University Of Kerala

Four Year Under Graduate Programme
(UoK FYUGP)

Syllabus

Major Discipline ENGLISH

May 2024

ABOUT THE DISCIPLINE

The discipline focuses on critical reading of texts to understand the social, cultural, psychological and philosophical implications conveyed through various genres of literature. A better understanding of the nuances of the English Language is promoted, while giving insights into the human experience through the ages by studying diverse narratives from all over the world. Students will also study the evolution of the English language as well as its unique linguistic features.

Graduate Attributes

Graduate attributes bridge the gap between academia and the real world, fostering lifelong learning and meaningful contributions. They denote the skills, competencies and high-level qualities that a student should acquire during their university education. Apart from gathering content knowledge, these attributes go beyond the assimilation of information to its application in various contexts throughout a graduate's life. It aims in inculcating the art of critical thinking, problem solving, professionalism, leadership readiness, teamwork, communication skills and intellectual breadth of knowledge. The University of Kerala envisages to pave the path in guiding the student's journey to shape these attributes uniquely, making them integral to personal growth and success in various spheres of life. The University strives to ensure that these graduate attributes are not just checkboxes, but they play a pivotal role in shaping the students into capable, compassionate and responsible individuals with a high degree of social responsibility.

PROGRAMME OUTCOMES (PO)

No.	Programme Outcomes (POs)
PO-1	**Critical thinking** ○ analyze information objectively and make a reasoned judgment ○ draw reasonable conclusions from a set of information, and discriminate between useful and less useful details to solve problems or make decisions ○ identify logical flaws in the arguments of others ○ evaluate data, facts, observable phenomena, and research findings to draw valid and relevant results that are domain-specific
PO-2	**Complex problem-solving** ○ solve different kinds of problems in familiar and no-familiar contexts and apply the learning to real-life situations ○ analyze a problem, generate and implement a solution and to assess the success of the plan ○ understand how the solution will affect both the people involved and the surrounding environment
PO-3	**Creativity** ○ produce or develop original work, theories and techniques ○ think in multiple ways for making connections between seemingly unrelated concepts or phenomena ○ add a unique perspective or improve existing ideas or solutions ○ generate, develop and express original ideas that are useful or have values
PO-4	**Communication skills** ○ convey or share ideas or feelings effectively ○ use words in delivering the intended message with utmost clarity ○ engage the audience effectively ○ be a good listener who are able to understand, respond and empathize with the speaker ○ confidently share views and express himself/herself

PO-5	**Leadership qualities** ○ work effectively and lead respectfully with diverse teams ○ build a team working towards a common goal ○ motivate a group of people and make them achieve the best possible solution. ○ help and support others in their difficult times to tide over the adverse situations with courage
PO-6	**Learning 'how to learn' skills** ○ acquire new knowledge and skills, including 'learning how to learn skills, that are necessary for pursuing learning activities throughout life, through self-paced and self-directed learning ○ work independently, identify appropriate resources required for further learning ○ acquire organizational skills and time management to set self-defined goals and targets with timelines ○ inculcate a healthy attitude to be a lifelong learner
PO-7	**Digital and technological skills** ○ use ICT in a variety of learning and work situations, access, evaluate, and use a variety of relevant information sources ○ use appropriate software for analysis of data ○ understand the pitfalls in the digital world and keep safe from them
PO-8	**Value inculcation** ○ embrace and practice constitutional, humanistic, ethical, and moral values in life including universal human values of truth, righteous conduct, peace, love, nonviolence, scientific temper, citizenship values ○ formulate a position/argument about an ethical issue from multiple perspectives ○ identify ethical issues related to work, and follow ethical practices, including avoiding unethical behaviour such as fabrication, falsification or misrepresentation of data, or committing plagiarism, and adhering to intellectual property rights ○ adopt an objective, unbiased, and truthful actions in all aspects of work

PROGRAMME SPECIFIC OUTCOMES (PSO)

The Programme Specific Outcomes that the learners will be able to attain on graduation.

PSO No	Upon completion of BA in English Degree Programme, the graduate will achieve the following skills.	PO
1	Proficient Language Skills: Exhibit mastery in English language skills, effectively communicating in academic and professional contexts.	4,7
2	Advanced Literary Analysis: Demonstrate excellence in analysing diverse literary forms, utilising critical theories to interpret texts within socio-cultural and historical frameworks.	1,4,8
3	Cultural Awareness and Appreciation: Develop cultural sensitivity by valuing diverse literary traditions, perspectives, and voices, including those that are marginalised or underrepresented.	8
4	Research and Scholarly Proficiency: Develop advanced research skills, capable of producing original analyses in English Language and Literature individually and as a group.	2,5,6,7
5	Creative Expression and Innovation: Engage in creative expression through various literary forms, demonstrating originality, imagination, and craftsmanship, while contributing innovative perspectives to the discourse in English Literature.	3,4, 5
6	Effective Communication Mastery: Effectively communicate ideas, interpretations, and arguments in both written and oral forms.	4, 5
7	Digital Literacy and Technological Competence: Demonstrate proficiency in utilising digital tools and resources for literary research, analysis, and communication, while upholding ethical standards and best practices in the digital domain.	7

8	Ethical Engagement and Intellectual Integrity: Engage ethically in literary practice, upholding principles of academic integrity, respecting diverse perspectives, and promoting inclusivity and social justice within literary discourse, thereby developing intellectual integrity and responsible scholarship.	8,1
9	Interdisciplinary Connections: Recognise and explore interdisciplinary connections between literature and other fields, enriching their understanding and interpretation of literary texts.	1,2,8
10	Lifelong Learning and Professional Development: Develop a commitment to lifelong learning, continuing to engage with literature, language, and literary scholarship beyond their formal education, and contributing to the ongoing enrichment and evolution of the field.	2,3,6
11	Practical Literary Criticism: Apply advanced literary analysis skills to evaluate and critique literary works in real world contexts, demonstrating the ability to assess literary merit, thematic depth, and socio-cultural significance.	1,4,8
12	Professional Writing Proficiency: Demonstrate proficiency in professional writing, producing clear, concise, and effective written materials for specific purposes.	4,6
13	Cultural Communication Competence: Demonstrate the ability to effectively communicate and collaborate across diverse cultural contexts.	3,4,5
14	Community Engagement and Outreach: Actively engage with local communities to promote literacy, cultural enrichment, and social inclusion through literary initiatives and outreach programs.	3,4,5,8
15	Global Perspectives in Literature: Demonstrate an understanding of global literary traditions and perspectives, fostering cross-cultural awareness and appreciation.	3,5,8

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SEMESTER 1

Sl No	Category	Course Code	Course Name	Course Description	Page No.
1	DSC	UK1DSCENG100	Introduction to Literary Studies	Introduces the genres, forms and diverse concerns of literature.-4 hours	25
2	DSC	UK1DSCENG101	Reading Cinema	Basic features of cinema, techniques of film making, cinema as entertainment and as means of addressing social justice- 5 hours	32
3	DSC	UK1DSCENG102	Language for Media	Origin and growth of broadcast media; features, structure and layout of radio and television scripts- 5 hours	38
4	DSC	UK1DSCENG103	Art and Literature	Explores how literary and artistic movements have shaped each other through a side-by-side examination of visual art and literature- 4 hours	45
5	DSC	UK1DSCENG104	Reading Culture	Introduces culture and allied concepts; gives an awareness about cultural studies and the debate between high and low cultures- 4 hours	50
6	DSC	UK1DSCENG105	AI and Literary Studies	Foundational knowledge on the role of artificial intelligence in the field of literary studies - 4 hours	58
7	MDC	UK1MDCENG100	Pop Culture	Introduces students to popular culture through various media. -3 hours	63
8	MDC	UK1MDCENG101	Gender and Society	Explores the concepts related to gender studies and enables students to break stereotypes. - 3 hours	70

9	MDC	UK1MDCENG102	Literature and Environment	Delves into the intersection of literature and environment and examines how literary works engage with ecological issues.- 3 hours	74
10	AEC	UK1AECENG100	Voices of Humanity 1	Enhances the English language competency of students, focusing on core linguistic skills, critical reading, and writing skills.- 4 hours	80
11	AEC	UK1AECENG101	Literature, Language, and Performing Arts I	The course enhances language proficiency while exploring the intersection of language and performing arts.- 4 hours	89
12	AEC	UK1AECENG102	Food, Literature and Culture 1	Improves linguistic proficiency through culinary narratives.- 4 hours	96
13	AEC	UK1AECENG103	Science Through the Prism of English I	Develops communication skills in English while exploring the past, present and future of science- 4 hours	105
14	AEC	UK1AECENG104	Business Communication I	Develops proficiency in language skills with particular focus on business communication- 4 hours	115
15	AEC	UK1AECENG105	Reflections on Language, Literature, and Society 1	Enhances communication skills while exploring issues of race, caste and human rights. - 4 hours	122
16	AEC	UK1AECENG106	English for Social Sciences I	Enhances language skills while exploring social and cultural factors coming into play in literature.- 4 hours	131
17	AEC	UK1AECENG107	Language for	Develops linguistic ability through	140

			Developmental Studies I	narratives related to the world of Economics.- 4 hours	
18	AEC	UK1AECENG108	Literature, Language, and Culture I	Functional use of English with presentation skills.- 4 hours	150
19	AEC	UK1AECENG109	Literature, Law, and Culture I	Equips the learners with the essential communication skills needed in legal scenarios.- 4 hours	159
20	AEC	UK1AECENG110	Reading Literature I	Improves written and spoken communication skills, and enhances proficiency in pronunciation through literature- 4 hours	169
21	AEC	UK1AECENG111	Technology, Science, and Imagination I	The course covers important areas such as effective communication strategies, technical writing techniques, understanding different English varieties, and analysing scientific texts- 4 hours	180
22	AEC	UK1AECENG112	English Grammar and Communication	Develops grammatical competency and improves communication skills- 4 hours	188
23	AEC	UK1AECENG113	Listening and Speaking in English	Focuses on Listening and Speaking skills - 4 hours	196

SEMESTER 2

Sl. No.	Category	Course Code	Course Title	Course Description	Page No.
1	DSC	UK2DSCENG100	The Art of Story	History of storytelling, its	203

			Telling	relevance, features, and cultural importance - 5 hours	
2	DSC	UK2DSCENG101	Media Practices	Different kinds of media, mass media, advertising, writing for media and advertising- 5 hours	208
3	DSC	UK2DSCENG102	Popular Literature	Introduces popular literature of different genres- 4 hours	213
4	DSC	UK2DSCENG103	Narratives of Social Struggle, Resistance and Justice	Explores the intersection of language, literature and social justice advocacy-4 hours	219
5	DSC	UK2DSCENG104	Climate Narratives	Literature reflecting climate change and its impact on climate activism- 5 hours	228
6	DSC	UK2DSCENG105	Language for Specific Purposes	Language of science and technology, business, logistics, law, medicine etc. -4 hours	232
7	MDC	UK2MDCENG100	Comics and Graphic Fiction	Introduces the genres of comics and graphic fiction and explores how they have become powerful tools of expression in the modern world.- 3 hours	238
8	MDC	UK2MDCENG101	Travel Writing	Introduces the genre of travel writing from different historical and cultural backgrounds.- 3 hours	243
9	MDC	UK2MDCENG102	New Media and Society	Introduces digital media and enables students to create effective content for them. -3 hours	248
10	AEC	UK2AECENG100	Voices of Humanity 2	Enhances the English language competency of students, focusing on core linguistic skills, critical reading, and writing skills.- 4 hours	253

11	AEC	UK2AECENG101	Literature, Language, and Performing Arts 2	The course enhances language proficiency while exploring the intersection of language and performing arts.- 4 hours	262
12	AEC	UK2AECENG102	Food, Literature and Culture 2	Improves linguistic proficiency through culinary narratives.- 4 hours	268
13	AEC	UK2AECENG103	Science Through the Prism of English 2	Develops communication skills in English while exploring the past, present and future of science- 4 hours	277
14	AEC	UK2AECENG104	Business Communication II	Develops proficiency in language skills with particular focus on business communication- 4 hours	285
15	AEC	UK2AECENG105	Reflections on Language, Literature, and Society 2	Enhances communication skills while exploring issues of race, caste and human rights. - 4 hours	292
16	AEC	UK2AECENG106	English for Social Sciences II	Enhances language skills while exploring social and cultural factors coming into play in literature.- 4 hours	300
17	AEC	UK2AECENG107	Language for Developmental Studies II	Develops linguistic ability through narratives related to the world of Economics.- 4 hours	309
18	AEC	UK2AECENG108	Literature, Language, and Culture II	Functional use of English with presentation skills.- 4 hours	319
19	AEC	UK2AECENG109	Literature, Law, and Culture II	Equips the learners with the essential communication skills needed in legal scenarios.- 4 hours	326

20	AEC	UK2AECENG110	Reading Literature II	Improves written and spoken communication skills, and enhances proficiency in pronunciation through literature- 4 hours	335
21	AEC	UK2AECENG111	Technology, Science, and Imagination II	The course covers important areas such as effective communication strategies, technical writing techniques, understanding different English varieties, and analysing scientific texts- 4 hours	346
22	AEC	UK2AECENG112	English Grammar and Communication	Develops grammatical competency and improves communication skills- 4 hours	354
23	AEC	UK2AECENG113	Reading and Writing in English	Focuses on reading and writing skills- 4 hours	362

SEMESTER 3

Sl No.	**Category**	**Course Code**	**Course Title**	**Course Description**	**Page No.**
1	DSC	UK3DSCENG200	South Asian Literature	A selection of literary works by South Asian writers- 4 hours	368
2	DSC	UK3DSCENG201	British Literature: Anglo-Saxons to the Puritans	Literary developments in Britain from the period of the Anglo-Saxons to the seventeenth century - 4 hours	373

3	DSC	UK3DSCENG202	Women's Writing in India	Introduces students to women's voices and perspectives and their integral role in defining human experiences.- 5 hours	379
4	DSC	UK3DSCENG203	Dalit Narratives	Delineates the emergence and evolution of Dalit narratives as a pertinent discourse in contemporary India. - 4 hours	385
5	DSC	UK3DSCENG204	Film and Literature	Teaches students the significance of film adaptations along with its cultural contexts enables the students to critically evaluate the complexities of adaptations. - 5 hours	391
6	DSE	UK3DSEENG200	History of English Language	Provides a thorough understanding of the diachronic development of the English language into a global language.- 4 hours	396
7	DSE	UK3DSEENG201	AI and Digital Literature	Explores the dynamic intersection of artificial intelligence and digital literature. Delves into how AI technologies are reshaping the landscape of literary creation. - 5 hours	402
8	DSE	UK3DSEENG202	Sports Literature	Provides an opportunity to understand how creative artists have represented the spirit of sports in literary works and films.- 5 hours	409
9	DSE	UK3DSEENG203	Fairy Tale Studies	Provides and insight into the construct of fairy tales and the societal and ideological codes they carry. - 4 hours	415

10	DSE	UK3DSEENG204	Humour and Literature	Familiarises students with the various aspects of humour as found in literature. Initiates discussion about the linguistic, sociocultural and political aspects of humour.- 5 hours	421
11	DSE	UK3DSEENG205	Introducing Game Studies	Students will be exposed to the ways in which the video game is used as a medium of entertainment and education. The course also stimulates an interest in various careers related to video games. - 5 hours	426
12	MDC	UK3MDCENG200	Kerala Studies-History and Society	Introduces the social background of Kerala through the ages. -4 hours	433
13	MDC	UK3MDCENG201	Kerala Studies-Art and Culture	Examines the artistic works of Kerala against its cultural backdrop. - 4 hours	440
14	MDC	UK3MDCENG202	Kerala in Context	Examines the social changes and contemporary developments in Kerala-4 hours	444
15	VAC	UK3VACENG200	Diversity, Equity and Inclusion	Gives a basic understanding about the relevance of equitable practices. - 4 hours	451
15	VAC	UK3VACENG201	Environmental Narratives	Explores the critical link between humanity and the natural world.- 4 hours	458

SEMESTER 4

Sl No.	Category	Course Code	Course Title	Course Description	Page No.

1	DSC	UK4DSCENG200	Regional Writing in English Translation	Imparts a critical understanding of literatures produced in regional languages of India. The concepts of plurality and diversity are highlighted.- 4 hours	463
2	DSC	UK4DSCENG201	20th and 21st Century Malayalam Literature in Translation	Gives an understanding of Malayalam literature and the importance of translation in mediating manifold cultural, social and political experiences. - 5 hours	471
3	DSC	UK4DSCENG202	British Literature: Augustans to Victorians	Literary developments in Britain from the latter half of the seventeenth century to the nineteenth century. - 4 hours	476
4	DSC	UK4DSCENG203	World Classics	Helps students to identify the diversity of different cultures and interpret various world literatures. - 4 hours	482
5	DSC	UK4DSCENG204	Shakespeare Studies	Gives an idea of the social background of Elizabethan England, Shakespeare's works, and their modern adaptations. - 4 hours	488
6	DSC	UK4DSCENG205	Literary Criticism	Gives a thorough understanding of the history and principles of literary criticism.- 4 hours	492
7	DSC	UK4DSCENG206	African and Caribbean Literature	An exploration of the extensive and varied literary heritages of Africa and the Caribbean- 4 hours	497
8	DSE	UK4DSEENG200	Urban Studies	Enables students to comprehend the implications of the urban anthropocene through multiple narratives and perspectives. - 5 hours	503

9	DSE	UK4DSEENG201	Young Adult Narratives	Traces the evolution of young adult narratives and enables the students to navigate the various dilemmas they address. - 5 hours	508
10	DSE	UK4DSEENG202	Brand Narratives	Gives an understanding of effective brand storytelling, and enables students to create content for specific target audiences. - 5 hours	513
11	DSE	UK4DSEENG203	People, Texts, and Voices	The course delves into the world of popular literature and analyses the themes, characters and writing styles that have contributed to the enduring popularity of the texts in the forms of literature, films, ads and songs.- 5 hours	520
12	VAC	UK4VACENG200	Cinema and the Art of Communication	The course uses films as a gateway to understand emotional intelligence, empathy and social skills.- 4 hours	528
13	VAC	UK4VACENG201	Digital Empowerment	Gives a basic understanding of ideas related to digital empowerment and introduces Indian initiatives in the field.- 4 hours	532
14	VAC	UK4VACENG202	Securing a Sustainable Future	The course fosters the empathy, critical thinking and cultural understanding necessary for navigating diverse societies. - 4 hours	537
15	SEC	UK4SECENG200	English for Employability	Builds a strong foundation in Grammar, Vocabulary, Reading Comprehension and Writing essential for competitive exams and job interviews.-4 hours	542
16	SEC	UK4SECENG201	English for Effective	Introduces students to the fundamentals of communication	547

			Communication	skills.- 4 hours	
17	SEC	UK4SECENG202	Tourism for Cultural Communication	Equips students with the necessary skills to interact effortlessly with people from diverse cultural backgrounds - 4 hours	552
18	SEC	UK4SECENG203	Soft Skills for Tourism and Hospitality	Equips students with the soft skills needed for effective handling of the clientele of tourism and hospitality industries-4 hours	557
19	SEC	UK4SECENG204	Writing for Cyberspaces	The course imparts the skills necessary to create content for online sites. – 4 hours	562
20	SEC	UK4SECENG205	Essential Skills for Everyday Life	The course imparts the soft skills necessary for everyday interactions. – 4 hours	566
21	INT	UK4INTENG200	Summer Internship		

SEMESTER 5

Sl. No.	Category	Course Code	Course Title	Course Description	Page No.
1	DSC	UK5DSCENG300	20th and 21st Century British Literature	The course intends to offer the students a comprehensive view of the historical and literary developments of different time periods; and to help them explore how socio-political backdrop goes into the making of the cultural context of a literary text. The select core texts are	572

				representative of the Age and the literary trend of the respective periods- 4 hours	
2	DSC	UK5DSCENG301	Comparative Literature	This course aims to familiarise students with the field of comparative literature and its 21st century applications- 4 hours	578
3	DSC	UK5DSCENG302	Translation Studies I	The course gives a basic understanding of translation history, process and its practice -5 hours	583
4	DSC	UK5DSCENG303	Introduction to Literary Theory	This course aims to familiarise students with the field of literary and cultural theory, introducing key terms, concepts and theorists.- 4 hours	589
5	DSC	UK5DSCENG304	Indian Literature	The course attempts to trace the historical and literary genesis and development of Indian Writing in English. – 4 hours	595
6	DSC	UK5DSCENG305	American Literature	The course throws light upon the historical, cultural and the political contexts under which American literature as a significant stream of literature became popular.- 4 hours	602
7	DSC	UK5DSCENG306	Life Narratives	Gives a comprehensive understanding of the various modes of narrating lives while sensitising the students to the sociopolitical and cultural factors which come into play. - 4 hours	608
8	DSC	UK5DSCENG307	Marginalities and Resistances	Examines a range of texts for their depiction of life on the peripheries of society. Takes an intersectional approach to marginalities.- 4 hours	613

9	DSE	UK5DSEENG300	Malayali Voices in English	Provides a comprehensive exploration of the literary works produced by Malayali writers in English. - 4 hours	619
10	DSE	UK5DSEENG301	Indian Mythologies Reimagined	Explores the evolution and reinterpretation of myths across different cultures and time periods.- 5 hours	625
11	DSE	UK5DSEENG302	Crime Fiction	Explores the subgenres of crime fiction and the sociopolitical, gendered and philosophical dimensions of the genre.- 4 hours	631
12	DSE	UK5DSEENG303	Queer: Beyond Boundaries	The course delves into the rich tapestry of LGBTQ experiences, identities and struggles as depicted in literature.- 5 hours	637
13	DSE	UK5DSEENG304	Narratives of Memory	The course examines how memory is constructed, represented and interpreted through various literary, visual and media narratives. - 5 hours	643
14	DSE	UK5DSEENG305	The Art of Podcasting	Enables learners to produce podcasts and understand the intricacies of new-age broadcasting.- 5 hours	651
15	DSE	UK5DSEENG306	Screen Writing and Subtitling	Enables the students to produce content for scripts and learn the skill of subtitling.- 5 hours	656
16	SEC	UK5SECENG300	English for Professional Communication	Equips the learners with essential language skills for effective communication in various workplace contexts- 4 hours	665
17	SEC	UK5SECENG301	Personality Development and Communication	Equips students with the soft skills and communication strategies needed to excel in the professional world.- 4	671

			Mastery for Career Success	hours	

SEMESTER 6

Sl. No.	Category	Course Code	Course Title	Course Description	Page No.
1	DSC	UK6DSCENG300	Postcolonial Literatures	Students will gain an understanding of the global effects of the colonial enterprise and be able to study the dynamics of race, class and gender in postcolonial literatures in English.- 4 hours	676
2	DSC	UK6DSCENG301	Literature and Power	Explores the intricate equations of power. Imparts the knowledge and insights required to analyse the expressions of power in literature and the world.- 5 hours	681
3	DSC	UK6DSCENG302	Creative Writing for Advertising	Introduces the elements of creative writing and imparts the practical ability to create content.- 5 hours	685
4	DSC	UK6DSCENG303	Theatre Studies	Provides an overview of the history and practice of theatre.- 5 hours	691
5	DSC	UK6DSCENG304	Gender and Sexuality	Studies the construction of gender and sexuality in social and cultural contexts. - 5 hours	695
6	DSC	UK6DSCENG305	Trauma Narratives	Examines the representation of trauma in literature and explores how writers use narrative techniques to convey the psychological, emotional and social impact of traumatic	701

				experiences. - 5 hours	
7	DSC	UK6DSCENG306	Linguistics	Examines the various levels of linguistic analysis from phonetics to pragmatics.- 5 hours	706
8	DSE	UK6DSEENG300	Critical Review for Media	Equips students with the skills and techniques necessary to analyse and articulate critical assessments.- 5 hours	711
9	DSE	UK6DSEENG301	Travel Literature	Provides students with the resources required to write about travel. The course highlights the diversity of travel literature.- 5 hours	718
10	DSE	UK6DSEENG302	Health Humanities	Equips students to examine health and illness through the lens of literary and cultural studies. - 4 hours	724
11	DSE	UK6DSEENG303	Folklore Studies	Examines folklore alongside its modern adaptations. Enables students to understand how their own identities are culturally constructed.- 4 hours	730
12	DSE	UK6DSEENG304	Horror Narratives	Explores the subgenres of horror literature and initiates a critical discussion of the different tropes, stock characters, situations and literary techniques used to create horror. - 4 hours	735
13	DSE	UK6DSEENG305	Spaces of Women in Cinema	Examines the politics of representation of women in and around cinema. - 5 hours	740
14	SEC	UK6SECENG300	Writing for Print Media	Gives insight into print journalism, its evolution and growth, and enables them to pursue careers in	746

				journalistic writing.- 4 hours	
15	SEC	UK6SECENG301	Developing and Curating Digital Content	Provides students with the knowedge and skills necessary to create and curate high quality digital content. - 4 hours	752

SEMESTER 7

Sl. No.	**Category**	**Course Code**	**Course Title**	**Course Description**	**Page No.**
1	DSC	UK7DSCENG400	Cultural Studies	Familiaries students with the theory and practice of cultural studies, enables them to analyse culture in relation to class, gender, caste, nationalism, etc. - 5 hours	757
2	DSC	UK7DSCENG401	Research Methodology for Humanities	Introduces the concepts of research and the research methodology applicable to English language and literature. - 5 hours	763
3	DSC	UK7DSCENG402	English Language Teaching	Introduces various methods, approaches and techniques used in English language teaching. - 4 hours	766
4	DSC	UK7DSCENG403	Translation Studies II	Examines how translation communicates thoughts and values across cultural boundaries. Facilitates understanding across borders. - 4 hours	772
5	DSC	UK7DSCENG404	Film Studies	Examines the various elements of cinema as well as the major movements through the discussion of	780

				major landmark films. - 4 hours	
6	DSC	UK7DSCENG405	Critical Discourse Analysis	Examines critical theories that expose and challenge the communication of dominant social, economic and political structures. - 4 hours	785
7	DSC	UK8DSCENG406	Academic Writing for Humanities	Makes students fluent with the language and style of writing required for research papers in humanities. - 4 hours	791
8	DSE	UK7DSEENG400	Speculative Fiction and Fantasy	The course undertakes to introduce students to an array of themes concerning the collective future of humanity as well as imaginary worlds set in mythic backgrounds.- 5 hours	796
9	DSE	UK7DSEENG401	Voices of Resistance	Explores resistance literature and directs attention to forms of injustice.- 5 hours	802
10	DSE	UK7DSEENG402	Graphic Narratives	Gives an insight into the evolutionary aesthetics of graphic narratives. - 5 hours	808
11	DSE	UK7DSEENG403	Narrating the Multiverse	Imparts a comprehensive idea about the multidimensional realities in popular imagination.- 5 hours	814

SEMESTER 8

Sl. No.	Category	Course Code	Course Title
1	CIP	UK8CIPENG400	Internship Project
2	DSC	UK8DSCENG400	ONLINE
3	DSC	UK8DSCENG401	ONLINE
4	RPH	UK8RPHENG400	Research Project

University of Kerala

Discipline	ENGLISH				
Course Code	UK1ENGDSC100				
Course Title	Introduction to Literary Studies				
Type of Course	**DSC**				
Semester	I				
Academic Level	100 - 199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	4 hours	-	-	4
Pre-requisites	1. 2.				
Course Summary	Introduces the various genres and forms of literature				

Detailed Syllabus:

Module	Unit	Content	Hrs
I		**Introduction**	**12**
	1	Art form-Oral-Written- Narrative forms- Poetry- Poetic forms-	
	2	Prose- Literary Fiction- Novel-Novella-Short Story-Essays-	
	3	Drama- Tragedy-Comedy-Tragicomedy-One Act Plays - Melodrama-Opera-Pantomime-Mime-Ballet-Electronic Literature	
	4	W.H.Hudson – "Chapter 1: Some Ways of Studying Literature -The Nature and Elements of Literature", *An Introduction to the Study of Literature.*	
II		**Introducing Poetry**	12
	5	William Shakespeare – Sonnet 130 "My Mistress' eyes are nothing like the sun" John Keats– "Ode to a Nightingale" Robert Browning – "My Last Duchess" Emily Dickinson- "I felt a Funeral, in my Brain"	
	6	Jane Kenyon– "Otherwise" https://wordsfortheyear.com/2016/08/22/otherwise-by-jane-kenyon/ E.V.Ramakrishnan – "Mending Shoes" https://www.poetryinternational.com/en/poets-poems/poems/poem/103-14080_MENDING-SHOES	

		Audre Lorde- " A Woman Speaks" https://www.poetryfoundation.org/poems/42583/a-woman-speaks Naomi Shihab Nye- "Kindness" https://poets.org/poem/kindness	
III	**Introducing Novel and Short Fiction**		**12**
	8	Charles Dickens – *A Christmas Carol* (novel) O Henry – "Gift of the Magi" https://americanenglish.state.gov/files/ae/resource_files/1-the_gift_of_the_magi_0.pdf Fyodor Dostoevsky: "An Honest Thief" https://www.gutenberg.org/files/40745/40745-h/40745-h.htm Somerset Maugham – "The Luncheon" https://online.htseden.co.za/wp-content/uploads/2021/05/The-Luncheon-Short-story.pdf Kamala Das: " The Smell of the Bird" https://www.google.co.in/books/edition/The_Sandal_Trees_and_Other_Stories/z9idi608gaUC?hl=en&gbpv=1&dq=kamala+das+stories+in+english&printsec=frontcover	
IV	**Introducing One Act Plays**		**12**
	9	Percival Wilde – *Refund*	
V	**Introducing Prose**		**12**
	10	Francis Bacon- "Of Studies" Charles Lamb- "Dream Children: A Reverie" Joseph Addison- "Sir Roger at the Play" Toni Morrison: 'What the Back Woman Thinks About Women's Lib' https://www.nytimes.com/1971/08/22/archives/what-the-black-woman-thinks-about-womens-lib-the-black-woman-and.html Tim Kreider – "I Know What You Think of Me" https://archive.nytimes.com/opinionator.blogs.nytimes.com/2013/06/15/i-know-what-you-think-of-me/?smid=pl-share	

Recommended Reading

Anjaria, Ulka. *A History of Indian Novel in English*, New York, Cambridge University Press, 2015.

Brillenburg Wrth, Kiene and Ann Rigney. *The Life of Texts: An Introduction to Literary Studies.*Amsterdam, Amsterdam University Press, 2019.

Carey, John. *A Little History of Poetry*. United States, Yale University Press, 2020

Casey, Maryrose. *Creating Space Contemporary Indigenous Theatre*. Brisbane, University of Queensland Press, 2004

Casserto, Leonard and Benjamin Reiss.*The Cambridge History of American Novel*. Cambridge University Press, 2011.

Chaudhuri, Rosinka. *A History of Indian Poetry in English*.Cambridge University Press, 2016 Damrosch, David. What is World Literature?Princeton University Press, 2018

De, Souza, Eunice. Ed. *These my Words* The Penguin Book of Indian Poetry. Penguin Books, 2012.

Fischer-Lichte, Erika, *History of Drama and Theatre*, Routledge, 2002. Frow, John. Genre.UK, Taylor and Francis, 2013.

Geir Farner. *Literary Fiction*.Bloomsburry. 2014.

Harper, Michael, S, Antony Walton.*The Vintage book of African American Poetry* New York, Knopf Doubleday Publishing Group, 2012.

Hart, Stephen, M. *The Cambridge Companion to Latin American Poetry*, Cambridge, Cmbridge University Press, 2008.

Hosein, Ann. *The History of Theatre*. New York, The Rosen Publishing Group, 2015. Ibsen,

Klarer, Mario. *An Introduction to Literary Studies*. UK,Taylor and Francis, 2005. Lal, Ananda, Theatres of India A Concise Companion.Oxford University Press, 2009. Mason, Bim. Street Theatre and other Outdoor Performance, Routledge, 1992.

Mc Clatchy, J,D. *The Vintage Book of Contemporary World Poetry*.New York, Vintage Books, 1996.

Mc Clatchy, J,D. *The Vintage Book of Contemporary American Poetry*.New York, Vintage Books, 2009.

Moretti, Franco. *Atlas of the European Novel 1800-1900*. London, Verso, 1998.

Ricks, Christopher. *The Oxford Book of English Verse*, Oxford, Oxford University Press, 1999.

Roy, Rituparna. *South Asian Partition Fiction in English, From Khushwant Singh to Amitav Ghosh* .Amsterdam UP. 2010.

Styan, John L, John Louis Styan. *The English Stage A History of Drama and Performance*. Cambridge, Cambridge University Press, 1996.

Tickell, Alex. *South-Asian Fiction in English, Contemporary Transformations*. UK, Palgrave Macmillan, 2016.

Turner, Palgrave Francis. *The Golden Treasury*.New York, Steriling Publishing Private Limited. 2005.

Thayil, Jeet, *60 Indian Poets*, London, Penguin Books Limted,2008

W.H Auden- "Stop all the clocks, cut off the telephone"
Adrienne Rich- "Power"
Rudolph Muller –"A Sixteen Year Old Girl"
https://www.lidous.net/2009/01/08/a-sixteen-year-old-
Abdushukur Muhammet Qumtur – "An Ear on the Wall"
https://modernpoetryintranslation.com/poem/an-ear-on-the-wall/

Billy Collins– "Introduction to Poetry"
https://www.poetryfoundation.org/poems/46712/introduction-to-poetry

E-Resources

https://www.poetryfoundation.org/ **https://www.poemhunter.com/**
https://pabloneruda.net

https://www.poetryinternational.org/pi/home https://www.pitt.edu/~dash/folktexts.html
https://www.gutenberg.org/ebooks/search/?query=poetry&submit_search=Go%21

https://www.gutenberg.org/ebooks/search/?query=one+act+plays&submit_search=Go%21

https://balkhandecollege.com/study/Refund%20B.A.l%20(second%20sem).docx

https://www.nobelprize.org/prizes/lists/all-nobel-prizes-in-literature
https://www.thebalancecareers.com/the-man-booker-prize-winners-1968-to-present-2799885

https://www.abebooks.com/books/50-essential-non-fiction-books/index.shtml
https://www.gutenberg.org/ebooks/search/?query=novels&submit_search=Go%21
https://www.gutenberg.org/ebooks/search/?query=short+stories&submit_search=Go%21

https://encyclopedia.ushmm.org/content/en/project/the-holocaust-a-learning-site-for-students https://www.holocaust.com.au/resources/websites/

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Develop an awareness of the diversity of world literature, representing different forms, time and space.	U	PSO-1, 2
CO-2	Familiarize with the nature and characteristics of literature	R, U	2, 3, 5
CO 3	Discuss the nature and characteristics of literature	An, Ap	9, 11, 13
CO4	Acquire familiarity with key genres of literature	Ap, C	9, 11, 13,15
CO 5	Possess a foundational understanding of various literary forms and representations	C	11, 13, 14, 15

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial	Practical (P)

					(T)	
1		PSO-1, 2	U	F, C		
2		2, 3, 5	R, U	F, C		
3		9, 11, 13	An, Ap	C, P		
4		9, 11, 13,15	Ap, C	C, P, M		
5		11, 13, 14, 15	C	M		

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO 1	**PSO 2**	**PSO 3**	**PSO4**	**PSO5**	**PSO 6**	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**
CO 1	1	-	-	-	-	-						
CO 2	2	3	-	-	-	-						
CO 3	-	-	1	-	-	-						
CO 4	-	-	2	3	-	-						
CO 5	-	1	-	-	-	-						

CO 6	-	-	-	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
- Final Exam

Mapping of COs to Assessment Rubrics :

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

CO 6			✓	

University of Kerala

Discipline	ENGLISH				
Course Code	UK1DSCENG101				
Course Title	**Reading Cinema**				
Type of Course	**DSC**				
Semester	I				
Academic Level	100 – 199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	3 hours	-	2	5
Pre-requisites	1. 2. UK102DSC				
Course Summary	The course will help students to understand the basic features of cinema. The students will also be exposed to the techniques in film production and the way in which cinema is used as medium of entertainment as well as communicating social justice. The course also intends to create an interest in various careers related to films.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I	**BASICS**		**12**
		Film — film as a cultural artifact — hybrid nature of film – history of cinema--– different genres of cinema—short films—documentary films – censorship.	
II	**TECHNIQUES**		**12**

		Camera angles, shots and movements – Mis-en-scene –--techniques of editing –montage—30 degree rule —180-degree rule — Focus— Sound—Lighting—Colour	
III	Dramatic structure/ narrative techniques		**12**
		Novel and film Story/ plot/ narration—motif Adaptation (Genre, Fidelity, Types) **For Discussion** **Vidheyan (1994)** **The Shining(1980)** **Aadujeevitham (2024)**	
IV	**FILM REVIEW/ CRITICISM**		**12**
		Film Criticism/ Review: genre—ideology—culture—narration—techniques etc. How to write a film review- John Hayward **https://breakoutenglish.com/b2/how-to-write-film-review/**	
V	**PRACTICUM**		**12**
		Films for detailed Study **Psycho (1960)** **Yavanika (1982)** **Finding Nemo (2003)** A detailed discussion of the above movies, touching on various aspects dealt in the above modules	

		Compare and contrast the above movies to other movies of the same genre and make a presentation on that Students should write a film review by taking a film of their choice, other than the films mentioned under detailed study.	

Recommended Reading

- Andreu Dix. Beginning Film Studies. Manchester UP. 2008.
- Ascher, Steven. The Filmmaker's Handbook. Penguin, 2012.
- Boggs, Joseph M. *The Art of Watching Films.* Mountain View CA: Mayfield Publishing, 1991.
- Bone, Jan and Ron Johnson. *Understanding the Film: an Introduction to Film Appreciation.* Lincolnwood IL: NTC Publishing, 1997.
- Dix, Andrew. Beginning Film Studies. Manchester University Press, 2013.
- Giannetti, Louis and Scott Eyman. *Flashback: A Brief History of Film*, *Third Ed.* Englewood Cliffs NJ: Prentice-Hall, 1996.
- Katz, Steve. Film Directing Shot by Shot: Visualizing from Concept to Screen. Focal Press, 1991.
- Saran, Renu. History of Indian Cinema. Diamond Books, 2012.
- Villarejo, Amy. Film Studies: The Basics. Routledge, 2013

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Analyze and understand the world of cinema	R. U	PSO-1,2
CO-2	Examine the key formal, thematic and contextual features of cinema	U, An	
CO 3	Conceptualize the various techniques and terminologies relating to the field.	An, E	
CO 4	Engage themselves in matters of social/ gender justice though the medium	An, Ap, E	
CO 5	Decode the language of films and use it creatively for job purposes as well	E, C	

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
1		3	R, U	F, C	L	
2		3, 5	U, An	C	L	
3		5,	An, E	C, P	L	

4		11, 15	An, Ap, E	P	L	
5		15	E, C	M	L	

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO 1	**PSO 2**	**PSO 3**	**PSO4**	**PSO5**	**PSO 6**	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**
CO 1	1	-	-	-	-	-						
CO 2	2	3	-	-	-	-						
CO 3	-	-	1	-	-	-						
CO 4	-	-	2	3	-	-						
CO 5	-	1	-	-	-	-						
CO 6	-	-	-	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
- Final Exam

Mapping of COs to Assessment Rubrics :

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

Instructions to question paper setters

Questions should not be asked from films given for discussion. It's for discussion in the classroom only.

University of Kerala

Discipline	**ENGLISH**				
Course Code	UK1DSCENG1O2				
Course Title	**LANGUAGE FOR MEDIA**				
Type of Course	**DSC**				
Semester	I				
Academic Level	100 – 199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	3 hours	-	2 hours	5
Pre-requisites					
Course Summary	The course is designed to enlighten the students about the origin and growth of broadcast media and to familiarise them with the terms related to broadcast media. The students are introduced to the different types of radio and television programmes and the steps involved in their production process. The course aims to inform the students regarding the features, structure, and layout of radio and television scripts and equip them to write scripts for various radio and television programmes.				

Detailed Syllabus:

Module	**Unit**	**Content**	**Hrs 75**
I	**Introduction to Broadcast Media**		**15**
		Mass Media- Definition – Types	
		Functions of Mass Media- Primary Functions and Secondary Functions	
		Broadcast Media- Definition – How it is different from other mass media	
		The Origin and Growth of Broadcast Media- Radio and Television	
		History and Development of Broadcast Media in India	

		Terms related to Broadcast Media: Anchor, A- Roll, B- Roll, Bridge, Bug, Bumpers, Cold Copy, Crawl, Dateline, Follow-Up, Jingle, Lead, MOS, On Air, Promo, Rating, Raw video, RJ, Slug line, Sting, VJ	
II	**Radio**		**15**
		Characteristics, Scope, Limitation	
		Different types of radio: AM, FM, Amateur Radio, Community Radio, Educational Radio, Internet Radio, Satellite Radio	
		Components of a Radio Programme – Words, Music, Sound effects, Silence	
		Types of Radio Programmes: News and Informational Programmes, Educational Programmes, Music Programmes, Radio Plays, Sports Commentary, Talk Shows, Phone-in Programmes, Interviews, Comedy Programmes, Advertisements	
		Production Process- Pre-Production, Production, Post-Production	
		Qualities of an RJ	
		Practicum: 1. Role play- Talk show	
III	**Writing for Radio**		**15**
		Steps for preparing a Radio Script	
		Principles/Features of Radio Script	
		Structure and Format of Radio Scripts	
		6 C's of a Radio script	
		Practicum: 1. Prepare a script for any of the following: a) a radio news bulletin, b) a short radio play c) a radio spot	
IV	**Television**		**15**
		Characteristics, Scope, Limitation	
		Types of Television Programmes: News and Current Affairs, Informational Programmes, Educational Programmes, Documentaries, Music Programmes, Talk Shows, Talent Hunt Shows, Reality Shows, Soap Operas, Children's Programme, Films, Advertisements	
		Production Process: Pre-Production, Production, Post- Production	
		Mise-en-scene: Setting, Light, Props	
		Camera Angles: High, Low, Eye–Level, Hip level, Over the Shoulder, Bird's Eye, Dutch Angle	
		Camera Shots: Extreme Close-up, Close- up, Medium Shot, Long Shot, Extreme Long Shot	
		Camera Movements: Static, Pan, Whip Pan, Tilt, Dolly: Push in and Pull Out, Dolly Zoom, Truck, Pedestal, Arc, Tracking	
		Impact and influence of Television	

		Practicum: 1.Recreate a scene from a popular television programme.	
V		**Writing for Television**	**15**
		Steps for preparing a TV script	
		Features of a Television Script - Difference between a radio script and a television script	
		Proposal, Treatment, Scripts: Scene Script and Shooting Script, Screenplay, Storyboard	
		Structure and Layout of a Television Script	
		Single Column Format and Double Column Format	
		Technical Instructions: O/c, V/o, SIL, SOT, ENG, VG or Graphis, SL/ESS	
		Practicum: 1. Prepare a television script for a prime-time news bulletin 2. Write a script for a television documentary	

Course Outcomes

No.	**Upon completion of the course the graduate will be able to**	**Cognitive Level**	**PSO addressed**
CO-1	Trace the origin and growth of broadcast media.	R, U	
CO2	Identity and understand the terms used in broadcast media.	R	
CO3	Identity different radio and television programmes.	R, U	
CO4	Familiarise themselves with the steps involved in the production of radio and television programmes.	R, U,	
CO5	Understand the features, structure, and layout of radio scripts and will be able to create scripts for various radio genres.	U, Ap, An, E, C	

CO6	Identify the features, structure and layout of television script and will be able to create scripts for various television programmes.	U, Ap, An, C	

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

Note: 1 or 2 COs/module

Name of the Course:

Credits: 3:0:2 (Lecture: Tutorial: Practical)

CO No.	**CO**	**PO/PSO**	**Cognitive Level**	**Knowledge Category**	**Lecture (L)/Tutorial (T)**	**Practical (P)**
1						
2						
3						
4						
5						
6						

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO 1	**PSO 2**	**PSO 3**	**PSO4**	**PSO5**	**PSO 6**	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**
CO 1												

CO 2											
CO 3											
CO 4											
CO 5											
CO 6											

Correlation Levels:

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

Assessment Rubrics:

- Quiz
- Role play
- Assignment
- Seminar
- Midterm Exam
- Final Exam

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations

CO 1	✓			✓
CO 2	✓	✓		✓
CO 3	✓	✓		✓
CO 4	✓	✓		✓
CO 5	✓	✓		✓
CO 6	✓	✓		✓

Reference

Chatterji, P. C. *Indian Broadcasting*. Sage Publication ,1993.

Hausman, Carl, et al. *Modern Radio Production: Production, Programming, and Performance*. 9th ed., Wadsworth Publishing Co In, 2012.

Jereemy, Orlebar. The Television Handbook. Routledge, 2011.

Luthra, H. R. *Indian Broadcasting*. Publication Division, Ministry of Information and Broadcasting, 1986.

Menon, Mridula. *Indian Television and Video Programmes*. Kanishka Publishers, 2007.

Prabhakar, Navel and Basu Narendra. *Encyclopaedia of Mass media and communication 21st century*. Commonwealth Publisher, 2006

Shrivastava, K. M. Radio and TV Journalism. Sterling Publisher, 1989.

Williams, Rivers Mayfield Pub Co, 1988.

Wills, Edger. *Writing Television and Radio Programmes*. Holt, Rinehart & Winston of Canada Ltd, 1968.

Online Reference

Module 1

https://techwholesale.com/history-of-the-radio.html

https://www.thoughtco.com/the-invention-of-television-1992531

https://open.lib.umn.edu/mediaandculture/chapter/9-1-the-evolution-of-television/

https://prasarbharati.gov.in/growth-development-air/

https://indianmediastudies.com/television-in-india/

Module 2

https://indianmediastudies.com/characteristics-of-radio/

https://www.crunchreviews.com/blog/different-types-of-radio-technology/

https://egyankosh.ac.in/bitstream/123456789/91974/1/Unit-7.pdf (7.3 only)

https://studymasscom.com/radio/formats-of-radio-programs/

https://www.nimcj.org/blog-detail/these-6-qualities-you-need-to-become-a-radio-jockey-rj.html

Module 3

https://egyankosh.ac.in/bitstream/123456789/91974/1/Unit-7.pdf

https://live365.com/blog/how-to-write-a-script-for-your-live-radio-event/

Module 4

https://egyankosh.ac.in/handle/123456789/72936

https://indianmediastudies.com/characteristics-of-television/

https://emilabraham.postach.io/post/television-as-a-medium-characteristics-impacts

Module 5

https://egyankosh.ac.in/bitstream/123456789/86129/1/Unit-8.pdf

Recommended Reading:

https://mmhapu.ac.in/doc/eContent/MJMC/mukeshKumar/Nov2020/Radio%20Formats.pdf

University of Kerala

Discipline	ENGLISH				
Course Code	UK1DSCENG103				
Course Title	Art and Literature				
Type of Course	DSC				
Semester	I				
Academic Level	100 - 199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	4 hours	-		4
Pre-requisites	1. 2.				
Course Summary	This course explores the dynamic relationship between literature and visual arts. Through a side-by-side examination of works of visual and literary art from various historical periods and cultural contexts, students will explore how literary and artistic movements have shaped each other, exploring the social, political and cultural movements that inform both mediums.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I		**Romanticism**	**12**
		Themes: nature, individualism, imagination, rebellion against tradition, gothic elements	
	1	John Keats – Ode to a Nightingale https://www.poetryfoundation.org/poems/44479/ode-to-a-nightingale	
	2	Caspar David Friedrich – *Wanderer above the Sea of Fog* (1818), *Man and Woman Contemplating the Moon* (1818-24)	
II		**Realism and the Pre-Raphaelites**	**12**
		Themes: Realism in literature and art, social criticism, emotional identity, external and internal reality	

		Pre-Raphaelite Movement – medievalism, symbolism, expression of emotional intensity through art	
	3	Vincent Van Gogh – *The Bedroom* (1888)	
	4	Charlotte Perkins Gilman – The Yellow Wallpaper https://www.nlm.nih.gov/exhibition/theliteratureofprescription/exhibitionAssets/digitalDocs/The-Yellow-Wall-Paper.pdf	
	5	John Everett Millais – *Ophelia* (1851)	
	6	Dante Gabriel Rossetti – The Blessed Damozel https://englishverse.com/poems/the_blessed_damozel	
III	**Modernism**		**12**
		Themes: fragmentation ,alientation, experimentation, destruction of form, subjectivity, symbolism	
	7	Salvador Dali *The Persistence of Memory*	
	8	Pablo Picasso *Les Demoiselles d'Avignon* (1907)	
	9	T S Eliot – The Love Song of J Alfred Prufrock **https://www.poetryfoundation.org/poetrymagazine/poems/44212/the-love-song-of-j-alfred-prufrock**	
IV	**The Harlem Renaissance**		**12**
		Themes: African American identity, race, struggle, influence of music	
	10	Shira Wolfe. Art Movement: Harlem Renaissance, Artland Magazine. https://magazine.artland.com/art-movement-harlem-renaissance/	
	11	Palmer C. Hayden - *Jeunesse* (1934)	
	12	Langston Hughes – "The Negro Speaks of Rivers" https://www.poetryfoundation.org/poems/44428/the-negro-speaks-of-rivers	
V	**Postmodernism and Beyond**		**12**
		Themes: linguistic diversity, plurality, experimentation with form and narrative technique, digital art	
	13	Nam Le – "The Boat" **https://www.sbs.com.au/theboat/**	
	14	ee cummings – "Anyone Lived in a Pretty How Town" https://poets.org/poem/anyone-lived-pretty-how-town	

Instructions: The central themes highlighted in each module are to be kept in mind while interpreting the art and literary works prescribed.

Recommended Reading:

Berger, John. *Ways of Seeing* – Chapter 1 https://www.ways-of-seeing.com/ch1

Galitz, Kathryn Calley. “Romanticism: Essay: The Metropolitan Museum of Art: Heilbrunn Timeline of Art History.” *The Met’s Heilbrunn Timeline of Art History*, 1 Oct. 2004, www.metmuseum.org/toah/hd/roma/hd_roma.htm

History of Modernism. https://www.mdc.edu/wolfson/academic/artsletters/art_philosophy/humanities/history_of_modernism.htm

Postmodernism https://www.tate.org.uk/art/art-terms/p/postmodernism

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Analyse the connections between literary and artistic movements.		
CO-2	explore the ways in which visual arts inspire and influence literature, and vice versa.		
CO-3	understand the socio-cultural contexts that shape both literary and artistic movements.		

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
				F, C		
				P		

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO 1	**PSO 2**	**PSO 3**	**PSO4**	**PSO5**	**PSO 6**	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**
CO 1	1	-	-	-	-	-						
CO 2	2	3	-	-	-	-						
CO 3	-	-	1	-	-	-						
CO 4	-	-	2	3	-	-						
CO 5	-	1	-	-	-	-						
CO 6	-	-	-	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
- Final Exam

Mapping of COs to Assessment Rubrics :

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

University of Kerala

Discipline	ENGLISH				
Course Code	UK1DSCENG104				
Course Title	**Reading Culture**				
Type of Course	**DSC**				
Semester	I				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	4 hours			4
Pre-requisites					
Course Summary	**Aim** To introduce the idea of culture and the allied concepts **Objectives** 1. Give an awareness about cultural studies and popular culture 2. Gain a perspective on the debate between high and low cultures.				

Module	**Unit**	**Content**	**Hrs**
I		**Defining Culture**	**12**
	1	Culture and cultural Studies – high and low culture - Culture as ordinary – Power – Hegemony – Subversion - Mass culture - Popular Culture -	
	2	Meena T Pillai. — 'What is Cultural Studies?' https://popularliterature2acbcss.blogspot.com/2022/03/what-is-cultural-studies-by-dr-meena.html?m=1	

	3	Pramod K. Nayar. “Extracts from Chapter 1 – Cultural Studies: Scope, Aim, Methods” (Pp. 4-10). *An Introduction to Cultural Studies.ui*	
II	**Popular Culture as Counter Culture**		**12**
	4	Counter Culture - Subculture – Consumption practices- Identity- Representation	
	5	Strinati, Dominic. "Mass Culture and Popular Culture " *An Introduction to Theories of Popular Culture*. Routledge, 1995, pp. 1- 5 Williams, Raymond. “Culture.” *Keywords: A Vocabulary of Culture and Society*. Oxford UP, 2015, pp. 49-54.	
III	**Culture and the Region**		**12**
	6	Cultural Production- Cultural Appropriation- Cultural Value- Cultural Technologies- Cultural Representation- context of Kerala	
	7		

		Anees TA, Muhammed. "Kuzhimanthi and impurity: Taste of a Food and a Word in Social Media." *Ala*, no. 51, 2022, alablog.in/issues/51/taste-of-food-and-word/	
	8	Reading Local Culture: The Context of Keralam - Locate, read and analyse local popular cultural artefacts. Prepare articles and reviews on local cultural sites and icons. Binny, Malavika, and Rekha Raj. "Rethinking 'Keraleeyatha': Clothing and the Politics of the Body." *Ala*, no. 60, 2023, alablog.in/issues/60/podcast-rethinking-keraleeyatha-clothing-and-the-politics-of-the-body/	
IV	**Culture and/in Cinema**		**12**
	9	Film and culture – popular films – male and female gaze - cultural appropriation- cultural technologies- cultural representation	
	10	Reading Culture in Popular Cinema: *The Girl with the Dragon Tattoo.* Dir. David Fincher, 2011. *Devasuram.* Dir. I V Sasi, 1993. Harikrishnan, S. "Between Fact and Fiction: Couple-photographs in Malayalam Cinema." *Ala*, no. 32, 2021, alablog.in/issues/32/couple-photographs-in-malayalam-cinema/	
V	**Culture and Everyday Life**		**12**

	11	Everyday culture – local festivals – finances - food – dress - Cultural consumption – lifestyles – consumer culture – spectacle -mall culture – fashion – branding – pop culture and social media	
	12	Nita Mathur – Extracts from the Introduction, *Consumer Culture, Modernity and Identity*." Sage 2014. Pp. ix-xi (3 pages)	
	13	Music bands - Pop Music, Rap Music- Music as Resistance – Popular music in regional languages Popular Songs: Miley Cyrus – "Flowers" https://www.youtube.com/watch?v=iawgB2CDCrw "So What" — BTS band (Korean) https://www.youtube.com/watch?v=66VsKox3itk English translation of the lyrics https://genius.com/Genius-english-translations-bts-so-what-english-translation-lyrics Manu Manjith, Sithara Krishnakumar and Midhun Jayaraj: "Poomathe Ponnamma" (Project Malabaricus) https://www.youtube.com/watch?v=6_FImV_TL24 ThirumaLi. "ThirumaLi - 'Malayali Da' (Official Video) Music Prod. By Arcado | Malayalam Rap | Akkeeran." *YouTube*, 21 Dec. 2018, www.youtube.com/watch?v=dWg-J1Zw_5c.	

Recommended Reading

Appadurai, A., editor. *The Social Life of Things: Commodities in Cultural Perspective.* Cambridge University Press. 1986.

Attali, J. Noise. *The Political Economy of Music*. Translated by Brian Massumi, University of Minnesota Press, 1985.

Bernstein, J.M. *The Culture Industry: Selected Essays on Mass Culture*. Routledge, 1993.

Bhabha, H. K. *The Location of Culture.* Routledge, 1994.

Brooker, Peter. A Glossary of Cultural Theory. Arnold, 2003

Burns, Gary (editor). *A Companion to Popular Culture*. Wiley Blackwell, 2016.

Du Gay, P. Consumption and Identity at Work. Sage, 1996.

During, Simon. *The Cultural Studies Reader.*1999.

John Storey. *Cultural Theory and Popular Culture: An Introduction.* Pearson, 2014.

Highmore, Ben. *Culture.* Routledge, 2015.

Khanna, Rakesh (editor). *Blaft Anthology of Tamil Pulp Fiction.* Blaft Publications, 2008.

Rowling, J.K. *Harry Potter and the Philosopher's Stone*, Bloomsbury, 2017.

Ryan, Michael (editor). *Cultural Studies. An Anthology*. Wiley Blackwell, 2008.

Toby Miller, "What it is and what it isn't: Introducing Cultural Studies." *A Companion to Cultural Studies*, Blackwell, 2001.

Walton, David. *Introducing Cultural Studies*. *Learning through Practice*. Sage, 2008.

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https://www.thebritishacademy.ac.uk/blog/what-is-cultural-studies/

https://www.studysmarter.co.uk/explanations/english-literature/literary-criticism-and-theory/cultural-studies/

https://www.newyorker.com/books/page-turner/stuart-hall-and-the-rise-of-cultural-studies

https://philosophynow.org/issues/64/Pop_Culture_An_Overview

Grossman, Lev. Literary Revolution in the Supermarket Aisle: Genre Fiction Is Disruptive Technology. 23 May 2012, https://entertainment.time.com/2012/05/23/genre-fiction-is-disruptive-technology/

Khair, Tabish. "Indian Pulp Fiction in English: A Preliminary Overview from Dutt to Dé." *The Journal of Commonwealth Literature*, vol. 43, no. 3, Sept. 2008, pp. 59–74, doi:10.1177/0021989408095238.

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Swirsky, Peter. ―Popular and Highbrow Literature: A Comparative View‖ CLCweb: Comparative Literature and Culture. Volume 1 Issue 4 1999. https://docs.lib.purdue.edu/cgi/viewcontent.cgi?article=1053&context=clcweb

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Encourage them to read and think critically about popular culture	U, An	PSO-1, 2
CO-2	Understand the categories of the ―popular and the ―canonical	R, U	2, 3, 5
CO-3	Identify the conventions, formulas, themes and styles of popular cultural artefacts.	U, An	9, 11, 13
CO–4	Evaluate the literary and cultural value of popular cultural artefacts such as dance, music, songs, films, TV shows and cartoons	Ap, E	9, 11, 13,15
CO-5	Sensitise students on how popular culture reflects and engages with questions of gender, identity, ethics and education.	E, C	11, 13, 14, 15

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial: Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)

1		1, 2	U, An	F		
2		2, 3, 5	R, U	F, C		
3		9, 11, 13	U, An	C		
4		9, 11, 3,15	Ap, E	C, P		
5		11, 13, 14, 15	E, C	M		

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO1	**PSO 2**	**PSO 3**	**PSO 4**	**PSO 5**	**PSO 6**	**PO 1**	**PO 2**	**PO 3**	**PO 4**	**PO 5**	**PO 6**
CO 1												
CO 2												
CO 3												
CO 4												

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6
CO5												
CO6												

Correlation Levels:

Level	Correlation
-	
1	
2	
3	

Assessment Rubrics:

§ Assignment/ Quiz/ Discussion / Seminar

§ Midterm Exam

§ Final Exam

Mapping of COs to Assessment Rubrics :

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

CO 5				
CO 6				

University of Kerala

Discipline	ENGLISH				
Course Code	UK1DSCENG105				
Course Title	**Artificial Intelligence and Literary Studies**				
Type of Course	**DSC**				
Semester	I				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	4 hours	-	-	4
Pre-requisites	1. 2.				
Course Summary	The course is intended to provide foundational knowledge on the theory and application of Artificial Intelligence in the field of Literary Studies and creativity. The course is also designed to develop an inquisitiveness to learn more about the nuances of the technology in the fields of literature, language and communication using various AI tools.				

Detailed Syllabus:

Module	**Unit**	**Content**	**Hrs**
I		**AI – History and Concepts**	**12**
	1	AI- definitions – history – development - Alan Turing - Turing Test	
	2	Key terms - algorithm – Generative AI – GPT -deep learning—neural networks—data mining—machine learning—prompting—bias— AGI—	
	3	Generations of AI – Branches of AI - General AI and Narrow AI	
	4	Role of Humans in the Age of AI – Human-centric AI	

II	**AI and/in Communication and AI Ethics**		**12**
	5	AI and human language – Impact of AI on communication - AI for enhancing LSRW skills - AI-driven chatbots and virtual assistants – Alexa, Google Assistant, Cortana - AI tools for communication (Grammarly, Crystal, Poised, Zoom.ai, Tact.ai, Chorus.ai, etc.) – AI for Fact Checking	
	6	Moral and ethical issues while using AI (Lack of precision in search results – Bias – Privacy infringement – threats to security) - Importance of ethics in AI research and usage – AI ethics—key principles of AI Ethics - AI and human mind manipulation—Responsible AI	
	7	AI in Education	
III	**AI and Literary Studies**		**12**
	8	Humanities and AI – AI in Literary Studies – AI and Creativity – AI for Literary Research -	
	9	Pranvi Shukla – "The Integration of English Literature in the AI-Driven World: Preserving Originality" – *Medium*. https://pranvishukla.medium.com/the-integration-of-english-literature-in-the-ai-driven-world-preserving-originality-a99a79c4ebc8	
IV	**AI Tools for Literary Studies**		**12**
	10	Major AI Tools - OpenAI - ChatGPT- Wolfram Alpha - Gemini - Scispace.ai – Chatpdf.ai- xTiles - Gamma.app - Wiseone.ai – Gradescope - Connected Papers - Pdf.ai - Paperpal – Consensus - Elicit2 - Trinka AI**1** -	
	11	Arpit – "The Intersection of Technology and Literature: How AI is Changing the Writing and Reading Experience." *Medium*. https://medium.com/@arp3348/the-intersection-of-technology-and-literature-how-ai-is-changing-the-writing-and-reading-4527ab8edc95	
	12	Manu Anthrayose – "Enhancing English Literature Studies with Generative AI Tools." *LinkedIn*. https://www.linkedin.com/pulse/enhancing-english-literature-studies-generative-ai-tools-anthrayose-732jc/	
	13	Prepare and edit articles and papers using appropriate AI tools.	
V	**AI and Literature – Today and Tomorrow**		**12**
	14	Case Studies – Experiments – Upcoming Projects and Research in AI and Literary Studies	
	15	A O Scott. "Literature Under the Spell of A.I. What happens when writers embrace artificial intelligence as their muse?" The New York Times. 27 Dec. 2023. https://www.nytimes.com/2023/12/27/books/review/writers-artificial-intelligence-inspiration.html	

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Selmer Bringsjord, and David Ferrucci. *Artificial Intelligence and Literary Creativity.* Psychology Press, 1999.

E-Resources

https://lithub.com/why-novelists-should-embrace-artificial-intelligence/

The Expanding Landscape of Literary Studies in the Age of Artificial Intelligence (bitperfect.pe)

https://www.taylorfrancis.com/books/mono/10.4324/9781410602398/artificial-intelligence-literary-creativity-selmer-bringsjord-david-ferrucci

https://www.jetir.org/papers/JETIR2308371.pdf

https://timesofindia.indiatimes.com/education/news/ai-cannot-replace-human-beings-in-creating-great-literature-experts/articleshow/105347444.cms

https://openai.com/

https://www.sas.com/en_in/insights/analytics/what-is-artificial-intelligence.html

https://www.sap.com/india/products/artificial-intelligence/what-is-artificial-intelligence.html

https://www.hpe.com/us/en/what-is/artificial-intelligence.html

https://www.acton.org/religion-liberty/volume-34-number-1/ai-and-discipline-human-flourishing?utm_term=artificial%20intelligence&utm_campaign=&utm_source=adwords&utm_medium=ppc&hsa_acc=9098040689&hsa_cam=21105034464&hsa_grp=165715983811&hsa_ad=694003522452&hsa_src=g&hsa_tgt=kwd-10592891&hsa_kw=artificial%20intelligence&hsa_mt=b&hsa_net=adwords&hsa_ver=3&gad_source=1&gclid=CjwKCAjw8diwBhAbEiwA7i_sJb7pd9FhB6vHnUysYtWzAhVHMdfGRU6yXIw8cq2k74UFrbRm7NafJBoCu9IQAvD_BwE

https://www.sciencedirect.com/topics/computer-science/artificial-intelligence

https://blog.google/technology/ai/

https://www.carnegiecouncil.org/initiatives-issues/artificial-intelligence-and-equality?utm_term=problems%20with%20ai&utm_campaign=ai_general&utm_source=google&utm_medium=cpc&hsa_acc=2829230793&hsa_cam=20509360511&hsa_grp=156030468667&hsa_ad=672208741144&hsa_src=g&hsa_tgt=kwd-628991644019&hsa_kw=problems%20with%20ai&hsa_mt=b&hsa_net=adwords&hsa_ver=3&gad_source=1&gclid=CjwKCAjw8diwBhAbEiwA7i_sJY9kgtVhHT8q_JQMh_NOvZetffZ6LK98DOZbffQNzzEaMM4PbYKy2xoCjUUQAvD_BwE

https://chat.openai.com/auth/login

https://www.whitehouse.gov/ostp/ai-bill-of-rights/

https://www.linkedin.com/pulse/5-ai-tools-change-way-you-communicate-james-lusk

https://www.teachfloor.com/blog/ai-communication-skills-learn-prompting-techniques

https://www.linkedin.com/advice/0/how-can-you-use-ai-enhance-your-communication

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Learn the technology and techniques involved in AI	U	PSO-1,2
CO-2	Understand the key notions with regards to the area of Specialization, i.e., Literary Studies and AI	R, U	
CO-3	Analyse the scope, ethics and practicality of the techniques and tools for literary studies.	An, Ap	
CO-4	Develop systems that can analyze and produce data driven decisions.	E, C	
CO-5	Ensures enhancement, productivity and creativity by improving quality experience	C	

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
1			U	F, C		
2			R, U	P		
3			An, Ap	C, P		
4			E, C	C, P, M		

5			C	M		

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO 1	**PSO 2**	**PSO 3**	**PSO4**	**PSO5**	**PSO 6**	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**
CO 1	1	-	-	-	-	-						
CO 2	2	3	-	-	-	-						
CO 3	-	-	1	-	-	-						
CO 4	-	-	2	3	-	-						
CO 5	-	1	-	-	-	-						
CO 6	-	-	-	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
- Final Exam

Mapping of COs to Assessment Rubrics :

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

University of Kerala

Discipline	ENGLISH				
Course Code	UK1MDCENG100				
Course Title	POP CULTURE				
Type of Course	MDC				
Semester	I				
Academic Level	100 - 199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	3	3 hours	-		3

Pre-requisites	1. Have an interest in various aspects of popular culture 2. A critical mind to understand how pop culture reflects the values of our society
Course Summary	Introduces students to popular culture through various media and forms of creative expression,

Detailed Syllabus:

Module	Unit	Content	Hrs
I		**Folk/Fairytales**	**9**
	Defining Popular Culture -Folk Culture - High Culture - Culture Industry		
	1	Pop Culture: An Overview- Tim Delaney https://philosophynow.org/issues/64/Pop_Culture_An_Overview	
	2	Modern Perception of Fairies: From Folklore to Pop Culture- https://mythical-creatures.com/modern-perception-of-fairies-from-folklore-to-pop-culture/	
	3	"The Monkey's Heart"- Indian and African https://www.talesofpanchatantra.com/the-monkey-and-the-crocodile	
II		**Science Fiction and Fantasy**	**9**
	Utopias - Dystopias -Time Travel- Cybernetics and SF		
	4	"The Seventh Voyage"- Stanislaw Lem .https://www.travesssmalley.com/pdf/Stanislaw_Lem_The_Seventh_Voyage_1957.pdf	
	5	Science Fiction vs. Fantasy: How Are Science Fiction and Fantasy Distinct? https://www.masterclass.com/articles/how-are-science-fiction-and-fantasy-distinct	
	6	The Boy Who Lived - Chapter 1 from Harry Potter and the Sorcerer's Stone, J K Rowling. https://docenti.unimc.it/antonella.pascali/teaching/2018/19055/files/ultima-lezione/harry-potter-and-the-philosophers-stone	
III		**Music**	**9**
	Pop Music - Pop music and Classical music- Types - Fandom - K Pop - Hallyu Wave		

	7	"The Evolution of Popular Music" Chapter 6.2 from *Understanding Media and Culture: An Introduction to Mass Communication* (Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License) https://www.palomar.edu/users/lpayn/115/GC115-Understanding-Media-and-Culture-An-Introduction-to-Mass-Communication.pdf	
	8	Selections from Pop Music "Beat It" by Micheal Jackson https://www.youtube.com/watch?v=oRdxUFDoQe0 PSY – "Gangnam Style" https://www.youtube.com/watch?v=9bZkp7q19f0 BTS – "Butter" https://www.youtube.com/watch?v=WMweEpGlu_U New Jeans – "Gods" https://www.youtube.com/watch?v=C3GouGa0noM	
	9	Korea Centre. "K-Craze in India: How the Hallyu Wave Is Shaking up Language Learning and Inspiring Indian Students." Korea Centre India, 8 Oct. 2023, koreacentre.org/2023/09/20/k-craze-in-india-how-the-hallyu-wave-is-shaking-up-language-learning-and-inspiring-indian-students.	
IV	**Reading the Romance**		**9**
	Romantic fiction and sub genres- - Romantic films		
	10	Pop Culture's Romanticism Killed Love by Ryan Gosha https://ryangosha.medium.com/pop-cultures-romanticism-killed-love-ef4031ea34a1 .	
	11	*When Dimple Met Rishi*. Novel by Sandhya Menon Simon and Schuster 2017	
	12	*Dilwale Dulhaniya Le Jayenge.* Film. (1995) Directed by Aditya Chopra	
V	**Comic Multiverses**		**9**
	Comic Multiverse - Superheroes- Indian super hero characters		
	13	Akira Toriyama – *Dragonball Z*. Chapter 1-3 https://www.viz.com/shonenjump/chapters/dragon-ball-z	
	14	*Black Panther* (2018) Film. Dir. Ryan Coogler	

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Develop a comprehensive understanding of the diverse and dynamic nature of popular culture and its significance within contemporary Indian society	R, U	
CO-2	Analyse the role of popular culture in reflecting and influencing social norms, values, ideologies, and collective identities	R, U	
CO-3	Investigate how popular culture reflects and shapes processes of cosmopolitanism with special reference to the Indian context	R, U	
CO-4	Explore the historical and sociocultural contexts in which different forms of popular culture emerge and evolve	U	
CO-5	Explore the intersections between popular culture and other cultural phenomena, including politics, economics, religion, gender, sexuality, race, and identity	U	

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)

				F, C		
				P		

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO 1	**PSO 2**	**PSO 3**	**PSO4**	**PSO5**	**PSO 6**	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**
CO 1	1	-	-	-	-	-						
CO 2	2	3	-	-	-	-						
CO 3	-	-	1	-	-	-						
CO 4	-	-	2	3	-	-						
CO 5	-	1	-	-	-	-						

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
- Final Exam

Mapping of COs to Assessment Rubrics :

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

Reference

Bould, Mark etal (ed)- The Routledge Companion to Science Fiction , Routledge, London & New York. 2009.

Chandra, Nandini. The Classic Popular: Amar Chitra Kathā, 1967-2007. New Delhi: Yoda Press, 2008.

Dick, Philip K. Do Androids Dream of Electric Sheep? Gateway, 2010.https://files.cercomp.ufg.br/weby/up/410/o/Phillip_K._Dick_-_Do_Androids_Dream_of_Electric_Sheep_c%C3%B3pia.pdf

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University of Kerala

Discipline	ENGLISH				
Course Code	UK1MDCENG101				
Course Title	Gender and Society				
Type of Course	MDC				
Semester	I				
Academic Level	100 – 199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	3	3 hours	-		3
Pre-requisites	1. 2.				
Course Summary	Explores the concepts related to gender studies and enables students to break stereotypes				

Detailed Syllabus:

Module	Unit	Course Content	Hrs
I		**Introduction**	**9**
	1	"What is Gender, and Why Should We Study it?" Unit 1 *A World of Equals, a Textbook on Gender* Ed. Susie Tharu, A. Suneetha, Uma Maheswari Bhrugubanda. Orient Blackswan, 2022. Print. pp.1-6	
II		**Socialisation**	**9**
	2	"Socialisation: Making Women, Making Men" Unit 2 *A World of Equals, a Textbook on Gender* Ed. Susie Tharu, A. Suneetha, Uma Maheswari Bhrugubanda.Orient Blackswan, 2022, Print. pp. 11-23	
III		**Gender Spectrum**	**9**
	3	"Gender Spectrum: Beyond the Binary" Unit 11 *A World of Equals, a Textbook on Gender* Ed. Susie Tharu, A. Suneetha, Uma Maheswari Bhrugubanda.Orient Blackswan, 2022, Print. pp. 106-116	
IV		**Identifying Harassment**	**9**
	4	"Sexual Harassment: Say No!" Unit 7	

		A World of Equals, a Textbook on Gender Ed. Susie Tharu, A. Suneetha, Uma Maheswari Bhrugubanda.Orient Blackswan, 2022, Print. pp.	
V	**Gender and Law**		**9**
	5	Dowry Prohibition Act, 1961	
	6	Domestic Violence Act, 2005	
	7	Sexual Harassment at Workplace (Prevention, Prohibition and Redressal) Act, 2013	
	8	Transgender Persons (Protection of Rights) Act, 2019	

Recommended Reading

Handbook on Combating Gender Stereotypes. Published by The Supreme Court of India

Agnes, Flavia, Sudhir Chandra and Monmayee Basu. *Women and Law in India*(Omnibus). Oxford UP. 2004.

Basu, Srimati. *The Trouble with Marriage: Feminists Confront Law and Violence in India*. University of California Press. 2015.

Chakravarti, Uma. "Caste, Class and Gender: The Historical Roots of Brahmanical Patriarchy" *Gendering Caste: through a feminist lens*. Sage, 2018 pp.36-62

Crenshaw, Kimberie. "Mapping the Margins: Intersectionality, Identity Politics and Violence Against Women of Color" *Stanford Law Review*, Vol. 43, No. 6 (Jul., 1991), pp. 1241-1299 ghhttps://blackwomenintheblackfreedomstruggle.voices.wooster.edu/wp-content/uploads/sites/210/2019/02/Crenshaw_mapping-the-margins1991.pdf

Gupta, Charu. "Feminine, Criminal, or Manly? Imaging Dalit Masculinities" *The Gender of Caste: Representing Dalits in Print*. University of Washington Press, 2016. Pp. 111-165

Guru, Gopal. "Dalit Women Talk Differently" *Dalit Feminist Theory: A Reader* Ed. Sunaina Arya and Aakash Singh Rathore. Routledge, 2020

Living Smile Vidya: Interview. A Conversion between Living Smile Vidya and Gee Imaan Semmalar, "Transphobia is a kind of Brahminism" *Gender, Caste and the Imagination of Equality*. Ed. Anupama Rao. pp. 58-75

Mandal, Saptarshi. "The Impossibility of Marital Rape: Contestations Around Marriage, Sex, Violence and the Law in Contemporary India." Australian Feminist Studies 29:81 (2014). pp.255-272.

Paik, Shailaja. "Chhadi Lage Chham Chham, Vidya Yeyi Gham Gham (The Harder the Stick Beats, The Faster the Flow of Knowledge): Dalit Women's Struggle for Education" Gender and Education in India: A Reader. Ed. Nandini Manjrekar, Routledge, 2021. pp. 248-265

Rege, Sharmila. "Debating Dalit Difference" *Dalit Feminist Theory: A Reader* Ed. Sunaina Arya and Aakash Singh Rathore. Routledge, 2020 pp 154-170

Sen, Ilina. “Women and People’s Movement: A space within the Struggle”. *Readings in Indian Government and Politics,* ed. Manoranjan Mohanty. Pp. 320-337

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Identify the ways gender, powe , privileges and oppression play out across a range of cultures and human experiences.	U	
CO-2	Introduce students to the social construction of gender in various cultural contexts from a variety of disciplinary perspectives.	R, U	
CO-3	Provide a comprehensive awareness of plurality in gender and sexuality	U, An	
CO-4	Educate about the varied laws pertaining to Gender concerns.	R ,U, Ap	

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
				F, C		
				P		

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO 1	PSO 2	PSO 3	PSO4	PS O5	PSO 6	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	1	-	-	-	-	-						
CO 2	2	3	-	-	-	-						
CO 3	-	-	1	-	-	-						
CO 4	-	-	2	3	-	-						
CO 5	-	1	-	-	-	-						
CO 6	-	-	-	3	-	-						

Correlation Levels:

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

Assessment Rubrics:

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

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignm ent	Project Evaluation	End Semester Examinations

CO 1	✓			✓
CO 2	✓			✓
CO 3	✓			✓
CO 4		✓		✓
CO 5		✓		✓
CO 6			✓	

University of Kerala

Discipline	ENGLISH				
Course Code	UK1MDCENG102				
Course Title	Literature and Environment				
Type of Course	MDC				
Semester	I				
Academic Level	100 – 199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	3	3 hours	-	0	3
Pre-requisites	1. Have an interest in exploring literary texts representing nature. 2. Have an awareness about environmental issues and an interest in social change.				

Course Summary	This multidisciplinary undergraduate course delves into the intersection of literature and the environment, examining how literary works engage with ecological issues, raise environmental awareness, and shape our understanding of the natural world. Students will explore a range of literary texts from different genres, time periods, and cultural contexts, analysing the ways in which authors represent and respond to environmental concerns. The course will also incorporate insights from environmental studies, ecology, and other relevant disciplines to provide a comprehensive understanding of the subject matter.

Detailed Syllabus:

Module	Unit	Content	Hrs
I		**Introduction to Literature and the Environment**	9
		Nature and wilderness- Ecocriticism- Ecofeminism - Bioregionalism - Deep ecology, conservation - Anthropomorphism -, sustainability, Literary representations of the natural world - Understanding literature as a tool for environmental awareness	
	1	*Trees* by Joyce Kilmer https://www.poetryfoundation.org/poetrymagazine/poems/12744/trees	
	2	*Binsey Poplars* by Gerard Manly Hopkins https://www.poetryfoundation.org/poems/44390/binsey-poplars	
	3	"A Mild Attack of Locusts" by Doris Lessing https://xpressenglish.com/our-stories/attack-of-locusts/	
II		**Human-Nature Relationships**	9
		Environmental ethics and literature - Anthropocene-Literature and the Anthropocene	
	4	Section 1 -4 of Part I- Stories from The Great Derangement by Amitav Ghosh (excerpt) Penguin Books, 2016 https://complit.utoronto.ca/wp-content/uploads/COL1000H_Jagoe_Ghosh-Stories-.pdf	
	5	Environmental cartoons https://www.greenhumour.com/2013/04/orangutans-and-palm-oil.html https://www.greenhumour.com/2013/06/think-eat-save-world-environment-day.html https://www.greenhumour.com/2013/06/pollinators.html	

		https://www.greenhumour.com/2013/07/delete-folder-permanently.html https://www.greenhumour.com/2017/08/chile-rejects-iron-mine.html https://www.greenhumour.com/2017/10/forests-and-rivers.html http://www.seppo.net/cartoons/displayimage.php?album=19&pid=1524 http://www.seppo.net/cartoons/displayimage.php?album=19&pid=1526 http://www.seppo.net/cartoons/displayimage.php?album=20&pid=1237 http://www.seppo.net/cartoons/displayimage.php?album=20&pid=1415 http://www.seppo.net/cartoons/displayimage.php?album=14&pid=707 http://www.seppo.net/cartoons/displayimage.php?album=17&pid=1501	
	6	Indigenous perspectives on nature in literature Small Towns and the River by Mamang Dai https://www.poetryinternational.com/en/poets-poems/poems/poem/103-17012_SMALL-TOWNS-AND-THE-RIVER	
III	**Environmental Crisis and Literature**		9
	Climate change - Literature as a response to environmental degradation and climate change -Personal narratives of environmental experience		
	7	Al Gore at the Opening of the UN Climate Change Conference 2022 (COP27) https://youtu.be/qLTcC7srnLw?si=V3ss9LgrHNMdkeDS	
	8	Five Years After Fukushima Nuclear Disaster, Survivors Share Their Stories https://blog.nationalgeographic.org/2016/03/08/five-years-after-fukushima-nuclear-disaster-survivors-share-their-stories/	
	9	The many faces of India's Narmada movement By Ashish Kothari https://ecologise.in/2023/02/23/it-did-not-stop-the-dam-but-is-it-a-failure/	
IV	**Eco-activism in literature**		9
	Environmental justice narratives - Literary nonfiction and environmental themes		
	10	The long, dark shadow of Bhopal: still waiting for justice, four decades on by Judah Passow and Tim Edwards https://www.theguardian.com/global-development/2023/jun/14/bhopal-toxic-gas-leak-chemical-environmental-disaster-waiting-for-justice-union-carbide-dow	
	11	Excerpt from -"The End of Imagination" by Arundhathi Roy Section upto "The Bomb and I"	

		https://www.spokesmanbooks.com/Spokesman/PDF/68roy.pdf	
V	**Speculative Fiction and Environmental Imagination**		9
	Speculative Fiction - Climate Fiction - Science fiction and ecological dystopias - apocalypse,Imagining sustainable futures		
	12	Raipola, Juha. "What is Speculative Climate Fiction?"*FAFNIR: Nordic Journal of Science Fiction and Fantasy Research*. 6.2. Pp 7-10 http://journal.finfar.org/articles/what-is-speculative-climate-fiction/	
	13	*The History of Bees* by Maja Lunde https://www.portlandlibrary.com/wp-content/uploads/2019/04/History-of-Bees-web.pdf	

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Familiarise with the ways in which literature engages with environmental issues and contributes to environmental consciousness.	U	1,2
CO-2	analyse and interpret literary texts that portray the relationship between humans and the natural world.	U,An	2,3
CO-3	examine the cultural, historical, and social contexts that shape literary representations of the environment.	An, E	2,3,4,8,9
CO-4	explores how literature can inspire environmental activism and promote sustainable practices.	U,Ap	8,9,10
CO-5	Develops critical thinking and interdisciplinary approaches to studying literature and the environment.	An, Ap	9,10,15

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 3:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
1	CO-1	1,2	U	F, C	T	
2	CO-2	2,3	U,An	P	T	
3	CO-3	2,3,4,8,9	An, E	C	T	
4	CO-4	8,9,10	U,Ap	C	T	
4	CO-5	9,10,15	An, Ap	M	T	

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO 1	PSO 2	PSO 3	PSO4	PS O5	PSO 6	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	1	-	-	-	-	-	1				1	
CO 2	2	3	-	-	-	-	1					
CO 3	-	-	1	-	-	-		3				
CO 4	-	-	2	3	-	-				4		5
CO 5	-	1	-	-	-	-				5		

Correlation Levels:

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

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Reading reflections and class discussions
- Critical analysis of selected literary texts
- Research paper on a specific environmental theme in literature

- Group project or presentation on an environmental issue
- Midterm Exam
- Final Exam

Mapping of COs to Assessment Rubrics :

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

Suggested reading:

Garrard, Greg. Ecocriticism.Routledge,2004

Carson, Rachel L. Silent Spring. Penguin,2002

Chakravarthy, Rohan. Green Humour for a Greying Planet

Lunde, Maja. The History of Bees: A Novel. Simon and Schuster, 2017.

Sumathy, U. Ecocriticism in Practice.Sarup Book Publishers, 2009.

Thunberg, Greta. No One is Too Small to Make a Difference.Penguin,2018.

Roy, Arundhati. Greater Common Good. India Book Distributor Ltd.,1999.

Zalasiewicz, Jan, et al., editors. The Anthropocene as a Geological Time Unit: A Guide to the Scientific Evidence and Current Debate. Cambridge UP, 2019.

University of Kerala

Discipline	English				
Course Code	UK1AECENG100				
Course Title	Voices of Humanity 1				
Type of Course	AEC				
Semester	I				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	3	2 hours	-	2 hours	4
Pre-requisites					
Course Summary	This course is designed to create vocabulary around humanitarian concerns/issues, thereby enhancing the English language competency of first-semester degree students. Through practical exercises and cultural explorations, students will develop linguistic proficiency and critical thinking abilities around issues pertaining to environment, gender, education, society and technology.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I		**Environment**	**12**
	1	Environmental degradation - global warming- bio-diversity - sustainability-conservation-climate ."A Requiem to Mother Earth" by O.N.V. Kurup (Poem) https://forest.kerala.gov.in/images/gwarm/poem.pdf Story 2 from *The Great Derangement* by Amitav Ghosh **Suggested Reading** Fighting Giants: eco-activist Vandana Shiva on her battle against GM multinationals (The Guardian) https://www.theguardian.com/global-development/2023/apr/28/fighting-giants-eco-activist-vandana-shiva-on-her-battle-against-gm-multinationals Suggested Listening Speech by Greta Thunberg at the European parliament	

		https://www.europarl.europa.eu/resources/library/media/20190416RES41665/20190416RES41665.pdf	
	2	**Practicum**: 1. Listening to speeches on environmental issues 2. Speaking on environmental issues 3. Identifying vocabulary related to environment and environmental issues. 4. Writing an essay on environment issues in your City/Village	
II		**Gender**	**11**
	3	Sex/Gender- social conditioning-gender fluidity-patriarchy-gender discrimination-gender violence- gender equity "Ain't I A Woman"- Sojourner Truth https://www.commonlit.org/en/texts/ain-t-i-a-woman-1 Gender Equality is My Issue Too- Emma Watson https://www.un.int/iapr/sites/www.un.int/files/IAPR/full-transcript-of-emma-watson.pdf **Suggested Reading** *Subversive Whispers* stories of Manasi translated by J Devika **Suggested Listening** Women's Rights are Human rights- Hilary Clinton https://in.video.search.yahoo.com/search/video?fr=mcafee&ei=UTF-8&p=Women%E2%80%99s+Rights+are+Human+rights-+Hilary+Clinton&type=E211IN826G0#id=1&vid=60588c9f02113571945aee69ab115247&action=click	
	4	Practicum 1. Listening to various speeches on gender 2. Discussions on gender issues 3. Identifying vocabulary related to gender 4. Writing an essay on gender concerns.	
III		Education	12

	5	Access-Equity-Inclusion-ICT-Digital Divide-Critical Pedagogy-Active Learning Malala Yousafzai address United Nations https://in.video.search.yahoo.com/search/video?fr=mcafee&ei=UTF-8&p=%E2%80%9CGirls+Can+Change+The+World+%E2%80%93+But+We+Have+To+Invest+In+Them+First%E2%80%9D+%E2%80%93+Malala+Yousafzai&type=E211IN826G0#id=3&vid=0a7c13fc343c062d81541a1ec5572550&action=click "Of Studies" Bacon https://www.gutenberg.org/files/56463/56463-h/56463-h.htm Suggested reading "On Education"- Russell Suggested viewing Dead Poets Society- Peter Weir (Dir) 1989	
	6	Practicum: 1.Listening to various speeches on education 2.Speaking on the importance of educational issues 3.Identifying vocabulary related to education 4.Writing an essay on educational journey.	
IV		**Society**	**13**
	7	Marginality- class/caste/sexuality/race- agency- cultural conditioning "I Too" by Langston Hughes https://www.poetryfoundation.org/poems/47558/i-too 'Ayyankali and the Sadhujana Paripalana Sangham': the Story of a Freedom Movement by T.H.P. Chentharassery (from *The Exercise of Freedom* ed by Susie Tharu and Satyanarayana) https://www.academia.edu/11356548/The_Exercise_of_Freedom_An_introduction_to_dalit_writitng_ed_K_Satyanarayana_and_Susie_Tharu Suggested reading *Dissent* Kunjaman M. *Modernity of Slavery: Struggles against Caste Inequality in Colonial Kerala* byP. Sanal Mohan	

		Suggested listening Blowin' in the Wind - Bob Dylan (song) https://in.video.search.yahoo.com/search/video?fr=mcafee&ei=UTF-8&p=blowing+in+the+wind&type=E211IN826G0#id=5&vid=553a8b519110e6f43bc00c50ac524d8b&action=click	
	8	**Practicum:** 1.Listening to various speeches on Social issues 2. Speaking on the importance of social issues 3.Identifying vocabulary related to social issues 4.Writing an essay on 'What is Freedom'.	
V		**Technology**	**12**
	9	Data-digital literacy- digital divide-network- global village-robotics-automation-algorithm-IT- innovation- hybrid- AI ChatGPT-Amanda Hetler https://www.techtarget.com/whatis/definition/ChatGPT Chapter 1: Introduction to Digital Literacy-Cheryl Brown https://pressbooks.library.torontomu.ca/digcit/chapter/chapter-1/ Suggested Reading Educating in a World of Artificial Intelligence (Interview) https://www.gse.harvard.edu/ideas/edcast/23/02/educating-world-artificial-intelligence Suggested Viewing How do you grow plants in space? | BBC News https://www.youtube.com/watch?v=vv6ATRPUjrI	
	10	Practicum: 1.Listening to various speeches on advancement of technology 2. Speaking on the importance of technology 3.Identifying vocabulary related to technology 4.Writing an essay on the impact of technology in our lives.	

References:

Web Links:

Purdue Online Writing Lab (OWL): https://owl.purdue.edu/

British Council Learn English: https://learnenglish.britishcouncil.org/

TED Talks: https://www.ted.com/

Oxford Free English Lessons: Free English Lessons - Oxford Online English

10 Tips for Improving Your Public Speaking Skills

https://professional.dce.harvard.edu/blog/10-tips-for-improving-your-public-speaking-skills/

Texts and Journal Articles:

Bakshi, Raj N. *A Course in English Grammar*. India: Orient Black Swan, 2000

Crystal, David. *A Dictionary of Linguistics and Phonetics*. Shang Wu Yin Shu Guan, 2002.

Fernandez, Agna. *Generic Skills for Employability*. UK: Cambridge University Press, 2020

Foster, Thomas C. *How to Read Literature like a Professor: A Newly Expanded, Lively, and Entertaining Guide to Reading between the Lines*. HarperPerennial, 2024.

Jones, Daniel, et al. *Cambridge English Pronouncing Dictionary*. Cambridge University Press, 2015.

Leben, William R., Brett Kessler, and Keith Denning, *English Vocabulary Elements: A Course in the Structure of English Words*, 3rd edn (New York, 2023; online edn, Oxford Academic, 19 Jan. 2023), https://doi.org/10.1093/oso/9780190925475.001.0001

McWhorter, Kathleen T. *The Writer's Express: A Paragraph and Essay Text with Readings*. Houghton Mifflin Co., 2001.

Prose, Francine. *Reading Like a Writer: A Guide for People Who Love Books and for Those Who Want to Write Them*. Union Books, 2012.

Shobha, K N. Lourdes Javani Rayen. *Communicative English: A Workbook.* UK: Cambridge University Press, 2023

Strunk, William, and E. B. White. *The Elements of Style*. Macmillan, 1979.

Swan, Michael. *Practical English Usage*. Oxford University Press, 2020.

Talbot, Fiona. *How to Write Effective Business English: The Essential Toolkit for Composing Powerful Letters, e-Mails and More, for Today's Business Needs*. Kogan Page, 2010.

Wallace, Catherine. *Critical Reading in Language Education*. Palgrave Macmillan, 2005.

Zinsser, William. *On Writing Well*. Harper Paperbacks, 2013.

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Identify key information and distinguish main points from supporting details in audio lectures, songs, and short videos	U,R	1,5
CO-2	Demonstrate effective delivery techniques for public speaking, including clear pronunciation and appropriate body language.	U, Ap	1,4,5
CO - 3	Participate in debates and presentations, applying communication strategies learned in class.	Ap	5,6,9
CO - 4	Analyse the structure and purpose of different types of academic texts, including research papers and articles on humanities topics.	An, E	9,10,11
CO - 5	Define and use humanities terminology accurately in written and spoken communication.	R, Ap	6,12,13,

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial	Practical (P)

					(T)	
CO-1	Identify key information and distinguish main points from supporting details in audio lectures, songs, and short videos	PO 3,4,5,7 PSO 1,5	U,R	F,C	L	
CO-2	Demonstrate effective delivery techniques for public speaking, including clear pronunciation and appropriate body language.	PO 2,4,5,6,7 PSO 1,4,5	U, Ap	C	L	
CO-3	Participate in debates and presentations, applying communication strategies learned in class.	PO 1,2,3,4,5, 8 PSO 5,6,9	Ap	M	L	
CO-4	Analyse the structure and purpose of different types of academic texts, including research papers and articles on	PO 1,2,3,4,6, 8, PSO	An, E	M	L	

	humanities topics.	9,10,11				
CO-5	Define and use humanities terminology accurately in written and spoken communication.	PO 3,4,5,6 PSO 6,12,13,	R, Ap	P		P

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO 1	**PSO 2**	**PSO 3**	**PSO4**	**PSO5**	**PSO 6**	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**
CO 1	2				3				2	3	1	
CO 2	3			2	1			2		1	3	2
CO 3					2	3	3	2	2	1	2	
CO 4							2	1	1	1		3
CO 5						2			3	2	2	1

Correlation Levels:

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

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar **Mapping of COs to Assessment Rubrics :**

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

University of Kerala

Discipline	English				
Course Code	UK1AECENG101				
Course Title	Literature, Language and Performing Arts I				
Type of Course	AEC				
Semester	I				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	3	2 hours	-	2 hours	4
Pre-requisites	1. Basic language skills in English .				
Course Summary	This course is designed to develop language proficiency in English tailored to the needs of students to explore the intersection of language, literature and performing arts. It also aims to cultivate intellectual, imaginative, emotional, and creative skills through language learning.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I		**Performing Arts and Language**	**12**
	1	"Everybody Is Doing It" by Benjamin Zephaniah https://www.poemhunter.com/poem/everybody-is-doing-it/ Making sound visible through Cymatics (TED talk by Evan Grant) https://www.ted.com/talks/evan_grant_making_sound_visible_through_cymatics **Suggested Listening/Watching** 1.Learn English through music- British Council https://learnenglish.britishcouncil.org/english-levels/improve-your-english-level/power-music-how-learn-english-songs 2. BBC 6 Minutes English. Art & Culture https://www.youtube.com/watch?v=2FrA6kHzVQ4 3. BBC 6 Minutes English: Disability in music and theatre https://www.bbc.co.uk/learningenglish/english/features/6-minute-english_2024/ep-240321 4. https://www.youtube.com/watch?v=p0SUyXLS-ME	

	2	**Practical**: 1. Discussion on a. Different types of Performing Arts b. Disability and Performing Arts 2. Write an essay on Cymatics and how they are used in popular culture. 3. Identify key vocabulary related to performing arts	
II		**Performing Arts, Gender and Alienation**	**12**
	3	Gender Bias In Theatre and Performing Arts: Male Gaze, Bio-Essentialism, Inclusion https://feminisminindia.com/2022/07/18/gender-bias-in-theatre-and-performing-arts-male-gaze-bio-essentialism-inclusion/#google_vignette **Suggested Reading** A Hunger Artist: Franz Kafka **Suggested Watching/Listening** Front Row, Radio by BBC Ted Talk – Importance of Performing arts in Education https://www.ted.com/talks/anonna_guha_importance_of_performing_arts_in_education	
	4	**Practical:** 1. Group Discussion/Panel Discussion/Speech on Gender Bias in the field of Performing arts 2. describing images, narration of events, group discussions, mock interviews, Debate, 3. Make a Podcast on any performing art	
III		**AI & the Artist**	**12**
	5	Artists' Perspective: How AI Enhances Creativity and Reimagines Meaning https://hai.stanford.edu/news/artists-perspective-how-ai-enhances-creativity-and-reimagines-meaning Why theatre is essential to democracy by Oskar Eustis https://www.ted.com/talks/oskar_eustis_why_theater_is_essential_to_democracy?referrer=playlist-talks_for_theater_geeks&autoplay=true&subtitle=en&language=en	
	6	**Practical:** 1. Debate- Art necessary in democracy or not 2. Read latest newspaper articles on leading performing artists and make short paragraphs on them 3. Vocabulary related activities	
IV		**Artists on Climate Change and National Integration**	**12**
	7	12 Artists On: Climate Change	

		https://www.nytimes.com/2018/08/22/t-magazine/climate-change-art.html National integration through art 1. https://www.youtube.com/watch?v=ErPuZvnYHgE 2. https://www.facebook.com/scmeluru/videos/mile-sur-mera-tumhara-indian-national-integrity-song/1052027005233134/	
	8	**Practical:** 1. Discussion on Art for Different Purposes 2..Exercises on Different types of writing 3. Song analysis: Dancing Queen by Mamma Mia	
V		**The Artist**	**12**
	9	Ballerina (animated movie) https://www.youtube.com/watch?v=oArWrZIJqf8 Interview: Marina Abramović https://www.theguardian.com/artanddesign/2010/oct/03/interview-marina-abramovic-performance-artist	
	18	**Practical** 1. Speech – What makes one a better artist? 2. Discussion on Performing Art vs. Performance Art 3. Discussion- Employment Opportunities and Related skills 4. Exercises on perfecting additional skills	

References:

Online Links:

Purdue Online Writing Lab (OWL): https://owl.purdue.edu/

British Council Learn English: https://learnenglish.britishcouncil.org/

Oxford Free English Lessons: Free English Lessons - Oxford Online English

British Council: https://learnenglish.britishcouncil.org/apps/learnenglish-sounds-right

Texts and Journal Articles:

Bakshi, Raj N. A Course in English Grammar. India: Orient Black Swan, 2000.

Beck, Andrew, et al. Communication Studies: The Essential Introduction. Routledge, 2002.

Crystal, David. *A Dictionary of Linguistics and Phonetics*. Shang Wu Yin Shu Guan, 2002.

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Prose, Francine. *Reading Like a Writer: A Guide for People Who Love Books and for Those Who Want to Write Them*. Union Books, 2012.

Roach, Peter. English Phonetics and Phonology: A Practical Course. Cambridge University Press, 2018.

Shobha, K N. Lourdes Javani Rayen. Communicative English: A Workbook. UK: Cambridge University Press, 2023.

Strunk, William, and E. B. White. *The Elements of Style*. Macmillan, 1979.

Swan, Michael. Practical English Usage. Oxford University Press, 2020

Wallace, Catherine. *Critical Reading in Language Education*. Palgrave Macmillan, 2005.

Walter, Elizabeth, and Kate Woodford. Collins Easy Learning Writing. HarperCollins, 2015.

Zinsser, William. On Writing Well. Harper Paperbacks, 2013.

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Understand the sounds of English language and pronunciation of words through songs and poetry	U	1,2
CO-2	Critically analyse the lack of equality and equal opportunities that exist in the sphere of performing arts	R, U	2,3,8

CO-3	Evaluate the importance of performing arts in society	E	4,6,9
CO-4	Analyse how art and artists promote awareness about issues of national and global importance	An	3,13,14,15
CO-5	Create critical reviews about artists and various art forms	C	3,11,12,14

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	**CO**	**PO/PSO**	**Cognitive Level**	**Knowledge Category**	**Lecture (L)/Tutorial (T)**	**Practical (P)**
CO-1	Understand the sounds of English language and pronunciation of words through songs and poetry	PO 1,4,7,8 PSO 1,2	U	F, C	L	
CO-2	Critically analyse the lack of equality and equal opportunities that exist in the sphere of performing arts	PO 1,4,8 PSO 2,3,8	R, U	F,C	L	

CO-3	Evaluate the importance of performing arts in society	PO 1,2,4,5,6, 7,8 PSO 4,6,9	E	M	L	
CO-4	Analyse how art and artists promote awareness about issues of national and global importance	PO 3,4,5,8 PSO 3,13,14, 15	An	M	L	
CO-5	Create critical reviews about artists and various art forms	PO 1,3,4,5,6, 8. PSO 3,11,12,1 4	C	P		P

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO 1	**PSO 2**	**PSO 3**	**PSO4**	**PS O5**	**PSO 6**	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**
CO 1	3	2					2			3		

CO 2		2	3				3			1		
CO 3				3		2	1	3		1	2	2
CO 4			2						3	2	2	
CO 5			3				2		2	1	2	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
- Final Exam

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓

CO 2	✓			✓
CO 3	✓			✓
CO 4		✓		✓
CO 5		✓		✓
CO 6			✓	

University of Kerala

Discipline	English				
Course Code	UK1AECENG102				
Course Title	Food, Literature and Culture 1				
Type of Course	AEC				
Semester	I				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	3	2 hours	-	2 hours	4
Pre-requisites					
Course Summary	This course is designed to enhance the English language competency of first-semester degree students while focusing on core linguistic skills, critical reading, academic and expository writing skills while exploring the nuances of food, literature and culture. This will enhance language skills around culinary practices and create a vocabulary of food. It will map intersectional readings on food and culture. Through a combination of theoretical study, practical exercises, and cultural exploration, students will				

	develop the linguistic proficiency and critical thinking abilities necessary for academic success and effective communication in English.

Detailed Syllabus:

Module	Unit	Content	Hrs
I		**Food Safety**	**12**
	1	Benjamin Zephaniah "Talking Turkeys" (Poem) https://www.youtube.com/watch?v=-1DKCaR9OzQ Fighting Giants: Eco-activist Vandana Shiva on Her Battle Against GM Multinationals (The Guardian) https://www.theguardian.com/global-development/2023/apr/28/fighting-giants-eco-activist-vandana-shiva-on-her-battle-against-gm-multinationals **Suggested Reading/Viewing:** Vegetarianism Vs Non-Vegetarianism **https://timesofindia.indiatimes.com/life-style/health-fitness/health-news/non-vegetarian-vs-vegetarianism-which-is-a-healthier-alternative/articleshow/106759691.cms#:~:text=These%20components%20contribute%20to%20digestive,pressure%20and%20improved%20cholesterol%20levels.** Food politics: Who makes our food choices? – Marion Nestle https://youtu.be/r4VDp8Yw4tI	
	2	**Practicum**: Listen to more talks on animal rights Collect more articles on food safety and make a podcast on any one item Debate-Vegetarianism Vs Non- vegetarianism Write an essay on Food Politics	
II		**Hunger**	**12**
	3	End Hunger Now Ted talk by Josette Sheeran https://www.ted.com/talks/josette_sheeran_ending_hunger_now/transcript Hunger Summit Poster https://www.iowahungersummit.org/documents/filelibrary/documents/iowa_hunger_summit/2015_iowa_hunger_summit/2015_hs_slides/HS20158_Launch_of_the_Vote_to_End_H_3CCC1C933FBCD.pdf	

		Suggested Reading/Watching WHO- Hunger https://www.who.int/news/item/12-07-2023-122-million-more-people-pushed-into-hunger-since-2019-due-to-multiple-crises--reveals-un-report A Wake Up Call to Fight Hunger (UN Video- Speech) https://youtu.be/HSup86qC3zg *The Hunger Artist* by Franz Kafka	
	8	**Practicum:** Speech on eradication of hunger and child malnutrition Conduct a survey on the pattern of food consumption around you and make a graphic presentation Make a list of literary works dealing with the theme of hunger and write a critical appreciation on any one Make posters on eradication of hunger and make an exhibition in the campus	
III	**Recipes**		**12**
	10	Wizened Lady of the Oak has October Ways https://allpoetry.com/poems/about/recipe Kate Young "Novel eating: new recipes from your favourite fiction" https://www.theguardian.com/lifeandstyle/little-library-cafe/2017/oct/06/little-library-cookbook-extract-narnia-marmalade-roll-recipe **Suggeasted Reading** Food as a Cultural Construction- Taylor & Francis https://www.tandfonline.com/doi/pdf/10.1080/07409710.1987.9961926 Michelle Coghlan "The Art of the Recipe" Chapter 5 from Food and Literature Gitanjali G. Shahani	
	11	*Slow Noodles: A Cambodian Memoir of Love, Loss and family Recipes* by Chantha Nguon How to Write a Recipe: The 4 Key Elements of a Great Cookbook Recipe https://www.tckpublishing.com/how-to-write-a-recipe/ **Suggested watching** Just Add Magic- TV Series Ratatouille – Movie Master Chef Australia- Reality Show	
	12	**Practicum**:	

		Listen to Videos on Cooking and recipes Read different types of writings on Food Prepare a recipe for your favourite dish Case study: Master Chef Australia	
IV		**Food Blogs/Vlogs**	**12**
	13	How to Become a Food Writer https://www.escoffier.edu/blog/culinary-pastry-careers/how-to-become-a-food-writer/ https://www.instagram.com/keralafoodie/?hl=en **Suggested Reading** 6 Most loved vloggers of Kerala https://www.thenewsminute.com/kerala/parotta-pulisserry-paayasam-meet-6-food-vloggers-kerala-loves-123647 https://www.instagram.com/eatkochieat/?hl=en (Food Blogs)	
	16	**Practicum:** Discussion on the characteristics of a good food blog/vlog Create a blog/vlog of your own dealing with food, literature and culture	
V		**Food and Technology**	**12**
	17	AI in Food Industry https://throughput.world/blog/ai-in-the-food-industry/#:~:text=Improve%20Efficiency%20and%20Reduce%20Operational,and%20enables%20precise%20resource%20allocation. How agri-robotics will change the food you eat https://www.ted.com/talks/katherine_james_how_agri_robotics_will_change_the_food_you_eat?utm_campaign=tedspread&utm_medium=referral&utm_source=tedcomshare	
	18	**Suggested Reading** Food Technology https://link.springer.com/journal/13197 Educating in a World of Artificial Intelligence (Interview) https://www.gse.harvard.edu/ideas/edcast/23/02/educating-world-artificial-intelligence	
	20	Practicum: Discuss on the impact of technology on food and health	

		Write an essay on how AI can help the food industry	

References:

Web Links:

Purdue Online Writing Lab (OWL): https://owl.purdue.edu/

British Council Learn English: https://learnenglish.britishcouncil.org/

TED Talks: https://www.ted.com/

Oxford Free English Lessons: Free English Lessons - Oxford Online English

10 Tips for Improving Your Public Speaking Skills

https://professional.dce.harvard.edu/blog/10-tips-for-improving-your-public-speaking-skills/

Sample Food Blog – Ministry of Curry

https://ministryofcurry.com/

Sample Nutrition Blog - NutritionFacts.org

https://nutritionfacts.org/blog/

Sample Vlog -Indian Street Food

https://www.youtube.com/watch?v=REa6lI9mLLs

Descriptive Words for Food: Taste, Texture and Beyond
https://www.yourdictionary.com/articles/food-descriptive-words

Texts and Journal Articles:

Bakshi, Raj N. *A Course in English Grammar*. India: Orient Black Swan, 2000

Crystal, David. *A Dictionary of Linguistics and Phonetics*. Shang Wu Yin Shu Guan, 2002.

