

**MAR IVANIOS COLLEGE
(AUTONOMOUS)**

**Affiliated to the
University of Kerala
Thiruvananthapuram
Kerala**



**SCHEME AND SYLLABUS FOR
THE FOUR YEAR UNDERGRADUATE PROGRAMME (FYUGP)**

IN

ENGLISH AND COMMUNICATIVE ENGLISH

(With effect from 2024 Admissions)

**Approved by the Board of Studies in English
Mar Ivanios College (Autonomous)**

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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 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:

- The curriculum is designed based on Outcome Based Education (OBE) approach.
- 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
- The curriculum follows the basic framework, course wise/programme-wise minimum/maximum credits set by the University of Kerala for FYUGP and abides by the basic mandatory principles of **Four Year Under Graduate Programmes (UoK-FYUGP) Regulations, 2024.**

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:

PO1	Demonstrate the acquisition of all necessary knowledge and skills within their disciplinary/ multi-disciplinary areas of learning. These include the acquisition of: <ul style="list-style-type: none">● 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;
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	<ul style="list-style-type: none"> ● essential knowledge for skilled work in chosen field(s), including self-employment and entrepreneurship skills; ● proficiency in specialized areas within chosen fields of study, encompassing diverse practical skills applicable to different situations within those fields; ● the ability to apply learned knowledge to novel situations, solve problems, and relate concepts to real-world scenarios rather than just memorizing curriculum content
PO2	<p>Acquire problem-solving, critical thinking, analytical reasoning skills and demonstrate creativity in their thought processes by demonstrating the ability to:</p> <ul style="list-style-type: none"> ● solve different kinds of problems in familiar and non-familiar contexts both within and outside their disciplinary/ multidisciplinary areas of learning; ● 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; ● analyse and synthesize data from a variety of sources and draw valid conclusions and support them with evidence and examples. ● the ability to plan, execute and report the results of an experiment or investigation; ● adhere to scientific temper and ethics in their thought process; ● adopt innovative, imaginative, lateral thinking, interpersonal skills and emotional intelligence; and ● incubate entrepreneurial and start-up ideas.
PO3	<p>Develop research-related skills including the ability to conceptualize research hypotheses/projects and adopt suitable tools and methodologies for analysis with:</p> <ul style="list-style-type: none"> ● a keen sense of observation, inquiry, and capability for asking relevant/ appropriate research questions; ● the ability to problematize, synthesize, and articulate issues and design research proposals; ● 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; ● the capacity to develop appropriate methodology and tools for data collection; ● the appropriate use of statistical and other analytical tools and techniques; ● the ability to plan, execute and report the results of an experiment or investigation; ● 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
PO4	<p>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:</p> <ul style="list-style-type: none"> ● listen carefully, and read texts and research documents, and present complex information with clarity and precision to different audiences; ● express thoughts and ideas and communicate effectively through speech and writing using appropriate media; ● communicate using language which is respectful of gender and minority orientations; ● act together as a group or a team in the interests of a common cause and working efficiently as a member of a team; ● inspire the team with a vision to achieve a stated goal, and use management skills to guide the team in the right direction.
PO5	<p>Acquire the necessary skills, including ‘learning to learn’ skills, and foster innovative ideas to improve competence and employability, keeping pace with the evolving global landscape and technological advancements by demonstrating the ability to:</p> <ul style="list-style-type: none"> ● 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; ● work independently, identify appropriate resources required for further learning; ● acquire organizational and time management skills to set self-defined goals and targets with timelines; ● be a proactive life-long learner. ● use ICT in a variety of learning and work situations; ● access, evaluate, and use a variety of relevant information sources, and use appropriate software for analysis of data; ● navigate cyberspaces by following appropriate ethical principles and cyber etiquette. ● use cutting edge AI tools with equal commitment to efficiency and ethics. ● think ‘out of the box’ and generate solutions to complex problems in unfamiliar contexts;

PO6	<p>Develop a profound environmental dedication by fostering ecological awareness and</p> <p>engaging in actions that promote sustainable development by achieving the ability to</p> <ul style="list-style-type: none">● 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;● 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.● participate in community-engaged services/ developmental activities and thus exemplify the ideals of community engagement and service learning and deep social commitment.
PO7	<p>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:</p> <ul style="list-style-type: none">● 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;● 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;● 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;● 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;● effectively engage in a multicultural group/society and interact respectfully with diverse groups;● identify with or understand the perspective, experiences, or points of view and emotions of another individual or group.● demonstrate gender sensitivity and adopt a gender-neutral approach, as also empathy for the less advantaged and the differently-abled including those

	<p>with learning disabilities;</p> <ul style="list-style-type: none">● demonstrate proficiency in arts/ sports/ games, physical, mental and emotional fitness, entrepreneurial /organizational /public 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.
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PROGRAMME SPECIFIC OUTCOMES (PSOs)

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

The Four-Year Under-Graduate Programme in English and Communicative English designed by the Department of English (Self-Financing), Mar Ivanios College, is a cutting-edge programme in one of the most sought-after, complex skills of the 21st century – that of developing effective and powerful communicative techniques and strategies in the English language in a multicultural context using impactful collaborations ethically and mindfully.

Students who enroll in this programme are expected to pass out of the programme with the knowledge, skills, and attitudes which will:

- help them become effective and powerful communicators in all practical, everyday contexts;
- give them the confidence to take on the challenges of international academia; and
- make them ready for the corporate world by making them aware of the power of impactful collaboration through inclusive and mindful communication techniques.

The Programme Specific Outcomes of the Four-Year Under-Graduate Programme in English and Communicative English are given below:

By the end of this Programme, students will demonstrate:

PSO1	Advanced competence in English language skills: Students will demonstrate proficiency in English language skills to effectively communicate in diverse professional and social contexts.
PSO2	Creative, narrative and performative proficiency: Students will develop proficiency in creativity, narrativization and performativity, enabling them to craft content and productions for diverse media platforms, including literature, film, theatre, journalism, digital media, and professional and public platforms.

PSO3	Ability to engage with digital and cultural texts: Students will acquire digital literacy and critically analyze digital3 texts, cultural artifacts, literary works, and cinematic narratives, exploring their socio-cultural, political, and ideological dimensions while developing insights into contemporary cultural trends and themes.
PSO4	Translation proficiency and intercultural communication: Students will gain proficiency in translation theory and practice, enabling them to translate texts accurately and effectively while understanding the cultural nuances and communicative contexts of source and target languages
PSO5	Specialized communication skills for professional contexts: Students will demonstrate proficiency in specialized communication skills tailored to various professional contexts, such as teaching, journalism, corporate communication, tourism, hospitality, aviation, logistics, and academia, thus making them industry-ready.
PSO6	Sensitivity to ecological concerns, inclusivity and ethics: Students will be able to articulate and put into practice the ideas needed to work towards a sustainable, inclusive and sentient way of life by keeping in minds the principles of the UN Sustainable Development Goals, the Anthropocene, and of inclusivity and ethics.
PSO7	Advanced Analytical and Research Skills: Students will develop advanced analytical and research skills, enabling them to conduct scholarly inquiries, critically evaluate academic literature, and contribute to knowledge production in the fields of language, communication, media studies, and cultural studies.

These learning outcomes aim to equip students with a comprehensive set of skills, knowledge, and competencies necessary to thrive in diverse professional, academic, and cultural contexts, while fostering critical thinking, creativity, cultural awareness, and ethical communication practices.

COURSE AND CREDIT STRUCTURE 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 Structure of FYUGP is given below:

Sem	DSC (4 Cr)	DS (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

FYUGP English and Communicative English –Syllabus -2024 Admission

I	A-1 B-1 C-1		AEC (Eng) -1 AEC(OL)-2		MDC -1			6	21
II	A-2 B-2 C-2		AEC (Eng) -3 AEC(OL)-4		MDC -2			6	21
III	A-2 B-2 C-2	DSE A -1			MDC (Kera la Studi es)-3	VAC- 1		6	22
IV	A-4 A-5	DSE A-2		SEC- 1		VAC- 2 VAC- 3	Internship	6	21
V	A-6 A-7 A-8	DSE - 3 DSE - 4		SEC- 2				6	23
VI	A-9 A-10 A-11	DSE - 5 DSE - 6		SEC- 3				6	23
Tot al	A (11) B (3) C (3)	6	4	3	3	3		36	133
EXIT OPTION AVAILABLE AND STUDENTS WILL BE AWARDED UG DEGREE WITH MAJOR IN A									
VII	A-12 A-13 B/C-4 B/C-5 B/C-6	DSE - 7						6	24
VIII	MOOC courses A -14, A -15						Research Project/ Internship /Project or 03 courses -12Cr	2+	20
Tot al	A (15) B(3) C (3) B/C(3)	7	4	3	3	3	+	44+	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 (Formative) - 5 % of the total.
 - Discipline specific formative assessment - 15% of the total.
 - Summative assessment (Practical record/skill/practical test, 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	0	30	0	12	12	56	0	0	0
	3	1	50	20	9	9	42	4	4	12

FYUGP English and Communicative English –Syllabus -2024 Admission

4 credit courses	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

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		FIRST CLASS WITH DISTINCTION
A+ (Excellent)	9		
A (Very Good)	8		
B+ (Good)	7		FIRST CLASS
B (Above Average)	6		
C (Average)	5		SECOND CLASS
	4		THIRD CLASS
F (Fail)	0	X	FAIL
Ab (Absent)	0		FAIL

- For a course PASS, a 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
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Dr. Reny Skaria

Chairman BoS

English

Mar Ivanios College
(Autonomous) Thiruvananthapuram

Thiruvananthapuram

10-05-2024

**ABOUT THE FYUGP IN
ENGLISH AND COMMUNICATIVE ENGLISH**

Why should you choose this programme?

The Four-Year Under-Graduate Programme (FYUGP) in English and Communicative English offered by the Department of English (Self-Financing) is focused on helping students to understand, apply, and perfect complex English communication skills in multiple contexts, including adaptation for the digital age. This programme will help you to articulate ideas, thoughts, emotions, and critical and analytical insights from a well-rounded perspective, facilitating wider outreach and effectiveness, and make you feel at home as a citizen of the world.

Highlights of the Course

- Courses designed in consultation with experts in various fields
- Wide choice of courses to suit your interests
- Classes by extremely competent staff and external subject experts from academia and industry
- Contemporary skill-oriented programmes with digital applications
- Internships to help you practice learned concepts in live, work-space contexts
- Designed to make you industry-ready
- Prepares you for the next stage of your career in a global context

BASKETS OF COURSES

CORE AND ELECTIVE COURSES

	DISCIPLINE SPECIFIC CORE (DSC) COURSE	DISCIPLINE SPECIFIC ELECTIVE (DSE) COURSE
SEM 1	<i>Introduction to Communicative English (DSC1/ MCE1¹)</i>	
	<i>English for Collaboration and Leadership (DSC2/ MCE2)</i>	
	<i>A Journey through Global Literatures (DSC3/ MLC1²)</i>	
	<i>Exploring Indian Literatures in English (DSC4/ MLC2)</i>	
SEM 2	<i>Communicative Strategies for the Digital World (DSC5/ MCE3)</i>	
	<i>Mastering English for Everyday Writing and Conversation (DSC6/ MCE4)</i>	
	<i>Glimpses of Twentieth Century Malayalam Literature in Translation (DSC7/ MLC3)</i>	

¹ **MCE** is a DSC course which can be chosen as a **Minor in Communicative English** by students of other disciplines.

² **MLC** is a DSC course which can be chosen as a **Minor in Literature and Culture** by students of other disciplines.

	<i>Approached to Reading Literature and Culture (DSC8/ MLC4)</i>	
SEM 3	<i>Advanced Communicative Strategies (DSC9/ MCE5)</i>	<i>Theatre: Performance and Appreciation (DSE1)</i>
	<i>Anchoring and News Presenting (DSC10/ MCE6)</i>	
	<i>Reading Everyday Cultures (DSC11/ MLC5)</i>	
	<i>Reading Visual Culture (DSC12/ MLC6)</i>	
SEM 4	<i>English 3.0: Content Writing and Creation in the Age of AI (SIGNATURE COURSE³)(DSC13)</i>	<i>Popular Culture: Trends & Themes (DSE2)</i>
	<i>Cinematic Conversations: Language and Communication through Films (DSC14)</i>	<i>Introduction to Comics and Graphic Narratives (DSE3)</i>
SEM 5	<i>Introduction to Translation Studies: Theory and Practice (DSC15)</i>	<i>English for Narrative Journalism (DSE4)</i>
	<i>Mass Communication, Culture and Ethics (DSC16)</i>	<i>Curating Festivals in Film, Literature and Art (SIGNATURE COURSE) (DSE5)</i>
	<i>Travel Media and Narratives (DSC17)</i>	
SEM 6	<i>Performing Language through Literature (DSC18)</i>	<i>Survey of English Literature and Criticism (DSE6)</i>
	<i>Creative Writing: Techniques and Strategies (DSC19)</i>	<i>English for International Academia and Research (DSE7)</i>
	<i>Professional Communicative Strategies (DSC20)</i>	<i>Communication for English Language Teaching (DSE8)</i>
SEM 7	<i>Advanced English Language Teaching (DSC21/ MCE5)</i>	<i>Gender in the Digital World (DSE9)</i>
	<i>Advanced Media and Communication Studies (DSC22/ MCE6)</i>	
SEM 8	<i>MOOC 1 (DSC23)</i>	
	<i>MOOC 2 (DSC24)</i>	
	<i>Mini-Translation Project (DSC25)</i>	
	<i>Creative Writing Project (DSC26)</i>	
	<i>Digital Media Project (DSC27)</i>	
	<i>Film Project (DSC28)</i>	
	<i>Research Project (DSC29)</i>	

FOUNDATION COURSES⁴

³ A **Signature Course** is seen in this document as the most unique course within a particular basket of the programme, i.e., each basket will have one Signature Course.

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	MULTI-DISCIPLINARY COURSE (MDC)	VALUE ADDED COURSE (VAC)	SKILL ENHANCEMENT COURSE (SEC)
SEM 1	<i>English for Media Literacy (SIGNATURE COURSE) (MDC1)</i>		
	<i>English for Journalism and Mass Media (MDC2)</i>		
	<i>English for Tourism and Hospitality (MDC3)</i>		
	<i>English for the Aviation Industry (MDC4)</i>		
SEM 2	<i>Popular Literature and Culture (MDC5)</i>		
	<i>Film Appreciation (MDC6)</i>		
	<i>Forensic Linguistics (MDC7)</i>		
	<i>Language, Society and Communication (MDC8)</i>		
SEM 3	<i>Kerala Studies⁵ (MDC9)</i>	<i>Ecological Narratives (VAC1)</i>	
		<i>Introduction to Heritage Studies (VAC2)</i>	
SEM 4		<i>Women Empowerment and Community Networks (SIGNATURE COURSE) (VAC3)</i>	<i>Public Speaking and Presentation Skills (SEC1)</i>
		<i>Human Rights and SSR Projects (VAC4)</i>	<i>Soft Skills (SEC2)</i>
SEM 5			<i>English for the Corporate World (SEC3)</i>
			<i>Technical Writing (SEC4)</i>
SEM 6			<i>English for Competitive Exams (SIGNATURE COURSE) (SEC5)</i>
SEM 7	<i>No Foundation Courses in these semesters</i>		
SEM 8			

⁴ Ability Enhancement Courses (AECs) are not included here as they will be created/ selected by the Dept of English (Aided)

⁵ This course will be taken from the syllabus of Kerala University

SCHEME AND SYLLABUS: SUMMARY

FYUGP IN ENGLISH AND COMMUNICATIVE ENGLISH

SEMESTER I ACADEMIC LEVEL: 100 - 199					
COURSE CODE	COURSE TITLE	COURSE CATEGORY	CREDITS	HOUR DISTRI-BUTION PER WEEK	
				L/ T	P
MIUK1DSCECE101.1	<i>Introduction to Communicative English</i>	DSCA/B	4	4	--
MIUK1DSCECE102.1	<i>English for Collaboration and Leadership</i>	DSCA/B	4	4	--
MIUK1DSCECE103.1	<i>A Journey through Global Literatures</i>	DSCA/C	4	4	--
MIUK1DSCECE104.1	<i>Exploring Indian Literatures in English</i>	DSCA/C	4	4	--
MIUK1MDCECE105.1	<i>English for Media Literacy</i>	MDC	3	3	--
MIUK1MDCECE106.1	<i>English for Journalism and Mass Media</i>	MDC	3	3	--
MIUK1MDCECE107.1	<i>English for Tourism and Hospitality</i>	MDC	3	3	--
MIUK1MDCECE108.1	<i>English for the Aviation Industry</i>	MDC	3	3	--
	<i>English</i>	AEC	3	2	2
	<i>Other Languages</i>	AEC	3	2	2
SEMESTER II ACADEMIC LEVEL: 100 - 199					
MIUK2DSCECE109.1	<i>Communicative Strategies for the Digital World</i>	DSCA/B	4	4	--

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MIUK2DSCECE110.1	<i>Mastering English for Everyday Writing and Conversation</i>	DSCA/B	4	4	--
MIUK2DSCECE111.1	<i>Glimpses of Twentieth Century Malayalam Literature in Translation</i>	DSCA/C	4	4	--
MIUK2DSCECE112.1	<i>Approaches to Reading Literature and Culture</i>	DSCA/C	4	4	--
MIUK2MDCECE113.1	<i>Popular Literature and Culture</i>	MDC	3	3	--
MIUK2MDCECE114.1	<i>Film Appreciation</i>	MDC	3	3	--
MIUK2MDCECE115.1	<i>Forensic Linguistics</i>	MDC	3	3	--
MIUK2MDCECE116.1	<i>Language, Society and Communication</i>	MDC	3	3	--
	<i>English</i>	AEC	3	2	2
	<i>Other Language</i>	AEC	3	2	2
SEMESTER III ACADEMIC LEVEL 200 - 299					
MIUK3DSCECE201.1	<i>Advanced Communicative Strategies</i>	DSCA/B	4	4	--
MIUK3DSCECE202.1	<i>Anchoring and News Presenting</i>	DSCA/B	4	4	--
MIUK3DSCECE203.1	<i>Reading Everyday Cultures</i>	DSCA/C	4	4	--
MIUK3DSCECE204.1	<i>Reading Visual Culture</i>	DSCA/C	4	4	--
MIUK3DSECE205.1	<i>Theatre: Performance and Appreciation</i>	DSE	4	4	--
MIUK3MDCECE206.1	<i>Kerala Studies</i>	MDC	3	2	2
MIUK3VACECE207.1	<i>Ecological Narratives</i>	VAC	3	2	2
MIUK3VACECE208.1	<i>Introduction to Heritage Studies</i>	VAC	3	2	2

SEMESTER IV ACADEMIC LEVEL 200 - 299					
MIUK4DSCECE209.1	<i>English 3.0: Content Writing and Creation in the Age of AI</i>	DSCA	4	4	--
MIUK4DSCECE210.1	<i>Cinematic Conversations: Language and Communication through Films</i>	DSCA	4	4	--
MIUK4DSEECE211.1	<i>Popular Culture: Trends & Themes</i>	DSE	4	4	--
MIUK4DSEECE212.1	<i>Introduction to Comics and Graphic Narratives</i>	DSE	4	4	--
MIUK4VACECE213.1	<i>Women Empowerment and Community Networking</i>	VAC	3	2	2
MIUK4VACECE214.1	<i>Human Rights and SSR Projects</i>	VAC	3	2	2
MIUK4VACECE215.1	<i>AI: Fundamentals, Applications & Governance</i>	VAC	3	2	2
MIUK4SECECE216.1	<i>Public Speaking and Presentation Skills</i>	SEC	3	2	2
MIUK4SECECE217.1	<i>Soft Skills</i>	SEC	3	2	2
SEMESTER V ACADEMIC LEVEL: 300 - 399					
MIUK5DSCECE301.1	<i>Introduction to Translation Studies: Theory and Practice</i>	DSCA	4	4	--
MIUK5DSCECE302.1	<i>Mass Communication, Culture and Ethics</i>	DSCA	4	4	--
MIUK5DSCECE303.1	<i>Travel Media and Narratives</i>	DSCA	4	4	--
MIUK5DSEECE304.1	<i>English for Narrative Journalism</i>	DSE	4	4	--

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MIUK5DSEECE305.1	<i>Curating Festivals in Film, Literature and Art</i>	DSE	4	4	--
MIUK5SECECE306.1	<i>English for the Corporate World</i>	SEC	3	2	2
MIUK5SECECE307.1	<i>Technical Writing</i>	SEC	3	2	2
SEMESTER VI ACADEMIC LEVEL: 300 - 399					
MIUK6DSCECE308.1	<i>Performing Language through Literature</i>	DSCA	4	4	--
MIUK6DSCECE309.1	<i>Creative Writing: Techniques and Strategies</i>	DSCA	4	4	--
MIUK6DSCECE310.1	<i>Professional Communicative Strategies</i>	DSCA	4	4	--
MIUK6DSEECE311.1	<i>Survey of English Literature and Criticism</i>	DSE	4	4	--
MIUK6DSEECE312.1	<i>English for International Academia and Research</i>	DSE	4	4	--
MIUK6DSEECE313.1	<i>Communication for English Language Teaching</i>	DSE	4	4	--
MIUK6SECECE314.1	<i>English for Competitive Exams</i>	SEC	3	2	2
SEMESTER VII ACADEMIC LEVEL					
MIUK7DSCECE401.1	<i>Advanced English Language Teaching</i>	DSCA/B	4	4	--
MIUK7DSCECE402.1	<i>Advanced Media and Communication Studies</i>	DSCA/C	4	4	--
MIUK7DSEECE403.1	<i>Gender in the Digital World</i>	DSE	4	4	--
SEMESTER VIII ACADEMIC LEVEL: 400 - 499					
MIUK8DSCECE404.1	<i>MOOC 1</i>	DSCA	4	4	--

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MIUK8DSCECE405.1	<i>MOOC 2</i>	DSCA	4	4	--
MIUK8DSCECE406.1	<i>Mini-Translation Project</i>	DSCA	4	4	--
MIUK8DSCECE407.1	<i>Creative Writing Project</i>	DSCA	4	4	--
MIUK8DSCECE408.1	<i>Digital Media Project</i>	DSCA	4	4	--
MIUK8DSCECE409.1	<i>Film Project</i>	DSCA	4	4	--
MIUK8DSCECE410.1	<i>Research Project</i>	DSCA	12	12	--

XXX.X

1st X = Level

2nd and 3rd X = Numbered sequentially starting with 1

.X = Version

SEMESTER 1: COURSE LIST

COURSE CODE	COURSE TITLE
MIUK1DSCECE101.1	<i>Introduction to Communicative English</i>
MIUK1DSCECE102.1	<i>English for Collaboration and Leadership</i>
MIUK1DSCECE103.1	<i>A Journey through Global Literatures</i>
MIUK1DSCECE104.1	<i>Exploring Indian Literatures in English</i>
MIUK1MDCECE105.1	<i>English for Media Literacy</i>
MIUK1MDCECE106.1	<i>English for Journalism and Mass Media</i>
MIUK1MDCECE107.1	<i>English for Tourism and Hospitality</i>
MIUK1MDCECE108.1	<i>English for the Aviation Industry</i>
AEC1	<i>English⁶</i>
AEC2	<i>Other Languages⁷</i>

⁶ To be decided/ framed by the Department of English (Aided)

⁷ To be decided/ framed by the Department of Languages

Type of Course	DISCIPLINE SPECIFIC CORE 1/ MINOR IN COMMUNICATIVE ENGLISH 1				
Course Code	MIUK1DSCECE101.1				
Course Title	<i>Introduction to Communicative English</i>				
Semester	1				
Academic Level	100-199				
Course Details	Credit	Lecture hours/ week	Tutorial hours/ week	Practical hours/week	Total hours/week
	4	4			4
Pre-requisites	Basic functional English (CEFR Pre-Intermediate A2)				
Course Summary	This is an introductory course in English and Communicative English and may be taken by students who want to major in Communicative English, or by students of other disciplines either as their minor or to get basic knowledge and skills related to Communicative English.				

Module	Unit	Content	Hours
I	Basics of Communication		15
	1	What is communication?	3
	2	Elements in communication: sender - message - receiver - feedback	3
	3	Verbal and nonverbal communication: pitch, intonation, politeness, physical appearance, posture, eye-contact etc	3
	4	Barriers to effective communication	2
	5	Different modes of communication - interpersonal, small group and mass communication- different media for communication.	4
II⁸	Individual and Society		15
	6	Describing people - introducing oneself and others - physical attributes- dressing and conduct	3
	7	Personality traits- qualities that people like - living together peacefully - neighbours and neighbourhoods - social responsibilities	4
	8	Talking about the present, using adjectives- modifying adjectives - using pronouns - using relative pronouns for people and things	3
	9	Healthy habits- lifestyle- talking about stress and management- healthy eating-	3
	10	Visiting the doctor/hospital- emergency health care	2
III	Travel and Destinations		15
	11	Talking about places visited- describing places	3
	12	Travelling for fun, geographic features, monuments and historical spots	4
	13	Solving problems during travel	2
	14	Planning a trip	2
	15	Preparing an itinerary, being safe while travelling, giving travel safety advice.	4

⁸ Modules 2, 3 and 4 will involve activity-based practice of all four language skills in different communicative contexts

IV	Work and Workplaces		15
	16	Describing your workplace	3
	17	Talking about different jobs- travelling to workplace	3
	18	Challenges in work places and solutions	3
	19	Job you want to secure	3
	20	Preparing to get a job- jobs in public and private sectors	3

TEXTS

Core Texts:

Detailed

- OER from the University of Massachusetts: [*Communication in the Real World: An Introduction to Communication Studies*](#)

Reference Texts:

- Downes, Colm. *Cambridge English for Job-hunting*. Cambridge UP, 2008.
- Halliday, M.A.K. *An Introduction to Functional Grammar*. London: Edward Arnold Publishers, 1985
- Hancock, Mark. *English Pronunciation in Use*. London: Cambridge UP, 2003.
- Hewings, Martin. *Pronunciation Practice Activities: A Resource Book for Teaching English Pronunciation*. Cambridge UP, 2004.
- Roach, Peter. *English Phonetics and Phonology: A Practical Course*. Cambridge UP, 2010.
- Sinha, Thakur. *Better English Pronunciation*. Chennai: Vijay Nicole, 2005.

COURSE OUTCOMES

No	Upon completion of the course, the graduate will be able to:	Cognitive Level	Knowledge Category
CO1	Describe and explain the fundamental elements and principles of communication	U	F
CO2	Differentiate between verbal and nonverbal communication and exploit the cues in facilitating effective interpersonal interactions.	R	F
CO3	Develop proficiency in identifying and overcoming common barriers to communication	C	C
CO4	Develop effective communication skills in describing individuals and social interactions.	C	C
CO5	Acquire proficiency in articulating qualities that foster positive relationships and promote peaceful coexistence	Ap	C
CO6	Develop proficient communication skills for discussing travel experiences	An	C
CO7	Demonstrate competence in navigating diverse travel situations and environments.	C	C
CO8	Evaluate the challenges commonly encountered in work environments and propose viable solutions, fostering both oral and written communication skills related to workplace dynamics.	E	C
CO9	Engage in informed discussions about career paths and employment prospects, thus enhancing their readiness for the job market.	An	C

Cognitive Levels: R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create (Only the highest Cognitive Level to be written, as a higher Cognitive Level presupposes lower Cognitive Levels)

Knowledge Category: F- Factual; C- Conceptual; P- Procedural; M- Metacognitive (Only the highest Knowledge Category to be written as a higher category presupposes the lower categories)

ASSESSMENT RUBRICS

Formative (Continuous) Assessment through:

FA 1: Continuous Internal Assessment Tests (10 marks)

FA 2: Assignment/ Seminar/ Presentation/ Project: Individual (10 marks)

FA 3: Viva Voce (10 marks)

Summative (End Semester) Assessment through:

SA 1: End Semester Exam (50 marks)

SA 2 : Viva Você (20 marks)

MAPPING OF COs TO ASSESSMENT RUBRICS

COs	FA1	FA2	FA3	SA1	SA2
CO1	✓			✓	
CO2	✓				
CO3	✓	✓		✓	
CO4		✓	✓		✓
CO5		✓	✓		✓
CO6	✓	✓	✓	✓	✓
CO7	✓	✓	✓	✓	✓
CO8		✓		✓	
CO9		✓		✓	✓

MAPPING OF COs WITH PSOs WITH CORRELATION LEVEL:

(To be marked with 1, 2 or 3, indicating LOW/ MILD CORRELATION (1); MEDIUM CORRELATION (2), or STRONG CORRELATION (3))

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	3						
CO2	3						
CO3	3	3					
CO4	3	2					1
CO5	3			2			1
CO6	3	3	1	3			2
CO7	3	3	2	3		3	
CO8	3	2		3	3		1

CO9	3	3	2	3	3		2
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MAPPING OF COs WITH POs WITH CORRELATION LEVEL
(To be marked with 1, 2 or 3, indicating *LOW/ MILD CORRELATION (1); MEDIUM CORRELATION (2), or STRONG CORRELATION (3)*)

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	2						
CO2	2						
CO3	3	2		2			
CO4	3	3		2	2		
CO5	2	2		3			2
CO6	2	2		3	2		
CO7	3	3		3	3	3	2
CO8	3	2		3	3		
CO9	3	3	3	3	3		3

Course Type	DISCIPLINE SPECIFIC CORE 2/ MINOR IN COMMUNICATIVE ENGLISH 2				
Course Code	MIUKDSCECE102.1				
Course Title	<i>English for Collaboration and Leadership</i>				
Type of Course	DSC2/MCE2				
Semester	1				
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	Basic English language knowledge, and an interest in using English for professional communications.				
Course Summary	This core/minor course is offered with the aim of informing learners about different strategies of language and communication necessary in a professional setting. The course works to enhance learners' correspondence skills, presentation skills, team-playing skills, speaking skills, leadership skills, and basic office software skills.				

Module	Unit	Content	Hrs
I	Business Communication Fundamentals		15
	1	Introduction to professional communication- norms and etiquette-speaking register- body language- Communication with colleagues and clients	3
	2	Business correspondence- emails, memos, reports- Telephone etiquette and effective phone communication- Scheduling a meeting Preparing curriculum vitae (Canva, MS Word etc)	3
	3	Participating in meetings (agendas, taking minutes, contributing ideas)- Negotiation tactics and language	3
	4	Persuasive communication strategies - Handling disagreements and reaching consensus	3
	5	Business writing basics (structure, tone, clarity)	3
II	Professional Speaking and Presentation Skills		15
	6	Public speaking skills for presentations, conferences, and meetings	2
	7	Voice modulation and effective delivery techniques- Handling Q&A sessions confidently	2
	8	Tailoring language skills to the needs of specific industries (e.g., finance, marketing, technology)	3
	9	Industry-specific vocabulary and terminology	2
	10	Presentation- Powerpoint- Canva- Using visual aids effectively (slides, charts, graphs- pie chart, venn diagram etc)- Time Management during presentations- Components of a slide	6
III	Language for Leadership and Management		15
	12	Motivating and inspiring teams through effective communication- Giving feedback and conducting performance reviews- Survey	4

		Questionnaires	
	13	Conflict resolution and mediation skills- Agreeing / Disagreeing; Giving opinions; Interrupting / Dealing with interruptions; Asking for clarification; Requests; Offers; Complaining & Dealing with complaints; Making arrangements	4
	14	Group Discussion- Critical Thinking, Conflict Resolution, Leadership Skills, Collaboration, Effective Participation, Feedback and Reflection, Cultural Sensitivity- Group Discussion as the team-lead, Group Discussion as a participant	7
IV	Language Strategies for Using Office Software		15
	15	MS Excel- Data Entry, Formulas and Functions, Data Analysis, Formatting Cells and Worksheets, Charts and Graphs, PivotTables and PivotCharts, Excel Shortcuts,	5
	16	MS Word- Document Formatting, Styles and Formatting, Page Layout, Headers and Footers, Tables and Borders, Bullets and Numbering, Track Changes and Comments, Templates and Themes, Table of Contents and Indexing, Keyboard Shortcuts	4
	17	MS Powerpoint- Slide Design, Slide Layouts, Text Formatting, Inserting Images and Shapes, Animation Effects, Slide Transitions, Master Slides, Slide Show Options, Multimedia Integration, Presenter Tools, Slide Notes, Customizing Templates, Charts and Graphs, Speaker Notes, Timing and Rehearsing, Slide Show Navigation, Exporting and Sharing Options.	4
	18	Project Management Software- Project Management Software- Trello, ClickUp, Basecamp, Jira- Creating and Managing Projects- Task Management and Assignment- Scheduling and Timeline Management- Resource Allocation and Tracking	2
		<i>The instructor should make sure that the students are shown the software in the classroom, and the concepts should be taught using the software live.</i>	

Reference Texts:

1. Peter Cardon: *Business Communication: Developing Leaders for a Networked World*, 2013.
2. Naomi Karton: *Presentation Skills for Technical Professionals: Achieving Excellence*, 2012.
3. L. David Marquet: *Leadership is Language*, 2020.
4. Wendy Born: *The Languages of Leadership*, 2023
5. St. Georges, University of London: *Excel Fundamentals*,
<https://www.sgul.ac.uk/about/our-professional-services/information-services/library/documents/training-manuals/Excel-Fundamentals-Manual.pdf>
6. University of Florida, : *Microsoft Word for Beginners*,
<https://media.news.health.ufl.edu/misc/training/Handouts/Basics/Beginner-Word.pdf>
7. Basics of Microsoft Powerpoint- EGYankosh,
<https://egyankosh.ac.in/bitstream/123456789/60242/1/Unit%2011%20MS-%20Power%20Point%20-%20Basic.pdf>
8. *How to Use Canva: A Beginner's Guide*, <https://www.canva.com/learn/how-to-canva-beginners-guide/>

ASSESSMENT RUBRICS

Formative (Continuous) Assessment through:

FA 1: Assignment: The students should submit a PDF copy of their curriculum vitae. It should not be based on any simulated scenes, but based on their real profile and achievements. The marks shall be awarded not on the basis of the merit of their profile or achievements, but based on the quality of work that went behind making the curriculum vitae. (10 marks)

FA 2: Presentation: The students should make time-bound presentations on topics given by the instructor. (10 marks)

FA 3: Group Discussion: The instructor should arrange the students into different groups and should give topics to each group for discussion. (10 marks)

Summative (End Semester) Assessment through:

SA 1: End Semester Exam (50 marks)

SA 2 : Viva Você: To test at least one skill from each module either through simulated scenarios or through a test of factual knowledge. (20 marks)

COURSE OUTCOMES

No	Upon completion of the course, the graduate will be able to:	Cognitive Level	Knowledge Category
CO1	Develop basic proficiency in written and spoken communication skills required in professional settings.	C	P
CO2	Demonstrate skills to articulate ideas, negotiate arguments, and manage situations in professional settings.	Ap	C
CO3	Demonstrate public speaking skills in presentations, conferences, and meetings.	Ap	C
CO4	Demonstrate skills to make digital presentations with appropriate aids.	Ap	C
CO5	Develop skills to be a team-player.	C	P
CO6	Develop language skills to navigate, negotiate, express in a professional group.	C	P
CO7	Understand strategies and skills to use softwares essential for a professional setting.	U	F
CO8	Demonstrate ability to handle data in a professional setting.	Ap	C

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

Knowledge Category: F- Factual; C- Conceptual; P- Procedural; M- Metacognitive

MAPPING OF COs TO ASSESSMENT RUBRICS

COs	FA1	FA2	FA3	SA1	SA2
CO1	✓	✓	✓	✓	✓
CO2		✓	✓	✓	✓
CO3		✓	✓		✓

CO4		✓			
CO5			✓	✓	✓
CO6			✓	✓	✓
CO7	✓	✓		✓	✓
CO8	✓	✓			

MAPPING OF COs WITH PSOs WITH CORRELATION LEVEL:

(To be marked with 1, 2 or 3, indicating LOW/ MILD CORRELATION (1); MEDIUM CORRELATION (2), or STRONG CORRELATION (3))

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	3	2			3		3
CO2	3	2			3		2
CO3	3				3		
CO4	2	2			3		1
CO5	3				3		1
CO6	3	2			3		2
CO7	3				3		
CO8		3			3		2

MAPPING OF COs WITH POs WITH CORRELATION LEVEL

(To be marked with 1, 2 or 3, indicating LOW/ MILD CORRELATION (1); MEDIUM CORRELATION (2), or STRONG CORRELATION (3))

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	1		3	2		1
CO2	2	3	1	3	3		1
CO3	2	3		3	2		
CO4	2	3		3	3		
CO5		3		3			2
CO6	1	3		3	1		2
CO7	1			3	3		1
CO8				3	3		

Type of Course	DISCIPLINE SPECIFIC CORE 3/ MINOR IN LITERATURE & CULTURE 1				
Course Code	MIUK1DSCECE103.1				
Course Title	A Journey through Global Literatures				
Semester	1				
Academic Level	100-199				
Course Details	Credit	Lecture hours/ week	Tutorial hours/ week	Practical hours/week	Total hours/week
	4	4			4
Pre-requisites	A familiarity with various literary forms, and an interest in literature.				
Course Summary	This minor course provides learners with a survey of world literature, exploring various narrative genres and authors from diverse nationalities and literary traditions.				

Module	Unit	Content	Hours
I	Narratives of Myth and Magic		15
	1	<p><i>Texts:</i> <i>Detailed:</i> William Shakespeare: “Songs of the Witches” https://www.poetryfoundation.org/poems/43189/song-of-the-witches-double-double-toil-and-trouble C. P. Cavafy: “Ithaka” https://www.poetryfoundation.org/poems/51296/ithaka-56d22eef917ec Jack Gilbert: “Failing and Flying” https://www.poetryfoundation.org/poems/48132/failing-and-flying Nikolai Gogol: “The Nose” https://www.gla.ac.uk/0t4/crcees/files/summerschool/readings/Gogol_TheNose.pdf H. C. Anderson: “The Snow Queen” https://gutenberg.ca/ebooks/andersen-snowqueen/andersen-snowqueen-00-h.html</p> <p><i>Non-Detailed:</i> Salman Rushdie : <i>Midnight’s Children</i></p>	
II	Narratives of Love and Kinship		15
	2	<p><i>Detailed:</i> Sonia Sanchez: “Haiku (for you)” https://poets.org/poem/haiku-you Pablo Neruda: “Everyday You Play” https://hellopoetry.com/poem/9920/every-day-you-play/ Khalil Gibran: “On Friendship” https://poets.org/poem/friendship-1</p>	

		<p><i>Non-Detailed:</i> Andrew Aciman: <i>Call me by your Name</i> Tennessee Williams: “A Streetcar Named Desire”</p>	
III	Narratives of Crime and Horror		15
	3	<p><i>Detailed:</i> E. T. A. Hoffman: “The Sandman” https://www.ux1.eiu.edu/~rlbeebe/sandman.pdf Louise Glück: “All Hallows” https://www.poetryfoundation.org/poems/49605/all-hallows</p> <p><i>Non-detailed:</i> Oyinkan Braithwaite: “My Sister, the Serial Killer” Agatha Christie: “The Mouse Trap” https://northcoastreptheatreschool.org/wp-content/uploads/2012/08/The-Mousetrap-script.pdf</p>	
IV	Narratives of Identity and Belonging		15
	4	<p><i>Detailed:</i> Amy Tan: “The Rules of the Game” https://jg019.k12.sd.us/eng1/Assignment%20Documents/Rules%20of%20the%20Game.pdf Gwendolyn Brooks: “We Real Cool” https://www.poetryfoundation.org/poetrymagazine/poems/28112/we-real-cool Benjamin Zephaniah: “We Refugees” https://prod-media.coolaustralia.org/wp-content/uploads/2016/09/06191706/We-Refugees-by-Benjamin-Zephaniah.pdf Warsen Shire: “Home” https://www.facinghistory.org/resource-library/home-warsan-shire</p> <p><i>Non-detailed:</i> Chinua Achebe: <i>Things Fall Apart</i></p>	

Reference Texts:

The Cambridge Companion to World Literature, Edited by Ben Etherington

COURSE OUTCOMES

No	Upon completion of the course, the graduate will be able to:	Cognitive Level	Knowledge Category
CO1	Understand the use of myth and magic in storytellings around the world.	Un	C
CO2	Analyse significant literary texts rooted in myth and magic from across the world.	An	C, P
CO3	Understand the themes of love and kinship in storytellings around the world.	Un	C
CO4	Analyse significant literary texts rooted in the themes of love and kinship from across the world.	An	C, P
CO5	Understand crime and horror as genres in world	Un	C

	literature.		
CO6	Analyse significant literary texts of crime and horror genres from across the world.	An	C, P
CO7	Understand how identity and belonging become a major concern in world literature.	Un	C
CO8	Analyse significant literary texts addressing the concerns of identity and belonging from across the world.	An	C, P

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

Knowledge Category: F- Factual; C- Conceptual; P- Procedural; M- Metacognitive

ASSESSMENT RUBRICS

Formative (Continuous) Assessment through:

FA 1: Assignment: Write a critical analysis of a literary work which is not prescribed in the syllabus, focusing on a theme covered in the course modules. (10 marks)

FA 2: Quiz (10 marks)

FA 3: Written examination

Summative (End Semester) Assessment through:

SA 1: End Semester Examination

MAPPING OF COs TO ASSESSMENT RUBRICS

COs	FA1	FA2	FA3	SA1	SA2
CO1	✓	✓	✓	✓	
CO2	✓	✓	✓	✓	
CO3	✓	✓	✓	✓	
CO4	✓	✓	✓	✓	
CO5	✓	✓	✓	✓	
CO6	✓	✓	✓	✓	
CO7	✓	✓	✓	✓	
CO8	✓	✓	✓	✓	

MAPPING OF COs WITH PSOs WITH CORRELATION LEVEL:

(To be marked with 1, 2 or 3, indicating LOW/ MILD CORRELATION (1); MEDIUM CORRELATION (2), or STRONG CORRELATION (3))

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1		1	3				
CO2		1	3	1			
CO3		1	3				
CO4		1	3	1			

CO5		1	3				
CO6		1	3	1			
CO7		1	3				
CO8		1	3	1			

MAPPING OF COs WITH POs WITH CORRELATION LEVEL
(To be marked with 1, 2 or 3, indicating *LOW/ MILD CORRELATION (1); MEDIUM CORRELATION (2), or STRONG CORRELATION (3)*)

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	1						1
CO2	1						1
CO3	1						1
CO4	1						1
CO5	1						1
CO6	1						1
CO7	1						1
CO8	1						1

Type of Course	DISCIPLINE SPECIFIC CORE 4/ MINOR IN LITERATURE & CULTURE 2				
Course Code	MIUK1DSCECE104.1				
Course Title	<i>Exploring Indian Literatures in English</i>				
Semester	1				
Academic Level	100-199				
Course Details	Credit	Lecture hours/ week	Tutorial hours/ week	Practical hours/week	Total hours/week
	4	4			4
Pre-requisites	An interest in Indian literature and familiarity with literary texts				
Course Summary	The course aims to provide an introduction to some themes and overarching concerns in Indian literature				

