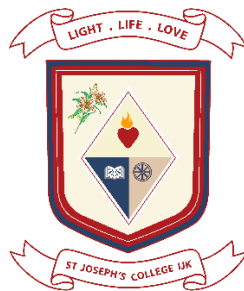


**ST. JOSEPH'S COLLEGE (AUTONOMOUS),
IRINJALAKUDA, THRISSUR, KERALA**

**NAAC Re-accredited with A++ Grade (4th Cycle)
85th Rank in NIRF 2024, 7th Rank in KIRF 2024**



**B.A. ENGLISH LANGUAGE & LITERATURE
HONOURS**

**(MAJOR, MINOR & GENERAL FOUNDATION
COURSES)**

CURRICULUM & SYLLABUS

w.e.f 2024 ADMISSION

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1. Scheme of the General Foundation Courses
2. Scheme of the Major, Minor, Electives, & SECs
3. Detailed syllabus of the General Foundation Courses
4. Detailed syllabus of the Major and Minor Courses

**BA ENGLISH LANGUAGE AND LITERATURE
HONOURS
(MAJOR, MINOR, ELECTIVES & GENERAL FOUNDATION
COURSES)**

CURRICULUM & SYLLABUS

2024 Admissions

St. Joseph's College (Autonomous), Irinjalakuda
Postgraduate and Research Department of English

Board of Studies
2022- 2025

Name of the Member	Designation
Dr. V. S. Sujitha	Chairperson Head & Assistant Professor Department of English St. Joseph's College (Autonomous) Irinjalakuda, Thrissur
Dr. Trisina Alappat	University Nominee Associate Professor Department of English Mercy College, Palakkad
Dr. Gigy J Alex	Subject Expert Associate Professor Department of Humanities Indian Institute of Science & Technology Department of Space Valiamala, Thiruvananthapuram
Dr. Priya K Nair	Subject Expert Assistant Professor Department of English St. Teresa's College (Autonomous) Ernakulam
Dr. Priya Menon	Alumna Professor of English Troy University, Alabama, USA
Mr. Joby Joseph	Industrialist Founder & Chief Strategic Consultant Brandswamy & Co, Calicut
Dr. Sajo Jose	Assistant Professor Department of English St. Joseph's College (Autonomous) Irinjalakuda, Thrissur
Dr. Sonima K K	Assistant Professor Department of English St. Joseph's College (Autonomous) Irinjalakuda, Thrissur
Ms. Geetha Jacob	Assistant Professor Department of English St. Joseph's College (Autonomous) Irinjalakuda, Thrissur
Ms. Anju Susan George	Assistant Professor Department of English St. Joseph's College (Autonomous) Irinjalakuda, Thrissur

Dr. Linet Sebastian	Assistant Professor Department of English St. Joseph's College (Autonomous) Irinjalakuda, Thrissur
Ms. Anju Antony	Assistant Professor Department of English St. Joseph's College (Autonomous) Irinjalakuda, Thrissur
Dr. Deepa Roy	Assistant Professor Department of English St. Joseph's College (Autonomous) Irinjalakuda, Thrissur
Ms. Sameena Thomas	Assistant Professor Department of English St. Joseph's College (Autonomous) Irinjalakuda, Thrissur
Ms. Veena Sany	Assistant Professor Department of English St. Joseph's College (Autonomous) Irinjalakuda, Thrissur
Ms. Santhi Menon P.	Head & Assistant Professor Department of English (Self- Financing) St. Joseph's College (Autonomous) Irinjalakuda, Thrissur

PREFACE

The B.A. English Language and Literature Honours programme, designed in alignment with the CUFYUGP Regulations 2024, presents a dynamic and interdisciplinary approach to literary studies. The syllabus integrates classical and contemporary texts with emerging areas such as digital humanities, ecological criticism, translation, and media studies, fostering critical, creative, and communicative competencies. With a balanced structure of major, minor, and electives, the programme equips learners with analytical tools to navigate literature's intersections with history, culture, technology, and society. It emphasizes skill development, ethical reasoning, research aptitude, and cross-cultural understanding—crucial for thriving in today's global knowledge economy. The inclusion of skill enhancement courses, internships, and project work ensures holistic development and career readiness. By blending academic rigour with practical engagement, this programme prepares students for diverse professional pathways while nurturing informed, empathetic, and socially responsible individuals equipped to contribute meaningfully to the literary and cultural landscapes of the present and future.

PROGRAMME OUTCOMES

PO1- Knowledge Acquisition: Demonstrate a comprehensive understanding of the emerging knowledge trends and industry practices and evaluate their impact on the chosen discipline of study.

PO2- Demonstrate communication and leadership skills to foster collaboration and inclusivity: Become effective communicators and strategic leaders capable of synthesizing diverse perspectives to create inclusive environments and implementing transformative change through collaborative teamwork.

PO3- Acquire Professional Skills- Demonstrate professional expertise, transferable skills, and procedural knowledge, enabling confident navigation of diverse career paths by adapting to changing environments, challenges and opportunities with resilience and flexibility.

PO4- Develop Digital Intelligence: Develop digital intelligence to competently employ a range of digital and technological tools to critically analyze and engage with the digital world, effectively managing and processing complex information.

PO5- Apply Scientific Reasoning and Critical Thinking: Apply scientific knowledge and critical thinking to innovate and mediate effectively, resolving complex challenges and promoting sustainable solutions.

PO6- Appreciate Human Values, Professional Ethics, and Societal and Environmental Responsibility: Demonstrate ethical conduct and commitment to human values in personal and professional life, while being objective, truthful and mindful of environmental and sustainability concerns as responsible global citizens.

PO7- Develop Innovative Research and Entrepreneurial Competencies: Excel as research and entrepreneurial leaders, collaborating effectively with industry, academia, and communities to develop innovative and sustainable solutions that address local, regional and global challenges.

PROGRAMME SPECIFIC OUTCOMES (PSO)

At the end of the B.A. English Language and Literature Honours programme, a student would:

PSO1	Develop advanced interpersonal, linguistic, and presentation skills with a strong sense of cross-cultural awareness to thrive in a global environment.
PSO2	Promote gender equality, environmental care, and adherence to constitutional values, fostering socially responsible and democratically conscious individuals.
PSO3	Develop the ability to critically analyse and interpret literary and cultural texts while assessing their relevance in historical and contemporary contexts.
PSO4	Enhance digital proficiency to effectively engage with technological advancements and emerging disciplines, fostering a deeper understanding of diverse perspectives.
PSO5	Foster creativity and innovation through diverse mediums of expression, enabling individuals to explore and showcase their unique ideas and perspectives.
PSO6	Cultivate scientific vigour and research aptitude through in-depth academic inquiry.

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

Sl. No.	Academic Pathway	Major	Minor/ Other Disciplines	Foundation Courses AEC: 4 MDC: 3 SEC: 3 VAC: 3	Intern- 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 combinations
2	Major (A) with Multiple Disciplines (B, C)	68 (17 courses)	12 + 12 (3 + 3 = 6 courses)	39 (13 courses)	2	133	Major: English + British History and Political Science
3	Major (A) with Minor (B)	68 (17 courses)	24 (6 courses)	39 (13 courses)	2	133	Major: English Minor: Political Science
4	Major (A) with Vocational Minor (B)	68 (17 courses)	24 (6 courses)	39 (13 courses)	2	133	Major: English Minor: English for Professional Success
Exit with UG Degree OR Proceed to Fourth Year with 133 Credits							

BA ENGLISH LANGUAGE AND LITERATURE HONOURS PROGRAMME

COURSE STRUCTURE FOR PATHWAYS 1 – 4

1. Single Major
3. Major with Minor

2. Major with Multiple Disciplines
4. Major with Vocational Minor

Semester	Course Code	Course Title	Total Hours	Hours / Week	Credits	Marks		
						Internal	External	Total
1	SJENG1CJ 101/ SJENG1MN1 00	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
	SJENG1FA 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	SJENG2CJ 101/ SJENG2MN1 00	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
	SJENG2FA 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	SJENG3 CJ201	Core Course 3 in Major – Drama: Exploring the Literary and Performative Elements	60	4	4	30	70	100
	SJENG3CJ 202/ SJENG3MN2 00	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
	SJENG3 FV 108(1A)	Value-Added Course 1 – English	45	3	3	25	50	75
		Total		23	22			550
4	SJENG4 CJ203	Core Course 5 in Major – Journey Through The World of Poetry	60	4	4	30	70	100
	SJENG4 CJ204	Core Course 6 in Major – Literary Criticism	60	4	4	30	70	100
	SJENG4 CJ205	Core Course 7 in Major – Gender Perspectives in Literatures	60	4	4	30	70	100
	SJSENG 4FV 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
	SJENG4 FS 111(1A)	Skill Enhancement Course 1 – English	60	4	3	25	50	75
		Total		22	21			525
5	SJENG5 CJ301	Core Course 8 in Major – Fundamentals of Film Studies	60	4	4	30	70	100
	SJENG5 CJ302	Core Course 9 in Major – Foundations of Literary Theory	60	4	4	30	70	100
	SJENG5 CJ303	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	SJENG6CJ 304/ SJENG8MN3 04	Core Course 11 in Major – Narrative Constructs in Non- Fiction	60	4	4	30	70	100
	SJENG6CJ 305/ SJENG8MN3 05	Core Course 12 in Major– Introducing Cultural Studies	60	4	4	30	70	100
	SJENG6CJ 306/ SJENG8MN3 06	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
	SJENG6 FS113	Skill Enhancement Course 3 – Academic Writing	45	3	3	25	50	75
	SJENG6 CJ349	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	SJENG7 CJ401	Core Course 14 in Major – British Literature: Chaucer to 19th Century	75	5	4	30	70	100
	SJENG7 CJ402	Core Course 15 in Major – British Literature: From 20th Century to 21 st Century	75	5	4	30	70	100
	SJENG7 CJ403	Core Course 16 in Major – American Literature	75	5	4	30	70	100
	SJENG7 CJ404	Core Course 17 in Major – Advanced Critical Theory	75	5	4	30	70	100
	SJENG7 CJ405	Core Course 18 in Major – Post Colonial Studies	75	5	4	30	70	100
		Total		25	20			500
	SJENG8CJ 406 / SJENG8MN4 06	Core Course 19 in Major – Advanced Linguistics	60	4	4	30	70	100
	SJENG8CJ 407 / SJENG8MN4 07	Core Course 20 in Major – Art, Literature and Aesthetics	75	5	4	30	70	100
	SJENG8CJ 408 / SJENG8MN4 08	Core Course 21 in Major – South Asian Literature	60	4	4	30	70	100

8	OR (instead of Core Courses 19 – 21 in Major)							
	SJENG8CJ 449	Project (in the Honours programme)	360*	13*	12	90	210	300
	SJENG8 CJ499	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)							
	SJENG8 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 3. Major with Minor	2. Major with Multiple Disciplines 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

GENERAL FOUNDATION COURSES IN ENGLISH

SCHEME

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(AEC1)									
1	BA Languages	SJENGIFA 101(1A)	English Language Skills for Literatures	60	4	3	25	50	75
	BA Humanities and Other BA Programmes	SJENGIFA 101(1B)	English Language Skills for Humanities and Other BA Programmes	60	4	3	25	50	75
	Science	SJSENGIFA 101(2)	English Language Skills for Sciences	60	4	3	25	50	75
	Commerce	SJENGIFA 101(3)	English Language Skills for Commerce and Management	60	4	3	25	50	75

ABILITY ENHANCEMENT COURSE(AEC3)									
2	BA Languages	SJENG2FA 103(1A)	Advanced English Language Skills for Literatures	60	4	3	25	50	75
	BA Humanities and Other BA Programmes	SJENG2FA 103(1B)	Advanced English Language Skills for Humanities and Other BA Programmes	60	4	3	25	50	75
	Science	SJENG2FA 103(2)	Advanced English Language Skills for Sciences	60	4	3	25	50	75
	Commerce	SJENG2FA 103(3)	Advanced English Language Skills for Commerce and Management	60	4	3	25	50	75

MULTIDISCIPLINARY COURSE (MDC 3)									
3	BA Languages	SJSENG3FM 107(1A)	Understanding Kerala: Cultural and Literary Perspectives	45	3	3	25	50	75
	BA Humanities and Other BA Programmes	SJENG3FM 107(1B)	Understanding Kerala: Society, Economy and Ecology	45	3	3	25	50	75
	Science	SJSENG3FM 107(2)	Understanding Kerala: Science, Culture and Literature	45	3	3	25	50	75
	Commerce and Management	SJENG3FM 107(3)	Understanding Kerala: Narratives of Development , Commerce and Entrepreneurship	45	3	3	25	50	75

VALUE ADDED COURSE(VAC1)									
3	BA Languages	SJENG3FV 108(1A) /SJENG3FV108	Framing Values: Literary and Cultural Narratives for Languages	45	3	3	25	50	75
	BA Humanities and Other BA Programmes	SJENG3FV 108(1B)	Framing Values: Literary and Cultural Narratives for Humanities and Other BA Programmes	45	3	3	25	50	75
	Science	SJENG3FV 108(2)	Framing Values: Literary and Cultural Narratives for Sciences	45	3	3	25	50	75
	Commerce and Management	SJENG3FV 108(3)	Framing Values: Literary and Cultural Narratives for Commerce and Management	45	3	3	25	50	75

VALUE ADDED COURSE(VAC3)									
4	BA Languages	SJENG4FV 109(1A) /SJENG4FV 110	Framing Perspectives: Literary and Cultural Narratives for Languages	45	3	3	25	50	75
	BA Humanities and Other BA Programmes	SJENG4FV 109(1 B)	Framing Perspectives: Literary and Cultural Narratives for Humanities and Other BA Programmes	45	3	3	25	50	75
	Science	SJENG4FV 109(2)	Framing Perspectives: Literary and Cultural Narratives for Sciences	45	3	3	25	50	75
	Commerce and Management	SJENG4FV 109(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	SJENG4FS 111(1 A)	Contemporary Language Skills for Literatures	60	4	3	25	50	75
	BA Humanities and Other BA Programmes	SJENG4FS 111(1 B)	Contemporary Language Skills for Humanities and Other BA Programmes	60	4	3	25	50	75
	Science	SJENG4FS 111(2)	Contemporary Language Skills for Sciences	60	4	3	25	50	75
	Commerce and Management	SJENG4FS 111(3)	Contemporary Language Skills for Commerce and Management	60	4	3	25	50	75

EVALUATION SCHEME

4. GENERAL FOUNDATION COURSES

4.1. INTERNAL EVALUATION

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.

Components of Internal Evaluation of a General Foundation Course in English with Practicum	
A. Language Assessment Practicum Listening and Speaking	Marks
Listening Test	5
Debate	5
Group Discussion	5
B. Internal Evaluation (Reading and Writing)	

Assignment	5
Test Paper	5
Total	25

Courses without Practicum

Sl. No.	Components of Internal Evaluation of a General Foundation Course in English	Internal Marks of a General Foundation Course of 3-credits in English	
		4 Theory Modules	Open-ended Module
1	Test paper/ Mid-semester Exam	10	2
2	Seminar/ Viva/ Quiz	6	2
3	Assignment	4	1
Total		20	5
		25	

EXTERNAL EVALUATION

External evaluation carries about 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.

PATTERN OF QUESTION PAPER FOR GENERAL FOUNDATION COURSES

AEC (Ability Enhancement Course)

Duration: 1.5 hours, **Maximum Marks:**50

Section A

- Read the provided paragraph/poem and answer the following questions.
- Each question carries 2 marks (Ceiling: 16 marks)
- Total Number of Questions: 10

Section B

- Answer all questions.
- Each question carries 6 marks (Ceiling: 24 marks).
- Total Number of Questions: 5

Section C

- Answer one question.
- Each question carries 10 marks
- Total Number of Questions: 2

Multi-disciplinary Course (MDC), Value-Added Course (VAC) & Skill Enhancement Course (SEC)

Duration: 1.5 Hours, **Max Marks:** 50

Section A

- Answer all questions.
- Each question carries 2 marks (Ceiling: 16 marks)
- Total Number of Questions: 10

Section B

- Answer all questions.
- Each question carries 6 marks (Ceiling: 24 marks).
- Total Number of Questions: 5

Section C

- Answer one question.
- Each question carries 10 marks
- Total Number of Questions: 2

**B.A. ENGLISH LANGUAGE &
LITERATURE
HONOURS
(MAJOR, MINOR, ELECTIVES & SEC)

SCHEME**

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	SJENG1CJ 101 / SJENG1MN 100	Core Course 1 in Major – Introduction to the World of Literature	5	4
2	SJENG2CJ 101 / SJENG2MN 100	Core Course 2 in Major – Reading Fiction	4	4
3	SJENG3CJ 201	Core Course 3 in Major – Drama: Exploring the Literary and Performative Elements	4	4
	SJENG3CJ 202 / SJENG3MN 200	Core Course 4 in Major – Language in Action	5	4
4	SJENG4CJ 203	Core Course 5 in Major – Journey Through The World of Poetry	4	4
	SJENG4CJ 204	Core Course 6 in Major – Literary Criticism	4	4
	SJENG4CJ 205	Core Course 7 in Major – Gender Perspectives in Literatures	4	4
5	SJENG5CJ 301	Core Course 8 in Major – Fundamentals of Film Studies	4	4
	SJENG5CJ 302	Core Course 9 in Major – Foundations of Literary Theory	4	4
	SJENG5CJ 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
	SJENG6CJ 304 / SJENG8MN 304	Core Course 11 in Major – Narrative Constructs in Non- Fiction	4	4

6	SJENG6CJ 305 / SJENG8MN 305	Core Course 12 in Major – Introducing Cultural Studies	4	4
	SJENG6CJ 306 / SJENG8MN 306	Core Course 13 in Major – Literature and Ecology	4	4
		Elective Course 3 in Major	4	4
		Elective Course 4 in Major	4	4
	SJENG6CJ 349	Internship in Major	-	2
Total for the Three Years				70
7	SJENG7CJ 401	Core Course 14 in Major – British Literature: Chaucer to 19th Century	5	4
	SJENG7CJ 402	Core Course 15 in Major – British Literature: From 20th Century to 21 st Century	5	4
	SJENG7CJ 403	Core Course 16 in Major – American Literature	5	4
	SJENG7CJ 404	Core Course 17 in Major – Advanced Critical Theory	5	4
	SJENG7CJ 405	Core Course 18 in Major – Post Colonial Studies	5	4
8	SJENG8CJ 406 / SJENG8MN 406	Core Course 19 in Major – Advanced Linguistics	4	4
	SJENG8CJ 407 / SJENG8MN 407	Core Course 20 in Major – Art, Literature and Aesthetics	5	4
	SJENG8CJ 408 / SJENG8MN 408	Core Course 21 in Major – South Asian Literature	4	4
	OR (instead of Core Courses 19 – 21 in Major)			
	SJENG8CJ 449	Project (in Honours programme)	13	12
	SJENG8CJ 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)			
	SJENG8CJ 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	SJENG5EJ301(1)	Indian Literatures: Selected Readings	5	60	4	4	30	70	100
	2	SJENG5EJ302(1)	Indian Aesthetics: An Introduction	5	60	4	4	30	70	100
	3	SJENG6EJ301(1)	Dalit Literature: An Overview	6	60	4	4	30	70	100
	4	SJENG6EJ302(1)	Indian Women Writings	6	60	4	4	30	70	100
2		CROSSROADS IN LITERATURE								
	1	SJENG5EJ303(2)	Literature and Race	5	60	4	4	30	70	100
	2	SJENG5EJ304(2)	Narratives of Middle East	5	60	4	4	30	70	100
	3	SJENG6EJ303(2)	Adaptations in Literature	6	60	4	4	30	70	100
	4	SJENG6EJ304(2)	Geopolitical Dynamics in Literature	6	60	4	4	30	70	100

3		EMERGING TRENDS IN LITERATURE								
	1	SJENG5EJ 305(3)	New Humanities and Literature	5	60	4	4	30	70	100
	2	SJENG5E J 306(3)	Literature and Oceanic Studies	5	60	4	4	30	70	100
	3	SJENG6E J305(3)	Literature, Science and Technology	6	60	4	4	30	70	100
	4	SJENG6EJ 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	Semeste r	Tota l Hrs	Hrs/ Wee k	Credit s	Marks		
							Interna l	Externa l	Tota l
1	SJENG5 EJ307	Folk and Oral Tales from Across the World	5	60	4	4	30	70	100
2	SJENG5 EJ 308	Shakespeare Studies	6	60	4	4	30	70	100
3	SJENG6 EJ307	Reading World Classics	6	60	4	4	30	70	100
4	SJENG6EJ 308	Introduction to Disability Studies	6	60	4	4	30	70	100
5	SJENG8 EJ401	Practical Literary Analysis	8	60	4	4	30	70	100
6	SJENG8 EJ402	English Language Teaching	8	60	4	4	30	70	100
7	SJENG8 EJ403	Applied Translation Studies	8	60	4	4	30	70	100
8	SJENG8 EJ 404	Writings of the Self	8	60	4	4	30	70	100
9	SJENG8 EJ405	Contemporary Writings from Kerala	8	60	4	4	30	70	100
10	SJENG8 EJ 406	Creative Writing	8	60	4	4	30	70	100

GROUPING OF MINOR COURSES

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	SJENG1 MN 101	Fundamentals of Content Creation	1	60	4	4	30	70	100
	2	SJENG2 MN 101	Travel Narratives for Print and Digital Media	2	60	4	4	30	70	100
	3	SJENG3 MN 201	Digital Content Creation in the Era of AI	3	60	4	4	30	70	100
2		ENGLISH AT WORKSPACE								
	1	SJENG1 MN 102	The Language of Digital Space: English and New Media	1	60	4	4	30	70	100
	2	SJENG2 MN 102	Professional Skills in Media Presentation	2	60	4	4	30	70	100
	3	SJENG3 MN 202	Writing for the Screen: Theory and Praxis	3	60	4	4	30	70	100

3		TEACHING SKILLS IN ENGLISH								
	1	SJENG1 MN 103	English Language Teaching: Foundations and Practice Level 1	1	60	4	4	30	70	100
	2	SJENG2 MN 103	English Language Teaching: Foundations and Practice Level 2	2	60	4	4	30	70	100
	3	SJENG3 MN 203	English Language Teaching: Foundations and Practice Level 3	3	60	4	4	30	70	100

GROUPING OF VOCATIONAL MINOR COURSES

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	SJENG1VN101	English for Radio Jockeying and Anchoring	1	60	4	4	30	70	100
	2	SJENG2VN101	English Language Skills for Visual Media	2	60	4	4	30	70	100
	3	SJENG3VN201	English for Technical	3	60	4	4	30	70	100

		Writing								
4	SJENG8VN3 01	Research, Academic Writing and Publishing	8	60	4	4	30	70	100	

2		ENGLISH FOR PROFESSIONAL SUCCESS								
	1	SJENG1VN1 02	Foundations of English Language Proficiency	1	60	4	4	30	70	100
	2	SJSENG2VN 102	English for Professional Opportunities	2	60	4	4	30	70	100
	3	SJENG3VN2 02	English for New Age Authors	3	60	4	4	30	70	100
	4	SJENG8VN3 02	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

Semester	Course Code	CourseTitle	Total Hours	Hours / Week	Credits	Marks		
						Int	Ext	Tot
1	SJENG1FM105	Multi- Disciplinary Course 1 – Introducing Print and Digital Narratives	45	3	3	25	50	75
2	SJENG2FM106	Multi- Disciplinary Course 2 – Introducing Travel Narratives: Journey Beyond Borders	45	3	3	25	50	75
3	SJENG 3FV10 8(1A)/ ENG3 FV108	Value- Added Course 1 – Framing Values: Literary and Cultural Narratives for Languages	45	3	3	25	50	75

4	SJENG4FV109(1A)/SJENG4FV110	Value-Added Course 2 – Framing Perspectives : Literary and Cultural Narratives for Languages	45	3	3	25	50	75
5	SJENG5FS112	Skill Enhancement Course 2 – Translation in Praxis	45	3	3	25	50	75
6	SJENG6FS113	Skill Enhancement Course 3 – Academic Writing	45	3	3	25	50	75

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

1.3. 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 discussed 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.

