

(Abstract)

FYUGP- Scheme and Syllabus (Ist & II nd semester only) of AEC, MDC & DSC courses of English - Approved & Implemented w.e.f. 2023 Admission- Orders Issued

ACADEMIC C SECTION

ACAD C/ACAD C5/20976/2024

Dated: 30.11.2024

- Read:-1. U.O. No. FYUGPSC/FYSC-I/5074/2024, dated: 18/04/2024 and 06/08/2024
2. The Minutes of the Meeting of the Scrutiny Committee held on 15.06.2024
3. Orders of the Vice Chancellor dtd 24.06.2024
4. The Minutes of the Meeting of the Academic Council, held on 25.06.2024
5 Minutes of the meeting of the BoS in English (UG) held on 14/11/2024
6. The Orders of Vice Chancellor dtd: 26/11/2024

ORDER

- 1.The Regulations of the Kannur University Four Year UG Programmes (KU-FYUGP) for Affiliated Colleges was implemented with effect from 2024 admission and certain modifications were made thereafter, vide paper read (1) above.
- 2.Further, the Scrutiny Committee, which included the Dean, Faculty of Language & Literature, scrutinized the Syllabus of English (UG) programme submitted by the Chairperson, Board of Studies (BoS) in English (UG) and made certain Recommendations, vide paper read (2) above.
- 3.Subsequently, the Vice Chancellor ordered to place the modified Syllabus, before the Academic Council for consideration, vide paper read (3) above.
4. The XXVIIIth meeting of Academic Council, vide paper read (4), approved the Scheme (All Semesters) and First and Second semester Syllabus of the Courses offered in English for FYUGP in principle and permitted to publish the same, as and when ready, after making the necessary modifications, vide paper read (4) above.
5. The Minutes of the Academic Council was approved by the Vice Chancellor.
- 6.Further, on verification of the Syllabi with approved Regulations, certain errors were noticed in the Mark distribution pattern and subsequently, the matter was intimated to the Chairperson, BoS in English (UG) for rectification of the defects.
- 7.Subsequently, the BoS in English (UG) held on 14/11/2024 vide paper read (5) above rectified the errors and the Chairperson, BoS in English (UG) forwarded the Modified Syllabus, for approval.
- 8.The Vice Chancellor, after considering the matter and in exercise of the powers of the Academic Council, conferred under Section 11(1) Chapter III of Kannur University Act, 1996 and all other enabling provisions read together with, **approved the Modified Scheme and Syllabus of First and Second semester AEC, MDC & DSC courses offered in English for FYUGP and accorded sanction to implement the same w.e.f. 2024 admission in Affiliated Colleges under Kannur University, subject to reporting to the Academic Council.**
- 9.The modified Scheme & Syllabus of the First and Second Semesters English Programme prepared in FYUGP pattern for Affiliated Colleges under Kannur University, applicable w.e.f. 2024 admission are appended with this U.O. & uploaded in the University website.

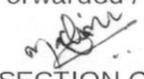
Orders are issued accordingly.

Sd/-
ANIL CHANDRAN R
DEPUTY REGISTRAR (ACADEMIC)
For REGISTRAR

To: The Principals of Arts and Science Colleges affiliated to Kannur University

- Copy To: 1. The Examination Branch (through PA to CE)
2. The Chairperson, Board of Studies in English (UG)
3. PS to VC/PA to R
4. EX CI/EG I/AR-I/AR-III/
5. DR/AR (Academic)
6. JR (Exam)
7. IT Cell /Computer Programmer
8. SF/DF/FC

Forwarded / By Order


SECTION OFFICER

KV



(Abstract)

FYUGP- Modified Scheme and Syllabus of Second Semester English courses - Approved & Implemented in Affiliated Colleges w.e.f.2024 admission - Orders Issued

ACADEMIC C SECTION

ACAD C/ACAD C5/20976/2024

Dated: 14.03.2025

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- Read:-1. U.O. No. ACAD C/ACAD C5/20976/2024 dtd: 30/11/2024
2. Letter. No. ACAD/ACAD C1/20003/2024 Dtd: 23/12/2024
3. The Minutes of the meeting of BoS in English (UG), held on 01/01/2025
4. E-mail dtd: 11/02/2025 from the Dean- Faculty of Language and Literature
5. Minutes of Meeting of the Standing Committee of Academic council held on 05/03/2025
6. Orders of Vice Chancellor in file of even No.dtd:14.3.2025

ORDER

- 1.The Scheme and Syllabus of FYUGP First Semester English courses was approved & implemented in Affiliated Colleges under the University w.e.f.2024 admission vide paper read (1) above.
- 2.Subsequently, as per the Orders of Vice Chancellor, all Chairpersons of the Boards of Studies were requested to submit modifications, if any needed, in the Second Semester Syllabus of the FYUGP programmes by 31.12.2024.
3. Accordingly, the Chairperson, Board of Studies in English (UG) vide paper read (4) , forwarded the modified Scheme and Syllabus of Second Semester Courses, along with the BoS Minutes (paper read 3) for approval.
- 4.The modified syllabus, submitted by the Chairperson was forwarded to the Dean, Faculty of Language and Literature for verification and the Dean, after vetting the Syllabus, intimated his approval vide paper read 4.
- 5.Considering the matter, the Vice Chancellor ordered to place the modified Second Semester Scheme and Syllabus of the FYUGP English courses, before the Standing Committee of the Academic Council.
- 6.The Standing Committee of the Academic Council, vide paper read (5), recommended to approve the Modified Scheme and Syllabus of the Second Semester FYUGP English courses.
- 7.The Vice Chancellor, after considering the recommendation of the Standing Committee of the Academic Council and in exercise of the powers of the Academic Council, conferred under the Section 11 (1) Chapter III of Kannur University Act, 1996 and all other enabling provisions read together with, ***approved the Modified Scheme and Syllabus of Second Semester FYUGP English Courses and accorded sanction to implement the same, w.e.f. 2024 admission in Affiliated Colleges under the University, subject to reporting to the Academic Council.***
- 8.The modified Scheme and Syllabus of Second Semester FYUGP English Courses in Affiliated Colleges under Kannur University, applicable w.e.f. 2024 admission is appended with this U.O. & uploaded in the University website.

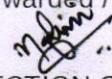
Orders are issued accordingly.

Sd/-
Bindu K P G
DEPUTY REGISTRAR (ACADEMIC)
For REGISTRAR

To: 1. The Controller of Examinations (Through PA)
2. The Principals of Arts and Science Colleges affiliated to Kannur University

Copy To: 1. The Chairperson, Board of Studies in English (UG)
2. PS to VC/PA to R
3. EX C I/EG I/AR-I/AR-VII/JR (EXAM)
4. DR/AR (Academic)
5. IT Cell/Computer Programmer
6. Web Manager (to upload on the website)
6. SF/DF/FC

Forwarded / By Order


SECTION OFFICER

KV





KANNUR UNIVERSITY

BA ENGLISH

SYLLABUS

(Revised)

w.e.f. 2024 admission onwards

(KU-FYUGP Regulations and Curriculum Framework, 2024)

BOARD OF STUDIES ENGLISH

Dr Sreehari A. C.

(Chairperson)

Members:

Mridula M.

Dr Vinod Kumar K.V.

Vidya K.

Shaiju K.C.

Rakhee Raghavan

Shayini O.

Dr Padmanabhan C.

Biju N.C.

Latha E.S.

Dr Sreebitha P.V.

(Chairperson, P.G. Board of Studies)

ADHOC COMMITTEE:

FACULTY OF LANGUAGE AND LITERATURE

Prof. (Dr) Kunhammad K.K.

(Dean)

Dr Sarath S.

(Convenor)

Members:

Dr Vinod Kumar K.V.

Shaiju K.C.

Sujatha A.V.

Dr Smitha K.

Meena Shanker

Dr Ummer K.C.

Shini George

Gopalakrishnan P.R.

Anupriya P.B.

Hredya P.

Smt. Priya Nair

Anjaly Nair M.K.

Dr Shobha S. Nair

Mani K.P.

PROGRAMME OUTCOMES

PO1: Critical Thinking and Problem-Solving - Apply critical thinking skills to analyze information and develop effective problem-solving strategies for tackling complex challenges.

PO2: Effective Communication and Social Interaction - Proficiently express ideas and engage in collaborative practices, fostering effective interpersonal connections.

PO3: Holistic Understanding - Demonstrate a multidisciplinary approach by integrating knowledge across various domains for a comprehensive understanding of complex issues.

PO4: Citizenship and Leadership - Exhibit a sense of responsibility, actively contribute to the community, and showcase leadership qualities to shape a just and inclusive society.

PO5: Global Perspective - Develop a broad awareness of global issues and an understanding of diverse perspectives, preparing for active participation in a globalized world.

PO6: Ethics, Integrity and Environmental Sustainability - Uphold high ethical standards in academic and professional endeavours, demonstrating integrity and ethical decision-making. Also acquire an understanding of environmental issues and sustainable practices, promoting responsibility towards ecological well-being.

PO7: Lifelong Learning and Adaptability - Cultivate a commitment to continuous self-directed learning, adapting to evolving challenges, and acquiring knowledge throughout life.

PROGRAMME SPECIFIC OUTCOMES

PSO1: Proficiency in Language: Students achieve proficiency in the use of English language in academic, professional and everyday contexts.

PSO2: Critical Thinking: Students will be able to interpret and critique texts, from various genres and contexts, using appropriate theoretical frameworks and methodologies.

PSO3: Creative Interventions: The students will be able to creatively intervene and constructively approach language and literature.

PSO4: Research Skills: Students will develop academic research skills, including the ability to formulate research questions, employ various research methodologies, and present findings.

PSO5: Digital Literacy: Students will be proficient in using digital technologies for research, writing, and communication, adapting to the evolving digital landscape in the field of higher education.

PSO6: Interdisciplinary Approach: Students will integrate knowledge from related disciplines to their understanding and analysis of literature and culture.

PSO7: Lifelong Learning: Students will demonstrate a commitment to lifelong learning, showing the ability to continuously update their knowledge and skills in response to changing academic and professional contexts.

COURSE DISTRIBUTION

SEMESTER	COURSE CODE	COURSE NAME	MARKS			CREDITS	HRS/WEEK
			C E	ESE	TOTA L		
I	KU1AECENG101	Enhancing English	25	50	75	3	4
	KU1AECENG102	Enriching English	25	50	75	3	4
	KU1AECENG103	Engaging English	25	50	75	3	4
	KU1AECENG104	Everyday English	25	50	75	3	4
	KU1MDCENG101	Film Narratives	25	50	75	3	3
	KU1MDCENG102	Visual Mediations	25	50	75	3	3
	KU1MDCENG103	English and Artificial Intelligence	25	50	75	3	3
	KU1DSCENG101	Poetry in English	35	65	100	4	5
	KU1DSCENG102	History of English Language	35	65	100	4	5
	KU1DSCENG103	Life Writings	35	65	100	4	5
	KU1DSCENG104	Multiple Voices	35	65	100	4	5
	KU1DSCENG105	New Literatures	35	65	100	4	5

II	KU2AECENG105	English in Context	25	50	75	3	4
	KU2AECENG106	English for Career	25	50	75	3	4
	KU2AECENG107	English Through Culture	25	50	75	3	4
	KU2AECENG108	English for Content Creation	25	50	75	3	4
	KU2MDCENG104	Comic and Graphic Narratives	25	50	75	3	3
	KU2MDCENG105	Food and Fashion Narratives	25	50	75	3	3
	KU2MDCENG106	Popular Narratives	25	50	75	3	3
	KU2DSCENG106	Prose in English	35	65	100	4	5
	KU2DSCENG107	History of Literatures in English	35	65	100	4	5
	KU2DSCENG108	Travel Literatures	35	65	100	4	5
	KU2DSCENG109	Sports Literatures	35	65	100	4	5
	KU2DSCENG110	Contemporary Literatures	35	65	100	4	5

III	KU3VACENG201	Recovering Nature	25	50	75	3	3
	KU3VACENG202	Reconstructing Gender	25	50	75	3	3
	KU3VACENG203	Reclaiming Constitution	25	50	75	3	3
	KU3MDCENG201	Malayalam Literature in Translation	25	50	75	3	3
	KU3MDCENG202	Popular Narratives in Malayalam	25	50	75	3	3
	KU3MDCENG203	Narratives of Northern Kerala	25	50	75	3	3
	KU3DSCENG201	English Literature: Chaucer to Contemporary Poets	30	70	100	4	5
	KU3DSCENG202	Literature in Context: Medieval English	30	70	100	4	5
	KU3DSCENG203	Grammar and Phonetics	30	70	100	4	5
	KU3DSCENG204	Selections from English Poetry	30	70	100	4	5
	KU3DSCENG205	Crime and Detective Narratives	30	70	100	4	4
	KU3DSCENG206	Migration and Border Studies	30	70	100	4	4
	KU3DSCENG207	Trauma and Memory Studies	30	70	100	4	4

IV	KU4VACENG204	Class and Caste Constructions	25	50	75	3	3
	KU4VACENG205	Ethics and Aesthetics	25	50	75	3	3
	KU4VACENG206	Inclusiveness and Intersectionality	25	50	75	3	3
	KU4SECENG201	Presentation and Performance Skills	25	50	75	3	4
	KU4SECENG202	Type-setting, Proofreading and Editing	25	50	75	3	4
	KU4DSCENG208	English Literature: Bacon to Contemporary Writers	30	70	100	4	5
	KU4DSCENG209	Literature in Context: Renaissance and Restoration	30	70	100	4	5
	KU4DSCENG210	Selections from English Prose and Drama	30	70	100	4	5
	KU4DSCENG211	Literary Criticism and Theory	30	70	100	4	5

V	KU5SECENG301	Academic Research Skills	25	50	75	3	4
	KU5SECENG302	Digital Media and Publishing	25	50	75	3	4
	KU5DSCENG301	Linguistics and Advanced Grammar	30	70	100	4	5
	KU5DSCENG302	Critical Theories	30	70	100	4	4
	KU5DSCENG303	Literature in Context: The Romantics and The Victorians	30	70	100	4	4
	KU5DSCENG304	World Classics in Translation	30	70	100	4	4
	KU5DSCENG305	Literatures of India	30	70	100	4	4
	KU5DSEENG301	Environmental Humanities	30	70	100	4	4

	KU5DSEENG302	Theatre and Performance Studies	30	70	100	4	5
	KU5DSEENG303	Art and Architecture Studies	30	70	100	4	4
	KU5DSEENG304	Writing and Activism	30	70	100	4	4
	KU5DSEENG305	Writing for Social Media	30	70	100	4	4
	KU5DSEENG306	Speculative Literatures	30	70	100	4	4

VI	KU6SECENG303	Public Speaking Skills	25	50	75	3	4
	KU6SECENG304	Employability Skills	25	50	75	3	4
	KU6DSCENG306	Literature in Context: Modern and Postmodern Literatures	30	70	100	4	4
	KU6DSCENG307	Postcolonial Literatures	30	70	100	4	4
	KU6DSCENG308	Sociolinguistics	30	70	100	4	5
	KU6DSCENG309	Gender and Sexuality Studies	30	70	100	4	4
	KU6DSCENG310	Visual Culture Studies	30	70	100	4	4
	KU6DSEENG307	Translation Studies	30	70	100	4	4
	KU6DSEENG308	Literatures of the Middle East	30	70	100	4	4
	KU6DSEENG309	Subcontinental Literatures	30	70	100	4	4
	KU6DSEENG310	Partition Literatures	30	70	100	4	4
	KU6DSEENG311	Myths and Folklores	30	70	100	4	4
	KU6DSEENG312	Children's Literatures	30	70	100	4	5
	KU6INTENG301	INTERNSHIP	15	35	50	2	

VII	KU7DSCENG401	Research Methodology	30	70	100	4	4
	KU7DSCENG402	Digital Humanities	30	70	100	4	4
	KU7DSCENG403	Medical Humanities	30	70	100	4	4
	KU7DSCENG404	Culture Studies	30	70	100	4	4
	KU7DSCENG405	Film Studies	30	70	100	4	4
	KU7DSCENG406	Masculinity Studies	30	70	100	4	4
	KU7DSCENG407	Disability Studies	30	70	100	4	4

VIII	KU8DSCENG408	Alternative Aesthetics	30	70	100	4	4	
	KU8DSCENG409	Indigenous Literatures	30	70	100	4	4	
	KU8DSCENG410	Regional Narratives	30	70	100	4	4	
	KU8DSCENG411	Creative Writings	30	70	100	4	5	
	KU8DSCENG412	Content Writing	30	70	100	4	5	
	OR							
	KU8RPHENG401	Research Project	90	210	300	12	-	

SEMESTER 1

KU1AECENG101: ENHANCING ENGLISH

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
1	AEC	100-199	KU1AECENG101	3	60

Learning Approach (Hours/Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
2	2	0	25	50	75	1.5

Course Description:

The course is designed to equip students with essential language and interpersonal skills required for personal and professional success. The course emphasizes the development of effective verbal and written communication in English, focusing on clarity, coherence, and confidence. This course focuses on enhancing proficiency in English for scientific purposes, including writing research papers, lab reports, and presenting scientific findings. Additionally, it covers key soft skills such as teamwork, problem-solving, time management, and leadership. Through interactive sessions, practical exercises, and real-world applications, students will enhance their ability to communicate effectively, collaborate with others, and navigate various social and professional settings with confidence and competence.

