# MAR IVANIOS COLLEGE(AUTONOMOUS)

**Affiliated to the**

**University of Kerala Thiruvananthapuram**

**Kerala**

## SCHEME AND SYLLABUS FOR THE

## FOUR YEAR UNDERGRADUATE PROGRAMME (FYUGP)

# MAJOR DISCIPLINE
# ENGLISH

(With effect from 2024 Admissions)

Approved by the Board of Studies in

ENGLISH

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# PREAMBLE

National Education Policy (NEP 2020) envisions 'higher education as playing an extremely important role in promoting human as well as societal wellbeing and in developing India as envisioned in its Constitution - a democratic, just, socially conscious, cultured, and humane nation upholding liberty, equality, fraternity, and justice for all' (Section 9.1). NEP also expects higher education 'to develop good, thoughtful, well-rounded, and creative individuals, enabling an individual to study one or more specialized areas of interest at a deep level, and also develop character, ethical and Constitutional values, intellectual curiosity, scientific temper, creativity, spirit of service, and 21st century capabilities across a range of disciplines including sciences, social sciences, arts, humanities, languages, as well as professional, technical, and vocational subjects' (Section 9.1.1). Hence, more than the creation of greater opportunities for individual employment, higher education represents the key to more vibrant, socially engaged, cooperative communities and a happier, cohesive, cultured, productive, innovative, progressive, and prosperous nation. (Section 9.1.3). NEP also identifies some of the major problems currently faced by the higher education system in India (Section 9.2) and envisions a complete overhaul and re-energizing of the higher education system to overcome these challenges and thereby deliver high-quality higher education, with equity and inclusion (Section 9.3). One of the major changes which the policy proposes is moving towards a more multidisciplinary undergraduate education (Section 9.3(b)) which develops all capacities of human beings -intellectual, aesthetic, social, physical, emotional, and moral in an integrated manner (Section 11.3). In order to achieve this in its full potential, NEP visions the adjusting of the structure and lengths of degree programmes accordingly. "The undergraduate degree will be of either 3 or 4-year duration, with multiple exit options within this period, with appropriate certifications, e.g., a certificate after completing 1 year in a discipline or field including vocational and professional areas, or a diploma after 2 years of study, or a Bachelor's degree after a 3-year programme. The 4-year multidisciplinary Bachelor's programme, however, shall be the preferred option since it allows the opportunity to experience the full range of holistic and multidisciplinary education in addition to a focus on the chosen major and minors as per the choices of the student." (Section 11.9)

In accordance with the NEP 2020, the UGC formulated a new student-centric "Curriculum and Credit Framework for Undergraduate Programmes (CCFUP)" incorporating a flexible choice-based credit system, multidisciplinary approach, and multiple entry and exit options and establishing three Broad Pathways,

(a) 3-year UG Degree,
(b) 4-year UG Degree (Honours), and
(c) 4-year UG Degree (Honours) with Research)

Accordingly, the Kerala Higher Education Reforms Commission 2022, headed by Prof Shyam B. Menon, has recommended a comprehensive reform in the undergraduate curriculum with the adoption of the 4-year undergraduate Programmes, which will bring undergraduate education in Kerala at par with the universities abroad. Consequently, Kerala State Curriculum Committee for Higher Education 2023 has been constituted, with Dr Suresh Das as Chairman, and they have proposed a model Kerala State Higher Education Curriculum framework for undergraduate education.

The University of Kerala has decided to introduce the Four Year Under Graduate Programmes (FYUGP) from the academic year 2024-2025 onwards in its teaching departments and all affiliated colleges, and has issued many draft documents and conducted college level awareness programmes about the same.

Mar Ivanios College, by virtue of its autonomy status, conferred in 2014 and extended in 2022, vide University Grants Commission (Conferment of Autonomous Status Upon Colleges and Measures for Maintenance of Standards in Autonomous Colleges) Regulations, 2023, has the power to review existing courses/programmes and, restructure, redesign and prescribe its own courses/programmes of study and syllabi and to formulate new courses/programmes within the nomenclature specified by UGC as per the Specification of Degrees 2014 as amended from time to time. Accordingly, the Board of Studies in English of Mar Ivanios College (Autonomous) proposed the implementation of the FYUGP scheme with effect from 2024 admission onwards and prepared the scheme and syllabi through many of the meetings and discussions. The Academic Council of the college which met on 30th April gave discussed the proposal and syllabi in detail and approved the same to be implemented from 2024 admission onwards, subject to the final directions of the University of Kerala.

The salient features of the syllabus prepared and presented by the Board of Studies include the following:

1. The curriculum is designed based on Outcome Based Education (OBE) approach.
2. The curriculum follows Choice-Based Credit System (CBCS): This system allows students to select courses from a prescribed list. A specified number of credits must be earned to award the degree

3. The curriculum follows the basic framework, course wise/programme-wise minimum/maximum credits set by the University of Kerala for FYUGP and
4. abides by the basic mandatory principles of **Four Year Under Graduate Programmes (UoK-FYUGP) Regulations, 2024.**
5. The syllabus is designed so as to enable the students to get wider opportunities in selecting Majors and Minors in very challenging areas like cultural studies ,English Language and Professional Communication, English Literature, Film Studies, Theatre Studies and Posthumanism
6. The curriculum renders wider scope for real-world projects, case studies, hands-on experiences and exposure to industry practices including the internships in various areas like Writing and Publishing sectors, Corporate sectors, Media, and Educational Institutions.
7. The courses on Language skills focus on enhancing skills that are in demand in the job market like critical thinking, technical expertise, resume building, interview skills, public speaking and other professional communication.
8. The curriculum facilitates the possibilities for partnership with professional organisations and alumni networks for job placements and career networking

**Field trip/study tour:** A study tour to places of interest in India focusing on secularism and oneness promotes intercultural understanding, tolerance, and the appreciation of diversity, fostering the values of secularism and unity in a multicultural society. Field visits provide students with practical, hands-on experiences that enhance their understanding of theoretical concepts taught in the classroom. By seeing and experiencing real-world applications of what they learn, students are better equipped to grasp and retain knowledge. This engagement can lead to improved academic performance and a deeper comprehension of the subject matter. Hence, field trip/study tour will be part of the 3 Year/4 Year UG Programme majoring in BA English Language and Literature offered by the Department of English Mar Ivanios College (Autonomous). The number of days for the field trip/study tour will be decided by the Principal in consultation with the BoS and the College Council.

**Graduate Attributes and Programme Outcomes (POs):**

The National Higher Education Qualification Framework (NHEQF) envisages that students on completion of a programme of study must possess and demonstrate the expected graduate

profile/attributes acquired through one or more modes of learning. The graduate profile/attributes indicate the quality and feature or characteristics of the graduate of a programme of study, including learning outcomes relating to the disciplinary area(s) relating to the chosen field(s) of learning and generic learning outcomes that are expected to be acquired by a graduate on completion of the programme(s) of study. The graduate profile/attributes include capabilities that help widen the current knowledge base and skills, gain and apply new knowledge and skills, undertake future studies independently, perform well in a chosen career, and play a constructive role as a responsible citizen in the society. The graduate profile/attributes are acquired incrementally and describe a set of competencies that are transferable beyond the study of a particular subject/disciplinary area and programme contexts in which they have been developed. Graduate profile/attributes are fostered through meaningful learning experiences made available through the curriculum and learning experience, the total college/university experience, and a process of critical and reflective thinking. Mar Ivanios College (Autonomous) is fully committed to ensuring the attainment of the necessary graduation attributes by the students. The college has clearly defined its raison de'tre, the philosophy of its existence, through the Motto "Truth Shall Liberate You" (Veritas Vos Liberabit) which refers to the ultimate enlightenment which can emerge only at the intersection of sharp intellect, sound physique, strong mind, staunch ethics, and profound spirituality. This is further made explicit through its Vision, Mission and Goals and the same expect all students who graduate from the college to:

Have inculcated "the values of truth and charity for the protection and promotion of human dignity and of a cultural heritage, through teaching, research, and extension activities dedicated to society";

Be co-creators of a vibrant academic community known for its innovation, intellectual rigour and social commitment;

Be "intellectually trained, morally upright, socially committed, spiritually inspired and ecologically conscious young men and women who would be dedicated to working for the good of society, the nation and the world";

Have acquired "global competencies and skills";

Have inculcated a sense of harmony, equality and fraternity among youth, transcending religious, linguistic, regional or sectional diversities; and

Have developed "scientific temper, humanism and the spirit of inquiry and reform".

Programme Outcomes are the expected student attributes achieved by a student after the student completes the FYUGP from any of the streams/pathways.

The Programme Outcomes (POs) for the FYUGP programmes across all streams and pathways, based on the above core philosophy, and in consonance with the National Higher Education Qualifications Framework (NHEQF) are given below:

**By the end of the Four-Year Under-Graduate Programme, students will:**

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| **PO 1** | **Demonstrate the acquisition of all necessary knowledge and skills within their disciplinary/ multi-disciplinary areas of learning. These include the acquisition of:**<br>• comprehensive knowledge and coherent understanding of their chosen disciplinary/ interdisciplinary areas of study, their linkages with related fields, and the awareness of current trends in their chosen area of study;<br>• essential knowledge for skilled work in chosen field(s), including self-employment and entrepreneurship skills;<br>• proficiency in specialized areas within chosen fields of study, encompassing diverse practical skills applicable to different situations within those fields;<br>• the ability to apply learned knowledge to novel situations, solve problems, and relate concepts to real-world scenarios rather than just memorizing curriculum content. |
| **PO 2** | **Acquire problem-solving, critical thinking, analytical reasoning skills and demonstrate creativity in their thought processes** by demonstrating the ability to:<br>• solve different kinds of problems in familiar and non-familiar contexts both within and outside their disciplinary/ multidisciplinary areas of learning;<br>• apply analytic thought to a body of knowledge, including the analysis and evaluation of policies, and practices, as well as evidence, arguments, claims, and beliefs;<br>• analyse and synthesize data from a variety of sources and draw valid conclusions and support them with evidence and examples. |

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| | • the ability to plan, execute and report the results of an experiment or investigation;<br>• adhere to scientific temper and ethics in their thought process;<br>• adopt innovative, imaginative, lateral thinking, interpersonal skills and emotional intelligence; and<br>• incubate entrepreneurial and start-up ideas. |
| **PO 3** | **Develop a profound environmental dedication by fostering ecological awareness and engaging in actions that promote sustainable development** by achieving the ability to<br>• recognize environmental and sustainability issues, and participate in actions to promote sustainable development as well as mitigate the effects of environmental degradation, climate change, and pollution;<br>• contribute to effective waste management, conservation of biological diversity, management of biological resources and biodiversity, forest and wildlife conservation, sustainable development and living, and the preservation of life in all forms.<br>• participate in community-engaged services/ developmental activities and thus exemplify the ideals of community engagement and service learning and deep social commitment. |
| **PO 4** | **Accomplish perfect communication, teamwork, and leadership skills, particularly in academic and professional settings, while demonstrating nuance and attention to etiquette in all communicative contexts.** This will enable them to:<br>• listen carefully, and read texts and research documents, and present complex information with clarity and precision to different audiences;<br>• express thoughts and ideas and communicate effectively through speech and writing using appropriate media;<br>• communicate using language which is respectful of gender and minority orientations;<br>• act together as a group or a team in the interests of a common cause and working efficiently as a member of a team;<br>• inspire the team with a vision to achieve a stated goal, and use management skills to guide the team in the right direction. |
| **PO5** | **Acquire the necessary skills, including 'learning to learn' skills, and foster innovative ideas to improve competence and employability, keeping pace with** |

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| | **the evolving global landscape and technological advancements** by demonstrating the ability to:<br>• pursue learning activities throughout life, through self-paced and self-directed learning aimed at personal development, meeting economic, social, and cultural objectives, and adapting to changing trades and demands of the workplace, including adapting to the changes in work processes in the context of the fourth industrial revolution, through knowledge/ skill development/reskilling;<br>• work independently, identify appropriate resources required for further learning;<br>• acquire organizational and time management skills to set self-defined goals and targets with timelines;<br>• be a proactive life-long learner.<br>• use ICT in a variety of learning and work situations;<br>• access, evaluate, and use a variety of relevant information sources, and use appropriate software for analysis of data;<br>• navigate cyberspaces by following appropriate ethical principles and cyber etiquette.<br>• use cutting edge AI tools with equal commitment to efficiency and ethics.<br>• think 'out of the box' and generate solutions to complex problems in unfamiliar contexts; |
| **PO6** | **Develop research-related skills including the ability to conceptualize research hypotheses/projects and adopt suitable tools and methodologies for analysis** with:<br>• a keen sense of observation, inquiry, and capability for asking relevant/ appropriate research questions;<br>• the ability to problematize, synthesize, and articulate issues and design research proposals;<br>• the ability to define problems, formulate appropriate and relevant research questions, formulate hypotheses, test hypotheses using quantitative and qualitative data, establish hypotheses, make inferences based on the analysis and interpretation of data, and predict cause-and effect relationships;<br>• the capacity to develop appropriate methodology and tools for data collection;<br>• the appropriate use of statistical and other analytical tools and techniques;<br>• the ability to plan, execute and report the results of an experiment or investigation; |

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| | • the ability to acquire the understanding of basic research ethics and skills in practicing/doing ethics in the field/ in personal research work, regardless of the funding authority or the field of study |
| **PO7** | **Assimilate a sound value system, a sense of autonomy, multicultural competence, social commitment, and the spirit of inclusivity and empathy by imbibing the spirit and the holistic ethos of the 'Multi-Dimensional Ivanian' (MDI) approach.** This will enable them to:<br>• embrace and practice constitutional, humanistic, ethical, and moral values in life, including universal human values of integrity, truth, righteous conduct, peace, love, nonviolence, scientific temper, citizenship values;<br>• identify ethical issues related to work, follow ethical practices and be objective, unbiased, and truthful actions in all aspects of work, including avoiding unethical behaviour such as fabrication, falsification or misrepresentation of data, or committing plagiarism, and adhering to intellectual property rights;<br>• exercise responsibility and demonstrate accountability in applying knowledge and/or skills in work and/or learning contexts appropriate for the level of the qualification, including ensuring safety and security at workplaces;<br>• practice responsible global citizenship required for responding to contemporary global challenges, enabling learners to become aware of and understand global issues and to become active promoters of more peaceful, tolerant, inclusive, secure, and sustainable societies;<br>• effectively engage in a multicultural group/society and interact respectfully with diverse groups;<br>• identify with or understand the perspective, experiences, or points of view and emotions of another individual or group.<br>• demonstrate gender sensitivity and adopt a gender-neutral approach, as also empathy for the less advantaged and the differently-abled including those with learning disabilities;<br>• demonstrate proficiency in arts/ sports/ games, physical, mental and emotional fitness, entrepreneurial /organizational /pubic speaking/environmental/ community-oriented areas by actively participating in the wide range of co-curricular activities that are available to the students of Mar Ivanios College. |

**Programme Specific Outcomes (PSOs)**

In conformity with the POs, the Programme Specific Outcomes (PSOs) of the Major in English Language and Literature are drafted as given below:

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| **PSO 1** | **Acquire comprehensive knowledge and skills within the discipline of literary and communicative studies that include**<br>• **Proficiency in literature and the ability to identify its close connection with other disciplines of Arts, Science ,Commerce and Media .**<br>• **knowledge of the specific socio-cultural backdrop of the formation of literary representations**<br>• **Knowledge of the history, nature,evolution and socio linguistic variants of English language.**<br>• **acquisition of the skill to apply knowledge to solve problems, and to relate concepts to the socio cultural environment.** |
| **PSO 2** | **Master Competency in Language and Communication** that enables them to:<br>• listen carefully, and read texts and research documents, and present complex information with clarity and precision to different audiences;<br>• express thoughts and ideas and communicate effectively through speech and writing using appropriate media;<br>• construct logical arguments using correct, appropriate language of communication<br>• Ensure the importance of study of the English language in relation to the study of language and literature of the mother tongue.<br>• Address the requirements of the language use in a globalized context. |
| **PSO 3** | **Develop Creative and Critical thinking ability** that enable them to<br>• innovate and perform tasks in a better manner by viewing a problem or a situation from multiple perspectives;<br>• think 'out of the box' and generate solutions to complex problems in unfamiliar contexts;<br>• apply analytic thought to a body of knowledge, including the synthesis of data , analysis and evaluation of policies, and practices, as well as evidence, arguments, claims, and beliefs;<br>• formulate coherent arguments and identify logical flaws in the arguments of others, and encompass opposing viewpoints; |

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| **PSO 4** | **Have acquired multicultural competence, the spirit of inclusivity and deep social commitment** by exhibiting<br>• The competency to identify the literary voices of the dissent from diverse parts of the globe and to reflect on popular culture and literature.<br>• the acquisition of knowledge on the values and beliefs of multiple cultures and of the ability to interact respectfully with diverse groups;<br>• discuss and debate on gender sensitivity and gender-neutral themes and address the less advantaged and the differently-abled through various forms of literature and media;<br>• Comprehended the current modes of writings – that which encompass the issues related to race, gender, ethnicity, climate change etc. and realize the role of literature in inculcating social sensitiveness. |
| **PSO 5** | **Develop research-oriented skills** by demonstrating:<br>• a research oriented approach to the study of humanities in connection with the basic understanding of social sciences and initiate a multidisciplinary approach of study<br>• a keen sense of observation, inquiry, and capability for asking relevant/ appropriate research questions;<br>• the ability to define problems, formulate appropriate and relevant research questions, formulate hypotheses, , make inferences and predict cause-and effect relationships;<br>• the ability to acquire understanding of basic research ethics and skills in practicing/doing ethics in the field/ in personal research work, regardless of the funding authority or the field of study. |
| **PSO6** | **Acquire skills including digital competency that enhance their employability** by demonstrating the ability<br>• to act together as a group or a team in the interests of a common cause and working efficiently as a member or leader of a team.<br>• Have improved competence in translation and to view the same not only as a tool for cultural transmission but also as skill acquisition<br>• of *organizational* and time management skills to set self-defined goals and targets with timelines;<br>• exercise responsibility and demonstrate accountability in applying knowledge and/or skills in work and/or learning contexts appropriate for the level of the qualification, including ensuring safety and security at workplaces; |

**Course and Credit Strcuture of FYUGP**

The pathway preferably followed by the department will be Major with Minor or Major with multiple disciplines of study.

**The Course and Credit Strcuture of FYUGP is given below**:

| **Sem** | **DSC (4 Cr)** | **DSE (4 Cr)** | **AEC (3 Cr)** | **SEC (3 Cr)** | **MDC ( 3 Cr)** | **VAC (3 Cr)** | **Internship (credit-2)/ Project/ Additional Courses (credit-12)** | **Total courses** | **Total credits** |
|---|---|---|---|---|---|---|---|---|---|
| **I** | A-1<br>B-1<br>C-1 | | AEC (Eng)-1<br>AEC(OL)-2 | | MDC-1 | | | 6 | 21 |
| **II** | A-2<br>B-2<br>C-2 | | AEC (Eng)-3<br>AEC(OL)-4 | | MDC-2 | | | 6 | 21 |
| **III** | A-2<br>B-2<br>C-2 | DSE A -1 | | | MDC (Kerala Studies)-3 | VAC-1 | | 6 | 22 |
| **IV** | A-4<br>A-5 | DSE A-2 | | SEC-1 | | VAC-2<br>VAC-3 | Internship | 6 | 21 |
| **V** | A-6<br>A-7<br>A-8 | DSE - 3<br>DSE - 4 | | SEC-2 | | | | 6 | 23 |
| **VI** | A-9<br>A-10<br>A-11 | DSE - 5<br>DSE - 6 | | SEC-3 | | | | 6 | 23 |
| **Total** | A (11)<br>B (3)<br>C (3) | 6 | 4 | 3 | 3 | 3 | 1* | 36 | 133 |
| **EXIT OPTION AVAILABLE AND STUDENTS WILL BE AWARDED UG DEGREE WITH MAJOR IN A** | | | | | | | | | |
| **VII** | A-12<br>A-13<br>B/C-4<br>B/C-5<br>B/C-6 | DSE - 7 | | | | | | 6 | 24 |
| **VIII** | MOOC courses | | | | | | Research Project/ | 2+1**/ | 20 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | A -14, A -15 | | | | | | Internship /Project or 03 courses -12Cr | 3*** | |
| **Total** | A (15) B(3) C (3) B/C(3) | 7 | 4 | 3 | 3 | 3 | 1*+1**/ 3*** | 44+1* + 1**/3*** | 177 |

A – Major Discipline
B/C-Minor/Multiple discipline
* - Mandatory Internship at the end of Semester 4
** - Research Project/ Internship /Project as part of Honours with Research
*** - Additional courses of 4 credits each.
Cr - Credits

- **Research group project for students exiting after UG 3 years:** Students who propose to exit after 3 Year UG programme can do a group project with an extra two credits to obtain research experience in discipline-specific areas of the program. The BoS can decide the number of students for the group and the evaluation criteria.
- Students will be able to take other pathways permissible under **University of Kerala Four Year Under Graduate Programmes (UoK-FYUGP) Regulations, 2024,** subject to the availability of courses/ faculty/infrastructure of the college.
- The Board of Studies shall prepare and publish a list of online courses at different levels before the commencement of classes in the respective semester offered in various online educational platforms recognised by the academic council of the college, which can be opted by the students for acquiring additional credits.

**Course Participation/Attendance-**

1. A student shall be permitted to register for the end-semester evaluation of a specific course to acquire the credits only if the student has completed 75% of the prescribed classroom activities in physical, online, or blended modes, as stipulated by the BoS, including any makeup activities as specified by the faculty of that particular course.
2. The reasons/cases of permissible authorised leave shall be specified by the college, with the approval of the Academic Council, ratified by the Governing Body.
3. The condonation facility shall be availed as per the existing University/college norms.

**Assessment and Evaluation**

1. The assessment of a course shall combine a Continuous Comprehensive Assessment (CCA) and an End Semester Evaluation (ESE).
2. For courses without practical/lab modules, 30% weightage shall be given for CCA and the remaining 70% of the weight shall be for the ESE.
3. CCA will have two sub-components: Formative Assessment (FA) and Summative Assessment (SA).
4. The CCA subcomponents will be given marks as per the following proportions:
    - Discipline specific summative assessment – 15% of the total
    - Course attendance - 5 % of the total.
    - Discipline specific formative assessment - 10% of the total.
5. The details of summative and formative assessment criteria, including that of attendance, will be specified by each course coordinator at the beginning of the semester, with the approval of the respective Head of the Department/BoS Chairperson and the Principal, and will be published on the college website.
6. For courses with practical/lab modules, 40% weightage shall be given for CCA and the remaining 60% of the weight shall be for the ESE.
7. In such cases specified in the item above, the CCA subcomponents will be given marks as per the following proportions:
    - Discipline specific summative assessment - 10% of the total
    - Course attendance - 5 % of the total.
    - Discipline specific formative assessment - 15% of the total.
    - Summative Assessment (Practical Record, Practical test, skill, etc). - 10% of the total.
8. The Course Coordinator shall be responsible for evaluating all the components of CCA for the course in question. Any grievances regarding the same shall be submitted to the Course Coordinator within 5 days of the publication of the same on the department notice board or official class group. If the grievance is not settled at the Course Coordinator level, the student is free to appeal to the Head of the Department, within the next 3 days, who will discuss the same in the Department

Level Monitoring Committee (DLMC). If still needed, students can further appeal to the College Level Monitoring Committee (CLMC) or in essential situations the University Level Monitoring Committee (ULMC) in a time period as specified by these bodies.

9. Regarding evaluation, one credit will be evaluated for 20 marks in a semester; thus, a 4-credit course will be evaluated for 80 marks, and 3-credit courses for 60 marks. However, any changes to this if brought by the University will be followed.
10. The duration of the end semester examination of a course with 4 credits will be 2 hours and the same for a course with 3 credits may be 1.5 hours/2 hours.

**Mark Distribution Table**

| Course | Credit | | Marks | | Lecture | | | Practical | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Lecture | Practical | Lecture | Practical | CCA (30%) | | ESE (70%) | CCA (40%) | | ESE (60%) |
| | | | | | SA (50%) | FA (50%) | | SA (50%) | FA (50%) | |
| 4 credit courses | 4 | 0 | 80 | 0 | 12 | 12 | 56 | 0 | 0 | 0 |
| | 3 | 1 | 60 | 20 | 9 | 9 | 42 | 4 | 4 | 12 |
| | 2 | 2 | 40 | 40 | 6 | 6 | 28 | 8 | 8 | 24 |
| | 1 | 3 | 20 | 60 | 3 | 3 | 14 | 12 | 12 | 36 |
| | 0 | 4 | 0 | 80 | 0 | 0 | 0 | 16 | 16 | 48 |
| | Credits | | Marks | | Lecture | | | Practical | | |
| | Lecture | Practical | Lecture | Practical | CCA (30%) | | ESE (70%) | CCA (40%) | | ESE (60%) |
| 3 credit courses | | | | | SA (50%) | FA (50%) | | SA (50%) | FA (50%) | |
| | 3 | 0 | 60 | 0 | 9 | 9 | 42 | 0 | 0 | 0 |
| | 2 | 1 | 40 | 20 | 6 | 6 | 28 | 4 | 4 | 12 |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 20 | 40 | 3 | 3 | 14 | 8 | 8 | 24 |
| | 0 | 3 | 0 | 60 | 0 | 0 | 0 | 12 | 12 | 36 |

**Letter Grades and Grade Point**

1. A mark system is followed to evaluate each question. For each course in the semester, letter grades and grade points are introduced in a 10-point indirect grading system as per the guidelines given below.
2. The Semester Grade Point Average (SGPA) is computed from the grades to measure the student's performance in a given semester. The SGPA is based on the current term's grades, while the Cumulative Grade Point Average (CGPA) is based on the grades in all courses taken after joining the programme of study.
3. The weighted grade point will be mentioned in the student's final grade cards, issued by the college, based on the marks obtained.
4. **The grades and grade points will be given as per the following format:**

| **Letter Grade** | **Grade Point** | **Percentage of marks (X) (CCA + ESE together)** | **Class** |
|---|---|---|---|
| **O (Outstanding)** | 10 | $X \geq 95\%$ | FIRST CLASS WITH DISTINCTION |
| **A+ (Excellent)** | 9 | $85\% \leq X < 95\%$ | |
| **A (Very Good)** | 8 | $75\% \leq X < 85\%$ | |
| **B+ (Good)** | 7 | $65\% \leq X < 75\%$ | FIRST CLASS |
| **B (Above Average)** | 6 | $55\% \leq X < 65\%$ | |
| **C (Average)** | 5 | $45\% \leq X < 55\%$ | SECOND CLASS |
| ***P* (*Pass*)*** | 4 | $35\% \leq X < 45\%$ | THIRD CLASS |
| **F (Fail)** | 0 | X< 35% | FAIL |
| **Ab (Absent)** | 0 | | FAIL |

- For a course PASS, separate minimum of 35% is needed for CCA and ESE.
- Less than 35% in either ESE or CCA is FAIL.

**Computation of SGPA and CGPA**

SGPA (Semester Grade Point Average) and CGPA (cumulative Grade Point Average) will be computed as follows:

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

$$S_j = \frac{\sum(C_{ij} \times G_{ij})}{\sum C_{ij}}$$

where $S_j$ is the SGPA in the j$^{th}$semester,

$C_{ij}$ is the number of credits for the i$^{th}$ course in the j$^{th}$semester, and

$G_{ij}$ is the the grade point scored by the student in the i$^{th}$ course in the j$^{th}$semester.

2. The CGPA is also calculated in the same manner considering all the courses undergone by a student over all the semesters of a programme. That is,

$$CGPA = \frac{\sum(C_i \times S_i)}{\sum C_i}$$

where $S_i$is the SGPA in the i$^{th}$semester and

$\sum C_i$ is the total number of credits in the i$^{th}$ semester.

3. The SGPA and CGPA shall be rounded to 2 decimal points and reported in the transcripts.
4. **Requirement for the successful completion of a Semester:** SGPA of 4 or above and a PASS in all the courses, that is, minimum total of 35% mark in each course (CCA + ESE), with a separate minimum of 35% mark for both CCA and ESE. Appropriate and permissible rules of rounding off numbers may be adopted as per decisions of the Academic Council.
5. **Minimum Eligibility Criteria for 4 Year UG (Honours with Research):**
   - Students satisfactorily finishing all courses up to the 6th semester in the Department, with a CGPA of 7.5/10 or equivalent to 75% marks and above, will qualify to select the Honours programme with a Research Degree during the upcoming 7th and 8th semesters.

- A relaxation of 0.5 score, i.e., CGPA of 7/10 or an equivalent relaxation of grade, will be allowed for those who belong to SC/ST/OBC (non-creamy layer)/Differently Abled, Economically Weaker Section (EWS) and other categories as per the UGC norms from time to time

Dr. Reny Skaria
Chairman BoS
English
Mar Ivanios College (Autonomous), Thiruvananthapuram
Thiruvananthapuram

10-05-2024

| Course Code | Course Title | Course Category | Credits | Hour distribution per week | | |
|---|---|---|---|---|---|---|
| | | | | L | T | P |
| **SEMESTER I \| Academic Level 100-199** | | | | | | |
| **MIUK1DSCENG100.1** | Genres of Literature | DSC | 4 | 4 | | |
| **MIUK1DSCENG101.1** | Fantasy Film and Literature | DSC | 4 | 4 | | |
| **MIUK1DSCENG102.1** | Introduction to Popular Culture | DSC | 4 | 4 | | |
| **MIUK1AECENG140.1** | Literature, Language and culture-I | AEC | 3 | 2 | | 2 |
| **MIUK1AECENG141.1** | Business Communication 1 | AEC | 3 | 2 | | 2 |
| **MIUK1AECENG142.1** | Science through the Prism of English1 | AEC | 3 | 2 | | 2 |
| **MIUK1AECENG143.1** | Reading Literature1 | AEC | 3 | 2 | | 2 |
| **MIUK1AECENG144.1** | English Grammar and Communication-I | AEC | 3 | 2 | | 2 |
| **MIUK1AECENG145.1** | Technology, Science and Imagination-I | AEC | 3 | 2 | | 2 |
| **MIUK1AECENG146.1** | Reflections on Language Literature and Society 1 | AEC | 3 | 2 | | 2 |
| **MIUK1AECENG147.1** | English For Developmental Studies-I | AEC | 3 | 2 | | 2 |
| **MIUK1MDCENG130.1** | Life skills through Theatre | MDC | 3 | 3 | | |
| **SEMESTER II \| Academic Level 100-199** | | | | | | |
| **MIUK2DSCENG150.1** | British Literature-I | DSC | 4 | 4 | | |
| **MIUK2DSCENG151.1** | Reading Children's Literature | DSC | 4 | 4 | | |
| **MIUK2DSCENG152.1** | Creative Writing in the Digital Age | DSC | 4 | 4 | | |
| **MIUK2AECENG190.1** | Literature, Language and culture-II | AEC | 3 | 2 | | 2 |
| **MIUK2AECENG191.1** | Business Communication II | AEC | 3 | 2 | | 2 |
| **MIUK2AECENG192.1** | Science through the Prism of English1I | AEC | 3 | 2 | | 2 |
| **MIUK2AECENG193.1** | Reading Literature1I | AEC | 3 | 2 | | 2 |
| **MIUK2AECENG194.1** | English Grammar and Communication-II | AEC | 3 | 2 | | 2 |

| | | | | | | |
|---|---|---|---|---|---|---|
| **MIUK2AECENG195.1** | Technology, Science and Imagination-II | AEC | 3 | 2 | | 2 |
| **MIUK2AECENG196.1** | Reflections on Language Literature and Society 1I | AEC | 3 | 2 | | 2 |
| **MIUK2AECENG197.1** | English For Developmental Studies-II | AEC | 3 | 2 | | 2 |
| **MIUK2MDCENG180.1** | Reading India through Sports | MDC | 3 | 3 | | |
| **SEMESTER III \| Academic Level 200-299** | | | | | | |
| **MIUK3DSCENG200.1** | British Literature-II | DSC | 4 | 4 | | |
| **MIUK3DSCENG201.1** | Reading AI and Robots through Science Fiction | DSC | 4 | 4 | | |
| **MIUK3DSCENG202.1** | Voices from the Marginalised: Dalit and African American Writings | DSC | 4 | 4 | | |
| **MIUK3DSEENG220.1** | Travel Literature | DSE | 4 | 4 | | |
| **MIUK3MDCENG230.1** | Kerala Studies- Arts and Culture | MDC | 3 | 4 | | |
| **MIUK3MDCENG236.1** | Environment and Nature Writing | VAC | 3 | 4 | | |
| **SEMESTER IV \| Academic Level 200-299** | | | | | | |
| **MIUK4DSCENG250.1** | Film Studies | DSC | 4 | 4 | | |
| **MIUK4DSCENG251.1** | Content Writing and Editing | DSC | 4 | 4 | | |
| **MIUK4DSEENG270.1** | Blue Humanities | DSE | 4 | 4 | | |
| **MIUK4DSEENG271.1** | American Literature | DSE | 4 | 4 | | |
| **MIUK4SECENG280.1** | Introduction to Technical Writing | SEC | 3 | | | |
| **MIUK4SECENG281.1** | English For Small Talks and PEP Talks | SEC | 3 | 2 | | 1 |
| **MIUK4SECENG282.1** | Soft Skills Through Theatre Games | SEC | 3 | 2 | | 1 |
| **MIUK4VACENG286.1** | Peace Studies and Society | VAC | 3 | 3 | | |
| **MIUK4VACENG287.1** | Digital Empowerment | VAC | 3 | 3 | | |
| **MIUK4INTENG297.1** | Internship | | 2 | | | |
| **SEMESTER V \| Academic Level 300-399** | | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| **MIUK5DSCENG300.1** | Literary Criticism | DSC | 4 | 4 | | |
| **MIUK5DSCENG301.1** | Gender Studies | DSC | 4 | 4 | | |
| **MIUK5DSCENG302.1** | Twentieth and Twenty First Century Malayalam Literature in Translation | DSC | 4 | 4 | | |
| **MIUK5DSEENG320.1** | Poetry and Philosophy | DSE | 4 | 4 | | |
| **MIUK5DSEENG321.1** | Writings from India | DSE | 4 | 4 | | |
| **MIUK5DSEENG322.1** | An Introduction to Folklore Studies | DSE | 4 | 4 | | |
| **MIUK5SECENG330.1** | English for Effective Communication | SEC | 3 | 2 | | 1 |
| **MIUK5SECENG331.1** | Screenwriting for Films | SEC | 3 | 2 | | 1 |
| **MIUK5SECENG332.1** | Soft Skills for Tourism and Hospitality | SEC | 3 | 2 | | 1 |
| **SEMESTER VI \| Academic Level 300-399** | | | | | | |
| **MIUK6DSCENG350.1** | Linguistics and Structure of the English Language | DSC | 4 | 4 | | |
| **MIUK6DSCENG351.1** | Postcolonial Literature | DSC | 4 | 4 | | |
| **MIUK6DSCENG352.1** | Introduction to Literary Theory | DSC | 4 | 4 | | |
| **MIUK6DSEENG370.1** | Graphic Narratives | DSE | 4 | 4 | | |
| **MIUK6DSEENG371.1** | Celebrity and Fan Studies | DSE | 4 | 4 | | |
| **MIUK6DSEENG372.1** | English Language Teaching | DSE | 4 | 3 | | 1 |
| **MIUK6SECENG380.1** | Writing for Apps and Digital Interfaces: UX Writing | SEC | 3 | 2 | | 1 |
| **MIUK6SECENG381.1** | Everyday English for Legal Purposes | SEC | 3 | 2 | | 1 |
| **MIUK6SECENG382.1** | English for Corporate Communication | SEC | 3 | 2 | | 1 |
| **MIUK6SECENG383.1** | Creative Writing | SEC | 3 | 2 | | 1 |
| **MIUK6SECENG384.1** | Basics of Content Writing | SEC | 3 | 2 | | 1 |
| **MIUK6SECENG385.1** | Storycraft: Navigating Paths in Fiction Writing and Publishing | SEC | 3 | 2 | | 1 |
| **MIUK6SECENG386.1** | Personality Development and | SEC | 3 | 2 | | 1 |

| | | | | | | |
|---|---|---|---|---|---|---|
| | Communication Mastery For Career Success | | | | | |
| **MIUK6SECENG 387.1** | English for Employability | SEC | 3 | 2 | | 1 |
| **SEMESTER VII \| Academic Level 400-499** | | | | | | |
| **MIUK7DSCENG400.1** | Research Methodology | DSC | 4 | 2 | | 2 |
| **MIUK7DSCENG401.1** | Introduction to Cultural Studies | DSC | 4 | 4 | | |
| **MIUK7DSEENG420.1** | Shakespeare Studies | DSE | 4 | 4 | | |
| **SEMESTER VIII \| Academic Level 400-499** | | | | | | |
| **MIUK8DSCENG450.1** | Posthuman Studies (Signature Course) | DSC | 4 | | | |
| **MIUK8DSCENG451.1** | Critical Food Studies(Signature Course) | DSC | 4 | | | |
| **MIUK8DSEENG470.1** | Sporting Cultures (Signature Course) | DSE | 4 | | | |
| **MIUK8DSCENG471.1** | Introduction to Digital Humanities | DSE | 4 | | | |
| **MIUK8CIPENG497.1** | Capstone Internship | CIP | | | | |
| **MIUK8RPHENG498.1** | Research Project | RPH | | | | |

Mar Ivanios College (Autonomous)

| | | | | | |
|---|---|---|---|---|---|
| **Discipline** | **ENGLISH** | | | | |
| **Course Code** | MIUK1DSCENG 100.1 | | | | |
| **Course Title** | Genres of 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.<br>2. | | | | |
| **Course Summary** | The course is aimed at introducing diverse genres of literature and cultivate an ability to appreciate and analyse literary forms. Structural and formal aspects of literary genres are juxtaposed with their aesthetic, historical and theoretical frameworks to create a holistic understanding of the discipline. | | | | |

**Detailed Syllabus:**

| Module | Unit | Content | Hrs |
|---|---|---|---|

| | | | |
|---|---|---|---|
| **I** | **Introduction to Poetic Forms** | | **15** |
| | 1 | Poetry origins- Free verse and Rhyme- Blank verse- Forms of poetry- Epic- Lyric poetry- Sonnet- Ode- Elegy- Ballad- Pastoral- Ekphrastic Poetry- Concrete Poetry- Prose poetry. | 3 |
| | 2 | P.B. Shelley: "Ozymandias" (Sonnet, Ekphrasis)<br>Robert Browning: "My Last Duchess" (Dramatic Monologue)<br>Thomas Gray: "Elegy written in a country churchyard" (Elegy) | 5 |
| | 3 | Dylan Thomas: "Do Not go Gentle into that good night" (Villanelle)<br>John Keats: "Ode to a Nightingale" (Ode)<br>William Butler Yeats: "The Ballad of Moll Magee" (Ballad) | 3 |
| | 4 | Pablo Neruda: "Every day, you play" (Love poem)<br>Rumi: "If a tree could wander" (Spiritual) | 2 |
| | 5 | Ezra Pound: "In a Station of the Metro" (Haiku)<br>Masaoka Shiki: "After Killing a Spider" (Haiku)<br>George Herbert: "Easter Wings" (Concrete poem) | 2 |
| **II** | **Fictional Genres** | | **15** |
| | 5 | Types of fiction, novel, short story, novella, Styles- Realism, Fantasy, Elements of Fiction- Plot (Freytag's Pyramid)-Setting, Character, Conflict, Point of View, Theme. | 3 |
| | 6 | Ernest Hemingway: *The Old Man and the Sea* (Novel) | 5 |
| | 7 | **Short Stories**<br>Edgar Allen Poe: "The Purloined Letter"<br>O.Henry: "The Gift of the Magi" | 3 |
| | 8 | Saki: "Quail Seed"<br>Manjeri. S. Ishwaran: " No Anklet Bells For Her"<br>Rabindranath Tagore: "Subha" | 4 |
| **III** | **Forms of Drama** | | **15** |

| | | | |
|---|---|---|---|
| | 9 | Tragedy, Comedy, Romance, Historical drama, Farce, Closet Drama, Theatre of the Absurd, Epic Theatre, Comedy of manners | 3 |
| | 10 | Harold Pinter: *Mountain Language* | 5 |
| | 11 | Anton Chekhov: *The Bear*<br>O. Henry: *While the Auto Waits*<br>Philip Moellere: *Helena's Husband* | 5 |
| | 12 | William Shakespeare : "Tomorrow and tomorrow and tomorrow" from *Macbeth* | 2 |
| **IV** | **Forms of Prose** | | **15** |
| | 18 | Formal essay, personal essay, periodical essay, autobiography, biography, speeches, memoirs, travelogue, creative nonfiction. | 3 |
| | 19 | Francis Bacon: "Of Studies"<br>Richard Steele : "Spectator's Club"<br>Stephen Leacock: "Are the Rich Happy?" | 4 |
| | 20 | Martin Luther King: "I Have a Dream" (Speech) | 2 |
| | 21 | Shashi Tharoor: "Kindly Adjust"<br>Ramchandra Guha: "The Locality and the Nation" | 4 |
| | 22 | William Dalrymple: "The Dancer of Kannur" (Creative Nonfiction) | 2 |

**Reference Text**

A Concise Companion to Literary Forms Emerald Publishers, 2013.

**Recommended Reading**

Cooley, Thomas. *The Norton Sampler*. W W Norton & Co., 2005.

Eagleton, Terry. *How to Read a Poem*. Blackwell Publishing Ltd., 2007.

Matterson, Stephen and Darryl Jones. *Studying Poetry*. OUP, 2000.

Abrams, M. H. *A Glossary of Literary Terms.* Boston, Wadsworth, 2005.

Hazlitt, William. *Characters of Shakespeare's Plays.*

Lodge, David. *The Art of Fiction*. Penguin Books, 1992.

Eagleton, Terry. *The English Novel: An Introduction*. Blackwell Publishing, 2005.

## Course Outcomes

| No. | Upon completion of the course the graduate will be able to | Cognitive Level | PSO addressed |
|---|---|---|---|
| CO-1 | Define different literary genres and subgenres and explain how literature is different from other forms of artistic expression. | U | PSO-1,2 |
| CO-2 | Imbibe necessary critical faculties, analytical approach, interdisciplinary vision and analytical, interpretative and inference skills for a successful understanding of literature in various genres. | R, U | PSO- 3 |
| CO-3 | Demonstrate knowledge of basic literary terms and concepts in relation to poetry, prose and drama. Exhibit knowledge about selected writers and their characteristic themes and techniques. | U, Ap | PSO- 1 |
| CO-4 | Analyse and interpret of a particular work of literature using appropriate terminology. | An, Ap, C | PSO- 3,5 |
| CO-5 | Appreciate the social, cultural, political, and philosophical themes and techniques in literature. | E, Ap | PSO- 4 |

| CO No. | CO | PO/ PSO | Cognitive Level | Knowledge Category | Lecture (L)/Tutorial (T) | Practical (P) |
|---|---|---|---|---|---|---|
| 1 | Define different literary genres and subgenres and explain how literature is different from other forms of artistic expression. | 1,3 | U | F,C | L | - |
| 2 | Imbibe necessary critical faculties, analytical approach, interdisciplinary vision and analytical, interpretative and inference skills for a successful understanding of literature in various genres. | 3 | R, U | P, M | L | - |
| 3 | Demonstrate knowledge of basic literary terms and concepts in relation to poetry, prose and drama. Exhibit knowledge about selected writers and their characteristic themes and techniques | 1 | U, Ap | F, E | L | - |
| 4 | Analyse and interpret of | 3,5 | An, | C | L | - |

| | | | | | | |
|---|---|---|---|---|---|---|
| | a particular work of literature using appropriate terminology. | | Ap, C | | | |
| 5 | Appreciate the social, cultural, political, and philosophical themes and techniques in literature. | 4 | E, Ap | M | L | - |

**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)**

**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 | PO-7 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CO1 | 1 | - | 2 | - | - | 2 | 3 | - | - | 2 | - | - | 2 |
| CO2 | 2 | 2 | 3 | 1 | 3 | - | 2 | 3 | - | - | 2 | 3 | 2 |
| CO3 | 3 | - | 2 | 2 | | - | 3 | 1 | - | - | 3 | | 2 |
| CO4 | 2 | - | 3 | 2 | 3 | | - | 3 | - | - | 3 | 3 | 3 |
| CO5 | 3 | - | 2 | 3 | 3 | - | 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** | | | ✓ | |

**Mar Ivanios College (Autonomous)**

| | | | | | |
|---|---|---|---|---|---|
| Discipline | English Language and Literature | | | | |
| Course Code | MIUK1DSCENG101.1 | | | | |
| Course Title | Fantasy Film and Literature | | | | |
| Type of Course | **DSC** | | | | |
| Semester | 1 | | | | |
| Academic Level | 100-199 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours/Week |
| | 4 | 4 | - | - | 4 |
| Pre-requisites | 1. Proficiency in literary analysis and critical thinking<br>2. Familiarity with narrative structures and literary genres | | | | |
| Course Summary | The course aims to provide a comprehensive exploration of fantasy literature and film, offering students an in-depth understanding of the themes, characters, and narrative techniques that define the genre. | | | | |

**Detailed Syllabus:**

| Module | Unit | Content | Hrs |
|---|---|---|---|
| I | Introduction to the Genre | | 5 |
| | 1 | Fantasy-definition-key characteristics- history and development- high fantasy-low fantasy-primary worlds-secondary worlds- subgenres –fairy tales- heroic-dark -Bangsian-historical-comedy-urban-dystopian-romantic-major literary works-fantasy and film-major films | 5 |
| II | | Wonders of Imagination: Fairy Tales | 10 |
| | 2 | Grimm Brothers : "Hansel and Gretel" | 3 |
| | 3 | Hans Christian Andersen : "The Little Mermaid" | 3 |
| | 4 | Beauty and The Beast, dir Bill Condon (2017) | 4 |
| III | Realm of Fantasy: High and Low Worlds | | 15 |
| | 5 | Rick Riordan : The Lightning Thief | 5 |
| | 6 | The Hobbit : An Unexpected Journey, dir Peter Jackson (2012) | 5 |
| | 7 | The Spiderwick Chronicles, dir Mark Waters (2018) | 5 |
| IV | Whispers from the Beyond: Bangsian and Dark Fantasy | | 15 |
| | 8 | Mitch Albom : The Five People You Meet in Heaven | 5 |
| | 9 | V. E Schwab: Gallant | 5 |
| | 10 | Pan's Labyrinth, dir Guillermo del Toro (2006) | 5 |
| V | Enchanted Tales: Comedy, Urban and Romance | | 15 |
| | 11 | Oscar Wilde : "The Canterville Ghost" | 2 |
| | 12 | Roald Dahl : Matilda | 4 |
| | 13 | Night at the Museum, dir Shawn Levy (2006) | 4 |
| | 14 | Enchanted, dir Kevin Lima (2007) | 5 |

**Suggested Reading**


1. Stableford, Brian. *The A to Z of Fantasy Literature*. Scarecrow Press, 2009.
2. Percec, Dana. *Reading the Fantastic Imagination: The Avatars of a Literary Genre*. Cambridge Scholars Publisher, 2014.
3. Nikolajeva, Maria. "Fairy Tale and Fantasy: From Archaic to Postmodern." Marvels & Tales, vol. 17, no. 1, 2003, pp. 138–56.
4. Kramer, Kelly. "A Common Language of Desire: 'The Magicians', Narnia, and Contemporary Fantasy." Mythlore, vol. 35, no. 2 (130), 2017,
5. Cruz, Maria Colleen, and Kate B. Pollock. "Stepping into the Wardrobe: A Fantasy Genre Study." Language Arts, vol. 81, no. 3, 2004, pp. 184–95.
6. Kurkjian, Catherine, et al. "Children's Books: Worlds of Fantasy." The Reading Teacher, vol. 59, no. 5, 2006, pp. 492–503. *JSTOR*.
7. Łaszkiewicz, Weronika. "Into the Wild Woods: On the Significance of Trees and Forests in Fantasy Fiction." Mythlore, vol. 36, no. 1 (131), 2017, pp. 39–58.
8. Griesinger, Emily. "Harry Potter and the 'Deeper Magic': Narrating Hope in Children's Literature." *Christianity and Literature*, vol. 51, no. 3, 2002, pp. 455–80.
9. Manlove, Colin N. *The Fantasy Literature of England*. United States, Wipf and Stock Publishers, 2020.
10. Timmerman, John H.. *Other worlds : the Fantasy Genre*. United States, Bowling Green University Popular Press, 1983.
11. Young, Helen. *Race and Popular Fantasy Literature: Habits of Whiteness*. United Kingdom, Taylor & Francis, 2015.

12. Guanio-Uluru, Lykke. *Ethics and Form in Fantasy Literature: Tolkien, Rowling and Meyer*. United Kingdom, Palgrave Macmillan, 2015.
13. Levy, Michael, and Mendlesohn, Farah. *Children's Fantasy Literature: An Introduction*. N.p., Cambridge University Press, 2016.
14. Manlove, Colin N.. *The Impulse of Fantasy Literature*. United Kingdom, Wipf and Stock Publishers, 2020.
15. Lissauer, Gabrielle. *The Tropes of Fantasy Fiction*. United States, McFarland, Incorporated, Publishers, 2014.
16. Von Gunden, Kenneth. *Flights of Fancy: The Great Fantasy Films*. United Kingdom, McFarland, Incorporated, Publishers, 2001.
17. Fowkes, Katherine A.. *The Fantasy Film*. Germany, Wiley, 2010.
18. Sergeant, Alexander. *Encountering the Impossible: The Fantastic in Hollywood Fantasy Cinema*. United States, State University of New York Press, 2021.
19. Butler, David. Fantasy Cinema: Impossible Worlds on Screen. United Kingdom, Wallflower, 2009.
20. Barron, Simon. "The Magic of Fantasy: The Traditional, the Original and the Wonderful." Mallorn: The Journal of the Tolkien *Society*, no. 50, 2010, pp. 31–34.
21. Haas, Heather A. "The Wisdom of Wizards-and Muggles and Squibs: Proverb Use in the World of Harry Potter." *The Journal of American Folklore*, vol. 124, no. 492, 2011, pp. 29–54.

## Course Outcomes

| No. | Upon completion of the course the graduate will be able to | Cognitive Level | PSO addressed |
|---|---|---|---|
| CO-1 | define the fantasy genre and articulate its key characteristics | R U | PSO1, PSO2 |
| CO-2 | understand various themes, styles, and techniques involved in the genre | U | PSO3 |
| CO-3 | understand and analyse the conventions and tropes present in fantasy literature | U An | PSO3 |
| CO-4 | understand and evaluate the impact of fantasy films in popular culture | U E | PSO4 |

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

**Fantasy Film and Literature: Credits: 4:0:0 (Lecture:Tutorial:Practical)**

| CO | CO | PO/PS | Cognitiv | Knowledg | Lecture | Practic |
|---|---|---|---|---|---|---|

| No. | | O | e Level | e Category | (L)/Tutoria l (T) | al (P) |
|---|---|---|---|---|---|---|
| CO 1 | define the fantasy genre and articulate its key characteristics | PO1 PSO1 PSO2 | R U | F, C | L | - |
| CO2 | understand various themes, styles, and techniques involved in the genre | PO1 PO2 PSO3 | U | F C | L | - |
| CO3 | understand and analyse the conventions and tropes present in fantasy literature | PO1 PO5 PSO3 | U A | F C | L | - |
| CO4 | understand and evaluate the impact of fantasy films in popular culture | PO1 PSO4 | U E | F | L | - |

**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 | PO 7 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CO 1 | 2 | 3 | - | - | - | - | 3 | - | - | - | - | - | - |
| CO 2 | - | - | 2 | - | - | - | 2 | 2 | - | - | - | - | - |
| CO 3 | - | - | 3 | - | - | - | 2 | - | - | - | 1 | - | - |

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 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
Internal 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 | ✓ | ✓ | | ✓ |

**Mar Ivanios College (Autonomous)**

| | | | | | |
|---|---|---|---|---|---|
| **Discipline** | **ENGLISH** | | | | |
| **Course Code** | MIUK1DSCENG 102.1 | | | | |
| **Course Title** | INTRODUCTION TO POPULAR 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** | 1.<br>2. | | | | |
| **Course Summary** | This course is meant to be an accessible introduction to the domain of popular culture studies. The course will trace the evolution of the discipline and cover the contributions of prominent scholars in the field. The course will explain the ways in which popular culture shapes the power hierarchies in the society, discussing the politics of class, caste, race, and gender. A wide range of case studies will be discussed in order to explicate the various methodologies of reading popular culture. | | | | |

**Detailed Syllabus:**

| Module | Unit | Content | Hrs |
|---|---|---|---|
| **I** | Studying Popular Culture | | 15 |
| | 1 | Key Concepts: Culture- Ideology- Popular Culture – Popular Culture as Other - Mass Culture – Matthew Arnold – Leavisism – Raymond Williams – Richard Hoggart- E.P. Thompson - Stuart Hall - Centre for Contemporary Cultural Studies<br>Required Reading<br>John Storey: From *Cultural Theory and Popular Culture*, Pgs. 1-27; 37-57 | 15 |
| **II** | Popular Fiction | | 15 |
| | 2 | Campus Fiction<br>Required Reading<br>Chetan Bhagat: *Five Point Someone: What Not to Do at IIT*, 2004. | 5 |
| | 3 | Empire Fiction<br>Required Reading<br>Arthur Conan Doyle: *The Sign of the Four*, 1890. | 5 |
| | 4 | Vampire Fiction<br>Required Reading:<br>Stephanie Meyer: *Twilight*, 2005 | 5 |
| **III** | Popular Films and TV Series | | 15 |
| | 5 | Nationalism<br>Required Reading:<br>Mani Ratnam (Director): *Roja*, 1992. | 3 |
| | 6 | Capitalism and Environment<br>Required Reading:<br>James Cameron (Director): *Avatar*, 2009. | 3 |
| | 7 | Bollywood Tropes | 3 |

| | | | |
|---|---|---|---|
| | | Required Reading:<br>Yash Chopra (Director): *Deewar*, 1975. | |
| | 8 | K-Pop<br>Required Readings:<br>Aja Ramano: "How K-pop became a global phenomenon", *Vox*<br>https://www.vox.com/culture/2018/2/16/16915672/what-is-kpop-history-explained<br>Elizabeth de Luna: "They use our culture': the Black creatives and fans holding K-pop accountable". *Guardian*.<br>https://www.theguardian.com/music/2020/jul/20/k-pop-black-fans-creatives-industry-accountable-race | 2 |
| | 9 | TV Series<br>Required Readings:<br>*F.R.I.E.N.D.S.* Season 2, Episode 3: "The One Where Mr Heckles Dies". 1995.<br>*The Crown*, Season 1, Episode 2: "Hyde Park Corner",2016. | 4 |
| **IV** | Comics and Performance Texts | | 15 |
| | 10 | Comics<br>Required Reading:<br>Rene Goscinny and Albert Uderzo: *Asterix and the Roman Agent*, 1970. | 5 |
| | 11 | Music Video<br>Required Reading:<br>Michael Jackson: *The Thriller* Music Video<br>https://www.youtube.com/watch?v=sOnqjkJTMaA | 2 |
| | 12 | Stand Up Comedy<br>Required Readings:<br>Hasan Minhaj: *Homecoming King*, Netflix, 2017<br>Aravind SA: "Chapathi Song - The Lungi Dance Parody"<br>https://www.youtube.com/watch?v=Cxa8ockqa2c | 5 |

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|---|---|---|---|
| | 13 | Sport and Nationalism<br>Nalin Mehta: "Batting for the flag: cricket, television and globalization in India." *Sport in Society* 12.4 (2009): 579-599. | 3 |

**Suggested Readings**

John Storey: *Cultural Theory and Popular Culture: A Reader*, 2006.

E. Dawson Varughese: *Reading New India: Post-millennial Indian Fiction in English*, Bloomsbury, 2014.

Lawrence Frank: "Dreaming the Medusa: Imperialism, Primitivism, and Sexuality in Arthur Conan Doyle's "The Sign of Four"."*Signs* 22.1 (1996)

Pramod K. Nayar: "How to Domesticate a Vampire: Gender, Blood Relations and Sexuality in Stephenie Meyer's *Twilight*." *Nebula* 7.3 (2010)

Agata Łuksza: "Sleeping with a Vampire: Empowerment, submission, and female desire in contemporary vampire fiction." *Feminist Media Studies*, 15.3 (2015): 429–443.

Tejaswini Niranjana: "Integrating Whose Nation? Tourists and Terrorists in 'Roja'. *EPW*, 1994.

Jennifer P Nesbitt: "Deactivating Feminism: Sigourney Weaver, James Cameron, and Avatar." *Film & History: An Interdisciplinary Journal*, vol. 46 no. 1, 2016, p. 21-32.

Swarnavel Eswaran: "Zanjeer to Pink: The Trajectory of Amitabh Bachchan's Angry Young/Old Man Persona From Mainstream to Indie Cinema."*Indian Cinema Beyond Bollywood*, 2018.