5.1. 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 (C_i) with the grade points (G_i) 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,

$$\text{i.e. SGPA (Si)} = \sum_i (C_i \times G_i) / \sum_i (C_i)$$

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

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

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.

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

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

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

- 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.

GENERAL FOUNDATION COURSES

AEC

GENERAL FOUNDATION COURSE
ABILITY ENHANCEMENT COURSE (AEC)

Programme	GENERAL FOUNDATION COURSE				
Course Code	SJENG1FA101(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 analyse 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	Instil 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:

Mod ule	Un it	Content	H rs	Mar ks
I	Expressions of Experience		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 https://books.google.co.in/books?id=DV7EAAAQBAJ&printsec=frontcover#v=onepage&q&f=false	2	
	4	Introduction to Poetry – Billy Collins	2	
II	Insights Into Life		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 Society Masala, says Anuja Chauhan-Bhavneet Singh Aurora https://kunuzum.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 (18 th 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	Beyond the Margins		8	15
	13	Introduction	2	
	14	The Silent Child-Chris Overton https://www.youtube.com/watch?v=2GbxFIVQv8c	2	
	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 after watching or reading minimum of two. 4. Prepare a speech 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 after listening minimum of two poems of his contemporaries.		7	
	Module II: 1. Listen to the interviews of similar nature 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		7	

		uses to make them memorable and relatable.		
		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	
		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. Listen to successful stories of people with disabilities from various platforms and share it in the class. 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 analysis.	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	PO2	PO3	PO4	PO5	PO6	PO7
C O1	3	-	-	-	2	-	3	2	3	-	-	-	-
C O2	-	-	3	-	-	-	-	-	-	-	3	1	2
C O3	2	-	-	1	3	-	-	-	3	2	-	-	-
C O4	-	3	2	-	-	-	-	1	-	-	1	3	-
C O5	-	-	-	-	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
- Final Exam

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	Internal Viva	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓		✓	✓
CO 3	✓	✓	✓	✓
CO 4	✓	✓		✓
C05	✓	✓	✓	

GENERAL FOUNDATION COURSE
ABILITY ENHANCEMENT COURSE (AEC)

Programme	GENERAL FOUNDATION COURSES IN ENGLISH				
Course Code	SJENG1FA101(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
CO1	Relate the historical and cultural contexts of the texts to the broader social movements they represent, especially focusing on issues like civil rights, individualism, and the transformative power of art.	An	C	Comprehension/Writing Exercises/ General Discussion
CO2	Cultivate the ability to analyse spoken and written content including identifying biases, assumptions and implications.	U, Ap	C	Quiz
CO3	Develop a more nuanced understanding of the themes of personal growth, societal change, social inclusivity, equity and cross-cultural communication.	U	F	Personal Narration/ Group Discussion/ Role Play/ Speaking Assignments
CO4	Enhance reading comprehension by analyzing different texts and interpreting underlying themes and stylistic choices.	C, Ap	C	Assignments/ Digital Content Creation / Reporting
* - 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/vP4iY1TtS3s?si=V3KptrdBv29Lk6Tk	2	
	3	Anthem- Leonard Cohen https://youtu.be/1jzl0NITmzY?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/o25l2fzFGoy?feature=shared	2	
	7	The Death of a Salesman (Act I -till “She turns, goes over to the bed, takes his jacket, and goes out of the bedroom”.)- 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 (part 1-Optimism within) 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 (Section 4 -" It is a pity that...to... exigencies of social rules" to the end of the section) 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 the 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. Problematised the subject matter of the stand up by identifying contentious themes and how it is understood in the contemporary society. 4. Prepare a speech critically analysing the arguments proposed by the comedian. 5. Present counter arguments from various perspectives to critique the prescribed stand up. 6. Identify other stand-up performances which influenced the socio-political scenario. 7. Role play. 8. Organize group discussion based on the topics evolved from the texts. 9. 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 have watched. 8. Write a mini-group project on the early history of Malayalam cinema. 9. Rewrite the plot of the movie as a 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

	PS O1	PS O2	PS O3	PSO 4	PS O5	PS O6	PO1	PO2	PO3	PO4	PO5	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
- Final Exam

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	Internal Viva	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓		✓	✓
CO 3	✓	✓	✓	✓
CO 4	✓	✓		✓

Suggested Reading:

1. 'Africa Unite' Songs of Freedom by Bob Marley
2. 'Best Man Speech'-Sherlock Homes
3. 'Fear' -Khalil Gibran
4. 'Rapunzel' Politically Correct Bedtime Stories - James Fin Garner
5. A Few Goodmen dir. by Rob Reiner
6. *Arachar*- K R Meera
7. Finding Your Voice by Overcoming Speech Disorders (Ted Talk) - Aslan Maleki
8. <https://www.youtube.com/watch?v=gUWWt30oZ3w>
https://youtu.be/2sLcfQKU_c
<https://youtu.be/dsT22OX1BIc?si=6R67EHkRw88wWWqi>
<https://youtu.be/xVVwNzx7eIE?feature=shared>
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

GENERAL FOUNDATION COURSE

ABILITY ENHANCEMENT COURSE (AEC)

Programme	General Foundation Course				
Course Code	SJENGIFA101(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	Science and Dogma- Pushpa M Bhargava	3	
	7	The Dangers of Climate Change-Carl Sagan 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	10
	9	Introduction	1	
	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	Expressions		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
CO5	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
- Final Exam

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	Internal Viva	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓		✓	✓
CO 3	✓	✓	✓	✓
CO 4	✓	✓		✓
C05	✓	✓	✓	



CALICUT UNIVERSITY – FOUR-YEAR UNDER
GRADUATE PROGRAMME (CU-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
CO1	Develop knowledge and skills related to human communication that facilitate their ability to work collaboratively with others.	An	C	Comprehension/Writing Exercises/ General Discussion
CO2	Understand and practise different techniques of communication required to enhance employability.	U	Ap	Quiz/Debate/Discussion
CO3	Foster critical thinking to analyse a variety of textual narratives	U	Ap	Personal Narration/ Group Discussion/ Role Play/ Speaking Assignments
CO4	Develop creative potential to foster innovation, social commitment and sustainability.	C	Ap	Assignments/ Digital Content Creation/ Reporting
* - 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	
	7	Noam Chomsky full length interview: Who rules the world now? https://youtu.be/P2lsEVLqts0?si=3Mq64OBeff2EvJ1B	2	
	8	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
	9	Introduction	2	
	10	Microsoft is Born' & 'Success Comes with a Great Vision (Chapter 2 & Chapter 4) - <i>Secrets of Success from the Story of Bill Gates: It is Possible</i> - Lyton Chandomba	4	
	11	The Tell-Tale Heart – Edgar Allan Poe	2	
IV	Writing		8	15
	12	Introduction	2	
	13	The Science of Strong Business Writing- Harvard Business Review -Bill Birchard https://hbr.org/2021/07/the-science-of-strong-business-writing	2	
	14	Declaration of Philadelphia- ILO -pp. 1-3	2	
	15	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. Learners are instructed to prepare a list of questions critiquing the interview and present them in class. The most appropriate answers for each of them can be framed after discussion. 6. Prepare a mock interview on any topic of your choice in the classroom. 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. 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. 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 15 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:

	PS O1	PS O2	PS O3	PSO 4	PS O5	PS O6	PO1	PO2	PO3	PO4	PO5	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
- Final Exam

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	Internal Viva	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓		✓	✓
CO 3	✓	✓	✓	✓
CO 4	✓	✓		✓

Suggested Reading:

1. Alain Milliat: Interview of a successful entrepreneur.
2. Black Swan: Hyderabad, 2012
3. Business English Vocabulary Builder: Idioms, Phrases, and Expressions in American English
4. E. Suresh Kumar and et al. Enriching Speaking and Writing Skills. Second Edition. Orient
5. <https://www.amazon.in/Better-Telephone-Skills-Business-Communication-ebook/dp/B00ZG2JZLC>
6. <https://www.amazon.in/English-At-Work-Business-Vocabulary/dp/B0B91ZL9W9>
7. <https://www.amazon.in/Writing-Social-Media-Business-Technical/dp/1780174500>
8. Jackie Bolen
9. Social Media Communication by Bu Zhong
10. *They Say/I Say: The Moves That Matter in Academic Writing*, by Gerald Graff and Cathy Birkenstein

GENERAL FOUNDATION COURSE
ABILITY ENHANCEMENT COURSE (AEC)

Programme	GENERAL FOUNDATION COURSE				
Course Code	SJENG2FA103(1A)				
Course Title	ADVANCED ENGLISH LANGUAGE SKILLS FOR LITERATURES				
Type of Course	ABILITY ENHANCEMENT COURSE (AEC)-LANGUAGES				
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	This course enhances communicative abilities through advanced LSRW skills, focusing on language proficiency, effective communication, critical thinking, persuasive and creative expression, and interpersonal interaction in personal and professional settings.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level	Knowledge Category	Evaluation Tools used
CO1	Analyze and evaluate complex texts to identify arguments, themes and stylistic elements, demonstrating critical thinking and interpretation skills.	An, E	C	Assignments/Discussion
CO2	Develop language proficiency in various contexts by applying communication strategies and crafting persuasive arguments in both oral and written forms.	Ap	P	Assignments / Presentations
CO3	Form, articulate, and write persuasive perspectives using effective rhetorical techniques, body language, and visual aids in both presentations and written communication.	E, C	C, P	Public Speaking Exercises/Debates
CO4	Cultivate critical and creative writing skills through critical reading, translation exercises, and the strategic use of digital tools for research, collaboration, and presentation.	E, Ap	P	Translation exercises/ PPT 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	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) – Vaikom Muhammed Basheer	2	
	10	RE Asher interview with K. Jayakumar IAS on translating Basheer. https://youtu.be/5gC5NB4ve5o?si=hcIJfz50Xvl2QQS	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	The Effect of New Technologies on English -David Crystal https://youtu.be/qVqcoB798Is?si=sy5msfPQBxpflGLr	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 https://youtu.be/Y9D2PFD7nTI?si=2xwtuDr4esL-p30k	2	

16	Writing in Cyber Space Etiquette in Formal and Informal Contexts	2

V	Practicum		30	
	1	Module I: - Extempore Speeches on any relevant topics given by the instructor. Peer as well as teacher evaluation of the speech. - Prepare a topic and present it before an audience/class. - Listen and paraphrase talks/speeches (Instructor can give selected speeches or talks) - Assignment: Listen to 2 TED talks or speeches and present your idea in class. The presentation will be peer-evaluated. - List the speaking techniques presented in the video by Julian Treasure. - Comprehend and critically respond to the speech by Kailash Satyarthi. - Comment on the presentation style of Rajasekhar Mamidana. - After listening to the poem, restructure it as a conversation/speech/story.	8	
	2	Module II: - Co-writing stories (The instructor can give topics). - Writing life narratives. - Reading and forming multiple perspectives from given pieces. - Prepare a short note on the socio-political background of "The Gypsy Goddess". - Find out similar stories and write a brief appreciation of them. - Comment on your experience with nature. - Write a review of the poem. - 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 <i>Balyakalasakhi</i>. 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 practicum module. There are total 30 transaction hours for the fixed modules and 30 hours for the practicum. Internal assessments (25 marks) are split between the practicum (15 marks) and the fixed modules (10 marks).

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	1	2	3	-	2	1	3	2	-	-	2	2	1
CO2	3	-	2	1	3	-	-	3	3	-	-	-	-
CO3	3	-	1	2	2	2	3	3	2	2	3	2	2
C O4	3	2	3	3	2	2	3	2	3	3	3	2	2

Correlation Levels:

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

Assessment Rubrics:

Quiz/Midterm Exam

Viva/ Presentations/

Discussions

Assignments

Final Exam

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	Seminar Presentation	End Semester Examination
CO1	✓	✓	✓	✓
CO2	✓	✓	✓	✓
CO3	✓	✓	✓	✓
CO4	✓	✓	✓	

FOUR-YEAR UNDERGRADUATE PROGRAMME

(CU-FYUGP) GENERAL FOUNDATION

COURSE

ABILITY ENHANCEMENT COURSE (AEC)

Programme	GENERAL FOUNDATION COURSE				
Course Code	SJENG2FA103(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
CO1	Master critical thinking skills and enhance ability to comprehend and evaluate information through reading and listening.	An	C	Comprehension/ Discussion
CO2	Gain an understanding of the cultural, historical and social texts in which various literary texts were written	U	P	Quiz/ Role Play
CO3	Critically analyse and interpret diverse texts across genres, identifying key themes, motifs and stylistic elements.	U	M	Oral Presentation/ Blogging/ Vlogging
CO4	Cultivate creative abilities through writing exercises, allowing them to express their ideas and interpretations of texts in both academic and creative formats.	C	M	Travel Writing/ Digital Content Creation/ Recipe 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		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 <i>World Travel: An Irreverent Guide</i> -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. Create a travel plan for a class tour, considering transportation, accommodation, and attractions. 2. 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 in 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	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
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
- Final Exam

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	Internal Viva	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓		✓	✓
CO 3	✓	✓	✓	✓
CO 4	✓	✓		✓

GENERAL FOUNDATION COURSE
ABILITY ENHANCEMENT COURSE (AEC)

Programme	GENERAL FOUNDATION COURSE				
Course Code	SJENG2FA103(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- <i>Meditations On First Philosophy</i> -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.Cambridgeenglish.org
4. www.Journalbuddies.com
5. www.splashlearn.com/ela-game
6. www.splashlearn.com/ela-games

Mapping of COs with PSOs and POs:

	PS O 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	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/Medium
3	Substantial/High

Assessment Rubrics:

- Quiz/Assignment/Quiz/Discussion/Seminar
- Midterm Exam
- Viva
- Assignments
- Final Exam

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO1	✓	✓		✓
CO2	✓	✓		✓
CO3	✓	✓		✓
CO4	✓	✓		✓
CO5	✓	✓		✓

GRADUATE PROGRAMME (CU-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
CO1	Interpret and critically evaluate complex texts, including literary works, technical documents, and scholarly articles, identifying themes, arguments, and stylistic elements.	An	C	Assignments/Discussion
CO2	Enhance language learning through personal, social and professional contexts.	U	M	Assignments & Team Exercise
CO3	Perspective formation and articulation followed by strong interpersonal communication	E/C	C	Public Speaking Exercises/Debates
CO4	Deliver effective presentations and speeches employing digital tools rhetorical techniques, body language and visual aids.	C	P	Presentations/GD
* - 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 <i>Pride and Prejudice</i>	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 after listening to it carefully. 2. Jobs' talks 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 learners to 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 after listening to the speech. 8. Write your ideas on how to educate your mind and exchange it with your peers then collect everything together to read it out 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 dead, 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 listening to 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:

	PS O 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	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
CO5	3	2	3	3	3	3	2	2	2	2	3	2	1

Correlation Levels:

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

Assessment Rubrics:

- Quiz/Assignment/Quiz/Discussion/Seminar
- Mid-term Exam
- Viva
- Assignments
- Final Exam

GENERAL FOUNDATION COURSE

MULTI-DISCIPLINARY COURSE (KS)- MDC

Programme	GENERAL FOUNDATION COURSE				
Course Code	SJENG3FM107(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	Develop an understanding of Kerala's socio-cultural evolution through a study of folklores, legends, art forms, and historical narratives.	U, R	C, F	Writing Articles, Identification and Compilation of narratives of cultural importance, Creating videos and voice-overs on local history, myths and folktales.

CO 2	Analyze Kerala's societal complexities, including caste and gender, through critical reading and discussions of select literary texts.	U, An, E	C, M	Writing critical appreciation of the texts prescribed. Presentation of reviews of similar narratives.
CO 3	Critically evaluate the experiences of marginalized communities in Kerala, focusing on their narratives.	U, An, E	F, C, P	Reviews concerning marginalized communities, Debates, activities involving dialects
CO 4	Appreciate Kerala's historical and cultural diversity by engaging with popular narratives and translations from the vernacular.	Ap, C	C, P	Translation activities, Transcription activities, 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 (50)
I	Historical and Cultural Chronicles		10	10
	1	“A Ballad of Kochi”- Parvathy Dhananjayan https://allegralaboratory.net/academic-fictions-a-ballad-of-kochi/	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/q6qpSApjcw?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	<i>Kandittund! (Seen It!)</i> – Dir. Adithi Krishnadas https://www.youtube.com/watch?v=DxYbfJUOOMQ	2	

II	Literary Lens		7	15
	5	“Jati Nirnayam”- Sree Narayana Guru. https://www.poemhunter.com/poem/casteism/	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	
III	Voices from the Margins		9	15
	9	Excerpt from ‘The Dancer of Kannur’ from <i>Nine Lives in Search of the Sacred in Modern India</i> - William Dalrymple- pp. 41-65	2	
	10	“The Female Onlooker “- Vijayaraja Mallika (Trans. Jintu Alias)	1	
	11	“Biriyani”- Santhosh Echikanam.	2	
	12	<i>Aggedu Nayaka</i> (The Mother Tongue) – Dir. Sindhu Sajan & Mithra Sindhu https://youtu.be/JeihzfPnNCQ?si=srEiCiS86j2SkP3x https://youtu.be/qzGlkkSr9iY?si=4bUOg0kIwuXdG_Jg	4	
IV	Popular Narratives		10	10
	13	Excerpt from the Introduction to <i>The Ivory Throne: Chronicles from the House of Travancore</i> - Manu S. Pillai, pp. 14-26	3	
	14	<i>1956 Central Travancore</i> - 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	
V	Open Ended		9	
	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. 5. Identifying and showcasing local cuisine and local art forms.			

	6. Read stories about casteism in Kerala. 7. Compile the names and activities of leaders who changed the socio-cultural scenario of Kerala 8. Write a review of a story from a feminist perspective. 9. Identify dialects from your district and write a newspaper report on them. 10. Write a review of any one narrative from a marginalized community. 11. Attempt translating a story about a marginalized community from Malayalam. 12. Enact a play adapted from a story about the marginalized community from Kerala. 13. Field trip to a culturally relevant site. 14. Conduct and transcribe an interview with a person who is an expert in vernacular literature. 15. Conducting an exhibition showcasing local culture. 16. Attempt to translate vernacular folktales or legends into English.		

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. Cherian.
9. *The God of Small Things*- Arundhati 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.Churian
12. *Kulasthreeyum, Chandapennum Undayethengane*- J Devika

13. Kerala Renaissance: Chavaraachan, Narayana Guru, VakkomMaulavi- Geo Kannankulam https://www.academia.edu/37319913/Kerala_Renaissance_Chavara_a_chanNarayana_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 Aithiyamala*- 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	1	2	3	2
CO 2	2	3	3	2	2	3	3	2	2	1	3	3	2
CO 3	2	3	3	1	2	3	3	3	3	1	3	3	2
CO 4	3	2	3	2	3	2	3	1	2	1	2	3	2

Correlation Levels:

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

Assessment Rubrics:

- Quiz/ Discussion/ Seminar
- Internal Exam
- Assignment
- End Semester Exam

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	✓	✓	✓	✓

GENERAL FOUNDATION COURSE

MULTI-DISCIPLINARY COURSE (MDC)

Programme	GENERAL FOUNDATION COURSE				
Course Code	SJENG3FM107(1B)				
Course Title	UNDERSTANDING KERALA: SOCIETY, ECONOMY, AND ECOLOGY				
Type of Course	MULTI-DISCIPLINARY COURSE (MDC)- HUMANITIES AND OTHER BA PROGRAMMES				
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 of the history of Kerala and Malayalam literature.				
Course Summary	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, and visual media to explore the lives of different sections of the Kerala population and their contribution to Kerala society. Through the modules, the learners will understand the contemporary changing socio-cultural and economic situations in Kerala.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO 1	Comprehend the pluralistic nature of Kerala, delving into socio-cultural, political, linguistic, and economic dimensions.	U, An, E, C	C, P, M	Writing Features, Articles, Seminars, Discussions Interviews/identifying narratives
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, Reports
CO 4	Discuss and analyze the ecological challenges confronting Kerala focusing on environmental degradation, and human activities	U, Ap, An, E	C, P	Discussions/Surveys/ Documentary analysis
* - 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 <i>My Life as a Comrade</i> - K.K. Shailaja	2	
	6	A Word to Mother – Vijayaraja Mallika	1	
	7	Chapter I- <i>Dissent</i> - 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- <i>The News Minute</i> https://www.youtube.com/watch?v=qwJNBobY4EM&t=87	2	
	11	Varika, Vanguka- P.P. Ramachandran from <i>Pathitandinte Kavitha</i> – Ed. Ezhacherry Ramachandran	2	
	12	Kudumbasree-The Real Kerala Story- <i>NewsClickin</i> 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	<i>Manhole</i> - Dir. Vidhu Vincent	2	
	14	Excerpt from <i>Pulliyaan</i> - 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	<i>Sex, Lies & a Book</i> - 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 marginalized communities. 4. Identify various narratives on marginalized communities.		
V	Open-Ended		9	
	Suggested Tasks 1. Read the poem “No, not a single letter is seen” written by Poykayil Appachan and prepare a summary 2. Watch and analyse “Only an Axe Away”: A documentary film directed by P Baburaj 3. Collect/Read News reports about incidents of human casualties due to wild animal attack 4. Read the article “Socio-Economic Status of Fishermen Community in Kerala”- Jyothy Mary Mathew & Dr. Raji Joseph			

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_Frontier_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_eatrabheaseavirayule_sandara_yavuum_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
CO1	2	2	2	1	2	1	2	-	2	1	1	2	2
CO2	1	3	2	2	2	2	2	1	2	2	1	2	2
CO3	2	3	2	2	1	2	2	2	3	1	2	2	2
CO4	1	3	2	2	2	2	1	2	3	1	2	1	2

Correlation Levels:

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

Assessment Rubrics:

1. Quiz/ Discussion/ Seminar
2. Internal Exam
3. Assignment
4. End Semester Exam

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	✓	✓	✓	✓

GENERAL FOUNDATION COURSE
MULTIDISCIPLINARY COURSE (MDC)

Programme	GENERAL FOUNDATION COURSE				
Course Code	SJENG3FM107(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	Trace the historical evolution of science in Kerala and its key contributors.	R, U	F, C	Debate, Role Play, Creative Writing, Article writing
CO 2	Explore Kerala's technological advancements and their reflection in literature and society.	U, An, Ap, C	C, P, M	Literary Review/Translation, Poster creation, Screening of various visual media presentations, Translation
CO 3	Analyze the role of scientific temper in Kerala's social movements and literary discourse.	U, An, E, C	C, P, M	Group projects, Panel discussions, Conduct interviews, Book reviews
CO 4	Examine how science, technology, and environmental issues are portrayed in Kerala's media.	Ap, An, C	C, P	Presentations, Industrial visits, Digital content creation
* - 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 Iqbal 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 <i>Lilavati’s Daughters: The Women Scientists of India</i> . 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	Kuttiippuram Palam – Edasseri Govindan Nair (Trans. AsokakumarEdasseri& Jayasree) https://www.edasseri.org/English/translations/Kuttiippuram%20Bridge%20by%20Edasseri%20-%20Translation.pdf	2	
	6	No Mere Ape- Excerpt from <i>The Tell-Tale Brain</i> - V. S. Ramachandran	3	
	7	<i>Android Kunhappan Version 5.25</i> – Dir. Ratheesh Balakrishnan Poduval https://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. Iqbal & Dr. Thomas Isaac. <i>Science for Social Revolution: A Reader</i> . 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 <i>The Masculine of ‘Virgin’</i> : Stories of Sarah Joseph. Trans. J. Devika	2	
	12	Astronomy is not Astrology – Excerpt from a Conversation between Thushara GS Pillai and Sangeetha Chenampulli <i>Mathrubhumi Weekly</i> - 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- <i>RoundGlass Sustain</i> - https://www.youtube.com/watch?v=x8flrb7WPOU	2	
	14	<i>Aavasavyuham</i> - Dir. Krishand https://www.sonyliv.com/movies/aavasavyuham-malayalam-1000182321	3	
	15	<i>The Birth</i> - Dir. Vimal Chandran https://www.youtube.com/watch?v=fAnwt-yclmk	2	
	16	India's First Digital University Comes up in Kerala- <i>Times of India</i> 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=DXvSGaM511M>
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
C O 1	1	2	2	1	2	3	2	2	1	1	1	-	1
C O 2	3	3	3	3	2	3	3	1	3	2	-	1	3
C O 3	2	3	3	2	2	3	3	3	2	2	3	3	1
C O 4	3	2	2	3	2	3	2	3	3	3	3	2	3