Fernandez, Agna. *Generic Skills for Employability*. UK: Cambridge University Press, 2020

Foster, Thomas C. *How to Read Literature like a Professor: A Newly Expanded, Lively, and Entertaining Guide to Reading between the Lines*. HarperPerennial, 2024.

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Prose, Francine. *Reading Like a Writer: A Guide for People Who Love Books and for Those Who Want to Write Them*. Union Books, 2012.

Shobha, K N. Lourdes Javani Rayen. *Communicative English: A Workbook.* UK: Cambridge University Press, 2023

Strunk, William, and E. B. White. *The Elements of Style*. Macmillan, 1979.

Swan, Michael. *Practical English Usage*. Oxford University Press, 2020.

Talbot, Fiona. *How to Write Effective Business English: The Essential Toolkit for Composing Powerful Letters, e-Mails and More, for Today's Business Needs*. Kogan Page, 2010.

Wallace, Catherine. *Critical Reading in Language Education*. Palgrave Macmillan, 2005.

Zinsser, William. *On Writing Well*. Harper Paperbacks, 2013.

Course Outcomes

No.	**Upon completion of the** course **the graduate will be able**	**Cognitive Level**	**PSO addressed**
CO-1	Identify key terms and vocabularies related with food and culinary practices, distinguish main points from supporting details in audio lectures, songs, and short videos.	U	1,3
CO-2	Understand effective delivery techniques for public speaking, including clear pronunciation and appropriate body language.	U, R	1,6

CO - 3	Participate in debates and presentations, applying communication strategies learned in class.	Ap,R	1,6,13
CO - 4	Analyse the structure and purpose of different types of texts, including research papers and articles on food and culture .	An, E	1,2,6,9,13
CO - 5	Define and use food and culinary terminology accurately in written and spoken communication.	R, Ap,C	1,4,5,6,12, 13

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	**CO**	**PO/PSO**	**Cognitive Level**	**Knowledge Category**	**Lecture (L)/Tutorial (T)**	**Practical (P)**
CO-1	Identify key terms and vocabularies related with food and culinary practices, distinguish main points from supporting details in audio lectures, songs, and short videos.	PO 4,7,8 PSO 1,3	U	F,C	L	
CO-2	Understand effective delivery techniques for public speaking, including clear pronunciation	PO 4,5,7 PSO	U, R	C	L	

	and appropriate body language.	1,6				
CO - 3	Participate in debates and presentations, applying communication strategies learned in class.	PO 4,5,7 PSO 1,6,13	Ap,R	M	L	
CO - 4	Analyse the structure and purpose of different types of texts, including research papers and articles on food and culture .	PO 1,2,3,4,5, 7,8 PSO 1,2,6,9, 13	An, E	M	L	
CO - 5	Define and use food and culinary terminology accurately in written and spoken communication.	PO 2,3,4,5,6, 7 PSO 1,4,5,6,1 2,13	R, Ap,C	C		P

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO 1	**PSO 2**	**PSO 3**	**PSO4**	**PS O5**	**PSO 6**	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**

CO 1	3		2							3		
CO 2	2					3				2	3	
CO 3	1					2				1	2	
CO 4	1	3				2	3	2	1	1	1	
CO 5								2	3	1	1	2
CO 6	1			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
- Programming 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		✓		✓
CO 5		✓		✓

University of Kerala

Discipline	English
Course Code	UK1AECENG103
Course Title	Science Through the Prism of English
Type of Course	AEC I
Semester	I

Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	3	2 hours	-	2 hours	4
Pre-requisites	1. 2.				
Course Summary	This dynamic course for first-semester science stream students is designed to enhance English language proficiency while immersing students in the fascinating world of science. With a special emphasis on the lives of scientists, the evolution of scientific thought, and major discoveries, the course aims to cultivate a scientific outlook among students. Through engaging lectures, interactive discussions, and exploration of the lives of scientists, science fiction and films students will gain insights into the past, present, and future of science, fostering critical thinking and communication skills in English.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I		**Man and Science**	**12**
	1	"The Discovery of Ignorance" Sapiens: A Brief History of Humankind – Excerpt from Chapter 14 https://www.ynharari.com/topic/science-and-religion/	
	2	Questioning Universe (TED talk by Stephen Hawking) https://www.ted.com/talks/stephen_hawking_questioning_the_universe?referrer=playlist-the_most_popular_science_talks&autoplay=true&subtitle=en	
		Suggested materials: The Theory of Everything - James Marsh (2014) https://archive.org/details/the-theory-of-everything-2014-english-audio-subtitles Origin of Species- Charles Darwin https://archive.org/details/originofspecies00darwuoft/page/144/mode/2up	
	5	Practicum Discussion based on movie " The Theory of Everything" List out scientific terms used in the Ted Talk by Stephen Hawking Debate on the main premise discussed in the essay "Sapiens" Write an essay on a major scientific discovery that has revolutionized human life.	

II	**Art and Science**		**12**
	6	Paradigm Shifts in Science: Insights from the Arts https://laskerfoundation.org/paradigm-shifts-in-science-insights-from-the-arts/	
	7	The Art and Science of Leonardo da Vinci - Richard Poss https://www.youtube.com/watch?v=76t5EA2xlf8	
		Suggested Materials Making sound visible through cymatics (TED talk by Evan Grant) https://www.ted.com/talks/evan_grant_making_sound_visible_through_cymatics At the Intersection of Art and Science-Jay Last https://youtu.be/7GE2PuKH_jQ?si=BPZfpx3mBJsWVQY9 Science of Dance https://gosciencegirls.com/science-of-dance/	
		Practicum List out the major paintings of Leonardo da Vinci and discuss about its connection with science. Listening to an Interview/ Blog/ Podcast with a dansuese, on the topic intersection of art and science Write an essay on how you can use science in everyday art/life	
III	**Living Science**		**12**
	10	Who Was Anna Mani, and How Was She a Pioneer for Women in STEM?-Allison Futterman https://www.discovermagazine.com/the-sciences/who-was-anna-mani-and-how-was-she-a-pioneer-for-women-in-stem	
	11	“Light and power”, Chapter 1, Prodigal Genius: The Life of Nikola Tesla , Part One, https://www.essra.org.cn/upload/202005/132339994729506489.pdf	

	12	Suggested Reading/ Watching The Man Who Knew Infinity Full Movie (English) - Srinivasa Ramanujan's Biographic Movie https://www.youtube.com/watch?app=desktop&v=npcmIC-I7Ec Hidden Figures https://archive.org/details/hidden-figures-2016 E.K.Janaki Ammal https://www.ias.ac.in/public/Resources/Initiatives/Women_in_Science/Contributors/janaki_ammal.pdf	
	13	Practicum Discussion on "Hidden Figures" Speech on the lack of visibility of women in the field of science. Read about a prominent scientist in India and make a presentation on their contributions. Attempt a biographical sketch on your favourite scientist.	
IV	**Writing Science**		**12**
	14	Ultimate Writing Challenge: Science Writing for Kids https://sciencecommunicationbreakdown.wordpress.com/2012/11/01/writing-for-kids/	
	15	The Practice of Science: An Introduction to Research Methods-Anthony Carpi and Anne E. Egger https://www.visionlearning.com/en/library/Process-of-Science/49/The-Practice-of-Science/148	
	16	Suggested Reading/Viewing Newton's third law-Prof. Walter Lewin https://www.youtube.com/watch?v=ruBfXIVSYZ8 How the Pandemic Remade Science Journalism- Tanya Lewis https://www.scientificamerican.com/article/how-the-pandemic-remade-science-journalism/ Practicum	

		Describe the scientific process involved in the demonstration of Newton's third law by Walter Lewin Group Discussion on ways to make science classes interesting Read newspaper articles on science topics and discuss the style and content.	
V	**Literature and science**		**12**
	18	When I Heard the Learn'd Astronomer - Walt Whitman https://www.poetryfoundation.org/poems/45479/when-i-heard-the-learnd-astronomer	
	19	Frankenstein Graphic Novel https://drive.google.com/file/d/0B87DgazKRnbjbXgtcXBtT2pfUWc/view?resourcekey=0-9NcLJBgDMufMAibjplyP9A	
	20	Suggested Reading/ Wonder Works: Exploring the Science of Literature-Angus Fletcher https://www.youtube.com/watch?v=bOTm1QmvRSA The Star-splitter - Robert Frost https://www.poetryfoundation.org/poems/44273/the-star-splitter	
		Practicum List out the 25 inventions that Angus Fletcher tells in his video Can you be scientific and poetic at the same time?: Debate Write an appreciation of the poem "The Star-Splitter"	

References:

Online Links:

Purdue Online Writing Lab (OWL): https://owl.purdue.edu/

British Council Learn English: https://learnenglish.britishcouncil.org/

Oxford Free English Lessons: Free English Lessons - Oxford Online English

British Council: https://learnenglish.britishcouncil.org/apps/learnenglish-sounds-right

Hope
https://youtu.be/1P3ZgLOy-w8?si=eGisfWAyjlvGZ3ac

Texts and Journal Articles:

Bakshi, Raj N. A Course in English Grammar. India: Orient Black Swan, 2000.

Beck, Andrew, et al. Communication Studies: The Essential Introduction. Routledge, 2002.

Cambridge Phrasal Verbs Dictionary. Cambridge University Press, 2016.

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Fernandez, Agna. Generic Skills for Employability. UK: Cambridge University Press, 2020.

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Roach, Peter. English Phonetics and Phonology: A Practical Course. Cambridge University Press, 2018.

Shobha, K N. Lourdes Javani Rayen. Communicative English: A Workbook. UK: Cambridge University Press, 2023.

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Walter, Elizabeth, and Kate Woodford. Collins Easy Learning Writing. HarperCollins, 2015.

Zinsser, William. On Writing Well. Harper Paperbacks, 2013.

Course Outcomes

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

Note: 1 or 2 COs/module

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Understand English language with special focus on the language used in scientific narratives	U	1,2
CO-2	Remember and recall the language used in scientific works and identify its difference from other narratives	R	1,2,4
CO-3	Differentiate the use of language employed in different fields of narration ,based on the study of scientific language.	R,Ap	4,9
CO-4	Analyse the nuances of the language used in the narration of different fields of study	An	9,11
CO-5	Create your own narratives based on your understanding of narratives in language	C	6,12,14

Name of the Course:
Credits: 4:0:0

(Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
1	Understand English language with special focus on the language used in	PO 1,4,7,8	U	F, C	L	

	scientific narratives	PSO 1,2				
2	Remember and recall the language used in scientific works and identify its difference from other narratives	PO 1,2,4,5,6,7,8 PSO 1,2,4	R	C,M	L	
3	Differentiate the use of language employed in different fields of narration ,based on the study of scientific language.	PO 1,2,5,6,7,8 PSO 4,9	R,Ap	M,C	L	
4	Analyse the nuances of the language used in the narration of different fields of study	PO 1,2,4,8 PSO 9,11	An	M	L	
5	Create your own narratives based on your understanding of narratives in language	PO 3,4,5,6,8	C	P		P

		PSO 6,12,14				

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO 1	**PSO 2**	**PSO 3**	**PSO4**	**PSO5**	**PSO 6**	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**
CO 1	2	3					2			3		
CO 2	3	1		2			1	2		1	3	2
CO 3				3			3	2			1	2
CO 4							1	1		2		
CO 5						2			3	1	2	2
CO 6												

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
- Final Exam

Mapping of COs to Assessment Rubrics :

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

University of Kerala

Discipline	English				
Course Code	UK1AECENG104				
Course Title	Business Communication I				
Type of Course	AEC				
Semester	I				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	3	2 hours	-	2 hours	4
Pre-requisites	1. Basic knowledge in English				
Course Summary	This course is designed to develop proficiency in English communication skills relevant to the field of commerce, to enhance grammatical accuracy and fluency in spoken and written English, To introduce students to basic literary concepts and their relevance to business communication and also to cultivate an understanding of human values and ethical considerations in commercial contexts.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I		**Module 1**	**12**
	1	The Business Man- Short Story by Edgar Allan Poe	
	2	10 Tips for Improving Your Public Speaking Skills https://professional.dce.harvard.edu/blog/10-tips-for-improving-your-public-speaking-skills/	
	3	Elements of Communication, Effective Communication, Barriers to Communication, Active Listening, Barriers to Effective Listening, Standard English, Varieties of English – American, Indian, Mother Tongue Interference	
	4	Practicum: Practice lessons from the link given below. Minimum of 10 should be done in the class https://learnenglish.britishcouncil.org/skills/listening/a1-listening	
II		**Module 2**	**12**
	5	The Power of Metaphors in Business Strategy- Aaron Hall	

		https://aaronhall.com/insights/the-power-of-metaphors-in-business-strategy/	
	6	A Short story About Wealth Creation: Dave Nixon https://medium.com/@dave_54590/a-short-story-about-wealth-creation-58df6f041d60	
	7	Speaking Skills (techniques, barriers, and effective speaking), Speaking for different purposes and at different occasions	
	8	Practicum: Self-introduction in different contexts, describing images, narration of events, group discussions Reference https://www.pearsonhighered.com/assets/preface/0/1/3/4/0134624009.pdf	
III	**Module 3**		**12**
	9	Managing Business Communication in virtual era: Use of Google Meet, Zoom, Slack, Trello, Tettra, Microsoft teams, Ring Central, Speakap, Clariti, Flowdock	
	10	Copy Writing for E- Commerce: Language as a tool for building brands and boosting sales. https://brandmasteracademy.com/branding-tools/	
	11	Skimming, Scanning, Intensive and Extensive Reading, Reading between the lines, Note Making	
	12	Practicum: Reading Comprehension, Reading between the lines, Skimming and Scanning Practice exercises. Minimum 10 to be done in class https://learnenglish.britishcouncil.org/skills/reading	
IV	**Module 4**		**12**
	13	Business Communication: Verbal, Non-Verbal, Written, Electronic, Upward, Downward, Formal, Informal,	
	14	Business English: -Business Correspondence: business letters, letter of complaint-letter of enquiry-Emails-Memos-Agenda-Minutes-Reports-Negotiations: Negotiating language- process, negotiating with suppliers and clients-job applications-resumes-cover letters- preparing for interviews	
	15	Practicum: Write letters for different business purposes- at least 10	

		https://www.blairenglish.com/extras/exercise_menu.html	
V	**Module 5**		**12**
	16	What films can teach us about Business Ethics https://www.aspeninstitute.org/blog-posts/films-teach-business-ethics/	
	17	The Blind Man and Advertising Writing https://www.bedtimeshortstories.com/the-blind-man-and-advertising-story	
	18	Why the Gender gap in International trade needs to close faster https://www.ey.com/en_gl/insights/global-trade/why-the-gender-gap-in-international-trade-needs-to-close-faster	
	19	Practicum: Conduct a group discussion on ethical and unethical practices in business.	

References:

Online Links:

Purdue Online Writing Lab (OWL): https://owl.purdue.edu/

British Council Learn English: https://learnenglish.britishcouncil.org/

Oxford Free English Lessons: Free English Lessons - Oxford Online English

British Council: https://learnenglish.britishcouncil.org/apps/learnenglish-sounds-right

Texts and Journal Articles:

Bakshi, Raj N. A Course in English Grammar. India: Orient Black Swan, 2000.

Beck, Andrew, et al. Communication Studies: The Essential Introduction. Routledge, 2002.

Crystal, David. *A Dictionary of Linguistics and Phonetics*. Shang Wu Yin Shu Guan, 2002.

Fernandez, Agna. Generic Skills for Employability. UK: Cambridge University Press, 2020.

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Negotiation Strategies & Techniques. Hale & Associates, 1990.

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Roach, Peter. English Phonetics and Phonology: A Practical Course. Cambridge University Press, 2018.

Roman, Kenneth, and Joel Raphaelson. Writing That Works: How to Communicate Effectively in Business: E-Mail, Letters, Memos, Presentations, Plans, Reports, Proposals, Resumes, Speeches. HarperCollins, 2000.

Shobha, K N. Lourdes Javani Rayen. Communicative English: A Workbook. UK: Cambridge University Press, 2023.

Strunk, William, and E. B. White. *The Elements of Style*. Macmillan, 1979.

Swan, Michael. Practical English Usage. Oxford University Press, 2020.

Talbot, Fiona. How to Write Effective Business English: The Essential Toolkit for Composing Powerful Letters, e-Mails and More, for Today's Business Needs. Kogan Page, 2010.

Wallace, Catherine. *Critical Reading in Language Education*. Palgrave Macmillan, 2005.

Walter, Elizabeth, and Kate Woodford. Collins Easy Learning Writing. HarperCollins, 2015.

Zinsser, William. On Writing Well. Harper Paperbacks, 2013.

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Identify key sounds in English, comprehend different varieties of accents, and extract specific and general information from lectures, and talks related to social sciences	U	1,6

CO-2	Identify key science related vocabulary, analyse sentence structure, and comprehend complex texts on Commerce topics	R, U	1,6,9
CO-3	Describe visuals, narrate, participate in group discussions, and adapt communication styles for various situations	Ap	1,6,11
CO-4	Critically analyse information from various sources such as videos, articles, talks, stories, and form well-supported arguments on topics related to Commerce and Business	An	1,4,6,12,13
CO-5	Write clear and concise paragraphs in various styles, compose reports based on data and visuals, and draft effective emails and letters	R,C	1,6,12,13

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	**CO**	**PO/PSO**	**Cognitive Level**	**Knowledge Category**	**Lecture (L)/Tutorial (T)**	**Practical (P)**
1	Identify key sounds in English, comprehend different varieties of accents, and extract specific and general information from lectures, and talks related to social sciences	PO 4,5,7 PSO 1,6	U	F	L	

2	Identify key science related vocabulary, analyse sentence structure, and comprehend complex texts on Commerce topics	PO 1,2,4,5,7, 8 PSO 1,6,9	R, U	C	L	
3	Describe visuals, narrate, participate in group discussions, and adapt communication styles for various situations	PO 1,4,5,7,8 PSO 1,6,11	Ap	M	L	
4	Critically analyse information from various sources such as videos, articles, talks, stories, and form well-supported arguments on topics related to Commerce and Business	PO 2,3,4,5,6, 7 1,4,6,12, 13	An	M	L	
5	Write clear and concise paragraphs in various styles, compose reports	PO 3,4,5,6,7,	R,C	P		P

	based on data and visuals, and draft effective emails and letters	PSO 1,6,12, 13				

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO 1	**PSO 2**	**PSO 3**	**PSO4**	**PSO5**	**PSO 6**	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**
CO 1	2	-	-	-	-	3				3	2	
CO 2	3		-	-	-	2	3	2		1		
CO 3	2	-		-	-	3	1			2	3	
CO 4	1	-		2	-	3		3	2	1	1	1
CO 5	3		-	-	-	2			3	2	1	1

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
- Final Exam

Mapping of COs to Assessment Rubrics :

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

University of Kerala

Discipline	English
Course Code	UK1AECENG105
Course Title	Reflections on Language, Literature and Society I
Type of Course	AEC:
Semester	I
Academic Level	100-199

Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	3	2 hours	-	2 hours	4
Pre-requisites	1. Basic understanding of English language				
Course Summary	This foundational course offers an interdisciplinary exploration of the intricate relationship between language, literature, and society. Through critical analysis and reflective engagement, students will delve into the multifaceted dimensions of language and its impact on various societal aspects including equality, education, race, caste, human rights, environment, and migration.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I		**Language**	**12**
		English you are a language" by Pablo Neruda In our rapidly changing world what is the future of the English Language?-Mina Patel https://www.britishcouncil.org/voices-magazine/our-rapidly-changing-world-what-future-english-language#:~:text=For%20the%20foreseeable%20future%20English%20will%20remain%20the,stable%20or%20rise%20in%20the%20next%20ten%20years. **Suggested Reading** Malayalam's Ghazal-Jeet Thayil https://www.poetryinternational.com/en/poets-poems/poems/poem/103-27821_MALAYALAM-8217-S-GHAZAL Are you Smart Because you know English Language- TEDx Talk https://www.ted.com/talks/julie_le_are_you_smart_because_you_know_english?utm_campaign=tedspread&utm_medium=referral&utm_source=tedcomshare	
	2	**Practicum** Discussion on English as a global language Debate on imparting education in mother tongue Write an essay on the difficulties you faced while learning the English language	
II		**Diversity and Equity**	**12**

	3	We Should All be Feminists - Adichie https://www.ted.com/talks/chimamanda_ngozi_adichie_we_should_all_be_feminists?language=en A Seat at the Table isn't the Solution for gender Equality- Lilly Singh equality/transcriptalks/lilly_singh_a_seat_at_the_table_isn_t_the_solution_for_gender_equity?language=en **Suggested Listening/Reading**: 1. https://youtu.be/iRr9v_shgbY (Emma Watson's Speech on Gender Equality) 2. "I Have a Dream" – Martin Luther King Jr https://www.npr.org/2010/01/18/122701268/i-have-a-dream-speech-in-its-entirety	
	4	**Practicum** Group discussion on Equity Issues Collect newspaper reports on gender rights violations Conduct a case study highlighting the positioning of diverse categories in literary texts/ movies	
III		**Race , Caste and Human rights**	**12**
	5	"Freedom" by Langston Hughes https://www.poetryfoundation.org/poems/151031/freedom-5d7a48504dcd5 (Poem) *We too are Human* by Ambedkar (From *The Exercise of Freedom* by Susie Taru and Satyanarayana https://www.academia.edu/11356548/The_Exercise_of_Freedom_An_introduction_to_dalit_writitng_ed_K_Satyanarayana_and_Susie_Tharu **Suggested Reading** Chapter 1 from *Dissent* by M. Kunjaman How can we Place Human rights at the Heart of Our Actions TEDx Talk https://www.ted.com/talks/michael_o_flaherty_how_can_we_place_human_rights_at_the_heart_of_our_actions?utm_campaign=tedspread&utm_medium=referral&utm_source=tedcomshare	
	6	**Practicum** Speech on your concept of Freedom Make an analytical write up on caste and class issues in India Panel discussion on casteism in Kerala	
IV		**Environment and Migration**	**12**

	7	One Earth - Environmental Short Film-Romain Pennes https://www.youtube.com/watch?v=QQYgCxu988s I dont know what will kill us first: The Race War or What We have done to the Earth: Fatimah Asghar https://poets.org/poem/i-dont-know-what-will-kill-us-first-race-war-or-what-weve-done-earth UN on Refugees https://www.unhcr.org/us/news/press-releases/unhcr-calls-urgent-global-action-cop28-highlighting-climate-change-s-impact **Suggested Reading/ Listening** Case Study on humanitarian crisis – "Global migration, by the numbers: who migrates, where they go and why" https://www.weforum.org/agenda/2020/01/iom-global-migration-report-international-migrants-2020/ Changing the Discourse on Environmental Migration https://www.ted.com/talks/natalie_haas_changing_the_discourse_on_environmental_migration?utm_campaign=tedspread&utm_medium=referral&utm_source=tedcomshare	
	8	**Practicum** Listen to more speeches on Environmental and migratory issues Discussion on voluntary and forced migrations Speak on any environmental issue around you Collect different narratives on environment and migration and make a podcast on any one issue	
V		**Technology**	**12**
	9	The Future of AI: Here's What You Need to Know in 2024-John Terra https://pg-p.ctme.caltech.edu/blog/ai-ml/the-future-of-ai-a-comprehensive-guide How Emerging Technologies Will Change Work https://www.ted.com/talks/robin_brown_how_emerging_technologies_will_change_work_and_society?utm_campaign=tedspread&utm_medium=referral&utm_source=tedcomshare **Suggested Reading/Watching** H0w Will Artificial Intelligence Affect Jobs 2024-2030 https://www.nexford.edu/insights/how-will-ai-affect-jobs	

		Transcendence (2014) by Wally Pfister India's Space Mission https://www.isro.gov.in/	
	10	**Practical** Debate on Artificial Intelligence- Bane/Boon Panel Discussion: Future of Humanity Make a Write up on The latest Space Mission of India	

References:

Online Links:

Purdue Online Writing Lab (OWL): https://owl.purdue.edu/

British Council Learn English: https://learnenglish.britishcouncil.org/

TED Talks: https://www.ted.com/

Oxford Free English Lessons: Free English Lessons - Oxford Online English

Texts and Journal Articles:

Crystal, David. *A Dictionary of Linguistics and Phonetics*. Shang Wu Yin Shu Guan, 2002.

Foster, Thomas C. *How to Read Literature like a Professor: A Newly Expanded, Lively, and Entertaining Guide to Reading between the Lines*. HarperPerennial, 2024.

Jones, Daniel, et al. *Cambridge English Pronouncing Dictionary*. Cambridge University Press, 2015.

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Fernandez, Agna. *Generic Skills for Employability*. UK: Cambridge University Press, 2020

Shobha, K N. Lourdes Javani Rayen. *Communicative English: A Workbook*. UK: Cambridge University Press, 2023

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Identify key sounds in English, comprehend different varieties of accents, and extract specific and general information from lectures, and talks.	R, ,U,	1,2
CO-2	Identify key vocabulary, analyse sentence structure, and comprehend complex texts on different topics.	U, An	1,2,4
CO-3	Describe visuals, narrate, participate in group discussions, and adapt communication styles for various situations	U, Ap	4,5,6
CO-4	Apply basic punctuation rules, analyse sentences for subject-verb agreement, identify parts of speech, and utilize articles and conjunctions effectively.	U, Ap ,E	6,12
CO-5	Critically analyse information from various sources such as videos, articles, talks, stories, and form well-	An, E,C	6,12,13

	supported arguments.		

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	**CO**	**PO/PSO**	**Cognitive Level**	**Knowledge Category**	**Lecture (L)/Tutorial (T)**	**Practical (P)**
1.	Identify key sounds in English, comprehend different varieties of accents, and extract specific and general information from lectures, and talks.	PO 1,4,7,8 PSO 1,2	R, ,U,	F, C	L	
2.	Identify key vocabulary, analyse sentence structure, and comprehend complex texts on different topics.	PO 1,2,4,5, 6,7,8 PSO 1,2,4	U, An	F,M	L	
3.	Describe visuals, narrate, participate in group discussions, and adapt communication styles for various situations	PO 2,3,4,5, 6,7, PSO 4,5,6	U, Ap	M,C	L	
4.	Apply basic punctuation rules, analyse sentences	PO	U, Ap ,E	M,P	L	

	for subject-verb agreement, identify parts of speech, and utilize articles and conjunctions effectively.	4,5,6 PSO 6,12				
5.	Critically analyse information from various sources such as videos, articles, talks, stories, and form well-supported arguments.	PO 3,4,5,6 PSO 6,12,13	An, E,C	M,P		P

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO 1	**PSO 2**	**PSO 3**	**PSO4**	**PSO5**	**PSO 6**	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**
CO 1	2	3					1			3		
CO 2	2	1		3			2	3		2	2	1
CO 3				1	2	3				1	2	3
CO 4						1				1	3	2
CO 5						2			3	2	1	2

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
- Final Exam

Mapping of COs to Assessment Rubrics :

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

University of Kerala

Discipline	English				
Course Code	UK1AECENG106				
Course Title	English for Social Sciences I				
Type of Course	AEC				
Semester	I				
Academic Level	100-199.				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	3	2 hours	-	2 hours	4
Pre-requisites	1. Basic understanding of English language 2.				
Course Summary	This course provides a foundation in English language skills for learners of the first-semester undergraduate programmes. It covers both listening and speaking skills, as well as reading and writing skills with a focus on diverse socialscapes.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I	**Language Dilemma**		**12**
	1	English as an unphonetic language– Differences in pronunciation- Introducing the Sounds of English – Vowels and Consonants “Hints on Pronunciation for Foreigners”-(poem) https://www.wrightenglish.com/blog/pronunciationpoem ‘Malayalam’s Ghazal’ by Jeet Thayil (Audio- 2 minutes) https://www.poemhunter.com/poem/malayalam-s-ghazal-2/	
		Suggested Viewing German Coast Guard Trainee- YouTube https://www.youtube.com/watch?v=yR0lWICH3rY	

		(50 second video) **Suggested Reading** Three Blind men Describe an Elephant- E. Santhosh Kumar https://indianreview.in/fiction/malayalam-short-stories-three-blind-men-describe-an-elephant-by-e-santhosh-kumar/	
	2	**Practicum** 1. Listening to short YouTube videos on The Sounds of English by the channel BBC Learning English 2. Identifying and reproducing sounds in RP 3. Exercise on vocabulary, such as antonyms, synonyms, frequently mistaken terms, etc. 4. Writing an article on the influence of mother tongue on English language use.	
II	**The Magic of Speeches**		**12**
	3	Speaking Skills – Effective Speaking – Barriers to Speaking, speaking for different purposes and at different occasions Barack Obama's Election Victory Speech, 2008 https://www.npr.org/2008/11/05/96624326/transcript-of-barack-obamas-victory-speech TED's secret to great public speaking - Chris Anderson https://www.youtube.com/watch?v=-FOCpMAww28 **Suggested Viewing/Hearing** 1. My philosophy for a happy life: Sam Berns (Ted Talk-12 Minutes) https://www.youtube.com/watch?v=36m1o-tM05g **Suggested Reading** 2. Abraham Lincoln's "Gettysburg Address" https://www.owleyes.org/text/gettysburg-address/read/text-of-lincolns-speech#root-2	

	4	**Practicum**: 1. Listening to Speeches made by motivating personalities 2. Speaking exercise on the topic 'My Personal Philosophy' (3 minutes) 3. Passage for Reading comprehension and identifying and finding meanings for new words from the passage 4. Writing the script for a speech to be delivered in college as a student representative on a relevant topic	
III	**Reading Lives**		**12**
	5	Reading Skills- Types of Reading - Effective reading – Barriers to Reading Derek Walcott: "A Far Cry From Africa" https://poets.org/poem/far-cry-africa Charlie Chaplin's Own Story https://www.kellscraft.com/CharlieChaplinBio/CharlieChaplinCh01.html **Suggested Reading** Short Story "In my Head" – Jhumpa Lahiri (Anthology – Whereabouts) (1 page) Dalit Women as Political Agents: A Kerala Experience- Rekha Raj. pg 56-58	
	6	**Practicum** 1. Listening to podcast on a social issue 2. Converting two pages of any reading material into audio format 3. Reading a work of prose and a poem based on the same theme. 4. Writing reviews of the prose and the poem	
IV	Writing Nature		**12**
	7	Writing Skills- Types of writing and for different purposes	

		Poem: Jane Hirshfield – "Let them not say" https://poets.org/poem/let-them-not-say Article - A Pale Blue Dot – Carl Sagan (1 page) https://genius.com/Carl-sagan-a-pale-blue-dot-annotated **Suggested Reading** Our Planet: David Attenborough speech at premiere https://www.youtube.com/watch?v=zlKkqQHCCCs https://scrapsfromtheloft.com/movies/david-attenborough-a-life-on-our-planet-transcript/ **Suggested Watching/Listening** Greta Thunberg Speech at UN Climate change COP24 conference 2018 https://youtu.be/VFkQSGyeCWg?si=I6IAQGW7BrylaSyW	
	8	**Practicum** **1.** Listen to documentaries on David Attenborough https://www.imdb.com/list/ls505125668/ **2.** Speaking exercise on the floods and landslides in Kerala 3. Identify new vocabulary pertaining to environment and climate change **4.** Write an essay on Climate Change	
V	**The Leap Across**		**12**
	9	Inequality – Bridging the Divide – Essay https://www.un.org/en/un75/inequality-bridging-divide How can we place human rights at the heart of our actions: Michael O' Flaherty (Ted Talk- 12 Minutes) https://www.youtube.com/watch?v=8whLrQsTUy4 **Suggested Reading** AI Should Augment Human Intelligence, Not Replace It- David De Cremer and Garry Kasparov	

		https://hbr.org/2021/03/ai-should-augment-human-intelligence-not-replace-it 'Digital Disruption of Human Rights'- Eileen Donahoe https://www.justsecurity.org/30225/digital-disruption-human-rights/	
	10	**Practicum** 1. Film appreciation – "A Beautiful Mind" directed by Ron Howard 2. Discussions on AI 3. Identifying key terms related to social sciences 4. Writing an article on topics like intolerance, human rights, etc.	

References:

Online Links:

Purdue Online Writing Lab (OWL): https://owl.purdue.edu/

British Council Learn English: https://learnenglish.britishcouncil.org/

TED Talks: https://www.ted.com/

Oxford Free English Lessons: Free English Lessons - Oxford Online English

Texts and Journal Articles:

Crystal, David. *A Dictionary of Linguistics and Phonetics*. Shang Wu Yin Shu Guan, 2002.

Foster, Thomas C. *How to Read Literature like a Professor: A Newly Expanded, Lively, and Entertaining Guide to Reading between the Lines*. HarperPerennial, 2024.

Jones, Daniel, et al. *Cambridge English Pronouncing Dictionary*. Cambridge University Press, 2015.

Leben, William R., Brett Kessler, and Keith Denning, *English Vocabulary Elements: A Course in the Structure of English Words*, 3rd edn (New York, 2023; online edn, Oxford Academic, 19 Jan. 2023), https://doi.org/10.1093/oso/9780190925475.001.0001

McWhorter, Kathleen T. *The Writer's Express: A Paragraph and Essay Text with Readings*. Houghton Mifflin Co., 2001.

Prose, Francine. *Reading Like a Writer: A Guide for People Who Love Books and for Those Who Want to Write Them*. Union Books, 2012.

Strunk, William, and E. B. White. *The Elements of Style*. Macmillan, 1979.

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Roach, Peter. *English Phonetics and Phonology: A Practical Course*. 4th ed., Cambridge; New York, Cambridge University Press, 2009.

Bhatnagar, Nitin. *Effective Communication and Soft Skills*. Pearson, 2011.

Moothathu, V K. *Concise English Grammar*. 26 Jan. 2013.

Bakshi, Raj N. *A Course in English Grammar*. India: Orient Black Swan, 2000

Fernandez, Agna. *Generic Skills for Employability*. UK: Cambridge University Press, 2020

Shobha, K N. Lourdes Javani Rayen. *Communicative English: A Workbook*. UK: Cambridge University Press, 2023

V, Syamala. *A Textbook of English Phonetics and Structure for Indian Students*. Sharath Ganga Publications, 2010.

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Identify key sounds in English, comprehend different varieties of accents, and extract specific and general information from lectures, and talks related to social sciences.	U	1,2
CO-2	Identify key social science-related vocabulary, analyse sentence structure, and comprehend complex texts on social science topics.	U,R	2,3,4

CO-3	Apply basic punctuation rules, analyse sentences for subject-verb agreement, identify parts of speech, and utilize articles and conjunctions effectively.	Ap,An	1,2,6
CO-4	Evaluate information from various sources and form well-supported arguments on social science topics dealing with contemporary and relevant issues so that they become responsible social citizens.	E	8,10,13,14,15
CO-5	Create their own videos,articles,talks, stories or any form of social expression	C	6,12,15

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
1	Identify key sounds in English, comprehend different varieties of accents, and extract specific and general information from lectures, and talks related to social sciences.	PO 1,4,7,8 PSO 1,2	U	C,F	L	
0.2	Identify key social science-related vocabulary, analyse sentence structure, and comprehend complex texts on social science topics.	PO 1,2,4,5,6 7,8 PSO 2,3,4	U,R	C,F	L	
0.3	Apply basic punctuation rules, analyse sentences	PO 1,4,5,7,8	Ap,An	M	L	

	for subject-verb agreement, identify parts of speech, and utilize articles and conjunctions effectively.	PSO 1,2,6				
0.4	Evaluate information from various sources and form well-supported arguments on social science topics dealing with contemporary and relevant issues so that they become responsible social citizens.	PO 1,2,3,4,5,6,8 PSO 8,10,13, 14,15	E	C,M	L	
0.5	Create their own videos,articles,talks, stories or any form of social expression	PO 3,4,5,6,8 PSO 6,12,15	C	P		P

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO1	**PSO 2**	**PSO 3**	**PSO 4**	**PSO 5**	**PSO 6**	**PO 1**	**PO 2**	**PO 3**	**PO 4**	**PO 5**	**PO 6**
CO 1	3	2					3			2		
CO 2		3	2	1			1	3		1	2	2
CO 3	1	2				3	2			2	3	

CO 4							2	2	3	2	1	2
CO 5						2			2	1	2	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
- Final Exam

Mapping of COs to Assessment Rubrics :

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

University of Kerala

Discipline	English				
Course Code	UK1AECENG107				
Course Title	Language for Developmental Studies I				
Type of Course	AEC				
Semester	I				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	3	2 hours	-	2 hours	4
Pre-requisites					
Course Summary	The course aims to empower students with the linguistic and analytical tools necessary to engage thoughtfully and actively in discussions and debates surrounding key issues in sustainable development, poverty reduction, health promotion, climate action, and gender equity. Through a combination of theoretical exploration, practical application, and critical reflection, students will develop the language proficiency and critical thinking abilities needed to contribute meaningfully to ongoing dialogues and efforts aimed at advancing global development goals and social justice.				

Detailed Syllabus:

Mod	Unit	Content	Hours
1.		Sustainable Development	12
	1.	" The Pedestrian"- Ray Bradbury https://www.riversidelocalschools.com/Downloads/pedestrian%20short%20story.pdf ● "The Fish" - Elizabeth Bishop https://poets.org/poem/fish-2 Suggested Watching/Listening ● Red Alert - How to meet the Sustainable Development Goals together | SDG Moment |United Nations, (You Tube video) https://youtu.be/wXASRXbjR08?si=uAG7f77KebbG3VgK ● The SDG Report 2023: Special Report (You Tube Video) https://youtu.be/zF361a019zA?si=mgrgcUIvgE0qQAkG	
	2.	Practicum 1. Poster design and group presentation on sustainable development and its goals. 2. Organize a group discussion on the consequences of technological advancements in society and the environment. 3. Watch the suggested YouTube videos on sustainable development and reflect on the key messages presented in the video. 4. Create a list of key vocabulary words related to sustainable development based on the study materials prescribed.	
2		Zero Poverty and Hunger	11

		Poverty, Hunger, Food security & insecurity, Malnutrition ● "Song of the shirt" - Thomas Hood https://poets.org/poem/song-shirt ● "The Cop and the Anthem" - O. Henry https://americanenglish.state.gov/files/ae/resource_files/the-cop-and-the-anthem.pdf Suggested Reading: ● *Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty* - Abhijit V. Banerjee and Esther Duflo Suggested Watching/Listening: ● "Ending Poverty and Hunger" - UN Short Film series https://www.youtube.com/watch?v=j7KKZ6v5o34 ● "What we're getting wrong in the fight to end hunger" - Jasmine Crowe | TedTalks https://www.youtube.com/watch?v=VasJyDmMafA	
	4.	Practicum 1. Organize student-led activities aimed at raising awareness about hunger. 2. Assign each student or group to research and prepare a presentation on global issues of poverty and hunger. 3. Write a short story, poem, or reflective essay inspired by the themes and messages of the provided resources. 4. Make a list of prominent authors on hunger and poverty. Read the works of any author of your choice and prepare 3-minute speeches.	
3		Health	12

	5	Health, Disease, Well-being, public health, mental health ● "Of Regiment of Health" - Francis Bacon http://www.esp.org/books/bacon/essays/html/index.p.31.html#:~:text=For%20strength%20of%20nature%20in,fit%20the%20rest%20to%20it. ● "The Guest House" - Rumi https://www.scottishpoetrylibrary.org.uk/poem/guest-house/ Suggested Reading: ● "The Silent Epidemic — The Health Effects of Illiteracy" - Erin N. Marcus https://www.uc.pt/fluc/gigs/GeoHealthS/doc_apoio/iliteracy_and_health.pdf ● "Mental Health" - Maria Julwin De Guzman (pg. 59) https://www.un.org/en/healthy-workforce/files/Sauti.pdf Suggested Watching ● *A Beautiful Mind* - film by Ron Howard	
	6	Practicum 1. Compare and contrast the perspectives on health presented in Francis Bacon's essay, Rumi's poem, and the provided readings on illiteracy and mental health. 2. Writing assignments on the importance of physical and mental health. 3. Identify key vocabulary words from each text and understand their meanings.	
4		Climate	13

	7	Global warming, Carbon footprint, Renewable energy, Anthropocene ● "Protecting our Planet" - Speech by Leonardo Di Caprio https://www.youtube.com/watch?v=a1nvnY2csUw ● "The Anthropocene: a new epoch of geological time?" - Jan Zalasiewicz et.al. https://royalsocietypublishing.org/doi/10.1098/rsta.2010.0339 Suggested Watching/Listening ● "Earth Song" - Micheal Jackson https://youtu.be/XAi3VTSdTxU?si=ht59tuYLkpIBNHIK ● *2040* (2019) - Film by Damon Gameau	
	8	Practicum 1. Organize debates and discussions to negotiate solutions and address challenges related to climate change. 2. Create climate-related multimedia presentations, infographics, or posters to illustrate key concepts and raise awareness about climate change 3. Create a list of climate-related vocabulary words based on the materials prescribed in the module. 4. Assign writing tasks such as essays, or research papers on climate-related topics.	
	Gender		12
	9	Sex, Gender, Sexuality, Sexual identity, Sexual orientation, patriarchy ● 1 Nivedita Menon: ―India: Section 377: How Natural is Normal? http://www.sacw.net/SexualityMinorities/nivedita01Jan2004.html ● "Eve to her Daughters" - Judith Wright https://geetpurvak.art.blog/2023/02/21/eve-to-her-daughters-judith-wright-earth-poems/ Suggested Reading ● *At Five in the Afternoon* - Film by Samira Makhmalbuf	

		• "Learning to be a Mother: - Shashi Deshpande (Essay)	
	10	Practicum 1. Listen to a speech on gender and analyse the speaker's use of language, tone, and delivery, and assess how well they convey their message to the audience. 2. Assign readings from the materials prescribed and analyze the key concepts and themes presented. 3. Read and analyze the poem "Eve to her Daughters" by Judith Wright and identify the poet's use of language, imagery, and symbolism to convey themes related to gender. 4. Do a Powerpoint Presentation on the representation of gender in media.	

Recommended Readings

A global hunger crisis: How did we get here? - CARE

https://www.youtube.com/watch?v=nw0BKZCFq7M

Agony - Anil Gharai

https://literistic.blogspot.com/2024/05/anil-gharai-that-is-tale-told-with.html

Belmont CA: Technology Communication Behavior, Wordsworth Publication, New Delhi, 2001.

50 Key concepts in Gender Studies, Jane Pilcher and Imelda Whelehan, Sage Publications, 2005

Rogers Everett: *Communication and Development- Critical Perspective*, Sage, New Delhi, 2000

Srinivas R. Melkote & H. Leslie Steeves: *Communication for Development in The Third World*, Sage Publications, 2001

What Do We Mean By Development: An Article by Nora C Quebral in International Development Review, Feb, 1973, P-25.

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Familiarise business terminology accurately in written and spoken communication	U	1,4
CO-2	Memorise effective delivery techniques for public speaking, including clear pronunciation and appropriate body language	R, U	1,4,6
CO-3	Able to write with clarity and precision in the academic, professional and practical contexts	Ap	1,4,6,10
CO-4	Facilitate a scientific approach to write, rewrite,document,edit, publish and present papers	An	2,4,6,13
CO-5	Able to synthesize, interpret and develop data or information	E,C	6,10,13,15

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture: Tutorial: Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
1	Familiarise business terminology	PO	U	F	L	

	accurately in written and spoken communication	2,4,5,6,7, PSO 1,4				
2	Memorise effective delivery techniques for public speaking, including clear pronunciation and appropriate body language	PO 2,4,5,6,7 PSO 1,4,6	R, U	F,C	L	
3	Able to write with clarity and precision in the academic, professional and practical contexts	PO 2,3,4,5,6,7 PSO 1,4,6,10	Ap	M	L	
4	Facilitate a scientific approach to write, rewrite,document,edit, publish and	PO 1,2,3,4,5,6,7,8, PSO 2,4,6,13	An	M,P	L	

	present papers					
5	Able to synthesize, interpret and develop data or information	PO 2,3,4,5,6,8 PSO 6,10,13,15	E,C	P		P

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	3			2				3		2	1	1
CO 2	1			2		3		1		2	3	2
CO 3	2			3		1		2	3	1	1	1
CO 4		3		1		2	3	2	2	1	1	3
CO 5						1		1	1	3	2	2

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
- Final Exam

Mapping of COs to Assessment Rubrics:

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

University of Kerala

Discipline	ENGLISH				
Course Code	UK1AECENG108				
Course Title	Literature, Language and Culture 1				
Type of Course	AEC				
Semester	I				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	3	2 hours	-	2 hours	4
Pre-requisites	1. Basic knowledge in English				
Course Summary	This foundational course explores the intricate interplay between literature, language, and culture, offering students a comprehensive introduction to the dynamic world of humanities. Through an interdisciplinary approach, students will delve into the rich tapestry of human expression, examining how literature reflects, shapes, and is shaped by cultural contexts and linguistic nuances.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I		**The Symphony of English**	**12**
	1	English as a global language –English as a second language – Varieties of English – local English - Mother tongue interference "An Introduction" – Kamala Das (poem) "The Importance of English Language Skill" - Shesha Preetika. https://www.linkedin.com/pulse/importance-english-language-skills-shesha-preetika/ **Suggested Reading** Gerard Nolst Trenité – "The Chaos" (Poem) https://people.cs.georgetown.edu/nschneid/cosc272/f17/a1/chaos.html **Suggested Listening** All Sounds-BBC https://youtu.be/QxQUapA-2w4?si=ihSLg9NbVCDETF7W https://learnenglish.britishcouncil.org/skills/listening	
	2	Practicum: 1. Listening to nursery rhymes, popular songs and identify sounds and pronunciation. 2. Preparing and conducting roleplays, discussions and interpersonal communications. 3. Reading short articles and stories of your choice 4. Writing short essays on interesting topics	
			12
II		**Culture**	
	4	Culture and cultural identity – cultural differences – culture and language "Goodbye Party for Miss Pushpa T.S." - Nissim Ezekiel https://www.english-for-students.com/Goodbye-Party.html "I Have a Dream"- Martin Luther King (speech)	
	5	**Suggested Reading**	

		"Where I'm From" - George Ella Lyon **Suggested Viewing**: Formal English and informal English - BBC English Master class- https://youtu.be/hdKYl8Tg_FQ?si=9Q4OJnMdV5I5xJ9j How to give instructions in English – British Council Learn English https://youtu.be/LLvGYEjutWo?si=XsPZIYBuYBbxkvi3 –	
			12
	6	Practicum: 1. Listening to Speeches and Podcasts on Culture and cultural identities 2. Speaking on Cultural Identities (Speeches, Panel and Group Discussions) 3. Searching, finding and reading newspaper and magazine articles about various cultures and cultural differences. 4. Writing an essay about the cultural aspects of any Indian State.	
III	**Society**		
	7	Society and Individuals – Social norms and morals – society and human Rights The Lottery – Shirley Jackson Short Story (1948) Animal Farm – George Orwell (Chapter 10) **Suggested Listening** Practice English Listening for Beginners - Improve your Listening Skills every day https://www.youtube.com/watch?v=pZR5Ox8duog **Suggested Watching** Tips for public speaking - an English for Life lesson - British Council https://youtu.be/D40j0y_U4og?si=lVA5fx7DoYPqO1nl	
	8	Practicum: 1. Listening to podcasts dealing with contemporary social issues 2. Speaking on a socially relevant topic 3. Preparing a reading list of authors dealing with social issues and disparities and identify vocabulary related to social issues. 4. Writing an article about any socially relevant topic around you.	

IV	**Gender**		12
	9	Sex and Gender- patriarchy and social conditioning-gender fluidity- gender violence and discrimination – gender equity Still I Rise - Maya Angelou (poem) https://www.poetryfoundation.org/poems/46446/still-i-rise Women's Rights are Human rights- Hilary Clinton (Speech) https://in.video.search.yahoo.com/search/video?fr=mcafee&ei=UTF-8&p=Women%E2%80%99s+Rig hts+are+Human+rights- +Hilary+Clinton&type=E211IN826G0#id=1&vid=60588c9f02113571945aee 69ab115247&action=click **Suggested Reading** Gender Equality is My Issue Too- Emma Watson https://www.un.int/iapr/sites/www.un.int/files/IAPR/full-transcript-of-emma-wa tson.pdf **Suggested Watching** Academic Insights – 9 top tips for academic writing - https://youtu.be/LEi8Cs2z0Q4?si=-GxjppMfuxavZTlw	
	10	**Practicum:** 1. Listening to various speeches and discussions on gender 2. Conducting Group Discussions on gender issues 3. Identifying vocabulary related to gender 4. Writing an essay on gender concerns in Kerala context	
		.	
V	**Humanity**		**12**
	11	Humans – self – behaviour – emotions – spirituality – social animal Extract from *Hamlet* - Act II, Scene II "What a piece of work is a man" – William Shakespeare. https://www.theatrefromtheground.org/blog/what-a-piece-of-work-is-man Yuval Noah Harari - Excerpt from Part 1 - Sapiens: A Brief History of Humankind https://www.ynharari.com/topic/power-and-imagination/ **Suggested Reading** "The Purple Dress" – O Henry (Short Story) **Suggested Watching** 6 communication truths that everyone should know | Antoni Lacinai | TEDxVasa	

		https://youtu.be/zvcbn6WtJvQ?si=S4vha_Ke-48WEe-	
	12	**Practicum** 1. Listening to podcasts and discussions on human related issues 2. Conducting debates on human related issues 3. Reading stories and articles dealing with humanity and human relationships 4. Writing an essay on "Humanity in the Current Age"	

Essential/recommended readings:

Bhatia, R. L. 1984. *Developing Presentation Skills*. New Delhi: Wheeler.

Balasubramanian, T. *A Textbook of English Phonetics for Indian Students.* New Delhi: Macmillan, 1981. Print.

Bansal, R.K. and J.B. Harrison. *Spoken English for India: A Manual of Speech and Phonetics*. Hyderabad: Orient Blackswan, 2013. Print.

Baker, C.L. English Syntax. Cambridge, MA: MIT Press, 1995. Print.

Carr, Philip. *English Phonetics and Phonology: An Introduction*. Blackwell, 1999. Print.
Gimson, A.C. *An Introduction to the Pronunciation of English*. London: Edward Arnold, 1980. Print.

Carnie, Andrew. Syntax: A Generative Introduction. Wiley-Blackwell, 2012. Print.
Crystal,D. Linguistics. Harmondsworth: Penguin, 1978. Print.

Gleason, H.A. *An Introduction to Descriptive Linguistics*. New Delhi: Oxford and IBH, 1970. Print.

Grady, et al. *Contemporary Linguistics: An Introduction*. New York: St. Martin's Press, 1991. Print.

Goodale, Malcom. 2005. *Professional Presentations*. Cambridge: Cambridge University Press.

Hockett, C. *A Course in Modern Linguistics*. New Delhi: Oxford and IBH, 1970. Print.

Huddleson, R. *An Introduction to English Transformational Syntax*. London: Longman, 1976. Print.

Jones, D. An *Outline of English Phonetics*. Cambridge: Cambridge University Press, 1997. Print.

____ . *English Pronouncing Dictionary*. Cambridge: Cambridge University Press, 2012. Print.
O'Connor, J D. *Better English Pronunciation*. ELBS and Cambridge University Press, 2000. Print.

Roach, Peter. *English Phonetics and Phonology: A Practical Course.* Cambridge: Cambridge University Press, 2000. Print.

Turk, Christopher. 2007. *Effective Speaking: Communicating in Speech*. New York: Spon Press.

Fromkin, V., R. Rodman, and N. Hyams. *An Introduction to Language*, 8th ed. Boston: Thomson Wadsworth, 2007. Print.

Lyons, J. *An Introduction to Theoretical Linguistics*. Cambridge: Cambridge University Press, 1971. Print.

_____ . *Language and Linguistics*. Cambridge: Cambridge University Press, 1981. Print.
Palmer,F. *Grammar*. London: Longman and ELBS, 1985. Print.

Quirk, R., S. Greenbaum, G. Leech, and J. Svartvik. *A Comprehensive Grammar of English*. London: Longman, 1982. Print.

Verma, S.K. and Krishnaswamy, N. *Modern Linguistics – An Introduction*. New Delhi: Oxford University Press, 1989. Print.

Yule, George. *The Study of Language*. Cambridge: Cambridge University Press, 1997. Print.

E-Resources
Own Your Behaviours, Master Your Communication, Determine Your Success | Louise Evans – https://www.youtube.com/watch?v=4BZuWrdC-9Q

https://www.facebook.com/bbclearningenglish.multimedia/videos/how-to-make-a-complaint/537702400211089/ -

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Understand language skills required for cultural, literary and social activities .	U	1

CO-2	Enable the students to work in a multicultural, gender inclusive social situation.	R, U	1,3
CO-3	Apply the language skills in appropriate cultural, academic and literary context or any other social situation.	Ap	1,3,4,6
CO -4	Critically analyse information from various sources such as videos, articles, talks, stories, and form well-supported arguments based on the context.	An,E	4,8,9,
CO-5	Make use of the acquired language skills for creative literary expression and cultural representation.	Ap,C	12,13,14,15

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	**CO**	**PO/PSO**	**Cognitive Level**	**Knowledge Category**	**Lecture (L)/Tutorial (T)**	**Practical (P)**
1	Understand language skills required for cultural, literary and social activities .	PO 4,7 PSO 1	U	F,C	L	
2	Enable the students to work in a multicultural, gender inclusive social situation.	PO 4,7,8 PSO	R, U	C	L	

		1,3				
3	Apply the language skills in appropriate cultural, academic and literary context or any other social situation.	PO 2,4,5,6,7,8, PSO 1,3,4,6	Ap	M	L	
4	Critically analyse information from various sources such as videos, articles, talks, stories, and form well-supported arguments based on the context.	PO 1,2,5,6,7,8 PSO 4,8,9	An,E	M,P	L	
5	Make use of the acquired language skills for creative literary expression and cultural representation.	PO 3,4,5,6,8 PSO 12,13,14,15	Ap,C	M,P		P

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO 1	PSO 2	PSO 3	PSO4	PS O5	PSO 6	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	3									3		
CO 2	2		3							2		
CO 3	1		2	3		2		3		1	2	2
CO 4				2			3	2			2	1
CO 5									3	2	2	2

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
- Final Exam

Mapping of COs to Assessment Rubrics :

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

University of Kerala

Discipline	English
Course Code	UK1AECENG109
Course Title	Literature, Law and Culture 1
Type of Course	AEC
Semester	I

Academic Level	100 -199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	3	2 hours	-	2 hours	4
Pre-requisites	1. Basic Knowledge in English				
Course Summary	This course is interdisciplinary in nature and equips the learners with the essential communication skills needed for an interface in connection with the Language and Literature in the Legal domain. It looks at the importance of looking at literary texts as a reflection of, and a critique of the institutions of law and justice. Both legal and literary texts are embedded within larger cultural contexts. The students will be able to apply their communication skills in simulated legal scenarios, and craft persuasive legal arguments, thereby sharpening their communication prowess. The learners will examine communication strategies used in select literary works to gain insights relevant to legal themes and issues.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I		**Language and Law**	**12**

	1	Importance of Language in Law – Legal language – Use of language in Law- Legal Vocabulary – Moot Court **Required Texts** "Beyond Words: Breaking the Barriers of Legal Language" Natalie Ohana. TedX Talks. https://www.youtube.com/watch?v=-Ydrf7DljfQ **"**Significance of Language in the Life of a Law Student" Law and Language. Apple Podcasts. https://podcasts.apple.com/us/podcast/significance-of-language-in-the-life-of-a-law-student/id1543653836?i=1000503927280 **Suggested Texts** "The Language of Law" song by *The Bar and the Grill* singers. https://www.youtube.com/watch?v=ecr__csRJhM Legal Glossary https://legislative.gov.in/legal-glossary/	
	2	**Practicum** Identify any 20 commonly used Legal terms that are from Latin. For instance, ad hoc, affidavit. Initiate discussions in the classroom based on the materials prescribed for study, in this module.	
II		**Literature and Law**	**12**
	3	Literary representations - Fiction- Poetry- Story- Drama - Law and Justice in literary imagination **Required Texts** William Shakespeare – *Merchant of Venice* – Act IV Scene I Courtroom Scene Kahlil Gibran: "On Laws" https://poets.org/poem/laws#:~:text=Then%20the%20lawyer%20said%2C%20But,then%20destroy%20them%20with%20laughter. **Suggested Texts**	

		Guy de Maupassant: "Rosali Prudent" https://americanliterature.com/author/guy-de-maupassant/short-story/rosalie-prudent W. H Auden- "Law like Love" https://web.mit.edu/cordelia/www/Poems/law_like_love.html Posner, Richard A. *Law and Literature* Harvard: Harvard University Press, 2009. Print.	
	4	**Practicum** Write a critical appreciation of the Courtroom Scene in *The Merchant of Venice*. Present the Courtroom Scene in *The Merchant of Venice* as Moot Court. Plan and present a theatrical performance based on the text prescribed	
III		**Law and Visual Culture**	**12**
	5	Visual representation - Art and social critique - Screen space and Law - Law and Audience's reception **Required Texts** Robert Mulligan (Dir.) *To Kill a Mockingbird*. 1962. 129' Aniruddha Roy Chowdhury (Dir): *Pink*. 2016. India, 136' **Suggested Texts** Johnny Depp versus Amber Heard defamation trial. YouTube. Harper Lee. *To Kill a Mockingbird*. 1960. Chaitanya Tamhane (Dir): *Court*, 2014. India, 116'	
	6	**Practicum**	

		Watch the movies prescribed in this module, and discuss the representation of law, lawyers and justice on screen. Share your responses, initiate a classroom discussion. Write reviews of any other movie pertaining to law and related concerns Prepare subtitles in English for one of the movies (any 5 minutes) given for suggested viewing.	
IV	**Humanizing Law**		**12**
	7	Discrimination - Crime against humanity - Freedom of expression - Affirmative action - Human rights **Required texts** "Can a Good Lawyer be a Good Person?" | Ronald Sullivan | TEDxBeaconStreet https://www.youtube.com/watch?v=UY2tyuSOcyo Bob Dylan: "Hurricane" https://www.youtube.com/watch?v=bpZvg_FjL3Q **Suggested Texts** Bahia Shehab "A Thousand Times No" |TEDGlobal 2012 https://www.ted.com/talks/bahia_shehab_a_thousand_times_no?referrer=playlist-the_pursuit_of_justice&autoplay=true Suhaiymah Manzoor-Khan: "If You Need Me To Prove My Humanity, I'm Not The One Who's Not Human" https://www.huffpost.com/entry/suhaiymah-manzoor-khan-slam-poet_n_595d26c9e4b0da2c7326cf5c	
	8	**Practicum** Collect details of at least 5 affirmative actions worldwide. Prepare posters on Human rights concerns. Present a moot court argument on the need for human element in law practice	
V	**Law and Everyday**		**12**

	9	Court - Lawsuits - Discipline - Power - Punishment - Law in Everyday life **Required Texts** Gardner, A. G. "On the Rule of the Road" Lisa Riordan Seville*:* "Prison is Where Families Go" https://medium.com/vantage/prison-is-where-families-go-7ae22b47e800#.ac4uutrul **Recommended Texts** Jill Marshall: "Law everyday spaces and objects, and being human" *Law, Humanities and the COVID Crisis* Eds. Carl F. Stychin, University of London Press, 2023. Print. Pp. 231-250 Sarat, Austin and T R Kearns. *Law in Everyday Life*. U of Michigan P 2009.	
	10	**Practicum** Make a list of 10 laws that everyone should be aware of. Prepare a legal case study on minor traffic violations.	

References

Bhatnagar, Nitin. *Effective Communication and Soft Skills*. Pearson, 2011.

Fernandez, Agna. *Generic Skills for Employability*. UK: Cambridge University Press,

2020

Shobha, K N. Lourdes Javani Rayen. *Communicative English: A Workbook*. UK: Cambridge University Press, 2023

M.A. Yadugiri and Geeta Bhaskar. *English for Law*. Foundation Books, 2005.

Devika Panikar- Courtroom Language and the Common Man https://devikapanikar.com/courtroom-language-and-the-common-man/

Devika Panikar- Legal English https://devikapanikar.com/legal-english/

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Comprehend literary and legal concepts and terms	U	1,
CO-2	Comprehend the interface of Language, Literature and Law vis a vis society and community	R,U.	1,9
CO-3	Interpret various reading materials, legal documents, news reports, movies, poems, short stories, articles ,Ted Talks etc.	U, Ap,	9,10,11
CO-4	Analyse and critically examine narratives of literature from a legal perspective and also the literary representations of Law.	An	11,13,15
CO-5	Compose legal documents such as case reports, summaries, and essays, adhering to proper legal writing principles and vocabulary.	R, C	6,9,11,13, 15

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
1	Comprehend literary and legal concepts and terms	PO 4,7 PSO 1	U	F	L	
2	Comprehend the interface of Language, Literature and Law vis a vis society and community	PO 1,2,4,7,8 PSO 1,9	R,U.	F,C	L	
3	Interpret various reading materials, legal documents, news reports, movies, poems, short stories, articles ,Ted Talks etc.	PO 1,2,3,4,6,8 PSO 9,10,11	U, Ap,	C,M	L	
4	Analyse and critically examine narratives of literature from a legal perspective and also the literary representations of Law.	PO 1,3,4,5,8 PSO 11,13,15	An	M,P	L	

5	Compose legal documents such as case reports, summaries, and essays, adhering to proper legal writing principles and vocabulary.	PO 1,2,3,4,5,8 PSO 6,9,11,13,15	R, C	P		P

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

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

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
- Final Exam

Mapping of COs to Assessment Rubrics :

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

University of Kerala

Discipline	ENGLISH				
Course Code	UK1AECENG110				
Course Title	Reading Literature I				
Type of Course	**AEC**				
Semester	I				
Academic Level	100 – 199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	3	2 hours	-	2 hours	4
Pre-requisites	1. Basic understanding of English language				
Course Summary	This Ability Enhancement Course equips undergraduate students with essential communication skills,using literary texts as a tool. The learners are also enriched with various humanistic values through the literary content.				

Detailed Syllabus:

Module	**Unit**	**Content**	**Hrs**
I	**Module I - Language Acquisition through Listening**		**12**

	1	What is Listening? Difference between listening and hearing – active listening –barriers to listening – academic listening - listening for details - listening and note-taking. 1. The Post Master by Tagore https://librivox.org/stories-from-tagore-by-rabindranath-tagore/ 2. Do not love half-lovers - Khalil Gibran https://www.youtube.com/watch?v=-5tfadddgoY **Suggested Listening** 1. Jamaica Kincaid reading 'Girl' https://www.youtube.com/watch?v=AHr1HYW0mKE 2. 1. Biography of Charlie Chaplin https://www.youtube.com/watch?v=Oo4KXZVApsQ	
	2	**Practicum** 1. Listen to more short stories in English on librivox 2. Create audio content for other listeners using free platforms like librivox, youtube etc. 3. Create a vocabulary bank based on the digital content prescribed in the module. 4. Listen to the biography of a social reformer on youtube and take down notes.	
II			**12**

	3	**Module II - Language Acquisition through Speaking**	
		Speaking Skills – Types, Effective Speaking, Speaking for different occasions and purposes. Interactive nature of communication – communicational ethics. 1. Speech by Barack Obama https://www.youtube.com/watch?v=PGUdWfB8nLg 2. Shirley and the British Kisses – Speech by Kamala Das https://www.youtube.com/watch?v=NS6jNUvkVyw **Suggested Listening** 1. Three Stories from my Life – Speech by Steve Jobs https://www.youtube.com/watch?v=3SXBFej2akQ 2. We should all be feminists by Adichie https://www.youtube.com/watch?v=hg3umXU_qWc	
	4	**Practicum** 1. Listen to some of the most celebrated speeches in human history. 2. Prepare notes on the essential qualities of speaking you have noticed in the above speeches 3. Do a group discussion on some of the famous orators in history. 4. Attempt a speech of your own in any topic of choice.	
	Module – III Language Acquisition through Reading		**15**

	5	The Reading Process – Types of Reading – Skimming, Scanning, Extensive Reading, Intensive Reading - Methods to Improve Reading - Strengthening Your Vocabulary - Previewing, Reading in Thought Groups, Avoiding the re-reading of the Same Phrases, Barriers to Reading, Skills for Speed Reading. 1. "The Necklace" by Guy de Maupassant https://www.eastoftheweb.com/short-stories/UBooks/Neck.shtml 2. Mother's Day by J B Priestley https://ncert.nic.in/textbook/pdf/kesp103.pdf Suggested Reading 1. The voice of the mountain by Mamang Dai http://howeverhow2archive.lib.buffalo.edu/archive/online_archive/v2_4_2006/current/indian/pdfs/Dai.pdf 2. The Last Leaf by O Henry https://www.eastoftheweb.com/short-stories/UBooks/LasLea.shtml	
	6	**Practicum** 1. Prepare a bucket list of must-read travelogues. 2. Create a vocabulary bank based on the news words familiarized by the literary texts prescribed in the module. 3. Do a group discussion on the need to do away with gender roles as highlighted by Priestley in Mother's Day. 4. Read any two short stories by Maupassant and discuss its plot summary in the class.	
		Module – IV Language Acquisition through Writing	12

	7	The craft of writing - planning a text – organizing paragraphs – introduction – body – conclusion – functional use of writing – personal, academic and business writing – creative use of writing. 1. Why I Write by Joan Didion https://lithub.com/joan-didion-why-i-write/ 2. The Science of Strong Business Writing by Bill Birchard https://hbr.org/2021/07/the-science-of-strong-business-writing **Suggested Reading** 1. An Ideal for which I am prepared to die by Nelson Mandela https://www.theguardian.com/world/2007/apr/23/nelsonmandela 2. Night of the Scorpion by Nissim Ezekiel https://allpoetry.com/Night-of-the-Scorpion	
	8	**Practicum** 1. Attempt a personal essay, narrating the memory of an unforgettable day in life. 2. Prepare the model of a business advertising billboard, capturing the ideas put forward by Bill Birchard 3. Do a group discussion on the power of language in business writing. 4. Prepare a diary entry, highlighting the important incidents that happened in a particular day.	
	Module – V English for Every Day		**12**
	9	Written and Spoken/Oral Communication – Indian English – Challenges and Possibilities – Methods to improve language – Listen, Imitate, Read, Reflect, Prepare, Speak and Practice	

		1. Kindly Adjust to Our English by Shashi Tharoor https://www.theweek.in/columns/shashi-tharoor/2018/05/25/kindly-adjust-to-our-english.html?fbclid=IwAR3IhtdXqvuV4ySECn9S7SA6HmCEYISyd1QHd3BlwKgiNKKwdkeSg3qWp-U/ 2. A Shadow by R K Narayan https://www.scribd.com/document/718044269/A-Shadow-R-K-Narayan-Text **Suggested Reading** 1. The Night Train at Deoli by Ruskin Bond https://megawp.ru/articles/72-the-night-train-at-deoli-ruskin-bond.html 2. Love Poem for a Wife by A K Ramanujan https://poemanalysis.com/a-k-ramanujan/love-poem-for-a-wife/	
	10	**Practicum** 1. Prepare a vocabulary bank based on the literary texts prescribed in the module. 2. Do a group discussion on the methods to improve your language skills. 3. Read out short stories by Indian writers 4. Attempt a short story/poem, foregrounding the mundane life in contemporary society.	

References:

Online Links:

Purdue Online Writing Lab (OWL): https://owl.purdue.edu/

British Council Learn English: https://learnenglish.britishcouncil.org/

TED Talks: https://www.ted.com/

Oxford Free English Lessons: Free English Lessons - Oxford Online English

Texts and Journal Articles:

Crystal, David. *A Dictionary of Linguistics and Phonetics*. Shang Wu Yin Shu Guan, 2002.

Foster, Thomas C. *How to Read Literature like a Professor: A Newly Expanded, Lively, and Entertaining Guide to Reading between the Lines*. HarperPerennial, 2024.

Jones, Daniel, et al. *Cambridge English Pronouncing Dictionary*. Cambridge University Press, 2015.

Leben, William R., Brett Kessler, and Keith Denning, *English Vocabulary Elements: A Course in the Structure of English Words*, 3rd edn (New York, 2023; online edn, Oxford Academic, 19 Jan. 2023), https://doi.org/10.1093/oso/9780190925475.001.0001

McWhorter, Kathleen T. *The Writer's Express: A Paragraph and Essay Text with Readings*. Houghton Mifflin Co., 2001.

Prose, Francine. *Reading Like a Writer: A Guide for People Who Love Books and for Those Who Want to Write Them*. Union Books, 2012.

Strunk, William, and E. B. White. *The Elements of Style*. Macmillan, 1979.

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Fernandez, Agna. *Generic Skills for Employability*. UK: Cambridge University Press, 2020

Shobha, K N. Lourdes Javani Rayen. *Communicative English: A Workbook*. UK: Cambridge University Press, 2023

V, Syamala. *A Textbook of English Phonetics and Structure for Indian Students*. Sharath Ganga Publications, 2010.

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Identify and categorize the different vowel and consonant sounds in English and explain the concept of phonetics in English	U	1,2
CO-2	Distinguish between formal and informal speaking styles and will be able to deliver presentations or speeches using appropriate vocal variety and body language	R, U, Ap	1,6
CO-3	Compare and contrast different reading techniques and evaluate the effectiveness of their reading comprehension strategies.	U, E	1,4,6
CO-4	Evaluate the various literary and non-literary texts to imbibe values transacted through the works so that they develop into socially responsible citizens	U, Ap,	3,4,8,9
CO-5	Compose a short piece of writing in a chosen style, following proper grammar and mechanics.	U, Ap, C	6,12,14

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)

1	Identify and categorize the different vowel and consonant sounds in English and explain the concept of phonetics in English	PO 1,4,7,8 PSO 1,2	U	F, C	L	
2	Distinguish between formal and informal speaking styles and will be able to deliver presentations or speeches using appropriate vocal variety and body language	PO 4,5,7 PSO 1,6	R, U, Ap	M,C	L	
3	Compare and contrast different reading techniques and evaluate the effectiveness of their reading comprehension strategies.	PO 2,4,5,6, 7 PSO 1,4,6	U, E	C,M	L	
4	Evaluate the various literary and non-literary texts to imbibe values transacted through the works so that they develop into socially responsible citizens	PO 1,2,5,6, 7,8 PSO	U, Ap,	M,P	L	

		3,4,8,9				
5	Compose a short piece of writing in a chosen style, following proper grammar and mechanics.	PO 3,4,5,6, 8 PSO 6,12,14	U, Ap, C	P		P

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO 1	**PSO 2**	**PSO 3**	**PSO4**	**PSO5**	**PSO 6**	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**
CO 1	3	2					3			2		
CO 2	2					3				2	3	
CO 3	1			3		2		3		1	2	2
CO 4			3	2			2	1			1	3
CO 5						2			3	1	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
- Programming 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		✓		✓
CO 5		✓		✓
CO 6			✓	

University of Kerala

Discipline	ENGLISH				
Course Code	UK1AECENG111				
Course Title	Technology, Science and Imagination 1				
Type of Course	AEC				
Semester	I				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	3	2 hours	-	2 hours	4
Pre-requisites	1. Basic Knowledge in English				
Course Summary	This Ability Enhancement Course in English equips students with the necessary communication skills to succeed in their academic and professional careers. The course covers important points of intersection between the sciences and the humanities through exposure to a variety of texts from different disciplines.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I		**Society and Science**	**12**
		Technology and society – social responsibility – how science can be applied to real life social issues	
	1		
		When I Heard the Learn'd Astronomer – Walt Whitman https://www.poetryfoundation.org/poems/45479/when-i-heard-the-learnd-astronomer "How PC Mahalanobis devised a survey that has helped India measure inequality for decades" https://scroll.in/article/843983/how-pc-mahalanobis-devised-a-survey-that-has-helped-india-measure-inequality-for-70-years **Suggested viewing:** Why We Need Engineers Now More Than Ever | Elanor Huntington https://www.youtube.com/watch?v=WOAgllKD-9o	

		Impact of Technology on Society https://www.geeksforgeeks.org/impact-of-technology-on-society/	
		Practicum: 1. Speaking on the relationship between technology and society 2. Listening to talks/speeches about what it means to be an engineer 3. Writing an essay about the way scientists have contributed to the betterment of society 4. Reading articles and essays regarding technology and society	
II	**Gender and the Sciences**		**12**
		Gender discrimination and bias – gender equity – patriarchy – Planetarium – Adrienne Rich https://www.poetryfoundation.org/poems/46568/planetarium-56d2267df376c Neil Gaiman – The Mushroom Hunters https://www.themarginalian.org/2017/04/26/the-mushroom-hunters-neil-gaiman/ **Suggested viewing:** *Hidden Figures* (2016) **Suggested Reading:** "Why do so many women leave the field?" by Susan S Sibley, Harvard Business Review. https://hbr.org/2016/08/why-do-so-many-women-who-study-engineering-leave-the-field	
	8	**Practicum**: 1. Writing an essay about how the STEM field can become a more inclusive one 2. Speaking about the contributions of a woman or a member of a marginalised gender community to technology 3. Developing a vocabulary of inclusivity within the STEM field 4. Listening to the experiences of women in STEM	
III	**Science, Technology and the Future**		**12**
		The industrial revolution – mechanisation of daily life – Changes in quality of life brought by technology – the future of technological advancement – how technology has changed over the years	

		All the Small Things – Dana Martens https://danamartens.tech/2016/08/30/all-the-small-things-a-short-story-on-the-evils-of-technology/ Letter to Someone Living Fifty Years from Now – Matthew Olzman https://poets.org/poem/letter-someone-living-fifty-years-now **Suggested Reading** *The Man in Asbestos* – Stepehen Leacock https://gutenberg.net.au/ebooks06/0602131h.html **Suggested Viewing** The Future of Humanity – Yuval Noah Harari https://www.youtube.com/watch?v=XOmQqBX6Dn4	
		Practicum: 1. Speaking on the impact of technology on the future of humanity 2. Reading works that discuss how technology can be beneficial and deadly. 3. Listening to speeches about the ways that the sciences affect future life. 4. Writing a short essay on one way that technology has impacted humanity	
IV	**Science, Technology and the Environment**		**12**
		Impact of scientific advancements on the environment – sustainable development – coexistence of technology and nature – environmental crises – global warming – environmental disasters "All Watched Over By Machines of Loving Grace" – Richard Brautigan https://allpoetry.com/All-Watched-Over-By-Machines-Of-Loving-Grace Greta Thunberg's speech at the UN Climate Action Summit 2019 https://www.npr.org/2019/09/23/763452863/transcript-greta-thunbergs-speech-at-the-u-n-climate-action-summit **Suggested Viewing** Nausicaa of the Valley of the Wind (1984) **Suggested Reading**: Deepwater Horizon Oil Spill - https://www.britannica.com/event/Deepwater-Horizon-oil-spill/Environmental-costs	
		Practicum:	

		1. Write an essay on how advancements in technology can be beneficial to the environment 2. Listen to discussions on climate change and other environmental concerns 3. Speak about an environmental issue being faced in one's locality 4. Reading articles about various events that have had significant impact on the environment	
V	**Perceiving Our Planet**		**12**
		Space Exploration – the Space Race - Space Travel – The Earth's place in the universe Third Rock from the Sun –Dorianne Laux https://poets.org/poem/third-rock-sun A Pale Blue Dot – Carl Sagan https://www.planetary.org/worlds/pale-blue-dot **Suggested Viewing** Apollo 13 (1995) Mission Mangal (2019)	
		Practicum: 1. Write an essay on the history of mankind's aspirations to the stars 2. Read about the experiences of astronauts who have travelled to space 3. Speak about the challenges and promises of space exploration in the future 4. Develop a vocabulary of various terms based on space exploration	

References:

Online Links:

Purdue Online Writing Lab (OWL): https://owl.purdue.edu/

British Council Learn English: https://learnenglish.britishcouncil.org/

TED Talks: https://www.ted.com/

Oxford Free English Lessons: Free English Lessons - Oxford Online English

Texts and Journal Articles:

Crystal, David. *A Dictionary of Linguistics and Phonetics*. Shang Wu Yin Shu Guan, 2002.

Foster, Thomas C. *How to Read Literature like a Professor: A Newly Expanded, Lively, and Entertaining Guide to Reading between the Lines*. HarperPerennial, 2024.

Jones, Daniel, et al. *Cambridge English Pronouncing Dictionary*. Cambridge University Press, 2015.

Leben, William R., Brett Kessler, and Keith Denning, *English Vocabulary Elements: A Course in the Structure of English Words*, 3rd edn (New York, 2023; online edn, Oxford Academic, 19 Jan. 2023), https://doi.org/10.1093/oso/9780190925475.001.0001

McWhorter, Kathleen T. *The Writer's Express: A Paragraph and Essay Text with Readings*. Houghton Mifflin Co., 2001.

Prose, Francine. *Reading Like a Writer: A Guide for People Who Love Books and for Those Who Want to Write Them*. Union Books, 2012.

Strunk, William, and E. B. White. *The Elements of Style*. Macmillan, 1979.

Wallace, Catherine. *Critical Reading in Language Education*. Palgrave Macmillan, 2005.

Roach, Peter. *English Phonetics and Phonology: A Practical Course*. 4th ed., Cambridge;

New York, Cambridge University Press, 2009.

Bhatnagar, Nitin. *Effective Communication and Soft Skills*. Pearson, 2011.

Moothathu, V K. *Concise English Grammar*. 26 Jan. 2013.

Bakshi, Raj N. *A Course in English Grammar*. India: Orient Black Swan, 2000

Fernandez, Agna. *Generic Skills for Employability*. UK: Cambridge University Press, 2020

Shobha, K N. Lourdes Javani Rayen. *Communicative English: A Workbook*. UK: Cambridge University Press, 2023

V, Syamala. *A Textbook of English Phonetics and Structure for Indian Students*. Sharath Ganga Publications, 2010.

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Identify and analyse various barriers to effective listening in spoken communication	U, R, An	1,6
CO-2	Apply effective listening skills for different purposes and demonstrate proper communication etiquette for different situations.	R, U, Ap,	2,5,6
CO-3	Enhance their analytical writing skills through real life practical situations	U, An,	6,9,12
CO-4	Develop an understanding of the multidisciplinarity of science and the humanities	An, Ap	2,9,11
CO-5	Create pieces of writing which proves the multidisciplinarity of language.	An, Ap,C	6,12,13,

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
CO-1	Identify and analyse various barriers to effective listening in spoken communication	PO 4,5,7 PSO 1,6	U, R, An	F, C	L	

CO-2	Apply effective listening skills for different purposes and demonstrate proper communication etiquette for different situations.	PO 1,3,4,5, 8 PSO 2,5,6	R, U, Ap,	P,M	L	
CO-3	Enhance their analytical writing skills through real life practical situations	PO 1,2,4,5, 6,8 PSO 6,9,12	U, An,	C	L	
CO-4	Develop an understanding of the multidisciplinarity of science and the humanities	PO 1,2,4,8 PSO 2,9,11	An, Ap	P	L	
CO-5	Create pieces of writing which proves the multidisciplinarity of language.	PO 3,4,5,6 PSO 6,12,13,	An, Ap,C			P

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO 1	PSO 2	PSO 3	PSO4	PS O5	PS O6	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	2					3				2	3	
CO 2		2			3	1	3		2	1	2	
CO 3						2	2	1		2	1	3
CO 4		3					2	3		1		
CO 5						3			3	2	1	2

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
- Final Exam

Mapping of COs to Assessment Rubrics :

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

University of Kerala

Discipline	ENGLISH				
Course Code	UK1AECENG112				
Course Title	English Grammar and Communication I				
Type of Course	AEC				
Semester	I				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	3	2 hours	-	2 hours	4
Pre-requisites	1. Basic understanding of the English language				
Course Summary	This comprehensive English communication course equips the learners with the tools to speak, listen, read, and write effectively. The learners will get an in depth understanding of the foundation of sounds (vowels, diphthongs, consonants). The learners will get an idea on the different aspects of communication and gain mastery in all the language skills enabling them to communicate effectively.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I		**Module 1 – Beginning Grammar**	**12**
		Introduction to Grammar – Phonology, Morphology, Syntax, Semantics. The 11 Rules of Grammar https://www.yourdictionary.com/articles/grammar-basics-rules Suggested viewing 30 Common Grammar Mistakes to Avoid https://www.grammarly.com/blog/30-grammar-mistakes-writers-should-avoid/ Practicum 1.Prepare a list of common grammatical errors you have encountered. 2. Identify the areas in which you are more likely to make a mistake.	
II		**Module 2 – Phonology**	**12**
		English sound system – Speech mechanism and organs of speech – Classification of Sounds – Vowels, Consonants, Diphthongs – Syllable structure – Suprasegmental features – Pitch, stress, intonation.	
		Practicum 1. Watch the youtube video listed below and prepare a table of all the sounds in English RP https://www.youtube.com/watch?v=Ft17a7tyjMM 2. Create a table containing sounds of English RP with sample words containing them for classroom presentation 3. Listen to the youtube video and prepare a table of monosyllabic, disyllabic and polysyllabic words you come across in day to day use of English language.	

		https://www.youtube.com/watch?v=Vu6UVwkUgzc	
III	**Module 3 – Building Sentences**		**12**
		Introduction to syntax – Clauses and Phrases – Sentences – Sentence structure – Subject and Predicate – Sentence Patterns – Types of sentences – declarative, exclamatory, imperative, and interrogatory – Sentence types on the basis of clauses – Simple, Complex and Compound sentences – Affirmative and Negative Sentences.	
		Practicum 1. Watch the youtube video listed below and prepare yourself for a class room presentation on the topic "English Sentence Structures". https://www.youtube.com/watch?v=jul2urONzOQ&list=PLD6t6ckHsruY_i7_rZhKcRBmXDdawiqUM 2. Prepare a table containing examples of simple, complex and compound sentences. 3. Prepare a table containing samples of all the basic sentence patterns in English language. 4. Attempt transforming a set of 12 affirmative sentences to negative sentences and vice versa.	
IV	**Module 4 – The Elements of Sentence Making**		**12**
		Introduction to Parts of Speech – Nouns – Pronouns – Verbs – Adjectives – Adverbs – Prepositions – Conjunctions – Articles – Interjections.	
		Practicum 1. Watch the youtube video listed below and prepare a table of the parts of speech in English with examples. https://www.youtube.com/watch?v=6Dna4Tl_YlA&list=PLD6t6ckHsruY_i7_rZhKcRBmXDdawiqUM&index=15 2. Attempt peer teaching sessions in class, explaining the various elements of Parts of Speech in English language.	

V	**Module 5 – The Fundamentals of Grammar**		**12**
		Tenses – Concord – Degrees of comparison – Direct and Indirect Speech – Active Voice & Passive Voice – Remedial grammar – Sentence correction	
		Practicum 1. Watch the youtube video listed below and prepare a table of all the tenses in English with sample sentences. https://www.youtube.com/watch?v=zBzUJlOo930&list=PLD6t6ckHsruY_i7_rZhKcRBmXDdawiqUM&index=17 2. Download the pdf from the link listed below and attempt answering all the remedial English grammar questions. Consult your teacher for any assistance/guidance. https://www.scribd.com/document/466602116/ENGLISH-REMEDIAL-EXAM-PRACTICE	

References:

Online Links:

Purdue Online Writing Lab (OWL): https://owl.purdue.edu/

British Council Learn English: https://learnenglish.britishcouncil.org/

TED Talks: https://www.ted.com/

Oxford Free English Lessons: Free English Lessons - Oxford Online English

Texts and Journal Articles:

Crystal, David. *A Dictionary of Linguistics and Phonetics*. Shang Wu Yin Shu Guan, 2002.

Foster, Thomas C. *How to Read Literature like a Professor: A Newly Expanded, Lively, and Entertaining Guide to Reading between the Lines*. HarperPerennial, 2024.

Jones, Daniel, et al. *Cambridge English Pronouncing Dictionary*. Cambridge University Press, 2015.

Leben, William R., Brett Kessler, and Keith Denning, *English Vocabulary Elements: A Course in the Structure of English Words*, 3rd edn (New York, 2023; online edn, Oxford Academic, 19 Jan. 2023), https://doi.org/10.1093/oso/9780190925475.001.0001

McWhorter, Kathleen T. *The Writer's Express: A Paragraph and Essay Text with Readings*. Houghton Mifflin Co., 2001.

Prose, Francine. *Reading Like a Writer: A Guide for People Who Love Books and for Those Who Want to Write Them*. Union Books, 2012.

Strunk, William, and E. B. White. *The Elements of Style*. Macmillan, 1979.

Wallace, Catherine. *Critical Reading in Language Education*. Palgrave Macmillan, 2005.

Roach, Peter. *English Phonetics and Phonology: A Practical Course*. 4th ed., Cambridge;

New York, Cambridge University Press, 2009.

Bhatnagar, Nitin. *Effective Communication and Soft Skills*. Pearson, 2011.

Moothathu, V K. *Concise English Grammar*. 26 Jan. 2013.

Bakshi, Raj N. *A Course in English Grammar*. India: Orient Black Swan, 2000

Fernandez, Agna. *Generic Skills for Employability*. UK: Cambridge University Press, 2020

Shobha, K N. Lourdes Javani Rayen. *Communicative English: A Workbook*. UK: Cambridge University Press, 2023

V, Syamala. *A Textbook of English Phonetics and Structure for Indian Students*. Sharath Ganga Publications, 2010.

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Gain a solid foundation in English pronunciation, covering vowels, diphthongs, and consonants and learn to identify sounds that are commonly mispronounced, silent, or non-silent.	R, U, E	1,3
CO-2	Employ various communication styles, including	U, An, AP	1,4,6,8

	intrapersonal, interpersonal, group, mass communication, written, and oral communication and develop strong communication skills for real-world scenarios making them speak up against issues making them responsible citizens.		
CO-3	Utilize effective writing mechanics to construct clear and concise paragraphs for various purposes.	U, An, Ap	9,12,13
CO-4	Practice active listening skills to comprehend different types of spoken communication and identify key information.	U, Ap, An	6,11
CO-5	Develop essential communication skills through practical exercises in letter writing, email composition, report writing, and basic blogging.	U, An, E, C	10,11,12

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 2:0:2 (Lecture:Tutorial:Practical)

CO No.	**CO**	**PO/PSO**	**Cognitive Level**	**Knowledge Category**	**Lecture (L)/Tutorial (T)**	**Practical (P)**
CO-1	Gain a solid foundation in English pronunciation, covering vowels, diphthongs, and consonants and learn to identify sounds that are commonly mispronounced, silent, or non-silent.	PO 4,7,8 PSO 1,3	R, U, E	F,C	L	
CO-2	Employ various communication styles, including intrapersonal, interpersonal, group, mass	PO 1,2,4,5,6, 7,8	U, An, Ap	C,M	L	

	communication, written, and oral communication and develop strong communication skills for real-world scenarios making them speak up against issues making them responsible citizens.	PSO 1,4,6,8				
CO-3	Utilize effective writing mechanics to construct clear and concise paragraphs for various purposes.	PO 1,2,3,4,5, 6,8 PSO 9,12,13	U, An, Ap	M,C	L	
CO-4	Practice active listening skills to comprehend different types of spoken communication and identify key information.	PO 1,4,5,8 PSO 6,11	U, Ap, An	P,M	L	
CO-5	Develop essential communication skills through practical exercises in letter writing, email composition, report writing, and basic blogging.	PO 1,2,3,4,6, 8 PSO 10,11,12	U, An, E, C	M,P		P

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs:

	PSO 1	PSO 2	PSO 3	PSO4	PS O5	PSO 6	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	2		3							2		
CO 2	1			4		2	2	3		1	2	3
CO 3							2	1	3	2	3	1
CO 4						3	3			2	2	
CO 5							2	2	3	2		2

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
- Final Exam

Mapping of COs to Assessment Rubrics :

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

University of Kerala

Discipline	ENGLISH				
Course Code	UK1AECENG113				
Course Title	Listening and Speaking in English				
Type of Course	AEC				
Semester	I				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	3	2		2	4
Pre-requisites	1. 2.				
Course Summary	This course aims to enhance listening and speaking skills in English through contextual activities centred around appropriate audio video material. Vocabulary and grammar will receive additional implicit focus throughout. Activities are to be performed in pairs and groups, and this will lead to skill integration, promoting reading and writing too incidentally, preparing for a subsequent course entirely on those skills.				

Detailed Syllabus:

Module	Unit	Content	Hrs

I	**Sounds of English**		**12**
	1	The sounds of English - vowels, diphthongs, consonants - English sounds vs Malayalam sounds	
	2	The sounds of English - the phonetic alphabet - RP based transcription practice	
II	**Pronunciation Practice**		**12**
	3	Pronunciation practice - word stress - weak forms of function words	
	4	Pronunciation practice - sentence stress -- accent and rhythm in connected speech - (During practice in class a neutral, intelligible accent will be the aim, rather than RP as such. There should be an awareness of the dominant varieties of English, but no insistence on following any one in particular)	
III	**Listening to and Narrating Stories**		**12**
	5	**Listening text**: *The Old Man and the Sea* (1999) animated story by Aleksandr Petrov, based on the novel by Ernest Hemingway https://archive.org/details/the-old-man-and-the-sea-1999 , and one or two relevant audio extracts on topics of interest to initiate activities. Listening to be scaffolded by pre, while and post-listening activities. **Speaking task**: Speaking practice on a whole class basis with students working in pairs and group. Activities for this to be planned by the teacher around simple, attainable, familiar and contextual topics of discussion. Each activity should lead to discussions in pairs and groups using only English, ending in the creation of a new story or a different version of an existing one.	
	6	**Listening text**: *Harry Potter and the Philosophers Stone*, JK Rowling, Audio version Chapter 1 https://archive.org/details/HP1-Audio/HP1+-+CH01.mp3 , and one or two relevant audio extracts on topics of interest to initiate activities. Listening to be scaffolded by pre, while and post-listening activities. **Speaking task**: Speaking practice on a whole class basis with students working in pairs and group. Activities for this to be planned by the teacher around simple, attainable, familiar and contextual topics of discussion. Each activity should lead to discussions in pairs and groups using only English, ending in the creation of a new story or a different version of an existing one.	
IV	**Discussing Poems**		**12**
	7	**Listening text**: 1 “Daffodils” William Wordsworth, audio version https://archive.org/details/wandered_lonely_as_a_cloud_librivox/wandere	

		d_lonely_wordsworth_gw.mp3 Listening to be scaffolded by pre, while and post-listening activities. **Listening text**: 2 Charles North's Commentary on "Daffodils" https://archive.org/details/NorthDaffodils/north2_commentary.mp3 Listening to be scaffolded by pre, while and post-listening activities. **Speaking task**: Speaking practice on a whole class basis with students working in pairs and group. Activities for this to be planned by the teacher around simple, attainable, familiar and contextual topics of discussion. Each activity should lead to discussions in pairs and groups using only English, ending in a few written sentences created jointly within the group/pair.	
	8	**Listening text**: "Let My Country Awake" Tagore, sung by Swara Oza https://www.youtube.com/watch?v=C_vKeRTAxnU&t=185s Listening to be scaffolded by pre, while and post-listening activities. **Speaking task**: Speaking practice on a whole class basis with students working in pairs and group. Activities for this to be planned by the teacher around simple, attainable, familiar and contextual topics of discussion. Each activity should lead to discussions in pairs and groups using only English, ending in a few written sentences created jointly within the group/pair.	
V	**Discussing a speech**		**12**
	8	**Listening text**: "Tell India's Story" Palki Sharma https://www.youtube.com/watch?v=-Z9b_v612QQ Listening to be scaffolded by pre, while and post-listening activities. **Speaking task**: Speaking practice on a whole class basis with students working in pairs and group. Activities for this to be planned by the teacher around simple, attainable, familiar and contextual topics of discussion. Each activity should lead to discussions in pairs and groups using only English, ending in a few written sentences created jointly within the group/pair.	
	9	**Listening text**: "Britain Does Owe Reparations" Sashi Tharoor https://www.youtube.com/watch?v=f7CW7S0zxv4 Listening to be scaffolded by pre, while and post-listening activities. **Speaking task**: Speaking practice on a whole class basis with students working in pairs and group. Activities for this to be planned by the teacher around simple, attainable, familiar and contextual topics of discussion. Each activity should lead to discussions in pairs and groups using only English, ending in a few written sentences created jointly within the group/pair.	

Recommended Reading

Hancock, Mark. *English Pronunciation in Use.* Cambridge UP, 2003.

Hewings, Martin. *Pronunciation Practice Activities: A Resource Book for Teaching English Pronunciation*. Cambridge UP, 2004.

McCarthy, Michael, and Felicity O'Dell. *English Vocabulary in Use*. *Upper-Intermediate*. CUP, 2001.

Roach, Peter. *English Phonetics and Phonology: A Practical Course*. Cambridge UP, 2010.

Sinha, Thakur. *Better English Pronunciation.* Vijay Nicole, 2005.

Video lessons on English Pronunciation (Units 1 & 2)

Organs of speech: https://youtu.be/Mh4tvCJbHh0?si=DQ2vgcraJtCUGZ-H

Stress and Intonation: https://youtu.be/O5nRy-AKaVw?si=T0so0AWT2tuuS_tF

Vowels of English: https://youtu.be/26khXMeWt68?si=CcUcaSNuhSjWEKxJ

Diphthongs of English: https://youtu.be/eBQLz9QJn8E?si=wY5lbBrMLlROXNkV

Consonants of English: https://youtu.be/JqZmCX0DQrY?si=Z8amoiv5MkHFaUvQ

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Understand the sounds of English.	U	1
CO-2	Remember the pronunciation of sounds through practice	R	1
CO-3	Apply listening and Speaking skills	Ap	1,6

CO-4	Discuss poems through active listening and evaluate the knowledge gained	E	1,6,13
CO-5	create own speeches based on the knowledge acquired .	U,R,Ap,C	1,6,13

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	**CO**	**PO/PSO**	**Cognitive Level**	**Knowledge Category**	**Lecture (L)/Tutorial (T)**	**Practical (P)**
1	Understand the sounds of English.	PO 4,7 PSO 1	U	F	L	
2	Remember the pronunciation of sounds through practice	PO 4,7 PSO 1	R	F	L	
3	Apply listening and Speaking skills	PO 4,5,7. PSO 1,6	Ap	C	L	
4	Discuss poems through active listening and evaluate the	PO 3,4,5,7,	E	M	L	

	knowledge gained	PSO 1,6,13				
5	create own speeches based on the knowledge acquired .	PO 3,4,5,7 PSO 1,6,13	U,R,Ap,C	P		P

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

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**
CO 1	3									3		
CO 2	3									2		
CO 3	1					3				1	3	
CO 4	1					2			3	1	2	
CO 5	2					1			3	1	2	

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
- Final Exam

Mapping of COs to Assessment Rubrics :

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

SEMESTER 2

University of Kerala

Discipline	ENGLISH				
Course Code	UK2DSCENG100				
Course Title	**The Art of Storytelling**				
Type of Course	**DSC**				
Semester	II				
Academic Level	100 – 199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	3 hours	-	2-	5
Pre-requisites	1. 2. UK102DSC				
Course Summary	Introduces students to the history and relevance of story telling and familiarises them with its different elements				

Detailed Syllabus:

Module	Unit	Content	Hrs
I		**Origin and Evolution of Storytelling as a Cultural Practice**	**15**
	1	Definition of storytelling – kinds of stories - storytelling in different cultures	
	2	oral and written modes of storytelling - Storytelling in other media – personal narratives	
	3	transmedia storytelling – digital storytelling - business storytelling – Storytelling in the corporate sector	
	4	Charlemae Rollins. "StoryTelling: Its Value and Importance." Creative Writing and Story Telling for Today's Schools Vol. 34, No. 3, (MARCH, 1957), National Council of Teachers of English, pp. 164-166 (3 pages). https://www.jstor.org/stable/41384579	
II		**Features and Relevance of Storytelling**	**15**
	5	Benefits of storytelling	

	6	key features of a well-told story	
	7	selection of stories for narration - Rules and steps for storytelling	
	8	Sarah Dillon. "The Function of Stories." https://royalsociety.org/-/media/policy/projects/reimagining-science/Narrative/The-Function-of-Stories-Dr-Sarah-Dillon.pdf	
III	**Storytelling, Sound and Movement**		**15**
	9	Narrator's voice - Rhythm – Rhyme	
	10	Music – Songs – audiobooks	
	11	Telling story as performance	
	12	dance – theatre – opera - puppetry	
	13	Bharat Dhiman. **"**The Rise and Power of Audio Storytelling in the 21st Century: A Critical Review.**"** April 2023. DOI:10.36227/techrxiv.22697422.v1	
	14	Dolly Parton – "Coat of Many Colors." https://www.youtube.com/watch?v=KFbYFHaigSk (Storytelling through song)	
IV	**Storytelling, Images and the Visual Culture**		**15**
	15	Narrative Images and Objects	
	16	picture books – cartoons and comics - Graphic Novels	
	17	visual media - Films – video games - digital media	
	18	Mitchell McDonald-Roberts. "Visual Narrative: The Art of Storytelling in Still Images." https://www.linkedin.com/pulse/visual-narrative-art-storytelling-still-images-mcdonald-roberts/	
V	**Tell a Tale**		**15**
	19	Practicing Story telling	
	20	Present stories in oral and written formats	
	21	Present stories as images, performance, videos and digital contents.	

Reading List

Boyd, Brian. "The evolution of stories: From mimesis to language, from fact to fiction." *Wiley interdisciplinary reviews. Cognitive science* 9(1) May 2017, DOI:10.1002/wcs.1444

Boyd, Brian. *On the Origin of Stories: Evolution, Cognition and Fiction.* Harvard: Harvard University Press, 2009.

Chatman, Seymour. *Story and Discourse: Narrative Structure in Fiction and Film.* Cornell University Press, 1980.

Currie, Gregory. *Narrative and Narrators: A Philosophy of Stories.* OUP, 2010.

Katerynych , Petro. Vita Goian and Oles Goian. “Exploring the Evolution of Storytelling in

the Streaming Era: A Study of Narrative Trends in Netflix Original Content.” *Communication Today* 14(2):28-41 Nov. 2023. DOI:10.34135/communicationtoday.2023.Vol.14.No.2.3

E-resources

https://www.trueeditors.com/blog/the-evolution-of-storytelling/

https://hbr.org/2017/09/great-storytelling-connects-employees-to-their-work

https://www.researchgate.net/publication/341592543_Story_Telling

https://atelierkristel.medium.com/the-art-of-storytelling-narratives-in-visual-art-7533af9fc320

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Describe the impact stories can have on individuals	R, U	2, 3
CO-2	Think critically about stories and their performance contexts	An	3, 9, 14
CO 3	Analyse stories and place them culturally	An, Ap	2, 6, 11
CO 4	Communicate perceptions into forms of cultural expression	E, C	7, 9
CO 5	Demonstrate the ability to identify and target specific audiences	C	5, 13, 15

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
1	1	2, 3	R, U	F, C	L	
2	2	3, 9, 14	An	C	L	
3	3	2, 6, 11	An. Ap	C, P	L	
4	4	7, 9	E, C	C, M	L	
5	5	5, 13, 15	C	M	T	

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO 1	PSO 2	PSO 3	PSO4	PS O5	PSO 6	PO1	PO2	PO3	PO4	PO5	PO6
CO 1		-	-	-	-	-						
CO 2			-	-	-	-						
CO 3	-	-		-	-	-						
CO 4	-	-			-	-						
CO 5	-		-	-	-	-						

CO 6	-	-	-		-	-						

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
- Final Exam

Mapping of COs to Assessment Rubrics :

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

CO 6			✓	

University of Kerala

Discipline	ENGLISH				
Course Code	UK2DSCENG101				
Course Title	MEDIA PRACTICES				
Type of Course	**DSC**				
Semester	II				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	3 hours	-	2	5

Detailed Syllabus:

Module	Unit	Content	Hrs
I		**Understanding the Media**	**15**
	1	Mass Media, Mass Communication, Advertising, Broadcasting, Cybernetics, Propaganda, Censorship, Visual literacy, Media Convergence, Media Bias.	
	2	**Different kinds of Media**: Print media such as Newspaper, magazines, etc and Broadcast Media like television, Radio programmmes, Podcast **Cyber Media** such as WhatsApp. Facebook, Twitter, instagram, YouTube, blogs, E.mail and websites – **Out-of-Home Media** (OOH) such as Billboards, E-posters, Transit advertising, Wallscapes, Digital OOH and **Cyber laws, Indian Cyber laws**	

II	**Introduction to Mass Media**		**15**
	3	Definitions, Different forms of Mass Media: Journalism, Social Media, Films, Photography, Brochures, E-Books and Journals Basic characteristics of Mass Media	
	4	New Media: Old Media V/s New Media, examples, New Media Skills, Career opportunities in New Media	
	5	Impact of Mass Media : Theories of Media such as Audience Reception Theory, Cultivation Theory, Media Dependency theory and the New Media theory	
III	**Introduction to Advertising**		**15**
	6	Definition, History and Evolution of Advertising	
	7	Elements- and Functions of Advertising- Structure and style of Advertising Agencies	
	8	**T**ypes of Advertising- Characteristics and techniques of Advertising- Evaluation of Advertising	
	9	New Trends in Advertising, Traditional V/S modern types of Advertising with emphasis on Online Advertising, Convert Advertising, User-Generated Advertising, Surrogate Advertising, Niche Advertising etc	
IV	**Writing for Media**		**15**
	10	**Writing for Print Media**: Hard News, Feature stories The Inverted Pyramid with examples, 5Ws and 1H, Different styles of News writing -Leads, Language and Narrative Structure	
	11	**Writing for Advertising**: Methods of Advertising, Classified Advertising and Commercial Advertising, Layout and Design of Advertising, Language of Advertising, Tips of Effective Advertising	
	12	**Web Writing**: Various Forms of Web Writing, Basic Principles of Web Writing, Elements of Good Web Writing, Tips for content creation, etc Major Tools used for Web Writing such as MS Word, Google Docs, Reedsy, iA Writer, Storyist etc **Practice Sessions** ● Create content for Ads ● Conduct GD or Debate on Impact of Advertising ● Prepare News Reports, Content for E-journals ● Digital Posture/Brochure making ● Posting in digital platforms like Instagram, twitter ● Content creation for Websites etc	

		• Writing Blogs	

Recommended Reading

E-Resources

- **https://authory.com/blog/30-content-writing-examples-from-top-content-writers-journalists-marketers**
- **https://intactone.com/advertising-effectiveness-evaluation-importance-difficulties-and-methods-of-measuring-advertising-effectiveness/**
- **https://managementstudyguide.com/broadcast-advertising.htm**
- **https://opentextbc.ca/mediastudies101/back-matter/glossary/**
- **https://testbook.com/history-of/advertising#:~:text=It%20began%20with%20simple%20printed,create%20persuasive%20and%20effective%20campaigns.**
- https://www.advergize.com/advertising/different-types-of-advertising/
- https://www.indeed.com/career-advice/career-development/types-of-media
- **https://www.mbaknol.com/marketing-management/elements-of-an-advertising-layout/**
- **https://www.seattleu.edu/web/content/writing/**
- **https://www.studysmarter.co.uk/explanations/social-studies/the-media/media-theories/3 https://managementstudyguide.com/broadcast-advertising.htm**

Books

- Keval J Kumar. Mass Communication in India, Mumbai, Jaico Publishing House, 2013 2.
- Seema Hassan. Mass Communication Principles and Concepts (second edition) CBS Publishers and Distributers, 2013. 3.
- M V Kamath. Professional Journalism, New Delhi, Vikas Press, 1980.
- *Understanding Media and Culture: An Introduction to Mass Communication*: University of Minnesota Libraries Publishing Edition, 2016.