K. Moti Gokulsingh and Wimal Dissanayake: *Popular Culture in a Globalised India*. Routledge, 2008.

## Course Outcomes

| No. | Upon completion of the course the graduate will be able to | Cognitive Level | PSO addressed |
|---|---|---|---|
| CO-1 | Understand the evolution of the discipline of 'popular culture studies.' | R, U | PSO1 |
| CO-2 | Understand and apply key theoretical perspectives on | Ap, An | PSO3, |

| | | | |
|---|---|---|---|
| | popular culture. | | PSO5 |
| CO-3 | Grasp the wide range of popular cultural texts and genres. | U | PSO1 |
| CO-4 | Analyze the ways in which popular culture influences the society through a reading of such themes as race, class, and gender. | An, E | PSO3, PSO5 |

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

**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 evolution of the discipline of 'popular culture studies.' | PO1, PSO1 | R, U | F,C | L | - |
| CO-2 | Understand and apply key theoretical perspectives on popular culture. | PO2, PO6, PSO3, PSO5 | Ap, An | C | L | - |
| CO-3 | Grasp the wide range of popular cultural texts and genres. | PO1, PSO1 | U | F,C | L | - |
| CO-4 | Analyze the ways in which popular culture influences the society through | PO1, PO2, PO6, PSO3, | Ap, An | C, P | L | - |

| | | | | | | |
|---|---|---|---|---|---|---|
| | a reading of such themes as race, class, and gender. | PSO5 | | | | |

**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 | PO7 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CO 1 | 3 | - | - | - | - | - | 3 | - | - | -- | - | - | - |
| CO 2 | - | - | 3 | - | 2 | - | - | 3 | - | - | - | 2 | - |
| CO 3 | 3 | - | - | - | - | - | 3 | - | - | - | - | - | - |
| CO 4 | - | - | 3 | - | 2 | - | 3 | 3 | - | - | - | 2 | - |

**Correlation Levels:**

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

**Mar Ivanios College (Autonomous)**

| | | | | | |
|---|---|---|---|---|---|
| Discipline | ENGLISH | | | | |
| Course Code | MIUK1AECENG140.1 | | | | |
| 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<br>"An Introduction" – Kamala Das (poem)<br>"The Importance of English Language Skill" - Shesha Preetika. https://www.linkedin.com/pulse/importance-english-language-skills-shesha- preetika/<br><br>Suggested Reading<br>Gerard Nolst Trenité – "The Chaos" (Poem) https://people.cs.georgetown.edu/nschneid/cosc272/f17/a1/chaos.html<br><br>Suggested Listening<br>All Sounds-BBC<br>https://youtu.be/QxQUapA-2w4?si=ihSLg9NbVCDETF7W<br>https://learnenglish.britishcouncil.org/skills/listening | |
| | 2 | Practicum:<br>Listening to nursery rhymes, popular songs and identify sounds and pronunciation.<br>Preparing and conducting roleplays, discussions and interpersonal communications.<br>Reading short articles and stories of your choice<br>Writing short essays on interesting topics | |
| II | Culture | | 12 |

| | | | |
|---|---|---|---|
| | 4 | Culture and cultural identity – cultural differences – culture and language<br><br>"Goodbye Party for Miss Pushpa T.S." - Nissim Ezekiel<br>https://www.english-for-students.com/Goodbye-Party.html<br>"I Have a Dream"- Martin Luther King (speech) | |
| | 5 | Suggested Reading<br>"Where I'm From" - George Ella Lyon<br><br>Suggested Viewing:<br>Formal English and informal English - BBC English Master class-<br>https://youtu.be/hdKYl8Tg_FQ?si=9Q4OJnMdV5I5xJ9j<br>How to give instructions in English – British Council Learn English<br>https://youtu.be/LLvGYEjutWo?si=XsPZIYBuYBbxkvi3 – | |
| | | | 12 |
| | 6 | Practicum:<br>Listening to Speeches and Podcasts on Culture and cultural identities<br>Speaking on Cultural Identities (Speeches, Panel and Group Discussions)<br>Searching, finding and reading newspaper and magazine articles about various cultures and cultural differences.<br>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<br>The Lottery – Shirley Jackson Short Story (1948) | |

| | | | |
|---|---|---|---|
| | | Animal Farm – George Orwell (Chapter 10)<br><br>Suggested Listening<br>Practice English Listening for Beginners - Improve your Listening Skills every day https://www.youtube.com/watch?v=pZR5Ox8duog<br>Suggested Watching<br>Tips for public speaking - an English for Life lesson - British Council<br>https://youtu.be/D40j0y_U4og?si=lVA5fx7DoYPqO1nl | |
| | 8 | Practicum:<br>Listening to podcasts dealing with contemporary social issues<br>Speaking on a socially relevant topic<br>Preparing a reading list of authors dealing with social issues and disparities and identify vocabulary related to social issues.<br>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<br><br>Still I Rise - Maya Angelou (poem) https://www.poetryfoundation.org/poems/46446/still-i-rise<br>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<br>hts+are+Human+rights-<br>+Hilary+Clinton&type=E211IN826G0#id=1&vid=60588c9f02113571945aee 69ab115247&action=click<br><br>Suggested Reading<br>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<br><br>Suggested Watching<br>Academic Insights – 9 top tips for academic writing - https://youtu.be/LEi8Cs2z0Q4?si=-GxjppMfuxavZTlw | |
| | 10 | Practicum:<br>Listening to various speeches and discussions on gender<br>Conducting Group Discussions on gender issues | |
| | | Identifying vocabulary related to gender<br>Writing an essay on gender concerns in Kerala context | |
| V | Humanity | | 12 |
| | 11 | Humans – self – behaviour – emotions – spirituality – social animal<br><br>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<br><br>Yuval Noah Harari - Excerpt from Part 1 - Sapiens: A Brief History of Humankind https://www.ynharari.com/topic/power-and-imagination/<br>Suggested Reading<br>"The Purple Dress" – O Henry (Short Story)<br><br>Suggested Watching<br>6 communication truths that everyone should know \| Antoni Lacinai \| TEDxVasa<br>https://youtu.be/zvcbn6WtJvQ?si=S4vha_Ke-48WEe- | |

| | | | |
|---|---|---|---|
| | 12 | Practicum<br>Listening to podcasts and discussions on human related issues<br>Conducting debates on human related issues<br>Reading stories and articles dealing with humanity and human relationships<br>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 | 1,2 |
| CO-2 | Enable the students to work in a multicultural, gender inclusive social situation. | R, U | 4,6 |
| CO-3 | Apply the language skills in appropriate cultural, academic and literary context or any other social situation. | Ap | 2,6 |
| 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 | 3,6 |
| CO-5 | Make use of the acquired language skills for creative literary expression and cultural representation. | Ap,C | 2,4,6 |

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

**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 | PO-2,4 | U | F,C | L | |
| | language skills required for | | | | | |
| | cultural, literary | | | | | |
| | and social activities . | PSO-1,2 | | | | |
| | | | | | | |
| 2 | Enable the | PO-5,7 | R, U | C | L | |
| | students to work in a | | | | | |
| | multicultural, | | | | | |
| | gender inclusive | | | | | |
| | social situation. | | | | | |
| | | PSO-4,6 | | | | |
| | | | | | | |
| 3 | Apply the language skills in appropriate cultural, academic and literary context or any other social situation. | PO-4,5 | Ap | M | L | |
| | | | | | | |
| | | | | | | |
| | | PSO-2,6 | | | | |
| | | | | | | |
| 4 | Critically | PO-2,5 | An,E | M,P | L | |
| | analyse information from various | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | sources such as | | | | | |
| | videos, articles, | | | | | |
| | talks, stories, | | | | | |
| | and form well-supported arguments based on the context. | PSO-3,6 | | | | |
| 5 | Make use of the acquired language skills for creative literary expression and cultural representation. | PO-4,5,7 | Ap,C | M,P | | P |
| | | | | | | |
| | | PSO-2,4,6 | | | | |

**Mapping of COs with PSOs and POs**

| | PSO 1 | PSO 2 | PSO 3 | PSO4 | PSO5 | PSO 6 | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CO 1 | 2 | 3 | | | | | 2 | | | 3 | | | |
| CO 2 | | | | 3 | | 2 | | | | | 2 | | 3 |
| CO 3 | | 3 | | | | 3 | | | | 3 | 3 | | |
| CO 4 | | | 3 | | | 3 | | 3 | | | 3 | | |

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CO 5 | | 3 | | 1 | | 2 | | | | 2 | 2 | | 1 |

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

**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 | | ✓ | | ✓ |

**Mar Ivanios College (Autonomous)**

| | | | | | |
|---|---|---|---|---|---|
| Discipline | English | | | | |
| Course Code | MIUK1AECENG141.1 | | | | |
| 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<br><br>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-<br>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:<br>Practice lessons from the link given below. Minimum of 10 should be done in the class<br>https://learnenglish.britishcouncil.org/skills/listening/a1-listening | |
| | | | |
| II | | **Module 2** | **12** |
| | 5 | The Power of Metaphors in Business Strategy- Aaron Hall<br>https://aaronhall.com/insights/the-power-of-metaphors-in-business-strategy/ | |

| | | | |
|---|---|---|---|
| | 6 | A Short story About Wealth Creation: Dave Nixon<br><br>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<br><br>Reference<br>https://www.pearsonhighered.com/assets/preface/0/1/3/4/0134624009.pdf | |
| **III** | **Module 3** | | **12** |
| | 9 | Managing Business Communication in virtual era:<br><br>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.<br><br>https://brandmasteracademy.com/branding-tools/ | |
| | 11 | Skimming, Scanning, Intensive and Extensive Reading, Reading between<br><br>the lines, Note Making | |
| | | | |
| | 12 | Practicum: Reading Comprehension, Reading between the lines, Skimming and Scanning<br><br>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,<br><br>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:<br>Write letters for different business purposes- at least 10<br>https://www.blairenglish.com/extras/exercise_menu.html | |
| **V** | | **Module 5** | **12** |
| | 16 | What films can teach us about Business Ethics<br>https://www.aspeninstitute.org/blog-posts/films-teach-business-ethics/ | |
| | 17 | The Blind Man and Advertising Writing<br>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-<br>international-trade-needs-to-close-faster | |
| | 19 | Practicum:<br>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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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 | 1,2,5 |
| CO-2 | Identify key science related vocabulary, analyse sentence structure, and comprehend complex texts on Commerce topics | R, U | 1,2,6 |
| CO-3 | Describe visuals, narrate, participate in group discussions, and adapt communication styles for various situations | Ap | 2,3,5 |
| 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 | 3,6 |
| 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 | 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 | 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-1,4,5 PSO - 1,2,5 | U | F | L | |
| 2 | Identify key science related vocabulary, analyse sentence structure, and comprehend complex texts on Commerce topics | PO-1,4,5 PSO-1,2,6 | R, U | C | L | |

| | | | | | | |
|---|---|---|---|---|---|---|
| 3 | Describe visuals, narrate, participate in group discussions, and adapt communication styles for various situations | PO-2,4,5<br>PSO - 2,3,5 | 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-2,5<br>PSO-3,6 | An | M | L | |
| 5 | Write clear and concise | PO-4,5 | R,C | P | | P |
| | paragraphs in various styles, compose reports based on data and visuals, and draft effective emails and letters | PSO - 2,6 | | | | |

**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** | **PO 7** |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **CO 1** | 3 | 3 | | | 3 | | 3 | | | 3 | 3 | | |
| **CO 2** | 2 | 3 | | | | 3 | 2 | | | 3 | 3 | | |
| **CO 3** | | 3 | 1 | | 3 | | | 1 | | 3 | 3 | | |
| **CO 4** | | | 3 | | | 3 | | 3 | | | 3 | | |

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **CO 5** | | 3 | | | | 3 | | | | 3 | 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 | Assignment | Project Evaluation | End Semester Examinations |
|---|---|---|---|---|
| CO 1 | ✓ | | | ✓ |
| CO 2 | ✓ | | | ✓ |
| CO 3 | ✓ | | | ✓ |
| CO 4 | | ✓ | | ✓ |
| CO 5 | | ✓ | | ✓ |

**Mar Ivanios College (Autonomous)**

| | | | | | |
|---|---|---|---|---|---|
| Discipline | English | | | | |
| Course Code | MIUK1AECENG142.1 | | | | |
| Course Title | Science Through the Prism of English-I | | | | |
| 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.<br>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<br>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=p laylist-the_most_popular_science_talks&autoplay=true&subtitle=en | |
| | | Suggested materials:<br><br>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<br>Discussion based on movie " The Theory of Everything"<br>List out scientific terms used in the Ted Talk by Stephen Hawking Debate on the main premise discussed in the essay "Sapiens"<br>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<br><br>https://laskerfoundation.org/paradigm-shifts-in-science-insights-from-the-arts/ | |
| | 7 | The Art and Science of Leonardo da Vinci - Richard Poss<br><br>https://www.youtube.com/watch?v=76t5EA2xlf8 | |

| | | | |
|---|---|---|---|
| | | Suggested Materials<br><br>Making sound visible through cymatics (TED talk by Evan Grant)<br>https://www.ted.com/talks/evan_grant_making_sound_visible_through_cymatics At the Intersection of Art and Science-Jay Last<br>https://youtu.be/7GE2PuKH_jQ?si=BPZfpx3mBJsWVQY9<br>Science of Dance https://gosciencegirls.com/science-of-dance/ | |
| | | Practicum<br>List out the major paintings of Leonardo da Vinci and discuss about its connection with science.<br>Listening to an Interview/ Blog/ Podcast with a dansuese, on the topic intersection of art and science<br>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<br>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,<br>https://www.essra.org.cn/upload/202005/132339994729506489.pdf | |

| | | | |
|---|---|---|---|
| | 12 | Suggested Reading/ Watching<br><br>The Man Who Knew Infinity Full Movie (English) - Srinivasa Ramanujan's Biographic Movie https://www.youtube.com/watch?app=desktop&v=npcmIC-I7Ec<br><br>Hidden Figures https://archive.org/details/hidden-figures-2016<br>E.K.Janaki Ammal https://www.ias.ac.in/public/Resources/Initiatives/Women_in_Science/Contributo rs/janaki_ammal.pdf | |
| | 13 | Practicum<br>Discussion on "Hidden Figures"<br>Speech on the lack of visibility of women in the field of science.<br>Read about a prominent scientist in India and make a presentation on their contributions.<br>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<br>https://www.visionlearning.com/en/library/Process-of-Science/49/The-Practice-of- Science/148 | |
| | 16 | Suggested Reading/Viewing<br><br>Newton's third law-Prof. Walter Lewin https://www.youtube.com/watch?v=ruBfXIVSYZ8<br>How the Pandemic Remade Science Journalism- Tanya Lewis | |

| | | | |
|---|---|---|---|
| | | https://www.scientificamerican.com/article/how-the-pandemic-remade-science- journalism/<br>Practicum<br>Describe the scientific process involved in the demonstration of Newton's third law by Walter Lewin<br>Group Discussion on ways to make science classes interesting<br>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?resourc ekey=0-9NcLJBgDMufMAibjplyP9A | |
| | 20 | Suggested Reading/<br><br>Wonder Works: Exploring the Science of Literature-Angus Fletcher https://www.youtube.com/watch?v=bOTm1QmvRSA<br>The Star-splitter - Robert Frost https://www.poetryfoundation.org/poems/44273/the-star-splitter | |
| | | Practicum<br>List out the 25 inventions that Angus Fletcher tells in his video<br>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:**

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Beck, Andrew, et al. Communication Studies: The Essential Introduction. Routledge, 2002. Cambridge Phrasal Verbs Dictionary. Cambridge University Press, 2016.

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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 | 3 |
| CO-3 | Differentiate the use of language employed in different fields of narration ,based on the study of scientific language. | R,Ap | 3 |
| CO-4 | Analyse the nuances of the language used in the narration of different fields of study | An | 2,3,6 |
| CO-5 | Create your own narratives based on your understanding of narratives in language | C | 2,6 |

**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<br>PSO-1,2 | U | F, C | L | |
| 2 | Remember and recall the language used in scientific works and identify its difference from other narratives | PO-2<br>PSO-3 | R | C,M | L | |
| 3 | Differentiate the use of language employed in different fields of narration<br>,based on the study of scientific language. | PO-2<br>PSO-3 | R,Ap | M,C | L | |

| | | | | | | |
|---|---|---|---|---|---|---|
| 4 | Analyse the nuances of the language used in the narration of different fields of study | PO-2,4,5<br>PSO-2,3,6 | An | M | L | |
| 5 | Create your own narratives | PO-4,5 | C | P | | P |
| | based on your understanding of narratives in language | PSO-2,6 | | | | |

**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** | **PO 7** |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **CO 1** | 2 | 3 | | | | | 2 | | | 3 | | | |
| **CO 2** | | | 1 | | | | | 1 | | | | | |
| **CO 3** | | | 1 | | | | | 1 | | | | | |
| **CO 4** | | 3 | 1 | | | 2 | | 1 | | 3 | 2 | | |

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **CO 5** | | 3 | | | | 3 | | | | 3 | 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 | Assignment | Project Evaluation | End Semester Examinations |
|---|---|---|---|---|
| CO 1 | ✓ | | | ✓ |
| CO 2 | ✓ | | | ✓ |
| CO 3 | ✓ | | | ✓ |
| CO 4 | | ✓ | | ✓ |

| | | | | |
|---|---|---|---|---|
| CO 5 | | ✓ | | ✓ |
| CO 6 | | | ✓ | |

**Mar Ivanios College (Autonomous)**

| | | | | | |
|---|---|---|---|---|---|
| Discipline | ENGLISH | | | | |
| Course Code | MIUK1AECENG143.1 | | | | |
| 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.<br><br>The Post Master by Tagore<br><br>https://librivox.org/stories-from-tagore-by-rabindranath-tagore/<br><br>Do not love half-lovers - Khalil Gibran<br>https://www.youtube.com/watch?v=-5tfadddgoY<br>Suggested Listening<br>Jamaica Kincaid reading 'Girl'<br>https://www.youtube.com/watch?v=AHr1HYW0mKE<br>1. Biography of Charlie Chaplin<br>https://www.youtube.com/watch?v=Oo4KXZVApsQ | |
| | 2 | Practicum<br>Listen to more short stories in English on librivox<br>Create audio content for other listeners using free platforms like librivox, youtube etc.<br>Create a vocabulary bank based on the digital content prescribed in the module.<br>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.<br>Speech by Barack Obama<br>https://www.youtube.com/watch?v=PGUdWfB8nLg<br><br>Shirley and the British Kisses – Speech by Kamala Das<br>https://www.youtube.com/watch?v=NS6jNUvkVyw<br><br>Suggested Listening<br>Three Stories from my Life – Speech by Steve Jobs<br>https://www.youtube.com/watch?v=3SXBFej2akQ<br>We should all be feminists by Adichie<br>https://www.youtube.com/watch?v=hg3umXU_qWc | |
| | 4 | Practicum<br>Listen to some of the most celebrated speeches in human history.<br>Prepare notes on the essential qualities of speaking you have noticed in the above speeches<br>Do a group discussion on some of the famous orators in history.<br>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.<br><br>"The Necklace" by Guy de Maupassant<br>https://www.eastoftheweb.com/short-stories/UBooks/Neck.shtml<br>Mother's Day by J B Priestley<br>https://ncert.nic.in/textbook/pdf/kesp103.pdf Suggested Reading<br><br>The voice of the mountain by Mamang Dai<br><br>http://howeverhow2archive.lib.buffalo.edu/archive/online_archive/v2_4_2 006/current/indian/pdfs/Dai.pdf<br>The Last Leaf by O Henry<br><br>https://www.eastoftheweb.com/short-stories/UBooks/LasLea.shtml | |
| | 6 | Practicum<br>Prepare a bucket list of must-read travelogues.<br>Create a vocabulary bank based on the news words familiarized by the literary texts prescribed in the module.<br>Do a group discussion on the need to do away with gender roles as highlighted by Priestley in Mother's Day.<br>Read any two short stories by Maupassant and discuss its plot summary in the class. | |
| | | Module – IV Language Acquisition through Writing | 12 |

Estd.1949

| | | | |
|---|---|---|---|
| | 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.<br><br>Why I Write by Joan Didion https://lithub.com/joan-didion-why-i-write/<br>The Science of Strong Business Writing by Bill Birchard https://hbr.org/2021/07/the-science-of-strong-business-writing<br>Suggested Reading<br>An Ideal for which I am prepared to die by Nelson Mandela<br><br>https://www.theguardian.com/world/2007/apr/23/nelsonmandela<br>Night of the Scorpion by Nissim Ezekiel https://allpoetry.com/Night-of-the-Scorpion | |
| | 8 | Practicum<br>Attempt a personal essay, narrating the memory of an unforgettable day in life.<br>Prepare the model of a business advertising billboard, capturing the ideas put forward by Bill Birchard<br>Do a group discussion on the power of language in business writing.<br>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<br>and Possibilities – Methods to improve language – Listen, Imitate, Read, Reflect, Prepare, Speak and Practice | |

Estd.1949

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

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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 categorize the different vowel and consonant sounds in English and explain the concept of phonetics in English | U | 1 |
| 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 | 2,6 |
| CO-3 | Compare and contrast different reading techniques and evaluate the effectiveness of their reading comprehension strategies. | U, E | 3,6 |
| 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, | 4 |
| CO-5 | Compose a short piece of writing in a chosen style, following proper grammar and mechanics. | U, Ap, C | 2,6 |

**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 (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<br><br>PSO-1 | 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<br><br>PSO-2,6 | R, U, Ap | M,C | L | |
| 3 | Compare and contrast different reading techniques and evaluate the effectiveness of their reading comprehension strategies. | PO-5<br><br>PSO-3,6 | 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-7<br><br>PSO-4 | U, Ap, | M,P | L | |
| | | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| 5 | Compose a short piece of writing in a chosen style, following proper grammar and mechanics. | PO-4,5<br>PSO-2,6 | 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** | **PSO 4** | **PSO 5** | **PSO 6** | **PO 1** | **PO 2** | **PO 3** | **PO 4** | **PO 5** | **PO 6** | **PO 7** |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **CO 1** | 3 | | | | | | 3 | | | | | | |
| **CO 2** | | 3 | | | | 3 | | | | 3 | 3 | | |
| **CO 3** | | | 1 | | | 3 | | 1 | | | 3 | | |
| **CO 4** | | | | 3 | | | | | | | | | 3 |
| **CO 5** | | 3 | | | | 3 | | | | 3 | 3 | | |

**Correlation Levels:**

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

**Assessment Rubrics:**

- uiz / 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 | | ✓ | | ✓ |

**Mar Ivanios College (Autonomous)**

| | | | | | |
|---|---|---|---|---|---|
| Discipline | ENGLISH | | | | |
| Course Code | MIUK1AECENG144.1 | | | | |
| 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<br>https://www.yourdictionary.com/articles/grammar-basics-rules<br><br>Suggested viewing<br>30 Common Grammar Mistakes to Avoid<br>https://www.grammarly.com/blog/30-grammar-mistakes-writers-should-avoid/<br>Practicum<br>1.Prepare a list of common grammatical errors you have encountered.<br>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<br>Watch the youtube video listed below and prepare a table of all the sounds in English RP<br>https://www.youtube.com/watch?v=Ft17a7tyjMM<br>Create a table containing sounds of English RP with sample words containing them for classroom presentation<br>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.<br>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<br>Watch the youtube video listed below and prepare yourself for a class room presentation on the topic "English Sentence Structures".<br>https://www.youtube.com/watch?v=jul2urONzOQ&list=PLD6t6ckHsruY_i7_rZhKcR BmXDdawiqUM<br>Prepare a table containing examples of simple, complex and compound sentences.<br>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<br>Watch the youtube video listed below and prepare a table of the parts of speech in English with examples.<br>https://www.youtube.com/watch?v=6Dna4Tl_YlA&list=PLD6t6ckHsruY_i7_rZhKcR BmXDdawiqUM&index=15<br>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<br>Watch the youtube video listed below and prepare a table of all the tenses in English with sample sentences.<br>https://www.youtube.com/watch?v=zBzUJlOo930&list=PLD6t6ckHsruY_i7_rZhKcR BmXDdawiqUM&index=17<br>Download the pdf from the link listed below and attempt answering all the remedial English grammar questions. Consult your teacher for any assistance/guidance.<br>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 | 1,2,6 |
| CO-2 | Employ various communication styles, including 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. | U, An, AP | 2,6 |
| CO-3 | Utilize effective writing mechanics to construct clear and concise paragraphs for various purposes. | U, An, Ap | 2,6 |
| CO-4 | Practice active listening skills to comprehend different types of spoken communication and identify key information. | U, Ap, An | 2,6 |
| CO-5 | Develop essential communication skills through practical exercises in letter writing, email composition, report writing, and basic blogging. | U, An, E, C | 2,6 |

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

*Note: 1 or 2 COs/module*

**Name of the Course: Credits: 2:0:2 (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-1,4,5<br>PSO-1,2,6 | R, U, E | F,C | L | |
| CO-2 | Employ various communication styles, including 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. | PO-4,5<br>PSO-2,6 | U, An, Ap | C,M | L | |
| CO-3 | Utilize effective writing mechanics to construct | | U, An, Ap | M,C | L | |
| | clear and concise paragraphs for various purposes. | PO-4,5<br>PSO-2,6 | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| CO-4 | Practice active listening skills to comprehend different types of spoken communication and identify key information. | PO-4,5<br><br>PSO-2,6 | U, Ap,<br><br>An | P,M | L | |
| CO-5 | Develop essential communication skills through practical exercises in letter writing, email composition, report writing, and basic blogging. | PO-4,5<br><br>PSO-2,6 | 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** | **PSO 4** | **PSO 5** | **PSO 6** | **PO 1** | **PO 2** | **PO 3** | **PO 4** | **PO 5** | **PO 6** | **PO 7** |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **CO 1** | 3 | 3 | | | | 3 | 3 | | | 3 | 3 | | |
| **CO 2** | | 3 | | | | 3 | | | | 3 | 3 | | |
| **CO 3** | | 3 | | | | 3 | | | | 3 | 3 | | |

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **CO 4** | | 3 | | | | 3 | | | | 3 | 3 | |
| **CO 5** | | 3 | | | | 3 | | | | 3 | 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 | Assignment | Project Evaluation | End Semester Examinations |
|---|---|---|---|---|
| CO 1 | ✓ | | | ✓ |

| | | | | |
|---|---|---|---|---|
| CO 2 | ✓ | | | ✓ |
| CO 3 | ✓ | | | ✓ |

**Mar Ivanios College (Autonomous)**

| | | | | | |
|---|---|---|---|---|---|
| Discipline | ENGLISH | | | | |
| Course Code | MIUK1AECENG145.1 | | | | |
| 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. | | | | |

Estd.1949

**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<br><br>"How PC Mahalanobis devised a survey that has helped India measure inequality for decades"<br><br>https://scroll.in/article/843983/how-pc-mahalanobis-devised-a-survey- that-has-helped-india-measure-inequality-for-70-years<br><br>**Suggested viewing:**<br><br>Why We Need Engineers Now More Than Ever \| Elanor Huntington https://www.youtube.com/watch?v=WOAgllKD-9o<br><br>Impact of Technology on Society https://www.geeksforgeeks.org/impact-of-technology-on-society/ | |
| | | **Practicum:**<br><br>1. Speaking on the relationship between technology and society<br>2. Listening to talks/speeches about what it means to be an engineer<br>3. Writing an essay about the way scientists have contributed to the betterment of society<br>4. Reading articles and essays regarding technology and society | |
| II | | **Gender and the Sciences** | 12 |

| | | | |
|---|---|---|---|
| | | Gender discrimination and bias – gender equity – patriarchy –<br><br>Planetarium – Adrienne Rich<br>https://www.poetryfoundation.org/poems/46568/planetarium-56d2267df376c<br><br>Neil Gaiman – The Mushroom Hunters<br>https://www.themarginalian.org/2017/04/26/the-mushroom-hunters-neil- gaiman/<br><br>**Suggested viewing:**<br><br>*Hidden Figures* (2016)<br><br>**Suggested Reading:**<br><br>"Why do so many women leave the field?" by Susan S Sibley, Harvard Business Review.<br><br>https://hbr.org/2016/08/why-do-so-many-women-who-study-engineering- leave-the-field | |
| | 8 | **Practicum**:<br><br>1. Writing an essay about how the STEM field can become a more inclusive one<br>2. Speaking about the contributions of a woman or a member of a marginalised gender community to technology<br>3. Developing a vocabulary of inclusivity within the STEM field<br>4. Listening to the experiences of women in STEM | |

| | | | |
|---|---|---|---|
| **II** | **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<br><br>All the Small Things – Dana Martens https://danamartens.tech/2016/08/30/all-the-small-things-a-short-story- on-the-evils-of-technology/<br><br>Letter to Someone Living Fifty Years from Now – Matthew Olzman https://poets.org/poem/letter-someone-living-fifty-years-now<br><br>**Suggested Reading**<br><br>*The Man in Asbestos* – Stepehen Leacock https://gutenberg.net.au/ebooks06/0602131h.html<br><br>**Suggested Viewing**<br><br>The Future of Humanity – Yuval Noah Harari https://www.youtube.com/watch?v=XOmQqBX6Dn4 | |
| | | **Practicum:**<br><br>1. Speaking on the impact of technology on the future of humanity<br>2. Reading works that discuss how technology can be beneficial and deadly.<br>3. Listening to speeches about the ways that the sciences affect future life.<br>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<br><br>"All Watched Over By Machines of Loving Grace" – Richard Brautigan https://allpoetry.com/All-Watched-Over-By-Machines-Of-Loving-Grace<br><br>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<br><br>**Suggested Viewing**<br><br>Nausicaa of the Valley of the Wind (1984)<br><br>**Suggested Reading**:<br><br>Deepwater Horizon Oil Spill - https://www.britannica.com/event/Deepwater-Horizon-oil-spill/Environmental-costs | |
| | | **Practicum**:<br><br>1. Write an essay on how advancements in technology can be beneficial to the environment<br>2. Listen to discussions on climate change and other environmental concerns<br>3. Speak about an environmental issue being faced in one's locality<br>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<br><br>Third Rock from the Sun –Dorianne Laux https://poets.org/poem/third- | |

| | | | |
|---|---|---|---|
| | | rock-sun<br><br>A Pale Blue Dot – Carl Sagan https://www.planetary.org/worlds/pale-blue-dot<br><br>**Suggested Viewing**<br><br>Apollo 13 (1995)<br><br>Mission Mangal (2019) | |
| | | **Practicum**:<br><br>1. Write an essay on the history of mankind's aspirations to the stars<br>2. Read about the experiences of astronauts who have travelled to space<br>3. Speak about the challenges and promises of space exploration in the future<br>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.

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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 | 2,3 |
| CO-2 | Apply effective listening skills for different purposes and demonstrate proper communication etiquette for different situations. | R, U, Ap, | 2,6 |

| | | | |
|---|---|---|---|
| CO-3 | Enhance their analytical writing skills through real life practical situations | U, An, | 2,6 |
| CO-4 | Develop an understanding of the multidisciplinarity of science and the humanities | An, Ap | 3,5 |
| CO-5 | Create pieces of writing which proves the multidisciplinarity of language. | An, Ap,C | 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)** |
|---|---|---|---|---|---|---|
| CO-1 | Identify and analyse various barriers to effective listening in spoken communication | PO-2,4<br>PSO-2,3 | U, R, An | F, C | L | |
| CO-2 | Apply effective listening skills for different purposes and demonstrate proper communication etiquette for different situations. | PO-4,5<br>PSO-2,6 | R, U, Ap, | P,M | L | |

| | | | | | | |
|---|---|---|---|---|---|---|
| CO-3 | Enhance their analytical writing skills through real life practical situations | PO-4,5<br>PSO-2,6 | U, An, | C | L | |
| CO-4 | Develop an understanding of the multidisciplinarity of science and the humanities | PO-2,6<br>PSO-3,5 | An, Ap | P | L | |
| CO-5 | Create pieces of writing which proves the multidisciplinarity of language. | PO-4,6<br>PSO-2,5 | 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 | PO7 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **CO 1** | | 3 | 1 | | | | | 1 | | 3 | | | |
| **CO 2** | | 3 | | | | 3 | | | | 3 | 3 | | |
| **CO 3** | | 3 | | | | 3 | | | | 3 | 3 | | |
| **CO 4** | | | 1 | | 2 | | | 1 | | | | 2 | |
| **CO 5** | | 3 | | | 2 | | | | | 3 | | 2 | |

**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 | | | ✓ | |

**Mar Ivanios College (Autonomous)**

| | | | | | |
|---|---|---|---|---|---|
| Discipline | English | | | | |
| Course Code | MIUK1AECENG146.1 | | | | |
| 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 | Hr s |
|---|---|---|---|
| I | | **Language** | **12** |
| | | English you are a language" by Pablo Neruda<br><br>In our rapidly changing world what is the future of the English Language?-Mina Patel<br><br>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.<br><br>**Suggested Reading** | |
| | | Malayalam's Ghazal-Jeet Thayil https://www.poetryinternational.com/en/poets-poems/poems/poem/103- 27821_MALAYALAM-8217-S-GHAZAL<br><br>Are you Smart Because you know English Language- TEDx Talk<br><br>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**<br>Discussion on English as a global language Debate on imparting education in mother tongue<br>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<br><br>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<br><br>**Suggested Listening/Reading**:<br><br>1. https://youtu.be/iRr9v_shgbY ( Emma Watson's Speech on Gender Equality)<br><br>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**<br><br>Group discussion on Equity Issues<br><br>Collect newspaper reports on gender rights violations<br><br>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<br>(Poem)<br><br>*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_introductio<br>n_to_dalit_writitng_ed_K_Satyanarayana_and_Susie_Tharu<br><br>**Suggested Reading**<br>Chapter 1 from *Dissent* by M. Kunjaman<br><br>How can we Place Human rights at the Heart of Our Actions TEDx Talk<br>https://www.ted.com/talks/michael_o_flaherty_how_can_we_place_human_right<br>s_at_the_heart_of_our_actions?utm_campaign=tedspread&utm_medium=referral<br>&utm_source=tedcomshare | |
| | 6 | **Practicum**<br>Speech on your concept of Freedom<br>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<br><br>I dont know what will kill us first: The Race War or What We have done to the Earth: Fatimah Asghar<br><br>https://poets.org/poem/i-dont-know-what-will-kill-us-first-race-war-or-what- weve-done-earth<br><br>UN on Refugees<br><br>https://www.unhcr.org/us/news/press-releases/unhcr-calls-urgent-global-action- cop28-highlighting-climate-change-s-impact<br><br>**Suggested Reading/ Listening**<br><br>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/<br><br>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**<br><br>Listen to more speeches on Environmental and migratory issues Discussion on voluntary and forced migrations<br><br>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<br><br>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<br><br>**Suggested Reading/Watching**<br><br>H0w Will Artificial Intelligence Affect Jobs 2024-2030 https://www.nexford.edu/insights/how-will-ai-affect-jobs<br><br>*Transcendence* (2014) by Wally Pfister<br><br>India's Space Mission https://www.isro.gov.in/ | |
| | 10 | **Practical**<br><br>Debate on Artificial Intelligence- Bane/Boon Panel Discussion: Future of Humanity<br><br>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.

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 | Identify key sounds in English, comprehend different varieties of accents, and extract specific and general information from lectures, and talks. | R, ,U, | 1 |
| CO-2 | Identify key vocabulary, analyse sentence structure, and comprehend complex texts on different topics. | U, An | 1,2 |
| CO-3 | Describe visuals, narrate, participate in group discussions, and adapt communication styles for various situations | U, Ap | 2,6 |
| 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 | 1,2 |
| CO-5 | Critically analyse information from various sources such as videos, articles, talks, stories, and form well-supported arguments. | An, E,C | 2,3,6 |

**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 (T) | Practical (P) |
|---|---|---|---|---|---|---|
| 1. | Identify key sounds in English, comprehend different varieties of accents, and extract specific and general information from lectures, and talks. | | R, ,U, | F, C | L | |
| | | PO-1 | | | | |
| | | | | | | |
| | | PSO-1 | | | | |
| | | | | | | |
| 2. | Identify key vocabulary, analyse sentence structure, and comprehend complex texts on different topics. | PO-1,4<br>PSO-1,2 | U, An | F,M | L | |

| | | | | | | |
|---|---|---|---|---|---|---|
| 3. | Describe visuals, narrate, participate in group discussions, and adapt communication styles for various situations | PO-4,5<br>PSO-2,6 | 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-1,4<br>PSO-1,2 | U, Ap ,E | M,P | L | |
| 5. | Critically analyse information from various sources such as videos, articles, talks, stories, and form well-supported arguments. | PO-2,4,5<br>PSO-2,3,6 | 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** | **PO7** |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CO 1 | **2** | | | | | | **2** | | | | | | |

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CO 2 | **2** | **3** | | | | | **2** | | | **3** | | | |
| CO 3 | | **3** | | | | **3** | | | | **3** | **3** | | |
| CO 4 | **2** | **3** | | | | | **2** | | | **3** | | | |
| CO 5 | | **3** | **3** | | | **3** | | **3** | | **3** | **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 | Assignment | Project Evaluation | End Semester Examinations |
|---|---|---|---|---|
| CO 1 | ✓ | | | ✓ |
| CO 2 | ✓ | | | ✓ |
| CO 3 | ✓ | | | ✓ |
| CO 4 | | ✓ | | ✓ |
| CO 5 | | ✓ | | ✓ |
| CO 6 | | | ✓ | |

**Mar Ivanios College (Autonomous)**

| | | | | | |
|---|---|---|---|---|---|
| Discipline | English | | | | |
| Course Code | MIUK1AECENG147.1 | | | | |
| Course Title | English 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<br>https://www.riversidelocalschools.com/Downloads/pedestrian%20short%20story.pdf<br>● "The Fish" - Elizabeth Bishop https://poets.org/poem/fish-2<br>Suggested Watching/Listening<br>● Red Alert - How to meet the Sustainable Development Goals together \| SDG Moment \|United Nations, (You Tube video)<br>https://youtu.be/wXASRXbjR08?si=uAG7f77KebbG3VgK<br>● The SDG Report 2023: Special Report (You Tube Video)<br>https://youtu.be/zF361a019zA?si=mgrgcUIvgE0qQAkG | |

| | | | |
|---|---|---|---|
| | 2. | Practicum<br><br>1. Poster design and group presentation on sustainable development and its goals.<br>2. Organize a group discussion on the consequences of technological advancements in society and the environment.<br>3. Watch the suggested YouTube videos on sustainable development and reflect on the key messages presented in the video.<br>4. Create a list of key vocabulary words related to sustainable development based on the study materials prescribed. | |
| 2 | | Zero Poverty and Hunger | 1<br>1 |
| | | Poverty, Hunger, Food security & insecurity, Malnutrition<br><br>● "Song of the shirt" - Thomas Hood https://poets.org/poem/song-shirt<br><br>● "The Cop and the Anthem" - O. Henry<br><br>https://americanenglish.state.gov/files/ae/resource_files/the-cop-and-the-anthem.pdf<br><br>Suggested Reading:<br><br>● *Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty* - Abhijit V. Banerjee and Esther Duflo<br><br>Suggested Watching/Listening:<br><br>● "Ending Poverty and Hunger" - UN Short Film series https://www.youtube.com/watch?v=j7KKZ6v5o34<br>● "What we're getting wrong in the fight to end hunger" - Jasmine Crowe<br>\| TedTalks https://www.youtube.com/watch?v=VasJyDmMafA | |

| | | | |
|---|---|---|---|
| | 4. | Practicum<br><br>1. Organize student-led activities aimed at raising awareness about hunger.<br><br>2. Assign each student or group to research and prepare a presentation on global issues of poverty and hunger.<br><br>3. Write a short story, poem, or reflective essay inspired by the themes and messages of the provided resources.<br><br>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 | 1<br>2 |

| | | | |
|---|---|---|---|
| | 5 | Health, Disease, Well-being, public health, mental health<br><br>● "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%20i t.<br>● "The Guest House" - Rumi<br><br>https://www.scottishpoetrylibrary.org.uk/poem/guest-house/<br><br>Suggested Reading:<br><br>● "The Silent Epidemic — The Health Effects of Illiteracy" - Erin N. Marcus https://www.uc.pt/fluc/gigs/GeoHealthS/doc_apoio/iliteracy_and_heal th.pdf<br>● "Mental Health" - Maria Julwin De Guzman (pg. 59) https://www.un.org/en/healthy-workforce/files/Sauti.pdf<br><br>Suggested Watching<br><br>● *A Beautiful Mind* - film by Ron Howard | |

| | | | |
|---|---|---|---|
| | 6 | Practicum<br><br>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.<br><br>2. Writing assignments on the importance of physical and mental health.<br><br>3. Identify key vocabulary words from each text and understand their meanings. | |
| 4 | | Climate | 13 |
| | 7 | Global warming, Carbon footprint, Renewable energy, Anthropocene<br>"Protecting our Planet" - Speech by Leonardo Di Caprio<br>https://www.youtube.com/watch?v=a1nvnY2csUw<br>"The Anthropocene: a new epoch of geological time?" - Jan Zalasiewicz et.al.<br>https://royalsocietypublishing.org/doi/10.1098/rsta.2010.0339 Suggested Watching/Listening<br>"Earth Song" - Micheal Jackson<br>https://youtu.be/XAi3VTSdTxU?si=ht59tuYLkpIBNHIK<br>2040 (2019) - Film by Damon Gameau | |
| | 8 | Practicum<br>Organize debates and discussions to negotiate solutions and address challenges related to climate change.<br>Create climate-related multimedia presentations, infographics, or posters to illustrate key concepts and raise awareness about climate change<br>Create a list of climate-related vocabulary words based on the materials prescribed in the module.<br>Assign writing tasks such as essays, or research papers on climate- related topics. | |
| | Gender | | 12 |

| | | | |
|---|---|---|---|
| | 9 | Sex, Gender, Sexuality, Sexual identity, Sexual orientation, patriarchy<br>l Nivedita Menon: ―India: Section 377: How Natural is Normal?<br>http://www.sacw.net/SexualityMinorities/nivedita01Jan2004.html<br>"Eve to her Daughters" - Judith Wright<br>https://geetpurvak.art.blog/2023/02/21/eve-to-her-daughters-judith- wright-earth-poems/<br>Suggested Reading<br>At Five in the Afternoon - Film by Samira Makhmalbuf | |
| | | ● "Learning to be a Mother: - Shashi Deshpande (Essay) | |
| | 10 | Practicum<br>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. | |

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| | | | |
|---|---|---|---|
| | | 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 | 2,6 |
| CO-2 | Memorise effective delivery techniques for public speaking, including clear pronunciation and appropriate body language | R, U | 2,6 |
| CO-3 | Able to write with clarity and precision in the academic, professional and practical contexts | Ap | 2,6 |
| CO-4 | Facilitate a scientific approach to write, rewrite,document,edit, publish and present papers | An | 2,6 |
| CO-5 | Able to synthesize, interpret and develop data or information | E,C | 2,6 |

*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 accurately in written and spoken communication | PO-4,5<br>PSO-2.6 | U | F | L | |
| 2 | Memorise | | R, U | F,C | L | |
| | effective delivery | PO-4,5<br>PSO-2.6 | | | | |
| | techniques | | | | | |
| | for public | | | | | |
| | speaking, including | | | | | |
| | clear pronunciation | | | | | |
| | on and | | | | | |
| | appropriate | | | | | |
| | body | | | | | |
| | language | | | | | |
| 3 | Able to | | Ap | M | L | |
| | write with clarity and | PO-4,5<br>PSO-2.6 | | | | |
| | precision in the | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | academic, professional | | | | | |
| | and | | | | | |
| | practical | | | | | |
| | contexts | | | | | |
| 4 | Facilitate a | | An | M,P | L | |
| | scientific approach to write, | PO-4,5<br><br>PSO-2.6 | | | | |
| | rewrite,document,edit, | | | | | |
| | publish and present | | | | | |
| | papers | | | | | |
| 5 | Able to | PO-4,5<br><br>PSO-2.6 | E,C | P | | P |
| | synthesize, interpret and | | | | | |
| | develop | | | | | |
| | data or | | | | | |
| | information | | | | | |
| | | | | | | |

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive Mapping of COs with PSOs and POs:

| | PSO | PSO | PSO | PSO | PSO5 | PSO6 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | | | | | | | | | |
| CO1 | | 3 | | | | 3 | | | | 3 | 3 | | |
| CO2 | | 3 | | | | 3 | | | | 3 | 3 | | |
| CO3 | | 3 | | | | 3 | | | | 3 | 3 | | |
| CO4 | | 3 | | | | 3 | | | | 3 | 3 | | |
| CO5 | | | | | | 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 | | | ✓ | |

MAR IVANIOS COLLEGE (AUTONOMOUS) TRIVANDRUM
VERITAS
VOS
LIBERABIT
Estd.1949

**Mar Ivanios College (Autonomous)**

| | | | | | |
|---|---|---|---|---|---|
| **Discipline** | **ENGLISH** | | | | |
| **Course Code** | MIUK1MDCENG130.1 | | | | |
| **Course Title** | Life Skills through Theatre | | | | |
| **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.<br>2. | | | | |
| **Course Summary** | The course draws upon the potential of dramatic arts for confidence building and personality development. It is a process-oriented course that inculcates capacities such as self-management, emotional intelligence and critical thinking. | | | | |

**Detailed Syllabus:**

| Module | Unit | Content | Hrs |
|---|---|---|---|
| **I** | | **Theatre to Build Confidence** | **15** |
| | 1 | Why Theatre- Children's 'play'- Mind, Body, Voice- Actor's Tools | 3 |
| | 2 | Body language- Building body confidence- Facing an Audience- Eye Contact- Posture- Space | 4 |
| | 3 | Understanding the Self- Self-observation/ analysis- Physical Theatre Movement. | 3 |
| | 4 | Exercises- Eye contact, Mirror, Mindfulness, Blind Walker. Circle of Trust, Applause.<br>Text: William Shakespeare: The Balcony scene from *Romeo and Juliet* | 5 |
| **II** | | **Performance and Stagecraft** | **15** |
| | 5 | Film and theatre- Brief History- Greek to contemporary Theatre | 3 |
| | 6 | Basic dramatic forms and genres (tragedy, comedy, melodrama, realism, absurdism). | 3 |
| | 7 | Basic Acting Theories and Methods- Movement, Voice, Speech and Emotion. | 3 |
| | 8 | Exercise- Tableaux<br>**Text:** Ibsen *A Doll's House* | 6 |
| **III** | | **Theatre for Communication** | **15** |
| | 9 | Dialogue- effective tone in communication- Voice | 3 |
| | 10 | Theatre and Multiple Intelligences- Howard Gardner | 1 |

| | | | |
|---|---|---|---|
| | 11 | Verbal- Kinaesthetic- Musical Theatre-Interpersonal | 3 |
| | 12 | Exercises -Play Reading, Story Drama- Role playing | 3 |
| | 13 | Text for analysis *Pygmalion, Hamilton* | 5 |
| **IV** | **Accepting the Mind: Theatre as Therapy** | | **15** |
| | 18 | Catharsis- Managing Emotion- Building Concentration. | 2 |
| | 19 | Community theatre- Exploring the local | 2 |
| | 20 | Production Management- Collaborative Project-Working as Team | 4 |
| | 21 | Trust Exercises, Colombian Hypnosis, Safe Zone Training | 5 |
| | 22 | Text *Riders to the Sea* | 3 |

**Recommended Reading**

Jackson, A & Vine, C. (2013) Learning through Theatre, Routledge: London.

Bolton, G. (1984). Drama as Education. Longman; London

O'Toole, J and Dunn, J. (2005) Pretending to Learn

Winston J and Tandy M (2001) Beginning Drama 4-11, David Fulton, London

Balme, C. (2008). The Cambridge Introduction to Theatre Studies, Cambridge; Cambridge University Press

Leach, R. (2013) Theatre Studies: the basics, Routledge: London.

Kershaw, B. (1992) The Politics of Performance Routledge; London

Schechner, R. (2005) Performance Studies: An introduction, 3rd edition, Routledge, New York

Alfreds, M. (2013) Then What Happens? Storytelling and Adapting for Theatre, Nick Hern Books: London.

Cassady, M. (1990) Storytelling Step by Step, Resource

Wilson M. (2006) Storytelling and Theatre, Palgrave

**Course Outcomes**

| No. | Upon completion of the course the graduate will be able to | Cognitive Level | PSO addressed |
|---|---|---|---|
| CO-1 | Create an ambient ecosystem to build one's confidence and interpersonal skills through mindful practice of theatrical exercises. | C,A | PSO-1,2 |
| CO-2 | Demonstrate understanding of the social and artistic movements that have shaped theatre as we know it today | R, U | PSO-2,3 |
| CO-3 | Analyse, and interpret texts and performances both in writing and orally resulting in enhanced communication skills. | U,An | PSO-3,4 |
| CO-4 | Create a pathway towards excellence and positive mental state through practices such as self-observation and trust exercises. | C,Ap | PSO-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: 4:0:0 (Lecture:Tutorial:Practical)**

| CO | CO | PO/PSO | Cognitive | Knowledge | Lecture | Practical |
|---|---|---|---|---|---|---|

| No. | | | Level | Category | (L)/Tutorial (T) | (P) |
|---|---|---|---|---|---|---|
| 1 | Create an ambient ecosystem to build one's confidence and interpersonal skills through mindful practice of theatrical exercises. | | C,A | M | L | |
| 2 | Demonstrate understanding of the social and artistic movements that have shaped theatre as we know it today | | R, U | U, | L | |
| 3 | Analyse, and interpret texts and performances both in writing and orally resulting in enhanced communication | | U,An | P | L | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | skills. | | | | | |
| 4 | Create a pathway towards excellence and positive mental state through practices such as self-observation and trust exercises. | | C,Ap | M | L | |

**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 | PO7 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **CO 1** | - | 3 | 3 | 3 | - | 3 | - | 2 | - | 3 | - | | |
| **CO 2** | 3 | 2 | - | 2 | - | 2 | 3 | 2 | - | 2 | - | - | |
| **CO 3** | 3 | 3 | 2 | 1 | 2 | 3 | 2 | 3 | - | 3 | 2 | - | 2 |
| **CO 4** | - | 2 | 2 | 2 | 3 | 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** | | ✓ | | ✓ |
| **CO 6** | | | ✓ | |

Mar Ivanios College (Autonomous)

| | | | | | |
|---|---|---|---|---|---|
| **Discipline** | **ENGLISH** | | | | |
| **Course Code** | MIUK2 DSC ENG150.1 | | | | |
| **Course Title** | BRITISH LITERATURE 1 | | | | |
| **Type of Course** | **DSC** | | | | |
| **Semester** | 2 | | | | |
| **Academic Level** | 100- 199 | | | | |
| **Course Details** | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours/Week |
| | 4 | hours | - | | |
| **Pre-requisites** | 1.<br>2. | | | | |
| **Course Summary** | This course aims to familiarize and discuss the different phases of English Literature from its origins to Augustan Age. | | | | |

**Detailed Syllabus:**

| Module | Unit | Content | Hrs |
|---|---|---|---|
| **I** | | Background Information/Key Concepts | 15 |
| | 1 | Early History of England- Old English Literature-Mystery Plays, Miracle Plays, Morality Plays, Interlude. | |
| | 2 | Middle English Literature- University Wits- Metaphysical Poetry | |
| | 3 | Elizabethan Age- Authorized version of the Bible- Puritanism- Restoration- Essay and Novel | |
| | 4 | Neoclassicism- Satire- Irony- Mock Epic-Periodicals | |
| **II** | | Pre Elizabethan | 15 |
| | 5 | Deor's Lament | |
| | 6 | "Noah's Flood" from the Chester Mystery Cycle (Play) | |
| | 7 | Chaucer: "Wife of Bath" – Prologue to Canterbury Tales – Lines 445- 476 | |
| | 8 | "Sir Patrick Spens"-Ballad | |
| **III** | | Elizabethan and Shakespearean | 15 |
| | 9 | William Shakespeare :SONNET 29 ,103,78 | |
| | 10 | Edmund Spencer: "Prothalamion" | |
| | 11 | George Herbert : "The Collar", "The Pulley" | |
| | 12 | Francis Bacon: "Of Friendship". "Of Truth" | |
| | 13 | John Donne : "A Valediction Forbidding Mourning" | |
| | 14 | William Shakespeare :The Tempest | |
| **IV** | | Puritan and Augustan | 15 |
| | 15 | John Milton: "On His Blindness" | |
| | 16 | Jonathan Swift: Extract from Gulliver's Travels A Voyage to Lilliput Chapter 1 | |
| | 17 | John Dryden :"Absalom and Achitophel"- Lines 150- 168- "Of these the false Achitophel … yet prodigal of ease" | |
| | 18 | Oliver Goldsmith :She Stoops to Conquer | |

| | **SUGGESTED READING** | |
|---|---|---|
| **1.** | Poplawski, Paul. English Literature in Context. London: CUP, 2008. Print. | |
| **2.** | Wetherbee, Winthrop. "The General Prologue." Ch. 2 of Landmarks of World Literature New: Geoffrey Chaucer: The Canterbury Tales. Cambridge: Cambridge UP, 2004.Print. | |
| **3.** | Robert D,Fulk and ChristopherM, Cain. A History of Old English | |

| | | |
|---|---|---|
| | Literature.Wiley. Blackwell.2002. Print. | |
| **4.** | Bloom,Harold. "Shakespeare's Universalism"(pages 1-20).Shakespeare .The Invention of the Human.New York:The Berkley Publishing Group,1999 | |
| **5.** | Kermode,Frank."Shakespeare's Language".Explorations in Shakespear's Language.University of London,1998. | |
| **6.** | Grierson,H G,Metaphysical Lyrics and Poems of the 17th Century.http/www.bartley.com/105/1000.html | |
| **7.** | Tillyard,EMW. "Shakespeare's Last Plays". Bloomsbury Academics,2013. | |
| **8.** | Hudson,W H.*An Outline History of English Literature.*New Delhi:B.I.Publications,1997 | |
| 9. | Van Es, Bart. Shakespeare's Comedies: A Very Short Introduction., OUP, 2016. | |
| 10. | Michael Alexander A History of English Literature | |
| 11 | Halliday, F. E. Shakespeare in His Age. Oaktree Publications, 197 | |
| 12 | Hazlitt, William. Characters of Shakespeare's Plays. | |
| 13 | Blackwell, Wiley. Reading the Eighteenth Century Novel. Wiley Blackwell, 2017. | |

| | | |
|---|---|---|
| 14 | Martines, Lauro. Society and History in English Renaissance Verse. Basil Blackwell,1985 | |
| 15. | Prince, Martin. The Restoration and the Eighteenth Century. Oxford University Press, 1973. | |

**Course Outcomes**

| No. | Upon completion of the course the graduate will be able to | Cognitive Level | PSO addressed |
|---|---|---|---|
| CO-1 | Comprehend the origins of English literature | U | PSO-1,2 |
| CO-2 | Understand the divisions and features of Ages/Periods in English Literature | R, U | PSO 1,3 |
| CO-3 | Analyze the structure and style adopted by early writers. | An | PSO 3 |
| CO- 4 | Evaluate how writers use language and creativity to capture human experience through different literary forms. | E | PSO 6 |
| CO -5 | To think creatively and write imaginatively. | C | PSO 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: 4:0:0 (Lecture:Tutorial:Practical)**

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

| | | | | | | |
|---|---|---|---|---|---|---|
| 1 | Comprehend the origins of English literature | PO1/PSO1/PSO 1,3 | U | F | | |
| 2 | Understand the divisions and features of Ages/Periods in English Literature | PO1/PSO 1 | R,U | F | | |
| 3 | Analyze the structure and style adopted by early writers | PO 1,2/PSO 1,3 | An | F,C | | |
| 4 | Evaluate how writers use language and creativity to capture human experience through different literary forms | PO2/PSO 3 | E | F,C | | |
| 5 | To think creatively and write imaginatively | PO2/PSO 3 | C | F,C | | |

**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 | PO7 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CO 1 | 3 | | | | | | 3 | | | | | | |
| CO 2 | | 2 | | | | | 1 | 2 | | | | | |
| CO 3 | 2 | | 2 | | | | 1 | 2 | | | | | |
| CO 4 | | | 3 | | | | | 3 | | | | | |
| CO 5 | | | 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 | / | ✓ | | ✓ |

Mar Ivanios College (Autonomous)

**Detailed Syllabus:**

| Module | Content | Hrs |
|---|---|---|
| 1 | **Introduction** | **15** |
| | Defining – the child's perspective- implied reader -double address-concept of the child and childhood-genres of children's literature –brief outline of the evolution of children's literature- oral tradition-didacticism- contemporary trends | 7 |
| | AK Ramanujan : Telling Tales<br>Peter Hunt : (Children's Literature: Introduction) Matters of 'Theory' and Definition | 6 |
| | Practice reading : Oral tales :Grimm's Fairy Tales – Little Red Cap<br>https://sites.pitt.edu/~dash/grimm026.html | 2 |
| 2 | **Early Reader and Picture Books** | **15** |
| | Sukumar Ray : Baburam The Snake Charmer | 2 |
| | Anushka Ravishankar : Catch that Crocodile | 1 |
| | Zai Whitaker : Kanna Panna | 2 |
| | TS Eliot : Macavity the Mystery Cat | 2 |
| | AA Milne : Winnie the Pooh(Someone's Messy) | 3 |
| | Juilia Donaldson : The Gruffalo | 3 |

| | | |
|---|---|---|
| **3** | **Middle Grade and Novels** | **15** |
| | Anita Desai : Village by the Sea(Chapter 1) | 3 |
| | Ruskin Bond : Chachi's Funeral | 2 |
| | Khyrunissa A : The Misadventures of Butterfingers (1st short story) | 2 |
| | Dr Suess : How the Grinch Stole Christmas | 4 |
| | JK Rowling : Harry Potter and the Philosopher's Stone | 4 |
| **4** | **Readings & Retellings (Activity, non-detailed)** | **15** |
| | Fairytales – Cinderella & Snow white<br>Film - Shrek (Andrew Adamson and Vicky Jenson)<br>Roald Dahl : Cinderella(poem) | 6 |
| | Frank Richards : Billy Bunter of Greyfriar's School<br>Enid Blyton : Five Go to the Mystery Moor<br>Zai Whitaker : Kali and the Rat Snake(picture book) | 6 |
| | Panchatantra – The Blue Jackal<br>Aesop Fables – The Hare and the Tortoise<br>Saki : The Storyteller | 3 |

**Suggested Reading**

Amit Dasgupta(ed) *Telling Tales Children's Literature in India*, ICCR, 1995.

Berry, Nita. "Social Change through Children"s Books – An Indian Perspective." *Bookbird:*
*A Journal of Children's Literature* Vol 54, no.1, 2016, pp 48-54.

David Rudd(ed). *The Routledge Companion to Children's Literature*, Routledge 2010.

Grenby, M. O., and Kimberley Reynolds. *Children's Literature Studies: A Research Handbook*. Palgrave, 2011.

Haviland, Virginia, editor. *Children and Literature: Views and Reviews*. Bodley Head, 1974.

Kakar, Sudhir. *The Inner World: A Psycho-Analytic Study of Childhood and Society in India*.
2nd ed., Oxford UP, 1981.

Kimberley Reynolds. *Children's Literature : A Very Short Introduction.* Oxford University Press, 2011.

Peter, Hunt(ed). *Understanding Children's Literature: Key Essays from the International Companion Encyclopedia of Children's Literature*. 1999.

---. *Radical Children's Literature: Future Visions and Aesthetic Transformations in Juvenile Fiction*. Palgrave, 2007.