Course Prerequisite: NIL

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Understand how clarity, coherence, and appropriate language usage enhance verbal and written communication in English.	U
2	Understand the importance of adapting communication styles to different personal and professional contexts.	U
3	Learn active listening techniques used to comprehend communication inputs.	U

4	Demonstrate proficiency in writing scientific documents such as research papers, lab reports, and research proposals with clarity, coherence, and precision.	R
5	Understand how appropriate visual aids and communication techniques enhance the presentation of scientific research and findings.	U

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

Mapping of Course Outcomes to PSOs

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

COURSE CONTENTS

Contents for Classroom Transaction:

M O D U L E	U N I T	DESCRIPTION	HOURS
1	Module 1: Listening and Speaking		
	1.1	Types of listening- Listening for detailed and specific information	2
	1.2	Speaking in communication <ul style="list-style-type: none"> ○ Essentials of effective speaking ○ Familiarity with English sounds ○ Phonetics.... Concept of pronunciation in different eras.... Vowels... Diphthongs.... Consonants.... ○ Transcription... ○ Englishes not English.... ○ Stress... Intonation... RP 	4
	1.3	Introducing oneself and others - Giving directions and instructions	3
	1.4	Expressing gratitude, making requests, congratulating, apologizing	3

	Module 2 Reading		
2	2.1	Close Reading	2
	2.2	Reading Comprehension	3
	2.3	Note Making and Paraphrasing	3
	2.4	Interpreting Graphs, Charts, Tables and Diagrams	3

	Module 3 Writing		
3	3.1	Scientific Papers and Lab Reports	4
	3.2	Letter Writing	3
	3.3	Resume and Cover Letter	4
	3.4	Essay Writing	3

	Module 4 Personal Attributes		
4	4.1	Goal setting and Time Management	2
	4.2	Presentation Skills	3
	4.3	Interview Skills	3
	4.4	Group Discussion	3

	Teacher Specific Module		12
	<i>A teacher can use this module to give further practice on the topics discussed in the previous modules or design activities like the ones given below. This module is for internal evaluation</i>		
5	<p>Lab Report Writing: Focus on teaching the structure, format, and language of lab reports, with practical exercises to reinforce these skills.</p> <p>Science Blogging: Encourage students to write blog posts about scientific topics for a general audience, improving their ability to communicate complex ideas simply and engagingly.</p> <p>Video Abstracts: Have students create short video abstracts summarizing their research projects, enhancing their skills in concise and visual communication.</p> <p>Peer Review Sessions: Implement peer review activities where students critique each other's scientific writing and presentations, fostering a collaborative learning environment.</p>		

Essential Readings:

1. Ahmad, Shahnawaz. *Ultimate English-Speaking Course*. Notion press, 2018.
2. Carver, Tina Kasloff, and Sandra Fotinos-Riggs. *A Conversation Book 1: English in Everyday Life, Teacher's Edition*. Pearson Education, 2007.
3. Hancock, Mark. *English Pronunciation in Use Intermediate with Answers*. CUP, 2012.
4. Hancock, Ophelia H. *Reading Skills for College Students*. Prentice Hall, 2003.
5. Kane, Thomas S. *The Oxford Essential Guide to Writing*. Oxford University Press, 2003
6. Kumar, Soma Mahesh. *Soft Skills: Enhancing Personal and Professional Success*. McGraw Hill. June 2023
7. Kumar, Yogesh. *Learn English: Your Guide to Everyday Conversation*. Independently Published, 2017.
8. Manser, Martin, and Stephen Curtis. *The Penguin Writer's Manual*. Penguin Books Ltd. 2002.
9. McKenna, Hazel J., Chang, Leo & Brinkerhoff, M. Roxanne (2023). *Numeracy. A Quantitative Reasoning Approach*. <https://uen.pressbooks.pub/uvumqr/>
10. Reynolds, Garr. *Presentation Zen: Simple Ideas on Presentation Design and Delivery*. Pearson Education, 2009.
11. Sadanand, Kamlesh and Susheela Punitha. *Spoken English: A Foundation Course*. Orient BlackSwan, 2022.
12. Shah, Arvind. *Handbook of Communication Skills & English Grammar*. 2021.

Assessment Rubrics:

Evaluation Type	Components		Marks
End Semester Evaluation	Theory		35
	Practical		15
	a)	Test paper / Viva Voce	15
	ESE Total		50
Continuous Evaluation	Theory		15
	a)	Test Paper - 1	5
	b)	Assignment	5
	c)	Seminar	5
	Practical		10
	a)	Listening Test	5
	b)	Speaking Activity	5
	CE Total		25
Total			75

Note: Practicums have only internal assessments.

KU1AECENG102: ENRICHING ENGLISH

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
1	AEC	100-199	KU1AECENG102	3	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
2	2	0	25	50	75	1.5

Course Description:

The course is designed to equip students with the essential language and interpersonal skills needed for success in the professional business environment. This course focuses on enhancing proficiency in English communication, including writing business emails, reports, and delivering presentations. It also emphasizes effective verbal communication in meetings, negotiations, and networking situations. Additionally, the course covers key soft skills such as teamwork, problem-solving, time management, emotional intelligence, and leadership. The course aims to prepare students to navigate and excel in various business contexts, fostering both their professional and personal growth.

Course Prerequisite: NIL**Course Outcomes:**

CO No.	Expected Outcome	Learning Domains
1	Acquire proficiency in using English language in professional business contexts, including writing emails, reports, and presentations with clarity, precision, and appropriate tone	U
2	Understand how different active listening techniques help in responding appropriately to diverse communication inputs.	U
3	Learn to collaborate efficiently in team projects and meetings, contributing constructively to discussions and decision-making processes.	U

4	Understand how emotional intelligence helps in managing emotions and resolving conflicts in professional interactions.	U
5	Learn how to adapt communication strategies to effectively address different business situations.	U

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

Mapping of Course Outcomes to PSOs

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

COURSE CONTENTS

Contents for Classroom Transaction:

M O D U L E	U N I T	DESCRIPTION	HOURS
1	Module 1: Listening and Speaking		
	1.1	Types of listening- Listening for detailed and specific information	2
	1.2	Speaking in Communication <ul style="list-style-type: none"> ○ Essentials of Effective Speaking ○ Familiarity with English Sounds ○ Phonetics.... Concept of Pronunciation in different eras.... Vowels... Diphthongs.... Consonants.... ○ Transcription... ○ Englishes not English.... Stress... Intonation... RP	4
	1.3	Introducing oneself and others - Giving directions and instructions	3
	1.4	Expressing gratitude, making requests, congratulating, apologizing	3

	Module 2: Reading		
2	2.1	Close Reading	2
	2.2	Reading Comprehension	3
	2.3	Paraphrasing and Summarising	3
	2.4	Interpreting Graphs, Charts, Tables and Diagrams	3

	Module 3: Writing		
3	3.1	Writing for professional communication <ul style="list-style-type: none"> ○ Business Letters ○ Orders and Replies ○ Invitation and Replies ○ Writing Circulars, Memos, Agendas, Notices 	5
	3.2	Report Writing (Newspapers and Events)	4
	3.3	Job Application (Cover Letter & Resume)	4
	3.4	Essay Writing	3

	Module 4: Personal Attributes		
4	4.1	Attitude & Emotional Intelligence	2
	4.2	Goal Setting & Time Management	2
	4.3	Leadership and Team Work	2
	4.4	Workplace Etiquette & Communication	3

	Teacher Specific Module		12
5	<i>A teacher can use this module to give further practice on the topics discussed in the previous modules or design activities like the ones given below. This module is for internal evaluation</i>		
	<p>Role-Playing Exercises: Simulate real business scenarios such as meetings, negotiations, and presentations to practice language skills and professional etiquette.</p> <p>Case Studies: Analyse real-world business case studies to develop critical thinking and problem-solving skills, and discuss communication strategies used in these cases.</p> <p>Business Correspondence Practice: Engage students in writing various types of business correspondence, including emails, reports, memos, and proposals, focusing on clarity, tone, and professionalism.</p> <p>Peer Review Sessions: Implement peer review activities where students critique each other's business writing and presentations, fostering a collaborative learning environment.</p>		

Essential Readings:

1. Ahmad, Shahnawaz. *Ultimate English-Speaking Course*. Notion press, 2018.
2. Carver, Tina Kasloff, and Sandra Fotinos-Riggs. *A Conversation Book 1: English in Everyday Life, Teacher's Edition*. Pearson Education, 2007.
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4. Kane, Thomas S. *The Oxford Essential Guide to Writing*. Oxford University Press, 2003
5. Kumar, Soma Mahesh. *Soft Skills: Enhancing Personal and Professional Success*. McGraw Hill. June 2023
6. Kumar, Yogesh. *Learn English: Your Guide to Everyday Conversation*. Independently Published, 2017.
7. Manser, Martin, and Stephen Curtis. *The Penguin Writer's Manual*. Penguin Books Ltd. 2002.
8. McKenna, Hazel J., Chang, Leo & Brinkerhoff, M. Roxanne (2023). Numeracy. A *Quantitative Reasoning Approach*. <https://uen.pressbooks.pub/uvumqr/>
9. Sadanand, Kamlesh and Susheela Punitha. *Spoken English: A Foundation Course*. Orient BlackSwan, 2022.
10. Shah, Arvind. *Handbook of Communication Skills & English Grammar*. 2021.

Assessment Rubrics:

Evaluation Type	Components	Marks
End Semester Evaluation	Theory	35
	Practical	15
	a) Test paper / Viva Voce	15
	ESE Total	50
Continuous Evaluation	Theory	15
	a) Test Paper- 1	5
	b) Assignment	5
	c) Seminar	5
	Practical	10
	a) Listening Test	5
	b) Speaking Activity	5
	CE Total	25
Total		75

Note: Practicums have only internal assessments.

KUIAECENG103: ENGAGING ENGLISH

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
1	AEC	100-199	KUIAECENG103	3	60

Learning Approach (Hours/Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
2	2	0	25	50	75	1.5

Course Description:

The course is designed to equip students with essential language and interpersonal skills required for personal and professional success. The course emphasizes the development of effective verbal and written communication in English, focusing on clarity, coherence, and confidence. Through interactive sessions, practical exercises, and real-world applications, students will enhance their ability to communicate effectively, collaborate with others, and navigate various social and professional settings with confidence and competence.

Course Prerequisite: NIL

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Acquire proficiency in verbal and written communication in English, including clarity, coherence, and appropriate language usage.	U
2	Learn to effectively convey ideas, information, and opinions in various personal and professional contexts.	U
3	Understand the key strategies for conveying ideas, information, and opinions in different contexts.	U
4	Acquire proficiency in communication style and strategies to suit different audiences and situations.	U
5	Understand the value of reflecting on personal communication skills and seeking continuous improvement opportunities.	U

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

Mapping of Course Outcomes to PSOs

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

COURSE CONTENTS

Contents for Classroom Transaction:

M O D U L E	U N I T	DESCRIPTION	HOURS
1	Module 1 Communication		
	1.1	Types of Communication	2
	1.2	Verbal and Non-verbal Communication	3
	1.3	Barriers and Strategies	2
	1.4	Workplace Communication	2
2	Module 2 Speaking		
	2.1	Introducing oneself and others	2
	2.2	Giving directions and instructions	3
	2.3	Expressing gratitude, making requests, congratulating, apologizing	4
	2.4	Group Discussion	3
3	Module 3 Reading		
	3.1	Close Reading	2
	3.2	Reading Comprehension	3
	3.3	Note Making, Paraphrasing, Summarising	4
	3.4	Interpreting Graphs, Charts, Tables and Diagrams	4

	Module 4 Writing		
4	4.1	Report Writing (Newspapers and Events)	3
	4.2	Writing Circulars, Minutes, Agendas, Letter Writing	4
	4.3	Resume and Cover Letter	4
	4.4	Essay Writing	3

	Teacher Specific Module	12
	<i>A teacher can use this module to give further practice on the topics discussed in the previous modules or design activities like the ones given below. This module is for internal evaluation</i>	
5	<p>Peer Review Sessions: Implement peer review sessions where students critique each other's written work and presentations, providing constructive feedback and fostering a collaborative learning environment.</p> <p>Interactive Theatre and Drama: Use interactive theatre and drama activities to enhance verbal and non-verbal communication skills, as well as to explore complex social issues.</p>	

Essential Readings:

1. Ahmad, Shahnawaz. *Ultimate English-Speaking Course*. Notion press, 2018.
2. Carver, Tina Kasloff, and Sandra Fotinos-Riggs. *A Conversation Book 1: English in Everyday Life, Teacher's Edition*. Pearson Education, 2007.
3. Hancock, Ophelia H. *Reading Skills for College Students*. Prentice Hall, 2003.
4. Kane, Thomas S. *The Oxford Essential Guide to Writing*. Oxford University Press, 2003
5. Kumar, Soma Mahesh. *Soft Skills: Enhancing Personal and Professional Success*. McGraw Hill. June 2023
6. Kumar, Yogesh. *Learn English: Your Guide to Everyday Conversation*. Independently Published, 2017.
7. Manser, Martin, and Stephen Curtis. *The Penguin Writer's Manual*. Penguin Books Ltd. 2002.
8. McKenna, Hazel J., Chang, Leo & Brinkerhoff, M. Roxanne (2023). *Numeracy. A Quantitative Reasoning Approach*. <https://uen.pressbooks.pub/uvumqr/>
9. Sadanand, Kamlesh and Susheela Punitha. *Spoken English: A Foundation Course*. Orient BlackSwan, 2022.
10. Shah, Arvind. *Handbook of Communication Skills & English Grammar*. 2021.

Assessment Rubrics:

Evaluation Type	Components	Marks
End Semester Evaluation	Theory	35
	Practical	15
	a) Test paper / viva voce	15
	ESE Total	50
Continuous Evaluation	Theory	15
	a) Test Paper- 1	5
	b) Assignment	5
	c) Seminar	5
	Practical	10
	a) Listening test	5
	b) Speaking activity	5
	CE Total	25
Total		75

Note: Practicums have only internal assessments.

KUIAECENG104: EVERYDAY ENGLISH

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
1	AEC	100-199	KUIAECENG104	3	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
2	2	0	25	50	75	1.5

Course Description:

The course is designed to equip students with essential language and interpersonal skills required for personal and professional success. The course emphasizes the development of effective verbal and written communication in English, focusing on clarity, coherence, and confidence. This course focuses on enhancing proficiency in English at all levels of communication namely, reading, writing, listening and speaking. Through interactive sessions, practical exercises, and real-world applications, students will be able to enhance their ability to communicate effectively, collaborate with others, and navigate various social and professional settings with confidence and competence.