Module	Unit	Content	Hours
I	Introduction to Indian Literature		15
	1	Background-beginnings of early writings in english	5
	2	Pre-Independent era-Freedom struggle and Nationalism - Modern Indian poetry- Postcolonial writing-Contemporary scenario and ‘Popular’ Indian literature	10
II	Folklore, Mythology and Oral Traditions		15
	3	<p>Overview of major folk traditions-mythological narratives, and oral storytelling practices in India -Regional Folklore and Mythology-Oral Traditions in Indian Literature-Adaptations and Reinterpretations</p> <p>Texts:</p> <ol style="list-style-type: none"> 1. C. Rachagopalachari: Select titles from <i>Ramayan</i> (the cultural influence of the text- multiple narratives from diverse cultural backgrounds- contemporary readings and reinterpretations) 2. Vishnu Sharma: Select titles from <i>Panchatantra</i> (storytelling and education through fables) and <i>Jataka Tales</i> 3. A.K. Ramanujan: Select titles from <i>Folktales from India: A Selection of Oral Tales from Twenty-two Languages</i> 4. Tagore:“Leave this” 5. K. Pradeep: “Phad and the Portable Temple” <p>A vibrant Rajasthani art form performed by bhopas is up against modern day demands and waning interest - The Hindu</p> <p>Activity:</p> <ol style="list-style-type: none"> 1. Choose an oral tradition from any part of India for detailed study. Write a report on the oral tradition incorporating the following questions: <ol style="list-style-type: none"> a. How and where did this tradition evolve? b. Is there a particular community attached to its practice? How do they keep the tradition alive? c. Are there attempts to preserve the tradition in 	15

		words or digital archives? etc	
		2. Attempt a modern retelling or reinterpretation of a mythical figure, either from the classical tradition or local oral traditions like Mahabali or Unniyarcha.	
III	Tradition v/s modernity		15
	4	Journey Through Time-critique and celebration of tradition, values, customs and belief systems-challenges and opportunities of globalization	3
	5	Characters Caught Between Worlds-tensions between tradition and modernity-generational conflict-phenomenon of urbanization and the disappearance of rural spaces	4
	6	<p>Texts:</p> <ol style="list-style-type: none"> 1. Girish Karnad: <i>Tuglaq</i> 2. Arun Kolatkar: “A Low Temple” 3. Arundati Subrahmaniam: “Home” <p>Home - Arundhati Subramaniam - India - Poetry International</p> <ol style="list-style-type: none"> 4. U R Ananthamurthy: <i>Samskara: A Rite for a Dead Man</i> 5. Kamala Das: “Next to Indira Gandhi” 6. Jerry Pinto: <i>Em and the Big Hoom</i> 7. Mahesh Dattani: <i>Dance Like a Man</i> <p>Activity:</p> <p>3. Analyze one of these themes in the work of a select Indian writer-</p> <ol style="list-style-type: none"> a. Generational conflict b. Critique of traditional values c. Celebration of tradition d. Challenges of globalization 	8
IV	Identity, Belonging and Representation		15
	7	Representation of cultural identity-diaspora- themes of migration, displacement,alienation and hybridity-identity and belonging-gender, caste, sexuality-intersectionality	5
	8	<p>Texts:</p> <ol style="list-style-type: none"> 1. Salman Rushdie: <i>Imaginary Homelands</i> 2. Deepa Mehta (dir): <i>Earth</i> (Movie) 3. Easterine Kire: <i>When the River Sleeps</i> 4. Sadat Hassan Manto: <i>Toba Tek Singh</i> 5. Nissim Ezekiel: “Background, Casually” 6. Agha Shahid Ali: “Postcard from Kashmir” 	10

TEXTS

Reference Texts:

1. Paula Richman: *Many Ramayanas: The Diversity of a Narrative Tradition*
2. Stephen Alter, Wimal Dissanaayake: *The Penguin Book of Modern Indian Short Stories*

COURSE OUTCOMES

No	Upon completion of the course, the graduate will be able to:	Cognitive Level	Knowledge Category
CO1	Understand the historical developments of Indian writing in English	U	F
CO2	Develop an appreciation of the major writers in Indian English literature and their styles	An, E	P
CO3	Appreciate the diverse themes and concerns in Indian writing in English	U, An	C
CO4	Critically evaluate the gaze with which the works are composed, understand the issues of truthful and authentic representation of communities	An, C	C,P
CO5	Understand the socio-political and historical context in which the works are set in	U, An	C,P
CO6	Critically appreciate the language and techniques employed by the writer to portray displacement, trauma, concerns of identity and belonging etc.	An, C	P
CO7	Develop an appreciation for the oral narratives and folk traditions of India	An	C

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

Knowledge Category: F- Factual; C- Conceptual; P- Procedural; M- Metacognitive

ASSESSMENT RUBRICS

Formative (Continuous) Assessment through:

- FA 1: Activity 1
- FA 2: Activity 2
- FA 3: Activity 3

Summative (End Semester) Assessment through:

- SA 1: End Semester Examination- 50 Marks
- SA 2: Term Project

MAPPING OF COs TO ASSESSMENT RUBRICS

COs	FA1	FA2	FA3	SA1	SA2
CO1	✓	✓	✓	✓	✓
CO2			✓	✓	✓
CO3	✓		✓	✓	✓
CO4	✓	✓		✓	✓
CO5			✓	✓	✓
CO6				✓	✓
CO7	✓	✓		✓	✓

MAPPING OF COs WITH PSOs WITH CORRELATION LEVEL:

(To be marked with 1, 2 or 3, indicating LOW/ MILD CORRELATION (1); MEDIUM CORRELATION (2), or STRONG CORRELATION (3))

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1			1		1		
CO2	1		2		2		
CO3		2	2		2		
CO4			3		2		3
CO5		1			1	2	
CO6	2		3		2	2	2
CO7		1	3		2	2	

MAPPING OF COs WITH POs WITH CORRELATION LEVEL

(To be marked with 1, 2 or 3, indicating LOW/ MILD CORRELATION (1); MEDIUM CORRELATION (2), or STRONG CORRELATION (3))

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	1						
CO2	1						
CO3	2	2	2		1		
CO4	3	2	3	2			2
CO5	2					1	3
CO6	3	2	3	2	1		2
CO7	2		2			1	2

Type of Course	MULTI-DISCIPLINARY COURSE 1				
Course Code	MIUK1MDCECE105.1				
Course Title	<i>English for Media Literacy</i>				
Semester	1				
Academic Level	100-199				
Course Details	Credit	Lecture hours/ week	Tutorial hours/ week	Practical hours/week	Total hours/week
	3	3			3
Pre-requisites	Basic communication skills and basic understanding of media concepts				
Course Summary	This course is designed to equip students to understand media platforms, genres, messages and their socio-cultural impacts				

Module	Unit	Content	Hours
I	Introduction to Media Literacy		15
	1	Understanding Media- Introducing the concept of media and its various forms such as print, broadcast, digital media.	5
	2	Influence of media on society and culture-critical thinking skills to analyse media content, including techniques for deconstructing messages, identifying bias, and evaluating sources	5
	3	Media Regulation and Policy-examine the role of government regulations, industry self-regulation, and media policies in shaping media content and protecting consumers.	5
II	Media Writing Basics and Ethics		15
	6	News Values and Judgment- Understanding the criteria used to determine newsworthiness (timeliness, proximity, significance, prominence, human interest, and conflict)	3
	7	Recognizing the importance of sensitivity and cultural awareness in media writing, including avoiding stereotypes, respecting privacy, and representing diverse perspectives.	3
	8	Accuracy and Fact-Checking-developing skills to ensure accuracy in reporting by fact-checking information, verifying sources, and correcting errors promptly	3
	9	Writing Techniques and Styles-exploring different writing styles and techniques used in journalism and media writing, including news writing, feature writing, opinion pieces, and investigative reporting	3
	10	Attribution and Sourcing-learning how to properly attribute information to sources, verify facts, and maintain transparency in reporting.	3
III	English for Social Media Communication		15
	11	Developing skills in crafting concise, engaging, and audience-specific content for social media posts, captions, tweets, status updates, and comments	2
	12	Learning how to create and curate visually appealing content for social media, including images, videos, infographics, and memes, and understanding the role of visual storytelling	2

13	Understanding the use of hashtags to categorise and discover content on social media, as well as monitoring trending topics and participating in relevant conversations - SEO	3
14	Strategies for managing and responding to crises or negative feedback on social media, including timely and transparent communication, empathy, and resolution.	3
15	Legal and Regulatory Considerations- Understanding legal and regulatory considerations related to social media communication, such as copyright, intellectual property, data privacy, and compliance with platform policies Media Literacy Project: Digital Media Campaign	5

TEXTS

Reference Texts:

1. Nick, Ceramella, Elizabeth, Lee: *Cambridge English for the Media*:
2. Dr. V S Laxmi Ramana and Dr. Babi Duli: *English for Digital Media Literacy*

COURSE OUTCOMES

No	Upon completion of the course, the graduate will be able to:	Cognitive Level	Knowledge Category
CO1	Develop critical thinking skills necessary for analyzing and evaluating media messages, including advertisements, news articles, and social media posts, discerning bias, propaganda, and misinformation.	U	F
CO2	Enhance writing proficiency for social media communication, enabling students to craft engaging and persuasive messages tailored to different platforms, audiences, and communication objectives	R, U	F
CO3	Demonstrate proficiency in using digital media tools and platforms for content creation, dissemination, and engagement	Ap, C	C
CO4	Analyse the ethical implications of media communication, including issues of privacy, consent, and representation, and apply ethical principles in media writing and content creation practices	An	C
CO5	Collaborate effectively in media literacy projects, including the planning, execution, and evaluation of digital media campaigns.	C	C
CO6	Cultivate awareness of cultural and social contexts in media communication	U	F
CO7	Reflect on personal growth and development in media literacy and digital communication skills	E, An	P

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

Knowledge Category: F- Factual; C- Conceptual; P- Procedural; M- Metacognitive

ASSESSMENT RUBRICS

Formative (Continuous) Assessment through:

FA 1: Continuous Internal Assessment Tests (10 marks)

FA 2: Assignment/ Seminar/ Presentation/ Project: Individual (10 marks)

FA 3: Assignment/ Seminar/ Presentation/ Project: Group (10 marks)

Summative (End Semester) Assessment through:

SA 1: End Semester Exam (40 marks)

SA 2: Digital Media Campaign (30 marks)

MAPPING OF COs TO ASSESSMENT RUBRICS

COs	FA1	FA2	FA3	SA1	SA2
CO1	✓	✓		✓	
CO2	✓	✓		✓	
CO3	✓		✓	✓	
CO4	✓			✓	
CO5	✓		✓	✓	✓
CO6	✓			✓	
CO7	✓			✓	

MAPPING OF COs WITH PSOs WITH CORRELATION LEVEL:

(To be marked with 1, 2 or 3, indicating LOW/ MILD CORRELATION (1); MEDIUM CORRELATION (2), or STRONG CORRELATION (3))

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	1		3	2		2	
CO2	2	3	2	2		3	
CO3			3	3		2	
CO4		2	2			2	
CO5			2	2		3	2
CO6			3			2	
CO7	2	1	2	1		2	

MAPPING OF COs WITH POs WITH CORRELATION LEVEL

(To be marked with 1, 2 or 3, indicating LOW/ MILD CORRELATION (1); MEDIUM CORRELATION (2), or STRONG CORRELATION (3))

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1						2	

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CO2		1				2	
CO3				2		3	
CO4					3		
CO5	2	3	2	2		3	2
CO6							
CO7						2	

Type of Course	MULTI-DISCIPLINARY COURSE 2				
Course Code	MIUK1MDCECE106.1				
Course Title	<i>English for Journalism and Mass Media</i>				
Semester	1				
Academic Level	100-199				
Course Details	Credit	Lecture hours/ week	Tutorial hours/ week	Practical hours/week	Total hours/week
	3	3			3
Pre-requisites	Foundational knowledge in English grammar and media literacy				
Course Summary	This course is designed to provide students necessary linguistic and writing skills specifically for the field of journalism and mass communication				

Module	Unit	Content	Hours
I	Introduction to Mass Media and Journalism		15
	1	Understanding the role and significance of mass media in society, functions, evolution, and impact on culture, politics, and communication	3
	2	Tracing the historical development of journalism from its origins to modern-day practices, key milestones, technological advancements, and shifts in media ownership and regulation	3
	3	Examination of different types of media institutions(newspapers, broadcast networks, online platform)	3
	4	Impact of digital technology on journalism practices, including online news production, multimedia storytelling, data journalism, and citizen journalism	3
	5	Future trends and challenges- examination of emerging trends, technologies and challenges in mass communication and journalism-Ethics and responsibilities -Deepfakes	3
II	News Reporting and Writing Skills		15
	6	Basics of news reporting and writing news reports.	2
	7	News gathering techniques including taking interviews, research, observation and data collection	3
	8	Different news writing and editing style, headline writing, multimedia reporting	3
	9	Newsroom management- teamwork and leadership skills	3
	10	Understanding legal and regulatory issues related to news reporting, including libel, defamation, privacy, copyright, and access to information laws.	4
III	Journalism Project		15
	11	Preparing a News report	10
	12	Presenting the prepared report (<i>specific</i>)	5

TEXTS

Reference Texts:

1. <https://www.coursera.org/learn/journalism>
2. Mike Gandon and Heather Purdey :*English for International Journalists*
3. Crawford Gillian and Sir Harold Evans : *Essential English for Journalists, Editors and Writers*

COURSE OUTCOMES

No	Upon completion of the course, the graduate will be able to:0	Cognitive Level	Knowledge Category
CO1	Demonstrate a comprehensive understanding of the role and significance of mass media and journalism in society	U	C
CO2	Develop proficiency in news reporting and writing skills, including sourcing, interviewing, fact-checking, and crafting engaging news stories	C, R	C
CO3	Use digital tools and technologies effectively for multimedia storytelling	Ap	C
CO4	Analyse and critique news media content critically, evaluating the quality, credibility, and bias of news sources and articles	An, E	C,P
CO5	Enhance collaborative skills	C	P
CO6	Ensure ethical decision-making and reflection on journalistic practice, demonstrating integrity, transparency, and accountability in reporting and storytelling within the mass media landscape	Ap	C
CO7	Apply critical thinking skills to identify and analyze emerging trends and issues	Ap	C
CO8	Show proficiency in English language communication within the field of journalism and mass media	Ap	C

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

Knowledge Category: F- Factual; C- Conceptual; P- Procedural; M- Metacognitive

ASSESSMENT RUBRICS

Formative (Continuous) Assessment through:

FA 1: Continuous Internal Assessment Tests (10 marks)

FA 2: Assignment/ Seminar/ Presentation/ Project: Individual (10 marks)

FA 3: Assignment/ Seminar/ Presentation/ Project: Group (10 marks)

Summative (End Semester) Assessment through:

SA 1: End Semester Exam (40 marks)

SA 2: Submit a local news report (30 marks)

MAPPING OF COs TO ASSESSMENT RUBRICS

COs	FA1	FA2	FA3	SA1	SA2
CO1	✓	✓		✓	
CO2	✓	✓		✓	

CO3	✓		✓	✓	
CO4	✓	✓		✓	✓
CO5	✓		✓	✓	✓
CO6	✓			✓	✓
CO7	✓	✓		✓	✓
CO8	✓	✓		✓	

MAPPING OF COs WITH PSOs WITH CORRELATION LEVEL:

(To be marked with 1, 2 or 3, indicating LOW/ MILD CORRELATION (1); MEDIUM CORRELATION (2), or STRONG CORRELATION (3))

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1		1					
CO2	2	2					
CO3		3	2				
CO4		2	2				
CO5		2					
CO6		2	2			3	
CO7		2					
CO8	2	3					

MAPPING OF COs WITH POs WITH CORRELATION LEVEL

(To be marked with 1, 2 or 3, indicating LOW/ MILD CORRELATION (1); MEDIUM CORRELATION (2), or STRONG CORRELATION (3))

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1		2					
CO2							1
CO3	2						
CO4		2		1			
CO5							
CO6					2		3
CO7		2					
CO8				2			

Type of Course	MULTI-DISCIPLINARY COURSE 3				
Course Code	MIUK1MDCECE107.1				
Course Title	<i>English for Tourism and Hospitality</i>				
Semester	1				
Academic Level	100-199				
Course Details	Credit	Lecture hours/ week	Tutorial hours/ week	Practical hours/week	Total hours/week
	3	3			3
Pre-requisites	An interest in tourism and hospitality.				
Course Summary	This course will help students become familiar with the key concepts, terminology and trends in the tourism and hospitality industry and develop an understanding of the importance of effective communication in tourism and hospitality sectors.				

Module	Unit	Content	Hours
I	Introduction to Tourism and Hospitality Industry		15
	1	Overview of the Tourism and Hospitality Industry	2
	2	Types of Tourism (e.g., ecotourism, adventure tourism, cultural tourism, medical tourism) Select tourist destinations like Maldives, Thailand and Kerala as case studies giving thrust on Gender Reaffirmation Surgery, Pink Economy, etc.	3
	3	Hospitality Services and Facilities	4
	4	Customer Service and Communication Skills in Tourism	2
	5	Current Trends and Challenges in the Industry	4
II	Cultural Awareness and Cross-Cultural Communication		15
	6	Understanding Cultural Diversity in Tourism	3
	7	Cross-Cultural Etiquette and Customs in Hospitality	3
	8	Cultural Communication Strategies	3
	9	Dealing with Cultural Misunderstandings and Conflicts	3
	10	Cultural Sensitivity Training in Tourism and Hospitality	3
III	Tourism Marketing, Promotion and Customer Service Excellence		15
	11	Basics of Tourism Marketing	3
	12	Target Audience Analysis and Segmentation	3
	13	Branding and Image Building in Tourism	3
	14	Digital Marketing Tools and Techniques	2
	15	Communication Strategies for Effective Promotion	2

Reference Texts:

1. John Doe: *Introduction to Tourism and Hospitality*
2. Articles and case studies on current trends and challenges in the industry.
3. David Thomas and Kerr Inkson: *Cultural Intelligence: A Guide to Working with People from Other Cultures*

4. Case studies and role-plays focusing on cross-cultural communication scenarios in tourism and hospitality.
5. Philip Kotler and John Bowen: *Marketing for Hospitality and Tourism*
6. Case studies on successful tourism marketing campaigns and promotional materials.
7. Robert W. Lucas: *Customer Service: Skills for Success*
8. Case studies and role-plays focusing on customer service situations in tourism and hospitality contexts.

COURSE OUTCOMES

No	Upon completion of the course, the graduate will be able to:	Cognitive Level	Knowledge Category
CO1	Define key terms and concepts related to the tourism and hospitality industry.	R	F
CO2	Apply effective communication skills to interact with tourists and guests across diverse hospitality environments.	Ap	F, C
CO3	Demonstrate cultural sensitivity and respect in their interactions with tourists from diverse backgrounds	Ap	C
CO4	Apply cross-cultural communication strategies to effectively engage with tourists and provide quality service.	Ap	C
CO5	Develop marketing strategies tailored to specific target audiences and tourism products.	C	F,C
CO6	Create persuasive promotional materials using appropriate language and communication techniques.	C	C
CO7	Demonstrate understanding of the principles of excellent customer service and apply them in real-world scenarios.	Ap	C,P
CO8	Analyze customer complaints and feedback systematically leading to enhanced customer satisfaction and loyalty	An	P

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

Knowledge Category: F- Factual; C- Conceptual; P- Procedural; M- Metacognitive

ASSESSMENT RUBRICS

Formative (Continuous) Assessment through:

FA 1: Internal Assessment Test (10 marks)

FA 2: Assignment: Individual (10 marks)

FA 3: Presentation/ Project: Group (10 marks)

Summative (End Semester) Assessment through:

SA 1: End Semester Exam (40 marks)

SA 2: Project with Viva (30 marks)

MAPPING OF COs TO ASSESSMENT RUBRICS

COs	FA1	FA2	FA3	SA1	SA2
CO1	✓			✓	

CO2			✓		✓
CO3			✓		✓
CO4	✓		✓	✓	✓
CO5	✓			✓	✓
CO6	✓	✓	✓	✓	✓
CO7	✓	✓	✓	✓	✓
CO8			✓		✓

MAPPING OF COs WITH PSOs WITH CORRELATION LEVEL:

(To be marked with 1, 2 or 3, indicating LOW/ MILD CORRELATION (1); MEDIUM CORRELATION (2), or STRONG CORRELATION (3))

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	2				2		
CO2	3				2		
CO3	2	1	3	3	3		
CO4	2		3	3	2	2	
CO5	3	2			2	3	2
CO6	3	2		2	3		3
CO7	3	3	1	1	3		
CO8	3	3	2	2	3		

MAPPING OF COs WITH POs WITH CORRELATION LEVEL

(To be marked with 1, 2 or 3, indicating LOW/ MILD CORRELATION (1); MEDIUM CORRELATION (2), or STRONG CORRELATION (3))

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1		1		1	2		
CO2	2	2	3	1	2		
CO3	3			2	3		2
CO4	2		2	3	3		
CO5	1			2		2	
CO6	2	2		2	1	3	2

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CO7	2	3	1				3
CO8	2	3					3

Type of Course	MULTI-DISCIPLINARY COURSE 4				
Course Code	MIUK1MDCECE108.1				
Course Title	<i>English for the Aviation Industry</i>				
Semester	1				
Academic Level	100-199				
Course Details	Credit	Lecture hours/ week	Tutorial hours/ week	Practical hours/week	Total hours/week
	3	3			3
Pre-requisites	A basic understanding of the Aviation industry and its key terminology				
Course Summary	This course aims at helping the learner in getting familiar with the essential aviation terminology used in various aspects of aviation and logistics and to develop communication skills in aviation-related contexts				

Module	Unit	Content	Hours
I	Aviation Communication and Terminology		15
	1	Introduction to aviation terminology and phraseology <ul style="list-style-type: none"> Introduction to fundamental aviation terminology and communication protocols. Understanding key terms related to aircraft, navigation, air traffic control (ATC), and airport operations. Practice in basic communication skills, including radio telephony procedures and phraseology. 	3
	2	Flight Operations and emergency communication procedures <ul style="list-style-type: none"> Exploration of flight operations terminology and procedures, including pre-flight, in-flight, and post-flight communication. Examination of standard operating procedures (SOPs) and checklists used in aviation. Simulation exercises to practice communication in various flight scenarios, such as emergencies and routine operations. 	3
	3	Communication protocols in the flight deck <ul style="list-style-type: none"> Understanding communication protocols and procedures in the flight deck. Practice in exchanging information between pilots during various phases of flight. Simulation exercises to reinforce effective communication skills in cockpit environments. 	3
	4	Air traffic control communications <ul style="list-style-type: none"> In-depth study of air traffic control (ATC) communications and procedures. Understanding ATC phraseology, instructions, and clearances. Role-play activities simulating interactions between pilots and ATC in different phases of flight, such as departure, en-route, and approach. 	3
5	Cabin crew communication techniques and protocol <ul style="list-style-type: none"> Understanding the role of cabin crew in communication 	3	

		<p>and passenger service.</p> <ul style="list-style-type: none"> • Training in cabin crew communication techniques, including announcements, safety demonstrations, and passenger assistance. • Role-playing scenarios focusing on cabin crew communication during routine operations and emergency situations. 	
II	Aviation Safety and Procedures		15
	6	<p>Overview of aviation safety procedures</p> <ul style="list-style-type: none"> • Introduction to aviation safety terminology and procedures. • Understanding safety briefings, checklists, and emergency protocols. • Simulation exercises to practice safety-related communication and decision-making. 	3
	7	<p>Crew resource management (CRM) principles</p> <ul style="list-style-type: none"> • Understanding the principles of Crew Resource Management (CRM) and its importance in aviation communication. • Practice in teamwork, leadership, and communication skills necessary for effective CRM. • Case studies and role-playing scenarios to explore CRM concepts in real-world situations. 	4
	8	<p>Emergency response and evacuation procedures</p> <ul style="list-style-type: none"> • Training in emergency communication protocols and procedures. • Practice in handling emergency situations and communicating effectively with ATC and passengers. • Analysis of case studies and real-world examples of successful emergency communication. 	4
	9	<p>Safety documentation and reporting</p> <ul style="list-style-type: none"> • Learning the importance of clear and concise reporting in maintaining safety standards and improving aviation safety culture. • Practicing writing skills to convey critical information in safety reports, including factual details, timelines, and contributing factors. • Developing proficiency in completing and submitting safety reports in accordance with organizational and regulatory requirements, including confidentiality and anonymity protocols. 	4
III	Aviation English Language Proficiency (ELP)		15
	10	<p>Overview of ICAO language proficiency requirements</p> <ul style="list-style-type: none"> • International Civil Aviation Organization (ICAO) language proficiency requirements for pilots and air traffic controllers. • Assessment of language skills in aviation contexts, including pronunciation, vocabulary, structure, fluency, 	5

		<p>comprehension, and interaction.</p> <ul style="list-style-type: none"> • Training in English language skills necessary to meet ICAO's language proficiency standards. 	
	11	<p>Aviation documentation and reporting in English</p> <ul style="list-style-type: none"> • Overview of aviation documentation, including manuals, reports, and forms. • Training in writing clear and concise aviation reports and documentation. • Practice in completing incident/accident reports and other regulatory documents. 	5
	12	<p>Language and cross - cultural considerations in international aviation communication</p> <ul style="list-style-type: none"> • Understanding the importance of cross-cultural communication in the aviation industry. • Training in cultural awareness and sensitivity when communicating with diverse passengers and crew. • Role-playing exercises to simulate communication challenges in multicultural aviation environments. 	5

TEXTS

Core Texts:

Henry Emery and Andy Roberts: *Aviation English*
 Sample airport announcements and radio communication.

Reference Texts:

1. Jeppesen: *Radio Phraseology and Procedures*
2. D. O. Stauffer: *Aviation Safety Programs: A Management Handbook*
3. Barbara G. Kanki, Robert L. Helmreich, and Jose Anca Jr.: *Crew Resource Management*
4. Sue Ellis and Terence Gerighty: *English for Aviation*
5. Dr. Maria Spyropoulou: *ICAO Language Proficiency Requirements: A Guide for Instructors*

COURSE OUTCOMES

No	Upon completion of the course, the graduate will be able to:	Cognitive Level	Knowledge Category
CO1	Effectively communicate using aviation-specific vocabulary and phraseology.	Ap	C
CO2	Demonstrate proficiency in applying communication protocols in aviation contexts	Ap	C,P
CO3	Demonstrate an understanding of aviation safety procedures and protocols.	U	F,C
CO4	Effectively communicate and coordinate during emergency situation	U	F,C
CO5	Demonstrate improved English language proficiency in aviation communication contexts.	Ap	C
CO6	Meet the language proficiency standards set by ICAO	C	C

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

Knowledge Category: F- Factual; C- Conceptual; P- Procedural; M- Metacognitive

ASSESSMENT RUBRICS

Formative (Continuous) Assessment through:

FA 1: Internal Assessment Tests (10 marks)

FA 2: Assignment: Individual (10 marks)

FA 3: Project: Group (10 marks)

Summative (End Semester) Assessment through:

SA 1: End Semester Exam (50 marks)

SA 2: Making Travel magazine/journal (20 marks)

MAPPING OF COs TO ASSESSMENT RUBRICS

COs	FA1	FA2	FA3	SA1	SA2
CO1	✓	✓	✓	✓	✓
CO2			✓	✓	✓
CO3	✓	✓	✓	✓	✓
CO4	✓	✓	✓	✓	✓
CO5	✓		✓	✓	
CO6			✓		

MAPPING OF COs WITH PSOs WITH CORRELATION LEVEL:

(To be marked with 1, 2 or 3, indicating LOW/ MILD CORRELATION (1); MEDIUM CORRELATION (2), or STRONG CORRELATION (3))

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	3	1		1	3		
CO2	3	2		2	3	1	
CO3	2	3	2	1	3		
CO4	3	3	2	1	3		2
CO5	3	3	1		3		3
CO6	3	3	2		3		2

MAPPING OF COs WITH POs WITH CORRELATION LEVEL

(To be marked with 1, 2 or 3, indicating LOW/ MILD CORRELATION (1); MEDIUM CORRELATION (2), or STRONG CORRELATION (3))

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	2			3	1		
CO2	1	1		3		1	

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CO3	2	2	1	3	2		2
CO4	3	3		3	3		
CO5	3	3		3	3		
CO6	3	3	2	3	3		3

SEMESTER 2: COURSE LIST

COURSE CODE	COURSE TITLE
MIUK2DSCECE109.1	<i>Communicative Competencies in the Digital World</i>
MIUK2DSCECE110.1	<i>Mastering English for Everyday Writing and Conversation</i>
MIUK2DSCECE111.1	<i>Glimpses of Twentieth Century Malayalam Literature in Translation</i>
MIUK2DSCECE112.1	<i>Approaches to Reading Literature and Culture</i>
MIUK2MDCECE113.1	<i>Popular Literature and Culture</i>
MIUK2MDCECE114.1	<i>Film Appreciation</i>
MIUK2MDCECE115.1	<i>Forensic Linguistics</i>
MIUK2MDCECE116.1	<i>Language, Society and Communication</i>
AEC3	<i>English⁹</i>
AEC4	<i>Other Language¹⁰</i>

⁹ To be decided/ framed by the Department of English (Aided)

¹⁰ To be decided/ framed by the Department of Languages (Aided)

Type of Course	DISCIPLINE SPECIFIC CORE 5/ MINOR IN COMMUNICATIVE ENGLISH 3				
Course Code	MIUK2DSCECE109.1				
Course Title	<i>Communicative Competencies for the Digital World</i>				
Semester	2				
Academic Level	100-199				
Course Details	Credit	Lecture hours/ week	Tutorial hours/ week	Practical hours/week	Total hours/week
	4	4			4
Pre-requisites	Basic knowledge in digital technologies and in written and spoken communication				
Course Summary	This course aims to equip students with the skills necessary to effectively communicate in the digital world				

Module	Unit	Content	Hours
I	Introduction to Digital Communication		15
	1	Evolution of digital communication: from traditional to digital media	3
	2	Characteristics and features of digital communication platforms: Facebook, Instagram, YouTube etc	3
	3	Role of audience engagement in digital communication trends and innovations in digital communication technologies	3
	4	Digital communication in professional contexts: Business communication, public relations, etc	3
	5	Cultivating digital literacy skills: information evaluation, fact-checking, etc.	3
II	Effective Writing for Digital Platforms		15
	6	Principles of effective digital writing - tailoring content for digital platforms and audiences	3
	7	Writing for social media:crafting narratives for blogs, social media posts, websites, podcasts	3
	8	Incorporating multimedia elements: Images, videos, infographics - Digital storytelling techniques and narrative structures	3
	9	Email communication: writing professional and persuasive emails - storytelling in digital marketing campaigns and branding	3
	10	Collaborative writing and editing tools for digital content creation - user-generated content and community engagement strategies	3
III	Visual Communication in the Digital Age		15
	11	Introduction to visual communication - trends and innovations in visual communication - elements of visual design: colour theory, typography, layout	3
	12	Psychology of visual communication: perception, cognition, emotion - visual storytelling techniques - incorporating visual elements in digital content: websites, social media posts	3

	13	Presentations - presentational and representational practices in social media platforms	3
	14	Visual branding and identity: Consistency across digital platforms visual content creation for marketing and advertising campaigns.	3
	15	Copyright and licensing issues related to visual content - ethical considerations in visual communication: representation and manipulation.	3
IV	Digital Literacy and Ethics		15
	16	Evaluating online information: Fact-checking, source verification, credibility assessment	3
	17	Identifying and combating misinformation and fake news - understanding algorithms and their impact on digital information consumption	4
	18	Online safety and security: protecting personal data, avoiding scams, etc. Digital citizenship: rights, responsibilities, and ethical behaviour online - empathy and respect in digital interactions	4
	19	Digital footprints and online reputation management - cyberbullying and harassment: prevention and intervention strategies	4

TEXTS

Reference Texts:

1. Carrie Marshall: *Writing for Social Media*
2. Daniel Lawrence: *Digital Writing: A Guide to Writing for Social Media and the Web*: “Introduction”. *Principles of Digital Communication*: by Robert G. Gallager
3. Deni Elliot and Edward Spence: *Ethics for a Digital Era*

COURSE OUTCOMES

No	Upon completion of the course, the graduate will be able to:	Cognitive Level	Knowledge Category
CO1	Demonstrate a comprehensive understanding of digital communication principles	U, An	F
CO2	Develop digital literacy skills for effective communication in professional contexts.	C	C
CO3	Apply effective writing techniques tailored for digital platforms.	R, Ap	C
CO4	Employ visual communication strategies relevant to the digital age	U, E	C
CO5	Apply principles of effective digital writing to tailor content for various digital platforms and audiences	Ap, U	C
CO6	Will demonstrate proficiency in utilizing collaborative writing and editing tools for digital content creation.	C, Ap	C
CO7	Produce written content optimized for digital consumption.	C	C
CO8	Engage in ethical digital communication practices	E	C

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

Knowledge Category: F- Factual; C- Conceptual; P- Procedural; M- Metacognitive

ASSESSMENT RUBRICS

Formative (Continuous) Assessment through:

FA 1: Continuous Internal Assessment Tests (10 marks)

FA 2: Assignment/ Seminar/ Presentation/ Project: Individual (10 marks)

FA 3: Assignment/ Seminar/ Presentation/ Project: Group (10 marks)

Summative (End Semester) Assessment through:

SA 1: End Semester Exam (40 marks)

SA2: Mini Digital Project (30 marks)

MAPPING OF COs TO ASSESSMENT RUBRICS

COs	FA1	FA2	FA3	SA1	SA2
CO1	✓	✓		✓	
CO2	✓		✓	✓	
CO3	✓	✓	✓	✓	
CO4	✓			✓	
CO5	✓	✓	✓	✓	✓
CO6		✓		✓	
CO7	✓		✓	✓	✓
CO8	✓	✓		✓	

MAPPING OF COs WITH PSOs WITH CORRELATION LEVEL:

(To be marked with 1, 2 or 3, indicating LOW/ MILD CORRELATION (1); MEDIUM CORRELATION (2), or STRONG CORRELATION (3))

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1		2	1				
CO2		1	2				
CO3		3			2		
CO4		2	3				
CO5		2				3	
CO6		3	3		3		
CO7		2	2				
CO8		2	2				
CO9		1	1				

MAPPING OF COs WITH POs WITH CORRELATION LEVEL

(To be marked with 1, 2 or 3, indicating LOW/ MILD CORRELATION (1); MEDIUM CORRELATION (2), or STRONG CORRELATION (3))

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COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	1				1		
CO2					2		2
CO3					2		
CO4					3		2
CO5					2		
CO6		2			3		
CO7							
CO8							
CO9					2		

Type of Course	DISCIPLINE SPECIFIC CORE 6/ MINOR IN COMMUNICATIVE ENGLISH 4				
Course Code	MIUK2DSCECE110.1				
Course Title	<i>Mastering English for Everyday Writing and Conversation</i>				
Type of Course	DSC6/MCE4				
Semester	2				
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	Student should have acquired basic LSRW skills				
Course Summary	This core/minor course is designed to enhance students' proficiency in both written and spoken English, focusing on practical language skills necessary for everyday communication.				

Module	Unit	Content	Hrs
I	Module 1: Foundations of Spoken English		15
	1	Speaking about Myself: Personal information (name, age, occupation). Hobbies and interests-Family background- Role-playing self-introductions- Describing personal experiences.	3
	2	Practice in Public Speaking- Introducing a topic- expressing opinions- structuring a speech- Impromptu speeches-Group presentations	4
	3	Social Communication: Performing Language Functions-Making requests-Apologizing-Clarifying information- Expressing gratitude- Role-playing real-life scenarios-Conversations in pairs-Creating dialogues.	4
	4	Speaking across the Curriculum- Discussing classroom topics- Participating in group projects- Presenting findings-Group discussions- Academic debates-Oral presentations.	4
II	Intermediate Spoken English		15
	5	Talking about Life and Interests: Travel experiences- history and events. Describing home, town, and local area-Vocabulary expansion- Descriptive writing.	5
	6	Conversations in the Past and Present: Using tenses effectively- writing biographies- describing memorable events-Role-playing historical dialogues-Writing personal narratives.	5
	7	Engaging in Public Speaking: Structuring speeches- engaging an audience- effective presentation techniques-Group presentations- Impromptu speaking.	5

III	Developing Writing Skills		15
	8	Formal Writing Techniques: Writing professional emails, memos, and reports-Crafting formal letters (e.g., job applications, cover letters, job inquiry, complaint, request) following professional conventions- Understanding etiquette and tone in business communication.	5
	9	Creative Expression- Writing personal narratives, blog posts, and reflective pieces-Using descriptive language and storytelling techniques.	5
	10	Self-editing techniques- edit a provided passage- proofreading for grammar, spelling, and clarity- Seeking feedback and revising effectively.	5
IV	English for Everyday Life		15
	11	Role-Playing Scenarios such as Booking a hotel room-Ordering a meal at a restaurant- Discussing weekend plans with a friend.	7
	12	Interactive Speaking Assessment Students will engage in a conversation with the instructor or a peer. Topics may include: Discussing hobbies and interests-Talking about a recent purchase-Sharing opinions on a current event.	8

Reference Texts:

1. *The Elements of Style*- William Strunk Jr and E.B.White. Fourth Edition: 2003.
2. *On Writing Well*- William Zinsser..
3. *Practical English Usage*- Michael Swan. Fourth Edition: 2016
4. *English Conversation Practice*- Grant Taylor: 2004
5. *The Art of Public Speaking*- Dale Carnegie: 2020

ASSESSMENT RUBRICS

Formative (Continuous) Assessment through:

- FA 1: Continuous Internal Assessment Tests (10 marks)
 FA 2: Assignment/ Seminar/ Presentation/ Project: Individual (10 marks)
 FA 3: Viva Voce (10 marks)

Summative (End Semester) Assessment through:

- SA 1: End Semester Exam (50 marks)
 SA 2 : Role Play / Deliver a 2-minute impromptu speech on a topic related to everyday life./Situational Dialogue/Debate/Storytelling/ Participate in a class debate on a current social issues - (20) marks

COURSE OUTCOMES

No.	Upon completion of the course the graduate will be able to	Cognitive Level	Knowledge Category
CO-1	Develop effective communication strategies in various contexts.	C	P
CO-2	Engage in simple social interactions, discussions and presentations.	Ap	P
CO3	Increase proficiency in conversational English.	C	P
CO4	Use functional language for shopping, ordering food,	Ap	C

	and making inquiries.		
CO5	Develop mastery of basic writing mechanics such as grammar, punctuation, and sentence structure.	C	C
CO6	Familiarise with different genres and styles of writing.	U	F
CO7	Navigate common scenarios such as shopping, dining out and making appointments in English.	Ap	P
CO8	Develop confidence in using English effectively in routine situations.	C	P

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

Knowledge Category: F- Factual; C- Conceptual; P- Procedural; M- Metacognitive

MAPPING OF COs TO ASSESSMENT RUBRICS

COs	FA1	FA2	FA3	SA1	SA2
CO1	✓	✓		✓	
CO2	✓	✓		✓	
CO3	✓	✓		✓	
CO4	✓	✓	✓	✓	✓
CO5	✓	✓	✓	✓	✓
CO6	✓	✓	✓	✓	✓
CO7		✓	✓	✓	✓
CO8		✓	✓		✓

MAPPING OF COs WITH PSOs WITH CORRELATION LEVEL:

(To be marked with 1, 2 or 3, indicating LOW/ MILD CORRELATION (1); MEDIUM CORRELATION (2), or STRONG CORRELATION (3))

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	3	1	2		3		2
CO2	3		2		3		2
CO3	3	1			3		2
CO4	3		1		3		1
CO5	3				3		2
CO6	3		2		3		2
CO7	3				3		1
CO8	3	1	2		3		1

MAPPING OF COs WITH POs WITH CORRELATION LEVEL

(To be marked with 1, 2 or 3, indicating LOW/ MILD CORRELATION (1); MEDIUM CORRELATION (2), or STRONG CORRELATION (3))

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	3		3	3		2
CO2	3	2		3	3		3
CO3	3	1		3	1		1
CO4	3	1		3	1		
CO5	3	2		3	2		2
CO6	3	2	2	3	1		2
CO7	3	1		3	1		2
CO8	3	1		3	1		

Type of Course	DISCIPLINE SPECIFIC CORE 7/ MINOR IN LITERATURE & CULTURE 3				
Course Code	MIUK2DSCECE111.1				
Course Title	<i>Glimpses of Twentieth Century Malayalam Literature in Translation</i>				
Semester	2				
Academic Level	200-299				
Course Details	Credit	Lecture hours/ week	Tutorial hours/ week	Practical hours/week	Total hours/week
	4	4			4
Pre-requisites	An interest in translated works and the socio-cultural background of Malayalam literature				
Course Summary	This is a minor course offered in Literature and it aims at helping the students to get a basic knowledge of the literary and the non-literary works produced in Malayalam and the politics of its plurality				

Module	Unit	Content	Hours
I	Poetry		15
	1	<p>Background to the growth of Malayalam poetry – beginning of modernism in Malayalam poetry-the major poets – contemporary Malayalam poetry</p> <p>1. Nalapat Balamani Amma: ‘The Housewife’ www.poetryfoundation.org</p> <p>2. Edasseri Govindan Nair: ‘The Cooking Pot and the Sickle’ https://www.edasseri.org/English/translations/PuthankalavumArivalum.htm</p> <p>3. D. Vinayachandran: — ‘Advent’</p> <p>4. Sugatha Kumari: ‘The Temple Bell’</p> <p>5. K. G. Sankara Pillai: ‘Goorkha’ https://www.poetryinternational.org/pi/poem/8733/auto/0/0/K-G-SankaraPillai/Goorkha/nl/tile</p> <p>6. Anitha Thampi: ‘While Sweeping the Front Yard’ https://www.poemhunter.com/poem/while-sweeping-the-front-yard/ https://www.poetryinternational.org/pi/poem/19138/auto/0/0/Anitha-Thampi/Sweepingthe-Front-Yard/en/tile</p> <p>7. Vipitha: ‘The Snakes have Hollows’ http://www.modernliterature.org/2020/09/09/poems-by-vipitha/</p> <p>8. Balamani Amma: The Story of the Axe</p>	
II	Fiction		15
	6	<p>A brief history of Malayalam Fiction– Major writers - Emergence of Novel – major novelists – contemporary Malayalam fiction – major female writers --- transformation from modern to post–modern themes and techniques.</p> <p>Short Story</p> <p>1. Chandrika Balan: “The Post-Modern Story of Jyoti Viswanath”</p> <p>2. Sarah Joseph: “Inside Every Woman Writer” (from Breaking</p>	

	<p>the Silence: An Anthology of Women’s Literature.(Ed. Dr. Shobhana Kurien, Bookmates Publishers, 2017.</p> <p>3. K R Meera: “Yellow is the Colour of Longing”</p> <p>4. Santhosh Aechikkanam: “Komala”</p> <p>5. C. Ayyappan:”Spectral Speech”</p> <p>6. Ashitha : “In the Moonlit Land”</p> <p>7. Sithara S. : “Fire”</p> <p>(Stories Sl.no: 3-7) from The Oxford India Anthology of Malayalam Literature (2- Volume Set) OUP, 2017)</p> <p>Novel</p> <p>Detailed</p> <p>1. S K Pottakkad:<i>Tales of Athiranippadam</i></p> <p>2. Vaikkom Muhammed Basheer: <i>Pathumma’s Goat</i></p> <p>Non-detailed</p> <p>1. Lalithambika Antharjanam: <i>Fire, My Witness (Agnisakshi)</i> OUP, 2015</p>	
III	Non-Fiction	15
	<p>1. K. K. Kochu: ‘Writing the History of Kerala: Seeking a Dalit Space’ K Satyanarayana, Susie J Tharu. No Alphabet in Sight Penguin, 2011</p> <p>2. J Devika: “Imagining Women’s Social Space in Early Modern Keralam”, Section II, Page no 9-16) (opendocs.ids.ac.uk,2002) https://opendocs.ids.ac.uk/opendocs/bitstream/handle/20.500.12413/2932/wp329.pdf;sequence=1</p>	
IV	Drama	15
	<p>Evolution of Drama – influence of colonialism in the emergence of drama – major dramatists.</p> <p>1. C.N. Sreekantan Nair:<i>Kanchana Sita. (In the Shade of the Sahyadri: Selections from Malayalam Poetry and Short Fiction. OUP, 2012).</i></p> <p>Suggested Reading</p> <p>George, K.M. A Survey of Malayalam Literature, Asia Publishing House, 1968.</p> <p>---, Western Influence on Malayalam Language and Literature, Sahitya Academy. 1972.</p> <p>Paniker, K Ayyappa. A Short History of Malayalam Literature. Dept of Public Relations, Govt of Kerala, 1977.</p> <p>Nair, Sreedevi. K. Women Writers of Kerala. SSS Publications, 2012.</p>	

Reference Texts:

e-resources

<https://www.edasseri.org/ListenToEdasseriPoems.htm>

https://www.poemhunter.com/i/ebooks/pdf/edasseri_govindan_nair_2012_9.pdf

<http://keralasahithi.synthasite.com/> [http://sahitya-](http://sahitya-akademi.gov.in/library/meettheauthor/kadammanitta_ramakrishnan.pdf)

[akademi.gov.in/library/meettheauthor/kadammanitta_ramakrishnan.pdf](http://sahitya-akademi.gov.in/library/meettheauthor/kadammanitta_ramakrishnan.pdf)

COURSE OUTCOMES

No	Upon completion of the course, the graduate will be able to:	Cognitive Level	Knowledge Category
CO1	Gain a comprehensive understanding of the historical background and evolution of Malayalam poetry from its traditional roots to the modernist and contemporary periods.	U	F
CO2	Develop the ability to identify key literary elements and explore how they contribute to the overall meaning and impact of the poetry.	C	C
CO3	Critically evaluate the socio-political, environmental, and existential concerns addressed in contemporary Malayalam poetry	E	C,P
CO4	Analyze the thematic preoccupations, narrative techniques, and socio-cultural contexts that shape Malayalam fiction.	An	F,C
CO5	Develop the skills to interpret and evaluate the aesthetic, thematic, and ideological dimensions of Malayalam fiction	C	C
CO6	Examine how the writers use literature as a tool for resistance, empowerment, and social critique, highlighting marginalized voices and perspectives within Kerala's literary tradition.	E	C
CO7	Develop the skills to critically evaluate dramatic texts in terms of their thematic depth, artistic merit, and cultural significance.	C	C
CO8	Develop the ability to critically assess the role of drama in shaping and contesting narratives of colonialism, nationalism, and cultural identity in Kerala, enhancing their understanding of the intersections between literature, history, and politics.	C	C

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

Knowledge Category: F- Factual; C- Conceptual; P- Procedural; M- Metacognitive

ASSESSMENT RUBRICS

Formative (Continuous) Assessment through:

FA 1: Internal Examination (10 marks)

FA 2: Assignment(10 marks)

FA 3: Critical Appreciation of a Literary Text (10 marks)

Summative (End Semester) Assessment through:

SA 1:End Semester Examination (50 marks)

SA 2: Drama Enactment/ Translation Project (20 marks)

MAPPING OF COs TO ASSESSMENT RUBRICS

COs	FA1	FA2	FA3	SA1	SA2
CO1	✓	✓	✓	✓	✓

CO2	✓	✓	✓	✓	
CO3	✓	✓	✓	✓	
CO4	✓	✓	✓	✓	✓
CO5	✓	✓	✓	✓	✓
CO6	✓			✓	
CO7	✓		✓	✓	✓
CO8	✓			✓	✓

MAPPING OF COs WITH PSOs WITH CORRELATION LEVEL:

(To be marked with 1, 2 or 3, indicating LOW/ MILD CORRELATION (1); MEDIUM CORRELATION (2), or STRONG CORRELATION (3))

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	1		1	3			
CO2	2		2	3			2
CO3	2	1	2	3			3
CO4	2	2	1	3		2	3
CO5	1	3	2	3		1	
CO6		3	3	3			2
CO7		2	3	3			3
CO8	1	2	2	3			3

MAPPING OF COs WITH POs WITH CORRELATION LEVEL

(To be marked with 1, 2 or 3, indicating LOW/ MILD CORRELATION (1); MEDIUM CORRELATION (2), or STRONG CORRELATION (3))

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	2			1	2		
CO2	1	2		1	2		
CO3	2	3	1	2		2	2
CO4	3	2		2	2	3	2
CO5	3	1	2	1	1	2	
CO6	3	2		3	3		3
CO8	2	1		1		2	2
CO9	2				1		2

Type of Course	DISCIPLINE SPECIFIC CORE 8/ MINOR IN LITERATURE & CULTURE 4				
Course Code	MIUK2DSCECE112.1				
Course Title	<i>Approaches to Reading Literature and Culture</i>				
Semester	2				
Academic Level	100-199				
Course Details	Credit	Lecture hours/ week	Tutorial hours/ week	Practical hours/week	Total hours/week
	4	4			4
Pre-requisites	Interest in Literature and should have basic reading skills				
Course Summary	This course is designed to introduce students to various theoretical approaches and methodologies for analysing literary and cultural texts.				