Rakesh Desai (ed). *Narrating the Child: Indian Context*. 2014

## Course Outcomes

| No. | Upon completion of the course the graduate will be able to | Cognitive Level | PSO addressed |
|---|---|---|---|
| CO-1 | Appreciate the distinct nature of children's narratives | U | 1,4 |
| CO-2 | Identify the various sub-genres of children's literature and their features | R, U, A | 1, 5 |
| CO-3 | Understand the qualities of a well-crafted children's narrative and the techniques employed for this. | U, E | 2,5 |
| CO-4 | Evaluate the roles of the adult and the child in children's narratives | E, Ap, An | 1,5,6 |
| CO -5 | Critically analyse and read children's narratives from various perspectives | E, Ap, An | 3,4,5,6 |

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

**Mapping of Cos with PSOs and Pos:**

| | PSO | PSO | PSO | PSO | PSO | PSO | PO | PO | PO | PO | PO | PO | PO |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|

| | **1** | **2** | **3** | **4** | **5** | **6** | **1** | **2** | **3** | **4** | **5** | **6** | **7** |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **CO 1** | 3 | - | - | 2 | - | - | 3 | 1 | - | - | - | 1 | - |
| **CO 2** | 3 | - | - | - | 2 | - | 2 | 1 | - | - | - | 1 | - |
| **CO 3** | - | 2 | - | - | 2 | - | 3 | 1 | 1 | - | - | 1 | - |
| **CO 4** | 2 | - | - | - | 3 | 1 | 3 | 2 | - | 1 | - | 1 | 1 |
| **CO 5** | - | - | 2 | 2 | 3 | 2 | 3 | 3 | 1 | 1 | 1 | 2 | 3 |

Correlation Level:

| - | **Nil** |
|---|---|
| **1** | Slightly/Low |
| **2** | Moderate /Medium |
| **3** | Substantial/High |

**Mar Ivanios College (Autonomous)**

| | | | | | |
|---|---|---|---|---|---|
| **Discipline** | **ENGLISH** | | | | |
| **Course Code** | MIUK2 DSC ENG152.1 | | | | |
| **Course Title** | Creative Writing in the Digital Age | | | | |
| **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 hours | 5 |
| **Pre-requisites** | 1.<br>2. | | | | |
| **Course Summary** | The course aims to introduce the students to the newly proliferating digital genres of literature and juxtapose them with the traditional forms and genres. It also equips the students with skills required to succeed in the digital and textual publishing scenarios, along with producing an impressive portfolio. | | | | |

**Detailed Syllabus:**

| Module | Unit | Content | Hrs |
|---|---|---|---|
| I | | **Generation A: Storytelling, from Homer to chatbots** | **15** |
| | 1 | Why Stories? Traditional Forms-The novel and the short story - Digital Fiction-New Media Storytelling- Collaborative Fiction- Flash Fiction- Twitterature- TTTs- Fiction Podcasts- Video Games- Immersive Fiction. Ambient Literature- Human Libraries. | 3 |
| | 2 | Marshall McLuhan "Medium is the Message" - Essay<br>https://web.mit.edu/allanmc/www/mcluhan. mediummessage.pdf<br>DouDouglas Coupland: Extract from *Player One*<br>Case Study: Humans of New York (Facebook Page) | 4 |
| | 3 | Digital Creative Non-fiction<br>*Welcome to Pine Point* by the Goggles<br>https://pinepoint.nfb.ca/intro/<br>Katharine Norman : *Window* (Sound Essay) | 3 |
| | 4 | Stand Up Comedy as new age theatre<br><br>Hannah Gadsby: *Nanette* | 3 |
| II | | **Writing Verse: Textual to Digital** | **15** |
| | 5 | Poetry- Origins and definitions- Major forms- Poetic Devices. | 3 |
| | 6 | William Shakespeare: "Shall I Compare thee to a Summer's Day?"<br>Elizabeth Bishop: "One Art"<br>Anne Sexton: "Sylvia's Death" | 3 |
| | 7 | Internet Poetry<br>• Brenna Twohy: "Swallowtail" https://www.reddit.com/r/Poetry/comments/11yj4ws/poem_swallowtail_by_brenna_twohy/#lightbox<br>• C.T. Salazar: "Noah's Nameless Wife Takes Inventory" https://twitter.com/CTsalazar_/status/1109237658662903808<br>• Cassandra Myers: "Medusa Calls the Rape Crisis Line" https://arcpoetry.ca/editorials/medusa-calls-rape-crisis-line/<br>Insta Poetry | |

| | | | |
|---|---|---|---|
| | | • Brian Bilston: "America is a Gun" https://twitter.com/brian_bilston/status/700011838415704064?lang=en<br>• Rupi Kaur: "it is a blessing" https://www.instagram.com/rupikaur_/reel/C43eUAXxcrs/?hl=en<br>Spoken Word Poetry<br>• Rafeef Ziyadah "We Teach Life, Sir!" https://www.youtube.com/watch?v=aKucPh9xHtM | |
| | 8 | Interactive Poetry<br>Serge Bouchardon: "Loss of Grasp" https://www.youtube.com/watch?v=QXQf-_QSstU | |
| **III** | | **Craft of Writing: AI to Transmedia Storytelling** | **15** |
| | 9 | Craft: Architects and Gardeners (George R. R. Martin) - Showing and Telling- Three types of narration- Stream of Consciousness- Characterisation- Flat, round and Stock - purple prose- deus ex machina – anachronism.<br>Zadie Smith: "That Crafty Feeling" https://www.thebeliever.net/that-crafty-feeling/ | 6 |
| | 10 | AI-Boon or bane? Tapping AI<br>Natural Language Processing and Algorithms<br>How To Use AI To Become a Better Writer<br>https://www.upwork.com/resources/ai-for-writers | 3 |
| | 11 | Transmedia storytelling- Fiction to films to internet<br>Ferris Jabr, "The Reading Brain in the Digital Age: The Science of Paper versus Screens"<br>Case Studies: Pottermore, Marvel and DC Comics. | 3 |
| | 12 | Digitising the Classics?<br>Political Correctness and resurgence of historical fiction<br>Case Studies: *Bridgerton, The Crown, Persuasion* | 3 |

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|---|---|---|---|
| | | | |
| **IV** | **Getting Published: Portfolio Creation and Pitching** | | **15** |
| | 13 | The writing process- Brainstorming/idea generation- Reflective Journaling- Hemingway iceberg theory | 2 |
| | 14 | Stephen King *On Writing: A Memoir of the Craft* (Chapter 3)<br><br>Alan Jacobs :*How to Think* Chapter 1: "Beginning to Think" | 3 |
| | 15 | Digital Storytelling and Ethics- Types of publishing - Traditional/Self/Hybrid - PDOD (Print On Demand) services- proposal submission - elevator pitch/logline - literary agents - beta readers - online writing communities. | 3 |
| | 16 | Portfolio Creation- Analysing trends, data, audience/readership- Editing & proofreading<br>Publication Journey Case studies: J.K. Rowling, Amish Tripathi | 7 |
| | | | |
| | | | |

**Recommended Reading**

Addonizio, Kim, and Dorianne Laux. *The Poet's Companion: A Guide to the Pleasures of Writing Poetry*. W. W. Norton & Company, 1997.

Bell, James Scott. *Voice: The Secret Power of Great Writing*. Writer's Digest Books, 2019.

Brody, Jessica. *Save the Cat! Writes a Novel: The Last Book On Novel Writing You'll Ever Need*. Ten Speed Press, 2018.

Coyne, Shawn. *The Story Grid: What Good Editors Know.* Black Irish Entertainment LLC, 2015.

Dillard, Annie. *The Writing Life*. HarperCollins, 2013.

Eckstut, Arielle, and David Henry Sterry. *The Essential Guide to Getting Your Book Published: How to Write It, Sell It, and Market It...Successfully*. Workman Publishing Company, 2015.

Forsyth, Mark. *The Elements of Eloquence: Secrets of the Perfect Turn of Phrase.* Berkley Books, 2014.

Gardner, John. *The Art of Fiction: Notes on Craft for Young Writers.* Vintage Books, 1991.

King, Stephen. *On Writing: A Memoir of the Craft.* Scribner, 2000.

Kress, Nancy. *Dynamic Characters: How to Create Personalities that Keep Readers Captivated*. Writer's Digest Books, 2004.

Le Guin, Ursula K. *Steering the Craft: A Twenty-First-Century Guide to Sailing the Sea of Story.* Mariner Books, 2015.

Maass, Donald. *The Emotional Craft of Fiction: How to Write the Story Beneath the Surface.* Writer's Digest Books, 2016.

Field, Syd. *Screenplay: The Foundations of Screenwriting*. Delta, 2005.

Truby, John. *The Anatomy of Story: 22 Steps to Becoming a Master Storyteller*. Faber and Faber, 2007.

Weiland, K.M. *Outlining Your Novel: Map Your Way to Success*. PenForASword Publishing, 2011.

Abbott, H. Porter. *The Cambridge Introduction to Narrative*. 2nd ed. Cambridge: Cambridge UP, 2008.

• Page, Ruth, and Bronwen Thomas, eds. *New Narratives: Stories and Storytelling in the Digital Age. Lincoln*, NE: U of Nebraska P, 2011. (Available online in library)

Pierce, Todd James, and Ryan G. Van Cleave. *Visual Storytelling: An Illustrated Reader*. New York: Oxford UP, 2016.

## Course Outcomes

| No. | Upon completion of the course the graduate will be able to | Cognitive Level | PSO addressed |
|---|---|---|---|
| CO-1 | Identify the interactive digital shifts in the humanities by reading, analysing, and creating new forms of multimodal, genre-fluid literature | U,R | PSO-3,4 |
| CO-2 | Distinguish between genres and modalities of writing and literature in both the textual and digital formats | R, U,A | PSO-1,2 |
| CO-3 | Critically reflect on the development of their writing in the context of the course and apply this learning to the creation of a diverse writing portfolio | An, Ap | PSO-4,5 |
| CO-4 | Gain practical knowledge about the publishing industry, and skills required to launch a successful publishing campaign. | U, Ap | PSO-5,6 |
| CO-5 | Give expression to the inner creative self in a blended format of the textual and digital, expanding the reach of the products of their creativity. | C,Ap | PSO-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 (T) | Practical (P) |
|---|---|---|---|---|---|---|
| 1 | Identify the interactive digital shifts in the humanities by reading, analysing, and creating new forms of multimodal, genre-fluid literature | | U,R | F | L | |
| 2 | Distinguish between genres and modalities of writing and literature in both the textual and digital formats | | R,U,A | P | L | |
| 3 | Critically reflect on the development of their writing in the context of the course and apply this learning to the creation of a diverse writing portfolio | | An, Ap | C | L | |

| | | | | | | |
|---|---|---|---|---|---|---|
| 4 | Gain practical knowledge about the publishing industry, and skills required to launch a successful publishing campaign. | | U, Ap | P | L | |
| 5. | Give expression to the inner creative self in a blended format of the textual and digital, expanding the reach of the products of their creativity. | | C, Ap | M | L | |

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

**Mapping of COs with PSOs and POs :**

| | PSO1 | PSO2 | PSO3 | PSO4 | PSO 5 | PSO6 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **CO 1** | 3 | - | 3 | 3 | - | - | 3 | 2 | - | - | 2 | 2 |
| **CO 2** | 3 | 3 | 2 | - | - | 1 | 3 | 2 | - | - | 3 | 3 |
| **CO 3** | 2 | - | 3 | - | - | 2 | 2 | 3 | - | 2 | 3 | - |
| **CO 4** | - | 3 | 3 | 3 | - | 2 | | 2 | | 3 | 3 | 3 |
| **CO 5** | - | - | 3 | 3 | 3 | 2 | - | 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
- Portfolio Assignment
- 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 | | ✓ | | ✓ |

**Mar Ivanios College (Autonomous)**

| | | | | | |
|---|---|---|---|---|---|
| Discipline | ENGLISH | | | | |
| Course Code | MIUK2AECENG198.1 | | | | |
| 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<br>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. | | | | |

| | Uni | Content | Hrs |
|---|---|---|---|

| | | | |
|---|---|---|---|
| | **t** | | |
| **I** | | **Life** | **12** |
| **Modul Ie** | 1 | A Visit - Margaret Atwood (Poem) https://www.poetryverse.com/margaret-atwood-poems/visit | |
| | | "Never Never Nest" - Cedric Mount- (One Act Play)<br><br>**Suggested Viewing**<br><br>Contentment and satisfaction with work and life: Greg Gianforte at TEDxBozeman –https://youtu.be/H7Mctx-W7oE?si=lnzeST-QldImyQLJ | |
| | 2 | Practicum:<br><br>1. Listening to various speeches on human life<br>2. Speaking on the importance of life skills<br>3. Identifying vocabulary related to life skills<br>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/<br><br>"The Pie and the Tart "– Hugh Chesterman (One-Act Play)<br><br>**Suggested Reading**<br><br>"A Man." – Vaikkom Muhammed Basheer. *Poovan Banana and Other Stories*. Trans. V Abdulla. Orient Longman. (Short Story)<br><br>**Suggested Viewing**:<br><br>Ending hunger now – Tedx talk https://www.ted.com/talks/josette_sheeran_ending_hunger_now?language=en | |

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|---|---|---|---|
| | | What we're getting wrong in the fight to end hunger \| Jasmine Crowe – TEDX https://youtu.be/VasJyDmMafA?si=P1irvSOZyRwtt8yC | |
| | 4 | **Practicum:**<br>1. Listening to various speeches on poverty and hunger<br>2. Speaking on the various strategies for eradication of hunger and poverty<br>3. Identifying vocabulary related to poverty and other human related issues.<br>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<br>"The Barber's Trade Union" – Mulkraj Anand (short story).<br>**Suggested Reading**<br>"Human Rights: General Introduction" - Leah Levin. *Human Rights: Questions and Answers.* Pp. 19-24. UNESCO Publishing. https://unesdoc.unesco.org/ark:/48223/pf0000219091<br>**Suggested Viewing**<br>2030- SDG 5- Gender Equality- Ted talks – https://youtu.be/CeZo-s16_RY?si=mS0OlFWnQeCTKjp8 | |

| | | | |
|---|---|---|---|
| | 6 | Practicum:<br><br>1. Listen to podcasts and speeches about various rights<br>2. Conduct discussions and debates on human rights related issues<br>3. Find and read stories, poems and articles dealing with rights and violation of rights.<br>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.<br><br>Chief Seattle's Speech https://suquamish.nsn.us/home/about-us/chief-seattle- speech/<br><br>**Suggested Reading**<br><br>"The Earth is Our Friend (Garden of Creation)" - Yasus Afari (Poem)<br><br>**Suggested Viewing**<br><br>Greta Thunberg's full speech at UN Climate Change COP25 - Climate Emergency Event- https://youtu.be/Eo_-mxvGnq8?si=fJUqZRT4CabJAoc3<br><br>Harmonising with Nature \| Gauranga Das \| TEDxIITIndore – https://youtu.be/Gf27FVPfibM?si=j5wmNjOFDp5O_OWS | |

| | | | |
|---|---|---|---|
| | 8 | **Practicum:**<br><br>1. Listening to speeches and podcasts on environmental issues | |
| | | 2. Speaking on environmental issues/conducting debates on factors affecting Nature.<br><br>3. Identifying vocabulary related to nature and environmental issues and natural calamities.<br><br>4. Writing an essay on environment issues in your locality | |
| **V** | | **Women** | **12** |
| | 9 | A Flowering Tree- A.K Ramanujan (short story)<br><br>https://publishing.cdlib.org/ucpressebooks/view?docId=ft067n99wt;brand=ucpres s<br><br>"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/<br><br>**Suggested Reading**<br><br>"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<br><br>**Suggested Viewing**<br><br>Respect for women, respect between humans \| Virginia Fara Pennisi \| TEDxAOSR Youth | |

| | | | |
|---|---|---|---|
| | | https://youtu.be/xEBo2fUUThU?si=1P980N45h5m98xLg<br><br>Respect my space, sincerely, the 1 in 5 \| Clare Sheedy \| TEDxAmherst – https://youtu.be/IK4g9gPmM10?si=FQ6OzQ6QFccxEaAa | |
| | 10 | Practicum:<br>1. Listening to Podcasts by women dealing with women's issues<br>2. Conducting debates on gender roles and gender equity<br>3. Note-taking and note-making from articles about women's concerns<br>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 Outcome**

| 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 | 1,4 |
| CO-2 | Apply the knowledge objectively in debate, seminar, panel and group discussion . | Ap | 2,6 |
| CO-3 | Analyse the various literary forms, techniques and theories in the literary works. | An | 1 |
| CO-4 | Evaluate and distinguish various literary genres like, poetry, autobiography, short stories, novels, etc, and distinguish the characterization based on its context. | E | 3 |
| CO_5 | Creatively express thoughts and ideas through various literary genres | C | 2 |

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

*Note: 1 or 2 COs/module*

**Mapping of COs with PSOs and POs :**

| | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO5 | PSO 6 | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **CO 1** | 3 | | | 3 | | | 3 | | | | | | 3 |
| **CO 2** | | 3 | | | | 3 | | | | 3 | 3 | | |
| **CO 3** | 3 | | | | | | 3 | | | | | | |
| **CO 4** | | | 2 | | | | | 2 | | | | | |
| **CO 5** | | 2 | | | | | | | | 2 | | | |

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

**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 | | | ✓ | |

**Mar Ivanios College (Autonomous)**

| | | | | | |
|---|---|---|---|---|---|
| Discipline | English | | | | |
| Course Code | MIUK2AECENG191.1 | | | | |
| 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.<br>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<br><br>https://genius.com/Margaret-atwood-the-moment-annotated | |
| | 2 | Networking skills- tact- diplomacy-assertiveness<br><br>7 Networking Skills, Their Importance, & Tips on How to Develop Them- Krati Joshi<br><br>https://emeritus.org/blog/best-networking-skills/ | |
| | 3 | Practicum: Role-Play: interaction with team members, employers,<br><br>employees | |
| **II** | | **Module 2** | **12** |
| | 4 | E-Commerce platforms bridges the digital gender divide in Rwanda<br><br>https://www.unwomen.org/en/news-stories/feature-story/2023/09/e-commerce-platform-bridges-the-digital-gender-<br><br>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<br><br>https://www.safetystratus.com/blog/top-4-environmental-concerns-for-business/ | |
| | 16 | How Things Work- Gary Soto<br><br>https://www.poetryfoundation.org/poems/42998/how-things-work | |
| | | How businesses are using Artificial Intelligence in 2024<br><br>https://www.forbes.com/advisor/business/software/ai-in-business/ | |
| | 17 | Practicum:<br><br>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.

Fernando, A. C., et al. Business Ethics: An Indian Perspective. Pearson India, 2019.

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

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 | 4,6 |

| | | | |
|---|---|---|---|
| CO-2 | Remember and recall the vocabulary and sentence patterns of the English language employed for various situations. | R | 1,2,6 |
| CO-3 | Apply communication and networking skills in appropriate situations | Ap | 2,6 |
| CO-4 | Evaluate and create environment friendly business practices. | E | 4 |
| Co-5 | Create effective business proposals and practices. | E,C | 2,3,6 |

**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 (T)** | **Practical (P)** |
|---|---|---|---|---|---|---|
| 1 | Understand ethical business practices,networ r king skills and the importance of gender equity | PO-5,7<br><br>PSO-4,6 | U | C | L | |
| | in business. | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| 2 | Remember and recall the vocabulary and sentence patterns of the English language employed for various situations | PO -4,5<br>PSO-1,2,6 | R | F,C | L | |
| 3 | Apply communication and networking skills in appropriate situations | PO-4,5<br>PSO-2,6 | Ap | M | L | |
| 4 | Evaluate and create environment friendly business practices. | PO-3,7<br>PSO-4 | E | M | L | |
| 5 | Create effective business proposals and practices. | PO-2,4,5<br>PSO-2,3,6 | 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 | PSO 4 | PSO5 | PSO 6 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CO 1 | | | | 3 | | 3 | | | | | 3 | | 3 |
| CO 2 | 1 | 3 | | | | 3 | 1 | | | 3 | 3 | | |
| CO 3 | | 3 | | | | 3 | | | | 3 | 3 | | |
| CO 4 | | | | 3 | | | | | 3 | | | | 3 |
| CO 5 | | 3 | 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 | | ✓ | | ✓ |
| CO 6 | | | ✓ | |

**Mar Ivanios College (Autonomous)**

| | | | | | |
|---|---|---|---|---|---|
| Discipline | English | | | | |
| Course Code | MIUK2AECENG192.1 | | | | |
| 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.<br>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-<br>Lakshmana Rao<br>https://science.thewire.in/the-sciences/a-beginners-guide-to-writing-a-popular-science-article-by-a-teacher/<br><br>Visualizing Science: Illustration and Beyond- Jen Christiansen<br>https://www.scientificamerican.com/blog/sa-visual/visualizing-science- illustration-and-beyond/<br><br>Suggested Reading<br>"One voice in the cosmic fugue", Cosmos, Chapter II -Carl Sagan<br><br>https://archive.org/details/cosmos_201910/mode/1up<br><br>Suggested Viewing<br>146 Years of Popular Science<br>https://www.youtube.com/watch?v=iSzWdDHD19E | |
| | 2 | Practicum<br>Listen to popular science talks<br>Hold discussions about ways to make science appealing Read and summarise the points of the chapter 2 of Cosmos<br>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%20w ood%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.<br>Suggested Reading<br>Mushroom Hunters audio and article https://www.themarginalian.org/2017/04/26/the-mushroom-hunters-neil- gaiman/<br><br>Suggested Viewing<br>Secret Lives of Cells– Life Sciences https://youtu.be/fwW86e3tFv4?si=pUimAS6EJtZb-Vx6 | |
| | 4 | Practicum<br>Listen to podcasts on life sciences<br>Have a discussion about the importance of observing varied life forms.<br>Read articles on life sciences<br>Write about any life form that interests you | |
| III | Imagined Apocalypse | | 12 |

Estd.1949

| | | | |
|---|---|---|---|
| | 5 | Ice Coming- Hellen Dunmore<br>https://www.thereader.org.uk/featured-anthology-earth-shattering-helen- dunmore/<br>The Road - John Hillcoat (Dir) 2009<br>https://www.youtube.com/watch?v=x6arDlAAF4Y&list=PL3C96EBF7B 0A92CC1 ( Parts 1-8)<br>Suggested Reading<br>Oryx and Crake by Margaret Atwood (Novel)<br>Apocalypse When - BBC graphic story<br>https://www.bbc.com/future/bespoke/20141215-apocalypse-when/index.html | |
| | | | |
| | 6 | Practicum<br>Listen to discussions on the fate of our planet Speech on the Future of Humanity<br>Make a Reading List of famous Sci Fi stories<br>Write an analytical Essay on any one of the stories listed | |

| | | | |
|---|---|---|---|
| IV | Science Fiction | | 12 |
| | 7 | " A Sound of Thunder" Ray Bradbury<br>https://www.astro.sunysb.edu/fwalter/AST389/ASoundofThunder.pdf<br>Lucy(2014) - by Luc Besson<br>https://www.youtube.com/watch?v=04fZKG1HAIo<br><br>Suggested Reading<br>1. "The Last Question" by Isaac Asimov<br>https://users.ece.cmu.edu/~gamvrosi/thelastq.html<br>Suggested Watching<br>ET - Steven Spielberg Dir (1982)<br><br>https://www.youtube.com/watch?v=9MNUeLGjecs | |
| | 8 | Practicum<br>Listen to interviews of scientists where they talk about future possilities<br>Speak about a scientific invention that you wish for<br>Read science fiction stories | |

| | | | |
|---|---|---|---|
| | | 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<br>https://www.science.org/content/article/when-i-encountered-language- barriers-my-career-here-s-how-i-broke-through<br>"Mute dancers: How to Watch a Hummingbird"<br>https://www.nytimes.com/1994/05/29/magazine/mute-dancers-how-to- watch-a-hummingbird.html<br><br>Suggested Viewing<br>Jargon: An insular community of science- Ethan Gysbertsen<br>https://youtu.be/qRmY_N3t7FM?si=rRCk8mo-5eRwVoQG<br><br>That's a Mouthful: The Pitfalls of Scientific Jargon<br>https://youtu.be/3Vu3dQWAYuM?feature=shared | |
| | | | |
| | 10 | Practicum<br>Listen to science podcasts | |
| | | Collect more terms related to Science<br>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.

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

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Greene, Anne E. Writing Science in Plain English. Univ. of Chicago Press, 2013.

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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

**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 | 3 |

| | | | |
|---|---|---|---|
| CO-3 | Differentiate the use of language employed in different fields of narration ,based on the study of scientific language. | R,Ap | 3 |
| CO-4 | Analyse the nuances of the language used in the narration of different fields of study | An | 2,3,6 |
| CO-5 | Create your own narratives based on your understanding of narratives in language | C | 2,6 |

**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 | | U | F, C | L | |
| | English language with special focus on the language used in scientific narratives | PO-1,4<br>PSO-1,2 | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| 2 | Remember and recall the language used in scientific works and identify its difference from other narratives | PO-2<br><br>PSO-3 | R | C,M | L | |
| 3 | Differentiate the | | R,Ap | M,C | L | |
| | use of language<br><br>employed in different fields of narration ,based on the study of scientific language. | PO-2<br><br>PSO-3 | | | | |
| 4 | Analyse the | | An | M | L | |
| | nuances of the<br><br>language used | PO-2,4,5<br><br>PSO-<br>2,3,6 | | | | |
| | in the narration | | | | | |
| | of different<br><br>fields of study | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | | | |
| 5 | Create your | | C | P | | P |
| | own narratives based on your | PO-4,5 | | | | |
| | understanding | | | | | |
| | of narratives in | | | | | |
| | language | | | | | |
| | | PSO-2,6 | | | | |
| | | | | | | |

**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** | **PSO6** | **PO 1** | **PO 2** | **PO 3** | **PO 4** | **PO 5** | **PO 6** | **PO 7** |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **CO 1** | 2 | 3 | | | | | 2 | | | 3 | | | |
| **CO 2** | | | 1 | | | | | 1 | | | | | |
| **CO 3** | | | 1 | | | | | 1 | | | | | |
| **CO 4** | | 3 | 1 | | | 2 | | 1 | | 3 | 2 | | |

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **CO 5** | | 3 | | | | 3 | | | | 3 | 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 | Assignment | Project Evaluation | End Semester Examinations |
|---|---|---|---|---|

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

**Mar Ivanios College (Autonomous)**

| | | | | | |
|---|---|---|---|---|---|
| Discipline | ENGLISH | | | | |
| Course Code | MIUK2AECENG193.1 | | | | |
| 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<br><br>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.<br>1. Blackberry Picking by Seamus Heaney https://www.poetryfoundation.org/poems/50981/blackberry-picking<br>2. A Pair of Mustachios by Mulk Raj Anand https://ncert.nic.in/ncerts/l/keww102.pdf | |
| | | **Suggested Reading**<br>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**<br><br>1. Prepare a vocabulary bank of new words you have encountered in the above literary works<br><br>2. Create a table of words, phrases, idioms and phrasal verbs you have come across in the literary works suggested above.<br><br>3. Create a table of twenty words and their antonyms from words chosen from the above texts.<br><br>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<br><br>1. Good Advice is Rarer than Rubies by Salman Rushdie<br><br>https://www.scribd.com/document/95843292/Good-Advice-is-Rarer-Than-Rubies#:~:text='Good%20advice%20is%20Rarer%20Than,them%20w hen%20they%20would%20open.<br><br>2. The Story of an Hour by Kate Chopin<br><br>https://archive.vcu.edu/english/engweb/webtexts/hour/ | |

| | | | |
|---|---|---|---|
| | | **Suggested Reading**<br><br>1. A Question of English by Ramachandra Guha<br><br>https://ramachandraguha.in/archives/a-question-of-english-the-telegraph.html<br><br>2. The Lumber Room by H H Munro<br><br>https://s3.amazonaws.com/exploros-shared-media/OER/ELA/Grade+8/ELA8.2.05.passages.pdf | |
| | 4 | **Practicum**<br><br>1. Prepare a vocabulary bank of new words you have encountered in the above literary works<br><br>2. Create a table of all the prepositions, conjunctions and auxiliary words you came across in the texts.<br><br>3. Do a reading of any other story by H H Munro and discuss the plot summary in class.<br><br>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.<br><br>1. When Free Speech is Truly Free by Sundar Sarukkai<br><br>https://www.thehindu.com/opinion/lead/when-free-speech-is-truly-free/article26601160.ece<br><br>2. The Stolen Bacillus by H G Wells<br><br>https://www.gutenberg.org/files/12750/12750-h/12750-h.htm#link2H_4_0001<br><br>**Suggested Reading** | |

| | | | |
|---|---|---|---|
| | | 1. Mrs Dutta Writes a Letter by Chithra Banerjee Divakaruni<br><br>https://www.theatlantic.com/magazine/archive/1998/04/mrs-dutta-writes-a-letter/377092/<br><br>2. Father and I by Pär Lagerkvist<br><br>https://www.theatlantic.com/magazine/archive/1952/09/father-and- | |

| | | | |
|---|---|---|---|
| | | i/641744/ | |
| | 6 | **Practicum**<br><br>1. Prepare a vocabulary bank of new words you have encountered in the above literary works<br><br>2. Create a table to list down examples of simple, complex and compound sentences from the texts prescribed above.<br><br>3. Do a group discussion on the major writers of science fiction in modern times.<br><br>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.<br><br>1. A Nice Cup of Tea by George Orwell<br>https://orwell.ru/library/articles/tea/english/e_tea<br><br>2. The Patriot by Nissim Ezekiel<br>https://www.poemhunter.com/poem/the-patriot-10/<br><br>**Suggested Reading** | |

| | | | |
|---|---|---|---|
| | | 1. The Model Millionaire by Oscar Wilde https://www.wilde-online.info/the-model-millionaire.html<br>2. A Day's Wait by Ernest Hemingway<br>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**<br>1. Prepare a vocabulary bank of new words you have encountered in the above literary works<br>2. Create a table to list down samples of loose, periodic and balanced sentences from the texts prescribed for study.<br>3. Do a group discussion on the notion of patriotism questioned by Nissim Ezekiel in his poem The Patriot.<br>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<br><br>1. The Gold Frame by R K Laxman<br>https://fybaenglish.blogspot.com/2018/12/the-gold-frame-r-k-laxman.html<br>2. The Mark of Vishnu by Khushwant Singh<br>https://www.scribd.com/document/597403154/The-Mark-of-Vishnu<br><br>**Suggested Reading** | |
| | | 1. Refund by Fritz Karinthy<br>https://egyankosh.ac.in/bitstream/123456789/27478/1/Unit-4.pdf<br>2. Christmas Day in the Morning by Pearl S Buck<br>https://www.plough.com/en/topics/culture/christmas-day-in-the-morning | |

| | | | |
|---|---|---|---|
| | 10 | **Practicum**<br><br>1. Prepare a vocabulary bank of new words you have encountered in the above literary works<br><br>2. Create a table of the figures of speech you have identified from the texts prescribed above<br><br>3. Do a group discussion on the concept of superstition highlighted by Khushwant Singh in his story The Mark of Vishnu<br><br>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_f unc tions_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 |
| CO-2 | Apply the words and literary expressions in specific contexts to embellish the language . | Ap | 2,6 |

| | | | |
|---|---|---|---|
| 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 |
| CO-4 | Evaluate the effectiveness of different communication styles for various purposes. | E | 2,3,6 |
| CO-5 | Compose pieces of writing following grammatical and structural rules of the language. | C | 2,6 |

**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 (T) | Practical (P) |
|---|---|---|---|---|---|---|
| 1 | Understand the | PO-3 | U,R | F, C | L | |
| | impact of mother tongue | | | | | |
| | interference on | | | | | |
| | pronunciation | | | | | |
| | and identify | | | | | |
| | commonly | PSO-1 | | | | |
| | mispronounced words in | | | | | |
| | English. | | | | | |
| 2 | Apply the words and literary expressions in specific contexts to embellish the language . | PO-4,5<br>PSO-2,6 | Ap | C,M | L | |
| 3 | Analyse the | | An | C,M | L | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | central themes | PO-7<br>PSO-4 | | | | |
| | 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. | | | | | |
| 4 | Evaluate the | | E | M,P | L | |
| | effectiveness of different | PO-2,4,5 | | | | |
| | communication | | | | | |
| | styles for | | | | | |
| | various | | | | | |
| | purposes. | PSO-2,3,6 | | | | |
| | | | | | | |
| 5 | Compose pieces of writing following grammatical | PO-4,5 | C | P | | P |

| | | | | | | |
|---|---|---|---|---|---|---|
| | and structural rules of the language. | PSO-2,6 | | | | |

**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 | PO 7 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CO 1 | 3 | | | | | | 3 | | | | | | |
| CO 2 | | 3 | | | | 3 | | | | 3 | 3 | | |
| CO 3 | | | | 3 | | | | | | | | | 3 |
| CO 4 | | 3 | 1 | | | 3 | | 1 | | 3 | 3 | | |
| CO 5 | | 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 | | ✓ | | ✓ |

**Mar Ivanios College (Autonomous)**

| | | | | | |
|---|---|---|---|---|---|
| Discipline | English | | | | |
| Course Code | MIUK2AECENG194.1 | | | | |
| 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<br>Prepare a table of frequently used words, their synonyms and antonyms.<br>Watch the youtube video given below and list down all the phrasal verbs presented with their respective meaning.<br>https://www.youtube.com/watch?v=JntXxLHTO5U&list=PLD6t6ckHsrubjvZ w-5k2mjkvKWkS_Mhg0&index=20<br>Watch the youtube video given below and make a presentation in the class on the topic "Methods to Improve Vocabulary"<br>https://www.youtube.com/watch?v=jK0IHubzHZo&list=PLD6t6ckHsrubjvZ w-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<br>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.<br>https://www.hitbullseye.com/Punctuation-Question.php<br>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.<br>https://chevronediting.com.au/proofreading-exercises/<br>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<br>Prepare a table of figures of speech in English with sample sentences.<br>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**<br><br>1. Watch the youtube video provided here and prepare a table on the formal and informal use of language while writing letters.<br><br>https://www.youtube.com/watch?v=wxq5NwX1sRE&t=74s<br><br>2. Watch the youtube video provided here and make a presentation in the class on the topic "How to Write an Email"<br><br>https://www.youtube.com/watch?v=xay5TeJVSC0&list=PLD6t6ckHsruZjc3Z m_XOz59FsOTuU1wPd&index=4<br><br>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**<br><br>1. Watch the youtube video listed below and prepare a table on all the necessary soft-skills you need.<br><br>https://www.youtube.com/watch?v=hZSARM4VaVs<br><br>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 | 1,2,6 |
| 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 | 1,2,6 |
| CO-3 | Students will be able to develop presentations on academic topics using clear structure and persuasive language | R, U, Cr | 2,6 |

| | | | |
|---|---|---|---|
| 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 | 1,2,6 |
| 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. | R, U, An | 2,3,6 |

**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 (T)** | **Practical (P)** |
|---|---|---|---|---|---|---|
| CO-1 | Students will be able to identify and explain the common errors in pronunciation caused by mother tongue interference. | PO - 1,4,5<br>PSO-1,2,6 | R, U, Ap | F,C | L | |
| CO-2 | Students will be able to compare | PO - | R, U, An | M,C | L | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | and contrast | 1,4,5 | | | | |
| | different varieties of English (e.g., American and Indian English) and critically assess their impact on communication. | PSO-1,2,6 | | | | |
| CO-3 | Students will be able to develop presentations on academic topics using clear structure and persuasive language | PO - 4,5<br>PSO-2,6 | R, U, Cr | P,M | L | |
| CO-4 | Students will be able to demonstrate proper use of tenses and sentence structures by constructing grammatically | PO - 1,4,5<br>PSO-1,2,6 | R, U, Cr | M,C | L | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | accurate sentences in various writing contexts | | | | | |
| 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 - 4,5<br>PSO-2,3,6 | 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 | PSO 4 | PSO5 | PSO 6 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CO 1 | 3 | 3 | | | | 3 | 3 | | | 3 | 3 | | |
| CO 2 | 3 | 3 | | | | 3 | 3 | | | 3 | 3 | | |
| CO 3 | | 3 | | | | 3 | | | | 3 | 3 | | |
| CO 4 | 3 | 3 | | | | 3 | 3 | | | 3 | 3 | | |
| CO 5 | | 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 | | | ✓ | |

Mar Ivanios College (Autonomous)

| | | | | | |
|---|---|---|---|---|---|
| Discipline | English | | | | |
| Course Code | MIUK2AECENG195.1 | | | | |
| 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.<br>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)<br><br>"Evolution" by Linda Bierds<br>https://www.poetryfoundation.org/poems/152070/evolution-5e0f6d77b22f4<br><br>Suggested Viewing<br>The Man Who Knew Infinity (2015)<br><br>Suggested Reading<br>Chapter 16 – Leaders - from Wings of Fire, the autobiography of Dr A.P.J. Abdul Kalam | |
| | | Practicum<br>Read about the lives of scientists and engineers<br>Speak about the contributions of any scientist or engineer who has made an impact on you<br>Write a short biographical piece<br>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<br>Excerpt from The Hitchhiker's Guide to the Galaxy: "Chapter 1"<br>https://park.academies.aspirationsacademies.org/wp-content/uploads/sites/12/2020/06/Yera-8-English-Creative-Writing-3-Hitchikers-guide-to-the-galaxy.pdf<br><br>"The Star" by Isaac Asimov<br>https://sites.uni.edu/morgans/astro/course/TheStar.pdf<br><br>Suggested Viewing<br>Star Trek (2009) | |
| | | Practicum:<br>Speak about some of the themes of humanity that are discussed in science fiction works<br>Read works of science fiction that imagine utopian and dystopian futures<br>Identify new vocabulary related to science fiction writing<br>Write a short science fiction piece | |

| | | | |
|---|---|---|---|
| III | Artificial Intelligence | | |
| | | Defining AI – technological singularity – different forms of AI – the uses and dangers of AI<br>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<br><br>"Tomorrow is Waiting" Holli Mintzer<br>http://strangehorizons.com/fiction/tomorrow-is-waiting/<br><br>Suggested Viewing:<br>Her (2013) | 12 |
| | | Practicum:<br>Read about the ethical concerns regarding AI<br>Identify vocabulary related to AI<br>Speak about the way that AI can make a positive impact on our lives<br>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<br>Steve Jobs Commencement Address at Stanford<br>https://news.stanford.edu/2005/06/12/youve-got-find-love-jobs-says/<br><br>"The Innovator's DNA: Mastering the Five Skills of Disruptive Innovators" by Jeff Dyer, Hal Gregersen, and Clayton M. Christensen<br>https://hbr.org/2009/12/the-innovators-dna<br><br>Suggested Listening<br>Scott Berkun – The Myths of Innovation<br>https://www.youtube.com/watch?v=amt3ag2BaKc<br><br>Suggested Reading<br>7 Science Innovations that are Changing Conservation<br>https://blog.nature.org/2017/04/17/7-science-innovations-changing-conservation/ | |
| | | Practicum<br>Read about the importance of innovation<br>Identify vocabulary and terms related to innovation<br>Speak about the ways in which innovators think differently<br>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<br>Living Humanist Values: The Ten Commitments By Kristin Wintermute<br>https://thehumanist.com/magazine/september-october-2019/features/living-humanist-values-the-ten-commitments<br>"The Egg" by Andy Weir<br>https://www.galactanet.com/oneoff/theegg_mod.html<br><br>Suggested Reading:<br>Robert L Sinheimer Humanism and Science<br>https://calteches.library.caltech.edu/361/3/humanism.pdf<br>Suggested Viewing<br>Steven Pinker – The Case for Reason, Science, Humanism and Progress https://www.youtube.com/watch?v=cz_fh1TJqNo | |
| | | Practicum<br>Reading about the ethical and moral considerations of scientific advancement<br>Speaking about the importance of humanism in scientific thinking<br>Writing about the ways in which the sciences are impacted by the humanities<br>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

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 | 2,3 |
| CO-2 | Apply effective listening skills for different purposes and demonstrate proper communication etiquette for different situations. | R, U, Ap, | 2,6 |
| CO-3 | Enhance their analytical writing skills through real life practical situations | U, An, | 2,6 |
| CO-4 | Develop an understanding of the multidisciplinarity of science and the humanities | An, Ap | 3,5 |
| CO-5 | Create pieces of writing which proves the multidisciplinarity of language. | An, Ap,C | 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)** |
|---|---|---|---|---|---|---|
| CO-1 | Identify and | PO-2,4 | U, R, An | F, C | L | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | analyse various barriers to | | | | | |
| | effective | | | | | |
| | listening in spoken | PSO-2,3 | | | | |
| | communication | | | | | |
| CO-2 | Apply effective listening skills for different purposes and demonstrate | PO-4,5 | R, U, Ap, | P,M | L | |
| | proper communication etiquette for different situations. | PSO-2,6 | | | | |
| CO-3 | Enhance their | PO-4,5 | U, An, | C | L | |
| | analytical writing skills through real life | | | | | |
| | practical | | | | | |
| | situations | PSO-2,6 | | | | |
| | | | | | | |
| CO-4 | Develop an | PO-2,6 | An, Ap | P | L | |
| | understanding of the | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | multidisciplinar | | | | | |
| | ity of science and the | PSO-3,5 | | | | |
| | humanities | | | | | |
| CO-5 | Create pieces of | PO-4,6 | An, Ap,C | | | P |
| | writing which proves the | | | | | |
| | multidisciplinar | | | | | |
| | ity of language. | PSO-2,5 | | | | |
| | | | | | | |

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

**Mapping of COs with PSOs and POs :**

| | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO5 | PSO 6 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CO 1 | | 3 | 1 | | | | | 1 | | 3 | | | |
| CO 2 | | 3 | | | | 3 | | | | 3 | 3 | | |
| CO 3 | | 3 | | | | 3 | | | | 3 | 3 | | |
| CO 4 | | | 1 | | 2 | | | 1 | | | | 2 | |
| CO 5 | | 3 | | | 2 | | | | | 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 | | | ✓ | |

MAR IVANIOS COLLEGE (AUTONOMOUS) TRIVANDRUM
VERITAS
VOS
LIBERABIT
Estd.1949

**Mar Ivanios College (Autonomous)**

| | | | | | |
|---|---|---|---|---|---|
| Discipline | ENGLISH | | | | |
| Course Code | MIUK2AECENG196.1 | | | | |
| 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<br><br>https://www.intrepidscout.com/poems-about-travel/ Chai Chai: Bishwanath Gosh<br><br>**Suggested Listening**<br><br>The Thoughtful Travel Podcast<br><br>https://podcasts.apple.com/us/podcast/the-thoughtful-travel-podcast/id1269489<br><br>*The Catch Me If You Can* by Jessica Nabongo https://d-pdf.com/electronic-book/3982 | |
| | 2 | **Practical** | |
| | | Listen to travel podcasts and identify the common terms related to travel<br>Make a List of the most popular travelogues,blogs, channels and publications in the world and make a presentation based on any one<br>Attempt a brief travelogue related to one of your journeys | |
| II | | Food | 12 |
| | 3 | "Inviting a Friend to Supper" by Ben Jonson<br>https://www.poetryfoundation.org/poems/50672/inviting-a-friend-to-supper<br>'Do Mothers Have Sundays'? from A World of Equals Ed. Susie Tharu ( pp 35-38)<br><br>Suggested Reading/Hearing<br>Gender Inequalities in Food and Agriculture<br>https://news.un.org/en/story/2023/04/1135597<br><br>Exploring Gender Differences in Media's Portrayal of Chefs<br>https://scholarworks.calstate.edu/downloads/j9602281r?locale=en | |

| | | | |
|---|---|---|---|
| | 4 | Practical:<br>Discussion on the advertisements related to food and cooking<br>Speech on gender disparity in Food Industry<br>Prepare a video of your cooking , describing the recipe | |
| III | Home | | 12 |
| | 5 | "Home" by Warsan Shire<br>https://www.facinghistory.org/resource-library/home-warsan-shire<br><br>Home by George Saunders<br>https://www.newyorker.com/magazine/2011/06/13/home-george-saunders<br>Suggested Reading/Watching<br>"Reading the Odyssey Far From Home" by Azareen Van Der Vliet Oloomi<br>"Home"- by Anne Bronte | |
| | 6 | Practica<br>Discuss the concept of nation as a home<br>"Is it to comparative safety that we migrate?"- Debate<br>Collect newspaper reports on people who come to Kerala for work and the issues they face.<br>Write a journal on your favourite moments at home | |
| IV | Biases | | 12 |

| | | | |
|---|---|---|---|
| | 7 | Eve's Diary by Mark Twain (short story)<br>https://www.gutenberg.org/files/8528/8528-h/8528-h.htm<br>How Prejudiced Are You?TEDx talk<br>https://www.ted.com/talks/jennefer_witter_how_prejudiced_are_you_recognizing_and<br>_combating_unconscious_bias<br><br>Suggested Reading/Viewing<br>Pride and Prejudice by Jane Austen<br>https://www.gutenberg.org/files/1342/old/pandp12p.pdf<br><br>Defeating Prejudice TEDx talk<br>https://www.ted.com/talks/simon_ives_defeating_prejudice | |
| | 8 | Practical:<br>List out terms/words related to the concept of bias<br>Discussions on formation of biases( race, caste, religion, gender, disability, ethnicity, nationality) and the ways to overcome.<br>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<br>https://www.poetry.com/poem/12159/the-brain%E2%80%94is-wider-than-the-sky<br>'The Important Things in Life'-Anthony Huntley<br>https://medium.com/@anthuntley/beautiful-short-story-the-important-things-in-life- 4b086c45969b<br>Suggested Reading/Writing<br>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/<br>A Well Educated Mind vs a Well Formed Mind: Dr Shashi Tharoor<br>https://www.youtube.com/watch?v=kcW4ABcY3zI<br>Change your mindset, change the game -Dr. Alia Crum<br>https://www.youtube.com/watch?v=0tqq66zwa7g | |
| | 10 | Practicum | |

| | | | |
|---|---|---|---|
| | | Speak about your daily practices to maintain your mental health.<br>Write an essay about the importance of mental health among teenagers<br>Mindfulness Excercise<br>https://mindfulnessexercises.com/wp-content/uploads/2018/09/body-scan.pdf?_ga=2.32191294.1079021815.1546914213-1876994156.1546404699<br>Pick out 5 Taylor Swift lyrics that speak on mental wellness. | |

**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.

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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

**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 |
| CO-2 | Identify key vocabulary, analyse sentence structure, and comprehend complex texts on various topics | U, An | 1,2 |
| CO-3 | Describe visuals, narrate, participate in group discussions, and adapt communication styles for various situations. | U, Ap | 2,6 |

| | | | |
|---|---|---|---|
| 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 | 1,2 |
| 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 | 2,3,6 |

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

*Note: 1 or 2 COs/module*

**Name of the Course: Credits: 2:0:2 (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. | | R, ,U, | F, C | L | |
| | | PO-1 | | | | |
| | | | | | | |
| | | PSO-1 | | | | |
| | | | | | | |
| 2. | Identify key vocabulary, analyse sentence structure, and comprehend complex texts on different | PO-1,4 | U, An | F,M | L | |
| | | | | | | |
| | | | | | | |
| | | PSO-1,2 | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | topics. | | | | | |
| 3. | Describe | PO-4,5 | U, Ap | M,C | L | |
| | visuals, narrate, participate in group | | | | | |
| | discussions, and | | | | | |
| | adapt communication | PSO-2,6 | | | | |
| | styles for various | | | | | |
| | situations | | | | | |
| 4. | Apply basic punctuation rules, analyse sentences for subject-verb agreement, identify parts of speech, and utilize articles and conjunctions effectively. | PO-1,4 | U, Ap ,E | M,P | L | |
| | | | | | | |
| | | PSO-1,2 | | | | |
| | | | | | | |
| 5. | Critically analyse information from various sources such as videos, articles, talks, stories, and form well-supported arguments. | PO-2,4,5 | An, E,C | M,P | | P |
| | | | | | | |
| | | PSO-2,3,6 | | | | |
| | | | | | | |

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

**Mapping of COs with PSOs and POs:**

| | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO5 | PSO 6 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CO 1 | 2 | | | | | | 2 | | | | | | |
| CO 2 | 2 | 3 | | | | | 2 | | | 3 | | | |
| CO 3 | | 3 | | | | 3 | | | | 3 | 3 | | |
| CO 4 | 2 | 3 | | | | | 2 | | | 3 | | | |
| CO 5 | | 3 | 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 | | ✓ | | ✓ |

| | | | | | |
|---|---|---|---|---|---|
| Discipline | English | | | | |
| Course Code | MIUK2AECENG197.1 | | | | |
| Course Title | English 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<br><br>and efforts aimed at advancing global development goals and social justice. | |
| | 1 | Gold - Global economy, Consumerism, cultural practices, dowry system, media influence<br><br>● The Legend of the Golden Snail<br><br>https://www.youtube.com/watch?v=sDUDo4BClWI<br><br>● World gold prices, dowry and death in India<br><br>https://cepr.org/voxeu/columns/world-gold-prices-dowry-and-death-india<br><br>Suggested Reading<br><br>● *The Treasure of the Sierra Madre* - B Traven (novel) | |
| | 2 | Practicum :<br><br>1. Ask students to retell the legend of the golden snail in their own words, either orally or in writing<br><br>2. Panel Discussion on the domestic and economic consumption of gold.<br><br>3. Debate on Dowry deaths in India.<br><br>4. Essay writing on The Role of Jewelry Advertisements in Media and their impact on consumerism | |
| II | | Unemployment and Migration | 12 |

| Module | Unit | Content | Hrs |
|---|---|---|---|
| 1 | | Un/Golden Prospects | 12 |
| | 3 | Unemployment, Migration, Refugees, Brain drain, Diaspora, Globalization effect<br>● "Home" - Warsan Shire (poem)<br>https://www.amnesty.ie/wp-content/uploads/2016/06/home-by-warsan-shire.pdf<br>● "Interpreter of Maladies" - Jhumpa Lahiri<br>https://iblit2013.wordpress.com/wp-content/uploads/2013/08/lahiri-interpreter-of-maladies-full-text.pdf<br>Suggested Reading<br>*How the García Girls Lost Their Accents* - Julia Alvarez (novel) | |
| | 4 | Practicum<br>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.<br>2. Organize and facilitate a discussion about the economic impact of diaspora communities.<br>3. Conduct an analysis of the employment situation in India and | |

| | | | |
|---|---|---|---|
| | | compile a report summarizing significant discoveries, emerging patterns, and obstacles concerning unemployment.<br><br>4. View a Documentary on the Refugee Crisis and Compose an Analysis | |
| III | | Race and Caste | 12 |
| | 5 | Discrimination, Inequality, Prejudice, Social hierarchy, Oppression<br><br>● "I have a Dream" – Martin Luther King (Speech)<br><br>https://www.btboces.org/Downloads/I%20Have%20a%20Dream%20by%20Martin%20Luther%20King%20Jr.pdf<br><br>● *"Dalit Girl"* - Mou Mukherjee Das (poem)<br><br>https://www.poemhunter.com/poem/dalit-girl/<br><br>Suggested Reading<br><br>● *Growing up untouchable in India* - Vasant Moon (Autobiography)<br>● "Still I Rise" - Maya Angelou https://www.poetryfoundation.org/poems/46446/still-i-rise | |
| | | Practicum :<br><br>1. Listen to speeches by any two prominent leaders on Casteism in India | |

| | | | |
|---|---|---|---|
| | 6 | 2. Examine the potency of language employed to communicate messages by the authors prescribed in the module.<br><br>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<br><br>● "A Poison Tree" - William Blake<br>https://www.poetryfoundation.org/poems/45952/a-poison-tree<br><br>● "Politics and the English Language" - George Orwell<br>https://bioinfo.uib.es/~joemiro/RecEscr/PoliticsandEngLang.pdf<br><br>Suggested Watching/Listening:<br><br>● Ethics: Yes, Even When Nobody is Watching \| Dawne Ware \| TEDxFairfieldUniversity<br><br>https://www.youtube.com/watch?v=ohmOCHYz530<br><br>● *A Civil Action* (1998) - Film by *Steven Zaillian* | 12 |

Estd.1949

| | | | |
|---|---|---|---|
| | 8 | Practicum: .<br><br>1. Facilitate a discussion on the importance of ethical behavior and personal integrity<br><br>2. Compile a list of key vocabulary words related to ethics and morality from the provided materials<br><br>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<br><br>● *Dangal* - Film by Nitesh Tiwari<br><br>● Steve Jobs: Stanford Speech https://www.youtube.com/watch?v=1i9kcBHX2Nw<br><br>Suggested Reading<br><br>● Success stories https://yourstory.com/2014/03/inspiring-stories<br><br>● What Makes You Unique? - https://www.ted.com/talks/richard_janes_what_makes_you_uni | |

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| | | que<br><br>● How Great Leaders Communicate by Carmie Gallo, *Harvard Business Review*<br><br>https://hbr.org/2022/11/how-great-leaders-communicate | |
| | 10 | Practicum<br><br>1. Watch the film *Dangal* and write a summary of the plot, characters, and themes<br><br>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.<br><br>3. Read success stories from the provided link and summarize the key lessons or insights gained.<br><br>4. Write a brief analysis of a leader's communication style based on the concepts presented in the article. | |

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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 | 1,2,6 |
| CO-2 | Familiarize learners with varied presentation tools | R, U | 2,6 |

| | | | |
|---|---|---|---|
| CO-3 | Describe visuals, narrate, participate in group discussions, and adapt communication styles for various situations | Ap | 2,6 |

| | | | |
|---|---|---|---|
| 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 | 2,6 |
| 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 | 2,6 |

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 (T) | Practical (P) |
|---|---|---|---|---|---|---|
| CO-1 | Identify key sounds in | PO-1,4,5 | U | F | L | |
| | English, comprehend different varieties of | | | | | |
| | accents, and extract specific and general information from lectures, and talks. | PSO-1,2,6 | | | | |
| | | | | | | |
| CO-2 | Familiarize learners with varied presentation tools | PO-4,5<br>PSO-2,6 | R, U | C | L | |

| | | | | | | |
|---|---|---|---|---|---|---|
| CO-3 | Describe visuals, narrate, | PO-4,5 | Ap | M | L | |
| | participate in group discussions, and adapt communication styles for | | | | | |
| | various situations | | | | | |
| | | PSO-2,6 | | | | |
| | | | | | | |
| CO-4 | Critically analyse | PO-2,4,5 | An | M | L | |
| | information from various | PSO-2,6 | | | | |
| | sources such as videos, | | | | | |
| | articles, talks, stories, and | | | | | |
| | form well-supported | | | | | |
| | arguments on topics | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | related to business | | | | | |
| CO-5 | Write clear and concise paragraphs in various styles, compose reports based on data and visuals, and draft effective emails and letters | PO-4,5 | E,C | C | | P |
| | | | | | | |
| | | PSO-2,6 | | | | |

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 | PO 7 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CO | 2 | 3 | | | | 3 | 2 | | | 3 | 3 | | |

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | | | | | | | | | | | | | |
| CO2 | | 3 | | | | 3 | | | | 3 | 3 | | |
| CO3 | | 3 | | | | 3 | | | | 3 | 3 | | |
| CO4 | | 2 | 2 | | | 3 | | 2 | | 3 | 3 | | |
| CO5 | | 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 | | ✓ | | ✓ |

**Mar Ivanios College (Autonomous)**

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|---|---|---|---|---|---|
| **Discipline** | **ENGLISH** | | | | |
| **Course Code** | MIUK2 MDC ENG180.1 | | | | |
| **Course Title** | Reading India Through Sports | | | | |
| **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.<br>2. | | | | |
| **Course Summary** | This course is based on the premise that one cannot understand modern India and its cultures without understanding the cultural politics of sport. Through a discussion of select academic essays, fiction, and popular films, it traces the ways in which sports have shaped such phenomena as colonialism, nationalism, gender, caste, capitalism etc. It is envisaged as | | | | |

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| | an accessible yet conceptually nuanced introduction to the methods of 'reading' sporting cultures. The continuous assessment for this course will include applications of these skills through analysis of sports magazines, sports related music videos, Twitter controversies and sports movies. |

**Detailed Syllabus:**

| Module | Unit | Content | Hrs |
|---|---|---|---|
| **I** | | **Sport and Empire in India** | **15** |
| | 1 | Sport, Empire, and Postcolonialism<br><br>Required Readings:<br><br>Ronojoy Sen: "White Man's Burden: Teachers, Missionaries, and Administrators." *Nation at Play: A History of Sport in India*, Pgs.58-73.<br><br>Boria Majumdar: "Indian Premier League and World Cricket." *The Cambridge Companion to Cricket*. Cambridge University Press,2011.Pgs. 173-186. | 6 |
| | 2 | Indian Cricket, Anti-Colonialism, and Postcolonial Nationalisms | 6 |

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|---|---|---|---|
| | | Extracts from R.K. Narayan: *Swami and Friends,* 1935<br><br>Ashutosh Gowarikar (Director): *Lagaan*, 2001. | |
| | 3 | Football and Anti-colonialism: Mohun Bagan's Victory against the East Yorkshire, 1911<br><br>Required Reading:<br><br>Kausik Bandhyopadhyay: "1911 in Retrospect: A Revisionist Perspective on a Famous Indian Sporting Victory", *International Journal of History of Sport* 21.3-4 (2004):363-383. | 3 |
| **II** | **Sport, Capitalism, and Postcolonial Nationalism** | | **15** |
| | 4 | Evolution of Cricketing Nationalism in Postcolonial India<br><br>Required Reading:<br><br>Satadru Sen: "How Gavaskar Killed Indian Football." *Football Studies* 5.2 (2002): 27-37. | 2 |
| | 5 | Indian Cricket and the Cola Wars<br><br>Required Reading:<br><br>Mike Marqusee: "Nothing Official About It". *War Minus the Shooting: A Journey through South Asia during Cricket's World Cup*, 189-206 | 4 |

| | | | |
|---|---|---|---|
| | | | |
| | 6 | Cricketing Celebrity and Nationalism<br><br>Required Reading:<br><br>Prashant Kidambi: "Hero, Celebrity and Icon: Sachin Tendulkar and Indian Public Culture." *The Cambridge Companion to Cricket.* Cambridge University Press,2011. Pgs. 187-202. | 4 |
| | 7 | Sporting Biopics and Nationalism<br><br>Required Reading:<br><br>Neeraj Pandey (Director): *M.S. Dhoni: The Untold Story*, 2016. | 5 |
| **III** | | **Religion, Region, Caste, and Gender** | **15** |
| | 8 | Sport and Communalism<br><br>Required Reading:<br><br>Shimit Amin (Director): *Chak De India!*, 2007. | 4 |

| | | | |
|---|---|---|---|
| | 9 | Sport and the Region<br><br>Required Reading:<br><br>Zakariya Mohammed. *Sudani from Nigeria*, 2018. | 3 |
| | 10 | Sport and Caste<br><br>Required Reading:<br><br>Suseendiran (Director): *Jeeva*, 2014. | 4 |
| | 11 | Sport and Gender<br><br>Required Reading:<br><br>Omung Kumar (Director): *Mary Kom*, 2018. | 4 |

**Suggested Reading**

Anand, S. ed. *Brahmans & Cricket: Lagaan's Millennial Purana and Other Myths*. Chennai: Navayana, 2003. Print.

Arjun Appadurai: "Playing with Modernity: The Decolonization of IndianCricket."*Modernity at Large: Cultural Dimensions of Globalization.* Oxford University Press, 1997. Pgs. 89-114.

Bateman, Anthony. *Cricket, Literature and Culture: Symbolising the Nation, Destabilising Empire*. Surrey: Ashgate, 2009. PDF file.

Bateman, Anthony and Jeffrey Hill, eds. *The Cambridge Companion to Cricket.* Cambridge: Cambridge University Press, 2011. Print.

Guha, Ramachandra. *A Corner of a Foreign Field: The Indian History of a British Sport*. London: Picador, 2002. Print.

Gupta, Amit. "India and the IPL: Cricket's Globalized Empire." *The Round Table* 98.401 (2009):201-211. *Taylor & Francis Online.* Web. 8 Nov. 2015.

James, C.L.R. *Beyond a Boundary.* 1963. London: Yellow Jersey, 2005. Print.

Majumdar, Boria and J.A. Mangan. *Sport in South Asian Society: Past and Present.* Oxon: Routledge, 2005. Print.

Malcolm, Dominic. *Globalizing Cricket: Englishness, Empire and Identity.*London and New York: Bloomsbury Academic, Kindle ebook.

---. "Subalterns, Cricket and the 'Nation': The Silences of 'Lagaan'." *Economic and Political Weekly* 36.49 (2001): 4580-4588. Web. 28 April 2017.

Mangan, J.A. *The Games Ethic and Imperialism: Aspects of the Diffusion of an Ideal*. 1986. London: Frank Cass, 1998. Print.

Naha, Souvik. "Adams and Eves at the Eden Gardens: Women Cricket Spectators and the Conflict of Feminine Subjectivity in Calcutta, 1920–1970." *The International Journal of History of Sport* 29.5 (2012): 711-29. Web. 21 Sep. 2017.

Silk, Michael and David Andrews. "The Spatial Logics of Global Sponsorship: Corporate Capital, Cola Wars and Cricket." *Global Sport Sponsorship* .Ed.. John Amis and T. Bettina Cornwell. 67-88. Oxford: Berg, 2005. PDF file.