Course Prerequisite: NIL

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Show proficiency in verbal and written communication in English, including clarity, coherence, and appropriate language usage.	R, U, A, C
2	Effectively convey ideas, information, and opinions in various personal and professional contexts.	R, U, A, C
3	Demonstrate skill in spoken communication, as well as in writing essays, formal and informal letters, and resume with clarity, coherence, and precision.	R, U, A, C
4	Present thoughts and ideas effectively, using appropriate communication techniques.	A, C
5	Build strong language and vocabulary through digital platforms and mobile applications	A, C

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

Mapping of Course Outcomes to PSOs

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

COURSE CONTENTS

Contents for Classroom Transaction:

M O D U L E	U N I T	DESCRIPTION	HOURS
1	Module 1: Essentials of Speech		18
	1.1	Fundamentals of Phonetics <ul style="list-style-type: none"> ● Phonemes ● Syllables ● Intonation, Stress, and Rhythm in Speech 	3
	1.2	Basics of Grammar <ul style="list-style-type: none"> ○ Parts of Speech ○ Determiners, Articles ○ Modals ○ Types of sentences: Declarative/Assertive, Imperative, Interrogative, Exclamatory ○ Types of sentences: Simple, Compound, Complex 	6
	1.3	Applied grammar and usage <ul style="list-style-type: none"> ○ Subject-Verb Agreement ○ Active and Passive Voice ○ Reported Speech ○ Tag Questions 	5
	1.4	Building Vocabulary: <ul style="list-style-type: none"> ○ Synonyms & Antonyms, Homonyms & Homophones, Eponyms, Prefixes & Suffixes ○ Phrasal Verbs and Idiomatic Expressions 	4

Module 2: Speaking		14	
2	2.1	Greeting and Introduction, engaging in small talk, making requests, seeking and granting permission, giving suggestions, giving directions, expressing gratitude and apology, making complaints	3
	2.2	Vocabulary and speech etiquettes in public places - on Road, Railway/ Bus stations, Bank, Restaurant, Movie Theatre	3
	2.3	Public Speaking Introducing different types of speeches <ul style="list-style-type: none"> ○ Persuasive, informative, argumentative, memorial, extemporaneous, ceremonial, impromptu Elements of effective public-speaking <ul style="list-style-type: none"> ○ Organising content ○ Body language-posture, hand movements, eye contact, facial expressions, gestures 	4
	2.4	Group discussion <ul style="list-style-type: none"> ○ Difference between Group Discussion and Debate ○ Etiquette and Mannerisms ○ Personality traits: Reasoning ability, Leadership, Openness, Assertiveness, Initiative, Attentive Listening 	4

Module 3: Writing		8	
3	3.1	Writing Paragraphs, Summaries, and Precis	2
	3.2	Essay Writing: Descriptive, Analytical, Argumentative	2
	3.3	Letter Writing: Business and Informal Letters	2
	3.4	Resumé and Cover Letter	2

Module 4: Digital platforms		8	
4	4.1	Building vocabulary through mobile applications <ul style="list-style-type: none"> ○ Quizlet ○ Quizizz ○ Vocabulary - Learn words daily Building vocabulary through mobile games <ul style="list-style-type: none"> ○ WORDLE ○ 7 Little Words ○ Word to Word ○ Vocabulary Builder 	2
	4.2	Learning language through games <ul style="list-style-type: none"> ○ Babbel ○ Hello Talk ○ Crossword ○ Learn English Grammar 	2

4.3	<p>Learning language through Podcasts</p> <ul style="list-style-type: none"> ○ 6-minute English podcast by BBC Learning English “The right way to say sorry” 27 July 2023 https://open.spotify.com/episode/1eawPEmlXX1KzP3fIFIVWw?si=gKVS09IWTqGmzB2L6OO9ag&t=276 ○ “Confused by modern idioms?” 28 July 2022 https://open.spotify.com/episode/21ONDBkci0o2UeEPyEl89y?si=3hhTe4ruTKudTREyqgNIsg&context=spotify%3Ashow%3A3CF9ANEicXGxEROA3cOryE&t=2 	2
4.4	<p>Learning vocabulary through podcasts</p> <ul style="list-style-type: none"> ○ Learn English Easily-Learn Vocabulary Episode1 https://open.spotify.com/episode/5Csz6a5kko3RyDHG0gaFBd?si=SZ8BNp5OTryB0LZhTWhhpw&t=339&context=spotify%3Ashow%3A2iz7MrjCfl6z8QP2B4Fe9u 	2

5	<p>Teacher Specific Module</p> <p><i>A teacher can use this module to give further practice on the topics discussed in the previous modules or design activities like the ones given below. This module is for internal evaluation</i></p> <p>Paragraph and Essay Writing: Focus on teaching the structure, format, and language of Paragraphs and Essays, with practical exercises to reinforce these skills.</p> <p>Blogging: Encourage students to write blog posts about literary or cultural topics for a general audience, improving their ability to communicate ideas simply and engagingly.</p> <p>Peer Review Sessions: Implement peer review activities where students critique each other’s creative writing (literary/ film reviews) and presentations, fostering a collaborative learning environment.</p>	12
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Essential Readings:

1. Stickler, Ursula. *Cambridge Elements: Technology and Language Teaching*. 2022.
2. Acker, Mike. *Speak with Confidence: Overcome Self-Doubt, Communicate Clearly, and Inspire Your Audience*. John Wiley & Sons, 2022.
3. Bala, Vijayan. *Improving Your English Skills: The Ideal Companion for English Improvement*. Wonder House, 2023.
4. Beebe, Steven A., and Susan J. Beebe. *Public Speaking Handbook*. Pearson Higher Ed, 2012.
5. *Everyday English Grammar and Composition*. Viva Education. 2023.
6. Kumar, Sanjay and Pushp Lata. *English Language and Communication Skills*. OUP, 2012.
7. Sadanand, Kamlesh and Susheela Punitha. *Spoken English: A Foundation Course*. Orient BlackSwan, 2022.

Suggested Readings:

1. Carver, Tina Kasloff, and Sandra Fotinos-Riggs: *A Conversation Book 1: English for Everyday Life. Teachers Edition*. Pearson Education, 2007.

2. Das, Sandip Kumar. *A Handbook of English Grammar and Vocabulary*. Blue Rose, 2023.
3. Kumar, Yogesh. *Learn English: Your Guide to Everyday Conversation*. 2017.
4. Michael McCarthy and Felicity O'Dell. *English Vocabulary in Use: Upper-Intermediate*. CUP, 2008.

Assessment Rubrics:

Evaluation Type	Components	Marks
End Semester Evaluation	Theory	35
	Practical	15
	a) Test paper / viva voce	15
	ESE Total	50
Continuous Evaluation	Theory	15
	a) Test Paper- 1	5
	b) Assignment	5
	c) Seminar	5
	Practical	10
	a) Listening test	5
	b) Speaking activity	5
	CE Total	25
Total		75

Note: Practicums have only internal assessments.

KU1MDCENG101: FILM NARRATIVES

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
1	MDC	100-199	KU1MDCENG101	3	45

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
3	0	0	25	50	75	1.5

Course Description:

The course aims to familiarize students with the fundamentals of film appreciation, without delving into the complexities of filmmaking and critical analysis. The course examines the evolution of film from its early days to contemporary cinema, highlighting significant movements from around the world. It exposes students to various genres in contemporary Indian and international films, allowing them to watch and appreciate these works. The course also encourages students to analyse films within their cultural, social, and historical contexts, fostering a deeper understanding of how cinema reflects and influences society. By the end of the course, students will be equipped with the knowledge and tools to critically evaluate films and articulate their insights effectively.

Course Prerequisite: NIL**Course Outcomes:**

CO No.	Expected Outcome	Learning Domains
1	Understand the basic grammar of films	U
2	Understand different themes in films	U
3	Differentiate genres and modes of films	U
4	Understand how a film offers a set of social, political and cultural ideas and questions through form and content.	U
5	Develop the ability to appreciate films	A

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

Mapping of Course Outcomes to PSOs

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

COURSE CONTENTS

Contents for Classroom Transaction:

M O D U L E	U N I T	DESCRIPTION	HOURS
1	Module 1 Language of Visual Culture		
	1.1	History of motion picture: Birth of cinema - silent period - the Classical Period - Evolution of Sound Cinema - Post War Period - the transition period - the Contemporary period - OTT Platforms (Guided Self Study)	2
	1.2	Film Movements: German Expressionism - Soviet Montage - Italian Neo Realism - French New Wave - Hollywood Cinema - Korean Cinema - Japanese cinema – Iranian Cinema - African Cinema - Indian Cinema - Malayalam Cinema	2
	1.3	Genres / types of Films: Action films, fantasy films, horror films, science-fictions, animations, Romantic Comedies, melodrama, short films, digital films	2
	1.4	Space and time in films (Guided Self Study)	2
2	Module 2 Basic aspects of Film Language		
	2.1	Cinematography: shot, long shot, medium shot, close up, deep focus shot, high angle shot, low angle shot, canted frame, masking, pan, tilt, tracking, zoom	2

	2.2	Sound: diegetic and non – diegetic sound effect, voice overs, special effects, sound editing, spotting, onscreen sounds and off-screen sounds, background and foreground music, dialogue tracks, music tracks (Guided Self Study)	2
	2.3	Editing: Chronological editing, Cross cutting, Montage, Continuity editing, Continuity cuts, Jump cuts, Match cuts, 30 Degree rule, 180 Degree rule - Long Take (Guided Self Study)	2
	2.4	Mise-en-scene: Setting, Props, Costume, Performance, Lighting and Colour	2

	Module 3 Indian Movies		10
3	3.1	<i>Ancham Pathira</i> . Midhun Manuel Thomas	
	3.2	<i>Pariyerum Perumal</i> . Mari Selvaraj (Guided Self Study)	
	3.3	<i>Devadas</i> . Sanjay Leela Bhansali (Guided Self Study)	
	3.4	<i>Elephant Whisperer</i> . Karthiki Gonsalves	

	Module 4 World Cinema		10
4	4.1	<i>Interstellar</i> . Christopher Nolan (Guided Self Study)	
	4.2	<i>The Willow Tree</i> . Majid Majidi	
	4.3	<i>Spirited Away</i> . Hayao Miyazaki	
	4.4	<i>I Dream in Another Language</i> . Ernesto Contreras (Guided Self Study)	

	Teacher Specific Module		9
5	<i>A teacher can use this module to give further practice on the topics discussed in the previous modules or design activities like the ones given below. This module is for internal evaluation</i>		
	The student is required to watch at least three films of their choice and write an appreciation in not less than 10 pages and submit to the teacher concerned. This may be used for internal evaluation.		

Essential Readings:

1. Bordwell, David, et al. *Film Art: An Introduction*. 13th edition, Mc Graw Hill Education, 2023
2. Giannetti, Louis and Scott Eyman. *Flashback: A Brief History of Film*. Pearson Education, 2009

3. Hayward, Susan. *Cinema Studies: The Key Concepts*. 2nd edition, Routledge, 2001
4. Sikov, Ed. *Film Studies: An Introduction*. Columbia University Press, 2010
5. Thompson, Kristin and David Bordwell. *Film History: An Introduction*. McGraw-Hill Higher Education, 2003

Suggested Movies to watch:

1. *Memories in March*. Directed by Sanjoy Nag, performances by Rituparno Ghosh and Deepti Naval, Reliance Entertainment, 2011.
2. *Mr. & Mrs. Iyer*. Directed by Aparna Sen, performances by Konkona Sen Sharma and Rahul Bose, Mega Bollywood, 2002.
3. *Devdas*. Directed by Bimal Roy, performances by Dilip Kumar, Vyjayanthimala, and Suchitra Sen, Bimal Roy Productions, 1955.
4. *Kumbalangi Nights*. Directed by Madhu C. Narayanan, performances by Shane Nigam and Soubin Shahir, Fahadh Faasil and Friends, 2019.
5. *The Kid*. Directed by Charlie Chaplin, performances by Charlie Chaplin and Jackie Coogan, First National Pictures, 1921.
6. *The Violinist*. Directed by Carlo Enciso Catu, performances by Carlo Enciso Catu and Jojit Lorenzo, Cinekatropa Productions, 2019.
7. *Dreams*. Directed by Akira Kurosawa, performances by Akira Terao and Mitsuko Baisho, Warner Bros., 1990.
8. *Home Coming*. Directed by Rao Xiaozhi, performances by Zhang Yi and Huang Bo, Beijing Jingxi Culture & Tourism Co., 2021.

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		50
Continuous Evaluation		25
a)	Test Paper- 1	5
b)	Test Paper-2	5
c)	Assignment	5
d)	Seminar	5
e)	Movie Review	5
Total		75

Note: Guided Self Study has only internal assessments.

KU1MDCENG102: VISUAL MEDIATIONS

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
1	MDC	100 -199	KU1MDCENG102	3	45

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
3	0	0	25	50	75	1.5

Course Description:

This course explores the complex world of visual media, examining how images and visual narratives shape our understanding of culture, society, and individual identity. Students will study a variety of visual media forms, including photography, film, television, digital media, and art, analysing their impact and significance. The course will introduce theoretical frameworks for critically engaging with visual texts, understanding their production, dissemination, and reception.

Course Prerequisite: NIL**Course Outcomes:**

CO No.	Expected Outcome	Learning Domains
1	Students are able to develop critical viewing skills	U

2	Students are able to critique advertisements with a focus on cultural elements.	A
3	Examine performative and artistic expressions within cultural contexts.	E
4	Analyse the influence of digital platforms on cultural production and class dynamics	An
5	Evaluate the impact and artistic value of digital performances and lectures.	E

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

Mapping of Course Outcomes to PSOs

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

COURSE CONTENTS

Contents for Classroom Transaction:

M O D U L E	U N I T	DESCRIPTION	HOURS
I	MODULE 1: Critical Viewing		
	1	“On Defining Visual Narratives” (Excerpts) Sherline Piementa and Ravi Pooviah.	2
	2	“John Berger/Ways of Seeing, Episode 2” (BBC Documentary) John Berger (Guided Self Study)	2
	3	“The Indian Cartoon: An Overview” E. P. Unni (Guided Self Study)	2
	4	“Blue Pencil” N. S. Madhavan	2

II	MODULE 2: Advertisements		
1	“All that Glitters.... Gold and the Indian Imaginary” (Excerpts) P. P. Ajayakumar		3
2	“Torches of Freedom: How the world’s first PR campaign came to be” Rakhi Chakraborty		3
3	““All the Mall’s a Stage’: The Shopping Mall as Visual Culture.” (Excerpts) Jeanne Van Eeden (Guided Self Study)		3
4	“India Debates Skin-Tone Bias as Beauty Companies Alter Ads.” Sameer Yasir and Jeffrey Gettleman. (Guided Self Study)		3

III	MODULE 3: Body and Performance		
1	“Exploring Theyyam Face: An Artistic Journey from Drawing to Kerala’s Rich Heritage.” - <i>Medium</i>		2
2	“Towards an Aesthetics of Sports.” Benjy Malings		2
3	“Instagram has largely replaced TikTok in India, and erased working-class creators.” Yashraj Sharma (Guided Self Study)		2
4	“Fillers, Filters and Facials: Can Art Hold up a Mirror to Cosmetic Surgery Culture” Sukayna Powell (Guided Self Study)		2

IV	MODULE 4: New Mediations		
1	“Photo Essays: Ideas and Examples.” - <i>Medium</i> (Guided Self Study)		2
2	“The Rise of Video Essays.” Leah Dietle		2
3.	“Performing Lectures.” Mindy Seu (Guided Self Study)		2
4.	“Video Games: 21 st Century Art.” Catherine Jewell		2

5	Teacher Specific Module		9
	<i>Directions</i>		

Equip students to create compelling visual narratives through photo and video essays.	9
Help students critically analyse digital performances and lectures, understanding their impact and artistic value.	
Help to integrate digital media and technologies in the creation of contemporary art forms.	