Correlation Levels:

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

Assessment Rubrics:

1. Quiz/ Discussion/ Seminar
2. Internal Exam
3. Assignment
4. End Semester Exam

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	✓	✓	✓	✓

GENERAL FOUNDATION COURSE

MULTI-DISCIPLINARY COURSE (MDC)

Programme	GENERAL FOUNDATION COURSE				
Course Code	SJENG3FM107(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	Develop a comprehensive understanding of trade relations, intercontinental transactions, and their historical impact.	An	C	Discussion, Writing Reviews
CO 2	Examine the role of sustainable development through the lived experiences of underprivileged and marginalized communities.	E	P	Interviews, Report Writing
CO 3	Analyze key concepts in commercial transactions and assess innovative business practices, with a focus on Kerala's evolving economic landscape.	C	P, Ap	Writing Business Proposals/ Speaking Assignments
CO 4	Integrate local business insights into global frameworks and apply theoretical knowledge to practical business strategies	U, E	F, C, An	Content Creation, Reporting/debate/story telling
* - 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-history-a-brief-discussion	2	
	2	Only A Few Families Know the Secret to Making this Perfect Mirror- <i>Business Insider</i> 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 <i>Economic History of Kerala from 1800-1947 AD, Part 1- Malabar.</i> 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- <i>Kudumbasree Official</i> 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- <i>The News Minute</i> https://www.youtube.com/watch?v=qwJNBobY4EM&t=221s	2	
	8	Kerala Model of Development: Achievements and Challenges- <i>HubPages</i> 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 – <i>Spark Stories</i> (Translated & Transcribed 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)- <i>Kerala Tourism</i> 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	<i>A Quest in Hope - A Documentary on the Life of Fishermen in Kerala</i> - 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- Kunnathanam Panchayat
Work- Photographer AJ
<https://www.youtube.com/watch?v=gNIZeSoeug>
6. Kerala Woman Entrepreneur Inspiring Cloud Kitchen Delivery Boys
Eat Free Food- The Better India
<https://www.youtube.com/watch?v=k-A0gXKTINU>
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.researchgate.net/publication/349302508_Transgender_Entrepreneurs_in_Kerala_A_Case_Study_on_Struggles_and_Survival_Efforts

Mapping of COs with PSOs and POs:

	PS O 1	PS O 2	PS O 3	PSO 4	PSO 5	PSO 6	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO1	1	1	3	1	-	1	2	-	2	2	-	1	2
CO2	3	-	1	2	2	-	3	1	2	3	1	1	3
CO3	3	2	2	2	1	3	3	2	3	3	3	2	3
CO4	3	3	2	3	2	3	2	2	3	3	3	3	3

Correlation Levels:

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

Assessment Rubrics:

- Quiz/ Discussion/ Seminar
- Internal Exam
- Assignment
- End Semester Exam

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	✓	✓	✓	✓

GENERAL FOUNDATION COURSES

VAC

GENERAL FOUNDATION COURSES

VALUE ADDED COURSE- VAC

Programme	GENERAL FOUNDATION COURSES				
Course Code	SJENG3FV108(1A)/ SJENG3FV108				
Course Title	FRAMING VALUES: LITERARY AND CULTURAL NARRATIVES FOR LANGUAGES				
Type of Course	VALUE ADDED COURSES- BA LANGUAGES				
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 Indian Constitution and its structure.				
Course Summary	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.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Understand the plurality and diversity of the nation through a study of the foundational principles of the Constitution.	U, An	F, C	Exam/Quiz/ Assignment/ Seminar
CO2	Appreciate the true spirit of democracy which consists of the dissenting voices in a scientific and critical sense	Re, E	F, C	Exam/presentation/ Assignment

CO3	Critically analyze the notion of secularism and the challenges of implementing secular policies in a multireligious country like India.	An, E	F,C	Exam/GD/Assignment / Seminar
CO4	Acquire a comprehensive understanding of the concepts of liberty and Justice and their interconnectedness.	An, E	F, C	Discussion//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=SJAdG0XwxwW0jsR9	3	
	3	My English-Aleena Akashamittayi	2	
	4	Don't Call Me Panan (Chp.1)- <i>Ethiru</i> -Kunjaman	3	
II	Liberty		9	15
	5	Liberty in Indian Context-An Introduction	2	
	6	Liberty Song (Cement Kaadu)- Arun Prabhu	2	
	7	The Republic of Dreams-Mahasweta Devi	3	
	8	In Defence of Freedom- Dir. Nandita Das	2	
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	<i>Kai Po Che</i> – Dir. Abhishek Kapoor	3	
IV		Justice	9	10
	13	Evolving Sense of Constitutional Value of Justice	1	
	14	Don't Tell That to Me- Kalki Subramaniam	2	
	15	November is the Month of Migration-Hansda Sowvendra Shekhar	3	
	16	<i>Thondimuthalum Driksakshiyum</i> : Dir. Dileesh Pothan	3	
V	Open Ended Module 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. 4. Hold a debate on the balance between national security and individual freedoms in India, concerning recent laws and policies. 5. Analyze pivotal Supreme Court rulings on fundamental rights, such as the right to privacy and freedom of speech, and their		9	

	impact on civil liberties. 6. Facilitate a panel discussion with experts on the challenges and progress in upholding civil liberties in India, encouraging learners to ask critical questions. 7. Analyse the constitutional provisions and landmark judgments on secularism in India, discussing their impact on religious freedom and minority rights. 8. Facilitate a discussion on the challenges and successes of implementing secular policies in a diverse, multi-religious society like India. 9. Assign learners to conduct field research on secularism in practice, interviewing community leaders and citizens about their experiences with religious tolerance and state neutrality. 10. 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. 11. Analyze landmark judgments from the Indian judiciary that have advanced social justice, such as those related to affirmative action, gender equality, and environmental justice. 12. Invite a legal expert or social activist to discuss contemporary issues of justice in India, including challenges and reforms in the criminal justice system.		

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 18th 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 1S47- 1SS7*. Henry Holt and Co., 1997.
9. Subramaniam, Arundhati, editor. *Eating God: A Book of Bhakti Poetry*. Penguin Books, 2014.
10. Jana, Jaydev. "Gandhi and Democracy." *The Statesman*, 2021.

Mapping of COs with PSOs and POs:

CO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PO 1	PO 2	PO 3	PO 4	PO5	PO 6	PO 7
CO 1	1	3	2	1	2	1	2	3	2	1	2	3	2
CO 2	1	3	2	1	2	1	2	1	2	1	2	3	2
CO 3	1	3	2	1	2	1	2	3	2	1	2	3	2
CO 4	1	3	2	1	2	1	2	2	3	1	2	3	2

Correlation Levels:

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

Assessment Rubrics:

- Quiz/ Discussion / Seminar
- Internal Exam
- Assignments
- Final Exam

Mapping of COs to Assessment Rubrics:

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

GENERAL FOUNDATION COURSES

VALUE ADDED COURSE (VAC)

Programme	GENERAL FOUNDATION COURSES				
Course Code	SJENG3FV108(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	Analyze and interpret key themes of environmentalism, activism, and global advocacy as presented in literary and non-literary texts.	C	M	GD/ Presentation
CO2	Make connections between science, literature, and philosophy by reflecting on how each text bridges gaps between disciplines, promoting a holistic approach to understanding the world.	E	C	Group Discussion/Review
CO3	Develop empathy and critical thinking by examining the selected works and address complex themes of gender, identity, social norms, and personal transformation.	A	P	Assignment/ Mini project
CO4	Gain the ability to read and understand a variety of literary texts, , and improve overall reading and writing skills.	Ap	P	GD/ 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(45)	Marks(50)
I		Sustainable Ecology	9	10
	1	Nobel Prize Acceptance Speech- Wangari Maathai	2	
	2	Excerpt from <i>Mayilamma: The Life of Tribal Eco-Warrior</i> (Chapter 1)	2	
	3	Colonialism as an Ecological Watershed(p116-118)- Madav Gadgil& Ramachandra Guha -The Use and Abuse of Nature-incorporating THIS FISSURED LAND: An Ecological History of India ECOLOGY AND EQUITY	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=gkjW9PZBRfk	2	
	9	Telephone Conversation-Wole Soyinka	2	
	10	Subha- Rabindranath Tagore	2	
	11	<i>Hitchki</i> - 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-Dilbert-ss-Scott-Adams-illustrating-the-unethical-use-of_fig1_45504561 b) https://www.e-education.psu.edu/geog30/node/455 c) https://www.pinterest.com/pin/313000242823786163/	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. *A Theory of Justice*- John Rawls
2. *After Virtue*- Alasdair MacIntyre
3. *Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge, and the Teachings of Plants*- Robin Wall Kimmerer
4. *Environmental Ethics: An Anthology* edited by Andrew Light and Holmes Rolston
5. *Ethics*- Baruch Spinoza
6. *Groundwork for the Metaphysics of Morals*- Immanuel Kant
7. *India as a Secular State*- Donald Eugene Smith
8. *Science, Technology, and Society: A Sociological Approach*- Wenda K. Bauchspies, Jennifer Croissant, and Sal Restivo
9. *Secularism in India: Concept and Practice* edited by Rajeev Bhargava
10. *Silent Spring*- Rachel Carson
11. *Technopoly: The Surrender of Culture to Technology*- Neil Postman
12. *The Climate of History in a Planetary Age*- Dipesh Chakrabarty
13. *The Crisis of Secularism in India* edited by Anuradha Dingwaney Needham and Rajeswari Sunder Rajan -
14. *The Ecological Indian: Myth and History*- Shepard Krech
15. *The Idea of India*- Sunil Khilnani
16. *The Republic*- Plato
17. *The Social Construction of Reality*- Peter L. Berger and Thomas Luckmann
18. *The Structure of Scientific Revolutions*- Thomas S. Kuhn
19. *The Two Cultures*- C.P. Snow
20. *Why I Am Not a Hindu*- Kancha Ilaiah

Mapping of COs with PSOs and POs :

	P S O 1	P S O 2	P S O 3	P S O 4	P S O 5	P S O 6	P O 1	P O 2	PO 3	PO 4	PO 5	PO 6	PO 7
C O 1	3	3	1	3	3	-	2	3	2	2	2	2	3
C O 2	-	1	3	3	2	2	3	1	2	3	2	3	-

C O 3	2	2	-	3	2	1	3	3	2	2	2	3	-
C O 4	2	3	-	2	3	1	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
- Internal Exam
- Assignments
- Final Exam

Mapping of COs to Assessment Rubrics:

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

GENERAL FOUNDATION COURSES
VALUE ADDED COURSE (VAC)

Programme	GENERAL FOUNDATION COURSES				
Course Code	SJENG3FV108(2)				
Course Title	FRAMING VALUES: LITERARY AND CULTURAL NARRATIVES FOR SCIENCES				
Type of Course	VALUE ADDED COURSES (VAC)- SCIENCES				
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 science as well as key historical events related to secularism.				
Course Summary	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.				

COURSE OUTCOMES (CO)

CO No.	Course Outcome	Cognitive Level *	Knowledge Category #	Evaluation Tools used
CO1	Critically assess how societal biases and prejudices influence the understanding and application of constitutional values.	An, E, Ap	M	Assignments
CO2	Explore the role of empathy and understanding in promoting inclusivity among diverse communities.	U, A, S	P	Debate/Group Discussion/Assignments
CO3	Analyze the ethical implications of the use of technology in contemporary society, including privacy concerns and technological dependence.	An, E, A	M	Seminar Presentation
CO4	Examine how societal biases hinder scientific progress, realise the need for collaboration and learn the strategies to overcome the biases.	An, E, S	M	Report, Keep Journals
* - 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’. <i>The Makers of Modern India</i> - Ramachandra Guha (pp.287-298)	3	
	2	Fragrance of Peace- Irom Sharmila	2	
	3	“Up Against Bondage”. <i>Untouchables: My Family’s Triumphant Escape from India’s Caste System</i> - Narendra Jadhav	2	
	4	<i>Court</i> – (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	We Refugees - Benjamin Zephaniah	2	
	6	2023 Nobel Prize Acceptance Speech- Narges Mohammadi	3	
	7	Immigrant Song-Sun Yung Shin	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 <i>The Silent Spring</i> - 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:

C O	PS O 1	PS O 2	P S O 3	P S O 4	P S O 5	PS O 6	P O 1	PO 2	P O 3	P O 4	PO 5	P O 6	P O 7
C O 1	1	3	2	1	1	–	1	1	1	1	1	3	-
C O 2	-	3	1	2	-	1	-	1	2	1	-	3	-
C O 3	-	3	1	-	3	3	-	1	-	1	3	3	1
C O 4	-	3	-	3	-	1	2	-	1	-	3	3	-

Corelation Level:

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

Assessment Rubrics:

- Quiz/ Discussion / Seminar
- Internal Exam
- Assignments
- Final Exam

Mapping of COs to Assessment Rubrics:

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

**GENERAL FOUNDATION COURSES
VALUE ADDED COURSE**

Programme	GENERAL FOUNDATION COURSES				
Course Code	SJENG3FV108(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*	Knowledg Category#	Evaluation Tools used
CO1	To comprehend the salient features of Indian Constitution and to identify and exercise the fundamental rights	U, An	F, C	Assignments Debate/ Group Discussions
CO 2	To explore the interconnectedness of humans and nature by analysing the themes and concerns articulated in environmental literature	Ap An	C, P	Seminar Presenta tion
CO3	To identify and analyze gender, power, social justice, and identity through literature	An	P	Report/ Assignment
CO4	To prepare learners to meet the needs of workplaces with ethnic and gender diversity	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) Episode 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 <i>Aathi/Gift in Green</i> -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 election 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/Ofg2ZLHyAH0?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 1. Carl, Safina. Prologue & Chapter 1, Beyond Words : What animals think and feel. Souvenir Press, 2015. 2. Wohlleben, Peter. The Hidden Life of Trees: What They Feel, How They Communicate- Discoveries from a Secret World. India: Penguin Books Limited, 2016. 3. <i>Burning</i> (2018) directed by V S Sanoj 4. Interview – Sachin Sachin Tendulkar 50th Birthday Exclusive Interview: Cricket, Life After Retirement & Next Gen	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/whatsnew653363.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.
6. Wohlleben, Peter. The Hidden Life of Trees: What They Feel, How They Communicate- Discoveries from a Secret World. India: Penguin Books Limited, 2016.
7. 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.
8. James R Morrow Jr., Dale P. Mood, James G. Disch, Minsoo Kang - Measurement and Evaluation in Human Performance-Human Kinetics Publishers (2015)
9. W.Larry Kenney, Jack H. Wilmore, David L. Costill.(2015). Physiology of Sports and Exercise, Second Edition.USA.Human Kinetics.
10. Wener W.K. Hoeger, Sharon A. Hoeger - Fitness and Wellness-Cengage Learning (2014)
11. Kansai DK (2012).A practical approach to Measurement Evaluation in Physical Education & Sports selection. Sports & Spiritual Science Publications, New Delhi.
12. Websites of International Sports Federations, Ministry of Youth Affairs and Sports Govt. of India-Interview – Sachin [Sachin Tendulkar 50th Birthday | Exclusive Interview: Cricket, Life After Retirement & Next Gen](#)

Mapping of Cos with PSOs and POs:

	PS O1	PS O2	PS O3	PSO 4	PS O5	PS O6	P01	PO 2	PO 3	PO 4	PO 5	PO 6	PO7
CO 1	1	3	3	1	2	-	1	2	2	1	2	3	1
CO 2	2	3	3	1	2	1	1	3	2	1	2	3	-
CO 3	1	3	3	1	2	1	1	2	2	1	1	3	1
CO 4	2	3	3	1	2	-	1	2	2	1	1	3	1

Correlation Levels:

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

Assessment Rubrics:

- a. Quiz / Discussion / Seminar
- b. Midterm Exam
- c. Assignments
- d. Final Exam

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	✓	✓	✓	✓

GENERAL FOUNDATION COURSES
VALUE ADDED COURSE (VAC)

Programme	GENERAL FOUNDATION COURSES				
Course Code	SJENG4FV109(1A)/SJENG4FV110				
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 fosters gender equity, inclusiveness, ethics, and ecological awareness from a global perspective.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Analyze environmental themes in literature and demonstrate ecological awareness through critical interpretation.	U, An, Ap	C, P	Discussion/Poster making/ Assignment.
CO2	Develop ethical awareness and apply ethical principles in decision-making.	U, An, Ap	C, P	Debate/Report
CO3	Develop gender sensitivity by analyzing gender diversity and promoting inclusiveness.	U, An, Ap	C, P	Create Video/ Panel discussion/ presentations
CO4	Critically examine narratives of marginalization to foster an inclusive perspective on gender, disability, and social justice.	U, An, Ap	C, P	Discussions/ Creative 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:

Mod	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	<i>One Earth</i> 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	Lecture on Ethics - Ludwig Wittgenstein https://www.wittgensteinproject.org/w/index.php/Lecture_on_Ethics	3	
	6	A Grain as Big as a Hen’s Egg - Leo Tolstoy	3	
	7	Masses- Cesar Vallejo	2	
	8	<i>Napalm Girl</i> - CBC Docs https://youtu.be/SWH2Vi0PcoI?si=rHlh7nju1lZPr0mV	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 <i>We Should All Be Feminists</i> - Chimamanda Ngozi Adichie. pp. 38-46.	3	
	11	Tribute to Papa- Mamta Kalia	2	
	12	The Sexual Harassment of Women at Workplace (Prevention, Prohibition And Redressal) Act, 2013 Act No. 14 Of 2013 (Intr. and Chapter 1-p 3-5)	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 <i>The Truth about Me: A Hijra Life Story</i> -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 • Activities given under each 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 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'-Langston 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:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	1	1	-	-	2	3	-
CO2	1	1	-	-	2	3	-
CO3	1	1	-	-	2	3	-
CO4	1	1	-	-	2	3	-

Correlation Levels:

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

Assessment Rubrics:

1. Quiz/ Discussion/ Seminar
2. Internal Exam
3. Assignment
4. End Semester Exam

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	✓	✓	✓	✓

GENERAL FOUNDATION COURSES
VALUE ADDED COURSE (VAC)

Programme	GENERAL FOUNDATION COURSES				
Course Code	SJENG4FV109(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	Critically engage with narratives that depict the complex relationships between humanity, nature and environment.	U	F, C	Creative work/ Assignments
CO2	Investigate the role of art and literature as tools for social activism, focusing on how these works challenge, critique, or influence public opinion and societal norms.	Ap, An	M	Reflective Essays/ Mock interviews.
CO3	Inculcate a holistic understanding of how human beings as a species have to coexist	E, C	C, P	Seminar/Assignments,
CO4	Cultivate the ability to read and comprehend a variety of literary texts, , and enhance reading and writing skills	E	C	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	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	<i>The Day I Became a Woman</i> - 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 <i>Laughing Cancer Away: An Actor's Memoir</i> - Innocent	3	
	16	A Day in the Life of Griffin and Turner- <i>Special Book by Special Kids</i> 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
C O 1	2	1	3	1	1	1	3	3	3	1	3	3	2
C O 2	2	1	3	1	2	2	2	3	3	2	1	1	2
C O 3	3	3	1	1	3	2	3	3	3	2	-	-	3
C O 4	3	3	3	2	3	3	3	3	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
2. Internal Exam
3. Assignment
4. End Semester Exam

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	✓	✓	✓	✓

GENERAL FOUNDATION COURSES**VALUE ADDED COURSE****VAC**

Programme	GENERAL FOUNDATION COURSES				
Course Code	SJENG4FV109(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	Foster human values, develop the ideas of peaceful co-existence with nature among learners by providing learning experiences through textual transactions.	U, An	F, C	Discussion, /Poster making/Assignment.
CO 2	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	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	Inculcate gender sensitivity, ethics, human rights, identity and self in the young generation.	Ap, An, C	C, M	Panel discussion/Creative 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	Hours (45)	Marks (50)
I	Human Rights		9	13
	1	Integrating Human Rights, Leave No One Behind, and Gender Equality into UN Cooperation Frameworks- <i>United Nations Sustainable Development Group</i> 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>I Am a Cat</i> - 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 <i>All in a Drop: How Antony Van Leeuwenhoek Discovered an Invisible World</i> - Lori Alexander	2	
	8	<i>The Boy Who Harnessed the Wind</i> - 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 <i>Strategy The Empowerment of Women and Girls with Disabilities: Towards Full and Effective Participation and Gender Equality</i> - UN Women https://www.unwomen.org/sites/default/files/Headquarters/Attachments/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 <i>Positive Lives: The Story of Ashok and Others with HIV</i> - Kalpana Jain	2	
	15	Chapter I from <i>A Long Walk to Water</i> - 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

Correlation Levels:

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

Assessment Rubrics:

1. Quiz/ Discussion/ Seminar
2. Internal Exam
3. Assignment
4. End Semester Exam

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	✓	✓	✓	✓

GENERAL FOUNDATION COURSES
VALUE ADDED COURSE (VAC)

Programme	GENERAL FOUNDATION COURSES				
Course Code	SJENG4FV109(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	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	Analyse real-life situations and cultivate empathy, tolerance and respect towards pluralism.	An	C, M	Questionnaire/Survey
CO 3	Apply the knowledge of personal and social ethics to issues/problems in life and society.	Ap	C, P, M	Debate/Group Discussion.
CO 4	Acquire the ability to analyse problems related to human rights, professional ethics, scientific temper and individual and social well-being.	Ap, An	P, M	Read and analyse, 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	<i>Black & White</i> - 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	Tied Up With String (Chap. 1)- Brian Greene. The Elegant Universe: Superstrings, Hidden Dimensions, and the Quest for the Ultimate Theory https://www.docdroid.net/OxX8rzF/the-elegant-universe-pdfdrive-pdf	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. <i>A Day in the Life</i> - 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 - <i>TED Archive</i> 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- <i>The News Minute</i> 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/chapters/70973>
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
C O 1	3	3	3	1	2	-	2	-	1	1	-	-	2
C O 2	3	3	3	3	2	3	3	3	3	3	2	2	3
C O 3	3	3	3	1	2	3	3	3	3	2	3	3	3
C O 4	3	2	3	3	3	3	3	3	3	3	2	3	3

Correlation Levels:

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

Assessment Rubrics:

1. Quiz/ Discussion/ Seminar
2. Internal Exam
3. Assignment
4. End Semester Exam

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	✓	✓	✓	✓

GENERAL FOUNDATION COURSES

SEC

GENERAL FOUNDATION COURSES

IV SEM- SKILL ENHANCEMENT COURSE- SEC

Programme	GENERAL FOUNDATION COURSES				
Course Code	SJENG4FS111(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
CO1	Develop English language skills and literary sensibility to critically engage with themes of human values, social justice, relationships, and environmental concerns through diverse texts.	R, U, An	F, C, P	Test/Quiz
CO2	Enhance critical thinking, problem-solving, interpersonal, and collaborative skills through the study of select texts.	U, An, E	C, M	Viva-Voce/Exams
CO3	Develop creative writing skills in English through an understanding of the literary and artistic nuances of the creative writing process and the language of literature.	C, Ap, E	P, M	Role play/Viva-Voce
CO4	Develop Professional Writing Skills and teamwork, emphasizing mutual respect, empathy, and coexistence across diverse perspectives.	An, C, Ap	P, M	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 (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=otIbFEq1wKvBG58W	2	
II	Critical Thinking & Problem Solving		8	10
	Skill: To enable learners to think and evaluate critically.			
	5	A Jury of Her Peers-Susan Glaspell	2	
	6	Harrison Bergeron- Kurt Vonnegut	2	
	7	Letter from 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
	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.			
	9	Ariel- Sylvia Plath	2	
	10	Bullet in the Brain-Tobias Wolff	2	
	11	The Starry Night-Vincent van Gogh	2	
	12	from the Journal Written at Grasmere (p.106-109) April 15th&16 Th, 1802-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	1
	14	The Price of Flowers -Prabhat Kumar Mukhopadhyay	1
	15	Documentary based on Kerala flood- https://youtu.be/kwwhqnl1IOIE?si=Z6rCDbHx5tW3iJpU	2
	16	Snake-D H Lawrence	2
V		Practicum	30
		Module I: 1. Make a note on 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 borders? Discuss 5. "Forget yourself. Disappear into everything you look at.." Examine the statement about creative writing in Writing Down the Bones. 6. Prepare a short story as a part of creative writing and discuss it in the class. 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. Make a short note on the contribution of early 20th century women dramatists of American literature. 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	7

	literature. - 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. - 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. - Trace out the history of the civil rights movement in the USA and submit an assignment critically reading the history - Organize a discussion on racism and how language plays a role in it. - 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. - Identifying the painting mentioned in the poem and give your interpretation then compare it with the poem. - Organize a discussion on the condition of working class after analyzing the poem then submit a note comparing the contemporary experience of class - Attempt an imaginary interview by creating critical questions for the author regarding his utopian ideas.	
	Module III: - The poem "Ariel" evokes strong visual imagery. Discuss how their interpretations visually capture the essence of Plath's words. - Assign a research project focused on Sylvia Plath's life and work beyond "Ariel". - Research real-life instances of unexpected events or ironic twists similar to Anders' experience. How do these compare to Wolff's fictional portrayal? - Create a story board or a series of illustrations that depict key moments in the story. - Discuss how "The Starry Night" has influenced literature, music, and popular culture. Identify references to the painting in films, books, and music	8

		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. Critically evaluate the concept of nature evolved through the writings of Dorothy Wordsworth.	
		Module IV: 1. 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. Research on the concept of Empathy based on '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 any topic of their choice 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 species. 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 practicum module with a variable number of units. There are total 30 transaction hours for the fixed modules and 30 hours for the practicum. Internal assessments (25 marks) as split between the practicum 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. Tuhovsky, Ian. *21 Days of Effective Communication*. CreateSpace Independent Publishing Platform, 2018.
2. Bailey, Stephen. *Academic Writing: A Handbook for International Students*. Routledge, 2017.
3. Baker, Ann. *Ship or Sheep? An Intermediate Pronunciation Course*. Cambridge

- University Press, 1977.
4. Biesenbach, Rob. *Unleash the Power of Storytelling: Win Hearts, Change Minds, Get Results*. East lawn media, 2011.
 5. Carnegie, Dale. *The Quick and Easy way to Effective Speaking*. Simon & Schuster, 1990.
 6. Coleman, Keith. *Effective Communication Skills. Communication & Social Skills*, 2019
 7. Collins, Beverley and Inger M Mees. *Practical English Grammar and Phonology*
 8. Daniels, Aubrey C. *Bringing Out the Best in People: How to Apply the Astonishing Power of Positive Reinforcement*, Third Edition. McGraw-Hill Education, 2016.
 9. Dhanvel. S.P. *English and Soft Skills*. Orient Blackswan, 2010.
 10. Finlay, Michelle. *Everyday English for Grown-ups: Getting to Grips with the Basics* Michael O'Mara, 2015
 11. Gallo, Carmine. *Five Stars: The Communication Secrets to Get from Good to Great*. St. Martin's Press, 2018.
 12. Giblin, Les. *The Skill with People*. Embassy Book Distributors, 2001
 13. Goulston, Mark. *Just Listen: Discover the Secret to Getting Through to Absolutely Anyone*. AMACOM, 2015.
 14. Headlee, Celeste. *We Need to Talk: How to have Conversations that Matter*. Harper, 2017
 15. Hewings, Martin. *Advanced Grammar in Use*
 16. Lal, Ivy. *Essentials of Advanced English Grammar*
 17. Lewis, Norman. *Word Power Made Easy*. Doubleday, 1949.
 18. Patterson, Kerry, et al. *Crucial Conversations*. McGraw-Hill Contemporary, 2002.
 19. Sullivan, Jay. *Simply Said*. Wiley, 2016.
 20. Turkle, Sherry. *Reclaiming Conversation: The Power of Talk in a Digital Age*. Penguin Audio, 2015.

E Sources

21. <https://learnenglishteens.britishcouncil.org/>
22. <https://www.bbc.co.uk/learningenglish/>
23. <https://www.ted.com/talks>
24. <https://www.cambridgeenglish.org/>
25. <https://www.myenglishpages.com/>
26. <https://www.ispeak.club/>

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	1	1	2	2	3	2	1	2	3	1

CO2	1	2	3	1	2	1	2	3	2	1	3	2	1
CO3	3	1	2	1	3	2	2	2	2	1	2	3	1
CO4	2	3	1	3	2	1	2	3	3	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	✓	✓	✓	✓	

GENERAL FOUNDATION COURSES
SKILL ENHANCEMENT COURSE (SEC)

Programme	GENERAL FOUNDATION COURSES IN ENGLISH					
Course Code	SJENG4FS111(1B)					
Course Title	CONTEMPORARY LANGUAGE SKILLS FOR HUMANITIES AND OTHER BA PROGRAMMES					
Type of Course	SKILL ENHANCEMENT COURSE (SEC) – HUMANITIES					
Semester	4					
Academic Level	100-199					
Course Details	Credits	Lecture	Tutorial	Practical	Others	Total Hours
	3	2	-	2	-	60
Pre-requisites	Basic English Language Comprehension and Analytical skills.					
Course Summary	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.					

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Apply effective communication strategies and adapt to professional environments with emotional intelligence.	R, U	F, C	Comprehension/ GD
CO2	Analyze patterns of reasoning in diverse texts and apply problem-solving strategies to real-world challenges.	R, Ap, An,	C, P	Debates
CO3	To enable learners to master creative writing through fiction, poetry, and non-fiction.	Ap, An	P, M	Discussions/Re view
CO4	Develop collaboration skills through brainstorming, group discussions, peer learning, and digital engagement.	E, C	F, M	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:

Mod	Unit	Content	Hrs (60)	Marks (50)
I	Social & Professional Skills		8	10
	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	Full Address- BBC Panel discussion- Stephen Fry https://youtu.be/IporlmXXDeY?si=0kW6_Srb7KSnmB_d	2	
	4	The Story Behind the Story- Who moved my cheese? - Spencer Johnson (P.13-18)		
II	Critical Thinking & Problem Solving		8	15
	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 https://youtu.be/H0_yKBitO8M?si=Ds1RNNabxo27o6o_f	2	
III	Creative Expressions		7	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=Ah9LQXI00kNtU1Bg	2	
	12	The Knife: Meditations after an Attempted Murder- Salman Rushdie (Part 1-The Knife, pp 7-15)	2	

IV	Collaboration		7	10
	13	Documentary based on Kerala flood- https://youtu.be/kwwhqnlIOIE?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:			8	
1. Prepare daily or weekly journal on your emotional responses to various situations. 2. Conduct a group discussion on how emotions are managed in different situations. 3. Conduct debates on ethical dilemmas related to AI, such as privacy, decision-making, and the impact of automation on employment. 4. Make a report on moral dilemmas related to AI, such as the development of autonomous weapons or AI in healthcare and use philosophical reasoning to explore potential solutions. 5. Prepare seminars presentation elaborating the themes discussed by Fry, providing additional insights and facilitating discussions on how these themes impact various fields. 6. Read books and articles related to the topics discussed by Fry and prepare a note. 7. Divide participants into groups and assign each group one of the characters from the book. Have each group discuss how their character's behavior relates to real-life responses to change in a workplace or personal setting. 8. Create and share stories about how learners have navigated change, using the format of "Who Moved My Cheese?" for inspiration.				
Module II:			7	
1. Write short stories or essays from the perspective of different characters in <i>The Black Sheep</i>. Explore how each character perceives the protagonist and the central conflict. 2. Analyze the symbolism of the black sheep and other elements in the story. Discuss how Calvino uses symbolism to convey				

deeper meanings and relate these symbols to contemporary issues. - Write a short story or journal entry from the perspective of a minor character in “The Five Orange Pips.” Explore how their viewpoint might offer new insights into the mystery. - Discuss the themes of justice, revenge, and the supernatural in the story. Explore how these themes are portrayed and their significance in the context of the narrative. - Discuss the socioeconomic challenges faced by the working class both historically and in contemporary contexts. Relate these challenges to the experiences depicted in the book. - Explore how different media (film, documentaries, music) represent working-class experiences and compare these portrayals to Wieners' work. - Conduct a discussion focusing on develop collaboration and communication skills. - Analyze unsuccessful attempts in collaborative projects from their studies and discuss the lessons that can be learned from those experiences.		
Module III: - Discuss a brief history of Vincent van Gogh and his <i>Sunflowers</i> series, his techniques, influences, and the significance of the paintings within his body of work. - Research and discuss other artists who influenced Van Gogh or were influenced by his work. Explore how <i>Sunflowers</i> fits into the broader art movements of his time. - Analyze the symbolism of the tiger in Blake’s poem. Discuss the imagery used and how it contributes to the poem’s themes and overall impact. - Create short skits or scenes that adapt the themes and imagery of <i>The Tyger</i>. - Create plot diagrams for well-known stories or personal narratives, using Vonnegut’s shapes of stories as a guide. - Analyze how different genres use story shapes. Compare how traditional genres like mystery or romance differ in their narrative structures compared to experimental or avant-garde genres. - Discuss the main themes presented in this section, such as fear, survival, and resilience. Explore how Rushdie addresses these themes through his personal reflections. - Write a personal reflection or essay inspired by the themes of <i>The Knife</i>. Explore how facing personal challenges or fears has influenced your own life and thoughts.	8	
Module IV: Hold a group discussion or reflective session on the key themes of the documentary, such as the causes of the flood, its impact on communities, and the response efforts. Explore how the documentary portrays these issues.	7	

2. Investigate and present on disaster management practices and strategies employed in Kerala during and after the flood. Compare these with practices in other regions affected by similar disasters. 3. Conduct seminars on gender equality and women's rights, using examples from community groups highlighted in the article. Include discussions on challenges and solutions. 4. Create a documentary or short film that highlights the stories of women involved in community groups. Use interviews and personal narratives to showcase their impact and achievements. 5. Analyze the correlation between communication patterns and team performance. Identify trends and insights that can inform strategies for improving team effectiveness. 6. Discuss on effective communication strategies and how to foster a positive team culture. Include topics such as active listening, empathy, and conflict resolution. 7. Prepare a report on themes of race, identity, and social justice after conducting a GD. 8. Group presentations on the topics discussed in the modules given above.		

Note: The course is divided into five modules, with four having 16 fixed units and one practicum 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).

Suggested Reading:

1. Anderson, Chris J. TED TALKS: The Official TED Guide to Public Speaking. Canada, HarperCollins, 2017.
2. Balasubramaniam, T A *Textbook of English Phonetics for Indian Learners*. Macmillan, 2013.
3. Beck, Isabel L., et al. *Bringing Words to Life: Robust Vocabulary Instruction*. United States, Guilford Publications, 2013.
4. Bowe, Heather, et al. *Communication Across Cultures: Mutual Understanding in a Global World*. Australia, Cambridge University Press, 2014.
5. Get Out <https://www.youtube.com/watch?v=Jdd0JF79q4I> (Video Essay on racism)
6. How to give effective feedback <https://www.cultureamp.com/blog/how-to-give-effective-feedback>
7. https://www.glamour.com/story/swipe-up-for-more-excerpt?utm_source=pocket-newtab-android
8. Julian Assange on Stopping War <https://www.instagram.com/reel/CyJgQfCLFvW/?igsh=Y3FqcWc1MHP2MXA3>
9. Photoessay: <https://www.visapourlimage.com/en/festival/exhibitions/mineurs-la-vie-en-prison-et-apres-la-detention>
10. Martin Hewings. *Advanced English Grammar with Answers*. Cambridge UP, 1999.
11. Mehl, Martin. *Principles of Communication: Public Speaking*. United States, Pearson Learning Solutions, 2017.
12. Minshew, Kathryn, and Cavoulacos, Alexandra. *The New Rules of Work: The Ultimate*

- Career Guide for the Modern Workplace*. United Kingdom, Orion, 2017
13. Moore, Brooke Noel, and Parker, Richard. *ISE Critical Thinking*. United Kingdom, McGraw-Hill Education, 2020.
 14. Murphy, Raymond. *Basic Grammar in Use*. Cambridge UP Fourth Edition, 2017.
 15. Nichols, Michael P., and Straus, Martha B.. *The Lost Art of Listening: How Learning to Listen Can Improve Relationships*. United States, Guilford Publications, 2021.
 16. NoteTaking: <https://coe.jmu.edu/LearningToolbox/cornellnotes.html>
<https://library.vgcc.edu/c.php?g=709492&p=5041676>
 17. Prompt Writing for Generative AI: Mastering Techniques
<https://medium.com/@niall.mculty/prompt-writing-for-generative-ai-mastering-techniques-d2cea15ad754>
 18. Questionnaire : <https://www.imperial.ac.uk/education-research/evaluation/tools-and-resources-for-evaluation/questionnaires/best-practice-in-questionnaire-design/>
 19. Report Writing: <https://libraryhome.witt.ac.nz/c.php?g=842136&p=6017884>
 20. Resume, Cover Letter: <https://www.suu.edu/careercenter/resume.html>
 21. Reynolds, Garr. *Presentation Zen: Simple Ideas on Presentation Design and Delivery*, 3rd Edition. United States, New Riders, 2021.
 22. 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)
 23. War and Diaspora
<https://www.instagram.com/reel/CzmWdMvLagn/?igsh=MWtqMjB2bDY3NnV1YQ%3D%3D>
 24. When Internet-Famous Kids Grow Up, Things Get Complicated by Stephanie Mcneal (2023)
 25. Why Democracies fail
https://www.youtube.com/watch?si=ETLnSR7Qe7PoF4L&v=IVw_Q5vf2Rg&feature=youtu.be (1. 28 mins) (History, Political Science)

Mapping of COs with PSOs and POs:

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PO1	PO 2	PO3	PO4	PO5	PO6	PO7
CO1	3	-	1	1	2	-	3	3	3	1	1	-	-
CO2	1	1	3	1	2	1	2	2	2	1	3	1	1
CO3	-	1	2	-	3	1	2	2	1	-	-	-	-

CO4	2	-	-	-	2	-	-	3	3	2	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	ESE	Viva Voce
CO 1	✓	✓	✓	✓	✓
CO 2	✓	✓	✓	✓	✓
CO 3	✓	✓	✓	✓	✓
CO 4	✓	✓	✓	✓	✓

GENERAL FOUNDATION COURSES

SKILL ENHANCEMENT COURSE

(SEC)

Programme	GENERAL FOUNDATION COURSES				
Course Code	SJENG4FS111(2)				
Course Title	CONTEMPORARY LANGUAGE SKILLS FOR SCIENCES				
Type of Course	SKILL ENHANCEMENT COURSE (SEC) – SCIENCE				
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 skills and knowledge of Science.				
Course Summary	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.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Create effective and scientifically oriented presentations using technological tools.	C	P	Seminar/Report
CO2	Evaluate the grammatical style of scientific language that distinguishes it from common language, and apply scientific discourse markers.	C	P	Roleplay/Debate/Group Discussions
CO3	Understand scientific language functions in research articles and analyse the structure of research articles to initiate scientific communication.	E	C, P	Quiz/ Viva Voce
CO4	Discover critical ethical aspects related to the development of scientific attitude.	U, An	C	Assignments/ Viva-Voce/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	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=64Y5zDV63NNzpxxi	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 (Chap 2) from <i>Philosophy of Science: A Very Short Introduction</i> - 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.popsoci.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	On the Interpretation of Nature and the Empire of Man(Book I to X)- Francis Bacon	2	
	10	An Interview with Steven Shapin, author of <i>The Scientific Life: A Moral History of a Late Modern Vocation</i> - 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	

		Module I: 1. Organize a classroom discussion on the role of Imagination on the scientific enquiries with suitable examples from the world of discoveries , then present the findings in the class for peer evaluation. 2. Identify narratives on scientific endeavours written by literary figures in history and share it in the classroom 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. List out works portraying scientific dystopia and compare any two of them to identify the common variants and contradictory elements. 7. Organise a debates on the topic - ‘Science and Tradition by giving examples from literature which has been discussing it since the early modern period. 8. Where does the concept of Singularity fall into the scientific spectrum.	7	
		Module II: 1. Listen to any silence podcasts of your choice and write down the major themes then present it in the class. 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. Organise a special class collaborating with the s incentive departments to introduce the scientific vocabulary to the learning community. 8. Regularly administer quizzes on key terms and concepts from current scientific literature to reinforce correct usage and comprehension.	7	

		Module III: 1. Create a modern adaptation or reinterpretation of Bacon's ideas. 2. Compare Bacon's ideas with those of other major philosophers, such as Descartes, Kant, or Hume. Analyze how their approaches to knowledge and science differ or align. 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:

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.

Schimmel, Joshua. *Writing Science: How to Write Papers that Get Cited and Proposals that Get Funded*, 2011.

Mapping of COs with PSOs and POs:

	PS O1	PS O2	PS O3	PSO 4	PS O5	PS O6	PO 1	PO2	PO 3	PO 4	PO 5	PO 6	PO 7
C O 1	2	-	1	3	3	2	1	2	3	3	1	-	1
C O 2	3	-	-	2	-	-	2	2	3	-	-	-	-
C O 3	3	-	3	2	-	1	3	2	2	-	3	-	1
C O 4	3	-	2	-	-	3	3	1	2	-	3	-	3

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	✓	✓		✓	✓

GENERAL FOUNDATION COURSES

SKILL ENHANCEMENT COURSE -SEC

Programme	GENERAL FOUNDATION COURSES				
Course Code	SJENG4FS111(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 Listening, Speaking, Reading, and Writing (LSRW) skills to enhance communication in business and management scenarios, while fostering critical and analytical thinking.	R, U, C, Ap	F, P	Seminar Presentation/ Report/Role-play/ Debates/ GD. Creating journals, adds etc in LMS, Exam
CO2	Acquire innovative thinking and problem-solving abilities to enable learners to address complex issues creatively and effectively.	An, E, Ap	P, M	Debates/ GD Exam
CO3	Demonstrate negotiation skills, collaborative strategies, and conflict resolution techniques to achieve mutually beneficial outcomes in professional and interpersonal settings.	U, Ap, E	P, M	Case study/ Group/Pair activities, Seminar
CO4	Build teamwork, enhance effective communication, and apply cooperative problem-solving strategies to succeed in dynamic and collaborative environments.	U, An, Ap	C, P	Assignments/ Viva-Voce

* - 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 <i>Public Speaking for Success</i> - Dale Carnegie https://www.shortform.com/blog/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_iKbarlcO	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://www.youtube.com/watch?v=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. 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. 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 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. 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	8	
		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.		

		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	7	

		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.		
		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	7	

		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.		

Note: Note: The course is divided into five modules, with four having 16 fixed units and one practicum module with a variable number of units. There are total 30 transaction hours for the fixed modules and 30 hours for the practicum. Internal assessments (25 marks) as split between the practicum (15 Marks) and the fixed modules (10 Marks). The final exam, however, covers only the 16 units from the fixed modules.

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.

Mapping of COs with PSOs and Pos:

	PSO1	PSO2	PSO 3	PSO 4	PSO 5	PSO 6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	-	2	-	2	1	3	3	2	1	2	2	1
CO 2	3	-	2	1	2	1	2	3	2	-	3	1	2
CO 3	3	3	2	-	1	1	2	3	3	-	3	2	1
CO 4	2	-	1	1	2	3	2	3	2	1	3	1	2

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	✓	✓	✓	✓	✓

**B.A. ENGLISH
LANGUAGE &
LITERATURE
HONOURS**

MAJOR

BA ENGLISH LANGUAGE & LITERATURE HONOURS

SEMESTER I: MAJOR

Programme	BA ENGLISH LANGUAGE & LITERATURE HONOURS				
Course Code	SJENG1CJ101/SJENG1MN100				
Course Title	INTRODUCTION TO THE WORLD OF LITERATURE				
Type of Course	MAJOR				
Semester	I				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	3	-	2	75
Pre-requisites	Basic understanding of the characteristics and conventions of various literary genres including poetry, fiction, drama and short stories.				
Course Summary	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				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation tools used
CO1	Recognize love poetry from a variety of cultures, languages and historic periods and appreciate its aesthetic, imaginative and creative range by learning the basic elements of poetry including the stylistic and rhetorical devices	U, An	C, M	Assignments Seminars
CO2	Identify war literature of various genres from different cultural, social, and historical perspectives to promote new debates regarding truth, war, and peace	U, An, E	C, M	Peer Evaluation Test Paper
CO3	Interpret the dynamic personal, political, cultural, and social contexts explained in the selected texts across the world	U, An	C, M	Discussion/ Presentation

CO4	Analyse the key features and broader aspects of digital literature and be proficient in the emerging literary trends on the new media	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 MiddleEnglish 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 PresidentialInauguration 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 DeepSpace Nine dir. Victor Lobi	3	
	16	Intro.-rh Sin (A Beautiful Composition of Broken-InstagramPoem)	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 practicum module. There are total 45 transaction hours for the fixed modules and 30 hours for the practicum. 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 17 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 Laureate 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:

	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	-	1	2	-	2	-	-	-	-	1	1	2	-
CO 2	1	2	3	1	2	1	1	2	1	1	2	2	1
CO 3	1	2	3	1	2	1	1	1	2	2	1	2	1
CO 4	2	1	2	3	2	2	1	1	2	3	1	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	✓	✓		✓

**BA ENGLISH LANGUAGE AND LITERATURE HONOURS
MAJOR**

Programme	BA ENGLISH LANGUAGE AND LITERATURE HONOURS				
Course Code	SJENG2CJ101/SJENG2MN100				
Course Title	READING FICTION				
Type of Course	MAJOR				
Semester	2				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4 hours	-	-	60 hours
Pre-requisites	Basic English language comprehension and inclination towards literature				
Course Summary	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.				