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Explain various terminologies related to media	R	PSO-1
CO-2	Define the concepts of media	U, An	PSO-1
CO-3	Explain the modalities and functions of advertising	U, Ap	PSO-1
C0-4	Impart the skills in professional writing	C	PSO-2,3

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
1	1	1	R	F, C	L	-
2	2	1	U,An	F,C	L	-
3	3	1	U,Ap	C,P	L/T	-
4	4	2,3	An	C,P	L/T	-

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO 1	PSO 2	PSO 3	PSO4	PSO 5	PSO 6	PO1	PO2	PO3	PO4	PO5	PO 6

CO 1	1	-	-	-	-	-						
CO 2	1	-	-	-	-	-						
CO 3	2	-	-	-	-	-						
CO 4	-	2	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
- Final Exam

Mapping of COs to Assessment Rubrics :

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

CO 3	✓	✓		✓
CO 4	✓	✓		✓

University of Kerala

Discipline	ENGLISH				
Course Code	UK2DSCENG102				
Course Title	**Popular Literature**				
Type of Course	**DSC**				
Semester	II				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	4 hours			4
Pre-requisites					
Course Summary	This course gives students an understanding of popular literature which cuts across genres. The students will be able to understand the difference between the popular and the canonical and will gain the ability to think critically about the factors which bring about such a differentiation.				

Module	**Unit**	**Content**	**Hrs**
I		**Popular Literature**	**12**
	1	Popular Literature- Growth, Development, Characteristics - genres and subgenres - folk tales - fairy tales-ballads-romances-periodicals-detective fiction- sci-fi, fantasy-horror-chick lit-Children's literature-cartoon/comic strips	

	2	Arshad Ahammad A. — "Popular Fiction: A Short Introduction." https://popularliterature2acbcss.blogspot.com/2022/03/popular-fiction-short-introduction-by.html	
II	**Popular Genres: Crime Fiction**		**12**
	3	Gavin Holman – "What is the Appeal of Detective Fiction?" https://www.researchgate.net/publication/322539719_What_Is_The_Appeal_Of_Detective_Fiction	
	4	Detective Story Sir Arthur Conan Doyle. "The Second Stain." https://www.arthur-conan-doyle.com/index.php/The_Adventure_of_the_Second_Stain	
III	**Popular Genres: Children's Literature, Fantasy, Fairy-tale and Pulp Fiction**		**15**
	5	Children's Literature Ruskin Bond – "The Cherry Tree" (short story for children) http://englishories.blogspot.com/2014/02/the-cherry-tree-ruskin-bond.html	
	6	Folk-tale Somdev Bhatt: — "Three Suitors and Somprabha" (Vikram-Betaal Story) http://vikrambetalstory.blogspot.com/	
	7	Fairy Tale *The Story of Aladdin; or, The Wonderful Lamp.* https://americanliterature.com/author/arabian-nights/short-story/the-story-of-aladdin-or-the-wonderful-lamp "The Shoes That Were Danced to Pieces" by Jacob and Wilhelm Grimm https://www.pitt.edu/~dash/grimm133.html	
	8	Pulp/Romance Fiction Swagata Pradhan -- "A Tale of Two Strangers" - Love Stories that Touched my Heart edited by Ravinder Singh https://akshaygurnani.wordpress.com/wp-content/uploads/2016/09/love-stories-that-touched-my-heart-ravinder-singh_ebook4in-blogspot-com-1.pdf	
IV	**Novels**		**9**
	9	Stephen King – *Carrie*. Doubleday, 1974. (Horror Novel)	

		Christian Lax. *The Red Mother with Child*. 2020. https://www.zipcomic.com/the-red-mother-with-child-issue-tpb (Graphic Novel)	
V	**Creative Non- Fiction**		**12**
	10	Robert Atwan . "Of Memoir and Memory: Making a Case for a New Type of Literary Criticism." https://www.creativenonfiction.org/online-reading/memoir-and-memory Gwen Francis-Williams - "Asian Pears and Red Azaleas." https://www.hippocampusmagazine.com/2016/09/asian-pears-and-red-azaleas-by-gwen-francis-williams/	
	11	Blog Post Anne Pinkerton – "Precious" https://truescrawl.com/2019/08/29/precious/#more-2411	

Recommended Reading

Atwood, Margaret. *The Handmaid's Tale,* McClelland and Stewar, 1985.

Christie, Agatha. *The Murder of Roger Ackroyd*. (Novel)

Cain, James M. *Postman always Rings Twice*. (Novel)

Dozois, Gardner (editor). *The Mammoth Book of Best New SF 26.* Robinson, 2013.

Highmore, Ben. *Culture*. Routledge, 2015.

Horne, Philip (editor). *Tales from a Master's Notebook: Stories Henry James Never Wrote.* Vintage, 2018.

Khanna, Rakesh (editor). *Blaft Anthology of Tamil Pulp Fiction.* Blaft Publications, 2008.

Pawling, Christopher. "Popular Fiction: Ideology or Utopia?' *Popular Fiction and Social Change*. Basingstoke: Macmillan, 1985.

Rowling, J.K. *Harry Potter and the Philosopher's Stone*, Bloomsbury, 2017.

Suvin, Darco, ―On Teaching SF Critically‖, Positions and Presuppositions in Science Fiction. Kent, Ohio: Kent State University Press. 1989

Todorov, Tzevetan. ―The Typology of Detective Fiction‖. *The Poetics of Prose*. Ithaca: Cornell UP, 1995.

Verne, Jules. *Twenty Thousand Leagues Under the Seas.* 1872, Wordsworth Editions, 1992.

Yei Theodora Ozaki. "The Ogre of Rashomon." *Japanese Fairy Tales.* *https://etc.usf.edu/lit2go/72/japanese-fairy-tales/4847/the-ogre-of-rashomon/*

E-resources

Grossman, Lev. Literary Revolution in the Supermarket Aisle: Genre Fiction Is Disruptive Technology. 23 May 2012, https://entertainment.time.com/2012/05/23/genre-fiction-is-disruptive-technology/

Khair, Tabish. "Indian Pulp Fiction in English: A Preliminary Overview from Dutt to Dé." *The Journal of Commonwealth Literature*, vol. 43, no. 3, Sept. 2008, pp. 59–74, doi:10.1177/0021989408095238.

Lee , L. J. Guilty Pleasures: Reading Romance Novels as Reworked Fairy Tales . Marvels & Tales 22 (1) 2008. https://www.muse.-jhu.edu/article/247497

.

Swirsky, Peter. ―Popular and Highbrow Literature: A Comparative View‖ CLCweb: Comparative Literature and Culture. Volume 1 Issue 4 1999. https://docs.lib.purdue.edu/cgi/viewcontent.cgi?article=1053&context=clcweb

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Encourage to think critically about popular literature.	U, An	PSO-1, 2
CO-2	Understand the categories of the ―popular‖ and the ―canonical	R, U	2, 3, 5

CO-3	Identify the conventions, formulas, themes and styles of popular genres such as detective fiction, the science fiction and fantasy, and children ‘s literature.	An	9, 11, 13
CO–4	Evaluate the literary and cultural value of popular tales, novels and creative non-fiction writings	Ap, E	9, 11, 13,15
CO-5	Sensitize students to the ways in which popular fiction reflects and engages with questions of gender, identity, ethics and education.	E, C	11, 13, 14, 15

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	**CO**	**PO/PSO**	**Cognitive Level**	**Knowledge Category**	**Lecture (L)/Tutorial (T)**	**Practical (P)**
1		1, 2	U, An	F		
2		2, 3, 5	R, U	F, C		
3		9, 11, 13	An	C		
4		9, 11, 3,15	Ap, E	C, P		

5		11, 13, 14, 15	E, C	M		

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

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

Correlation Levels:

Level	Correlation
-	

1	
2	
3	

Assessment Rubrics:

- § Assignment/ Quiz/ Discussion / Seminar
- § Midterm Exam
- § Final Exam

Mapping of COs to Assessment Rubrics :

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

University of Kerala

Discipline	ENGLISH
Course Code	UK2DSCENG103
Course Title	Narratives of Social Struggle, Resistance and Justice
Type of Course	**DSC**
Semester	II

Academic Level					
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	4 hours	-	-	4
Pre-requisites	1. Basic proficiency in language use 2. Awareness of contemporary events				
Course Summary	This course explores the powerful intersection of language, literature, and social justice advocacy. Participants will delve into the nuanced use of language in understanding and addressing pressing issues such as justice, child welfare, mental health, human rights, international social work, and community development. Through a combination of education, research, and critical analysis, students will develop the skills to identify and defend against human rights violations using literature and language as tools for advocacy.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I	**Narratives- Grand narratives - Metanarratives- Privilege- Power- Hegemony- Narratives of resistance- Narratives of social justice –Narratives of Struggle-Inclusion and Exclusion**		**12**
	1	Mahmoud Darwish - “Identity Card” https://www.poemhunter.com/poem/identity-card/	
	2	[redacted] https://news.un.org/en/interview/2024/02/1146567	
	3	Is graffiti an act of resistance? https://www.resetdoc.org/story/challenging-monopoly-state-representation-public-spaces/	
II	Gender		**12**
		Gender equity-violence prevention – empowerment – gender identity- intersectionality - transgender-intersex-preferred pronouns	

	4	We Are Everything – Kalki Subramaniam https://pipewrenchmag.com/kalki-subramaniam-apart-yet-alike/	
	5	We should all be feminists | Chimamanda Ngozi Adichie | TEDxEuston https://www.youtube.com/watch?v=hg3umXU_qWc	
	6		
III		**Ecology**	**12**
		Environmental activism – climate change- land and resource rights- environmental refugees- global environmental governance	
	8		
	9	Greta Thunberg's Speech at the UN Climate Conference https://youtu.be/11FCyUB81rI?si=WqC6vKdo4u3F2JoU	
	10	**Locker – Short film** **https://youtu.be/yNw1X5u7k9g?si=tuu0vgV5-JGvg3xo**	
IV		**Indigenous/Marginalized/ Refugee/ Tribal/ Disabled**	**12**

	12	Shishu _ Mahasweta Devi	
	13	*Nadugadhika*- K J Baby	
	14	The laughter of hunger (Paikinjana Chiri) -Leela Santhosh, Sindhu Viswanath https://youtu.be/5wPyMyb70ZU	
	15	"Home" by Warsan Shire https://www.facinghistory.org/resource-library/home-warsan-shire	
	16	Disability stereotypes in the media https://www.aruma.com.au/about-us/blog/run-forest-run-disability-stereotypes-in-the-media/	
V	**Resistance movements from across the world**		**12**
	17	Decolonisation Frantz Fanon – The Wretched of the Earth (A Summary) https://monoskop.org/images/6/6b/Fanon_Frantz_The_Wretched_of_the_Earth_1963.pdf	
	18	Dalit Resistance and Anit-caste movements Jaydeep Sarangi – Writing as Resistance Margin Speaks: Indian Dalit Literature. A Review of Writing as Resistance: Literature of Emancipation, ed. Jaydeep Sarangi (New Delhi: Gnosis, 2011)	
	19	Anti-Racism : Black Lives Matter An interview with the founders of Black Lives Matter | Alicia Garza, Patrisse Cullors, Opal Tometi https://www.youtube.com/watch?v=tbicAmaXYtM	

Recommended Reading

- **Lewis, T. Literature as Resistance: the Hudson Review, 60 (4), 655-664. www.jstor.org/stable/20464787**

- **Mibang ,tamo, M. C. Behera. Tribal Studies: Emerging Frontiers of Knowledge , Mittal Publications, 2007**

- **Goswami, Shivani and Rakesh Kumar Handa. "The Peril of Acid Attacks in India and Susceptibility of Women", Journal of Victimology and Victim Justice, Vol 3,Issue 1, 2020 https://doi.org/10.1177/2516606920927247**

- **Wong, Alice. Disability Visibility: First Person Stories from the Twenty- first Century, Vintage, 2020**

Jacques, Juliet. Trans: A Memoir, Verso 2015

E-Resources

Module 1

https://www.purplepencilproject.com/resistance-literature-in-india/

https://www.bbc.com/news/world-us-canada-68282613

https://www.researchgate.net/publication/318330847_The_Street_Art_of_Resistance

Module 2

https://www.uua.org/lgbtq/identity/queer

https://www.un.org/en/un-chronicle/lack-gender-equality-science-everyone%E2%80%99s-problem#:~:text=Their%20work%20is%20underrepresented%20in,national%20science%20academies%20are%20women.

https://www.ijtrd.com/papers/IJTRD28293.pdf

Module 3

https://www.un.org/en/climatechange/what-is-climate-change#:~:text=The%20consequences%20of%20climate%20change,catastrophic%20storms%20and%20declining%20biodiversity.

https://www.degruyter.com/document/doi/10.7312/obri18265-004/html?lang=en

wearewater.org/en-in/insights/locker-a-life-goes-into-every-water-ration/

Module 4

https://www.journalcra.com/article/tale-dispossessed-mahasweta-devi%E2%80%99s-little-ones#:~:text=Her%20short%20story%2C%20Little%20Ones,of%20extreme%20poverty%20and%20scarcity.

https://www.pursuits.mercycollege.edu.in/pdf/articles/ROSE-4.pdf

https://www.newindianexpress.com/entertainment/malayalam/2020/Apr/15/kerala-tribal-filmmaker-fights-to-reclaim-indigenous-narratives-2130578.html

Module 5

https://www.gradesaver.com/the-wretched-of-the-earth/study-guide/summary

https://en.wikipedia.org/wiki/Black_Lives_Matter

https://www.outlookindia.com/national/tracing-the-movement-magazine-309532

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Able to identify themes of resistance in different forms and genres of literature	U	PSO-1, 2
CO-2	Understand the interconnection between various genres in manifesting struggle and resistance	R, U	2, 3, ,4,56,7
CO 3	To create awareness of the language use in understanding justice, child welfare , mental health, human rights, international social work and community development	An, Ap	8, 9, 12, 13, 14
CO4	To understand and practice literature and language to identify and defend human rights violation	Ap, C	12, 13, 14, 15
CO 5	To acquire skills of social work intervention in social issues	C	5, 6, 9, 10

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
1		PSO-1, 2	U	F, C		
2		2, 3, 4,5	R, U	F, C		
3		6,7,9, 11, 13	An, Ap	C, P		

4		8, 9, 11, 13,15	Ap, C	C, P, M		
5		11, 13, 14, 15	C	M		

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO 1	**PSO 2**	**PSO 3**	**PSO4**	**PSO5**	**PSO 6**	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**
CO 1	1	-	-	-	-	-						
CO 2	2	3	-	-	-	-						
CO 3	-	-	1	-	-	-						
CO 4	-	-	2	3	-	-						
CO 5	-	1	-	-	-	-						
CO 6	-	-	-	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
- Final Exam

Mapping of COs to Assessment Rubrics :

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

University of Kerala

Discipline	ENGLISH				
Course Code	UK2DSCENG104				
Course Title	**Climate Narratives**				
Type of Course	**DSC**				
Semester	II				
Academic Level	100 –199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	3 hours	-	2	5
Pre-requisites	1. 2.				
Course Summary	This focus on the possibilities and challenges of using literature to disseminate information about climate change, to engage readers in scientific and literary debate, and to promote climate activism. Helps Students will analyze how literature portrays the impact of climate change on individuals, communities, and ecosystems.				

Detailed Syllabus:

Module	**Unit**	**Content**	**Hrs**
I		**Introduction to Climate Narratives**	**15**
	1	Defining cli-fi: History, characteristics, and themes-	
	2	*The Parable of the Sower*, Octavia Butler	
	3	Poetry Frogless, Margaret Atwood https://www.latimes.com/archives/la-xpm-1995-09-24-bk-49294-story.html Ice coming - Helen Dunmore https://www.thereader.org.uk/featured-anthology-earth-shattering-helen-dunmore/ The Dead Seal (a prose poem) - Robert Bly https://www.ronnowpoetry.com/contents/bly/DeadSeal.html	
	4		

II	**Climate Change and the Anthropocene**		**15**
	5	Anthropocene and its consequences	
	6	Bong Joon-ho (Dir) *Snowpiercer* (2013)	
	7	Three foxes by the edge of the field by twilight - Jane Hirshfield https://poets.org/poem/three-foxes-edge-field-twilight For a coming extinction - WS Merwin https://www.poetryfoundation.org/poems/57936/for-a-coming-extinction-56d23be1c33a8 All the weather you can think of Phillip Gross https://www.philipgross.co.uk/sample-poems.php	
	8	Girish Kasaravalli (Dir)- *Dweepa* (2002)	
III	**Apocalyptic Narratives**		**15**
	9	Introduction- natural disasters-epidemics-nuclear wars-themes of survival-moral dilemmas- societal breakdown-resilience of humanity	
	10	Emily St. John Mandel- *Station Eleven*	
	11	Roland Emmerich (Dir) *The Day After Tomorrow* (2004)	
IV	**Indigenous Perspectives on Climate Change**		**15**
	12	Declaration of Indigenous Peoples on Climate Change., *Australian Indigenous Law Reporter* 7.1 (2002): pp. 97-101	
	13	Louise Erdrich: *Future Home of the Living God*	
	14	Ayelen Liberona (Dir)- *Keepers of the Water* (Documentary)	
V	**Practicum**		**15**
	15	Write a research paper on exploring the interconnectedness of local and global concerns through climate narratives	
	16	Observe and discuss local examples of climate change.	

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Understand the impact of climate narratives on individuals	R, U	2, 3
CO-2	Think critically about climate narratives	An	3, 9, 14
CO 3	.Provide a critical awareness of natural and man made disasters.	An, Ap	2, 6, 11
CO 4	Comprehend indigenous knowledge systems related to the environment	E, C	7, 9
CO 5	Engage in environment sensitive everyday practices	C	5, 13, 15

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
1	1	2, 3	R, U	F, C	L	
2	2	3, 9, 14	An	C	L	
3	3	2, 6, 11	An. Ap	C, P	L	
4	4	7, 9	E, C	C, M	L	
5	5	5, 13, 15	C	M	T	

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO 1	PSO 2	PSO 3	PSO4	PSO5	PSO 6	PO1	PO2	PO3	PO4	PO5	PO6
CO 1		-	-	-	-	-						

CO 2			-	-	-	-						
CO 3	-	-		-	-	-						
CO 4	-	-			-	-						
CO 5	-		-	-	-	-						
CO 6	-	-	-		-	-						

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
- Final Exam

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓

CO 2	✓			✓
CO 3	✓			✓
CO 4		✓		✓
CO 5		✓		✓
CO 6			✓	

University of Kerala

Discipline	ENGLISH				
Course Code	UK2DSCENG105				
Course Title	**Language for Specific Purposes**				
Type of Course	**DSC**				
Semester	II				
Academic Level	100 – 199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	4 hours	-	-	4
Pre-requisites	1. 2. UK102DSC				
Course Summary	Gives competence in the specialised language used in various fields. Equips students to take on different job roles.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I		**English for Specific Purposes**	**12**
	1	Definition of English for Specific Purpose- Characteristics of ESP- Importance of ESP -English for General Purpose (EGP)-EGP vs. ESP Importance of learning ESP.	
	2	Types of ESP-EAP and EOP- Brief history and development of ESP - EST	
	3	Common abbreviations in ESP-BE, EAP, ELP, EMP, EOP, EST, EVP, IELTS, TEEP, TOEFL	
II		**English for Science and Technology (EST)**	**12**
	5	Use of English in scientific publications, textbooks, technical reports https://englishlive.ef.com/en/blog/career-english/science-vocabulary/	
	6	Technical Vocabulary for describing machines/gadgets; procedure & processes	
	7	Communicating in the Technical Workplace: discussions of processes; technical problems & solutions; safety instructions (Basic Level)	
III		**Business English**	**12**
	9	Business English: -Business Correspondence: business letters, letter of complaint-letter of enquiry-Emails-Memos-Agenda-Minutes	
	10	Negotiations: Negotiating language- process - negotiating with suppliers and clients.	
	11	Job applications-resumes-cover letters- preparing for interviews	
IV		**English for Logistics**	**12**
	12	Logistics - Job roles in Logistics - English for Logistics - Essential vocabulary- commonly used terms and abbreviations https://wheels.report/Resources/Whitepapers/45f26183-d7a6-4491-b458-3f7e7f26b290_C.pdf (Theme 1 Pp. 5-17)	
V		**Legal and Medical English**	**12**
	13	Job Roles in Legal Sector - English for Legal Affairs – key terms - vocabulary for court procedure - commonly used terms and abbreviations. https://englishlive.ef.com/en/blog/career-english/insurance-legal-english/	
	14	Job Roles in Medical sector - Medical English – medical vocabulary – common words https://promova.com/english-vocabulary/hospital-and-medical-vocabulary	

Suggested Reading

Alred, Gerald J., Charles T. Brusaw, and Walter Oliu. Handbook of Technical Writing. 6th ed. Boston: Bedford/St. Martin's, 2000.

Anthony, Laurence. *Introducing English for Specific Purposes*. 2018

Dudley-Evans Tony, Maggie Jo Saint John, *Developments in English for Specific Purposes:*

A Multidisciplinary Approach. 2011.

Kourilova, Magda. "Teaching English For Specific Purposes." *The British Medical Journal*, vol. 2, no. 6187, 1979, pp. 431–433. *JSTOR*, www.jstor.org/stable/25433614.

Paltridge Brian and Sue Starfield, *The Handbook of English for Specific Purposes*. 2012

Talbot, Fiona. *How to write effective Business English?* 2009

Thorn, Michael and Alan Badrick. An Introduction to Technical English. Harlow: Prentice Hall Europe, 1993.

Waters, Alan and Tom Hutchinson, *English for Specific Purposes: A Learning Centered Approach.* 1988

E-resources

https://multilingualpedagogy.lmc.gatech.edu/english-for-specific-purposes-esp/

https://busyteacher.org/20571-7-turn-taking-strategies-boost-student-speaking.html

English for Science and Technology

https://www.youtube.com/watch?v=jhRzdo2gl1k

https://www.atlantis-press.com/article/25840524.pdf

https://www.slideshare.net/deepikavaja/english-for-science-and-technology

Business English

https://www.englishclub.com/business-english/negotiations-process.html

https://www.thesuccessfactory.co.uk/blog/the-ultimate-guide-to-chairing-meetingseffectively#s3

https://www.fluentu.com/blog/business-english/english-for-logistics-vocabulary/

Medical English

https://www.cambridgescholars.com/resources/pdfs/978-1-4438-9578-1-sample.pdf

https://www.englishclub.com/english-for-work/medical-vocabulary.php

https://englishclassviaskype.com/blog/how-to-learn-english/medical-english-vocabulary

https://english-at-home.com/vocabulary/medical-vocabulary/

https://www.vocabulary.com/lists/270426

https://englishclassviaskype.com/blog/how-to-learn-english/medical-english-vocabulary

Legal English

https://www.britannica.com/dictionary/eb/3000-words/topic/legal-english

https://amilawfirm.com/wp-content/uploads/2019/05/4.-Legal-English.pdf

https://english.legal/legal-english-guide

English for Logistics

https://www.fluentu.com/blog/english/english-for-logistics-vocabulary/#toc_9

https://www.linkedin.com/pulse/essential-logistics-vocabulary-business-english-learners-kau%C3%AA-sousa/

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Understand ESP and differentiate English for General Purpose and English for Specific Purpose	U	PSO-1,2
CO-2	Be able to speak and write English for various specific purposes	R, U	
CO-3	Enable to meet their professional needs like effective inter-personal skills	U, Ap	
CO- 4	Familiarize with the vocabulary and language of Business English, Technical English, Medical English, Legal English, English for Logistics, etc.	An, E	

CO- 5	Develop strategies and tactics that businessmen, scientists, legal and medical professionals and others need in order to communicate successfully on the job	C	

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
1			U	F, C		
2			R, U	P		
3			U, Ap	C, P		
4			An, E	C, P		
5			C	M		

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO 1	PSO 2	PSO 3	PSO4	PS O5	PSO 6	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	1	-	-	-	-	-						
CO 2	2	3	-	-	-	-						
CO 3	-	-	1	-	-	-						

CO 4	-	-	2	3	-	-						
CO 5	-	1	-	-	-	-						
CO 6	-	-	-	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
- Final Exam

Mapping of COs to Assessment Rubrics :

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

CO 3	✓			✓
CO 4		✓		✓
CO 5		✓		✓
CO 6			✓	

University of Kerala

Discipline	ENGLISH				
Course Code	UK2MDCENG100				
Course Title	COMICS AND GRAPHIC FICTION				
Type of Course	MDC				
Semester	II				
Academic Level	100 – 199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	3	3 hours	-		3
Pre-requisites	1. 2.				
Course Summary	The course intends to introduce the genres of comics and graphic fiction. The course will provide a historical perspective of these genres and explore how they have become powerful tools of expression. it will analyze different types of comics and graphic fiction and will help students in understanding how stories are told through words and images.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I	**How to Read Comics**		9

	Evolution of comics - Cartoons - Comic strips - Comic books Sub genres - War comics - Horror comics- Humor comics - Superhero comics - Autobiographical comics		
	1	McCloud, Scott. Understanding Comics. "Chapter 1: Introduction". New York: Harper, 1994. https://owenroberts.github.io/commlab/readings/understanding-comics-excerpt.pdf	
	2	McCloud, Scott. Understanding Comics. "Chapter 2: The Vocabulary of Comics". New York: Harper, 1994. https://owenroberts.github.io/commlab/readings/understanding-comics-excerpt.pdf	
	3	McCloud, Scott. "Chapter 1: Writing with Pictures". Making Comics. New York: Harper, 2006 https://www.yorku.ca/yamlau/readings/Making_Comics.pdf	
II	**Comics**		
	4	"The Queen's Necklace" from A Collection Of Jataka Tales by Amar Chitra Katha	
	5	Wilson, G Willow. *Ms Marvel: No Normal*. New York: Marvel Worldwide. 2014.	
	6	Asterix, the Gaul by René Goscinny https://pubhtml5.com/krqt/wcml/01-_Asterix_the_Gaul/	
III	**Graphic Fiction**		9
	7	"A Brief Account of Graphic Narratives in India" Dhriatbrata Bhattacharjya Tato https://www.sahapedia.org/brief-account-of-graphic-narratives-india	
	8	Taneja, Rachita. Selections from Sanitary Panels. https://idronline.org/webcomic-some-of-our-favourite-sanitary-panels/	
	9	"Book I - Water" from Bhimayana: Incidents in the Life of Bhimrao Ramji Ambedkar Srividya Natarajan, Durgabai Vyam, Subhash Vyam. Bhimayana: Incidents in the Life of Bhimrao Ramji Ambedkar. Navayana 2011.	

IV	**Webtoons/Manga**		9
	10	Cho, Heekyoung. “The Webtoon: A New Form for Graphic Narrative.” The Comics Journal; http://www.tcj.com/the-webtoon-a-new-form-for-graphic-narrative/.	
	11	QTT - Ghost Teller – The Story of the Woman https://www.webtoons.com/en/horror/ghost-teller/list?title_no=1307	
	12	Supul Amarakoon (Papadamn). This Fluffy Love. (Chapter 1 - 4) Webtoons. https://tapas.io/series/This-Fluffy-Love/info	
V	**Manga**		9
	13	Flood, Alison. “Ghouls, Demon Slayers and Socially Anxious Students: How Manga Conquered the World.” The Guardian. 1 Nov 2022. https://www.theguardian.com/books/2022/nov/01/ghouls-demon-slayers-and-socially-anxious-students-how-manga-conquered-the-world	
	14	Hiromu Arakawa. Fullmetal Alchemist Vol 1	

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Develop the ability to critically analyse and interpret visual storytelling techniques used in graphic fiction	R, U	
CO-2	Gain an understanding of the historical development, cultural significance, and global impact of various kinds of graphic fiction	R, U	
CO-3	Explore a variety of genres, styles, and formats within the medium	R, U	
CO-4	Examine the impact of digital technologies and online platforms on the creation, distribution, and consumption of comics, webtoons, manga, and graphic novels	U	
CO-5	Find interdisciplinary connections between various kinds of graphic fiction and other fields of study	U	

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
				F, C		
				P		

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO 1	PSO 2	PSO 3	PSO4	PS O5	PSO 6	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	1	-	-	-	-	-						
CO 2	2	3	-	-	-	-						
CO 3	-	-	1	-	-	-						
CO 4	-	-	2	3	-	-						
CO 5	-	1	-	-	-	-						
CO 6	-	-	-	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
- Final Exam

Mapping of COs to Assessment Rubrics :

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

References:

Abbott, H. Porter. The Cambridge Introduction to Narrative. 2nd edition only. Cambridge: Cambridge UP, 2008’

Chute, Hillary. “Comics as Literature? Reading Graphic Narrative.” PMLA, vol. 123, no. 2, 2008, pp. 452–65. JSTOR, http://www.jstor.org/stable/25501865. Accessed 23 Apr. 2024.

Duncan, Randy and Matthew J. Smith, eds. The Power of Comics: History, Form, & Culture. London: Bloomsbury, 2009.

History of Indian Comics. https://blog.artlounge.in/blog/2022/10/14/history-of-indian-comics

Meskin, Aaron. “Defining Comics?” The Journal of Aesthetics and Art Criticism, vol. 65, no. 4, 2007, pp. 369–79. JSTOR, http://www.jstor.org/stable/4622260. Accessed 23 Apr. 2024.

Prince, Gerald. A Dictionary of Narratology. 2nd edition only. Lincoln: U of Nebraska P, 2003.

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University of Kerala

Discipline	ENGLISH				
Course Code	UK2MDCENG101				
Course Title	Travel Writing				
Type of Course	MDC				
Semester	II				
Academic Level	100 -199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	3	3 hours	-		3
Pre-requisites	1. Have an interest in travel narratives. 2. Have an interest in writing travel narratives.				
Course Summary	The course intends to introduce the genre of travel writing to students through reading of texts from different historical and cultural backgrounds.				

Detailed Syllabus:

Module	Unit		Hrs
I	**Ruminations**		**9**
	Types of travel - explorations- pilgrimage- adventure- tourism- migration		
	1	"Why I Travel"- Pico Iyer https://picoiyerjourneys.com/2000/03/18/why-we-travel/	
	2	*For the Traveler*- John O'Donohue https://www.awakin.org/v2/read/view.php?tid=2191	
II	**Travel Writing**		**9**
	Types of travel writing- Evolution of travel writing: Ptolemy - Marco Polo- Huan Tsang- Captain James Cook- S K Pottekkad - Bill Bryson- Paul Theroux		
	3	"Excerpt from Ibn Battutta's Travels in Asia and Africa 1325-1354" World history commons https://worldhistorycommons.org/excerpt-ibn-battutas-travels-asia-and-africa-1325-1354	
	4	*"The Local to Rameswaram"* from The Great Railway Bazaar by Paul Theroux	
	5	"Excerpt from An African Journey"- Paul Zacharia	

		https://www.jstor.org/stable/26791471	
III	**Travel Movies**		**9**
	Types of travel movies- Adventures - Road movies - Inspirational - Historical travel		
	6	*Eat, Pray and Love*- Directed by Ryan Murphy 92010)	
	7	*Wild*- Directed by Jean-Marc Vallée (2014)	
IV	**Travel Blogs**		**9**
	Travel journalism - Travel blogging - Travel vlogging		
	8	"What It Takes To Be A Travel Writer The Quintessential Qualities" from Travel Writing by Don George https://media.lonelyplanet.com/shop/pdfs/guide-travel-writing.pdf	
	9	"Inspiring Women I Met in Bhutan- and What "Happiness" Means to Them"- Shivya Nath https://the-shooting-star.com/bhutan-happiness/	
		Suggested reading: 12 Things I'd Tell Any New Traveler Travel blog by Nomadic Matt https://www.nomadicmatt.com/travel-blogs/new-traveler-advice/	
V	**Writing Travel**		**9**
	Travel features- Travel reviews - Travel journalism		
	10	How to Write Creative Nonfiction: Writing About Place" from *On Writing Well* by William Zinsser. 116-132	
	11	"9 Creative Writing Tactics to Enrich Your Travel Writing" by Priyanka Gupta. https://www.onmycanvas.com/creative-writing-about-travel/ Exercise in Travel Writing to a recent place visited.	

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Understand how the genre has evolved	**U**	**2**
CO-2	Approach and Analyse Travel as both a physical and philosophical activity	U	2,3
CO-3	Appreciate classics from the genre and its history	R, U, An	2,4
CO-4	Understand various and new age manifestations/challenges of travel and travel writing	U, An	5,9
CO-5	Enable students to comprehend aspects of language, value, thought processes and cultural exchanges in travel.	U, Ap, Cr	13,15

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 3:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category		Practical (P)
CO-1	Understand how the genre has evolved	**2**	**U**	F	T	
CO-2	Approach and Analyse Travel as both a physical and philosophical activity	2,3	U	C	T	
CO-3	Appreciate classics from the genre and its history	2,4	R, U, An	C	T	
CO-4	Understand	5,9	U, An	C	T	

	various and new age manifestations/challenges of travel and travel writing					
CO-5	Enable students to comprehend aspects of language, value, thought processes and cultural exchanges in travel.	13,15	U, Ap, Cr	M	T	

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO 1	**PSO 2**	**PSO 3**	**PSO4**	**PSO5**	**PSO 6**	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**
CO 1							2					
CO 2		1	1				1			1		
CO 3		1		1								
CO 4					1		1	1				
CO 5									2	1	1	

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
- Final Exam

Mapping of COs to Assessment Rubrics :

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

Recommended Reading

Bhattacharji, Shobhana ed. Travel Writing in India. New Delhi: Sahitya Akademi, 2008.

Blanton, Casey. Travel Writing: the Self and the World. New York: Twayne Publishers. London: Prentice Hall International, 1997.

Ghose, Indira. Women Travellers in Colonial India: The Power of the Female Gaze. Delhi: Oxford University Press, 1998.

Greenblatt, Stephen, ed. New World Encounters. Berkeley: University of California Press, 1993.

Huggan, Graham. Extreme Pursuits: Travel/writing in an Age of Globalization. USA: University of Michigan Press, 2009.

Hulme, Peter, and Tim Youngs, eds. The Cambridge Companion to Travel Writing. London: Cambridge University Press, 2002.

Kaplan, Caren. Questions Of Travel: Postmodern Discourses of Displacement. Durham: Duke University Press, 1996.

Mills, Sara. Discourses of Difference: An Analysis of Women's Travel Writing and Colonialism. London: Routledge, 1991

Pratt, Mary Louise. Imperial Eyes: Travel Writing and Transculturation. London: Routledge, 1992.

Youngs, Tim. The Cambridge Introduction to Travel Writing. Cambridge: Cambridge University Press, 2013.

University of Kerala

Discipline	ENGLISH				
Course Code	UK2MDCENG102				
Course Title	New Media and Society				
Type of Course	MDC				
Semester	II				
Academic Level	100 - 199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	3	3 hours	-		3
Pre-requisites					
Course Summary	Introduces digital media and enables students to create effective content for them				

Detailed Syllabus:

Module	Unit	Content	Hrs
I		**Key Concepts**	**9**
	1	Forms of Media - Digital media, new media, social media Siapera, Eugenia. "Preface". *Understanding New Media.* Sage Publications Ltd., 2018.	
	2	Characteristics of Digital Media - Interactivity, Convergence, Immersion Suggested Reference: Miller, Vincent. *Understanding Digital Culture*. Sage Publications Ltd., 2020.	
	3	Streaming Services: OTT Platforms, Spotify, Audible https://centermil.org/2020/09/18/media-inside-out-episode-48/ (Video Episode on The Influence of Streaming Services)	
II		**Media, Representation and Audience**	**9**
	4	Representation, Construction, Stereotypes ● Representation of Age, Gender, Class, Social Roles in cinemas, web series and YouTube vlogs. Tokenism and Stereotyping in visual content Sample Videos: https://youtu.be/vmLCfFZiCAc?si=gdXL73uf1-_hCUJ5 (from *Never Have I Ever*) Suggested Reference: Manovich, Lev. *The Language of New Media*. MIT Press, 2001.	
	5	Social Media and Audience: Influencers, Trolling, Hate comments and Cyber bullying Suggested Reference: de Seta, Gabriele. "Trolling, and other Problematic Social Media Practices". *The Sage Handbook of Social* Media. Eds. Jean Burgess, et.al. Sage, 2018.	
III		**New media: Influence on Language**	**9**
	6	Linguistic strategies – abbreviations, acronyms, emojis	
	7	Hashtags and online communities https://lithub.com/what-can-a-hashtag-do/	

		Suggested Reference: Losh, Elizabeth. *Hashtag*. Bloomsbury, 2019.	
	8	Memes and Visual Language https://www.bbc.com/future/article/20220928-the-surprising-power-of-internet-memes Bouman, Margot. "Memes". *A Concise Companion to Visual Culture*. Eds. A. Joan Saab, et.al., Wiley Blackwell, 2021. https://doi.org/10.1002/9781119415480.ch18 Suggested References: Baron, Naomi S. "Are Instant Messages Speech? The World of IM". *Always on: Language in an Online and Mobile World*. OUP, 2008 Danesi, Marcel. *The Semiotics of Emoji: The Rise of Visuals Language in the Age of the Internet*. Bloomsbury Academic, 2016.	
IV	**Writing for New Media**		**9**
	9	Vlog Script Writing	
	10	Blog Writing	
	11	Podcast Script Writing	
V	**New Media and Literature**		**9**
	12	"What's Your Reading Vibe?" – Book Clubs by celebrities (Reese's Book Club, Oprah's Book Club, Belletrist, Service95) and their influence on literature https://www.theguardian.com/books/2022/dec/12/legally-bookish-reese-witherspoon-and-the-boom-in-celebrity-book-clubs	
	13	BookTok and book vlogs https://www.theguardian.com/books/2023/aug/06/i-cant-stress-how-much-booktok-sells-teen-literary-influencers-swaying-publishers https://theweek.com/feature/briefing/1018899/booktok-is-tiktok-changing-the-publishing-industry	

	14	Social publishing platforms – Medium, Facebook novels Analysis and Practicum	

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Understand the concepts related to New Media Studies	U	
CO-2	Analyse the ways in which media, culture and society influence each other by citing examples	U, Ap, An	
CO-3	Evaluate the latest trends in language introduced by social media and analyse its influence on communication	E, An	
CO-4	Apply the knowledge acquired to frame journalistic pieces of various nature	Ap, C	
CO-5	Evaluate the influence of social media in promoting literature and visibility	An, E	

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
				F, C		
				P		

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO 1	PSO 2	PSO 3	PSO4	PSO5	PSO 6	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	1	-	-	-	-	-						
CO 2	2	3	-	-	-	-						
CO 3	-	-	1	-	-	-						
CO 4	-	-	2	3	-	-						
CO 5	-	1	-	-	-	-						
CO 6	-	-	-	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
- Final Exam

Mapping of COs to Assessment Rubrics :

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

University of Kerala

Discipline	ENGLISH				
Course Code	UK2AECENG100				
Course Title	Voices of Humanity 2				
Type of Course	AEC				
Semester	II				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	3	2 hours	-	2 hours	4
Pre-requisites	1. Voices of Humanity II				

Course Summary	This course is designed to enhance the English language competency of second-semester degree students while focusing on core linguistic skills, critical reading, academic and expository writing skills on some key social concerns. Through a combination of theoretical study, practical exercises, and cultural exploration, students will develop the linguistic proficiency and critical thinking abilities necessary for academic success and effective communication in English. It will help build a critical vocabulary around narratives of disability, mental health, and diverse life experiences.

Detailed Syllabus:

Module	Unit	Content	Hrs
I		**Life Narratives**	**12**
	1	Self writing- autobiography- self representation- personal storytelling- lived experience Oprah Winfrey's Golden Globes Speech https://edition.cnn.com/2018/01/08/entertainment/oprah-globes-speech-transcript/index.ht *Waiting for a Visa* by B R Ambedkar - section 1 **Suggested Reading** *Ace Against Odds* by Sania Mirza "My immigration story" Tan Le |TEDxWomen 2011December 2011 https://www.ted.com/talks/tan_le_my_immigration_story?referrer=playlist-personal_tales_from_the_edge_o&autoplay=true	
	2	**Practicum**: 1. Listening to life narratives 2. Identifying and responding to personal narratives 3. Identifying vocabulary related to different life experiences. 4. Writing an essay on a defining moment in your life.	
II		**Disability Narratives**	**12**
	3	Ableism- disability vs impairment- integration vs inclusion- inclusive language- assistive technology My Philosophy of a Happy Life- Sam Berns, TedX Talks https://youtu.be/36m1o-tM05g?si=lOtVUK5sVsOJ7VLN	

		Dax. "Workplace Wheels: Yet Another Short Story." *Diary of a Disabled Person*, 8 Aug. 2019, https://diaryofadisabledperson.blog/2019/08/08/workplace-wheels-yet-another-short-story/ **Suggested Reading** 1. Empowering the Blind- Tiffany Brar, Tedx Talk https://www.youtube.com/watch?v=dr63smfdKNM 2. Allyship and Education to Combat Disability Bias https://included.libsyn.com/36-allyship-and-education-against-disability-bias	
	4.	**Practicum** 1. Listening to Disability narratives 2. Identifying and sensitively responding to disability narratives 3. Identifying vocabulary and concepts related to experiences of disability 4. Writing an essay on various facets of disability.	
III		**Art and culture**	**12**
	5	Ritual art, , performing art, folk art, cultural capital, culturality "Theyyam: The Indian trance where men become gods" by Tim Bird https://www.bbc.com/travel/article/20230628-theyyam-the-indian-trance-where-men-become-gods Interview with Mallika Sarabhai - Arya U R https://www.newindianexpress.com/cities/kochi/2023/Jan/10/interview-we-have-made-ourphilosophies-religionsso-debilitatedmallika-sarabhai-2536179.html **Suggested Reading** Sandra Saenz on the art of makeup https://podcasts.apple.com/gb/podcast/sandra-saenz-on-the-art-of-makeup/id1549041471?i=1000641818237 "A Culture that Dominates is no Culture at All" T.M Krishna's Magsasy Address https://thewire.in/rights/tm-krishna-magsaysay-award-speech Varied Narratives of the Many Ramayanas: Outlook India https://www.outlookindia.com/national/varied-narratives-of-the-many-ramayanas-magazine-325535	

	6	Practicum **Practicum**: 1. Listening to expressions on Art and Culture 2. Experiencing and Speaking on various art forms 3. Identifying vocabulary related to art and culture 4. Preparing an appreciation/review/interview	
IV		**Mental Health Narratives**	**12**
	7	Key Words: Anxiety, Depression, Dementia, Emotional and behavioral disorders, Therapy "Barin Bhowmick's Ailment" *The Collected Short Stories*: Satyajit Ray https://dn790006.ca.archive.org/0/items/the-school-for-good-and-evil-books/The%20Collected%20Short%20Stories%20by%20Ray%2C%20Satyajit.pdf Mental Health of Adolescents https://www.who.int/news-room/fact-sheets/detail/adolescent-mental-health **Suggested Watching** *A Beautiful Mind* (2001) - movie by Ron Howard *Inside Out* (2015) -animation by Pete Doctor	
	8	**Practicum** 1. Listening to narratives on mental health and well-being 2. Sharing narratives of mental health 3. Identifying vocabulary related to mental health and well-being 4. Writing down the understandings and observations regarding mental health.	
V		**Commemoration**	**12**
	9	Revisit – Ravi Shankar – A Life in Music https://grammymuseum.org/museum-at-home/revisit-ravi-shankar-a-life-in-music/ Frida Kahlo - A Life of Pain - Biographical Documentary https://www.youtube.com/watch?v=vEt0f2xzB54 **Suggested Reading** Powerful Storytelling Through Photography **https://markbrion.com/powerful-storytelling-through-photography/** "Yesterdays". *A Childhood in Malabar: A Memoir* by Kamala Das	
		Practicum	

	10. 1. Comprehending the varied narrative forms of personal storytelling 2. Sharing the reading experience 3. Prepare a memoir narrating a significant incident in your life. 4. Prepare an infographic on the life and works of an artist of your choice	

References:

Online Links:

Purdue Online Writing Lab (OWL): https://owl.purdue.edu/

British Council Learn English: https://learnenglish.britishcouncil.org/

TED Talks: https://www.ted.com/

Oxford Free English Lessons: Free English Lessons - Oxford Online English

British Council: https://learnenglish.britishcouncil.org/apps/learnenglish-sounds-right

Writing Academically: Academic Style

https://libguides.hull.ac.uk/writing/style
Paragraphs
https://writingcenter.unc.edu/tips-and-tools/paragraphs/
Top 10 Content Writing Best Practices
https://iimskills.com/top-10-content-writing-best-practices/

Texts and Journal Articles:

Crystal, David. *A Dictionary of Linguistics and Phonetics*. Shang Wu Yin Shu Guan, 2002.

Foster, Thomas C. *How to Read Literature like a Professor: A Newly Expanded, Lively, and Entertaining Guide to Reading between the Lines*. HarperPerennial, 2024.

Jones, Daniel, et al. *Cambridge English Pronouncing Dictionary*. Cambridge University Press, 2015.

Leben, William R., Brett Kessler, and Keith Denning, *English Vocabulary Elements: A Course in the Structure of English Words*, 3rd edn (New York, 2023; online edn, Oxford Academic, 19 Jan. 2023), https://doi.org/10.1093/oso/9780190925475.001.0001

McWhorter, Kathleen T. *The Writer's Express: A Paragraph and Essay Text with Readings*. Houghton Mifflin Co., 2001.

Prose, Francine. *Reading Like a Writer: A Guide for People Who Love Books and for Those Who Want to Write Them*. Union Books, 2012.

Strunk, William, and E. B. White. *The Elements of Style*. Macmillan, 1979.

Wallace, Catherine. *Critical Reading in Language Education*. Palgrave Macmillan, 2005.

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Identify key sounds in English and extract specific and general information from lectures related to humanities.	U	1,5
CO-2	Describe visuals, narrate, participate in group discussions, and adapt communication styles for various situations.	U, R	4,5,6
CO-3	Apply key humanities-related vocabulary, sentence structure, and comprehend complex texts on humanities topics.	Ap	5,9,11
CO-4	Analyse complex humanities concepts presented in various formats such as documentary, book excerpt, and short story.	An	6,10,13
CO-5	Write clear and concise paragraphs in various styles, compose reports based on data and visuals	C	6,10,12

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
CO-1	Identify key sounds in English and extract specific and general information from lectures related to humanities.	PO 3,4,5,7 PSO 1,5	U	F,C	L	
CO-2	Describe visuals, narrate, participate in group discussions, and adapt communication styles for various situations.	PO 2,3,4,5,6,7 PSO 4,5,6	U, R	C,M	L	
CO-3	Apply key humanities-related vocabulary, sentence structure, and comprehend complex texts on humanities topics.	PO 1,2,3,4,5,8 PSO 5,9,11	Ap	M	L	
CO-4	Analyse complex humanities concepts presented in various formats such as documentary, book excerpt, and short story.	PO 2,3,4,5,6 PSO 6,10,13	An	M	L	

CO-5	Write clear and concise paragraphs in various styles, compose reports based on data and visuals	PO 2,3,4,5, 6 PSO 6,10,12	C	P		P

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO 1	**PSO 2**	**PSO 3**	**PSO4**	**PS O5**	**PSO 6**	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**
CO 1	2				3				3	2	1	
CO 2				2	1	3		3	1	1	2	2
CO 3					2		3	2	2	1	2	
CO 4						2		1	1	3	2	2
CO 5						2		2	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
- Final Exam

Mapping of COs to Assessment Rubrics :

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

University of Kerala

Discipline	English				
Course Code	UK2AECENG101				
Course Title	Literature, Language and Performing Arts II				
Type of Course	AEC				
Semester	II				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	3	2 hours	-	2 hours	4
Pre-requisites	1.AEC 1				
Course Summary	This course is designed to develop language proficiency in English tailored to the needs of students in music, dance, theatre, film, and other performing arts, to explore the intersection of language, literature and performing arts. It also aims to explore the intersection of language and expression in various performing arts forms and also to cultivate intellectual, imaginative, emotional, and creative skills through language learning.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I		**Arts and Pandemic**	**12**
	1	Economic Impact on art & culture of UK- SheffieldUniversity https://www.sheffield.ac.uk/news/covid-19s-impact-arts-culture-and-heritage-sector-revealed-landmark-report **Suggested Reading**: 1.Covid and marketing of Performing Arts- ResearchGate https://www.researchgate.net/publication/361689725_THE_IMPACT_OF_COVID-19_PANDEMIC_ON_THE_MARKETING_OF_THE_PERFORMING_ARTS 2. How Pandemic affected Performing artists Taylor & Francis Article https://www.tandfonline.com/doi/full/10.1080/09548963.2023.2227865 3. Impact of Covid on India's Creative Industry- British council https://www.britishcouncil.in/sites/default/files/ttt_report_1_0.pdf	
	2	**Practicum:** 1. Case study: How Covid- 19 affected artists of Kerala? 2. Fill in the Blanks, Correction Exercises, Choose the correct answer	
II		**Art& Minority Rights**	**12**
	3	1. Minority rights and the power of art and protest amidst the pandemic	

		https://www.ohchr.org/en/stories/2021/03/minority-rights-and-power-art-and-protest-amidst-pandemic **Suggested Watching**: The true power of the performing arts - Ben Cameron https://www.youtube.com/watch?v=pbIas5MAQn0	
	4	Practicum: 1. Discussion on the representation of the minority in Arts 2. 2. Interchange of tenses and sentences 3. Adding question tags	
III	**Art & New Media**		**12**
	5	What Is New Media Art? – How Modern Technology Influences Art https://artfilemagazine.com/what-is-new-media-art/ **Suggested Reading** 1. UNESCO reports persistent gender inequalities in cultural and creative industries- https://www.unesco.org/en/articles/unesco-reports-persistent-gender-inequalities-cultural-and-creative-industries	
	6	**Practicum**: Fill in the blanks and other exercises based on Concord. Comparing people, things, ideas, performances	
IV	**Scripting for Performances**		**12**
	7	What Is a Script? Basic Elements of Screenplays and Playscripts https://www.masterclass.com/articles/script-writing-explained	
	8	**Practicum**: 1. Script writing for Performances	
V	**Performance Art & Cinema**		**12**
	9	Film: Black Swan (2010) Film: Billy Elliot (2000)	
	10	Practical: Film appreciation of different movies dealing with art in general and performing arts in particular	

References:

Online Links:

Purdue Online Writing Lab (OWL): https://owl.purdue.edu/

British Council Learn English: https://learnenglish.britishcouncil.org/

Oxford Free English Lessons: Free English Lessons - Oxford Online English

British Council: https://learnenglish.britishcouncil.org/apps/learnenglish-sounds-right

Texts and Journal Articles:

Bakshi, Raj N. A Course in English Grammar. India: Orient Black Swan, 2000.

Beck, Andrew, et al. Communication Studies: The Essential Introduction. Routledge, 2002.

Boal, Augusto. Theatre of the Oppressed. Pluto Press, 2019.

Egri, Lajos. The Art of Dramatic Writing. Must Have Books, 2019.

Fernandez, Agna. Generic Skills for Employability. UK: Cambridge University Press, 2020.

Harold, James (ed.) (2023). The Oxford handbook of Ethics and Art. New York, NY: Oxford University Press.

Howard, David, and Edward Mabley. The Tools of Screenwriting: A Writer's Guide to the Craft and Elements of a Screenplay. St. Martin's Griffin, 1995.

KAYE, Nick. Postmodernism and Performance. MacMillan Press, 1994.

King, Stephen. Stephen King on Writing a Memoir on the Craft. SIMON AND SCHUSTER, 2000.

Leben, William R., Brett Kessler, and Keith Denning, *English Vocabulary Elements: A Course in the Structure of English Words*, 3rd edn (New York, 2023; online edn, Oxford Academic, 19 Jan. 2023), https://doi.org/10.1093/oso/9780190925475.001.0001

McConachie, Bruce A., and Tobin Nellhaus. Theatre Histories: An Introduction. Routledge, 2016.

Roach, Peter. English Phonetics and Phonology: A Practical Course. Cambridge University Press, 2018.

Shepherd, Simon, and Mick Wallis. Understanding Drama: An Introduction. Arnold, 1998.

Shobha, K N. Lourdes Javani Rayen. Communicative English: A Workbook. UK: Cambridge University Press, 2023.

Swan, Michael. Practical English Usage. Oxford University Press, 2020

Walter, Elizabeth, and Kate Woodford. Collins Easy Learning Writing. HarperCollins, 2015.

Zinsser, William. On Writing Well. Harper Paperbacks, 2013.

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Understand how economic policies and disasters impact performing arts	U	1,2
CO-2	Evaluate art as a tool of protest against social injustices	E	3,9
CO-3	Analyse the novel forms of art that have emerged in the digital age	An	3,5,7,
CO-4	Critically analyse the important elements of script writing	An, Ap, C	5,9,12
CO-5	Create scripts and screenplays for performances and write critical reviews of various performances	C	6,12,13

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
CO-1	Understand how economic policies and	PO 1,4,7,8	U	F, C	L	

	disasters impact performing arts	PSO 1,2				
CO-2	Evaluate art as a tool of protest against social injustices	PO 1,2,8 PSO 3,9	E	F,C	L	
CO-3	Analyse the novel forms of art that have emerged in the digital age	PO 3,4,5,7,8 PSO 3,5,7	An	M	L	
CO-4	Critically analyse the important elements of script writing	PO 1,2,3,4,5, 6,8 PSO 5,9,12	An, Ap, C	M	L	
CO-5	Create scripts and screenplays for performances and write critical reviews of various performances	PO 3,4,5,6 ,8. PSO 6,12,13	C	P		P

Mapping of COs with PSOs and POs :

	PSO 1	PSO 2	PSO 3	PSO4	PS O5	PSO 6	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	2	3					3			2		
CO 2			3				2	3				
CO 3			1		3				3	1	2	
CO 4					2		1	2	1	2	2	3
CO 5						3			2	1	3	2

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
- Final Exam

Mapping of COs to Assessment Rubrics :

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

University of Kerala

Discipline	ENGLISH				
Course Code	UK2AECENG102				
Course Title	Food, Literature and Culture II				
Type of Course	AEC				
Semester	II				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	3	2 hours	-	2 hours	4
Pre-requisites	AEC1				
Course Summary	This course is designed to enhance the English language competency of second-semester degree students while focusing on core linguistic skills, critical reading, academic and expository writing skills, and exploring the nuances of food, literature and culture. This will enhance language skills				

	around culinary practices and create a vocabulary of food. It will map intersectional readings on food and culture. Through a combination of theoretical study, practical exercises, and cultural exploration, students will develop the linguistic proficiency and critical thinking abilities necessary for academic success and effective communication in English.

Detailed Syllabus:

Module	Unit	Content	Hrs
I		**Food and Climate change**	**12**
	1	"The Food Sack" by Rumi https://www.facebook.com/theadamsiddiq/videos/rumi-the-food-sack/1711685529133571/ Food and Climate Change: Healthy Diets for a Healthier Planet https://www.un.org/en/climatechange/science/climate-issues/food **Suggested Reading/Watching** https://m.economictimes.com/small-biz/sustainability/how-climate-change-threatens-global-agriculture/articleshow/105920461.cms Eating Our Way to Extinction (2021) Documentary https://eating2extinction.com/	
		Practicum	
	2	1. Panel discussion on climate change and its impact on food production and distribution 2. Debate- Do our food habits lead to climate change? 3. Prepare a podcast on Food and Climate change: 4. Prepare a newspaper article on how climate change affects food production in Kerala	
II		**Food and Gender**	**12**
	3	A Man in the Kitchen – A Poem https://www.creativeexiles.com/2023/05/a-man-in-the-kitchen-a-poem/ Boys have to Study Home Science in Schools (Newspaper article) https://www.indiatoday.in/education-today/news/story/home-science-1025926-2017-07-24	
	4	**Suggested Reading** Gender disparity in Indian Culinary Industry https://www.deccanherald.com/education/tackling-gender-disparity-in-the-indian-culinary-industry-976662.html	

		Gender inequality in the Culinary professions https://www.researchgate.net/publication/378227643_Gender_inequality_in_the_culinary_profession_in_tourism_from_the_perspective_of_university_students_with_working_experiences_in_culinary	
		Practicum	
	5	Discussion on Gender Disparity at home (especially in Cooking and Care Work) Speech on gender disparity in Swiggy and Zomato Role play Prepare a power-point presentation on 5 successful women entrepreneurs related to food industry	
III		**Gastronomy**	**12**
	6	*The Martyr's Corner* by R.K. Narayan (short story) Evolution of Indian Gastronomy: A Tale of Fusion https://indianculture.gov.in/food-and-culture/evolution-indian-gastronomy/evolution-indian-gastronomy-tale-fusion **Suggested Watching/ Reading** Flavours of Kerala https://www.euronews.com/travel/2023/12/06/flavours-of-kerala-a-marination-of-spices-and-cultures#:~:text=The%20Moplah%2DMalabar%20cuisine%20of,three%20regional%20styles%20of%20food.	
		Practicum	
	7	Discussion on Evolution on Indian Gastronomy A case study on the evolution of different food habits in Kerala Foreign influences in the evolution of Indian gastronomy Make a list of the vocabulary items related to Indian gastronomy	
IV		**At the Dining table**	**12**
	8	"A Miracle for Breakfast" – Poem by Elizabeth Bishop A Miracle For Breakfast - A Miracle For Breakfast Poem by Elizabeth Bishop (poemhunter.com) Lewis Carrol- *Alice in Wonderland* Chapter 7, "A Mad Tea-Party" **Suggested Reading/Watching** At the Dinner Table https://youtu.be/Aeh0BsjYJok?si=DZ0PHP1qglMqL0Mj	

		A Full Course Meal https://home.binwise.com/blog/what-is-a-full-course-meal#:~:text=Three%2Dcourse%20meals%20have%20an,entr%C3%A9e%2C%20dessert%2C%20and%20cheese	
		Practicum	
	9	Discussion on Table Manners Courses of Meals Prepare a script for an imaginary dinner party	
		Suggested Reading: .	
V		**All About Food and Success**	**12**
	9	Life's Work: An Interview with Alain Ducasse https://hbr.org/2014/05/alain-ducasse India's greatest Food chain https://www.5paisa.com/finschool/ritesh-agarwal-journey/#:~:text=Ritesh%20Agarwal%20%3A%20Success%20Story%20of%20CEO%20of%20India's%20Biggest%20Hotel%20Chain%20OYO&text=Ritesh%20Agarwal%2DThe%20Youngest%20Billionaire,was%20just%2021%20years%20old. **Suggested Viewing:** 1. Hotel Transylvania- animation by Genndy Tartakovsky 2. Charley and the Chocolate Factory- movie by Tim Burton	
		Practicum	
	10	Prepare an infographic on the life and works of a professional of your choice Speech on the recipe for success in the food industry	

References:

Online Links:

Purdue Online Writing Lab (OWL): https://owl.purdue.edu/

British Council Learn English: https://learnenglish.britishcouncil.org/

TED Talks: https://www.ted.com/

Oxford Free English Lessons: Free English Lessons - Oxford Online English

British Council: https://learnenglish.britishcouncil.org/apps/learnenglish-sounds-right

Carbon Farming: A Climate Solution Under our Feet
https://www.youtube.com/watch?v=rvHJKqU-mZo

Grace before eating
http://essays.quotidiana.org/lamb/grace_before_meat/#:~:text=It%20is%20not%20otherwise%20easy,and%20good%20things%20of%20existence

Texts and Journal Articles:

Crystal, David. *A Dictionary of Linguistics and Phonetics*. Shang Wu Yin Shu Guan, 2002.

Foster, Thomas C. *How to Read Literature like a Professor: A Newly Expanded, Lively, and Entertaining Guide to Reading between the Lines*. HarperPerennial, 2024.

Jones, Daniel, et al. *Cambridge English Pronouncing Dictionary*. Cambridge University Press, 2015.

Leben, William R., Brett Kessler, and Keith Denning, *English Vocabulary Elements: A Course in the Structure of English Words*, 3rd edn (New York, 2023; online edn, Oxford Academic, 19 Jan. 2023), https://doi.org/10.1093/oso/9780190925475.001.0001

McWhorter, Kathleen T. *The Writer's Express: A Paragraph and Essay Text with Readings*. Houghton Mifflin Co., 2001.

Prose, Francine. *Reading Like a Writer: A Guide for People Who Love Books and for Those Who Want to Write Them*. Union Books, 2012.

Strunk, William, and E. B. White. *The Elements of Style*. Macmillan, 1979.

Wallace, Catherine. *Critical Reading in Language Education*. Palgrave Macmillan, 2005.

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Identify key sounds in English related to food and culinary practices,comprehend different varieties of accents, and extract specific and general information	R,U	1

	from lectures, and talks.		
CO-2	Describe visuals, narrate, participate in group discussions, and adapt communication styles for various situations related to food , literature and culture	U, Ap	1,6,9
CO-3	Apply key humanities-related vocabulary in matters related to food, analyse sentence structure, and comprehend complex texts related to culinary practices	Ap, An	1,6,11
CO-4	Evaluate information from various sources such as videos, articles, talks, stories, and form well-supported arguments.	An,E	1,6,11,13
CO-5	Write clear and concise paragraphs in various styles, compose reports based on data and visuals, and draft effective recipes and blogs	E,C	1,6,9,12

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	**CO**	**PO/PSO**	**Cognitive Level**	**Knowledge Category**	**Lecture (L)/Tutorial (T)**	**Practical (P)**
CO-1	Identify key sounds in English related to food and culinary practices,comprehend different varieties of accents, and extract specific and general information	PO 4,7 PSO 1	R,U	F,C	L	

	from lectures, and talks.					
CO-2	Describe visuals, narrate, participate in group discussions, and adapt communication styles for various situations related to food , literature and culture	PO 1,2,4,5,7, 8. PSO 1,6,9	U, Ap	C,M	L	
CO-3	Apply key humanities-related vocabulary in matters related to food, analyse sentence structure, and comprehend complex texts related to culinary practices	PO 1,4,5,7,8 PSO 1,6,11	Ap, An	M	L	
CO-4	Evaluate information from various sources such as videos, articles, talks, stories, and form well-supported arguments.	PO 1,3,4,5,7, 8. PSO 1,6,11, 13	An,E	M	L	

CO-5	Write clear and concise paragraphs in various styles, compose reports based on data and visuals, and draft effective recipes and blogs	PO 1,2,4,5, 6,7,8, PSO 1,6,9,12	E,C	P		P

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO 1	**PSO 2**	**PSO 3**	**PSO4**	**PSO5**	**PSO 6**	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**
CO 1	3				-	-				3		
CO 2	2				-	3	3	2		1		
CO 3	1				-	2	1			1	3	
CO 4	2					2	2		3	2	1	
CO 5	3					1	1	2		1	3	

Correlation Levels:

Level	**Correlation**

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

Assessment Rubrics:

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

Mapping of COs to Assessment Rubrics :

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

University of Kerala

Discipline	English				
Course Code	UK2AECENG103				
Course Title	Science Through the Prism of English II				
Type of Course	AEC				
Semester	II				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	3	2 hours	-	2 hours	4
Pre-requisites	1. 2.				
Course Summary	This dynamic course is designed to enhance English language proficiency while immersing students in the fascinating world of science. With a special emphasis on popular science and science oriented narratives, the course aims to cultivate a scientific outlook among students. Students are also familiarised with the specialised language of science.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I		**Popular Science**	**12**
	1	A Beginner's Guide to Writing a Popular Science Article, by a Teacher- Lakshmana Rao https://science.thewire.in/the-sciences/a-beginners-guide-to-writing-a-popular-science-article-by-a-teacher/ Visualizing Science: Illustration and Beyond- Jen Christiansen https://www.scientificamerican.com/blog/sa-visual/visualizing-science-illustration-and-beyond/ **Suggested Reading** "One voice in the cosmic fugue", Cosmos, Chapter II -Carl Sagan **https://archive.org/details/cosmos_201910/mode/1up**	

		Suggested Viewing 146 Years of Popular Science https://www.youtube.com/watch?v=iSzWdDHD19E	
	2	**Practicum** Listen to popular science talks Hold discussions about ways to make science appealing Read and summarise the points of the chapter 2 of *Cosmos* Write about any scientific concept in language that would appeal to laymen	
II	**Life Science**		12
	4	Do trees really stay in touch via a 'wood-wide web'? Here's what the evidence says- The Conversation https://theconversation.com/do-trees-really-stay-in-touch-via-a-wood-wide-web-heres-what-the-evidence-says-199806#:~:text=Through%20the%20connections%20in%20the,the%20wood%2Dwide%20web "The Mushroom Hunters" by Neil Gaiman https://chrissysenecal.com/the-mushroom-hunters-by-neil-gaiman/#:~:text=%E2%80%9CThe%20Mushroom%20Hunters%2C%E2%80%9D%20a%20poem%20by%20Neil%20Gaiman%2C,several%20of%20which%20I%20have%20featured%20stories%20about. **Suggested Reading** Mushroom Hunters audio and article https://www.themarginalian.org/2017/04/26/the-mushroom-hunters-neil-gaiman/ **Suggested Viewing** Secret Lives of Cells– Life Sciences https://youtu.be/fwW86e3tFv4?si=pUimAS6EJtZb-Vx6	

	4	Practicum 1. Listen to podcasts on life sciences 2. Have a discussion about the importance of observing varied life forms. 3. Read articles on life sciences 4. Write about any life form that interests you	
III	**Imagined Apocalypse**		**12**
	5	Ice Coming- Hellen Dunmore https://www.thereader.org.uk/featured-anthology-earth-shattering-helen-dunmore/ *The Road* - John Hillcoat (Dir) 2009 https://www.youtube.com/watch?v=x6arDlAAF4Y&list=PL3C96EBF7B0A92CC1 (Parts 1-8) **Suggested Reading** *Oryx and Crake* by Margaret Atwood (Novel) Apocalypse When - BBC graphic story https://www.bbc.com/future/bespoke/20141215-apocalypse-when/index.html	
	6	Practicum Listen to discussions on the fate of our planet Speech on the Future of Humanity Make a Reading List of famous Sci Fi stories Write an analytical Essay on any one of the stories listed	
IV	**Science Fiction**		**12**
	7	" A Sound of Thunder" Ray Bradbury https://www.astro.sunysb.edu/fwalter/AST389/ASoundofThunder.pdf Lucy(2014) - by Luc Besson https://www.youtube.com/watch?v=04fZKG1HAIo **Suggested Reading** 1. "The Last Question" by Isaac Asimov https://users.ece.cmu.edu/~gamvrosi/thelastq.html **Suggested Watching** *ET* - Steven Spielberg Dir (1982) https://www.youtube.com/watch?v=9MNUeLGjecs	
	8	Practicum 1.Listen to interviews of scientists where they talk about future possilities	

		2.Speak about a scientific invention that you wish for 3. Read science fiction stories 4.Write a film review of any sci fi movie of your choice	
``V	**Scientific Vocabulary**		**12**
	9	When I encountered language barriers in my career, here's how I broke through https://www.science.org/content/article/when-i-encountered-language-barriers-my-career-here-s-how-i-broke-through "Mute dancers: How to Watch a Hummingbird" https://www.nytimes.com/1994/05/29/magazine/mute-dancers-how-to-watch-a-hummingbird.html Suggested Viewing Jargon: An insular community of science- Ethan Gysbertsen https://youtu.be/qRmY_N3t7FM?si=rRCk8mo-5eRwVoQG That's a Mouthful: The Pitfalls of Scientific Jargon https://youtu.be/3Vu3dQWAYuM?feature=shared	
	10	Practicum Listen to science podcasts Collect more terms related to Science Discuss scientific terms that are confusing to you Write a summary of a science talk you listened to	

References:

Online Links:

Purdue Online Writing Lab (OWL): https://owl.purdue.edu/

British Council Learn English: https://learnenglish.britishcouncil.org/

Oxford Free English Lessons: Free English Lessons - Oxford Online English

British Council: https://learnenglish.britishcouncil.org/apps/learnenglish-sounds-right

Texts and Journal Articles:

Bakshi, Raj N. A Course in English Grammar. India: Orient Black Swan, 2000.

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Walter, Elizabeth, and Kate Woodford. Collins Easy Learning Writing. HarperCollins, 2015.

Zinsser, William. On Writing Well. Harper Paperbacks, 2013.

Course Outcomes

Course Outcomes

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

Note: 1 or 2 COs/module

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Understand English language with special focus on the language used in scientific narratives	U	1,2
CO-2	Remember and recall the language used in scientific works and identify its difference from other narratives	R	1,2,4
CO-3	Differentiate the use of language employed in different fields of narration ,based on the study of scientific language.	R,Ap	4,9
CO-4	Analyse the nuances of the language used in the narration of different fields of study	An	9,11
CO-5	Create your own narratives based on your understanding of narratives in language	C	6,12,14

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
1	Understand English language with special focus on the language used in scientific narratives	PO 1,4,7,8 PSO 1,2	U	F, C	L	
2	Remember and recall the language used in scientific	PO 1,2,4,5,6,	R	C,M	L	

	works and identify its difference from other narratives	7,8 PSO 1,2,4				
3	Differentiate the use of language employed in different fields of narration ,based on the study of scientific language.	PO 1,2,5,6,7,8 PSO 4,9	R,Ap	M,C	L	
4	Analyse the nuances of the language used in the narration of different fields of study	PO 1,2,4,8 PSO 9,11	An	M	L	
5	Create your own narratives based on your understanding of narratives in language	PO 3,4,5,6,8 PSO 6,12,14	C	P		P

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO 1	**PSO 2**	**PSO 3**	**PSO4**	**PS O5**	**PS O6**	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**
CO 1	2	3					2			3		
CO 2	3	1		2			1	2		1	3	2
CO 3				3			3	2			1	2
CO 4							1	1		2		
CO 5						2			3	1	2	2

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
- Final Exam

Mapping of COs to Assessment Rubrics :

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

University of Kerala

Discipline	English				
Course Code	UK2AECENG104				
Course Title	Business Communication II				
Type of Course	AEC				
Semester	II				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	3	2 hours	-	2 hours	4

Pre-requisites	1. 2.
Course Summary	This course is designed to develop proficiency in English communication skills relevant to the field of commerce, to enhance grammatical accuracy and fluency in spoken and written English, To introduce students to basic literary concepts and their relevance to business communication and also to cultivate an understanding of human values and ethical considerations in commercial contexts.

Detailed Syllabus:

Module	Unit	Content	Hrs
I		**Module 1**	**12**
	1	The Moment: Margaret Atwood https://genius.com/Margaret-atwood-the-moment-annotated	
	2	Networking skills- tact- diplomacy-assertiveness 7 Networking Skills, Their Importance, & Tips on How to Develop Them- Krati Joshi https://emeritus.org/blog/best-networking-skills/	
	3	Practicum: Role-Play: interaction with team members, employers, employees	
II		**Module 2**	**12**
	4	E-Commerce platforms bridges the digital gender divide in Rwanda https://www.unwomen.org/en/news-stories/feature-story/2023/09/e-commerce-platform-bridges-the-digital-gender-divide-in-rwanda	
	5	Indra Nooyi Talks About Her Indian Roots, Breaking The Glass Ceiling In US | Business Today **https://www.youtube.com/watch?si=pykxILMZjVtbehYI&v=WfcWqu0TwvQ&feature=youtu.be**	
	6	Practicum:, mock interviews, business pitches	
III		**Module 3**	**12**
	7	What is effective Professional Writing and How Can it Improve Team Productivity? https://www.grammarly.com/business/learn/effective-professional-writing/	
	8	How to Write an Effective Business Proposal	

		https://www.forbes.com/advisor/business/how-write-business-proposal/	
	9	Practicum: Drafting business proposals	
IV	**Module 4**		**12**
	10	What Exactly is Ethical E-Commerce? https://www.eclipsegroup.co.uk/what-exactly-is-ethical-ecommerce/	
	11	Business etiquettes, netiquettes virtual and interpersonal communication https://youtu.be/qWbWL0l3ySk?si=CI5chVF4tYW9pUis Communicating virtually with employers https://youtu.be/gUCFs5dnMTI?si=m_2zwYNm1qZ-i9SK	
	12	Practicum: Role play- Imagine that you are meeting 1)Japanese business team 2) American business team , and bring out the cultural differences related to business interactions.	
V	**Module 5**		**12**
	15	Environmental Concerns for Business https://www.safetystratus.com/blog/top-4-environmental-concerns-for-business/	
	16	How Things Work- Gary Soto https://www.poetryfoundation.org/poems/42998/how-things-work	
		How businesses are using Artificial Intelligence in 2024 https://www.forbes.com/advisor/business/software/ai-in-business/	
	17	Practicum: Conduct a group discussion on environment friendly business practices.	

References:

Online Links:

Purdue Online Writing Lab (OWL): https://owl.purdue.edu/

British Council Learn English: https://learnenglish.britishcouncil.org/

Oxford Free English Lessons: Free English Lessons - Oxford Online English

British Council: https://learnenglish.britishcouncil.org/apps/learnenglish-sounds-right

Texts and Journal Articles:

Bakshi, Raj N. A Course in English Grammar. India: Orient Black Swan, 2000.

Beck, Andrew, et al. Communication Studies: The Essential Introduction. Routledge, 2002.

Cambridge Phrasal Verbs Dictionary. Cambridge University Press, 2016.

D., Tata J R, et al. J.R.D. Tata: Orations on Business Ethics. Rupa Publications India, 2019.

Fernandez, Agna. Generic Skills for Employability. UK: Cambridge University Press, 2020.

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Roman, Kenneth, and Joel Raphaelson. Writing That Works: How to Communicate Effectively in Business: E-Mail, Letters, Memos, Presentations, Plans, Reports, Proposals, Resumes, Speeches. HarperCollins, 2000.

Shobha, K N. Lourdes Javani Rayen. Communicative English: A Workbook. UK: Cambridge University Press, 2023.

Swan, Michael. Practical English Usage. Oxford University Press, 2020.

Talbot, Fiona. How to Write Effective Business English: The Essential Toolkit for Composing Powerful Letters, e-Mails and More, for Today's Business Needs. Kogan Page, 2010.

Walter, Elizabeth, and Kate Woodford. Collins Easy Learning Writing. HarperCollins, 2015.

Zinsser, William. On Writing Well. Harper Paperbacks, 2013.

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed

CO-1	Understand ethical business practices,networking skills and the importance of gender equity in business.	U	3,7, 8
CO-2	Remember and recall the vocabulary and sentence patterns of the English language employed for various situations.	R	1,6,12
CO-3	Apply communication and networking skills in appropriate situations	Ap	1,6,7,11,12
CO-4	Evaluate and create environment friendly business practices.	E	8,9,10
Co-5	Create effective business proposals and practices.	E,C	1,4,6,7,12, 13.

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	**CO**	**PO/PSO**	**Cognitive Level**	**Knowledge Category**	**Lecture (L)/Tutorial (T)**	**Practical (P)**
1	Understand ethical business practices,networking skills and the importance of gender equity in business.	PO 1,7,8. PSO 3,7, 8	U	C	L	
2	Remember and recall the vocabulary and sentence patterns of the English language	PO 4,5,6,7 PSO 1,6,12	R	F,C	L	

	employed for various situations					
3	Apply communication and networking skills in appropriate situations	PO 1,4,5,7,8 PSO 1,6,7,11, 12	Ap	M	L	
4	Evaluate and create environment friendly business practices.	PO 1,2,3,6,8 PSO 8,9,10	E	M	L	
5	Create effective business proposals and practices.	PO 2,3,4,5, 6,7. PSO 1,4,6,7, 12,13.	E,C	P		P

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO 1	PSO 2	PSO 3	PSO4	PS O5	PSO 6	PO1	PO2	PO3	PO4	PO5	PO6
CO 1			3				3					
CO 2	3					2				3	2	1
CO 3	3					2	3			2	1	
CO 4							1	3	2			
CO 5												
CO 6	1			3		2		1	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

- Final Exam

Mapping of COs to Assessment Rubrics :

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

University of Kerala

Discipline	ENGLISH				
Course Code	UK2AECENG105				
Course Title	Reflections on Language, Literature and Society 1I				
Type of Course	AEC				
Semester	II				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	3	2 hours	-	2 hours	4
Pre-requisites	1.				
Course Summary	This foundational course offers an interdisciplinary exploration of the intricate relationship between language, literature, and society. Through critical analysis and reflective engagement, students will delve into the				

	multifaceted dimensions of language and its impact on various societal aspects including travel, food, people, life and mind

Detailed Syllabus:

Module	Unit	Content	Hrs
I		**Travel**	**12**
	1	SONG OF THE OPEN ROAD BY WALT WHITMAN https://www.intrepidscout.com/poems-about-travel/ Chai Chai: Bishwanath Gosh **Suggested Listening** The Thoughtful Travel Podcast https://podcasts.apple.com/us/podcast/the-thoughtful-travel-podcast/id1269489 *The Catch Me If You Can* by Jessica Nabongo https://d-pdf.com/electronic-book/3982	
	2	**Practical** 1.Listen to travel podcasts and identify the common terms related to travel 2.Make a List of the most popular travelogues,blogs, channels and publications in the world and make a presentation based on any one 3.Attempt a brief travelogue related to one of your journeys	
II		**Food**	12
	3	"Inviting a Friend to Supper" by Ben Jonson https://www.poetryfoundation.org/poems/50672/inviting-a-friend-to-supper 'Do Mothers Have Sundays'? from *A World of Equals* Ed. Susie Tharu (pp 35-38) **Suggested Reading/Hearing** Gender Inequalities in Food and Agriculture https://news.un.org/en/story/2023/04/1135597 Exploring Gender Differences in Media's Portrayal of Chefs https://scholarworks.calstate.edu/downloads/j9602281r?locale=en	
	4	**Practical:** 1.Discussion on the advertisements related to food and cooking 2.Speech on gender disparity in Food Industry	

		3.Prepare a video of your cooking , describing the recipe	
III	**Home**		**12**
	5	"Home" by Warsan Shire https://www.facinghistory.org/resource-library/home-warsan-shire *Home* by George Saunders https://www.newyorker.com/magazine/2011/06/13/home-george-saunders **Suggested Reading/Watching** “Reading the Odyssey Far From Home” by Azareen Van Der Vliet Oloomi “Home”- by Anne Bronte	
	6	**Practica** **1.**Discuss the concept of nation as a home 2.“Is it to comparative safety that we migrate?”- Debate 3.Collect newspaper reports on people who come to Kerala for work and the issues they face. 4.Write a journal on your favourite moments at home	
IV	**Biases**		**12**
	7	Eve’s Diary by Mark Twain (short story) https://www.gutenberg.org/files/8528/8528-h/8528-h.htm How Prejudiced Are You?TEDx talk https://www.ted.com/talks/jennefer_witter_how_prejudiced_are_you_recognizing_and_combating_unconscious_bias **Suggested Reading/Viewing** *Pride and Prejudice* by Jane Austen https://www.gutenberg.org/files/1342/old/pandp12p.pdf Defeating Prejudice TEDx talk https://www.ted.com/talks/simon_ives_defeating_prejudice	
	8	**Practical**: 1.List out terms/words related to the concept of bias 2.Discussions on formation of biases(race, caste, religion, gender, disability, ethnicity, nationality) and the ways to overcome. 3.Write an essay on societal prejudices that we encounter in daily life	

V	**Wellness of Mind**		**12**
	9	"The Brain is Wider Than the Sky" by Emily Dickinson https://www.poetry.com/poem/12159/the-brain%E2%80%94is-wider-than-the-sky 'The Important Things in Life'-Anthony Huntley https://medium.com/@anthuntley/beautiful-short-story-the-important-things-in-life-4b086c45969b **Suggested Reading/Writing** *A Healthy Mind Resides in a Healthy Body.* (2023, September 16). GradesFixer. Retrieved April 30, 2024, from **https://gradesfixer.com/free-essay-examples/a-healthy-mind-resides-in-a-healthy-body/** *A Well Educated Mind vs a Well Formed Mind*: Dr Shashi Tharoor https://www.youtube.com/watch?v=kcW4ABcY3zI Change your mindset, change the game -Dr. Alia Crum https://www.youtube.com/watch?v=0tqq66zwa7g	
	10	**Practicum** 1.Speak about your daily practices to maintain your mental health. 2.Write an essay about the importance of mental health among teenagers 3.Mindfulness Excercise https://mindfulnessexercises.com/wp-content/uploads/2018/09/body-scan.pdf?_ga=2.32191294.1079021815.1546914213-1876994156.1546404699 4.Pick out 5 Taylor Swift lyrics that speak on mental wellness.	

References:

Online Links:

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British Council Learn English: https://learnenglish.britishcouncil.org/

TED Talks: https://www.ted.com/

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Bakshi, Raj N. *A Course in English Grammar*. India: Orient Black Swan, 2000

Fernandez, Agna. *Generic Skills for Employability*. UK: Cambridge University Press, 2020

Shobha, K N. Lourdes Javani Rayen. *Communicative English: A Workbook*. UK: Cambridge University Press, 2023

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed

CO-1	Identify key sounds in English, comprehend different varieties of accents, and extract specific and general information from lectures, and talks	R, ,U,	1,2
CO-2	Identify key vocabulary, analyse sentence structure, and comprehend complex texts on various topics	U, An	1,2,4
CO-3	Describe visuals, narrate, participate in group discussions, and adapt communication styles for various situations.	U, Ap	4,5,6
CO-4	Apply basic punctuation rules, analyse sentences for subject-verb agreement, identify parts of speech, and utilize articles and conjunctions effectively.	U, Ap ,E	6,12
CO-5	Critically analyse information from various sources such as videos, articles, talks, stories, and form well-supported arguments on different topics.	An, E,C	6,12,13

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 2:0:2 (Lecture:Tutorial:Practical)

CO No.	**CO**	**PO/PSO**	**Cognitive Level**	**Knowledge Category**	**Lecture (L)/Tutorial (T)**	**Practical (P)**
1.	Identify key sounds in English, comprehend different varieties of accents, and extract specific and general information from lectures, and talks.	PO 1,4,7,8 PSO 1,2	R, ,U,	F, C	L	

2.	Identify key vocabulary, analyse sentence structure, and comprehend complex texts on different topics.	PO 1,2,4,5,6, 7,8 PSO 1,2,4	U, An	F,M	L	
3.	Describe visuals, narrate, participate in group discussions, and adapt communication styles for various situations	PO 2,3,4,5,6, 7, PSO 4,5,6	U, Ap	M,C	L	
4.	Apply basic punctuation rules, analyse sentences for subject-verb agreement, identify parts of speech, and utilize articles and conjunctions effectively.	PO 4,5,6 PSO 6,12	U, Ap ,E	M,P	L	
5.	Critically analyse information from various sources such as videos, articles, talks, stories,	PO 3,4,5,6 PSO 6,12,13	An, E,C	M,P		P

	and form well-supported arguments.					

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs:

	PSO 1	**PSO 2**	**PSO 3**	**PSO4**	**PSO5**	**PSO 6**	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**
CO 1	2	3					1			3		
CO 2	2	1		3			2	3		2	2	1
CO 3				1	2	3				1	2	3
CO 4						1				1	3	2
CO 5						2			3	2	1	2
CO 6												

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
- Final Exam

Mapping of COs to Assessment Rubrics :

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

University of Kerala

Discipline	ENGLISH
Course Code	UK2AECENG106
Course Title	English for Social Sciences II
Type of Course	AEC
Semester	II

Academic Level	100-199 .				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	3	2 hours	-	2 hours	4
Pre-requisites					
Course Summary	This comprehensive Ability Enhancement Course in English, designed specifically for semester two students, aims to equip them with the critical communication and analytical skills needed for academic success and social living. Readings on social issues and literature will be analysed, with a focus on understanding complex sentence structures and effective writing. The course also offers opportunities to develop public speaking and debate skills, all important for future careers.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I		**Environment**	**12**
	1	"There will come soft rains" – Poem- Sara Teasdale https://poets.org/poem/there-will-come-soft-rains *Time Capsule found on the Dead Planet* by Margaret Atwood https://www.scribd.com/document/409646097/Atwood-Intermediate **Suggested Reading** *Sounds I Like to Hear* by Ruskin Bond (Anthology: A Time For All Things: Collected Essays And Sketches) https://zoboko.com/text/15rrnvr2/a-time-for-all-things-collected-essays-and-sketches/17 **Suggested Watching** Nature Is Speaking – Julia Roberts is Mother Nature - Conservation International (CI) https://youtu.be/WmVLcj-XKnM?si=2OYHpmDexdUy8_vP	
	2	**Practicum** 1. Listening to speeches and podcasts on nature 2. Conversation Exercise on an environment issue 3. Reading articles on environment and nature and identifying form class and function class words, and using them in sentences of their own.	

		4. Writing a poem/article/short story/essay on an element of nature.	
II	**Life**		**12**
	3	"The Guest House" Jalaludeen Rumi https://www.scottishpoetrylibrary.org.uk/poem/guest-house/ *Thank You Ma'am* by Langston Hughes https://www.chino.k12.ca.us/cms/lib/CA01902308/Centricity/Domain/1689/Thank%20You%20%20Ma%20am.pdf **Suggested Viewing** Molly Wright: How every child can thrive by five https://www.youtube.com/watch?v=aISXCw0Pi94 The surprising habits of original thinkers https://www.youtube.com/watch?v=fxbCHn6gE3U	
	4	**Practicum** 1. Listening to audio on life lessons and philosophies. 2. Conversation exercise on a classroom or family situation, with use of question tags 3. Reading passages and identifying the different tense forms of verbs and using them in sentences. 4. Write an anecdote on second chances in life	
III	**Socialscapes**		**12**
	5	The Immigrant's Song- Tishani Doshi https://www.poetryfoundation.org/poems/56734/the-immigrants-song Sea Prayer -Khaled Hosseini **https://fliphtml5.com/njbrj/mooq/basic** **Suggested Reading** "On Caste",Dr. Babasaheb Ambedkar Writings and Speeches Vol.I, pp5-22 https://www.mea.gov.in/Images/attach/amb/Volume_01.pdf **Suggested Listening/Watching** The Fight Against Child Labour- UN **https://www.youtube.com/watch?v=ckz4qccSVpY**	

		The Father (2020 film)	
	6	**Practicum** 1. Listening to speeches and passages on migration 2. Speaking exercise (or debate) on comparing ideas, people, things, processes. 3. Reading fiction/non-fiction on social issues and identifying the concepts involved. Identifying concord and degrees of comparison in the passage and using them in new utterances. 4. Write an article/essay on geriatric issues in kerala society.	
IV	**Mindscapes**		**12**
	7	"Tied Together With A Smile"- Taylor Swift https://www.azlyrics.com/lyrics/taylorswift/tiedtogetherwithasmile.html Mental Health- WHO https://www.who.int/news-room/fact-sheets/detail/mental-health-strengthening-our-response **Suggested Reading** "Ode on a Distant Prospect of Eton College"- Thomas Gray (poem) https://www.poetryfoundation.org/poems/44301/ode-on-a-distant-prospect-of-eton-college **Suggested Listening/Watching** Futures of Education Report Explained- UNESCO- YouTube video (15 minutes) https://youtu.be/7T4GKVKXeoU?si=vuxOYwiA4q1eSkkJ	
	8	**Practicum**: Listening to passages on learning in the contemporary world Conversation exercise on topics related to education/learning, converting the dialogues to reported speech. Reading newspaper reports and identifying vocabulary related to mental health and education Writing reports using passive voice, converting sentences to active voice.	
V	Ruminations		**12**
	9	"Introduction", Development as Freedom- Amartya Sen	

		https://archive.org/details/amartya-kumar-sen-development-as-freedom-alfred-a.-knopf-inc.-2000/page/3/mode/2up **Noam Chomsky - On Being Truly Educated** https://www.youtube.com/watch?v=eYHQcXVp4F4 **Suggested Reading** Looking at War- Susan Sontag. The New Yorker 9Dec 2002. Pg 82-98 https://thecharnelhouse.org/wp-content/uploads/2014/07/sontag_looking_at_war.pdf **Suggested Watching** Humanitarian Crisis: Why We Should Care https://www.youtube.com/watch?v=3Fkwa_KA-zw (16.57 minutes)	
	10	**Practicum** Listening to speeches on humanity, in the international and Indian context. Discussion on the liberating influences of education Reading passages on emerging social concerns in the 21st century Critically evaluate the concept of freedom in the present age	

References:

Online Links:

Purdue Online Writing Lab (OWL): https://owl.purdue.edu/

British Council Learn English: https://learnenglish.britishcouncil.org/

TED Talks: https://www.ted.com/

Oxford Free English Lessons: Free English Lessons - Oxford Online English

Texts and Journal Articles:

Crystal, David. *A Dictionary of Linguistics and Phonetics*. Shang Wu Yin Shu Guan, 2002.

Foster, Thomas C. *How to Read Literature like a Professor: A Newly Expanded, Lively, and Entertaining Guide to Reading between the Lines*. HarperPerennial, 2024.

Jones, Daniel, et al. *Cambridge English Pronouncing Dictionary*. Cambridge University Press, 2015.

Leben, William R., Brett Kessler, and Keith Denning, *English Vocabulary Elements: A Course in the Structure of English Words*, 3rd edn (New York, 2023; online edn, Oxford Academic, 19 Jan. 2023),

McWhorter, Kathleen T. *The Writer's Express: A Paragraph and Essay Text with Readings*. Houghton Mifflin Co., 2001.

Prose, Francine. *Reading Like a Writer: A Guide for People Who Love Books and for Those Who Want to Write Them*. Union Books, 2012.

Strunk, William, and E. B. White. *The Elements of Style*. Macmillan, 1979.

Wallace, Catherine. *Critical Reading in Language Education*. Palgrave Macmillan, 2005.

Roach, Peter. *English Phonetics and Phonology: A Practical Course*. 4th ed., Cambridge; New York,

Cambridge University Press, 2009.

Bhatnagar, Nitin. *Effective Communication and Soft Skills*. Pearson, 2011.

Moothathu, V K. *Concise English Grammar*. 26 Jan. 2013.

Bakshi, Raj N. *A Course in English Grammar*. India: Orient Black Swan, 2000

Fernandez, Agna. *Generic Skills for Employability*. UK: Cambridge University Press, 2020

Shobha, K N. Lourdes Javani Rayen. *Communicative English: A Workbook*. UK: Cambridge University Press, 2023

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Identify key sounds in English, comprehend different varieties of accents, and extract specific and general information from lectures, and talks related to social sciences.	R	1,2
CO-2	Understand complex sentence structures and effective writing.	U,R	1,6

CO-3	Apply basic punctuation rules, analyse sentences for subject-verb agreement, identify parts of speech, and utilize articles and conjunctions effectively.	U, Ap	1,6,8
CO-4	Critically analyse information from various sources which contributes in making a person socially responsible.	Ap, An	8,9,13,14
CO-5	Communicate effectively,make public speeches and participate in debates.	E,C	6,8,13,14

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 2:0:2 (Lecture:Tutorial:Practical)

CO No.	**CO**	**PO/PSO**	**Cognitive Level**	**Knowledge Category**	**Lecture (L)/Tutorial (T)**	**Practical (P)**
1	Identify key sounds in English, comprehend different varieties of accents, and extract specific and general information from lectures, and talks related to social sciences.	PO 1,4,7,8 PSO 1,2	R	C,F	L	
0.2	Understand complex sentence structures and effective writing.	PO 4,5,7 PSO 1,6	U,R	C,F	L	
0.3	Apply basic punctuation rules,	PO 1,4,5,7,8	U, Ap	C,M	L	

	analyse sentences for subject-verb agreement, identify parts of speech, and utilize articles and conjunctions effectively.	PSO 1,6,8				
0.4	Critically analyse information from various sources which contributes in making a person socially responsible.	PO 1,2,3,4,5,8 PSO 8,9,13,14	Ap, An	M,P	L	
0.5	Communicate effectively,make public speeches and participate in debates.	PO 1,3,4,5,8 PSO 6,8,13,14	E,C	M,P		P

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs:

	PSO1	**PSO 2**	**PSO 3**	**PSO 4**	**PSO 5**	**PSO 6**	**PO 1**	**PO 2**	**PO 3**	**PO 4**	**PO 5**	**PO 6**
CO 1	3	2					3			2		
CO 2	2					3				3	2	
CO 3	1					2	2			2	3	

CO 4						1	2	3	2	1	1	
CO 5					-	-	1		3	2	2	

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
- Final Exam

Mapping of COs to Assessment Rubrics :

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

University of Kerala

Discipline	English				
Course Code	UK2AECENG107				
Course Title	Language for Developmental Studies II				
Type of Course	AEC				
Semester	II				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	3	2 hours	-	2 hours	4
Pre-requisites					
Course Summary	The course aims to empower students with the linguistic and analytical tools necessary to engage thoughtfully and actively in discussions and debates surrounding key issues in sustainable development, poverty reduction, health promotion, climate action, and gender equity. Through a combination of theoretical exploration, practical application, and critical reflection, students will develop the language proficiency and critical thinking abilities needed to contribute meaningfully to ongoing dialogues and efforts aimed at advancing global development goals and social justice.				

Detailed Syllabus:

Module	Unit	Content	Hrs
1		Un/Golden Prospects	12
	1	Gold - Global economy, Consumerism, cultural practices, dowry system, media influence ● The Legend of the Golden Snail https://www.youtube.com/watch?v=sDUDo4BClWI ● World gold prices, dowry and death in India https://cepr.org/voxeu/columns/world-gold-prices-dowry-and-death-india Suggested Reading ● *The Treasure of the Sierra Madre* - B Traven (novel)	
	2	Practicum : 1. Ask students to retell the legend of the golden snail in their own words, either orally or in writing 2. Panel Discussion on the domestic and economic consumption of gold. 3. Debate on Dowry deaths in India. 4. Essay writing on The Role of Jewelry Advertisements in Media and their impact on consumerism	
II		Unemployment and Migration	12

	3	Unemployment, Migration, Refugees, Brain drain, Diaspora, Globalization effect ● "Home" - Warsan Shire (poem) https://www.amnesty.ie/wp-content/uploads/2016/06/home-by-warsan-shire.pdf ● "Interpreter of Maladies" - Jhumpa Lahiri https://iblit2013.wordpress.com/wp-content/uploads/2013/08/lahiri-interpreter-of-maladies-full-text.pdf Suggested Reading *How the García Girls Lost Their Accents* - Julia Alvarez (novel)	
	4	Practicum 1. Prepare a presentation focusing on migration patterns in India and related issues. Utilize visual aids such as charts and diagrams to illustrate key points and present relevant data. 2. Organize and facilitate a discussion about the economic impact of diaspora communities. 3. Conduct an analysis of the employment situation in India and compile a report summarizing significant discoveries, emerging patterns, and obstacles concerning unemployment. 4. View a Documentary on the Refugee Crisis and Compose an Analysis	
III		Race and Caste	12

	5	Discrimination, Inequality, Prejudice, Social hierarchy, Oppression ● "I have a Dream" – Martin Luther King (Speech) https://www.btboces.org/Downloads/I%20Have%20a%20Dream%20by%20Martin%20Luther%20King%20Jr.pdf ● *"Dalit Girl"* - Mou Mukherjee Das (poem) https://www.poemhunter.com/poem/dalit-girl/ Suggested Reading ● *Growing up untouchable in India* - Vasant Moon (Autobiography) ● "Still I Rise" - Maya Angelou https://www.poetryfoundation.org/poems/46446/still-i-rise	
	6	Practicum : 1. Listen to speeches by any two prominent leaders on Casteism in India 2. Examine the potency of language employed to communicate messages by the authors prescribed in the module. 3. Create multimodal presentations (combining text, images, audio, and video) that explore the themes of discrimination, equality, and social justice.	
IV		Ethics	12

	7	Morality, Integrity, Responsibility, Ethical reasoning, Etthical behaviour ● "A Poison Tree" - William Blake https://www.poetryfoundation.org/poems/45952/a-poison-tree ● "Politics and the English Language" - George Orwell https://bioinfo.uib.es/~joemiro/RecEscr/PoliticsandEngLang.pdf Suggested Watching/Listening: ● Ethics: Yes, Even When Nobody is Watching | Dawne Ware | TEDxFairfieldUniversity https://www.youtube.com/watch?v=ohmOCHYz530 ● *A Civil Action* (1998) - Film by *Steven Zaillian*	12
	8	Practicum: . 1. Facilitate a discussion on the importance of ethical behavior and personal integrity 2. Compile a list of key vocabulary words related to ethics and morality from the provided materials 3. Organize a debate or panel discussion on ethical dilemmas raised in the film *A Civil Action*.	
V		Inspirations	12

	9	Aspiration, Perseverance, Goal-setting, Resilience ● *Dangal* - Film by Nitesh Tiwari ● Steve Jobs: Stanford Speech https://www.youtube.com/watch?v=1i9kcBHX2Nw Suggested Reading ● Success stories https://yourstory.com/2014/03/inspiring-stories ● What Makes You Unique? - https://www.ted.com/talks/richard_janes_what_makes_you_unique ● How Great Leaders Communicate by Carmie Gallo, *Harvard Business Review* https://hbr.org/2022/11/how-great-leaders-communicate	
	10	Practicum 1. Watch the film *Dangal* and write a summary of the plot, characters, and themes 2. Listen to Steve Jobs' Stanford speech and identify the rhetorical devices used by Jobs to engage and inspire the audience. Also reflect on the personal anecdotes shared by Jobs and their relevance to the audience. 3. Read success stories from the provided link and summarize the key lessons or insights gained. 4. Write a brief analysis of a leader's communication style based on the concepts presented in the article.	

Suggestive readings:

Language and Power: An Introduction to Institutional Discourse - Andrea Mayr, Continuum, 2008

The Force of Language - Jean-Jacques Lecercle, Denise Riley, Palgrave Macmillan, 2005

Wilbur Schramm: *Mass Media and National Development- the role of information in developing countries*, UNESCO/ Stanford University Press, 1964.

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Identify key sounds in English, comprehend different varieties of accents, and extract specific and general information from lectures, and talks.	U	1,4
CO-2	Familiarize learners with varied presentation tools	R, U	1,4,6
CO-3	Describe visuals, narrate, participate in group discussions, and adapt communication styles for various situations	Ap	1,4,6,10

CO-4	Critically analyse information from various sources such as videos, articles, talks, stories, and form well-supported arguments on topics related to business	An	2,4,6,13
CO-5	Write clear and concise paragraphs in various styles, compose reports based on data and visuals, and draft effective emails and letters	E,C	6,10,13,15

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture: Tutorial: Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
CO-1	Identify key sounds in English, comprehend different varieties of accents, and extract specific and general information from lectures, and talks.	PO 2,4,5,6,7 PSO 1,4	U	F	L	
CO-2	Familiarize learners with varied presentation tools	PO 2,4,5,6,7 PSO 1,4,6	R, U	C	L	

CO-3	Describe visuals, narrate, participate in group discussions, and adapt communication styles for various situations	PO 2,3,4,5,6,7 PSO 1,4,6,10	Ap	M	L	
CO-4	Critically analyse information from various sources such as videos, articles, talks, stories, and form well-supported arguments on topics related to business	PO 1,2,3,4,5,6,7,8, PSO 2,4,6,13	An	M	L	
CO-5	Write clear and concise paragraphs in various styles, compose reports based on data and visuals, and draft effective emails and letters	PO 2,3,4,5,6,8 PSO 6,10,13, 15	E,C	C		P

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	2			3				2		1	3	2
CO 2	2			1		3		1		2	2	3
CO 3	2			2		2		2	3	2	1	1
CO 4		3		1		1	3	2	2	2	1	1
CO 5						2		2	2	3	2	2

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
- Final Exam

Mapping of COs to Assessment Rubrics :

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

University of Kerala

Discipline	ENGLISH
Course Code	UK2AECENG108
Course Title	Literature, Language and Culture II
Type of Course	AEC
Semester	II

Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	3	2 hours	-	2 hours	4
Pre-requisites	1.AEC 1 2.				
Course Summary	This foundational course explores the intricate interplay between literature, language, and culture, offering students a comprehensive introduction to the dynamic world of humanities. Through an interdisciplinary approach, students will delve into the rich tapestry of human expression, examining how literature reflects, shapes, and is shaped by cultural contexts and linguistic nuances.				