Essential Reading:

1. Berger, John. *Ways of Seeing*. 1972.
2. Mirzoeff, Nicholas: "What is Visual Culture?" *An Introduction to Visual Culture*.
3. Sherry Jr, John F. "Advertising as a Cultural System." *Marketing and Semiotics: New Directions in the Study of Signs for Sale*, edited by Jean Umiker-Sebeok, Mouton de Gruyter, 1986
4. Stokes, Jennifer and Bianca Price. "Social Media, Visual Culture and Contemporary Identity." *Proceedings of the 11th International Multi-Conference on Society, Cybernetics and Informatics*, 2017.

Suggested Reading:

1. Darley, Andrew. *Visual Digital Culture: Surface, Play and Spectacle in New Media*, Routledge, 2000.
2. Ehrlich, Nea. *Animating Truth: Documentary and Visual Culture in the 21st Century*. Edinburgh University Press, 2021. *JSTOR*, www.jstor.org/stable/10.3366/j.ctv1hm8gpd.
3. Herrmann, Anne. "Shopping for Identities: Gender and Consumer Culture." *Feminist Studies*, vol. 28, no. 3, 2002, pp. 539–49. *JSTOR*, <https://doi.org/10.2307/3178785>.

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		50
Continuous Evaluation		25
a)	Test Paper- 1	5
c)	Assignment	5

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d)	Seminar	5
e)	Movie Review	5
f)	Viva-Voce	5
Total		75

Note: Guided Self Study has only internal assessments.

KU1MDCENG103: ENGLISH AND ARTIFICIAL INTELLIGENCE

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
1	MDC	100-199	KU1MDCENG103	3	45

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
3	0	0	25	50	75	1.5

Course Description:

In this course, students will explore the dynamic intersection of artificial intelligence and digital literature, delving into how AI technologies are reshaping the landscape of literary creation, consumption, and analysis. Through a combination of theoretical discussions, hands-on activities, and case studies students will investigate the ethics of AI in generating, interpreting, and interacting with digital literary works.

Course Prerequisite: NIL

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Students will gain an awareness of the fundamental concepts and theories surrounding large language model based artificial intelligence, including syntax, semantics, machine learning, and natural language processing.	U
2	Students will be equipped with the necessary know-how to implement and evaluate basic machine learning algorithms developed for language-related tasks, such as neural networks, transformers, and other deep learning models.	E

3	Students will gain an awareness of the impact of artificial intelligence in society and culture.	U
4	Students will be familiar with the different ways in which human beings have engaged with and imagined artificial intelligence, particularly through novels, films and short stories.	An
5	Students will critically evaluate the strengths and limitations of various AI approaches to language processing, and understand the ethical considerations of AI technologies relating to creative writing and plagiarism.	E

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

Mapping of Course Outcomes to PSOs

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

COURSE CONTENTS

Contents for Classroom Transaction:

M O D U L E	U N I T	DESCRIPTION	HOURS

I MODULE 1: INTRODUCTION		
1	AI-Driven Linguistic Creativity: How AI is Unlocking New Possibilities in Language and Literature. Pipplet Team	3
2	“LLMs and Language Learning” Madelyn Graves	2
3	“Intellectual Property & Artificial Intelligence: Chat GPT – A Battle Against Plagiarism in the Realm of Academic Essays” Cherry Makena (Guided Self Study)	2
4	“Regulating deepfakes and generative AI in India” Aaratrika Bhaumik. (Guided Self Study)	2

II MODULE 2: LITERATURE AND AI		
1	“Literary Special 2023: A Writer Outsources Her Work” Meena Kandasamy	2
2	“Cyberpunk” Bruce Bethke (Guided Self Study)	2
3	“Professor Shonku and Robu” Satyajit Ray. (Guided Self Study)	2
4	“Robot Dreams” Issac Asimov	2

III MODULE 3: CULTURE AND AI		
1	AI Take-Over in Literature and Culture: Truth, Post-Truth, and Simulation (Excerpts)	2
2	“Artists’ Perspective: How AI Enhances Creativity and Reimagines Meaning” Sachin Waikar	2
3	“Human Touch” Karishma Mehrotra (Guided Self Study)	2
4	“A.I. for Writers: The Dance Between Art and Productivity”. Michael Orr (Guided Self Study)	2

IV MODULE 4: ART IN THE AGE OF AI		
1	“How Artificial Intelligence Is Impacting Our Everyday Lives” Ilija Mihajlovic - <i>Medium</i>	3
2	“Art in the Age of Artificial Intelligence” Joshua Krook (Guided Self Study)	3
3.	“Preventing AI Art Plagiarism.” Emma Ehan (Guided Self Study)	3

	4.	“Found in Translation” Amal Shiyas	2
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		Teacher Specific Module	9
5		<i>A teacher can use this module to give further practice on the topics discussed in the previous modules or design activities like the ones given below. This module is for internal evaluation</i>	
		Teachers can use any LLM AI to conduct the following activities in the classroom: Chatting with a popular fictional character, making notes using AI, translation from regional language to English, generating stories and poems, fanfiction, etc.	9

Essential Reading/Viewing

1. Ishiguro, Kazuo. *Klara and the Sun*. Faber & Faber, 2021.
2. Jonze, Spike, director. *Her*. Warner Bros. Pictures, 2013.
3. Poduval, Ratheesh Balakrishna. *Android Kunjappan Ver 5.25.*, 2019.

Suggested Reading/Viewing

1. Cave, Stephen and Kanta Dihal. *Imagining AI: How the World Sees Intelligent Machines*. Oxford University Press, 2023
2. Bostrom, Nick. *Superintelligence: paths, dangers, strategies*. 2014

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		50
Continuous Evaluation		25
a)	Test Paper- 1	5
c)	Assignment	5
d)	Seminar	5
e)	Book/ Article Review	5
f)	Viva-Voce	5
Total		75

Note: Guided Self Study has only internal assessments.

KU1DSCENG101: POETRY IN ENGLISH

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
1	DSC	100-199	KU1DSCENG101	4	75

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
3	2	0	35	65	100	1.5

Course Description:

Poetry in English is designed to provide students with an understanding of various poetic utterances from different historical periods and cultural contexts. The course will cover a range of literary pieces and creative approaches. The students will explore the diversity of literary expressions and develop essential skills for interpreting and appreciating literature. Students will examine key elements of literary analysis. In addition, students will engage with critical perspectives and theoretical frameworks that enhance their understanding of literature as both art and cultural artifact. This course serves as foundation for further study in literature and related disciplines.

Course Prerequisite: Proficiency in English language.

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Students, through exposure to a variety of poems across different periods, and cultural contexts, will understand and appreciate and critically analyse diverse forms of utterances.	U
2	Students will understand the cultural and historical contexts in which poems were produced, including how social, political, and economic factors determine both the content and reception of	An

	literature.	
3	Students will develop an awareness of ethical issues related to literature, including questions of representation, authorship, and cultural appropriation, and will learn to engage with these issues.	An
4	Students will learn the value of lifelong learning in the study of literature and culture, and will be equipped with the skills and knowledge necessary to continue exploring and engaging with literary texts beyond the class and canon.	A, C
5	Students will understand the interdisciplinary nature of literary studies, recognizing connections between literature and other fields and appreciating how these connections enhance their ability in the understanding of both literature and the world around them.	E

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

Mapping of Course Outcomes to PSOs

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

COURSE CONTENTS

Contents for Classroom Transaction:

M O D U L E	U N I T	DESCRIPTION	HOURS 75
1	MODULE 1: English Literatures		20
	1	“Sonnet 18” William Shakespeare	3
		“On Shakespeare. 1630” John Milton (Guided Self Study)	2
	2	“The Tiger” William Blake	3
		“The Jaguar” Ted Hughes (Guided Self Study)	2
	3	“Ozymandias” P.B. Shelley	3

		“A Peasant” R. S. Thomas (Guided Self Study)	2
	4	“Stopping by Woods on a Snowy Evening” Robert Frost	3
		“I’m wife; I’ve finished that” Emily Dickinson. (Guided Self Study)	2

		MODULE 2 Indian Literatures	12
2	1	“Where the Mind is Without Fear” Ravindranath Tagore	3
	2	“Where the Mind” Ayyappa Paniker	3
	3	“Background Casually” Nissim Ezekiel	3
	4	“An Introduction” Kamala Das	3

		MODULE 3 Literatures in Translation	12
3	1	“Tonight I Can Write” Pablo Neruda	3
	2	“The Last Toast” Anna Akhmatova	3
	3	“The Animal Trainer” Vijayalakshmi	3
	4	“Krishna” Savithri Rajeevan	3

		MODULE 4 New Perspectives	16
4	1	“Travellers on Foot” E. V. Ramakrishnan (Guided Self Study)	2
		“Panting” Madhavan Purachery (Guided Self Study)	2
	2	“Mulligatawny Dreams” Meena Kandasamy (Guided Self Study)	2
		“My English” Aleena Aakashmittayi (Guided Self Study)	2
	3	“Hijada” Vijayarajamallika	2
		“Poem 1” Tito Mukhopadhyay	2
	4	“Forest” Sukumaran Chaligatha	2
		“Ramayanam” Dhanya Vengachery	2

		Teacher Specific Module	15
5		<i>Directions</i>	
		<i>A teacher can use this module to give further practice on the topics discussed in the previous modules or design activities like the ones given below. This module is for internal evaluation</i>	
		Introduce major and minor narratives and also literary discourses like counter writings, translation, adaptation, reviews etc. to students to demystify the act of writing and utterances.	15

Essential Readings:

1. Greenblatt, Stephen, et al., editors. *The Norton Anthology of English Literature*, 2006.
2. Eagleton, Terry. *How to Read a Poem*. Blackwell Publishing, 2007.
3. Thayil, Jeet, editor. *The Penguin Book of Indian Poets*. Penguin, 2022.
4. Tharu, Susie, et al., editors. *A World of Equals*. Orient BlackSwan, 2022.

Suggested Readings:

1. Muraleedharan, K. C. editor. *Reading Literature in English*. Foundation Books, 2009.
2. Ramakrishnan E. V. “Translation and Malayalam Literary Sensibility: A Note on How it all Began.” *Malayalam Literature in Translation*, edited by C. R. Murukan Babu. MainSpring Publishers, 2016, pp. 27-32.

Assessment Rubrics:

Evaluation Type	Components	Marks
End Semester Evaluation	Theory	50
	Practical	15
	a) Test paper / Viva Voce	15
	ESE Total	65
Continuous Evaluation	Theory	25
	a) Test Paper	10
	b) Close reading/Translation	5
	c) Assignment	5
	d) Seminar/ Viva Voce	5
	Practical	10
	a) Presentations/ Debates	5
	b) Field Visit	5
	CE Total	35
Total		100

Note: Guided Self Study and Practicums have only internal assessments.

KU1DSCENG102: HISTORY OF ENGLISH LANGUAGE

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
1	DSC	100-199	KU1DSCENG102	4	75

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
3	2	0	35	65	100	1.5

Course Description:

This course covers the history and evolution of the English language from its beginnings to today, focusing on key changes and influences. The course discusses invasions, migrations, cultural exchanges, and the impact of technology on language development. Students will study word origins and meaning changes, and explore dialects influenced by different regions and cultures. They will also examine the global spread of English and how people from different cultures have engaged with it. By the end, students will understand the History of English Language in the broader context of the relationship between language and society.

Course Prerequisite: Nil

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Students will be able to explain the major historical phases of the English language, including Old English, Middle English, Early Modern English, and Modern English, identifying key linguistic changes and influences at each stage.	U

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2	Students will demonstrate the ability to trace the etymology of English words and understand how meanings and usages have evolved over time, illustrating the dynamic nature of the language	A
3	Students will analyse the various external and internal factors that have influenced the development of English, including the impact of invasions, migrations, cultural exchanges, and technological advancements.	An
4	Students will recognize and describe significant dialectal variations and changes in English across different regions and periods, understanding how socio-political and cultural contexts shape language diversity.	An
5	Students will evaluate the historical spread of English around the world, understanding its role as a global lingua franca, and discuss the implications of its widespread use on local languages and cultures.	E

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

Mapping of Course Outcomes to PSOs

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

COURSE CONTENTS

Contents for Classroom Transaction:

M O D U L E	U N I T	DESCRIPTION	HOURS

MODULE 1: The Origins of English		15	
1	1	Indo-European Family of Languages, Anglo-Saxon Period, Norman Conquest, Old English, Middle English. (Guided Self Study)	3
	2	Modern English Period, Latin and Greek influence, Loan Words, words coined by Shakespeare, Bible Translation. (Guided Self Study)	4
	3	Dr Johnson's Dictionary, The Great Vowel Shift, Pidgins and Creoles, Evolutions of Standard English.	4
	4	English in India: Macaulay's Minutes, English as Language of Administration, Three language formula in education, English as a lingua franca.	4

MODULE 2: English Goes Global		15	
2	1	Jacob Mikanowsky. "Behemoth, Bully, Thief: How the English Language is Taking Over the Planet" (Guided Self Study)	3
	2	Keith Johnson. "Crossing the Atlantic: Noah Webster and American English" (Excerpt: "A New Dictionary for a New Language") (Guided Self Study)	4
	3	Seth Lerer. "English in the World" (Excerpt: "English in South Asia")	4
	4	Amy Tan. "Mother Tongue"	4

MODULE 3: Multiple Englishes		15	
3	1	Chimamanda Ngozi Adichie. "The Danger of a Single Story" (Guided Self Study)	3
	2	James Baldwin. "If Black English isn't Language, Then Tell me, What is?" (Guided Self Study)	4
	3	Kalpna Mohan. "Introduction: A Killer Language" (Excerpts)	4
	4	P. P. Ajayakumar. "English in India: Demystifying the Canon."	4

	MODULE 4: Worldling English		15
4	1	John McWhorter. “The Secret Lives of Words” (Guided Self Study)	3
	2	Seth Lerer. “Twenty-First-Century English” (Excerpt: “Internet and Social Media English”) (Guided Self Study)	4
	3	Emma Goldberg. “The New Words for Our New Misery”	4
	4	Rebecca Mead. “The Common Tongue of Twenty-First-Century London”	4

	Teacher Specific Module		15
5	<i>Directions</i>		
	<i>A teacher can use this module to give further practice on the topics discussed in the previous modules. This module is for internal evaluation</i>		
	Students should be made aware of changing trends in language, particularly social media influences on English.		15

Essential Readings:

1. Krishnaswamy. Lalitha and N Krishnaswamy. *The Story of English in India*.
2. Lerer, Seth. *The History of English Language, 2nd Edition*. The Great Courses.

Suggested Readings:

1. Pillière, Linda, et al. *Standardising English: Norms and Margins in the History of the English Language*, Cambridge University Press, 2018
2. Johnson, Keith. *Landmarks in the History of English Language*, Routledge, 2024
3. Trudgill, Peter. *The Long Journey of English: A Geographical History of the Language*, Cambridge University Press, 2023.

Assessment Rubrics:

Evaluation Type	Components		Marks
End Semester Evaluation	Theory		50
	Practical		15
	a)	Test paper / Viva Voce	15

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	ESE Total	65
Continuous Evaluation	Theory	25
	a) Test Paper	10
	b) Classroom Activity	5
	c) Assignment	5
	d) Seminar	5
	Practical	10
	a) Presentations/ Debates	5
	b) Field Visit	5
	CE Total	35
Total	100	

Note: Guided Self Study and Practicums have only internal assessments.

KU1DSCENG103: LIFE WRITINGS

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
1	DSC	100-199	KU1DSCENG103	4	75

Learning Approach (Hours/Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
3	2	0	35	65	100	1.5

Course Description:

This course explores the multifaceted genre of Life Writing, encompassing diverse forms such as biography, autobiography, memoir, and more. Through examining these genres, students will delve into the intricacies of personal narrative and its intersection with historical, cultural, and social contexts. The course will discuss themes such as identity, memory, and personal history. By the end of the semester, students will be able to critically engage with life writing and even create some of their own.

