virtual reality (VR) :https://virtualspeech.com/
11. Practise Public Speaking using VR 502 https://youtu.be/vo1EftVfLh8
12. Six Hand Gestures For Effective Public Speaking & Presentation

13. Communication Skills Training https://youtu.be/3yYjYvdcCw8?si=TQpW3ZZjNJ0EB2SH

Links:

1. https://socialsci.libretexts.org/Bookshelves/Communication/Public_Speaking/Speak_Out_Call_In%3A_Public_Speaking_as_Advocacy_(Mapes)/04%3A_Approaches/4.03%3A_Online_Public_Speaking
2. Anchoring Script samples: https://testbook.com/articles/news-anchoring-script
3. Tips for improving reporting skills https://www.wikihow.com/Read-and-Speak-Like-a-TV-News-Reporter
4. Four Tips To Do Voice Modulation While Speaking | Public Speaking Tips https://youtu.be/RyuuA6aiQfQ?si=cZ6dlf5qOGYm0jh6
5. 20 Ways to Become a Great Radio Presenter *https://youtu.be/qG-78lqWx48?si=KDhr4rMTJuov5nvw*
6. Essential Radio Script Guide for Beginners *https://youtu.be/Rhh9dbpgSQc?si=7OIMVhx8S0QCwTuY*

Mapping of COs with PSOs and POs:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1	2	-	-	1	3	-	2	1	3	1	-	-	-
CO 2	3	-	-	2	1	-	1	3	2	2	-	-	-
CO 3	3	-	-	2	1	-	1	1	1	3	-	-	-
C0 4	1	-	-	2	2	-	2	1	3	1	-	-	3
CO 5	2	-	-	3	1	-	2	1	2	1	-	-	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Discussion / Seminar (10%)
- Midterm Exam(10&)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	Seminar/Discussion	End Semester Examinations
CO 1	✓	✓	✓	✓
CO 2		✓		✓
CO 3	✓	✓	✓	✓
CO 4		✓		✓
CO5		✓	✓	✓

FOUR-YEAR UNDERGRADUATE PROGRAMME (FYUGP)
BA ENGLISH LANGUAGE AND LITERATURE
BASKET 1- ENGLISH IN INDUSTRY

Programme	**BA ENGLISH LANGUAGE AND LITERATURE HONOURS**				
Course Code	**ENG2VN101**				
Course Title	**ENGLISH LANGUAGE SKILLS FOR VISUAL MEDIA**				
Type of Course	**VOCATIONAL MINOR**				
Semester	2				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Foundational English writing abilities, knowledge acquisition, a knack for imaginative storytelling, a passion for film, and a deep understanding of popular culture.				
Course Summary	This course provides essential skills for crafting engaging narratives tailored for visual media platforms. The course delves into screenwriting fundamentals, explores the intricacies of visual storytelling, and master the art of subtitling for enhanced accessibility. Through a blend of theoretical study, practical exercises, and in-depth analysis of iconic films, participants will refine their English language proficiency in preparation for the dynamic landscape of visual media.				

Course Outcomes (CO):

CO	CO Statement	Cognitiv e Level*	*Knowledg e Category	Evaluation Tools used
CO 1	Analyze and evaluate the intricacies of visual storytelling, applying theoretical knowledge to practical contexts within the realm of film production	C	P	Assignments, Seminars Quiz
CO 2	Generate original screenwriting content, integrating script formats, narrative techniques, and cinematic elements to craft compelling narratives.	C	P	Assignments, Seminars, Group Discussions, Brainstorming sessions Script writing exercises
CO 3	Enhance proficiency in subtitle creation techniques, incorporating thorough process analysis, cultural sensitivity, and practical application in adherence to industry standards.	C	P	Assignments, Seminars, Projects
CO 4	Understand cultural and creative adaptations, fostering nuanced storytelling that resonates with diverse audiences	C	P	Assignments, Seminars, Projects
CO 5	Demonstrate a comprehensive understanding of film as a communication medium, identifying its fundamental elements	E	C	Assignments, Seminars, Group Discussions

*-Remember(R), Understand(U),Apply(Ap),Analyse(An),Evaluate(E),Create(C)

#-FactualKnowledge(F)ConceptualKnowledge(C)ProceduralKnowledge(P)MetacognitiveKnowledge(M)

Detailed Syllabus:

MODULE	UNIT	CONTENT	Hrs	Marks
I	**UNDERSTANDING VISUAL STORYTELLING**		**13**	**19**
	1	Narrative structures (linear, non-linear)	**2**	
	2	Shots, angles, editing	**3**	
	3	Analysing visual elements (composition, lighting, colour)	**4**	
	4	**Illustrative Reading** *Rashomon*- Akiro Kurasova (Focus on narrative structure and visual elements)	**4**	
		Suggested Activities: 1. Analyse of a short film of your choice. 2. Identify visual story telling strategies of a movie you watched. 3. Discuss the relationship between the editing techniques and the emotions and themes in a movie.		
II	**FOUNDATIONS OF SCREENWRITING**		**13**	**19**
	5	Types of scripts - Stages of screenwriting - Rules of screenwriting – Teleplay	**2**	
	6	Screenplay format (Screen headings, actions, character names, dialogues, and parentheticals) - Script breaking down sheet - Camera Positions- Basics of camera editing	**4**	
	7	Crafting story – Themes – Conflict – Characterization	**2**	
	8	Introducing Screenwriting software	**2**	
	9	*Inception* - Christopher Nolan (Focus on Screenplay)	**3**	

		Suggested Activities: 1. Character development exercise - creating a character profile focusing on their desires, goals, and potential conflicts. 2. Develop a plot outline for a short film with conflicts and turning points. 3. Deconstruct a scene from a popular script, identify different format elements and rewrite the scene.		
III	**ADAPTATION**		**12**	**17**
	10	Adaptation-Approaches - fidelity, authorship- Literal vs. interpretive, faithful vs. transformative	**4**	
	11	Techniques for adaptation: Streamlining plot, developing characters, and translating narrative voice into cinematic language	**3**	
	12	Challenges and opportunities of adapting different sources	**2**	
	13	*The Great Gatsby*- Baz Luhrmann	**3**	
		Suggested Activities: 1. Write scenes or sequences adapted from selected literary works. 2. Analyse successful and unsuccessful adaptations. 3. compare source material with film adaptations.		

IV	**THE ART OF SUBTITLING**		**10**	**15**
	14	Audio-visual Translation	**2**	
	15	Principles of subtitling- Types of subtitling- Creating subtitles	**2**	
	16	Language and cultural challenges in subtitling	**1**	
	17	Principles of timing and synchronization	**2**	

	18	*Children of Heaven* - Majid Majidi	**3**	
		Suggested Activities: 1. Subtitle creations for short films and segments of movies 2. Short filmmaking/documentary/reels (5-10 mins) 3. Writing trivia and reviews in OTTs		
V	**OPEN ENDED**		**12**	

Note: The course is divided into five modules, with four having a total of 18 fixed units and one open-ended module with a variable number of units. There are a total of 48 instructional hours for the fixed modules and 12 hours for the open-ended module. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 18 units from the fixed modules.

Suggested Reading:

1. *How to Read a Film: Movies, Media, and Beyond* by James Monaco.OUP USA, 2009
2. *Screenplay: The Foundations of Screenwriting* by Syd Field Delta, 2007.
3. *Screenwriting: The Sequence Approach* by Paul Joseph Gulino Bloomsbury Publishing USA, 2013.
4. *The Tools of Screenwriting: A Writer's Guide to the Craft and Elements of a Screenplay* by David Howard and Edward Mabley. Macmillan, 1993.
5. *Novel to Film: An Introduction to the Theory of Adaptation* by Brian McFarlane. Oxford UP on Demand, 1996.
6. *Subtitling: Concepts and Practices* by Jorge Díaz Cintas and Aline Remael. 2020, ci.nii.ac.jp/ncid/BC05088641
7. Alessandra, Pilar. *The Coffee Break Screenwriter: Writing Your Script Ten Minutes at a Time*. 2016.

8. Chamberlain, Jill. *The Nutshell Technique: Crack the Secret of Successful Screenwriting*. University of Texas Press, 2016.
9. Hauge, Michael. *Writing Screenplays That Sell*. Bloomsbury Publishing, 2011.
10. Horton, Andrew. *Writing the Character-Centered Screenplay, Updated and Expanded Edition*. Univ of California Press, 2000.
11. Ranzato, Irene, and Serenella Zanotti. *Linguistic and Cultural Representation in Audiovisual Translation*. 2018, https://doi.org/10.4324/9781315268552.
12. Seger, Linda. *Making a Good Script Great*. 2010.

Mapping of COs with PSOs and POs:

	PSO1	PSO2	PSO 3	PSO4	PSO5	PSO 6	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO7
CO 1	2	-	-	2	1	-	1	2	2	2	-	-	1
CO 2	1	-	-	2	3	-	3	2	3	3	-	-	1
CO 3	2	-	-	2	1	-	2	1	2	2	-	-	-
CO 4	3	1	-	3	2	-	2	3	1	1	-	-	-
CO 5	1	-	-	2	2	-	3	2	2	3	-	-	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Assignment/ Discussion / Seminar
- Midterm Exam
- Class Tests/Quiz
- Final Exam (70%)

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	Presentation	End Semester Examinations
CO 1	✓			✓
CO 2	✓	✓	✓	✓
CO 3	✓	✓	✓	✓
CO 4	✓	✓		✓
CO 5		✓	✓	✓

FOUR-YEAR UNDERGRADUATE PROGRAMME (FYUGP)

BA ENGLISH LANGUAGE AND LITERATURE

BASKET 1 – ENGLISH IN INDUSTRY

Programme	**BA ENGLISH LANGUAGE AND LITERATURE HONOURS**				
Course Code	**ENG3VN201**				
Course Title	**ENGLISH FOR TECHNICAL WRITING**				
Type of Course	**VOCATIONAL MINOR**				
Semester	3				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Intermediate writing skills in English with an aptitude for writing clear and concise content.				
Course Summary	This course offers a thorough overview of technical writing, covering its nature, purposes, and variations. It focuses on introducing different types of technical writing and developing the language skills needed to create them based on industry demands. The course also covers the use of technological innovations to assist with crafting, editing, and collaborating with others.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	*Knowledge Category	Evaluation Tools used
CO 1	Create various technical documents tailored to specific audiences and purposes, aligning with global communication standards and cross-cultural awareness.	C	P	Writing Projects Presentations Peer Review sessions
CO 2	Acquire proficiency in utilizing digital and technological tools for technical writing.	Ap	P	Seminars Assignments
CO 3	Develop critical thinking and problem-solving abilities by engaging in the technical writing process while adhering to ethical standards, inclusivity, and linguistic diversity.	E	M	Writing Projects Group Discussions
CO 4	Demonstrate creativity and innovation in technical writing by incorporating multimedia elements.	C	P	Writing Projects Peer Review Presentations
CO 5	Enhance proficiency in developing technical documents in various formats and platforms for technical communication, research, and entrepreneurship.	C	P	Portfolio assessment Peer review
* - Remember (R), Understand (U), Apply (Ap), Analyze (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

Detailed Syllabus:

MODULE	UNIT	CONTENT	Hrs	Marks
I		**Technical Writing: Basics**	**12**	**18**
	1	Definitions, purpose	1	
	2	Introduction to technical document - manuals, guides, handbooks, proposals, reports, memos, white papers, technical articles, blogs, API documentation, training manuals, tutorials, online help systems, and specialized research papers	**7**	
	3	Ethical standards and inclusivity- user accessibility, catering to diversity, localization and translation, and plagiarism	**2**	
	4	Technical Writing Process- planning and researching, knowing the clients and end users, drafting, revising, rewriting, proofreading, peer review, finalizing and publishing	**2**	
		Suggested Activities: 1. Analyse a selection of technical documents (e.g., user manuals, technical reports, FAQs) from different industries 2. After identifying elements such as purpose, clarity of language, organization, and use of visuals, what makes certain documents effective or ineffective. 3. Prepare a mock technical article on any topic of your choice.		

II	**Writing And Design**		**12**	**18**
	5	Language style and usage- active v/s passive voice - introducing new terms - terminology (acronyms and abbreviations) -audience analysis - clarity - precision - conciseness and coherence - use of punctuations.	**6**	
	6	Proofreading and editing- basics of copyediting, correcting spelling, grammar, punctuation, and syntax.	**4**	
	7	Illustrations and visual communication- effective design, formatting and layout, organizing content, typography, colour, graphics and illustration	**2**	
		Suggested Activities: 1. Rewrite passive voice sentences into active voice 2. Identify the differences in clarity, precision, and conciseness in language. 3. Create an instruction guide for any technological invention, incorporating effective design, formatting, and visual elements.		
III	**Crafting Technical Documents**		**18**	**20**
	8	User manuals and guides – features of physical and virtual user manuals and guides, language use	**4**	
	9	Technical proposal and reports- structure and pattern of a clear and persuasive technical proposal or report, strategic presentation of data, analysis and recommendation	**4**	
	10	Technical articles and blogs – features of a technical article and blog	**4**	
	11	E-Learning Modules- fundamentals of instructional design (learning objectives, learner analysis, instructional strategies), the structure of the tutorials, interactive features and multimedia integration, accessibility and universal design	**6**	

		Suggested Activities: 1. Analyse the language, layout, and features of a physical user manual and a virtual online guide for a common product to understand how differences in presentation style and language use affect user understanding and usability. 2. Develop a structured technical proposal for a project to implement a community-based recycling programme in your locality. 3. Write a technical article on the role of Artificial Intelligence in healthcare. Add multimedia elements such as images, videos, or infographics.		

IV	**Technology And Multimedia Integration**		**6**	**14**
	12	Introduction to important writing and editing software tools	2	
	13	Introducing Content Management System (CMS) and Component Content Management Systems (CCMS)- different platforms and their uses	2	
	14	SEO and Online Visibility - what is SEO, its role in technical writing	2	
		Suggested Activities: 1. Compare the features and functionalities of different writing tools and software you know. 2. Explore how CMS can be used by a technical writer. 3. Group Discussion: Online Visibility		
V	**OPEN ENDED**		**12**	

Note: The course is divided into five modules, with four having a total of 14 fixed units and one open-ended module with a variable number of units. There are a total of 48 instructional hours for the fixed modules and 12 hours for the open-ended module. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 14 units from the fixed modules.

Suggested Reading:

1. Morgan, Kieran et al. *Technical Writing Process:Master the Art of Technical Communication with Timeless Techniques and Modern Tools*, 2nd Edition, Boffin Education, 2024.

2. Gerson, S. J., and Gerson, S. M. *Technical Writing: Process and Product*. Pearson, 2009.
3. https://technicalwriterhq.com/
4. https://www.freecodecamp.org/news/technical-writing-for-beginners/
5. https://www.coursera.org/articles/technical-writer
6. https://openoregon.pressbooks.pub/technicalwriting/
7. https://youtu.be/9SB4tfD0hxM?si=Rvg6Lgb6UeLBC-4v
8. https://youtu.be/QCjiBGK2PCA?si=dYL41YMuXyBeOIyT
9. https://www.youtube.com/channel/UCjMnGjosWhBxYtumwhQLZmA
10. https://youtu.be/biocrCx5T_k?si=_q9_0y6qPCV_Tgl9
11. https://youtu.be/8LewoMIyQfw?si=q986W_vHpiBnFMQV
12. https://youtu.be/9SB4tfD0hxM?si=41jawx4qtXidJEcv

13. https://www.coursera.org/learn/technical-writing-introduction?
14. https://youtu.be/QCjiBGK2PCA?si=GqUeixQsoDE1VUbq
15. https://youtu.be/ez_bvYvfa_E?si=gTVddw0wxCaWZg3r
16. https://youtu.be/SmtPDXdKQxA?si=EmvwfxYxU7cByZ-K
17. https://courses.lumenlearning.com/sunyulster227technicalwriting/chapter/ethics-in-technical-writing/
18. https://open.library.okstate.edu/technicalandprofessionalwriting/chapter/chapter-4/
19. https://human.libretexts.org/Courses/Harrisburg_Area_Community_College/Technical_Writing%3A_An_Open_Educational_Resource/01%3A_Chapters/1.04%3A_Ethical_Considerations_in_Technical_Writing
20. https://developers.google.com/style/accessibility
21. Merkel, Mike and Stuart A. Selber. *Technical Communication,* 13th Edition, Bedford/St Martin, 2020
22. Tebeaux, Elizabeth and Sam Dragga. The Essentials of Technical Communication. 5 th Edition. OUP, 2020.
23. https://youtu.be/szzBRcxhYVg?si=G7ylx6f6NH-KZ5sw
24. https://technicalwriterhq.com/writing/technical-writing/types-of-
    i. technical-writing/
25. https://technicalwriterhq.com/writing/technical-writing/technical-
    i. writing-examples/
26. https://technicalwriterhq.com/writing/technical-writing/technical-
    i. writer-style-guide/
27. https://www.techsmith.com/blog/user-documentation/
28. https://www.thecloudtutorial.com/how-to-write-a-user-manual-
    i. easy-steps-tricks-free-templates/
29. https://www.cnet.com/health/nutrition/natural-sugar-alternatives/
30. https://in.mashable.com/science/25160/new-hydrogel-can-purify-a-
    i. liter-of-water-in-an-hour
31. https://www.sussex.ac.uk/ei/internal/forstudents/engineeringdesign
    i. /studyguides/techreportwriting
32. https://ias.ieee.org/wp-content/uploads/2023/06/2020-01-
    i. 16_IET_Technical_Report_Writing_Guidelines.pdf
33. https://www.coursera.org/learn/technical-writing-introduction
34. https://clickup.com/blog/technical-writing-tools/

35. https://youtu.be/Y1m33rgybj8?si=_d7T1Lh9aK3huMK0
36. https://iimskills.com/technical-writing-tools/
37. https://document360.com/blog/tools-for-technical-writing/
38. https://www.digitalnuage.com/seo-and-technical-writing
39. https://youtu.be/8h9gUiTONis?si=3ooK4e5VTMrB6LAU
40. https://youtu.be/qYCuPqJan0g?si=LqosyUYbm4SJNgAe
41. Krista Van Laan. *The Insider's Guide to Technical Writing*. XML Press, 2012
42. Pringle, Alan S. and Sarah S. O'Keefe. *Technical Writing 101: A Real-World Guide to Planning and Writing Technical Documentation*, 2nd Edition, Scriptorium, 2003
43. Alred, Gerald J. et al. *Handbook of Technical Writing*. 10th Edition. St Martin's Press, 2012.
44. Blake, Gary and Robert W. Bly. *The Elements of Technical Writing*. Macmillan. 1993.

Mapping of COs with PSOs and POs:

	PSO1	**PSO2**	**PSO3**	**PSO4**	**PSO5**	**PSO6**	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**
CO 1	2	-	-	1	3	-	3	1	2	3	-	-	-
CO 2	3	-	-	2	2	-	2	2	3	2	-	-	-
CO 3	3	1	-	2	3	-	1	3	3	1	2	2	3
CO 4	2	-	-	3	2	-	2	2	1	2	-	1	3
CO 5	2	-	-	3	1	2	3	1	2	3	-	1	2

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Assignment/ Discussion / Seminar
- Midterm Exam
- Class Tests/Quiz
- Final Exam (70%)

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	Seminar	End Semester Examinations
CO 1	✓	✓		✓
CO 2		✓	✓	✓
CO 3		✓		✓
CO 4		✓	✓	✓
CO 5		✓	✓	✓

FOUR-YEAR UNDERGRADUATE PROGRAMME (FYUGP)
BA ENGLISH LANGUAGE AND LITERATURE
BASKET 1- ENGLISH IN INDUSTRY

<table>
<tr><td>Programme</td><td colspan="5">BA ENGLISH LANGUAGE AND LITERATURE HONOURS</td></tr>
<tr><td>Course Code</td><td colspan="5">ENG8VN301</td></tr>
<tr><td>Course Title</td><td colspan="5">RESEARCH, ACADEMIC WRITING AND PUBLISHING</td></tr>
<tr><td>Type of Course</td><td colspan="5">VOCATIONAL MINOR</td></tr>
<tr><td>Semester</td><td colspan="5">8</td></tr>
<tr><td>Academic Level</td><td colspan="5">300-399</td></tr>
<tr><td rowspan="2">Course Details</td><td>Credit</td><td>Lecture per week</td><td>Tutorial per week</td><td>Practical per week</td><td>Total Hours</td></tr>
<tr><td>4</td><td>4</td><td>-</td><td>-</td><td>60</td></tr>
<tr><td>Pre-requisites</td><td colspan="5">Knowledge in English language and literature and an aptitude for research and writing methods</td></tr>
<tr><td>Course Summary</td><td colspan="5">The course is intended to give the learner a solid background for research, academic writing and publishing. The course will introduce the fundamentals of research, research methodology, new age research techniques and research ethics. It will also familiarize the rules and methods of writing academic papers and will introduce various innovative writing tools. Publication is also given primary importance and the students will be able to identify publishing venues and the ways to approach the publishing industry.</td></tr>
</table>

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	*Knowledge Category	Evaluation Tools used
CO 1	Understand the fundamentals of research, academic writing and publishing	U	F	Assignments, Seminars Quiz
CO 2	Undertake useful research projects and be insightful about the research areas, methodology and new age research tools	A	C	Assignments, Seminars, Group Discussions
CO 3	Demonstrate effective academic writing skills that would prepare the students for global careers	Ap	P	Assignments, Seminars, Brainstorming sessions
CO 4	Gain increased opportunities and visibility by being able to publish relevant academic papers with authentic publishers	Ap	P	Assignments , Seminars, Test
CO 5	Develop an aptitude towards the bourgeoning ICT space and be updated with such innovations.	P	M	Assignments, Presentations

* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)

- Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Detailed Syllabus:

MODULE	UNIT	CONTENT	Hrs	Marks
I	**INTRODUCTION TO ADVANCED RESEARCH**		**13**	**19**
	1	Introduction to Research- Definition and Significance- Types of Research-– Qualitative, Quantitative and Mixed Method Research – Experimental, Observational and Survey Methods – Case Study and Action Research	**2**	
	2	Understanding the Research Process –Importance of Research Design in the Research Process – Types of Research Design – Formulating Research Questions and Research Hypothesis- Identifying Research gaps – Literature Review	**4**	
	3	Data Collection Methods – Observations, Questionnaire, Interview, Survey, Experiments, Secondary Data Analysis, Content Analysis, Ethnography and Case Studies	**3**	
	4	Ethical considerations in Research- Fundamentals of Research Ethics- National and International Regulations and Guidelines – Belmont Report- Institutional Review Board and ethical review process- Intellectual property rights	**4**	
		Suggested Activities: 1. Mini Research Project – Choose a topic of social and contemporary relevance and submit a "mini project" specifying choice of research methodology, data collection methods etc. 2. Divide into two groups, read qualitative and quantitative research and submit a report detailing benefits and constraints of both. 3. Prepare a questionnaire based on a literary work of your choice and fill it in the class and record the findings.		

II	**INTRODUCTION TO ACADEMIC WRITING**	**13**	**19**

	5	Introduction – Definition of Academic Writing- Difference between Academic and Non-Academic Writing- Understanding the Audience and Purpose of the Academic project	**2**	
	6	The Process of Academic Writing – Framing a Thesis Statement – Structuring and Organising – Documentation - Revision and Editing	**2**	
	7	Academic Integrity and Plagiarism – Importance of Academic Honesty and Integrity – Definition and Consequences of Plagiarism – Types of Plagiarism – Verbatim, Mosaic, Inadequate paraphrasing, self-plagiarism – Plagiarism Prevention Strategies – Use of Plagiarism detection software- Self checking techniques – Creating a Culture of Academic Integrity.	**2**	
	8	Citation and Referencing **-** Importance of citation – Introduction to citation styles – APA, MLA and Chicago- Citing Electronic and Online sources – Introduction to Citation Management Tools – Zotero, Mendely, EndNote	**4**	
	9	Digital Tools for Academic Writing-Advantages of Using Digital Tools for Academic Writing -Introduction to Digital Writing Tool**s-** Word Processors, Note Taking Apps etc.) **–** Use of Digital Libraries and Databases- Use of Writing Softwares- AI tools	**3**	
		Suggested Activities: 1. Prepare a list of books and references specific to their discipline using any of the citation styles. 2. Submit an academic essay prepared using any of the digital tools for academic writing. 3. Organise a debate on the ethics of using AI tools and plagiarism.		
III		**PUBLICATION**	**12**	**17**
	10	Introduction and Significance of Academic Publishing	**2**	
	11	Where to Publish? – Introduction to Platforms publishing academic works – Journals, Conferences and Books- Understanding Impact factors and Journal Rankings- Understanding Authorship and Contributorship	**2**	
	12	Preparing Manuscript for Publication – Essentials of Formatting- Preparing abstract, keywords and content	**2**	

	13	Peer Review Process – What is Peer Review? – Types of Peer Review? – Importance of Peer Review	**2**	

	14	Copyright and Open Access Publishing- Basics of Copyright -Right s and Permission -Open Access Publishing Models and their benefits- Understanding Creative Common License	**4**	
		Suggested Activities: 1. Prepare a list of Open Access Journals in your specific discipline. 2. Identification of genuine publication platforms. 3. Write a note on copyright issues.		
IV	**EMERGING TRENDS AND FUTURE DIRECTIONS OF ICT IN ACADEMIC RESEARCH, WRITING AND PUBLICATION**		**10**	**15**
	15	Advantages of using ICT for Research, Academic writing and Publication	**2**	
	16	ICT in Research – Use of ICT for Data Collection, Analysis, Collaboration and Dissemination of Findings – Introduction of ICT tools for Research – Google Scholar, Microsoft Academic Search, Science Scope, Research Gate, SSPS (Statistical Package for Social Sciences)- JStor	**4**	
	17	ICT in Academic Writing –Writing and Editing Tools – Data Visualization Tools and Analysis- Scope for Online Collaboration and Communication- Structuring, Drafting and Editing Academic papers with ICT Tools- Presentation of final projects with ICT.	**4**	
		Suggested Activities: 1. Prepare presentations of projects made with the support of ICT. 2. Discussion on the role of ICT in researching Humanities and Social Sciences. 3. Make a list of research journals and publications in your discipline.		
V	**OPEN ENDED**		**12**	

Note: The course is divided into five modules, with four having a total of 17 fixed units and one open-ended module with a variable number of units. There are a total of 48 instructional hours for the fixed modules and 12 hours for the open-ended module. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 17 units from the fixed modules.

Suggested Reading:

1. Kothari, C. R. *Research Methodology Methods & Techniques*. 2nded., New Age International (P) Ltd., Publishers, 2004.
2. Kumar, Ranjit. *Research Methodology: A Step-by-Step Guide for Beginners.* SAGE Publications Ltd., 2018.
3. Elliott, Deni, and Judy E. Stern. *Research Ethics*. UPNE, 1997, books.google.ie/books?id=EzcRY5jxNqsC&printsec=frontcover&dq=Research+Ethics:+A+Reader&hl=&cd=1&source=gbs_api.
4. Goodson, Patricia. Becoming an Academic Writer. 2nd ed., Thousand Oaks, SAGE, 2017.
5. Creswell, John, and David Creswell. Quantitative, and Mixed Methods Approaches''. 6th ed., SAGE, 2022.
6. American Psychological Association. *Publication Manual of the American Psychological Association*.7th ed., American Psychological Association, 2019.
7. Modern Language Association of America. *MLA Handbook*. Modern Language Association, 2021.
8. The Chicago Mnauel of Style, University of Chicago,2017.
9. Booth, Wayne C., et al. *The Craft of Research*, Fourth Edition. University of Chicago Press, 2016.
10. American Psychological Association. *Publication Manual of the American Psychological Association*.7th ed., American Psychological Association, 2019.
11. Modern Language Association of America. *MLA Handbook*. Modern Language Association, 2021.
12. Pratap, Upendra, et al. *Research and Publication Ethics*. Sultan Chand and Sons, 2023.
13. Belcher, Wendy Laura. Writing Your Journal Article in Twelve Weeks, Second Edition. University of Chicago Press, 2019.
14. Becker, Howard S. *Writing for Social Scientists*. University of Chicago Press, 2020. Google Books,books.google.ie/books? id=t7jtDwAAQBAJ&printsec=frontcover&dq= Writing+for+Social+Scientists: +How+to+Start+and+Finish+Your+Thesis,+B ook, +or+Article&hl=&cd=2&source=gbs_api.

Suggested Reference:

1. Day, Robert A., and Brigitte Gastel. *How to Write and Publish a Scientific Paper*. Cambridge University Press, 2012.
2. Hartley, James. *Academic Writing and Publishing: A Practical Handbook.* Routledge, 2008.
3. Johnson, Emily. "Quantitative Research Methods in Education." *Journal of Educational Psychology*, vol. 45, no. 2, 2018.
4. Doe, Jane. "Introduction to Qualitative Research Methods." *Research Methods Online,* ResearchMethodsOnline.com, 2020, www.researchmethodsonline.com/intro-qualitative-research.
5. Giltrow, Janet, et al. *Academic Writing: An Introduction - Fourth Edition*. Broadview Press, 2021. Google Books, books.google.ie/books?id=7c4WEAAAQBAJ&printsec=frontcover&dq=Academic+Writing&hl=&cd=3&source=gbs_api.
6. Dawson, Catherine. *Advanced Research Methods*. Hachette UK, 2013. Google Books,

Mapping of COs with PSOs and POs:

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1	1	-	-	3	-	2	2	1	2	1	2	1	3
CO 2	2	-	-	3	1	3	2	2	3	1	3	2	1
CO 3	2	-	-	2	2	3	3	1	2	3	2	1	3
CO 4	1	-	-	1	3	3	2	3	1	2	3	1	2
CO 5	2	-	-	3	2	3	3	1	2	3	2	3	3

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Assignment/ Discussion / Seminar
- Midterm Exam
- Class Tests/Quiz
- Final Exam (70%)

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	Project/ Presentation	End Semester Examinations
CO 1	✓			✓
CO 2		✓		✓
CO 3	✓	✓	✓	✓
CO 4		✓	✓	✓
CO 5		✓		✓

FOUR-YEAR UNDERGRADUATE PROGRAMME (FYUGP)

BA ENGLISH LANGUAGE AND LITERATURE

BASKET 2 – ENGLISH FOR PROFESSIONAL SUCCESS

<table>
<tr><td>Programme</td><td colspan="5">BA ENGLISH LANGUAGE AND LITERATURE HONOURS</td></tr>
<tr><td>Course Code</td><td colspan="5">ENG1VN102</td></tr>
<tr><td>Course Title</td><td colspan="5">FOUNDATIONS OF ENGLISH LANGUAGE PROFICIENCY</td></tr>
<tr><td>Type of Course</td><td colspan="5">VOCATIONAL MINOR</td></tr>
<tr><td>Semester</td><td colspan="5">1</td></tr>
<tr><td>Academic Level</td><td colspan="5">100-199</td></tr>
<tr><td rowspan="2">Course Details</td><td>Credit</td><td>Lecture per week</td><td>Tutorial per week</td><td>Practical per week</td><td>Total Hours</td></tr>
<tr><td>4</td><td>4</td><td>-</td><td>-</td><td>60</td></tr>
<tr><td>Pre-requisites</td><td colspan="5">Basic writing skills in English.
Aptitude for listening, speaking, reading and writing in English language.</td></tr>
<tr><td>Course Summary</td><td colspan="5">This course offers a comprehensive introduction to communication skills, focusing on listening, speaking, reading, and writing. It combines theoretical knowledge with hands-on exercises to improve English language proficiency. Emphasizing self-directed learning, it equips learners with practical tools for effective communication in various contexts. Through interactive activities and feedback mechanisms, participants develop the skills needed for personal and professional success.</td></tr>
</table>

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category #	Evaluation Tools used
CO 1	Enhance proficiency in managing everyday interactions and tasks, effectively navigating situations encountered while travelling in English-speaking regions.	U C	P	Seminars, Group Discussions Mock Presentations
CO 2	Develop reading proficiency comprehending information from various genres of text.	E	P	Seminars Brainstorming sessions Reading Exercises
CO 3	Write coherently and expansively on diverse topics, crafting essays, reports, and letters detailing events and personal experiences with clarity.	Ap	M	Assignments Report Writing Recording Events
CO 4	Enhance proficiency in creating diverse content, incorporating cultural and linguistic nuances, and crafting essays, reports, and expressive letters detailing personal experiences.	Ap E	M	Assignments, Presentations
CO 5	Create diverse audio-visual content, using innovative methods and multimedia tools across various platforms and audiences.	C Ap	P	Assignments Video and audio Presentations Role plays

* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)

- Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Detailed Syllabus:

MODULE	UNIT	CONTENT	Hrs	Marks
I		**LISTENING**	**12**	**18**
	1	Introduction of listening skills in language acquisition - an overview of diverse listening tasks.	3	
	2	Vocabulary- Idiomatic expressions -Colloquialisms.	3	
	3	Master comprehension of spoken English.	3	
	4	Listening skills in daily situations like social interactions, travel, and media consumption.	3	
		Suggested Activities: 1. Listen to short passages and write down what you hear afterwards, compareyour transcription with the original text to identify areas for improvement. 2. Participate in language exchange sessions, alternating between speaking and listening with native English speakers or fellow learners, and offer constructive feedback to enhance mutual language skills. 3. Use online resources or textbooks with listening comprehension exercises. Practice identifying main ideas, details, and inference.		
II		**SPEAKING**	**12**	**18**
	5	Phonetic symbols- Diverse English sounds and enhance pronunciation.	2	
	6	Synonyms, antonyms, and contextual usage.	2	
	7	Effective presentation techniques - practice speech delivery on chosen topics.	2	
	8	Advanced pronunciation practice.	3	
	9	Confidence-building exercises.	3	

		Suggested Activities: 1. Vocabulary quizzes and pronunciation assessments 2. Interviews: Pair up and interview each other about your interests, experiences, or opinions. 3. Discussion Circles: Create small groups for discussions on specific topics, giving each participant a chance to speak and contribute.		

III		**READING**	**12**	**17**
	10	Skimming-scanning techniques.	**2**	
	11	Critical thinking and analytical skills.	**2**	
	12	Diverse text genres- learning strategies- main ideas- supporting details- inferred meanings.	**2**	
	13	Summarizing and synthesizing diverse information.	**3**	
	14	Discussions on favourite books/authors and cultivation of recreational reading habits.	**3**	
		Suggested Activities: 1. Summarize a text in your own words, focusing on identifying main ideas and important details while maintaining clarity and coherence. (Assign any prose, poem or news article). 2. Prepare multiple-choice questions that assess various aspects of reading comprehension, such as identifying the main idea, making inferences, and understanding vocabulary in context. 3. Organize small group discussions where you can share your interpretations of a text, ask questions, and provide feedback to your peers.		
IV		**WRITING**	**12**	**17**
	15	Introduction to basic writing techniques, grammar, and punctuation rules.	3	
	16	Grammar exercises on sentence structure, subject-verb agreement.	2	
	17	Vocabulary exercises on synonyms, antonyms, and idiomatic expressions and punctuation exercises.	2	
	18	Sentence combining and subordination exercises.	2	
	19	Revision strategies to improve clarity, coherence, and conciseness.	3	

		Suggested Activities: 1. Attempt grammar exercises focusing on specific grammar rules, such as verb tense, subject-verb agreement, and punctuation. 2. Introduce new vocabulary words regularly and use them in writing exercises and assignments. 3. Organize peer editing sessions and exchangeyour writing with classmates for feedback and suggestions for improvement.		
V	**OPEN ENDED**		**12**	

Note: The course is divided into five modules, with four having a total of 19 fixed units and one open-ended module with a variable number of units. There are a total of 48 instructional hours for the fixed modules and 12 hours for the open-ended module. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 19 units from the fixed modules.

Suggested Reading:

1. Burley-Allen, Madelyn. *Listening: The Forgotten Skill*. Wiley, 1995.
2. Review, Harvard Business, et al. *Mindful Listening (HBR Emotional Intelligence Series)*. Harvard Business Review Press.
3. Seely, John. *Oxford Guide to Effective Writing and Speaking: How to Communicate Clearly*. Oxford University Press, 2013.
4. Kumar, Sanjay, and Lata, Pushp. *Communication Skills: Workbook*. Oxford University Press, 2018.
5. Bell, Nick. *Reading Skills: How to Read Better and Faster - Speed Reading, Reading Comprehension & Accelerated Learning*. Polyscholar, 2021.
6. https://www.cem.org/blog/10-essential-reads-to-improve-reading-comprehension
7. Kane, Thomas S. *The Oxford Essential Guide to Writing.* Penguin Publishing Group, 2000.
8. Gould, Mike, and Higgins, Eoin. *Cambridge Grammar and Writing Skills Learner's Book 8*. Cambridge University Press, 2019.
9. Foster, Thomas C. *How to Read Literature Like a Professor*. Harper, 2013.
10. Gallo, Carmine. *Talk Like TED: The 9 Public Speaking Secrets of the World's Top Minds*. Pan Macmillan, 2021.
11. Hewings, Martin. Advanced Grammar in Use: ASelf-Study Reference and Practice Book for Advanced Learners of English. Cambridge University Press, 2013.
12. Lewis, Norman. *Word Power Made Easy*. BBC Publishing Corporation, 1995.
13. Murphy, Raymond. *English Grammar in Use.* Cambridge University Press, 2019.
14. Parrott, Martin. *Grammar for English Language Teachers*. Cambridge University Press, 2010.