Module	Unit	Content	Hours
I	Ideology and Society		15
	1	What is ideology?	2
	2	Ideology and Culture	3
	3	Politics of Discourse	3
	4	Ideology and Literature	4
	5	Art and Ideology	3
		Texts: Langston Hughes: “I, Too” W.H. Auden : “Unknown Citizen” George Orwell : <i>Animal Farm</i> C. Chaplin : <i>The Great Dictator</i> Anand : <i>Govardhan’s Travels</i>	
II	Mind, Culture, Society		15
	6	Psychoanalytic Perspectives	3
	7	Mind and Literary Characterisations	3
	8	Psychology and Cultural Identity	3
	9	Mind and Morality	3
	10	Social Psychology	3
		Texts: <i>Manichitrathazhu</i> (dir.) Fazil Edgar Allan Poe : <i>The Tell-tale Heart</i> Robert Browning : “Porphyria’s Lover” Sylvia Plath : <i>Bell Jar</i>	
III	Gender in Literature and Culture		15
	11	Social Construction of Gender	3
	12	Feminisms	3
	13	Masculinities	3
	14	Queerness	3
	15	Performativity	3
		Texts: Sachin Kundalker : <i>Cobalt Blue</i> <i>Memoirs Of A Geisha</i> (dir.) R. Marshall Vijila Chirappad : “She Who Flew Afore”	

		M. Sandor : “Eve Meets Medusa” Amrita Shergill : “Ancient Storyteller”	
IV	Culture: Key Terms and Concepts		15
	16	Cultural Hegemony- Cultural Materialism- Culture Industry	3
	17	Critical Race Theory	3
	18	High Culture and Low Culture - Subculture- Pop Culture- Cultural Resistance	3
	19	Cultural Memory- Cultural Performance and Rituals- Cultural Production and Consumption	3
	20	Visual Culture	3
		<p>Texts: <i>The Trueman Show</i>, (dir.) Peter Weir “Why Malayalis Love an ‘Inverted Coconut’: Whiteness and Media Influence in Postcolonial Kerala” : Soumithra M. S., https://alablog.in/issues/46/inverted-coconut/ “Kappiri Shrines and Memories of Slavery in Kerala” : Neelima Jeychandran, https://alablog.in/issues/7/kappiri-shrines-slavery/ Aalayal Thara Veno?: Sooraj Santosh, https://www.youtube.com/watch?v=XGE_oQ5GUO4</p>	

TEXTS

Reference:

1. Pramod K Nayar: *Contemporary Literary and Cultural Theory: From Structuralism to Ecocriticism*
2. Pramod K Nayar: *From Text to Theory: A Handbook of Literary and Cultural Theory*
3. Simon During : *The Cultural Studies Reader*

COURSE OUTCOMES

No	Upon completion of the course, the graduate will be able to:	Cognitive Level	Knowledge Category
CO1	Critically analyze the concept of ideology and its role in shaping society and culture.	U	F
CO2	Demonstrate an understanding of different ideological frameworks and their implications for literature and art.	Ap	C
CO3	Gain insights into psychoanalytic perspectives and their application to literary characterizations and cultural identity.	E, An	C
CO4	Examine the interplay between the mind, morality, and social psychology as portrayed in selected literary works and films.	An	C
CO5	Explore the social construction of gender and its representation in literature and culture.	Ap	C
CO6	Engage with various feminist theories and perspectives to analyze gender dynamics in literary	U, Ap	C

	texts and visual media.		
CO7	Develop a comprehensive understanding of key terms in cultural studies such as cultural hegemony, cultural resistance, and visual culture.	U	F
CO8	Critically evaluate the role of cultural production and consumption, as well as cultural performance and rituals, in shaping identities and societies.	U	F

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

Knowledge Category: F- Factual; C- Conceptual; P- Procedural; M- Metacognitive

ASSESSMENT RUBRICS

Formative (Continuous) Assessment through:

FA 1: Continuous Internal Assessment Test (10 marks)

FA 2: Assignment/ Seminar/ Presentation/ Project individual (10 marks)

FA 3: Group Discussion (10 marks)

Summative (End Semester) Assessment through:

SA 1: End Semester Exam (70 marks)

MAPPING OF COs TO ASSESSMENT RUBRICS

COs	FA1	FA2	FA3	SA1
CO1	✓			✓
CO2	✓			✓
CO3	✓		✓	✓
CO4	✓		✓	✓
CO5	✓	✓		✓
CO6	✓			✓
CO7	✓			✓
CO8	✓	✓		✓

MAPPING OF COs WITH PSOs WITH CORRELATION LEVEL:

(To be marked with 1, 2 or 3, indicating LOW/ MILD CORRELATION (1); MEDIUM CORRELATION (2), or STRONG CORRELATION (3))

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
-----	------	------	------	------	------	------	------

CO1	1				3		
CO2		2					
CO3	3				2	3	2
CO4	2	2				3	3
CO5	2	2			2		3
CO6					2		3
CO7		1					
CO8	2						

MAPPING OF COs WITH POs WITH CORRELATION LEVEL

(To be marked with 1, 2 or 3, indicating LOW/ MILD CORRELATION (1); MEDIUM CORRELATION (2), or STRONG CORRELATION (3))

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	2						2
CO2	2						2
CO3	3						3
CO4	2		2				2
CO5	2						3
CO6	2						2
CO7	3						3
CO8	1						

Type of Course	MULTI-DISCIPLINARY COURSE 5				
Course Code	MIUK2MDCECE113.1				
Course Title	<i>Popular Literature and Culture</i>				
Semester	2				
Academic Level	100-199				
Course Details	Credit	Lecture hours/ week	Tutorial hours/ week	Practical hours/week	Total hours/week
	3	3			3
Pre-requisites	An interest in gaining a conceptual understanding of popular culture				
Course Summary	The course aims to enable the student to gain a conceptual understanding of popular culture and media and apply their understanding to the analysis of select texts.				

Module	Unit	Content	Hours
I	Introduction to Popular Literature and Culture		15
	1	Definition and scope of popular literature and culture-Historical evolution and development-Relationship between popular culture and mass media	5
	2	Genres of Popular Literature-analyze their conventions, themes, and cultural significance-Fiction genres-romance, mystery, science fiction, fantasy, horror, etc.-Non-fiction genres-memoirs, self-help, true crime, etc.-Graphic novels and comic books	5
	3	Themes in Popular Literature and Culture-analyze their cultural, social, and psychological implications.-Love and romance-Heroism and villainy-Identity and belonging-Power and resistance Texts: 1. Taylor Swift: “Lover”(MV) 2. Denis Villeneuve(dir.): <i>Dune</i> (2021) 3. George Miller (dir.): <i>Mad Max: Fury Road</i>	5
II	Trends in Popular Culture: Analysis of Select Texts		15
	6	Representations of identity, diversity, and marginalization in popular literature and media- Representation of race, gender, sexuality, and disability-Stereotypes and tropes in popular media-Intersectionality and multiple identities Texts: 1. Angie Thomas: <i>The Hate U Give</i> 2. Sean Baker: <i>Tangerine</i> 3. “This is Me” from <i>The Greatest Showman</i> The Greatest Showman Cast - This Is Me (Official Lyric Video) (youtube.com)	4
	7	Consumer culture, materialism, and commodification in popular culture and media-Branding and advertising in popular culture-Analysis of product placement in films and TV shows-Critique of consumer society and conspicuous consumption Texts : 1. David Fincher (dir.): <i>Fight Club</i> (1999) (critique of consumer culture and masculinity)	4

		<p>2. Analysing the influence of homegrown bands like Thaikkudam bridge, Agam</p> <p>3. Voyeurism - Bigboss</p>	
	8	<p>Technology and Digital Culture-analyze digitalization, virtual reality, and online communities-Digital storytelling formats (e.g., webcomics, interactive fiction)-Social media and influencer culture-Cyberpunk aesthetics and narratives-Examination of internet subcultures and online fandoms</p> <p>Texts:</p> <ol style="list-style-type: none"> 1. Stuart McDonald: "Choose Love" (interactive rom-com) 2. \$456,000 Squid Game in Real Life! \$456,000 Squid Game In Real Life! (youtube.com) <p>Activity:</p> <ol style="list-style-type: none"> 1. Analysis of the rubrics of different digital literature platforms (e.g., Wattpad, Medium) 	4
	9	<p>Memory, Nostalgia, and Retro Culture-Nostalgia as a cultural phenomenon-Revival of retro styles and trends-Cultural memory and collective nostalgia</p> <p>Texts:</p> <ol style="list-style-type: none"> 1. Matt Duffer and Ross Duffer(Dir.): <i>Stranger Things</i> 2. Karthik Subbaraj(Dir.): <i>Jigarthanda</i> <p>Activity:</p> <ol style="list-style-type: none"> 3. Analysis of the resurgence of vintage fashion trends 	3
III	Project		15
	11	<p>Analysis of select texts of popular media to assess the function and dissemination of different ideology</p> <p>Activity:</p> <ol style="list-style-type: none"> 4. Analyse the micro-aggression elements against marginalized sections in society in select comedy shows, popular movies and lyrics 	5
	12	<p>Function of emotive tools in the language of popular media</p> <p>Activity:</p> <ol style="list-style-type: none"> 5. Analyze how the language of demonization, exaggeration, circular logic, the use of loaded etc works in popular debates and news media to manipulate the audience to particular viewpoints 	5
	13	<p>Case study of digital art and graffiti art in times of political protest, to raise awareness and mark resistance to power</p> <p>Texts:</p> <ol style="list-style-type: none"> 1. Select artworks published during the #MeToo movement 2. Banksy's art in Ukraine and Israel 3. "Gillette #MeToo ad gets praise-and abuse" Gillette #MeToo razors ad on 'toxic masculinity' gets praise – and abuse #MeToo movement The Guardian <p>Activity:</p> <ol style="list-style-type: none"> 5. Analyze the memes, digital arts and videos published in support and against a popular movements like #MeToo and #Black Lives 	5

	Matter	
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TEXTS

Reference Texts:

1. Carla Freccero : *Popular Culture: An Introduction*

COURSE OUTCOMES

No	Upon completion of the course, the graduate will be able to:	Cognitive Level	Knowledge Category
CO1	Develop a nuanced understanding of popular literature and culture, including its historical contexts, thematic concerns, and socio-cultural significance.	U	F
CO2	Analyse themes, trends, and motifs prevalent in popular culture artefacts, including literature, films, television shows, music, and digital media, identifying underlying messages, ideologies, and cultural representations.	An	C
CO3	Engage critically with popular culture texts	An	C
CO4	Critically evaluate the impact of popular culture on identity formation, social norms, and cultural values, examining its role in shaping individual and collective identities in contemporary society.	E	P
CO5	Apply select theoretical frameworks and analytical tools to deconstruct and interpret popular culture artefacts, including semiotics, cultural studies, and media theories, enhancing critical thinking and communication skills.	Ap	P
CO-6	Analysing popular culture as a potential site of resistance, negotiation, and empowerment.	C	C

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

Knowledge Category: F- Factual; C- Conceptual; P- Procedural; M- Metacognitive

ASSESSMENT RUBRICS

Formative (Continuous) Assessment through:

FA 1: Written Assignment on Activity 2/ Activity 5 (10 marks)

FA 2: Presentation and discussion of Activity 3 (10 marks)

FA 3: Discussion and debate Activity 4 (10 marks)

Summative (End Semester) Assessment through:

SA 1: End Semester Examination (40 marks)

SA2: Term paper on the critical analysis of a popular culture text (30 marks)

MAPPING OF COs TO ASSESSMENT RUBRICS

COs	FA1	FA2	FA3	SA1	SA2
CO1	✓	✓	✓	✓	✓
CO2	✓	✓	✓	✓	✓
CO3	✓	✓	✓	✓	✓
CO4	✓	✓	✓	✓	✓

CO5			✓	✓	✓
CO6	✓			✓	✓

MAPPING OF COs WITH PSOs WITH CORRELATION LEVEL:

(To be marked with 1, 2 or 3, indicating LOW/ MILD CORRELATION (1); MEDIUM CORRELATION (2), or STRONG CORRELATION (3))

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1		2	2				1
CO2	2	3	3		2		2
CO3	2	3	3			2	2
CO4		3	3		2		3
CO5		3	3		2	2	3
CO6	2	3	3		3	2	3

MAPPING OF COs WITH POs WITH CORRELATION LEVEL

(To be marked with 1, 2 or 3, indicating LOW/ MILD CORRELATION (1); MEDIUM CORRELATION (2), or STRONG CORRELATION (3))

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1		1					2
CO2		2	2	2			
CO3	3	3	3	2	2		3
CO4	3	3	3	2	2	2	3
CO5	3	2	3	3			2
CO6		1	3			2	3

Type of Course	MULTI-DISCIPLINARY COURSE 6				
Course Code	MIUK2MDCECE114.1				
Course Title	<i>Film Appreciation</i>				
Semester	2				
Academic Level	100-199				
Course Details	Credit	Lecture hours/ week	Tutorial hours/ week	Practical hours/week	Total hours/week
	3	3			3
Pre-requisites	An interest in the analysis and critique of films (Kinder)				
Course Summary	This course aims to teach the student the basics of film theory and the language of cinema				

Module	Unit	Content	Hours
I	Introduction to key terms in Film Studies		15
	1	A brief history of cinema and the major movements.	3
	2	Language of Cinema- Mise-en-Scene- Types of shots, scenes and sequences-Cinematography-Angles-Camera Movements-Cinematic Space-Focus-Use of colour palette and lighting techniques-Sound Design - Editing- montage Texts: 1. Susanne Bier (dir.): <i>Bird Box</i> (2018) 2. Jafar Panahi (dir.): <i>The Circle</i> (2000)	10
	3	Different stages of Production - Pre Production- Production- Post-Production	2
II	Understanding the narrative structure of films		15
	4	Key narrative elements- plot-setting-conflict- resolution- Narrative techniques- flashbacks- non-linear storytelling-narrative framing.- Understanding the thematic elements embedded within the narrative structure-Point of View and Perspective.	3
	5	Character Development- character arcs-motivations-Exploration of archetypes- stereotypes-character depth in film.	5
	6	Genre cinema-tropes and conventions in film genres-subverting genre-dialogue and theme Texts: (Detailed) 1. T. Hariharan (dir.): <i>Oru Vadakkan Veeragatha</i> (1989) 2. Daniel Kwan, Daniel Scheinert (dir.): <i>Everything Everywhere All at Once</i> (2022) 3. Aditya Chopra (dir.): <i>Dilwale Dulhania Le Jayenge</i> (1995)	7
III	Critical analysis, discussion and review of films		15
	7	Discussion of select films - (debates regarding controversial films, issues regarding censorship, debates regarding film adaptations) Activity: 1. Analyse the select film text from a narrative point of view- understand the elements of characterization, plot structure etc. 2. Reading of a film from its socio-political context (the reception of the film by its home audience and	15

		international audience, controversies, the context of the film, authorial intent etc) 3. Understand how the film conveys its themes through its visual language	
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TEXTS

Detailed:

1. Satyajit Ray(dir.): *Two*
2. Wes Anderson(dir.): *Moonrise Kingdom*
3. Bong Joon-ho(dir.): *Memories of Murder*

Reference Texts:

1. Daniel Arijon : *Grammar of the Film Language*
2. Robert McKee : *Story: Substance, Structure, Style, and the Principles of Screenwriting*

COURSE OUTCOMES

No	Upon completion of the course, the graduate will be able to:	Cognitive Level	Knowledge Category
CO1	Develop an understanding of the language of cinema, including film terminology, shot composition, camera movements, and sound design, and how these elements contribute to storytelling	U	F
CO2	Understand the narrative structure of film- the story arc, the beginning and the climax, linear and non-linear storytelling etc.	U	F
CO3	Learn the history of cinema, major film movements and the implications of these movements on contemporary cinema.	U	F
CO4	Understand how to critically analyse, review and criticise films.	An	C
CO5	Develop an appreciation for the art of cinema as an interdisciplinary field of study, incorporating theoretical understandings from media studies, literary studies etc.	An	C
CO-6	Be familiarised with select filmic masterpieces, selected for cultural, cinematic and aesthetic value and learn how to situate it.	E	P

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

Knowledge Category: F- Factual; C- Conceptual; P- Procedural; M- Metacognitive

ASSESSMENT RUBRICS

Formative (Continuous) Assessment through:

- FA 1: Activity 1- Written Assignment (10 marks)
- FA 2: Activity 2- Seminar (10 marks)
- FA 3: Activity 3-PPT (10 marks)

Summative (End Semester) Assessment through:

- SA 1: End Semester Examination (40 Marks)
- SA2: Term paper on analysis of a select filmic masterpiece (30 Marks)

MAPPING OF COs TO ASSESSMENT RUBRICS

COs	FA1	FA2	FA3	SA1	SA2
CO1			✓	✓	✓
CO2	✓			✓	✓
CO3				✓	✓
CO4		✓	✓	✓	✓
CO5				✓	✓
CO6		✓		✓	✓

MAPPING OF COs WITH PSOs WITH CORRELATION LEVEL:

(To be marked with 1, 2 or 3, indicating LOW/ MILD CORRELATION (1); MEDIUM CORRELATION (2), or STRONG CORRELATION (3))

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1		1	3				2
CO2	2	1	2				2
CO3							1
CO4	2	2	3		3	1	3
CO5		2	3		2		3
CO6		2	3				2

MAPPING OF COs WITH POs WITH CORRELATION LEVEL

(To be marked with 1, 2 or 3, indicating LOW/ MILD CORRELATION (1); MEDIUM CORRELATION (2), or STRONG CORRELATION (3))

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	2				2		
CO2	2	2	2			1	
CO3	1						
CO4	3	3	3	2	3	1	3
CO5	2	3	3	2			2
CO6	1			2			2

Type of Course	MULTI-DISCIPLINARY COURSE 7				
Course Code	MIUK2MDCECE1151				
Course Title	<i>Forensic Linguistics</i>				
Semester	2				
Academic Level	100-199				
Course Details	Credit	Lecture hours/ week	Tutorial hours/ week	Practical hours/week	Total hours/week
	3	3			3
Pre-requisites	Basic knowledge in law and language				
Course Summary	This course offers an introduction to forensic linguistics, details the intersection between language and law, enabling students to explore career opportunities in this field				

Module	Unit	Content	Hours
I	Introduction to Linguistics and Forensic Linguistics		15
	1	Introduction to Linguistics and Subfields- Concept, Origin and development of Forensic Linguistics	3
	2	Significance of Forensic Linguistics	2
	3	Role of linguistic analysis in legal settings	2
	4	Case studies	5
	5	Trends and emerging areas in forensic linguistics	3
II	Forensic Discourse		15
	6	Interplay between language and law	3
	7	Linguistic diversity on legal processes	3
	8	Ethical considerations	3
	9	Language as evidence in legal contexts	3
	10	Challenges in presenting linguistic evidences in court	3
III	Case Studies		15
	11	Investigating real world case studies- Challenges and obstacles	4
	12	Forensic Linguistics: Future and Prospects	4
	13	Cases: Lindbergh Kidnapping Case (1932), Unabomber Case	4
	14	DC Sniper Case (2002), JonBenet Ramsey Case (1996), Sheena Bora	3

TEXTS

Reference Texts:

1. Johanson, Malcolm Coulthard and Alison: *The Routledge Handbook of Forensic Linguistics*.
2. Luchjenbriers, John Olsson and June: *Forensic Linguistics*.
3. Malcolm Coulthard, Alison Johnson and David Wright: *An Introduction to Forensic Linguistics - Language in Evidence*.
4. Olsson, John. *Word Crimes - Solving Crime Through Forensic Linguistics*.
5. Robertson, Colin D. *Multilingual Law: A Framework for Analysis and Understanding*.
6. Stratman, James F. *A Forensic Linguistic Approach to Legal Disclosures*.
7. Turell, John Gibbons and M. Teresa. *Dimensions of Forensic Linguistics*.

8. Victoria Guillen-Nieta, Dieter Stein. *Language as Evidence - Doing Forensic Linguistics*.

COURSE OUTCOMES

No	Upon completion of the course, the graduate will be able to:	Cognitive Level	Knowledge Category
CO1	Understand the concept and historical development of forensic linguistics, recognizing its significance in legal contexts	U	F
CO2	Analyse the role of linguistic analysis in legal settings through case studies and identify emerging trends in forensic linguistics	An	C
CO3	Evaluate the interplay between language and law, considering linguistic diversity and ethical implications in legal processes	E	C
CO4	Recognize language as evidence in legal contexts and articulate challenges associated with presenting linguistic evidence in court	C	C
CO5	Investigate real-world case studies in forensic linguistics, identifying challenges and obstacles encountered during analysis	An	C
CO6	Discuss the future prospects of forensic linguistics and its evolving role in solving cases.	R, U	F

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

Knowledge Category: F- Factual; C- Conceptual; P- Procedural; M- Metacognitive

ASSESSMENT RUBRICS

Formative (Continuous) Assessment through:

FA 1: Continuous Internal Assessment Tests (10 marks)

FA 2: Assignment/ Seminar/ Presentation/ Project: Individual (10 marks)

FA 3: Assignment/ Seminar/ Presentation/ Project: Group (10 marks)

Summative (End Semester) Assessment through:

SA 1: End Semester Exam (70 marks)

MAPPING OF COs TO ASSESSMENT RUBRICS

COs	FA1	FA2	FA3	SA1
CO1	✓	✓		✓
CO2	✓	✓		✓
CO3	✓	✓		✓
CO4	✓		✓	✓

CO5	✓		✓	✓
CO6	✓		✓	✓

MAPPING OF COs WITH PSOs WITH CORRELATION LEVEL:

(To be marked with 1, 2 or 3, indicating LOW/ MILD CORRELATION (1); MEDIUM CORRELATION (2), or STRONG CORRELATION (3))

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1					2		2
CO2					3		2
CO3					2		2
CO4					2		3
CO5					3		2
CO6					2		1

MAPPING OF COs WITH POs WITH CORRELATION LEVEL

(To be marked with 1, 2 or 3, indicating LOW/ MILD CORRELATION (1); MEDIUM CORRELATION (2), or STRONG CORRELATION (3))

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1		2			2		
CO2		2			2		
CO3		3			2		
CO4		1			3		
CO5		2			3		
CO6		2			1		3

Type of Course	MULTI-DISCIPLINARY COURSE 8				
Course Code	MIUK2MDCECE116.1				
Course Title	<i>Language, Society and Communication</i>				
Semester	2				
Academic Level	100-199				
Course Details	Credit	Lecture hours/ week	Tutorial hours/ week	Practical hours/week	Total hours/week
	3	3			3
Pre-requisites	Student should be keen to explore the various nuances of language				
Course Summary	This course explores the intricate relationship between language and society, examining how language use is influenced by and contributes to social phenomena.				

Module	Unit	Content	Hours
I	Language and Culture		15
	1	Relationship between language and society, social factors influencing language variation and identity	4
	2	Social networks, identity construction, solidarity and accommodation.	4
	3	Language and gender, Language and ethnicity	4
	4	Language and social class: language and social mobility, linguistic prestige, dialect leveling.	3
II	Language and Power		15
	5	Language and politics	4
	6	Language policy and planning: language standardization, language rights, bilingual education.	4
	7	Linguistic imperialism: hegemony of English	3
	8	Activity: Any activity which recognizes the subtle ways language reinforces power structures. Suggested activity: Analyze advertisements (print, TV, online) and identify instances of language use that convey power or authority. Discuss how advertisers manipulate language to influence consumer behavior.	4
III	Language and Communication		15
	9	Language and media representation, Language and globalization Grapevine communication, Whatsapp universities	5
	10	Language and social justice: linguistic inequality, language activism, language revitalization.	5
	11	Activity: -Any activity based on various language contact phenomena can be adopted. -Activity based on the choice of student to reflect on the benefits and limitations of informal learning via WhatsApp. -Simulate grapevine interactions to assess students' understanding	5

	of its dynamics. -Case Studies: Analyze real-world instances of grapevine communication within workplaces.	
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Reference Texts:

1. Peter Trudgill : *Sociolinguistics: An Introduction to Language and Society*
2. Ronald Wardhaugh and Janet M. Fuller: *An Introduction to Sociolinguistics Seventh Edition*
3. Paul Simpson, Andrea Mayr, Simon Statham: *Language and Power: A Resource Book for Students by (Routledge English Language Introductions)*
4. <https://drive.google.com/file/d/1yu4mQ7W1wQm3duGiTvoX4V7xBWWEcMyb/view>
5. <https://archive.nptel.ac.in/courses/109/106/109106091/>
<https://youtu.be/hNheC7lvvV>
6. https://www.researchgate.net/publication/322293684_GENDER_AND_LANGUAGE
7. https://web.stanford.edu/class/linguist156/Lakoff_1973.pdf
8. <https://www.languagesunlimited.com/a-critical-evaluation-of-language-and-ethnicity>

COURSE OUTCOMES

No	Upon completion of the course, the graduate will be able to:	Cognitive Level	Knowledge Category
CO1	Analyse the relationship between language and society	An	C
CO2	Recognize how language reflects cultural values, rituals, and social structures.	R	F
CO3	Recognize and appreciate linguistic diversity, including dialects, accents, and varieties of English spoken around the world.	R	F
CO4	Figure out the role of language in power dynamics, including issues of language privilege, discrimination, and social justice.	Ap	F,C
CO5	Develop critical thinking skills by evaluating how language is used in different social contexts.	C	P
CO6	Combine effectively across different social and cultural contexts, demonstrating sensitivity to language and cultural differences.	C	P
CO7	Critically apply and analyze how language shapes media narratives, including news articles, advertisements, and social media content.	Ap, An	C
CO8	Understand the impact of globalization on language dynamics, cross-cultural communication, and international relations.	U	F

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

Knowledge Category: F- Factual; C- Conceptual; P- Procedural; M- Metacognitive

ASSESSMENT RUBRICS

Formative (Continuous) Assessment:

FA 1: Assessment based on any of the activities assigned under different modules or

Assessment on the basis of any syllabus related activity or

Assessment based on discussions and debates on controversial topics related to language and society. (15 marks)

FA2 :Online/ Offline MCQ/ Open Book test/ Standard test/ Seminar or any other assessment method as internal examination: 10 marks

Summative (End Semester) Assessment through:

SA 1: End Semester Exam (40 marks)

SA2: Any activity based assignment where students can research real-world examples (e.g., regional dialects, sociolects) and analyze how they relate to social identity.

Conduct a dialect survey within your local community. Interview people from different age groups and backgrounds to identify regional variations in pronunciation, vocabulary, and grammar. (30 marks)

MAPPING OF COs TO ASSESSMENT RUBRICS

COs	FA1	FA2	SA1
CO1	✓	✓	✓
CO2	✓	✓	✓
CO3			
CO4	✓	✓	
CO5	✓	✓	✓
CO6		✓	
CO7	✓		✓
CO8	✓		✓

MAPPING OF COs WITH PSOs WITH CORRELATION LEVEL:

(To be marked with 1, 2 or 3, indicating LOW/ MILD CORRELATION (1); MEDIUM CORRELATION (2), or STRONG CORRELATION (3))

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	1						
CO2	1						
CO3		3	3				
CO4			2				
CO5			2		2		
CO6			2		3		3
CO7					3		3
CO8	2						3

MAPPING OF COs WITH POs WITH CORRELATION LEVEL

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(To be marked with 1, 2 or 3, indicating LOW/ MILD CORRELATION (1); MEDIUM CORRELATION (2), or STRONG CORRELATION (3))

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3			2			
CO2	3			2			
CO3	3			2			
CO4							
CO5		3					
CO6		2				1	
CO7		3		2		1	
CO8							

SEMESTER 3: COURSE LIST

MIUK3DSCECE201.1	<i>Advanced Communicative Strategies</i>
MIUK3DSCECE202.1	<i>Anchoring and News Presenting</i>
MIUK3DSCECE203.1	<i>Reading Everyday Cultures</i>
MIUK3DSCECE204.1	<i>Reading Visual Culture</i>
MIUK3DSEECE205.1	<i>Theatre: Performance and Appreciation</i>
MIUK3MDCECE206.1	<i>Kerala Studies</i>
MIUK3VACECE207.1	<i>Ecological Narratives</i>
MIUK3VACECE208.1	<i>Introduction to Heritage Studies</i>

Type of Course	DISCIPLINE SPECIFIC CORE 9/ MINOR IN COMMUNICATIVE ENGLISH 5				
Course Code	MIUK3DSCECE201.1				
Course Title	<i>Advanced Communicative Strategies</i>				
Semester	3				
Academic Level	200-299				
Course Details	Credit	Lecture hours/ week	Tutorial hours/ week	Practical hours/week	Total hours/week
	4	4			4
Pre-requisites	Basic understanding about the process of communication and its strategies.				
Course Summary	This is an intermediate level course that aims to help students to convey their messages effectively and persuasively in various professional settings and focuses on aiding students to convey their messages effectively and persuasively in various professional settings.				

Module	Unit	Content	Hours
I	Listening Competence		15
	1	Identifying Tone and Attitude	3
	2	Understanding Implicit Information	3
	3	Recognizing Register and Style	3
	4	Making Inferences from Context	3
	5	Summarizing and Synthesizing Information	3
Activities		Listening activities including TED Talks, recordings, announcements.	
II	Articulation and Fluency		15
	6	Fluency and Coherence in Speaking	3
	7	Persuasion and Argumentation	3
	8	Negotiation and Conflict Resolution	3
	9	Formal Presentations and Public Speaking	3
	10	Interview and Communication Skills	3
Activities		Vocabulary games using pronouncing dictionary,How Extempore, Podcasts making, Narrating action	
III	Critical Reading Skills		15
	11	Skimming and Scanning Technique	3
	12	Analyzing Text Structure and Organization	3
	13	Evaluating Sources and Credibility	3
	14	Synthesizing Information from Multiple Sources	3
	15	Critical Analysis and Interpretation	3
Activities		Reading Comprehension closet tests, Mock News reading, Reading clubs	
IV	Advanced Writing		15
	16	Essay Writing: Analysis and Argumentation	3
	17	Report Writing: Research and Documentation	3
	18	Proposal Writing: Planning and Persuasion	3
	19	Creative Writing: Expression and Imagination	3
	20	Revision and Editing Skills	3

TEXTS

Reference Texts:

1. <https://dictionary.cambridge.org/pronunciation/english/online>
2. David Churchill and Peter Stanger:*Listening Strategies for the IELTS Test*
3. Patricia Dunkel and Frank Pialorsi:*Advanced Listening Comprehension*
4. Kathy Gude and Michael Duckworth:*Advanced Listening and Speaking*
5. Clella Jaffe:*Public Speaking: Concepts and Skills for a Diverse Society*
6. Frances Eales and Steve Oakes:*Speakout Advanced: Student's Book with DVD/Active Book and MyLab Pack*
7. Patricia Byrd and Dean Curry:*Advanced Speaking Skills*
8. Catherine Wallace:*Critical Reading in Language Education*
9. Missy James and Alan P. Merickel:*Reading Literature and Writing Argument*
10. Richard G. Smith:*Advanced Writing Skills for Students of English*
11. Alice Oshima and Ann Hogue:*Writing Academic English*

COURSE OUTCOMES

No	Upon completion of the course, the graduate will be able to:	Cognitive Level	Knowledge Category
CO1	Interpret and analyze complex spoken texts	U,An	F,C
CO2	Detect the nuances of language including tone, attitude, and cultural reference	An	C
CO3	Acquire fluency and coherence in spoken communication.	Ap	C
CO4	Evaluate and develop strategies for effective persuasion, negotiation, and formal presentations.	E,C	C,P
CO5	Attain accuracy in pronunciation, intonation, and word stress.	Ap	C
CO6	Develop proficiency in understanding and analyzing complex written texts.	E	P
CO7	Enhance critical thinking skills through the evaluation and interpretation of diverse materials.	An	C
CO8	Demonstrate proficiency in advanced writing techniques across different genres and styles.	C	C
CO9	Develop critical thinking and analytical skills through the process of writing and revising.	C	C

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

Knowledge Category: F- Factual; C- Conceptual; P- Procedural; M- Metacognitive

ASSESSMENT RUBRICS

Formative (Continuous) Assessment through:

FA 1: Continuous Internal Assessment Tests (10 marks)

FA 2: Assignment/ Seminar/ Presentation/ Project: Individual (10 marks)

FA 3: Viva Voce (10 marks)

Summative (End Semester) Assessment through:

SA 1: End Semester Exam (50 marks),

SA 2 : Viva Voce (20 marks)

MAPPING OF COs TO ASSESSMENT RUBRICS

COs	FA1	FA2	FA3	SA1	SA2
CO1			✓		✓
CO2	✓		✓		✓
CO3			✓		✓
CO4		✓			
CO5			✓		✓
CO6	✓	✓		✓	
CO7	✓	✓		✓	
CO8	✓	✓		✓	
CO9	✓	✓		✓	

MAPPING OF COs WITH PSOs WITH CORRELATION LEVEL:

(To be marked with 1, 2 or 3, indicating LOW/ MILD CORRELATION (1); MEDIUM CORRELATION (2), or STRONG CORRELATION (3))

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	3	3	1				
CO2	3	2	2				
CO3	3	2	2		2		
CO4	3	1	1	2	2	1	
CO5	3	3	2		3		2
CO6	3	3	1	3	3		3
CO7	3	2	2	2	3		3
CO8	3	2	1		3	1	3
CO9	3	3	2	1	3		2

MAPPING OF COs WITH POs WITH CORRELATION LEVEL

(To be marked with 1, 2 or 3, indicating LOW/ MILD CORRELATION (1); MEDIUM CORRELATION (2), or STRONG CORRELATION (3))

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	2			3	3		

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CO2	2			3	2		
CO3	3	2		3			2
CO4	3	2		3	2	1	
CO5	3		1	3			
CO6	3	1		3	1		
CO7	2		1	3			3
CO8	3	2		3			
CO9	3	3	1	3	1		3

Type of Course	DISCIPLINE SPECIFIC CORE 10/ MINOR IN COMMUNICATIVE ENGLISH 6				
Course Code	MIUK3DSCECE2O2.1				
Course Title	<i>Anchoring and News Presenting</i>				
Type of Course	DSC10/MCE6				
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	The main prerequisite for this paper is strong communication skills. This includes clear articulation, confident delivery and the ability to engage the audience.				
Course Summary	This core/minor course delves into the art and technique of anchoring and news presenting in broadcast journalism. Students will learn the fundamentals of on-camera performance, voice modulation, and engaging presentation styles.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I	Introduction to Anchoring and On-Camera Presence		15
	1	Understanding the role of the news anchor in broadcast journalism- Historical overview of news anchoring	3
	2	The importance of credibility, trust and authority	3
	3	Developing confidence and poise in front of the camera	3
	4	Body language and facial expressions: conveying professionalism and authenticity	3
	5	Dressing for success: wardrobe selection and on-camera appearance	3
II	Script Reading and Teleprompter Skills		15
	6	Reading news copy fluently and naturally	2
	7	Teleprompter operation and practice	3
	8	Strategies for handling breaking news situation	3
	9	Maintaining composure and professionalism under pressure	3
	10	Practical exercises such as mock newscasts, interview simulations, and teleprompter drills	4
III	Specialized Formats and Segments		15
	11	Techniques for conducting engaging interviews-Adapting interview style to different guests and topics	4
	12	Anchoring talk shows, panel discussions, and debates	4
	13	Hosting special reports and investigative segments	3
	14	Adapting presentation style to different program formats	4
IV	Ethical and Legal Considerations		15
	15	Upholding journalistic standards and integrity	5
	16	Handling sensitive or controversial topics with professionalism	5
	17	Understanding libel, defamation, and privacy issues	5

Reference Texts:

1. *The Art of News Anchoring: A Step-by-Step Guide to Anchoring and Studio Skills* - Ron Shewchuk
2. *ABC of News Anchoring*- Richa Jain Kalra: 2012.
3. *Working for Media: Handbook for Building a Career in Journalism*: Bharti Nagpal: 2004.
4. *The Art of Voice Acting: The Craft and Business of Performing for Voiceover*- James R Alburger: 2014
5. *Anchoring: A news Anchor’s Guide to Better Broadcast Journalism*- Bill Carey:
6. *News Writing and Reporting for Today’s Media*- Bruce D Itule and Douglas A Anderson: 2007

ASSESSMENT RUBRICS

Formative (Continuous) Assessment through:

FA 1: Continuous Internal Assessment Tests (10 marks)

FA 2: Assignment/ Seminar/ Presentation/ Project: Individual (10 marks)

FA 3: Viva Voce (10 marks)

Summative (End Semester) Assessment through:

SA 1: End Semester Exam (50 marks)

SA 2 : Viva Você (20 marks)

COURSE OUTCOMES

No	Upon completion of the course, the graduate will be able to:	Cognitive Level	Knowledge Category
CO1	Exhibit confidence, poise, and professionalism while presenting news content in front of the camera	U	F
CO2	Develop strategies to connect with the audience, establish rapport, and foster interaction through effective communication and engagement techniques.	Ap	C
CO3	Acquire the skills to read news scripts fluently and naturally while maintaining eye contact with the audience and conveying the intended message with clarity.	An	C
CO4	Demonstrate the ability to handle breaking news situations and live reporting scenarios with composure, accuracy, and professionalism.	C	P
CO5	Learn techniques for conducting interviews that are informative, engaging, and relevant to the news story or program segment.	C	P
CO6	Adapt their presentation style to various program formats, including news bulletins, talk shows, panel discussions, and special reports.	Ap	C
CO7	Explore techniques for building a personal brand as a news anchor, including developing a unique style, cultivating a social media presence, and connecting with viewers on a personal level.	C	P
CO8	Understand the ethical and legal considerations of news presenting, including maintaining journalistic integrity,	U	F

	respecting privacy rights, and adhering to industry standards.		
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Cognitive Levels: R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

Knowledge Category: F- Factual; C- Conceptual; P- Procedural; M- Metacognitive

MAPPING OF COs TO ASSESSMENT RUBRICS

COs	FA1	FA2	FA3	SA1	SA2
CO1	✓			✓	
CO2	✓	✓			
CO3	✓	✓		✓	
CO4	✓	✓	✓		✓
CO5	✓	✓	✓		✓
CO6	✓	✓	✓	✓	✓
CO7	✓	✓	✓	✓	✓
CO8	✓			✓	

MAPPING OF COs WITH PSOs WITH CORRELATION LEVEL:

(To be marked with 1, 2 or 3, indicating LOW/ MILD CORRELATION (1); MEDIUM CORRELATION (2), or STRONG CORRELATION (3))

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1		3	2		3		2
CO2		2	1		3		1
CO3					3		
CO4		3			3		2
CO5		3			3		2
CO6		3	1		3		2
CO7		3	1		3		2
CO8		3	1		3		3

MAPPING OF COs WITH POs WITH CORRELATION LEVEL

(To be marked with 1, 2 or 3, indicating LOW/ MILD CORRELATION (1); MEDIUM CORRELATION (2), or STRONG CORRELATION (3))

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	2	1		3	2		
CO2		3		3	2		2

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CO3		2	1	3	1		1
CO4	1	2		3	3		2
CO5	2	3		3	2		2
CO6	2	2		3	3		
CO7	1	1		3	3		2
CO8	1	1		3	3		3

Type of Course	DISCIPLINE SPECIFIC CORE 11/ MINOR IN LITERATURE AND CULTURE 5				
Course Code	MIUK3DSCECE203.1				
Course Title	<i>Reading Everyday Cultures</i>				
Semester	3				
Academic Level	200-299				
Course Details	Credit	Lecture hours/ week	Tutorial hours/ week	Practical hours/week	Total hours/week
	4	4			4
Pre-requisites	Students should have a basic awareness about their immediate cultures.				
Course Summary	This course is designed to help students to critically analyse culture and to understand its impact on society.				