Course Prerequisite: NIL**Course Outcomes:**

CO No.	Expected Outcome	Learning Domains
1	The foundations of Life Writing will have been established.	U
2	The skill to identify how life writing has been used over the decades by different writers as a unique form to address their self will have been achieved.	A
3	To equip the students for an intersectional approach towards various narratives they encounter.	A
4	The knowledge to analyse the prescribed texts focusing on the	An

	special aspects of life writings using theoretical readings will have been acquired.	
5	To problematise the experiential truth in life writings and by doing so to open new research opportunities	E

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

Mapping of Course Outcomes to PSOs

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

COURSE CONTENTS

Contents for Classroom Transaction:

M O D U L E	U N I T	DESCRIPTION	HOURS
I	MODULE TITLE 1: Introduction to Life Writings		15
	1	Biography, Autobiography, Memoir, Diary	4
	2	Autobiographical Fiction, Memory, Bildungsroman, Letters,	4
	3	Autobiographical acts, Biopic, History and Autobiography, Testimonio (Guided Self Study)	4
	4	Intersectionality, Experience, Autobiographical Truth, Personal Essay (Guided Self Study)	3
II	MODULE 2: Autobiography to Life Writing		15
	1	Jawaharlal Nehru. "A Birthday Letter." <i>Glimpses of World History</i> . (Guided Self Study)	3

2	Dr Babasaheb Ambedkar. "A Childhood Journey to Goregaon Becomes a Nightmare." <i>Waiting for a Visa</i> .	5
3	Kamala Das. "The Humiliation of a Brown Child in a European School," <i>My Story</i> .	4
4	Bama. <i>Karukku</i> (Chapter 1 & 2) (Guided Self Study)	3

III	MODULE 3: Life Writing and Activism	15
1	BebīKāmbale. <i>The Prisons We Broke</i> (Chapter 1) (Guided Self Study)	3
2	Sally Morgan. <i>My Place</i> (A Black Grandmother) (Guided Self Study)	4
3	John M Hull. <i>Touching the Rock</i> (Facial Vision, I See What You Mean, Stairs and Escalators, Iona Abbey)	4
4	A. Revathi. <i>The Truth About Me: A Hijra Life Story</i> (Chapter 4)	4

IV	MODULE TITLE: Forms of Life Writings	15
1	Aleena Aakashmittayi. "My Savarna Friend"	3
2	Sukirtharani. "A Dalit Poet's Explorations into Discrimination and the Female Body." Interview by Divya Karthikeyan. (Guided Self Study)	4
3	E. V. Ramakrishnan. "A Night in the City"	4
4	Oliver Sacks. Excerpts from "The Man Who Mistook His Wife for a Hat." <i>The Man Who Mistook His Wife for a Hat</i> (Guided Self Study)	4

	Teacher Specific Module	15
5	<i>Directions: A teacher can use this module to give further practice on the topics discussed in the previous modules or design activities. This module is for internal evaluation</i>	
	Familiarise students with the narrative strategies employed in various life writings and encourage them to generate their own memoirs based on their own experiences	15

Essential Reading/Viewing

1. E.V. Ramakrishnan. "Self and Society; The Dalit Subject and the Discourse of Autobiography." *Indigenous Imaginaries: Texts, Traditions, Translations*. Orient Blackswan, 2017.
2. Sharmila Rege: "Introduction." *Writing Caste Writing Gender: Narrating Dalit Women's Testimonios*. Zubaan, 2006.
3. *Gandhi*. Directed by Richard Attenborough, Columbia Pictures, 1982.

Suggested Reading/Viewing:

1. Yogesh Maitreya. *Water in a Broken Pot*.

2. *Mother Forest: The Unfinished Story of C.K. Janu.*
3. *Dr. Babasaheb Ambedkar.* Directed by Jabbar Patel, The Mooknayak, 2000

Assessment Rubrics:

Evaluation Type	Components	Marks
End Semester Evaluation	Theory	50
	Practical	15
	a) Test paper / viva voce	15
	ESE Total	65
Continuous Evaluation	Theory	25
	a) Test Paper	10
	b) Memoir/ diary writings	5
	c) Assignment	5
	d) Seminar	5
	Practical	10
	a) Presentations/ debates	5
	b) Field Visit	5
	CE Total	35
Total		100

Note: Guided Self Study and Practicums have only internal assessments.

KU1DSCENG104: MULTIPLE VOICES

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
1	DSC	100-199	KU1DSCENG104	4	75

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
3	2	0	35	65	100	1.5

Course Description

This course is designed to explore the literary works on marginalised section including Dalit, Adivasis, women, Transgender, disabled persons and ethnic minorities. By delving into literature students will gain an understanding of the social, cultural and political forces that shape the experience of marginalised groups. This course will examine themes such as identity, power, resistance and resilience. The course aims to foster a deeper understanding of the complexities of marginality and the Importance of inclusive narratives in promoting equity.

Course Outcomes

CO No.	Expected Outcome	Learning Domains
1	Students recall concepts, terms and historical contexts related to marginalised communities	R
2	Students understand the experiences and challenges faced by the marginalised people	U
3	Students relate historical and contemporary issues of marginalisation to current events	A
4	Students analyse various narratives and examine how power dynamics are portrayed in those forms of expressions	An
5	Students create solutions addressing issues of marginalisation	C

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

Mapping of Course Outcomes to PSOs

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

COURSE CONTENTS

Contents for Classroom Transaction:

M O D U L E	U N I T	DESCRIPTION	HOURS
I	MODULE 1:		15
	1	“In search of Our Mother’s Gardens” Alice Walker	4
	2	“Can the Subaltern Speak” Gayatri Chakravorty Spivak (Guided Self Study)	4
	3	“The Social Model of Disability” (Excerpts) Tom Shakespeare	4
	4	“Confronting Class in the Class Room” bell hooks (Guided Self Study)	3
II	MODULE 2:		15
	1	<i>The God of Small Things</i> (Chapter 5) Arundhati Roy (Guided Self Study)	3
	2	<i>The Dowry Bride</i> (Excerpts from Chapter 2) Shobhana Bantwal (Guided Self Study)	4
	3	<i>Eri</i> (Chapters 1,2&3) Pradeepan Pampirikunnu	4
	4	“Dakshayani Velayudhan – A Biographical Sketch” Meera Velayudhan	4
III	MODULE 3:		15
	1	“A Wife’s letter”. Rabindranath Tagore	3
	2	“The Poisoned Bread”. Bandhu Madhav (Guided Self Study)	4

	3	“The Arrangers of Marriage” Ngozi Adichie (Guided Self Study)	4
	4	“Adiyar Teacher” ThahaMadayi	4

IV	MODULE 4:		15
	1	“An Introduction” Kamala Das	4
	2	“I Am Not One of The” Cheryl Marie Wade (Guided Self Study)	4
	3.	“Phallus I Cut” Kalki Subrahanyan (Guided Self Study)	4
	4.	“The Wasteland” Vijila Chirapadu	3

	Teacher Specific Module		15
5	<i>Directions: A teacher can use this module to give further practice on the topics discussed in the previous modules or design activities. This module is for internal evaluation</i>		
	Sensitize students about class, caste and gender disparities within the classroom		15

Essential Readings:

1. Davis, Lennard J. *The Disability Studies Reader*
2. Gee Imaan Semmalar. “Structural Violence and the Trans Struggle for Dignity.”
3. Gopal Guru. “Dalit Women Talk Differently.”

Suggested Readings

- Ngugi Wa Thiong’ o. *Decolonising the Mind: The Politics of Language in African Literature*. James Currey, 1986
- Davis, Angela. *Women, Race & Class*. Vintage Books, 1983
- Spivak, Gayatri Chakravorty. “Can the subaltern speak?” *Reflections on the History of an Idea* (1988)
- hooks, bell. *Ain ’I a Woman: Black Women and Feminism*. South End Press, 1981
- Angelou, maya. *I know why the Caged Bird sings*. Random House, 1969
- Roy, Arundathi discusses’ *The God of Small Things* on Book Club: BBC Radio 4 Book Club (Oct.4,2011) at <http://www.youtube.com/watch?v=vAA DoKnn5Hg>
- Omvedt, Gail. *Dalit Visions: The Anti-Caste Movement and the Construction of an Indian Identity*. Orient Longman, 2006

Bandhu Madhav: *A Progenitor of Dalit*

Literature.<https://thesatyashodhak.com/2021/02/26/bandhu-madhav-the-primpgenito-of-dalit-literature/>

A.N. Dwivedi, *Kamala Das and Her Poetry*, New Delhi: Atlantic Publishers, 2000.

Shakespeare, T., & Watson, N. (1997). *Defending the social model. Disability and Society*12(2), 293-300

Satyanarayana and Susie Tharu. ed. *No Alphabet in Sight: New Dalt writing form South India*. Penguin books,2011

Nandha, Serena. *Neither Man nor Woman: The Hijras of India*. Wordsworth Publishing, 1999.

Dasan, M. et al. "General Introduction." *The Oxford Anthology of Malayalam Dalit Writing*. OUP, 2012, pp. xiii-xxxiii.

Assessment Rubrics:

Evaluation Type	Components	Marks
End Semester Evaluation	Theory	50
	Practical	15
	a) Test paper / viva voce	15
	ESE Total	65
Continuous Evaluation	Theory	25
	a) Test Paper	10
	b) Classroom Activity	5
	c) Assignment	5
	d) Seminar	5
	Practical	10
	a) Presentations/ debates	5
	b) Field Visit	5
	CE Total	35
Total		100

Note: Guided Self Study and Practicums have only internal assessments.

KU1DSCENG105: NEW LITERATURES

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
1	DSC	100-199	KU1DSCENG105	4	75

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
3	2	-	35	65	100	1.5

Course Description:

This course is designed for the students to derive enjoyment and inspire thinking from reading and learning English language and literature from around the world, both original and translation. Exploring a wide range of literary works from Asia, Africa, The Caribbean and the Global North, the proposed course would open up new vistas for the students. The reader-student will travel through various cultural geographies, engage with contemporary themes and mentalities and learn intricacies of the language.

Course Prerequisite: NIL

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Students will be introduced to the literature in English from various regional, cultural, social, and political locations.	U
2	Students will learn to read and appreciate different genres and writers.	A

3	Students will understand terms, ideas and concepts in critical theory.	U
4	Students will familiarize with the nuances of narrative structures and themes.	U
5	Students will critically analyse the ideological issues embedded in literary works.	An

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

Mapping of Course Outcomes to PSOs

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

COURSE CONTENTS

Contents for Classroom Transaction:

M O D U L E	U N I T	DESCRIPTION	HOURS
		Module 1: Poetry	15
1	1	“We Are Going” Oodgeroo Noonucca	4
	2	“This is a Photograph of Me” Margaret Atwood	4
	3	“The Ballad of The Landlord” Langston Hughes (Guided Self Study)	4
	4	“A Far Cry from Africa” Derek Walcott (Guided Self Study)	3

	Module 2: Short Stories	15	
2	1	“Adam, One Afternoon” Italo Calvino	4
	2	“Swimming Lessons” Rohinton Mistry	4
	3	“In Other Rooms, Other Wonders” Danial Mueenuddin (Guided Self Study)	4
	4	“Rag Doll” (<i>Africa 39</i>) Okwiri Oduor (Guided Self Study)	3

	Module 3: Novels	15	
3	1	<i>A Case of Exploding Mangoes</i> (Prologue) Mohammad Hanif	3
	2	<i>Funny Boy</i> (Chapter 1: “Pigs Can’t Fly”) Shyam Shelvadurai (Guided Self Study)	4
	3	<i>Until August</i> (Chapter 1) Gabriel Garcia Marquez (Guided Self Study)	4
	4	<i>Anthill</i> (“Dr Pris Augustine’s Clinic”) Vinoy Thomas	4

	Module 4: Autobiography/Memoir	15	
4	1	<i>Persepolis: The Story of a Childhood</i> (Chapter 1 to 5) Marjane Satrapi (Guided Self Study)	3
	2	<i>When Breath Becomes Air</i> (Excerpts from Part 1) Paul Kalanithi	4
	3	<i>Notes on Grief</i> (Chapters 4, 5, 7 and 8) Chimamanda Ngozi Adichie	4
	4	<i>Knife: Meditations After an Attempted Murder</i> (Chapter 1) Salman Rushdie (Guided Self Study)	4

	Teacher Specific Module	15
5	<i>Directions</i>	
	Contextualise how themes of identity, diaspora, resistance and liberation, cultural hybridity. etc inform newly emerging literary practices. Contemporary trends such as digital mediations, social media driven narratives influence global storytelling practices.	15

Essential Readings:

1. Bose, Brinda. *Translating Desire*. Katha, 2002.
2. Devy, G.N. *After Amnesia: Tradition and Changes in Indian Literary Criticism*. Orient Longman and Sangam Books, 1992
3. Kumar, Udaya. *Writing The First Person: Literature, History, and Autobiography in Modern Kerala*. Permanent Black. 2017.
4. Mukherji, Minakshi. *The Twice Born Fiction*. Heinemann, 1971.
5. Ricci Ronit, Jan Van der Putten. *Translation in Asia: Theories, Practices, Histories*. Routledge, 2014.
6. Vishwanathan, Gauri. *Masks of Conquest: Literary Study and British Role in India*. Columbia University Press, 1989.

Assessment Rubrics:

Evaluation Type	Components	Marks
End Semester Evaluation	Theory	50
	Practical	15
	a) Test paper / viva voce	15
	ESE Total	65
Continuous Evaluation	Theory	25
	a) Test Paper	10
	b) Classroom activities	5
	c) Assignment	5
	d) Seminar	5
	Practical	10
	a) Presentations/ debates	5
	b) Field Visit	5
	CE Total	35
	Total	

Note: Guided Self Study and Practicums have only internal assessments.

SEMESTER II**KU2AECENG105: ENGLISH IN CONTEXT**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
2	AEC	100-199	KU2AECENG105	3	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
2	2	0	25	50	75	1.5

Course Description:

This course is designed to foster students' ability to create imaginative and engaging written works by utilizing various literary techniques and elements such as character development, plot construction, and stylistic devices. It intends to equip students to produce clear, concise, and effective technical documents, including manuals, reports, and proposals. It also intends to develop students' ability to engage in constructive peer reviews and collaborative writing exercises, enhancing their capacity to give and receive feedback effectively.

Course Prerequisite: NIL**Course Outcomes:**

CO No.	Expected Outcome	Learning Domains
1	Recall the rules of English grammar, including syntax, punctuation, and sentence structure.	R
2	Understand literary techniques such as imagery, symbolism, and metaphor used in creative writing.	U
3	Understand the principles of technical writing	U
4	Identify and correct grammatical errors in written texts.	A
5	Learn to analyse and critique both creative and technical texts to understand the strengths and weaknesses of each.	An

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

Mapping of Course Outcomes to PSOs

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

COURSE CONTENTS

Contents for Classroom Transaction:

M O D U L E	U N I T	DESCRIPTION	HOURS 60
1	Module 1: Grammar Usage 1		16
	1.1	Importance of proper language usage – Introduction to Parts of Speech – Nouns and Pronouns	
	1.2	Verbs (Gerund, Infinitive, Modals and Auxiliaries) Tenses	
	1.3	Adjectives and Adverbs, Degrees of Comparison	
	1.4	Prepositions and Conjunctions	
2	Module 2: Grammar Usage 2		14
	2.1	Sentence Structure – Subject, Predicate and Object	
	2.2	Basic Sentence Types – Simple, Compound and Complex Sentences	
	2.3	Subject Verb Agreement, Common Errors in Sentence Structure	
	2.4	Punctuation and Capitalisation	
3	Module 3 Creative Writings		12
	3.1	Picture/ Object Description	
	3.2	Outline Story	
	3.3	Diary Entry, Blog Writing	

	3.4	Poem/ Short Story Writing	
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4	Module 4 Technical Writings		13
	4.1	Reviews – Book, Movie, Web Series	
	4.2	Analysis of Literary Narratives	
	4.3	Report Writing and SOP	
	4.4	Preparing Questionnaires,	

5	Teacher Specific Module		5
	<i>A teacher can design activities like the ones given below for internal evaluation</i>		
	1.	Encourage students to join online writing communities or forums where they can share their work and receive feedback from a broader audience.	
	2.	Organize field trips to places like publishing houses, technical writing firms, or literary events to give students real-world insights into writing careers.	