Mapping of COs with PSOs and POs:

	PSO1	PSO2	PSO 3	PSO4	PSO5	PSO 6	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO7
CO 1	3	-	-	-	2	-	2	3	3	-	-	-	1
CO 2	3	-	-	-	2	1	3	3	2	-	-	-	1
CO 3	2	1	2	3	3	1	3	3	1	-	-	1	1
CO 4	3	2	2	2	3	1	2	3	3	-	-	1	1
CO 5	3	1	-	3	2	1	3	3	2	-	-	1	1

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Assignment/ Discussion / Seminar/Quiz
- Midterm Exam
- Class Tests
- Final Exam (70%)

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	Presentation	End Semester Examinations
CO 1	✓			✓
CO 2		✓		✓
CO 3	✓	✓		✓
CO 4		✓		✓
CO 5		✓		✓

FOUR-YEAR UNDERGRADUATE PROGRAMME (FYUGP)

BA ENGLISH LANGUAGE AND LITERATURE HONOURS

BASKET 2- ENGLISH FOR PROFESSIONAL SUCCESS

Programme	**BA ENGLISH LANGUAGE AND LITERATURE HONOURS**				
Course Code	**ENG2VN102**				
Course Title	**ENGLISH FOR PROFESSIONAL OPPORTUNITIES**				
Type of Course	**VOCATIONAL MINOR**				
Semester	2				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Basic communication skills in English.				
Course Summary	The course offers contemporary professional skills, including remote work, content creation, social media management, customer service, and business development. It covers topics like language, negotiation, marketing, and rapport building. The course uses reading materials, exercises, and interactive discussions to enhance learners' employability in the digital landscape.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO 1	Understand the essential skills required to enhance professional competency	U	C	Assignments
CO 2	identify different types of skills and techniques needed to improve professional competency	U	F	Survey and classification of different types of new age writing
CO 3	Demonstrate the ability to incorporate new techniques in the use of English in different contexts	Ap	P	Assignments and, Presetation
CO 4	Develop advanced communication proficiency by enhancing the ability to articulate complex ideas and deliver compelling presentations.	C	M	Group discussion and Presentation
CO 5	Utilize technology and digital tools to enhance new age writing	Ap	M	Assignments using AI

* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)

- Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Detailed Syllabus:

MODULE	UNIT	CONTENT	Hrs	Marks
I	**REMOTE WORK AND DIGITAL NOMADISM**		**14**	**19**
	1	Virtual Community and Communication- Language Skills needed for Remote Work: Clarity, Cultural Awareness, Active listening, technical vocabulary, emotional intelligence, concise writing.	**05**	
	2	Professional Writing: Ethics and Etiquette - Honesty, accountability, objectivity, inclusivity, tone and voice-citations.	**05**	
	3	Virtual Meetings and Presentations: Skills for effective virtual presentation: communication skills, planning and organising ideas, strong vocal delivery, visual aids and technical skills, story-telling techniques, engagement and interaction, audience analysis, and feedback.	**04**	
		Suggested Activities: 1. Organize mock virtual meetings 2. Review your write-ups among peers after individual submission. 3. Organize a group discussion on virtual teamwork challenges		
II	**CONTENT CREATION AND SOCIAL MEDIA MANAGEMENT**		**12**	**18**
	4	Social Media Posts: The Basics: Clear, concise writing, tone and voice, grammar, story-telling skills, technological skills, visual content, content calendar management, brand voice and consistency, hashtag research, and analytics	**04**	
	5	The Prospects: Blog Articles for Personal and Professional Growth: Difference in the tone, vocabulary and style in personal and professional blogs.	**04**	
	6	Visibility Matters: Understanding SEO and Keyword - Keyword research, Use of appropriate techniques to optimize on-page elements, content creation and link building.	**04**	

		Suggested Activities: 1. Blog writing exercises 2. Analyze social media campaigns you prefer 3. Keyword research and optimization practice		
III		**CUSTOMER SERVICE AND SUPPORT**	**12**	**18**
	8	Different Uses of Language: From Customer Support to Marketing: Introduction to different types of communication requirements based on different contexts	**04**	
	9	Handling Difficult Customers and Complaints: Active listening, empathy, patience, clear communication, problem-solving, conflict resolution, time management, and awareness of Professionals.	**04**	
	10	Art of Troubleshooting: Understanding and Managing Problems	**04**	
		Suggested Activities: 1. Create a social media poster and brochure for a cultural festival conducted by an NGO working for tribal welfare. 2. Enact an imaginary situation where you play the role of different customers using appropriate techniques for different contexts. 3. Identify the consumer support systems in your state.		

IV	**LANGUAGE AND MARKETPLACE**		**10**	**15**
	12	Experimenting with Language: The power of the right choice of words in marketing	**03**	
	13	Negotiation Skills and the Art of Persuasion: Use of effective language	**04**	
	14	Building Rapport and Establishing Trust: Developing adequate non-verbal skills	**03**	
		Suggested Activities: 1. Enact sales pitches and negotiations. 2. Role-play client meetings 3. Read successful sales strategies from case studies in the class.		
V	**OPEN-ENDED**		**12**	

Note: The course is divided into five modules, with four having a total of 14 fixed units and one open-ended module with a variable number of units. There are a total of 48 instructional hours for the fixed modules and 12 hours for the open-ended module. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 14 units from the fixed modules.

Suggested Reading:

1. Axtell, Paul. Make Virtual Meetings Matter. Ignite Reads, 2015 ("Virtual Meetings: A New Skill to Master" xiii-xxvii, "Master Effective Conversation" 9-22)

2. Handley, Ann. *Everybody Writes.* Wiley, 2014. ("13 Things Marketers Write", pp 181-262)
3. Lawrence, Dan. *Digital Writing: A Guide to Writing for Social Media and the Web*. Broadview Press, 2022 (Chapter 3: Writing For The Web 77- 98)

4. Cockerell, Lee. *The Customer Rules: The 39 Essential Rules for Delivering Sensational Service.* Profile Books, 2013.

5. Luntz, Frank. *Words That Work, Revised, Updated Edition: It's Not What You Say, It's What People Hear.* Hyperion, 2008 (Chapter I "The Ten Rules of Effective Language," Chapter XII "Twenty-one Words and Phrases for the Twenty-first Century")

Suggested Reference:

1. *Exactly What to Say: The Magic Words for Influence and Impact* by Phil M. Jones

2. *Verbal Judo: The Gentle Art of Persuasion* by George J. Thompson and Jerry B. Jenkins
3. *Web Writing for Dummies* by Colleen Jones
4. *Content Chemistry: An Illustrated Handbook for Content Marketing* by Andy Crestodina -
5. *Letting Go of the Words: Writing Web Content that Works* by Janice Redish
6. *Everybody Writes: Your Go-To Guide to Creating Ridiculously Good Content* by Ann Handley
7. *How To Thrive In The Virtual Workplace* by Robert Glazer
8. *The Art of SEO: Mastering Search Engine Optimization* by Eric Enge, Stephan Spencer, Jessie Stricchiola, and Rand Fishkin

Mapping of COs with PSOs and POs :

	PSO 1	PSO 2	PSO 3	PSO4	PSO5	PSO 6	PO1	PO2	PO3	PO4	PO5	PO6	Po7
CO 1	2	-	-	3	2	2	3	2	3	2	-	-	1
CO 2	2	-	1	3	2	2	3	2	3	3	1	-	2
CO 3	3	2	1	3	2	1	3	3	3	3	1	-	1
C04	3	-	2	1	5	1	3	3	3	1	2	-	1
CO 5	3	-	-	3	-	2	3	3	3	3	2	-	1

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics

Mid-term Test
Assignments
Presentation
End-Semester Exam (70%)

Mapping of COs to Assessment Rubrics:

	Mid-Term Test	Assignm e nt	Project Evaluation/Pres entation	End Semester Examinatio ns
CO 1	✓	✓		✓
CO 2	✓	✓		✓
CO 3	✓	✓	✓	✓
CO 4		✓	✓	✓
CO 5		✓	✓	✓

FOUR-YEAR UNDERGRADUATE PROGRAMME (FYUGP)

BA ENGLISH LANGUAGE AND LITERATURE

BASKET 2- ENGLISH FOR PROFESSIONAL SUCCESS

Programme	**BA ENGLISH LANGUAGE AND LITERATURE HONOURS**				
Course Code	**ENG3VN202**				
Course Title	**ENGLISH FOR NEW AGE AUTHORS**				
Type of Course	**VOCATIONAL MINOR**				
Semester	3				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Basic language skills with emphasis on written communication.				
Course Summary	The course aims to familiarize learners with contemporary writing trends, theories, techniques, and tools, focusing on digital platforms and upskilling them for market demands. It covers various genres, new texts, and algorithms, focusing on understanding and mastering the evolving landscape of writing and preparing them for the changing market.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO 1	Understand the definition and the peculiarities of new age writing	U	C	• Home assignments
CO 2	Classify the different types of new age writing patterns and understand the varied requirements.	U	F	• Survey and classification of different types of new age writing
CO 3	Demonstrate the ability to incorporate new age writing techniques.	Ap	P	• Home Assignments
CO 4	Create compelling narratives making use of the techniques learned	C	M	• Creative writing assignments • Prompt-based writing sessions
CO 5	Utilize technology and digital tools to enhance new age writing	Ap	M	• Creative writing assignments

* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)

- Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Detailed Syllabus:

MODULE	UNIT	CONTENT	Hrs	Marks
I		**INTRODUCTION TO WRITING IN 21st Century**	**14**	**19**
	1	The Basics of Creative Writing and Publishing	**5**	
	2	Critical and Creative Thinking in the New Age	**5**	
	3	Intercultural Communication Competence - Techniques to develop an inclusive language.	**4**	
		Suggested Activities: 1. Conduct a debate on the role of incorporating cultural plurality in the 21st Century writing 2. Conduct an Inclusive Language Editing Workshop to identify culturally insensitive language used in social media. Then modify them using an inclusive language. 3. Collaborative Storytelling: split into different groups and collect stories of multiple cultures.		
II		**LANGUAGE IN THE TIME OF ALGORITHMS**	**12**	**18**
	4	Basic Skills for Digital Writing: Understanding the Rhetoric	**03**	
	5	Learning Digital Vocabulary - SEO, Keyword Research, content marketing, blog/vlog/podcast, hashtags, metadata, analytics, algorithm, content calendar, landing page, Content Management Systems, call to action, digital rights management.	**03**	
	6	SEO and Keywording Skills - How to Conduct Keyword Research, optimising on-page elements such as title tags, meta descriptions, header tags, URL, content creation and link-building strategies.	**03**	
	7	Dialogic /Interactive and Collaborative Writing	**03**	

		Suggested Activities: 1. Prepare 15 Keywords and website content for a health insurance firm that covers children up to the age of 15. 2. Make a list of keywords related to a particular topic and use the search engines to find website that have effectively made use of the keywords in their headings and content. 3. Prepare a list of effective strategies to create a website.		
III		**NEW TEXTS AND CONTEXTS**	**12**	**18**
	8	Technical Writing - Healthcare procedure, User Manuals, SOPs and Training manuals	**4**	
	9	Professional Writing: Journals, Academics, Policy drafting, and Advertisement.	**4**	
	10	Social Media Writing: Tweets, Posts, and Captions.	**4**	
		Suggested Activities: 1. Create a social media poster and brochure for a cultural festival organized by an NGO working for tribal welfare. 2. Prepare a Technical Writing e Guide for the following areas: Healthcare procedures, user manuals, E-learning modules etc. 3. Create a hashtag for a local event that you have attended.		

IV	**EVOLVING LANDSCAPE OF NEW AGE WRITING**		**10**	**15**
	11	Ethics and Authorship in the Digital Age	**3**	
	12	Web Tools for grammar check, proof-reading and editing	**4**	
	13	Publishing - Differences between traditional publishing houses and self-publishing platforms	**3**	
	Suggested Activities: 1. Create content using the help of web tools you have studied 2. Organise a debate on the new age authorship and the concept of originality. 3. List out self-publishing platforms you are familiar with.			
V	**Open-Ended Module**		**12**	

Note: The course is divided into five modules, with four having a total of 13 fixed units and one open-ended module with a variable number of units. There are a total of 48 instructional hours for the fixed modules and 12 hours for the open-ended module. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 13 units from the fixed modules.

Suggested Reading:

1. Ramet, Adele. Creative Writing: How to Unlock your Imagination, Develop your Writing Skills and Get Published. Howtohandbooks, 1997.
2. Fisher, Alec. Critical Thinking: An Introduction. Cambridge University Press, 2011, pp.1-15
3. https://www.apa.org/about/apa/equity-diversity-inclusion/language-guidelines
4. Lawrence, Dan. Digital writing : A Guide to Writing for Social Media and the Web,Broadview Press,2022.
5. Gordin Godin and Allan Kennedy.SEO for beginners 2020: Learn Search Engine Optimization on Google using the Best Secrets and Strategies to Rank your Website First, Get New Customers and Growth your Business, Bianconi, 2020.
6. https://digitalskillslibrary.org/glossary
7. https://writingcommons.org/section/collaboration/
8. WallworkAdrian.User Guides, Manuals, and Technical Writing: A Guide to Professional English. Springer, 2014
9. SmithWorthington and Jefferson.Technical Writing for Successs, SouthWestern Cengage Learning, 2011.
10. Lawrence, Dan. Digital writing : A Guide to Writing for Social Media and the Web,Broadview Press,2022.pp.62-68.
11. https://publicationethics.org/news/artificial-intelligence-and-authorship

12. https://writersdigestshop.com/pages/how-to-publish-a-book-an-overview-of-traditional-self-publishing
13. https://www.hootsuite.com/
14. https://www.grammarly.com/
15. https://hemingwayapp.com/
16. https://ads.google.com/home/tools/keyword-planner/
17. https://buzzsumo.com/
18. https://www.hubspot.com/blog-topic-generator

Suggested Reference:

1. *The Sense of Style: The Thinking Person's Guide to Writing in the 21st Century*, Steven Pinker
2. *Digital Writing : A Guide to Writing for social media and the web,* Dan Lawrence
3. *Public Influence: A Guide to Op-Ed Writing and Social Media Engagement* Mira Sucharov
4. *Fundamentals of Writing: How to Write Articles, Media Releases, Case Studies, Blog Posts and Social Media Content*, Paul Lima
5. *Writing for the Technical Professions,* Kristin R. Woolever
6. *The Elements Of International English Style: A Guide To Writing Correspondence, Reports, Technical Documents, And Internet Pages For A Global Audience* Edmond H. Weiss
7. *Teaching academic English writing: practical techniques,* Eli Hinkel

Mapping of COs with PSOs and POs:

	PSO 1	PSO 2	PSO 3	PSO4	PSO5	PSO 6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	2	-	-	3	3	-	2	2	3	3	-	-	1
CO 2	2	-	-	2	2	-	1	-	3	2	-	-	1
CO 3	2	-	-	2	2	1	1	1	3	2	1	-	1
C04	2	1	-	3	3	1	2	1	3	3	1	-	1
CO 5	2	-	-	3	3	1	2	1	3	3	1	-	1

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Discussion / Seminar
- Midterm Exam
- Presentations
- Final Exam (70%)

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	Presentations	End Semester Examinations
CO 1		✓		✓
CO 2	✓	✓	✓	✓
CO 3	✓	✓		✓
CO 4	✓	✓	✓	✓
CO 5	✓	✓	✓	✓

FOUR-YEAR UNDERGRADUATE PROGRAMME (FYUGP) BA ENGLISH LANGUAGE AND LITERATURE

BASKET 2 – ENGLISH FOR PROFESSIONAL SUCCESS

Programme	**BA ENGLISH LANGUAGE AND LITERATURE HONOURS**				
Course Code	**ENG8VN302**				
Course Title	**FREELANCE TRANSLATION FOR PROFESSIONAL AND COMMERCIAL FUNCTIONS**				
Type of Course	**VOCATIONAL MINOR**				
Semester	8				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Proficiency in Source Language and Target Language, Translation skills with Language techniques, Pragmatic efficiency in converting literary genres.				
Course Summary	The course offers a comprehensive exploration of Translation Theory, techniques, practice and innovative research for both Professional and Commercial purposes. Equipping Translation through theoretical discussions, practical performances and literary transformations, the course provides wider scope for Translation on a global framework.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	*Knowledge Category	Evaluation Tools used
CO 1	Identify and explore the fundamental concepts, theories and techniques of translation studies with professional orientation.	U	C	Test/ Assignment/ Presentations/ workshops/ interactive sessions
CO 2	Inculcate expertise in various translation styles and methodologies, understanding socio-linguistic and cross-cultural dimensions.	Ap	P	Translation assignments/ workshops/
CO 3	Enhance proficiency in observing, analysing and comprehending translation skills across disciplines and contexts.	An	C	Presentations/ reviews/ case studies
CO 4	Develop knowledge of technological advancement for improved translation competence.	C	C, P	Software demonstrations/ practical and digital presentations
CO 5	Enhance proficiency in professional and commercial translation contexts for specialised and premium productivity.	Ap	C, P	Translation practice and public presentation

* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)

- Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Detailed Syllabus:

MODULE	UNIT	CONTENT	Hrs	Marks
I		**UNDERSTANDING TRANSLATION**	**12**	**18**
	1	History and Development of Translation	**4**	
	2	Basics Translation in Socio-Linguistic and Cultural Dimensions	**3**	
	3	Visibility and Interdisciplinarity in Translation Studies	**2**	
	4	Expanding Boundaries of Translation- Form and Content	**3**	
		Suggested Activities: 1. Professional Lecture Sessions on the fundamentals of Translation 2. Discussions & debates to understand socio-linguistic and Cultural dimensions of translation studies. 3. Case study and comparative observations of translated texts across boundaries of language and culture.		
II		**TRENDS AND TECHNIQUES OF TRANSLATION**	**12**	**18**
	5	Functionalist Methods of Translation and Ethics	**3**	
	6	Strategies and Techniques of Translation	**3**	
	7	Multiple Approaches to Translation	**3**	
	8	Textual, Semiotic and lexical Practices in Translation	**3**	
		Suggested Activities: 1. Professional Lecture sessions 2. Application-level practice and activities for textual analysis 3. Activity based on Translation of idioms, phrases, proverbs		

III		**COMMERCIAL OPPORTUNITIES OF TRANSLATION STUDIES**	**12**	**17**

	9	Translation and Social Media- Translator Training and Professional Practice	**4**	
	10	Multimodal and Multi-semiotic Translation	**3**	
	11	Advanced Revision and Editing Techniques	**3**	
	12	Freelance Translation	**2**	
		Suggested Activities: 1. Practical exercise with machine translation tools and software 2. Freelance Translation projects 3. Activities on Online Social Media Translation		
IV	**PROFESSIONAL TRANSLATION- NEW PERSPECTIVES**		**12**	**17**
	13	Oratory in Translation	**3**	
	14	Speech and Writing in Translation	**3**	
	15	Translating Images, Words, Sounds, and Picture Books	**3**	
	16	Pragmatics of Translation	**3**	
		Suggested Activities: 1. Translation practice on recorded talks 2. Translation of different genres, Subtitles, Picture books, Paintings etc. 3. Translation of film songs and dialogues		
V	**OPEN ENDED**		**12**	

Note: The course is divided into five modules, with four having a total of 16 fixed units and one open-ended module with a variable number of units. There are a total of 48 instructional hours for the fixed modules and 12 hours for the open-ended module. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 16 units from the fixed modules.

Suggested Reading:

1. .Gentzler, Edwin. *Translation and Rewriting in the Age of Post-Translation Studies*. Routledge, 2016.
2. Hatim, Basil, and Jeremy Munday. *Translation: An Advanced Resource Book for Students*.
3. Bassnett, Susan. *Translation*. Routledge, 2013.
4. Lefevere, André. *Translation/History/Culture: A sourcebook*. Routledge, 2002.
5. Venuti, Lawrence, and Mona Baker, eds. *The Translation Studies reader*. Vol. 216. London: Routledge, 2000.
6. Landers, Clifford E. *Literary translation: A Practical Guide*. Vol. 22. Multilingual Matters, 2001.
7. Baker, Mona. *In Other Words: A Course Book on Translation*. Routledge, 2018. (Chapter 6,7,8)
8. Munday, Jeremy, Sara Ramos Pinto, and Jacob Blakesley. *Introducing Translation Studies: Theories and Applications*. Routledge, 2022
9. Desjardins, Renée. *Translation and Social Media: In Theory, in Training and in Professional Practice*. Springer, 2016.(chapter 4,5)
10. Hervey, Sándor, and Ian Higgins. "Thinking Translation: A Course in Translation Method." (1991).(pg 214-217)
11. Malmkjær, Kirsten, ed. *The Routledge Handbook of Translation Studies and Linguistics*. New York: Routledge, 2018(part 2,3,4,5)
12. Oittinen, Riitta, Anne Ketola, and Melissa Garavini. *Translating Picturebooks: Revoicing the Verbal, the Visual and the Aural for a Child Audience*. Routledge, 2017. (chapter 2,3)
13. Fawcett, Peter. *Translation and Language*. Routledge, 2014. (chapter 11)

Mapping of COs with PSOs and POs:

	PSO1	PSO2	PSO 3	PSO4	PSO5	PSO 6	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO7
CO 1	3	-		2	-	3	3	3	3	2	3	-	2
CO 2	2	3		-	3	3	3	2	3	-	3	-	2
CO 3	2	2	-	1	2	-	3	2	3	1	1	-	2
CO 4	-	-	-	3	-	2	-	3	3	3	2	-	2
CO 5	2	-	-	3	3	1	3	3	3	3	1	-	2

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Assignment/ Discussion / Seminar
- Midterm Exam
- Class Tests/Presentation
- Final Exam

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	Project Evaluation/ Presentation	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓	✓		✓
CO 3		✓		✓
CO 4		✓	✓	✓
CO 5	✓	✓	✓	✓

FOUR-YEAR UNDER GRADUATE PROGRAMME (FYUGP)

GENERAL FOUNDATION COURSE

I SEMESTER MULTI-DISCIPLINARY COURSE

Programme	**BA ENGLISH LANGUAGE AND LITERATURE HONOURS**				
Course Code	**ENG1FM105**				
Course Title	**Introducing Print and Digital Narratives**				
Type of Course	**MULTI-DISCIPLINARY COURSE (MDC)**				
Semester	1				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	3	-	-	45
Pre-requisites	Basic understanding of the English language, literary sensibility and a desire to enhance language proficiency and sensibility for personal and professional growth.				
Course Summary	The course is designed primarily for the generation of digital natives and their diverse interests. Specifically, the course aims to generate an aesthetic and humane sensibility that will equip learners to appreciate and accept various forms of life and art while focusing on philosophical/political questions about life in general and marginalised communities, in particular.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO 1	Critically appreciate literary and artistic creations through simple and popular works.	U, E	C, M	Comprehension/ Vocabulary Building Exercises/ JAM/ Discussion/ Presentation/ Mock Interview/ Personal Narration/ Role Play/ Assignments
CO 2	Critically evaluate the different multi-media narratives.	A, E	P, C	Review/Presentation/ Digital Content Creation/Assignments
CO 3	Contextualise a social/political phenomenon in a larger frame and analyse its implications in the light of an inclusive social, philosophical and environmental awareness created by the course.	An, E	P, M	Assignments/ / Reporting/ JAM/Discussion/ Presentatio n
CO 4	Promote the cultivation of egalitarian principles and democratic ideals that foster acceptance of diversity, while simultaneously fostering heightened consciousness of environmental issues.	U,Ap	F, M	Debates/ Panel discussions/News Reporting/Analysis of contemporary events
CO 5	Identify the features of the various literary and visual media genres like Folk songs, Pop songs, Flash fiction, Animation shorts, Reels, Graphic narratives, Shortfilms, documentaries, Stand Up comedies etc.	U,C	P, M	Create/Differentiate/ Compar e between the different genres.

* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)
# - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Detailed Syllabus:

Module	Unit	Content	Hours	Marks
I	**SONGS AND POEMS**		**8**	**10**
	1	Spring Day- BTS Album https://youtu.be/xEeFrLSkMm8?si=y-l7dGMjdVrp_FXR	2	
	2	I Write the Land- Najwan Darwish https://www.worldliteraturetoday.org/2021/summer/three-poems- palestine-najwan-darwish	2	
	3	Why Does the Peacock Perch on My Door Peg Cry?- Gujarati Folk Song https://youtu.be/GHbd8Gj0h2g?si=NTOnwAXM8r3AqexJ	2	
	4	Text- Carol Ann Duffy https://closeenoughtoread.wordpress.com/2012/10/04/carol-ann-duffy-text/	2	
		Suggested Activities: 1. Group activity: Learners can recite/perform poems of their choice and discuss theliterary and political relevance of the same. 2. Compare songs and poems in the learners' mother tongues with the ones prescribed so that the cultural and linguistic variables can be identified and related. 3. Collect more poems and songs and prepare an appreciation of each. 4. Collect folk songs from the learner's locality.		

II		**NON-FICTION**	**11**	**15**
	5	"A Muslim Deity in a Hindu Temple" in The Courtesan, the Mahatma & the Italian Brahmin : Manu S. Pillai. Published by Context, Westland Publications Pvt. Ltd. 2019 . Pages 12-17.	3	
	6	Advice to Youth (Except from the paragraph on 'Lies')- Mark Twain https://english.ntcu.edu.tw/download.php?dir=news&filename=249559d70d6a50da7797f6aecc3c7aa7.pdf&title=3-Advice%20to%20Youth	2	
	7	My Birth is My Fatal Accident: Rohit Vemula	3	
	8	Our Flowery Fantasy- Sumana Roy https://epaper.indianexpress.com/c/75022966	3	
		Suggested Activities: 1. Group activity: Stage a theatrical adaptation of the legend narrated in the text, 'A Muslim Deity in a Hindu Temple'. 2. Identify the narrative and stylistic dimensions of the texts prescribed and write articles using similar structures. 3. Use 10 new words from the given texts in sentences of your own. 4. Watch the movie, *Laapataa Ladies* (Dir. Kiran Rao) and discuss its characteristic features in groups of 5 learners.		
III		**STORIES**	**9**	**15**
	9	The Rock- Gracy (Trans. V. C. Haris) Indian Literature. May- June 1993	2	
	10	The Cop and the Anthem- O Henry https://americanenglish.state.gov/files/ae/resource_files/the-cop-and- the-anthem.pdf	2	
	11	Graphic Narratives a) Nahi Bol Payi, Bas Nahi Bol Payi ('Couldn't Say, Just Couldn't Say)- Sanjana https://www.instagram.com/ttt_official/reel/C4BEtGdsLcx/ b) How to Choke Myself in the Ugly Kitchen- Naoko Fujimoto https://www.naokofujimoto.com/gallery-of-graphic-poems.html	4	
	12	Sticks (Flash Fiction)- George Saunders https://www.unm.edu/~gmartin/535/Sticks.htm	1	

		Suggested Activities: 1. Group activity: Stage a theatrical adaptation of either of the short stories for study.		
		2. Discuss other translated stories from Malayalam to English. 3. Look up other graphic narratives and discuss them in class. 4. Group exercise: Create a story/short video script.		
IV	**DOCU- FICTION**		**8**	**10**
	13	*New Normal*- Dir. Monisha Mohan Menon https://www.youtube.com/watch?v=7_VGS7lGF64	2	
	14	Comedian Trashes India's Fair Skin Obsession - Brut India https://www.youtube.com/watch?v=b9yTmNFde5s	2	
	15	Women's Football in India- DW Documentary https://www.youtube.com/watch?v=jPiz_y1dG3o	2	
	16	*Hair Love*- Matthew A. Cherry et al. https://www.youtube.com/watch?v=kNw8V_Fkw28	2	
		Suggested Activities: 1. Group activity: Divide the class into groups and each group may attempt to make a short film on a topic of their choice. 2. Discuss the different changes in today's society with reference to various new normals. 3. Identify various elements of visual language. 4. Create a Stand-up comedy.		
V	**OPEN-ENDED**		**9**	

Note: The course is divided into five modules, with four having total 16 fixed units and one open-ended module with a variable number of units. There are total 36 transaction hours for the fixed modules and 9 hours for the open-ended one. Internal assessments (25 marks) are split between the open-ended module (5 marks) and the fixed modules (20 marks). The final exam, however, covers only the 16 units from the fixed modules.

Suggested References:

1. Gao Chaodab Nahi ('We Will Not Leave Our Village')
https://www.youtube.com/watch?v=8M5aeMpzOLU

2. The Times They Are A- Changin- Bob Dylan
https://www.youtube.com/watch?v=uc5lyJDiyEI

3. World's Greatest Short Stories- Ed. James Daley

4. Cinderella & the Glass Ceiling: And Other Feminist Fairy Tales- Laura Lane & Ellen

Haun

5. Purl- Dir- Kristen Lester https://www.youtube.com/results?search_query=purl

6. Too Tight?-wawawiwacomics https://www.instagram.com/wawawiwacomics/p/C4IrzZPMLhV/?img_index=1

7. 5 Women Bikers Breaking Stereotypes One Ride at a Time- Namrata Ganguly https://www.herzindagi.com/society-culture/women-bikers-breaking-stereotypes-one- ride-at-a-time-article-205290

8. Stories in your Pocket: How to Write Flash Fiction- David Gaffney https://www.theguardian.com/books/2012/may/14/how-to-write-flash-fiction

9. Poisoned Bread: Translations from Modern Marathi Dalit Literature- Ed. Arjun Dangle

10. What is Climate Change? - The Climate Question (Podcast)- BBC World Service https://www.youtube.com/watch?v=SLEenW2UiUw

Mapping of COs with PSOs and POs:

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1	3	1	3	3	3	1	2	3	3	1	2	2	-
CO 2	3	1	2	3	2	2	1	2	2	3	1	1	1
CO 3	1	3	3	2	2	2	3	1	2	3	3	3	1
CO 4	3	3	3	2	3	2	2	2	2	3	3	3	-
CO 5	2	2	3	2	1	3	3	2	3	3	1	2	1

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

1. Quiz/ Discussion/ Seminar (10%)
2. Internal Exam (10%)
3. Assignment (10%)
4. End Semester Exam (70%)

Mapping of Cos to Assessment Rubrics:

	Quiz/ Discussion/ Seminar (10%)	Internal Exam (10%)	Assignment (10%)	End Semester Exam (70%)
CO 1	✓	✓	✓	✓
CO 2	✓	✓	✓	✓
CO 3	✓	✓	✓	✓
CO 4	✓	✓	✓	✓
CO 5	✓	✓	✓	✓

FOUR-YEAR UNDERGRADUATE PROGRAMME (FYUGP)

GENERAL FOUNDATION COURSE

II SEMESTER MULTI-DISCIPLINARY COURSE

Programme	**BA ENGLISH LANGUAGE AND LITERATURE HONOURS**				
Course Code	**ENG2FM106/ ENG3FM106**				
Course Title	**INTRODUCING TRAVEL NARRATIVES: JOURNEY BEYOND BORDERS**				
Type of Course	**MULTI-DISCIPLINARY COURSE (MDC)**				
Semester	2				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	3	-	-	45
Pre-requisites	Basic understanding of the English language, literary sensibility and a desire to enhance language proficiency and sensibility for personal and professional growth.				
Course Summary	This course is designed to introduce to the learners the politics of the representation of cultures in travel narratives and the nuances of different travel narrative forms. By examining the political dimensions and ethical considerations of travel writing, learners will uncover the intricacies of storytelling while traversing cultural landscapes and gain insights into how travel narratives shape perceptions and identities.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO 1	Develop a comprehensive understanding of travel narratives as a genre, including the different types and narrations.	R, U, E	F, C	Discussion, Presentation, Panel Discussion
CO 2	Understand the political dimensions inherent in travel narratives, with a focus on colonialism and power dynamics.	U, An	F, C, P	Identifying Narratives, Collecting Caricatures, Presentation, Debate
CO 3	Examine the ethical considerations involved in crafting travel narratives, particularly the implications of representing other cultures.	U, E, An	C, P	Discussion, Itinerary Preparations
CO 4	Cultivate reflective skills through a practical experience, such as a visit to a nearby travel spot, allowing learners to reflect on their own travel experiences and produce meaningful travel narratives that integrate course concepts and personal insights.	C, Ap	P, M	Creating a Travel vlog or blog, Destination Advertisement, Review writing
CO 5	Foster collaborative learning and interdisciplinary engagement by encouraging learners to explore the intersections of travel narratives with various disciplines, including literature, sociology, anthropology, and digital media studies.	E, Ap, C	P, M	Plan an inclusive tour, Debate, Mock Interview

* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)
\# - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Detailed Syllabus:

Module	Unit	Content	Hours	Marks
I	**INTRODUCTION TO TRAVEL NARRATIVES**		**10**	**15**
	1	The Genre Takes Shape – Excerpt from 'Stirrings and Searchings' (1500-1720)-William H Sherman *The Cambridge Companion to Travel Writing*	3	
	2	Travel Writing in India: An Overview-K. Satchidanandan *Travel Writing in India*	2	
	3	Ulysses- Alfred Lord Tennyson	2	
	4	*Journey*- Dir. Keyne Nathania Tan https://www.youtube.com/watch?v=fCjgV7vSK94	3	
		Suggested Activities: 1. Identify similar narratives that focus on self-discovery through travel. 2. Write an itinerary of an intended trip. 3. Prepare a mock interview with a traveller. 4. Create an advertisement about a travel destination in your area.		
II	**ETHICAL & POLITICAL CONTEXTS OF TRAVEL NARRATIVE**		**8**	**13**
	5	*Eat, Pray, Love*- Dir. Ryan Murphy https://www.primevideo.com/detail/Eat-Pray Love/0R1QE66EUFMO1I8KDROUAWU7C5	3	
	6	Writing Back- Santhosh George Kulangara *OruSanchariyude Diary Kurippukal*. Episode- 517. https://youtu.be/evboKxSJBM8?si=1igbiDplWHyENiUM	2	
	7	Shafaq- Excerpt from '13 Powerful Refugee Stories From Around the World' - Miranda Cleland *Global Giving*. https://www.globalgiving.org/learn/listicle/13-powerful-refugee-stories/	2	
	8	The Young Lady's Toilet- William Tayler https://tinyurl.com/2df7dvsj	1	

		Suggested Activities: 1. Discuss terms like Colonialism and Power Dynamics - Representation and 'Othering'- Imperialism and Expansion- Resistance. 2. Collect caricatures based on colonial representations and discuss stereotyping. 3. Identify the narrative and stylistic dimensions of the texts prescribed and write articles using similar structures. 4. Write a review of the travel narrative that concerns colonialism in travel narratives.		
III	**GLOBALIZATION AND TECHNOLOGICAL INFLUENCE**		**9**	**12**
	9	Why We Travel? and Where is Home?- Pico Iyer	2	
	10	24 Hours in Belgium: Be My 33rd Country- Sujith Bhaktan Vlog https://youtu.be/BhNt8j2YdQI?si=vhS7xSTtEknMGkEZ	2	
	11	This Truck Driver's Daughter and Ex-Techie is Giving Wings to Women Who Want to Travel Far and Wide- Rekha Balakrishnan. https://yourstory.com/2018/02/truck-drivers-daughter-giving- wings-women-want-travel-far-wide	2	
	12	Being a Better Traveler: Cultural Appropriation v/s Cultural Appreciation- Abbie https://speckontheglobe.com/2019/05/31/cultural-appropriation- vs-cultural-appreciation/	3	
		Suggested Activities: 1. Discuss terms like Globalization and Digital Media, Travel Experiences, Storytelling Practices, Travel Blogging, Digital Storytelling, and Glocal. 2. Visit to the nearest travel spot - Learners can reflect on a travel experience and produce a travel narrative. 3. Present the problems faced by women while travelling. 4. Panel discussion on ethical travelling.		

IV	**DIFFERENT DIMENSIONS OF TRAVELLING**		**9**	**10**
	13	This Couple Sells Tea to Travel the World- *Brut India*. https://www.youtube.com/watch?v=Z3UNAX7Q6ks	2	
	14	These are the LGBTQ+ Travel Trends Shaping the Future of Inclusive Travel- Connor Sturges https://www.cntraveller.com/article/lgbtq-travel-trends	2	
	15	This is how Differently-abled People are Travelling in 2017- Resham Sengar https://timesofindia.indiatimes.com/travel/things-to-do/this-is- how-differently-abled-people-are-travelling-in- 2017/articleshow/60320551.cms	2	
	16	Is Travel an Expression of Privilege?- Paris Marx https://medium.com/@parismarx/is-travel-an-experience-of-privilege-a0418c0f9f7a	3	
		Suggested Activities: 1. Write a news report about a traveller who has fought against the odds. 2. Watch vlogs of 'Women Only' Travel Groups and discuss how they enjoy travel in a patriarchal world. 3. Conduct debate on topics related to the texts prescribed. 4. Plan an inclusive tour.		
V	**OPEN-ENDED**		**9**	

Note: The course is divided into five modules, with four having total 16 fixed units and one open-ended module with a variable number of units. There are total 36 transaction hours for the fixed modules and 9 hours for the open-ended one. Internal assessments (25 marks) are split between the open-ended module (5 marks) and the fixed modules (20 marks). The final exam, however, covers only the 16 units from the fixed modules.