Module	Unit	Content	Hours
I	Spaces		15
	1	Spatial Theory- Social Construction of Space	2
	2	Politics of Space- Domestic Space- Gendered Spaces - Urban and Rural Space and Architecture- Spaces and Symbolism	2
	3	Territoriality- Liminality- Thirdspace	2
	4	Virtual Spaces- Cyber Spaces	2
	5	Activity 1- Exploration of Spaces: The students should identify the spaces (urban, rural, domestic, virtual, etc) that they encounter in their daily lives (eg at home, on campus, virtual, etc.) and critically analyze how these spaces are shaped by societal norms or values and whether these spaces seem to challenge traditional boundaries or expectations. With the aid of photographs the students can either present or have a group discussion in class.	2
		Texts: (Non-Detailed) Daniel Glattauer: <i>Love Virtually</i> Madhu C. Narayanan (dir.): <i>Kumbalangi Nights</i> Jeo Baby (dir.): <i>The Great Indian Kitchen</i> . Harikrishnan S: “A Healthy Brew: Public Spaces and Deliberation in Kerala.”, www.alablog.in/issues/16/a-healthy-brew/	5
II	Culinary Culture		15
	6	Food and Culture- Politics of the Food- Politics of Kitchen- - Culinary Rituals-	3
	7	Food and Identity- Gastronomy- Culinary Anthropology- Gastronomicalism	3
	8	Food and Race- Food and Sustainability- Culinary Globalisation	2
	9	Activity 2 – Culinary Project: Create a visual representation of a food unique to particular region (Eg., the student’s favourite Arabian or French food, Onam Sadhya or any other regional dish) to demonstrate the intersection of food and culture, by focusing on its origin, history, ingredients (whether it is unique to the region) , method of preparation (traditional) and cultural significance, including an exploration of how the food is intertwined with	2

		cultural practices, rituals, festivals or daily life.	
		<p>Texts: (Non-Detailed) Mark Mylod (dir.): <i>The Menu</i> Esther David: <i>Book of Rachel</i> Laura Esquivel: <i>Like Water for Chocolate</i> Anees Muhammed: “Kuzhimanthi and impurity: Taste of a Food and a Word in Social Media.” www.alablog.in/issues/51/taste-of-food-and-word/</p>	5
III	Familial Culture		15
	11	Cultures of Family- Kinship Systems- Politics of Family- Gender and Family Dynamics-	2
	12	Generational Transition of Culture- Family Rituals and Traditions- Nuclear and Joint Families- Family and Intimacy- Attachment Theory	3
	13	Transnational Families and Migration- Domestic Violence and Abuse- Family and Labor- Domestic Immaterial Labor- Parenting	3
	14	Activity 3- Unwinding Family Traditions/Rituals: The students should interview a few of their family members, preferably from different generations, and gather their views on certain meaningful family traditions (Eg, family reunions, etc) and prepare a writeup of the analysis of the particular ritual or tradition in maintaining cultural identity.	2
		<p>Texts: (Non-Detailed) Rohinton Mistry: <i>Family Matters</i> M. T. Vasudevan Nair: <i>Naalukkettu</i> Aparna Sen (dir.) : <i>The Japanese Wife</i> Li-Young Lee: “I Ask My Mother to Sing” Sandra Elizabeth: “The Holy Family Severed: Kaathal’s Reconstitution of the Heteronormative Family in Malayalam Cinema.” www.alablog.in/issues/63/kaathal-heteronormative-family/</p>	5
IV	Fashion Cultures		15
	16	Sartorial Politics and Practices- Fashion theory- Sartorial Activism	3
	17	Fashion and Identity- Fashion Subcultures- Gender and Fashion	2
	18	Fashion as Performance- Fashion Iconography (Global, Indian, Regional)- Fashion Influencers	3
	19	Activity 4- Fashion Collage: Create a collage of iconic everyday fashion items or designers and analyse its role in shaping global fashion trends and identities.	2
		<p>Texts: (Non-Detailed) Cally Blackman: <i>100 Years of Fashion</i> Candy Bedworth: “Wearing the Message: Changing the World One Outfit At a Time” https://www.dailyartmagazine.com/protest-t-shirts/</p>	5

	<p>Erin Reimel and Krystin Arneson: “Here's the Powerful Story Behind the Pussyhats at the Women's March” https://www.glamour.com/story/the-story-behind-the-pussyhats-at-the-womens-march</p> <p>[Podcast] Rethinking ‘Keraleeyatha’: Clothing and the Politics of the Body: www.alablog.in/issues/60/podcast-rethinking-keraleeyatha-clothing-and-the-politics-of-the-body/</p>	
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TEXTS

Reference Texts:

1. Henri Lefebvre: *The Production of Space*
2. Michel de Certeau: *The Practice of Everyday Life*
3. Roland Barthes: *Bar The Fashion System*
4. Linda Welters and Anne E. Witz: *Food and Fashion: A Cultural History*
5. Jonathan Safran Foer: *Eating Animals*

COURSE OUTCOMES

No	Upon completion of the course, the graduate will be able to:	Cognitive Level	Knowledge Category
CO1	To explore the theoretical underpinnings of space and examine the politics of space	An	C
CO2	To evaluate the practical applications of the understanding of spaces, both physical and virtual, within various social and cultural contexts	E	C
CO3	To determine the intersection of food and culture and evaluate its role in shaping identities and societies	E	C
CO4	To examine the politics of food, from kitchen to global gastronomy, considering the issues of race, sustainability and globalization	An	C
CO5	To explore the cultures of family and kinship	An	C
CO6	To interpret familial structures and dynamics and to critically engage with issues affecting families globally	E	C
CO7	To examine fashion theory and fashion iconography and evaluate how attire mirrors and moulds cultural identity	An	C
CO8	To determine the significance of fashion as a means of expression and communication	E	C

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

Knowledge Category: F- Factual; C- Conceptual; P- Procedural; M- Metacognitive

ASSESSMENT RUBRICS

Formative (Continuous) Assessment through:

FA 1: Internal Examination (10 marks)

FA 2: Assignments/ Seminars/ Projects: Individual (online/offline)- Activity 2 and 3 prescribed in Modules 2 and 3 : 10 marks

FA 3: Group Discussion/ Visual Representation - Activity 1 and 3 prescribed in Module 1 and 4: 10 marks

Summative (End Semester) Assessment through:

SA 1: End Semester Examination: 70 marks

MAPPING OF COs TO ASSESSMENT RUBRICS

COs	FA1	FA2	FA3	SA1	SA2
CO1	✓			✓	
CO2	✓		✓	✓	
CO3	✓	✓		✓	
CO4	✓			✓	
CO5	✓	✓		✓	
CO6	✓			✓	
CO7	✓		✓	✓	
CO8	✓			✓	

MAPPING OF COs WITH PSOs WITH CORRELATION LEVEL:

(To be marked with 1, 2 or 3, indicating LOW/ MILD CORRELATION (1); MEDIUM CORRELATION (2), or STRONG CORRELATION (3))

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1							2
CO2		3					3
CO3		3				2	3
CO4		3				1	3
CO5		3				3	3
CO6		3				2	3
CO7		3					3
CO8		3					3

MAPPING OF COs WITH POs WITH CORRELATION LEVEL

(To be marked with 1, 2 or 3, indicating LOW/ MILD CORRELATION (1); MEDIUM CORRELATION (2), or STRONG CORRELATION (3))

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7

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CO1		3	3				
CO2		2	3				
CO3		3	3				
CO4		2	3				
CO5		2	1				
CO6		3	2				
CO7		3	2				
CO8		3	2				

Type of Course	DISCIPLINE SPECIFIC CORE 12/ MINOR IN LITERATURE AND CULTURE 6				
Course Code	MIUK3DSCECE204.1				
Course Title	<i>Reading Visual Culture</i>				
Semester	3				
Academic Level	200-299				
Course Details	Credit	Lecture hours/ week	Tutorial hours/ week	Practical hours/week	Total hours/week
	4	4			4
Pre-requisites	An interest in the diverse mediums of visual culture				
Course Summary	The course aims to provide an introduction to visual culture texts by analysing the conceptual bases and familiarising the students diverse artists from different social and historical backgrounds				

Module	Unit	Content	Hours
I	Introduction to Visual Culture		15
	1	Visual cultural studies- theory and practice-visual language and visual literacy-concept of visibility- psychology of perception-visual grammar-visual storytelling- cultural symbols and connotations- pervasiveness of images in everyday culture	5
	2	Mediums of visual storytelling- sculptures, art installations and paintings- graffiti- logo and poster design- calligraphy-cinematic medium- linguistic function of emojis- ideograms and pictograms- asemantic writing- illustrations and diagrams- landscape design-digital technology and graphic art- intensification of visual technology in the contemporary world- AI art and future technology Activity: <ol style="list-style-type: none"> The learner will be familiarized with the works of select contemporary artists like Jean-Michael Basquiat, Andy Warhol, Michael Duchamp, M F Husain, Sheela Gowda, Zarina Hashmi etc and be led through discussions on controversial artworks and installation like ‘Comedian’ by Maurizio Catellan and ‘My Bed’ by Tracey Emin. The learner will reflect on contemporary definitions of what it means to be an artist, what constitutes art and the affective power of art. Analysis of digitally published comic panels (e.g. Instagram pages like @sanitary panels and @deepdarkfears Analysis of meme formats like the "Distracted Boyfriend" meme, discussing its evolution, cultural significance, and potential for spreading stereotypes and gender norms. 	10
II	Exploring Aesthetics and Visual Language		15
	3	Elements of visual language- principles of design- composition,	3

	color, shape, space, contrast, rhythm, harmony, proportion, symmetry- symbolism and cultural metaphors- beauty- sublime-taste	
4	<p>Intersection of aesthetics with cultural, social, and political discourses-politics of visibility-colonial gaze-popular imagery challenging or reinforcing dominant ideology</p> <p>Texts:</p> <ol style="list-style-type: none"> 1. Hirokazu Kore-eda(dir.): <i>Shoplifters</i> (2018) 2. Padmarajan (dir.): <i>Thoovanathumbikal</i> (1987) 3. Thaikkudam Bridge : “Navarasam” (MV) https://www.youtube.com/watch?v=oYK6JU7Nx38 4. Dorothea Lange: select photographs from the Depression era https://www.nga.gov/exhibitions/2023/dorothea-lange-seeing-people.html 5. Anna Swartwood House: “The Long History of how Jesus came to resemble a white European” The long history of how Jesus came to resemble a white European (theconversation.com) 6. “NYT apologizes for cartoon on India’s Mars Mission” NYT apologises for cartoon on India’s Mars mission - The Hindu (controversial comic strips published in dailies and magazines-how to navigate these conflicts-the ethics of representation and the issue of “offense”) 	7
5	<p>Popular ‘aesthetics’ and their significance-vintage-punk-gothic-Barbie Core-Indie-Negative aesthetics- abject and grotesque</p> <p>Texts:</p> <ol style="list-style-type: none"> 1. Darren Arronofsky (dir.): <i>Black Swan</i> (2010) 2. Hayao Miyazaki (dir.): <i>Kiki’s Delivery Service</i> (1990) 	5
III	Memory, Nostalgia and History	15
6	<p>Nostalgia- individual, collective identity, cultural identity</p> <p>Nostalgic aesthetics in visual culture- retro revivalism, vintage fashion, heritage tourism-nostalgia as a tool of advertising</p>	4
7	<p>Memory, identity, and visual culture- Memory and place-representations of landscape in evoking narratives of place-how visual images represent and mediate traumatic experiences-Role of photography in preserving memory and historical consciousness</p>	3
8	<p>Texts:</p> <ol style="list-style-type: none"> 1. Domee Shi (dir.): <i>Bao</i>(2019) 2. Amal Neerad (dir.): <i>Bheeshma Parvam</i> (2022) 3. Alice Bloch: “Why descendants of Auschwitz survivors are replicating Auschwitz tattoos” Why Descendants of Holocaust Survivors Are Replicating Auschwitz Tattoos History Smithsonian Magazine <p>(Identity and the practice of tattooing, historical significance and</p>	8

	<p>cultural practice, tattoo and subculture, Holocaust survivors and tattoo as memory of genocide)</p> <p>4. 5 Seconds of Summer: “Youngblood” (MV) 5 Seconds of Summer - Youngblood (Official Video) (youtube.com)</p> <p>5. Case studies of Nostalgia driven marketing- Paper Boat, Levi’s</p> <p>6. Megan O’Hearn: “Seeing is believing: early war photography” Seeing is believing: early war photography - About JSTOR (introduction to war photography-prominent photojournalists of conflict and crisis-iconic images of war and their impact)</p>	
IV	Globalization, Transnational Flows and Consumerism	15
	<p>9</p> <p>Impact of globalization on visual culture-cultural hybridity, transnationalism, and the global circulation of image-cross cultural narratives. Texts: 1. Ai Weiwei : “Sunflower seeds” and “Dropping a Han dynasty Urn” 2. Alberto Corda: “Guerrillero Heroico” Che Guevara: The face that launched a thousand... (theconversation.com) 3. Magnum Photos agency and its coverage of global events and issues. https://www.instagram.com/magnumphotos/</p>	5
	<p>10</p> <p>Global Visual Activism- cultural imperialism and resistance- Political cartoons and graphic novels Texts: 1. R.K. Laxman : Select cartoons 2. Art Spiegelman: "Maus"</p>	4
	<p>11</p> <p>Mediated reality- the intersection of reality and representation in visual media- truth, authenticity, and the manipulation of images- photojournalism-ethics of witnessing Texts: 1. Kevin Carter: “The Vulture and the Little Girl” 2. The controversy surrounding National Geographic's cover image of a digitally merged pyramids photograph (photographed by Gordon Gahan) 3. Aaratrika Bhaumik: “Regulating Deep Fakes and generative AI in India” Regulating deepfakes and generative AI in India Explained - The Hindu 4. Marina Abramovic: "Rhythm 0" 5. Peter Weir (dir.): <i>The Truman Show</i> (1998)</p>	6

TEXTS

Core Texts:

1. Kerala Tourism ad campaigns- selling the “God’s own Country” image
2. Coca-Cola’s “Share a Coke” campaign

<https://www.linkedin.com/pulse/decoding-coca-colas-famous-share-coke-campaign-eric-siu--qdure/>

Non-Detailed

1. Gene Luen Yang: "American Born Chinese"
2. Olafur Eliasson: "The Weather Project"
<https://onartandaesthetics.com/2016/04/25/the-weather-project/>
3. *Blade Runner 2049* (2017)- Denis Villeneuve (dir.)
4. Yinka Shonibare: Select works
<https://yinkashonibare.com/>
5. G. Aravindan: select comics from “Cheriyā Manushyārum Valiya Lokavum” series
6. Marjane Satrapi: *Persepolis*
7. Guillermo del Toro (dir.): *Pan’s Labyrinth* (2006)
8. Ed Sheeran: “Photograph”
[Ed Sheeran - Photograph \(Official Music Video\) \(youtube.com\)](https://www.youtube.com/watch?v=JGEM41218o0)
9. Tseten Namgyal: “Significance of ‘Eight Traditional Tibetan Buddhist Auspicious Symbols /Emblems’ (bkra shis rtags brgyad) in day to day Rite and Rituals”
[Significance of ‘Eight Traditional Tibetan Buddhist Auspicious Symbols /Emblems’ \(bkra shis rtags brgyad\) in day to day Rite and Rituals on JSTOR](#)
10. Salvador Dali: “The Persistence of Memory”

Reference Texts:

1. Nicholas Mirzoeff (ed.): *The Visual Culture Reader*
2. Marita Sturken and Lisa Cartwright: *Practices of Looking: An Introduction to Visual Culture*

COURSE OUTCOMES

No	Upon completion of the course, the graduate will be able to:	Cognitive Level	Knowledge Category
CO1	Read and analyze visual texts from diverse historical and cultural backgrounds.	U, An	F,C
CO2	Gain an insight on diverse visual mediums of communication	U, An	F,C
CO3	Understand the new developments in visual storytelling like interactive art installations	U, An	F,C
CO4	Understand the impact of design elements like composition, rhythm, balance etc on visual perception	U, E	F,P
CO5	Understand cross-cultural perceptions of visual language	U, E	F,P
CO6	Analyse how visual texts interact with social, political and cultural discourses.	An, E	C,P
CO7	Appreciate the use of visual technology in the contemporary world and analyse its cultural significance.	An, C	C,P
CO8	Attempt the use of generative AI technology in creating art, illustrations and diagrams.	C	C

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

ASSESSMENT RUBRICS

Formative (Continuous) Assessment through:

FA 1: Activity 1

FA 2: Activity 2/ Activity 3

FA 3: The student will be familiarized with the use of generative AI in creating artworks and led through discussions on whether AI generated art can be seen as art.

Summative (End Semester) Assessment through:

SA 1: End Semester Examination- 40 Marks

SA 2: Term Project

MAPPING OF COs TO ASSESSMENT RUBRICS

COs	FA1	FA2	FA3	SA1	SA2
CO1				✓	✓
CO2	✓	✓	✓	✓	✓
CO3	✓		✓	✓	✓
CO4				✓	✓
CO5				✓	✓
CO6		✓		✓	✓
CO7	✓	✓	✓	✓	✓
CO8	✓		✓	✓	✓

MAPPING OF COs WITH PSOs WITH CORRELATION LEVEL:

(To be marked with 1, 2 or 3, indicating LOW/ MILD CORRELATION (1); MEDIUM CORRELATION (2), or STRONG CORRELATION (3))

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1		1	2		2		3
CO2		1	2				
CO3	1	2	2		3		3
CO4			2		2		2
CO5		2	3		3		
CO6	2	2	3			3	3
CO7	2	3	3		2	3	
CO8		3	3				

MAPPING OF COs WITH POs WITH CORRELATION LEVEL

FYUGP English and Communicative English –Syllabus -2024 Admission

(To be marked with 1, 2 or 3, indicating LOW/ MILD CORRELATION (1); MEDIUM CORRELATION (2), or STRONG CORRELATION (3))

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	2		2	2	1	1	2
CO2	2			2			2
CO3	2		2				
CO4	3	2		2			
CO5	3	3					3
CO6	3	3	3	2	2	1	3
CO7	3		3	3	2		
CO8	2				1		

Type of Course	DISCIPLINE SPECIFIC ELECTIVE 1				
Course Code	MIUK3DSEECE205.1				
Course Title	<i>Theatre: Performance and Appreciation</i>				
Semester	3				
Academic Level	200-299				
Course Details	Credit	Lecture hours/ week	Tutorial hours/ week	Practical hours/week	Total hours/week
	4	4			4
Pre-requisites	An interest in theatre and related aspects				
Course Summary	This course is designed to equip students with skills necessary to analyse dramatic literature and to produce plays.				

Module	Unit	Content	Hours
I	Introduction to Theatre Studies		15
	1	Defining theatre- as an art form Scope and Relevance of theatre studies	2
	2	Origin of theatre- in ritual and performance in ancient Greek theatre	2
	3	Overview of the evolution of Theatre	4
	4	Functions of theatre- entertainment, education, social critique, cultural expression	4
	5	Theatre in contemporary society	3
II	Elements in Drama/Dramatic Performances		15
	6	Plot- Linear and Non-linear, Fraytag’s Pyramid	2
	7	Dramatic Structure- Acts, Scene, Prologue, Epilogue	2
	8	Character, Dialogue, Theme, Symbolism	2
	9	Stage design, Stage direction, Lighting, Sound, Music, Spaces	3
	10	Activity: Dramatic reading of select scenes of the following plays in class to identify the elements of drama Texts: Girish Karnad: <i>Nagamandala</i> (Non-detailed) Wole Soyinka: <i>The Lion and the Jewel</i> (Non-detailed)	6
III	Introducing Theatre Genres/Forms and Drama Appreciation		15
	11	Tragedy, Comedy, One Act plays, Street plays, Musical theatre Texts: (Non-detailed) 1. Arthur Miller: <i>Death of a Salesman</i> 2. Bernard Shaw: <i>Arms and the Man</i> 3. J. M. Synge: <i>Riders to the Sea</i> 4. Jana Natya Manch 1978: <i>Machine</i> https://youtu.be/hBCX5j28d5c?feature=shared 5. "Disney's Aladdin - A Musical Spectacular" (Full Performance 1080p HD) https://youtu.be/o-gLbgpzCc8 (Note to the Instructor- The students should be provided with an	5

		<i>overview of the characteristic features of the different genres/forms mentioned and the texts prescribed should be dealt with in a way that provides more clarity on each genre)</i>	
	12	Select Indian forms of theatre (Kathakali, Puppetry, Folk Theatre) <i>(Note to the Instructor: The students should be given an overview of the characteristic features of each)</i>	3
	13	Understanding Historical, Political, Social and Cultural Context of plays- its relevance in theatre Texts: (Non-detailed) 1. Bertolt Brecht and Margarete Steffin: <i>Mother Courage and her Children</i> 2. Mahesh Dattani: <i>Final Solutions</i> <i>(Note to the Instructor: The students should be guided to appreciate the prescribed texts in its historical/political/social/cultural context)</i>	4
	14	Thematic analysis and characterization/character development Text: 1. Ibsen: <i>A Doll's House</i> (Non-detailed) <i>(Note to the Instructor: The students should be guided to do an analysis of the characters and the themes of the prescribed play)</i>	3
IV	Theatre in Practice		15
	15	Storytelling and Script Creation – Original or Adaptation from a text	4
	16	Directing and Producing	2
	17	Role plays, Scenes (A Forest, A Bus Stand, etc.)	4
	18	Set and Costume Designing	2
	19	Budget and Publicity	3

TEXTS

Reference Texts:

1. Brockett, Oscar, et al. *The Essential Theatre*. 1976. Cengage Learning, 2010
2. Carlson, Marvin. *Theatre: A Very Short Introduction*. Oxford UP, 2014.
3. Gloman, Chuck B, and Rob Napoli. *Scenic Design and Lighting Techniques: A Basic Guide for Theatre*. Focal Press, 2007.
4. Spencer, Stuart. *The Playwright's Guidebook: An Insightful Primer on the Art of Dramatic Writing*. Faber & Faber, 2002.

COURSE OUTCOMES

No	Upon completion of the course, the graduate will be able to:	Cognitive Level	Knowledge Category
CO1	Understand theatre as a form of art	U	C
CO2	Examine the functions and relevance of theatre	An	C
CO3	Infer the dramatic structure of a play	An	C
CO4	Identify and analyze the elements of a theatrical performance	An	C
CO5	Evaluate plays in the light of its historical, cultural and political context	E	C
CO6	Explore the themes and character development in plays	An	C

CO7	Prepare script for a play	C	P
CO8	Produce a theatrical performance	C	P

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

ASSESSMENT RUBRICS

Formative (Continuous) Assessment through:

FA 1: Online submission of a PPT presentation/video prepared by the student which showcases their understanding of the history, function and relevance of theatre : 10 marks

FA 2: Critical Appreciation of a play of the student’s choice. It should include a description of the genre of the play, the elements of the play, thematic and character analysis and it should be analyzed in its historical/political/social/cultural backdrop. It can be submitted as an assignment or presented in class as a group activity: 10 marks

FA 3: Internal Examination: 10 marks

Summative (End Semester) Assessment through:

SA 1: End Semester Exam/Term Paper : 40 marks

(Note to Question paper setters: Questions should focus more on the theatre-related aspects of the texts mentioned)

SA2: Production of a play by the students-The duration of the play can be up to 1 hr. There should be a student director and producer. The plot can be original/adaptation of a work/shortened form of a full-length play. Students should divide themselves into groups taking up tasks like script-writing (including the dialogues and stage directions), acting, costume-designing (should be innovative and in a minimum budget), designing the backdrop and props (innovative and in minimum budget) and publicity.

Each student will be awarded marks according to their part in the production of the play.

An external examiner along with an internal examiner will assess the students as they perform the play: 30 marks

MAPPING OF COs TO ASSESSMENT RUBRICS

COs	FA1	FA2	FA3	SA1	SA2
CO1	✓		✓	✓	✓
CO2	✓		✓	✓	
CO3		✓			
CO4		✓			
CO5		✓		✓	
CO6		✓		✓	
CO7					✓
CO8					✓

MAPPING OF COs WITH PSOs WITH CORRELATION LEVEL:

(To be marked with 1, 2 or 3, indicating LOW/ MILD CORRELATION (1); MEDIUM CORRELATION (2), or STRONG CORRELATION (3))

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1			3				
CO2			3				1
CO3			2				
CO4			1				
CO5			3				3
CO6			2				3
CO7		3					
CO8		3					

MAPPING OF COs WITH POs WITH CORRELATION LEVEL

(To be marked with 1, 2 or 3, indicating LOW/ MILD CORRELATION (1); MEDIUM CORRELATION (2), or STRONG CORRELATION (3))

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	1		1				
CO2	1		1				
CO3	2		3				
CO4	2	1	3				
CO5	3	1	3				
CO6	2		3				
CO7	3	3		1	1		
CO8	3	3	2	3	2		

Type of Course	MULTI-DISCIPLINARY COURSE 9				
Course Code					
Course Title	<i>Kerala Studies</i>				
Semester	3				
Academic Level	200-299				
Course Details	Credit	Lecture hours/ week	Tutorial hours/ week	Practical hours/week	Total hours/week
	3	2		2	4
Pre-requisites					
Course Summary					

TO BE TAKEN FROM THE SYLLABUS OF KERALA UNIVERSITY

Type of Course	VALUE ADDED COURSE 1				
Course Code	MIUK3VACECE207.1				
Course Title	<i>Ecological Narratives</i>				
Semester	3				
Academic Level	200-299				
Course Details	Credit	Lecture hours/ week	Tutorial hours/ week	Practical hours/week	Total hours/week
	3	2		2	4
Pre-requisites	Students should be interested in learning about ecological sensitivity, issues and best adopted practices for future sustainability from textual analysis, debate and discussion. (kinder)				
Course Summary	This course is designed to develop ecological awareness in students and to enable them to understand local environmental concerns				

Module	Unit	Content	Hours
I	Developing Eco-consciousness		15
	1	Understanding biodiversity and ecosystems- developing ecological awareness-cultural perceptions of the relationship between humanity and nature Texts: Shel Silverstein: <i>The Giving Tree</i> (Non-detailed) Vaikom Muhammed Basheer: <i>The Inheritors of the Earth</i> (Non-detailed)	5
	2	Environmental ethics-environmental justice Season 2, Episode 4. “Freedom to Roam”, <i>Our Planet</i> . (Non-detailed)	4
	3	Environmental education and communication Wendell Berry: <i>The Peace of Wild Things</i>	3
	4	Indigenous knowledge and land management practices	3
II	Environmental Issues, Sustainability, and Development		15
	6	Climate change and biodiversity loss-ecological footprint-age of the Anthropocene <i>Finding Nemo</i> by Pixar Animation Studios (Non-detailed) Paul J. Crutzen and Christian Schwagerl: <i>Living in the Anthropocene-Toward a New Global ethos</i> (Non-detailed)	5
	7	Waste management and circular economy-sustainable Development Goals Texts: “Transforming our World: the 2030 Agenda for Sustainable Development” by the Department of Economic and Social Development (Non-detailed) “India’s National Action Plan on Climate Change” published by Environment, Forest and Climate Change (Non-detailed)	5
	8	Conservation practices and human intervention-environmental governance and policy Texts: 1. Studio Ghibli : <i>Princess Mononoke</i> (Non-detailed)	5

		<ol style="list-style-type: none"> 2. Banksy: ‘Season’s Greetings’, ‘I don’t believe in global warming’ and ‘Show me Monet’ (paintings) Banksy (Non-detailed) 3. Poster Campaigns of WWF 4. Comic strips and environmentally aware graphic novels- instagram pages like green_humour <p>Rohan Chakravarty (@green_humour) • Instagram photos and videos</p>	
III	Learning to navigate the Anthropocene epoch		15
	11	<p>Eco-trauma-impact of environmental injustice on communities- Climate grief</p> <p>Texts:</p> <ol style="list-style-type: none"> 1. Panu Pihkala: “Climate grief: how we mourn a changing planet” (Detailed) <p>Climate grief: How we mourn a changing planet (bbc.com)</p> <ol style="list-style-type: none"> 2. Summer Allen: “Is climate grief something new?” 3. Is climate grief something new? (apa.org) (Non-detailed) 4. Dr. Biju (dir.): <i>Valiya Chirakulla Pakshikal</i> (2015) <p>Valiya Chirakulla Pakshikal Latest Malayalam Full Movie Malayalam Full HD Movie Malayala Mantra (youtube.com) (Detailed)</p>	7
	12	<p>Dystopian climate-fiction-literary depictions of climate change- surge of apocalyptic depictions in popular media-climate anxiety</p> <p>Texts:</p> <ol style="list-style-type: none"> 1. Brian Teare: “<i>En Plein air Poetics: Notes towards writing in the Anthropocene</i>” <p>En Plein Air Poetics: Notes Towards Writing in... Poetry Foundation (Non-detailed)</p> <ol style="list-style-type: none"> 2. Andrew Stanton: <i>Wall-E</i> (dir.) (Detailed) 3. Christopher Shaw: “What Zombie films tell us about climate change: there’s no one happy ending” <p>What zombie films tell us about climate change: there's no one happy ending Christopher Shaw for New Left Project, part of the Guardian Comment Network The Guardian (Non-detailed)</p> <ol style="list-style-type: none"> 4. Bong Jo- Hoon (dir.): <i>Snowpiercer</i> (2013) (Non-detailed) 	4
	13	<p>Imagining a sustainable future in the Anthropocene-Solarpunk</p> <p>Texts:</p> <ol style="list-style-type: none"> 1. Claire Armisted: “Stories to save the world: the new wave of climate fiction” <p>Stories to save the world: the new wave of climate fiction Books The Guardian</p>	4
IV	Developing an Activity-Oriented Approach to Environmental Learning		15
	16	Activity 1: Tree Walk and report writing, developing a photo compilation on the importance of greening the city	2
	17	<p>Activity 2: Group Research Project and case study on a local issue and offer suggestions for a tangible solution.</p> <p>Suggested Topics:</p> <ol style="list-style-type: none"> a. Understanding the issue of waste management in their city 	10

	<p>and comparing it to ‘clean city’ models from around the world, thinking of possible solutions for the issue</p> <p>b. Analysing the ethical concerns in man v/s nature struggles like those caused by wild animals entering human inhabited spaces, wild boars destroying farm lands etc. Think of the moral implications in a scenario where the animal is put down for entering spaces ‘belonging’ to humans.</p> <p>c. Mapping the loss of greenery in their city by comparing select spaces to older photographs, tracking the impacts of ‘development’</p>	
18	Developing an awareness of their own environmental impact Activity 3: Journalling, Use of WWF’s My Foot Print App	2
19	Develop an understanding of the impact of monocultural gardening practices Text:”Lawn mowing reduction can help wildlife: says study” by Patrick Barkham Lawn-mowing reduction can help wildlife, says study Wildlife The Guardian Activity 4: Cultivating awareness of endangered indigenous plants and understanding the unique methods to follow to look after these plants.	1

Reference Texts:

1. Robin Wall-Kimmerer: *Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge, and the Teachings of Plants*
2. Edward O. Wilson: *The Diversity of Life*
3. Mark Maslin :*Global Warming: a Very Short Introduction*
4. Manuel C. Molles and Anna Sher: *Ecology: Concepts and Applications*
5. Anil Narine: *Eco-trauma Cinema*
6. *The Cambridge Companion to Literature and the Anthropocene*
7. Greg Garrard: *Ecocriticism*
8. *Cheryll Glotfelty and Harold Fromm: The Ecocriticism Reader: Landmarks in Literary Ecology*
9. *Pieter Vermeulen: Literature and the Anthropocene*

COURSE OUTCOMES

No	Upon completion of the course, the graduate will be able to:	Cognitive Level	Knowledge Category
CO1	Understand the basic concepts used to discuss the environment and environmental issues	U	F
CO2	Identify the practical issues in implementing sustainability goals	E	C
CO3	Understand environmentally conscious decision making in different aspect of personal and social life	Ap	C,P
CO4	Analyze the level of ecological awareness in given texts based on the depiction of human-nature relationship,	An	C

	environmental issues etc.		
CO5	Analyze the various environmental challenges in their local environment	An	C
CO6	Devise a methodology for offering tangible solutions to local environmental issues	C	C

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

Knowledge Category: F- Factual; C- Conceptual; P- Procedural; M- Metacognitive

ASSESSMENT RUBRICS

Formative (Continuous) Assessment through:

FA 1: Activity 1: 10 marks

FA 2: Activity 3: 10 marks

FA 3: Activity 4: 10 marks

Summative (End Semester) Assessment through:

SA 1: End Semester Examination: 40 Marks

SA2: Activity 2: Group Research Project and case study on a local issue and offer suggestions for a tangible solution: 30 Marks

MAPPING OF COs TO ASSESSMENT RUBRICS

COs	FA1	FA2	FA3	SA1	SA2
CO1	✓			✓	
CO2		✓		✓	✓
CO3		✓	✓	✓	
CO4		✓	✓	✓	
CO5					✓
CO6					✓

MAPPING OF COs WITH PSOs WITH CORRELATION LEVEL:

(To be marked with 1, 2 or 3, indicating LOW/ MILD CORRELATION (1); MEDIUM CORRELATION (2), or STRONG CORRELATION (3))

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1					2	2	
CO2		2			3	3	3
CO3			2			3	3
CO4	2		3			3	3
CO5			2			3	3
CO6		2			3	3	3

MAPPING OF COs WITH POs WITH CORRELATION LEVEL

(To be marked with 1, 2 or 3, indicating LOW/ MILD CORRELATION (1); MEDIUM CORRELATION (2), or STRONG CORRELATION (3))

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1		2	2	2		2	3
CO2	2	3	2		2	3	3
CO3	2	2	3			3	3
CO4	2	3	3			3	
CO5	2	3	3	2		3	3
CO6	3	3	3	2	2	3	3

Type of Course	VALUE ADDED COURSE 2				
Course Code	MIUK3VACECE208.1				
Course Title	<i>Introduction to Heritage Studies</i>				
Semester	3				
Academic Level	200-299				
Course Details	Credit	Lecture hours/ week	Tutorial hours/ week	Practical hours/week	Total hours/week
	3	3		1	4
Pre-requisites	An awareness and interest in tangible and intangible heritage.				
Course Summary	The course will help the students understand the concepts and practices of heritage in tangible and intangible spaces like monuments and digital spaces.				

Module	Unit	Content	Hrs
I	Theorising Heritage		15
	1	Heritage- Concept and Scope- Origin- Evolution- Heritagescape- Sites	
		<p>Texts (detailed):</p> <p>1) “The New Heritage Studies: Origins and Evolution, Problems and Prospects”, by William Logan, Ullrich Kockel, and Máiréad Nic Craith (<i>A Companion to Heritage Studies</i>, Edited by Wiliam Logan et al.)</p> <p>2) “The Heritagescape: Looking at Heritage Sites.” by Mary-Catherine E. Garden (<i>Heritage Studies: Methods and Approaches</i>)</p>	
II	Heritage in Digital Age		15
	2	Digital heritage- Digital archives- Digital tourism- AR and VR tourism	15
		<p>Texts (detailed):</p> <p>1. Maria Economou: “Heritage in Digital Age”(A <i>Companion to Heritage Studies</i>, Edited by Wiliam Logan et al.)</p> <p>2. en.unesco.org/themes/information-preservation/digital-heritage/concept-digital-heritage</p> <p>Praxis</p> <p>1. www.chalai.org</p> <p>2. www.youtube.com/@keralaarchaeology3597/videos</p>	
III	Doing Everyday Heritage		15
	3	Heritage conservation- Heritage destruction- Heritage locales- Government’s Role- Other Stakeholders	15
		<p>Texts (detailed):</p> <p>1. Benjamin Isakhan: “Heritage Under Fire: Lessons from Iraq for Cultural Property Protection” (<i>A Companion to Heritage Studies</i>, Edited by Wiliam Logan et al.)</p> <p>2. Neelima Jeychandran: “Kappiri Shrines and Memories of Slavery in Kerala” (<i>Ala Blog</i>, www.alablog.in/issues/7/kappiri-shrines-slavery)</p> <p>3. Soumithra M. S.: “Caste and Tourism: The Case of Ancestral</p>	

		Homestays” (<i>Ala Blogs</i> , www.alablog.in/issues/58/caste-tourism-ancestral-homestays)	
		Praxis 1. Karumadikuttan (Kuttanadu, Allapey) 2. Kappiri Muthappan Shrine (Eranakulam) 3. Varikkasser Mana (Palakkad)	
IV	4	Practicum: Visiting Heritage Site <i>The students should be taken to a heritage site, under the guidance of the instructor. The students should prepare a document mapping ideas discussed in the previous modules and submit it to the instructor after the visit. This will be counted as formative assessment.</i>	15

Recommended Text:

1. *A Companion to Heritage Studies*, Edited by Wiliam Logan et al.

COURSE OUTCOMES

No	Upon completion of the course, the graduate will be able to:	Cognitive Level	Knowledge Category
CO1	Learn to conceptualise Heritage Studies as an academic discipline	U	C
CO2	Understand the major concepts and scope of Heritage studies	U	C
CO3	Understand the concept of a heritage site as a landscape.	U	C
CO4	Understand the location of heritage in the digital era.	U	C
CO5	Understand aspects of heritage conservation and ethics.	U	C
CO6	Learn to document the significance of heritage sites.	C	P, M

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

Knowledge Category: F- Factual; C- Conceptual; P- Procedural; M- Metacognitive

ASSESSMENT RUBRICS

Formative (Continuous) Assessment through:

FA 1: Quiz (10 marks)

FA 2: Assignment: Submit an article on any place/monument/locale/object/people/community/custom/practice of heritage value located in your own native place. (10 marks)

FA 3: Written Examination

Summative (End Semester) Assessment through:

SA 1: End Semester Exam (40 marks)

SA 2: Group activity and report submission: Visit a heritage place near your college and map its history, heritage value, digital presence, and other aspects related to the discipline. Submit a report covering these. (30 marks)

MAPPING OF COs TO ASSESSMENT RUBRICS

COs	FA1	FA2	FA3	SA1	SA2
CO1	✓	✓	✓	✓	✓
CO2	✓	✓	✓	✓	✓
CO3	✓	✓	✓	✓	✓
CO4	✓	✓	✓	✓	✓
CO5	✓	✓	✓	✓	✓
CO6	✓	✓	✓	✓	✓

MAPPING OF COs WITH PSOs WITH CORRELATION LEVEL:

(To be marked with 1, 2 or 3, indicating LOW/ MILD CORRELATION (1); MEDIUM CORRELATION (2), or STRONG CORRELATION (3))

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1		1	2		1	1	
CO2		1	2		2	1	
CO3		1	2		1	1	
CO4		1	2		1		
CO5		1	2		1	3	
CO6	2	3	3		3	2	3

MAPPING OF COs WITH POs WITH CORRELATION LEVEL

(To be marked with 1, 2 or 3, indicating LOW/ MILD CORRELATION (1); MEDIUM CORRELATION (2), or STRONG CORRELATION (3))

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3		1	1			
CO2	3		1	1			
CO3	3		1	1		1	
CO4	3		1	1	1		
CO5	3		1	1		3	
CO6	3	3	3	3	3	3	3

SEMESTER 4: COURSE LIST

COURSE CODE	COURSE LIST
MIUK4DSCECE209.1	<i>English 3.0: Content Writing and Creation in the Age of AI</i>
MIUK4DSCECE210.1	<i>Cinematic Conversations: Language and Communication through Films</i>
MIUK4DSEECE211.1	<i>Popular Culture: Trends & Themes</i>
MIUK4DSEECE212.1	<i>Introduction to Comics and Graphic Narratives</i>
MIUK4VACECE213.1	<i>Women Empowerment and Community Networking</i>
MIUK4VACECE214.1	<i>Human Rights and SSR Projects</i>
MIUK4VACECE215.1	<i>AI: Fundamentals, Applications & Governance</i>
MIUK4SECECE216.1	<i>Public Speaking and Presentation Skills</i>
MIUK4SECECE217.1	<i>Soft Skills</i>

Type of Course	DISCIPLINE SPECIFIC CORE 13/ SIGNATURE COURSE				
Course Code	MIUK4DSCECE2091				
Course Title	<i>English 3.0: Content Writing and Creation in the Age of AI</i>				
Semester	4				
Academic Level	200-299				
Course Details	Credit	Lecture hours/ week	Tutorial hours/ week	Practical hours/week	Total hours/week
	4	4			4
Pre-requisites	Basic knowledge in Computer and AI				
Course Summary	This course is designed to give a comprehensive training on the tools of Artificial Intelligence to enhance content creation and to know its strategies				

Module	Unit	Content	Hours
I	Introduction to Content Writing And Creation in the Age Of AI		15
	1	Introduction to Generative AI	3
	2	AI Tools for Content Ideation and Research - AI Writing Assistants and Editors	3
	3	Content Creation with AI Assistance	3
	4	Multimedia Content Generation	3
	5	Future Trends and Innovations	3
II	Leveraging AI Tools for Content Ideation and Research		15
	6	Introduction to AI Tools for Content Ideation and Research - Keyword Research with AI	3
	7	Topic Generation Tools - Content Discovery Platforms	3
	8	Semantic Search Engine - Content Analysis Tools	3
	9	Text Generation and Summarization - Content Planning and Organization Tools	3
	10	Visual Content Generation Tools	3
III	Crafting Content with AI Assistance		15
	11	Writing with AI-aid - AI-Generated Text and Article Writing	3
	12	Content Editing and Proofreading with AI - Customizing Content Tone and Style	3
	13	Multimedia Content Generation with AI	3
	14	SEO Optimization with AI - Content Personalization and Recommendation	3
	15	AI for Teaching	3
IV	Ethics in The Age Of AI		15
	16	Introduction to Ethics in AI-Assisted Content Creation	3
	17	Understanding Bias and Fairness in AI Algorithms	3
	18	Transparency and Accountability in AI-Assisted Content Creation	3
	19	Privacy and Data Security Considerations-Legal and Regulatory Compliance	3

	20	Ethical Guidelines for Content Creators - Plagiarism and Copyrights	3
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TEXTS

Reference Texts:

1. Vincent Muller: *Philosophy and Theory of Artificial Intelligence*
2. Tom Taulli: *Generative AI: A Non-Technical Introduction*
3. [What is generative AI and how does it work? – The Turing Lectures with Mirella Lapata](#)
4. Vladik Kreinovich: *Towards Explainable Fuzzy AI: Concepts, Paradigms, Tools, and Techniques*
5. Valentina Alto: *Modern Generative AI with ChatGPT and OpenAI Models: Mastering*
6. TJ Books: *ChatGPT: Create Highly Effective Prompts, Strategies and Best Practices to Go from Novice to Expert*
7. [How to learn anything fast using ChatGPT | Full guide to studying with AI](#)
8. Chris M. Anson: “*AI-Based Text Generation and the Social Construction of ‘Fraudulent Authorship’: A Revisitation*”
9. Michael Boylan (Editor) and Wanda Teays (Editor): *Ethics in the AI, Technology, and Information Age*

COURSE OUTCOMES

No	Upon completion of the course, the graduate will be able to:	Cognitive Level	Knowledge Category
CO1	Develop a comprehensive understanding of the role of AI	U	F
CO2	Recognize the evolving nature of AI technology and its impact on professional practices within the field of communicative English.	R, U	F
CO3	Identify and use diverse range of AI tools proficiently to generate innovative ideas.	C	C
CO4	Apply advanced techniques and methodologies in content creation with the assistance of AI technologies.	C	C
CO5	Demonstrate proficiency in leveraging AI-driven insights to optimise performance metrics such as readability, relevance, and user engagement.	C	C
CO6	Effectively handle team-based content creation projects.	C	C
CO7	Ensure proficiency in leveraging AI technologies to meet the evolving demands of communicative English in the digital age	An	C
CO8	Evaluate and navigate ethical considerations inherent in the use of AI for content creation.	E	C

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

Knowledge Category: F- Factual; C- Conceptual; P- Procedural; M- Metacognitive

ASSESSMENT RUBRICS

Formative (Continuous) Assessment through:

FA 1: Continuous Internal Assessment Tests (10 marks)

FA 2: Assignment/ Seminar/ Presentation/ Project: Individual (10 marks)

FA 3: Assignment/ Seminar/ Presentation/ Project: Group (10 marks)

Summative (End Semester) Assessment through:

SA 1: End Semester Exam (40 marks)

SA 2: Portfolio/Project Assessment (30 marks)

MAPPING OF COs TO ASSESSMENT RUBRICS

COs	FA1	FA2	FA3	SA1	SA2
CO1	✓			✓	
CO2	✓	✓		✓	
CO3	✓			✓	✓
CO4	✓	✓		✓	✓
CO5	✓		✓	✓	✓
CO6	✓		✓	✓	✓
CO7	✓	✓		✓	✓
CO8	✓			✓	

MAPPING OF COs WITH PSOs WITH CORRELATION LEVEL:

(To be marked with 1, 2 or 3, indicating LOW/ MILD CORRELATION (1); MEDIUM CORRELATION (2), or STRONG CORRELATION (3))

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	3	2			1		
CO2	3	2	3		2		
CO3	2		2		2		
CO4	2	2			3		
CO5	2	3			2		
CO6	2		2		3		
CO7	3		2		2	3	
CO8	2		2		2	2	

MAPPING OF COs WITH POs WITH CORRELATION LEVEL

(To be marked with 1, 2 or 3, indicating LOW/ MILD CORRELATION (1); MEDIUM CORRELATION (2), or STRONG CORRELATION (3))

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	2			2			
CO2				3	2		
CO3				2	2		
CO4	2			2	2		
CO5	3						
CO6				3	1		
CO7					2		3
CO8	2			3	2		2

Type of Course	DISCIPLINE SPECIFIC CORE 14				
Course Code	MIUK4DSCECE210.1				
Course Title	<i>Cinematic Conversations: Language and Communication through Films</i>				
Semester	4				
Academic Level	200-299				
Course Details	Credit	Lecture hours/ week	Tutorial hours/ week	Practical hours/week	Total hours/week
	4	4			4
Pre-requisites	The student must have an interest in watching and analysing films				
Course Summary	This course aims to enable the learner to look at cinema as a hybrid medium of communication and understand the nuances of film’s visual, verbal and cultural aspects.				