	Unit	Content	Hrs
I Module		**Life**	**12**
	1	A Visit - Margaret Atwood (Poem) https://www.poetryverse.com/margaret-atwood-poems/visit "Never Never Nest" - Cedric Mount- (One Act Play) **Suggested Viewing** Contentment and satisfaction with work and life: Greg Gianforte at TEDxBozeman –https://youtu.be/H7Mctx-W7oE?si=lnzeST-QldImyQLJ	
	2	Practicum: 1.Listening to various speeches on human life 2.Speaking on the importance of life skills 3.Identifying vocabulary related to life skills 4. Writing an essay on "Life and its Values"	
II		**Hunger**	**12**
	3	"Refugee mother and child" - Chinua Achebe https://sueddie.wordpress.com/2014/02/02/refugee-mother-and-child-a-poem-by-chinua-achebe/ "The Pie and the Tart "– Hugh Chesterman (One-Act Play)	

		Suggested Reading "A Man." – Vaikkom Muhammed Basheer. *Poovan Banana and Other Stories*. Trans. V Abdulla. Orient Longman. (Short Story) **Suggested Viewing**: Ending hunger now – Tedx talk https://www.ted.com/talks/josette_sheeran_ending_hunger_now?language=en What we're getting wrong in the fight to end hunger | Jasmine Crowe – TEDX https://youtu.be/VasJyDmMafA?si=P1irvSOZyRwtt8yC	
	4	**Practicum:** 1.Listening to various speeches on poverty and hunger 2. Speaking on the various strategies for eradication of hunger and poverty 3.Identifying vocabulary related to poverty and other human related issues. 4.Writing an essay on 'What is Hunger'.	
III		**Rights**	**12**
	5	Equality – Maya Angelou (Poem) https://www.kera.org/wp-content/uploads/2017/01/First_Prize_Lauren_Moore.pdf "The Barber's Trade Union" – Mulkraj Anand (short story). **Suggested Reading** "Human Rights: General Introduction" - Leah Levin. *Human Rights: Questions and Answers.* Pp. 19-24. UNESCO Publishing. https://unesdoc.unesco.org/ark:/48223/pf0000219091 **Suggested Viewing** 2030- SDG 5- Gender Equality- Ted talks – https://youtu.be/CeZo-s16_RY?si=mS0OlFWnQeCTKjp8	
	6	Practicum: 1. Listen to podcasts and speeches about various rights 2. Conduct discussions and debates on human rights related issues 3. Find and read stories, poems and articles dealing with rights and violation of rights. 4. Prepare newspaper reports/podcasts about the importance of human rights.	

			12
IV	**Nature**		
	7	"A Fable for Tomorrow" (Extracts from Silent Spring) – Rachel Carson. Chief Seattle's Speech https://suquamish.nsn.us/home/about-us/chief-seattle-speech/ **Suggested Reading** "The Earth is Our Friend (Garden of Creation)" - Yasus Afari (Poem) **Suggested Viewing** Greta Thunberg's full speech at UN Climate Change COP25 - Climate Emergency Event- https://youtu.be/Eo_-mxvGnq8?si=fJUqZRT4CabJAoc3 Harmonising with Nature | Gauranga Das | TEDxIITIndore – https://youtu.be/Gf27FVPfibM?si=j5wmNjOFDp5O_OWS	
	8	**Practicum:** 1. Listening to speeches and podcasts on environmental issues 2. Speaking on environmental issues/conducting debates on factors affecting Nature. 3. Identifying vocabulary related to nature and environmental issues and natural calamities. 4. Writing an essay on environment issues in your locality	
V	**Women**		**12**
	9	A Flowering Tree- A.K Ramanujan (short story) https://publishing.cdlib.org/ucpressebooks/view?docId=ft067n99wt;brand=ucpress "Poetry is a way for women to survive: Canadian poets in conversation by Canisia Lubrin and Sina Queyras" , December 6, 2018 - (Article) https://rabble.ca/feminism/poetry-way-women-survive/ **Suggested Reading** "The Story of an Hour" - Kate Chopin (Short Story) https://www.owleyes.org/text/the-story-of-an-hour/read/chopins-short-story#root-36 **Suggested Viewing**	

		Respect for women, respect between humans | Virginia Fara Pennisi | TEDxAOSR Youth https://youtu.be/xEBo2fUUThU?si=1P980N45h5m98xLg Respect my space, sincerely, the 1 in 5 | Clare Sheedy | TEDxAmherst – https://youtu.be/IK4g9gPmM10?si=FQ6OzQ6QFccxEaAa	
	10	Practicum: 1. Listening to Podcasts by women dealing with women's issues 2. Conducting debates on gender roles and gender equity 3. Note-taking and note-making from articles about women's concerns 4. Writing an essay on women's issues in contemporary society	

Suggested readings:

Wollstonecraft, Mary. A Vindication of the Rights of Woman. New York: Norton,

1988.

Woolf, Virginia. A Room of One's Own. New York: Harcourt, 1957.

11209

Elaine Showalter: 'Introduction', A Literature of Their Own: British Women

Novelists from Bronte to Lessing, 1977.

Simone de Beauvoir: 'Introduction', The Second Sex

Damrosch, David. 'Goethe Coins a Phrase', What is World Literature?. Princeton UP, 2003. pp 1-36

Cheah, Pheng. 'The New World Literature: Literary Studies Discovers Globalization', What is a World?: On Postcolonial Literature as World Literature. Duke University Press, 2015. pp 23-45

Moretti, Franco. 'Conjectures on World Literature', NLR 1, Jan-Feb. 2000. pp 54- 68

Chaudhari, Rosinka. 'Viśvasāhitya: Rabindranath Tagore's Idea of World Literature', The Cambridge History of World Literature. ed. Debjani Ganguly,

Cambridge UP, 2021. pp 261-278

Sinfield, Alan. 'Literature and Cultural Production', Literature, Politics, and Culture in Postwar Britain. Berkley and Los Angeles: University of California Press, 1989. pp 23–38

Heaney, Seamus. 'The Redress of Poetry', The Redress of Poetry. London: Faber, 1995. pp 1–16

Waugh, Patricia. 'Culture and Change: 1960-1990', The Harvest of The Sixties:

English Literature And Its Background, 1960-1990. Oxford: OUP, 1997.

E-Resources

Consciously Reclaiming the Feminine & Masculine Within Each of Us | Sarah Poet, M.Ed | TEDxAsheville https://youtu.be/H0vU4RiD_Yo?si=JedpesapxilJoO8D

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Understand the contexts of literatures in English language belonging to different nations.Remind the students of the socio-historic, economic, cultural and political context of these literatures.	U,R	1,2,3
CO-2	Apply the knowledge objectively in debate, seminar, panel and group discussion .	Ap	2,3,4
CO-3	Analyse the various literary forms, techniques and theories in the literary works.	An	2,6,8,11
CO-4	Evaluate and distinguish various literary genres like, poetry, autobiography, short stories, novels, etc, and distinguish the characterization based on its context.	E	2,8,11,15
CO_5	Creatively express thoughts and ideas through various literary genres	C	2,6,8,11, 15

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

Note: 1 or 2 COs/module

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO 1	PSO 2	PSO 3	PSO4	PS O5	PSO 6	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	1	2	3	-	-	-	3			2		
CO 2		3	1	2	-	-		3		2	2	1
CO 3	-	2		-	-	3	1			2	3	
CO 4	-	2			-	-		2				
CO 5	-	1	-	-	-	2	2		3	1	2	

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
- Final Exam

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations

CO 1	✓			✓
CO 2	✓			✓
CO 3	✓			✓
CO 4		✓		✓
CO 5		✓		✓
CO 6			✓	

University of Kerala

Discipline	English
Course Code	UK2AECENG109
Course Title	Literature, Law and Culture II
Type of Course	AEC
Semester	II
Academic Level	100 -199

Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	3	2 hours	-	2 hours	4
Pre-requisites	1. Basic Knowledge in English				
Course Summary	This course aims to familiarise the students with the various domains connected to law. It also aims to give practice to the students in creating and composing materials pertaining to global legal issues.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I		**Law and Popular Culture**	**12**
	1	Law in Literature – Popular authors – Courtroom dramas – Perry Mason series – John Grisham – Adaptations into series and movies – Lawtoons **Required text** Tolstoy, Leo. "God Sees the Truth, But Waits" NCSC *The Case of Jury Duty. Justice Case Files 3.* https://www.ncsc.org/__data/assets/pdf_file/0024/15198/justice-case-files-03.pdf **Suggested Reading** Voelker, John D. *Anatomy of a Murder*. 1958. *Anatomy of a Murder* (1959 film) Directed by Otto Preminger Giddens, Thomas. *Graphic Justice: Intersections of Comics and Law.* Routledge. 2015	
	2	Practicum Write an essay on how Legal affairs are represented in popular culture, with specific reference to one of the texts prescribed for study in this module.	

		Attempt a moot court presentation based on a case you are familiar with.	
II		**Law and Gender**	**12**
	3	Gender equality – Gender Justice – Non-discrimination before Law – Social ordering – Legal legitimacy – Human Rights and gender – Feminist Jurisprudence – Intersectionality **Required Text** UNICEF Gender Action Plan 2022 – 2025. https://www.unicef.org/gender-equality/gender-action-plan-2022-2025 Lorde, Audre. "A Litany for Survival" https://www.poetryfoundation.org/poems/147275/a-litany-for-survival **Suggested Text** UNICEF Gender Policy 2020 – 2030. https://www.unicef.org/media/117706/file/Gender%20Policy%202030.pdf *Handbook on Combating Gender Stereotypes*. Supreme Court of India. 2023. Vasanthi, N. "Gender and Law". Unit 3. https://egyankosh.ac.in/bitstream/123456789/3840/1/MWG-002-B4-U3.pdf	
	4	Practicum Draft a policy on Gender non-discrimination in Law. Refer "Images Exploring What It's Like to be Part of India's Queer Community" (https://www.vice.com/en/article/3k44bw/images-exploring-what-its-like-to-be-part-of-indias-queer-community-v25n2) and prepare a photo essay on Inclusivity.	
III		**Law and Conflict**	**12**
	5	Conflicts – Conflict Resolution – Conflict of laws – Laws and conflict resolution	

		Required Text Cummins, K. E. "On UNDRIP". https://hellopoetry.com/K_E_Cummins/ Hoaglund, Linda. "Nakamura Hiroshi". *Protest Art in1950s Japan: The Forgotten Reportage* Painters"https://visualizingcultures.mit.edu/protest_art_50s_japan/anp1_essay02.html **Suggested Text** "War" by Bob Marley https://www.youtube.com/watch?v=loFDn94oZJ0 T. J. Gnanavel (Dir). *Jai Bhim*. 2021. India. 165'	
	6	Practicum Prepare a write up on "Guernica" by Picasso, by gathering points from various sources. Prepare a photo folder with famous paintings of conflict – such as Vietnam war or Atomic bombing – with brief write-ups about how conflict is represented in each photograph.	
IV		**Law and Social Justice**	**12**
	7	Law and Society – Justice – Jurisdiction – Legal dilemmas **Required Text** Asghar, Fatimah. "If they Come for Us" https://www.poetryfoundation.org/poetrymagazine/poems/92374/if-they-should-come-for-us Bacon, Francis. "Of Judicature" **Recommended Text** Sarabhai, Mallika. "Dance to Change the World". TEDIndia 2009. https://www.ted.com/talks/mallika_sarabhai_dance_to_change_the_world?language=en Sinha, Anubhav (Dir). *Article 15*. 2019. India. 130'	

	8	Practicum Write a review of one of the movies in the Recommended list of this module about the representation of Legal affairs. Prepare a list of 10 commonly discussed legal dilemmas.	
V	**Law and Ecology**		**12**
	9	Environmental legislation – Environmental justice – Indigenous Legislation – Climate laws – Climate justice – Sustainable practices **Required text** S. Gopalakrishnan. "Environomy#6: A Challenge Across Generations." http://bit.ly/3VBIMwz OR http://bit.ly/3wXjTB5 "Local and Indigenous Knowledge Systems and Climate Change". UNESCO. https://www.unesco.org/en/climate-change/links **Suggested Text** Britt, Clinton, Andrea Clabough and David Goldwyn. "Four Things to Know about Environmental Justice". https://www.jstor.org/stable/resrep31087 Jones, Van. "The Great Pacific Garbage Patch". TEDx Talks. https://www.youtube.com/watch?v=3WMgNlU_vxQ	
	10	Practicum Prepare a list of major laws pertaining Climate Justice. Write 10 – 15 slogans pertaining to Environmental Justice.	

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Get an awareness about the representations of Law in various forms of popular culture and also universal trends in geopolitical applications of Law	U, R	1,2,3
CO-2	Identify techniques and tools used in literary and artistic expressions pertaining to legal concepts.	U, R.	2,3,5
CO-3	Apply the various domains of law based on the cultural context	Ap	8,9,10
CO-4	Appreciate and analyse interfaces of legal and cultural dimensions in literary and artistic expressions.	An,E	9,11,13
CO-5	Create academic documents reflecting intersections of legal and socio-political and cultural domains.	E,C	10,12,13,14, 15

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
1	Get an awareness about the representations of		U, R	F, C	L	

	Law in various forms of popular culture and also universal trends in geopolitical applications of Law	PO 1,4,7,8 PSO 1,2,3				
2	Identify techniques and tools used in literary and artistic expressions pertaining to legal concepts.	PO 1,3,4,5,8 PSO 2,3,5	U, R.	C	L	
3	Apply the various domains of law based on the cultural context	PO 1,2,3,6,8 PSO 8,9,10	Ap	M	L	
4	Appreciate and analyse interfaces of legal and cultural dimensions in literary and artistic expressions.	PO 1,2,3,4,5,8 PSO 9,11,13	An,E	M,P	L	
5	Create academic documents	PO	E,C	P		P

	reflecting intersections of legal and socio-political and cultural domains.	2,3,4,5,6,8 PSO 10,12,13, 14,15				

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO 1	**PSO 2**	**PSO 3**	**PSO 4**	**PSO 5**	**PSO 6**	**PO 1**	**PO 2**	**PO 3**	**PO 4**	**PO 5**	**PO 6**
CO 1	3	-	-	2	-	-	3			2		
CO 2		2	3	-	1	-	1		3	2	1	
CO 3	-	-		-	-	-	1	2	2			3
CO 4	-	-			-	-	2	3	2	2	3	
CO 5	-		-	-	-	-		1	1	2	2	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
- Final Exam

Mapping of COs to Assessment Rubrics :

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

University of Kerala

Discipline	ENGLISH				
Course Code	UK2AECENG110				
Course Title	Reading Literature II				
Type of Course	**AEC**				
Semester	II				
Academic Level	100 – 199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	3	2 hours	-	2	4
Pre-requisites					
Course Summary	The Ability Enhancement Course offered in semester II aims to equip students with the foundational skills necessary for effective communication and critical thinking, while reading literature. It emphasizes both written and spoken communication, covering various aspects of English language proficiency. , group, and mass communication. The course will explore creative writing through the literary pieces imparting humanistic values and contemporary awareness in the learners.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I	**Module 1 – An Introduction to Syntax**		**12**
	1	Syntax – Basic components of Syntax – Words, Phrases and Idioms– Synonyms, Antonyms & Phrasal verbs – Basic sentence structures. 1. Blackberry Picking by Seamus Heaney https://www.poetryfoundation.org/poems/50981/blackberry-picking 2. A Pair of Mustachios by Mulk Raj Anand https://ncert.nic.in/ncerts/l/keww102.pdf	

		Suggested Reading 1. A Song of Hope by Oodgeroo Noonuccal https://www.wordslikethis.com.au/a-song-of-hope/ 2. Nehru's Letter to Indira on her Birthday, dated Oct 26 1930 https://www.brainkart.com/article/A-Birthday-Letter_42228/	
	2	**Practicum** 1. Prepare a vocabulary bank of new words you have encountered in the above literary works 2. Create a table of words, phrases, idioms and phrasal verbs you have come across in the literary works suggested above. 3. Create a table of twenty words and their antonyms from words chosen from the above texts. 4. Discuss the issues faced by aboriginal communities.	
II		**Module II – An Introduction to Word Classes**	**12**
	3	Classification of Words – Form Class and Function class words – Form class words 1. Good Advice is Rarer than Rubies by Salman Rushdie https://www.scribd.com/document/95843292/Good-Advice-is-Rarer-Than-Rubies#:~:text='Good%20advice%20is%20Rarer%20Than,them%20when%20they%20would%20open. 2. The Story of an Hour by Kate Chopin https://archive.vcu.edu/english/engweb/webtexts/hour/	

		Suggested Reading 1. A Question of English by Ramachandra Guha https://ramachandraguha.in/archives/a-question-of-english-the-telegraph.html 2. The Lumber Room by H H Munro https://s3.amazonaws.com/exploros-shared-media/OER/ELA/Grade+8/ELA8.2.05.passages.pdf	
	4	**Practicum** 1. Prepare a vocabulary bank of new words you have encountered in the above literary works 2. Create a table of all the prepositions, conjunctions and auxiliary words you came across in the texts. 3. Do a reading of any other story by H H Munro and discuss the plot summary in class. 4. Prepare short biographies of the historical figures mentioned by Ramachandra Guha in his article.	
III	**Module III – Types of Sentences**		**12**
	5	Kinds of sentences- Contextual usage of these sentences – Clauses- Simple, Compound and Complex sentences. 1.When Free Speech is Truly Free by Sundar Sarukkai https://www.thehindu.com/opinion/lead/when-free-speech-is-truly-free/article26601160.ece 2. The Stolen Bacillus by H G Wells https://www.gutenberg.org/files/12750/12750-h/12750-h.htm#link2H_4_0001 **Suggested Reading**	

		1. Mrs Dutta Writes a Letter by Chithra Banerjee Divakaruni https://www.theatlantic.com/magazine/archive/1998/04/mrs-dutta-writes-a-letter/377092/ 2. Father and I by Pär Lagerkvist https://www.theatlantic.com/magazine/archive/1952/09/father-and-i/641744/	
	6	**Practicum** 1. Prepare a vocabulary bank of new words you have encountered in the above literary works 2. Create a table to list down examples of simple, complex and compound sentences from the texts prescribed above. 3. Do a group discussion on the major writers of science fiction in modern times. 4. Read any other story by H G Wells and discuss the plot summary in the class.	
IV	**Module IV - An Introduction to Sentence Styles**		**12**
	7	Sentence styles – Loose sentence, Periodic Sentence, Balanced Sentence – Common errors in sentence making. 1. A Nice Cup of Tea by George Orwell https://orwell.ru/library/articles/tea/english/e_tea 2. The Patriot by Nissim Ezekiel https://www.poemhunter.com/poem/the-patriot-10/ **Suggested Reading**	

		1. The Model Millionaire by Oscar Wilde https://www.wilde-online.info/the-model-millionaire.html 2. A Day's Wait by Ernest Hemingway https://hayfield.k12.mn.us/sherryweaver/wp-content/uploads/sites/85/2021/09/Grade-7-_-A-Days-Wait-by-Ernest-Hemingway-1.pdf	
	8	**Practicum** 1. Prepare a vocabulary bank of new words you have encountered in the above literary works 2. Create a table to list down samples of loose, periodic and balanced sentences from the texts prescribed for study. 3. Do a group discussion on the notion of patriotism questioned by Nissim Ezekiel in his poem The Patriot. 4. Ezekiel in his poem "The Patriot" mimics the erroneous English spoken in India. Do an analysis of the common errors in Indian English speech highlighted by the poet.	
V	**Module V – An Introduction to Figures of Speech**		**12**
	9	Sentences for creative writing – Understanding the figures of speech – Simile, Metaphor, Personification, Hyperbole, Irony, Pun and Euphemism 1. The Gold Frame by R K Laxman https://fybaenglish.blogspot.com/2018/12/the-gold-frame-r-k-laxman.html 2. The Mark of Vishnu by Khushwant Singh https://www.scribd.com/document/597403154/The-Mark-of-Vishnu **Suggested Reading**	

		1. Refund by Fritz Karinthy https://egyankosh.ac.in/bitstream/123456789/27478/1/Unit-4.pdf 2. Christmas Day in the Morning by Pearl S Buck https://www.plough.com/en/topics/culture/christmas-day-in-the-morning	
	10	**Practicum** 1. Prepare a vocabulary bank of new words you have encountered in the above literary works 2. Create a table of the figures of speech you have identified from the texts prescribed above 3. Do a group discussion on the concept of superstition highlighted by Khushwant Singh in his story The Mark of Vishnu 4. Prepare a biographical note of R K Laxman including mention of some of his most famous cartoons and caricatures.	

References:

Online Links:

Purdue Online Writing Lab (OWL): https://owl.purdue.edu/

British Council Learn English: https://learnenglish.britishcouncil.org/

TED Talks: https://www.ted.com/

Oxford Free English Lessons: Free English Lessons - Oxford Online English

Texts and Journal Articles:

Crystal, David. *A Dictionary of Linguistics and Phonetics*. Shang Wu Yin Shu Guan, 2002.

Foster, Thomas C. *How to Read Literature like a Professor: A Newly Expanded, Lively, and Entertaining Guide to Reading between the Lines*. HarperPerennial, 2024.

Jones, Daniel, et al. *Cambridge English Pronouncing Dictionary*. Cambridge University Press, 2015.

Leben, William R., Brett Kessler, and Keith Denning, *English Vocabulary Elements: A Course in the Structure of English Words*, 3rd edn (New York, 2023; online edn, Oxford Academic, 19 Jan. 2023), https://doi.org/10.1093/oso/9780190925475.001.0001

McWhorter, Kathleen T. *The Writer's Express: A Paragraph and Essay Text with Readings*. Houghton Mifflin Co., 2001.

Prose, Francine. *Reading Like a Writer: A Guide for People Who Love Books and for Those Who Want to Write Them*. Union Books, 2012.

Strunk, William, and E. B. White. *The Elements of Style*. Macmillan, 1979.

Wallace, Catherine. *Critical Reading in Language Education*. Palgrave Macmillan, 2005.

Roach, Peter. *English Phonetics and Phonology: A Practical Course*. 4th ed., Cambridge;

New York, Cambridge University Press, 2009.

Bhatnagar, Nitin. *Effective Communication and Soft Skills*. Pearson, 2011.

Moothathu, V K. *Concise English Grammar*. 26 Jan. 2013.

Bakshi, Raj N. *A Course in English Grammar*. India: Orient Black Swan, 2000

Fernandez, Agna. *Generic Skills for Employability*. UK: Cambridge University Press, 2020

Shobha, K N. Lourdes Javani Rayen. *Communicative English: A Workbook*. UK: Cambridge University Press, 2023

https://ethicsintroduction.weebly.com/uploads/4/4/6/2/44624607/bertrand_russell_the_functions_of_a_teacher.pdf

Course Outcomes

No.	Upon completion of the course the grad - uate will	Cognitive	PSO

	be able to	Level	addressed
CO-1	Understand the impact of mother tongue interference on pronunciation and identify commonly mispronounced words in English.	U,R	1,2
CO-2	Apply the words and literary expressions in specific contexts to embellish the language .	Ap	2,4,5,6
CO-3	Analyse the central themes and underlying messages presented in the literary pieces and connect themes to broader social contexts so that it leads to the growth of the learner into a socially responsible citizen.	An	4,6,8,9,10
CO-4	Evaluate the effectiveness of different communication styles for various purposes.	E	11,13,15
CO-5	Compose pieces of writing following grammatical and structural rules of the language.	C	6,12, 13

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
1	Understand the impact of mother tongue interference on pronunciation and identify commonly mispronounced words in English.	PO 1,4,7,8 PSO 1,2	U,R	F, C	L	

2	Apply the words and literary expressions in specific contexts to embellish the language .	PO 1,2,3,4,5, 6,7,8 PSO 2,4,5,6	Ap	C,M	L	
3	Analyse the central themes and underlying messages presented in the literary pieces and connect themes to broader social contexts so that it leads to the growth of the learner into a socially responsible citizen.	PO 1,2,4,5,6, 7,8 PSO 4,6,8,9, 10	An	C,M	L	
4	Evaluate the effectiveness of different communication styles for various purposes.	PO 1,3,4,5,8, PSO 11,13,15	E	M,P	L	
5	Compose pieces of writing following grammatical	PO 3,4,5,6,	C	P		P

	and structural rules of the language.	PSO 6,12, 13				

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO 1	**PSO 2**	**PSO 3**	**PSO4**	**PSO5**	**PSO 6**	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**
CO 1	2	3					2			3		
CO 2		1		3	2	2	1	3	2	1	2	
CO 3				1		2	1	2		2	1	3
CO 4							2		1	2	3	
CO 5						3			2	3	1	

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
- Final Exam

Mapping of COs to Assessment Rubrics :

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

University of Kerala

Discipline	English				
Course Code	UK2AECENG111				
Course Title	Technology, Science and Imagination 2				
Type of Course	AEC				
Semester	II				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	3	2 hours	-	2 hours	4
Pre-requisites	1. 2.				
Course Summary	This Ability Enhancement Course in English equips students with the necessary communication skills to succeed in their academic and professional careers. The course covers important points of intersection between the sciences and the humanities through exposure to a variety of texts from different disciplines.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I		**Lives in the Sciences**	**12**
		Important figures in the sciences - biography - challenges of marginalised figures "Chapter 1: Modern Prometheus" from *Tesla: Man Out of Time* by Margaret Cheney (pp 1 – 5) "Evolution" by Linda Bierds https://www.poetryfoundation.org/poems/152070/evolution-5e0f6d77b22f4 **Suggested Viewing** The Man Who Knew Infinity (2015)	

		Suggested Reading Chapter 16 – Leaders - from *Wings of Fire*, the autobiography of Dr A.P.J. Abdul Kalam	
		Practicum 1. Read about the lives of scientists and engineers 2. Speak about the contributions of any scientist or engineer who has made an impact on you 3. Write a short biographical piece 4. Develop a vocabulary of life writing in the sciences	
II		**Science Fiction**	**12**
		Impact of technology – alien encounters – otherness – humanity and identity – consequences of human actions Excerpt from *The Hitchhiker's Guide to the Galaxy*: "Chapter 1" https://park.academies.aspirationsacademies.org/wp-content/uploads/sites/12/2020/06/Yera-8-English-Creative-Writing-3-Hitchikers-guide-to-the-galaxy.pdf "The Star" by Isaac Asimov https://sites.uni.edu/morgans/astro/course/TheStar.pdf **Suggested Viewing** Star Trek (2009)	
		Practicum: 1. Speak about some of the themes of humanity that are discussed in science fiction works 2. Read works of science fiction that imagine utopian and dystopian futures 3. Identify new vocabulary related to science fiction writing 4. Write a short science fiction piece	
III		**Artificial Intelligence**	
		Defining AI – technological singularity – different forms of AI – the uses and dangers of AI How AI is already changing engineering – and the role of the engineer https://www.imeche.org/news/news-article/feature-how-ai-is-already-changing-engineering-and-the-role-of-the-engineer "Tomorrow is Waiting" Holli Mintzer http://strangehorizons.com/fiction/tomorrow-is-waiting/	12

		Suggested Viewing: Her (2013)	
		Practicum: 1. Read about the ethical concerns regarding AI 2. Identify vocabulary related to AI 3. Speak about the way that AI can make a positive impact on our lives 4. Write an essay outlining the pros and cons of the advancement of AI	
IV	**Innovation**		**12**
		Creativity and problem solving – disruptive technologies – accessibility and human centric design - sustainability Steve Jobs Commencement Address at Stanford https://news.stanford.edu/2005/06/12/youve-got-find-love-jobs-says/ "The Innovator's DNA: Mastering the Five Skills of Disruptive Innovators" by Jeff Dyer, Hal Gregersen, and Clayton M. Christensen https://hbr.org/2009/12/the-innovators-dna **Suggested Listening** Scott Berkun – The Myths of Innovation https://www.youtube.com/watch?v=amt3ag2BaKc **Suggested Reading** 7 Science Innovations that are Changing Conservation https://blog.nature.org/2017/04/17/7-science-innovations-changing-conservation/	
		Practicum 1. Read about the importance of innovation 2. Identify vocabulary and terms related to innovation 3. Speak about the ways in which innovators think differently 4. Write an essay about the qualities of great innovators	
V	**Science, Technology and Humanism**		**12**
		Ethical considerations – humanism – responsible use of emerging technologies – societal impact of technology – the rapid speed of progress Living Humanist Values: The Ten Commitments By Kristin Wintermute https://thehumanist.com/magazine/september-october-2019/features/living-humanist-values-the-ten-commitments	

		"The Egg" by Andy Weir https://www.galactanet.com/oneoff/theegg_mod.html **Suggested Reading:** Robert L Sinheimer Humanism and Science https://calteches.library.caltech.edu/361/3/humanism.pdf **Suggested Viewing** Steven Pinker – The Case for Reason, Science, Humanism and Progress https://www.youtube.com/watch?v=cz_fh1TJqNo	
		Practicum 1. Reading about the ethical and moral considerations of scientific advancement 2. Speaking about the importance of humanism in scientific thinking 3. Writing about the ways in which the sciences are impacted by the humanities 4. Develop a vocabulary of humanism and the sciences	

References:

Online Links:

Purdue Online Writing Lab (OWL): https://owl.purdue.edu/

British Council Learn English: https://learnenglish.britishcouncil.org/

TED Talks: https://www.ted.com/

Oxford Free English Lessons: Free English Lessons - Oxford Online English

Texts and Journal Articles:

Crystal, David. *A Dictionary of Linguistics and Phonetics*. Shang Wu Yin Shu Guan, 2002.

Foster, Thomas C. *How to Read Literature like a Professor: A Newly Expanded, Lively, and Entertaining Guide to Reading between the Lines*. HarperPerennial, 2024.

Jones, Daniel, et al. *Cambridge English Pronouncing Dictionary*. Cambridge University Press, 2015.

Leben, William R., Brett Kessler, and Keith Denning, *English Vocabulary Elements: A Course in the Structure of English Words*, 3rd edn (New York, 2023; online edn, Oxford Academic, 19 Jan. 2023), https://doi.org/10.1093/oso/9780190925475.001.0001

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Prose, Francine. *Reading Like a Writer: A Guide for People Who Love Books and for Those Who Want to Write Them*. Union Books, 2012.

Strunk, William, and E. B. White. *The Elements of Style*. Macmillan, 1979.

Wallace, Catherine. *Critical Reading in Language Education*. Palgrave Macmillan, 2005.

Roach, Peter. *English Phonetics and Phonology: A Practical Course*. 4th ed., Cambridge;

New York, Cambridge University Press, 2009.

Bhatnagar, Nitin. *Effective Communication and Soft Skills*. Pearson, 2011.

Moothathu, V K. *Concise English Grammar*. 26 Jan. 2013.

Bakshi, Raj N. *A Course in English Grammar*. India: Orient Black Swan, 2000

Fernandez, Agna. *Generic Skills for Employability*. UK: Cambridge University Press, 2020

Shobha, K N. Lourdes Javani Rayen. *Communicative English: A Workbook*. UK: Cambridge University Press, 2023

V, Syamala. *A Textbook of English Phonetics and Structure for Indian Students*. Sharath Ganga Publications, 2010.

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Identify and analyse various barriers to effective listening in spoken communication	U, R, An	1,6

CO-2	Apply effective listening skills for different purposes and demonstrate proper communication etiquette for different situations.	R, U, Ap,	2,5,6
CO-3	Enhance their analytical writing skills through real life practical situations	U, An,	6,9,12
CO-4	Develop an understanding of the multidisciplinarity of science and the humanities	An, Ap	2,9,11
CO-5	Create pieces of writing which proves the multidisciplinarity of language.	An, Ap,C	6,12,13,

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	**CO**	**PO/PSO**	**Cognitive Level**	**Knowledge Category**	**Lecture (L)/Tutorial (T)**	**Practical (P)**
CO-1	Identify and analyse various barriers to effective listening in spoken communication	PO 4,5,7 PSO 1,6	U, R, An	F, C	L	
CO-2	Apply effective listening skills for different purposes and demonstrate proper communication etiquette for different situations.	PO 1,3,4,5,8 PSO 2,5,6	R, U, Ap,	P,M	L	

CO-3	Enhance their analytical writing skills through real life practical situations	PO 1,2,4,5,6, 8 PSO 6,9,12	U, An,	C	L	
CO-4	Develop an understanding of the multidisciplinarity of science and the humanities	PO 1,2,4,8 PSO 2,9,11	An, Ap	P	L	
CO-5	Create pieces of writing which proves the multidisciplinarity of language.	PO 3,4,5,6 PSO 6,12,13,	An, Ap,C			P

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO 1	**PSO 2**	**PSO 3**	**PSO4**	**PSO5**	**PSO 6**	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**
CO 1	2					3				2	3	
CO 2		2			3	1	3		2	1	2	
CO 3						2	2	1		2	1	3

CO 4		3					2	3		1		
CO 5						3			3	2	1	2

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
- Final Exam

Mapping of COs to Assessment Rubrics :

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

University of Kerala

Discipline	English				
Course Code	UK2AECENG112				
Course Title	English Grammar and Communication II				
Type of Course	AEC				
Semester	II				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	3	2 hours	-	2 hours	4
Pre-requisites					
Course Summary	This undergraduate course aims to enhance communication skills in English for academic and professional success. The learners will gain a strong foundation in pronunciation, grammar, and vocabulary. The course covers various topics such as correct pronunciation of commonly mispronounced words and understanding varieties of English like American and Indian English. The learners will be taught word formation through prefixes and suffixes along with the proper use of contractions and abbreviations. Lessons on various grammatical concepts such as tenses, voices, reported speech will be dealt with in detail enhancing the grammatical skills of the students enabling them to write passages that fall under B2 level. The learners will be taught presentation and report writing skills for academic and professional settings. Effective communication through various channels, including verbal and non-verbal communication will be imparted to the learners. Emphasis will be given to public speaking techniques for extemporaneous speaking, debates, and group discussions. Through practical exercises, presentations, and discussions, the learners will gain the confidence to communicate effectively in diverse situations.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I		**Module 1 – The Basics of Writing**	**12**

		Language and its importance – Methods to improve language – Significance of vocabulary – Methods to improve vocabulary – Word building – Hyphenated words, Portmanteau words, Rhyming words – Synonyms, Antonyms and Phrasal verbs.	
		Practicum 1. Prepare a table of frequently used words, their synonyms and antonyms. 2. Watch the youtube video given below and list down all the phrasal verbs presented with their respective meaning. https://www.youtube.com/watch?v=JntXxLHTO5U&list=PLD6t6ckHsrubjvZw-5k2mjkvKWkS_Mhg0&index=20 3. Watch the youtube video given below and make a presentation in the class on the topic "Methods to Improve Vocabulary" https://www.youtube.com/watch?v=jK0IHubzHZo&list=PLD6t6ckHsrubjvZw-5k2mjkvKWkS_Mhg0&index=15	
II	**Module 2 – Write Rightly**		**12**
		Writing as a skill – Its importance - Mechanism of writing – Building and structuring paragraphs – The three C's of writing – Clarity, Coherence & Conciseness – Basics of Punctuation – Editing and Proof-reading.	
		Practicum 1. Visit the website provided here and attempt all the punctuation practice questions. You can check the answer afterwards and may consult your teacher for clarifications. **https://www.hitbullseye.com/Punctuation-Question.php** 2. Visit the website provided here and attempt all the proof reading exercises. You can check the answers afterwards and may seek your teacher's assistance for the same. **https://chevronediting.com.au/proofreading-exercises/**	

		3. Write a paragraph on any topic of your choice and check whether you have learned the mechanics of writing.	
III	**Module 3 – The Art of Writing**		**12**
		Writing process – Planning a text – Finding materials – Drafting – Revising – Editing – Methods to improve the craft of writing – The use of figures of speech – Simile, Metaphor, Irony, Hyperbole and Oxymoron – Subjective and Objective approach to writing.	
		Practicum 1. Prepare a table of figures of speech in English with sample sentences. 2. Prepare an objective essay on a topic of your choice. Follow the mechanics of planning the text, finding materials, drafting, revising and editing. Share the final output with your teacher and collect feedbacks.	
IV	**Module 4 – Writing for a Purpose**		**12**
		Writing for various purposes – Writing letters – Personal & formal letters – Writing e-mails – Job application letters – Writing reports – Writing dialogues.	
		Practicum 1. Watch the youtube video provided here and prepare a table on the formal and informal use of language while writing letters. https://www.youtube.com/watch?v=wxq5NwX1sRE&t=74s 2. Watch the youtube video provided here and make a presentation in the class on the topic “How to Write an Email” https://www.youtube.com/watch?v=xay5TeJVSC0&list=PLD6t6ckHsruZjc3Zm_XOz59FsOTuU1wPd&index=4 3. Team up with your friends, give yourself a situation and attempt an exchange of dialogues in English. You may ask your teacher to monitor the performance and give feedback.	
V	**Module 5 – Speaking for a Purpose**		**12**

		The purpose of speaking – Inform, Persuade & Entertain – Introduction to Soft Skills – Verbal & Non-verbal skills – Interpersonal skills – Presentation skills – Preparation of audio-visual aids for presentation.	
		Practicum 1. Watch the youtube video listed below and prepare a table on all the necessary soft-skills you need. https://www.youtube.com/watch?v=hZSARM4VaVs 2. Prepare powerpoint slides on any topic of social importance and make a presentation of the same in your classroom. You may ask your peers and teacher for feedback.	

References:

Online Links:

Purdue Online Writing Lab (OWL): https://owl.purdue.edu/

British Council Learn English: https://learnenglish.britishcouncil.org/

TED Talks: https://www.ted.com/

Oxford Free English Lessons: Free English Lessons - Oxford Online English

Texts and Journal Articles:

Crystal, David. *A Dictionary of Linguistics and Phonetics*. Shang Wu Yin Shu Guan, 2002.

Foster, Thomas C. *How to Read Literature like a Professor: A Newly Expanded, Lively, and Entertaining Guide to Reading between the Lines*. HarperPerennial, 2024.

Jones, Daniel, et al. *Cambridge English Pronouncing Dictionary*. Cambridge University Press, 2015.

Leben, William R., Brett Kessler, and Keith Denning, *English Vocabulary Elements: A Course in the Structure of English Words*, 3rd edn (New York, 2023; online edn, Oxford Academic, 19 Jan. 2023), https://doi.org/10.1093/oso/9780190925475.001.0001

McWhorter, Kathleen T. *The Writer's Express: A Paragraph and Essay Text with Readings*. Houghton Mifflin Co., 2001.

Prose, Francine. *Reading Like a Writer: A Guide for People Who Love Books and for Those Who Want to Write Them*. Union Books, 2012.

Strunk, William, and E. B. White. *The Elements of Style*. Macmillan, 1979.

Wallace, Catherine. *Critical Reading in Language Education*. Palgrave Macmillan, 2005.

Roach, Peter. *English Phonetics and Phonology: A Practical Course*. 4th ed., Cambridge; New York, Cambridge University Press, 2009.

Bhatnagar, Nitin. *Effective Communication and Soft Skills*. Pearson, 2011.

Moothathu, V K. *Concise English Grammar*. 26 Jan. 2013.

Bakshi, Raj N. *A Course in English Grammar*. India: Orient Black Swan, 2000

Fernandez, Agna. *Generic Skills for Employability*. UK: Cambridge University Press, 2020

Shobha, K N. Lourdes Javani Rayen. *Communicative English: A Workbook*. UK: Cambridge University Press, 2023

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Students will be able to identify and explain the common errors in pronunciation caused by mother tongue interference.	R, U, Ap	1,3
CO-2	Students will be able to compare and contrast different varieties of English (e.g., American and Indian English) and critically assess their impact on communication.	R, U, An	1,4
CO-3	Students will be able to develop presentations on academic topics using clear structure and persuasive language	R, U, Cr	5,6 ,11
CO-4	Students will be able to demonstrate proper use of tenses and sentence structures by constructing grammatically accurate sentences in various writing contexts	R, U, Cr	6,12
CO-5	Students will be able to critically analyse and	R, U, An	6,13,14

	effectively communicate complex ideas through various communication methods (e.g., public speaking, group discussions) while actively managing potential communication barriers.		

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	**CO**	**PO/PSO**	**Cognitive Level**	**Knowledge Category**	**Lecture (L)/Tutorial (T)**	**Practical (P)**
CO-1	Students will be able to identify and explain the common errors in pronunciation caused by mother tongue interference.	PO 4,7,8 PSO 1,3	R, U, Ap	F,C	L	
CO-2	Students will be able to compare and contrast different varieties of English (e.g., American and Indian English) and critically assess their impact on communication.	PO 2,4,5,6,7, PSO 1,4	R, U, An	M,C	L	
CO-3	Students will be able to develop presentations on academic topics using clear structure and persuasive language	PO 1,3,4,5,8 PSO 5,6 ,11	R, U, Cr	P,M	L	
CO-4	Students will be	PO	R, U, Cr	M,C	L	

	able to demonstrate proper use of tenses and sentence structures by constructing grammatically accurate sentences in various writing contexts	4,5,6 PSO 6,12				
CO-5	Students will be able to critically analyse and effectively communicate complex ideas through various communication methods (e.g., public speaking, group discussions) while actively managing potential communication barriers.	PO 3,4,5,8 PSO 6,13,14	R, U, An	P,M		P

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO 1	**PSO 2**	**PSO 3**	**PSO4**	**PSO5**	**PSO 6**	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**
CO 1	2		3							3		
CO 2	2			3				3	2		1	1

CO 3					3	2	2		2	1	3	
CO 4						2				2	1	3
CO 5						3			2	2	2	

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
- Final Exam

Mapping of COs to Assessment Rubrics :

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

University of Kerala

Discipline	ENGLISH				
Course Code	UK2AECENG113				
Course Title	Reading and Writing in English				
Type of Course	AEC				
Semester	II				
Academic Level	100-199.				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
		2		2	4
Pre-requisites	1. 2.				
Course Summary	This course aims to enhance reading and writing skills in English through contextual activities centred around short literary texts and extracts on relevant topics of interest. Vocabulary and grammar will receive additional implicit focus throughout. Activities are to be performed in pairs and groups, and this will lead to skill integration, promoting listening and speaking too incidentally, preparing for a subsequent course entirely on those skills.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I		**Describing processes and events**	**12**
	1	**Reading text**: "How to Eat a Poem" by Eve Merriam, supported by one or two relevant extracts on topics of interest to initiate activities **Functions**: Describing processes and sequences **Grammar focus**: Concord **Vocabulary:** Related to the text and required for the functions **Writing task**: Short descriptions of processes	
	2	**Reading text**: "If" by Kipling, supported by one or two relevant extracts on topics of interest to initiate activities. There will be greater focus on the interpreting and appreciating the poem than in Unit 1	

		Functions: Describing events and expressing opinions **Grammar focus**: Nouns and adjectives **Vocabulary:** Related to the text and required for the functions **Writing task**: Paragraph writing	
II		**Interpreting and reporting**	**12**
	3	**Reading text**: "On the Rule of the Road" by A G Gardiner, supported by one or two relevant extracts on topics of interest to initiate activities. There will be greater focus on the reading text and more activities to understand it on different levels. **Functions**: Interpreting signs, drawing inferences **Grammar focus**: Auxiliaries and adverbs, appropriate use of tense forms **Vocabulary:** Related to the text and required for the functions **Writing task**: Interpreting graphs and diagrams.	
	4	**Reading text**: "A Day's Wait" by Ernest Hemingway, supported by one or two relevant extracts on topics of interest to initiate activities. More advanced activities centred around the reading text structured around English for social use. **Functions**: Niceties of language in every day use: enquiring, requesting, complaining, apologising **Grammar focus**: Reported speech **Vocabulary:** Related to the text and required for the functions **Writing task**: Writing emails	
III		**Discursive Passages**	**12**
	5	**Reading text**: 'Humanities vs Sciences' by Dr S Radhakrishnan, supported by one or two relevant extracts on topics of interest to initiate activities. Detailed activities focussed on reading and understanding a cognitively demanding text. **Functions**: Use language for explaining abstract ideas, beliefs and thoughts. **Grammar focus**: Simple, complex and compound sentences **Vocabulary:** Related to the text and required for the functions **Writing task**: Writing essays	

	6	**Reading text**: "Why We Travel" by Pico Iyer. Short texts on nature and environment, which are very close to the lives of the students, presented through contextual activities developed by the teacher. **Functions**: Use language for discussing travel experiences **Grammar focus**: Prepositions, conjunctions and punctuation **Vocabulary:** Related to the text and required for the functions **Writing task**: Travel Writing	
IV		**Language for the Media**	**12**
	7	**Reading text**: Travel brochures, blog posts, product reviews. Activities structured around the language for presenting products attractively **Functions**: Use language for marketing products, writing blogs **Grammar focus**:Active and passive voice **Vocabulary:** Related to the text and required for the functions **Writing task**: Creating advertisement brochures, creating a blog, writing product reviews	
V		**Creating a Report**	**12**
	8	**Reading text**: Extracts from different kinds of reports **Functions**: Use language for collecting, collating and presenting information **Grammar focus**: Appropriate blend of grammatical items covered in the previous 7 units **Vocabulary:** Related to the text and required for the functions **Writing task**: Creating a short report on a given topic	

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed

CO-1	Understand the processes and sequences of the language focusing on concord and structure.Understand a text at different levels by focussing on different aspects of grammar	U	1,2
CO-2	Remember the rule of the language through the use of texts of different types.	U,R	1,2,3,6
CO-3	Apply the knowledge to read, write and recognise the idea conveyed through the language.	Ap	1,6,13
CO-4	Analyse a text focusing on the rules of grammar including punctuation,capitalisation etc.	R,An	1,6,12
CO-5	Make use of the language while conveying and presenting information; and also for all the practical purposes of life	R,C	6,13,14

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	**CO**	**PO/PSPO/PSO**	**Cognitive Level**	**Knowledge Category**	**Lecture (L)/Tutorial (T)**	**Practical (P)**
1	Understand the processes and sequences of the language focusing on concord and structure.Understand a text at different levels by focussing on different aspects of grammar	PO 1,4,7,8 PSO 1,2	U	F,C	L	
2	Remember the rule of the language through the use of texts of different types.	PO 1,4,5,7,8, PSO	U,R	C	L	

		1,2,3,6				
3	Apply the knowledge to read, write and recognise the idea conveyed through the language.	PO 3,4,5,7 PSO 1,6,13	Ap	M	L	
4	Analyse a text focusing on the rules of grammar including punctuation,capitalisation etc.	PO 4,5,6,7 PSO 1,6,12	R,An	M,P		P
5	Make use of the language while conveying and presenting information; and also for all the practical purposes of life	PO 3,4,5,8 PSO 6,13,14	R,C	P		P

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

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

CO 4	1					2				3	2	1
CO 5						1			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
- Programming 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		✓		✓
CO 5		✓		✓
CO 6			✓	

SEMESTER 3

University of Kerala

Discipline	ENGLISH				
Course Code	UK3DSCENG200				
Course Title	SOUTH ASIAN LITERATURE				
Type of Course	**DSC**				
Semester	III				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	4	-		4
Pre-requisites					
Course Summary	**SOUTH ASIAN LITERATURE**				

Detailed Syllabus:

Module	Unit	INTRODUCTION	Hrs
I			**12**
	1.	Namitha Gokhale and Malashri Lal: "South Asian Literatures: Beyond Borders, Across Boundaries" (pages 236-248, *India International Centre Quarterly)*	
		Elaborate upon the historical, political and social backgrounds of South Asian Literature - major writers from the region - the present context of South Asian Literature.	
II			**12**
	1.	Tarfia Faizullah: "The Poem You Have Been Waiting For" The Poem You've Been Waiting For by Tarfia Faizullah | Poetry Magazine (poetryfoundation.org)	
	2.	Imtiaz Dharkar: "At the Lahore Karhai" Imtiaz Dharker	

	3.	Yuyutsu Sharma: "Mules" Mules - Mules Poem by Yuyutsu Sharma (poemhunter.com)	
	4.	Nillanthan: "Pina Koorai"	
	5.	Dom Moraes: "Absences" dom_moraes_2012_3.pdf (poemhunter.com)	
	6.	Agha Shahid Ali: "Postcard from Kashmir" https://www.poetrynook.com/poem/postcard-kashmir	
	7.	Reza Mohammadi: "You Crossed the Border" You Crossed the Border | Poetry Translation Centre	
III	**FICTION**		**12**
	1.	Farida Hossain: "Transformation" from *1971 and After: Selected Stories* edited by Niaz Zaman	
	2.	Kanya D' Almeida: "I Cleaned the- I Cleaned the – | Kanya D'Almeida | Granta	
	3.	Kamila Shamsie: "Foreboding" "Foreboding" ‹ Literary Hub (lithub.com)	
	4.	Jhumpa Lahiri: "Interpreter of Maladies"	
	5.	Arundhati Roy: *The God of Small Things*	
IV	**NON-FICTION**		**12**
	1.	Amitav Ghosh: "Where is the fiction about climate change?" Amitav Ghosh: where is the fiction about climate change? | Books | The Guardian	
	2.	Salman Rushdie: 'Commonwealth Literature does not Exist"	
	3.	"The Pain Becomes the Poem": Interview with jean Arasanayagam 210-Article Text-1286-1-10-20220404.pdf	
V	**DRAMA**		**12**
	1.	Manjula Padmanabhan: *Harvest*	

Recommended Reading:

1. Brians, Paul. Modern South Asian Literature in English. Greenwood, 2003.

2. Chakraborty, Madhurima. *Global South Asia: South Asian Literatures and the World*. Routledge, 2021.

3. Chakravorty, Mrinalini. *South Asia in the Global Literary Imaginary.* Perseus, 2014.

4. Maxey, Ruth. *South Asian Atlantic Literature: 1970-2010.* Edinburg University press, 2014.

5. Sarwal, Amit. *South Asian Diaspora Narratives: Roots and Routes.* Springer, 2017.

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Understand South Asian Literature as a pivotal stream in the contemporary literary culture.	U	PSO- 2, PSO- 3
CO-2	Know the significant writers of the South Asian region who contributed to the rich repertoire of world literature.	R, U	PSO- 3, PSO- 15
CO-3	Trace the similarities as well as the diversities that exist in the social, political and literary cultures of the South Asian Countries.	Ap	PSO- 2, PSO- 3, PSO- 15
CO-4	Critically analysing and evaluating South Asian Literature and its strong connections with the politics of post colonialism, neo-colonialism and such trends.	An, E	PSO- 3, PSO- 11, PSO- 15
CO-5	Theoretically analysing the contributions made by South Asian writers who become strong voices of postcolonial politics of writing.	R, U, An	PSO- 11, PSO- 15

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
1.	CO- 1	PSO- 2, PSO- 3	U	C	L	-
2.	CO- 2	PSO- 3, PSO- 15	R, U	F, C	L	-
3.	CO- 3	PSO- 2, PSO- 3, PSO- 15	Ap	P	L	-
4.	CO- 4	PSO- 3, PSO- 11, PSO- 15	An, E	C, P	L	-
5.	CO- 5	PSO- 11, PSO- 15	R, U, An	F, C, P	L	-

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs:

	PSO 1	PSO 2	PSO 3	PSO4	PSO5	PSO 6	PSO 11	PSO 15	PO3	PO4	PO5	PO6
CO 1		1	2	-	-	-	-	-				
CO 2	-	-	1	-	-	-	-	2				

CO 3	-	2	2	-	-	-	-	3				
CO 4	-	-	2	-	-	-	2	2				
CO 5	-	-	-	-	-	-	2	3				
CO 6	-	-	-	-	-	-						

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
- Final Exam

Mapping of COs to Assessment Rubrics :

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

CO 3	✓			✓
CO 4		✓		✓
CO 5		✓		✓
CO 6			✓	

University of Kerala

Discipline	ENGLISH				
Course Code	UK3DSCENG201				
Course Title	British Literature: Anglo-Saxons to the Puritans				
Type of Course	**DSC**				
Semester	III				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	4 hours	-		4
Pre-requisites	1. Students should have a comprehensive outlook to approach history as a continuum, and not as isolated units. 2. Students should be aware of the interrelationship between the social and literary history of a nation, to understand how literature is at once a social product, and in turn moulds society.				
Course Summary	The course intends to offer the students a comprehensive view of the historical and literary developments of different time periods; and to help them explore how socio-political backdrop goes into the making of the cultural context of a literary text. The select core texts are representative of the Age and the literary trend of the respective periods.				

Detailed Syllabus:

All categories of questions, except essay questions, shall be asked from all the units. Essay questions only from the units specified in the syllabus.

Module	Unit	Content	Hrs
I		**The Old English Period**	**12**
	1	Early History of Britain – Roman invasion - Anglo Saxon Conquest	
	2	Anglo Saxon Poetry – features - *Beowulf*, Caedmon and Cynewulf	
	3	Anglo Saxon Prose - Literary contributions of King Alfred - Venerable Bede	
		Essay Questions from unit 2 and 3	
II		**The Middle English Period**	**12**
	4	Norman Conquest	
	5	Middle English literature - Medieval Romances – *Sir Gawain and the Green Knight*	
	6	Literary contributions of Geoffrey Chaucer - *Canterbury Tales* – William Langland – *Piers the Plowman* -John Gower	
	7	Origin of British Drama – Miracle, Morality and Mystery Plays, and Interludes	
		Essay Questions from unit 6 and 7	
III		**Age of Renaissance**	**12**
	8	Beginning of Renaissance – Fall of Constantinople – features of Renaissance	
	9	Renaissance in England – William Caxton's Printing Press	
	10	Reformation Movement in Europe	
	11	Reformation in England – John Wycliff	
	12	Literature of the Renaissance - Sir Thomas More's *Utopia*	
		Essay Questions from units 9 and 12	
IV		**Elizabethan Age**	**12**
	13	Elizabethan Literature – Elizabethan Poetry - Tottel's Miscellany – Sidney, Spenser, Shakespeare, Isabella Whitney, Mary Sidney	
	14	Early English Drama – *Gorboduc, Ralph Roister Doister*	
	15	Elizabethan Drama – Elizabethan theatre - literary contributions of William Shakespeare – University Wits - Ben Jonson and Comedy of Humours	
	16	Elizabethan Prose - Prose Romances - Francis Bacon - Authorized Version of the Bible	
	17	John Donne and the Metaphysical Poetry	
	18	Core texts *Hamlet* - "To be or not to be" soliloquy https://www.poetryfoundation.org/poems/56965/speech-to-be-or-not-to-be-that-is-the-question *As You Like It* – "All the World's a Stage" https://www.poetryfoundation.org/poems/56966/speech-all-the-worlds-a-stage	

		Bacon – Essay "Of Studies" *Bacon's Essays. Macmillan, 1992.* John Donne – "The Good-Morrow" https://www.poetryfoundation.org/poems/44104/the-good-morrow	
Essay Questions from units 13,15, 16 and 18			
V	**Puritan Age**		**12**
	19	Oliver Cromwell's Commonwealth - Puritan Interregnum - Rise of Puritanism	
	20	Literary contributions of John Milton and John Bunyan	
	21	Core Text Milton- Sonnet "On His Blindness" https://www.poetryfoundation.org/poems/44750/sonnet-19-when-i-consider-how-my-light-is-spent	
		Essay Questions from unit 20	

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Understand and explain the social and political background of different periods of British history	U	3
CO-2	Explain the different stages of development of British literary history	U	3, 15
CO3	Identify the distinct traits of various Ages and Movements in British literary history	An	13
CO4	Illustrate how a writer represents a particular literary school or movement	Ap	2
CO5	Identify the literary techniques employed by a writer	An	2
CO6	Evaluate the literary contributions of a writer	E	2

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	**CO**	**PO/PSO**	**Cognitive Level**	**Knowledge Category**	**Lecture (L)/Tutorial (T)**	**Practical (P)**
CO-1	Explain the social and political background of different periods of British history	-	U	F	4	0
CO-2	Outline different stages of development of British literary history	-	U	F	4	0
CO3	Identify the distinct traits of various Ages and movements in British literary history	PO1	U, An	C	4	0
CO4	Illustrate how a writer represents a particular literary school or movement	PO1, PO3	Ap	C	4	0
CO5	Analyse the literary techniques employed by a	PO1, PO2	An	C	4	0

	writer					
CO6	Evaluate the literary contributions of the writers	PO1, PO2, PO3	E	C	4	0

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

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**
CO 1	-						-	-	-	-	-	-
CO 2							-	-	-	-	-	-
CO 3							2	-	-	-	-	-
CO 4							3	-	2	-	-	-
CO 5							3	2	-	-	-	-
CO 6							3	2	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
- Final Exam

Mapping of COs to Assessment Rubrics :

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

Recommended Reading

Albert, Edward. *History of English Literature*. OUP, 1979.

Alexander, Michael J. *A History of English Literature*. Palgrave Macmillan, 2000.

Ashok, Padmaja. *The Social History of England*. Orient Black Swan, 2011.

Baugh, A.C. *A History of English Literature*. Routledge. 2013.

Carter, Ronald, and John McRae. *The Routledge History of Literature in English*. Routledge, 2017

Daiches, David. *A Critical History of English Literature*. Supernova Publishers, 2010.

Nayar, Pramod K. *A Short History of English Literature*. CUP, 2011.

Poplawski, Paul. *English Literature in Context*. CUP, 1993.

Peck, John, and Martin Coyle. *A Brief History of English Literature*. Palgrave, 2012.

Sanders, Andrew. *The Short History of English Literature*. OUP, 1994.

Thornley G C, and Gwyneth Roberts. *An Outline of English Literature*. Pearson, 2011.

e- resources

https://library.baypath.edu/english-and-literature-web-sites

https://www.gutenberg.org/ebooks/search/?query=shakespeare&submit_search=Go%21

https://www.gutenberg.org/ebooks/search/?query=chaucer&submit_search=Go%21

http://www.literature-study-online.com/resources/#historical

http://www.universalteacher.org.uk/lit/history.htm

https://www.britannica.com/art/English-literature/Elizabethan-poetry-and-prose

https://www.encyclopedia.com/humanities/culture-magazines/restoration-literature-england

https://chaucer.fas.harvard.edu/ https://chaucer.fas.harvard.edu/pages/Synopses-Prolegomena

http://www.dartmouth.edu/~milton/reading_room/contents/text.shtml

https://www.gutenberg.org/files/29854/29854-h/29854-h.htm(Aphra Behn)

http://www.mindfulteachers.org/2013/05/women-writers-at-time-of-shakespeare-e.html

https://internetshakespeare.uvic.ca/Library/SLT/literature/women%20writers/morewomen.html

University of Kerala

Discipline	ENGLISH
Course Code	UK3DSCENG202
Course Title	Women's Writing in India

Type of Course	**DSC**				
Semester	III				
Academic Level	200 - 299				
1Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	3 hours	-	2 hours	5
Pre-requisites	1. 2.				
Course Summary	The course is designed to familiarize the students with the body of literature written by women and its place as an academic discipline. It also intends to make them aware of women's voices and perspectives and their integral role in defining human experiences.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I		**An Overview**	**15**
		Foundation **Women's Writing- The Movement and Trends** ● Evolution and history of women's writing in India – Women's writing as an academic discipline- challenges and scope **Concepts** ● Sex and gender- Patriarchy- gender stereotypes- Gender and culture- Feminism- ecriture feminine- Eco feminism- Dalit feminism- post feminism- Digital feminism- identity- ambivalence **Text** Tharu, Susie. *Women Writing in India Reconsidered* https://www.academia.edu/83445709/Women_Writing_in_India_Reconsidered **Reference Reading** -Adichie, Chimamanda Ngozi. *We Should All be Feminists.* Harper Collins, 2014 https://ameforeignpolicy.files.wordpress.com/2018/02/we-should-all-be-feminists.pdf -Susie Tharu : *The Dalit Woman Question* https://www.researchgate.net/publication/307921756_	

		Gilber, Susan & Gubar, Sandra. *The Madwoman in the Attic: The Woman Writer and the Nineteenth-Century Literary Imagination*, Yale University Press, 2020, -Judith Lorber, Judith. *The Variety of Feminisms and their contribution to Gender Equality* https://diglib.bis.uni-oldenburg.de/pub/unireden/ur97/kap1.pdf -Rassendren, Etienne. "Producing Nation: Gender and the Idea of India." *Contemporary Women's Writing in India*, Edited by Varun Gulati and Mythili Anoop, Lexington Books, 2014.	
II	**Mod 2: Prose & Fiction**		**15**
	1	Living Smile Vidya- I *am Vidya : A Transgender's Journey* Rupa Publications, New Delhi 2013	
	2	Anees Jung: *Breaking the Silence* Jung, Anees. *Breaking the Silence.* New Delhi, Penguin Books,1997	
III	**Poetry**		**15**
	1	Mira Bai: *Nothing is Really Mine* https://www.poetseers.org/the-poetseers/mirabai/poems/nothing/	
	2	Kamala Das: *The Sunshine Cat* The Sunshine Cat Poem by Kamala Das (internetpoem.com)	
	3	Meena Alexander: *Muse* Meena Alexander - Poet Meena Alexander Poems (poemhunter.com)	
	4	Vijila Chirappad- *"*Wasteland*"* https://www.outlookindia.com/culture-society/wasteland-magazine-342492	
	5	Tishani Doshi- "The Day we went to the Sea" https://www.poetrynook.com/poem/day-we-went-sea	
IV	**Short Story**		**15**
	1	Ismat Chughtai- *Roots* Chughtai, Ismat. "Roots". Edited by Alok Bhalla, *Stories About the Partition of India*. Vol.I-III Manohar Publish, 2012	
	2	Bani Basu- *Quintuplets*	

		Her Stories: 20th Century Bengali Women Writers. Trans. Sanjukta Dasgupta, Shrishti Publishers, 2002	
	3	K R Meera- *The Vein of Memory* The Vein of Memory Author:K. R. MEERA | PDF | Rabindranath Tagore (scribd.com)	
	4	Temsula Ao- *Laburnum for my Head* For My Head Stories | PDF | Cemetery | Hunting (scribd.com)	
	5	Bama- *Ponnuthayi* Bama. "Ponnuthayi." *In Harum-Scurum Saar and Other Stories*. Trans. N. Ravi Shanker, Kali for Women, 2006.	
V	**Drama**		**15**
	1	Practicum- Prepare a script on any women related theme and enact it.	

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	To familiarize with Women's Writing as a genre in the Indian context		
CO-2	To understand the struggles of these writers in overcoming barriers of gender, caste, class and culture		
CO-3	To get acquainted with the Indian literary figures associated with Women's writing.		
CO-4	To understand the growth and changing perspectives of women as represented through literary works		
CO-5	To prepare the learners to comprehend, assess and analyze the role of women in the relatively changing world, and chart a literary historiography of women in India		

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
				F, C		
				P		

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO 1	PSO 2	PSO 3	PSO4	PSO5	PSO 6	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	1	-	-	-	-	-						
CO 2	2	3	-	-	-	-						
CO 3	-	-	1	-	-	-						
CO 4	-	-	2	3	-	-						

CO 5	-	1	-	-	-	-						
CO 6	-	-	-	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
- Final Exam

Mapping of COs to Assessment Rubrics :

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

University of Kerala

Discipline	ENGLISH				
Course Code	UK3DSCENG203				
Course Title	DALIT NARRATIVES				
Type of Course	**DSC**				
Semester	III				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	4	-	-	4
Pre-requisites					
Course Summary	**DALIT NARRATIVES** This course delineates the emergence and evolution of Dalit Narratives as a pertinent discourse in contemporary India. The course helps the students to identify major Dalit movements, Dalit leaders, Dalit literary and non-literary narratives from different parts of the nation which facilitated the germination and growth of Dalit identity as a pivotal factor in the making of India as a nation. After the completion of the course, students should be capable enough to understand the significant contributions made by Dalit writers, critically and theoretically analyse how Dalit narratives have been re-reading/writing the social and political history of India and how Dalit voices, particularly, Dalit female voices from different parts of the nation continue to shape current discourses.				

Detailed Syllabus:

Module	**Unit**	**Introducing the key literary and theoretical concepts of Dalit Narratives**	**Hrs 12**
I	Definitions of Dalit – varna and caste hierarchy – opposition to Brahminical hegemony and ideology – bhakti movement – Dr B. R. Ambedkar's contributions to Dalit movement – Early leaders of Dalit movements – Dalit Panther movement – Adi Dharm movement – Dalit Buddhist movement – role of Brahmo Samaj and Arya Samaj – Dalit movement in Kerala and the contributions of Dalit leaders in Kerala		

	renaissance – language of the Dalit – Dalit Feminism - Dalit women writers – contemporary Dalit movements		
II	**Dalit Poetry**		**12**
	1.	Arun Kamble: "Yesterday They Have Announced" Marathi Dalit Poetry in English Translation: Yesterday They Have Announced:Arun Kamble	
	2.	Chandramohan Sathyanathan: "Portrait of the Poet as a Young Woman" SATHYANATHA_sample_formatted2.pdf (uiowa.edu)	
	3.	Om Prakash Valmiki: "The Well Belongs to the Landlord" The well belongs to the landlord (Kuan Thakur Ka) | Jaggery (jaggerylit.com)	
	4.	S. Joseph: "A Letter to Malayalam Poetry" A Letter to Malayalam Poetry - S. Joseph - India - Poetry International	
	5.	Joopaka Subhadra: "Avva: My Mother" AVVAS_STACK_OF_GRIEF_by_JOOPAKA_SUBHADRA_1.pdf (adbcollege.org)	
	6.	Kalyani Thakur: "Chandalini's Poem" Chandalini's Poem | চণ্ডালিনীর কবিতা | Cordite Poetry Review	
	7.	Sukirtarani: "Infant Language" [Infant language] by Sukirtharani | Poemist	

	8.	Aleena: "My English" (20+) My English ---------- My English is... - Aleena Aakashamittayi | Facebook	
III		**Fiction**	**12**
	1.	Bama: "The Verdict" 'The Verdict': A Tamil story in translation - Frontline (thehindu.com)	
	2.	C. Ayyappan: "Spectral Speech"	
	3.	Shyamal Kumar Pramanik: "Champaburi, or the Story of a Village"	
	4.	Dalpat Chauhan: "Fear"	
IV		**Life Writings**	**12**
	1.	Sharmila Rege: "Introduction" *Writing Caste Writing Gender: Narrating Dalit Women's Testimonios.* Zubaan, 2006, pp. 1-8.	
	2.	Sujatha Gidla: *Ants Among Elephants: An Untouchable Family and the Making of Modern India.* Strauss and Giroux, 2017.	
V		**Non- Fiction**	**12**
	1.	Dr B. R. Ambedkar: "Speech at Mahad". *Poisoned Bread: Translations from Modern Marathi Dalit Literature.* Orient Longman, 1992, pp. 223-233.	
	2.	Sharatchandra Muktibodh: "What is Dalit Literature". *Poisoned Bread: Translations from Modern Marathi Dalit Literature.* Orient Longman, 1992, pp. 267-270.	
	3.	Gopal Guru: "Dalit Women Talk Differently". *Economic and Political Weekly.* Oct 14-21, 1995, pp. 2548-2550.	

Recommended Reading:

1. Ambedkar, B. R. S. Anand, Arundhati Roy (ed). *Annihilation of Caste.* Navayana, 2014.
2. Dangle, Arjun. *Poisoned Bread: Translations from Modern Marathi Dalit Literature*. Orient Longman, 1992.
3. Limbale, Sharankmar. *Towards an Aesthetic of Dalit Literature: History, Controversies and Considerations*. Trans. Alok Mukherjee. Orient Longman, 2004.
4. Pan, Anantita. *Mapping Dalit Feminism: Towards an Intersectional Standpoint.* Sage, 2021.
5. Rege, Sharmila. *Writing Caste/ Writing Gender: Reading Dalit Women's Testimonies*. Zubaan, 2006.
6. Satyanarayana, K. and Susie Tharu. *No Alphabet in Sight: New Dalit Writing from South India, Dossier 1: Tamil and Malayalam*. Penguin, 2011.
7. Editorial: Why should we read Dalit literature? (sagepub.com): "Why Should we Read Dalit Literature".
8. https://feminisminindia.com/2024/03/27/from-margin-to-centre-the-historical-emergence-of-dalit-feminism-as-a-politics-of-difference/ : "From Margin to Centre: Hisotrical Emergence of Dalit Feminism as Politics of Difference".
9. The Revolutionary Journey Of Dalit Literature | HuffPost Life : "The Revolutionary Journey of Dalit Literature".
10. "Only ash knows the experience of burning": An Interview with Dalit Writer Jai Prakash Kardam – Round Table India : An Interview with Dalit Writer Jai Prakash Kardam

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed

CO-1	Understand the aesthetics of Dalit identity and analyse the significance of studying Dalit narratives as significant plural discourses evolving from the margins kept against the notions of human experiences as singular and uniform.	U, An	PSO-2, PSO-3
CO-2	Critically delineate the pivotal role played by Dalit writers emerging from different regions of India as forms of resistance against marginalisation, casteism and Brahminical knowledge.	R, U, An	PSO-11
CO-3	Trace the history of the emergence and evolution of Dalit narratives, find the distinctiveness as well as similarities of Dalit experiences narrated in literatures emerging from various spaces.	An, Ap, U	PSO-2, PSO-3, PSO-15
CO-4	Trace the significance to the female experiences within the Dalit space, identify who the major female Dalit voices are and critically placing them in the arena of postmodern feminisms.	E, An, Ap, R	PSO- 2, PSO-15
C0-5	Develop the critical ability to subvert the superior/inferior dichotomy by academically engaging with the narratives.	An, E	PSO-11

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	**CO**	**PO/PSO**	**Cognitive Level**	**Knowledge Category**	**Lecture (L)/Tutorial (T)**	**Practical (P)**
1.	CO-1	PSO-2, PSO-3	U, An	C, P	L	-
2.	CO-2	PSO-11	R, U, An	F, C, P	L	-
3.	CO-3	PSO-2,	An, Ap, U	C, P	L	

		PSO-3, PSO-15				
4.	CO-4	PSO-2, PSO-15	R, An, E, Ap	F, C, P,	L	-
5.	CO-5	PSO-11	An, E	C, P	L	-

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs:

	PSO 2	**PSO 3**	**PSO 11**	**PSO 15**	**PSO**	**PSO 6**	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**
CO 1	2	2	-	-	-	-						
CO 2	-	-	2	-	-	-						
CO 3	1	2	-	2	-	-						
CO 4	2	-	1	3	-	-						
CO 5	-	-	3	-	-	-						
CO 6	-	-	-	-	-	-						

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
- Final Exam

Mapping of COs to Assessment Rubrics :

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

University of Kerala

Discipline	ENGLISH
Course Code	**UK3DSCENG204**
Course Title	**Film and Literature**
Type of Course	DSC

Semester	III				
Academic Level	200 – 299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	3 hours	-	2 hours	5
Pre-requisites					
Course Summary	This course aims to make the student comprehend the significance of film adaptations and its cultural contexts. It also attempts to critically evaluate the complexities of adaptations and evaluate it as an art form which draws on other forms of art.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I		**The World of Adaptations: An Introduction**	**15**
	1	Andrew Sarris – "Literature and Film", *The Bulletin of the Midwest Modern Language Association* 4.1 (1971)pp 10-15	
	2	History of Film Adaptations – various types of film adaptations – language of cinema and fiction – advantages and challenges in adaptations – notion of fidelity – Borrowing and Intersecting – *Mise en Scene* – Intertextuality – different genres and its adaptations.	
	3	Hayward, Susan. "Adaptation". *Cinema Studies: The Key Concepts*. Routledge, 2001. 03 – 09.	
II		**Fiction and Film: Adaptations of Novels**	**15**
	4	Harper Lee's *To Kill a Mocking Bird* (1960) and Robert Mulligan's *To Kill a Mocking Bird* (1962)	
	5	Alice Walker's *The Color Purple* (1982) and Steven Spielberg's *The Color Purple* (1985)	
	6	Rabindranath Tagore's *The Broken Nest* (1901) and Satyajit Ray's *Charulata* (1964)	
	7	Thakazhi Sivasankara Pillai's *Chemmeen* (1956) and Ramu Kariat's *Chemmeen* (1965)	
III		**Theatre and Film: Adaptations of Plays**	**15**
	8	William Shakespeare's *Macbeth* and Akira Kurosawa's *Throne of Blood* (1957)	
	9	G.B. Shaw's *Pygmalion* and George Cukor's *My Fair Lady* (1964)	

	10	Tennessee Williams' *The Glass Menagerie* and Shyamaprasad's *Akale* (2004)	
IV	**Adaptations of Graphic Novels and Fairy Tales**		**15**
	11	William Craig's *Shrek* and *Shrek* (2001) by Andrew Adamson and Vicky Jenson	
	12	Chris Van Allsburg's *The Polar Express* (1985) and Robert Zemeckis' *The Polar Express* (2004)	
	13	ND Stevenson's *Nimona* (2015) and *Nimona* (2023) by Nick Bruno and Troy Quane	
V	**The Framework of Adaptations**		**15**
	14	Discuss *Goat Life* as an adaptation Practicum/ Activities for Students: Creating screenplays – adapting short stories, poems, novels, plays, etc.	

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	to define and understand the difference between the mediums	R, U	PSO 5, 9, 15
CO-2	to categorize the different depictions and to examine its relevance in adaptations	R, U	PSO 2, 4
CO-3	to evaluate adaptations in the form of various genres	An, E	PSO 10, 14
CO-4	familiarize with the theory, script, methods and craft of adaptations and recognize its application	U, Ap	PSO 1, 2
CO-5	to design scripts as per the norms of adaptations and realize the possible career options in the field	Ap, C	PSO 5, 6, 10

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
1		PSO 5, 9, 15	R, U	F, C	L	
2		PSO 2, 4	R, U	C	L	
3		PSO 10, 14	An, E	C, P	L	
4		PSO 1, 2	U, Ap	P, M	L	
5		PSO 5, 6, 10	Ap, C	M	L	P

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs:

	PSO 1	PSO 2	PSO 4	PSO5	PSO6	PSO 9	PSO 10	PSO 14	PSO 15	PO1	PO2	PO3	PO 4
CO 1	-	-	-	3	-	2	-	-	2	2	-	-	-
CO 2	-	1	2	-	-	-	-	-	-	-	1	-	-
CO 3	-	-	-	-	-	-	1	2	-	-	2	-	-
CO 4	2	2	-	-	-	-	-	-	-	-	-	-	2

CO 5	-	-	-	3	2	-	2	-	-	-	-	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
- Final Exam

Mapping of COs to Assessment Rubrics :

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

CO 5	✓	✓	✓	✓

References

Ali, Farzana. *Literary Adaptations: From Page to Screen*. YKING Books, 2017.

Dudley, Andrew. *Concepts in Film Theory*. OUP, 1984.

Hayward, Susan. *Cinema Studies: The Key Concepts*. Routledge, 2001.

Holderness, Graham. *Samurai Shakespeare: Early Modern Tragedy in a Feudal Japan*. Edward Everett Root, 2021.

Hutcheon, Linda. *A Theory of Adaptation*. Routledge, 2012.

Lowe, Victoria. *Adapting Performance Between Stage and Screen*. Intellect Books, 2020.

Seger, Linda. *The Art of Adaptation*. Holt Paperbacks, 1992.

Sondhi, Jigyasa and Himadri Roy, eds. *Author to Auteur: Theories and Film Adaptations*. Worldview Publications, 2022.

University of Kerala

Discipline	ENGLISH				
Course Code	**UK3DSEENG200**				
Course Title	HISTORY OF ENGLISH LANGUAGE				
Type of Course	**DSE**				
Semester	III				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	4 hours	-		4

Pre-requisites	A strong understanding and an interest for exploring the historical, socio-cultural and literary achievements of England.
Course Summary	The course intends to provide a thorough understanding of the diachronic development of the English language into a global language with special emphasis on various social, cultural and historical factors which resulted in significant changes in vocabulary, pronunciation and semantics.

Detailed Syllabus:

Module	Unit	Content	Hrs
I	**Module 1- Old English**		**12**
	1	Language families – Indo-European family – Germanic group	
	2	Consonant shift- Grimm's law- Verner's law- Umlaut and Ablaut	
	3	Old English and its features	
	4	Dialects of Old English	
	5	Celtic, Latin and Scandinavian influences	
II	**Module 2 - Middle English**		**12**
	6	Norman Conquest and its impact on English language	
	7	French influence on English language	
	8	Middle English and its features	
	9	Contributions of Geoffrey Chaucer	
	10	Impact of Bible Translations	
	11	Rise of Standard English	
III	**Module 3- Modern English**		**12**
	12	Impact of Renaissance and Reformation in the development of English language.	
	13	Modern English and its features	

	14	Changes in pronunciation (Great Vowel Shift)	
	15	Spelling reforms .	
	16	Contributions of Spenser, Shakespeare and Milton to English language	
	17	Development of Dictionaries- Dr. Johnson's dictionary, The Oxford English Dictionary	
IV	**Module 4-Process of Word Formation & Semantic changes**		**12**
	18	Word formation –-Imitation, Conversion, Abbreviation, Portmanteau Words, Compounding, Acronyms, Extension of Meaning, Affixation, Telescoping , Syncopation, Corruption, Metanalysis, Words from Proper Nouns, Back Formation, Freak Formation, Reduplication	
	19	Semantic changes in English -Widening, Narrowing of Meaning, Degeneration, Amelioration, Radiation, Synaesthesia, Metonymy, Synecdoche, Euphemism	
	20	Jargon, Slang, Dialects	
V	**Module 5-English as a Global Language**		**12**
	21	Varieties of English-Indian English-American English-British English	
	22	English as a Global Language	
	23	Digital English	
	24	Future of English as an International Language	

Recommended Reading:

Barber C.L. John C Beal and Philip A Shaw. *The English Language: A Historical Introduction*. New York: CUP, 2004.

Baugh, Albert C, Thomas Cable. *A History of the English Language*. London: Routledge, 2012.

Crystal, David. *The Stories of English*. London: Penguin Books Ltd., 2005.

Kumari, K. Radha, *A Concise History of English Literature and Language*. Noida: Primus Books, 2013.

Mallik, Nilanko. *Historical and Social Evolution of the English Language*. New Delhi: Educreation Publishing, 2017.

McIntyre, Dan. *History of English: A Resource Book for Students*. London: Routledge,2020.

Wood, Frederick T. *An Outline History of English Language*. Noida: Macmillan Publishers India Pvt Ltd., 2000.

e- resources:

"English language" https://www.britannica.com/topic/English-language

"The History of English" https://www.thehistoryofenglish.com/

"Studying the History of English" http://www.raymondhickey.com/index_(SHE).html

"History of the English Language" https://en.wikipedia.org/wiki/History_of_English

"Word formation " https://en.wikipedia.org/wiki/Word_formation

"English as a Global language" https://sastra.um.ac.id/wp-content/uploads/2009/10/English-as-a-Global-Language-Its-Historical-Past-and-Its-Future-Zuliati-Rohmah.pdf

"History of English language" https://sde.uoc.ac.in/sites/default/files/sde_videos/History%20of%20English%20Language_0.pdf

"History of English Language"https://manuu.edu.in/dde/sites/default/files/DDE/DDE-SelfLearnmaterial/12jan2023/History-of-English-language-and-literature.pdf

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Gain knowledge of the paradigm shifts in the development of English	U, R	
CO-2	Imbibe the historical, social and cultural factors that went into the shaping of the English Language	U, An	
CO-3	Understand the contributions of major writers towards the development of English Language	U, R	
CO-4	Comprehend the process of word formation and	U, An	

	semantic changes in English		
CO-5	Recognize the varieties of English and analyse English language in a global context.	U	

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO 1	PSO 2	PSO 3	PSO4	PSO5	PSO 6	PO1	PO2	PO3	PO4	PO5	PO6
CO 1		-	-	-	-	-						
CO 2			-	-	-	-						
CO 3	-	-		-	-	-						

CO 4	-	-			-	-						
CO 5	-		-	-	-	-						
CO 6	-	-	-		-	-						

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
- Final Exam

Mapping of COs to Assessment Rubrics :

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

CO 5	✓	✓		✓

University of Kerala

Discipline	English				
Course Code	UK3DSEENG201				
Course Title	**Digital Literature and AI Tools**				
Type of Course	**DSE**				
Semester	III				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	3 hours	-	2 hours	5
Pre-requisites	1. 2.				
Course Summary	In this course, students will explore the dynamic intersection of artificial intelligence and digital literature, delving into how AI technologies are reshaping the landscape of literary creation, consumption, and analysis. Through a combination of theoretical discussions, hands-on activities, and case studies. Students will investigate the ethics of AI in generating, interpreting, and interacting with digital literary works				

Detailed Syllabus:

Module	**Unit**	**Content**	**Hrs**
I		**Introduction to Digital Literature and AI Tools**	**15**
	1	AI Tools- Twine, Inkwriter. StorySpace, Scrivener, Inform, sudowrite, Botnik, AI Dungeon etc	
	2		

		Literary Analysis Tools –Jenny, Open Ai GPT-3, IBM Watson Discovery, Project Vox: MindNet, Literature AI, Plotagon, StoryAI, SAS Visual Text Analytics, Literature Review AI, Readsyst, and Luminoso are all AI tools designed to assist in various aspects of literature analysis.	
	3	Identifying authors with AI-Text generation models-Creating stories with AI-Collaborating with AI in storytelling, Digital storytelling platforms-Hypermedia literature-Electronic literature-Interactive fiction-Hypertext fiction-Transmedia storytelling-Virtual reality narratives	
	4	Practicum: Digital Lit Lab Sessions	
II	**Digital Literature and AI Tools**		**15**
	5	Digital Literature- Types- AI-generated stories-Interactive storytelling-AI writing tools-Reader interaction in digital stories AI in literary critique-Ethical considerations of AI in literature-Challenges of AI in writing-Future of AI and Digital literature-Sentiment analysis in stories Michael Orr : A.I. for Writers: The Dance Between Art and Productivity	
	6	**Practicum : Digital Literature Creation**	
III	**Digital Literature**		**15**
	7	"Monotony": Subhanjali Saraswati https://iitikship.iiti.ac.in/site/chapters/e/10.57004/book1.h/	
	8	A Sonnet, Fiction Poetry, and A rap "Call me Rapper" : Akash Yadav https://iitianraps.wordpress.com/2017/04/15/rap call me rapper/	
	9	Sonnet 18 William Shakespeare Rapped By Wes Tank https://www.youtube.com/watch?v=lcA1DqcpFGI	
	10	You vs. Wild : Ben Simms |Bear Grills https://www.netflix.com/in/title/80227574	
	11	Twelve Blue : Michele Joyce https://iitianraps.wordpress.com/2017/04/15/rap call me rapper/	
IV	**Critical Response**		**15**

	12	Active Reader role- Digital Affodance-interpretive Communities-Subjective interpretation-Close reading-Application and Reflection	
	13	Introduction,Digital Litearture and Critical Theory : Annika Elstermann https://library.oapen.org/handle/20.500.12657/6365	
	14	“Letter Three:Deep Reading, Is It Endangered?” Reader Come Home Maryanne Wolf. Harper Collins 2018	
	15	Practicum : Self Reflective Digital Literature Analysis of Project From Module 2	
V	**Ethics in Digital Creativity**		**15**
	16	Ethical Principles and Frameworks, Intellectual Property and Copyright,representation and Diversity, Privacy and Data Ethics, Accessibility and Inclusivity, Ethical Decision Making	
	17	Keeping Education Relevant in Times of Change “ Patrick Camilleri https://www.um.edu.mt/library/oar/handle/123456789/110757	
	18	Literature in the Age of Artificial Intelligence: A Preliminary Study on the Big Language Model AI, Yan Hu https://www.atlantis-press.com/proceedings/ichssr-23/125990968	

Reference

Hamlet on the Holodeck: The Future of Narrative in Cyberspace" by Janet H.
CinncinniusThe Echo Chamber: AI and the Degradation of Digital Literature
"Electronic Literature: New Horizons For Literature by N. Katherine Hayle

From Textbooks to Chatbots: Integrating AI in English literature classrooms
https://www.je-lks.org/ojs/index.php/Je-LKS_EN/article/download/1135860/1370/

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	From automated storytelling algorithms to AI assisted literary analysis; participants will gain insight into the evolving role of AI in Digital literary practice and scholarship.	U	PSO-1,2
CO-2	Through interdisciplinary inquiry, critical analysis, and hands on exploration, students will examine the intersections of creativity, computation, and culture in the context of digital literature.	R, U, A	
Co 3	Students will be able to critically Evaluate Digital Literature	E,	
Co4	Students will be able to create Digital Literature With the help of Ai Tools	Ap, C	
Co5	Students will be able to identify the ethical principles in digital era	R,U, Ap	

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)

	1	Students will be able to identify different types of Digital literature		U	T	P
	2	Students will be able to analyse the intersection of Literature and computation		RUA	T	P
	3	Students will be able to critically analyse Digital Literature		E	T	P
	4	Students will be able to creatively generate Digital Literature		C	T	P
	5	Students		R, U	T	P

		will be able to use Ai and other digital tools ethiccall y				

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO 1	**PSO 2**	**PSO 3**	**PSO4**	**PS O5**	**PSO 6**	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**
CO 1	1	-	-	-	-	-						
CO 2	2	3	-	-	-	-						
CO 3	-	-	1	-	-	-						
CO 4	-	-	2	3	-	-						
CO 5	-		-	-	5-	-						
CO 6	-	-	-		-	-						

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
- Final Exam

Mapping of COs to Assessment Rubrics :

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

University of Kerala

Discipline	ENGLISH				
Course Code	**UK3 DSEENG202**				
Course Title	**Sports Literature**				
Type of Course	**DSE**				
Semester	III				
Academic Level	200 – 299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	3 hours	-	2 hours	5
Pre-requisites	1.				
Course Summary	In this course, students will be offered an opportunity to trace the link between sports and literature and know how creative artists have represented the spirit of sports in literary works and films. The attempt is to imbibe the spirit of positivity through different genres associated with sports literature and provide the students to engage in different activities related to the form.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I		**Sports Literature: Introduction**	**15**
	1	Sports literature – characteristic features/elements of the genre – reasons for its popularity – impact of sports upon society – psychological impact of sports literature – various categories like poems, fiction, non-fiction, biographies, autobiographies, films and documentaries – sports writing/journalism and sport advertisements.	
	2	Jarvie, Grant. "Introduction". *Sport, Culture and Society: An Introduction*. Routledge, 2006.	
	3	Weiner, Natalie. "The Line of Fire". https://www.sbnation.com/2019/11/13/20955539/gun-violence-statistics-prevention-facts-high-school-football-america	
II		**Sports in Lyric and Short Fiction**	**15**
	4	Housman, A.E. "To an Athlete Dying Young". https://www.poetryfoundation.org/poems/46452/to-an-athlete-dying-young	

	5	Wavin' Flag –K'NAAN https://www.youtube.com/watch?v=VrurenhpPxE	
	6	Wright, James. "Autumn Begins in Martins Ferry, Ohio". https://www.poetryfoundation.org/poems/47733/autumn-begins-in-martins-ferry-ohio	
	7	Betjeman, John. "A Subaltern's Love Song". https://poetryarchive.org/poem/subalterns-love-song/	
	8	Thurber, James. G. "You Could Look It Up" (Short story)	
III		**Writing the Self: Sagas of Perseverance**	**15**
	9	Hauser, Thomas. *Muhammad Ali: His Life and Times* (the first three chapters, 'Origins', 'The Entertainer', 'I am the Greatest'). Robson Books, 2004. Excerpts.	
	10	Tendulkar, Sachin. *Playing It My Way* (first three chapters of the biography). Boria Majumdar. Hodder & Stoughton, 2014. Excerpts.	
	11	King, Billy Jean. *All In: An Autobiography* (Preface and Chapter One). Johnette Howard and Maryanne Vollers. Viking, 2021. Excerpts.	
IV		**Sports Narratives**	**15**
	12	Macdonell, A.G. "A Village Cricket Match". *England, Their England*. (pg. 105 – up to first paragraph on pg. 112). Macmillan, February 1933. Excerpts.	
	13	Narayan, R.K. "The M.C.C." (Chapter Thirteen). *Swami and Friends*. Excerpts.	
	14	Alan Sillitoe: *The Loneliness of the Long-Distance Runner*	
	15	*Mary Kom.* Dir. Omung Kumar (2014)	
	16	***Recommended Reading*** *Queen of Katwe*. Dir. Mira Nair (2016) *Bhaag Milkha Bhaag*. Dir. Rakeysh Omprakash Mehra (2013) Chauhan, Anuja. *The Zoya Factor*. Guha, Ramachandra. *The Commonwealth of Cricket: A Lifelong Love Affair with the Most Subtle and Sophisticated Game Known to Humankind*. 2020 Galeano, Eduardo: *Soccer in Sun and Shadow* (1995)	
V			**15**

	18	Reporting events/matches – writing introduction, headlines, captions for photographs – script for events – commentary – analysis of popular sports advertisements featuring sports personalities. (Ads of popular brands as examples; commentaries of renowned experts and sports reports of journalists to be used as examples) Reference: O' Brien, Tim. "The Sports Feature", *Medium* Sep 27,2018 https://medium.com/@timmy.ob28/the-sports-feature-story-2f7aa17afd5b	
	19	Practicum/ Activities for Students: Create reports of matches/tournaments; visuals with commentary; photo albums of various events; create sports advertisements; conduct interviews with sports personalities.	

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	define and interpret the features of sports literature	R, U	PSO 2
CO-2	critically analyze the literary and cultural value of sports literature	An	PSO 3, 13
CO-3	appraise and develop sportsmanship, perseverance and positivity	E, An	PSO 10
CO-4	to critique the ways in which sports literature engages with the notions such as gender, identity, etc.	E, An	PSO 9, 11
CO-5	familiarize with career opportunities in sports journalism and sports advertising and to design creative sports articles and advertisements	Ap, C	PSO 4, 5, 12

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

Note: 1 or 2 COs/module

Name of the Course: Sports Literature Credits: 4:0:0 (Lecture: Tutorial: Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
1	CO 1	PSO 2	R, U	F, C	L	
2	CO 2	PSO 3, 13	An	C, P	L	
3	CO 3	PSO 10	E, An	M	L	
4	CO 4	PSO 9, 11	E, An	C, P	L	
5	CO 5	PSO 4, 5, 12	Ap, C	P, M	L	P

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs:

	PSO 2	PSO 3	PSO 4	PSO 5	PSO9	PSO 10	PSO 11	PSO 12	PSO 13	PO 1	PO 2	PO 3	PO4	PO 5	PO6
CO 1	2	-	-	-	-	-	-	-	-	2					
CO 2	-	2	-	-	-	-	-	-	1						
CO 3	-	-	-	-	-	2	-	-	-					2	2
CO 4	-	-	-	-	2	-	2	-	-				2		

CO 5	-	-	2	3	-	-	-	2				3	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
- Final Exam

Mapping of COs to Assessment Rubrics :

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

Films for Viewing:

Lagaan. Dir. Ashutosh Gowariker. Cast: Aamir Khan and Gracy Singh. Prod. Aamir Khan Productions, 2001.

Million Dollar Arm. Dir. Craig Gillespie. Cast: Jon Hamm and Aasif Mandvi. Prod. Walt Disney, 2014.

Pele (Documentary). Dir. David Tryhorn and Ben Nicholas. Prod. David Tryhorn, Ben Nicholas, Kevin Macdonald, *Netflix*, 2021.

References:

Bonzel, Katharina. *National Pastimes: Cinema, Sports, and Nation*. University of Nebraska Press, 2020.

Blunk, Jonathan. *James Wright: A Life in Poetry*. Farrar, Straus and Giroux, 2019.

Cosson, Sean. *Sport and Film*. Routledge, 2013.

Jarvie, Grant. *Sport, Culture and Society: An Introduction*. Routledge, 2006.

Hauser, Thomas. *Muhammad Ali: His Life and Times*. Robson Books, 2004.

Hill, Jeffrey. *Sport and the Literary Imagination: Essays in History, Literature, and Sport*. Verlag Peter Lang. 2006.

King, Billy Jean. *All In: An Autobiography*. Johnette Howard and Maryanne Vollers. Viking, 2021.

Macdonell, A.G. *England, Their England*. Macmillan, 1933.

Morse, Greg. *John Betjeman: Reading the Victorians*. Sussex Academic Press, 2012.

Sutton, D. Antoine. "Introducing A.E. Housman (1859-1936)". https://www.cambridgescholars.com/resources/pdfs/978-1-5275-0591-9-sample.pdf

Tendulkar, Sachin. *Playing It My Way*. Boria Majumdar. Hodder & Stoughton, 2014.

Thurber, James G. "You Could Look It Up". *Baseball's Ten Best Short Stories*. Ed. Paul D. Staudohar. Chicago Review Press. 1995.

Trivedi, Poonam and Supriya Chaudhuri. *Fields of Play: Sport, Literature and Culture*. Orient BlackSwan, 2015.

University of Kerala

Discipline	ENGLISH				
Course Code	UK3DSEENG203				
Course Title	Fairytale Studies				
Type of Course	DSC				
Semester	III				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	2 hours	-	2 hours	4
Pre-requisites	1. Have a fundamental grasp of the idea of fairy tales 2. An ability to think critically				
Course Summary	The course will provide an insight into the construct of fairy tales that mirrored the outlook of the world that it inhabited and how its societal and ideological codes evolve with the changing times.				

Detailed Syllabus:

Module	Unit	Contents	Hrs
I	**Module 1: Of Fairies**		**12**
		Fairies and fay stories – ambiguous portrayals – benevolence and malevolence – imps, trolls, ogres, elves, gnomes and other supernatural beings – similar concepts in other cultures – djinns and ifrits – azizas – nymphs – yakshas – paris – the timeless fascination for such stories – its allure and enchantment	

	1	Critical Reading: (i) “On Fairy-Stories” by J.R.R. Tolkien https://archive.org/details/on-fairy-stories_202110/page/n9/mode/2up	
	1	Reference Texts: (i) I Dream of Jeannie – TV show (ii) Aladdin – Animated series (iii) Son Pari – TV Drama (iv) Winx Club – Animated series Instruction: This module will introduce the basic premise of fairies and the stories that evolved from their tales. It will also look at how the idea of fairy differs from culture to culture and is known by various other names.	
II		**Module 2: Contextualising Fairy Tales**	12
		Stereotypes – active and passive roles – reinforcing ideals – dichotomy of good and evil – gendered roles – portrayal of children – the link between beauty and character – duality and transformation – power structures – acceptance and validation	
	1	Primary Texts: (i) Hansel and Gretel (ii) Sleeping Beauty	
	2	Critical Reading: (i) Hansel and Gretel: A Complex Tale of Parent-Child Interactions by Debbie Hindle https://www.researchgate.net/publication/342756463_Hansel_and_Gretel_a_complex_tale_of_parent-child_interactions (ii) The Stereotypical Representation of Women in the classic Fairy Tales, Snow White, Cinderella and Sleeping Beauty by Anisa Dyah Berlianti https://www.researchgate.net/publication/353009991_The_stereotypical_representation_of_women_in_the_classic_fairy_tales_Snow_White_Cinderella_and_Sleeping_Beauty Instruction: The module will help the student to develop critical acumen that will foreground the ideologically loaded constructs that hide behind the veneer of normalcy in seemingly innocuous fairy tales.	
III		**Module 3: The Art of Reading Fairy Tales**	**12**
		How to “read” fairy tales? – constructs and their pervasiveness – establishing ideological norms through reiteration – reading as a political act – the idea of agency	
	1	Primary text: (i) Morphology of the Folk Tale by Vladimir Propp	

		(ii) A fairy tale (R)evolution: The value and the critical reading of fairy tales in the contemporary educational context by Dijana Vuckovic https://www.researchgate.net/publication/329629330_A_fairy_tale_Revolution_The_value_and_the_critical_reading_of_fairy_tales_in_the_contemporary_educational_context Instruction: The module helps the student to identify and learn critical reading that will bolster his/her analytic skills. The focus should be on how the reader should engage with the text to tease out contradictory perspectives that won't be revealed through simplistic reading.	
IV	**Module 4: Re-reading Fairy Tales: Subversive Perspectives**		**12**
		Disney Studios and Fairy tale adaptations – the process of transforming darker tales into fairy tale versions – an era of glorification and idealisation – subversive models – clarion call for celebrating differences and alternate perspectives	
	1	*Shrek* (2001)	
	2	*The Princess and the Frog* (2009)	
	3	*Maleficent* (2014) Instruction: The student should be able to identify and process the subversive narratives that challenge the earlier ones. The student can learn to appreciate how socio-cultural and political signifiers evolve in manifold ways.	
V	**Module 5: Crafting New Fairy tales**		**12**
		Re-writing fairy tales – adapting the stories to cultural contexts – disputing the hegemonic structures within the narratives – re-writing history and culture – how experience shapes the new narrative Writing tasks – story-telling sessions – writing workshops – crafting manuscripts – new designs – graphic narratives Instructions: This module should help the student to creatively craft new tales that can reverberate with the ideals that he/she chooses to highlight. The focus should be on encouraging the creativity of the student along with fostering his/ her ability to engage critically with the traditional tales.	

Reading List

Andersen, Hans Christian. *The Complete Fairy Tales*. Fingerprint Publishing, 2018.

Andrade, Daniela Gutierrez. "Beauties in an Ugly World: The Evolution of Feminism in Adaptations of Jeanne-Marie Leprince De Beaumont's Beauty and the Beast." Royal Road, 2019. https://doi.org/10.48497/DQGJ-A339.

Brothers Grimm. *The Complete Grimm's Fairy Tales*. Pantheon, 1976.

Cashdan, Sheldon. *The Witch Must Die: The Hidden Meaning of Fairy Tales*. Basic books, 2014.

Chesterton, G.K. "Fairy Tales: An Essay." https://www.excellence-in-literature.com/fairy-tales-essay-by-g-k-chesterton/

Duggan, Anne E.,et al ed. *Folktales and Fairytales: Traditions and Texts from around the World*. Greenwood, 2016.

Markman, Roberta Hoffman. "The Fairy Tale: An Introduction to Literature and the Creative Process." *College English*. Vol. 45, No. 1 (Jan., 1983), pp. 31-45.

1001 Arabian Nights. Transl. by Richard Burton. Pacific Publishing Studio, 2011.

Prabhu, Gayathri. *Vetaal and Vikram: Riddles of the Undead*. HarperCollins, 2019.

Tatar, Maria. *The Hard Facts of the Grimms' Fairy Tales*. Princeton UP, 2003.

---. ed. *The Cambridge Companion to Fairy Tales*. Cambridge UP, 2014.

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	comprehend the ideological nuances in fairytales.	U, An	

CO-2	develop a critical acumen with regard to the art of reading.	R, U, E	
CO-3	process how societal structures inevitably mould our narratives.	R, U, An	
CO-4	craft new stories that address personal conflicts, thereby aiding in self-expression.	Ap,An, C	
CO-5			

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	**CO**	**PO/PSO**	**Cognitive Level**	**Knowledge Category**	**Lecture (L)/Tutorial (T)**	**Practical (P)**

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO 1	**PSO 2**	**PSO 3**	**PSO4**	**PSO5**	**PSO 6**	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**

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

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
- Final Exam

Mapping of COs to Assessment Rubrics :

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

University of Kerala

Discipline	ENGLISH				
Course Code	**UK3DSEENG204**				
Course Title	HUMOUR AND LITERATURE				
Type of Course	DSE				
Semester	III				
Academic Level	200 – 299				
Course Details	Credits	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	3 hours	-	2	5
Pre-requisites					
Course Summary	This course aims to familiarise the students with the various aspects of humour as found in English Literature across time, and also how Language is used for humour. It also looks at the reasons, purposes, contexts and forms, along with the limitations and the appropriateness of humour. Extended discussions can also include the linguistic, socio cultural and political aspects of humour. Practical work will include analysing and creating/ re-creating different types of humour and also identifying the significance and role of humour in human life and culture.				

Detailed syllabus

Module	Unit	Content	Hrs
I		**Introduction**	**15**
	1	What is humour – functions, contexts, aspects – Types of humour – Evolution – Laughter and humour **Required Reading** Farman, John. *The Very Bloody History of Britain First Bit*. Chapters 1 – 5. https://download.e-bookshelf.de/download/0002/2926/68/L-X-0002292668-0004092250.XHTML/index.xhtml **Text for Reference** "Introduction to the Psychology of Humour" Chapter 1. https://booksite.elsevier.com/samplechapters/9780123725646/Sample_Chapters/02~Chapter_1.pdf	
	2	Ancient Literature and Humour – Anecdotes, Folklore, Mythological, Historical narratives and Humour – Classical Greek, Indian, Arabian, African, Chinese, Japanese, European, Indigenous **Required Reading** Aristophanes *The Frogs* **Text for Reference** "Humour" Internet Encyclopaedia of Philosophy. https://iep.utm.edu/humor/	
	3	Collect examples of humorous anecdotes from Western and Eastern mythologies. Analyse the elements of similarity in at least 4 of them. Stories from *Arabian Nights* or Western anecdotes/ folklores/ mythologies may be used.	
II		**Coordinates of Humour**	**15**
	4	Theories of Humour –Western and Eastern traditions – Classification of theories of Humour **Required Reading** Ezekiel, Nissim. "Goodbye Party for Miss Pushpa T. S." Wodehouse, P G. "Jeeves and the Unbidden Guest" **Texts for Reference** Siegel, Lee. Part I from *Laughing Matters: Comic Tradition in India,* U of Chicago P, 1988 (1 – 53) https://archive.org/details/laughingmattersc00lees/page/52/mode/2up?view=theater Fedakkar, Selami "An Evaluation on Classification of Humour Theories"	

		https://dergipark.org.tr/en/download/article-file/1188039	
	5	Contexts of Humour – Linguistic – Social – Cultural – Political – Personal **Required Reading** Maugham, Somerset. "The Luncheon" **Texts for Reference**: Jiang, Tonglin, Hao Li and Yubo Huo. "Cultural Differences in Humour Perception, Usage and Implications" *Frontiers in Psychology*. January 2019. https://doi.org/10.3389/fpsyg.2019.00123 Milner Davis, Jessica. "Humour and its Cultural Context" *Humour in Chinese Life and Culture.* 2013. http://dx.doi.org/10.5790/hongkong/9789888139231.003.0001	
	6	Collect examples of anecdotes such as those of Mulla or Birbal or Tenali Rama. Analyse the social context and cultural aspects of humour found in at least 4 such anecdotes. **Text for Reference** Ananth Pai. *Tales of Humour*. Amar Chitra Kadha. 1998	
III	**The Language of Humour**		**15**
	7	Language and Humour – Verbal Humour – Pun – Ambiguity – Irony – Satire **Required Reading** Collins, Billy. "Lines Composed Three Thousand Miles away from Tintern Abbey" https://www.poetryfoundation.org/poetrymagazine/browse?contentId=39849 Chapter 21 from *The Adventures of Huckleberry Finn.* Highlighting the re-working of Shakespearean tragedy *Hamlet* to evoke humour instead of the tragic. **Text for Reference** Attardo, Salvatore. "Humour in Language" Oxford Research Encyclopaedia of Linguistics. https://web.stanford.edu/class/linguist197a/attardehumorinlanguage.pdf	
	8	Styles of humour – Humour and Psychology – Humour and Health – Humour and Well-being – Humour and Emotional Well-being – Laughter Therapy **Required Reading** Jerome, Jerome K. "Chapter 3 : Uncle Podger Hangs a Picture", *Three Men in a Boat.* **Text for Reference**:	

		Martin, Rod A, et al. "Individual Differences in Uses of Humor and their Relation to Psychological Well-being: Development of the Humor Styles Questionnaire" *Journal of Research in Personality*. Elsevier. 37:1, February 2003. Pages 48 – 75. https://doi.org/10.1016/S0092-6566(02)00534-2	
	9	Collect popular examples of pun and ambiguity in English and Malayalam or any other regional language. Compare how the humour works in at least 5 of them.	
IV		**Rubrics of Humour**	**15**
	10	Wit and Humour – Comedy and Humour – High Comedy and Low Comedy – Genres of Comedy in Literature – Satire, Parody, Romantic Comedy, Black Comedy, Slapstick **Required Reading** Wilde, Oscar. *The Importance of Being Earnest* **Text for Reference**: Hazlitt, William. "On Wit and Humour" Hoy, Cyrus Henry. "Comedy: Literature and Performance" *Encyclopaedia Britannica.* https://www.britannica.com/art/comedy	
	11	Appropriateness and political correctness – Power equations and Humour – Humour and Politics – Humour as a form of resistance – Gender, Race and Religion in humour **Required Reading** Krishnan, Shweta. "The Politics of Politically Incorrect Jokes". *In Plainspeak*. https://www.tarshi.net/inplainspeak/the-politics-of-politically-incorrect-jokes/ **Text for Reference**: Rainbird, Mark. "Humour, Multiculturalism and 'Political Correctness'" https://citeseerx.ist.psu.edu/document?repid=rep1&type=pdf&doi=7d5771b69904a1552c1f939220b70a3f07a11649	
	12	Analyse some of the traditional jokes that are now considered as Politically Incorrect. For instance, Blonde jokes, Mother-in-law jokes, Redneck jokes. Write a short assignment on why appropriateness should be maintained while using humour.	
V		**Calisthenics in Humour**	**15**
	13	Famous writers and their characteristic humour – William Shakespeare – Mark Twain – Bernard Shaw – P G Wodehouse – R K Narayan Some popular characters – Feste – Falstaff – Tom Sawyer – Huck Finn – Ftatateetah – Swami	

		Analyse the features of the humour found in the works and characters of famous comedies in English, at least two works.	
	14	Contemporary types of humour – Trolls –Standup Comedy – Political satire shows – Spoofs – Lampoons – Spin offs of works and characters Select at least two instances from each genre and attempt a critique.	
	15	Use of humour as commentary and resistance – Famous Political cartoonists – Famous cartoon characters and series Select at least three instances from the above-mentioned domains and attempt an analysis. OR Attempt creating a satire/ cartoon character and a story with it.	