Suggested References:

1. How to Write a Travel Article- BBC https://www.bbc.co.uk/bitesize/articles/z7gkdp3#zrr6hcw
2. Introduction" from *Travel Writing in India*- Shobhana Bhattacharji
3. *Cinderella & the Glass Ceiling: And Other Feminist Fairy Tales*- Laura Lane & Ellen Haun

4. *The Cambridge Introduction to Travel Writing*- Tim Youngs
5. Being a Better Traveler: Cultural Appropriation v/s Cultural Appreciation- Abbie https://speckontheglobe.com/2019/05/31/cultural-appropriation-vs-cultural-appreciation/
6. The Complicated Ethics of Travel Writing- J W Eberle https://jweberle.com/2023/12/13/the-complicated-ethics-of-travel-writing/
7. *Vishakanyaka* (Units 12 to 16) - S K Pottekkatt
8. *The Motorcycle Diaries*- Dir. Walter Salles
9. Migration v/s Travelling - a 4 min Infographic Journey- Pocket Stories https://www.youtube.com/watch?v=ZFp6E3ZRdqk
10. *Nothing to Declare: Memoirs of A Woman Traveling Alone- Mary Morris*
11. Life Lessons from the Youngest Person to Travel to Every Country (Ted Talk) -Lexie Alford https://www.youtube.com/watch?v=kidwSFte8-E
12. Why, for Me, Travelling is all about what you Eat'- @food_feels (blog) https://www.contiki.com/six-two/article/why-base-my-travel-plans-around-food/
13. Adventure Travel is a Growth Industry Thanks to Women Over 40- Ariel Feltonhttps://www.washingtonpost.com/business/2024/01/16/women-adventure-travel/
14. What Travel is Like When You're not a Rich White Kid- Fizzy Noor https://www.vice.com/en/article/dy79aa/traveling-when-youre-not-a-rich-white-kid
15. Ladies Only Trip - Dr Indu P.
True Copy Think
https://truecopythink.media/travel/ladies-only-trip-dr-indu-p-writes

Mapping of COs with PSOs and POs:

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1	1	1	3	1	2	1	3	-	2	1	1	-	1
CO 2	3	1	2	2	3	2	2	2	3	1	1	1	1
CO 3	2	3	3	3	2	2	3	1	2	1	1	-	3
CO 4	3	3	2	3	3	3	3	2	3	3	2	1	3
CO 5	3	3	2	1	2	3	3	3	2	2	3	3	3

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz/ Discussion/ Seminar (10%)
- Internal Exam (10%)
- Assignment (10%)
- End Semester Exam (70%)

Mapping of Cos to Assessment Rubrics:

	Quiz/ Discussion/ Seminar (10%)	Internal Exam (10%)	Assignment (10%)	End Semester Exam (70%)
CO 1	✓	✓	✓	✓
CO 2	✓	✓	✓	✓
CO 3	✓	✓	✓	✓
CO 4	✓	✓	✓	✓
CO 5	✓	✓	✓	✓

FOUR-YEAR UNDERGRADUATE PROGRAMME (FYUGP)

GENERAL FOUNDATION COURSES IN ENGLISH

SKILL ENHANCEMENT COURSE (SEC)

<table>
<tr><td>Programme</td><td colspan="5">BA ENGLISH LANGUAGE AND LITERATURE HONOURS</td></tr>
<tr><td>Course Code</td><td colspan="5">ENG4FS112/ ENG5FS112</td></tr>
<tr><td>Course Title</td><td colspan="5">TRANSLATION IN PRAXIS</td></tr>
<tr><td>Type of Course</td><td colspan="5">SKILL ENHANCEMENT COURSE (SEC)</td></tr>
<tr><td>Semester</td><td colspan="5">5</td></tr>
<tr><td>Academic Level</td><td colspan="5">100-199</td></tr>
<tr><td rowspan="2">Course Details</td><td>Credits</td><td>Lecture</td><td>Tutorial</td><td>Practical</td><td>Total Hours</td></tr>
<tr><td>3</td><td>3</td><td>-</td><td>-</td><td>45</td></tr>
<tr><td>Pre-requisites</td><td colspan="5">Basic competency in English and Malayalam.</td></tr>
<tr><td>Course Summary</td><td colspan="5">The course is designed to provide learners with essential skills that are crucial for excelling in the field of professional translation. This comprehensive program equips participants with a thorough understanding of linguistic nuances, cultural context, and effective communication strategies, ensuring they can navigate the complexities of translating written or spoken content accurately.</td></tr>
</table>

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO 1	Acquire a comprehensive understanding of linguistic intricacies in Malayalam and English.	U	F	Comprehension tests
CO 2	Learn the techniques of translation by developing an awareness about different types of translations.	An	F	Assignments
CO 3	Develop the ability to accurately convey the meaning, tone, and cultural nuances between English and Malayalam, ensuring effective and contextually appropriate translations.	Ap	P	Translation exercises
CO 4	Acquire a heightened proficiency in grammar, syntax, and semantics, equipping them to produce high-quality translations.	R, C	P	Comparison exercises
CO 5	Develop practical skills through hands-on exercises, to navigate challenges specific to the translation of languages employed.	Ap	M	Assignments

* - Remember I, Understand (U), Apply (Ap), Analyse (An), Evaluate I, Create I
# - Factual Knowledge(F) Conceptual Knowledge I Procedural Knowledge (P) Metacognitive Knowledge (M)

Detailed Syllabus:

Module	Unit	Content	Hrs	Marks
I		**INTRODUCTION TO TRANSLATION**	**9**	**10**
	1.	Defining Translation	2	
	2.	Types of Translation	3	
	3.	Decoding and Recoding	2	
	4.	Syntactic and Semantic Structures of English and Malayalam	2	
		Suggested Activities: Students read, compare and analyze the sentence structures of English and Malayalam texts.		
II		**TRANSLATION: METHODOLOGY AND CHALLENGES**	**9**	**10**
	5.	Literary Translation	2	
	6.	Technical Translation	2	
	7.	Audio-Visual Translation	1	
	8.	Challenges: Untranslatability	2	
	9.	Challenges: Problems of Equivalence	2	
		Suggested Activities: Find examples of Linguistic and Cultural Untranslatability in English and Malayalam and identify how translators overcome them.		
III		**TRANSLATIONS FROM ENGLISH TO MALAYALAM**	9	15
	10	Translating Poetry: Theory and Practice **Poetry**: a) Daffodils-Wordsworth b) Stopping by the Woods on a Snowy Evening- Robert Frost c) Telephonic Conversation- Wole Soyinka	2	
	11	Translating Prose: Theory and Practice **Prose**: Extract from 'We Should All Be Feminists' (Chimamanda Ngozi Adichie)	2	
	12	Translating Fiction: Theory and Practice **Fiction**: *A Day's Wait* (Ernest Hemingway)	2	

	13	Translating Drama: Theory and Practice **Drama:** 'The Never-Never Nest' (Cedric Mount)	3	
	14	**Suggested Activities:** Translate the prescribed literary works from English to Malayalam.		
IV	**TRANSLATIONS FROM MALAYALAM TO ENGLISH**		**9**	**15**
	15	Translating Cultural Nuances	1	
	16	Translating Dialects of Malayalam	1	
	17	Translating Poetry **Poetry: '**Iniyum Marikkaatha Bhoomi' (ONV Kurup)	2	
	18	Translating Prose **Prose**: Extract from *Kathikante Panippura* (MT Vasudevan Nair)	2	
	19	Translating Fiction **Fiction**: Extract from *Higuit*a (NS Madhavan)	3	
		Suggested Activities: Translate the prescribed literary works from Malayalam to English		
V	**OPEN ENDED**		**9**	

Note: The course is divided into five modules, with four having total 16 fixed units and one open-ended module with a variable number of units. There are total 36 transaction hours for the fixed modules and 9 hours for the open-ended one. Internal assessments (25 marks) are split between the open-ended module (5 marks) and the fixed modules (20 marks). The final exam, however, covers only the 16 units from the fixed modules.

Suggested Readings:

1. Bassnett, Susan. *Translation Studies*. Routledge, 2002.
2. Doyle, Sir Arthur Conan. *The Adventures of Sherlock Holmes*. Penguin Classics, 2018.
3. Doyle, Sir Arthur Conan Doyle. "Pullithalakkettu". *Sherlock Holmes Sampoorna Kruthikal*. DC Books, 2012.
4. Jorge Diaz Cintas and Aline Remael. *Audio Visual Translation: Subtitling.* Routledge, 2014.

5. Gauld, Neil. “The Ultimate Guide to Technical Translation.” *Bright Lines.*https://brightlinestranslation.com/the-ultimate-guide-to-technical-translation/
6. Asher, RE. “Introduction”. Me Grandad ‘ad an Elephant: Three Stories of Muslim Life in South India.
7. Adichie, Chimamanda Ngozi. *We Should All Be Feminists*. Fourth Estate, 2014.
8. Frost, Robert. *Robert Frost’s Poems*. Pan Macmillan India, 2002
9. Hemingway, Ernest. *First Forty-Nine Stories*. Arrow Books Ltd, 1995.
10. Kurup, ONV. *BhoomiykkuOruCharamageetham*.DCBooks, 2019.
11. Madhavan, NS. *Higuita*. DC Books, 2012.
12. Mount, Cedric. “The Never-Never Nest”. *Modern Prose and Drama*.OUP, 2015.
13. Nair, MT Vasudevan. *KathikantePanippura*. DC Books, 2019.
14. Soyinka, Wole. Telephonic Conversation”. *All Poetry*. https://allpoetry.com/poem/10379451-Telephone-Conversation-by-Wole-Soyinka
15. Wordsworth, William. *Selected Poems*. Penguin Classics, 2004.

16. References:

17. Belloc, Hilaire, *On Translation.* Oxford: The Clarendon Press, 1931.

18. Catford, J.C., *A Linguistic Theory of Translation: An Essay in Applied Linguistics.* Oxford University Press, 1965.

19. Lefevere, Andre. *Translating Literature: Practice and Theory in a Comparative Literature Context.* Modern Language Association of America, 1992

20. McFarlane, J., ‘Modes of Translation’, *Durham University Journal,* 14, 1953, pp. 77–93

21. Munday, Jeremy. Introducing Translation Studies. Theories and Applications. Routledge, 2022.

Mapping of COs with PSOs and POs:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PO1	PO2	PO3	PO4	PO5	PO6
CO1	3	3	2	3	-	2	2	2	3	3	3	3	2	-	2
CO2	2	3	2	2	-	-	2	2	2	3	2	3	3	1	1
CO3	2	2	2	2	1	2	3	3	3	2	3	3	2	2	2
CO4	3	3	2	2	-	-	2	2	2	3	2	3	2	1	2
CO5	3	3	3	3	2	1	2	3	3	3	3	3	2	-	2

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz/ Discussion/ Seminar (10%)
- Internal Exam (10%)
- Assignment (10%)
- End Semester Exam (70%)

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	Seminar Presentations	End Semester Examinations	Viva Voce
CO 1	✓			✓	✓
CO 2	✓	✓	✓	✓	✓
CO 3	✓		✓	✓	
CO 4	✓		✓	✓	
CO 5	✓	✓	✓	✓	✓

FOUR-YEAR UNDERGRADUATE PROGRAMME (FYUGP)
GENERAL FOUNDATION COURSES IN ENGLISH

SKILL ENHANCEMENT COURSE (SEC)

Programme	**BA ENGLISH LANGUAGE AND LITERATURE HONOURS**				
Course Code	**ENG6FS113**				
Course Title	**ACADEMIC WRITING**				
Type of Course	**SKILL ENHANCEMENT COURSE (SEC)**				
Semester	**6**				
Academic Level	100-199				
Course Details	Credits	Lecture	Tutorial	Practical	Total Hours
	3	3	-	-	45
Pre-requisites	Basic Knowledge of English grammar and vocabulary.				
Course Summary	The course equips students with the critical understanding of conventions and practises in academic writing, enabling them to produce factually precise, authentically presented, original arguments across various genres of scholarly communication.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category #	Evaluation Tools used
CO 1	Demonstrate a critical understanding of the conventions of academic writing in Humanities.	U, Ap	F, C	Assignment/ Group Discussion/ Test/Exam
CO 2	Refine critical thinking skills through observing, analysing and synthesising complex ideas, information and resources.	U, Ap, An, E	F, C	Assignment/ Presentation/ Pe er Review/ Test/Exam
CO 3	Enhance knowledge of academic language standards on grammar, vocabulary, syntax and formatting.	R, U, Ap	F, C	Classroom Activity Handouts/ Viva- Voce/ Test/Exam
CO 4	Foster the ability to employ research tools and strategies, including digital resources, to develop compelling arguments supported by evidence from authentic sources.	Ap, An, E	C, P	Written Assignment/ Viva-voce/ Test/ Exam
CO 5	Cultivate proficiency in writing processes, including drafting, revising, editing and proofreading to produce different genres of academic writing.	Ap, An, E, C	C, P	Assignment/Presentation/Peer Review/ Test/Exam
CO 6	Practise academic etiquette displaying ethics, integrity and dignity in research writing, research publication and knowledge sharing.	Ap, An, E	C	Group Discussion/ Deb ate/Viva-Voce/ Test/ Exam

* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)
# - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Detailed Syllabus:

Module	Unit	Content	Hrs	Marks
I		**FOUNDATIONS OF ACADEMIC WRITING**	**9**	**10**
		Skill: To enable learners to develop the ability to construct clear, coherent, and well-supported academic arguments.		
	1	Basic Theory- Characteristics of academic writing, its elements and relevance.	2	
	2	Critical thinking- Asking questions, identifying research problems and suggesting solutions.	2	
	3	Critical reading various modes and types of reading required for academic pursuits and research.	3	
	4	Identifying the audience and aligning the purpose.	2	
		Suggested Activities: 1. Provide students with samples of research articles that have long winding, parenthetical and structurally complex and cumbersome sentences. Ask them if they understood the arguments and points in the document and list the reasons for lack of clarity. 2. Students are to write down the answers to a set of questions about self, text and context after reading a research article of their choice. 3. Choose a film of contemporary relevance or recent commercial success and discuss the socio-political and cultural representations in it. 4. Supply academic essays/ articles. Give learners 5 to 10 minutes to identify keywords, read the abstract, introduction and conclusion and infer the focus of the given article. 5. Each learner is to choose a topic of interest and compose a paragraph about the readers for whom the learner might develop an essay on the chosen topic.		

II		**MASTERING ACADEMIC WRITING**	**9**	**10**
	Skill: To refine the learners' use of advanced vocabulary, complex sentence structures, and precise academic terminology to enhance clarity and sophistication in their writing.			
	5	Grammar- Rules and conventions of grammar particular to academic writing. Tenses-Appropriate Sentence Construction and Usages.	3	
	6	Vocabulary- Academic word list, phrases and research language.	1	
	7	Format- Formatting exercises and rules, citing sources, preparing bibliography, with reference to MLA Handbook latest edition.	2	
	8	Writing- Research/ Thesis statement, topic sentence, methodology, introduction and conclusion, editing and revising, proofreading, title of the article, responding to different types of questions.	3	
		Suggested Activities: 1) Learners are to maintain workbooks that will contain all the work done during the course, including writing samples, grammar exercises, editing practice and various types of academic writing engaged in during the semester. This should be submitted for evaluation regularly. 2) Distribute handouts with grammar exercises. 3) Supply a list with academic words and phrases that learners can refer to. 4) Divide the class into groups. Distribute the important sections of MLA's latest edition among them. Ask them to condense the given portions into easy, readable and simple notes. Compile these into a single document and share them with the class. 5) Screen the video 'Write Well. Start Writing Now'. (TedxTalk) https://www.youtube.com/watch?v=KUKgJsvoDUk 6) Distribute essays/ articles and ask students to prepare the research statement. 7) Ask the learners to write an abstract/ proposal/ introduction/ conclusion from home. During class, give them 10 minutes to edit and revise their work.		

III	**WRITING STRATEGIES AND RESEARCH PLANNING**	**9**	**15**

	Skill: To equip the learners with techniques for effective organization, argument development, and systematic research integration in their academic writing.		
	9	Research Gaps in Literature- Classic literature gap, the Disagreement gap, the Contextual gap and the Methodological gap.	2
	10	Techniques for Research- Familiarise activities like brainstorming, Q&A sessions, academic arguing, free writing, looping, rapid writing, framing questions, and preparing answers for possible questions.	3
	11	Note-taking and Summarising- Concept map, note-taking practices, summarising, paraphrasing, structuring ideas	2
	12	Technology-Aided Writing- Digital Resources and AI tools: availability and ethical use (N-list, Inflibnet, Online Libraries, e-Journals, AI tools like Grammarly, Concensus, Zotero, Scholarcy, Typeset.io etc.)	2
		Suggested Activities: 1) Allot to each learner a famous personality belonging to fields like science, technology, medicine, space travel, literature, social activism, history etc. and initiate a group discussion to find a solution for issues of contemporary relevance. Each learner has to contribute keeping in mind the characteristics of the allotted personality. 2) Each learner can be encouraged to maintain an 'idea journal' to note down thoughts, questions and short descriptions of academic ideas. 3) Learners can be encouraged to maintain a daily diary/ journal in which they are to write down one page describing their day. However, they should write only for 10 to 15 minutes, must not stop in between, need not worry about mistakes and must not revise the entries. 4) Screen the following videos: a) The Writing Process of the University of Melbourne https://www.youtube.com/watch?v=ewAkojTzutY&list=PLJSPTc 0K-PlTaEBbDi5e15O6a4AMQlqwg b) The Craft of Writing Effectively of the UChicago Social Sciences https://www.youtube.com/watch?v=vtIzMaLkCaM 5) Draw a concept map based on a research topic on the board. Ask each learner to add to the map. 6) Conduct hands-on workshops to familiarise learners with digital tools.		

IV	**ACADEMIC WRITING ESSENTIALS**		**9**	**15**
	Skill: To instil in the learners the fundamental skills of academic ethics and writing to produce well-organized and error-free academic texts.			
	13	Initial Writing- Drafting aims and goals, writing an abstract, formulating a hypothesis, literature review, paragraph writing and writing with focus.	2	

	14	Types- Different types of academic writing, their formats and contents- Letter, Proposal, Case study, Dissertation/ Project Report and Research Article.	3	
	15	Academic Ethics- Plagiarism and ethical practices.	2	
	16	Originality- Summarising, highlighting the novelty, relevance and scope of research.	2	
		Suggested Activities: 1. Distribute handouts with a template for a research plan that follows the basic format of an abstract. Each learner must fill in the template about a problem identified as a research gap. 2. Divide the class into groups. Assign a different type of academic writing sample to each group and ask them to make a presentation on the characteristics of the sample given. 3. Learners are to present a proposal before a mock panel to acquire funding for their research idea. 4. Peer review of written assignments. 5. Allot a random article downloaded from open access journals/ websites from the internet. The learner must use online plagiarism check websites to check the similarity in content.		
V		**OPEN ENDED**	**9**	

Note: The course is divided into five modules, with four having total 16 fixed units and one open-ended module with a variable number of units. There are total 36 transaction hours for the fixed modules and 9 hours for the open-ended one. Internal assessments (25 marks) are split between the open-ended module (5 marks) and the fixed modules (20 marks). The final exam, however, covers only the 16 units from the fixed modules.

Suggested Reading:

1. Babin, Monique, et al. The Word on College Reading and Writing. Open Oregon Educational Resources, n.d.
2. Biggs, Michael and Henrik Karlsson, editors. Routledge Companion to Research in the Arts. Routledge, 2011.

3. Graff, Gerald and Cathy Birkenstein. They Say/ I Say: The Moves that Matter in Academic Writing. W. W. Norton and Company, 2010.
4. Kane, Thomas S. The Oxford Essential Guide to Writing. Berkley Books, 2000.
5. Kothari, C. R. Research Methodology: Methods and Techniques. New Age International Publishers, 2004.
6. Morley, John. Academic Phrasebank. The University of Manchester, 2014.
7. Peterson, Patricia Wilcox. Developing Writing: Writing Skills Practice Book for EFL. US Department of State: Office of English Language Programs, 2003.
8. Walliman, Nicholas. Research Methods: The Basics. Routledge, 2011.
9. (https://2012books.lardbucket.org/books/writers-handbook/s05-02-posing-productive-questions.html)

Mapping of COs with PSOs and POs:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	2	1	1	3	-	-	3	-	3	1	1	1	3
CO2	1	1	3	3	1	1	2	2	3	-	3	1	3
CO3	3	3	1	1	-	-	2	-	3	-	-	-	1
CO4	2	2	2	3	2	1	1	2	2	3	2	1	2
CO5	2	3	1	3	1	-	2	-	3	2	2	1	2
CO6	-	1	3	3	3	1	3	2	3	2	1	2	2

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Components: Theory - Modules I, II, III and IV (3 credits), Open Ended - Module V
- Total Marks – 75: Internal – 25 marks (20 Theory + 5 Open-ended Module) and External – 50 marks

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	Seminar Presentations	End Semester Examinations	Viva Voce
CO 1	✓	✓		✓	
CO 2	✓	✓	✓	✓	
CO 3	✓			✓	✓
CO 4	✓	✓		✓	
CO 5	✓	✓	✓	✓	
CO 6	✓			✓	✓

LIST OF ONLINE COURSES:

Semester V

Sl No	Title of the Course	Academic Level	Duration	Equival ent Credit	Equivalen t Course in CUFYUGP with Course Code	Repository	Weblink
1	Introduc ti on to Languag e and Linguisti cs	200-299	12 We ek s	3	ENG5CJ 303- Introduc cti on to Langua ge and Linguisti c s	NPTEL	https://onlinecourses.nptel.ac.in/
2	Short Fiction in Indian Literature	200-299	12 we ek s	3	ENG6CJ 304- Narrativ e Construct s of N o n - Fiction	NPTEL	https://onlinecourses.nptel.ac.in/
3	Femini st Writin gs	200-299	12 we ek s	3	ENG4C J2 05- Gender Perspe cti ves in Literatur e	NPTEL	https://onlinecourses.nptel.ac.in/
4	Gend er and literature	200-299	8 we ek s	2	ENG4C J2 05- Gender Perspe cti ves in Literatur e	NPTEL	https://onlinecourses.nptel.ac.in/

5	History of English Language and Literature	200-299	12 weeks	3		NPTEL	https://onlinecourses.nptel.ac.in/
6	An Introduction to Indian Literary Theory	200-299	8 weeks	2	ENG5EJ302(1)-Indian Aesthetics: An Introduction	NPTEL	https://onlinecourses.nptel.ac.in/
7	Film Appreciation	200-299	8 weeks	2	ENG5CJ301-Fundamentals of Film Studies	NPTEL	https://onlinecourses.nptel.ac.in/
8	Literary and Cultural Disability Studies: An Exploration	200-299	12 weeks	3	ENG6EJ308-Introduction to Disability Studies	NPTEL	https://onlinecourses.nptel.ac.in/
9	Glimpses of Indian Writing in English	200-299	13 weeks	4	ENG5EJ301(1)-Indian Literature: Selected Readings	SWAYAM/EMMRC	https://onlinecourses.swayam2.ac.in
10	The English Novel: Interdisciplinary Approaches	200-299	8 weeks	2		NPTEL	https://onlinecourses.nptel.ac.in/

Semester VI

Sl No	Title of the Course	Academic Level	Duration	Equival ent Credit	Equivalent Course in	Repository	Weblink
					CUFYUGP with Course Code		
1	Applied Linguistics	200-299	12 weeks	3	ENG8 CJ 406 / ENG8 MN 406-Advanced Linguistic s	NPTEL	https:// onlinecourses.nptel.ac.in/
2	Postmodernism in Literature	200-299	8 weeks	2	ENG6EJ 302(1)-New Humaniti es and Literatur e	NPTEL	https:// onlinecourses.nptel.ac.in/
3	Contextual ising Gender	200-299	12 weeks	3	ENG6EJ 302(1)-Indian Women Writings	NPTEL	https:// onlinecourses.nptel.ac.in/

4	Literature, Culture and Media	200-299	12 weeks	3	ENG6CJ305/ ENG8MN 305-Introduction to Culture Studies	NPTEL	https://onlinecourses.nptel.ac.in/
5	Posthumanism: An Introduction	200-299	8 weeks	2	ENG6EJ 302(1)-New Humanities and Literature	NPTEL	https://onlinecourses.nptel.ac.in/

6	Literary Criticism	200-299	15 weeks	4	ENG7CJ 404-Advanced Critical Theory	SWAYAM/EMMRC	https://onlinecourses.swayam2.ac.in
7	Modern European Drama	200-299	12 weeks	4		SWAYAM/EMMRC	https://onlinecourses.swayam2.ac.in
8	Fundamental Concepts in Sociolinguistics	200-299	12 weeks	3	ENG8CJ 406-Advanced Linguistics	NPTEL	https://onlinecourses.nptel.ac.in/
9	Text, Textuality and Digital Media	200-299	12 weeks	3	ENG6EJ 306(3)-Digital Narratives	NPTEL	https://onlinecourses.nptel.ac.in/
10	Vulnerability Studies: An Introduction	200-299	8 weeks	2	ENG6EJ 302(1)-New Humanities and Literature	NPTEL	https://onlinecourses.nptel.ac.in/

DISTRIBUTION OF GENERAL FOUNDATION COURSES IN ENGLISH

Semester	Stream	Course Code	Course Title	Total Hours	Hours/Week	Credits	Marks		
							Internal	External	Total
ABILITY ENHANCEMENT COURSE(AEC 1)									
1	BA Languages	ENGIFA101(1A)	English Language Skills for Literatures	60	4	3	25	50	75
	BA Humanities and Other BA Programmes	ENGIFA101(1B)	English Language Skills for Humanities and Other BA Programmes	60	4	3	25	50	75
	Science	ENGIFA101(2)	English Language Skills for Sciences	60	4	3	25	50	75

	Commerce and Management	ENGIFA101(3)	English Language Skills for Commerce and Management	60	4	3	25	50	75

ABILITY ENHANCEMENT COURSE(AEC 3)									
2	BA Languages	ENG2FA103(1A)	Advanced English Language Skills for Literatures	60	4	3	25	50	75
	BA Humanities and Other BA Programmes	ENG2FA103(1B)	Advanced English Language Skills for Humanities and Other BA Programmes	60	4	3	25	50	75
	Science	ENG2FA103(2)	Advanced English Language Skills for Sciences	60	4	3	25	50	75
	Commerce and Management	ENG2FA103(3)	Advanced English Language Skills for Commerce and Management	60	4	3	25	50	75 4

MULTIDISCIPLINARY COURSE (MDC 3)									
3	BA Languages	ENG3FM107(1A)	Understanding Kerala: Cultural and Literary Perspectives	45	3	3	25	50	75
	BA Humanities and Other BA Programmes	ENG3FM107(1B)	Understanding Kerala: Society, Economy and Ecology	45	3	3	25	50	75
	Science	ENG3FM107(2)	Understanding Kerala: Science, Culture and Literature	45	3	3	25	50	75
	Commerce and Management	ENG3FM107(3)	Understanding Kerala: Narratives of Development, Commerce and Entrepreneurship	45	3	3	25	50	75

VALUE ADDED COURSE(VAC 1)									
			Framing						

3	BA Languages	ENG3FV108(1A) / ENG3FV108	Values: Literary and Cultural Narratives for Languages	45	3	3	25	50	75
	BA Humanities and Other BA Programmes	ENG3FV108(1B)	Framing Values: Literary and Cultural Narratives for Humanities and Other BA Programmes	45	3	3	25	50	75
	Science	ENG3FV108(2)	Framing Values: Literary and Cultural Narratives for Sciences	45	3	3	25	50	75
	Commerce and Management	ENG3FV108(3)	Framing Values: Literary and Cultural Narratives for Commerce and Management	45	3	3	25	50	75

VALUE ADDED COURSE(VAC 2)									
4	BA Languages	ENG4FV109(1A)/ ENG4FV110	Framing Perspectives: Literary and Cultural Narratives for Languages	45	3	3	25	50	75
	BA Humanities and Other BA Programmes	ENG4FV109(1B)	Framing Perspectives: Literary and Cultural Narratives for Humanities and Other BA Programmes	45	3	3	25	50	75
	Science	ENG4FV109(2)	Framing Perspectives: Literary and Cultural Narratives for Sciences	45	3	3	25	50	75
	Commerce and Management	ENG4FV109(3)	Framing Perspectives: Literary and Cultural Narratives for Commerce and Management	45	3	3	25	50	75

SKILL ENHANCEMENT COURSE (SEC 1)									
4	BA Languages	ENG4FS111(1A)	Contemporary Language Skills for Literatures	60	4	3	25	50	75
	BA Humanities and Other BA Programmes	ENG4FS111(1B)	Contemporary Language Skills for Humanities and Other BA Programmes	60	4	3	25	50	75
	Science	ENG4FS111(2)	Contemporary Language Skills for Sciences	60	4	3	25	50	75
	Commerce and Management	ENG4FS111(3)	Contempora ry Language Skills for Commerce and Management	60	4	3	25	50	75

EVALUATION SCHEME

Courses with Practicum (AEC1, AEC3, and SEC1)

- In 3 credit courses with 2 credit theory and 1 credit practicum component, out of the total evaluation of 75 marks, 15 marks will be for the practical/practicum component, and it will be based on continuous /internal evaluation and an end-semester viva,
- Out of the remaining 60 marks for the theory component, 10 marks will be by continuous/internal evaluation, and 50 marks will be by external evaluation.
- Refer syllabus of Major courses for the evaluation scheme of other General Foundation Courses.

FOUR-YEAR UNDER GRADUATE

PROGRAMME (FYUGP) GENERAL

FOUNDATION COURSE

ABILITY ENHANCEMENT COURSE (AEC)

Programme	**GENERAL FOUNDATION COURSE**				
Course Code	**ENG1FA101(1A)**				
Course Title	**ENGLISH LANGUAGE SKILLS FOR LITERATURES**				
Type of Course	**ABILITY ENHANCEMENT COURSE(AEC)- LANGUAGES**				
Semester	I				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	2	-	2	60
Pre-requisites	Basic understanding of the English language				
Course Summary	The course is designed to enable students of the Language and Literatures to improve their LSRW skills. The course helps them to enhance their capability to use language in academic transactions and real-life situations.				

Course Outcome (CO):

CO	CO Statement	Cognitive Level	Knowledge Category	Evaluation Tools Used
CO1	Develop strategies for lifelong learning, becoming more autonomous and confident in using English in diverse academic and professional contexts.	U, E	C	Comprehension/Vocabulary Building Exercises/ JAM/Discussion/Presentation/Mock Interview/ Personal Narration/ Role Play/ Assignments
CO2	Foster critical thinking to analyze a variety of textual narratives.	An	C, F	Review/Presentation/Discussion
CO3	Enhance the ability to engage in effective and meaningful conversations in academic and professional contexts, demonstrating both active listening and articulate speaking skills	A, C	C	Review/Presentation/ Assignments
CO4	Instill values among learners for Societal inclusivity, equity and cross-cultural communication.	An, E	F, C	JAM/Discussion/Presentation
CO5	Develop creative potential to foster innovation and artistic expression.	C	M	Blog/ Versification/ Assignments/ Content Writing
*-Remember(R), Understand(U), Apply (Ap), Analyse (An), Evaluate(E), Create(C) #FactualKnowledge(F)ConceptualKnowledge(C)ProceduralKnowledge(P)MetacognitiveKnowledge (M)				

Detailed Syllabus:

Module	Unit	Content	Hrs	Marks
I	**Perceptions –Words Beyond Borders**		**7**	**10**
	1	Introduction	1	
	2	My Immigration Story -Tan Le https://www.youtube.com/watch?v=hCop3IGZH2o	2	
	3	'Recipes for Life-Amish Tripathi (Culinary Memoir)- Amish Tripathi	2	
	4	Introduction to Poetry – Billy Collins	2	
II	**PROFESSIONAL NARRATIVES**		**7**	**10**
	5	Introduction	1	
	6	P.C. Musthafa at Harvard Kennedy School'(Interactive Session February 11, 2018) https://www.youtube.com/watch?v=01_eOCGNYN8	2	
	7	I Write Humour and Social Commentary Based on Indian SocietyMasala, says Anuja Chauhan-Bhavneet Singh Aurora **https://kunzum.com/anuja-chauhan-the-fast-and-the-dead- interview/**	2	
	8	Mutual Destruction- Dorthe Nors	2	
III	**World of Creativity**		**8**	**15**
	9	Introduction	2	
	10	BBC 2 Bookmark Charles Bukowski 18th March 1995 https://youtu.be/EGihOkRNwsc?si=z4nCDaGVxja4JWkP	2	
	11	Kumbalangi Nights (2019)- Madhu C. Narayanan https://asianmoviepulse.com/2021/06/film-review-kumbalangi- nights-2019-by-madhu-c-narayanan-2/ #google_vignette	2	
	12	The Face of Judas Iscariot- Bonnie Chamberlin	2	
IV	**Insights from The World Around**		**8**	**15**
	13	Introduction	2	
	14	The Silent Child-Chris Overton https://www.youtube.com/watch?v=2GbxFIVQv8c	2	12

	15	Social media handle Dakshina showcases the way of living at Sarang, a one-of-its-kind alternative school in Palakkad-Along with life at Sarang in Palakkad district, Dakshina highlights food prepared using foraged greens https://www.google.com/amp/s/www.thehindu.com/life-and-style/social-media- handle-dakshina-zooms-in-on-life-at-sarang-hills-where-the-alternative-school- sarang-was-founded/article67546786.ece/amp/	2	
	16	Welcome to the wheelchair of change! - Deepa Malik Published: Feb 23, 2017 https://sportstar.thehindu.com/other-sports/deepa-malik-welcome-to-the- wheelchair-of-change/article17354336.ece	2	
V		**Practicum**	**30**	
		Module I: 1. Answer comprehension questions based on the given text "My Immigration Story" by Tan Le. 2. Frame and practise self-introduction. 3. Identify jargons used in culinary narratives. 4. Prepare a flow chart outlining the stages of personal growth of Tan Le. 5. Recite the poem in the class and create multiple renditions of the poem in the class. 6. Identify various poems of life writing and submit a note as an assignment. 7. Explore how Collins' treatment of these themes evolves throughout the collection and how they resonate with contemporary readers. **8.** Compare and contrast Billy Collins' style and themes with other contemporary poets.	7	
		Module II: 1. Read the interview and draft sensible questions. 2. Prepare a mock interview. 3. Prepare a resume for a profession of your choice and create a professional profile. 4. Develop a graphic presentation stating tips for a successful professional development. 5. Write a memoir about any influential figure in your life 6. Prepare a list of successful professions based on your point of view and discuss it in class. 7. Explore how Nors portrays human emotions, desires, and vulnerabilities through her characters. 8. Discuss how Nors develops her characters and the techniques she uses to make them memorable and relatable.	7	
		Module III: 1. Answer comprehension questions based on the given documentary "BBC 2 Bookmark Charles Bukowski 18th March 1995". 2. Recite a short poem with a special focus on pronunciation. 3. Identify major themes of the movie after reading the review. 4. Do collaborative writing exercises (E.g.: Frame a story/ Prepare a small script). 5. Connect other stories problematizing humanity and present it in the class. 6. Write a script for an imaginary movie based on given short story. 7. Listen to podcasts that analyze literature or interview authors. 8. Participate in discussions analyzing themes, characters, and literary techniques discussed in the podcasts.	8	13

		Module IV: 1. Discuss major themes of the short film- The Silent Child by Chris Overton. 2. Do group presentations on the topic "Diversity and Inclusivity." 3. Identify successful stories of people with disabilities. 4. Write an article on sustainable living practices. 5. Organise a symposium on the topic climate change and sustainable development. 6. Make a short film or video content on local diversity. 7. Prepare and deliver presentations on literary texts, authors, or literary movements. 8. Practice structuring coherent arguments, using evidence from texts to support analyses.	8	

Note: The course is divided into five modules, with four having total 16 fixed units and one open-ended module with a variable number of units. There are total 30 transaction hours for the fixed modules and 30 hours for the open-ended one. Internal assessments (25 marks) are split between the open-ended module (15 marks) and the fixed modules (10 marks). The final exam, however, covers only the 16 units from the fixed modules.

Mapping of COs with PSOs and POs:

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO1	3	-	-	-	2	-	3	2	3	-	-	-	-
CO2	-	-	3	-	-	-	-	-	-	-	3	1	2
CO3	2	-	-	1	3	-	-	-	3	2	-	-	-
CO4	-	3	2	-	-	-	-	1	-	-	1	3	-
CO5	-	-	-	-	3	-	3	1	2	-	-	-	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz /Midterm Exam
- Viva
- Assignments (20%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	Internal Viva	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓		✓	✓
CO 3	✓	✓	✓	✓
CO 4	✓	✓		✓
C05	✓	✓	✓	

FOUR-YEAR UNDER GRADUATE

PROGRAMME (FYUGP) GENERAL

FOUNDATION COURSE

ABILITY ENHANCEMENT COURSE (AEC)

Programme	**GENERAL FOUNDATION COURSES IN ENGLISH**				
Course Code	ENG1FA101(1B)				
Course Title	ENGLISH LANGUAGE SKILLS FOR HUMANITIES AND OTHER BA PROGRAMMES				
Type of Course	ABILITY ENHANCEMENT COURSE(AEC)-HUMANITIES				
Semester	I				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	2	-	2	60
Pre-requisites	Basic communication skills in English				
Course Summary	This course is designed to help learners from Humanities background to enable them present their subject knowledge confidently in oral and written forms. The course helps them to enhance their capability to use language in academic transactions and real-life situations.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level	Knowledge Category	Evaluation Tools used
CO 1	Develops knowledge, skills and communication that facilitate collaborative abilities.	An	C	Comprehension/Writing Exercises/ General Discussion
CO 2	Foster critical thinking to analyze a variety of textual narratives.	U, Ap	C	Quiz
CO 3	Develop the ability to analyse spoken and written content including identifying biases, assumptions and implications.	U	F	Personal Narration/ Group Discussion/ Role Play/ Speaking Assignments
CO 4	Instil values among learners for Societal inclusivity, equity and cross-cultural communication.	C, Ap	C	Assignments/ Digital Content Creation / Reporting
CO 5	Develop creative potential to foster innovation and artistic expression.	C, Ap	M	Blogging/Letter Writing

* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)

- Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Detailed Syllabus:

Module	Unit	Content	Hrs	Marks
I	**Listening**		**7**	**10**
	1	Module Introduction	1	
	2	I Have a Dream-Martin Luther King Jr https://youtu.be/1jzl0NlTmzY?feature=shared	2	
	3	Anthem- Leonard Cohen https://youtu.be/1jzl0NlTmzY?feature=shared	2	
	4	Art as Social Work -Amy Morales Lara- TEDxCUNY https://youtu.be/9ng1l95iXHI?si=NM-TVSTyTFYqmTHq	2	
II	**Speaking**		**7**	**10**
	5	Module Introduction	1	
	6	George Carlin on Soft Language https://youtu.be/o25I2fzFGoY?feature=shared	2	
	7	The Death of a Salesman (Act I Scene I)- Arthur Miller	2	
	8	Rip it Out' Dead Poets Society-Dir. Peter Weir https://youtu.be/8x0COtH4Vrw?feature=shared	2	
III	**Reading**		**8**	**15**
	9	Module Introduction	2	
	10	The Second Coming - W B Yeats	2	
	11	'The Frog Prince' Politically Correct Bedtime Stories -James Fin Garner	2	

	12	Optimism: An Essay- Helen Keller **https://www.gutenberg.org/files/31622/31622-h/31622-h.htm**	2	
IV		**Writing**	**8**	**15**
	13	Module Introduction	1	
	14	Speech Prepared by Dr. B R Ambedkar for The 1936 Annual Conference of the Jat-Pat-Todak Mandal of Lahore http://www.ambedkar.org/ambcd/02.Annihilation%20of%20Caste.htm#s01	3	
	15	The World-Renowned Nose-Vaikom Muhammad Basheer	2	
	16	For the Love of Cinema- A Review of Cinema Paradiso (1988)- https://rotaractarts.com/for-the-love-of-cinema-a-review-of-cinema- paradiso-1988/	2	
V		**Practicum**	**30**	
	1	**Module I:** 1. Identify new vocabulary after listening to the speech. 2. Framing questions based on the speech and related issues and conduct a quiz among learners. 3. Identifying lyrics (song). 4. Identify other songs with similar themes. 5. Find various renditions focusing on the rhythmic aspect. 6. Conduct a debate on whether the social work could be considered as art. 7. After listening Ted talk, test your comprehensive ability by re- narrating the major points. **8.** Identify the difference between a speech and a Ted talk.	7	

	2	**Module II:** 1. Conduct debates on language and society after listening to the stand-up. 2. Make individual versions of stand-up on any topic that interests the learner. 3. Identify other stand-up performances which influenced the socio-political scenario. 4. Role play. 5. Organize group discussion based on the topics evolved from the texts. 6. Extempore on literature.	7	
	3	**Module III:** 1. Critically evaluate any other literary forms based on the concepts in the poem. 2. Present various point of views after reading the poem. 3. Summarise the socio-political implications of the text. 4. Identify similar stories and interpretations available in your language. 5. Identify new concepts and discuss it with your peers. 6. Find multiple versions and enact it in the classroom. 7. Identify other activists who are working among differently abled community, collect stories and read it in the class. 8. Record audio content based on text in groups. 9. Organise a discussion on govt. policies for the differently abled in India	8	
	4	**Module IV:** 1. Write an essay on the themes discussed and submit it as part of your class assignment. 2. Identify other writings which deal with the concepts of liberty, equality and fraternity. 3. Write an article on caste and social formation of India. 4. Prepare an illustration of the story. 5. Write a review on the story. 6. Submit a group project by preparing biographies of Basheer and his contemporary Malayalam writers. 7. Watch the movie in the article and write a review on any other movie you watched. 8. Write a mini-group project on the early history of Malayalam cinema. 9. Rewrite the plot of the movie as short story and submit it as a creative assignment.	8	

Note: The course is divided into five modules, with four having total 16 fixed units and one open-ended module with a variable number of units. There are total 30 transaction hours for the fixed modules and 30 hours for the open-ended one. Internal assessments (25 marks) are split between the open-ended module (15 marks) and the fixed modules (10 marks). The final exam, however, covers only the 16 units from the fixed modules.