## Course Outcomes

| No. | Upon completion of the course the graduate will be able to | Cognitive Level | PSO addressed |
|---|---|---|---|
| CO-1 | Analyze the ways in which Indian sport functioned as a site in which colonial discourses were propagated as well as challenged. | U, An | PSO1, PSO3 |

| | | | |
|---|---|---|---|
| CO-2 | Read the relationship Indian sporting cultures and corporate capitalism. | U, An | PSO1, PSO3 |
| CO-3 | Critique the ways in which Indian sporting nationalisms have been complicated by the power hierarchies of gender, caste, and religion. | U, An | PSO3, PSO4 |

**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 | Analyze the ways in which Indian sport functioned as a site in which colonial discourses were propagated as well as challenged. | PO1, PO2, PSO1, PSO3 | U, An | C | L | - |
| CO-2 | Read the relationship Indian sporting cultures and corporate capitalism. | PO1, PO2, PSO1, PSO3 | U, An | C | L | - |
| CO-3 | Critique the ways in which Indian sporting | PO2, | U, An | C | L | - |

| | | | | | | |
|---|---|---|---|---|---|---|
| | nationalisms have been complicated by the power hierarchies of gender, caste, and religion. | PO7, PSO3, PSO4 | | | | |

**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** | **PO7** |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **CO 1** | 3 | - | 3 | - | - | - | 3 | 2 | - | -- | - | - | - |
| **CO 2** | 3 | - | 3 | - | - | - | 3 | 3 | - | - | - | - | |
| **CO 3** | - | - | 3 | 2 | - | - | - | 3 | - | - | - | - | 2 |

**Correlation Levels:**

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

**Mar Ivanios College (Autonomous)**

| | | | | | |
|---|---|---|---|---|---|
| **Discipline** | **ENGLISH** | | | | |
| **Course Code** | MIUK3 DSC ENG200.1 | | | | |
| **Course Title** | BRITISH LITERATURE II | | | | |
| **Type of Course** | **DSC** | | | | |
| **Semester** | 3 | | | | |
| **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.<br>2. | | | | |
| **Course Summary** | This course aims to discuss and familiarize the students with the different phases of English Literature from Romantic Age to Twentieth Century. | | | | |

**Detailed Syllabus**

| Module | Unit | Content | Hrs |
|---|---|---|---|
| I | | **Background Information / Key concepts** | **15** |
| | 1 | Romantic Age- Romantic sensibility- Lyrical Ballads- French Revolution- Gothic writings- Precursors- Lake Poets | |
| | 2 | Victorian Age-Victorian poets – Pre-Raphaelite Poetry - Victorian prose writers –Industrial Revolution-Colonialism-Victorianism- Victorian Compromise - Victorian novelists – Women novelists | |
| | 3 | Early and mid-20th - World War I - War Poets-WWII and Holocaust | |
| | 4 | Major Movements- Edwardian, Georgian poetry-Modernism-Imagism-Surrealism- Dadaism- A Rise of Psychological novels-Political Satire | |
| II | | **Romantic Age** | **15** |
| | 1. | William Wordsworth: “To the Cuckoo” | |
| | 2 | ST Coleridge: “Frost at Midnight” | |

| | | | |
|---|---|---|---|
| | 3 | John Keats: "Ode on Grecian Urn" | |
| | 4 | Percy Bysshe Shelley: "Ode to the West Wind" | |
| | 5 | William Hazlitt: "On Londoners and Country People" | |
| | 6 | Mary Wollstonecraft :"Vindication of the Rights of Women" -Chapter 1 | |
| | 7 | Charles Lamb: "A Dissertation Upon Roast Pig" | |
| | 8 | Jane Austen : *Pride and Prejudice* | |
| **III** | | **Victorian Age** | **15** |
| | 1 | Matthew Arnold : "Dover Beach" | |
| | 2 | Tennyson: " Ulysses" | |
| | 3 | Charles Dickens: *David Copperfield.* | |
| | 4 | AG Gardiner : "On Saying Please" | |
| | 5 | Robert Browning : "My Last Duchess" | |

| | | | |
|---|---|---|---|
| | 6 | Charlotte Bronte: :"On the Death of Anne Bronte" | |
| **IV** | **Modern Age** | | **15** |
| | 1. | Hilda Doolittle: " Oread" | |
| | 2. | Dylan Thomas : "Poem in October" | |
| | 3. | W B Yeats : "Easter 1916" | |
| | 4. | TS Eliot : "The Love Song of J. Alfred Prufrock | |
| | 5. | Rupert Brooke -:"The Soldier" | |
| | 6. | James Joyce : "Eveline" | |
| | 7. | D H Lawrence: "The Rocking Horse Winner" | |
| | 8. | E M Forster: *A Passage to India* | |
| | | **Suggested Reading**<br><br>Bradbury, Malcolm. The Modern British Novel. London: Secker and Warburg, 1993. Print. Bradbury, Malcolm.<br><br>Das, Santanu (ed.). The Cambridge Companion to the Poetry of the First World War. New York: Cambridge University Press, 2013. Print. | |

Connor, Steven. The English Novel in History: 1950 – 1995. London and New York: Routledge, 1996. Print.

Innes, Christopher. Modern British Drama: 1890-1990. Cambridge: University Press, 1992. Print

McLane, Maureen N and James Chandler. The Cambridge Companion to British Romantic Poetry. Cambridge University Press, 2008.Print

Peck, John, and Martin Coyle. A Brief History of English Literature. Palgrave 2003.

Wordsworth, Jonathan. The Penguin Book of Romantic Poetry. United Kingdom, Penguin Books Limited, 2005.

Steinbach, Susie L.. Understanding the Victorians: Politics, Culture and Society in Nineteenth-Century Britain. United Kingdom, Taylor & Francis, 2012.

Dawson, Ashley. The Routledge Concise History of Twentieth-century British Literature. United Kingdom, Routledge, 2013.

Choudhury, Bibhash. English Social and Cultural History: An Introductory Guide and Glossary.PHI learning, 2005.

Walker, Hugh. The Literature of the Victorian Era. Cambridge University Press. 2011.

Grierson, Herbert and J. C. Smith. A Critical History of English Poetry. London:Bloomsbury, 2013

Watt,Ian (ed.). The Victorian Novel. London: Oxford

| | | | |
|---|---|---|---|
| | | University Press,1971.Print. | |

**Course Outcomes**

| No. | Upon completion of the course the graduate will be able to | Cognitive Level | PSO addressed |
|---|---|---|---|
| CO-1 | Understand the socio-political, historical and cultural contexts of the various works dealt with | U | PSO-1,2 |

| | | | |
|---|---|---|---|
| CO-2 | Apply critical thinking necessary to discern literary merit. | R, U | PSO -1,3 |
| CO -3 | Evaluate the changing trends in English literature in the 18th, 19th and 20th centuries. | E | PSO 3,4 |
| CO-4 | Understand the history of English literature from the Romantic Age to 20th C. | U | PSO1,2 |
| CO -5 | To think creatively and write imaginatively. | C | PSO 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 | Understand the socio-political, historical and cultural contexts of the various works dealt with | PO1/PSO1/PSO 1,3 | U | F | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| 2 | Apply critical thinking necessary to discern literary merit | PO1/PSO 1 | R,U | F | | |
| 3 | Evaluate the changing trends in English literature in the 18th, 19th and 20th centuries. | PO 1,2/PSO 1,3 | An | F,C | | |
| 4 | Understand the history of English literature from the Romantic Age to 20th C. | PO2/PSO 3 | E | F,C | | |
| 5 | To think creatively and write imaginatively | PO2/PSO 3 | C | F,C | | |

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

**Mapping of COs with PSOs and POs :**

| | PSO1 | PSO2 | PSO3 | PSO4 | PSO | PSO6 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | 5 | | | | | | | |
| CO 1 | 3 | | | | | | 3 | | | | | |
| CO 2 | | 2 | | | | | 1 | 2 | | | | |
| CO 3 | 2 | | 2 | | | | 1 | 2 | | | | |
| CO 4 | | | 3 | | | | | 3 | | | | |
| CO 5 | | | 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 | / | ✓ | | ✓ |

**Mar Ivanios College (Autonomous)**

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|---|---|---|---|---|---|
| **Discipline** | **ENGLISH** | | | | |
| **Course Code** | MIUK3 DSC ENG201.1 | | | | |
| **Course Title** | Reading AI and Robots through Science Fiction | | | | |
| **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. Basic Knowledge and interest in Science<br>2. Basic Knowledge on Science Fiction, Fandoms, Anime | | | | |
| **Course Summary** | This course aims to give an introductory knowledge on how contemporary scientific inventions were first imagined by writers who visualised it. It will help the students to develop a broader perspectives on the identity, uses and existence of AI , Robots, Virtual Reality in real world and on how our relation with machines can be affirmative. As it is a multi | | | | |

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|---|---|
| | disciplinary study the course opens challenging research opportunities in future. |

**Detailed Syllabus:**

| Module | Unit | Content | Hrs |
|---|---|---|---|
| **I** | | **Meet the One You Live With!** | **15** |
| | 1 | World making in Science fiction- a brief introduction- origins-genres-authors-novum-utopia-dystopia-Futuristic nature | |
| | 2 | Time Travel, Space and Human –Physics, Philosophy and Literature<br><br>Reading<br><br>Ray Bradbury : A Sound of Thunder<br><br>https://www.astro.sunysb.edu/fwalter/AST389/ASoundofThunder.pdf<br><br>Suggested Movie<br><br>*Interstellar* directed by Christopher Nolan (Available in Netflix) | |
| | 3 | The invisible but Real Space-Cyber space and Cyber Punks-An introduction<br><br>William Gibson : *Neuromancer* | |

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|---|---|---|---|
| | | Suggested Movie<br><br>Blade Runner directed by Rydley Scott | |
| | 4 | Meet the Monsters- Aliens, Avatars and Mutants<br><br>Extra terrestrial Life-Life on other planets-Scientific Reports<br><br>https://exoplanets.nasa.gov/news/1763/the-hunt-for-life-on-mars-and-elsewhere-in-the-solar-system/<br><br>Reading<br><br>Mary Shelley : Frankenstein<br><br>Robert Haenlein: All you Zombies<br><br>Suggested Movie<br><br>*Godzilla* directed by Roland Emmerich | |
| **II** | | **O! HE/SHE/It is Real** | 15 |
| | | AI-Introduction and Brief history- Machine consciousness- Ethical dilemmas in AI, Human Intelligence and Machine Intelligence, Turing Test- job automation-surveillence-human-AI interactions –AI and identity- chat GPT-AI influencers | |
| | 6 | Life with AI-Introduction-Speech Recognition, Natural Language Processing, Facial Expression Recognition, Art Appreciation, Reasoning, Emotional behaviours<br>Reading<br>Robert J Sawyer : WWW: Wake | |
| | 7 | Reading<br>Holli Mintzer : Tomorrow is Waiting<br><br>Suggested Movie<br><br>A.I.: Artificial Intelligence (2001), dir. Steven Spielberg | |

| | | | |
|---|---|---|---|
| | 8 | AI in the Real World-Gender biases in AI and challenges in AI algorithms<br><br>“Can Female Robots Challenge Our Biases?<br><br>Kismet the social Robot<br>https://www.pbslearningmedia.org/resource/eng06.sci.engin.design.kismet/kismet-the-social-robot/<br><br>Auria Kathi the first AI poet<br>https://nurecas.com/auria-kathi-an-artist-in-the-cloud<br><br>Use of AI influencers in marketing<br>https://www.linkedin.com/pulse/ai-influencers-future-influencer-marketing-klokist-k0jqf#:~:text=Another%20example%20of%20AI%20influencer,virtual%20influencers%20in%20the%20world | |
| | 9 | Do they Challenge Us?<br><br>Don’t fear AI, Work with them<br>https://www.ted.com/talks/garry_kasparov_dont_fear_intelligent_machines_work_with_them#t-502087<br><br>Can computer write Poetry-Ted Talk<br>https://www.ted.com/talks/oscar_schwartz_can_a_computer_write_poetry#t-42451 | |
| **III** | | **Robot the World Citizen** | **15** |
| | 10 | Robots and Robotics in SF - Humanoid robots, Cyborg, Brain–Computer Interface (BCI), Nanotechnology, Merger of man and machine.<br><br>Reading<br><br>https://www.britannica.com/topic/Three-Laws-of-Robotics<br><br>Issac Asimov : “Runaround” “ I Robot”<br><br>Sanjeev and Robotwallah : Ian McDonald<br><br>Mike Resnick : Science Fiction Stories: Article of Faith | |

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|---|---|---|---|
| | | https://www.baen.com/Chapters/1932093033/1932093033___1.htm<br><br>Suggested Movies<br><br>*I Robot* directed by Alex Proyas<br><br>*Terminator* directed by James Cameron | |
| | 11 | Behind the Making of Sophia the Robot –Gender representation in robotics- bias-socio cultural factors-technological determinism-Robot and Citizenship<br><br>A Show with Robots<br>https://www.youtube.com/watch?v=G-zyTlZQYpE<br><br>Ursula K. Le Guin : Nine Lives | |
| | 13 | Role of Fandom and Anime in SF<br><br>Fandom for Robots<br><br>https://www.uncannymagazine.com/article/fandom-for-robots/<br><br>Critical Discussion on the making and Production of<br><br>*Mobile Suit Gundam* directed by Yoshiyuki Tomino,<br><br>https://www.cs.toronto.edu/~mertz/en/reviews/mobile_suit_gundam.html | |
| | 14 | Introduction to Bots-chat bots and social media bots<br><br>https://www.cloudflare.com/learning/bots/what-is-a-bot/<br><br>Reading<br><br>Suzanne Palmer: The Secret Life of Bots | |

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|---|---|---|---|
| | | https://clarkesworldmagazine.com/palmer_09_17/<br><br>(Any poem created by Chat GPT from your response) | |
| **IV** | | **Ethics and Use** | **15** |
| | 15 | Ethics and Use of Robots –Objectification-harmful stereotypes-body image-Impact on human relationships and communication-cultural norms- labour markets<br><br>Suggested Movie<br><br>*Her* directed by Spike Jonze( 2013)<br><br>Mike Resnick : Article of Faith<br><br>https://www.baen.com/Chapters/1932093033/1932093033___1.htm<br><br>• Digital Genies : An interview with A.I. expert Stuart Russell<br><br>https://slate.com/technology/2016/04/stuart-russell-interviewed-about-a-i-and-human-values.html | |
| | 16 | • How Robots Can Assist Students With Disabilities<br><br>https://www.nytimes.com/2022/03/29/technology/ai-robots-students-disabilities.html | |
| | 17 | Writing Science Fiction-character development-plot-Themes and Concepts<br><br>Write an SF story with Chat GPT using Sophia and any of the AI influencers as protagonist | |
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| | | **Suggested Reading** | |
| | | Bould, Mark etal (ed)- The Routledge Companion to Science Fiction (2009), Routledge, London & New York | |
| | | Cavallaro Dani - Cyberpunk and Cyberculture : Science Fiction and The Work of William Gibson<br><br>https://is.muni.cz/www/yojo/25476916/Cyberpunk_and_Cyberculture__Science_Fiction_and_the_Work.pdf | |
| | | Robert, Adams Get started in writing Science Fiction and Fantasy<br><br>https://www.amazon.in/Started-Writing-Science-Fiction-Fantasy/dp/1444795651<br><br>Jerry Kaplan, Artificial intelligence, New York, NY : Oxford University Press, 2016 4.<br><br>Kevin Warwick, Artificial Intelligence: The Basics, Routledge, Taylor & Francis Group, 2012. | |

**Course Outcomes**

| No. | Upon completion of the course the graduate will be able to | Cognitive Level | PSO addressed |
|---|---|---|---|

| | | | |
|---|---|---|---|
| CO-1 | Understand the depiction of AI and robots in Science Fiction along with the fears and hopes about them in future | U A | PSO-1 |
| CO-2 | Ability to discern the identities and rights of AI and robots in real world | A, Ap,E | PSO- 1,2,3 |
| CO-3 | Identify and use Ai, Robots and bots to collaborate in arts ,literature and other creative works | Ap,C | PSO- 2,3,5.6 |
| CO-4 | Discuss and analyse the ethical challenges on the use of modern technology | U,An,Ap | PSO- 2,4,5 |
| CO-5 | to create aspiring writers to read and write in Science Fiction genre | C, U,Ap | PSO- 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 (T) | Practical (P) |
|---|---|---|---|---|---|---|
| 1 | Understand the depiction of AI and robots in Science Fiction along with the fears and hopes about them in future | | U A | F, C | L | |

| | | | | | | |
|---|---|---|---|---|---|---|
| 2 | Ability to discern the identities and rights of AI and robots in real world | | A, Ap,E | F,C | L<br>L | |
| 3 | Identify and use Ai, Robots and bots to collaborate in arts ,literature and other creativeworks | | Ap,C | F,P | L | |
| 4 | Discuss and analyse the ethical challenges on the use of modern technology | | U,An,Ap | C,M | L | |
| 5 | create aspiring writers to read and write in Science Fiction genre | | C, U,Ap | F, P | L | p |

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

**Mapping of COs with PSOs and POs :**

| | PSO | PSO | PSO | PSO4 | PS | PSO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|

| | 1 | 2 | 3 | | 05 | 6 | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CO 1 | 3 | 3 | | 2 | 3 | 1 | 3 | 3 | | | 3 | 3 | |
| CO 2 | 3 | 3 | 3 | | 3 | 3 | | 3 | | | 3 | 3 | |
| CO 3 | | 3 | 3 | | 3 | 3 | 2 | 3 | | 3 | 3 | 3 | |
| CO 4 | | 3 | 2 | 3 | 3 | | | 3 | | 3 | 3 | 3 | 3 |
| CO 5 | 2 | 2 | 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 / 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** | ✓ | ✓ | | ✓ |

Mar Ivanios College (Autonomous)

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|---|---|---|---|---|---|
| Discipline | **ENGLISH** | | | | |
| Course Code | MIUK3 DSC ENG202.1 | | | | |
| Course Title | **Voices From the Marginalised**<br><br>**Dalit and African American Writings** | | | | |
| 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. General information on different genres of literature<br><br>. | | | | |
| Course Summary | This course attempts to provide the African American and Dalit literary expressions with respect to the socio-political, cultural and racial strategies of exclusion. The focus of this course will be on the various maneuvers of discrimination and strategies of resistance to the problematic | | | | |

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| | representations of caste, class, gender and culture in their society, thereby enabling a cross-cultural analysis on the modes of oppression, erasure and exploitation. |

Detailed Syllabus:

| Module | Unit | Content | Hrs |
|---|---|---|---|
| **I** | | **Socio-Political Backgrounds** | **10** |
| | 1 | Introduction to Racism, Classism and Slavery | |
| | 2 | Dalits ,Caste, Religion and Class divisions in India | |
| | 3 | Afro Americans, Race, Slavery, Class divisions, | |
| | 4 | Black Literature-Harlem renaissance-Slave narratives-Abolitionism- Black Panthers-African American Literature | |
| | 5 | Emergence of Dalit Literature-Proto Dalit-Ambedkar-Panther Movement -Contemporary writers | |
| **II** | | **Maneuvers of Oppression** | 15 |
| | 6 | Arjun Kamble : Which Language Should I Speak? | |
| | 7 | S Joseph : Fishmonger | |
| | 8 | Hanumanthaiah, N.K: 'Untouchable! Yes, I Am.' Translated from Kannada by Ankur Betageri.. | |
| | 9 | Langston Hughes : The Negro Speaks of Rivers" https://www.poetryfoundation.org/poems/44428/the-negro-speaks- | |

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| | | of-rivers | |
| | 10 | Bandhumadhav : The Poisoned Bread | |
| | 11 | Narayan : Kocharethi: the Arayer Woman (OUP, 2011) Tr. Catherine Thankamma | |
| | 12 | Frederick Douglas : Narrative of the Life of Frederick Douglas | |
| | 13 | James Baldwin : "Sonny's Blues" https://sfponline.org/Uploads/372/sonnysblues.pdf | |
| **III** | **Protest and Resistance Realism-Naturalism-Modernism-Black Arts Movement-Jazz and the Blues** | | |
| | 14 | N T Rajkumar : "Untitled Poem" | 15 |
| | 15 | Nikki Giovanni : "Nikki Rosa" https://www.poetryfoundation.org/poems/48219/nikki-rosa | |
| | 16 | Siddhalingaiah : "The Dalits Are Coming" | |
| | 17 | Lawrence Dunbar : "We Wear the Mask" | |
| | 18 | Sharankumar Limbale : Akkarmashi ( The OutCaste ) | |
| | 19 | Baburao Bagul : "When I Hid My Caste" *When I Hid My Caste Tra*ns.Jerry Pinto | |
| | 20 | Tony Morrison : Recitatiff https://www.cusd80.com/cms/lib/AZ01001175/Centricity/Domain/1073/Morrison_recitatifessay.doc.pdf | |

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| | 21 | Half Black, Half Blacker: An Interview with Blues Poet Sterling Plumpp<br><br>https://www.worldliteraturetoday.org/blog/interviews/half-black-half-blacker-interview-blues-poet-sterling-plumpp-john-zheng | |
| **IV** | | **Gender, Caste and Race**<br><br>**Intra caste Patriarchy-Intersectionality-Black feminist movement** | 15 |
| | 22 | Sojourner Truth : Ar'nt I a Woman | |
| | 23 | Phillis Wheatley : "On Being Brought from Africa to America" | |
| | 24 | Meena Kandasami : The Gypsy Goddess | |
| | 25 | Gwendolyn Brooks : Kitchenette Building | |
| | 26 | Vijila Chirappad : Waste Land | |
| | 27 | C Ayappan : Madness | |
| | 28 | Zora Neal Hurston : Their Eyes Were Watching God | |
| | 29 | ZZ Packer : Drinking Coffee Elsewhere | |
| | 30 | Bama : Sangati. | |
| | 31 | Gopal Guru : Dalit Women Talk Differently – https://www.jstor.org/stable/4403327 | |
| V | | **Critical Discussions** | 5 |
| | 32 | Trey Ellis : The New Black Aesthetic | |

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| | 33 | Limbale, Sharankumar: Towards an Aesthetics of Dalit Literature: History Controversies and Considerations. | |
| | 34 | *Brooklyn Boheme* Directed by Nelson George and Diane Paragas (2011) | |
| | 35 | *Fandry* Directed by Nagaraj Manjule(2013) | |
| | | **Activities** | |
| | | Jazz Music and Dalit Pop songs as modes of Resistance and Resilience | |
| | | Explore the use of Social Language as a tool for discrimination | |
| | | A historical study on the Intersection of The Panther Movement and Activism across Black and Dalit Cultures | |
| | | A Reporting of any popular regional Dalit movements | |

**Suggested Reading**


B.R. Ambedkar. Annihilation of Caste

Dangle Arjun "Introduction: Dalit Literature Past, Present and Future."Ed. Poisoned Bread: Translations from Modern Marathi Dalit Literature. Hyderabad: Orient Longman. 1994.

Fanon, Frantz. Black Skin, White Masks. (London: Pluto, 1986) •

Fanon, Frantz. The Wretched of the Earth. (London: penguin 1990)

Graham, Maryemma, Jerry W. Ward, Jr. The Cambridge History of African American Literature.

Limbale, Sharankumar. Towards an Aesthetics of Dalit Literature: History Controversies and Considerations. Translated from Marathi by Alok Mukherjee. New Dalhi: Orient Black Swan, 2010.

Raj Kumar, Dalit Personal Narratives: Reading Caste, Nation and Identity (Hyderabad: Orient Black Swan Pvt. Ltd, 2011) • Rosalind O'Hanlon, Caste, C

Susie Tharu and K. Satyanarayana (Ed). "No Alphabet in Sight: New Dalit Writing" from South India Dossier 1: Tamil and Malayalam. Delhi: Penguin: 2011

Sharmila Rege, Writing Caste / Writing Gender: Reading Dalit Women's Testimonies, (New Delhi: Zubaan, Kali for Women, 2006)

Singh. Roja. Spotted Goddesses

Dalit Women's Agency-narratives on Caste and Gender Violence. Lit Verlag.2018.

Zakir Abedi, Contemporary Dalit Literature. Quest for Dalit Liberation. (New Delhi: Arise Publishers, 2010).

## Course Outcomes

| No. | Upon completion of the course the graduate will be able to | Cognitive Level | PSO addressed |
|---|---|---|---|
| CO-1 | Compare, discuss and analyze a broad range of African American and Dalit texts in a variety of genres, including poetry, fiction, autobiography, and criticism. | U,R, An | PSO-1, 2 |
| CO-2 | Deduce and describe the arguments of literary texts and the socio-political ramifications of literary techniques, genres, and productions. | R, U,An | PSO-2,3,4,5 |
| CO_3 | Practice and develop their skills in oral and written argumentation and the analysis of textual evidence. | R, Ap, | 2,6 |
| CO_4 | Apply the observations in future research and to | C,E,Ap | 3,4,5, |

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| | voice for the marginalised and the silenced of the society | | |

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 | Cognitive Level | Knowledge Category | Lecture (L)/Tutorial (T) | Practical (P) |
|---|---|---|---|---|---|---|
| 1 | Compare, discuss and analyze a broad range of African American and Dalit texts in a variety of genres, including poetry, fiction, autobiography, and criticism. | 1,6 | U,R, An | F, C | L | |
| 2 | Deduce and describe the arguments of literary texts and the socio-political ramifications of literary techniques, genres, and productions | 2,5, 6 | R, U,An | P, M, | L | |
| 3 | Practice and develop | 2,5, | R, Ap, | P, C,M | L | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | their skills in oral and written argumentation and the analysis of textual evidence. | 3 | | | | |
| 4 | Apply the observations in future research and to voice for the marginalised and the silenced of the society | 6,5 | C,E,Ap | M,P | L | 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** | **PO 7** |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **CO 1** | 3 | 2 | 1 | 3 | 1 | | 3 | | 2 | | | | |
| **CO 2** | 1 | 3 | 3 | | 2 | | | 3 | | | | | |
| **CO** | | 3 | | | 3 | 3 | | 3 | | | | | |

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|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **3** | | | | | | | | | | | | | |
| **CO 4** | | | | | 3 | 3 | | | | 2 | 2 | 3 | 3 |

Correlation Levels:

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

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar / Case Studies/ Attending Events
- Midterm Exam
- Programming Assignments
- Final Exam

Mapping of COs to Assessment Rubrics :

| | Internal Exam | Assignment | Project/Case Studies Evaluation | End Semester Examinations |
|---|---|---|---|---|
| CO 1 | ✓ | | | ✓ |
| CO 2 | ✓ | | | ✓ |
| CO 3 | ✓ | | | ✓ |
| CO 4 | ✓ | ✓ | | ✓ |

Mar Ivanios College (Autonomous)

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|---|---|---|---|---|---|
| **Discipline** | **ENGLISH** | | | | |
| **Course Code** | MIUK3 DSE ENG220.1 | | | | |
| **Course Title** | TRAVEL LITERATURE | | | | |
| **Type of Course** | **DSE** | | | | |
| **Semester** | 3 | | | | |
| **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. Critical Thinking Skills<br>2. Geographical Knowledge | | | | |
| **Course Summary** | This course aims to introduce students to the world of travel writing through blogs, social media narratives,print media travel writing, illustrations, photographs, translations and self-narratives<br>The course also focus on the how travel becomes a part of various literary genres.<br>It will also help the students to understand and appreciate how different | | | | |

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| | travellers look at a place differently with different lenses<br><br>Through selected readings, discussions, and critical analysis, students will examine how travel literature reflects historical, social, and cultural contexts, while also considering the role of the traveller's perspectives and the representation of "otherness."<br><br>The course also aims to motivate students to see something with their own eyes and to inculcate the spirit of travelling and to amalgamate their own experience in writing.<br><br>Students will be encouraged to write an autobiographical extended travel story that draws upon their own actual experience. |

**Detailed Syllabus**

| Module | Unit | Content | Hrs |
|---|---|---|---|
| I | | **Module 1:Literature and Mobility** | **15** |
| | I | What is Travel Writing- Understanding the varied categories of Travel Writing- Features and qualities of Travel Writing-Women travel writers- Travel Writing: Ancient and Modern- Explorers and the Colonial Era-Francois Pyrard-Megasthenes – Ibn Battuta – Fa Hien-Travel Writing Today-Literary terms-Travel Narrative-Travelogue-Armchair Travel-Grand Tour-Wanderlust Travel Writing-Ethnographic Travel Writing-Voyage Literature-Peripatetic.<br><br>https://picoiyerjourneys.com/2000/03/18/why-we-travel/https://books.google.co.in/books?id=-N6AaL8x7qkC&pg=PP7&source=kp_read_button&hl=en&newbks=1&newbks_redir=0&gboemv=1&redir_esc=y#v=onepage&q&f=false<br><br>https://books.google.com/books/about/The_Voyage_of_Fran%C3%A7ois_Pyrard_of_Laval.html?id=zAckDwAAQBAJ#v=onepage | |

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| | | &q=the%20voyage%20of%20Francois%20pyrard&f=false<br><br>Daniel Defoe:*Robinson Crusoe*<br><br>Amitav Gosh: *In an Antique Land*<br><br>Dr.Johnson :"A Journey to the Western Islands of Scotland" | |
| **II** | **Module 2 :Roaming Reflections** | | **15** |
| | **I** | **Travel Narratives**<br><br>S K Pottekkat:"The Land of Kapirs"(Excerpt from *Sancharasahityam)*<br><br>Viswas Maxi Mena: "When Agasthyaarkoodam Calls".<br><br>Earnest Hemingway :"The Snows of Kilimanjaro"<br><br>Barry Lopez :"The Mappist"<br><br>Joseph Conrad :*Heart of Darkness*<br><br>E M Foster : *A Passage to India* | |
| | **II** | **Journeying Echoes**<br><br>Walt Whitman :"The Song of the Open Road"<br><br>Robert Louis Stevenson: "Travel"<br><br>C P Cavafy :"Ithaka"<br><br>Francis Bacon :"Of Travel" | |
| | **III** | **Textual Deconstruction**<br><br>Mark Twain: *The Innocent Abroad* (Chapter VII, VIII and IX) | |

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| | | Jon Krakauer :*Into the Wild*<br><br>Elisabeth Bumiller: *May You be the Mother of a Hundred Sons: A Journey among the Women of India*, Chaps. 2 & 3 pp.24-74 | |
| **III** | **Module 3:Media and Travel Writing** | | **10** |
| | **I** | **Travel Writing in Media**( mostly print media tourism and magazines and newspapers)<br><br>Silvy Maxi Mena: "Bekal: Promoting People Friendly Tourism Objectives". *Tourism India*, vol. 6, no. 5, Sep 2003, p. 6. | |
| | **II** | **Creative Travel Writings**<br><br>https://www.lonelyplanet.com/articles/first-timers-guide-galapagos-islands?fbclid=IwAR1EY76r16rzXLd43M-Gw8jJ1eN4DMjhCGRj7rBq06bUe6bSSn2t0y6r-iU | |
| | **III** | Destinations of the Mind: Imaginary Voyages and Dreamscapes(self narration) | |
| | **IV** | **Travel Blogs**((social media travel writings)<br>Vlogs of Santhosh George Kulangara<br><br>https://youtu.be/D9zC__dAS20?si=1h-Kdkhyms-DRLmZ<br>https://youtu.be/KCcVDtw9uN8?si=xjjHzFMBmwMZOtN1<br><br>Wanderlust Chronicles: Journeys of Discovery<br><br>https://www.wowclub.com/blog/p/about-the-wow-club/ | |
| | **V** | How to write a Travel Blog( Class activity) | |
| | **Module 4:Movies on the Road** | | **5** |

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| **IV** | **I** | "Into the Wild" (2007) directed by Sean Penn<br>"The Motorcycle Diaries" (2004) directed by Walter Salles<br>"Wild"(2014) directed by Jean-Marc Vallée<br>"Lost in Translation"(2003) directed by Sofia Coppola<br>"The Darjeeling Limited" (2007) directed by Wes Anderson | |
| **V** | **Module :5 Vistas of Experience** | | **15** |
| | **I** | Field Trip- visiting a nearby tourist site- writing a travelogue- The Traveller's Lens: Perspectives on Photography and Visual Representation- Seminar and Paper Presentations - Making Travel Brochures-Assignments and Class activities. | |
| | **SUGGESTED READINGS** | | |
| | | *Cambridge Introduction to Travel Writing*, New York: Cambridge University, Gutkind, Lee,2013<br>*Travel Writing and the Empire*:ed. Sachidananda Mohanty:Katha,January 2003.<br>Hadfield, Andrew *Literature, Travel and Colonial Writing*. Clarendon Press; 1st edition,1998.<br>Hemingway, Ernest. *The Snows of Kilimanjaro and Other Stories*. Scribner, 1999.<br>Thompson, Travel Writing (Routledge, 2011) | |

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| | https://www.pastemagazine.com/articles/2015/03/a-freelancers-life-the-pitch.html<br><br>Pottekatt, S k "In the Land of Kappiris "*Synergy:Readings in Fiction and Non Fiction.*Ed.Josh Sreedhranan.New Delhi:CambridgeUniversity Press,2015.<br><br>Salles, Walter. *The Motorcycle Diaries: Notes on a Latin American Journey*. Ocean Press, 2003.<br><br>1. Theroux, Paul. *The Tao of Travel*. Mariner Books, 2012.<br>2. Twain, Mark. *The Innocents Abroad*. Dover Publications, 2003. | |

## Course Outcomes

| No. | Upon completion of the course the graduate will be able to | Cognitive Level | PSO addressed |
|---|---|---|---|
| CO-1 | Students will be acquainted with the necessary skills for professional travel writing | U | PSO-2 |
| CO-2 | Understand how travel becomes a part of various literary genres. | R, U | PSO -1 |
| CO-3 | Develop an understanding of the historical and cultural significance of travel literature: | U | PSO 4 |
| CO-4 | Analyze travel narratives as literary texts: | An | PSO 4 |

| | | | |
|---|---|---|---|
| CO-5 | Develop critical thinking and analytical skills: | AP,C | PSO 3 |
| CO-6 | Reflect on the role of travel in their own lives | AP,C | PSO 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. | Students will be acquainted with the necessary skills for professional travel writing. | PSO 1 | R,U | C | L | |
| 2. | Understand how travel becomes a part of various literary genres. | PSO 2 | U | P | L | |
| 3. | Develop an understanding of the historical and cultural significance of travel literature. | PSO 4 | Ap | C | L | |

| | | | | | | |
|---|---|---|---|---|---|---|
| 4. | Analyze travel narratives as literary texts. | PSO4 | Ap,An | F | L | |
| 5. | Develop critical thinking and analytical skills. | PSO 5 | An,E | C | L | |
| 6. | To Reflect on the role of travel in their own lives. | PSO 5 | E,C | P | | P |

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

**Mapping of COs with PSOs and POs :**

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

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CO 6 | - | - | - | 4 | - | - | | | | | | |

**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 | | | ✓ | |

Mar Ivanios College (Autonomous)

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|---|---|---|---|---|---|
| **Discipline** | **ENGLISH** | | | | |
| **Course Code** | **MIUK3MDCENG230.1** | | | | |
| **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.**<br>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**<br>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<br><br>**Suggested Reading**<br>Cultural Pluralism - A.K. Damodaran in conversation with Susan Visvanathan https://www.jstor.org/stable/23003929<br>"Tribal Tale of Kerala" (Prose) excerpt from Kerala Culture – Prof S Achutha Warrier | |
| | | **Practicum:** Prepare a poster/collage depicting the cultural plurality of<br>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<br><br>Kerala Jeevatsahitya Sangham (1937- Purogamana Kala Sahitya Sangham (1981)- Kerala Shastra Sahitya Parishad (1962) -<br><br>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**<br>Raveendran, P.P "Dissemination of Cultural Capital: Literary Historiography in Malayalam" *Indian Literature* 46.5 (2002): pp. 143-<br>153 | |

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|---|---|---|---|
| | | **Suggested Reading**<br>Paniker, Ayyappa *A Short History of Malayalam Literature*<br>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<br><br>Satchidanandan, K. "A Varied Landscape: Malayalam Poetry Since Modernism" Indian Literature 62.2 (2018): pp. 43-48https://www.jstor.org/stable/26791869<br>**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<br><br>Music- Naadan Pattu- Sopana Sangeetham- Kathakali Music- Mappila Pattu-<br>Knanaya Folk Songs- Ottamthullal songs- Pulluvan Pattu- Popular Music- Film songs | | |

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|---|---|---|---|
| | 3 | **Required Reading**<br>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<br>**Suggested Reading**<br>Ravindran, Jayaprabha "Dance Forms of Kerala: Symbols of Traditional Culture"<br>https://saarcculture.org/wp-content/uploads/2020/07/tktce_Jayaprabha_Ravindran.pdf<br>KERALA TRIBES: MUSIC, MUSICAL INSTRUMENTS, ARTS &<br>CULTURE, Photo Essay<br>https://www.speakingtree.in/allslides/the-tribal-arts-culture-of-kerala | |
| | | **PRACTICUM:** Collect audio/video/text of any dance or music tradition<br>from Kerala. | |
| **IV** | **Painting/Sculpture** | | **12** |
| | 4 | **Required Reading**<br>Prisrinivasa: "A Woman's World: T.K Padmini" https://curatorho.wordpress.com/2017/04/07/a-womans-world-tk- padmini/ | |

| | | | |
|---|---|---|---|
| | 5<br><br>6<br><br>7 | Portrait of the 'Artist', as an Old Man https://caravanmagazine.in/reviews-and-essays/portrait-artist-old-man<br><br>*Gandharvan - Two legends and a painting* \| Short Documentary \| Artist Namboodiri \| Mohanlal https://www.youtube.com/watch?v=Qu2YHcnGmDs<br><br>Kanayi Kunhiraman https://www.kanayikunhiraman.com/worksofart.html<br><br>**Suggested Reading**<br>Menon, Vijayakumar Kanayi Kunhiraman, Lalit Kala Academy, 2008. Print.<br><br>Thodikalam Mural Paintings: Features, Meanings, Meanings and Techniques.- Manjula Poyil https://www.jstor.org/stable/44145735<br><br>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<br>Cinema- Post 1990s- Contemporary Cinema | | |

| | | | |
|---|---|---|---|
| | 8<br><br><br>9<br><br><br>10 | **Required Reading/Viewing**<br>Harris V.C "Fifty years of Malayalam Cinema" Spectres of Writing" Selected Works of V.C Harris 2019. pp. 201-207<br><br>Pillai, Meena T. "The Celluloid Women of Kerala" *Economic and Political Weekly* 48.48 (2013): pp. 140-141<br><br>Adoor Gopalakrishnan (Dir): *Elippathayam* (1982) | |
| | | **Suggested Reading/Viewing**<br>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 | **1** |
| **CO-2** | Understand the link between history and evolution of arts and culture | R, U | **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 | **3,4,6** |
| **CO-5** | **have a critical understanding on the formation of history, art, culture and society** | **An, E** | **3,4,6** |

**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 (T) | Practical (P) |
|---|---|---|---|---|---|---|
| **CO-1** | have an understanding of the art and culture | 1 | U | F | L | **P** |

| | | | | | | |
|---|---|---|---|---|---|---|
| | background of Kerala | | | | | |
| **CO-2** | Understand the link between history and evolution of arts and culture | 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 development of literary sensibility | 3,4,6 | R ,U, Ap | P | L | **P** |

| | | | | | | |
|---|---|---|---|---|---|---|
| **CO-5** | **have a critical understanding on the formation of history, art, culture and society** | **3,4,6** | **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** | **PSO 4** | **PSO 5** | **PSO 6** | **PO 1** | **PO 2** | **PO 3** | **PO 4** | **PO 5** | **PO 6** | **PO 7** |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **CO 1** | 3 | 2 | | | | | 3 | 3 | | | | | |
| **CO 2** | | 2 | 3 | 3 | | | 2 | 3 | | | | | |

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **CO 3** | 1 | 2 | 3 | 3 | | | | 3 | | | | | 3 |
| **CO 4** | | | 3 | 3 | | | | 2 | | | | | 3 |
| **CO 5** | | | 3 | 3 | | | 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** | | ✓ | | ✓ |

**Mar Ivanios College (Autonomous)**

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|---|---|---|---|---|---|
| **Discipline** | **English** | | | | |
| **Course Code** | MIUK3VAC ENG 236.1 | | | | |
| **Course Title** | Environment and Nature Writing | | | | |
| **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 | 3 hours | - | | 3 |
| **Pre-requisites** | . A general awareness of Nature from school level | | | | |
| **Course Summary** | The course gives an overview on Nature and environmental concerns thereby enabling the students to undertake practices and projects that will help in sustainable development. As the course tries to address environment issues, human health, and life of non human elments of nature through various kinds of nature writings the students will also acquire skill in various kinds of environmental literature. | | | | |

**Detailed Syllabus:**

| Module | Unit | Content | Hrs |
|---|---|---|---|
| I | | **Report and Write for Green Earth** | **10** |
| | 1 | Climate Change-Pollution-Plastics- Green House effect-Cancer and Environment-Natural Disasters and Disaster Management | Dia |
| | 2 | Cancer and Environment<br><br>https://www.theguardian.com/us-news/2023/mar/21/louisiana-st-james-parish-cancer-alley-lawsuit | |
| | 3 | How the Plastics Industry Is Fighting to Keep Polluting the World – The Intercept, Sharon Lerner (Selected Passage only)<br><br>https://theintercept.com/2019/07/20/plastics-industry-plastic-recycling/ | |
| | 4 | India's Ominous Future: Too Little Water, or Far Too Much – New York Times, Bryan Denton and Somini Sengupta<br><br>https://www.nytimes.com/interactive/2019/11/25/climate/india-monsoon-drought.html | |
| | 5 | Structuring the Report-Headline-byline-lead paragraph-body-conclusion-Journalistic writing –Editorials-Features- Reviews-memoirs-Pyramid Style of Writing-Verifying the sources included for credibility-Multimedia story tellingClimate change in two different perspectives<br><br>https://www.thehindu.com/opinion/editorial/a-distinct-right-the-hindu-editorial-on-climate-change-and-species-protection/article68047064.ece | |

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|---|---|---|---|
| | | Bill Mckibben I told You So<br><br>https://billmckibben.substack.com/p/i-told-you-so (First eleven paragraphs) | |
| **II** | | **Ecological Connections** | **15** |
| | 6 | Nature- Environment-ecosystems-natural resources-Food chains and Food webs- -biodiversity- India as a biodiversity Nation-conservation-Laws and Acts | |
| | 7 | Poems on Nature<br><br>John Clare : The Badger<br><br>https://www.poeticous.com/john-clare/badger<br><br>Elizabeth Bishop: Fish<br><br>**https://poets.org/poem/fish-2**<br><br>Ted Hughes: Bullfrog<br><br>https://poetshouse.blogspot.com/2006/03/ted-hughes-poems.html<br><br>Sushil Mandal : The Sundarban | |
| | 8 | Know the Life around<br><br>Reading Animal Blogs<br><br>https://www.treehugger.com/wildlife-4846032<br><br>https://www.worldanimalprotection.org/latest/blogs/ | |

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|---|---|---|---|
| | 9 | Story<br><br>A K Ramanujan : "A Flowering Tree" *A Flowering Tree and other Oral Tales from India*<br><br>Vaikom Muhammad Basheer: The Inheritors of Earth | |
| | 10 | Rachel Carson : "The Obligation to Endure" *The Silent Spring* Chapter 2 | |
| **III** | | **REFLEXIVE WRITINGS** | **10** |
| | 10 | An introduction to Anthropocene-Holocene Extinction -garbology- Solid Wastes-Industries and Waste- sustainable development- Urban ecology- Deep ecology-<br><br>letters- Memoirs, interviews- Instagram pages, documentaries | |
| | 11 | Jecinta Kerketta :Time for Civilizations to Die | |
| | 12 | Ruskin Bond : Dirge for Dehradun | |
| | 13 | Personal Reflections and Empathetic responses - Greta Thunberg to Environment.<br><br>https://www.youtube.com/watch?v=KAJsdgTPJpU<br><br>Follow the Instagram page and locate her responses<br><br>https://www.instagram.com/gretathunberg/?hl=en | |
| | 14 | Extinct and Endangered Species –Follow Instagram page of Leonardo DiCaprio –discussion on selected animals, plants and lands from the posts<br><br>https://www.instagram.com/leonardodicaprio/?igsh=NGw1dHhxYjV0e | |

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|---|---|---|---|
| | | mpn | |
| | 15 | Kerala Flood of 2018<br><br>The Possible Causes-Effects and Calamities<br><br>*Wounded Hills*- A documentary on the environmental issues of the Western Ghats<br><br>https://www.youtube.com/watch?v=rTV-56QagQM | |
| | 16 | Interview with Vandana Shiva<br><br>https://www.bbc.com/travel/article/20210127-vandana-shiva-on-why-the-food-we-eat-matters | |
| **IV** | **ECO AESTHETICS** | | **10** |
| | 18 | Curating Environment through installations, popular culture, Green Memes-art and performing arts-Ethics and Environmental values | |
| | 19 | Eco tourism and Eco Aesthetics | |
| | 20 | Discover the Eco Activism in the film Valiya Chirakulla Pakshikal | |
| | 21 | Entrepreneurship and Environmental sustainability<br><br>Watch the film *How Old Are You* (2014) dir.roshan Andrews | |
| | 22 | Awareness on Nature related Art installations<br><br>https://www.euacademic.org/BookUpload/18.pdf | |
| | 23 | Say No to Plastic<br><br>https://www.youtube.com/watch?v=hP88eNhE4vg<br><br>Official trailer of *Bag it* | |

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|---|---|---|---|
| | 24 | Read : The LorAx by Dr.Seuss<br><br>https://dep.wv.gov/WWE/Programs/nonptsource/Documents/TheLorax.pdf | |
| | 25 | Stigma, Carelessness and Irresponsibility-garbage-dumbing and picking<br><br>https://www.youtube.com/watch?v=GwZ9XzuTBzE | |
| | 26 | Suggested Film<br><br>Wall-E directed by Andrew Stanton (Available in hotstar) | |
| **V** | | **ACTIVITIES** | |
| | | Making of a nature magazine<br><br>https://scholarworks.umt.edu/cgi/viewcontent.cgi?article=1059&context=camas | |
| | | Planning and Conduct of Seminars | |
| | | | |
| | | **Suggested Reading** | |
| | | Bharucha, Erach (2005):"Text Book of Enviromental Studies for Undergraduate Courses", Universities Press (India) pvt ltd, Hyderabad, India. | |
| | | Kothari Dr. Milind – 2005 – Environmental Education – Universal Publication, Agra. | |

## Course Outcomes

| No. | Upon completion of the course the graduate will be able to | Cognitive Level | PSO addressed |
|---|---|---|---|
| CO-1 | understand environmental issues and learn about inclusive life with every element in nature | U,R | PSO-1,4 |
| CO-2 | Discern different kinds of nature writing and learn to produce articles, blogs, documentaries etc on nature and environment problems | An, Ap,Cr | PSO-2, 5.3 |
| CO-3 | Plan and participate in sustainable development projects | Ap, C | PSO-6,5 |
| CO-4 | Make everyday life and choices environment friendly | R, Ap,E | PSO-3,4,1 |

**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 environmental issues and learn about inclusive life with every element in | PO-1,3,7<br>PSO-1,4 | U,R | F, C | L | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | nature | | | | | |
| 2 | Discern different kinds of nature writing and learn to produce articles, blogs, documentaries etc on nature and environment problems | PO-1,3,7,5<br>PSO-2, 5.3 | An, Ap,Cr | F,C, P | L | |
| 3 | Plan and participate in discussions on sustainable development projects | PO-3,7,6<br>PSO-6,5 | Ap, C | F,P, M | L | |
| 4 | Evaluate the entire learning experience and apply them to make everyday life and choices environment friendly | PO-3,7,6,<br>PSO-3,4,1 | R, Ap, E | F, M,P | L | |

**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 | PO 7 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **CO 1** | 3 | 2 | 1 | 3 | 1 | | 3 | | 3 | | | | 3 |
| **CO 2** | 1 | 3 | 3 | | 3 | | 2 | 2 | 3 | | | 2 | 3 |
| **CO 3** | | | | | 3 | 3 | | | 3 | 2 | | 3 | 3 |
| **CO 4** | 3 | | 3 | | 3 | 3 | | | 3 | 2 | 2 | 3 | 3 |

**Correlation Levels:**

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

**Assessment Rubrics:**

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

**Mapping of COs to Assessment Rubrics :**

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

**Mar Ivanios College (Autonomous)**

| | | | | | |
|---|---|---|---|---|---|
| Discipline | English Language and Literature | | | | |
| Course Code | MIUK4 DSC ENG250.1 | | | | |
| Course Title | Film Studies | | | | |
| 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 | 4 | - | - | 4 |
| Pre-requisites | 1. Awareness of global perspectives in cinema, including non-Western film traditions.<br>2. Understanding of narrative structure and storytelling techniques. | | | | |
| Course Summary | The course aims to make an in-depth exploration of the intricate interplay between cinematic components and the wider array of cultural, social, political, and economic factors, shedding light on their significant impact on both the creation of films and the way audiences perceive them. | | | | |

**Detailed Syllabus:**

| Module | Unit | Content | Hrs |
|---|---|---|---|
| I | | **Introduction to Film : Understanding the Basics** | **15** |
| | 1 | A Brief History of Cinema- From Silent Films to Talkies- Emergence of Colour- Digital Filmmaking | 3 |
| | 2 | Major Film Movements: German Expressionism, Italian Neorealism, French Poetic Realism,The French New Wave. | 4 |
| | 3 | The Language of Cinema- Mise-en-Scene and Cinematography- Types of Shot-Camera Movements-Off Screen Space-30 Degree Rule-180 Degree Rule | 4 |
| | 4 | Editing-Montage-Sequencing-Lighting-Sounds | 4 |
| | | Films Suggested for Viewing:<br><br>1. Workers Leaving The Lumière Factory in Lyon (https://www.youtube.com/watch?v=DEQeIRLxaM4)<br>2. The Cabinet of Dr. Caligari, dir.Robert Wiene (https://www.youtube.com/watch?v=IP0KB2XC29o)<br>3. Bicycle Thieves, dir. Vittorio De Sica https://www.youtube.com/watch?v=wpj52n7onK4<br>4. Modern Times, dir. Charlie Chaplin https://www.youtube.com/watch?v=5aJNN29f8Hk | |
| II | | **The Moving Image: Power, Identity and Representation** | **15** |
| | 5 | The Hollywood tradition-Masculinity in Action Films-Damsel-in-Distress Trope in Romantic Comedies,- Queer Cinema-The Male Gaze- Female Spectatorship | 4 |
| | 6 | David Greven,: “Contemporary Hollywood Masculinity and the Double-Protagonist Film.” *Cinema Journal*, vol. 48, no. 4, 2009, pp. 22–43. | 4 |

| | | | |
|---|---|---|---|
| | | Case Study : *The Fast and The Furious*, dir Rob Cohen | |
| | 7 | Lisa Purse : Return of the "Angry Woman": Authenticating Female Physical Action in Contemporary Cinema, *Women on Screen: Feminism and Femininity in Visual Culture*, pp 185-198<br><br>Case Study: *Lara Croft: Tomb Raider*, dir Simon West | 3 |
| | 8 | Karl Schoonover and Rosalind Galt : "The Emergence of Queer Cinematic Time", *Queer Cinema in the World.* pp 259-304<br><br>Case Study: *Brokeback Mountain*, dir Ang Lee | 4 |
| | | Films Suggested for Viewing:<br><br>1. Mad Max : Fury Road, dir George Miller<br>2. Wonder Woman, dir Patty Jenkins<br>3. Love, Simon, dir Greg Berlanti | |
| **III** | | **Global Film Cultures** | **15** |
| | 9 | Facets of World Cinema- Eurocentric cinema- Colonial Gaze-White Saviour Narrative-Propaganda Films-Persuasion-Dissemination of Ideology-Voices of Resistance-Third Cinema. | 2 |
| | 10 | Elizabeth Munson: "Franco's 'Family' and the Legitimation of Authority." *Mediterranean Studies*, vol. 6, 1996, pp. 137–48.<br><br>Case Study : *Raza*, dir Jose Luis Saenz de Heredia (Spain) | 3 |
| | 11 | Arash Azizi: "The Paradox of Iranian Film: Greatness out of Repression", March 8 2024 The Washington Post. web<br><br>https://www.washingtonpost.com/opinions/2024/03/08/arash-azizi-iranian-film-repression/ | 2 |
| | 12 | Migrant Culture in films-Displacement-Identity Crisis-Inculturation-Language problems-Malayalam Movies-Hindi | 3 |

| | | | |
|---|---|---|---|
| | | Movies-Iranian Migration-Afghan Movies-Hollywood Movies | |
| | 13 | Representations of Dalit in Indian Cinema-Caste-Religion-Poverty and Socio-Political events of the time. | 2 |
| | 14 | The Culture of Globalization- Blockbusters for international audience-Contemporary production of Indian movies-International Co-productions-Famous Adaptations to English Language-Cross cultural story telling. | 3 |
| | | Films Suggested for Viewing<br><br>1. *Black Girl*, dir Ousmane Sembene https://www.youtube.com/watch?v=ojfaATzCvd4<br>2. *The Grapes of Wrath*, dir John Ford https://www.youtube.com/watch?v=g10AJqF1mKg<br><br>3. *Slum Dog Millionaire*, dir Danny Boyle https://www.youtube.com/watch?v=FsTw0TPYXWE<br><br>4. *Khaddama*, dir Kamal https://www.youtube.com/watch?v=1LA-w_PvX7Y<br>5. *Article 15*, dir Anubhav Sinha Youtube.com/watch?v=qHbzWLFYNfg | |
| **IV** | | **Contemporary Trends, and the Future of Film** | **15** |
| | 15 | Cinema in the Post-Pandemic Era-Global Streaming Platforms-Amazon,Netflix, Disney-Exclusive Content and Original Productions-Hybrid Release Strategies-Digital Premiers-Role of AI-The Future of Film Festivals | 4 |
| | 16 | Darshana Sreedhar Mini: "Where is Cinema?: COVID–19 and Shifts in India's Cinemascape." *India International Centre Quarterly*, vol. 47, no. 3/4, 2020, pp. 106–23. | 3 |
| | 17 | Neil Sahota : "The AI takeover in Cinema: How Movie Studios Use | 2 |

| | | | |
|---|---|---|---|
| | | Artificial Intelligence" Forbes. 2024 web. https://www.forbes.com/sites/neilsahota/2024/03/08/the-ai-takeover-in-cinema-how-movie-studios-use-artificial-intelligence/?sh=4f6470384a3f | |
| | 18 | Cindy Hing-Yuk Wong : "The Films of the Festivals", *Film Festivals: Culture, People and Power on the Global Screen* pp 65-99 | 3 |
| | 19 | Peter Bosma : "Curating Film Festivals", Film Programming: Curating for Cinemas, Festivals, Archives, 68-81 | 3 |

**Suggested Reading**


1. Prince, Stephen. *Movies and Meaning: An Introduction to Film*. United Kingdom, Pearson, 2004.
2. Ryan, Michael, and Melissa Lenos. *An Introduction to Film Analysis: Technique and Meaning in Narrative Film*. United Kingdom, Bloomsbury Publishing, 2020.
3. Bergan, Ronald. *The Film Book: A Complete Guide to the World of Cinema*. United Kingdom, Dorling Kindersley Limited, 2021.
4. Villarejo, Amy. *Film Studies: The Basics*. United Kingdom, Routledge, 2007.
5. Dix, Andrew. *Beginning Film Studies*. United Kingdom, Manchester University Press, 2016.
6. Hollinger, Karen. *Feminist Film Studies*. United Kingdom, Taylor & Francis, 2012.
7. Hayward, Susan. *Cinema Studies: The Key Concepts*. United Kingdom, Taylor & Francis, 2013.
8. Bordwell, David. *The Way Hollywood Tells It: Story and Style in Modern Movies*. Switzerland, University of California Press, 2006.
9. Bruzzi, Stella. *Men's Cinema: Masculinity and Mise-en-Scene in Hollywood*. United Kingdom, Edinburgh University Press, 2013.
10. Rich, B. Ruby. *New Queer Cinema: The Director's Cut*. Italy, Duke University Press, 2013.

11. Sadr, Hamid Reza. *Iranian Cinema: A Political History*. Iran, I.B.Tauris, 2006.

12. Bayraktar, Nilgun. *Mobility and Migration in Film and Moving Image Art: Cinema Beyond Europe*. United Kingdom, Taylor & Francis, 2015.

13. Rajadhyaksha, Ashish. *Indian Cinema: A Very Short Introduction*. United Kingdom, Oxford University Press, 2016.

14. Stone, Rob. *Spanish Cinema*. United Kingdom, Taylor & Francis, 2014.

15. Higginbotham, Virginia. *Spanish Film Under Franco*. N.p., University of Texas Press, 2014.

16. Chaudhuri, Shohini. *Contemporary world cinema : Europe, the Middle East, East Asia and South Asia*. Edinburgh, Edinburgh University Press, 2005.

17. Wong, Cindy H. *Film Festivals: Culture, People, and Power on the Global Screen.* Germany, Rutgers University Press, 2011.

18. Scahill, Andrew. "The Reelness: Queer Film Festivals and Youth Media Training." *Cinema Journal*, vol. 57, no. 1, 2017, pp. 146–50.

19. Wazir, Burhan. "Misogyny in Bollywood." *The World Today*, vol. 69, no. 1, 2013, pp. 42–43.

20. Rajan, Gita. "Constructing-Contesting Masculinities: Trends in South Asian Cinema." *Signs*, vol. 31, no. 4, 2006, pp. 1099–124.

21. Musthafa KP, Mohammed. *Casting the Cast Changing Sensibilities in Malayalam Cinema and the Dalit Question*. N.p., Blue Rose Publishers, 2023.

22. Gabriel, Teshome Habte. *Third Cinema in the Third World: The Aesthetics of Liberation*. United Kingdom, UMI Research Press, 1982.

23. Gazetas, Aristides. *An Introduction to World Cinema*, 2d Ed.. United States, McFarland, Incorporated, Publishers, 2016.

24. Celli, Carlo. *National Identity in Global Cinema: How Movies Explain the World*. United Kingdom, Palgrave Macmillan, 2016.

25. Rushton, Richard, and Gary Bettinson. *What is Film Theory*? United Kingdom, McGraw-Hill Education, 2010.

**\?ourse Outcomes**

| No. | Upon completion of the course the graduate will be able to | Cognitive Level | PSO addressed |
|---|---|---|---|
| CO-1 | Analyze the core elements of film language and apply this understanding to actively engage with films, identifying how these elements contribute to meaning and storytelling. | An, Ap | PSO1, PSO3 |
| CO-2 | Comprehend theoretical frameworks underpinning various representations in films, applying these insights to their analytical assessments of cinematic works. | R, U, Ap, An | PSO1,PSO4, PSO5 |
| CO-3 | Make a deeper understanding of the diverse filmmaking traditions around the world. | U R | PSO1, PSO4 |
| CO-4 | Understand and evaluate contemporary trends in cinema, applying these insights to formulate new trajectories in the future of film. | U R Ap C | PSO3,PSO4,PSO5 |

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

**Film Studies : Credits: 4:0:0 (Lecture:Tutorial:Practical)**

| CO No. | CO | PO/ PSO | Cognitive Level | Knowledge Category | Lecture (L) Tutorial (T) | Practical (P) |
|---|---|---|---|---|---|---|
| CO1 | Analyze the core elements of film language and apply this understanding to actively engage with films, identifying how these elements contribute to meaning and storytelling. | PO1 PO6 PSO1 PSO3 | An, Ap | F | L | - |
| CO2 | Comprehend theoretical frameworks underpinning various representations in films, applying these insights to their analytical assessments of cinematic works. | PO1 PSO1 PSO4 PSO5 | R, U, Ap, An | F C | L | - |

| | | | | | | |
|---|---|---|---|---|---|---|
| CO3 | Make a deeper understanding of the diverse filmmaking traditions around the world. | PO1 PO6 PSO1 , PSO4 | U R | F C | L | - |
| CO4 | Understand and evaluate contemporary trends in cinema, applying these insights to formulate new trajectories in the future of film. | PO1 PSO3 PSO4 PSO5 | U R Ap C | F C | L | - |

**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** | **PO7** |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **CO1** | 2 | - | 2 | - | - | - | 3 | - | - | - | - | 2 | - |
| **CO2** | 2 | - | - | 1 | 2 | - | 2 | - | - | - | - | - | - |
| **CO3** | 2 | - | - | 2 | - | - | 2 | - | - | - | - | 1 | - |
| **CO4** | - | - | 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
- 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 | ✓ | ✓ | | ✓ |

**Mar Ivanios College (Autonomous)**

| | | | | | |
|---|---|---|---|---|---|
| Discipline | English Language and Literature | | | | |
| Course Code | MIUK4 DSC ENG251.1 | | | | |
| Course Title | Content Writing and Editing | | | | |
| 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 hrs | - | - | 4 |
| Pre-requisites | 1.<br>2. | | | | |
| Course Summary | This course aims to introduce interdisciplinary content writing, teach effective writing and editing skills & enhance employability in the field. | | | | |

**Detailed Syllabus:**

| Module | Content | Hrs |
|---|---|---|
| 1 | **Definition, scope and relevance** | 15 |
| | Content writing –definition, scope and relevance - types of content- articles, blogs, e-books, press releases, newsletters, white papers, polls quizzes, infographics, case studies - B2B & B2C- writing content for print- digital content writing - technical, corporate and marketing content - role of a content writer-creating a portfolio-allied fields copy writing, technical writing. | |
| 2 | **Writing effective content** | 15 |
| | Coherence & brevity - expository writing, descriptive writing, narration, persuasive writing-formal and informal language-SEO- including keywords - avoiding jargon- types of English-use of punctuations, bullets, numbering - structuring content- research the topic - creating outline- writing the first draft-reviewing, editing and proofreading – catering to an audience- addressing pain points -customized writing -audience appeal, unity and coherence-writing catchy headlines and attractive leads. | |

| | | |
|---|---|---|
| **3** | **Content writing practice** | **15** |
| | Practicing content creation –writing for social media - Linkedin profile creation, writing blog articles-Writing for the web –web landing pages- theme based websites- e commerce websites- marketing and promoting products- How-to Guides-scriptwriting for illustrative videos - Content Management Systems (CMS) - Wordpress - project management tools - Trello, Slack | 9 |
| | Practice: Develop content for a selected social media site<br>in 300 words.<br>Develop content for a selected website in 500<br>words.<br>Write a 300 words script for an illustrative video | 4 |
| **4** | **Editing** | **15** |
| | Editing and proofreading – types of editing - substantive editing - copyediting - proofreading – proofreading symbols - general style sheets - MLA, APA, Chicago Manual of Style -following company stylesheets-fact checking-SEO and refreshing content- tailoring content- Plagiarism-rules on plagiarism-how to write plagiarism free copies- ethics for content writing. | 13 |
| | Practice: Edit and proofread select texts. | 2 |

**Suggested reading**

Books:

Bly, Robert W. *The Content Writer's Handbook*. Allen & Unwin, 2011.