Module	Unit	Content	Hours
I	Introduction to Cinematic Language and Film Techniques		15
	1	Understanding the language of cinema-Mise-en-scene and production design-exploration of set design, costume, and props-grammar of film language-shot, scene, sequence-film as a hybrid medium.	5
	2	Cinematography and visual composition–camera angles, shots and movement-cinematic space- framing-analysis of framing techniques (e.g., rule of thirds, leading lines, symmetry, depth of field)-advanced cinematography techniques (e.g., slow motion, time-lapse, aerial cinematography)	5
	3	Editing and rhythm-analysis of editing techniques such as continuity editing, montage, and parallel editing- analysis of continuity editing techniques-shot-reverse shot, match cuts, eyeline matches- rhythm, timing and pacing in editing-transitions and visual effects-(e.g.,cuts, fades, dissolves, wipes)	3
	4	Sound design and music-elements of film sound: dialogue, sound effects, music-sound design techniques and their narrative function- Role of music in enhancing mood, atmosphere, and narrative dynamics	2
II	Visual Storytelling and Non-verbal Communication		15
	5	Introduction to visual storytelling in film-symbolism and visual metaphors-study of lighting techniques and their impact on mood, atmosphere, and narrative-analysis of color palette and its application in cinematography Texts: <ul style="list-style-type: none"> ● Rahe Anil Bharve (dir.): <i>Tumbbad</i> (2018) (Detailed) ● Taika Waititi (dir.): <i>Jojo Rabbit</i> (2019) (Non-detailed) 	5
	6	Body Language and Gesture -understanding the emotional and narrative significance of non-verbal cues - screening and analysis of scenes highlighting the power of gesture and expression in storytelling. Texts: <ul style="list-style-type: none"> ● Lijo Jose Pellissery (dir.): <i>Nanpakal Nerathu Mayakkam</i> (2022) (Non-detailed) 	5

	7	Spatial dynamics and proxemics in film- exploring the use of space to convey power dynamics, intimacy, and conflict Texts: <ul style="list-style-type: none"> • Bong Jo-hoon (dir.): <i>Parasite</i> (2019) (Detailed) 	5
III	Crafting Cinematic Worlds: Translating Cultures and Emotions		15
	8	Writing genre -character development and arc-dialogue and theme-tropes and conventions (with specific focus on the genre of romance) Texts: <ul style="list-style-type: none"> • P. Padmarajan (dir.): <i>Namukku Parkkan Munthirithoppukal</i> (1986) (Non-detailed) • Guillermo del Toro (dir.): <i>The Shape of Water</i> (2017) (Non-detailed) Activity 1: Analysing how a film uses and subverts genre conventions	3
	9	Writing culture -screening and analysis of scenes highlighting cultural identity and authenticity-representation of diverse identities, rituals and traditions-cross-cultural and intercultural communication Texts: <ul style="list-style-type: none"> • Sudha Kongara (dir.): ‘Thangam’ from <i>Paava Kadhaigal</i> (2020) (Detailed) • Ryan Coogler (dir.): <i>Black Panther</i> (2018) (Detailed) • Sameer Thahir (dir.): <i>Neelakasham Pachakadal Chuvanna Bhoomi</i> (2013) (Non-detailed) Activity 2: The student will analyze the cultural nuances, depiction of diverse communities and identities in a select film	3
	10	Writing Propaganda and resistance-socio-political context-representation of resistance against injustice and oppression. Texts: <ul style="list-style-type: none"> • Rajiv Anchal (dir.): <i>Guru</i> (1997) (Detailed) • Jafar Panahi (dir.): <i>Offside</i> (2006) (Non-detailed) • T.J. Gnanavel (dir.): <i>Jai Bhim</i> (2021) (Non-detailed) Activity 3: Explore how marginalized voices are represented in subversive cinema. Analyze the techniques used to convey ideology through film.	3
	11	Writing Cultural Mistranslation-cultural clashes and communication breakdowns. Texts: <ul style="list-style-type: none"> • Rajkumar Hirani (2014) (dir.): <i>PK</i> (Detailed) 	3
	12	Writing silence and emotion <ul style="list-style-type: none"> • Singeetam Sirineevasa Rao (dir.): <i>Pushpaka Vimana</i> (1987) (Non-detailed) 	3
IV	Adaptations: Text to Cinema		15
	13	Selecting a source material-identifying the adaptation goals-structuring the adaptation-adapting the dialogue and scenes-addressing the challenges in adaptation	5
	14	Introduction to scripting	10

TEXTS

Non-detailed

1. Peter Jackson: *Lord of the Rings: Return of the King* (2003)
2. Lee Unkrich, Adrian Molina (dir.): *Coco* (2017) (Non-Detailed)
3. Lijo Jose Pellissery (dir.): *Malaikottai Vaaliban* (2024)
4. Biju Varma (dir.): *Odum Raja Aadum Rani* (2015)
5. Robert Wise, Jerome Robbins (dir.): *West Side Story* (1961)
6. Shonali Bose (dir.): *Margarita with a Straw* (2014) (Non-detailed)
7. John Krasinski (dir.): *A Quiet Place* (2018) (Non-detailed)

Reference Texts:

1. Daniel Arijon : *Grammar of the Film Language*
2. Robert Kolker : *Film, Form and Culture*
3. Robert McKee: *Story: Substance, Structure, Style, and the Principles of Screenwriting*

COURSE OUTCOME

No	Upon completion of the course, the graduate will be able to:	Cognitive Level	Knowledge Category
CO1	Analyze film as a hybrid medium of communication	An	C
CO2	Develop an understanding of the cinematic language and visual storytelling techniques.	U	F
CO3	Analyze the significance of mise-en-scene, sound design and editing techniques in film language	An	C
CO4	Investigate the challenges and opportunities of representing diverse cultures and emotional experiences in cinematic narratives.	E	P
CO5	Understand the conventions and narrative structure of genre films	U	F
CO6	Compare cinematic adaptations to their source material	Ap	P
CO7	Understand the basics of scripting	U, C	F,C

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

Knowledge Category: F- Factual; C- Conceptual; P- Procedural; M- Metacognitive

ASSESSMENT RUBRICS

Formative (Continuous) Assessment through:

FA 1: Write an assignment on the significance of diverse elements like sound design, mise-en-scene, editing in the language of film. i.e. appreciate film as a hybrid medium.(10 marks)

FA 2: Presentation on the visual story-telling techniques of a select film, including analysis of composition, spatial dynamics, visual metaphors etc.(10 marks)

FA 3: A seminar on Activity 1/ Activity 2/ Activity 3 followed by class discussion.(10 marks)

Summative (End Semester) Assessment through:

SA 1: End Semester Exam (40 marks)

SA2: Term project (30 marks)

MAPPING OF COs TO ASSESSMENT RUBRICS

COs	FA1	FA2	FA3	SA1	SA2
CO1	✓	✓		✓	
CO2		✓		✓	
CO3	✓			✓	
CO4			✓	✓	
CO5			✓	✓	
CO6					✓
CO7					✓

MAPPING OF COs WITH PSOs WITH CORRELATION LEVEL:

(To be marked with 1, 2 or 3, indicating LOW/ MILD CORRELATION (1); MEDIUM CORRELATION (2), or STRONG CORRELATION (3))

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	1	2	3		2		2
CO2	2	2	3		3	2	2
CO3	2	2	3		2		3
CO4		2	2		2	3	3
CO5		1	2		2		2
CO6	1	2	2		2		2
CO7	1	2					

MAPPING OF COs WITH POs WITH CORRELATION LEVEL

(To be marked with 1, 2 or 3, indicating LOW/ MILD CORRELATION (1); MEDIUM CORRELATION (2), or STRONG CORRELATION (3))

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

FYUGP English and Communicative English –Syllabus -2024 Admission

CO5	1		2			1	
CO6	2	2	2				
CO7	2	2		2	2		

Type of Course	DISCIPLINE SPECIFIC ELECTIVE 2				
Course Code	MIUK4DSEECE211.1				
Course Title	<i>Popular Culture: Trends and Themes</i>				
Semester	4				
Academic Level	200-299				
Course Details	Credit	Lecture hours/ week	Tutorial hours/ week	Practical hours/week	Total hours/week
	4	4			4
Pre-requisites	The student should be familiar with the Popular.				
Course Summary	The course aims to provide a basic conceptual understanding of the workings of popular culture.				

Module	Unit	Content	Hours
I	Introducing the ‘Popular’		15
	1	Definition and scope of popular culture studies - the key terms and concepts	4
	2	High culture- low culture - mass culture- popular culture	4
	3	Significance of youth cultures, subcultures and countercultures	4
	4	Cultural hegemony, resistance, and power dynamics.	3
		Texts: <ol style="list-style-type: none"> 1. Banksy: “Girl with Balloon” and “Love in the Bin” (painting) (Detailed) 2. <i>Monty Python and the Holy Grail</i> produced by Python (Monty) Pictures (1975) (Non-detailed) 	
II	Producing the Popular		15
	6	Creation, dissemination, and commodification of popular culture-production, marketing, and consumption of cultural artefacts	3
	7	Trends and themes in ‘bestsellers’ Texts: <ol style="list-style-type: none"> 1. Chetan Bhagat: <i>Five Point Someone</i> 2. Hephzibah Anderson: “The secret code to writing a bestseller” (Detailed) The secret code to writing a bestseller (bbc.com) 	2
	8	Mass Culture and Popular Cinema in Indian context Genre diversity-accessibility-music extravaganza-star value-global appeal and cultural impact-familiar tropes- spectacle Texts: <ol style="list-style-type: none"> 1. Ramesh Sippy (dir.): <i>Sholay</i> (1975) (Detailed) 	3
	9	Politics of low end and high end fashion-fashion for identity and expression-sustainability and fast-fashion Texts:	3

		<ol style="list-style-type: none"> 100 Years of Dresses (Youtube Video) 100 Years of Dresses Glamour (youtube.com) (Non-detailed) “The Sustainable Fashion Communication Playbook” (Non-detailed) The Sustainable Fashion Communication Playbook (unep.org) 	
	10	<p>Pop-culture icons and celebrity culture-fictional figures</p> <p>Texts:</p> <ol style="list-style-type: none"> 1. Tom Jennings, David Tillman (dir.): <i>Diana: In Her Own Words</i> (2017) (Non-detailed) 2. H. R. F. Keating: <i>Sherlock Holmes: The Man and his World</i> (Non-detailed) 	2
	11	<p>Meme culture-viral trends and social media challenges</p> <p>Texts:</p> <p>McKenzie Finkley: “Internet Meme Culture” Internet Meme Culture Mackenzie Finklea TEDxUTAustin (youtube.com) (Non-detailed)</p>	2
III	Consuming the Popular		15
	12	<p>Fandoms as community-parasocial relationships-fandom spaces like online communities and Comic Con</p> <p>Texts:</p> <ol style="list-style-type: none"> 1. BTS: “Pied Piper” (Detailed) 2. “Fandom and Participatory Culture” Fandom and Participatory Culture – Subcultures and Sociology (grinnell.edu) (Non-detailed) 	3
	13	<p>Popular cinema and its audience- debates and criticisms around popular cinema-role of myth and storytelling</p> <p>Texts:</p> <ol style="list-style-type: none"> 1. Christopher Nolan (dir.): <i>The Dark Knight</i> (2008) (Non-detailed) 3. Rajamouli: <i>Bahubali: The Beginning</i> (2015)(Detailed) 	3
	14	<p>Billboard Trends-themes and thrusts in popular music-music and youth culture</p> <p>Texts:</p> <ol style="list-style-type: none"> 1. Taylor Swift: “Anti-hero” (Detailed) 2. Simon Firth: “Towards an Aesthetic of Popular Music” (from the collection “Taking Popular Music Seriously: Selected essays) (2016, Routledge) (Non-detailed) 	2
	15	<p>Popular Culture and soft power-Hallyu Wave</p> <p>Texts:</p> <ol style="list-style-type: none"> 1. Tim Adams: “K-everything: the rise and rise of Korean Culture” (Non-detailed) 	2
	16	<p>Influence of anime and manga</p> <p>Texts:</p> <ol style="list-style-type: none"> 1. Tsugumi Ohba: Chapter 1, <i>Death Note</i> (manga) (Detailed) 	2
	17	<p>Consumer Culture-brand Loyalty, Image and identity-</p>	3

		contrabands-Consumer behaviour in malls	
IV	Popular Culture: Critique and Commentary		15
	18	Critical examination and analysis of popular cultural texts, practices, and phenomena. Students will be enabled to put their theoretical understanding on the ‘popular’ to use by analysing select popular texts and being guided through projects.	

TEXTS

Reference Texts:

1. Carla Freccero: "Popular Culture: An Introduction"
2. Dick Hebdige: *Subculture: the Meaning of Style*
3. Pramod K Nayar: *An Introduction to Cultural Studies*
4. Malcolm Barnard: *Fashion as Communication*
5. John Fiske: *Understanding Popular Culture*
6. Derek Thomson: *Hitmakers: the science of popularity in the age of distraction*
7. John Sutherland :*Bestsellers: A Very Short Introduction*
8. “What has America been singing about? Trends in themes in the U.S. top-40 songs: 1960–2010” (Non-detailed)

[What has America been singing about? Trends in themes in the U.S. top-40 songs: 1960–2010 - Peter G. Christenson, Silvia de Haan-Rietdijk, Donald F. Roberts, Tom F.M. ter Bogt, 2019 \(sagepub.com\)](#)

COURSE OUTCOMES

No	Upon completion of the course, the graduate will be able to:	Cognitive Level	Knowledge Category
CO1	Explain the diverse forms of popular culture and their significance within contemporary society.	U	F
CO2	Analyse the processes of consumption and reception in popular culture, including how audiences interpret and engage with cultural texts across different media platforms.	An	C
CO3	Critically evaluate the impact of popular culture on identity formation, social norms, and cultural values, considering issues of representation, power dynamics, and inclusivity.	E, C	C,P
CO4	Explain key theories and methodologies used in the study of popular culture, including cultural studies, semiotics, and reception theory.	U	F
CO5	Examine the historical development of popular culture and its relationship to broader cultural, political, and economic contexts.	An	C
CO6	Describe and explain interdisciplinary approaches to analysing popular culture, drawing insights from fields such as sociology, media studies, anthropology, and literature.	U	F
CO7	Evaluate the ethical and moral implications of popular culture, including issues related to cultural appropriation, commodification, and media literacy	E, C	C,P
CO8	Develop effective communication skills for articulating	Ap, C	C,P

critical perspectives on popular culture through written essays, oral presentations, and multimedia projects.

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

Knowledge Category: F- Factual; C- Conceptual; P- Procedural; M- Metacognitive

ASSESSMENT RUBRICS

Formative (Continuous) Assessment through:

FA 1: Written Assignment (10 marks)

FA 2: Presentation and feedback (10 marks)

FA 3: Debate and discussion (10 marks)

Summative (End Semester) Assessment through:

SA 1: End Semester Exam (40 Marks)

SA 2: Critique and commentary of a popular text.(30 marks)

MAPPING OF COs TO ASSESSMENT RUBRICS

COs	FA1	FA2	FA3	SA1	SA2
CO1	✓			✓	✓
CO2	✓			✓	✓
CO3		✓		✓	✓
CO4		✓		✓	✓
CO5		✓		✓	✓
CO6		✓		✓	✓
CO7			✓	✓	✓
CO8			✓	✓	✓

MAPPING OF COs WITH PSOs WITH CORRELATION LEVEL:

(To be marked with 1, 2 or 3, indicating LOW/ MILD CORRELATION (1); MEDIUM CORRELATION (2), or STRONG CORRELATION (3))

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1		2	1			3	
CO2	1	2	2		3		2
CO3	1		2		2	3	3
CO4			1				3
CO5		2	1			2	2
CO6	1		3		2	2	3

CO7		3	3		2	3	3
CO8	3	3	3		3		3

MAPPING OF COs WITH POs WITH CORRELATION LEVEL

(To be marked with 1, 2 or 3, indicating LOW/ MILD CORRELATION (1); MEDIUM CORRELATION (2), or STRONG CORRELATION (3))

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	2			2		1	2
CO2	2	3	3	2	2		2
CO3	3	3	3	3	2	1	3
CO4		2	3				
CO5		2	3			1	
CO6			2		2		
CO7	3	2	2	3	2		2
CO8	3			3	3		3

Type of Course	DISCIPLINE SPECIFIC ELECTIVE 2				
Course Code	MIUK4DSEECE212.1				
Course Title	<i>Introduction to Comics and Graphic Narratives</i>				
Semester	4				
Academic Level	200-299				
Course Details	Credit	Lecture hours/ week	Tutorial hours/ week	Practical hours/week	Total hours/week
	4	4			4
Pre-requisites	An interest in comics and graphic narratives.				
Course Summary	This course introduces studies on comics and graphic narratives as an academic discipline and traces the medium's historical evolution. The course also focuses on select narratives from around the world, including those from India and Kerala.				

Module	Unit	Content	Hours
I	What are Comics? Definitions and Key Terms		15
	1	Comics- Sequential Art- What are Graphic Novels? - Panel-Gutter- Frame- Speech balloon- Thought balloon- Caption- Splash page- Page layout- Motion lines- Textual and Visual <i>Texts (detailed):</i> <ol style="list-style-type: none"> 1. Scott McCloud: “Setting The Record Straight” (<i>Understanding Comics: The Invisible Art</i>. Harper Perennial, 1994.) 2. Scott McCloud: “The Vocabulary of Comics” (<i>Understanding Comics: The Invisible Art</i>. Harper Perennial, 1994.) 3. Scott McCloud: “Chapter 1: Writing with Pictures” (<i>Making Comics</i>. HarperCollins, 2006.) 	12
	2	<i>Texts (non-detailed):</i> <ol style="list-style-type: none"> 1. Abraham Josephine Riesman, Heidi MacDonald, and Sarah Boxer: “The 100 Pages That Shaped Comics”, www.vulture.com/article/100-most-influential-pages-comic-book-history.html <p><i>(The instructor should make sure that the above mentioned text (“The 100...”) is not taught in detail, but is used to locate and discuss the key terms and concepts given in this module.)</i></p>	3
		<i>Recommended Texts:</i> <ol style="list-style-type: none"> 1. Erin La Cour, et al.: <i>Key Terms in Comics Studies</i> (Palgrave Macmillan, 2022) 	
II	Evolution and Growth of Comics and Graphic Novels		15
	3	Sociocultural history of comics- Comic strips- Marvel and DC comics- Superheroes- Underground Comics- Growth of Graphic	7

	<p>novels</p> <p><i>Texts (detailed):</i></p> <ol style="list-style-type: none"> Hilary Chute, and Marianne Dekove: “Comic Books and Graphic Novels” (<i>The Cambridge Companion to Popular Fiction</i>, edited by David Glover and Scott McCracken, Cambridge UP, 2013, pp. 175-95) <p><i>(The instructor should make sure that the students are exposed to other sample comics materials during lectures to help them understand the history better.)</i></p>	
4	<p><i>Texts (non-detailed):</i></p> <ol style="list-style-type: none"> Art Spiegelman: <i>The Complete Maus</i> (Penguins, 2004) 	4
5	<p><i>Texts (non-detailed):</i></p> <ol style="list-style-type: none"> Marjane Satrape: <i>Persepolis: The Story of a Childhood and The Story of Return</i> (Vintage 2008) 	4
	<p><i>(If the instructor cannot find the specific editions of the books prescribed above, a different edition can be used as long as the content remains the same.)</i></p>	
	<p><i>Recommended Texts:</i></p> <ol style="list-style-type: none"> Randy Duncan, and Matthew J. Smith: “The History of Comic Books, Part I: Development of Medium” (<i>The Power of Comics: History, Form, and Culture</i>. Bloomsbury, 2015, pp. 3-38.) Randy Duncan, and Matthew J. Smith: “The History of Comic Books, Part II: The Maturation of the Medium” (<i>The Power of Comics: History, Form, and Culture</i>. Bloomsbury, 2015, pp. 39-80.) Randy Duncan, and Matthew J. Smith: Comics Cultures Around the World” (<i>The Power of Comics: History, Form, and Culture</i>. Bloomsbury, 2015, pp. 355-83) 	
III	The World and the Comics	15
6	<p>Comics from the United States- Beyond the United States- Japanese Manga- Franco-Belgian Comics- Canadian Comics- Mexican Comics- British Comics- Comics Journalism- <i>For Beginners</i> Graphic Nonfiction</p> <ol style="list-style-type: none"> Randy Duncan, and Matthew J. Smith: Comics Cultures Around the World” (<i>The Power of Comics: History, Form, and Culture</i>. Bloomsbury, 2015, pp. 355-83) 	6
7	<p><i>Texts (non-detailed):</i></p> <ol style="list-style-type: none"> Alan Moore: <i>V for Vendetta</i> (Vertigo, 2008) 	3
8	<p><i>Texts (non-detailed):</i></p> <ol style="list-style-type: none"> Akira Toriyama: <i>Dragon Ball Z, Vol. 1</i> (Simon & Schuster India, 2003) 	3

		<p><i>Texts (non-detailed):</i></p> <p>2. Neil Gaiman: <i>The Sandman: Book One</i> (DC Comics, 202)</p>	3
		<p><i>(If the instructor cannot find the specific editions of the books prescribed above, a different edition can be used as long as the content remains the same.)</i></p>	
IV	India in Panels		15
	16	<p>Heritage of Visual Storytelling in India- <i>Amar Chitra Katha</i>- The Golden Age- The Rise of Graphic Novels in India- Malayalam Comics and Graphic Novels</p> <p><i>Texts (detailed):</i></p> <p>1. Jeremy Stoll: “Comics in India” (<i>The Routledge Companion to Comics</i>, edited by Frank Bramlett, et al, Routledge, 2016, pp. 88-97)</p>	3
		<p><i>Texts (non-detailed):</i></p> <p>1. Anant Pai: <i>Stories from the Panchatantra 5-in1</i> (Amar Chitra Katha Private Limited, 1998)</p>	3
		<p><i>Texts (non-detailed):</i></p> <p>2. Srividya Natarajan, et al: <i>Bhimayana : Experiences of Untouchability</i> (Narayana, 2011)</p>	3
		<p><i>Texts (non-detailed):</i></p> <p>3. Joshy Benedict and K. K. Muralidharan: <i>The Pig Flip</i>. (HarperCollins India, 2023)</p>	3
		<p><i>Texts (non-detailed):</i></p> <p>4. <i>Balaram@50: Suvarna Jubilee Supplement</i> (Malayala Manorama Publications, May 2022)</p> <p><i>(If the students cannot follow Malayalam, the instructor should make sure that the important sections of the text are translated to them in English.)</i></p>	3
		<p><i>Recommended Reading:</i></p> <p>1. <i>Comic Mantra: “Katha Vara Kathakal Docu-Series - History of Malayalam Comics.”</i> (Youtube, www.youtube.com/playlist?list=PLD4pB-sDvytuOb1SuQ53MZ-CnoEI9m0Ck&si=t5a7wzz1Hd6SFOAE)</p> <p><i>(If the students cannot follow Malayalam, the instructor should make sure that the important sections of the text are translated to them in English.)</i></p>	

COURSE OUTCOMES

No	Upon completion of the course, the graduate will be able to:	Cognitive Level	Knowledge Category
CO1	Analyse the different concepts and key terms in Comics studies.	Un, An	C
CO2	Analyse the formal composition of graphic narratives	Un, An	C
CO3	Analyse the sociocultural history of comics.	Un, An	F, C
CO4	Analyse and evaluate different texts significant to the discussed history.	An, E	F, C
CO5	Analyse different traditions of graphic narratives across the world.	Un, An	F, C
CO6	Analyse and evaluate the style and context of production of various graphic narrative texts from around the world.	Un, An, E	F, C
CO7	Analyse the growth and tradition of graphic narratives in India.	U, An	F, C
CO8	Analyse and evaluate various graphic narratives from India within the context of their production	U, An, E	F, C

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

Knowledge Category: F- Factual; C- Conceptual; P- Procedural; M- Metacognitive

ASSESSMENT RUBRICS

Formative (Continuous) Assessment through:

FA 1: Assignment: Write a critical analysis of a graphic novel/comic book which is not prescribed in the syllabus. (10 marks)

FA 2: Quiz (10 marks)

FA 3: Written Examination

Summative (End Semester) Assessment through:

SA 1: End Semester Examination: Written

MAPPING OF COs TO ASSESSMENT RUBRICS

COs	FA1	FA2	FA3	SA1	SA2
CO1	✓	✓	✓	✓	
CO2	✓	✓	✓	✓	
CO3	✓	✓	✓	✓	
CO4		✓	✓	✓	
CO5	✓	✓	✓	✓	
CO6		✓	✓	✓	
CO7		✓	✓	✓	

CO8		✓	✓	✓	
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MAPPING OF COs WITH PSOs WITH CORRELATION LEVEL:

(To be marked with 1, 2 or 3, indicating LOW/ MILD CORRELATION (1); MEDIUM CORRELATION (2), or STRONG CORRELATION (3))

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1		1	1		1		
CO2		1	1		1		
CO3		1	2		1		
CO4		1	3		1		
CO5		1	2		1		
CO6		1	3		1		
CO7		1	2		1		
CO8		1	3		1		

MAPPING OF COs WITH POs WITH CORRELATION LEVEL

(To be marked with 1, 2 or 3, indicating LOW/ MILD CORRELATION (1); MEDIUM CORRELATION (2), or STRONG CORRELATION (3))

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	1	1				
CO2	3	1	1				
CO3	3	1	1				
CO4	3	1	1				
CO5	3	1	1				
CO6	3	1	1				
CO7	3	1	1				
CO8	3	1	1				

Type of Course	VALUE ADDED COURSE 3				
Course Code	MIUK4VACECE213.1				
Course Title	<i>Women Empowerment and Community Networking</i>				
Semester	4				
Academic Level	200-299				
Course Details	Credit	Lecture hours/ week	Tutorial hours/ week	Practical hours/week	Total hours/week
	3	3		1	4
Pre-requisites	Basic understanding of the gender disparities within a society				
Course Summary	This course is designed to make the students aware of the gendered nature of socio-political issues and to be instrumental in empowering women.				

Module	Unit	Content	Hours
I	Introduction: Concepts and Terms		15
	1	Understanding key terms- gender, patriarchy, sexism Traditional gender roles and stereotypes	5
	2	Conceptualising Women Empowerment- understanding who an empowered woman is	2
	3	Brief overview of the historical perspectives on women’s movements including first, second and third wave feminism - global movements like Suffrage Movement and contemporary movements like digital activism	4
	4	Intersectionality- how factors such as caste, class, religion, and region intersect with gender to shape women's experiences especially in the Indian scenario	4
II	Women’s Challenges and Rights		15
	5	Domestic challenges-Gender discrimination, gender-based violence- harassment, domestic violence, marital rape, dowry Rights- Legal rights, Right to freedom from violence Approaches to Empowerment- awareness of legal rights, preventing and responding to violence- empowering women to speak up and take control of their narrative	4
	6	Socio-economic and cultural challenges-limited access to education, lack of economic independency and access to economic resources, cultural and social expectations Rights- Right to Education, Economic right, other Social and Cultural Rights Approaches to socio-economic empowerment- provide opportunities to access to education, employment and economic resources- skills development and entrepreneurship	4
	7	Healthcare Challenges-Healthcare disparities, reproductive health, maternal health Rights- Right to Healthcare, Reproductive Rights, Menstrual Health Rights Approaches- Creating awareness, providing equal healthcare opportunities, resolving the gender health gap	4

	8	Political Challenges-Underrepresentation of women in leadership roles- lack of participation in many decision-making processes Rights- Political Approaches- empowering women to become agents of change- policy advocacy and leadership development	3
III	Empowered Women: Case Studies		15
	9	Malala Yousafzai- The Champion of Girls’ Education Text: Malala Yousafzai: <i>I Am Malala: The Girl who Stood Up for Education and was Shot by the Taliban</i> (Non-detailed)	2
	10	Daya Bai- An Influential Social Activist Text: Shiny Benjamin (dir.): <i>Ottayal- A documentary on Daya Bai</i> https://youtu.be/yWloEWIhmU8 (Non-detailed)	2
	11	Maya Angelou- An Inspirational Writer Text: Maya Angelou: <i>I Know Why the Caged Bird Sings</i> (Non-detailed)	2
	12	Kalpana Chawla- An Astronaut who shattered the ‘glass ceiling’ Text: Anil Padmanabhan: <i>Kalpana Chawla: A Life</i> (Non-detailed)	2
	13	Kiran Bedi- The First Woman IPS Officer in India Text: Pamesh Dangwal: <i>I Dare! Kiran Bedi: A Biography</i> (Non-detailed)	2
	14	Sania Mirza – A Sports Icon Who Aced Against the Odds Text: Sania Mirza with Imran Mirza: <i>Ace Against Odds</i> (Non-detailed)	2
	15	Activity 1: Preparation of profiles of five women who have challenged the odds and made a difference in the society followed by a discussion in class	3
IV	Community Networks and Empowering Women		15
	16	Importance of Community Mobilising- Building solidarity and encouraging collective action	3
	17	Role of Networks in empowering women- Women’s Rights Organizations (Eg:,Center for Women’s Global Leadership (WGL)), Health and Wellness Networks (Eg:,Women Deliver) Online Communities and Social Networks (Eg:, LeanIn Circles)	4
	18	Significance of empowering women through Community-Based Organizations (CBO) - Grassroots Movements- Examples- Self-Employed Women’s Association (SEWA) in India, Grameen Bank in Bangladesh, Kudumbashree specifically in Kerala	3
	19	Importance of Media for Women’s Advocacy- Media campaigns for women’s rights and empowerment- Instances like #MeToo Movement, #LikeAGirl Campaign, #HeforShe Campaign by UN Women	2
	20	Activity 2- Preparation of a report by students, followed by discussion, after visiting a women’s collective or self-help group (like a Kudumbashree) and observing first-hand how community networking empowers women and proposing a way that they as students can contribute to women empowerment.	2

	21	Activity 3- Preparation of a digital campaign/offline campaign against a specific women’s issue prevalent in the society which includes posters/infographics/flyers/speeches and the like.	1
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Reference Texts:

1. Nicholas D. Kristof and Sheryl Wudunn : *Half the Sky: Turning Oppression into Opportunity for Women Worldwide*
2. Chimamanda Ngozi Adichie : *We should all be Feminists*
3. Melinda French Gate : *The Moment of Lift: How Empowering Women Changes the World*
4. “Gender equality is a human right, but our world faces a persistent gap in access to opportunities and decision-making power for women and men” : Peacecorps <https://www.peacecorps.gov/educators/resources/global-issues-gender-equality-and-womens-empowerment/#>
5. Nell Scovell and Sheryl Sandberg : *Lean In: Women, Work, and the Will to Lead*

COURSE OUTCOMES

No	Upon completion of the course, the graduate will be able to:	Cognitive Level	Knowledge Category
CO1	Ascertain who an empowered woman is	Ap	C
CO2	Describe the concepts and terms related to gender discrimination	U	F
CO3	Infer the challenges and rights of women	An	C
CO4	Assess the approaches to women empowerment	E	C
CO5	Determine the various facets of empowering women by assessing real-life examples	E	C
CO6	Interpret women empowerment on their own by creating profiles of empowered women	E	C
CO7	Evaluate the significance of community networks in women empowerment	E	C
CO8	Develop a method that can significantly contribute to women empowerment and equip them to be a socially-committed citizen	C	P

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

Knowledge Category: F- Factual; C- Conceptual; P- Procedural; M- Metacognitive

ASSESSMENT RUBRICS

Formative (Continuous) Assessment through:

FA 1: Assignment/Seminar/Group discussion/Video presentation on any three challenges faced by women in the context of Kerala (case studies, if possible) and the rights that are being violated along with suggestions to tackle it: 10 marks

FA2: Preparation of a digital campaign/offline campaign against a specific women’s issue prevalent in the society which includes posters/infographics/flyers/speeches and the like: 10 marks

FA 3: Internal examination: 10 marks

Summative (End Semester) Assessment through:

SA 1: End Semester Exam/ Term Paper: 40 marks

SA 2: Portfolio of the following activities mentioned in the modules III and IV
Preparation of profiles of five women who have challenged the odds and made a difference in the society followed by a discussion ; Preparation of a report by students, followed by discussion, after visiting a women’s collective or self-help group (like a Kudumbashree) and observing first-hand how community networking empowers women and proposing a way that they as students can contribute to women empowerment: 30 marks

MAPPING OF COs TO ASSESSMENT RUBRICS

COs	FA1	FA2	FA3	SA1	SA2
CO1			✓	✓	
CO2			✓	✓	
CO3	✓		✓	✓	
CO4			✓	✓	✓
CO5			✓	✓	✓
CO6					✓
CO7			✓	✓	✓
CO8		✓			

MAPPING OF COs WITH PSOs WITH CORRELATION LEVEL:

(To be marked with 1, 2 or 3, indicating LOW/ MILD CORRELATION (1); MEDIUM CORRELATION (2), or STRONG CORRELATION (3))

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1						3	
CO2						2	
CO3						2	1
CO4						3	2
CO5			3			2	
CO6		3	2			3	3
CO7						2	
CO8		2				2	3

MAPPING OF COs WITH POs WITH CORRELATION LEVEL

(To be marked with 1, 2 or 3, indicating LOW/ MILD CORRELATION (1); MEDIUM CORRELATION (2), or STRONG CORRELATION (3))

FYUGP English and Communicative English –Syllabus -2024 Admission

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	2	1	1				2
CO2	1						
CO3		2					2
CO4							1
CO5		2					
CO6		3	3				1
CO7		1					
CO8		2	3				2

Type of Course	VALUE ADDED COURSE 4				
Course Code	MIUK4VACECE214.1				
Course Title	<i>Human Rights and SSR Projects</i>				
Semester	4				
Academic Level	200-299				
Course Details	Credit	Lecture hours/ week	Tutorial hours/ week	Practical hours/week	Total hours/week
	3	2		2	4
Pre-requisites	A basic understanding of the Indian Constitution and human rights				
Course Summary	This course aims at developing a strong sense of social responsibility and civic engagement, actively participating in community-based projects aimed at promoting human rights and social justice.				

Module	Unit	Content	Hours
I	Introduction to Human Rights		15
	1	Concept of human rights	5
	2	Historical and philosophical foundations of human rights	5
	3	International human rights instruments and mechanisms and relevant sections of the Indian Constitution.	5
II	Social Responsibility Projects		15
	4	Introduction to social responsibility and civic engagement	5
	5	Community needs and issues related to human rights-planning and designing social responsibility projects addressing human rights concerns	5
	6	Implementing and evaluating the impact of social responsibility projects carried out by students	5
III	Advocacy and Communication for Social Change		15
	7	Strategies for effective advocacy and communication for social change	3
	8	Developing communication skills for advocating human rights and social responsibility	4
	9	Utilising media and digital platforms for raising awareness and mobilising support-Crowdsourcing and Crowdfunding	4
	10	Case studies of successful advocacy and communication campaigns	4
IV	Student Social Responsibility Project		15
	11	Practical component where students plan, execute, and evaluate a social responsibility project in collaboration with community stakeholders.	10
	12	Applying knowledge and skills acquired from previous modules to address a specific human rights issue or social concern.	5

COURSE OUTCOMES

No	Upon completion of the course, the graduate will be able to:	Cognitive Level	Knowledge Category
CO1	Demonstrate a deep understanding of human rights principles, theories, and frameworks, enabling them to critically analyse and evaluate human rights issues in local and global contexts.	An	C
CO2	Develop a strong sense of social responsibility and civic engagement, actively participating in community-based projects aimed at promoting human rights and social justice.	C	C
CO3	Acquire effective advocacy and communication skills, including persuasive speaking, writing, and utilizing media and digital platforms to raise awareness and mobilize support for human rights causes.	Ap	F, C
CO4	Develop leadership and collaboration skills, effectively leading and collaborating with peers and community members in planning, implementing, and evaluating social responsibility projects.	C	C
CO5	Demonstrate ethical awareness and sensitivity in engaging with human rights issues and social responsibility projects, recognizing the importance of respecting human dignity, diversity, and cultural contexts.	An	C
CO6	Develop a sense of empowerment and agency to actively engage in advocating for human rights and social change, recognizing their role as agents of positive transformation in their communities.	C	C
CO7	Acquire project management skills, including needs assessment, planning, budgeting, monitoring, and evaluation, enhancing their ability to effectively implement and sustain social responsibility initiatives.	Ap	C,P
CO8	Generate effective partnerships with stakeholders, community organisations, and institutions, leveraging resources and expertise to maximise the impact of social responsibility projects.	C	C
CO9	Critically analysing their experiences, successes, and challenges in social responsibility endeavours, engage in reflective practices, and identifying opportunities for learning and growth as responsible global citizens	An	C

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

ASSESSMENT RUBRICS

Formative (Continuous) Assessment through:

FA 1: Internal Assessment Tests (10 marks)

FA 2: Assignment (10 marks)

FA 3: Presentation/ Project: Individual (10 marks)

Summative (End Semester) Assessment through:

SA 1: SSR Project with Presentation (70 marks)

MAPPING OF COs TO ASSESSMENT RUBRICS

COs	FA1	FA2	FA3	SA1	SA2
CO1	✓			✓	
CO2			✓	✓	
CO3	✓	✓			
CO4			✓	✓	
CO5			✓	✓	
CO6			✓	✓	
CO7			✓	✓	
CO8			✓	✓	
CO9			✓	✓	

MAPPING OF COs WITH PSOs WITH CORRELATION LEVEL:

(To be marked with 1, 2 or 3, indicating LOW/ MILD CORRELATION (1); MEDIUM CORRELATION (2), or STRONG CORRELATION (3))

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	2			1			1
CO2	2	1		2			
CO3	1	2	3	2		1	2
CO4	2	1		2			
CO5	2			3	3		2
CO6	2	2	1	2			
CO7	3	1		2		3	2
CO8	3			1		3	1
CO9	3		2	2		3	1

MAPPING OF COs WITH POs WITH CORRELATION LEVEL

(To be marked with 1, 2 or 3, indicating LOW/ MILD CORRELATION (1); MEDIUM CORRELATION (2), or STRONG CORRELATION (3))

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3			2		1	3

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CO2	3			2	2	2	3
CO3	2	2		3		1	3
CO4	2	3		2	1	2	3
CO5	1	3	2	2		2	3
CO6	2	2		2			3
CO7	2		3	3	1	3	3
CO8	3	3	2	3		3	3
CO9	3	3	3	3	2	2	3

Type of Course	VALUE ADDED COURSE 5				
Course Code	MIUK4VACECE215.1				
Course Title	<i>AI: Fundamentals, Applications & Governance¹¹</i>				
Semester	4				
Academic Level	200-299				
Course Details	Credit	Lecture hours/ week	Tutorial hours/ week	Practical hours/week	Total hours/week
	4	4			4
Pre-requisites	An interest in the latest trends in AI				
Course Summary	The very contemporary courses offer students of the Humanities basic knowledge about core issues in artificial intelligence				

Module	Unit	Content	Hours
I	Fundamentals of AI/ ML		15
	1	Fundamentals of AI: Origins of AI - Types of AI/ AGI/ General Purpose AI - neural networks - natural language processing - common tools of ML	8
	2	General Purpose AI: GPT - stable diffusion - Wolfram-Alpha - robotics integration - prompt engineering - AR/ VR	7
II	Applications of AI		15
	6	Application in non-technical fields: Democratic institutions - healthcare - media and advertising - sustainability and conservation - health-care - history and archeology - accessibility: languages including sign language and braille	8
	7	Applications in Industry and Commerce: Basic sciences and research - accountancy and finance - cybersecurity - defence and warfare - entrepreneurship and innovation - social innovation	7
III	AI: Ethics and Governance		15
	11	Introduction to ethical AI: Systems thinking - role of humanities in AI - AI and the information ecosystem - What and Why of ethics in AI	
	12	AI Governance: Fairness and accountability - transparency and explainability - bias and discrimination - ethical AI frameworks	
IV	Practical & Field Work		15

COURSE OUTCOMES

No	Upon completion of the course, the graduate will be able to:	Cognitive Level
CO1	Understand the evolution of AI technology, Differentiate the different types of AI, Awareness about underlying technology, Understand steps in NLP, Obtain hands on introductory knowledge of common tools	F
CO2	Become familiar with commonly available AI tools for text, image and mathematical processing, Ability to use AI to create	C

¹¹ Only the Modules and the Course Outcomes have been prepared for this course as the course will be done by external experts in collaboration with the Department of Computer Science SF at Mar Ivanios College.

	document, image, video and basic mathematical solutions, Understand industrial uses, Gain basic skills for prompting	
CO3	Understand the use of AI in different sector, Develop the ability to propose further uses in these and other sectors.	F, C
CO4	Identify the use of AI in different sectors, Identify potential use cases in their own fields of specialisation and interest	C
CO5	Understand ethical implications of AI, and be able to apply fundamental fairness lenses in decision-making.	C, P

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

Type of Course	SKILL ENHANCEMENT COURSE 1				
Course Code	MIUK4SECECE261.1				
Course Title	<i>Public Speaking and Presentation Skills</i>				
Semester	4				
Academic Level	300-399				
Course Details	Credit	Lecture hours/ week	Tutorial hours/ week	Practical hours/week	Total hours/week
	3	2		2	4
Pre-requisites	The prerequisite for the Public Speaking and Presentation Skills paper typically includes a foundational understanding of communication concepts.				
Course Summary	This paper offers a comprehensive overview of essential communication techniques and strategies. Students learn how to analyze their audience, organize their content effectively, and deliver impactful presentations. Emphasis is placed on developing confident verbal and nonverbal communication, utilizing visual aids, managing anxiety, and engaging the audience.				

Module	Unit	Content	Hours
I	Fundamentals of Public Speaking		15
	1	Introduction to public speaking	3
	2	Speech Preparation and organisation	3
	3	Speech delivery techniques	3
	4	Visual aids and technology	3
	5	Importance of non-verbal communication, Research and evidence	3
II	Audience Engagement and Analysis		15
	6	Understanding audience psychology	3
	7	Audience analysis techniques	2
	8	Emotional intelligence in communication	3
	9	Adapting messages for diverse audience, Interpersonal communication	4
	10	Feedback and analysis, Ethical consideration in audience engagement.	3
III	Presentation Tools and Practice		15
	11	Introduction to presentation tools	2
	12	Visual design principles, slide creation and organisation and Data visualization	3
	13	Practice strategies(Rehearsal techniques, timing practice and soliciting feedback from peers and mentors)	4
	14	Audience interaction tools (such as polling apps, interactive Q&A sessions)	4
	15	Presentation ethics and Professionalism	3
IV	Advanced Public Speaking Strategies		15
	16	Advanced delivery techniques(such as storytelling, humor and persuasive appeals.)	5
	17	Impromptu speeches, panel discussions and virtual presentations	5
	18	Mock debates, group presentations, peer feedback sessions	5

Reference Texts:

1. *Exploring Public Speaking*: 4th edition. Kris Barton and Barbara G Tucker: 2019.
2. *Stand up, Speak Out* :University of Minnesota: 2016.
3. *PresentationZen*: Garr Reynolds:2012.
4. *Public Speaking: Concepts and Skills for a Diverse Society*- Clella Jaffe:1998.