Mapping of COs with PSOs and Pos

	PSO1	PSO2	PSO3	PSO 4	PSO5	PSO6	PO1	PO2	PO3	PO 4	PO 5	PO 6
CO 1	-	1	3	-	-	-	-	1	-	-	3	-
CO 2	3	3	-	-	-	-	1	2	1	.	1	1
CO 3	3	3	1	-	3	1	-	2	1	1	-	1
CO 4	2	2	2	-	-	-	-	-	-	1	-	-

Corelation level:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz/ Midterm Exam
- Viva
- Assignments (20%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	Internal Viva	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓		✓	✓
CO 3	✓	✓	✓	✓
CO 4	✓	✓		✓
C05	✓	✓	✓	

Suggested Reading:

1. 'Best Man Speech'-Sherlock Homes https://youtu.be/xVVwNzx7elE?feature=shared
2. Africa Unite' Songs of Freedom by Bob Marley https://youtu.be/dsT22OX1BIc?si=6R67EHkRw88wWWqi
3. A Few Goodmen dir. by Rob Reiner https://youtu.be/2sLcfQKU_co?feature=shared
4. Finding Your Voice by Overcoming Speech Disorders (Ted Talk) - Aslan Maleki
5. https://www.youtube.com/watch?v=gUWWt30oZ3w
6. 'Rapunzel' Politically Correct Bedtime Stories - James Fin Garner
7. 'Fear' -Khalil Gibran
8. *Arachar*- K R Meera
9. *The Doctor and the Saint: Caste, Race and the Annihilation of Caste, the Debate between Dr. B R Ambedkar and M K Gandhi* -Arundhati Roy

FOUR-YEAR UNDERGRADUATE PROGRAMME (FYUGP) GENERAL FOUNDATION COURSE

ABILITY ENHANCEMENT COURSE (AEC)

Programme	General Foundation Course				
Course Code	ENGIFA101(2)				
Course Title	English Language Skills for Sciences				
Type of Course	Ability Enhancement Course (AEC)-Science				
Semester	I				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practicum per week	Total Hours
	3	2	-	2	60
Pre-requisites	A basic understanding of science and fundamental knowledge of English with an interest in interdisciplinary approach.				
Course Summary	The course aims to improve communication skills through Listening, Speaking, Reading, and Writing (LSRW). It encourages lively interactions between literature and science. Designed to equip students for today's technology-driven world, it emphasizes tackling challenges and seizing opportunities				

Course Outcome:

CO	CO Statement	Cognitive Level	Knowledge Category	Evaluation Tools used
CO1	Develop strategies for lifelong learning, becoming more autonomous and confident in using English in diverse academic and professional contexts.	U, E	C, M	Assignments, Discussion, Presentations
CO2	Identify the relationship between the literary and scientific worlds by exploring various literary texts to deepen the understanding of scientific principles and cultural significance.	U, An,C	F, C	Writing exercises, Reading activities, role play, and oral presentations.
CO3	Enhance the ability to engage in effective and meaningful conversations in academic and professional contexts, demonstrating both active listening and articulate speaking skills	R, U, An	F, C	Listening exercises, Interviews and Debates, Writing activities.
CO4	Summarize main ideas, identify supporting details, and evaluate arguments in written responses.	U, An, E	C, M	Written Assignments, Reviews, Group Discussion,
CO5	Promote dialogue and reflection on the role of science in shaping human identity, values and aspirations.	U,Ap, AN	F, M	Debates, Speeches, Presentation
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

Detailed Syllabus:

Module	Unit	Content	Hrs	Marks
I	**Perceptions (Unlocking the Cosmic Secrets)**		**7**	**10**
	1	Introduction	1	
	2	Questioning the Universe -Stephen Hawking https://youtu.be/aCo_aHlN4Zs?si=EYo0Nt-sGexPwRv3	2	
	3	Above Pate Valley- Gary Snyder https://www.poetryfoundation.org/poems/47179/above-pate-valley	2	
	4	The Last Stand-Documentary https://youtu.be/Rb4q_dXo7Bw?si=8W0ZxGT369al5tjz	2	
II	**Dimensions (Science, Society and Environment)**		**9**	**15**
	5	Introduction	1	
	6	Secularism and Scientific Temper- Pushpa M Bhargava https://archive.org/details/AngelsDevilsAndScience/page/n6/mode/1up	3	
	7	**The Dangers of Climate Change-Carl Sagan's https://gizmodo.com/heres-carl-sagans-original-essay-on-the-dangers-of-cl-1481304135**	3	
	8	Light on a Dark Lady- Trends in Biochemical Sciences- Anne Piper - pp.151-154	2	
III	**Viewpoints (Exploring Scientific Pathways)**		**6**	
	9	Introduction	1	10
	10	The Peace of Wild Things-Wendell Berry https://www.yourdailypoem.com/listpoem.jsp?poem_id=2386	1	
	11	A Day in the Country- Anton Chekhov https://www.shortstoryguide.com/read-day-country-anton-chekhov/	2	
	12	C V Raman as a Science Communicator: A historical Perspective -G V Pavan Kumar- pp. 4-7 **https://doi.org/10.48550/arXiv.2403.04773**	2	

IV	**Aspects (Expressing the Universe)**		**8**	**15**
	13	Introduction	2	
	14	The Red Room-H. G Wells https://gutenberg.org/cache/epub/23218/pg23218.txt https://www.youtube.com/watch?v=Y-eUSgkmhgI	2	
	15	Writing your Academic Statement of Purpose https://gradschool.cornell.edu/diversity- inclusion/recruitment/prospective-learners/writing-your-statement-of- purpose/	2	
	16	Understanding and Preparing your Personal Statement https://gradschool.cornell.edu/diversity- inclusion/recruitment/prospective-learners/personal-statements/	2	
V	**Practicum**		**30**	
	1	**Module I:** 1. Make the learners listen to the Ted Talk and discuss. 2. Conduct an imaginary interview with any scientist and prepare a transcript. 3. Organise a debate on any topic derived from the study. 4. Ask the learners to deliver a speech based on the prescribed poem. 5. Make the learners listen to the rendition of any poem and make a comprehensive summary of it. 6. Make the learners listen to other poems of the same theme. 7. Divide the learners into different groups and arrange a discussion on any environment-related topic of contemporary relevance. 8. Ask the learners to tell their views about the relationship between man and nature. **9.** Identify the major issues presented in the documentary and discuss it in a group.	7	

	2	**Module II:** 1. Arrange a group discussion, making learners share their views, thoughts and questions about the importance of secularism. 2. Ask the learners to read other essays on scientific temper. 3. Ask the learners to prepare a critical review of any article they found in the text- 'Angels, Devils and Science'. 4. Organise a discussion on climate change and prepare a report. 5. Create slogans/ posters related to environmental protection. 6. Prepare biography- Carl Sagan 7. Ask the learners to identify and collect information on Biochemistry and its developments through the 20th century. 8. Write a short note on 'Light on a Dark Lady', foregrounding major arguments evolved from the write-up. 9. Ask the learners to differentiate between social and biological aspects of human life.	8	

	3	**Module III:** 1. After listening, encourage learners to share their emotional responses and interpretations of the poem. 2. Reflect on a time when you found peace in nature. Describe the experience through journaling or personal retelling. 3. Ask the learners to identify common phrases or idiomatic expressions related to nature. (Eg: beat around the bush, barking up the wrong tree, a ray of sunshine, etc) 4. After listening, facilitate a discussion, prompting learners to share their views and reactions to the story. 5. Let them enact the story after preparing the dialogue. 6. Ask the learners to choose a character from the story and retell the story from their perspective. 7. Identify the contemporaries of C V Raman and prepare biographies of any two of your choice. 8. Organise group discussion on Science and Society. 9. Read the entire article and summarise the major points in the classroom.	8	
	4	**Module IV:** 1. Make the learners identify the use of phrases and phrasal prepositions in the short story and write it down. 2. Ask the learners to write their versions of the story and ask them to read it in the class. 3. Collect stories on the myths regarding the origin of Earth. 4. Organise a discussion on youth and scientific temper. 5. Ask the learners to write a statement of purpose seeking admission to a postgraduate programme and read it in the class. 6. Ask the learners to write a personal statement. 7. Peer reviews the personal statement written by the learners. 8. Create a resume based on both your Statement of Purpose and personal statement. 9. Organise a mock job fare based on the professional SOPs collected from the learners.	7	

Note: The course is divided into five modules, with four having total 16 fixed units and one open-ended module with a variable number of units. There are total 30 transaction hours for the fixed modules and 30 hours for the open-ended one. Internal assessments (25 marks) are split between the open-ended module (15 marks) and the fixed modules (10 marks). The final exam, however, covers only the 16 units from the fixed modules.

Suggested Reading:

1. **Practical English Grammar - A.J.Thomson & A.V.Martinet**
2. **LSRW Skills for English learners- Panuganti. B. Esther Rani**
3. **Communication Skills -Sanjay Kumar, Pushp Lata Oxford University Press.**

Mapping of COs with PSOs and POs:

	PSO 1	**PSO 2**	**PSO 3**	**PSO 4**	**PSO 5**	**PSO 6**	**PO 1**	**PO 2**	**PO 3**	**PO 4**	**PO 5**	**PO 6**	**PO 7**
CO 1	2	3	2	2	2	3	2	2	2	1	1	1	1
CO 2	2	3	3	1	2	2	2	1	2	2	2	1	1
CO 3	2	2	2	2	2	3	2	2	2	1	2	2	1
CO 4	3	2	2	2	2	2	2	1	1	2	2	3	2
C05	3	2	2	2	2	2	2	2	3	2	2	2	2

Correlation Levels:

Level	**Correlation**
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz/Midterm Exam
- Viva
- Assignments (20%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	Internal Viva	End Semester Examinations
CO1	✓	✓		✓
CO2	✓		✓	✓
CO3	✓	✓	✓	✓
CO4	✓	✓		✓
C05	✓	✓	✓	

FOUR-YEAR UNDER GRADUATE

PROGRAMME (FYUGP) GENERAL

FOUNDATION COURSE

ABILITY ENHANCEMENT COURSE (AEC)

Programme	GENERAL FOUNDATION COURSE				
Course Code	ENG1FA101(3)				
Course Title	ENGLISH LANGUAGE SKILLS FOR COMMERCE AND MANAGEMENT				
Type of Course	ABILITY ENHANCEMENT COURSE(AEC)- COMMERCE& MANAGEMENT				
Semester	I				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	2	-	2	60
Pre-requisites	Basic communication skills in English				
Course Summary	This course is designed to help learners of commerce and management to enable them to present their subject knowledge confidently in oral and written forms. By mastering LSRW skills through interactive sessions and practicum, the learners will develop effective communication and professional etiquette.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level	Knowledge Category	Evaluation Tools used
CO 1	Develop knowledge and skills related to human communication that facilitates their ability to work collaboratively with others.	An	C	Comprehension/Writing Exercises/ General Discussion
CO 2	Understand and practice different techniques of communication required to improve and sustain their employability.	U	Ap	Quiz/Debate/ Discussion
CO 3	Foster critical thinking to analyse a variety of textual narratives	U	Ap	Personal Narration/ Group Discussion/ Role Play/ Speaking Assignments
CO 4	Develop creative potential to foster innovation and artistic expression.	C	Ap	Assignments/ Digital Content Creation/ Reporting
CO 5	Understand and enhance interview etiquette, G D skills, soft skills and similar managerial skills	C	Ap	Blogging/Letter Writing
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

Detailed Syllabus:

Module	Unit	Content	Hrs	Marks
I	**Listening**		**7**	**10**
	1	Introduction	1	
	2	How to Take the BS Out of Business Speak: Bob Wiltfong https://www.youtube.com/watch?v=41fjuqBaUt4	2	
	3	The Next Big Wall Street Stock? It's Trash. https://youtu.be/G1dx__P36qw?si=mPaMAi-wIV4yCJL_	2	
	4	Hills Like White Elephants- Ernest Hemingway https://youtu.be/at-l2oL9ED8?si=NxMCKvPnVYHS03xs	2	
II	**Speaking**		**7**	**10**
	5	Introduction	1	
	6	A Telephonic Conversation-Mark Twain	2	
	8	38 Smart Questions to Ask In a Job Interview: The Harvard Business Review Guide **https://www.youtube.com/watch?v=jzqOLoorgOs**	2	
	9	So, You Want To Be A Motivational Speaker?- Shep Hyken https://www.forbes.com/sites/shephyken/2019/06/30/so-you- want-to-be-a-motivational-speaker/?sh=74e79ab76a54	2	

III	**Reading**		**8**	**15**
	10	Introduction	2	
	11	Microsoft is Born'& 'Success Comes with a Great Vision (Chapter 2 & Chapter 4) - *Secrets of Success from the Story of Bill Gates: It is Possible*- Lyton Chandomba	4	
	12	The Tell-Tale Heart – Edgar Allan Poe	2	
IV	**Writing**		**8**	15
	13	Introduction	2	
	14	The Science of Strong Business Writing- Harvard Business Review -Bill Birchard https://hbr.org/2021/07/the-science-of-strong-business-writing	2	
	15	Declaration of Philadelphia- ILO -pp. 1-3	2	
	16	Edited Highlights of the BBC interview with Mark Zuckerberg https://www.bbc.com/news/business-38991668	2	

V	**Practicum**		**30**	
	1	**Module I:** 1. Learners are supposed to listen to talks and presentations of successful businessmen or entrepreneurs live or through media apart from what is prescribed as text. 2. Ask learners to engage in group discussions of contemporary relevance where they can use business vocabulary and industry-specific terms. E.g., how beneficial is the merger of public sector banks, Union Budget-Highlights etc. 3. Learners are made to listen to anecdotes (E.g., someone is asking for a loan from a bank for his business or someone describes a business conference he/she attended recently), and based on this, a quiz is conducted to check their comprehension and retention. 4. Organise debate on locally devised systems of waste management. 5. Critically watch the documentary and try to identify the market intervention. 6. Give a speech on the waste management system implemented in your institution. 7. After listening to the story, learners are directed to rewrite it within a given time. 8. Listen to the audio books of your choice and produce transcripts as the assignment. 9. Record a story in your voice and exchange it with your peers for review.	8	

	2	**Module II:** 1. Role Play 2. Learners are divided into groups and various customer service scenarios, such as a. The impatient customer b. A product fails to meet expectations c. The angry customer d. The frugal customer e. Onboarding training request Learners can prepare conversation scripts for these contexts and present them in the class with the help of the teacher. 3. Minutes Tracking 4. Learners are given minutes of any previously conducted meetings and asked to speak on what has happened in those meetings. 5. Mock Interview 6. Learners are instructed to prepare a list of the most common job interview questions and present them in class. The most appropriate answers for each of them can be framed after discussion, and a mock job interview can be conducted by the teacher. 7. Organise a class on motivational speaking after listening to the content. 8. Imagine yourself as a motivational speaker and give a speech to your class. 9. Write a speech on a relevant topic and submit it as assignment.	8	

	3	**Module III:** 1. Review Books Learners are asked to prepare a book review of the prescribed text (Chapter 2) after carefully reading it. 2. Reading Comprehension Learners are made to read Chapter 4 of the prescribed text carefully and asked to answer the questions prepared by the teacher based on the chapter. 3. Hashtag activism You can ask your learners to implement a cause-oriented hashtag campaign and use their online voice for good. Learners are to read the comments and analyze the impressions created and awareness generated by your hashtag. The process will unfold somewhat like this: Pick a particular cause. Plan your messaging and decide which hashtag to use. Create social media posts and promote your hashtag campaign. Learn about follows, likes, and comments and how they strengthen your campaign. 4. Create a social media post on the story you have read. 5. Identify other stories from the same author and read it in the class.	7	

		Module IV: 1. Designing Questionnaire-Learners are provided with an already existing questionnaire (related to the stream of Commerce) with some questions hidden and asked to add relevant questions to complete the survey. 2. Mock Meetings-Organise mock meetings in class by assigning duties to groups 3. Twitter summaries- Twitter is famous for its character-limited posts. You can use this social media platform for an innovative summary-writing project. Ask your learners to consolidate their takeaways from a topic or reading discussed in the classroom. They should be able to understand the text, coherently organize the points, and capture the central idea within 280 words, which is the character limit on Twitter. 4. After reading the declaration, make a comparison of the labour codes implemented in India with respect to the goals of ILO. 5. Read and write detailed notes on each labour code introduced in India. 6. Organise a discussion on the nature of the relationship between the Labourers and Employers. 7. Make a summary incorporating major points from the interview you read. 8. Write a report on any other interviews given by well-known entrepreneurs. 9. Construct appropriate questions to interview successful entrepreneurs.	7	

Note: The course is divided into five modules, with four having total 16 fixed units and one open-ended module with a variable number of units. There are total 30 transaction hours for the fixed modules and 30 hours for the open-ended one. Internal assessments (25 marks) are split between the open-ended module (15 marks) and the fixed modules (10 marks). The final exam, however, covers only the 16 units from the fixed modules.

Mapping of COs with PSOs and Pos:

	PSO1	PSO2	PSO3	PSO 4	PSO5	PSO6	PO1	PO2	PO3	PO 4	PO 5	PO 6
CO 1	-	1	3	-	-	-	-	1	-	-	3	-
CO 2	3	3	-	-	-	-	1	2	1	.	1	1
CO 3	3	3	1	-	3	1	-	2	1	1	-	1
CO 4	2	2	2	-	-	-	-	-	-	1	-	-

Corelation level:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz/Midterm Exam
- Viva
- Assignments (20%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	Internal Viva	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓		✓	✓
CO 3	✓	✓	✓	✓
CO 4	✓	✓		✓
C05	✓	✓	✓	

Suggested Reading:

- Alain Milliat: Interview of a successful entrepreneur.
- Business English Vocabulary Builder: Idioms, Phrases, and Expressions in American English
- Jackie Bolen
- *They Say/I Say: The Moves That Matter in Academic Writing*, by Gerald Graff and Cathy Birkenstein
- https://www.amazon.in/English-At-Work-Business-Vocabulary/dp/B0B91ZL9W9
- E. Suresh Kumar and et al. Enriching Speaking and Writing Skills. Second Edition. Orient
- Black Swan: Hyderabad, 2012
- https://www.amazon.in/Better-Telephone-Skills-Business-Communication- ebook/dp/B00ZG2JZLC
- Social Media Communication by Bu Zhong
- https://www.amazon.in/Writing-Social-Media-Business-Technical/dp/1780174500

FOUR-YEAR UNDER GRADUATE

PROGRAMME (FYUGP)

GENERAL FOUNDATION COURSE

ABILITY ENHANCEMENT COURSE (AEC)

<table>
<tr><td>Programme</td><td colspan="5">GENERAL FOUNDATION COURSE</td></tr>
<tr><td>Course Code</td><td colspan="5">ENG2FA103(1A)</td></tr>
<tr><td>Course Title</td><td colspan="5">ADVANCED ENGLISH LANGUAGE SKILLS FOR LITERATURES</td></tr>
<tr><td>Type of Course</td><td colspan="5">ABILITY ENHANCEMENT COURSE (AEC)-LANGUAGES</td></tr>
<tr><td>Semester</td><td colspan="5">2</td></tr>
<tr><td>Academic Level</td><td colspan="5">100-199</td></tr>
<tr><td rowspan="2">Course Details</td><td>Credit</td><td>Lecture per week</td><td>Tutorial per week</td><td>Practical per week</td><td>Total Hours</td></tr>
<tr><td>3</td><td>2</td><td>-</td><td>2</td><td>60</td></tr>
<tr><td>Pre-requisites</td><td colspan="5">Basic communication skills in English</td></tr>
<tr><td>Course Summary</td><td colspan="5">This course aims to enhance communicative abilities through advanced LSRW skills. It is designed to develop learners’ language proficiency by honing their abilities in effective communication, critical thinking and analysis, persuasive and creative expressions and interpersonal interaction in personal and professional settings.</td></tr>
</table>

Course Outcomes (CO):

CO	CO Statement	Cognitive Level	Knowledge Category	Evaluation Tools used
CO 1	Interpret and critically evaluate complex texts, including literary works, technical documents, and scholarly articles, identifying themes, arguments, and stylistic elements.	An	C	Assignments/ Discussio n
CO 2	Enhance language learning through personal, social land professional contexts.	U	M	Assignments &Team Exercise
CO 3	Perspective formation and articulation	E/C	C	Public Speaking Exercises/Debates
CO 4	Deliver impactful presentations and speeches with confidence utilizing effective rhetorical techniques, body language and visual aids.	C	P	Presentations/GD
CO 5	Develop Collaborative cross-cultural Communication by participating effectively in collaborative projects, demonstrating strong interpersonal communication skills, the ability to listen actively, speak persuasively, read critically, and write cohesively.	C	P	Translation Exercise
CO 6	Utilize advanced digital tools and platforms to support LSRW activities, including online research, virtual collaboration, multimedia presentations, and digital publication.	Ap/C	P	Assignments in Digital Platforms

* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)
#-FactualKnowledge(F)ConceptualKnowledge(C)ProceduralKnowledge(P)Metacognitive Knowledge (M)

Detailed Syllabus:

Module	Unit	Content	Hrs	Marks
I	**Listening and Speaking: Language and Performance**		**7**	**10**
	1	How to speak so that people want to listen- Julian Treasure https://youtu.be/eIho2S0ZahI?si=EhMXXhYRT1zlrZLe	1	
	2	Nobel Lecture- Kailash Satyarthi on 10 December 2014 at the Oslo City Hall, Norway. https://www.nobelprize.org/prizes/peace/2014/satyarthi/lecture/	2	
	3	A Love Letter To Mom- Rajasekhar Mamidana https://youtu.be/yz2bZgPSyH0?si=2wOXKt7G0MEvTmrG	2	
	4	When Love Arrives -Sarah Kay & Phil Kaye https://youtu.be/cPG6nJRJeWQ?si=6iCT3yOTgGXZFB3o	2	
II	**Language in Writing and Reading**		**7**	**15**
	5	The Gypsy Goddess (Chapter 10 Mischief by Fire)- Meena Kandasamy	2	
	6	Total Eclipse- Anne Dillard	2	
	7	Abandoned Schoolhouse on Long Branch-Fred Chappell	1	
	8	Assembly Line - B. Traven	2	
III	**Language and Cultural Communication**		**8**	**10**
	9	Balyakalasakhi (chapter3) – Vaikkom Muhammed Basheer	2	
	10	RE Asher interview with K. Jayakumar IAS on translating Basheer. https://youtu.be/5gC5NB4ve5o?si=hcIJfIz50Xvl2QQS	2	
	11	The Ceaseless Rain – Rafeeq Ahammed (translated by Anitha Varma)	2	
	12	Michael Jackson: The Earth Song	2	
IV	**Language and the Digital Space**		**8**	**15**
	13	Social media writing- Creative cyber writing, trolls, usage of memes in digital communication, hashtag https://youtu.be/qVqcoB798Is?si=EvJMbKlbo7lTagko	2	
	14	The Digital Personal Data Protection Act, 2023-Chapter 1 https://www.meity.gov.in/writereaddata/files/Digital%20Personal%20Data%20Protection%20Act%202023.pdf	2	

	15	Cyberbullying: What It Is, The Effects It Can Have On Teens, And Signs To Watch For	2	

		https://youtu.be/Y9D2PFD7nTI?si=2xwtuDr4esL-p30k		
	16	Writing in Cyber Space Etiquette in Formal and Informal Contexts	2	
V		**Practicum**	**30**	
	1	**Module I:** 1. Extempore Speeches on any relevant topics given by the instructor. Peer as well as teacher evaluation of the speech. 2. Prepare a topic and present it before an audience/ class. 3. Listen and paraphrase talks/speeches (Instructor can give selected speeches or talks) 4. Assignment: Listen to 2 TED talks or speeches and present your idea in class. The presentation will be peer-evaluated. 5. List the speaking techniques presented in the video by Julian Treasure. 6. Comprehend and critically respond to the speech by Kailash Satyarthi. 7. Comment on the presentation style of Rajasekhar Mamidana. 8. After listening to the poem, restructure it as a conversation/speech/story.	8	
	2	**Module II:** 1. Co-writing stories (The instructor can give topics). 2. Writing life narratives. 3. Reading and forming multiple perspectives from given pieces. 4. Prepare a short note on the socio-political background of “The Gypsy Goddess”. 5. Find out similar stories and write a brief appreciation of them. 6. Comment on your experience with nature. 7. Write a review of the poem. 8. Critically evaluate the narrative style of the story by B. Traven	7	

	3	**Module III:** 1. Apply translation as a tool of language learning. Divide the class into different groups. Provide any short text in not more than 150 words. The groups can present their translations. Peer evaluation. 2. Identify major translated contemporary poems from Malayalam literature and prepare a write-up. 3. Compare and contrast human and machine translation- a prose passage translated by the learner and Google translator. 4. Collect critical essays on Basheer and share it in the class. 5. Comment on the treatment of 'love' in *Balyakalasakhi*. 6. How is parental affection treated in 'The Ceaseless Rain'? 7. Organize a discussion on the survival of our planet and human intervention in the class by dividing learners in to groups and then ask them to write down major arguments evolved through the process. 8. After listening to 'The Earth Song', find songs or poems problematising similar themes from your language. 9. Rewrite the song and submit it as a creative assignment after listening to the performance in the class.	7	
	4	**Module IV:** 1. Make short videos on cyber bullying. 2. Find out Hashtag movements and conduct discussions on how language is used in them. 3. Find out issues related to ethics in digital spaces and find out examples. 4. Give a topic for social media writing and do peer evaluation. 5. Write an article on Digital Space. 6. Create trolls and conduct a debate on the effectiveness of trolls in the process of communication. 7. Conduct a group discussion on Netiquette. 8. Prepare a speech on Cyber bullying.	8	

Note: The course is divided into five modules, with four having total 16 fixed units and one open- ended module with a variable number of units. There are total 30 transaction hours for the fixed modules and 30 hours for the open-ended one. Internal assessments (25 marks) are split between the open-ended module (15 marks) and the fixed modules (10 marks). The final exam, however, covers only the 16 units from the fixed modules.

Mapping of COs with PSOs and POs:

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO1	3	2	2	3	3	1	3	3	2	3	2	3	1
CO2	3	3	2	2	3	1	2	3	3	1	-	2	-
CO3	2	2	3	1	3	-	2	2	2	1	-	1	-
CO4	3	1	3	3	2	-	2	3	3	2	-	2	-
CO5	3	3	3	1	3	2	1	3	3	2	1	2	1
CO6	3	2	2	3	2	-	3	3	3	3	2	2	1

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Correlation Levels:

Assessment Rubrics:

- Assignment/Seminar Presentation
- Group Discussion/Debates
- Midterm Exam
- Viva
- LSRW exercises
- Final Exam

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assign ment	Seminar Presentation	End Semester Examinations
CO 1	✓	✓	✓	✓
CO 2	✓	✓		✓
CO 3	✓	✓	✓	✓
CO 4	✓	✓	✓	✓
C05	✓	✓		✓

FOUR-YEAR UNDERGRADUATE

PROGRAMME (FYUGP) GENERAL

FOUNDATION COURSE

ABILITY ENHANCEMENT COURSE (AEC)

Programme	**GENERAL FOUNDATION COURSE**				
Course Code	**ENG2FA103(1B)**				
Course Title	**ADVANCED ENGLISH LANGUAGE SKILLS FOR HUMANITIES AND OTHER BA PROGRAMMES**				
Type of Course	**ABILITY ENHANCEMENT COURSE(AEC)-HUMANITIES**				
Semester	2				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	2	-	2	60
Pre-requisites	Basic communication skills in English				
Course Summary	The course is designed to enable learners of the Humanities stream to enhance their communication skills and maximize their capacity to comprehend, to critically think and to interact effectively in an English-speaking academic environment.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO 1	Master critical thinking skills and enhance ability to comprehend and evaluate information through reading and listening.	An	C	Comprehension/ Discussion
CO 2	Develop vocabulary and explore language expressions and idioms for effective communication	U	P	Quiz/ Role Play
CO 3	Enhance interpersonal and digital communication proficiency for societal intervention	U	M	Oral Presentation/ Blogging/ Vlogging
CO 4	Inculcate creative ideas and expressions and present them effectively	C	M	Travel Writing/ Digital Content Creation/ Recipe Writing
C05	Understand and practice Interview Skills, GD skills and other skills essential for employability	C	C	Role Play/ Group Discussion

* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)

- Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Detailed Syllabus:

Module	Unit	Content	Hrs	Marks
I	**Assertive Communication: Cultivating Self-Worth**		**7**	**15**
	1	Still, I Rise- Maya Angelou	2	
	2	Conversation between Gandhi and Narayana Guru (1924)	1	
	3	Born a Crime -Trevor Noah https://youtu.be/dEsWOZjjVt8?si=uFArisQeICQtuse2	2	
	4	Investigation of a Dog-Franz Kafka	2	
II	**Strategic Communication: Achieving Objectives Together**		**7**	**15**
	5	'World': Excerpt from *World Travel: An Irreverent Guide*- Anthony Bourdain	2	
	6	Nehru- A J Toynbee	2	
	7	The Revolution Will Not Be Televised (1971)- Gil Scott-Heron	2	
	8	Mightier Than War-Tony Walsh	1	
III	**Perspective Matters: Navigating Diversity In Communication**		**8**	**10**
	9	The True Story of the Three Little Pigs- Jon Scieszka.	2	
	10	Act with hope, Ignore the trolls-Greta Thunberg https://youtu.be/YXezjC_s2Vw?si=N0haoOVsK4izqEkE	2	
	11	Bezwada Wilson in conversation with Perumal Murugan https://www.thehindu.com/society/bezwada-wilson-in- conversation-with-perumal-murugan/article22260315.ece	2	
	12	The Black Ball- Ralph Ellison	2	
IV	**Interventional Communication: Strategies for Impactful Engagement**		**8**	**10**
	13	I am Not That Woman- Kishwar Naheed	2	
	14	The Spare Room-Jeanette Winterson	2	
	15	Protests in the age of social media: 'How was The March For Our Lives Movement Shaped by Social Media'-Edgar Klaussner. https://sites.manchester.ac.uk/global-social-challenges/2019/06/06/protests-in-the-age-of-social- media-how-was-the-march-for-our-lives-movement- shaped-by-social-media/	2	
	16	The Corpse Exhibition-Hassan Blassim	2	

V	**PRACTICUM**		**30**	
	1	**Module I:** 1. Speaking Exercise: Sharing personal triumphs 2. After reading the poem, identify major themes discussing it with your peers and write down your combined observation on oppression and resistance. 3. Organize a discussion on the concept of self-hood and its role in defining freedom then create a chart based on the definitions collected from the activity. 4. Critically read and analyse the conversation between Gandhi and Guru with respect to the idea of religion and community. 5. Research on Kerala Renaissance and identify any three contemporaries of Narayana Guru and present their contribution in the class. 6. After listening to the interview, prepare a speech analysing apartheid practised in South America. 7. Write a short story as creative exercise imagining the emotional turmoil experienced by children 'Born a Crime'. 8. Trace the history of animal rights movement and identify the animal protection acts implemented in India. 9. After reading the short story conduct a discussion on human centric and non-human centric narratives.	8	
	2	**Module II:** 1. Group Discussion: Create a travel plan for a class tour, considering transportation, accommodation, and attractions. 2. Travel Itinerary: Prepare a detailed travel itinerary for a tourist destination, discussing logistics and scheduling. 3. Organise a discussion on the contemporary relevance of Nehru and try to identify the critique on him, then submit a short note on based on the critique. 4. Asses the contribution of Nehru as a man of letters and present it in the class. 5. Write an article on the civil rights movement. 6. The intervention of Market in determining the outcome of any revolution- GD and Report. 7. Identify war poems and present it in the class. 8. Create imaginary responses to the atrocities happening in various war zones familiar to us through media.	8	

	3	**Module III:** 1. After listening to the story, Stone Pot (Audio Text) create your own version. https://youtu.be/U1Avo5FJ250?feature=shared 2. Interview Skills: Learners prepare questions and interview characters of the story to understand their perspectives. 3. News Report: Learners write balanced news reports based on interview. 4. Group Discussion and mini report on media and activism. 5. Research on the history of manual scavenging in the southern region of India and organise a debate on the topic 'caste and dignity of labour'. 6. Identify literary works of your region problematising the manual scavenging. 7. Prepare a short history of labour movements American South. 8. The concept of Class and Race- GD and Report.	7	
	4	**Module IV:** 1. Prepare a speech on the role of patriarchy in Eastern cultures giving emphasis to your locality. 2. Conduct a survey among your peers focusing on the gender roles they practise at home and analyse the data collected. 3. Write a script based on the short story you studied. 4. Create hashtags, posters, blogs, short films etc from the story you read. 5. Digital Advocacy Strategies and Communicating in Social Media. 6. Identify similar movements in various social spaces and prepare an article on them. 7. Explore how the characters in "The Corpse Exhibition" cope with trauma, guilt, and survival instincts. 8. Discuss the ethical dilemmas and moral ambiguities faced by individuals in times of war and violence.	7	

Note: The course is divided into five modules, with four having total 16 fixed units and one open-ended module with a variable number of units. There are total 30 transaction hours for the fixed modules and 30 hours for the open-ended one. Internal assessments (25 marks) are split between the open-ended module (15 marks) and the fixed modules (10 marks). The final exam, however, covers only the 16 units from the fixed modules.

Mapping of COs with PSOs and POs:

	PSO1	PSO2	PSO3	PSO4	PSO 5	PSO6	PO 1	PO 2	PO 3	PO4	PO 5	P O 6	P 0 7
CO 1	-	1	3	-	-	-	-	1	-	-	3	-	1
CO 2	3	3	-	-	-	-	1	2	1	.	1	1	-
CO 3	3	3	1	-	3	1	-	2	1	1	-	1	-
CO 4	2	2	2	-	-	-	-	-	-	1	-	-	-

Corelation Level:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz/Midterm Exam
- Viva
- Assignments (20%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	Internal Viva	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓		✓	✓
CO 3	✓	✓	✓	✓
CO 4	✓	✓		✓
C05	✓	✓	✓	

FOUR-YEAR UNDERGRADUATE PROGRAMME (FYUGP)

GENERAL FOUNDATION COURSE

ABILITY ENHANCEMENT COURSE (AEC)

Programme	**GENERAL FOUNDATION COURSE**				
Course Code	**ENG2FA103(2)**				
Course Title	**ADVANCED ENGLISH LANGUAGE SKILLS FOR SCIENCES**				
Type of Course	**ABILITY ENHANCEMENT COURSE (AEC)-SCIENCE**				
Semester	2				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial Per week	Practical per week	Total Hours
	3	2	-	2	60
Pre-requisites	Basic understanding in Science and Communication				

Course Summary	The course is designed to enable learners of the Science stream to imbibe scientific temper on par with social and cultural ethos, enhance communication skills and maximize the capacity to comprehend, to critically think and to interact effectively in an English-speaking academic environment.