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 Kimbrough)	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 Antaraal-Shankar Ramachandra Kharat)	3	
	12	War: Open It -Sadat Hasan Manto	3	
	13	Ecology: The Great Indian Tree 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 Rowling
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:

	P S O 1	PS O 2	PS O3	PS O4	P S O 5	P S O 6	P O1	PO 2	P O 3	P O 4	P O 5	P O 6	P O 7
C O 1	2	-	1	-	1	1	3	2	-	1	1	-	2
C O 2	2	3	3	-	2	1	3	2	-	1	1	-	2
C O 3	3	1	2	1	-	2	3	-	2	1	1	-	2
C O 4	1	3	3	-	2	2	3	1	-	-	3	3	3
C O 5	3	-	1	-	2	2	3	3	2	3	2	-	-
C O 6	-	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 %)
- Final 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	✓		✓	✓

BA ENGLISH LANGUAGE AND LITERATURE HONOURS**SEMESTER 3: MAJOR**

Programme	BA ENGLISH LANGUAGE AND LITERATURE HONOURS				
Course Code	SJENG3CJ201				
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
CO1	Analyze and interpret significant works of drama and literature across historical periods and cultural contexts.	U	F	Assignments
CO2	Apply close reading and textual analysis to identify literary devices, narrative structures, and dramatic conventions	Ap	M	Seminar Presentation
CO3	Examine the interplay between drama and literature, focusing on theatrical elements, adaptation, and narrative transformation.	R	C	Review and Discussion
CO4	Critically evaluate representations of identity, gender, race, class, and power in dramatic and literary texts	An	C	Term paper 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 (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 - <i>The Tempest</i> (Act 5)- William Shakespeare	3	
	8	African - <i>I Will Marry When I Want</i> - Ngũgĩ wa Thiong'o	3	
	9	Indian - - <i>Thirty Days in September</i> - 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	<i>Lights Out</i> - Manjula Padmanabhan	3	
	13	<i>Ruined</i> - Lyn Nottage	3	
	14	<i>Home</i> - 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:

CO	P S O 1	P S O 2	P S O 3	P S O 4	P S O 5	P S O 6	P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7
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

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 elements/ peer teaching	End Semester Examinations
CO 1	✓	✓	✓	✓
CO 2	✓	✓	✓	✓
CO 3	✓		✓	✓
CO 4	✓		✓	✓

BA ENGLISH LANGUAGE AND LITERATURE**SEMESTER 3:MAJOR**

Programme	BA ENGLISH LANGUAGE AND LITERATURE HONOURS				
Course Code	SJENG3CJ202 /SJENG3MN200				
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
CO1	Analyze how language shapes and reflects societal norms, values, power structures, and cultural perspectives.	U	C	Exam/ Assignment/ Presentations/ workshops/ interactive sessions
CO2	Critically evaluate the use of language in media, literature, and technical communication, identifying similarities and differences across these domains.	Ap	P	Translation assignments/ workshops/
CO3	Develop proficiency in clear, concise, and ethical language use in both technical and creative writing contexts.	An	C	Software demonstrations/ practical and digital presentations
CO4	Reflect on the ethical and cultural implications of language use in professional and personal settings.	C	C, P	Presentations/ reviews/ case studies
* - 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		11	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	MEDIA AND LANGUAGE		11	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?utm_source=contentofinterest&utm_medium=text&utm_campaign=cppst	3	
IV	LANGUAGE IN POLICY DOCUMENTS		11	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	30	
	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 critical 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 recent 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 practicum module. There are total 45 transaction hours for the fixed modules and 30 hours for the practicum. Internal assessments (30 marks) are split between the practicum 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 Command*
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.](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:

	PS O1	PS O2	PSO 3	PS O4	PS O5	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

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		✓	✓	✓

BA ENGLISH LANGUAGE & LITERATURE HONOURS**SEMESTER 4: MAJOR**

Programme	BA ENGLISH LANGUAGE & LITERATURE HONOURS				
Course Code	SJENG4CJ203				
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 pebbled 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: Arundhati 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	PS O3	PS O4	PS O5	PS O6	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	✓		✓	✓

BA ENGLISH LANGUAGE & LITERATURE HONOURS**SEMESTER 4: MAJOR**

Programme	BA ENGLISH LANGUAGE AND LITERATURE HONOURS				
Course Code	SJENG4CJ204				
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
CO1	Demonstrate advanced analytical skills in critically evaluating literary texts, including novels, poems, plays, and essays.	An	C	Essays/ Presentations
CO2	Ability to interpret and elucidate complex literary works, discerning underlying themes, motifs, and symbolism.	U, Ap	F	Written interpretations/ Oral presentations
CO3	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 and foster cultural sensitivity and awareness	E	C	Critical reviews, written essays, presentations
CO4	Cultivate a critical mindset, questioning assumptions, challenging prevailing interpretations, and contributing to ongoing scholarly debates and enhance communication skills	E, C	C	Discussions, 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	CONTENTS	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.	

II I	Romanticism and the Rise of Modern Criticism		15	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.		
I V	Delving into Modernity		8	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")	2	
	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	10	

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 OwenModule 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 FullerModule 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:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	-	-	3	-	-	-	-	-	-	-	3	-	-
CO2	-	-	-	-	-	-	-	-	-	-	3	-	-
CO3	-	-	-	3	-	-	-	-	-	-	3	-	-
CO4	-	-	3	-	-	-	-	-	-	-	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	✓		✓	✓

BA ENGLISH LANGUAGE AND LITERATURE HONOURS

SEMESTER 4: MAJOR

Programme	BA ENGLISH LANGUAGE AND LITERATURE HONOURS				
Course Code	SJENG4CJ205				
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
CO1	Understand the basic concepts related to gender, gender issues, and gender stereotypes.	U	F	Assignments
CO2	Explore the intersections of gender with caste, race, and class to develop an inclusive perspective on identity.	An	F	Assignments
CO3	Examine the challenges and perspectives of queer identities, fostering empathy and critical understanding of LGBTQIA+ issues.	C, E	F, P	Seminar Presentation
CO4	Analyze gender representation, stereotypes, and biases in media, fostering critical awareness of digital narratives and their societal impacts	C, Ap	C, M	Debates and 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(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	Gender 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
C O 1	2	3	3	1	2	1	1	3	2	1	1	3	2
C O 2	2	3	3	1	2	1	1	3	2	1	1	3	2
C O 3	2	3	3	1	2	1	1	3	2	1	1	3	2
C O 4	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	✓	✓	✓	✓

BA ENGLISH LANGUAGE AND LITERATURE HONOURS
SEMESTER 5: MAJOR

Programme	BA ENGLISH LANGUAGE AND LITERATURE HONOURS				
Course Code	SJENG5CJ301				
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
CO1	Understand the origins of cinema, key technical terms, major genres, and contributions of classic film directors.	U, E	C	Exams / Quiz
CO2	Analyze diverse perspectives to understand various cinematic approaches	An	C, P	Discussions/ Presentations
CO3	Explore global cinematic narratives by analyzing themes, storytelling techniques, and socio-political contexts in world cinema.	E, Ap	C, P	Assignments (Film reviews)
CO4	Analyze Indian cinema's portrayal of social realities, marginalization, and cultural narratives through selected films.	An, Ap	C, P	Assignments (Film reviews)
* - 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:

Mod	Unit	Content	Hrs (60)	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*: <i>Films of Lumiere brothers, The Kid, The Jazz Singer</i> *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*: <i>Battleship Potemkin, Breathless, A Trip to the Moon, Tokyo Story</i> *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*: <i>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)</i> *No questions to be asked from suggested viewing.	3	

	4	A brief introduction to film theories- Montage, Auteur, Apparatus, Male Gaze, Film Semiotics Suggested Viewing*: <i>Strike</i> (1925), <i>Gone with the Wind</i> (1939), <i>Bicycle Thieves</i> (1948), <i>The 400 Blows</i> (1959), <i>Rashomon</i> (1950), <i>Pather Panchali</i> (1955), <i>The Hour of the Furnaces</i> (1968) *No questions to be asked from suggested viewing.	6	
	5	Introducing Master Film Makers Charlie Chaplin, Alfred Hitchcock, Andrei Tarkovsky, 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 CHarris	3	
	7	“Low Budget Films” by Mrinal Sen from <i>Views on Cinema</i> by Mrinal Sen (Pub. Ishan pages 10-15)	3	
	8	Interview Christopher Nolan: The full interview - Newsnight	2	
III	World Cinema		9	18
	9	<i>Capernaum</i> (2018) -Nadine Labiki	3	
	10	<i>I, Daniel Blake</i> (2016)- Ken Loach	3	
	11	<i>Cinema Paradiso</i> (1988) -Giuseppe Tornatore	3	

		Suggested Viewing*: <i>Schindler's List (1993), Sacrifice (1986), Psycho (1960)</i> <i>Citizen Kane (1941), Mandabi (1968), Babel (2006), Run Lola Run (1998), Offside (2006), The Monk and the Gun (2023), Dheepan (2015), Fahrenheit 9/11 (2004)</i> *No questions to be asked from suggested viewing.		
IV	Indian Cinema		9	17
	12	<i>Fandry (2014) -Nagraj Manjule</i>	3	
	13	<i>Adaminte Vaariyellu (1983) -K G George</i>	3	
	14	<i>Masaan (2015) -Neeraj Ghaywan</i>	3	
		Suggested Viewing*: <i>Meghe Dhaka Tara (1960), Chomana Dudi (1975) 3 Court (2014), Sholay (1975), Anbe Sivam (2003) 6. Village Rockstars (2017), Haider (2014), Piravi (1989)</i> <i>Kanchana Sita (1978), Swayamvaram (1972), Avasavyuham (2022)</i> *No questions will be asked from suggested viewing.		
V	Open Ended Module • View select movies from the list given • Write critical appreciation of the selected movies • Write a review of any contemporary movies with special focus on the technical aspects used		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 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.
- 5.

Mapping of Cos with PSOs and POs:

CO	PSO1	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	-	-	1	3	2	-	3	3	3	1	-	1	1
CO2	-	-	1	3	3	-	3	2	3	-	2	2	1
CO3	-	2	3	3	2	3	1	-	2	1	2	3	2
CO4	-	2	3	3	2	3	1	-	2	1	2	3	2

Correlation Levels:

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

Assessment Rubrics:

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

Mapping of COs to Assessment Rubrics:

COs	Viva/ Short Film Script Making/ Quiz/ Discussion/ Seminar (10%)	Internal Exam (10%)	Assignment /Seminar Presentation(10%)	End Semester Exam (70%)
CO1	✓	✓	✓	✓
CO2	✓	✓	✓	✓
CO3	✓	✓	✓	✓
CO4	✓	✓	✓	✓

BA ENGLISH LANGUAGE AND LITERATURE HONOURS**SEMESTER 5:MAJOR**

Program	BA ENGLISH LANGUAGE AND LITERATURE HONOURS				
Course Code	SJENG5CJ302				
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.				

Course Outcome:

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Understand structuralism and formalism by analyzing language as a system of signs and exploring literary techniques.	U, An	C, P	Assignments/ Discussions/Debates/Group activities /Seminar
CO2	Apply psychoanalytic and phenomenological concepts to interpret texts.	U, Ap	C, P	Assignments/ Discussions/Debates/Group activities/ Seminar
CO3	Analyze texts through Marxist and feminist lenses, focusing on class, gender, and representation	U, Ap, An	C, P	Assignments Debates Group activities Seminar Presentation
CO4	Explore post-structuralism, post-modernism, and post-colonialism to examine power, identity, and colonial legacies in literature.	U, Ap, An	C, P	Debates/Group activities/Seminar
*-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	
	10	Marxist Thought- Base-superstructure	2	18
	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 <i>écriture féminine</i> 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 <i>différance</i>. 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	3	3	3	3	3	3	3	2	1	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	✓	✓	✓	✓

BA ENGLISH LANGUAGE AND LITERATURE HONOURS**SEMESTER 5: MAJOR**

Programme	BA ENGLISH LANGUAGE AND LITERATURE HONOURS				
Course Code	SJENG5CJ303				
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 key linguistic concepts and major thinkers.	U	C	Exam/Quiz/ Assignment
CO2	Explain the evolution and status of English.	U	C	Assignment / Exam
CO3	Classify linguistic branches and their applications.	An	C	Seminar /Presentation / Exam
CO4	Analyze language theories and syntactic structures.	Ap	P	Exam/Assignments
CO5	Identify key linguistic concepts and major thinkers.	E	C	Exam / 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	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, Austronesian, 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. —. *Language 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 Phonetics*. 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	-

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	✓	✓	✓	✓

BA ENGLISH LANGUAGE AND LITERATURE HONOURS

SEMESTER 6: MAJOR

Programme	BA ENGLISH LANGUAGE AND LITERATURE HONOURS				
Course Code	SJENG6CJ304 /SJENG8MN304				
Course Title	NARRATIVE CONSTRUCTS IN NON-FICTION				
Type of Course	MAJOR				
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 Knowledge of different aspects of Fiction and Non- Fiction				
Course Summary	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.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1:	Identify key features of non-fiction as a literary genre.	U	C	Exam/Quiz/Assignment
CO2:	Analyze personal, historical, and victim narratives in shaping identity and society.	U	C	Assignment / Exam
CO3:	Examine essays, journalism, and documentary writing as critiques of society and culture.	An	C	Seminar /Presentation / Exam
CO4:	Develop proficiency in composing non-fiction.	E	C	Exam / 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		Biography/Autobiography/Memoir	12	18
	1	Introducing subgenres of Non-Fiction: Biography, Autobiography and Memoir	3	
	2	Into the Wild (Chapter 1)- <i>The Alaska Interior</i> - Jon Krakuer	3	
	3	<i>The Long Walk to Freedom</i> (Chapter 23)- Nelson Mandela	3	
	4	An extract from <i>When Breath Becomes Air</i> - 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 <i>Sapiens: A Brief History of Humankind</i> by Yuval Noah Harari - pp 394-398	3	
	11	The Man Who Didn't Look Right (Chapter 4)- <i>Atomic Habits</i> - 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 <i>The American Prometheus (Oppenheimer (2023): Chapter 24)</i>	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:

	P S O 1	P S O 2	P S O 3	P S O 4	P S O 5	P S O 6	P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7
C O 1	-	-	2	2	-	-	2	-	-	-	-	-	-
C O 2	1	-	3	-	2	2	3	2	-	-	—	1	-
C O 3	-	-	-	2	2	2	2	2	-	-	2	2	-
C O 4	-	-	2	-	2	2	-	2	-	-	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	✓	✓	✓	✓

BA ENGLISH LANGUAGE AND LITERATURE HONOURS

SEMESTER 6: MAJOR

Programme	BA ENGLISH LANGUAGE AND LITERATURE HONOURS				
Course Code	SJENG6CJ305/ SJENG8MN305				
Course Title	INTRODUCING CULTURAL STUDIES				
Type of Course	MAJOR				
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 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.				
Course Summary	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				

Course Outcome:

Course Outcomes (CO)	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Understand basic concepts of cultural studies	U	F	Assignment/ Seminar/ discussion
CO2	Analyse culture to discover underlying structures	E	C	Open book test/ Seminar/discussion
CO3	Critically assess the intersections of culture, media, and society with a specific focus on India's evolving cultural landscape.	An	C	Problem-based assignment/ Seminar/discussion/Test
CO4	Develop a nuanced understanding of how cultural identity is shaped by gender, nationhood and consumption in contemporary India.	An	C	Assignment/ Seminar/discussion/Test
*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. <i>Key Words: A Vocabulary of Culture and Society Revised Edition</i> . 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?’ - <i>Breaking the Moulds: Indian Men Look at Patriarchy Looking at Men</i> - Mangesh Kulkarni	4	
	11	Non- detailed study Whose Imagined Community? - <i>Millennium: Journal of International Studies</i> , 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) <i>Performance and The Political: Power and Pleasure in Contemporary Kerala</i> .	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:

	P S O 1	P S O 2	P S O 3	P S O 4	P S O 5	P S O 6	P O 1	P O 2	P O 3	P O 4	P O 5	P O 6
CO 1	-	-	-	-	3	-	-	2	-	-	-	2
CO 2	2	-	3	-	3	-	2	-	-	-	3	3
CO 3	-	-	3	-	3	-	2	2	-	-	2	3
CO 4	-	1	3	-	3	-	2	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	✓	✓	✓	✓

BA ENGLISH LANGUAGE AND LITERATURE HONOURS**SEMESTER 6: MAJOR**

Programme	BA ENGLISH LANGUAGE AND LITERATURE HONOURS				
Course Code	SJENG6CJ306 / SJENG8MN306				
Course Title	LITERATURE AND ECOLOGY				
Type of Course	MAJOR				
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 and sensitivity towards environment and literary representations of ecological concerns.				
Course Summary	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.				

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
* - 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- <i>Literary Studies in an Age of Environmental Crisis</i> -Cheryll Glofelty	4	
	2	<i>The Elephant Whisperers</i> –Kartiki Gonsalves https://www.netflix.com/in/title/81312835	2	
	3	<i>Hachiko: A True Story of a Loyal Dog</i> – 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- <i>Laudato Si'</i> (<i>Praise Be to You</i>)- 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. CambridgeUniversity 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, NewYork: CUP, 2011.
9. *Anthropocene Fiction: Novel in a time of Climate Change*. Adam Trexler. Universityof 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:

	P S O 1	P S O 2	P S O 3	P S O 4	P S O 5	P S O 6	P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7
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	-

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%)
CO1	✓	✓	✓	✓
CO2	✓	✓	✓	✓
CO3	✓	✓	✓	✓
CO4	✓	✓	✓	✓

BA ENGLISH LANGUAGE & LITERATURE HONOURS**SEMESTER 7:MAJOR**

Programme	BA ENGLISH LANGUAGE & LITERATURE HONOURS				
Course Code	SJENG7CJ401				
Course Title	BRITISH LITERATURE: CHAUCER TO 19TH CENTURY				
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 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 key literary tendencies, figures, and works in British literature.	R	C	Exam/Quiz/Assignment
CO2	Examine major social, cultural, and intellectual movements shaping British literature.	U	F	Assignment / Exam
CO3	Analyze genre development and its role in critical literary evaluation.	An	C, M	Seminar /Presentation / Exam
CO4	Develop research skills to interpret literary transitions, conflicts, and theoretical insights.	E	C, M	Exam / 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 (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 IX 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:

	PS O 1	PS O 2	PS O 3	PS O 4	PS O 5	PS O 6	P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	PO 7
CO 1	-	-	3	-	1	-	3	1	1	-	-	-	-
CO 2	-	1	3	-	1	-	3	1	1	-	-	3	-
CO 3	-	3	3	-	1	3	3	1	1	-	3	-	-
CO 4	3	3	3	-	1	3	3	1	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	✓	✓	✓	✓

BA ENGLISH LANGUAGE & LITERATURE HONOURS

SEMESTER 7:MAJOR

Programme	BA ENGLISH LANGUAGE & LITERATURE HONOURS				
Course Code	SJENG7CJ402				
Course Title	BRITISH LITERATURE: 20TH CENTURY TO 21ST CENTURY				
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 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 20 th century to the 21 st century.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Recognise the defining moments of twentieth and twenty-first century literature, significant writers and their corresponding works.	U	C	Exam/Quiz/Assignment
CO2	Understand the significant social, cultural, and intellectual movements and concerns of the periods.	U	C	Assignment / Exam
CO3	Analyse the revolutionary changes in relation to the literature of the twentieth and twenty-first century	An	C	Seminar /Presentation / Exam
CO4	Appraise the significant literary innovations and techniques of the periods in relation to existing conventions and standards	E	C	Exam / 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	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 The 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 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
CO1	1	3	2	3	2	1	3	2	3	2	2	2	3
CO2	-	3	2	3	2	3	3	2	3	3	2	2	2
CO3	1	2	3	2	2	1	1	1	2	2	3	2	3
CO4	-	2	2	2	1	2	1	1	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%)
- 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	✓	✓	✓	✓

BA ENGLISH LANGUAGE & LITERATURE HONOURS**SEMESTER 7: MAJOR**

Programme	BA ENGLISH LANGUAGE & LITERATURE HONOURS				
Course Code	SJENG7CJ403				
Course Title	AMERICAN LITERATURE				
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 American Literature.				
Course Summary	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.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Analyze key American poetry texts, understanding their thematic, cultural, and historical significance within the context of American literature.	An	P	Exam/Quiz/ Assignment/ Seminar
CO2	Critically evaluate American drama, focusing on its narrative techniques and reflections on social and individual struggles.	E	P	Exam/Quiz/ Assignment/ Seminar
CO3	Examine American novels as cultural artifacts that illuminate historical, social, and personal narratives	U	C	Exam/Quiz/ Seminar/ Paper Presentation
CO4	Investigate the role of American non-fiction in shaping intellectual thought and addressing pressing societal issues.	U	C, P	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 (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 O'Neil	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	<i>The Souls of Black Folk</i> - 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	2	3	3	2	3	3	2	3	3	2	2	2
CO 2	3	2	3	3	2	3	3	2	3	3	2	2	2
CO 3	3	2	3	3	2	3	3	2	3	3	2	2	2
CO 4	3	2	3	3	2	3	3	2	3	3	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:

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

BA ENGLISH LANGUAGE AND LITERATURE HONOURS

SEMESTER 7: MAJOR

Programme	BA ENGLISH LANGUAGE & LITERATURE HONOURS				
Course Code	SJENG7CJ404				
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
CO1	Acquire the proficiency to critically examine various forms of cultural productions and real- world situations by applying appropriate critical theories	U, An, Ap	F, C	Home Assignment, Seminar Presentation & In-class discussion, Written Test
CO2	Students will explore the evolution of cultural studies, analyze post-colonial perspectives, and critically engage with major theoretical texts.	E, An	F, C	Open book test Seminar In-class discussion

CO3	Develop proficiency in intersectional analysis by investigating how various social categories (such as race, gender, and class) overlap and impact both individuals' lives and social systems.	An	C	Problem-based assignment Seminar Presentation
CO4	Develop research skills and the ability to conduct independent inquiries through an understanding of the advanced topics and the newly emerging trends in critical theory.	An	C	Home Assignment Seminar Presentation In-class discussion Written Test
* - 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 <i>Discourse in the Novel</i> 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	OPEN-ENDED		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 15 units 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 Tiffin (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

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%)
C01	✓	✓	✓	✓
C02	✓	✓	✓	✓
C03	✓	✓	✓	✓
C04	✓	✓	✓	✓

BA ENGLISH LANGUAGE & LITERATURE HONOURS**SEMESTER 7: MAJOR**

Programme	BA ENGLISH LANGUAGE & LITERATURE HONOURS				
Course Code	SJENG7CJ405				
Course Title	POST COLONIAL STUDIES				
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 Post Colonial Studies				
Course summary	This course aims to provide students with a comprehensive understanding of the different trends in postcolonial theory and literary orientations in Postcolonial Literature				

Course Outcome (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Identify key concepts and ideas from the anti-colonial struggle while analyzing colonial discourses and postcolonial resistances in literary texts.	U	C	Exam/Quiz/ Assignment
CO2	Examine major postcolonial literary texts through the lens of postcolonial theories, uncovering hidden meanings and value systems embedded within them	U	C	Assignment / Exam
CO3	Explore the diversity of literary output from former European colonies, recognizing hybridity, multiple identities, and the cultural impact of colonialism.	An	C	Seminar /Presentation / Exam
CO4	Develop critical and interpretative skills to understand colonial cultural practices and appreciate the complexities of postcolonial conditions.	E	C	Exam / 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 (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 - Research and analyze the historical and cultural context of the poems to understand the impact of colonialism on the poets and their work. - Compare and contrast post-colonial poems from different regions to identify common themes and unique perspectives. - Encourage students to write their own post-colonial poems, reflecting on their personal experiences or creating fictional voices from a post-colonial perspective. - Discuss the use of language and form in post-colonial poetry, considering how poets reclaim or subvert colonial languages and literary traditions. - 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: - Comparative analysis of post-colonial literature from different regions to understand common themes and divergent perspectives. - Exploration of the representation of colonialism, resistance, and decolonization in post-colonial fiction and drama. - Study of the use of language and narrative techniques in post-colonial works to convey cultural identity and colonial experience. - Analysis of the portrayal of post-colonial societies, their traditions, and their interactions with the colonial legacy. - Research on the influence of post-colonial writers and playwrights on the global literary landscape and their contribution to post-colonial discourse. - Examination of the adaptation of post-colonial fiction and drama into other art forms, such as theatre productions or film. - Investigation of post-colonial literary theory and its application to the analysis of fiction and drama from post-colonial perspectives. - 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
CO1	1	2	3	1	2	3	3	2	2	3	-	1	2
CO2	2	3	3	2	2	3	3	2	2	2	3	3	3
CO3	2	3	3	1	2	3	3	3	3	2	3	2	3
CO4	3	2	3	2	3	2	2	1	3	3	-	1	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:

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

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. GayatriChakravorty 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

BA ENGLISH LANGUAGE AND LITERATURE HONOURS**SEMSETER 8: MAJOR**

Programme	BA ENGLISH LANGUAGE AND LITERATURE HONOURS				
Course Code	SJENG8CJ406 /SJENG8MN406				
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 key concepts and branches of linguistics.	U	C	Exam/Quiz/Assignment
CO2	Analyze theoretical and practical approaches to language.	U	C	Assignment / Exam
CO3	Apply linguistic principles in language analysis.	An	C	Seminar /Presentation / Exam
CO4	Develop research skills in linguistic subfields.	Ap	P	Exam/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 (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 & ternary), 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:

	PS O 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	1	3	3	3	1	2	3	3	1	2	2	-
CO2	3	1	2	3	2	2	1	2	2	3	1	1	1
CO3	1	3	3	2	2	2	3	1	2	3	3	3	1
CO4	3	3	3	2	3	2	2	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	✓	✓	✓	✓

BA ENGLISH LANGUAGE AND LITERATURE HONOURS**SEMESTER 8: MAJOR**

Programme	BA ENGLISH LANGUAGE AND LITERATURE HONOURS				
Course Code	SJENG8CJ407/ SJENG8MN407				
Course Title	ART, LITERATURE AND AESTHETICS				
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	3	-	2	75
Pre-requisites	Familiarity with different cultures, historical periods, and societal contexts				
Course Summary	This course explores the interconnections and interactions between Art, Literature, and Aesthetics, examining how these disciplines shape and reflect cultural, intellectual, and emotional landscapes.				