Texts for Recommended Reading/ Watching

Sterne, Laurence. *The Life and Opinions of Tristram Shandy, Gentleman*.

Chaplin, Charles. *Modern Times* (film)

Eagleton, Terry. *Humour*.

Townsend, Sue. *The Secret Diary of Adrian Mole, Aged 13and ¾*
Hirsch, Ileana Von. *A Funny Thing Happened on the Way to Chemo: A Rather Unusual Memoir*. Short Books. 2018.

Course Outcomes

No.	**Upon completion of the course the graduate will be able to**	**Cognitive Level**	**PSO addressed**
CO-1	Students are acquainted with the intricacies of using humour in Literature	U	
CO-2	Students contextualise the evolution of humour in Literary traditions and how it has evolved across time and genres	R, U	

CO-3	Students develop an awareness about the pitfalls to be avoided while using humour and also get sensitised to political correctness	Ap, An, Ev	
CO-4	Students sharpen their critical and creative thinking through analysis and creation of narratives in humour	R, U, Ap. An, C	

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

University of Kerala

Discipline	English				
Course Code	UK2DSEENG205				
Course Title	Introducing Game Studies				
Type of Course	DSE				
Semester	III				
Academic Level	200 – 299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	3 hours	-	2 hours	5
Pre-requisites	None				
Course Summary	The course will equip students in understanding the basic feature of video games. The students will be exposed to the techniques in video game and the way in which video game is used as medium of entertainment and education. The course also intends to stimulate an interest in various careers related to video games.				

Module	Unit	Content	Hrs
I		**What is Game Studies?**	**15**
		Game Studies- History of Game Studies- Types of videogames (Genres and Subgenres)-Entertainment games (AAA games and its categorization and etc) - Serious games- -Censorship (video game content rating system such as PEGI, ESRB, IARC etc)- Evolution of technology in gaming and its impact on game design and player experiences- Transition from 2D to 3D graphics- Game Engines Jonathan Ostenson. "Exploring the Boundaries of Narrative: Video Games in the English Classroom" *The English Journal* , July 2013, Vol. 102, No. 6 (July 2013), pp. 71-78 Stable URL: https://www.jstor.org/stable/24484129	
II		**Videogames Discourse**	**15**
		Narratology – Ludology – Cognition-Art and Aesthetics (pixel art, realism, stylized graphics, and the use of colour theory)- Augmented, Mixed, Cloud gaming, and Virtual Reality- Interactivity- Players/ Gamers - Character agency -Player Agency -Platforms (Xbox, PlayStation, PC etc)- Game Design (game play, mechanics, player experience)-Game Environment- Map-Game World (Open World, Sandbox, Linear, Nonlinear, etc)- Role of sound design, music, and narrative -Game script-Immersion – Ethics (inclusivity, representation, microtransactions, and player well-being) and Stereotypes- Cut scenes- Death (Game over and Permadeath) – Characters – Modding Catherine Burwell. "Game Changers: Making New Meanings and New Media with Video Games" *The English Journal*, Vol. 106, No. 6 (July 2017), pp. 41-47 Stable URL: https://www.jstor.org/stable/26359545	
III		**Games as representation of Cultural and Sociological Aspects**	**15**
		Games as cultural systems (1940s to present)- subcultures- Study of play in culture- Identity – Disability – Diversity – Femininity – Masculinity – Race – Game Communities- The growth of online games- Competition and Cooperation- International gaming industry Sater, Anastasia, Bridget Blogett. **"**Playing the Humanities:Feminist Game Studies and Public Discourse" Bodies of Information:	

		Intersectional Feminism and the Digita Humanities. Eds. Elizabeth Losh and JacquelineWernimont. University of Minnesota Press. 2018. Print.	
IV	**Videogame Review/ Criticism**		**15**
		Films vs Games-Interactive Movie- Genre sharing as an interdisciplinary concern- Symbiotic Relationship (Film, Marketing, Technology, Health, Fashion (Cosplay Culture))-Environmental Storytelling-Discourse Analysis- Metamodernism- Academic and journalistic perspectives -Adaptation of Assassin's Creed (2007) Video game to Assassin's Creed (2016) film -Adaptation of Metro 2033 Novel to Metro 2033 Videogame -Analysing Metamodernism in Death Stranding (2019) https://themechroblog.wordpress.com/2017/06/19/books-vs-games-vs-movies-which-is-the-better-medium-for-storytelling/	
V	**Practical**		**15**
		Can be played/ watch YouTube Walkthroughs **Minecraft** (Sandbox Game) https://www.minecraft.net/en-us https://www.youtube.com/watch?v=ET9n1aKzY-0 **The Witcher 3 Wild Hunt** (Open World) https://www.thewitcher.com/us/en/witcher3 https://www.youtube.com/watch?v=cn_taKva-AQ **Resident Evil 4** (Linear, third-person shooter survival horror) https://www.residentevil.com/4/uk/ https://www.youtube.com/watch?v=eFuHLUuuzLI Remake https://www.residentevil.com/re4/en-asia/ https://www.youtube.com/watch?v=puWTz8toRHc	

		Firewatch (narrative-driven exploration adventure) https://www.firewatchgame.com https://www.youtube.com/watch?v=F2snk0zU018 **The Last of Us Part 1** (Linear, action-adventure) https://www.playstation.com/en-in/games/the-last-of-us-part-i/ https://www.youtube.com/watch?v=y99DqGw-jG4 **Far Cry 3** (Non-linear, First Person Shooter, open world) https://www.ubisoft.com/en-gb/game/far-cry/far-cry-3 https://www.youtube.com/watch?v=YQDBNaC71j8 **Dishonored** (Non-linear, Morality system) https://bethesda.net/en/game/dishonored#/dishonored https://www.youtube.com/watch?v=3CVc4L12Mfw **Detroit: Become Human** (Player Agency, Morality system) https://www.quanticdream.com/en/detroit-become-human https://www.youtube.com/watch?v=JVywqFx0GdE https://www.youtube.com/watch?v=yrfTEG0OkrY **The Stanley Parable** (Player-driven narrative, metafictional exploration) - challenges traditional gaming conventions. https://www.stanleyparable.com https://www.youtube.com/watch?v=-pHsFDiRqOM **Depression Quest** (Serious game) https://store.steampowered.com/app/270170/Depression_Quest/ https://www.youtube.com/watch?v=IUsGXfqHWTQ **Darfur is Dying** (browser-based Serious game) https://www.to14.com/game.php?id=4d486a521b01e https://www.youtube.com/watch?v=uQqaQSDTm4k	

Recommended Reading/Viewing

Bostan, Barbaros, editor. *Games and Narrative: Theory and Practice*. 2021. 1st ed., Springer Cham, 2022, doi.org/10.1007/978-3-030-81538-7.

Gee, James Paul. "Why Game Studies Now? Video Games: A New Art Form." *Games and Culture*, vol. 1, no. 1, Jan. 2006, pp. 58–61, https://doi.org/10.1177/1555412005281788.

Huizinga, Johan. *Homo Ludens: A Study of the Play-Element in Culture*. 1938. Angelico Press, 2016.

Jasmina Kallay. *Gaming Film: How Games Are Reshaping Contemporary Cinema*. Palgrave Macmillan, 2013.

Kramarzewski, Adam, and Ennio De Nucci. *Practical Game Design*. Packt Publishing Ltd, 18 Aug. 2023

Mark J.P. Wolf, and Bernard Perron. *The Routledge Companion to Video Game Studies*. 2nd ed., Taylor & Francis, 2023.

Mark J.P. Wolf, and Bernard Perron. *The Routledge Companion to Video Game Studies*. 1st ed., Routledge, 2014.

Mäyrä Frans. *An Introduction to Games Studies: Games in Culture*. Sage, 2007.

Radchenko, Simon. "Metamodern Nature of Hideo Kojima's *Death Stranding* Synopsis and Gameplay." *Games and Culture*, SAGE Publishing, July 2023, https://doi.org/10.1177/15554120231187794.

Robson, Jon, and Grant Tavinor. *The Aesthetics of Videogames*. Routledge, 2018.

Rogers, Scott. *Level Up: The Guide to Great Video Game Design*. 2nd ed., Wiley, 2014.

Schell, Jesse. *The Art of Game Design, 3rd Edition*. A K Peters/CRC Press, 2019.

Sicart, Miguel. "Defining Game Mechanics." *Game Studies*, vol. 11, no. 3, Dec. 2011, gamestudies.org/1103/articles/sicart.

Sicart, Miguel. "Defining Game Mechanics." *Game Studies*, vol. 11, no. 3, Dec. 2011, gamestudies.org/1103/articles/sicart.

Thabet, T. *Video Game Narrative and Criticism: Playing the Story*. Palgrave Macmillan UK, 2015.

Thomas, Christian. *The Art of Adaptation in Film and Video Games*. Mdpi AG, 2022.https://www.youtube.com/watch?v=x24KoVNliMk

https://www.gameopedia.com/video-game-genres/
https://pixune.com/blog/video-game-genres/
https://guides.lib.umich.edu/c.php?g=282989&p=5955091
https://store.epicgames.com/en-US/news/what-makes-a-aaa-game-a-aaa-game
https://journals.sagepub.com/doi/10.1177/15554120211014151
https://en.wikipedia.org/wiki/Video_game_content_rating_system
https://store.epicgames.com/en-US/news/what-is-the-video-game-rating-system
https://www.internetmatters.org/resources/video-games-age-ratings-explained/

https://www.linkedin.com/pulse/ai-gaming-evolution-game-design-player-experience-dave-balroop-qigfc/
https://medium.com/@noahtaylorr/emerging-technologies-shaping-the-future-of-game-design-and-development-c3085247dd76
https://techcrunch.com/2015/10/31/the-history-of-gaming-an-evolving-community/
https://moldstud.com/articles/p-the-evolution-of-video-game-design-trends-and-innovations-shaping-the-industry
https://www.youtube.com/watch?v=RNvYGcgoGcs

https://journals.sagepub.com/doi/full/10.1177/15554120221150058

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Understand the historical development and scope of game studies, including types of video games and censorship mechanisms	U	
CO-2	Explore the artistic and aesthetic elements of video games, including virtual realities, interactivity, and narrative techniques.	U, An	
CO-3	Critically analyse how video games reflect cultural and sociological aspects, including identity, diversity, and online gaming communities.	An, E	
CO-4	Evaluate video games through review and criticism, comparing them with other media forms and analysing storytelling techniques.	An, E, C	
CO-5	Apply theoretical knowledge to practical examples by engaging with a variety of video games, assessing gameplay experiences and ethical considerations	An, Ap, E	

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create
Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
1			U	F, C	L	
2			U, An	P	L	
3			An, E	F, P	L	
4			U, An, E, C	P, M	L, T	
5			U, Ap, E	P, M	L, T	P

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs:

	PSO 1	PSO 2	PSO 3	PSO4	PSO5	PSO 6	PO1	PO2	PO3	PO4	PO5	PO6
CO 1												
CO 2												
CO 3												
CO 4												
CO 5												

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
- Final Exam

Mapping of COs to Assessment Rubrics:

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

University of Kerala

Discipline	ENGLISH
Course Code	UK3MDCENG200
Course Title	Kerala Studies – History and Society
Type of Course	MDC
Semester	III
Academic Level	200 - 299

Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	3	2	-	2	4
Pre-requisites	1. have an awareness about the politics and history of Kerala 2. have an interest in understanding Kerala society				
Course Summary	The course intends to bring awareness about the relevance of research on Kerala history and society by familiarizing students about the historical, socio-cultural and political formations. The course seeks to develop both theoretical and practical knowledge in Kerala Studies through an interdisciplinary approach and develop a critical understanding for further research on Kerala.				

Detailed Syllabus:

Module	**Unit**	**Content**	**Hrs**
I		**Historiography**	**12**
	Ancient Kerala – Sangam Period –Pattuppattu- Perumals of Kerala- Vazhappally inscriptions- Tharisappally copper plates- Medieval period- Colonialism – Portuguese, French, Dutch, English- National Movement- Formation of Kerala State- Participatory Democracy.		
	1	**Required Reading** Gurukkal, Rajan, Raghava Varier. "Landscape, Sources, Historiography" *History of Kerala: Prehistory to the Present* Orient Blackswan, 2018. Print. (Prescribed sub sections from the chapter - Landscape, Sources, Archaeological Remains, Archiva Material, Literary Sources) **Suggested Reading** "Kerala – The Background" Chapter 1 from *A HISTORY OF KERALA 1498 -1801* by K. M. PANIKKAR "Kerala in the Olden Times" https://archive.org/details/1864JulyVidyaSamgraham/1864_July_Vidya_Samgraham_No._I/mode/2up?view=theater	
		Practicum: Collect images of old maps of Kerala and prepare brief notes about them.	
II		**Society and Culture**	**12**
	Land ownership – Naduvazhis- Swaroopams- Agrarian society- Feudalism- Colonisation- Trade in Kerala – European hegemony- Post independence- Land Reforms- Kerala Model Development -Dalit and Indigenous Movements and Land Struggles- Migrant Labourers in Kerala		
	2	**Required Reading**	

		K.M. Sheeba "Modernity in Social Reform Discourse: The Woman Question in Colonial Kerala" *Proceedings of the Indian History Congress* 2002, Vo.63. pp 931-938 **Suggested Reading** "Kerala Culture in the Indian Background" Chapter I Cultural Heritage of Kerala , A Sreedhara Menon The Activities of the Cheramar Sthree Samajam: Excerpt from Vinil Paul https://swatantryavaadini.in/2021/09/13/the-activities-of-the-cheramar-sthree-samajam-excerpt-from-vinil-paul/#more-1810	
		Practicum: Prepare a Powerpoint presentation on any Dalit and Indigenous Movements or Land Struggles from Kerala history.	
III	**Renaissance and Modernity**		**12**
	Renaissance movements- Major Figures and Movements- Women in Renaissance movements.- Channar Revolt- Kallumaala Samaram- Malayali Memorial- Ezhava Memorial- Peasant Movements- Guruvayoor Satyagaham – Vaikom Satyagraham – Temple Entry Proclamation- -Working Class movements- Aikya Kerala Movement		
	3 4 5 6	**Required Reading** Kurup, K.K.N "The Intellectual Movements and Anti- Caste Struggles in Kerala" Proceedings of the Indian History Congress, 1994. Vol 55. pp. 673-677 Dakshayani Velayudhan "No to Harijan" https://swatantryavaadini.in/2020/08/26/no-to-harijan-dakshayani-velayudhan/ Poykayil Appachan: Song, "No Alphabet in Sight" Sree Narayana Guru: Ascertainment of Caste"	
		Suggested Reading Madhavan K.S. "Formation of Dalit Identity in Kerala" Proceedings of the Indian History Congress, 2008, Vol.69, pp. 764-770 Bose, Satheese Chandra. "(Re) Construction of' The Social' for Making a Modem Kerala: Reflections on Narayana Guru's Social Philosophy." *Kerala Modernity: Ideas, Spaces and Practices in Transition.* Ed. Satheese Chandra Bose and Shiju Sam Varughese. New Delhi: Orient BlackSwan, 2015. 59-73. Print.	

		Kumar, Udaya *Writing the First Person: Literature, History and Autobiography in Modern Kerala.* Permanent Back, 2016 Menon, Kizhakkepattu Ramankutty: *Parangodi Parinayam* Bhattathirippad, V.T: *My Tears , My Dreams*	
		Practicum: Prepare a profile of any leaders of you choice from Kerala's renaissance history.	
IV	**Gender and Society**		**12**
	Beginnings of Women's Education- Early Gender and Caste Movements- Matriliny- Gender and Sexuality in Contemporary Kerala- Break the Curfew- Queer Pride- Labour Movements		
	7 8	**Required Reading** K. Saraswati Amma: "Half-Chaste" (Translated by J.Devika) https://swatantryavaadini.in/2020/10/03/half-chaste-k-saraswathi-amma/ *For Dalit Women's Representation: Women of Prathyaksha Raksha Daiva Sabha* https://swatantryavaadini.in/2020/08/31/for-dalit-womens-representation-women-of-pratyaksha-raksha-daiva-sabha/#more-1106	
		Suggested Reading B.M Zuhara: *The Dreams of a Mappila Girl: A Memoir* (Translated by Fehmida Zakeer) Devaki Nilayangode: *Antharjanam: Memories of a Namboodiri Woman* Roy, Mary. "Three Generations of Women" *Indian Journal of Gener Studies* 6.2 (1999): pp. 203-219. Devika, J. "Discovering the First Generation of Feminists in Kerala" https://thewire.in/women/discovering-the-first-generation-of-feminists-in-kerala	
		Practicum: Prepare a poster/collage on women/social reformers from Kerala history.	
V	**Migration and Diaspora**		**12**
	Migration from Kerala- Malayali diaspora – Literature from the diaspora		
	9 10 11	**Required Reading/Viewing** Benyamin: *Goat Days* Menon, Priya. "Kerala's Own Petrofiction: Literary Interventions in Gulf Migration Studies" https://alablog.in/issues/23/keralas-own-petrofiction/ S, Ahmed (Dir): *Pathemari* (2015)	
	8	**Suggested Reading**	

		Osella, Filippo and Caroline Osella. "Nuancing the Migrant Experience Perspectives from Kerala, South India" https://core.ac.uk/download/pdf/2788278.pdf Musafir Ahmed, V. *Camels in the Sky: Travels in Arabia*	
		Practicum: Read a novel **or** Watch a movie related to migration from Kerala and write an appreciation about it,	

References

Caldwell, Sarah. "Landscapes of Feminine Power." *Oh Terrifying Mother: Sexuality, Violence and Worship of the Goddess Kali.* New Delhi: Oxford UP, 1999. 104-54. Print.

Devika,J. *Kulasthreeyum Chandapennum Undaayathengane.*Thiruvananthapuram: CDS, 2010. Print.

Ganesh, K. N. "From Naadu to Swaroopam: Political Authority in Southern Kerala from the Tenth to the Thirteenth Centuries."Irreverent *History, Essays for M.G.S Narayanan.* Ed. Kesavan Veluthat and Donald. R. Davis Jr. New Delhi: Primus, 2015. 33-52. Print.

Gurukkal, Rajan. "The Formation ofCaste Society in Kerala: Historical Antecedents." *Social Formation of Early South India.* New Delhi: Oxford UP, 2010. 306-19. Print.

Jeffrey, Robin. *The Decline of Nair Dominance Society and Politics in Travancore 1847- 1908.* New Delhi: Manohar, 1976. Print.

Mohan, Sanal. "Searching for Old Histories: Social Movements and the Project of Wñting History in Twentieth Century Kerala."History *in the Vernacular.* Ed. RaziuddinAquil and Partha Chatterjee. New Delhi: Permanent Black, 2008: 357-90. Print.

Mohan, Sanal. *Modernity of Slavery*: *Struggles against Caste Inequality in Colonial Kerala* OUP, 2015. Print.

Rajeevan, B. "Cultural Formation ofKerala."Essays *on the CulturalFormation ofKerala.* Ed. P. J. Cherian. Trivandrum: Kerala State Gazetteers Department, 1999. 1-34. Print.

Veluthat, Kesavan. "The Keralolpathi as History." *The EarlyMedieval in South India.* New Delhi: Oxford UP, 2009. 129-46. Print.

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Have a deep understanding about Kerala history	U	2,3
CO-2	To impart value-added quality of Kerala Studies	U/ Ap	2,4,8
CO-3	To analyse literature on Kerala and understand how narratives about Kerala is made	U, An	4,9,10
CO-4	Understand the plurality of Kerala society	R ,U, Ap	3,8
CO-5	To contribute to the advancement of knowledge in Kerala Studies	An, E, C	9,10,13

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

Name of the Course: Credits: 3:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
CO-1	Have a deep understanding about Kerala history	2,3	U	F	L	P
CO-2	To impart value-added quality of Kerala Studies	2,4,8	U/ Ap	C	L	P
CO-3	To analyse literature on Kerala and understand how narratives about Kerala is made	4,9,10	U, An	C	L	P
CO-4	Understand the plurality of Kerala society	3,8	R ,U, Ap	C	L	P
CO-5	To contribute to	9,10,13	An, E, C	M	L	P

	the advancement of knowledge in Kerala Studies					

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO 1	**PSO 2**	**PSO 3**	**PSO4**	**PSO5**	**PSO 6**	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**
CO 1	1							1				
CO 2		3										
CO 3			2									
CO 4					5						4	
CO 5				5			5					

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
- Final Exam

Mapping of COs to Assessment Rubrics :

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

University of Kerala

Discipline	ENGLISH				
Course Code	UK3MDCENG201				
Course Title	Kerala Studies - Art and Culture				
Type of Course	MDC				
Semester	III				
Academic Level	200 – 299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	3	2 hours	0	2	4
Pre-requisites	1. Have an interest in understanding local history. 2. Have an interest in understanding the plurality of Kerala society.				

Course Summary	The course intends to bring an awareness about the relevance of research on Kerala society and culture. It aims to enhance the student's understanding about studies on art and culture of Kerala and broaden their notion about the subject that would open up possibilities of academic research.

Detailed Syllabus:

Module	Unit	Content	Hrs
I		**Kerala Culture**	**12**
	Thamizhakam- Muziris- Aryanizzation- Sankaracharya and Advaita Philosophy- Kantalur Salai- Bhakti Movement- Missionary Interventions Temple Arts- Folk Arts- Theater- KPAC		
	1	**Required Reading** E. Geetha. "The *Theyyams* of North Kerala: The Little Gods of Little Kingdom" Quest Journals, Journal of Research in Humanities and Social Science 10.2 (2022): pp.16-20 https://www.questjournals.org/jrhss/papers/vol10-issue2/Ser-2/D10021620.pdf **Suggested Reading** Cultural Pluralism - A.K. Damodaran in conversation with Susan Visvanathan https://www.jstor.org/stable/23003929 "Tribal Tale of Kerala" (Prose) excerpt from Kerala Culture – Prof S Achutha Warrier	
		Practicum: Prepare a poster/collage depicting the cultural plurality of Kerala.	
II		**Literature**	**12**
	Language: Pattu - Manipravalam -Ballads-Folk songs- Champoos- Niranam Poets- Cherusseri- Thunchathu Ezhuthachan- Performing Arts- Attakadha- Kunjan Nambiar- Venmani School- Modern Literature Kerala Jeevatsahitya Sangham (1937- Purogamana Kala Sahitya Sangham (1981)- Kerala Shastra Sahitya Parishad (1962) - Library Movements and Literacy Mission — Puthuvayil Narayana Panicker — Thiruvithaamkoor Granthasala Sangham (1945), Kerala Granthasala Sangham, 1956 (KGS), Kerala State Library Council (1977)- Literacy Mission		
	2	**Required Reading** Raveendran, P.P "Dissemination of Cultural Capital: Literary Historiography in Malayalam" *Indian Literature* 46.5 (2002): pp. 143-153	

		Suggested Reading Paniker, Ayyappa *A Short History of Malayalam Literature* https://archive.org/stream/ASHORTHISTORYOFMALAYALAMLITERATURE/A+SHORT+HISTORY+OF+MALAYALAM+LITERATURE_djvu.txt Shanmugam, S.V ""Formation and Development of Malayalam" *Indian Literature* 19.3 (1976): pp. 5-30 https://www.jstor.org/stable/24157306 Satchidanandan, K. "A Varied Landscape: Malayalam Poetry Since Modernism" Indian Literature 62.2 (2018): pp. 43-48https://www.jstor.org/stable/26791869	
		Practicum: Prepare a profile of any Malayalam writer of your choice.	
III		**Dance/Music**	**12**
	Dance forms of Kerala- Theyyam- Padayani- Kooth-Kodiyattam- Ottamthullal- Kathakali- Mohiniyattom-Thirivathirakali- Oppana- Margamkali- Velakali- Kolkali-Gadhika- Tribal dance forms Music- Naadan Pattu- Sopana Sangeetham- Kathakali Music- Mappila Pattu- Knanaya Folk Songs- Ottamthullal songs- Pulluvan Pattu- Popular Music- Film songs		
	3	**Required Reading** Abraham, Lillykutty. "Art forms as Narratives of Resistance: A Glance at the Art Form of the Mavilan Tribe" file:///C:/Users/Lenovo/Downloads/Art-Forms-as-Narrative-of-Resistance-A-Glance-at-the-Art-Forms-of-Mavilan-Tribe.pdf **Suggested Reading** Ravindran, Jayaprabha "Dance Forms of Kerala: Symbols of Traditional Culture" https://saarcculture.org/wp-content/uploads/2020/07/tktce_Jayaprabha_Ravindran.pdf KERALA TRIBES: MUSIC, MUSICAL INSTRUMENTS, ARTS & CULTURE, Photo Essay https://www.speakingtree.in/allslides/the-tribal-arts-culture-of-kerala	
		PRACTICUM: Collect audio/video/text of any dance or music tradition from Kerala.	
IV		**Painting/Sculpture**	**12**

	4	**Required Reading** Prisrinivasa: "A Woman's World: T.K Padmini" https://curatorho.wordpress.com/2017/04/07/a-womans-world-tk-padmini/	
	5	Portrait of the 'Artist', as an Old Man https://caravanmagazine.in/reviews-and-essays/portrait-artist-old-man	
	6	*Gandharvan - Two legends and a painting* | Short Documentary | Artist Namboodiri | Mohanlal https://www.youtube.com/watch?v=Qu2YHcnGmDs	
	7	Kanayi Kunhiraman https://www.kanayikunhiraman.com/worksofart.html **Suggested Reading** Menon, Vijayakumar Kanayi Kunhiraman, Lalit Kala Academy, 2008. Print. Thodikalam Mural Paintings: Features, Meanings, Meanings and Techniques.- Manjula Poyil https://www.jstor.org/stable/44145735 K.P Krishna Kumar https://aaa.org.hk/en/collections/search/archive/geeta-kapur-and-vivan-sundaram-archive-krishnakumars-residency-at-kasauli-art-centre-1985/object/k-p-krishnakumar-in-kasauli-art-centre	
		Practicum: Collect pictures of artworks of any prominent artist from Kerala.	
V		**Cinema**	**12**
		Malayalam Cinema - Silent Era - Early Cinema- *Jeevitha Nouka*, *Neellakuyil*- *Newspaper Boy*- 1960s- *Chemmeen*- Malayalam New Wave- Middle- Stream Cinema- Post 1990s- Contemporary Cinema	
	8	**Required Reading/Viewing** Harris V.C "Fifty years of Malayalam Cinema" Spectres of Writing" Selected Works of V.C Harris 2019. pp. 201-207	
	9	Pillai, Meena T. "The Celluloid Women of Kerala" *Economic and Political Weekly* 48.48 (2013): pp. 140-141	
	10	Adoor Gopalakrishnan (Dir): *Elippathayam* (1982)	
		Suggested Reading/Viewing Shivendra Singh Dungarpur (Dir): *Celluloid Man*	

		(Documentary on P.K Nair)	
		Practicum: Write an appreciation of any internationally acclaimed Malayalam movie.	

References:

Bhaskaran, Gautaman.Adoor Gopalakrishnan: A Life in Cinema. New Delhi. Penguin Books India, 2010

Kareem, C.K. (ed.), Kerala and Her Culture: An Introduction, Government of Kerala, Trivandrum, 1971.

Kesavan Veluthat. “The Keralolpatti as History.” The Early Medieval in South India. Oxford UP, New Delhi. 2009.

Krishnan, R Gopala. Broken Dreams : Early history of Malayalam Films. The Book people, Kozhikode. 2020.

Raveendran, P P, G S. Jayasree, and Krishnan Mini. The Oxford India Anthology of Modern Malayalam Literature. , 2017. Print.

Raveendran, P P. “Dissemination of Cultural Capital: Literary Historiography in Malayalam”. Indian Literature, , Vol. 46, No. 5 (211) (September-October, 2002), pp. 143-153 https://www.jstor.org/stable/23344410

Renjitha, V R. FOLK TRADITION OF SANSKRIT THEATRE: A STUDY OF "KUTIYATTAM" IN MEDIEVAL KERALA . https://www.jstor.org/stable/44158830

Sreedhara Menon, A. Cultural heritage of Kerala : an introduction. East-West Publications Cochin 1978

Sreedhara Menon, A. Social and cultural history of Kerala. Sterling Publishers New Delhi 1979

Sunil, V T..SANGEETA NIGHANDU. DC Books, 2012

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	have an understanding of the art and culture background of Kerala	U	2

CO-2	Understand the link between history and evolution of arts and culture	R, U	2.3
CO-3	critically analyse and interpret the present cultural production and readings on them	U, An	3,4
CO-4	interrelate the cultural and historical tradition of the society and the development of literary sensibility	R ,U, Ap	3,4,9
CO-5	have a critical understanding on the formation of history, art, culture and society	An, E	9,13

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	**CO**	**PO/PSO**	**Cognitive Level**	**Knowledge Category**	**Lecture (L)/Tutorial (T)**	**Practical (P)**
CO-1	have an understanding of the art and culture background of Kerala	2	U	F	L	P
CO-2	Understand the link between history and evolution of arts and culture	2.3	R, U	C	L	P
CO-3	critically analyse and interpret the present cultural production and readings on them	3,4	U, An	C	L	P
CO-4	interrelate the cultural and historical tradition of the society and the	3,4,9	R ,U, Ap	P	L	P

	development of literary sensibility					
CO-5	have a critical understanding on the formation of history, art, culture and society	9,13	An, E	M	L	P

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO 1	**PSO 2**	**PSO 3**	**PSO4**	**PS O5**	**PSO 6**	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**
CO 1	2						1					
CO 2		3						1				
CO 3			4									
CO 4				3						1		
CO 5					5						5	

Correlation Levels:

Lev el	**Correlation**
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming 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		✓		✓
CO 5		✓		✓

University of Kerala

Discipline	ENGLISH
Course Code	UK3MDCENG202
Course Title	Kerala in Context
Type of Course	MDC
Semester	III
Academic Level	200 - 299.

Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	3	2 hours	-	2 hours	4
Pre-requisites	1. 2.				
Course Summary	The Course intends to read Kerala from different vantage points of historical and cultural formations. It contextualises the land through different cultural texts that have shaped the multicultural and inclusive lived experiences of the land.				

Detailed Syllabus:

Module	Unit	Course Content	Hrs
I		**Kerala- Reading Culture** **Beginnings of print culture- early newspapers – magazines – little magazines – children's magazines – comics**	12
	1	Jeffrey, Robin "Culture of Daily newspapers in India: How It's Grown, What It Means" Economic and Political Weekly, 22.14 (1887): pp. 607-611 Practicum Discussion on the influence of newspapers on Kerala Society Identify and list out names of at least 10 Little magazines.	
II		**Kerala- Culinary Hues** **Food culture- History – Global Influences –Indian Ocean Trade – cultural plurality and identity**	12
	2	Abraham, Tanya "Kerala and Food" *Eating with History: Ancient Trade Influenced Cuisines of Kerala* Niyogi Books, 2020. Print. Practicum Discuss the cultural roots of common food items – traditional, continental- intercontinental	
III		**Kerala- Sartorial Interventions** **Dress- Power relations –Gender – Caste – Body -Choice**	12
	3	Benny Malavika, Rekha Raj "Rethinking 'Keraleeyatha': Clothing and the Politics of the Body" Podcast. 30th September, 2023. Issue 60. https://alablog.in/issues/60/podcast-rethinking-keraleeyatha-clothing-and-the-politics-of-the-body/	

		Prepare short reports on the various historical movements related to dressing.	
IV	**Kerala- New Sensibilities World Classics in Translation- reading public- modernity – new sensibility**		12
	4	Pillai, Meena T "Translation of Les Miserables and the Making of the Modern Malayali" *Translating Kerala: The Cultural Turn in Translation Studies* Orient BlackSwan, 2024 pp.19-34 Reading of translated literary works and attempting short reviews	
V	**Kerala- Migration Gulf Boom – Social and Economic mobility – male trajectories – masculinity**		12
	5	Osella, Filippo Osella and Caroline Osella "Migration, Money and Masculinity in Kerala" The Journal of the Royal Anthropological Institute 6.1 (2000): pp. 117-133 Case studies on gulf migration in your neighbourhood Representation of migration in literature and films. The predicament of Gulf returnees – Discussions and Debates	

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Understand the specific formations of culture through paradigm shifts in sensibility of the land and its people.	U, An	
CO-2	Enquire the ways in which the pluralistic strands of the society was moulded through various cultural texts like food, dress and print.	R, U	
CO-3	Comprehend the historical formations of new sensibilities regarding political awareness, social sensitivity and cultural inclusiveness.	U, An	
CO-4	Develop a critical eye towards dominant practices and imbibe a resistive sensibility of alternate histories.	R ,U, Ap	

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 2:0:2(Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
				F, C		
				P		

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

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

Mapping of COs to Assessment Rubrics :

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

University of Kerala

Discipline	ENGLISH
Course Code	UK3VACENG200
Course Title	Diversity, Equity, and Inclusion
Type of Course	VAC
Semester	III

Academic Level	200 – 299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	3	2 hours	-	2 hours	4
Pre-requisites	1. 2.				
Course Summary	Course gives a basic understanding about the relevance of equitable practices in education and in the workplace.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I		**Introduction to DE&I**	12
	1	Diversity: racial, ethinic, gender, cultural, socio-economic Sexual orientations-Inclusion- Equity v/s Equality- Biases: unconscious, stereotypes, prejudices, harassment	
		Core Reading	
	2	Poem Charles Bennfield: “I am Diversity” https://www.greatexpectations.org/wp-content/uploads/pdf/practices/vision/I%20Am%20Diversity%20poem.pdf	
	3	Fairy Tales Hans Christian Anderson: *The Ugly Duckling*	
II		**Power , Disability and Intersectionality**	12
	5	Power, Hegemony, Ideology, Marginalisation, Disability-Intersectionality-allyship	
		Core Reading	

	6	Essay *Essay On Power And Privilege.* (2024, March 13). GradesFixer. Retrieved April 13, 2024, from https://gradesfixer.com/free-essay-examples/essay-on-power-and-privilege/	
	7	TedTalk The urgency of intersectionality | Kimberlé Crenshaw https://youtu.be/akOe5-UsQ2o?feature=shared	
III		**Inclusive Practices**	12
	8	Adaptability- Emotional Intelligence-Cultural Intelligence-Awareness and Education-Celebrating Disabilities	
		Core Reading	
	9	Ted Talk Celebrating disability As part of human diversity | Catalina Devandas Aguilar https://youtu.be/z6D0LbPZxnA?si=HJHGnffyLoume_MR	
	10	Short story Thomas King : “Borders”	
.IV		**Communication Strategies**	12
	11	Inclusive language- Assistive Language- Inclusion v/s Integration-Access and Accessibility	
		Core Reading	
	12	“Disability-Inclusive Language Guidelines” prepared by the United Nations Geneva.	

		https://www.ungeneva.org/sites/default/files/2021-01/Disability-Inclusive-Language-Guidelines.pdf	
	13	TedTalk How to become an inclusive leader | Meagan Pollock https://www.youtube.com/watch?v=1MaFOGEPpOo	
	14	Youtube Video Deaf Man's ASL Storytelling, " Fish" https://www.youtube.com/watch?v=DR4HF6S_hz0&list=PLlrnGYHaVv-ThUaAbbwMNjppQkmgL4Yz9&index=1	
V	**Creating Inclusive Practices**		12
	13	Students should submit projects promoting inclusive practices. The project should be about 10 pages, done in groups, with maximum 4 members . They can do Case Studies, go for Corporate visits and can take Inclusive initiatives to complete the project.	

Recommended Readings

"Belonging: The Key to Transforming and Maintaining Diversity, Inclusion and Equality at Work." *Academy of Management Learning & Education*, 22(4), pp. 735–736

Biased: Uncovering the Hidden Prejudice that Shapes What We See, Think, and Do. (2021). *AmeriQuests*, *16*(1). https://doi.org/10.15695/cyrf8056

Corsino, Leonor, and Anthony T. Fuller. "Educating for diversity, equity, and inclusion: A review of commonly used educational approaches." *Journal of Clinical and Translational Science*, Aug. 2021

Clark, Colin, et al. "Power, privilege and justice: intersectionality as human rights?" *The International Journal of Human Rights*, vol. 22, no. 1, Oct. 2017, pp. 108–26, https://doi.org/10.1080/13642987.2017.1390333.

Foucault, Michel.1980. Power/Knowledge. Brighton:Harvester Press

Goleman,Daniel. Emotional Intelligence: Why It can matter more than IQ. Bloomsbury Publishing India Pvt.Ltd, 1995.

Kafer,Alison and Eunjung Kim.”Disability and the Edges of Intersectionality.”The Cambridge Companion to Literature and disability, edited by Claire Barker and Stuart Murray, Cambridge UP,2017,pp.123-38

Livermore, David A. Cultural Intelligence: Improving your CQ to Engage our Multicultural World. Baker Academic, Grand Rapids,Mich.,2009.

Viner,Mark,et.al.”Assistive Technology to Help Students With Disabilities”. Special Education Design and Development Tools for School Rehabilitation Professionals,2020,pp.240-67. ResearchGate, https://doi.org/10.4018/978-1-7998-1431-3.ch012.

https://www.youtube.com/watch?v=3Wvd836gjZ4

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Familiarise with the key terms related to DE&I	U	3,13
CO-2	Able to Analyse and Evaluate power dynamics across various dimensions	An,E	13,15
CO- 3	Learn strategies for creating inclusive environments in educational, workplace, and community settings.	Ap,C	3,8
CO-4	Understanding and Remembering usages while being	U, R	5,10,13

	with diverse people or people with disabilities		
CO5	Apply the knowledge gained and Create Inclusive Practices	Ap, C	3,5,10,14

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 2:0:1 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
1				F, C		
2				F,C,M		
3				F,P		
4				C,M		

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO	PSO	PSO	PSO	PSO	PSO	PO	PO	PO	PO	PO	PO
CO 1	3	13	-	-	-	-	8	3	4	5		
CO 2	13	15	-	-	-	-	3	4	5	8		

CO 3	3	8	-	-	-	-	8	1				
CO 4	5	10	13	-	-	-		2	3	4	5	6
CO 5	3	5	10	14	-	-	8	2	3	6		

Correlation Levels:

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

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam
- Project

Mapping of COs to Assessment Rubrics :

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

CO 4		✓		✓
CO 5		✓	✓	✓
CO 6				

University of Kerala

Discipline	ENGLISH				
Course Code	UK3VACENG201				
Course Title	Environmental Narratives				
Type of Course	VAC				
Semester	III				
Academic Level	200 - 299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	3	2 hours	-	2 hours	4
Pre-requisites	1. 2.				
Course Summary	This course explores the critical link between humanity and the natural world. It examines how nature sustains us, inspires us, and requires our care. By understanding this relationship, we can build a more sustainable future.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I		**Introduction to Sustainability and Nature - Anthropocentrism - Environmental activism- Ecological balance - Overpopulation and Resources**	**12**
	1.	"A White Heron" by Sarah Orne Jewett (short story) http://public-library.uk/ebooks/105/91.pdf	
	2	"Walking" by Henry David Thoreau (Essay) https://faculty.washington.edu/timbillo/Readings%20and%20documents/Wilderness/Thoreau%20Walking.pdf	
	3	"Earth's Green mantle" by Rachel Carson (Silent Spring) https://faculty.washington.edu/timbillo/Readings%20and%20documents/Wilderness/Thoreau%20Walking.pdf	

	4	"Mayilamma: The Life of a Tribal Eco-Warrior" Chapter 13: Protest (pgs 55-59) by Jyothibai Pariyadathu, Orient Blackswan, 2018 https://www.usawa.in/issue-7/mayilamma-the-life-of-a-tribal-eco-warrior/	
II	**Man-Animal Relation - Empathy - Anthrozoology**		**12**
	5	"A Noiseless Patient Spider" by Walt Whitman https://www.poetryfoundation.org/poems/45473/a-noiseless-patient-spider	
	6	"A Dog Has Died" by Pablo Neruda https://www.poetryfoundation.org/poetrymagazine/poems/40470/a-dog-has-died	
	7	" The Fish" by Elizabeth Bishop https://poets.org/poem/fish-2	
	8	"The Naming of Cats" by T.S. Eliot https://poets.org/poem/naming-cats	
III	**Emotional Intelligence - Man- Nature Bond- Interdependence- Environmental education**		**12**
	9	"Rikki-Tikki-Tavi" by Rudyard Kipling (short story) https://involarium.org/story/rikki-tikki-tavi/	
	10	" Sleeping in the Forest" by Mary Oliver https://www.best-poems.net/mary_oliver/sleeping_in_the_forest.html#google_vignette	
	11	"The Bear" by William Faulkner (short story) https://ia601407.us.archive.org/2/items/Literatura_Universala/William%20Faulkner%20-%20%E2%80%9CThe%20Bear%E2%80%9D%20%281942%29.pdf	
	12	"Inheritors of the Earth" by Vaikom Muhammad Basheer	

IV	**Anthropocentrism - Anthropocene Era - Climate Change - Narratives on Climate change - Environmental impact assessment (EIA) -)Disaster Management**		**12**
	13	Film Screening: An Inconvenient Truth (2006): Directed by Davis	

		Guggenheim https://www.youtube.com/watch?v=I-SV13UQXdk	
	14	Film Screening: March of the Penguins https://www.google.com/url?sa=t&source=web&rct=j&opi=89978449&url=https://vimeo.com/46434355&ved=2ahUKEwjp6qrOxMiFAxWld2wGHY1MB6QQwqsBeg-QIEBAF&sqi=2&usg=AOvVaw2iuni2loj-VZAMXicR-eVpP	
V		**Harbouring Co-existence**	
	15	**Assignments:** Observing Human animal Awareness week: Posters, Photography, Reading poems Final Practice: The students are encouraged to observe their pets at home and note down their behaviour around humans and the effect of their behaviour on the students. Students without pets can grow a plant and observe the attention and nurture it requires for a plant to grow. At the end of the course, the students are required to submit an essay on the topic.	**12**

Recommended Reading

Solnit, Rebecca. Hope in the Dark: Untold Stories of Human Resilience in the Face of Climate Change. Haymarket Books, 2016.

Shiva, Vandana. Earth Democracy: Justice, Sustainability, and Peace. South End Press, 2005

Project Drawdown. Drawdown: The Most Comprehensive Plan Ever Proposed to Reverse Global Warming. Penguin Books, 2018.

Klein, Naomi. This Changes Everything: Capitalism vs. the Climate. Simon and Schuster, 2014.

Carson, Rachel. Silent Spring. Houghton Mifflin Harcourt, 1962.

Kolbert, Elizabeth. The Sixth Extinction: An Unnatural History. Henry Holt and Company, 2014.

Hawken, Paul, Amory Lovins, and L. Hunter Lovins. Natural Capitalism: Creating the Next Industrial Revolution. Little, Brown and Company, 1999.

Leonard, Annie. The Story of Stuff: How Our Obsession with Stuff Is Trashing the Planet.

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	understand the importance of having a cordial man-nature relationship	U, R ,An	3
CO-2	develop empathy and emotional Intelligence to decenter anthropocentrism	U.An	6
CO-3	explore the aspects of interdependence between man and nature and the philosophical, spiritual and emotional appeal of the environment on mankind	U,R,An	9
CO-4	Comprehend the impact of human activities on nature and the vital importance of having a sustainable plan of action to conserve the environment	U,R,An	8
CO-5	Realize the role of plants and animals in the physical, mental and emotional well being of man	C,An,E	4,5,6

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 2:0:1 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
1						
2						
3						
4						

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO	PSO	PSO	PSO	PSO	PSO	PO	PO	PO	PO	PO	PO
CO 1	3						8					
CO 2	6						4	5				
CO 3	9						1	2	8			
CO 4	8						8	1				
CO 5	4	5	6				2	5	6	7	4	3

Correlation Levels:

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

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam
- Project

Mapping of COs to Assessment Rubrics :

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

SEMESTER 4

University of Kerala

Discipline	ENGLISH
Course Code	UK4DSCENG200
Course Title	Regional Writing in English Translation
Type of Course	**DSC**

Semester	IV				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4		-		4
Pre-requisites					
Course Summary	**REGIONAL LITERATURE IN ENGLISH TRANSLATION** As a nation with diverse languages and cultures, India's regional literatures play pivotal role in narrating her socio-cultural peculiarities/diversities. This course gives a critical understanding of literatures produced in regional languages of India which have shaped the literary identity of the nation. The course throws light over the cultural vibrancy of Indian literature produced in different languages. By the end of the course, the students will get a critical understanding about the concepts of plurality and diversity which become key aspects of postmodern literary production.				

Detailed Syllabus:

Module	Unit		Hrs
I	**ESSAY (Introducing the significance of regional literary works and their translations)**		**12**
	1	K. Satchidanandan: "The Plural and the Singular: The Making of Indian Literature," Positions: Essays on Indian Literature. New Delhi: Niyogi Books, 2019.	
II	**POETRY IN ENGLISH TRANSLATION**		**12**
	1.	Amrita Pritam: "To Waris Shah"	

		SM_65c74f52-4e90-43cf-887d-e8ff0f567598_6.pdf (lkouniv.ac.in)	
	2.	Bharat Majhi: “Some Words” Some Words - Bharat Majhi - India - Poetry International	
	3.	Jecinta Kerketta: “Time for Civilization to Die” Time for Civilizations to Die: A Poem by Jecinta Kerketta | The Beacon Webzine	
	4.	Namdeo Dhasal: “The Day She was Gone” Must Read 7 Poems of Namdeo Dhasal - Velivada - Educate, Agitate, Organize	
	5.	Kamala Hemmige: “Gini (The Parrot)” AVVAS_STACK_OF_GRIEF_by_JOOPAKA_SUBHADRA_1.pdf (adbcollege.org)	
	6.	Nighat Sahiba: “Forward” from Duniyaadaari: Selected Poems by Nighat Sahiba – The dreaming machine	
	7.	Perumal Murugan: “A Strange Beast” Five poems by Perumal Murugan from his days in exile (scroll.in)	
	8.	Veerankutty: “Earthen Pot” Malayalam Poetry : Veerankutty's Poems - Modern Literature	
III	**SHORT-FICTION IN ENGLISH TRANSLATION**		**12**

	1.	Amin Kamil: "The Cock-fight" Kashmiri shortstory -- The Cockfight (neabinternational.org)	
	2.	Mahasweta Devi: "Breast-Giver"	
	3.	Narayan: "Thenvarikka" 'Thenvarikka' by Narayan: A Malayalam short story in translation - Frontline (thehindu.com)	
	4.	Rabindranath Tagore: "The Editor" Tagore, The Editor (l-adam-mekler.com)	
	5.	Ismat Chughtai: "Quilt"	
IV	**PLAYS IN ENGLISH TRANSLATION**		**12**
	1.	Girish Karnad: *Tughlaq*	
	2.	Kavalam Narayana Panikkar: *The Lone Tusker*	
V	**NOVEL IN ENGLISH TRANSLATION**		**12**
	1.	Sandhya Mary: *Maria, Just Maria*	

RECOMMENDED READING

1. Bassnet, Susan. *Translation and World Literature.* Routledge, 2018.

2. Devy, G. N. *After Amnesia: Tradition and Change in Indian Literary Criticism.* Sangam Books, 1992.

3. Mukherjee, Sujit. “Modern Indian Literature in English Translation”. *Indian Literature.*

4. ---. *Translation as Recovery.* Pencraft International, 2004.

5. ---. *Translation as Discovery and Other Essays on Indian Literature in English Translation.* Orient Longman, 1994.

6. ---. “The Idea of an Indian Literature”. *Towards a Literary History of India.*

7. Paniker, K Ayyappa. *Indian Narratology.* Sterling, 2003.

8. Simon, Sherry and Paul St. Pierre, eds. *Changing the Terms: Translating in the Postcolonial Era.* University of Ottawa Press, 2000.

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Explore the literary works produced in various regional Indian languages and thereby comprehend the repertoire of plural forms of narratives produced in various regions.	U	PSO- 2, PSO- 3
CO-2	Understand how the process of translation helps the bringing together of various cultural and social	U, An, E	PSO- 2

	narratives produced in diverse spaces and critically examine these diversities.		
CO-3	Know the eminent writers belonging to various regions whose contributions have enriched the entire stream of literature evolving in regional languages.	R	PSO- 3
CO-4	Critically perceive the vitality of various Indian languages and thereby theoretically subvert the superior/inferior divisions of languages.	An, E	PSO- 2, PSO- 11
CO-5	Trace the evolution of regional literatures from the past to the present and examine how literary works produced in regional languages become potent tools which subvert the pan Indian image existing on various levels.	Ap, An	PSO- 11, PSO- 15

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	**CO**	**PO/PSO**	**Cognitive Level**	**Knowledge Category**	**Lecture (L)/Tutorial (T)**	**Practical (P)**

1.	CO- 1	PSO-2 PSO-3	U	C	L	-
2.	CO-2	PSO- 2	U, An, E	F, C, P	L	-
3.	CO-3	PSO-3	R	F	L	-
4.	CO-4	PSO-2 PSO-11	An, E	C, P	L	-
5.	CO-5	PSO- 11, PSO- 15	Ap, An	C, P	L	-

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs:

	PSO 1	**PSO 2**	**PSO 3**	**PSO4**	**PSO5**	**PSO 6**	**PSO 7**	**PSO 8**	**PSO 9**	**PSO 10**	**PSO 11**	**PSO 15**
CO 1	-	1	2	-	-	-	-					
CO 2	-	2	-	-	-						-	-
CO 3	-	-	1	-	-						-	-
CO 4	-	2, 3									2, 3	
CO 5	-	-	-	-							2, 3	2, 3

CO 6												

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
- Final Exam

Mapping of COs to Assessment Rubrics :

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

University of Kerala

Discipline	ENGLISH				
Course Code	UK4DSCENG201				
Course Title	**20th and 21st Century Malayalam Literature in Translation**				
Type of Course	**DSC**				
Semester	4				
Academic Level	200 – 299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	3 hours	-	2 hours	5
Pre-requisites	1. 2.				
Course Summary	Gives a basic understanding of the vastness of Malayalam literature and the importance of translation as a literary genre in mediating manifold cultural, social and political experiences				

Detailed Syllabus:

Module	Unit	Content	Hrs
I		**An Overview**	**15**
	1	Introduction to Malayalam Literature - History- - Malayalam Literature before and after independence' – 21st century- -rise of the Malayalam novel- poetry- drama – fiction and the short story - theatre groups- genres and trends- digitalizing Malayalam literature **Text** Raveendran, P.P. "Dissemination of Cultural Capital: Literary Historiography in Malayalam." *Indian Literature* 46.5 (2002): pp.143-153. Print. **Reading Materials** ● Ayyappa Paniker K. *A Short History of Malayalam Literature*. Dept of Public Relations, Govt of Kerala, 1977. ● Leela Devi, R. *History of Malayalam Literature*. 1997 ● George, K M. *Malayalam Drama and Theatre.*	

		https://archive.org/details/dli.ministry.16679	
II	**Poetry**		**15**
	1	Kuzhur Wilson- "Seed" (Trans. Anand Haridas) https://hellopoetry.com/poem/3079871/seed/	
	2	Savithri Rajeevan- "Moonrise" MOONRISE - Savithri Rajeevan - India - Poetry International	
	3	Balachandran Chullikkad-" Possessed" POSSESSED | Malayalam Poetry In Translation (wordpress.com)	
	4	S Joseph - "The Fish Monger" (Trans. By AJ Thomas) The Fishmonger - S. Joseph - India - Poetry International	
	5	Anitha Thampi- "Writing" Writing - Anitha Thampi - India - Poetry International	
III	**Fiction/Non Fiction**		**15**
	1	M Kunjaman- *Dissent* (Memoir) Trans. H Poornima, DCB, 2023	
IV	**Short Story**		**15**
	1	M Mukundan- *Delhi 1981* Translated by V.C Harris https://www.thejcbprize.org/storage/media/books/download_file/delhi-1692444340.pdf	
	2	Sara Joseph- *The Rain* Joseph Sara, *The Masculine of Virgin*, (trans. By Devika J). OUP, 2012	
	3	Ashitha- *In the Moonlit Land* *Nilavinte Nattil*, Mathrubhoomi Books, 2002	
	4	Narayan- *Thenvarikka* *Cries in the Wilderness Edited* and Trans. K M Sheriff Kerala Sahitya Akademy	
	5	Santhosh Aechikkanam- *Biriyani* *Biriyani and Other Stories* Translated by Antony Fernandez, DC, 2020	
V	**Drama**		**15**
		Narendra Prasad- *Souparnika* Trans. by V C Harris	

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	To develop an insight into ages, movements and literary traditions of Malayalam literature		
CO-2	Get a basic knowledge of the literary and the non-literary works produced in Malayalam		
CO-3	To acquire literary sensibility and competency in critical thinking by analyzing translated works		
CO-4	To initiate an interest in understanding the historical, social and cultural facets of translation		
CO-5	To understand the role of translation in making a literary tradition		

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
				F, C		
				P		

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO 1	**PSO 2**	**PSO 3**	**PSO4**	**PSO5**	**PSO 6**	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**
CO 1	1	-	-	-	-	-						
CO 2	2	3	-	-	-	-						
CO 3	-	-	1	-	-	-						
CO 4	-	-	2	3	-	-						
CO 5	-	1	-	-	-	-						
CO 6	-	-	-	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
- Final Exam

Mapping of COs to Assessment Rubrics :

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

University of Kerala

Discipline	ENGLISH
Course Code	UK4DSCENG202
Course Title	British Literature: Augustans to Victorians
Type of Course	**DSC**
Semester	IV

Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	4 hours	-		4
Pre-requisites	1. Familiarity with British Literature (I), which would give the students a comprehensive outlook to approach history as a continuum, and not as isolated units. 2. Students should be aware of the interrelationship between the social and literary history of a nation, to understand how literature is at once a social product, and in turn moulds society.				
Course Summary	The course intends to offer the students a comprehensive view of the historical and literary developments of different time periods; and to help them explore how socio-political backdrop goes into the making of the cultural context of a literary text. The select core texts are representative of the Age and the literary trend of the respective periods.				

Detailed Syllabus:

All categories of questions, except essay questions, shall be asked from all the units. Essay questions only from the units specified in the syllabus.

Module	Unit	Content	Hrs
I		**Restoration Age**	**12**
	1	Restoration of Monarchy- 1660- Social life of England in the Restoration Age	
	2	Literature in the Restoration Age – Restoration Theatre – Comedy of Manners – Heroic Tragedy – distinctive features - representative playwrights – contributions of Aphra Ben	
	3	Augustan Age – features of Neo-classical Poetry – Mock-epic literary contributions of Dryden and Pope	
	4	**Core Text** John Dryden – Extract from "Mac Flecknoe" lines 1-63: (From "All human things are subject to decay" to "That for anointed dullness he was made") https://www.poetryfoundation.org/poems/44181/mac-flecknoe	
		Essay Questions from Units 2, 3, and 4	
II		**18th Century Literature**	**12**
	5	Sentimental and Anti-Sentimental Comedy- literary contributions of Oliver Goldsmith and Sheridan	
	6	Periodical Literature – Essayists - Eliza Haywood's *The Female Spectator*	
	7	18th century fiction – growth of satire – major prose writers – literary contributions of Daniel Defoe and Jonathan Swift	
	8	Rise of the English Novel – Epistolary novel - Picaresque novel – Four Wheels of the Novel- literary contributions of Eliza Haywood, Fanny Burney	
	9	**Core Text** Richard Steele – "The Spectator Club"	

		https://www.bartleby.com/lit-hub/hc/english-essays-from-sir-philip-sidney-to-macaulay/the-spectator-club/	
	10	Jonathan Swift – *Gullivers Travels: A Voyage to Lilliput* **https://archive.org/details/in.ernet.dli.2015.31485/page/n93/mode/2up**	
		Essay Questions from Units 8, 9 and 10	
III		**Transition Age**	**12**
	11	Age of Dr Johnson – Johnson's literary contributions – Johnson's *Dictionary*	
	12	Transitional Poetry– features – Transitional Poets	
	13	Thomas Gray – "Elegy Written in a Country Churchyard"	
		Essay Questions from Unit 12 and 13	
IV		**The Romantic Age**	**12**
	14	The French Revolution and Romantic Revival – Features of Romanticism	
	15	First and Second generation of Romantic poets – literary contributions of Felicia Hemans	
	16	Essayists – Charles Lamb, Mary Lamb, William Hazlitt, Thomas de Quincey, Mary Wollstonecraft	
	17	Fiction - Jane Austen – Gothic fiction – Mary Shelley — Historical novels of Walter Scott	
	18	**Core Texts** P.B Shelley: "Ode to the West Wind"	
	19	William Hazlitt: Sir Walter Scott	
		Essay Questions from Units 15, 16, 17 and 18	
V		**The Victorian Age**	**12**
	20	Era of Scientific advance – Charles Darwin and the Theory of Evolution	
	21	Victorian Conflict and Compromise	
	22	Victorian Literature Victorian Poets –Dramatic Monologue – Pre-Raphaelite Poetry	
	23	Victorian Novelists – Women Novelists of the Victorian Era	
	24	Oscar Wilde –Art for Art's Sake Movement - Plays	
	25	**Core Text** Arnold – "Dover Beach" https://www.poetryfoundation.org/poems/43588/dover-beach	
	26	Oscar Wilde- Lady Windermere's Fan	
		Essay Questions from Units 22, 23, 25 and 26	

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Understand and explain the social and political background of different periods of British history	U	3
CO-2	Explain the different stages of development of British literary history	U	3, 15
CO3	Identify the distinct traits of various Ages and Movements in British literary history	An	13
CO4	Illustrate how a writer represents a particular literary school or movement	Ap	2
CO5	Identify the literary techniques employed by a writer	An	2
CO6	Evaluate the literary contributions of a writer	E	2

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
CO-1	Explain the social and political background of different periods of British history	-	U	F	4	0
CO-2	Outline different stages	-	U	F	4	0

	of development of British literary history					
CO3	Identify the distinct traits of various Ages and movements in British literary history	PO1	U, An	C	4	0
CO4	Illustrate how a writer represents a particular literary school or movement	PO1, PO3	Ap	C	4	0
CO5	Analyse the literary techniques employed by a writer	PO1, PO2	An	C	4	0
CO6	Evaluate the literary contributions of the writers	PO1, PO2, PO3	E	C	4	0

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO1	**PSO2**	**PSO3**	**PSO4**	**PSO5**	**PSO6**	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**
CO 1	-						-	-	-	-	-	-

CO 2							-	-	-	-	-	-
CO 3							2	-	-	-	-	-
CO 4							3	-	2	-	-	-
CO 5							3	2	-	-	-	-
CO 6							3	2	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
- Final Exam

Mapping of COs to Assessment Rubrics :

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

CO 3	✓			✓
CO 4		✓		✓
CO 5		✓		✓
CO 6			✓	

Recommended Reading

Albert, Edward. *History of English Literature*. OUP, 1979.

Alexander, Michael J. *A History of English Literature*. Palgrave Macmillan, 2000.

Ashok, Padmaja. *The Social History of England*. Orient Black Swan, 2011.

Baugh, A.C. *A History of English Literature*. Routledge. 2013.

Carter, Ronald, and John McRae. *The Routledge History of Literature in English*. Routledge, 2017

Daiches, David. *A Critical History of English Literature*. Supernova Publishers, 2010.

Nayar, Pramod K. *A Short History of English Literature*. CUP, 2011.

Poplawski, Paul. *English Literature in Context*. CUP, 1993.

Peck, John, and Martin Coyle. *A Brief History of English Literature*. Palgrave, 2012.

Sanders, Andrew. *The Short History of English Literature*. OUP, 1994.

Thornley G C, and Gwyneth Roberts. *An Outline of English Literature*. Pearson, 2011.

e- resources

https://library.baypath.edu/english-and-literature-web-sites

https://www.gutenberg.org/ebooks/search/?query=shakespeare&submit_search=Go%21

https://www.gutenberg.org/ebooks/search/?query=chaucer&submit_search=Go%21

http://www.literature-study-online.com/resources/#historical

http://www.universalteacher.org.uk/lit/history.htm

https://www.britannica.com/art/English-literature/Elizabethan-poetry-and-prose

https://www.encyclopedia.com/humanities/culture-magazines/restoration-literature-england

https://chaucer.fas.harvard.edu/ https://chaucer.fas.harvard.edu/pages/Synopses-Prolegomena

http://www.dartmouth.edu/~milton/reading_room/contents/text.shtml

https://www.gutenberg.org/files/29854/29854-h/29854-h.htm(Aphra Behn)

http://www.mindfulteachers.org/2013/05/women-writers-at-time-of-shakespeare-e.html

https://internetshakespeare.uvic.ca/Library/SLT/literature/women%20writers/morewomen.html

University of Kerala

Discipline	ENGLISH				
Course Code	UK4DSCENG203				
Course Title	World Classics				
Type of Course	**DSC**				
Semester	IV				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	4 hours	-		4
Pre-requisites	1. 2.				
Course Summary	The course will help the students to identify the diversity of various cultures. Also it will help the student to develop an aesthetic sense to read and interpret the various world literatures.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I	**Only short questions to be asked from units 3,4,5,6**		**12**

	1	Exploring literary classics: defining key concepts **What Is a Classic?-Charles Augustin Sainte-Beuve** https://www.bartleby.com/lit-hub/hc/literary-and-philosophical-essays/what-is-a-classic/	
	2	Crisis in the Classics-Sheldon Pollock, pgs 1-9 https://sheldonpollock.org/archive/pollock_crisis_2011.pdf	
	3	Italian: Dante, Boccaccio, Tasso, Ariosto, Machiavelli Russian: Dostoevsky, Tolstoy, Gorky, Solzhenitsyn	
	4	German: Goethe, Hermann Hesse Sanskrit: Vyasa, Valmiki, Kalidasa, Sudraka, Bhasa, Shriharsha, Jayadeva	
	5	Japanese - Murasaki Shikibu, Matsuo Bashō Middle East - Rumi, Qasim al-Hariri,Al Khanza	
	6	Greek and Roman: Homer, Virgil, Aeschylus, Sophocles, Euripides, Aristophanes, and Nikos Kazantzakis	
II	**Poetry**		**12**
	6	Verse 101-110 - "Gratitude" and Verse 781-790 - "Friendship" from Thiruvalluvar's - *Tirukural - An American English and Modern Tamil translation of Saint Tiruvalluvar's ancient Tirukural* by Satguru Sivaya Subramuniyaswami	
	7	Rainer Maria Rilke-Duino Elegies: The First Elegy https://rilkepoetry.com/duino-elegies/first-duino-elegy/	
	8	Rumi – "Love has Nothing to do with Five Senses" https://www.rumi.org.uk/love_poems/	
III	**Drama**		**12**

	9	Aristophanes- Lysistrata https://blackclassicismsp18.files.wordpress.com/2018/01/aristophanes-lysistrata.pdf	
IV	**Fiction**		**12**
	10	Franz Kafka - "Metamorphosis"	
	11	Arabian Nights - "Ali Baba and the Forty Thieves" *Tales from 1001 Arabian Nights* by Sir Richard F. Burton	
	12	Anthony C. Yu's translation of "The Journey to the West" https://journeytothewestresearch.com/wp-content/uploads/2021/10/the-journey-to-the-west-wu-chengen_-anthony-c.-yu-the-journey-to-the-west-volume-1-university-of-chicago-press-2013.pdf	
V	**Re-imagining of Classics**		**12**
	13	Jean Rhys - *Wide Sargasso Sea*	
	14	Jenny Lee- Anna K.	

Books for Reference:

T. S. Eliot - "What is a Classic?"

Beard Mary, and John Henderson. Classics: A Very Short Introduction. Indian Edition, OUP, 2006.

Why Read the Classics? Valdir Chagas | TEDxYouth@ACS
https://www.youtube.com/watch?v=Ss36LZ5xoPA

The Complete Greek Drama: All the extant tragedies of Aeschylus, Sophocles and Euripides, and the comedies of Aristophanes and Menander, in a variety of translations

Edited by Whitney J. Oates and Eugene O'Neill, Jr. Random House, New York, 1938.

No.	**Upon completion of the course the graduate will be able to**	**Cognitive Level**	**PSO addressed**
CO-1	To promote students' insight into global literary masterpieces.	U	PSO-1,2

CO-2	To foster a deeper understanding of cultural heritage, timeless themes, and human experiences across diverse societies.	U, R	
CO 3	To improve analytical and critical thinking skills as the students examine and analyse ancient cultures.		
CO4	To engage in discussions about ethical, moral and philosophical questions raised by world classic texts.		
CO5	To familiarize students with contemporary reinterpretations and re-evaluations of classical texts		

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	**CO**	**PO/PSO**	**Cognitive Level**	**Knowledge Category**	**Lecture (L)/Tutorial (T)**	**Practical (P)**
				F, C		
				P		

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO 1	PSO 2	PSO 3	PSO4	PS O5	PSO 6	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	1	-	-	-	-	-						
CO 2	2	3	-	-	-	-						
CO 3	-	-	1	-	-	-						
CO 4	-	-	2	3	-	-						
CO 5	-	1	-	-	-	-						
CO 6	-	-	-	3	-	-						

Correlation Levels:

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

Assessment Rubrics:

- Assignment/ Discussion / Seminar
- Midterm Exam
- Programming 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		✓		✓
CO 5		✓		✓
CO 6			✓	

University of Kerala

Discipline	ENGLISH				
Course Code	UK4DSCENG204				
Course Title	**Shakespeare Studies**				
Type of Course	**DSC**				
Semester	IV				
Academic Level	200 - 299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	4 hours	-		4
Pre-requisites	1. 2.				
Course Summary	Gives an idea of the social background of Elizabethan England, Shakespeare's works, and their modern adaptations				

Detailed Syllabus:

Module	**Unit**	**Content**	**Hrs**
I		**Shakespeare's England**	**6**
	1	Shakespeare studies from Dr. Johnson to the contemporary-Shakespeare in performance (Theatre and Film)-Social, political and cultural aspects of the Elizabethan age-Shakespearean theatre and its characteristics-Shakespeare as a landmark in the history of World Drama.	
II		**Shakespeare the Poet**	**6**
	2	Sonnet 116 'Let me not to the marriage of true minds…'	
	3	Sonnet 30 'When to the sessions of sweet silent thought…'	
III		**Shakespeare the Dramatist**	24
	4	*Macbeth*	
	5	*The Merchant of Venice*	
IV		**Reading Shakespeare**	**12**
	6	Sanchez, Melissa A. "Introduction*". Shakespeare and Queer Theory*, The Arden Shakespeare 2019.	

	7	Trivedi, Poonam. "Filmi Shakespeare". Literature/Film Quarterly; Salisbury Vol. 35, Iss. 2, (2007): 148-158	
	8	Cooper, Farah-Karim. "Questions of value in The Merchant of Venice and Elizabethan England" https://www.shakespearesglobe.com/discover/blogs-and-features/2016/07/15/questions-of-value-in-the-merchant-of-venice/#:~:text=by%20Professor%20Farah%20Karim%2DCooper&text=Value%20is%20a%20term%20that,continual%20reminder%20of%20this%20association.	
V	**Retelling Shakespeare**		**12**
	9	*Maqbool*, dir Vishal Bhardwaj (2004)	
	10	*West Side Story*, dir Jerome Robbins and Robert Wise. 1961. (the 2021 version can also be considered) Or Presgurvic, Gerard. *Roméo et Juliette: de la Haine à l'Amour*. https://www.youtube.com/watch?v=aRZyymva6xo	
	11	Sexton, Adam, and Tintin Pantoja. *Shakespeare's Hamlet : The Manga Edition*. Wiley Pub., 2008 https://pubhtml5.com/hmeo/lbbu/basic/	

Reading List

- Bradley, AC. *Shakespearean Tragedy*. Fourth Edition,Palgrave,Macmillian, January 2007.
- Dusinberre, Juliet, *Shakespeare and the Nature of Women*.
- Elliot,T.S. "Hamlet" in Selected Essays.
- G.B. Harrison. Introducing Shakespeare, Penguin Books.
- Northrop Frye on Shakespeare. Ed. Robert Sandier. Markham,ON: Fitzhenry & Whiteside.
- Dollimore, Jonathan and Alan Sinfield. Eds. *The Political Shakespeare: Essays in Cultural Criticism*.UK: Manchester University Press, 2003.
- Drakakis, John. Ed. *Alternative Shakespeare*. Psychology Press, 2002.
- Shapiro, James. Contested Will: Who Wrote Shakespeare?. New York: Simon & Schuster, 2010.

Course Outcomes

No.	Upon completion of the course the graduate will be	Cognitive	PSO

	able to	Level	addressed
CO-1	Develop a comprehensive understanding of Shakespeare's life, works, and historical context	R, U	
CO-2	conduct close textual analysis of selected Shakespearean plays and sonnets, identifying key themes, literary techniques, and character dynamics.	U	
CO-3	contextualize Shakespeare's works within the social, political, and cultural milieu of Elizabethan England	An, E	
CO-4	understand Shakespeare's global influence and legacy, exploring adaptations of his works in different cultural and linguistic contexts		

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
				F, C		
				P		

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO 1	PSO 2	PSO 3	PSO4	PS O5	PSO 6	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	1	-	-	-	-	-						
CO 2	2	3	-	-	-	-						
CO 3	-	-	1	-	-	-						
CO 4	-	-	2	3	-	-						
CO 5	-	1	-	-	-	-						
CO 6	-	-	-	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

- Final Exam

Mapping of COs to Assessment Rubrics :

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

University of Kerala

Discipline	ENGLISH				
Course Code	UK4DSCENG205				
Course Title	LITERARY CRITICISM				
Type of Course	**DSC**				
Semester	IV				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week

	4	4	-		4
Pre-requisites	1. 2.				
Course Summary	The course intends to provide students with a thorough understanding of the history and principles of literary criticism since Plato and to cultivate in them the philosophical and analytical skills essential for critically analysing and appreciating literary texts.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I		CLASSICAL CRITICISM	**12**
	1	Nature and Function of Criticism	
	2	Plato- Concept of Mimesis, views on art, poetry	
	3	Aristotle- Definition of Tragedy, Elements of tragedy, Mimesis, Tragic hero, Hamartia, Catharsis	
	4	Longinus- Sublimity, sources of Sublimity	
II		RENAISSANCE & NEO-CLASSICAL CRITICISM	**12**
	5	Sir Philip Sidney- Definition of Poetry, Function of Poetry	
	6	Dryden- Estimate of authors, views on rhyme, unities and tragic comedy	
	7	Dr Johnson -The Lives of Poets, Preface to Shakespeare	
III		ROMANTIC & VICTORIAN CRITICISM	**12**
	8	Romantic: William Wordsworth- Preface to Lyrical Ballads, Definition of poetry, Concept of poetic diction and language.	
	9	Victorian: Matthew Arnold- Definition of Poetry, Grand Style, Touchstone Method, Disinterestedness	
IV		TWENTIETH CENTURY CRITICISM	**12**
	10	T.S. Eliot- Views on Tradition, Theory of Impersonality, Objective Correlative, Dissociation of Sensibility.	
	11	I A Richards - Practical Criticism, Poetry and Synaesthesia, Four kinds of meaning	
	12	Ajaz Ahamad- Chapter I, Part II https://books.google.co.in/books?id=Vr89RWtWDjoC&pg=PR3&source=gbs_selected_pages&cad=1#v=onepage&q&f=false	
V		INDIAN AESTHETICS	**12**

	13	Indian Aesthetics- The Evolution of Indian Poetics-Art and Aesthetics of Dramatic Experience-Bharatamuni Natyasastra	
	14	Rasa Theory-Alamkara- Dhwani Siddhant- Vakrokti- Auchitya	

Recommended Reading

Prasad,B. *An Introduction to Literary Criticism*. New Delhi: Macmillian India Ltd,1965.

Das, B and J M Mohanty. *Literary Criticism: A Reading*. Noida: Oxford UP, 1997.

Habeeb, M A R. *Literary Criticism from Plato to the Present: An Introduction*. New Jersey: Wiley-Blackwell, 2011

Nagarajan, M S. *English Literary Criticism and Theory*. Hyderabad: Orient Blackswan, 2011.

Pollock, Sheldon. *A Rasa Reader: Classical Indian Aesthetics*. New York: Columbia UP, 2016.

Seturaman, V S. *Indian Aesthetics*. New Delhi: Laxmi Publications, 2017.

Upadhyay, Ami. *A Handbook of The Indian Poetics and Aesthetics*. Bareilly: Prakash Book Depot, 2017.

e-resources

Classical Criticism http://www.egyankosh.ac.in/bitstream/123456789/22610/1/Unit-1.pdf

Classical Criticism https://www.academia.edu/35408906/CLASSICAL_CRITICISM_A_CRITICAL_ENQUIRY From Plato to the Present

Matthew Arnold as critic https://www.lsj.org/literature/essays/arnold

Indian Aesthetics https://www.openart.in/general-topics/indian-aesthetics/

https://egyankosh.ac.in/handle/123456789/21564

literaryCriticismhttps://dde.pondiuni.edu.in/files/StudyMaterials/PG/MAEnglish/1year/MAEG1004LiteraryCriticismandTheory.pdf

https://oms.bdu.ac.in/ec/admin/contents/175_P16EN24_2020051610241895.pdf

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Introduce the origin and development and function of literary criticism	U	
CO-2	Understand the developments in literary criticism from the beginnings to the 20th century.	R, U	11
CO-3	Develop an aptitude for critical analysis of literary works.	U	
CO-4	Analyze and appreciate texts critically, from different critical perspectives.	Ap, An	
CO-5	Appreciate Indian Aesthetics and find linkages between Western thought and Indian critical tradition	U, An	

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO 1	PSO 2	PSO 3	PSO4	PS O5	PSO 6	PO1	PO2	PO3	PO4	PO5	PO6
CO 1		-	-	-	-	-						
CO 2			-	-	-	-						
CO 3	-	-		-	-	-						
CO 4	-	-			-	-						
CO 5	-		-	-	-	-						
CO 6	-	-	-		-	-						

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
- Final Exam

Mapping of COs to Assessment Rubrics :

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

University of Kerala

Discipline	ENGLISH
Course Code	UK4DSCENG206
Course Title	AFRICAN AND CARIBBEAN LITERATURE
Type of Course	**DSC**
Semester	IV
Academic Level	200-299

Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	4			4
Pre-requisites	Students should have a basic understanding of the cultural diversity and sociopolitical contexts in Africa and the Caribbean. Students should have familiarity with the historical movements and post-colonial developments in Africa and the Caribbean. Students should have willingness to explore diverse cultural contexts and narratives with sensitivity and respect				
Course Summary	The course offers an in-depth exploration of the extensive and varied literary heritages of Africa and the Caribbean. It is meticulously structured to cultivate a profound comprehension of the cultural, political, and social landscapes through an extensive array of literary genres, including novels, poetry, drama, and essays.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I	**Historical Background**		**12**
		Race and Ethnicity, Harlem Renaissance- Negritude Movement, Hybridity and Migration, African Diaspora, African Mythology and Oral Literature, Post-apartheid Literature- Importance of Festivals and Rituals in Afro-Caribbean Culture, Sugar, slavery and the colonial gaze. Recent Trends in African and Caribbean Literatures- Africana Studies -Pan Africanism	
II	**Poetry**		**12**
		Ben Okri – "An African Elegy" https://www.poemhunter.com/poem/an-african-elegy-2/	
		Gabriel Okara – "Once Upon a Time" https://www.studypage.in/reading/once-upon-a-time-poem-by-gabriel-okara	
		Louise Bennett- "Colonization in Reverse" https://www.poetrybyheart.org.uk/poems/colonization-in-reverse	
		Leopold Sedar Senghor : "Black Woman" https://allpoetry.com/poem/8594637-Black-Woman-by-Leopold-Sedhar-Senghor	
		Dub Poetry -Performance Poetry Linton Kwesi Johnson – "Sonny's Lettah"	

		https://poetryarchive.org/poem/sonnys-lettah/ https://www.youtube.com/watch?v=bzSLoo3grXM	
III	**Fiction**		**12**
		Short Stories Chimamanda Ngozi Adichie - "The Headstrong Historian" https://www.scribd.com/document/474295280/1-The-Headstrong-Historian Jean Rhys – "I Used to Live here Once" https://calhoun40.net/wp-content/uploads/2018/02/I-Used-to-Live-Here-Once-Rhys.pdf	
		Novel Chinua Achebe – "Arrow of God" https://aflitmw.com/items/Arrow%20of%20God%20%28%20PDFDrive%20%29.pdf	
IV	**Prose and Drama**		**12**
		Edward Kamau Braithwaite – The African Presence in Caribbean Literature https://www.vestiges-journal.info/Abbia/Abbia_34-35-36-37_1979/7_Kamau.pdf Jamaica Kincaid – "A Small Place" https://mullin35.files.wordpress.com/2015/04/kinkaid-a-small-place-ch-1.pdf https://www.youtube.com/watch?v=U7xc9H4f70w	
		Derek Walcott – *Pantomime* https://www.scribd.com/document/510810503/Derek-Walcott-Pantomime	
V	**African Folklore and Mythology**		**12**
		African Myth - "How Spider Won the Sky-God's Stories" (Folklore of Ashanti)	

		https://yale.imodules.com/s/1667/images/gid6/editor_documents/yacol_fall_course_readings/flick_readings/radin__african_folktales.pdf?sessionid=272b75de-20e2-4ccf-846f-95a0536fcc3a&cc=1	
		Kalulu Stories – African Folklore https://static1.squarespace.com/static/557edb36e4b0c3993dee95d1/t/5730f85707eaa0ea485a2145/1462827100470/Kalulu+the+Hare+and+other+Zambian+Folk-Tales.pdf	

RECOMMENDED READING

Olaniyan, Tejumola and Ato Quayson. *African Literature: An Anthology of Criticism and Theory.* Blackwell, 2010.

Badiane, Mamadou. The Changing Face of Afro-Caribbean Cultural Identity. Lexington Books. 2010.

Soyinka, Wole. *Myth, Literature, and the African World*. Cambridge University Press, 2005.

The Cambridge History of African and Caribbean Literature Vol.1 & 2. Cambridge University Press, 2004.

Williams, Patrick. *Colonial Discourse and Post-Colonial Theory: A Reader*. London: Routledge 2015.

Falola, Toyin. *African World Series. Contemporary African Literature: New Approaches*. Carolina Academic Press.2010

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO1	Investigate themes of colonialism, identity, race, gender and sexuality		
CO2	Explore diverse perspectives and experiences from African and Caribbean authors, expanding global		

	awareness and empathy		
CO3	Gain a deeper appreciation and understanding of the cultural and social context of African and Caribbean Literatures.		
CO4	Examine themes on memory, trauma and post-colonial consciousness in African Caribbean literary works		
CO5	Reflect the significance of African and Caribbean Literature within the broader context of World Literature		

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	**CO**	**PO/PSO**	**Cognitive Level**	**Knowledge Category**	**Lecture (L)/Tutorial (T)**	**Practical (P)**

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO 1	**PSO 2**	**PSO 3**	**PSO4**	**PSO5**	**PSO 6**	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**

CO 1											
CO 2											
CO 3											
CO 4											
CO 5											
CO 6											

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
- Final Exam

Mapping of COs to Assessment Rubrics :

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

University of Kerala

Discipline	ENGLISH				
Course Code	UK4DSEENG200				
Course Title	**Urban Studies**				
Type of Course	**DSE**				
Semester	IV				
Academic Level	200 –299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	3 hours	-	1	5
Pre-requisites	1. 2.				
Course Summary	It enables to situate and contextualise urban spaces and geographies and enable the learner appreciate the complexities of urban space - place dynamics. It enable to comprehend the implications of the urban anthropocene through multiple narratives and perspectives and critique representations of the individual in the city and the city in the individual. The paper enables the observation of urban spaces as sites of power, resistance and resilience.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I		**Introducing Urban Studies**	**15**
	1	Defining the urban and the rural- city and its purpose- cities- metropolis- megacity- megapolis- cities of antiquity	
	2	What is urban studies? https://www.worldhistory.org/city/	
	3	https://www.archdaily.com/896568/whats-the-difference-between-a-megacity-a-metropolis-a-megalopolis-and-a-global-city	
	4	https://youtu.be/QUng-iHhSzU?si=BPQI-532EIw5rhv_	
II		**Urban Ecologies**	**15**
	5	Urban Ecologies, ghettos, slums, sustainable cities, smart cities, Futuristic cities, Henri Lefbvre- space triad, right to the city, Le Corbusier, Manuel Castells	
	6	Sanjeev Sanyal (video - The walkable city) https://youtu.be/-QnEoyc3hck?si=pqdiQs__D5A0zUhR	
	7	Neom-the Line (short video) https://youtu.be/0kz5vEqdaSc?si=_DQ0HSdyQlGVwVXr	
	8	*Joker* (2019) Directed by Todd Phillip. Performances by Joaquin Phoenix, Robert DeNiro, Zazie Beetz. Warner bros Pictures and DC Films	
III		**The Anthropocene City**	**15**
	9	Psychogeography, Human geography, the Tramp figure, inclusive cities, the growing, polluting city and its impact on rural spaces- Walter Benjamin The Flaneur, Arjun Appadurai – Deep Democracy.	
	10	*World Literature, Cities, and Urban Imaginaries*: Introduction from *The Cambridge Companion to the City in World Literature*. Jini Kim Watson and Ato Quayson (1-6) Cambridge University Press.2023	
	11	Curse of the Sea: Why men of Bengal's Ghoramara island don't get brides. Mridulika Jha https://www.indiatoday.in/sunday-special/story/sinking-island-ghoramara-west-bengal-climate-change-refugees-rising-seas-men-dont-get-brides-global-warming-2461036-2023-11-12	
	12	Anees Salim: *The Bellboy*. Penguin. 2022	
IV		**Module 4**	**15**

	13	Rabindranath Tagore: *The Homecoming* from *Stories from Tagore* https://www.gutenberg.org/files/33525/33525-h/33525-h.htm#II	
	14	Power of inclusive architecture (video) https://youtu.be/6DQ1b2atPZA?si=ePIYACEtMFB8o5gD	
	15	Transinclusive city (video) https://youtu.be/UEoVC5BhwGA?si=c41vrioHmD8V7Q_E	
	16	Narayan Surve : *My University* from *In That Mill I Too was Forged*. Transl. Jerry Pinto, Speaking Tiger. 2023.	
V	**Practicum**		**15**
	17	Debate and discuss the politics of inclusivity, sustainability, waste management, migration, branding of cities.	
	18	Project - A report of a city of your choice	
	19	Observe an area, a building, a landmark, a shop, a public place in your city and prepare a report on its salient features, it's equations of power with its environment, the cultural (dis) connect, architectural resonance/ dissonance etc orits most striking feature. Write a report.	

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	To situate and contextualise urban spaces and geographies.	R, U	2, 3
CO-2	To enable the learner appreciate the complexities of urban space - place dynamics	An	3, 9, 14
CO 3	To comprehend the implications of the urban anthropocene through multiple narratives and perspectives.	An, Ap	2, 6, 11
CO 4	To be able to observe urban spaces as sites of power, resistance and resilience	E, C	7, 9
CO 5	To critique representations of the individual in the city	R,U,An,AP,	5, 13, 15

	and the city in the individual	E,C	

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
1	1	2, 3	R, U	F, C	L	
2	2	3, 9, 14	An	C	L	
3	3	2, 6, 11	An. Ap	C, P	L	
4	4	7, 9	E, C	C, M	L	
5	5	5, 13, 15	C	M	T	

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO 1	PSO 2	PSO 3	PSO4	PSO5	PSO 6	PO1	PO2	PO3	PO4	PO5	PO6
CO 1		-	-	-	-	-						
CO 2			-	-	-	-						
CO 3	-	-		-	-	-						
CO 4	-	-			-	-						
CO 5	-		-	-	-	-						
CO 6	-	-	-		-	-						

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
- Final Exam

Mapping of COs to Assessment Rubrics :

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

University of Kerala

Discipline	ENGLISH				
Course Code	**UK4DSEENG201**				
Course Title	Young Adult Narratives				
Type of Course	DSE				
Semester	IV				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	3 hours	-	2 hours	5 hours
Pre-requisites	1. Have a basic repertoire of reading skills 2. Familiarity with literature designed for various age groups				
Course Summary	The course will strengthen the student's perception of narratives that address the complex concerns of an adolescent and look at the various dilemmas that navigate the journey towards adulthood.				

Detailed Syllabus:

Module	Unit	Contents	Hrs
I	**Module 1: The Evolution of YA Narratives**		**15**
		Evolution of the genre – the pioneers – the intended audience – identity and self-discovery – relatability and acceptance – the predicaments and angst – fluidity and connections – gender and sexuality	
	1	**Primary Texts**: *The Catcher in the Rye* by J.D. Salinger	

		The Hobbit by J.R.R. Tolkien **Recommended Reading** To Kill a Mockingbird by Harper Lee The Outsiders by S.E. Hinton	
	2	**Critical Reading:** Chris Crowe: Young Adult Literature: YA Boundary Breakers and Makers" *The English Journal* 91.6 (2002): pp. 116-118 **Recommended Reading** **"**From Insider to Outsider: The Evolution of Young Adult Literature" by Michael Cart .	
II	**Module 2: YA Narratives**		**15**
		Popularity of YA narratives in the 2000s – coming of age narratives – conundrums and resolutions – the idea of choice – "to be seen and heard" as the motto of the millennial youth	
	1	**Primary texts**: *I am Malala* by Malala Yousafzai *The Problems of Teenagers are Real* by Nikki Marsh – TED talk https://youtu.be/aIBWPAT-ukE?si=_cZsYdNKmqryH3gs **Recommended Reading** *Perks of being a Wallflower* by Stephen Chbosky *For Everyone* by Jason Reynolds	
	2	**Critical Reading:** Beyond the Blockbusters: Themes and Trends in Contemporary Young Adult Fiction by Rebekah Fitzsimmons	
III	**Module 3: Contextualising YA Narratives in India**		**15**
		Relatively new genre – the modern Indian youth – discussion of erstwhile taboo topics – personal becomes political	
	1	*Unmasked: Stories from the Pandemic* by Paro Anand	
	2	*Faces in the Water* by Ranjit Lal	
	3	***Recommended Reading***	

		Asmara's Summer by Andaleeb Wajid	
IV	**Module 4: YA Narratives and Visual Media**		**15**
		YA's influx in New Media – graphic narratives – movies – TV sitcoms – interactive games – a whole new gamut of experience	
	1	*Hunger Games* – movie franchise	
	2	*Three Idiots* - movie	
	3	Life is Strange – video game	
		Reference: Toliver, S.R. "Eliminating Extermination, Fostering Existence: Diverse Dystopian Fiction and Female Adolescent Identity" *Beyond the Blockbusters: Themes and Trends in Contemporary Young Adult Fiction* Edited Rebekah Fitzsimmons and Casey Alane Wilson. 2020.	
V		**Module 5: Creating YA Narratives**	15
		Project Work/ Assignment: The student can attempt to create original narratives that mirror the experiences of youth. The student can present the narrative either as short fiction or memoirs. The student can even present the narratives in oral form, either as an audio recording or as a podcast. The focus must be on the student's ingenuity and the originality of thought.	

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	attain an enhanced comprehension of the genre of YA narratives,	R, U	

CO-2	analyse how YA narratives cross over to various sub-genres.	An, E	
CO-3	process how these narratives mirror the evolving times.	Ap, An	
CO-4	engage with these narratives to generate their individual worldviews.	Ap,An, C	

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	**CO**	**PO/PSO**	**Cognitive Level**	**Knowledge Category**	**Lecture (L)/Tutorial (T)**	**Practical (P)**

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO 1	**PSO 2**	**PSO 3**	**PSO4**	**PSO5**	**PSO 6**	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**

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

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
- Final Exam

Mapping of COs to Assessment Rubrics :

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

University of Kerala

Discipline	ENGLISH				
Course Code	UK4DSEENG202				
Course Title	BRAND NARRATIVES				
Type of Course	**DSE**				
Semester	IV				
Academic Level	200 - 299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	3 hours	-	2 hours	5
Pre-requisites					
Course Summary	Course designed for those learners who want to study how to create persuasive contents for marketing. The course begins with a deep understanding of the term brand storytelling and how to formulate an effective narrative founded on strong USP. In a world of competition among the brands, the course focuses on creating specific contents depending on the diverse target audience. The course concludes by				

	providing a deeper insight about how to shift the trajectories of narratives according to the demands of the age.

Detailed Syllabus:

Module	Unit	Content	Hrs
I		**Brand Storytelling**	**15**
	1	What is brand storytelling? - Evolution of brand storytelling- First Wave: Story-Addictive Interruption- Second Wave: Deceptive-Story Manipulation-Third Wave: Authentic Story-Driven Connection Compulsory Reading: Moin, S M A. *Brand Storytelling in the Digital Age: Theories, Practice and Application*. Cham, Switzerland, Palgrave Macmillan, Imprint of Springer Nature, 2020, pp. 6-9. https://online.sbu.edu/news/ultimate-guide-brand-storytelling	
	2	Creating stories v/s content marketing– storytelling in brand communication-planning and developing engaging, intriguing, authentic stories- creating values- brand loyalty https://www.toptal.com/designers/brand/brand-storytelling#:~:text=The%20key%20elements%20that%20make,what%20the%20characters%20are%20saying).	
	3	Formulating Unique Selling Propositions (USP)- 4 Ps of brand storytelling-plot, purpose, people, place https://www.wishup.co/blog/brand-storytelling/	
	4	Creation of brand guidelines- Headlines, slogans, taglines, illustrations, whitespace-Practicum	
II		**Branding**	**15**
	5	Branding- Analysis of Amul Ads https://www.atlantis-press.com/article/125985773.pdf Amul Hits :: Amul - The Taste of India	
	6	Brand ambassadors, and social media influencers as story tellers https://www.itcan.co/en/blog/social-media-influencers-and-their-impact-on-brands	
	7	Analysis of brands and their stories - Practicum	
III		**Storytelling in Ad Campaigns**	**15**
	8	Diverse ad campaigns for an inclusive society ● Women- Femvertising- Dove- #realbeauty, Ariel-#ShareTheLoad ● Transgender centred ads-Bhima #PureAsLove, Brooke Bond -# *Swad Apnepan Ka'* ● Disabled -#EatQual - McDonald's India, Samsung Ads - India Good Vibes App : Caring for the impossible	

		● Water conservation -Hindustan Unilever Limited- https://www.youtube.com/watch?v=2bdvoVr64HI ● Education for all- Idea- "What an idea sirji? Idea new ad on 'Education for all' (youtube.com)	
	9	Strategies to create effective brand stories https://neilpatel.com/blog/create-authentic-brand-story/ ● Jingles- Titan watches (Mozart symphony No.25), Cadbury's Dairy Milk Chocolate– 'Kiss me' ● Oxymorons- Surf Excel- '*Dag achhe hain*,' Mountain Dew- '*dar le aage jit ha*i' ● Humour- Vodafone Zoo Zoo Ads, Fevicol Ads ● Childhood innocence- Dhara oil https://www.youtube.com/watch?v=7I5OvEzLG6I ● Celebrating cricket- Cadbury's Dairy Milk *Asali Swad Zindagi Ka* male and female version- https://www.youtube.com/watch?v=z_OtC06ndUE & https://www.youtube.com/watch?v=e7JATezA1nY ● Celebrating festivals- Coca-Cola's *#MilkeHiManegiDiwali*, Tanishq's *Ekatvam* campaign	
	10	Formulating diverse brand stories- Practicum	
IV	**Brand- Consumer Communication in the Digital Era**		**15**
	11	Types of brand stories- strategic brand story- tactical brand story- company-centric tactical stories-customer centric tactical stories Compulsory Reading: Moin, S M A. *Brand Storytelling in the Digital Age: Theories, Practice and Application*. Cham, Switzerland, Palgrave Macmillan, Imprint of Springer Nature, 2020, pp. 57-62	
	12	Media,the partner in storytelling- create strong social media narratives- short reels and stories	
	13	Incorporating brand storytelling into Integrated Market Communication (IMC)	
	14	Identify three advertisements that rely on customer centric tactical stories	
V	**Future of Brand Storytelling**		**15**
	15	Exploring AI, AR and big data in storytelling	
	16	Tracking the shifting trajectories of consumer needs- relevance of imagination and creativity in creating authentic stories- competition from a machine-driven world Compulsory Reading: Moin, S M A. *Brand Storytelling in the Digital Age: Theories, Practice and Application*. Cham, Switzerland, Palgrave Macmillan, Imprint of Springer Nature, 2020, pp. 88-95	

Recommended Reading

Walter, Ekaterina, and Jessica Gioglio. *The Laws of Brand Storytelling: Win - and Keep - Your Customers' Hearts and Minds*. McGraw-Hill Education, 2019.

Moin, S M A. *Brand Storytelling in the Digital Age: Theories, Practice and Application*. Cham, Switzerland, Palgrave Macmillan, Imprint of Springer Nature, 2020

Rodriguez, Miri. *Brand Storytelling: Put Customers at the Heart of Your Brand Story*. Kogan Page, 2023.

Miller, Donald. *Building a Story Brand*. Harper Collins Leadership, 2017.

Kingsnorth, Simon. Digital Marketing Strategy : An Integrated Approach to Online Marketing. 2nd ed., New York, Kogan Page Ltd, 2019.http://elibrary.gci.edu.np/bitstream/123456789/3389/1/Bt.bm.522Digital%20Marketing%20Strategy%20An%20Integrated%20Approach%20to%20Online%20Marketing%20by%20Simon%20Kingsnorth.pdf

234624114.pdf (core.ac.uk)

15 Steps to Get Started with Content Marketing | NYTLicensing

15 Content Marketing Objectives to Prioritize in 2023 | NYTLicensing

The Evolving Relationship between Digital and Conventional Media: A Study of Media Consumption Habits in the Digital Era | THE PROGRESS: A Journal of Multidisciplinary Studies (hnpublisher.com)

View of Content marketing strategy in increasing consumer interaction on social media (seaninstitute.or.id)

paper22.pdf (ceur-ws.org)

Slogans-and-Unique-Selling-Propositions-(USP)-Beneficial-to-Advertisers-and-the-Consumers-libre.pdf (d1wqtxts1xzle7.cloudfront.net)

Storytelling in Content Marketing: The Ultimate Toolkit | NYTLicensing

https://www.wisestamp.com/blog/storytelling-marketing/

Rise of the Brand Ambassador: Social Stake, Corporate Social Responsibility and Influence among the Social Media Influencers (srce.hr)

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Understand brand storytelling and comprehend the new developments in advertising	U	
CO-2	Evaluate the analytical frameworks and narratives used in marketing	E, An	
CO3	Formulate brand stories to meet the demands of the evolving market	Ap, C	
CO4	Develop strategies for integrated marketing communication	C	

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T	Practical (P)

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO 1	PSO 2	PSO 3	PSO4	PS O5	PSO 6	PO1	PO2	PO3	PO4	PO5	PO6
CO 1												
CO 2												
CO 3												
CO 4												
CO 5												
CO 6												

Correlation Levels:

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

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming 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		✓		✓
CO 5		✓		✓
CO 6			✓	

University of Kerala

Discipline	ENGLISH				
Course Code	**UK4DSEENG203**				
Course Title	People, Texts and Voices				
Type of Course	DSE				
Semester	IV				
Academic Level	200 – 299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	3 hours	-	2 hours	5
Pre-requisites	An understanding of various genres of popular culture is desirable				
Course Summary	This course will delve into the world of popular literature, examining works that have captured the imagination of readers/viewers across different cultures and time periods. Students will analyze the themes, characters, and writing styles that have contributed to the enduring popularity of the texts in the forms of literature, films, ads and songs. Adventures, Mystery, Science Fiction and Romance will excite the young minds. Films, Ads and songs will capture their imagination				

Detailed Syllabus:

Module	Unit	Content	Hrs
I		**Fiction** This offers an in-depth exploration of popular fiction across various genres and time periods. From mystery thrillers to romance novels, students will analyze the themes, narrative techniques, and cultural significance of popular fiction. Through close readings, critical discussions, and writing assignments, students will gain a deeper understanding of the appeal and impact of popular fiction on readers and society.	15
	1	11 Rules for Life : Secrets to Level Up – Chetan Bhagat	
	2	The Adventures of Huckleberry Finn by Mark Twain	
	3	Robinson Crusoe by Daniel Defoe	
	4	Practicum : Review Writing Activity	
II		**Films** • Analysis of selected popular films from different genres (e.g., action, comedy, drama) • Exploration of themes, characters, and narrative structures • Examination of film techniques, including cinematography, editing, and sound design • Discussion on the cultural and social implications of popular films	15
	6	The Role Of Film As A Mass Media-A critical essay https://www.tutorsindia.com/our-sample-works/the-role-of-film-as-a-mass-media-a-critical-essay (D)	
	7	Director's Diaries : Rakesh Anand Bakshi (D)	
	8	Reviews of Mass elements in Films - Shaitan, Chote Nawab, Bahubali etc, South Indian Films- Mass Movies centralizing super heroes like Rajnikanth, Mohanlal, Mammootty etc	
	9	Analysis of Technical elements that help in the creation of mass scenes	
	10	Practicum : Film Review Activity	
III		**Advertisements for the People** • Critical analysis of selected advertisements from various mediums (e.g., television, print, digital) • Discussion on advertising techniques, including persuasion strategies and semiotics	15

		• Exploration of the representation of gender, race, and sexuality in advertising • Examination of the ethical and cultural implications of advertising practices	
	11	Changing face of Advertisements in India https://www.bartleby.com/essay/Changing-Face-of-Indian-Advertisements P3CBX4L36ZZA	
	12	Impacts of Advertising on Indian Values and Culture https://edubirdie.com/examples/impacts-of-advertising-on- Indian-Values- and - culture	
	13	Analysis of Advertisements - Amul, Nirma, Mentos,Coca- Cola, Surf Excel, Mountain Dew, Spotify, Cadbury etc	
	14	Making of Advertisements - technicality behind ads	
	15	Practicum : Students can make advertisements of their own for the products given	
IV		**Songs for the People** In this module, songs of different bands are prescribed for students to view, enjoy, analyze and create an awareness regarding mass elements in band songs Discussion of lyrics, rhythm and construction of songs can be conducted among students along with the videos shows of songs	**15**
	16	The History of Rock & Roll" by Ed Ward, Geoffrey Stokes, and Ken Tucker	

	17	• **Module 1: Pioneers of Rock and Roll (1950s):**
		  ○ Chuck Berry: "Johnny B. Goode," "Maybellene"
		  ○ Little Richard: "Tutti Frutti," "Long Tall Sally"
		
		• **Module 2: British Invasion (1960s):**
		  ○ The Beatles: "Hey Jude," "Yesterday"
		  ○ The Rolling Stones: "(I Can't Get No) Satisfaction," "Jumpin' Jack Flash"
		• **Module 3: Psychedelic Rock (1960s):**
		  ○ Pink Floyd: "Wish You Were Here," "Comfortably Numb"
		  ○ Jimi Hendrix: "Hey Joe," "Purple Haze"	

	18	• **Module 4: Hard Rock and Heavy Metal (1970s):** ○ Led Zeppelin: "Stairway to Heaven," "Whole Lotta Rosie"	

		○ AC/DC: "Highway to Hell," "Back in Black" • **Module 5: Punk Rock and New Wave (1970s-80s):** ○ The Ramones: "Blitzkrieg Bop," "I Wanna Be Sedated" ○ The Clash: "London Calling," "Should I Stay or Should I Go" • **Module 6: Grunge and Alternative Rock (1990s):** ○ Nirvana: "Smells Like Teen Spirit," "Come as You Are" ○ Radiohead: "Creep," "Paranoid Android"	
	19	**1. Module 7 : New Age Rhythms:** 2. "In the End" by Linkin Park (2000) **3.** ""Welcome to the Black Parade" by My Chemical Romance (2006) 4. "Do I Wanna Know?" by Arctic Monkeys (2013) 5. "Stressed Out" by Twenty One Pilots (2015)	
	20	Practicum : Students can present the analysis of songs of different bands	
V		**Interdisciplinarity of Genres** In this section the teacher can familiarize students various cases of inter disciplinarity among different genres of popular culture based on the text on Popular Culture by Susie O'Brien	**15**
	21	Popular Culture: An Introductory Text by Susie O'Brien and Imre Szeman	
	22	Examining specific examples of the intersection between films, songs, and advertisements from the media	
	23	Practicum : Group discussions and presentations on chosen topics related to popular culture	

Course Specific Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CSO-1	Understand and analyse different factors of popular culture in fiction	R,U,Ap,An	PSO-1,2,3,4
CSO-2	Remember and understand the texts given	R, U	PSO – 1,2
CSO-3	Understanding different cultures of the world and compare the differences in culture through fiction	U,Ap,An, Ev	PSO – 2,3,4,5
CSO -4	Practicum - Apply and Analyse different factors for creating fiction	Ap, An, Cr	PSO – 3,4,6

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CSO-1	Understand and analyse the role of film as a mass media and direction in film making	R,U	PSO-1,2
CSO-2	Review of mass elements in given films and mass movies of super heroes	U, Ap, An	PSO – 2,3,4
CSO-3	Analysis of Technical Elements in creation of mass culture in films	U,Ap,An	PSO – 2,3,4
CSO -4	Practicum – Review of films by students	Ap, An, Ev	PSO – 3,4,5

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CSO-1	Understand and analyse the change of Advertisement pattern in India	R,U,An	PSO-1,2,4
CSO-2	Understand the impact of advertisements on Indian values and culture	U, An	PSO – 2,4
CSO-3	Analysis of Advertisements and making of advertisements	U,Ap,An	PSO – 2,3,4
CSO -4	Practicum – Creation of Advertisements by students	Ap,Ev,Cr	PSO – 3,4,5

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CSO-1	Understand different band songs across various cultures and time periods	R, U	PSO-1,2
CSO-2	Analysis of Lyrics, Musical Elements and Production Techniques	U, Ap, An	PSO – 2,3,4
CSO -3	Practicum –students present the analysis of various songs of various bands of their choice	An, Ev	PSO – 4,5

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CSO-1	Understand and analyse text by Susie O'brien and Imrie Szeman and Analysis of case studies based on examples from the text	R, U, An	PSO-1,2,4
CSO -3	Practicum –Group Discussion and Presentations on chosen topics related to Popular Culture	Ap,An, Ev	PSO – 3,4,5

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Understand and analyse different factors for creating mass culture in various genres like fiction, films, ads and songs from the texts given	R, U, An	PSO-1,2,4
CO-2	Apply and Analyse technical factors in creating mass culture and comparing various cultures	Ap, An	PSO – 3,4
CO -3	Practicum – Review, Creation of Ads, Group Discussion and Presentation	Ap, An, Ev, Cr	PSO – 3,4,5,6

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

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
CO 1	2	3	3	3	1	1						
CO 2	1	3	3	3	1	-						
CO 3	1	3	2	3	1	1						
CO 4	1	2	1	2	1	-						
CO 5	1	1	1	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
- Programming 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	✓	✓		✓
CO 5	✓	✓	✓	✓

University of Kerala

Discipline	ENGLISH				
Course Code	UK4VACENG200				
Course Title	Cinema and the Art of Interpersonal Communication				
Type of Course	VAC				
Semester	IV				
Academic Level	200 – 299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	3	2 hours	-	2 hours	4
Pre-requisites	1. 2.				
Course Summary	This is a dynamic course that uses films as a gateway to understand emotional intelligence. Through cinematic examples, participants delve into interpersonal and intrapersonal intelligence, empathy, and social skills. Analysing characters and narratives, students explore how				

	emotions shape relationships and personal growth. By the course's end, participants gain practical insights into emotional literacy, enhancing their ability to navigate life's complexities with empathy and understanding.