Course Outcomes (CO):

CO	CO Statement	Cognitive Level	Knowledge Category	Evaluation Tools used
CO 1	Inculcate Scientific Temper and Experiential Learning	U, An	C	Comprehension/General Discussion/ Presentation/Audio& Video
CO 2	Amalgamate Science& humanities together on par with creativity	U	E	Assignment/Presentation/Debate/Roleplay/Mime/Street Play
CO 3	Critical thinking & Problem-solving.	U,E	Ap	Group Discussion/Role Play/Assignments/ Presentation
CO 4	Insight into global crisis, Inculcate moral and ethical values	U,C	Ap	Assignments/ Digital Content Creation/Reporting
CO 5	Multidisciplinary Approach	C	Ap	Blogging/Presentation/Assignment

*-Remember(R), Understand(U),Apply(Ap),Analyse(An),Evaluate(E),Create(C)

#FactualKnowledge(F)ConceptualKnowledge(C)ProceduralKnowledge(P)MetacognitiveKnowledge(M)

Detailed Syllabus:

Module	Unit	Content	Hrs	
I		**Sound Cloud**	**7**	**15**
	1	The Fourth State of Matter-Jo Ann Beard	2	
	2	Relativity- Sarah Howe	1	
	3	The Cure-Robert Smith	2	
	4	Only an Axe Away- P Baburaj and C Sarat Chandran	2	
II		**Book Share**	**7**	**10**
	5	Wonders of Science: Printed version of Albert Einstein's 1930 Berlin Speech https://emersonkent.com/speeches/wonders_of_science.htm	2	
	6	All Palaces are Temporary Palaces- Rosebud Ben-Oni **https://poetry.lib.uidaho.edu/index.php/poets/#Rosebud-Ben-Oni**	2	
	7	The Star- Arthur C. Clarke	2	
	8	We live in the age of Cancer- Dr. Siddhartha Mukherjee meets Adam Rutherford. **https://youtu.be/LHz9hXZiT3s?si=rvlpjh-0aO-XF_**	1	
III		**Expressions**	**8**	**15**
	9	On Earth AS in the Heavens- Neil deGrasse Tyson	2	
	10	Pi - Wislawa Szymborska http://www.famouspoetsandpoems.com/poets/wislawa_szymborska/poems/11682	2	
	11	A Study in Emerald-Neil Gaiman	2	
	12	A Love Poem for Lonely Prime Numbers-Harry Baker https://youtu.be/O6jrLgvCUNs?si=Ki3BCryIfWwa6Pxe	2	
IV		**Word**	**8**	**10**
	13	Nonclay : The Liquid Turning Desert to Farmland- Rachel Lovell https://www.bbc.com/future/bespoke/follow-the-food/the-spray-that-turns- deserts-into-farmland.html	2	
	14	Preface to the Reader- *Meditations On First Philosophy*-René Descartes	2	
	15	A Trip to Infinity (2022)- Science Documentary	2	
	16	Scientific Temper by Indian Scientists- https://youtu.be/xnCTGXksomg?si=-3Ngwi0kWJMmVJJ6.	2	

V	**Practicum**	**30**	

1	**Module I:** 1. Prepare a short note on the features of science fiction and how it is different from other short stories. 2. Compare and contrast 'The Fourth State ' with any of the films you have watched and prepare a write up. 3. After reading the poem, try to find out other literary works using this concept or any other as part of their creative expression and share it in the classroom. 4. Write a poem or any other genre of literature as a creative exercise foregrounding scientific concepts, terms or even the biography of scientists you studied. 5. Listen to the song and organise a discussion on possible disasters, which may happen due to astronomical phenomena and how human intervention may affect the course. 6. Identify popular songs celebrating Science and invention and read it in the class then critically evaluate themes of the same. 7. Prepare a short travelogue of your visit to any forest / streams 8. Do you think that conserving nature can be done only at the cost of resisting physical development? Conduct a debate on the topic in your class and prepare a note on it.	8	
2	**Module II:** 1. Write a short note on any discovery of science that has changed the life of humans in the 21st century. 2. Discuss on any five interesting inventions that have made life easy and comfortable and make group presentations. 3. Conduct a GD on Einstein and his contributions to the world of science. 4. Prepare a picture Quiz on Scientific inventions and discoveries. 5. Write an essay on how the material interests may shape colonial exploration by drawing instances from the history of science. 6. Discuss the fusion of facts and fantasy in science fiction. 7. Find out the distinction between scientific reality and common notion of the universe in the light of reading ‘The Star’. 8. Prepare a brief note on Cancer after watching the interview with Dr. Siddhartha Mukherjee.	8	

	3	**Module III:** 1. After reading 'On Earth as in the Heavens', discuss about the intersection of science, religion, and philosophy. 2. Prepare a short note on the potential conflicts between scientific discoveries and religious teachings in 'On Earth as in the Heavens'. 3. Write creative responses inspired by Szymborska's poem. This could include poems, short stories, or visual artworks that explore themes of mathematics, curiosity, or the mysteries of the universe. 4. Discuss how Szymborska uses poetry to engage with complex philosophical and scientific concepts. 5. Discuss about various elements that create a good triller in the light of your reading 'A Study in Emerald'. 6. Compare 'A Study in Emerald' with any crime thriller in print or on screen. 7. Create visual or multimedia interpretations of the poem through art, photography, or digital media. These interpretations can be shared and evaluated among the peers. 8. Partner with educational organizations to develop educational resources or lesson plans that use the similar poems to inspire curiosity about Maths, literature, and the beauty of interdisciplinary learning.	7	
	4	**Module IV:** 1. Explore the theme of desert reclamation and agricultural innovation inspired by nano clay technology through their respective mediums and prepare a report on it. 2. Facilitate discussions or workshops focussed on analysing the policy implications of widespread adoption of nano clay technology for desert reclamation and agricultural development. Encourage participants to consider regulatory frameworks, governance structures, and potential socioeconomic impacts. 3. Trace the history of empiricism applied in Academics and pin point the contribution of René Descartes then identify and note down the elements used in your lab activities. 4. Submit an assignment on scientific revolution and social transformation of Europe and read it in the class. 5. Visual media presentations can help foster scientific temper very significantly. Examine the statement referring to 'A Trip to Infinity'. 6. The universe will impress the youth with its immensity and mystery. Conduct a GD and prepare a report. 7. Draft a detailed write-up on the concept of scientific temper after watching 'Scientific Temper by Indian Scientists'. 8. It is generally accepted that Nehru paved a clear path to steer the country along scientific temper. Do we still move along the same path? Discuss	7	

Note: The course is divided into five modules, with four having total 16 fixed units and one open-ended module with a variable number of units. There are total 30 transaction hours for the fixed modules and 30 hours for the open-ended one. Internal assessments (25 marks) are split between the open-ended module (15 marks) and the fixed modules (10 marks). The final exam, however, covers only the 16 units from the fixed modules.

Suggested Reading:

1. Creative Language Games by Dominique Collet
2. https://www.linkedin.com/pulse/6-activities-practice-reading-comprehension-skills- elizabeth-zandstra?utm_source=share&utm-medium=member-android&utm- campaign=share via
3. www.splashlearn.com/ela-games
4. www.Cambridgeenglish.org
5. www.Journalbuddies.com
6. www.splashlearn.com/ela-

game Mapping of COs with PSOs and

POs:

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	P07
CO 1	3	2	3	3	3	3	2	2	1	2	1	2	2
CO 2	3	3	3	3	2	3	3	2	2	1	2	1	3
CO 3	3	3	3	3	3	3	3	3	2	1	2	2	1
CO 4	3	3	3	3	3	3	2	2	1	3	1	2	2
C05	3	2	3	3	3	3	2	2	2	2	3	2	1

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly/Low
2	Moderate/ Mediu m
3	Substantial/High

Assessment Rubrics:

- Quiz/Assignment/Quiz/Discussion/Seminar
- Midterm Exam
- Viva
- Assignments (20%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO1	✓	✓		✓
CO2	✓	✓		✓
CO3	✓	✓		✓
CO4	✓	✓		✓
CO5	✓	✓		✓

FOUR-YEAR UNDER GRADUATE

PROGRAMME (FYUGP) **GENERAL**

FOUNDATION COURSE

ABILITY ENHANCEMENT COURSE (AEC)

Programme	**GENERAL FOUNDATION COURSE**				
Course Code	**ENG2FA103(3)**				
Course Title	**ADVANCED ENGLISH LANGUAGE SKILLS FOR COMMERCE AND MANAGEMENT**				
Type of Course	**ABILITY ENHANCEMENT COURSE(AEC)- COMMERCE AND MANAGEMENT**				
Semester	2				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	2	-	2	60
Pre-requisites	Basic Communication Skills in English				
Course Summary	The course is designed to enable commerce stream learners to enhance their communication skills in general and augment their presentation and public speaking skills in common and discipline-specific environments.				

Course Outcome (CO):

CO	CO Statement	Cognitive Level	Knowledge Category	Evaluation Tools used
CO 1	Interpret and critically evaluate complex texts, including literary works, technical documents, and scholarly articles, identifying themes, arguments, and stylistic elements.	An	C	Assignments/Discussion
CO 2	Enhance language learning through personal, social land professional contexts.	U	M	Assignments & Team Exercise
CO 3	Perspective formation and articulation	E/C	C	Public Speaking Exercises/Debates
CO 4	Deliver impactful presentations and speeches with confidence utilizing effective rhetorical techniques, body language and visual aids.	C	P	Presentations/GD
CO 5	Develop Collaborative cross-cultural Communication by participating effectively in collaborative projects, demonstrating strong interpersonal communication skills, the ability to listen actively, speak persuasively, read critically, and write cohesively.	C	P	Translation Exercise
CO 6	Utilize advanced digital tools and platforms to support LSRW activities, including online research, virtual collaboration, multimedia presentations, and digital publication.	Ap/C	P	Assignments in Digital Platforms

* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)

#-FactualKnowledge(F)ConceptualKnowledge(C)ProceduralKnowledge(P)Metacognitive Knowledge (M)

Detailed Syllabus:

Module	Unit	Content	Hrs	Marks
I	**Success Narratives**		**7**	**15**
	1	Standford Commencement Address-Steve Jobs https://youtu.be/UF8uR6Z6KLc?si=Xze8xBjdTCLN8Onh	1	
	2	The earth is a living thing-Lucille Clifton	2	
	3	The Mexican- Jack London	2	
	4	Forrest Gump(1994) -Dir. Robert Zemeckis	2	
II	**Specimens from The Literary World**		**7**	**15**
	5	Express- Stephen Spender	2	
	6	Fifteen Years-RK Narayan	2	
	7	The Bennets- A Scene from the dramatized version of Jane Austin's *Pride and Prejudice*	2	
	8	Luigi Pirandello's speech at the Nobel Banquet	1	
III	**Words and World**		**8**	**10**
	9	The Gift of the Magi-O Henry	2	
	10	I plead that you read- Shashi Tharoor	2	
	11	For the Minicab Driver Who Looked as if He Needed Feeding-Imtiaz Dharker	2	
	12	Opening Google I/O 2023- Sunder Pichai https://www.youtube.com/watch?v=ixRanV-rdAQ	2	
IV	**Articulations in Black and White**		**8**	**10**
	13	Abdulrazak Gurnah-Nobel Prize in Literature 2021 at the Swedish Academy (Interview) https://youtu.be/gu1TqDhnLlw?si=_49BxDutB47MrDRU	2	
	14	The Lottery- Sheryl Sandberg	2	
	15	Wasteland of the Free-Iris DeMent	2	
	16	Long Walk to Freedom- Nelson Mandela (chapter 10- Last Two pages)	2	

V	**Practicum**		**30**	
	1	**Module I:** 1. Jobs' leadership style and philosophy are evident throughout his speech. Analyse his insights and discuss effective leadership qualities. 2. Jobs' talk about resilience in the face of failure can serve as a basis for a workshop on building resilience and perseverance. Write down strategies for bouncing back from setbacks and maintaining a positive mindset in the face of adversity. 3. Use the poem as a starting point for a discussion and review on environmental stewardship and the importance of protecting the Earth. 4. Prepare an action plan for the learnerst o participate in the environmental conservation efforts in their community. 5. Trace out the elements of adventure and survival in The Mexican 6. Comment on the narrative techniques employed by Jack London to make his stories highly readable. 7. Explore the historical context of the story, including the Mexican Revolution and the political and social conditions of the time and submit it as an assignment. 8. Discuss and write a short note on real-world issues such as homelessness or refugee crises and survival issues. 9. Prepare a speech on the themes of kindness, compassion, and service to others portrayed in the film. 10. Write a report on the historical events such as the Vietnam War or the Watergate scandal etc after watching the film.	7	

	2	**Module II:** 1. Conduct a discussion on the topic of Technological inventions and innovations and human progress in the light of the poem 'Express'. 2. Conduct a close reading of 'Express' as a group, focussing on the language, imagery, and symbolism used by Spender to convey his ideas about love and expression and prepare a note. 3. Create character portraits of the story's main characters, such as Swami, his grandmother and Rajam by depicting the physical appearance, personality traits, and key moments that reveal each character's development. 4. Create a timeline of the events in Swami's life, marking the significant moments from the story. Discuss how these events shape Swami's growth and identity. 5. Compare and contrast "The Bennets" scene from the dramatized version of "Pride and Prejudice" with the original text by Jane Austin. Discuss how the scene's adaptation for the stage or screen interprets and represents Austen's characters and themes. 6. Discuss and write a critical appreciation of the various aspects of "The Bennets" scene, such as family dynamics, social class, marriage expectations, and gender roles. 7. Discuss the idea of success by problematising the relationship between arguably the highest-ranking award in literature and the fame and quality of the awarded 8. Write your ideas on how to educate your mind and exchange it with your peers then collect everything together to read in the classroom.	7	

	3	**Module III:** 1. Discuss the factors which make The Gift of the Magi an all-time favourite. 2. Comment on the ' O Henry twist ' that renders a special charm to his stories. 3. Do you think that the higher- level reading has been seriously affected by social media and the internet? Conduct a GD after reading the article by Tharoor 4. 'Literacy will be read, and democracy will be dead as well.' Examine this statement and conduct a debate. 5. Do you want to settle down abroad? How does the poem by Imtiaz Dhaker express the life of an immigrant worker in the West? Conduct a discussion in your class 6. Collect details in groups and prepare a write up on literature of the Diaspora. 7. Innovation is the soul of entrepreneurship. Examine the statement after watching Sunder Pichai' s speech 8. Conduct a GD on the impact of digital technology on the youth.	8	

	4	**Module IV:** 1. Prepare a research project on a specific aspect of Abdulrazak Gurnah's life or work. 2. Explore critical responses to Abdulrazak Gurnah's work and discuss different interpretations and analyses. 3. Write a paper tracing the history of reception after the publication of the story and compare it with the comment section of the cyberspace today, 4. Prepare an imaginary conversation with the writer as a creative assignment highlighting the aspects of savagery in perceivably modern cultures. 5. Listening to the song and identify themes of wealth gap and disparity then divide into group and prepare a presentation 6. Prepare a speech on the topics of unemployment, poverty and social inequality prevalent in the first world comparing it with the social problems of the third world. 7. Analyse Mandela's commitment to social justice and service to others and prepare an article. 8. Conduct a GD on Mandela’s strengths, weaknesses, motivations, and how he evolves as a character in his autobiography.	8	

Note: The course is divided into five modules, with four having total 16 fixed units and one open-ended module with a variable number of units. There are total 30 transaction hours for the fixed modules and 30 hours for the open-ended one. Internal assessments (25 marks) are split between the open-ended module (15 marks) and the fixed modules (10 marks). The final exam, however, covers only the 16 units from the fixed modules.

Mapping of COs with PSOs and POs:

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	P07
CO 1	3	2	3	3	3	3	2	2	1	2	1	2	2
CO 2	3	3	3	3	2	3	3	2	2	1	2	1	3
CO 3	3	3	3	3	3	3	3	3	2	1	2	2	1
CO 4	3	3	3	3	3	3	2	2	1	3	1	2	2
C05	3	2	3	3	3	3	2	2	2	2	3	2	1

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly/Low
2	Moderate/ Mediu m
3	Substantial/High

Assessment Rubrics:

- Quiz/Assignment/Quiz/Discussion/Seminar
- Mid-term Exam
- Viva
- Assignments (20%)
- Final Exam (70%)

Mapping of Cos to Assessment Rubrics:

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO1	✓	✓		✓
CO2	✓	✓		✓
CO3	✓	✓		✓
CO4	✓	✓		✓
CO5	✓	✓		✓

FOUR-YEAR UNDERGRADUATE PROGRAMME (FYUGP)

GENERAL FOUNDATION COURSE

III SEMESTER MULTI-DISCIPLINARY COURSE (KS)

Programme	GENERAL FOUNDATION COURSE				
Course Code	**ENG3FM107(1A)**				
Course Title	UNDERSTANDING KERALA: CULTURAL AND LITERARY PERSPECTIVES				
Type of Course	**MULTI-DISCIPLINARY COURSE (MDC)- BA LANGUAGES**				
Semester	**3**				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	3	-	-	45
Pre-requisites	Basic communication skills and aptitude to understand and appreciate literature.				
Course Summary	This course intends to provide learners with an overview of the social and cultural evolution of Kerala Society through literature. It aims at encouraging the learners to connect with local culture, history and heritage. The learner shall understand the power structures that shaped Kerala's socio-cultural systems.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO 1	Comprehend the socio-cultural specificities and nuances that shaped Kerala.	U, R	C, F	Writing Articles, Identification and Compilation of narratives of cultural importance, Creating videos and voice- overs.
CO 2	Imbibe the ability to critically analyse Kerala society's inherent ironies and contradictions.	U, An, E	C, M	Reviews concerning marginalized communities, Debates, activities involving dialects
CO 3	Understand the plurality of the socio-cultural landscape of Kerala through divergent historical/ cultural formations.	R, U, E	F, C, P	Poster making, Interviews, Field Trip, Activities concerning local cultures, Panel Discussions
CO 4	Grasp the importance of translations and re-telling in the vernacular.	Ap, C	C, P	Translation activities, Transcription activities, Conducting interviews
CO 5	Develop a sense of creative and critical thinking by voyaging through different art forms of Kerala.	Ap, C, E	P	Exhibition, Reading and reviewing stories, Writing Reports, Enact plays

* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)

- Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Detailed Syllabus:

Module	Unit	Content	Hours	Marks (50)
I	**Historical and Cultural Chronicles**		**10**	**10**
	1	A Ballad of Kochi- Parvathy Dhananjayan https://allegralaboratory.net/academic-fictions-a-ballad-of-kochi/?print=pdf	2	
	2	a) Early Influences: Who Shaped Kerala Food?- Tanya Abraham https://www.youtube.com/watch?v=0p3i-Tj5NvA b) Late Influences: The Colonisers- Tanya Abraham https://youtu.be/q6qpSApjcwo?si=Vj3FGKAHp1nBHTBo	4	
	3	The View from Chavittunadakam's Stamping Grounds- Saraswathy Nagarajan https://www.thehindu.com/entertainment/art/the-fragments- of-illusion-an-award-winning-documentary-on-chavittunadakam/article36857615.ece	2	
	4	*Kandittund! (Seen It!)* – Dir. Adithi Krishnadas https://www.youtube.com/watch?v=DxYbfJUOOMQ	2	
		Suggested Activities: 1. Discussion of folktales and legends that reveal the history and culture of the learner's region. 2. Poster Exhibitions on the history of the region and its socio-cultural and political evolution. 3. Write an article on any of the regional performances. 4. Create a video on the local history of the learner's region along with a voiceover.		

II	**Literary Lens**		**7**	**15**
	5	Casteism- Sree Narayana Guru.	2	
	6	Photos in Various Poses- K. G. Sankara Pillai	2	
	7	Onion Curry and the Nine Times Table- Priya A. S.	1	
	8	Pranavayu- Ambikasudhan Mangad	2	
		Suggested Activities: 1. Identifying and showcasing local cuisine and local art forms. 2. Read stories about casteism in Kerala. 3. Compile the names and activities of leaders who changed the socio-cultural scenario of Kerala 4. Write a review of a story from a feminist perspective.		
III	**Voices from the Margins**		**9**	**15**
	9	Excerpt from 'The Dancer of Kannur' from *Nine Lives in Search of the Sacred in Modern India*- William Dalrymple- pp. 41-65	2	
	10	The Female Onlooker - Vijayaraja Mallika (Trans. Jintu Alias)	1	
	11	Biriyani- Santhosh Echikanam	2	
	12	*Aggedu Nayaka* (The Mother Tongue) – Dir. Sindhu Sajan & Mithra Sindhu https://youtu.be/JeihzfPnNCQ?si=srEiCiS86j2SkP3x https://youtu.be/qzGlkkSr9iY?si=4bUOg0kIwuXdG_Jg	4	
		Suggested Activities: 1. Identify dialects from your district and write a newspaper report on them. 2. Write a review of any one narrative from a marginalized community. 3. Attempt translating a story about a marginalized community from Malayalam. 4. Enact a play adapted from a story about the marginalized community from Kerala.		

IV	**Popular Narratives**	**10**	**10**

	13	Excerpt from the Introduction to *The Ivory Throne: Chronicles from the House of Travancore* - Manu S. Pillai, pp. 14-26	3	
	14	*1956 Central Travancore* - Dir. Don Palathara	3	
	15	How I Learnt to Live -Noor Jaleela https://www.youtube.com/watch?v=TdH-Q6uvX4Q	2	
	16	The Rich Man's Vessel - Tales from Kerala- Folktales of India https://www.youtube.com/watch?v=kLQaGGjbQY8	2	
		Suggested Activities: 1. Field trip to a culturally relevant site. 2. Conduct and transcribe an interview with a person who is an expert in vernacular literature. 3. Conducting an exhibition showcasing local culture. 4. Attempt to translate vernacular folktales or legends into English.		
V	**Open Ended**		**9**	

Note: The course is divided into five modules, with four having total 16 fixed units and one open-ended module with a variable number of units. There are total 36 transaction hours for the fixed modules and 9 hours for the open-ended one. Internal assessments (25 marks) are split between the open-ended module (5 marks) and the fixed modules (20 marks). The final exam, however, covers only the 16 units from the fixed modules.

Suggested References:

1. Kerala Studies: Multicultural and Democratic Vision – Dr. Ajay S Sekhar https://www.youtube.com/watch?v=2mgqf53-F9g
2. Searching for Old Histories: Social Movements and the Project of Writing History in Twentieth-Century Kerala'- Sanal Mohan
   History in Vernacular. Ed. Raziuddin Aquil & Partha Chatterjee
3. *Eating With History: Ancient Trade-Influenced Cuisines of Kerala*- Tanya Abraham
4. *Ten Women Writers of Kerala*- Ed. Sreedevi K. Nair & Mary Nirmala
5. *Sancharikal Kanda Keralam*- Velayudhan Panikkassery

6. *Aithyhyamala* (*The Great Legends of Kerala*) Vol.1 - Kottarathil Sankunni (trans. Sreekumari Ramachandran.
7. The Keralolpatti as History from *The Early Medieval in South India* - Kesavan Veluthat.
8. Growth of Political Consciousness among Women in Modern Kerala- Meera Velayudhan. *Perspectives on Kerala History, Kerala State Gazetteers* Vol. 2. Ed. P. J. Cheriyan.
9. *The God of Small Things*- Arundhathi Roy

10. Chapter 6: Conclusion from *Against Lord and State: Religion and Peasant Uprisings in Malabar 1836-1921*- K.N. Panikkar.
11. Cultural Formations of Kerala- B Rajeevan. *Essays on the Cultural Formations of Kerala*. Ed. P.J.Cherian

12. *Kulasthreeyum, ChandapennumUndayethengane*- J Devika
13. Kerala Renaissance: Chavaraachan, Narayana Guru, VakkomMaulavi- Geo Kannankulamhttps://www.academia.edu/37319913/Kerala_Renaissance_Chavara_achan_Narayana_Guru_Vakkom_Maulavi

14. Farmer from Kerala to Start Dictionary of Tribal Dialects- Asianet News Report https://www.youtube.com/watch?v=giBswnuFtFQ

15. *Lore, Legends and Folktales from Kerala: Selections from Aithihyamala*- Vrinda Varma

Mapping of COs with PSOs and POs:

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1	**1**	**2**	**3**	**1**	**2**	**3**	**3**	**2**	**2**	**3**	**-**	**1**	**2**
CO 2	**2**	**3**	**3**	**2**	**2**	**3**	**3**	**2**	**2**	**2**	**3**	**3**	**3**
CO 3	**2**	**3**	**3**	**1**	**2**	**3**	**3**	**3**	**3**	**2**	**3**	**2**	**3**
CO 4	**3**	**2**	**3**	**2**	**3**	**2**	**2**	**1**	**3**	**3**	**-**	**1**	**2**
CO 5	**3**	**2**	**3**	**2**	**3**	**2**	**3**	**2**	**2**	**2**	**3**	**2**	**3**

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

1. Quiz/ Discussion/ Seminar (10%)
2. Internal Exam (10%)
3. Assignment (10%)
4. End Semester Exam (70%)

Mapping of Cos to Assessment Rubrics:

	Quiz/ Discussion/ Seminar (10%)	**Internal Exam (10%)**	**Assignment (10%)**	**End Semester Exam (70%)**
CO 1	✓	✓	✓	✓
CO 2	✓	✓	✓	✓
CO 3	✓	✓	✓	✓
CO 4	✓	✓	✓	✓
CO 5	✓	✓	✓	✓

FOUR-YEAR UNDERGRADUATE PROGRAMME (FYUGP)

Progra	GENERAL FOUNDATION COURSE				
Cours	**ENG3FM107(1B)**				
Cours e Title	**UNDERSTANDING KERALA: SOCIETY,**				
Type of Cours	MULTI-DISCIPLINARY COURSE (MDC)-				
Semes	3				
Acade	100-199				
Cours e Detail s	Cred it	Lec tur e	Tut ori al	Pra ctic al	Tot al Ho urs
	3	3	-	-	45
Pre-	Basic Knowledge of the				
Cours e Summ ary	The course aims to equip learners with an in-depth understanding of contemporary socio-cultural, political and economic concerns of Kerala society. The course incorporates literary texts,				

GENERAL FOUNDATION COURSE

MULTI-DISCIPLINARY COURSE

(MDC

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO 1	Define and discuss the pluralistic nature of Kerala, delving into various cultural and linguistic dimensions.	U, A	C	Writing Features, Articles, Seminars, Discussion
CO 2	Analyse contemporary social issues, examining their impact on Kerala society.	U, Ap, An, E	F, M	Review, Presentation. Discussion, Debates, and Creating short videos.
CO 3	Examine the changing economic landscape of Kerala and its implications on socio-cultural structures.	An, E	F, C, P	Field Trip to a local site, Report
CO 4	Discuss and analyze the ecological challenges confronting Kerala, examining the complex interplay between climate change, environmental degradation and human activities	U, Ap, An, E	C, P	Panel discussions, News Reporting, Survey
CO 5	Discuss and examine the cultural pluralism and multiculturalism prevalent in Kerala society and understanding of the socio-cultural, political and economic concerns of Kerala.	U, An, Ap, E, C	P, M	Analysis of contemporary events, Interviews and Identifying narratives.

* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)

- Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Detailed Syllabus:

Module	Unit	Content	Hours	Marks
I		**Kerala and Cultural Diversity**	**9**	**10**
	1	Excerpt from the essay 'Malabar Cuisine: History, Culture and the Present' - Dr. Azeez Tharuvana https://www.sahapedia.org/malabar-cuisine-history-culture- and-the-present	3	
	2	Me, Myself, Mattancherry- Anitha Thampi https:// indianexpress.com/article/opinion/columns/me-my- self-mattancherry-4890685/	2	
	3	Tale of the Only Parsi Temple in Kerala- Left Right Voice https://www.youtube.com/watch?v=V4Z09Kj7dxs.	2	
	4	Pudava- Asokan Marayoor	2	
		Suggested Activities: 1. Identify a religious or linguistic minority in Kerala and write a feature on them. 2. Group Activity– Visit a local site inhabited by religious or linguistic minorities and conduct interviews. 3. Make a short video on any cultural community of the learners' district. 4. Write an article on any regional uniqueness from the learners' area.		

II	**Kerala and Contemporary Trailblazers**		**9**	**15**
	5	Excerpt from the chapter 'A Flood of Disasters' from *My Life as a Comrade*- K.K. Shailaja	2	
	6	A Word to Mother – Vijayaraja Mallika	1	
	7	Chapter I- *Dissent*- Kunjaman M.	3	
	8	Freedom Fight - Asanghadithar – Kunjila Mascillamani. https://www.sonyliv.com/movies/freedom-fight-malayalam- 1000159917	3	
		Suggested Activities: 1. Profile preparation on a prominent person in the social or cultural scenario. 2. Write a review on a film that discusses any social event of significance. 3. Discuss the problems faced by sexual minorities in Kerala. 4. Conduct a debate on the inclusiveness of Kerala Society.		

III	**Kerala and Economy**		**9**	**10**
	9	Excerpt from 'Kerala's Experience of Development and Change' - Govindan Parayil and T.T.Sreekumar https://www.researchgate.net/publication/249041504_Kerala's_Experience_of_Development_and_Change	3	
	10	Why We Work and Live in Kerala: Migrant Labourers Speak- *The News Minute*https://www.youtube.com/watch?v=qwJNBobY4EM&t=87	2	
	11	Varika, Vanguka- P.P. Ramachandran from *Pathitandinte Kavitha* – Ed. Ezhacherry Ramachandran	2	
	12	Kudumbasree-The Real Kerala Story- *NewsClickin*https://www.youtube.com/watch?v=fDuki_FUvWQ	2	
		Suggested Activities: 1. Prepare a report on the workings of neighbourhood groups in the learners' locality. 2. Prepare a survey among the migrant labourers of the learners' area to identify the reasons for migration. 3. Discuss the trajectory of economic growth and development in Kerala. 4. Write an article about the major occupations in the learners' area.		

IV	**Kerala and Co-Existence**		**9**	**15**
	13	*Manhole* - Dir. Vidhu Vincent	2	
	14	Excerpt from *Pulliyaan*- Soman Kadaloor	2	
	15	Excerpt from the Interview with N. R. Anoop – Forest, Wildlife, Humans: Conflicts, Interactions, Co-Existence' (Translated from 'Vanam VanyajeeviManushyar: Sangharsham, Parasparyam, Sahavasam') – Manila C. Mohan https:// truecopythink.media/environment/forest- wildlife- human-conflict-nr-anoop-interview-manila-c- mohan	3	
	16	*Sex, Lies & a Book*- Documentary on Nalini Jameela https://www.youtube.com/watch?v=3Ikhkb06wJo&t=77s	2	
		Suggested Activities: 1. Discuss the plight of workers who are forced to do jobs categorized by mainstream society as menial. 2. Screen documentaries or short films that highlight the relationship between humans and animals, showcasing both positive and negative interactions. 3. Conduct interviews with people from marginalised communities. 4. Identify various narratives on marginalised communities.		
V	**Open-Ended**		**9**	

Note: The course is divided into five modules, with four having total 16 fixed units and one open-ended module with a variable number of units. There are total 36 transaction hours for the fixed modules and 9 hours for the open-ended one. Internal assessments (25 marks) are split between the open-ended module (5 marks) and the fixed modules (20 marks). The final exam, however, covers only the 16 units from the fixed modules.

Suggested References:

1. *Social and Cultural History of Kerala*- A. Sreedhara Menon
2. *Kochikkaar: Fort Kochi-Mattancheriyude Adrisyapaithrukanweshanam* –Bony Thomas
3. Human-Animal Conflicts in Kerala: Elephants and Ecological Modernity on the Agrarian Frontier in South India – Daniel Munster and Ursula Munster https://www.researchgate.net/publication/273137731_Human-Animal_Conflicts_in_Kerala_Elephants_and_Ecological_Modernity_on_the_Agrarian_F rontier_in_South_India
4. The Study of Hundred year old Gujarati settlement in Calicut- Trisha Parekh https://www.academia.edu/5733074/The_Study_of_a_hundred_year_old_Gujarati_settlement_in_Calicut
5. The Perils of Social Development without Economic Growth: The Development Debacle of Kerala, India'- Joseph Tharamangalam. https://www.academia.edu/36812846/The_Perils_of_Social_Development_without_Economic_Growth_The_Development_Debacle_of_Kerala_India
6. Socio-Economic Status of Fishermen Community in Kerala- Jyothy Mary Mathew & Dr. Raji Joseph
   EPRA International Journal of Economic and Business Review-Peer Reviewed Journal Volume - 8, Issue -12, December 2020
7. *Autobiography of a Sex Worker*- Nalini Jameela
8. *Pathitandinte Kavitha* – Edited by Ezhacherry Ramachandran
9. *Pachavdu*- Asokan Marayoor
10. Aesthetics and Politics of Poetry written in Tribal languages of Kerala- R. Chandrabose https://www.researchgate.net/publication/356892995_Aesthetics_and_Politics_of_Poetry_written_in_Tribal_Languages_of_Kerala_keralattile_ka_eatrabheaseaevirayule_sandarayavuum_reatriyavuum
11. *Mallikavasantham*- Vijayarajamallika
12. Manual Scavenging- A Life of Dignity?- Deepa Joshi and Suzanne Ferron https://www.ircwash.org/sites/default/files/Joshi-2007-Manual.pdf

Mapping of COs with PSOs and POs:

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1	**2**	**2**	**3**	**1**	**2**	**3**	**2**	**-**	**2**	**1**	**-**	**1**	**2**
CO 2	**2**	**3**	**3**	**3**	**2**	**3**	**3**	**1**	**1**	**3**	**1**	**2**	**3**
CO 3	**3**	**3**	**2**	**1**	**2**	**3**	**2**	**3**	**3**	**2**	**2**	**2**	**3**
CO 4	**3**	**3**	**2**	**2**	**2**	**3**	**3**	**2**	**3**	**1**	**2**	**1**	**2**
CO 5	**3**	**3**	**2**	**2**	**2**	**3**	**3**	**1**	**1**	**2**	**2**	**2**	**3**

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

1. Quiz/ Discussion/ Seminar (10%)
2. Internal Exam (10%)
3. Assignment (10%)
4. End Semester Exam (70%)

Mapping of Cos to Assessment Rubrics:

	Quiz/ Discussion/ Seminar (10%)	Internal Exam (10%)	Assignment (10%)	End Semester Exam (70%)
CO 1	✓	✓	✓	✓
CO 2	✓	✓	✓	✓
CO 3	✓	✓	✓	✓
CO 4	✓	✓	✓	✓
CO 5	✓	✓	✓	✓

FOUR-YEAR UNDERGRADUATE PROGRAMME (FYUGP)

GENERAL FOUNDATION COURSE

MULTIDISCIPLINARY COURSE (MDC)

Programme	GENERAL FOUNDATION COURSE				
Course Code	**ENG3FM107(2)**				
Course Title	UNDERSTANDING KERALA: SCIENCE, CULTURE AND LITERATURE				
Type of Course	MULTIDISCIPLINARY COURSE (MDC)- SCIENCES				
Semester	3				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	3	-	-	45
Pre-requisites	Basic knowledge about Kerala's journey in science.				
Course Summary	The course aims at imparting the history and development of science in Kerala and how the contemporary socio-cultural scenarios of development are linked to science. It also provides glimpses of movements of scientific temperament, the modern institutions of scientific importance, technological developments and the representations of science media of Kerala.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO 1	To understand, and identify the history and legacy of science in Kerala	R, U	F, C	Debate, Role Play, Creative Writing, Article writing
CO 2	To familiarize with the interconnections of literary and other creative works in Kerala and how that has contributed to the scientific sensibility of the society.	U, An, Ap, C	C, P, M	Literary Review/ Translation, Poster creation, Screening of various visual media presentations, Translation
CO 3	To foster a deeper understanding of the scientific temperament, working towards an egalitarian society.	U, An, E, C	C, P, M	Group projects, Panel discussions, Conduct interviews, Book reviews
CO 4	To develop ideas about the technological advancements of Kerala and its science institutions and how the learners can partake in the process.	Ap, An, C	C, P	Presentations, Industrial visits, Digital content creation
CO 5	To create sensibility on co-existence and to encourage practices in the maintenance of sustainable environment.	An, E	C, P, M	Newspaper reporting, Surveys, Conducting Interviews

* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)

- Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Detailed Syllabus:

Module	Unit	Content	Hours	Marks
I	**Science in Kerala**		**9**	**10**
	1	Excerpt from 'Science in our Society'– Dr B Ikbal https://www.youtube.com/watch?v=dzOT2pIn49E	3	
	2	Excerpt from 'Science Dasakam'– Sahodaran Ayyappan	2	
	3	An Unusual Route to Science- Minnie M Mathan from *Lilavati's Daughters: The Women Scientists of India*. Ed. Rohini Godbole & Ram Ramaswamy.	2	
	4	A Forgotten Episode in the History of Science Popularisation in Kerala- Urmila Unnikrishnan https://alablog.in/issues/54/history-of-science-popularisation/	2	
		Suggested Activities: 1. Conduct a debate on 'Science and Gender'. 2. Role play of a scientist from Kerala 3. Write a short story about the life of a scientist from Kerala. 4. Write an article about a scientific contribution from Kerala.		

II	**Kerala- Technology and Culture**		**9**	**15**
	5	Kuttippuram Palam – P. Kunhiraman Nair (Trans. AsokakumarEdasseri& Jayasree) https://www.edasseri.org/English/translations/Kuttippuram%20Bridge%20by%20Edasseri%20-%20Translation.pdf	2	
	6	No Mere Ape- Excerpt from *The Tell-Tale Brain*- V. S. Ramachandran	3	
	7	*Android Kunhappan Version 5.25*– Dir. Ratheesh Balakrishnan Poduvalhttps://app.primevideo.com/detail?gti=amzn1.dv.gti. 12b78d12-d5b1-17dd-1c40-641f4fd88ed4&ref_=atv_lp_share_mv&r=web	3	
	8	An Introduction to Kerala State Council for Science, Technology and Environment https://kscste.kerala.gov.in/about-kscste/	1	
		Suggested Activities: 1. Identify and write a review of any literary work about the technology and culture of Kerala. 2. Organise a visit to one of the recognised science institutions from Kerala and create a short video of the same. 3. Conduct a survey on the Kerala-specific scientific scenario. 4. Write a book review on any Popular Science work.		

III	**Kerala and Scientific Temper**		**9**	**15**
	9	Excerpt from 'Science for Social Revolution'- Dr. B. Ikbal & Dr. Thomas Isaac. *Science for Social Revolution: A Reader*. Ed. M. P. Parameswaran	2	
	10	Excerpt from 'Understanding Scientific Temper'- Webinar- Vaisakhan Thampi https://www.youtube.com/watch?v=p9DQx5N_hx8	3	
	11	Papathara- Sarah Joseph *The Masculine of 'Virgin': Stories of Sarah Joseph*. Trans. J. Devika	2	
	12	Astronomy is not Astrology – Excerpt from a Conversation between Thushara GS Pillai and Sangeetha Chenampulli *Mathrubhumi Weekly*- 2021 March 14	2	
		Suggested Activities: 1. A group project analysing the superstitions prevalent in Kerala society. 2. Panel discussion on 'Literature and Science'. 3. Interview with a Scientist/ Writer on Science. 4. Screen movies/ Documentaries relevant to the module.		

IV	**Science and Kerala in Media**		**9**	**10**
	13	A Living Fossil: The Purple Frog's Brief Life above Ground- *RoundGlass Sustain*- https://www.youtube.com/watch?v=x8flrb7WPOU	2	
	14	*Aavasavyuham*- Dir. Krishandhttps://www.sonyliv.com/movies/aavasavyuham- malayalam-1000182321	3	
	15	*The Birth*- Dir. Vimal Chandran https://www.youtube.com/watch?v=fAnwt-yclmk	2	
	16	India's First Digital University Comes up in Kerala- *Times of India*https://timesofindia.indiatimes.com/india/indias- first-digital-university-comes-up-in- kerala/articleshow/81126501.cms	2	
		Suggested Activities: 1. Conduct a poster exhibition on the unique fauna and flora of Kerala. 2. Identify themes and make presentations on science and the minority community in India. 3. Translate an article on science in Kerala. 4. Write a newspaper report on any technological development of Kerala.		
V	**Open-Ended**		**9**	

Note: The course is divided into five modules, with four having total 16 fixed units and one open-ended module with a variable number of units. There are total 36 transaction hours for the fixed modules and 9 hours for the open-ended one. Internal assessments (25 marks) are split between the open-ended module (5 marks) and the fixed modules (20 marks). The final exam, however, covers only the 16 units from the fixed modules.