Course Outcome (CO):

CO	CO Statement	Cognitive Level	Knowledge Category	Evaluation Tools used
C01	Develop theoretical frameworks of artistic production and aesthetics	U	F	Assignment/Seminar/discussion
C02	Explore the historical context and evolution of art	E	C	Open book test/Seminar
C03	Analyse diverse perspectives on beauty, design, disability representation, historical aesthetics, and the impact of modernity on art.	An	C	Problem-based assignment/Seminar Written Test
C04	Gain an interdisciplinary understanding of how art, technology, and theory intersect in the digital age.	An	C	Assignment /Seminar /discussion

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: <i>World Art</i>) 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- <i>Kant: A Very Short Introduction</i> - Roger Scruton	2	
	7	Free Particulars (P.13-30) Chapter 1- <i>The Ideology of the Aesthetic</i> - 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) <i>On Beauty: A History of A Western Idea</i> -Umberto Eco	2	
	11	Sections III, IV, V and VI - <i>Art in the Age of Mechanical Reproduction</i> -Walter Benjamin, (https://web.mit.edu/allanmc/www/benjamin.pdf)	1	
IV	DIGITAL TURN		11	18
	12	Chapter: Into 1990s (Page:233-245)-. <i>After Modern Art 1945-2000</i> - David Hopkins.	3	
	13	"The Precession of Simulacra" (Pages: 1-3 and 12-14). <i>Simulacra and Simulation</i> . 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)- <i>Digital Art, Aesthetic Creation: The Birth of a Medium</i> -Paul Crowther	2	
	15	Chapter 1: 1 Interactive Art— Definitions and Origins (Page: 1-39). <i>Aesthetics of Interaction in Digital Art</i> -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	-

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	✓	✓	✓	✓

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=CZhJp8kqE>

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 and Hudson, 1985.
4. Balakrishnan, Kavitha. Vayananamushyante Kalacharitam (The Art History of Reading Human). Kerala Sahitya Akademi, 2020
5. Bourdieu, Pierre. Distinction: A Social Critique of Judgment of Taste. Translated by Richard Nice, Harvard UP, 1984.
6. Parimoo, Ratan. The Paintings of Three Tagores. Abanindranath, Gangendranath, Rabindranath: Chronology and Comparative Study. Maharaja Sayajirao University of Baroda, 1973
7. Pinney, Christopher. “The Look of History: The Power of the Aesthetic.” New Cultural Histories of India Materiality and Practices, edited by Partha Chatterjee et al., Oxford UP, 2014, pp. 115-138.
8. Pinney, Christopher. Photos of the Gods: The Printed Image and Political Struggle in India. Reaktion Books. 2004.
9. Mitter, Partha. Art and Nationalism in Colonial India-1850 to 1922: Occidental Orientations. Cambridge UP, 1994.
10. Mitter, Partha. Indian Art. Oxford History of Art. OUP. 2001.
11. Thakurta, Tapti Guha. “Westernisation and Tradition in South Indian Painting in 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*. Oxford University Press, 2000.
20. Crowther, Paul. *Digital Art, Aesthetic Creation: The Birth of a Medium*. Routledge, 2019.
22. Kwastek, Katja. *Aesthetics of Interaction in Digital Art*. Translated by Niamh Warde. The MIT Press, 2013.
- 23.

BA ENGLISH LANGUAGE & LITERATURE HONOURS**SEMESTER 8: MAJOR**

Programme	BA ENGLISH LANGUAGE AND LITERATURE (HONOURS)				
Course Code	SJENG8CJ408/ SJENG8MN408				
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	Cognitive Level*	Knowledge Category#	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 and diversity of South Asia and their significance in the global literary landscape.	U, Ap	F, C	Assignments Exams Compare between the different genres.
CO 4	Enhance critical thinking skills through literary analysis and interpretation.	An, E, C	F, C	Debates Panel discussions Presentations
*-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 21 st 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: Precarities, 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	-

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		✓	✓	✓	✓

BA ENGLISH LANGUAGE AND LITERATURE HONOURS

SEMESTER 8: MAJOR

Programme	BA ENGLISH LANGUAGE AND LITERATURE HONOURS				
Course Code	SJENG8CJ489				
Course Title	BASICS OF RESEARCH METHODOLOGY				
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 literary theories				
Course Summary	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.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	To develop research aptitude and to build an awareness about ethical issues involved in research	U	C	Exam/Quiz/Assignment
CO2	To effectively use a variety of research tools and to get hands-on experience in research documentation	An, M	C	Seminar /Presentation / Exam
CO3	To Understand the methodologies needed to do research in Literary and Cultural studies	E	C	Exam / Assignments
CO4	To critically evaluate the chosen area of research and to choose methods relevant to the study	E	C	Exam/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 (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 <i>MLA Handbook 9</i>	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	-

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	✓	✓	✓	✓

**B.A. ENGLISH LANGUAGE
& LITERATURE
HONOURS**

ELECTIVE

BA ENGLISH LANGUAGE AND LITERATURE HONOURS
BASKET 3: EMERGING TRENDS IN LITERATURE

Programme	BA ENGLISH LANGUAGE AND LITERATURE HONOURS				
Course Code	SJENG5EJ305(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
CO1	Understand the concept and scope of Digital Humanities	R & U	F	Assignment / Exam
CO2	Analyze the representation of illness and suffering in literature and investigate the connection between disease, identity, and subjectivity	U	C	Quiz/Exam
CO3	Reflect on Ethical and Societal Implications of Posthumanism	Ap	C	Assignment, Quiz/ Exam
CO4	Investigate the evolving relationship between crime, culture, and narrative structures within the broader context of literature and media.	An	M	Seminar/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	Hours	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	<i>The Matrix</i> (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 <i>Medical Humanities: An Introduction</i>)- 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 <i>The Test of My Life</i>)- 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 <i>Post-and Transhumanism: An Introduction</i> 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 <i>Reconfiguring Human, Nonhuman and Posthuman in Literature and Culture</i> . 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	<i>Her</i> (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	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:

	P S O 1	P S O 2	P S O 3	P S O 4	P S O 5	P S O 6	P S O 7	P S O 8	P S O 9	P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7
C O 1			1							3						
C O 2					2	3										
C O 3					2	1										
C O 4				2		1			1				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	✓	✓	✓	✓

ELECTIVE

BASKET 3: EMERGING TRENDS IN LITERATURE

Programme	BA ENGLISH LANGUAGE AND LITERATURE HONOURS				
Course Code	SJENG5EJ306(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
CO1	Provide an overview of the evolution of Oceanic Studies and its various phases.	U	F	Assignments
CO2	Analyze the influence of social, cultural, and political contexts on the rise of Oceanic literature.	An	C	Assignments
CO3	Examine Oceanic literary texts in English or translation through theoretical and cross-cultural perspectives.	Ap	M	Seminar Presentation
CO4	Appreciate and critically evaluate the richness of regional writings about the ocean in a multicultural context.	An	C	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		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 <i>and present their findings to the class.</i>		

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:

	PS O1	PSO 2	PSO 3	PSO0 4	PSO 5	PSO 6	PO1	PO2	PO3	PO 4	PO5	PO 6	P O 7
CO1	1	2	-	1	-	3	-	1	2	3	2	-	2
CO2	-	3	2	1	-	2	1	-	3	1	2	-	2
CO3	-	1	3	1	1	-	3	2	2	1	-	3	1
CO4	-	3	-	2	-	1	-	2	1	2	2	1	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%)
CO1	✓	✓	✓	✓
CO2	✓	✓	✓	✓
CO3	✓	✓	✓	✓
CO4	✓	✓	✓	✓

BASKET 3: EMERGING TRENDS IN LITERATURE

Program	BA ENGLISH LANGUAGE AND LITERATURE HONOURS				
Course Code	SJENG6EJ305(3)				
Course Title	LITERATURE, SCIENCE, AND TECHNOLOGY				
Type of Course	ELECTIVE				
Semester	VI				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial / week	Practical /week	Total Hours
	4	4	-	-	60
Prerequisites	Learners should complete foundational coursework in humanities, sciences, and social sciences with critical thinking and interdisciplinary skills. Prior study in related fields aids real-world application.				
Course Summary	This course aims to explore the cultural, philosophical, and ethical intersections of literature, science, and technology through literary and media analysis.				

Course Outcomes:

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Understand Enlightenment ideals and critically explore the relationship between scientific and literary discourse.	U	C	Assignments/ Discussions/ Debates/Seminar
CO2	Analyze literary and cinematic representations of technology's impact on human psychology and society.	An	P	Assignments/ Discussions/Debate /Seminar
CO3	Evaluate human and non-human agency in shaping society and examine the cultural implications of technological hybridity.	E	P	Assignments/ Discussions/Debate /Seminar
CO4	Assess ethical and philosophical issues related to genetic determinism, complexity, and scientific advancement.	E	P	Assignments/ Discussions/Debate /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
		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 - <i>What is Enlightenment?: Eighteenth-Century Answers and Twentieth-Century Questions</i> , edited by James Schmidt, University of California Press, 1996, pp. 58-64	3	
	3	<i>The Two Cultures.</i> - C. P. Snow. <i>The Two Cultures</i> . 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	6	
6	<i>The Yellow Wallpaper</i> - Charlotte Perkins Gilman	2	
7	<i>The Library of Babel</i> -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- <i>The Haraway Reader</i> . 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- <i>Critical Inquiry</i> , 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	ETHICAL AND 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- <i>Biology as Ideology: The Doctrine of DNA</i> . House of Anansi Press Limited, 1991.	5	
	15	Is Everything Determined? -Stephen Hawking- <i>Black Holes and Baby Universes</i> . Bantam Books, 1994.	3	
	16	<i>Avatar</i> -Dir. James Cameroon. 20th Century Fox, 2009.	2	
	Suggested Activities: 1. Research and make a presentation 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	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	-	-	3	1	2	-	-	-	-	-	2	2	1
CO2	-	-	3	1	2	-	-	-	-	-	2	2	1
CO3	-	-	3	1	2	-	-	-	-	-	2	2	1
CO4	-	-	3	1	2	-	-	-	-	-	2	2	1

Correlation 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%)
CO1	✓	✓	✓	✓
CO2	✓	✓	✓	✓
CO3	✓	✓	✓	✓
CO4	✓	✓	✓	✓

BA ENGLISH LANGUAGE AND LITERATURE HONOURS
SEMESTER 6: ELECTIVE
EMERGING TRENDS IN LITERATURE

Programme	BA ENGLISH LANGUAGE & LITERATURE HONOURS				
Course Code	SJENG6EJ306(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 digital narratives by focusing on its evolution and concepts and thereby enable to analyze the different forms of digital story telling	U, An	C	Exam/ Assignment/ case studies/ Comparative analyses
CO2	Identify and apply the different narrative techniques in digital storytelling, such as narrative structure, point of view, and character development	Ap	P	Peer assessment/ assignments/ Presentations
CO3	Utilize various digital storytelling platforms and tools to create engaging narratives and consider its ethical implications concerning user-generated content and diversity	Ap	P	Digital narrative projects/multimedia presentations/ debates/ discussions /assessments

CO4	Critically evaluate digital narratives to explain the issues of representation, interactivity, and immersion	E,An	C	Critical reviews/ debates/ presentations/case studies/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)				

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 story telling 3. Provide feedback on others' 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	
	1. Understanding Digital Narrative: <i>Afternoon, a story</i> (Hypertext Fiction)- Michael Joyce 2. Watch and Analyse Inkle Studios' 80 Days (Interactive Fiction) 3. Cybertext: Perspectives on Ergodic Literature. Johns Hopkins University Press, 1997.Espen J. Aarseth aarseth_cybertext_IntroductionPDF (is.muni.cz) 4. Emily Short's <i>Galatea</i> (Interactive Fiction)			

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. Markku Eskelinen
6. *Emily Short's Galatea* (Interactive Fiction)
7. *Inventing the Medium: Principles of Interaction Design as a Cultural Practice*. MIT Press, 2011.- Janet H Murray
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:

	PS O 1	PS O 2	PS O 3	PS O 4	PS O 5	PS O 6	P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7
CO 1	1	1	2	3	2	1	2	1	2	3	1	1	2
CO 2	1	1	2	3	2	1	2	2	2	3	2	2	-
CO 3	2	2	2	3	2	2	2	2	2	3	2	3	1
CO 4	1	1	2	3	2	1	2	2	2	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%)
CO1	✓	✓	✓	✓
CO2	✓	✓	✓	✓
CO3	✓	✓	✓	✓
CO4	✓	✓	✓	✓

**BA ENGLISH LANGUAGE AND LITERATURE HONOURS
ELECTIVE**

Programme	BA ENGLISH LANGUAGE AND LITERATURE HONOURS				
Course Code	SJENG8EJ403				
Course Title	APPLIED TRANSLATION STUDIES				
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	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.				
Course Summary	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.				

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, especially in research in translation studies.	Ap	C, P	Translation practices in specialized fields / Presentations/ 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:

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

BA ENGLISH LANGUAGE AND LITERATURE HONOURS

Programme	BA ENGLISH LANGUAGE AND LITERATURE HONOURS				
Course Code	SJENG8EJ404				
Course Title	WRITINGS OF THE SELF				
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	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
CO1	Understand life writing as a literary form and explore its key concepts and themes.	U	C	Instructor-created exams / Quiz
CO2	Analyze how life writing reflects personal and cultural identities across different socio-political contexts.	An	F	One minute Reflection/ Writing Assignment/ In-class Discussions
CO3	Examine narratives of survival, resilience, and marginalization through life writing.	U	C	Seminar Presentation
CO4	Explore the role of autobiographical narratives in social justice movements and activism	An	P	Tests
* - 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 <i>Hunger of Memory: The Education of Richard Rodriguez</i> , Bantam Books.	3	
	8	Some Accounts of my Early Life “from A True Tale of Slavery” from <i>Incidents in the Life of a Slave Girl</i> 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 <i>The Happiest Man on Earth</i> - Eddie Jaku, Pan Macmillan Australia.	4	
	12	Excerpts from Chapter III “Don’t Stare, Just Ask” from the book <i>Born Just Right</i> 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 <i>Sangati: Events</i> by Bama, translated by Lakshmi Holmstrom, Oxford University P. pg. 79-90.	2	
	15	Chapter VIII “Activism” from <i>Our Lives, Our Words: Telling Aravani Lifestories</i> by A. Revathi, translated by A. Mangai, Yoda Press 2011 pg. 72-77.	2	
	16	Chapter I “Beginnings” of <i>Unbowed: A Memoir</i> 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 for 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	P O 1	P O 2	PO 3	PO 4	PO 5	PO6
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

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	✓	✓	✓	✓

**BA ENGLISH LANGUAGE AND LITERATURE HONOURS
ELECTIVE**

Programme	BA ENGLISH LANGUAGE AND LITERATURE HONOURS				
Course Code	SJENG8EJ406				
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 key concepts and branches of creative writing.	U	C	Exam/Quiz/Assignment
CO2	Analyze theoretical and practical approaches to writing.	U	C	Assignment / Exam
CO3	Apply principles of aesthetics in creative expression.	An	C	Seminar /Presentation / Exam
CO4	Develop research skills in writing subfields.	Ap	P	Exam/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 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, Anuradha Marwah, 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

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	✓	✓	✓	✓

BA ENGLISH LANGUAGE AND LITERATURE HONOURS**MINOR****BASKET 1: ENGLISH FOR CONTENT CREATION**

Programme	BA ENGLISH LANGUAGE AND LITERATURE HONOURS				
Course Code	SJENG1MN101				
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	Understand the basics of content writing and its employability.	U	F	● Group Tasks ● Individual Assignments
CO2	Use professional English to create clear, engaging, and audience-focused content.	Ap	C	● Take Home Assignments ● Seminars ● Sample analysis
CO3	Apply structured methods to research, write, and edit effective content.	Ap	M	● Seminar Presentation ● Practice writing for the web and peer review
CO4	Create AI-driven, ethical, and optimized content for corporate and digital use.	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 Harvard. 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:

	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6	PO1	PO2	PO 3	PO 4	PO 5	PO 6	PO7
C O 1	2	-	-	2	3	-	2	-	3	-	-	-	1
C O 2	3	-	-	3	1	-	3	2	2	3	-	-	1
C O 3	2	-	-	2	-	-	2	-	3	-	-	-	3
C O4	-	-	-	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		✓		✓

BA ENGLISH LANGUAGE AND LITERATURE HONOURS**MINOR****BASKET 1: ENGLISH FOR CONTENT CREATION**

Programme	ENGLISH LANGUAGE AND LITERATURE HONOURS				
Course Code	SJENG2MN101				
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	Understand the forms and features of travel narratives across print and digital media.	U	C	Assignment, Seminar
CO2	Develop skills for creating engaging and ethical travel content through research, storytelling, and editing	Ap	P	Assignment, Project
CO3	Create impactful travel content for online platforms using blogs, vlogs, SEO, and multimedia tools	C	P	Assignment, Exam
CO4	Evaluate career prospects in travel content creation and build a professional portfolio.	E	P	Assignment, Project & 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	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:

	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6	PO1	PO2	PO 3	PO 4	PO 5	PO 6	PO7
C O 1	3	-	-	2	3	-	2	3	-	1	-	-	-
C O 2	-	1	-	-	3	-	-	-	-	-	-	3	2
C O 3	-	1	3	-	-	-	3	-	-	-	-	-	-
C O 4	-	-	-	3	3	-	3	-	-	3	-	1	-
C O5	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	✓			✓	✓

BA ENGLISH LANGUAGE AND LITERATURE HONOURS**MINOR****BASKET 2: ENGLISH AT WORKSPACE**

Programme	ENGLISH LANGUAGE AND LITERATURE HONOURS				
Course Code	SJENG1MN102				
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
CO1	Understand the relevance of online communication platforms and its intervention in human lives.	U	F	Discussions Classroom Instruction
CO2	Develop creative and engaging content for new media platforms using modern digital tools.	Ap	P	Assignments Discussions
CO3	Practise discretion to use digital platforms with empathy and social responsibility.	Ap	M	Experience Sharing Discussions
CO4	Understand the relationship between the economy, society and new media to explore entrepreneurial and employment opportunities	U	C	Discussions 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	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 MEDIA AND 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:

	PS O1	PS O2	PS O3	PSO 4	PS O5	PS O6	PO1	PO 2	PO3	PO4	PO5	PO 6	PO 7
CO 1	2	-	2	3	-	-	2	-	-	3	-	1	-
CO 2	-	-	-	3	2	-	3	2	1	3	-	-	1
CO 3	-	-	3	2	-	-	1	1	-	2	-	2	-
CO 4	-	2	3	-	1	-	2	-	-	2	-	1	3

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	✓	✓	✓	✓

BA ENGLISH LANGUAGE AND LITERATURE HONOURS
MINOR

BASKET 2: ENGLISH AT WORKSPACE

Programme	BA ENGLISH LANGUAGE AND LITERATURE HONOURS				
Course Code	SJENG2MN102				
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
CO1	Identify practical techniques to master public speaking successfully.	U	C	Presentations
CO2	Understand different types and modes of presentations and their varied requirements.	U	F	Assignments and presentations
CO3	Identify different components of media presentations	Ap	P	Seminar Presentation with peers
CO4	Utilize technology and digital tools to enhance presentations to engage and captivate the audience	C	M	Mock Presentation, Group assignments and brainstorming sessions
* - 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, Nnenna. (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. *The 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/volEftVfLh>

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:

	PS O1	PS O2	PS O3	PSO 4	PS O5	PS O6	PO1	PO2	PO3	PO4	PO5	PO 6	PO 7
CO 1	2	-	-	-	2	-	2	1	1	-	-	-	-
CO 2	-	-	-	2	3	-	3	2	2	1	1	-	-
CO 3	3	-	-	1	3	-	1	1	3	1	-	-	-
CO 4	2	-	-	2	2	-	3	3	2	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		✓	✓	✓

MINOR

BASKET 1: ENGLISH FOR CONTENT CREATION

Programme	BA ENGLISH LANGUAGE AND LITERATURE HONOURS				
Course Code	SJENG3MN201				
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
CO3	Create an exposure towards various platforms to exercise AI for language learning and content creation.	U	P	Practical Assignments Presentations
CO4	Evaluate the ethical implications of AI and analyse how AI influences literature, creative writing, and research.	An	C	Group discussions, assignments and brainstorming sessions
*-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:

MODUL E	UNI T	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., Oleksandrovysh, 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:

	PS O 1	PS O 2	PS O 3	PS O 4	PS O5	PSO 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	-	-	-
CO 4	-	-	1	3	-	2	1	-	-	3	-	-	2

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	✓	✓	✓	✓

MINOR

BASKET 2: ENGLISH AT WORKSPACE

Programme	BA ENGLISH LANGUAGE AND LITERATURE HONOURS				
Course Code	SJENG3MN202				
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 examines the relationship between language and cinema, focusing on communicative strategies and narrative structures in films. Through lectures, screenings, interactive activities, and discussions, learners will develop foundational skills in film analysis, screenwriting, subtitling, and adaptation.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	*Knowledge Category	Evaluation Tools used
CO1	Identify the key elements of visual language and develop scriptwriting skills.	U	C	Assignments, Seminars, Script writing exercises
CO2	Develop a critical understanding of subtitling principles, techniques, and translation challenges in audiovisual media.	U, An	P	Assignments, Presentations
CO3	Understand the key elements and acquire critical skills essential for analyzing and crafting structured reviews of visual narratives.	U, Ap	P	Review writing exercises
CO4	Analyze the strategies and challenges of adapting literary and cinematic works across languages and cultures.	An	C,P	Assignments, Seminars, 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	Marks
I	BASICS OF SCREEN WRITING		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: <i>The Shawshank Redemption</i> 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: <i>Disrupting the self: script development within the akademy-</i> Susan Cake and Louise Satwell	2	

	14	Illustrative Reading: <i>2001: A Space Odyssey</i> 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 • Suggested activities given at the end of each module	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. *The 21st 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 POs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	-	3	1	-	-	-
CO2	3	-	3	1	-	-	-
CO3	3	-	3	1	-	-	-
CO4	3	-	3	1	-	-	-

Correlation 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/ Assignment/ Discussion/ Presentation	End Semester Examinations
CO1	✓	✓	✓	✓
CO2	✓	✓	✓	✓
CO3	✓	✓	✓	✓
CO4	✓	✓	✓	✓

MINOR

BASKET 3: TEACHING SKILLS IN ENGLISH

Programme	BA ENGLISH LANGUAGE AND LITERATURE HONOURS				
Course Code	SJENG1MN103				
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
CO1	Understand ELT Principles, Methods & Teaching Techniques	R, U	F, C	Presentations Assignments
CO2	Integrate ICT Tools in Language Teaching	Ap	P	Peer Review and self-evaluation
CO3	Develop Task-Based Language Teaching Skills	An, Ap	P, M	Group assignments and brainstorming sessions
CO4	Employ evaluation and assessment methods in ELT effectively	C, Ap	P, 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	3	
	2	Principles of language teaching	2	
	3	Language Teaching Methodologies-Grammar-Translation Method	2	
	4	Direct Method (DM)	2	
	5	Audio–Lingual Method (ALM)	2	
	6	Communicative Language Teaching (CLT)	3	
II		ICT Tools For English Language Teaching	13	20
	7	E- Creation Tools – Wordwall Puzzlemaker, Spiderscribe, Kahoot, Diigo –personal digital library	3	
	8	Mobile apps and games	3	
	9	Online teaching - learning Platforms	2	
	10	LSRW tools – audio/ video podcasts, various channels in websites and platforms, digital diary and journal	2	
	11	Tools for digital storytelling	3	
III		Task-Based Language Teaching	11	15