COURSE OUTCOMES

No	Upon completion of the course, the graduate will be able to:	Cognitive Level	Knowledge Category
CO1	Demonstrate increased confidence in speaking publicly and delivering presentations	R,U	F
CO2	Demonstrate awareness of the impact of nonverbal communication cues	E	C
CO3	Develop ability to critically listen to and evaluate speeches, provide constructive feedback to peers	C	P
CO4	Analyse the needs and preferences of diverse audience and tailor their communication style and content accordingly	An	C
CO5	Display mastery of vocal delivery techniques	Ap	C
CO6	Apply their public speaking and presentation skills in academic, professional and real-world context.	Ap	C
CO7	Develop the ability to strategically craft persuasive messages.	C	P
CO8	Demonstrate adaptability and versatility in various speaking contexts.	An	C

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

ASSESSMENT RUBRICS

Formative (Continuous) Assessment through:

FA 1: Continuous Internal Assessment Tests (10 marks)

FA 2:Presentation Rehearsals, Impromptu Speaking Tasks(10 marks)

FA 3: In-Class activities such as debates, group discussions or role play activities(10 marks)

Summative (End Semester) Assessment through:

SA 1: End Semester Exam (50 marks)

SA 2: Viva Você (20 marks)

MAPPING OF COs TO ASSESSMENT RUBRICS

COs	FA1	FA2	FA3	SA1	SA2
CO1	✓			✓	✓
CO2	✓			✓	✓
CO3	✓	✓	✓	✓	✓

CO4	✓	✓	✓	✓	✓
CO5		✓	✓	✓	✓
CO6		✓	✓	✓	✓
CO7		✓	✓		
CO8		✓	✓		

MAPPING OF COs WITH PSOs WITH CORRELATION LEVEL:

(To be marked with 1, 2 or 3, indicating LOW/ MILD CORRELATION (1); MEDIUM CORRELATION (2), or STRONG CORRELATION (3))

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	3	2			3		2
CO2	3	1	3		3		2
CO3	3				3		2
CO4	3	2	3		3		2
CO5	3				3		2
CO6	3	2	3		3		2
CO7	3	2	2		3		2
CO8	3	2	1		3		2

MAPPING OF COs WITH POs WITH CORRELATION LEVEL

(To be marked with 1, 2 or 3, indicating LOW/ MILD CORRELATION (1); MEDIUM CORRELATION (2), or STRONG CORRELATION (3))

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	2	1		3	2		2
CO2	2	2		3	1		2
CO3	1			3			2
CO4	2	2		3			
CO5	1			3			1
CO6	3			3	2		3
CO7				3			
CO8	1	1		3	2		2

Type of Course	SKILL ENHANCEMENT COURSE 2				
Course Code	MIUK4SECECE217.1				
Course Title	<i>Soft Skills</i>				
Semester	4				
Academic Level	300-399				
Course Details	Credit	Lecture hours/ week	Tutorial hours/ week	Practical hours/week	Total hours/week
	3	2		2	4
Pre-requisites	Basic knowledge of LSRW in English				
Course Summary	This course aims at developing the learner’s unique soft skills to enhance interpersonal communication skills, social skills and career performance				

Module	Un it	Content	Hours
I	Effective Communication Skills		15
	1	Verbal Communication-Pronunciation and Accent Improvement- Vocabulary Expansion- Effective Word Choice	5
	2	Nonverbal Communication- Body Language and Gestures- Eye Contact and Facial Expressions-Posture and Spatial Awareness	5
	3	Listening Skills-:Active Listening Techniques- Empathetic Listening- Note-taking Strategies	5
II	Interpersonal Skills		15
	6	Building Rapport-Establishing Trust and Credibility- Developing Empathy- Respecting Diversity and Inclusion	5
	7	Conflict Resolution-:Identifying Sources of Conflict- Active Listening in Conflict Situations- Negotiation and Compromise Techniques	5
	8	Teamwork and Collaboration-Effective Collaboration Strategies- Conflict Management within Teams- Leveraging Individual Strengths for Team Success	5
III	Professional Etiquette and Networking		15
	11	Business Etiquette-:Professional Dress and Appearance- Business Meeting Etiquette- Email and Telephone Etiquette	5
	12	Networking Skills-Building and Maintaining Professional Relationships- Effective Networking Strategies - Leveraging Social Media for Professional Networking	5
	13	Presentation Skills-Structuring Engaging Presentations- Overcoming Public Speaking Anxiety- Using Visual Aids Effectively	5
IV	Activities		15
	14	Problem solving activities	5
	15	Time management activities	5
	16	Role play	5
	17	Paper bag Skit	5
	18	Reflective journaling	5

Reference Texts:

Amy Gillett:*Speak English Like an American*

Marshall B. Rosenberg:*Nonviolent Communication: A Language of Life*

Dale Carnegie:*How to Win Friends and Influence People*

Kerry Patterson, Joseph Grenny, Ron McMillan, and Al Switzler:*Crucial Conversations: Tools for Talking When Stakes Are High*

Peggy Post, Peter Post, Anna Post, and Lizzie Post:*The Etiquette Advantage in Business: Personal Skills for Professional Success*

Carmine Gallo:*Talk Like TED: The 9 Public-Speaking Secrets of the World's Top Minds*

COURSE OUTCOMES

No	Upon completion of the course, the graduate will be able to:	Cognitive Level	Knowledge Category
CO1	Advance unique soft skills which is beneficial for a successful life and better career performances	An	C
CO2	Develop personal, social and professional skills	Ap	F,C
CO3	Confront their surroundings enthusiastically with confidence	E	C,P
CO4	Articulate ideas clearly and confidently in both formal and informal settings.	An	C
CO5	Demonstrate improved comprehension and responsiveness during communication exchanges.	An	F,C
CO6	Demonstrate the ability to build positive relationships and resolve conflicts constructively.	C	C
CO7	Exhibit enhanced teamwork skills, contributing effectively to group projects and activities.	Ap	F, C
CO8	Demonstrate professionalism in various professional settings, adhering to appropriate etiquette standards.	An	C
CO9	Exhibit confidence in networking situations and deliver impactful presentations with clarity and conviction.	C	C

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

ASSESSMENT RUBRICS

Formative (Continuous) Assessment through:

FA 1: Internal Assessment Tests (10 marks)

FA 2: Assignment (10 marks)

FA 3: Presentation/ Project: Group (10 marks)

Summative (End Semester) Assessment through:

SA 1: End Semester Exam (70 marks)

MAPPING OF COs TO ASSESSMENT RUBRICS

COs	FA1	FA2	FA3	SA1
CO1	✓		✓	✓

CO2	✓	✓	✓	✓
CO3			✓	
CO4			✓	
CO5	✓	✓	✓	✓
CO6			✓	
CO7			✓	
CO8			✓	
CO9			✓	

MAPPING OF COs WITH PSOs WITH CORRELATION LEVEL:

(To be marked with 1, 2 or 3, indicating LOW/ MILD CORRELATION (1); MEDIUM CORRELATION (2), or STRONG CORRELATION (3))

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	3		3		3		2
CO2	3	2		1	2		2
CO3	3	2	2	2	3		3
CO4	2	1			3		
CO5	2	3	2	3	3		
CO6	2	2			3		3
CO7	3	3		3	3		2
CO8	3		1	3	3		3
CO9	3		4	3	3		2

MAPPING OF COs WITH POs WITH CORRELATION LEVEL

(To be marked with 1, 2 or 3, indicating LOW/ MILD CORRELATION (1); MEDIUM CORRELATION (2), or STRONG CORRELATION (3))

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

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CO5		3	1	3	2		
CO6	2	2		3			3
CO7	2			3	2		3
CO8				3			
CO9	2	1		3	2		2

SEMESTER 5: COURSE LIST

MIUK5DSCECE301.1	<i>Introduction to Translation Studies: Theory and Practice</i>
MIUK5DSCECE302.1	<i>Mass Communication, Culture and Ethics</i>
MIUK5DSCECE303.1	<i>Travel Media and Narratives</i>
MIUK5DSEECE304.1	<i>English for Narrative Journalism</i>
MIUK5DSEECE305.1	<i>Curating Festivals in Film, Literature and Art</i>
MIUK5SECECE306.1	<i>English for the Corporate World</i>
MIUK5SECECE307.1	<i>Technical Writing</i>

Type of Course	DISCIPLINE SPECIFIC CORE 15				
Course Code	MIUK5DSCECE301.1				
Course Title	<i>Introduction to Translation Studies: Theory and Practice</i>				
Semester	5				
Academic Level	300-399				
Course Details	Credit	Lecture hours/ week	Tutorial hours/ week	Practical hours/week	Total hours/week
	4	4			4
Pre-requisites	Basic understanding in linguistic concepts and proficiency in reading and writing				
Course Summary	This course is designed to give an overview of the fundamental concepts, theories, and methodologies in the field of translation				

Module	Unit	Content	Hours
I	Introduction to Translation Studies		15
	1	Historical Overview of Translation	3
	2	Definition and Scope of Translation Studies	3
	3	Key Concepts in Translation Theory (Equivalence, Fidelity, Skopos Theory)	3
	4	Translation Models and Approaches (Linguistic, Cultural, Functional, etc.)	3
	5	The Role of Translation in- Intercultural Communication	3
II	Translation Techniques and Strategies		15
	6	Literal Translation vs. Idiomatic Translation	3
	7	Cultural Adaptation and Localization - Translating Different Text Types and Genres (Literary, Technical, Legal, Medical, etc.)	3
	8	Handling Linguistic Challenges (Idioms, Metaphors, Ambiguities, etc.)	3
	9	Strategies for Translation Problem-Solving - Quality Assessment and Revision Techniques	3
	10	Practical- Translation Exercises and Workshops	3
III	Technology in Translation		15
	11	Introduction to Computer-Assisted Translation (CAT) Tools	3
	12	Terminology Management and Terminology Databases- Online Translation Resources and Corpora	3
	13	Machine Translation Technologies and Post-Editing	3
	14	Translation Memory Systems and Glossaries - Ethical and Legal Considerations in Using Translation Technology	3
	15	Hands-on Practice with CAT Tools and Software	3
IV	Translation in Practice		15
	16	Real-World Translation Projects and Assignments - Project Management and Time Management Skills	3
	17	Research Skills for Translation Projects	3
	18	Client Communication and Professional Etiquette	3
	19	Quality Control and Proofreading Techniques	3
	20	Building a Translation Portfolio - Peer Feedback	3

Non - detailed Texts:

1. Ronald E. Asher: *Me Grandad 'ad an Elephant!*
2. O.V Vijayan: *The Legends of Khasak*
3. K.R. Meera [translated J.Devika]: *Hangwoman*

Reference Texts:

1. Mona Baker: *Routledge Encyclopedia of Translation Studies*
2. Lawrence Venuti: *The Translation Studies Reader*
3. Susan Bassnett: *Translationes*
4. Mona Baker: *In Other Words: A Coursebook on Translation*
5. Basil Hatim and Jeremy Munday: *Translation: An Advanced Resource Book*
6. Lynne Bowke: *Computer-Aided Translation Technology: A Practical Introduction*
7. Harold Somers: *Translation and Technology*
8. Lawrence Venuti: *The Translation Studies Reader*
9. Mona Baker: *Routledge Encyclopedia of Translation Studies*

COURSE OUTCOMES

No	Upon completion of the course, the graduate will be able to:	Cognitive Level	Knowledge Category
CO1	Describe or summarize the historical evolution of translation	U	F
CO2	Define and explain the scope of translation studies	R, U	C
CO3	Apply appropriate strategies to convey the meaning and cultural nuances of source texts accurately and effectively in the target language	Ap	C
CO4	Demonstrate proficiency in translating various text types and genres	C	C
CO5	Generate proficiency in using computer-assisted translation (CAT) tools and databases	U	F
CO6	Analyse the ethical and legal implications of using translation technology	An	C
CO7	Explore various technical aspects of language by translating excerpts	C	C
CO8	Analyse and understand the methods of editing and proofreading	An, U	C

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

Knowledge Category: F- Factual; C- Conceptual; P- Procedural; M- Metacognitive

ASSESSMENT RUBRICS

Formative (Continuous) Assessment through:

- FA 1: Continuous Internal Assessment Tests (10 marks)
- FA 2: Assignment/ Seminar/ Presentation/ Project: Individual (10 marks)
- FA 3: Assignment/ Seminar/ Presentation/ Project: Group (10 marks)

Summative (End Semester) Assessment through:

- SA 1: End Semester Exam(50 marks)
- SA 2: Translation Project (20 marks)

MAPPING OF COs TO ASSESSMENT RUBRICS

COs	FA1	FA2	FA3	SA1	SA2
CO1	✓	✓		✓	
CO2	✓			✓	
CO3	✓	✓		✓	
CO4	✓	✓		✓	
CO5	✓	✓		✓	
CO6	✓			✓	
CO7	✓	✓		✓	
CO8	✓			✓	

MAPPING OF COs WITH PSOs WITH CORRELATION LEVEL:

(To be marked with 1, 2 or 3, indicating LOW/ MILD CORRELATION (1); MEDIUM CORRELATION (2), or STRONG CORRELATION (3))

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	2	2		3			
CO2	1	2		3	3		
CO3	2	2		3			
CO4	2	3		3			
CO5	2	3		3	2		
CO6	3	2		3			
CO7	3	3		3	3		
CO8	3	2		2			

MAPPING OF COs WITH POs WITH CORRELATION LEVEL

(To be marked with 1, 2 or 3, indicating LOW/ MILD CORRELATION (1); MEDIUM CORRELATION (2), or STRONG CORRELATION (3))

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	2						
CO2				2			
CO3				2			

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CO4	2						
CO5							
CO6	3			2			
CO7	3						
CO8							

Type of Course	DISCIPLINE SPECIFIC CORE 16				
Course Code	MIUK5DSCECE302.1				
Course Title	<i>Mass Communication, Culture and Ethics</i>				
Semester	5				
Academic Level	300-399				
Course Details	Credit	Lecture hours/ week	Tutorial hours/ week	Practical hours/week	Total hours/week
	4	4			4
Pre-requisites	A foundational understanding of communication theories, media history, journalism ethics and cultural studies				
Course Summary	This course on Mass Communication, Culture and Ethics explores the intersection of media, culture and ethical considerations within the field of mass communication.				

Module	Unit	Content	Hours
I	Literary Terms and Concepts		15
	1	Ideology- Hegemony- Power- Culture- Subculture-Popular Culture	3
	2	Representation-Identity-Subjectivity-Othering-Stereotypes	3
	3	Grand Narratives, Tech Utopia, Tech Dystopia, Digital Divide	3
	4	Cybernetics- Paid News-Post Truth- Fake News	3
	5	Slander-Defamation- Normative Ethics- Utilitarianism- Determinism	3
	Reference Texts: 1. Media/ Cultural Studies: Critical approaches -Rhonda Hammer:2009. 2. Media and Cultural Studies: Keywords: Meenakshi Gigi Durham and Douglas M Kellner:2001		
II	Introduction to Cultural Media Studies		15
	6	An Appeal to Students (Extract from <i>Thinking Critically About Media and Politics</i>)	5
	7	Thinking Critically about Media (Extract from <i>Thinking Critically about Media and Politics</i>)	6
	8	Money, Media and Politics (Part I) - P Sainath (Youtube Video) https://youtu.be/a-iC0h5TB9s?feature=shared	4
	Text (Detailed): <i>Thinking Critically about Media and Politics</i> : Donald Lazere:2013		
III	Viewing Media through a Critical Lens		15
	9	Text: The Five Filters of the Mass Media Machine -Noam Chomsky (Youtube Video), www.youtube.com/watch?v=34LGPIXvU5M	3
	10	Text: Fake News: Ignorance is Power- Nidhi Suresh (Extract from News Laundry) www.newslaundry.com/2017/12/29/fakenews-altnews-hoaxlayer-post-truth-trump-modi .	4
	11	Text: Facts Matter Even More in the Post-Truth World- Rajeev Bhargava (Extract from The Hindu) Bhargava, Rajeev. “Facts	4

		Matter Even More in the Post-Truth Age”. <i>The Hindu</i> , 14 Oct.2017, www.thehindu.com/opinion/columns/facts-matter-even-more-in-the-post-truth-age/article19862606.ece.	
	12	Text: Trolling Ourselves to death in the Age of Trump- Jason Hannon (Extract from the Hoot Website) www.thehoot.org/media-watch/digital-media/trolling-ourselves-to-death-in-the-age-of-trump-10209.	4
IV	Ethical Codes and Challenges		15
	13	Text: Ethics and Public Relations- Shannon Bowen (Extract from the Public Relations Website) Bowen, Shannon.”Ethics and Public Relations”, 9 June 2015, www.instituteforpr.org/ethics-and-public-relations/.	5
	14	Text: We’re Not all Superhumans - Parul Ghosh (Extract from The Hindu). Ghosh, Parul. “We’re Not All Superhumans”. <i>The Hindu</i> , 16 Aug. 2016, www.thehindu.com/opinion/op-ed/We’re-not-all-auperhumans/article14572914.ece.	3
	15	Text: Stop! Don’t Shoot like that- A Guide to Ethical Wild Photography- Shekar Dattari and Ramki Sreenivasan (Extract from Conservation India Website) www.conservationindia.org/resources/ethics.	3
	16	Text: Wag the Dog(Movie)- Barry Levinson. “Wag The Dog Full Movies” <i>Youtube</i> , 21 Mar. 2017, www.youtube.com/watch?v=H_c7pgInChM.	4

COURSE OUTCOMES

No	Upon completion of the course, the graduate will be able to:	Cognitive Level	Knowledge Category
CO1	Describe basic knowledge of media and cultural studies approach	R, U	F
CO2	Analyse the relationship between media representation and cultural identity	An	C
CO3	Evaluate the role of media in promoting or challenging cultural stereotypes	E	C
CO4	Demonstrate a critical reading of mass production, distribution and consumption	E	C
CO5	Identify, analyse and interpret ethical complexities in the media context	An	C
CO6	Analyse media texts with cultural, critical and ethical sensitivity	An	C
CO7	Apply ethical frameworks to real-world media scenarios and case studies.	Ap	C
CO8	Develop skills to navigate ethical dilemmas in media production and consumption.	C	P

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

Knowledge Category: F- Factual; C- Conceptual; P- Procedural; M- Metacognitive

ASSESSMENT RUBRICS

Formative (Continuous) Assessment through:

FA 1: Continuous Internal Assessment Tests (10 marks)

FA 2: Written assignments on ethical dilemmas in mass media, requiring students to analyze real life cases and propose solutions based on ethical principles.(10 marks)

FA 3: Seminar on critical analysis of media artifacts (such as news articles, films, advertisements) from cultural and ethical perspесes.(10 marks)

Summative (End Semester) Assessment through:

SA 1: End Semester Exam (50 marks)

SA 2: Individual presentations on cultural influences on media practices and the ethical implications of cultural representation in media content.(20 marks)

MAPPING OF COs TO ASSESSMENT RUBRICS

COs	FA1	FA2	FA3	SA1	SA2
CO1	✓			✓	
CO2	✓			✓	
CO3	✓			✓	
CO4	✓		✓	✓	
CO5		✓	✓		✓
CO6		✓	✓		✓
CO7		✓	✓		✓
CO8			✓		✓

MAPPING OF COs WITH PSOs WITH CORRELATION LEVEL:

(To be marked with 1, 2 or 3, indicating LOW/ MILD CORRELATION (1); MEDIUM CORRELATION (2), or STRONG CORRELATION (3))

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1		2	3		3		
CO2		2	3		3	3	
CO3		3	3		3	3	
CO4		3	3		3	3	
CO5		2	3		3	3	2
CO6		2	3		3	3	2
CO7		3	3		3	3	2
CO8		3	3		3	3	

MAPPING OF COs WITH POs WITH CORRELATION LEVEL

(To be marked with 1, 2 or 3, indicating LOW/ MILD CORRELATION (1); MEDIUM CORRELATION (2), or STRONG CORRELATION (3))

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	2	1	1				2
CO2		2	2		3		2
CO3	1		2		1		3
CO4	2		2		3		
CO5	2	3	3				2
CO6		2	2		1		
CO7	2				3		2
CO8	2				2		3

Type of Course	DISCIPLINE SPECIFIC CORE 17				
Course Code	MIUK5DSCECE303.1				
Course Title	<i>Travel Media and Narratives</i>				
Semester	5				
Academic Level	300-399				
Course Details	Credit	Lecture hours/ week	Tutorial hours/ week	Practical hours/week	Total hours/week
	4	4			4
Pre-requisites	Basic understanding of travel literature and travel media				
Course Summary	This course will help students to get a comprehensive idea about the wide variety of travel writings and help them create content for both print and screen				

Module	Unit	Content	Hours
I	Introduction to Travel Media and Narratives		15
	1	Concept of travel media and its role in shaping narrative	3
	2	Different forms of travel media such as literature, film, photography and digital media	4
	3	Cultural, social, and political dimensions of travel narratives	4
	4	Key elements of effective storytelling in travel media.	4
		Reference Texts: 1. Alain de Botton : <i>The Art of Travel</i> 2. William Dalrymple : <i>City of Djinns</i> 3. <i>Into the Wild</i> (dir.) Sean Penn (Film) 4. Selections from travel blogs or online travel articles (Digital media) 5. Photography collections showcasing travel narratives (Photography)	
II	Cultural Perspectives in Travel Narratives		15
	6	Travel experiences and narratives	3
	7	Cultural differences and sensitivities in portraying travel destinations	4
	8	Concept of cultural appropriation in travel media	4
	10	Ethical implications of representing cultures in travel narratives	4
		Reference Texts: 1. Ruby Lal : <i>The Vagabond Princess</i> 2. Elizabeth Gilbert: <i>Eat, Pray, Love</i> 3. Robyn Davidson: <i>Tracks</i> 4. Lonely Planet: <i>The Travel Book: A Journey Through Every Country in the World</i> by (Photography and Cultural Insights) 5. Various online articles or essays discussing cultural appropriation in travel media.	
III	Digital Storytelling and Social Media in Travel		15
	12	Influence of digital platforms and social media on contemporary travel narratives	4
	13	Conventions and strategies of digital storytelling in travel	4

		blogging, vlogging, and social media posts	
	14	Impact of user ethics and authenticity of travel representation on social media.	4
	15	Content Creation	3
		Reference Texts: <ol style="list-style-type: none"> 1. Pico Iyer: <i>Video Night in Kathmandu</i> 2. Various travel blogs or vlogs (e.g., Nomadic Matt, Hey Nadine, Fun for Louis) 3. Selections from Instagram or YouTube travel influencers 4. Eric Weiner: <i>The Geography of Bliss</i> 5. Academic articles on the impact of social media on travel narratives. 6. How to Make Travel Videos for Beginners 	
IV	Travel Writing and Journalism		15
	16	Different styles and formats of travel writing, including articles, essays, and memoirs	3
	17	Principles of journalistic integrity and objectivity in travel report	4
	18	Role of travel writing in promoting destinations and tourism	4
	19	Techniques for effective travel storytelling and descriptive writing	4
		Reference Texts: <ol style="list-style-type: none"> 1. Bill Bryson : <i>A Walk in the Woods</i> 2. Amitav Ghosh: <i>In an Antique Land</i> 3. <i>The Best American Travel Writing</i> series (Anthology) 4. Online travel articles from reputable sources (e.g., National Geographic, The New York Times Travel Section) 5. Stephen King : <i>On Writing: A Memoir of the Craft</i> (Writing Techniques) 	
Activities		Creating original travel blogs and vlogs	

COURSE OUTCOMES

No	Upon completion of the course, the graduate will be able to:	Cognitive Level	Knowledge Category
CO1	Derive critical thinking skills through the analyses and interpretation of travel media	Ap,An	F, C
CO2	Enhance their written and oral communication skills through the articulation and discussion of travel-related themes, issues, and interpretations.	C	C
CO3	Develop a heightened awareness of cultural diversities and global perspectives and foster cross-cultural understanding and empathy	U, C	F, C
CO4	Acquire research skills necessary for investigating travel narratives	An	C, P
CO5	Create professional travel vlogs	C	C

CO6	Demonstrate proficiency in narrative analysis	Ap, An	F,C
CO7	Critically evaluate the ethical implications of how travel experiences are portrayed and represented.	E	C,P
CO8	Generate insights into potential career paths in fields related to travel writing, journalism, tourism, or cultural studies, and develop skills relevant to these professions.	C	C

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

Knowledge Category: F- Factual; C- Conceptual; P- Procedural; M- Metacognitive

ASSESSMENT RUBRICS

Formative (Continuous) Assessment through:

FA 1: Internal Assessment Tests (10 marks)

FA 2: Assignment/Seminar (10 marks)

FA 3: Undertaking travel and report submission: Group (10 marks)

Summative (End Semester) Assessment through:

SA 1: End Semester Exam (50 marks)

SA 2: Creating Travel Vlogs (20 marks)

MAPPING OF COs TO ASSESSMENT RUBRICS

COs	FA1	FA2	FA3	SA1	SA2
CO1		✓			✓
CO2	✓	✓	✓	✓	✓
CO3	✓		✓	✓	✓
CO4		✓	✓		✓
CO5	✓		✓	✓	
CO6	✓	✓	✓	✓	
CO7		✓		✓	✓
CO8					✓

MAPPING OF COs WITH PSOs WITH CORRELATION LEVEL:

(To be marked with 1, 2 or 3, indicating LOW/ MILD CORRELATION (1); MEDIUM CORRELATION (2), or STRONG CORRELATION (3))

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1		3	1	1	3	2	
CO2		3		3	2		

CO3			3	3			
CO4							3
CO5	2			2	3	1	
CO6		3					
CO7		3		3	3	1	2
CO8		3			3		

MAPPING OF COs WITH POs WITH CORRELATION LEVEL

(To be marked with 1, 2 or 3, indicating LOW/ MILD CORRELATION (1); MEDIUM CORRELATION (2), or STRONG CORRELATION (3))

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1		3					
CO2	3	2	3	3	2		1
CO3	3				2		
CO4			3				1
CO5				3	3		
CO6		2	2				
CO7	3				3		3
CO8				3	3		

Type of Course	DISCIPLINE SPECIFIC ELECTIVE 4				
Course Code	MIUK5DSEECE304.1				
Course Title	<i>English for Narrative Journalism</i>				
Semester	5				
Academic Level	300-399				
Course Details	Credit	Lecture hours/ week	Tutorial hours/ week	Practical hours/week	Total hours/week
	4	4			4
Pre-requisites	Basic knowledge in English language skills				
Course Summary	This course is designed to inculcate journalistic skills in students				

Module	Unit	Content	Hours
I	Introduction to Narrative Journalism		15
	1	Definition, purpose and historical context of Narrative journalism	3
	2	Language for reporting	4
	3	The use of language in storytelling	4
	4	Basics of setting, plot structure and building a narrative voice.	4
II	Multimedia Integration, Character Development, Story Structure and Dialogues		15
	6	Understanding the subjects of journalist stories	4
	7	Analyzing various narrative structures commonly used in Journalism (inverted pyramid-narrative arcs-three act structures)	4
	8	Techniques for integrating - multimedia into journalistic storytelling	4
	9	Sourcing, attributing and ethically using multimedia in Journalism	3
III	Language and Presentation in Narrative Journalism		15
	11	Use of language to create imagery - analysing different tones and their impact on the reader	4
	12	Exploring different writing styles and their suitability for different types of stories - sensitivity in reporting and presentation	4
	13	Use of literary devices and their application in journalistic storytelling- preparing presentation formats	3
	14	Strategies for self editing and peer review - techniques for maintaining editorial standards in journalistic writing	2
	15	Ethics in journalism	2
IV	Local News Project		15
	16	Practical (Field)	10
	17	Presentation	5

TEXTS

Reference Texts:

1. David Craig: *The Ethics of the Story : Using Narrative Techniques Responsibly in Journalism*

2. Wynford Hicks: *English for Journalists: Thirtieth Anniversary Edition*
3. Wynford Hicks, Sally Adams, Harriet Gilbert: *Writing for Journalists*
4. Angela Phillips: *Good Writing for Journalists*
5. Rick Thompson: *Writing for Broadcast Journalists* [2nd ed]
6. Chris Frost: *Reporting for Journalists*

COURSE OUTCOMES

No	Upon completion of the course, the graduate will be able to:	Cognitive Level	Knowledge Category
CO1	Demonstrate proficiency in employing narrative journalism techniques to effectively convey compelling journalistic narratives	U	F
CO2	Analyze and critique select texts within narrative journalism to understand the nuanced use of English language in journalistic storytelling	R, U	F
CO3	Identify linguistic devices, narrative structures, and stylistic choices employed by professional journalists	U, An	C
CO4	Develop skills in character development, story structure, and dialogue creation specific to narrative journalism	C	C
CO5	Use English language effectively to enhance narrative depth, tone, and impact in journalistic storytelling, adapting language styles and registers to suit different narrative contexts and audience preferences	C	C
CO6	Apply ethical principles and professional standards in narrative journalism practice	Ap, U	C
CO7	Enhance research and interviewing skills necessary for gathering information and insights essential to narrative journalism	Ap	C
CO8	Produce polished narrative journalism pieces that demonstrate mastery of English language proficiency, storytelling techniques, and ethical journalistic practices	C	C

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

Knowledge Category: F- Factual; C- Conceptual; P- Procedural; M- Metacognitive

ASSESSMENT RUBRICS

Formative (Continuous) Assessment through:

FA 1: Continuous Internal Assessment Tests (10 marks)

FA 2: Assignment/ Seminar/ Presentation/ Project: Individual (10 marks)

FA 3: Assignment/ Seminar/ Presentation/ Project: Group (10 marks)

Summative (End Semester) Assessment through:

SA 1: End Semester Exam (40 marks)

SA 2: Portfolio Assessment (30 marks)

MAPPING OF COs TO ASSESSMENT RUBRICS

COs	FA1	FA2	FA3	SA1	SA2
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CO1	✓		✓	✓	
CO2	✓	✓		✓	✓
CO3	✓	✓		✓	
CO4	✓		✓	✓	
CO5	✓	✓		✓	✓
CO6	✓			✓	✓
CO7	✓	✓		✓	
CO8	✓	✓		✓	

MAPPING OF COs WITH PSOs WITH CORRELATION LEVEL:

(To be marked with 1, 2 or 3, indicating LOW/ MILD CORRELATION (1); MEDIUM CORRELATION (2), or STRONG CORRELATION (3))

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	2	3					
CO2	3		3				
CO3	2	2					
CO4	3		2				3
CO5	2	3	2				
CO6		3					
CO7	2					3	
CO8		2				2	

MAPPING OF COs WITH POs WITH CORRELATION LEVEL

(To be marked with 1, 2 or 3, indicating LOW/ MILD CORRELATION (1); MEDIUM CORRELATION (2), or STRONG CORRELATION (3))

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	2	2			2		
CO2	2		2				
CO3	2		2		2		
CO4	3	3	2				
CO5	3						

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CO6	2				2		
CO7	2	2	2				2
CO8	2	2					2

Type of Course	DISCIPLINE SPECIFIC ELECTIVE 5/ SIGNATURE COURSE				
Course Code	MIUK5DSEECE305.1				
Course Title	<i>Curating Festivals in Film, Literature and Art</i>				
Semester	5				
Academic Level	300-399				
Course Details	Credit	Lecture hours/ week	Tutorial hours/ week	Practical hours/week	Total hours/week
	4	4			4
Pre-requisites	An interest in film, literature and art festivals.				
Course Summary	This course is designed to equip learners with knowledge of different types of festivals and to provide them with practical, language and communication skills necessary for curating a festival.				

Module	Unit	Content	Hours
I	Festival and the Curator		15
	1	Defining Festivals, Different types of festivals: Film, literature and Arts	1
	2	Film Festival and the Curator	6
	3	Literature Festivals and the Curator	4
	4	Arts Festivals and the Curator	4
		<p>Texts (non-detailed):</p> <ol style="list-style-type: none"> 1. Peter Bosma: “Curating Film Festivals” (<i>Film Programming: Curating for Cinemas, Festivals, Archives</i>. Wallflower Press Columbia UP, 2015, pp. 68-81) 2. Marijke De Valck: “Introduction: What is a film festival? How to study festivals and why you should?” (<i>Film Festivals: History, Theory Method, Practice</i>, edited by Marijke de Vack et al, Routledge, 2016, pp. 1-17) 3. Cori Stewart: “The Rise and Rise of Writers’ Festivals” (<i>A Companion to Creative Writing</i>, edited by Greame Harper, Wiley-Blackwell, 2013, pp. 263-77) 4. Stuart Jeffries, and Nancy Groves: ““Hans Ulrich Obrist: the art of curation” (<i>The Guardian</i>, 23 Mar. 2014, www.theguardian.com/artanddesign/2014/mar/23/hans-ulrich-obrist-art-curator) <p>(The instructor should make sure that the students are introduced to major concepts discussed in the essays and should use examples, both from the prescribed essays and from the immediate locale, to demonstrate the concepts.)</p>	

II	Festival Curation: The Global and Local Cases	15
	<p>5</p> <p>Film Festival Case Studies; Sundance, IFFK <i>(Instructor should initiate discussions on more such film festivals- should make the students pick films based on eras and genres- should make the students log them as a list and make them write blurbs- finally come up with a document)</i></p> <p>Texts:</p> <ol style="list-style-type: none"> 1. “Getting a Film into Sundance Film Festival Interview with Kim Yutani Adobe Video” (<i>YouTube</i>, uploaded by Adobe Video & Motion, 13 Jan. 2023, www.youtube.com/watch?v=ZNmUaGWSVik) 2. “IFFK 2023 curator Golda Sellam on how she select movies for festivals” (<i>Youtube</i>, uploaded by Onmanorama, www.youtube.com/watch?v=PDEcEca8AUE) 3. “Festival Programmer ennathu oru rashtreeya utharavathitwam Deepika Suseelan Interview IFFK” (<i>Youtube</i>, uploaded by cuestudio, www.youtube.com/watch?v=cmL2ECPRShw) <p><i>(If the students cannot follow Malayalam, the instructor should make sure that the content of the video is translated to English for the students to follow. If the instructor cannot follow Malayalam, the instructor should seek help from a person of their choice to translate the content.)</i></p>	5
	<p>6</p> <p>Biennales, Exhibitions, Museums- Jakarta Biennale, Lagos Biennale, Kochi Muziris Biennale <i>(The instructor should discuss more such art exhibitions and festivals. The instructor should expose the students to different kinds of art installations shown in the prescribed Instagram pages.)</i></p> <p>Texts:</p> <ol style="list-style-type: none"> 1. “Conversations Curating in Context: Making Exhibitions Work” (<i>Youtube</i>, uploaded by Art Basel, 29 Mar. 2018, www.youtube.com/watch?v=28v-yYQquT0) 2. “Kochi; Kalayude Lokam kochi Biennale Biennale Kochi Muziris Biennale Fort Kochi ” (<i>Youtube</i>, uploaded by Woke Malayalam, www.youtube.com/watch?v=EjsLgXE3qNA) 3. “Homi K Bhabha Kochi-Muziris Biennale as An Exploration of Horizons” (<i>YouTube</i>, uploaded by Kochi-Muziris Biennale, www.youtube.com/watch?v=HS5mAn75QNM.) 4. “Lagos Biennial” (<i>Instagram</i>, 	5

	<p>www.instagram.com/lagos_biennial)</p> <p>5. “Jakarta Biennale” (<i>Instagram, www.instagram.com/jakartabiennale</i>)</p> <p><i>(If the students cannot follow Malayalam, the instructor should make sure that the content of the video is translated to English for the students to follow. If the instructor cannot follow Malayalam, the instructor should seek help from a person of their choice to translate the content.)</i></p>	
7	<p>Literature Festivals: Bangalore literature Festival, Mathrubhumi International festival of Letters</p> <p><i>(The instructor should discuss more such literature festivals. The instructor should lead discussions on the content in the Instagram pages prescribed.)</i></p> <p>Texts:</p> <p>1. “Creating Worlds: Curating Art and Literature” (<i>Youtube, uploaded by Bangalore Literature Festival, www.youtube.com/watch?v=3o2Z4mtl3PQ</i>)</p> <p>2. “Jaipur Literature Festival” (<i>Instagram, www.instagram.com/jaipurlitfest</i>)</p>	3
8	<p>Invited talk by a Festival Curator/ Programmer/ Director</p> <p><i>(The instructor should organise an invited lecture by a festival curator/programmer/director. Suggestions: Can invite resource persons from Chalachitra Academy, Mathrubhumi International Literary Festival Team, Kerala Literature Festival Team, Olam Festival Team)</i></p>	2
III	Organising a Festival	18
9	<p>Themes and Foci</p> <p><i>(The instructor should introduce various categories, special themes and focus points of different editions of different festivals. Example: The instructor can use catalogues of different IFFKs to find out the categories and concerns of each year.)</i></p>	1
10	<p>Selecting speakers/ artists/ movies</p> <p><i>(The instructor should train the students to identify speakers, artists and movies of relevance in accordance with the theme/focus of the festival. For this, the instructor can give the students themes and categories and ask the students to come up with suggestions)</i></p>	2
11	<p>Inviting speakers/ artists/ movies</p> <p><i>(The instructor should help the students develop language skills to compose official emails to speakers/ artists/ movie distributors requesting their presence or product.)</i></p>	3
12	<p>Creating schedule</p> <p><i>(The instructor can give samples of festival schedules available in web sources and ask the students to create similar schedules for simulated scenarios.</i></p> <p><i>Sample: http://www.iffk.in/images/IFFK%202023%20-</i></p>	3

		%20Schedule.pdf)	
	13	Delegate Kit: Delegate Pass, Schedule, Festival Booklet (The instructor should ask the students to prepare schedules based on the simulated scenarios. The instructor should ask the students to prepare a booklet that includes details of the festivals, short-bio of speakers, programme details, movie synopsis (if film festival) etc. Samples from festivals like IFFK, Kochi Muziris Biennale, KLF and MBIFL can be given.)	4
	14	Delegate Feedback (The instructor should ask the students to prepare printed and online feedback forms based on simulated scenarios that could be distributed to the delegates.)	1
	15	Festival Ethics- Dealing controversial themes- Inviting controversial authors- Payment and Wages- Copyright of movies- Permission of distributor	1
	16	Organising a Festival in the College. (The instructor should ask the students to prepare themselves to organize a film, literature, or arts festival at the college, utilizing the skill sets and understanding they have gained from this course.)	3
IV	Business, Marketing and Promotion Strategies		12
	17	Social Media and Website (The instructor should introduce the prescribed social media handles to the students and ask them to trace its evolution over years, and identify different promotional strategies they have used. The instructor should also ask the students to identify different components, columns and sections in the website prescribed.) Texts: 1. “Olam” (Instagram, www.instagram.com/olamfestival) 2. Edinburgh Festival Fringe (www.edfringe.com)	3
	18	Designing posters, flyers and banners (The instructor should distribute sample materials collected from different festivals, and ask the students to create posters, flyers and banners based on simulated scenarios.)	3
	19	Press releases (The instructor should help the students develop language skills to write formal press releases based on simulated scenarios.)	3
	20	Sponsorship (The instructor should help the students develop language skills to write emails/letters requesting sponsorships.)	3

COURSE OUTCOMES

No	Upon completion of the course, the graduate will be able to:	Cognitive Level	Knowledge Category
CO1	Analyse different festival practices across the world.	An	C
CO2	Analyse different concepts of festival curation.	An	C
CO3	Critically read different global and local festivals through	U, An	C, P

	case studies.		
CO4	Develop critical thinking required to conceptualise a festival.	C	C, P, M
CO5	Critically evaluate and select speakers, artists, and movies that align with the thematic focus of a festival.	E	C, P, M
CO6	Develop language and communication skills required for the necessary correspondence with invitees and to create materials for delegates.	C	C, P, M
CO7	Critically evaluate the different strategies used by social media handles and websites to promote a festival.	Ev	C, P, M
CO8	Develop language and communication skills required to design promotional materials of a festival.	C	C, P, M

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

Knowledge Category: F- Factual; C- Conceptual; P- Procedural; M- Metacognitive

ASSESSMENT RUBRICS

Formative (Continuous) Assessment through:

FA 1: Written Examination (1hr) based on Module 1 and 2 (10 Marks)

FA 2: Assignment question(s) based on Module 1 and 2 (10 Marks)

FA 3: Assignment question(s) based on Module 3 and 4 (10 Marks)

Summative (End Semester) Assessment through:

SA 1: Practical: Organizing a Festival (Film/Literature/Arts) in your college (30 Marks)

SA 2: End Semester Examination (40 Marks- Write any four 10-marks questions from a pool of 8 questions. There should be 2 questions from each module.)

MAPPING OF COs TO ASSESSMENT RUBRICS

COs	FA1	FA2	FA3	SA1	SA2
CO1	✓	✓			✓
CO2	✓	✓			✓
CO3	✓	✓			✓
CO4	✓	✓		✓	✓
CO5			✓	✓	✓
CO6			✓	✓	✓
CO7			✓	✓	✓
CO8			✓	✓	✓

MAPPING OF COs WITH PSOs WITH CORRELATION LEVEL:

(To be marked with 1, 2 or 3, indicating LOW/ MILD CORRELATION (1); MEDIUM CORRELATION (2), or STRONG CORRELATION (3))

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1		1	3		1		
CO2		1	2		1		
CO3		1	3		1		
CO4	1	1	2		2		
CO5	2	1	2		2		2
CO6	3	3	1		3		1
CO7	1	1	3		2		
CO8	3	3	1		3		1

MAPPING OF COs WITH POs WITH CORRELATION LEVEL

(To be marked with 1, 2 or 3, indicating LOW/ MILD CORRELATION (1); MEDIUM CORRELATION (2), or STRONG CORRELATION (3))

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3						
CO2	3						
CO3	3	1	1				
CO4	3			3	2		3
CO5	3	1	1				
CO6	3			3	2		
CO7	3	1	1				
CO8	3			3	2		

Type of Course	SKILL ENHANCEMENT COURSE 3				
Course Code	MIUK5SECECE306.1				
Course Title	<i>English for the Corporate World</i>				
Semester	5				
Academic Level	300-399				
Course Details	Credit	Lecture hours/ week	Tutorial hours/ week	Practical hours/week	Total hours/week
	3	2		2	4
Pre-requisites	Basic knowledge of English and seeking employment in the corporate sector.				
Course Summary	This course is designed to equip students with essential language skills and professional communication strategies tailored for success in a corporate environment.				

Module	Unit	Content	Hours
I	Introduction		15
	1	Introducing business jargon and industry specific terms - professional etiquette for writing	3
	2	Writing communication skills - letter - email - memos - reports - resume - cover letters and proposals	3
	3	Strategies for participating in meetings - asking questions and initiating group discussions.	3
	4	Oral communication skills-(presentations, meetings, negotiations)	3
	5	Ethical considerations in business communication	3
II	English for Professional Networking and Interpersonal Skills		15
	6	Building professional relationships and maintaining conversations– networking opportunities and etiquette.	4
	7	Using language strategies for negotiation and persuasion	3
	8	Using Social media for professional networking (eg: LinkedIn)	4
	9	Active listening skills, Role-play.	4
III	Corporate Communication		30
	10	<ol style="list-style-type: none"> 1. Project1 : Business Proposal 2. Discussion on Project 1 3. Presentation 1: Job Interview 4. Discussion on Presentation 1 5. Group Discussion 6. Team Building Exercise 7. Identifying communication errors in a corporate setting (Tracing the hierarchy) 8. Etiquette of greeting and corporate gifting techniques (gift basket with letter) 9. Corporate networking - how different department collaborate 10. Effective collaboration between companies and persuading other companies to join. 	

TEXTS

Reference Texts:

1. *Business English Vocabulary Builder*: Published by Lingo Mastery
2. <https://www.coursera.org/specializations/business-english>
3. Mable Chan: *English for Business Communication*:

COURSE OUTCOMES

No	Upon completion of the course, the graduate will be able to:	Cognitive Level	Knowledge Category
CO1	Demonstrate proficiency in business communication skills, including writing emails, reports, and memos, and delivering oral presentations with clarity, coherence, and persuasiveness in corporate contexts.	U	F
CO2	Develop intercultural competence necessary for engaging with diverse stakeholders, clients, and colleagues in globalized corporate environments, demonstrating sensitivity to cultural differences and effective cross-cultural communication skills.	R, U	F
CO3	Apply active listening and effective questioning techniques to engage in productive business discussions, meetings, and negotiations, fostering mutual understanding, collaboration, and conflict resolution in corporate settings.	Ap	C
CO4	Use appropriate language and etiquette in professional interactions, including greetings, introductions, and formal correspondence, demonstrating respect, professionalism, and adherence to corporate norms and protocols.	Ap	C
CO5	Employ critical thinking skills to analyze business scenarios, evaluate options, and make informed decisions in corporate contexts, demonstrating problem-solving abilities and strategic thinking in English communication	Ap	C
CO6	Develop networking skills necessary for building professional relationships, leveraging digital platforms and in-person interactions to expand professional networks, seek opportunities, and advance career goals in the corporate world	C	C
CO7	Enhance teamwork and collaboration skills through group projects and simulations, demonstrating the ability to work effectively in diverse teams, delegate tasks, and achieve common goals while communicating proficiently in English	C	C
CO8	Develop personal and professional growth throughout the course, identifying areas of improvement and formulating strategies for continued learning and development to excel in the dynamic and competitive corporate environment.	E	C

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

Knowledge Category: F- Factual; C- Conceptual; P- Procedural; M- Metacognitive

ASSESSMENT RUBRICS

Formative (Continuous) Assessment through:

FA 1: Continuous Internal Assessment Tests (10 marks)

FA 2: Assignment/ Seminar/ Presentation/ Project: Individual (10 marks)

FA 3: Assignment/ Seminar/ Presentation/ Project: Group (10 marks)

Summative (End Semester) Assessment through:

SA 1: End Semester Exam (40 marks)

SA 2: Mock Interview and Presentation of a Business Proposal (30 marks)

MAPPING OF COs TO ASSESSMENT RUBRICS

COs	FA1	FA2	FA3	SA1	SA2
CO1	✓	✓		✓	
CO2	✓		✓	✓	
CO3	✓	✓		✓	
CO4	✓		✓	✓	
CO5	✓	✓		✓	✓
CO6	✓		✓	✓	✓
CO7	✓		✓	✓	✓
CO8	✓			✓	✓

MAPPING OF COs WITH PSOs WITH CORRELATION LEVEL:

(To be marked with 1, 2 or 3, indicating LOW/ MILD CORRELATION (1); MEDIUM CORRELATION (2), or STRONG CORRELATION (3))

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	2	2			2		
CO2	3				3		
CO3	3	3			3		
CO4	2	3			3		
CO5	2	2			3		
CO6	2				2		
CO7	2				2		
CO8	2	2			2		

MAPPING OF COs WITH POs WITH CORRELATION LEVEL

(To be marked with 1, 2 or 3, indicating LOW/ MILD CORRELATION (1); MEDIUM CORRELATION (2), or STRONG CORRELATION (3))

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	2			3			
CO2		2		3			
CO3				2	2		
CO4	2			2			
CO5		2		2			
CO6	3			2	3		
CO7	2	2		2			
CO8				2			

Type of Course	SKILL ENHANCEMENT COURSE 4				
Course Code	MIUK5SECECE307.1				
Course Title	<i>Technical Writing</i>				
Semester	5				
Academic Level	300-399				
Course Details	Credit	Lecture hours/ week	Tutorial hours/ week	Practical hours/week	Total hours/week
	3	2		2	4
Pre-requisites	Basic knowledge about academic and technical writing and its key terminology				
Course Summary	This course aims at helping learners to demonstrate proficiency in conducting research, analyzing data, and synthesizing information into technical reports.				