Detailed Syllabus:

Module	Unit	Content	Hrs
I		**Introduction to Emotional Intelligence**	**12**
	1	Understanding Intelligences Core Reading **Beyond Wit and Grit: Rethinking the Keys to Success | Howard Gardner | TEDx Beacon Street** https://www.youtube.com/watch?v=IfzrN2yMBaQ&t=373s	
II		**Interpersonal Intelligences**	**12**
	2	Exploring Interpersonal Intelligence Core Reading Excerpt from the chapter on Interpersonal Intelligence from the book ***A Primer on Multiple Intelligences*** by Matthew N. O. Sadiku • Sarhan M. Musa (Springer)	
	3	Film Screening: *Dead Poets Society* (1997) / *Ustad Hotel* (2012)	
	4	Classroom discussion on Interpersonal intelligence based on the films	
III		**Intrapersonal Intelligence**	**12**
	5	The Significance of Intrapersonal Intelligence Core Reading "Intrapersonal Intelligence: A Comprehensive Guide" By Kendra Cherry, MSEd (a psychosocial rehabilitation specialist, psychology educator, and author of the "Everything Psychology Book.") Published on March 20, 2024 in the Web Portal Verywell Mind URL: https://www.verywellmind.com/intrapersonal-intelligence-8610181	
	6	Film Screening: *Inside Out* (2015) / *Uyare* (2019)	
	7	Classroom discussion and assignment on Intrapersonal intelligence based on the films	
IV			
		Empathy	**12**
	8	Understanding Empathy and its significance in professional world Core Reading Simon Sinek - Understanding Empathy (URL: https://www.youtube.com/watch?v=pi86Nr9Mdms) A snippet form a keynote, "Most Leaders Don't Even Know the Game".	
	9	Film Screening: *Spirited Away* (2001) / *Kumbalangi Nights* (2019)	
	10	Classroom discussion and seminar on Empathy and its importance in life.	

V	**Emotional Intelligence and Individual Life**		
	11	Students should take up a video project/ review a movie showcasing the importance of Emotional Intelligences	**12**

REFERENCES

Simon Sinek - Understanding Empathy (URL: https://www.youtube.com/watch?v=pi86Nr9Mdms) A snippet form a keynote, “Most Leaders Don't Even Know the Game”.

“Intrapersonal Intelligence: A Comprehensive Guide” By Kendra Cherry, MSEd (a psychosocial rehabilitation specialist, psychology educator, and author of the "Everything Psychology Book.") Published on March 20, 2024 in the Web Portal Verywell Mind URL: https://www.verywellmind.com/intrapersonal-intelligence-8610181

Gardner, Howard. *Frames of Mind: The Theory of Multiple Intelligences*. Basic Books, 2011.

Gardner, Howard E. *Multiple Intelligences*. Hachette UK, 2008, books.google.ie/books?id=7Gw4DgAAQBAJ&printsec=frontcover&dq=multiple+intelligene+the+theory+in+practice&hl=&cd=2&source=gbs_api.

Sadiku, Matthew N. O., and Sarhan M. Musa. *A Primer on Multiple Intelligences*. Springer Nature, 2021, books.google.ie/books?id=x_05EAAAQBAJ&printsec=frontcover&dq=a+primer+on+multiple+intelligence&hl=&cd=1&source=gbs_api.

Armstrong, Thomas. *Multiple Intelligences in the Classroom*. Association for Supervision & Curriculum Development, 2009.

Armstrong, Thomas. *In Their Own Way: Discovering and Encouraging Your Child's Multiple Intelligences*. TarcherPerigee, 2000.

Campbell, Linda. *Teaching and Learning Through Multiple Intelligences*. Allyn & Bacon, 2000.

Armstrong, Thomas. *7 (Seven) Kinds of Smart: Identifying and Developing Your Multiple Intelligences*. Plume, 1999.

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Understand the concept and importance of Emotional intelligence.	U, R	PSO -10
CO-2	Develop critical thinking on emotional intelligence by analysing films and nurture skills and strategies to acquire the same in personal and professional life.	An, Ap	PSO-2
CO-3& 4	Explore the diverse implications of interpersonal intelligence, intrapersonal intelligence and empathy through filmic narratives.	An	PSO-8
CO-5	Apply theoretical knowledge of emotional intelligence to the creation and production of original film projects, demonstrating an understanding of how to effectively convey different dimensions of emotional intelligence through visual and narrative means.	C, Ap	PSO-5

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

Mapping of COs with PSOs and POs :

	PSO	PSO	PSO	PSO	PSO	PS0	PO	PO	PO	PO	PO	PO
CO 1	10	-	-	-	-	-	2	3	6			
CO 2	2		-	-	-	-	1	4	8			

CO 3	8	-	-	-	-	-	8	1				
CO 4	8	-	-	-	-	-	8	1				
CO 5	5	-	-	-	-	-	3	4	5			

Correlation Levels:

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

University of Kerala

Discipline	ENGLISH
Course Code	UK4VACENG201
Course Title	Digital Empowerment
Type of Course	VAC
Semester	IV

Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	3	2 hours	-	2 hours	4
Pre-requisites	1. 2.				
Course Summary	Course gives a basic understanding and awareness of ideas related to digital empowerment and Indian initiatives in the field.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I		**Digital Citizenship to Digital Leadership**	**12**
	1	Digital citizenship, Digital Inclusivity, Digital Leadership.	
	2	Phillips, Nelson. " Digital Leadership Vs Digital Transformation". YouTube, uploaded by TEDx Talks, 05/10/2018, https://youtu.be/_lvgdF8OQwI?si=0j0kh34LA9h3Dlhu.	
II		**Digital Governance in India**	**12**
	3	Digital Governance- e- governance- Significance of e- governance- Challenges- Public utility digital initiatives – Digital ID (Aadhar), BHIM, Income tax filing- RTI –DigiLockers - m-Sevanam initiatives, LSGD and AKSHAYA centres by the Government of Kerala,	
	4	"E – governance." Press Information Bureau, Government of India, Ministry of Electronics, and IT, 03/08/2022, https://pib.gov.in/Pressreleaseshare.aspx?PRID=1847837. Press Release.	
III		**Communication in Collaborative Digital Platforms**	**12**
	5	Digital communication- electronic mail, blogs, social media tools- Collaborative Digital Platforms in workplace- Tools/platforms for online learning- SWAYAM- MOOCS	
	6	Rajgarhiya, Siddharth." Democratisation of Knowledge through Open-access Resources and Online Education." Hindustan Times, 18 Oct 2023, https://www.hindustantimes.com/ht-insight/knowledge/democratisation-of-knowledge-through-open-access-resources-and-online-education-101697626473205.html**.**	
IV.		**Cyberspace Security and Cyber Ethics**	**12**
	7	Digital privacy – advantages and disadvantages- Cyber Security- Cyber Ethics and its elements	

	8	**C U Soon**. Directed by Mahesh Narayanan, Fahad Fazil and Friends, 2020.	
V	**Digital Empowerment in the Real World**		**12**
	9	**Assignment** Students should engage and prepare assignments on various student oriented digital initiatives taken by Kerala University/ Universities. **Final Project** Students should take up field visits and submit projects related to digital services and their impact / scope in the field of education, culture, health, financial inclusion, and justice. Projects can be submitted digitally in the form of short videos/ written assignments of 10 pages.	

Note: Concepts to be taken during the practical/practice hours

- Conduct awareness workshops on e-services under the Digital India campaign
- Spreading awareness on digital literacy among the vulnerable sections in the society
- Visit an institution and assess how the digital environment is altering the workplace.

Essential Reading

Sinha R.P. *E-governance in India : Initiatives and Issues.* Concept Publishing Co, 2006.

Jones, Rodney and Christopher Hafner A. *Understanding digital literacies: A Practical Introduction*. Taylor and Francis,2012.

Redcliffe, Lius D. *Digital Inclusion Blueprint :Empowering All Through Universal Access*. Department of Internal Affairs, 2019.

Shinde, Anand. *Introduction to Cyber Security : Guide to the World of Cyber Security*. Notion Press, 2021.

Online Resources

https://edtechmagazine.com ›

http://www.digitalindia.gov.in

https://www.digitalinclusion.org

https://digitalanedela.lv › uploads › 2016/09 ›
https://shop.collabwith.co/product/innovation-and-collaboration-in-the-digital-era/

https://www.itgovernance.co.uk>what-is-cybersecurity
https://www.ucpress.edu/blog/60226/why-we-should-all-be-concerned-about-digital-privacy/
https://www.wipo.int/cws/en/blockchain-and-ip.html
https://www.niti.gov.in/sites/default/files/2019-07/CyberSecurityConclaveAtVigyanBhavanDelhi_1.pdf
https://www.cybercitizenship.org/cyber-ethics/

https://eitd.kerala.gov.in/en/m-sevanam/

http://www.akshaya.kerala.gov.in/

https://swayam.gov.i

https://www.mooc.org/

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Basic understanding of the rights, challenges and possibilities associated with the ushering in of the digital in the governance mechanisms.	U	7, 8
CO-2	Initiatives undertaken by the government of India and Kerala in the field of digital governance.	R, U	7,8
CO- 3	The scope and possibilities offered by the collaborative digital platforms and the use of e-learning and academic tools.	A, E	7, 14
CO-4	An awareness about the possible challenges thrown up by the digital environment such as cyber security issues and digital privacy	U, A	7, 8,14
CO5	Undertake awareness campaigns among the public at large.	A, C	7,8, 14

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 2:0:1 (Lecture:Tutorial:Practical)

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO	**PSO**	**PSO**	**PSO**	**PO**	**PO**	**PO**	**PO**	**PO**	**PO**
CO 1	7	8	-	-	7	8	1			
CO 2	7	8	-	-	7	8	1			
CO 3	7	14	-	-	7	3	4	5	8	
CO 4	7	8	14	-	7	8	1	3	4	5
CO 5	7	8	14	-	7	8	1	3	5	8

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
- Final Exam

Mapping of COs to Assessment Rubrics :

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

University of Kerala

Discipline	ENGLISH				
Course Code	UK4VACENG202				
Course Title	**Securing a Sustainable Future**				
Type of Course	VAC				
Semester	IV				
Academic Level	200 - 299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	3	2 hours	-	2 hours	4
Pre-requisites	1.				

	2.
Course Summary	This course fosters empathy, critical thinking, and cultural understanding, vital for navigating diverse societies. It illuminates human experiences, history, and values, enriching perspectives and fostering deeper connections. It enables the student to cultivate creativity, ethical awareness, and communication skills essential for addressing complex global challenges and shaping a more inclusive and compassionate world.

Detailed Syllabus:

Module	Unit	Content	Hrs
I		**Liberty and Rights**	**12**
	Civil Rights -Censorship - Freedom of Expression - The Role of Law - Limitations on Rights- Activism - Social Responsibility		
	1	Chentharassery, T.H.P. 'Struggles of Freedom' *No Alphabet in Sight: New Dalit Writings from South India.* Ed. K.Satyanarayana and Susie Tharu. Penguin Books, 2011. Pp 385-389	
	2	*Harrison Bergeron* by Kurt Vonnegut (1961) (Short Story) https://archive.org/stream/HarrisonBergeron/Harrison%20Bergeron_djvu.txt	
	3	Percy Bysshe Shelley : Ode to Liberty (Poem) https://genius.com/Percy-bysshe-shelley-ode-to-liberty-annotated	
	4	Maya Angelou : Caged Bird (Poem) https://www.poetryfoundation.org/poems/48989/caged-bird	
II		**Gender and Social justice**	**12**
	Gender, Patriarchy- Family- Identities- Essentialism- Difference- Ideology- Intersectionality- Feminisms-Womanism		
	5	What is Gender, and Why Should We Study It? 1.1 Introduction". *A World of Equals: A Textbook on Gender.. Ed Susie Tharu; A. Suneetha; Uma Maheswari Bhrugubanda.* Orient Blackswan. Pp 1-4	
	6	Meena Kandasamy: Mascara (poem) https://www.poetrynook.com/poem/mascara-0	
	7	Mahaswetha Devi: Draupadi (Short Fiction) https://archive.org/details/draupadi_202005/page/387/mode/2up	

III		**Climate Change**	**12**
		Anthropocene - greenhouse effect - global warming - climate activists – dystopia	

	8	Greta Thunberg: Speech at UN Climate Action Summit https://www.pbs.org/newshour/world/read-climate-activist-greta-thunbergs-speech-to-theun#:~:text=You%20have%20stolen%20my%20dreams,fairytales%20of%20eternal%20economic%20growth.	
	9	Rachel Carson : 'The Human Price', Silent Spring (Essay) https://archive.org/details/fp_Silent_Spring-Rachel_Carson-1962/page/n39/mode/2up	
	10	William Wordsworth: The World Is Too Much With Us (Poem) https://www.poetryfoundation.org/poems/45564/the-world-is-too-much-with-us	
IV	**Health ,Wellness, Geriatrics**		
		Mental health - Wellness - Stress Management - Physical Wellbeing	**12**
	11	Ingle, Gopal K; Nath, Anita. Geriatric Health in India: Concerns and Solutions. Indian Journal of Community Medicine 33(4):p 214-218, October 2008. | DOI: 10.4103/0970-0218.43225	
	12	Francis Bacon : Of Health (Short Essay) https://www.gutenberg.org/files/56463/56463-h/56463-h.htm	
	13	Dylan Thomas :Do not go gentle into that good night (Poem) https://www.poetryfoundation.org/poems/46569/do-not-go-gentle-into-that-good-night	
	14	William Blake : A Poison Tree (Poem) https://www.poetryfoundation.org/poems/45952/a-poison-tree	
V	**Response to Social Concerns**		
	11	The students are instructed to submit a project (10 pages) on any socially relevant topic from any one of the modules. The instructor is required to format the question to make the topic relevant to the students.	**12**

Recommended Reading

Paine, Thomas. Rights of Man. Dover Publications, 1999

Rousseau, Jean-Jacques. The Social Contract. Penguin Books, 1968.

Sen, Amartya. The Idea of Justice. Harvard University Press, 2009.

hooks, bell. Feminist Theory: From Margin to Center. South End Press, 1984.

Butler, Judith. Gender Trouble: Feminism and the Subversion of Identity. Routledge, 2006.

Mohanty, Chandra Talpade. Feminism without Borders: Decolonizing Theory, Practicing Solidarity. Duke University Press, 2003.

Lugones, María. The Coloniality of Gender. University of California Press, 2010

Cixous, Hélène. The Laugh of the Medusa. University of Chicago Press, 1986.

Kolbert, Elizabeth. The Sixth Extinction: An Unnatural History. Picador, 2015.

Klein, Naomi. This Changes Everything: Capitalism vs. The Climate. Simon & Schuster, 2015. Shiva, Vandana. Earth Democracy: Justice, Sustainability, and Peace. South End Press, 2005.

Haidt, Jonathan. The Happiness Hypothesis: The New Science of Why We're Happy. Basic Books,2006.

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Understand the duties and responsibilities of a citizen and as well have comprehension on liberty and rights of the individual	U,An,E	8
CO-2	Understand the nuances behind gender roles and social justice based on equality and inclusivity.	U,An,E	3,13
CO-3	Comprehend the impact of human activities on nature and the vital importance of having a sustainable plan of action to conserve the environment	U,An,E	3
CO-4	Understand the importance of having a healthy body and mind and to prioritise their physical and mental well being .	U,An,E	5
CO-5	Examine and Analyze the humanitarian side of experiences and to develop an empathetic aspect to the academic foundation.	An,C	5

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 2:0:1 (Lecture:Tutorial:Practical)

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO	PSO	PSO	PSO	PO	PO	PO	PO	PO	PO

CO 1	8		-	-	8	1				
CO 2	3	13	-	-	8	3	4	5		
CO 3	3		-	-	8					
CO 4	5			-	3	4	5			
CO 5	5			-	3	4	5			

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
- Final Exam

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓

CO 2	✓			✓
CO 3	✓			✓
CO 4	✓	✓		✓
CO 5		✓	✓	✓

University of Kerala

Discipline	**ENGLISH**				
Course Code	**UK4SECENG200**				
Course Title	**ENGLISH FOR EMPLOYABILITY**				
Type of Course	**SEC**				
Semester	IV				
Academic Level	200 – 299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	3	2 hours	-	2 hours	4 hours
Pre-requisites	1. Students should have basic English language skills 2.Familiarity with professional communication norms may also be beneficial				
Course Summary	The course is designed to build a strong foundation in Grammar, Vocabulary, Reading Comprehension and Writing essential for competitive exams, while also equipping students for job interviews. The course offers effective strategies for approaching different sections of the exam, such as multiple-choice questions, short answer questions and essay writing.				

Detailed Syllabus:

Module	**Unit**	**Content**	**Hrs**
I	**Vocabulary**		**12**

	1	Importance of vocabulary in competitive exams-Strategies for building word power	
	2	Word Roots, Prefixes, Suffixes, Synonyms, Antonyms	
	3	Idioms and Phrasal Verbs in sentences and paragraphs	
	4	One Word Substitutes, Words often confused	
	Practicum	Maintain vocabulary journal entries, Give vocabulary usage exercises	
II	**Reading Comprehension**		**12**
	5	Introduction to Reading -Active Reading Techniques-Skimming and Scanning-Making notes	
	6	Passage Analysis and Interpretation- Identifying keywords from passages	
	7	Different types of Comprehension Questions- (Main idea, detail, inference etc)	
	Practicum	Sample passages with varying difficulty levels-Conduct timed practice sessions to improve speed and accuracy	
III	**Writing Skills**		**12**
	8	Introduction to Writing Skills-Components of Effective Writing-Clarity, Coherence, Conciseness-Common mistakes to avoid in writing	
	9	Editing and Proof Reading techniques	
	10	Essay Writing-Types of Essays-Structure	
	11	Precis Writing-Structuring-Paraphrasing-Elimination-Compression	
	12	Time Management Strategies for Writing Tasks in Competitive Exams	
	Practicum	Sample essay prompts from previous question papers of competitive exams- Assignments to practice writing skills	
IV	**Refining Sentences**		**12**
	13	Strategies for Sentence correction-Identifying key parts of speech	
	14	Subject-Verb agreement	
	15	Active- Passive Voice	
	16	Misplaced Modifiers	
	17	Double negatives	
	18	Simple-Compound- Complex sentences	
	Practicum	Sentence rewriting exercises, Analysing passages to identify errors	
V	**Preparing for Interview**		**12**
	19	Interview process- -Types of interview formats-Panel, One-on-one, Group discussions etc	
	20	Identifying common interview questions-Handling behavioural questions-STAR technique (Situation, Task, Action, Result)	
	21	Self-Assessment-Identifying Strength, Weaknesses and Achievements- Managing Nervousness	
	22	Mastering interview techniques- Effective communication skills - Do’s and Don’ts in interview	
	Practicum	Conduct mock interviews, Work on sample interview questions from previous competitive exams	

Reference Books

Aarts, Bas. *Oxford Modern English Grammar*. OUP, 2011.

Adams, Valerie. *An Introduction to Modern English Word Formation*. Longman, 1973.

Beshara, Tony. *Powerful Phrases for Successful Interviews*. Amacom, 2014.

Brians, Paul. *Common Errors in English Usage*: Third Edition. Franklin, Beedle& Associates Inc, 2013.

Kane,Thomas S.*The Oxford Essential Guide to Writing*. Berkley, 2000

Lewis, Norman. *Word Power Made Easy.* Penquin, 2015.

Lewis, Norman. *How to Read Better&Faster:* Fourth Edition. Goyal Publishers, 1980.

Moothathu, V.K. *Concise English Grammar*. OUP, 2012.

Prasad, Hari Mohan. *Objective English for Competitive Exams*: Fifth Edition. McGraw-Hill Education, 2014.

Rabel, Kaye. *Manage Your Time*. Sage publications, 2020.

Thorpe, Edgar, Showick Thorpe. *Objective English for Competitive Examinations*: Seventh Edition. Pearson, 2020.

Turton, Nigel D. *ABC of Common Grammatical Errors*. Macmillan India Ltd, 2008.

Web resources

https://www.eslgold.com/

https://www.bbc.co.uk/learningenglish

https://learnenglish.britishcouncil.org/

https://www.examenglish.com/

https://www.englishgrammar.org/

https://www.grammarly.com/blog/

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Enhanced Language Proficiency: Students will demonstrate improved proficiency in English	R,U, Ap	1,5,6,10,12

	language skills especially grammar, vocabulary, reading comprehension and writing		
CO-2	Mastering Interview Skills-Students will have developed the skills, strategies and confidence necessary to navigate the interview phase of exams	U, Ap, An	1,6,10,13
CO-3	Critical Thinking Skills: Students will demonstrate improved critical thinking and analytical skills.	U, An, E, C	1,5,6,12
CO-4	Improved Exam performance- Participants will exhibit increased confidence and competence in tackling various sections of competitive exams.	R, U, Ap, An	1,8,10,12
CO-5	Long term Learning strategies: Students will develop long term learning strategies and habits that extend beyond the duration of the course. Thus, helps in excelling in future academic and professional endeavors	R, U, Ap, An, E, C	1,5,6,10,12 ,13

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 3:0:0 (Lecture:Tutorial:Practical)

CO No.	**CO**	**PO/PSO**	**Cognitive Level**	**Knowledge Category**	**Lecture (L)/Tutorial (T)**	**Practical (P)**
1	CO1	1,2,4	R, U, Ap	F, C, P	L T	-
2	CO2	1,2,5	U, Ap, An	F, C, P, M	L T	-
3	CO3	1,2,8	U, An, E, C	F, C, P, M	L T	-
4	CO4	1,2,6	R, U, Ap, An	F, C, P, M	L T	-
5	CO5	1,2,4,5,6, 8	R, U, Ap, An, E, C	F,C,P,M	L T	-

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO 1	PSO 2	PSO 3	PSO4	PS O5	PSO 6	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	3	-	-	1	3	3	3	3	-	3	-	-
CO 2	3	-	-	-	-	3	1	-	3	-	3	-
CO 3	3	-	-	-	3	3	3	3	-	-	-	-
CO 4	3	-	-	-	-	-	3	2	-	-	-	3
CO 5	3	-	-	3	3	3	3	3	-	3	3	3

Correlation Levels:

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

Assessment Rubrics:

- Quiz
- Mock interview
- Group Discussion
- Seminar
- Assignment
- Role Play
- Final Exam

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations

CO 1	✓	✓		✓
CO 2	✓	✓		✓
CO 3	✓	✓		✓
CO 4	✓	✓		✓
CO 5	✓	✓		✓

University of Kerala

Discipline	**ENGLISH**				
Course Code	**UK4SECENG201**				
Course Title	**ENGLISH FOR EFFECTIVE COMMUNICATION**				
Type of Course	**SEC**				
Semester	IV				
Academic Level	200 - 299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	3	2hours	-	2 hours	4
Pre-requisites					
Course Summary	The course is designed to introduce students to the fundamentals of communication skills. The student masters the four basic skills of English (LSRW) and learns to communicate effectively in English with fluency, accuracy, clarity, and coherence. It provides activities related to the four skills, developing in them vital language skills integral to personal, social, and professional interactions.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I	**What is Communication?**		**12**
		What is communication-basics of communication- importance of communication	
		Communication process-the dynamics	
		Seven Cs of communication	

		Types of communication-formal and informal - sender centric-receiver centric-verbal-nonverbal-body language (non-vocal)-sign language	
		Barriers to communication- physical and environmental, cultural psychological, linguistic, information overload	
		Overcoming communication barriers	
		Exercises Role play activities to clarify concepts involved in communication Intra-class quiz	
II	**The Skill of Listening**		**12**
		Difference between hearing and listening	
		Importance of listening	
		Active and passive listening	
		Importance of suprasegmentals and pauses in listening comprehension	
		5 stages of listening (receiving, understanding, evaluating remembering and responding)	
		Exercises Listening for comprehension- audio clips for teaching the concepts- dialogues (2), song, speech or monologue, listening to non-verbal cues	
III	**The Skill of Speaking**		**12**
		Mechanism of speech in human beings-sounds of English RP-recognising sounds	
		Contextual dialogue delivery based on the four types of sentences (interrogative, declarative assertive, exclamatory), with focus on vocabulary, syntax and suprasegmental cues	
		Building up meaningful conversations	
		Listening for responding in own words	
		Exercises Audio exercises (same audio clips may be used) Word transcriptions- Wordlist (50 words) will be given. Exercises to practice the five components of speaking skill (comprehension, grammar, vocabulary, pronunciation, fluency)	
IV	**The Skill of Reading**		**12**
		Four techniques of reading (skimming scanning intensive reading, extensive reading)	
		Comprehending denotative and connotative meanings- decoding language- reading between lines	
		Exercises Five comprehension passages with questions (direct and indirect) to be given	
V	**The Skill of Writing**		**12**
		Mechanics of writing	

		Importance of punctuation and capitalisation	
		Different kinds of writing (descriptive, narrative, autobiographical, creative, review, journalistic)	
		Exercises Sentences/ passages to use correct punctuation/ capitalisation Gap filling practice passages characteristic of each kind of writing to be given Paragraph / composition / any writing task similar to practice tasks to be given	

References:

1. Fisk, J. *Introduction to Communicative Studies*, 1990. London: Routledge.

2. Aggrval, Shalini. *Essential Communication Skills*, 2009. New Delhi: Anne Books.

3. Marsen, Sky. *Communication Studies* 2009. New York, Palg rave.

4. napp .M. *Essentials of Non-Verbal Communication Theory Reader*. 1995Orlando, FL: Harcourt.

5. Cobley. P. (ed.) *The Communication Theory Reader* 1995, London: Routledge.

6. McQuail d. Communication, 1975; London; Longman.

7. Prince. S. *Communication Studies*, 1997. London. Longman.

8. Beck, Andrew et al, *AS Communication Studies: The Essential Introduction*. 2004. London. Routledge

9. Balasubramanian, T. A. *Textbook of English Phonetics for Indian Students*. Second Edition. Madras: Macmillan, 2013. Print.

10. Chalker, Sylvia. *The Little Oxford Dictionary of English Grammar*. Oxford: OUP, 1995. Print. Davidappleyard.com/English/pronunciation.htm.Web

11. Hocket, F. Charles. *A Course in Modern Linguistics*. New Delhi: Macmillan, 1958. Print.

12. Jones, Daniel. English Pronouncing *Dictionary*. Seventeenth Edition. Cambridge, CUP, 2006. Print.

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed

CO 1	understands the purpose of effective communication	U, Ap	PSO-1,
CO 2	learns and applies the basic skills in English at various levels.	R, U, Ap	PSO- 6
CO 3	communicates effectively in English with reasonable fluency, accuracy, clarity and coherence.	An, E, C	PSO- 6, 13
CO 4	develop critical reading skills.	U, An, E	PSO-10, 11
CO 5	develop proficiency in writing.	Ap, An, C	PSO- 12,13

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 3:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO / PSO	Cognitive Level	Knowledge Category	Lecture(L) / Tutorial(T)	Practical (P)
CO 1	understands the purpose of effective communication.	PSO-1,	U, Ap	F, C	2	2
CO 2	learns and applies the basic skills in English at various levels.	PSO- 6	R, U, Ap	F, C, P	2	2
CO 3	communicates effectively in English with reasonable fluency, accuracy, clarity and coherence.	PSO- 6,13	An, E, C	F, C, P	2	2
CO 4	develop critical reading skills.	PSO-10, 11	U, An, E	C, M	2	2
CO 5	develop proficiency in writing.	PSO-12,13	Ap, An, C	F, C, P	2	2

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs:

	PSO 1	PSO 6	PSO 10	PSO 11	PSO 12	PSO 13	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3									3			1	
CO 2		3								3	1			
CO 3		3				2			2	3	1			
CO 4			2	2			1	1	2	3		3		2
CO 5					3	2			2	3	1	3		

Correlation Levels:

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

Assessment Rubrics:

Assignment 1a- Oral (Quiz/ Discussion)

- Assignment 1b- Oral (Presentation/ Seminar)
- Assignment 2 - Written
- Continuous Assessment Exam
- Summative Assessment Exam (End Semester Exam)

Mapping of COs to Assessment Rubrics:

	Internal Exam	(Oral) Assignment 1a	(Oral) Assignment 1b	(Written) Assignment 2	End Semester Examinations
CO 1	✓	✓	✓		✓
CO 2	✓	✓	✓		✓
CO 3		✓	✓		✓

CO 4	✓	✓	✓		✓
CO 5	✓			✓	✓

University of Kerala

Discipline	ENGLISH				
Course Code	**UK4SECENG202**				
Course Title	Tourism and Cultural Communication				
Type of Course	**SEC**				
Semester	IV				
Academic Level					
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	3	2 hours	-	2 hours -	4
Pre-requisites	1. 2.				
Course Summary	Tourism, a social and managerial process involves intensive Guest-Host interactions, and people belonging to different cultures do interact every day in tourism destinations. Effective and efficient intercultural communication can lead to destinations success and progress of tourism sustainably. Moreover, it is inevitable to minimize cultural conflicts and effects of tourism demonstration on the host culture. This course will enable the students to learn the significance of cultural communication, acquire knowledge to manage intercultural communication in tourism destinations, and apply the necessary skills and knowledge to promote quality inter-cultural communication for the promotion of tourism adhering to sustainable development principles.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I	1	Tourism, Culture and Heritage: Interactions and Interdependence. Culture: Subculture-Ethnicity-Co- Culture-Subgroup- Microculture- Cultural identity- Sources of Identity- Religion and Identity- National	

		Identity- Class and Identity- Gender and Identity-Race, Skin Color, and Identity- Civilization and Identity- Culture as a Resource for Tourism-Cultural Tourism and its types-Heritage Tourism. **Practicum:** **Identify prospects for cultural tourism in your district.**	
II		Cultural Communication: Concept, Importance, culture and communication relation, cultural communication in tourism- Cultural Definitions of Communication-Confucian Perspectives on Communication-Western and Oriental Perspectives on Communication-The Media of Intercultural Communication- Human Couriers and Intermediaries-Communication Tools/Media-Internet and Social Media. Practicum: Discuss how cultural differences humorously presented in the media	12
III		Intercultural Communication-Barriers to Intercultural Communication-Anxiety-Assuming Similarity Instead of Difference-Ethnocentrism-Stereotypes and Prejudice-Stereotypes-Negative effects on Communication-Prejudice-Racism-White Privilege-Barriers to intercultural communication in Tourism and strategies for elimination-Intercultural Communication Competence- Intercultural Conflicts and managing it, Language and Intercultural Communication-Intercultural Communication Ethics. Practicum: Write an essay on racism	12
IV		Nonverbal Communication and culture-Nonverbal Behaviors-Nonverbal Communication Functions- Types of Nonverbal Communication-Proxemics, Territoriality, Kinesics, Chronemics, Paralanguage, Silence, Haptics, Artifactual Communication-Olfactics- making of non-verbal communication for good guest-host interactions- Gender Expression and Communication. Practicum: Role play interactions between people with different non verbal communication traditions	12
V		Cultural communication in Destinations: Tourist Gaze and Destination image, Socio-cultural impacts of Tourism, Demonstration effect and ameliorating strategies, Tourist-Local community interaction process-tourist gaze on local community- Acculturation process- interpretation for minimizing the cultural differences-other strategies and tools for minimizing cultural impacts-communication tools to use for intercultural communication in destinations- Technology advancements for effective inter- cultural communication for successful destinations. Practicum: Study the impact of tourism on a local tourist destination and present your findings	

References:

- Fred E. Jandt, 2018, An Introduction to Intercultural Communication: Identities in a Global Community, Sage.
- Hilary du Cros and Bob McKercher, 2020, Cultural Tourism, Routledge.
- Michael Tsangaris, 2024, Communication and Tourism: Reflecting on the construction of the tourist image of Greece, CABI
- Bal Krishna Sharma and Shuang Gao, 2022, Language and Intercultural Communication in Tourism: Critical Perspectives, Routledge.
- Dileep, M.R. (2020), Tourism: Concepts, Theory and Practice, Dreamtech Press-WILEY

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Understand cultural heritage and the intersectional nature of identities	U	3
CO-2	Analyse the complexities of intercultural communities	An	9
CO 3	Critically evaluate how the prevalence of negative stereotypes can become barriers to communication	E	8
CO 4	Apply differing non-verbal cues for effective intercultural communication	Ap	13
CO 5	Create an environment for tourist-local communication as part of successful destination planning	C	14

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)

1						
2						
3						
4						
5						

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO	**PSO**	**PSO**	**PSO**	**PSO**	**PSO**	**PO**	**PO**	**PO**	**PO**	**PO**	**PO**
CO 1	3						8					
CO 2	9						1	2	8			
CO 3	8						8					
CO 4	13						3	4	5			
CO 5	14						3	4	5	8		

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
- Final Exam

Mapping of COs to Assessment Rubrics :

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

University of Kerala

Discipline	ENGLISH				
Course Code	**UK4SECENG203**				
Course Title	Soft Skills for Tourism and Hospitality				
Type of Course	**SEC**				
Semester	IV				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	3	2 hours	-	2 hours -	4
Pre-requisites	1. 2.				
Course Summary	Tourism and Hospitality sector deal with people from very diverse backgrounds and the professionals working in the sector need high level of personality traits to be successful. This course deals with the essential soft skills that are to be acquired by the students who aspire to become professionals in the world's largest employment generator, the Tourism and Hospitality. Objective is to train and equip the students in interpersonal skills, formal and non-formal communication skills and strategies				

Detailed Syllabus:

Module	Unit	Content	Hrs
I	1	**Self-Empowerment**	12
		Self-Regulation- esteem enhancement, self-efficacy, self-control and self-monitoring, Introducing EQ, IQ, SQ developing sound study habits, Self-Motivation, enhancing thinking skills -critical and creative thinking, developing decision making and problem solving abilities, understanding job specifications- Memory enhancement techniques- Stress management- basic idea about mind mapping, developing the skills of observation, time managing and its methods.	
II	**2**	**Interpersonal Communication**	**12**
		Communication, effectiveness in communication, interpersonal and intrapersonal communication, managing conversations, asking questions, team work, enhancing public speaking ability, effective self -	

		introductions, debate, storytelling, dynamics of group communication, GD skill enhancement, managing meetings-Elements, Members, different types meeting arrangements-barriers to effective communication, managing conflicts, communication etiquettes, personal grooming. Practicum: 1.Self introduction	
III	**3**	**Intercultural Communication**	**12**
		Intercultural Communication-Barriers to Intercultural Communication-Anxiety-Assuming Similarity Instead of Difference-Ethnocentrism-Stereotypes and Prejudice-Stereotypes-Negative effects on Communication-Prejudice-Racism-White Privilege-Barriers to intercultural communication in Tourism and strategies for elimination-Intercultural Communication Competence- Intercultural Conflicts and managing it, Language and Intercultural Communication-Intercultural Communication Ethics. Practicum: 1.Conduct a group discussion on intercultural prejudice and negative stereotypes 2. Identify instances of prejudice that you have noticed	
IV	**4**	**Personality Development**	**12**
		Attitude, Values, Ethics, Traits modification, Presentation Skills, Meet and Greet, Facing interviews- Types of interview- preparing for the interview, interview process, Exit Interview, Principles of effective writing , writing an - informal letter, bio-sketch, formal letter writing, a letter to the editor, report, a memo, routine letters, cover letters, thank you/ follow –up letters, acceptance letter, rejection letters, resignation letters. Practicum: Role play meet and greet	
V	**5**	**Content Creation**	**12**
		Content Development-Concept, types, skills, language requirements, Travelogues-Transformation and styles, Developing Travel blogs, Creation of travel vlogs, reporting, resume, business letters, e-advertisement, content development for advertisements and other marketing communications for tourism, Presentations. Practicum: Create content for the e- advertisement of a tour operator	

References:

- Wallace and Masters, (2012) Personal Development for Life and Work, Cengage India Private Limited.
- Gopalaswamy Ramesh, (2013), The ACE of Soft Skills: Attitude, Communication and Etiquette for Success, Pearson Education.
- Ian Tuhovsky (2015) Communication Skills: A Practical Guide to Improving Your Social Intelligence, Presentation, Persuasion and Public Speaking, Createspace.
- Meenakshi Raman & Prakash Singh, (2015) Business Communication, Oxford.

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Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Apply critical and creative thinking skills for self improvement	Ap,C	1
CO-2	Understand the dynamics of group communication	U	1,6
CO 3	Analyse intercultural differences and create strategies to overcome them	An	3,6
CO 4	Evaluate the traits and attitudes that create a positive impact	E	6
CO 5	Create content for travel brochures, blogs and advertisements	C	1,3,5,6

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial	Practical (P)

					(T)	
1						
2						
3						
4						
5						

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO	**PSO**	**PSO**	**PSO**	**PSO**	**PO**	**PO**	**PO**	**PO**	**PO**	**PO**	**PO**
CO 1	1					4	7					
CO 2	1	6				4	7	5				
CO 3	3	6				8	4	5				
CO 4	6					4	5					
CO 5	1	3	5	6		4	7	8	3	5		

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
- Final Exam

Mapping of COs to Assessment Rubrics :

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

University of Kerala

Discipline	ENGLISH				
Course Code	**UK4SECENG204**				
Course Title	**Writing for Cyberspaces.**				
Type of Course	**SEC**				
Semester	IV				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	3	2 hours	-	2 hours -	4
Pre-requisites	1.Basic competence in creative writing 2. Computer and Internet literacy.				
Course Summary	The course will enable the students to use creative and technical tools to create content for the Internet				

Detailed Syllabus:

Module	Unit	Content	Hrs
I		**Basics of Cyberspace**	
		Cyberspace—cyberspace vs physical space--cyber crime—5 Cs of cyber security—cyberculture- cyberethics- Cyberspace Governance: Introduction to regulatory frameworks, policies, and organizations governing cyberspace at national and international level **Practicum** Practice creating and managing strong passwords using password management tools or techniques Prepare a write-up on the importance of cybercrimes and making people aware of cyber ethics and edit using any of the tools available online	12
II		Crafting Online Content	
		Definition of electronic writing and its significance in digital communication - Difference between traditional writing and electronic writing, including format, and delivery platforms-Digital tools and software for spell-checking, grammar-checking, and editing electronic text effectively	12

		Practicum	
III			
		Cyber space platforms- Responsible Writing- Academic writing—freelance writing **Practicum** Start a blog and post about the importance of cybercrimes and making people aware of cyber ethics.	12
IV	cultural--social-political-economical—commercial--gender sensitivity		
		. https://asiapacific.unwomen.org/en/what-we-do/peace-and-security/cybersecurity Prepare an online survey on women and cyber space.	12
V			**12**
		Web copy writing- news sites-sites for women-children-men-gender/ability/health diverse- listicles Create a blog	

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	design content for specific arenas of cyberspace.	U	
CO-2	show sensitivity to the language and presentation	U, An	
CO 3	Conceptualize the various techniques and terminologies involved.	An, E	
CO 4	Engage in matters of social/ gender justice and geopolitics of the content being prepared.	An, Ap, E	
CO 5	use the basic design and hosting templates available online.	E, C	

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
1		3	R, U	F, C	L	
2		3, 5	U, An	C	L	
3		5,	An, E	C, P	L	
4		11, 15	An, Ap, E	P	L	
5		15	E, C	M	L	

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO 1	PSO 2	PSO 3	PSO4	PSO5	PSO 6	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	1	-	-	-	-	-						
CO 2	2	3	-	-	-	-						
CO 3	-	-	1	-	-	-						
CO 4	-	-	2	3	-	-						
CO 5	-	1	-	-	-	-						
CO 6	-	-	-	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
- Final Exam

Mapping of COs to Assessment Rubrics :

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

University of Kerala

Discipline	**ENGLISH**				
Course Code	**UK4SECENG205**				
Course Title	**Essential Skills for Everyday Life**				
Type of Course	**SEC**				
Semester	**IV**				
Academic Level	**200-299**				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	3	2 hours	-	2 hours	4
Pre-requisites	1. Basics of soft skills 2. Basics of digital literacy and environmental conservation				

Course Summary	The course aims to equip learners with the foundational skills needed to thrive in today's dynamic world. The course helps to gain practical knowledge in financial management, budgeting, saving, and investing strategies. It delves into conflict resolution techniques to foster positive relationships in both personal and professional settings. Furthermore, the course emphasizes digital literary concepts and sustainable practices

Detailed Syllabus:

Module	Unit	Content		Hrs
I		**Essential Skills**		**12**
	1	Life skills - Definition, need, and significance -Essential life skills Soft skills - Definition, need and significance		
	2	Difference between soft skills and hard skills		
	3	Soft skills v/s life skills		
	4	**Practicum** Discuss in groups the soft skills we need to develop Write down your strengths, weaknesses, short -term and long-term goals		
II		**Financial Management skills**		**12**
	5	Budgeting - Understanding income, and expenses and creating a budget plan		
	6	Differentiate between savings and investment		
	7	Understanding credits-How credit works and how to build good credits		
	8	**Practicum** Track your income and expenses for a month to know your spending habits and financial priorities Create a personal budget plan based on income and expenses		
III		**Social Skills**		**12**
	9	Active listening- Interpersonal skills - Social etiquette- Circumstantial use of Language		
	10	Thinking Skills- Problem-Solving Skills - Conflict Management		
	11	Define delegation skill and its types- Boundary skill and its types		
	12	Practicum Discuss the specific boundaries that you want to set in interpersonal relationships and workplace Form groups and assign a task that you want to delegate to someone within the group		
IV		**Digital Literacy Skill**		**12**
	13	Defining digital literacy and its importance in the modern world		
	14	Familiarizing with digital platforms for communication and file sharing		
	15	Cybersecurity Basics: Understanding and defining common cybersecurity threats -Ransomware Trojan horse, worms, spyware, crypto-jacking, social engineering phishing, and implementing protective measures		
	16	Practicum		

		Identify areas for improvement in navigating digital tools Discuss strategies for protecting personal privacy online		
V	**Sustainability Practices**			**12**
	17	Define sustainability and its importance for environmental conservation		
	18	Strategies for minimizing waste generation like avoiding single-use plastics, and maximizing recycling and composting.		
	19	Sustainable practices like choosing eco-friendly products- promoting plant-based diets, local and organic foods, and food waste reduction.		
	20	Practicum Create a sustainability action plan outlining steps you will take to incorporate eco-friendly habits into your daily routine		

Recommended Reading

Peter, Francis. *Soft Skills and Professional Communication*. New Delhi: Tata McGraw Hill.

2012. Print.

Covey, Stephen R. The 7 Habits of Highly Effective People. Simon and Schuster, 2004, books.google.ie/books?id=upUxaNWSaRIC&printsec=frontcover&dq=Covey,+Stephen+R.+7+HABITS+of+HIGHLY+EFFECTIVE+PEOPLE+:+Powerful+Lessons+in+Personal+Change.&hl=&cd=1&source=gbs_api.

Ramsey, Dave. *The Total Money Makeover: Classic Edition*. Thomas Nelson, 2013, books.google.ie/books?id=5V5_IzjHOdsC&pg=PR3&dq=The+Total+Money+Makeover:+A+Proven+Plan+for+Financial+Fitness%22+by+Dave+Ramse&hl=&cd=1&source=gbs_api.

Lowndes, Leil. *How to Talk to Anyone: 92 Little Tricks for Big Success in Relationships*. HarperCollins UK, 2013, books.google.ie/books?id=q3pHOXF3vzAC&pg=PR3&dq=How+to+Talk+to+Anyone:+92+Little+Tricks+for+Big+Success+in+Relationships%22+by+Leil+Lowndes&hl=&cd=1&source=gbs_api.

De Bono, Edward. 2000. *Six Thinking Hats*. 2nd Edition. Penguin Books.

De Bono, Edward. 1993. *Serious Creativity*. Re print. Harper Business.

E-Resources

https://www.investopedia.com/terms/s/soft-skills.asp#:~:text=Soft%20skills%20can%20also%20be,carried%20over%20to%20any%20position.

https://www.themuse.com/advice/soft-skills-definition-examples

https://www.thebalancemoney.com/list-of-soft-skills-2063770

Course Outcomes

No.	Upon completion of the course, the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Develop unique soft skills to deal with the world constructively.	U	PSO-1,2
CO-2	Gain proficiency in budgeting, saving, and investing strategies	R, U	
CO-3	Acquire essential digital literacy skills, including internet navigation and cybersecurity awareness, to access, evaluate, and utilize digital resources effectively	An, Ap,	
CO-4	Adopt eco-friendly habits and sustainable lifestyle practices	E, C	
CO-5	empower learners to lead fulfilling lives while making positive contributions to society and the environment.	C	

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
1			U	F, C		
2			R, U	C, P		
3			An, Ap,	C		

4			E, C	P		
5			C	M		

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO 1	**PSO 2**	**PSO 3**	**PSO4**	**PSO5**	**PSO 6**	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**
CO 1	1	-	-	-	-	-						
CO 2	2	3	-	-	-	-						
CO 3	-	-	1	-	-	-						
CO 4	-	-	2	3	-	-						
CO 5	-	1	-	-	-	-						
CO 6	-	-	-	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
- Final Exam

Mapping of COs to Assessment Rubrics :

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

SEMESTER 5

University of Kerala

Discipline	ENGLISH				
Course Code	UK5DSCENG300				
Course Title	20th and 21st Century British Literature				
Type of Course	**DSC**				
Semester	V				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	4 hours	-		4
Pre-requisites	1. Familiarity with British Literature (I) and (II), which would give the students a comprehensive outlook to approach history as a continuum, and not as isolated units. 2. Students should be aware of the interrelationship between the social and literary history of a nation, to understand how literature is at once a social product, and in turn moulds society.				
Course Summary	The course intends to offer the students a comprehensive view of the historical and literary developments of different time periods; and to help them explore how socio-political backdrop goes into the making of the cultural context of a literary text. The select core texts are representative of the Age and the literary trend of the respective periods.				

Detailed Syllabus:

All categories of questions, except essay questions, shall be asked from all the units. Essay questions only from the units specified in the syllabus.

Module	Unit	Content	Hrs
I		**The Twentieth Century: The Early Years**	**12**
	1	First World War and its impact— Features of early 20th century literature - Features of 'Modernism'	
	2	Early 20th century poetry - G.M.Hopkins, Poets of the First World War – Women poets -Madeline Ida Bedford, Jessie Pope – literary contributions of W.B.Yeats	

	3	Early 20th century Fiction - Rudyard Kipling, H.G.Wells, Joseph Conrad, Katherine Mansfield and others	
	4	Early 20th century Drama- Bernard Shaw	
	5	**Core Texts** Wilfred Owen –"Insensibility" Katherine Mansfield – "A Cup of Tea"	
		Essay Questions from units 2,3, and 5	
II		**The Twentieth Century - Between the Wars**	**12**
	6	Post-First World War British society	
	7	Poetry - T.S.Eliot – Oxford Poets of the 30s	
	8	Fiction - Stream of Consciousness novels– James Joyce, Virginia Woolf – D.H.Lawrence and others	
	9	Drama - Verse Drama - T.S.Eliot	
	10	**Core Text** W.H.Auden – "The Refugee Blues" https://allpoetry.com/refugee-blues	
		Essay Questions from units 7, 8, and 10	
III		**Literature in the Post-War Era (From 1950s to 1970s)**	**12**
	11	Postmodernism and its tenets	
	12	Poetry - Movement Poetry - Philip Larkin - Dylan Thomas	
	13	Fiction - Campus Novel – Graphic Novel – George Orwell, William Golding, Graham Greene, Kingsley Amis and others	
	14	Drama - Angry Young Men - Kitchen-sink Drama – Theatre of the Absurd John Osborne, Arnold Wesker, Samuel Beckett, Harold Pinter, Tom Stoppard, Edward Bond	
	15	**Core Text:** Graham Greene – *The Power and the Glory* https://ecvlad.ru/wp-content/uploads/2015/10/greene_graham_21_stories.pdf	
		Essay Questions from units 12,13,14, and 15	
IV		**Literature at the end of the Millennium**	**12**
	16	Poetry - John Betjemen, Ted Hughes, Elizabeth Jennings and others	
	17	Fiction - Margaret Drabble, Jeanette Winterson, Julian Barnes, Doris Lessing and others	
	18	Drama - Proletarian drama – In-Yer-Face-Theatre, Caryl Churchill, Sarah Kane	
	19	**Core Text:** Doris Lessing "Flight" https://wcln.ca/_LOR/course_files/en09/intro/FLIGHT.pdf	
		Essay Questions from units 16, 17, 18, and 19	
V		**Into the 21st century**	**12**

	20	Poetry – Andrew Motion, Carol Ann Duffy, Simon Armitage and others	
	21	Fiction - Zadie Smith, Hilary Mantel, Ian McEwan, Alan Hollinghurst and others	
	22	Multicultural Britain –Salman Rushdie, Timothy Mo, Ben Okri, Monica Ali and others	
	23	**Core Text:** Carol Ann Duffy – "Eurydice" https://genius.com/Carol-ann-duffy-eurydice-annotated	
		Essay Questions from unit 23	

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Understand and explain the social and political background of different periods of British history	U	3
CO-2	Explain the different stages of development of British literary history	U	3, 15
CO3	Identify the distinct traits of various Ages and Movements in British literary history	An	13
CO4	Illustrate how a writer represents a particular literary school or movement	Ap	2
CO5	Identify the literary techniques employed by a writer	An	2
CO6	Evaluate the literary contributions of a writer	E	2

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO	CO	PO/PSO	Cognitive	Knowledge	Lecture (L)/Tutorial	Practical

No.			Level	Category	(T)	(P)
CO-1	Explain the social and political background of different periods of British history	-	U	F	4	0
CO-2	Outline different stages of development of British literary history	-	U	F	4	0
CO3	Identify the distinct traits of various Ages and movements in British literary history	PO1	U, An	C	4	0
CO4	Illustrate how a writer represents a particular literary school or movement	PO1, PO3	Ap	C	4	0
CO5	Analyse the literary techniques employed by a writer	PO1, PO2	An	C	4	0
CO6	Evaluate the literary contributions of the writers	PO1, PO2, PO3	E	C	4	0

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	-						-	-	-	-	-	-
CO 2							-	-	-	-	-	-
CO 3							2	-	-	-	-	-
CO 4							3	-	2	-	-	-
CO 5							3	2	-	-	-	-
CO 6							3	2	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
- Final Exam

Mapping of COs to Assessment Rubrics :

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

Recommended Reading

Albert, Edward. *History of English Literature*. OUP, 1979.

Alexander, Michael J. *A History of English Literature*. Palgrave Macmillan, 2000.

Ashok, Padmaja. *The Social History of England*. Orient Black Swan, 2011.

Baugh, A.C. *A History of English Literature*. Routledge. 2013.

Carter, Ronald, and John McRae. *The Routledge History of Literature in English*. Routledge, 2017

Daiches, David. *A Critical History of English Literature*. Supernova Publishers, 2010.

Nayar, Pramod K. *A Short History of English Literature*. CUP, 2011.

Poplawski, Paul. *English Literature in Context*. CUP, 1993.

Peck, John, and Martin Coyle. *A Brief History of English Literature*. Palgrave, 2012.

Sanders, Andrew. *The Short History of English Literature*. OUP, 1994.

Thornley G C, and Gwyneth Roberts. *An Outline of English Literature*. Pearson, 2011.

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https://library.baypath.edu/english-and-literature-web-sites

https://www.gutenberg.org/ebooks/search/?query=shakespeare&submit_search=Go%21

https://www.gutenberg.org/ebooks/search/?query=chaucer&submit_search=Go%21

http://www.literature-study-online.com/resources/#historical

http://www.universalteacher.org.uk/lit/history.htm

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https://www.encyclopedia.com/humanities/culture-magazines/restoration-literature-england

https://chaucer.fas.harvard.edu/ https://chaucer.fas.harvard.edu/pages/Synopses-Prolegomena

http://www.dartmouth.edu/~milton/reading_room/contents/text.shtml

https://www.gutenberg.org/files/29854/29854-h/29854-h.htm(Aphra Behn)

http://www.mindfulteachers.org/2013/05/women-writers-at-time-of-shakespeare-e.html

https://internetshakespeare.uvic.ca/Library/SLT/literature/women%20writers/morewomen.html

University of Kerala

Discipline	ENGLISH				
Course Code	UK5DSCENG301				
Course Title	Comparative Literature				
Type of Course	DSC				
Semester	V				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	4 hours	-		4
Pre-requisites	1. 2.				
Course Summary	This course aims to familiarise students with the field of comparative literature and its 21st century applications.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I		**Literary Terms and Tools**	**12**

	1	Literariness, Text, Metaphor, Image and Imagery, Symbol/Symbolism, Fiction/Fictionality, Author, Reader, Plot and Theme, Kavya and Rasa	
	2	Intertextuality, Epic Literature and Retellings (different retellings of Homer's *Odyssey* and Valmiki's *Ramayana*)	
II	**Definition and Scope**		**12**
	3	*Weltliteratur* and *Visva Sahithya*; Comprehensive Overview of the Evolution of Comparative Literature as a discipline (Charles-Augustin-Saint Beuve; Wellek & Warren and Theory of Literature, Crisis of Comparative Literature; Totosy de Zepetnek and Comparative Cultural Studies)	
	4	French School of Comparative Literature (Literary and non-literary influence, direct and indirect influence) – American School (The Parallelism Theory, The Intertextuality Theory) – Interculturality and the process of examining European literary models in India and Africa in the postcolonial period – Swapan Majumdar's concept of sub-national literatures	
	5	The evolution story telling: transition from oral storytelling to print culture	
III	**Reception Studies**		**12**
	6	Reception of Shakespeare in different ages and geographical locations to illustrate the importance of context in the production and reception of a text - Concepts of 'imitation' and 'borrowing' – 'positive' and 'passive' influences	
IV	**Genre Studies**		**12**
	7	The Theory of Genres (reciprocity, tyranny of genre); explorations of literary migrations (literature of the diaspora); transactional processes of literary systems cutting across various boundaries	
V	**Adaptation Studies**		**12**
	8	This module will focus on the adaptation of literary forms into other mediums such as arts, movies etc. and the nuances and/or problematizations that arise in this context – intermediality, proximation, fidelity, remediation.	

Recommended Reading

Amuta, Chidi. *The Theory of African Literature*. London: Zed Books, 1989.

Basnett, Susan. *Comparative Literature: A Critical Introduction*. 1993.

Behdad, Ali and Dominic Thomas. *A Companion to Comparative Literature*. Wiley Publishers, 2014.

Bawarshi and Reish. *Genre: An Introduction to History, Theory, Research and Pedagogy*. Colorado: Parlor Press, 2010.

Dominguez, Cesar, Haun Saussy and Dario Villanueva. *Introducing Comparative Literature: New Trends and Applications*. Taylor and Francis. 2014.

Hutcheon, Linda. *A Theory of Adaptation*. Taylor and Francis, 2012.

Hutchinson, Ben. *Comparative Literature: A Very Short Introduction*. Oxford U P, 2018.

Leitch, Thomas M. "Twelve Fallacies in Contemporary Adaptation Theory". *Criticism*. 2003.

Majumdar, Swapan. *Comparative Literature: Indian Dimensions*. Calcutta: Papyrus, 1987.

Ray, Mohit Kumar. *Studies in Comparative Literature*. Atlantic Publishers, 2002.

Zepetnek, Steven Totosy de. *Comparative Literature: Theory, Method, Application*. Rodopi, 1998.

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Acquire knowledge about the terms and tools employed in the discipline of Comparative Literature	R, U	
CO-2	Understand the evolution of the discipline and possible avenues of evolution in the future	U, An	
CO-3	Read, comprehend, analyse and discuss literary and cultural texts with the help of the concepts discussed	Ap, An	
CO-4	Develop a thorough understanding about socio-cultural transactability in the context of arts, literature and other disciplines and how it influences the narratives traditions	Ap, An	
CO-5	Evaluate literary (oral, written and visual), cultural and other sociological 'texts' using the theories discussed in Reception and Adaptation Studies.	Ap, An	

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
				F, C		
				P		

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO 1	PSO 2	PSO 3	PSO4	PS O5	PSO 6	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	-	-	-	-	-	-						
CO 2	-	-	-	-	-	-						
CO 3	-	-	-	-	-	-						
CO 4	-	-	-	-	-	-						
CO 5	-	-	-	-	-	-						
CO 6	-	-	-	-	-	-						

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
- Final Exam

Mapping of COs to Assessment Rubrics :

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

University of Kerala

Discipline	ENGLISH				
Course Code	UK5DSCENG302				
Course Title	Translation Studies I				
Type of Course	DSC				
Semester	V				
Academic Level	300 – 399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	3 hours	-	2 hours	5
Pre-requisites	1. 2.				
Course Summary	Course gives a basic understanding about the translation history, process and its practice				

Detailed Syllabus:

Module	Unit	Content	Hrs
I		**Introduction**	15
	1	the nature of translation - the translation process :source text, target text, source language, target language,decoding, analysis, recoding , indeterminacy of meaning - translation and culture - types of translation:Free, Literal, Intralingual, Interlingual, Intersemiotic-relevance of many translations	
		Core Reading	
	2	Susan Bassnet: Chapter 1: Central Issues, Translation Studies, pgs 22-32 (till Equivalences) https://www.academia.edu/21596357/Translation_Studies_3rd_Ed_Bassnett_Susan_Routledge_	
	3	https://www.pactranz.com/types-of-translation/	

	4	"On Translation" -Mónica de la Torre *https://poets.org/poem/translation*	
	5	Conduct classroom activities of translation practice including newspaper cuttings, notices, official documents and a short piece of legal document.	
II		**Key Concepts**	15
	6	Untranslatability – linguistic, cultural, aesthetic - the concept of Equivalence -formal, functional, textual, dynamic, connotative, denotative etc. - Freedom in translation:Foreignization, Domestication.	
		Core Reading	
	7	Susan Bassnet: Chapter 1: Central Issues, Translation Studies, pgs 32-46 https://www.academia.edu/21596357/Translation_Studies_3rd_Ed_Bassnett_Susan_Routledge_	
	8	**Equivalence in Translation: Between Myth and Reality** -Vanessa Leonardi https://translationjournal.net/journal/14equiv.htm	
	9	Rahmatillah, K. (2013). Translation Errors In The Process Of Translation. *Journal of English and Education (JEE), 7*(1). https://doi.org/10.20885/jee.v7i1.4466 https://journal.uii.ac.id/JEE/article/view/4466	
	10	Practcum:Conduct classroom activities of translation practice including a simple text, anecdotes, small passages	

		from short stories and poems. All these exercises will focus on the key concepts discussed in this module	
III		**Translation in India**	15
	11	History and relevance of translation in India - translation from Sanskrit- translations from and through English during the colonial period-Translation from and into the regional languages.	
		Core Reading	
	12	The Practice of Translation in India-Mini Chandran https://www.sahapedia.org/the-practice-of-translation-india	
	13	Chaudhuri, Supriya. 2018. "Epilogue: Ficus Benghalensis." In *A Multilingual Nation: Translation and Language Dynamic in India*, edited by Rita Kothari, 337–350. New Delhi: Oxford University Press. https://www.tandfonline.com/doi/epdf/10.1080/14781700.2021.1936149?needAccess=true	
	14	The Passion of Mary- Sarah Joseph- trans by J.Devika	
	15	Practicum: Dicuss on the differences between east and west views on translation	
.IV		**Challenges in Translation**	15
	11	Challenges of translation- issues related to the Text - the Translator and her positionality - Receptor-oriented choices in translation	
		Core Reading	
	12	"The role of the translator: visibility, ethics and sociology"Introducing Translation Studies-Jeremy Munday pgs142-157 https://ia600209.us.archive.org/4/items/vd_20231027/Munday_IntroducingTS.pdf	
	13	Practicum: Initiate discussions on "The Passion of Mary" based on the key items discussed in this module	
V		**Translation Practice**	15

	13	Students should .be asked to do a project which includes translation practice on Literary, Legal and Official documents and should highlight the problems faced while translating each piece.	

Recommended Readings

Ahmad, Aijaz.1993."'Indian Literature'Notes towards the Definition of a Category."In Theory:Classes, Nations, Literatures, 243–285. London: Verso.

Anderson, Benedict.1983.Imagined Communities: Reflections on the Origin and Spread of Nationalism. London: Verso.

Baker, M. (1998). Encyclopedia of Translation Studies, London and New York: Routeledge.

Benjamin, W. (1968). The Task of the Translator, in Illuminations, ed. H. Arendt, trans. Harry Zohn, New York: Schocken, pp.69-82

Catford, J.C. (1965). A Linguistic Theory of Translation. London: Oxford University Press.

Devy, Ganesh.1999."Translation and Literary History–an Indian View."InPostcolonialTranslation: Theory and Practice, edited by Susan Bassnett, and Harish Trivedi, 182–188.London: Routledge.

Longxi, Zhang. "Translation, Communication, and East-West Understanding." *Internationalizing "International Communication,"* edited by Chin Chuan Lee, University of Michigan Press, 2015, pp. 244–57. *JSTOR*, https://doi.org/10.2307/j.ctv65sxh2.14. Accessed 27 Apr. 2024.

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Introducing the process of translation and its types	U	9

CO-2	Familiaring and critically examining the key concepts of translation	U,E	3,
CO- 3	Evaluating the translation in India and comparing it with the West	E,An	3,15
CO-4	Understanding and addressing the major challenges in translation	U, R	5,6,8
CO5	Applying the knowledge gained through translation practices	Ap, C	1,2,3,5

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 3:0:1 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
1				F, C		
2				F,C,M		
3				F,C,M,P		
4				P,M		

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO	PSO	PSO	PSO	PSO	PSO	PO	PO	PO	PO	PO	PO

CO 1	9						1	2	8			
CO 2	3						8					
CO 3	3	15					8	3	5			
CO 4	5	6	8				3	4	5	1		
CO 5	1	2	3	5			4	7	1	8	3	5

Correlation Levels:

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

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam
- Project

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations

CO 1	✓			✓
CO 2	✓			✓
CO 3	✓			✓
CO 4		✓		✓
CO 5		✓	✓	✓
CO 6				

University of Kerala

Discipline	ENGLISH				
Course Code	UK5DSCENG303				
Course Title	Introduction to Literary Theory				
Type of Course	DSC				
Semester	V				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	4 hours	-		4
Pre-requisites	1. 2.				
Course Summary	This course aims to familiarise students with the field of literary and cultural theory, introducing key terms, concepts and theorists.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I		**Text-Oriented Approaches**	**12**
	1	**New Criticism** Concepts: What is New Criticism – close reading – intentional and affective fallacy – theory of impersonality – ambiguity	

		Theorists: John Crowe Ransom, Cleanth Brooks, W. K. Wimsatt and M. C. Beardsley, T. S. Eliot, William Empson	
	2	**Russian Formalism** Concepts: Literariness - defamiliarization, foregrounding - syntagmatic and paradigmatic analyses of narrative structures, functions Theorists: Roman Jakobson, Victor Shklovsky, Vladimir Propp	
	3	**Structuralism** Concepts: sign, signified, signifier, langue, parole – readerly writerly text, death of the author Theorists: Ferdinand de Saussure, Roland Barthes	
II	**Poststructuralism and Postmodernism**		**12**
	4	**Poststructuralism** Concepts: Deconstruction, decentering, logocentrism, aporia, difference – discourse, power/knowledge, types of power Theorists: Jacques Derrida, Michel Foucault	
	5	**Postmodernism** Concepts: Pastiche versus parody – the postmodern condition Theorists: Frederic Jameson, Jean Francois Lyotard	
III	**Political Theories**		**12**
	6	**Feminism and Gender** **First Wave, Second Wave, Third Wave, Post feminism** Concepts: Liberal feminism – sex and gender – gender performativity – gyno criticism – ecriture feminine Theorists: Mary Wollstonecraft, Simone de Beauvoir, Judith Butler, Elaine Showalter, Helene Cixous	
	7	**Postcolonialism** Concepts: Orientalism, Orient and Occident, Eurocentrism – Decolonization – subaltern – mimicry, hybridity Theorists: Edward Said, Frantz Fanon, Gayathri Chakravarthy Spivak, Homi K. Bhabha	

	8	**Marxism** Concepts: Class, base, superstructure, theory of production, alienation – ideology, interpellation Theorists: Karl Marx, Louis Althusser	
IV		**Psychoanalysis**	**12**
	9	Concepts: Id, ego, superego, the theory of the unconscious – mirror stage theory, the three orders (imaginary, symbolic, real) Theorists: Sigmund Freud, Jacques Lacan	
V		**Textual Analysis** Gayatri Chakravorty Spivak "Three Women's Texts and a Critique of Imperialism" https://knarf.english.upenn.edu/Articles/spivak.html	**12**

References

Barthes, Roland. "The Death of the Author". *Image-Music-Text*. 1977.

Beauvoir, Simon de. *The Second Sex*. Trans. H. M. Parshley. New York: Knopf, 1953.

Brooks, Cleanth. *The Well-Wrought Urn: Studies in the Structure of Poetry*. New York: Harcourt, 1947.

Butler, Judith. *Gender Trouble*: *Feminism and the Subversion of Identity*. Routledge, 1990.

Cixous, Helen. "The Laugh of the Medusa". *Signs*. University of Chicago, 1976.

Derrida, Jacques. *Of Grammatology*. Trans. Gayatri Spivak. Baltimore: The John Hopkins

U P, 1974.

Derrida, Jacques. "Structure, Sign and Play in the Discourse of Human Sciences". *Writing and Difference*. 1967

Eliot, T. S. "Tradition and the Individual Talent". *The Sacred Wood: Essays on Poetry and Criticism*. 1920.

Empson, William. *Seven Types of Ambiguity*. New Directions, 1966.

Fanon, Frantz. *The Wretched of the Earth*. Harmondsworth: Penguin, 1963.

Foucault, Michel. *The History of Sexuality: Volume 1*. Trans. Robert Hurley. Harmondsworth, UK: Penguin, 1981.

"Sigmund Freud" (p. 783-816) and "Jacques Lacan" (p.1105-1138). *The Norton Anthology of Theory and Criticism*. Third Edition.

Jameson, Frederic. *Postmodernism, or, the Cultural Logic of Late Capitalism*. Duke U P, 1991.

Lyotard, Jean-Francois. *The Postmodern Condition: A Report on Knowledge*. 1984.

Propp, Vladimir. *The Morphology of the Folktale*. Texas: U of Texas P, 1968.

Ransom, John Crowe. *The New Criticism*. New Directions, 1941.

Said, Edward. "Orientalism". *The Post-Colonial Studies Reader*. Eds. Bill Ashcroft, Gareth Griffiths, and Helen Tiffins. New York: Routledge, 1995.

Saussure, Ferdinand de. *Course in General Linguistics*. Bloomsbury Publishing, 2013.

Showalter, Elaine. "Toward a Feminist Poetics". 1979.

Shklovsky, Victor. "Art as Technique" (1917).

Spivak, Gayatri Chakravarty. "Can the Subaltern Speak?". *The Post-Colonial Studies Reader*. Eds. Bill Ashcroft, Gareth Griffiths, and Helen Tiffins. New York: Routledge, 1995.

Wimsatt, W. K. *The Verbal Icon: Studies in the Meaning of Poetry*. Kentucky: Kentucky U P, 1954.

Wollstonecraft, Mary. *A Vindication of the Rights of Woman*. 1792.

Recommended Reading

Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory*. Manchester: Manchester U P, 1999.

Belsey, Catherine. *Poststructuralism: A Very Short Introduction*. Oxford: Oxford U P, 2002.

Culler, Jonathan. "What is Theory?" and "What is Literature and Does it Matter?". *Literary Theory: A Very Short Introduction*. Oxford: Oxford U P, 1997.

Culler, Jonathan. *On Deconstruction*. 1982.

Eagleton, Terry. *Literary Theory: An Introduction*. Minneapolis: University of Minnesota Press, 1983.

Leitch, Vincent B. "Introduction". *The Norton Anthology of Theory and Criticism*. New York: W. W. Norton and Company, 2001.

Waugh, L. *Roman Jakobson's Science of Language*. 1976.

Wellek, Rene and Warren, Austin. *Theory of Literature*. New York: Harcourt Brace, 1956.

Williams, Raymond. *Marxism and Literature*. Oxford: Oxford U P, 1977.

Zizek, Slavoj. *How to Read Lacan*. Granta Books, 2006.

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Acquire knowledge about the important literary theories and theorists	R, U	
CO-2	Understand the key concepts in literary theory	U, An	
CO-3	Read, comprehend, analyse and discuss literary and cultural texts with the help of the theories discussed	Ap, An	
CO-4	Apply key terms and concepts in literary and cultural theory while analysing texts	Ap, An	
CO-5	Develop a thorough understanding of the nexus between literature, culture and politics	U, E	

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
				F, C		
				P		

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO 1	PSO 2	PSO 3	PSO4	PSO5	PSO 6	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	-	-	-	-	-	-						

CO 2	-	-	-	-	-	-						
CO 3	-	-	-	-	-	-						
CO 4	-	-	-	-	-	-						
CO 5	-	-	-	-	-	-						
CO 6	-	-	-	-	-	-						

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
- Final Exam

Mapping of COs to Assessment Rubrics :

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

CO 4		✓		✓
CO 5		✓		✓
CO 6			✓	

University of Kerala

Discipline	ENGLISH				
Course Code	UK5DSCENG304				
Course Title	**Indian Literature**				
Type of Course	**DSC**				
Semester	V				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	4 hours			4
Pre-requisites					
Course Summary	The course attempts to trace the historical and literary genesis and development of Indian Writing in English.				

Module	**Unit**	**Content**	**Hrs**

I	**Introduction**		**12**
	1	Colonialism- Macaulay's Minutes- historical context for the rise of Indian writing in English- Gandhi's influence- Tagore's life and philosophy - Raja Ram Mohan Roy- Romanticism and Nationalism in Indian English Literature	
	2	Poetry- Henry Derozio, Michael Madhusudan Dutt, Toru Dutt, Aurobindo Ghose, Rabindranath Tagore, Sarojini Naidu Fiction- Novel- Bankim Chandra Chattopadhyay, Lal Behari Dey, Toru Dutt, Krupabai Satthianadhan, Satthianandhan, R. K. Narayan, Mulk Raj Anand, Raja Rao Non Fiction- Swami Vivekananda, Rabindranath Tagore, Chittaranjan Das, Bal Gangadhar Tilak, Mahatma Gandhi and Subhas Chandra Bose, Bhimrao Ramji Ambedkar	
	3	Toru Dutt – "Our Casuarina Tree", Rabindranath Tagore: "Freedom"- AK Ramanujan: "Obituary", Sri Aurobindo - "Invitation".	
	4.	R K Narayanan- The Martyr's Corner (from Malgudi Days,India Thought Publication, Madras, 1982, repr. 1998, ISBN 81-85986-17-7)	
II	**Poetry**		**12**
	5	Jayanta Mahapatra – 'Dawn at Puri'	
	6	Kamala Das: "An Introduction", www.poemhunter.com/poem/an-introduction-2/	
	7	Arundhathi Subramaniam: "When Landscape Becomes Woman"	
	8	Jeet Thayil: "The Pertinent"	
	9	S.H. Manto The Assignment (Mottled Dawn, 1997, Penguin Books India, ISBN 0-14-027212-7)	
	10	Mamang Dai: 'Remembrance'	
III	**Fiction**		**12**
	11	Partition fiction and major writers- Diaspora and major writers.	
	12	Writers and Major works - Raja Rao- Mulk Raj Anand- R.K. Narayanan- V.S. Naipaul- Salman Rushdie- Chitra Divakaruni- Kiran Desai- Shashi	

		Deshpande- Gita Hariharan- Arundhati Roy- Shashi Tharoor- Mukul Kesavan-Jeet Thayil- Anees Salim	
	13	Jhumpa Lahiri: “A Temporary Matter” (Short Story)	
	14	Anita Desai: “Games at Twilight” (Short Story)	
	15	Saadat Hasan Manto: “The Assignment”	
	16	Amitav Ghosh - The Shadow Lines (Novel)	
IV	**Drama**		**12**
	17	Indian Classical Drama- Modern Drama- Social Drama- Amateur Theatre- Street Theatre - Indigenous Theatre	
	18	Writers and their Works - Girish Karnad - Vijay Tendulkar- Badal Sircar- Safdar Hashmi-Mahasweta Devi- Mahesh Dattani- Manjula Padmanabhan	
	19	Manjula Padmanabhan -The Harvest	
V	**Essay**		**12**
	20	B. R. Ambedkar: Back from the West and Unable to Find Lodging in Baroda https://www.roundtableindia.co.in/back-from-the-west-and-unable-to-find-lodging-in-baroda/#:~:text=In%201916%20I%20returned%20to,York%20from%201913%20to%201917.	
	21	Jawaharlal Nehru: The Burden of the Past (From The Discovery of India, Chapter I Page 33-38) chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://library.bjp.org/jspui/bitstream/123456789/277/1/The-Discovery-Of-India-Jawaharlal-Nehru.pdf	

Recommended Reading

Chaudhuri, Rosinka. A History of Indian Poetry in English. Cambridge University Press, 2016.

Desai, Anita. Games at Twilight. Random House, 2011.

Dodiya, Jaydising. Indian English Poetry Critical Perspective.

Iyengar, Srinivasa. R. Indian Writing in English. Sterling Publishers Private Limite, 1983.

Lahiri, Jumpa. Interpreter of Maladies.Houghton Mifflin Harcourt, 2000.

Mehrotra, Arvind Krishna, editor. A History of Indian Literature in English. Columbia University Press, 2003.

Mukherjee, Meenakshi. The Perishable Empire. Oxford University Press, 2000.

Naik, M. K, editor. Aspects of Indian Writing in English. Macmillan India Limited, 1982.

---. A History of Indian English Literature. Sahitya Akademi, 2009.

Narayan, R. K. Malgudi Days. Pengin Publishing Group, 2006.

Roy, Arundhati. The God of Small Things. Penguin Random House Private Limited, 2017.

Rushdie, Salman. Imaginary Homelands. Random House, 2012.

Souza, Eunice de, editor. “These my Words.” The Penguin Book of Indian Poetry. Penguin Books, 2012.

Singh, Kushwanth. Train to Pakistan. Ravi Dayal Publisher, 2013.

Tayil, Jeet. 60 Indian Poets. Penguin Books Limited, 2008.

e- resources

www.tagoreweb.in/

www.bookgeeks.in/best-indian-authors-and-their-novels-in-english/

poetsindia.com/

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Understand the different aspects of colonisation like cultural colonisation.	U	PSO-1,2
CO-2	Trace the historical and literary genesis and development of Indian Writing in English	R, U	
CO-3	Acquaint them with the major movements in Indian Writing in English across varied period and genres	R, U	
CO-4	Address the plurality of literary and socio-cultural representations within Indian life and literature.	R, U, An, E	

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)

600

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

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

CO 6												

Correlation Levels:

Level	Correlation
-	
1	
2	
3	

Assessment Rubrics:

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

Mapping of COs to Assessment Rubrics :

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

University of Kerala

Discipline	ENGLISH				
Course Code	UK5DSCENG305				
Course Title	American Literature				
Type of Course	**DSC**				
Semester	V				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	4	-	-	4
Pre-requisites					
Course Summary	**AMERICAN LITERATURE** The course throws light upon the historical, cultural and the political contexts under which American literature as a significant stream of literature became popular. The students get an opportunity to understand how American literature developed through times, to know the eminent writers who shaped the identity of the country's literature and critically analyse how the literary works reflect the cultural, social and political scenario of the nation. After completion of the course, the students should be equipped enough to trace the evolution of American Literature, critically analyse the literary works, identify their Americanness as well as vibrancy and continue to critically evaluate the emerging tendencies of American literature.				

Detailed Syllabus:

Module	Unit		KEY CONCEPTS	Hrs
I				**12**
	1.		Native Americans and colonialism – Colonial literature – Puritanism and New England –Literature of the Revolutionary period –Post-Independence era and Nationalism –American Renaissance - Transcendentalism –Rise of Literary Realism – Civil War – Modernism – Jazz age and Harlem Renaissance – Great Depression and literature –Post-War Literature –	

			American Theatre - Broadway –Developments in poetry, fiction, drama – American Multiculturalism and contemporary literature. Suggested reference: Daniel S. Burt: *The Chronology of American Literature* Marcus Cunliffe: *Literature of the United States*	
II	**AMERICAN POETRY**			**12**
	1.		Phillis Wheatley: "A Hymn to the Evening" A Hymn to the Evening by Phillis Wheatley | Poetry Foundation	
	2.		Anne Bradstreet: "The Author to her Book" The Author to Her Book by Anne Bradstreet | Poetry Foundation	
	3.		Walt Whitman: "For You O Democracy" For You O Democracy by Walt Whitman | Poetry Foundation	
	4.		Emily Dickinson: "Because I Could Not Stop for Death" Because I could not stop for Death – (479) by… | Poetry Foundation	
	5.		Robert Frost: "The Road not Taken" The Road Not Taken by Robert Frost | Poetry Foundation	
	6.		Wallace Stevens: "The Emperor of Ice-Cream" The Emperor of Ice-Cream by Wallace Stevens | Poetry Foundation	
	7.			
	8.		Allen Ginsberg: "Homework" Homework by Allen Ginsberg | Poetry Foundation	
	9.		Anne Sexton: "Her Kind" Her Kind by Anne Sexton | Poetry Foundation	

	10.			
	11.		Louise Gluck: “Telescope” Telescope :: Louise Glück – The Floating Library	
	12.		Ocean Vuong: “Someday I’ll Love Ocean Vuong” Ocean Vuong – Someday I'll Love Ocean Vuong | Genius	
III	**FICTION**			**12**
	1.		Nathaneil Hawthorne: “Young Goodman Brown” Young Goodman Brown Full Text - Young Goodman Brown - Owl Eyes	
	2.		Edgar Allen Poe: “The Fall of the House of Usher” The Fall of the House of Usher by Edgar Allan Poe (poestories.com)	
	3.		William Faulkner: “Barn Burning” Barn Burning (jerrywbrown.com)	
	4.		Alice Walker: “Everyday Use” Everyday Use, by Alice Walker (harpers.org)	
	5.		Louise Erdrich: “The Red Convertible” Microsoft Word - The Red Convertible2.doc (oneida-boces.org)	
	6.		Ernest Hemmingway: *Old Man and the Sea* Ernest Hemingway – The Old Man and the Sea (Day One) | Genius	
IV	**AMERICAN DRAMA**			**12**
	1.		Eugene O’ Neil: *Thirst* Thirst by Eugene O’ Neill – EnglishLiterature.Net	
	2.		Arthur Miller: *Death of a Salesman* Death of a Salesman (cpb-us-e1.wpmucdn.com)	
V	**ESSAYS**			
	1.		Henry David Thoreau: “The Battle of the Ants” https://americanliterature.com/author/henry-david-thoreau/essay/the-battle-of-the-ants	

	2.		James Baldwin: "If Black English isn't a Language, Then Tell Me, What Is" scholar.archive.org/work/zqcwjodlwndvjl2c7eb5nvvvhu	
	3.		Toni Morrison: "Peril" Peril by Toni Morrison (and the Necessity of Writing) - Julie Tallard Johnson	
	4.		Bob Dylan: "Nobel Acceptance Speech" Bob Dylan – Nobel Lecture - NobelPrize.org	

REFERENCES

1. Burt, Daniel S., *The Chronology of American Literature.* Houghton Mifflin, 2004.
2. Cunliffe, Marcus. *The Literature of the United States.* Penguin, 1954.
3. Bercovitch, Sacvan. Ed. *The Cambridge History of American Literature.* CUP, 1994.
4. Richards, Jeffrey H. Ed. *The Oxford Handbook of American Drama.* OUP, 2014.
5. Lehman, David. John Brehm. Ed. *The Oxford Book of American Poetry.* OUP, 2006.

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	To know who the major American writers are and develop a sense of Americanism that characterizes American literature.	R, An	PSO-2, PSO-3
CO-2	Trace the historical/ political contexts of American literary works and develop a critical perspective about American literary history.	Ap, An, E	PSO-3, PSO-11

CO-3	Determine the place of American literature within the corpus of world literature, even while identifying its uniqueness.	Ap, An	PSO-15
CO-4	To distinguish American literature from the literatures of other countries and infer the themes and narratives particular to American literary expressions.	An, U	PSO-2, PSO-11
CO-5	Explore further about the recent and more popular forms of American literature.	An, U	PSO-2

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	**CO**	**PO/PSO**	**Cognitive Level**	**Knowledge Category**	**Lecture (L)/Tutorial (T)**	**Practical (P)**
1.	CO- 1	PSO-2 PSO-3	R, An	F, C	L	-
2.	CO-2	PSO-3 PSO-11	Ap, An, E	F, C, P	L	-
3.	CO-3	PSO-15	Ap, An	P, C	L	-
4.	CO-4	PSO-2 PSO-11	An, U	F, C, P	L	-
5.	CO-5	PSO-2	An, U	F, C	L	-

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs:

	PSO 1	**PSO 2**	**PSO 3**	**PSO4**	**PSO5**	**PSO 6**	**PSO 7**	**PSO 8**	**PSO 9**	**PSO 10**	**PSO 11**	**PSO 15**
CO 1	-	1	2	-	-	-	-					
CO 2	-	-	2								2	
CO 3	-	-	-									2
CO 4	-	2, 3									2, 3	
CO 5	-	2, 3										
CO 6												

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
- Final Exam

Mapping of COs to Assessment Rubrics :

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

University of Kerala

Discipline	ENGLISH				
Course Code	UK5DSCENG306				
Course Title	Life Narratives				
Type of Course	DSC				
Semester	V				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	4 hours	-		4
Pre-requisites	1. 2.				

Course Summary	This course aims to give a comprehensive understanding of the various modes of narrating/telling a life while sensitizing the students to the various socio-political, cultural and other factors that come into play in the process of narrating a life.

Detailed Syllabus:

Module	Unit	Content	Hrs
I		**How to Interpret Life Narratives**	**12**
	1	"Introduction" *Reading Autobiography: A Guide for Interpreting Life Narratives*. Ed. Sidonie Smith and Julia Watson. U of Minnesota P, 2010.	
	2	"Introduction" *Telling Lives in India: Biography, Autobiography and Life History*. Ed. Arnold, David and Stuart Blackburn. Permanent Black. 2004.	
II		**Caste, Race and Environment**	**12**
	4	Bama *Karukku*	
	5	Trevor Noah *Born a Crime*: *Stories from a South African Childhood* Chapter One "Run" https://pursuitofdiversity.files.wordpress.com/2018/06/born-a-crime-trevor-noah.pdf	
	6	Mayilamma. "Chapter Thirteen Protest: The First Year" The Life of a Tribal Eco-Warrior. https://www.usawa.in/issue-7/translation-7/mayilamma-the-life-of-a-tribal-eco-warrior/	
III		**Trauma and Life Narratives**	**12**
	6	Primo Levi *Survival in Auschwitz* http://courseresources.mit.usf.edu/cas/woh2022/m10_2/story_content/external_files/SurvivalAuschwitz.pdf	
	7	Urvashi Butalia *The Other Side of Silence*: *Voices from the Partition of India* "Part I: Rana Mama" https://warwick.ac.uk/fac/arts/english/currentstudents/undergraduate/modules/fulllist/special/newlits/butalia_the_other_side_of_silence.pdf	
	8	These Yezidi Girls Escaped ISIS: Now What? By Amy Braunschweiger	

		https://www.hrw.org/news/2015/04/15/interview-these-yezidi-girls-escaped-isis-now-what	
IV	**Gender, Sexuality and Life Narratives**		**12**
	9	*Antharjanam:Memoirs of a Namboodiri Woman* Devaki Nilayamgode "Chapter Three: The Daily Routine" and "Chapter Four: The Ritual Bath"	
	10	Transgender People and Employment: An Interview with Swetha Sudhakar https://dalithistorymonth.medium.com/trans-people-and-work-an-interview-with-swetha-sudhakar-19da5738270f	
	11	*Reading Lolita in Tehran*: *A Memoir in Books* Azar Nafisi "Part I: Lolita" https://archive.org/details/ReadingLolitaInTehranAMemoirInBooks/mode/2up	
V	**Disability, Illness, Incarceration and Life Narratives**		**12**
	15	Paul Kalanithi *When Breath Becomes Air* "Part II: Cease Not Till Death" https://i-lib.imu.edu.my/pluginfile.php/533/mod_resource/content/3/When_Breath_Becomes_Air_By_Paul_Kalanithi_%28z-lib.org%29.pdf	
	16	"Asia Bibi: I Always Believed I'll be Freed" https://www.bbc.com/news/world-asia-51658141	
	17	Changing the Way We Talk About Disability Amy Oulton TEDxBrighton https://www.youtube.com/watch?v=4WIP1VgPnco	

Recommended Reading

Anderson, Linda. *Autobiography*. London: Routledge, 2011.

Butler, Judith. *Giving An Account of Oneself*. Fordham U P, 2005.

Carr, Mary. *The Art of Memoir*. Harper Collins Publishers. 2015.

Cavarero, Adriana. *Relating Narratives: Storytelling and Selfhood*. Taylor and Francis. 2000.

Eakin, John Paul. *Living Autobiographically: How We Create Identity in Narrative*. Cornell U P, 2008.

Gilmore, Leigh. *The Limits of Autobiography: Trauma and Testimony*. Cornell U P, 2001.

Henke, Suzette. *Shattered Subjects: Trauma, Testimony in Women's Life Writing*. Palgrave

Macmillan, 2000.

Olney, James. *Memory and Narrative: The Weave of Life Writing*. Chicago: U of Chicago Press.

Smith, Sidonie and Julia Watson. "Introduction". *Women, Autobiography, Theory: A Reader.* Wisconsin: U of Wisconsin P, 1998.

Whitlock, Gillian. *Postcolonial Life Narratives*. Oxford U P, 2015.

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Master concepts, theories and methodologies used in the study of life narratives	U, An	
CO-2	Familiarity with life narratives by people from different walks of life	R, U	
CO-3	How life narratives engage with social issues such as gender, race, class, caste, disability and sexuality	An, E	

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO 1	PSO 2	PSO 3	PSO4	PSO5	PSO 6	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	-	-	-	-	-	-						
CO 2	-	-	-	-	-	-						
CO 3	-	-	-	-	-	-						
CO 4	-	-	-	-	-	-						
CO 5	-	-	-	-	-	-						
CO 6	-	-	-	-	-	-						

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
- Final Exam

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓

CO 2	✓			✓
CO 3	✓			✓
CO 4		✓		✓
CO 5		✓		✓
CO 6			✓	

University of Kerala

Discipline	ENGLISH				
Course Code	UK5DSCENG307				
Course Title	**Marginalities and Resistances**				
Type of Course	**DSC**				
Semester	V				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	4 hours			4
Pre-requisites					

Course Summary	The course shall examine a range of texts for their depiction of life on the margins or the peripheries of society. An intersectional approach to marginalities.

Module	Unit	Content	Hrs
I		**Introduction**	12
	1	Historical Evolution of Resistance through the Ages	
	2	Forms of Resistance - Nature and Function of Resistance	
	3	Various genres as forms of protest –written (poetry, prose, drama) and performance (dance, music, wall art, street art, guerilla art, body art) - reading identities, nationalities, citizenships, subalternities, sexualities, disabilities - War - Dissent – Animal Resistance	
	4	Temple Entry Proclamation - Anti-Apartheid Movement- Mothers of Plaza de Mayo - Ganda Filipinas - Pride March- Everyday Resistance	
II		**Theorizing Resistance**	12
	5	Harlow, Barbara. “The Theoretical Historical Context”. (Chapter 1, pages 1-12) Resistance Literature. New York, Methuen, 1987.	
	6	Chentharassery, THP. “Ayyankali and the Sadhu Jana Paripalana Sangham”.	
	7	*Ozhivu Divasathe Kali*. Directed by Sanal Kumar Sasidharan, performances by NishtarSaith, BaijuNetto, director’s cut,Niv Art Movies, 2015.	
	8	*Poonachi*: Perumal Murugan chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://ia902904.us.archive.org/11/items/perumalpoonachi/PERUMAL%20-%20Poonachi.pdf	
III		**Caste/ Class/Race**	15
	9	Meena Kandasamy- “Becoming a Brahmin” https://www.poemhunter.com/poem/becoming-a-brahmin/	

	10	Peter Davis (Dir): *Nelson Mandela: Prisoner to President* (Apartheid Documentary 1994) www.youtube.com/watch?v=Rk-Lxgp9NWg	
	11	Dalit Women as Political Agents: A Kerala Experience- Rekha Raj. pg 56-58	
	12	Rangarajan, Swarnalatha and Sreejith Varma Jothibai Pariyadath. Tr. Mayilamma: *The Life of a Tribal Eco-Warrior*. Hyderabad: Orient Blackswan, 2018. Chapter 13. "Protest: The First Year". Pages 55 – 59.	
	13	Bob Marley. "Stand Up For Your Right." https://www.youtube.com/watch?v=RhJ0q7X3DLM	
	14	Langston Hughes: "The Negro Artist and the Racial Mountain" (Harlem)https://www.poetryfoundation.org/articles/69395/the-negro-artist-and-the-racial-mountain	
IV	**Gender/ Sexuality**		**9**
	15	Maya Angelou. "Still I Rise". https://www.poetryfoundation.org/poems/46446/still-i-rise	
	16	Nasreen, Taslima. "Garment Girls"https://www.poemhunter.com/poem/garment-girls/#google_vignette	
	17	Adrienne Rich- "What Kind of Times Are These".https://www.poetryfoundation.org/poems/51092/what-kind-of-times-are-these	
	18	"Margarita with a Straw" (movie on disability and gender) https://www.dailymotion.com/video/x8imcw6	
V	**Politics**		**12**
	19	Mahmoud Darwish- "ID Card" https://www.poemhunter.com/poem/identity-card/	
	20	Denise Levertov- "Making Peace". https://www.poetryfoundation.org/poems/53900/making-peace	
	21	Satrapi, Marjane. *Persepolis*	
	22	"Who is Banksy? Everything we know about the anonymous artist" https://www.bbc.com/news/uk-england-bristol-50249349	

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Appreciate diverse cultural settings, and consider the impact of gender, race and ethnicity in cultural representations of marginalised identities, and evaluate the way(s) in which they complicate, resist, or revise assumptions about social, cultural and political power.	R, U	PSO-1,2
CO-2	Identify and analyze the thematic and formal elements of resistance literature.	R, U, A	
CO 3	Understand the historical and socio-political contexts that give rise to acts of literary resistance.	U, R	
CO 4	Critically engage with texts that challenge societal norms, questioning and redefining notions of power, identity, and justice.	U, R, A, E	

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

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

CO 5												
CO 6												

Correlation Levels:

Level	Correlation
-	
1	
2	
3	

Assessment Rubrics:

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

Mapping of COs to Assessment Rubrics :

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

CO 5				
CO 6				

University of Kerala

Discipline	ENGLISH				
Course Code	**UK5DSEENG300**				
Course Title	Malayali Voices in English				
Type of Course	DSE				
Semester	V				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	4hours	-	-	4
Pre-requisites	1. Familiar with analysing fiction and non-fiction 2. Critical thinking skills				
Course Summary	This course provides students with a comprehensive exploration of the literary tradition produced by Malayalees writing in English. Through close analysis and interpretation of selected works, students delve into the themes, cultural contexts, and stylistic elements present in Malayalee literature. By examining the significance of these literary voices as expressions of cultural identity, the course cultivates critical thinking skills and a deeper appreciation for the narratives by Malayalee writers.				

Detailed Syllabus:

Module	**Unit**	**Content**	**Hrs**
I		**Poetry**	**12**
	1	"Women in the Times of a Fearstorm" A J Thomas https://www.emergingpoetry.com/2022/09/poems-of.html	
	2	"At the Family Court." CP Surendran https://www.poemhunter.com/c-p-surendran/	

	3	"How Men Eat." Anitha Nair https://bigbridge.org/BB18/poetry/indianpoetryanthology/ANITA_NAIR.html	
	4	"Caste in a local train ." S Chandramohan https://callmeishmaeltonight.wordpress.com/2016/11/19/chandramohan-s-caste-in-a-local-train/	
	5	Declaration Off- Internet Jeet Thayil https://www.poemhunter.com/poem/declaration-off-intent/	
II	**Non-Fiction**		**12**
	7	The Algebra of Infinite Injustice Arundhati Roy https://mail.ratical.org/ratville/CAH/ArundhatiRoy.pdf	
	8	"Introduction: Portfolio of Writing from the Arabian Gulf"- Deepak Unnikrishnan . https://www.thecommononline.org/introduction-portfolio-of-writing-from-the-arabian-gulf/	
	9	"The Different Hues of Onam" Jaishree Misra https://www.jaishreemisra.com/columns/156-on-onam-for-times-of-india-sep-2013	
	10	"ChatGPT: No substitute for originality. " Sasi Tharoor https://english.mathrubhumi.com/columns/i-mean-what-i-say/chatgpt-no-substitute-for-originality-shashi-tharoor-column-1.8364673	
III	**Short Fiction**		**12**
	11	'Shabari and Anita' from The Greatest Enemy of Rains Manu Bhattathiri https://scroll.in/article/1029750/shabari-and-anita-read-manu-bhattathiris-story-from-his-latest-book-of-short-fiction	
	12	"Bravo Zulu" from the Book *The Army Officer's Wife* Sajitha Nair	

	13	"Terminal One" from *Tales from a Vending Machine* by Anees Salim https://zoboko.com/text/endrwpy5/tales-from-a-vending-machine/5	
IV	**Novel , Graphic Fiction**		**12**
	14	*Dream Machine: AI and the Real World* by Appupen (George Mathen)	
	15	*Cliffhangers* Sabin Iqbal	
V	**Blogs and Other Writings**		**12**
	20	Preeti Shenoy "Travel Tuesday --how to choose a place to visit" https://blog.preetishenoy.com/2023/06/travel-tuesday-how-to-choose-place-to.htm	
	21	"Fever Dreams: Living With My Uncle Perry" Veena Narayan https://www.outlookindia.com/culture-society/fever-dreams-living-with-my-uncle-perry-weekender_story-240406	
	22	Himalayan families which stunned us with their hospitality Sandeepa Chetan https://sandeepachetan.com/people-hospitality-himalayas-india/ https://sandeepachetan.com/people-hospitality-himalayas-india/	

Books

Appupen. *Dream Machine: AI and the Real World* , 2024.

Iqbal, Sabin. Cliffhangers. Rupa Publishers, 2020, New Delhi.

Nair, Sajitha. *The Army Officer's Wife*, Juggernaut 2023. New Delhi.

Saleem, Anees. *Tales from a Vending Machine.* Harper Collins, 2013. New Delhi

Suggested Readings :

Kannannari, Saharu Nusaiba. *Chronicle of an Hour and a Half.*

Neelakandan, Anand. *Asuras*.

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Acquire a thorough understanding of major Malayalee writers and their contributions to English literature.	R, U	2
CO-2	Develop advanced critical analysis skills necessary for interpreting, evaluating, and appreciating literary texts.	Ap	1
Co-3	Enhance digital literacy by utilizing digital tools and resources to research, analyze, and present findings on Malayalee literature in English, while adhering to ethical standards in digital scholarship.	An	7
CO-4	Cultivate a deep appreciation for the themes explored in Malayalee literature written in English, developing a broader understanding of literary expression.	E	3
CO-5	Develop proficiency in communication skills through the analysis and discussion of Malayalee literature in English, effectively conveying ideas and interpretations both orally and in writing.	C	4

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
1	CO1	2	R, U	F	L T	
2	CO2	1	Ap	C	L	

3	CO3	7	An	P, M	L	
4	CO4	3	E	C	L	
5	CO5	4	C	P, M	L T	

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO 1	**PSO 2**	**PSO 3**	**PSO4**	**PSO5**	**PSO 6**	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**
CO 1		1	-	-	-	-						
CO 2	2		-	-	-	-						
CO 3	-	-	1	-	-	-						
CO 4	-	-	2	3	-	-						
CO 5	-	1	-	-	-	-						
CO 6	-	-	-	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
- Final Exam

Mapping of COs to Assessment Rubrics :

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

University of Kerala

Discipline	ENGLISH				
Course Code	**UK5DSEENG301**				
Course Title	Indian Mythologies Reimagined				
Type of Course	DSE				
Semester	V				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	3 hours	-	2	5
Pre-requisites	1. 2.				
Course Summary	The course will enable the students to explores the evolution and reinterpretation of myths across different cultures and time periods. It delves into how myths shape and reflect societal values, as well as how they are adapted in contemporary literature, art, film, and popular culture.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I	**Mythology, Folklore and Archetype**		**15**
		mythology - cultural context-archetypes symbolism-adaptation - interpretation - retelling - "Introduction: the Diversity of *Ramayana* Tradition"- *Many Ramayanas*, ed., Paula Richman https://books.google.co.in/books?id=XkifYfljHP4C&pg=PA3&source=gbs_toc_r&cad=2#v=onepage&q&f=false	

II	**Subversive Texts folklore and Tribal literature**	**15**

		Retelling myths - means of resistance- subversiondominant narratives Seethakali - -Adiya Ramayanam-Karbi Ramayan Theyyam: The Indian Trance where Men become Gods https://www.bbc.com/travel/article/20230628-theyyam-th e-indian-trance-where-men-become-gods “Battle Beyond Kurukshetra” A Mahabharata Novel, OUP, 2017 - P.K. Balakrishnan and Jayalekshmy P.K. Practicum: Identifying Subversive Myth Retellings in Local Lore	
III	**Re-writing Mythological Tales**		**15**
		"Introduction" - Myth=Mythya: Decoding of Hindu Mythology by Devdutt Pattanaik Resurgence of Myths and Legends in Contemporary Literature of Indian English in an Emergent India- Salini. R. Sinha(pg:132-137) Myth, History and New Popular Fictions https://ebooks.inflibnet.ac.in/engp08/chapter/myth-history-and-new-popular-fictions/ Mudiyettu, ritual theatre and dance drama of Kerala https://ich.unesco.org/en/RL/mudiyettu-ritual-theatre-and-dance-drama-of-kerala-00345	
IV	**Re- visualizing Mythology**		**15**
		Peeter Brooke Mahabharatha https://youtu.be/x96yy96wUTw?si=oCNKoS1gV0ivEd6T Mahabali & The Economy of Flow- P. Madhu Ahalya-Modern Renditions https://www.liquisearch.com/ahalya/modern_renditions	

V		- Watch films which are recreations of mythology. Review it by giving focus on the difference in perspective from the original myth. - Creating retelling of mythological stories using the knowledge gained from previous modules - Workshopping and peer feedback on story ideas and dra s	

Recommended Reading

Atwood, Margaret. "The Myths and Me". *Read: Life with Books.* 2005.

Balakrishnan, P. K. Ini Njan Urangatte. Kottayam: DC Books, 2011.

Divakaruni, Chitra Banerjee. The Palace of Illusions. London: Pan Macmillan, 2009.

Doty, William G. Mythography. Alabama: The University of Alabama Press, 2000.

Erndl, Kathleen M. "The Mutilation of Surpanakha". Many Ramayanas: The Diversity of a Narrative Tradition in South Asia. Ed.Paula Richman.New Delhi : Oxford University Press,1994. 67-88.

Living Ramayanas Exploring the Plurality of the Epic in Wayanad and the World By Asīs Taruvaṇa, Azeez Tharuvana · 2021

Joseph,Sarah. Retelling the Ramayana: Voices from Kerala. Trans. Vasanthi Sankaranarayanan. New Delhi: Oxford University Press, 2005

Kane, Kavitha. Sita's Sister. New Delhi: Rupa Publications, 2014. Print. ---. The Fisher Queen's Dynasty. New Delhi: Westland Publications Ltd, 2017.

--- Lanka's Princess. New Delhi: Rupa Publications India Pvt. Ltd, 2017.

Karve, Irawati. Yuganta: The End of an Epoch. India: Orient Blackswan, 2006.

Kavanasarma. "Shurpanakha's Sorrow".Trans. Ramayana Stories in Modern South India . Comp. and ed. Paula Richman. Bloomington

Levi-Strauss, Claude. "The Structural Study of Myth". Ritual and Belief:Readings in the Anthropology of Religion. Ed. David Hicks. Boston: McGraw-Hill College, 1999.

Madhavan. N.S. "Ahalya". Trans. Rizio Yohannan Raj. Ramayana Stories in Modern South India . Comp. and ed. Paula Richman. Bloomington &Indianapolis : Indiana University Press , 2008.

Malinowski, Bronislaw. "The Role of Myth in Life." Sacred Narrative: Readings in the Theory of Myth. Ed. Alan Dundes. Berkeley: University of California Press,1984. 193-207.

Neelakantan, Anand. Asura: Tale of the Vanquished. Mumbai: Leadstart Publishing Pvt Ltd, 2012.

Pudumaippittan. “Deliverance from the Curse”. Trans.Lakshmi Holmstrom. Ramayana Stories in Modern South India. Comp. and ed. Paula Richman. Bloomington &Indianapolis: Indiana University Press, 2008. 146-157.

Ray, Prathibha. Yajnaseni. New Delhi: Rupa Publications, 1995.

Sawant, Shivaji. Mrutyunjay. Pune: Mehta Publishing House, 1967.

Shashi, Deshpande. The Stone Women. N.p: Writer’s Workshop, 2000.

Sreedevi,K.B. “Ahalya Later: Woman of Stone”. Trans. Gita

Krishnankutty. Ramayana Stories in Modern South India. Comp. and ed. Paula Richman. Bloomington &Indianapolis: Indiana University Press, 2008. 141-145. Print.

Tripathi, Amish. “Myths for Modern Times” by Anusha Parthasarathy. Chennai: The Hindu, 28 Aug 2013.

Vasudevan Nair, M.T. Randamoozham. India: Current Books, 1984.

Watch list

The Last Temptation of Christ directed by Martin Scorsese

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addresse d
CO-1	Understanding the Possibilities of Multiple Narratives of mythologies	U	PSO-1,2
CO-2	Critically evaluating the subversivemess of parallel Narratives	R, U	

Co3	Creatively retelling Myths		

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	**CO**	**PO/PSO**	**Cognitive Level**	**Knowledge Category**	**Lecture (L)/Tutorial (T)**	**Practical (P)**
	1	Students will be able to understand the pluralities of mythology		F, C		
	2	They will be able to understand the subversive power of archetypes		P		

	3	They will be able to creatively approach archetypes by producing new readings				

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive Mapping of COs with

PSOs and POs :

	PSO 1	**PSO 2**	**PSO 3**	**PSO4**	**PSO 5**	**PSO 6**	**PO 1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO 6**
CO 1	1	-	-	-	-	-						
CO 2	2	3	-	-	-	-						
CO 3	-	-	1	-	-	-						

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
- Final Exam

Mapping of COs to Assessment Rubrics :

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

University of Kerala

Discipline	ENGLISH				
Course Code	**UK5DSEENG302**				
Course Title	**Crime Fiction**				
Type of Course	**DSE**				
Semester	V				
Academic Level	300 -399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	4 hours	-	-	4
Pre-requisites	1. 2.				