	12	Introduction to Task-Based Language Teaching	3	
	13	Types of tasks: real-world, pedagogical, and language- focused tasks	3	
	14	Importance of pre-task activities	1	
	15	Task cycle components: task, planning, and report	2	
	16	Opinion Exchange Tasks, Problem-Solving Tasks	2	
IV		ELT in Practice	10	15
	17	Lesson Planning and Classroom Management- Theory and practice in a learning environment.	3	
	18	Peer teaching/Micro- teaching- Introducing various pedagogies of teaching English -practice in teaching ELT	3	
	19	Testing and types of tests- Means of evaluation	2	
	20	Hands on training in Aptitude, Achievement, Diagnostic, Proficiency, and Placement Tests in ELT	2	
V		OPEN-ENDED 1. Role-Playing Different Teaching Methods 2. Group discussion on the role of audio-lingual method in ELT 3. Write an assignment on various communicative language teaching methods. 4. Use any reading comprehension and critical thinking tools to write a paper on a topic of your choice 5. Group activity: Post a reading assignment on any platform and create a discussion thread and have a discussion by responding to each other' post 6. Split into groups and conduct a grammar quiz in class projecting questions in the screen. 7. 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. 8. Role play (e.g., customer and shopkeeper, doctor and patient) various scenarios to practice relevant vocabulary and expressions. 9. 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. 10. Prepare a lesson plan incorporating all the elements discussed in the module and engage the class treating your peers as learners.	12	

		11. Divide into different groups and discuss different assessment strategies and submit it as a report 12. Employ peer teaching and micro-teaching in the classroom, introducing various teaching pedagogies		

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. 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 Willis
5. *Task-Based Language Teaching* by David Nunan
6. *Tasks for Language Teachers: A Resource Book for Training and Development* by Martin Parrott
7. Brown, D., & Abeywickrama, P. (2010). *Language Assessment Principles and Classroom Practices* (2nd ed.), Pearson Education.
8. Tickoo, M. L. *Teaching and Learning English: A Sourcebook for Teachers and Teacher-Trainers*. Orient Blackswan.
9. Nunan, David. *Practical English Language Teaching*/

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/pkjjz0KnN2Vc?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	3	-	-	1	2	2	3	2	3	1	2	1	1
CO 2	3	-	-	3	2	1	3	2	3	3	2	1	1
CO 3	3	-	-	2	1	1	3	2	3	2	2	2	1
CO 4	2	-	-	3	-	1	3	2	3	3	2	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		✓	✓	✓

MINOR

BASKET 3: TEACHING SKILLS IN ENGLISH

Programme	BA ENGLISH LANGUAGE AND LITERATURE HONOURS				
Course Code	SJENG2MN103				
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
CO1	Use the diverse strategies used for teaching English literature and language proficiently	R, U, Ap	C, P	Use peer observations and lesson plan reviews.
CO2	Understand the various evaluative tools used in English LSRW Proficiency Tests	U, R	F, C	Collect and analyze student feedback surveys.
CO3	Develop cooperative and collaborative learning structures to promote learner-centric environment.	An, C	C, P	Group assignments and brainstorming sessions

CO4	Employ body language as a teaching tool in ELT classroom.	Ap	M	Evaluation - presentations and 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	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	
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	
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	
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	

V	OPEN-ENDED 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. 4. Organise full-length practice tests that simulate the actual test environment, covering all sections (reading, writing, listening, speaking). 5. Prepare passages followed by questions that test comprehension, inference, and vocabulary. 6. Play audio recordings in the class and conduct a question - answer session based on the content. 7. Enact roles (e.g., customer and shopkeeper, doctor and patient) and create scenarios to practise relevant vocabulary and expressions. 8. 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. 9. Prepare a lesson plan for the module. 10. Act out scenarios using only body language to convey meaning. 11. Conduct mock interviews focusing on both verbal and non-verbal communication. 12. Prepare a lesson plan for the module	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

Link

s:

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/hgSEodWGIQY?si=bxIGJ8Kj5shM1C7>

T 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/FSgIPdwetA?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/17IHpMJZPGs?si=7FwyJvJnscok2b_Y

Using Body Language in EFL Class –Ganj

<https://youtu.be/B7xj88J2u3U?si=H13HQyaWn1KnX2JO>

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
CO 1	2	1	1	2	2	2	3	2	3	1	2	3	1
CO 2	3	1	1	2	2	1	3	2	3	3	1	2	2
CO 3	3	1	2	2	1	1	3	1	2	3	2	2	1
C04	3	1	1	1	2	1	3	3	3	2	1	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
CO 1	✓	✓	✓	✓
CO 2	✓	✓	✓	✓
CO 3	✓	✓	✓	✓
CO 4	✓	✓	✓	✓

MINOR
BASKET 3: TEACHING SKILLS IN ENGLISH

Programme	BA ENGLISH LANGUAGE AND LITERATURE HONOURS				
Course Code	SJENG3MN203				
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
CO1	Understand the format and requirements of major English language proficiency tests	U	C	Assessment & Test
CO2	Enhance students' listening and reading skills for international language and proficiency tests.	Ap	P	Language lab activities/ classroom activities such as collaborative discussion
CO3	Develop essential writing and speaking skills for success in international language and proficiency tests.	Ap	P	Presentations and extempore
CO4	Deliver effective communication skills for career development focusing on verbal and non-verbal skills for professional contexts.	An	P	Group assignments and brainstorming sessions
* - 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/PAtHOKLhBTs>
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/fzIxDIjXn44>

Mapping of COs with PSOs and POs:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	-	-	2	3	1	3	2	2	1	2	-	-
CO 2	2	-	-	3	2	2	3	1	1	2	3	-	-
CO 3	3	-	-	2	1	2	2	3	3	3	2	-	-
C04	3	-	1	3	1	3	3	2	3	1	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/Presen tation	End Semester Examinations
CO 1	✓	✓		✓
CO 2		✓	✓	✓
CO 3	✓	✓		✓
CO 4		✓	✓	✓

MDC & SEC

I SEMESTER MULTI-DISCIPLINARY COURSE

Programme	BA ENGLISH LANGUAGE AND LITERATURE HONOURS				
Course Code	SJENG1FM105				
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 in media	U, E	C, M	Comprehension/Vocabulary Building Exercises/ JAM/ Discussion/ Presentation/ Mock Interview/ Personal Narration/ Role Play/ Assignments
CO 2	Critically evaluate and identify the different genres of medianarratives	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,C	Assignments/ / Reporting/ JAM/Discussion/Presentation Identify/ Compare various forms of media
CO 4	Promote the cultivation of egalitarian principles and democratic ideals that foster acceptance of diversity and environmental consciousness	U,Ap	F, M	Debates/ Panel discussions/News Reporting/Analysis of contemporary events
* - 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 the literary 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 <i>The Courtesan, the Mahatma & the Italian Brahmin</i> : 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, <i>Laapataa Ladies</i> (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	<i>New Normal</i> - 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	<i>Hair Love</i> - 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
C O 1	3	1	3	3	3	1	2	3	3	1	2	2	-
C O 2	3	1	2	3	2	2	1	2	2	3	1	1	1
C O 3	1	3	3	2	2	2	3	1	2	3	3	3	1
C O 4	3	3	3	2	3	2	2	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	✓	✓	✓	✓

II SEMESTER MULTI-DISCIPLINARY COURSE

Programme	BA ENGLISH LANGUAGE AND LITERATURE HONOURS				
Course Code	SJENG2FM106/ 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 reflexive skills through a practical experience to a nearby travel spot and produce meaningful travel narratives	C, Ap	P, M	Creating a Travel vlog or blog, Destination Advertisement, Review 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	Hours	Marks
I	INTRODUCTION TO TRAVEL NARRATIVES		10	15
	1	The Genre Takes Shape – Excerpt from ‘Stirrings and Searchings’ (1500-1720)-William H Sherman <i>The Cambridge Companion to Travel Writing</i>	3	
	2	Travel Writing in India: An Overview-K. Satchidanandan <i>Travel Writing in India</i>	2	
	3	Ulysses- Alfred Lord Tennyson	2	
	4	<i>Journey</i> - 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	<i>Eat, Pray, Love</i> - Dir. Ryan Murphy https://www.primevideo.com/detail/Eat-Pray-Love/0R1QE66EUFGMO1I8KDROUAWU7C5	3	
	6	Writing Back- Santhosh George Kulangara <i>OruSanchariyude Diary Kurippukal</i> . Episode- 517. https://youtu.be/evboKxSJBm8?si=1igbiDplWHyENiUM	2	
	7	Shafaq- Excerpt from ‘13 Powerful Refugee Stories From Around the World’ - Miranda Cleland <i>Global Giving</i> . 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- <i>Brut India</i> . 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 Felton
<https://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
C O 1	1	1	3	1	2	1	3	-	2	1	1	-	1
C O 2	3	1	2	2	3	2	2	2	3	1	1	1	1
C O 3	2	3	3	3	2	2	3	1	2	1	1	-	3
C O 4	3	3	2	3	3	3	3	2	3	3	2	1	3
C O 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%)
C O 1	✓	✓	✓	✓
CO 2	✓	✓	✓	✓
CO 3	✓	✓	✓	✓
CO 4	✓	✓	✓	✓

GENERAL FOUNDATION COURSES IN ENGLISH
SEMESTER 5: SKILL ENHANCEMENT COURSE (SEC)

Programme	BA ENGLISH LANGUAGE AND LITERATURE HONOURS				
Course Code	SJENG4FS112/ SJENG5FS112				
Course Title	TRANSLATION IN PRAXIS				
Type of Course	SKILL ENHANCEMENT COURSE (SEC)				
Semester	5				
Academic Level	100-199				
Course Details	Credits	Lecture	Tutorial	Practical	Total Hours
	3	3	-	-	45
Pre-requisites	Basic competency in English and Malayalam/Regional Language				
Course Summary	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.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Acquire knowledge and skill in translation by learning about various techniques, types of translations and linguistic intricacies.	U, An	F,	Comprehension tests/Assignments
CO2	Gain proficiency in grammar, syntax, and semantics of English and Malayalam/Regional Language to produce good translations	R, C	P	Comparison exercises / Translation Assignments
CO3	Develop the ability to convey the meaning, tone, and cultural nuances between English and Malayalam/Regional Language ensuring contextually appropriate translations.	Ap	P	Translation exercises
CO4	Obtain practical skills through hands-on exercises, to navigate challenges specific to the translation of languages employed.	Ap	M	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 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/Regional Language	2	
		Suggested Activities: Students read, compare, and analyze the sentence structures of English and Malayalam/Regional Language 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/Regional Language and identify how translators overcome them.		
III	Translations from English to Malayalam /Regional Language		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: <i>A Day's Wait</i> (Ernest Hemingway)	2	

	13	Translating Drama: Theory and Practice Drama: ‘The Never-Never Nest’ (Cedric Mount)	3	
		Suggested Activities: Translate the prescribed literary works from English to Malayalam/Regional Language		
IV	Translations from Malayalam /Regional language to English		9	15
	14	Translating Cultural Nuances	1	
	15	Translating Dialects of Malayalam//Regional Language	1	
	16	Translating Poetry Poetry: ‘Iniyum Marikkaatha Bhoomi’ (ONV Kurup)	2	
	17	Translating Prose Prose: Extract from <i>Kadhikante Panippura</i> (MT Vasudevan Nair)	2	
	18	Translating Fiction Fiction: Extract from <i>Higuita</i> (NS Madhavan)	3	
		Suggested Activities: Translate the prescribed literary works from Malayalam/Regional Language to English		
V	OPEN ENDED 1. Belloc, Hilaire, <i>On Translation</i> . Oxford: The Clarendon Press, 1931. 2. Frost, Robert. <i>Robert Frost’s Poems</i> . Pan Macmillan India, 2002 3. Translation of any poem by the English Romantic poets 4. Evaluation of a translated story from Malayalam/regional language to English 5. Identify and read two poems and one story translated from Malayalam//regional language to English		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 Sampoorana 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 MuslimLife 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. *Bhoomiykku Oru Charamageetham*. DC Books, 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. *Kathikante Panippura*. 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.

References:

16. Belloc, Hilaire, *On Translation*. Oxford: The Clarendon Press, 1931.
17. Catford, J.C., *A Linguistic Theory of Translation: An Essay in Applied Linguistics*. Oxford University Press, 1965
18. Lefevere, Andre. *Translating Literature: Practice and Theory in a ComparativeLiterature Context*. Modern Language Association of America, 1992
19. McFarlane, J., 'Modes of Translation', *Durham University Journal*, 14, 1953, pp. 77–93
20. Munday, Jeremy. *Introducing Translation Studies. Theories and Applications*. Routledge, 2022.

Mapping of COs with PSOs and POs:

	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO1	2	-	2	1	2	-	1	1	2	1	-	1	1
CO2	1	1	2	1	1	-	1	2	1	1	-	1	1
CO3	2	1	3	1	2	1	1	1	2	1	2	2	2
CO4	2	1	3	1	2	1	1	2	2	1	1	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	✓		✓	✓	

GENERAL FOUNDATION COURSES IN ENGLISH
SKILL ENHANCEMENT COURSE (SEC)

Programme	BA ENGLISH LANGUAGE AND LITERATURE HONOURS				
Course Code	SJENG6FS113				
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 practices 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
CO1	Demonstrate a critical understanding of the conventions of academic writing in Humanities.	U, Ap	F, C	Assignment/ Group Discussion/ Test/Exam
CO2	Refine critical thinking skills through observing, analysing and synthesising complex ideas, information and resources.	U, Ap, An, E	F, C	Assignment/ Presentation/Peer Review/ Test/Exam
CO3	Enhance knowledge of academic language standards on grammar, vocabulary, syntax and formatting and cultivate proficiency in writing skills to produce different genres of academic writing.	R, U, Ap, An, E	F, C	Classroom Activity Handouts/Viva-Voce/ Test/Exam
CO4	Foster the ability to employ research tools and strategies, including digital resources, to develop compelling arguments , while practising academic etiquette.	Ap, An, E	C, P	Written Assignment/ 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.		

II I	WRITING STRATEGIES AND RESEARCH PLANNING		9	1 5
	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	
	1 0	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	
	1 1	Note-taking and Summarising- Concept map, note-taking practices, summarising, paraphrasing, structuring ideas	2	
	1 2	Technology-Aided Writing- Digital Resources and AI tools: availability and ethical use (N-list, Infilbnet, 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=PLJSPTc0K-PITaEBbDi5e15O6a4AMQlqwg 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:

	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6	PO 1	PO2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1	2	1	1	3	-	-	3	-	3	1	1	1	3
CO 2	1	1	3	3	1	1	2	2	3	-	3	1	3
CO 3	3	3	1	1	-	-	2	-	3	-	-	-	1
CO 4	2	2	2	3	2	1	1	2	2	3	2	1	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	✓	✓		✓	

MODEL QUESTION PAPERS

St. Joseph's College (Autonomous), Irinjalakuda
I Semester BA English (CUFYUGP) Degree Examination, November 2025

SJENG1CJ101/SJENG1MN100-Introduction to the World of Literature
(Credits: 4)

Maximum Time: 2 hours

Maximum Marks: 70

Section A

[Answer all. Each question carries 3 marks] (Ceiling: 24 marks)

1. How does the poem "What He Said" contrast the demands of the world with the speaker's personal desires?
2. How does the speaker's longing for the west wind and rain reflect their deeper emotional and physical desires in the poem "Western Wind"?
3. What comparisons does Robert Burns use in "A Red, Red Rose" to describe the speaker's love, and what do these comparisons reveal about the nature of that love?
4. How does Faiz Ahmed Faiz describe the speaker's emotional state before the arrival of the beloved in the poem?
5. What is the speaker afraid of in their relationship in the poem "Sthandwa sami"?
6. What is the key to achieving victory according to Sun Tzu in the Chapter?
7. How does Totto-Chan's farewell in "Sayonara, Sayonara" reflect her growth and the impact of her school experience on her development?
8. What does the imagery in "Burgersfort Landfill" reveal about the impact of environmental degradation on local communities?
9. Who is the central character in the film "Adults in the Room"?
10. What drastic measure does Captain Sisko take in "In the Pale Moonlight" to ensure the survival of the Federation?

Section B

[Answer all. Each question carries 6 marks] (Ceiling: 36 marks)

11. How does the emergence of Twitter fiction as a storytelling methodology reflect the broader shifts in digital communication, and what are its implications for narrative structure and audience engagement compared to traditional literary forms?
12. What message does Amanda Gorman convey in her speech at Joe Biden's Presidential inauguration?
13. R.h. Sin's poem explores the concept of finding beauty in brokenness which uses language and imagery to convey a message of resilience and self-acceptance. Discuss.
14. "The fight that we are carrying on is not against the British people. It is a fight for freedom from oppression, from exploitation, from injustice." Elucidate
15. How does Faiz utilize contrasts between the period before and after the beloved's arrival to explore themes of renewal and fulfillment?

16. Explain the reflection on the life and relationships of Queenie which illustrates the internal conflict and evolving sense of self.
17. Describe the ethical dilemmas faced by Captain Sisko as he grapples with the moral compromises necessary to bring the Romulans into the war against the Dominion.
18. According to Maria Ressa, what are the impacts of disinformation and the role of social media in undermining democracy?

Section C

[Answer any one of the following. Each question carries 10 marks] (10 marks)

19. How does Christine Berberich's introduction in "The Popular Vampires: The Bloomsbury Introduction to Popular Fiction" explain the development of the vampire genre in popular fiction, and what does it reveal about how this genre influences cultural and social themes?
20. How do different cultural, historical, and emotional contexts shape the expression of love in poetry, and what do these varied depictions reveal about the nature of love across different times and traditions?

St. Joseph's College (Autonomous), Irinjalakuda

IV Semester BA English (CUFYUGP) Degree Examination, March 2026

**SJENG4CJ205-Gender Perspectives in Literatures
(Credits: 4)**

Maximum Time: 2 hours

Maximum Marks: 70

Section A

[Answer all. Each question carries 3 marks]

(Ceiling: 24 marks)

1. Comment on the concept of Surveillance Capitalism.
2. State the techniques proposed by Kathleen Hyde to adapt/react to challenges that women face due to their gender.
3. Bring out the difference between Intersectionality and Kyiarchy.
4. What are the important historical events mentioned in Sojourner Truth's essay "Ain't I am Woman"?
5. How is cybersecurity associated with masculine traits of aggressiveness and competitiveness?
6. Who stated that "gender is a social construct"?
7. Define the theory of Postcolonial Feminism.
8. Why did Kunjakko's father go to the extreme step of killing his own son?
9. Discuss the concept of embodiment in relation to Ecriture Feminine.
10. Bring out how effective is the Bechdel test in evaluating the representation and portrayal of women in films and other media.

Section B

[Answer all. Each question carries 6 marks]

(Ceiling: 36 marks)

11. "Andrea Gibson's blatant honesty and vulnerability are on full display in her lyrics."
Explain this with reference to her song "Your Life".
12. What trends does Kathleen Hyde observe regarding women's interest in pursuing careers in cybersecurity?
13. Explain the predicament of the speaker in the poem 'I Dream of Horses Eating Cops' when she says "i couldn't wait to die or be killed/ my woman body

trapped in a dream”.

14. How does Masculinity Studies become an integral part of Gender Studies?
15. Explain how *Coded Bias* exposes prejudices and threats to civil liberty in facial recognition algorithms and artificial intelligence.
16. How does Ruth Vanitha’s essay portray ambiguous space, and time dependent perceptions of alternative sexualities in India?
17. Elucidate the main arguments posed by Vera Baboun in her speech “Breaking Barriers: The Quest of Palestinian Women in Leadership”.
18. According to Sojourner Truth's speech, what are some of the arguments that men have against gender equality, and how does she refute them?

Section C

[Answer any one of the following. Each question carries 10 marks] (10 marks)

19. Discuss the key differences and similarities between the first, second, and third waves of feminism. In what ways did they build upon or diverge from each other in their goals, strategies, and achievements?
 20. C. Ayyappan’s story reveals the complicated innards of caste abuse embroiled in the sexual violence against Dalits and Dalit Christians in Kerala. Explain.
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St. Joseph's College (Autonomous), Irinjalakuda
I Semester BA/BSc (CUFYUGP) Degree Examinations November 2024

SJENG1 MN101: FUNDAMENTALS OF CONTENT CREATION

(Credits: 4)

Maximum Time: 2 hours

Maximum Marks: 70

Section A

[Answer All. Each question carries 3 marks]

(Ceiling: 24 Marks)

1. Read the following sentences and identify the tone from the options given below.

- I. Everyone accepts that the greatest social issue is poverty.*
II. The manager should verify every purchase tender.

- a) Assertive
- b) Derogatory
- c) Humorous
- d) Instructional

2. Identify the keywords in the following car rental service advertisement.

Planning a solo trip? Are you ready for a family vacation?
24/7 Online/offline car rental services in Kochi. Car services in affordable rates.
Your happy journey is now just a click away!

3. Provide a simpler alternative for the expressions given below.
- a. Nebulous
 - b. Facilitate
 - c. Delineate

4. Simplify the given sentences to remove the wordiness.

- a) *He dropped out of school on account of the fact that it was necessary for him to help support his family.*
- b) *Trouble is caused when people disobey rules that have been established for the safety of all.*
- c) *I really love my daughter very much from the bottom of my heart.*

5. Correct the following passage. Check for consistency and clarity.
6. How will you reproduce the sense of the following Malayalam slang words/expressions into English?
- a. പണി കിട്ടി
- b. യമുണ്ടൻ
7. Is it necessary to proofread everything? Justify your answer in two or three sentences.
8. One of the most important tips for writing for News Paper is _____
- a. It should be very detailed.
- b. It should be argumentative.
- c. It should never be written in first person.
- d. It should be informal.
9. Create an advertisement tagline for an organic farming venture.
10. Explain the difference between "synonyms" and "antonyms" and provide one pair of each for the word "happy."

Section B

[Answer All. Each question carries 6 marks]

(Ceiling: 36 Marks)

11. A short write-up on deforestation in rural India has appeared in a regional weekly. You have been given the task of bringing the news to a wider audience. How do you plan to do it?
12. You are assigned with the task of transcribing conversations into informal contents to be posted on the official social media handles of a company. How would you transcribe the following conversation with the CEO of a company that manufactures electric vehicles?

1. How do electric cars work?

An electric car is any vehicle powered by a battery charged by an external electricity source. There are many categories of Electric and Hybrid vehicles, including all-electric vehicles and plug-in hybrids that use both electric and internal combustion engine technology.

2. What are the Pros and cons of electric cars?

Electric cars are growing in popularity every day. Like conventional cars, there are certain benefits and drawbacks of using an electric vehicle compared to a gasoline-powered one. Here are the top few to keep in mind: On the pros side, electric cars are energy efficient, are better for the environment, and don't require as much maintenance as traditional gas-powered cars. On the cons side, you can't travel as far between refueling, the actual refueling process takes longer than filling a car at a gas station, and upfront costs are sometimes a barrier.

3. Why do you say the future is of super energy efficient electric cars are energy-efficient?

Energy efficiency refers to the amount of energy from the fuel source that is converted into actual energy for powering the wheels of a vehicle. AEVs, like offerings from Tesla are far more efficient than conventional gas-powered vehicles: AEV batteries convert 59 to 62 percent of energy into vehicle movement, while gas-powered cars only convert between 17 and 21 percent. This means charging an AEV's battery puts more towards powering the vehicle than filling a gas tank.