Butcher, Judith, et al. *Butcher's Copy-editing.*

Clarke, Adam. *SEO 2023: Learn Search Engine Optimization with Smart Internet Marketing Strategies*. CreateSpace Independent Publishing Platform, 2017.

Einsohn, Amy, and Marilyn Schwartz. *The Copyeditor's Handbook: A Guide for Book Publishing and Corporate Communications.* University of California Press, 2019.

Felder, Lynda. *Writing for the Web: Creating Compelling Web Content Using Words, Pictures, and Sound.* New Riders, 2013.

Handley, Ann. *Everybody Writes: Your Go-To Guide to Creating Ridiculously Good Content.* Wiley, 2014.

Handley, Ann, and C.C. Chapman. *Content Rules: How to Create Killer Blogs, Podcasts, Videos, Ebooks, Webinars (and More) That Engage Customers and Ignite Your Business.* Wiley, 2010.

Halvorson, Kristina, and Melissa Rach. *Content Strategy for the Web.* New Riders, 2009.

Heath, Chip, and Dan Heath. *Made to Stick: Why Some Ideas Survive and Others Die.* Random House, 2007.

Jones, Colleen. *Clout: The Art and Science of Influential Web Content*. Pearson Education Distributor, 2011.

McCoy, Julia. *So You Think You Can Write? The Definitive Guide to Successful Online Writing.*CreateSpace Independent Publishing, 2016.

McHarry, Sarah. Wordpress to Go: *How to Build a WordPress Website on Your Own Domain, from Scratch, Even If You Are a Complete Beginner*. CreateSpace, 2016.

Penn, Joanna. *How to Make a Living with Your Writing: Books, Blogging and More*. The

Creative Penn Limited, 2017.

Redish, Janice. *Letting Go of the Words: Writing Web Content That Works*. Morgan Kaufmann, 2012.

Saleh, Naveed. *The Complete Guide to Article Writing: How to Write Successful Articles for Online and Print Markets.* Writer's Digest, 2014.

Strunk Jr., William, and E.B. White. *The Elements of Style.* Pearson, 2017.

Williams, Joseph M., and Gregory G. Colomb. *Style: Lessons in Clarity and Grace*. Pearson, 2018.

Videos:

TED Talks: "The Clues to a Great Story" by Andrew Stanton (https://www.youtube.com/watch?v=KxDwieKpawg&ab_channel=TED)

TED-Ed: "How to Use Rhetoric to Get What You Want" by Camille A. Langston (https://www.youtube.com/watch?v=3klMM9BkW5o&ab_channel=TED-Ed)

"Content Writing Masterclass - Content Writing For Beginners" by Brad Merrill (https://www.udemy.com/course/content-marketing-masterclass)

Neil Patel Youtube Video Series (https://www.youtube.com/@neilpatel/featured)

Blogs:

The Write Life (https://thewritelife.com)

HubSpot Blog (https://blog.hubspot.com)

Content Marketing Institute (https://contentmarketinginstitute.com/blog)

Copyblogger (https://copyblogger.com/)

Moz's "Whiteboard Friday" (https://moz.com/blog/category/whiteboard-friday)

Websites:

Grammarly (https://www.grammarly.com/blog/)

Hemingway App (https://hemingwayapp.com/)

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

The Write Practice (https://thewritepractice.com/)

“How to Write for the Web" by the Nielsen Norman Group (https://www.nngroup.com/articles/how-users-read-on-the-web/)

“Want to Start b2b Writing? Here's Everything You Need to Know.” Location Rebel. 2022. (www.locationrebel.com/b2b-writing/)

**Course Outcomes**

| No. | Upon completion of the course the graduate will be able to | Cognitive Level | PSO addressed |
|---|---|---|---|
| CO-1 | Understand the relevance, scope and purpose of content writing. | U | 1,2 |
| CO-2 | Differentiate between the different styles of writing and tools required for various platforms and content | U, Ap | 1, 6 |

| | | | |
|---|---|---|---|
| CO-3 | Grasp the steps required to write effective content and tailor it according to professional requirement | U, Ap, An, C | 1,2,6 |
| CO-4 | Execute the process and practice of editing and proofreading | U, Ap | 2,6 |
| C0-5 | Hone content writing and editing skills through practice assignments | Ap,An, C | 2,6 |

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

Correlation Level:

| | |
|---|---|
| **-** | **Nil** |
| **1** | Slightly/Low |
| **2** | Moderate /Medium |
| **3** | Substantial/High |

**Mar Ivanios College (Autonomous)**

| | | | | | |
|---|---|---|---|---|---|
| **Discipline** | **ENGLISH** | | | | |
| **Course Code** | MIUK4 DSE ENG270.1 | | | | |
| **Course Title** | BLUE HUMANITIES | | | | |
| **Type of Course** | **DSE** | | | | |
| **Semester** | 4 | | | | |
| **Academic Level** | 200- 299 | | | | |
| **Course Details** | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours/Week |
| | 4 | 4hours | - | | 4 |
| **Pre-requisites** | 1.<br>2. | | | | |
| **Course Summary** | Blue Humanities help students to equip and develop, in a pan mode, a better understanding and critical perspective on oceanic imaginaries. It reminds the students on how humans engage with water and introduces the students to water centric thinking. | | | | |

**Detailed Syllabus**

| Module | Unit | Content | Hrs |
|---|---|---|---|
| I | | Key Concepts and Scope | 15 |
| | 1 | Blue Humanities – Blue Ecology- Environmental Humanities. | |
| | 2 | Maritime Literature- Pirate Fiction- Coastal Fiction | |
| | 3 | Sea in Children's Literature- Seascape in Films. | |
| II | Poetry and Novel | | 15 |
| | 1 | Coleridge, S T : "The Rime of the Ancient Mariner" | |
| | 2 | Masefield, John: "Sea Fever" | |
| | 3 | Larkin, Philip: "To The Sea" | |
| | 4 | Longfellow, H W: "The Bridge" | |
| | 5 | Frost, Robert : "Going for Water" | |
| | 6 | Ghosh, Amitav. *Hungry Tide*. HarperCollins Publishers, 2017. | |
| III | | Prose and Short Story | 15 |
| | 1 | Dobrin, Sidney. "Why blue?". Blue Ecocriticism and the Oceanic Imperative". 2021. 68-74. | |
| | 2. | Rudyard Kipling: "The Ship That Found Herself" | |
| IV | Films | | 15 |
| | 1 | *Moana*. Musker, John, Walt Disney animation Studios, 2016. | |
| | 2 | *Avatar*. The Way of Water. Cameron, James. 20thCentury Studios. 2022. | |
| | | SUGGESTED READING | |
| | | *Avatar*. The Way of Water. Cameron, James. 20thCentury Studios. 2022. | |
| | | Branigan, Edward. *Narrative Comprehension and Film*. Taylor& Francis. 2013. | |
| | | Carson, Rachel. The *Sea Around Us*. Canongate Books. 2021. | |
| | 4. | Carson, Rachel. *The Sea Trilogy*. The Library of America. 2021. | |

| | | | |
|---|---|---|---|
| | 5 | Cohen, Margaret. *The Novel and The Sea*. PUP. 2010. | |
| | 6. | Dobrin, Sidney. "Blue Frontiers". Blue Ecocriticism and the Oceanic Imperative". Routledge.2021. | |
| | 7 | Ghosh, Amitav. *Hungry Tide*. HarperCollins Publishers, 2017. | |
| | 8 | Kipling, Rudyard. "The Ship That Found Herself". New Word City, Inc. 2011. | |
| | 9 | Mentz, Steve. *Ocean.* Bloomsbury Academic. 2020. | |
| | 10 | Mladenov, Philip V. *Marine Biology: A Very Short Introduction.* OUP. 2020. | |
| | 11 | *Moana.* Musker, John, Walt Disney animation Studios, 2016. | |
| | 12 | Monaco,James. *How To Read a Film: Movies, Media, and Beyond*.Harbor Electronic Publishing, 2013. | |
| | 13 | Moore, Ellen E. *Landscape and the Environment in Hollywood Film: The Green Machine.* Springer International Publishing. 2018 | |
| | 14 | *20,000 Leagues Under the Sea.* Fleischer, Richard. Walt Disney Productions. 1954. | |
| | 15 | Oppermann, Serpil. *Blue Humanities: Storied Waterscapes in the Anthropocene.* CUP. 2023. | |
| | 16 | Pike, Deidre M. *Enviro-Toons: Green Themes in Animated Cinema and Television.* McFarland & Co Inc.2012. | |
| | 17 | Robert Stam, Alessandra Raengo.*A Companion to Literature and Film.John* Wiley & Sons, 2008. | |
| | 18 | Steve Mentz. *An Introduction to the Blue Humanities.* Routledge.2023. | |
| | 19 | Watts, Peter, and Bruce Jensen. *Starfish.* Tor, 2000. | |
| | 20 | Worthen, John. *The Cambridge Introduction to Samuel Taylor Coleridge*. CUP.2010. | |

*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 | Remember the contribution of people who | PO1/PSO 1 | R | F | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | made significant change in the field of marine life and environment. | | | | | |
| 2 | Understand better the complex relationship between the human and the marine world/ marine environment and cultural society. | PO2/PSO 4 | U | F | | |
| 3 | Understand, analyze and apply the new epistemology related to Blue Humanities and its new dimensions on different areas of environmental studies and other genres of language, art and literature | PO3/PSO 1,3 | U,AP ,An | F,C | | |
| 4 | Evaluate our complex and evolving relationship and preservation of our water bodies for future. | PO 5/PSO 3,4 | E | F,C | | |
| 5 | Assemble, create new trends and arguments in intellectual culture, future thinking and investigation of Blue Humanities critically and participate in | PO 6/PSO5 | C | F,C | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | sustainable national development. | | | | | |

**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 | | | | | | 2 | | | | | |
| CO 2 | | 2 | | | | | | | 2 | | | |
| CO 3 | | | | 3 | | | | | | | 3 | |
| CO 4 | 2 | | | | | | | 2 | | | | |
| CO 5 | | | | 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** | / | ✓ | | ✓ |

**Mar Ivanios College (Autonomous)**

| | | | | | |
|---|---|---|---|---|---|
| Discipline | English | | | | |
| Course Code | MIUK4 DSE ENG271.1 | | | | |
| Course Title | American Literature | | | | |
| Type of Course | **DSE** | | | | |
| Semester | 4 | | | | |
| 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. Students should have an understanding of various cultures<br>2. Students should have an awareness of different literary genres | | | | |
| Course Summary | The course aims to provide students with a broad perspective of the development of American Literature. | | | | |

**Detailed Syllabus:**

| Module | Unit | Content | Hrs |
|---|---|---|---|

| | | | |
|---|---|---|---|
| I | Poetry | | 15 |
| | 1 | Romanticism-Transcendentalism-American Civil War-Impact on Literature-Beat Generation-Realism-Naturalism-American Theatre-American Postmodernism-Multiculturalism in American Literature. | 2 |
| | 2 | Hart Crane: To Brooklyn Bridge. | 2 |
| | 3 | Gwendolyn Brooks: Kitchenette Building. | 2 |
| | 4 | Walt Whitman :O Captain! My Captain | 2 |
| | 5 | Charles Bukowski: So You Want To Be A Writer | 2 |
| | 6 | Denise Levetov: What Were They Like? | 2 |
| | 7 | Robert Frost: After Apple-Picking | 2 |
| | 8 | Elizabeth Bishop: The Fish | 1 |
| II | Drama | | 15 |
| | 9 | Arthur Miller : *Death of a Salesman*. | 8 |
| | 10 | Tennessee Williams :*The Glass Menagerie* | 7 |
| III | Prose | | 15 |
| | 11 | Martin Luther King Jr. : Letter From Birmingham Jail. | 8 |
| | 12 | Thoreau: Where I lived and What I Lived For | 7 |
| IV | Fiction | | 15 |
| | 13 | Alice Walker: *The Color Purple* | 4 |
| | 14 | Harper Lee : *To Kill a Mocking Bird.* | 4 |
| | 15 | Kate Chopin: "The Locket" | 3 |
| | 16 | Bret Harte: "The Outcasts of Poker Flat" | 2 |
| | 17 | Charlotte Perkins Gilman: "The Yellow Wall Paper". | 2 |

**Suggested Reading**


Wagner Martin, Linda. *A History of American Literature: 1950 to the Present*. United Kingdom, Wiley, 2015.

Gray, Richard. *A Brief History of American Literature*. Germany, Wiley, 2010.

Gray, Richard. *A History of American Literature*. United Kingdom, Wiley, 2011.

Stavans, Ilan. *What is American Literature?*. United Kingdom, OUP Oxford, 2022.

Hayes, Kevin J. *A Journey Through American Literature*. United Kingdom, Oxford University Press, USA, 2012.

Meyers, Karen, et al. *Contemporary American Literature (1945-present*). United States, Chelsea House, 2010.

Griffin, Alice. *Understanding Arthur Miller*. United States, University of South Carolina Press, 1996.

Bak, J.. *Tennessee Williams: A Literary Life*. United Kingdom, Palgrave Macmillan, 2013.

Walls, Laura Dassow. *Henry David Thoreau: A Life*. United Kingdom, University of Chicago Press, 2017.

Hutner, Gordon. *What America Read: Taste, Class, and the Novel, 1920-1960*. United States, University of North Carolina Press, 2009.

White, Evelyn. *Alice Walker*. United Kingdom, WW Norton, 2004.

Burling, Alexis. *Harper Lee: Pulitzer Prize-Winning Author*. United States, ABDO Publishing Company, 2015.

Toth, Emily. *Unveiling Kate Chopin*. United States, University Press of Mississippi, 1999.

**Course Outcomes**

| No. | Upon completion of the course the graduate will be able to | Cognitive Level | PSO addressed |
|---|---|---|---|
| CO-1 | Encourage to explore the Americanness that characterizes American literature. | U | PSO1 |
| CO-2 | Enable the students to contextualise American texts in and outside their contexts. | R, U | PSO1 PSO4 |
| CO-3 | Enquire the various forms of experimentation in form and style across genres. | U | PSO1 |
| CO-4 | Create an inquisitiveness about specialized forms of literature. | U | PSO1 PSO4 |

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

**American Literature: Credits: 4:0:0 (Lecture:Tutorial:Practical)**

| CO No. | CO | PO/PSO | Cognitive Level | Knowledge Category | Lecture (L)/Tutorial (T) | Practical (P) |
|---|---|---|---|---|---|---|
| CO1 | Encourage to explore the Americanness that characterizes American literature. | PO1 PO2 PO6 PSO1 | U | F | L | - |
| CO2 | Enable the students to contextualise American texts in and outside their | PO1 PO2 PO6 PSO1 PSO4 | R U | F | L | - |

| | | | | | | |
|---|---|---|---|---|---|---|
| | contexts. | | | | | |
| CO3 | Enquire the various forms of experimentation in form and style across genres. | PO1<br>PO2<br>PO5<br>PSO1 | U | F | L | - |
| CO4 | Create an inquisitiveness about specialized forms of literature. | PO1<br>PO2<br>PO5<br>PO6<br>PSO1<br>PSO4 | U | F | L | - |

**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 | PO7 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CO 1 | 3 | - | - | - | - | - | 2 | 1 | - | - | - | 2 | - |
| CO 2 | 3 | - | - | - | - | - | 3 | 2 | - | - | - | 2 | - |
| CO 3 | 2 | - | - | - | - | - | 2 | 3 | - | - | 2 | - | - |
| CO 4 | 2 | - | - | 1 | - | - | 3 | 2 | - | - | 1 | 2 | - |

**Correlation Levels:**

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

**Assessment Rubrics:**

- Quiz / Assignment/ Quiz/ Discussion
- Internal Exam
- Final Exam

**Mapping of COs to Assessment Rubrics :**

| | Internal | Assignme | Project | End Semester |
|---|---|---|---|---|

| | Exam | nt | Evaluation | Examinations |
|---|---|---|---|---|
| CO 1 | ✓ | ✓ | | ✓ |
| CO 2 | ✓ | ✓ | | ✓ |
| CO 3 | ✓ | ✓ | | ✓ |
| CO 4 | ✓ | ✓ | | ✓ |

**Mar Ivanios College (Autonomous)**

| | | | | | |
|---|---|---|---|---|---|
| Discipline | ENGLISH | | | | |
| Course Code | MIUK4SEC ENG280.1 | | | | |
| Course Title | Introduction to Technical Writing | | | | |
| 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 | 3 hours | - | | 3 |
| Pre-requisites | 1.<br>2. | | | | |
| Course Summary | This job-oriented course develops the skills essential for writing effective technical documents and to present complex technical information clearly, accurately, and concisely for various audiences. | | | | |

**Detailed Syllabus:**

| Module | Unit | Content | Hrs |
|---|---|---|---|
| I | Introduction to Technical Writing | | 15 |
| | 1 | Overview - Role and importance of technical writing in various industries - Understanding audience - Document types - Technical reports - Instruction manuals - User guides - Proposals - Technical specifications - UX Writing | |
| | 2 | Principles of document design and layout - Use of visuals (charts, graphs, diagrams) - Formatting guidelines - Style guidelines | |
| II | Writing Techniques | | 15 |
| | 3 | Clarity and conciseness in technical writing - Active vs. passive voice - Writing for different purposes - Effective use of language and tone - Simple present - Clear and user friendly instructions | |
| | 4 | Exercise | |
| III | Editing and Revision | | 15 |
| | 5 | Importance of editing and revision - Techniques for proofreading and error correction - Peer review and collaboration in the editing process - Revising for clarity, coherence, and consistency - Use of AI | |
| | 6 | Portfolio creation | |

## Course Outcomes

| No. | Upon completion of the course the graduate will be able to | Cognitive Level | PSO addressed |
|---|---|---|---|
| CO-1 | Identify the needs, knowledge levels, and expectations of different technical audiences (experts, non-specialists, general public etc). | U,An,E | PSO-5,6 |
| CO-2 | Utilize appropriate writing styles, structures, and formatting conventions for different types of technical documents, including reports, manuals, proposals, and instructions. | Ap,C | PSO-2,6 |
| CO-3 | Develop skills in creating effective visuals, such as tables, graphs, and diagrams, to enhance the clarity and comprehension of technical content. | Ap,C | PSO-2,6 |

**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 (T) | Practical (P) |
|---|---|---|---|---|---|---|
| 1 | Identify technical needs | PSO-5,6<br><br>PO-2,4,5,6 | U,An,E | F,C | L | |
| 2 | Writing competency | PSO-2,6<br><br>PO-4,5 | Ap,C | C,P | L | P |
| 3 | Create effective visuals | PSO-2,6<br><br>PO- 4,5 | Ap,C | C,P | L | 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 | PO7 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CO1 | - | 3 | - | - | 3 | 3 | - | 3 | - | 3 | 3 | 3 | - |
| CO2 | - | 3 | - | - | - | 3 | - | - | - | 3 | 3 | - | - |
| CO3 | - | 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 | ✓ | | | ✓ |

Mar Ivanios College (Autonomous)

| | | | | | |
|---|---|---|---|---|---|
| **Discipline** | **BA English Language and Literature** | | | | |
| **Course Code** | MIUK4SEC ENG281.1 | | | | |
| **Course Title** | English For Small Talks and PEP Talks | | | | |
| **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 | 3 hours | - | 2 hours | 5 |
| **Pre-requisites** | 1. Basic Skills in Speaking and Reading English. | | | | |
| **Course Summary** | This course gives very interesting in-class training sessions for improving the spoken skills in English by providing motivating content and opportunities for speaking in English. The use of Youth culture and language practices with new media and pitching presentation skills along with the Language training sessions will develop skills needed for podcast hosts or social media influencers. | | | | |

**Detailed Syllabus:**

| Module | Unit | Content | Hrs |
|---|---|---|---|
| **I** | Speak Fluently | | 15 |
| | 1 | An introduction to Speech sounds and Pronounciation in English | |
| | 2 | Practice in stress-word stress and sentence stress | |
| | 3. | Intonation-rhythm--Fluency | |
| | 3 | Listen to selected words, sentences and identify the Pronounciation<br>https://forvo.com/languages/en/<br>https://www.bbc.co.uk/learningenglish/ | |
| | 4. | Indian English-Mother Tongue Interference –Inhibitions and Ways to Improve it | |
| | 5 | Introduction to Dialects-registers-jargons and slangs- American-British-African-Australian Pronounciations | |
| **II** | Small Talk Matters | | 10 |
| | 6 | Introduction to small talk-its importance in business world-features-How to open a conversation through greetings- common themes-everyday talks-speaking and writing small talks- - appropriate choice of words-closing a conversation<br>Movie talks-weather talk-Food-health-dating -shopping | |
| | 7 | Phrases for small talk<br>https://www.bbc.co.uk/learningenglish/english/features/the-english-we-speak_2023 | |
| | 8 | Identification of different kinds of greetings.<br>https://forvo.com/languages/en/ | |
| | 9 | Initiating a conversation<br>https://www.youtube.com/watch?v=PNTCM7cbrsc | |
| | 10 | How to Sustain a conversation<br>Write and practice | |
| | | | |
| **III** | Gen Z English | | 5 |
| | 11 | Campus English - Small talks as Campus English- meeting new students- asking about course- curriculum-exams-professsors-college-hostels-friends- | |
| | 12 | Fashion talks | |
| | 13 | Love and Dating | |

| | | | |
|---|---|---|---|
| | 14 | Anime Talks | |
| | 15 | Food Talks | |
| | 16 | Introduction to Gen Z Slang<br><br>Study of Gen z English in the Film *The Social Network* (Available in Net flix) | |
| **IV** | Practice PEP talks | | 5 |
| | 17 | Introduction to Pep talk-crafting messages-skills for on stage presentation – brief description of public speaking skills- knowing the audience-positive and negative self talk - content delivery with interesting starters-boosting confidence and leadership –different pep talk strategies-skill for networking-use of persuasive language- dealing with criticisms | |
| | 18 | TED talks<br>https://www.ted.com/talks/amy_cuddy_your_body_language_may_shape_who_you_are<br>https://www.youtube.com/watch?v=Ks-_Mh1QhMc<br>https://www.youtube.com/watch?v=eIho2S0ZahI&t=13s<br>https://www.youtube.com/watch?v=QijH4UAqGD8&t=3s | |
| | | | |
| **V** | Host a Podcast | | 10 |
| | 23 | Podcast an Introduction-Types- interview-story telling- commentary | |
| | 24 | Target Audience and selection of Topics | |
| | 25 | Structuring the content- Brainstorming-narrative techniques | |
| | 26 | Guests and Interview techniques | |
| | 27 | Media- Content for branding and Brand story telling-networking-promotion-feedback-launch | |
| | 28 | Discussion<br>Any episode from *Overheard* at National Geography in Spotify | |
| | 29 | Podcasts from Africa and Australia-Listen to the Pronounciations<br><br>https://africastraighttalk.com/2023/09/24/episode-119-let-my-people-go/<br><br>https://www.abc.net.au/listen/programs/conversations/shaun-christie-david-banking-food-restaurant-sri-lanka-history/103501748 | |
| | | | |
| | 30 | English from Rap and Pop songs-Introduction to Jazz chants-familiarise with stress and rhythm | |

| | | | |
|---|---|---|---|
| | | Where is the love by Black Eyed Peas<br>https://www.youtube.com/watch?v=XSiP0epO0oU | |
| | | your song by Elton john<br>https://www.youtube.com/watch?v=Y1gYc1F-BeA | |
| | | Talk in Rap- Lose Yourself by Eminem<br>https://www.youtube.com/watch?v=_Yhyp-_hX2s | |
| | | A hard rain gonna fall by Bob Dylan<br>https://www.youtube.com/watch?v=jWuk_R2_Iu4 | |
| | | Upside down jack Johnson<br>https://www.youtube.com/watch?v=vQKsPDiEHpQ | |
| | | Practicum | 15 |
| | | Portfolio creation and sharing<br>Video release<br>Audio pep talks through Mobile phone<br>Impromptu Speeches<br>Role plays<br>Gigs and performance | |
| | | Suggested Reading | |
| | | | |
| | | John Lee Podcast Launch A Step by Step Podcasting Guide<br><br>Terri Savelle Foy Pep Talk: Learn the Language of Success Through Positive Declaration<br>https://forvo.com/languages/en/<br><br>https://www.bbc.co.uk/learningenglish/ | |

**Course Outcomes**

| No. | Upon completion of the course the graduate will be able to | Cognitive Level | PSO addressed |
|---|---|---|---|
| CO-1 | Listen and understand speech sounds, syllable. stress and intonation | U | PSO-1,2 |
| CO-2 | Understand different dialects in English | R, U | PSO-1,2 |
| CO-3 | Practice small talks and Pep talks by identifying its chief characteristics , Reading and Writing them | A, C | PSO-1,2,3 |
| CO-4 | Develop confidence and appropriate body language for public speech | U,Ap | PSO-1,2,5 |
| CO-5 | Understand different techniques of podcast talks and apply them by creating a portfolio | E, C | 1,2 |

**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 | Cognitive Level | Knowledge Category | Lecture (L)/Tutorial (T) | Practical (P) |
|---|---|---|---|---|---|---|
| 1 | Listen and understand speech sounds, syllables. stress and intonation | PO-1,2,5,6 | U | F, C,P | L | p |
| 2 | Understand different dialects in English | PO-1,2,5,6 | R, U | F,C,P | L | p |
| 3 | Practice small talks and Pep talks by identifying its chief characteristics , through speaking, reading and writing them | PO-1,2,4 | A, C | F,C,P | L | p |
| 4 | Develop confidence and appropriate body language for public speech | PO-2,4,7 | U,Ap | F,C,P | L | p |
| 5 | Understand different techniques of | PO-2,4,5 | E, C | F,C,P | L | p |

| | | | | | | |
|---|---|---|---|---|---|---|
| | podcast talks and apply them by creating a portfolio | | | | | |

**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 | PO7 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CO1 | 2 | 3 | | 2 | 3 | 1 | 2 | 3 | | | 3 | 3 | |
| CO2 | 2 | 3 | 2 | | 3 | 3 | | 3 | | | 2 | 3 | |
| CO3 | 2 | 3 | | | 3 | 3 | 2 | 3 | | 3 | | 3 | |
| CO4 | 2 | 3 | 2 | | | 3 | | 3 | | 3 | | | 3 |
| CO5 | 2 | 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/viva
- 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** | | | ✓ | |

**Mar Ivanios College (Autonomous)**

| | | | | | |
|---|---|---|---|---|---|
| Discipline | ENGLISH | | | | |
| Course Code | MIUK4 SEC ENG282.1 | | | | |
| Course Title | **Soft Skills Through Theatre Games** | | | | |
| 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. A safe and supportive environment where participants feel comfortable expressing themselves is essential.<br>2. Willingness to dedicate time to the course and actively participate in all activities. | | | | |
| Course Summary | This course combines theatrical play with soft skills development, offering participants a vibrant and interactive approach to honing essential interpersonal abilities. Through a series of engaging theatre games and exercises, participants will cultivate effective communication, teamwork, adaptability, and empathy, fostering personal and professional growth in a | | | | |

| | |
|---|---|
| | dynamic and supportive environment. |

**Detailed Syllabus**

| Module | Unit | Content | Hrs |
|---|---|---|---|
| I | Foundations of Theatrical Interaction | | 15 |
| | 1 | Understanding the role of theatrical play in soft skills development. | |
| | 2 | Theatre Game: Zip-Zap-Zop (Building focus and spontaneity) | |
| | 3 | Theatre Game: Mirroring (Developing active listening and observation skills) | |
| | 4 | Exploring the dynamics of non-verbal communication and body language through Theatre Game: Gibberish Conversation. | |
| II | Communication and Collaboration | | 15 |
| | 5 | Enhancing verbal communication skills through Theatre Game: Yes, And... (Improvisation) | |
| | 6 | Foster collaboration and teamwork through group storytelling activities. Theatre Game: Group Storytelling | |
| | 7 | Practice giving and receiving feedback effectively in a supportive environment using Theatre Game: Freeze Frame (Practicing effective feedback and active listening) | |
| | 8 | Enhance adaptability by embracing spontaneous narrative changes in group storytelling. | |
| III | Problem-Solving and Emotional Intelligence | | 15 |
| | 9 | Building adaptability and resilience through Theatre Game: Change Machine (Embracing change and spontaneity) | |
| | 10 | Theatre Game: Spontaneous Scenes (Developing creative problem-solving skills)<br>Theatre Game: Character Switch (Exploring different perspectives and adapting to new situations) | |
| | 11 | Cultivating empathy and emotional intelligence through Theatre Game: Emotion Circle (Expressing and recognizing emotions) | |
| | 12 | Theatre Game: Character Walk (Role-playing exercises to understand diverse perspectives)<br>Theatre Game: Emotional Scene (Reflecting on personal experiences and emotions to deepen empathy) | |

**Suggested Reading**

Sizzling Soft Skills for Spectacular Success: A Practical Guide on Personality Development by P. Ameer Ali (2017)

https://burtsdrama.com/2015/10/28/building-on-dramas-soft-skills/

https://trainingindustry.com/magazine/jul-aug-2018/theater-as-a-medium-for-soft-skills-training/

https://www.researchgate.net/publication/338764509_Using_drama_as_a_tool_for_assessing_soft_skills

https://www.researchgate.net/publication/354118384_TEACHING_OF_SOFT_SKILLS_THROUGH_DRAMA

https://www.researchgate.net/publication/314472769_Games_and_Simulations

## Course Outcomes

| No. | Upon completion of the course the graduate will be able to | Cognitive Level | PSO addressed |
|---|---|---|---|
| CO-1 | Participants will demonstrate improved verbal and non-verbal communication skills, including active listening, clear expression, and effective feedback delivery. | U, Ap, C | PSO-2,6 |
| CO-2 | Participants will develop stronger interpersonal relationships by building trust, empathy, and rapport through collaborative theatre games and exercises. | R, U, Ap, An, E | PSO-4 |
| CO-3 | Participants will demonstrate enhanced creative problem-solving skills through spontaneous storytelling, character improvisation, and collaborative scene creation. | U, Ap, C, E | PSO-3 |
| CO-4 | Participants will engage in creative expression and self-exploration through character development, storytelling, and improvisation, fostering personal | An, E, C | PSO-2,3 |

| | | | |
|---|---|---|---|
| | growth and self-awareness. | | |

**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 | Verbal and non-verbal communication | 2,6(PSO) 1,4,5 (PO) | U, Ap, C | C, M | L | P |
| 2 | Interpersonal relationship | 4 (PSO) 4,5,7 (PO) | R, U, Ap, An, E | M | L | P |
| 3 | Problem-solving skills | 3 (PSO) 2,5,7 (PO) | U, Ap, C, E | F, C, M | T | P |
| 4 | Creative expression and self-exploration | 2,3(PSO) 2,5,7 (PO) | An, E, C | M | T | 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 | PO7 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CO 1 | | 3 | | | | 2 | 2 | | | 3 | 3 | | |

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CO 2 | | | | 2 | | | | | | 3 | 2 | | 3 |
| CO 3 | | | 2 | | | | | 3 | | | 2 | | 2 |
| CO 4 | | 2 | 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 | | | | |

**Mar Ivanios College (Autonomous)**

| | | | | | |
|---|---|---|---|---|---|
| Discipline | English | | | | |
| Course Code | MIUK4VAC ENG286.1 | | | | |
| Course Title | Peace Studies and Society | | | | |
| Type of Course | VAC | | | | |
| Semester | 4 | | | | |
| Academic Level | 200- 299 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours/Week |
| | 3 | 3 hours | - | - | 3hrs |
| Pre-requisites | Having a basic understanding of literature will help students analyze and interpret the literary texts included in the course effectively. Similarly, a foundational knowledge of peace and conflict studies will provide students with the necessary context and concepts to engage with the peacebuilding and social justice themes explored throughout the course. | | | | |
| Course Summary | The course delves into the concepts, theories, and practices of peace studies within the context of society. Through a multidisciplinary approach, students will explore the role of literature in understanding peace, conflict resolution, and social justice. | | | | |

**Detailed Syllabus:**

| | | |
|---|---|---|
| | Introduction to Peace Studies and Literary Perspectives | 15 hrs |
| 1 | Definition and scope of peace studies- Literature as a mirror of societal values and conflicts- Historical perspectives on peace and war- The impact of war on individuals and societies- The role of literature in shaping public opinion on war and peace | 6 hrs |
| | Wilfred Owen: "Dulce et Decorum Est" and "Anthem for Doomed Youth" | |
| | Ernest Hemingway: "Soldier's Home" | 6 hrs |
| | | 3 hrs |
| 2 | Peacebuilding and Social Justice | 15 hrs |
| | Principles of peacebuilding and conflict resolution- Literature as a tool for advocacy and social change- Historical and contemporary examples of social justice movements- Intersectionality and its role in peacebuilding- The impact of systemic oppression on peace and justice | 6 hrs |

| | | |
|---|---|---|
| | Langston Hughes: "Harlem" and "Let America Be America Again" 6 hrs<br>Alice Walker: "The Flowers" 3 hrs | |
| 3 | Literature, Memory, and Reconciliation | 15 hrs |
| | The concept of memory and its importance in peace studies- Literature as a tool for reconciliation and healing- Post-conflict societies and the challenges of rebuilding peace- The ethics of remembering and forgetting in peace processes- Collective trauma and its representation in literature 6 hrs<br><br>Pablo Neruda: "I Explain a Few Things" and "The Dictators" 6hrs<br><br>Jhumpa Lahiri: "The Third and Final Continent" 3 hrs | |

Suggested Reading

- "The Anatomy of Peace: Resolving the Heart of Conflict" by Arbinger Institute
- "The Moral Imagination: The Art and Soul of Building Peace" by John Paul Lederach
- "Pedagogy of the Oppressed" by Paulo Freire
- "The Ethics of Remembering and the Consequences of Forgetting: Essays on Trauma, History, and Memory" edited by Michael Rothberg and Neil Levi
- "The Wretched of the Earth" by Frantz Fanon
- "Half of a Yellow Sun" by Chimamanda Ngozi Adichie

## Course Outcomes

| No. | Upon completion of the course the graduate will be able to | Cognitive Level | PSO addressed |
|---|---|---|---|
| CO-1 | Students understand foundational concepts of peace studies and explore how literature reflects and shapes our understanding of peace and conflict. | An, E | 1 |
| CO-2 | Students understand the principles and practices of peacebuilding and the role of literature in advocating for social justice. | An,E | 1 |
| CO- 3 | Students investigate the role of literature in preserving memory, promoting reconciliation, and healing post-conflict societies. | An | 1 |
| CO-4 | Students engage in meaningful discussions and debates on peace studies, social justice, and the | An, E | 3 |

| | | | |
|---|---|---|---|
| | representation of these themes in literature, demonstrating effective communication and critical thinking skills. | | |
| CO-5 | Students demonstrate ethical and responsible conduct in analyzing and interpreting literature, respecting diverse perspectives, and engaging in constructive dialogue on sensitive and controversial topics related to peace and society. | An, E | 3 |

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

| CO No. | CO | PO/PSO | Cognitive Level | Knowledge Category | Lecture (L)/Tutorial (T) | Practical (P) |
|---|---|---|---|---|---|---|
| 1 | 1 | 1/1 | An, E | F, C | L | - |
| 2 | 1 | 7/1 | An, E | F,C | L, | - |
| 3 | 1 | 2,7/1 | An | F, M | L, | - |
| 4 | 3 | 4/3 | An, E | F, M | L,T | - |
| 5 | 3 | 7/3 | Ap, E | F, M | L,T | - |

**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 | PO7 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CO1 | 3 | - | - | - | - | - | 3 | - | - | - | - | - | - |
| CO2 | 3 | - | - | - | - | - | - | - | - | - | - | - | 3 |
| CO3 | 2 | - | | - | - | - | - | 2 | - | - | - | - | - |
| CO4 | - | - | 3 | - | - | - | - | - | - | 3 | - | - | |
| CO5 | - | - | 3 | - | - | - | - | - | - | - | - | - | 3 |

**Correlation Levels:**

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

**Assessment Rubrics:**

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

**Mapping of COs to Assessment Rubrics :**

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

**Mar Ivanios College (Autonomous)**

| | |
|---|---|
| **Discipline** | **ENGLISH** |
| **Course Code** | **MIUK4VACENG287.1** |
| **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.**<br>**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,<br><br>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**<br>**Students should engage and prepare assignments on various student oriented digital initiatives taken by Kerala University/ Universities.**<br><br>**Final Project**<br>**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 | **1, 6** |
| **CO-2** | Initiatives undertaken by the government of India and Kerala in the field of digital governance. | R, U | **1,6** |
| **CO- 3** | The scope and possibilities offered by the collaborative digital platforms and the use of e-learning and academic tools. | A, E | **1,2, 6** |
| **CO-4** | An awareness about the possible challenges thrown up by the digital environment such as cyber security issues and digital privacy | U, A | **1,5,6** |
| **CO5** | **Undertake awareness campaigns among the public at large.** | **A, 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: 2:0:1 (Lecture:Tutorial:Practical)**

**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 | PO 7 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **CO 1** | 3 | 1 | | | | 3 | 3 | 2 | | | 3 | 3 | |
| **CO 2** | 2 | | | | | 3 | 1 | 2 | 3 | | 3 | 3 | |
| **CO 3** | 2 | 3 | | | | 3 | | | | | 3 | 3 | |
| **CO 4** | 2 | 2 | | | 3 | 3 | | 2 | | | 3 | | |
| **CO 5** | | 2 | | 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** | | ✓ | ✓ | ✓ |

## Mar Ivanios College (Autonomous)

| | | | | | |
|---|---|---|---|---|---|
| Discipline | English Language and Literature | | | | |
| Course Code | MIUK5 DSC ENG300.1 | | | | |
| Course Title | Literary Criticism | | | | |
| Type of Course | **DSC** | | | | |
| Semester | 5 | | | | |
| Academic Level | 300-399 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours/Week |
| | 4 | 4 | - | - | 4 |
| Pre-requisites | 1. Students should have the ability to analyse literary woks critically<br>2. Students should have a clear understanding of the multiple interpretations of literary texts. | | | | |
| Course Summary | The course aims to provide an overview of the basic truths of the art of criticism both ancient and modern. | | | | |

### Detailed Syllabus:

| Module | Unit | Content | Hrs |
|---|---|---|---|
| I | | **Classical Criticism** | **15** |
| | 1 | Classical criticism- etymological meaning-types of criticism-nature and function | 3 |
| | 2 | Plato-his critical contributions-cave image-mimesis-doctrine of ideas-his moral attack on poetry. | 4 |
| | 3 | Aristotle-importance of Poetics-function and emotional appeal of poetry-tragedy-constituent parts-catharsis-hamartia-tragic hero-observations on comedy. | 4 |
| | 4 | Longinus-the sublime | 2 |
| | 5 | Horace-concept of decorum | 2 |
| II | | **Renaissance and Neo Classical Criticism** | **15** |
| | 8 | Sir Philip Sidney- definition of poetry-his classicism | 5 |
| | 9 | Neo-classical-Joseph Addison-true and false wit-his criticism of *Paradise Lost* | 5 |
| | 10 | Dr.Johnson-views on poetry- on drama-dramatic pleasure-tragi-comedy. | 5 |
| III | | **Romantic and Victorian Criticism** | **15** |
| | 11 | Romanticism-William Wordsworth-Preface to Lyrical Ballads-definition of poetry- poetic diction and language-natural and the supernatural | 5 |

| | | | |
|---|---|---|---|
| | 12 | Samuel Taylor Coleridge-definition of poetry-willing suspension of disbelief-primary and secondary imagination-fancy and imagination | 5 |
| | 13 | Victorian criticism: Matthew Arnold -function of poetry-false standards of judgement -Touchstone Method. | 5 |
| **IV** | **Modern Criticism** | | **15** |
| | 15 | T.S. Eliot- Theory of Impersonality- Dissociation of Sensibility- Objective Correlative New Criticism-Russian Formalism. | 5 |
| | 13 | I.A Richards: Practical Criticism, Four Kinds of Meaning, Theory of 'Synaesthesis' | 2 |
| | 14 | Literary forms and devices | 3 |
| | 15 | Practical Criticism | 5 |

## Suggested Reading

Required reading:


B. Prasad, *An Introduction To English Criticism*. India, Macmillan India Limited, 1965.

Nagarajan M S. *English Literary Criticism and Theory*. Hyderabad: Orient Blackswan, 2011

Practical criticism http://egyankhosh.ac.in/bitstream/123456789/22635/1Unit-1.pdf

https://www.danielxerri.com/uploads/4/5/3/0/4530212/teaching_practical_criticism.pdf

Upadhay,Ami *A Handbook of The Indian Poetics and Aesthetics*. Bareilly: Prakash Book Depot,2017

Eagleton, Terry. *The Function of Criticism*. Calcutta: Seagull Books, 2005.

Murray, Penelope and T. S. Dorsch, trans. *Classical Literary Criticism*. London:Penguin, 1965

Blamires, Harry, and Morony, Michael. *A History of Literary Criticism*. United Kingdom, Bloomsbury Publishing, 1991.

Das, Bijay Kumar. *Twentieth Century Literary Criticism*. India, Atlantic Publishers & Distributors (P) Limited, 2005.

Robson, W. W., and Robson, William Wallace. *The Definition of Literature and Other Essays*. United Kingdom, Cambridge University Press, 1984.

Winchester, C. T. *Some Principles of Literary Criticism*. Canada, General Books, 2013.

Watson, George. *The Literary Critics: A Study of English Descriptive Criticism* (Classic Reprint). United States, Fb&c Limited, 2017


**Course Outcomes**

| No. | Upon completion of the course the graduate will be able to | Cognitive Level | PSO addressed |
|---|---|---|---|
| CO-1 | Analyse, evaluate and interpret texts from multiple points of view. | U An E | PSO1 |
| CO-2 | Understand the different facets of western literary criticism | U | PSO1 |
| CO-3 | Demonstrate an ability to articulate personal responses to literary and cultural texts and develop an understanding of the premises underlying such responses. | U Ap | PSO3 |
| CO-4 | Provide a conceptual framework for developing an understanding of the function and practice of modes of criticism. | U Ap An | PSO1<br>PSO3 |

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

**Literary Criticism: Credits: 4:0:0 (Lecture:Tutorial:Practical)**

| CO No. | CO | PO/PSO | Cognitive Level | Knowledge Category | Lecture (L)/Tutorial (T) | Practical (P) |
|---|---|---|---|---|---|---|
| CO-1 | Analyse, evaluate and interpret texts from multiple points of view. | PO1<br>PO2<br>PO5<br>PO6<br>PSO1<br>PSO3 | U An E | C | L | - |
| CO-2 | Understand the different facets of western literary criticism | PO1<br>PO2<br>PSO1 | U | C | L | - |
| CO-3 | Demonstrate an ability to articulate personal responses to literary and cultural texts and develop an understanding of the premises underlying such | PO2<br>PO4<br>PO5<br>PSO3 | U Ap | C | L | - |

| | | | | | | |
|---|---|---|---|---|---|---|
| | responses. | | | | | |
| CO-4 | Provide a conceptual framework for developing an understanding of the function and practice of modes of criticism. | PO1<br>PO2<br>PO5<br>PO6<br>PSO1<br>PSO3 | U Ap An | F C | L | - |

**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 | PO7 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CO1 | 2 | - | 3 | - | - | - | 3 | 2 | - | - | 2 | 2 | |
| CO2 | 2 | - | - | - | - | - | 3 | 2 | - | - | - | - | - |
| CO3 | | - | 2 | - | - | - | - | 2 | - | 1 | 2 | - | - |
| CO4 | 2 | - | 1 | - | - | - | 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
- Seminar
- Internal 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 | ✓ | ✓ | | ✓ |

**Mar Ivanios College (Autonomous)**

| | | | | | |
|---|---|---|---|---|---|
| Discipline | English Language and Literature | | | | |
| Course Code | MIUK5DSC ENG 301.1 | | | | |
| Course Title | Gender Studies | | | | |
| Type of Course | **DSC** | | | | |
| Semester | 5 | | | | |
| 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. Willingness to critically analyse societal norms and structures related to gender.<br>2. Commitment to understand the historical, cultural and social contexts that shape gender identities and inequalities. | | | | |
| Course Summary | The course delves into the intricate complexities of gender identity, roles, and relations across diverse cultural, historical and social landscapes. Through the lens of feminist theory, queer theory and intersectionality, students explore the historical construction of gender, dissect power dynamics and analyse how gender intersects with race, class, sexuality and other social categories. | | | | |

**Detailed Syllabus:**

| Module | Content | |
|---|---|---|
| I | Gender Studies: The origins | 15 Hrs |
| | Feminism: Evolution of the movement -The three waves- Femininity and Agency - Womanism-Alice Walker<br>Gender Spectrum- Gender fluidity- Transfeminisms- LGBTQA | 6 hrs |
| | Crenshaw: The Urgency of Intersectionality (Ted talk)<br>Chimamanda Ngozi Adichie: We Should All Be Feminists (TED talk) | 6 hrs |
| | The Personal is Political – Carol Hanisch | 3hrs |
| | | |
| II | Gender and Body | 15 hrs |
| | Gendered expectations of bodies -Normativities-Corporeal feminism-embodiment and disembodiment-Body image and identity-Trans and gendered bodies-posthuman bodies- volatile body - body and identity-women and disability. | 3 hrs |

| | | |
|---|---|---|
| | Mascara, Touch -Meena kandasamy (poem)<br>ThatThou art -Lopamudra Renuka (poem)<br>The scar of a wound-Amrita Pritam<br>https://apnaorg.com/books/english/selected-poems-amrita-pritam/selected-poems-amrita-pritam.pdf | 3 hrs |
| | Virginia Woolf: Orlando (novel)<br>Malini Chib: One Little Finger (life Writing) ( adapted in the film Margarita with a straw) | 5hrs |
| | Kalki: My story<br>https://ai.eecs.umich.edu/people/conway/TSsuccesses/Kalki/Kalki.html<br>Susan Bordopp: Body as a text of femininity in the essay The Body as a reproduction of femininity (168-174)<br>https://www.uio.no/studier/emner/annet/skk/KFL1020/h13/pensumliste/bordo-the-body-and-the-reproduction-of-femininity.pdf | 4hrs |
| III | Gender, Sexuality and culture | 15 |
| | Dalit Feminism- Transgender- Pride Parade<br>Cyberfeminism 4 hrs | |
| | Dona. J. Haraway: The Cyborg Manifesto<br>Vijila Chirappad: Kitchen Rags, Waste Land (poems) 5hrs | |
| | A Revathi: The Truth About Me: A Hijra Life Story (Life Narrative)<br>Pure as Love (Advertisement) 6 hrs | |
| IV | Gender and Race | 15 |
| | Intersectionality, Heteropatriarchy, Ambivalent Sexism, Microaggressions, Body Positivity, Inclusive Language, Global Feminism 3 hrs | |
| | Maya Angelou: Still I Rise (Poem)<br>Emma D Velez: Decolonial Feminism at the Intersection: A Critical Reflection on the Relationship between Decolonial Feminism and Intersectionality, 6 hrs<br>Emma D Velez, https://www.jstor.org/stable/10.5325/jspecphil.33.3.0390 | |
| | Jamaica Kincaid: Girl ( Story) | |

| | |
|---|---|
| | Anita Nair: *Ladies Coupe* (Novel) 6 hrs |
| | Suggested Readings:<br><br>Feminism and disability: Barbara Hillyer<br>Disembodied form: Issues of Disabled Women AnitaGhai<br>Bodies that Matter: Judith Butler<br>Separate Roads to Feminism: Benita Roth<br>A Critical Introduction to Queer Theory: Nikki Sullivan |

## Course Outcomes

| No. | Upon completion of the course the graduate will be able to | Cognitive Level | PSO addressed |
|---|---|---|---|
| CO-1 | Students develop the ability to critically analyze and evaluate societal norms, institutions, and practices related to gender, recognizing how these constructs impact individuals and societies. | An, E | 3 |
| CO-2 | Students understand that gender is a social construct and examine how it intersects with other social categories such as race, class, sexuality, and nationality. | U | 4 |
| CO- 3 | Students develop research skills and the ability to conduct independent research on gender-related topics, using appropriate methodologies and sources. | An, Ap | 5 |
| CO-4 | Students cultivate empathy and respect for diverse gender identities and experiences, fostering a more inclusive and equitable society. | An, Ap | 4 |
| CO-5 | Students apply their knowledge and understanding of gender issues to advocate for social justice, equality, and positive change in their communities and beyond. | Ap, C | 3 |

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

| CO | CO | PO/PSO | Cognitive | Knowledge | Lecture | Practical |
|---|---|---|---|---|---|---|

| No. | | | Level | Category | (L)/Tutorial (T) | (P) |
|---|---|---|---|---|---|---|
| 1 | 1 | 2/3 | An, E | F, C | L | - |
| 2 | 2 | 2/5 | An, E | F,C | L,T | - |
| 3 | 3 | 6/4 | An, Ap | P, M | L,T | - |
| 4 | 4 | 7/2 | An, Ap, C | P, M | L,T | - |
| 5 | 5 | 1/1 | Ap, C | P, M | L,T | - |

**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 | PO7 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **CO 1** | - | - | 3 | - | - | - | - | 3 | - | - | - | - | - |
| **CO 2** | - | - | - | - | 3 | - | - | - | - | - | - | 3 | - |
| **CO 3** | - | 3 | - | | - | - | - | - | - | - | - | 3 | - |
| **CO 4** | - | - | - | - | | 3 | - | - | - | - | - | - | 3 |
| **CO 5** | 0 | - | 3 | - | - | - | 3 | - | - | - | - | - | - |

**Correlation Levels:**

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

**Assessment Rubrics:**

- Quiz / Discussion / Seminar
- Internal Exam

- Assignments
- Final Exam

**Mapping of COs to Assessment Rubrics :**

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

**Mar Ivanios College (Autonomous)**

| | | | | | |
|---|---|---|---|---|---|
| **Discipline** | **ENGLISH** | | | | |
| **Course Code** | MIUK5 DSC ENG 302.1 | | | | |
| **Course Title** | Twentieth and Twenty First Century Malayalam Literature in Translation | | | | |
| **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. Basic Understanding of different genres of Literature | | | | |
| **Course Summary** | This course aims to provide the students a basic understanding of the development of Malayalam literature of twentieth and twenty first century and its socio political milieu thereby enabling them for cross cultural mediations, appropriations and negotiations possible through translations. | | | | |

**Detailed Syllabus:**

| Module | Unit | Content | Hrs |
|---|---|---|---|
| I | POETRY | | 15 |
| | 1 | Malayalam Poetry-a brief history - Modernism in Malayalam Poetry-contemporary Malayalam poetry-Representation of Nature-gender-class-caste | |
| | 2 | O N V Kurup : A Requiem to Mother Earth https://www.onvkurup.org/English/translations/PuthankalavumArivalum.htm | |
| | 3 | Sugatha Kumari : Night Rain https://www.google.co.in/books/edition/_/OjZYf9Xf9bcC?hl=en&gbpv=1&pg=PA400&dq=pensive+daughter+of+the+dusky+night | |
| | 4 | K Sachitanandan : Stammer https://www.poetryinternational.com/en/poets-poems/poems/poem/103-2861_STAMMER | |
| | 5 | Ayyappa Paniker :Theft https://www.theantonymmag.com/four-malayalam-poems-by-rafeeq-ahamed/ | |
| | 6 | Asha Latha : The Sea https://poetrans.wordpress.com/2012/10/11/the-sea/ | |
| | 7 | Vipitha :The Snakes have Hollows http://www.modernliterature.org/2020/09/09/poems-by-vipitha | |
| | 8 | Rafeek Ahammed : Ants https://www.theantonymmag.com/four-malayalam-poems-by-rafeeq-ahamed/ | |
| II | SHORT STORY | | 15 |
| | 9 | Brief history of Malayalam Fiction -Emergence of Novel and short stories-Major modern women writers-Contemporary themes and styles-change in social and political settings-Malayalee writing in exile. | |
| | 10 | O.V Vijayan : After the Hanging | |

| | | | |
|---|---|---|---|
| | 11 | MT Vasudevan Nair : Oppol, the Elder Sister | |
| | 12 | Vaikom Muhammed Basheer : Birthday | |
| | 13 | Kamala Surayya : Koladu | |
| | 14 | Aymanam John: The Place of Nanipparathi in Indian History Trans by Gayatri Devi | |
| | 15 | E Santhosh Kumar :The Parable of Oranges Tran by Fathima E V<br><br>https://outofprintmagazine.co.in/archive/december_2023_issue/esanthosh-kumar_the-parable-of-oranges.html | |
| | 16 | Gracy : Parting with Parvathy | |
| | 17 | KR Meera :Yellow is the Colour of Longing | |
| | 18 | Sithara S : Fire | |
| **III** | ESSAY | | 9 |
| | 19 | Kainikkara M. Kumarapilla : Shakespeare in Malayalam<br>https://www.jstor.org/stable/23329681 | |
| | 20 | K Sachidanandan: " A Varied Landscape: Malayalam Poetry Since Modernism" Indian Literature :Sahitya Academy's Bimonthly Journal Vol LXI No.2 March/April 2018.Print. | |
| | 21 | J Devika: Imagining Women's Social Space in Early Modern Keralam‖, Section II Page no 9-16) (opendocs.ids.ac.uk,2002)<br><br>https://opendocs.ids.ac.uk/opendocs/bitstream/handle/20.500.12413/2932/wp329.pdf;sequence=1 | |
| **IV** | NOVEL | | 15 |
| | 22 | M Mukundan : Delhi A Soliloquy | |
| | 23 | Benyamin : Goat Days Trans: Joseph Koyipalli | |
| | 24 | R Rajasree : The Sthory of Two Wimmin Named Kalyani and Dakshayani. Trans J Devika | |
| **V** | | DRAMA | 8 |
| | | Sajitha Madathil : Matsyagandhi<br>Golden Threshold: An Anthology of One Act Plays and Stories. Orient | |

| | | | |
|---|---|---|---|
| | | Blackswan, 2013 | |
| | | Suggested Readings | |
| | | George, K.M. ASurvey of Malayalam Literature, Asia Publishing House, 1968.<br>---, Western Influence on Malayalam Language and Literature, Sahitya Academy. 1972.<br><br>Paniker, K Ayyappa. A Short History of Malayalam Literature. Dept of Public Relations, Govt of Kerala, 1977.<br><br>Nair, Sreedevi. K. Women Writers of Kerala. SSS Publications, 2012.<br><br>e-resources<br>https://www.edasseri.org/ListenToEdasseriPoems.htm<br><br>https://www.poemhunter.com/i/ebooks/pdf/edasseri_govindan_nair_2012_9.pdf<br>http://keralasahithi.synthasite.com/<br><br>http://sahitya-kademi.gov.in/library/meettheauthor/kadammanitta_ramakrishnan.pd | |

## Course Outcomes

| No. | Upon completion of the course the graduate will be able to | Cognitive Level | PSO addressed |
|---|---|---|---|
| CO-1 | Generate knowledge on the varied milieu of the development and growth of Malayalam literature through translations and film adaptations | U | PSO-1,2 |
| CO-2 | Distinguish the distinctness of the socio-cultural arena of Kerala in which Malayalam literature is produced with one's own literary tradition,culture and aesthetics. | R, U | PSO 3,4 |
| CO_3 | Evaluate the literariness, semantics and stylistic | U,R | PSO 2,3,4 |

| | | | |
|---|---|---|---|
| | features recreated in translation from the original | | |
| CO-4 | Embrace the vividness and uniqueness of Malayalam Literature | U,AP | PSO 1,2.4 |
| CO-5 | Analyse the representation of marginalised communities in Malayalam Literature | A, Ap | PSO 1,2.4,5,6 |

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

*Note: 1 or 2 COs/module*

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

| **CO No.** | **CO** | **PO** | **Cognitive Level** | **Knowledge Category** | **Lecture (L)/Tutorial (T)** | **Practical (P)** |
|---|---|---|---|---|---|---|
| 1 | Generate knowledge on the varied milieu of the development and growth of Malayalam literature through translations and film adaptations | PO1 | U | F, C | L | |
| 2 | Distinguish the distinctness of the socio-cultural arena | PO-7,3 | R, U | F,C | L | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | of Kerala in which Malayalam literature is produced with one's own literary tradition,culture and aesthetics. | | | | | |
| 3 | Evaluate the literariness, semantics and stylistic features recreated in translation from the original | PO-2 | U,R | M,P | L | P |
| 4 | Embrace the vividness and uniqueness of Malayalam Literature | PO-7 | U,AP | F,C | L | |
| 5 | Analyse the representation of marginalised communities in Malayalam Literature | PO-3,5, 7,6 | A, Ap | M,P | L | |

**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 | PO 7 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **CO 1** | 3 | 3 | 1 | | | | 3 | | | | | | 2 |
| **CO 2** | 1 | 2 | 3 | 3 | 2 | | | | 3 | | | | 3 |
| **CO 3** | | 3 | 3 | 3 | | | | 3 | | | | | |
| **CO 4** | 2 | 3 | 1 | 3 | | | | | 2 | | | | 3 |
| **CO 5** | 2 | 3 | | 3 | 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** | | | ✓ | |

## Mar Ivanios College (Autonomous)

| | | | | | |
|---|---|---|---|---|---|
| Discipline | English | | | | |
| Course Code | MIUK5 DSE ENG 320.1 | | | | |
| Course Title | Poetry and Philosophy | | | | |
| Type of Course | **DSE** | | | | |
| Semester | 5 | | | | |
| Academic Level | 300-399 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours/Week |
| | 4 | 4 | - | | 4 |
| Pre-requisites | 1. Students should be aware of understanding literature in depth.<br>2. Students should have the ability to differentiate between literal and metaphorical meanings. | | | | |
| Course Summary | The course seeks to foster an understanding among students that literature frequently engages with philosophical inquiries, while also introducing them to the prominent figures and concepts within philosophy. | | | | |

**Detailed Syllabus:**

| Module | Unit | Content | Hrs |
|---|---|---|---|
| **I** | | **The Ancients** | **15** |
| | 1 | Heraclitus-Flux and the unity of opposites-Socrates-nature of poet and Rhapsode-Plato-Concept of forms-Ideal Vs Physical-Aristotle-concept of soul-beauty-art-nature | 3 |
| | 2 | John Keats: Endymion (First 33 lines) (Aristotle's idea of soul, beauty, art and nature). | 3 |
| | 3 | S.T.Coleridge :Kubla Khan (Socratic idea of a poet) | 3 |
| | 4 | P.B.Shelley: Ozymandias (Plato's Idealism) | 3 |
| | 5 | Robert Frost :West Running Brook.(Unity of Opposites) | 3 |
| **II** | | **Enlightenment and After** | **15** |
| | 6 | Rene Descartes—Rationalism—Dualism—Spinoza—idea of Nature and God—Pantheism— concept of substance and modes—Cartesian Dualism vs. Spinoza's Monism—John Locke— Liberalism—Empiricism—Immanuel Kant—Transcendental Idealism—Edmund Husserl— Phenomenology—Karl Marx—Critique of Capitalist Society—Base and Superstructure | 5 |

| | | | |
|---|---|---|---|
| | 7 | Emily Dickinson.:The Brain—is wider than the Sky!<br>(Cartesian mind body or material immaterial dualism)<br>https://www.poemhunter.com/poem/the-brain-is-wider-than-the-sky/ | 3 |
| | 8 | Walt Whitman.:On the Beach at Night Alone!<br>(Spinoza's pantheism),<br>https://www.poetryfoundation.org/poems48856on-the-beach-at-night-alone | 2 |
| | 9 | William Ross Wallace: The Liberty Bell,<br>(Locke's liberalism and the turn of humanity),<br>https://allpoetry.com/The-Liberty-Bell | 2 |
| | 10 | D. H. Lawrence: How Beastly the Bourgeois Is?<br>(Marx's idea of social class),<br>https://poets.org/poem/how-beastly-bourgeois | 3 |
| **III** | **The Moderns** | | **15** |
| | 11 | Friedrich Nietzsche-Death of God-Nihilism-Sigmund Freud-Id-Ego-Super-ego-Simone de Beauvoir-social and Historical construction of gender. | 5 |
| | 12 | Wallace Stevens: Sad Strains of a Gay Waltz!<br>(Nietzsche's idea of nihilism and the death of god) | 5 |
| | 13 | Ted Hughes:Hawk Roosting.<br>(Ego that mediates the instinctual id and the critical super-ego**)** | 5 |
| **IV** | **The Contemporary** | | **15** |
| | 14 | Bertrand Russell-pacifism-futility of violence -Simone de Beauvoir-social and Historical construction of gender. | 5 |
| | 15 | Wilfred Owen:Strange Meeting<br>(consequentialism-goodness of action determined by consequences) | 5 |
| | 16 | Maya Angelou: When I think of Myself.<br>(De Beauvoir's concept of becoming) | 5 |

**Suggested Reading**


Durrant, Will. *The Story of Philosophy*, Simon & Schuster, 1991.