Essential Readings:

1. *How to Write and Speak Better*. Reader’s Digest. 1989.
2. Kane, Thomas S. *The Oxford Essential Guide to Writing*. Oxford University Press, 2003
3. Manser, Martin, and Stephen Curtis. *The Penguin Writer's Manual*. Penguin Books Ltd. 2002.
4. Reynolds, Garr. *Presentation Zen: Simple Ideas on Presentation Design and Delivery*. Pearson Education, 2009.
5. Swan, Michael. *Practical English Usage*, OUP, 2016

Assessment Rubrics:

Evaluation Type		Components	Marks
End Semester Evaluation		Theory	35
		Practical	15
		a) Test Paper / Viva Voce	15
		ESE Total	50
Continuous Evaluation		Theory	15

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	a)	Test Paper	5
	b)	Assignment I – Creative Writing	5
	c)	Assignment II – Technical Writing	5
		Practical	10
	a)	Diary Entry / Short Story Writing	5
	b)	Group Project	5
		CE Total	25
Total			75

Note: Practicums have only internal assessments.

KU2AECENG106: ENGLISH FOR CAREER

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
2	AEC	100-199	KU2AECENG106	3	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
2	2	0	25	50	75	1.5

Course Description:

This course is designed to prepare students for the English language components of various competitive exams. It offers a comprehensive approach to mastering the essential skills required for success in standardized tests, including vocabulary enhancement, reading comprehension, grammar, writing, listening, and speaking. Through a combination of theoretical instruction and practical application, students will develop the proficiency needed to excel in the high-pressure environment of competitive examinations.

Course Prerequisite: NIL**Course Outcomes:**

CO No.	Expected Outcome	Learning Domains
1	Expand and apply a diverse range of vocabulary suitable for competitive examinations.	A
2	Understand grammatical rules correctly to reduce errors in sentence structure, punctuation, and usage.	U
3	Gain experience and confidence by practicing under exam-like conditions, improving performance under pressure.	A
4	Analyze and interpret various texts, improving speed and accuracy in understanding passages.	An
5	Write coherent, structured, and concise essays and responses, adhering to the required formats and guidelines.	C

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

Mapping of Course Outcomes to PSOs

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

COURSE CONTENTS

Contents for Classroom Transaction:

M O D U L E	U N I T	DESCRIPTION	HOURS 60
1	Module 1: Vocabulary		12
	1.1	Synonyms, Antonyms, Homonyms	
	1.2	One Word Substitution	
	1.3	Prefixes and Suffixes	
	1.4	Idioms & Phrases, Phrasal Verbs	
2	Module 2 Basic Grammar		17
	2.1	Types of Sentences, Question Tags	
	2.2	Direct & Indirect Speech	
	2.3	Active and Passive Voice	
	2.4	Conjunction, Preposition, Adverbs and Adjectives, Tenses.	
3	Module 3		14
	3.1	Sentence Correction/ Error Spotting	

	3.2	Para Jumble / Jumbled Sentence	
	3.3	Cloze test / Complete the Sentence	
	3.4	Punctuations	

	Module 4 Reading and Writing Skills		12
4	4.1	Reading Comprehension	
	4.2	Essay Writing	
	4.3	Précis Writing	
	4.4	Writing CV and Cover Letter	

	Teacher Specific Module		5
	<i>A teacher can design activities like the ones given below for internal evaluation</i>		
5	<ol style="list-style-type: none"> 1. Incorporate word-of-the-day activities and encourage students to use new words in sentences. 2. Conduct timed reading drills to improve speed and accuracy. 3. Discuss different types of questions (main idea, inference, detail, etc.) and strategies to approach them. 4. Encourage peer review sessions for grammar correction in written assignments. 5. Provide practice prompts and conduct timed writing exercises. 		

Essential Readings:

1. Geyte, Elsvan. *Collins Reading for IELTS*, Collins: London, 2011.
2. Malek, et al. *GRE Literature in English, Research and Education Association*, 2013.
3. McCarthy, Michael and Felicity O'Dell. *Vocabulary in Use*. Cambridge University Press. 2016
4. Sharpe, Pamela J. *Barron's How to prepare for the TOEFL*. Barron's Educational Series, Inc., 2004
5. Witt, Rayde. *How to Prepare for IELTS*, British Council, English Language Publications, 1995.
6. Swan, Michael. *Practical English Usage*, OUP, 2016

Assessment Rubrics:

Evaluation Type		Components	Marks
End Semester Evaluation		Theory	35
		Practical	15
	a)	Test Paper / Viva Voce	15
	ESE Total		50
Continuous Evaluation		Theory	15
	a)	Test Paper	5
	b)	Assignment I – based on Writing Skills	5
	c)	Assignment II - based on Grammar and Vocabulary	5
		Practical	10
	a)	Group Project – based on Vocabulary and Grammar	5
	b)	Individual Project – based on Writing	5
	CE Total		25
Total		75	

Note: Practicums have only internal assessments.

KU2AECENG107: ENGLISH THROUGH CULTURE

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
2	AEC	100-199	KU2AECENG107	3	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
2	2	0	25	50	75	1.5

Course Description:

The course is designed to enhance students' English language proficiency through the exploration of diverse cultural contexts. The course integrates language learning with cultural studies, providing students with a comprehensive understanding of how culture influences communication, identity, and societal norms. Through the analysis of literature, films and other cultural artefacts, students will develop advanced language skills while gaining insights into the cultural dynamics of English-speaking communities.

Course Prerequisite: NIL

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Recognise the cultural expressions within various media, understand their societal impact and the ways they shape and reflect cultural identities.	U
2	Understand the cultural references and idiomatic language in everyday communication.	U
3	Enhance listening comprehension of various English accents, dialects, and colloquialisms through exposure to cultural content such as films.	U
4	Develop a global perspective on the use of English, recognizing its role in global communication, migration, and cultural exchange.	A
5	Recognise the process of literary creation and the artistic choices involved in crafting narratives.	An

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

Mapping of Course Outcomes to PSOs

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

COURSE CONTENTS

Contents for Classroom Transaction:

M O D U L E	U N I T	DESCRIPTION	HOURS 60
1	Module 1:		13
	1.1	“I Could Never Feel That Way About Kanji.” Nisha Susan	
	1.2*	“Mexican Tacos recipe” - https://www.tarladalal.com/tacos-mexican-tacos-recipe-vegetarian-tacos-1257r <ul style="list-style-type: none"> • Method of writing a recipe • Use of present tense • Giving instructions and directions 	
	1.3	Vocabulary: cuisine, culinary, ingredients, Al dente, blanch, brine, leaven, barbecue, gravy, simmer	
	1.4	Food idioms: piece of cake, hard nut to crack, bad egg, butter someone up, cool as a cucumber, hot potato, nuts about something or someone, like two peas in a pod, have bigger fish to fry, eat like a horse	

2	Module 2: Sports		14
	2.1	“I am Legend.” <i>Faster than Lightning: My Autobiography</i> . Matt Allen and Usain Bolt. (First 4 pages of the chapter)	
	2.2*	Process of commentary “Peter Drury best Commentaries on Dramatic moments 2022/2023” https://www.youtube.com/watch?v=pbWABJrPels	
	2.3	Vocabulary: arena, amateur, hurdles, equestrian, track and field,	
	2.4	Sports idioms: call the shots, front runner, hit below the belt, blow the whistle, Slam Dunk, throw in the towel, take the bull by the	

	horns, blind sided	
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	Module 3:	14
3	3.1	“Dialogue between Fashion and Death.” Giacomo Leopardi. Trans. Charles Edwardes
	3.2*	https://www.travelfashiongirl.com/ creating a blog - process of blog writing – topic selection - defining audience - creating outline – content writing - captivating headlines – including images – editing
	3.3	Vocabulary: accessories, mannequin, hipster, fashion icon, fashion victim, sloppy, baggy, brand loyalty, showstopper, catwalk/runway
	3.4	Idioms and phrases: To have a sense of style – To be old-fashioned – Strike a pose – To be dressed to the nines/ kill – To have an eye for fashion – Dress for the occasion - First In, Best Dressed - Lose the Thread - If the shoe fits - Dyed in the wool

	Module 4: Movie	14
4	4.1	<i>Cigarettes and Coffee</i> (1993) Paul Thomas Anderson
	4.2*	<i>The Dark Knight</i> . Jonathan Nolan and Christopher Nolan (pp 1-12) Screen play writing – Process- story concept-background research- create an outline- character development- first draft – revise- technical guidelines.
	4.3	Vocabulary: script, special effect, score, blooper, flashback/flash-forward, outtake, sequel, voice over, spooky, end credits, premiere
	4.4	Idioms and phrases: To pan something, to give thumbs up, to take top billing, box office hit, live up the hype, to be in the limelight, a dog and pony show, sell out, to steal the show, to jump the shark

	Teacher Specific Module	5
5	<i>A teacher can design activities for internal evaluation</i>	
	<ul style="list-style-type: none"> • Activities that explore how English language influences and reflects cultural identity. • Study the variations of English spoken around the world and the cultural influences on the evolution of these variations. • The influence of the internet and social media on English language and culture and how digital communication is creating new cultural norms in English usage. 	

Essential Readings:

1. Kane, Thomas S. *The Oxford Essential Guide to Writing*. Oxford University Press, 2003
2. Manser, Martin, and Stephen Curtis. *The Penguin Writer's Manual*. Penguin Books Ltd. 2002.
3. McCarthy, Michael and Felicity O'Dell. *Vocabulary in Use*. Cambridge University Press. 2016
4. Swan, Michael. *Practical English Usage*, OUP, 2016.

Assessment Rubrics:

Evaluation Type		Components	Marks
End Semester Evaluation		Theory	35
		Practical	15
	a)	Test Paper / Viva Voce	15
	ESE Total		50
Continuous Evaluation		Theory	15
	a)	Test Paper	5
	b)	Assignment I	5
	c)	Assignment II	5
		Practical	10
	a)	Commentary on a Sports event	5
	b)	Blog Writing	5
	CE Total		25
Total		75	

Note: * These are only meant as samples for class room discussion. The students are expected to comprehend the methods, strategies involved and frame work of the discourses. More samples may be provided.

Practicums have only internal assessments.

KU2AECENG108: ENGLISH FOR CONTENT CREATION

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
2	AEC	100-199	KU2AECENG108	3	60

Learning Approach (Hours/Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
2	2	0	25	50	75	1.5

Course Description:

This course aims to enhance students' abilities in content creation, focusing on the translation and writing techniques necessary for effective communication in various contexts. Students will explore different types of translation, delve into the characteristics of flash fiction, and participate in creative writing workshops. They will also learn to write for different purposes, such as blurbs, book reviews, travelogues, and biographies. The course emphasizes cultural sensitivity, ethical considerations, and practical applications in content creation.

Course Prerequisite: NIL

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Understand the principles and scope of translation, including the importance of cultural sensitivity and ethical considerations.	U
2	Identify and apply the characteristics of flash fiction and other writing techniques in content creation.	A, An
3	Develop skills in prequel and sequel writing, as well as in writing prefaces and brochures.	A, E
4	Creative writings focusing on limericks and picture-inspired poetry.	C
5	Create content for various purposes, such as blurbs, book reviews, travelogues, and biographies.	C

Mapping of Course Outcomes to PSOs

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

COURSE CONTENTS

Contents for Classroom Transaction:

M O D U L E	U N I T	DESCRIPTION	HOURS 60
1	Module 1: Translation		10
	1.1	Definition and Scope of Translation - Language transfer - Meaning Preservation - Context consideration – Equivalence -- Cultural sensitivity	
	1.2	Types of Translation - Literary translation - Medical translation - Legal translation - Technical translation - Audio-visual translation -- Business translation -- Localization	
	1.3	Key Terms in Translation - Source language - Target language - Source text - Target text - Cultural competence	
	1.4	Professional and Ethical Considerations in Translation - Confidentiality - Accuracy - Impartiality	
2	Module 2: Content Crafting		16
	2.1	Blurb Writing - Conciseness - Hook - Clarity- Tone and style - Pacing - Voice - Promise - Avoiding spoilers	
	2.2	Book Review -Bibliographic information - Brief summary - Analysis and evaluation of themes, character, plot, writing style, setting - Strengths and weaknesses - Personal reflections - Comparisons - Recommendations	
	2.3	Forward/Preface Writing - Introduction to the author - Purpose and scope - Inspiration and background - Acknowledgments - Overview of the content - Intended audience	

2.4	Brochure Making - Clear objective - Target audience - Compelling design - Concise content - Engaging headlines - Contact information	
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	Module 3: Creative Writing	17
3	3.1 Sequel Writing - Continuation of the plot - Character evolution - New conflict - Thematic developments - Progressions - Satisfying resolutions	
	3.2 Picture Inspired Poetry - Writing poetry using wordless picture books - Old family photographs - Political cartoons - Famous paintings - Hashtags	
	3.3 Flash Poems – Brevity, concise, emotional impact, vivid imagery – focus on a single moment or idea - directness and simplicity - open interpretation- surprise or twist	
	3.4 Free Verse Poetry - Characteristics of Free Verse - Learn about the lack of a fixed rhyme scheme - Explore the flexibility of line lengths - Use enjambment effectively - Engage in creative brain storming activities - Focus on Content and Meaning.	

	Module 4:	12
4	4.1 Travelogues - First person narrative - Description detail - Chronological structure - Cultural insights - Personal reflections - Informative content - Adventure and discovery - Interaction with locals - Visual elements	
	4.2 Biography - Life story - Research-based - Objective perspective - Narrative structure - Contextualization - Factual accuracy - Literary style	

	Teacher Specific Module	5
5	Directions: A teacher can use this module to give further practice on the topics discussed in the previous modules or design activities related to them. This module is for internal evaluation	
	Students should be instructed to produce original content based on the prescribed concepts.	

Essential Readings:

1. Ann Handley. *Everybody Writes: Your Go-To Guide to Creating Ridiculously Good Content*
2. John Seely. *Oxford Guide to Effective Writing and Speaking*
3. Orson Scott Card. *Elements of Fiction Writing*
4. Miri Rodriguez. *Brand Storytelling: Put Customers at the Heart of Your*

Brand

5. Dan Lawrence. *Digital Writing: A Guide to Writing for Social Media and the Web*.

Suggested Readings:

1. Eileen Pollack. *Creative Non-Fiction: A Guide to Form, Content and Style with Readings*.
2. Stanley Fish. *How to Write a Sentence: And How to Read One*.
3. William Zinsser. *On Writing Well*.
4. Barbara Lounsberry. *The Art of the Fact: Contemporary Artists of Non-Fiction*

Assessment Rubrics:

Evaluation Type		Components	Marks
End Semester Evaluation		Theory	35
		Practical	15
	a)	Test paper / Viva Voce	15
	ESE Total		50
Continuous Evaluation		Theory	15
	a)	Test Paper	5
	b)	Assignment I	5
	c)	Assignment II	5
		Practical	10
	a)	Blurb Writing	5
	b)	Biography Writing	5
	CE Total		25
Total		75	

Note: Practicums have only internal assessment

KU2MDCENG104: COMICS AND GRAPHIC NARRATIVES

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
2	MDC	100-199	KU2MDCENG104	3	45

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
3	0	0	25	50	75	1.5

Course Description:

This course explores the rich and dynamic world of comics and graphic narratives, examining their evolution, cultural impact, and storytelling techniques. Students will delve into the history and development of comics, from early newspaper strips to contemporary graphic novels, and analyse how these forms engage with social, political, and personal themes. It is designed for students with an interest in literature, visual arts, cultural studies, or anyone passionate about the vibrant world of comics and graphic storytelling. No prior experience with comics is necessary, just a willingness to engage creatively and critically with the material.