Emissions and carbon footprint reduction, including reduced fuel usage, is another pro for all-electric vehicles. Because they rely on a rechargeable battery, driving an electric car does not create any tailpipe emissions, a significant source of pollution in the United States. In addition, the rechargeable battery means much less money spent on fuel, meaning all energy can be sourced domestically (and often through renewable energy resources such as solar panel systems).

4. Why do you say that Electric cars perform well and don't need much maintenance?

All-electric vehicles are high-performance vehicles with quiet and smooth motors and require less maintenance than internal combustion engines, such as an oil change. The driving experience can also be fun because AEV

13. There is an upcoming *Shakespeare week* commemorating the author. There are multiple events including Staging of Shakespeare plays, interviews, exhibition and talk shows. Create publicity contents for 1) News Papers 2) social media 3) Posters for circulation.
14. What are the linguistic and cultural barriers involved in translation? Justify your answer with examples from different languages.
15. Write a review of the film you watched recently.
16. Write a short note on *online learning* to be posted on a university website.
17. Explain the term SEO. You should create an online journal content on the topic “Women Entrepreneurs in India” which reflects your understanding about SEO.
18. Read the text below and develop it into a dialogue to be used in a graphic narrative based on the text.

At Denver there was an influx of passengers into the coaches on the eastbound B. & M. Express. In one coach there sat a very pretty young woman dressed in elegant taste and surrounded by all the luxurious comforts of an experienced traveler. Among the newcomers were two young men, one of handsome presence with a bold, frank countenance and manner; the other a ruffled, glum-faced person, heavily built and roughly dressed. The two were handcuffed together. As they passed down the aisle of the coach the only vacant seat offered was a reversed one facing the attractive young woman. Here the linked couple seated themselves. The young woman's glance fell upon them with a distant, swift disinterest; then with a lovely smile brightening her countenance and a tender pink tingeing her rounded cheeks, she held out a little, gray-gloved hand. When she spoke her voice, full, sweet, and deliberate, proclaimed that its owner was accustomed to speaking and be heard. (O. Henry. “Hearts and hands”)

Section C

[Answer anyone. Each question carries 10 marks]

(1x10=10marks)

19. Analyse the given passage carefully and do as direct.
 1. Prepare a précis to be published on a webpage.
 2. Give a title to the excerpt and justify your choice.

In the modern era, technological advancements have significantly transformed the way businesses operate and communicate. The integration of digital tools and platforms has

revolutionized not only the business landscape but also the expectations of consumers. As companies navigate this ever-changing environment, the importance of effective communication cannot be overstated. One area where businesses often face challenges is in their online presence. Websites, social media, and other digital channels serve as the storefront of the digital age. Ensuring a seamless and engaging user experience is paramount for attracting and retaining customers. This involves not only visually appealing design but also well-crafted content that conveys the brand's message effectively. Content creation, therefore, becomes a focal point for businesses striving to establish a strong online presence. From blog posts and articles to social media updates and product descriptions, every piece of content contributes to the overall narrative of the brand. However, the abundance of information available online has led to shorter attention spans among users. Businesses must adapt their content strategies to capture attention quickly and deliver value.

Moreover, the rise of social media has given consumers a powerful voice. User-generated content and online reviews can significantly impact a brand's reputation. Businesses must actively engage with their audience, address concerns promptly, and foster a positive online community. The ability to connect with consumers on a personal level has become a key differentiator in the crowded digital marketplace.

In the realm of digital marketing, data-driven insights have become invaluable. Analyzing user behaviour, preferences, and trends allows businesses to tailor their strategies for maximum impact. This coupled with the integration of artificial intelligence and machine learning, enables a more personalized and efficient approach to marketing. As businesses continue to embrace the digital age, the importance of staying agile and adapting to emerging trends cannot be overstated. From leveraging the latest technologies to understanding the nuances of online consumer behaviour, businesses that prioritize effective communication and dynamic strategies are better positioned for success in the competitive digital landscape.

20. Proof -read and edit the following content to be published on IMDB.

Title: "Echoes of Eternity"

Director: Michael Anderson

Starring: Jennifer Lawrence, Chris Hemsworth, Emma Watson

In this epic sci-fi fantasy saga, humanity faces extinction as an interstellar war engulfs the galaxy. Captain Alex Nova, played by Chris Hemsworth, leads the last remaining fleet of Earth against the ruthless alien empire known as the Xyron. Alongside him is

Commander Sarah Reed (Jennifer Lawrence), a fearless pilot haunted by her past. As they navigate through cosmic battles and heart-wrenching sacrifices, they uncover a secret that could change the course of the universe forever.

Emma Watson portrays Dr. Amelia Green, a brilliant scientist whose groundbreaking research holds the key to humanity's survival. Together, they embark on a perilous journey across distant stars to confront the ultimate threat to mankind.

St. Joseph's College (Autonomous), Irinjalakuda

First Semester BA/B Sc (CUFYUGP) Degree Examinations November 2024

SJENG1 MN102: The Language and Digital Space: English and New Media

(Maximum Time: 2 hours)

Maximum Marks: 70

Section A

[Answer All. Each question carries 3 marks]

(Ceiling: 24 Marks)

1. Mention any four forms of content popular over new media platforms.
2. “That’s such a yucky photo man, do something about your weight.” this is a comment a friend of ours received on his social media handle. Is there anything wrong with it? Briefly explain.
3. What are the different platforms of personal expression in new media?
4. What do you mean by Interactive media?
5. What are the characteristics of digital story telling?
6. Mention two platforms for independent publishing.
7. What is meant by digital etiquette?
8. Mention two popular podcast platforms.
9. What is click bait?
10. What are ‘tags’ used in digital platforms?

Section B

[Answer All. Each question carries 6 marks]

(Ceiling: 36 Marks)

11. Point out two types of content which is popular on social media and analyse the reasons for their virality.
12. Do you think click-baits are ethically correct? Explain your perspective.
13. Why do you think podcasts are still so popular despite there being so many visual platforms? Discuss.
14. Attempt to outline a poster for your favourite electronic device brand. Use your creativity to make impressive taglines or to develop concepts that are different from the brand’s original posters.

15. Discuss three types of offensive behaviour often found online, suggest ways to curb them.
16. Is one's social media profile a representation of their personality? Discuss.
17. Go through the paragraph given below. How will you make it concise and suitable for an online news portal? Make an attempt. (Any sample passage can be given)
18. Discuss some of the creative writing platforms available for budding writers online.

Section C

[Answer any one question. Each question carries 10 marks]
(1x10 =10 marks)

19. Take up the brand image and content of a popular brand and analyse why it has significant impact.
20. Attempt a script for a podcast on digital security.

St. Joseph's College (Autonomous), Irinjalakuda

I Semester BA (CUFYUGP) Degree Examination November 2024

**SJENG1MN 103: ENGLISH LANGUAGE TEACHING: FOUNDATIONS AND
PRACTICE LEVEL 1**

(Credits: 4)

Maximum Time: 2 hours

Maximum Marks: 70

Section A

(Answer ALL. Each question carries 3 marks)

Ceiling: 24 Marks

1. Define Communicative Language Teaching and state a minimum two advantages of CLT.
2. Discuss the major principles of the Direct Method in ELT
3. Explain the Audio-Lingual Method and discuss two basic disadvantages of this method.
4. Briefly discuss the key challenges of ELT in India.
5. Name any two E creation tools and discuss the major learning outcome using those tools in classrooms.
6. How does Personal Digital Library help enhance the writing skill of a learner?
7. Teaching Language components through games improve retention and audience engagement.
Do you agree? Give reasons.
8. How is Edmodo different from a natural classroom?
9. Discuss the importance of pre task activities in TBLL.
10. Differentiate between Peer teaching and Micro teaching.

Section B

(Answer ALL. Each question carries 6 marks)

Ceiling: 36 Marks

11. Compare and contrast the Grammar-Translation Method and the Direct Method.
12. Describe how digital storytelling can be used as an e-creation tool to enhance language learning. What components of language learning does it support?
13. Discuss the impact of e-creation tools on language learning in the context of student engagement and motivation. Provide examples of tools and their specific features that contribute to this impact.
14. Identify and elaborate Task Cycle Components in TBLL.
15. Explain in detail the major types of tests used in the assessment process in ELT.
16. Discuss the theoretical foundations of ELT and their relevance to classroom practice.
17. Evaluate the effectiveness of mobile language learning apps in fostering independent learning among students. Provide specific examples from Enguru, CuddyCross, and Quizlet.
18. Elaborate on the types of tasks in TBLL and discuss how effectively these tasks can engage students in their learning process.

Section C

(Answer anyone. Each question carries 10 marks) (1x10=10 Marks)

19. Create a detailed lesson plan for a 60-minute ELT class aimed at intermediate-level learners. Include learning objectives, materials needed, activities, and assessment methods.
 20. Analyze the evolution of ELT in India and the current challenges faced by teachers in the new digital era.
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St. Joseph's College (Autonomous), Irinjalakuda
First Semester UG Degree General Foundation Course Examination,
October 2024

Multi-Disciplinary Course-1

SJENG1FM105- INTRODUCING PRINT AND DIGITAL NARRATIVES

Max Time: 1.5 Hours

Max Marks: 50

Section A

I. Answer All. Each question carries 2 marks. **(Ceiling: 16 Marks)**

1. Examine the figure of speech in the lines, "I tended the mobile now/like an injured bird".
2. "My words are everywhere
and silence is my story." - Identify the context of the lines.
3. What was Elsheba's job?
4. Discuss Soap's plan for taking care of himself during the cold weather.
5. Pick out the point of comparison between the movie, *Laapataa Ladies* and Mahasweta Devi's story as discussed in the review prescribed.
6. Differentiate between flash fiction and short story.
7. Do you think the Stand Up Comedy, *Brut India* regards women as commodity? If yes, mention the part which subtly gives you the hint.
8. What is the historical relevance of the BTS song 'Spring Day'?
9. List the features of graphic narratives with respect to 'How to Choke Myself in the Ugly Kitchen'.
10. What is the main issue discussed in *New Normal*?

SECTION B

II. Answer all. Each question carries 6 marks. **(Ceiling: 24 Marks)**

11. According to Mark Twain, what are the advices to the youth?
12. Prepare a critical appreciation of the song, 'Why does the Peacock Perched on my Door Peg Cry?'
13. Identify the chief features of an O. Henry story with respect to 'The Cop and the Anthem'.
14. Redefine communication in the digital age based on the poem, 'Text', examining the credibility and range of relationships formed

through mobile phones.

15. Discuss the effectiveness of Stand Up Comedy as a tool for social satire with reference to *Brut India*.

SECTION C

- III. Answer any **one**. Each question carries 10 marks.
(1x10=10 Marks)

16. How do docu-fictions provide glimpses of various identity politics? Elaborate your answer with any two of the prescribed texts.
17. How effective are the songs and poems in your syllabus in representing human conditions and emotions?

St. Joseph's College (Autonomous), Irinjalakuda
I Semester UG Degree General Foundation Course Examination, October 2024
Ability Enhancement Course-1 SJENGIFA101(1A)- English Language Skills for
Literatures

Max Time: 1.5 Hours

Max Marks: 50

Section A

I. Read the provided poem and answer the following questions. Each question carries 2 marks. (Ceiling: 16 Marks)

If You Forget Me-Pablo Neruda

I want you to know

one thing.

You know how this is:

if I look

at the crystal moon, at the red branch

of the slow autumn at my window,

if I touch

near the fire

the impalpable ash

or the wrinkled body of the log,

everything carries me to you,

as if everything that exists,

aromas, light, metals,

were little boats

that sail

toward those isles of yours that wait for me.

Well, now,

if little by little you stop loving me

I shall stop loving you little by little.

If suddenly

you forget me
do not look for me,
for I shall already have forgotten you.
If you think it long and mad,
the wind of banners
that passes through my life,
and you decide
to leave me at the shore
of the heart where I have roots,
remember
that on that day,
at that hour,
I shall lift my arms
and my roots will set off
to seek another land.
But
if each day,
each hour,
you feel that you are destined for me
with implacable sweetness,
if each day a flower
climbs up to your lips to seek me,
ah my love, ah my own,
in me all that fire is repeated,
in me nothing is extinguished or forgotten,
my love feeds on your love, beloved,
and as long as you live it will be in your arms
without leaving mine.

1. What natural elements does the speaker mention when describing how everything reminds him of his beloved?

2. What does the speaker say he will do if his beloved stops loving him little by little?
3. What metaphor does the speaker use to describe his love sailing toward his beloved?
4. What will the speaker do if his beloved forgets him suddenly?
5. What imagery does the speaker use to represent his roots in the poem?
6. According to the poem, what happens to the speaker's love if his beloved continues to love him?
7. What does the speaker mean by "the wind of banners that passes through my life"?
8. What will the speaker's love do if his beloved feels she is destined for him?
9. Discuss the significance of the metaphor "little boats that sail toward those isles of yours that wait for me" in the context of the poem.
10. Analyse the theme of reciprocity in love as portrayed in the poem "If You Forget Me" by Pablo Neruda.

Section B

II. Answer all. Each question carries 6 marks. (Ceiling: 24 Marks)

11. How do you think disability shapes family dynamics in a modern environment?
12. How do the themes unfold through the short story "The Face of Judas Iscariot"?
13. Make a comparison on the idea of human suffering evolved through both the movie and the short story learner familiarise in the third module.
14. Attempt to formulate the definition of success substantiated any narrative you learned from the syllabus.
15. Narrative one of your culinary memories or construct an imaginary narrative which is related to culinary experience you experienced or heard of.

Section C

III. Answer any ONE question. Each question carries 10 marks (1x10=10 Marks)

16. What is your take on the concept on sport activism particularly dealing with the issues related to the opportunities and facilities related to people of disability.
17. "Sustainable living is a fashionable myth and money trap" critically evaluate the statement with the help of prescribed text and discussion sessions evolved through your Practicum.

St. Joseph's College (Autonomous), Irinjalakuda
First Semester UG Degree General Foundation Course
Examination, October 2024
Ability Enhancement Course-1
SJENGIFA101(1B)-English Language Skills for Humanities and Other BA
Programmes

Max Time: 1.5 Hours

Max Marks: 50

Section A

I. Read the provided passage and answer the following questions. Each question carries 2 marks. (Ceiling: 16 Marks)

Making sense of inequality

It is indeed interesting to know that public aspirations and a hope untilled in the value of equality and despair or frustration which is reflected in the widening gaps of inequality, find their articulation in the official policy discourse of the Government of India. The recent report on the state of inequality prepares by the Economic Advisory Council to the Prime Minister represent this official discourse about inequality in India. However, governmental thinking about equality or inequality has been a constant intellectual practice followed by the ruling parties in the past as well. Way back in 2008, the United Progressive Alliance government constituted a committee of experts to establish an Equal Employment Opportunity commission in India. The UPA government, however, took a rather and unusual step in giving an institutionalizing expression to the principle of equality of opportunity that was to be followed by both the government as well as the private sector. The UPA Government's efforts at taking this first step, in fact, did assume only an indirect acknowledgement of the problem of inequality. This, by consequence, made inequality an empirical grotesque reality to subsume in the affirmative language of equality of opportunity. Although the UPA, under the aegis of the EEOC, made equality as the frontal question, it nonetheless pushed inequality in the background. The EEOC, envisioned during the UPA, thus suggested a possible road map of putting equality before in equality.

As the report of the EAC- PM suggests, the present government intends to start from the point of putting in equality in the fore front and equality in the background. Although there is an acknowledgement of inequality as the report tense to suggests, the report's implementation by the government would certainly face formidable challenges. This article shed some critical light on the challenges the government in power is likely to phase should it take the implementation of the recommendations of the report seriously. Besides, this government's intention to address the question of inequality also gives us the impression that the issue of inequality could be solved primary by the government's intervention and that market may not

matter much in reducing in equality. However, we need to take a much broader view of inequality that operates through the complex modalities.

1. What does the recent report on inequality, prepared by the Economic Advisory Council to the Prime Minister, represent in the context of government policy?
2. How did the United Progressive Alliance (UPA) government initially address the problem of inequality?
3. What was the primary focus of the Equal Employment Opportunity Commission (EEOC) envisioned during the UPA government?
4. How does the current government's approach to inequality, as suggested by the EAC-PM report, differ from that of the UPA government?
5. What does the report of the EAC-PM suggest about the government's intention regarding inequality?
6. According to the text, what challenges might the current government face in implementing the recommendations of the EAC-PM report?
7. What impression does the current government's approach to addressing inequality give regarding the role of the market?
8. Why is it important to take a broader view of inequality, according to the text?
9. Discuss the significance of the shift in focus from equality to inequality as suggested by the current government's policy, compared to the UPA government's approach.
10. Critically analyse the potential challenges the government might encounter in implementing the EAC-PM report's recommendations, considering the broader modalities of inequality.

Section B

II. Answer all. Each question carries 6 marks. (Ceiling: 24 Marks)

11. How does the industrial modern societies disprove the caste-based labour?
12. How can the idea of the collapse of civilization be connected to contemporary war zones?
13. "The fairy tales talk a lot about the aspirations and vulnerabilities of its context" Express your agreement or dissent of the above statement.
14. Summarize the plot of the movie 'Paradise'.
15. Major arguments evolved through the story "The World-renowned Nose" according to you?

Section C

III. Answer any ONE question. Each question carries 10 marks (1x10=10 Marks)

16. "Over the period of time the concept of differently able communities and the perception of their success have brought a positive change in our society" Respond to the above statement within in 300 words.
17. Write review of the movie 'Paradise'.

St. Joseph's College (Autonomous), Irinjalakuda
First Semester UG Degree General Foundation Course
Examination, October 2024
Ability Enhancement Course-1
SJENGIFA101(2)- English Language Skills for Sciences

Max Time: 1.5 Hours

Max Marks: 50

Section A

I. Read the provided passage and answer the following questions. Each question carries 2 marks. (Ceiling: 16 Marks)

What is science?

Let every man fully persuaded at in his own mind. (ROM xiv-5)

To answer the question "What is science" is almost as presumptuous as to try to state the meaning of Life itself Science has become a major part of the stock of our minds: its products are the furniture of our surroundings.

Yet the question is puzzling rather than mysterious Science is very clearly a conscious artefact of mankind with well-documented historical origins with a definable scope and content and with recognizable professional practitioners and exponents. The task of defining Poetry say whose subject matter is by common consent ineffable must be self- defeating. Poetry has no rules no method no graduate schools no logic the bards are self- anointed and their spirit bloweth where it listeth. Science by contrast is rigorous methodical academic logical and practical. The very facility that it gives us of clear understanding of seeing things sharply in focus makes us feel that the instrument itself is very real and hard and definite. Surely, we can state in a few words it is essential nature.

It is not difficult to state the order of being to which Science belongs. it is one of the categories of the intellectual commentary that Man makes on his world. Amongst its kith and kin, we would put Religion. Art, Poetry, Law, Philosophy, Technology etc. the familiar divisions or 'Faculties' of the Academy or the Multiversity.

Science is obviously like Religion, Law, Philosophy etc. in being a more or less coherent set of ideas. In its own technical languages, Science is information, it does not act directly on the body. it speaks to the mind. Religion and Poetry, we may concede speak also to the emotions and the statements of Art can seldom be written or expressed verbally-but they all are being in the non-material realm.

1. According to the text, how is science perceived in terms of its place in our minds and surroundings?
2. What are the historical characteristics of science mentioned in the text?
3. How does the author contrast science with poetry in terms of methodology?
4. Which intellectual categories does the author compare science to?

5. What is the author's view on the nature of poetry in comparison to science?
6. What does the author suggest about the practicality of science?
7. According to the text, in what realm does science primarily operate?
8. How does the author describe the relationship between science and other faculties like religion and philosophy?
9. Discuss the author's perspective on the nature of science and how it differs from other intellectual categories such as poetry and religion.
10. Explain how the author defines science in terms of its intellectual contribution to mankind and its impact on human understanding.

Section B

II. Answer all. Each question carries 6 marks. (Ceiling: 24 Marks)

11. Attempt to summarize the points of view the learner could grasp as a layman from the chapter 'Questioning the Universe'.
12. Write a paragraph on the Nature presented by Gary Snyder and the perceived environment concerns (if any) in the poem.
13. Introduce biochemical science to the public domain with the help of the prescribed chapter.
14. Prepare a short SOP for your college application forms for higher studies.
15. How would you identify and differentiate dogma in a multicultural society?

Section C

III. Answer any ONE question. Each question carries 10 marks (1x10=10 Marks)

16. The relationship between human being and nature evolved through various narratives you study
17. "Climate change activism often reshapes the fabrics of social structure" evaluate the stamens with contemporary examples and compare it with the discussions backed by scientists in the field.

St. Joseph's College (Autonomous), Irinjalakuda
First Semester UG Degree General Foundation Course

Examination, October 2024

Ability Enhancement Course-1

SJENGIFA101(3)- English Language Skills for Commerce and Management

Max Time: 1.5 Hours

Max Marks: 50

Section A

I. Read the provided passage and answer the following questions. Each question carries 2 marks. (Ceiling: 16 Marks)

A ground plan for sustainable mass employment.

The big budget announcement of five major employment related schemes sounds impressive. The schemes are to have an ambitious ₹2 lakh crore outlay spread over five years to facilitate jobs and skilling and the other opportunities for 4.1 crore youth. The Economic Survey has made a strong case for employment, goading the private sector to create jobs, the reasons being lower taxes since 2019, and higher profits post the COVID-19 pandemic. The Prime Minister's package for employment must be seen along with the other initiatives for human well-being.

Any evidence-based road map for sustainable mass employment with dignity must begin by recognising the race to the bottom on wages, when unlimited unskilled workers are available. Let us not forget that the Periodic Labour Force Survey 2019-20 had found that a wage earner is in the top 10% if he/ she earns ₹25,000 a month. Short-duration skill programs have had low long-term placements. This is often on account of wage being low for a life of dignity in urban areas. Many went back to their villages to do something else.

Evidence also points to the continuum of education and skills. Monthly per capita consumption is the highest in States such as Tamil Nadu, Kerala Himachal Pradesh, Goa and Sikkim. These States have a better human development indicator as well. Odisha, in spite of pushing short duration skilling, has a low per capita consumption in the absence of robust higher secondary/higher/ vocational opportunities in institutions.

Mass employment with dignity requires productivity increases. While it is fine for the Economic Survey to urge the private sector to create jobs, it must be understood that the state also has a role in determining the floor rate of wages and in assuring high quality public goods. There is enough evidence that public employment for unit of population in India is much lower than what it is in most of the developed world. What should the key policy initiatives in creating sustainable mass employment with the dignity be?

1. What is the total budget outlay for the five major employment-related schemes?
2. How many youths are expected to benefit from the employment-related schemes over five years?

3. What survey found that a wage earner is in the top 10% if they earn ₹25,000 a month?
4. What issue do short-duration skill programs often face regarding long-term placements?
5. According to the write-up, what does mass employment with dignity require?
6. What role does the write-up suggest the state should play in relation to wages?
7. What has been observed about public employment per unit of population in India compared to developed countries?
8. What does the Economic Survey urge the private sector to do in relation to employment?
9. Discuss the relationship between human development indicators and monthly per capita consumption as presented in the write-up.
10. Explain why public employment and the state's role in determining wages are crucial for creating sustainable mass employment with dignity according to the write-up.

Section B

II. Answer all. Each question carries 6 marks. (Ceiling: 24 Marks)

11. Concept of Labour that one could infer from the UN Declaration prescribed in the syllabus.
12. Create a business telephone conversation of your choice.
13. What is the role of a motivational speaker in a management sector in your opinion?
14. Write five questions and appropriate answers of an imaginary interview a Commerce or management graduate may possibly attend.
15. Create a description for an imaginary product you want to sell.

Section C

III. Answer any ONE question. Each question carries 10 marks (1x10=10 Marks)

16. How do you perceive success? (the learner can refer the success stories prescribed to formulate his opinion)
17. How do you identify successful businesses (formulate your answer based on the prescribed text.)