Course Summary	Explores the subgenres of crime fiction and the sociopolitical, gendered and philosophical dimensions of the genre.

Detailed Syllabus:

Module	Unit	Content	Hrs
I		**Introducing the Genre**	**12**
	1	Popular/genre fiction vs Literary fiction - definition of crime and crime fiction	
	2	Crime fiction as world literature – popularity of the genre	
	3	gothic background of crime writings - history and evolution of crime fiction - classic crime fiction – Golden age of crime novels	
	4	Eric Sandberg, "A History of Crime Fiction." *Studying Crime in Fiction: An Introduction*. Routledge, pp. 36-51.	
II		**Classical Figures and Works**	**12**
	5	Edgar Allen Poe & Arthur Conan Doyle - Agatha Christie - G K Chesterton –- P D James - Queens of Crime	
	6	Edgar Allen Poe – "The Purloined Letter" (Short Story) Arthur Conan Doyle - "A Scandal in Bohemia." (Long Story) https://www.owleyes.org/text/scandal-bohemia	
	7	Reading List: (for discussion only) Agatha Christie - *The Murder of Roger Ackroyd*. (Novel) James M Cain - *Postman always Rings Twice*. (Novel)	
III		**Major Subgenres**	**12**
	8	Whodunnit - detective fiction,American hardboiled- police procedurals- French Noir-Nordic Noir- Types of Crime Fiction: Historical, Forensic, Psychological, Giallo, Medical, Legal, Courtroom Drama, Anti-detective , Griplit, Spy thriller, Cozy Mystery	
	9	Reading List:(for discussion only) Flynn, Gillian, *Gone Girl: a Novel.* Crown, 2012. (Novel) Ian-Fleming. *Casino Royale* (James Bond Series). 1953, Thomas & Mercer, 2012. (Novel)	
IV		**Crime Writings from the East**	**12**
	10	Japanese Honkaku-Korean K-thriller – Chinese crime noir- Arabic crime fiction-Bengali detective fiction - Crime fiction in Malayalam	
	11	Sajid A. Latheef. "Who is afraid of Crime Fiction? An Overview of Malayalam Crime Fiction." (Article) https://mariarose666.blogspot.com/2024/04/who-is-afraid-of-crime-fiction-overview.html Saradindu Bandyopadhyay. "The Avenger' a.k.a. 'Achin Pakhi'" (1960) *Byomkesh Bakshi Stories*. Rupa Publications. 2003. (Short Story)	

	22	Reading List:(for discussion only) Soji Shimada. *The Tokyo Zodiac Murders*. Pushkin Veritgo, 2004. (Novel). Anvar Abdulla – *Compartment*. Mathrubhumi Books, 2020.	
V	**Socio-political, Gendered and Philosophical Dimensions of Crime Fiction**		**12**
	23	Crime fiction and social justice – crime fiction and human rights (victims, suspects, culprits) - morality and violence in crime writings - crime fiction and women (as writers and readers)	
	24	Film Adaptations of Crime fiction – an overview Agatha Christie: Death on the Nile https://youtu.be/B8ylavSqet0?si=B3FUevNyWSPoj1Dw	
	25	Debanjali Roy and Tanmoy Putatunda. "Tyrannous Minds and Tamed Bodies: The Curious Case of Irene Adler from Canon to Screen." *Rupkatha Journal on Interdisciplinary Studies in Humanities*, Vol. 13, No. 4, 2021. 1-13. https://rupkatha.com/V13/n4/v13n444.pdf	

Recommended Reading

Allingham, Margery. *The Border-Line Case*. 1928

Auden, W. H. "The Guilty Vicarage," *Harper Magazine* (1948): 406-412.

Doyle, Arthur Conan. *The Sign of Four*. 1890.

Haycraft, Howard. "Dictators, Democrats, and Detective. and "The Future of the Detective Story" (1951). *Murder for Pleasure*. Mineola, Dover Publications, 2019. pp. 234-244.

Higashino, Keigo. *The Devotion of Suspect X*. 2005.

Hühn, Peter. "The Detective as Reader: Narrativity and Reading Concepts in Detective Fiction." *Modern Fiction Studies* 33, no. 3 (1987): 451–66.

Grella, George. "Murder and manners: the formal detective story." *Novel*, 1970, pp. 30-48

Ronald Knox, "The Ten Commandments of the Detective Fiction" (1929);

Sayers,Dorothy. *The Image in the Mirror*. 1933

Todorov, Tzevetan. ―The Typology of Detective Fiction‖. *The Poetics of Prose*. Ithaca: Cornell UP, 1995.

E-Resources

https://www.studysmarter.co.uk/explanations/english-literature/literary-devices/crime-fiction/

https://books.google.co.in/books?hl=en&lr=&id=9xZREAAAQBAJ&oi=fnd&pg=PR11&dq=crime+fiction+&ots=NHsB9GOlWI&sig=-2WQy4F9FTNO9xvfnbOVP5PS71Q&redir_esc=y#v=onepage&q=crime%20fiction&f=false

https://www.theguardian.com/books/2023/dec/05/best-and-thriller-novels-of-2023

https://www.gutenberg.org/ebooks/bookshelf/28

https://books.google.co.in/books?hl=en&lr=&id=xR-RrqLUfDYC&oi=fnd&pg=PP7&dq=crime+fiction+&ots=UaWBKDZfJ1&sig=6Y-rb8rkznJZXknTowZediTTq_s&redir_esc=y#v=onepage&q=crime%20fiction&f=false

https://books.google.co.in/books?hl=en&lr=&id=9vTsSixUodYC&oi=fnd&pg=PA1&dq=crime+fiction+&ots=UHflDYxt6z&sig=6jKb_QYU6ybzjhRiqSgm2RsBCvg&redir_esc=y#v=onepage&q=crime%20fiction&f=false

https://egyankosh.ac.in/bitstream/123456789/69480/3/Unit-1.pdf

https://shodhgangotri.inflibnet.ac.in/bitstream/20.500.14146/12930/1/synopsys%20on%20indian%20english%20crime%20fiction%20by%20the%20contemporary%20women%20writers%20).pdf

https://www.cambridgescholars.com/resources/pdfs/978-1-5275-6406-0-sample.pdf

https://analepsis.org/wp-content/uploads/2011/08/compcrimefiction.pdf

https://perpus.univpancasila.ac.id/repository/EBUPT200456.pdf

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Outline the history of crime fiction and some of the key crime fiction subgenres.	R. U	PSO-1,2
CO-2	Examine the key formal, thematic and contextual features of individual crime fiction texts.	U, An	
CO 3	Investigate crime fiction texts concerning their genre and the idea of genre evolution.	An, E	

CO 4	Analyse crime fiction texts as investigations of specific political, social or philosophical issues	An, Ap, E	
CO 5	Debate the concept of popular literature in general and crime fiction as particular, their scope in modern culture and its limitations.	E, C	

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	**CO**	**PO/PSO**	**Cognitive Level**	**Knowledge Category**	**Lecture (L)/Tutorial (T)**	**Practical (P)**
1		3	R, U	F, C	L	
2		3, 5	U, An	C	L	
3		5,	An, E	C, P	L	
4		11, 15	An, Ap, E	P	L	
5		15	E, C	M	L	

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO 1	**PSO 2**	**PSO 3**	**PSO4**	**PSO5**	**PSO 6**	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**
CO 1	1	-	-	-	-	-						
CO 2	2	3	-	-	-	-						

CO 3	-	-	1	-	-	-						
CO 4	-	-	2	3	-	-						
CO 5	-	1	-	-	-	-						
CO 6	-	-	-	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
- Final Exam

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓

CO 2	✓			✓
CO 3	✓			✓
CO 4		✓		✓
CO 5		✓		✓
CO 6				

University of Kerala

Discipline	ENGLISH				
Course Code	**UK5DSEENG303**				
Course Title	**QUEER: BEYOND BOUNDARIES**				
Type of Course	**DSE**				
Semester	V				
Academic Level	300 – 399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	3 hours	-	2 hours	5
Pre-requisites	1. 2. UK102DSC				
Course Summary	This course offers an in-depth exploration of LGBTQA+ literature through various literary genres, including poetry, novels, drama, and non-fiction. From historical perspectives to contemporary voices, students will delve into the rich tapestry of LGBTQ experiences, identities, and struggles as depicted in literature. Through close reading, critical analysis, and discussions, students will examine how LGBTQ writers have used diverse literary forms to express themselves, challenge societal norms, and advocate for change. By engaging with a wide range of texts, students will gain a deeper understanding of LGBTQ history, culture, and representation in literature.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I	**Title of the Module- Introduction to Queer Literature**		**15**
	1	Queer-LGBTQA+ Identity- Representation- Diversity- Intersectionality- Coming out- Heteronormativity- Gender identity- Sexual orientation- Narrative- Empowerment- Marginalization- Inclusivity- Visibility- Allyship - Homophobia - Transphobia - Gender expression - Non-binary - Genderqueer - Fluidity - Intersectional identities - Pride - Discrimination - Acceptance - Affirmation - Safe spaces - Community – Activism	
	2	Jennifer Miller, "Thirty Years of Queer Theory", Chapter 1: Thirty Years of Queer Theory – Introduction to LGBTQ+ Studies: A Cross-Disciplinary Approach (pressbooks.pub)	
II	**Title of the Module- Rainbow Poems**		**15**
	3	Walt Whitman – "I Sing the Body Electric" I Sing the Body Electric by Walt Whitman | Poetry Foundation	
	4	C.P. Cavafy-"Comes to Rest", Comes to Rest by Constantine P Cavafy - Famous poems, famous poets. - All Poetry	
	5	Audre Lorde- "Who Said It Was Simple", Who Said It Was Simple by Audre Lorde | Poetry Foundation	
	6	Tom Gunn - "In Trust", In Trust by Thom Gunn | Poetry Foundation	
	7	Vikram Seth, "Dubious", Reflections: "Dubious" by Vikram Seth (reflections-mypinkdiary.blogspot.com)	
		Practicum: Assignment- Students can submit a full-length assignment of (200 words) on any of the works prescribed.	
III	**Title of the Module- Life Writing and Fiction**		**15**
	8	James Baldwin, *Giovanni's Room*, Giovanni's Room (Penguin Modern Classics) - Kindle (amazon. in)	
	9	Kalki Subramaniam, *We Are Not the Others*, Notion Press, 2012.	
	10	**Practicum: Students can create a project (10 pages) based on any of the writers prescribed for study.**	
IV	**Title of the Module- Queer Films**		**15**
	11	*Chitrangada.* Directed by Rituparno Ghosh, Shree Venkatesh Films, 2012. Chitrangada (2012) : Free Download, Borrow, and Streaming: Internet Archive	

	12	*Love, Simon*, Directed by Greg Berlanti, 20th Century Fox, 2018. Love, Simon streaming: where to watch movie online? (justwatch.com)	
	13	*Thangam*. Directed by Sudha Kongara, From *Paava Kadhaigal*, RSVP Movies, 2020.	
		Practicum: - Students can submit an assignment on any one of the queer films (not limited to syllabus).	
V	**Title of the Module- Critical Responses**		**15**
	14	Rob Cover, " First Contact: Queer Theory, Sexual Identity, and "Mainstream" Film", (PDF) First Contact: Queer Theory, Sexual Identity, and "Mainstream" Film (researchgate.net)	
	15	Anu Kuriakose, "Subversive Gender Performance in Kottankulangara Temple Festival", (PDF) Of the Cross-dressed Male and the Lighted Lamps: An Analysis of the Subversive Gender performance in Kottankulangara Temple Festival (researchgate.net)	
		Practicum- Students should actively discuss the various aspects of the essays prescribed for study followed by a seminar presentation of the findings.	

Course Outcomes

No.	Upon completion of the course, the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Familiarize key concepts in queer theory, such as performativity, heteronormativity, and intersectionality, and apply them to the analysis of literary texts, cultural artifacts, and social phenomena.	U	PSO-1,2
CO-2	Engage and explain diverse voices and perspectives within queer theory, including those of scholars from different cultural, racial, and ethnic backgrounds, as well as perspectives from transgender and non-binary communities.	R, U	1,2
CO-3	Apply theoretical concepts from queer theory to real-world contexts, such as politics, law, media, and	An, E	3,4

	popular culture, examining how discourses of gender and sexuality shape social norms and power structures.		
CO-4	Analyse and investigate the socio-political contexts shaping queer identity and lives in general.	An, E	8
CO-5	Critically evaluate texts through a queer theoretical framework, identifying representations of gender and sexuality, as well as power dynamics and resistance strategies within various cultural contexts.	E, C	1,4.8

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	**CO**	**PO/PSO**	**Cognitive Level**	**Knowledge Category**	**Lecture (L)/Tutorial (T)**	**Practical (P)**
1	1	1,2	R,U	F, C	L	
2	2	1,2	R,U	C	L	P
3	3	3,4	An, E	C	L	P
4	4	8	An, E	C,M	L	P
5	5	1,4,8	E,C	C,M	L	P

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs:

	PSO 1	**PSO 2**	**PSO 3**	**PSO4**	**PSO5**	**PSO 8**	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**
CO 1	1	2	-	-	-	-						

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

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
- Final Exam

Mapping of COs to Assessment Rubrics :

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

Recommended Reading/Viewing

Ahmed, Sara. *Queer Phenomenology: Orientations, Objects, Others.* Duke University Press, 2006.

Albertalli, Becky. Simon Vs. the Homo Sapiens Agenda. Blazer +Bray, 2015.

Blue is the Warmest Colour. Directed by Abdellatif Kechiche, Wild Bunch, 2013.

Butler, Judith. *Gender Trouble: Feminism and the Subversion of Identity*. Routledge, 1990.

Foucault, Michel. *The History of Sexuality*, Volume 1: An Introduction. Vintage Books, 1990.

Jagose, Annamarie. *Queer Theory: An Introduction*. New York University Press, 1996.

Johnson, E. Patrick, and Mae G. Henderson, editors. *Black Queer Studies: A Critical Anthology.* Duke University Press, 2005.

Love, Heather. *Feeling Backward: Loss and the Politics of Queer History*. Harvard University Press, 2007.

R, Sambhu and Karma Lhamu. *The Politics of Nonconformity: Queer, Disabled, and Posthuman Bodies,* Notion Press, 2021.

Sedgwick, Eve Kosofsky. *Epistemology of the Closet.* University of California Press, 2008.

Stryker, Susan. *Transgender History.* Seal Press, 2008.

University of Kerala

Discipline	ENGLISH				
Course Code	**UK5DSEENG304**				
Course Title	Narratives of Memory				
Type of Course	DSE				
Semester	V				
Academic Level	300 – 399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	3 hours	-	2 hours	5
Pre-requisites	1. 2.				
Course Summary	This Discipline Specific Elective course explores the intersection of Memory Studies and English Literary Studies, examining how memory is constructed, represented, and interpreted through various literary, visual and media narratives. Students will engage with seminal and contemporary literary works like poems, diaries, memoirs, visual narratives like photographs, graphic representations, films and different forms of Media. The course combines theoretical insights and practical analysis to deepen understanding of memory's multifaceted role in literature and culture. This approach allows for a broad understanding of the subject matter, appealing to students interested in literature, media studies, visual arts and Cultural memory				

Detailed Syllabus:

Module	Unit	Content	Hrs
I		**Introduction to Memory Studies**	15
	1	Overview of Memory Studies, Key Concepts-Individual memory, Collective memory, Cultural memory, Social memory,Contemporary Memory, Post memory, Transnational memory, Counter-memory, Multi Directional memory , Episodic Memory Adam D. Brown, Yifat Gutman et al. Introduction "Is an Interdisciplinary Field of MemoryStudies Possible?" *International Journal of Politics, Culture and Society* 22.2 (2009):pp. 117-124 Stable URL: https://www.jstor.org/stable/40608219	
II		**Literature and Memory**	15
		Poetry Course Material: "I never saw another butterfly" a Poetic Collection on Holocaust memories edited by Hana Volavkova Poem selected for detailed analysis from this Poetic collection -" The Butterfly" https://www.holocaustcenterseattle.org/images/Education/I%20Never%20Saw%20Another%20Butterfly%20Packet%20of%20Readings.pdf Czeslaw Milosz "Encounter" https://www.poetryfoundation.org/poems/49457/encounter-56d22b901521b Wendell Berry "The Vacation "https://www.poetryfoundation.org/poems/56192/the-vacation-56d238779b2aa Stanley Kunitz "The Portrait" https://poets.org/poem/portrait Patricia Hampl "This is how Memory Works" https://writersalmanac.publicradio.org/index.php%3Fdate=2004%252F12%252F27.html Billy Collins "Forgetfulness" https://www.poetryfoundation.org/poetrymagazine/poems/37695/forgetfulness	

		Diary Course Material: *Zlatas Diary*(Page 211-217) by ZlataFilipovic https://www.somersetcanyons.com/ourpages/auto/2018/3/28/62051592/Zlatas%20Diary.pdf	
		Memoir Course Material: *Antharjanam: Memoirs of a Namboodiri Woman by Devaki Nilayangode*(English Translation by Radhika Meon and Indira menon) From this memoir Analyse the Sections titled "The Daily Routine", "The Ritual Bath"	
		Assignment/ Practicum: Read an autobiography and analyse the Various levels of Memory in it.	
III		**Visual Narratives and Memory**	15
		Photography Course Material: Kevin Carter- Photograph on "The Harrowing Story of the Vulture and the little girl" https://aboutphotography.blog/blog/the-haunting-legacy-of-kevin-carters-1993-sudan-famine-photograph#:~:text=In%201993%2C%20photojournalist%20Kevin%20Carter,and%20iconic%20images%20of%20famine. Dorotha Lange- Photograph on"Great Depression" https://www.kuriositas.com/2011/11/depression-era-photography-of-dorothea.html	
		Graphic Narratives Course Material: *The Arrival* by Shaun Tan (Refer Part II) https://www.scribd.com/doc/146642021/Shaun-Tan-The-Arrival	
		Painting Course Material The Bedroom(by Vincent van Gogh)	

		https://in.images.search.yahoo.com/search/images?p=Vincent+Van+Gogh+the+Bed+room&fr=crmas&imgurl=https%3A%2F%2Fuploads2.wikiart.org%2Fimages%2Fvincent-van-gogh%2Fvincent-s-bedroom-in-arles-1889-1.jpg#id=7&iurl=https%3A%2F%2Fexternal-preview.redd.it%2Fx7heiFMLC0x68j6i4I186CpPGkRW_vcbEakDhiy2z4Q.jpg%3Fauto%3Dwebp%26s%3Dea37d6e32fb6fcf9455e69be1b866f5f37b24aee&acti	
		Assignment/ Practicum Component: Visit a Museum/ an Art Gallery, create a Narrative Project that explores personal or historical memory	
IV		**Media and Memory**	15
		News paper Jawaharlal Nehru's Iconic Speech – "The light has gone out" https://www.nationalheraldindia.com/india/nehrus-iconic-speech-on-january-30-1948-the-light-has-gone-out	
		Documentary ' My Radio My Life', a documentary directed by Bidit Roy, MakarandWaikar https://vimeo.com/840719183	
		Assignment/ Practicum- Analyze the Effect of Social media on Public memory of a recent past and prepare an article based on that…	
V	Memory and Narration		15
		Identify and analyze different Narrative Patterns used to depict in memory in story telling	
		Non-linear narratives and Memory Source Material: Short story "In Another Country"(Ernest Hemingway) https://mt15000219.schoolwires.net/cms/lib/MT15000219/Centricity/Domain/97/In%20Another%20Country.pdf Stream of Consciousness Technique as a means to represent the flow of memories Source Material:Novel *Mrs Dalloway*(Virginia Woolf)- (Chapter 3) 3) Unreliable Narration and Memory Source Material: Poem "The Unreliable Narrator" a poem by Keith Waldrop https://www.poetryfoundation.org/poems/53186/the-unreliable-narrator	

		Assignment/Practicum: Students can create a short story or a script that incorporates one of the narrative patterns discussed in the Module	

Text Books

Filipovic, Zlata -*Zlatas Diary* .Penguine Books ,1993

Nilayangode ,Devaki -Antharjanam: Memoirs of a Namboodiri Woman ,Delhi OUP ,2012

Tan ,Shaun The Arrival ,Hodder Childrens Books ,2006

Woolf, Virginia.*Mrs Dalloway.* Hogarth Press, 1925.

Reference Books

Barnier, A & Sutton, J. (2008). From individual to collective memory: Theoretical and empirical perspectives. Memory 16(3): 177-182.

Dijack,Jose van- Mediated memories in the digital Age ,SUP ,20 07

Erll, A. & Nünning, A. (eds). (2008). A companion to cultural memory studies. W de G. Berlin, Germany.

Fentress, J. & Wickham, C. (1992). Social memory. Oxford, UK: Blackwell.

Garde-Hansen, J. (2011). Media and memory. Edinburgh University Press.

Web Resources

Bosch, A. “Memory Studies: The State of an Emerging Field” https://eprints.whiterose.ac.uk/117289/1/Bosch%202016_Memory%20Studies.pdf-

https://uk.sagepub.com/en-gb/eur/journal/memory-studies.

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Understand key concepts and theories in Memory Studies	U, R	2, 9
CO-2	Analyze the representation of memory in different literary genres , visual narratives and media	An, U	2,7,9
CO-3	Critically engage with texts that explore personal and collective memory	E, An	1,2,4,
CO-4	Assess the impact of digital media and visual narratives on memory formation and representation.	E, An	1,2,9
CO-5	Evaluate the effectiveness of various narrative Techniques in Conveying themes related to memory	E, U	1,2,5

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
1	1	2,9	U,R	F, C	L,T	
2	2	2,7,9	An, U	C,P	L	P
3	3	1,2,4	E, An	P, M	L	P
4	4	1,2,9	E, An	P, M	L	P
5	5	1,2,5	E, U	C, M	L	P

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO 1	**PSO 2**	**PSO 3**	**PSO4**	**PSO 5**	**PSO 6**	**PSO 7**	**PSO 8**	**PSO 9**	**PO4**	**PO5**	**PO6**
CO 1		1	-	-	-	-			2			
CO 2		1	-	-	-	-	2		3			
CO 3	1	2		3	-	-						
CO 4	1	2			-	-			3			
CO 5	1	2	-	-	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
- Final Exam

Mapping of COs to Assessment Rubrics :

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

University of Kerala

Discipline	ENGLISH				
Course Code	**UK5DSEENG305**				
Course Title	The Art of Podcasting				
Type of Course	DSE				
Semester	V				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	3 hours	-	2 hours	5
Pre-requisites	1. Have conversational and creative writing skills 2. Have working knowledge of internet tools and apps on phones/laptops				
Course Summary	The course seeks to enable learners to produce podcasts as well understand the intricacies of the world of new-age broadcasting.				

Detailed Syllabus:

Module	Unit		Contents	Hrs
I			**Historicising Podcasts**	**15**
	1		Basics of podcasting-what is a podcast? - Radio vs Podcast https://websitevoice.com/blog/history-of-audio-storytelling/ https://t4l.schools.nsw.gov.au/resources/teaching-and-learning-resources/the-student-podcaster.html	

	2	2	**Introducing Podcasts** Terms- https://riverside.fm/blog/podcast-glossary#anchor1	
II	**1**		**Scripting a Podcast-** The class must identify at least four podcasts of different types in order to have references. Eg- The Economist, Fat.So? , Ted Talks Daily, Humans of Bombay, Leadership for Equality, The Run Through https://castos.com/podcast-script/	**15**
	2		Creating a story- narrative- characterisation- - awareness of audience- podcasts and AI https://www.youtube.com/watch?v=mwFYiFZO6sI	
III			Delivering a Podcast- adapting text to sound- elements of speech-tone-voice modulation- characterisation- speed Video podcast- soft skills	**15**
			https://www.youtube.com/watch?v=g5maU9oFR1k	
IV			**Editing a podcast and Hosting a Podcast**	**15**
		9	Editing – Adobe Audition- Audacity-GarageBand-Alitu-Podcastle-Importance of sound in a podcast- https://duendesounds.com/blog/importance-of-music-use-in-podcasts-2 Hosting a podcast https://riverside.fm/blog/free-podcast-hosting https://www.youtube.com/watch?v=uZ2G8IJtnrU	
V			**Create a podcast on a topic of your choice. Produce at least four episodes of five minutes each. Conduct a peer review and discussion based on the podcasts .**	**15**

Recommended Reading:

Geller, Beyond Powerful Radio: A Communicator's Guide to the Internet Age_News, Talk, Information & Personality for Broadcasting, Podcasting, Internet, Radio 2nd Edition, Focus Press, Franklin, TN 2012.

Kern, Sound Reporting: The NPR Guide to Audio Journalism and Production, 3rd Edition, The University of Chicago Press, Chicago, IL, 2008.

Abel, Out on the Wire: The Storytelling Secrets of the New Masters of Radio, Broadway Books, New York, NY, 2015.

Kaempfer, Swanson, Radio Producer's Handbook, Allworth Press, New York, NY, 2004.

Biewen, Dilworth, Reality Radio: Telling True Stories in Sound, The University of North Carolina Press, Chapel Hill, NC, 2010

Rime, Jemily et al. "What is a podcast? Considering innovations in podcasting through the six-tensions framework" Sage.Vol 28 Issue 5 https://journals.sagepub.com/doi/10.1177/13548565221104444

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	understand the historical of podcasting	U	
CO-2	comprehend the theoretical and practical framework needed to produce a podcast.	R, U	
CO-3	discern the qualities of a good podcast and point out areas of improvement in others	R, An, E	
CO-4	present a podcast	R, Ap, Cr	
CO-5			

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO 1	PSO 2	PSO 3	PSO4	PSO5	PSO 6	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	-	-	-	-	-	-						
CO 2	-	-	-	-	-	-						
CO 3	-	-	-	-	-	-						
CO 4	-	-	-	-	-	-						
CO 5	-	-	-	-	-	-						
CO 6	-	-	-	-	-	-						

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
- Final Exam

Mapping of COs to Assessment Rubrics :

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

University of Kerala

Discipline	ENGLISH				
Course Code	UK5DSEENG306				
Course Title	SCREENWRITING AND SUBTITLING				
Type of Course	DSE				
Semester	V				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per hours week	Total Hours/Week
		hours	3	2	5
Pre-requisites	1. 2.				
Course Summary	This course dives into the world of scriptwriting and subtitling. Students will learn the different types of scripts and explore the techniques of screenwriting. They will also gain the skills to analyze and translate audio-visual content, overcoming cultural barriers in the process.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I		FOUNDATIONS OF SCRIPT WRITING	15
	1	Script definition- features- functions- Different script formats (film, TV, web series, video games, commercials)- Master scene script breakdown: dialogue- description- action lines.	
	2	Script formats: master scene script, dialogue, description, plot structure.	
	3	Introduction to script forms: spec script, commission, feature, assignment.	
	4	Analyzing screenplays: Reading and discussing assigned scripts. Script of the feature film: 12 Years a Slave https://imsdb.com/scripts/12-Years-a-Slave.html Original, unproduced short scripts https://www.simplyscripts.com/original-shortscripts.html#google_vignette Readings: Syd Field, *Screenplay: The Foundations of Screenwriting*; Tinda J. Cowgill, *Writing Short Films* (Chapters 1-3)	

II	Scriptwriting Techniques		15
	5	Terms: Dialogue- Exposition- Subtext- Action Lines- Internal Monologue- Characterization- Character Arc- Three-Act Structure- Conflict- Scene- Suspense- Emotional Impact- Deep dive into dialogue writing and description techniques- Character development and arc creation. Concepts: Dialogue Writing- Mastering subtext, pacing, and character voice- Description: Using vivid language to create a clear picture of the setting, characters, and atmosphere- Character Development- Scene Structure- Creating Conflict- Building Suspense-Evoking emotions Using dialogue, description, and scene structure to elicit a range of emotions from the viewer.	
	6	Deep dive into dialogue writing and description techniques- Character development and arc creation.	
	7	Scene structure and conflict management- Building suspense and emotional impact in scripts.	
	8	Introduction to script software (optional) Websites - The Script Lab: https://thescriptlab.com/ - WriterDuet Blog: https://www.writerduet.com/ - Stage 32: https://www.stage32.com/scriptservices Youtube sources - Lessons from the Screenplay: https://www.youtube.com/channel/UCErSSa3CaP_GJxmFpdjG9Jw - No Film School: https://www.youtube.com/user/nofilmschool Sample movie scripts - The Script Lab: https://thescriptlab.com/ - Movie Scripts & Screenplays: http://www.moviescriptsandscreenplays.com/ - IMSDB - The Internet Movie Script Database: https://imsdb.com/all-scripts.html Film analysis articles - The Criterion Collection: https://www.criterion.com/ - IndieWire: https://www.indiewire.com/	

		-	
III		**Scriptwriting Practice**	15
	9	Key Terms: Short Film- Genre- Logline- Treatment- Scene Breakdown- Peer Review. Concepts: Genre Exploration- Short Film Development- Scriptwriting in Action- Character Development- Plot Construction- Dialogue Writing	
	10	Practical exercises in writing scripts for short films (under 20 minutes).	
	11	Students choose a genre and develop a short film script individually or in groups. Peer review and workshop sessions to refine scripts.	
	12	Introduction to script formatting software (optional)	
	13	Reading list: Linda Aronson, *Scriptwriting Updated* (Chapters 5-7): Focuses on the practical aspects of scriptwriting, including short film development, character creation, and scene structure.	
	14	Activities: • Genre Exploration Workshops: Analyze short films from various genres to understand their specific techniques and audience appeal. • Idea Generation Brainstorming: Develop short film ideas through individual and group brainstorming sessions. • Logline and Treatment Writing: Craft a succinct logline and a detailed treatment that captures your short film's essence. • Scriptwriting Exercises: Practice writing scenes, dialogue, and descriptions to refine your scriptwriting skills. • Scene Breakdown and Storyboarding: Breakdown your script into individual scenes and consider creating storyboards to visualize your narrative flow (optional). • Peer Review Sessions: Provide and receive constructive feedback on short film scripts in a supportive workshop environment.	
IV		**Introduction to Subtitling**	15
	15	Key Terms: Short Film- Genre- Logline- Treatment- Scene Breakdown- Peer Review Concepts: Genre Exploration- Short Film Development- Scriptwriting in Action- Character Development- Plot Construction- Dialogue Writing- Revoicing Techniques - Dubbing – Voice-Over translation	
	16	The role of the subtitler and the importance of subtitling- Common errors in subtitling and best practices.	
	17	Subtitling process, terminology (SDH, SRT), and basic principles. Concepts: Equivalence- Functional equivalence, Dynamic equivalence, Formal equivalence. Subtitling- Dubbing- Voice-over-.Audio Description (AD- Multilingual localization: Cultural adaptation, Localization of names and titles. Types of Audiovisual Translation:	

		Film subtitling- Television subtitling- Live subtitling- Video game localization- Subtitling for the Deaf and Hard of Hearing (SDH)	
	18	Introduction to subtitle software and audio-visual mechanics of subtitling.	
	19	Reading list: Łukasz Bogucki & Mikołaj Deckert (eds.), *The Palgrave Handbook of Audiovisual Translation and Media Accessibility* (Chapter 1) Frederic Chaume, *Audiovisual Translation: Dubbing* (Chapters 1-2) Suggested screenplays for reading: Ritesh Joginder Batra – The Lunchbox (2013) Florian Zeller and Christopher Hampton – The Father (2020) K. G. George and S. L. Puram Sadanandan – Yavanika (1982) Syam Pushkaran – Maheshinte Prathikaram (2016)	
V	**Subtitling Practice and Analysis**		15
	20	Practical exercises in subtitling short videos (under 30 minutes).	
	21	Students analyze existing subtitles in selected films (e.g., Kelkkunnundo, Vidheyan).	
	22	Discussions on cultural adaptation and challenges in subtitling. Practicum: Subtitling a short film or video. Suggested films for analysing subtitles Geethu Mohandas – *Kelkkunnundo* (2009) Adoor Gopalakrishnan – *Vidheyan* (1993) • **The Script Lab:** https://thescriptlab.com/ • **WriterDuet Blog:** https://www.writerduet.com/article/19-tutorials • **Stage 32:** https://www.stage32.com/scriptservices/coverage • **Simply Scripts:** https://www.simplyscripts.com/	

Suggested Reading

- Aronson, Linda. Scriptwriting Updated. Allen & Unwin, 2000.
- Baker, Mona. In Other Words: A Coursebook on Translation. Routledge, 1992.
- Bogucki, Łukasz and Mikołaj Deckert (eds.). The Palgrave Handbook of Audiovisual
- Translation and Media Accessibility. Palgrave Macmillan, 2020.
- Chaume, Frederic. Audiovisual Translation: Dubbing. St Jerome, 2012.
- Cowgill, Tinda J. Writing Short Films. Lone Eagle, 2005.
- Field, Syd. The Definitive Guide to Screenwriting. RHUK, 2003.
- Screenplay: The foundations of screenwriting. Dell Books, 1984. ---. The Screenwriter's Workbook. Dell Books, 1984.
- Luis Perez-Gonzalez, editors. The Routledge Handbook of Audiovisual Translation. Routledge, 2018.
- Mercurio, Jim. Craft of Scene Writing: Beat by Beat to a Better Script. Lindan Publishing,2019.

- Raheja, Dinesh and Jitendra kothari. Kaagaz ke Phool: The Original Screenplay. Om BooksInternational, 2014
- Seger, Linda. Making a Good Script Great. Samuel French, 1994.
- Trotter, David: Screenwriter's Bible. Silman James Press, 2019.

E resources

For more information on various types of scripts.

https://www.studiobinder.com/blog/best-short-films/

https://www.scriptreaderpro.com/best-screenplays-to-read/

https://www.youtube.com/watch?v=tkK9hqAoMQE

https://www.youtube.com/watch?v=cnXiN1iVgBQ

https://gamia-archive.fandom.com/wiki/List_of_longest_video_game_scripts

http://dcac.du.ac.in/documents/E-Resource/2020/Metrial/23RatikaAnand1.pdf
https://termcoord.eu/2018/05/audiovisual-translation-dubbing-or-subtitles/

https://www.researchgate.net/publication/300855510_Introduction_Audiovisual_translation_comes_of_age

https://www.youtube.com/watch?v=GjGhQMg436U

https://www.youtube.com/watch?v=8N_e_10cyts

Script of the film Jellikettu

https://www.filmcompanion.in/fc-pro/scripts/download-the-script-of-lijo-jose-pellisserys-jallikattu/

Script of the film 12 Years a Slave

https://imsdb.com/scripts/12-Years-a-Slave.html

Script of the animation film Finding Nemo

https://imsdb.com/scripts/Finding-Nemo.html

Sample transcripts

https://gotranscript.com/our-transcription-samples

Sample subtitles

https://gotranscript.com/captions-and-subtitles-samples

Classroom activities/Topics for Internal Assessment

The following activities can be allotted to groups or pairs of students as per the situation and the taste of the students.

1. Divide the students into four or five groups. Give a one line subject , for example , " grief " for them to work on a script of 5 minutes duration. You can also ask them to perform their script in class, once the proper script is written.

2. Divide the class into groups and assign them genres like comedy, tragedy, horror etc. Provide them with a situation like " At the railway station " and ask each group to build the scene and prepare a 3-minutes script in the genres assigned to them.

3. Clippings from films can be given where the students may be asked to provide subtitles in other language(s).

4. A passage can be given narrating an incident and students may be asked to write down a script (including dialogues) based on it.

5. When this script is ready, the students may be asked to perform dubbing and voice-over translation based on their script.

6. They may be asked to provide voice overs for introducing any short film. This can be done either in English or any regional language they are comfortable with.

7. A topic/theme may be given for preparing the script for documentary. It will also help them to practice voice-over translation and subtitling.

8. Scenes from films may be taken by group of students and they may do on the spot dubbing to another language (English to Malayalam or Malayalam to English).

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Define key scriptwriting terms like dialogue, exposition, subtext, action lines, internal monologue, characterization, character arc, three-act structure, conflict, scene, suspense, and emotional impact.		
CO-2	Analyze different script formats like master scene script, dialogue, description, and plot structure.		
CO-3	Identify common errors in subtitling and best practices.		
CO-4	Explain the role of the subtitler and the importance of subtitling.		
CO-5	Write a clear and concise script breakdown for a scene, including dialogue, description, and action lines.		
CO-6	Analyze existing subtitles in films to identify strengths and weaknesses and provide constructive feedback on short film scripts through peer review sessions		
CO-7	Apply their knowledge of scriptwriting techniques (dialogue writing, description, scene structure, character development, conflict management) to create engaging short film scripts.		
CO-8	Utilize online resources and industry best practices to improve their scriptwriting and subtitling skills.		

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial	Practical (P)

					(T)	
				F, C		
				P		

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO 1	PSO 2	PSO 3	PSO4	PS O5	PSO 6	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	1	-	-	-	-	-						
CO 2	2	3	-	-	-	-						
CO 3	-	-	1	-	-	-						
CO 4	-	-	2	3	-	-						
CO 5	-	1	-	-	-	-						
CO 6	-	-	-	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
- Final Exam

Mapping of COs to Assessment Rubrics :

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

University of Kerala

Discipline	**ENGLISH**				
Course Code	**UK5SECENG300**				
Course Title	**ENGLISH FOR PROFESSIONAL COMMUNICATION**				
Type of Course	**SEC**				
Semester	V				
Academic Level	300 – 399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	3	2 hours	-	2 hours	4
Pre-requisites	1. 2.				
Course Summary	English for Professional communication is designed to equip the learners with essential language skills for effective communication in various workplace contexts. The students are introduced to the basics of professional communication and how to create an impression through language. The course aims to facilitate learners in refining their abilities to prepare quality presentations and public speeches. It endeavours to develop their interpersonal skills to effectively navigate workplace dynamics.				

Detailed Syllabus:

Module	Unit	Content	Hrs 60
I	**Basics of Professional Communication**		**12**
		What is Professional Communication? - 7 Cs of communication - significance of professional communication	
		Types of communication: verbal, non-verbal, visual and digital - significance of non-verbal communication	
		Levels of formality: informal, semi-formal, and formal	
		Levels of communication : intrapersonal, interpersonal, group, mass, and organisational	
		5 flows of communication : vertical, horizontal, diagonal, external, and grapevine	
		Cultural component : cultural communication - cross cultural communication - cultural shock – stereotyping - ethnocentrism	

		Vocabulary – business vocabulary, meetings vocabulary, internet vocabulary	
II	**Perfecting Professional Presence through Communication**		**12**
		Self-introduction	
		Preparing for and attending interviews – Types: in-person, telephonic, virtual, panel	
		Pitching – elevator pitch, pitch deck, investor pitch, sales pitch, product pitch	
		Interacting with employers, colleagues, and customers	
		Refining Social and Professional Etiquettes: meeting, email, telephone, workplace, formal events and official party.	
		Practical: mock interviews, pitching, role play based on various situations.	
III	**Presentation and Public Speaking Skills**		**12**
		Qualities of a good presentation - 5 Ps of presentation - 4 main types of presentation	
		Audio, video, and AI tools for effective presentation	
		Preparing power point presentations	
		Public speaking – types of speech: informative, persuasive, ceremonial, motivational - overcoming stage fright	
		Practical: prepare and make presentations on business related topics, quiz	
IV	**Effective Professional Correspondence**		**12**
		Formal letter- application, offer, acceptance, refusal, enquiry, request, appreciation, letter of complaint, adjustment letter	
		CV and Resume – chronological, functional, combination, infographic	
		Email	
		Notice, memo, and circular	
		Meeting minutes	
		Inviting tenders – open, restricted, negotiated	
		Questionnaire- different types of questions in a questionnaire	
		Reports – elements- routine (progress, performance, appraisal, periodical), and special (project, survey)	
		Business proposals	
		Practical: writing letters, emails , notice, meeting minutes, inviting tenders, and preparing survey questionnaire	
V	**Interpersonal Skills**		**12**
		Resolving workplace conflicts	
		Negotiations – Types: accommodating, avoiding, collaborating, competing, and compromising	
		Responding to criticism	
		Complaining and dealing with complaints	
		Managing nervousness	

		Group discussions – phrases of agreeing and disagreeing – brainstorming - debriefing	
		Networking- advantages – means (parties, professional networking sites: LinkedIn, Xing, Meetup)	
		Leadership skills	
		Practical: conduct group discussions; role play – give situations where a)the participants resolve workplace conflicts, b)the learners respond to criticism	

Suggested Reading

Bhatia, R. C., Business Communication. New Delhi: Ane Books Pvt Ltd., 2006

Guffey, Mary Ellen. *Business Communication: Process and Product*. 3rd ed. Cincinnati, South-western College Publishing, 2000.

Koneru, Aruna. *Professional Communication*. New Delhi, Tata Mc Graw Hill Education Private Limited, 1998.

Lata, Pushpa and Sanjay Kumar. *English for Effective Communication*. OUP, 2013.

Lesikar Raymond V. John D. Pettit et al. *Lesikar's Basic Business Communication*. Irwin, 1993.

Piotrowski, Maryann V. *Effective Business Writing*. New York, Harper Collins, 1996.

Rai, Urmila. *English Language Communication Skills*. Mumbai, Himalaya Publishing House, 2010.

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Understand the basics of professional communication and its significance.	R, U	3, 6
CO 2	Use verbal and non-verbal communication to convey information clearly and professionally.	Ap, An, C	1, 6, 12, 13

CO 3	Improve their skills to create and project a polished professional image.	U, Ap, C	1, 5, 6
CO 4	Display proficiency in presentation and public speaking skills.	Ap, An, E, C	1, 6, 7
CO 5	Demonstrate mastery in professional correspondence and communicate efficiently and effectively in diverse business environments.	Ap, An, E, C	1, 3, 6, 12
CO 6	Exhibit interpersonal skills to navigate workplace dynamics effectively, resolve conflicts diplomatically, and to respond constructively to criticism.	U, Ap, C	1, 3, 6, 13
CO 7	Understand and improve leadership qualities	U, Ap, E	1, 3, 6, 13

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

Note: 1 or 2 COs/module

Name of the Course: English for Professional Communication

Credits: 2:0:2 (Lecture: Tutorial: Practical)

CO No.	**CO**	**PO**	**Cognitive Level**	**Knowledge Category**	**Lecture (L)/Tutorial (T)**	**Practical (P)**
1	CO 1	4	R, U	C	L	
2	CO 2	1, 4	Ap, An, C	P	L	P
3	CO 3	4, 5	U, Ap, C	P,C	L	P
4	CO 4	4, 5,7	Ap, An, E, C	P	L	P
5	CO 5	1, 4	Ap, An, E, C	P	L	P
6	CO 6	4, 5	U, Ap, C	P	L	P

7	CO 7	5	U, Ap	P	L	

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO 1	**PSO 3**	**PSO 5**	**PSO 6**	**PSO7**	**PSO 12**	**PSO 13**	**PO 1**	**PO 4**	**PO 5**	**PO 7**
CO 1	-	1	-	1	-	-	-	-	1	-	-
CO 2	3	-	-	3	-	3	2	2	3	-	-
CO 3	3	-	1	3	-	-	-	-	3	1	-
CO 4	2	-	-	3	1	-	-		3	1	1
CO 5	3	2	-	3	-	3	1	1	3	-	-
CO 6	2	2	-	3	-	-	3	-	3	1	-
CO 7	2	1	-	3	-	-	2	-	3	3	-

Correlation Levels:

Level	**Correlation**
-	Nil
1	Slightly / Low
2	Moderate / Medium

3	Substantial / High

Assessment Rubrics:

- Quiz
- Role play
- Group Discussion
- Assignment
- Seminar
- Midterm Exam
- Final Exam

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓	✓		✓
CO 3	✓			✓
CO 4	✓	✓	✓	✓
CO 5	✓	✓	✓	✓
CO 6	✓	✓	✓	✓
CO 7	✓	✓		✓

University of Kerala

Discipline	**ENGLISH**				
Course Code	**UK5SECENG301**				
Course Title	**PERSONALITY DEVELOPMENT AND COMMUNICATION MASTERY FOR CAREER SUCCESS**				
Type of Course	**SEC**				
Semester	V				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	3	2 hours	-	2 hours	4
Pre-requisites	1. Basics of Communication Skills 2. Basics of Behavioral Skills				
Course Summary	The aim of the course is to equip participants with the essential skills and knowledge needed to excel in the professional world. By focusing on personality development, soft skills enhancement, and effective communication strategies, the course aims to empower individuals to unlock their employability potential and thrive in various workplace settings.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I	**Module 1: Personality Development**		**12**
	1	Foundations of Personality Development -Definition and Importance of Personality Development	
	2	Theories of Personality Development-Overview of major theories such as Freud's psychoanalytic theory, Erik Erikson's psychosocial stages, and Bandura's social cognitive theory	
	3	Techniques for self-assessment to understand one's personality traits, strengths, and areas for improvement-Emotional Intelligence- Gaining power from positive thinking	
	4	Define growth mind set – Characteristics of growth mind set-Types of Mindset- Secrets of Developing Growth Mindsets	
	Practicum	**Journaling**	
II	**Module 2: Employability Communication Skills**		**12**

	5	Tips for clear and effective verbal communication- Understanding body language, gestures, and facial expressions to enhance communication- Techniques for building rapport	
	6	Techniques for crafting professional written communication- Preparing resume and cover letter- Professional etiquette-- Tips for creating a positive impression on employers	
	7	Empathetic Communication Skills - Differentiate between passive, aggressive, and assertive communication styles	
	8	Job Interviews -research the company, understand the job role, and anticipate potential questions-crafting a concise and compelling introduction to oneself- highlighting strengths, and addressing weaknesses.	
	Practicum	**Mock interview, Group discussion**	
III	**Module 3: Soft skills**		**12**
	9	Definition and Importance of Soft Skills-Distinction between Soft Skills and Hard Skills	
	10	Teamwork and Collaboration- Leadership Skills- Interpersonal skills- Presentation skills	
	11	Significance of patience and tolerance-Diplomatic communication -Adaptability and Flexibility –Constructive Criticism	
	12	Cross cultural communication – tips for effective cross cultural communication- Creativity in work place - Telephone etiquette-Netiquette	
	Practicum	**Public speaking, Use presentation tools like Canva, Haiku deck, Prezi, Google slides**	
IV	**Module 4: Building Confidence and Assertiveness**		**12**
	13	Define confidence and assertiveness and their significance in personal and professional interactions	
	14	Common barriers to confidence and assertiveness	
	15	Strategies for overcoming self-doubt- Techniques for building self-confidence- Setting Boundaries and Saying No -Stepping out of Comfort Zones	
	16	Handling Criticism and Rejection- Positive Self-Talk and Affirmations- Role of assertiveness in leadership and effective team dynamics	
	Practicum	**Conduct Extempore, Practice positive self-talk**	

V	**Module 5:Management Skills**		**12**
	17	Time Management Techniques and Tools-identifying procrastination- prioritization- setting goals-scheduling-outsourcing task	
	18	Overview of stress management techniques- cognitive-behavioral strategies, and lifestyle modifications-Relationship between stress and personality traits such as resilience, optimism, and coping styles.	
	19	Understanding Negotiation and its Importance-Key Principles of Negotiation-Strategies for Successful Negotiation	
	20	Define conflict management --types of conflict management-effective conflict resolutions	
	Practicum	**Role –play, Self- assessment activities**	

Reference Books

Dorch, Patricia. *What Are Soft Skills? : How to Master Essential Skills to Achieve Workplace Success*. Murrieta, Ca, Execudress/Patrica Dorch, 2013.

Kamin, M. *Soft Skills Revolution*. John Wiley & Sons, 26 Feb. 2013.

Peter, Francis S J. *Soft Skills and Professional Communication*. New Delhi, Tata Mcgraw-Hill, 2012.

Stein, Steven, and Howard E Book. *The EQ Edge : Emotional Intelligence and Your Success*. Mississauga, Ont., Jossey-Bass, 2011.

Mitra, Barun K. *Personality Development and Soft Skills*. New Delhi, Oxford University Press, 2011.

Shikha Kapoor. *Personality Development and Soft Skills : Preparing for Tomorrow*. New Delhi, I.K. International Publishing House Pvt. Ltd, 2018.

Wentz, Frederick H. *Soft Skills Training : A Workbook to Develop Skills for Employment*. Charleston, Sc, Createspace, 2012.

King, Dale. *Effective Communication Skills*. 16 Oct. 2020.

Tuhovsky, Ian. *Communication Skills : A Practical Guide to Improving Your Social Intelligence, Presentation, Persuasion and Public Speaking Skill*. North Charleston, South Carolina, Usa, Createspace Independent Publishing Platform, 2015.

Harris, Russ. *The Confidence Gap : A Guide to Overcoming Fear and Self-Doubt*. Boston, Trumpeter/Shambala, 2011.

Paterson, Randy J. *The Assertiveness Workbook*. Oakland, New Harbinger Publications, 2022.

Jeffers, Susan. *Feel the Fear... And Do It Anyway*. HarperCollins, 14 Mar. 2023.

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Understand the significance of effective communication and soft skills in both personal and professional endeavors	R U	1,6,12
CO-2	Gain a deeper understanding of one's own personality traits thereby overcoming challenges in the workplace	R U Ap E	I,5,7,8
CO-3	Develop interpersonal and behavioral skills through learning experiences	U Ap An E C	3,8,13, 14
CO-4	Build the confidence of the learners to face job interviews and take part in group discussions	U Ap	1,6,13,14
CO-5	Train the learners to effectively manage time and use techniques of stress reduction and decision making to boost productivity and to maintain a positive outlook	U Ap, An, C	8,13,14
CO-6	Build teamwork ,leadership skills, interview skills, public speaking skills, and sustained soft skills to facilitate success in facing the rigors of placement drives and future careers	Ap An C	1,6,7,9,10

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture: Tutorial: Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
1	CO-1	PSO-1,6,12	R U	F C	L	-
	CO-2	PSO-I,5,7,8	R U Ap E	F C P M	L	-
	CO-3	PSO-3,8,13, 14	U Ap An E C	F C P M	L	P
	CO-4	PSO- 1,6,13,14	U Ap	F C M	L	-
	CO-5	PSO- 8,13,14	U Ap, An, C	F C M	L	P

	CO-6	PSO- 1,6,7,9,10	Ap An C	C P M	L	P

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO 1	**PSO 2**	**PSO 3**	**PSO4**	**PS O5**	**PSO 6**	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**
CO 1	3	-	-	-	-	-	1	-	-	-		3
CO 2	2	3	-	-	-	-	2	3	3	-	3	
CO 3	-	-	1	-	-	-	-	-	1			
CO 4	-	-	2	3	-	-	3	-	-	3		
CO 5	-	1	-	-	-	-	3	3	-	3		3
CO 6	-	-	-	3	-	-	3	3	-	3	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
- Final Exam

Mapping of COs to Assessment Rubrics :

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

SEMESTER 6

University of Kerala

Discipline	ENGLISH				
Course Code	UK6DSCENG300				
Course Title	**Postcolonial Literatures**				
Type of Course	**DSC**				
Semester	VI				
Academic Level	300 - 399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	4 hours	-		4
Pre-requisites	1. 2.				

Course Summary	Through this course, Students will be exposed to a diverse range of postcolonial voices from different regions of the world, including Africa, the Americas, the Caribbean, and the Pacific, and will gain an understanding of the global effects of the colonial enterprise and be able to study the dynamics of race, class and gender in postcolonial literatures in English

Detailed Syllabus:

Module	Unit	Content	Hrs
I		**Key Concepts**	**12**
	1	Colonialism - postcolonial thought – socio-political contexts - nationalism – modernity vs history – language.	
	2	orientalism, subaltern, decolonisation, hybridity, appropriation, mimicry, negritude, othering, third world, aboriginal, transnationalism, multiculturalism, diaspora	
II		**Poetry**	**12**
	3	Derek Walcott- "A Far Cry from Africa" https://poets.org/poem/far-cry-africa	
	4	A D Hope – "Australia" https://allpoetry.com/poem/8509645-Australia-by-A-D-Hope	
	5	AM Klein - "Indian Reservation: Caughnawaga https://ozofe.com/a-m-klein/indian-reservation-caughnawaga/	
	6	Louise Bennett Coverley – Colonisation in Reverse https://www.poetrybyheart.org.uk/poems/colonization-in-reverse-2/	
	7	Gabriel Okara – "Piano and Drums" https://www.aflitrica.co.za/wp-content/uploads/Things-Fall-Apart/TFA-Piano-and-Drums.pdf	
	8	Joy Harjo – "Talking with the Sun" https://www.best-poems.net/joy-harjo/talking-with-the-sun.html	
III		**Prose**	**12**
	9	Ngugi wa Thiong'o – extract from The Language of African Literature from *Decolonising the Mind* https://postcolonial.net/wp-content/uploads/2019/04/Ngugi_Excerpts_Language_of_African_Lit.pdf	
	10	Ta-Nehisi Coates – Acting French https://www.theatlantic.com/education/archive/2014/08/acting-french/375743/	

	11	Chandrima Chakraborty –Subaltern Studies, Bollywood and "Lagaan" *Economic and Political Weekly* , May 10-16, 2003, Vol. 38, No. 19 pp. 1879-188	
IV		**Novel**	**12**
	12	Chinua Achebe - *Things Fall Apart*	
	13	Katherine Mansfield – "The Garden Party" https://www.eastoftheweb.com/short-stories/UBooks/GardPart.shtml	
	14	Jean Rhys – "The Day they Burned the Books" https://rowangrowingup.files.wordpress.com/2018/01/rhys-the-day-they-burned-the-books.pdf	
	15	Jomo Kenyatta – "The Gentlemen of the Jungle" http://sittingbee.com/the-gentlemen-of-the-jungle-jomo-kenyatta/	
V		**Drama**	**12**
	15	Jane Harrison – *Stolen* https://www.uibk.ac.at/anglistik/staff/davis/stolen-by-jane-harrison.pdf	

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	gain a thorough understanding of the key concepts, theories, and debates within postcolonial studies	R, U	
CO-2	study how issues of race, class, gender, religion, and other forms of identity intersect with colonial and postcolonial experiences	U	
CO-3	gain an awareness of the socio-political contexts of the colonial enterprise and the postcolonial project	An, E	
CO-4	examine the intersectionality of postcolonial literature in English with other global issues such as migration, racial violence and climate change	U, An, E	

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
				F, C		
				P		

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO 1	PSO 2	PSO 3	PSO4	PSO5	PSO 6	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	1	-	-	-	-	-						
CO 2	2	3	-	-	-	-						
CO 3	-	-	1	-	-	-						
CO 4	-	-	2	3	-	-						
CO 5	-	1	-	-	-	-						

CO 6	-	-	-	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
- Final Exam

Mapping of COs to Assessment Rubrics :

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

CO 6			✓	

University of Kerala

Discipline	ENGLISH				
Course Code	UK6DSCENG301				
Course Title	LITERATURE AND POWER				
Type of Course	DSC				
Semester	VI				
Academic Level	300 - 399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	3 hours	-	2 hour	5
Pre-requisites					
Course Summary	This course explores the intricate equations of power as manifested in literature and also how literature is used not only as a tool to re-enforce but also to resist the structures and traditions of power. Power is a complex edifice prevalent everywhere, in all spheres of life, in varying degrees of intensity. As the course progresses, the students will acquire familiarity with the various expressions of power in the countless domains of life as showcased by masters of literature, and gather the knowledge and insights required for developing analytical skills in studying the expressions of power as found in literature and the world.				

Detailed syllabus

Module	Unit	Content	Hrs
I		**INTRODUCTION**	**15**
	1	What is power – definitions of power – types of power – forms of power- ideology- hegemony Althusser- Karl Marx – Michel Foucault **Required Reading** Tagore, Rabindranath. "Where the Mind is without Fear" French, John R P Jr. and Bertram H Raven. "The Bases of Social Power" *Studies in Social Power* January 1959 (151 – 157) https://www.researchgate.net/publication/215915730_The_bases_of_social_power	
		Power structures – Tools of power – motifs and symbols of power in literature	

	2	**Required Reading** Hughes, Ted. "Hawk Roosting" Golding, William. *Lord of the Flies*	
	3	Strategies of power – manipulation – propaganda – creating narratives of power **Required Reading** Orwell, George. *1984* Johnson, Adam. *The Orphan Master's Son*. Random House 2012	
	4	Identifying Stereotyped Symbols of Power in Literature (In Praxis) **Text for Discussion** Shakespeare, William. *The Tempest*	
II		**MANIFESTATIONS OF POWER**	**15**
	5.	Personal – family – relationships – community –Intimate spaces – domestic – interpersonal – physical – emotional – psychological **Required Reading** Plath, Sylvia. "Daddy"	
	6.	Power struggles – gender and power – power and punishment **Required Reading** Bronte, Charlotte. *Jane Eyre* Saadawi, Nawal El. *Woman at Point Zero* Translated by Sherif Hetata. Forward by Miriam Cooke. Zed Books, London. 1983. E book first published in 2007. https://jm919846758.files.wordpress.com/2021/08/wapz.pdf?force_download=true	
	7.	Identifying possible symbols of power (In Praxis) **Text for Discussion** Eliot, T. S. *Murder in the Cathedral*	
III		**NARRATIVES OF POWER**	**15**
	8.	Authority and Power – the State and Power – Representations of the State **Required Reading** Hawthorne, Nathaniel. *The Scarlet Letter*	
		Stereotypes of Power – Violence and Power	

	9.	**Required Reading** Owen, Wilfred. "Insensibility"	
	10.	Creating power narratives (In Praxis) Identify and discuss how a narrative is created about power in one of the books prescribed for study in this paper.	
IV		**POWER OF NARRATIVES**	**15**
	11.	Power of Literature – power of narratives **Required Reading** De Quincy, Thomas. "Literature of Knowledge and Literature of Power" extract from the essay "The Poetry of Pope." Published 1848. https://supervert.com/elibrary/thomas-de-quincey/the-literature-of-knowledge-and-the-literature-of-power Barzilay, Vared Cohen. "The Tremendous Power of Literature" Forward for the collection *Freedom* by Amnesty International https://novelrights.wordpress.com/2011/07/13/the-tremendous-power-of-literatureforeword-from-freedom/	
	12.	In the context of conflict (war) – In the context of industry – in the context of exploitation – Power and Children – Power and Environment – Power and Gender **Required Reading** Heller, Joseph. *Catch-22* Beecher-Stowe, Harriet. *Uncle Tom's Cabin* Rich, Adrienne. "Power"	
	13.	In the context of transformation –Industrialisation – Political revolutions – in the age of AI **Required Reading** Sonnet 30 by William Shakespear and Boris Pasternak Asimov, Issac. *I, Robot*	
V		**POLYMETRICS OF POWER**	**15**
	14.	Suppression – Oppression – Marginalisation – Intrusion **Required Reading** Naheed, Kishwar. "Talking to Myself" Juan-Austen, Rose Marie. "Absolute Power" Adichie, Chimamanda Ngozi "The Headstrong Historian"	

		Murakami, Haruki. “Samsa in Love”	
	15.	Alternative narratives of power (In Praxis) **Texts for Discussion** Rhys, Jean. *Wide Sargasso Sea* Du Maurier, Daphne. *Rebecca* Analyse how narratives about power and its manifestations are re-presented.	

Course Outcomes

No.	**Upon completion of the course the graduate will be able to**	**Cognitive Level**	**PSO addressed**
CO-1	Students are acquainted with the overt and covert narratives of power as found in various forms of English Literature	U	
CO-2	Students develop an awareness about how power and power structures are to be found in realms of life, as depicted in Literature	R, U	
CO-3	Students identify structures of power in different domains of life, through depictions in Literature	R, U, Ap	
CO-4	Students familiarise different facets of power as showcased in Literature and reflected in life	R, U, Ap, An, E	
CO-5	Students sharpen critical thinking and use strategies to identify specific structures used in Literature for specific purposes – here, power	Ap, An, E	
CO-6	Students imbibe the mechanics of depicting power in Literature effectively and create their own narratives about power	R, U, Ap, C	

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

University of Kerala

Discipline	**ENGLISH**				
Course Code	UK6DSCENG302				
Course Title	CREATIVE WRITING FOR ADVERTISING				
Type of Course	**DSC**				
Semester	VI				
Academic Level	300 - 399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	3 hours	-	2 hour	5
Pre-requisites	1. Basic communication skills 2. Interest in advertising and marketing				
Course Summary	OBJECTIVES 1. To familiarize students with the main concepts in Advertising and Marketing - Its Importance & Functions 2. To make students aware of the evolution of advertising and different types of advertisements. 3. To develop critical thinking and analytical skills 4. To raise awareness among students about the social responsibilities associated with advertising and marketing.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I		**Introduction/Practice**	**15**
	1	Advertising- Definition- Evolution of advertising in India- Functions of advertising https://www.britannica.com/money/advertising https://www.linkedin.com/pulse/from-recall-relevance-brief-history-advertising-india-kushwaha#:~:text=The%20history%20of%20advertising%20in,Bengal%20Gazette%22%20(weekly).	
	2	Classification of Advertising—On the basis of Media (print, electronic, outdoor and digital media), Audience (consumer/B2C, B2B & Social Cause Advertising), Area (local, national & international) and Function (informative, persuasive, comparing, reminder)	

		https://www.gingermediagroup.com/classification-of-advertising-all-you-need-to-know/	
	3	Classroom Activity: Developing Slogans for Products and Services.	
II		**Types of Advertising & Apex Bodies of Advertising/Practice**	**15**
	4	Types of advertising : print, direct mail, outdoor, Broadcast, Video and TV advertising, online search advertising, social media ads, mobile ads,display ads, pay-per-click ads, radio and podcast ads, consumer-generated ads, product placement ads, public service ads https://designshifu.com/types-of-advertising/ https://www.geeksforgeeks.org/types-of-advertising/	
	5	Apex Bodies of Advertising: AAAI, ASCI, TAM, BARC- Structure, Function and Roles https://www.vskills.in/certification/tutorial/advertising-agencies-association-of-india-aaai/ https://www.ascionline.in/the-asci-code/ https://blog.ipleaders.in/advertisement-standards-council-india-asci/ https://en.wikipedia.org/wiki/Total_addressable_market https://mplan.media/blog/how-to-use-barc-data-for-television-advertising-in-india/	
	6	Advantages of advertising https://www.yourarticlelibrary.com/advertising/advantages-of-advertising-12-major-advantages-of-advertising-explained/25872	
	7	Writing script for print ads- radio ads - preparing storyboard for tv ads https://decibelads.com/30-second-radio-ad-script-examples/ https://www.geeksforgeeks.org/print-advertising-meaning-types-and-examples/ https://www.manypixels.co/blog/print-design/print-ads https://www.adobe.com/creativecloud/business/teams/resources/how-to/print-ads.html https://www.storyboards.com/storyboard-examples https://medium.com/@Oliviathewriter/effective-tv-commercial-storyboarding-techniques-88cc618b4e99	
	8	Group Activity: Create a three-minute Ad using your smartphone	
III		**Impact of Ads on Society/Practice**	**15**

	9	Advertising and Society: Impact of Ads on Children, Portrayal of Women in Ads, Social Impact, Psychological Impact https://parenting.firstcry.com/articles/effects-of-advertising-on-children/ https://www.media-marketing.com/en/opinion/objectification-women-advertising/ https://www.psychologs.com/gender-stereotypes-in-advertisements-and-their-impact-on-mental-health/ https://www.liftupmarketing.in/blog/the-role-of-advertising-the-impact-on-society/#:~:text=Without%20advertising%20and%20society%2C%20businesses,promoting%20social%20causes%20and%20messages.	
	10	Importance of Media Selection https://en.wikipedia.org/wiki/Advertising_media_selection	
	11	Group discussion on Socio-Economic and Cultural Impact of Advertising.	
	12	Discussion on any top Five Creative Indian and International Advertisements. (ads showing gender equity, breaking stereotypical beauty standards etc- ads such as Amul, Bhima, Red Label etc)	
IV	**Marketing/Practice**		**15**
	13	Marketing Definition https://blog.hubspot.com/marketing/what-is-marketing	
	14	Marketing Mix (**Four Ps- Product, Price, Place & Promotion**) **h**ttps://www.ama.org/marketing-news/the-four-ps-of-marketing/	
	15	Types of marketing- internet marketing- SEM-SEO-CPC-ROI-, email marketing-content marketing- viral marketing- buzz marketing-guerilla marketing- social media marketing-social media influencer marketing https://ca.indeed.com/career-advice/career-development/types-of-marketing	
	16	Branding- Definition Importance of Logos in Marketing Consumer behavior https://www.questionpro.com/blog/consumer-behavior-definition/ SWOT analysis https://www.techtarget.com/searchcio/definition/SWOT-analysis-strengths-weaknesses-opportunities-and-threats-analysis	

	17	Brand Analysis presentation- Students should choose a well-known brand and analyze its marketing strategies, including branding, advertising campaigns, and target audience	
V	**Trends in Marketing**		**15**
	18	Current trends in Marketing https://uk.indeed.com/career-advice/career-development/what-are-trends-in-marketing	
	19	Conduct debates on ethical issues in marketing, such as targeting children and promoting harmful products	
	20	Conduct seminar on any successful television advertisements- (analyse its social relevance, content, message, creativity)	

Recommended Reading

Ogilvy, David. *Ogilvy On Advertising*. Welbeck Publishing Group. 2007

Pushpanath**,** Rayan, *Mastering Marketing: A Comprehensive Guide for Professionals and Students* . TallMount Publishing. 2024

Kumar, Arun & Tyagi, *Advertising Management.* New Delhi: Atlantic Publishers and

Distributors, 2004.

Wells, Burnett & Moriarty. *Advertising: Principles and Practice.* UP: Dorling Kindersley (India) Pvt. Limited, 2007.

Gupta, Oma. *Advertising in India: Trends and Impact.* NewDelhi: Kalpaz Publications, 2005.

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Gain an understanding of how advertising has evolved over time and learn about different classifications of advertisements.	U, Ap,C	
CO-2	Identify and comprehend various types of advertisements.	R, U, Ap,C	

CO-3	Develop the ability to critically analyze the influence of advertising on society.	U, Ap,C	
CO-4	Acquire knowledge about different marketing methods and strategies.	R,U	
CO-5	Enhance analytical and communication skills through practical exercises.	R,Ap, C	

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	**CO**	**PO/PSO**	**Cognitive Level**	**Knowledge Category**	**Lecture (L)/Tutorial (T)**	**Practical (P)**
				F, C		
				P		

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO 1	**PSO 2**	**PSO 3**	**PSO4**	**PSO5**	**PSO 6**	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**
CO 1	1	-	-	-	-	-						
CO 2	2	3	-	-	-	-						
CO 3	-	-	1	-	-	-						
CO 4	-	-	2	3	-	-						

CO 5	-	1	-	-	-	-						
CO 6	-	-	-	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
- Final Exam

Mapping of COs to Assessment Rubrics :

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

University of Kerala

Discipline	ENGLISH				
Course Code	UK6DSCENG303				
Course Title	**Theatre Studies**				
Type of Course	**DSC**				
Semester	VI				
Academic Level	300 –399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	3 hours	-	2	5
Pre-requisites	1. 2. UK102DSC				
Course Summary	This course provides an overview of the history, and practice of theatre. Students will explore various elements of theatre, while examining the cultural, social, and historical contexts in which theatre operates. Through readings, discussions, performances, and practical exercises, students will develop a deeper understanding and appreciation of the art of theatre.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I		**Origin and Growth of Theatre**	**15**
	1	Ancient Greek and Roman theatre - Sophocles, Aeschylus, Euripides, Aristophanes – The Chorus- Plautus and Terrence Medieval and Renaissance theatre - Miracle and mystery plays, Interlude – Tragedy, Comedy – Comedy of Humours Discussion of mystery play “Whom do You Seek?”	
	2		
	3	Elizabethan and Jacobean theatre Read excerpts from Elizabethan Plays to get to know the romantic fervour of the age. No detailed reading required	
	4		
II		**Modern and contemporary theatre movements**	**15**
	5	Exploration of experimental and avant-garde theatre	

	6	Expressionism, Epic Theatre, Theatre of the Absurd.	
	7	Read excerpts from The Bald Soprano by Eugene Ionesco	
	8	Read excerpts from Emperor Jones	
III	**Global Theatre Traditions**		**15**
	9	Asian theatre (e.g., Kabuki, Noh, Beijing Opera) 1.The feather Mantle https://noh.manasvi.com/hagoromo.html 2. The Fisherman's Revenge	
	10	African and Caribbean theatre	
	11	Latin American theatre	
	12	Indigenous and folk theatre traditions	
IV	**Indian Theatre**		**15**
	18	Indian classical drama – Kalidasa –Folk theatre - Street theatre- Major contributors of Indian English drama – Girish Karnad- –Mahasweta Devi etc	
	19		
	20	**Origin of Theatre in Kerala** – Theatre movements in Kerala –KPAC - Discuss the major plays - An overview of Thanathu Nataka Vedi and Radio plays – Contemporary stage- Nireeksha	
V	**Practicum**		**15**
	23	Preparation of a script – writing a one-act play based on a story	
	24	Critical approaches to analyzing plays and performances- Writing and presenting theatre reviews	
	25	Social and community engagement through theatre.	
		Students will work individually or in groups to develop and present a Street Play.	

Reading List

1. Antonin Artaud, "The Theatre and Its Double" (1938)
2. Bertolt Brecht, "Brecht on Theatre: The Development of an Aesthetic" (1964)
3. Viola Spolin, "Improvisation for the Theater" (3rd edition, 1999)
4. Augusto Boal, "Theatre of the Oppressed" (1974)
5. Brockett, Oscar G. "The Golden Age of Theatre: Greece and Rome." Holt, Rinehart, and Winston, 1955.
6. Bevington, David. "English Renaissance Drama." Norton, 2002.

7. Das, Sisir Kumar. "A History of Indian Literature: 500-1399: From Courtly to the Popular." Sahitya Akademi, 2005.
8. Dharwadker, Aparna Bhargava. "Theatres of Independence: Drama, Theory, and Urban Performance in India since 1947." University of Iowa Press, 2005.
9. Singh, N.K. "Modern Indian Drama: An Anthology." Sahitya Akademi, 2004.

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Describe the impact stories can have on individuals	R, U	2, 3
CO-2	Think critically about stories and their performance contexts	An	3, 9, 14
CO 3	Analyse stories and place them culturally	An, Ap	2, 6, 11
CO 4	Communicate perceptions into forms of cultural expression	E, C	7, 9
CO 5	Demonstrate the ability to identify and target specific audiences	C	5, 13, 15

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
1	1	2, 3	R, U	F, C	L	
2	2	3, 9, 14	An	C	L	
3	3	2, 6, 11	An. Ap	C, P	L	
4	4	7, 9	E, C	C, M	L	
5	5	5, 13, 15	C	M	T	

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO 1	PSO 2	PSO 3	PSO4	PSO5	PSO 6	PO1	PO2	PO3	PO4	PO5	PO6
CO 1		-	-	-	-	-						
CO 2			-	-	-	-						
CO 3	-	-		-	-	-						
CO 4	-	-			-	-						
CO 5	-		-	-	-	-						
CO 6	-	-	-		-	-						

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
- Final Exam

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓

CO 2	✓			✓
CO 3	✓			✓
CO 4		✓		✓
CO 5		✓		✓
CO 6			✓	

University of Kerala

Discipline	ENGLISH				
Course Code	UK6DSCENG304				
Course Title	Gender and Sexuality				
Type of Course	DSC				
Semester	VI				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	3 hours	-	2 hour	5
Pre-requisites	1. General awareness of the world and its affairs 2. Keen interest in fostering an inquisitive and safe environment				

Course Summary	The course looks to encourage learners to understand the intersectional aspects of gender and sexuality, in particular, their plurality and how this connects to the significant networks of knowledge and power. It aims at creating an inclusive intent in the individual through situating genders and sexualities in the real world, amongst experiences.

Detailed Syllabus:

Module	Unit	Contents	Hrs15
I		**Origins**	
	1	Sex-Gender-identity politics-masculinity-hegemonic masculinity-femininity-sexuality-queering-LGBTQIA+-non-binary-cis gender-heterosexual-heteronormative-sexual citizenship- gender equality-equity-Pride Movement- colonialism and sexuality- Article 377- Age of Consent Act 1891	
	2	Bhasin, Kamla. *What Is Patriarchy?* Women Unlimited, New Delhi, 2004, pp. 1–20.	
	3	Simone de Beauvoir "Introduction", *The Second Sex*. Vintage. 2015. p.1-15	
II		**Performances**	**15**
	4	performativity-precarity-passing-expressing-dead name-transphobia-inclusivity-Gender based violence-effeminate men-masculine women-butch-femme-	
	5	Judith Lorber. ―The Social Construction of Gender. https://ieas.unideb.hu/admin/file_9695.pdf	
	6	https://www.youtube.com/watch?v=3xpvricekxU&t=2s What are Pronouns?	
	7	Gaslighting, Narcissist, and More Psychology Terms You're Misusing https://time.com/6262891/psychology-terms-misused-gaslighting-toxic-narcissist/	
	8	Odum Raja Adum Raja: https://www.youtube.com/watch?v=ZmZIeFmunAM	

	9	Anna Lynn: *Queering Performative Photographs: A New Aesthetics of Gaze and Desire.* https://csgs.ashoka.edu.in/qurbatein/issue-2/photo-essay/queering-performative-photographs/	
III	**Intersections**		**15**
	10	Body-autonomy-consent-agency-law and sexuality-Article 377-Right to Privacy-Gender,Sexuality and Subalternity- Gender, Sexuality & ecology, economics, health, disability-consent	
	11	Poem- Arundhathi Subramaniam: *The Fine Art of Ageing* from *Love Without a Story*	
	12	Novel- *The Colour Purple*. Alice Walker. 1982	
	13	Mayilamma:Chapter 13. ―Protest: The First Year (Pages 55 – 59) Jyothibai Pariyadathu Mayilamma: The Life of a Tribal Eco-warrior. Orient Blackswan, 2018	
	14	*Pink* (2016) Directed by Anniruddha Roy Chowdhary. Performances by Amitabh Bachchan, Tapsee Pannu**.** **https://www.youtube.com/watch?v=wjkqm-MZx80**	
IV	**Reclamations, Re-entries, Re-inventions, Resurrections**		**15**
	15	Biography Manobi Bandhopadhyay. *AGift of the Goddess Lakshmi*. With Jhimli Mukherjee Pandey. Penguin. 2017.	
	16	Chilean Protest song by women. Un violador en tu camino" by Feminis Collective Las Tesis https://www.youtube.com/watch?v=uSHUS2lehOY&t=11s	
	17	Essay: All in a Day's Work:Sexual Harassment At The Workplace. From *10 Judgements that Changed India.*(189-206) Penguin 2013	
	18	Women Empowerment Ads I Ads about Strong Women I Empowering Ads I Inspiring Women I Adytude.com https://www.youtube.com/watch?v=IKHAWjAYYHY	
	19	C.S. Lakshmi | The her story **https://www.livemint.com/Leisure/jsUXD0QSY9iDYKXPXoh7ZP/CS-Lakshmi--The-her-story.html**	
	20	Anupama Mohan. *Where Mayflies Live Forever*. PanMacmillan. 2022	

	21	Fighting forced marriages and honour-based abuse | Jasvinder Sanghera | TEDxGöteborg https://www.youtube.com/watch?v=h_Xh5MXA7yY	
V		**Readings/ Practicum** What are the connections between Gender, Sexuality, Knowledge and Power? What role does Culture play? Does living in a 'developed' country guarantee agency? How much of our lives are shaped by perception? What is the politics of branding through gender and sexuality that you are able to discern - particularly in the ads prescribed above? If after all these years, we are still talking about gender and sexual rights, then how do you define progress? Supplement your thoughts with readings of Michel Foucault on Knowledge, Power, Sexuality; Madhavi Menon on Desire, Judith Butler on precarity, Gayatri Gopinath on queer diaspora, and submit a project based on your finding.	**15**

Course Outcomes

No.	**Upon completion of the course the graduate will be able to**	**Cognitive Level**	**PSO addressed**
CO-1	Historicise the origins of modern ideas of sex and gender	U	
CO-2	Comprehend the performative nature of gender across cultures and the need for sensitivity and inclusivity	U, Ap	
CO-3	Understand and analyse the intersections between sexuality, gender and the various socio-economic-cultural paradigms that form society	R, Ap, An	
CO-4	Analyse language, media, cultural artifacts, art through gendered lenses	Ap, C	

CO-5	Understand the importance of resistance and the role played by activism in bringing about social and legal change	R, U,A,AN,E, C	

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	**CO**	**PO/PSO**	**Cognitive Level**	**Knowledge Category**	**Lecture (L)/Tutorial (T)**	**Practical (P)**

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO 1	**PSO 2**	**PSO 3**	**PSO4**	**PSO5**	**PSO 6**	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**
CO 1	-	-	-	-	-	-						
CO 2	-	-	-	-	-	-						
CO 3	-	-	-	-	-	-						

CO 4	-	-	-	-	-	-						
CO 5	-	-	-	-	-	-						
CO 6	-	-	-	-	-	-						

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
- Final Exam

Mapping of COs to Assessment Rubrics :

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

CO 3	✓			✓
CO 4		✓		✓
CO 5		✓		✓
CO 6			✓	

University of Kerala

Discipline	ENGLISH				
Course Code	UK6DSCENG305				
Course Title	**Trauma Narratives**				
Type of Course	**DSC**				
Semester	VI				
Academic Level	300 – 399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	3 hours	-	2	5
Pre-requisites	1. 2.				
Course Summary	This course examines the representation of trauma in literature and explores how writers use narrative techniques to convey the psychological, emotional, and social impact of traumatic experiences. Through close reading and critical analysis, students will explore a range of trauma narratives from different cultural, historical, and literary contexts.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I		**Introducing Trauma Theory**	**15**
	1	Background Introduction to Trauma Narratives - Discussion of trauma theory and key concepts - Overview of different types of trauma (e.g., personal, historical, collective) - Introduction to trauma-informed reading practices - narratives of struggle,-bearing witness-silence,-testimony-post-traumatic stress disorder- post memory- intergenerational trauma-Recovery pattern	
	2		
		Excerpt from Man's Search for Meaning, that is Viktor Frankl https://www.panarchy.org/frankl/meaning.html	
II		**Trauma from Psychological abuse**	**15**
	3	Define psychological abuse and its various forms, including emotional manipulation, gaslighting, and coercive control. - Explore the prevalence and impact of psychological abuse in different contexts, such as intimate partner relationships, families, workplaces, and institutions - Analyze the psychological impact of psychological abuse on victims, including trauma symptoms such as anxiety, depression, PTSD, and complex PTSD	
	4	"Healing Neen" (Directed by Laura Cain, 2010) - Exploration of trauma narratives adapted into film - Analysis of the cinematic representation of trauma and survivorship	
III		**Trauma and Genocide Narratives**	**15**
	5	20th Century Genocides - Armenian Genocide - Cambodian Genocide (Khmer Rouge) - Rwandan Genocide - Bosnian Genocide theatre Causes and Dynamics of Genocide - Ideology, propaganda, and dehumanization - Ethnic, racial, and religious tensions - Political instability and state-sponsored violence	

		https://www.genocidewatch.com/tenstages	
	6	The Holocaust -Perpetrators, victims, and bystanders Reading of "*The Pianist"* (2022) Roman Polanski	
IV		**Trauma and Refugee Narratives**	**15**
	7	Understanding Displacement, Resilience, and Human Rights -Root causes of forced displacement (e.g., conflict, persecution, human rights violations, environmental factors) Contemporary refugee crises (e.g., Syrian refugee crisis, Rohingya crisis) Refugee Experiences and Identities- displacement journeys, refugee camps, resettlement, agency, and resilience - Analysis of the intersectionality of displacement, including gender, age, ethnicity, and religion	
	8	Stories of Displacement – Columbia: Book of Life Stories • http://reliefweb.int/report/colombia/let-it-be-known-internally-displaced-colombians-speak-out • http://reliefweb.int/sites/reliefweb.int/files/resources/5F8BA3B805D21953C125735300477389-Full_Report.pdf	
	9	Ice Candyman -Bapsi Sidhwa	
V		**Practicum**	**15**
	10	Practice- Discussing trauma narratives/ short projects/ Critically engaging with trauma narratives in Media.	

Reading List

1. Bessel van der Kolk, "The Body Keeps the Score: Brain, Mind, and Body in the Healing of Trauma" (Penguin Books, 2015)

2. Cathy Caruth (Ed.), "Trauma: Explorations in Memory" (Johns Hopkins University Press, 1995)

3. Robert D. Stolorow, George E. Atwood, and Donna M. Orange (Eds.), "Trauma and Human Existence: Autobiographical, Psychoanalytic, and Philosophical Reflections" (Routledge, 2007)

4. Roger Luckhurst, "The Trauma Question" (Routledge, 2008)

5. Shoshana Felman and Dori Laub, "Testimony: Crises of Witnessing in Literature, Psychoanalysis, and History" (Routledge, 1992)

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Describe the impact stories can have on individuals	R, U	2, 3
CO-2	Think critically about stories and their performance contexts	An	3, 9, 14
CO 3	Analyse stories and place them culturally	An, Ap	2, 6, 11
CO 4	Communicate perceptions into forms of cultural expression	E, C	7, 9
CO 5	Demonstrate the ability to identify and target specific audiences	C	5, 13, 15

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
1	1	2, 3	R, U	F, C	L	
2	2	3, 9, 14	An	C	L	
3	3	2, 6, 11	An. Ap	C, P	L	
4	4	7, 9	E, C	C, M	L	
5	5	5, 13, 15	C	M	T	

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO 1	PSO 2	PSO 3	PSO4	PSO5	PSO 6	PO1	PO2	PO3	PO4	PO5	PO6
CO 1		-	-	-	-	-						
CO 2			-	-	-	-						
CO 3	-	-		-	-	-						
CO 4	-	-			-	-						
CO 5	-		-	-	-	-						
CO 6	-	-	-		-	-						

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
- Final Exam

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓

CO 2	✓			✓
CO 3	✓			✓
CO 4		✓		✓
CO 5		✓		✓
CO 6			✓	

University of Kerala

Discipline	ENGLISH				
Course Code	UK6DSCENG306				
Course Title	Linguistics and Phonetics				
Type of Course	**DSC**				
Semester	VI				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	3 hours	-	2 hour	5
Pre-requisites	1. Language processing skills 2.				
Course Summary	This paper looks at the various aspects of language studies specifically the levels of linguistics analysis from phonetic to pragmatics. The paper also introduces students to the different grammars of English				

Detailed Syllabus:

Module	**Unit**	**Content**	**Hrs**
I	**Introduction to Linguistics**		**15**

	1	Defining linguistics- Branches of Linguistics - Sociolinguistics, Historical and Comparative linguistics, Psycholinguistics	
	2	Phonetics, Phonology, Morphology, Syntax, Semantics and Pragmatics	
	3	Approaches to the study of language – Diachronic and Synchronic – Prescriptive and Descriptive	
	4	Language as a system of signs – Sign, Signifier and Signified, Langue and Parole, Competence and Performance, Syntagmatic and Paradigmatic axes.	
	5	Varieties of Language – Dialect, Register, Pidgin and Creole - Received Pronunciation (RP)	
II	**Phonetics & Phonology**		**15**
	6	Phonetics – definition – types – Articulatory, Acoustic and Auditory. Speech mechanism – Organs of speech – Speech sounds – classification - Vowels, Cardinal vowels, Consonants – three part labelling - IPA	
	7	Phonology – Phonemes – Allophones and their distribution Syllable structure – Suprasegmental features - Stress – word stress and sentence stress – Strong and weak forms - Rhythm –Juncture –Intonation – Assimilation – Elision	
	8	Transcription (words and sentences)	
III	**Morphology & Syntax**		**15**
	9	Morphology – Morphemes – classification – Free and Bound – Roots and Affixes – Lexical and Grammatical – Inflectional and Derivational - Allomorphs and their distribution	
	10	Syntax – Word classes – Form class and Function class – features	
IV	**Traditional & Structural Grammars**		**15**
	18	Major Practitioners - East and West - Panini, Patanjali, Bharthrhari, Bloomfield, Saussure, Chomsky (no questions need to be asked)	
	19	Traditional Grammar and its fallacies – Grammaticality and Acceptability	
	20	Structural grammar – Introduction to IC Analysis – Phrase Structure (PS) Grammar – Transformational Generative (TG) Grammar (no need to do sentence analysis using TG)	
V	**Language in Use**		**15**
	21	**How language shapes the way we think.**	

		https://youtu.be/RKK7wGAYP6k?si=mUk-zRlbPvdcsOk7	
	22	**Practicum -** Language Activities: Organize listening sessions, debates, discussions, seminars, role-plays, stage speaking, and public speaking events.	

Books for Reference:

Catford J.C., *A Practical Introduction to Phonetics*, Oxford: Clarendon Press. 1933

Davenport & Hannahs, 2005, *Introducing Phonetics and Phonology*, Hodder

Arnold.

Bauer, L. 2007. *The linguistics student's handbook*. Edinburgh: Edinburgh University

Press.

Bloomfield. L. *Language*. Henry Holt. 1933

Crystal, David. *The Cambridge Encyclopedia of Language.* Cambridge University Press, 1995.

Jones, Daniel. *Cambridge English Pronuncing Dictionary*. CUP, 2006.

Syal, Pushpinder and D V Jinadal. *An Introduction to Linguistics: Language, Grammar and Semantics.* PHI Learning, 2012.

Yule,G. The Study of Language. Cambridge. CUP. 2010

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Accomplish a comprehensive understanding of the fundamental concepts, various branches, and historical developments within linguistics.	U	PSO-1,2
CO-2	Phonetics aids students in mastering precise	R, U	

	articulatory movements for clearer and more intelligible speech, crucial for effective communication.		
CO 3	Studying frameworks such as IC Analysis, PS Grammar and TG grammar helps students gain insight into the underlying structure of language.	U, Ap	
CO 4	Learning about linguists from both Eastern and Western traditions provides a broader understanding of linguistic theories and methodologies, enriching one's perspective on language study.	An, E	
CO 5	Demonstrate an enhanced understanding of language use and linguistics principles through engagement in practical language activities	C	

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	**CO**	**PO/PSO**	**Cognitive Level**	**Knowledge Category**	**Lecture (L)/Tutorial (T)**	**Practical (P)**

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO 1	PSO 2	PSO 3	PSO4	PSO5	PSO 6	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	1	-	-	-	-	-						
CO 2	2	3	-	-	-	-						
CO 3	-	-	1	-	-	-						
CO 4	-	-	2	3	-	-						
CO 5	-	1	-	-	-	-						
CO 6	-	-	-	3	-	-						

Correlation Levels:

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

Assessment Rubrics:

- Assignment/ Discussion / Seminar
- Midterm Exam
- Programming 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		✓		✓
CO 5		✓		✓
CO 6			✓	

University of Kerala

Discipline	ENGLISH				
Course Code	**UK6DSEENG300**				
Course Title	Critical Review for Media				
Type of Course	DSE				
Semester	VII				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	3 hours	-	2 hours	5 hours
Pre-requisites	1. 2.				

Course Summary	This course aims to equip students with the skills and techniques necessary to proficiently analyse and articulate critical assessments across various subjects through the medium of review writing.

Detailed Syllabus:

Module	Unit	Content	Hrs
I		**Literary Review**	**15**
	1	Basics of book review; identifying the book to be reviewed- understanding the content of the book- highlighting - writing without revealing the story- plot-narrative techniques- characterisation- settings- comparison – strengths- draft-editing- concluding verdict.	
	2	Writing an Effective Literature Review by Allan Gaw https://www.docs.hss.ed.ac.uk/iad/Researchers/Research_staff/Study_Guide_How_to_Write_an_Effective_Literature_Review_v2.0_.pdf	
	3	Book review of The Ministry of Utmost Happiness by Arundhati Roy review – a patchwork of narratives, The Guardian. //www.theguardian.com/books/2017/jun/11/ministry-utmost-happiness-arundhati-roy-review	
	4	Book review of Harper Lee's To Kill a Mocking Bird https://time.com/3693680/to-kill-a-mockingbird-review/	
	5	Book review of Jhumpa Lahiri's *Roman Stories* https://www.nytimes.com/2023/10/06/books/review/jhumpa-lahiri-roman-stories.html	
II		**Film Reviews**	**15**
	6	Purpose of Film Reviews-importance of film reviews Objectives of a review: informing, entertaining, and guiding audiences Key Elements of a Review Introduction - Grabbing the reader's attention with a compelling opening - Providing essential information about the film - Plot Summary - Summarizing the main storyline and premise of the film - Analysis and Evaluation - Evaluating the strengths and weaknesses of the film Assessing the technical aspects, performances, and overall impact	

		Conclusion- Summarizing your main point - Providing a final recommendation or verdict	
	7	How to Write a Film Review https://twp.duke.edu/sites/twp.duke.edu/files/file-attachments/film-review-1.original.pdf	
	8	Review of Citizen Kane https://www.rogerebert.com/reviews/great-movie-citizen-kane-1941	
	9	Review of *The Godfather* https://www.theguardian.com/film/2022/feb/23/the-godfather-review-a-brutal-sweep-of-magnificent-storytelling	
	10	Review of *Pather Panchali* https://www.reelviews.net/reelviews/pather-panchali	
III	**Product Review**		**15**
	11	The purpose of product review: informing, guiding, and influencing, increasing sales.Research: acquiring product knowledge, features, specifications, ratings, comparative studies, Writing: identify target audience, grabbing opening, placing the product, reviewing, specifications, durability, guarantee , strengths and weakness, and final verdict.	
	12	How to write a Product Review https: https://chisellabs.com/blog/product-analysis/	
	13	How to write a gadget review https://www.gadgets360.com/mobiles/reviews/iphone-15-review-price-in-india-apple-4532174	
	14	Writing a food product review: https://www.chocablog.com/reviews/cadbury-dairy-milk/	
	15	Household product review https://www.nytimes.com/wirecutter/reviews/ge-profile-washer-dryer-combo-review/	
IV	**Tourism Review**		**15**

	16	Purpose of tourism review: to give insight about a tourist destination Steps involved: visit the place- how to reach directions- major attractions- historical significance- scope the place offers- kind of place: rural, urban, sea-side, mountain- recommended hotels- foods- must watch events- expense- safety.	
	17	Review of Penang, Malysia. https://www.scmp.com/magazines/post-magazine/travel/article/2110970/good-bad-and-ugly-sides-holiday-penang-malaysia	
	18	Review of Cruise https://www.cruisecritic.com.au/cruise/princess/majestic-princess	
	19	Writing Testimonials https://www.petersommer.com/testimonials https://traveltriangle.com/testimonials	
	20	Airport review: Dubai Airport https://touristhelpline.com/review-dubai-airport/	
V		**Practising Review Writing**	15
	21	Step by Step Guide for Review Writing https://www.nytimes.com/2023/10/30/learning/teenagers-as-critics-a-step-by-step-guide-for-writing-a-review.html	
	22	Engaging Audience https://www.hamilton.edu/academics/centers/oralcommunication/guides/how-to-engage-your-audience-and-keep-them-with-you	
	23	Developing a Persuasive writing style	

		https://www.upwork.com/resources/persuasive-writing#:~:text=Persuasive%20writing%20is%20all%20about,audience%20should%20agree%20with%20you	
	24	Write reviews based on the modules above	

Suggested Reading

Corrigan, Timothy, and Corrigan, Graham. A Short Guide to Writing about Film. Pearson, 2015.

Drewry, John Eldridge. Writing Book Reviews. The Writer, 1966.

Nicieja, Kamil. Writing Great Specifications: Using Specification by Example and Gherkin. Manning, 2017.

Ebert, Roger. Roger Ebert's Movie Yearbook 2017. Andrews McMeel Publishing, 2017.

Kermode, Mark. Hatchet Job: Love Movies, Hate Critics. Picador, 2014.

Phillips, Kenneth. The Film Book: A Complete Guide to the World of Cinema. DK, 2015.

Rosenbaum, Jonathan. Goodbye Cinema, Hello Cinephilia: Film Culture in Transition. University of Chicago Press, 2016.

Travers, Peter. Pauline Kael: A Life in the Dark. Mariner Books, 2015.

Adato, Allison. Creative Writing: How to Write a Review. The Rosen Publishing Group, 2019.

Belcher, Wendy Laura. Writing Your Journal Article in Twelve Weeks: A Guide to Academic Publishing Success. 2nd ed., University of Chicago Press, 2018.

Cialdini, Robert B. Influence: The Psychology of Persuasion. Harper Business, 2016.

Dellarocas, Chrysanthos. Digital Marketing and Pricing. MIT Press, 2017.

Gilovich, Thomas, et al. Social Psychology. 5th ed., W. W. Norton & Company, 2018.

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Acquire proficiency in critical assessment.	An	2,11
CO-2	Demonstrates critical thinking skills and the ability to articulate clear and persuasive evaluations.	E	6, 12
Co-3	Develop understanding of how to assess and communicate their insights effectively.	U	6, 12
CO-4	Demonstrate a comprehensive understanding of the fundamentals of review writing	R	2, 11
CO-5	Develop proficiency in proficiency in drafting, editing, and refining reviews to ensure clarity, coherence, and conciseness.	Ap	6, 12

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
1	CO1	2	R, U	F	L T	
2	CO2	1	Ap	C	L	
3	CO3	7	An	P, M	L	
4	CO4	3	E	C	L	
5	CO5	4	C	P, M	L T	

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO 1	PSO 2	PSO 3	PSO4	PS O5	PSO 6	PO1	PO2	PO3	PO4	PO5	PO6
CO 1		1	-	-	-	-						
CO 2	2		-	-	-	-						
CO 3	-	-	1	-	-	-						
CO 4	-	-	2	3	-	-						
CO 5	-	1	-	-	-	-						
CO 6	-	-	-	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
- Final Exam

Mapping of COs to Assessment Rubrics :

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

University of Kerala

Discipline	ENGLISH				
Course Code	UK6DSEENG301				
Course Title	**TRAVEL LITERATURE**				
Type of Course	**DSE**				
Semester	**VI**				
Academic Level	300 – 399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	3 hours	-	2 hours	5
Pre-requisites	1.				

	2. UK102DSCENG
Course Summary	The primary focus would be on providing students with the resources needed to write about travel to equip them with the knowledge and abilities to write about it professionally, whether they are freelance writers or write for print and digital media. The course highlights the diversity of travel literature by pointing out how it relates to other similar literary (sub)genres, including audio recordings, vlogs, movies, autobiographies, letters, memoirs, and audio recordings etc. Additionally, students can consider whether travel is more of a perspective than physical activity and comprehend the stimulating nature of travel. To address these and other travel-related issues, students will examine well-known and illustrative works of travel literature in order to develop a broader perspective of the genre. Moreover, the course inspires the students to explore the infinite possibilities of travel writing and learn from the experiences of others.

Detailed Syllabus:

Module	Unit	Content	Hrs
I		**Introduction to Travel Literature**	**15**
	1	• Overview of the genre • Definitions and conventions • Historical development	
	2	Tansen Sen- *The Travel Records of Chinese pilgrims Faxian, Xuanzang, and Yijing: Sources for Cross-cultural encounters between Ancient China and Ancient India* *http://afe.easia.columbia.edu/special/travel_records.pdf*	
	3	Alison Pearn-*Darwin's First—and Only—Trip around the World began a Scientific Revolution* https://www.nationalgeographic.com/history/history-magazine/article/darwin-voyage-beagle-first-only-trip-around-world-scientific-revolution	
II		**Identity and Belonging**	**15**
	5	Ernest Hemingway,*The Sun Also Rises,*1926,Chapter 28 https://www.gutenberg.org/ebooks/67138	
	6	Alfred Lord Tennyson.Ulysses,1842 https://www.poetryfoundation.org/poems/45392/ulysses	
	7	Kim Ki Duk. *Arirang* ,Documentary (2011)	

		https://www.youtube.com/watch?v=pMiOYp3RQuE	
	8	**Practicum**: Prepare a project that involves a reading/analysis (movie, book or blog) of your choice, a careful analysis of the reading based on concepts introduced in the course, and a presentation component.	
III		**Contemporary Perspectives**	**15**
	9	Jen Malone *Wanderlost* (2016) https://www.goodreads.com/book/show/26244548-wanderlost	
	10	Pico Iyer, *The Art of Stillness,* Ted Talk (August 2014) www.ted.com/talks/pico_iyer_the_art_of_stillness?language=en.	
	11	*Rediscovering travel: A Guide with Seth Kugel*, Audiobook https://www.audible.com/pd/Rediscovering-Travel-Audiobook/B07L3BYHPZ	
IV		**Women and Travel Writing**	**15**
	12	Lavinia Spalding – *Travel Writing and Global Change*,Ted Talk (April 2012) www.youtube.com/watch?v=_CNulcWfi-0.	
	13	Susan Bassnet - *Travel and Gender* (223-241) https://www.cambridge.org/core/books/cambridge-companion-to-travel-writing/travel-writing-and-gender/CC676C3657663544411DA689ABDBED73	
	14	Mary Kellogg Sullivan-*A Woman who went to Alaska* (Chapter V) https://www.gutenberg.org/ebooks/22409	
	15	**Practicum:** Identify women travel writers from Kerala and record their narratives. Compile them as an article.	
V		**Cultural Immersion**	**15**
	16	E.M. Forster ,*A Passage to India*, 1969,(Chapter 12 & 13)	
	17	Eric Newby -*A Short Walk in the Hindu Kush,1958, (*Chapter 3,*Birth of a Mountain Climber)* https://avalonlibrary.net/ebooks/Eric%20Newby%20-%20A%20Short%20Walk%20in%20the%20Hindu%20Kush.pdf	
	18	Cheguera. *Motor Cycle Diaries*,Film,2014 *Www.youtube.com*, www.youtube.com/watch?v=uFSAecqmSlw.	

References

Suggested Readings:

1. Blanton, Casey, and Proquest (Firm. *Travel Writing : The Self and the World*. Routledge, 2002.
2. Greenblatt, Stephen. *New World Encounters*. University Of California Press, 1993.
3. Hadfield, Andrew. *Literature, Travel, and Colonial Writing in the English Renaissance, 1545-1625*. Clarendon Press ; New York, 1998.
4. Huggan, Graham. *Extreme Pursuits*. University of Michigan Press, 2010.
5. Hulme, Peter, and Tim Youngs. *The Cambridge Companion to Travel Writing*. Cambridge Univ. Press, 2008. https://www.cambridge.org/core/books/cambridge-introduction-to-travel-writing/CC1FE1B821AF5F6819518F04A5937FA1
6. Fussell, Paul. *Abroad*. Oxford University Press, 1982.
7. Kaplan, Caren. *Questions of Travel*. Duke University Press, 1996.
8. Korte, Barbara. *English Travel Writing from Pilgrimages to Postcolonial Explorations*. Palgrave MacMillan Limited, 2000.
9. Mills, Sara. *Discourses of Difference*. Routledge, 2003.
10. Mary Louise Pratt. *Imperial Eyes*. Routledge, 2003.
11. Said, Edward. *Orientalism*. Pantheon Books, 1978.
12. Schweizer, Bernard. *Radicals on the Road*. University of Virginia Press, 2001.
13. Youngs, Tim. *The Cambridge Introduction to Travel Writing*. Cambridge University Press, 2013.

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	understand and appreciate the genre	U,An	PSO-1,2
CO-2	develop competence in observation, description and narrative.	U,E	
CO-3	learn about the diversity and complexity that characterizes the art of travel writing	U,An	
CO-4	Understand successful presentation of travel experiences from both the writer's and readers'	U,C	

	perspectives.		

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	**CO**	**PO/PSO**	**Cognitive Level**	**Knowledge Category**	**Lecture (L)/Tutorial (T)**	**Practical (P)**
1.		3,4,5,7	3	F,C	L/T	Written \assignments to enhance the creative skills
2.		1,4,5,7	3	F,C	T	-do-
3.		1,3,4,8	2	P	L/T	-do-
4.		1,2,4,9	2	F,P	T	-do-

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO 1	**PSO 2**	**PSO 3**	**PSO4**	**PSO5**	**PSO 6**	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**
CO 1	3	-	-	-	3	-	-	-	-	3	3	-
CO 2	2	-	-	-	-	2	-	-	-	2	2	-

CO 3	-	-	2	2	-	-	2	2	-	-	-	-
CO 4	-	2	-	2	-	-	2	2	-	-	-	-
CO 5	-		-	-	-	-	-	-	-	-	-	-
CO 6	-	-	-		-	-	-	-	-	-	-	-

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
- Final Exam

Mapping of COs to Assessment Rubrics :

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

CO 4	✓	✓	✓	✓
CO 5				
CO 6				

University of Kerala

Discipline	ENGLISH				
Course Code	**UK6DSEENG302**				
Course Title	**Health Humanities**				
Type of Course	DSE				
Semester	VI				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	4 hours	-	-	4
Pre-requisites	1. Students should be aware of the significance of health humanities as a an emerging field within literary studies. 2. Students should be aware of the interrelationship between health, illness, society, and culture.				
Course Summary	This course aims to introduce students to the interdisciplinary field of health humanities. The course not only familiarizes the learners with the key terms and concepts within the discourse of health humanities but also equips students to examine health and illness through the lens of literary and cultural studies.				

Detailed Syllabus:

I	**Introduction: Key Terms and Concepts**	**12**
	Disease and Illness, Medical Humanities and Health Humanities, Narrative Medicine, Pathography, Doctor-patient relationship, Literature and medicine, Graphic Medicine,	

	Art therapy, Bioethics, Patient identity, Illness narrative, Medical Gaze, One health, Planetary health.		
II	**Essays**		**12**
	1.	Keith Wailoo. "Patients Are Humans Too: The Emergence of Medical Humanities." https://direct.mit.edu/daed/article/151/3/194/112677/Patients-Are-Humans-Too-The-Emergence-of-Medical	
	2	Rita Charon: "Literature and Medicine: Origins and Destinies." https://journals.lww.com/academicmedicine/fulltext/2000/01000/literature_and_medicine__origins_and_destinies.8.aspx	
	3	Thomas Couser. "Body Language: Illness, Disability, and Life Writing." https://www.academia.edu/98181456/Body_Language_Illness_Disability_and_Life_Writing	
III	**Poetry & Fiction**		**12**
	4	Billy Collins: "Sick Room" https://www.poetryfoundation.org/poetrymagazine/browse?contentId=41856	
	5	Karenne Wood: "The Lillies" https://www.poetryfoundation.org/poems/147118/the-lilies	
	6	Melvin Dixon: "Heartbeats" https://www.poetryfoundation.org/poems/146841/heartbeats	
	7	Leo Tolstoy: "The Death of Ivan Ilyich" https://open.lib.umn.edu/ivanilich/chapter/full-text-english/	
	8	Alice Munro: "Floating Bridge"	
	9	Albert Camus: *Plague* https://archive.org/details/the-plague-albert-camus_202105/page/n55/mode/2up	
IV	**Memoirs**		**12**
	10	Innocent: *Laughing Cancer Away: An Actor's Memoir*	
	11	Emily Steinberg: *Broken Eggs* https://emilysteinberg.com/section/395990-Broken%20Eggs.html	
	12	Yuvraj Singh: *The Test of My Life*	
V	**Films**		**12**
	13	Ron Howard: *A Beautiful Mind*	
	14	Sibi Malayil: *Thaniyavarthanam*	
	15	Aashiq Abu: *Virus*	

References and Suggested Reading

Crawford, P.., Brown, B.., Baker, C.., Tischler, V.., Abrams, Brian. *Health Humanities*. United Kingdom: Palgrave Macmillan, 2015.

Frank, Arthur W. *The Wounded Storyteller: Body, Illness & Ethics*. United Kingdom: University of Chicago Press, 2013.

---. *At the Will of the Body: Reflections on Illness*. Mariner Books, 2002.

Das Gupta Sayantani and Marsha Hurst. *Stories of Illness and Healing : Women Write Their Bodies*. Kent State Univ. Press 2007.