Gaarder, Jostein. *Sophie's World:* 20th Anniversary Edition. Orion, 2015.

Garvey, James and Jeremy Stangroom. *The Story of Philosophy: A History of Western Thought.* Quercus, 2013.

Gibson, John. *The Philosophy of Poetry*. Oxford UP, 2015.

Ghosh, Ranjan, Lutz Koepnick, et al. *Philosophy and Poetry: Continental Perspectives.* Columbia UP, 2019.

Russell, Bertrand. *History of Western Philosophy*. Routledge, 2016.

## Course Outcomes

| No. | Upon completion of the course the graduate will be able to | Cognitive Level | PSO addressed |
|---|---|---|---|
| CO-1 | Gain an understanding of the evolution of philosophy across ages from the ancient to the present. | U | PSO 1 |
| CO-2 | Familiarize themselves with the major philosophical schools of western thought. | U | PSO1<br>PSO3 |
| CO-3 | Lay foundations for an in-depth engagement with texts and issues that link philosophy and literature. | U R | PSO1<br>PSO3 |
| CO-4 | Develop ability to work with abstract concepts leading to distinctive cognitive benefits. | U R An | PSO5 |

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

**Poetry and Philosophy: Credits: 4:0:0 (Lecture:Tutorial:Practical)**

| CO No. | CO | PO/PSO | Cognitive Level | Knowledge Category | Lecture (L)/Tutorial (T) | Practical (P) |
|---|---|---|---|---|---|---|
| 1 | Gain an understanding of the evolution of philosophy across ages from the ancient to the present. | PO1<br>PO2<br>PO5<br>PSO1 | U | C | L | - |

| | | | | | | |
|---|---|---|---|---|---|---|
| 2 | Familiarize themselves with the major philosophical schools of western thought. | PO1<br>PO2<br>PO5<br>PO6<br>PSO1<br>PSO3 | U | C | L | - |
| 3 | Lay foundations for an in-depth engagement with texts and issues that link philosophy and literature. | PO1<br>PO2<br>PO5<br>PO6<br>PSO1<br>PSO3 | U R | C M | L | - |
| 4 | Develop ability to work with abstract concepts leading to distinctive cognitive benefits. | PSO5<br>PO2<br>PO5<br>PO6 | U R An | F C | L | - |

**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** | **PO7** |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **CO1** | 2 | - | - | - | - | - | 2 | 2 | - | - | 1 | - | - |
| **CO2** | 3 | - | 2 | - | - | - | 2 | 3 | - | 2 | 2 | - | - |
| **CO** | 2 | - | 2 | - | - | - | 1 | 2 | - | 3 | 2 | - | - |

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Correlation Levels:** | **3** | | | | | | | | | | | | | |
| | **CO 4** | - | - | - | - | 2 | - | | 3 | - | - | 3 | 2 | - |

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

**Assessment Rubrics:**

- Quiz / Assignment/ Quiz/ Discussion
- Internal 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 | ✓ | ✓ | | ✓ |

MAR IVANIOS COLLEGE (AUTONOMOUS) TRIVANDRUM
VERITAS
VOS
LIBERABIT
Estd.1949

Mar Ivanios College (Autonomous)

| | | | | | |
|---|---|---|---|---|---|
| **Discipline** | **ENGLISH** | | | | |
| **Course Code** | MIUK5 DSE ENG 321.1 | | | | |
| **Course Title** | WRITINGS FROM INDIA | | | | |
| **Type of Course** | **DSE** | | | | |
| **Semester** | 5 | | | | |
| **Academic Level** | 300 – 399 | | | | |
| **Course Details** | Credit | Lecture per week | Tutorial per week | Practical per week hours | Total Hours/Week |
| | 4 | 4hours | - | | 4 |
| **Pre-requisites** | 1. Historical knowledge<br>2. Regional Focus | | | | |
| **Course Summary** | At the end of the course,the leaners will be able to analyse the different aspects of colonization and post colonialization. It will also help the students to understand and appreciate Indian Writing in English across varied geners and periods.It also acquaints the students with the major historical movements and the major stalwarts of Indian Literature in | | | | |

| | |
|---|---|
| | English |

**Detailed Syllabus:**

| Module | Unit | Content | Hrs |
|---|---|---|---|
| **I** | INTRODUCTION | | 15 |
| | I | Colonialism-Macaulay's Minuetes-historical context for the rise of Indian Writing in English<br>Jawaharlal Nehru :"The Old Indian Theatre" (extract from *The Discovery of India* | |
| **II** | POETRY | | 15 |
| | I | Impact of Nationalism on Indian Poetry-Impact of Romanticism-Rabindranath Tagore- A K Ramanujan-Kamala Das- Sarojini Naidu, Nissim Ezekiel -Jayanta Mahapatra-Rain poems –Meena kandaswamy- Agha Shahid Ali- Arundhathi Subramaniam. | |
| | | Nissim Ezekiel:"Night of the Scorpion"<br>A.K.Ramanujan:"Which Reminds Me"<br>Jayanta Mahapatra:"A Monsoon Day Fable"<br>Agha Shahid Ali :"Postcard from Kashmir"<br>Arundhathi Subramaniam :"Home"<br>Rabindranath Tagore:"Where the Mind is Without Fear"<br>Sarojini Naidu :"To a Buddha Seated on a Lotus"<br>Kamala Das :"The Old Play House" | |
| **III** | | | |
| | I | FICTION AND NON-FICTION<br>Pre independence fiction-Partition fiction-nature and scope of contemporary Indian English Literature-major writers-their impact on Indian literature-women writers-fiction of Diaspora- Mulk Raj Anand-R K Narayan-M T Vasudevan Nair-Jhumpa Lahiri-Kiran Desai-Chetan Bhagat-Anita Nair-Themes and techniques of Indian English novels | 15 |
| | II | Non-Fiction<br>Salman Rushdie :"Imaginary Homelands" | |

| | | | |
|---|---|---|---|
| | | Ranjit Hoskote :"Introduction to Reasons for Belonging"<br>Amitav Ghosh: "The Nutmeg's Curse" | |
| | III | Fiction<br>Mulk Raj Anand: *Untouchable*<br>Arundathi Roy :*God of Small Things* | |
| | IV | Short Stories<br>Mahasweta Devi: "Chinta"<br>Ruskin Bond :"The Night Train at Deoli"<br>R K Narayan :"The Antidote"<br>M T Vasudevan Nair: "The Black Moon" | |
| **IV** | I | DRAMA<br>Indian Classical drama-social drama-modern drama-historical drama- street theatre- Rabindranath Tagore-Girish Karnad-Vijay Tendulkar<br>Rabindranath Tagore:*Natir Puja*<br>Girish Karnad :*Nagamandala* | 15 |

**SUGGESTED READINGS**


**Afterword. *The Flowering Tree and Other Oral Tales from India*. Ed. Stuart Blackburn and Alan Dundes. Penguin Books, 1997.**

**Bruce King. *Modern Indian Poetry in English*. Revised, Oxford UP, 2005**

**Devy, G.N. *An Another Tongue: Essays on Indian English Literature*, Madras: Macmillan India Ltd. 1995.**

**de Souza ,Eunice. *Talking Poems: Conversations with Poets*. Oxford UP, 1999.**

**Iyengar ,K R S.*Indian Writing in English*.New Delhi:Streling,1985**

**Mehrotra, Arvind Krishna (Ed.)*An Illustrated History of Indian Literature in English*:Orient Blackswan,2003.**

**Mukherjee,Meenakshi.*The Twice born Fiction:Themes and Techniques of Indian Novel in English:*Heinemann,2008**

**Mehrotra, Arvind Krishna (Ed.) *A Concise History of Indian Literature in English*, Ranikhet: Permanent Black, 2010.**

**Sethuraman, V.S. *Indian Aesthetics*. Macmillan India Ltd.,1977.**


Estd.1949

## 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 discuss major authors, works, and literary movements in Indian Writing in English, spanning from colonial to contemporary periods. | U | PSO-1 |
| CO-2 | Enhance the literary and linguistic competence of students by making them aware of how language works through literature. | R, U | PSO-2 |
| CO-3 | A close study of the various literary texts and translations from regional languages will aid students in understanding the cultural diversity of India. | U,Ap | PSO-3 |
| CO-4 | Students will analyze recurring themes, motifs, and narrative techniques in Indian Writing in English, including issues of identity, cultural conflict, gender, class, religion, and diaspora. | An | PSO-3,4 |
| CO-5 | Students will recognize the diversity of Indian literature in English, including voices from different regions, languages, and marginalized communities, and understand the significance of translation and multilingualism in shaping literary landscapes. | An,E | PSO-4 |
| CO-6 | Students will synthesize and integrate knowledge from various sources, including literary texts, secondary sources, and critical frameworks, to develop nuanced interpretations and analyses of Indian literature in English. | An,E | PSO-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 (T) | Practical (P) |
|---|---|---|---|---|---|---|
| 1. | Students will be able to identify and discuss | PSO 1,2 | U | F | L | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | major authors, works, and literary movements in Indian Writing in English, spanning from colonial to contemporary periods. | | | | | |
| 2. | Enhance the literary and linguistic competence of students by making them aware of how language works through literature. | PS0 2 | R,U | C | L | |
| 3. | A close study of the various literary texts and translations from regional languages will aid students in understanding the cultural | PSO 2, 3 | U,Ap | F,C | L | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | diversity of India. | | | | | |
| 4. | Students will analyze recurring themes, motifs, and narrative techniques in Indian Writing in English, including issues of identity, cultural conflict, gender, class, religion, and diaspora. | PSO 4 | An | C | L | |
| 5 | Students will recognize the diversity of Indian literature in English, including voices from different regions, languages, and marginalized communities, | PSO 4 | An,E | C | L | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | and understand the significance of translation and multilingualism in shaping literary landscapes. | | | | | |
| 6. | Students will synthesize and integrate knowledge from various sources, including literary texts, secondary sources, and critical frameworks, to develop nuanced interpretations and analyses of Indian literature in English. | PSO 3,4 | An,E | C | L | |

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

**Mapping of COs with PSOs and POs :**

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

**Mar Ivanios College (Autonomous)**

| | | | | | |
|---|---|---|---|---|---|
| **Discipline** | **ENGLISH** | | | | |
| **Course Code** | MIUK5DSE ENG 322.1 | | | | |
| **Course Title** | An Introduction to Folklore Studies. | | | | |
| **Type of Course** | **DSE** | | | | |
| **Semester** | 5 | | | | |
| **Academic Level** | 300 – 399 | | | | |
| **Course Details** | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours/Week |
| | 4 | 4 hours | | | 4 hours |
| **Pre-requisites** | 1. The students should have an understanding of the interface of literature and culture.<br>2. They should be aware of various art forms and their roots to tradition. | | | | |
| **Course Summary** | The course enables to develop an understanding of world culture and history through folklore, myths and their significance in the cultural formation of society. | | | | |

**Detailed Syllabus:**

| Module | Unit | Content | Hrs |
|---|---|---|---|
| I | | **1. Basics of folklore studies**<br><br>Myth-folklore-definitions-characteristics-purpose-Various kinds of folk narratives-folk traditions-Bush ballads-Creation myth-Trickster figures-fairy tales and oral tradition-Folk art performances in Kerala.<br><br>**Stories of Creation.**<br><br>1. The Titans and the Twelve Olympianns<br>2. The legend of Romulus and Remus.<br>3. Prometheus and Pandora.<br>4. Deucalion and Pyrra<br>5. The Woman who fell from the Sky**.** | **15**<br><br>**2**<br><br>**3**<br>**3**<br>**3**<br>**2**<br>**2** |
| II | | **Stories of Love and Adventure** | **15** |
| | 1. | The story of Orpheus and Euridyce | 3 |
| | 2. | Cupid and Psyche | 3 |
| | 3. | Pyramus and Thisbe | 3 |
| | 4. | The Quest of the Golden Fleece | 3 |
| | 5. | The Legend of Hercules. | 3 |
| | | | |
| III | | **Folk art performances in Kerala** | **15** |

| | | | |
|---|---|---|---|
| | 10. | Different forms of folk art performances in Kerala-Theyyam, Mudiyettu, Padayani,Pavakkoothu-songs and oral performances.<br><br>Panikkar,KavalamNarayana.Folklore of Kerala.India:NBT,1991. | 4 |
| | 11. | Sundar, Pushpa. "Protest through Theatre —The Indian Experience." *India International Centre Quarterly*, vol. 16, no. 2, 1989, pp. 123–38. *JSTOR*, http://www.jstor.org/stable/23002148. | 2 |
| | 12. | PANIKER, K. AYYAPPA. "Nangiarkoothu." *India International Centre Quarterly*, vol. 22, no. 2/3, 1995, pp. 108–14. *JSTOR*, http://www.jstor.org/stable/23003938. | 1 |
| | 13. | Pillai, K. S. Narayana. "Poetry And Performing Arts the Kerala Model." *Indian Literature*, vol. 40, no. 3 (179), 1997, pp. 179–88. *JSTOR*, http://www.jstor.org/stable/23338307. | 2 |
| | 14. | "Kavalam Narayana Panikkar:Meaning into action."Performing Arts Journal,vol.19,no.1,1997,pp.5-12.JSTOR, http://www.jstor.org/stable/3245739. | 2 |
| | 15. | https://youtu.be/DMaTkdRUcQk?si=Cmp-cD2NKT3I1RR1 | 2 |
| | 16. | https://youtu.be/dyeO9f02yDg?si=vI5d1VrGwDgFkbBM | 1 |
| | 17. | https://youtu.be/pyXxd0gEKCY?si=ViNGz0BE3ntiQVTt | 1 |
| **IV** | | **Shifting perspectives: Re reading narratives.** | **15** |
| | 18. | The fairy tale of Sleeping Beauty and Maleficent(2014): a comparative inquiry.<br><br>https://www.hotstar.com/in/movies/maleficent/1260018314 | 5 |
| | 19. | The story of Cinderella against Tejimola of the Assamese folk tale. | 5 |

| | | | |
|---|---|---|---|
| | | Mahanta Bortamuly, Deepshikha. (2023). TEJIMOLA, CINDERELLA AND KATNISS: THE CONTRAST IN THE SUBALTERN CHANGE OF STATUS. Ad Litteram: An English Journal of International Literati ISSN: 2456 6624 December 2018: Volume 3. 9-20. | |
| | 20 | Ramakrishnan, Malayatoor, and Prema Jayakumar. *Yakshi*. PenguinBooks, 1999.<br><br>**Suggested Reading**<br><br>1. Hamilton,Edith. Mythology:Timeless tales of Gods and Heroes.NewYork:Grand Central,2011.<br>2. Rosenberg,Donna.WorldMythology:An Anthology of the Great Myths and Epics.McGraw- Hill,1994.<br>3. Dempsey, Corrine. "Nailing Heads and Splitting Hairs: Conflict, Conversion, and the Bloodthirsty Yaksi in South India." Journal of the American Academy of Religion, vol. 73, no.1, 2005, pp.111-32.<br>4. JOSE, SINDHU. 2016. Representation as Translation a Reading of the Adaptations of the Yakshi Myth in Malayalam. Hyderabad: The English and Foreign Languages University.<br>5. SHANKUNNI, KOTTARATHIL. 2018. Aithihyamala. 12th edn. Kottayam: DC Books. | 5 |
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| | 9. | Beckett, S. L. (2000). "Once Upon a Time… Today: Retelling Traditional Fairy Tales for Contemporary Audiences". In: Van Gorp, d'Haen, Mussarra-Schroder (eds.) (2000): 489- 503. | |
| | 10. | Orenstein, Claudia. "Women in Indian Puppetry: Negotiating Traditional Roles and New Possibilities." *Asian Theatre Journal*, vol. 32, no. 2, 2015, pp. 493–517. *JSTOR*, http://www.jstor.org/stable/24737042. | |
| | 11. | Orenstein, Claudia. "Women in Indian Puppetry: Negotiating Traditional Roles and New Possibilities." *Asian Theatre Journal*, vol. 32, no. 2, 2015, pp. 493–517. *JSTOR*, http://www.jstor.org/stable/24737042. | |
| | 12. | Carvalo,Neto, Paulode. The Concept of Folklore.(Translation), Florida.1971. | |
| | 13. | Clarke, Kenneth & Mary Clarke W. Introducting Folklore, New York: Rine,1963. | |
| | 14. | Sankunni,Kottarathil.Selections from Aithihyamala.Trans.Leela James.Gurgaon:Hachette,2015. | |
| | 15. | Leach,Maria,ed.The Standard Dictionary of Folklore,Mythology | |

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| | 16. | Dundes,A.ed.The study of Folklore.London:Prentice Hall,1965. | |
| | 17. | Handoo,Jawaharlal.Folklore:An Introduction.Hyderabad.CIEFL,1989. | |
| | 18. | Grimm,Jacob,and Wilhelm Grimm.Grimm's Fairy Tales.ed by Fassett,James H New York, The Macmillan company;London,Macmillan & co.,ltd,1904. | |

## Course Outcomes

| No. | Upon completion of the course the graduate will be able to | Cognitive Level | PSO addressed |
|---|---|---|---|
| CO-1 | develop the ability to analyse folklore and myth with a view to understanding their function within their cultures | U,An | PSO-3,4 |
| CO-2 | Procure an idea of early cultural formations including oral culture in founding and sustaining modern societies. | R, U | PSO-1,2 |
| CO-3 | Develops an ability to apply the knowledge acquired to contextualise myths and fairy tales. | U,Ap,An | PSO-1,3 |
| CO-4 | Understand folklore as a living tradition and folk art performances with contemporary relevance. | R,U,An,E | PSO-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: 4:0:0 (Lecture:Tutorial:Practical)**

| CO No. | CO | PO/PSO | Cognitive Level | Knowledge Category | Lecture (L)/Tutorial (T) | Practical (P) |
|---|---|---|---|---|---|---|
| 1. | Develop the ability to analyse folklore and myth with a view to understanding their function within their cultures | PO1<br>PO2<br>PO5<br>PSO3<br>PSO4 | U,An | C,M | L,T | - |
| 2. | Procure an idea of early cultural formations including oral culture in founding and sustaining modern societies. | PO1<br>PO5<br>PO7<br>PSO1<br>PSO3<br>PSO4<br>PSO5 | R, U | F,C,M | T | - |
| 3. | Develops an ability to apply the knowledge acquired to contextualise | PO1<br>PO2<br>PO6 | U,Ap,An | C,P | L,T | - |

| | | | | | | |
|---|---|---|---|---|---|---|
| | myths and fairy tales. | PSO4<br>PSO5 | | | | |
| 4. | Understand folklore as a living tradition and folk art performances with contemporary relevance. | PO5<br>PO6<br>PO7<br>PSO1<br>PSO4<br>PSO5 | R,U,An,E | F,C | L,T | - |

**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** | **PO7** |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **CO 1** | - | - | 2 | 2 | - | - | 2 | 1 | - | - | 1 | - | - |
| **CO 2** | 2 | - | 3 | 2 | 1 | - | 2 | - | - | - | 2 | - | 2 |
| **CO 3** | - | - | - | 2 | 1 | - | 3 | 2 | - | - | - | 1 | - |
| **CO 4** | 3 | - | - | 2 | 2 | - | - | - | - | - | 2 | 1 | 1 |

**Correlation Levels:**

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

**Assessment Rubrics:**

- Quiz / Assignment/ Quiz/ Discussion
- Seminar
- Internal Examination
- Final Exam

**Mapping of COs to Assessment Rubrics :**

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

**Mar Ivanios College (Autonomous)**

| | | | | | |
|---|---|---|---|---|---|
| Discipline | ENGLISH | | | | |
| Course Code | MIUK5 SEC ENG 330 .1 | | | | |
| Course Title | English for Effective 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 | 4 |
| Pre-requisites | 1.<br>2. | | | | |
| Course Summary | This course offers a dynamic, interactive and multimodal approach to mastering language and communication with a native level proficiency. | | | | |

**Note to Instructors:** The syllabus has been designed in accordance with the structure of the prescribed textbook. The units are flexible and may be approached in any manner. Please make use of the digital pack and resources associated with the textbook.

**Prescribed Textbook:**

Richard, Jack C., Jonathan Hull and Susan Proctor. *Interchange Fifth Edition*. Cambridge University Press, 2022.

**Detailed Syllabus:**

| Module | Unit | Content | Hrs |
|---|---|---|---|
| **I** | **Units 1 to 5** | | **15** |
| | 1 | Self introduction - Past tense - Reduced form of 'used to' - Writing about childhood - Interchange activity | |
| | 2 | Talking about transportation - Asking for and giving information - Countable and uncountable nouns - Wh questions - Syllable stress - Writing online posts - Interchange activity | |
| | 3 | Describing features and expressing wishes - Comparisons using nouns and adjectives - Unpronounced vowels - Writing emails - Interchange activity | |
| | 4 | Expressing likes and dislikes - Giving step by step instructions - Simple past vs present perfect - Consonant clusters - Writing recipes - Interchange activity | |
| | 5 | Describing vacation plans - Modal verbs for necessity and suggestion - Linked sounds with /w/ and /y/ - Writing emails with travel suggestions - Interchange activity | |
| **II** | **Units 6 to 10** | | **15** |

| | | | |
|---|---|---|---|
| | 6 | Making requests - Complaining - Apologizing - Giving excuses - Two part verbs - Stress in two part verbs - Writing a message making a request - Interchange activity | |
| | 7 | Describing technology - Giving instructions and suggestions - Infinitives, gerunds, and imperatives - Syllable stress - Writing a message asking for specific favours - Interchange activity | |
| | 8 | Describing holidays and festivals - Relative and adverbial clauses of time - Stress and rhythm - Writing entries on a travel website - Interchange activity | |
| | 9 | Talking about change - Describing possible consequences - Time contrasts - Conditional sentences with 'if' clauses - Intonation - Describing someone's past, present, and possible future - Interchange activity | |
| | 10 | Describing abilities and skills - Talking about job preferences - Describing personality traits - Short responses - Clauses with 'because' - Unreleased and released /t/ and /d/ - Writing an online cover letter for a job application - Interchange activity | |
| **III** | **Units 11 to 16** | | **15** |
| | 11 | Discussing landmarks, monuments, countries, and facts - Passive with and without 'by'- Varying pronunciations of the letter 'o'- Writing an introduction to an online city guide - Interchange activity | |
| | 12 | Describing recent events, experiences and activities - Past continuous vs simple past - Present perfect continuous - Contrastive stress in responses - Writing about a recent experience - Interchange activity | |
| | 13 | Talking about movies, books, and actors - Asking for and giving reactions and opinions - Participles as adjectives - Relative pronouns for | |

| | | | |
|---|---|---|---|
| | | people and things - Emphatic stress - Writing a movie review - Interchange activity | |
| | 14 | Interpreting body language - Asking about signs and their meaning - Modals and adverbs - Pitch - Writing a list of rules - Interchange activity | |
| | 15 | Speculating about past and future events - Describing a predicament - Offering advice and suggestions - Unreal conditional sentences with 'if' clauses - Past modals - Reduction of 'have'- Writing a blog post asking for advice - Interchange activity | |
| | 16 | Reporting what people said - Making polite requests, invitations, and excuses - Reported speech - Requests and statements - Reduction of 'had' and 'would' - Writing a report about people's responses to a survey - Interchange activity | |

## Course Outcomes

| No. | Upon completion of the course the graduate will be able to | Cognitive Level | PSO addressed |
|---|---|---|---|
| CO-1 | Gain a practical oriented understanding of the structure, syntax, and grammar of the English language. | U,R | PSO-1,2,6 |
| CO-2 | Master listening, speaking, reading and writing skills with a special emphasis on native-level pronunciation and enunciation. | U,Ap,An,C | PSO-1,2,3,6 |

| | | | |
|---|---|---|---|
| CO-3 | Acquire soft skills and exposure to real world scenarios and applications of the language that would prove beneficial in professional and personal life. | Ap,An,E | PSO-2,3,4,6 |

**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 (T) | Practical (P) |
|---|---|---|---|---|---|---|
| 1 | Understanding language structure | PSO-1,2,6<br><br>PO-1 | U,R | F,C | L | |
| 2 | Mastering LSRW skills | PSO-1,2,3,6<br><br>PO-1,4,5 | U,Ap,An, C | C,P | L | P |
| 3 | Acquiring soft skills and real world applications | PSO-2,3,4,6<br><br>PO- | Ap,An,E | P,M | L | P |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | 2,4,5,7 | | | | |

**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 | PO7 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **CO 1** | 3 | 3 | - | - | - | 3 | 3 | - | - | - | - | - | - |
| **CO 2** | 3 | 3 | 3 | - | - | 3 | 3 | - | - | 3 | 3 | - | - |
| **CO 3** | - | 3 | 3 | 2 | - | 3 | - | 2 | - | 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 | ✓ | ✓ | | ✓ |

**Mar Ivanios College (Autonomous)**

| | | | | | |
|---|---|---|---|---|---|
| Discipline | ENGLISH | | | | |
| Course Code | MIUK5 SEC ENG 331.1 | | | | |
| Course Title | Screenwriting for Films | | | | |
| 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 | 3 hours | - | | 3 |
| Pre-requisites | 1.<br>2. | | | | |
| Course Summary | This course helps learners master the art and craft of writing scripts for feature films and equips them with the basic knowledge and skills necessary to navigate the film industry. | | | | |

**Detailed Syllabus:**

| Module | Unit | Content | Hrs |
|---|---|---|---|
| I | | **The Craft of Screenwriting** | **15** |
| | 1 | Plot - 7 basic plots (Christopher Booker) - Organic unity - Conflict - Making story out of characters and making characters out of story - Theme - Layers - Allegory - Background research<br><br>Plot devices: Chekhov's Gun - MacGuffin - red herring - cliffhanger<br><br>Writing flaws: purple prose - deus ex machina - plot holes - anachronism | |
| | 2 | Structure - Three Act Structure - Prerequisites: beginning, ending, plot point I and plot point II - Inciting incident - Key incident - Opening: expository vs action oriented - Physical action and emotional action – Tension | |
| | 3 | Characterisation - Dramatic need of character - Attitude - Action and reaction - Internal and external character arc - Theory of Illumination (Henry James) - Flat and Round characters - Protagonist and antagonist - stock characters - the Madonna/Whore dichotomy - the Bechdel test<br><br>Class activity: Character creation - biography - personality - motives | |
| | 4 | Format - Specifications for production team - Scene - Sequence - White space - Dialogue - Montage - Point of View - Linear and non-linear storytelling - Flashbacks and narrative jumps - Bookend Technique - Card technique - Treatment - Outline | |

| | | | |
|---|---|---|---|
| | | | |
| **II** | **Analysing Screenplays** | | **15** |
| | 5 | Required viewing/analysis:<br><br>● Daniel Kwan and Daniel Scheinert - *Everything Everywhere All at Once (2022)* directed by Daniel Kwan and Daniel Scheinert<br>● Aaron Sorkin - *The Social Network (2010)* directed by David Fincher | |
| | 6 | Recommended screenplays:<br><br>M. T. Vasudevan Nair - *Oru Vadakkan Veeragatha* (1989) directed by Hariharan<br><br>● Christopher Nolan and Jonathan Nolan - *The Dark Knight* (2008) directed by Christopher Nolan<br>● Ranjith - *Devasuram* (1993) directed by I.V. Sasi<br>● Quentin Tarantino - *Pulp Fiction* (1994) directed by Quentin Tarantino<br>● Krishand - *Aavasavyuham: The Arbit Documentation of An Amphibian Hunt* (2022) directed by Krishand<br>● Charlie Kaufman - *Eternal Sunshine of the Spotless Mind* (2004) directed by Michel Gondry<br>● Alan Ball - *American Beauty* (1999) directed by Sam Mendes<br>● Billy Wilder and I.A.L. Diamond - *The Apartment* (1960) directed by Billy Wilder<br>● Matt Damon and Ben Affleck - *Good Will Hunting* (1997) directed by Gus Van Sant<br>● Julius J. Epstein and Philip G. Epstein - *Casablanca* (1942) directed by Michael Curtiz<br>● Bong Joon-ho and Han Jin-won - *Parasite* (2019) directed by Bong Joon-ho<br>● Sylvester Stallone - *Rocky* (1976) directed by John G. Avildsen<br>● Joel Cohen, Alec Sokolow, Andrew Stanton & Joss Whedon - *Toy Story* (1995) directed by John Lasseter<br>● M. Night Shyamalan - *The Sixth Sense* (1999) directed by M. Night Shyamalan<br>● Mario Puzo and Francis Ford Coppola - *The Godfather* (1972) directed by Francis Ford Coppola | |

| | | | |
|---|---|---|---|
| **III** | **Practicum** | | **15** |
| | 7 | Screenwriting assignment | |
| | 8 | Revision, editing, and proofreading | |
| | 9 | Registering the screenplay | |
| | 10 | Pitching - Elevator pitch/logline | |

**Recommended Reading:**


- Campbell, Joseph. *The Hero's Journey*. New World Library, 2008.
- Chitlik, Paul. *Rewrite*. Lone Eagle Publishing Company, 1998.
- Egri, Lajos. *The Art of Dramatic Writing*. Simon & Schuster, 1946.
- Epps, Jack Jr. *Screenwriting Is Rewriting*. University of California Press, 2008.
- Field, Syd. *Screenplay*. Delta, 2005.
- Gervitch, Chad. *How to Manage Your Agent*. Focal Press, 2012.
- Goldman, William. *Adventures in the Screen Trade*. Warner Books, 1983.
- Hauge, Michael. *Writing Screenplays That Sell*. Harper Paperbacks, 2011.
- King, Stephen. *On Writing*. Scribner, 2000.
- Kirschner, Carole. *Hollywood Game Plan: How to Land a Job in Film, TV and Digital Entertainment*. Michael Wiese Productions, 2008.
- Lumet, Sidney. *Making Movies*. Vintage Books, 1996.
- McKee, Robert. *Story: Style, Structure, Substance, and the Principles of Screenwriting*. Regan Arts, 2010.
- Segar, Linda. *Creating Unforgettable Characters*. Henry Holt and Co., 1990.
- Segar, Linda. *Making a Good Script Great*. Samuel French, 2010.
- Snyder, Blake. *Save the Cat*. Michael Wiese Productions, 2005.
- Straczynski. J. Michael. *The Complete Book of Scriptwriting*. Writer's Digest Books, 1996.
- Tierno, Michael. *Aristotle's Poetics for Screenwriters*. Hyperion, 2002.
- Truby, John. *The Anatomy of Story*. Farrar, Straus and Giroux, 2007.
- Vogler, Christopher. *The Writer's Journey: Mythic Structure For Writers*. Michael Wiese Productions, 2007.
- Yorke, John. *Into the Woods: How Stories Work and Why We Tell Them*. Overlook Press, 2014.


**Recommended Online Resources:**

1. Screenwriting.io (https://screenwriting.io/)

2. Screenplay.com (https://screenplay.com/pages/writing-resources)
3. "50 Best Screenplays to Read" - Script Reader Pro (https://www.scriptreaderpro.com/best-screenplays-to-read)
4. "WGA 100 Greatest Scripts" (https://www.dropbox.com/sh/lb8draki31379az/AACH2J9_6qyDga_b93DwHafKa)
5. IMSDb (https://imsdb.com/)
6. Trelby (https://www.trelby.org/)
7. Story Architect (https://starc.app/)

**Course Outcomes**

| No. | Upon completion of the course the graduate will be able to | Cognitive Level | PSO addressed |
|---|---|---|---|
| CO-1 | Demonstrate a comprehensive understanding of the essential elements of screenwriting, including story structure, character development, dialogue, and visual storytelling techniques. | U,R,A | PSO-2,3,6 |
| CO-2 | Generate original story ideas, develop intriguing characters, and construct engaging narratives suitable for adaptation into screenplays. | An,Ap,C | PSO-2,3,6 |
| CO-3 | Gain a basic understanding of the film industry and screenwriting standards, learn to register and pitch screenplays, and engage with industry professionals. | U,An,E | PSO-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 (T) | Practical (P) |
|---|---|---|---|---|---|---|
| 1 | Mastering craft | PSO-2,3,6 | U,R,A | F,C | L | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | PO-2,4,5 | | | | |
| 2 | Writing screenplays | PSO-2,3,6<br><br>PO-2,4,5 | An,Ap,C | C,P,M | L | P |
| 3 | Navigating the industry | PSO-6<br><br>PO-5 | U,An,E | F,P | L | |

**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** | **PO7** |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **CO1** | - | 3 | 3 | - | - | 3 | - | 2 | - | 3 | 3 | - | - |
| **CO2** | - | 3 | 3 | - | - | 3 | - | 3 | - | 1 | 3 | - | - |
| **CO3** | - | - | - | - | - | 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 | ✓ | | | ✓ |

**Mar Ivanios College (Autonomous)**

| | | | | | |
|---|---|---|---|---|---|
| **Discipline** | **ENGLISH** | | | | |
| **Course Code** | **MIUK5SECENG332.1** | | | | |
| **Course Title** | **Soft Skills for Tourism and Hospitality** | | | | |
| **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.**<br>**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.<br>Practicum:<br>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.<br>Practicum:<br>1. Conduct a group discussion on intercultural prejudice and negative stereotypes<br>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**<br>**letter to the editor, report, a memo, routine letters, cover letters, thank** | |
| | | **you/ follow –up letters, acceptance letter, rejection letters, resignation letters.**<br>**Practicum:**<br>**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.<br>Practicum:<br>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.

**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 | **3,6** |
| **CO-2** | **Understand the dynamics of group communication** | **U** | **2,6** |
| **CO 3** | **Analyse intercultural differences and create strategies to overcome them** | **An** | **2,3,4** |
| **CO 4** | Evaluate the traits and attitudes that create a positive impact | E | **2,3** |
| **CO 5** | **Create content for travel brochures, blogs and advertisements** | **C** | **2,3,6** |

**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 | Cognitive Level | Knowledge Category | Lecture (L)/Tutorial (T) | Practical (P) |
|---|---|---|---|---|---|---|
| **1** | Apply critical and creative thinking skills for self improvement | 2 | Ap,C | M | L | |
| **2** | Understand the dynamics of group communication | 2 | U | F | L | **P** |
| **3** | Analyse intercultural differences and create strategies to overcome them | 7 | An | F,P | L | |
| **4** | Evaluate the traits and attitudes that create a positive impact | 6 | E | C,P | L | **P** |
| **5** | **Create content for travel brochures, blogs and advertisements** | **2, 6** | **C** | **P** | **L** | |

**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 | PO7 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **CO1** | | | 3 | | | 3 | | 3 | | | | | |

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **CO2** | | 3 | | | | 3 | | 3 | | | | | |
| **CO3** | | 3 | 2 | 3 | | | | | | | | | 3 |
| **CO4** | | 3 | 3 | | | | | | | | | 3 | |
| **CO5** | | 3 | 3 | | | 6 | | 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 | Assign m ent | Project Evaluation | End Semester Examinations |
|---|---|---|---|---|
| **CO 1** | ✓ | | | |
| **CO 2** | ✓ | | | ✓ |
| **CO 3** | ✓ | | | ✓ |
| **CO 4** | | ✓ | | ✓ |
| **CO 5** | | ✓ | | ✓ |

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| | | | | | |
|---|---|---|---|---|---|
| **Discipline** | **English** | | | | |
| **Course Code** | **MIUK6 DSC ENG 350.1** | | | | |
| **Course Title** | **Linguistics and Structure of the English Language** | | | | |
| **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. Basic Knowledge on the structure of English Language<br>2. Basic knowledge on Phonological aspects English Language | | | | |
| **Course Summary** | **The Course is designed to provide learners the fundamentals of English Linguistics and sensitize learners on the nuances of English Language to enable them to approach English with a thorough knowledge focussing on the phonological, morphological, semantic and pragmatic components.** | | | | |

**Detailed Syllabus:**

| Module | Unit | Content | Hrs |
|---|---|---|---|
| I | | **Language and Linguistics** | **15** |
| | 1 | Introduction - Nature and scope of Linguistics – Types of Linguistics | 3 |
| | 2 | Approaches to the study of language – Diachronic and Synchronic – Prescriptive and Descriptive | 3 |
| | 3 | Language as a system of signs – Sign, Signifier and Signified, | 3 |
| | 4 | Langue and Parole, Competence and Performance, Syntagmatic and Paradigmatic axes | 3 |
| | 5 | Varieties of Language – British-American- General Indian- Australian- RP and BBC English Dialect, Register, Pidgin and Creole. | 3 |
| II | | **Phonetics and Phonology** | **15** |
| | 1 | Phonetics – definition – types – Articulatory, Acoustic and Auditory | 2 |
| | 2 | Speech mechanism – Organs of speech – | 2 |
| | 3 | Speech sounds – classification - Vowels, Cardinal vowels, Consonants – three part labeling | 3 |
| | 4 | Phonology – Phonemes – Allophones and their distribution-Syllable structure - Suprasegmental features | 3 |
| | 5 | Stress – word stress and sentence stress – Strong and weak forms - Rhythm –Juncture –Intonation – Assimilation – Elision | 3 |
| | | Transcription (sentences and passages) – IPA | 2 |

| | | | |
|---|---|---|---|
| III | | **Morphology and Syntax** | **15** |
| | 1 | Morphology – Morphemes – classification – Free and Bound – Roots and Affixes – Lexical and Grammatical – Inflectional and Derivational - Allomorphs and their distribution | 4 |
| | 2 | Syntax – Word classes – Form class and Function class – Formal features | 3 |
| | 3 | Traditional Grammar – Structural and Functional study of grammatical categories – Grammaticality and Acceptability | 4 |
| | 4 | Structural grammar – Introduction to IC Analysis – Phrase Structure (PS) Grammar – Transformational Generative (TG) Grammar | 4 |
| IV | | **Pragmatics** | **15** |
| | 1 | Language Use and Communication | 3 |
| | 2 | Linguistic Communication: Message Model, Inferential Model | 3 |
| | 3 | Direct and Literal Communication - The Direct Strategy - Literal Strategy - | 3 |
| | 4 | Nonliteral Communication - Overstatement- Irony, sarcasm- Synecdoche- metonymy- metaphor | 3 |
| | 5 | Indirect Communication and strategies - Contextual appropriateness and inappropriateness - Proverbs | 3 |

**Texts for Reference:**

Balasubramanian, T: *A Textbook of English Phonetics for Indian Students*.Second Edition. Madras: Macmillan, 2013. Print.
Chalker, Sylvia: *The Little Oxford Dictionary of English Grammar*. Oxford: OUP, 1995. Print.
Davidappleyard.com/English/pronunciation.htm.Web
Hocket, F. Charles: *A Course in Modern Linguistics*. New Delhi: Macmillan, 1958. Print.

Jones, Daniel: *English Pronouncing Dictionary*.Seventeenth Edition. Cambridge, CUP, 2006. Print. 47

Kapoor, Kapil: *Language Linguistics and Literature: The Indian Perspective*. Academic Foundation, 1994.
Lyons, John: *Language and Linguistics: An Introduction*. Cambridge, CUP, 1989. Print.

Marks Jonathan: *English Pronunciation in Use: Elementary*. Cambridge, CUP, 2008. Print.

Rani: D. Sudha.*A Manual for English Language Laboratories*. New Delhi: Pearson, 2010. Print.

T. Eastwood, John: *Oxford Guide to English Grammar*. New Delhi: OUP, 1994. Print.

Trask, R. L: *Key Concepts in Language and Linguistics*. London, Routledge, 2004. Print.

Akmajian, Adrian Richard A. Demeres, Ann K. Farmer, and Robert M. Harnish: *Linguistics An Introduction to Language and Communication*. Massachusetts: MIT, 2010

## Course Outcomes

| No. | Upon completion of the course the graduate will be able to | Cognitive Level | PSO addressed |
|---|---|---|---|
| CO-1 | o Understand the complexity of language as a communication system shaped by cognitive, biological, cultural, and social factors. | U | PSO- 1,2,6 |
| CO-2 | o Remember and analyse the phonological aspects of language and enable to apply in the analysis of language | R, An, Ap | PSO- 1,2,6 |
| C0-3 | o Understand the Morphological and syntactical elements of language focussing on the traditional and modern approach to linguistic analysis | U, An | PSO- 1,2,6 |
| CO-4 | Understand the principles and theories of pragmatics, including its application in various linguistic contexts and analyse and evaluate pragmatic phenomena in authentic communicative situations, such as speech acts and conversational implicature. | U, Ap | PSO- 1,2,6 |

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

*Note: 1 or 2 COs/module*

**Name of the Course: Linguistics and Structure of the English Language**

**Credits: 4:0:0 (Lecture: Tutorial: Practical)**

| CO No. | CO | PO | Cognitive Level | Knowledge Category | Lecture (L)/Tutorial (T) | Practical (P) |
|---|---|---|---|---|---|---|
| CO-1 | Understand the complexity of language as a communication system shaped by cognitive, biological, cultural, and social factors. | 1,4,5 | F, C | | L | |
| CO-2 | Remember and analyse the phonological aspects of language and enable to apply in the analysis of language | 1,4,5 | F, C | | L | |
| | Understand the Morphological and syntactical elements of | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| C0-3 | language focussing on the traditional and modern approach to linguistic analysis | 1,4,5 | F, C, P | | L | |
| CO-4 | Understand the principles and theories of pragmatics, including its application in various linguistic contexts and analyse and evaluate pragmatic phenomena in authentic communicative situations, such as speech acts and conversational implicature. | 1,4,5 | F, C | | L | |

**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 | PO 7 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **CO 1** | 3 | 3 | | | 2 | 3 | 2 | | | 3 | 3 | | |
| **CO 2** | 3 | 3 | | | 2 | 3 | 3 | | | 3 | 3 | | |
| **CO 3** | 3 | 3 | | | 2 | 3 | 2 | | | 3 | 3 | | |
| **CO 4** | 3 | 3 | | | 2 | 3 | 3 | | | 3 | 3 | | |
| **CO 5** | | | | | | | | | | | | | |

**Correlation Levels:**

| Leve l | 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** | | | | |

**Assessment Rubrics:**

- Midterm Exam
- Programme Assignments
- Final Exam

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| | | | | | |
|---|---|---|---|---|---|
| **Discipline** | **ENGLISH** | | | | |
| **Course Code** | MIUK 6DSC ENG 351.1 | | | | |
| **Course Title** | Postcolonial Literatures | | | | |
| **Type of Course** | **DSC** | | | | |
| **Semester** | 6 | | | | |
| **Academic Level** | 300-399 | | | | |
| **Course Details** | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours/Week |
| | 4 | 4 | - | | 4 |
| **Pre-requisites** | 1.<br>2. | | | | |
| **Course Summary** | The course aims to survey literature from postcolonial countries 'writing back' at the colonisers. It introduces students to cultural phenomena such as alienation, hybridity and multiculturalism caused by the colonial process as well as the systematic erasure of local communities and histories. | | | | |

**Detailed Syllabus:**

| Module | Unit | Content | Hrs |
|---|---|---|---|
| I | | **Australian Literature** | **15** |
| | 1 | **Background**<br>Colonisation of Australia- A brief History<br>Poetry<br>A.D.Hope: "Australia"<br>Banjo Patterson: "Waltzing Matilda"<br>Oodgeroo Noonuccal: "Namatjira"<br>Judith Wright :"Eve to her Daughters"<br>Dame Mary Gilmore: "No Foe Shall Gather our Harvest" | 5 |
| | 2 | Jane Harrison: *Stolen*(Play) | 3 |
| | 3 | Ned Kellie : *The Jerilderie Letter* (Prose) | 2 |
| | 4 | David Malouf: *Remembering Babylon* (Novel) | 4 |
| II | | **African and Caribbean Literature** | **15** |
| | 5 | Colonisation of Africa- A brief History<br>Essays<br>Chinua Achebe: "The Politics of Language"<br>Frantz, Fanon: "The Fact of Blackness." Black Skin, White Masks. | 5 |

| | | | |
|---|---|---|---|
| | 6 | Poetry<br>Derek Walcott: “A Far Cry from Africa”<br>Ama Ata Aidoo: "Images of Africa at Century's End"<br>Kofi Awoonor: "America"<br>Bassey Ikpi: "Apology to my Unborn" | 4 |
| | 7 | J.M. Coetzee: *Waiting for the Barbarians* (novel)<br>Nadine Gordimer: “A Beneficiary” (Short Story) | 6 |
| | | | |
| I | | **Latin American and Canadian Litt** | 15 |
| | 8 | Colonisation of Latin America and Canada- A brief History<br><br>**Poetry**<br>Pablo Neruda: “I am Explaining a Few Things”.<br>Margaret Atwood: “ Spelling”<br>Ann Carson: “Book of Isaiah, Part I” | 5 |
| | 9 | **Fiction**<br>Alice Munro : “Family Furnishings” (Short story)<br>Jorge Luis Borges: “The Library of Babel” (Short story)<br>Thomas King: Borders (Short Story) | 3 |
| | 10 | Isabel Allende: *A House of the Thousand Spirits*<br>Gabriel Garcia Marquez: *Chronicle of a Death Foretold* | 7 |

| | | | |
|---|---|---|---|
| IV | | **South and West Asian Literature** | **15** |
| | 11 | Colonisation of Asia- A brief History<br><br>**Prose**<br>Pamuk: " My Father's Suitcase" Nobel Acceptance Speech<br>Excerpt from Lady Montagu's *Turkish Letters*<br>https://worldhistorycommons.org/letters-lady-mary-wortley-montagu | 2<br><br>3 |
| | 12 | **Poetry**<br>Jean Arasanayagam: "Family Photographs"<br>Imtiaz Dharker: " Speech Balloon"<br>Faiz Ahmad Faiz: "We who were executed"<br>https://allpoetry.com/We,-Who-Were-Slain-In-Unlit-Pathways<br>Kaiser Haq: "Ode on the Lungi" | 5 |
| | 13 | **Fiction**<br><br>Haruki Murakami "Birthday Girl" Short Story<br><br>Shyam Selvadurai: *Funny Boy* (novel)<br><br>. | 5 |

**Recommended Reading**


Ahmad, Aijaz, *In Theory: Classes, Nations, Literatures* (New York: Verso, 1992).

Bhabha, Homi, *The Location of Culture* (London; New York: Routledge, 1994).

Fanon, Frantz, *The Wretched of the Earth*. Trans Constance Farrington. (London: Penguin Classics, 2001

Gareth, Ashcroft, and Tiffin. *The Postcolonial Studies Reader*. London: Routledge, 1995

McLeod, John. *Beginning Post-colonialism*. Manchester: Manchester Univ. Press, 2000

Roger Allen, *The Arabic Novel: An Historical and Critical Introduction*

Mahmood Mamdani, *Citizen and Subject: Contemporary Africa and the Legacy of Late Colonialism*

Brathwaite, Kamau. *The Arrivants; History of the Voice*

Loomba, Ania, *Colonialism/Postcolonialism* (London; New York: Routledge, 1998)

Young, Robert, *Postcolonialism: An Historical Introduction* (Blackwell, 2002)

## Course Outcomes

| No. | Upon completion of the course the graduate will be able to | Cognitive Level | PSO addressed |
|---|---|---|---|
| CO-1 | Identify the ways in which postcolonial literature talks back to mainstream, canonical English literature and the rise of World Englishes. | U,An | PSO-1,2 |
| CO-2 | Demonstrate a good understanding of the ways in which colonialism has shaped the literature emerging from postcolonial nations; | R, U | PSO- 2,3 |
| CO-3 | Critically analyse a range of texts dealing with issues of colonialism, postcolonialism and migration | An, Ap | PSO- 3,4 |
| CO-4 | Analyse how race, class, gender, history, and identity are presented and problematised in the literary texts, | An, U | PSO-4,5 |
| CO-5 | Produce nuanced interpretations of postcolonial literature in the context of relevant postcolonial | E,Cr | PSO-5,6 |

| | | | |
|---|---|---|---|
| | theory. | | |

**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 the ways in which postcolonial literature talks back to mainstream, canonical English literature and the rise of World Englishes. | 1,2 | | F, C | | |
| 2 | Demonstrate a good understanding of the ways in which colonialism has shaped the literature | 2,3 | | C | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | emerging from postcolonial nations; | | | | | |
| 3 | Critically analyse a range of texts dealing with issues of colonialism, postcolonialism and migration | 3,4 | | P | | |
| 4 | Analyse how race, class, gender, history, and identity are presented and problematised in the literary texts, | 4,5 | | M | | |
| 5 | Produce nuanced interpretations of postcolonial literature in the context of relevant postcolonial theory. | | | | | |

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

Mapping of COs with PSOs and POs :

| | PSO1 | PSO2 | PSO3 | PSO4 | PSO 5 | PSO6 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO 7 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CO 1 | 3 | 1 | 2 | 3 | - | - | 3 | 1 | - | - | - | 2 | 3 |
| CO 2 | - | - | 3 | 3 | - | - | 3 | 3 | - | - | | - | |
| CO 3 | - | - | 3 | 3 | 2- | - | 2 | 3 | - | - | - | 3 | 3 |
| CO 4 | - | - | 2 | 3 | 2 | - | - | 3 | - | - | 2 | 2 | 3 |
| CO 5 | - | - | 3 | 3 | 2 | 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 | | | ✓ | |

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|---|---|---|---|---|---|
| **Discipline** | **ENGLISH** | | | | |
| **Course Code** | **MIUK6DSCENG352.1** | | | | |
| **Course Title** | **Introduction to Literary Theory** | | | | |
| **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.**<br>**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** | |
| | 1 | **New Criticism**<br><br>Concepts: What is New Criticism – close reading – intentional and affectivefallacy – theory of impersonality – ambiguity<br><br>Theorists: John Crowe Ransom, Cleanth Brooks, W. K. Wimsatt and | **15** |

| | | | |
|---|---|---|---|
| | | M. C.Beardsley, T. S. Eliot, William Empson | |
| | 2 | **Russian Formalism**<br><br>Concepts: Literariness - defamiliarization, foregrounding - syntagmatic and paradigmatic analyses of narrative structures, functions<br><br>Theorists: Roman Jakobson, Victor Shklovsky, Vladimir Propp | |
| | 3 | **Structuralism**<br><br>Concepts: sign, signified, signifier, langue, parole – readerly writerly text,death of the author<br><br>Theorists: Ferdinand de Saussure, Roland Barthes | |
| **II** | **Poststructuralism and Postmodernism** | | **9** |
| | 4 | **Poststructuralism**<br><br>Concepts: Deconstruction, decentering, logocentrism, aporia, difference –discourse, power/knowledge, types of power<br><br>Theorists: Jacques Derrida, Michel Foucault | |
| | 5 | **Postmodernism**<br><br>Concepts: Pastiche versus parody – the postmodern condition<br>Theorists: Frederic Jameson, Jean Francois Lyotard | |
| **III** | **Political Theories** | | **12** |

| | | | |
|---|---|---|---|
| | 6 | **Feminism and Gender**<br>**First Wave, Second Wave, Third Wave, Post feminism**<br><br>Concepts: Liberal feminism – sex and gender – gender performativity – gynocriticism – ecriture feminine<br><br>Theorists: Mary Wollstonecraft, Simone de Beauvoir, Judith Butler, ElaineShowalter, Helene Cixous | |
| | 7 | **Postcolonialism**<br><br>Concepts: Orientalism, Orient and Occident, Eurocentrism – Decolonization –subaltern – mimicry, hybridity<br><br>Theorists: Edward Said, Frantz Fanon, Gayathri Chakravarthy Spivak, Homi<br>K. Bhabha | |
| | 8 | **Marxism**<br><br>Concepts: Class, base, superstructure, theory of production, alienation –ideology, interpellation<br><br>Theorists: Karl Marx, Louis Althusser | |
| **IV** | **Psychoanalysis** | | **3** |
| | 9 | Concepts: Id, ego, superego, the theory of the unconscious – mirror stagetheory, the three orders (imaginary, symbolic, real)<br><br>Theorists: Sigmund Freud, Jacques Lacan | |
| **V** | **Textual Analysis** | | **3** |
| | **10** | **Gayatri Chakravorty Spivak "Three Women's Texts and a Critique of Imperialism"**<br>**https://knarf.english.upenn.edu/Articles/spivak.html** | |

## 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 HopkinsU P, 1974.

Derrida, Jacques. “Structure, Sign and Play in the Discourse of Human Sciences”. *Writing andDifference*. 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 Theoryand 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: AVery 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 andtheorists | R, U | **PSO-1,2** |
| **CO-2** | Understand the key concepts in literary theory | U, An | **PSO-1,3** |
| **CO-3** | Read, comprehend, analyse and discuss literary and cultural textswith the help of the theories discussed | Ap, An | **PSO-1,3,5** |
| **CO-4** | Apply key terms and concepts in literary and cultural theory whileanalysing texts | Ap, An | **PSO-1,3,5** |
| **CO-5** | **Develop a thorough understanding of the nexus between literature,culture and politics** | **U, E** | **PSO-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 | Cognitive Level | Knowledge Category | Lecture (L)/ Tutorial (T) | Practical (P) |
|---|---|---|---|---|---|---|
| CO1 | Acquire knowledge about the important literary theories andtheorists | 1,2 | R, U | F,C | L | |
| CO2 | Understand the key concepts | | U, An | C | L | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | in literary theory | 1,2,6 | | | | |
| CO3 | Read, comprehend, analyse and discuss literary and cultural texts with the help of the theories discussed | 1,2,6 | Ap, An | F,C,M | L | |
| CO4 | Apply key terms and concepts in literary and cultural theory while analysing texts | 1,2,6 | Ap, An | P | L | |
| CO5 | Develop a thorough understanding of the nexus between literature, culture and politics | 1,2,6 | U, E | F,M | L | |

L

**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** | **PO 7** |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **CO 1** | 3 | 3 | | | | | 3 | 3 | | | | | |
| **CO 2** | 2 | | 3 | | | | 2 | 3 | | | | 3 | |

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **CO 3** | 2 | 3 | | | 3 | | 2 | 3 | | | | 3 | |
| **CO 4** | 2 | | 3 | | 3 | | 2 | 3 | | | | 3 | |
| **CO 5** | | | 3 | | 3 | 3 | 2 | 3 | | | | 3 | |

**Correlation Levels:**

| Leve l | 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** | | ✓ | | ✓ |

**Mar Ivanios College (Autonomous)**

| | | | | | |
|---|---|---|---|---|---|
| Discipline | ENGLISH | | | | |
| Course Code | MIUK6DSE ENG 370.1 | | | | |
| Course Title | Graphic Narratives | | | | |
| 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.<br>2. | | | | |
| Course Summary | This course introduces students to the history and evolution of graphic narratives as well as the narrative techniques adopted in such texts. It surveys a wide range of graphic narratives including comic strips, Super Hero comics, manga, and digital comics and graphic medicine. The prescribed reading material includes the classics of each genre. | | | | |

**Detailed Syllabus:**

| Module | Unit | Content | Hrs |
|---|---|---|---|
| I | | **Language of Graphic Novels and Early Forms** | **15** |
| | 1 | **Key Terms and Evolution of the Genre:** Comics/Graphic Narratives - Evolution of comic strips - superhero comics - underground comics - panel - gutter -balloon - caption - comics as sequential art<br>Required Reading: Mario Saraceni: "What are comics?" *The Language of Comics,* Pgs. 1-12 | 4 |
| | 2 | Selections from Charles M. Schultz's *Peanuts*<br>https://screenrant.com/best-peanuts-charlie-brown-comic-strips/ | 2 |
| | 3 | Selections from Bill Watterson's *Calvin and Hobbs,*<br>https://medium.com/@calebwsl_/the-politics-of-calvin-and-hobbes-b032239025cc | 3 |
| | 4 | Jerome Schiegel and Joe Schuster: *Superman, Action Comics No.1, June 1938* | 2 |
| | 5 | Stan Lee: *The Amazing Spiderman #1*, March 1963 | 3 |
| | | Christopher Grady: "Support", *Lunarbaboon* | 1 |

| | | | |
|---|---|---|---|
| | 6 | http://www.lunarbaboon.com/comics/support-1.html | |
| **II** | **Graphic Novels** | | **15** |
| | 6 | Superhero Graphic Novels<br><br>Frank Miller: *The Dark Knight Returns*, DC Comics, 1997. | 6 |
| | 7 | Franco-Belgian Comics<br><br>Herge. *Tintin: The Adventures of Tintin: Destination Moon*, 1953 | 4 |
| | 8 | Manga<br><br>Toriyama Akira: *Dragon Ball*, Volume 1, Issues 1-3, Pgs. 1-63 | 3 |
| | 9 | Indian Comics<br><br>Amar Chitra Katha : The King in a Parrot's Body<br><br>https://hisguindylibrary.in/wp-content/uploads/2021/05/191-The_King_in_a_Parrot_s_Body.pdf | 2 |
| **III** | **Graphic Narratives and Social Issues** | | **15** |
| | 10 | Art Spiegelman: *Maus I: My Father Bleeds History*,1991. | 5 |
| | 11 | Subhash Vyam Srividya Natarajan, S. Anand and Durgabai Vyam: | 5 |

| | | | |
|---|---|---|---|
| | | *Bhimayana*, 2011. | |
| | 12 | Robin Ha: *Almost American Girl*, 2020. | 5 |
| **IV** | **Emergent Forms and Fan Cultures** | | **15** |
| | 13 | Digital Comics<br><br>Elviz Hernandez, The Future of Comics : Navigating Trends and Innovations in the Industry, Toonsmag,<br><br>https://www.toonsmag.com/the-future-of-comics/ | 2 |
| | 14 | Digital Comics (Contd..)<br><br>Web Toons: Select *Nerd and Jock Episodes* (RR & GS)<br><br>https://www.webtoons.com/en/canvas/nerd-and-jock/nerd-and-jock-ep-39/viewer?title_no=135963&episode_no=39 | 1 |
| | 15 | Comic-Con and Fan Culture<br><br>Della Hollman, Comic-Con : The Ultimate Experience for Comic and Pop Culture Fan, Toonsmag , https://www.toonsmag.com/comic-con/ | 2 |
| | 21 | Comic-Con and Fan Culture (Contd..)<br><br>Benjamin Woo et al. : “Theorizing the Comic Con” | 4 |

| | | | |
|---|---|---|---|
| | | https://intellectdiscover.com/content/journals/10.1386/jfs_00007_1 | |
| | 22 | Graphic Medicine<br><br>Susan Merrill Squier: "The Uses of Graphic Medicine for Engaged Scholarship". *Graphic Medicine Manifesto*, 41-66. | 4 |
| | 23 | Graphic Medicine (Contd)<br><br>Emily Steinberg: *Broken Eggs: A Visual Narrative*<br><br>https://www.cleavermagazine.com/broken-eggs-by-emily-steinberg/ | 2 |

**Suggested Reading**


Catherine Labio, What's in a Name? The Academic Study of Comics and the Graphic Novel. Cinema Journal, Vol. 50, No. 3 (Spring 2011) pp. 123-126 (4 pages)

Eisner, Will. Comics and Sequential Art. W W Norton and Company, 2008 (https://alphalight.wordpress.com/wp-content/uploads/2010/07/will-eisner-theory-of-comics-sequential-art.pdf)

Graphic Novels or Novel Graphics?: The Evolution of an Iconoclastic Genre ,Elaine Martin The Comparatist, Vol. 35 (MAY 2011), pp. 170-181 (12 pages)

Angela Ndalianis Why Comics Studies? Cinema Journal, Vol. 50, No. 3 (Spring 2011), pp. 113-117 (5 pages)

Wissman, Kelly K., and Sean Costello. "Creating Digital Comics in Response to Literature: Aesthetics, Aesthetic Transactions, and Meaning Making." *Language Arts*, vol. 92, no. 2, 2014, pp. 103–17.