Module	Unit	Content	Hours
I	Fundamentals of Technical Writing		15
	1	Understanding Audience and Purpose: Identifying Target Audience- Analyzing Purpose and Scope of Documents-Tailoring Content to Audience Needs	5
	2	Clarity and Conciseness: Writing Clear and Concise Sentences-Eliminating Ambiguity and Redundancy-Using Plain Language and Avoiding Jargon	5
	3	Document Structure and Organization: Introduction to Document Design-Creating Effective Headings and Subheadings-Organizing Information Logically	5
II	Technical Report Writing		15
	6	Research and Data Collection: Conducting Effective Research-Gathering and Analyzing Data-Citing Sources and Avoiding Plagiarism	5
	7	Report Structure and Formatting: Understanding Report Formats (e.g., Feasibility Reports, Progress Reports)-Incorporating Visual Elements (e.g., Tables, Figures)-Using Citation Styles (e.g., APA, MLA) for References	5
	8	Writing Technical Reports: Crafting Executive Summaries-Writing Results and Analysis Sections-Concluding and Making Recommendations	5
III	Editing and Revision in Technical Writing		15
	11	Principles of Editing: Understanding the Editing Process-Recognizing Common Errors (e.g., Grammar, Punctuation)-Developing Proofreading Strategies	5
	12	Revision Techniques: Revising for Clarity and Coherence-Incorporating Feedback Effectively-Ensuring Consistency in Style and Tone	5
	13	Document Review and Collaboration: Conducting Peer Reviews-Collaborative Editing Tools and Techniques-Handling Revisions and Version Control	5
IV		Activities	15

	14	Document designing	5
	15	Writing technical reports	5
	16	Proofreading various documents	5

TEXTS

Reference Texts:

1. Sharon J. Gerson and Steven M. Gerson: *Technical Communication: Process and Product*
2. William Strunk Jr. and E.B. White: *The Elements of Style*
3. Darlene Smith-Worthington and Sue Jefferson: *Technical Writing for Success*
4. Patricia A. Robinson and James M. Smith: *Writing and Designing Manuals and Warnings*
5. Amy Einsohn: *The Copyeditor's Handbook: A Guide for Book Publishing and Corporate Communications*
6. Dennis A. Lynch and Laura J. Gurak: *Revising Professional Writing*

COURSE OUTCOMES

No	Upon completion of the course, the graduate will be able to:	Cognitive Level	Knowledge Category
CO1	Demonstrate the ability to write clear and concise technical documents tailored to specific audiences.	C	C
CO2	Effectively structure and organize technical documents for clarity and readability.	C	C
CO3	Demonstrate proficiency in conducting research, analyzing data, and synthesizing information into technical reports.	E	C, P
CO4	Write well-structured technical reports that effectively communicate complex information to diverse audiences.	C	C
CO5	Demonstrate proficiency in editing and revising technical documents for clarity, coherence, and accuracy.	An	F, C
CO6	Collaborate effectively in the editing and revision process, incorporating feedback to improve the quality of technical writing projects.	E	P

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

Knowledge Category: F- Factual; C- Conceptual; P- Procedural; M- Metacognitive

ASSESSMENT RUBRICS

Formative (Continuous) Assessment through:

FA 1: Internal Assessment Tests (10 marks)

FA 2: Assignment 1(10 marks)

FA 3: Assignment 2 (10 marks)

Summative (End Semester) Assessment through:

SA 1: End Semester Exam (70 marks)

MAPPING OF COs TO ASSESSMENT RUBRICS

COs	FA1	FA2	FA3	SA1	SA2
CO1	✓	✓	✓	✓	
CO2	✓	✓	✓	✓	
CO3		✓	✓		
CO4	✓	✓	✓	✓	
CO5		✓	✓	✓	
CO6	✓	✓	✓		

MAPPING OF COs WITH PSOs WITH CORRELATION LEVEL:

(To be marked with 1, 2 or 3, indicating LOW/ MILD CORRELATION (1); MEDIUM CORRELATION (2), or STRONG CORRELATION (3))

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	3				3		
CO2	3	3	3		3		
CO3	3			2	2		3
CO4	3	2	3		3		
CO5	3	2			3		2
CO6	3				3		

MAPPING OF COs WITH POs WITH CORRELATION LEVEL

(To be marked with 1, 2 or 3, indicating LOW/ MILD CORRELATION (1); MEDIUM CORRELATION (2), or STRONG CORRELATION (3))

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1				3	3		
CO2	2			3	3		
CO3			3				
CO4	3				2		3
CO5	2	1		3	3		1
CO6	3	1	3		1	1	

SEMESTER 6: COURSE LIST

MIUK6DSCECE308.1	<i>Performing Language through Literature</i>
MIUK6DSCECE309.1	<i>Creative Writing: Techniques and Strategies</i>
MIUK6DSCECE310.1	<i>Professional Communicative Strategies</i>
MIUK6DSEECE311.1	<i>Survey of English Literature and Criticism</i>
MIUK6DSEECE312.1	<i>English for International Academia and Research</i>
MIUK6DSEECE313.1	<i>Communication for English Language Teaching</i>
MIUK6SECECE314.1	<i>English for Competitive Exams</i>

Type of Course	DISCIPLINE SPECIFIC CORE 18				
Course Code	MIUK6DSCECE308.1				
Course Title	<i>Performing Language through Literature</i>				
Semester	6				
Academic Level	300-399				
Course Details	Credit	Lecture hours/ week	Tutorial hours/ week	Practical hours/week	Total hours/week
	4	3		1	4
Pre-requisites	Basic linguistic and communicative ability to read literature				
Course Summary	This course is designed to explore the intricate relationship between language and literature, delving into how language is used, manipulated, and interpreted within literary texts.				

Module	Unit	Content	Hours
I	Introduction to Literature and Literary Texts		15
	1	Exploring literary genres - analysing literary devices and techniques - analysing dialogues	4
	2	Emulation of the stylistic features of literary excerpts	4
	3	Identifying moods and emotions - characterization and character development	4
	4	Themes and symbolism in literary texts - interpretation of literary texts for beginners	3
		Texts: Select excerpts from William Shakespeare: <i>Hamlet</i> Select excerpts from Christopher Marlowe: <i>Doctor Faustus</i>	
II	Creative Expression and Language Innovation in Literature		15
	5	Evolution of language expression through select literary texts - Exploring Genres - novels, short stories, poetry, play, graphic narratives and comics	3
	6	Exploring Literary Movements and Innovations - Analyzing Experimental Writing Styles - Exploring Multilingualism and Code-Switching in Literature	3
	7	Studying Literary Devices and Figurative Language - Experimenting with Poetic Forms and Structures - Innovative Use of Language in Modern Literature	3
	8	Exploring Linguistic Playfulness and Wordplay - Studying Language Evolution and Change in Literature	3
	9	Exploring Digital Literature and New Media - Digital lingo in creative writing - Creative Writing Workshops and Peer Feedback Sessions Texts: Samuel Beckett: <i>Waiting for Godot</i>	3
III	Developing Speaking and Listening Skills through Select Literary Texts		15
	10	Exploring literary texts for oral interpretation- Analyzing dialogue and character interaction	4
	11	Analyzing Dialogic Modulations in Radio Plays - Role-Playing and Creative Re-enactments	4

	12	Analyzing Speech Patterns and Styles - Conducting Literary Podcasts	4
	13	Listening to Author Interviews - Performing Poetry Slam and Reader's Theatre - Storytelling workshop	3
IV	Writing Proficiency and Translation through Literary Exploration		15
	14	Analyzing Literary Texts for Writing Inspiration - Exploring Literary Translation Techniques	3
	15	Creative Writing Workshops and Peer Feedback Sessions	3
	16	Writing Literary Analyses and Interpretations - Translating Literary Texts and Comparative Analysis	3
	17	Adapting Literary Texts for Different Audiences	3
	18	Collaborative Translation Workshop [Students may be asked to translate a novella]	3

TEXTS

Reference Texts:

1. Cruz, J.H.R. (2010): *The role of literature and culture in English language teaching*
2. Paul Simpson: *Language through Literature: An Introduction*
3. Emilia Di Martino; Bruna Di Sabato: *Studying Language through Literature: An Old Perspective Revisited and Something More*

COURSE OUTCOMES

No	Upon completion of the course, the graduate will be able to:	Cognitive Level	Knowledge Category
CO1	Develop communicative skills through the examination of select literary texts	U	F
CO2	Cultivate creativity and imagination by engaging with literary works as sources of inspiration for language experimentation	C, E	C
CO3	Analyse and evaluate character development and narrative structure	R, U, E	F
CO4	Cultivate creative writing ability by effectively using language	C	C
CO5	Enhance oral communication skills through structured discussions and presentations on literary themes and interpretations	Ap	C
CO6	Improve listening comprehension skills through active engagement with literary readings, audio recordings, and dramatic performances	Ap	C
CO7	Demonstrate writing proficiency by analyzing and selectively emulating the stylistic techniques and narrative strategies employed by authors in various literary works	Ap, C	C
CO8	Cultivate critical thinking skills through the exploration of literary themes, characters, and contexts, encouraging students to articulate informed opinions in English discourse	C	C

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

Knowledge Category: F- Factual; C- Conceptual; P- Procedural; M- Metacognitive

ASSESSMENT RUBRICS

Formative (Continuous) Assessment through:

FA 1: Continuous Internal Assessment Tests (10 marks)

FA 2: Assignment/ Seminar/ Presentation/ Project: Individual (10 marks)

FA 3: Assignment/ Seminar/ Presentation/ Project: Group (10 marks)

Summative (End Semester) Assessment through:

SA 1: End Semester Exam (70 marks)

MAPPING OF COs TO ASSESSMENT RUBRICS

COs	FA1	FA2	FA3	SA1
CO1	✓			✓
CO2	✓			✓
CO3	✓			✓
CO4	✓	✓		✓
CO5	✓			✓
CO6	✓			✓
CO7	✓	✓		✓
CO8	✓		✓	✓

MAPPING OF COs WITH PSOs WITH CORRELATION LEVEL:

(To be marked with 1, 2 or 3, indicating LOW/ MILD CORRELATION (1); MEDIUM CORRELATION (2), or STRONG CORRELATION (3))

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	2						
CO2	2	3					
CO3		2					
CO4		2					
CO5	3						
CO6							
CO7	3	3					
CO8							

MAPPING OF COs WITH POs WITH CORRELATION LEVEL

(To be marked with 1, 2 or 3, indicating LOW/ MILD CORRELATION (1); MEDIUM CORRELATION (2), or STRONG CORRELATION (3))

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	2	2					
CO2	2	3					
CO3	2						
CO4	3						
CO5	2	2					
CO6	2						
CO7	2	2					
CO8	1						

Type of Course	DISCIPLINE SPECIFIC CORE 19				
Course Code	MIUK6DSCECE309.1				
Course Title	<i>Creative Writing: Techniques and Strategies</i>				
Semester	6				
Academic Level	300-399				
Course Details	Credit	Lecture hours/ week	Tutorial hours/ week	Practical hours/week	Total hours/week
	4	4			4
Pre-requisites	An interest in creative writing				
Course Summary	The course aims at enabling the learner understand the basics of the creative process of writing and providing them with a methodology to write, edit and publish their work				

Module	Unit	Content	Hours
I	Introduction to Creative Writing		15
	1	Understanding the basics of creative process- techniques of content creation (brainstorming-ideation-planning- concept chart-affinity map etc)	5
	2	Understanding genre- understanding forms of fiction and nonfiction	5
	3	Learning from the creative techniques of select writers and artists.	5
II	The Fundamentals of Creative Writing		15
	4	Introducing the narrative aspect of storytelling (voice, plot structure, character arc, world building, action, plot-twists, point of view, imagery, foreshadowing and suspense, flashbacks and flash-forwards)-Use of literary techniques (motif, symbolism, themes etc)-setting and atmosphere-mood-sense of place-social, political, and cultural context Texts (Non-detailed): 1. Ernest Hemingway: <i>Hills Like White Elephants</i> 2. Shirley Jackson: <i>The Lottery</i> 3. Margaret Laurence: <i>The Drummer of all the world</i> 4. Chimamanda Ngozi Adichie: <i>The Arrangers of Marriage</i> 5. Daniel Alarcon: <i>The Visitor</i>	4
	5	Plot and structure-understanding narrative arc and story structure Texts (Detailed): 6. Flannery O’Connor : <i>A Good Man is Hard to Find</i> 7. O Henry: <i>The Gift of the Magi</i>	3
	6	Characterization-character arc-character-driven plot Texts (Non-detailed): 8. J.D. Salinger: <i>A Perfect day for Bananafish</i> 9. Charlotte Perkins Gilman: <i>The Yellow Wallpaper</i> 10. Toni Cade Bambara: <i>The Lesson</i> 11. Kritika Pandey: <i>The Goddess who Wants Out</i>	2

		https://bombaylitmag.com/976/	
	7	Writing dialogue and description-natural dialogue-expositional dialogue-subtext in dialogue Texts (Detailed): 12. Lawrence Hill: <i>So What are you, Anyway?</i> 13. Ali Smith: <i>The Child</i> Activity: 1. Analysis of examples illustrating effective dialogue and description 2. Exercises for writing descriptions, focusing on imagery and sensory language	3
	8	Creative Nonfiction-Personal essay writing-crafting reflective and introspective essays Texts (Non-detailed) 14. Select stories from the Modern Love series of New York Times 25 Modern Love Essays to Read if You Want to Laugh, Cringe and Cry - The New York Times (nytimes.com) 15. Humans of Bombay https://www.instagram.com/officialhumansofbombay?igsh=MTd0eW9xdmpmaTN0Yg==	3
III	Editing, Revision and Publication		15
	9	Editing techniques-checking for consistency, style and clarity-dialogue evaluation-use of editing platforms	5
	10	Understanding ethics and responsibility in writing (matters of representation, plagiarism, trauma and trigger warning, social responsibility of writers, etiquette)	5
	11	Revision strategies- overview of the publishing process-submission guidelines-types of publishing-self publishing. Activity: 3. Identify suitable publishers for their work. Fine-tune the written work to fit the publishing standards of different publishers	5
IV	Creative Writing Exercises		15
	12	Use of prompts- descriptive writing and elaboration of context-creative writing exercises- workshops and peer feedback. - na mo re mo (Monthly prompts) Activity: 4. Elaboration of prompts based on scenarios, character clues, first sentence etc. 5. Writing elaborate descriptions of settings and scenes	

TEXTS

Non-detailed

1. John Truby: *The Anatomy of Story: 22 Steps to Becoming a Master Storyteller* (2008)
2. Geoff Dyer: *How to write Fiction: a Guardian Masterclass* (2011)

Reference Texts:

1. Paul Mills: *The Routledge Creative Writing Coursebook* (2005)
2. Meghna Pant: *How to Get Published in India* (2019)

COURSE OUTCOMES

No	Upon completion of the course, the graduate will be able to:	Cognitive Level	Knowledge Category
CO1	Understand the fundamental concepts, genres, and elements of creative writing, including fiction, poetry, and creative non-fiction.	U	F
CO2	Understand the significance of different elements in storytelling in creative fiction and non-fiction, including situating the work in a social, political and cultural context.	U, E	F,P
CO3	Employ a range of writing techniques, such as character development, plot construction, dialogue, imagery, and figurative language.	C	C
CO4	Acquire practical skills in self-editing, revision, and peer feedback, enabling them to refine their writing for clarity, coherence, and impact.	Ap	P
CO5	Gain an insight into the publishing industry, including traditional and self-publishing routes, submission guidelines, and manuscript formatting.	U, Ap	F,P
CO6	Develop a critical awareness of the ethical considerations inherent in creative writing through discussions on ethical dilemmas and responsible storytelling practices,	An	C
CO7	Cultivate a distinctive writing voice and style that reflects their unique perspectives, experiences, and literary influences.	C	C
CO8	Enable the learner to write evocative descriptions.	C	C

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

Knowledge Category: F- Factual; C- Conceptual; P- Procedural; M- Metacognitive

ASSESSMENT RUBRICS

Formative (Continuous) Assessment through:

FA 1: Written Assignment on Activity 1/2- (10 Marks)

FA 2: Written Assignment on Activity 4 - (10 Marks)

FA 3: Written Assignment on Activity 5- (10 Marks)

Summative (End Semester) Assessment through:

SA 1: Compile a comprehensive portfolio of their creative writing projects, showcasing their growth and achievements throughout the course- (50 Marks)

SA 2: Workshop, peer-review and feedback- (20 Marks)

MAPPING OF COs TO ASSESSMENT RUBRICS

COs	FA1	FA2	FA3	SA1	SA2
CO1		✓	✓	✓	✓

CO2	✓	✓	✓	✓	✓
CO3	✓	✓	✓	✓	✓
CO4				✓	
CO5				✓	
CO6				✓	✓
CO7	✓	✓		✓	✓
CO8	✓		✓	✓	✓

MAPPING OF COs WITH PSOs WITH CORRELATION LEVEL:

(To be marked with 1, 2 or 3, indicating LOW/ MILD CORRELATION (1); MEDIUM CORRELATION (2), or STRONG CORRELATION (3))

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	2	2	2		2		3
CO2	2	2	3		3	2	2
CO3	3	3			3		2
CO4	3	3	2		3	2	2
CO5	2	2			3		2
CO6		2	3		2	3	2
CO7	3	3			3		
CO8	3	3			2		

MAPPING OF COs WITH POs WITH CORRELATION LEVEL

(To be marked with 1, 2 or 3, indicating LOW/ MILD CORRELATION (1); MEDIUM CORRELATION (2), or STRONG CORRELATION (3))

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3		2	2	2		
CO2	3			2	2		3
CO3	3	2		3	3		2
CO4	3	2		3	3		
CO5	3			2	2		
CO6	2	2		2		1	3

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CO7	3	3	2	3	3		3
CO8	3	2		2	2		

Type of Course	DISCIPLINE SPECIFIC CORE 20				
Course Code	MIUK6DSCECE310.1				
Course Title	<i>Professional Communicative Strategies</i>				
Semester	6				
Academic Level	300-399				
Course Details	Credit	Lecture hours/ week	Tutorial hours/ week	Practical hours/week	Total hours/week
	4	4			4
Pre-requisites	Basic communication skills and proficiency in language				
Course Summary	This course is designed to equip students with advanced communication skills tailored for a professional setting.				

Module	Unit	Content	Hours
I	Communicating Effectively in Digital Educational Settings: Strategies for Educators		15
	1	Effective verbal communication strategies - Non-verbal communication and body language for teaching	4
	2	Building rapport with students -Adapting novel communication styles to diverse learners	4
	3	Language for managing conflicts	2
	4	Technology for effective communication -Online platforms for course instructors	5
II	Communicative Strategies for Effective Team Collaboration and Project Management		15
	6	Understanding Team Dynamics	3
	7	Effective Communication Techniques -Collaboration and Idea Sharing	4
	8	Managing Conflicts and Conflict Resolution - Negotiating hierarchies	4
	9	Technology for Peer and Collaborative Projects	4
III	Legal Communication Skills: Strategies for Lawyers And Legal Professionals		15
	11	Introduction to Legal Communication - Legal Registers and Vocabulary - Legal Maxims	3
	12	Foreign Words in Law - Legal Writing Skills	2
	13	Oral Advocacy and Presentation Skills - English for Negotiation and Mediation Skills	4
	14	Reading Comprehension of General and Legal Texts	2
	15	Note Taking - Drafting of Reports and Projects - Petition Writing	4
IV	Negotiation and Persuasion Techniques for Sales, Marketing and Hospitality Professionals		15
	16	Language of Negotiation and Persuasion - Principles of Negotiation	3
	17	Persuasion Techniques in Sales and Marketing - Negotiation Skills for Hospitality Professionals	3
	18	Effective Communication in Sales and Marketing	3

	19	Communication Strategies for Building Relationships and Customer Loyalty - Negotiation in International Business	3
	20	Language and Crisis Management	3

TEXTS

Reference Texts:

1. Shirley Bennett, Clare Killen, Debra Marsh: *Handbook of Online Education*
2. Amy Krois-Lindner: *International Legal English Student's Book: A Course for Classroom or Self-Study Use*
3. Andrew Frost, Keogh Sandra, Stephen May: *Oxford Business English: English for Legal Professionals*
4. Sylee Gore: *Oxford Business English: English for Marketing and Advertising*
5. Lothar Gutjahr, Sean Mahoney: *Oxford Business English: English for Sales and Purchasing*
6. Lawrence J. Zwier with Nigel Caplan: *Everyday English for Hospitality Professionals*

COURSE OUTCOMES

No	Upon completion of the course, the graduate will be able to:	Cognitive Level	Knowledge Category
CO1	Demonstrate proficiency in employing communication strategies tailored to educational settings, enabling educators to effectively convey information, facilitate learning, and build rapport with students and colleagues.	U	F
CO2	Develop collaborative skills essential for effective team communication and project management.	R, U	F
CO3	Acquire specialised communication skills relevant to legal practice, enabling lawyers and legal professionals to communicate complex legal concepts and negotiate agreements	U	F
CO4	Enhance negotiation and persuasion techniques crucial for success in sales, marketing, and hospitality industries	U	F
CO5	Apply active listening and empathy-building techniques to enhance communication effectiveness in diverse professional contexts.	Ap	C
CO6	Use verbal and non-verbal communication strategies to tailor messages to specific audiences, ensuring clarity, relevance, and engagement in professional interactions	U	C
CO7	Develop written communication skills necessary for drafting clear, concise, and persuasive documents such as proposals, reports, and legal briefs, adhering to industry standards and best practices	C	C
CO8	Cultivate personal communication strengths and areas for growth, engaging in self-assessment and professional development activities	E	C

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

Knowledge Category: F- Factual; C- Conceptual; P- Procedural; M- Metacognitive

ASSESSMENT RUBRICS

Formative (Continuous) Assessment through:

FA 1: Continuous Internal Assessment Tests (10 marks)

FA 2: Assignment/ Seminar/ Presentation/ Project: Individual (10 marks)

FA 3: Assignment/ Seminar/ Presentation/ Project: Group (10 marks)

Summative (End Semester) Assessment through:

SA 1: End Semester Exam (50 marks)

SA 2: Project with Viva/ Term Paper (20 marks)

MAPPING OF COs TO ASSESSMENT RUBRICS

COs	FA1	FA2	FA3	SA1	SA2
CO1	✓			✓	
CO2	✓		✓	✓	✓
CO3	✓	✓		✓	
CO4	✓		✓	✓	✓
CO5	✓			✓	
CO6	✓	✓		✓	
CO7	✓	✓		✓	
CO8	✓			✓	

MAPPING OF COs WITH PSOs WITH CORRELATION LEVEL:

(To be marked with 1, 2 or 3, indicating LOW/ MILD CORRELATION (1); MEDIUM CORRELATION (2), or STRONG CORRELATION (3))

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	2	3			2		
CO2	2				3		
CO3	2				3		
CO4	1	2			3		
CO5	2	2			2		
CO6	3				2		
CO7	3				2		
CO8	2	2			3		

MAPPING OF COs WITH POs WITH CORRELATION LEVEL

(To be marked with 1, 2 or 3, indicating LOW/ MILD CORRELATION (1); MEDIUM CORRELATION (2), or STRONG CORRELATION (3))

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	2			3	2		
CO2	2			2			
CO3	2			2	2		
CO4	2			2	2		
CO5	2			2			
CO6	2			2			
CO7	2			2			
CO8	3			3	2		

Type of Course	DISCIPLINE SPECIFIC ELECTIVE 6				
Course Code	MIUK6DSEECE311.1				
Course Title	<i>Survey of English Literature and Criticism</i>				
Semester	6				
Academic Level	300-399				
Course Details	Credit	Lecture hours/ week	Tutorial hours/ week	Practical hours/week	Total hours/week
	4	4			4
Pre-requisites	A general understanding of the geographical dissemination of English language and literature.				
Course Summary	This course provides an analytical survey of English literatures around the world, critical currents, and major literary forms and genres.				

Module	Unit	Content	Hours
I	A 1000-Year Survey of British Literature		15
	1	Old English Period: Beowulf, King Alfred, Manuscripts- Middle English Period- Chaucer, Canterbury Tales, Langland, Gower	3
	2	Pre-Shakespearean Era: Spenser, Sidney- Shakespearean Era- Sonnets and Plays	3
	3	Post-Shakespearean Era: Jacobian, Caroline, Major dramatists Neoclassical Era: Dryden, Pope, Dramatic genres, Rise of Novel	3
	4	Romantic Era: Major poets, Lyrical Ballads- Victorian Era: Major dramatists and novelists	3
	5	Modern and postmodern British Literature- Major movements, major poets, novelists and dramatists	3
		Reference Text: 1. Edward Albert: <i>History of English Literature</i> 2. W. H. Hudson: <i>An Outline History of English Literature</i>	
II	English Literatures through Nations		15
	6	What is Commonwealth Literature? - Colonialism and Dissemination of English	1
	7	Indian English Literature- History- Major writers	4
	8	Canadian English Literature- History- Major writers	2
	9	Australian English Literature- History- Major writers	2
	10	African English Literature- History- Major writers	3
	11	American Literature- History- Major writers	3
III	English Literary Terms and Genres		15
	12	Literary Terms: Allegory- Ballad- Blank Verse- Comedy- Dissociation of Sensibility- Dramatic Monologue	3
	13	Literary Terms: Elegy- Enlightenment- Epic- Fancy and Imagination- Imitation- Intentional Fallacy	3
	14	Literary Terms: Imitation- Ode- Onomatopoeia- Paradox- Plot- Figures of Speech- Satire- Soliloquy- Sonnet- Tragedy- Wit	3
	15	Literary Genres: Fiction and Non-fiction- Life writings- Diary- Drama	3
	16	Literary Genres: Essay- Novel- Poetry- Prose- Short Story- Epic-	3

		Travelogue- Science Fiction	
		Recommended Reading: 1. G. G. Harpham, and M. G. Abrams: <i>A Glossary of Literary Terms</i>	
IV	Critical Movements: Literary Criticism and Theory		15
	17	Literary critics: Philip Sidney, Sir Francis Bacon, Samuel Johnson, William Hazlitt, Matthew Arnold, Samuel Taylor Coleridge	3
	18	Literary critics: T.S. Eliot, F.R. Leavis, Virginia Woolf, Harold Bloom, John Dryden, Alexander Pope, Samuel Richardson	3
	19	Literary theory: Humanism, Marxism, New Criticism- Major tenets and practitioners	3
	20	Literary theory: Structuralism, Post-structuralism and deconstruction, Psychoanalysis- Major tenets and practitioners	3
	21	Literary theory: Feminism, Postcolonialism, Eco-criticism- Major tenets and practitioners	3
		Recommended Reading: 1. Peter Barry: <i>Beginning theory: An introduction to literary and cultural theory</i> 2. Pramod K. Nayar: <i>Contemporary Literary and Cultural Theory: From Structuralism to Ecocriticism</i> 3. Mary Klages: <i>Literary Theory: A Guide for the Perplexed</i>	

COURSE OUTCOMES

No	Upon completion of the course, the graduate will be able to:	Cognitive Level	Knowledge Category
CO1	Analyse different eras within the corpus of British literature.	An	F, C
CO2	Analyse major writers within the corpus of British literature.	An	F, C
CO3	Analyse other nations' English literatures.	An	F, C
CO4	Analyse significant writers in English literatures from other nations.	An	F, C
CO5	Analyse the major genres of English literature	An	F, C
CO6	Analyse the major forms in English literary corpus.	An	F, C
CO7	Analyse the critical strands and its historicity in British literature.	An	F, C
CO8	Analyse major theoretical epochs that shaped English literary criticism.	An	F, C

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

Knowledge Category: F- Factual; C- Conceptual; P- Procedural; M- Metacognitive

ASSESSMENT RUBRICS

Formative (Continuous) Assessment through:

FA 1: Written Examination

FA 2: Classroom MCQ quiz based on Module 3 (10 marks)

FA 3: Assignment based on Module 4 (10 marks)

Summative (End Semester) Assessment through:

SA 1: Written Examination (70 Marks)

MAPPING OF COs TO ASSESSMENT RUBRICS

COs	FA1	FA2	FA3	SA1
CO1	✓			✓
CO2	✓			✓
CO3	✓			✓
CO4	✓			✓
CO5	✓	✓		✓
CO6	✓	✓		✓
CO7	✓		✓	✓
CO8	✓		✓	✓

MAPPING OF COs WITH PSOs WITH CORRELATION LEVEL:

(To be marked with 1, 2 or 3, indicating LOW/ MILD CORRELATION (1); MEDIUM CORRELATION (2), or STRONG CORRELATION (3))

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1			3				
CO2			3				
CO3			3				
CO4			3				
CO5	1	1	3		1		
CO6	1	1	3		1		
CO7	1		3		1		
CO8	1		3		1		

MAPPING OF COs WITH POs WITH CORRELATION LEVEL

(To be marked with 1, 2 or 3, indicating LOW/ MILD CORRELATION (1); MEDIUM CORRELATION (2), or STRONG CORRELATION (3))

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3						

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CO2	3						
CO3	3						
CO4	3						
CO5	3						
CO6	3						
CO7	3	1	1				
CO8	3	1	1				

Type of Course	DISCIPLINE SPECIFIC ELECTIVE 7				
Course Code	MIUK6DSEECE312.1				
Course Title	<i>English for International Academia and Research</i>				
Semester	6				
Academic Level	300-399				
Course Details	Credit	Lecture hours/ week	Tutorial hours/ week	Practical hours/week	Total hours/week
	4	4			4
Pre-requisites	Basic English speaking and writing skills				
Course Summary	This course is designed to give students proficiency in academic English language skills necessary for effective communication and participation in international academic settings.				

Module	Unit	Content	Hours
I	Introduction to Academic English, Critical Reading and Research		15
	1	Academic writing conventions(structure, style and tone)- Identifying the purpose and audience in academic writing	3
	2	Formatting of a text, introducing academic vocabulary and language used in academic texts, active reading and comprehension strategies	3
	3	Research skills, Evaluating sources for credibility and relevance	3
	4	Introduction to research methodologies, conducting library and online research	3
	5	Structuring academic paper- organising ideas effectively, writing coherent paragraphs and transitions, formatting	3
II	Ethics in Research		15
	6	Introduce ethical principles and guidelines outlined by institutional review boards (IRBs) or ethics committees	3
	7	Consent form and related issues, copyright, Confidentiality and Privacy and anonymity, risk assessment	3
	8	Tools and frameworks for ethical decision-making, including case studies and ethical dilemma scenarios to promote critical thinking and discussion	3
	9	Ethical issues in data collection and analysis- data fabrication, falsification, and plagiarism	3
	10	Research Misconduct and Compliance-Analysing real-world ethical dilemmas in research.	3
III	Writing and Publishing a Research Paper		15
	11	Understanding the research process-understanding how to formulate research questions - conduct literature reviews, and design studies.	3
	12	Structuring a Research Paper-components of a research paper such as the introduction, methods, results, discussion, and conclusion.	3
	13	Writing style and language-how to write clearly, concisely, and effectively for an academic audience, including issues related to	3

		grammar, syntax, and tone.	
	14	Submission and peer review- how to select appropriate journals for submission, preparing manuscripts for submission, and responding to reviewer feedback.	3
	15	Statement of Purpose(SOP)- types and significance.	3
IV	PRACTICAL		15
	16	Preparing a research paper	10
	17	Presenting a research paper	5

TEXTS

Reference Texts:

1. Alex Ding, Ian Bruce: *The English for Academic Purposes Practitioner: Operating on the Edge of Academia*
2. Adrian Wallwork: *English for Academic Research: Grammar, Usage and Style*
3. Pat Sikes and Heather Piper: *Ethics and Academic Freedom in Educational Research*
4. John M. Swales: *Academic Writing for Graduate Students: Essential Tasks and Skills:*
5. Kenneth Eckert: *Writing Academic Papers in English: Graduate and Postgraduate Level*

COURSE OUTCOMES

No	Upon completion of the course, the graduate will be able to:	Cognitive Level	Knowledge Category
CO1	Demonstrate proficiency in academic English language skills necessary for effective communication and participation in international academic settings.	U	F
CO2	Analyse and evaluate scholarly texts critically, demonstrating the ability to identify main ideas, assess arguments, and synthesise information from diverse sources to support academic writing and research endeavours.	R, U	F
CO3	Enhance academic vocabulary repertoire relevant to various disciplines, enabling students to comprehend specialised terminology, express complex ideas clearly, and engage in intellectual discourse with confidence	U	F
CO4	Apply advanced writing strategies and techniques to produce coherent, well-organised research papers, literature reviews, and academic essays that adhere to academic conventions and standards of scholarship.	Ap	C
CO5	Engage in collaborative writing projects and peer review processes to enhance writing proficiency, receive constructive feedback, and refine academic writing skills through iterative revisions and reflection.	C	C
CO6	Develop research skills necessary for conducting literature reviews, formulating research questions, and synthesising findings from scholarly sources to contribute to academic discourse and advance knowledge within their respective fields.	C	C

CO7	Demonstrate effective communication and collaboration skills in academic settings, including participating in discussions, presenting research findings, and engaging in academic debates with peers and faculty members	Ap	C
CO8	Critique on the personal academic growth and development throughout the course, identifying areas of improvement and formulating strategies for continued learning and professional advancement in international academia and research	E	C

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

Knowledge Category: F- Factual; C- Conceptual; P- Procedural; M- Metacognitive

ASSESSMENT RUBRICS

Formative (Continuous) Assessment through:

FA 1: Continuous Internal Assessment Tests (10 marks)

FA 2: Assignment/ Seminar/ Presentation/ Project: Individual (10 marks)

FA 3: Assignment/ Seminar/ Presentation/ Project: Group (10 marks)

Summative (End Semester) Assessment through:

SA 1: End Semester Exam (40 marks)

SA 2: Writing a Research Paper/Article (30 marks)

MAPPING OF COs TO ASSESSMENT RUBRICS

COs	FA1	FA2	FA3	SA1	SA2
CO1	✓	✓		✓	✓
CO2	✓	✓		✓	✓
CO3	✓	✓		✓	✓
CO4	✓	✓		✓	✓
CO5	✓		✓	✓	
CO6	✓			✓	
CO7	✓		✓	✓	
CO8	✓			✓	

MAPPING OF COs WITH PSOs WITH CORRELATION LEVEL:

(To be marked with 1, 2 or 3, indicating LOW/ MILD CORRELATION (1); MEDIUM CORRELATION (2), or STRONG CORRELATION (3))

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	2				3		

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CO2	2	3			2		
CO3	3				2		2
CO4	2	2			3		2
CO5	3				2		2
CO6	2				3		2
CO7	2				2		3
CO8	2	2			3		3

MAPPING OF COs WITH POs WITH CORRELATION LEVEL

(To be marked with 1, 2 or 3, indicating LOW/ MILD CORRELATION (1); MEDIUM CORRELATION (2), or STRONG CORRELATION (3))

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3		2	2			
CO2	2		2	3			
CO3	2		2	2			
CO4	3		3	3			
CO5	2		3	2			2
CO6	2		3	2			3
CO7	2		2	2			2
CO8	3		2	3			2

Type of Course	DISCIPLINE SPECIFIC ELECTIVE 8				
Course Code	MIUK6DSEECE313.1				
Course Title	<i>Communication for English Language Teaching</i>				
Semester	6				
Academic Level	300-399				
Course Details	Credit	Lecture hours/ week	Tutorial hours/ week	Practical hours/week	Total hours/week
	4	4			4
Pre-requisites	Interest in pursuing teaching English language as a career				
Course Summary	To familiarize students with basic methodology of English Language Teaching				

Module	Unit	Content	Hours
I	Introduction to ELT and Language Acquisition		15
	1	Fundamentals of ELT (L1 and L2, bilingualism, multilingualism)	2
	2	Language acquisition theories- (behaviourism- cognitivism- constructivism- sociocultural)--conditions of learning	4
	3	Key concepts and approaches to teaching and learning	3
	4	Language skills (LSRW)- teacher-centred v/s learner centred approaches	4
	5	Factors influencing learning (learner factors like age, aptitude, motivation etc)-need analysis	2
II	Methods and Techniques of Language Teaching		15
	6	Different language teaching methods Grammar-translation, Direct Method, Audio-lingual method, etc	4
	7	Communicative Language Teaching, Task based language teaching	4
	8	Developing lesson plans and material for teaching LSRW and grammar	4
	9	Assessment and Evaluation Methods in Language Teaching	3
III	Classroom Procedures, Testing, and Evaluation		15
	10	Principles of Assessment (validity-reliability-authenticity) Types of Assessment (formative-summative-diagnostic-proficiency testing)	3
	11	Assessment Techniques and tools (questionnaire, multiple choice-problem, problem recognition tasks etc)	3
	12	Administration and assessment of tests	3
	13	Classroom management strategies, Interaction pattern	3
	14	Teaching using technology	3
IV	Developing a Lesson Strategy		15
	15	Preparation and presentation of the following activities: Micro teaching records, preparing lesson plan	4
	16	Developing a practical strategy for teaching language skills,	3
	17	Problem assessment and resolution	4
	18	Administering and evaluating tests Activities:	4

	<p>1. Analyse the question papers of English language for Class XII Board in the light of new approach of assessment (whether the question paper keeps to the level of understanding of the students, is not heavily focused on just a few topics, is covering all the types of questions- memory based, critical thinking)</p> <p>2. Create a portfolio of the activities that they developed or practised for the instruction LSRW and grammar and an analysis of their effectiveness, reliability and instructability.</p> <p>3. Prepare 5 activities for teaching listening, speaking, reading and writing (developing sub-skills)</p>	
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TEXTS

Reference Texts:

1. Dr. K. Jamaluddeen: *Effective Teaching of English*
2. A.L.Kohli : *Techniques of Teaching English*
3. Dr. K. Sivarajan, T.V. Ramakrishnan, K.Mridula : *English Language Education*
4. S.K .Mangal : *Essentials of Educational Psychology*
5. J.C. Aggarwal: *Essentials of Educational Psychology*
6. Prof.Dr.K Sivarajan: *Educational Technology*
7. Prof.Dr.K Sivarajan : *Educational Psychology:*

COURSE OUTCOMES

No	Upon completion of the course, the graduate will be able to:	Cognitive Level	Knowledge Category
CO1	Understand the basic psychological approaches and theories of language learning.	U	F
CO2	Evaluate the various factors affecting the learning process and learn how to optimise the available conditions and resources	E	C
CO3	Differentiate the methods and techniques for language teaching and learn the relevance, application, advantages and disadvantages in employing each of them	An	C
CO4	Acquire proficiency in developing lesson plans, activities and materials for the practical instruction of the various components of language- listening, speaking, reading, writing and grammar.	Ap	C
CO5	Analyse and understand the principles of assessment, the different types of assessment and evaluation and be able to develop testing tools for the skill that needs to be tested.	An	C
CO6	Demonstrate suitable classroom management practices and strategies, including the application of technology based learning for language.	Ap	C
CO7	Create a comprehensive, practical, and relevant lesson plan for the instruction of various components of language	C	C
CO8	Explain the prepared lessons to a group of learners	E	C

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

Knowledge Category: F- Factual; C- Conceptual; P- Procedural; M- Metacognitive

ASSESSMENT RUBRICS

Formative (Continuous) Assessment through:

FA 1: Activity (10 Marks)

FA 2: Written Assignment (10 Marks)

FA 3: Presentation and feedback (10 Marks)

Summative (End Semester) Assessment through:

SA 1: End Semester Exam (40 Marks)

SA 2: Creating and implementing a Lesson Plan (30 Marks)

The learners will be divided into groups focusing on the different skills of communication- Listening, Speaking, Writing, Reading and Grammar. Each of the groups will be tasked with finding suitable activities, lessons and materials to enhance the specific skills of their co-learners. The groups will conduct Need analysis tests to understand the requirements and the learning level of their co-learners and craft materials to fill in the knowledge gap. The divided group will conduct assessments to decipher the practicability and success of their lesson strategy and write a report on their findings. Marks will be awarded on the basis of the submitted lesson plans, the conduct of the activities in the class, analysis of the assessment methods employed and the final report.

MAPPING OF COs TO ASSESSMENT RUBRICS

COs	FA1	FA2	FA3	SA1	SA2
CO1	✓		✓	✓	✓
CO2	✓		✓	✓	✓
CO3	✓		✓	✓	✓
CO4	✓			✓	✓
CO5	✓	✓		✓	✓
CO6	✓		✓	✓	✓
CO7	✓	✓		✓	✓
CO8	✓	✓		✓	✓

MAPPING OF COs WITH PSOs WITH CORRELATION LEVEL:

(To be marked with 1, 2 or 3, indicating LOW/ MILD CORRELATION (1); MEDIUM CORRELATION (2), or STRONG CORRELATION (3))

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	2	3			2		
CO2	3				2		

CO3	3	2			3		
CO4	2	2			3		
CO5	2						
CO6	2				2		
CO7	2	2			2		
CO8	2						

MAPPING OF COs WITH POs WITH CORRELATION LEVEL
(To be marked with 1, 2 or 3, indicating LOW/ MILD CORRELATION (1); MEDIUM CORRELATION (2), or STRONG CORRELATION (3))

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	2			2			
CO2	3			3			
CO3	3			3			
CO4	3			2			
CO5	2			2			
CO6	2			2			
CO7	2			3			
CO8	2			3			

Type of Course	SKILL ENHANCEMENT COURSE 5				
Course Code	MIUK6SECECE314.1				
Course Title	<i>English for Competitive Examinations</i>				
Semester	6				
Academic Level	300-399				
Course Details	Credit	Lecture hours/ week	Tutorial hours/ week	Practical hours/week	Total hours/week
	3	2		2	4
Pre-requisites	Proficiency in English language and basic understanding of exam formats				
Course Summary	This course is designed to prepare students for success in various competitive exams that include an English language component.				