Foucault, Michel. *The Birth of the Clinic : An Archaeology of Medical Perception*. Vintage Books 1994.

Sontag, Susan. *Illness As Metaphor and Aids and Its Metaphors*. Penguin, 1990.

Scarry Elaine. *The Body in Pain : The Making and Unmaking of the World*. Oxford University Press 1985.

Hawkins Anne Hunsaker. *Reconstructing Illness : Studies in Pathography*. 2nd ed. Purdue University Press 1999.

Couser, G. Thomas. *Signifying Bodies: Disability in Contemporary Life Writing*. Ann Arbor: University of Michigan Press. 2009.

Bleakley, Alan. *Medical Humanities and Medical Education: How the Medical Humanities Can Shape Better Doctors*. London: Routledge. 2015.

Bleakley, Alan, and Therese Jones. *Medicine, Health and the Arts: Approaches to the Medical Humanities*. London: Routledge. 2014.

Charon, Rita. *Narrative Medicine: Honouring the Stories of Illness*.

Oxford: Oxford University Press. 2008.

Czerwiec, M.K., Ian Williams, Susan Merrill Squier, Michael J. Green, Kimberly R. Myers, and Scott Thompson Smith. 2015. *Graphic Medicine Manifesto*. University Park: Pennsylvania State University Press. 2015.

Web Resources

https://healthhumanitiesconsortium.com/

https://guides.libraries.psu.edu/medicalhealthhumanities

https://medhum.med.nyu.edu

https://www.graphicmedicine.org/

http://somatosphere.net/

https://medicalhealthhumanities.com/

https://thepolyphony.org/

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Understand the theoretical and historical foundations of the field of Health Humanities.	U	
CO-2	Demonstrate an awareness of the recent trends in the field of Health Humanities.	R, U	
CO-3	Gain competence to critically read and appreciate literary and cultural texts on health and illness.	Ap, An	
CO-4	Probe into the interrelationship between literary studies and the discourses of medicine.	U, An, E	
CO-5	Examine the ways in which experience of illness is mediated by society and culture.	E, An	

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	**CO**	**PO/PSO**	**Cognitive Level**	**Knowledge Category**	**Lecture (L)/Tutorial (T)**	**Practical (P)**

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO 1	**PSO 2**	**PSO 3**	**PSO4**	**PSO5**	**PSO 6**	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**
CO 1	-	-	-	-	-	-						
CO 2	-	-	-	-	-	-						
CO 3	-	-	-	-	-	-						
CO 4	-	-	-	-	-	-						
CO 5	-	-	-	-	-	-						
CO 6	-	-	-	-	-	-						

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
- Final Exam

Mapping of COs to Assessment Rubrics :

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

University of Kerala

Discipline	English			
Course Code	**UK6DSEENG303**			
Course Title	Folklore Studies			
Type of Course	DSE			
Semester	VI			
Academic Level	300 - 399			
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week
	4	4 hours	-	4-
Pre-requisites	1. Aptitude in literature and culture 2. Aspiration towards interdisciplinary domains			
Course Summary	The course will expose students to challenging ideas and self-reflections as several folklore will be reviewed alongside newer adaptations into literature, film and other media. The students shall view how their own identities are culturally constructed, and how it engages with the world around them.			

Detailed Syllabus:

Module	Unit	Content	Hrs
I		**Introduction**	**12**
	1	Adaptation – definition and types	
	2	Beginning theory – Perspectives Hutcheon,Linda. *A Theory of Adaptation.* Routledge (2006), pp 1- 15	
	3	Folklore Studies - Impact of folklore and its interaction with other genres http://www.ciil-ebooks.net/html/folkintro/ch1.htm	
	4	Fidelity discourse	
II		**Adaptation of folklore to literature**	**12**
	1	Influence of folk histories in literature	
	2	Folklore as cultural construct in shaping literature - R. Rajeshwari. History Preservation and Folk LIterature-A Study. Vidyabharati International Interdisciplinary Research Journal 12(2) ISSN 2319-4979	

	3	Folklore as literary canons	
	4	Literary adaptations - Key Concepts – A.K. Ramanujan's Selections from *Folktales from India (Outwitting Fate, Other Lives, A Friend in Need, The Lord of Death, The Barber and the Brahman Demon, Winning a Princess)*	
III	**Adaptation of folklore to cinema**		**12**
	9	History of folk adaptations in films - https://www1.chapman.edu/~lhall/webpage/Critical_History.html	
	10	Challenges of visual art	
	11	Cultural Assimilation	
	12	Screened adaptations – *Oru Vadakkan Veeragadha*	
IV	**Adaptation of folklore in music**		**12**
	13	Concept of Ethnomusicology as a discipline – Merriam, Alan P. The Anthropology of Music. Northwestern University Press. 1980 – Chapter One	
	14	Music as a symbol of nation - https://www.academia.edu/37814949/MUSICAL_SYMBOL_IN_THE_NATIONAL_ASPECT	
	15	Folklorism	
	16	Folkmusic – Recent Trends - Indian Context	
V	**Case Studies**		**12**
	23	Malayalam folklore/ Folk Art – (Kudiyattam, Krishnanattam, Kalamezhuthu, etc.)	
	24	Women narratives in Folklore	

Book/Site References

1. Vilmos Voigt (1981) Adaptation and Interaction of Professional and Folk Literature in Adaptation and change and Decline in Oral Literaturer Laui Honko and Vilmos Voigt (eds) Helsiniki, S. K. Seura
2. Linda Hutcheon, A Theory of Adaptation, Routledge (2013)
3. Cutchins, D., Raw, L.,Welsh, J.M. (red.), Redefining Adaptation Studies, The Scarecrow Press, Lanham, Toronto, Plymouth 2010. 181 pages.
4. Ben-Amos Dan (Ed),Folklore Genres, Austin, University of Texas, Press, 1976.
5. Dundas, Aian (Ed), The Study of Folklore, PRENTICE Hall, 1965.
6. Handoo Jawaharlal, *Folklore -an Introduction*, C.I.I.L. Mysore, 1989
7. Handoo Jawaharlal, *Folklore in modern C.I.I.L*. Mysore-1998
8. Peter Clauss and Frank J Korom, 'Folkloristics and Indian Folklore' Regional Resource, Centre.Udupi. 1991.
9. https://www.ijfmr.com/papers/2020/2/14224.pdf

10. C, S, Sajeesh., Dr K.K.Geethakumari. Folk Elements in Classical Artforms of Kerala – A Study Based on Krishnanattam. IOSR – JHSS. Vol 20, Issue 5, Ver VII (May 2015), PP 07 -12.
11. Nenola, Aili. Cultural Traditions and Women. ELO, 5 (1999), pp. 21 – 42
12. https://academic.oup.com/bjaesthetics/article/58/1/89/4838369
13. http://www.asjournal.org/53-2009/adapting-history-and-literature-into-movies/
14. Propp, Vlladimir. *Theory and History of Folklore*. University of Minnesota Press. 1997
15. https://sapientia.ualg.pt/bitstream/10400.1/1277/1/ELO-02-10-JH.pdf
16. Merriam, Alan P. *The Anthropology of Music*. Northwestern University Press. 1980
17. Ramanujan, A.K. *Folktales from India*. Penguin Books. 1991.

Course Outcome

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PO addressed
CO-1	Compare and evaluate folklore in its different forms of adaptations	U, E	PO -1, 7
CO-2	Understand the elements involved in adapting folklore into literature, film, music, dance and other forms	U, R, An	PO - 1, 4, 12
CO-3	Analyse specific texts, film and other art forms	An, E	PO - 1, 4, 12
CO-4	Determine adaptations through notions of fidelity	An, E	PO - 1, 5
CO-5	Create community engagement by connecting with culture	Ap, C	PO – 4, 8, 12

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 3:0:0 (Lecture:\)

CO No.	CO	PO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
1	Compare and evaluate folklore in its different forms of adaptations	PO -1, 7	U, E	F, P	L	-
2	Understand the elements	PO - 1, 4, 12	U, R, An	C, P	L	-

	involved in adapting folklore into literature, film, music, dance and other forms					
3	Analyse specific texts, film and other art forms	PO - 1, 4, 12	An, E	F, M	L	-
4	Determine adaptations through notions of fidelity	PO - 1, 5	An, E	F, P	L	-
5	Create community engagement by connecting with culture	PO – 4, 8, 12	Ap, C	C, M	L	-

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with POs :

	PO 1	**PO4**	**PO 5**	**PO 7**	**PO 8**	**PO 12**	**PSO 1**	**PSO 2**	**PSO 3**	**PSO 4**	**PSO 5**	**PSO 9**
CO 1	2	-	-	1	-	-	-	-	1	-	-	1
CO 2	2	1	-	-	-	2	-	2	1	-	-	1
CO 3	1	1	-	-	-	2	-	1	1	1	-	1

CO 4	2	-	1	-	-	-	-	1	1	1	-	1
CO 5	-	2	-	-	1	1	-	1	1	2	1	1

Correlation Levels:

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

Assessment Rubrics:

- Assignment/ Discussion / Seminar / Project
- Midterm Exam
- Programming 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	✓	✓		✓
CO 5	✓		✓	

University of Kerala

Discipline	ENGLISH				
Course Code	**UK6DSEENG304**				
Course Title	HORROR NARRATIVES				
Type of Course	DSE				
Semester	IV				
Academic Level	300 - 399				
Course Details	Credits	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	4hours	-		4
Pre-requisites					
Course Summary	This course aims to introduce a variety of texts that are established as horror literature, and attempts to explore subgenres such as Gothic and certain Science Fiction works and horror comics. A critical discussion of how the different tropes, stock characters and situations, literary techniques and language per se, are used to create horror, along with a look at the evolution of the concept of horror across time and visual media.				

Detailed syllabus

Module	Unit	Content	Hrs
I		**Introduction**	**12**
	1	Psychology of Fear – Fear, Horror, Terror –Types of Fear in Psychology – Archetypes – stock characters – stock situations – stock motifs **Required Reading** King, Stephen. "Introduction" *Frankenstein, Dracula and Dr. Jekyll and Mr. Hyde*. Signet Classics. 1978. (Pages v – xiv)	

		https://bc.instructure.com/courses/1077710/files/45734501/download?verifier=0Pwflqui82ZwqYptVnUD99iNfxljUPrMf4w1rsQw Prohászková, Viktória. "The Genre of Horror" *American International Journal of Contemporary Research*. Vol 2 No 4. April 2012. https://www.aijcrnet.com/journals/Vol_2_No_4_April_2012/16.pdf **Text for Reference**: Albrecht, Karl. "The (Only) 5 Fears We All Share". *Psychology Today*. https://www.psychologytoday.com/us/blog/brainsnacks/201203/the-only-5-fears-we-all-share	
	2	Fear and Horror in Indian Aesthetics – Western Aesthetics – Myths, folktales, religious lore – Cultural similarities in horror narratives **Narratives for Discussion** The fables of Kalliyankattu Neeli and of Pontianak The fables of Mermaids and of Baobhan Sith The narratives may be discussed closely to highlight similarities in them despite the Cultural differences of the contexts. Questions for examination should focus on the concepts outlined in the unit because no specific tale is recommended for close study. **Text For Cross Reference** Krishnadas, Adithi. *Kandittundu!* Studio Eeksaurus. 2021. https://www.youtube.com/watch?v=DxYbfJUOOMQ	
	3	Attempt a comparative analysis of "The Tell-Tale Heart" by Edgar Allan Poe and "Neelavelicham" by Vaikkom Muhammad Basheer (English translation by Ministhy S Nair). Identify the points of similarities in the two short stories for effecting the sense of horror.	
II		**Aesthetics of Horror in Literature**	**12**
	4	Spectacles – Aspects of fear and suspense – Aesthetics of fear – Cult characters in horror literature – Stock situations **Required Reading** Keats, John. "La Belle Dame Sans Merci" Jacobs, W W. "The Monkey's Paw" Stoker, Bram. *Dracula* **Text for Reference** Oates, Joyce Carol. "The Aesthetics of Fear". *Salmagundi*, Fall 1998, No. 120 (176-185). https://www.jstor.org/stable/40549062	

	5	Genres of horror literature – Gothic – Dark fantasy/ Dark fiction – Macabre – Grotesque – Body horror – Paranormal/ supernatural horror – Erotic horror – Environmental horror – Slasher, Zombie, Apocalypse, Occult – Lovecraftian **Required Reading** Lovecroft, H P. "The Book" Maurier, Daphne du. "Don't Look Now" Shelley, Mary. *Frankenstein* **Text for Reference** Cornett, Brandon. "Types of Horror Fiction: 10 Subgenres with Recommended Books for Each". https://www.cornettfiction.com/types-of-horror-fiction-10-subgenres/	
	6	Identifying Elements of horror in fairy tales Compare and analyse some common elements of horror that can be identified in popular fairy tales such as "Red Riding Hood" or "Hansel and Gretel"	
III		**Adaptations of Horror Fiction**	**12**
	7	Remakes – spin-off – parody – animated versions, anime – Graphic adaptations and video games of World Classics – Meta horror movies/ books **Required Reading** Polidori, John William. "The Vampyre: The Terrifying Lost Journal of Dr. Cornelius Van Helsing" Available on Project Gutenberg. Greenberg, Gorden and Rosen Steve. Screenplay of *Dracula: A Comedy of Terrors*. 2019. (page 1 – 11) https://static1.squarespace.com/ **Texts for Cross Discussion** *The Incredible Adventures of Van Helsing II.* Video game **OR** *Van Helsing* (2004) movie Graphic adaptations of *Hotel Transylvania* – preferably *My Little Monster-Sitter*. **Text for Reference** Danielewski, Mark Z. *The House of Leaves*	
	8	Reworking of Classics – Reworking of fairy tales – Fractured fairy tales – Reworked popular characters in horror literature **Required Reading** White, Kiersten. *The Dark Descent of Elizabeth Frankenstein*. https://fliphtml5.com/pezzr/npbz/basic **Text for Reference**	

		Goszczyńska, Marta. "Secret Rooms, Locked Doors and Hidden Stories: Retelling "Bluebeard" as a Holocaust Narrative in Michèle Roberts's *Ignorance*" https://doi.org/10.18778/2353-6098.6.12	
	9	Attempt a critical study of the spin offs or remakes of popular fairy tales as horror films and write a report highlighting how the elements of horror are used in transforming the characters and settings into a world of horror. Films such as *Snow White and the Huntsman*, *Maleficent* and *Mirror, Mirror* may be chosen for study. For the examination, specific questions may be avoided from this Unit, since no specific text is recommended for close analysis.	
IV	**Anatomy of Horror in Literature**		**12**
	10	Constituents of horror narratives – Use of language – creating suspense – the atmosphere of mystery – literary techniques used – Imagery, Metaphor, Simile – common props – Building a narrative **Required Reading** Mare, Walter De La. "Listeners" Coleridge, Samuel T. *Christabel*. Part I (lines 1 – 104) **Text for Reference** "Part III – Developing Horror Concepts" (pages 67 – 100), "Part IV – Horror Craft" (pages 101 – 157). *On Writing Horror: A Handbook by the Horror Writers Association*. https://www.pdfdrive.com/on-writing-horror-a-handbook-by-the-horror-writers-association-e175994050.html	
	11	Aspects in Horror Literature – Gender – Power – role of children/ young adults as characters, as readers – the good ghosts/ witches – how horror is reworked to create humour – Spoofs **Required Reading** Caroll, Lewis. *Alice in Wonderland* Dahl, Raoul. *The Witches* **Texts for Cross Reference** *Casper, the Friendly Ghost* – any of the short, animated videos available on YouTube such as *Casper the Friendly Ghost* *The Mad Doctor – Mickey Mouse*. Directed by David Hand. Walt Disney. 1933. https://www.youtube.com/watch?v=LPW70q4w5pw **Text for Reference** Wallace, Diana. "Uncanny Stories: The Ghost Stories as Female Gothic" https://www.euppublishing.com/doi/pdf/10.7227/GS.6.1.6	

	12	Critical analysis of *Turn of the Screw* by Henry James and the movie adaptations of the book, including the direct adaptations of 1974, 1990, 2020, and the loose adaptation *The Haunting of Bly Manor* (Netflix 2020). Points of discussion may include the use of props and settings, how visual elements such as colourscapes and lighting, music and conversations are used to augment the atmosphere that is found in the book.	
V	**Isometrics in Horror Narratives**		**12**
	13	Supernatural and horror – Seances – Ouija Board and Tarot Pack as metaphors – Contemporary Horror narratives **Required Reading** Christie, Agatha. "The Last Séance" Jackson, Shirley. *The Haunting of Hill House*	
	14	Attempt a detailed analysis of "A Ghost Story" by Mark Twain. Identify the common literary techniques and traditions used to create an atmosphere of horror. Analyse how Twain uses these to satirise superstitions.	

Texts for Recommended Reading

Eco, Umberto. *The Name of the Rose*

Jackson, Shelley. *Riddance or The Sybil Joines Vocational School for Ghost Speakers and Hearing – Mouth Children*

King, Stephen. *Salem's Lot*

Lewis, Matthew Gregory. *The Monk: A Romance*

Harris, Thomas. *The Silence of the Lambs*

Thampi, P. V. *Sreekrishna Parunthu*

Walpole, Horace. *The Castle of Otranto*

Wilde, Oscar. *The Picture of Dorian Gray*

Movies Recommended for Watching

Psycho Directed by Alfred Hitchcock (1960)

The Silence of the Lambs Directed by Jonathan Demme (1991)

Evil Dead Directed by Sam Raimi (1981)

Sreekrishna Parunthu Directed by A Vincent (1984)

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Students are acquainted with the intricacies of using elements of horror in Literature	U	
CO-2	Students contextualise the literary traditions in horror and how it has evolved across time, genres and cultural backgrounds	R, U	
CO-3	Students develop a scientific outlook towards understanding the element of horror found in literary genres and folklores	R, U	
CO-4	Students sharpen their critical and creative thinking through analysis and creation of narratives in horror in literature	R, U, Ap. An, C	
CO-5	Students are enabled to distinguish the differences in media when horror is realised through language and through the visual media such as movies and animated videos.	U, An	

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

University of Kerala

Discipline	ENGLISH
Course Code	**UK6DSEENG305**
Course Title	**SPACES OF WOMEN IN CINEMA**
Type of Course	**DSE**

Semester	VI				
Academic Level	300 - 399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	3 hours	-	2 hours	5
Pre-requisites	1. 2. UK102DSE				
Course Summary	The course aims to introduce the contributions of women in the field of visual culture. The course is designed to fill the gap in discourses around cinema which are mostly male-centric and have failed to record the potential of women artists, technicians, and performers. It also focuses on the politics of representation of women in and around cinema. Through this course, the students will understand and explore how women use spaces within visual culture.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I	**Title of the Module- Introduction to Gender and Cinema**		**15**
	1	Gender-Sex-Patriarchy- Public and Private Spaces- Visual Language- Representation of Women- First-Second-Third Wave Feminism-Feminine Essence- Objectification of Women- Body- Male Gaze- Contributions of Women-Technicians-Actors -Women in Cinema Collective (WCC)	
	2	Teresa De Lauretis – "Through the Looking Glass: Woman, Cinema, and Language" *Alice Doesn't Feminism, Semiotics, Cinema*, Indiana University Press, 1984. Pages12-36. De_Lauretis_Teresa_Alice_Doesnt_Feminism_Semiotics_Cinema_1984.pdf (monoskop.org)	
II	**Title of the Module- Women Performers**		**15**
	3	Marilyn Monroe- "Marilyn every day: The persistence of Marilyn Monroe as a cultural icon"#Marilyneveryday: The persistence of Marilyn Monroe as a cultural...: Ingenta Connect	
	4	Katijia Akbar– "From Baby Mumtaz …to Madhubala" *I want to Live*: *The Story of Madhubala*, P-37-51 [PDF] [EPUB] I Want to Live: The Story of Madhubala [Paperback] [Jan 01, 2017] Khatija Akbar Download (oceanofpdf.com)	

	5	Vinu Abraham- *The Lost Heroine*, C S Venkiteswaran and Arathy Asok (trans). Speaking Tiger Books, 2020. Chapter 1.	
	6	**Practicum: Assignment- Students can submit a full-length assignment (300-400 words) on any of the three works prescribed.**	
III	**Title of the Module- Women Behind the Silver Screen**		**15**
	7	Bhanu Athaiya, "Bhanu Rajopadhye Athaiya: The Legacy of a Long-hidden Sun" Bhanu Rajopadhye Athaiya by Ranjit Hoskote | Prinseps	
	8	Marta Meszaros-"A Woman Wanting to Make Films was a Joke" (https://www.theguardian.com/film/2021/jul/13/a-woman-wanting-to-make-films-was-a-joke-marta-meszaros-pioneering-hungarian-director)	
	9	Beena Paul, "Transcendental Cinema, Editor's View" (Transcendental Cinema, Editor's View-Smt Beena Paul (youtube.com))	
	10	**Practicum: Students can create a magazine/project (10 pages) on any of the women artists prescribed for study.**	
IV	**Title of the Module- Screening and Analysis of Documentaries and Films Directed by Women**		**15**
	11	'Citizenfour' (2014) — Directed by Laura Poitras -Citizenfour (2014) | Watch Free Documentaries Online (watchdocumentaries.com)	
	12	'Gully Boy' (2019) Directed by Zoya Akhtar, and written by Akhtar and Reema Kagti - Gully Boy streaming: where to watch movie online? (justwatch.com)	
	13	**Practicum: - Students can create a screenplay/short film/documentary/podcast/vlog on any one of the female directors (not limited to the syllabus); they can take up roles as directors, scriptwriters, cinematographers, editors, etc**	
V	**Title of the Module- Women on Screen**		**15**
	14	Meena T Pillai-"The Many Misogynies of Malayalam Cinema" The Many Misogynies of Malayalam Cinema on JSTOR	
	15	Sajitha Madathil- "The Unseen Battle: The Struggle of Early Actresses in Malayalam Cinema and Theatre to Continue Their Creative Life after Marriage", *Chalachithra Sameeksha*, June 2023	
	16	**Practicum- Students should actively discuss the various aspects of the documentary/ films prescribed for study followed by a seminar presentation of the findings.**	

		Recommended Reading/Viewing	
		Abraham, John. *Amma Ariyan*. Odessa collective, 1986. Dhobi Ghat streaming: where to watch movie online? (justwatch.com) Akbar, Katijia. *I Want To Live: The Story Of Madhubala*, Hay House India, 2017. Butler, Judith, *The Social Construction of Gender*, (PDF) The Social Construction of Gender (researchgate.net) Hitz, Julia. Iranian women Filmmakers in resistance. Iranian women filmmakers in the resistance – DW – 03/08/2023 Lauretis, Teresa De. *Alice Doesn't Feminism, Semiotics, Cinema*, Indiana University Press, 1984. Mini,Darshana Sreedhar - (When-the-Ghosts-come-Calling-Re-projecting-the-Disappeared-Muses-in-Malayalam-cinema.pdf (.net)) Mokkil, Navaneetha. *Unruly Figures*: *Queerness, Sex Work, and the Politics of Sexuality in Kerala*, University of Washington Press, 2019. Mulvey, Laura. *Visual and Other Pleasures*, Indiana University Press, 1989. Pillai, Meena T. *The Missing Look: Women in Malayalam Cinema*. New Delhi: Orient Blackswan, 2010. Rao, Kiran. *Dhobi Ghat*, Aamir Khan Productions, 2011. Dhobi Ghat streaming: where to watch movie online? (justwatch.com) Weinstein, Anna. *Writing Women for Film & Television: A Guide to Creating Complex Female Characters*, Routledge, 2023.	

Course Outcomes

No.	Upon completion of the course, the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Explore various concepts and feminist approaches to filmmaking	R, U	PSO-1,2
CO-2	Understand the representation of women in cinema	R, U	1,2

CO-3	Learn how to appreciate and apply the diversity of voices and perspectives in the visual space	An, E	3,4
CO-4	Investigate the socio-political contexts shaping women's lives and cinema globally	An, E	8
CO-5	Critically evaluate the existing visual space and create with the intension of incorporating omissions.	E, C	1,4,8

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	**CO**	**PO/PSO**	**Cognitive Level**	**Knowledge Category**	**Lecture (L)/Tutorial (T)**	**Practical (P)**
1	1	1,2	R,U	F, C	L	
2	2	1,2	R,U	C	L	P
3	3	3,4	An, E	C	L	P
4	4	8	An, E	C,M	L	P
5	5	1,4,8	E,C	C,M	L	P

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO 1	**PSO 2**	**PSO 3**	**PSO4**	**PSO5**	**PSO 8**	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**
CO 1	1	2	-	-	-	-						
CO 2	2	1	-	-	-	-						

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

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
- Final Exam

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓	✓		✓

CO 2	✓	✓		✓
CO 3	✓	✓		✓
CO 4	✓	✓		✓
CO 5	✓	✓		✓

University of Kerala

Discipline	**ENGLISH**				
Course Code	**UK6SECENG300**				
Course Title	**WRITING FOR PRINT MEDIA**				
Type of Course	**SEC**				
Semester	VI				
Academic Level	300 – 399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	3	2 hours	-	2 hours	4
Pre-requisites	1. 2.				
Course Summary	This course aims to give students insight into print journalism, its evolution and growth, and to expose them to relevant print media terminology. It envisions to equip them with the necessary skills to identify the features of unbiased and objective news reports and to differentiate between different kinds of print media writing. Through an analysis of the linguistic strategies adopted for drafting high-quality reports, it aims to encourage students to pursue journalistic writing and to produce articles of their own. Finally, it seeks to address a host of ethical practices that journalists must follow in the contemporary world for sifting fact from untruths and half-truths.				

Detailed Syllabus:

Module	Unit	Contents	Hrs
I		**INTRODUCTION TO PRINT JOURNALISM**	**12**
	1	Print Journalism– Scope of Print Media	
	2	The Print Industry – Evolution and Growth	
	3	Print Media in India– *The Bengal Gazette, The Bombay Herald, The Hindu, The Times of India,* etc. – Pioneers of Print Journalism: - James Augustus Hickey, Raja Ram Mohan Roy, and Gandhi.	
	4	Print Media in Kerala: - *Rajyasamacharam, Paschimodayam, Gnana Nikshepam, Deepika, Malayala Manorama, Mathrubhumi, Kerala Kaumudi*, etc. – Malayalam Press and the Freedom Struggle	
	5	**Practicum:** Read any leading English/Malayalam newspaper and prepare a weekly summary of important events.	
II		**BASICS OF JOURNALISTIC WRITING**	**12**
	6	News Values: - Timeliness, Novelty, Relevance, Conflict, Human interest, Proximity, Predictability	
	7	Features of Journalistic Style of Writing – English for Print Media – Syntax of News Reports – Concision and Objectiveness	
	8	Kinds of newspapers: - Dailies, Weeklies, Tabloids and Eveningers – Kinds of Magazines and Supplements– Kinds of News Reports: - Article, News, Feature, Backgrounder, Editorial, Column, Opinion Piece, and Review	
	9	Types of News: - Hard News, Soft News–Types of Print Journalism: Enterprise Journalism, Entertainment Journalism, Photojournalism, Sports Journalism, Yellow Journalism–News versus Information	
	10	**Practicum:** Collect different kinds of newspapers and file them.	
III		**DRAFTING NEWS REPORTS**	**12**
	11	News Sources and Types– Doing Interviews for Collecting Data – Types of Interviews – Do's and Don'ts of Interviews	
	12	Article Structure – Inverted Pyramid Style, Hourglass, Nut Graph, Diamond, Christmas Tree, etc.	
	13	Newspaper Design and Layout: headlining, typesetting, pagination, etc.	
	14	Structure of a news story: Headline, Lead, Different Types of Leads– Structure of a Feature– Structure of an Article– Structure of an Editorial-Writing Op-ed Pieces– Letters to the Editor–Press Releases	
	15	**Practicum:** Interview a random group of female manual workers and draft a news story about the gender discrimination they encounter in the workplace.	
IV		**TRENDS IN PRINT JOURNALISM**	**12**
	16	Freelancing – Crowdsourcing– Community Journalism– Citizen journalism – Backpack Journalism – Investigative journalism – Fact Checking–Augmented Reality in Print Media–Niche Publications-Digitization	
	17	Blurb writing – Caption Writing– Proofreading–Sub-editing–Synoptic Writing– Excerpting	
	18	Use of Cartoons, Visuals and Graphics– Supplementing News with Statistical Data	
	19	Role of an Editor– Role of a Sub-Editor– Role of an Ombudsman	

	20	**Practicum:** Draft a letter to the editor of *The Hindu* expressing your views on using Electronic Voting Machines (EVMs) to ensure fairness and transparency in elections in India.	
V		**MEDIA ETHICS IN THE CONTEMPORARY WORLD**	**12**
	21	Media Ethics and Laws – Press Council of India (PCI)– Code of Ethics for Journalists	
	22	Journalism and Socio-cultural Change in India – Press Freedom and the Nation— Representation of Contentious Issues	
	23	Plagiarism– Contempt of Court –Defamation – Libel– Copyright Act – Sensationalism	
	24	Fidelity to Fact–Post-Truth–Interpreting news –Manifest and Latent content–Ideology and Meaning	
	25	**Practicum:** Identify at least three instances of post-truth in contemporary print journalism and discuss how public opinion has been influenced in each case.	

Suggested Reading

A Handbook of Media and Communication Research: Qualitative and Quantitative Methodologies. United Kingdom, Taylor & Francis, 2013.

Ahuja, Charanjit. *Print Journalism: A Complete Book of Journalism*. United Kingdom, Partridge Publishing India, 2016.

Brock, George. *Out of Print: Newspapers, Journalism and the Business of News in the Digital Age*. United Kingdom, Kogan Page, 2013.

Fleming, Carole. *Introduction to Journalism*. India, SAGE Publications, 2006.

Frost, Chris. *Journalism Ethics and Regulation*. United Kingdom, Taylor & Francis, 2015.

Gupta, V. S. *Handbook of Reporting and Communication Skills*. India, Concept Publishing Company, 2003.

Harcup, Tony. *A Dictionary of Journalism*. United Kingdom, OUP Oxford, 2014.
Hicks, Wynford. *English for Journalists: Twentieth Anniversary Edition*. United Kingdom, Taylor & Francis, 2013.

Itule, Bruce D., and Anderson, Douglas A. *News Writing & Reporting for Today's Media*. United Kingdom, McGraw Hill, 2008.

Kent, Ruth Kimball. *The Language of Journalism: A Glossary of Print-Communications Terms*. United Kingdom, Kent State University Press, 1971.

Krishnamurti, Naḍiga. *Indian Journalism: Origin, Growth and Development of Indian Journalism from Asoka to Nehru*. India, University of Mysore, 1966.

McIntyre, Bryce Telfer. *English News Writing: A Guide for Journalists Who Use English as a Second Language*. Hong Kong, Chinese University Press, 1996.

Mencher, Melvin. *Basic News Writing*. United States, Wm. C. Brown Company Publishers, 1983.

--. *News Reporting and Writing*. United States, W.C. Brown Publishers, 1991.

Merrill, John Calhoun, and Fisher, Harold A. *The World's Great Dailies: Profiles of Fifty Newspapers*. United States, Hastings House, 1980.

Nandi, Charles. *Print Media and Photojournalism*. India, Ess Ess Publications, 2006.

Natarajan, J. *History of Indian Journalism*. India, Publications Division Ministry of Information & Broadcasting.

Pape, Susan, and Featherstone, Sue. *Newspaper Journalism: A Practical Introduction*. India, SAGE Publications, 2005.

Print Journalism: A Critical Introduction. United Kingdom, Taylor & Francis, 2005.

Raghavan, G. N. S. *The press in India, A New History*. India, Gyan Publishing House, 1994.

Rich, Carole. *Writing and Reporting News*. United States, Cengage Learning, 2002.Klaus Bruhn Jensen.

Sharma, Jai Deo. *Editing: A Handbook for Journalists*. India, Pointer Publishers, 2008.

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Explain the basics of print journalism, its evolution, and growth with special reference to the Indian context.	R, U	PSO-1,6

CO-2	Demonstrate mastery over the intricacies of journalistic writing and differentiate between various kinds of news reports like columns, features, editorials, and reviews.	U, Ap, E	PSO-1,6,12
CO-3	Deploy effective research techniques to gather data from multiple sources and draft professional news reports.	Ap, E, Cr	PSO-1, 4, 13
CO-4	Gather awareness of ethical practices in news reporting and apply reasoning in analysing and interpreting news stories critically.	Un, An, E	PSO-1,6,8
CO-5	Exhibit a thoroughgoing understanding of contemporary practices in print journalism.	U, E	PSO-1, 7
CO-6	Generate news articles suitable to the needs of target audiences, understanding the demographics, preferences, and interests of different readerships, in a manner that maximises career opportunities.	E, Cr	PSO-1,12,13

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	**CO**	**PO/PSO**	**Cognitive Level**	**Knowledge Category**	**Lecture (L)/Tutorial (T)**	**Practical (P)**
1	1	1,6		F	L	
2	2	1,6,12		F, C	L	
3	3	1, 4, 13		F, C	L	
4	4	1,6,8		F, C, P	L	
5	5	1, 7		F, C, P	L	
6	6	1,12,13		F, C, P, M	L, T	P

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs:

	PSO 1	**PSO 2**	**PSO 3**	**PSO4**	**PS O5**	**PSO 6**	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**
CO 1	2	-	-	-	-	1						
CO 2	2	-	-	-	-	3						
CO 3	2	-	-	3	-	-						
CO 4	2	-	-	-	-	3						
CO 5	2	-	-	-	-	-						
CO 6	2	-	-	-	-	-						

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
- Final Exam

Mapping of COs to Assessment Rubrics:

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

University of Kerala

Discipline	**ENGLISH**				
Course Code	**UK6SECENG301**				
Course Title	**DEVELOPING AND CURATING DIGITAL CONTENT**				
Type of Course	**SEC**				
Semester	VI				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	3	2 hours	-	2 hours	4
Pre-requisites					
Course Summary	The Skill Enhancement Course on Developing and Curating Digital Content is designed to provide participants with the knowledge and skills necessary to create and curate high-quality digital content. The course will cover various aspects of content development, including				

	content planning, writing, multimedia creation, and content curation. Participants will learn effective strategies and techniques to engage audiences, optimize content for different platforms, and drive meaningful outcomes. By the end of the course, participants will have a solid foundation in developing and curating compelling digital content.

Detailed Syllabus:

Module	Unit	Content	Hrs
I	**Introduction to Digital Content Development**		**12**
		Understanding the importance of digital content in today's landscape – Overview of different types of digital content and their purposes – Key elements of successful content development	
II	**Content Planning and Strategy**		**12**
		Defining content goals and objectives – Conducting audience research and content analysis – Creating a content plan and editorial calendar	
III	**Writing for Digital Platforms and Multimedia Creation for Digital Content**		**12**
		Writing engaging and compelling content for websites, blogs, and social media – Best practices for structuring and formatting digital content – Optimizing content for readability and user experience-Introduction to digital writing	
IV	**Content Curation and Aggregation**		**12**
		Analyzing target audiences and understanding their needs – Techniques for engaging and connecting with audiences through content-Understanding the key differences between writing for print and digital platforms-Developing a content strategy for digital platforms – identifying target audience and their preferences	
V	**Search Engine Optimization (SEO) for Content Visibility**		**12**
		What is SEO and why is it important? What are search engine algorithms and ranking factors-Different types of SEO (on-page, off-page, technical SEO)-Introduction to keyword- Planning content calendar-Techniques for writing engaging blog posts, social media updates, and digital articles **Practicum**: Project Work and Evaluation Participants will work on a final project to apply the knowledge and skills acquired throughout the course – Evaluation of projects and feedback session	

References:

Bibliography for the Skill Enhancement Course on Developing and Curating Digital Content:

1. *Content Strategy for the Web* by Kristina Halvorson and Melissa Rach
2. *Epic Content Marketing: How to Tell a Different Story, Break through the Clutter, and Win More Customers by Marketing Less* by Joe Pulizzi
3. *Everybody Writes: Your Go-To Guide to Creating Ridiculously Good Content* by Ann Handley
4. *The Elements of Content Strategy* by Erin Kissane
5. *Content Inc.: How Entrepreneurs Use Content to Build Massive Audiences and Create Radically Successful Businesses* by Joe Pulizzi
6. *Content Strategy at Work: Real-world Stories to Strengthen Every Interactive Project* by Margot Bloomstein
7. *Made to Stick: Why Some Ideas Survive and Others Die* by Chip Heath and Dan Heath
8. *Contagious: How to Build Word of Mouth in the Digital Age* by Jonah Berger
9. *The Content Code: Six Essential Strategies to Ignite Your Content, Your Marketing, and Your Business* by Mark W. Schaefer
10. *The Art of SEO: Mastering Search Engine Optimization* by Eric Enge, Stephan Spencer, Jessie Stricchiola, and Rand Fishkin
11. *Digital Marketing for Dummies* by Ryan Deiss and Russ Henneberry
12. *Content Marketing Strategy Guide* by Joe Pulizzi and Robert Rose
13. *The Content Trap: A Strategist's Guide to Digital Change* by Bharat Anand
14. *Content Strategy for Mobile* by Karen McGrane
15. *The New Rules of Marketing and PR: How to Use Social Media, Online Video, Mobile Applications, Blogs, News Releases, and Viral Marketing to Reach Buyers Directly* by David Meerman Scott

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO 1	understand the importance of digital content in the contemporary world and its purposes	R, U	PSO 1
CO 2	illustrate the different strategies required for generating quality digital content	U, A	PSO 2
CO 3	to evaluate the choices of the audience and formulate different engagement techniques for effective content delivery	E	PSO 4
CO 4	to acquire the knowledge and skills necessary to create and curate high-quality digital content	Ap, C	PSO 4, 5, 7

CO 5	develop novel methods and techniques to engage audiences, optimize content for different platforms, and drive meaningful outcomes	C	PSO 5, 7

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

Note: 1 or 2 COs/module

Name of the Course: Developing and Curating Digital Content

Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
1	1	PSO 1	R, U	F, C	L	
2	2	PSO 2	U, A	C, P	L	
3	3	PSO 4	E	P	L, T	
4	4	PSO 4, 5, 7	Ap, C	M	L	P
5	5	PSO 5, 7	C	P, M	L, T	P

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO 1	PSO 2	PSO 3	PSO4	PSO5	PSO 7	PO1	PO2	PO3	PO4	PO5
CO 1	2	-	-	-	-	-	2				
CO 2	-	3	-	-	-	-				2	

CO 3	-	-	-	2	-	-				2	
CO 4	-	-	-	2	2	3			3		
CO 5	-	-	-	-	2	3			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
- Final Exam

Mapping of COs to Assessment Rubrics:

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

CO 3	✓			✓
CO 4	✓	✓		✓
CO 5	✓	✓		✓
CO 6	✓			✓

SEMESTER 7

University of Kerala

Discipline	ENGLISH				
Course Code	UK7DSCENG400				
Course Title	Cultural Studies				
Type of Course	**DSC**				
Semester	VII				
Academic Level	400-499				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	3 hours	2	-	5
Pre-requisites	1. Students should be aware of the interrelationship between literature and culture. 2. Students should have an understanding of the significance of cultural studies as a component of literary studies.				
Course Summary	This Course aims to familiarise students with the theory and practice of Culture Studies. The course equips students to approach culture and cultural forms critically by examining culture in relation to class, gender, nationalism, and caste among others.				

Detailed Syllabus:

Module	Content	Hours

I	**Genealogy of Cultural Studies** Frankfurt School- Birmingham School- False consciousness- Culture industry - High culture- Culture as ordinary- Popular culture – Mass culture Texts: 1. Henry Giroux et al. "The Need for Cultural Studies: Resisting Intellectuals and Oppositional Public Spheres." https://dalspace.library.dal.ca/bitstream/handle/10222/63139/dalrev_vol64_iss2_pp472 _486.pdf?sequence=3 2. Madhava Prasad: 'Cultural Studies in India: Reasons and a History'. http://cscs.res.in/irps/inter-asia-cultural-studies-summer-school-2018/all-readings/prasad-m-madhava-cultural-studies-in-india-reasons-and-a-history	15
II	**Culture and Representation** Discourse- Agency- Cultural consumption- Stereotyping- Subjectivity- Representation-ideology- hegemony-identity **Text**: Stuart Hall: 'Encoding/Decoding' https://blog.richmond.edu/watchingthewire/files/2015/08/Encoding-Decoding.pdf	15
III	**Culture and Nationalism** Nation and culture-Cultural nationalism, Religion and culture, Culture and democracy, Culture and power, Multiculturalism, Culture and ethnicity **Text:** Rochona Majumdar and Dipesh Chakrabarty: "Mangal Pandey: Film and History" https://www.jstor.org/stable/4419583	15

IV	**Digital Cultures** Cyber culture, Video Games, Cyber punk, Cyborg, New media and digital public sphere, Digital divide, Digital literature **Text**: James O'Sullivan: " Good literature can come in digital forms – just look to the world of video games." https://theconversation.com/good-literature-can-come-in-digital-forms-just-look-to-the-world-of-video-games-127971#:~:text=The%20worlds%20we%20inhabit%20in,something%2C%20whatever%20their%20aesthetic%20confines.	15
V	**Practicing Cultural Studies** This module encourages students to use cultural studies research framework to analyse any cultural text of their choice – advertisements, soap operas, performing art, games, comics and so on. Teachers may help students identify topics, analyse texts and choose appropriate research methods/tools. The following text may be used to familiarize the methods/methodologies used in cultural studies research: Nayar, Pramod K. *An Introduction to Cultural Studies*. New Delhi: Viva Books. 2016.	15

Recommended Reading

Appadurai, A. (ed.) *The Social Life of Things: Commodities in Cultural Perspective*.
Attali, J. Noise: *The Political Economy of Music*, trans. Brian Massumi. Minneapolis: University of Minnesota Press. 1985.
Bakhtin, M. *The Dialogic Imagination*. Austin: University of Texas Press. 1981.
Barker, Chris. *The Sage Dictionary of Cultural Studies.* Sage, New Delhi, Thousand Oaks, London. 2004.
Bhabha, H. K. *The Location of Culture*. New York: Routledge. 1994.
Brooker, Peter. *A Glossary of Cultural Theory*. Arnold, London. 2000.
Chen, Kuan Hsing. (ed) *Trajectories: Inter-Asia Cultural Studies.* London: Routledge. 1998
Du Gay, P. *Consumption and Identity at Work.* London: Sage, 1996.
During, Simon. *The Cultural Studies Reader*. New York: Routledge, 1999.
Grossberg, Lawrence and Cary Nelson and Paula A Treichler eds. *Cultural Studies*. London: Routledge. 1992.
Sardar, Ziauddin and Borin Van Loon. *Introducing Cultural Studies.* Icon Books, London. 2012.

Storey, J. (ed). *Cultural Theory and Popular Culture: A Reader*, 2nd edn. London: Prentice Hall. 1998.

Young, R. *Colonial Desire: Hybridity in Theory, Culture, and Race*. London: Routledge, 1995.

Williams, R. *Keywords: A Vocabulary of Culture and Society* (New Edition). New York, NY: Oxford University Press. 2014.

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Develop a thorough understanding of the origin and evolution of Cultural Studies, major theorists and their contributions.	U	
CO-2	Acquire sufficient knowledge about the significance and development of cultural studies in the Indian context.	R, U	
CO-3	Gain competence to analyse and valuate cultural texts and practices critically.	Ap, An	
CO-4	Understand the significance of cultural studies in relation to interdisciplinary approaches within literary studies.	U, An, E	
CO-5	Create research data/articles based on their analysis of cultural texts.	C	

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	**CO**	**PO/PSO**	**Cognitive Level**	**Knowledge Category**	**Lecture (L)/Tutorial**	**Practical (P)**

					(T)	

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO 1	**PSO 2**	**PSO 3**	**PSO4**	**PSO5**	**PSO 6**	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**
CO 1	-	-	-	-	-	-						
CO 2	-	-	-	-	-	-						
CO 3	-	-	-	-	-	-						
CO 4	-	-	-	-	-	-						
CO 5	-	-	-	-	-	-						
CO 6	-	-	-	-	-	-						

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
- Final Exam

Mapping of COs to Assessment Rubrics :

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

University of Kerala

Discipline	ENGLISH				
Course Code	UK7DSCENG401				
Course Title	RESEARCH METHODOLOGY FOR HUMANITIES				
Type of Course	DSC				
Semester	VII				
Academic Level	400 – 499				
Course Details	Credits	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	3 hours	-	2 hours	5 hours
Pre-requisites					
Course Summary	This course is meant to introduce the basic concepts in Research and Research Methodology in Humanities and Social Sciences. The students will be familiarised with the types of research, the steps involved in conducting research, preparing and submitting research proposals and reports, techniques and tools involved in research, as well as the practical and ethical challenges that might arise. Practical knowledge of framing research proposals and reports will be imparted, and thorough practice will be provided to the students for handling the various stages involved in research with confidence.				

Detailed syllabus

Module	Unit	Content	Hrs
I		**INTRODUCTION**	**15**
	1	The concept of research – Research as a mode of knowledge production – Aims and objectives of research – Scope of research – Types of research – Quantitative and Qualitative approaches – Descriptive and Analytical – Applied and Fundamental – Inter Disciplinary and Multi-Disciplinary - Historical and theoretical positions in research – Empiricism, Positivism, Rationalism, Pragmatism, Phenomenology – Emerging new trends in research – Integrating technology and academic research – Distinction between research, development, invention, and innovation – Mixed research designs **Reference**: Kothari, C. R. "Research Methodology: An Introduction." Chapter I. *Research Methodology: Methods and Techniques.* New Age International. 2nd Revised Edition. 2004. Pages 1 – 23.	

	2	Theoretical frameworks in humanities and social science research – Text bound research - critical discourse analysis- ethnographic/semi-ethnographic research- experimental research- posthumanities - Digital humanities- Blue Humanities - Medical Humanities **Reference**: Griffin, Gabriele. *Research Methods for English Studies*. Edinburgh UP, 2013.	
II		**DYNAMICS OF RESEARCH**	**15**
	3	Tools in Quantitative and Qualitative studies – Case studies – Survey – Questionnaire, Interview, Structured interview – Discourse analysis for Literature studies – Textual Analysis – Content analysis **Reference**: Routledge Handbook of Interdisciplinary Research Methods	
	4	Use of ICT in research – Pros and Cons – Stages of research where ICT can be applied – AI and research - Ethics – Ethical dilemmas – Ethics committee – Anonymity and confidentiality – Conflict of interests – Research misconduct – Fabricating data – Falsifying data – Plagiarism **Reference**: *Research Ethics in the Digital Age: Ethics for the Social Sciences* edited by Farina Madita Dobrick, Jana Fischer, Lutz M. Hagen	
III		**PROCESS AND PROCEDURE**	**15**
	5	Selecting a research area – Narrowing down the research topic – Review of literature - research gap- formulating a working hypothesis- stating the research objectives - Framing the research problem/ research question – Selecting Research Methodology – **Reference**: *Doing Academic Research: A Practical Guide to Research Methods and Analysis* By Ted Gournelos	
	6	Structure and Format of a research proposal – Bibliography – Appendix – End notes – Style manuals - MLA style – APA style **Reference**: https://mlpp.pressbooks.pub/writinghandbook/	

		Writing Research Proposals for Social Sciences and Humanities in a Higher By George Damaskinidis, Anastasia Christodoulou	
IV	**IN THE FIELD**		**15**
	7	Data collection – Identifying sources – Tools for data collection – Classification of data – Documenting sources – Note taking – Issues of authenticity **Reference**: *Beginning Research: A Guide for Foundation Degree Students* By Michelle Lowe	
	8	Consolidation of data – Analysis of data – Validation of Hypotheses – Reaching conclusions - editing - proof reading **Reference**: *MLA Handbook for Writers of Research Paper*. 9th edition. 2021.	
V	**IN PRAXIS**		**15**
	9	Drafting a research proposal	
	10	Drafting a research article	

Recommended Reading:

Altick, Richard D. *The Scholar Adventurer*. Ohio State UP, 1987.
Dorairaj, Joseph. *FAQs on Research in Literature and Language*. Emerald Publishers. 2020.
Murrey, Rowena. *How to Write a Thesis*. 2nd Edition. Open UP. 2002.

Course Outcomes

No.	**Upon completion of the course the graduate will be able to**	**Cognitive Level**	**PSO addressed**
CO-1	Students will be familiarised with the basics in research – the different steps and methodology involved in undertaking a research/ project work	U	
CO-2	Students will be enabled to identify and work on research areas and topics in English Literature and Language	R, U, Ap	

CO-3	Students will be provided hands-on training in drafting research proposals and carry out the research successfully	Ap, An, C, Ev	
CO-4	Students will be trained on methodologies and analytical tools in both Literary studies and Language studies	R, U, Ap. An, C	
CO-5	Students will go through all the steps involved in undertaking research projects, from identifying a research area to the final drafting of the report as per the manual of MLA Handbook	R, U, Ap, An, E, C	
CO-6	Students will gain awareness about Ethics in research, and also about the latest trends in research	R, U, E	

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

University of Kerala

Discipline	ENGLISH				
Course Code	UK7DSCENG402				
Course Title	ENGLISH LANGUAGE TEACHING				
Type of Course	**DSC**				
Semester	VII				
Academic Level	400-499				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	4			4
Pre-requisites	Students should have a command of the English language including vocabulary, grammar and fluency to effectively teach English. Students should have a genuine passion for teaching and learning.				

Course Summary	This Paper aims to introduce various methods, approaches and techniques used in English Language teaching [ELT]. Students will examine historical and theoretical foundations of ELT, analyse current trends in language teaching, and develop practical skills for effective classroom instruction. Students will be introduced to various assessment techniques and tools.

Detailed Syllabus:

Module	Unit	Content	Hrs
I	**Language Teaching**		**12**
	1	History of ELT in India, Macaulay's Minutes, English as an integral part of Indian Culture. Key Concepts in ELT- Acquisition - Bilingualism, Multilingualism- Communicative Competence and Linguistic Competence. ESL and EFL, ESP, EAP, EOP, Role of English in Immigration, Certification Agencies -IELTS, TOEFL	
	2	Current Trends in ELT - Multimodal Literacy Digital Learning, Media technology, Applied ELT, Corporate Training, ELP [English for Life Purpose] Language Immersion, Language for Academic Purposes [EAP], Adaptive Learning Platforms- Language exchange websites	
II	**Theories, Approaches and Methods of Language Teaching**		**12**
	1	Implications of learning theories in ELT- Behaviourism, Cognitivism, Constructivism, Krashen's Monitor Model.	
	2	Difference between Methods and Approaches, Methods of Language Teaching – Grammar Translation Method, Direct Method, Audio-lingual Method, Suggestopedia, The Silent Way, TPR.	
	3	Approaches to Language Teaching- Natural approach, Structural Approach, Oral Approach, Functional Notional Approach, Community Language Learning	

III	**Lesson Planning and Evaluation Process**		**12**
	1	Classroom Procedures – Lesson Plan and Material Production	
	2	Planning, Preparing and Administering Tests-Evaluation – Summative – formative – examination – curriculum – syllabus – teaching materials – Online testing Tools- Automated grading system-fostering learner autonomy -Moodle, Kahoot, Quizziz, etc.	
IV	**ICT Tools in Language Teaching**		**12**
	1	**TECHNOLOGY IN LANGUAGE TEACHING** **[Hands on training should be encouraged]** LSRW Tools – Blogs, E-books, YouTube Videos, Reels and Shorts in social media- Online Teaching Learning Platforms- Google Classroom, Zoom -Online language Courses -Coursera, Udemy- Language learning Apps [Duolingo, Babbel etc] and Games-VR Simulations.	
	2	Web Resources in Language Teaching- E-Creation Tools- Power Point Presentation, Canva, Prezi, Adobe Spark, Podcasting, Personal Digital Library, Online Writing and Editing Tools -Grammarly- Google Docs [built-in editing Features]	
V	**Research Methodology**		**12**
		Research – Qualitative – Quantitative – Curriculum analysis – curriculum design Data Collection -Surveys, Interviews, Questionnaires	

		Sampling and Data Collection Research Paradigms	

RECOMMENDED READING

Hudson, T. *Teaching second language reading*. Oxford: Oxford University Press. 2006.

Hedgcock, J.S., & Ferris, D.R. *Teaching readers of English: Students, texts and contexts*. New York: Routledge. 2009

Han, Z-H. , & Anderson, A. *Second language reading research and instruction: Crossing the boundaries.* Ann Arbor, MI: University of Michigan Press. 2009.

Richards, Jack C., and Theodore S. Rodgers. *Approaches and Methods in Language Teaching*. Cambridge UP, 1986.

Brumfit and Johnson. *The Communicative Approach to Language Teaching*. OUP, 1983.

Larsen-Freeman, D. and M. Long. *An Introduction to Second Language Acquisition Research*. N Y: Longman, 1991.

Kumaravadivelu, B. *Understanding Language Teaching: From Method to Postmethod*. Lawrence Erlbaum, 2006.

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Develop strategies for effective classroom management, creating a conducive learning environment and promoting student engagement		
CO-2	Acquire knowledge of various teaching methods, techniques and strategies applicable to teaching English as second language		

CO-3	Use technology and digital tools effectively in English Language Teaching		
CO-4	Design, implement and evaluate language assessments and tests to measure language proficiency and progress		
CO5	Establish a bridge between theorical framework and practical implications		

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	**CO**	**PO/PSO**	**Cognitive Level**	**Knowledge Category**	**Lecture (L)/Tutorial (T)**	**Practical (P)**

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO 1	**PSO 2**	**PSO 3**	**PSO4**	**PSO5**	**PSO 6**	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**
CO 1	1	-	-	-	-	-						
CO 2	2	3	-	-	-	-						

CO 3	-	-	1	-	-	-						
CO 4	-	-	2	3	-	-						
CO 5	-	1	-	-	-	-						
CO 6	-	-	-	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
- Final Exam

Mapping of COs to Assessment Rubrics :

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

CO 3	✓			✓
CO 4		✓		✓
CO 5		✓		✓
CO 6			✓	

University of Kerala

Discipline	ENGLISH				
Course Code	UK7DSCENG403				
Course Title	Translation Studies II				
Type of Course	DSC				
Semester	VII				
Academic Level	400 – 499				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	3 hours	-	2 hours	5
Pre-requisites	1. 2.				
Course Summary	Course gives an advanced theory practice on tranlation and its allied aspects leading to research in the concerned area				

Detailed Syllabus:

Module	Unit	Content	Hrs
I		**History and Practice of Translation**	15
	1	Variability and Historicity of translation-Mediation-	

		Equivalences	
		Core Reading	
	2	"Its Genealogy in the West",Translation, History and Culture-Andre Lefevere pgs 24-28 https://dn790008.ca.archive.org/0/items/translation-history-and-culture/Translation%2C%20History%20and%20Culture.pdf	
	3	"Translation and Social Praxis in Ancient and Medieval India", In Translation – Reflections, Refractions, Transformations, pgs153-173 https://www.jbe-platform.com/docserver/fulltext/9789027292520.pdf?expires=1693879773&id=id&accname=jbid110088&checksum=8A00C13DBAF4F29055C14AB28E7F0D35	
	4	"On Translating a Tamil Poem", Collected Essays of A.K.Ramanujan https://archive.org/details/collectedessaysofakramanujanoxford_304_w/page/n211/mode/2up	
II		**Translation Theories**	15
	5	Theories before 20th century-Polysystem theory-Skopos theory-Domestication- Foreignisation	
		Core Reading	
	6	Lawrence Venuti: 'Invisibilty' (pp. 1-34) The Translator's Invisibility: A History of Translation, Routledge, 2012. https://www.academia.edu/19224281/The_Translator_s_Invisibility_A_History_of_Translation	

	6	Translating Literary Texts through Indian Poetics: A Phenomenological Inquiry-TRS Sharma https://www.ntm.org.in/download/ttvol/volume1_N1/Articles/11-Translating%20Literary%20Texts%20Through%20Indian%20Poetics.pdf	
	7	"Towards an Indian Theory of Translation" Author(s): Indra Nath Choudhuri.Indian Literature , September/October 2010, Vol. 54, No. 5 (259) (September/October 2010), pp. 113-123 https://www.jstor.org/stable/23348221	
	8	'The Task of the Translator' http://www.ricorso.net/rx/library/criticism/guest/Benjamin_W/Benjamin_W1.htm	
III	**Adaptations, Retellings, Screen Translation**		15
	10	Adaptation Theories- retellings- subtitling- Intertextuality	
		Core Reading	
	11	"Bakhtin, Intertextuality, and Adaptation" The Oxford Handbook of Adaptation Studies.ed Thomas Leitch https://zlib.pub/download/the-oxford-handbook-of-adaptation-studies-6uo014envmo0?hash=3d061633122a719da4ca6caf06780806	
	12	"Diversity can change the world: Children's literature, translation and images of childhood": Children's Literature in Translation.Jan Van Coillie https://www.jstor.org/stable/j.ctv17rvx8q.11	
	13	A Conversation with Tessa Dwyer on the Risky Business of *Speaking in Subtitles*.Regina Longo and Tessa Dwyer. Film QuarterlyVol. 71, No. 2 (Winter 2017), pp. 99-103 https://www.jstor.org/stable/26413870	

	14	"From Page to Screen: When a Novel Is Interpreted for Film, What Gets Lost in the Translation?"Lawrence Baines Journal of Adolescent & Adult Literacy Vol. 39, No. 8 (May, 1996), pp. 612-622 https://www.jstor.org/stable/40015652	
.IV		**Marginalisation and Translation**	15
	15	Oblique-Politics-Subversion-Orientalism	
		Core Reading	
	16	"What is Special about Post colonial Translation" A Companion to Translation Studies. Ben Conisbee Baer.ed.Sandra Bermann and Catherine Porter. Pgs233-245 https://www.academia.edu/14722779/What_Is_Special_About_Postcolonial_Translation	
	17	"The System: Patronage"Translation, Rewriting, and the Manipulation of Literary Fame-André Lefevere. Pgs 9-19 https://books.google.co.in/books/about/Translation_Rewriting_and_the_Manipulati.html?id=yTIlDwAAQBAJ&redir_esc=y	
	18	Spurlin, William J. "Introduction: The Gender and Queer Politics of Translation: New Approaches." *Comparative Literature Studies*, vol. 51, no. 2, 2014, pp. 201–14. *JSTOR*, https://doi.org/10.5325/complitstudies.51.2.0201. Accessed 28 Apr. 2024. https://www.jstor.org/stable/10.5325/complitstudies.51.2.0201	
V		**Translation & Research**	15
	19	**Pedagogic Translation vs. Translation Teaching: A Compromise Between Theory and Practice-** Valeria Petrocchi	

		https://www.jstor.org/stable/24368622	
	20	Practicum: Should complete a dissertation based on anyone of the following topics 1. Explore language pairs of interest. 2. Investigate cultural and linguistic challenges. 3. Examine emerging translation technologies. 4. Analyze ethical and theoretical aspects 5. Usability of Machine Translation	

Recommended Readings

Arrojo, R. (1999). Interpretation as possessive love: Hélène Cixous, Clarice Lispector and the ambivalence of fidelity. In Bassnett, S. and Trivedi, H., eds., Post-Colonial Translation: Theory and Practice. London: Routledge, pp. 141–61.Google Scholar

Baer, B. J. (2020). Queer Theory and Translation Studies: Language, Politics, Desire. New York: Routledge.Google Scholar

Cronin, M. (2013). Translation in the Digital Age. London: Routledge.Google Scholar

Epstein, B. J., ed. (2010). Special issue: Translating Queers/Queering Translation. In Other Words, **36** (Winter), 1–2.Google Scholar

Esselink, B. (2020). Multinational language service provider as user. In O'Hagan, M., ed., The Routledge Handbook of Translation and Technology. London: Routledge, pp. 109–26.Google Scholar

Israel, Hephzibah.2018."History, Language and Translation: Claiming the Indian Nation."InTheRoutledge Handbook of Translation and Politics, edited by Jonathan Evans, and FruelaFernandez, 386–400. New York: Routledge.

Singh, Avadhesh Kumar, ed. 1996. *Translation: Its Theory and Practice.* New Delhi: Creative Books.

Spivak, G. (1992). "The Politics of Translation," in Outside in the Teaching Machine, London and New York: Routeledge, 1993

Sri Aurobindo. 'On Translating Kalidasa'. http://www.aurobindo.ru/workings/sa/03/0028_e.html

Steiner, G. (1975). After Babel: Aspects of Language and Translation, London, Oxford and New York: Oxford University,Press, 3rd edition, 1998.

https://www.jstor.org/stable/j.ctt1ckpcz7.4

https://www.jstor.org/stable/1771360

https://www.jstor.org/stable/j.ctt1ckpfkh.8

https://www.theguardian.com/books/2023/mar/24/two-sides-to-a-story-why-feminist-retellings-are-filling-our-bookshelves

https://www.jstor.org/stable/20789092

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Understand the evolution of translation studies as a discipline, focussing on Western and Indian traditions	U	15
CO-2	Analyse and critically equip the students to have theoretical awareness of the discipline	An,E	9,2
CO- 3	Understand and apply the methodologies used in various types of translation	U,Ap,	5,7

CO-4	Evaluating and addressing the concerns of postcoloniality, gender and other subalternities in translation	E,An	3,8
CO5	Applying and creating new knowledge through practice	An, C	1,2,4,5,11

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 2:0:1 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
1				F, C		
2				F,C,M		
3				F,P		
4				C,M		

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO	PSO	PSO	PSO	PSO	PO	PO	PO	PO	PO	PO	PO
CO 1	15					3	5	8				
CO 2	9	2				1	2	8	1	4		

CO 3	5	7				3	4	5	7			
CO 4	3	8				8	1					
CO 5	1	2	4	5	11	6	4	7	1	8	2	5

Correlation Levels:

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

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam
- Project

Mapping of COs to Assessment Rubrics :

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

CO 4		✓		✓
CO 5		✓	✓	✓
CO 6				

University of Kerala

Discipline	ENGLISH				
Course Code	UK7DSCENG404				
Course Title	**FILM STUDIES**				
Type of Course	**DSC**				
Semester	VII				
Academic Level	400-499				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	4 hours	-	-	4
Pre-requisites	1. 2.				
Course Summary					

Detailed Syllabus:

Module	Unit	Content	Hrs
I		**BASICS OF CINEMA**	12
		Film — film as a cultural artifact — hybrid nature of film – history of cinema — camera angles, shots and movements – techniques of editing – 30-degree rule —180-degree rule — Focus—Sound—Lighting—Colour – *Mis-en-scene* – story/ plot/ narrative—motif-- different genres of cinema – short films—documentary films--censorship.	
II	**MAJOR MOVEMENTS IN CINEMA**		**12**

		Silent cinema (Charlie Chaplin) —Soviet cinema and Eisenstein—Montage —German Expressionism—Italian Neorealism—Auteur theory --French New Wave—Classical Hollywood—New Hollywood -- Third World Cinema	
		Films for Discussion: *City Lights* (1931), *Battleship Potemkin* (1925), *Cabinet of Dr. Caligari* (1920) *The Bicycle Thieves* (1948), *Lola* (1961), *Citizen Kane* (1941)*The Godfather* trilogy	
III	**INDIAN CINEMA**		**12**
		Indian cinema—parallel cinema movement—commercial cinema—IPTA —Films Division—masala cinema- commercial cinema Indians directing English films (Deepa Mehta, Mira Nair, Shekhar Kapoor, M Night Syamalan)	
IV	**MALAYALAM CINEMA**		**12**
		Malayalam cinema —silent era—different phases—influence of Italian Neorealism in the movies of 1950s—colour films—new wave—cinema of the mid 80s—the popularity of B-grade films—new generation movies –OTT movies Auteurs of Malayalam Cinema .	
V	**Adaptation**		**12**
		Adaptation (Genre, Fidelity, Types) Film Criticism/ Review (journalistic criticism, academic criticism, genre—ideology—culture—narration—techniques) **For Discussion** *Kandukondain Kandukondain(2000)* *Tangled (2010)*	

		Aadujeevitham (2024)	
		Films for detailed study: *Psycho(1960),* *Vidheyan (1994)* *The Man Without a Past (2002)* *Beauty and the Beast (2017)*	

Recommended Reading

- Andreu Dix.Beginning Film Studies.Manchester UP. 2008.
- Ascher, Steven. The Filmmaker's Handbook.Penguin, 2012.
- Boggs, Joseph M. *The Art of Watching Films.* Mountain View CA: Mayfield Publishing, 1991.
- Bone, Jan and Ron Johnson. *Understanding the Film: an Introduction to Film Appreciation.* Lincolnwood IL: NTC Publishing, 1997.
- Dix, Andrew. Beginning Film Studies.Manchester University Press, 2013.
- Giannetti, Louis and Scott Eyman. *Flashback: A Brief History of Film, Third Ed.* Englewood Cliffs NJ: Prentice-Hall, 1996.
- Katz, Steve. Film Directing Shot by Shot: Visualizing from Concept to Screen. Focal Press, 1991.
- Saran, Renu.History of Indian Cinema.Diamond Books, 2012.
- Villarejo, Amy. Film Studies: The Basics. Routledge, 2013

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Understand the world of cinema and explore the various opportunities linked with it.	R. U	PSO-1,2
CO-2	Analyse the history of cinema and the major movements	U, An	
CO 3	Conceptualize the various techniques and terminologies involved.	An, E	
CO 4	Engage in matters of social/ gender justice through he medium of cinema.	An, Ap, E	
CO 5	Decode the language of films and use it effectively.	E, C	

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
1		3	R, U	F, C	L	
2		3, 5	U, An	C	L	
3		5,	An, E	C, P	L	
4		11, 15	An, Ap, E	P	L	
5		15	E, C	M	L	

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO 1	PSO 2	PSO 3	PSO4	PSO5	PSO 6	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	1	-	-	-	-	-						
CO 2	2	3	-	-	-	-						
CO 3	-	-	1	-	-	-						
CO 4	-	-	2	3	-	-						
CO 5	-	1	-	-	-	-						
CO 6	-	-	-	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
- Final Exam

Mapping of COs to Assessment Rubrics :

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

University of Kerala

Discipline	ENGLISH				
Course Code	UK7DSCENG405				
Course Title	Critical Discourse Analysis				
Type of Course	DSC				
Semester	VII				
Academic Level	**400-499**				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	3 hours	-	2 hours	5 hours
Pre-requisites					

Course Summary	This course intends to equip students with the theoretical and analytical skills to critically examine diverse types of texts as discourses situated in specific socio-cultural and historical contexts. Students will learn to approach all texts as mediated by power structures. They will develop the critical acumen to consider texts as social constructs leading to particular kinds of understanding of the concerns discussed. The context-specific frames used for interpretations turns Critical Discourse Analysis (CDA) into a broader multi/trans/cross disciplinary field of study that facilitates a dialectical reading of human experiences, expressions and representations.

Detailed Syllabus:

Module	Unit	Content	Hrs
I		**Understanding the Basics**	**15**
	1	Defining Discourse - Discourse Community - Text and Textuality - Discourse and Context - Intertextuality - Text Producers, Users and Historicity - Metadiscourse - Rhetoric - Socio-linguistics - Language as System - Ludwig Wittgenstein - John Austin - Mikhail Bakhtin - Heteroglossia - Discourse and Literary Studies **References** Goddard, Angela, and Neil Carey. *Discourse: The Basics*. Taylor and Francis, 2017. Hyland, Ken. *Metadiscourse: Exploring Interaction in Writing*. Bloomsbury Publishing, 2018.	
		Macdonell, Diane. *Theories of Discourse: An Introduction*. Wiley-Blackwell, 1991. Wetherell, Margaret, et al. *Discourse Theory and Practice: A Reader*. SAGE Publications Limited, 2001.	
	2	Discourse and Power - Politics of Representation - Context and Culture - Michel Foucault - Power / Knowledge - Archaeology of Knowledge - Episteme - Subject-Positions - Louis Althusser - Ideology **References** Macdonell, Diane. *Theories of Discourse: An Introduction*. Wiley-Blackwell, 1991. Van Dijk, Teun A. *Society and Discourse: How Social Contexts Influence Text and Talk*. Cambridge UP, 2009. Wetherell, Margaret, et al. *Discourse Theory and Practice: A Reader*. SAGE Publications Limited, 2001.	
		Identities as Discursive Formations	**15**

II	3	The Postmodern Self - Anti-essentialist View of Identity - Identity & Performativity - Identity as a Construct - Identity & Self-fashioning - Identity & Performance - Context of Identity Construction - Identity Politics - Interpellation - Narrative Identities - Commodified Identities - Spatial Identities - Virtual Identities **References** Benwell, Bethan and Elizabeth Stokoe. *Discourse and Identity*. Edinburgh UP, 2006.	
	4	Embodied Self - Body & History - Body as a Discursive Space - Culture and Body - - Ageing Bodies - Deviant / Undesirable Bodies - Black Bodies - Caste Bodies - Gendered Bodies - Sexualised Bodies - Ritualised Bodies - Protest Bodies **References** Jajszczok, Justyna, and Aleksandra Musiał. *The Body in History, Culture, and the Arts*. Routledge, 2019. Thomas, Jamie A., and Christina Jackson. *Embodied Difference: Divergent Bodies in Public Discourse*. Rowman and Littlefield, 2019.	
III	**Media Discourses**		**15**
	5	Media Discourse - Media as a Site of Knowledge - Agenda Setting - Politics of Media - Representations - Popular Culture - Mediatization - Everyday Life - Democracy **References** Devereux, Eoin. *Understanding the Media*. Sage 2013. Devi, Sudeshna. *Media Discourse in Contemporary India: A Study of Television News*. Routledge, 2022. Fairclough, Norman. *Media Discourse*. Hodder Arnold, 1995. Storey, *From Popular Culture to Everyday Life*. Routledge, 2014.	

		Talbot, Mary. *Media Discourse: Representation and Interaction*. Edinburgh UP, 2007.	
	6	New Media Discourses - Social Media & Society - Digital Media & Democracy **References** Andrews, Leighton. *Facebook, the Media and Democracy: Big Tech, Small State?* Routledge, 2019. Jones, Rodney H., et al. *Discourse and Digital Practices: Doing discourse analysis in the digital age*. Routledge, 2015. KhosraviNik, Majid. *Social Media and Society: Integrating the Digital with the Social in Digital Discourse*. John Benjamins Publishing Company, 2023.	
IV	**Discourses of Nationalism**		**15**
	7	Nation & Historicity - Nation as a Construct - Nation as an Imagination - Nation & Identity - Narrating the Nation **References** Balakrishnan, Gopal, ed. *Mapping the Nation*. Verso Books, 2012. Grosby, Steven, and Steven Elliott Grosby. *Nationalism: A Very Short Introduction*. Oxford UP, 2005. Rathore, Aakash Singh, and Ashis Nandy. *Vision for a Nation: Paths and Perspectives*. Penguin Random House India Private Limited, 2019. Spencer, Philip, and Howard Wollman. *Nationalism: A Critical Introduction*. SAGE, 2002.	
	8	Nation & Marginalities - (Il)legitimate Citizens - Subaltern - Indigenous - Islam & Nationalism - Queer Communities & Homonationalism **References** Ansari, M. T. *Islam and Nationalism in India: South Indian contexts*. Routledge, 2015. Biswas, Debajyoti, and John Charles Ryan. *Nationalism in India: Texts and Contexts*. Routledge, 2021. Chatterjee, Shraddha. *Queer Politics in India: Towards Sexual Subaltern Subjects*. Routledge, 2018. Roy, Anupama. *Mapping Citizenship in India*. Oxford UP, 2010. Sarkar, Sumit. *Essays of a Lifetime: Reformers, Nationalists, Subalterns*. SUNY Press, 2018. Rycroft, Daniel J., and Sangeeta Dasgupta. *The Politics of Belonging in India: Becoming Adivasi*. Routledge, 2011. Van Der Veer, Peter. *Religious Nationalism: Hindus and Muslims in India*. Univ of California Press, 1994.	
	Critical Discourse Analysis in Practice		**15**

V	9	Attempt a Critical Discourse Analysis of any graphic narrative published in India.	
	10	Attempt a Critical Discourse Analysis of any text that discusses a recent social concern in India / Kerala.	

Course Outcomes

No.	**Upon completion of the course the graduate will be able to**	**Cognitive Level**	**PSO addressed**
CO-1	Understand discourse and intertextuality in relation to literary studies and analyse the relationship between discourse and power	U, An	PSO-1,2
CO-2	Critically analyse identity as a construct	An	
CO-3	Analyse media discourse and evaluate its impact	An, E	
CO-4	Analyse the construct of nation and the subaltern position of marginalised identities	Ap, An	
CO-5	Create critical discourses	C	

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	**CO**	**PO/PSO**	**Cognitive Level**	**Knowledge Category**	**Lecture (L)/Tutorial (T)**	**Practical (P)**
				F, C		
				P		

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive Mapping

of COs with PSOs and POs :

	PSO 1	**PSO 2**	**PSO 3**	**PSO4**	**PS O5**	**PS O6**	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**
CO 1	1	-	-	-	-	-						
CO 2	2	3	-	-	-	-						
CO 3	-	-	1	-	-	-						
CO 4	-	-	2	3	-	-						
CO 5	-	1	-	-	-	-						
CO 6	-	-	-	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
- Final Exam

Mapping of COs to Assessment Rubrics :

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

University of Kerala

Discipline	**ENGLISH**
Course Code	UK7DSCENG406
Course Title	**Academic Writing for Humanities**
Type of Course	DSC
Semester	VII
Academic Level	400-499

Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	3 hours	-	2 hours	5
Pre-requisites	Basic linguistic, cognitive, interpretative, and critical skills				
Course Summary	This course equips the students with the foundational skills and knowledge to produce effective academic writing. The learners will be able to analyze and respond to academic texts critically. They are encouraged to formulate clear research questions and effectively present their findings. The course aims to impart a clear understanding of plagiarism and ethical research practices to ensure the originality of the work. It also familiarizes the students with some online editing services and AI enhanced academic writing.				

Detailed Syllabus:

Module	**Unit**	**Content**	**Hrs 15**
I	**The Basics of Academic Writing**		
		Differences between academic and non-academic writing – types of academic writing (expository, descriptive, persuasive, analytical, critical/evaluative, and reflective) – characteristics of academic writing (clarity, coherence, conciseness, objectivity, data accuracy, formal style)	
		genres of academic writing (essay, research paper, case study, literature review, project report, proposal, and dissertation/thesis)	
		Practicum Peruse a research paper and note down its characteristic features.	
II	Strategies		**15**
		The elements of writing – grammar, spelling, punctuation, vocabulary (Academic Word List [AWL])	
		how to use a thesaurus– strategies for writing effectively – identification of topic and purpose – critical thinking – audience analysis – developing a personal style academic writing ethics – plagiarism – Urkund and Turnitin-popular documentation styles – MLA (Modern Language Association)	
		Practicum Select a topic for a research paper and write an abstract in 300 words. Include the key words.	
III	**Into Writing**		**15**
		The process of writing – prewriting (brainstorming, clustering/mind-mapping, understanding the question/topic and purpose, note making)	
		drafting and revising – ensuring structural and	

		thematic consistency – editing and proofreading.	
		Practicum: Complete the research paper, including the reference.	
IV		**IT Enabled Writing**	**15**
		Online editing tools- Grammarly, Google Docs Zotero, Mendeley	
		AI – Enhanced academic writing- scite, refseek, consensus, scinapse, LENS.ORG, connected papers, Litmaps, Researcher Jenni AI, Rytr, OpenRead, Flourish, TRINKA,audemic,paperpile,MyBib Ethical use of AI tools	
		Practicum: Peer review of the research paper.	
V		**Writing for Special Purposes**	**15**
		Essays – academic articles – Statements of Purpose (SoP) – covering letter and résumé – formal emails	
		academic reports – book and film reviews – survey questionnaire – survey report – précis – paraphrase	
		Practicum: 1. Write a model SoP and a film review	

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Comprehend the concept of academic writing	R	
CO2	Undertake research writing and documentation with better perception.	U	
CO3	Improve academic writing skills	A	
CO4	Learn to become responsible scholars	E	
CO5	Apply the theories and concepts learned in this course to a real life situation.	C	

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

Note: 1 or 2 COs/module

Name of the Course:

Credits: 4:0:1 (Lecture: Tutorial: Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
1						
2						
3						
4						
5						
6						

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO 1	PSO 2	PSO 3	PSO4	PS O5	PSO 6	PO1	PO2	PO3	PO4	PO5	PO6
CO 1												
CO 2												
CO 3												
CO 4												
CO 5												
CO 6												

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low

2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Writing Competitions
- Peer review
- Assignment
- Seminar
- Midterm Exam
- Final Exam

Mapping of COs to Assessment Rubrics :

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

Reference

Bailey, S. *Academic Writing: A Handbook for International Students*. Routledge, 2017. Effective Academic Writing Series. OUP.

Geyte, Els Van. *Writing: Learn to Write Better Academic Essays.* Collins, 2013. Griffin,Gabriele. Research Methods for English Studies, Rawat, 2019.
Hewings, M. *Cambridge Academic English*. CUP, 2012.
Inside Reading: *The Academic Word List in Context* Series. OUP.
Jordan, R. R. *Academic Writing Course: Study Skills in English*. Longman, 2003.
Kothari, C. R.Research Methodology: Methods and Techniques. New Age International Publishers, 2016.

McCarthy, Michael, and Felicity O'Dell. *Academic Vocabulary in Use*. CUP, 2016.
MLA Handbook. Modern Language Association of America, 2016.
Oshima, Alice, and Ann Hogue. *Introduction to Academic Writing*. Pearson Education, 2006.
Sinha, M. P. Research Methods in English. Atlantic, 2019.
Zemach, Dorothy E., and Lisa A Rumisek. *Macmillan Writing Series*. Macmillan.

Sowton, Chris. 50 Steps to Improving Your Academic Writing. University of Michigan Press, 2011.

University of Kerala

Discipline	ENGLISH				
Course Code	**UK7DSEENG400**				
Course Title	**Speculative Fiction and Fantasy**				
Type of Course	**DSE**				
Semester	VII				
Academic Level	400-499				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	3 hours	-	2 hours	5
Pre-requisites	1. 2.				
Course Summary	This course is designed to cater to two separate literary genres—speculative fiction and fantasy. The rationale behind combining them is to explore how they cross-pollinate each other through the creation of imaginary worlds and alternative realities. The course undertakes to introduce the student community to an array of themes concerning the collective future of humanity and the planet on the one hand and imaginary worlds set in mythic settings on the other. It will help them comprehend scientific themes having profound ethical as well as moral consequences through a study of literature—poems, short fiction, plays, and novels. The course will provide an open forum for students to engage in intellectually stimulating discussions and also improve their creative writing skills.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I	**IMAGINING NEW WORLDS AND ALTERNATIVE REALITIES**		**15**

	Speculative Fiction–Science Fiction–Outer Space–Extra Terrestrial Life Forms–Imagined Worlds–Futuristic Technology–Soft and Hard SF–Representation of Gender in SF–Cybernetics and SF–Apocalypse–Dystopia–Cryogenics- Radical Life Expansion–Time Travel–Alternative Histories–Space Opera–Steampunk **Fantasy**–Epic Fantasy–Heroic Fantasy–Dark Fantasy–Knight-in-Shining-Armour–Supernatural– Fictional Places–El Dorado–Adventure–Damsel-in-Distress–Quest myth–Fairy Tale–Fable–Fairy Tale–Sleeping Beauty– Dragons–Demon– Doppleganger– Gnome– Spirit –Necromancy–Sorcery	
	Flying Rabbits: Denizens of Distant Spaces- Margaret Atwood https://search.schlowlibrary.org/Record/321166/TOC	

Module	Unit	Content	Hrs
II		**FANTASY AND FAIRY TALE**	**15**
	1	The Song of Wandering Aengus-W.B. Yeats https://www.poetryfoundation.org/poems/55687/the-song-of-wandering-aengus	
	2	Instructions- Neil Gaiman https://endicottstudio.typepad.com/poetrylist/instructions-by-neil-gaiman.html	
	3	The Snow Child- Angela Carter https://biblioklept.org/2013/06/21/the-snow-child-angela-carter/	
	4	The Ones Who Walk Away from Omelas- Ursula K LeGuin https://shsdavisapes.pbworks.com/f/Omelas.pdf	
III		**DYSTOPIA AND APOCALYPSE**	**15**
	5	Poem Featuring an Apocalypse- Rebecca Aronson https://swamp-pink.cofc.edu/featured/poem-featuring-an-apocalypse/	
	6	Talk in the Dark- Denise Levertov https://www.menwhosaidno.org/poetry/PoetryNuclear_dark.html	
	7	The Last Question- Isaac Asimov https://users.ece.cmu.edu/~gamvrosi/thelastq.html	
	8	The Lottery- Shirley Jackson https://digitalbell-bucket.s3.amazonaws.com/58AF5E74-5056-907D-8DE8-C3BE81B60EA3.pdf	
IV		**SCIENTIFIC PROGRESS AND ETHICS**	**15**
	9	*A Number*- Caryl Churchill	

		https://library.lol/fiction/5B12811D3940295706D036274D76EEC8	
V	**HUMAN RIGHTS AND THE FUTURE OF THE PLANET**		**15**
	10	*The Parable of the Sower*- Octavia Butler https://www.studocu.com/en-us/document/university-of-california-san-diego/race-gender-and-sexuality-in-fantasy-and-science-fiction/parable-of-the-sower-octavia-e-butler-pdf/67849904	

Suggested Readingt

Fichelberg, Susan. *Encountering Enchantment: A Guide to Speculative Fiction for Teens*. United States, Bloomsbury Publishing, 2015.

Kröger, Lisa, and Anderson, Melanie R. *Monster, She Wrote: The Women Who Pioneered Horror and Speculative Fiction*. United States, Quirk Books, 2019.

Lothian, Alexis. *Old Futures: Speculative Fiction and Queer Possibility*. United States, NYU Press, 2018.

Manlove, Colin N. *Modern Fantasy: Five Studies*. United States, Wipf and Stock Publishers, 2020.

Modern Classics of Fantasy. United States, St. Martin's Publishing Group, 2014.

Sangster, Matthew. *An Introduction to Fantasy*. United Kingdom, Cambridge University Press.

Science Fiction in Colonial India, 1835–1905: Five Stories of Speculation, Resistance and Rebellion. United Kingdom, Anthem Press, 2019.

The Oxford Book of Fantasy Stories. United Kingdom, Oxford University Press, 1994.

The Oxford Handbook of Science Fiction. United Kingdom, Oxford University Press, 2014.

Thomas, P.L., editor. *Science Fiction and Speculative Fiction: Challenging Genres*. Netherlands, Sense Publishers, 2013.

Wolfe, Gary K. *Critical Terms for Science Fiction and Fantasy*. United Kingdom, Bloomsbury Academic, 1986.

Wolf-Meyer, Matthew J. *Theory for the World to Come: Speculative Fiction and Apocalyptic Anthropology*. United States, University of Minnesota Press, 2019.

Online Resources

The Science Fiction and Fantasy Research Database (https://sffrd.library.tamu.edu/site/*Index to Science Fiction Anthologies and Collections*)

Index to Science Fiction Anthologies and Collections, Combined Edition by William G. Contento (http://www.philsp.com/resources/ISFAC/index.htm)

Assessment Rubrics:

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

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Think creatively and envision worlds beyond the conventional constraints of reality that bridge fantastical and speculative realms.	U, Cr	1,5,9
CO-2	Identify the generic qualities of speculative fiction and fantasy and situate their overlaps within a shared framework.	R, U	1, 2
CO-3	Critically evaluate themes, characters, and plotlines and come up with ideas for original content.	E, Ap, Cr	2, 11, 15
CO-4	Explore ethical and moral dilemmas within hypothetical scenarios and delve into situations where individuals or societies are confronted with choices carrying significant repercussions for themselves and others.	An, E	1,8
CO-5	Analyse individual works in relation to their historical, political, and cultural contexts to generate awareness about how these works serve as critical	An, E	1, 9

	commentaries on the anticipated outcomes of various ideologies.		
CO-6	Develop empathy and understanding for transhuman experiences by incorporating perspectives of characters from diverse backgrounds.	U, E	1, 14, 15

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture: Tutorial: Practical)

CO No.	**CO**	**PO/PSO**	**Cognitive Level**	**Knowledge Category**	**Lecture (L)/Tutorial (T)**	**Practical (P)**
1	1	1,5,9		F, C		
2	2	1, 2		F, C		
3	3	1, 2, 11, 15		F, C, P		
4	4	1,8		F, C		
5	5	1, 9		F, C		
6	6	1, 14, 15		F, C, M		

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs:

	PSO 1	**PSO 2**	**PSO 3**	**PSO4**	**PSO5**	**PSO 6**	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**
CO 1	1	-	-	-	3	-						

CO 2	1	2	-	-	-	-						
CO 3	1	2	-	-	-	-						
CO 4	1	-	-	-	-	-						
CO 5	1	_	-	-	-	-						
CO 6	1	-	-	_	-	-						

Correlation Levels:

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

Mapping of COs to Assessment Rubrics:

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

CO 4		✓		✓
CO 5		✓		✓
CO 6			✓	

University of Kerala

Discipline	ENGLISH				
Course Code	**UK7DSEENG401**				
Course Title	**VOICES OF RESISTANCE**				
Type of Course	DSE				
Semester	VII				
Academic Level	400-499				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	3 hours	-	2 hours	5
Pre-requisites					
Course Summary	Resistance literature prompts to reflect upon what literature seeks to do and the silences or oppression it challenges. It directs attention to forms of injustice, the gross inhumanity of the methods and the damages implemented by it. At its core, resistance literature offers a microcosm of power dynamics. Through narrative, poetic technique, subject matter and authorial position, texts highlight the often-intersectional dynamics of everyday living and the power structures that shape it. Each module will examine examples and forms of resistance literature; and may include subaltern, feminist and LGBTQ narratives, and protest literatures, across prose, poetry and visual art forms.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I		**INTRODUCTION**	**15**
	1	Resistance literature-definition and history. Nature and function of resistance	

		Resistance and Social change. Required Reading: Hollander, Jocelyn A. and Rachel L. Einwohner. "Conceptualizing Resistance", *Sociological Forum* 19.4 (2004): pp 533-554 **Recommended Reading** James W. Vander Zanden: Resistance and Social Movements" *Social Forces* 37.4 (1959):pp. 312-315	
	2	Meaning, motivation and causes of different kinds of resistance Some popular protest movements: Women's suffrage, The Civil Rights movement, The Anti-Apartheid Movement, The Gay Rights Movement, Black Lives Matter, Agrarian movements Heterogenous forms of Resistance - gender; race/colour/caste: War/Holocaust: Power	
	3	Various narratives of Resistance Literature Poetry, Fiction, Prose, Drama, Paintings, Music, Films, Documentaries and other forms of visual representations	
	4	Identify certain resistance movements pertaining to their locality. Briefly describe it	3
II		PROTEST THROUGH POETRY	**15**
	5	We Lived Happily During the War- Ilya Kaminsky https://www.poetryfoundation.org/poems/91413/we-lived-happily-during-the-war	
	6	My Standard Response- Karenne Wood https://www.poetryfoundation.org/poems/147117/my-standard-response	
	7	We Are Not Responsible-Harryette Mullen https://www.poetryfoundation.org/poems/145281/we-are-not-responsible	
	8	We Sinful Women -Kishwar Naheed https://www.poetryinternational.com/en/poets-poems/poems/poem/103-23748	
	9	"Bent to the Earth" Blas Manuel de Luna https://www.poetryfoundation.org/poems/48155/bent-to-the-earth	
	10	The Sign in My Father's Hands-Martín https://www.poetryfoundation.org/poems/48155/bent-to-the-earth https://www.poetryfoundation.org/poems/47870/the-sign-in-my-fathers-hands	
III		**VISUAL NARRATIVES**	**15**
	9	*Jai Bhim*: T.J.Gnanavel (Dir),2021	
	10	Documentary on Narges Muhammadi **https://www.google.com/search?q=documentary+on+nargis+mohammadi+in+english**	
	11	*Wounded Hills:* A documentary on the environmental issues of the Western Ghats https://youtu.be/rTV-56QagQM?si=PrkyFctBFd-Ws02w	
	12	*I Am Not Your Negro:* Raoul Peck, (Dir), 2016.	
	13	Practicum-Prepare a documentary /short film / any form of visual representation of the theme of protest	
IV		**PROSE & FICTION**	**15**
	18	Nobel Lecture given by given by Nobel Peace Prize Laureate Nadia Murad :2018 Thu. 21 Mar 2024. https://www.nobelprize.org/prizes/peace/2018/murad/lecture/	

	19	Viewing Rosa Parks by Jo Freeman: Originally published on Senior Women Web; November, 2005. https://www.crmvet.org/nars/freemanj.htm	
	20	Alice Munro: ―Boys and Girls (Short Story) http://www.giuliotortello.it/shortstories/boys_and_girls.pdf	
	21	Other Cities – Liana Bader (Short Story) https://archive.org/details/qissatshortstori0000unse	
	22	Status of Women in India: Reader's Blog https://timesofindia.indiatimes.com/readersblog/lawpedia/status-of-women-in-india-51422/	
V	**BIOGRAPHY, AUTOBIOGRAPHY AND MEMOIR**		**15**
	23	Somebody's Daughte r- Ashley C. Ford	
	24	A Political Biography of Aung- San-Suu-Kyi – M.Lubina	
	25	Practicum-Identify some lesser known resistance leaders and prepare a brief bio-sketch of them	

Recommended Reading

Brueck, Laura. Writing Resistance: The Rhetorical Imagination of Hindi Dalit Literature. Columbia University Press, 2014

Dutta, Mohan J. Voices of Resistance: Communication and Social Change. Purdue University

Press. 2012.

Harlow, Barbara. Resistance Literature. New York, Methuen, 1987.

Hosseini, Khaled. A Thousand Splendid Suns.Bloomsbury Publishing, 2009.

Jo Glanville, ed. Qissat: Short Stories by Palestinian Women. London, Telegram, 2006.

Lewis, T. (2008). ―Literature as Resistance.The Hudson Review,60(4), 655–664. www.jstor.org/stable/20464787

Munro, Alice. Selected Stories. United Kingdom, Random House, 2012.

Neruda, Pablo. The Poetry of Pablo Neruda. United States, Farrar, Straus and Giroux, 2015.

Rich, Adrienne. Collected Poems: 1950-2012. United States,W. W. Norton, 2016.

Stoltz, Pauline. Gender, Resistance and Transnational Memories of Violent Conflicts.Germany,

Springer International Publishing, 2020.

Williams, Nerys. Contemporary Poetry. United Kingdom, Edinburgh University Press, 2011.

"Woman, Life, Freedom protest slogan". Britannica. Retrieved 3 October 2023.

Zimmermann, Jérémie, et al. Cypherpunks: Freedom and the Future of the Internet. United Kingdom, OR Books, 2016.

e-resources

https://swatantryavaadini.in/

https://www.thegoodtrade.com/features/inspiring-female-poets

On Literature and Resistance https://againstthecurrent.org/atc074/p18

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Understand the literature of social movements and resistance studies	R,U	PSO-1,2,15
CO-2	Develop an interdisciplinary understanding on protests and movements	U,Ap	PSO-3,9,13,15
CO-3	Appreciate the meaning of the form as well as content of resistance literature	Ap, An	PSO-4,8,11,13,15
CO-4	Analyse the intersectional nature of resistance	An, E	PSO-6,9,10,13,15
CO-5	Design their own creations of resistance narratives.	C	PSO-5,10,13,15

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Analyse Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
1	1	1,2,15		F	L	
2	2	3,9,13,15		C	L	
3	3	4,8,11,13,15		C, M	L	
4	4	6,9,1013,15		P	T	
5	5	5,1013,15		P, M		P

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO 1	PSO 2	PSO 3	PSO4	PSO5	PSO 6	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	3	2	1	1	1	1	2	1	0	3	0	0
CO 2	1	1	3	2-	1	1	1	1	1	3	1	2
CO 3	1	1	1	3	1	2	3	1	2	3	1	1
CO 4	-1	-1	2	1	2	3	2	3	2	3	2	2
CO 5	1	1	1	3	2	3	2	1	3	3	2	2

CO 6	-	-	-			-						

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
- Final Exam

Mapping of COs to Assessment Rubrics :

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

CO 6			✓	

University of Kerala

Discipline	ENGLISH				
Course Code	UK7DSEENG402				
Course Title	Graphic Narratives				
Type of Course	DSE				
Semester	VII				
Academic Level	400-499				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	3hours	-	2 hour	5
Pre-requisites	1. Have a basic knowledge of comics 2. Have a positive attitudes toward reading and understanding art				
Course Summary	The course gives an insight into the evolutionary aesthetics of graphic narratives. It discusses the cultural, social and political potential of the graphic form and places it as a contemporary mode of creative expression.				

Detailed Syllabus:

Module	Unit	Contents	Hrs

I	**Theorizing the Graphic Narrative**		**15**
	1	Woodcut novels - comic strips – comic novels – Federal Comics Code of 1954 - *MAD* Comics - American comics of the 1960s - *RAW* – Contemporary graphic narratives – Long Form Comics- Spiegelman, Chris Ware, Alison Bechdel, Joe Sacco, Lynda Barry, Jason Shiga- Will Eisner-Neil Gaiman - Sarnath Bannerjee- Orijit Sen- Amruta Patil- Appupen Chute, Hillary. "Graphic Narrative." *The Routledge Companion to Experimental Literature*, Routledge, London, 2012, pp. 407–419.	
	2	Reading Graphic narratives - Word and Image – Expressionism, imagism, cubism – strips and panel – juxtaposition and interpretation of meaning – role of cultural baggage – *bande dessinée*-manga ● Bearden-White, Roy. "Closing the Gap: Examining the Invisible Sign in Graphic Narratives." *International Journal of Comic Art*11.1 (2009): 347-362. https://www.researchgate.net/profile/Roy-Bearden-White/publication/317037986_Closing_the_Gap_Examining_the_Invisible_Sign_in_Graphic_Narratives/links/5921a1ea458515e3d407656c/Closing-the-Gap-Examining-the-Invisible-Sign-in-Graphic-Narratives.pdf	
II	**The Graphic and the Popular**		**15**
	3	Rene Goscinny, Albert Uderzo: *Asterix the Gaul*	
	4	Neil Gaiman: *Sandman: Master of Dreams*	
	5	Jerome Seigel and Joe Shuster: *Superman* (Book 1)	
		Discussion: The super-hero figure in comics as wishful thinking.	
	III	**The Graphic and the Nation** Historiography – historical documentary – fictional history – Historical fiction – history through graphic narrative – nation in graphic narrative - expressions of resistance and trauma- E Dawson Varughese ● Nayar, Pramod K. *The Indian Graphic Novel: Nation, History and Critique*, Routledge, London, 2017, pp. 14–23. ● Donovan, Courtney, and Ebru Ustundag. Introduction. "Graphic Narratives, Trauma and Social Justice." *Studies in Social Justice* 11.2 (2017): 221-224. https://www.researchgate.net/publication/323549815_Graphic_Narratives_Trauma_and_Social_Justice	15

	7	Malik Sajad: *Munnu: A Boy from Kashmir*	
	8	Art Spiegelman: *Maus: A Survivor's Tale* by Art Spiegelman	
	9	Ita Mehrotra: *Shaheen Bagh: A Graphic Recollection*	
		Discussion: Is the graphic narrative a more voluble medium of narrating the Nation?	
IV	**The Graphic and the Life and the body**		**15**
	9	Paul Karasik & Judy Karasik: *The Ride Together: A Brother and Sister's Memoir of Autism in the Family.*	
	10	Subhash Vyam, Durga Bai Vyam, Srividya Natarajan, S. Anand: *Bhimayana: Experiences of Untouchability.*	
	11	Ameya Narvankar: *Ritu Weds Chandni*	
	12	Francesca Cotta & Kruttika Susarla: *Hum Dekhenge* from *Comixense.* Vol 1 No 3(October-December 2021)	
		Discussion: The disruptive potential of the graphic novel while presenting the narratives of lives, bodies, illnesses, disabilities and resistance.	
V	**The Graphic and the adaptations**		**15**
	12	Frank Miller : *300* https://ia600604.us.archive.org/0/items/mechant_chien_yahoo_300/300.pdf Film *300*: Zack Snyder (Dir) with performances by Gerard Butler, Lena Headey, David Weham	
	13	Yukito Kishiro : Battle Angel Alita (Vol 1&2) *https://ia800309.us.archive.org/31/items/manga_BattleAngelAlita-v01/BattleAngelAlita-v01.pdf* *https://ia801308.us.archive.org/18/items/manga_BattleAngelAlita-v02/BattleAngelAlita-v02.pdf* *Gunnm*: Directed by Hiroshi Fukutomi. Scripted by Yukito Kishiro https://archive.org/details/BattleAngelAlitaUKDub	
	14	Hansda Sowvendra Shekhar: *The Adivasi Will Not Dance*from *The Adivasi Will Not Dance: Stories.*	

	Neha Alice Kerketta & Alice Purty *The Adivasi Will Not Dance* from *Comixense.* Vol 1 No 2 (July-September 2021)	
	Discussion: How does the graphic narrative adapt to film? Examine the scope of illustration, colouring, narrativizing, characterisation and elasticity of adaptation. What are the nuances of adaption from the written word to the graphic form? What aspect of narration stands foregrounded? How does the visual assist the narrative that had only been read before?	

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Comprehend the historicity of graphic narratives.	U	
CO-2	Grasp the contemporary significance of graphic narratives	U, Ap	
CO-3	Make intersectional associations between aspects of life, society, nation, culture and their presentation in graphic narratives	R, Ap, An	
CO-4	Read the graphic as a flexible medium that can facilitate multiple modes of imagination and expression.	Ap, An, E	
CO5	Generate conversations regarding the ways that art helps articulate society and vice-versa, thus paving the way for a deeper understanding of human and social nature.	R, U, Ap, An, E, C	

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO 1	PSO 2	PSO 3	PSO4	PSO5	PSO 6	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	-	-	-	-	-	-						
CO 2	-	-	-	-	-	-						
CO 3	-	-	-	-	-	-						
CO 4	-	-	-	-	-	-						
CO 5	-	-	-	-	-	-						

CO 6	-	-	-	-	-	-						

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
- Final Exam

Mapping of COs to Assessment Rubrics :

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

CO 5		✓		✓
CO 6			✓	

University of Kerala

Discipline	ENGLISH				
Course Code	UK7DSEENG403				
Course Title	Narrating the Multiverse				
Type of Course	DSE				
Semester	VII				
Academic Level	400-499				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	3 hours	-	2 hours	5
Pre-requisites	1. Basic idea about parallel universes in popular imagination 2. Interest in exploring the historical, ethical and philosophical aspects of the multiverse				
Course Summary	The course seeks to impart a comprehensive idea about the multiverse in popular imagination.				

Detailed Syllabus:

Module	Unit	Contents	Hrs
I		Introduction to the Multiverse	**15**
	1	William James' definition- alternative universe-bubbleverse-megaverse-multiverse-parallel universe-visible universe-universe branching-metaverse- quantum mechanics-Heisenberg's uncertainty principle-MWI- Eternal Inflation-Brane Theory. https://www.newsweek.com/multiverse-theory-explained-spider-man-no-way-home-marvel-brian-greene-alan-guth-fred-adams-1652915	
	2	https://youtu.be/2bZi3Xm9tJE?si=aUK_Cv3pg3TxZTds Discussion: Is it possible that what we cannot imagine exists?	
	3	https://www.bbc.com/reel/video/p0g9hhcg/four-ways-to-understand-the-multiverse Discussion: What is reality? Explore the multiple possibilities of reality.	
		Theorising the Multiverse	15
4		https://www.nationalgeographic.com/science/article/what-is-the-multiverse Discussion: Can there be a multiverse?	
5		Schrodinger's Cat- Analyse the possibilities of many worlds https://thereader.mitpress.mit.edu/the-many-worlds-theory/	
6		The road not taken and what happens https://www.nytimes.com/2022/06/20/special-series/michio-kaku-multiverse-reality.html Discussion: Can your desire to be someone else create an alternate universe?	
II		**The Multiverse in Literature**	**15**
	4	https://scroll.in/article/916584/dont-listen-to-the-critics-science-fiction-explores-what-it-means-to-be-human-in-the-truest-way	
	5	Isaac Asimov *Living Space* https://dokumen.tips/download/link/living-space-isaac-asimov.html	
	6	Philip Pullman: *The Northern Lights* (*The Golden Compass Book 1*) also called Book 1 of *His Dark Materials*	

	7	Jorge Louis Borges - *The Garden of Forking Paths* https://archive.org/stream/TheGardenOfForkingPathsJorgeLuisBorges1941/The-Garden-of-Forking-Paths-Jorge-Luis-Borges-1941_djvu.txt	
III		**The 'Other' Multiverse**	**15**
		Futurisms- Indigenous Futurisms-Afro-Futurisms- Dalit Futurisms- Osheen Siva https://www.youtube.com/watch?v=fwoGWD2U_Js	
	8	Vandana Singh: *Delhi* from *The Woman Who Thought She was a Planet and Other Stories*. https://www.lightspeedmagazine.com/fiction/delhi/	
	9	Michaella Batten: *in another string of the multiverse, perhaps,* https://www.poetryfoundation.org/poetrymagazine/poems/155917/in-another-string-of-the-multiverse-perhaps	
	10	Discussion: Are equal societies an alternate universe?	
IV	**The Multiverse in Film - Antecedents**		**15**
	11	What does the multiverse represent in cinema? https://www.theguardian.com/film/2019/dec/05/why-alternate-reality-movies-are-making-comeback-la-belle-epoque-jumanji	
	12	Back to the Future Part 1 https://www.youtube.com/watch?v=X1W4CNIiSzA	
	13	The Matrix (Part 1) https://www.youtube.com/watch?v=ZLdFEQoY78E Discussion: The cinema as an ideal medium of the multiverse	
V	**The Multiverse in Film – the Contemporary**		**15**
	13	Sustaining the multiverse in Cinema https://edition.cnn.com/style/article/multiverse-movies-newfound-popularity/index.html	
	15	Spiderman: Into the Spider-verse.Directed by Bob Persichetti, Peter Ramsey, Rodney Rothman, Daniel Pemberton, and Kier Lehman, Performances by Shameik Moore, Jake Johnson, Oscar Isaac, Columbia/Sony/Marvel,USA, 2018.	
	16	Jumanji: The Next Level. Directed by Jake Kasdan, performances by Dwyane Johnson, Kevin Hart. Sony Pictures, 2019	

	17	Everything Everywhere All At Once. Directed by Daniel Kwan and Daniel Scheniart, performances by Michelle Yeoh, Ke Huy Quan, Stephanie Hsu, James Hong, and Jaime Lee Curtis, A24, 2022 Discussion: Does cinema engender socio-cultural, racial, economic, political diversity through the multiverse?	

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Contextualise the multiverse	U	
CO-2	understand the scientific underpinnings of the multiverse.	U, Ap	
CO-3	examine the multiverse as an imaginative, creative space.	R, Ap, An, E	
CO-4	critique the philosophical, social, sociological possibilities of the multiverse.	Ap, An	
CO-5	Interrogate the representations of the multiverse.	Ap, A, E, C	

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO 1	**PSO 2**	**PSO 3**	**PSO4**	**PSO5**	**PSO 6**	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**
CO 1	-	-	-	-	-	-						
CO 2	-	-	-	-	-	-						
CO 3	-	-	-	-	-	-						
CO 4	-	-	-	-	-	-						
CO 5	-	-	-	-	-	-						
CO 6	-	-	-	-	-	-						

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
- Final Exam

Mapping of COs to Assessment Rubrics :

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