Course Prerequisite: NIL

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Identify key historical movements, influential creators, and significant works in the evolution of comics and graphic narratives.	R
2	Explain how comics interact with literature, film, and popular culture, recognizing their mutual influence.	U
3	Examine the formal elements of comics, such as visual storytelling, panel composition, and narrative structure, to understand their impact on meaning.	An

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4	Assess how comics reflect, critique, and shape social, cultural, and political issues, including identity, gender, race, and power.	E
5	Develop original arguments or interpretations about comics, demonstrating critical thinking through writing, presentations, or creative projects.	C

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

Mapping of Course Outcomes to PSOs

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

COURSE CONTENTS

Contents for Classroom Transaction:

MO DU LES	U N I T	DESCRIPTION	HOURS 45
1	MODULE 1: Foundations of Comics Studies		10
	1	“How to Study Comics and Graphic Novels: A Graphic Introduction to Comic Studies.” - Enrique del Rey Cabero	
	2	“The Evolution of Indian Comics.” - <i>Madras Courier</i> .	
2	MODULE 2: Comics and Culture		10

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	1	“The Role of Comics Journalism in Modern Media.” Kimberlee Meier	
	2	“Chronicling History through Cartoons.” Rasheed Kappan	

3	MODULE 3: Varieties of Graphic Novels		10
	1	<i>Maus: A Survivor’s Tale</i> (Chapter 2: “The Honeymoon”) Art Spiegelman	
	2	<i>Diary of a Wimpy Kid</i> (“September”) Jeff Kinney	

4	MODULE 4: Comic and Graphic Narratives in India		10
	1	<i>Bhimayana: Experiences of Untouchability</i> (Book 2: Shelter) Srividya Natarajan and S. Anand	
	2	<i>Chhotu: A Tale of Partition and Love</i> (Part 1: Jab Tak Rahega Aloo) Varud Gupta and Ayushi Rastogi	

	Teacher Specific Module	5
5	<i>Directions:</i> A teacher can use this module to give further practice on the topics discussed in the previous modules or design activities like the ones given below. This module is for internal evaluation.	

<p>Module I: Teachers should introduce basic terms and definitions related to comics and graphic novels and introduce them to comic studies as an academic discipline.</p> <p>Module II: Explore the cultural dimensions of comics, including gender representation, manga as a global phenomenon, the role of comics journalism in media, and using cartoons to document historical events.</p> <p>Module III: Teach the diversity of genres and texts within graphic novels through the prescribed texts as well as the varied storytelling techniques and visual styles deployed by the writers and illustrators, as well as underscoring elements of personal and collective history, adolescence, morality, etc.</p> <p>Module IV: Teachers should highlight the tradition of comics and graphic novels in India, and emphasise themes such as cultural identity, history, partition, and social issues like untouchability.</p> <p>General Instructions:</p> <p>Students must be encouraged to read the comics on their own and generate classroom discussions based on it</p> <p>Teachers should research and contextualize the core reading material before assigning them to students.</p> <p>If possible, film adaptations of the texts prescribed in Module III and IV as well as other animated or live action adaptations of popular graphic novels can be shown in class</p>	
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Essential Reading:

1. Eisner, Will. *Comics and Sequential Art*. Poorhouse Press, 1985
2. Gravett, Paul. *Manga: 60 Years of Japanese Comics*. Laurence King Publishing, 2004.
3. Hirsch, Paul S. *Pulp Empire: The Secret History of Comic Book Imperialism*, University of Chicago Press, 2021
4. Nayar, Pramod K. *The Indian Graphic Novel: Nation, History and Critique*, Routledge, 2016
5. Nayar, Pramod K. *The Human Rights Graphic Novel: Drawing it Just Right*, Routledge, 2021
6. Veld, Laurikein't. "Graphic Journalism." *The Cambridge Companion to the American Graphic Novel*, edited by Jane Baetens, Hugo Frey and Fabrice Leroy

Suggested Reading:

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1. Miller, Frank. *The Dark Knight Returns*, DC Comics, 1986
2. Moore, Alan. *Watchmen*, DC Comics, 1987
3. Satrapi, Marjane. *The Complete Persepolis*, Pantheon, 2007.
4. *Spiderman: Across the Spider-Verse*. Directed by Joaquim Dos Santos, Kemp Powers and Justin K. Thompson, Sony Pictures Releasing, 2023.
5. *Spirited Away*. Directed by Hayao Miyazaki, Studio Ghibli, 2001.
6. *The Boys*. Created by Eric Kripke, Amazon Prime Video.

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		50
Continuous Evaluation		25
a)	Test Paper- 1	5
b)	Test Paper-2	5
c)	Assignment	5
d)	Seminar	5
e)	Book/Article Review	5
Total		75

KU2MDCENG105: FOOD AND FASHION NARRATIVES

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
1	MDC	100-199	KU2MDCENG105	3	45

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
3	-	0	25	50	75	1.5

Course Description:

This course will explore the fascinating connections between food and fashion. By reading literature, and going through case studies, students will learn about the cultural, social, and economic aspects of these two important industries. By the end of the course, students will have a deeper understanding of how food and fashion shape our lives and society. No prior knowledge is required, just a curiosity about the world around us.

Course Prerequisite: NIL

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Students will gain insights into how historical events have impacted both food and fashion trends.	U
2	Students will be able to understand the relationship between food and fashion and how they influence each other.	An
3	Students will understand how food and fashion trends influence literature	U
4	Students will be able to critically evaluate the role of media and advertising in shaping our perceptions of food and fashion.	E

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5	Students will be able to communicate ideas clearly about how food and fashion shape our daily lives and society.	A
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***Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**

Mapping of Course Outcomes to PSOs

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

COURSE CONTENTS

Contents for Classroom Transaction:

M O D U L E	U N I T	DESCRIPTION	HOURS 45
1	MODULE TITLE 1: FOOD FOR THOUGHT		10
	1	“On taste: An etymological and gustatory exploration.” Anita Roy	
	2	“Disreputable cuisines: The politics of street food in India.” Krishnendu Ray	
2	MODULE 2: NARRATIVES OF FOOD		10
	1	“Poem to Curry.” William Makepeace Thackeray	
	2	“A Mad Tea Party.” <i>Alice in Wonderland</i> . Lewis Carroll	
3	MODULE 3: FASHION AND FE/MALE		10
	1	“What Do Women Want?” Kim Addonizio	

2	"The Remains of the Feast." Gita Hariharan.	
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4	MODULE TITLE: FASHIONING SUB/NATION		10
	1	"Rethinking 'Keraleeyatha': Clothing and the Politics of the Body" <i>Ala</i> (Podcast) www.alablog.in/tag/Keraleeyatha/	
	2	"How a kidnapped girl from Mughal India inspired Mexico's traditional costume." Srinwantu De.	

5	Teacher Specific Module		5
	<i>Directions</i>		
	Encourage students to share their insights and experiences regarding recent food and fashion trends.		

Essential Reading/Viewing

1. Kallen Pokkudan. "Dalits and the Mangrove Forest Region"
2. Satheeshbabu Payyanur. "Some Culinary Experiments"
3. *Salt N' Pepper* (2011)
4. *Ustad Hotel* (2012)

Suggested Reading/Viewing:

1. Salim Ahamed. *Pathemari* (2015)
2. Musthafa Mubashir and M. Shuaib Mohamed Haneef.
"Dress and Gulf imagery in two Malayalam films:
Pathemari and *Marubhoomiyile Aana*."

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		50
Continuous Evaluation		25
a)	Test Paper- 1	5
b)	Test Paper-2	5
c)	Assignment	5
d)	Seminar	5
e)	Book/Article Review	5
Total		75

KU2MDCENG106: POPULAR NARRATIVES

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
2	MDC	100-199	KU2MDCENG106	3	45

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
3	-	-	25	50	75	1.5

Course Description:

The course is intended to help students develop a critical understanding of the different constituent categories of writing within the broad rubric of popular literature and also learn to differentiate between popular literature and its alternative, i.e. canonical literature, using parameters theorized under Suggested Reading.

Course Prerequisite: NIL

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Students will gain an understanding of how popular narratives reflect and shape cultural and societal values	U
2	Students will examine how major graphic narratives comment on contemporary culture history and mythology;	A, An
3	Students will explore the social and cultural relevance of popular texts and bestsellers, as products of their time and age, mirroring	An

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	the aspirations and anxieties of the society and class of their readership.	
4	Students will develop critical thinking skills to analyze why certain narratives become popular and the impact they have on society.	An
5	Students will be able to problematise the traditional boundary between the classical and the popular	E, C

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

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1						X	
CO 2		X				X	
CO 3		X				X	
CO 4		X					
CO 5			X	C			

COURSE CONTENTS

Contents for Classroom Transaction:

M O D U L E	U N I T	DESCRIPTION	HOURS
			45
		MODULE 1: nonfiction	10
1	1	Amitav Gosh: "Smoke and Ashes" (<i>Here Be Dragons</i>)	
	2	William Dalrymple: "The Dancer of Kannur: The Story of Hari Das."	

	MODULE 2: fiction		10
2	1	Ruskin Bond: “One” <i>The Blue Umbrella</i>	
	2	Louisa Alcott: “Playing Pilgrims” <i>Little Woman</i>	

	MODULE 3 detective/crime		10
3	1	Agatha Christie: “Chapter 1” <i>The Murder of Roger Ackroyd</i>	
	2	Arthur Conan Doyle: “Sherlock Holmes: The Red-Headed League”	

	MODULE 4 mythology/ fantasy		10
4	1	Harry Potter: “The Boy Who Lived” <i>The Philosophers Stone</i>	
	2	S. Hareesh: “World Famous Moustache.” <i>Moustache</i>	

5	Teacher-Specific Module		5
	<p><i>Directions: A teacher can use this module to give further practice on the topics discussed in the previous modules or design activities like the ones given below. This module is for internal evaluation</i></p>		
	<p>Reading material together in small groups initiating discussion topics/ participating in discussions</p> <p>Watch films that explore themes of marginalization and discuss how these themes are depicted in the films.</p>		

Essential Readings:

1. Todorov, Tzvetan. “The Typology of Detective Fiction.” *Modern Criticism and Theory: A Re Lodge*. Rev. and expanded ed. Delhi: Pearson Education, 2005: 137-44.
2. Sumathi Ramaswamy. “Introduction”. *Beyond Appearances? Visual Practices and Ideologies in Modern India*. Sage, 2003) pp. xiii–xxix.

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3. Leslie Fiedler. "Towards a Definition of Popular Literature," *Super Culture: American Popular Culture and Europe*. ed. C.W.E. Bigsby. Bowling Green University Press, 1975, pp. 29–38.
4. Felicity Hughes, "Children's Literature: Theory and Practice." *English Literary History*, vol. 45, 1978, pp. 542–61.

Suggested Readings:

1. Coming of Age
2. The Canonical and the Popular
3. Caste, Gender and Identity
4. Ethics and Education in Children's Literature
5. Sense and Nonsense

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		50
Continuous Evaluation		25
a)	Test Paper- 1	5
b)	Test Paper-2	5
c)	Assignment	5
d)	Seminar	5
e)	Book/Article Review	5
Total		75

KU2DSCENG106: PROSE IN ENGLISH

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
2	DSC	100-199	KU2DSCENG106	4	75

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
3	2	0	35	65	100	1.5

Course Description:

Prose in English is designed to provide students with an understanding of prose narratives from different historical periods and cultural contexts. The course will cover a range of literary and critical approaches. The students will explore the diversity of literary expressions and develop essential skills for interpreting and appreciating literature. Students will examine key elements of literary analysis. In addition, students will engage with critical perspectives and theoretical frameworks that enhance their understanding of literature as both art and cultural artifact. This course serves as a foundation for further study in literature and related disciplines.

Course Prerequisite: Proficiency in English language.

Course Outcomes:

CO No.	Expected Outcome	Learning Domains

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1	Students will understand, appreciate, and critically analyse diverse forms of linguistic expressions.	U
2	Comprehend the cultural and historical contexts in which literary narratives were produced, including how social, political, and regional factors influence both content and reception.	U
3	Develop an awareness of ethical issues related to literature, such as representation, authorship, and cultural appropriation, and learn to engage thoughtfully with these issues.	A
4	Recognize the value of lifelong learning in the study of literature, equipped with the skills and knowledge necessary to continue exploring and engaging with literary texts beyond the classroom and traditional canon.	A
5	Understand the interdisciplinary nature of literary studies, recognizing connections between literature and other fields, and appreciating how these connections enhance their comprehension of both literature and the world around them.	E

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

Mapping of Course Outcomes to PSOs

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

COURSE CONTENTS

Contents for Classroom Transaction:

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M O D U L E	U N I T	DESCRIPTION	HOURS
1	MODULE 1: Prose Writings		16
	1	“Of Studies” Francis Bacon (Guided Self Study)	
	2	“As Others See Us” Betrand Russel (Guided Self Study)	
	3	“How to Read Classics in the Classroom” E. P. Rajagopalan.	
	4	“Translation: Crossing Borders” E. V. Fathima.	

2	MODULE 2 Short Fiction		18
	1	“The Thousand-and-Second Tale of Scheherazade” Edgar Allan Poe (Guided Self Study)	
	2	“The Diamond Necklace” Guy de Maupassant (Guided Self Study)	
	3	“Girl” Jamaica Kincaid	
	4	“Cinderella” Angela Carter	

3	MODULE 3 Stories in Translation		16
	1	“Dwaraka” Kesari Vengayil Kunhircaman Nayanar (Guided Self Study)	
	2	“Sherlock” M. T. Vasudevan Nair (Guided Self Study)	
	3	“Lucifer” Chandramathi	
	4	“Fire” Sithara S.	

4	MODULE 4 Non-Fiction		20
	1	“New Directions” Maya Angelou (Guided Self Study)	

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	2	“Discovering Coorg” Dervla Murphy (Guided Self Study)	
	3	“Adiyar Teacher” Taha Madayi	
	4	“Korappolu, the Grandma” D. Vadavathi	

	Teacher Specific Module	5
5	<i>Directions</i>	
	Introduce linguistic and literary discourses like literary appreciation, critical thinking, counter writing, content writing, translation, adaptation, review/critical/creative writing.	

Essential Readings:

1. Raveendran, P. P., and G. S. Jayasree, editors. *The Oxford India Anthology of Modern Malayalam Literature*. Oxford University Press, 2017
2. Dasan, M., et al., editors. *The Oxford India Anthology of Malayalam Dalit Writing*. Oxford University Press, 2012
3. Pillai, Meena T. *Translating Kerala: The Cultural Turn in Translation Studies*. Orient BlackSwan, 2024.
4. Viswanatha, Vanamala, Editor. *Routes: Representations of the West in Short Fiction from South India in Translation*. Macmillan, 2000.

Suggested Readings:

1. Board of Editors. *Crossing the Borders: Malayalam Literature in English Translation*. Saradhi Publishers and Distributors, 2019.

Assessment Rubrics:

Evaluation Type	Components		Marks
End Semester Evaluation (ESE)	Theory		50
	Practical		15
	a)	Test paper / Viva Voce	15
	ESE Total		65
Continuous Evaluation (CE)	Theory		25
	a)	Test Paper	10

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	b)	Translation	5
	c)	Assignment	5
	d)	Presentation/Viva Voce	5
		Practical	10
	a)	Group Discussion/Debate	5
	b)	Field Visit/Content Creation	5
		CE Total	35
Total			100

Note: Guided Self Study is for non-detailed study and will include B-type questions.

KU2DSCENG107: HISTORY OF LITERATURES IN ENGLISH

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
2	DSC	100-199	KU2DSCENG107	4	75

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
2	2	0	35	65	100	1.5

Course Description:

History of Literatures in English is designed to provide students with an understanding of literary history from different political and cultural contexts. The course will cover a range of literary and critical approaches. The students will explore the diversity of literary expressions and develop essential skills for interpreting and approaching literary history. Students will examine key elements of historical analysis. In addition, students will engage with critical perspectives and theoretical frameworks that enhance their understanding of literature as both historical document and cultural artefact. This course serves as a foundation for further study in literary history and related disciplines.

Course Prerequisite: Proficiency in English language.