Suggested References:

1. Flora- Kerala Forest and Wildlife Department https://forest.kerala.gov.in/index.php/about-us/2022-11-29-07-11-17/flora

2. Kerala Declares Man-Animal Conflict a State-Specific Disaster: What Changes with This?-*The New Indian Express* https://indianexpress.com/article/explained/kerala-man-animal-conflict-state- specific-disaster-explained-9201527/

3. Scientific Temper and Certain Popular Superstitions https://www.youtube.com/watch?v=G96mA9bg8ew

4. Anatomy and Physiology of Science Capital: Kerala Model- Dr. Jayaraman A. P. https://www.youtube.com/watch?v=trsqz2k9Ka4

5. In a First, 'Queer Friendly' Hospitals to be Introduced in 4 Kerala Districts- *India Today* https://www.indiatoday.in/india/story/in-a-first-kerala-to-implement-queer- friendly-hospital-initiative-2414606-2023-08-01

6. Explore the Digital University Kerala, The Country's First Digital University https://www.youtube.com/watch?v=DXvSGaM5l1M

7. 36th Kerala Science Congress- 'Genesis" & 'Objectives and Scope' https://ksc.kerala.gov.in/genesis/ https://ksc.kerala.gov.in/objectives-and-scope/

8. Science for Social Revolution: Science and Culture in Kerala- Govindan Parayil *Impact of Science in Society*- UNESCO
9. Why Kerala Urgently Needs a Roadmap to Ecological Security- Pulapre Balakrishnan & Srikumar Chattopadhyay https://science.thewire.in/politics/government/why-kerala-urgently-needs-a-roadmap-to- ecological-security/
10. Birds of Kerala- Salim Ali

Mapping of COs with PSOs and POs:

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1	**1**	**2**	**2**	**1**	**2**	**3**	**2**	**2**	**1**	**1**	**1**	**-**	**1**
CO 2	**3**	**3**	**3**	**3**	**2**	**3**	**3**	**1**	**3**	**2**	**-**	**1**	**3**
CO 3	**2**	**3**	**3**	**2**	**2**	**3**	**3**	**3**	**2**	**2**	**3**	**3**	**1**
CO 4	**3**	**2**	**2**	**3**	**2**	**3**	**2**	**3**	**3**	**3**	**3**	**2**	**3**
CO 5	**3**	**3**	**3**	**2**	**2**	**3**	**3**	**3**	**2**	**2**	**3**	**3**	**3**

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

1. Quiz/ Discussion/ Seminar (10%)
2. Internal Exam (10%)
3. Assignment (10%)
4. End Semester Exam (70%)

Mapping of Cos to Assessment Rubrics:

	Quiz/ Discussion/ Seminar (10%)	Internal Exam (10%)	Assignment (10%)	End Semester Exam (70%)
CO 1	✓	✓	✓	✓
CO 2	✓	✓	✓	✓
CO 3	✓	✓	✓	✓
CO 4	✓	✓	✓	✓
CO 5	✓	✓	✓	✓

FOUR-YEAR UNDERGRADUATE PROGRAMME (FYUGP)

GENERAL FOUNDATION COURSE

MULTI-DISCIPLINARY COURSE

(MDC)

Programme	GENERAL FOUNDATION COURSE				
Course Code	**ENG3FM107(3)**				
Course Title	**UNDERSTANDING KERALA: NARRATIVES OF DEVELOPMENT, COMMERCE AND ENTREPRENEURSHIP**				
Type of Course	MULTI-DISCIPLINARY COURSE (MDC)- COMMERCE & MANAGEMENT				
Semester	3				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	3	-	-	45
Pre-requisites	Basic understanding of the English language, literary sensibility and a desire to enhance interest in the applicability of local and global for professional growth.				
Course Summary	The course is designed to generate various capacities among the learners from the background of Commerce and Management disciplines, aiding them to understand the domain of business from socio-cultural perspectives. It also focuses on the development of communication capabilities through understanding the specificities of Commerce in the purview of Kerala.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO 1	Develops knowledge about trade relations and the history of inter- continental transactions.	An	C	Discussion, Writing Reviews
CO 2	Understand and evaluate concepts of the field of study in commercial transactions.	E	P	Interviews, Report Writing
CO 3	Understanding Innovative business practices concerning the domain of Kerala and evolving business ideas.	C	P, Ap	Writing Business Proposals/ Speaking Assignments
CO 4	Understanding of underprivileged and marginalised communities and sustainable development through their stories.	U, E	F, C, An	Content Creation, Reporting
CO 5	Locating the local at the global level and applying the knowledge to practical business.	U, C	F, Ap	Debate/ Collect Business Stories
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

Detailed Syllabus:

Module	Unit	Content	Hours	Marks
I	**Mapping Kerala in the World of Commerce**		**9**	**15**
	1	Kerala Maritime History in Boom - Excerpt from "Amazing Stories of Kerala Maritime History: Indian History" (Blog) - Deepa Thomas https://www.tyndistravel.com/the-amazing-stories-of-kerala- maritime-history#indian-maritime-historya-brief-discussion	2	
	2	Only A Few Families Know the Secret to Making this Perfect Mirror- *Business Insider* https://www.youtube.com/watch?v=Ra4W_aztfHA	2	
	3	The Big Fish- N. P. Hafiz Muhammed	2	
	4	Change in Agriculture, Industry, Transport and Education- B. A. Prakash *Economic History of Kerala from 1800-1947 AD*, Part 1- Malabar. https://keralaeconomy.com/admin/pdfs/ECONOMIC.pdf	3	
		Suggested Activities: 1. Find excerpts from Kerala History regarding Kerala's early trade relations. 2. Write a report on any trademark business from Kerala. 3. Conduct a debate on the topic 'Globalization and Kerala'. 4. Classroom discussion on the rise of Kerala as a major trade centre.		

II	**Vistas of Kerala Entrepreneurship**		**9**	**10**
	5	Micro Entrepreneurship Programs- *Kudumbasree Official* https://www.youtube.com/watch?v=9ojerYExvwM	3	
	6	Cage Fish Farming is Bringing in Rich Profit for Kerala Dalit Self-Help Group: Here's How- Somak Adhikari https://www.indiatimes.com/news/india/cage-fish-farming-is- bringing-in-rich-profit-for-kerala-dalit-self-help-group-547180.html	2	
	7	Why We Work and Live in Kerala: Migrant Labourers Speak- *The News Minute* https://www.youtube.com/watch?v=qwJNBobY4EM&t=221s	2	
	8	Kerala Model of Development: Achievements and Challenges- *HubPages* https://discover.hubpages.com/education/Kerala-Model-of-Development	2	
		Suggested Activities: 1. Discuss various facets of Kerala's commercial development. 2. Conduct presentations on the latest trends in economic developments in Kerala. 3. Hold a debate on topics like migration, occupations and education. 4. Write articles on the development projects in Kerala.		

III	**Stories of Success and Innovation from Kerala**		**9**	**15**
	9	Heritage of the Kurichiya Community: In conversation with Cheruvayal Raman https://www.sahapedia.org/heritage-of-the-kurichiya- community-conversation-cheruvayal-raman	2	
	10	Isn't Easy to be Independent: Trans-Woman Entrepreneur Shares the Struggle Behind the Success- Report by Anjali Krishnan https://www.thebetterindia.com/273318/ inspiring- transwoman-entrepreneur-starts-pickle-business-in-kerala/	2	
	11	Started with a Capital of 150 Rupees: Today, this 16-Year-Old has a Turnover of Several Lakhs – *Spark Stories* (Translated &Transcripted Interview) https://www.youtube.com/watch?v=_mQ_acTaG14	2	
	12	Selling Dreams to Small People—Kerala's Lottery System Powers Ambition, Addiction- Vandana Menon https://theprint.in/feature/selling-dreams-to-small-people-keralas-lottery-system-powers-ambition-addiction/ 1483197/	3	
		Suggested Activities: 1. Identify other success stories in connection with Commerce and Kerala. 2. Learners can visit nearby business firms or industries to observe and listen to the experiences of various categories of employees there. 3. Write a proposal for an innovative business to be set up in Kerala. 4. Role play on the themes discussed in the Module.		
IV	**Media and Commerce in Kerala**		**9**	**10**
	13	Seafoods... Street foods... and the Kozhikode Beach (Video)- *Kerala Tourism* https://www.youtube.com/watch?v=Isc6zdsLtxo	2	
	14	On the Wings of the Milkweed- https://www.thehindu.com/life-and-style/a-women-only-travel- company-appooppanthadi-and-its-fiesty-founder-sajna-ali/article22549919.ece	2	

	15	*A Quest in Hope - A Documentary on the Life of Fishermen in Kerala*- Dir. Jayakrishnan. https://www.youtube.com/watch?v=yODnivh5Kkw	3	
	16	Medium Budgets, Big Ambitions: Why Malayalam Cinema is Dominating the Box Office- Rajesh Rajamani https://indianexpress.com/article/opinion/columns/malayalam- cinema-box-office-success-budget-9289874/	2	
		Suggested Activities: 1. Interview with people from marginalised communities regarding their livelihood. 2.Prepare short videos on the local cuisines of your area. 3.Collect business stories from the learners' areas and compile into a digital technology. 4. Write an imaginary travel blog.		
V	**Open Ended**		**9**	

Note: The course is divided into five modules, with four having total 16 fixed units and one open-ended module with a variable number of units. There are total 36 transaction hours for the fixed modules and 9 hours for the open-ended one. Internal assessments (25 marks) are split between the open-ended module (5 marks) and the fixed modules (20 marks). The final exam, however, covers only the 16 units from the fixed modules.

Suggested References:

1. *A History of Trade and Commerce in Travancore*- K. K. Kusuman
2. Beypore – The Land of Boat-Makers- Kerala Handicraft Village https://www.youtube.com/watch?v=HB2y4X7VTVI
3. Kerala Model, What's That? "We are Highly Educated"- a Citizen's Simple Summary- *Mojo Story*. https://www.youtube.com/watch?v=GbxQCzEXUBM
4. What Makes Kerala one of India's most Eco-Friendly States'?-*Be Lavie* https://be-lavie.com/what-makes-kerala-one-of-indias-most-eco-friendly-states/
5. MAHATMA GANDHI NREGA- Kunnamthanam Panchayat Work- Photographer AJ https://www.youtube.com/watch?v=gNIZeSoeusg
6. Kerala Woman Entrepreneur Inspiring Cloud Kitchen Delivery Boys Eat Free Food- The Better India https://www.youtube.com/watch?v=k-A0gXKTlNU
7. Kerala GI Products- Directorate of Industries and Commerce, Govt. of Kerala https://industry.kerala.gov.in/index.php/kerala-gi-products
8. *In-migration of Workers to Kerala*- Dr. V. Prakash
9. Climate Change Affecting Life and Livelihoods of Fishers in Kerala- Outlook Planet https://planet.outlookindia.com/news/climate-change-affecting-life-and- livelihoods-of-fishers-in-kerala--news-415476
10. Transgender Entrepreneurs in Kerala: A Case Study on Struggles and Survival Efforts- Anu Kuriakose &Vinshy P.K. https://www.thehindu.com/news/national/kerala/women-start-ups-entrepreneurs- on-the-rise-in-kerala-ksum-report/article66592161.ece

Mapping of COs with PSOs and POs:

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1	**1**	**1**	**3**	**1**	**-**	**1**	**2**	**-**	**2**	**2**	**-**	**1**	**2**
CO 2	**3**	**-**	**1**	**2**	**2**	**-**	**3**	**1**	**2**	**3**	**1**	**1**	**3**
CO 3	**3**	**2**	**2**	**2**	**1**	**3**	**3**	**2**	**3**	**3**	**3**	**2**	**3**
CO 4	**3**	**3**	**2**	**3**	**2**	**3**	**2**	**2**	**3**	**3**	**3**	**3**	**3**
CO 5	**3**	**3**	**2**	**3**	**2**	**3**	**3**	**3**	**3**	**2**	**3**	**3**	**3**

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

1. Quiz/ Discussion/ Seminar (10%)
2. Internal Exam (10%)
3. Assignment (10%)
4. End Semester Exam (70%)

Mapping of Cos to Assessment Rubrics:

	Quiz/ Discussion/ Seminar (10%)	**Internal Exam (10%)**	**Assignment (10%)**	**End Semester Exam (70%)**
CO 1	✓	✓	✓	✓
CO 2	✓	✓	✓	✓
CO 3	✓	✓	✓	✓
CO 4	✓	✓	✓	✓
CO 5	✓	✓	✓	✓

FOUR-YEAR UNDERGRADUATE PROGRAMME (FYUGP) GENERAL FOUNDATION COURSES

III SEM VALUE ADDED COURSE

<table>
<tr><td>Programme</td><td colspan="5">GENERAL FOUNDATION COURSES</td></tr>
<tr><td>Course Code</td><td colspan="5">ENG3FV108(1A)/ ENG3FV108</td></tr>
<tr><td>Course Title</td><td colspan="5">FRAMING VALUES: LITERARY AND CULTURAL NARRATIVES FOR LANGUAGES</td></tr>
<tr><td>Type of Course</td><td colspan="5">VALUE ADDED COURSES- BA LANGUAGES</td></tr>
<tr><td>Semester</td><td colspan="5">III</td></tr>
<tr><td>Academic Level</td><td colspan="5">100-199</td></tr>
<tr><td rowspan="2">Course Details</td><td>Credit</td><td>Lecture per week</td><td>Tutorial per week</td><td>Practical per week</td><td>Total Hours</td></tr>
<tr><td>3</td><td>3</td><td>-</td><td>-</td><td>45</td></tr>
<tr><td>Pre-requisites</td><td colspan="5">Basic understanding of the Indian Constitution and its structure.</td></tr>
<tr><td>Course Summary</td><td colspan="5">This course aims to provide learners with a comprehensive understanding of Constitutional values with special emphasis on values like democracy, equality, secularism etc. to celebrate the plurality of the nation.</td></tr>
</table>

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO 1	Comprehend the plurality and diversity of the nation.	U	C	Exam/Quiz/ Assignment/ Seminar
CO 2	Explore how values shall be applied with reference to the foundational principles of the Constitution.	E	C	Exam/presentation/Assignment
CO 3	Appreciate and interpret through cultural productions, the core values of the Constitution.	An	C	Exam/GD/ Assignment / Seminar
CO 4	Inculcate an awareness of the primacy of constitutional values among learners in the digital age through diverse representations.	An	C	Discussion//Quiz/ Assignment/ Seminar
CO 5	Distinguish and celebrate the true spirit of democracy which consists of the dissenting voices in a scientific and critical sense.	E	C	Exam/Quiz/ Assignment/ GD
CO 6	Apply the spirit of constitutional values in everyday life.	C	C	Exam/Quiz/ Assignment/ Seminar

* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)

- Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Detailed Syllabus:

Module	Unit	Content	Hrs(45)	Marks (50)
I	**Democracy**		**9**	**10**
	1	Introduction-Democratic Values through Literature	1	
	2	Excerpt from the speech 'Tryst with Destiny'- Jawaharlal Nehru https://youtu.be/b4_KGqgsDiU?si=SJAdG0XwxwW0jsR 9	3	
	3	My English-Aleena Akashamittayi	2	
	4	Don't Call Me Panan (Chp.1)- *Ethiru* -Kunjaman	3	
		Suggested Activities: 1. Organize a debate on the effectiveness of the Indian democratic system, focusing on recent political events and their impact on governance. 2. Assign learners to analyze landmark Supreme Court cases related to democratic principles and discuss their implications on Indian society. 3. Conduct a mock parliamentary session where learners role-play as members of parliament, debating and passing legislation on contemporary issues in India.		

II	**Liberty**		**9**	**15**
	5	Liberty in Indian Context-An Introduction	2	
	6	Morons, The Name of This Country is India- V Abdul Latheef	2	
	7	The Republic of Dreams-Mahasweta Devi	3	
	8	In Defence of Freedom- Dir. Nandita Das	2	
		Suggested Activities: 1. Hold a debate on the balance between national security and individual freedoms in India, concerning recent laws and policies. 2. Analyze pivotal Supreme Court rulings on fundamental rights, such as the right to privacy and freedom of speech, and their impact on civil liberties. 3. Facilitate a panel discussion with experts on the challenges and progress in upholding civil liberties in India, encouraging learners to ask critical questions.		

III	**Secularism**		**9**	**15**
	9	Historical Overview of the Concept of Secularism	2	
	10	To Warris Shah -Amrita Pritam	2	
	11	Salapila-V Shinilal	2	
	12	*Kai Po Che* – Dir. Abhishek Kapoor	3	
		Suggested Activities: 1. Analyse the constitutional provisions and landmark judgments on secularism in India, discussing their impact on religious freedom and minority rights. 2. Facilitate a discussion on the challenges and successes of implementing secular policies in a diverse, multi-religious society like India. 3. Assign learners to conduct field research on secularism in practice, interviewing community leaders and citizens about their experiences with religious tolerance and state neutrality.		

	IV	Justice	9	10
	13	Evolving Sense of Constitutional Value of Justice	1	
	14	Don't Tell That to Me- Kalki Subramanian:	2	
	15	November is the Month of Migration-Hansda Sowvendra Shekhar	3	
	16	*Thondimuthalum Driksakshiyum*: Dir. Dileesh Pothan	3	
		Suggested Activities: 1. Conduct a mock trial based on a real-life Indian legal case, where learners play roles of judges, lawyers, and witnesses to understand the judicial process and principles of justice. 2. Analyze landmark judgments from the Indian judiciary that have advanced social justice, such as those related to affirmative action, gender equality, and environmental justice. 3. Invite a legal expert or social activist to discuss contemporary issues of justice in India, including challenges and reforms in the criminal justice system.		
V	**Open Ended Module**		**9**	

Note: The course is divided into five modules, with four having total 16 fixed units and one open-ended module with a variable number of units. There are total 36 transaction hours for the fixed modules and 9 hours for the open-ended one. Internal assessments (25 marks) are split between the open-ended module (5 marks) and the fixed modules (20 marks). The final examination, however, covers only the 16 units from the fixed modules.

Suggested Reading:

1. Bala, Pa. Ranjith, director. *Kaala*. Wunderbar Films, 2018

2. Dangle, Arjun, editor. *The Poisoned Bread: Translations from Modern Marathi Dalit Literature*. Orient Longman, 1992.

3. Davidar, David, editor. *A Clutch of Indian Masterpieces: Extraordinary Short Stories from the 19th Century to the Present*. Aleph Book Company, 2014.

4. Gokhale, Shanta, editor. *Collected Plays of Mahesh Elkunchwar.* Oxford University Press, 2009.

5. Mehrotra, Arvind Krishna, editor. *The Oxford India Anthology of Twelve Modern Indian Poets*. Oxford University Press, 1992.

6. Nair, Mira, director. *The Reluctant Fundamentalist*. IFC Films, 2012.

7. Patel, Jabbar, director. *Ambedkar*. National Film Development Corporation of India, 2000.

8. Rushdie, Salman, and Elizabeth West, editors. *Mirrorwork: 50 Years of Indian Writing 1947- 1997*. Henry Holt and Co., 1997.

9. Subramaniam, Arundhathi, editor. *Eating God: A Book of Bhakti Poetry*. Penguin Books, 2014.

10. Jaydev Jana: "Gandhi and Democracy" (*The Statesman*)

Mapping of COs with PSOs and POs:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	2	2	1	2	2	-	2	3	2	2	2	2	3
CO2	-	1	2	3	2	2	3	1	2	3	2	3	-
CO3	2	2	-	3	2	1	3	3	2	2	2	3	-
CO4	2	2	-	2	3	1	3	2	3	-	2	3	2
CO5	3	-	2	1	-	3	2	2	1	2	3	-	3
CO6	1	3	2	3	-	1	3	-	3	2	3	2	1

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

▪ Quiz/ Discussion / Seminar (10%)

▪ Internal Exam (10 %)

▪ Assignments (10%)

▪ Final Exam (70%)

Mapping of COs to Assessment Rubrics:

▪	Internal Exam	Assignm ent	Project Evaluation	End Semester Examinations
CO 1	✓	✓	✓	✓
CO 2	✓	✓		✓
CO 3	✓	✓	✓	✓
CO 4		✓		✓
C05	✓		✓	✓
C06	✓	✓	✓	✓

FOUR-YEAR UNDERGRADUATE PROGRAMME (FYUGP) GENERAL FOUNDATION COURSES

VALUE ADDED COURSE

Programme	**GENERAL FOUNDATION COURSES**				
Course Code	**ENG3FV108(1B)**				
Course Title	**FRAMING VALUES: LITERARY AND CULTURAL NARRATIVES FOR HUMANITIES AND OTHER BA PROGRAMMES**				
Type of Course	**VALUE ADDED COURSES (VAC)- HUMANITIES AND OTHER BA PROGRAMMES**				
Semester	III				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	3	-	-	45
Pre-requisites	Basic understanding of the nuances of literary and cultural influences that shape narratives.				
Course Summary	This course promotes a diverse and inclusive perspective by teaching skills to analyze environmental, ethical, and cultural issues in a changing world. It encourages learners to understand global interconnectedness between humans and nature for sustainable futures, fostering logical, evidence-based reasoning.				

Course Outcomes (CO):

CO No.	CO Statement	Cognitive Level*	Knowledge Category	Evaluation Tools used
CO1	Develop a scientific mindset by exploring the science behind every day phenomena and examining the harmful impacts of superstitions and supernatural beliefs in society.	C	M	GD/ Presentation
CO2	Evaluate the impact of ethical issues on social, economic, and political development.	E	C	Group Discussion/ Review
CO3	Apply ethical principles to propose solutions to issues in daily life, health care and business.	A	P	Assignment/ Mini project
CO4	Demonstrate adequate knowledge of the major environmental issues of the millennium.	U	C	Term paper/ seminar
CO5	Appreciate the interconnectedness of human societies and the ecosystem and propose sustainable solutions to environmental challenges.	Ap	P	GD / exam
CO 5	Analyse the factors contributing to gender discrimination, ableism and racism to promote inclusiveness.	An	C	Review/ Report

* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)

- Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Detailed Syllabus:

Module	Unit	Content	Hrs(45)	Marks(50)
I		**Sustaining Ecology**	**9**	**10**
	1	Nobel Prize Acceptance Speech- Wangari Maathai	2	
	2	Excerpt from *Mayilamma: The Life of Tribal Eco-Warrior* (Chapter 1)	2	
	3	School Strike for Climate – Save the World by Changing the Rules - Greta Thunberg [Ted X Talks) https:// www.rev.2com/blog/transcripts/greta-thunberg- ted-talk-transcript-school-strike-for-climate	3	
	4	Water – Ralph Waldo Emerson	2	
		Suggested Activities: 1. Screen documentaries related to sustainable ecology and facilitate a discussion or debate on the issues presented. 2. Assign essays or projects based on the understanding of global sustainability issues and critical thinking skills.		

II	**Science and Society**		**9**	**15**
	5	I, a Universe of Atoms, An Atom in the Universe- Richard Feynman	3	
	6	The Mark of Vishnu-Khushwant Singh	3	
	7	How to Escape from Intellectual Rubbish- Bertrand Russel	3	
		Suggested Activities: 1. Assign a research project that examines a societal issue from a scientific angle. **2.** Assign readings or viewings of science fiction works that address scientific and technological themes.		
III	**Secularism**		**9**	**15**
	8	He for She– Emma Watson https://www.youtube.com/ watch?v=gkjW9PZB Rfk	2	
	9	Telephone Conversation-Wole Soyinka	2	
	10	Subha- Rabindranath Tagore	2	
	11	*Hitchki*- Dir. Sidharth P Malhotra	3	
		Suggested Activities: 1. Facilitate small group discussions on personal experiences and strategies for promoting inclusiveness. 2. Create posters, social media content, and workshops to spread awareness about social inclusiveness.		

IV	**Ethical Horizons**	**9**	**10**

	12	When the Soul Cries Out-Harishankar Parsai	1	
	13	How Ethics Will Change the Future of Technology- Olivia Gambelin (TEDx Talks) https://www.youtube.com/watch?v=H9Esi2kD Usc	2	
	14	Mother and Son-Iain Chrichton Smith	3	
	15	Three cartoons on ethical issues: a) https://www.researchgate.net/figure/The-comic- strip-Di lbert-ss-Scott- Adams- illustrating-the- unethical-use-of_ fig1_45504561 b) https://www.e-education.psu.edu/geog30/node/455	3	
		Suggested Activities: 1. Organize a hackathon where learners develop solutions to ethical problems in technology, business, or social issues. 2. Partner with local organizations for a service-learning project that addresses an ethical issue, such as environmental conservation, social justice, or public health.		
V	**Open Ended Module**		**9**	

Note: The course is divided into five modules, with four having total 15 fixed units and one open-ended module with a variable number of units. There are total 36 transaction hours for the fixed modules and 9 hours for the open-ended one. Internal assessments (25 marks) are split between the open-ended module (5 marks) and the fixed modules (20 marks). The final examination, however, covers only the 16 units from the fixed module

Suggested Reading:

1. *The Republic*- Plato
2. *Groundwork for the Metaphysics of Morals*- Immanuel Kant
3. *Ethics*- Baruch Spinoza
4. *A Theory of Justice*- John Rawls
5. *After Virtue*- Alasdair MacIntyre
6. *The Idea of India*- Sunil Khilnani
7. *Secularism in India: Concept and Practice* edited by Rajeev Bhargava
8. *India as a Secular State*- Donald Eugene Smith
9. *Why I Am Not a Hindu*- Kancha Ilaiah
10. *The Crisis of Secularism in India* edited by Anuradha Dingwaney Needham and Rajeswari Sunder Rajan -
11. *The Structure of Scientific Revolutions*- Thomas S. Kuhn
12. *The Two Cultures*- C.P. Snow
13. *Science, Technology, and Society: A Sociological Approach*- Wenda K. Bauchspies, Jennifer Croissant, and Sal Restivo
14. *Technopoly: The Surrender of Culture to Technology*- Neil Postman
15. *The Social Construction of Reality*- Peter L. Berger and Thomas Luckmann
16. *Silent Spring*- Rachel Carson
17. *The Ecological Indian: Myth and History*- Shepard Krech
18. *The Climate of History in a Planetary Age*- Dipesh Chakrabarty
19. *Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge, and the Teachings of Plants*- Robin Wall Kimmerer
20. *Environmental Ethics: An Anthology* edited by Andrew Light and Holmes Rolston

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO 6	PO 7
CO1	3	3	1	3	3	-	2	3	2	2	2	2	3
CO2	-	1	3	3	2	2	3	1	2	3	2	3	-
CO3	2	2	-	3	2	1	3	3	2	2	2	3	-
CO4	2	3	-	2	3	1	3	2	3	-	2	3	2
CO5	3	-	3	2	-	3	2	3	1	2	3	-	3
CO6	1	3	2	3	-	2	-	-	3	2		3	2

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz/ Discussion / Seminar (10%)
- Internal Exam (10 %)
- Assignments (10%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics:

▪	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓	✓	✓	✓
CO 2	✓	✓		✓
CO 3	✓	✓	✓	✓
CO 4		✓		✓
C05	✓		✓	✓
C06	✓	✓	✓	✓

FOUR-YEAR UNDERGRADUATE PROGRAMME (FYUGP) GENERAL FOUNDATION COURSES

VALUE ADDED COURSE

<table>
<tr><td>Programme</td><td colspan="5">GENERAL FOUNDATION COURSES</td></tr>
<tr><td>Course Code</td><td colspan="5">ENG3FV108(2)</td></tr>
<tr><td>Course Title</td><td colspan="5">FRAMING VALUES: LITERARY AND CULTURAL NARRATIVES FOR SCIENCES</td></tr>
<tr><td>Type of Course</td><td colspan="5">VALUE ADDED COURSES (VAC)- SCIENCES</td></tr>
<tr><td>Semester</td><td colspan="5">III</td></tr>
<tr><td>Academic Level</td><td colspan="5">100-199</td></tr>
<tr><td rowspan="2">Course Details</td><td>Credit</td><td>Lecture per week</td><td>Tutorial per week</td><td>Practical per week</td><td>Total Hours</td></tr>
<tr><td>3</td><td>3</td><td>-</td><td>-</td><td>45</td></tr>
<tr><td>Pre-requisites</td><td colspan="5">Basic understanding of foundational concepts of science as well as key historical events related to secularism.</td></tr>
<tr><td>Course Summary</td><td colspan="5">This course offers science learners a unique exploration of ethical dilemmas and societal values through the lens of literature. Drawing inspiration from literary works, learners will delve into key topics such as constitutional values, inclusiveness, environmental awareness, and ethics.</td></tr>
</table>

COURSE OUTCOMES (CO)

CO No.	Course Outcome	Cognitive Level *	Knowledge Category #	Evaluation Tools used
CO 1	Critically assess how societal biases and prejudices influence the understanding and application of constitutional values.	An, E, Ap	M	Assignments
CO 2	Explore the role of empathy and understanding in promoting inclusivity among diverse communities.	U, A, S	P	Debate/Group Discussion/ Assignments
CO 3	Evaluate the ethical implications of human activities on the environment and explore sustainable solutions.	An, E, A	M	Seminar Presentation
CO 4	Analyze the ethical implications of the use of technology in contemporary society, including privacy concerns and technological dependence.	An, E, S	M	Seminar presentation
CO 5	Reflect on personal values and ethical considerations in various aspects of daily life, including work, relationships, and consumption.	R, U, A	M	Keep Journals
CO 6	Examine how societal biases hinder progress and collaboration and strategies to overcome them.	An, E, C	P, M	Report

* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)

- Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Detailed Syllabus:

Module	Unit	Content	Hrs(45)	Marks (50)
I	**CONSTITUTION**		**9**	**15**
	1	Excerpt from 'Ambedkar'. *The Makers of Modern India*- Ramachandra Guha (pp.287-298)	3	
	2	Fragrance of Peace- Irom Sharmila	2	
	3	"Up Against Bondage". *Untouchables: My Family's Triumphant Escape from India's Caste System*- Narendra Jhadhav	2	
	4	*Court* – (Marathi)- Dir. Chaitanya Tamhane	2	
		Suggested Activities: 1. Conduct regular quizzes focusing on different aspects of the Indian Constitution 2. Organize mock parliament sessions where learners propose and debate legislation, promoting democratic principles and parliamentary procedure.		

II	**INCLUSIVENESS**		**9**	**10**
	5	Pale Blue Dot- Carl Sagan https://youtu.be/wupToqz1e2g?si=xstLwqYlZc4bFFMy	2	
	6	2023 Nobel Prize Acceptance Speech- Narges Mohammedi	3	
	7	War Photographer- Carol Ann Duffy	2	
	8	The Dog of Titwal- Sadat Hassan Manto	2	
		Suggested Activities: 1. Facilitate discussion/role play where learners can collect information from diverse backgrounds and share traditions, languages, and experiences, fostering empathy and understanding. 2. Engage learners in community outreach projects that address issues of inequality and discrimination, such as volunteering at shelters or organizing awareness campaigns on social justice issues.		

III	**ENVIRONMENT**		**9**	**15**
	9	‘Deep Ecology Basic Principles’- Biocentric Equality- Arne Naess and George Sessions	2	
	10	The Queen of Trees-Documentary Analysis https:// youtu.be/xy86ak2fQJM?si=M0zvpRwKk4kC1aFh	2	
	11	“What She Said” - Tevakulattar, Kurunthokai ; “What She Said” - Kapilar,Akananooru 318 ; “What Her Girl Friend Said, the Lover within Earshot, Behind a Fence”- Uloccanar (Translated by A K Ramanujan)	2	
	12	‘A Fable for Tomorrow’- Excerpt from *The Silent Spring* - Rachel Carson	2	
	13	Dear Future Generations: Sorry-Prince Ea	1	
		Suggested Activities: 1. Ask the learners to observe their surroundings and note down examples of interconnectedness. 2. Instruct the learners to calculate their carbon footprint using the calculator in the link given below. https://www.carbonfootprint.com/calculator.aspx 3. Implement waste management initiatives within the College.		

IV		**ETHICS AND VALUES**	**9**	**10**
	14	Cyber security in the age of AI https://youtu.be/ qVET1vD3NtQ?si=_ndidVNoAgXfv532	3	
	15	Recovery from physical wounds easy but hard to heal mental disturbance-Acid attack survivor Anmol Rodriguez.	3	
	16	Social Media, Ethics and the Privacy Paradox-Nadine Barrett-Maitland and Jenice Lynch-pp. 1-6	3	
		Suggested Activities: 1. Encourage learners to maintain values reflection journals 2. Facilitate discussions on ethical dilemmas relevant to learners' lives, encouraging them to consider different perspectives and values when making decisions.		
V		**Open Ended Module**	**9**	

Note: The course is divided into five modules, with four having total 16 fixed units and one open-ended module with a variable number of units. There are total 36 transaction hours for the fixed modules and 9 hours for the open-ended one. Internal assessments (25 marks) are split between the open-ended module (5 marks) and the fixed modules (20 marks). The final examination, however, covers only the 16 units from the fixed module

Suggested Readings:

1. Durga Das Basu, et al., Introduction to the Constitution of India (LexisNexis, 26th edn, 2022).
2. Leila Seth, We, the Children of India: The Preamble to Our Constitution (New Delhi, Puffin Books, Penguin Books India, 2010).
3. Mahendra Pal Singh, V.N. Shukla's Constitution of India, (Eastern Book Company, Lucknow, 13th revised edn. 2017)
4. B.R. Ambedkar Selected Speeches, (Prasar Bharati, New Delhi, 2019) available at: https://prasarbharati.gov.in/whatsnew/whatsnew 653363.pdf.
5. 'How Racism Makes Us Sick' (TED Talk, November 2016)
6. The Inequalities AI Is Creating – and Deepenin…
7. "Why Diversity Matters" by Katherine W. Phillips (Scientific American)
8. "The Danger of Silence" by Clint Smith (TED Talk)
9. "The Pedestrian" by Ray Bradbury
10. "The Sixth Extinction" by Elizabeth Kolbert (The New Yorker)
11. "The Story of Stuff" (YouTube)
12. "Climate Change: The Science and Global Impact" (NASA)
13. "The Cold Equations" by Tom Godwin:
14. "The Ethics of CRISPR" by Heidi Ledford (Nature)
15. "The Challenger Disaster: A Case of Subjective Engineering" by Diane Vaughan (Harvard Business Review)
16. "The Ethics of Human Enhancement" (YouTube)

Mapping of Cos with PSOs and Pos:

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	1	3	2	1	1	_	1	1	1	1	1	3	-
CO2	-	3	1	2	-	1	-	1	2	1	-	3	-
CO3	-	3	1	-	3	3	-	1	-	1	3	3	1
CO4	-	3	-	3	-	1	2	-	1	-	3	3	-
CO5	-	2	1	-	1	-	1	1	-	2	-	3	-
CO6		-	3	2	-	1	-	2	-	1	2	3	1

Corelation Level:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

▪ Quiz/ Discussion / Seminar (10%)

▪ Internal Exam (10 %)

▪ Assignments (10%)

▪ Final Exam (70%)

Mapping of COs to Assessment Rubrics:

▪	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓	✓	✓	✓
CO 2	✓	✓		✓
CO 3	✓	✓	✓	✓
CO 4		✓		✓
C05	✓		✓	✓
C06	✓	✓	✓	✓

FOUR-YEAR UNDERGRADUATE PROGRAMME (FYUGP) GENERAL FOUNDATION COURSES

VALUE ADDED COURSE

Programme	**GENERAL FOUNDATION COURSES**				
Course Code	**ENG3FV108(3)**				
Course Title	**FRAMING VALUES: LITERARY AND CULTURAL NARRATIVES FOR COMMERCE AND MANAGEMENT**				
Type of Course	**VALUE-ADDED COURSE (VAC)- COMMERCE AND MANAGEMENT**				
Semester	**III**				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	3	-	-	45
Pre-requisites	Basic understanding of foundational concepts of literature and the cultural influences affecting the narratives.				
Course Summary	This course explores the foundational values enshrined in the Constitution, emphasizing principles of justice, equality, and democratic governance. It integrates critical discussions on gender equity and environmental sustainability, to foster a holistic and ethical approach to business and management.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level *	Knowledge Category#	Evaluation Tools used
CO 1	To understand the importance and significance of Indian Constitution	U	F	Assignments
CO 2	To describe the salient features of the constitution and explain the fundamental rights	An	C	Debate / Group Discussion/ Assignments
CO 3	To understand humans' relationship with nature through Literature	Ap	C	Seminar Presentation
CO 4	Convey a more profound comprehension of subjects, concerns, and themes articulated in environmental literature across diverse formats.	An	P	Seminar presentation
CO 5	To identify and analyze gender, power, social justice and identity through literature	An	P	Report/ Assignment
CO 6	To prepare learners to meet the needs of an ethnically and gender diverse workplace	E	P	Role play

* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)

- Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Detailed Syllabus:

Module	Unit	Content	Hrs (45)	Marks (50)
I		**CONSTITUTION**	**9**	**13**
	1	Preamble- An Introduction	2	
	2	Freedom- Rabindranath Tagore	2	
	3	Tryst with Destiny - Jawaharlal Nehru	3	
	4	Samvidhaan: The Making of the Constitution of India (2014) E[pisode I, II & III (Condensed Version)- Web series https://youtu.be/RDSr68ewVP4?si=qXvg1BIH9cWkPr6K https://youtu.be/nHNTu_sG4SI?si=gA9QPWX6Ppb-piUK https://youtu.be/hQB- yXb4NN4?si=vZvckHQbiHauNpc6	2	
		Suggested Activities: 1. Cite examples from the society where fundamental rights are denied. 2. Debate on "Democracy in India". 3. Discussion on the importance of Nehru's speech in contemporary society. 4. Write an essay on the concept of the topic " Freedom"		

II	**ENVIRONMENT**		**9**	**12**
	5	Environmental movements in India: Chipko, Silent Valley, Narmada Bachao Andolan	2	
	6	In April beneath the scented thorn- William Wordsworth	2	
	7	Excerpts from *Aathi/Gift in Green* -Sarah Joseph Chapter 2- The First of the Seven Nights	3	
	8	Wake Up Child- https://youtu.be/cSuq5dEv7D4?si=HMasUI7MPEI3jiRv	2	
		Suggested Activities: 1. Watch a film on climate change and make a presentation. 2. Conduct a green audit on your campus and make a report 3. Write a review of any film that discusses environmental issues. 4. Conduct an elecution competition on nature.		
III	**GENDER EQUITY**		9	13
	9	Everyday Use - Alice Walker	3	
	10	That day after Every day That Day After Everyday | Anurag Kashyap | Royal Stag Barrel Select Large Short Films	2	
	11	Why I Want a Wife? -Judy Brady	2	
	12	No One Speaks of How Tendrils Feed on the Fruits- Xandria Phillips	2	
		Suggested Activities: 1. List the ways by which our society can successfully implement gender equality in the workplace. 2. Watch a film that discusses the topic of gender discrimination and write an essay on that. 3. Debate on the feminist manifesto 'Dear Ijeawele' 4. Create a poster emphasizing the equality of gender.		