Module	Unit	Content	Hours
I	Listening and Speaking		15
	1	Grammar, vocabulary and pronunciation for Listening and Speaking	4
	2	Speaking strategies	3
	3	Listening to different kinds of texts, listening comprehension	4
	4	Preparing for interview and debates, listening to different English language varieties	4
II	Reading and Writing		15
	6	Reading comprehension	4
	7	Types of Reading Skimming, Scanning, Techniques to improve reading speed, Pronunciation, Grammar, syntax and Vocabulary for Reading	4
	8	Reading comprehension	4
	9	Writing-Precis Writing, Essay writing(structure),	4
	10	Describing charts and graphs	3
III	Test Practice		30
	11	Test practice for various competitive exams based on LSRW skills (IELTS, TOEFL, CAT, UPSC, PSC, etc.)	-
	12	Listening	8
	13	Speaking	9
	14	Reading	6
	15	Writing	7

TEXTS

Reference Texts:

1. Pauline Cullen: *The Official Cambridge Guide To Ielts*
2. Disha Experts: *Tips and Techniques in English for Competitive Exams*
3. Wren and Martin: *English for Competitive Exams*
4. Oswal Books: *Objective General English for All Competitive Exams*
5. Rashmi Singh: *Essential English for Competitive Exams*
6. Shipan Das: *English Grammar for Competitive Exams*

COURSE OUTCOMES

No	Upon completion of the course, the graduate will be able to:	Cognitive Level	Knowledge Category
CO1	Demonstrate enhanced proficiency in listening and speaking skills, including comprehension of spoken English and effective oral communication, enabling students to excel in the listening and speaking sections of competitive exams	Ap	C
CO2	Acquire reading comprehension skills, vocabulary, and speed reading techniques, allowing students to comprehend and analyze complex texts efficiently, a crucial component of competitive exam success.	Ap	C
CO3	Attain advanced writing skills, including essay writing, letter writing, and summarization, enabling students to articulate ideas coherently, concisely, and persuasively in the writing sections of competitive exams	Ap	C
CO4	Practice effective time management and test-taking strategies to optimize performance in competitive exams, including strategies for skimming and scanning, eliminating answer choices, and managing exam anxiety	Ap	C
CO5	Understand the format, structure, and types of questions commonly encountered in competitive exams, enabling them to approach each section with confidence and accuracy	U	F
CO6	Assess the students' own abilities through mock tests and practice sessions and refine test-taking strategies in preparation for competitive exams	E	C
CO7	Enhance vocabulary and grammar skills necessary for understanding and answering questions accurately in competitive exams, including idiomatic expressions, collocations, and grammatical structures commonly tested.	C	C
CO8	Cultivate the skills and confidence necessary to perform competitively in English language assessments, facilitating access to higher education opportunities and employment prospects in India.	C	C

Cognitive Levels: R-Remember, U-Understand, Ap-Apply, An-Analyze, E-Evaluate, C-Create

Knowledge Category: F- Factual; C- Conceptual; P- Procedural; M- Metacognitive

ASSESSMENT RUBRICS

Formative (Continuous) Assessment through:

FA 1: Test Practice submitted as assignment: 10 marks

FA 2: Mock Interview: 10 marks

FA 3: Internal Exam: 10 marks

Summative (End Semester) Assessment through:

SA 1: End Semester Examination: 70 marks

MAPPING OF COs TO ASSESSMENT RUBRICS

COs	FA1	FA2	FA3	SA1	SA2
CO1	✓	✓		✓	
CO2	✓	✓		✓	
CO3	✓	✓		✓	
CO4	✓	✓		✓	
CO5	✓		✓	✓	
CO6	✓			✓	
CO7	✓	✓		✓	
CO8	✓		✓	✓	

MAPPING OF COs WITH PSOs WITH CORRELATION LEVEL:

(To be marked with 1, 2 or 3, indicating LOW/ MILD CORRELATION (1); MEDIUM CORRELATION (2), or STRONG CORRELATION (3))

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	2	3			2		
CO2	2	3			2		
CO3	3	2					
CO4	3	2					
CO5	3	2			3		
CO6	2	2					
CO7	2	2					
CO8	2	3			1		

MAPPING OF COs WITH POs WITH CORRELATION LEVEL

(To be marked with 1, 2 or 3, indicating LOW/ MILD CORRELATION (1); MEDIUM CORRELATION (2), or STRONG CORRELATION (3))

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	2	2		2			

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CO2	2						
CO3	1	2					
CO4	2			3	2		
CO5	3				3		
CO6	2						
CO7	1	2		2			
CO8	2						

SEMESTER 7: COURSE LIST

MIUK7DSCECE401.1	<i>Advanced English Language Teaching</i>
MIUK7DSCECE402.1	<i>Advanced Media and Communication Studies</i>
MIUK7DSEECE403.1	<i>Gender in the Digital World</i>

Type of Course	DISCIPLINE SPECIFIC CORE 21				
Course Code	MIUK7DSCECE401.1				
Course Title	<i>Advanced English Language Teaching</i>				
Semester	7				
Academic Level	400-499				
Course Details	Credit	Lecture hours/ week	Tutorial hours/ week	Practical hours/week	Total hours/week
	4	4			4
Pre-requisites	An interest in pursuing a teaching career in English				
Course Summary	This course aims to equip the learner with an advanced understanding of the methodology of teaching English as a Second Language				

Module	Unit	Content	Hours
I	Advanced Language Teaching Methodology		15
	1	Postcolonial perspectives on English Studied in India-ESL/EFL- Review of basic concepts of ELT-Language Acquisition/ Language Learning-Communicative competence/ Linguistic Competence-Interlanguage-Multiple Intelligence	3
	2	Task based learning-Project based learning	3
	3	Content and Language Integrated Learning (CLIL)-Reflective Practice and Action research in ELT	3
	4	Community based teaching and learning of Language-society as a language lab-role of language institutes and local libraries-literary clubs and language forums-exposure to events of national importance	3
	5	Inclusive education-significance-policies and strategies-learning disorders and special needs	3
II	Theories of Language Acquisition		15
	6	Input Hypothesis and Interaction Hypothesis-Sociocultural theory and Language Development-Individual differences and Language Learning Strategies- Acculturation model of John Schulman-Chomsky and Universal Grammar- Interaction theory- Language Acquisition Support System	8
	7	Introduction to educational psychology- theories and perspectives	7
III	Curriculum Development and the methodology of Language Acquisition		15
	10	Principles of curriculum and syllabus design-types of syllabi-need analysis in syllabus design	3
	11	Understanding education policies- implementing the NEP	3
	12	Integrating theories of language learning and teaching in the classroom	3
	13	Research in English Language Education and Second Language Pedagogy-action research-place of English in Interdisciplinary studies	3
	14	Integrating technology in the classroom- blended learning and virtual classrooms-gamification and digital tools for language	3

		learning-online assessments and feedback practice-use of e-resources	
IV	Teaching English Grammar and Literature		15
	15	Approaches to teaching English literature- information-based, language-based-stylistic	
	16	Planning a grammar lesson- deductive and inductive approach- Presentation, practise, and production-techniques like mnemonics and dictogloss Activity: 1. The student will be given a prose piece or poetry and be asked to develop a lesson	
	17	Research in English Language Education and Second Language Pedagogy-action research- place of English in Interdisciplinary studies Activity: 2. The student will conduct preliminary research on a learner issue (e.g. need for a different learning style, lack of motivation, cultural differences and difficulty in adjusting to the new classroom etc) 3. The students will be asked to critically reflect on the effective strategies to decolonize English education. 4. The students will be asked to develop a strategy for inclusive education in the classroom (for different issues faced in a classroom e.g. a section of students lack access to technology)	

COURSE OUTCOMES

No	Upon completion of the course, the graduate will be able to:	Cognitive Level	Knowledge Category
CO1	Understand the psychological and theoretical approaches to English Language Teaching	U	F
CO2	Understand the contemporary debates regarding the place of English studies in education	U, An	F,C
CO3	Create material for teaching and evaluation	Ap, C	C,P
CO4	Create lesson plans and devise a methodology for imparting the lesson	Ap, C	C,P
CO5	Identify the challenges to teaching in a classroom, the issues faced by individual learners, and develop collaborative learner-centred approaches to finding tangible solutions	E, C	C,P
CO6	Analyze the pros and cons of a curriculum, and understand the fundamentals to designing a course	An, C	C
CO7	Incorporate technology-based tools in the classroom	Ap, C	C,P
CO8	Understand the necessity for inclusive education and be able to conduct classes on sensitive subjects with appropriate measures.	Ap	P

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

Knowledge Category: F- Factual; C- Conceptual; P- Procedural; M- Metacognitive

ASSESSMENT RUBRICS

Formative (Continuous) Assessment through:

FA 1: Activity 2 (10 marks)

FA 2: Activity 3 (10 marks)

FA 3: Activity 4 (10 marks)

Summative (End Semester) Assessment through:

SA 1: End Semester Examination- 40 Marks

SA 2: Term Project and Presentation- Activity 1- (30 marks)

MAPPING OF COs TO ASSESSMENT RUBRICS

COs	FA1	FA2	FA3	SA1	SA2
CO1	✓		✓	✓	✓
CO2		✓		✓	✓
CO3	✓		✓	✓	✓
CO4	✓		✓	✓	✓
CO5	✓		✓	✓	✓
CO6	✓	✓		✓	✓
CO7	✓		✓	✓	✓
CO8	✓		✓	✓	✓

MAPPING OF COs WITH PSOs WITH CORRELATION LEVEL:

(To be marked with 1, 2 or 3, indicating LOW/ MILD CORRELATION (1); MEDIUM CORRELATION (2), or STRONG CORRELATION (3))

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1		2			2		
CO2		2	2				2
CO3	2	3	3		3		
CO4		3	3		3		2
CO5		2	3		2	2	
CO6	3				2		
CO7	3	2	3		2		
CO8	3						3

MAPPING OF COs WITH POs WITH CORRELATION LEVEL

FYUGP English and Communicative English –Syllabus -2024 Admission

(To be marked with 1, 2 or 3, indicating LOW/ MILD CORRELATION (1); MEDIUM CORRELATION (2), or STRONG CORRELATION (3))

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	2			2		3	
CO2	2		2	2			
CO3	3		2	3	2		
CO4	3			3	3		
CO5	3	3	2	2			3
CO6				3			
CO7	3			3	3		
CO8		3		2	3	3	

Type of Course	DISCIPLINE SPECIFIC CORE 22				
Course Code	MIUK7DSCECE402.1				
Course Title	<i>Advanced Communication and Media Studies</i>				
Semester	7				
Academic Level	400-499				
Course Details	Credit	Lecture hours/ week	Tutorial hours/ week	Practical hours/week	Total hours/week
	4	4			4
Pre-requisites	Students should have a foundational knowledge acquired in earlier levels, a command of the English language and critical thinking skills				
Course Summary	The course serves as a bridge between foundational knowledge and specialized expertise, equipping students with the skills needed for successful careers in media, communication, and related fields.				

Module	Unit	Content	Hours
I	Introduction to Advanced Media and Communication Studies		15
	1	Media Theories-Overview of major theories (e.g., agenda-setting, cultivation, social construction of reality)	4
	2	Application of these theories to real-world media phenomena.	3
	3	Critical Thinking: Encouraging students to analyse media content critically	3
	4	Professional skill development-(effective oral communication: public speaking, presentation skills-professional writing: crafting clear and persuasive messages)	5
II	Media Ethics and Legal Framework		15
	5	Media ethics: Privacy, accuracy, bias, and social responsibility.	3
	6	Key laws impacting media:in-depth study of laws relevant to media professionals- focus on defamation, copyright infringement, and access to information.	4
	7	Case Studies- Analysing landmark cases to understand legal and ethical implications	5
	8	Emphasis on underlying principles and ethical considerations.	3
III	Digital Media Production		15
	9	Introduction to Multimedia & Journalism- understanding the role of multimedia in journalism and communication.	2
	10	Online Story Construction- crafting compelling narratives for digital platforms-structuring content for online audiences.	3
	11	Editing Content for Searchers and Scanners- Techniques for optimising content for search engines (SEO)- strategies to engage users who scan web pages-tools and techniques for online journalism-practical use of tools such as mapping, timelines, infographics, podcasts.	3
	12	Web and social media content creation.	4
	13	Audio production: Podcasts, voiceovers	3
IV	Internship in Media Organizations		15

	14	Students shall secure internships with media companies, news agencies, advertising firms, or production studios.	5
	15	Work on specific projects (e.g., content creation, marketing campaigns, event coverage).	5
	16	Tasks and Responsibilities: Assisting journalists in research, reporting, and writing-contributing to social media campaigns-shadowing editors, producers, or photographers-conducting interviews or attending press conferences-creating multimedia content (videos, podcasts, articles).	5

Reference Texts:

1. Robert E. Trager:*The Law of Journalism and Mass Communication, :Fourth Edition*
2. Andy Ruddock Media Industries : *Exploring Media Research: Theories, Practice, and Purpose*
3. Jennifer Holt and Alisa Perren: *History, Theory, and Method Edited*
4. (University of Minnesota Libraries Publishing Edition, 2016): *Understanding Media and Culture: An Introduction to Mass Communication*
5. Gorham Kindem, Robert B. Musburger, PhD (Copyright 2009): *Introduction to Media Production:The Path to Digital Media Production,Fourth Edition*

COURSE OUTCOMES

No	Upon completion of the course, the graduate will be able to:	Cognitive Level	Knowledge Category
CO1	Recall and describe key media theories (e.g., agenda-setting, social construction of reality)	R	F
CO2	Acquire professional communication skills.	Ap	P
CO3	Analyze a real-world media case study and propose an ethical solution.	An	F,C
CO4	Evaluate legal constraints related to media content (e.g., copyright, defamation).	E	C
CO5	Produce a multimedia project (e.g., video, podcast, infographic)	C	P
CO6	Assess the effectiveness of different media formats (video, audio, visual) for specific communication goals	E	C
CO7	Apply theoretical knowledge in real-world media settings.	Ap	P
CO8	Analyse their internship experience and its impact on their career goals	An	C

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

Knowledge Category: F- Factual; C- Conceptual; P- Procedural; M- Metacognitive

ASSESSMENT RUBRICS

Formative (Continuous) Assessment through:

FA 1: Assessment through assignment could be on the following topic or any other relevant topic:(10 marks)

- Students write an opinion piece on a media-related issue/

- Students critically analyze a media artifact (advertisement, film, news article) and write a reflective essay discussing their findings/
- Analyze news articles from different sources on the same topic, discuss potential biases (political, cultural, economic) and explore strategies for maintaining objectivity in media writing.

FA 2: Practicum on any of the given topics or any other relevant topics according to requirement in the syllabus:(10 marks)

- Students imagine they are pitching a media project to a potential investor or client and craft a concise and persuasive elevator pitch (30-60 seconds) and practice delivering it confidently/
- Students create persuasive ad copy for a product or service/
- Students develop a detailed proposal for a media campaign/
- Students produce digital media content (videos/graphics/web pages/podcasts/e-audios)

FA 3: Online/ Offline MCQ/ Open Book test/ Standard test/ Seminar or any other assessment method as internal examination: 10 marks

Summative (End Semester) Assessment through:

SA 1: End Semester Exam is to be conducted for 40 marks

SA2: Students are required to submit a report on their Internship programme:30 marks

MAPPING OF COs TO ASSESSMENT RUBRICS

COs	FA1	FA2	FA3	SA1	SA2
CO1	✓		✓	✓	
CO2	✓	✓	✓	✓	✓
CO3	✓		✓	✓	
CO4	✓		✓	✓	
CO5		✓			✓
CO6		✓		✓	✓
CO7	✓	✓			✓
CO8					✓

MAPPING OF COs WITH PSOs WITH CORRELATION LEVEL:

(To be marked with 1, 2 or 3, indicating LOW/ MILD CORRELATION (1); MEDIUM CORRELATION (2), or STRONG CORRELATION (3))

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1							

CO2				2			
CO3							
CO4	2				3		3
CO5	2	3			3		
CO6		3					3
CO7		3					3
CO8							3

MAPPING OF COs WITH POs WITH CORRELATION LEVEL

(To be marked with 1, 2 or 3, indicating LOW/ MILD CORRELATION (1); MEDIUM CORRELATION (2), or STRONG CORRELATION (3))

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1							
CO2	3						
CO3		2					
CO4		3					
CO5					3		
CO6				3	3	2	
CO7				3	3	2	3
CO8				3	3		3

Type of Course	DISCIPLINE SPECIFIC ELECTIVE 9				
Course Code	MIUK7DSEECE403.1				
Course Title	<i>Gender in the Digital World</i>				
Semester	7				
Academic Level	400-499				
Course Details	Credit	Lecture hours/ week	Tutorial hours/ week	Practical hours/week	Total hours/week
	4	4			4
Pre-requisites	Basic understating of the representation of gender in Media				
Course Summary	This course is designed to give an overview of the key concepts in gender studies and their relevance to understand digital space				

Module	Unit	Content	Hours
I		Theoretical Foundations of Gender Studies in the Digital Sphere	15
	1	Introduction to Gender Studies	3
	2	Gender in the Digital World	3
	3	Gender Theories and Digital Technologies	3
	4	Queer Theory and Digital Spaces-Postcolonial Approaches to Gender and the Digital Sphere	3
	5	Postcolonial Approaches to Gender and the Digital Sphere	3
II		Gendered Spaces and Practices in the Digital Environment	15
	6	Gender Representation in Digital Media	3
	7	Gendered Language and Communication Online	3
	8	Gender and Algorithmic Bias	2
	9	Gendered Cyberbullying and Online Harassment	3
	10	Gendered Consumption and Production of Digital Content- Gendered Spaces in Gaming and Virtual Reality	4
III		Self-Reflexive Practices in the Digital Space	15
	11	Online Identity Construction and Gender Performance - Selfies, Vlogs, Reels, Avatars etc.	3
	12	Online Masculinities, femininities, queerness, non normativities, gender fluidities	3
	13	Digital Intimacy and Relationships	2
	14	Self-surveillance and Gendered Body Image Online - Gendered Perspectives on Privacy and Data Protection	4
	15	Digital Wellness and Self-care in Gendered Context	3
		<i>Text:</i> <i>Android Kunjappan</i> (dir.) Ratheesh Balakrishnan Poduval	
IV		Digital Activism and Gender Justice	15
	16	Introduction to Digital Activism and Gender Justice	3
	17	Cyberfeminism and Online Resistance Movements	2
	18	Intersectionality and Digital Activism	2
	19	Online Advocacy for Gender Equality and LGBTQ+ Rights - Technological Tools for Gender Justice -	4

20	Challenges and Opportunities in Digital Advocacy for Gender Justice - Online Activism Activity: Students should prepare a report on the representation of women in various social media platforms(eg.,Instagram, Twitter, YouTube, etc.)	4
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TEXTS

Reference Texts:

1. D. Nicole Farris et.al: *Gender, Sexuality and Race in the Digital Ag*
2. Digital Dilemmas: Transforming Gender Identities and Power Relations in Everyday Life
3. Diane C. Parry, Corey W. Johnson: *Self-Representation and Digital Culture*: N. Thumim
4. Amy Shields Dobson, Brady Robard et. al: *Digital Intimate Publics and Social Media*: ed.
5. Meena T. Pillai: “Affective Feminisms in Digital India: Intimate Rebels”

COURSE OUTCOMES

No	Upon completion of the course, the graduate will be able to:	Cognitive Level	Knowledge Category
CO1	Analyze and critique theoretical frameworks of gender studies in relation to digital technologies, demonstrating an understanding of how gender intersects with power dynamics, identity formation, and social relations in digital environments	U, An	C
CO2	Identify and examine gendered spaces and practices within digital realms, including online communities, social media platforms, and virtual spaces, exploring how digital technologies shape and perpetuate gendered inequalities and stereotypes.	R, U	F
CO3	Evaluate representations of gender in digital media, including advertising, entertainment, and news content, recognizing how digital technologies both reproduce and challenge traditional gender norms and stereotypes	E	C
CO4	Explore the potential of digital activism and feminist resistance in advancing gender justice agendas, analyzing case studies and examples of online campaigns, movements, and interventions aimed at challenging patriarchal structures and promoting gender equality.	U	F
CO5	Critically assess the impact of digital technologies on gendered experiences of privacy, harassment, and violence online, considering strategies for creating safer and more inclusive digital environments for individuals of all genders.	E	C
CO6	Engage in discussions and debates on contemporary issues related to gender and digital media, demonstrating the ability to articulate informed opinions, engage with diverse perspectives, and critically reflect on one's own biases and assumptions.	E	C

CO7	Apply communication and advocacy skills to participate in digital activism initiatives and feminist movements, leveraging digital platforms to raise awareness, mobilize support, and effect positive change in gender-related issues	Ap, C	C
CO8	Ensure a community that is devoid of gender discrimination and to draw apt conclusion on gender issues whenever required	E, C, U	C

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

Knowledge Category: F- Factual; C- Conceptual; P- Procedural; M- Metacognitive

ASSESSMENT RUBRICS

Formative (Continuous) Assessment through:

FA 1: Continuous Internal Assessment Tests (10 marks)

FA 2: Assignment/ Seminar/ Presentation/ Project: Individual (10 marks)

FA 3: Assignment/ Seminar/ Presentation/ Project: Group (10 marks)

Summative (End Semester) Assessment through:

SA 1: End Semester Exam (70 marks)

MAPPING OF COs TO ASSESSMENT RUBRICS

COs	FA1	FA2	FA3	SA1	SA2
CO1	✓	✓		✓	
CO2	✓	✓		✓	
CO3	✓	✓		✓	
CO4	✓		✓	✓	
CO5	✓		✓	✓	
CO6	✓		✓	✓	
CO7	✓		✓	✓	
CO8	✓		✓	✓	

MAPPING OF COs WITH PSOs WITH CORRELATION LEVEL:

(To be marked with 1, 2 or 3, indicating LOW/ MILD CORRELATION (1); MEDIUM CORRELATION (2), or STRONG CORRELATION (3))

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1			3			2	
CO2			2			3	2

CO3			2				
CO4			2			2	3
CO5			3			2	
CO6			2				
CO7			3				2
CO8			2			3	

MAPPING OF COs WITH POs WITH CORRELATION LEVEL

(To be marked with 1, 2 or 3, indicating LOW/ MILD CORRELATION (1); MEDIUM CORRELATION (2), or STRONG CORRELATION (3))

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1			2				2
CO2			3				2
CO3			3				
CO4			2				
CO5			2				3
CO6			3				
CO7			2				
CO8			3				1

SEMESTER 8: COURSE LIST

MIUK8DSCECE404.1	<i>MOOC 1</i>
MIUK8DSCECE405.1	<i>MOOC 2</i>
MIUK8DSCECE406.1	<i>Mini-Translation Project</i>
MIUK8DSCECE407.1	<i>Creative Writing Project</i>
MIUK8DSCECE408.1	<i>Digital Media Project</i>
MIUK8DSCECE409.1	<i>Film Project</i>
MIUK8DSCECE410.1	<i>Research Project</i>

Type of Course	DISCIPLINE SPECIFIC CORE 23				
Course Code	MIUK8DSCECE404.1				
Course Title	<i>MOOC 1</i>				
Semester	8				
Academic Level	400-499				
Course Details	Credit	Lecture hours/ week	Tutorial hours/ week	Practical hours/week	Total hours/week
	4	4			4
Pre-requisites					

MOOC	To choose ONE from the following MOOCs	Hours
I	Communicative English https://youtu.be/aCkpHSP7cp4	60
II	Introduction to Functional English https://youtu.be/AoqlzEqxJvk	60

Type of Course	DISCIPLINE SPECIFIC CORE 24				
Course Code	MIUK8DSCECE405.1				
Course Title	<i>MOOC 2</i>				
Semester	8				
Academic Level	400-499				
Course Details	Credit	Lecture hours/ week	Tutorial hours/ week	Practical hours/week	Total hours/week
	4	4			4
Pre-requisites					

MOOC	To choose ONE from any of the following MOOCs	Hours
I	Writing for Media: Radio and Television https://youtu.be/HEc45A9iYG4	60
II	Effective Writing https://youtu.be/rT3QWH9jNqg	60

Type of Course	DISCIPLINE SPECIFIC CORE 25				
Course Code	MIUK8DSCECE406.1				
Course Title	<i>Mini-Translation Project</i>				
Semester	8				
Academic Level	400-499				
Course Details	Credit	Lecture hours/ week	Tutorial hours/ week	Practical hours/week	Total hours/week
	4	1		3	4
Pre-requisites	Must demonstrate proficiency in both Malayalam and English languages at an intermediate level or above.				
Course Summary	To introduce undergraduate students to the fundamental principles and techniques of translation.				

Module		Hours
I	Mini Translation Project	15
	<p>Project to be designed in consultation with the supervisor</p> <p>Students should select 3-5 short stories/ 5-10 poems/3-5 short articles in a source language (e.g., Malayalam) to be translated into a target language (e.g. English). This project aims to provide undergraduate students with hands-on experience in translation while promoting cross-cultural understanding and literary appreciation. Students will undertake the translation of Malayalam literary works into English, fostering language proficiency, cultural sensitivity, and critical thinking skills.</p> <p>Requirements and Guidelines:</p> <ol style="list-style-type: none"> Students will choose either 3-5 poems, 5-10 short stories, or 3-5 short articles written in Malayalam as the basis for their translations. Literary works should be selected based on personal interest, relevance to contemporary issues, and potential for engaging English-speaking audiences. Students will translate the selected Malayalam texts into English, aiming to convey the original meaning, style, and tone while adapting cultural nuances for English-speaking readers. Emphasis should be placed on linguistic accuracy, clarity, and fidelity to the original text, maintaining the integrity of the author's voice and intentions. Students should research and understand the cultural context of the Malayalam literary works, including historical background, societal norms, and linguistic nuances. Cultural sensitivity and awareness should inform the translation process, ensuring respectful representation of the source culture and its literary heritage. Translation requires a strong command of both Malayalam/Hindi 	45

	<p>and English languages. Students should demonstrate proficiency in both languages, including grammar, vocabulary, syntax, and idiomatic expressions.</p> <ol style="list-style-type: none"> 8. Consultation with language experts or native speakers may be encouraged to clarify ambiguities and ensure linguistic accuracy. 9. Upon completion of translations, students should analyze and reflect on the literary elements and themes present in the original texts and their translated versions. 10. Critical analysis should explore the challenges and strategies employed in translation, as well as the impact of cultural and linguistic differences on interpretation. 11. Translated texts should undergo thorough editing and revision to refine language, style, and coherence. 12. Peer review or feedback from instructors can help identify areas for improvement and ensure the quality of the final translations. 13. Students will present their translated works in a format suitable for publication, such as a digital portfolio, anthology, or literary magazine. 14. Publication opportunities may include online platforms, campus publications, or collaborative projects with local literary communities. 15. Students will reflect on their translation experiences, considering the challenges, insights, and personal growth achieved through the project. 	
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COURSE OUTCOMES

No	Upon completion of the course, the graduate will be able to:	Cognitive Level	Knowledge Category
CO1	Demonstrate an understanding of ethical considerations in translation, including the importance of maintaining integrity, accuracy, and confidentiality in their translation work.	Ap	C
CO2	Enhance written communication skills in both the source and target languages, producing translations that are clear, fluent, and appropriate for the intended audience.	C	C
CO3	Develop a heightened awareness of cultural nuances and differences between languages	C	C
CO4	Identifying and resolve linguistic challenges encountered during the translation process	R	F
CO5	Apply quality assurance principles to their translation work, including proofreading, editing, and revising translations to ensure accuracy and consistency	Ap	C
CO6	Develop the ability to understand cultural nuances and differences between languages	C	C
CO7	Explore potential career paths in the field of translation and localization by gaining insight into industry	An	C

	standards		
CO8	Enhance articulation by engaging with translators, participating in discussions, sharing resources, and contributing to the advancement of the translation profession.	C	C

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

Knowledge Category: F- Factual; C- Conceptual; P- Procedural; M- Metacognitive

ASSESSMENT RUBRICS

(May be within the MOOC or done externally)

Formative (Continuous) Assessment through:

FA 1: Progress Assessment Stage 1: 10 marks

FA 2: Progress Assessment Stage 2: 10 marks

FA 3: Progress Assessment Stage 3: 10 marks

Summative (End Semester) Assessment through:

SA 1: Project Evaluation: 50 marks

SA 2: Viva: 20 marks

MAPPING OF COs TO ASSESSMENT RUBRICS

COs	FA1	FA2	FA3	SA1	SA2
CO1	✓	✓	✓	✓	✓
CO2	✓	✓	✓	✓	✓
CO3	✓	✓	✓	✓	✓
CO4	✓	✓	✓	✓	✓
CO5	✓	✓	✓	✓	✓
CO6	✓	✓	✓	✓	✓
CO7	✓	✓	✓	✓	✓
CO8	✓	✓	✓	✓	✓

MAPPING OF COs WITH PSOs WITH CORRELATION LEVEL:

(To be marked with 1, 2 or 3, indicating LOW/ MILD CORRELATION (1); MEDIUM CORRELATION (2), or STRONG CORRELATION (3))

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	3	3		2			2
CO2	2	2		3			3
CO3	2	1		3			3
CO4	2	2		3			2

CO5	3	2		2			2
CO6	3	2		2			2
CO7	2	2		3			2
CO8	2	2		3			3

MAPPING OF COs WITH POs WITH CORRELATION LEVEL
(To be marked with 1, 2 or 3, indicating *LOW/ MILD CORRELATION (1); MEDIUM CORRELATION (2), or STRONG CORRELATION (3)*)

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	2		3				
CO2	3		2				
CO3	2		2				
CO4	2		2				
CO5	2		2				
CO6	3		3				
CO7	3		2				
CO8	2		2				

Type of Course	DISCIPLINE SPECIFIC CORE 26				
Course Code	MIUK8DSCECE407.1				
Course Title	<i>Creative Writing Project</i>				
Semester	8				
Academic Level	400-499				
Course Details	Credit	Lecture hours/ week	Tutorial hours/ week	Practical hours/week	Total hours/week
	4	1		3	4
Pre-requisites	An interest in developing creative writing proficiency				
Course Summary	To introduce undergraduate students to the fundamental principles and techniques of creative writing.				

Module	Hours
I	15
<p>Workshop</p> <p>Project to be designed in consultation with the supervisor The project will focus on honing the creative writing skills of the student in an area of their interest. The student will focus on one of these forms- poetry, drama, short fiction, personal essay, non-fictional writing or novella. If the student wishes to work in an alternate form, they can do so upon consultation with the guide. The project aims to help the student craft a portfolio of creative work in the chosen form, starting from the basics of generating an idea, working on a basic structure, to crafting the final draft.</p> <p>General requirements and guidelines</p> <ol style="list-style-type: none"> 1. Students will choose a literary form to work on. It is advisable that they focus on one of the listed forms for bettering their craft in the said form. However, if they wish to focus on multiple forms or mix the forms, they will be allowed to, provided they can justify the reason. 2. The student will be guided in the basic structure of the form they have chosen to practice in. (If the chosen form is drama, the student will have to understand how to divide the action into different acts. For poetry, the student must understand rhyme, meter and division into stanza) 3. The student will work on both prompts and generating original ideas. 4. The student may focus on a particular genre like horror, dark comedy, satire, fantasy etc or attempt a mixture of all these genres. 5. The student may choose a particular area of interest or an overarching theme to connect the works like everyday life in their city, childhood and nostalgia, dystopian writing, political themes, quest for identity etc. 6. There will be regular discussions and feedback on the progress of the work. The student will be encouraged to reflect on the challenges they encountered during the writing process like the 	45

	<p>difficulty to craft a particular character.</p> <ol style="list-style-type: none"> 7. The student will be asked to reflect on their inspiration and influences, including where they got the story idea from, writers that influenced them, styles they are keen to imitate or follow. 8. The student will be encouraged to read extensively, especially in writings that closely resemble theirs. This will help them to avoid thematic overlap and develop an authentic voice. 9. The student will learn how to edit and proofread their work. 10. The student will search for suitable platforms, including literary magazines, publishing labels and digital platforms to publish their work. 11. The student will format their portfolio professionally, keeping a logical progression in mind. 12. The student will take part in peer-review and feedback, learn how to critically review other works, take necessary criticisms of their own work and how to incorporate these corrections. 13. The student will be sensitized in issues of representation and diversity, how to depict minorities and marginalized communities, how to write about political and religious issues and how to respond to controversial issues. The student will be encouraged to take on these challenges rather than avoid sensitive topics. 14. The student will reflect on the literary elements of their own work- like style, characterization, tone etc. 	
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COURSE OUTCOMES

No	Upon completion of the course, the graduate will be able to:	Cognitive Level	Knowledge Category
CO1	Understand the creative writing process from its initial stage of idea conception to final stages of editing, reviewing and publishing	U, C	F,C
CO2	Learn how to identify original ideas with potential for elaboration	An, E	C,P
CO3	Develop a unique authorial voice	C	C
CO4	Read and analyze content from multiple platforms, diverse historical and cultural backgrounds and different authors and identify effective strategies to implement in their writing	An, Ap	C,P
CO5	Understand how to subject their work through multiple stages of editing and revision, including a complete reworking in certain aspects	Ap, C	C,P
CO6	Understand sensitive presentation of triggering subjects	E, C	C,P
CO7	Understand the ethical use of different editing software, generative AI platforms, digital publishing tools etc to improve their writing	Ap, C	C,P

*Cognitive Levels: R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create
 Knowledge Category: F- Factual; C- Conceptual; P- Procedural; M- Metacognitive*

ASSESSMENT RUBRICS

(May be within the MOOC or done externally)

Formative (Continuous) Assessment through:

FA 1: Progress Assessment Stage 1: 10 marks

FA 2: Progress Assessment Stage 2: 10 marks

FA 3: Progress Assessment Stage 3: 10 marks

Summative (End Semester) Assessment through:

SA 1: Project Evaluation: 50 marks

SA 2: Viva: 20 marks

MAPPING OF COs TO ASSESSMENT RUBRICS

COs	FA1	FA2	FA3	SA1	SA2
CO1	✓	✓	✓	✓	✓
CO2	✓	✓	✓	✓	✓
CO3	✓	✓	✓	✓	✓
CO4	✓	✓	✓	✓	✓
CO5			✓	✓	✓
CO6	✓	✓	✓	✓	✓
CO7			✓	✓	✓

MAPPING OF COs WITH PSOs WITH CORRELATION LEVEL:

(To be marked with 1, 2 or 3, indicating *LOW/ MILD CORRELATION (1); MEDIUM CORRELATION (2), or STRONG CORRELATION (3)*)

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	3	3	3		3		2
CO2		2					
CO3	3	3					
CO4	2		3		3	1	2
CO5	2	2	2		3	2	
CO6		3				3	1
CO7			3		3	2	

MAPPING OF COs WITH POs WITH CORRELATION LEVEL

(To be marked with 1, 2 or 3, indicating *LOW/ MILD CORRELATION (1); MEDIUM CORRELATION (2), or STRONG CORRELATION (3)*)

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COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	2		2	3		
CO2	2				3		2
CO3	3				2		
CO4	3	2		2	3		
CO5	3	2			3		
CO6			1			2	2
CO7	2				3		

Type of Course	DISCIPLINE SPECIFIC CORE 27				
Course Code	MIUK8DSCECE408.1				
Course Title	<i>Digital Media Project</i>				
Semester	8				
Academic Level	400-499				
Course Details	Credit	Lecture hours/ week	Tutorial hours/ week	Practical hours/week	Total hours/week
	4	1		3	4
Pre-requisites	Must demonstrate an interest in digital cultures and research.				
Course Summary	This course equips students with the knowledge and skills to create ethical digital media content that engages audiences, addresses social issues, and promotes responsible media consumption.				

Module		Hours
I	Workshop	15
	<p>Project to be designed in consultation with the supervisor</p> <p>Description:</p> <p>The project aims to create a digital media platform (YouTube channel, Instagram handle, blogs etc.) that not only showcases creative content but also emphasizes ethical considerations in content creation and consumption. It encourages students to explore their creativity while being mindful of ethical principles, such as respect for diversity, authenticity, privacy, and responsible use of media influence.</p> <p>Requirements and Guidelines:</p> <ol style="list-style-type: none"> 1. Students should choose a theme or topic for their digital media project that aligns with their interests and passions. 2. Emphasis should be placed on selecting topics that are socially relevant and encourage positive change. 3. Students must adhere to a set of ethical guidelines throughout the project. 4. Ethical considerations should be integrated into all aspects of content creation, including scriptwriting, filming, editing, and distribution. 5. Guidelines should address issues such as stereotyping, misinformation, privacy infringement, and the use of sensitive content. 6. Depending on the chosen platform students should produce engaging and original content that resonates with their target audience. 7. Content can include educational videos, interviews, short documentaries, photo essays, or creative storytelling that promotes ethical values. 8. Collaboration among students or with external stakeholders (e.g., NGOs, community groups) are encouraged to broaden perspectives and reach. 	45

	<ol style="list-style-type: none"> 9. Students should conduct thorough research on their chosen topic to ensure accuracy and authenticity in their content. 10. Fact-checking should be a standard practice to prevent the spread of misinformation or biased narratives. 11. Engagement with the audience should be interactive and respectful. 12. Encourage viewers to participate in discussions, share their perspectives, and provide feedback on the content. 13. Foster a supportive and inclusive online community that values diversity of opinions and experiences. 14. If monetization is considered, students should explore ethical ways to generate revenue without compromising the integrity of their content. 15. Avoid deceptive advertising, clickbait, or other unethical practices aimed at manipulating the audience. 16. At the end of the project, students should reflect on their experiences and the ethical challenges they encountered. 17. Evaluate the impact of their content on the audience and society at large, considering both positive outcomes and areas for improvement. 18. Students should document their creative process, including behind-the-scenes footage, interviews with collaborators, and reflections on ethical dilemmas. 19. Present the final digital media project along with a comprehensive report that outlines the ethical considerations, challenges faced, and lessons learned. 20. By undertaking this project, undergraduate students must not only enhance their digital media skills but also develop a deeper understanding of ethical responsibilities in media production and consumption. 	
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COURSE OUTCOMES

No	Upon completion of the course, the graduate will be able to:	Cognitive Level	Knowledge Category
CO1	Develop an understanding of ethical principles in digital media production and consumption.	R	F
CO2	Demonstrate the ability to apply ethical guidelines to various stages of content creation, from ideation to distribution.	C	C
CO3	Produce original and engaging digital media content that promotes ethical values and addresses socially relevant issues.	C	C
CO4	Conduct research and fact-checking to ensure accuracy, authenticity, and integrity in content creation.	Ap	C
CO5	Engage with diverse audiences in an inclusive and respectful manner, fostering meaningful interactions and dialogue.	C	C
CO6	Evaluate the impact of digital media content on audience	E	C

	perceptions, attitudes, and behaviors, considering ethical implications.		
CO7	Reflect on personal and collaborative experiences in creating ethical digital media, identifying challenges and lessons learned.	E	C
CO8	Communicate insights and findings effectively through documentation, presentation, and reflection, demonstrating growth in ethical awareness and media literacy.	Ap	C

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

Knowledge Category: F- Factual; C- Conceptual; P- Procedural; M- Metacognitive

ASSESSMENT RUBRICS

(May be within the MOOC or done externally)

Formative (Continuous) Assessment through:

FA 1: Progress Assessment Stage 1: 10 marks

FA 2: Progress Assessment Stage 2: 10 marks

FA 3: Progress Assessment Stage 3: 10 marks

Summative (End Semester) Assessment through:

SA 1: Project Evaluation: 50 marks

SA 2: Viva: 20 marks

MAPPING OF COs TO ASSESSMENT RUBRICS

COs	FA1	FA2	FA3	SA1	SA2
CO1	✓	✓	✓	✓	✓
CO2	✓	✓	✓	✓	✓
CO3	✓	✓	✓	✓	✓
CO4	✓	✓	✓	✓	✓
CO5	✓	✓	✓	✓	✓
CO6	✓	✓	✓	✓	✓
CO7	✓	✓	✓	✓	✓
CO8	✓	✓	✓	✓	✓

MAPPING OF COs WITH PSOs WITH CORRELATION LEVEL:

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(To be marked with 1, 2 or 3, indicating LOW/ MILD CORRELATION (1); MEDIUM CORRELATION (2), or STRONG CORRELATION (3))

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	2	2					2
CO2	3	2					3
CO3	3	2					3
CO4	3	2					3
CO5	2	3					3
CO6	2	3					2
CO7	3	3				2	2
CO8	3	2				3	2

MAPPING OF COs WITH POs WITH CORRELATION LEVEL

(To be marked with 1, 2 or 3, indicating LOW/ MILD CORRELATION (1); MEDIUM CORRELATION (2), or STRONG CORRELATION (3))

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	2		2		3		
CO2	2		2		3		3
CO3	2		2		3		
CO4	3		2		2		
CO5	3		2		2		2
CO6	3		3		2		
CO7	2		3		3		
CO8	3		3		3		2

Type of Course	DISCIPLINE SPECIFIC CORE 28				
Course Code	MIUK8DSCECE409.1				
Course Title	<i>Film Project</i>				
Semester	8				
Academic Level	400-499				
Course Details	Credit	Lecture hours/ week	Tutorial hours/ week	Practical hours/week	Total hours/week
	4	1		3	4
Pre-requisites	An interest in film-making and research				
Course Summary	The project aims to provide the students with a platform to conduct independent research and develop a film project.				

Module		Hours
I	Workshop	15
	<p>Project to be designed in consultation with the supervisor</p> <p>The project aims to provide the student with the space to conduct original research on a n area of film-making and see it to completion. The project offers great flexibility to choose the area of specialization.</p> <p>Suggested projects include-</p> <ol style="list-style-type: none"> 1. Scripting a short film 2. Filming a documentary 3. Curating an art exhibition on cinema (an area such as Malayalam cinema, the filmography of a director or actor etc may be chosen) 4. Creating a podcast series on film history, theory, critical review etc. 5. Compiling a series of essays on film review 6. Studying film adaptations and the ethics of adaptation 7. Writing a screenplay from a short story or a real-life inspired story 8. Writing a script from a novel- understanding how films condense an expansive material into a few hours of storytelling 9. Creating an interview series with a personality from the field of cinema <p>The student may choose to work on an area of interest in consultation with the guide and chart the progress of the work.</p>	45

COURSE OUTCOMES

No	Upon completion of the course, the graduate will be able to:	Cognitive Level	Knowledge Category
CO1	develop proficiency in an area of film studies	U, C	F,C
CO2	Understand key terms and references related to film	U, Ap	F,P
CO3	develop an understanding of how to plan and execute the work in a given timeline.	Ap, C	C,P
CO4	understand how to present their ideas professionally and get the approval for their projects	Ap, C	C,P
CO5	conduct necessary research and background reading	An, E	C,P

	needed for the execution of their project		
CO6	collaborate with others for their project, including getting help from peers or professional centres for areas that they are themselves lacking in	Ap, C	C,P

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

Knowledge Category: F- Factual; C- Conceptual; P- Procedural; M- Metacognitive

ASSESSMENT RUBRICS

(May be within the MOOC or done externally)

Formative (Continuous) Assessment through:

FA 1: Progress Assessment Stage 1: 10 marks

FA 2: Progress Assessment Stage 2: 10 marks

FA 3: Progress Assessment Stage 3: 10 marks

Summative (End Semester) Assessment through:

SA 1: Project Evaluation: 50 marks

SA 2: Viva: 20 marks

MAPPING OF COs TO ASSESSMENT RUBRICS

COs	FA1	FA2	FA3	SA1	SA2
CO1	✓	✓	✓	✓	✓
CO2	✓	✓	✓	✓	✓
CO3	✓	✓	✓	✓	✓
CO4				✓	✓
CO5	✓	✓	✓	✓	✓
CO6				✓	✓

MAPPING OF COs WITH PSOs WITH CORRELATION LEVEL:

(To be marked with 1, 2 or 3, indicating LOW/ MILD CORRELATION (1); MEDIUM CORRELATION (2), or STRONG CORRELATION (3))

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1		1	3		3		3
CO2			2		2		2
CO3		2			2	1	
CO4	3	3			3		
CO5	2	2	3		2		3
CO6	3	3			3	2	

MAPPING OF COs WITH POs WITH CORRELATION LEVEL

(To be marked with 1, 2 or 3, indicating LOW/ MILD CORRELATION (1); MEDIUM CORRELATION (2), or STRONG CORRELATION (3))

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	2		2		2		
CO2	2		2	3	2		
CO3	1	3		3	3		3
CO4	3	3		3	3		3
CO5	2		3		2		
CO6	3	3		3	3	2	3

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Type of Course	DISCIPLINE SPECIFIC CORE 25				
Course Code					
Course Title	<i>Research Project</i>				
Semester	8				
Academic Level	400-499				
Course Details	Credit	Lecture hours/ week	Tutorial hours/ week	Practical hours/week	Total hours/week
	12	5		7	12
Pre-requisites					
Course Summary					

MAR IVANIOS COLLEGE (AUTONOMOUS) THIRUVANANTHAPURAM
Board of Studies in ENGLISH
(Academic years: 2023-2026)

No.	Name	Designation
1.	Dr. Reny Skaria (Chairman)	Assistant Professor & Head Department of English Mar Ivanios College (Autonomous), Trivandrum
2.	Dr Lal C. A	Professor, Institute of English University of Kerala
3.	Dr. Joseph Koyippally	Professor & Head Department of English and Comparative Literature Central University of Kerala
4.	Dr. Saji Mathew	Associate Professor School of Letters, Mahatma Gandhi University, Kottayam
5.	Dr. Rajesh V Nair	Assistant Professor School of Letters, Mahatma Gandhi University, Kottayam
6.	Ms. Sreedevi Pillai	Senior Special Correspondent, Manorama News
7.	Dr. Manu Remakanth	Assistant Professor Department of English S N College, Chempazhanthy
8.	Dr. Arya Aiyappan	Associate Professor, Department of English and Cultural Studies, Christ University, Bangalore
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13.	Dr. Meenu Jose	Assistant Professor Department of English Mar Ivanios College (Autonomous), Trivandrum
14.	Dr. Preethamol M.K	Assistant Professor Department of English Mar Ivanios College (Autonomous), Trivandrum
15.	Ms. Rani Alex	Assistant Professor Department of English Mar Ivanios College (Autonomous), Trivandrum
16.	Dr. Rakesh R	Assistant Professor Department of English Mar Ivanios College (Autonomous), Trivandrum
17.	Ms. Resmy Sally Koshy	Assistant Professor Department of English Mar Ivanios College (Autonomous), Trivandrum
18.	Dr. Divya Johnson	Assistant Professor Department of English Mar Ivanios College (Autonomous), Trivandrum
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Dr. SUSHIL KUMAR R.

Head, Dept. of English SF