Henry Jenkins. "Superpowered Fans: The Many Worlds of San Diego's Comic-Con." *Boom: A Journal of California*, vol. 2, no. 2, 2012, pp. 22–36.

Winge, Theresa. "Costuming the Imagination: Origins of Anime and Manga Cosplay." *Mechademia*, vol. 1, 2006, pp. 65–76.

Petersen, Robert. *Comics, Manga, and Graphic Novels: A History of Graphic Narratives*. United States, ABC-CLIO, 2010.

Chatterji, Roma. *Graphic Narratives and the Mythological Imagination in India*. United Kingdom, Taylor & Francis, 2019.

Groensteen, Thierry. *The System of Comics*. Ukraine, University Press of Mississippi, 2007.

Baetens, Jan, and Frey, Hugo. *The Graphic Novel: An Introduction.* United Kingdom, Cambridge University Press, 2015.

Salkowitz, Rob. *Comic-Con and the Business of Pop Culture: What the World's Wildest Trade Show Can Tell Us About the Future of Entertainment*. Ukraine, McGraw Hill LLC, 2012.

Pedri, Nancy. *A Concise Dictionary of Comics*. United States, University Press of Mississippi, 2022.

King, Zachary. "The Superhero Historicized, Theorized, and Read." *Journal of Modern Literature*, vol. 39, no. 2, 2016, pp. 167–70. *JSTOR*, https://doi.org/10.2979/jmodelite.39.2.12.

Dallacqua, Ashley K. "Exploring Literary Devices in Graphic Novels." *Language Arts*, vol. 89, no. 6, 2012, pp. 365–78.

Baetens, Jan. "Stories and Storytelling in the Era of Graphic Narrative." *Stories*, edited by Ian Christie and Annie van den Oever, Amsterdam University Press, 2018, pp. 27–44.

Zunshine, Lisa. "What to Expect When You Pick Up a Graphic Novel." SubStance, vol. 40, no. 1, 2011, pp. 114–34.

Gonshak, Henry. "Beyond *Maus*: Other Holocaust Graphic Novels." *Shofar*, vol. 28, no. 1, 2009, pp. 55–79.

Facciani, Matthew, et al. "A Content-Analysis of Race, Gender, and Class in American Comic Books." Race, Gender & Class, vol. 22, no. 3–4, 2015, pp. 216–26.

**Course Outcomes**

| No. | Upon completion of the course the graduate will be able to | Cognitive Level | PSO addressed |
|---|---|---|---|
| CO-1 | Understand the language of graphic narratives and apply those perspectives to the analysis of texts. | U, An | PSO1, PSO5 |

| | | | |
|---|---|---|---|
| CO-2 | Perceive graphic novels as a key literary form that has been utilized to address significant social issues, including race, class, caste, gender etc. | U, E | PSO1 |
| CO-3 | have a broad understanding of the key works of graphic narratives from the Global North and the Global South | R, U | PSO4 |
| CO-4 | demonstrate awareness of recent trends in graphic narratives in terms of both theme and technique. | R,U | PSO1 |

**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 language of graphic narratives and apply those perspectives to the analysis of texts. | PO1, PO2, PSO1, PSO5 | U, An | C | L | - |
| CO-2 | Perceive graphic novels as a key literary form that has been utilized to address significant social issues, including race, class, caste, gender | PO1, PSO1 | U, E | C | L | - |

| | | | | | | |
|---|---|---|---|---|---|---|
| | etc. | | | | | |
| CO-3 | have a broad understanding of the key works of graphic narratives from the Global North and the Global South | PO7, PSO4, | R, U | F,C | L | - |
| CO-4 | demonstrate awareness of recent trends in graphic narratives in terms of both theme and technique. | PO1, PSO1 | R,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 | PS O5 | PSO 6 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CO 1 | 3 | - | - | - | 1 | - | 3 | 2 | - | -- | - | - | - |
| CO 2 | 3 | - | - | - | - | - | 3 | - | - | - | - | - | - |
| CO 3 | - | - | - | 3 | - | - | - | - | - | - | - | - | 3 |
| CO 4 | 3 | - | - | - | - | - | 3 | - | - | - | - | - | - |

**Correlation Levels:**

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

**Mar Ivanios College (Autonomous)**

| | | | | | |
|---|---|---|---|---|---|
| Discipline | English | | | | |
| Course Code | MIUK6 DSE ENG 371.1 | | | | |
| Course Title | Celebrity and Fan Studies | | | | |
| 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.<br>2. | | | | |
| Course Summary | This course is meant to be a thorough introduction to the distinct yet related domains of celebrity studies and fan studies. The course covers the fundamental premises and methodologies of both disciplines and follows them with case studies that illustrate the various trends in the study of celebrities and fans. The course places celebrity and fan studies as a crucial sub-domain of cultural studies and demonstrates that the study of the | | | | |

| | |
|---|---|
| | cultures of fame is crucial to our understanding of modern societies. |

**Detailed Syllabus:**

| Module | Unit | Content | Hrs |
|---|---|---|---|
| I | Introduction to Celebrity | | 15 |
| | 1 | Pramod K. Nayar: "Who Wants to be a Celebrity?" *Seeing Stars: Spectacle, Society and Celebrity Culture*, Pgs. 1-25. | 5 |
| | 2 | Su Holmes and Sean Redmond. "Introduction: Understanding Celebrity Culture." *Framing Celebrity: New directions in celebrity culture*, Pgs.1-16. | 5 |
| | 3 | Graeme Turner: "Approaching Celebrity Studies". *Celebrity Studies*, Pgs. 11-20. https://www.tandfonline.com/doi/epdf/10.1080/19392390903519024?needAccess=true | 5 |
| II | Introduction to Fandom | | 15 |
| | 4 | Henry Jenkins: ""Get a Life!": Fans, Poachers, Nomads." *Textual Poachers: Television Fans and Participatory Culture.* 9-50. | 8 |
| | 5 | Mark Duffett: "Fan Practices." *Understanding Fandom.* 275-315 | 7 |
| III | Anglo-American Celebrities and Fans | | 15 |
| | 6 | Celebrity, Spectacle and Politics<br>Required Reading:<br>Douglas Kellner: "Barack Obama, Media Spectacle, and Celebrity Politics." *A Companion to Celebrity*, 114-134. | 3 |
| | 7 | Celebrity Mourning and Memorialization: Princess Diana<br>Required Readings: | 4 |

| | | | |
|---|---|---|---|
| | | James Thomas: "From people power to mass hysteria: Media and popular reactions to the death of Princess Diana", *International Journal of Cultural Studies*, 2008, 11.3<br><br>Elton John: "Good Bye, England's Rose"<br>https://www.youtube.com/watch?v=1o9rLDCfO6o | |
| | 8 | Celebrity Activism<br>Required Reading:<br><br>Katherine M. Bell: Raising Africa?: Celebrity and the Rhetoric of the White Saviour, *PORTAL Journal of Multidisciplinary International Studies* 10.1 (2013): 1-24.<br>https://search.informit.org/doi/pdf/10.3316/informit.945733532941135 | 3 |
| | 9 | Fandom and Empowerment: Lady Gaga<br>Required Reading:<br><br>Melissa A. Click, Hyunji Lee, and Holly Willson Holladay: "Making Monsters: Lady Gaga, Fan Identification, and Social Media", *Popular Music and Society* 36.3 (2013): 360-379. | 3 |
| | 10 | Fandom and Stereotypes<br>Required Reading:<br><br>Matt Hills: ""Twilight" Fans Represented in Commercial Paratexts and Inter-Fandoms: Resisting and Repurposing Negative Fan Stereotypes." *Genre, Reception, and Adaptation in the 'Twilight' Series* Ed. Anne Morey. Routledge, Pgs. 113-130. | 3 |

| | | | |
|---|---|---|---|
| | | | |
| IV | Celebrity and Fandom in the Global South | | 15 |
| | 11 | Sport and National Identity: Sachin Tendulkar<br>Required Reading:<br><br>Prashant Kidambi, "Hero, Celebrity, and Icon: Sachin Tendulkar and Indian Public Culture." *The Cambridge Companion to Cricket*. Ed. Anthony Bateman and Jeff Hill, Cambridge UP, 187-202. | 4 |
| | 12 | Popular Film Fandom: Shahrukh Khan as Case Study<br><br>Required Reading:<br><br>Julian Cayla: "Following the Endorser's Shadow: Shah Rukh Khan and the Creation of the Cosmopolitan Indian Male." *Advertising and Society Review* 9.2 (2008) | 4 |
| | 13 | Popular Film Fandom: Chiranjeevi as Case Study<br><br>Required Reading:<br>S.V. Srinivas: "Devotion and Defiance in Fan Activity." *Journal of Arts and Ideas* 29.1 (1996): 67-83.<br>https://hongkongaction.cscsarchive.org/docs/devotion_defiance.pdf | 4 |
| | 14 | Subaltern Fandom<br><br>Required Reading:<br><br>M. Madhava Prasad: "Fan Bhakti and Subaltern Sovereignty: Enthusiasm as a Political Factor." *EPW* 44.29 (2009): 68-76. | 3 |

**Suggested Reading**


Chris Rojek. *Celebrity.* Reaktion Books, 2004.

Ellis Cashmore. Celebrity/Culture. Routledge, 2006.

P. David Marshall and Sean Redmund (Editors). *A Companion to Celebrity*. Wiley – Blackwell, 2016.

Graeme Turner. *Understanding Celebrity*. Sage, 2004.

Su Holmes and Sean Redmond. *Stardom and Celebrity: A Reader*. Sage, 2007.

Jean Baudrillard. "The Finest Consumer Object: The Body". *The Consumer Society: Myths and Structures*, Sage, 1998, Pgs. 129-150

Matt Hills. *Fan Cultures.* Routledge, 2002.

Paul Booth (Editor). *A Companion to Media Fandom and Fan Studies.* Routledge, 2018.

David L. Andrews and Steven J. Jackson: *Sport Stars: The Cultural Politics of Sporting Celebrity.* Routledge, 2001.

Jonathan Gray, Cornel Sandvoss, and C. Lee Harrington: *Fandom, Second Edition: Identities and Communities in a Mediated World*, NYU Press, 2017.


**Course Outcomes**

| No. | Upon completion of the course the graduate will be able to | Cognitive Level | PSO addressed |
|---|---|---|---|
| CO-1 | Understand the premises and the significance of the disciplines of celebrity and fan studies | U | PSO1 |
| CO-2 | Understand the various methodologies to critically read the cultural politics of fame | R, U | PSO5 |
| CO-3 | Be aware of the famous case studies in the field of celebrity and fan studies | U | PSO1 |
| CO-4 | Conceptualize a case study in celebrity/fan studies | Ap, An | PSO5 |

| | | | |
|---|---|---|---|
| | using appropriate methodologies. | | |

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

**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 premises and the significance of the disciplines of celebrity and fan studies | PO1, PSO1 | U | C, M | L | - |
| CO-2 | Understand the various methodologies to critically read the cultural politics of fame | PO6, PSO5 | R, U | C, P | L | - |
| CO-3 | Be aware of the famous case studies in the field of celebrity and fan studies | PO1, PSO1 | U | F,C | L | - |
| CO-4 | Conceptualize a | PO6, | Ap, An | P | L | - |

| | | | | | | |
|---|---|---|---|---|---|---|
| | case study in celebrity/fan studies using appropriate methodologies. | PSO5 | | | | |

**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** | **PO7** |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **CO1** | 3 | - | - | - | - | - | 3 | - | - | -- | - | - | - |
| **CO2** | - | - | - | - | 3 | - | - | - | - | - | - | 2 | - |
| **CO3** | 3 | - | - | - | - | - | 3 | - | - | - | -- | - | - |
| **CO4** | - | - | - | - | 2 | - | - | - | - | - | - | 2 | - |

**Correlation Levels:**

| **Level** | **Correlation** |
|---|---|

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

| | | | | | |
|---|---|---|---|---|---|
| Discipline | English | | | | |
| Course Code | MIUK6 DSC ENG 372.1 | | | | |
| Course Title | English Language Teaching | | | | |
| Type of Course | DSE | | | | |
| Semester | 6 | | | | |
| Academic Level | 300- 399 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours/Week |
| | 4 | 3 hours | - | 1hr | 4 |
| Pre-requisites | 1. knowledge and skills in English grammar, vocabulary, pronunciation, and language learning theories to understand and engage with the course content.<br>2. a genuine interest in teaching and learning English, a strong motivation to improve their language skills, and a commitment to active participation and continuous learning | | | | |
| Course Summary | The course provides an in-depth exploration of English language teaching principles, methodologies, and techniques for teaching English to speakers of other languages (TESOL). Through a combination of theoretical study, practical teaching activities, and reflective practice, learners will develop the knowledge, skills, and confidence to effectively teach English in diverse educational settings. | | | | |

**Detailed Syllabus:**

| | | | |
|---|---|---|---|
| | | Contexts and Learning Theories in ELT | 15 hrs |
| 1 | Native and non-native – ESL, EFL, ESP, L1, L2 Acquisition/learning - bilingualism/multilingualism - linguistic competence/communicative competence. | | 5 hrs |
| | Evaluation Terminology: Assessment vs Evaluation, Achievement tests, Diagnostic tests, Summative and Formative Assessment. | | 5 hrs |
| | English as a medium of instruction – difficulties in the teaching of English – crowded classrooms-- lack of exposure-culture gap - mother tongue interference. | | 5 hrs |
| 2 | Traditional Methods and New Perspectives of Teaching English | | 15 hrs |

| | | |
|---|---|---|
| | Grammar Translation Method, Direct Method, Audiolingual Method, Communicative Language Teaching | 5 hrs |
| | Community Language Learning, Suggestopedia, Silent Way, Postmethod Pedagogy | 5 hrs |
| | ICT enabled teaching- learner-centred classroom strategies; pairs and groups - errors and feedback - use of dictionaries – realia, authentic materials, coursebooks - pictures, cards and charts - smartphones, language learning apps, and sites, blogs and journals - learning outside the classroom. | 5 hrs |
| 3 | Teaching, Planning and Evaluation | 15 hrs |
| | Lesson planning – purpose and advantages – Practicals – lesson plans for prose, poetry, grammar and skill teaching – microteaching (theory and practice). | 10 hrs |
| | qualities of a good evaluation – validity, reliability, Objectivity, Practicability<br>TOEFL, IELTS, BEC, CEFR | 3 hrs |
| | Question paper design – types of questions –-Essay, annotation, short questions, multiple choice questions- remedial teaching. | 2 hrs |
| | Research in ELT | 15 hrs |
| 4 | Research Project in ELT - data collection techniques - recording data - | 5 hrs |

| | | |
|---|---|---|
| | experiments in classroom teaching | |
| | Designing questionnaires - interviews-general procedures - observation and case studies | 5 hrs |
| | Tools for data analysis - the Data Protection Act - how to reference-plagiarism-how to avoid it-using statistics - hints on academic writing. | 5 hrs |

Suggested Reading


- Stern, H. H. (1983). Fundamental Concepts of Language Teaching. Oxford, England: Oxford University Press.
- MLA Handbook (8th edn)
- Crystal, D. (2003). English as a Global Language 2nd edition. Cambridge University Press.
- Creswell, J. W., & Creswell, J. D. (2017). Research design: Qualitative, quantitative, and mixed methods approaches. Sage publications.
- Richards, J. C., & Farrell, T. S. C. (2005). Professional Development for Language Teachers. Cambridge University Press.
- Creswell, J. W., & Creswell, J. D. (2017). Research design: Qualitative, quantitative, and mixed methods approaches. Sage publications.
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2013). Qualitative data analysis: A methods sourcebook. Sage Publications.


## Course Outcomes

| No. | Upon completion of the course the graduate will be able to | Cognitive Level | PSO addressed |
|---|---|---|---|
| CO-1 | Students demonstrate a comprehensive understanding of ELT principles, theories, and methodologies. | An, E | 1 |
| CO-2 | Students apply effective teaching strategies, techniques, and materials to facilitate language learning and development. | An,E | 1 |
| CO- 3 | Students evaluate and adapt teaching practices based on needs, feedback, and assessment results in a classroom setting. | An, Ap | 3 |

| | | | |
|---|---|---|---|
| CO-4 | Students engage in reflective practice, continuous professional development, and lifelong learning in the field of ELT. | An, Ap,C | 5 |
| CO-5 | Students apply effective instructional techniques, materials, and technologies in language teaching. | Ap, C | 6 |

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

| CO No. | CO | PO/PSO | Cognitive Level | Knowledge Category | Lecture (L)/Tutorial (T) | Practical (P) |
|---|---|---|---|---|---|---|
| 1 | 1 | 1/1 | An, E | F, C | L | - |
| 2 | 2 | 1/1 | An, E | F,C | L,T | - |
| 3 | 3 | 4/3 | An, Ap | P, M | L,T | - |
| 4 | 4 | 4/5 | An, Ap, C | P, M | L,T | P |
| 5 | 5 | 4/6 | Ap, C | P, M | L,T | 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 | PO7 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **CO1** | 3 | - | - | - | - | - | 3 | - | - | - | - | - | - |
| **CO2** | 3 | - | - | - | - | - | 3 | - | - | - | - | - | - |
| **CO3** | - | - | | 3 | - | - | - | - | - | 3 | - | - | - |
| **CO4** | - | - | - | - | 3 | 3 | - | - | - | 3 | - | - | - |
| **CO5** | - | - | - | - | - | 3 | - | - | - | 3 | - | - | - |

**Correlation Levels:**

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

**Assessment Rubrics:**

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

**Mapping of COs to Assessment Rubrics :**

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

**Mar Ivanios College (Autonomous)**

| | | | | | |
|---|---|---|---|---|---|
| Discipline | ENGLISH | | | | |
| Course Code | MIUK6 SEC ENG 380.1 | | | | |
| Course Title | Writing for Apps and Digital Interfaces: UX Writing | | | | |
| 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 | 3 hours | - | | 3 |
| Pre-requisites | 1.<br>2. | | | | |
| Course Summary | This course provides an introduction to the emerging and in-demand field of User Experience (UX) Writing, focusing on the principles, techniques, and best practices for creating effective and user-centric content in digital products and interfaces. | | | | |

**Detailed Syllabus:**

| Module | Unit | Content | Hrs |
|---|---|---|---|
| I | | **Introduction to UX Writing** | **15** |
| | 1 | UI/UX writing - Definition - Microcopy - Difference between UX writing, copywriting, content writing, and technical writing - Aligning content with goals of the organization - Company style sheets | |
| | 2 | Voice: Voice chart | |
| | 3 | User journey: Conversation exercise | |
| | 4 | Wireframe design review | |
| II | | **UX Text Patterns** | **15** |
| | 5 | Quality criteria: Necessity - Relevancy - Clarity - Brevity - Tone - Brand identity | |
| | 6 | CTA (Call to Action) - Titles - Buttons & interactive text - Descriptions - Empty states - Labels - Controls - Text input fields - Transitional text - Confirmation messages - Notifications - Errors | |
| | 7 | Final design review | |

| | | | |
|---|---|---|---|
| **III** | **Iteration & Design** | | **15** |
| | 8 | Measuring content effectiveness: A/B testing - Onboarding - Engagement - Completion - Retention - Referrals - Cost | |
| | 9 | Research: Reviews - Interviews - Codesigning - Usability testing – Surveys | |
| | 10 | Content heuristics: Scorecard | |
| | 11 | Accessibility: Language availability - Reading level - Labelling | |
| | 12 | UX design: Tools - Figma - Working with the engineering team, design team, and product management team | |
| | 13 | Portfolio creation | |
| | 14 | Exercises:<br>● Write UX content for a dating app that matches users based on their taste in movies.<br>● Write UX content for a website that sells used video games and video game consoles. | |

**Recommended resources:**

- Kinneret Yifrah - *Microcopy: The Complete Guide*
- Torrey Podmajersky - *Strategic Writing for UX: Drive Engagement, Conversion, and Retention with Every Word*
- Anna Dahlström - *Storytelling in Design: Defining, Designing, and Selling Multidevice Products*
- Dr. Katharina Grimm - "Introduction To UX Writing"

https://www.udemy.com/course/introduction-to-ux-writing/?couponCode=LETSLEARNNOWPP#instructor-1

- Google Career Certificates - "Foundations of User Experience (UX) Design"

https://www.coursera.org/learn/foundations-user-experience-design?specialization=google-ux-design

- Career Foundry - "What Does a UX Writer Actually Do?"

https://careerfoundry.com/en/blog/ux-design/ux-writing-what-does-a-ux-writer-actually-do/

**Course Outcomes**

| No. | Upon completion of the course the graduate will be able to | Cognitive Level | PSO addressed |
|---|---|---|---|
| CO-1 | Understand the core functions of a UX writer and how they contribute to the design and development of digital products, interfaces and a user-centered design process. | U,R | PSO-3 |
| CO-2 | Analyze and critique existing user interfaces from a content perspective, identifying strengths, weaknesses, and opportunities for improvement. | An | PSO-2,3,6 |
| CO-3 | Apply principles of user-centered design and readability to create clear, concise, and actionable content for various digital interfaces, platforms, and devices. | Ap,C | PSO-2,3,6 |
| CO-4 | Utilize research methods, including user testing and feedback analysis, to iterate on and optimize content for improved usability and effectiveness. | An,E | PSO-2,3,5,6 |

**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 (T) | Practical (P) |
|---|---|---|---|---|---|---|
| 1 | Knowledge of UX writing | PSO-3<br><br>PO-5 | U,R | F,C | L | |
| 2 | Analysing and critiquing user interfaces | PSO-2,3,6<br><br>PO-2,5,6 | An | C,P | L | |
| 3 | Writing UX content | PSO-2,3,6<br><br>PO-4,5 | Ap,C | C,P | L | P |
| 4 | Research and iteration | PSO-2,3,5,6<br><br>PO-2,5,6 | An,E | C,P | L | 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 | PO7 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **CO 1** | - | - | - | - | - | 3 | - | - | - | - | 3 | - | - |
| **CO 2** | - | 3 | 3 | - | - | 3 | - | 3 | - | - | 3 | 2 | - |
| **CO 3** | - | 3 | 3 | - | - | 3 | - | - | - | 1 | 3 | - | - |
| **CO 4** | - | 3 | 3 | - | 3 | 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 | ✓ | ✓ | | ✓ |

**Mar Ivanios College (Autonomous)**

| | | | | | |
|---|---|---|---|---|---|
| Discipline | ENGLISH | | | | |
| Course Code | MIUK6 SEC ENG 381.1 | | | | |
| Course Title | Everyday English for Legal Purposes | | | | |
| 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 | 3 hours | - | | 3 |
| Pre-requisites | 1.<br>2. | | | | |
| Course Summary | The course equips learners with the necessary language skills and legal knowledge to effectively communicate in English within a legal context, draft legal documents useful in everyday life and pursue further studies and employment in law or law adjacent fields. | | | | |

**Detailed Syllabus:**

| Module | Unit | Content | **Hrs** |
|---|---|---|---|
| I | Introduction to the Law and Legal Language | | **15** |
| | 1 | Overview of the Indian Constitution - Fundamental Rights - Hierarchy of courts - Legislative bodies and lawmaking in India - Legal procedures: litigation, arbitration, and mediation - Civil Law and Criminal Law - Legal language - Legalese - Legal terminology and vocabulary | |
| | 2 | Texts for detailed study:<br><br>Preamble of the Constitution of India https://secure.mygov.in/read-the-preamble-india/<br>"12 Laws Every Indian Citizen Should Be Aware of"<br>https://www.news18.com/lifestyle/know-your-rights-12-laws-every-indian-citizen-should-be-aware-of-this-independence-day-2023-8534210.html<br><br>Recommended reading:<br>Legal Glossary<br>https://karnatakajudiciary.kar.nic.in/hcklibrary/PDF/legalguide.pdf<br>Plain English<br>https://www.plainenglish.co.uk/files/howto.pdf | |
| II | Comprehension and Communication | | **15** |
| | 3 | Reading comprehension - Types of legal documents - Summons - Notice - Complaint - FIR, Zero-FIR and NCR - Contract - Deed - Agreement - Judgement | |
| | | Writing competency - Precision and clarity - Formal tone - Structure and format - Important contract clauses - Note taking - Abstract making - Precis writing | |
| | | Legal drafting:<br><br>Contract deeds (sale deeds, lease agreement, employment contract, service agreement, partnership deeds, memorandum of agreement, memorandum of understanding)<br>Deeds and agreement (promissory note, gift, power of attorney, mortgage deeds, trust deeds, indemnity bond, release deeds)<br>Complaints (criminal complaint, private complaints, consumer complaints, complaints to regulatory authorities)<br>RTI Applications | |
| | | Verbal communication - Accent neutralization - Soft Skills - Negotiation and persuasion - Pathos, Logos, and Ethos - Fallacies | |

| | | | |
|---|---|---|---|
| | 6 | Texts for detailed study:<br>Thomas Jefferson - "Declaration of Independence"<br>https://www.archives.gov/founding-docs/declaration-transcript<br>Vishaka Guidelines against Sexual Harassment at Workplace<br>https://www.curaj.ac.in/sites/default/files/VishakaGuidelines_1.pdf | |
| III | Law in Literature and Popular Culture | | **10** |
| | 9 | Texts for detailed study:<br>Harper Lee - "Chapter 20" (Atticus Finch's closing speech) from *To Kill a Mockingbird* https://genius.com/Harper-lee-to-kill-a-mockingbird-atticus-finchs-closing-speech-annotated<br>*Suits* - Season 1 Episode 1 (TV Series)<br>Sidney Lumet - *12 Angry Men* (1957) (film) | |
| IV | Practicum | | **5** |
| | | The students will be divided into groups and will engage in a moot court competition. This will count towards their assignment. | |

**Recommended Resources**


Black's Law Dictionary. https://thelawdictionary.org/

Constitution of India. https://legislative.gov.in/constitution-of-india/

Fruehwald, E. S. *Legal Writing Exercises: A Practical Guide to Clear and Persuasive Writing for Lawyers*. American Bar Association.

Gandhi, B.M. *Legal Language, Legal Writing & General English*. Eastern Book Company.

Garner, Bryan. *A Dictionary of Modern Legal Usage*. Oxford University Press.

Garner, Bryan. *Legal Writing in Plain English*. University of Chicago Press.

Indian Kanoon. https://indiankanoon.org/

Lawctopus. https://www.lawctopus.com/

Live Law. https://www.livelaw.in/

Ministry of Law and Justice. https://legislative.gov.in/

Myneni, S.R. *Legal Language and Legal Writing*. Asla Law House.

Plain English Campaign. https://www.plainenglish.co.uk/

PRS Legislative Research. https://www.prsindia.org/

Supreme Court of India. https://main.sci.gov.in/

Wydick, Richard. *Plain English for Lawyers*. Carolina Academic Press.

## Course Outcomes

| No. | Upon completion of the course the graduate will be able to | Cognitive Level | PSO addressed |
|---|---|---|---|
| CO-1 | Understand the fundamentals of Legalese, including vocabulary, terminology, and syntax commonly used in legal documents and communication. | U,R | PSO-1,2,6 |
| CO-2 | Demonstrate proficiency in reading and interpreting legal texts and drafting documents such as contracts, deeds, agreements, complaints etc. that a layperson is allowed to compose. | U,An,Ap,E, C | PSO-2,6 |
| CO-3 | Enhance oral communication skills for legal settings, including negotiation, persuasion and courtroom presentations, that are also transferable to other domains and professions. | An,Ap | PSO-2,6 |
| CO-4 | Inculcate basic knowledge of law and a sense of appreciation for the Indian legal system. | U,An | PSO-3,4 |

**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 | Fundamentals of Legalese | PSO-1,2,6<br>PO-1,2,5 | U,R | F,C | L | |
| 2 | Reading and drafting legal documents | PSO-2,6<br>PO-2,4,5,6 | U,An,Ap,E,C | C,P | L | P |
| 3 | Verbal competency | PSO-2,6<br>PO-2,4,5,6 | An,Ap | P | L | P |
| 4 | Basic knowledge of Indian law | PSO-3,4<br>PO-2,5,7 | U,An | F,C | L | |

**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 | PO7 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CO 1 | 3 | 3 | - | - | - | 3 | 1 | - | - | - | 3 | - | - |
| CO 2 | - | 3 | - | - | - | 3 | - | 3 | - | 3 | 3 | 3 | - |
| CO 3 | - | 3 | - | - | - | 3 | - | 3 | - | 3 | 3 | 3 | - |
| CO 4 | - | - | 3 | 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 | ✓ | | | ✓ |

**Mar Ivanios College (Autonomous)**

| | | | | | |
|---|---|---|---|---|---|
| Discipline | ENGLISH | | | | |
| Course Code | MIUK6 SEC ENG 382.1 | | | | |
| Course Title | English for Corporate Communication | | | | |
| 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 | 3 hours | - | | 3 |
| Pre-requisites | 1.<br>2. | | | | |
| Course Summary | The course gives a thorough overview of the application of English in corporate and business settings, including marketing, branding, and crisis management, and helps facilitate the growth of the learner into a full fledged professional. | | | | |

**Detailed Syllabus:**

| Module | Unit | Content | Hrs |
|---|---|---|---|
| I | | **Foundations of Corporate Communication** | **15** |
| | 1 | Introduction to corporate communication - Core business vocabulary, terminology, and jargon - Grammar review for accurate communication - Formal vs. informal language in different business scenarios - Internal vs. external communication - Stakeholder analysis - Communication channels | |
| | 2 | Cross-cultural communication - Cultural differences impacting communication styles - Building rapport and trust in global business settings - Adapting communication, presentations, and written materials for international audiences. | |
| | 3 | Business English for specialised industries - Medical English - Legalese - English for Hospitality and Tourism - English for Aviation | |
| II | | **Written & Verbal Communication for Professionals** | **15** |
| | 4 | Principles of effective business writing - Emails - Memos - Reports - Proposals - Summaries - Analyses - Press releases - Proofreading and editing for clarity<br><br>Plain English - https://www.plainenglish.co.uk/free-guides.html | |
| | 5 | Persuasive writing for marketing communication - Copywriting techniques - Storytelling - Brand messaging - Advertisements - Slogans - Flyers - Brochures - Posters - Bulletin boards - Billboards - Goodwill | |

| | | | |
|---|---|---|---|
| | | messages - Bad news messages<br><br>https://businessjargons.com/marketing-communication.html | |
| | 6 | Persuasive presentations - Storytelling and use of visuals - Presentation delivery skills - Voice - Body language - Eye contact - Gesticulation - Handling Q&A - Adapting presentation styles for different audiences and stakeholders<br><br>The Carousel Pitch - Mad Men Season 1 Episode 13<br><br>https://www.youtube.com/watch?v=rq3n2sJ43Hg&ab_channel=RodRothwell | |
| | 7 | Interpersonal communication - Etiquette - Building professional relationships - Networking - Rapport building - Conflict resolution - Meetings & negotiations - Active listening - Consensus building - Pathos, Logos, and Ethos | |
| | 8 | Digital & social media communication - Digital marketing channels and platforms - Social media - Websites - Blogs - Memes - Email marketing - Search engine optimization (SEO) - Analytics - Automation - AI and LLMs (Large Language Models) - Content management systems | |
| **III** | **Corporate Identity & Crisis Management** | | **15** |
| | 9 | Defining corporate identity and image - Integrating corporate identity into communication - Fundamentals of branding - Brand positioning - Brand personality - Brand equity - Logos and visual elements - Brand messaging | |

| | | | |
|---|---|---|---|
| | 10 | Crisis communication - Identifying potential crises - Crisis response strategies - Crisis communication plans - Online reputation management - Brand monitoring - Damage control - Public relations | |
| | 11 | Case studies - Branding and corporate identity campaigns - 'Cola Wars' (Coca-Cola vs Pepsi) - Crisis and reputation management examples - KFC supply chain crisis | |
| | 12 | Simulations and role-playing scenarios - Marketing pitches - Internal communication challenges - Intercultural negotiations | |

**Recommended Resources**


Argentli, Paul. *The Power of Corporate Communication*. McGraw Hill, NY.

Association for Business Communication. https://www.businesscommunication.org.

Bovee, Courtland L., et al. *Business Communication Today*. Pearson Education, Delhi

Chaturvedi, P.D. *Business Communication*. Pearson Education, Delhi.

Content Marketing Institute. https://contentmarketinginstitute.com.

Copyblogger. Copyblogger Media. https://copyblogger.com/.

Dolphin, Richard R. *The Fundamentals of Corporate Communication*. Butterworth Heinmann.

Emmerson, Paul. *Business English Handbook - Advanced*. Macmillan, 2007.

Garner, Bryan A. *HBR Guide to Better Business Writing*. Harvard Business Review Press, 2013.

Harvard Business Review. Harvard Business Publishing, https://hbr.org/.

HubSpot Blog. HubSpot. https://blog.hubspot.com/marketing.

Jackson, Pitman. *Corporate Communication for Managers*. Pitman Publishing.

Means, Tom. *Business Communication*. Thomson.

Ogilvy, David. *Ogilvy on Advertising*. Vintage, 1985.

Pachter, Barbara. *The Essentials of Business Etiquette*. McGraw Hill, 2005.

Purdue OWL. Purdue University, https://owl.purdue.edu/.

R, Donald G. *Corporate Reputation*. Kogan Page, London.

Rayadu, C.S. *Communication*. Himalaya Publishing House, Mumbai.

Wallwork, Adrian. *English for Marketing and Sales*. Oxford University Press, 2014.

Williams, Erica J. *Marketing Communications in English*. Wayzgoose Press, 2016.

## Course Outcomes

| No. | Upon completion of the course the graduate will be able to | Cognitive Level | PSO addressed |
|---|---|---|---|
| CO-1 | Identify and use appropriate business vocabulary, terminology, and grammar. | U, R | PSO-1,2,6 |
| CO-2 | Understand the principles of effective written and oral communication in corporate settings. | U | PSO-2,6 |
| CO-3 | Confidently compose various business documents with a focus on clarity and professionalism. | Ap, C | PSO-2,6 |
| CO-4 | Structure and deliver presentations that are persuasive and tailored to different audiences. | Ap, C | PSO-2,6 |
| CO-5 | Participate effectively in meetings, demonstrating active listening, summarizing, and negotiation skills. | An, Ap, E | PSO-2,3,6 |
| CO-6 | Understand and apply the principles of branding and marketing to launch effective campaigns. | U, An, Ap, E, C | PSO-2,3,4,5,6 |

| | | | |
|---|---|---|---|
| CO-7 | Recognize how cultural differences may impact business communication. | U, R | PSO-4 |
| CO-8 | Master crisis communication inorder to address sensitive situations and handle negative media or stakeholder responses. | U, An, Ap, E | PSO-2,3,4,5,6 |

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

*Note: 1 or 2 COs/module*

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

| **CO No.** | **CO** | **PO/PSO** | **Cognitive Level** | **Knowledge Category** | **Lecture (L)/Tutorial (T)** | **Practical (P)** |
|---|---|---|---|---|---|---|
| 1 | Basics of Business English | PSO-1,2,6<br><br>PO - 1,4,5 | U, R | F | L | |
| 2 | Written and oral competency | PSO-2,6<br><br>PO - 1,2,4,5 | U | C,P | L | |
| 3 | Business | PSO-2,6 | Ap, C | C,P | L | P |

| | | | | | | |
|---|---|---|---|---|---|---|
| | writing | PO - 2,4,5 | | | | |
| 4 | Presentation skills | PSO-2,6<br>PO - 2,4,5,6 | Ap, C | C,P | L | P |
| 5 | Meetings | PSO-2,3,6<br>PO - 3,4,5 | An, Ap, E | C,P,M | L | |
| 6 | Branding and marketing | PSO-2,3,4,5,6<br>PO - 2,4,5,6 | U, An, Ap, E, C | C,P,M | L | P |
| 7 | Cross-cultural communication | PSO-4<br>PO - 2,4,5,6,7 | U, R | C,P,M | L | |
| 8 | Crisis | PSO- | U, An, Ap, | C,P,M | L | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | communication | 2,3,4,5,6<br><br>PO - 2,4,5,6,7 | E | | | |

**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 | PO7 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CO 1 | 3 | 3 | - | - | - | 3 | 2 | - | - | 3 | 3 | - | - |
| CO 2 | - | 3 | - | - | - | 3 | 2 | 2 | - | 3 | 3 | - | - |
| CO 3 | - | 3 | - | - | - | 3 | - | 2 | - | 3 | 3 | - | - |
| CO 4 | - | 3 | - | - | - | 3 | - | 3 | - | 3 | 3 | 3 | - |
| CO 5 | - | 3 | 3 | - | - | 3 | - | 3 | - | 3 | 3 | - | - |
| CO 6 | - | 3 | 3 | 1 | 1 | 3 | - | 3 | - | 3 | 3 | 3 | - |
| CO 7 | - | - | - | 3 | - | - | - | 1 | - | 3 | 3 | 1 | 3 |
| CO 8 | - | 3 | 3 | 3 | 1 | 3 | - | 3 | - | 3 | 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 | ✓ | ✓ | | ✓ |
| CO 7 | ✓ | | | ✓ |
| CO 8 | ✓ | | | ✓ |

**Mar Ivanios College (Autonomous)**

| | | | | | |
|---|---|---|---|---|---|
| Discipline | ENGLISH | | | | |
| Course Code | MIUK6 SEC ENG 383.1 | | | | |
| Course Title | Creative Writing | | | | |
| 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 | 3 hours | - | | 3 |
| Pre-requisites | 1.<br>2. | | | | |
| Course Summary | The course helps learners express and channel their creative potential and moulds them into writers capable of tackling the publishing industry in the modern age. | | | | |

**Detailed Syllabus:**

| Module | Unit | Content | Hrs |
|---|---|---|---|
| I | | **The Craft of Prose** | **15** |
| | 1 | Plot - 7 basic plots (Christopher Booker) - Organic unity - Architects and Gardeners (George R. R. Martin) - Three Act Structure - Freytag's Pyramid - Narration - Three types of narration - Iceberg Theory (Ernest Hemingway) - Stream of Consciousness - Epistolary format - In medias res - Unreliable narrator - Flashbacks and narrative jumps - Foreshadowing - Characterisation - Flat and Round characters - Stock characters - Madonna/Whore dichotomy - Bechdel test - Setting - World building - Theme - Tropes - Genres | |
| | 2 | Plot devices - Chekhov's Gun - MacGuffin - Red Herring - Cliffhanger | |
| | 3 | Writing flaws - Purple Prose - Deus Ex Machina - Plot holes - Anachronism | |
| | 4 | Required reading:<br><br>Stephen King - Chapter 3 of *On Writing: A Memoir of the Craft*<br><br>Bram Stoker - *Dracula*<br><br>Jhumpa Lahiri - "A Temporary Matter" *from Interpreter of Maladies* | |

| | | | |
|---|---|---|---|
| | | Girish Karnad - *Nagamandala*<br><br>https://public.wsu.edu/~converse/Nagacomplete.html | |
| **II** | | **The Craft of Verse** | **15** |
| | 5 | Poetry - Definitions - Rhyme - Metre - Diction - Poetic devices - Alliteration - Assonance - Refrain - Onomatopoeia - Simile and Metaphor - Metonymy - Synecdoche - Enjambment - Personification - Oxymoron | |
| | 6 | Types and forms - Sonnet - Haiku - Limerick - Ode - Elegy - Epic - Villanelle - Ballad - Free verse - Blank verse - Concrete poetry | |
| | 7 | New age poetry - Digital poetry - Insta poetry - Flash fiction - Slam poetry | |
| | 8 | Required reading:<br><br>Robert Frost - "Stopping by Woods on a Snowy Evening"<br><br>https://www.poetryfoundation.org/poems/42891/stopping-by-woods-on-a-snowy-evening<br><br>Kahlil Gibran - "On Marriage"<br><br>https://www.poetryfoundation.org/poems/148576/on-marriage-5bff1692a81b0Brian Bilston - "The Problem of Writing Poems in the Shape of Deciduous Trees"<br><br>https://twitter.com/brian_bilston/status/1442404202085502977?lang=en | |

| | | | |
|---|---|---|---|
| | | Sarah Kay - “When Love Arrives”<br><br>https://www.youtube.com/watch?v=cPG6nJRJeWQ&ab_channel=ButtonPoetry | |
| **III** | **Getting Published** | | **15** |
| | 9 | Types of publishing - traditional publishing - self publishing - hybrid publishing - PDOD (Print On Demand) services - Literary magazines - Proposal submission - Elevator pitch/logline - Literary agents - Beta readers - Online writing communities - Portfolio creation | |
| | 10 | Publishing case studies: Stephen King and Ashwin Sanghi | |
| | 11 | Practicum | |

**Recommended Reading**


Addonizio, Kim, and Dorianne Laux. *The Poet's Companion: A Guide to the Pleasures of Writing Poetry*. W. W. Norton & Company, 1997.

Aristotle. *Poetics*. Translated by Malcolm Heath, Penguin Books, 1996.

Bell, James Scott. *Voice: The Secret Power of Great Writing*. Writer's Digest Books, 2019.

Brody, Jessica. *Save the Cat! Writes a Novel: The Last Book On Novel Writing You'll Ever Need*. Ten Speed Press, 2018.

Campbell, Joseph. *The Hero with a Thousand Faces*. Princeton University Press, 1949.

Coyne, Shawn. *The Story Grid: What Good Editors Know*. Black Irish Entertainment LLC, 2015.

Dillard, Annie. *The Writing Life*. HarperCollins, 2013.

Eckstut, Arielle, and David Henry Sterry. *The Essential Guide to Getting Your Book Published: How to Write It, Sell It, and Market It...Successfully*. Workman Publishing Company, 2015.

Forsyth, Mark. *The Elements of Eloquence: Secrets of the Perfect Turn of Phrase.* Berkley Books, 2014.

Field, Syd. *Screenplay: The Foundations of Screenwriting.* Delta, 2005.

Gardner, John. *The Art of Fiction: Notes on Craft for Young Writers.* Vintage Books, 1991.

King, Stephen. *On Writing: A Memoir of the Craft.* Scribner, 2000.

Kress, Nancy. *Dynamic Characters: How to Create Personalities that Keep Readers Captivated*. Writer's Digest Books, 2004.

Le Guin, Ursula K. *Steering the Craft: A Twenty-First-Century Guide to Sailing the Sea of Story*. Mariner Books, 2015.

Maass, Donald. *The Emotional Craft of Fiction: How to Write the Story Beneath the Surface*. Writer's Digest Books, 2016.

Page, Ruth, and Bronwen Thomas, eds. *New Narratives: Stories and Storytelling in the Digital Age*. Lincoln, NE: U of Nebraska P, 2011. (Available online in library)

Pierce, Todd James, and Ryan G. Van Cleave. *Visual Storytelling: An Illustrated Reader*. New York: Oxford UP, 2016.

Truby, John. *The Anatomy of Story: 22 Steps to Becoming a Master Storyteller*. Faber and Faber, 2007.

Weiland, K.M. *Outlining Your Novel: Map Your Way to Success*. PenForASword Publishing, 2011.

## Course Outcomes

| No. | Upon completion of the course the graduate will be able to | Cognitive Level | PSO addressed |
|---|---|---|---|
| CO-1 | Demonstrate proficiency in writing across different genres and forms including novel, short fiction, poetry, and drama. | U,An,Ap,C | PSO-1,2,3,4,6 |
| CO-2 | Analyse and apply key elements of the craft and narrative techniques. | U,An,Ap | PSO-2,3,6 |

| | | | |
|---|---|---|---|
| CO-3 | Learn to give and receive constructive feedback on creative writing. | An,E | PSO-2,3,6 |
| CO-4 | Enhance creativity via exposure to exemplary works of literature. | U,An | PSO-2,3,4,6 |
| CO-5 | Explore various publishing avenues and professional opportunities in the field of creative writing, gaining insights into the industry and developing strategies for sharing work with a broader audience. | U,E | PSO-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 (T)** | **Practical (P)** |
|---|---|---|---|---|---|---|
| 1 | Writing across genres and forms | PSO-1,2,3,4,6<br><br>PO-1,2 | U,An,Ap, C | F,C,P | L | P |
| 2 | Craft | PSO-2,3,6<br><br>PO-2,4,5 | U,An,Ap | F,C,P | L | P |

| | | | | | | |
|---|---|---|---|---|---|---|
| 3 | Giving and receiving constructive feedback | PSO-2,3,6<br><br>PO-2,4,5 | An,E | C,P | L | P |
| 4 | Creativity | PSO-2,3,4,6<br><br>PO-1,2,5,6,7 | U,An | M | L | |
| 5 | Knowledge of publishing industry | PSO-5,6<br><br>PO-5 | U,E | F | L | |

**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 | PO7 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CO 1 | 3 | 3 | 3 | 3 | - | 3 | 3 | 3 | - | - | - | - | - |
| CO 2 | - | 3 | 3 | - | - | 3 | - | 3 | - | 2 | 1 | - | - |
| CO 3 | - | 3 | 3 | - | - | 3 | - | 3 | - | 2 | 1 | - | - |
| CO 4 | - | 1 | 3 | 2 | - | 3 | 2 | 3 | - | - | 1 | 2 | 3 |
| CO 5 | - | - | - | - | 1 | 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 | ✓ | | | ✓ |

**Mar Ivanios College (Autonomous)**

| | | | | | |
|---|---|---|---|---|---|
| Discipline | English Language and Literature | | | | |
| Course Code | MIUK6 SEC ENG 384.1 | | | | |
| Course Title | Basics of Content Writing | | | | |
| Type of Course | SEC | | | | |
| Semester | VI | | | | |
| Academic Level | | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours/Week |
| | 3 | 4hrs | - | - | 4 |
| Pre-requisites | 1.<br>2. | | | | |
| Course Summary | This course aims to teach the basics of content writing, editing & proofreading, enabling an understanding of the opportunities in the field. | | | | |

**Detailed Syllabus:**

| Module | Content | Hrs |
|---|---|---|
| 1 | **Introduction** | 15 |
| | Introduction - content writing -definition, types of content- articles, blogs, e-books, press releases, newsletters, white papers, quizzes, infographics, case studies - B2B & B2C- digital and print-technical, corporate and marketing content - role of a content writer | |
| 2 | **Creating content** | 15 |
| | Expository writing, descriptive writing, narration, persuasive writing-formal and informal language- avoiding jargon- types of English- punctuations, bullets, numbering - researching the topic - creating outline-writing the first draft-reviewing and editing – coherence and unity- customized writing - writing engaging content. | |
| 3 | **Effective checkpoints** | 15 |
| | Editing and proofreading – company stylesheets- fact checking- SEO - tailoring content- keywords - plagiarism - writing plagiarism | |

| | | |
|---|---|---|
| | free content- ethics for content writing. | |
| **4** | **Practice** | **15** |
| | Practicing content creation – Linkedin profile creation, writing blog articles-web landing pages- theme based websites- e commerce websites- marketing and promoting products- How-to Guides- scriptwriting for illustrative videos -Content Management Systems (CMS) - Wordpress | 9 |
| | Practice: Develop content for a selected social media site<br>in 300 words.<br>Edit and proofread select texts. | 4 |

**Suggested reading**

Books:


Bly, Robert W. *The Content Writer's Handbook.* Allen & Unwin, 2011.

Butcher, Judith, et al. *Butcher's Copy-editing.*

Clarke, Adam. *SEO 2023: Learn Search Engine Optimization with Smart Internet Marketing Strategies*. CreateSpace Independent Publishing Platform, 2017.

Einsohn, Amy, and Marilyn Schwartz. *The Copyeditor's Handbook: A Guide for Book Publishing and Corporate Communications.* University of California Press, 2019.

Felder, Lynda. *Writing for the Web: Creating Compelling Web Content Using Words, Pictures, and Sound.* New Riders, 2013.

Handley, Ann. *Everybody Writes: Your Go-To Guide to Creating Ridiculously Good Content.* Wiley, 2014.

Handley, Ann, and C.C. Chapman. *Content Rules: How to Create Killer Blogs, Podcasts, Videos, Ebooks, Webinars (and More) That Engage Customers and Ignite Your Business.* Wiley, 2010.

Halvorson, Kristina, and Melissa Rach. *Content Strategy for the Web.* New Riders, 2009.

Heath, Chip, and Dan Heath. *Made to Stick: Why Some Ideas Survive and Others Die*. Random House, 2007.

Jones, Colleen. *Clout: The Art and Science of Influential Web Content*. Pearson Education Distributor, 2011.

McCoy, Julia. *So You Think You Can Write? The Definitive Guide to Successful Online Writing.*CreateSpace Independent Publishing, 2016.

McHarry, Sarah. Wordpress to Go: *How to Build a WordPress Website on Your Own Domain, from Scratch, Even If You Are a Complete Beginner*. CreateSpace, 2016.

Penn, Joanna. *How to Make a Living with Your Writing: Books, Blogging and More*. The

Creative Penn Limited, 2017.

Redish, Janice. *Letting Go of the Words: Writing Web Content That Works*. Morgan Kaufmann, 2012.

Saleh, Naveed. *The Complete Guide to Article Writing: How to Write Successful Articles for Online and Print Markets.* Writer's Digest, 2014.

Strunk Jr., William, and E.B. White. *The Elements of Style.* Pearson, 2017.

Williams, Joseph M., and Gregory G. Colomb. *Style: Lessons in Clarity and Grace*. Pearson, 2018.

Videos:

TED Talks: "The Clues to a Great Story" by Andrew Stanton (https://www.youtube.com/watch?v=KxDwieKpawg&ab_channel=TED)

TED-Ed: "How to Use Rhetoric to Get What You Want" by Camille A. Langston (https://www.youtube.com/watch?v=3klMM9BkW5o&ab_channel=TED-Ed)

"Content Writing Masterclass - Content Writing For Beginners" by Brad Merrill (https://www.udemy.com/course/content-marketing-masterclass)

Neil Patel Youtube Video Series (https://www.youtube.com/@neilpatel/featured)

Blogs:

The Write Life (https://thewritelife.com)

HubSpot Blog (https://blog.hubspot.com)

Content Marketing Institute (https://contentmarketinginstitute.com/blog)

Copyblogger (https://copyblogger.com/)

Moz's "Whiteboard Friday" (https://moz.com/blog/category/whiteboard-friday)

Websites:

Grammarly (https://www.grammarly.com/blog/)

Hemingway App (https://hemingwayapp.com/)

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

The Write Practice (https://thewritepractice.com/)

"How to Write for the Web" by the Nielsen Norman Group (https://www.nngroup.com/articles/how-users-read-on-the-web/)

"Want to Start b2b Writing? Here's Everything You Need to Know." Location Rebel. 2022. (www.locationrebel.com/b2b-writing/)

**Course Outcomes**

| No. | Upon completion of the course the graduate will be able to | Cognitive Level | PSO addressed |
|---|---|---|---|
| CO-1 | Understand the basics and purpose of content writing. | U | 1,2 |
| CO-2 | Distinguish between the different styles of writing and comprehend the various platforms and content | U, Ap | 1, 6 |
| CO-3 | Produce effective content according to client requirement | U, Ap, An, C | 1,2,6 |
| CO-4 | Understand and practice editing and proofreading | U, Ap | 2,6 |
| C0-5 | Strengthen writing and editing skills through practice assignments | Ap,An, C | 2,6 |

**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 | PS O4 | PSO 5 | PSO 6 | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CO 1 | 2 | 2 | - | - | - | - | 2 | 1 | - | 1 | 1 | - | - |

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **CO 2** | 2 | - | - | - | - | 3 | 1 | 1 | - | 2 | 2 | - | - |
| **CO 3** | 1 | 2 | - | - | 2 | 3 | 2 | 2 | - | 2 | 3 | 1 | - |
| **CO 4** | - | 2 | - | - | - | 2 | 2 | 1 | - | 1 | 1 | 1 | 1 |
| **CO 5** | - | 2 | - | - | - | 3 | 2 | 2 | - | 1 | 2 | 1 | 1 |

Correlation Level:

| | |
|---|---|
| **-** | **Nil** |
| **1** | Slightly/Low |
| **2** | Moderate /Medium |
| **3** | Substantial/High |

**Mar Ivanios College (Autonomous)**

| | | | | | |
|---|---|---|---|---|---|
| Discipline | English Language and Literature | | | | |
| Course Code | MIUK6 SEC ENG 385 .1 | | | | |
| Course Title | Storycraft: Navigating Paths in Fiction Writing and Publishing | | | | |
| Type of Course | **SEC** | | | | |
| Semester | 6 | | | | |
| Academic Level | 300-399 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours/Week |
| | 3 | 2 | - | 1 | 3 |
| Pre-requisites | 1. Students should have a solid grasp of grammar, punctuation, and sentence structure<br><br>2. Proficiency in scrutinising and critiquing literary works to comprehend storytelling techniques | | | | |
| Course Summary | The course aims to explore the art and technique of crafting captivating narratives, along with publishing strategies. It provides a deep dive into the fundamental elements of fiction writing, including character development, plot construction, setting creation, and dialogue mastery. | | | | |

**Detailed Syllabus:**

| Module | Unit | Content | Hrs |
|---|---|---|---|
| I | | **Foundations of Fiction Writing** | **15** |
| | 1 | 1. Definition and History of Fiction | 3 |
| | 2 | Elements of Fiction: Plot, Character, Setting, Point of View, Theme, Conflict, Symbolism, and Style | 3 |
| | 3 | Understanding Narrative Structure:<br><br>J K Rowling : "The Tale of Three Brothers" | 3 |
| | 4 | Developing Essential Skills: Title Crafting, Foreshadowing, Flashbacks, Tone, Mood, and Imagery | 3 |
| | 5 | 1. Practice Sessions: Applying foundational techniques through writing exercises | 3 |
| II | | **Exploring Forms and Genres** | **15** |
| | 6 | 1. Overview of Fiction Forms: Short Stories and Novels | 3 |
| | 7 | 2. Introduction to Genres and Subgenres- Mystery, Thriller, Historical Fiction, Speculative Fiction, Horror, Adventure, Satire<br>3. | 5 |
| | 8 | Genre Conventions and Expectations,<br><br>Jhumpa Lahiri : " A Temporary Matter" | 4 |
| | 9 | Practice Sessions: Experimenting with different forms and genres through writing exercises | 3 |
| III | | **Advanced Techniques in Crafting Fiction** | **15** |
| | 10 | Advanced Plot Structures and Narrative Devices | 2 |

| | | | |
|---|---|---|---|
| | 11 | Deepening Characterization: Creating Complex and Memorable Characters | 2 |
| | 12 | Crafting Evocative Settings: Using Setting as a Dynamic Element | 2 |
| | 13 | Mastering Point of View: Experimenting with Different Narrative Perspectives | 3 |
| | 14 | Exploring Themes and Subtexts: Layering in Fiction | 3 |
| | 15 | Practice Sessions: Refining skills through advanced writing exercises | 3 |
| **IV** | **Understanding Publishing Avenues** | | **15** |
| | 16 | Honing the manuscript: Formatting, Proofreading and Final Editing | 3 |
| | 17 | Traditional and Self-Publishing Options- Print Publishers- Social Media Platforms-Blogs-Metadata Optimization-Beta Readers-Community building-Collaborations | 3 |
| | 18 | Crafting a publishing plan for the work | 3 |
| | 19 | Practice Sessions | 6 |

**Suggested Reading**


1. Bell, James Scott. *Write Great Fiction - Plot & Structure*. Ukraine, F W Media, 2004.
2. Cowan, Andrew. *The Art of Writing Fiction*. United Kingdom, Taylor & Francis, 2013.
3. LaPlante, Alice. *The Making of a Story: A Norton Guide To Creative Writing*. United States, WW Norton, 2007.
4. Burroway, Janet. *Writing Fiction : A Guide to Narrative Craft*. Boston, Little, Brown, 1987.
5. Grenville, Kate. *The Writing Book: A Practical Guide for Fiction Writers*. United Kingdom, Allen & Unwin, 2010.
6. Knight, Damon. *Creating Short Fiction: The Classic Guide to Writing Short Fiction*. United States, St. Martin's Publishing Group, 1997.
7. Steele, Alexander. ed.*Writing Fiction: A Practical Guide from New York's Acclaimed Creative Writing School*. India, Bloomsbury Publishing PLC, 2008.
8. Maass, Donald. *Writing 21st Century Fiction: High Impact Techniques for Exceptional Storytelling*. United States, Penguin Publishing Group, 2012.

9. Milhorn, H. Thomas, and Howard T Milhorn. *Writing Genre Fiction: A Guide to the Craft*. United States, Universal Publishers, 2006.
10. Kutzera, Dale. *The Plot Machine: Design Better Stories Faster*. United States, Salmon Bay Books, 2015.