IV	**MIND AND RESILIENCE**	**9**	**12**

	13	No Straight Thing Was Ever Made-On Family - Urvasi Bahuguna	3	
	14	A Beautiful Mind (Chap. 10) - John Nash	2	
	15	The Owl and the Chimpanzee -Jo Camacho	2	
	16	Yuva Talks with Shiv Khera- Episode 5-Discover Your Hidden Talent- https://youtu.be/0fg2ZLHyAH0?si=JssTZpzitUeHgXH5	2	
		Suggested Activities: 1. Watch the movie: A Beautiful Mind and understand the life struggle for a differently abled person. 2. Talk about your favourite sports star. 3. Explore the world of Healthy Eating and Healthy Living. 4. Seminar presentation on the topic of Mental Health and stress management 5. Conduct an interview with a health expert and record and screen it.		
V		**Open Module**	9	

Note: The course is divided into five modules, with four having total 16 fixed units and one open-ended module with a variable number of units. There are total 36 transaction hours for the fixed modules and 9 hours for the open-ended one. Internal assessments (25 marks) are split between the open-ended module (5 marks) and the fixed modules (20 marks). The final examination, however, covers only the 16 units from the fixed module

Suggested Readings:

1. The Constitution of India, Articles - 14, 19, 21.
   B.R. Ambedkar Selected Speeches, (Prasar Bharati, New Delhi, 2019) available at: https://prasarbharati.gov.in/whatsnew/whatsnew 653363.pdf.
2. Akhter, Tawhida, and Ahmad Bhat, Tariq. Literature and Nature. United Kingdom, Cambridge Scholars Publishing, 2022.
3. Shiva, Vandana. 'Development, Ecology and Women', Staying Alive: Women Ecology and Development. India: Zed Books, 1988. pp 1-14
4. Carl, Safina. Prologue & Chapter 1, Beyond Words : What animals think and feel. Souvenir Press, 2015.
5. Garrard, Greg. Ecocriticism. United Kingdom: Taylor & Francis, 2011.
   Wohlleben, Peter. The Hidden Life of Trees: What They Feel, How They Communicate-Discoveries from a Secret World. India: Penguin Books Limited, 2016.
6. Delusions of Gender: By Cordelia Fine, this book explores society's assumptions that men's and women's brains are different, and that these differences lead to stereotypical roles.
7. James R Morrow Jr., Dale P. Mood, James G. Disch, Minsoo Kang - Measurement and Evaluation in Human Performance-Human Kinetics Publishers (2015)
8. W.Larry Kenney, Jack H. Wilmore, Devid L.Costil.(2015). Physiology of Sports and Exercise, Second Edition.
   USA.Human Kinetics.

   Wener W.K. Hoeger, Sharon A. Hoeger - Fitness and Wellness-Cengage Learning (2014)
9. Kansai DK (2012).A practical approach to Measurement Evaluation in Physical Education & Sports selection. Sports & Spiritual Science Publications, New Delhi.
10. Websites of International Sports Federations, Ministry of Youth Affairs and Sports Govt. of India
11. Interview - SachinSachin Tendulkar 50th Birthday | Exclusive Interview: Cricket, Life After Retirement & Next Gen

Mapping of Cos with PSOs and POs:

	PSO1	PSO2	PSO3	PSO 4	PSO5	PSO6	P01	PO2	PO3	PO4	PO5	PO6	PO7
CO1	2	3	3	1	2	-	1	3	2	1	1	3	-
CO2	2	3	3	1	2	-	1	3	2	1	1	3	-
CO3	2	3	3	1	2	-	1	3	2	1	1	3	-
CO4	2	3	3	1	2	-	1	3	2	1	1	3	-
CO5	2	3	3	1	2	-	1	3	2	1	1	3	-
CO6	2	3	3	1	2	-	1	3	2	1	1	3	-
CO7	1	3	2	3	2	-	1	2	3	2	1	2	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Discussion / Seminar (10%)
- Midterm Exam (10%)
- Assignments (10%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics:

	Quiz/ Discussion/ Seminar (10%)	Internal Exam (10%)	Assignment (10%)	End Semester Exam (70%)
CO 1	✓	✓	✓	✓
CO 2	✓	✓	✓	✓
CO 3	✓	✓	✓	✓
CO 4	✓	✓	✓	✓
CO 5	✓	✓	✓	✓
CO 6	✓	✓	✓	✓

FOUR-YEAR UNDERGRADUATE PROGRAMME (FYUGP) GENERAL FOUNDATION COURSES

IV SEM VALUE ADDED COURSE

Programme	**GENERAL FOUNDATION COURSES**				
Course Code	**ENG4FV109(1A)/ENG4FV110**				
Course Title	**FRAMING PERSPECTIVES: LITERARY AND CULTURAL NARRATIVES FOR LANGUAGES**				
Type of Course	VALUE-ADDED COURSE (VAC)- BA LANGUAGES				
Semester	4				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	3	-	-	45
Pre-requisites	The learners are expected to have a general idea about the concepts of ethics, inclusiveness and coexistence.				
Course Summary	This course is intended to enable the students to understand egalitarian values like gender equity and inclusiveness along with the ethical foundations of humanity and ecological awareness, with a global perspective.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO 1	Develop an inclusive outlook that respects diverse beliefs and perspectives.	U, An	C	Discussion/Poster making/ Assignment.
CO 2	Enhance gender sensitivity which respects gender diversity and promotes inclusiveness.	U, An, E	C, M	Debate/Report/ Quiz.
CO 3	Cultivate an environment-friendly consciousness and understand the importance of coexistence on the planet.	U, Ap, An	C, P, M	Create Video/ Panel discussion.
CO 4	Develop ethical awareness and apply ethical principles in decision-making.	Ap, An, C	C, P, M	Panel discussion, Creative Writing
CO 5	Attain the knowledge and practice of inclusiveness.	An, Ap, C	P, M	Quiz/ GD

* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)

- Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Detailed Syllabus:

Module	Unit	Content	Hours (45)	Marks (50)
I		**Environment**	**9**	**15**
	1	'Chilean Forest' from Memoirs- Pablo Neruda	2	
	2	Legend- Judith Wright	3	
	3	Honey Mango Tree - Vaikom Muhamed Basheer	2	
	4	*One Earth* https://youtu.be/QQYgCxu988s?si=Zl7arhiHvZzpYl_c	2	
		Suggested Activities: 1. Conduct a debate on environmental sustainability. 2. Visit any biodiversity park/sanctuary and write a report on your visit. 3. Organise panel discussion on 'Threats on Environment'.		
II		**Ethics**	**9**	**10**
	5	Man's Peril- Bertrand Russel	3	
	6	A Grain as Big as a Hen's Egg - Leo Tolstoy	3	
	7	Masses- Cesar Vallejo	2	
	8	*Napalm Girl*- CBC Docs https://youtu.be/SWH2Vi0PcoI?si=rHIh7nju1lZPr0mV	1	
		Suggested Activities: 1. Organise a debate on ethics and its relevance 2. Write a story/ poem about ethics and its life practice. 3. Prepare a short video on ethics		

III	**Gender Equity**		**9**	**15**
	9	Phenomenal Woman- Maya Angelou	2	
	10	'Unlearning of Preconceived Notions, Why Problem of Gender is Always Overlooked' from *We Should All Be Feminists* - Chimamanda Ngozi Adichie. pp. 38-46.	3	
	11	Tribute to Papa- Mamta Kalia	2	
	12	Emma Watson's Speech on Gender Equality https://youtu.be/iRr9v_shgbY?si=XYCkV2rs7Ym0lC8e	2	
		Suggested Activities: 1. Create a poster emphasizing the equality of gender. 2. Watch films based on gender equity and write reviews. 3. Write a newspaper article on any contemporary gender issues.		
IV	**Inclusiveness**		**9**	**10**
	13	Liberty Needs Glasses- Tupac Shakur	2	
	14	Yellow Woman- Leslie Marmon Silko	3	
	15	Excerpt from *The Truth about Me: A Hijra Life Story*-A Revathi. pp. 14-16	2	
	16	The Story of a Disabled Little Girl- Tylia Flores https://spillwords.com/the-story-of-a-disabled-girl/	2	
		Suggested Activities: 1. Collect and compile stories of the success of people from minority communities. 2. Watch films which promote inclusiveness and present the ideas before the classroom. 3. Identify texts dealing with themes of inclusiveness and diversity.		
V	**Open-Ended**		**9**	

Note: The course is divided into five modules, with four having total 16 fixed units and one open-ended module with a variable number of units. There are total 36 transaction hours for the fixed modules and 9 hours for the open-ended one. Internal assessments (25 marks) are split between the open-ended module (5 marks) and the fixed modules (20 marks). The final examination, however, covers only the 16 units from the fixed module

Suggested Readings:

1. 'In London Town'-Mary Coleridge
2. 'From Cocoon Forth a Butterfly'-Emily Dickinson
3. Speech by Chief Seattle
4. 'War'-Luigi Pirandello
5. 'The Seven-Coloured' - Gulzar
6. 'Felling of the Banyan Tree'- Dilip Chitre
7. 'Freedom'-Lanston Hughes
8. 'Age of Science'- Sahodaran Ayyappan.
9. 'In Celebration of My Uterus'-Anne Sexton
10. 'A Cup of Tea'-Catherine Mansfield
11. 'And of Clay We are Created'- Isabel Allende
12. 'How to Write about Africa'- Binyavanga Wainaina
13. *Behind Our Eyes: Stories, Poems and Essays by Writers with Disabilities*- Ed. Marilyn Brandt Smith, et al.
14. *I am Not a Number*- Written by Jenny Kay Dupuis and Kathy Kacer & Illustrated by Gillian Newland
15. 'Women's Indigenous Knowledge and Biodiversity Conservation'- Vandana Shiva Vol. 19, No. 1/2, Spring-Summer 1992, *Indigenous Vision: Peoples of India Attitudes to The Environment*. Pp. 205-214.

Mapping of COs with PSOs and POs:

	PSO 1	**PSO 2**	**PSO 3**	**PSO 4**	**PSO 5**	**PSO 6**	**PO 1**	**PO 2**	**PO 3**	**PO 4**	**PO 5**	**PO 6**	**PO 7**
CO 1	**3**	**3**	**3**	**-**	**2**	**-**	**3**	**1**	**2**	**1**	**-**	**-**	**2**
CO 2	**3**	**3**	**3**	**-**	**1**	**1**	**3**	**3**	**2**	**1**	**1**	**1**	**2**
CO 3	**3**	**3**	**3**	**2**	**2**	**3**	**3**	**2**	**2**	**3**	**1**	**-**	**3**
CO 4	**3**	**3**	**3**	**1**	**1**	**3**	**3**	**1**	**2**	**1**	**1**	**3**	**2**
CO 5	**3**	**3**	**3**	**3**	**1**	**3**	**3**	**3**	**2**	**3**	**3**	**3**	**2**

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

1. Quiz/ Discussion/ Seminar (10%)
2. Internal Exam (10%)
3. Assignment (10%)
4. End Semester Exam (70%)

Mapping of Cos to Assessment Rubrics:

	Quiz/ Discussion/ Seminar (10%)	**Internal Exam (10%)**	**Assignment (10%)**	**End Semester Exam (70%)**
CO 1	✓	✓	✓	✓
CO 2	✓	✓	✓	✓
CO 3	✓	✓	✓	✓
CO 4	✓	✓	✓	✓
CO 5	✓	✓	✓	✓

FOUR-YEAR UNDERGRADUATE PROGRAMME (FYUGP)

GENERAL FOUNDATION COURSES

VALUE ADDED COURSE

Programme	**GENERAL FOUNDATION COURSES**				
Course Code	**ENG4FV109(1B)**				
Course Title	**FRAMING PERSPECTIVES: LITERARY AND CULTURAL NARRATIVES FOR HUMANITIES AND OTHER BA PROGRAMMES**				
Type of Course	VALUE-ADDED COURSE (VAC) - BA HUMANITIES AND OTHER BA PROGRAMMES				
Semester	4				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	3	-	-	45
Pre-requisites	Students should have basic understanding of literature, ecology, society and science, along with communication skills and critical thinking abilities.				
Course Summary	This course explores the intersection of literature, ecology, humanity, science, and holistic living. The readings, both primary and suggested, offer diverse perspectives, encouraging students to critically engage with the complex relationship between individuals, society, and the world.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools Used
CO1	Understanding the critical components inherent in each literary form, including thematic analysis, contextual understanding, character development and rhetorical techniques.	U	F, C	Creative work/ Assignments
CO2	Developing advanced verbal and non-verbal communication skills in expressing literary analyses, interpretations, and critiques.	Ap, E	C, P	Debate, discussions, presentations.
CO3	Inculcating a holistic understanding of how human beings as a species have to coexist as social, cultural, and ethical.	Ap, An	M	Reflective Essays/ Mock interviews.
CO4	Synthesizing insights gained from diverse literary works, showcasing an ability to apply literary knowledge to contemporary social, cultural, and ethical contexts.	E, C	C, P	Seminar/Assignments,
CO5	Creating a sense of collaboration that surpasses the differences based on disciplines, specifically humanities and other branches of knowledge.	Ap, C	P, M	Review

* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)

- Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Detailed Syllabus:

Module	Unit	Content	Hours (45)	Marks (50)
I		**Harmony in Nature**	**9**	**13**
	1	The Earth Speaks- Rainer Maria Rilke	2	
	2	A Mild Attack of Locusts - Dorris Lessing	2	
	3	Man, and Nature in India: The Ecological Balance- Salim Ali	3	
	4	A Flowering Tree - A K Ramanujan	2	
		Suggested Activities: 1. Create a piece of artwork (painting, sculpture, digital art) or a short video (3-5 minutes) that represents the concept of harmony in nature. 2. Write newspaper article on how people have been conserving nature specific to the learner's locality. 3. Write a review of a documentary/movie that talks about the destruction of nature. 4. Visit a site where people have been living in harmony with nature.		
II		**Harmony in Humanity**	**9**	**12**
	5	Invictus- William Ernest Henley	2	
	6	Old Man at the Bridge- Ernest Hemingway	2	
	7	We Should All Be Feminists - Chimamanda Ngozi Adichie	3	
	8	The Silent Child- Chris Overton https://youtu.be/2GbxFIVQv8c?si=qZhAnZ2LfTvCSkkF	2	
		Suggested Activities: 1. Conduct a panel discussion on how cultural diversity contributes to societal harmony and the ways in which intercultural relationships foster mutual respect and understanding. 2. Select a specific example of a community or program that has successfully promoted cultural harmony. Analyze the strategies used and their outcomes. 3. Conduct programmes in your institution based on the theme of cultural diversities. 4. Conduct a mock interview with a social worker.		
III		**Arts and Society**	**9**	**13**
	9	Blowin' in the Wind- Bob Dylan	2	

	10	'Guernica' Did Nothing- Which is Why it Still Matters- David McCarthy https://www.zocalopublicsquare.org/2023/04/24/guernica-antiwar-art- still-matters/ideas/essay/	2	
	11	*The Day I Became a Woman*- Dir. Marzieh Makhmalbaf	3	
	12	How India's Street Art Scene is Bringing about Social Change- Sky's Saskia Lumley https://www.youtube.com/watch?v=SExAIcu36ZI	2	
		Suggested Activities: 1. Organise a photo exhibition on the theme 'Social Emancipation'. 2. Conduct discussions on the importance of art literacy in society and the role of education in promoting it. 3. Watch movies/documentaries that call for social change. 4. Compile art forms that speak about society.		
IV	**Towards Holistic Living**		**9**	**12**
	13	Wind Women- Jeannette Armstrong	2	
	14	The Bear Came over the Mountain- Alice Munro	2	
	15	Excerpt from *Laughing Cancer Away: An Actor's Memoir*- Innocent	3	
	16	A Day in the Life of Griffin and Turner- *Special Book by Special Kids* https://www.youtube.com/watch?v=_JqXHIz-vfQ&t=1047s	2	
		Suggested Activities: 1. Write an article about a person who has survived a major illness. 2. Write a review of an autobiography of a person with disabilities. 3. Conduct a panel discussion about the issues and triumphs of old age. 4. Adapt and enact a skit that discusses the life of people from minority communities.		
V	**Open-Ended**		**9**	

Note: The course is divided into five modules, with four having total 16 fixed units and one open-ended module with a variable number of units. There are total 36 transaction hours for the fixed modules and 9 hours for the open-ended one. Internal assessments (25 marks) are split between the open-ended module (5 marks) and the fixed modules (20 marks). The final examination, however, covers only the 16 units from the fixed module.

Suggested Reading:

1. 'On Killing a Tree'- Gieve Patel
2. 'The Microbe'- Hilaire Belloc
3. 'The Importance of Storytelling within Indigenous Culture'- *Yarn*

   https://www.yarn.com.au/blogs/yarn-in-the-community/the-importance-of-storytelling-within-indigenous-culture

4. The Story of My Life- Helen Keller
5. *Joothan*- Om Prakash Valmiki
6. 'Old Folks Laugh'- Maya Angelou
7. *Laapataa Ladies*- Dir. Kiran Rao
8. *Alamar* (To the Sea) - Dir. Pedro González-Rubio
9. *Silence! The Court is in Session*- Vijay Tendulkar.
10. *An Ordinary Story*- Chart Korbjitti

Mapping of COs with PSOs and POs:

	PSO 1	**PSO 2**	**PSO 3**	**PSO 4**	**PSO 5**	**PSO 6**	**PO 1**	**PO 2**	**PO 3**	**PO 4**	**PO 5**	**PO 6**	**PO 7**
CO 1	**2**	**1**	**3**	**1**	**1**	**1**	**3**	**3**	**3**	**1**	**3**	**3**	**2**
CO 2	**2**	**1**	**3**	**1**	**2**	**2**	**2**	**3**	**3**	**2**	**1**	**1**	**2**
CO 3	**3**	**3**	**1**	**1**	**3**	**2**	**3**	**3**	**3**	**2**	**-**	**-**	**3**
CO 4	**3**	**3**	**3**	**2**	**3**	**3**	**3**	**3**	**2**	**3**	**2**	**2**	**3**
CO 5	**3**	**3**	**3**	**3**	**3**	**3**	**3**	**3**	**3**	**3**	**3**	**3**	**3**

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

1. Quiz/ Discussion/ Seminar (10%)
2. Internal Exam (10%)
3. Assignment (10%)
4. End Semester Exam (70%)

Mapping of Cos to Assessment Rubrics:

	Quiz/ Discussion/ Seminar (10%)	**Internal Exam (10%)**	**Assignment (10%)**	**End Semester Exam (70%)**
CO 1	✓	✓	✓	✓
CO 2	✓	✓	✓	✓
CO 3	✓	✓	✓	✓
CO 4	✓	✓	✓	✓
CO 5	✓	✓	✓	✓

FOUR-YEAR UNDERGRADUATE PROGRAMME (FYUGP)

GENERAL FOUNDATION COURSES

VALUE ADDED COURSE

Programme	**GENERAL FOUNDATION COURSES**				
Course Code	**ENG4FV109(2)**				
Course Title	**FRAMING PERSPECTIVES: LITERARY AND CULTURAL NARRATIVES FOR SCIENCES**				
Type of Course	VALUE-ADDED COURSE (VAC)- SCIENCE				
Semester	4				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	3	-	-	45
Pre-requisites	The learners are expected to have a general idea about well-being and other social avenues that lead to responsible living.				
Course Summary	This course aims to foster values like gender awareness, physical and mental well-being, and self-responsiveness among students by imparting the knowledge and experience requisite to elicit gender, health and wellness, self and identity, and human rights principles through the textual world.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO 1	To foster human values among learners by providing learning experiences through textual transactions.	U, An	F, C	Discussion, /Poster making/ Assignment.
CO 2	To provide a learning experience that is distinctive and impactful on the young generation and engage, inspire and challenge the learners to become leaders with ethics and positive contributors to their chosen field.	U, An, Ap	C, P, M	Debate/ Article/ Quiz.
CO 3	To analyse the complexities of life and find solutions in the current digital era.	U, Ap, An	C, P, M	Panel discussion/ Survey/ Debates/ Assignments.
CO 4	To nurture gender sensitivity, ethics, human rights, identity and self in the young generation.	Ap, An, C	C, M	Panel discussion/ Creative writing
CO 5	To understand the value of life and the meaning and application of peaceful co-existence.	An, Ap, C	C, M	Create Videos/ GD.

* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)

- Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Detailed Syllabus:

Module	Unit	Content	Hours (45)	Marks (50)
I		**Human Rights**	**9**	**13**
	1	Integrating Human Rights, Leave No One Behind, and Gender Equality into UN Cooperation Frameworks- *United Nations Sustainable Development Group* https://www.youtube.com/watch?v=mHHy1gDn4x8	2	
	2	On The Rule of the Road - A.G. Gardiner	2	
	3	Humanities v/s Science- S Radhakrishnan	2	
	4	*I Am a Cat*- Dir. Kon Ichikana	3	
		Suggested Activities: 1. Conduct a debate on the misuse of Constitutional Rights. 2. Organise panel discussion on 'Threats on Human Rights'. 3. Prepare a short film on the challenges of human rights. 4. Explore human rights issues through storytelling.		
II		**Professional Ethics and Scientific Temper**	**9**	**12**
	5	The Self- Unseeing- Thomas Hardy	2	
	6	Karma- Khushwant Singh	2	
	7	Excerpt from *All in a Drop: How Antony Van Leeuwenhoek Discovered an Invisible World* - Lori Alexander	2	
	8	*The Boy Who Harnessed the Wind*- Dir. Chiwetel Ejiofor	3	
		Suggested Activities: 1. Organise a debate on ethics and its relevance. 2. Write a story/ poem about ethics and its practice. 3. Prepare a short video on ethics. 4. Conduct a quiz on topics related to scientific temper.		

III	**Understanding Gender**		**9**	**13**
	9	The Yellow Wallpaper- Charlotte Perkins Gilman	3	
	10	Don't be Beautiful- Nikita Gill	1	
	11	The Biology of Gender, from DNA to the Brain- Karissa Sanbonmatsu https://www.youtube.com/watch?v=HLEgiR1Fsds	3	
	12	'Introduction' to *Strategy The Empowerment of Women and Girls with Disabilites: Towards Full and Effective Participation and Gender Equality*- UN Women https://www.unwomen.org/sites/default/files/Headquarters/Attachme nts/Sections/Library/Publications/2018/Empowerment-of-women- and-girls-with-disabilities-en.pdf	2	
		Suggested Activities: 1. Watch films based on gender equity and write reviews. 2. Write a newspaper article on any contemporary gender issues. 3. Analyse representation of women in science. 4. Discussion about the cross-cultural representation of women in literary narratives.		
IV	**Mindfulness**		**9**	**12**
	13	Factories Are Eyesores- Baldoon Dhingra	2	
	14	'Stigma Shame and Silence' from *Positive Lives: The Story of Ashok and Others with HIV*- Kalpana Jain	2	
	15	Chapter I from A *Long Walk to Water*- Linda Sue Park	3	
	16	The Poisoned Bread- Bandhu Madhav	2	
		Suggested Activities: 1. Collect and compile life stories of people from minority communities. 2. Watch movies/documentaries about calamities inflicted by human beings. 3. Identify texts dealing with themes of inclusiveness and diversity. 4. Make short videos on peaceful co-existence.		
V	**Open-Ended**		**9**	

Note: The course is divided into five modules, with four having total 16 fixed units and one open-ended module with a variable number of units. There are total 36 transaction hours for the fixed modules and 9 hours for the open-ended one. Internal assessments (25 marks) are split between the open-ended module (5 marks) and the fixed modules (20 marks). The final

examination, however, covers only the 16 units from the fixed module

Suggested Reading:

1. *Frankenstein's Daughters; Women Writing Science Fiction*- Jane Donawerth
2. *Pale Blue Dot*- Carl Sagan
3. *Lilavati's Daughters- The Women Scientists of India* – Ed. Rohini Godbole and Ram Ramaswamy
4. Predicts The Future– Isaac Asimov https://youtu.be/gTBxkUPG4a4?si=nPqpyarzxYGCwsY0
5. Vanka- Anton Chekhov
6. *The Sanatorium of Trees*- Veeran Kutty
7. *Where is the Friend's House?* - Dir. Abbas Kiarostami
8. *We are Water Protectors*- Written by Carole Lindstrom and Illustrated by Michaela Goade
9. *Gift in Green*- Sarah Joseph
10. A Day in the Life of Ruby- *Special Book by Special Kids*

    https://www.youtube.com/watch?v=SkcakBySs18

Mapping of COs with PSOs and POs:

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1	3	3	3	1	3	-	3	-	1	1	-	-	2
CO 2	3	3	2	1	2	2	3	3	2	2	2	3	3
CO 3	3	3	3	3	3	2	3	3	3	3	3	2	3
CO 4	3	3	3	2	3	3	3	2	3	3	2	2	2
CO 5	3	3	3	3	3	-	3	3	3	3	3	3	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

1. Quiz/ Discussion/ Seminar (10%)
2. Internal Exam (10%)
3. Assignment (10%)
4. End Semester Exam (70%)

Mapping of Cos to Assessment Rubrics:

	Quiz/ Discussion/ Seminar (10%)	**Internal Exam (10%)**	**Assignment (10%)**	**End Semester Exam (70%)**
CO 1	✓	✓	✓	✓
CO 2	✓	✓	✓	✓
CO 3	✓	✓	✓	✓
CO 4	✓	✓	✓	✓
CO 5	✓	✓	✓	✓

FOUR-YEAR UNDERGRADUATE PROGRAMME (FYUGP)

GENERAL FOUNDATION COURSES

VALUE ADDED COURSE

Programme	**GENERAL FOUNDATION COURSES**				
Course Code	**ENG4FV109(3)**				
Course Title	**FRAMING PERSPECTIVES: LITERARY AND CULTURAL NARRATIVES FOR COMMERCE AND MANAGEMENT**				
Type of Course	VALUE-ADDED COURSE (VAC)- COMMERCE AND MANAGEMENT				
Semester	4				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	3	-	-	45
Pre-requisites	The learners are expected to have basic knowledge of values and ethics and its applicability in academics as well as in life.				
Course Summary	The course aims at producing engaged, productive, and empowered citizens with creative imagination, sound ethical moorings, scientific temper and values for building an equitable and inclusive society as envisaged by our Constitution.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO 1	The learner will understand the perspectives on desirable attributes and the role of values in the well-being of an individual and society.	U	F, C	Assignments/ Test Paper/ Quiz
CO 2	The learner will analyse real-life situations and cultivate empathy, tolerance and respect towards pluralism.	An	C, M	Questionnaire/Survey
CO 3	The learner will apply the knowledge of personal and social ethics to issues in her/his life and society.	Ap	C, P, M	Debate/ Group Discussion.
CO 4	The learner will analyse the Quotients of Wellness and measure the values of each quotient for her/his health and wellness.	Ap, An	P, M	Read and analyse.
CO 5	The learner will acquire the ability to analyse problems related to human rights, professional ethics, scientific temper and individual and social well- being.	E, An	P	Seminar presentation

* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)

- Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Detailed Syllabus:

Module	Unit	Content	Hours (45)	Marks (50)
I		**Human Rights**	**9**	**13**
	1	Kalahandi- Jagannath Prasad Das	2	
	2	Excerpt from 'Supreme Court Judgment on Polygraph, Narco-Analysis & Brain-Mapping: A Boon or a Bane?' - Suresh Bada Math	2	
	3	Black Men and Public Place- Brent Staples	3	
	4	*Black & White*- Dir. Anuj Ramachandran https://youtu.be/AxUgUBaipRA	2	
		Suggested Activities: 1. Collect recent news items on human rights violations, analyse them and prepare a report on them. 2. Interpret cartoons on human rights as in the example given. 3. List the human rights violations that are commonly seen. 4. Organise panel discussion on the shortcomings of the human rights enlisted in the Constitution of India.		
II		**Scientific Temper**	**9**	**12**
	5	The Theologian's Nightmare- Bertrand Russell	3	
	6	Excerpt from 'What is Science?- George Orwell	2	
	7	The Broken Mirror, the Black Cat and Lots of Good Luck - Chris Rose	2	
	8	How AI will Shape Humanity's Future- Yuval Noah Harari https://youtu.be/2w37ty9gGU8	2	
		Suggested Activities: 1. Watch the short film and write a review. *A Day in the Life* - https://www.youtube.com/watch?v=j-kDsBrHAYs 2.What kinds of superstitions are common in your locality? Make a list. 3. Discuss AI and the Future of Humanity. 4.Conduct a poster exhibition on the latest scientific developments from Kerala.		
III		**Professional Ethics**	**9**	**13**
	9	Propaganda Techniques in Today's Advertising- Ann McClintock	3	

	10	A Crime of Compassion- Barbara Huttman	2	
	11	Excerpt from 'Social Media Ethics and Etiquettes'- Carolyn Cohn	2	
	12	How to Create a Great Brand Name?- Jonathan Bell - *TED Archive* https://youtu.be/rzbXht7MJVM	2	
		Suggested Activities: 1. Prepare a chart about the Professional Ethics to be practised in a firm/company. 2. Conduct a debate on the topic- Euthanasia. 3. List interesting brand names and analyse their meanings. 4. Write an article about the importance of sustainable living and work ethics.		
IV	**Health and Wellness**		**9**	**12**
	13	Pain is Not the Ultimate Enemy- Norman Cousins	2	
	14	The Diabetes Epidemic: Why, and What We Can Do?- V. Mohan	2	
	15	Ethical Health: Time to Add to Your Wellness Wheel- Joel Bennett	3	
	16	Women's Mental Health- *The News Minute* https://www.youtube.com/watch?v=vk7vkyTXfy8	2	
		Suggested Activities: 1. Draw a Wellness Wheel and mark individual scores. The eight sections in the wheel represent your life. Rank your level of satisfaction with each area out of 10. 1- means you are struggling and feel unfulfilled in that area. 10- means you're satisfied with that area and don't think it needs much improvement. Discuss methods of improvement. 2. Discuss some measures to ensure healthy practices in life. 3. Make a presentation on the prominent health issues in contemporary times. 4. Create a short video on any healthcare professional from the learner's region.		
V	**Open-Ended**		**9**	

Note: The course is divided into five modules, with four having total 16 fixed units and one open-ended module with a variable number of units. There are total 36 transaction hours for the fixed modules and 9 hours for the open-ended one. Internal assessments (25 marks) are split between the open-ended module (5 marks) and the fixed modules (20 marks). The final examination, however, covers only the 16 units from the fixed module

Suggested References:

1. Universal Declaration of Human Rights
   https://www.un.org/en/about-us/universal-declaration-of-human-rights
2. Human Rights and Legal Responsibilities – Nani A Palkhivala
3. A Perspective on Scientific Temper in India- Subodh Mahanti
4. Scientific Temper: A Nehruvian Thought that is much Relevant Today - Venkataraghavan Srinivasan

   https://thefederal.com/science/scientific-temper-a-nehruvian-thought-but-very-much-relevant-today/#google_vignette
5. *Business Ethics: Ethical Decision Making & Cases*- O.C Ferrell
6. *Leading with Purpose: The New Corporate Realities*- Richard R. Ellsworth
7. Social Media Ethics Essay: Examples & Definition- *IvyPanda*
   https://ivypanda.com/essays/social-media-and-ethics-report/
8. Social Media, Ethics and the Privacy Paradox-Nadine Barrett- Maitland and Jenice Lynch from *Security and Privacy From a Legal, Ethical, and Technical Perspective*- Ed. Christos Kalloniatis and Carlos Travieso-Gonzalez https://www.intechopen.com/
9. How to Look After Your Mental Health using Exercise?- *Mental Health Foundation*
   https://www.mentalhealth.org.uk/explore-mental-health/publications/how-look-after-your-mental-health-using-exercise
10. Ethical Dilemma: The Burger Murders – Dir. Patrick Smith
    https://www.youtube.com/watch?v=W8O131s31Rg

Mapping of COs with PSOs and POs:

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1	3	3	3	1	2	-	2	-	1	1	-	-	2
CO 2	3	3	3	3	2	3	3	3	3	3	2	2	3
CO 3	3	3	3	1	2	3	3	3	3	2	3	3	3
CO 4	3	2	3	3	3	3	3	3	3	3	2	3	3
CO 5	3	1	2	3	3	-	2	2	3	1	3	3	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

1. Quiz/ Discussion/ Seminar (10%)
2. Internal Exam (10%)
3. Assignment (10%)
4. End Semester Exam (70%)

Mapping of Cos to Assessment Rubrics:

	Quiz/ Discussion/ Seminar (10%)	Internal Exam (10%)	Assignment (10%)	End Semester Exam (70%)
CO 1	✓	✓	✓	✓
CO 2	✓	✓	✓	✓
CO 3	✓	✓	✓	✓
CO 4	✓	✓	✓	✓
CO 5	✓	✓	✓	✓

FOUR-YEAR UNDERGRADUATE PROGRAMME (FYUGP)

GENERAL FOUNDATION COURSES

IV SEM- SKILL ENHANCEMENT COURSE

Programme	**GENERAL FOUNDATION COURSES**				
Course Code	**ENG4FS111(1A)**				
Course Title	**CONTEMPORARY LANGUAGE SKILLS FOR LITERATURES**				
Type of Course	**SKILL ENHANCEMENT COURSE (SEC)- LANGUAGES**				
Semester	**4**				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	2	---	2	60
Pre-requisites	Basic knowledge of the English Language.				
Course Summary	The course equips learners with a comprehensive skill set that extends beyond basic language acquisition. This program encompasses a spectrum of general and professional proficiencies, emphasizing the development of creativity, critical thinking, effective communication, and collaborative abilities.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO 1	Acquisition of active listening skills to respond to verbal and nonverbal cues.	R	P	Test/Quiz
CO 2	Acquisition of proper vocabulary, pronunciation and command over grammatical categories to develop language competency.	R, U	C	Viva-Voce/ Exams
CO 3	Developing the skills to interact with diverse people belonging to different cultures.	C, Ap, E	P	Role play/ Viva-Voce
CO 4	Developing the skill to make effective presentations with the assistance of technology.	C, Ap	P	Seminar
CO 5	Acquisition of the skill to evaluate verbal and written communication and respond appropriately.	An, Ap, E	P	Assignments
CO 6	Developing Professional Writing Skills	R, Ap	P	Review
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

Detailed Syllabus:

Module	Unit	Content	Hrs (60)	Marks (50)
I		**SOCIAL & PROFESSIONAL SKILLS**	**8**	**15**
	Skill: To develop effective communication, teamwork, and leadership abilities to excel in both social and professional environments.			
	1	Martin Luther King- RN Roy	2	
	2	Green Parrots in a cage-Gopi Gauba	2	
	3	'First Thoughts' from *Writing Down the Bones: Freeing the Writer Within*- Natalie Goldberg-pp 10-13.	2	
	4	'Introduction — Brandon Sanderson on Writing Science Fiction and Fantasy'- Brandon Sanderson https://youtu.be/-6HOdHEeosc?si=gTJOTvqCJ6L7BwjP	2	
II		**Critical Thinking & Problem Solving**	**8**	**10**
	Skill: To enable learners how to think and evaluate critically.			
	5	A Jury of Her Peers-Susan Glaspell	2	
	6	Harrison Bergeron- Kurt Vonnegut	2	
	7	Letter from a Birmingham Jail- [King, Jr.] https://www.africa.upenn.edu/Articles_Gen/Letter_Birmingham.html	2	
	8	The Man with the Hoe-Edwin Markham. https://www.poetryfoundation.org/poems/47948/the-man-with-the- hoe	2	
III		**Creative Expressions**	**8**	**15**

	9	Skills: To enable learners to master the nuances of creative writing and understand the fundamental elements of creative writing by developing skills in writing fiction, poetry, and creative non-fiction.		
		Ariel- Sylvia Plath	2	
	10	Bullet in the Brain-Tobias Wolff	2	
	11	The Starry Night-Vincent van Gogh	2	
	12	April 15th &16 Th, 1802" from the Journal Written at Grasmere(p.106-109)-Journals Of Dorothy Wordsworth Edited By William Knight Vol. I https://www.gutenberg.org/files/42856/42856-h/42856- h.htm#Page_77	2	
IV	**Collaboration**		**6**	**10**
	Skills: To teach learners the skill of collaboration in classroom-Brainstorming, Group Discussion & Peer Learning Collaborative in the digital spaces			
	13	The Conjuror's Revenge -Stephen Leacock	2	
	14	The Price of Flowers -Prabhat Kumar Mukhopadhyay	1	
	15	Documentary based on Kerala flood- https://youtu.be/kwwhqn1IOlE?si=Z6rCDbHx5tW3iJpU	1	
	16	Snake-D H Lawrence	2	

	V	**Practicum**	**30**	
		Module I: 1. Bring out the parallels in the life and works of Martin Luther King and Mahatma Gandhi 2. Social injustice in some form or other exists in every society in all times. What can we do to create a just and democratic society. Conduct a GD 3. Partition has left lasting scars in the soul of this subcontinent. Discuss 4. How does the story bring parallels between the parrots and the people? Do you feel true human relationships always go beyond man-made boarders? Discuss 5. "Forget yourself. Disappear into everything you look at.." Examine the statement about creative writing in Writing Down the Bones. 6. Are you interested in creative writing? Sit in groups and give a small activity in creative writing and share your scripts and discuss. 7. Discuss how Brandon Sanderson uses different writing methods to write science fiction and other stories. 8. Conduct GD on the salient features of science fiction	7	

		Module II: 1. Write a short note on decorative writing and women 2. Identify and analyze mysteries featuring women as investigators and compare them with stories featuring men as investigators 3. Organize a discussion on detective stories and characters popular in your regional literature. 4. Write a short story or essay imagining a different ending or alternative developments for the characters in "Harrison Bergeron." Consider how small changes could alter the story's message. 5. Research the historical and political context in which Vonnegut wrote "Harrison Bergeron." Create presentations or papers discussing how real-world events influenced his portrayal of societal issues. 6. Trace out the history of the civil rights movement in the USA and submit an assignment critically reading the history 7. Organize a discussion on racism and how language plays a role in it. 8. After reading the letter, write down the critical arguments that evolved through the narrative and how it exerts soft power on the opponents addressed in the text. 9. Identifying the painting mentioned in the poem and give your interpretation then compare it with the poem. 10. Organize a discussion on the condition of working class after analyzing the poem then submit a note comparing the contemporary experience of class 11. Attempt an imaginary interview by creating critical questions for the author regarding his utopian ideas.	7	

		Module III: 1. Some poems in "Ariel" evoke strong visual imagery. Discuss how their interpretations visually capture the essence of Plath's words. 2. Assign a research project focused on Sylvia Plath's life and work beyond "Ariel. 3. Research real-life instances of unexpected events or ironic twists similar to Anders' experience. How do these compare to Wolff's fictional portrayal? 4. Create a storyboard or a series of illustrations that depict key moments in the story. 5. Discuss how "The Starry Night" has influenced literature, music, and popular culture. Identify references to the painting in films, books, and music videos. 6. Compare "The Starry Night" with other depictions of night skies in art history, such as other works by van Gogh or by artists like Edvard Munch or Claude Monet. 7. Research the Romantic literary movement and its key characteristics. Discuss how Dorothy Wordsworth's journal entries exemplify Romantic ideals such as reverence for nature, emotional introspection, and spontaneity. 8. Compare and contrast modern-day observations with Dorothy Wordsworth's descriptions from 1802. Discuss any changes in the landscape or environmental conditions.	8	

		Module IV: 1. We often underestimate others. Conduct a GD on the role of mutual respect in our social interactions after reading The Conjuror's Revenge 2. Bring out the elements of suspense and humour in the narrative style of Leacock. 3. Empathy is a universal feeling, discuss the statement in the light of ' The Price of Flowers ' 4. True human values know no boundaries. Discuss 5. Identify collaborations in digital platforms and write assignments using the platform. 6. Give a topic to the learners and conduct brainstorming sessions & group discussions. 7. Man is just one among all the creatures living on the planet. We need to collaborate and coexist with other creatures. Conduct a debate on the topic 8. There is beauty all around us, but we often fail to notice the wonders of nature. Do you agree? -GD.	8	

Note: The course is divided into five modules, with four having 16 fixed units and one open-ended module with a variable number of units. There are total 30 transaction hours for the fixed modules and 30 hours for the open ended one. Internal assessments (25 marks) as split between the open-ended module (15 Marks) and the fixed modules (10 Marks). The final exam, however, covers only the 16 units from the fixed modules.