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Students, through exposure to a variety of texts across different historical and cultural contexts, will understand and appreciate and critically analyse diverse forms of linguistic expressions.	U

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2	Students will understand the cultural and historical contexts in which literary narratives were produced, including how social, political, and regional factors determine both the content and reception of them.	U
3	Students will develop an awareness of ethical issues related to literature, including questions of representation, authorship, and cultural appropriation, and will learn to engage with these issues.	A
4	Students will learn the value of lifelong learning in the study of literature, and will be equipped with the skills and knowledge necessary to continue exploring and engaging with literary texts beyond the class and canon.	An
5	Students will understand the interdisciplinary nature of literary studies, recognizing connections between literature and other fields, and appreciating how these connections enhance their ability in the understanding of both literature and the life around them.	E

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

Mapping of Course Outcomes to PSOs

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

COURSE CONTENTS

Contents for Classroom Transaction:

M O D U L E	U N I T	DESCRIPTION	HOURS
		MODULE 1: Renaissance and Enlightenment	18
1	1	Literature of the Renaissance (Guided Self Study)	
	2	Re-reading the Renaissance: Postcolonial Shakespeare	
	3	Literature of the Enlightenment (Guided Self Study)	
	4	Gender and Genre: The Rise of the English Novel	
		MODULE 2 The Romantic and The Victorian Age	18
2	1	Literature of the Romantic Age (Guided Self Study)	
	2	Re-reading the Romantics: Colonialism and Romanticism	
	3	Literature of the Victorian Age (Guided Self Study)	
	4	Re-reading the Victorians: Constructed Masculinities	
		MODULE 3The Modern and Postmodern Ages	18
3	1	Literature of the Modern Age (Guided Self Study)	
	2	Re-Reading Modernism: Technology, the Body and Literature	
	3	‘English Literature’ or ‘Literatures in English’	

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	4	Commonwealth/Postcolonial/New Literatures (Guided Self Study)	
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		MODULE 4	16
4	1	Viswanathan, Gauri. <i>The Beginnings of English Literary Study in British India</i> . (Guided Self Study)	
	2	Rajan, Rajeswari Sunder. (ed) <i>The Lie of the Land: English Literary Studies in India</i> (Guided Self Study)	
	3	Lekshmy, P. L., "Evolution of English Studies in Kerala: Colonialism, Resistance, and Modernity.", <i>MLS 2023 OCT-DEC</i> , pp. 41-46	
	4	Muraleedharan, K. C. "Gender Bias in English Syllabi: A Case Study" <i>B.A. English Literature Courses and the Empowerment of Women in the Kerala Context Since 1990</i> . (UGC-MRP)	

		Teacher Specific Module	5
5	<i>Directions</i>		
	Introduce linguistic and literary discourses like literary appreciation, critical thinking, counter writing, content writing, translation, adaptation, review/critical/creative writing.		

Essential Readings:

1. Stephen Greenblatt. *The Norton Anthology of English Literature*
2. Paul Poplawski. *English Literature in Context*

Assessment Rubrics:

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Evaluation Type	Components	Marks
End Semester Evaluation (ESE)	Theory	50
	Practical	15
	a) Test paper / Viva Voce	15
	ESE Total	65
Continuous Evaluation (CE)	Theory	25
	a) Test Paper	10
	b) Translation	5
	c) Assignment	5
	d) Presentation/Viva Voce	5
	Practical	10
	a) Group Discussion/Debate	5
	b) Field Visit/Content Creation	5
	CE Total	35
Total	100	

Note: Guided Self Study is for non-detailed study and will include B-type questions.

KU2DSCENG108: TRAVEL LITERATURES

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
2	DSC	100	KU2DSCENG108	4	75

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
3	2	0	35	65	100	1.5

Course Description:

This introductory paper delves into the rich tradition of travel writing, examining how journeys—whether real or imagined—shape our understanding of different cultures, landscapes, and human experiences. Students will engage with a diverse range of texts, from classic travelogues and memoirs, gaining insight into the literary techniques and cultural contexts that inform travel narratives.

Course Prerequisite: NIL

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Understand the historical development of travel literature and its role in shaping perceptions of different cultures and regions.	U
2	Develop the ability to critically analyze and interpret travel literature, identifying themes, motifs, and narrative techniques.	An
3	Analyze the influence of socio-political contexts on the production and reception of travel narratives.	An
4	Investigate the interplay between the traveller's perspective and the depiction of the 'Other.'	E
5	Reflect on personal travel experiences and articulate them effectively in writing.	C

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

Mapping of Course Outcomes to PSOs

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

COURSE CONTENTS

Contents for Classroom Transaction:

M O D U L E	U N I T	DESCRIPTION	HOURS
I		MODULE TITLE 1: Introduction (Guided Self Study)	20
	1	Tools and Guides: maps and atlas: Karl Baedeker guides - Lonely Planet - Google maps - travelogues, travel stories, travel guides - GPS	
	2	Evolution: Ptolemy - Marco Polo Ibn Battuta - Elizabethan voyages of discovery and English explorers Captain James Cook -- Charles Darwin - Colonial travellers: David Livingston - Richard Burton - Pandita Ramabai - Frances Parker Bowles – Thoma Paremmakkal - S. K. Pottekkatt - contemporary travellers: Jan Morris - Bill Bryson – Michael Palin - Santhosh George Kulangara, Sujith Bhakthan	
	3	Types of Travels: pilgrimages - adventures- war and immigration exile – tourism migration-motor cycle trips-village tourism Vlogging	
	4	Travel narratives and post colonialism - Transculturation- 'Counter - travel'- post colonial travel narratives from India - Indians abroad - Students migration	

II	MODULE 2: Critical Essays on Travel Narratives		20
1	Jan Borm. “Defining Travel: On the Travel Book, Travel Writing and Terminology.”		
2	Deepti Ruth Azariah. “Introduction: tourism, travel, and blogging.”		
3	Susan Bassnett. “Travel Writing and Gender.”		
4	Tim Youngs. “Where Are We Going? Cross-border Approaches to Travel Writing.”		

III	MODULE 3: Novels on Travel (Guided Self Study)		15
1	William Dalrymple. <i>City of Djinns: A Year in Delhi</i>		
2	Pico Iyer. <i>Falling off the Map</i>		
3	Cheryl Stayed. <i>Wild: From Lost to Found on the Pacific Crest Trail</i>		
4	Alex Garland: <i>The Beach</i>		

IV	MODULE 4: Movies on Travel		15
1	Sean Penn. <i>Into the Wild</i>		
2	Walter Salles. <i>The Motorcycle Diaries</i>		
3.	Danny Boyle. <i>The Beach</i>		
4.	Dr Biju. <i>Veetilekkulla Vazhi</i>		

	Teacher Specific Module	5
5	<i>Directions</i> Familiarise students with different narrative techniques employed by writers and encourage them to produce original writings about their travel experiences.	

Essential Reading

1. Paulo Coelho: *The Alchemist*
2. Robert M. Pirsig. *Zen and the Art of Motorcycle Maintenance*
3. Samanth Subramanian: *Following the Fish: Travels Around the Indian Coast*

Suggested Reading

1. Hooper, Glenn and Tim Youngs (eds) *Perspectives on Travel Writing*.
2. Lipski, Jakub (ed). *Travel and Identity: Studies in Literature, Culture and Language*. Springer Cham, 2018.
3. Forsdick Charles, Zed Kinsley and Kathrine Walchester (eds). *Keywords for Travel Writing Studies -A Critical Glossary*. Anthem Press, London 2019.

Assessment Rubrics:

Evaluation Type	Components		Marks
End Semester Evaluation (ESE)	Theory		50
	Practical		15
	a)	Test paper / Viva Voce	15
	ESE Total		65
Continuous Evaluation (CE)	Theory		25
	a)	Test Paper	10
	b)	Translation	5
	c)	Assignment	5
	d)	Presentation/Viva Voce	5
	Practical		10
	a)	Group Discussion/Debate	5
	b)	Field Visit/Content Creation	5
	CE Total		35
Total			100

Note: Guided Self Study is for non-detailed study and will include B-type questions.

KU2DSCENG109: SPORTS LITERATURES

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
2	DSC	100-199	KU2DSCENG109	4	75

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
3	2	0	35	65	100	1.5

Course Description:

This dynamic course takes students on an exhilarating journey through the captivating world of sports literature. From adrenaline-pumping victories to poignant tales of resilience, it explores a diverse array of literary works that highlight the intersection of sports, culture, and the human experience. Students will delve into sports narratives spanning various genres, cultures, and historical periods. Covering everything from the thrilling arenas of cricket to regional sports traditions, the course reveals the rich tapestry of athletic stories. Through novels, autobiographies, and critical analyses, participants will gain deep insights into the profound impact of sports on society, identity, and the human psyche.

Course Prerequisite: NIL

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Students will develop a heightened appreciation for sports literature's unique storytelling and stylistic choices.	U
2	Students will gain insights into how sports literature reflects societal values and shapes collective identity	U
3	Students can enhance critical analysis skills through diverse sports narratives.	An

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4	Students will develop articulation through effective communication in discussions, presentations, and written assignments.	A
5	Students can delve into athletes' inner worlds, fostering empathy for their challenges and triumphs.	E

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

Mapping of Course Outcomes to PSOs

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

COURSE CONTENTS

Contents for Classroom Transaction:

M O D U L E	U N I T	DESCRIPTION	HOURS
I	Introduction to Sports Literature (Guided Self Study)		16
	1	Definition of Sports Literature - Understanding the literary genre focused on sports themes	
	2	Impact of Sports Literature - Analyzing how sports literature influences cultural perceptions.	
	3	Impact of Sports Literature - Analyzing how sports literature influences cultural perceptions.	
	4	Role of Sports in Literature and Culture - Examining the intersection of sports and broader cultural contexts.	

II	Sports and Culture		20
1	“Sports and Nationalism in Colonial India: A Cultural Weapon for Indians” (Excerpts) Saroj Mahata (Guided Self Study)		
2	“The Cricket Factor in Indian Politics.” Shashi Tharoor		
3	“Women’s Football in Kerala: Some Reflections from The Ground.” Amritha Mohan		
4	“Culture, eSports, and the Beauty of an Industry in its Infancy.” Robel Efrem (Guided Self Study)		

III	Sports Fiction/Poetry		18
1	“The Loneliness of the Long Distance Runner.” Alan Sillitoe		
2	<i>Selection Day</i> (Excerpts) Aravind Adiga (Guided Self Study)		
3	"To An Athlete Dying Young." (Poetry) A.E Housman (Guided Self Study)		
4	“Dear Basketball.” (Poetry) Kobe Bryant		

IV	Life Narratives		16
1	<i>A Shot at History: My Obsessive Journey to Olympic Gold</i> (Chapter 3: “The Smell of Gun Oil.”) Abhinav Bindra		
2	<i>Open</i> (Chapter 2) Andre Agassi		
3.	<i>Unbreakable: An Autobiography</i> (Chapter 7, 8 & 9) Mary Kom and Dina Serto		
4.	<i>The Soul of a Butterfly</i> ("The Innocence of Youth" & "Black is Beautiful") Muhammad Ali		

5	Teacher Specific Module	5
	<i>Directions</i>	
	Encourage students to explore the culture and history behind games and sports popularly played within their region.	

Essential Reading:

1. Richard Holt. *Sport and the British*

2. Barrie Houlihan and Dominic Malcolm. *Sport and Society: A Student Introduction*
3. C. L. R. James. *Beyond a Boundary*

Suggested Reading/Viewing:

1. Pat Conroy. *My Losing Season: A Memoir*
2. Phil Knight. *Shoe dog: A memoir by the Creator of Nike*
3. Sachin Tendulkar. *Playing it My Way: My Autobiography*

Assessment Rubrics:

Evaluation Type	Components		Marks
End Semester Evaluation (ESE)	Theory		50
	Practical		15
	a)	Test paper / Viva Voce	15
	ESE Total		65
Continuous Evaluation (CE)	Theory		25
	a)	Test Paper	10
	b)	Translation	5
	c)	Assignment	5
	d)	Presentation/ Viva Voce	5
	Practical		10
	a)	Group discussion/ Debate	5
	b)	Field Visit/ Content Creation	5
	CE Total		35
Total			100

Note: Guided Self Study is for non-detailed study and will include only B-type questions.

KU2DSCENG110: CONTEMPORARY LITERATURES

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
2	DSC	100	KU2DSCENG110	4	75

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
3	2	0	35	65	100	1.5

Course Description:

This course is designed to introduce the students to contemporary world literature and to enable them to understand and analyse the social relations and their literary representations occurring in the world around them.

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Students learn the concept and styles of contemporary literatures	U
2	Students get acquainted with the variety of contemporary writings in Literature	U
3	Students are able to discuss the issues related to the Literature and all their varied implications.	E
4	Students' community become familiar with the literary experiences of the world around them.	A
5	Students read and analyse some of the representative literatures from the category of contemporary literatures of the world.	An

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

Mapping of Course Outcomes to PSOs

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

COURSE CONTENTS

Contents for Classroom Transaction:

M O D U L E	U N I T	DESCRIPTION	HOUR S
1	MODULE 1: (Guided Self Study)		16
	1	Audiobooks - Chick lit – Creepypasta – E-books - Epic Fantasy – Fanfiction	
	2.	Geek culture - Interactive Fiction - Novelisation – Shared World/Universe – Textual Poaching – Twitterature	
	3.	“The Promise and Potential of Fanfiction” Stephanie Burt	
	4	“Afrofuturism and the Art of Seeing.” Ciona Rouse	

E2	MODULE 2: Poetry		14
	1	“Identity Card.” Mahamoud Darvish	
	2	“Latin Women Pray.” Judith Ortiz (Cofer)	
	3	“The Right Word.” Imtiaz Dharker	
	4.1	“With God on Our Side.” Bob Dylan	

	MODULE 3: Short Stories	20
3	1	“Hunting Knife.” Haruki Murakami
	2	“Eyes of a Blue Dog.” Gabriel García Márquez
	3	“The Art of Dying.” Githa Hariharan
	4	“Vermin.” Lionel Shriver

	MODULE 4: Novels (Guided Self Study)	20
4	1	<i>Pedro Paramo.</i> Juan Rulfo
	2	<i>Until August.</i> Gabriel Garcia Marquez
	3	<i>The Seven Moons of Maali Almeida.</i> Shehan Karunatilaka
	4	<i>The Inheritance of Loss.</i> Kiran Desai

	Teacher Specific Module	5
	<i>Directions</i>	
5	<p>Reading materials together in small groups, initiating discussion topics/ participating in discussions</p> <p>For Entries “1” and “2” in Module 1 teachers may refer to the books prescribed in “Essential Readings”</p>	5

Essential Readings:

1. Padley, Steve. *Key Concepts in Contemporary Literature*, Bloomsbury Publishing, 2006
2. Murphy, Bernice M. *Key Concepts in Contemporary Popular Fiction*. Edinburg University Press, 2017

Suggested Readings:

1. Tenngart, Paul. *The Nobel Prize and the Formation of Contemporary World Literature*. Bloomsbury Publishing, 2023
2. Carpio, Glenda R. *Migrant Aesthetics: Contemporary Fiction, Global Migration, and the Limits of Empathy*, Colombia University Press, 2023

3. Anjaria, Ulka. *Reading India Now: Contemporary Formations in Literature and Popular Culture*, Temple University Press, 2019.
4. Benzoni, Paul. *Archival Fictions: Materiality, Form, and Media History in Contemporary Literature*. University of Massachusetts Press, 2021.

Assessment Rubrics:

Evaluation Type	Components		Marks
End Semester Evaluation (ESE)	Theory		50
	Practical		15
	a)	Test paper / Viva Voce	15
	ESE Total		65
Continuous Evaluation (CE)	Theory		25
	a)	Test Paper	10
	b)	Translation	5
	c)	Assignment	5
	d)	Presentation/ Viva Voce	5
	Practical		10
	a)	Group Discussion/Debate	5
	b)	Field Visit/Content Creation	5
	CE Total		35
Total			100

Note: Guided Self Study is for non-detailed study and will include only B-type questions.