## Course Outcomes

| No. | Upon completion of the course the graduate will be able to | Cognitive Level | PSO addressed |
|---|---|---|---|
| CO-1 | Gain a comprehensive understanding of fiction as a literary genre and its various elements. | U | PSO1 |
| CO-2 | Analyse genre conventions and expectations, and apply them effectively in writing. | An Ap | PSO1 |
| CO-3 | Master advanced plot structures, characterization, setting utilization, narrative perspectives, and thematic layering through refined writing exercises | U An Ap | PSO1<br>PSO3 |
| CO-4 | Grasp publishing options, manuscript preparation, and develop personalized publishing plans to confidently navigate the industry and launch their work effectively. | U Ap C | PSO3<br>PSO6 |

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

**Storycraft: Navigating Paths in Fiction Writing and Publishing: Credits: 3:0:0**

**(Lecture:Tutorial:Practical)**

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

| | | | | | | |
|---|---|---|---|---|---|---|
| CO-1 | Gain a comprehensive understanding of fiction as a literary genre and its various elements. | PO1<br>PSO1 | U | F C | L | - |
| CO-2 | Analyse genre conventions and expectations, and apply them effectively in writing. | PO1<br>PO2<br>PSO1<br>PSO3 | An Ap | F C | L | - |
| CO-3 | Master advanced plot structures, characterization, setting utilization, narrative perspectives, and thematic layering through refined writing exercises | PO2<br>PO6<br>PSO1<br>PSO3 | U An Ap | F | L | - |
| CO-4 | Grasp publishing options, manuscript preparation, and develop personalized publishing plans to confidently navigate the industry and launch their work effectively. | PO1<br>PO4<br>PO6<br>PSO3<br>PSO6 | U Ap C | F | L | - |

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

**Mapping of CO's with PSO's and PO's**

| | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO5 | PSO 6 | PO 1 | PO2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CO 1 | 3 | - | - | - | - | - | 2 | - | - | - | - | - | - |
| CO 2 | 2 | - | 2 | - | - | - | 3 | 2 | - | - | - | - | - |

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CO 3 | 2 | - | 3 | - | - | - | - | 3 | - | - | - | 2 | - |
| CO 4 | - | - | 2 | - | - | 3 | 3 | - | - | 3 | - | 2 | - |

**Correlation Levels:**

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

**Assessment Rubrics:**

- Quiz / Assignment/ Quiz/ Discussion
- Seminar
- Internal 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 | ✓ | ✓ | | ✓ |

**Mar Ivanios College (Autonomous)**

| | | | | | |
|---|---|---|---|---|---|
| **Discipline** | **ENGLISH** | | | | |
| **Course Code** | **MIUK6SECENG386.1** | | | | |
| **Course Title** | **PERSONALITY DEVELOPMENT AND COMMUNICATION MASTERY FOR CAREER SUCCESS** | | | | |
| **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. **Basics of Communication Skills**<br>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-<br>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 | **2,6** |
| **CO-2** | Gain a deeper understanding of one's own personality traits thereby overcoming challenges in the workplace | R U Ap E | **4, 6** |
| **CO-3** | Develop interpersonal and behavioral skills through learning experiences | U Ap An E C | **1,3** |
| **CO-4** | Build the confidence of the learners to face job interviews and take part in group discussions | U Ap | **4,6** |
| **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 | **4,6** |
| **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** | **4,6** |

**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 | Cognitive Level | Knowledge Category | Lecture (L)/Tutorial (T) | Practical (P) |
|---|---|---|---|---|---|---|
| **1** | Understand the significance of effective communication and soft skills in both personal and professional endeavors | 2,4,5 | R U | F C | L | - |
| **2** | Gain a deeper understanding of one's own personality traits thereby overcoming challenges in the workplace | 4,5 | R U Ap E | F C P M | L | - |
| **3** | Develop interpersonal and behavioral skills through learning experiences | 4,5, | U Ap An E C | F C P M | L | **P** |
| **4** | Build the confidence of the learners to face job interviews and take part in group discussions | 2,4,5 | U Ap | F C M | L | - |
| **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 | 2,4,5 | U Ap, An, C | F C M | L | **P** |
| **6** | **Build teamwork ,leadership skills, interview skills, public** | **4,5,7** | **Ap An C** | **C P M** | **L** | **P** |

| | | | | | | |
|---|---|---|---|---|---|---|
| | **speaking skills, and sustained soft skills to facilitate success in facing the rigors of placement drives and future careers** | | | | | |

**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 | PO7 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **CO1** | 2 | 3 | | | | 3 | | | | 3 | 3 | | 3 |
| **CO2** | | | | | | 3 | | | | 3 | 3 | | 3 |
| **CO3** | | 2 | | | | 3 | | | | 3 | 3 | | 3 |
| **CO4** | | | | | | 3 | | | | 3 | 3 | | 3 |
| **CO5** | | | | | | 3 | | | | 3 | 3 | | 3 |
| **CO6** | | 2 | | | | 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
- FinalExam

**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** | ✓ | | | ✓ |

**Mar Ivanios College (Autonomous)**

| | | | | | |
|---|---|---|---|---|---|
| **Discipline** | **ENGLISH** | | | | |
| **Course Code** | **MIUK6SECENG387.1** | | | | |
| **Course Title** | **English for Employability** | | | | |
| **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 hours** |
| **Pre-requisites** | 1. **Students should have basic English language skills**<br>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 language skills especially grammar, vocabulary, reading comprehension and writing | R,U, Ap | **1,2** |
| **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 | **1,2,6** |
| **CO-3** | Critical Thinking Skills: Students will demonstrate improved critical thinking and analytical skills. | U, An, E, C | **1,2,3** |
| **CO-4** | Improved Exam performance- Participants will exhibit increased confidence and competence in tackling various sections of competitive exams. | R, U, Ap, An | **2,3,6** |
| **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** | **2,3,6** |

**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 | Cognitive Level | Knowledge Category | Lecture (L)/Tutorial (T) | Practical (P) |
|---|---|---|---|---|---|---|

| | | | | | | |
|---|---|---|---|---|---|---|
| **1** | CO1 | 1,2,5 | R, U, Ap | F, C, P | L T | - |
| **2** | CO2 | 4,5 | U, Ap, An | F, C, P, M | L T | - |
| **3** | CO3 | 2 | U, An, E, C | F, C, P, M | L T | - |
| **4** | CO4 | 5 | R, U, Ap, An | F, C, P, M | L T | **P** |
| **5** | **CO5** | **5** | **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** | **PSO 4** | **PSO 5** | **PSO 6** | **PO 1** | **PO 2** | **PO 3** | **PO 4** | **PO 5** | **PO 6** | **PO 7** |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **CO 1** | 1 | 3 | | | | | | 3 | | | 3 | | |
| **CO 2** | 1 | 2 | | | | 3 | | 3 | | | 3 | | |

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **CO 3** | 1 | 2 | 3 | | | | | 3 | | | 3 | | |
| **CO 4** | | 2 | | | | 3 | | 3 | | | 3 | | |
| **CO 5** | | 3 | 2 | | | 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 | Assignmen | Project | End Semester |
|---|---|---|---|---|

| | Exam | t | Evaluation | Examinations |
|---|---|---|---|---|
| **CO 1** | ✓ | ✓ | | ✓ |
| **CO 2** | ✓ | ✓ | | ✓ |
| **CO 3** | ✓ | ✓ | | ✓ |
| **CO 4** | ✓ | ✓ | | ✓ |
| **CO 5** | ✓ | ✓ | | ✓ |

**Mar Ivanios College (Autonomous)**

| | | | | | |
|---|---|---|---|---|---|
| Discipline | English Language and Literature | | | | |
| Course Code | MIUK 7 DSC ENG400.1 | | | | |
| Course Title | Research Methodology | | | | |
| Type of Course | **DSC** | | | | |
| Semester | 7 | | | | |
| Academic Level | 400- 499 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours/Week |
| | 4 | 2 hour | - | 2hrs | 4 |
| Pre-requisites | 1. Ability to critically analyze information, evaluate arguments, and identify logical fallacies for conducting and interpreting research.<br>2. A curious and open-minded approach to learning, exploring new ideas, and challenging assumptions for conducting meaningful and innovative research. | | | | |
| Course Summary | The course offers a comprehensive introduction to the principles and practices of research, covering key topics such as research design, data collection methods, data analysis techniques, literature review, research ethics, writing and presentation skills, and project planning and management. Through interactive lectures, discussions, readings, and hands-on activities, students will develop the knowledge and skills necessary to design, execute, analyze, and communicate research effectively. Emphasis is placed on critical thinking, problem-solving, ethical considerations, and continuous learning, empowering students to engage confidently with research projects, evaluate existing studies, and contribute meaningfully to their respective fields. | | | | |

**Detailed Syllabus:**

| | | |
|---|---|---|
| | **Understanding Research Fundamentals** | **15 hrs** |
| **1** | Nature and Purpose of Research | 2 |
| | Types of Research: Qualitative, Quantitative, Mixed-Methods | 7 |
| | Research Process and Ethics, Plagiarism | 6 |
| **2** | **Designing and Planning Research** | **15 hrs** |

| | | |
|---|---|---|
| | Formulating Research Questions or Hypotheses<br>Research Plans, Protocols, and Proposals | 5 |
| | Literature Searches, Reviews, and Synthesis | 5 |
| | Data Collection Methods and Sampling Techniques, Working Bibliography | 5 |
| **3** | **Data Collection and Analysis** | **15hrs** |
| | Surveys, Interviews, Observations, and Archival Research | 4 |
| | Instrument Development and Validation | 3 |
| | Basic Statistical and Qualitative Analysis Techniques | 4 |
| | Statistical Software and Qualitative Analysis Tools | 4 |
| **4** | **Communication, Ethics, and Project Management** | **15 hrs** |
| | Writing Research Papers, Reports, and Presentations | 4 |
| | Collaboration, Time Management, Organization, and Project Management Skills | 3 |
| | Final Paper Presentations/ Poster Presentation, Reflections, and Peer Review, | 6 |
| | Introduce UGC Care List of Journals | 2 |

Suggested Reading


- Creswell, J. W. (2014). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. Sage Publications.
- Yin, R. K. (2018). Case Study Research and Applications: Design and Methods. Sage Publications.
- Booth, W. C., Colomb, G. G., & Williams, J. M. (2008). The craft of research. University of Chicago Press.
- Day, R. A., & Gastel, B. (2012). How to Write and Publish a Scientific Paper. Greenwood.
- Bryman, A. (2016). Social Research Methods. Oxford University Press.


**Course Outcomes**

| No. | Upon completion of the course the graduate will be able to | Cognitive Level | PSO addressed |
|---|---|---|---|
| CO-1 | Students demonstrate a comprehensive understanding of the nature, purpose, types, and process of research. | An, E | 3 |
| CO-2 | Students identify, access, and critically evaluate existing research, theories, and gaps in the literature related to the research topic. | An,E | 3 |
| CO- 3 | Students choose and justify appropriate data collection methods, including surveys, interviews, observations, and archival research, considering ethical considerations and sampling techniques. | An, Ap | 5 |
| CO-4 | Students write and present research methods, findings, and conclusions clearly, professionally, and ethically through research papers, presentations, and posters. | An, Ap,C | 5 |
| CO-5 | Students work collaboratively with others, manage research activities, and meet project deadlines through effective planning, organization, and time management. | Ap, C | 5 |

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

| CO No. | CO | PO/PSO | Cognitive Level | Knowledge Category | Lecture (L)/Tutorial (T) | Practical (P) |
|---|---|---|---|---|---|---|
| 1 | 1 | 1/3 | An, E | F, C | L | - |
| 2 | 2 | 6/3 | An, E | F,C | L,T | P |
| 3 | 3 | 3/5 | An, Ap | P, M | L,T | P |
| 4 | 4 | 2/5 | An, Ap, C | P, M | L,T | P |
| 5 | 5 | 6/5 | An, Ap, 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 6 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO 7 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CO 1 | - | - | 3 | - | - | - | 3 | - | - | - | - | - | - |
| CO 2 | - | - | 3 | - | - | - | - | - | - | - | - | 2 | - |

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **CO 3** | - | - | - | - | 3 | - | - | - | - | - | 5 | - | - |
| **CO 4** | - | - | - | - | 3 | - | - | - | - | - | 3 | - | - |
| **CO 5** | - | - | - | - | 3 | - | - | - | - | - | - | 3 | - |

**Correlation Levels:**

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

**Assessment Rubrics:**

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

**Mapping of COs to Assessment Rubrics :**

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

| | | | | |
|---|---|---|---|---|
| CO 5 | ✓ | ✓ | ✓ | ✓ |

**Mar Ivanios College (Autonomous)**

| | | | | | |
|---|---|---|---|---|---|
| **Discipline** | **English Language and Literature** | | | | |
| **Course Code** | MIUK7 DSC ENG401.1 | | | | |
| **Course Title** | **Introduction to Cultural Studies** | | | | |
| **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 | 4 hours | - | | |
| **Pre-requisites** | 1. Foundational Knowledge in Humanities or Social Sciences<br>2. Interest in Culture and Society | | | | |
| **Course Summary** | The course provides an interdisciplinary approach to examine culture, cultural identities and politics of production across various human historical conditions focussing on the major theoretical perspectives and dominant thinkers in the areas of cultural studies. | | | | |

**Detailed Syllabus:**

| Module | Unit | Content | Hrs |
|---|---|---|---|
| I | **Introduction** | | **15** |
| | 1 | Key Terms: Agency - Alienation - Articulation - Base and Superstructure - Canon - Hegemony - ISA - Multiculturalism - Performativity - Polysemy - Public Sphere - Reductionism - Subjectivity - Text - Youth Culture - Counter Culture<br>Required Reading: Corresponding Entries from Chris Barker: *The Sage Dictionary of Cultural Studies*. Sage, 2004. | 4 |
| | 2 | Chris Barker and Emma A. Jane: *Cultural Studies: Theory and Practice*, From "An Introduction to Cultural Studies". Pg. 1-13. | 4 |
| | 3 | Hua Hsu: "Stuart Hall and the Rise of Cultural Studies" *The New Yorker* (2017)<br>https://www.newyorker.com/books/page-turner/stuart-hall-and-the-rise-of-cultural-studies | 3 |
| | 4 | Antony Easthope: *Literary into Cultural Studies*, Chapters 9 & 10. Routledge, (159-179) | 4 |
| II | **Reading Culture** | | **15** |
| | 1 | Circuit of Culture - Forms of Capital- Cultural Populism - Ethnography - Culture Industry - Discourse Analysis – Semiotics<br>Required Reading: Corresponding Entries from Chris Barker: *The Sage Dictionary of Cultural Studies*. Sage, 2004. | 4 |
| | 2 | Paul du Guy et al : "Introduction." *Doing Cultural Studies: The Story of Sony Walkman*, Sage, Pgs. 1-7. | 3 |
| | 3 | Raymond Williams': "Dominant, Residual and Emergent" https://ericastanley.net/wp-content/uploads/2012/05/williams_marxism-and-lit.pdf<br>An on-line reflection on Raymond Williams' "Dominant, Residual and Emergent". | 4 |

| | | | |
|---|---|---|---|
| | 4 | Henry Jenkins: "Introduction: Worship at the Altar of Convergence". *Convergence Culture.*<br>*https://www.dhi.ac.uk/san/waysofbeing/data/communication-zangana-jenkins-2006.pdf* | 4 |
| **III** | **Consumption and Capitalism** | | **15** |
| | 1 | Key Terms: Capitalism, Commodification, Commodity fetishism, Consumer Culture, Cultural Materialism, Globalization | 3 |
| | 2 | John Fiske: "Shopping for Pleasure: Malls, Power and Resistance." *The Consumer Society Reader.*<br>https://paas.org.pl/wp-content/uploads/2016/08/John-Fiske-Shopping-for-Pleasure.-Malls-Power-Resistance.pdf | 4 |
| | 3 | Bethany Klein: "In Perfect Harmony: Popular Music and Cola Advertising". | 3 |
| | 4 | Roland Barthes: Chapter 2 "Language and Clothing" in the book *The Language of Fashion* | 3 |
| | 5 | Bong Joon-ho (Director): *Parasite* (Film), 2019 | |
| | 6 | P.J. Hogan (Director): *Confessions of a Shopaholic* (Film), 2009. | |
| | **Gender, Race, and Nationalism** | | **15** |
| | 1 | Key Terms:<br>**Gender**: Sexuality, Patriarchy, Gender Fluidity, Transvestism, Transsexualism, LGBTQU+, Intersectionality, homophobia<br>**Race:** The other**,** Ethnicity, Whit Privilege, Black Lives Matter, Institutional Racism<br>**Nationalism:** Xenophobia, Ultra-nationalism, Transnationalism, | 4 |

| | | | |
|---|---|---|---|
| | | Diaspora | |
| | 2 | Helen Fielding: *The Diary of Bridget Jones* (Novel) | 2 |
| | 3 | bell hooks: 'Understanding Patriarchy', https://imaginenoborders.org/pdf/zines/UnderstandingPatriarchy.pdf | 3 |
| **IV** | 4 | Jamila Osman: "Colonialism, Explained" *Teen Vogue* (2017)<br>https://www.teenvogue.com/story/colonialism-explained | 2 |
| | 5 | Stephanie Black (Director): *Life and Debt* (Documentary written by Jamaica Kincaid) | 2 |
| | 6 | Benedict Anderson: "Introduction" *Imagined Communities*<br>https://is.muni.cz/el/1423/podzim2013/SOC571E/um/Anderson_B_-_Imagined_Communities.pdf | 3 |
| | 7 | Giuliana Pines: "The Contentious History of the Passport"<br>https://www.nationalgeographic.com/history/article/a-history-of-the-passport | |

**Texts for References:**


Anderson, Benedict R. *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. Rev. ed., Verso, 2016.

Evans, Mary and Carolyn Williams eds. *Gender: The Key Concepts.* Routledge 2013

Fielding, Helen , *The Diary of Bridget Jones*. Picador, 1996

Juliet Schor and Douglas B. Holt, The Consumer Society Reader. New Press. 2000.

Roland Barthes. *The Language of Fashion*. Indiana Uni. 2006


**Course Outcomes**

| No. | Upon completion of the course the graduate will be able to | Cognitive Level | PSO addressed |
|---|---|---|---|

| | | | |
|---|---|---|---|
| CO-1 | Understand and remember the basic ideas and terminologies in the filed of Cultural Studies | U, R | PSO-1,3,4, |
| CO-2 | Understand and analyse the methodologies involved in critically examining various cultural practises. | U, An | PSO-1,3,5 |
| CO-3 | Critically evaluate the practises involved in the production of power structures/identities in connection to Capitalism and Consumerism | An, E | PSO-3,4,5 |
| CO-4 | Understand the basic notions of Race, Gender and Nationalism focussing on the major theoretical perspectives and critically analyse the problematic nature of their construction. | U, An | PSO-4,5 |

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

*Note: 1 or 2 COs/module*

**Name of the Course: Introduction to Cultural Studies**

**Credits: 4:0:0 (Lecture: Tutorial: Practical)**

| **CO No.** | **CO** | **PO** | **Cognitive Level** | **Knowledge Category** | **Lecture (L)/Tutorial (T)** | **Practical (P)** |
|---|---|---|---|---|---|---|
| CO-1 | Understand and remember the basic ideas and terminologies in the filed of Cultural Studies | 2, 6 | | C | L | |
| | Understand and | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| CO-2 | analyse the methodologies involved in critically examining various cultural practises. | 2, 6 | | F, C | L | |
| CO-3 | Critically evaluate the practises involved in the production of power structures/identities in connection to Capitalism and Consumerism | 2, 6 | | C | L | |
| CO-4 | Understand the basic notions of Race, Gender and Nationalism focussing on the major theoretical perspectives and critically analyse the problematic | 2, 6 | | C | L | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | nature of their construction. | | | | | |

**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 | PO7 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **CO1** | 2 | | 3 | 3 | 3 | | 3 | 3 | | | 2 | | |
| **CO2** | 2 | | 3 | 3 | 3 | | 2 | 3 | | | 2 | | |
| **CO3** | 3 | | 3 | 3 | 3 | | 2 | 3 | | | 3 | | |
| **CO4** | 3 | | 3 | 3 | 3 | | 2 | 3 | | | 2 | | |
| **CO5** | | | | | | | | | | | | | |

**Correlation Levels:**

| Leve l | 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** | | | | |

**Assessment Rubrics:**

- Midterm Exam
- Programme Assignments
- Final Exam

Mar Ivanios College (Autonomous)

| | | | | | |
|---|---|---|---|---|---|
| **Discipline** | **ENGLISH** | | | | |
| **Course Code** | MIUK7 DSE ENG420.1 | | | | |
| **Course Title** | SHAKESPEARE STUDIES | | | | |
| **Type of Course** | **DSE** | | | | |
| **Semester** | 7 | | | | |
| **Academic Level** | 400 – 499 | | | | |
| **Course Details** | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours/Week |
| | 4 | 4 | - | | 4 |
| **Pre-requisites** | 1. Shakespearean Biography:<br>2. Passion and Curiosity | | | | |
| **Course Summary** | Upon the completion of this course the leaners will get an in-depth understanding of the life, works, and enduring legacy of William Shakespeare, one of the greatest playwrights in English literature. Through close readings of selected plays, discussions of historical and cultural contexts, and engagement with critical scholarship, students will analyze Shakespeare's themes, characters, language, and dramatic techniques, while also considering his influence on literature, theatre, and | | | | |

| | |
|---|---|
| | culture. It also introduces students to the golden age of English literature,and aids in enhancing critical thinking, reading, and writing skills through engagement with Shakespearean texts and secondary sources. |

**Detailed Syllabus:**

| Module | Unit | Content | Hrs |
|---|---|---|---|
| I | | **Shakespeare-Echoes Across Centuries** | 15 |
| | I | Renaissance in England-Social ,political and cultural aspects of the Elizabethan Age-Elizabethan theatre | |
| | | Shakespearean theatre and its characteristics-biographers of Shakespeare-classification of plays, | |
| | | Great tragedies-comedies--romances-problem plays-histories and roman plays. | |
| | | Shakespeare and Contemporary writers-Shakespeare as a Sonneteer-the Dark Lady in Shakespeare's Sonnets,editions and emendations-Shakespeare's enrichment of language-Shakespeare criticism | |
| | | **Shakespeare in Close Reading** | |
| | | *Macbeth* | |
| | | *Hamlet* | |

| | | | |
|---|---|---|---|
| | I | Sonnets 18,29,78,130, | |
| | | *Julius Ceasa* | |
| | | *The Tempest* | |
| **III** | | **Global Shakespeare** | **15** |
| | I | Akira Kurosawa*: The Throne of Blood* | |
| | | Anthony Del Col and Conor McCreeryKill Shakespeare, Volume 1 : *A Sea of Trouble*( graphic novel) | |
| | | "Veeram"(2016) directed by Jayaraj | |
| | | Angela Carter: *Wise Children (novel)* | |
| **IV** | | **Shakespearean Criticism** | **15** |
| | I | Jonathan Dollimore :"Introduction: Shakespeare, Cultural Materialism and the New Historicism". | |
| | | T.S Eliot :"Hamlet and His Problems" | |
| | | Dr.Johnson :"Preface to Shakespeare"(paragraphs 1-60) | |
| | | **REFERENCES/ADDITIONAL READINGS** | |
| | | Bloom,Harold. "Shakespeare's Universalism"(pages 1-20).Shakespeare .The Invention of the Human.New York:The Berkley Publishing Group,1999 | |
| | | Eliot,T .S "Hamlet and His Problems".Selected Essays.Harcourt:Brace,1950. | |
| | | Hazlitt,William. "Characters of Shakespeare's Plays".Harvard College Library,1875 | |

| | | | |
|---|---|---|---|
| | | Howlet,Kathy M "Framing Shakespeare on Film:How the Frame Reveals Meaning".Ohio:Ohio University press,2000. | |
| | | Kermode,Frank."Shakespeare's Language".Explorations in Shakespeare's Language.University of London,1998. | |
| | | Tillyard,EMW. "Shakespeare's Last Plays".Bloomsbury Academics,2013. | |
| | | Wilson ,Dover. "What happens in Hamlet".UK:Cambridge University Press,2003 | |

## Course Outcomes

| No. | Upon completion of the course the graduate will be able to | Cognitive Level | PSO addressed |
|---|---|---|---|
| CO-1 | Evaluate and analyze the prominent themes in Shakespeare's plays | U | PSO-2 |
| CO-2 | Identify discourses addressed in the plays and sonnets and critically evaluate them. | R, U | PSO -3 |
| CO-3 | Analyze the impact of Shakespeare at the theoretical and textual levels. | Ap | PSO-4 |
| CO-4 | Enhances critical thinking, reading, and writing skills through engagement with Shakespearean texts and secondary sources. | Ap,E,C | PSO -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 | Evaluate and analyze the prominent themes in Shakespeare's plays | PSO 1 | U | F, C | L | |
| 2 | Identify discourses addressed in the plays and sonnets and critically evaluate them. | PSO 4 | R,U | C | L | |
| 3 | Analyze the impact of Shakespeare at the theoretical and textual levels. | PSO 2 | U,An | C | L | |
| 4 | Enhance critical thinking, reading, and writing skills through engagement with | PSO 3 | An,E | F,C | L | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | Shakespearean texts and secondary sources | | | | | |

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

Mapping of COs with PSOs and POs :

| | PSO1 | PSO2 | PSO3 | PSO4 | PSO 5 | PSO6 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CO 1 | - | 2 | - | - | - | - | | | | | | |
| CO 2 | - | - | 3 | - | - | - | | | | | | |
| CO 3 | - | - | - | 4 | - | - | | | | | | |
| CO 4 | - | - | - | - | 5 | - | | | | | | |
| 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 | | | ✓ | |

**Mar Ivanios College (Autonomous)**

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|---|---|---|---|---|---|
| **Discipline** | **English** | | | | |
| **Course Code** | MIUK8 DSC ENG450.1 | | | | |
| **Course Title** | POSTHUMAN STUDIES | | | | |
| **Type of Course** | **DSC** | | | | |
| **Semester** | VIII | | | | |
| **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. Knowledge on Modernism, Postmodernism and Poststructuralism | | | | |
| **Course Summary** | This graduate course is intended to offer an in-depth exploration of the recent emergence of Posthumanism as a new theoretical paradigm in cultural and literary studies. As Posthumanism has interconnections in the natural sciences, the philosophy and history of science, the social sciences, and different theory in the humanities, the course offers an inclusive multidisciplinary research possibilities for all areas. | | | | |

Detailed Syllabus:

| Module | Unit | Content | Hrs |
|---|---|---|---|
| I | | **Evolution of a Posthuman Life** | 15 |
| | 1 | Homosapiens-evolutionary biology of Linnaeus --various notions-emergence of anthropocentrism and anthropomorphism-eurocentrism-Humanism-Dualism-human essentialism<br><br>Discussion-If there is human who are the nonhumans or inhuman?<br><br>Who defines the nature of everything other than human? | |
| | 2 | Trans humanism-definition-human enhancement-ethical issues<br><br>Huxley, J. (1957) "Transhumanism" Online Text: http://www.transhumanism.org/index.php/WTA/more/huxley<br><br>Bostrom, N. (2008) "Ethical Issues in Human Enhancement" Online Text: http://www.nickbostrom.com/ethics/human-enhancement.html<br><br>Discussion Who gets the opportunity to be enhanced? | |
| | 3 | Anti humanism<br><br>Schnackenberg Cattani, M. (1990) "An Essay on Antihumanism - Foreword" pp. 17-29<br><br>Promod K.Nayar "Poststructuralist Anti-humanism" *Posthumanism* pp 12-15 | |
| | 4 | Changing concepts on 'human'- systems biology and cybernetic developments- Locating Transversal relatedness-symbiotic and autopoietic life-Parasytes- Deconstruction of dualities-Multiplicities | |

| | | | |
|---|---|---|---|
| | | Discussion :The Relational indicators of human with the computer, the Robots ,Animals | |
| **II** | | **Body - Codes Human-AI** | 15 |
| | 5 | Emergence of a Posthuman condition- Technology-technicity –Post anthropocentrism-Post dualism-the non-human within the human-Machinic and Deleuze- Rhizomes-<br><br>Katherine Hayles How We Became Posthuman-chapter 11<br><br>Robert Pepperell *The Posthuman Condition chapter*<br><br>Rosi Braidotti- :Chapter 1 Posthumanism: Life Beyond the Self in *The Posthuman*<br><br>*(Selected Ted Talks and You Tube interviews of Francesca Ferrando)* | |
| | 6 | The Posthuman Body<br><br>BwO- Blips-assemblages-cyborgs- becoming viral-prosthetics-originary technicity-body enhancements and ethics | |
| | 7 | The need of going viral-image addictions<br><br>Human body as new cultural assemblages-The Swiggy, Zomato assemblages, McDonald ,Avatars etc<br><br>Human and gadgets –The cyborg Body | |
| | 8 | Prosthetics and its relational life with the disabled-Case studies | |
| | 9 | Android ,Humanoid, Robots & AI | |
| **III** | | **Entangled Human-Where are We?** | 15 |
| | 10 | Nature and Posthumanism- Anthropocene the redefinition of Nature | |

| | | | |
|---|---|---|---|
| | 11 | Posthuman Aesthetics-Affect theory-animated subjects- Performing Arts and Movie- Posthuman installations | |
| | 12 | Cyborg artists-Posthuman installations-entangled aesthetics | |
| | 13 | Animals and Human behaviours-Introduction to Ethology | |
| | 14 | Posthuman Space-Networks, Flows and Spatium as everyday experience | |
| | 15 | Donna Haraway : *When Species Meet* | |
| **IV** | **Intra disciplinary Analysis-Literature and Films** | | 15 |
| | 16 | Yusuf Saadi: *Pluviophile* | |
| | 17 | Matthew Mahaney: "Static Blooms," | |
| | 18 | Issac Asimov : *The Last Question*<br>https://users.ece.cmu.edu/~gamvrosi/thelastq.html | |
| | 19 | Guesse, Carole: "On the Possibility of a Posthuman/ist Literature(s)". | |
| | 20 | Gosh, Amitav. *Calcutta Chromosome*. Penguin, 2009. | |
| | 21 | Philip C Dick : *Do Androids Dream of Electric Sheep?/Film Blade Runner* | |
| | 22 | Ray Bradbury : Fahrenheit 451 | |
| | 23 | William Gibson : *Neuromancer* | |
| | 24 | **Films for viewing**<br>*Her:* Spike Jonze. 2013 | |
| | 25 | *Iron Man 2*: Directed by John Favreau(2010) | |

| | | | |
|---|---|---|---|
| | | *Interstellar*- Directed by Christopher Nolan | |

**Suggested Readings**


Baelo-Allué, Sonia and Mónica Calvo-Pascual. Transhumanism and Posthumanism in Twenty-First Century Narrative. Routledge, 2021.

Barad, Karen. "Posthumanist Peformativity: Toward an Understanding of How Matter Comes to Matter." Signs: Journal of Women in Culture and Society 28.3 (2003): 801-831

Bernard Stiegler, 'Who? What? The Invention of the Human', in Technics and Time, 1: The fault of Epimetheus (Stanford: Stanford UP, 1998), 134-79.

Braidotti, Rosi. "Posthuman Critical Theory." Journal of Posthuman Studies, Vol.1, No.1, 2017, pp. 9–25.

Ferrando, F. (2014) "Posthumanism" Online Text: https://www.academia.edu/8041656/POSTHUMANISM

Guesse, Carole. "On the Possibility of a Posthuman/ist Literature(s)". In Reconfiguring Human, Nonhuman and Posthuman in Literature and Culture. Ed. Sanna Karkulehto et al, Routledge, 2020, pp23-30 https://www.taylorfrancis.com/books/oa-edit/10.4324/9780429243042/reconfiguring-human-nonhuman-posthuman-literature-culture-sanna-karkulehto-aino-k

Haraway, D. (1985) "A Manifesto for Cyborgs: Science, Technology, and Socialist Feminism in the 1980s"

Parham, John. "Hungry Unlike the Wolf: Ecology, Posthumanism, Narratology in Fred Vargas's Seeking Whom He May Devour." Ecozon@: European Journal of Literature, Culture and Environment Vol.3, no. 2 (October 2012): 145–60.

Sanna Karkulehto et al (ed.) Reconfiguring Human, Nonhuman and Posthuman in Literature and Culture. Routledge, 2020


**Course Outcomes**

| No. | Upon completion of the course the graduate will be able to | Cognitive Level | PSO addressed |
|---|---|---|---|

| | | | |
|---|---|---|---|
| CO-1 | acquire the ethos of Posthumanism in its theoretical and practical aspects and use them to produce creative works of literature, art, and architecture. | U | PSO-1,2 |
| CO-2 | to explore the interdisciplinary engagements of Posthuman studies and thereby analyse one's everyday interconnection with science and technology | R, An, Ap | PSO-5,6 |
| CO-3 | to apply the Posthuman relatedness in selected works with future researches and applications on AI, robotics and Prosthetics | Ap | PSO-3. 6 |
| CO-4 | to develop Posthuman interconnections in their varied responses to the nonhuman life of environment | R | PSO-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 | Cognitive Level | Knowledge Category | Lecture (L)/Tutorial (T) | Practical (P) |
|---|---|---|---|---|---|---|
| 1 | Understand the evolution of posthumanism in its theoretical aspects and identify its uses in creative works of literature, art, | 1,5 | U | F, C | L | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | and architecture. | | | | | |
| 2 | explore the interdisciplinary engagements of Posthuman studies and thereby identify one's everyday posthuman interconnections with science and technology | PO- 1, 6,5,3 | R, An, Ap | P | L | |
| 3 | apply the Posthuman relatedness in selected works with future researches and applications on AI, robotics and Prosthetics | PO- 6,7,5 | Ap | P, M | L | |
| 4 | develop Posthuman inclusiveness in their varied responses to the nonhuman life of environment | PO-1, 3,2 | R | C,F | L | |

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 | PO7 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **CO1** | 3 | 3 | 3 | | | | 3 | | | | 3 | | |
| **CO2** | | 2 | 3 | 3 | 3 | | 3 | | 2 | | 3 | 3 | |
| **CO3** | 1 | 2 | | | 3 | 3 | | 3 | | | 3 | 3 | 3 |
| **CO4** | | 3 | | 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
- Visit to art gallery, eco torist centres, Binalle
- Interview s and Field Studies

Mapping of COs to Assessment Rubrics :

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

Mar Ivanios College (Autonomous)

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|---|---|---|---|---|---|
| **Discipline** | **ENGLISH** | | | | |
| **Course Code** | MIUK8 DSC ENG451.1 | | | | |
| **Course Title** | Critical Food Studies | | | | |
| **Type of Course** | **DSC** | | | | |
| **Semester** | VIII | | | | |
| **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.<br>2. | | | | |
| **Course Summary** | The course aims at critically analysing the power structures at work in seemingly ordinary culinary enterprises. It introduces a cutting-edge area in cultural studies research, generating an academic interest in food as a cultural entity, decoding how social constructs such as gender, religion, nation and the media, fashion food habits and protocol. | | | | |

**Detailed Syllabus:**

| Module | Unit | Content | Hrs |
|---|---|---|---|
| I | | **Food Studies: The Beginnings** | **15** |
| | 1 | Food as a cultural Entity- The Mind and Body- Approaches from various cultures. | 2 |
| | 2 | Claude Levi-Strauss: "The Culinary Triangle."<br>Mary Douglas: "Deciphering a Meal." | 5 |
| | 3 | Roland Barthes: "Towards a Psychosociology of Contemporary Food Consumption | 2 |
| | 4 | Elizabeth Elliott Cooper: "Something to Sink Their Teeth Into: Teaching Culture Through Food"<br>*Jiro Dreams of Sushi* Netflix Documentary | 3<br>2 |
| II | | **Food, Culture and Religion** | **15** |
| | 5 | Philosophical Roots- Food and Religion-Food in literature | |
| | 6 | A.K Ramanujan: "Food for Thought: Towards an Anthology of Hindu Food Images"<br>Marvin Haris: "The Abominable Pig" | 5 |
| | 7 | Pierre Bourdieu: "Distinction: A Social Critique of the Judgement of Taste"<br>Alice Walker: "Not only will your teachers appear, they will cook new foods for you" | 5 |
| | 8 | Marcel Proust: "Madeline" From *In Search of Lost Time*<br>*The Lunchbox* Movie | 5 |
| III | | **Identity, Power and the Nation** | **15** |

| | | | |
|---|---|---|---|
| | 9 | Food and Identity- Gastropolitics- Gastronationalism- Community Identities and Food | 2 |
| | 10 | Michaela DeSoucey: "Gastronationalism: Food Traditions and Authenticity Politics in the European Union" | 3 |
| | 11 | K.T Achaya: "Indian Food Ethos" 61-78 Historical Companion to Indian Food" | 2 |
| | 12 | Arjun. Appadurai: "How to Make a National Cuisine" | 2 |
| | 13 | Sidney W. Mintz" "Time, Sugar, and Sweetness" | 3 |
| | 14 | Case Study: McDonalds and the American Identity<br><br>https://www.youtube.com/watch?v=QCilhmcWSSA<br><br>Lathika George- Extracts from cookbook *The Suriani Kitchen* | 3 |
| | | | |
| **IV** | | **Gender, Memory and Instagrammable Food** | **15** |
| | 18 | Anne Allison: "Japanese Mothers and Obentos: The Lunch Box as Ideological State Apparatus." | 3 |
| | 19 | David Sutton: "A Proustian Anthropology" From Remembrance of Repasts | 3 |
| | 20 | Srinivas, Tulasi. "'As Mother Made It': The Cosmopolitan Indian Family, 'Authentic' Food, and the Construction of Cultural Utopia." | 2 |
| | 21 | Anthony Bourdain: 2000 "Who cooks?" Pp. 55-63 in Kitchen Confidential: Adventures in the Culinary Underbelly. | 2 |
| | 22 | Mahashweta Devi: "Breast Giver" from Breast Stories<br>"Fish Rock" by Thaikkudam Bridge<br>https://www.youtube.com/watch?v=QUxetheUJVs<br>Case Studies: objectification of the cooking woman – Nigella Lawson - | 2<br><br>1 |

| | | | |
|---|---|---|---|
| | | Padmalakshmi | 2 |
| **V** | **Title of the Module** | | **15** |
| | 23 | | |
| | 24 | | |
| | 25 | | |

**Recommended Reading**


Anderson, E. N. *Everyone Eats: Understanding Food and Culture*. New York UP, 2005.

Kuehn, Glenn Allen. *Tasting the World: An Aesthetics of Food*. Southern Illinois University, 2001.

Khare, R. S., editor. *The Eternal Food: Gastronomic Ideas and Experiences of Hindus and Buddhists*. University of New York Press, 1992.

Elias, Norbert. *The Civilizing Process*. Blackwell, 1978.

Counihan, C., & Van Esterik, P. (Eds.). (2012). Food and Culture: A Reader (3rd ed.). Routledge. https://doi.org/10.4324/9780203079751

Mudge, Jean, et al. *Emily Dickinson: Profile of the Poet as Cook, with Selected Recipes*. Amherst, Mass. 1976


**Course Outcomes**

| No. | Upon completion of the course the graduate will be able to | Cognitive Level | PSO addressed |
|---|---|---|---|
| CO-1 | Demonstrate an understanding of the origins and evolution of food as a cultural entity and its ways of | U | PSO-1,2 |

| | | | |
|---|---|---|---|
| | interacting with social structures. | | |
| CO-2 | Recognize and evaluate the social and cultural construction of food in the media, particularly as it relates to food production, representation, and consumption | R, E | |
| CO-3 | Analyse the influence of power structures such as religion, nation, race, gender and capitalism in fashioning food habits and protocol and their methods of operation. | An | |
| CO-4 | Critically analyse the representations and protocol around food in everyday life, decoding hegemonic practices. | 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) |
|---|---|---|---|---|---|---|
| 1 | Demonstrate an understanding of the origins and evolution of food as a cultural entity and its ways of interacting with | 1, 4 | U | F, C | L | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | social structures. | | | | | |
| 2 | Recognize and evaluate the social and cultural construction of food in the media, particularly as it relates to food production, representation, and consumption | 2,3 | R,E | P | L | |
| 3 | Analyse the influence of power structures such as religion, nation, race, gender and capitalism in fashioning food habits and protocol and their methods of | 7,4 | An | C | L | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | operation. | | | | | |
| 4 | Critically analyse the representations and protocol around food in everyday life, decoding hegemonic practices | 6,3,5 | An | M | L | |

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

**Mapping of COs with PSOs and POs :**

| | PSO1 | PSO2 | PSO3 | PSO4 | PSO 5 | PSO6 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO 7 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CO 1 | 3 | - | 2 | 3 | 2 | - | 3 | - | 2 | - | 2 | - | - |
| CO 2 | - | - | 3 | 2 | 2 | - | - | 3 | 1 | - | 2 | 2 | 3 |
| CO 3 | 1 | - | 2 | 3 | 2 | - | 2 | - | - | - | 2 | 2 | 3 |
| CO 4 | - | - | 2 | - | 3 | - | | 2 | 3 | - | - | 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 | | | ✓ | |

**Mar Ivanios College (Autonomous)**

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|---|---|---|---|---|---|
| **Discipline** | **ENGLISH** | | | | |
| **Course Code** | MIUK8DSC ENG452.1 | | | | |
| **Course Title** | Sporting Cultures | | | | |
| **Type of Course** | DSE | | | | |
| **Semester** | VIII | | | | |
| **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.<br>2. | | | | |
| **Course Summary** | Informed by C.L.R. James' legendary question, "What do they know of cricket who only cricket know?", this course demonstrates that the study of sport is fundamental to our understanding of modern societies. The course provides an advanced introduction to the interdisciplinary studies of sporting cultures. It covers the fundamental concepts and key methodologies in sports studies. It surveys such crucial areas of enquiry | | | | |

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|---|---|
| | such as the sport and imperialism, sport and corporate capitalism, gendered sporting cultures, sporting nationalisms and sport fandom. The case studies span multiple forms of culture including works of literature, popular films, documentaries, sporting events and sporting cultures. By discussing case studies from sporting locales as diverse as Victorian England and late 20th century America/India/Canada, the course explores a wide range of sporting practices and cultures. |

**Detailed Syllabus:**

| Module | Unit | Content | Hrs |
|---|---|---|---|
| **I** | | **Approaches to Reading Sport** | **15** |
| | 1 | Key Concepts in Sports Studies<br><br>Homo Ludens - Habitus - Body -Amateurism - Civilizing Process, Cult of Athleticism – Deep Play – Fair Play – Football Hooliganism — Muscular Christianity – Rational Recreation – Theory of the Leisure Class - Ancient Olympics – International Olympic Committee<br><br>Required Reading:<br><br>Corresponding Entries from Dominic Malcolm: *The SAGE Dictionary of Sport Studies*, 2008. | 4 |
| | 2 | Reading Sport | 5 |

| | | | |
|---|---|---|---|
| | | Required Reading:<br><br>Ben Carrington and David L. Andrews: *From* "Sport as Escape, Struggle, and Art." *A Companion to Sport*, Wiley-Blackwell, Pgs. 1-10. | |
| | 3 | Sport and Media<br><br>Required Reading:<br><br>David Rowe: "Understanding Sport and Media: A Socio-Historical Approach", *Sport, Culture, and the Media*, Pgs. 11-36. | 6 |
| **II** | **Sport, Race and the British Empire** | | **15** |
| | 4 | Public School Narratives and Colonial Discourse<br><br>Required Readings:<br><br>John Henry Newbolt: "Vitai Lampada" (Poem)<br><br>https://allpoetry.com/Vita-Lampada<br><br>Thomas Hughes: "Tom Brown's Last Match". From *Tom Brown's Schooldays*, 1857. | 2 |
| | 5 | Sport and Anti-colonial discourse<br><br>Required Readings: | 9 |

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|---|---|---|---|
| | | Extracts from R.K. Narayan: *Swami and Friends*, 1935<br><br>*Lagaan*, Directed by Ashutosh Gowarikar (2001)<br><br>John Agard: "Prospero – Caliban Cricket" (Poem)<br><br>Edward Kamau Braithwaite: "Rites" (Poem) | |
| | 6 | Case Study: Mohun Bagan's Victory against the East Yorkshire, 1911<br><br>Required Readings:<br><br>Kausik Bandhyopadhyay: "1911 in Retrospect: A Revisionist Perspective on a Famous Indian Sporting Victory", *International Journal of History of Sport* 21.3-4 (2004):363-383. | 2 |
| | 7 | Case Study: Caribbean Cricket and Anticolonial Nationalism<br><br>Required Reading:<br><br>Stevan Riley (Director): *Fire in Babylon*, 2010. [Documentary] | 2 |
| **III** | | **Sport, Market, and Globalization** | **15** |
| | 8 | Sport and the Cola Wars<br><br>Reading Reading:<br><br>Mike Marqusee: "Nothing Official About It". *War Minus the Shooting: A Journey through South Asia during Cricket's World Cup*, 189-206 | 4 |

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|---|---|---|---|
| | 9 | Sport and Consumer Culture: Nike as Case Study<br><br>Required Reading:<br><br>Douglas Kellner: "The sports spectacle, Michael Jordan, and Nike: unholy alliance?", *Michael Jordan, Inc.: Corporate Sport, Media Culture, and Late Modern America*, 2001. | 3 |
| | 10 | Sport and Globalization: Football in England<br><br>Required Reading:<br><br>Vic Duke: "Local Tradition Versus Globalisation: Resistance to the McDonaldisation and Disneyisation of Professional Football in England". *Football Studies*, 2002. | 4 |
| | 11 | Sport and Globalization: Cricket in South Asia<br><br>Chris Rumford: "Cricketing Controversies: Reverse Swing, the Doosra, and the Postwestern Dimensions of Cricket's Globality." *Cricket and Globalization.* Eds. Chris Rumford and Stephen Wagg. Cambridge Scholars, 2010, Pgs. 270-286. | 4 |
| **IV** | **Sport, Nation, and the Diaspora** | | **15** |
| | 12 | Ice Hockey and Canadian Nationalism<br><br>Required Reading:<br><br>Steven J. Jackson: Gretzky Nation: Canada, Crisis and Americanization, | 3 |

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|---|---|---|---|
| | | *Sport Stars: The Cultural Politics of Sporting Celebrity.* Routledge, 2001. Pgs. 164-186. | |
| | 13 | Evolution of Cricketing Nationalism in India<br><br>Required Reading:<br><br>Satadru Sen: "How Gavaskar Killed Indian Football." *Football Studies* 5.2 (2002): 27-37. | 3 |
| | 14 | Indian Cricketing Biopics<br><br>Required Reading:<br><br>*M.S. Dhoni: The Untold Story*. Directed by Neeraj Pandey (2016) | 3 |
| | 15 | Sporting Nationalism and Communalism in India<br><br>Required Reading:<br><br>*Chak De India!* Directed by Shimit Amin (2007) | 3 |
| | 16 | Sport, South Asian Diaspora, and Multiculturalism in England<br><br>Required Reading:<br><br>*Bend It Like Beckam.* Directed by Gurindher Chadha | 3 |

**Suggested Reading**

Anand, S. ed. *Brahmans & Cricket: Lagaan's Millennial Purana and Other Myths*. Chennai: Navayana, 2003. Print.

Andrews, David L. and George Ritzer. "The Grobal in the Sporting Local." *Global Networks*7.2 (2007):113-53. Web. 01 January 2019.

Appadurai, Arjun. "Playing with Modernity: The Decolonization of Indian Cricket." *Modernity At Large: Cultural Dimensions of Globalization*. 1996. Delhi: Oxford University Press, 1997. 89-113. Print.

Bandhyopadhyay, Kaushik.. *Sport, Culture and Nation: Perspectives from Indian Football and South Asian Cricket.* New Delhi: Sage, 2015. Amazon Kindle ebook.

Bateman, Anthony. *Cricket, Literature and Culture: Symbolising the Nation, Destabilising Empire*. Surrey: Ashgate, 2009. PDF file.

Bateman, Anthony and Jeffrey Hill, eds. *The Cambridge Companion to Cricket.* Cambridge: Cambridge University Press, 2011. Print.

Brown, Stewart & Ian McDonald. *The Bowling Was Superfine: West Indian Writing and West Indian Cricket.* Leeds: Peepal Tree, 2012. Print.

Crawford, Garry. *Consuming Sport: Fans, Sport and Culture.* 2004.London: Routledge, 2005. PDF file.

Gemmell, Jon. *Cricket's Changing Ethos: Nobles, Nationalists and the IPL.* N.p.: Palgrave McMillan, 2018. PDF file.

Guha, Ramachandra. *A Corner of a Foreign Field: The Indian History of a British Sport*. London: Picador, 2002. Print.

Gupta, Amit. "India and the IPL: Cricket's Globalized Empire." *The Round Table* 98.401 (2009):201-211. *Taylor & Francis Online.* Web. 8 Nov. 2015.

James, C.L.R. *Beyond a Boundary.* 1963. London: Yellow Jersey, 2005. Print.

Majumdar, Boria and J.A. Mangan. *Sport in South Asian Society: Past and Present.* Oxon: Routledge, 2005. Print.

Malcolm, Dominic. *Globalizing Cricket: Englishness, Empire and Identity.*London and New York: Bloomsbury Academic, Kindle ebook.

Mannathukkaren, Nissim. "Subalterns, Cricket and the 'Nation': The Silences of 'Lagaan'." *Economic and Political Weekly* 36.49 (2001): 4580-4588. Web. 28 April 2017.

Mangan, J.A. *The Games Ethic and Imperialism: Aspects of the Diffusion of an Ideal.* 1986. London: Frank Cass, 1998. Print.

Naha, Souvik. "Adams and Eves at the Eden Gardens: Women Cricket Spectators and the Conflict of Feminine Subjectivity in Calcutta, 1920–1970." *The International Journal of History of Sport* 29.5 (2012): 711-29. Web. 21 Sep. 2017.

Silk, Michael and David Andrews. "The Spatial Logics of Global Sponsorship: Corporate Capital, Cola Wars and Cricket." *Global Sport Sponsorship* .Ed.. John Amis and T. Bettina Cornwell. 67-88. Oxford: Berg, 2005. PDF file.

## Course Outcomes

| No. | Upon completion of the course the graduate will be able to | Cognitive Level | PSO addressed |
|---|---|---|---|
| CO-1 | Understand and apply the key concepts in the cultural studies of sport. | U, Ap | PSO1 |
| CO-2 | Analyze the ways in which sport functioned as a site in which colonial discourses were propagated as well as challenged. | U, An | PSO3 |
| CO-3 | Interrogate the links between sporting cultures and corporate capitalism. | An | PSO3 |
| CO-4 | Comprehend the various strands of sporting nationalisms. | U, An | PSO1, PSO3 |

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

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

| CO No. | CO | PO/PSO | Cognitive Level | Knowledge | Lecture (L)/Tutoria | Practical (P) |
|---|---|---|---|---|---|---|

| | | | | Category | l (T) | |
|---|---|---|---|---|---|---|
| CO-1 | Understand and apply the key concepts in the cultural studies of sport. | PO1, PO6, PSO1 | U, Ap | C, P | L | - |
| CO-2 | Analyze the ways in which sport functioned as a site in which colonial discourses were propagated as well as challenged. | PO1, PO2, PSO3 | U, An | C,P | L | - |
| CO-3 | Read the relation sporting cultures and capitalism. | PO1, PO2, PSO3 | An | C, P | L | - |
| CO-4 | Comprehend the various strands of sporting nationalisms. | PO1, PO2, PSO1, PSO3 | U, An | C,P | L | - |

**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 | PO7 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **CO 1** | 3 | - | - | - | - | - | 3 | - | - | -- | - | 2 | - |
| **CO 2** | - | - | 3 | - | - | - | 3 | 2 | - | - | - | - | - |
| **CO 3** | - | - | 3 | - | - | - | 3 | 2 | - | - | - | - | - |
| **CO 4** | 3 | - | 3 | - | - | - | 3 | 2 | - | - | - | - | - |

**Correlation Levels:**

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

**Mar Ivanios College (Autonomous)**

| | | | | | |
|---|---|---|---|---|---|
| Discipline | ENGLISH | | | | |
| Course Code | MIUK8DSC ENG453.1 | | | | |
| Course Title | INTRODUCTION TO DIGITAL HUMANITIES | | | | |
| Type of Course | DSE | | | | |
| Semester | VIII | | | | |
| 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.<br>2. | | | | |
| Course Summary | This course introduces students to the emergent and promising field of Digital Humanities (DH). The reading material will include key works in DH and will introduce the students to the role played by digital technologies in shaping such categories as race, class, and gender, and will enable them to critique the same. The course will explore intersections between literature and digital technology, the politics of digital archiving of culture, and the question of the DH in the Global | | | | |

| | |
|---|---|
| | South. The course will train the students to use select DH tools and resources, and make them competent to pursue advanced courses in DH. |

**Detailed Syllabus:**

| Module | Unit | Content | Hrs |
|---|---|---|---|
| **I** | | **The Basics of DH** | **15** |
| | 1 | David M. Berry: "Introduction: Understanding the Digital Humanities." Understanding Digital Humanities, 1-20. | 4 |
| | 2 | Matthew Wilkens: "Digital Humanities and Its Application in the Study of Literature and Culture", Comparative Literature (2015) 67 (1): 11–20. | 3 |
| | 3 | Matthew L. Jockers and Ted Underwood: "Text-mining the Humanities." *A New Companion to Digital Humanities*, Wiley, Pgs. 291-306 | 4 |
| | 4 | Patrick Svensson: "Digital Humanities as a Humanities Project", Arts and Humanities in Higher Education, 2012, Pgs. 42-60. | 4 |
| **II** | | **Gender and Race in DH** | **15** |
| | 5 | Morgan Currie. "The Feminist Critique: Mapping Controversy in Wikipedia", *Understanding Digital Humanities*, 224-249. https://dhdebates.gc.cuny.edu/read/untitled/section/fa10e2e1-0c3d-4519-a958-d823aac989eb#ch04 | 5 |
| | 6 | Kim Gallon, "Making a Case for the Black Digital Humanities." *Debates in Digital* | 5 |

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|---|---|---|---|
| | | *Humanities.* https://dhdebates.gc.cuny.edu/read/untitled/section/fa10e2e1-0c3d-4519-a958-d823aac989eb#ch04 | |
| | 7 | Amy E. Earhart and Toniesha L. Taylor. "Pedagogies of Race: Digital Humanities in the Age of Ferguson". *Debates in Digital Humanities.* https://dhdebates.gc.cuny.edu/read/65be1a40-6473-4d9e-ba75-6380e5a72138/section/58ca5d2e-da4b-41cf-abd2-d8f2a68d2914#ch21 | 5 |
| **III** | **Postcolonial DH** | | **15** |
| | 8 | Roopika Risam: "The Postcolonial Digital Cultural Record". New Digital Worlds, 3-22 | 5 |
| | 9 | Roopika Risam: "Postcolonial Digital Pedagogy." New Digital Worlds, 89-114. | 5 |
| | 10 | Debasree Dattaray: "Archiving "Community's Voices". in Karbi Anglong: Collective Memory and Digital Apprehensions". Literary Cultures and Digital Humanities in India, 113-127. | 5 |
| **IV** | **Digital Literature and 'Applied DH'** | | **15** |
| | 11 | Leonardo Flores: "Third-Generation Electronic Literature", *Electronic Literature as Digital Humanities*, Pg. 27-42. | 5 |
| | 12 | Hypertext Fiction: Yellowlees Douglas: "I Have Said Nothing" https://wwnorton.com/college/english/pmaf/hypertext/ihsn/are_we_reading.html<br>Hypertext Poetry: Graham Allen: "Holes"<br>http://holesbygrahamallen.org/ | 5 |

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|---|---|---|---|
| | | Twitterature<br><br>https://twitter.com/ASmallFiction/status/1165117878514798594<br><br>https://twitter.com/ASmallFiction/status/1027790488865107968 | |
| | 13 | Shawna Ross and Randa El Khatib: "A Beginner's Guide to Using Voyant for Digital Theme Analysis." *Humanities Commons*.<br><br>**https://hcommons.org/deposits/item/hc:49487/**<br><br>Practical Applications of Voyant<br><br>Case Study: *Word Hoard*: https://wordhoard.library.northwestern.edu/userman/whatiswordhoard.html<br><br>Case Study: *Early Print*<br><br>https://earlyprint.org/ | 5 |

**Further Reading**


Matthew K Gold. *Debates in the Digital Humanities*. University of Minnesota Press, 2012.

Schreibman, Susan and Ray Siemens, editors. *A Companion to Digital Humanities. Blackwell Publishing*, 2008.

David M. Berry. *Understanding Digital Humanities*. Palgrave Macmillan, 2012.

Roopika Risam. *Postcolonial Digital Humanities in Theory, Praxis and Pedagogy*. North Western University Press, 2018.

Melissa Terras, Julianne Nyhan, and Edward Vanhoutte, editors. *Defining Digital Humanities: A Reader*. Routledge, 2016.

Roy Rosenzweig and Dan Cohen. *Digital History: A Guide to Gathering, Preserving, and*

*Presenting the Past on the Web*. University of Pennsylvania Press, 2005.

Arjun Sabharwal. *Digital Curation in the Digital Humanities: Preserving and Promoting Archival and Special Collections.* Chandos Publishing, 2015.

Jeffrey Schnapp. *Digital Humanities*. MIT Press, 2021.

Kristen Schuster and Stuart Dunn. *Routledge International Handbook of Research Methods in Digital Humanities.* Routledge, 2021.

**Course Outcomes**

| No. | Upon completion of the course the graduate will be able to | Cognitive Level | PSO addressed |
|---|---|---|---|
| CO-1 | Have a clear understanding of the evolution of the discipline of Digital Humanities. | R,U | PSO1 |
| CO-2 | Grasp and apply the key theoretical concepts of Digital Humanities. | R, U, An | PSO5 |
| CO- 3 | Critique the ways in which the digital medium and digitally born texts shape the society. | E, An | PSO5 |
| CO – 4 | Gain the ability to use select DH tools and resources. | Ap, An | PSO5,PSO 6, PO4, PO4 |

**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 a clear understanding of the evolution of the discipline of Digital Humanities. | PO1, PSO1 | R,U | C | L | - |
| CO-2 | Grasp and apply the key theoretical concepts of Digital Humanities. | PO2, PO6 PSO5 | R, U, An | C | L | - |
| CO-3 | Critique the ways in which the digital medium and digitally born texts shape the society. | PO2, PSO5 | E, An | C | L | - |
| CO – 4 | Gain the ability to use select DH tools and resources. | PO2, PSO5, PSO6 | 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 | PS O5 | PSO 6 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **CO 1** | 3 | - | - | - | - | - | 3 | - | - | -- | - | - | - |
| **CO 2** | - | - | - | 2 | - | - | - | 3 | - | - | - | 2 | - |
| **CO 3** | - | - | - | 2 | - | - | - | 3 | - | - | -- | - | - |
| **CO 4** | - | - | - | - | 2 | 2 | - | 3 | - | - | - | - | 2 |

## Correlation Levels:

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

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| **3** | Dr. Joseph Koyippally | Professor & Head<br>Department of English and Comparative Literature<br>Central University of Kerala |
| **4** | Dr. Saji Mathew | Associate Professor<br>School of Letters, Mahatma Gandhi University, Kottayam |
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| | | |
|---|---|---|
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| **13** | Dr. Meenu Jose | Assistant Professor<br>Department of English<br>Mar Ivanios College (Autonomous),<br>Trivandrum |
| **14** | Dr. Preethamol M.K | Assistant Professor<br>Department of English<br>Mar Ivanios College (Autonomous),<br>Trivandrum |
| **15** | Ms. Rani Alex | Assistant Professor<br>Department of English<br>Mar Ivanios College (Autonomous),<br>Trivandrum |
| **16** | Dr. Rakesh R | Assistant Professor<br>Department of English<br>Mar Ivanios College (Autonomous),<br>Trivandrum |
| **17** | Ms. Resmy Sally Koshy | Assistant Professor<br>Department of English<br>Mar Ivanios College (Autonomous),<br>Trivandrum |
| **18** | Dr. Divya Johnson | Assistant Professor<br>Department of English<br>Mar Ivanios College (Autonomous),<br>Trivandrum |
| **19** | Ms. Neethu Anna Tharakan | Assistant Professor<br>Department of English<br>Mar Ivanios College (Autonomous),<br>Trivandrum |
| **20** | Dr. Anto A Paul | Assistant Professor<br>Department of English<br>Mar Ivanios College (Autonomous),<br>Trivandrum |
| **21** | Dr. Ganesh S | Assistant Professor<br>Department of English<br>Mar Ivanios College (Autonomous),<br>Trivandrum |