Suggested Readings:

1. Collins, Beverley and Inger M Mees. *Practical English Grammar and Phonology*

2. Lal, Ivy. *Essentials of Advanced English Grammar*

3. Hewings, Martin. *Advanced Grammar in Use*
4. Bailey, Stephen. *Academic Writing: a handbook for international students*. Routledge, 2017.
5. Baker, Ann. Ship or Sheep? an Intermediate Pronunciation Course. Cambridge University Press, 1977.
6. Biesenbach, Rob. *Unleash the Power of Storytelling: Win Hearts, Change Minds, Get Results.* Eastlawnmedia, 2011.
7. Carnegie, Dale. The Quick and Easy way to Effective Speaking. Simon & Schuster, 1990.
8. Coleman, Keith. Effective Communication Skills. Communication & Social Skills, 2019
9. Daniels, Aubrey C. Bringing Out the Best in People: How to Apply the Astonishing Power of Positive Reinforcement, Third Edition. McGraw-Hill Education, 2016.
10. Dhanvel. S.P. *English and Soft Skills*. Orient Blackswan, 2010.
11. Finlay, Michelle. Everyday English for grown-ups: Getting to grips with the basics Michael O'Mara, 2015
12. Gallo, Carmine. *Five Stars: The Communication Secrets to Get from Good to Great.* St. Martin's Press, 2018.

13. Giblin, Les.The Skill with People. Embassy Book Distributors, 2001
14. Goulston, Mark. *Just Listen: Discover the Secret to Getting Through to Absolutely Anyone.* AMACOM, 2015.
15. Headlee, Celeste. *We need to Talk: How to have Conversations that Matter*. Harper, 2017
16. Lewis, Norman. Wordpower made Easy. Doubleday, 1949.
17. Patterson, Kerry, et al. Crucial Conversations. McGraw-Hill Contemporary, 2002.
18. Sullivan, Jay. Simply Said. Wiley, 2016.
19. Tuhovsky, Ian. 21 Days of Effective Communication. CreateSpace Independent Publishing Platform, 2018.
20. Turkle, Sherry. Reclaiming Conversation: The Power of Talk in a Digital Age .Penguin Audio,2015.

21. E Sources

22. https://learnenglishteens.britishcouncil.org/
23. https://www.bbc.co.uk/learningenglish/
24. https://www.ted.com/talks
25. https://www.cambridgeenglish.org/
26. https://www.myenglishpages.com/
27. https://www.ispeak.club/

Mapping of COs with PSOs and POs:

	PSO1	PSO 2	PSO 3	PSO4	PSO5	PSO 6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	-	-	-	1	-	2	3	2	-	-	-	-
CO2	3	-	-	-	1	-	2	3	2	-	-	-	-
CO3	3	1	2	-	2	-	2	2	2	-	-	-	-
CO4	2	-	1	3	-	-	2	1	2	3	3	1	-
CO5	3	-	1	1	2	-	2	3	2	1	-	1	-
CO6	2	-	1	1	1	-	2	3	2	1	1	1	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz /Discussion / Seminar
- Midterm Exam
- Assignments

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	Seminar Presentations	End Semester Examinations	Viva Voce
CO 1	✓	✓	✓	✓	
CO 2	✓	✓	✓	✓	✓
CO 3	✓	✓	✓	✓	✓
CO 4	✓	✓	✓	✓	
CO 5	✓	✓	✓	✓	✓
CO 6	✓	✓	✓	✓	

FOUR-YEAR UNDERGRADUATE PROGRAMME (FYUGP)

GENERAL FOUNDATION COURSES

FOUNDATION COURSE FOR HUMANITIES AND OTHER BA PROGRAMMES

SKILL ENHANCEMENT COURSE (SEC)

<table>
<tr><td>Programme</td><td colspan="6">GENERAL FOUNDATION COURSES IN ENGLISH</td></tr>
<tr><td>Course Code</td><td colspan="6">ENG4FS111(1B)</td></tr>
<tr><td>Course Title</td><td colspan="6">CONTEMPORARY LANGUAGE SKILLS FOR HUMANITIES AND OTHER BA PROGRAMMES</td></tr>
<tr><td>Type of Course</td><td colspan="6">SKILL ENHANCEMENT COURSE (SEC) – HUMANITIES</td></tr>
<tr><td>Semester</td><td colspan="6">4</td></tr>
<tr><td>Academic Level</td><td colspan="6">100-199</td></tr>
<tr><td rowspan="2">Course Details</td><td>Credits</td><td>Lecture</td><td>Tutorial</td><td>Practical</td><td>Others</td><td>Total Hours</td></tr>
<tr><td>3</td><td>2</td><td>-</td><td>2</td><td>-</td><td>60</td></tr>
<tr><td>Pre-requisites</td><td colspan="6">Basic English Language Comprehension and Analytical skills.</td></tr>
<tr><td>Course Summary</td><td colspan="6">The course equips the learners in developing skills to use English as a medium of effective communication in their professional contexts and also provides insights about how to show creativity through language, how to enhance clarity in
expression and how to make communication impactful.</td></tr>
</table>

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO 1	Demonstrate proficiency in contemporary language skills suitable for academic and professional contexts.	R, U	F, C	Comprehension / GD
CO 2	Understand and appreciate the cultural nuances embedded in the language.	R, Ap, An,	C, P	Debates
CO 3	Apply critical thinking skills to analyze and interpret various forms of contemporary language media, such as literature, films, articles, and online content.	Ap, An	P, M	Discussions/ Review
CO 4	Communicate effectively and coherently in both written and spoken forms of the contemporary language.	E, C	F, M	Assignments
CO 5	Apply language skills across interdisciplinary contexts within the humanities and beyond, integrating knowledge from other disciplines.	Ap	P	Discussions/ exam
CO 6	Foster a critical attitude to analyse and comprehend the judicious use of English language.	An	M	Discussion/ Assignment

* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Detailed Syllabus:

Module	Unit	Content	Hrs (60)	Marks (50)
I		**SOCIAL & PROFESSIONAL SKILLS**	**8**	**10**
	Skill: To develop effective communication, teamwork, and leadership abilities to excel in both social and professional environments.			
	1	Emotional Intelligence in the Workplace- Ivan Andreev https://www.valamis.com/hub/emotional-intelligence-in-the- workplace	2	
	2	Philosophy is the secret to thriving in the age of AI- Jim Frawley https://www.fastcompany.com/90935547/we-need-more- workers-studying-philosophy-not-computer-science-to-address- the-disruption-of-ai	2	
	3	Stephen Fry- Full Address- BBC Panel discussion- https://youtu.be/IporlmXXDeY?si=0kW6_Srb7KSnNmBd	2	
	4	The Story Behind the Story- *Who moved my cheese?*- Spencer Johnson -pp 13-18	2	
II		**Critical Thinking & Problem Solving**	**8**	**15**
	Skill: To enable learners how to think and evaluate critically.			
	5	The Black Sheep- Italo Calvino	2	
	6	The Five Orange Pips- Sir Arthur Conan Doyle	2	
	7	Children of the Working Class- John Wieners	2	
	8	Build a tower, Build a Team -Tom Wujec- TED Talks https://youtu.be/H0_yKBitO8M?si=Ds1RNNabxo27o6of	2	
III		**Creative Expressions**	**7**	

	Skills: To enable learners to master the nuances of creative writing and understand the fundamental elements of creative writing by developing skills in writing fiction, poetry, and creative non-fiction.			15
	9	Sunflowers - Vincent Van Gogh	1	
	10	Tyger-William Blake	2	
	11	Kurt Vonnegut on the Shapes of Stories - David Comberg https://youtu.be/oP3c1h8v2ZQ?si=Ah9LQXlO0kNtU1Bg	2	
	12	*The Knife: Meditations after an Attempted Murder*- Salman Rushdie (Part 1-The Knife,pp 7-15)	2	
IV	**Collaboration**		**7**	**10**
	Skills: To teach learners the skill of collaboration in classroom-Brainstorming, Group Discussion & Peer Learning Collaborative in the digital spaces			
	13	Documentary based on Kerala flood- https://youtu.be/kwwhqn1IOlE?si=Z6rCDbHx5tW3iJpU	2	
	14	Empowering India's Women through Community Groups -P Sainath https://www.bbc.com/news/world-asia-india-27615599	2	
	15	The New Science of Building Great Teams - Alex Pentland https://hbr.org/2012/04/the-new-science-of-building-great-teams	2	
	16	Theme for English B- Langston Hughes	1	
	V	**Practicum**	**30**	

		Module I: 1. Interdisciplinary Group Research Projects: Collaborate on research projects that require effective communication and teamwork to integrate diverse perspectives and present cohesive findings. 2. Peer Teaching Sessions: Lead peer teaching sessions on specialized topics, developing leadership and clear communication skills while facilitating collaborative learning. 3. Debate and Discussion Panels: Participate in structured debates and panel discussions to hone persuasive communication, teamwork, and leadership in organizing and moderating discussions. 4. Leadership Workshops: Make the learners attend workshops that focus on leadership styles and strategies, engaging in activities that simulate real-world leadership challenges and team management. 5. Collaborative Digital Storytelling: Create digital storytelling projects in teams, combining visual and verbal communication skills while coordinating roles and responsibilities. 6. Community Engagement Projects: Plan and execute community service initiatives, requiring strategic planning, teamwork, and effective communication with diverse stakeholders. 7. Role-Playing and Simulation Games: Engage in role-playing scenarios and simulations that replicate social and professional environments, emphasizing leadership and collaborative problem-solving. 8. Peer Feedback and Reflection Sessions: Conduct regular sessions where learners provide and receive constructive feedback on communication, teamwork, and leadership efforts, fostering continuous improvement.	8	

		Module II: 1. Textual Analysis Exercises: Analyze and interpret complex literary and philosophical texts to develop critical thinking and analytical skills. 2. Critical Essays: Write essays that require the evaluation and synthesis of multiple sources, fostering deep analytical thinking. 3. Debate and Discussion Forums: Engage in structured debates and discussions on controversial topics to enhance critical thinking and argumentation skills. 4. Case Study Analyses: Examine historical or contemporary case studies, applying critical analysis to understand causes, effects, and implications. 5. Peer Review Workshops: Participate in peer review sessions to critique and refine each other's analytical essays and projects. 6. Interdisciplinary Research Projects: Conduct research projects that integrate perspectives from multiple disciplines, promoting critical analysis and synthesis. 7. Problem-Based Learning Scenarios: Solve real-world problems through a structured PBL approach, requiring critical analysis and solution development. 8. Film and Media Critique: Critically analyze films, documentaries, and other media to understand underlying messages, biases, and cultural impacts.	7	

		Module III: 1. Prepare a list of interview questions for the character in the prescribed stories given in the units. 2. Prepare a power point presentation on writing effective dialogues and vivid descriptions. 3. Writing Workshops: Participate in writing workshops where learners produce and critique each other's fiction, poetry, and creative non-fiction, focusing on elements like plot, character, and style. 4. Prompt-Based Writing Exercises: Engage in daily writing exercises based on diverse prompts to stimulate creativity and practice different genres. 5. Literary Analysis of Classics: Analyze classic works of fiction, poetry, and creative non-fiction to understand fundamental writing techniques and styles. 6. Peer Review Sessions: Conduct peer review sessions to give and receive feedback on creative pieces, improving revision skills and understanding of narrative structure. 7. Genre-Specific Assignments: Give assignments tailored to each genre—short stories, poems, and essays— focusing on specific elements like imagery in poetry or dialogue in fiction. 8. Author Readings and Discussions: Make learners attend readings and discussions with established authors to gain insights into their creative processes and techniques.	8	
		Module IV: 1. Identify collaborations in digital platforms and write assignments using the platform. 2. Give a topic to the learners and conduct brainstorming session & group discussion. 3. Enactment of selected scene based on learner's choice and conduct discussions based on the performances. 4. Create a short film using collaborative skills. 5. Classroom discussion on different narrative perspectives and voices. 6. Group Research Projects: Collaborate on research projects where each member contributes their expertise, fostering teamwork and integrated analysis. 7. Collaborative Creative Writing Exercises: Participate in collaborative writing sessions where learners co-create stories or poems, enhancing cooperation and shared creative processes. 8. Group presentations on the topics discussed in the modules given above.	7	180

Note: The course is divided into five modules, with four having 16 fixed units and one open-ended module with a variable number of units. There are total 30 transaction hours for the fixed modules and 30 hours for the open ended one. Internal assessments (25 marks) as split between the open-ended module (15 Marks) and the fixed modules (10 Marks). The final exam, however, covers only the 16 units from the fixed modules.

Suggested Reading:

1. Anderson, Chris J. TED TALKS: The Official TED Guide to Public Speaking. Canada, HarperCollins, 2017.
2. Mehl, Martin. *Principles of Communication: Public Speaking*. United States, Pearson Learning Solutions, 2017.
3. Reynolds, Garr. *Presentation Zen: Simple Ideas on Presentation Design and Delivery*, 3rd Edition. United States, New Riders, 2021.
4. Moore, Brooke Noel, and Parker, Richard. *ISE Critical Thinking*. United Kingdom, McGraw-Hill Education, 2020.
5. Nichols, Michael P., and Straus, Martha B.. *The Lost Art of Listening: How Learning to Listen Can Improve Relationships*. United States, Guilford Publications, 2021.
6. Bowe, Heather, et al. *Communication Across Cultures: Mutual Understanding in a Global World*. Australia, Cambridge University Press, 2014.
7. Beck, Isabel L., et al. *Bringing Words to Life: Robust Vocabulary Instruction*. United States, Guilford Publications, 2013.
8. Murphy, Raymond. *Basic Grammar in Use*. Cambridge UP Fourth Edition,2017.
9. Martin Hewings. *Advanced English Grammar with Answers*. Cambridge UP, 1999.
10. Balasubramaniam, T A *Textbook of English Phonetics for Indian Learners*. Macmillan, 2013.
11. Minshew, Kathryn, and Cavoulacos, Alexandra. *The New Rules of Work: The Ultimate Career Guide for the Modern Workplace*. United Kingdom, Orion, 2017
12. The Case against the trauma plot (2022)Excerpt from https://www.newyorker.com/magazine/2022/01/03/the-case-against-the-trauma-plot (Sociology, Social psychology)
13. Why Democracies fail https://www.youtube.com/watch?si=_ETLnSR7Qe7PoF4L&v=lVw_Q5vf2Rg&featur e=youtu.be (1. 28 mins) (History, Political Science)
14. Get Out https://www.youtube.com/watch?v=Jdd0JF79q4I (Video Essay on racism)
15. War and Diaspora https://www.instagram.com/reel/CzmWdMvLagn/?igsh=MWtqMjB2bDY3NnV1YQ%3D%3D
16. When Internet-Famous Kids Grow Up, Things Get Complicated by Stephanie Mcneal (2023)
17. https://www.glamour.com/story/swipe-up-for-more-excerpt?utm_source=pocket-newtab-android
18. Julian Assange on Stopping Warhttps://www.instagram.com/reel/CyJgQfCLFvW/?igsh=Y3FqcWc1MHp2MXA3

Photoessay: https://www.visapourlimage.com/en/festival/exhibitions/mineurs-la-vie-en-prison-et-apres-la-detention

19. How to give effective feedback https://www.cultureamp.com/blog/how-to-give-effective-feedback
20. Prompt Writing for Generative AI: Mastering Techniques https://medium.com/@niall.mcnulty/prompt-writing-for-generative-ai-mastering- techniques-d2cea15ad754
21. NoteTaking: https://coe.jmu.edu/LearningToolbox/cornellnotes.html https://library.vgcc.edu/c.php?g=709492&p=5041676
22. Resume, Cover Letter: https://www.suu.edu/careercenter/resume.html
23. Report Writing: https://libraryhome.witt.ac.nz/c.php?g=842136&p=6017884
24. Questionnaire : https://www.imperial.ac.uk/education-research/evaluation/tools-and-resources-for-evaluation/questionnaires/best-practice-in-questionnaire-design/

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO 4	PSO5	PSO6	PO 1	PO2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1	2	-	1	3	3	2	1	2	3	3	1	-	1
CO 2	3	-	-	2	-	-	2	2	3	-	-	-	-
CO 3	3	-	3	2	-	1	3	2	2	-	3	-	1
CO 4	3	-	2	-	-	3	3	1	2	-	3	-	3
CO 5	2	-	2	1	-	1	2	3	2	-	1	-	-
CO 6	-	3	1	-	-	2	-	1	2	1	2	3	1

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz /Discussion / Seminar
- Midterm Exam
- Assignments

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	Seminar Presentations	End Semester Examinations	Viva Voce
CO 1	✓	✓	✓	✓	✓
CO 2	✓	✓		✓	
CO 3	✓		✓	✓	✓
CO 4	✓	✓		✓	
C05	✓		✓		✓
C06	✓				

FOUR-YEAR UNDERGRADUATE PROGRAMME (FYUGP)

GENERAL FOUNDATION COURSES

SKILL ENHANCEMENT COURSE (SEC)

<table>
<tr><td>Programme</td><td colspan="5">GENERAL FOUNDATION COURSES</td></tr>
<tr><td>Course Code</td><td colspan="5">ENG4FS111(2)</td></tr>
<tr><td>Course Title</td><td colspan="5">CONTEMPORARY LANGUAGE SKILLS FOR SCIENCES</td></tr>
<tr><td>Type of Course</td><td colspan="5">SKILL ENHANCEMENT COURSE (SEC) – SCIENCE</td></tr>
<tr><td>Semester</td><td colspan="5">4</td></tr>
<tr><td>Academic Level</td><td colspan="5">100-199</td></tr>
<tr><td rowspan="2">Course Details</td><td>Credit</td><td>Lecture per week</td><td>Tutorial per week</td><td>Practical per week</td><td>Total Hours</td></tr>
<tr><td>3</td><td>2</td><td>-</td><td>2</td><td>60</td></tr>
<tr><td>Pre-requisites</td><td colspan="5">Basic English language skills and knowledge of Science.</td></tr>
<tr><td>Course Summary</td><td colspan="5">The course aims to cultivate and refine essential language learning skills for the learners within the science stream. This course is strategically crafted to amplify the effectiveness of communication, empowering learners to express scientific ideas with precision and in an engaging manner and is intricately designed to nurture creativity, foster critical thinking and leadership skills, and instill an ethical scientific outlook.</td></tr>
</table>

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO 1	Create effective and scientifically oriented presentations using technological tools.	C	P	Seminar/Report
CO 2	Develop essential grammatical acumen required for scientific transactions.	C	P	Roleplay
CO 3	Evaluate the style of scientific language that distinguishes it from common language.	E	C, P	Quiz/ Viva Voce
CO 4	Understand scientific language functions in research articles and analyse the structure of research articles to initiate scientific communication.	U, An	C	Assignments/ Viva-Voce
CO 5	Identify and apply scientific discourse markers in communication.	R, Ap	C, P	Group/Pair activities
CO 6	Discover critical ethical aspects related to the development of scientific attitude.	Ap	F	Debate/ Group Discussions

* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Detailed Syllabus:

Module	Unit	Content	Hrs (60)	Marks (50)
I		**Scientific Attitude**	**8**	**15**
		Skill: To enhance critical thinking skills in learners by engaging them in analysis, evaluation, and synthesis of complex concepts and arguments.		
	1	Scientists and the Power of Imagination -https://youtu.be/gemBa8L7jQo?si=64Y5zDV63NNzpcxi	2	
	2	The Man Who Knew Infinity– Dir. Matthew Brown	2	
	3	What's Expected of Us?- Ted Chiang	2	
	4	Singularity- Marie Howe	2	
II		**Scientific Language**	**7**	**10**
		Skill: To initiate learners into the nuances of scientific vocabulary and terms pertaining to the field of science.		
	5	Ep #103: Worldwide Effort Says Together Science Can -'60 seconds Science'- Scientific American Podcast https://youtu.be/MDZkm94YMsU?si=OBcLPZZPYzBhzTn5	1	
	6	5 Ideas for teaching science vocabulary words- https://blog.flocabulary.com/science-vocabulary/	2	
	7	Scientific Reasoning (Chp 2) from *Philosophy of Science: A Very Short Introduction*- Samir Okasha , pp 18-20.	2	
	8	You can't completely trust your memories-But that doesn't make them any less important-David Linden https://www.popsci.com/story/science/unique-memory/	2	

III	**Scientific Imagination**		**8**	**10**
	Skill: To foster creativity in learners and encourage original thinking, problem-solving, and innovative expression across disciplines.			
	9	*The Life of Galileo* -Bertolt Brecht- Scene I	2	
	10	An Interview with Steven Shapin, author of *The Scientific Life: A Moral History of a Late Modern Vocation*- https:// press.uchicago.edu/Misc/Chicago/750248in.html	2	
	11	Imagination Without Images: Aphantasia and Science Fiction Readers and Writers- Kim Zarins https://aphantasia.com/article/stories/aphantasia-and-science-fiction/	2	
	12	Galactic Portraits as Ekphrasis- Sudeep Sen https:// science.thewire.in/culture/the-arts/galactic-portraits-as-ekphrasis/	2	
IV	**Scientific Presentations**		**7**	**15**
	Skill: To develop collaboration skills among learners through group projects, teamwork exercises, and cross-disciplinary collaboration opportunities			
	13	The life of Galilio-Bertolt Brecht (Chapter 13- Crosses the Italian Border-The Discorsi)	1	
	14	Tips for creating and giving scientific presentations- https:// courses.physics.illinois.edu/phys596/fa2013/Lectures/EffectiveScientificPresentations_FA13.pdf	2	
	15	Science Presentations- https://medschool.cuanschutz.edu/docs/ librariesprovider157/anat- 6950/anat-6950-presentation-tips.pdf	2	
	16	Team Presentations: Best Practices to Collaborate More Efficiently- Jordan Turner https://www.beautiful.ai/blog/team-presentations-best-practices- to-reduce-collaboration-back-and-forth	2	

	V	**Practicum**	**30**	187

		Module I: **1.** Debates and classroom discussions on the role of imagination and scientific endeavours. **2.** Presentations and debates by learners on how imagination is defined by various disciplines (Cognitive Science, Literature etc.) **3.** Group discussion on the idea of consent. **4.** Trace the evolution and history of 'free will'. **5.** Write a critical essay on the survival of the protagonist in Ted Chiang's short story. **6.** Debates and presentations on the topic - 'Science and Tradition.' **7.** Facilitate regular sessions where learners critically analyze and evaluate recent research articles, discussing methodologies, results, and implications. **8.** Assign complex scientific case studies for learners to dissect, requiring them to synthesize information and propose evidence	7	
		Module II: 1. Listen to science podcasts to identify the main idea, focusing on transition markers used by the speaker to denote stages from introduction and sampling to final result. 2. List out major arguments and proposed counter arguments. 3. Read science-related articles and list essential vocabulary found in scientific research. 4. List out major ideas in a scientific argument and prepare a flow chart. 5. Read excerpts given in Unit 3 from a PopSci (popular science) article and make notes on the main ideas and the supporting details. 6. Identify words and phrases that indicate language functions like definition, classification, illustration, and comparison. 7. Conduct workshops where learners dissect and discuss scientific papers, focusing on understanding and using specialized vocabulary. 8. Regularly administer quizzes on key terms and concepts from current scientific literature to reinforce correct usage and comprehension.	7	

		Module III: 1. Enact the scene in Unit 1 in the classroom. 2. Read the scene from the play and comment on the scientific thinking and how it differed from the period's popular belief system. 3. Attempt narrating a story on a scientific theme employing techniques of narration suitable for presenting scientific ideas. 4. Observe and make a note of the portrayal of scientists in different mediums. 5. Familiarise learners on tips to write science fiction for readers with Aphantasia/mind blindness. 6. Organize collaborative workshops where learners from different scientific disciplines tackle real-world problems, fostering innovative solutions and creative thinking. 7. Host competitions that require learners to develop original research proposals or prototypes addressing specific scientific questions or societal needs. 8. Collect similar scientific articles on the galaxy, as given in Unit 12, and make presentations in class	8	

		Module IV: 1. Submit a group project detailing the achievements of a scientist of your choice. 2. Research the historical context of Galileo's life and the Scientific Revolution. 3. Assign group projects that require learners from different scientific fields to collaborate on solving complex research questions. 4. Conduct sessions where learners work in teams to tackle scientific challenges, emphasizing communication, delegation, and collective decision-making. 5. Form panels where learners provide constructive feedback on each other's research proposals or manuscripts, promoting collaboration and critical evaluation skills. 6. Organize sessions where teams analyze and interpret data sets from multiple perspectives, encouraging interdisciplinary insights and teamwork. 7. Coordinate events where learners present and discuss their research with peers from various scientific disciplines, fostering networking and collaborative learning. 8. Initiate outreach initiatives that involve interdisciplinary teams in addressing community issues through scientific research and innovation, promoting teamwork and societal impact.	8	

Note: The course is divided into five modules, with four having 16 fixed units and one open-ended module with a variable number of units. There are total 30 transaction hours for the fixed modules and 30 hours for the open ended one. Internal assessments (25 marks) as split between the open-ended module (15 Marks) and the fixed modules (10 Marks). The final exam, however, covers only the 16 units from the fixed modules.

Suggested Reading:

Schimel, Joshua. *Writing Science: How to Write Papers that Get Cited and Proposals that Get Funded*, 2011.

Parija, Subhash Chandra and Vikram Kate: *Writing and Publishing a Scientific Research Paper*, Springer, 2017.

Rowe, Nicholas. *Academic and Scientific Poster Presentation*, Springer, 2017.

Saxena, Asha. *Ethics in Science: Pedagogic Issues and Concerns*, Springer, 2019.

Mapping of COs with PSOs and POs:

	PSO1	PSO2	PSO3	PSO 4	PSO5	PSO6	PO 1	PO2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1	2	-	1	3	3	2	1	2	3	3	1	-	1
CO 2	3	-	-	2	-	-	2	2	3	-	-	-	-
CO 3	3	-	3	2	-	1	3	2	2	-	3	-	1
CO 4	3	-	2	-	-	3	3	1	2	-	3	-	3
CO 5	2	-	2	1	-	1	2	3	2	-	1	-	-
CO 6	-	3	1	-	-	2	-	1	2	1	2	3	1

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz /Discussion / Seminar
- Midterm Exam
- Assignments

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	Seminar Presentations	End Semester Examinations	Viva Voce
CO 1			✓		
CO 2	✓	✓		✓	
CO 3	✓			✓	✓
CO 4	✓	✓		✓	✓
CO 5	✓	✓		✓	
CO 6	✓		✓	✓	

FOUR-YEAR UNDERGRADUATE PROGRAMME (FYUGP)
GENERAL FOUNDATION COURSES
SKILL ENHANCEMENT COURSE (SEC)

Programme	**GENERAL FOUNDATION COURSES**				
Course Code	**ENG4FS111(3)**				
Course Title	**CONTEMPORARY LANGUAGE SKILLS FOR COMMERCE AND MANAGEMENT**				
Type of Course	SKILL ENHANCEMENT COURSE **(SEC)- COMMERCE AND MANAGEMENT**				
Semester	**4**				
Academic Level	**100-199**				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	2	-	2	60
Pre-requisites	Basic English language comprehension skills.				
Course Summary	The Course focuses on the skills required to equip learners to become confident and effective in business and managerial communication. The course supports the learner to identify key points and critically evaluate information presented in lectures, presentations, and various audio & video formats, developing the effectiveness of communication, become competent in their field, excel in collaborating fruitfully with others and adapt to different job environments.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Develop soft skills to create effective presentations, incorporating technological tools for commerce and management.	C	P	Seminar Presentation / Report/ create journals, adds etc in LMS
CO2	Develop essential grammatical acumen and proficiency in English Language.	C	P	Exam
CO3	Development of language skills for effective teamwork and group discussions.	C, Ap	M	Role-play/ Debates/ GD
CO4	Understand and analyse the structure of research articles to excel in writing & leadership skills.	U, An	C	Assignments/ Viva-Voce
CO5	Identify and apply general terms and vocabulary commonly used in business and management scenarios.	R, Ap	C, P	Exam/Report
CO6	Discover critical ethical aspects related to the development of research attitude.	Ap	M, F	Case study/ Group/ Pair activities

* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Detailed Syllabus:

Module	Unit	Content	Hours (60)	Marks (50)
I		**Four Skills of Communication to Enhance Critical Skills**	**8**	**15**
	Skill: To enhance the critical and analytical skills of the learners by focusing on the four skills of communication- Listening, Speaking, Reading and Writing			
	1	10 Ways to Improve Your Listening Skills- Jennifer Herrity https://www.indeed.com/career-advice/career-development/how-to- improve-listening-skills	2	
	2	Excerpts from *Public Speaking for Success*- Dale Carnegie https://www.shortform.com/pdf/public-speaking-for-success-pdf- dale-carnegie	2	
	3	Crucial Reading Skills: Defined with Improvement Strategies- https://in.indeed.com/career-advice/career-development/reading- skills	2	
	4	7 Ways to Improve Your Writing Skills- Coursera https://www.coursera.org/in/articles/ writing-skills	2	

II	**Creative Challenge**		**8**	**15**
	Skill: To foster innovative thinking, problem-solving abilities, and encourage the application of interdisciplinary approaches to complex issues.			
	5	Your Truth is the Most Powerful Tool- Oprah Winfrey Golden Globe Prize Acceptance Speech- Cecil B. Demille https://goldenglobes.com/articles/your-truth-is-the-most-powerful- tool-oprahs-globes-speech-in-full/	2	
	6	Creativity and Commerce: The Battle and the Balance'- https://youtu.be/NDiroGZRwE4?si=kDCjzwg_iKbarIcO	2	
	7	My Life: A Name Trimmed With Colored Ribbons- Lyn Hejinian	2	
	8	Gender Equality is Not Just a Women's Issue- https://www.fsg.org/blog/gender-equality-not-just-womens-issue/	2	

III	**Competence: Learning the Art of Win-Win**		**7**	**10**
	Skill: To focus on developing negotiation skills, collaborative strategies, and conflict resolution techniques to achieve mutually beneficial outcomes.			
	9	How I Built This with Guy Raz - The True Story of Instagram https://youtube/hRzoanUMtIw	1	
	10	6 Negotiation Skills All Professionals Can Benefit From- Kelsey Miller https://online.hbs.edu/blog/post/negotiation-skills	2	
	11	7 Steps to Conflict Resolution (Without the Dread) https://climb.pcc.edu/blog/7-steps-to-conflict-resolution-without- the-dread	2	
	12	Economic History Of Kerala From 1800 To 1947 Ad Part I : Malabar- B. A. Prakash (Pages 4-7) http://keralaeconomy.com/admin/pdfs/ECONOMIC.pdf	2	
IV	**Collaboration Challenge**		**7**	**10**
	Skill: To emphasize and develop skills in building teamwork, effective communication, and cooperative problem-solving skills.			
	13	Teamwork can make a Dream work https://youtu.be/6fbE52YDEjU?si=zbDiNuEsZP7C-MwJ	1	
	14	7 Problem-Solving Skills That Can Help You Be a More Successful Manager https://www.coursera.org/articles/problem-solving-skills	2	
	15	Improving Group Dynamics- https://www.mindtools.com/ad3z8yv/improving-group-dynamics	2	
	16	Teamwork Is Hard Work. Here's How To Build The Skills To Do It Well-Ann Kowal Smith https://www.forbes.com/sites/annkowalsmith/2023/04/25/teamwork- is-hard-work-heres-how-to-build-the-skills-to-do-it-well/	2	

	V	**Practicum**	**30**	
		Module I: 1. **Whisper Down the Line** – Whispering a message down a line of learners. For a commerce twist, start with a complex business concept or scenario whispered to the first learner. After it's passed down the line, have the last learner explain it out loud. Discuss the discrepancies and emphasize the importance of active listening. 2. **Elevator Pitch Challenge**: Learners develop a compelling "elevator pitch" for a new product, business idea, or service within a short time limit (typically 30-60 seconds). They then present their pitch to the class or a small group, aiming to grab attention and spark interest (with a twist - learners can pitch their ideas to a "potential investor"; played by another learner, focusing on persuasion and highlighting the value proposition). 3. **The Case of the Missing Drones** – The activity highlights the importance of strong supply chain management and risk mitigation strategies for e-commerce businesses. Understanding potential vulnerabilities, like theft or logistical errors, is crucial to ensure smooth operations and customer satisfaction and explore what steps they could take to minimize the risk of similar incidents in the future (e.g., implementing real-time tracking, strengthening security measures at warehouses). 4. **Black Friday Frenzy** - A major retailer accidentally leaks its Black Friday deals early, causing chaos and long lines. Instead of whispering "Black Friday," each person whispers a different holiday (e.g., Christmas, Valentine's Day). 5. Assign learners to listen to a business-related podcast episode and write a critical summary analyzing the key points, arguments, and their implications for the business world. 6. Organize a debate on a current business issue, encouraging learners to research, formulate arguments, and critically engage with opposing views. 7. Have learners present a business case study analysis, focusing on the critical evaluation of the situation, decisions made, and outcomes. 8. Implement peer review sessions where learners critique each other's written work, providing constructive feedback on the analysis, coherence, and persuasiveness of arguments.	8	

		Module II: 1. Preparing Questionnaires: Learn about different question types (multiple choice, open-ended, Likert scale), target audience identification and pilot testing. 2. Practice structuring reports and assignments with introductions, conclusions, and visuals like charts and graphs. 3. Interdisciplinary Case Studies: Analyze complex business cases from multiple perspectives (e.g., finance, marketing, ethics) to encourage innovative problem-solving. 4. Design Thinking Workshops: Engage in hands-on sessions applying design thinking principles to develop creative solutions for business challenges. 5. Cross-disciplinary Debates: Organize debates on contemporary business issues integrating diverse viewpoints from economics, psychology, and technology. 6. Innovation Challenges: Conduct competitions where teams propose innovative business ideas, emphasizing feasibility and market potential. 7. Brainstorming Sessions: Facilitate structured brainstorming sessions to generate and evaluate unconventional solutions to industry-specific problems. 8. Simulation Games: Participate in business simulations (e.g., market simulations, supply chain management) to apply interdisciplinary knowledge in realistic scenarios.	8	

		Module III: 1. Marketing Campaign for a New Restaurant - A local, family- friendly pizzeria looking to expand its customer base and attract young professionals. Develop a targeted social media campaign and suggest creative menu additions to appeal to the new demographic. 2. Divide learners into pairs and assign roles like salesperson and client, manager and employee, or negotiators representing different companies. Provide a scenario related to a business situation (e.g., product demo, contract negotiation, resolving customer complaint). Learners act out the scenario, focusing on clear communication, appropriate language, and persuasive techniques. (switch roles after each scenario, allowing the learners to experience different communication styles and perspectives) 3. Team-Based Case Study Analysis: Collaboratively analyze business cases, emphasizing effective communication, role clarity, and cooperative problem-solving. 4. Cross-functional Project Teams: Form teams with diverse expertise to tackle real-world business challenges, fostering teamwork and integrated problem-solving. 5. Mock Negotiation Exercises: Role-play negotiation scenarios to enhance communication, collaboration, and conflict resolution skills in business contexts. 6. Interactive Workshops on Decision Making: Engage in workshops exploring decision-making frameworks, promoting teamwork and consensus-building skills. 7. Problem-Solving Workshops: Participate in workshops where teams apply structured problem-solving methods to address business problems collaboratively. 8. Business Simulation Games: Play simulations requiring teams to manage virtual companies, fostering teamwork, communication, and strategic decision-making skills.	7	

		Module IV 1. Role-Playing Scenarios: Engage in simulated business scenarios to practice teamwork, communication, and collaborative problem-solving under pressure. 2. Cross-Functional Team Projects: Collaborate in teams composed of diverse skills to tackle complex business challenges, emphasizing effective communication and integrated problem-solving. 3. Group Presentations with Peer Evaluation: Deliver presentations as teams on industry topics, incorporating peer feedback to refine communication and teamwork. 4. Conflict Resolution Workshops: Participate in structured workshops to develop strategies for resolving conflicts constructively within team settings. 5. Team-building Activities: Engage in activities such as trust falls and problem-solving challenges to strengthen team dynamics and cooperation. 6. Case Study Debates: Debate differing solutions to business cases to enhance critical thinking, negotiation skills, and teamwork. 7. Virtual Team Projects: Collaborate remotely on projects using digital tools, focusing on effective virtual communication and teamwork. 8. Community Service Projects: Undertake projects benefiting the community to foster teamwork, communication, and problem-solving while making a positive impact.	7	

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Suggested Reading:

1. Coughter, Peter.*The Art of the Pitch: Persuasion and Presentation Skills that Win Business*.Palgrave Macmillan,2012.
2. Budhale, Prajeet. *The Golden Book of Business Presentation Skills*.Bloomsbury,2021
3. Lightheart, Andrew (2016) *Presentation Now: Prepare a Perfect Presentation in Less than Three Hours*. Pearson,2016
4. *Bird, Malcolm. The Complete Guide to Business and Sales Presentation.Quarto, 1990.*
5. *The Golden Book of Business Presentation Skills* by Prajeet Budhale
6. **"Slide:ology: The Art and Science of Creating Great Presentations" by Nancy Duarte**
7. Body language: How to read others Thoughts by their Gestures by Allen Pease

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CO 4	2	-	1	1	2	3	2	-	-	1	2	-	3
CO 5	1	3	3	2	-	1	3	2	2	3	-	-	-
CO 6	1	3	1	-	3	-	1	2	-	1	3	2	1

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CO 5	✓			✓	
CO 6		✓	✓		